

From *Dissens – Institute for Education and Research* side we have prepared a workshop to deal with the question of European Union Rights from the perspective of values and norms, rather than actual rights. Sometimes living in a country with rights doesn't guarantee that these rights apply to you. Some people also have some rights but not other. In our educational work *Dissens – Institute for Education and Research* try to look at the norms and values in our (different) societies in order to understand in what way people can be discriminated against, even if the rights are there, not only when the rights are lacking, and how to invent individual and political strategies to fight for the same rights for everyone on all levels.

We performed the workshop *As Real Life – Sexual and Gender Diversity in Europe* in the group in our ACE-project meeting in Bordeaux. The aims of the workshop were **firstly** to introduce a dominance sensible approach in education on the issue of sexual and gender diversity, **secondly** to inform about the fact of sexual and gender diversity, and **thirdly** to develop first steps to empower groups of sexual and gender minorities. For most of the participants it was a new exercise and approach.

As the group was quite big, we divided them into two groups. One standing and watching the one in front of the other one who would be taking the steps. The one not moving would also take the same role as the one taking the steps, and think for themselves if they would have said yes or no to the question posed.

The discussion after the exercise was interesting and for most of the participants it was an eye-opener to approach the question of rights and discrimination with a specific but not only focus on questions of sexual and gender diversity in their countries and in Europe in this way. There were some different ideas on how to answer in the different questions, but through the discussion the participants got aware of the complexity of how discrimination works, and that one individual who is discriminated in one way could be privileged in other ways or discriminated depending on if the person is belonging or excluded from the norm.

Central topics of the discussion were:

- Understanding of terms related to gender and sexual diversity and insofar of the life realities of trans*gender people, of intersexual people, of queer people
- Differences between national laws as e.g. laws on same sex marriage
- How inequality can exist, even when the law is promoting equality.

There were questions about how to use this in different age groups in the pedagogical context. Depending on the target group you could also change the questions and adapt the roles.

The workshop leaders also brought some facts about LGBTI-rights in Europe, to discuss actual laws as well, to look at them from the perspective of values and norms.

Please see below for the workshop manual, based on the Peerthink project.

Sources:



<http://www.peerthink.eu/peerthink/content/view/117/123/lang.en/>

On sexual and gender diversity:

[Council for Europe. Commissioner for Human Rights \(2015\): Human Rights and intersex people. In: http://www.coe.int/t/dg4/lgbt/Documents/HR%20and%20Intersex%20People%20CoE%20Commissioner%20for%20HR.pdf](http://www.coe.int/t/dg4/lgbt/Documents/HR%20and%20Intersex%20People%20CoE%20Commissioner%20for%20HR.pdf) [Last Access: 04.08.2015]

European Union Agency for Fundamental Rights (2015): The fundamental right situation of intersex people. In: <http://fra.europa.eu/sites/default/files/fra-2015-focus-04-intersex.pdf> [Last access: 03.08.2015]

General Page: <http://fra.europa.eu/en>

General Page: <http://www.lgbt-ep.eu/>

http://en.wikipedia.org/wiki/LGBT_rights_in_Europe

Method Description for *As Real Life – Sexual and Gender Diversity in Europe*

As Real Life - Sexual and Gender Diversity in Europe	
Time/Duration	2h00 – 2h30 min
Target Group/Criteria for Access	Adolescents and adults from the age of 14 years. The group should be generally interested in the topic of sexual and gender diversity.
Material	Role-cards for the participants; several (adapted) questions (see below) regarding different social discriminations and privileges, different sexualities and genders; a large room where the participants can make approximately 12 to 15 steps, according to the number of questions asked.
Learning Outcomes/Effects	
Knowledge	<ul style="list-style-type: none"> • Analysis of unequal distributions of opportunities between the members of different social groups, especially different sexual and gender identities • Idea that society is structured by dominance relations (like by heteronormative structures) • Norms, values and symbolic representations (as e.g. the marriage) are interlinked with ensuring dominance relations • Dominance relations and forms of representations are effecting the individuals • Learning experiences with the concept of structural violence • To distinguish between individually controllable and non-controllable mechanisms of social hierarchies (social background, gender, physical abilities / challenges, sexualities, age, family and children, income and property, citizenship, etcetera) • To know about sexual and gender diversity, to distinguish between different ways of life or life realities of homosexuals, transgender people, intersex and intergender people, and queer people. • To understand, that gender and sexual diversity is good for everybody, not just for marginalized groups but also for the heterosexual living majority.

<p>Skills</p>	<ul style="list-style-type: none"> • To perceive different positions of people in society as cause of social inequality • To be sensible for the experiences of people with different backgrounds, especially people of different genders and sexualities • To inspire empathy for excluded and marginalised people, especially for people of different genders and sexualities • To be able to understand different situations of lgbtiq life realities and to deal with it.
<p>Competencies</p>	<p>To be able to</p> <ul style="list-style-type: none"> • analyse social differences • analyse different relations of dominance, especially the gender and sexual relations • connect individual experiences to structural and institutional reality • to understand and to deal with a real existing sexual and gender diversity • to fight against sexual and gender discrimination • to fight against discriminatory politics in the field of sexual and gender diversity • to develop empathy for marginalised groups • to take over the responsibility for the fight against gender and sexual discrimination.
<p>Method Instruction</p>	<p>The method can be used as a central step for dealing with the following questions:</p> <ul style="list-style-type: none"> • Who is privileged, who is discriminated against in society? • Who is well represented in public, who is not? • How do people deal with privileges and discrimination on the individual level? • The method variation focuses on sexual and gender diversity <p>The role cards should be adapted very good to the group of participants concerning age and knowledge. It is important to be well prepared to answer open questions during the debriefing, e.g. regarding the different residence permit status in the country.</p>
<p>Step-by-Step Description</p>	<p>As real life is a simple role game with short role cards. The only possibility to act regarding to several questions is to move forward or to stay still (for roles cards and questions</p>



look at the extra sheet). Depending on the answers the participants give to the questions they move forwards or have to stay behind. The result is an image of society with certain dominance relations. Please, allude to the fact that the participant in this exercise are not asked to give the right answers. Not to know the answer or insecurities are part of the exercise. Also the fact that people take their decisions in an individual way should be emphasized. The subject factor play an important role in the exercise as well as in real life. Resistance, subordination, disinterest or the ability to scandalize a discriminatory situation is very different.

In the case of uprising questions the educators may give short answers during the exercise. After finishing the “role game” and as part of the debriefing it is possible to clarify open questions. The educators need a profound knowledge in the field of sexual and gender diversity in Europe.

1. You tell the participants you will perform a simple role game. The only thing to do is to move forward in the case of the answer YES or to stay if you answer with NO.
2. You ask the participants to stay in line at one end of the room. Everybody gets a role card and should take two minutes to get familiar with the role. If the role is not clear, it is possible to ask the facilitator. Be careful that nobody from a discriminated minority group takes a role close to their actual social position, which means you should know at least a little bit about the participants.
3. When everybody is ready you start with the questions. Introduce the questions in the way that everybody should give the answers like they think they would answer according to the role. If somebody is not sure ask to remember that question and the feeling of insecurity for the debriefing. But for the moment each person should answer individually and there subjectively without discussing it among the group-members.
4. Debriefing
The Debriefing is a very important part of the method. While still standing in the positions after the last question, the

	<p>facilitator asks everybody what their roles were and how they felt in their current position. Go through each question and ask for insecurities regarding the answers. If there are any real wrong answers on the level of facts (like e.g., regarding different rights to same sex marriage in the different European countries) make short in-puts on that topic. The discussion can be structured by following the questions that were asked during the game.</p> <p>Topics for the analysis can be, for example:</p> <ul style="list-style-type: none"> • Who was in the fore, who behind? • Why did different groups of people move forward with different speed? • Which people were restricted by which mechanisms? And, what mechanisms made the front people so fast? • Does the game make visible societal hierarchies? • Along which lines of difference does inequality arise? (For example: gender, sexualities, age, un/employment, ethnic background, income, religion ...) • How do different forms of inequality interact with each other?
<p>Frame Conditions (Room, Space)</p>	<p>Big room, enough space to move.</p>
<p>Applicability</p> <ul style="list-style-type: none"> • group size • recommendation about point of time or process (e.g. “starter”) • Framework/Related Methods 	<p>The group should not be bigger than 20 but not less than 10 people.</p> <p>You should know the participants already to estimate what the issues of the group are.</p> <p>The participants should know each other (a little). Thus, in the time before you should have created a nice atmosphere.</p> <p>The role cards and questions must be adapted to the age and knowledge of the participants; you can invent some new cards if necessary.</p>

	After <i>As Real Life – Gender and Sexual Diversity in Europe</i> the participants could work on the question of how to empower gender and sexual minorities in their own institution.
Possible difficulties <ul style="list-style-type: none"> • group situation • point of process 	A problem that can arise with the exercise is that people who belong to a discriminated group will be confronted with the discrimination they face and feel obliged to be public with their own belonging.
Comments and Experiences/Evaluation	The discussion might last a while, so people might want to sit down. After the first step they could be asked how they feel in their position in the room.
Source	<p>Baustein zur nicht-rassistischen Bildungsarbeit www.bausteine.dgb.de (English revision by Peter Wagenknecht)</p> <p>And further developed in the EU Project PeerThink – Tools and Resources for an Intersectional Peer Violence Prevention http://www.peerthink.eu/peerthink/content/blogcategory/25/84/lang,en/</p>

For the participants to get into the role, start of by asking the following questions:

- Who did you play with as a child?
- Did you go to school? How was that school, if so?
- With what did your parents work with?
- Do you have any chronic diseases or dysfunctionality in your body?
- How often do you eat and what?
- How do you sleep at night?
- What occupies your mind these days?

Roles:

You are a transsexual woman from Iran. You are about 35 years and you have a permit of residence in the UK, but lost your traveling documents as you were traveling in Germany. You are now stuck in Germany and have been the victim of sexual harassment in the shelters where you had to stay. Your health insurance is not covering the medicine you need for your sex change.

16-year old heterosexual school girl from a Muslim background and has citizenship in Sweden (in her society there is a Muslim minority in a Christian majority). She lives with her parents who own a small grocery shop. She's very sporty and plays in a soccer club. Currently she has no boyfriend.

19-year old Roma man who lived in Germany before, but was sent back to Kosovo two years ago. Tried to get back to Germany but was sent back again. He has no vocational qualification. He lives together with his girlfriend in a shared flat. He is looking for a steady job or vocational training.

23-year old Roma man in Netherlands, stateless (does not have the national citizenship), homosexual, unmarried, has no children. He earns his living from casual work, mostly at construction sites.

31-year old transsexual woman, had a sex-change operation in Thailand. She emigrated from Russia to France, has the right of residence and working permission. Speaks with an accent and works in a bar. She would like to get married and to live as housewife.

19-year old intersexual woman, homeless with citizenship in Spain, drug addict for two years now. She pays for her drug consumption by stealing. She is a member of the ethnic majority, she is very thin and looks ill.

36-year old dentist with citizenship in Finland, who runs her own practice and has a very good income. She is a member of the ethnic majority, a lesbian, lives with two children from a former marriage and her partner. She would like to get married but it is not legal in the country where she lives.

33-year old social worker, member of the ethnic majority in Lithuania. Suffered a car accident which left him partially paralysed, sits in a wheelchair, gets a disability pension, lives

with his parents. He is dating a man who uses a wheelchair and they would like to get married.

27-year old heterosexual illegal immigrant, female living in Greece, fled from her home country because of sexual violence and torture. She did not get the asylum. She is a single parent with two children, works as low-paid home help.

18-year old student lives with parents living on Cyprus. Member of the ethnic majority, loves to go out a lot. The parents work a lot and make quite good money. Has always not identified as a woman and also not as a man. The parents don't know that the person identifies as a trans-person.

38-year old department chief living in Italy, steadily employed by a big car company, earns a good living. Member of the ethnic majority, married, has two kids after whom his wife is looking/taking care of. He's an alcoholic – which nobody knows except his wife.

16-year old schoolboy with citizenship in Portugal, white skin, lives with his parents. He has two younger brothers. Both parents are unemployed; the family does not have much money. He works after school, so he has a bit of money for stylish clothes. He fell in love with a boy from the parallel class, but so far hasn't told anyone.

20-year old dental assistant living in Bulgaria, female, steady occupied, earns an average wage. She has an immigration background. She is lesbian with a partner and would like to adopt a child. Her employer regularly demands unpaid overtime from her.

23-year old skilled worker living in United Kingdom, trans-man, steadily employed with a big car factory, earns quite a good wage. He has an immigrant background (2nd generation). He is heterosexual and single and has no children. His colleagues don't know about his history as trans-person. He is sometimes scared that the law will change and he won't get access to the medical help he needs for his sex-change.

29-year old bisexual woman living in Belgium, black skin, has a university degree in Geography, but is unemployed. She's married with a department chief (who is member of the ethnic majority in your country). She looks after the two children.

56-year old former mid-level manager living in Austria, member of the ethnic majority, unemployed for now 8 years, because the enterprise closed down. He cannot find a job in a permanent position, lives on social welfare. He could not afford his car anymore and he had to move to a smaller flat. He is divorced and has a 15 year old daughter who lives with her mother.

17-year old asylum seeker from Ghana without family living in United Kingdom. He lives in an accommodation for under-aged refugees. He lacks knowledge of the country's language. He has no lover.

Questions:

1. If you would like to adopt a child, is it easy for you? (reproductive rights)
2. If you would like to get married with your partner now or in the future, is it easy for you? (sexuality rights)
3. In order to live out your gender expression would you need to go through a sterilisation? (reproductive rights)
4. Do you have enough money for the basic goods of everyday life (bread, soap etc.)? (basic economic needs)
5. Do you have a place where you can stay / where you are safe? (habitation)
6. Do you have an occupation that gives you satisfaction and recognition? (labour)
7. Do you have a health insurance or can you afford to see a doctor if necessary? (health care)
8. Could you have a walk at night without fear? (personal safety)
9. Can you call the police if something happens to you? (state protection)
10. Could you walk down the street hand in hand with your lover without being afraid of negative reactions from other people? (visibility, recognition)
11. Can you vote and be elected at the next elections? (political participation)
12. Do television and the media give a somewhat satisfying, differentiated picture of the life people like you have? (media representation)
13. Can you do what you want in your free time -- are you free of care duties to other persons? (social obligations)

14. Do you have someone who takes care of everyday domestic obligations for you?
(household support)
15. Could you -- if you wanted -- afford a whole day of shopping or to go to a spa or
beauty farm? (luxury)
16. Do you have access to education, do you have opportunities to increase your
knowledge and skills? (education)