



GUIDEBOOK FOR

THE DEVELOPMENT OF SUSTAINABLE LGBTIQ+ YOUTH LOCAL ASSEMBLIES

www.lgbtiqyouthnet.eu

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Guidebook for the Development of
Sustainable LGBTIQ+ Youth Local Assemblies

By
LGBTIQ+ Youth Net Consortium



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Work package n°4 - A Seat at the Table for LGBTIQ+ and non-LGBTIQ+ Youth

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LEAD PARTNER European Center for Human Rights Strasbourg

Headquarter, 1a Place des Orphelins, FR- 67000 Strasbourg , France

Email: info@european-chr.org **Web:** www.european-chr.prg

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INTRODUCTION



BACKGROUND

The Guidebook is one of the educational resources created within the LGBTIQ+ YOUTH NET. The project “LGBTIQ+ Youth Action to Combat Online Hate” is realised by the partnership consisted of these organisations: European Centre for Human Rights, Momentum, Outside Media & Knowledge, European E-learning Institute, Democratic Initiatives Incubator and funded by the European Commission Erasmus+ KA220 programme (Project Ref. No: 2022-2-FR02-KA220-YOU- 000097706).

The overall aim of the project is to develop a new set of resources that will help to combat anti-LGBTIQ+ online hate speech, which is on the rise. These resources will support the work of youth workers, including those working to support LGBTIQ+ youth.

The Guidebook is aimed to give practical advice and methodological support for the ones who are interested in promoting human rights and combating anti-LGBTIQ+ online hate speech by organising LGBTIQ+ Youth Local Assemblies in their communities.



Our resources

- Project Management Handbook + Strategies,
- Reach and Teach Toolkit towards combating LGBTIQ+ hate speech online
- OERs Classroom Course with Pedagogic Guide
- International In-person Training Event for Youth & Educators
- A Digital Hub Peer-to-peer Learning And Networking
- Share & Promote Strategy Detailing The Campaign

WHAT ARE YOUTH LOCAL ASSEMBLIES AND WHY DO WE NEED THEM?

Across Europe, there are calls for mechanisms that can give young people a voice, a **seat at the table**. This is confirmed in EU Youth Strategy 2019-2027 and in needs assessment conducted by LGBTIQ+ YOUTH NET.

Local Assemblies are a part of our project response to the need for adequate involvement or enablement of young people. So that they can become active in the action plans for combating anti-LGBTIQ+ hate speech. The Local Assemblies will also support young people, LGBTIQ+ and non-LGBTIQ+ youth, 18 to 26 years old to identify hate speech and combat it.

REFERENCE TO THE TOOLKIT

Before planning and holding your Assembly, we encourage you to read [Reach & Teach Toolkit](#), a practical resource aimed at combating LGBTIQ+ hate speech, with a particular focus on youth work, organisations, and collaboration with policy makers. This Toolkit provides practical actionable conclusions along with interactive elements to empower change.

Good examples of combating hate speech online might encourage you and participants of Assemblies to adapt those practices to their realities and organise similar activities in their community. It also contains contacts of LGBTIQ+-friendly youth organisations which could become partners in establishing Local Assemblies and youth initiatives implementation.

OVERVIEW OF CONTENTS

The Guidebook for the Development of Sustainable LGBTIQ+ Youth Local Assemblies is a set of brief and accurate advice on how to address anti-LGBTIQ+ hate speech with a mixed group of young people, youth workers and educators. It provides valuable support for organisers of online and face-to-face activities by sharing step-by-step instructions on planning, preparation, communication, facilitation, evaluation and reporting about the event.

[CLICK
TO VIEW](#)



The Guidebook could be a helpful tool for the activists that plan their first public event and for experienced organisers as well.

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PLANNING A LGBTQ+ YOUTH LOCAL ASSEMBLIES



DEFINING THE GOALS AND OBJECTIVES OF THE ASSEMBLY

We believe that every small step makes a difference. It is important to develop state policies and legislation systems that protect from hate speech and discrimination. However, that would not have a sustainable result without citizens who share the same values and ideas.

LGBTIQ+ Youth Local Assemblies are dialogue and action platforms for people of different backgrounds. It is the place where young people (both LGBTIQ+ and non-LGBTIQ+) and other relevant stakeholders meet, discuss challenges of their communities and act to combat anti-LGBTIQ+ hate speech. Assemblies will provide the opportunity for making youth voices heard on an equal basis with youth educators and youth workers.

Assemblies contribute to this overall objective by

- creating the transferable mechanisms for inclusive youth programme development towards combating anti-LGBTIQ+ hate speech;
- highlighting the need for succession planning community LGBTIQ+ youth work development;
- giving youth, especially LGBTIQ+ youth a seat at the table, a welcoming space to connect and engage, put their new skills into practice and become active citizens, co-creators and implementors of youth initiatives that affect them.

ASSEMBLIES PARTICIPANTS' PROFILE

Local Assemblies are aimed to engage different representatives of local community, such as:

- **Young people** aged from 18-26, both LGBTIQ+ and non-LGBTIQ+ young persons.
- **Youth educators** - local and national educators, representatives of student unions and universities, trainers, educators that work with young people, and those willing and capable to provide training for youth aimed at combating hate speech against LGBTIQ+.
- **Youth workers** - representatives of local and national youth NGOs, clubs and groups working with LGBTIQ+, organisations working with young people and providing non-formal education.
- **Local institutions** - public and non-governmental institutions, media resources that are fostering inclusion and human rights, including organisations working with refugees (especially in light of the new refugee crisis) and those supporting Ukrainian refugees.

Each Assembly will bring together at least 10 young people with diverse backgrounds, 10 youth educators and youth workers, and 3 representatives of local institutions relevant to youth matters.

ENGAGING PARTNERS AND SPONSORS

While organising the Assemblies and further initiatives developed by participants you might need partners' and sponsors' support. Their involvement could be crucial if you or participants have limited resources and opportunities for cooperation. Partners and sponsors might provide you with venue, coffee-breaks, materials for the meeting, expert's input and other resources needed to realise your activities. However, it is important to choose partners and sponsors carefully.

Before contacting a potential partner, please do the following steps:



check if their media content is based on human rights values (posts in social media, web-page);



search if they have any content or realised activities related to LGBTIQ+ topic;



ask your surrounding and people you work with about the potential partner and level of trust to it in the community.

Your cooperation with some partners might be more informal and based on verbal agreement. However public institutions (e.g. Universities, city councils, libraries) are more used to official correspondence and Memorandums of Understanding. It would be a good first step to discuss with your future partner how they would like to cooperate.



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ORGANIZATION AND STRUCTURE OF THE ASSEMBLY



DETERMINING THE FORMAT: ONLINE OR FACE-TO-FACE

The choice of the format (online or face-to-face) depends on availability and security of your potential participants. Please have a look at preconditions of both formats and make your choice.

| Face-to-Face meeting | Online meeting |
|--|--|
| Physical space (e.g. room, park, cafe) is needed | Could be run via Internet without any physical facilities |
| Could take place without technical equipment | Stable Internet connection and smartphone or laptop is needed for each participant |
| Easier to build trust and cooperation via face-to-face interaction | Trust building and team spirit needs more time to establish |
| There is a risk of external interruption (hooligans, provocators, war related threats) | Participants could choose the safe space for them |
| Additional materials (e.g. water, tea, snacks, office supplies) is needed | No materials needed |
| Basic facilitation skills are enough | Facilitator needs decent technical competencies |



RECOMMENDATIONS FOR VENUE SELECTION

Once you have decided on the format of the Assembly, think about the venue. In case you choose online gathering, please select the platform which would be suitable for the participants and correspond with their digital opportunities. We suggest using [Zoom](#) or [Google Meet](#), as those platforms could work with a decent level of Internet connection and would be available for most of the participants. The other applications and tools for the online meeting should be selected referring to the participants' opportunities and needs.

For the selecting the venue for the **face-to-face** Assembly please consider those recommendations:

- the place should have good transport connections and could be reached by all the participants;
- the venue (including toilets) should be accessible to all participants, including participants with disabilities;
- the number of sitting places should be enough for all the participants;
- the place should be comfortable for the group work;
- consider providing participants with water and snacks, ask them to bring soft drinks with them or share information where they could buy it close to the venue;
- talk to the owner or administrator of the venue and make sure that the place is safe for LGBTIQ+ people and all participants will be welcomed at the place;
- the space should meet actual security measures for your country.



RECOMMENDATIONS FOR DEVELOPING THE AGENDA AND SCHEDULE

Before creating an agenda and schedule make sure that you know your potential participants. A short discussion with several representatives of the target group or a small questionnaire about participants' needs could help you a lot.

You should know some basic information, but very useful information:

- what is their background (relation to the topic, experience in activism, views and attitudes towards LGBTIQ+ community);
- what is the most suitable time for them to participate in the meeting;
- how deep is their competencies in dialogue building and establishing cooperation with others;
- which needs do they have and how they should be addressed by organisers.

Once you have a clear profile of your potential participant you could move further with the schedule and agenda development.



We propose to hold 3 local assemblies for LGBTIQ+ youth lasting 2 hours each within a month. Of course, each group and situation is unique and you will anyway adapt the schedule and agenda to your opportunities. However, a defined schedule and regular meetings without long breaks in between would support the group dynamic and lead to a fruitful result. If you see that the participants are tired and a group needs a short break in the middle of the meeting - you could suggest a small 15 min pause and continue the activity afterwards.

AGENDA AND TOPICS OF MEETINGS

The overall aim of the Assemblies is to support LGBTIQ+ & non-LGBTIQ+ young people, youth educators, youth workers and other relevant stakeholders jointly develop, consult and implement plans to counter hate speech. To ensure that youth voices are heard on an equal basis with youth educators, youth workers and other stakeholders, facilitators' attention should be paid to the establishing of healthy group dynamics.

Therefore, the first meeting should focus **on building trust and positive relations** among participants. As a result, no matter of age, profession or background, all participants should be fully involved and cooperate on an equal basis.

The second day of the Assembly should be devoted **to discovering the topic and learning about the roots of anti-LGBTIQ+ hate speech** that young people face. To combat hate speech against LGBTIQ+ youth

the group should be aware of those cases, their narratives and influence on the society.

Based on the findings of the second meeting, the group should **come up with a plan on how to address the hate speech** against LGBTIQ+ youth in their community and **agree how they are going to implement it** in a participatory manner during the third day of the Assembly.



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ANNOUNCING AND PROMOTING THE ASSEMBLY



COMMUNICATION STRATEGIES AND ENGAGING PARTICIPANTS

To make sure that your event will take place the way you planned - you need to share a word about it and make sure that the right people are engaged. Therefore, think about which groups of people you want to reach.

Take time and describe:

- How old are they?
- What do they normally do? (work, study, unemployed)
- What is important for them in their life?
- What do they do in their free time?
- What are they scared of?
- Why might Assemblies be interesting for them?

After collecting this information about potential participants (**target group**) and partners (**stakeholders**) of the Assemblies you will understand better how to address them and which statements might “catch” and bring them to you. Such a profile of your target groups and stakeholders are important steps in communication strategy development.

The next step should be finding the right words and arguments to formulate “**key messages**” for each group and each stakeholder. Depending on the

addressed people’s profile your **tone of voice** would be different. You might use jokes and informal words inviting young people to the meeting, while a letter to a public institution asking for a venue would be formal and “dry”. Try to list key messages to every target group and stakeholder you want to get engaged with. Such a list will help you to draft communication materials (announcements, letters, press-releases, social media posts and stories) in an easy and timely manner.



HOW TO INVOLVE YOUNGSTERS IN THE CREATION OF THE ASSEMBLIES?

Involving young people in the creation of the assemblies can be a great way to ensure that they feel ownership and investment in the project.

Here are a few ways to involve them:

- 01** **Organise focus groups** or consultations with young people to get their input on what they would like to see in the clubs. Ask them what activities they would like to participate in, what types of resources and support they need, and what they hope to achieve through their involvement.
- 02** **Recruit a group of youth ambassadors** to act as representatives of the project and help to promote it within their communities. These young people can also provide feedback and suggestions on the development of the assemblies.
- 03** **Involve young people** in the actual design and creation of the clubs. This can involve everything from choosing the name and logo to designing the space and organising the activities.
- 04** **Use social media platforms** to engage with young people and gather their input. Create a social media campaign that encourages young people to share their ideas and opinions about the assemblies.
- 05** **Consider offering incentives to young people** who participate in the development of the assemblies. This could include things like gift cards, free memberships, or other rewards that are meaningful to them.



Adapt this invitation by [clicking here](#)

UTILISING SOCIAL MEDIA AND MEDIA

Once you have a clear vision whom you want to address and with which messages, proper **communication channels** should be selected. Think of what is a source of information for your target group and stakeholders. Is it a printed newspaper, Telegram channel, Instagram, TikTok, Facebook or email box? You may add information about communication channels to the relevant target groups and stakeholders profiles and key messages list - to have a handy tool for designing communication materials.

*When you use social media to communicate about the Assemblies, please tag Facebook page of **LGBTIQ+ Youth Net** and add **hashtags** to your posts #LGBTIQYouthNet #StopHateSpeech #HumanRights #LGBTIQ #LGBTIGyouthNet #Erasmus+.*

Communication might look like an easy and worryless process, however, social media and media in general are the place where haters and bullies act wildly. As you touch a topic that might be sensitive in certain countries and communities, you should be aware of potential risks that you and your activity in the media might face.

Please consider those advice in communication:

- avoid aggressive and controversial statements to avoid provocations;
- follow activities in your groups, social media pages and keep an eye on the comments under your posts;
- report and delete comments that contain hatred and provoke conflicts;
- don't tag participants without their consent;
- use video and photo in line with the rules of data protection (see below).

Communication is a key for success of any initiative as it creates an image that would help your potential participants and partners get to know you and choose you and your activity among a great number of others.

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PREPARATION FOR THE ASSEMBLY



REGISTRATION FORM TEMPLATES

Before starting the LGBTIQ+ Youth Local Assemblies please read our recommendations and methodological materials mentioned in this Guidebook as well as get informed about lists and reporting forms which will be requested from you as organiser at the end of the activity. Make sure that the **registration form** is printed in advance.

If you have someone to support you with registration, this person could help participants to fill in the form correctly. If you don't have such a

volunteer, ask participants to fill in and sign the form individually. Don't forget to check if the form is fully filled in before the end of the event and ask participants to complete it, if needed.

If you are running an online event you might transfer the registration form to an application (for example **Google Forms**). Send a link with an online registration form at the beginning of the meeting and ask participants to fill it in. Double check that the app works well to avoid confusion.

PROTECTION OF PARTICIPANTS' PERSONAL DATA

Participants' security and wellbeing should be the key priority for every organiser. According to the legal norms of the European Union, information collected about participants should comply with requirements of **the General Data Protection Regulation (GDPR)**.

In this regard the event organisers need to be aware of the issue of participants' consent. It means that every participant should agree to give you their personal data and organisers should obtain and record a proactive consent from each attendee to access and use their personal data. **Personal data** is

any information that relates to an individual who can be directly or indirectly identified. Names and email addresses are obviously personal data. Location information, ethnicity, gender, biometric data, religious beliefs, web cookies, and political opinions can also be personal data.

In addition the GDPR states that EU citizens have specific and detailed rights to understand how their data is being used, how long it will be used, and ultimately, have full control over their personal data.

Along with other rights described in the GDPR, participants have the right to:

- Consent to having their personal data collected
- Be forgotten, by having their personal data deleted or anonymized
- Know what personal data is stored and used by the meeting organizer
- Know what third parties have seen or accessed their personal data
- Withdraw consent at any time
- Have data corrected whenever requested.

ENSURING MATERIAL AND TECHNICAL SUPPORT

As we mentioned before the LGBTIQ+ Youth Local Assemblies will take place minimum 3 times 2 hours each within 1-2 weeks. This type of activity won't be complicated even for an organiser with a little experience. However certain preparation and arrangements will be needed.

Try to imagine your event from the first second a participant enters the venue to the last goodbyes at the end. Write down a list of information, materials, handouts, and support a potential participant would need.

They might be:

- information plates and reminders how to get to the venue;
- registration form;
- water, cups and snacks;
- pencils and notebooks for each participants to make their personal notes;
- stationary for activities (e.g. paper, scissors, markers, flipcharts, stickers etc).

This list is not exhaustive, please add the other points, if needed. If you don't have the opportunity to buy or find the materials, you could ask participants to bring essential ones with them.

Of course, the online event does not require materials, but needs a lot of preparation of the other kind. The logic of preparation is the same: follow your potential participant from the start to the end and list everything that would be needed.

A short check-list that might help you to get ready:

- create and list the links of all online applications that are used during the meeting;
- check if the links work well and could be reached via smartphone as well;
- send registered participants a reminder about the event including date, time and a link for the meeting;
- share with the participants the instructions on how to register or use certain applications in advance.

And finally, ask someone to support you with technical issues during the meeting. Having a colleague who could support you and catch up in case of Internet or electricity cut-offs is priceless.

RECOMMENDATIONS FOR COMMUNICATION WITH PARTICIPANTS

Participants are the key persons of your activity. To ensure fruitful communication and security of the group we would suggest paying attention to the participants' selection and information sharing.

It is important for both online and face-to-face meetings to understand who the people that will come are. Therefore, we suggest you create an **application form** with basic information about participants, their occupation and motivation. The link to the form should be added to the Assembly participants' call and closed at least one week before the meeting. The information about the event (exact address and time) should be sent to the selected participants only. In that way you will get

information about the people you are going to work with and you avoid inviting individuals that could hurt the others.

Once the group is formed you could suggest participants to join a **common chat** in the messenger they prefer. The chat could be helpful in rapid sharing of information or any changes prevention. Anyway, adding to the chat should be a voluntary engagement.

Besides the technical aspects of communication, please be aware of *what* you are communicating:

- Please make sure that you are using inclusive non-discriminatory correct language addressing different groups of people in your communication.
- Don't forget to use feminine form in the languages that have it.
- Pay attention which pronouns a person uses to themselves and address them respectfully. If you are not sure, you could always ask and double check.

*Little words could have a massive effect.
Make them work for your good.*

6

CONDUCTING THE ASSEMBLY



ENSURING SAFETY AND COMFORT FOR ALL PARTICIPANTS

Human rights values are not just the content we share. They should be also seen in procedures and approaches that we use. We have already mentioned that organisers should ask potential participants about their needs and choose the venue, methods, materials, and communication messages accordingly.

To ensure that the Local Youth Assemblies are the place of inclusion, equality and human rights the group agrees about the rules they will follow all together at the beginning of the first meeting. Creating an agreement could be a part of team building activity and help participants to find common language. However, sometimes participants approach this task formally and throw bubble-words without discussing what they mean. You may ask them back: “How could we check that this statement is followed by the group?” Usually it leads to wording change or more detailed explanation of the rule.

In case the participants have hard time with proposing the rules, you may suggest some of the following:

- Address participants according to their pronouns.
- Share only what you feel comfortable to share. What is said here, stays here.
- Don't judge people. Don't generalise.
- Talk only about your experience. Use I-statement.
- Care and support the others.
- Follow the photo and video shooting agreement.

You might create a perfect set of rules, however, a moment could happen when someone breaks the agreement. In case you hear a statement or an act of hatred or discrimination, ask participants what it was first. It could help the person to realise their mistake and excuse. If the person continues doing the same, remind them that it contradicts the human rights approach and the values you are promoting, the event is voluntary, therefore if the person still wants to attend it, they should follow the rules or leave the venue.



TYPICAL ASSEMBLY PROGRAMME

To achieve the overall goal and objectives of the Local Youth Assemblies we suggest you using the following programme for the meetings. You could adapt the programme according to your realities and experience. However, general flow should stay the same. The programme is relevant both for online and face-to-face meetings. We are going to explain the methodology in detail in the next sections.

Day 1.

| Time | Activity |
|--------|---|
| 10 min | Introduction of organisers, the aim and objectives of the Assemblies. Presentation of the program |
| 15 min | Getting to know each other. Round of names. |
| 20 min | Human Bingo |
| 15 min | Creating an agreement |
| 25 min | What community do I want to live in? Creating a collage of a community of participants' dreams. Group work (4-5 people per group) |
| 15 min | Presentation of the group work. |
| 20 min | Debriefing: <ul style="list-style-type: none">• How do you feel at the end of the meeting?• What were highlights of your work?• What challenges in our reality we need to address to make the dream come true? (write down the answers to be used during next meeting)• What would we as a group like to start with? |



Day 2.

| Time | Activity |
|--------|--|
| 15 min | Reconnection with participants. What nice things have happened since last time? Presentation of the program for this meeting. |
| 20 min | Input on Hate Speech. Definition. Examples of countering hate speech online. |
| 25 min | Roots and branches of anti-LGBTIQ+ online hate speech. Group work. |
| 15 min | Presentation of the group work. |
| 20 min | Brainstorming “What exactly could we do in our community?” |
| 10 min | Voting. |
| 15 min | Debriefing: <ul style="list-style-type: none">• How do you feel about the results of our work?• What do you think about the actions we prioritised?• What should we consider while making those actions?• To which extent the planned actions will bring us closer to the community we dream about? |

Day 3.

| Time | Activity |
|--------|---|
| 15 min | Reconnection with participants. Which of my qualities could be helpful in realisation of our initiative? Presentation of the program for this meeting. |
| 20 min | Returning to the action we want to take. Defining the goal and objectives. |
| 25 min | Listing tasks within the activity. Needed resources. |
| 25 min | Possible partners. Communication strategy. |
| 20 min | BraTimeline. Shared tasks. Brainstorming “What exactly could we do in our community?” |
| 15 min | Debriefing: <ul style="list-style-type: none">• How do you feel about the results of your team work?• How realistic does the plan look for you?• What is the level of your readiness to take the planned actions? |

INTERACTION, FACILITATION, AND PARTICIPANT ENGAGEMENT METHODS

The format of Local Youth Assemblies is an example of non-formal education activity. Our event gives the participants an opportunity to gain new competencies (skills, knowledge, attitudes and values) outside the formal educational curriculum. The event follows principles of non-formal education, if such characteristics are in place:

Voluntary

All participants voluntarily take part in the educational event and can at any time refuse and stop this process for themselves without any pressure.

Accessible to everyone

The opportunity to join the learning process is open to everyone. At the same time, the learning process should minimise any physical, psychological, social, economic and other barriers that limit the participation of potential participants.

An organised process with educational objectives

The activities must meet the educational needs of the participants, be based on a pre-agreed program and achieve the desired educational goals.

Active participation in the learning process

People who take part in non-formal education reach certain results firstly through active participation. Activeness is achieved by devoting time to name and perceive one's personal experience.

Learner-centred

The programme is designed and adapted in accordance with the level of competencies of learners, and can be changed throughout their learning process.

About learning life skills and preparing for active citizenship

Non-formal education methods help participants to learn how to make decisions, take responsibility, negotiate and jointly perform tasks.

Based on involving both individual and group learning with a collective approach

Many activities involve group work where participants cooperate to achieve a common goal. It contributes to the development of communication and social skills, and improves the understanding of the material through discussion and collaboration.



Holistic and process-oriented

This principle means adopting a holistic attitude towards people, educational goals and work methods. Neither feelings, nor mind, nor physiology are ignored and attention is paid to a single person, as well as to the group and the subject. The goal is to relate experience gained during the educational process to reality. In non-formal education, the learning process is more important than a result, certificate or diploma. Awareness of certain concepts can occur even after the completion of an educational event.

Based on experience and action

The process of non-formal education is based on experience, which only becomes meaningful when it is well perceived and consciously realised. Therefore experience is discussed (reflected on) and named, conclusions are made, given sense and applied in real life.

Organised on the basis of the needs of the participants

Before and during the whole duration of the event, the organisers ask participants about their needs and try to adapt the program according to the identified ones.

Let's go through the programme to see how those principles are realised in the Local Youth Assemblies.

GETTING TO KNOW EACH OTHERS

This is the first and very important part of any event. You should give an opportunity for the participants to realise who the people around are, what are their names and what connections could be established with them.

This part could be run in numerous different ways. Please choose the method that you will feel confident with, would take suitable time and correspond to participants' profile. Please select one from Chapters 4.6-4.7 of the. **Handbook For People Working With Youth Groups Non-formal education practice in Lithuania.**

One of the methods that we suggest in our programme is called Human Bingo. Please read its description and adapt the statements with the ones that are relevant to your participants.

For the online Assemblies you could adapt the listed methods as well. To make the process more engaging for the participants you may use breakout rooms in Zoom, collect their answers with Mentimeter and visualise them with the help of JamBoard, Padlet, LucidPark or basic whiteboard integrated in Zoom.



GROUP AGREEMENT

To make sure that the participants find a way to work together and agree on certain rules, a group agreement is needed. You may ask everyone to think about what statements should be in the agreement and present their points in front of the whole group. Or they could consolidate their answers in smaller groups first and then present and discuss all together.

However, the agreement's statements should be clear, applicable and based on the human rights approach. More tips about agreement please check in the Paragraph "[Ensuring Safety and Comfort for All Participants](#)".

THEMATIC INPUTS

The format of Local Youth Assemblies also requires some input on what is hate speech, how we can detect it online and what to do to counter it on a local level. This might seem to be a challenging task. However, once you read the support literature and prepare materials - you could do it again and again.

We have a very practical and brief [Reach & Teach Toolkit](#), where you could easily find answers for those questions. You could also check [Bookmarks](#), a manual for combating hate speech through human rights education, full of theory and exercises on combating hate speech. [We CAN!](#) Taking action against hate speech through counter and alternative narratives - a manual that could explain what alternative narratives are and how to create them to counter hate speech in detail. And last, but not the main manual in human rights education - [Compass: Manual for Human Rights Education with Young People](#). There you could find answers on all possible questions in the topic of human rights.

GENERAL GROUP WORK

One of the non-formal education principles is described as a process based on involving both individual and group learning with a collective approach. A lot of learning is happening while addressing important issues, sharing participants ideas and searching for certain solutions. Therefore, a good formulated question is crucial for the group work.

Firstly, you ask participants to think individually about the answer. Then the participants work in smaller groups, collect the answers, make a poster or collage

based on their discussion. Your role would be to provide them with materials, space, clear instructions and time keeping. Participants present the results of their discussions in the defined format and answer questions which would help to see how the findings of the group work could be implemented in their future initiative.

Even if it looks simple and self-organised, the group work is in the hands of a youth trainer or facilitator. They are responsible for creating group dynamics, building the programme based on participants' needs and making the process of decision making easier for the group. More about the roles of facilitator and youth worker and hints on how to run a good quality educational event please read in [T-Kit 6: Training Essentials](#).

DEBRIEFING

One more principle of non-formal education is based on experience and action. The interactive activities, including group work, simulations and project planning within Assemblies are the experience that definitely could lead to important learning results. To transfer "funny game" to a valuable experience - the role of facilitator is again crucial.

Facilitator supports the group and individual reflections on:

- How do the participants feel after the activity? What emotions do they have?
- What happened during the exercise? What did everyone experience?
- What are their thoughts about what happened? What was good/bad/exciting...?
- What did they learn?
- How is this experience connected with their everyday life?
- How could it be applied later?

To learn the frame for the debriefing and get ready to facilitate it independently, please read about [David Kolb's cycle of experiential learning in Compass](#).



7

DEVELOPING ACTION PLANS



METHODS FOR IDENTIFYING KEY ISSUES AND NEEDS

At the Local Youth Assemblies we are addressing community needs and identifying key issues at least twice.

Firstly, the group creates a collage of their dreams' community and answers the question **“What community do I want to live in?”**. This activity helps participants to exchange their vision on how the society should look like if they could create an ideal one. During the presentation and debriefing you could support the group in defining the key challenges that should be addressed to make their dreams come true.

During the second day we have a closer look at challenges that anti-LGBTIQ+ hate speech brings to society and how we can counter it (exercise Roots and Branches of anti-LGBTIQ+ online hate speech). You can find a detailed instruction for it on the p. 108 [Bookmarks](#).

You could propose such a statement to be written in the 'trunk' of the tree: **“LGBTIQ+ youth should not be given a voice in decision making on a local level”**.

Those two activities and debriefing could help participants realise what exactly they want to address in their activities. It is important for you to double check if those challenges are related to the overall aim and objectives of the Assemblies as later they will be the starting point for the participants' local initiatives.

METHODS FOR CREATING SPECIFIC GOALS AND OBJECTIVES

When the group clarified the challenges they want to address, it's the right time to define a goal and objectives for their initiative. Depending on the group you have, the creation of smaller initiative groups might be needed.

Each initiative group selects a problem they want to address and tries to transfer it to a goal by reformulating a statement “What if we could... (adding the opposite formulation of the problem). For example, the group discovered that the LGBTIQ+

students are not presented in the students' council. The logic would be “What if we could make the LGBTIQ+ be presented”, and a goal would be to “ensure that the LGBTIQ+ students are presented in the students' council”.

The goal should not be too general and global, it should be something specific, doable and related to the local community realities. The group should feel ready to address it and find a solution.

Once the goal is agreed, the group could move to defining the objectives. Explain to the participants that objectives are the components that explain the goal and thematic directions that it covers.

More about the goal and objectives definition, as well as other advice on project management, please, check in [T-Kit 3: Project Management](#).

The objectives should correspond to the SMART model, that stands for:

Specific
Measurable
Achievable
Realistic
Timed

If we take the example of students' council, the objectives could be:

- to promote participation in the students' council among LGBTIQ+ students of Y University.
- to raise awareness of X actual representatives of the students' council about the importance of an inclusive environment in decision making in Y University.
- to increase the level of tolerance among X students.

As you see, objectives are not the actions yet. Actions would be specific tasks that members of the initiative team would share in order to achieve the objective.

For example, actions for the first objective could be:

- creating informational materials about students' council,
- sharing leaflets and posts students' council among students including LGBTIQ+ groups,
- organising informational meetings.... etc.

Once the initiative group has agreed on the goal and objectives they want to reach by their project, you can move further with facilitation of the next part of the programme.

ALGORITHM FOR DEVELOPING STRATEGIES AND STEPS TO ACHIEVE THEM

What else should the initiative group have before starting realising their initiative? A lot of different stuff: list of the tasks, their distribution within the team, list of potential partners, communication strategy, clear vision of the target group, list of resources, budget...

All of these look self explanatory, but your participants might need assistance with it. Therefore it would be nice if you find forms, charts and schemes to work on those issues and share it with the group step-by-step. The [T-Kit 3: Project Management](#) could help you a lot in this regard.



8

REPORTING AND EVALUATING RESULTS



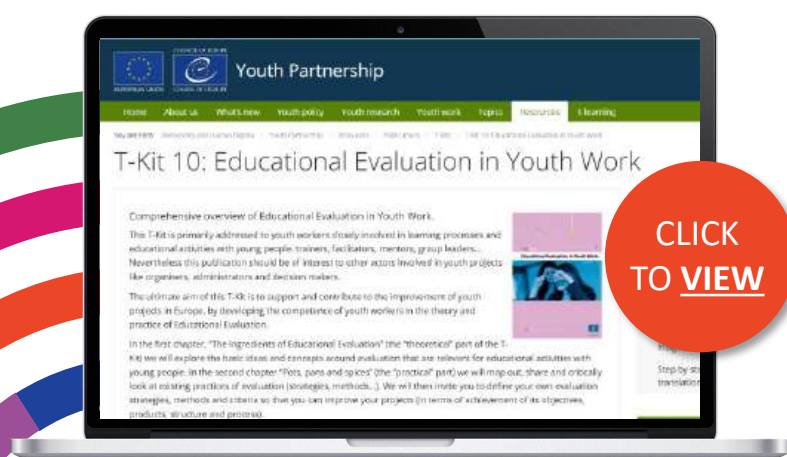
METHODS FOR EVALUATING EFFECTIVENESS AND RESULTS

*We went a long way discussing how to plan, prepare and realise Local Youth Assemblies, but how to check if we reached our destination? Here we need to evaluate what are the objectives we were aiming at and results we have reached. In relation to our activity we could mainly focus on content of the **educational process, personal development of participants and implementation of their local initiatives.***

Evaluation is a powerful tool that allows the organisers of the activity

- To look back on the activity and realise the strengths and weaknesses of the programme and to determine if the objectives were achieved.
- To look forward to future activities and use the results of the evaluation to enhance planning for future activities. In basic terms, it allows organisers to identify mistakes and areas where improvement and innovation are needed.
- To give the participants a constant opportunity to comment, adapt and control their learning process.
- To celebrate with participants their results and achievements.

To have reliable data for analysis and comparison, it is recommended to hold entry and exit evaluation. You could use an easy [Google Form](#) to check participants' background at the beginning of the Assembly and achievements at the end. To prepare good questions for evaluation form and get more information on the process, please read more in [T-Kit 10: Educational Evaluation in Youth Work](#).



PARTICIPANT FEEDBACK

*Besides Google forms and dry statistics there is always a place for non-formal sharing, criticising and appreciation. A lot of people would like to take time and reflect on their experience within a group. Different methods could be used for that. Among a great variety of non-formal education methods you may choose the one that suits you the most in Chapter 4.13. Reflection and Self-Assessment of the **Handbook For People Working With Youth Groups. Non-formal education practice in Lithuania.***

Usually some time is allocated at the end of the day or the event to collect participants' feedback. It's a great opportunity for organisers to hear what went well and what needs improvement. However, a basic rule for organisers is not to make immediate excuses, but to critically reflect on what they receive and think wisely about what they could do with it. Anyway, feedback is a gift and YOU decide to put it on or to hide it far away.

REPORT TEMPLATES

At the end of every exciting project there is an official part that none of the organisers could escape. It is the final report ([link to the template](#)). The report allows you to collect and analyse results of completed work and present it to donors, partners and other stakeholders. It is important to collect information about your achievements including feedback from participants before you start filling in the report template.

*As you know the Local Youth Assemblies are taking part within the Erasmus+ project. In the report template according to the programme terminology the Assemblies are referred to as a **work package**.*

The image shows a smartphone screen displaying a report template. At the top left is the 'LGBTIQ+ YOUTH NET' logo, and at the top right is the 'Erasmus+' logo. Below the logos is a grey box containing the following text: 'Activities Report', 'LGBTIQ+ Youth Net', 'Project number: 2022-2-FR02-KA220-YOU-000097706', 'Content: XXXXXXXXXXXX', and 'Country: XXXXXXXX'. Below this box is the section 'Description of the activities carried out:' followed by a checklist: '✓ Date: *', '✓ Location: *', '✓ Number of participants: **', and '✓ Description of the multiplier event activities:'. Below that is the section 'Additional documentation and evidence required:' followed by a checklist: '✓ Signed participant list *.', '✓ Agenda + documents *.', and '✓ Photos *.'. A red circular button with the text 'CLICK TO VIEW' is overlaid on the bottom right of the smartphone screen.

Here is the list of questions that you will find in the report:

- 01 How did the project partners contribute to the project management work package? Please detail specific contributions made by the partner organisations
- 02 Were there any major differences between the planned activities and the implemented activities? If so, please explain
- 03 Planned results of the work package at application stage
- 04 Explain how those results were achieved and how they helped reaching the project objectives. Please elaborate on the quality of the results and include the reference of the supporting documents that support this evaluation
- 05 Describe the target group for those activities and results and explain how those were beneficial for them
- 06 Provide information on the level of achievement of the selected qualitative and quantitative indicators. How were the progress, quality and achievement of this WP results monitored
- 07 How satisfied were you with the results of the implemented work package? Please rate it on a scale from 1 to 10, 1 being the worst grade and 10 being the best
- 08 Please provide comments about the satisfaction for this work package



9

CONCLUSIONS





SUMMARY OF KEY RECOMMENDATIONS

Before you run away to start organising your first Local Youth Assemblies we want to share a piece of organisers' wisdom with you

- ***None of the initiatives ended with the same budget, team and realised activities as it was planned.*** So no worries if something does not go according to the plan. Changes happen. Adapt!
- Try to communicate with partners and inform them about changes and difficulties in advance. Once you cooperate and support each other, you could always find a solution together.
- To find a solution for a hard issue - think out of the box. No worries if no one normally does that way. You could always be the first one.
- In any situation when you need to make a decision - think about the participants, their safety and needs first. This approach will guarantee a high quality level of your event.
- In times of hardships and problems, remember why you started your initiative and what future you are aiming at. Seeing the future and making differences will bring your motivation back.
- Before saying that you don't know what to do - read carefully the Guideline. It might contain the answer to your question. If no answer is found - address your partner organisation or coordinator.



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