voiceit

STRENGTHENING LGBTQI+'s VOICE IN POLITICS

LGBTQI+ Rights Information and Empowerment Programme

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WP4_D4.2_LGBTQI+ Rights Information and Empowerment Programme

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LGBTQI+ Rights Information Programme

Module 1: Introduction

1.1. Synopsis

The present module aims to introduce the participants to the project and seminar aims and objectives, as well as to provide the time and space to the participants and trainers to get to know each other. The ice-breaking exercise will contribute to the creation of a cozy and relaxed atmosphere and will function as a preparation for the next modules. The duration of the module is 30 minutes.

1.2. Learning Outcomes

Upon completion of this Module, trainees should:

- Understand the project and seminar scope and objectives;
- Get to know each other;
- Be prepared to participate in the next module;
- Set the ground rules all participants should follow throughout the training.

1.3. Specific Teaching Strategy

- Didactic learner-centred approach;

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- Participatory exercises, i.e. ice-breaking activity, agreement on ground rules.

1.4. Module Tools (tentative)

- Powerpoint presentation;
- Ice-breaking exercise;
- Group activity.

1.5. Module Outline

Section #.1.: Presentation of the project and seminar

Section #.2.: Ice-breaking activity

Section #.3.: Setting of ground rules

1.6. Section 1

1.6.1. Presentation of the project and seminar

The trainer(s) welcome participants to the seminar and introduce them to the project, its scope and objectives, as well as the scope and objectives of the seminar. Trainers can use a powerpoint presentation, lasting 5-10 minutes. The project VoiceIt - Strengthening LGBTQI+'s Voice in Politics aims to contribute to the inclusion of LGBTQI+ people in political decision-making processes in Greece, Cyprus and Italy, by creating a shared vision regarding LGBTQI+ inclusion in politics, increasing LGBTQI+’s participation in political decision-making, strengthening national/international networks for LGBTQI+ individuals interested in participating in such processes, raising the awareness of stakeholders and the public about misconceptions regarding LGBTQI+ rights, experiences of discrimination and the importance of including minorities in political decision making processes and by creating an action plan for policy change for an LGBTQI+ inclusive society.

In order to do so, the following activities are implemented:

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1. Research (literature review and online survey) was done to investigate the national and European LGBTQI+ rights, the relevant legal framework and the perceptions of LGBTQI+ rights, as expressed by the LGBTQI+ community, government officials, representatives of political institutions and the general public. Desk research also aimed to identify discriminatory behaviours against the LGBTQI+ community, obstacles faced by LGBTQI+ with minority ethnic and cultural background, as well as the forms of LGBTQI+'s participation in politics and the potential needs of policy reform, as expressed by the four target groups.

2. A Priorities Working Group has been set in each partner country aiming to the compilation of an Action Plan, in order to create a shared vision for the promotion and advocacy of LGBTQI+ rights and outline the priorities, according to the national context. The action plan will be put forward to the relevant governmental bodies.

3. Implementation of LGBTQI+ Information and Empowerment Seminars –in context of which the present seminar is organised. The LGBTQI+ Rights Information Seminars aim to better inform civil society representatives, state/government officials and representatives of political institutions on LGBTQI+ issues and rights and to stress the importance of including the LGBTQI+ community into political decision making. The LGBTQI+ Rights Empowerment Seminars will aim at the empowerment of LGBTQI+ individuals and organisations to actively participate in the political discourse.

4. Awareness raising activities, in order to inform the public about LGBQI+ rights and popular misconceptions regarding LGBTQI+ individuals and their rights, as well as about the importance of inclusion of minorities in political decision making.

LGBTQI+ Rights Information Seminars

Objectives:

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- To inform civil society representatives, state/government officials and representatives of political institutions about:
  - sexual orientation,
  - gender identity,
  - equality issues,
  - human rights,
  - misrepresentation and stereotyping of LGBTQI+ individuals and their rights in the media and in politics
  - and to stress the importance of including the LGBTQI+ community into political decision making.
- To capacitate them in order to be able to promote this knowledge directly or indirectly, acting as transmitters of the acquired information to their respective personal, social and work environments.

LGBTQI+ Rights Empowerment Seminars

Objectives:

- To empower LGBTQI+ individuals and organisations to actively participate in the political discourse;
- To enhance their confidence in voicing their opinions and concerns;
- To feel empowered to vote, become activists, take part in relevant meetings and generally participate in political decision making.

1.7. Section 2

1.7.1. Ice-breaking activity

1.7.1.1. *Two truths, one lie*

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Duration: 15′	
Type of Activity:	Ice-breaking activity - online (1st alternative)
Objectives:	- Participants to get to know each other - Creation of a cosy atmosphere - Introduce the experiential aspect of the seminar
Materials:	Not needed
Instructions:	The facilitator explains the activity to the participants: 1. This is an ice-breaking/get to know each other exercise. Explain that each one of the participants will have to introduce their name, along with two truths and one lie about themselves and the other ones will have to guess which one is the lie. In order to have more fun, everyone should try for the lie to seem realistic. 2. After each participant shares the three statements, the group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie. In case participants hesitate to start the exercise, it is advised for the facilitator to begin, in order to create a more relaxed atmosphere.

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1.7.1.2 *What are the three words that come to your mind?*

Duration: 15′	
Type of Activity:	Ice-breaking activity - online (2nd alternative)
Objectives:	- Participants to get to know each other - Creation of a cozy atmosphere - Introduce the experiential aspect of the seminar and the topics of the seminar
Materials:	Zeetings
Instructions:	The facilitator prepares a few questions on the word cloud of zeetings, permitting three answers per participant for each question. 1. This is an ice-breaking/get to know each other exercise, to introduce ourselves to the topic of the seminar. Send the link of the online tool to the participants and ask them to have two minutes to answer the questions with the three words that come to your mind. 2. After a question is answered, the most used words will appear on a larger font, creating a word cloud. The facilitator waits 2-3 minutes for each question to be answered by all participants and reads the words (from bigger to smaller), commenting and making connections with the training. Questions for the word cloud:

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	• What three words come to your mind when talking about LGBTQI+ rights? • What three words come to your mind when talking about participation in politics? • What three words come to your mind when talking about misconceptions about LGBTQI+ people?

1.8. Section 3

1.8.1 Setting of ground rules

Duration: 5'	
Type of Activity:	Interactive activity - online
Objectives:	- Participants to set the rules that should be respected throughout the duration of the seminar
Materials:	Online tools: **mural** or **ideaboardz**

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Instructions:	Prior to the seminar, the facilitator prepares the relevant online tools that will be used for the establishment of ground rules, i.e. the online post-its (title of activity, sections, etc.) and has the link ready to send it to participants. 1. The facilitator sends the link of the online tool to the participants and asks them to have two minutes to write down in the digital post-its one to two ground rules they consider important to be followed throughout the seminar, e.g. respect of different opinions, use of inclusive language etc. 2. The facilitator reads the ground rules and asks everyone if they agree (3'). 3. The facilitator exports the ground rules from the relevant online tool and takes a screenshot that remains in the chat of the online platform used to implement the seminar. In case a participant does not respect a ground rule, the facilitator reminds them what has been decided.

Module 2: Sexual and gender diversity and attitudes towards sexual diversity

2.1. Synopsis

The module "Sexual and gender diversity and attitudes towards sexual diversity" exposes participants to sexual and gender minority basic information and offers opportunities to discuss them. Also, encourages to reflect on attitudes towards sexual and gender diversity and helps to challenge cis-heteronormative attitudes. It also provides information about

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sexual and gender diversity related terms and allows to burst myths using experiential methods. Short case studies will give the chance to participants to brainstorm and find ways of supporting hypothetical colleagues or other people who experience gender-based discrimination.

2.2. Learning Outcomes

Upon completion of this module, participants should:

- Understand that everyone has a gender assigned at birth, gender identity, gender expression, and sexual orientation. Recognize that each of these exists on a spectrum;
- Recognize that they have their own attitudes towards sexual and gender diversity;
- Understand how language and words can create and perpetuate stigma against sexual and gender minorities;
- Learn about terms related to sexual and gender diversity
- Be able to answer some questions relating to sexual diversity from other colleagues;
- List appropriate actions one could take to address discrimination against sexual and gender diversity.

2.3. Specific Teaching Strategy

Teaching strategy for modules 2 may include:

- Active learning methods, where the participants participate actively in the process and reflect on their own feelings, thoughts and attitudes;

- Didactic learner-centred approach for introduction of terms related to sexual and gender diversity.

- Participatory approaches in order to recognise attitudes towards sexual and gender diversity.

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2.4. Module Tools (tentative)

Teaching tools that may be included in this module include:

- Power-point/flipchart presentation about sexual and gender diversity.
- Group work and reflection about questions that you never dared to ask and attitudes towards sexual and gender diversity.

2.5. Module Outline

The module lasts for 1 hour in total. It is very important to track time, in order to implement it and also give participants an opportunity to have their breaks.

Section #.1.: *Theory – terms related to sexual and gender diversity.-20 min.*

Section #.2.: *Misconceptions and attitudes towards sexual and gender diversity. – 40 min.*

2.6. Section #.1:

Name of the Activity: *Theory – terms related to sexual and gender diversity.*

Summary: This activity helps to explore terms related to sexuality and gender in a structural and visual way.

Target group: civil society organizations, state/government officials, members of political institutions

Size of the group: 10 persons.

Duration: 20 minutes.

Objectives:

- To explore the concepts of sex characteristics, gender expression, gender identity and sexual orientation;

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- To develop critical thinking skills;
- To encourage participants to challenge gender norms;
- To expand participants' knowledge on LGBTQI+ identities and terminology;
- To promote tolerance and empathy towards LGBTQI+ people.

Requirements for the setting of the needed materials: online platform (ex. ZOOM, computer and multimedia/powerpoint).

Preparation: make sure all participants are connected in the platform, so that you can see all participants and allow them to get involved in the discussion.

Timeline:

Duration	Activity	Materials
2 min.	Introduction	
18 min.	Sexuality and gender identity	PowerPoint

Introduction *(2 min.)*

We all have some kind of attitudes or opinions towards sexuality and gender related topics. Media and political agenda as well as comments in social networks shape our attitudes. Today we will explore the definitions related to sexuality and gender identity and later we will have opportunities to check our attitudes and myths related to them.

Sexuality and gender identity *(18 min.)*

As we have just discussed, during our lives we gather many messages of what is expected from a boy, man, girl, woman. (The group is invited to give some examples of those expectations: women should take care of kids,

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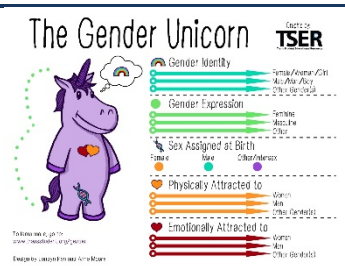
households, men should be technically skilled, earn money, not to show emotions, etc.).

Attitudes, feelings and social behaviour that prevail as expectations in a given culture and society regarding a person's gender (or gender assigned at birth) is called gender stereotypes.

However, what really happens is that at the moment of birth we receive the package of our biological determination, so called Sex characteristics. Sex characteristics refers to genetic, biological and hormonal characteristics (reproductive organs, hormones and chromosomes), that make someone male, female or intersex.

Slide 3

The Gender Unicorn demonstrates five key dimensions of a human being in relation to gender and sexuality: gender identity, gender expression, sex assigned at birth, sexual orientation and romantic/emotional orientation.



Slide 4

Ask participants to choose the correct definition of sex assigned at birth from the four options. Point out that this is not a test, but a fun way to learn what is probably the new material for most people.

Slowly read each answer aloud, pausing between each for a moment. Allow time for participants to absorb the options, and then ask for a volunteer to give the answer.

Which of the following is the meaning of sex assigned at birth?

a. The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes.

b. An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

c. One's internal sense of being male, female, neither of these, both, or another gender(s).

d. The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.

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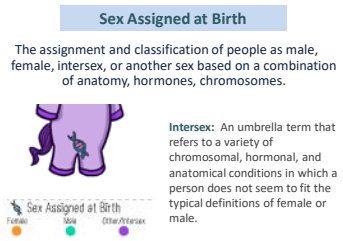
Slide 5



Show slide 5 and read the correct definition.

Ask participants if they have any questions or comments.

Explain sex assigned at birth:

a. Typically, when a baby is born, the baby is assigned a sex based often solely on the baby's visible genitalia (i.e., what's between their legs).
b. However, sex assigned at birth is much more complicated than just someone's genitalia. Sex assigned at birth includes a person's chromosomal, hormonal, and anatomical characteristics.

Intersex is an umbrella term that describes people who are born with sex characteristics that do not fit the typical definitions of female or male.

a. For instance, in approximately one in 2,000 births, the genitalia are not clearly male or female (Blackless et al., 2000). Other times, there may not be any visual indication that someone is intersex.
b. In fact, for many people, the indications that they might be intersex don't appear until they get older (often after going through puberty). Some people they mey never find out.
c. This is more common than you may think. In approximately one in 100 births, there is some variation in any of the many sex characteristics that were mentioned.

Ask participants if they have any questions or comments.

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About 1% of people are 'intersex,' having physical, hormonal or genetic features that aren't wholly female or male but a combination of both or neither male or female. There are many forms of intersex; it is a spectrum and not a single category.

The UN strongly suggests not to perform any surgical interventions on intersex children for the purpose to make intersex people's appearance conform to binary sex stereotypes and that there is no medical reason to perform procedures with so many possible serious negative impacts on children. Different from some trans people, intersex people usually do not need any intervention.

Slide 6

Ask participants to choose the correct definition of gender expression from the four options. Slowly read each answer aloud, pausing between each for a moment. Then ask for a volunteer to give the answer.

Slide 7

Read the correct answer. Ask participants if they have any questions or comments.

Explore the topic:

a. Gender expression is about how you present and express yourself to the world; is the way people usually assume a person's gender.

b. Clothing, mannerisms, gait, pitch of voice, language choices, pronunciation of language, posture, grooming, social interactions, sports, interests/ hobbies, professions, even the way we express emotions is filtered through the lens of gender and much more make up what we consider to be a person's gender expression.

c. Explain that one's gender expression is often shaped by gender norms. Gender norms pressure people of all genders to behave in certain ways.

Read the definition of gender norms.

Explain that gender norms change from culture to culture. For example, an occupation that is commonly seen as "normal" for women in one country may, in a different country, be commonly seen as inappropriate for women.

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Discuss how gender norms change over time.

Likewise, a person's gender expressions can shift, whether it is because of changing gender norms or just personal discovery or safety. Take for example someone who only feels comfortable expressing their gender in a way that society frowns upon when they're around friends at the end of the day. At the beginning of the day, when that person is around colleagues, they may feel pressured to express their gender in a different way.

Ask participants if they have any questions or comments.

Go over these messages:

a. Everyone has one or more gender expressions and, for most people, they are influenced by gender norms.
b. Gender expression exists on a spectrum and, for many people, changes over time– even within a day–and in different settings.

Slide 8

Ask participants to choose the correct definition of gender identity from the four options. Slowly read each answer aloud, pausing between each for a moment. Then ask for a volunteer to give the answer.

Slide 9

Read the correct answer. Ask participants if they have any questions or comments.

Additional information, if it's needed:

a. Gender identity is how a person understands their own gender.
b. Trans people (trans man/ trans woman / non binary trans person) -identify with a gender other than the one assigned at birth may face increased discrimination and stigma in places with rigid gender norms or hostility towards gender nonconformity.
d. The term transgender is used to discribe people who develop a gender identity that does not correspond with that person's sex assigned at birth often fall under an umbrella term of transgender. Read the definition.

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Ask participants if they have any questions or comments.

Share these messages with participants:

a. Gender identity is one's internal or inside experience of gender; how one wishes to define their own gender.
b. Sometimes it is the same as that person's sex assigned at birth, sometimes not. The term cisgender is used to describe people whose gender identity is congruent with the sex they were assigned at birth.
c. Like the other dimensions we've looked at, gender identity exists along a continuum.

How do you understand the term gender identity?

If SEX is a status given to us, GENDER IDENTITY is about how we do feel about ourselves. It refers to one's sense of oneself as woman, man, gender queer, gender non-conforming etc.

Gender identity refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex they were assigned at birth. For trans people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl), but for some people it does not fit neatly into one of those two choices. Unlike gender expression, gender identity is not visible to others.

Gender expression refers to people's manifestation of their gender identity. Typically, people seek to make their gender expression or presentation match their gender identity/identities, irrespective of the sex that they were assigned at birth. (it's important to understand that our looks and name is very important to us, so if a person asks to address him/her/them with a specific name or pronoun, it's important to respect that).

CISGENDER or **Cis** is a term used to describe non-trans people. It is used in the same way as heterosexual is used to mean non-homosexual.

TRANSSEXUAL refers to people who identify entirely with the gender role opposite to the sex assigned to at birth and seeks to live permanently in the preferred gender role. This often goes along with strong rejection of their physical primary and secondary sex characteristics and wish to align

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their body with their preferred gender. Transsexual people might intend to undergo, are undergoing or have undergone gender reassignment treatment (which may or may not involve hormone therapy or surgery).

TRANS person/people/man/woman is an inclusive umbrella term referring to those people whose gender identity and/or a gender expression differs from the sex they were assigned at birth. It includes, but is not limited to: men and women with transsexual pasts, and people who identify as transsexual, transgender, transvestite/cross-dressing, androgyne, polygender, genderqueer, agender, gender variant or with any other gender identity and/or expression which is not standard male or female and express their gender through their choice of clothes, presentation or body modifications, including undergoing multiple surgical procedures.

Source: https://tgeu.org/

Sexual Orientation

When we talk about relationships and love, we need the definition SEXUAL ORIENTATION. Sexual orientation describes the type of sexual and/or romantic attraction someone feels to love and/or have sex with other people, based on their gender. People who are attracted, who have feelings towards people of the different gender usually identify themselves as **heterosexual**, while people who are attracted to people of the same gender often go by **'gay/ lesbian' or homosexual**. People who are attracted to both genders usually identify as **bisexual**. People who are attracted to people of any gender identity call themselves **'pansexual'**. Not all people experience sexual attraction. Some people may experience little on no sexual attraction. However, any asexual people experience romantic attraction, and may identify as lesbian, gay, straight, bisexual, or pansexual in regards to their romantic attraction.

Slide 10

Ask participants to consider sexual orientation. Slowly read each answer aloud, pausing between each for a moment. Then ask for a volunteer to give the answer.

Slides 11, 12, 13 and 14

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Read the correct answer. Ask participants if they have any questions or comments.

Give more information about this topic:

Sexual orientation exists on a spectrum and so each person's sexual orientation is unique. However, five categories are commonly used to understand a person's sexual orientation.

Read the definition of heterosexuality, homosexuality, bisexuality, asexuality and pansexuality. Ask participants if they have any questions or comments.

Share the following messages:

a. Sexual orientation includes most commonly is about emotional, romantic, and sexual attraction. However, some people experience romantic and sexual attraction in different ways (e.g asexual people do not experience sexual orientation)
b. Everyone has a sexual orientation and sexual orientation exists along a spectrum
c. How we divide the continuum into categories, or whether we do so at all, depends on a society's norms and, ultimately, the individual.

Slide 15

Explain that sex assigned at birth, gender expression, gender identity, and sexual orientation all exist on separate spectrum.

Use the following script while showing this slide:

- The five spectrums are separate but interrelated in some ways. For example, the categorisation of sexual orientation is based on people's (and their partners' gender identity). For some people gender expression might be connected to their gender identity.
- However, where a person falls on one spectrum does not determine where they fall on another. They are not interconnected. For example, just because someone is assigned female at birth, it does not mean that the same person will identify as a woman or express their gender in feminine ways or be attracted to men.
- Why does this matter? Because attempting to guess where someone is on one spectrum based on where they exist on another is not only often wrong, it can be insulting.

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Notes:

Participants may have questions about the concept transgender/trans. Here are a few definitions and tips to help you respond to common questions.

- A **transgender woman/trans woman** is a person whose sex was assigned male at birth, but who identifies as a woman.
- A **transgender man/trans man** is a person whose sex was assigned female at birth, but who identifies as a man.
- **Transsexual** is an older term that originated in the medical and psychological communities. The term is still preferred by some people who have permanently altered – or seek to alter – their bodies through medical interventions (including but not limited to hormones and/or surgeries). Unlike transgender or trans, transsexual is *not* an umbrella term. It is best to ask which term an individual prefers. If preferred, use as an adjective: transsexual woman or transsexual man. **Source**: https://tgeu.org/

2.7. Section #.2:

Name of the Activity: *Misconceptions and attitudes towards sexual and gender diversity*

Summary: Participants work in groups to identify cases of misconceptions and attitudes towards sexual and gender diversity in given scenarios.

Target group: civil society organizations, state/government officials, members of political institutions

Size of the group: 10 persons.

Duration: 40 minutes (15 minutes for small group discussion and 25 minutes for large group discussion)

Objectives:

- To explore in depth realistic case studies and experience its possible actions and the subsequent effects.
- To name, discuss, and debunk common misconceptions about sexual and gender diversity.

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- To list specific actions that can support a person who experiences stigma and discrimination related to sexual orientation and gender identity.

Detailed instruction of the activity:

Preparation: Participants are split in 3 groups (3 ZOOM rooms) and each group is given one of the following 3 scenarios. They need to read them, identify and discuss the main misconceptions that drive the negative behaviours. Ask them to appoint a spokesperson to present.

1. *A 22-year-old woman enters the clinic as a first-time patient. She tells the receptionist that she has not seen a physician for over 4 years, and she would like a check-up. She is given an intake form to fill out, on which she reports that her current gender identity is female, and her sex assigned at birth was male. Her first name is Markesha but her identification lists a masculine first name, Mark. While she is waiting to see a physician, she enters the women's restroom. Another patient comes out of the women's restroom and reports to the receptionist that she thinks a man is using the women's restroom. The receptionist sends a medical assistant into the women's restroom to see if there is a problem. The medical assistant returns and says everything is alright. Markesha exits the restroom and sits in the waiting area. A nurse appears with a chart and calls for Mark. Markesha looks around sheepishly. The nurse calls again for Mark. The patient who had reported a man in the women's room laughs derisively. Markesha gets up and goes to the nurse, who takes her to an exam room. Markesha waits nervously for the physician.*

2. *Mario is a senior technical advisor in your office. He identifies as gay and talks openly about his long-time partner with whom he lives. In his spare time, he enjoys playing tennis and organizing social events.*
   At work, Mario recently took on a youth project that will involve providing technical support and traveling to different branches of the organization. Soon after being assigned this important new role, a small group of staff in the office began gossiping about Mario, raising questions about his motivation for wanting to take on the project. The gossip seems to have been started by someone who thinks that gay men are a danger to children.
   The gossip escalates and one of the program officers eventually reports him to senior management, saying that he should be taken off

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the youth project. He learns of these accusations and becomes both angry and disheartened.

3. *You are sitting on an interview panel with three colleagues to appoint a new parliamentary representative of your political party. You have just finished interviewing someone who recently graduated from a Master's in Political Sciences program and has been working in the political party's office as a junior-level program assistant. You are impressed by his interview and know that his work and work ethic is well regarded by your colleagues.*
   However, one of your fellow interviewer's remarks that the candidate does not seem to be professional enough because he is effeminate and "overly emotional." She concludes that the candidate would not represent the political party well. Others concur and the decision is made to refocus their attention on other candidates.

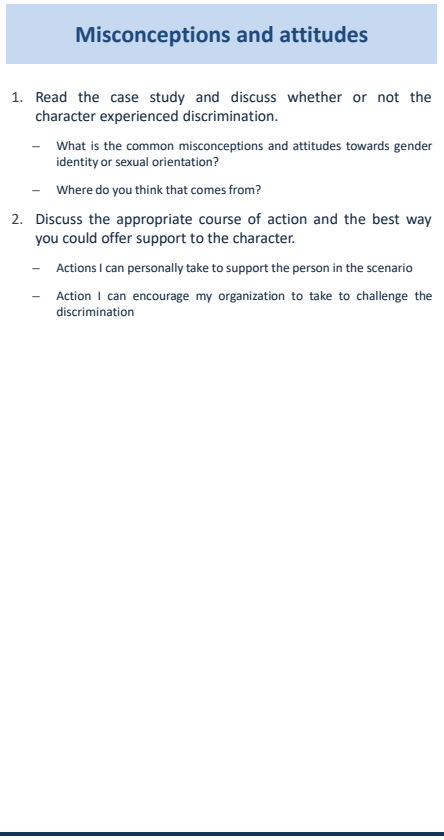
Slides 17-20

Slide 17

Explain that small groups will be formed to discuss the 3 case studies and correspond to slide 17.
Give the groups **15 minutes** to discuss their case study.
Have each group report out. Offer other groups the opportunity to ask clarifying questions or make comments. This allows for the exchange of ideas and shared learning. Ensure all of the groups listen to each report out so they can learn from each case study presented.

Work with participants to articulate lessons learned and critical ideas:

1. Harmful effects for everyone, including undermining teams, driving away good staff people, causing a negative atmosphere, and more.
2. Everyone can play a part in supporting another person/colleague/ friend.



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Slide 21

Review the key messages listed on Slide 21:

1. Everyone has a sex assigned at birth, gender identity, gender expression, and sexual orientation. Each exists on a continuum and varies from person to person.
2. It is important to understand key terms and concepts related to gender identity and sexual orientation and use respectful language in all places.
3. Be cognizant of common misconceptions regarding gender and sexual minorities and be ready to support other people/friends/colleagues.

Key Notes

1. Everyone has a sex assigned at birth, gender expression, gender identity, and sexual orientation. Each of these exists on a spectrum and varies from person to person.
2. It is important to understand key terms and concepts related to gender identity and sexual orientation and use respectful language in all places.
3. Be cognizant of common misconceptions regarding gender and sexual minorities and be ready to support other people/friends/colleagues.

2.8. Theoretical Background to Module 2

The term "sex" or sometimes introduced as "biological sex" refers to the biological differences between males and females, such as the genitalia and genetic differences such as chromosomes, whereas the term "gender" refers to the societal roles (norms) of a male or female. The term gender can be described as a social construction developed by gender stereotypes (Diamond, 2002). As a social construct gender varies from society to society and can change over time (World Health Organization - WHO, 2018)

A gender stereotype is an overgeneralized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by women and men. Harmful gender stereotypes might limit people's capacity to develop their abilities, have access to education, pursue their professional careers, and make choices about their lives (UNHR - OHCR, 2014). Gender stereotypes compounded and intersecting with other stereotypes have a disproportionately negative impact on certain

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groups of people such as LGBTQI+ people (Human Rights Report, 2nd Edition, Council of Europe, 2011).

Hamrful gender stereotypes are closely associated with Gender Based Violence (GBV).Gender-based violence is a phenomenon deeply rooted in gender inequalityand continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender. GBV can affect cis and heterosexual men and women, as well as LGBTQI+ individuals, as most of the times, LGBTQI+ individuals are considered/perceived not meeting the traditional expectations and social norms of masculinity, feminity and heterosexuality (National Research Council and Institute of Medicine, 2003).
The LGBTQI+ acronym stands for lesbian, gay, bisexual, trans, queer, intersex, and other (+) spectrums of sexuality and gender. The concept of sexual orientation (gay, lesbian, bisexual, asexual, pansexual etc.) is distinct from gender identity (trans), expression, and sex characteristics (intersex). (Theofilopoulos & Paganis, 2019).

Sexual orientation or sexuality refers to the emotional and/or erotic attraction towards another individual and it combine three elements: sexual attraction, sexual behaviour, and sexual identity (Ryle, 2011).
Gender identity refers to one's sense, self-identification, of being a man or a woman, or sometimes both, or no one of the two. Gender identity is a distinct concept from sexual orientation as the term of sexual orientation can be used to describe the emotional, physical, and sexual attraction of any individual heterosexual, homosexual or bisexual, trans, queer, intersex, pansexual and asexual.

In the following pages of this manual, you can find a glossary which consists different terms and definitions related to LGBTQI+ individuals. The accurate and politically correct use of different terms and definitions is crucial when we work with the diverse group of LGBTQI+ individuals.

A study implemented in university students examined the knowledge and attitudes towards sexual orientation. The results of the study suggests that the students knew little about sexual roles, sexual behaviors and the realities of LGB youth, and that their attitudes towards homosexual and bisexual people are 'neither positive nor negative'. Results also suggests that there is a strong connection between knowledge and attitudes,

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underlying the need for educational programmes (Franco-Morales, Correa-Molina, Michèle Venet&Perez-Bedoya, 2016).

Lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI) individuals because of different challenges, might face high rates of physical and mental health difficulties and reduced access to medical and social services.The 2030 Sustainable Development Agenda is working towards a world that reflects equity with universal respect for human dignity, pledging to leave no one behind. With a set of seventeen goals, although LGBTQI+ individuals are not specifically mentioned different sustainable development goals (SDGs) can be related to the needs of LGBTQI+ individuals.

Fromensuring access to inclusive and equitable quality education (SDG 4) which requires addressing bullying of LGBTQI+ students so that they have a safe learning environment. Achieving gender equality (SDG 5) requires expanding the definition of gender to include the entire spectrum of gender identity and expression, and addressing gender-based discrimination and violence, which often targets those who do not conform to gender norms.

Ensuring healthy lives and promoting well-being for all at all ages (SDG 3) cannot be achieved until health services are made more inclusive and serve people equally regardless of their gender identity or sexual orientation.

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World Health Organization (WHO). (2016). Gender, Eguity and Human Rights. FAQ on Healthand Sexual Diversity. An Introduction to Key Concept.

More information on how the SDGs relate to LGBTQI+ rights can be found here: https://www.stonewall.org.uk/system/files/sdg-guide.pdf

2.10. Appendices

2.10.1. Appendix 2I: PowerPoint presentation

Voiceit **LGBTQI+ Rights Information Programme** **Module 2: Sexual and gender diversity and attitudes towards sexual diversity**	**Section #.1.:** ***Theory – terms related to sexual and gender diversity***

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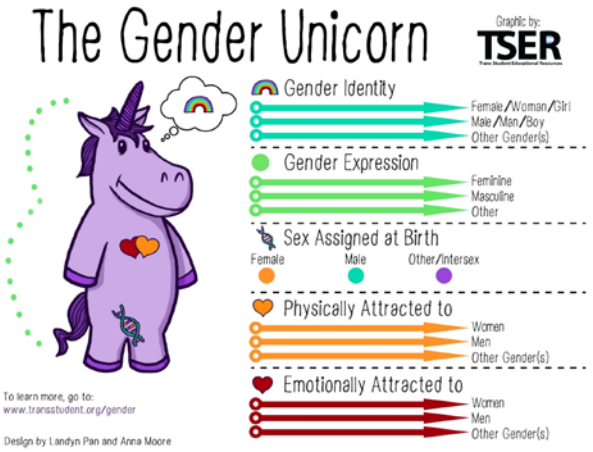

Which of the following is the meaning of sex assigned at birth?

a. The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes.

b. An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

c. One's internal sense of being male, female, neither of these, both, or another gender(s).

d. The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.

Sex Assigned at Birth

The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes.

Intersex: An umbrella term that refers to a variety of chromosomal, hormonal, and anatomical conditions in which a person does not seem to fit the typical definitions of female or male.

Which of the following is the meaning of gender expression?

a. The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes

b. An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

c. One's internal sense of being male, female, neither of these, both, or another gender(s).

d. The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.

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Gender Expression

The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.

Gender norms: A culturally-defined set of roles, responsibilities, rights, entitlements, and obligations, associated with being female and male, as well as the power relations between and among women and men.

Which of the following is the meaning of gender identity?

a. The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes.

b. An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

c. One's internal sense of being male, female, neither of these, both, or another gender(s).

d. The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.

Gender Identity

One's internal sense of being male, female, neither of these, both, or another gender(s).

Everyone has a gender identity, including you. For **transgender** people, their sex assigned at birth and their own internal sense of gender identity are not the same. Also female, woman, girl and male, man, and boy are NOT necessarily linked to each other, but are just six common gender identities, among others.

Which of the following is the meaning of sexual orientation?

a. The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes.

b. An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

c. One's internal sense of being male, female, neither of these, both, or another gender(s).

d. The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc.

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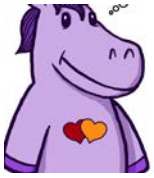
Sexual Orientation

An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

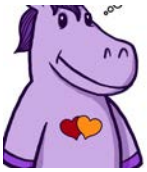


Heterosexuality: An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a different gender. People who are heterosexual often identify as "straight."

Homosexuality: An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of the same gender. People who are homosexual often identify as "gay" or "lesbian."

Sexual Orientation

An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

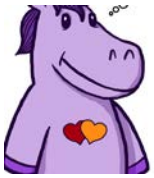


Bisexuality: An enduring emotional, romantic, or sexual attraction to people of more than one gender. People who are bisexual often identify as "bisexual."

Asexuality: An enduring absence of sexual attraction. People who are asexual often identify as "asexual."

Sexual Orientation

An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.



Pansexuality: An enduring emotional, romantic, or sexual attraction to people of any gender identity. People who are pansexual often identify as "pansexual."

Romantic/Emotional Orientation

An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular gender.

It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.

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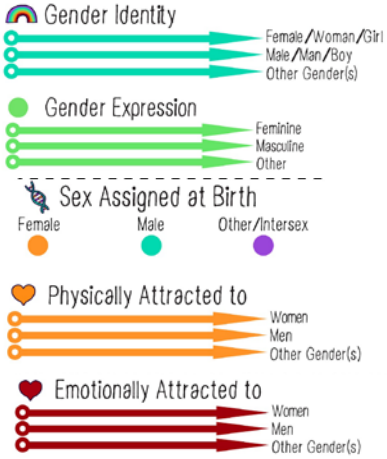

Section #.2.: *Misconceptions and attitudes towards sexual and gender diversity*

Misconceptions and attitudes

1. Read the case study and discuss whether or not the character experienced discrimination.
   - What is the common misconceptions and attitudes towards gender identity or sexual orientation?
   - Where do you think that comes from?
2. Discuss the appropriate course of action and the best way you could offer support to the character.
   - Actions I can personally take to support the person in the scenario
   - Action I can encourage my organization to take to challenge the discrimination

Case Study #1

A 22-year-old woman enters the clinic as a -first-time patient. She tells the receptionist that she has not seen a physician for over 4 years, and she would like a check-up. She is given an intake form to -fill out, on which she reports that her current gender identity is female, and her sex assigned at birth was male. Her -first name is Markesha but her identi-cation lists a masculine -first name, Mark. While she is waiting to see a physician, she enters the women's restroom. Another patient comes out of the women's restroom and reports to the receptionist that she thinks a man is using the women's restroom. The receptionist sends a medical assistant into the women's restroom to see if there is a problem. The medical assistant returns and says everything is all right. Markesha exits the restroom and sits in the waiting area. A nurse appears with a chart and calls for Mark. Markesha looks around sheepishly. The nurse calls again for Mark. The patient who had reported a man in the women's room laughs derisively. Markesha gets up and goes to the nurse, who takes her to an exam room. Markesha waits nervously for the physician

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Case Study #2

Mario is a senior technical advisor in your office. He identifies as gay and talks openly about his long-time partner with whom he lives. In his spare time he enjoys playing tennis and organizing social events.

At work, Mario recently took on a youth project that will involve providing technical support and traveling to different branches of the organization. Soon after being assigned this important new role, a small group of staff in the office began gossiping about Mario, raising questions about his motivation for wanting to take on the project. The gossip seems to have been started by someone who thinks that gay men are a danger to children.

The gossip escalates and one of the program officers eventually reports him to senior management, saying that he should be taken off the youth project. He learns of these accusations and becomes both angry and disheartened.

Case Study #3

You are sitting on an interview panel with three colleagues to appoint a new parliamentary representative of your political party. You have just finished interviewing someone who recently graduated from a Master's in Political Sciences program and has been working in the political party's office as a junior-level program assistant. You are impressed by his interview and know that his work and work ethic is well regarded by your colleagues.

However, one of your fellow interviewers remarks that the candidate does not seem to be professional enough because he is effeminate and "overly emotional." She concludes that the candidate would not represent the political party well. Others concur and the decision is made to refocus their attention on other candidates.

Key Notes

1. Everyone has a sex assigned at birth, gender expression, gender identity, and sexual orientation. Each of these exists on a spectrum and varies from person to person.
2. It is important to understand key terms and concepts related to gender identity and sexual orientation and use respectful language in all places.
3. Be cognizant of common misconceptions regarding gender and sexual minorities and be ready to support other people/friends/colleagues.

Module 3: LGBTQI+ Rights and Representation

3.1. Synopsis

The main aim of this module is to give participants an overview of the legal framework covering LGBTQI+ issues and the reality of LGBTQI+ people,

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creating a common understanding of the need to safeguard and promote LGBTQI+ rights.

3.2. Learning Outcomes

Through this session participants will:

- Learn about LGBTQI+ rights, policies and laws on an international & European level.
- Learn about the national legal framework and policies on LGBTQI+ rights.
- Understand the challenges LGBTQI+ people face in various sectors of every-day life and the impact they have on LGBTQI+ people's lives.
- Explore ways to better support and promote the human rights of LGBTQI+ people.

3.3. Specific Teaching Strategy

Teaching strategy for module 3 may include:

- Active learning methods, where the participants participate actively in the process
- Didactic learner-centred approach for introduction to the national and international legal framework on LGBTQI+ rights
- Participatory approaches in order to recognise and reflect on the challenges LGBTQI+ people face and identify ways to better support LGBTQI+ rights

3.4. Module Tools (tentative)

Teaching tools that may be included in this module include:

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- Powerpoint presentations
- Post-its and flip charts or similar online tools (e.g. IdeaBoardz) to collect participants responses
- Group discussion

3.5. Module Outline

The module lasts for 1 hour in total. It is very important to track time, in order to implement it and also give participants an opportunity to have their breaks.

Section #1: *National and International legal framework regarding LGBTQI+ rights - 25 minutes*

Section #2: *The situation of LGBTQI+ people: Challenges and human rights - 35*

3.6. Section #1:

Name of the activity: *National and International legal framework regarding LGBTQI+ rights*

Summary: In this activity facilitators will prepare and deliver a presentation covering the legal framework regarding LGBTQI+ rights on an international and EU level, as well as on a national level.

Target group: civil society organizations, state/government officials, members of political institutions

Size of the group: 10 persons.

Duration: 25 minutes.

Objectives:

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- To enrich participants' knowledge about LGBTQI+ rights, policies and laws on an international & European level.
- To enrich participants' knowledge about the national legal framework and policies on LGBTQI+ rights.

Requirements for the setting of the needed materials: online platform (ex. ZOOM) computer and multimedia/powerpoint.

Preparation: make sure all participants are connected in the platform, so that you can see all participants and allow them to get involved in the discussion.

Timeline:

Duration	Activity	Materials
2 min.	Introduction	
23 min.	National & International legal framework regarding LGBTQI+ rights	PowerPoint

Introduction *(2 min.)*

National & International legal framework regarding LGBTQI+ rights *(23 min)*

Prepare a presentation with information on the legal framework regarding LGBTQI+ rights on an international / EU as well as national level. Provide any necessary clarifications. Sources and references may include, but are not limited to:

- The Universal Declaration of Human Rights
- Human Rights Council Resolutions
- The 2030 Agenda for Sustainable development
- The EU Charter of Fundamental Rights

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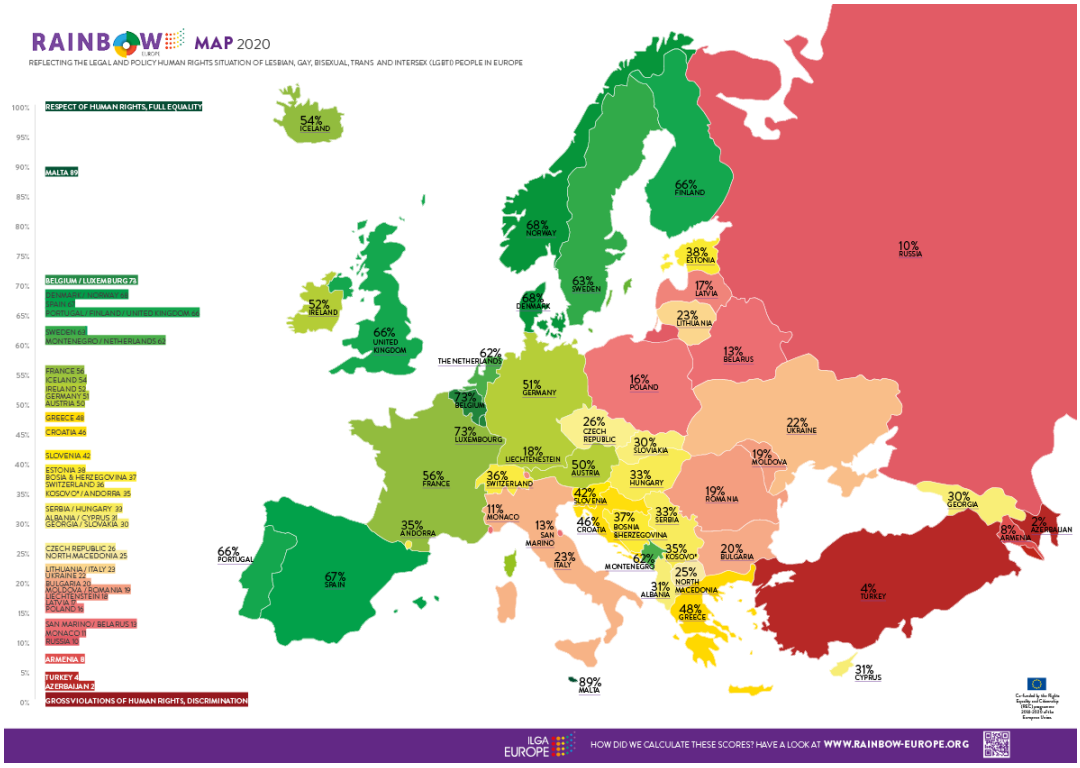
- Council of Europe Recommendations
- The status of LGBTQI+ rights in each country can be presented utilising:
- ILGA-Europe's Rainbow Europe Map and Index, which ranks European countries based on the protection they offer on LGBTQI+ rights.
- Transgender Europe's Trans Rights Map and Index, which offers more specific information on the protection of transgender rights in Europe and Central Asia.
- ILGA-Europe's Annual Review



ILGA-Europe's Rainbow Map, 2020

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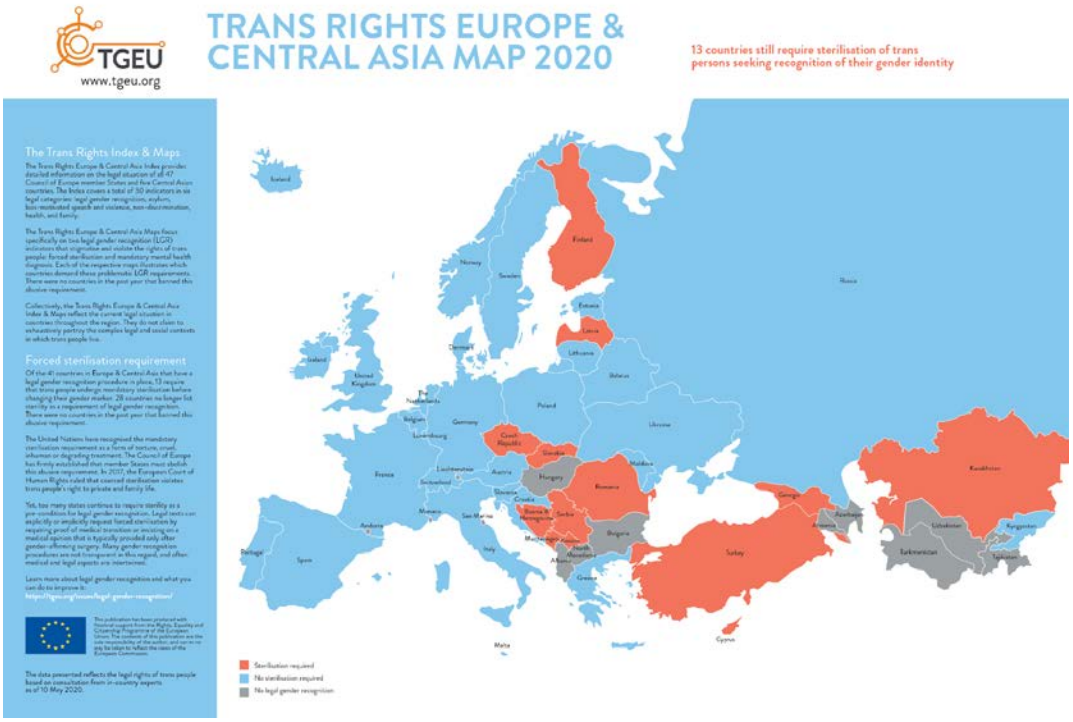

TGEU's Sterilization Requirement Map, 2020

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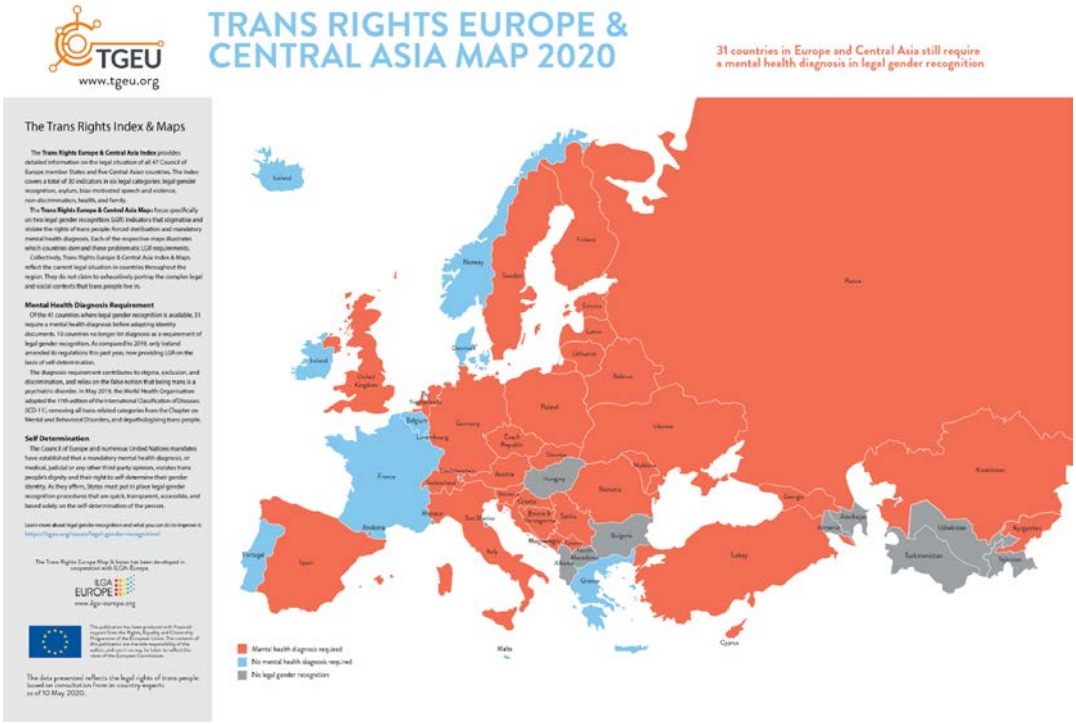

TGEU's Mental Health Diagnosis Requirement Map, 2020

In the adaptation of this module in the national context of each country, partners should include information on the existing legal framework (e.g. laws, policies, etc.) regarding LGBTQI+ rights. Here are some questions to consider while preparing the material for your country's legal framework on LGBTQI+ issues:

- Are same-gender relationships recognised in your country? Which are the available options? If civil unions and/or marriage for same-gender couples are available, do they ensure the same rights and provisions as for different-gender couples? What is the situation regarding the recognition of LGBTQI+ parents? Are adoption, surrogacy and/or co-parenting available options for same-gender couples? Are there any specific restrictions for trans parents?

- Is legal gender recognition available in your country? If yes, are there specific prerequisites for trans people who want to change their

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legal documents (e.g. psychiatric evaluation, medical interventions, etc.)?

- Are intersex people protected from "normalising" medical/surgical interventions?
- Do anti-discrimination laws cover explicitly incidents of discrimination on the basis of sexual orientation, gender identity and sex characteristics? If yes, in which sectors?
- Are there laws in place prohibiting hate crimes and/or hate speech? Do they cover explicitly incidents on the basis of sexual orientation, gender identity, gender expression and sex characteristics?
- Are there any other laws and/or policies that cover or include LGBTQI+ issues?

3.7. Section #.2:

Name of the Activity: The situation of LGBTQI+ people: Challenges and human rights

Summary: This activity aims to introduce participants to the challenges LGBTQI+ people face on various sectors of every-day life as a result of the lack of legal protections and the anti-LGBTQI+ societal attitudes, highlighting the importance of actions and policy changes towards a more inclusive society where LGBTQI+ people can enjoy equal protection of their human rights.

Target group: civil society organizations, state/government officials, members of political institutions

Size of the group: 10 persons.

Duration: 35 minutes

Objectives:

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- To increase participants' understanding regarding the challenges LGBTQI+ people face in various sectors of every-day life and the impact they have on LGBTQI+ people's lives.
- To help participants explore ways to better support and promote the human rights of LGBTQI+ people.

Requirements for the setting of the needed materials: online platform (ex. ZOOM, computer and multimedia/powerpoint.

Detailed instruction of the activity:

Part I: Work in small groups

Time: 10 minutes

Participants will work in small groups (2-3 people) to identify challenges LGBTQI+ people face in various sectors of every-day life (e.g., workplace, education, housing, health services, media representation, etc.) as well as ways to enhance the protection of their human rights.

Part II: Discussion

Time: 15 minutes

All groups will share their thoughts with the rest of the participants and discuss the challenges LGBTQI+ people face and on the possible actions and policy changes.

The trainer(s) will keep two lists and write down participants' ideas. This could be down by utilising online tools (e.g., IdeaBoardz), the features some online platforms offer (e.g., Zoom has a built-in whiteboard feature), or the chat of the platform.

Part III: Presentation

Time: 10 minutes

Prepare a presentation with information and research data on the situation of LGBTQI+ people as well as relevant policy recommendations. When relevant data are available, comparisons could be made between the situation on the national and European level (e.g., regarding levels of discrimination, hate speech and hate crimes).
Sources and references may include, but are not limited to:

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- International / EU data on discrimination, hate speech and hate crimes (e.g., FRA's LGBTI survey, reports from OSCE-ODIHR, Eurobarometer, etc).

- National data on discrimination, hate crimes and hate speech (e.g., police official reports, Ombudsperson's reports, reports from CSOs, etc.). Findings of the VoiceIt online survey regarding discrimination and hate crimes could be included here.

- Data on the challenges LGBTQI+ people face from other sources (e.g., academic research, reports from CSOs, etc.).

- Policy recommendations: The recommendations from the VoiceIt Policy Report could be presented, along with recommendations from other sources.

3.8. Theoretical Background to Module 3

Protection of LGBTQI+ Rights - International level & United Nations:

- The Universal Declaration of Human Rights states that every person is entitled to the same rights and freedoms "without distinction of any kind" (UN General Assembly 1948).
- In recent years, various Human Rights Council Resolutions have focused on sexual orientation and gender expression, specifically protection from discrimination and violence, producing two UN reports in 2011 (UN Human Rights Council 2011) and 2014 (UN Human Rights Council 2014) and appointing an Independent Expert on sexual orientation and gender identity in 2016 (UN Human Rights Council 2016).
- The 2030 Agenda for Sustainable development, put in place in 2015, includes a set of 17 "goals" which should be achieved by 2030, and aims to "leave no one behind" (UN General Assembly 2015). Although LGBTQI+ persons are not specifically mentioned, the SDGs cannot be achieved without addressing the discrimination and inequality LGBTQI+ persons face globally. For example:
- Eradicating poverty (SDG 1) requires addressing forms of discrimination that affect the ability of LGBTQI+ people to earn a living and access basic services.
- Ensuring healthy lives and promoting well-being for all at all ages (SDG 3) cannot be achieved until health services are made more

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inclusive and serve people equally regardless of their gender identity or sexual orientation.

- Ensuring access to inclusive and equitable quality education (SDG 4) requires addressing bullying of LGBTQI+ students so that they have a safe learning environment.
- Achieving gender equality (SDG 5) requires expanding the definition of gender to include the entire spectrum of gender identity and expression, and addressing gender-based discrimination and violence, which often targets those who do not conform to gender norms.
- Reducing inequality (SDG 10) requires eradicating discriminatory laws and practices and expanding rights of LGBTQI+ persons to reach full equality
- To make cities and human settlements inclusive, safe, resilient and sustainable (SDG 11) the high rates of homelessness in the LGBTQI+ community—often a result of rejection by family members and discriminatory housing and employment practices—must be addressed.
- Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions (SDG 16) requires making states accountable to the needs of LGBTQI+ people, as police brutality against LGBTQI+ persons, failure of law enforcement and justice systems to protect LGBTQI+ persons from violence and hold perpetrators accountable, and state-sanctioned persecution of LGBTQI+ persons remain all too common throughout the world.

Protection of LGBTQI+ rights - European level:

- The Treaty on the Functioning of the European Union, signed in 1957, gives the European Council the power to take action "to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation" (Part II, Article 19) (European Union 2007).
- The EU Charter of Fundamental Rights, ratified in 2000, prohibits discrimination based on any grounds, specifically mentioning sexual orientation (Title III: Equality- Article 21) (European Union 2012). The Employment Equality Directive, adopted by the EU in 2000, requires all states to implement legislation that bans employment discrimination based on sexual orientation (European Union 2000).
- In 2010, the Council of Europe "Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity" was agreed by all 47 member states, and its implementation progress

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has since been reviewed twice (Council of Europe: Committee of Ministers 2010).

- There are additionally a number of other EU directives relating to gender identity, asylum and employment, as well as European Parliamentary Resolutions and reports relating to homophobia, fundamental rights and violence, among other topics.
- In 2019, the European Parliament adopted a Resolution on the rights of intersex people (European Parliament, 2018) deploring the human rights violations many intersex people face and laying out what needs to be done to end discrimination and protect intersex peoples' bodily integrity.
- In 2017, the Council of Europe Parliamentary Assembly called on Council of Europe member states to prohibit medically unnecessary 'sex normalising' surgery, sterilisation and other treatments practiced on intersex children without their/their parents' informed consent, and to provide intersex people with adequate health care and psychosocial support.
- Article 21 of the EU Charter of Fundamental Rights forbids discrimination based on any ground. This includes sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation.
- Article 10 of the Treaty on the Functioning of the EU requires the EU to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, in defining and implementing its policies and activities. EU law protects gender identity to a limited extent under the protected ground of sex – for example, in respect to gender-reassignment surgery.
- The Employment Equality Directive 2000/78/EC forbids discrimination based on sexual orientation only in the context of employment, occupation and training. However, most Member States have extended protection on the basis of sexual orientation, and in some cases gender identity, to cover some or all fields to which the Race Equality Directive (2000/43/EC) applies. These fields include social security and healthcare, education, and access to and supply of goods and services, including housing.
- EU law also prohibits sex discrimination in employment and access to goods and services (the Gender Equality Directive (Recast) 2006/54/EC and the Goods and Services Directive 2004/113/ EC), partly covering trans people.
- Violence and crime motivated by a victim's perceived sexual orientation or gender identity affects the right to human dignity (Article 1 of the Charter), the right to life (Article 2 of the

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Charter) and the integrity of the person (Article 3 of the Charter). Crime motivated by prejudice, known as hate crime or bias-motivated crime, affects not only the individuals targeted, but also their communities and societies as a whole. Such violence and harassment undermine both people's actual safety and their perceived levels of safety. Because of its impact, EU law recognises hate-motivated crime as requiring particular attention – for example, in the context of the Victims' Rights Directive.

Impact of discrimination on LGBTQI people

The systematic literature review conducted by the "What we know" project (2019) on the effect anti-LGBT discrimination has on the health of LGBT people, found that:

- Anti-LGBT discrimination increases the risks of poor mental and physical health for LGBT people, including depression, anxiety, suicidality, PTSD, substance use and cardiovascular disease.
- Discrimination is linked to health harms even for those who are not directly exposed to it, because the presence of discrimination, stigma and prejudice creates a hostile social climate that taxes individuals' coping resources and contributes to minority stress.
- Minority stress* – including internalized stigma, low self-esteem, expectations of rejection and fear of discrimination – helps explain the health disparities seen in LGBT populations.
- Discrimination on the basis of intersecting identities such as gender, race or socioeconomic status can exacerbate the harms of discrimination based on sexual orientation or gender identity.
- Protective factors against the harms of discrimination include community and family support; access to affirming health care and social services; and the establishment of positive social climates, inclusive practices and anti-discrimination policies.

*The minority stress model was initially introduced by Meyer (1995), as a way to interpret the heightened mental health challenges LGBT people face, compared to their cis-straight counterparts. According to the Minority stress model these discrepancies exist not because LGBT identities being pathological per se (as previously assumed), but are a result of the increased psychosocial stress LGBT people experience due to having a socially stigmatised identity. Minority stress is, according to Meyer (2003), a separate kind of stress that people who belong in minority groups face and is different from other kinds of stressful life events common for all people (e.g., major life changes, dealing with loss/death, etc.). Research has shown that minority stress can contribute to increased levels of mental health challenges, such as substance abuse, mood disturbances, and

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suicidality. Minority stress is chronic and is directly connected with sociopolitical structures that remain more or less stable, and is based not on an individual level but on a wider social level (Testa et al., 2015).

Discrimination and barriers

- In 2019 more LGBT respondents (43 %) felt discriminated against in the 12 months before the survey in all areas of life that the survey asked about than did so in 2012 (37%). This difference is markedly more pronounced for trans respondents (2012 survey: 43 %; 2019 survey: 60 %).
- The share of respondents who felt discriminated against at a café, restaurant, bar or nightclub rose to 26 % in 2019 from 18 % in 2012.
- In 2019, most LGBT respondents (58%) said that they experienced over the past five years harassment in the form of offensive or threatening situations at work, on the street, on public transport, in a shop, on the internet or anywhere else, including offensive or threatening incidents of a sexual nature.
- Across the EU, one third of respondents (33%) believe their national government combats effectively prejudice and intolerance against LGBTI people definitely or probably. This proportion is lower for trans respondents (24%).
- One in five (19 %) felt discriminated against in educational settings; 16 % felt discriminated against by healthcare or social services staff.
- Only two Member States prohibit medical intervention on intersex babies without consent. Parents are usually not sufficiently informed and aware of the consequences of their decision. Most intersex survey respondents (62 %) say they did not provide – and were not asked for – their own or their parents' fully informed consent before their first surgical intervention to modify their sex characteristics (which can take place at different ages). Almost half of the intersex respondents (49 %) say that fully informed consent was not provided for hormonal treatment, or for any other type of medical treatment
- Every fifth respondent (19 %) felt discriminated against when in contact with school or university staff.

(FRA, 2020a)

Below some of the data from the FRA's LGBTI survey, comparing the responses of participants from Greece, Italy and Cyprus, compared to the EU average:

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	CY	GR	IT	EU
Avoid often or always holding hands with their same-sex partner	78%	74%	62%	
Felt discriminated against at work in the year before the survey	28%	32%	23%	1%
Felt discriminated against in at least one area of life in the year before the survey	49%	51%	40%	42%
Were harassed the year before the survey	29%	33%	32%	38%
LGBTI students (15-17 years old) say were hiding being LGBTI at school	47%	43%	28%	30%
Say that prejudice and intolerance have risen	16%	18%	41%	36%

(FRA, 2020b, 2020c, 2020d)

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Module 4: Participation in Politics: Creating a safe and inclusive environment for LGBTQI+ individuals and LGBTQI+ participation in politics

4.1. Synopsis

The aim of this activity is to raise awareness among participants on the conditions that hinder a safe and inclusive environment for LGBTQI+ people, as well as their full political participation in the national context.

4.2. Learning Outcomes

Through this module participants will:

- Increase their knowledge on some key-concepts that help to grasp the importance of creating a safe and inclusive environment for LGBTQI+ people, as well as to improve their full political participation in the national context. This is linked to the context of the human needs and rights of each individual.
- Increase their awareness on existing data related to LGBQTI+ people's political participation

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- Reflect on how to reduce LGBTQI+ people's exclusion by finding ways to overcome barriers in active citizenship and political involvement; promote social support for LGBTQI+ individuals to eliminate discrimination; promote inclusive practices and changes in their social and work environment; establish a culture of inclusion and respect for all

- Have a better understanding of the political participation of LGBTQI+ people, including the ways LGBTQI+ people are involved in politics and the challenges they face.

4.3. Specific Teaching Strategy

Teaching strategy for Module 4 may include:

- Didactic learner-centred approach for presenting some theoretical information, secondary data and VoiceIt survey findings (see PPT) related to LGBTQI+ people's participation in political life

- Interaction among participants, where they can actively discuss the information provided;
- Participatory approaches in order to reflect on the information provided

4.4. Module Tools (tentative)

- Prepare a PPT entailing some theoretical inputs, secondary data (European Union Agency for Fundamental Rights – FRA2020) and data from the VoiceIt Policy Report (Kaplani, Maria Elli Doufexi, Monica-Leigh Carter Maggie 2020), as well as from the Country Report.
- Use a platform that allows interaction and break out sessions.

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4.5. Module Outline

The module lasts for 1 hour in total. It is very important to track time, in order to implement it and also give participants an opportunity to have their breaks.

Opening and introduction: 2 minutes

Section #.1:- *Theory (5 minutes) and findings (10 minutes)*

-Invite a politician belonging to the LGBTQI+ minority to speak abou the strategy s/he used to overcome barriers to political participation (10 minutes)

Section #.2: *Break out rooms discussions (15 minutes) and final plenary discussion (15 minutes)*

Closing and greetings: 3 minutes

4.6. Section #.1:

Name of the Activity: *Theory, Findings and role model's story*

Summary: The participants learn about theoretical inputs and findings concerning LGBTQI+ people's participation in political life in their country and to a role model's story

Theoretical inputs cover, but are not limited to:

The concept of safety:

- Safety belongs to the basic needs in the well-known **Maslow**'s Pyramid of Needs (or Hierarchy of Needs) : physical and psychological safety are indeed necessary for every human being to enjoy a decent life and full participation. Maslow's Hierarchy of Needs is a motivational theory in psychology, represented by a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The needs

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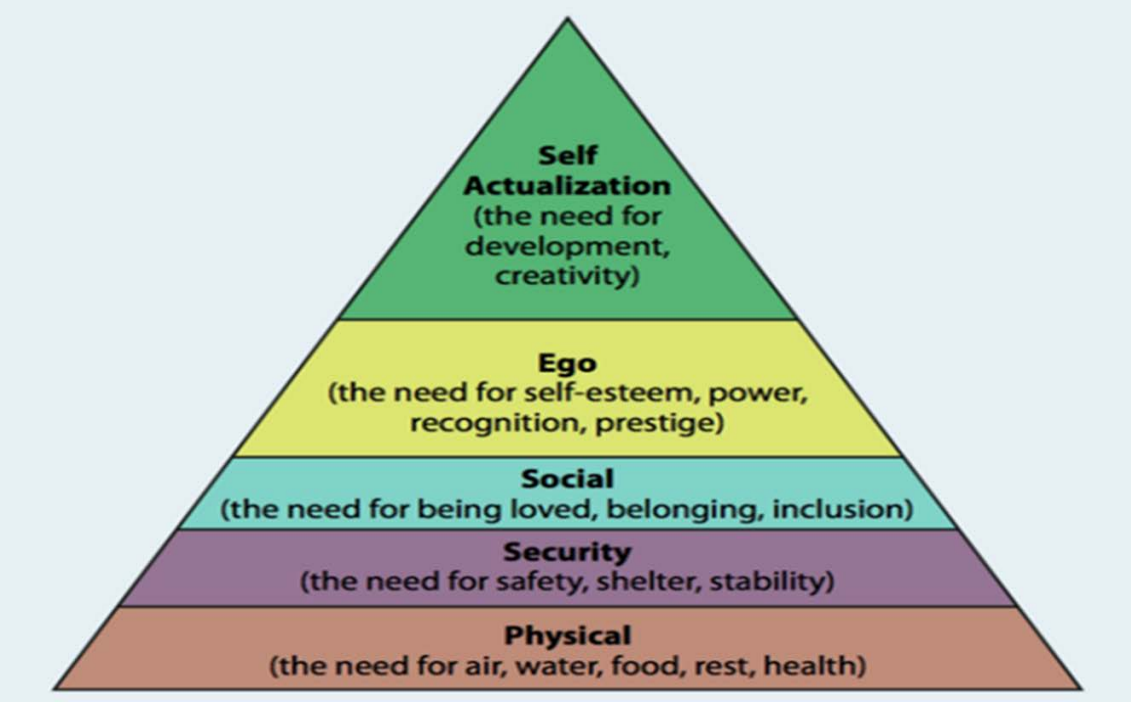
are: physiological, **safety**, love and belonging, esteem, and self-actualization (Maslow1943).



Safety v. Security

Safety is the condition of being protected from harm or other non-desirable outcomes, caused by non-intentional failure.

Security is the condition of being protected from harm or other non-desirable outcomes caused by intentional human actions or human behavior.

Participation (Fraser2010).

Nancy Fraser articulates **participation** into three dimensions:

1. distribution of resources;
2. recognition of identity
3. political participation.

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She argues that neither redistribution nor recognition alone can achieve social inclusion and parity of participation (intended as a form of social justice), without political participation.

"Justice requires social arrangements that permit all members of society to interact with one another as peers. For participatory parity to be possible, however, at least three conditions must be met:

1. First, the distribution of material resources must be such as to ensure participants' independence and 'voice'.
2. Second, the social status order must express equal respect for all participants and ensure equal opportunity for achieving social esteem.
3. The political constitution of society must be such as to accord roughly equal political voice to all social actors. This condition rules out electoral decision rules and media structures that systematically deprive some people of their fair chance to influence decisions that affect them.

Target group: civil society organizations, state/government officials, members of political institutions

Size of the group: 10 persons.

Duration: 27 minutes

Objectives:

- Increase participants' knowledge on some key-concepts that help to critically look at the importance of creating a safe and inclusive environment for LGBTQI+ people, as well as to improve their full political participation in the national context. This is linked to the context of the human needs and rights of each individual.
- Increase participants' awareness on existing data related to LGBQTI+ people's political participation.

Requirements for the setting of the needed materials: online platform (ex. computer and multimedia/powerpoint).

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Preparation: make sure all participants are connected in the platform, so that you can see all partic-ipants and allow them to get involved in the discussion.

Timeline:

Duration	Activity	Materials
2 min.	Introduction	
15 min.	Theoretical inputs and Data presentation	PowerPoint
10 min.	Role model's story	

Detailed instruction of the activity:

- Introduction and welcome. Explain the aim of the specific session (2 minutes)
- Provide a PPT presentation:

  -Theoretical inputs (5 minutes)
  -Data presentation (max 10 min)
- Role model's story: Input from national LGBTQI+ politician (10 minutes)

4.7. Section #.2:

Name of the Activity: *Break-out rooms discussions*

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Summary: The participants reflect and discuss the theoretical inputs and findings, in order to delve into how to foster LGBTQI+ people's participation in political life in their country

Target group: civil society organizations, state/government officials, members of political institutions

Size of the group: 10 persons.

Duration: 30 minutes.

Objectives:

- Discuss on how to reduce LGBTQI+ people's exclusion by finding ways to overcome barriers in active citizenship and political involvement; promote social support for LGBTQI individuals to eliminate discrimination; promote inclusive practices and changes in your social and work environment; establish a culture of inclusion and respect for all
- Through discussions, participants gain a better understanding of the political participation of LGBTQI+ people, including the ways LGBTQI+ people are involved in politics and the challenges they face.

Requirements for the setting of the needed materials: online platform (ex. computer and multimedia/powerpoint).

Preparation: make sure all participants are connected in the platform, so that you can see all partic-ipants and allow them to get involved in the discussion.

Timeline:

Duration	Activity	Materials

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15 min.	Break-out Rooms	
15 min.	Plenary Discussion	

Detailed instruction of the activity:

- Break-out rooms (15 minutes):

  The group is divided into break out rooms and each one is assigned a topic to be discussed:

  1. how to reduce social distance of LGBTQI+ people by finding ways to overcome barriers in active citizenship and political involvement;
  2. how to promote social support for LGBTQI individuals to eliminate discrimination;
  3. how to promote concrete inclusive practices and changes in your social and work environment;
  4. how to spread a culture of inclusion and respect for all.

  Each break-out room is facilitated by host NGO members, who keep the time and ensure that everyone is involved,, as well as that a safe and respectful environment is created. Each break-out room will select a representative of the participants who will report the key-points in the plenary
- Debriefing and discussion : (15 minutes) This part is also facilitated by host NGO member
- Conclusion

4.8. Sources and References

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4.9. Appendices

4.9.1. Appendix 4I: PowerPoint presentation

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Creating a safe and inclusive environment for LGBTQI+ individuals

The first part of this presentation provides participants with a brief input on the importance of safety to take part in social and political life

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Safety: a human need

- Safety belongs to the basic needs in the well-known **Maslow**'s Pyramid of Needs (or Hierarchy of Needs) : physical and psychological safety are indeed necessary for every human being to enjoy a decent life and full participation.

- Maslow's Hierarchy of Needs is a motivational theory in psychology, represented by a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. The needs are: physiological, **safety**, love and belonging, esteem, and self-actualization.

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Safety v. Security

Safety is the condition of being protected from harm or other non-desirable outcomes, caused by non-intentional failure.

Security is the condition of being protected from harm or other non-desirable outcomes caused by intentional human actions or human behavior.

TIPS for creating a safe and inclusive environment for LGBTQI+ individuals at work, in a circle of friends, etc.

1) Use an inclusive language
2) Maintain confidentiality
3) Celebrate unity and achievements

Source: https://www.rw.org.au/creating-safe-environments-for-lgbtiq-people/

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Diversity Charters improve diversity management

- By signing the Charter an organisation commits to promoting diversity and equal opportunities for its staff.

- https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combatting-discrimination/tackling-discrimination/diversity-management/diversity-charters-eu-country_en

Kick off of first round of debate: how do we create a safe and inclusive environment for LGBTQI+ people in the Italian society?

Participants discuss the topic; the debate is facilitated by the NGO team

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POLITICAL PARTICIPATION

This part of the PPT provides participants with a perspective on political participation and then delves into data concerning LGBQTI+ people's political participation in the Italian society. The information serves to stimulate the debate among participants

Political participation

Nancy Fraser articulates **participation** into three dimensions:

1. distribution of resources;
2. recognition of identity
3. political participation.

She argues that neither redistribution nor recognition alone can achieve social inclusion and parity of participation (intended as a form of social justice), without political participation.

"Justice requires social arrangements that permit all members of society to interact with one another as peers. For participatory parity to be possible, however, at least three conditions must be met:

1. First, the distribution of material resources must be such as to ensure participants' independence and 'voice'.
2. Second, the social status order must express equal respect for all participants and ensure equal opportunity for achieving social esteem.
3. **The political constitution of society must be such as to accord roughly equal political voice to all social actors. This condition rules out electoral decision rules and media structures that systematically deprive some people of their fair chance to influence decisions that affect them.**

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FORMAL V. INFORMAL POLITICAL PARTICIPATION

- **Participation in formal political and electoral processes and structures includes**, inter alia:
- voting
- being a member of a political party
- standing as a candidate at an election for a political position
- being part of election administration, such as a polling official
- and observing elections.

Examples of informal participation

- Activism
- Protests
- Campaigns

Need to improve LGBTQI+'s formal and informal political participation

- There is an urgent need to improve LGBTQI+'s **formal and informal political participation**, since their rights cannot be achieved without their active participation and voice. The project VoiceIt – Strengthening LGBTQI+'s Voice in Politics addresses the Rights, Equality and Citizenship - REC - Programme - AG-2018/Action Grants 2018: REC Work Programme's priority "Fighting against discrimination based on sexual orientation in society and promoting the rights of LGBTI people" of the European Commission.

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EU secondary data

The recent Agency on Fundamental Rights of the European Union - EUFRA - survey of 140,000 LGBTI carried out in 30 countries (EUFRA 2020) **does not seem to highlight a great improvement** in this group's rights if compared with the survey carried out in 2012 (EUFRA 2013), even though a more open attitude towards it seems to emerge in the general public. In fact, on the one hand, discrimination spans from the access to work for people who openly express their gender identity or sexual orientation to family rights **and low levels of political participation** (VoiceIt Policy Report, 2020)

EU secondary data

Results show that LGBTI people continue to face **multiple and overlapping forms of discrimination**. Respondents of the FRA surveys were able to choose from the categories of lesbian, gay, bisexual, transgender, and intersex, therefore the acronym LGBTI is used in this report when referencing the survey (VoiceIt Policy Report, 2020)

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EU secondary data

From the perspective of LGBTI identifying groups, 40% of respondents of the FRA survey said they felt that prejudice and intolerance against LGBTI people had decreased in the past 5 years, while 36% said it increased. For those who said it decreased, the most common reason cited was visibility and participation of LGBTI people in everyday social life (71%). For those who said it increased, **the most common reason cited was negative stance and discourse by politicians and/or political parties** (65%) (EUFRA 2020) (VoiceIt Policy Report, 2020)

DATA concerning Italy (VoiceIt survey 2020)

- The VoiceIt online survey was carried out in Italy, Greece and Cyprus in the period January-April 2020
- It addressed 4 target groups: LGBTQI+ people, civic society, members of public institutions, politicians)
- See full Italian reports at:

https://www.voiceitproject.eu/index.php/it/library-3/

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Role models in politics

There are a few openly LGBT political representatives both in the Italian Parliament (Nichi Vendola, Alessandro Zan, Vladmir Luxuria, Anna Paola Concia, just to provide some examples) as well as at local level: the first openly homosexual major is Rosario Crocetta (2003- 2009) who was also President of the Sicily Region (10 November 2012 to 18 November 2017), while in May 2019, attorney Gianmarco Negri was elected major in the town of Tromello, being the first Female to Male - FtoM - transexual major in Italy. The first openly bisexual Minister in Italy is Alfonso Pecoraro Scanio (2000-2001 and 2006-2008).

•

Involvement of the LGBTQI+ people in politics as described by the four target groups

- N.B.: More than half of the LGBTQI+ participants (n = 84, 59.15%) believe that **they cannot participate in political processes in Italy without running the risk of being discriminated against**.
- Only 20% of them (n = 29) believe that they can participate in political processes without risk of discrimination, while 19.01% do not know (n = 27) and 1.41% prefer not to answer (n = 2).
- The high percentage of LGBTQI+ participants **who perceive the risk of being discriminated against if they engage in political life suggests the need to improve the awareness of participation and the possibility of "voice" of this target group. This perception inevitably affects their constitutional right to be voted and to be able to participate in political decisions on equal terms with other citizens.**

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Involvement of the LGBTQI+ people in politics as described by the four target groups

In all target groups, participants believe that there are openly LGBTQI+ people in political parties (51.49-61.29%). However, the majority of government officials and civil society say that **they do not know if there are overtly LGBTQI+ people in the political parties they voted for** (40% of government officials and 42.55% of society civil) **and not voted** (53.33% of government officials and 48.94% of civil society) in the last elections. Otherwise, the majority of LGBTQI+ participants and representatives of political institutions **agree that there are openly LGBTQI+ people in the voted political parties** (39.44% of LGBTQI+ participants and 45.16% of the representatives of political institutions) **and not voted** (39.44% of LGBTQI+ participants and 35.48% of the

representatives of political institutions) **in the last elections.**

Involvement of the LGBTQI+ people in politics as described by the four target groups

- Representatives of political institutions agree that there are openly LGBTQI+ people in political parties and specifically in the political party they voted for in the last election to a significantly, moderately to strongly greater extent than both LGBTQI+ participants and civil society.
- Representatives of political institutions also believe that there are openly LGBTQI+ people in political parties that they did not vote for in the last election significantly, moderately more than civil society.

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Involvement of the LGBTQI+ people in politics as described by the four target groups

- In general, all target groups strongly **disagree or disagree with the fact that there are enough openly LGBTQI+ people involved in Italian politics** (51.91-78.17%) **and that there are enough opportunities for LGBTQI+ people to engage in politics** (47.23-69.72%).
- The perceptions of LGBTQI+ participants regarding the presence of openly LGBTQI+ people involved in politics and the opportunities for them to engage in this area are **significantly, moderately lower** than those of the representatives of political institutions and civil society. This can be linked to the existence of a few examples (mentioned above) of politicians who are openly LGBTQI+ in Italy.

Involvement of the LGBTQI+ people in politics as described by the four target groups

- N.B. More than half of the LGBTQI+ participants (n = 84, 59.15%) believe that they cannot participate in political processes in Italy **without running the risk of being discriminated against.**
- Only 20% of them (n = 29) believe that they can participate in political processes without risk of discrimination, while 19.01% do not know (n = 27) and 1.41% prefer not to answer (n = 2).
- The high percentage of LGBTQI+ participants who perceive **the risk of being discriminated against if they engage in political life suggests the need to improve the awareness of participation and the possibility of "voice" of this target group. This perception inevitably affects their constitutional right to be voted and to be able to participate in political decisions on equal terms with other citizens.**

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Involvement of the LGBTQI+ people in politics as described by the four target groups

- N.B. 56% of LGBTQI+ participants (n = 80) **believe that their positions would not be taken into consideration as much as those of heterosexual cisgender citizens if they engaged in political processes in Italy**.
- Only 19% (n = 27) believe that their positions would be taken into account exactly as those of heterosexual cisgender citizens, while 24.65% (n = 35) do not know.

Involvement of the LGBTQI+ people in politics as described by the four target groups

- Regarding the specific perceptions of government officials, this target group disagrees or strongly disagrees that LGBTQI+ people are represented in the Italian political scene, that there are enough openly LGBTQI+ people involved in politics in Italy and that there are sufficient opportunities for LGBTQI+ people to engage in the country's politics. Most government officials say they do not know if there are openly LGBTQI+ people in their political party (43.33%) or in other political parties (53.33%), while 36.67% of them agreed with both statements.

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Short input by a national LGBTQI+ political representative

Topic of the keynote speech: how do I have overcome the barriers encountered? What was/is my strategy?

Break out rooms discussion

- **Participants are divided into four break out rooms to discuss one question each**:
- Reduce social distance of LGBTQI+ people by finding ways to overcome barriers in active citizenship and political involvement
- Promote social support for LGBTQI individuals to eliminate discrimination
- Promote inclusive practices and changes in your social and work environment
- Establish a culture of inclusion and respect for all

Tips for moderators: each break out room has a facilitator from the NGO team and a group representative who will report key points in plenary

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Debriefing in plenary

- Each group will be given 5 minutes for the presentation of the keypoints and then the final debates starts, moderated by the NGO facilitator

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LGBTQI+ Rights Empowerment Programme

Module 1: Introduction

1.1. Synopsis

The present module aims to introduce the participants to the project and seminar aims and objectives, as well as to provide the time and space to the participants and trainers to get to know each other. The ice-breaking exercise will contribute to the creation of a cozy and relaxed atmosphere and will function as a preparation for the next modules. The duration of the module is 30 minutes.

1.2. Learning Outcomes

Upon completion of this Module, trainees should:

- Understand the project and seminar scope and objectives;
- Get to know each other;
- Be prepared to participate in the next module;
- Set the ground rules all participants should follow throughout the training.

1.3. Specific Teaching Strategy

- Didactic learner-centred approach;
- Participatory exercises, i.e. ice-breaking activity, agreement on ground rules.

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1.4. Module Tools (tentative)

- Powerpoint presentation;
- Ice-breaking exercise;
- Group activity.

1.5. Module Outline

Section #.1.: Presentation of the project and seminar

Section #.2.: Ice-breaking activity

Section #.3.: Setting of ground rules

1.6. Section 1

1.6.1. Presentation of the project and seminar

The trainer(s) welcome participants to the seminar and introduce them to the project, its scope and objectives, as well as the scope and objectives of the seminar. Trainers can use a powerpoint presentation, lasting 5-10 minutes. The project VoiceIt - Strengthening LGBTQI+'s Voice in Politics aims to contribute to the inclusion of LGBTQI+ people in political decision-making processes in Greece, Cyprus and Italy, by creating a shared vision regarding LGBTQI+ inclusion in politics, increasing LGBTQI+’s participation in political decision-making, strengthening national/international networks for LGBTQI+ individuals interested in participating in such processes, raising the awareness of stakeholders and the public about misconceptions regarding LGBTQI+ rights, experiences of discrimination and the importance of including minorities in political decision making processes and by creating an action plan for policy change for an LGBTQI+ inclusive society.

In order to do so, the following activities are implemented:

5. Research (literature review and online survey) was done to investigate the national and European LGBTQI+ rights, the relevant legal framework

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and the perceptions of LGBTQI+ rights, as expressed by the LGBTQI+ community, government officials, representatives of political institutions and the general public. Desk research also aimed to identify discriminatory behaviours against the LGBTQI+ community, obstacles faced by LGBTQI+ with minority ethnic and cultural background, as well as the forms of LGBTQI+'s participation in politics and the potential needs of policy reform, as expressed by the four target groups.

6. A Priorities Working Group has been set in each partner country aiming to the compilation of an Action Plan, in order to create a shared vision for the promotion and advocacy of LGBTQI+ rights and outline the priorities, according to the national context. The action plan will be put forward to the relevant governmental bodies.

7. Implementation of LGBTQI+ Information and Empowerment Seminars –in context of which the present seminar is organised. The LGBTQI+ Rights Information Seminars aim to better inform civil society representatives, state/government officials and representatives of political institutions on LGBTQI+ issues and rights and to stress the importance of including the LGBTQI+ community into political decision making. The LGBTQI+ Rights Empowerment Seminars will aim at the empowerment of LGBTQI+ individuals and organisations to actively participate in the political discourse.

8. Awareness raising activities, in order to inform the public about LGBQI+ rights and popular misconceptions regarding LGBTQI+ individuals and their rights, as well as about the importance of inclusion of minorities in political decision making.

LGBTQI+ Rights Information Seminars

Objectives:

- To inform civil society representatives, state/government officials and representatives of political institutions about:
  - sexual orientation,

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  - gender identity,
  - equality issues,
  - human rights,
  - misrepresentation and stereotyping of LGBTQI+ individuals and their rights in the media and in politics
  - and to stress the importance of including the LGBTQI+ community into political decision making.
- To capacitate them in order to be able to promote this knowledge directly or indirectly, acting as transmitters of the acquired information to their respective personal, social and work environments.

LGBTQI+ Rights Empowerment Seminars

Objectives:

- To empower LGBTQI+ individuals and organisations to actively participate in the political discourse;
- To enhance their confidence in voicing their opinions and concerns;
- To feel empowered to vote, become activists, take part in relevant meetings and generally participate in political decision making.

1.7. Section 2: Ice-breaking activity

1.7.1. *Two truths, one lie*

Duration: 15′	
Type of Activity:	Ice-breaking activity - online (1st alternative)

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Objectives:	- Participants to get to know each other - Creation of a cosy atmosphere - Introduce the experiential aspect of the seminar
Materials:	Not needed
Instructions:	The facilitator explains the activity to the participants: 3. This is an ice-breaking/get to know each other exercise. Explain that each one of the participants will have to introduce their name, along with two truths and one lie about themselves and the other ones will have to guess which one is the lie. In order to have more fun, everyone should try for the lie to seem realistic. 4. After each participant shares the three statements, the group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie. In case participants hesitate to start the exercise, it is advised for the facilitator to begin, in order to create a more relaxed atmosphere.

1.7.2. What are the three words that come to your mind?

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Duration: 15′	
Type of Activity:	Ice-breaking activity - online (2nd alternative)
Objectives:	- Participants to get to know each other - Creation of a cozy atmosphere - Introduce the experiential aspect of the seminar and the topics of the seminar
Materials:	Zeetings
Instructions:	The facilitator prepares a few questions on the word cloud of zeetings, permitting three answers per participant for each question. 3. This is an ice-breaking/get to know each other exercise, to introduce ourselves to the topic of the seminar. Send the link of the online tool to the participants and ask them to have two minutes to answer the questions with the three words that come to your mind. 4. After a question is answered, the most used words will appear on a larger font, creating a word cloud. The facilitator waits 2-3 minutes for each question to be answered by all participants and reads the words (from bigger to smaller), commenting and making connections with the training. Questions for the word cloud:

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	• What three words come to your mind when talking about LGBTQI+ rights? • What three words come to your mind when talking about participation in politics? • What three words come to your mind when talking about misconceptions about LGBTQI+ people?

1.8. Section 3: Setting of ground rules

Duration: 5'	
Type of Activity:	Interactive activity - online
Objectives:	- Participants to set the rules that should be respected throughout the duration of the seminar
Materials:	Online tools: **mural** or **ideaboardz**
Instructions:	Prior to the seminar, the facilitator prepares the relevant online tools that will be used for the establishment of ground rules, i.e. the online post-its (title of activity, sections, etc.) and has the link ready to send it to participants.

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	4. The facilitator sends the link of the online tool to the participants and asks them to have two minutes to write down in the digital post-its one to two ground rules they consider important to be followed throughout the seminar, e.g. respect of different opinions, use of inclusive language etc. 5. The facilitator reads the ground rules and asks everyone if they agree (3'). 6. The facilitator exports the ground rules from the relevant online tool and takes a screenshot that remains in the chat of the online platform used to implement the seminar. In case a participant does not respect a ground rule, the facilitator reminds them what has been decided.

Module 2: Attitudes towards LGBTQI+ individuals & LGBTQI+ rights

2.1. Synopsis

The main aim of this module is to familiarise participants with the legal framework on LGBTQI+ rights on an international, European and national level, identify the needs for policy reform and increase their understanding regarding the participation of LGBTQI+ people in politics.

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2.2. Learning Outcomes

Through this module participants will:

- Increase their knowledge on the legal framework regarding LGBTQI+ rights on an EU level, as well as on a national level.
- Identify gaps and needs for policy reform to safeguard LGBTQI+ rights.
- Have a better understanding of the political participation of LGBTQI+ people, including the ways LGBTQI+ people are involved in politics and the challenges they face.

2.3. Specific Teaching Strategy

Teaching strategy for module 3 may include:

- Active learning methods, where the participants participate actively in the process
- Didactic learner-centred approach for introduction to the national and international legal framework on LGBTQI+ rights

2.4. Module Tools (tentative)

Teaching tools that may be included in this module include:

- Powerpoint presentations
- Post-its and Flip charts or similar online tools (e.g. IdeaBoardz) to collect participants responses
- Group discussion and reflection

2.5. Module Outline

The module lasts for 1 hour in total. It is very important to track time, in order to implement it and also give participants an opportunity to have their breaks.

Section #1: *LGBTQI+ people in politics - Ways of political participation & challenges -25 minutes*

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Section #2: *National & International Legal Framework regarding LGBTQI+ rights - 35 minutes*

2.6. Section #1:

Name of the activity: *LGBTQI+ people in politics - Ways of political participation & challenges*

Summary: Participants will reflect on and discuss the obstacles and challenges LGBTQI+ people when (attempting to) participate in political processes, as well as identify ways. The group discussion will be followed by a brief presentation of data on the challenges LGBTQI+ people face.

Target group: LGBTQI+ individuals, advocates of LGBTQI+ rights and other relevant civil society professionals.

Size of the group: 10 persons.

Duration: 35 minutes.

Objectives:

- To increase participants' understanding of the political participation of LGBTQI+ people
- To increase participants' understanding of the ways LGBTQI+ people are involved in politics and the challenges they face.

Requirements for the setting of the needed materials: online platform (ex. ZOOM, computer and multimedia/powerpoint.

Preparation: make sure all participants are connected in the platform.

Detailed instruction of the activity:

Part I: Work in groups
Time: 10 minutes

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Divide participants in small groups (2-3 people) and ask them to think about the participation of LGBTQI+ people in politics: What are the main obstacles and challenges LGBTQI+ people face when they (attempt to) participate in decision-making processes? What kind of changes are needed to support the rights of LGBTQI+ people and their political participation?

Part II: Discussion
Time: 15 minutes

Each group will present the points they discussed with the rest of the participants. To support the discussion, the trainer(s) will write down participants' ideas. This could be down by utilising online tools (e.g., IdeaBoardz[1]), the features some online platforms offer (e.g., Zoom has a built-in whiteboard feature), or the chat of the platform.

Part III: Presentation
Time: 10 minutes

Prepare a brief presentation with information and research data on the political participation of LGBTQI+ people: ways of political participation, challenges faced, etc.

Possible sources could include:

- International / EU data on discrimination, hate speech and hate crimes (e.g., FRA's LGBTI survey[2], reports from OSCE/ODIHR, Eurobarometer, etc.).
- National data on discrimination, hate crimes and hate speech (e.g., police official reports, Ombudsperson's reports, reports from CSOs, etc.). Findings of the VoiceIt online survey regarding discrimination and hate crimes could be included.

[1] https://ideaboardz.com/

[2] The results of FRA's survey could be utilized to make comparisons between the situation on an EU and national level https://fra.europa.eu/en/publication/2020/eu-lgbti-survey-results

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- Data on the political participation of LGBTQI+ people: the findings of the VoiceIt online survey can be presented.
- Policy recommendations: The recommendations from the VoiceIt Policy Report could be presented, along with recommendations from other sources.

2.7. Section #2:

Name of the activity: *National & International Legal Framework regarding LGBTQI+ rights*

Summary: Participants will be presented with the existing national and international legal framework on LGBTQI+ rights

Target group: LGBTQI+ individuals, advocates of LGBTQI+ rights and other relevant civil society professionals.

Size of the group: 10 persons.

Duration: 25 minutes.

Objectives:

- To enrich participants' knowledge about LGBTQI+ rights, policies and laws on an international & European level.
- To enrich participants' knowledge about the national legal framework and policies on LGBTQI+ rights.
- To help participants identify gaps and needs for policy reform to safeguard LGBTQI+ rights.

Requirements for the setting of the needed materials: online platform (ex. ZOOM, computer and multimedia/powerpoint.

Preparation: make sure all participants are connected in the platform, so that you can see all participants and allow them to get involved in the discussion.

Detailed instruction of the activity:

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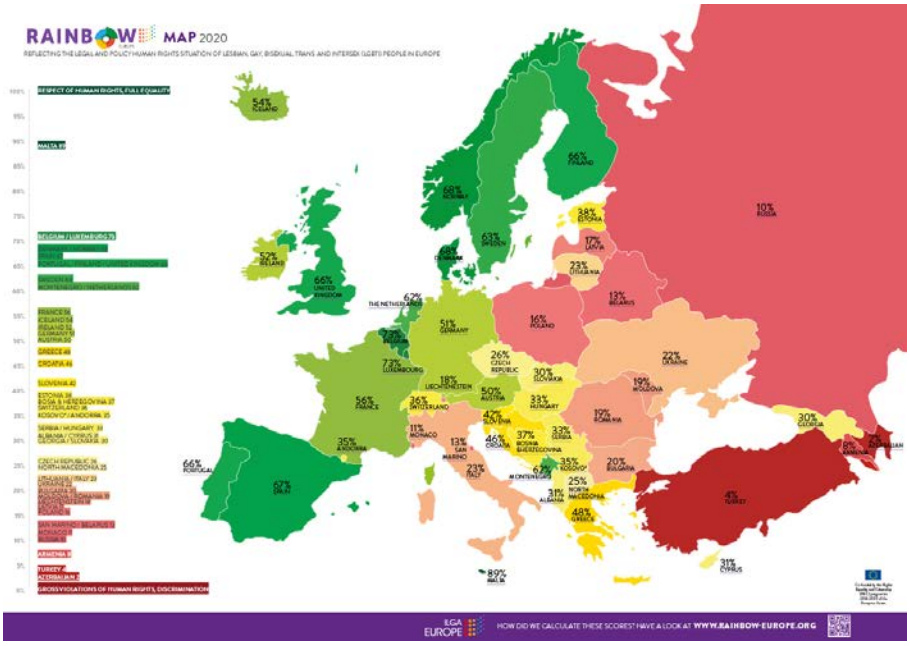
Prepare a presentation with information on the legal framework regarding LGBTQI+ rights on an international / EU as well as national level. Provide any necessary clarifications. Sources and references may include, but are not limited to:

- The Universal Declaration of Human Rights
- Human Rights Council Resolutions
- The 2030 Agenda for Sustainable development
- The EU Charter of Fundamental Rights
- Council of Europe Recommendations
- The status of LGBTQI+ rights in each country can be presented utilising:
- ILGA-Europe's Rainbow Europe Map and Index, which ranks European countries based on the protection they offer on LGBTQI+ rights.
- Transgender Europe's Trans Rights Map and Index, which offers more specific information on the protection of transgender rights in Europe and Central Asia.
- ILGA-Europe's Annual Review



ILGA-Europe's Rainbow Map, 2020

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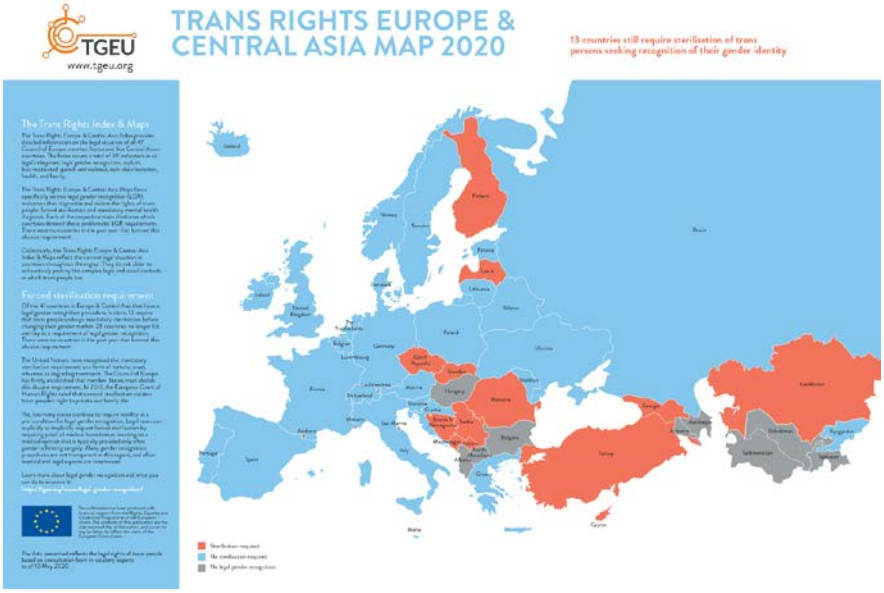
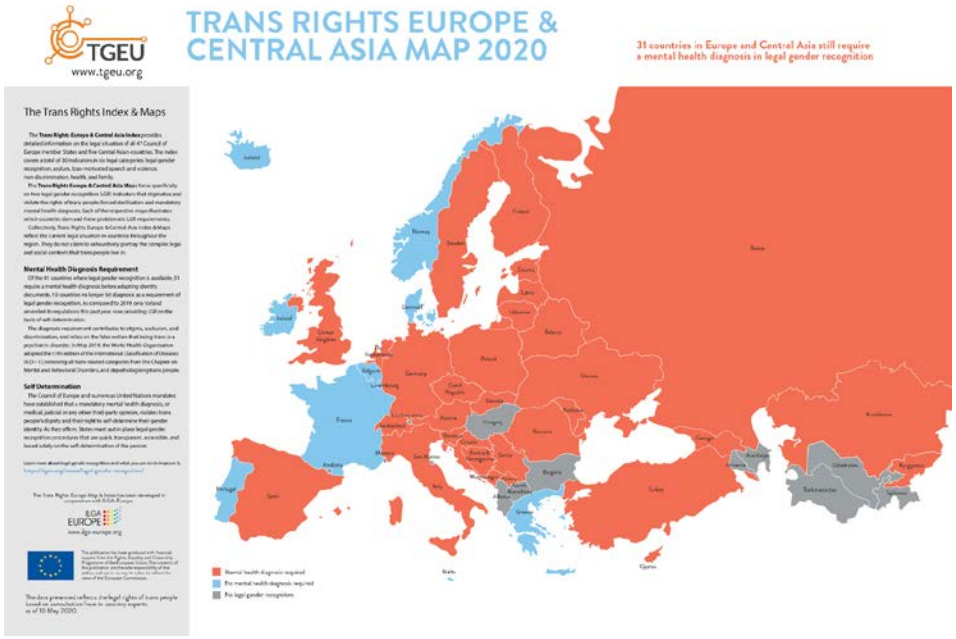


TGEU's Sterilisation Requirement Map, 2020



TGEU's Mental Health Diagnosis Requirement Map, 2020

In the adaptation of this module in the national context of each country, partners should include information on the existing legal framework

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regarding LGBTQI+ rights. Here are some questions to consider while preparing the material for your country's legal framework on LGBTQI+ issues:

- Are same-gender relationships recognised in your country? Which are the available options? If civil unions and/or marriage for same-gender couples are available, do they ensure the same rights and provisions as for different-gender couples? What is the situation regarding the recognition of LGBTQI+ parents? Are adoption, surrogacy and/or co-parenting available options for same-gender couples? Are there any specific restrictions for trans parents?
- Is legal gender recognition available in your country? If yes, are there specific prerequisites for trans people who want to change their legal documents (e.g. psychiatric evaluation, medical interventions, etc.)?
- Are intersex people protected from "normalising" medical/surgical interventions?
- Do anti-discrimination laws cover explicitly incidents of discrimination on the basis of sexual orientation, gender identity and sex characteristics? If yes, in which sectors?
- Are there laws in place prohibiting hate crimes and/or hate speech? Do they cover explicitly incidents on the basis of sexual orientation, gender identity and sex characteristics?
- Are there any other laws and/or policies that cover or include LGBTQI+ issues?

2.8. Theoretical Background to Module 2

Protection of LGBTQI+ Rights - International level & United Nations:

- The Universal Declaration of Human Rights states that every person is entitled to the same rights and freedoms "without distinction of any kind" (UN General Assembly 1948).
- In recent years, various Human Rights Council Resolutions have focused on sexual orientation and gender expression, specifically protection from discrimination and violence, producing two UN reports in 2011 (UN Human Rights Council 2011) and 2014 (UN Human Rights Council 2014)

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and appointing an Independent Expert on sexual orientation and gender identity in 2016 (UN Human Rights Council 2016).

- The 2030 Agenda for Sustainable development, put in place in 2015, includes a set of 17 "goals" which should be achieved by 2030, and aims to "leave no one behind" (UN General Assembly 2015). Although LGBTQI+ persons are not specifically mentioned, the SDGs cannot be achieved without addressing the discrimination and inequality LGBTQI+ persons face globally. For example:
  - Eradicating poverty (SDG 1) requires addressing forms of discrimination that affect the ability of LGBTQI+ people to earn a living and access basic services.
  - Ensuring healthy lives and promoting well-being for all at all ages (SDG 3) cannot be achieved until health services are made more inclusive and serve people equally regardless of their gender identity or sexual orientation.
  - Ensuring access to inclusive and equitable quality education (SDG 4) requires addressing bullying of LGBTQI+ students so that they have a safe learning environment.
  - Achieving gender equality (SDG 5) requires expanding the definition of gender to include the entire spectrum of gender identity and expression, and addressing gender-based discrimination and violence, which often targets those who do not conform to gender norms.
  - Reducing inequality (SDG 10) requires eradicating discriminatory laws and practices and expanding rights of LGBTQI+ persons to reach full equality
  - To make cities and human settlements inclusive, safe, resilient and sustainable (SDG 11) the high rates of homelessness in the LGBTQI+ community—often a result of rejection by family members and discriminatory housing and employment practices—must be addressed.
  - Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions (SDG 16) requires making states accountable to the needs of LGBTQI+ people, as police brutality against LGBTQI+ persons, failure of law enforcement and justice systems to protect LGBTQI+ persons from violence and hold perpetrators accountable, and state-sanctioned persecution of LGBTQI+ persons remain all too common throughout the world.

Protection of LGBTQI+ rights - European level:

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- The Treaty on the Functioning of the European Union, signed in 1957, gives the European Council the power to take action "to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation" (Part II, Article 19) (European Union 2007).
- The EU Charter of Fundamental Rights, ratified in 2000, prohibits discrimination based on any grounds, specifically mentioning sexual orientation (Title III: Equality- Article 21) (European Union 2012). The Employment Equality Directive, adopted by the EU in 2000, requires all states to implement legislation that bans employment discrimination based on sexual orientation (European Union 2000).
- In 2010, the Council of Europe "Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity" was agreed by all 47 member states, and its implementation progress has since been reviewed twice (Council of Europe: Committee of Ministers 2010).
- There are additionally a number of other EU directives relating to gender identity, asylum and employment, as well as European Parliamentary Resolutions and reports relating to homophobia, fundamental rights and violence, among other topics.
- In 2019, the European Parliament adopted a Resolution on the rights of intersex people (European Parliament, 2018) deploring the human rights violations many intersex people face and laying out what needs to be done to end discrimination and protect intersex peoples' bodily integrity.
- In 2017, the Council of Europe Parliamentary Assembly called on Council of Europe member states to prohibit medically unnecessary 'sex normalising' surgery, sterilisation and other treatments practiced on intersex children without their/their parents' informed consent, and to provide intersex people with adequate health care and psychosocial support.
- Article 21 of the EU Charter of Fundamental Rights forbids discrimination based on any ground. This includes sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation.
- Article 10 of the Treaty on the Functioning of the EU requires the EU to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, in defining and implementing its policies and activities. EU law protects gender identity to a limited extent under the protected ground of sex – for example, in respect to gender-reassignment surgery.

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- The Employment Equality Directive 2000/78/EC forbids discrimination based on sexual orientation only in the context of employment, occupation and training. However, most Member States have extended protection on the basis of sexual orientation, and in some cases gender identity, to cover some or all fields to which the Race Equality Directive (2000/43/EC) applies. These fields include social security and healthcare, education, and access to and supply of goods and services, including housing.
- EU law also prohibits sex discrimination in employment and access to goods and services (the Gender Equality Directive (Recast) 2006/54/ EC and the Goods and Services Directive 2004/113/ EC), partly covering trans people.
- Violence and crime motivated by a victim's perceived sexual orientation or gender identity affects the right to human dignity (Article 1 of the Charter), the right to life (Article 2 of the Charter) and the integrity of the person (Article 3 of the Charter). Crime motivated by prejudice, known as hate crime or bias-motivated crime, affects not only the individuals targeted, but also their communities and societies as a whole. Such violence and harassment undermine both people's actual safety and their perceived levels of safety. Because of its impact, EU law recognises hate-motivated crime as requiring particular attention – for example, in the context of the Victims' Rights Directive.

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Module 3: Information of LGBTQI+ people's participation in politics and attitudes towards that

3.1. Synopsis

The aim of this activity is to draw flowers that represent LGBTQI+ people's feelings and attitudes towards political involvement and /or promotion and visibility of their human rights. It also helps to map the diversity of needs and perspectives within the group, in order to enhance LGBTQI+ people's political participation and human rights. This valuable creative activity has been adapted in two ways for the purpose of the curriculum: 1) to reflect on the feelings and attitudes of LGBTQI+ people towards political involvement and /or promotion and visibility of their human rights; 2) to the online mode. The framework within which it has to be located is that of universal human rights.

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3.2. Learning Outcomes

Upon completion of this module, participants should:

a. Understand and be aware of the LGBTQI+ people's feelings and attitudes towards political involvement and /or promotion and visibility of their human rights

b. Be able to link LGBTQI+ people's feelings and attitudes towards political involvement to the broader human rights

c. Understand and be conditions needed by LGBTQI+ people to take political action in a safe environment

d. Be able to develop skills to reflect and plan interventions

e. Be able to foster solidarity and respect for LGBTQI+ rights

3.3. Specific Teaching Strategy

Teaching strategy for module 3 may include:

- Participatory approaches in order to identify and express feelings and attitudes towards LGBTQI+ people's political involvement and /or promotion and visibility of their human rights

- Interactive learning methods, where the participants engage actively in the process and reflect on their own and together on their own feelings, needs and attitudes;

- Learner-centred approach for introducing the topic addressed.

3.4. Module Tools (tentative)

Teaching tools that may be included in this module include:

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- Picture of a flower: Provide participants with the image of a flower with 9 petals
- Group discussion and reflection: In the meeting settings, allow participants to share their screen, in order to sow their own flower. Whiteboard: Prepare a whiteboard to sum up commonalities and differences emerged among flowers (ideaboardz can be a useful tool)

3.5. Module Outline

The overall duration of the module is one hour. It is very important to track time, and give participants an opportunity to have short breaks.

Section #1: *Flower Power – (45 minutes) and Group discussion – (45 minutes)*

3.6. Section #1:

Name of the Activity: *"Flower Power" (adapted by the Compass Manual, Council of Europe, 2012)*

Summary: The participants reflect and discuss what it means to participate in political life for LGBTQI+ people, what the specific need to improve their participation are and what obstacles hinder their participation

Target group: LGBTQI+ individuals, advocates of LGBTQI+ rights and other relevant civil society professionals.

Size of the group: 10 persons

Duration: 1h30 minutes

Requirements for the setting of the needed materials: online platform (e.g., zoom or Teams, which allow for more interaction .), computer and multimedia /powerpoint (to show the instructions of the exercise "Flower Power"; Whiteboard to sum up group discussion.).

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Preparation: (for example) make sure all participants have access to the platform, so that you can see all participants and encourage them to get involved in the discussion.

Timeline:

Introduction: 5 minutes (aim and objectives of the meeting; introduction of the exercise "Flower Power"

20 minutes to complete the flower.

20 minutes: Some or all participants share their flower

40 minutes discussion moderated by the facilitator

5 minutes: conclusion and greetings

Detailed instruction of the activity:

Part 1.

Identifying what it means to participate in political life in a safe environment

1. Explain that to take part in political life, it is crucial to delve into individual feelings and attitudes towards political involvement; and that the aim is to link these feelings and perception to human rights. Every person needs to feel safe when part-taking in political life, to be free from the fear of discrimination or hate speech. LGBTQI+ people who engage in political life also need support and esteem: they need to feel accepted and valued by others and to feel that they can be taken seriously on the same foot as non-LGBTQI+ politicians.
2. Ask participants to complete the flower to represent what are the needs of LGBTQI+ people to take part in political life in a safe environment

The flower should have nine petals:

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1. basic needs
2. personal security
3. financial security
4. education
5. friendship
6. family
7. network
8. esteem
9. personal fulfilment

Ask participants their feeling and attitude towards each petal of the flower; what needs they perceive to have; how this links to human rights, in order to enhance their political participation. Explain that there are no right or wrong, good or bad “answers”; everyone’s flower will be unique. Give them 20 minutes to complete the flower.

Ask (some or all) participants to share their flower (share screen), depending on the size of the group. Ask to be concise and express the three main keywords. (20 minutes max)

Start the discussion facilitated by a moderator of the team: suggested questions

- How can we improve LGBTQI+ people’s political participation in a safe environment in the local context?
- What interventions/policy, etc. are needed to improve inclusion of LGBTQI+ people in politics?
- How can we sensitize the society on LGBTQI+ people’s political aprticipation
- Conclusion

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For further reading

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3.8. Appendices

3.8.1. Appendix 3I: Picture of a flower

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Module 4: How do I engage myself in political processes?

4.1. Synopsis

The module “How do I engage myself in political processes” aims to inform participants about the importance of their participation in political processes /decision making process and explores ways to empower them to enhance their active participation.

Empowering LGBTQI+ people to participate in political parties and governance, will promote a better advocacy on issues which are important

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to the LGBTQI+ community, to politicians and stakeholders and will strengthen the development of an inclusive approach to working with LGBTQI+ people and relevant organizations.

Also, this module gives participants an insight of the history of the LGBTQI+ movement fights for equality, equity and acceptance, as well as the history of the LGBTQI+ people in politics.

4.2. Learning Outcomes

Upon completion of this module, participants should:

- Understand that everyone has the right to engage in political parties and political processes; (inclusive, personal, and social responsibility)
- Understand that when all people are fairly represented within the political system it provides peaceful means to express concerns, preferences, rise issues and ensures that government is responsive to all citizens
- Identify the necessary actions / steps that and LGBTQI+ person should do to be engaged in the political processes
- Gain knowledge about the history of the LGBTQI+ movements and people in politics and pioneers LGBTQI+ politicians.
- Additional actions and changes which needs to be done to make political parties more inclusive.

4.3. Specific Teaching Strategy

Teaching strategy for modules 4 may include:

- Active learning methods, where the participants actively involved in the process and reflect on their own feelings, thoughts, and experiences.

- Participatory approaches in order to recognise and understand the (positive) impact for the LGBTQI+ community by engaging in the political processes.

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4.4. Module Tools (tentative)

Teaching tools that may be included in this module include:

- PowerPoint presentation about LGBTQI+ participation in political processes and LGBTQI+ movements.
- Group work and reflection on questions related to LGBTQI+ participation in political processes.

4.5. Module Outline

The overall duration of the module is one hour. It is very important to track time, and give participants an opportunity to have short breaks.

Section #.1: *Take a step in politics. – 20 min.*

Section #.2: *LGBTQI+ participation in political processes. – 40 min.*

4.6. Section #.1:

Name of the Activity: *Take a step in politics*

Summary: The participants reflect and discuss the role and the impact that the LGBTQI+ individuals can have by engaging in political processes. Through group work (3 groups of participants), discussions, reflection and critical thinking the participants will answer the questions that will be given to them.

Target group: LGBTQI+ individuals, advocates of LGBTQI+ rights and other relevant civil society professionals.

Size of the group: 10 persons.

Duration: 20 minutes.

Objectives:

- To develop critical thinking skills.
- To identify strategic frameworks and actions

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- To encourage participants to think of ways of participation in political processes.
- To encourage participants to discuss the importance of LGBTQI+ participation in political processes;

Requirements for the setting of the needed materials: online platform (ex. ZOOM), computer and multimedia /powerpoint (online tools, ex. Menti.com).

Preparation: make sure all participants have access to the platform, so that you can see all participants and allow encourage them to get involved in the discussion.

Timeline:

Duration	Activity	Materials
2 min.	Introduction	
18 min.	3. Take a step in politics	PowerPoint

Introduction *(2 min.)*

Participation in political processes, active citizenship, and involvement in the political sphere in general, is an inalienable right of every human being. More specifically, the participation of LGBTQI+ people in politics is important for the community itself, but also for society in general. In this section we will explore the importance of the participation of LGBTQI+ people in political processes and in which ways they can get involved.

Take a step in politics *(18 min.)*

We explain to the participants that they will be divided into 3 groups (separate rooms online) and will be given the following questions which they should discuss with each other and write down their answers / ideas:

- How do I understand the concept of political involvement? Definition!
- How and in which areas of the political scene could the LGBTQI+ community could be involved?
- What are the benefits of political engagement for an LGBTQI+ individual and LGBTQI+ community in general?

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Slide 1

Discuss and write down your thoughts / ideas on the following questions

- How do I understand the concept of political involvement?
- How and in which areas of the political scene could the LGBTQI+ community be involved?
- What can engaging in political processes offer to LGBTQI+ people and their community?

4.7. Section #.2:

Name of the Activity: *LGBTQI+ participation in political processes*

Summary: Participants discuss in pairs the answers given by each group during the first activity.

Target group: LGBTQI+ individuals, advocates of LGBTQI+ rights and other relevant civil society professionals.

Size of the group: 10 persons.

Duration: 40 minutes

Objectives:

- To explore the concept of political involvement;

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- To be informed about the history and the involvement of the LGBTQI+ movements in politics, at international and national level;
- To make participants aware of the importance of their involvement in politics;
- To list the areas in which LGBTQI+ people could be involved and in what ways;
- To understand the impact of the LGBTQI+ people participation in political processes.

Detailed instruction of the activity:

Ask participants to appoint a representative to share their answers/thoughts on the previous activity. At the same time, we use the presentation in which there are the questions of the first activity and the knowledge that we want them to gain (Slides 5-13):

- The concept of political involvement
- The history of the LGBTQI+ movement (international level)
- The history of the LGBTQI+ movement (national level)
- Which are the benefits for the LGBTQI+ community by participating in political processes?
- How do i engage myself in political processes?

Have each group report. Offer all participants the opportunity to ask, clarifying questions or make comments. This will promote the exchange of ideas and shared learning.

4.8. Theoretical Background to Module 4

According to the classical study of Verba and Nie (1972), there are four distinct types of individuals' political involvement: (1) inactive (those who don't have any motive or engagement), (2) voters (those who only vote but do not engage in other activities), (3) parochial participants (those who prefer personally contacting politicians and have a more direct involvement with political institutions), (4) protesters or communalists (those who demonstrate, but might also vote and contact politicians).

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Social identity refers to an individual's perception of self in relation to others, given that the individual perceives that they are a member of a certain social group. Group consciousness in political science refers to a dynamic process by which members of a social identity group come to regard their group as politically relevant for its members with regards to its status in society, with the implication that the members of the group should therefore work together for political purposes. (Miller, Gurin, Gurin & Malanchuk, 1981).

Group consciousness requires two necessary preconditions: group membership, and group identification. Group membership is an 'objective' belonging within the group, while identification refers to the subjective psychological importance of the group to the member (Miller, Gurin, Gurin & Malanchuk, 1981).

Group consciousness can be evaluated based on two factors: (a) The level of an individual's positive connections with the intergroup (e.g., finding common meaning, purpose, goals, and values), (b) The level of an individual's understanding that there is a prejudice or discrimination against the intergroup (from an outgroup) (Chong and Rogers, 2005). When members of the intergroup perceive the actions of an outgroup as discriminatory they feel the need to take actions (Schlozman, Verba & Brady, 2012).

Group consciousness can mediate or predict political participation in the following ways:(a) active involvement in social events such as protesting for support of LGBTQI+ human rights, (b)active participation in voting and other electoral procedures, (c) involvement and actions in the form of financial support and donor schemes, (d) create high levels of awareness and sensitization for LGBTQI+ individuals on issues around

Discrimination. This awareness and sensitization might later lead them to a stronger political involvement (Wahlström, Peterson, & Wennerhag, 2018).

Bosia, 2014, focuses in the political structure of a society and argues that political incommensurability of LGBT rights is mostly found in the context of authoritarian and illiberal states. More specifically, the regulation of gender and sexuality is evident in state homophobia as

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well as homophilia, where policies embrace a set of rights, practices, and rhetoric that constitute sexual and gender identities as protected. We see this in the transformation of LGBT politics from transgressive to mainstream with marriage, adoption and medically assisted procreation, military service, non-discrimination policies, gender recognition, and state support for LGBT cultural institutions.

The 2030 Sustainable Development Agenda is working towards a world that reflects equity with universal respect for human dignity, pledging to leave no one behind. With a set of seventeen goals, although LGBTQI+ individuals are not specifically mentioned different sustainable development goals (SDGs) can be related to the needs of LGBTQI+ individuals. Reducing inequality (SDG 10) requires eradicating discriminatory laws and practices and expanding rights of LGBTQI+ persons to reach full equality. Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions (SDG 16) requires making states accountable to the needs of LGBTQI+ people.

Different types of LGBTQI+ political involvement and be identified in literature. These types reflect the motives and actions taken from an / the LGBTQI+ individual (s)during political participation (Browne, 2007; Wahlström & Peterson, 2016): i) protesting and manifestation against policies, laws, politicians, ii) moral judgement, ethical and values related motives and actions (e.g., protesting for fundamental specific fundamental human rights and equality), (iii)actions and motives reflecting a mutual support and understanding from LGBTQI+ individuals to other LGBTQI+ individuals, or community related issues, iv) involvement through cultural and tradition related events and actions (e.g., paying tribute to LGBTQI+ pioneers of human rights activists/advocacy, days or remembrance etc.), v) networking and connection related motives and actions, vi) representation and promotion of an LGBTQI+ group or a sub group, vii) active participation in celebration and events(e.g., Stonewall anniversary, prides), viii) visibility and awareness related motives an actions (e.g., panel discussions, information and awareness campaigns).

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4.10. Appendix: PowerPoint presentation

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Voiceit: Empowerment Seminar

Module 4: How do i engage myself in political processes?

Section #.1.: *Take a step in politics*

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Discuss and write down your thoughts / ideas on the following questions

- How do I understand the concept of political involvement?
- How and in which areas of the political scene could the LGBTQI+ community be involved?
- What can engaging in political processes offer to LGBTQI+ people and their community?

Section #.2.: *LGBTQI+ participation in political processes*

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Discuss and write down your thoughts / ideas on the following questions

- How do I understand the concept of political involvement?
- How and in which areas of the political scene could the LGBTQI+ community be involved?
- What can engaging in political processes offer to LGBTQI+ people and their community?

The concept of political involvement

- Political participation includes a broad range of activities through which people develop and express their opinions on the world and how it is governed, and try to take part in and shape the decisions that affect their lives.
- Ordinary people can participate in politics, and every individual has the right to participate.
- Political participation rights play a crucial role in the promotion of democratic governance.
- The right to directly and indirectly participate in political life is important in empowering individuals and groups, and is one of the core elements of human rights.

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The concept of political involvement

- Obstacles to equal political and public participation exist in many contexts. These barriers may include direct and indirect discrimination on grounds such as race, colour, descent, sex, gender, language, religion, political or other opinion, national, ethnic or social origin, property, birth, disability, nationality or other status.
- Voting is not the only form of political participation. Beyond voting:
  - Attending a campaign event/speech
  - Participate in a volunteer organization
  - Post comments on political issues online
  - Participate in an organized protest
  - Donate to a social/political organization

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The history of the LGBTQI+ movements in politics (international level)

LGBTQI+ social movements may focus on equal rights, such as:

- The 2000s movement for same-sex marriage
- They may focus on liberation, as in the gay liberation movement of the 1960s and 1970s
- The homophile movement of the 1950s.

Although there is not a primary or an overarching central organization that represents all LGBTQI+ people and their interests, numerous LGBTQI+ rights organisations are active worldwide. The earliest organizations to support LGBTQI+ rights were formed in the early 20th century.

LGBTQI+ movements organized today are made up of a wide range of political activism and cultural activity, including lobbying, street marches, social groups, media, art, and research.

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The history of the LGBTQI+ movements in politics (international level)

Openly LGBTQI+ Politicians

The history of the LGBTQI+ movements in politics (local level)

adaptation in the national context of each country

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Which are the benefits of the LGBTQI+ community participation in political processes?

- Claiming the rights of the LGBTQI+ community
- Enactment of laws regarding LGBTQI+ rights
- Empowerment of LGBTQI+ community
- Reduction of homophobic and transphobic attitudes within political parties
- Greater visibility for LGBTQI+ people and their rights

How do I engage myself in political processes?

- I know my rights
- I participate in organizations and political parties
- I take part in demonstrations and protests
- I am informed about the political developments
- Vote
- I express my opinion
- I am strengthening the struggle of the LGBTQI+ movements
- I participate in events of LGBTQI+ organizations

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voiceit

STRENGTHENING LGBTQI+'s VOICE IN POLITICS

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