

## Good Practice: GR GP3

George K. Zarifis  
Kyriakos Bonidis  
Achilleas Papadimitriou  
Charikleia Manavi



## "Transgender Intervention"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Non-formal adult education	Non-profit, NGO	Adult Education, social inclusiveness	National	60 hours	Continuous (January 2017 and every 10 weeks)	Own funding and through donations

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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## 1. What – Focus (theme, orientation)

The programme is about supporting transgender people, but also supporting and empowering their families and their companions.

## 2. For whom – Target group(s)

It aims to support the national transgender community, and in general the gender and intersection of people, through health promotion and empowering / enhancing skills in areas such as claiming rights, finding resources, communicating, etc.

## 3. Requirements and access

Face-to-face participants must be unemployed (15 weeks or more with or without receiving unemployment benefit) aged between 18-30. The programme lasts 65 hrs. Transgender men and women as well as non-binary and LGB people are also welcome to participate free of charge.

## 4. Elements of good practice

By guiding participants through an activity that reflects on prejudice from systematic, organizational and individual levels, this experience-based programme underscores understanding intersectionality as a critical component of sharing and understanding transgender and gender non-conforming peoples' experiences of prejudice and discrimination. During this programme, participants are asked to consider whether common statements made about transgender people are myths or facts, while the facilitator helps to explain and clarify each of these statements based on shared experience.

The methods that are used are all experience-based with small groups reflection, constant use of life examples and circumstances from both participants and trainers, and empowering teaching techniques. The trainers in particular who have firsthand experience as some of them are transgender with special studies in civic law, social psychology and social medicine, operate as facilitators rather than instructors. For example, structured class experiential assignments are organized to allow trainees to choose a specific number of problems to complete. Another technique is to give trainees a choice board or a learning menu where they can choose which activities they want to complete. Some trainers even go as far as allowing their trainees to choose how they will complete a test (multiple choice, short answer, etc.). They also to use a special theme (e.g. visit to the doctor, visiting the bank manager to ask for a loan, communicating with the partners' parents, etc.) to make their programmes more interesting and relate them to real-world applications.

This programme is focused on gender diversity. The programme is enlightening in the sense that it reveals to participants much of the potential they never felt they had.

The programme is not assessed or evaluated by any external body or authority. It is

organised voluntarily and it is therefore not required. The trainers however organise an ad-hoc evaluation of the programme among participants using a short questionnaire. Reflection during the final meeting is part of this process.

## 5. Perceived challenges

It is important the programme to acquire more visibility among the trans and LGB community, but also operate as a pilot programme for similar ones in many more cities and also attract cisgenders as well as parents and family members of the trans and LGB participants.

## 6. Testimonials

Although the programme has no follow-ups, many trainees suggested that it helped them incredibly in terms of controlling their own anger against a system that as they claim is deeply traditional and "heterosexually oriented". Some of them also suggested that they made new friends in the course and starting building their own communication and social networks. A trainee told us that the most important element of the course for her is that she learned to reflect before communicating with cisgenders. This made her more acceptable and she resolved many issues with some family members as well.

Many VYAs claimed that by altering the appearance of their classroom for a special theme, they can create an atmosphere that will excite them in every meeting they have. They like to use a special theme (e.g. visit to the doctor, visiting the bank manager to ask for a loan, communicating with the partners' parents, etc.) to make their lessons more interesting and relate them to real-world applications. Trainers said that they support this choice because it helps them to create a positive and collaborative dynamic by changing each week and have the students help create the stations or decorations that will fuel that theme and their learning.

Most trainees claimed that the course would be equally enlightening for their parents and family members and that the greatest challenge is that it is not certified. One trainee suggested that some elements of the course could also be used for education in schools.



## 7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)