

## RAINBOW RESOURCES



Report of the study session held by IFM-SEI  
in co-operation with the  
European Youth Centre of the Council of Europe

European Youth Centre Budapest

11-18 November 2012



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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International Falcon Movement-Socialist Educational International

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# 1. Executive Summary

This is the final report of the “Rainbow Resources” study session, conducted by the IFM-SEI at the European Youth Centre of the Council of Europe in Budapest, from 11-18 November 2012.

IFM-SEI is an educational children and youth movement based on the UN Convention on the Rights of the Child. Our member organisations are peer-led, working with children and young people to raise awareness of Children’s and Human Rights and empowering them with knowledge and skills to defend their own rights and those of others. We have a long and successful history of working with children on Human and Children’s Rights, both at local and national level through our member organisations and at international level through seminars and training courses.

Additionally, IFM has a long history of working on issues of gender and sexuality, identifying these Human Rights as ones often forgotten. We aim to mainstream gender and sexuality rights, ensuring that children understand and challenge gender stereotypes and heteronormativity from an early age. Since 2001 we host the annual ‘Queer Easter’ seminars at the Kurt Löwenstein Education Centre. More than 120 young people from youth organisations and LGBT structures from all over Europe, the Middle East and Latin America meet at these seminars to discuss sexual diversity, heteronormativity and homophobia. Together they develop strategies for inclusion and the support of young LGBT people. In the last ten years, educational materials have been produced at Queer Easter, including toolkits on how to set up LGBT structures in organisations and how to support organisations to become more inclusive.

While there are many resources about gender and sexuality available, almost all of them focus on young people over 14. In recent years we had become increasingly concerned that there were very few resources for use with children on gender and sexuality. In our educational work we constantly stress the need to educate against sexism, homophobia and gender-based discriminations. It is essential that this work does not only start with teenagers, but that children learn from an early age on that they can be what and how they want to be and that discrimination can never be acceptable.

In our Human Rights Education with children we extensively use the Council of Europe Manual ‘Compasito’, but even in this otherwise very useful publication, methods on gender and sexuality are missing. In order to address this concern, we developed “Rainbow Resources”, a Companion to Compasito, which includes many methods for gender and sexuality rights education with children. In this project, run in co-operation with the European Youth Foundation, we consulted members and tested methods to address this often taboo subject area. Besides many non-formal activities, Rainbow Resources also includes introductory reading on the Human Rights Dimension of gender and sexuality education, an introduction on child development and tips on how to introduce the topic against parents’ and other leaders’ wills.

Educational publications are always only as good as the dissemination and training that goes with it. Our study session, therefore, was an important step in our gender and sexuality education, as we invited 30 group leaders from 15 countries working with children groups in their home organisations who are now confident and motivated to use the publication in their group work and disseminate it further within their organisations.

The participants were introduced to the basics of gender and sexual diversity, discussed different educational styles and child development and brought these blocks together by adapting and trying out methods from Rainbow Resources. As opposition to Human Rights Education focussing particularly on sexual rights is still very widespread, the participants

also considered ideas on how to overcome resistance from colleagues, parents and institutions.

An important part of the study session was the development of follow-up 'action plans' for each of the participating organisations. All youth leaders went home with a concrete plan on how to start Rainbow work in their communities. The plans are all well-thought through and realistic, starting from introducing activities on Human Rights in small steps to weekend seminars for other leaders and a large-scale sexual diversity project in Italian primary schools.

This report describes the main issues that were discussed throughout the week, the activities developed and the follow-up ideas that the participants are now implementing in their organisations. The appendix contains a detailed bibliography with useful resources for educators wanting to work on gender and sexuality with children, a presentation given during the week and the evaluation results given by participants.

Both the educational team and the participants felt that it was a very successful study session. This is not only shown in the final evaluations, but also in the high number of follow-up activities. It was only possible due to the commitment of the preparatory team and their devotion of energy and time, as well as the motivation, enthusiasm and contribution of the participants.

We would like to thank everybody involved for contributing their energy and ideas to the study session, and particularly the Council of Europe for its support and investment in Europe and the world's youth. We also thank the staff of the European Youth Centre Budapest who took care of us so well.



## **2. Introduction**

### **2.1 Aims and objectives**

The aim of the study session was to enhance the quality of IFM-SEI's Human Rights Education with children in the fields of gender and sexuality, by providing the space to share approaches and methodology and training multipliers in the field.

The objectives were the following:

- To explore the key issues of gender and sexuality with a focus on children and their rights
- To explore the use of non-formal education to educate children on gender and sexuality
- To provide the space for young leaders to share their own experiences and approaches to gender and sexuality education with children
- To identify potential obstacles to successful HRE with children in this field, particularly addressing overcoming opposition to this work
- To introduce the new IFM 'Compasito Companion' as a key tool for Human Rights Education with children on gender and sexuality
- To practice using Compasito alongside the Compasito Companion with the participants to ensure they become familiar and comfortable with their formats and content
- To develop possible adaptations to methods to meet the precise needs of different children's groups
- To develop plans to implement activities on gender and sexuality rights education with children back in their organisations

### **2.2 Profile of participants**

Our intention was to invite participants who already work directly with children and ideally also have knowledge on the issue of gender and sexuality. We realised however that almost no youth leader fits this quite restrictive profile and therefore put together a group with very diverse levels of experience – some had more experience in the field of education, running children's groups or working in children and youth centres, others had more experience on the topic, being for example from LGBT organisations. The basic requirement was that they all had the possibility to either implement Rainbow projects directly with children, or peer educate other leaders who work with children.

The participants were between 18 and 30 years old. They came from 16 different organisations based in 15 countries. Four participants came from organisations outside Europe which brought an added dimension to the study session as they work in very different contexts and face additional obstacles in their work on gender and sexuality. The majority of participants represented member organisations of IFM-SEI, but we have also invited several participants from other organisations as to enlarge our network and to have a more diverse group of participants. The participants from outside IFM came from children centres in Bosnia-Herzegovina and "the Former Yugoslavian Republic of Macedonia", from ArciGay Italy, from YMCA Ireland and YWCA Iceland and from an Irish anti-bullying project.

The learning styles, interests and levels of experience of the group were very diverse. This led to quite different expectations towards different sessions, but also enriched the discussions very much and the group worked very well together. The level of English was

good. Two participants had difficulties with understanding and speaking English and received whispered translation from their friends.

## 2.3 Some words about the issues discussed

The topic of sexuality and children is broad, complex, and for many educators full of fear and uncertainty. It is broad because it covers a wide range of behaviours. Many educators and parents are concerned that talking openly about love and sex could endanger their children. In reality, the opposite is



often the case. Children who know their own bodies tend to respond more confidently to sexual jokes and are more likely to defend themselves in case of sexual harassment. They are also more likely to ask adults for help, since they are less afraid to talk about sex-related issues. Many parents, teachers and educators feel stressed when children exhibit normal behaviours and ask questions related to healthy sexual development. This stress indicates the need to continue discussing and researching this topic.

In addition to their biological sex children have a 'gender label'. This label is connected to the cultural norm that the gender of a person should be based on their sex organs. There are expectations and roles which parents, caretakers and other people often connect with being-a-boy and being-a-girl. Children usually cannot distance themselves from these expectations, even if these traditional roles do not meet their needs. They are raised in a world where discrimination based on gender and sexuality is an everyday reality, where gender-based violence, homophobic bullying and similar behaviours are widespread all around the world.

The UN Convention on the Rights of the Child recognises children as individuals who have special rights for their age group: the right to identity, to privacy, to information, to thought, conscience, religion, to expression, and to association. Children should be empowered to speak up and feel free to do what they like, as long as they respect other people's rights and no matter what they like and whom they love.

During the study session, the participants discussed 2 thematic blocks and brought them together in their 'action plans' for educational work in their home organisations. They spoke about gender and sexuality – about different gender and sexual identities, exclusion based on sexual orientation, how the present system generates homophobia and about the situation of LGBT minorities in different countries. And they discussed education – the experiential learning cycle, different educational and learning styles, Human Rights Education and child development. Based on these discussions, the participants adapted methods from IFM-SEI's Companion to Compassito, 'Rainbow Resources' and developed new methods on gender and sexuality to run with children. The methods were tried out and possible improvements and further adaptations were discussed. They also discussed how they can implement what they have learned in their organisations back home.

### **3. Programme, inputs and discussions**

The programme of the week can be roughly divided into four parts:

- Introduction to gender and sexuality
- Education
- Trying out methods
- Developing action plans

We started with discussing different aspects of gender and sexuality, then moved to talking about different forms of education, the experiences of participants as educators and child development. These two blocks were brought together in two ways: In the middle of the week the participants had the opportunity to adapt and try out activities from Rainbow Resources to become more familiar with the publication and more confident in using them back home; they also created 'Action Plans' for the work in their organisations. Every evening they had time to work on their plans, always focussing on an aspect that was discussed during the day. Finally we also dealt with the many obstacles that educators meet when they want to work on gender and sexuality with children and put homophobia and gender-based discrimination into a wider, structural picture.

Throughout the week we created a lot of space for group building, sharing and personal reflection to give room to discuss, digest and apply the issues of the day. Every participant created a personal timeline during the sessions on which they could add new things bit by bit every day, reflecting how the issues discussed relate to things in their lives. After the session on gender and sexuality for example the participants had time to think of times in their life when they have been discriminated because of their (perceived) gender or sexuality. After a session on different learning styles and non-formal education, the participants added significant learning-moments to their timelines. After the mid-term evaluation we changed some parts of the programme according to participants' wishes and recommendations

We chose creative methods, targeted different learning styles and designed the study session according to the principles of nonformal education.

#### **3.1 Gender and Sexuality**

As an introduction to gender and sexuality we chose the "Purpie"-story (p. 18-19 in Rainbow Resources), an introductory method on discrimination based on sexuality, starting not from a theoretical but a personal point of view. The pre-knowledge of the participants on the topic was very diverse, some people having been educators on sexual diversity and gender identity for years and others who have never questioned their own sexuality before. The "Purpie"-story is a good starting point to sensitively understand why and how coming out or being sexually labelled affects people. Sharing their feelings after having read the story individually was very emotional for the participants. Some linked the experiences made by the protagonist in the short story to their own life experiences. Others said that they have never felt discriminated against, but being empathic towards the person in the story showed them how it must feel to be discriminated against because of one's sexuality.

We live in a heteronormative world where LGBT people constantly have to defend or at least justify their sexual identity, their lifestyle and whom they love. Also people who don't consciously discriminate against LGBT people always assume that everyone feels like them and that LGBT people are 'the exception'. To help non-LGBT people understand how it feels to be placed in such a situation, we used the 'heteronormative questionnaire' on 'how it feels to be heteronormative' that has been designed in 1972 but scarily is still useful today.

From there we moved to a more theoretical level by introducing the differences between the terms sex, gender, sexual identity and sexual desire and discussing examples that show that gender and sexuality are not binary.

These four key terms formed the basis of our discussion:

- 1. Sex:** biological/physical categorisation (usually male or female)
- 2. Gender:** social categorisation, which is both how people see others and how people see themselves (usually woman or man)
- 3. Sexual Desire:** the desire someone feels to love and have sex with other people (for example heterosexual = desire for people of the opposite sex, homosexual = desire for people of the same sex, bisexual = desire for people of the same or opposite sex)
- 4. Sexual Identity:** the social category you and others put on you. There are many labels but some are: straight, gay, bisexual, and lesbian

Generally many people easily confuse these terms or try to force people into boxes (male or female and gay or heterosexual), but it is not as simple as that. We discussed that about 1% of the population is intersex (neither male nor female) and even more people decide to identify as different genders. While it is often the case that these categories correspond, it is also quite common for people to fit into many categories. Looking from the outside on people's sexuality can give a very skewed perspective. We often impose our own values or norms on other people and impose norms from the current day to other time periods.

In small teams people received cards that describe a person. All descriptions were based on real examples. The participants had to categorise the person's sex, gender, sexual desire and sexual identity. The exercise helped the participants to understand the different terms, but also led to making many assumptions because things were left unclear in the examples. In the debriefing we therefore also reflected on why and how people categorise others. Some participants said that categorisation is dangerous and too easily lead to exclusion and discrimination. Others however pointed out that categorisation also supports the fight of discriminated groups because they make exclusion obvious and help them to work together more easily. Not using any labels could mean that discrimination still exists but is not talked about.

From there we moved on to discuss on how to overcome inequalities. We used this topic to try out another method from Rainbow Resources, 'Piece of Cake' (p. 75). In the activity the participants have to divide a cake between the group, with some people having had some already and others probably needing more of it because they are hungrier. It explains the concepts of equality of opportunity, equality of process and of outcome – concepts that are very often discussed when talking about supporting minorities.

**Equality of opportunity:** this gives everyone the same opportunity but doesn't look at where people, where people end up or the process (cake left in the room, people took what they wanted)

**Equality of process:** this gives everyone the same, without considering of where people started. This means the outcome might not be equal distribution (dividing the second cake equally, even though some have already had cake).

**Equality of outcome and need:** this makes sure that everyone has the same outcome depending on the need and starting point of everyone (deciding how much cake each person gets based on what they had before).

Participants discussed the reality of discrimination against sexual minorities again at the end of the study session. In an open space they shared their knowledge about the situation of LGBT minorities in different countries. Their discussion was supported by a map of ILGA (International Lesbian, Gay, Trans and Intersex Association) showing the Human Rights situation for LGBT people in countries across Europe. Additionally the preparatory team organised a pub-quiz which also included questions on LGBT movements, historical events and the legal situation in different countries.

### **The wider challenge**

As a socialist organisation, we felt it was important to talk with the participants about how we think that discrimination against LGBT people is a product of the capitalist system. This brought the discussions of the study session to a more theoretical level and brought up new questions.

One group read the text 'Gay Left', a journal issued by gay men in the 70s. The group of authors claimed that sexual oppression cannot be stopped in a system that is based on competition and discrimination. They say that many groups are exploited and oppressed for the benefit of a few; therefore gay men should link their fight with the fight of other groups.

Another group read 'The politics of homosexuality', also a text from the 70s that is still not out of date. The authors of this text say that homosexuality is condemned as unnatural because homosexual couples cannot produce children who are needed to reproduce the workforce. Therefore homosexual relationships are an affront to capitalist society.

The participants discussed how important it is to show solidarity with all people who are discriminated because they all fight against a system of competition that can only work if some people have more rights than others. The group emphasised the role of the women's movement - that there can be no LGBT liberation without women's liberation.

Participants strongly recommended that for educating against gender inequalities and for sexual diversity it is important to constantly reflect yourself, your surroundings and your role in society. For youth leaders education should be a constant process towards emancipation and to democracy. Education should allow everyone to self-reflect their behaviour, change themselves and change society.



## **3.2 Education**

We started the education block by sharing experiences of participants. All of them are educators – some of them full-time, others run a regular Falcon group or are teamers in camps and weekend seminars from time to time. In a world cafe they talked about their usual target groups, the activities they facilitate and also about whether they have already done activities on

gender and sexuality. It turned out that their target groups were quite diverse – some really work with children under 12, the target group of Rainbow Resources, others run groups for teenagers or are more involved in educating leaders. Many of them have worked on Human Rights related topics with their groups already, often more implicitly than explicitly. All of them are active in the field of nonformal education.

We introduced the participants to the concepts of nonformal, formal and informal education and talked with them about the experiential learning cycle which is the basis for the activities of Rainbow Resources and Compasito. In Compasito these forms of education are defined as follows:

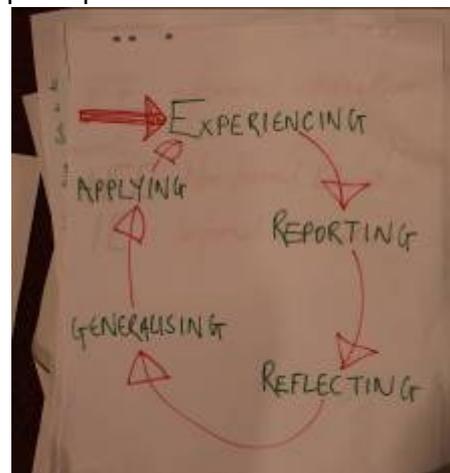
**Formal education:** Refers to the structured education system that runs from primary to tertiary education, and can also include specialised programmes for technical and professional training [...].

**Nonformal education:** Refers to any intentional, voluntary and planned programme of personal and social education that aims to convey and practice values and develop a wide range of skills and competencies for democratic life. Nonformal education for children might include out-of-school activities, extra-curricular activities in schools, summer camps and leisure centres. Nonformal education emphasises a participative approach to learning.

**Informal education:** Refers to the unintentional lifelong process whereby everyone acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience [...]. (Compasito, p.28).

**Experiential learning cycle:** Introducing the experiential learning cycle should help participants to understand the logic of the educational activities that we used throughout the week and to develop new activities for their groups. The participants received cards with the titles of the different steps in the cycle and cards with explanations of these steps. They had to put titles and definitions together and order them.

The cycle starts with **experiencing**. The participants do something; try something out that stimulates their thoughts. The phase of experiencing is followed by the **reporting** phase in which the participants share their reactions towards what they have done before. They don't judge anything in this phase, but tell what they have done and how they felt during an activity. Afterwards they **reflect** on what has been reported. They discuss patterns and dynamics and make connections before they come to the stage of **generalising** where they discuss how what they have learned connects to the real world. Finally they reach the stage of **applying** to think about what they themselves can do to address the issues that they discussed before (cp Compasito p.39).



## Human Rights Education

Sexual rights are human rights. When designing an educational activity on sexuality and gender, educators should be familiar with the key elements of Human Rights Education that are the basis of the work of the Council of Europe's youth department. The participants heard an input to HRE after trying out activities from Rainbow Resources because we wanted them to analyse if all elements of HRE were applied in the activities. Unfortunately there was no time to discuss the input and it would have been more helpful to introduce this beforehand, so that they could have planned the activities according to the principles of HRE. You can find the presentation in the appendix of this report.

## Child development stages

For this session we used the introduction and overview of Compasito, but added descriptions on children's sexual development to the given cognitive and emotional, physical and social categories. Participants guessed in groups which description of a child's behaviour could belong into which age group. Of course their development differs, since every child is unique.. In a group of ten 6-year olds some can be much more developed socially, whereas others have already more physical skills. Children are very much influenced by the social environment they live in – the country, the education system, whether they live in a city or in a rural area can very much affect their development. There are however patterns which can be recognised in almost all groups. It is important to know about tendencies and stages that children go through. Having knowledge about child development helps educators to develop and adapt activities so that they meet the needs and abilities of their group.

The participants used the session to continue talking about their experiences as educators and their memories of being children and to compare the social environments in which they act.



Particularly the sexual development of children differs much between children in different countries, and this also reflects some of the challenges educators have to be aware of. For example in a society where talking about sexuality is a taboo, children will develop differently from a society where parents speak openly about their bodies and their sexuality.

There is very little literature on sexual development of children available and as preparatory team we felt that we didn't have much knowledge on the issue, so we invited a sexologist with expertise on child development. The expert cancelled her

participation, but the participants found the session anyway very helpful as it gave them much space to reflect on their role as educators and gender and sexuality in their realities.

## Resistance to educational work on gender and sexuality

One of the biggest obstacles in doing educational work with children on gender and sexuality is the resistance towards the topic. After having created and facilitated Rainbow activities, we supported the participants to become confident in tackling these challenges. First everyone thought individually about (possible) problems that could prevent them from working on gender and sexuality issues. Afterwards they formed small groups, shared their problems and thought together about possible solutions. The preparatory team was also available to give suggestions and discuss ideas. Listed below are the main outcomes and some strategies to overcome resistance from parents, teachers, colleges and institutions:

- Secure support from experts or authorities: This gives trust to parents and carers
- Frame your work under the bigger heading of 'fighting bullying and discrimination' or 'identity'. Many people only react negatively towards sexual diversity, not generally towards work against inequality and discrimination. You can also start working on other types of discrimination and slowly move towards discrimination based on gender and sexuality

- Start with your colleagues: It's important that they support you in your work and know what you are doing, so they need to be educated first.
- Use media to get your voice heard
- Look for publications and educational material on HRE from bigger organisations
- Create an information pack for parents
- If parents or teachers want to know what you plan for the next meeting, tell them about the methods, not the content (you will do some story-telling; no one needs to know that the stories are about same-sex relationships or strong girls).
- Don't only focus on gender and sexuality: Instead of only looking at this topic for a whole afternoon, just do a short activity in every meeting and then do something else
- Invite teachers to observe your activities – they will quickly realise that you don't 'teach children to be gay'.
- Put pressure on government and institutions
- Become active in politics and change regulations
- Put the topic "Homophobia in schools" on the agenda and invite speakers to talk about it
- Use topics that are close to the children, for example talk about families and family structures
- Connect your children with children from other countries. Exchange emails, postcards, discover different realities and opinions on one topic
- Put articles related to feminist theories on walls of schools so that everyone can see it
- Try to show children that it is good to be different – show examples of famous people who look different
- Invite LGBT people who are willing to answer the children's questions, let them get to know each other

### 3.3 Trying out Rainbow methods

In the middle of the study session, the participants tried out several of the methods of Rainbow Resources. The aim was to get used to using the publication, to know some of the methods so well that it would be easy for them to run them back home and to develop adaptations or improvements to the methods. The participants took the role of facilitators, prepared and adapted the methods and ran them with other participants playing the role of their 'children's group. Some groups decided to not just adapt a method, but to create a new one. Following running the activities the participants gave feedback to the activities (and not the facilitating skills, as this was not meant as a training of facilitators).

Six methods were tried out, two for each of the subthemes in Rainbow Resources:

Identity and Being:

- Congratulations, it's a girl
- Gender Treasure Hunt

Families and Relationships:

- Love and Music
- Different Families

Bullying and Discrimination:

- Guess the Job

- Discover who you are

### **Congratulations, it's a girl (Rainbow Resources p 47)**

The objectives of this method from Rainbow Resources are to explore gender and to understand that it is socially constructed, to reflect upon participants' own gender stereotypes and to come up with strategies to reduce gender divisions.

The participants are split into groups and have to think about how the life of a child is influenced by other people and circumstances at different ages. In the original method, all groups imagine the life of a baby girl. They get a list of guiding questions, with questions such as "What kind of gifts do her parents buy her", "What are her dreams about the future" and "What subjects is she encourage to work hardest at?". The participants adapted the method in a way that there were three groups, each receiving the photo of the same baby. One group was told that this was a girl, another that this was a boy, and the third didn't know the sex of the baby. This widened the discussion to include also what is expected of boys and their role in today's society and made the comparisons between boys and girls in the debriefing easier, as the participants could really compare between the two examples and did not have to base their discussion on own experiences from the start. The group that did not know the sex (or gender) of the baby decided at the beginning if they wanted a girl or boy and then did the same as the other groups – this addition was said to be not necessary.

### **Gender Treasure Hunt (Rainbow Resources, page 37)**

This is a treasure hunt around different activities which are stereotypically aimed at boys or girls. The objectives are to recognise stereotypes based on gender and to recognise that biological differences are often an excuse for gender-based discrimination.

The facilitators hid envelopes around the space. Each envelope contained pieces of paper, mentioning activities that children like to do, such as playing football, singing, reading magazines, watching soap operas or skateboarding. The participants were split into two groups and had to find as many of these papers as possible. In the original version they have to bring all these papers back to the seminar room and put them into a table with two columns: What girls like and what boys like. In the adapted version played at the study session, there were two sets of cards, so that both groups could keep their cards and fill their own tables. They then had to all make their own table, dividing the activities into 'What I like to do' and 'what I don't like to do'. This encouraged discussion around how stereotypes are different from reality. In the debriefing the participants spoke about how it feels when they are told that they should not do something because 'it is only for girls or boys'.

### **Love and Music (Rainbow Resources, page 52)**

In this activity children explore different types of love relationships through famous songs. They explore how love relationships are portrayed in popular music and consider what kinds of relationships exist and who can love whom.

The facilitators play different songs about love to the group who have to answer the questions: 'Who is singing this song (man/woman/group)?', 'Who are they singing to/about?' and 'What is the message of the song'. They then discuss what kinds of relationship we usually hear about in the songs. For the participants it was quite difficult to understand the lyrics of the songs just by listening to them. In the feedback it was said that the songs should be either in the mother tongue of the participants, or they should get the lyrics printed out and translated. Even for native speakers a printed version would support the discussions afterwards. The facilitators made a very interesting selection of songs for the group, as they

included for example 'I kissed a girl' by Katy Perry which made it very easy to talk about same-sex relationships.

### **Different families**

This activity has been newly created by the group, using the statement exercise method. The facilitators made a list with statements about families, such as: 'A family needs a mother and a father' or 'in families the parents decide about the rules' or 'You can have a brother who has not the same mother and father'. They read out one statement after the other and the participants had to stand either on the 'I agree' or 'I disagree' side of the room and then discuss why they (dis)agree with this statement. The activity enabled much discussion about the role of families and how families can be composed. The participants spoke much about their own experiences, about their families and other families they know. In the feedback round participants said that it is quite difficult for children to focus so long on a discussion without much moving around or doing something practical, and that it needs careful facilitation so as to not come to a situation where the participants argue about 'right and wrong' families.

### **Guess the Job (Rainbow Resources page 78)**

In this activity, the participants play the game 'taboo' to explore stereotypical links between gender and professions. The participants are divided into two groups. Always one person gets a role card, showing a profession. They need to explain this profession without saying the word on the card. Their team has to guess the job. The facilitators make note of the pronouns used by the person explaining and put the cards accordingly into a 'man' or 'woman' pile after the profession has been guessed. This led into a discussion on jobs assumed to be done by men and women and the differences between these jobs. The group discussed particularly the economic disadvantages women face because of the jobs they do and then spoke about gender-sensitive language.

The trying-out session showed that the taboo game can lose purpose if the group already adapted a gender-sensitive language. In this group, most participants used the pronoun 'they' so the facilitator could not place the cards into one of the piles. However, it can also be a very good starting point to introduce gender-sensitive language.

### **Discover who you are**

This method was newly developed as an adaptation of 'Who's behind me' from Compasito (page 187). The aim of the activity is to experience discrimination and double discrimination based on gender, sexual orientation and economic social position. Each child receives a role that is written on a piece of paper and put on their forehead. They don't know their role. They have time to walk around and read each others' roles, then the facilitators explain a situation and the children start acting as if they were in this situation. The situation could be 'waiting in the waiting room of a hospital' and the roles are for example '22-year old social worker, gay banker, white unemployed woman, black cross dresser, female bus driver'. After playing out the situation for a while, the children have to put themselves in a line according to their perceived social power. When they are done, they can look to their left and right to check whether they think this is where they belong. They then can take off their role card to discover who they were. The debriefing focused on feelings based on the reactions of others towards you and on double discrimination. In the feedback round it became clear that it was quite difficult for the participants to act out the situations and that the double discriminations didn't become very clear. It might help to have less roles and a clearer situation.

The team started to work on 'master copy' of Rainbow Resources in which we took note of all corrections and ideas for improvements that came up during discussions with the participants. The feedback to the methods and possible adaptations are now an important part of this master copy. In the next months IFM's Rainbow Team will update the first edition of Rainbow Resources and will include ideas of the study session participants.

The final evaluation showed that this part of the programme was one of the most useful ones. Trying out methods gave the participants much motivation to use Rainbow Resources in their organisations and many said that they would start working on gender and sexuality using the same activities as they now feel very confident facilitating them.

### 3.4 Action Plans



The aim of the study session was to enhance the HRE with children in the organisations of our network, especially in the field of sexuality and gender. In previous seminars we have made the experience that often participants would like to use many of the things they have learned back home, but lose energy to really plan activities after returning back home or making unrealistic plans that they were then unable to implement. Therefore we led the participants through a careful planning process that started already on the first day of the seminar. Each evening they received a question to discuss with

the group from their organisation or other participants they felt comfortable with. They defined their target groups and reflected on their experiences and needs; they defined the objectives of their local projects and thought step-by-step about the methods they wanted to use. All questions were related to the issues discussed during the day.

For most participants it was an important learning point that they would not have to make their work on sexuality rights very explicit as they feared strong resistance from parents and co-workers. It took them a while to realise that they don't necessarily have to design an activity plan that focuses over several weeks only on sexuality to raise their groups' awareness on the issue, but that in most cases it would make much more sense to either include gender and sexuality in more general activities on discrimination, or for example to simply from time to time read out a children's story with different gender roles.

The action plans can be divided into two groups: Participants who directly work with children and participants who will act as multipliers and designed training for other group leaders.

Some examples of action plans in brief:

**Lithuanian Young Falcon Union:** Arune from LYFU struggled hard to define her action plan, as in Lithuania talking with children openly about homosexuality can quickly lead to parents taking their children out of the group and the government cutting subventions for the organisation. Arune works with a group of children from a Roma settlement. The children are victims of extreme discrimination, but at the same time are discriminating too – homophobia is strong and due to the strong belief in tradition gender inequality is high. The best possible outcome Arune can imagine is awareness on strong gender discrimination within her group, an improvement of the situation of women and girls in the community (for example being able to receive secondary education) and the breaking of stereotypes within the group. She

wants to adapt and transform some of the Rainbow Resources to make them culturally suitable for the Roma group and implement them little by little over the next months. What she feels is equally important for her work is the establishment of a strong network of civil society organisations trying to be active in the field in Lithuania. Therefore she planned to involve as many NGOs and activists as possible and increase their awareness on the importance of the topic. Together they should then start a dialogue with government institutions because together they will have a bigger impact. After her return she started to organise a seminar on Rainbow Resources for teachers and youth leaders who are interested in the topic that will take place in the coming weeks.

**ArciGay, Italy:** GianPiero from ArciGay planned an ambitious project for schools all over Italy that luckily received government funding so now already started to be implemented. ArciGay wants to prevent homophobic bullying in primary schools and raise the children's awareness of LGBT so that they lose their 'fear of the unknown', stop stereotyping and can have LGBT role models. ArciGay has the opportunity to visit primary schools to run nonformal education workshops on sexual diversity. GianPiero develops the educational content, including activities from Rainbow Resources, stories of the ArciGay members talking about their sexuality, their coming out and answering other questions the children have. The project also includes a training of teachers so that they can continue working on LGBT issues after the workshops and counselling possibilities for parents in case of difficult situations (for example parents of intersex children). GianPiero has the support of his whole organisation that send him to the study session particularly to prepare this project.



**Nuoret Kotkat:** The three participants from the Finnish Falcons had some difficulties in designing their action plan in the beginning as they all don't work with a regular children's group, only help out at different camps and workshops of the national organisation. During the week they were surprised that many other participants thought that Finnish society would be very open towards sexual minorities and that the country would be already very far with regards to gender equality. They said that this was not at all the case, and that many leaders in their organisation have never thought about LGBT. They were sure that if they introduced the topic at one of their camps (where children and their parents are present), the parents would very quickly complain about their work. They therefore decided to run a weekend seminar for young leaders on Rainbow Resources. Then leaders with a regular children's group could start working on the topic and they would be able to form a bigger group of volunteers interested in the topic and start raising awareness among the adults of their organisation first. The Nuoret Kotkat office quickly agreed to the participants' idea and the workshop takes place from 18-20 January 2013. Sonja from Nuoret Kotkat wrote about their plans: "On the course we will try out activities from the book, basing out methods and the whole atmosphere on the idea of experiential learning that we learned about in the study session. We want to create an open and encouraging space for our youngsters to learn together and share their thoughts and experiences". The three young educators were surprised how many leaders want to take part in the training weekend and that everyone they talked to within the organisation responded very positively to their initiative.

## **4. Outcomes and Follow-up**

### **4.1 Learning points, outcomes and recommendations**

The participants mentioned very different things as their main learning points – this reflects the different levels of previous experience. Many said that they learned most through the practical tasks of trying out methods from Rainbow Resources and planning activities for their grassroots work back home. They realised that it is much easier than they thought to design a structured nonformal education process and that the deep planning process gave them confidence to really implement the lessons learned back home.

Others said that the introduction to child development stages was their most important learning point. It is obvious that not all children develop equally and that not all children in the same age group have the same behavioural characteristics, but patterns of development do exist and it was useful to reflect on developmental stages in order to be able to design appropriate activities for the groups the participants usually work with. As much as the participants got out of this session, as facilitators we feel that more work in this area would be very beneficial for gender and sexuality rights education. Most educators have very little knowledge on the topic, and we are no exception. A good amount of research exists on general child development stages and Compasito gives a very useful overview of child development stages with regard to physical, cognitive and social development. There is however very little literature on sexual development of children. Much of the little research that exists aims to raise awareness on ‘abnormal’ sexual behaviour and many people think of paedophilia when hearing about children’s sexuality. We strongly recommend to conduct more research on children’s sexual development and to initiate for example a guide for educators on ‘kids and sexuality’.

A learning outcome that was not directly linked to one of the session is the awareness of the importance of gender-neutral toilets. We have established a gender-neutral toilet in the EYCB for the duration of the week and put up explanation sheets in all other toilets and the elevator. Many participants thought for the first time about the importance of gender-neutral toilets for people who don’t fit or don’t want to fit into binary gender categories. They all are motivated to discuss the possibility of having gender neutral toilets in their own environments. We would also like to propose to the European Youth Centres to always have a gender-neutral toilet in their buildings, ideally with an explanation displayed at the toilet doors.

As organisers of the study session and activists in IFM-SEI’s Rainbow Network, the widening of our network was an important result for us. We are confident that the participants will really implement their action plans on the grassroots level and will disseminate Rainbow Resources and awareness of LGBT topics in IFM-SEI and beyond. Many of the participating organisations have not been active in our previous Rainbow work, so it is important for us that there are more and more youth leaders who find LGBT and gender equality work important and use the available resources in their work with children and young people. Another important outcome is the feedback and ideas for improvement of Rainbow Resources. Many flaws only become evident after methods have been tried out with several groups, and we still see Rainbow Resources as work in progress. Our ‘Master Copy’ is full of comments, suggestions and corrections and we plan to upload and disseminate a new and improved version in the coming months. Ideally the Council of Europe would even include content of Rainbow Resources into Compasito, as we intended RR to be a Companion to Compasito from the start. We would like to suggest to the Council of Europe to consider this possibility when it comes to working on a new edition of Compasito.

## 4.2 Follow-up activities

As mentioned previously, clear follow-up activities were developed by the participants and the organisers. As organisers we intend to update Rainbow Resources to include the suggestions and corrections of the study session participants. The participants have developed the following follow-up plans:

- Nuoret Kotkat: Weekend workshop for young leaders to introduce Rainbow Resources, 18-20 January 2012
- Woodcraft Folk: Joining a local Woodcraft group as group helper; starting to help out with general activities, then offering a group night around different families and relationships (Love and Music, Relationship Memory Game, Rainbow Street) and training group leaders in using Rainbow Resources at a training weekend
- Unga Ornar: Gender and sexuality themed weekend course for all leaders of Unga Ornar Uppsala that they have to attend if they want to start volunteering for the organisation (the local district Uppsala is currently recruiting new volunteers), so that all new leaders are aware of gender and LGBT topics
- SJD Die Falken: Group session about the Purpie story – making a play around the story, talk about it, talk about own experiences; translate other methods into German; Establishing a girls and a boys tent at the summer camp to offer anti-sexist boys' work and girls empowerment
- KKSP: Introducing LGBT to street children in Medan through working with music, lyrics writing (well established working method with the group of children)
- Lithuanian Young Falcon Union: Incrementally introducing work on gender equality in educational work with Roma children; forming a network of civil society activists wanting to do educational work on sexuality rights in Lithuania, starting with a training course for youth workers and teachers to introduce Rainbow Resources
- Georgian Falcons: 'We are equal': HRE with new children's group (8-10 years old) to show that all people have equal rights from their birth on.
- Esplac and AHEAD: Training Day for youth leaders of local children and youth clubs to introduce Rainbow Resources; the Training will take place on 9<sup>th</sup> March; the training will focus on gender and sexism in youth organisations and Esplac expects 20-30 participants coming from their Esplais and other Catalan youth organisations.
- ArciGay: Large-scale projects in primary schools to introduce LGBT, to give children the opportunity to meet LGBT people, train teachers and offer counselling to parents
- YMCA Dublin: Human Rights Education project for children aged 7-12 who come every day to the youth services centre. The project will deal with Human Rights in general and then focus on equality
- Homework Club Dublin: Create awareness of homophobic bullying through including short energizers; starting to work around the topic diversity and then start exploring children's own identities



- IYU Palestine: Hala from Palestine quit her job after the study session to start working for the US-AID project 'Palestinian Justice Enhancement Program' where she teaches 22-26 year olds about Human Rights, including gender and sexuality issues. In IYU she wants to set up a children's group to introduce HRE.
- YWCA Iceland: Wants to start working against bullying in the weekly girls group meetings, focussing on what they can personally do against bullying.
- Youth Centre Jaice, Bosnia: In a very homophobic society Sabina wants to enable the children coming to the centre to be more emphatic towards others, to change their attitude towards people who they perceive as 'different' and to introduce them to a different style of learning. She devised a three-step action plan for this, including implicit work on equality and differences in their everyday activities at the centre and a summer camp far away from parents and teachers to start working more explicitly on diversity.

Apart from these concrete action plans for each of the organisations, we intend to stay in contact with each other to share news and information and keep each other updated on the progress of the local projects. The facebook group of the participants is still active and different issues related to the topics of the study session have been discussed there in the last weeks.

Some participants are motivated to translate Rainbow Resources into their own languages. The Catalan participants have already started with the translation work. The International camps of IFM member organisations that will take place in 2013 will all have 'Rainbow tents' to continue IFM's Rainbow work.

## 5. Conclusion

Seeing these concrete follow-up plans and the good evaluation from participants, we as organisers are very much satisfied with the results of the study session and feel that we have reached our objectives.

The participants are highly motivated to use Rainbow Resources at home and to show the publication to other educators. Although there are still many challenges to overcome when it comes to sexual rights and gender equality, it is good to know that many youth activists are eager to promote Human Rights and want to educate their children groups for a world where everyone can equally take part in society, no matter how they identify themselves, no matter who they love or how they look. With this study session our Rainbow network became stronger, also including organisations outside IFM-SEI. Together we will continue to disseminate our resources so that as many children as possible will have the chance to take part in our activities.

We are very thankful to the youth sector of the Council of Europe who has supported our Rainbow work so much during the last years. We hope that one day it will be possible to include Rainbow activities in Compasito and that all member states will realise that Human Rights are for everyone!

Sabine Troitzsch and Christine Sudbrock

Members of the preparatory team/ editors of the report

## 6. Appendix

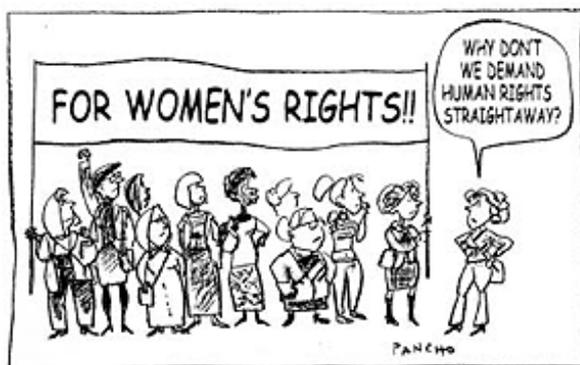
### 6.1 Presentation on Human Rights Education (prepared by Menno Ettema, educational advisor)

#### A right to humanity

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." UDHR, article 1

Human Rights are what no one can take away from you. René Cassin

Human Rights start with breakfast. Léopold Senghor



#### What is happening?

Convention on preventing and combating violence against women and domestic violence (Istanbul Convention)

24 member states signed, only one ratified it.

Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse → Came into force July 2010

- Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity
- Report: Discrimination on grounds of sexual orientation and gender identity in Europe (2nd edition) (HR commissioner Thomas Hammerberg)

"HRE is a process whereby people learn about their rights and the rights of others, within a framework of participatory and interactive learning."

"Educational programmes and activities that focus on promoting equality in human dignity, together with (...) participation, intercultural learning and empowerment of minorities"

#### The right to Human Rights Education

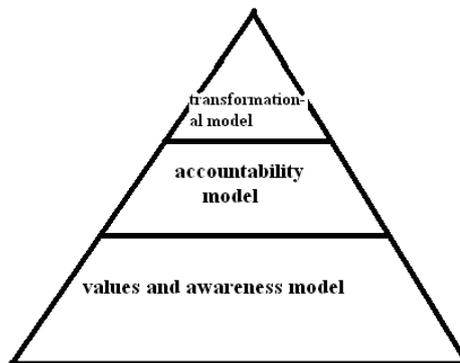
Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Article 26.2 Universal Declaration of Human Rights

## Learning objectives in HRE

### ABOUT – FOR – THROUGH Human Rights

- Knowledge – learning about human rights
- Skills (learning for human rights)
- Attitudes and values (learning through and learning in human rights)

## 3 MODELS OF HRE (Tibbits)



Evolution of individuals (in particular those that have had their human rights violated) into activists

Training professionals and HR activists in monitoring, lobbying, and the application of legal norms and practices

Transmitting knowledge about human rights and to foster its integration into public values

### Education ABOUT human rights

- Key concepts as freedom, equality, dignity, democracy, responsibilities, solidarity,..
- Idea that human rights are a frame for standards of behaviour in the family, school, community and worldwide
- Different views and experiences with human rights in different societies and groups
- Important social changes, historical events
- Key international documents for protection of human rights (UDHR, CCR,..)
- Regional, national and international bodies, NGO's and individuals that work for protection of human rights

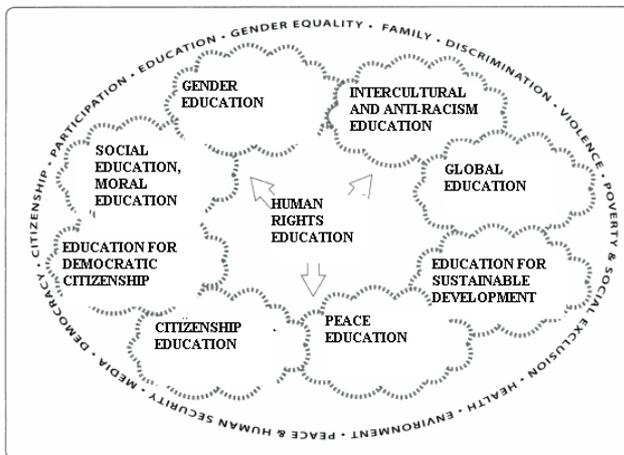
### Education FOR human rights

- Active listening, communication and argumentation
- Critical thinking, finding information, recognizing prejudices, manipulations
- Ability to cooperate and to resolve conflict in a peaceful way
- Ability to organize and participate in social groups
- Promotion and protection of human rights locally and globally

### Education THROUGH human rights

- The sense of responsibility for your own actions
- Working on personal growth
- Working on social change
- Curiosity, open-mindedness, respecting differences
- Solidarity and supporting those in danger of HR violations
- The sense of human dignity
- The sense of fairness, freedom, equality and respect

## HRE AND OTHER CONCEPTS



### The right to Human Rights Education

Education of the child shall be directed to:

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (...)

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

Article 29 Convention of the Rights of the Child

### Council of Europe Charter for HRE and EDC (2010)

Member states should include human rights education in the curricula for formal education (...)

Member states should foster the role of non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education.

### To conclude...

"It has long been recognized that an essential element in protecting human rights was a widespread knowledge among the population of what their rights are and how they can be defended." By Boutros Boutros-Ghali, former secretary general of United Nations (1992-1996)

"Human rights education is much more than a lesson in schools or a theme for a day; it is a process to equip people with the tools they need to live lives of security and dignity."

Kofi Annan, former secretary general of United Nations (1997-2006)

## 6.2 Heteronormative Questionnaire

(©1972, Martin Rochlin, Ph.D. Reprinted with permission from the author.)

This questionnaire is for self-avowed heterosexuals only. If you are not openly heterosexual, pass it on to a friend who is. Please try to answer the questions as candidly as possible. Your responses will be held in strict confidence and your anonymity fully protected.

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were a heterosexual?
3. Is it possible your heterosexuality is just a phase you may grow out of?
4. Could it be that your heterosexuality stems from a neurotic fear of others of the same sex?
5. If you've never slept with a person of the same sex, how can you be sure you wouldn't prefer that?
6. To whom have you disclosed your heterosexual tendencies? How did they react?
7. Why do heterosexuals feel compelled to seduce others into their lifestyle?
8. Why do you insist on flaunting your heterosexuality? Can't you just be what you are and keep it quiet?
9. Would you want your children to be heterosexual, knowing the problems they'd face?
10. A disproportionate majority of child molesters are heterosexual men. Do you consider it safe to expose children to heterosexual male teachers, pediatricians, priests, or scoutmasters?
11. With all the societal support for marriage, the divorce rate is spiraling. Why are there so few stable relationships among heterosexuals?
12. Why do heterosexuals place so much emphasis on sex?
13. Considering the menace of overpopulation, how could the human race survive if everyone were heterosexual?
14. Could you trust a heterosexual therapist to be objective? Don't you fear s/he might be inclined to influence you in the direction of her/his own leanings?
15. Heterosexuals are notorious for assigning themselves and one another rigid, stereotyped sex roles. Why must you cling to such unhealthy role-playing?

16. With the sexually segregated living conditions of military life, isn't heterosexuality incompatible with military service?

17. How can you enjoy an emotionally fulfilling experience with a person of the other sex when there are such vast differences between you? How can a man know what pleases a woman sexually or vice-versa?

18. Shouldn't you ask your far-out straight cohorts, like skinheads and born-again, to keep quiet? Wouldn't that improve your image?

19. Why are heterosexuals so promiscuous?

20. Why do you attribute heterosexuality to so many famous lesbian and gay people? Is it to justify your own heterosexuality?

21. How can you hope to actualize your God-given homosexual potential if you limit yourself to exclusive, compulsive heterosexuality?

22. There seem to be very few happy heterosexuals. Techniques have been developed that might enable you to change if you really want to. After all, you never deliberately chose to be a heterosexual, did you? Have you considered aversion therapy or Heterosexuals Anonymous?

## 6.3 Bibliography

- Rainbow Resources. Compasito Companion on Sexuality and Gender  
<http://www.ifm-sei.org/files/up/rr-website.pdf>
- Compasito. Manual on Human Rights Education with Children  
<http://www.eycb.coe.int/compasito>

### Texts participants read in preparation and during the Study Session

- **The Pedagogy of the Oppressed**, Excerpts from Chapters 2, pp. 52-67. Freire, Paulo Continuum, 1996 (reprint from 1970)
- **Pedagogical aims in the children's republic** Kurt Löwenstein Translated from German into English (*contact IFM-SEI for the translated text*)
- **What is a 'Socialist Safe Space'?** Evan Sedwick-Jell, 2011 (*contact IFM-SEI for the text*)
- **The Red in the Rainbow. Sexuality, Socialism and LGBT Liberation**, Hannah Dee, Bookmarks, 2011
- **No-Nonsense Guide to Sexual Diversity**, Vanessa Baird, New Internationalist Publications, 2007
- **Capitalism and Gay Identity**, John D'Emilio, In: Powers of Desire: The Politics of Sexuality, Ann Barr Snitow; Christine Stansell; Sharon Thompson, New Feminist Series, 1983
- **The Politics of Homosexuality**, Don Milligan, Pluto Press, 1973
- **Collective Statement**, Gay Left, a socialist journal produced by gay men, 1975
- **Heteronormative Questionnaire**, Martin Rochlin, Ph.D., 1972 (*Reprinted with permission from the author*)

### Books for additional reading and inspiration

- a. Resources on gender and sexuality
- **Discrimination on Grounds of Sexual Orientation and Gender Identity in Europe**, Paperback: 132 pages, Publisher: Council of Europe; 2nd ed edition (20 Feb 2012), ISBN-10: 9287172579
  - **Different in More Ways than One. Providing Guidance for Teenagers on Their Way to Identity, Sexuality and Respect**, Publisher: Ministry for Health, Social Policies, Women and Families Northrhine-Westphalia, Available here: [www.diversity-in-europe.org](http://www.diversity-in-europe.org)
  - **Undoing Homophobia in Primary Schools**, Written by: The No Outsiders Project Team, Paperback: 108 pages, Publisher: Trentham Books Ltd; First edition (15 Feb 2010), ISBN-13: 978-1858564401
  - **Queer Theory and Social Change**, Written by: Max H. Kirsch, Paperback: 168 pages, Publisher: Routledge (23 Nov 2000), ISBN-13: 978-0415221856
  - **Challenging Homophobia. Teaching about sexual diversity**, Written and edited by: Lutz van Dijk, Barry van Driel, Paperback: 204 pages, Publisher: Trentham Books (17 Sep 2007), ISBN-13: 978-1858564135

- **Invisible Boundaries. Addressing sexualities equality in children's world**, Written and edited by: Renee de Palma, Elizabeth Atkinson, Paperback: 150 pages, Publisher: Trentham Books Ltd; First edition (30 Sep 2008), ISBN-13: 978-1858564302
- b. Resources on educational methods
- **IFM-SEI Toolbox**. IFM-SEI has created many non-formal activities, also on other topics. In our toolbox you can search, access and print methods that you find useful for your work with kids. Available here: <http://www.ifm-sei.org/toolbox>
  - **Education for LGBT liberation**. Woodcraft Folk has launched its new LGBT education for liberation resources. The resources contain activities on LGBT liberation – a perfect companion to Rainbow Resources! Available here: <http://www.scribd.com/...cover-letter>
  - **Training kits (T-kits)**. The training kits are thematic publications written by youth trainers and published by the Council of Europe and the European Commission. They are easy-to-use handbooks for use in training and study sessions. T-Kits are also produced many languages beside English. Available here:  
[http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T\\_kits](http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits)
  - **Games For Actors and Non-Actors**, Written by: Augusto Boal, Paperback: 336 pages, Publisher: Routledge; 2 edition (22 Aug 2002), ISBN-10: 0415267080
  - **Pedagogy Of The Oppressed**, Written by: Paulo Freire, Paperback: 176 pages, Publisher: Penguin; 2Rev Ed edition (25 Jan 1996), ISBN-13: 978-0140254037
  - **ECYC Game Book. Teambuilding Games, Energizers and Icebreakers from Youth Clubs around Europe**, 2009, Available here:  
[http://www.ecyc.org/sites/default/files/ecyc\\_game\\_book.pdf](http://www.ecyc.org/sites/default/files/ecyc_game_book.pdf)
  - **Games, Games, Games. A Co-operative Games Book**, Written by: Woodcraft Folk 2001, ISBN 1 873695 030
- c. LGBT aware Children's Books
- **And Tango makes three**, Written by: Justin Richardson and Peter Parnell, Illustrated by: Henry Cole, Paperback: 32 pages, Publisher: Simon & Schuster Childrens Books (7 July 2007), ISBN-13: 978-1847381484
  - **Who's in a Family?**, Written and illustrated by: Robert Skutch, Paperback: 32 pages, Publisher: Tricycle Press (13 Mar 1998), ISBN-13: 978-1883672669
  - **Want Toast**, Written and illustrated by: Anna Wilson, Paperback: 32 pages, Publisher: Onlywomen Press Ltd (13 Jan 2010), ISBN-13: 978-0956105301
  - **If I Had 100 Mummies**, Written and illustrated by: Vanda Carter, Publisher: Onlywomen Press Ltd (3 Oct 2007), ISBN-13: 978-0906500910
  - **Spacegirl Pukes**, Written by: Katy Watson, Illustrated by: Vanda Carter, Paperback: 28 pages, Publisher: Onlywomen Press Ltd (1 Jan 2006), ISBN-13: 978-0906500873
  - **The Sissy Duckling**, Written by: Harvey Fierstein, Illustrated by: Henry Cole, Paperback: 40 pages, Publisher: Simon & Schuster Books for Young Readers; Reprint edition (17 May 2005), ISBN-13: 978-1416903130

- **The Rainbow Cubby House**, Written by: Brenna and Vicki Harding, Illustrated by: Chris Bray-Cotton, Paperback: 12 pages, Publisher: Learn To Include; New title edition (28 Feb 2005), ISBN-13: 978-0958129022
- **William's Doll**, Written by: Charlotte Zolotow, Illustrated by: William Pene du Bois, Paperback: 32 pages, Publisher: Picture Lions; Reprinted edition edition (16 Aug 1991), ISBN-13: 978-0064430678
- **Mummy Never Told Me**, Written and illustrated by: Babette Cole, Paperback: 32 pages, Publisher: Red Fox; New edition edition (4 Mar 2004), ISBN-13: 978-0099407133
- **The Family Book**, Written and illustrated by: Todd Parr, Paperback: 32 pages, Publisher: Little, Brown Young Readers; 1 Reprint edition (3 Jun 2010), ISBN-13: 978-0316070409
- **King & King**, Written and illustrated by: Linda de Haan and Stern, Hardcover: 32 pages, Publisher: Tricycle Press (1 Dec 2002), ISBN-13: 978-1582460611
- **The Paper Bag Princess**, Written by: Robert Munsch, Illustrated by: Michael Martchenko, Paperback: 32 pages, Publisher: Annick Press Ltd (3 Sep 2009), ISBN-13: 978-0920236161

## 6.4 Programme

**RAINBOW RESOURCES**  
**Study Session on Gender and Sexuality Education with Children**  
**11-18 November, EYC Budapest**

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
09:30-11:00		Introduction	Sexuality and Gender II	Mid-term presentation action plans and Creating methods	Trying out methods II	Group re-building	Heteronormativity: The Wider Challenge	Departure
11:30-13:00		Group building + Learning styles	Introduction to Education Styles	Creating methods	Trying out methods III	Developing adaptations	Re-cap session Open Space	
13:00-14:30		Lunch						
14:30-16:00		Sharing experiences	Child development stages	Creating methods + Feedback rules (16:00-16:30)	Free afternoon	What is Human Rights Education?	Presentation of Action Plans	
16:30-18:00		Introduction to Gender and Sexuality	Introduction to Compasito and Rainbow Resources	Trying out methods I		Obstacles and how to overcome them	Evaluation	
18:00-19:00		Quick Feedback round and developing action plans: target group	Quick feedback and developing action plans: Objectives	Mid-term evaluation		Action plans: obstacles		
19:00-20:30		Dinner						
20:30 onwards	Welcome Evening	Quiz night	Dinner in town	Gender-bending party		Film night	Theme party	

## 6.5 List of participants

Syed Hammad Ullah	Azam	APFUTU	Pakistan
Hala WR	Masri	IYU	Palestine
Susan Carol	Velazco Monzon	Mundo Nuevo	Peru
Teona	Katsitatzte	Georgian Falcons	Georgia
Tinatin	Jishkariani	Georgian Falcons	Georgia
Nutsiko	Kiria	Georgian Falcons	Georgia
Arune	Karklinyte	LYFU	Lithuania
Lena	Seehausen	SJD Die Falken	Germany
Stefanie	Ehring	SJD Die Falken	Germany
Marcel	Plagemann	SJD Die Falken	Germany
Pekka	Oesterberg	Nuoret Kotkat	Finland
Sonja	Hamalainen	Nuoret Kotkat	Finland
Miro	Kukkonen	Nuoret Kotkat	Finland
Aoife	Mallon	Daphne project on homophobic bullying amongst youth	Ireland
Finn	McCarthy	Woodcraft Folk	UK
Ben	Bonnerjea	Woodcraft Folk	UK
Leia Persephone	Kennedy	Woodcraft Folk	UK

Elisabet	Bayo Puxan	Esplac	Spain
Tania	Balmes I Sierra	Esplac (Esplai Boix)	Spain
Itziar	Perez Quiros	Esplac (Xango)	Spain
Rosa	Turbau Valls	AHEAD	Spain
Abi	Rekso Panggalih	Kinderfreunde/KKSP	Austria
Fabian	Klein	Unga örnar	Sweden
Marta	Folkesson	Unga örnar	Sweden
Gian Piero	Carlo Milani	ARCIgay	Italy
Nikolas	Roussos	European Village	Greece
Aleksandra	Savevska	Tragolnik	"Former Yugoslavian Republic of Macedonia"
Sabina	Ruzdijic	Youth Center 'Jajce'	Bosnia and Herzegovina
Solveig	Reynisdottir	YMCA/ YWCA Iceland	Iceland
Ivan	Dimitrov	YMCA Dublin	Ireland
Christine	Sudbrock	IFM-SEI	Belgium
Sabine	Troitsch	SJD Die Falken	Germany
Carly	Walker-Dawson	Woodcraft Folk	UK
Lloyd	Russell-Moyle	Woodcraft Folk	UK

## 6.6 Evaluation Results

0 = Minimum  
6 = Maximum

### Aim:

To enhance the quality of IFM-SEI's Human Rights Education with children in the fields of gender and sexuality, by providing the space to share approaches and methodology and training multipliers in the field.	Ø 4,8
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### Objectives

To explore the key issues of gender and sexuality with a focus on children and their rights	Ø 4,6
To explore the use of non-formal education to educate children on gender and sexuality	Ø 4,8
To provide the space for young leaders to share their own experiences and approaches to gender and sexuality education with children	Ø 4,9
To identify potential obstacles to successful HRE with children in this field, particularly addressing overcoming opposition to this work	Ø 4,5
To introduce Rainbow Resources as a key tool for Human Rights Education with children on gender and sexuality	Ø 5,4
To practice using Compasito alongside the Rainbow Resources with the participants to ensure they become familiar and comfortable with their formats and content	Ø 3,6
To develop possible adaptations to methods to meet the precise needs of different children's groups	Ø 4,5
To develop plans to implement activities on gender and sexuality rights education with children back in their organisations	Ø 4,9



