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# GUIDES D'INITIATIVES

Donner aux jeunes les moyens d'agir  
grâce à l'éducation pour lutter contre  
l'intolérance envers les personnes  
LGBTQIA+ Manuel



ID du projet : 2023-1-FR02-KA210-YOU-000123456

## INSTITUTO IKIGAI - SPAIN



## LE GIROFARD - FRANCE



## SOMOS - SPAIN



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# INTRODUCTION

The Promoting LGBTQIA+ Inclusion: Educating Against Intolerance and Discrimination (PrideEDU) project was developed under the **Erasmus+ KA210-YOU** program with the aim of empowering young people to **recognize, challenge, and prevent discrimination, intolerance, and prejudice against LGBTQIA+ communities**. Designed as a small-scale partnership between organizations in **France and Spain**, the project combined **educational activities, workshops, and transnational exchanges** to foster empathy, awareness, and inclusion among youth.

Throughout the project, **participants aged between 15 and 20** engaged in a variety of interactive learning experiences, including **seminars, creative workshops, and cultural exchanges**. These activities provided opportunities not only to strengthen their knowledge of LGBTQIA+ rights, history, and culture, but also to **build safe spaces where dialogue and mutual respect could flourish**.

As part of its evaluation and reflection process, the project applied a **SWOT analysis approach**—an established tool to identify strengths, weaknesses, opportunities, and threats.

By systematically collecting participant feedback and analyzing the outcomes of each activity, the SWOT analysis serves as a **critical tool for understanding the project's impact** and for shaping recommendations for future initiatives.





This report brings together the findings of the SWOT analysis, providing a **comprehensive overview** of what worked well, which challenges were encountered, and how similar projects can benefit from the lessons learned.

It aims to serve not only as an internal reflection tool for the partner organizations, but also as a **resource for educators, youth workers, and other stakeholders** interested in fostering inclusive and equitable environments for young people across Europe.

## WHAT IS A SWOT?

A SWOT analysis is a **strategic planning tool** used to evaluate the Strengths, Weaknesses, Opportunities, and Threats of a project, organization, or initiative. It provides a structured way to assess both **internal factors** (strengths and weaknesses) and **external factors** (opportunities and threats), helping teams to reflect critically on their practices and design more effective strategies for the future.

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- Strengths refer to the internal qualities that contribute positively to the project's success, such as **strong participation, well-designed activities, or effective teamwork.**
- Weaknesses highlight internal limitations that may hinder success, such as **logistical barriers, communication challenges, or lack of inclusivity.**
- Opportunities represent external conditions that the project can take advantage of, such as **potential partnerships, new funding streams, or broader social awareness.**
- Threats identify external challenges that may pose risks to the project's sustainability, such as **political resistance, budget restrictions, or cultural barriers.**

In the context of the PrideEDU project, SWOT analysis was used as a **reflective and participatory tool**. After each major activity, participants and facilitators shared their perspectives on what worked well, what could be improved, and what external conditions influenced the outcomes. These insights were then compiled into a comprehensive analysis that goes beyond mere evaluation, offering a roadmap for future initiatives aimed at promoting LGBTQIA+ inclusion and combating intolerance.

By applying SWOT analysis systematically, PrideEDU ensured that the voices of young participants and educators were central to the reflection process, transforming individual experiences into collective knowledge and strategic guidance for similar projects in the future.

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# EXECUTIVE SUMMARY



This report presents the consolidated results of the SWOT analysis conducted throughout the PrideEDU project, an Erasmus+ KA210-YOU initiative designed to promote LGBTQIA+ inclusion and to challenge discrimination and intolerance among young people in France and Spain. The analysis is based on structured feedback gathered after each major activity and synthesises the most significant insights into a strategic overview.

The findings confirm that **PrideEDU delivered strong and measurable impact**. Strengths Included consistently **high levels of participant engagement and satisfaction, effective organization and logistics**, and the **creation of inclusive learning spaces** that encouraged openness, dialogue, and mutual trust. These aspects proved fundamental in shaping a safe environment for intercultural exchange.

Nevertheless, several weaknesses emerged, most notably **language barriers, occasional shortcomings in inclusivity** (particularly regarding disability and ethnic diversity), and **time management issues** that left some activities feeling rushed. **Limited interaction with local communities** was also identified as an area for improvement.

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Looking forward, the analysis highlights important opportunities: **establishing long-term partnerships** with LGBTQIA+ organisations, **developing multilingual and accessible resources**, and further **expanding innovative educational practices**. Such opportunities are essential to amplifying the project's impact and ensuring transferability to other contexts.



Finally, the project faced potential threats, including **budget limitations for accessibility**, **logistical risks** linked to international mobility, and **sociopolitical resistance** from conservative groups. These underline the importance of proactive risk management in future initiatives.

In conclusion, the SWOT analysis demonstrates that PrideEDU not only achieved its objectives but also **generated valuable knowledge for future projects**. The lessons learned point to practical steps for enhancing inclusivity, sustainability, and long-term collaboration, making this report a useful reference for educators, youth workers, and stakeholders committed to equality and diversity.

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# METHODOLOGY

The methodology of this report was designed to ensure that the SWOT analysis reflects the **authentic experiences and perspectives** of all participants engaged in the PrideEDU project.

A **mixed-method** approach combining **quantitative and qualitative tools** was applied, allowing both measurable indicators and personal insights to be captured systematically.

## DATA COLLECTION PROCESS

### 1. Post-Activity Surveys

- After each major activity (expert sessions, workshops, and transnational events), participants completed structured surveys.
- Surveys included both closed questions (Likert-scale ratings on organization, content, learning outcomes, and inclusivity) and open-ended questions to collect qualitative feedback.
- The surveys were administered in digital format (Google Forms) and, when necessary, in paper format to ensure full participation.

### 2. Focus Group Discussions

- **Small group discussions** were facilitated at the end of selected workshops to provide space for **deeper reflection**.
- These discussions enabled participants to **express challenges, positive experiences, and suggestions** for improvement beyond the structured survey questions.





## Integration into SWOT

- For each activity, a preliminary SWOT summary was drafted.
- These interim summaries were then consolidated at the end of the project into a single comprehensive SWOT analysis, capturing recurring patterns and highlighting unique insights.
- This process ensured that the final report is not limited to a snapshot of one event but instead represents the accumulated learning across the entire project lifecycle.

## HOW TO READ THIS REPORT

This report has been structured to reflect not only the evaluation results of the PrideEDU project but also the journey through which these results were generated. Each section corresponds to a specific stage of the project, ensuring that the reader can trace the **link between activities, data collection, and the final consolidated SWOT analysis**.

The report is therefore best understood as a **map of the project's learning process**. Readers are invited to follow this sequence to see how each activity contributed to the **overall picture** and how interim evaluations were transformed into the final, comprehensive SWOT analysis.



## 1. PRECURSOR PHASE: SETTING THE GROUNDWORK

The report begins with the preparatory phase, which established the foundation for the project. Participants were introduced to the **goals of PrideEDU, the thematic focus on LGBTQIA+ inclusion, and the expectations for collaboration.**

- **In practice:** Early sessions acted as orientation and **trust-building spaces**, enabling facilitators to observe group dynamics and participants to articulate their initial expectations.
- **In the report:** These insights appear as **baseline indicators**, shaping the design of subsequent activities and providing a reference point against which progress could later be measured.

## 2. CORE ACTIVITIES: GENERATING INSIGHTS

The heart of the project consisted of **three main activities**. Each one was designed, delivered, and evaluated differently, producing distinct datasets that were later integrated.

### Activity 1 – Expert Sessions (France and Spain, Online)

- **Format:** Conducted separately in France and Spain, these online sessions allowed **national groups to work in their own contexts.**
  - **Data collection:** Surveys were carried out separately in each country, ensuring participants could respond in **their own language.** This produced two parallel sets of results.
  - **Contribution to report:** These insights **highlight differences and similarities** between French and Spanish groups in terms of expectations, learning outcomes, and comfort with digital platforms.
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- **Contribution to report:** These insights highlight differences and similarities between French and Spanish groups in terms of expectations, learning outcomes, and comfort with digital platforms.

### Activity 2 – National Workshops (France and Spain, In-person)

- **Format:** Workshops were organized **independently by each partner**. Spain hosted two sessions, while France held one. All workshops were rooted in the same objectives but **adapted to local needs**.
- **Data collection:** Three separate surveys (two Spanish, one French) captured participant experiences, complemented by facilitator notes and mini-SWOTs.
- **Contribution to report:** This section reveals both recurring issues (e.g., inclusivity, time management) and national differences, illustrating how **decentralized activities can generate both consistency and local specificity**.

### Activity 3 – Transnational Capacity Building Event (Zaragoza, Spain)

- **Format:** All participants and facilitators gathered together **in Zaragoza for a joint mobility**. Unlike previous phases, this activity combined both French and Spanish groups into one **shared experience**.
  - **Data collection:** A single survey was distributed to all participants, producing an **unified dataset**. Daily reflection sessions and facilitator observations added qualitative insights.
  - **Contribution to report:** This activity provided the richest data, capturing **cross-cultural learning, logistical challenges, and the emergence of a shared European identity**.
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### 3. QUALITY ASSURANCE AND MONITORING

At each stage, internal monitoring tools were applied to ensure credibility and consistency.

Quality assurance “tests” measured satisfaction, accessibility, and inclusivity.

- **Why it matters:** These checks ensured that results were **systematic and reliable**, not anecdotal.
- **In the report:** QA findings appear alongside surveys, **reinforcing the trustworthiness** of the final analysis.



### 4. CONSOLIDATION INTO SWOT ANALYSIS

After each activity, facilitators produced **mini-SWOTs**. These were treated as building blocks rather than isolated outcomes. At the final stage, all of them were consolidated into **a single, comprehensive SWOT analysis**.

- In the report: The consolidated SWOT offers a panoramic view of the entire 18 month project lifecycle, balancing national differences with shared transnational insights.

### 5. FROM DATA TO ACTIONABLE KNOWLEDGE

The report does not stop at describing what happened. In its concluding sections (Conclusions and Recommendations), **the findings are translated into strategic lessons**. This ensures that the document functions both as an **evaluation of PrideEDU** and as a **roadmap for future initiatives**.

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## 6. READING PATHWAYS

The report can be approached in two complementary ways:

- **Sequentially:** Following the flow from the precursor phase through all three activities, into the SWOT, and then the recommendations. This mirrors the lived experience of participants.
- **Selectively:** Readers interested in specific dimensions (e.g., logistics, inclusivity, learning impact) may consult the SWOT section directly and cross-reference with methodology or activity-specific insights.

## 7. EXECUTIVE SUMMARY PLACEMENT

Unlike many reports, the Executive Summary is placed at the end. This allows readers to first explore the details and then step back to view the project from a **higher-level perspective**. Positioned as a reflective conclusion, it ties together the journey and synthesises the most important insights for quick reference.

**In short:** The report **is both a record and a guide**. By following the structure above, readers can navigate PrideEDU as a journey—from **separate national activities to a united transnational experience—understanding** not only the outcomes but also the process that produced them.



# About PRIDE EDU, IKIGAI, ASSOCIACION SOMOS LGBT+, LE GIROFARD



## Le Girofard (France)

Founded in 2007 in Bordeaux, Le Girofard is an NGO that serves as a **safe, inclusive center for LGBTQIA+ individuals** and their allies. Its mission is to **promote well-being, combat discrimination, and provide a platform for social connection.**

The organization **coordinates a wide network of LGBTI+ associations in Bordeaux**, offering awareness programs in schools, workplaces, and cultural events, as well as direct support services for individuals and families. Le Girofard also **provides assistance to victims of physical, verbal, or online LGBT-phobic discrimination** and works closely with institutions and policymakers to advance equality. Over the years, it has developed **innovative educational tools such as games and popular education activities** to foster dialogue on LGBTQIA+ issues.

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With 16 years of experience, Le Girofard plays a vital role at both the local and national level, having collaborated with SOS Homophobie and other French LGBTQI+ centers, and continues to contribute to national debates and awareness-raising campaigns. Within PrideEDU, **Le Girofard acts as the coordinator**, leading the overall management, kick-off meeting, and expert sessions to fight intolerance and discrimination.



## Instituto Ikigai (Spain)

Based in Hospitalet del Llobregat (Barcelona), Instituto Ikigai is a **youth-focused NGO dedicated to empowerment, entrepreneurship, and personal and professional development**. Its approach emphasizes creativity, digital learning, and intercultural dialogue.

The organization has strong experience in **developing online platforms, digital training content, and innovative e-learning tools** to reach young people and marginalized groups, including migrants and disadvantaged communities.

Ikigai has successfully **participated in several Erasmus+ and EU-funded projects**, such as Consulting EUTH (AMIF 2021), which supported the political participation of migrant youth;

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GARDEN4ALL (KA220-ADU), promoting inclusion through community gardening for migrants and people with disabilities; and ESCAPE (KA220-ADU), supporting reintegration for people who have been in prison with culturally sensitive training.

These experiences highlight Ikigai's ability to design sustainable, impactful educational projects with strong social dimensions. In PrideEDU, Instituto Ikigai is responsible for dissemination, quality assurance, and sustainability, as well as leading the transnational event and coordinating the development of the final SWOT Analysis Handbook for Trainers .

## Asociación SOMOS LGTB+ Aragón (Spain)



SOMOS, founded in Zaragoza, has over **13 years of experience fighting discrimination and supporting the rights of LGBTI+ people** in Aragón and beyond. The association provides direct services such as **sexual health programs, STI prevention, and psychosocial support, while also engaging in national and international advocacy.** It runs a variety of **educational programs**, including the Safe Schools Network against bullying, classroom interventions with students and families, and tutoring services for academic work related to sexual and gender diversity.

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SOMOS also manages specialized programs for **transgender people**, such as **mutual aid groups for trans people with HIV**, **support services for transgender sex workers**, and **training for health workers**. Its cultural programs, including initiatives on LGBTI history and pride, encourage open dialogue and intergenerational understanding.

The organization is deeply connected with **local institutions, policymakers, and international platforms, giving it both grassroots legitimacy and broad impact**. In PrideEDU, SOMOS leads the practical workshops with trainers and coordinates the youth-driven awareness campaign “Call for Action”, ensuring strong engagement of young participants in advocacy and inclusion efforts .



# Final Report - Activity 1: France

The webinars were a **five-session program held biweekly on Wednesdays from 5:00 to 6:30 PM**, each including an introduction, main presentation, and interactive Q&A to promote engagement.

For the **French participants, the virtual format proved challenging for some**, leading to several sessions being **reorganized as in-person workshops** after Easter. These face-to-face sessions **eliminated technical issues and fostered more dynamic, open discussions**, often lasting closer to two hours.

| DATE   | TOPIC   | CONTENT   |
|--|---|---|
| Virtual :<br>October 2<br>In Person :<br>16<br>January     | <b>Introduction<br/>to<br/>LGBTQIAP+<br/>Terms<br/>and Topics</b> | 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 :<br>October<br>16<br>In Person :<br>16<br>January | <b>Gender<br/>Identities</b>                                      | 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. |

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|   |  |  |
|---|--|--|
| <p>Virtual :<br/>October<br/>30<br/>In Person<br/>:21<br/>January</p>             | <p><b>History and<br/>Archives</b></p> | <p>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.</p>   |
| <p>Virtual :<br/>November<br/>13<br/>In Person<br/>:23<br/>January</p>            | <p><b>LGBTQI<br/>Safe Places</b></p>   | <p>The session included a discussion on the importance of physical and digital spaces where LGBTQIAP+ individuals could feel safe, supported, and included. It analyzed community spaces, LGBTQ+ centers, and initiatives aimed at creating safe environments in sometimes hostile settings.</p>   |
| <p>Virtual :<br/>November<br/>27<br/>In Person<br/>:<br/>Mardi 28<br/>January</p> | <p><b>LGBTI+<br/>Culture</b></p>       | <p>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.</p> |

## INDIVIDUAL SESSION ANALYSIS

### SESSION 1

Six participants responded to a survey about their interest in the Pride EDU trip to Spain.

- Two wanted to be informed about the trip and shared emails.
  - All found the session objectives clear and facilitators competent.
  - Five (83.3%) found the content relevant; most rated their understanding as moderate to high, but none gave a perfect score.
  - Five (83.3%) approved the session length.
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**Conclusion:** participants believed the session was well explained and the animators were competent and accessible. Most participants believed its duration was appropriate. However, while the majority of the participants believed the information was pertinent and useful, they believed they could have learned more during the session.

## **SESSION 2**

Twenty-one participants responded to a survey on the upcoming Pride EDU trip and Activity 2 quality.

### **Trip to Spain:**

Nineteen answered; 95% said “no” to receiving trip info, 5% said “yes.” No emails were provided.

### **Quality Satisfaction:**

- 95% found session objectives clear.
- 86% found the information relevant.
- 100% rated animators as competent and approachable.
- Understanding of the topic varied: 62% rated 3/5 or higher, 38% rated 2/5 or below.
- 81% approved the session’s format and duration.



### **Feedback:**

Likes included interactive games, clarity, and historical content. Suggestions included more direct awareness-raising and additional games.

**Conclusion:** Most participants were satisfied with the session’s clarity, content, and facilitators. However, over a third felt the session did not sufficiently improve their understanding.

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### **SESSION 3**

Eight participants responded to Le Girofard's quality survey on Activity 3, covering the Spain trip and session feedback.

#### **Spain Trip Interest**

- 50% (4 participants) wanted to be contacted about the trip.
- Three left contact details (two phone numbers, one email).

#### **Feedbacks**

- Clarity of objectives: 75% said "yes"; 25% "no".
- Usefulness of information: 87.5% found it relevant.
- Facilitators' competence: 87.5% rated them positively.
- Understanding improved: 100% rated 3/5 or higher (38% gave 5/5, 38% gave 4/5).
- Format and duration: 62.5% said appropriate; 37.5% disagreed.

#### **Comments:**

- What participants liked: Personal stories, alternative history perspectives, engaging facilitator, new information.
- Areas to improve: Duration, inclusion of more recent topics, and reducing time between session and survey.

**Conclusion:** Most participants were satisfied with the session's content, delivery, and impact on their understanding. However, some noted the session was too long, and several struggled to recall details due to the delayed survey timing.

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## SESSION 4

Eight participants completed the quality survey for Activity 4, which included two parts: interest in the Pride EDU trip to Spain and session feedback.

### Spain Trip Interest

- 37.5% (3 participants) wished to be contacted and provided email addresses.
- 62.5% (5 participants) declined further contact.

### Feedbacks

Clarity of objectives: 75% said "yes"; 25% "no".

Information usefulness: 87.5% found it relevant.

Facilitators' competence: 100% rated them positively.

Improved understanding: 87.5% rated 3/5 or higher (50% rated 4 or 5).

Format and duration: 87.5% found it appropriate.

### Comments:

- What participants liked: The topic, the facilitator, and respect for speaking turns (mentioned by 3 participants).
- Suggestions for improvement: Better visual aids, improved equipment, stronger enforcement of respect among peers, and implementation of the session's ideas in schools.

**Conclusion:** The session was well received overall, with high satisfaction regarding content, facilitation, and delivery. Respect and inclusivity were appreciated but could be better enforced. Feedback suggests a need for improved visual support and technical setup.



## **SESSION 5**

Eight participants responded to the quality survey for Activity 5, structured in two parts: interest in the Spain trip and session feedback.

### **Spain Trip Interest**

- 87.5% (7 participants) did not wish to be contacted.
- 12.5% (1 participant) expressed interest but did not leave contact details.

### **Feedbacks:**

- Clarity of objectives: 62.5% said “yes”, 37.5% “no”.
- Usefulness of content: 87.5% found it relevant.
- Facilitator competence: 85.7% (of 7 responses) answered positively.
- Improved understanding: 37.5% rated 4/5; 37.5% rated 3/5; 25% rated 2/5.
- Format and duration: Split opinion – 50% found it appropriate, 50% did not.

### **Comments:**

- What participants liked: Cultural elements (e.g. drag and ballroom), diversity of content.
- What could be improved: Content was too dense–suggested splitting the session into two parts.

### **Conclusion:**

The session was appreciated for its rich and engaging content, especially cultural aspects. However, feedback indicates a mismatch between the session design and the audience's capacity to absorb the material. Recommendations include adjusting the session length and splitting content into more manageable parts to improve learning and engagement.

# 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.



# Activity 1: Spain

## 1. Description of the Event

The first activity of the PrideEDU project consisted of a series of **five virtual educational sessions**, designed to promote awareness, foster empathy, and provide critical knowledge about the LGBTQIA+ community, its history, and the challenges it continues to face. The sessions were conducted simultaneously in France and Spain.

In Spain, they were led by **SOMOS**, a non-profit organization with extensive experience advocating for the rights of LGTBI individuals and those with diverse gender expressions.

SOMOS brings a multidisciplinary approach to its work, focusing on areas such as **sexual health, education, violence prevention, political advocacy, and the fight against social exclusion**. Their long-standing community engagement and pedagogical experience played a key role in ensuring that the content delivered in these sessions was accurate, relevant, and empowering. Each of the five webinars was tailored to **participants aged 15 to 20** and delivered free of charge.

They lasted approximately **1.5 hours each and included interactive components such as Q&A segments** to ensure active participation. Prior to the sessions, a survey was distributed to assess the interests of young participants.



Based on the feedback received, the following five key topics were selected:

- **Introduction to LGBTQIAP+ Terms and Topics**
- **Gender Identities**
- **History and Archives**
- **LGBTQI Safe Spaces**
- **LGBTI+ Culture**

The primary goal of the activity was to promote **understanding, respect,** and **inclusion**, while also equipping young people with tools to identify and challenge discrimination. The sessions offered a safe virtual space to explore these themes and encouraged participants to express themselves openly.

## 2. Agenda of the Event

The Spanish webinars were structured as a **five-part biweekly program**, held every **Wednesday from 5:00 PM to 6:30 PM**. Each session included a brief introduction, a main thematic presentation, and an interactive discussion period.

| DATE       | TOPIC  | CONTENT   |
|------------|--|---|
| October 2  | <b><i>Introduction to LGBTQIAP+ Terms and Topics</i></b> | Overview of acronyms and terminology associated with sexual orientation and gender identity. Evolution of language and challenges in achieving recognition.         |
| October 16 | <b>Gender Identities</b>                                 | Exploration of gender concepts including cisgender, transgender, non-binary, and gender fluid identities. Discussion on social norms, legal rights, and visibility. |

|             |                             |  |
|-------------|-----------------------------|--|
| October 30  | <b>History and Archives</b> | Key milestones in LGBTQIAP+ history, major figures, and the importance of preserving community memory and archives.  |
| November 13 | <b>LGBTQI Safe Places</b>   | Importance of safe spaces for LGBTQIAP+ individuals. Analysis of both physical and digital spaces and their roles in fostering inclusion and protection.       |
| November 27 | <b>LGBTI+ Culture</b>       | Examination of queer influence on culture through art, media, drag, music, and fashion. Emphasis on the visibility and impact of Ball culture and queer icons. |

## QUESTIONNAIRE FINDINGS

The post-session evaluation of the first webinar, Introduction to LGBTQIAP+ Terms and Topics, gathered **26 responses** from Spanish participants, showing overall positive reception and impact. Most participants reported improved knowledge, particularly in inclusive communication, fostering inclusive environments, and awareness of LGBT+ historical milestones. **Confidence levels were also strong**, with many feeling prepared to apply inclusive communication and strategies for creating **supportive spaces**. The majority found the approaches engaging, with **95% rating them positively**, and **70% considered the content highly relevant** to the project's objectives. Participants highlighted gains in understanding sexual and gender diversity, distinctions between orientation and identity, and historical and cultural contexts. While overall **satisfaction was high** (all participants rating 4 or 5), suggestions for improvement included more historical content, longer and more interactive sessions, and opportunities for deeper discussion.

## 4. CONCLUSION

The Spanish edition of Activity 1 within the PrideEDU project successfully achieved its core objective of **raising awareness and educating young people on LGBTQIA+ topics**. The expert facilitation by SOMOS, paired with an interactive webinar format, delivered high-quality, engaging sessions that effectively resonated with the target audience. This approach not only ensured the dissemination of valuable information but also fostered deeper understanding through **dynamic discussions** and **expert-led presentations** tailored to the interests and needs of young participants.

Post-event feedback highlighted **strong participant satisfaction**, confirming the program's effectiveness. Moreover, the responses revealed a clear desire among attendees for continued education, including more frequent sessions, exploration of more complex themes, and longer or follow-up workshops. The open-ended feedback provided additional valuable insights, helping to shape **future improvements** and expand the scope of the project.

Beyond fulfilling its educational aims, this activity offered SOMOS an important opportunity to **reconnect with the lived realities of young LGBTQIA+ individuals**. Often, organizations risk becoming somewhat distant from their beneficiaries, but this initiative helped bridge that gap by allowing a **rich exchange of knowledge and experiences**. The reflections shared by participants underscored how the landscape of queer youth identities and experiences has evolved significantly over recent years. The ways an 18-year-old lesbian, gay, trans, or non-binary person experiences life today are markedly **different from previous generations**, highlighting the importance of **ongoing, up-to-date engagement**.

In summary, this first activity lays a strong foundation for subsequent phases of PrideEDU, reaffirming the vital role such projects play in fostering inclusive, informed, and compassionate communities. The demonstrated enthusiasm and engagement from young people underscore the continuing relevance and necessity of education and dialogue around LGBTQIA+ issues.

# ACTIVITY 2: FRANCE

## 1. DESCRIPTION OF THE EVENT

Work Package 2 of the Pride EDU project consisted of a **series of awareness-raising and capacity-building activities** designed to promote LGBTQIA+ inclusion, sexual health education, and youth engagement. The events combined **interactive workshops, creative co-construction sessions, and community-driven initiatives**.

### **First Phase: Sexual Health Awareness Session (February 13, 2025)**

In partnership with a CEGIDD (Free Information, Screening, and Diagnosis Center) professional, we organized an open discussion on sexual health, STI prevention, and the importance of testing, regardless of sexual or romantic orientation. This session allowed participants to **address stigma, ask questions, and reflect on inclusive healthcare practices**.

- Attendance: **11 engaged participants**.
- Outcome: **A successful session that motivated participants to join the Sidaction campaign**, where they helped run an awareness booth on March 22, 2025 (Place de la Victoire).

### **Second Phase: Immersive Co-Creation Weekend (April 5-6, 2025)**

After logistical challenges (scheduling, venue availability, and facilitator coordination), we held a two-day workshop focused on LGBTQIA+ empowerment. Despite some last-minute cancellations, the event fostered a **safe, restorative, and creative space for queer youth**. It was led by an educator from Le Girofard, a Media Professional who works on queer content (Estelle - Stella Maurice), a drag family (Familips) and a queer illustrator artist (Marie-Lou Duret).

## 2. AGENDA OF THE EVENT

### **First Phase 13/02/25 10:00 - 12:00 | Activity 0 Sexual Health Awareness Session**

- Presentation / ice breaker
- Open discussion on sexual health, STI prevention, and the importance of testing, regardless of sexual or romantic orientation.
- Point is to address stigma, ask questions, and reflect on inclusive healthcare practices

### **Second Phase 05/04/25 10:00 - 10:30 | Welcome & Introduction**

- Icebreaker Game
- Opening remarks and objectives of the session
- Brief introduction to the topics and speakers

### **05/04/25 10:30 - 11:45 | Activity 1 Understanding the LGTBIQ+ Community and Key Social Issues**

- Interactive Activity: Kahoot! Quiz
- Engaging quiz to introduce key concepts in a fun way
- Overview of affective-sexual and gender diversity
- "Popcorn" discussion game to explore identities and terminology
- Discussion on key social challenges faced by the LGTBIQ+ community

### **05/04/25 11:45 - 13:00 | Activity 2 Drag Culture Workshop**

- Screening of the documentary OUT, followed by a Q&A with a drag performer (facilitated by drag queen from the documentary : Familips)

### **LUNCH BREAK**

### **05/04/25 14:00 - 16h00 Activity 3 Podcast Creation**

- Theme: LGTBIQ+ Social Spaces for Youth – Participants brainstormed, recorded segments, and discussed representation (led by Estelle - Stella Maurice).

### Third Phase 06/04/25 10:00 - 12:00 | Activity 4 - Awareness Campaign Design

- Theme: LGBTIQ+ Social Spaces for Youth – Participants brainstormed, recorded segments, and discussed representation (led by Estelle - Stella Maurice).

### LUNCH

### Third Phase 06/04/25 13:00 - 15:00 | Activity 5 - Roundtable & Brainstorming

- Identifying current challenges and proposing solutions through collective discussion.

## 3. QUESTIONNAIRE FINDINGS

To evaluate the effectiveness of the workshop and measure participant satisfaction, Evaluation was conducted orally to encourage dialogue and anonymously (via paper forms) to ensure honest feedback.

Key takeaways:

- **Engagement:** High levels of participation in discussions and creative tasks.
- **Inclusivity:** Participants reported feeling respected and safe to express themselves.
- **Impact:** Appreciation for the innovative format (drag workshop, podcasting) and relevant content.



## 4. CONCLUSION

The Pride EDU Work Package 2 activities were highly successful, with participants showing **strong engagement, curiosity, and enthusiasm**. Interactive workshops, creative projects, and open discussions fostered a **safe, dynamic environment** where young people deepened their understanding of **gender, sexual diversity, sexual health, and LGBTQIA+ inclusion**.

Participants valued both the theoretical and creative approaches—such as **drag workshops, podcasts, and campaign design**—describing the content as enlightening, practical, and transformative. Feedback highlighted the importance of safe spaces where LGBTQIA+ youth can learn, share, and connect, with many feeling empowered to advocate for **inclusivity and embrace their identities**.

### Key Takeaways:

- Ongoing, **expanded education on LGBTQIA+** issues and sexual health is needed.
- **Creative, participatory formats** should remain central to future workshops.
- Logistical barriers must be addressed to ensure **regular access**.



This phase has built a strong foundation for future initiatives, proving that **youth-driven, inclusive education** not only strengthens community but also inspires **real change**.

# ACTIVITY 2: SPAIN

## 1. DESCRIPTION OF THE EVENT

We completed the second part of the project with a series of activities focused on **sharing knowledge** with the participants. This second part gives more importance to participation and sharing experiences and knowledge, while the first had a more formative character.

The **three sessions were held in person** to facilitate the meeting between the participants and to ensure that the activity could be a **safe space** for them. Two of the activities took place at the Asociación SOMOS LGTB+ de Aragon headquarters, and the third at the Instituto Ikigai.



## 2. AGENDA OF THE EVENT

This second activity was developed over **three days spread over two different weeks**. The first two sessions took place on the weekend of March 7 and 8, Friday and Saturday respectively.

The third session was held the following Friday, March 14.

### 3. QUESTIONNAIRE FINDINGS

The results of the evaluation questionnaires were generally **positive**. It is notable that most people **learned new things** and found these activities **a safe space to express themselves** and **be visible without censorship**.

### 4. RECOMMENDATIONS

People appreciated that the workshops were **exclusively in person** as it allowed them to **interact better with their peers**.

### 5. CONCLUSION

This second activity allowed us to meet some of the participants from the previous activity in person. The fact that it was held in person also **improved the way we interacted** with the coordinating team and the project itself. In addition, this activity has allowed participants to **visit the physical locations** of the two Spanish partners.



# ACTIVITY 3 : GENERAL

## Expert Sessions: Raising Awareness on Intolerance and Discrimination

The first activity consisted of **five virtual meetings**, coordinated by Girofard in France and by SOMOS in Spain. The activities took place **simultaneously in both countries**. Each session lasted approximately 1.5 hours, was free of charge, and open to all participants. Additionally, the sessions were **interactive and included a Q&A section**. This five-session program provides an opportunity to explore key topics, along with the cultural and historical factors crucial for understanding LGBTQIAP+ experiences. Each seminar focused on a **specific topic**, which, along with the respective dates, are listed below:

- Wednesday, October 2: **Introduction to LGBTQIAP+ Terms and Topics**
- Wednesday, October 16: **Gender Identities**
- Wednesday, October 30: **History and Archives**
- Wednesday, November 13: **LGBTQI Safe Places**
- Wednesday, November 27: **LGBTI+ Culture**

Before designing the seminars, we administered a **pre-questionnaire** to gather information about the participants' profiles, needs, and expectations. The chosen topics align with participants' interests and address gaps in their understanding of LGBT+ issues.

The seminars aimed to provide **foundational knowledge of key terms** within the LGBT+ community for participants with average or lower understanding. They addressed the strong interest in learning about **transgender and non-binary identities, helping to challenge stereotypes and misconceptions**. The seminars also explored **LGBT+ history**, highlighting the community's struggles, achievements, and cultural narratives. Additionally, the importance of creating inclusive environments where LGBT+ individuals could express themselves freely was discussed. Finally, the seminars fostered **respect and understanding of the cultural contributions and challenges** faced by the LGBT+ community.

The detailed results and analysis of this pre-questionnaire can be found in the following link:

<https://docs.google.com/document/d/1-uSrINrKBMKeVrDpaTPGoPQR2Kh8-SIBoivUhrGRjbE/edit?usp=sharing>

For a better understanding of the quality of our training courses, the impact on participants, and to gather feedback for future improvements, we have prepared surveys to be completed after each of the 5 training courses. 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>

## WORKSHOPS WITH TRAINERS: COLLABORATING TOWARDS A PREJUDICE-FREE SOCIETY

Activity 2 focused on providing youth with **hands-on learning experiences**, including **focus group activities** that encouraged **active participation**. This activity was carried out in each partner country, with SOMOS leading the initiative and providing the necessary guidelines.

The main difference in this activity, compared to Activity 1, was its focus on **practical engagement**. The youth participated in activities that allowed them to **apply the knowledge they had acquired to real-life scenarios**, which deepened their understanding of the topics discussed and the challenges faced by the LGBTQIA+ community. Each partner proposed various training topics aligned with their competencies while taking into account the content covered in Activity 1, following the established guidelines.

In addition to the main content, each workshop included gathering information from participants, which will help in preparing the analysis, repeating the questionnaire (the same as in Activity 1), and promoting and encouraging participation in the awareness campaign. Furthermore, within three months following Activity 2, **a fresh online questionnaire** was sent to the participants to assess the outcomes of both activities, serving as an **evaluation tool for the entire project**.

# FINAL SWOT ANALYSIS OF THE ACTIVITIES

## STRENGTHS

### **Strong Participant Engagement & Satisfaction**

- High satisfaction across all phases (70–100% positive feedback).
- Participants consistently felt safe, welcomed, and supported.
- Strong group bonding noted, especially in weekend intensives and WP3 transnational exchange.

### **High-Quality Content & Facilitation**

- Relevant and diverse topics: LGBTQIAP+ lexicon, gender identities, sexual health, queer culture, history, and safe spaces.
- Expert-led sessions (CEGIDD, SOMOS, community activists), fostering legitimacy and rich discussion.
- Activities aligned closely with project objectives (e.g., 82.4% in WP3 found content relevant).

### **Innovative & Varied Formats**

- Engaging methods such as drag workshops, podcasts, debates, cultural visits, creative activities, and timelines.
- Excellent icebreakers and social components (shared meals, immersive group bonding).
- Real-world skill development in communication, allyship, and inclusive practice.

**In-Person Formats & Trusted Spaces**

- In-person sessions created authentic, censorship-free environments for LGBTQIA+ youth.
- Familiar settings (e.g., SOMOS HQ, Instituto Ikigai) enhanced participant comfort and trust.

**Transnational Impact & Identity**

- WP3 fostered a genuine sense of European belonging and intercultural exchange.
- Provided rare mobility opportunities for disadvantaged youth from France.

# WEAKNESSES

**Accessibility & Inclusion Barriers**

- In-person-only models excluded those with mobility, scheduling, or geographic limitations.
- Gaps in ethnic, disability, and identity representation noted (especially WP3).
- Language barriers in international settings (e.g., English-only policy, translation fatigue).

**Logistical & Resource Challenges**

- High resource demands for planning, staffing, and venue coordination (France, WP3).
- Time constraints led to rushed or overly basic sessions in some cases.

**Content Adaptation Issues**

- Variability in prior knowledge caused disparities in satisfaction and depth of understanding.
- Some activities were too basic for more experienced participants.
- Limited tailoring by age group, experience, or language ability.

**Limited Local & External Interaction**

- WP3 lacked interaction with the Zaragoza community, and some workshops missed broader outreach opportunities.
- Participant attrition between sessions due to intensive formats or lack of follow-up.

# OPPORTUNITIES

**Hybrid & Inclusive Formats**

- Develop hybrid delivery models to blend in-person depth with online accessibility.
- Use pre-session surveys to assess knowledge levels and adapt pedagogy accordingly.
- Provide multilingual resources and live translation to ensure broader inclusion.

**Scalable & Replicable Tools**

- Package successful activities (e.g., podcast workshops, cultural exchanges) for replication across schools, NGOs, and municipalities.
- France: Potential to train youth facilitators and scale the podcast as a long-term awareness tool.

### **Community & Ally Engagement**

- Create programming for parents, allies, and intergenerational dialogues.
- Leverage community partnerships (schools, LGBTQIA+ groups) for expanded impact.

### **Visibility, Storytelling & Branding**

- Capture and share success stories (testimonies, media, podcasts) to build momentum and visibility.
- Use strong branding and communication strategies to clarify project goals and increase reach.

### **European Identity & Mobility Projects**

- Build on the success of WP3 to develop future cross-border projects or youth-led EU initiatives.
- Encourage participants to co-design future content with a transnational perspective.

## **THREATS**

### **Sociopolitical & Cultural Resistance**

- Conservative backlash, especially in France and Spain, including public targeting of events.
- Need for strategic communication and safety planning in sensitive regions.

### **Participant Burnout or Disengagement**

- Dense, intensive sessions risk fatigue and attrition.
- Poor pacing or lack of differentiation could lead to disengagement, especially among advanced participants.

### Resource & Budget Constraints

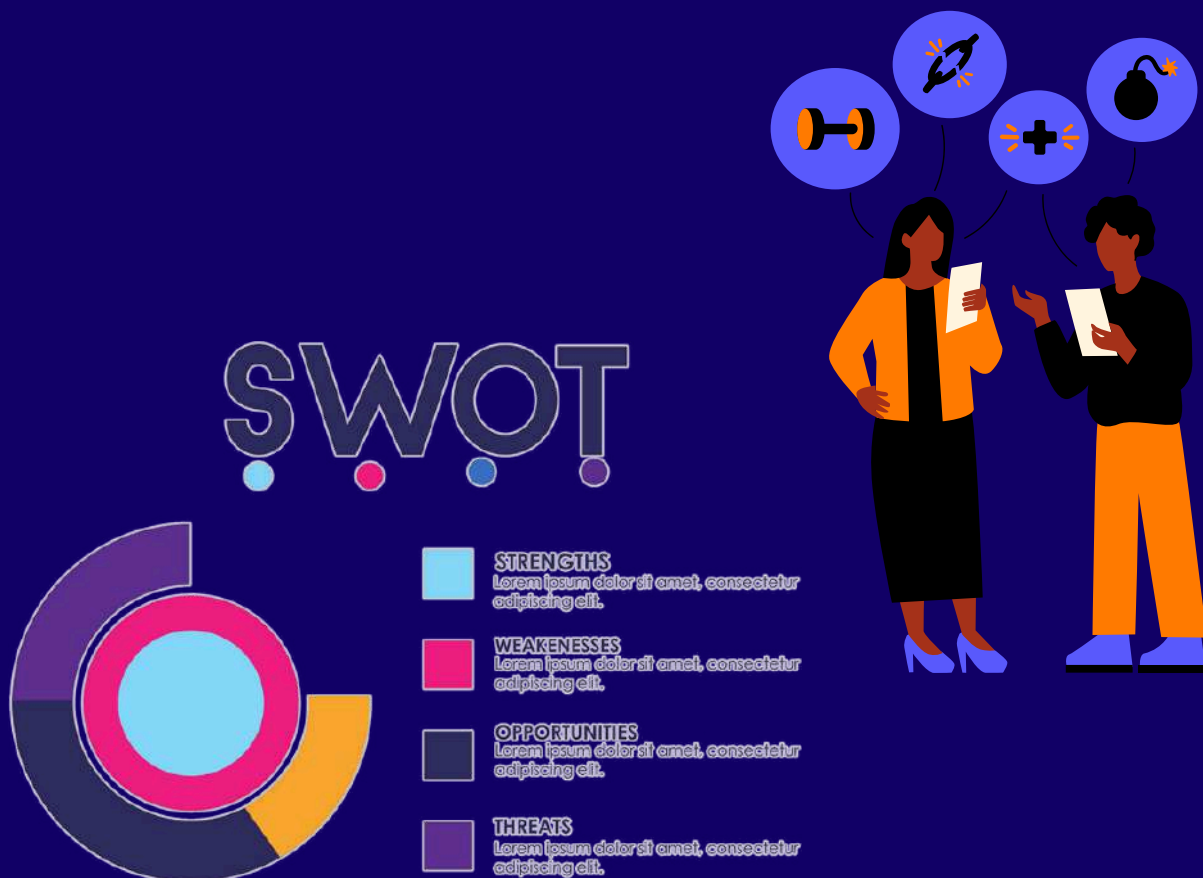
- High-quality in-person programming is labor- and cost-intensive.
- Accessibility improvements (e.g., translation, disability inclusion) may face funding limitations.

### Language & Cultural Gaps

- Failure to adapt to non-Western, minority, or linguistic needs can alienate participants or limit depth.
- Intercultural challenges may restrict genuine exchange if not properly facilitated.

### Sustainability Risks

- Without regular innovation or participant-led ownership, long-term engagement may decline.
- Risk of the project being seen as superficial if follow-up is lacking or if feedback isn't integrated.





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PRIDE EDU materials are accessible:

**Web page:** [www.prideedu.eu](http://www.prideedu.eu)

**instagram:** [www.instagram.com/pridedu\\_eu](https://www.instagram.com/pridedu_eu)

**Tik tok:**



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Empowering Youth through Education to combat LGBTQIA+  
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