

IGLYO – 19th Annual Conference
“The Economics of Gender...”



Between 27th November and 3rd December

Narrative report
Krakow, Poland 2005

IGLYO



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Draft programme

	Sunday 27th November	Monday 28th November	Tuesday 29th November	Wednesday 30th November	Thursday 1st December	Friday 2 nd December	Saturday 3rd December	Sunday 4th December
7.30 - 8.45	b'fast	b'fast	b'fast	B'fast	b'fast	b'fast	b'fast	
9.15 - 11.15	arrivals... welcome... all set for a jam-packed week...	Welcome / Introduction to the programme	Introduction to "Gender" Plenary	Trans-inclusion	POLAND DAY - presentations	What is "Queer"? Plenary	Participants' Contributions Workshops	finally some sleep... saying goodbye... going home...
11.15 - 11.35		coffee break	coffee break	coffee break	coffee break	coffee break	coffee break	
11.35 - 13.00		Expectations Needs ...	Multidimensionality of gender workshops	Trans-inclusion	POLAND DAY - media	What is "Queer"? Workshops	Gender - Queer - Activism & Strategies	
13.00 - 14.30		Lunch	Lunch	lunch	lunch	Lunch	Lunch	
14.30 - 16.00		... and Contributions	Multidimensionality of gender workshops	Desire	Free afternoon	Queer Continued....	15.00 - 16.00 evaluation	
16.00 - 16.20		coffee break	coffee break	coffee break		coffee break	16.00 - 17.00 homegroups: evaluation	
16.20 - 18.00		Self-perception	Labeling & stereotypes	Labelling & stereotypes		Participants Workshops	preparations for the grand finale	
18.00 - 18.30		welcome party	homegroups	Homegroups	homegroups	17.00 homegroups	the grand finale	
18.30 - 19.00		dinner	Dinner	Dinner	dinner	18.00 dinner		
19.00 - 20.00		intercultural evening	Social committee / space	Social committee / space	Social committee / space	Social committee / space		

Summary of the event

IGLYO's 19th International conference "Economics of Gender" focused on gender-related aspects within the LGBT community and the implications it has on the overall work and human rights developments of LGBT youth activism. The event brought some light on issues related to gender identity and self-labelling, and the assimilation of such identities and labels in the LGBT community. The main aim of the conference was to discuss and tackle gender as an identity construction and the way it is constructed within the community. This event provided participants with the opportunity to proceed to an overall, but also detailed, analysis of the concept(s) of gender and its functionality inside a compound youth community in general.

We live in societies where terms and concepts used enable us to be recognized as human (or less human or no human at all). It is a fact that gender and sexuality are socially constructed and normative concepts. Thus if gender can be constructed without one's consciousness it is not automatic – I don't "do" my gender alone, instead I'm always "doing" with or for another. If I am a certain gender, will I still be regarded as part of the human/community/society I belong to? Will the "human definition" expand to include me in its reach? If I desire in certain ways, will I be able to live? Will there be a place for my life, and will it be recognized to the others upon whom I depend for social existence? These are just some of the questions we have been discussing throughout this event.

Furthermore the concept of gender is linked with desire and it was one of the objectives of this conference to bring up the discussion that being a certain gender does not mean that one will desire a certain way. Desire on the other hand has also been linked to recognition. All these terms are socially expressed and changeable. Therefore ultimately the conference aimed to tackle issues of social norms across different countries / regions / communities since through past conferences IGLYO has learnt that such norms have far-reaching consequences for how we understand the "human model" entitled to rights or included in the participatory sphere of political debates.

Main aims and objectives

- To consider gender as a determining factor in LGBT youth lives;
- To deconstruct concepts such as gender / gender identity / (in)voluntary labeling and its impact on individuals as community builders;
- To analyze the causes and consequences brought about by (in)voluntary labeling on relationships within the LGBT community;
- To look upon how labels and identities are constructed, maintained and/or changed;
- To explore the impact this gender-biased look has on the relationship with mainstream society.

Workshops and sessions

Besides the general activity reports this report also includes activity modules prepared prior to the event by the members of the preparatory team. Working with modules helps to structure preparations for the workshops and sessions a facilitator is responsible for, provides an in-depth insight on the flow of thought on an individual session and allows other members of the preparatory team to contribute with ideas and additional suggestions on the methodology and programme.

The exchange of information at this event was by means of non-formal education, therefore the preparatory team members needed to be flexible enough to prepare their modules in such a way that they were also able to adapt the contents of the activities according to the participants' needs and expectations. Therefore there are sometimes discrepancies between the modules and the actual report of the activities. Nevertheless the information in the modules is important as it presents the way the work was initially organised, but also the primary aims, objectives and the purpose of later implemented sessions/ workshops. This allows participants as well as the members of the preparatory team an insight on whether the aims and the objectives of the individual sessions were achieved, but also gives important information to facilitators and organisers on the importance and relevance of issues presented. Overall, through individual modules when compared with evaluation and activity reports, it can be clearly seen if the aims and objectives of the event were achieved. Ultimately the modules also include tools or resources that may be useful for either your organisation or project you're working on.

This narrative report concludes with sections on home groups, summarised evaluation and recommendations. These chapters include relevant information especially for future events and future members of preparatory team.

For further information on methodology used with regards to human rights education, intercultural learning and peer-to-peer education used and mentioned at the conference please check:

Council of Europe – Human Rights Education Youth On-line Resources

Compass: <http://eycb.coe.int/compass/default.htm>

Education Pack: <http://eycb.coe.int/edupack/default.htm>

Domino: <http://eycb.coe.int/domino/default.htm>

We hope you will find the information in this report elaborate enough and foremost relevant to your work on an institutional, organisational and/or individual level. A gigantic thank you to all the members of the report team who have with their time, patience and dedication so generously contributed to this report. An enormous thank you also goes to all the participants and guests of this conference who have with their participation and input created an unforgettable event and an amazing learning experience.

Preparatory team of Krakow 2005
Jasna, Ruth, Jakob, Klaire, Andreas, Darren

Module / Welcome Evening

Sunday, November 27th

1. Title	Welcome Evening – Getting to Know You. 20:30 – 21:15
2. Background	As a first introduction to participants and team, the welcome evening serves the purpose of an introduction to the group as well as “breaking the ice” between the participants and organisers and foremost between participants themselves
3. Aims	To create a good atmosphere for the start of the conference, to create a feeling of being one group, to see the group as a resource and set the tone for a creative and explorative learning environment. To also establish an understanding that individuals are in a safe space, which is crucial for the subject matter of the conference.
4. Objectives	Getting to know each other Understanding of different background and experiences brought by each individual as an integral part of the group Share information about each other and the relation to the topic of the course
5. Competences addressed	Empathy; awareness of different backgrounds and experiences; introduction to working in an intercultural setting, setting the “laws” of tolerance and understanding.
6. Methodology and methods (<i>proposed and used</i>)	1) Informal Introductory Talk by the Team – them introducing themselves. – 10 mins 2) 2 truths and Lie Game – 15 mins 3) Animal Sounds – 5 mins 4) Dress The Mummy – 10 minutes (if time persists) 5) Snacks, drinks, mingle Material needed: Pen and Paper – Blind Fold. (Projector and Speakers – If introductory Video is going to be used)
7. Programme	See above

Module / Opening Morning: Delivery of Theme

Monday, November 28th

1. Title	Delivery of Theme
2. Background	As the first official working day, this morning session has to open the conference by doing some basic introductions into the conference; this includes delivery of the theme, introduction and short overview of the programme & week flow, introduction of the prep team & IGLYO board, explanation of non-formal education, the house rules & drafting of the ground rules 2 nd part will include breaking up into groups where needs & expectations of the participants will be covered and uncovered.
3. Aims	To introduce the goals and aims of the conference To introduce participants to the environment they will be working in To introduce participants to each other & let them present their needs and expectations
4. Objectives	Present the theme & the programme & the flow of the week to the participants; Establish what participants need and want but also what they will be able to get out of the conf Set ground rules Present IGLYO as an organization & the prep team

5. Competences addressed	<p>Knowledge To familiarize participants with the main goal of the conference and through the ground rules and needs and expectations section make them to face their diverse background and embrace their diversity</p> <p>Skills first part will be mainly lots of input from the prep team – some from the board as well. Whilst second part will be a break down on smaller groups where needs and expectations will be addressed and discussed – each prep member takes a group</p> <p>Attitudes To encourage ideals of respect, cooperation and enthusiasm throughout the week To raise awareness as to what IGLYO is and how we work</p>
6. Methodology and methods	Prep team input – Q & A section – group work in the second part
7. Programme	<p>Short plenary introduction - preparatory team introduced, as well as the IGLYO board. A short introduction of what the organizers think the conference will look like and where the idea for it came about will be given</p> <p>Activities such as home groups, message board, journalism team, report group social group, women’s space....will be presented</p> <p>Large group brainstorm setting the ground rules for the week, written on a flip chart and hung up for the rest of the week a list of expectations from the participants will also be made up</p> <p>Needs and expectations: participants divided into 5 groups they each discuss (within a group):</p> <p>What do I expect / What do I need / What can I contribute</p> <p>These post-its notes are then stuck onto the main board – near the ground rules</p> <p>Session ends with the Q&A session between the participants / prep team and IGLYO board</p>
8. Background documents and further reading	Materials needed: flip chart, markers, post-its, tape, large sheets of paper for the post-its to be stuck on

Module / Introduction to terminology

Monday, 28th November

1. Title	<p>Introduction to Terminology “Pieces of a Puzzle” – Putting it all together.</p>
2. Background	<p>This module shall build on the introduction that was initiated in the first few session in the morning. This session shall see the official opening of the conference in terms of content. The exercise is one to initiate and familiarise the participants on the different topics, which shall be discussed throughout the week. To put the whole week and program into perspective and for participants to become aware of the process envisaged by the organisers. This exercise shall also be a test of the level that the participants have on the contents of the conference to see if the approached devised shall in fact be appropriate for the target audience.</p>

3. Aims	<p>For participants to familiarise with the methodology of Informal Education which shall be carried out throughout the week.</p> <p>For participants to learn to engage in group, and learn to exchange both ideas with regards to topic but also in terms of their own cultural backgrounds, to witness the particularity of the topic.</p> <p>For participants to start thinking in terms of the topic at hand, and for them to conceptualise the week in it's entirety.</p> <p>For different aspects of gender to be introduced and for it to be an exercise where they see the effective ways of how gender plays a role in every single aspect of their lives and the youth work they engage in.</p>
4. Objectives	<p>Knowledge</p> <ul style="list-style-type: none"> - Introduction to the content of the week, together with the many terminologies and aspects, which is going to be explored during the week. - View gender outside of the bi-polar configuration, which it is traditional, taught and presented. To start with them becoming aware, and learning the different viewpoints needed to be taken during both the course of the week and their work as Youth workers. <p>Skills</p> <ul style="list-style-type: none"> - Communication skills, both verbal and written - The ability to listen and relate to the experiences of others, empathy as well as background tolerance and understanding <p>Attitudes</p> <ul style="list-style-type: none"> - to for the first time in this week present participants with a safe environment where they can open up and freely discuss their experience relating to the topic - To encourage the participants to listen to other's experience and accept each other and start perceiving each other as an integral part of the group with a "higher aim" in sight - To encourage group cohesion - to prepare participants for the week and equip them with the most basic knowledge on the topic - to show the participants that their experience is a tool that will their main drive during the week aka to show the participants that regardless of what we offer them they are already equipped with the most basic tools they just have to start putting them to use
5. Competences addressed	<p>Competencies Addressed:</p> <ul style="list-style-type: none"> - Participants Understanding of Gender, - Opening up their viewpoint and seeing the complexity of the topic at hand. - Encourage breaking up from binary thinking which traditional gender concepts encourage. - Aid in the continual intercultural exchange and to help participants understand different European dimensions and spaces from such a particular perspective.
6. Methodology and methods (proposed and used)	<p>Instructions:</p> <ul style="list-style-type: none"> - The participants are firstly devised in different groups – each group shall be given a piece of the 'puzzle'. This puzzle shall be in fact the silent floor, which is cut out in different pieces to symbolise the different areas of 'Gender' that, is going to be tackled throughout the conference. - The participants are given a piece and are asked to work in Small groups to discuss and brainstorm about the different aspects given. - The List of different Aspects are as follow: <ul style="list-style-type: none"> Multi-dimensionality of Gender Self Gender (In General)

	<p>Labelling / Stereotypes Queer Activism</p> <ul style="list-style-type: none"> - Give Participants time to reflect and write down on their piece of paper individually about that one aspect – and to work in the whole group discussing the aspect, which they were given. - After the groups have been given an adequate amount of time to work on their part of the ‘puzzle’, the whole group is asked to convene and to build the bigger puzzle. - The groups become one – and each take a note of all the different aspects that were explored and as one group and a group discussion is initiated. - The discussion is continued till the end of the session
7. Programme	<p>Program: Energiser – Moo Game 10 minutes Introduction – Explanation of Puzzle – 10 minutes Individual Group Work – 25minutes Group Conveying - Putting the Puzzle Together – 10minutes Group Participation in the conceptualisation of the whole week – 25minutes</p>
8. Background documents and further reading	<p>All Members of the Prep-team need to facilitate this session – and also to be prepared since different aspects of the whole week shall be discussed.</p> <p>Materials: Giant Sheet of Paper – that is Cut in a way that when put together can be a symbol for Gender. Markers and tape.</p>

Activity report / Introduction to terminology / silent floor discussion

Monday, 28th November 2005

Aims of the Session: To provide a general introduction to the course content with specific attention drawn to the exploration of the terminology that will be used.

Methodology: The group was split into 5 subgroups and each given 2 topics to discuss and brainstorm definitions. The groups were then brought back together laying their papers on the floor and silently adding to each others.

Outcomes of the Session: - The following terms were discussed and explored: identity, desire, roles, attraction, personality, power, sex, queer, transgender, gender identity. On each page there were many definitions and associated terms, allowing people to have ‘silent discussions’.

- In the vocal discussion afterwards there was a debate over the use of the word ‘queer’. Some participants found the term offensive whilst others used it freely. A discussion ensued highlighting the difference in the usage of language between different countries. There was also the explanation that in the context of the week ‘queer’ would be used in the positive reclamation of language sense.

Follow-ups: - A further discussion of the word ‘queer’.

General Overview: This was the first activity of the programme hence it had to serve the basic task of providing an equal platform from which all participants could work throughout the week. This was relatively well attained allowing questions and discussions to arise over unfamiliar or ambiguous terminology.

Module / Self Perception

Monday, 28th November 2005

1. Title	Self Perception
2. Background	To encourage participants to focus on the subject of gender and to think about what it means to and how it effects them.
3. Aims	To provide participants with the opportunity to share their thoughts on the meanings of gender
4. Objectives	To enable participants to identify who and what has influenced their opinions, thoughts and feelings about gender Share personal experience and look at how it effects the individual To look at and challenge peoples own attitudes towards gender To look at how the participant sees themselves
5. Competences addressed	Knowledge To look at where peoples perspectives/awareness come from, and what influences effect them Skills To look at gender from a personal perspective Attitudes To show how gender effects everyone, to look at how much gender effects everyone personally in different ways and for people to look at gender from different peoples points of view.
6. Methodology and methods	Large group discussion and interactive small working groups.
7. Programme	Ice-breaker To help people get to know each other Each person gets up and writes their name on a flip chart and gives an anecdote of why they use/were given that name. (35 mins drawing and 30 mins feedback/sharing) Gender Messages Lifeline Use a lifeline to enable participants to identify who and what has influences their opinions, thoughts and feelings about gender issues; <u>The meaning of gender</u> Small groups to agree a definition of gender within 6 mins To provide participants with the opportunity to share their thoughts on the meanings of gender and to start to focus on the subject Conclusion , summary and feed-back from the group
8. Background documents and further reading	Not needed as this is about how the participants see gender and its relationship to them.

Activity report / Self Perception

Monday 28th November

Aims of the Session: To encourage participants to explore how notions and stereotypes of gender have impacted on their lives. To encourage participants to begin the process of sharing their personal experiences.

Methodology: Individual working then sharing experiences in groups of two.

Outcomes of the Session: The main outcome of the session was establishing the relationship that societal perceptions of gender and sex have with the development of our own gender identity. Participants also briefly discussed the difference between 'gender' and 'sex' in an attempt to provide a definition of gender.

General Overview: As the second session of the programme participants were provided with a connection between the topic and their everyday lives in terms of their identity formation. Participants were encouraged to share their personal experiences on a one to one basis, before opening up to the wider group in a brief more generalized discussion.

Module / Gender Outlaw Exercise

Tuesday 29th November

Duration: 10 minutes (average) – can be applied daily

1. Title	Gender Outlaw
2. Background of your workshop	
3. Aims	
4. Methodology/ material needed in your workshop room	<p>What is a Man? What is a Woman? Why do we have to be one of the other? You take one or more of these questions and write down a series of answers. The "trick" is that the answers have to be in the form of questions. It will keep the question open – which I believe is how these questions should be left. It doesn't matter which way these questions go, as long as more questions come out of it until the question itself is enough you don't need to write anymore. This is an exercise we had to do at university when we were discussing identity, gender, sexuality etc... We had to do every day and the questions looked different each time we made the exercise. I'm here adapting from Kate Bornstein's book cos I can't find mine at the moment. So, it might look like this:</p> <p>What is a Woman? (one of the questions above) What's a man for that matter? What's a girl? Was I ever a girl? What was it like to be treated like a girl? Did I like it? What did I like about it? How do I like to be treated today? Does that make me a girl, still?</p> <p>It might be 2 questions long or whole pages. The point is to get to a question that really tickles your brain. Once you get to THAT question, you stop. It's a cool exercise (not only for the conference but for our daily lives! :))</p> <p>Materials needed: paper and pen</p>

Module / Crossword Puzzle

Tuesday, 29th November

1. Title	Gender Pu(dd)le
2. Background of your workshop	
3. Aims	To make use of different concepts related to sexuality and gender To discover new terminology related to gender
4. Methodology/ material needed in your workshop room	Either one HUGE puzzle for all to participate or smaller ones where participants are into groups and they're asked to find as many words as possible... This could be a way of using the list of concepts (and others) listed during the prep team brainstorming, such as: Ableism Bisexuality Binarism Discourse Desire Intersex Queer movement Ze A-Z concepts <u>Materials needed:</u> copies of crossword puzzles with the terminology/concepts suitable for the conference topic/s if done in groups, copies should be larger (A3) and if done in group the puzzle should be poster-size. Flip-chart and markers

Module / Theory – Practice It!

Tuesday, 29th November

1. Title	Theory – Practice It! (Workshop)
3. Aims	To help participants understand the application of theoretical and other methodological approaches to behaviour change in practice.
4. Methodology/ material needed in your workshop room	Preparation After the presentation of theories and models relevant to peer education, the participants are instructed to separate into three groups, each with a sheet of flipchart paper and markers. Process Ask participants to choose one programme in which one of their group members is involved and to analyse all aspects of it: what, where, and how. Then ask them to outline it on the sheet of paper and identify the theories and models (or parts of theories and models) that are being used in this programme. Explain to them that multiple theories and models may be used in the same programme and that only some aspects of theories and models may be used. Ask the group to present their views to the larger group. Closing

	<p>Point to the fact that we are all already using theories and models of gender and/or sexuality in our everyday work, yet that we are often not aware of it.</p> <p>Initiate a discussion on the topic of why there is a need for the inclusion of organised theoretical and methodological approaches to gender.</p> <p>Emphasise once more that a theory or a model does not have to be used in its entirety, and that different segments from different theories and models can be used in the same programme.</p> <p>Materials Large sheets of flipchart, markers and tape</p>
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Activity report / Introduction to gender

Tuesday the 29th November 2005

Main aim: Seeking and understanding better the gender dimensions in the present diversities context.

Methodology: Plenary discussion.

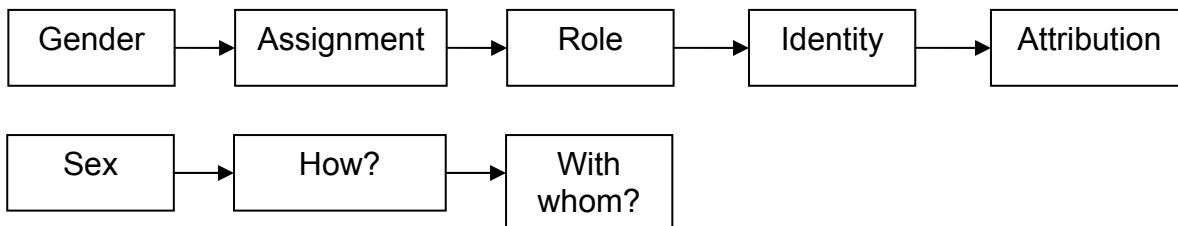
Outcomes of the workshop: Participants developed a more in depth understanding of the concept of Gender. It was revealed that unlike sex that it is usually attributed at birth and it depends on the genetically heritage of each one of us, gender may develop later in one’s life.

However there is a large difference in the way an individual may perceive and understand one’s gender and the way society does. Society tends to assign gender two parts, reflecting the concept and image of masculinity and femininity. An individual may perceive its own gender between the two images: for example there can be a man who is feeling as a woman or a woman that is feeling as a man. Hence from now on we start to deal with what society is seeing as “good and normal” – the “hetero-normal” behaviour, towards what is “unnatural and not understandable” – the LGBTQ issues. From here very easy discrimination may start.

Any follow-ups: It was not discussed.

Complete overview of the session: Session started with comparing notions of “Gender” and “Sex” that were schematically explained on the flip chart from the beginning of the workshop by the facilitator. The participants started to have an open discussion on them.

The scheme made by the facilitator was presented like this:



Sex in this scheme was perceived only as sexual activity.

Participants input:

Sex should be perceived more as an assignment than gender. Sex is not only sexual activity While sex is more or less a stable notion and is, gender is deeply influenced by society, culture, environment and so on; for that the notion may vary largely from society to society, from group of people to group of people
The word gender is an English word and for that very few cultures can understand and use this concept.

Module / Disability

Tuesday the 29th November

1. Title	Disability
2. Background	Disability is an all too commonly over looked issue in the LGBT communities. Young queer activists need to consider disability as they shape their activism goals, ethics, and values for the future.
3. Aims	Participants will think critically about the concept of disability. They will examine the many ways that people are disabled and how this affects the LGBT communities and their lives as individuals.
4. Objectives	For participants to get a real understanding of how able-ism affects them. To examine what it means to be temporarily able-bodied To share and hear each other's ideas and experiences
5. Competences addressed	Knowledge Understanding fully what the concept of disability entails in it's full scope and how that is relevant at this conference and in their lives after they leave Skills making a change in the ways that queer people and queer organizations deal with issues of ability and disability, including: accessibility issues, xenophobia, HIV-phobia, and ageism Attitudes Confronting discrimination based on physical ability and/or cognitive ability
6. Methodology and methods (proposed and used)	Large group discussion, small group exercise
7. Programme	Intro: What is disability? (Group discussion) Have participants talk about what the term disability means to them, find out what their experiences are (I will also share my experience of having a disabled partner) Accessibility exercise: Three groups: HIV/health-related disability; physical disability; cognitive disability- Participants put themselves in the role of a disabled person. What would their day to day lives be like? How would they get their basic needs met? How does this relate to their sexuality? Group discussion: desexualisation/ fear/ homophobia/ transphobia/ ageism and conclusions

Activity report / Gender and disability

Tuesday the 29th November 2005

Main aim: Understanding better the gender dimensions in the case of disabled people.

Methodology: Workshop and working in groups.

Outcomes of the workshop: At the end of the workshop participants were able to understand better the relation between disabilities and the way they are influencing gender expression or identity.

Any follow-ups: It was not discussed.

Complete overview of the session: The session started by defining the term ability and disability. It was pointed out by participants that disability may be not only physical or mentally it may be as well emotionally.

The second part of the session tried to make participants to realize how disabilities are affecting gender identity and expression. Disabilities like: "HIV positive with temporary amnesia periods which affected the administration of drugs" or "Sever depression" were assigned to participants. They had to think about them and then to try to answer questions like: "How does your disability affect your sex life?" or "How does your disability affect the procurement of food, drugs.]"?

The presentations were realistic and made participants realize how great influence disabilities have on people's life.

Participants input:

It was pointed out that disabled people are discriminated against because of their disability; one of the reasons being that people are lacking knowledge on who to deal with this disabilities or no knowledge at all on the disability itself. This is making even more difficult for LGBTQ people to express their gender identity and live their sexual life. This lead to assumptions that most of the times are wrong about the people in question.

It had been discussed that the perception of disabled people is different from culture to culture from society to society.

It had been as well pointed out that in many countries there is no support for integrating the disabled people better in their societies.

There are visible and un-visible disabilities that are influencing differently the life of people

Module / Sexual orientation & gender identity and expression in the working environment

Tuesday, the 29th November 2005

2. Background of your workshop	Being an LGBT and being out in your working environment may take some courage, regardless of your coming from west, east, south or north (Europe or the rest of the world) as there is no such thing as a indeed 'well' promoted 'safe' space. Moreover, working environments are also heavily gendered – with predominately male or female employees in some sectors
3. Aims	This workshop will give participants a chance to talk about their own experience as being an LGBT and employed (or work part-time). But also how they perceive discrimination (direct / indirect), how do they define harassment & ultimately how do they define an 'all-inclusive' working environment. The discussion also aims to uncover which are the 'gendered' professions and what may be the reason for the gender gap.
4. Methodology/ material needed in your workshop room	agree / disagree game (longer ice breaker) + discussion Flipchart and coloured pens / Blank sheets of paper and pens / Blue tack

<p>5. Programme</p>	<p>After agree / disagree game (20 -30 min) participants are presented with paper sheets including words connected to the work environment:</p> <ul style="list-style-type: none"> Direct discrimination Indirect discrimination Harassment Gender stereotypes Gender quotas Gender identity or expression Gender norms Women’s professions Men’s professions Employment & anti-discrimination policies <p>There is a group brainstorming session on how do the paxes define these notions – what do they connect them to – which ultimately leads to the last sheet which is titled</p> <p>“Protecting employees from discrimination caused by gender stereotypes is clearly the next edge of 'best practice' in the workplace</p> <p>‘all-inclusive’ working environment’</p> <p>where the participants take the results from the six definitions gotten above and apply positive aspects to get the best working environment</p>
<p>6. Background documents and further reading</p>	<p>If there is time: Present LGBT NHS Scotland case – protection of LGTB employees – Inclusion LGBT health project</p> <p>Webpage:</p> <p>*Additonal info: Who Benefits from Gender Identity & Expression Protections Policies that include gender identity and expression clauses protect virtually every employee, not just gay or transgender employees as often believed, according to GenderPAC. Women who are viewed as “too aggressive” or simply “unfeminine;” new fathers who have taken paternity leave and feel that management has put them on a “Daddy Track;” and male employees who are the target of locker-room “boys will be boys” antics because they are seen as unaggressive would benefit from the more inclusive EEO policies.</p>

Activity report / Sexual orientation, gender identity and expression in the work environment

Tuesday, the 29th November 2005

Main aim: Understanding better the relationship between the sexual orientation, gender identity and expression and the working place.

Methodology: Workshop and working in groups.

Outcomes of the workshop: At the end of the workshop participants were able to connect better the relation between sexual orientation, gender identity and expression and the working environment.

Any follow-ups: It was not discussed.

Complete overview of the session: The session started by a “yes or no” session, participants were read a statement and they had to decide whether they agree or not with it. After deciding they had to explain why they had selected that position. The 3 statements were:

“Implementation of gender quotas ensure quality in working environment”

“You need to be out at a work place in order to be fully included in the working team/dynamics”

“By being politically correct when you communicate you show your respect to others”

After this session the group broke up in smaller groups and they had to discuss and explain the following issues:

“Harassment is” – Response of working group: Any activity or verbal abuse that is constricting the freedom of expression of a person, that refers to one’s private life. It is most of the time making use of the power position.

“Gender stereotypes....” – response of working group: James Bond, Marilyn Monroe.

“Direct discrimination is” – response of working group: ageism, gender, ethnicity, race

“Indirect discrimination is.....” – Response of working group: maternity/paternity leave, different remuneration even if is about the same work, getting fired “for other reasons” because you’re gay.

“Gender norms....” – response of working group: for women – make coffee, wear makeup, look pretty, most of the times assumes administrative works, is not having too many opinions. For men – not reveal emotions, not consider emotions, force their opinions, have longer working hours, lift/move things, physical work, initiate drinking

“Gendered professions.....” – Response of working group: women – teachers, accountants, secretary, nurse. Men – builders, street cleaners, computers.

Participants input:

To have a career you have to be a man

Working environment is largely influenced by society norms and culture.

Module / Gender in Education

Tuesday, November 29th

1. Title	Gender in Education, 11:35-13:00, 14.30- 16:00
2. Background	A chance for the participant’s to look at gender from an institutional background.
3. Aims	for participants to look at their experience of gender in education an educational setting and try to find tools to change the self-perception on gender within the educational setting
4. Objectives	Share personal/geographical experiences to look into the traditional gender boundaries in education and raise awareness about how the gender is formed within the educational settings work to find tools to change the attitude towards gender in educational settings

5. Competences addressed	<p>Knowledge knowledge of other countries and education systems. But we don't go into great depth here but the participants should share their own experiences</p> <p>Skills try to make a change on today's gender based educational setting with the experience of the participants through activities designed to provide a safe environment to do so</p> <p>Attitudes to look into the traditional gender boundaries in education and raise awareness about how the gender is formed within the educational settings</p>
6. Methodology and methods (proposed and used)	large group discussion and interactive small working groups.
7. Programme	<p>Silent Floor on a "life size boy and a life size girl". Getting the participants to write down their experience of gender</p> <p>Ice-breaker</p> <p>Group discussion Large group discussion to explore how people see how gender is perceived in the education system and to set up participants for small group work</p> <p>Small working groups Dividing the participants into smaller group to for them discuss and come up with tools that might can be used to change the future attitudes on gender in the educational setting</p> <p>Conclusion, summary and feed-back from the group</p>
8. Background documents and further reading	documents on education systems across europe, websites with info on schools and definitions of gender

Activity report / Education and gender

Tuesday, November 29th

Main aim: Establishing situation in education towards gender and to come up with practical tools to implement into educational system.

Methodology: Silent floor, small groups – brainstorming.

Outcomes of the workshop: Workshop raised many issues especially connected with the cultural differences among participants.

area method

Assignment -"perfect school" the entire group came to a similar conclusion about how the topic should be approached.

Any follow-ups: It had not been discussed

Complete overview of the session:

Participants input:

cultural differences

similar ideas

interesting topics

discussions in sharing cultural background in education - needed

Activity report / Religion & Gender

Tuesday 29th November

Main aim of the workshop/plenary:

To discuss and relate experiences participants have regarding the inter-connection of religion and gender.

Methodology of the workshop/plenary:

The methods used in this workshop were to present experiences IIQVM (International Initiative for Visibility of Queer Muslims) and one of the facilitators introduced participants to MCC (Metropolitan Community Church) and the openness and support they are giving to LGBT communities. Afterwards, we were divided into smaller groups to discuss the way religion and gender is interwoven in our lives – the impacts and the ways our respective cultures are influencing our religions.

What were the outcomes of the workshop (if any)?

The topic of the workshop was very 'touchy', and as one of the facilitators stated at the beginning it was very important not to be judgemental. The outcome of this workshop is gaining more knowledge on religions/churches that are LGBT supportive and inclusive. Also we made one step forward in understanding different matters related to several religions and the cultural backgrounds and traditions they exist in. This understanding is crucial in the process of 'liberating' both gender and sexuality from the stereotypes and prejudice that religions have an input in creating.

Is there any follow-up needed after the workshop/plenary?

One of the facilitators was suggesting connecting IIVQM with MCC, both experience and funding-wise; he suggested checking up on the www.mccchurch.com website for getting in touch and learning more about it.

Complete overview of the session.

The workshop was one very fruitful and active debate on participants' perception of gender and the influence of the church. It had a turn-over where we were discussing bad practices and influences some of the leading organized religions have – both on gender and LGBT related issues.

Issues brought up by participants.

The great need for cross-border connection and interreligious dialogue.

Activity report / Labelling and stereotypes

Tuesday, 29th November

Main aim: Realize the main stereotypes that are applied to gender and try to overcome them.

Methodology: Role play and discussions

Outcomes of the workshop: Participants had a lot of fun realizing the role plays. They as well were able to identify some of the most common and most used stereotypes. Acknowledging them will make them keep them in mind and try not to have the prejudices or judgments that usually people have.

Any follow-ups: To be discussed

Complete overview of the session: At the beginning of the session the facilitator had drawn a man and a woman on the flip chart paper. The drawings presented the most common features that in general identify "men" and "women" – like: breasts, dress, and long hair for women and pants, muscles for man. Then the participants were brake into smaller working groups and each received a scenario to play, like a young girl who decided to get engaged with an African man that was not accepted by her parents because of his origin.

Activity report / Labelling and stereotypes (Part 2)

Friday, December 1st

Aim of the session: To determine how we can avoid labels and stereotypes within the LGBT community.

Methodology: Group work with dramatic presentations to the plenary

Outcomes of the Session: Each of the four groups discussed their assigned scenarios defining and debating the stereotypes involved. The four scenarios dealt with the following issues in turn: HIV phobia, biphobia, transphobia, and the expression of femininity within the LGBT community. Existing labels and stereotypes were discussed but due to time constraints the issue of how to avoid or challenge them was not.

General Overview: After what was a rather information packed day for some this session provided the opportunity to return to the labels and stereotype topic as initially discussed on Tuesday. Where as in the first session we explored the labels associated with gender by wider society, in this session we explored how the issue of stereotyping is present within the LGBT community. In the 'acting out' of stereotypes participants received a visual affirmation of attitudes they may witness within their own organisations, amongst friends in social situations, and also suggestions as to how these attitudes have the potential to be challenged.

Activity report / Queer Theory and Activism

Wednesday, 30th November 2005

Main aim: To provide a general introduction to the theoretical aspects of the topic and how this theory can relate to our activism work.

Methodology: Plenary presentation

Outcomes of the session: Participants were provided with a general introduction to the basic elements of queer theory and were also encouraged to relate the theory to their everyday work and to the situations in each of their countries. Participants were able to ask questions on elements of the presentation that they either initially did not understand, and to point out aspects that they disagreed with.

General Overview: The session provided participants with an introduction to the topic of queer theory, a theory that for some was the first time it had been discussed. It was delivered in the form of a power point presentation from the guest speaker, with subjects such as 'what is QT?' and issues of how queer theory can relate to identity, and in turn to the wider community as a whole. The plenary format suited the topic well and provided a more theoretical approach amidst the non formal education setting of the rest of the week.

Participants own contribution / Drag Workshop

Wednesday 30th November 2005

Aim of the workshop: To offer an insight and understanding into 'drag' from a personal perspective.

Methodology: Large group discussion facilitated by a participant speaking from personal experience.

Outcomes of the Session: Participants were presented with a direct and practical overview as to what drag was, and what may motivate someone to dress as a drag king or queen. The issue of drag kings vs. queens was also explored offering an insight to the hostility that people may face within the LGBTQ community. They were also given the opportunity to explore their own personal feelings on the issue whilst being provided with the opportunity to ask questions to someone with direct experience.

General Overview- The Workshop was led by a drag king 'Tivv' (also a participant) allowing participants to see someone 'in role'. Tivv offered personal experiences for the group to contemplate before opening up the floor to a general discussion which primarily took the format of a 'Question and Answer'. Other people were

encouraged to share their own feelings and drag experiences. Participants left the workshop feeling that this was the best methodological approach, as the effects of stimulating thought were greater than they would have been in a presentation from a lecturer with no direct experience.

Participants own contribution / Female Rappers workshop

Wednesday 30th November 2005

Aim of the workshop: To prompt and facilitate discussion on the topic of female rappers and women within the music industry.

Methodology: Large group discussion facilitated by a participant

Outcomes of the Session:

- There was a group discussion on the connotations associated with the term 'female rappers' and the implications that such connotations may have.
- The issue of conformity versus free gender expression was debated amongst participants with a conclusion unable to be drawn
- The pressures of a male dominated industry were discussed and the opportunities for women to succeed were also explored.

General Overview- The workshop began with a brief introduction on female rappers in the music industry before the discussion was opened up. Several different opinions were expressed as to the success of women in the industry, with as many people as possible being encouraged to participate. Overall the workshop created interest in a topic that was discussed further after that session between some participants and drew attention to the effects of gender bias to the issue of contemporary culture.

Activity report / Desire workshop

Wednesday 30th November 2005

Aims of workshop: To explore different aspects of desire questioning the effect that they have on; sexuality; gender identity; and gender expression.

Methodology: The participants were split into four groups. Each group was given a topic to discuss and had to create an innovation presentation conveying what they discussed to the three other groups.

Outcomes of the Session: There were in depth discussions within each of the four groups:

The 'Polyamory' discussion included; definitions and the idea that the term doesn't relate explicitly to your sexuality but perhaps more so in terms of how your sexuality is perceived. This same rationale was also applied to gender identity and gender expression. This group presented a musical presentation with their own lyrics to the rest of the group.

The BDSM discussion included; definitions and difficulties of exploring an issue without much direct experience. This group provided a reading of an extract from a relevant book, and the opportunity to ask questions.

The Transgender group discussed; definitions- the term as an umbrella term; and explored in depth the issues facing young Tran's people in terms of how society attempts to restrict one's gender expression. This group presented their discussion with rendition of I will survive with aptly replaced lyrics.

The Butch / Femme group. This group was unable to provide feedback to the group due to technical difficulties.

General Overview: The workshop provided the opportunity for participants to explore the relationship between desire and sexuality and gender identity/expression in a challenging way. Participants generally enjoyed the several different formats that this entailed allowing everyone to participate in some manner. For many this was the first time such issues had been broached in such a context, so provided a good basis for future thought.

Activity report / Intersex

Wednesday 30th November 2005

Aim of the Session: To provide an introduction to the topic of 'intersex' and an insight to some of the issues faced by intersexed people.

Methodology: A video presentation and a brief discussion afterwards.

Outcomes of the Session: Succeeded in raising awareness of the issues that intersex people face and the prejudices that still exist within the medical profession and wider society by adding a personal approach from the interviewees in the documentary.

Follow up to the session: Several participants stated that they wanted to find out more information, especially with regard to these issues in their own countries.

General Overview: This session achieved its primary aim of raising awareness of an issue that is often silenced or misrepresented. The video was an informative way of adding a personal touch to an issue that very few people have experience dealing with. The brief discussion afterwards offered the forum for people to express their personal comments on what they had just watched, generally regarding the reforms that the medical profession could take on this issue.

Module / Poland Day

Thursday, December 1st

1. Title	Poland Day
2. Background	Part of IGLYO's mission is that where ever it holds an event, it would like to support the local LGBT movement and feel a part of its surroundings. Therefore polish local LGBT organizations were invited to introduce their country and situation to us. Thursday is also the day in which the afternoon is set aside for recreation so a social afternoon will be planned.
3. Aims	To support the local LGBT movement To expose participants to the history and present day situation in poland To enjoy Krakow!
4. Objectives	Gain knowledge on LGBT situation in Poland Brainstorm ideas on possible joint projects Get to know Krakow
5. Competences addressed	Knowledge To increase awareness of the LGBT situation in Poland and be exposed to their history and current situation Attitudes demystify European LGBT reality
6. Methodology and methods	Large group presentation, possible small group presentations
7. Programme	1. Polish Day: 9.30 am - Foundation and Festival "Culture for Tolerance" 10.00 am - Campaign Against Homophobia 10.30 am - Lambda Krakow 11.00 am - Polish gender studies (mini lecture) 11.30 - questions and discussion 12.30 - press conference in eFKa Women's Foundation 2.00 pm - lunch in Peasant Food Restaurant 4.00-6.00 pm - free time (tour?)

	6.00 pm - beer in Kraina Szeptow pub 8.00 pm – dinner in town
8. Background documents and further reading	Handouts from the organizations presenting Articles and materials on the polish LGBT movement.

Activity report / Poland day

Thursday, December 1st

During this day several Polish LGBTQ activists had presented their organisations and their campaigns against homophobia in Poland. They played some tapes with the preparations and the running of the Polish gay prides in Warsaw and Krakow.

The images spoke for themselves. Even with such a great anti-discrimination lesson – the Auschwitz concentration camp and many other similar across Poland, the present Polish society is against gay people. Many of the anti-gay people were yelling: “Gas the gays!” and “Send dykes to Auschwitz!”

However it is amazing the terrific activity that the LGBTQ organisations are carrying out in this difficult period.

Module / Trans-Inclusion

Friday, December 2nd

1. Title	Trans-Inclusion
2. Background	A chance for non-transpeople and trans-identified people to receive basic education about trans issues
3. Aims	for non-trans participants to become more trans-inclusive in their organisations/ communities/ lives for trans-identified/ questioning participants to learn positive ways to advocate for their own rights and inclusion in their organisations/ communities/ lives
4. Objectives	personalise the concept of trans-inclusion explore the validity of trans-inclusion as a concept (including the recent phenomenon of trans people calling for trans-exclusion) have non-trans participants critically examine the ways this concept will impact their lives
5. Competences addressed	Knowledge Terminology; reasons for trans-inclusion; ways to foster trans-inclusion Skills Finding ways to make people of all genders more welcome and included Attitudes Looking at the way that we judge each other based on gender identity and expression,
6. Methodology and methods (proposed and used)	Large group discussion, paired exercises, journaling, role playing
7. Programme	Time for each activity depends on participants' prior knowledge: Intro: who what why and hows of t-incl Group discussion: terminology, methods

	Individual exercise- writing (imagine self as other gender) Group discussion: transphobia Paired exercise: discuss genderphobia vs. homophobia- personal exp. Role playing activity: confronting the aggressor Group discussion: conclusions and questions
8. Background documents and further reading	See attached notes

Trans-inclusion:

Outline

Terminology

What is trans-inclusion and why is it important?

Problems and complications

Ways to facilitate trans-inclusion in your organizations

SEX

Sex is a legal category of either male or female that is assigned at birth based on the appearance of the external genitalia. According to the medical community sex is also determined by chromosomes, males having XY and females having XX chromosomes (other chromosomal configurations do exist.) However we hardly ever know what someone's genitals looks like or what their chromosomes are when we make judgements about the sex we assume them to be.

GENDER

Gender refers to self-expression and identity; it is also the combination of characteristics that society uses to determine whether a person is male or female. Some argue that gender is purely a social construct, others argue that it is inherently linked to biological sex

GENDER VARIANCE

People who subvert gender normativity can be described as *gender variant*. Gender variance can include anything from the elementary school boy who chooses dolls over football to a person who alters his or her body's sexual characteristics surgically and hormonally

INTERSEX

Intersexuality is a congenital condition in which a person is born with either ambiguous genitalia, chromosomes other than XX or XY, or the development of secondary sex characteristics later in life that do not match the sex that they were assigned at birth. People with intersex conditions were once called hermaphrodites but this is an antiquated term

TRANSGENDER

Transgender or *trans* is an umbrella term for people who, through gender variance, betray society's expectations of acceptable gender expression based on their assigned sex at birth

TRANSSEXUAL

Transsexual refers to a person who has the desire to live full time in a sex other than the one assigned at birth. Some transsexuals are able to physically change their bodies through surgery and/or hormones so that outward appearances match gender identity

CROSS-DRESSER

Cross-dressers typically do not wish to transition, or are at the early stages of deciding whether or not to transition. There is great diversity in the ways that people cross dress and in how that affects or represents their gender identity

DRAG KINGS and DRAG QUEENS

Drag kings and drag queens cross dress as performance and typically do not live full time in their 'drag' identities

FTM

FTM stands for female-to-male, meaning someone assigned female at birth who identifies as male; the term *transman* is also used

It is very important to use MALE PRONOUNS when talking about an FTM, even if you don't really think he looks like a guy, or if you knew him before he transitioned, etc.

MTF

MTF means male-to-female, or *transwoman*, and is someone assigned male at birth who identifies as female. It is also important to use FEMALE PRONOUNS with transwomen

NON-TRANS MEN AND NON-TRANS WOMEN

Also called genetic men and women, or biological men and women, this term refers to anyone who does not identify as transgendered

The terms "real men" and "real women" are NOT acceptable, they invalidate transpeople by saying we are not real.

TRANSITION

Transitioning, which is sometimes called *sex reassignment*, includes an extensive psychological evaluation and therapeutic process prior to starting a complicated lifelong regimen of hormone therapy. Transitioning can also include a variety of surgical options. Although surgery is important to many transpeople, it is not what authenticates our lives as men or women.

Non-Medical Interventions for Trans Women:

Vocal instruction

Breast forms

Binding down genitals

Cosmetic techniques like shaving, makeup, or women's apparel

Learning how to move, speak, and do all the subtle things that others read as identifying markers for women.

Non-Medical Interventions for Trans Men

Binding to flatten breasts

Working out to develop muscle

Packing (wearing a phallic prosthesis)

Emphasizing/enhancing facial hair

Male apparel

Emulating vocalization, movement, etc. that our society interprets as meaning "male"

Medical Interventions for Trans Women

Estrogen and perhaps testosterone blockers. These hormones lower sex drive, redistribute body mass in a female pattern, cause some loss of upper body strength and causes breast development, and affect emotions. Voice remains low.

Laser or electrolysis for hair removal

Facial reconstruction

Hip/breast implants

Vaginoplasty, labiaplasty, clitoral construction

Shaving of Adam's apple

Medical Interventions for Trans Men

Testosterone injections, patch, or gel. Causes higher sex drive, redistribution of body mass, more musculature, hair growth on face and body, and deepens the voice. Changes shape of external genitalia. May cause male pattern baldness.

Hysterectomy

Mastectomy/breast reduction/keyhole procedure

What is TRANS-INCLUSION?

Trans-inclusion

Trans-inclusion encompasses a variety of methods for making transpeople feel welcome in LGBT communities, represented by groups advocating for social justice, and appropriately served by mental health or social services agencies. It includes the education of non-trans people about trans issues as well as an

expectation that transpeople will be seen as people, and thus not excluded from their communities because of their trans status.

What stands in the way of trans-inclusion?

Prejudice and fear about the unknown

People are often judgmental and a little afraid of things they don't know or understand. Please don't avoid or exclude people because you aren't sure of their gender, or because they express their identities differently than you do.

THE TOILET ISSUE

Probably the most awkward complication around the subject of trans-inclusion is the simple question of where people should go, when they have to *go!* The answer is simple. People should use whichever restroom they feel comfortable using. Ideally we should provide unisex facilities in our organizations, but many buildings are not equipped to provide more than two restroom options.

Pronoun Confusion

If you are not sure how someone identifies, it is better to ask them than to guess wrong. Simply saying, "Which pronouns do you use?" shows that you are sensitive to some else's identity.

Personality Conflicts

Transpeople are, after all, *people*. Like everyone else, we have our own personalities and styles. Keep in mind the stress, discrimination, rejection, lack of safety on the street, and constant invalidation transpeople experience every day. We also have jobs, relationships, bills to pay, and errands to run, just like everyone else. Have patience and empathy.

How can you facilitate trans-inclusion?

NEXT STEPS- for organisations and individual activists

Include transpeople in every lobbying effort to improve the social status of queer people.

Include transpeople in your personal network. Don't ghettoize us.

Talk to local trans communities about our needs and priorities.

Sponsor speakers' bureaus or sensitivity trainings.

Hire transpeople; solicit volunteers; make sure *our* faces are visible in your staff.

Social events build grassroots networks and activism.

Gender issues are especially poignant for young people. Do outreach to trans youth.

Share information about how to get funding for our own groups and events.

Open a clinic where we can get appropriate medical care.

Compile trans-sensitive resources among medical, legal, and mental-health professionals. Make referrals available.

Accumulate a good library of books about our history, our struggle, and our lives.

Activity report/ Trans-inclusion

Friday, 2nd December

Aim of the session: To provide participants with a guide to useful terminology with respect to Tran's issues.

Methodology: Presentation

Outcomes of the session: Participants were presented with a detailed but simplistic guide to the use of terminology with regards to Tran's issues, with definitions established differentiating related issues.

Follow ups to the session: Many participants requested a copy of the presentation to use in their own organisations.

General Overview: The session proved to be very informative providing or reinforcing the knowledge of the participants. The presentation went through various terms such as basic 'transgender' and 'transsexual' to more specific terms such as 'transitioning'.

Activity report/ Trans theory

Friday, 2nd December

Aim of the Session: To provide a theoretical knowledge of relative contemporary theories relating to gender and more specifically Trans issues.

Methodology: Plenary presentation

Outcomes of the session: Participants were given an overview of the field of Trans theory, its origins and how it can be applied to activism.

General Overview: The session built on the previous session, developing the practical information into that of theory. Many key theories were mentioned and discussed, with participants allowed to offer their thoughts, feedback and questions. The theoretical input in the day served as a grounding for later sessions on Trans issues.

Activity report/ Implementing Trans-inclusion

Friday 2nd December

Aim of the session: To explore how organisations can successfully implement Trans inclusive policies and strategies.

Methodology: Small group discussions with feedback in the plenary.

Outcomes of the Session: The groups established four key areas for Trans inclusion:

Education- educating colleagues and operating training programmes for external bodies.

Legislation- lobbying for the inclusion of protection on the basis of gender identity and expression

Medicine and psychology- offering advocacy services i.e. someone accompanying a member to a medical appointment

Support- specific services for Trans people and also the integration of Trans issues into general support services.

General Overview: This session encouraged participants to consider their own experience and organisational practices when dealing with the inclusion of Trans issues and to share methods of best practice with one another.

Participants own contribution / All Different, All Equal Symposium –

EYCS October 2006

Saturday 3rd of December

Aim of the session: To provide feedback on IGLYO's involvement in the 10 years after All Different All Equal campaign titled "Diversity & Participation"

Methodology: Presentation to the plenary followed by a group discussion.

Main outcomes of the session: Participants were provided with information about the All Different All Equal campaign. The primary aim of the campaign is to focus on the three elements; diversity; human rights and participation; to encourage and enable young people to participate in building peaceful societies based on diversity and inclusion in the spirit of respect. Participants were also provided information on the inclusion of discrimination on the basis of sexual orientation and gender identity and expression within the general remit of anti-discrimination.

Follow up: The All Different All Equal campaign operates on an international, national and local level. Participants were involved to get their organisations actively involved in the National Campaign Committees.

General Overview: This was the first of two sessions facilitated by conference participants. This session provided useful information for member organisations that have an interest in the campaign.

Participants own contribution / HIV prevention Strategies

Saturday 3rd of December

Aims of the Session: To share effective models of best practice with participants in order to develop successful HIV prevention strategies.

Methodology: Plenary presentation leading to a group discussion

Outcomes of the Session: Participants were provided with insightful information and new approaches to running a campaign that they could relate to in their own work.

General Overview: This session was received well partly due to the non formal strategic method advocated for a campaign. Participants were encouraged to move away from the formal statistical approach often found within organisations, to more engaging methods highlighting the need for safe sex and prevention.

Module / Gender, Queer Activism and Strategies

Saturday, December 2nd

1. Title	Gender- Queer- Activism & Strategies
2. Background	Strategies for activism specific to the concepts of gender/queer, giving participants a chance to explore unique strategies beyond that of our predecessors
3. Aims	For participants to understand the concepts of gender-queer, and the differences between gender identity and queer identity
4. Objectives	<ul style="list-style-type: none">• For participants to learn innovative ways to do activism• For participants to question their own identities, especially those aspects of their identity they have always taken for granted
5. Competences addressed	<ul style="list-style-type: none">- Knowledge Terminology, basic elements of activism- Skills Developing new strategies, working with peers- Attitudes <i>Check your ego at the door</i> confronting queer narcissism- one of the main things that hinders our work
6. Methodology and methods (proposed and used)	Large group discussion, paired exercises, journaling
7. Programme	<p>Group discussion: differences between genderphobia, queerphobia, homophobia</p> <p>Paired exercise: list ways that each has affected your life differently, discuss with partner</p> <p>Group discussion: participants list different scenarios, group decides on three (such as the toilet issue, etc.)</p> <p>Small groups: in 3 groups develop plan of action</p> <p>Group discussion: thinking outside the box- creative ways to combat homo/trans/queer/gender-phobias</p>

Activity report / Gender, Queer Activism and Strategies

Saturday, December 2nd

Aims of the Session: To develop practical strategies and projects for Trans inclusion in IGLYO and member organisation's future work.

Methodology: Large group work dependant on two levels of experience.

Main outcomes of the session: Each group provided suggestions:

Basic group: the need to educate active members of the organisation on this subject; the setting up of a sub-section on organisations web pages with updated information and useful links; and the importance of new information and volunteers to work on trans inclusion within organisations.

Advanced group: To create an information toolkit pack with clear aims and objectives that can be used for advocacy and education. It was suggested that the toolkit would include the following topics: history, the Harry Benjamin International Gender Dysphoria Association (HBIGDA) to be used as an example of guidelines, terminology, useful links and contacts, human rights (UN and EC), basic information on the situation of Trans people in different countries, proposals for inclusion and personal stories and photos.

Also discussed was the Day of Remembrance. It was agreed that work should be done on this, examples included; examples of activities (vigil, film screening, image projection); information on the IGLYO website; an audiovisual conference; workshops within our respective organizations; a concrete plan for different organizations to present and be represented; media coverage; contact with the Transgender Day of Remembrance (TDOR)

Follow up to the session: It was suggested that it would be useful to have some kind of follow up activity in order to access the progress of the organisations and establishing an information network on this topic.

Participants were eager to discuss this topic and came up with specific ideas that should be involved in the future work of their organisation and IGLYO, it was felt that all of the above outlined in the 'outcomes' section will be useful for future work.

General Overview: The closing session of the programme provided the motivation and platform for future strategies and projects to be implemented within represented organisations.

Home Groups

Index:

1. The Concept of Home Groups
2. Home groups in Practice
3. Home Groups in Krakow
4. Future Reflections on home groups for future IGLYO events.
5. Conclusion

1. The Concept of Home – Groups

IGLYO has in its history organized a large number of events, stemming from study sessions to annual conferences. IGLYO has seen that during the process of its events a space was needed to be established where individuals meet in small groups and discuss the process of the week.

IGLYO events tend to be an intense experience for most of the participants whom tend to be involved in such an environment, where the issues and topics discussed be a reality for most of the participants. Home-groups were designed to be spaces where the active discussion can take place and were participants can digest the process.

This kind of space has also been seen as being important for those participants whom do come from parts of Europe where the level of discrimination experienced is quite high. These kind of participants tend to make most use of home-groups during IGLYO events to discuss the process they in particular would be going through and the impact of such an event not only would be high on the level of understanding but also in the process of empowering the participants to actually implement the knowledge learnt from such events.

IGLYO believes that this process is important for the individuals and sees home groups as an essential and ongoing part of its events.

2. Home – Groups in Practice

Home-groups tend to occur during the process of the conference and seen as an integral part of the program. In this case in Krakow home groups occurred on 4 instances of the 5 days in which the conference occurred.

Home – groups occur after an intense days of plenary and group activities. Due that IGLYO events tend to be thematic and follow a theme and a program, the evening home groups usually are a continuation of the program.

The groups usually consist of not more then 8 individuals, and each member of the prep-team tend to facilitate this group. The facilitator of such a group usually checks in with every member of the home group to see how they felt in terms of the sessions that have occurred during the day. How they see the week going and themselves within the program. There have been instances where programs have been changed in light of the feedback that was given by participants during home-groups. So as well as serving as a measure of integration of knowledge exchange home groups also do have the secondary effect of quality control, where the prep-team members see how effective the program is being with the participants.

Home groups sessions tend to be around 30 to 45 minutes long, yet this is very much dependent on the members of the group since home groups is seen as their own space. There is a large level of flexibility also in turn on how the groups engage and the levels that they take.

3. Home – Groups in Krakow

Home groups in Krakow followed the same patterns that they tend to have in all IGLYO events. This particular conference showed how effective these groups could be in the implementation of the program that was devised.

Since the conference tackled a topic, which in essence was one that was difficult to conceptualize the home – groups within itself held a platform where issues regarding such concepts could be discussed.

The home – groups tackled many issues that were brought up during the conference. Issues in the area of implementation of T – issues within the work of these young activists and understanding the complex issues encompass and having a better understanding. Also in how effective people can be in the constant understanding of gender dynamics and becoming more sensitive to these same issues.

It was seen that the actual home – groups also gave space where people could discuss their personal out-take and how the topic of the conference effected them in particular ways. This was seen as a powerful tool, one that empowered the participants to no longer view gender in their polarized way and seeing it as a continuum.

4. Reflections on home groups for future IGLYO events

As mentioned before home groups do play an important part in IGLYO events and the continuation of using home groups in IGLYO events should in fact continue. Yet it was seen that a number of things could improve in future home – groups that would allow the natural smooth running of such groups.

Time factor was placed into being an important aspect; there is a need that more time to be given in such groups. It was felt during the Krakow conference that home groups did not have enough time to go deeper into the aspects that were raised by particular individuals. Since the groups consisted of quite a large number of individuals it was seen that not enough time was given to each particular person to express themselves.

Another aspect that was raised during the home groups themselves was the fact that there should be more home groups so that it would deduct the number of participants per home group. It was felt that since this conference was very much a heart felt one, and where a lot of participants wanted to give input on their take on the topic at hand the size of the groups did not allow for individuals to fully express themselves in the manner that would have been most constructive and suitable.

Home groups also need a certain level of facilitation skills and also the understanding in the dynamic of gender. It was felt that even though the home groups were facilitated well that facilitators in the expression understand a level of better understanding on the manifestation of gender expression and dynamics that participants of such an event might engage in. Despite of such an understanding the team did a very good job at the facilitation in the active discussion of such dynamics.

5. Conclusion

Home – Groups have a history element to IGLYO events, an element that is an ongoing presence in all the events IGLYO has organized. It has been shown to be an asset and an effective team building exercise. Home – groups did in fact fulfil all the desired affected that was sought out to be achieved in the Krakow conference as well. It helped to enhance the participants' personal involvement and understanding of gender as well as empowering them to engage in their own communities with the understanding that have acquired.

Evaluation

At IGLYO we define evaluation as space where participants ultimately come together and talk about the experiences and talk about what was learnt. What was good, what was bad, what they expected, what they got and what they missed.

Within evaluation we encouraged the participants to share the following:

- Feedback
- See different ideas
- Inspiring others to see things from different perspectives
- Share information
- Document what was said for other whom are not there and for the future
- Group dynamics
- Balance in options

Evaluation was implemented with two different methods with which we tried to get the participants to open up and share their views on:

- Flow of the week
- Organisation/management of the conference
- Individual plenary sessions
- Individual workshops
- Social environment

The first method was used throughout the week and is now one of the core programme elements of IGLYO – namely the home groups environment (see section on Home Groups – pg. 30). Besides the home groups which provided daily insight into how participants perceive the main programme elements and enabled the members of the preparatory team to act accordingly, there was also a second method of evaluation, which was the central / overall evaluation where the participants gave their opinion on the following topics of the conference:

Overall comments	Tuesday – w/shop – Labelling and Stereotypes
Prep team	(also Friday)
Accommodation + hostel staff	Wednesday – Plenary – What is Queer?
Programme	Wednesday – plenary – performance
Food	(kings&rappers)
Homegroups	Wednesday – w/shops – BDSM, Polyamory,
Poland day	Butch/femme, transgender
Monday – silent floor	Wednesday – plenary – Intersex
Monday – Self perception	Friday – plenary – T-inclusion (Jakob)
Tuesday – What is gender?	Friday – w/shop – T-inclusion
Tuesday – w/shop – Gender and disability	Saturday – w/shop – “all equal, all different”
Tuesday – w/shop – Gender in Education	Saturday – w/shop – “hiv campaign”
Tuesday – w/shop – Gender and employment	Saturday – w/shop – “Activism & Strategies”
Tuesday – w/shop – Gender and religion	

After the presentation participants were given a chance to evaluate themselves by writing some thoughts on the blank sheet of paper, which everyone carried on their backs

It is important to stress that whilst evaluation in form of home groups was facilitated by each member of the preparatory team, the final evaluation was not facilitated at all. Participants were asked to put down anonymous comments on the above topics in and put them in the appropriate marked envelopes that the preparatory team prepared in advance. All the comments were later taken in by the preparatory team members transcribed and formed into an internal organisational document that will serve to future preparatory teams of IGLYO.

Relevance of the conference

Participants felt that the conference was thematically very relevant as it offered them a possibility to re-evaluate and reflect on their own perception of gender and queer topics and compare their perceptions and experiences with other participants. The evaluation of the programme clearly showed that it was the right time to hold a conference on gender as the interest in this topic has never been higher. Participants in general preferred the discussions that dealing with topics such as “what is queer” and “T-inclusion” for the reason that in spite of ever growing interest in these issues the relevant information is still scarce and incomplete. Therefore participants appreciated the chance to be concretely faced with the possibility to explore these issues more in depth - in this case in the form of guest speakers.

The organisation of the conference

Within the evaluation the participants marked the preparatory team as highly efficient and easy to approach. The participants like the way the event was organised and led throughout the week, however a common remark was that it seemed sometimes as though the preparatory team ran out of time to really socialise with the participants outside of the daily programme.

The preparatory team dealt mostly with the contents of the conference and with the first stages of arranging accommodation. There was also a logistics team that consisted of two representatives of local partner organisation Foundation for tolerance and two IGLYO board members.

There were no major complaints over organisational aspect of the conference as both teams – prep and the logistics - managed to get well co-ordinated and co-operated well together in order to guarantee the comfort for every participant.

The results achieved

Participants pointed out that the primary aim for them was to get a better understanding of what is gender as a social construct and how the social (human) definition of gender determines their lives.

They felt that to really grasp the concept of gender / gender identity and expression, queer theory etc....in terms achieving some kind of conclusion, the conference should have been longer. On the other hand they commented that they are glad with what they got as well as for the chance to meet and network further. They were also very happy for the chance offered by one of the concluding workshops to start thinking of the possible cross-border projects and/or international exchanges.

Follow up

The community where the project was held:

This conference was marked by a few events both before and during the activity itself. The Poznan March ban led the prep team and IGLYO Board discuss and consider the level of visibility this conference should be given. After assuring that the conference participants will be safe (through communication with out local partners), it was agreed that the conference should keep a ‘low profile’ when it comes to media.

For this reason it was decided that the participants, together with the IGLYO Board issue a statement condemning the political and social situation in Poland. The statement, which was then forwarded and given to a number of journalists and/or papers/news agencies called for the Polish government to abide to its obligations agreed upon in the EU Charter of Fundamental Rights, which include the right to assembly. It reminded the Polish Government that young LGBTQ are being denied equal treatment and access to their rights as Polish citizens. The IGLYO Board and the present organisations signed the statement. (<http://www.iglyo.com/content/article.php?id=QA000001>)

Recommendations to organisers and follow up

At this conference plenty of useful information on the ways IGLYO deals with gender itself, as well as organisational approaches towards making IGLYO more accessible to political and social issues related to gender identity and gender expression, were shared and commented on. Thus IGLYO Board decided:

That on the basis of the ongoing discussions and communication with its members, IGLYO Board will put forward a number of proposals to incorporate trans issues within its agenda. During the conference it was noted that despite the fact that our organisations do mention the 'T', very little is actually done when it comes to practical things. IGLYO is working towards the inclusion of trans issues by creating a steering team, which will be focused on the same issues. The steering team (together with other steering teams – women, HIV/AIDS and social exclusion) will help the Board and IGLYO members to better draw more inclusive decisions and/or policies within their work.

IGLYO Board, member organisations and other participants from non-member organisations discussed the ways in which 'queer' as a concept should be added into our organisations' (including IGLYO's) focus. Despite the ongoing discussions and debates regarding the same concept, there seems to be a common consensus on the need to discuss and promote 'queer politics' in our work. The first step towards this is to include 'queer' as part of our target group/s. After the conference, IGLYO Board has put forward a proposal to its members asking them whether they approved that IGLYO changes its name and include 'queer' in its name. This was approved successfully. Moreover, it was agreed that for the general public to grasp the idea of queer politics, We ourselves have to engage into ongoing discussions. For this reason, IGLYO Board has agreed to create, and since the conference, it has created a space for discussion through its website.