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**Promoting LGBTQIA+ Inclusion:
Educating Against
Intolerance and Discrimination**

Project ID: 2023-1-FR02-KA210-YOU-000123456

FINAL REPORT - ACTIVITY 1



TABLE OF CONTENTS

| | |
|-----------------------------|---|
| Table of Contents | 2 |
| 1. Description of the event | 3 |
| 2. Agenda of the event | 4 |
| 3. Questionnaire Findings | 5 |
| 4. Conclusion | 6 |
| 5. Photos | 6 |



1. DESCRIPTION OF THE EVENT

As part of the **PrideEDU** project, the first major initiative consisted of five virtual workshops designed to raise awareness and deepen understanding of LGBTQIA+ issues among young people. These sessions were held simultaneously in France and Spain, with the French edition organized and facilitated by **Le Girofard**, a Bordeaux-based non-profit known for its long-standing advocacy on behalf of LGBTQIA+ rights and gender-diverse individuals.

Le Girofard brought its expertise in education, public health, anti-violence work, and community support to this initiative, ensuring the sessions were both informative and accessible. The workshops were tailored to participants aged 15 to 20 and offered free of charge. Each session lasted approximately 1.5 hours and included interactive elements, especially Q&A segments that encouraged engagement and open dialogue.

To ensure the content reflected the interests and needs of the participants, a survey was conducted beforehand. Based on the responses, five key topics were selected:

- Introduction to LGBTQIA+ Concepts
- Gender Identities
- Queer History and Archives
- LGBTQIA+ Safe Spaces
- Queer Culture

Each session was co-designed and delivered in collaboration with local organizations and individuals deeply rooted in the LGBTQIA+ community:

- The **Gender Identities** session was developed in partnership with **ANCRES**, a Bordeaux-based organization led by and for trans and gender-diverse people. Their direct involvement brought lived experience and a community-driven perspective to the conversation.
- The session on **Queer History and Archives** was created with **Isabelle Sentis** from the association **Queer Code**, a specialist in LGBTQIA+ archives and activism. Isabelle is also a member of **La Boîte Sous le Lit**, the archival collective of Le Girofard,



enriching the session with insights from grassroots memory preservation efforts.

- The workshop on **Queer Culture** was led by **Candice Seri**, founder of the **Bordeaux Ballroom Scene**, a collective celebrating Ball culture. As a drag artist and community organizer, Candice brought a powerful mix of artistic expression and cultural storytelling to the session.
- The sessions on **Introduction to LGBTQIAP+ Concepts** and **LGBTQIA+ Safe Spaces** were designed and delivered exclusively by Le Girofard's team of experts. As these topics are at the core of our daily work—ranging from education and support services to community safety and advocacy—our team brought in-depth knowledge and practical experience to guide participants through these foundational subjects with clarity, care, and relevance.

This collaborative, intersectional approach was key to the success of the PrideEDU sessions in France. By centering the voices and expertise of those most affected, Le Girofard ensured that each session was not only educational, but also empowering and reflective of the vibrant diversity within the LGBTQIA+ community.

2. AGENDA OF THE EVENT

The webinars were structured as a five-session program, held biweekly on Wednesdays from 5:00 PM to 6:30 PM (1h30 per session). Each session contained an introduction, a main presentation, and an interactive discussion & Q&A. This format ensured that participants had the opportunity to learn, engage, and ask questions. Important information about the schedule of the webinars is presented in the table below.

For the French side of the project, we quickly realized that the virtual format didn't suit everyone's needs. As a result, several sessions were re-organized in person. Held after Easter, these in-person workshops offered a smoother experience—no technical issues, no connection problems, and a much more dynamic and open discussion space. The face-to-face setting encouraged deeper conversations, often extending beyond the planned 1.5 hours, with most sessions naturally lasting closer to 2 hours.



| DATE | TOPIC | CONTENT |
|--|--|---|
| Virtual : October 2 In Person : 16 January | Introduction to LGBTQIAP+ and Topics Terms | The session provided an overview of the acronyms and terminology associated with sexual orientation and gender identity. It covered how these terms had evolved over time and discussed the challenges faced in achieving recognition and inclusion. |
| Virtual : October 16 In Person : 16 January | Gender Identities | The session explored gender concepts such as cisgender, transgender, non-binary, and gender fluid. It examined the impact of social norms on the understanding of gender and the challenges faced by trans and non-binary individuals. The session included a discussion on the rights of gender-diverse individuals and the ongoing fight for gender identity recognition. |
| Virtual : October 30 In Person : 21 January | History and Archives | The session presented key historical moments in the LGBTQIAP+ movement, highlighting important figures, early protests, and the evolution of rights over time. It emphasized the importance of memory and the preservation of archives for the LGBTQIAP+ community. |
| Virtual : November 13 In Person :23 January | LGBTQI Safe Places | The session included a discussion on the importance of physical and digital spaces where LGBTQIAP+ individuals could feel safe, supported, and included. It |



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|--|----------------|--|
| | | analyzed community spaces, LGBTQ+ centers, and initiatives aimed at creating safe environments in sometimes hostile settings. |
| Virtual : November 27 In Person : Mardi 28 January | LGBTI+ Culture | The session presented LGBTQIAP+ artists, writers, and cultural figures who had influenced society. It explored queer themes in cinema, music, fashion, and media, and discussed the visibility and influence of queer culture in the mainstream(Drag, Ball). The session also highlighted drag culture as a major subculture within the queer community. |

3. QUESTIONNAIRE FINDINGS

In order to assess whether the participants' expectations were met and identify areas for future improvement, we requested that they complete surveys following each webinar. These surveys provide valuable insights into participants' opinions on various aspects of the training, including the content, organization, interactivity, and their overall experience. The questionnaires contained 9 questions: 6 close-ended and 3 open-ended and they were the same in each survey.

On the French side, we faced some difficulties getting participants to complete the feedback questionnaire after the sessions. Although we provided a QR code and sent out a link for them to respond, many told us verbally that a paper questionnaire would have been more effective if we wanted immediate feedback at the end of the session.

The responses we received and the analysis can be found under the following link:

https://docs.google.com/document/d/1w_-OqoRsUZtswFcL1eldC9w4yPI5XRy8mXo1tZMaCg0/edit?usp=sharing



4. CONCLUSION

The PrideEDU project's webinar series also met its core objective on the French side: raising awareness and providing foundational knowledge on key LGBTQIA+ issues to young people. Thanks to Le Girofard's long-standing expertise in community education and advocacy, the sessions offered high-quality, inclusive content that was both accessible and impactful. However, the virtual format proved to be a challenge for some participants. In response, Le Girofard decided to adapt by offering several sessions in person, which significantly enhanced the quality of engagement. The in-person format not only eliminated technical barriers but also encouraged richer, more spontaneous discussions—often extending well beyond the planned 1.5 hours.

Despite the success of the content itself, one recurring difficulty was collecting responses to the post-session feedback questionnaires. While QR codes and links were provided, participation in the online surveys remained low for certain sessions, echoing the broader limitations of digital tools in some educational contexts.

One major benefit of the in-person sessions was the ability to reach a broader and more diverse audience, particularly during Sessions 1 and 2, which introduced general concepts and terminology. Thanks to partnerships with local schools—where Le Girofard had previously conducted interventions—we were able to engage young people who were not necessarily familiar with LGBTQIA+ issues. Many of these participants held strong preconceptions or stereotypes, which made the sessions all the more valuable and necessary. Introducing them to these topics in a safe and structured setting helped initiate important conversations and reflection.

However, the organization also faced criticism for holding educational sessions on LGBTQIA+ topics with youth aged 15 to 20. Public communication about the project—especially on social media—attracted backlash from groups such as *Parents Vigilants* and *Reconquête*, some of whom have even called for the dissolution of Le Girofard. This climate has at times led to a form



of self-censorship in content design, as the association must constantly navigate between pedagogical ambition and public pressure.

As we will explore in Activity 2, working exclusively with concerned or allied youth created a much more open space for dialogue and co-creation of tools and content. This contrast highlights how the composition of the audience can deeply influence the quality and safety of learning environments.

5. PHOTOS



