

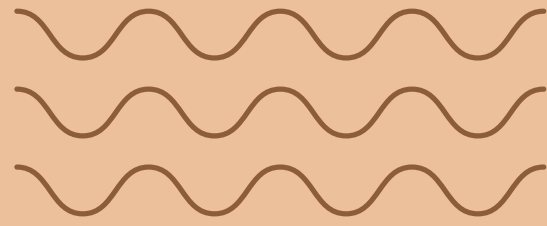
WHO IS THE DIRECTOR OF YOUR GENDER ROLE

ERASMUS+ MOBILITY OF YOUTH WORKERS

BREMEN, GERMANY
26.10 - 04.11.2022



Erasmus+





WHO ARE WE AND WHY WE'RE HERE?

One of the most affected groups, that suffers many kinds of violations of human rights; discrimination in many ways, physically, mentally, in the job market, and in the family; a group that in many countries faces threats of imprisonment, torture, and even death; a group that has a high suicide rate, is LGBTIQ+.

This mobility of youth workers invited activists, youth workers, and educators, active in their communities through their youth work on a daily basis, to share realities, exchange experiences, discuss new approaches, as well as good practices, and together to suggest concrete strategies for further activities.

The overall objectives of this mobility were:

- to raise awareness about the realities that LGBTIQ+ face and the importance of their inclusion and empowerment;
- to learn and exchange different creative, innovative and digital tools and methods for quality youth work;
- to use the Erasmus+ program as an opportunity for active inclusion of LGBTIQ+ youth;
- to suggest concrete strategies for activism.

We're youth workers coming from Bulgaria, Croatia, Czech Republic, Germany, Latvia, Lebanon, North Macedonia, Slovenia, Italy and Tunisia, and we came to learn and develop new skills and competencies and are active offline as well as online by promoting human/LGBTIQ+ rights and anti-discrimination. We're from a diverse range of backgrounds, but most of us are engaged in our surroundings, to improve conditions, raise awareness and activate our communities.

INTRO

In the very first session, we opened with an introduction to the project's purpose. All of us have gathered here from many different countries, and although we share an interest in the same topic which got us all together in Bremen, each of us had a different reason and motivation for attending.

Some of us are teachers and youth workers, others are here to gain knowledge for their future profession or to educate themselves in a topic they relate to.

We came here to learn about human rights, with the main focus on the LGBTQ+ community. And to gain insight on how to help them and raise awareness, we first had to learn about what the LGBTQ+ community goes through.

This includes hate speech, discrimination, violation of human rights and even banishment from their own families and death threats.



We also took time to realise what the current situation in our countries regarding the LGBTIQ+ and human rights is and shared our personal experiences and opinions.

Some of the countries we're from border Germany, and others are beyond the borders of the EU. Our partner countries are Bulgaria, Croatia, Czech Republic, Georgia, Germany, Italy, Latvia, North Macedonia, Slovenia and Tunisia. We had an evening dedicated to getting to know our countries and experience their culture through activities and local food, which was very appreciated.

Overall, although some of us came from far away and spent a long time travelling, we know the cause is worthy. Not only have we gained insight into many topics and learned a lot, but we also especially enjoyed meeting each other and being here together, no matter our sexual orientation. Because that's not what defines us and we're worthy of basic love and respect regardless.



ERASMUS+

After the introduction to the Loesje organisation, the project team and what we will do as participants, the session that followed started with a short presentation about all the opportunities that are available to us through the Erasmus+ programme.

This part of the whole project provided us with a lot of useful information.

After we brainstormed our ideas of what Key Action 1, 2 and 3 are, participants who had more experience with Erasmus+ projects contributed by sharing their personal experiences.

The project team prepared some visual aids in advance: they made posters with different mind maps and drawings, through which we got a better understanding of all the different types of Erasmus+ projects.

Afterwards, we had a short presentation regarding the Youthpass.

The experienced participants explained to us why we actually need the Youthpass and showed us some of the Key Competences we'd gain when taking part in training courses.

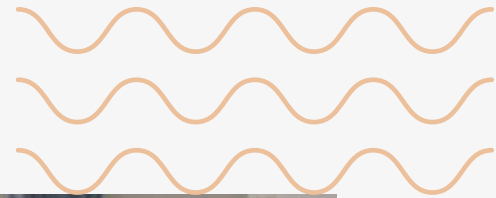
For the more interactive part of this session, we split into pairs and discussed why we decided to partake in this specific project and shared our expectations, fears and possible contributions.

All of the participants anonymously shared their peers' opinions with the group after which we ended the session with some physical exercise to get our blood pumping.

As a result of this session, we have gained a lot of useful information and knowledge that we will be able to use it in the future.

The purpose of this session was to make us realise how many different opportunities we have as young people to travel, make connections, meet people and gain skills we will be able to use in our future professional and private life, as well as to motivate us to use them as much as we are able to in our communities.

All of the presentations were interesting, so it never got boring.



THE BUILDING OF POWER DYNAMICS



When it comes to the preparation on this topic, we each got at random a small piece of paper with a role on it regarding some profession or label and we also had a partner to match each role.

One possibility of these roles, which I got, was the role of the “student” and I was supposed to find my partner which was a “teacher”, by acting out my role. The topic was “The building of power dynamics” and we began to observe how we were acting out the stereotypical ideas of the roles we were playing, especially because we were not allowed to use verbal communication. When we got our role, we were thinking about how we were going to act it out. It took us very little because all of the roles were suggesting a very stereotypical way when it came to the role we were playing. Personally, I found my partner very fast because I was able to interpret her actions by seeing her writing on an imaginary table and catching imaginary students “cheating” on an exam.

After our coffee break, we continued on to our next activity. When we came back into the conference room we noticed four black chairs, a red chair, a table, and a bottle sitting in the center of the room. We were seated around the objects and instructed that one by one (without verbal communication), we could go up and change the order and positions of the objects in front of us, and be able to show how we could represent different power dynamics.

We had different thoughts about how we interpreted the situation, the order, and the placement of the objects.

I interpreted the red chair to be an object/entity that has power over people, like the government, and people that usually have control over people, nepotists. The other four chairs represented normal living humans with regular jobs and whom the nepotists are able to impose outrageous and unfair salaries, poor education system, atrocious health care system, etc. In my interpretation, the bottle represented control.

When I got the chance to move the objects around, I decided to place the four black chairs on top of the table with the bottle on the top of all the other objects, to represent how the people in society can take ‘the power’ and ‘the control’ into their own hands, while the red chair was flipped over in the ground, which could be interpreted as the government (or powerful systems) transforming and finally making the life of the people better.

The aim of these sessions and roleplaying with power dynamics was to be able to observe how in society there are different levels of power that people possess and are affected by.

Whether that is a teacher having power over the student, a parent having power over the children, or the government having power over all of us.

Some conclusions we were able to take away from these activities were that what is important is how we relate and react to power dynamics we are a part of, how we perceive them and how there are different perspectives in regards to these dynamics.



GLOSSARY

Preparation: For this session, we needed little preparation and a few materials. We used A4 papers that contained different terms used by the LGBTIQ+ community, and a flipchart to collectively create a glossary using these terms.

As an introduction to the theme, Rola pointed out the importance of having a unified glossary with all the terms we may use throughout our training course so we knew what we were referring to and/or learning terms that weren't familiar to us. Together as a group, defining LGBTIQ+ terminology in the project was a really important part not only for the team building but also because the amount of terms is continuously growing and it can be difficult to stay up to date with continuing changes and have insight from the LGBTIQ+ community was valuable.

Furthermore, some participants are not ignorant if they don't know what for example "queer" means, they maybe just live in an environment where they do not have the opportunity to ask or to explore. Therefore we step in and help them to understand. Another point of view on the importance of making one unified glossary is that everyone's experiences are different and so are their definitions and personal understandings of some terms so we all needed to agree on one precise and concise definition for each.

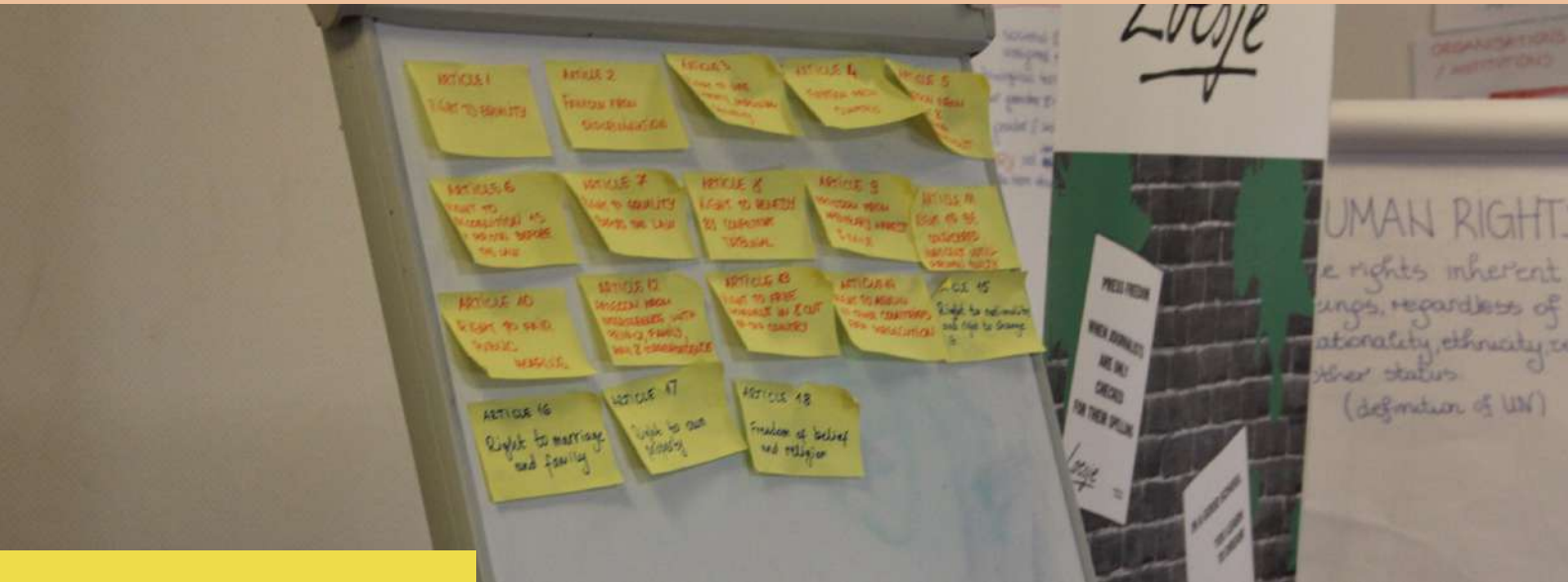
The process started with the trainers dividing us into four groups and each group drew a paper with a few LGBTIQ+ terms on them. As groups, we separated and had 10 to 15 minutes to come up with short but precise definitions of the terms we had written on our paper. Once finished with that we all came back together to share the definitions of the terms we created together in our small groups. As we shared our definitions,

Marina wrote them on the flipchart, and at the same time, we were able to discuss whether or not we could agree on the definitions. This discussion was helpful to participants who weren't familiar with the terms by getting wider explanations or having the opportunity to ask for clarifications.

As we all came to a mutual understanding of terms, we could agree that we were all on the same page and informed enough to continue with the project. We put the glossary of terms on the wall so that it would be visible to us at all times and we could be able to reference it when needed.

The Loesje team explained that feedback can be used for several reasons, including: acknowledging the results of the day, to reinforce positive behavior, to motivate each other, to learn (develop), to encourage each other's effort, and to improve our confidence. The Loesje team explained that feedback can be used for several reasons, including: acknowledging the results of the day, to reinforce positive behavior, to motivate each other, to learn (develop), to encourage each other's effort, and to improve our confidence.

By participants providing daily feedback, the Loesje team could also continue doing a good job. The feedback method for the first day consisted of three parts. For the first part we needed to describe some positive or negative part we experienced as participants, the context of the situation, where it happened, and the result of an action. The next one was expressing. Expressing how we felt after the whole day, how the mentioned situation made us feel, and how the day and/or the situation impacted our behaviour and knowledge. For the last part of this feedback method, we specified what we'd change in our day and how, as well as mention what we would keep as it is.



HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION

1. Preparation –

The materials needed for this activity:

- A flipchart with the outline of a human body
- A flipchart containing the definition of ‘human rights’ according to the United Nations
- Four A4 papers - each paper containing one of the following words ‘universal’, ‘interdependent’, ‘indivisible’, and ‘inalienable’; and their definitions.
- A TedTalk video, - ‘What are the universal human rights? By Benedetta Berti (<https://www.youtube.com/watch?v=nDgIVseTkuE>))
- 30 papers - each containing one article of the Universal Declaration of Human Rights (to be taped behind participants' chairs before the start of the session)
- One blank flipchart

2. Intro

Using the flipchart containing the human body outline, the facilitator will ask the participants to share one word that comes to mind when they hear “Human Rights”.

As each participant shares their response, the facilitator writes the responses around the human outline on the flipchart. This process goes on until the group has nothing else to add.

When they finish, the facilitator shares with the group the definition of “Human Rights” according to the United Nations and further explains the terms ‘universal’, ‘interdependent’, ‘indivisible’, and ‘inalienable’.

Then, the facilitator shows the participants the TedTalk video "What are the universal human rights?" by Benedetta Berti.

After that, the facilitator shortly mentions how and why the Universal Declaration of Human Rights was created, highlighting its significance for Human Rights.

3. Next steps

At this moment, the facilitator asks the participants to check behind their chairs, where they will find a paper containing one article of the Universal Declaration of Human Rights.

Each participant will read out loud the article they have behind their chair, and stick the article onto the blank flipchart, starting with article 1. The participants will also have the option to share an example regarding rights depicted in each article. This goes on until all 30 articles of the Universal Declaration of Human Rights are on the flipchart.

After all 30 articles have been shared, participants are divided into 5 groups, in which they have 15 minutes to prepare a frozen image, a short theatre performance without speaking, or a presentation in order to explain to someone who is not informed about the concept of human rights.

After the 15 minutes, the groups come back together and present what they have prepared to the whole group.

4. What were the results?

Participants gained a better understanding of topics concerning human rights and human rights education, as well as got information about the Universal Declaration of Human Rights.

In regards to finished material, we ended with one flipchart full of words associated with human rights surrounding the outline of the human figure and one flipchart with all 30 articles of the Universal Declaration of Human Rights.

5. What was the purpose – why was it needed?

This session was an introduction to the topic of human rights and human rights education.

6. How was the debriefing

The following questions were used for the debriefing:

- How was the preparation process in the groups?
- Was it difficult?
- Did you learn something new about human rights?

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VIOLATION OF HUMAN RIGHTS

This activity started with a short discussion about human rights and human rights violations.

Afterward, we were divided into 4 groups and instructed to prepare a theatre performance based on questions that were given to each group.

After a short energiser, we started discussing and explaining the human rights violations, and why human rights are so important.

The first group made a presentation regarding the question, “What does it mean to be fully human? How is that different from “being alive” or “surviving”?”, in which they made a sketch with two characters, Jessica and James. Jessica was a really rich woman that had the best possible life, traveling around the world, and doing whatever she wanted. While James, who is the same age as Jessica, is barely making ends meet and often struggles to have a proper meal.



The second group made their discussion based on the question, “What is dignity for you, and what do people need to do to live in dignity?”. This group used a ‘circle of life’ to show how life actually works and how stress could be passed down to various people. In this case there was an example of a company boss yelling to the manager, and then the manager yelling at the worker, and then the worker starts being mean to a customer. This customer, who is also a parent, takes out their frustration from their interaction with the company worker, with their child. In the end, the child takes out his or her frustration on their classmates.

The third group discussed the question, “Some people in the world have only what is necessary to survive while others have the luxury. Is this a human rights violation?” by performing a same-sex couple, who had their child taken away by police for being same-sex partners.

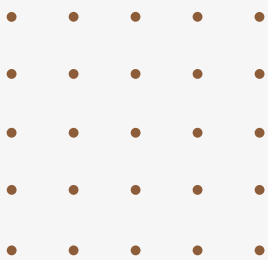
The fourth group, who discussed the question, “Do all human beings deserve respect? Why? How do you show respect for others?”, created a classroom scene with two different scenarios. In the first scene, the teacher was teaching their students about rainbow families, but one student was unable to understand the topic, got extremely frustrated about the topic and left the classroom. In the second scenario, the same frustrated student having trouble understanding the topic, was able to get support from their

peers, who explained the topic and the student was able to understand and be accepting of it.

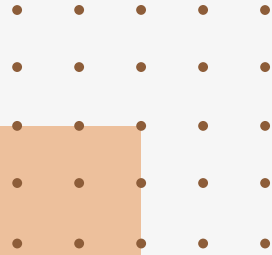
Each group presented their theatre piece and had a chance to explain their group process while discussing the assigned questions. Participants discussed their challenges in getting their small groups to agree on how to convey certain parts of their theatre piece, in order to make the whole group understand specific parts of the importance of human rights, and why we need to fight for and protect them.

With this specific activity, we were able to move into a better inside view of the violation of human rights and understanding.

One of the most important moments of the session was allowing participants to share possible solutions to the specific scenarios and bringing more visibility about the issues to the public. Many times, the violations of human rights are swept under the rug thus not everybody is aware, hears or sees them in reality.



LGBTQI* AND VIOLATION OF HUMAN RIGHTS IN OUR COUNTRIES



● Intro

This session was quite different from the other sessions and allowed everyone to participate by having the chance to share personal experiences with the other participants.



● What was the topic?

We had the task to collect information about the status of the LGBTQI+ community in our countries.

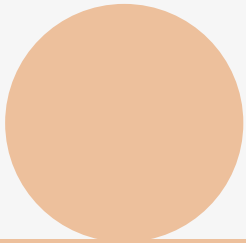


● Preparation

The preparation phase was pretty open for participants and they could choose how they would present the information regarding their home country. Some of the participants prepared a presentation while still at home, others knew all about their community and were able to make their presentation from memory, and there were also some participants who used a lot of creativity and prepared posters with helpful drawings and information.

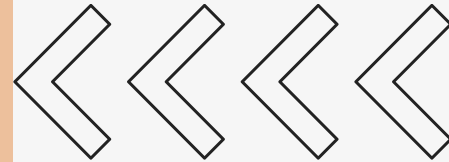
Here's what we got.





First on the list was the Latvian team.

They had a nicely-prepared presentation, including a local story about a lesbian couple in which one partner murdered their partner. This incident increased stereotypes about the LGBTQI+ community in Latvia. At the moment, there are no laws to support the community, but in 2022 actions have started so that same-sex couples can adopt children.

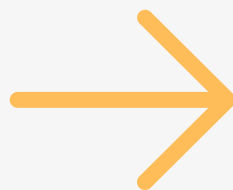
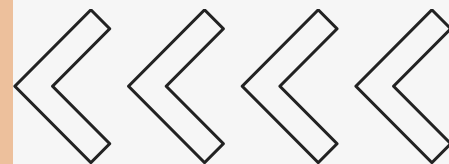


The Macedonian team followed.

The presentation was very thought out, with a lot of pictures and information from artists that support the LGBTQI+ community to empower them, especially living in a conservative country.

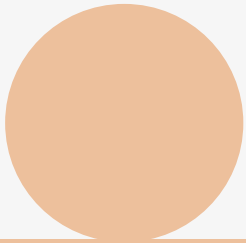
In general, there is an absence of awareness. In 2005, there was removing of the ban of homosexuals entering the military from the Military law, 2020 adoption law is accepted, things that they need to approve are hate crime cases.

The Slovenian team presented the situation of the LGBTQI+ community and it seems that the nation is moving towards protecting more rights for the LGBTQI+ community. They support same-sex couple adoption, and trans- operations but procedures are made in Belgrade. Discrimination based on sexual orientation is banned. In 2001, the first Pride parade took place and we heard about a case where same sex couple sued the government and won.

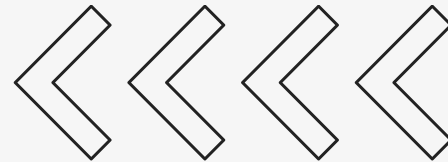


“The Bulgarian team shared a story from the 60s during communist rule and same-sex couples would be imprisoned. This resulted in about 45 people being sent to jail for being homosexual.

In 2008, the first Pride parade took place, and since then many law companies have come out in support of Pride and LGBTQI+ people.



The Georgian team let the group know that there's a late evolution when it comes to LGBTQI+ rights. There are still no laws that protect the LGBTQI+ community, so there is a high rate of suicides within the community and many people are force to do sex work. In 2021, the Tbilisi pride took place. The USSR's mentality still holds a huge influence in the country when it comes to LGBTQI+ rights.

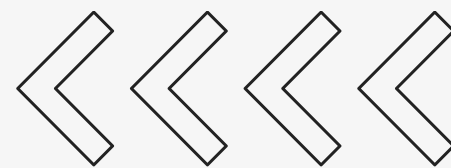


The Croatian team told us about their antidiscrimination practices.

The first pride was organised in 2002 with 300 participants. In 2013, a referendum for defining marriage took place and in 2014, civil union for same sex couples was legalised. These same-sex couples are still not allowed to adopt children.

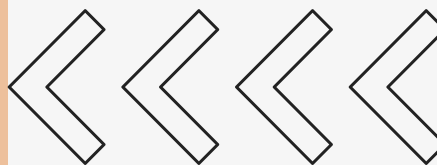
They showed us positive examples - during Covid-19, a lot of info centers and support organisations opened.

Czech team presented that homosexuality is legal since the 60s, the age of consent is 15 years old, and they see positive changes from 2005-2018, but no same-sex marriage is legal yet and there's still a complicated procedure for transitioning. In 2011, Prague pride took place in the form of a festival.



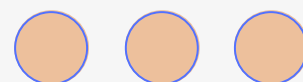


Tunisian team showed us an interesting video "Homo in Tunis". Also, they gave us the example of Marwan- a young man who was imprisoned because he declared that he was gay. However, it's still a conservative country, but they have supportive NGOs, and discreet pride parades.



The Italian team told that the situation is worsening after the new political situation, and the coming to power of the right-wing parties. There's a lack of a law against homophobic acts, and there's a missed chance of bringing protection laws. However, there are activities for supporting the LGBTIQ+ people, there are pride parades, and telephone support lines.

In Germany, the situation is different than other countries, but it wasn't always like that. The first gay places in Berlin opened in 1885 on Jägerstraße. In the 1920s, there were over 170 queer bars and pubs in Berlin, together with associations, newspapers, publishing houses. Everything changed during the Nazi regime. The turning point was Christopher Street Day (CSD) and it is celebrated in Berlin since 1979. In 2022 there are over 60 different Pride events around the country.



The results from all of this:

The information that we heard, we surely can not find anything online, because there were pretty personal experiences, emotional and touchy stories, and definitely explicit happenings. We for sure want to share with the world what we heard in every possible way because there are still a lot of countries that have a lot of questionable laws and the LGBTIQ+ people are treated really badly.



DISCRIMINATION AND ITS 1000 FACES

The Materials that were used are:

- 1) markets
- 2) paper
- 3) books
- 4) personal Items
- 5) pencil
- 6) color paper
- 7) computer
- 8) projector

We started with the question of what's discrimination. After that, brainstorming started, and we went through the feelings and the personal experience of every person, so we had more clear the concept of discrimination through different points of view, feelings and not just the concept given by the bibliography. After that, two questions were asked: Have we been discriminated and have we discriminated other people?

WHY DISCRIMINATION?

After the intro, we were divided into 5 groups. We had 15 minutes to share different experiences and choose one to discuss with the group and show how you can be a victim of discrimination and the perpetrator of discrimination.

After we choose the experience, we discussed it from different perspectives. It was choking to know how discrimination it's in so many aspects of our daily life.

We understood how violence and discrimination damage people and how the culture and the system are promoting different forms of discrimination and normalizing them.

We identify how we discriminate against people, what are the factors that make us do it, the influence of the system through stereotypes, and the normalization of many forms of discrimination.

We heard examples of sexism, attacking personal integrity, ageism, mobing.

What can we do about it, realising that we are connected by similar experiences?

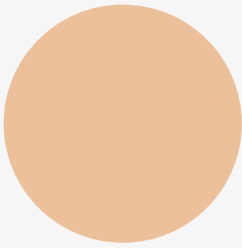
As activists for Human rights and members of social organisations, we need to understand the depth of the topic of discrimination, its roots, how it influences the system, and how the context of our lives can transform us into the perpetrator and in other moments the victims.

What should we do to start to change that kind of behavior and identify the different forms of discrimination?

In the debriefing, we said it was very choking and reflexive. We could identify some of the different faces of discrimination and how we were perpetrators throughout our life. What can we do about it? the reasons why we were discriminated against. How the discrimination against LGBTIQ+ groups is related to the sexism system and other kinds of discrimination, how the binary concept establishes false normality where privilege is given to heteronormativity and the establishment of thoughts that excludes the different forms of gender, sexuality, and the expressions and identities out of the sexual and gender spectrum.

We understood things that we didn't identify before and how they affected and influence us throughout our life.





DECONTAMINATION- A TOOL FOR ACTION

In this session, we were introduced to the Decontamination project and its really interesting way of fighting hate speech in the public space. An easy-to-use toolkit and a website, where you can submit pictures of graffiti with different types of hate speech and provide their location around the world. Even if the graffiti is in a different language, the people who submit the photos can provide translation in English.

The submitted locations are shown on a map, where street artists can find and cover or transform the hate speech into something more positive and valuable. On the map, the decontaminated graffiti are shown in blue and the ones which are not, are in red. We were introduced to the mobile application of the tool and we looked for any submitted photos in our cities or photos of already decontaminated graffiti. We saw different examples of graffiti and their transformations, which gave us some ideas for creativity.

After getting to know the tools we were separated in 5 groups and we were given 3 photos of hate speech graffiti. The main activity was to brainstorm as a group and to transform the images, which we did without any difficulties.

Afterward, we gathered together and shared our ideas and more information about how the process was, proving that everybody is capable of decontamination and now knows its power.

Many of us were inspired to keep using decontamination in our countries.







LOESJE

This session started with one of the trainers telling us a story about how a little baby (Loesje) was born and how she grew up over the years. We found this to be a pretty good starting because it was random and different from the other sessions.

Then we were divided into groups with one trainer in each group and they gave us A4 papers and markers.

The main topic was “Creative text writing” where we were supposed to learn to think like Loesje and write sentences that Loesje would write. It was interesting to learn to think like someone else.

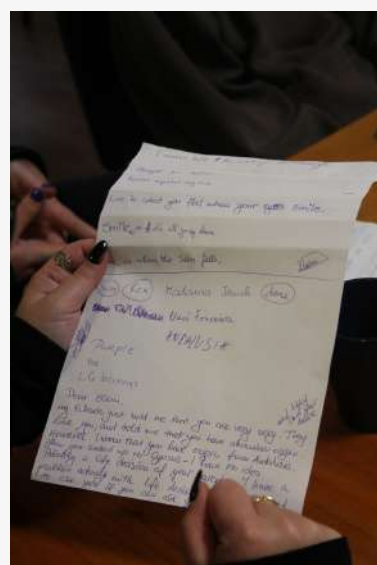
The trainers explained to us the exercises or let’s call them games that were supposed to teach us to think like Loesje and to show us the Loesje methodology.

So, we were asked which word comes up first to your mind when you think about “home”? We all needed to write a word and pass the paper to the person on our right, then we needed to write another word that is similar to the first one.

We wrote three words and then two random characters- famous, imaginary, whomever we wanted and we wrote an object that we first think of when we hear “kitchen”.

The last step was to write a problem- it could’ve been our personal problem, a worldwide problem, as we wanted. Then, we had to write a postcard to one of the characters about how we solved the problem with the object from the kitchen. We also needed to use all the words from the beginning.

The second thing we did was writing our content for the Loesje posters. We were told to write a random topic that we think is important nowadays. Then we mixed up all the topics and we all started to write sentences, words, and phrases for that topic but our way of writing was like we had Loesje’s mind. Then, we circled the phrases we liked the most and they went for the final editing of the Loesje posters.



In the final editing, we were divided into different groups and we did a last examination of the content we had highlighted. Then, as a whole team together with the Loesje trainers, we chose the best ones for Loesje posters.

As a result, we got to make positive, empowering, strong, touching writings, that we can share with the world and actually try to spread motivation among people to make a difference in this world with baby steps by starting from ourselves.

After this, personally, we feel like more organised, motivated, and positive people than we've ever been.

In the end, we were asked if we were satisfied with the posters we chose. Did we understand more about the background process of making Loesje posters? Did we enjoy this session and if not- what should be changed?

The whole process was so amazing and showed us the power of motivation and creativity.



**MY GENDER
IS FIGHTING WITH
MY SEX**

AND IT'S WINNING

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**HOW SHOULD
THE VACUUM CLEANER**

**CLEAN
THE PROBLEM
UNDER THE CARPET**

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**IF PAST TIMES
WERE BETTER**

**PEOPLE WOULDN'T
DEMAND CHANGE**

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MY BODY, MY TEMPLE

We started with an energizer to wake us up. After that, Aron set a safe space atmosphere so everyone felt comfortable. They emphasized that anyone can leave the room at any time if one becomes uncomfortable or have issues with the discussion.

The topic of the workshop was body positivity and getting in touch with yourself. In the beginning, Aron put four signs in each corner of the room. The first corner was labeled with "yes", the second one with "this doesn't apply to me", the third one with "no" and the last one with "I don't know". We can see now that "yes" and "no" corners were diagonally opposed to each other while "I don't know" and "this doesn't apply to me" seemed to stand between them. Then Aron read statements and we needed to go to the corner that represents our opinion and answer.

The statements used were:

I like the way I dress;

The way I dress represents who I am;

I have been judged based on my appearance;

My family supports the way I present myself;

I have experienced certain privileges because of the way I look;

I judge others based on their appearance;

I have never changed my body to fit society's standards;

I love my body;

I am happy with my gender identity;

I would go to great lengths to change the way I look;

Social media affects the way I see my body;

I would be able to express myself freely if I lived elsewhere.

During the workshop, we were able to see the way others see themselves and also to hear comments on statements and reasons why participants choose their "corner". Some statements were discussed longer, some shorter but every statement had a discussion on why people answered the way they did. When we finished with the main part, Aron asked us questions as a reflection part. Questions were based on our feelings, if our perspectives changed, if any questions stayed with us... Aron did a great job with this workshop for us to realise the connection we have with our bodies and also with our mental health. Some questions were hard for some people to answer but the crucial thing with the workshop was the freedom we had to leave the workshop if we don't want to participate or to step out of the circle if we don't want to answer.



MASTER SUPPRESSION TECHNIQUES

1. Preparation – what materials were used?

For the preparation of this activity, we studied the theory of Ingjald Nissen and the additions to the theory by Berit As, regarding the master suppression techniques. Also, we wrote in 7 A4 papers the 7 different suppression techniques with an example and we printed them.

The materials that we used were 7 A4 papers, on which we have written a different suppression technique and 1 example, 7 pens, a projector, and a laptop.

2. Intro

We presented the theory of Ingjald Nissen to the participants together with the additions of Berit As. We explained the different techniques to the group.

3. What was the topic

Suppression techniques

4. Step by step

Firstly, we explain the theory of Ingjald Nissen to the participants together with the additions of Berit As. Later, we showed through the projector to the group the 7 suppression techniques with the example that we already have prepared.

The 7 suppression techniques are the following: 1. Making invisible, 2. Ridicule, 3. Withholding information, 4. Double bind, 5. Heaping blame, 6. Objectifying, 7. Force.

After making sure that everything is clear, we divide the participants in 7 groups and hand them 1 A4 paper with 1 of the suppression techniques written on it. We give them 15 minutes to share real-life examples with each other in the group regarding the technique they have received and write it down on paper. When the time finishes, the groups present the examples they have shared in their smaller groups. After the team has presented, participants from the other smaller groups can also share their own examples. We repeat the same process until we finish all 7 suppression techniques.

Afterward, the facilitator asks the group what strategies they can offer against the 7 suppression techniques in order to initiate the debriefing of the workshop.



After participants have finished telling their own strategies, the facilitator is presenting to the group the 5 counter strategies:

1. Take place,
 2. Questioning,
 3. The cards on the table,
 4. Break the pattern,
 5. Intellectualise,
- and the 5 confirmation techniques:
1. Visualizing,
 2. Adherence,
 3. Inform,
 4. Double reward,
 5. Confirm reasonable standards,
- that a group of PhD students at Stockholm University has formulated.

5. What were the results?

Participants have a better understanding of master suppression techniques, they learn to recognize them and they have the strategies to fight against them. In regards to material, we have the 7 A4 papers that explained a different suppression technique filled in with the experiences of the participants.

6. What was the purpose – why was it needed?

This session raises awareness regarding the manipulation that people suffer from people in power and especially concerning the LGBTIQ+ community and how they can fight back.

7. How was the debriefing

The facilitator asks the participants how was it to think of what strategies they can offer against the 7 suppression techniques.

The participants now have a clear picture of the master suppression techniques, can easily recognise them if they're found in a situation like this, and are offered possible solutions to get out of that situation.

Many participants said that they found some of the techniques familiar but now it's clear how a person can oppose them.



INPUT FROM EXTERNAL GUEST

For this session, we had a guest that is originally from Palestine, but he's currently living in Sweden as a refugee.

The group set down in the conference room as usual and we made a contact with our guest Rami using Zoom.

At first, he introduced himself and he started sharing his life story and the difficulties that come with being a part of the LGBTIQ+ community in Palestine.

Unfortunately his "coming out" story was deplorable and also there were moments when he was put in danger because of it. He knew that he was gay from an early age, but he was hiding it pretty well until a picture of him and his boyfriend kissing was taken at a concert and posted by the most followed Instagram account in Palestine. This was pretty tormenting for his conservative family because of their high position in politics. They locked him in a room for a week, until his mother rescued him. She gave him money and he escaped to Sweden. With 1500 euros in his pocket he was literally left on the street, he had nowhere to go but still his story actually twists and has a happy ending.

He contacted Rola, found a host family, and with that a home and good living conditions. He has come a long way and now he has a decent job with good financial stability and a very important thing to him- the possibility to hire people that are immigrants and provide them with a solid start in a new country. But the part that saddened us the most was the fact that he lost contact with his brothers because they didn't support him being gay. Another thing that really touched us was his first meeting with his mother after 4 years in Stockholm. When he finished telling us his story some of us wanted to ask him some questions, like:

- Is he still in contact with his ex?
- What advice can he give for the people in the LGBTIQI* community in Palestine who are scared to come out?

On the last question, he answered: "Fake it until you make it because it's too dangerous to come out as gay there."

It was an inspiring experience hearing his story and he empowered us to never give up and always strive for a better life, not to change ourselves to fit into societal standards.



YOUTH WORKERS FOR YOUTH

This project gave us the opportunity to develop our own workshops on the topic that can be used in our organisations, and in our daily work with young people and/or LGBTIQ+ community. We had an amazing learning process on how to develop workshops, what are the elements or steps, how to facilitate them well, and how to make a debriefing. We had constructive critics from the trainers on what was great, what could be changed, how to keep the planned timing etc, in order to improve the flow.

In this session, we were introduced to a clear way of creating a workshop which we were to execute the following day within a timeframe of 45 minutes.

The first step of creating a workshop is to choose the topic. Next, we must define our goals and what we want to achieve, whether it be sharing knowledge and experience with the participants or influencing their behaviour.

Afterward, we plan an activity which is consisted of three parts – an introduction, the main part, and a closing.

The introduction serves to give some basic information about the topic. This can be achieved by brainstorming, asking questions, telling a story, or giving a description of the matter itself.

The main part is the process of achieving our set goals. That could be a roleplay, theatre, study cases, or other creative tasks and games. The participants can work as individuals or be divided into groups depending on the chosen activity.

The third part of the workshop is the closing, also known as the reflection. It could be done by reflecting on questions, a discussion, and feedback.

We present to you our new 4 workshops.



1) PRIVILEGES



The first workshop's topic was "Privileges". The introduction was made with a PowerPoint presentation and gave the basic information to the participants. Afterwards, the participants were instructed on how to perform the main part of the workshop, which began with them sitting down in a circle. Two facilitators were then reading statements of various privileges.

For every statement that applied to them, their task was to stand up. If it didn't apply, they were to be seated. This way, the participants shared whether they could relate to having a certain privilege.

While sharing their own position, the people also observed how their peers reacted to the same statements.

At the end, the workshop's closing was based on a discussion related to the previous activity. This included expressing opinions and feelings. The conclusion of the discussion served to point out the differences between everybody's privileges and their lack of them, even within the same community.





2) INTEGRATING LGBTIQ+ REFUGEES IN WESTERN COUNTRIES

Before we started with facilitation, we prepared a flipchart with an illustration of the Problem Tree method.

We also prepared 3 printed handouts with: differences between social entrepreneurship and other forms of entrepreneurship on one page and the Business model canvas.

The purpose of our workshop was raising awareness for all the different ways to help our community and specifically the LGBTIQ+ refugees, to help their active participation and to provide practical ideas and concrete examples of solutions.

We opened the session with our introduction and pointing out the importance of the topic.

We wanted to add meaning to a high-impact story we heard the day before, so we built on that.

For the intro part, we asked the participants to brainstorm on the roots of the problems that LGBTIQ+ people face in their countries and what is the visible result.

We had an amazing mind map that made the participants aware of real problems that occur on daily basis.

After we explained the next step, we gave the participants the handouts and asked them to brainstorm on a social entrepreneurship idea that can work, and think of all the details from the Business model canvas:

- Key Partnership
- Key activities
- Value proposition
- Relationship with consumers
- Consumer segmentation
- Channels
- Principle resources
- Cost structure
- Income.

The most interesting part about this Business Canvas was the last two columns because they ask participants to change their focus on the sustainability of the business model. This change can be challenging because people who start social businesses often commit to the social mission without calculating financial sustainability.

We divided them in 3 groups. After they brainstormed, chose an idea, and developed a model of a social enterprise that could help refugees from the LGBTIQ+ community, they presented their proposals.

a) A drop of diversity

The idea is to create flavors of water for people who don't want to drink plain water.

The enterprise will employ LGBTIQ+ refugees together with the local community and at the same time will provide help and support for further integration.

This social enterprise will be financially supported by selling the water in small packages, in glass and metal bottles with LGBTIQ messages, and will receive profits from the vending machines.

b) Spicy rainbow

The enterprise will be based on international catering and food supply, based on cooking food from other countries.

They can provide cooking workshops for everybody and there will be also a community garden. This enterprise can provide language lessons too and also, integration courses.

One part of the income, besides the workshops, can be a restaurant / café.

Speaking about financing, the funding can come from selling food to customers, governmental funds or subsidies, local or international grants, etc.

c) Cafè Adragtion

This can be a social enterprise that will employ drag queens and can provide a whole experience of this art form and connect it with food or drinks. It will bring the drag artists and the local community together.

The funding can come directly from the customers and selling accessories and other cultural and educational programs.



After we heard the proposals, we asked the participants to answer yes/no statements and to come to the middle of the circle if their answer was yes and could choose how close to the center they can be.

In the debriefing, we pointed out that if we have some knowledge and if we know how we can shape our ideas, it's easy and possible to come up with a solution and practically help people in need. Things can happen only if we actively work on them.

We ended up the workshop with statements from motivated young people who felt powered to take the next step in their environment, maybe further their ideas, and of course, 3 detailed social enterprise proposals. We accomplished our goal – we raised awareness of different options of how we can be of help to the community to which we belong.

Tips:

1. Use your previous experience to build on;
2. Pick a topic you have some knowledge of and you know it's relevant to the people you want to engage;
3. Have an open mind while working with your team, give them space to express their ideas, and try to incorporate something from everyone;
4. Ask each person for the role preference, they know their strengths best, but also encourage them to try something new;
5. Consult with your mentors or more experienced trainers, their approval will give you confidence;
6. Prepare all materials before time and divide the rolls equally, so everyone will have their moment;
7. Always have in mind the time;
8. Give people the space to think, but be around so if they need help or clarification;
9. Open yourself for improvement and receive well constructive criticism;
10. Thank your team, point out their effort and discuss the thing that need to be improved for future workshops.





3) BONDING WITH SECRETS

Preparation.

We started to discuss the topic. At first, we were going to make a workshop about privilege, but then we decided to do team building to try to connect in a deeper way through feelings

Purpose

The reason was to connect the team through feelings and experience. Having a moment to express things that can not be said and how we are similar experiences could connect us more through empathy. To feel what another person feels. To have a stronger bond.

Intro

We explained the objectives of the workshop and the reasons for the workshop. Try to get closer in a deeper way to make us more united.

We tell the participants to choose a random partner, grab their hand and then hug that person while we do a small guidance to prepare emotionally the participants and help to follow the line to the results that we expect to have, after they went to their chairs, and they have to remember their partner.

Main part

We decided to use 2 glass bowls on 2 chairs and in the middle of the chairs an empty chair waiting for the participants to sit and read the random anonymous papers with secrets, then we give a paper to all participants to write a secret or something that feel that can't say with their voice and don't want the other people to know who's the writer. The participants write on the paper and leave it in the glass bowl on the left and when they're done, they can put the paper in the bowl on the right. After reading, the participant who reads should say something to the person that wrote the secret in order to give advice or support.

In the following step, we asked the participants to look at their partners and see their eyes directly while holding their hands while we speak about the similarities that we have because we are human, stories, and so on. After that, we tell them to hug their partner and close their eyes while they try to connect through feelings, empathy, and their own experience.

In the end, the participants go back to their chairs and the debriefing starts.

Questions:

At the first guidance:

Can you feel the person In front of you? Do you feel an empty body or just a silhouette? Or do you feel something more inside this person?

At the second guidance: How do you feel? Can you feel the other person? It's warm? It's cold? Have you felt great joy or a big sadness? Do you feel that you are connected with your partner? How can you say in one sentence what you feel? (All these questions can change)

Results

There was a deeper connection between the participants. It was very emotional to be in the shoes of another person at least for a moment. You don't know if it's the person In front of you. There was empathy, sadness and many feelings coming out.

Tips

It's necessary to have a backup plan in case the emotions are too strong. In this kind of workshop, it's necessary to be flexible and adaptable and to learn how to manage the situation to get the results that we are looking for.

The workshop can be done depending on the objectives that you are looking for, and it's better to have a topic more specific, so the participants can think and go in that line of thought. This will help to have better management of the development of the activities. Topics too general may have many different results.

It's necessary to help the participants process their emotions and feelings through another activity or time to meditate about the experience that they just lived.





4) LGBTIQ+ TERMINOLOGY

For this workshop, you'll need:

1. 11 pairs of cards for CONNECT THE CARDS;
2. pieces of paper for questions;
3. 4 bowls for different types of questions:
 - SEXUALITY
 - GENDER EXPRESSION
 - SEX
 - OTHER;
4. little rubber bands for rings

We started with 11 pairs of cards per team after dividing the whole group into 3 teams. We gave them 5 minutes to complete the game. The point of the game was to match the terms and the definitions, in order to get the participants into the theme of the workshop and later on to inspire them to ask questions for a discussion.

The second part of the workshop was to give the participants a piece of paper to write questions on the four topics:

- SEXUALITY
- GENDER EXPRESSION
- SEX
- OTHER.

One of the facilitators spoke up to ensure that everybody felt comfortable and that it was a safe environment, they can express the way anybody feels, or if they can't handle something they can always go out of the room or ask for help.

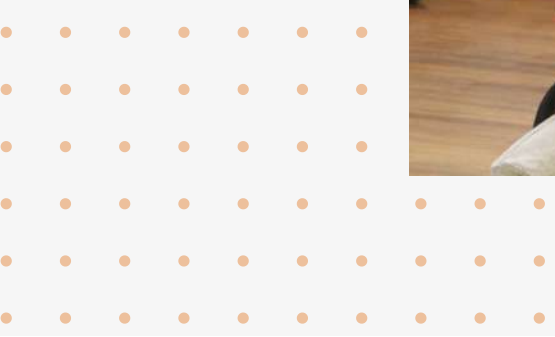
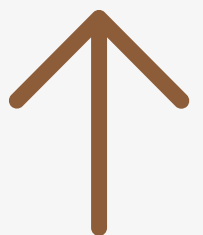
We gave the participants a few minutes to write down the questions.

Afterward, two facilitators read all of the questions and everybody who felt comfortable enough answered them.

We had questions like:
“How to be a better ally to the LGBTIQ+ community ”
“What is conversion therapy?”
“How to know if you’re non-binary?”

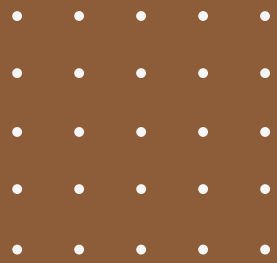
We had a discussion with all the participants, and after we finished, we had the following closing activity.

All the participants sat in a circle and they were asked to express gratitude to the person on their right. To make it a little bit more personal, we gave elastic bands to every person to put on the person they are giving gratitude to. It was a very emotional experience for the whole group.





TESTIMONIALS



It was an empowering experience, focused on the main topic, but also, it was much more than that.

Observing the personal growth of participants during the project was the best experience.



Very eye-opening experience through which we learned a lot of new things from a lot of different topics.

It's been informative and has raised my awareness of the LGBTIQ+ rights.



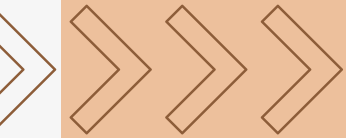
It was an entertaining experience.

The project helped me in my personal and professional growth.

An enlightening experience which made me reflect on my own feelings and thoughts.

I found this project to be innovative, emotional, optimistic and inspiring.





THIS BROCHURE WAS DEVELOPED
AND DESIGNED BY THE PARTICIPANTS
DURING THE MULTIMEDIA SESSIONS.



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