

UNDERSTAND ME! MOM, DAD, TEACHER



***Summary for post-secondary teacher training institutions
and teachers of adult learners***



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1. Introduction

Purpose and scope of the training outline

This handout is a didactic compendium intended for training institutions preparing adult educators - in particular post-secondary school teachers, further education institutions and adult education centres - to carry out activities to support LGBT+ learners. The training aims to equip participants with the content knowledge and interpersonal competences necessary to create an open, safe and inclusive learning environment that responds to the needs of a diverse group of learners - including those who are economically active.

As part of the training, participants will:

- become familiar with current terminology on gender identities and sexual orientations, with a particular focus on the evolution of language and its relevance to educational practice,
- deepen their understanding of the spectrum of identities and experiences of LGBT+ people, learning to recognise the needs arising from individual differences,
- gain practical guidance on organising educational and cultural activities that promote equality and counteract stereotypes and discrimination,
- develop the skills to hold open, empathetic and substantive discussions with adult learners on topics related to orientation, identity and diversity,
- become familiar with mechanisms of exclusion and forms of discrimination in educational and professional settings and learn how to respond to them in a constructive and supportive manner,
- analyse the most common challenges faced by LGBT+ people in professional relationships and in public spaces and access support networks and materials,
- learn the basics of peer mediation and inclusive dialogue techniques for resolving conflicts in a spirit of respect for diversity,
- discuss the role of the teacher and educator as an active participant in social change, responsible for creating an atmosphere of respect towards so-called "otherness" in the group,
- identify the most common cognitive and communication mistakes made by those around LGBT+ people, learning how to avoid them and how to correct them in an educational way,
- become familiar with methods to support adult learners in developing self-acceptance and assertiveness as key personal and social competences.

The training fits into the wider context of equality and intercultural education, responding to the growing need to professionalise teaching staff in working with groups with diverse identities and life experiences

Training intended for delivery by:

- Training institutions and educational organisations,
- Centres of excellence for adult educators,
- Providers of courses for adult educators of post-secondary schools and adult educators.



- Secondary school teachers
- educators
- educators who work with young people between the ages of 15 and 19

Purpose of the training

The main objective of the training is to professionally prepare adult educators - teachers, trainers, instructors and lecturers working in post-secondary schools, further education institutions and adult education settings - to effectively and knowledgeably support adult learners belonging to the LGBT+ community. The training focuses on developing intercultural, communication and equality competencies that are essential when working with groups diverse in terms of gender identity, sexual orientation, life experiences and educational needs.

It also aims to increase participants' knowledge of the LGBT+ community, with a focus on understanding the spectrum of gender identities and sexual orientations and their impact on adult learning. Participants will learn about the key issues of inclusive language, microaggressions, systemic discrimination and the barriers that LGBT+ people may face in educational settings. The training develops educators' practical skills in identifying individual learner needs and responding effectively to situations of homophobia, transphobia, biphobia or exclusion. An important component is also learning how to have open, empathetic conversations - with both learners and colleagues - about issues related to the identity, orientation and functioning of LGBT+ people in learning and working processes.

Participants will be equipped with a set of teaching tools, communication strategies and good practices that can be implemented in their daily teaching and learning work. Developing competences in peer mediation and supporting the psychosocial development of adult learners - especially in areas related to self-acceptance, self-efficacy and assertiveness - will also be part of the training. In the longer term, the training aims to support adult education institutions in creating open, safe and supportive learning environments in which every person - regardless of sexual orientation or gender identity - can experience respect, acceptance and real opportunities for development. The training is therefore an important element of anti-discrimination and equality policies in the adult education sector.

Expected outcomes after the training:

At the end of the training, participants will have both in-depth theoretical knowledge and practical skills that will enable them to professionally support adult LGBT+ learners in a lifelong learning environment. Outcomes include:



- **Understand basic and advanced concepts** related to gender identity, sexual orientation and socio-cultural aspects of LGBT+ people in educational and professional spaces.
- **Increase competence in recognising and counteracting homophobia, transphobia and biphobia** in the school environment, including the ability to respond adequately to manifestations of discrimination and microaggressions.
- **Acquire practical tools for having open and supportive conversations** with adult learners and colleagues on topics related to diversity, inclusion and sexual and gender identity.
- **Developing skills in peer mediation and the provision of emotional support** to adult learners, particularly those experiencing exclusion or identity crisis.
- **Increase awareness of the challenges faced by LGBT+ people and their professional environment**, and gain knowledge of institutional and non-institutional forms of support to which people in need can be referred.
- **Strengthening the role of the educator as a promoter of equality and openness**, able to build a safe, diversity-affirming educational space in which every adult learner can experience respect, acceptance and agency.

The implementation of the above workshop outcomes will contribute to:

- Creating a more open, safe and supportive school environment for all adult participants of continuing professional development representing adult education institutions of the educational process, regardless of their gender identity or sexual orientation.
- Reducing levels of discrimination and exclusion in schools.
- Strengthen bonds between teachers, students and colleagues through open and honest communication.



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-Promote equality, acceptance and respect in the school community, which will have a positive impact on the emotional and social development of all adult in-service training participants representing adult education institutions of the educational process.

Questionnaire : Annex 1

(duration 15 min)

2. The importance of support for LGBT+ people at school

Support for LGBT+ people in school is extremely important for several key reasons:

-Safety and well-being of adult learners representing adult education institutions of educational processes: LGBT+ students are often at risk of discrimination, violence and exclusion. Providing support and creating a safe school environment helps to protect their mental and physical health.

-Promoting acceptance and diversity: School is the place where young people's attitudes and values are formed. By supporting LGBT+ people and educating the whole school community about diversity, acceptance and tolerance can be promoted in society.

-Personal development of adult learners representing adult education institutions of educational processes: Adult educators' support on self-acceptance and assertiveness helps LGBT+ students to develop a positive self-image and self-confidence, which is crucial for their success both at school and later in life.

-Reducing stress and depression levels: Research shows that a lack of acceptance and support in the school environment can lead to high levels of stress, depression and even suicide attempts among LGBT+ youth. Adequate support can significantly reduce these risks.

-Consistency with democratic values and human rights: education and support for LGBT+ people is consistent with democratic values and human rights principles that promote equality, respect and dignity for all people.

-Providing support for adult continuing education participants representing adult education institutions of LGBT+ educational processes in school not only supports their individual development and well-being, but also contributes to building a more inclusive and equitable society.

3. Who are LGBT+ people?

LGBT+ - the complexity of identity and orientation in a multidimensional society



The acronym LGBT+ refers to a set of gender identities and sexual orientations that transcend the traditional binary and heteronormative social structure. It forms an important part of contemporary discourse on human rights, equality and inclusivity in various areas of society - from education to mental health to professional and institutional spaces.

The development of the acronym includes:

- L - Lesbian: women who feel a sustained and significant emotional, romantic and/or sexual attraction to other women. Lesbian identity can refer to both cisgendered (i.e. identifying with the sex assigned at birth) and transgendered women. It is worth noting that women's homosexual orientation is not reduced to the aspect of sexuality alone, but encompasses the full spectrum of emotional and social relationships.

- G - Gay: men who are emotionally, romantically and/or sexually attracted to other men. Although sometimes used primarily to refer to men, the term is also sometimes used more broadly - by some queer or non-binary people who feel part of the gay community. This identity, like any other, should not be treated as a rigid category, but as a space of personal experience and expression.

- B - Bisexual people: people who feel emotionally, romantically and/or sexually attracted to more than one gender. The modern understanding of bisexuality assumes that it need not be symmetrical (i.e. equally to different genders) and that it can include binary and non-binary people. An important educational aspect is to counter stereotypes of bisexuality, e.g. the belief that it is 'temporary' or 'indecisive'.

- T - Transgender people (transgender): people whose gender identity does not conform to the sex assigned to them at birth. Transgender people may identify as male, female, non-binary, gender-fluid, agender (not feeling any gender) or other. An important distinction is that transgender is not about sexual orientation, but about gender identity, i.e. an internal sense of being a particular gender or not. Transgender people may or may not take medical or social measures towards the affirmation of their identity (e.g. change of name, pronouns, style of dress, medical procedures).

- + (Plus): the '+' sign has an important function of openness and inclusion towards other identities and orientations that are not directly mentioned in the LGBT acronym, but are an integral part of the queer community. These identities include:

- Queer people - an identity used as an alternative term, often chosen because of its non-defining and open-ended nature. For many, queer is not just an orientation or gender, but also a political and cultural stance.
- Asexual people - people who do not feel sexual need or interest towards other people. Asexuality exists in various forms, including aromantic (not feeling romantic attraction)



persons.

- Pansexual people - people who may feel emotionally and/or sexually attracted regardless of the other person's sex or gender identity.
- Non-binary people - people who do not identify exclusively as female or male. They may experience identity as fluid, fluctuating, partly feminine and masculine or not feeling they belong to either category.
- Agender, bigender, genderqueer - these terms describe identities that fall outside the classic gender spectrum, indicating a lack of gender identity, dual identification or a flexible approach to gender.

Use of the term LGBT+ in education and social practice

The use of the acronym LGBT+ in educational and social practice plays a key role in shaping inclusive language and building spaces of respect for diversity. Educators, psychologists, trainers and those working in the public sector should not only know the meaning of each letter, but also understand that each letter represents the real experiences of people who may face prejudice, stereotyping or exclusion.

Understanding that LGBT+ is not an 'ideology' but a real part of the social landscape is fundamental in creating a safe, open and supportive environment - both in education and in public and professional life. Therefore, knowledge of terminology should go hand in hand with an empathetic and responsible approach to gender and sexual diversity.

4. Diversity of gender identities and sexual orientations

The diversity of gender identities and sexual orientations covers a wide spectrum of experiences and identifications. Here are some of them:

Queer: An umbrella term that can encompass a variety of sexual and gender identities outside traditional categories. Some use it to express their opposition to rigid gender and sexual norms.

Asexual individuals: Individuals who experience little or no sexual attraction. They may still experience romantic attraction.

Pansexual individuals: People who are emotionally, romantically and/or sexually attracted to people regardless of their gender.



Non-binary individuals: People who do not identify exclusively as male or female. They may identify as agender (no gender), bigender (having two genders), genderqueer (rejecting binary gender categories) and others.

Genderfluid: Individuals whose gender identity may change over time and may include different aspects of male, female and/or other gender identities.

5. Mythologies and facts about the LGBT+ community

Myth: Transgender people are people who 'do not accept themselves'.

Fact: Transgender people do not reject themselves, but reject a gender identity imposed on them that does not reflect their inner experience. The process of gender reconciliation (social, medical, legal) is an expression of deep authenticity, not a lack of self-acceptance. Psychology shows unequivocally that being able to live in harmony with one's gender identity significantly improves the psychological well-being and health of trans people.

Myth: Bisexual people are indecisive or 'in a transitional phase'.

Fact: Bisexuality is a full-fledged sexual orientation, not a temporary phase. Bisexual people may experience a lifelong attraction to more than one gender. The stereotype of indecision is biphobic and contributes to the invisibility of bisexual people even within the LGBT+ community.

Myth: LGBT+ visibility "threatens traditional values".

Fact: LGBT+ visibility does not threaten anyone's values - on the contrary, it is an expression of pluralism and personal freedom, which are the foundation of democratic societies. Accepting diversity does not mean abandoning one's own beliefs, but respecting the right of others to be themselves.

Myth: Children should not be exposed to LGBT+ topics because they are 'too young to understand'.

Fact: Children learn about relationships, family and identity from an early age - in books, stories and by observing their surroundings. Inclusive education is not about convincing, but about showing that people can be different and that each person deserves respect. Research shows that children who learn about diversity are more empathetic and less likely to engage in peer violence.



Myth: Asexuality is a health problem or disorder.

Fact: Asexuality is one of the natural sexual orientations and should not be pathologised. Asexual people do not feel sexual attraction but can form deep emotional and romantic relationships. Lack of sexual need is neither a problem nor a lack - it is simply a different way of functioning in relationships.

Myth: LGBT+ people are unnatural because 'that's not how it used to be'.

Fact: The existence of non-heteronormative people with non-heteronormative orientation and non-sexual identities is documented in the history of virtually all cultures. Examples of transgender, homosexual and non-binary people can be found in ancient Greece, Rome, Native American cultures (e.g. 'two-spirit'), India (hijras) or Africa. It is social attitudes towards diversity that change over time - not diversity itself.

Myth: Increased visibility of LGBT+ people means there are 'more of them than before'.

Fact: The number of LGBT+ people is not increasing - only the number of people who feel safe to speak openly about themselves is increasing. Better education, greater acceptance and the presence of supportive role models in the media mean that more and more people can live in harmony with themselves. Visibility is not an increase in a 'phenomenon', but evidence of greater social freedom.

Myth: Supporting LGBT+ people means favouring them at the expense of others.

Fact: Support and equality is not a zero-sum game. Creating spaces free from prejudice and violence benefits everyone - students, staff, families. Equality of rights does not mean taking them away from others, but providing them to those who were previously marginalised.

Exercise 1: Myth or fact?

Aim: To identify and verify popular myths about LGBT+ people.

Duration: 25-30 minutes

Materials: Cards with written statements, whiteboard or flipchart, markers

Description:

The facilitator distributes a set of cards with statements about the LGBT+ community to participants. Each card contains a statement - some are common myths, others are solid facts. The participants' task (individually or in pairs) is to assign a label to each statement: **MIT** or **FACT**.

The answers are then discussed and the facilitator provides justifications and completes



the knowledge by referring to scientific data and sources of reliable information (e.g. WHO, APA, UNESCO).

Example statements:

- "Being gay is a choice."
 - "Transgender people must undergo surgery for their identity to be recognised."
 - "LGBT+ education in schools increases acceptance and reduces violence."
 - "Asexual people have endocrine disruption."
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Exercise 2: Deconstructing a stereotype

Aim: To make participants aware of how stereotypes function and how they affect everyday attitudes.

Duration: 20-25 minutes

Materials: A4 sheets, markers, whiteboard/flipchart

Description:

The group is divided into smaller teams. Each group is given a card with one stereotype (e.g. "LGBT+ people promote immoral behaviour", "all gay people look the same", "transgender is a fashion").

The group's task is:

1. Identify the sources of the stereotype (media, religion, upbringing, lack of education, etc.).
2. Reflecting on how the stereotype affects the lives of specific individuals (in education, work, family).
3. Outlining how this stereotype can be challenged and replaced by fact-based knowledge.

Groups present their results and the facilitator moderates a summary.

Exercise 3: In my shoes (perspective)



Aim: To develop empathy and understand the consequences of social myths and prejudices.

Duration: 30 minutes

Materials: Descriptions of situations/persons (scenarios), sheets of paper, pens

Description:

Participants are given brief character descriptions - e.g. a transgender student, a bisexual teacher, a non-binary person working in an office.

The participants' task is to:

- step into the role of this person,
- reflect on the challenges he/she might face in relation to myths or stereotypes,
- write down what this person might need from their environment (including: educators, colleagues, school).

Participants then share their reflections in the group. The facilitator concludes by drawing attention to the mechanisms of exclusion and the importance of active support.

Exercise 4: Fake News Patrol

Aim: To develop critical thinking skills and analysis of information sources.

Duration: 20-30 minutes

Materials: Printouts of headlines, articles, web posts (real or created for training purposes)

Description:

Participants work in pairs or small groups. Each group is given a media text (or social media post) containing potentially false information, manipulation or stereotypes about LGBT+ people.

Task:

- assess the credibility of the information,
- identify what is a manipulation or myth,
- identify how you can respond responsibly as an educator/co-worker (e.g. how to counteract misinformation in conversation with students or colleagues).

6. How to organise an interesting and effective anti-discrimination event at school

Setting a clear objective for the event, this could be to raise awareness of discrimination and promote equality at school. Choosing a theme that will be engaging for adult in-service training participants representing adult education institutions of educational processes, e.g.



'Diversity enriches us' or 'Together against discrimination'. Involving the whole school community. Council of adult continuing professional development participants representing adult education institutions of educational processes: Collaborate with the council of adult in-service participants representing adult education institutions of educational processes to involve young people in the planning and implementation of the event. Teachers and collaborators in the work environment: Encourage adult educators and school staff to actively participate and support the initiative.

Co-workers in the work environment and mentors: Inform co-workers about the planned event and invite them to participate, e.g. by attending workshops or information sessions.

Partnerships with organisations and experts, NGOs: Establish partnerships with organisations that specialise in anti-discrimination education and human rights. They can provide educational materials, speakers and conduct workshops.

Experts: Invite experts from the fields of psychology, sociology and human rights who can lead educational sessions and discussions. Planning and scheduling of the event

Workshops and seminars: Organise interactive workshops to give students a better understanding of diversity and anti-discrimination. Examples of topics include: "The role of witnesses in countering discrimination" or "Empathy and understanding of others".

Panel discussions: Hosting panel discussions with adult in-service training participants representing adult education institutions of educational processes, adult educators and invited guests on experiences of discrimination and how to combat it. Exhibitions and presentations: Creation of thematic exhibitions and multimedia presentations featuring the stories of people experiencing discrimination and successes in the fight against it. Online communication: Using the school's social media and website to promote the event and encourage participation. Post-event evaluation and reflection, surveys and feedback: Conduct surveys of in-service participants representing adult education institutions to gather feedback on the event and its effectiveness.

Reflective meetings: Organising meetings with students, teachers and organisers to discuss lessons learned and plan future anti-discrimination activities.

Preparation of a report summarising the course of the event, the objectives achieved and recommendations for the future (evaluation).

7. How to talk to students about LGBT+ issues

1. Preparation for the interview



a. Acquisition of knowledge

Aim: The teacher should have a solid knowledge base on LGBT+.

Activities:

Read the literature on LGBT+.

Take advantage of the training and workshops available.

Explore online resources such as the websites of LGBT+ organisations.

b. Creating a safe environment

Aim: To ensure that students can openly express their thoughts and feelings without fear of judgement.

Activities:

Set clear classroom rules about respect and empathy.

Use techniques for active listening and giving support.

2. Choosing the right moment and context

a. Integration of the subject in the curriculum

Aim: Natural introduction of LGBT+ topics in various subjects.

Activities:

Consider how the LGBT+ theme can be linked to educational content, e.g. in literature, history, social studies.

Prepare appropriate teaching materials.

b. Responding to current events

Goal: Use current events to start a conversation.



Activities:

Refer to events in the media or at school that can be a starting point for a conversation about LGBT+.

3. Interviewing methods

- a. Group discussions
- b. Case studies
- c. Role-playing
- d. Creative workshops

4. Summary and reflection

- a. Evaluation of the interview
- b. Continuation of the theme

Goal: To maintain an open dialogue and further develop the LGBT+ theme.

Practical exercise - workshop:

"Support Group Workshop" (duration 40 minutes)

Aim: To strengthen emotional support and problem-solving skills in the context of adult in-service training participants representing LGBT+ adult educational process institutions by simulating a support group meeting. Practical application of emotional support skills. Understanding of different perspectives in LGBT+ situations. Development of group collaboration and problem-solving skills.

Instructions:

Divided into groups of 4-5 people.

Each group draws one of the prepared scenarios (Appendix 2.)



Each group carries out a simulation of a support group meeting, with one of the adult educators playing the role of the learner (or colleague) and the rest of the group playing the role of the adult educators offering support and advice. The groups have 20-25 minutes to run the simulation.

After the simulation, each group discusses their experiences:

What went well?

What could be improved?

What feelings and reactions emerged during the simulation?

Presentation of results: Each group presents its findings to the other participants. Groups share key insights, difficulties and effective support strategies.

Materials needed:

Scenario cards

Notepads and pens

Flip charts and markers

8. Practical tips for communication

1. Create a safe and open environment

a. Create an atmosphere of respect

Activities: Set clear rules about respect and prejudice in the classroom. Explain that all students have the right to express their thoughts and feelings without fear of judgement.

b. Listen carefully

Activities: Show that you are listening actively by maintaining eye contact, nodding and asking questions. Make sure students feel heard and understood.

2. Use clear and comprehensible language

a. Avoid jargon and complicated terms



Activities: Try to explain concepts in a simple and understandable way. If you use specialist terms, make sure everyone understands them.

b. Use concrete examples

Activities: Illustrate your points with concrete examples from everyday life or from the context of adult learners representing adult education institutions of educational processes. This will help students to better understand and remember the information.

3. Encourage active participation

a. Ask open-ended questions

Activities: Open-ended questions, such as "What do you think about...?", encourage adult continuing professional development participants representing adult education institutions of educational processes to share their opinions and reflections. Avoid closed questions that limit answers to 'yes' or 'no'.

b. Use activation methods

Activities: Use a variety of methods, such as group discussions, role plays, case studies or creative workshops, to involve adult participants in in-service training representing adult education institutions of educational processes and to enable their active participation.

4. Be flexible and empathetic

a. Adapt to the needs of adult participants in in-service training, representing adult education institutions of educational processes

Actions: Be ready to adapt your teaching methods to the diverse needs and learning styles of adult learners representing adult education institutions of the educational process. Remember that each adult participating in the educational process is different and may need an individual approach.

b. Show empathy and understanding

Activities: Seek to understand the perspectives and experiences of your adult continuing professional development participants representing adult education institutions of educational processes. Show that you care about their emotional wellbeing and that you are there to support them.

5. Monitor and evaluate communication



a. Regularly check understanding

Activities: Frequently check that students understand the information being conveyed. You can do this through short quizzes, follow-up questions or requests for summaries.

b. Collect feedback

Activities: Encourage adult continuing professional development participants representing adult learning process education institutions to share their feedback on your communication style and teaching methods. Use this feedback to continuously improve your skills.

6. Develop your communication skills

a. Participate in training courses and workshops

Activities: Take advantage of the communication training and workshops available, both online and onsite. Learn new techniques and methods that you can apply to your work.

b. Read and learn

Activities: Read books and articles on effective communication. Knowledge of communication theory and practice will help you better understand how to communicate effectively with your students.

Workshop exercises:

"Empathy Map" (duration 30 min)

Aim: To develop the ability to understand the perspectives of adult continuing professional development participants representing LGBT+ adult educational process education institutions and to create effective communication strategies by analysing different points of view. To understand the perspectives and experiences of adult continuing professional development participants representing LGBT+ adult educational process education institutions. To identify effective communication strategies in challenging situations. To develop skills of empathy and understanding of different points of view. To promote collaboration and exchange of experiences between teachers.

Introduction to the exercise: The facilitator introduces the topic of the exercise, an empathy map is a tool that helps to understand the experiences, needs and feelings of different people, in this case adult in-service training participants representing LGBT+ adult educational process institutions.

Character presentation: The presenter divides the in-service training participants representing adult education institutions into four teams and presents four characters of adult in-service training participants representing adult education institutions of LGBT+ educational processes, each with different challenges and experiences.



Character 1: A gay course participant who experiences social exclusion.

Character 2: Transgender student who meets resistance at school.

Character 3: A bisexual course participant who feels peer pressure.

Character 4: A lesbian course participant who is a victim of cyberbullying.

Creating empathy maps: Each team is given a large sheet of paper and markers. The sheet is divided into six sections:

What an adult involved in the educational process says: What messages, questions and concerns does the adult involved in the educational process express?

What an adult involved in the educational process thinks: What thoughts may accompany the student in this situation.

What an adult involved in the educational process feels: What emotions might accompany the student?

What does the adult involved in the educational process see: What situations, behaviours of others and the environment can the adult involved in the educational process observe?

What does the adult involved in the educational process hear: What comments, opinions and conversations reach the student?

What does the educational adult do: What actions does the educational adult take in response to his/her situation?

Teams have 20 minutes to complete their empathy maps, reflecting on each section from their character's perspective. Professional development participants representing adult education institutions are encouraged to use concrete examples and imagine real-life situations.

Presentation of empathy maps: Each team presents its empathy map to the rest of the continuing professional development participants, representing adult education institutions. The presentation should be short (5-7 minutes) and focus on the most important findings.

Group discussion: After the presentations, the facilitator initiates a discussion by asking questions such as:

What common threads and differences did you notice between the characters?

What communication strategies can be most effective with each character?

How can we apply these lessons to our daily work with LGBT+ students?



Summary: The workshop leader summarises the key findings from the discussion and provides a list of practical tips for communicating with LGBT+ students.

Materials needed:

Large sheets of paper

Markers

Note pads and pens (optional for recording observations)

9. Responding to questions and concerns of adult in-service training participants representing adult education institutions of the educational process

Responding to the questions and concerns of adult in-service training participants representing adult education institutions of educational processes is a key element of effective communication, especially in the context of LGBT+ topics. Attentive listening is the foundation of this process, as it allows the teacher to understand not only the content of the questions, but also the emotions and intentions of the adult in-service training participants, representing adult educational process education institutions. It is important to maintain eye contact, nodding and paraphrasing the statements of the adult in-service training participants, representing adult education institutions of educational processes, in order to confirm the understanding of their questions. Openness and acceptance are equally important. Displaying these qualities builds trust and encourages adult in-service participants representing adult learning process education institutions to share their thoughts and feelings without fear of judgement. The teacher should avoid a judgmental tone, be neutral in facial expression and use inclusive language to create a welcoming environment for conversation. The teacher's answers should be accessible and understandable, meaning that they must be clear, specific and appropriate to the student's level of understanding. It is important to use simple language and avoid complicated terms. The use of examples and analogies can help to clarify complex



issues, and follow-up questions can ensure that the adult involved in the educational process has understood the answer. Honesty and authenticity are key to building trust. The teacher should speak openly and admit ignorance if necessary, while promising to return with an answer once the relevant information has been obtained. This approach shows students that the teacher is authentic and trustworthy. Reinforcing a sense of security is extremely important so that students feel comfortable asking questions and sharing their concerns. The teacher should ensure that conversations are confidential and create an atmosphere of mutual respect in which students feel protected and understood. Promoting critical thinking also plays an important role. Encouraging adult learners representing adult education institutions of the educational process to reflect on different perspectives and develop their own opinions helps them to better understand complex issues. The teacher can ask open-ended questions that encourage reflection and discussion, such as "Why do you think this is happening?" or "What do you think about this situation?".

Workshop Exercise: "Questions and Doubts"

(duration 15 min)

Aim: To develop the skills of adult educators in responding to questions and concerns of adult in-service participants representing adult education institutions of educational processes related to LGBT+ topics. Practical application of effective communication techniques. To develop the ability to empathise with and understand the perspectives of adult in-service training participants representing adult education institutions of educational processes.

Creating strategies for dealing with difficult questions and doubts of adult continuing professional development participants representing adult education institutions of educational processes.

Promoting an inclusive and supportive school environment.

Introduction to the exercise:

The workshop leader explains the purpose of the exercise and its importance.

It emphasises that the aim is to put into practice effective communication techniques such as attentive listening, openness, honesty and promoting critical thinking.

Written task:



Each participant is given a sheet of paper and a pen.

Participants have 5 minutes to write on cards the most common questions and concerns that may arise for adult continuing professional development participants representing adult education institutions of LGBT+ educational processes.

The facilitator collects cards from in-service training participants representing adult education institutions.

He randomly selects several questions to be discussed at the forum.

Discussing the questions:

- The presenter reads aloud the selected questions one by one.
- Each question is discussed in the forum. The facilitator encourages responses, sharing thoughts and experiences.
- Discussion should last approximately 5-7 minutes for each question.

Analysis of responses:

After each question has been answered, the trainer summarises the key findings. Points out effective communication strategies used in the responses. Highlights which techniques (e.g. attentive listening, use of plain language, honesty) were most effective.

The facilitator asks in-service participants representing adult education institutions to reflect on the exercise.

Participants share their thoughts on difficulties and successes when answering questions. Finally, the facilitator concludes the exercise by highlighting key points on effective communication in the context of questions and concerns of adult continuing professional development participants representing adult education institutions of LGBT+ educational processes.

Materials needed:

Sheets of paper

Pens

Whiteboard or flipchart (optional, for recording key findings)



10. How to tackle discrimination and exclusion

Addressing discrimination and exclusion at school requires a multidimensional approach that includes understanding the problem, effective communication, cooperation and implementing appropriate actions. The first step is to understand the nature of discrimination and exclusion. Discrimination can take many forms - from direct acts of hostility, to subtle forms of exclusion, to systematic practices that marginalise certain groups. It is important for teachers to be aware of these different forms and to be able to recognise them.

Effective communication is a key element in problem solving. Teachers need to create open and safe spaces where students can share their experiences and concerns without fear of rejection or repression. Attentive listening, empathy and emotional support are invaluable here. The next step is collaboration. Dealing with discrimination and exclusion requires cooperation on many levels - between teachers, students, colleagues and the school administration. All parties need to be involved in the process in order to develop sustainable and effective solutions.

Implementing appropriate measures is the last but equally important step. Teachers should use educational strategies and methods that promote inclusivity and equality. This can include diversity education programmes, anti-discrimination workshops, peer mediation and anti-discrimination policies. It is crucial that these activities are consistent and long-term, rather than one-off initiatives.



It is also important to monitor and evaluate the actions taken. Teachers should regularly evaluate the effectiveness of the strategies implemented and adjust them if necessary. Continuous reflection on one's own actions and their impact on adult in-service training participants representing adult education institutions of educational processes allows for continuous improvement of practice.

Workshop exercise:

"Exclusion of the LGBT+ Student".

(duration 35 min)

Aim: To understand the problem of discrimination and exclusion and to develop strategies to deal with such a problem in the school context.

Introduction to the exercise:

The facilitator explains the purpose of the exercise and reminds participants that they will be working on a real case of discrimination.

Annex 4.

Case study:

Groups have 20 minutes to analyse the case, taking into account:

- Identifying sources of discrimination and exclusion.
- Understanding the emotions and perspectives of Jacob and others involved.
- Develop communication strategies and actions that can help solve the problem.



Presentation of results:

Each group presents its analysis and proposals for action to the rest of the continuing professional development participants representing adult education institutions. The presentation should last about 5-7 minutes.

Discussion and feedback:

The facilitator and participants discuss the groups' proposals, giving feedback on the effectiveness of the proposed actions.

Summary:

The facilitator summarises key findings and recommendations for addressing discrimination and exclusion.

11. Understanding the perspective of colleagues and the professional environment of LGBT+ people

Understanding the perspectives of colleagues and those in the professional environment of LGBT+ adult learners requires consideration of the complex, often emotional responses to the process of disclosing sexual or gender identity in work and learning environments. Learners who are also professionally active may face challenges due to lack of acceptance, prejudice or misunderstanding from colleagues, supervisors or other professional and social participants.

For many people in a professional setting, confronting a colleague's LGBT+ identity can evoke emotions such as surprise, uncertainty, fear and sometimes even resistance due to lack of knowledge or deeply ingrained socio-cultural norms. These reactions are often natural and stem from limited experience in dealing with non-heteronormative or transgender people.

For this reason, access to sound education, space to ask questions and talk, and organisational support - both in educational and professional contexts - is crucial. Those around the LGBT+ adult learner should have the opportunity to develop competences in empathy, inclusive communication and understanding of diversity.

Concerns about the future of the LGBT+ person - such as the risk of discrimination, isolation or professional restrictions - are common and require an open educational attitude on the part of institutions and educators. Fostering positive attitudes and countering stereotypes among colleagues can make a significant difference to learners' wellbeing and successful functioning as employees and learners.

The process of acceptance and adaptation by the professional environment is one that requires time, understanding and commitment. The role of educators and training institutions



is not only to support the LGBT+ student, but also to create an environment that fosters openness, acceptance and constructive cooperation in educational and professional environments.

12. Typical problems and difficulties of adults in learning and work.

Adult learners who are simultaneously functioning in a professional environment may face a variety of difficulties related to the topic of LGBT+ identity - both in their professional and personal environment. For those supporting loved ones who identify as LGBT+, these challenges may relate not only to emotional adjustment to the new situation, but also to reconciling professional, family and educational roles.

Accepting and understanding a loved one's identity is often the first and most difficult step. Adults who combine work and study may struggle with their own beliefs and emotions, especially if their knowledge of the LGBT+ community is limited. Reconciling personal values with a new reality can take time, support and an openness to change perspectives.

Concerns about the safety and future of a loved one are another source of stress. People in education and work worry about the possibility of discrimination, social exclusion or lack of acceptance in the workplace, school or community. These fears are particularly strong when it comes to transgender, non-binary or queer people, who are more likely to face misunderstanding and hostility.

Difficulties in interpersonal communication - both in family and professional relationships - are a common problem. Adult learners may have limited time and emotional resources to have supportive conversations, which can lead to tensions and misunderstandings. A lack of ability to dialogue about topics related to gender identity or sexual orientation often stems from a lack of prior exposure to such topics.

Many adults also experience **internal conflict and guilt** - they wonder if their upbringing, values or behaviour may have influenced the difficulties their loved one is facing. This feeling can be aggravating, especially when they have to balance it with work and educational responsibilities.



The lack of information and support resources is also a significant problem. Adult learners often do not know where to look for help - they lack access to support groups, professionals or validated educational materials that would allow them to better understand and support their loved ones. Finally, there is **a sense of social isolation**, which can be particularly strong in professional environments where the topic of LGBT+ identity is still taboo. Those supporting LGBT+ loved ones may feel alone in their actions, especially if those around them do not show understanding or empathy.

13. emotional and educational support for adult learners and workers

Adults who are simultaneously in education and work function in a uniquely complex psychosocial environment in which professional, educational and family responsibilities overlap. When the need to support someone who identifies as LGBT+ arises in their lives, they need comprehensive, multidimensional support - both emotional and educational. The aim of this support is not only to counteract the crisis, but also to build competences that will enable them to respond adequately and empathetically in the long term.

1. provide empathic emotional support

The first and key element is to create a space where adults can safely express their emotions - including anxiety, fear, insecurity or inner contradictions. Recognising these emotions as a natural part of the adaptation process is the basis for further personal development. Professional emotional support - in the form of individual therapy, support groups or psychological consultations - should focus on accepting these emotions and developing the mental resilience necessary for supportive roles.

2. working on the integration of personal values and attitudes towards LGBT+

Many adults struggle with the conflict between existing beliefs and the new reality of coming out to a loved one or the presence of LGBT+ topics in professional and educational spaces. Support interventions should offer a safe environment to reflect on one's own values, and help to transform attitudes - from potential resistance or ambivalence towards empathy, acceptance and readiness to act. Support may include elements of coaching, narrative therapy or civic and social attitude development work.

3. developing communication and relationship skills

In the context of supporting LGBT+ people, the quality of communication - both within the family and in professional settings - is crucial. Workshops on empathic communication, active listening and conflict resolution help adult participants learn how to talk with respect, openness and attentiveness. It is particularly important to learn the skills of non-judgmental dialogue, which enables an LGBT+ person to share their experiences openly.



4. education and deconstruction of LGBT+ stereotypes

Education is the foundation for change. Adults learning and working need to be provided with accurate, up-to-date and scientifically verified information about sexual orientation, gender identity and the challenges faced by LGBT+ people in different spheres of life. It is critical here to de-mythologise beliefs based on stereotypes and misconceptions. Educational programmes can include webinars, guest lectures, access to multimedia materials and consultations with specialists (sexologists, psychologists, educators).

5. providing information on available forms of institutional support

Adults studying and working should be equipped with knowledge of local and national resources - family support groups, LGBT+ rights organisations, specialist psychological counselling or educational materials. It is crucial that these resources are realistically accessible - both in terms of location and time, which is particularly important for those combining education with work.

6. developing practical skills to support LGBT+ relatives

Support must not be limited to declarative acceptance - it must also be visible in action. Adults should acquire skills in:

- supporting a loved one in the face of discrimination,
- affirmation of her identity in everyday situations,
- creating a safe, accepting family and working environment,
- responding proactively to manifestations of intolerance in the workplace or education.

Practical training in the form of case studies, simulated difficult situations or reflective group work is particularly effective in this respect.

7. preparedness for crisis situations and intervention

An essential element of support is to prepare adults for difficult situations - such as an emotional crisis of a loved one, attempts at self-harm, social exclusion or violence (in the family, at work, at school). Support programmes should include a crisis intervention component - guidance on how to recognise danger symptoms, how to react and where to refer for specialist help. Often, basic knowledge is enough to prevent a crisis from escalating and to help in a timely manner.



14. Mediation in adult education - an effective tool for dialogue and anti-discrimination

Contemporary adult education - especially in professional, culturally and identity-diverse environments - is increasingly challenged not only to impart knowledge, but also to foster attitudes of openness, empathy and social responsibility. In this context, peer mediation is becoming an extremely important tool not only for resolving interpersonal conflicts, but above all for building a culture of dialogue and mutual respect, also towards LGBT+ people.

Peer mediation is a collaborative and empathetic process conducted by trained members of the same community - in this case, adult participants in educational processes who, with the appropriate competences, can act as neutral mediators. Its main objective is to enable the conflicting parties to jointly work out solutions that are acceptable to all and that do not impose an external settlement.

For mediation to work effectively in an adult education setting, it is crucial that the process and its participants are properly prepared. Those selected as mediators should receive professional training covering not only communication and negotiation techniques, but also issues related to social diversity, including sexual orientation, gender identity and mechanisms of exclusion and microaggressions. This knowledge is essential, especially when prejudice or lack of acceptance of otherness is the source of the conflict.

The mediation process begins with preliminary meetings, during which the mediator talks to each of the conflicting parties individually. This stage serves to understand the emotional context of the situation, set expectations and prepare the ground for a joint meeting. The mediation meeting itself should be conducted in an atmosphere of respect, openness and confidentiality. Mediators do not impose solutions - their role is to facilitate communication, provide equal access to voice and support in naming emotions and needs. Particular attention should be paid to situations where conflicts concern the identity of the participants - for example, where one of the adults experiences discrimination on the basis of sexual orientation or gender expression. Mediators need to be prepared to recognise subtle forms of exclusion, such as ridicule, avoidance or seemingly 'innocent' comments, which have a profound impact on the psychological wellbeing of the LGBT+ person. In such cases, mediation should not be about 'settlement at all costs', but about supporting the process of awareness, empathising and changing attitudes. An important element of mediation is termination - that is, the point at which the parties come to a common understanding. Termination should not be merely formal - it must be underpinned by a real understanding and readiness to implement change. Drawing up closure documentation, agreeing on next steps and planning monitoring of implemented solutions helps to consolidate positive outcomes and prevent the conflict from



recurring. In more complex situations, such as when tensions escalate or symptoms of psychological violence emerge, mediation may not be sufficient. It is then necessary to include additional support - psychological, therapeutic or intervention support. Educational institutions should have a clear response procedure in place and a network of contacts to professional actors who can support participants in crisis. The implementation of peer mediation in adult learning and working environments is not only a solution to specific disputes, but also an investment in the development of social competences, a democratic work culture and conscious inclusivity. Learning communities that implement this method with respect for diversity give their members real tools to counter discrimination and build a safe, accepting environment - both in the classroom and in the workplace.

I. The preparatory stage - the foundation of effective mediation

Recruitment and training of mediators

In adult settings, mediators should be people who are trusted, distinguished by their emotional stability, ability to remain neutral and high interpersonal competence. They may be educators, tutors, educational project coordinators, team leaders or staff of education and training institutions. It is important that the selection of mediators is transparent, voluntary and based on competence, not hierarchy.

The training of mediators should be based on three pillars:

- **Technical-communicative:** introduction to mediation methodology, active listening techniques, formulating questions, building neutral language and regulating tensions.
- **Ethical-legal:** principles of confidentiality, impartiality, voluntariness, as well as knowledge of the legal aspects of anti-discrimination in the workplace.
- **Socio-cultural:** an in-depth knowledge of the phenomenon of diversity (with a particular focus on sexual orientation, gender identity and inclusivity), as well as an awareness of biases and microaggressions present in organisational culture.

Mediators prepared in this way gain not only the tools to talk, but also the ability to build a safe space for dialogue - crucial in the LGBT+ context.

Structure and procedure of mediation

The mediation process in adult settings needs to be **clearly defined, embedded in an institutional framework** and understood by all participants. Working adults value efficiency, clarity of rules and timeframes - so mediation should be carefully planned:

- Initial meetings with each party - to understand individual needs, emotions and readiness for mediation.



- The actual mediation session - moderated by the mediator following the structure: opening up, expressing positions, seeking common ground, generating solutions.
- Closure and evaluation - i.e. documenting findings, planning implementation and evaluating the process.

Documentation tools

In working with adults, formalisation of the process is essential. Documentation should include:

- mediation consent form,
- a charter of the problems and objectives of mediation,
- memorandum of understanding,
- schedule of monitoring meetings,
- evaluation questionnaires.

Formalisation is not about control, but about transparency and building trust within the professional community.

II. The conduct of mediation - space for constructive dialogue

Preliminary meetings

Individual conversations with each party are crucial - this is the moment when the mediator establishes a relationship based on trust and safe communication. Adult participants may not be used to talking about emotions - so it is useful to use the tools of active listening, paraphrasing and open questions to help them name their needs and concerns.

At the same time, it is a time to **prepare** the parties **educationally** - explaining what mediation is, what the rules are and what the mediator's role as a neutral person is.

Mediation session

The session should be set in a structure that the mediator clearly communicates from the beginning. Adults often expect specifics, so the mediator should take care:

- **clarity of language**, avoiding psychological jargon or judgements,
- **equal access to the floor**, moderation of speaking time,



- **regulating tension**, e.g. through pausing, mirroring or short pause techniques.

The mediator must be particularly sensitive to aspects of discrimination or intolerance - even if they are not explicitly named. In the case of a conflict involving an LGBT+ person, it is useful to ensure inclusive and non-judgmental language, and to firmly protect the mediation space from homophobic or transphobic messages.

III. Working out solutions - from talk to action

Once the core of the conflict has been identified, the mediator moves on to the solution-seeking phase. In professional and educational settings, it is important that solutions are:

- **concrete and operational** (e.g. a new way of communicating information, a change in routine, an application for joint training),
- **agreed collectively** and not imposed,
- **verifiable over time** (specifying what will change, by when, how to measure it).

It is recommended that these agreements be documented in a written form signed by both parties and the mediator.

IV. Closure of mediation and monitoring of effects

Concluding a mediation is not just about taking stock. It is also about **formalising** the parties' **responsibility** for implementing the agreements and **planning mechanisms to control effectiveness**.

- Schedule follow-up meetings (e.g. after 2 weeks, one month).
 - Conduct a short evaluation (questionnaire or individual interview).
 - Suggest a channel of communication in case the conflict is renewed.
-

V. Supportive and corrective action

Not every conflict can be resolved through mediation. Adults, especially those functioning in emotionally charged environments, may need psychological, therapeutic or institutional support.



In the case of serious violations, such as:

- persistent discrimination,
- verbal or psychological violence,
- Rejection of a person because of their sexual orientation or gender identity,

the educational institution or employer **is obliged to** implement intervention procedures and use external experts - psychologists, professional mediators, anti-discrimination organisations or an ombudsman.

15. the role of mediation in conflict resolution in the working adult community

Mediation, as an alternative method of conflict resolution, is gaining particular relevance in professional and adult education settings where participants already have certain experiences, values and beliefs. Unlike formal avenues of intervention, such as disciplinary or judicial proceedings, mediation is based on voluntary dialogue, party autonomy and the joint search for solutions - which fits perfectly with the needs and expectations of adults. In the context of working adults, mediation does not only have the function of resolving a dispute - its task is primarily to rebuild trust, improve communication and create a culture of shared responsibility. Today's workplaces and adult education institutions are increasingly diverse in terms of gender identity, sexual orientation, background or cultural values. Mediation therefore makes it possible to respond to the tensions arising from diversity in a way that is constructive, empathetic and compatible with human dignity. The mediator's role is not to settle, but to facilitate the communication process - to support the parties in articulating their needs, understanding each other's perspectives and developing solutions that are not a compromise 'by force', but the result of a genuine rapprochement of positions. When working with adults, it is crucial that the mediator is also able to recognise the hidden layers of conflict - e.g. exclusion mechanisms, stereotypes or unconscious prejudices against LGBT+ people. Importantly, mediation is flexible in nature - it can be conducted in individual, team or hybrid forms, tailored to the participants' work schedules. In this way, it allows not only to solve current problems, but also to strengthen communication and negotiation skills in adults, which translate into better cooperation and greater team effectiveness. In adult education, mediation also becomes a metacompetence tool - it teaches how to respond constructively to conflict, how to regulate emotional tensions and how to support marginalised people. In an environment where more and more people are speaking openly about their sexual orientation or gender identity, mediation can be the foundation of an inclusive, supportive institutional culture.

16. Mediation techniques and methods in working with adults - development of interpersonal skills and anti-discrimination



When working with adults - especially those combining work and education - mediation requires the use of techniques tailored to their communication style, life experience and social sensitivity. Effective mediation is not about using 'one-size-fits-all formulas', but about skilfully adapting the methods to the real needs and professional context of the parties.

Mediation techniques

- **Active listening**

A key technique that enables the parties to feel truly listened to. The mediator shows full engagement, paraphrases, questions and confirms understanding of statements. In conflicts over identity or exclusion, active listening is a tool for building emotional security.

- **Paraphrasing and mirroring emotions**

Repeating a content or emotion in a non-judgmental form allows a party to feel understood and to see how their message might be received by others. This facilitates the rephrasing of attitudes and the search for a common language.

- **Asking open questions**

Questions such as "What has been most difficult for you in this situation?" or "What change do you most need?" open up space to reflect and move beyond accusations. Particularly helpful in situations where biases or microaggressions are involved.

- **Problem reformulation**

This involves changing the narrative of the conflict from accusatory to constructive. Instead of 'he doesn't accept me', the mediator can help formulate it as 'I feel unappreciated and need more understanding'.

Styles of mediation - selecting a method to meet adult needs

- **Facilitation mediation** - most commonly used when working with adults. The mediator supports the parties to communicate and come to their own solutions. Works well in situations where the parties are ready to talk but need structure and moderation.
- **Evaluative mediation** - helpful when the parties want suggestions or direction. The mediator can present possible outcomes of actions based on experience or industry knowledge. In work environments, it often supports agreements on responsibilities or team communication.
- **Transformational mediation** - ideal when the aim is not only to resolve conflict but also to rebuild trust. Focuses on developing empathy and mutual understanding. Particularly useful in the context of inclusivity and working with LGBT+ people.



- **Narrative mediation** - allows parties to tell their story and see how narratives affect their perceptions of the situation. Helpful for conflicts arising from cultural biases or stereotypes.
- **Inclusive mediation** - seeks to find win-win solutions for both parties ('win-win'). Focuses on shared values and needs. Often used in team, project or interdepartmental processes.

Workshop: "Conflict resolution in work and adult education environments"

Aim: To practice real conflict situations and develop practical mediation skills.

Duration: approx. 20 minutes

Stages:

1. **Theoretical introduction** - a brief overview of the principles of mediation.
2. **Split into groups** - participants take on the roles of conflict parties and mediators.
3. **Case study (e.g. diversity conflict within a project team)** - scenario presentation.
4. **Mediation simulation** - using the techniques discussed.
5. **Feedback and discussion** - groups share reflections, identify process strengths and areas for improvement.
6. **Summary and conclusions** - the facilitator emphasises the importance of mediation as a tool for developing social skills and building an inclusive culture.

17. how to help rather than avoid the topic of "Otherness" in adult education

Contemporary adult education, shaped by dynamic social, cultural and technological changes, faces the need to redefine its approach to diversity. Under conditions of increasing multiculturalism, professional mobility and demographic diversity of participants in lifelong education, the topic of "otherness" is not a marginal thread, but a constitutive element of the



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entire didactic process. "Otherness" is understood here as a deviation from the dominant social and cultural norms - concerning gender identity, sexual orientation, ethnicity, religion, disability or economic status.

Avoidance of diversity topics as a hidden form of exclusion

In many educational institutions, the avoidance of 'controversial' topics such as sexual orientation or gender identity is motivated by fear of conflict, loss of worldview neutrality or the unpreparedness of educators. Meanwhile, such 'tacit consent' leads to the reproduction of stereotypes and the perpetuation of inequalities. The lack of visibility of minorities in curricula and in the institutional space of adult education results in symbolic exclusion.

This exclusion is not always visible. It can take the form of 'cold indifference' or distance, which causes people with different identities to withdraw from active participation, fail to share their perspectives and remain on the margins of the educational process. Meanwhile, adult education, according to the tenets of andragogy, should create a space for the exchange of experiences and participatory learning.

Inclusive education: a strategy, not a one-off action

Helping to deal with themes of 'otherness' requires a systemic approach. Inclusive education is not just a set of tools or didactic methods, but above all **an organisational attitude and philosophy** that implies equality in access to knowledge and opportunities for development. In adult education it is therefore necessary to:

- Introduce **diversity topics** into the regular elements of the curriculum.
- Use **peer education** and dialogue facilitation **methods**.
- Use **inclusive language** - avoid heteronormative assumptions, gender and class stereotypes.
- Create **safe spaces** for expression and identity.
- Enable **difficult topics to be present** in contemporary forms (case studies, interdisciplinary projects, simulated situations).

Structural support for LGBT+ and other minorities

There is no shortage of LGBT+ learners among adult learners, who often carry the experience of years of silence, exclusion and having to conform to societal expectations. Offering them support must not just be a crisis intervention, but **part of a long-term equality policy**. Examples of institutional tools include:



- **Mentoring programmes** with mentors who understand the specifics of identity challenges.
- **Peer support groups** functioning as open discussion forums.
- **Contact networks** with specialists (psychologists, career counsellors, mediators).
- **Anti-discrimination policies** and procedures for reporting abuse (hate speech, exclusion).

The role of educators as facilitators of change

An adult educator is not only a lecturer or trainer, but above all a **facilitator of group processes and a moderator of social change**. That is why his role in modelling attitudes of openness, empathy and social sensitivity is so important. He or she should be:

- Prepared to work in diverse groups.
- Trained in non-discriminatory communication.
- Supported by the institution in developing competence in equality education.

It is also worthwhile for educators to use **supervision and professional intervention**, sharing difficult cases and learning from each other.

Diversity as an educational value

Adult education cannot be limited to imparting instrumental, applied knowledge. Its aim should be the development of the whole person - his or her social, emotional and civic competences. Diversity in this perspective becomes not only a challenge, but above all an educational resource. Learning from each other, confronting each other with a different perspective, sharing stories - all this builds an education that is not only effective but also meaningful.

18 What are the biggest mistakes made by those close to LGBT+ people?

Supporting LGBT+ people in social and educational settings is not just a gesture of kindness - it is a duty under the basic principles of equality, ethics and interpersonal responsibility. Yet, in many cases, those close to us - family members, colleagues, friends or educators - unwittingly replicate behaviours and attitudes that, rather than empowering, destabilise the identity process and undermine LGBT+ people's sense of safety.

These errors are not always the result of bad will. Much more often they have their origin in a lack of knowledge, internal axiological tensions or social stereotypes which, unchallenged, function as a default framework for interpreting reality. It is their unconsciousness that makes them so difficult to grasp and so destructive at the same time.



One of the most serious and common mistakes is to **ignore or minimise the identity of the LGBT+ person**. This manifests itself in a number of ways - from not using preferred pronouns and name, to avoiding topics related to one's personal life, to a complete failure to recognise one's claimed identity as real and deserving of respect. Such a strategy of apparent 'conflict non-delivery' most often functions as an expression of the discomfort of an environment that is not ready to accept a reality different from the heteronormative one. Unfortunately, in the perception of the LGBT+ person, this is tantamount to rejection.

Related to this is another important issue: **attempts to reinterpret or 'correct' identity**. When an LGBT+ person is confronted with narratives suggesting that their identity is the result of a 'phase', a 'fashion' or a trauma, they are faced with undermining the foundation of their own existence. Such messages - even if formulated with the intention of helping or protecting - are exclusionary and psychologically violent. Research unequivocally shows that lack of acceptance in one's immediate environment, combined with attempts to change one's identity, significantly increases the risk of depression, self-harm and educational and professional exclusion.

No less egregious is the **failure to respond to discrimination** - in both overt and subtle forms. Silence in the face of transphobic jokes, the toleration of homophobic comments, or the normalisation of micro-aggressions ("I don't mind, but...") leads to the perpetuation of the belief that the social space is not safe. For many LGBT+ people, the absence of a voice of support in moments when public declarations of hate are made is more acute than the hate itself. In adult education, where there is no child-teacher asymmetry, responsibility for communicative culture is shared - but it is the immediate environment (co-participants, educators, mentors) that has the greatest potential to counteract these mechanisms.

A separate but related problem is **silence due to uncertainty or fear of 'awkwardness'**. Some people around them avoid talking about sexual and gender identity because they do not know how to behave, what to say, or are afraid of making a mistake. Meanwhile, avoidance is a message in itself - most often interpreted as lack of interest, indifference or even condemnation. In reality, it is the attempt to have an honest conversation, even an imperfect one, that shows concern and a willingness to build a relationship of trust. The absence of such a conversation deepens emotional isolation and reinforces the sense of otherness as a burden.

A particularly dangerous mistake - often underestimated in its seriousness - is the **invasion of privacy by revealing someone's identity (so-called outing)** without their consent. Such an act can have serious consequences: from exclusion in the workplace, to severance of family relationships, to a real threat to safety. For LGBT+ adults, outing is not only a betrayal of trust, but also a violation of the right to autonomy and self-determination. In any situation - regardless of intention - the LGBT+ person must be the one to decide to whom, when and under what conditions they reveal their identity.

Finally, it is worth pointing out another often unnoticed aspect: **the lack of emotional presence in crisis situations**. When LGBT+ people experience discrimination, rejection or an



identity crisis, their environment should be a source of support. Unfortunately, all too often the response is silence, changing the subject, avoiding contact - and sometimes even redirecting responsibility ('you have to be stronger', 'don't worry'). The lack of empathetic accompaniment at such moments leads to a sense of deep loneliness and lack of support, which can have long-term emotional consequences.

It is not necessary to know all the terminology or understand every nuance to be a good ally. What is crucial is **a willingness to learn, reflect and accept that our words and actions matter**. An environment that is unresponsive to its own mistakes does not grow with the LGBT+ person - and thus stops their relational and emotional development.

Training module:

"From intention to responsibility. How to avoid mistakes and realistically support LGBT+ people in adult education"

Duration: 90-120 minutes

Target audience: educators, trainers, managers, mentors, tutors, people working in multicultural or multiple identity environments

Operational objectives:

- Identify key mistakes made towards LGBT+ people in educational and professional settings.
- Development of communication competences based on empathy and inclusive language.
- Shaping attitudes of allyship and responding to discrimination and microaggressions.
- Redirect supportive intentions into actions with real impact.

Exercise 1: "Intention vs. effect".

Form: group work (groups of 3-4 people)

Duration: 25 minutes

Description:

Participants analyse examples of statements or behaviours that are often made in 'good faith' and yet can be perceived as exclusionary or violent.

Examples:

- "I have nothing against gay people, as long as they don't flaunt it at work."
- "Why the pronouns? After all, it's clear what it looks like."
- "You're too intelligent to say you're bisexual."



Tasks for the group:

1. What intention might the person uttering the sentence have?
2. What might be the real effect of such a message on an LGBT+ person?
3. How could we respond differently to make the message supportive?

Educational objective: to develop linguistic awareness and reflective competence, to distinguish between subjective intention and objective effect of an utterance.

Exercise 2: "Support and risk map"

Form: individual work + plenary discussion

Duration: 20 minutes

Description:

Participants are given a schematic drawing of a 'map' of the educational or professional space (e.g. classrooms, corridors, team communication, individual consultations). Their task is to:

- Mark spaces that foster LGBT+ inclusion and safety.
- Identify areas of risk (places, situations, relationships) that may generate discomfort, exclusion or risk of outing.

Reflection: what determines that a space or relationship is supportive? What institutional interventions can strengthen these spaces?

Educational objective: to develop analytical competence in diagnosing the organisational environment in terms of inclusivity.

Exercise 3: "Boundary situations - supportive responses".

Form: working in pairs or small groups

Duration: 30-40 minutes

Description:

Participants receive case studies (mini-scenarios) describing real-life situations requiring a response from the environment. Each group develops a possible response based on empathy, non-discriminatory language and equality standards.



Example scenarios:

- A colleague from the education team said: "I don't understand these non-binary people - let them make up their minds."
- The course participant privately tells the instructor that he or she identifies as transgender and asks to use a new name.
- During the workshop, another person comments: "It's an exaggeration with these pronouns. It's just a fad."

Tasks:

- What would be wrong in this situation?
- How to respond assertively yet supportively?
- What resources (bylaws, code, diversity policy) can you use in your institution?

Educational objective: to develop skills to respond to symbolic violence and micro-aggressions in real time.

Exercise 4: "Dialogue instead of correctness - how to talk about otherness?"

Form: moderated discussion (or fishbowl)

Duration: 20-30 minutes

Description:

Participants take part in a moderated discussion in which they share their experiences of talking about identity, diversity and 'awkwardness'. Guiding questions:

- What is stopping me from having an open conversation with an LGBT+ person?
- How can I speak empathetically if I am not an expert?
- How do you distinguish between curiosity and nosiness?

Educational objective: to break down language and cultural barriers related to LGBT+ issues, promoting authentic dialogue instead of perfect 'correctness'.



Final exercise: "One change - a personal commitment".

Form: individual reflection + (optional) public sharing

Duration: 10 minutes

Description:

Each participant writes down on a piece of paper one action, resolution or change they intend to make in their professional/educational environment to improve LGBT+ inclusion.

Examples:

- "I start every new training group with a question about names and pronouns."
- "I will react when someone says a homophobic joke."
- "I will propose the introduction of a diversity policy at my institution."

Educational objective: translating reflection into real action - grounding the training effect in practice.

Recommended materials to support the training:

- Excerpts from: '*Anti-discrimination education. A trainer's handbook*', TEA (2023)
- List of organisations supporting LGBT+ people and inclusive education (e.g. Campaign Against Homophobia, Lambda Warsaw, Tolerado)
- Inclusive language card for educators (author's or institutional support material)

19. teaching learners self-acceptance and assertiveness

Teaching learners self-acceptance and assertiveness is fundamental to healthy emotional and social development. Introducing these skills requires thoughtful learning activities and support from adult educators, the school and colleagues.

The first step in teaching self-acceptance is to create an environment in which learners feel safe and accepted. Teachers should model attitudes of acceptance and respect, demonstrating that every person is valuable and deserves respect regardless of differences. It is crucial to



introduce themes of diversity and inclusivity into the curriculum, using literature, films and other educational materials that promote positive models of self-acceptance.

Teachers can provide activities and workshops that help learners understand their emotions, recognise their strengths and develop positive self-esteem. Exercises can include techniques such as creating personal 'strengths flowers', where learners write their skills and talents on paper flower petals, which can then be displayed in the classroom. Such visual representations help learners to see their unique values.

Workshop exercises (complementary module to the equality training for adult educators)

Exercise 1: Body positivity as a tool to promote self-acceptance and mental health

Duration: 15 minutes

Educational objective: To develop the capacity for self-reflection in the context of body image, to raise awareness of the importance of corporeality in adult education and to strengthen empathy towards participants with experiences of bodily exclusion.

Exercise description: The facilitator introduces participants to the topic of corporeality, highlighting its importance for the self-esteem and psychological well-being of adult learners. In the context of adult education, it is particularly important to realise that participants - regardless of age or background - often bring experiences of objectification, criticism or marginalisation because of their appearance into the educational space.

Instruction: Participants receive sticky notes and pens. Each person writes down four things they accept or appreciate about their body - both physical and functional (e.g. "I appreciate my hands because they make me create", "I like my grey hair - it's part of my story").

Then, in an atmosphere of voluntariness and safety, willing participants share a selected item from their list. The facilitator moderates the conversation, helping participants to identify how working on body image affects learning processes and group relationships.

Practical application: The discussion includes a reflection on the possibilities of using this type of exercise in work with adults - both in general groups and among people experiencing exclusion (people with disabilities, LGBT+ people, older people, people after experiences of violence).

Exercise 2: Assertiveness as a competence to support inclusiveness



Duration: 30 minutes

Educational objective: To strengthen communication competence in the assertive expression of needs and boundaries, with a particular focus on situations related to gender identity, sexual orientation and the protection of the rights of persons belonging to minorities.

Introduction: The facilitator provides a definition of assertiveness as the ability to express one's emotions, opinions and needs in a direct way that respects both oneself and others. He emphasises that in working with adults - especially in the context of diversity - assertiveness is a tool to counteract symbolic violence and to support people who may be experiencing micro-bullying and exclusion.

Course of the exercise: Participants analyse selected situational scenarios - realistic, set in the context of adult education:

- Refuse to continue working with a person who does not respect the participant's gender identity.
- A response to an event organised by an institution that marginalises LGBT+ people.
- Asking for help and support in the process of accepting one's identity.

Each participant writes two examples of assertive messages that could be said in the situations described. The facilitator discusses them in the forum, emphasising neutral language, non-defensive strategies, 'I-message' techniques and awareness of one's own and the other party's emotions.

Practical application: The exercise ends with a reflection: How do we develop assertiveness in adult learners, especially those with experiences of internalised homophobia or transgression of social norms? How to model assertiveness as an educator?

Exercise 3: Reflective training bracket - "What am I leaving with today?"

Duration: 40 minutes

Educational objective: To enable participants to make a structured summary of the key contents of the training, self-reflect on the skills acquired and formulate a personal action plan.

Description of the exercise: The facilitator invites participants to briefly self-reflect on the following questions:

- What was most important to me today? What surprised me?
- What can I immediately apply in my educational practice?



- What do I need further development or support in?

After a moment of silence and individual work, participants (on a voluntary basis) share their findings with the group. The facilitator moderates the discussion, grouping topics around the axis: knowledge - attitude - action. He encourages the formulation of realistic and measurable resolutions (e.g. "I will introduce the principles of inclusive language at the beginning of each new group", "I will propose an anti-discrimination workshop to my colleague(s) for the team").

Use: The exercise helps to integrate new content into the participants' belief and action system. It fosters the internalisation of the educator's role as a leader of social change.

Exercise 4: Evaluation of the training - Questionnaire (Annex 5)

Duration: 15 minutes

Educational objective: Evaluation of the relevance, effectiveness and usefulness of the training by the participants in order to further optimise it.

Description: Participants complete a prepared evaluation questionnaire with closed and open questions:

- To what extent did the training meet your expectations?
- How do you assess the usefulness of the content discussed in your professional work?
- What was worth adding, deepening or changing?

The survey can be supplemented with questions about participants' comfort level with LGBT+ topics and identification of potential barriers to implementation.

Use: Findings from the surveys can be used to personalise further educational measures and to implement strategies to raise equality competence at institutional level.

Completion of the module

The presenter closes the workshop by emphasising the continuum of competence acquisition in the area of supporting LGBT+ people in adult education. He encourages participants to consider the knowledge gained not as a one-off action, but as a foundation for further learning, testing solutions and initiating changes in the professional environment.

She thanks you for your activism and openness and encourages you to keep in touch and to make use of content resources, equality tools and support institutions. Building a



respectful and equal educational environment together is a process where every change matters.

Annex 1

Thank you for attending this workshop on supporting adult continuing professional development participants representing adult education institutions of LGBT+ educational processes in schools. Prior to the training, we ask you to complete this survey to help us assess your current level of knowledge and preparation for working with LGBT+ learners. After the workshop, we will ask you to complete the same survey to assess the effectiveness of the training.

1. How would you rate your knowledge of the LGBT+ community?

- Very low
- Low
- Average
- High
- Very high

2. How often do you bring up topics related to gender diversity and sexual orientation in your lessons?

- Never
- Rarely
- Sometimes



- Often
- Very often

3. do you feel confident in talking to students about LGBT+ issues?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

4. what are your skills in dealing with discrimination issues in the classroom?

- Very weak
- Weak
- Medium
- Good
- Very good

5. do you know where to refer colleagues of adult continuing professional development participants representing LGBT+ educational process adult education institutions for help and support?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

6. How would you rate your peer mediation skills?

- Very weak
- Weak
- Medium
- Good
- Very good

7 To what extent do you feel prepared to create an inclusive and safe space for adult in-service training participants representing LGBT+ adult educational processes in the classroom?

- Definitely not prepared
- Rather unprepared
- Neutral
- Rather prepared
- Definitely prepared



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8. What is your approach to problems of homophobia at school?

- Very uncertain
- Rather uncertain
- Neutral
- Rather certain
- Very secure

9. How would you rate your ability to talk to colleagues about the 'otherness' of their learners?

- Very weak
- Weak
- Average
- Good
- Very good

10. do you feel you have sufficient knowledge to promote equality and tackle discrimination at school?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

11. How would you rate your ability to respond to difficult questions and concerns of adult continuing professional development participants representing adult education institutions of educational processes on LGBT+ topics?

- Very weak
- Weak
- Average
- Good
- Very good

12 To what extent do you feel competent to create LGBT+ educational materials?

- Definitely incompetent
- Rather incompetent
- Neutral
- Rather competent
- Definitely competent



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13 How would you rate your ability to provide emotional support to adult continuing professional development participants representing LGBT+ adult educational process institutions?

- Very weak
- Weak
- Medium
- Good
- Very good

14. do you feel ready to work with students belonging to the LGBT+ community?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

15. what are your expectations from the workshop? (Please describe briefly)

- _____

16. Have you encountered problems of homophobia in your school?

-Yes

-No

17. How would you rate the effectiveness of your school's current anti-discrimination programmes?

- Very ineffective
- Rather ineffective
- Neutral
- Rather effective
- Very effective

18. what challenges do LGBT+ students face in your school? (Please describe briefly)

- _____

19. To what extent do you feel understood by other adult educators in terms of supporting adult continuing professional development participants representing LGBT+ education institutions?

- Definitely not understood



- Rather misunderstood
- Neutral
- Rather understood
- Definitely understood

Thank you for completing the survey!

Annex 2:

Scenarios for the exercise:

A student who is gay comes to the teacher because he feels excluded by his classmates. He asks for help to find ways to feel more accepted and safe at school.

Scenario 2:

A student who identifies as transgender faces incomprehension from colleagues. Co-workers in the work environment report to the teacher seeking advice on how to better support their child.

Scenario 3:

A trainee experiences homophobic comments from some adult in-service training participants representing adult education institutions of educational processes in the classroom. She comes to the teacher asking for intervention and strategies to deal with such situations.

Scenario 4:

The participant comes out as bisexual and fears the reactions of peers and adult educators. She seeks support to be able to talk openly about her orientation.

Scenario 5:



A participant, a non-binary person, asks a teacher for help to change the name and pronouns used in school. He meets resistance from the school administration and some adult educators.

Scenario 6:

A course participant who is a lesbian is the object of gossip and derision at school. She comes to the teacher for support in dealing with bullying and regaining her confidence.

Scenario 7:

Co-workers in the work environment of a student who identifies as transgender are opposed to his participation in school physical education classes according to his gender identity. They seek advice from the teacher on how to proceed.

Scenario 8:

A course participant reports to a teacher that he is being harassed on social media because of his sexual orientation. He asks for help in finding a way to deal with cyberbullying.

Scenario 9:

A course participant who identifies as asexual feels peer pressure to define his feelings. He comes to the teacher for support and advice on how to deal with this pressure.

Scenario 10:

A course participant who is gay asks a teacher for support in organising a school support club for adult continuing professional development participants representing LGBT+ adult educational process education institutions. She wants to create a safe place for herself and others, but is concerned about the reaction of some colleagues and adult continuing professional development participants representing LGBT+ adult educational process education institutions.

Annex 3.

Case Description:

Background of the situation:

Secondary school class participant Jacob is a homosexual person. Since his sexual orientation became known, he has noticed an increase in negative comments and behaviour from his peers.

Problem identified:

Jakub experiences exclusion at school every day. His classmates have started to avoid him and some pupils use offensive comments and homophobic jokes towards him.

Student emotions and reactions:



Jacob feels isolated and anxious. His self-esteem has plummeted and the stress of being discriminated against on a daily basis is negatively affecting his academic performance and general wellbeing.

Response from adult educators and the school:

Teachers were not aware of the extent of the problem until Jacob reported the incidents to the form tutor. The school has an anti-discrimination policy, but its implementation is uneven and there is a lack of systematic action against homophobia.

Perspectives of those involved:

Jacob: He would like his peers and teachers to recognise his identity and support him in a difficult situation.

Peers: They may not be aware of the negative impact of their actions on Jacob or may be influenced by stereotypes and prejudices.

Teachers: they should find ways to effectively implement anti-discrimination policies and support Jacob.

Proposed actions:

Education: Organise workshops for adult in-service training participants representing adult education institutions of the educational process and adult educators on diversity and anti-discrimination.

Individual support: Ensuring that Jacob has access to a school psychologist or counsellor to help him cope with stress.

Intervention: Introduce and enforce anti-discrimination policies in schools, including sanctioning inappropriate behaviour and promoting respect for all adult participants in in-service training representing adult education institutions of educational processes.



Conversations: Holding conversations with Jacob's peers to raise their awareness of the effects of discrimination and promote empathy.

Evaluation and monitoring:

Regular monitoring of Jacob's situation and evaluation of the effectiveness of implemented actions, with the possibility of adjusting the strategy if necessary.

Annex 4.

Scenario: Conflict at School - Intolerance towards an LGBT+ Student

Background:

In the secondary school 'Golden High School', a conflict arose between a group of adult in-service training participants representing adult education institutions of educational processes and Michal Kowalski, a student in class 3C who identifies as gay. Michal started to openly talk about his sexual orientation, which was met with a negative reaction from some of the adult in-service training participants representing adult education institutions of educational processes. Other students began to ridicule him, calling him derogatory names and excluding him from group activities.

Participants:

Michal Kowalski - an adult participating in the educational process of class 3C, who is gay. Michal experiences exclusion and bullying from his peers, which affects his wellbeing and academic performance.

Anna Nowak - student of class 3C, leader of the peer group that ridicules Michal. Anna believes that Michal is "too sensitive" and "overreacts" to harassment.



Piotr Wisniewski - an adult involved in the educational process of class 3C, a member of the group that is bullying Michal. Piotr believes that Michal should "blend in with the crowd" and "stop drawing attention to himself".

Maria Zielińska - a teacher educator and mediator who noticed the problem and decided to organise mediation to help resolve the conflict and restore calm in the classroom.

Situation Description:

The conflict became so serious that Michael started to avoid school and his academic performance deteriorated. Teacher Maria Zielinska decided to mediate in order to find a solution to the conflict and improve the atmosphere in the classroom.

Steps in the Course of Mediation:

Case Registration:

We use the mediation case registration form to collect basic information about the continuing professional development participants representing adult education institutions, describe the conflict and set initial mediation dates.

Course of the Mediation:

The mediator (Maria Zielinska) arranges a meeting with Michal, Anna, Piotr and other students who are involved in the conflict.

During the mediation, the mediator uses active listening and para-phrasing techniques to ensure that each party has a chance to express their feelings and concerns.

The mediator encourages the parties to talk about their feelings in a 'me' way instead of blaming others.

Proposed Solutions:

Participants in the mediation discuss possible solutions, such as introducing diversity and tolerance training and establishing rules for mutual respect in the classroom.

The mediator helps to develop an action plan, which includes both concrete commitments from the adult participants in the professional development, representing the adult education institutions of the educational process, and support for Michael, such as meetings with the school psychologist.

Effectiveness evaluation:



After the mediation, we complete a Mediation Proceedings and Results Form, documenting the findings, the parties' commitments and the follow-up plan.

Evaluation:

Further meetings are scheduled to assess how the arrangements have been implemented and whether the situation has improved. The mediator and students discuss progress and any additional support needs.

Documentation:

Case Registration Form: Contains basic data about the participants, a description of the conflict and preliminary arrangements.

Mediation Proceedings and Outcomes Form: Documents the course of the mediation, the techniques used during the sessions, the proposed solutions and the final agreements.

Annex 5

Thank you for participating in the workshop on supporting adult continuing professional development participants representing adult education institutions of LGBT+ educational processes in schools. Please complete the survey again to assess how well the training met your expectations and whether it increased your knowledge and competence in working with LGBT+ learners.

1. How would you rate your knowledge of the LGBT+ community after the workshop?

- Very low
- Low
- Average
- High
- Very high

2. How often do you intend to cover topics related to gender diversity and sexual orientation in your lessons after the training?

- Never
- Rarely
- Sometimes
- Often
- Very often

3. Do you feel confident in talking to students about LGBT+ after the workshop?



- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

4. How would you rate your ability to deal with discrimination issues in the classroom after the workshop?

- Very weak
- Weak
- Medium
- Good
- Very good

5. do you know where to refer colleagues of adult in-service training participants representing LGBT+ adult educational process institutions for help and support after the workshop?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

6. How would you rate your peer mediation skills after the training?

- Very weak
- Weak
- Medium
- Good
- Very good

7 To what extent do you feel prepared to create an inclusive and safe space for adult in-service training participants representing adult education institutions of LGBT+ educational processes in the classroom after the workshop?

- Definitely unprepared
- Rather unprepared
- Neutral
- Rather prepared
- Definitely prepared

8. How would you rate your approach to homophobia issues at school after the training?



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- Very uncertain
- Rather uncertain
- Neutral
- Rather certain
- Very secure

9. How would you rate your ability to talk to colleagues about the 'otherness' of their learners after the workshop?

- Very weak
- Weak
- Average
- Good
- Very good

10. Do you think that after the workshop you have enough knowledge to promote equality and counteract discrimination at school?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

11. How would you rate your ability to respond to difficult questions and concerns from adult continuing professional development participants representing adult education institutions about LGBT+ issues after the workshop?

- Very weak
- Weak
- Average
- Good
- Very good

12 To what extent do you feel competent to create LGBT+ educational materials after the training?

- Definitely incompetent
- Rather incompetent



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- Neutral
- Rather competent
- Definitely competent

13. How would you rate your ability to provide emotional support to adult continuing professional development participants representing LGBT+ adult educational process institutions after the workshop?

- Very weak
- Weak
- Medium
- Good
- Very good

14. do you feel ready to work with students belonging to the LGBT+ community after the workshop?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

15. Have the expectations you had before the workshop been met?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes
- If not, why not? _____

16. Do you have a better understanding of the problems of homophobia at school after the training?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

17. How do you assess the effectiveness of the proposed anti-discrimination strategies after the workshop?

- Very ineffective



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- Rather ineffective
- Neutral
- Rather effective
- Very effective

18. after the training, do you have a better understanding of the challenges faced by LGBT+ students in your school?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

19. do you think that the knowledge and skills acquired during the workshop will contribute to a better integration and support of adult in-service training participants representing LGBT+ educational processes in school?

- Definitely not
- Rather not
- I have no opinion
- Rather yes
- Definitely yes

Thank you for completing the survey!

Your responses are very important to us in evaluating the effectiveness of our workshops and further improving the programme.



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