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Citizens, Equality, Rights and Values Programme (CERV)

Free All - Inclusive services for All LGBTIQ people

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Deliverable D5.2

WP5

Scale-up of the model of intervention for advocacy and awareness raising on LGBTIQ rights

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Dissemination Level

PU	Public	X
PP	Restricted to other program participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	



Table of contents

List of Figures	3
1. Contextualisation of the deliverable	4
The FreeALL Project: An introduction	6
2. The FreeALL model of intervention.....	7
The step-by-step Implementation of the model.....	8
Networking.....	8
Assessing	10
Defining	12
Training.....	14
Testing.....	15
Skills and Actions needed for the FreeALL model implementation	17
The Matrix of Model Team Competencies and Action Activities and Tasks	19
Strategies for an effective implementation of the FreeALL model.....	23
Checklist for the FreeALL model of intervention implementation	28
Conclusions and Recommendations	33
ANNEXES	36
The FreeALL model’s Tools.....	36
1. Possible Composition of the Advisory Board	36
2. Possible Structure for the country desk research.....	37
3. Possible structure for a Manifesto of Intentions	38
4. Possible Training Scheme.....	39
4.1 Training evaluation questionnaires.....	40
Example of Pre-evaluation Questionnaire for trainees.....	40
Example of post-evaluation questionnaire for trainees	42
Example of evaluation questionnaire for trainers	45
5. Possible Tools for Emergency response	48
5.1 Example of an Emergency Response Case management and intervention sheet	48



List of Figures

Figure 1: FreeALL implementation scheme of Model

Figure 2: Graphic representation of FreeALL Model team composition



1. Contextualisation of the deliverable

Previous to the presentation of the structure and contents of the FreeALL EU model, it is relevant to consider the following aspects:

(I) The purpose of the EU model is to define gender-sensitive intervention methodologies to provide effective and inclusive services towards the target group and provide a list of recommendations to improve existing services and strengthen mutual cooperation towards the EU member states.

(II) The developed EU model of intervention is the result of the pilot implementation analysis in three EU member states - Italy, Spain, Greece – which has been assessed through the results of interviews implemented with FreeALL project managers and representatives from organisations that tested the model in Italy, Spain, and Greece, and by analysing the results of the questionnaire submitted to trainers and training participants.

(III) The recommendations provide general guidance on inclusive and gender-sensitive methodologies to support LGBTQIA+ people who have experienced gender-based violence or are at risk of gender-based violence, and conditions needed for the FreeALL model implementation.



Table 1: Contextualisation of the FreeALL project deliverable

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D.5.2	Pilot model: scale up of the of the project intervention for inclusive services at European level	5	FGB	R — Document, report] [DEM — Demonstrator , pilot, prototype]	[PU — Public]	M23*	The scaling up approach includes the elaboration of guidelines aimed at improving awareness on LGBTQIA+ people specific exigencies and needs and to provide operational tips for implementation. The guidelines will include a checklist to be used as an assessment tool for operators to check that all the elements suggested by LGBTQIA+ associations are duly taken into consideration when providing support. Guidelines in ENG (max 25 pag.) to be uploaded in project and partner websites.



The FreeALL Project: An introduction

FreeALL - Inclusive services for All LGBTQI people is a two-year project implemented between 2022-2024 and funded by the European Union under the Citizens, Equality, Rights and Values Programme (CERV).

The project aimed to protect and promote the rights and values enshrined in the EU Treaties and the Charter of Fundamental Rights, by supporting active civil society organisations at local, regional, national, and transnational levels.

The COVID-19 pandemic has exacerbated global inequalities, disproportionately impacting LGBTQIA+ individuals, who face increased violence and discrimination. Urgent measures are needed to ensure pandemic responses are free from violence. The EU gender strategy emphasises the need for an intersectional perspective to prevent and respond to gender-based violence (GBV) among migrant and refugee LGBTQIA+ individuals.

FreeAll Project builds upon the NET-CARE project's findings, identifying gaps in services for LGBTQIA+ survivors of GBV, worsened by the pandemic. The project aims to upgrade existing protection services, strengthen frontline GBV prevention, and response efforts, and promote inclusive support networks for LGBTQIA+ survivors across three EU countries – Italy, Spain, and Greece.

The idea of transferring the best practices in addressing gender-based violence to LGBTQIA+ services has been strategic considering that in all the target countries sexual and gender orientation is considered a sensitive issue.

In Italy and Greece, laws to combat homophobia and transphobia fail to be promoted and/or implemented (ILGA-EU), and frontline operators do not have adequate tools to address the specific needs of LGBTQIA+ people, who therefore remain outside a formal pathway in order to get out of violent situations, relying more on informal networks or remaining isolated.

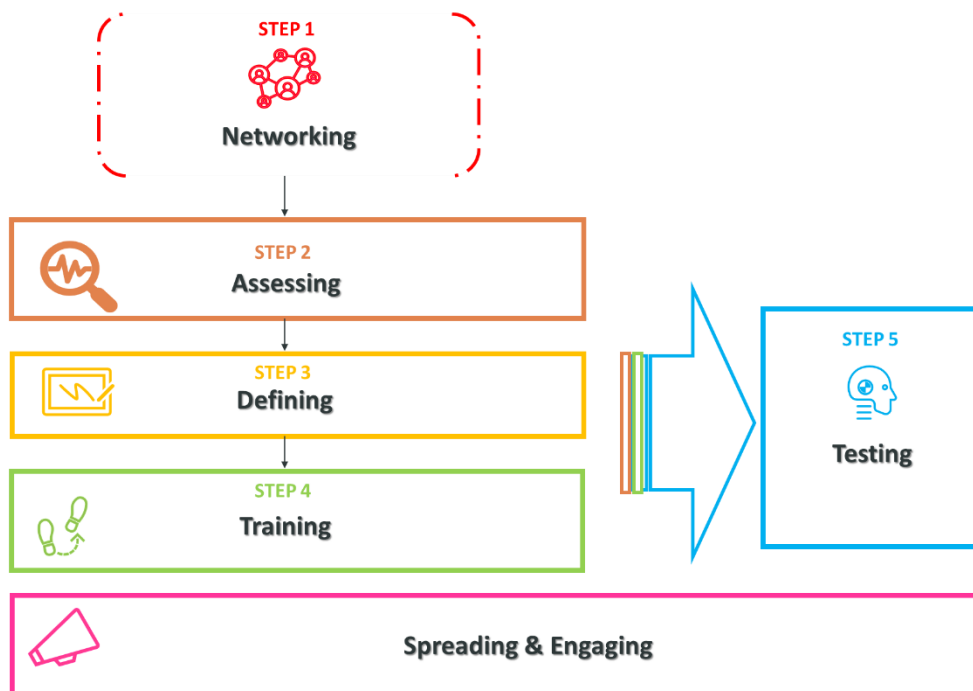


2. The FreeALL model of intervention

The activities outlined in the FreeALL project and tested in the three countries form the knowledge base upon which the current model is developed.

To implement the FreeALL model of intervention the following 5 steps need to be developed as represented in the figure below:

Figure 1: FreeALL implementation scheme of Model





The step-by-step Implementation of the model

STEP 1



Networking

1 Strengthening Existing Networks and Creating an Advisory Board

Strengthening existing networks of LGBTQIA+ organisations and service providers at the national level is crucial to enhance the collaborative and effective response to gender-based violence (GBV) among LGBTQIA+ individuals. This ensures a coordinated effort, pooling resources, expertise, and support mechanisms, thereby providing more comprehensive and effective assistance to survivors.

The role of associations is fundamental to ensure a participatory approach. For the successful implementation of the action, LGBTQIA+ organisations must play a leading role in defining intervention priorities and methods.

2 Exchanging Good Practices

The exchange of good practices and an inclusive approach among health, judicial, social, and educational services is key. This promotes a shared learning environment where successful strategies and approaches in protecting and supporting LGBTQIA+ individuals at risk or survivors of GBV can be disseminated. It fosters a collaborative mindset, encouraging the adoption of best practices across different sectors and regions.

3 Monitoring the quality of the intervention model

A network of LGBTQIA+ associations plays a pivotal role in monitoring the quality of the intervention model. By actively engaging with and overseeing the implementation



of the model's tools, these associations can ensure that the services provided are in line with established standards, best practices, and more importantly LGBTQIA+ people's needs. This includes regular evaluation meetings, feedback mechanisms, and collaboration with service providers to address any challenges or gaps in the intervention. The network's involvement guarantees a continuous commitment to quality improvement, contributing to the effectiveness and relevance of the intervention in meeting the LGBTQIA+ individuals' needs who are survivors or at risk of gender-based violence.



Spreading and Engaging

Guarantee dissemination of the model's tools

The network of LGBTQIA+ associations plays a vital role in guaranteeing the dissemination of the intervention model's tools. This involves sharing resources, guidelines, and best practices with various stakeholders, including other LGBTQIA+ organisations, frontline workers, public services, and relevant institutions. Through effective dissemination, the network ensures that the model's tools reach a wider audience, facilitating their adoption and implementation. This not only promotes consistency in service provision but also contributes to building a collective knowledge base within the LGBTQIA+ community and beyond, fostering a supportive and informed environment for addressing gender-based violence.



STEP 2



Assessing

1 Defining the Assessment Objectives and Design

Under the supervision of the Advisory Board, clearly define the research objectives, specifying the key points to be investigated. Determine the research design, considering a combination of quantitative and qualitative methods for a comprehensive analysis.

2 Developing a Literature Review

Conduct an extensive literature review on LGBTQIA+ history, legal frameworks, vulnerabilities, and support systems. Identify gaps in the existing literature to inform the research questions and methodologies.

3 Reporting National/Local Context Assessment Results

The desk I review's reporting results are crucial for outlining key findings and identifying gaps in needs response. The review should encompass (A) historical aspects of LGBTQIA+ in the country, examining laws and movements, the current legal status, and the community's rights evolution; (B) data on hate crimes, violence, migration, and asylum, shedding light on LGBTQIA+ community vulnerabilities; (C) an overview of national laws protecting survivors of GBV within the LGBTQIA+ community; (D) existing services and organisations supporting the LGBTQIA+ community, specifying their roles; (E) needs analysis from both the community and stakeholders' perspectives, emphasising migration, gender-based violence, and sexual violence; (F) pandemic-related needs; (G) discussions on protection system gaps and good practices from both community and social agent/stakeholder viewpoints.

4 Reviewing and Updating



Regularly reviewing and updating the context assessment is essential to maintain its relevance in the dynamic landscape of laws, societal attitudes, and the evolving needs of the LGBTQIA+ community. This iterative process ensures that the research remains current and adaptable, providing accurate insights and recommendations. Additionally, fostering ongoing collaboration with community members, organisations, and stakeholders is paramount for sustained impact. Such partnerships not only enhance the research's reach and applicability but also promote a more inclusive and community-driven approach. Through continuous collaboration, the research can actively contribute to positive societal change, address emerging challenges, and better serve the diverse and evolving needs of the LGBTQIA+ community.



Spreading and Engaging

Disseminating the research findings

Disseminating research findings through the Advisory Board's web channels is a vital strategy for broad visibility and impact. The Advisory Board, a trusted platform, reaches experts, stakeholders, and influential individuals. This leverages credibility, establishes direct communication, and ensures swift dissemination, fostering community engagement. Discussions and interactions around the research contribute to its broader influence. The web presence facilitates immediate feedback, potential collaborations, and cross-pollination of knowledge, enhancing overall impact within the professional and stakeholder community.



STEP 3



Defining

1 Drafting and sharing the Manifesto of Intent

Developing a joint Manifesto of Intent for institutions, services, and civil society organisations (CSOs) is a powerful advocacy tool. It establishes a unified commitment to implementing inclusive services for GBV survivors among LGBTQIA+ individuals. This manifesto not only provides a clear framework for action but also serves as a public declaration, encouraging accountability, transparency, and alignment of efforts across various entities.

Advocating for policy changes and interventions based on the identified needs and gaps. It also set the path for a more equitable society in recognizing specific needs.

2 Designing the training path

Designing of a training course targeting social, legal, healthcare, and judicial operators, as well as other professionals in public and private services supporting survivors of gender-based violence (GBV) in the country is crucial. The proposed course is designed to address key areas, including the impact of unconscious bias on service delivery and the activation of inclusive protection mechanisms stemming from gender stereotypes and normativity. Covering national and international laws safeguarding LGBTQIA+ rights is key, as well as workplace safety and ethics, emphasising non-discriminatory policies. To ensure the effectiveness of the training, collaboration with LGBTQIA+ associations in designing and during the networking activities and the Advisory Board is recommended for their valuable contributions to module development and organisation. The training is suggested to adopt an interactive approach, incorporating case studies, storytelling, role-play, and analysis of current practices to ensure the application of protective measures for LGBTQIA+ individuals facing or surviving GBV.



3 Adapting the survivor centred approach¹

The survivor-centred approach must be adapted to the needs found in the research activity and expressed by the stakeholders. A survivor-centred approach prioritises each survivor's rights, fostering dignity and respect to promote recovery and reduce harm. It centres on the survivor, reinforcing agency and self-determination by emphasising emotional and physical safety, trust-building, and restoring control. The approach operates through four key principles:

Confidentiality promotes safety, trust, dignity, and empowerment and it means not disclosing any information at any time to any party without the informed consent of the person concerned.

Safety includes physical safety and security as well as psychological and emotional safety.

Respect means having a validation, non-blaming, and non-judgmental approach, valuing the survivor and caring about their experience, history and future.

Then, with **non-discrimination** we mean all people have an equal right to the best possible assistance without unfair discrimination on the basis of gender, disability, race, language, or religion ².

¹ The FreeALL pilot project tools are all available on the project website.

² Unicef (n.d.), Caring for survivors: a principal approach.

<https://www.unicef.org/eca/media/15831/file/Module%202.pdf>



STEP 4



Training

1 Challenging Gender Stereotypes and Unconscious Bias

Challenging gender stereotypes and unconscious bias among social, legal, judicial, and healthcare operators, school staff and community centre educators is essential for fostering a more inclusive and gender-sensitive approach towards LGBTQIA+ individuals who are survivors or at risk of violence. Addressing these biases helps create an environment where professionals are better equipped to understand and respond to the unique challenges faced by LGBTQIA+ individuals. It promotes empathy, reduces discriminatory practices, and ensures that services provided are sensitive to the diverse needs of this community.

2 Upgrading Professional Referral Mechanisms

Upgrading professional referral mechanisms at local, regional, and national levels is crucial for an effective response to violence against LGBTQIA+ individuals. Training the social, legal, healthcare, and judicial operators on GBV against the LGBTQIA+ community, school staff and community centre educators to ensure that they are well-informed about available front-line services, support networks, and legal frameworks specific to the LGBTQIA+ community. By enhancing their knowledge, professionals can efficiently guide survivors to appropriate resources, creating a seamless and supportive pathway to break from situations of violence. This approach strengthens the overall network of services and improves the accessibility and effectiveness of support for LGBTQIA+ individuals facing violence or at risk.



STEP 5



Testing

1 Implementing Emergency response interventions

Trained social, legal, healthcare, and judicial professionals adopt the guidelines developed within the action and test them within different territorial services for the support and care of LGBTQIA+ survivors or those at risk of violence. Trained staff implement referral procedures towards protection services and/or protection activities within their services (healthcare, legal, judicial, social support, and case management).

Feedback from operators will contribute to the validation of the Manifesto and their official adoption by more service providers and institutions.



Spreading and Engaging

Promote Activism Engagement

Promoting regional and national activism engagement among local communities and civil society organizations (CSOs) is a powerful strategy for the protection of LGBTQIA+ people who are survivors or at risk of gender-based violence (GBV). Activism creates a platform for advocacy, awareness, and mobilization of resources and support.

Engaging communities and CSOs regionally and nationally ensures a collective effort towards challenging discriminatory practices, influencing policy changes, and fostering a societal shift towards increased protection and respect for the rights of LGBTQIA+ individuals. This engagement is instrumental in creating lasting change and building a more inclusive and accepting society.



Sensitise Local Communities on LGBTQIA+ Rights

Sensitizing local communities, including refugee populations and youths, on the rights of LGBTQIA+ people is a crucial step in fostering understanding, empathy, and acceptance. By providing information on available protection services, communities become better equipped to support and advocate for the rights of LGBTQIA+ individuals. This approach contributes to breaking down stereotypes, reducing discrimination, and creating a more inclusive society where everyone, regardless of sexual orientation or gender identity, is aware of and respects the rights of the LGBTQIA+ community.



Skills and Actions needed for the FreeALL model implementation

The FreeAll project requires a complex matrix of competences for its implementation which are graphically represented below and explained in the table. The graphic representation is needed to gauge how these competences might be organised in thematic teams – i.e., coordination, research, training, communication – and how these teams synergically cooperate for the effective implementation of the project. The arrows help understanding the connections between thematic working teams. The Advisory Board – representing all organisations cooperating in the design and implementation of the project – is not included in the matrix of competences table since its role is cross-cutting to all the project’s activities, coordinating the implementation of the work plan to the agreed standards and deadlines, performing monitoring and quality assurance, facilitating coordination between thematic teams and with the stakeholders (i.e., LGBTQIA+ community and social, legal, healthcare and judicial professionals). Moreover, these stakeholders are indeed reported in the table; however, they do not belong to a specific thematic team but are rather involved in several of the project’s activities, providing their expertise and feedback on the project’s activities, directly cooperating in some of its activities and contributing to expand the outreach of the final beneficiaries of the project, that is LGBTQIA+ people.



Figure 2: Graphic representation of FreeALL Model team composition





The Matrix of Model Team Competencies and Action Activities and Tasks

Thematic Team	Role	Competencies	Activities/task
Advisory Board	Social, legal, healthcare, and judicial professionals	Subject Matter Expertise	Providing input and feedback on gaps and barriers hindering the access to services and opportunities for LGBTQIA+ people
		Communication and Presentation Skills	Engagement and active participation in training opportunities and other project activities
		Networking and Communication Skills	Facilitating the dissemination of the project's contents and activities among relevant stakeholders
	Representatives from LGBTQIA+ community	Commitment and Time Management	Direct participation on the Advisory Board for the entire duration of the project
		Critical Thinking	Validation of the results of research activities and of the mapping of barriers and gaps
		Educational Expertise	Contribution to the design of training schemes and sessions; identification of possible participants for the training
		Training and Facilitation Skills	Participation in the testing and implementation of the training scheme as expert trainers
		Advocacy and Public Relations	Facilitating the dissemination of the project's contents and activities among relevant stakeholders
	Coordination Team	Project Coordinator (of the entire project)	Collaboration and Relationship Building
Active listening and Communication Skills			Coordination of the Advisory Board



		Project Management and Time Management	Timely implementation of the project's activities	
		Quality Control and Attention to Detail	Quality assurance of all project's activities and outputs	
	Financial Manager	Financial Analysis and Monitoring	Monitoring of expenditure and budget use	
		Financial Planning and Strategic Thinking	Financial sustainability of the project	
	Project Manager	Project Coordination and Leadership	Coordination of project's activities	
		Resource Allocation	Correct allocation and distribution of project's budget between partners and activities	
	Research Team	Scientific Coordinator	Research Collaboration and Communication	Coordination of research activities between partners
			Research Design and Technical Writing	Design of research templates, reports, and materials
Comparative Analysis and Cross-Cultural Competence			Coordination of a comparative approach to needs assessment and barriers mapping	
Stakeholder Engagement and Relationship Building			Coordination of activities aimed at the engagement of relevant stakeholders	
Researcher(s)		Research Methodology and Data Analysis	Mapping of needs and barriers in the specific country context	
		Experimental Design and Evaluation	Testing of the intervention and training protocols	



		Policy Development and Advocacy	Development of the Manifesto of Intents to be adopted at country level
		Stakeholder Coordination and Communication	Coordination of the stakeholders involved at country level (professionals and LGBTQIA+ community)
Training Team	Training Manager	Meeting Facilitation and Collaboration	Coordination of the Advisory Board's meeting aimed at developing the training scheme
		Curriculum Development and Needs Assessment	Development of the training's scheme: thematic areas, sessions' contents, beneficiaries, etc.
		Project Coordination and Collaboration	testing of training in coordination with the Research Team
	Trainers	Effective Communication and Facilitation; Knowledge of the matter; Commitment with the cause	Delivering the training in collaboration with key stakeholders
Communication and Community Engagement Team	Communication Expert	Collaboration and Communication planning and coordination	Coordination of communication and dissemination activities in line with the other project's partners
		Strategic Communication and Stakeholder Engagement; Campaigning	Development of a communication strategy that is effective in involving and engaging relevant stakeholders (i.e., LGBTQIA+ community and professionals)
	Advocacy Expert	Community Engagement and Liaison Building	Involvement and engagement of LGBTQIA+ organisations and groups at local level: these need to be involved in the Advisory Board, in training activities (as trainers) and in the dissemination of the



			project's activities, training opportunities and outputs
		Advocacy and Networking	Involvement and engagement of social, legal, healthcare, and judicial professionals: these need to be involved in training activities (as beneficiaries) and in the dissemination of the project's activities, training opportunities and outputs



Strategies for an effective implementation of the FreeALL model

The following strategies are developed on the basis of FREE ALL pilot activity implementations.

STEP	CHALLENGES	STRATEGIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NETWORKING</p>	<ul style="list-style-type: none"> • Challenge No. 1. Involving and achieving the engagement of LGBTQIA+ community and associations is a key milestone of the project. Their involvement is needed to amplify the effectiveness of the project’s tools and activities and to achieve the ultimate goal of the project, that is providing support and inclusive services to LGBTQIA+ people surviving violence. Strategies are needed to stimulate the participation and establish a fruitful cooperation between the project’s partners and the LGBTQIA+ associations and grassroots organisations. It is important to consider that members and activists of these associations are often overloaded with tasks and responsibilities, and their associations might struggle with reduced human and financial resources. 	<ul style="list-style-type: none"> • Strategy No. 1. In order to achieve the highest possible participation of LGBTQIA+ associations and activists a good strategy might be to diversify the types of associations involved. These can include for instance: LGBTQIA+ grassroots movements, associations, counselling services, helplines, associations supporting LGBTQIA+ migrants, associations supporting specific gender identities or sexual orientations (e.g., trans people, intersex people, etc.). Flexibility of inclusion criteria might be a good strategy to increase and diversify participation.



ASSESSING	<ul style="list-style-type: none"> • Challenge No. 2. The project requires partners to provide a variety of skills needed to carry out the different phases, namely research, development of training, testing, communication, advocacy, etc. Some partners might not be able to respond to all of the requested skills. 	<ul style="list-style-type: none"> • Strategy No. 2. The project might be developed as to highlight the area in which each partner is most qualified and experienced asking them to coordinate that specific activity. Promoting a continuous review of the project’s documents and outputs among all members of the project is another strategy to make the most of each partner’s expertise and skills. In addition, partners can also take advantage of the skills and expertise of the organisations, activists and professionals participating to the advisory group.
	ASSESSING	<ul style="list-style-type: none"> • Challenge No. 1. The Manifesto of Intents might be perceived by LGBTQIA+ people and associations as a mere declaratory document with no practical outcomes and effects. This perception might discourage its use and dissemination among the final beneficiaries of the project, that is LGBTQIA+ people.



<p>DEFINING</p>	<ul style="list-style-type: none"> • Challenge No.1. The training scheme envisaged by the project is ambitious covering a diverse range of complex issues and themes with a wide material scope, e.g. organisation of inclusive services, introduction of inclusive reception practices, active listening approach, deconstruction of biases and stereotypes, etc. The necessity to consider all/most of these issues can lead to a training scheme that is messy or too complex for the participants, especially for those who are not already familiar with these issues and who might feel overwhelmed because of the amount of conveyed information. 	<ul style="list-style-type: none"> • Strategy No.1. The training scheme must be thoughtfully designed and organised in all its aspects in order to address as much as possible this organisation challenge. Training sessions must be developed as to be not excessively long or short: some issues might require longer training sessions since hasty discussions might hinder the learning process; time can be regained by shortening other sessions. Case studies and promising practices can be used to facilitate understanding, especially when it comes to topics that are more complex (e.g., legislation or regulatory processes) or less known by participants. The training scheme’s organisation must be clearly explained in the information material so that the participants are aware in advance of its goals and of the contents of each session. • Strategy No.2. Participants in the training can be divided depending on their professional activity and skills. Different and tailored versions of the training scheme can be offered to meet the learning needs and the expectations in terms of knowledge and professional skills of the participants. • Strategy No. 3. Focus groups and collective brainstorming can be organised involving the organisations participating in the Advisory Board to identify and point out the issues to be covered by the training sessions. This practice allows the partners to design a training scheme that
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		<p>can actually address the needs of the LGBTQIA+ community as well as of professionals working for local services.</p>
<p>TRAINING</p>	<ul style="list-style-type: none"> <p>Challenge No.1. The Covid-19 emergency and the forced confinement made most of us acquainted and familiar with on-line tools and platforms; however, an in-presence training mode has some crucial pros that cannot be denied, especially when sensitive issues and themes are dealt with. The online mode had some relevant cons: Some participants found it very difficult to participate and, in general, the training dynamic is less fluid; Practical activities are more difficult to implement; Trainers find it more exhausting and more difficult to connect with the trainees. On the other side, in-presence training has some additional costs (e.g., travel costs, location, etc.) and cannot be used when trainers/trainees are based in different cities/locations.</p> 	<ul style="list-style-type: none"> <p>Strategy No.1. If the in-person mode is not possible (e.g., participants and/or trainers based in different localities) or sustainable in terms of financial and human resources, the hybrid mode shall be privileged; the in-presence mode shall be used for more practical sessions that can be offered in the form of workshops and laboratories. The on-line sessions should be enriched as far as possible with practical cases, good practices, and interactive activities to facilitate participation.</p>



<p>TESTING</p>	<ul style="list-style-type: none"> • Challenge No.1. Participants will approach the training with specific learning and professional needs and with expectations on the training's outcomes. Project's partners are not aware of these needs and expectations at the moment of designing the training. However, the testing phase is precisely needed to refine and reshape the training scheme according to the feedback and suggestions provided by both trainers and trainees. A period assessment of the level of satisfaction of these two groups is needed to constantly update the training methodology. 	<ul style="list-style-type: none"> • Strategy No.1. Ex-ante and ex-post anonymous evaluation questionnaires can be used to assess the training experience of trainees, as well as to collect feedback and inputs on how to improve the training scheme. Trainees can be asked to evaluate both the competencies (further) developed thanks to the training and the quality of the training; this information can be analysed in comparison with the learning expectations indicated in the ex-ante questionnaires. Moreover, they can be asked to provide suggestions on how to improve the training experience. Trainers can be involved in an ex-post evaluation using a specific questionnaire: these professionals can be specifically asked to assess the training methodology (including the choice of in-person/online/hybrid training mode) and scheme and to provide suggestions for improvement.
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Checklist for the FreeALL model of intervention implementation

The following project implementation checklist is a systematic and organised tool to be used to ensure that various tasks and activities related to project execution are planned, monitored, and completed efficiently. The checklist is a dynamic tool that may evolve throughout the project implementation in different countries as circumstances and needs change.

Regular updates and reviews are essential to ensure its effectiveness in guiding the implementation process. It includes a list of essential items, tasks, or steps that need to be addressed during the implementation phase of a project. The checklist serves as a guide for project managers and team members, helping them stay organised, track progress, and ensure that all necessary components of the project are addressed in a timely manner.

Key elements in the action implementation follows:



TEAM AND SKILLS

- Have you checked the Matrix Model Team Competencies and Action Activities and Tasks?
- Do you have the resources and skills necessary to implement the model?

NETWORKING

Strengthen Existing Networks and Create an Advisory Board

- Identify and engage key stakeholders.
- Establish an Advisory Board comprising of diverse experts and organisations.

Exchange Good Practices

- Facilitate knowledge-sharing sessions among participating entities.
- Document and disseminate successful strategies.

Monitor Quality of Intervention Model

- Implement a robust monitoring and evaluation system.
- Regularly assess and adjust intervention strategies based on feedback.

ASSESSING

Define Research Objectives and Design

- Clearly articulate research goals and methodologies
- Consult LGBTQIA+ people and organisations to assess the LGBTQIA+ survivors needs.

Develop a Literature Review

- Collect a list of relevant references of the existing literature.
- Conduct a thorough review of existing literature
- Summarise relevant findings and identify gaps and barriers in terms of data gaps, legal framework, access to healthcare and social services, gender stereotypes.

Report Results

- Present research findings in a clear and accessible format



Review and Update

- Regularly review and update research findings
- Align updates with emerging trends and needs.

DEFINING

Draft and Share Manifesto of Intentions

- Collaboratively develop a manifesto involving the Advisory Board and outlining the intentions

Design Training Path

- Identify the key targets to employ in the training path.
- Define the training objectives and content by consulting the Advisory Board

Adapt Survivor-Centred Approach

- Solicit input from the Advisory Board on LGBTQIA+ people's needs and in defining which characteristics make a safe place to receive LGBTQIA+ survivors.
- Tailor the survivor-centred approach to emerging needs.

TRAINING

Challenge Gender Stereotypes and Unconscious Bias

- Address gender stereotypes and unconscious biases in training modules
- Deliver interactive sessions to challenge and change perceptions.

Upgrade Professional Referral Mechanisms

- Identify key actors and professionals to submit the training path.
- Design a comprehensive training program for professionals.
- Select good practices to show how to overcome the gaps in legislation and access to services.
- Include practical exercises and case studies for skill enhancement.

Training path implementation

- Make training accessible to people.
 - with motor disabilities (in-person)



- visually impaired (online and in-person)
- deaf (online and in-person)
- Provide arrangements with Lis language interpreter who is also trained in LGBTQIA+ issues if necessary.

TESTING

Implement Emergency Response Interventions

- Test the emergency response protocols.
- Conduct simulated drills to assess preparedness.

Make rooms accessible to people of all kinds

- Welcome LGBTQIA+ survivors in accessible places to people:
 - with motor disabilities
 - visually impaired
 - deaf

Approach the survivors safely

- Adopt and share:
 - a child safeguarding policy
 - code of conduct
 - sexual harassment protocol
- Make sure that the participants in the activities are familiar with the existing policies.
- Agree with the Advisory Board on safe conditions to welcome LGBTQIA+ people into the process.

SPREADING & ENGAGING

Guarantee Dissemination of Model's Tools

- Develop a comprehensive dissemination plan.
- Utilise various channels, including online platforms and workshops.

Disseminate the research findings

- Share research findings with stakeholders.
- Utilize various platforms, including reports, presentations, and online media.

Share the Manifesto of intents



- Share the manifesto widely to garner support and commitment from LGBTQIA+ organisations and institutions.

Promote Activism Engagement

- Facilitate workshops and events to promote activism.
- Encourage active participation and advocacy.

Sensitise Local Communities on LGBTQIA+ Rights

- Design and implement community awareness campaigns.
- Utilise diverse mediums to engage and educate local communities.

MONITORING AND ASSESSMENT

- Develop a data collection methodology to employ in the action.
- Periodically analyse the data and assess improvements and gaps.



Conclusions and Recommendations

This section of the Scale-up model provides recommendations and useful suggestions to associations, organisations, professionals, and stakeholders engaged in supporting LGBTQIA+ people surviving gender-based violence, fostering their access to services and contributing to the creation of inclusive and welcoming services. These conclusions and recommendations – divided into thematic fields of intervention – emerged from the direct cooperation with LGBTQIA+ associations’ representatives actively involved in the implementation of the FreeAll project. These associations are based in three specific EU Countries – i.e., Greece, Italy, and Spain –; it is pivotal to adapt them to the specific country-context where future interventions and projects are implemented.

- **ASSESSMENT AND DATA COLLECTION**
 - All actors involved in the support to LGBTQIA+ people surviving gender-based violence shall contribute to systematic recording of this phenomenon in order to collect qualitative and quantitative data that will be used in the design of more effective social policies to address the needs of LGBTQIA+ people.

- **FUNDING**
 - Public authorities – at all levels of governance – as well as private organisations shall contribute to adequately fund services and projects destined to LGBTQIA+ people surviving gender-based violence. Resources shall be earmarked with a medium- and long-term programming as to allow for sustainable interventions that can support the beneficiaries throughout the process. Sustainable and consistent funding will also facilitate the collection of high-quality knowledge about the rights and needs of LGBTQIA+ people and the dissemination of information.

- **EDUCATION AND TRAINING**
 - Specialised training for professionals of the legal sector, police officers, public administration staff, teachers, and health professionals is needed, focusing on the variety of existing sexual and gender identities/expressions.
 - Incentives should be introduced for the participation of public servants in continuing training programmes on gender-based violence targeting LGBTQIA+ people.
 - Professionals working for public services – including law enforcement agencies – should be trained on the use of inclusive language and active listening when dealing with LGBTQIA+ people in all aspects of social life and in public speech.



- **APPROPRIATE SERVICES AND MONITORING**

- Creation of a specialised public bodies – e.g., within the national Ombudsperson, Anti-discrimination offices or lawyers' and judicial authorities' associations – to support LGBTQIA+ people surviving gender-based violence and supporting them in the access to their legal rights and procedural safeguards, including the right to free legal aid.
- Services providing support to LGBTQIA+ people shall ensure that a diversity of professionals are involved to ensure a multidisciplinary analysis of and approach to the needs expressed by beneficiaries.
- As far as schools are concerned, the entire education community – including school directors, teachers, and administrative staff – should be involved in specific trainings aimed at identifying and responding to the needs of LGBTQIA+ students and to the increasing demand for inclusive school policies, programmes, and services (such as the alias careers for trans and non-binary students, psychological support at school, etc.).
- Existing structures and services shall be provided with adequate and specialised staffing trained on gender-based violence, as well as with sufficient financial resources for their uninterrupted and long-term operation, especially with regard to psychosocial support and housing programmes.
- Services shall contribute to the creation of a standardised referral network, model of intervention and systems of cooperation between civil society organizations and public authorities, as well to the set-up of a nationwide system of reporting of gender-based violence cases.
- LGBTQIA+ people with a migrant background and/or seeking asylum need a specific framework of intervention and support. Tailored training programmes are needed for professionals who provide support and services to this sub-group of the target population, also aimed at reducing the impact of discriminations, and psychological distress that these vulnerable subjects often suffer.

- **LEGAL REFORM**

- Professionals working for public services shall contribute as much as possible to the simplification of the administrative procedures in place governing the access of LGBTQIA+ people to services, training opportunities and welfare provisions, adopting an inclusive and respectful approach towards sexual and gender identities.
- All relevant stakeholders shall call for a review of existing laws on LGBTQIA+ rights to ensure full and comprehensive coverage of survivors' needs and recovery.

- **SENSITISATION AND AWARENESS**



- o All relevant stakeholders shall contribute to the systematic organisation of actions and campaigns to inform, prevent, and raise public awareness on gender-based violence targeting LGBTQIA+ people.
- o Specific communication measures are needed to reach the LGBTQIA+ community, and survivors or persons at risk of gender-based violence with adequate, inclusive, and timely information on available support services.



ANNEXES

The FreeALL model's Tools

1. Possible Composition of the Advisory Board

The Advisory Board must be composed by the project team and at least 2 LGBTQIA+ and/or transfeminism organisations. The associations and activists for the protection of the rights of LGBTQIA+ people are selected as to ensure the following competences and experiences:

Supporting of LGBTQIA+ survivors through legal and social services (secure shelters, legal help desk, community centres, help telephone line etc.).

Performing educational activities for the empowerment of LGBTQIA+ people (access to education, labour market, etc.).

Chairing training activities to upgrade protection services (courses for front-line workers, teachers, service providers, judicial and healthcare personnel etc.).

Enhancing campaigning and advocacy initiatives to promote justice and equity for the future of LGBTQIA+ people.



2. Possible Structure for the country desk research

A. History of LGBTQIA+ in the country

1. Important laws and movements in the 20th and 21st centuries
2. Laws and current status of rights in the country for the LGBTQIA+ community

B. Data LGBTQIA+ people in vulnerable situations

1. Data on aggression-hate crimes
2. Sexual and gender-based violence against LGBTQIA+ people
3. Migration situation and request for asylum or refugee status due to sexual or gender orientation
4. Comparison of the situation before and after the COVID pandemic

C. National laws and conventions for protecting and rehabilitating GBV victims among LGBTQIA+

D. Services, organizations, etc., that exist in the country for the LGBTQIA+ community

E. Needs of LGBTQIA+ community, mentioning especially those related to situations of vulnerability (migration, gender-based violence, sexual violence)

1. Needs from the LGBTQIA+ community's perspective.
2. Needs from the LGBTQIA+ stakeholders' and social agents' perspective (social, juridical, legal, healthcare, educational field).

F. Needs of LGBTQIA+ community during (or due to) the Pandemic, mentioning especially those related to situations of vulnerability (migration, gender-based violence, sexual violence, etc.)

1. Needs during the Pandemic from the LGBTQIA+ community's and social agents' perspective.

G. Services and resources of the protection system addressing the needs. *This information should combine the data of the desk analysis and focus group

1. Gaps of the protection system for LGBTQIA+, according to both perspectives: LGBTQIA+ community and social agents/stakeholders.
2. Good practices



3. Possible structure for a Manifesto of Intent

Preamble is a General introduction explaining the context and purpose of the document. Considerations on the main findings from the desk research can be highlighted here, especially when regarding the needs assessment and lack of legal framework.

List of statements and recommendations on inclusive and gender-sensitive actions supporting LGBTQIA+ people who are at risk of gender-based violence is the core of this document.

Statements and recommendations regarding LGBTQIA+ people's access to services which must be promoted and guaranteed by implementing inclusive, non-judgmental welcoming practices and an active and empathic listening that allows the person to establish a bond of trust and sharing with the service staff. Welcoming and listening must be guaranteed, which is fundamental to counteract avoiding access of services by LGBTQIA+ people due to fear of micro-aggressions and previous negative experiences.

Conclusions must be adapted to the context in which the manifesto was developed and to the statements and recommendations listed. In general, it is important to remember in this section that the manifesto itself is the result of a collective and participatory collaboration of LGBTQIA+ organisations and activists. It would be good to emphasise that any modification or advancement to this document should maintain the participatory dimension that can only ensure the adherence of the statements to the people's needs.

Signatures of adhering organisations, groups, associations, relevant stakeholders ensure their commitment to applying a common methodology of intervention to prevent and respond to GBV against LGBTQIA+ people (inclusive of the specific needs of Migrant and Refugees and youths).



4. Possible Training Scheme

MODULE	TITLE
MODULES 1 and 2 SOCIAL PROTECTION (8 hours)	Introductory key concepts – 2 hours
	Needs, intersectionality and multiple discriminations: the concept of <i>misgendering</i> – 1 hour
	Active and empathic listening - 1 hour
	Gender-sensitive and inclusive language – 2 hours
MODULE 3 LEGAL PROTECTION (9 hours)	Language premises: stereotypes, prejudices, and discriminations – 1 hour
	Non-discrimination legislation and intersectionality – 1 hour
	Legislation countering gender-based violence – 1 hour
	Special needs of migrants and refugees – 2 hours
	Safe spaces and available services – 1 hour
	Case Studies – existing protocols and good practices – 1 hour
	The right to healthcare of Trans people: legal aspects – 1 hour
	The protection of homo-parenting families and of other families existing in the LGBTQIA+ community – 1 hour
MODULE 4 NON-DISCRIMINATION POLICIES (1 hour)	Diversity and inclusion - 1 hour



4.1 Training evaluation questionnaires

Example of Pre-evaluation Questionnaire for trainees

1. Age (Open ended or scroll down menu)
2. Gender
Female, Male, Trans, Non-binary, Other – please specify
3. Organisation/service you are occupied in: (open-ended)
4. Occupational title in the organisation/service: (open-ended)
5. Please check whether you agree with the following statements.

Statement	Yes	No	I am not sure
1. Gender identity and sexual orientation are co-dependent.			
2. A Code of Ethics outlines the values and principles of the staff.			
3. Heteronormativity is the assumption that heterosexuality is the standard for defining sexual behaviour and that male-female differences and gender roles are the "natural".			
4. Prejudices are attitudes and feelings that people have about members of other groups, which may be based on preconceived ideas.			
5. <i>Boys don't cry</i> : this is a stereotype.			
6. The services offered to LGBTQIA+ people are adequate.			
7. LGBTQIA+ people's core medical expenses are covered by the State.			
8. A safe space is a space where there are no weapons.			
9. Gender-based violence concerns any violent action committed on the basis of one's gender.			



10. Trans and non-binary people can easily find a job.			
11. Diversity and inclusion are equal terms.			
12. A Code of Conduct in an organisation can support the enhancement of inclusion.			
13. In order for an action to be considered a hate crime, we need the action to be a crime which is motivated by bias.			
14. Healthcare professionals are adequately trained to address trans and non-binary people's needs.			
15. There are two categories of consequences of hate crimes on victims: emotional or physical.			

6. List three values of your organisation/ service that you feel they contribute to inclusion. (small answer, maximum 10 lines)
7. Please, name one way you can contribute to the development of an inclusive workplace. (open-ended)



Example of post-evaluation questionnaire for trainees

- 1) Age (Open ended or scroll down menu)
- 2) Gender
Female, Male, Trans, Non-binary, Other – please specify
- 3) Organisation/ service you are occupied in: (open-ended)
- 4) Occupational title in the organisation/service: (open-ended)
- 5) Please check whether you agree with the following statements.

Statement	Yes	No	I am not sure
a) A safe space is a space in which everyone feels welcome, respected, and comfortable with being who they are, regardless of their identity or background.			
b) Hate crimes can have emotional and financial consequences on victims and affect their physical, cognitive, and behavioural reactions.			
c) Trans and non-binary people can easily find a job.			
d) Gender identity is not dependent on sexual orientation			
e) A Code of Ethics explains the expected behaviour of those who in various capacities collaborate/work in the company/organisation.			
f) The services offered to LGBTQIA+ people are not adequate.			
g) Healthcare professionals need more training to better address the needs of trans and non-binary people.			
h) Each employee has to work on themselves to enhance inclusion; there are no documents that can support this cause.			
i) Gender-based violence only affects women.			



j) Prejudices are attitudes and feelings that people have about members of other groups, which may be based on preconceived ideas.			
k) <i>Girls are quieter and more patient:</i> this is a stereotype.			
l) LGBTQIA+ people’s core medical expenses are covered by the State.			
m) Heteronormativity is the assumption that heterosexuality is the standard for defining sexual behaviour and that male–female differences and gender roles are the “natural”.			
n) Diversity and inclusion are two complementary but not equal terms.			
o) Any action motivated on bias is a hate crime.			

- 6) List three values of your organisation/ service that you feel they contribute to inclusion. (small answer)
- 7) Please, name one way you can contribute to the development of an inclusive workplace. (open-ended)
- 8) Please, your level of agreement with the statements listed below.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a. The objectives of the training were clearly defined					
b. The training met my expectations.					
c. Participation and interaction were encouraged.					
d. The content was well-organised and easy to follow.					



e. The trainer/facilitator presented content in an organised manner.					
f. The trainer/facilitator explained concepts clearly.					
g. The topics covered were relevant to me and my work.					
h. The training experience will be useful at my work.					
i. The training facilities (e.g. room, equipment, access etc.) met my expectations.					
j. The training enhanced my capacities to address gender stereotypes.					
k. The training enhanced my capacities to contribute to inclusion and safety at work.					
l. The training enhanced my capacities to promote LGBTQIA+ people's rights.					

- 9) Please identify what you consider to be the strengths of the training.
- 10) Please identify area(s) where you think the training could be improved.
- 11) Please share other comments or expand on previous responses here:



Example of evaluation questionnaire for trainers

1) Which of the following modules did you perform?

Please add the module options list

2) List 3 main points addressed during the training.

3) Do you feel that the proposed contents were easily absorbed by the participants?

- Yes
- No
- I am not sure

3b) If you answered 'no' or 'I am not sure' which of the following options do you think is the reason for the difficulties encountered?

- lack of socio-cultural background on LGBTQIA+ issues on the part of the participant
- lack of legal background on LGBTQIA+ issues on the part of the participant
- lack of addresses
- lack of interest
- participants' disagreement with the proposed solutions
- Other (please, specify)

4) Did the duration of the training module seem adequate in relation to the content to be covered?

- Yes, it was very adequate
- No, it was too short
- Yes, it was quite adequate
- No, it was too long

5) Were the methodologies suggested in the Guidelines useful in setting up the training module on the assigned topic?

- Not at all



- Slightly
- Quite
- Very

6) Did the online mode allow the content to be conveyed?

- Not at all
- Slightly
- Quite
- Very

7) Were the exercises proposed in the methodology effective in promoting understanding of the main contents?

- Not at all
- Slightly
- Quite
- Very

8) In general, was the overall approach of the module (content, duration, methodologies, etc.) effective in developing competences according to the target group of participants?

- Not at all
- Slightly
- Quite
- Very

9) In general, which aspects of the training worked best for implementation?
Max 3 examples.

10) What factors contributed most to the implementation of training? Max 2 answers

- participants' profile
- trainers' profile
- group size



- participants' diverse backgrounds
- Other factors (please, specify)

11) What would you change about the training course? Max 1 example.



5. Possible Tools for Emergency response

This table will serve to collect data from the emergency responses carried out and to understand the characteristics of the interventions carried out by trained professionals. The form will be completed for each intervention carried out.

LGBTQIA+ survivors or at risk of violence might participate in one or more interventions depending on their needs. An Intervention might involve one person as well as a small group, depending on the aim of the response and desire of participants.

5.1 Example of an Emergency Response Case management and intervention sheet

Emergency response: case management and intervention sheet	
Institution	
Type of intervention	<ul style="list-style-type: none"> ○ Social intervention ○ Cultural Mediation/linguistic support ○ Health intervention ○ Legal intervention ○ Psychological support ○ Accommodation/reception centre ○ Economic inclusion/job search ○ School/education/training support ○ Other (please specify)
Brief description of the intervention: activities and results	



Target population (age, nationality, gender)	
Number of people affected	
Services involved	
Professionals involved	
Name, Signature, role of the person who conducted the intervention	
Date and place:	