TRAIT
Methodological Guidelines for Trainers

Task 2.3

Development of materials for the Training Course

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Authors

Pilar Escotorin (UAB)
Rosaura Delvalle (MIRADA LOCAL)
Viktor Heumann (Transparent)
Pavla Doležalová (Transparent)

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INTRODUCTION

This Methodological Training Guidelines has been designed as part of the TRAIT Training Model based on the TRAIT approach to educate medical and legal professionals on best practices for providing services to transgender and gender diverse (TGD) people. This comprehensive training aims to foster a deeper understanding and respect for the unique experiences and needs of the TGD community. By combining expert insights, real-world scenarios, interactive exercises and prosocial and participatory engagement of the learners, these guidelines emphasize the importance of sensitivity, appropriate use of language, and an awareness of the specific medical and legal challenges faced by TGD persons. The goal is to equip professionals with the skills and knowledge necessary to provide compassionate, competent, non-pathologizing and legally compliant care and support, ensuring that all interactions are conducted with dignity and respect. This initiative reflects our commitment to inclusivity and equality, aiming to bridge gaps in knowledge and eliminate biases, thus enhancing the quality of service provided to all transgender and gender diverse people who need the services.

TRAIT APPROACH – GENERAL FRAMEWORK

The TRAIT project is based on a participatory, horizontal, and prosocial methodological approach. This means that training participants are not considered research subjects or passive students, but rather experts in their own field. They are invited to participate in a collaborative training experience that values them, provides them with a space for innovation and decision-making, and empowers them with the appropriate tools to apply the content effectively, adapting to the cultural and spatial circumstances of their own work environments.

Key Principles of the TRAIT Approach:

- **Participation:** All participants have the opportunity to actively contribute to the learning process, sharing their knowledge, experiences, and perspectives.
- **Horizontality:** An equal-to-equal relationship is fostered between the trainer and the participants, where everyone learns from each other.
- **Prosociality:** Collaboration, mutual support, and teamwork are promoted to achieve common goals.

Benefits of the TRAIT Approach:

- **Meaningful Learning:** Participants learn actively and experientially, allowing them to better understand concepts and apply them practically.
- **Skill Development:** Participants develop essential social work skills, such as communication, teamwork, and problem-solving.
- **Empowerment:** Participants feel more confident and capable of applying what they have learned in their professional practice.
- **Social Transformation:** The TRAIT approach contributes to social transformation by promoting social justice, equity, and human rights.

This methodological guide provides a detailed description of the TRAIT approach, including:

- The fundamental principles and values of the project.
- Participatory teaching and learning strategies and techniques.
- The tools and resources needed to implement the TRAIT approach.

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TEN PRINCIPLES OF TRAIT PROFESSIONALS

All people have the same dignity, and transgender and gender diverse people have the right to be taken seriously and to be provided gender affirmative care by healthcare and legal professionals, regardless of each country's protocol. This means:

1. Healthcare professionals, even if they have to apply medical protocols that question the person's identity due to their country's legal requirements, should regard the person as an expert in their own life and body and not question the person's desires or needs.

2. Legal or healthcare professional should be trained in a trans-positive approach that is reflected in their treatment and language, including the questions asked, trusting the judgment of the trans person as the most valuable.

3. Professionals should not doubt the transgender or gender diverse person if they do not conform to or respond to a gender stereotype in the culture of the country where they are located.

4. Professionals should not belittle or consider it strange if a transgender or gender diverse person does not accept binary criteria to express their gender identity.

5. Legal or healthcare professionals should not assume that the transgender or gender diverse person comes to see them because being trans or gender diverse is a problem; they may come for many reasons as users of the healthcare or legal system and not necessarily to discuss their trans condition.

6. Beyond the protocols and laws of each country, the professionals should ask questions empathetically to decide together with the person concerned the appropriate intervention and without imposing their professional judgment over the person's desires or needs.

7. Invasive surgeries should not be promoted for the transgender or gender diverse person to fit into a societal model. This approach empowers the person to ask questions and decide at their own pace what they need and what brings them more well-being.

8. Healthcare professionals should not scare the transgender or gender diverse person with a list of risks and side effects, but should first to accompany the person in understanding what they need and to inform them properly so that they can make their own decisions calmly with all the necessary information at their fingertips.

9. Healthcare and legal professionals should accept the transgender or gender diverse person as they are and not as the professional believes they should be.

10. Increasing prosocial care indicators in the legal and healthcare fields is a benefit for the entire system and society, because it makes the system more inclusive and effective in supporting any member of a minority.

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THEORETICAL BACKGROUND

For the theoretical background on the topic of transgender and gender diverse persons in care environments, please see the TRAIT project Handbook which is available in English, Italian, Spanish and Czech and Slovak language. This Handbook provides basic referential framework and concepts related to transgender and gender diverse persons to be further developed in the trainings be the respective project partners in different countries

MAIN CONSIDERATIONS DURING TRAINING IMPLEMENTATION

SENSITIVITY AND AWARENESS

It's important to have a thorough understanding of the needs and experiences of trans and gender diverse people. This includes understanding the challenges they may face in accessing care, such as discrimination or lack of understanding, pathologization etc. from care providers in local environments (Spain, Italy, Slovakia, Czechia). Professionals may hold unconscious biases or stereotypes about LGBTI people that can impact the services. Main focus during the training should be paid to sensitivity and awareness aims to cultivate a deep understanding and respect for the experiences and challenges faced by TGD individuals.

Understanding Gender Diversity

Introduce non-pathologising and affirmative concepts of gender identity, gender expression, gender affirming care and self-determination as the best practices for the support of the trans and gender diverse people. Emphasise the spectrum of gender identities and expressions to highlight that there is no single way to be transgender or gender diverse.

Social and Medical Challenges

Educate about the social stigmas, discrimination, and barriers to healthcare that TGD individuals often encounter. Discuss mental health concerns, such as higher rates of depression and anxiety due to societal rejection or discrimination, and the importance of supportive healthcare and legal services.

Empathy Building

Through exercises and pro-social trainings methods you can help participants understand how to handle sensitive situations, such as addressing a transgender person in care, discussing transition-related topics, or advocating for TGD rights in legal settings. Include testimonials or guest speakers from the TGD community to share personal stories and insights, which can enhance empathy and understanding among trainees.

LANGUAGE

Proper use of language is critical in interactions with TGD individuals, as it reflects respect and recognition of their gender identity and the diversity of their experiences. Remember that language choices shape our world and create the environment for others, including those who are transgender and gender diverse.

Pronouns and Titles

During the training use consistently the correct pronouns and gendered language, avoid misgendering participants or guest speakers and other trainers. Use of name tags is encouraged to indicate pronouns. Talk about the importance of asking and correctly using an individual's pronouns. Misgendering can cause distress and harm, impacting the trust and comfort level in professional interactions. Use gender-neutral titles and nouns if possible and ensure forms and materials used during the training do not assume gender binary options only or do not unnecessarily ask for gender markers.

Inclusive and Affirmative Language

During the trainings, language that assumes or imposes gender stereotypes should be avoided. For example, terms like "partner" can be used instead of gender-specific terms like "husband" or "wife" unless specified by the individual. Terms that are affirming of the individual's gender identity are recommended; for example, referring to a transition-related procedure as "gender-affirming surgery" rather than "sex change."

Sensitive Communication

Train professionals on how to handle conversations about body parts and medical history with tact and sensitivity, especially concerning transition-related care.

Discuss the importance of confidentiality and discretion in handling information about a person's gender identity in medical and legal contexts.

Awareness of Legal and Ethical Considerations

Professionals need to be aware of the legal rights and protections for TGD individuals, which can vary widely depending on location. Overview of local, national, and international laws and policies that affect TGD individuals, including antidiscrimination laws, healthcare rights, and legal identity recognition. Legal professionals can be encouraged to advocate for TGD rights within their legal/judicial system. Medical professionals are then led to support TGD individuals in navigating the healthcare system, including assistance with insurance and legal documentation.

KNOW YOUR TARGET AUDIENCE

It is beneficial to understand who the participants are, their background, and their level of expertise and awareness concerning transgender, gender diverse, and generally LGBTQI individuals. Doing so can help tailor the training content and delivery to meet their needs, ensuring that the training is both relevant and engaging. If possible, inquire about their level of knowledge in advance, and learn about their experiences with TGD individuals in their practice or more broadly.

As the training will be delivered in various countries, considering the cultural background of the target audience in each location is important. It is crucial to be informed about the specific legislative and healthcare frameworks regarding LGBTI rights and legal gender recognition to provide accurate and updated information on the status of LGBTI communities within the specific social, legislative, and cultural environments. Adapting the training content and delivery to the cultural backgrounds of the participants can help ensure that the training remains relevant and engaging.

Healthcare professionals

The presented information and materials have to be in line with state of the art knowledge and approach to transgender and gender diverse persons. The main reference documents in this respect is the specially designed TRAIT Handbook and the Standards of Care 8 published by World Professional Association for Transgender Health as well as the ICD-11 by WHO. Also APA has recently published Policy Statement on Affirming Evidence-Based Inclusive Care for Transgender, Gender Diverse, and Nonbinary Individuals, Addressing Misinformation, and the Role of Psychological Practice and Science.

Healthcare professionals should be well-versed in the language and concepts relevant to the transgender community to respect and accurately address their identities and needs. It's important for professionals to use preferred names and pronouns and be mindful of the impacts of misgendering. They should also be sensitive to the specific healthcare requirements of transgender individuals and work towards an inclusive healthcare environment. This includes understanding the broader context of discrimination and stigma that these individuals may face and taking active steps to mitigate these issues. Additionally, ensuring that legal protections are upheld and creating a welcoming environment in healthcare settings are essential for supporting the well-being and dignity of transgender clients.

Legal professionals

The presented information and materials have to reflect on the various levels of professional involvement and legislative frameworks for the rights of transgender and gender diverse persons. The main reference documents in this respect is the specially designed TRAIT Handbook and the Yogyakarta Principles, European Commission's 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, European Commission's Issue Paper on Human Rights and Gender Identity and Expression and the Charter of Human Rights.

Legal professionals should be made familiar with the legal protections for transgender and LGBTI individuals in their country, including anti-discrimination laws and rights related to employment and healthcare. It is crucial to respect the gender identity of transgender clients by using their preferred names and pronouns and to understand the harmful effects of misgendering or deadnaming during legal proceedings. Additionally, addressing and preventing discrimination within legal settings is essential, which can involve implementing inclusive policies, educating staff, and collaborating with transgender-led organizations to enhance legal access and outcomes. Legal professionals should also provide tailored legal assistance for issues such as name changes, healthcare access, and discrimination, while ensuring a safe and welcoming environment that guards against potential harassment or violence.

DEFINE LEARNING OBJECTIVES

To maximize the effectiveness of any training program, defining clear and measurable learning objectives is essential. These objectives should guide the structure of the content and the design of activities, ensuring they align closely with the desired outcomes of the training. A well-defined set of goals also aids in evaluating the success of the training, providing benchmarks against which participants' learning can be measured. Furthermore, it is critical to tailor the training content to the specific local contexts in which it will be delivered. Recognizing and integrating the cultural, social, and economic differences of the regions ensures the training is relevant and resonant. By customizing the materials and examples to reflect the particular realities of participants from diverse backgrounds, the training becomes more engaging and impactful, thereby enhancing its overall effectiveness and ensuring it meets the diverse needs of all attendees.

PREPARATION OF THE TRAINING

Training the trainers

When selecting trainers for programs on transgender and gender diverse topics, it's critical to assess their qualifications, experience, and expertise in gender diversity and inclusion, as well as their ability to engage participants effectively and foster interactive learning environments. Trainers should exhibit strong communication skills, the capability to adjust to various learning styles, and a deep commitment to the subject matter. Including trainers from diverse backgrounds can enrich the program by introducing multiple perspectives and enhancing the training's relevance across different contexts. If the training is to be delivered internationally, ensure that the trainers are well-prepared to handle the nuances of delivering content across cultural boundaries. This preparation might involve specialized training on the specific content, delivery methods, and facilitation skills to ensure consistent and effective training outcomes in each location.

Piloting the trainings

Piloting trainings is a critical step in the design and development of training programs, particularly for sensitive topics like transgender and gender diverse awareness. Piloting involves testing the training program with a small group of learners before rolling it out to a broader audience. This process allows trainers to pinpoint any problematic areas within the program, such as unclear content or activities that may not achieve the intended outcomes. It also offers an opportunity to collect feedback from participants, which is invaluable for refining and enhancing the training to ensure it is both effective and engaging. By conducting pilot sessions, trainers not only improve the quality and impact of their training programs but also gain confidence in their ability to deliver the content effectively to larger groups.

Monitoring and evaluating the training

Continuously monitoring and evaluating the training program is essential to ensure that it meets its objectives and identifies areas for improvement, especially in training focused on transgender and gender diverse awareness. Monitoring involves tracking the progress of the training as it unfolds, while evaluation assesses the overall outcomes and impact after its completion. Trainers can employ various methods to gauge their program's effectiveness, such as using feedback forms, conducting pre- and post-training assessments, and organizing focus groups. By actively gathering feedback from participants and analyzing this data, trainers can pinpoint aspects of the training that are effective and those that require enhancement. This ongoing process allows trainers to fine-tune the training, ensuring it adequately meets learner needs and achieves the intended learning outcomes. Through diligent monitoring and evaluation, trainers can continuously enhance the quality and effectiveness of their training, fostering better educational results for their learners.

Venue

When selecting a venue for training, several factors need to be considered to ensure it aligns with the training’s needs and objectives. Firstly, the size of the venue should be adequate to comfortably accommodate all participants, providing appropriate seating and space for any planned participatory and evaluation activities or exercises. Accessibility is also crucial; the venue should be easily reachable for all attendees. Furthermore, the availability of essential facilities and equipment, such as audio-visual systems, reliable internet connectivity, and catering services, must be verified.

Reference materials

It is beneficial to distribute reference materials, links, and other resources to participants before the training session. This advance provision allows attendees to familiarize themselves with the framework of the topic and gain preliminary insights. Providing these materials beforehand not only helps participants understand the context and content of the training more deeply but also offers them guidance on where to find further details, enhancing their overall preparedness and engagement.

GDPR Compliance and Informed Consent

As trainers, it is crucial to understand and comply with the General Data Protection Regulation (GDPR) when handling personal data during training sessions. It is essential to ensure that all participants, including transgender individuals, are fully informed about how their personal information will be used, stored, and protected.

PARTS OF THE TRAINING

To achieve the goals of the TRAIT model training, the training modules should include essential components that effectively communicate the message and objectives of providing sensitive and supportive care and services for TGD individuals.

Introduction and expectations

Introduction of the lecturers, technical information about the course of the trainings (attendance sheets, facilities, breaks etc.), the final evaluation and the certificate obtained at the end. Introduction and expectations of the participants to have a lead in, can be done in the form of an icebreaker activity (post-its, pair or group activity). Expectations can then be written on the flipchart and covered during the training.
The programme and time schedule of the trainings should be shared and potential minor changes discussed. Information about the TRAIT project, its outcomes and project partners should be provided.

Introduction to the topic, main concepts and terminology

At least one training block (90 minutes) should be dedicated to introducing the topic, and the explanation of the main concepts and terminology related to LGBTI+ and specifical transgender and gender-diverse persons with focus on the country specifics and the particular interest of the target group of the participants. The content of this introductory session should be based on the latest knowledge and concepts used and only respectful and sensitive terminology have to be included and disseminated among the participants.

Content relevant to the target group (country-specific)

This part constitutes the main contribution to the training providing the information related to the subject matter (transgender and gender-diverse persons) to the different target groups of the participants relevant to their needs.

Recommendations for communication

Principles and recommendations for communication with transgender and gender-diverse persons should be an integral part of each training as it helps the participants in their roles of professionals establish and maintain a respectful contact with transgender and gender diverse clients. For specific recommendations please refer to TRAIT Handbook.

Principles of respectful provision of services

Principles and recommendations for communication with transgender and gender-diverse persons should be an integral part of each training as it helps the participants in their roles of professionals establish and maintain a respectful contact with transgender and gender diverse clients. For specific recommendations please refer to TRAIT Handbook.

Overview of resources (community resources, LGBTI groups and organizations, other supporting services)

It is crucial to provide an overview of community resources, other services, and reference materials to your trainees. Doing so will equip them with valuable knowledge and resources that they can use to enhance their understanding of the topic at hand and improve their ability to apply what they have learned. Community resources such as local support groups, government agencies, and non-profit organizations can provide trainees with practical help and support that they may need. In addition, reference materials such as books, websites, and journals can help trainees stay up-to-date on current trends, best practices, and research related to the topic they are learning. By providing an overview of these resources, trainers can help their trainees become more confident, competent, and effective in their work, leading to improved outcomes and better results.

Wrap-up

As a trainer, wrapping up a training session is just as important as starting it. To ensure that your trainees leave with a clear understanding of what they have learned and how to apply it, you should summarize the key points of the training and highlight any actionable steps that they can take. Take the time to review any important information that was covered and clarify any questions that the trainees may have. Additionally, provide trainees with a chance to provide feedback and ask any final questions they may have. Finally, thank them for their participation, and remind them of any follow-up steps or resources that may be available to them. By taking the time to wrap up a training session effectively, you can help your trainees leave with a positive impression and a greater sense of confidence and competence.

Evaluation

Perform evaluation of the training in the form agreed beforehand. The forms may be different from feedback forms, through pre- and post-training assessments of fulfilling expectations, and focus groups. Make sure the participants are informed about the form of evaluation before or at the start of the trainings.

Self-Reflection

Reflection helps critically analyze the experiences, actions, and decisions within the context of the teaching and learning practices before, during, and after training. The more capable we are of self-reflection, the better we understand our role as educators. Reflecting on teaching involves deep introspection into your teaching practices, views on learning, and personal biases. It helps us understand our strengths and weaknesses in teaching and our values. This self-awareness allows us to align teaching methods with educational goals and make informed decisions.

TRAINING DELIVERY METHODS

General considerations

Live form vs Online form

When selecting the most effective training delivery methods for the target audience and content, it is important to consider the advantages of different formats. In-person training offers the benefit of face-to-face interaction, allowing for immediate feedback, clarification, and personalized attention, along with opportunities for hands-on training and practical exercises. Online training, conversely, provides the convenience of accessing training from anywhere at any time, the ability to work at one's own pace, and the option to revisit material multiple times. Online methods typically involve interaction through video conferencing, chat, or email, which may lack the personal touch of live settings but offer greater flexibility.

Traditional Training Methods

Lecture with a presentation - traditional frontal teaching method where the trainer delivers information to students through a presentation. It's useful when you need to present information quickly and efficiently.

Demonstration with practical examples or stories - illustrating the topic on stories and examples of guest speakers (can be in the form of video or audio content, written testimonies). This helps understand the topic from a personal point of view.

Video/ audio content - Videos and recordings or clips thereof that illustrate the topic with personal stories and testimonies or show various situations with respect to the matter discussed during the trainings.

Group activities such as:

Role-play - i.e. creating a scenario for individual participants to play a certain role allows participants to practice and apply new skills in a realistic setting. For instance, provision of medical care to transgender clients. Role-play encourages active learning, which helps participants better understand and retain information. You can create realistic scenarios that simulate real-world situations, allowing participants to practice their skills in a safe and controlled environment.can make training sessions more fun and engaging, It also helps participants to stay focused and interested in the material.

Case study typically presents a realistic scenario that participants analyze and discuss, considering the various factors involved and exploring potential solutions. By examining real-world situations, case studies help participants apply theoretical concepts and models to practical situations, improving their understanding of complex issues and enhancing their decision-making abilities. Case studies can also be used to stimulate group discussion, promote active learning, and encourage participants to work collaboratively.

Group discussion facilitates better learning and understanding different perspectives and

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insights that would be omitted otherwise. Deepening interest and encouraging active participation.

Self-study – learning independently without the guidance of a teacher or instructor. Self-study has several advantages, including flexibility, autonomy, and the ability to learn at your own pace. It allows learners to choose what they want to learn, how they want to learn it, and when they want to learn it, making it a highly customizable approach.

Training Methods Based on the Trait Approach

Participatory Visualization Methodology

The TRAIT project emphasizes the use of participatory and prosocial teaching and learning methodologies to promote active engagement, collaboration, and empowerment among participants. In line with this approach, the project advocates for the adoption of **Participatory Visualization Methodology (PVM)**, drawing inspiration from the work of LIPA NET (lipa-net.org)

What is Participatory Visualization Methodology?

Participatory Visualization Methodology (PVM) is a collaborative approach to creating and using visual representations to facilitate understanding, communication, and decision-making. It emphasizes the active involvement of participants in the visualization process, fostering a sense of ownership and shared learning.

Key Principles of Participatory Visualization Methodology:

- **Co-creation:** Visualizations are created collaboratively by participants, rather than being imposed by the trainer.
- **Diversity of perspectives:** Different perspectives and ideas are encouraged and valued in the visualization process.
- **Emergent understanding:** Visualizations serve as a tool for exploring and discovering new insights rather than simply presenting pre-determined information.
- **Action-oriented:** Visualizations are used to inform and guide action, leading to positive change.

Benefits of Participatory Visualization Methodology:

- **Enhanced understanding:** Visualizations can help participants to better understand complex concepts and relationships.
- **Improved communication:** Visualizations can facilitate effective communication between participants, bridging language and cultural barriers.
- **Empowerment:** Participants feel empowered to take ownership of their learning and contribute to decision-making.
- **Creativity and innovation:** Visualizations can spark creativity and innovation by encouraging participants to think outside the box.

Application of Prosocial Participatory Visualization Methodology:

PPV can be effectively applied in social work training to address a wide range of learning objectives, including:

- **Understanding social issues:** Visualizing complex social issues, such as poverty, inequality, and discrimination, can help participants gain a deeper understanding of their causes and consequences.
- **Mapping social networks:** Creating visual representations of social networks can reveal patterns of relationships, power dynamics, and resource distribution.
- **Analyzing social interventions:** Visualizing the impact of social interventions can help evaluate their effectiveness and identify areas for improvement.
- **Developing action plans:** Using visualization techniques, participants can collaboratively develop action plans to address social challenges.

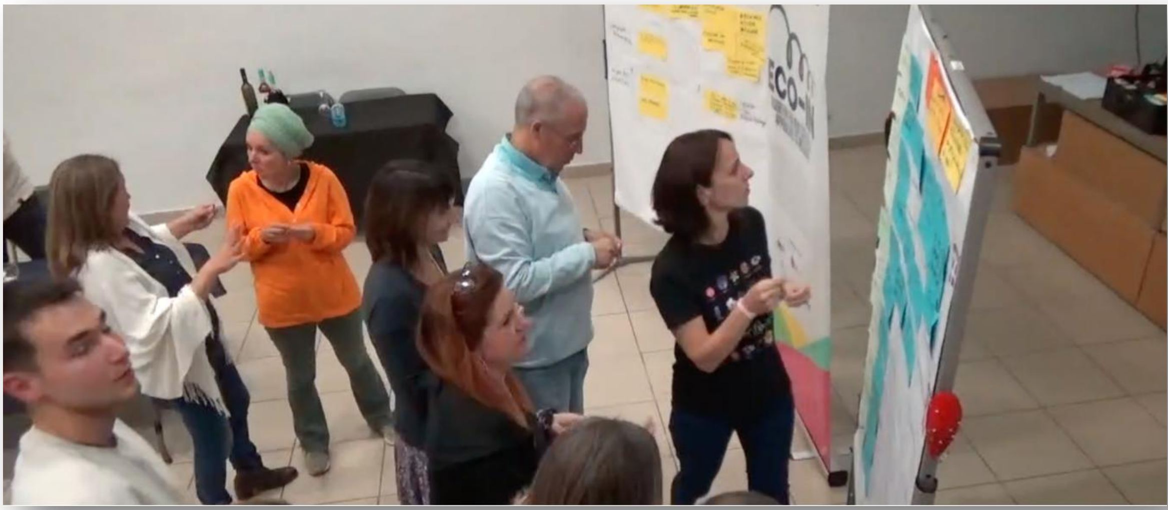
Please note: This chapter provides a general overview of Participatory Visualization Methodology and its application in social work training. For more detailed guidance on implementing PPV in specific training contexts, it is recommended to consult with experienced trainers and facilitators.

Participatory Approach through Prosocial Visualization

Teamwork is not always synonymous with efficient participation of all members of a group. Sharing ideas can make it difficult for all members to participate actively and equitably in the decision-making process.
On the other hand, efficient teamwork can benefit better management of the time invested in meetings, improvement in the quality of documents written together, the development of projects representative of the group's opinion, the efficient evaluation of both processes and of results, the promotion of participation, individual and collective creativity.

Prosocial Participated Visualization (PPV) is a written dialogue methodology that integrates a prosocial psychology perspective to generate highly participatory processes, group empathy, and promote joint thinking, the visualization of global ideas, respecting the identity, dignity and autonomy of each person in the group. As a method, it favors safe spaces for exchange and is highly productive for generating complex results in short periods of time. It is a method that can be used to visualize ideas, generate common maps, make diagnoses and analysis, generate questions or lines of action. You can use one-to-one to do interviews and in groups. It is a recommended method for working on topics in which anonymity and high group participation are required.

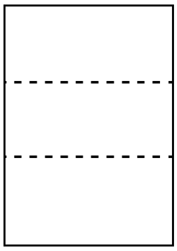
Requirements:
Number of participants: Minimum 6 maximum 20
Space with movable chairs and walls with windows where cards can be attached



Materials

1. Speakers connected to the computer and music appropriate to the activity and the group
2. A 5-6 mm black or blue marker for each participant (IMPORTANT: all markers must be the same color)

3. 500 White Moderation Cards. For reference, on an A4 sheet if you cut it into three equal parts, you get 3 cards. Approximately measures 9.5 x 20.5 cm
They can also be purchased online
https://ftcvisual.es/es/180-tarjetas



4. 50 cards of another color (green, blue, yellow)
5. Wrapping paper (approximately 5 rolls

6. Rolls of painter's tape

7. Thick normal heat

8. Scissors

9. Red or green dot stickers (one roll or 10 sheets)

Example of materials

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EXAMPLE: Scheduling a Prosocial Participatory Visualization (group of 10-12 participants, duration between 1 and 1.5 hours)

Preparation:

- *What question do I want to ask? Is the group able/has the knowledge to answer it?*
- *How many participants are we (or: am I inviting)? Who are they?*
- *How much time do I want to take for this process? More directive or more permissive facilitation style?*
- *How many ideas (cards) can I visualize in this timeframe?*
- *What is my role as facilitator?*

	Prosocial Participatory Visualization Session Outline
5-10min	Introduction from the facilitator regarding the following aspects: • What are we going to do and why? • How are we going to proceed? • What is the objective of the session? The facilitator: • Explain the question and make sure: have the participants understood the question? Explain your role as a facilitator • Explain how anonymity works (write in capital letters, for example. Also: do not identify the author of a card, but interpret it as a group)
5-10min	"Brainstorming": • Distribute one card per participant (example) • Each participant writes an answer to the silver question (an idea) on a card, the one that seems most important to them

15 or more minute s	Facilitator collects cards from participants Reads a card aloud and places it on the panel. Then read the next card aloud and ask the group: “Is this card related to the previous one or do you think it is a new idea?” • If the idea on the card represents the same context as the first, he places it next to it, that is, in a row with the first. • If the card does not represent the same context as the first, place it under the first card thus opening a new row Thus, in the same way continue with the other cards: 1) read aloud 2) ask if it belongs to one of the rows that already exist on the panel, or if it is a new idea, so a new row opens. • Proceed like this until all the cards are placed on the panel. • If the group does not agree where to place a card, the card can be written a second time and placed in two different rows.
5min	When the visualization has finished, the facilitator asks the participants to propose a title for each row. The facilitator (or a participant) writes this title on a card and places it at the beginning of the respective row. In the end the facilitator has achieved the following objectives: • has promoted the participation of everyone, whether shy or exotroverted • has allowed creativity (no censorship, apart from insults, personal attacks, etc.) • a visual structure has been organized for the ideas/cards • participants have summarized long explanations in a single short sentence (an idea on a card) • the facilitator has helped to summarize rows of several ideas in a single title, which gives a better overview

5min	Voting: • The facilitator distributes one gomet (self-adhesive) to each participant in the group, if there are less than 7 rows on the panel, and two gomets if there are more than 7 rows. • A new question is written and displayed: “Which line of ideas/topics do you find most relevant/ …they want to work?"
	The voting results allow: • to prioritize certain topics over others • to divide the group into small groups. Each small group can work on a topic/outcome.
30-45min	After 30-45 min the small groups present their results to the whole group (plenary)
	End of PPV

Focus Groups from a Prosocial Perspective

Introduction: The Value of Prosocial Focus Groups with Legal and Healthcare Professionals Serving Trans Individuals

In today's society, transgender individuals continue to face significant challenges in accessing equitable and affirming legal and healthcare services. To address these disparities, it is crucial to engage in ongoing dialogue and collaboration with professionals working directly with transgender communities. Focus groups, when conducted from a prosocial perspective, offer a valuable tool for gathering insights, fostering understanding, and promoting positive change in this critical area.

The Benefits of Prosocial Focus Groups:

Prosocial focus groups, characterized by empathy, mutual respect, and a shared commitment to social good, provide a safe and supportive space for legal and healthcare professionals to:

1. **Share Experiences and Perspectives:** Participants can openly share their experiences working with transgender individuals, offering valuable insights into the unique needs, challenges, and successes encountered in these professions.
2. **Identify Gaps and Barriers:** By collectively examining their experiences, participants can identify common gaps and barriers in legal and healthcare services for transgender individuals, leading to targeted interventions and improvements.
3. **Develop Best Practices:** Through collaborative discussions, participants can generate and share best practices for providing affirming and inclusive legal and healthcare services to transgender individuals.
4. **Promote Empathy and Understanding:** The prosocial focus group format fosters empathy and understanding among participants, breaking down stereotypes and misconceptions about transgender individuals and their experiences.
5. **Identify Areas for Further Research:** The insights gained from prosocial focus groups can inform future research initiatives aimed at improving the lives of transgender individuals.

Applications of Prosocial Focus Groups in Legal and Healthcare Settings:

Prosocial focus groups can be effectively utilized in a variety of legal and healthcare settings to:

1. **Evaluate Existing Services:** Assess the effectiveness of current legal and healthcare services for transgender individuals, identifying areas for improvement and expansion.
2. **Develop Training Programs:** Inform the development of training programs for legal and healthcare professionals, ensuring they are equipped with the

knowledge and skills to provide competent and affirming care.
3. **Guide Policy Development:** Inform policy development at local, state, and national levels to ensure legal and healthcare systems are inclusive and supportive of transgender individuals.
4. **Enhance Community Engagement:** Strengthen collaboration between legal and healthcare professionals and transgender communities to promote understanding and address community needs.
5. **Promote Social Change:** Contribute to broader social change by raising awareness of transgender issues and advocating for equitable treatment and opportunities.

Ensuring Prosociality in Focus Group Facilitation:

To fully realize the benefits of prosocial focus groups, it is essential that facilitators:

1. **Establish a Safe and Inclusive Environment:** Create a welcoming and respectful atmosphere where participants feel comfortable sharing their perspectives without fear of judgment or discrimination.
2. **Encourage Active Listening and Empathy:** Foster an environment of active listening, encouraging participants to listen attentively and empathize with each other's experiences.
3. **Promote Shared Responsibility:** Emphasize shared responsibility for creating a positive and productive group dynamic, where all voices are valued and respected.
4. **Maintain Neutrality and Objectivity:** Remain neutral and objective throughout the facilitation process, avoiding personal opinions or biases that could influence the discussion.
5. **Protect Confidentiality:** Ensure that all participants' contributions remain confidential, protecting their privacy and encouraging open dialogue.

By adhering to these principles, facilitators can create a prosocial focus group environment that fosters meaningful dialogue, promotes understanding, and drives positive change in the legal and healthcare landscape for transgender individuals.

The following guidelines provide recommendations to each partner for what concerns the enrolling of the selected target group, the methodology to implement to facilitate discussion and the assessing of the activity which will be supported by verbatim transcriptions of video and audio recordings.

Methodology

- 2 members from the respective project's teams will have the roles of moderator (1) and observer (1) who, supported by these guidelines, will then proceed to carry out the activity.
- The Moderator's role is to introduce the topic to the focus group's participants, to guide and steer interviewees towards the most important topics, making sure that the interviewees do not go off on a tangent, do not elude or misunderstand the meaning of the questions.
- The discussion lasts, usually, two hours, maximum two hours and a half; it is on the Moderator to evaluate the time to allocate to each topic and the

ability of participants to abide to the task.

- The Observer’s role is to provide assistance to the Moderator: he or she writes down indications and comments on the running of the Focus Group, observes the dynamics and the climate that the group establishes within itself, writes down personal notes and remarks about the participation. During the planning, the Observer carries out logistic and organizational tasks and has also the tasks of establishing the discussion group.

Enrollment

- Forward invitations through e-mail, whatsapp, or others to agree upon a date and a time suitable for all selected participants.
- Confirm, through direct phone call and second email containing the details of the meeting, the data collection form and the informed consent.
- The sessions must be organized in an adequate environment, without interferences; no other people should be present during the whole duration of the discussion.
- If you use an online platform, It is mandatory to choose a platform that would allow the recording of the sessions: Participants must be informed on the fact that the session will be recorded (If you don´t need or want to record, the observer can write the principal ideas in real time)

Discussion

Focus Group outline
1) Foreword and introduction of moderators and participants • Introduce Moderator and observer clearly stating each role and thank the participants for their helpfulness and willingness to take part to the focus group; • Guarantee data anonymity and confidentiality, • Recommend active participation of all, highlighting the importance of recording each participant’s point of view, • **Inform that the conversation will be recorded, therefore ask to not overlap while talking in order to have a good recording quality;** • Introduce the aim of the FG and clarify the crucial terms to establish a common knowledge basis. • Suggest to the focus group’s participants to introduce themselves • (name, surname, position/work, workplace, etc.); **we highly recommend to switching off the recording – only for this passage – in order to guarantee anonymity.** • Briefly outline the topics that were addressed in the survey.

2) Questions for the focus group • Please remember to sum up the topics and issue outlined for every section and ask confirmation of the exactness and completeness of what is summed up
3) Closing of the focus group • Thank all participants for their valuable contribution and participation • Remind to all participants that the evidence, opportunely formalized, will be sent to all. • Before saying goodbye to the participants, please make sure to collect all their info required in the data collection form and, possibly, ask the missing questions at the end of the focus

Instructions for the Moderator

The Moderator must be the more neutral as possible and limit himself/herself in facilitating the discussion (without expressing opinions), explain and understand the different participations. At the beginning, the Moderator will communicate to the participants that its absolutely fine not to have an opinion about the proposed topic and getting one during the focus group. During the discussion, the Moderator will make sure that all the people involved take part in it, that there are no too dominant participants, that the discussion does not go off a tangent and stays on topic.

The Moderator must be a good listener and a good talker, asking participants to rephrase, or rephrasing himself/herself to make sure to have understood correctly.

The Moderator must also understand when it is the time to move to the next topic and when pose direct questions if a topic is not correctly addressed.

- For what concerns unclear/ambiguous expression, the Moderator must make them clear and urge the group to express opinions and define them;
- If, during the discussion, someone expresses a very strong opinion or addresses a particularly relevant topic, the Moderator must ask all members of the group to give their opinions;
- If, already with the first question, different topics that would have been addressed in a second moment arise, the Moderator must postpone the discussion of these topics and address one topic at a time, always clearly stating the topic addressed and steering the discussion toward it

- If a problem is dealt with on two different levels, the Moderator must make them clear and suggest the group to address them separately (or address them together if the group thinks that they cannot be dealt separately)
- If a theme is not addressed, the Moderator can introduce an element not yet highlighted by the discussion. The Moderator should know, though, that he/she is intervening. The Observer should take note of this as well as of all the other behavior of the Moderator.
- Verify that all participants have a chance to talk and state their opinions
- Do not worry about quiet moments as they indicate reflection and thinking, but do intervene if the situation becomes stagnant
- Intervene if a group member is monopolizing the discussion and prevents others from taking part
- Every once in a while, it is timely to briefly summing up using the words that came up from the discussion
- Before starting a new section, do a recap and ask confirmation to participants about the correctness of the recap itself
- Verify that all participants express their opinions, also through nods and looks of approval. During the most interesting moments in the discussion, the Moderator can ask if all the participants agree, leaving some quiet moments for reflection

Instruction for the observer

During the FG, the Observer will manage the audio and video recordings and will take notes on suggestions and comments on the running of the group, the dynamics and climate within the group. Immediately after the ending of the FG, the Observer will share with the Moderator, straightaway his or her impression on the running and dynamics of the group.

- Assign to each participant a number with which they will be identify while transcribing the notes;
- Write down the essential passages of the discussion, both the implicit and the explicit ones;
- Write down the non-verbal cues, the group dynamics, the running, the personal impressions and comments;
- Be able to retrace the influences in the development of the discussion, identify the group dynamics and the possible conditioning of the focus group
- Before saying goodbye to the participants, please make sure to collect all their info required in the data collection form.

Running of the Focus group

Timings: in the online FG the attention span of participants are lowered; therefore, we suggest to having a maximum running of 90 minutes.
The virtual setting can induce participants to consider the Moderator as the main interlocutor. To facilitate interaction between participants it is useful to remember that the FG requires the discussion between the participants and propose a small "interaction test" at the beginning of the focus group (for example during the presentation of each participant) to break the ice. The online environment could bring

about a more detached style of conversation; it is therefore important that the Moderator must foster as much as possible interaction between the participants.

- switch off mobile phones and other devices
- choose a quiet room, without noise or any other disturbance
- switch off any other application
- invite participants to keep their microphone switched off when they are not talking
- remind that the use of the video and audio recording is limited to the aims of research and ask participant **not to** record any part of the FG

Participants

Given the chance that several participants may fail to connect, it is mandatory to set the condition for a possible re-scheduling of the focus group; it is therefore fundamental the presence of 5-8 participants.

Informed consent

The informed consent declaration must be provided, already signed, by each participant together with the data collection form.

Data collection and processing

During the meeting we recommend taking notes that can help synthetize, partially summing up or recall a particular idea.

Example

Proposal Structure Focus Group TRAIT

SURVEY (mentimeter or PPV) (15 min)

1) Summarize in one word what are your expectations of this training.
Why?

2) What is the main difficulty that you experience when working with transgender people in your professional field?

3) If you think about a training for health an legal professionals who work with transgender people, and if you think about what already exists and what is missing in your country, choose an idea of a maximum of 5 words that answers these questions:

4) How should this training innovate?

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