



Training Programme on intersex related issues for social and health care services/ professionals

BRING-IN – Training Curriculum

Athens, 2021



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and Citizenship (REC) Programme
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1 Foreword

This publication was based on the main findings of “Bring-In” project’s field research with social and health care professionals in Bulgaria, Greece, Hungary and the UK. Its purpose is to support and guide adult trainers in order to build the capacity of the aforementioned professional groups so that they may provide high quality supporting services to intersex people.

The 2-days basic training programme incorporates adult training techniques, thus facilitating active learning and interaction between the trainer(s) and the trainees as well as among the trainees themselves. Adult trainers are welcomed to make necessary adjustments and adaptations based on their personal skills, experiences and/or the topics they want to focus more, the profile and background of their trainees as well as the national/social context. Useful resources that will help them better prepare are also included in this publication. I would like to thank all research participants in Bulgaria, Hungary, Greece and the UK as well as my colleagues and the project’s partners for their valuable comments and remarks.

The collection of data was very challenging for both researchers and research participants given the sensitivity of the topic as well as the restrictions caused by the COVID-19 pandemic. Therefore, additional credits should be given to all.

Thanasis Theofilopoulos
February 2021

2 The Training Workshop: Basic information

Method: Adult training techniques.

Target groups:

- Social scientists / social care professionals (psychologists, sociologists, social anthropologists, social workers etc.) working in public social services (including social services departments and offices of other public bodies, institutions, organizations e.g., public hospitals, municipalities, employment offices etc.), as well as in social services departments of civil society organizations (e.g., NGOs), private organizations, equality/human rights bodies and institutions and/or working as freelancers.
- Health care / services professionals (doctors, nurses, midwives, etc.) as well as other administrative staff (e.g., receptionists) working in public or private hospitals / clinics, health services departments of civil society organizations (e.g., NGOs), other public health services (e.g., municipal health services), other organizations, other health bodies and institutions and/or working as freelancers.

Number and profile of participants per training workshop: Twenty (20), half of whom will be social scientists / social care professionals and the other half health care / services professionals.

Total duration: 2 days.

3 Structure of 2-days Training Workshop

Day 1		
Session	Duration	Time
Welcome coffee, registration for day 1	30min	09:30-10:00
Opening session. Introductions, fears and expectations, learning contract	1hr 30min	10:00-11:30
Session 1. Basic concepts	1hr 50min	11:30-13:20
Lunch break	40min	13:20-14:00
Session 2. Legal (national/international) framework and reporting	1hr 30min	14:00-15:30
Coffee break	15min	15:30-15:45
Session 3. The status of intersex people in the country. Life stories	1hr 30min	15:45-17:15
Day 2		
Welcome coffee, registration for day 2	30min	09:30-10:00
Session 4. Improve access of intersex people to quality services. Part 1	1hr 30min	10:00-11:30
Coffee break	15min	11:30-11:45
Session 4. Improve access of intersex people to quality services. Part 2	1hr 30min	11:45-13:15
Comfort / networking break	15 min	13:15-13:30
Closing Session. Wrap up and evaluation	45min	13:30-14:15

Day 1

3.1 Opening session. Introductions, fears and expectations, learning contract (1hr 30min)

Objectives:

- Introductions - breaking the ice
- Provide information about the training programme
- Identify fears and expectations of the trainees regarding their participation in the training workshop
- Develop a learning contract/agreement

3.1.1 ACTIVITY 1: INTRODUCTIONS – BREAKING THE ICE (40 MINUTES)

Guidelines to trainer(s):

- Welcome the trainees and introduce yourself: name, organization/body/institution you work for, your role/position in it as well as the pronouns others should use when they refer to you.
 - Prepare and show trainees a short presentation (10 minutes at most) regarding your organization/body/institution (main objectives, main activities, target groups – beneficiaries etc.) and the framework (project or initiative) in which the training is organized and delivered.
 - A method to easily break the ice and let trainees get to know each other is to divide them into couples and ask them to take a small interview from each other for about 1 minute (per person). During this interview, trainees may ask whatever they want but they are not obliged by any means to answer every question.
 - Then, each trainee will be given one more minute to introduce their partner to the rest of the group.
- A great advantage of this method is that trainees avoid the anxiety and/or embarrassment of other methods such as that of the self-introduction in a group of (probably unknown) people.

Breaking the ice. Important notice for trainers:

- Trainees usually prefer to sit next to a trainee they already know because it makes them feel safer and more comfortable. In order to avoid the creation of sub-groups within the group and let trainees get to know other trainees that they do not know, ask trainees to change seats and then divide them into couples or just avoid formulating couples with people sitting one next to the other.
- The trainer may choose to take part in this activity thus formulating a couple with a trainee or they may choose to talk about themselves (self-introduce) before the beginning of the activity. In the latter case, the trainer should take into consideration that the trainees may follow their example, thus providing information on similar topics. For example, if the trainers refer to their personal hobbies, the trainees will probably do the same.

3.1.2 ACTIVITY 2: EXPECTATIONS AND FEARS (25 MIN)

Guidelines to trainer(s):

- Give all trainees 2 pieces of papers of a different color (but make sure that all trainees have papers of the same two colors)
- Ask trainees to use the paper of a particular color to write a "fear" and the paper of the other color to write an "expectation" they have, regarding their participation in the training workshop. Give them 2 minutes.
- When they are done, ask them to place their papers in a flipchart paper which you will have already divided in two halves (fears and expectations).
- After studying the fears and expectations stated by the trainees, identify the most referred ones and make conclusions.
- Keep this flipchart in an easily accessible and visible position inside the room where the training workshop is taking place, until the end of it.

3.1.3 ACTIVITY 3: LEARNING CONTRACT (25 MIN)

Guidelines to trainer(s):

- Take a new flipchart paper and make sure it is visible to all trainees.
- Ask trainees to take 2-3 minutes to think about what **would facilitate the learning process and the active participation of all trainees which is the main objective of a learning contract / agreement.**

Some examples may include but not limited to mutual respect among all trainees, avoid interrupting other trainees when they are speaking, freely express your opinion and/or disagreement in a kind and respectful

manner, if you have to use your mobile phone leave quietly the room, keep your mobile phone switched off or in “silent mode” during the training activities, do not smoke inside the training room, be on time each day of the training workshop etc.

- Encourage trainees to start expressing their ideas and write them all in the flipchart paper.
- You may suggest your own ideas and add them to the flipchart.
- After you are all done, trainer(s) and trainees will agree on the ideas /suggestions they will keep and formulate the learning contract.
- As in the case of the fears and expectations flipchart, the learning agreement flipchart will remain accessible and visible to all places inside the room where the training workshop will take place.

Learning contract. Important notice for trainers:

During the training process, the content of the learning contract may change, for example, based on new/more needs and gaps identified. In any case, these changes will be applied after a unanimous decision of the trainer(s) and the trainees.

3.2 Session 1. Basic concepts (1hr, 50 min)

Learning outcomes:

- Become familiar with relevant terminology.
- Understand the differences between terms often confused.
- Combat ignorance, stereotypes and prejudices against intersex people in particular and LGBTI people in general.

3.2.1 ACTIVITY 1: BRAINSTORMING (10-15 MINUTES)

Guidelines for trainer(s):

- Take a flipchart paper and write the key-term "intersex" on top of it.
- Ask all trainees to say a word (or a very short phrase) that comes to their mind when they think of this term.
- Write all the words on the flipchart paper.
- Use the words to create a definition.
- Keep the paper in a place where all trainees can see it.
- Proceed to the next Activity. You will come back later with the appropriate / correct definition of intersex.

Brainstorming. Important notice for trainers:

Due to sensitiveness of the topic and/or the dominant ignorance around it, some or many trainees may feel uncomfortable saying out loud what comes in their minds.

Trainer(s) may carry out this activity by asking all trainees to write their thoughts (first word or phrase that comes up to their minds) on sticky notes and then place them to the flipchart paper.

Then the trainer(s) will go through the list, and may also divide them into categories. In case some participants use inappropriate and abusive terms such as a "hermaphrodite", the trainer(s) should put those aside and explain why they should never be used.

3.2.2 ACTIVITY 2: WORKING IN GROUPS – EXERCISE (60 MINUTES)

Guidelines for trainer(s):

- Divide the trainees into 4 groups of 5 members each.
- Give all groups 3-4 different terms (without their definitions) from Hand Out “Basic Concepts” (see ANNEX 1)
- Ask all groups to discuss the terms given to them and come up with definitions.
- Give all groups 15 minutes to prepare.
- Ask each group to present their definitions to the other groups (plenary). Give each group five minutes.
- Then, ask the other groups whether they agree or not with the definitions provided and explain their answers.

Divide trainees into groups. Important notice for trainers:

- Avoid formulating too big (over 5 persons) or too small (3 persons) groups. Five trainees per group is an ideal number for discussion and exchange and it prevents the division in subgroups (e.g., 2 vs 2, 3 vs 3).
- Create groups with diversity on the grounds of gender identity, age, professional background etc. Bring together people of different experiences, knowledge and features, thus facilitating the exchange of different points of views and an interesting discussion among members.
- Avoid keeping the same groups during the entire workshop – allow trainees to get to know and work with more trainees.

3.2.3 ACTIVITY 3: PRESENTATION OF BASIC TERMS AND DEFINITIONS (40 MINUTES)

Guidelines for trainer(s):

- Make a 20-25 minutes’ presentation (e.g., by using relevant applications such as Microsoft PowerPoint) of all terms and their definitions included in ANNEX 1
- Compare the terms used to describe “intersex” in Activity 1 with the official / widely accepted definition of intersex.
- Provide clarifications and examples upon request of the trainees (15 minutes).
- Distribute copies (electronic copies if the training is organized online) of the Hand Out “Basic Concepts” (see ANNEX 1) to all trainees.

Prepare a presentation. Important notice for trainers:

- Enrich your presentation with pictures, diagrams etc. in order to make it more interesting and easier to follow. **Make absolutely sure not to use any problematic pictures. You may ask for such pictures from reliable sources such as [OII Europe](#) or [InterAct](#).**
- Your presentation should not last more than 20-25 minutes. Otherwise, trainees will start feeling bored and not paying attention.
- A presentation could be combined with other adult training techniques such as questions and answers or brainstorming.
- **This manual was designed in the framework of the [Bring-In project](#). Please, use the project's logo and make clear reference to the funding resource that is the [Rights Equality and Citizenship Programme of the European Union 2014-2020](#).**

3.2.4 SESSION 1 RESOURCES FOR PREPARATION AND/OR ADDITIONAL STUDY

- Human Rights Campaign (n.d.). "Glossary of Terms". Retrieved from: <https://www.hrc.org/resources/glossary-of-terms>
- IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*. Retrieved from: <https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child WEB final.pdf>
- ILGA Europe (2015). *Glossary*. Retrieved from: https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf
- LGBTQIA Resource Center (n.d.). "Glossary". Retrieved from: <https://lgbtqia.ucdavis.edu/educated/glossary>
- TGEU (2016). "Glossary". Retrieved from: <https://tgeu.org/glossary/>
- United Nations – Free & Equal (n.d.). "Definitions". Retrieved from: <https://www.unfe.org/definitions/>

3.3 Session 2. National and international legal framework and reporting discrimination (1hr, 30 min)

Learning outcomes:

- Obtain basic knowledge of the relevant national legal provisions related to sex characteristics/intersex people, thus avoiding legal violations and, at the same time, informing intersex people about their legally protected rights.
- Understand the basic concepts of discrimination, hate crime and hate speech on the grounds of sex characteristics and the differences as well as the links between them.
- Awareness raising on the fact that intersex rights are (acknowledged and internationally protected) human rights.
- Become familiar with options and procedures to report discrimination and violence, in order to be able to inform and refer intersex people who want to file an official report/ complaint.

3.3.1 ACTIVITY 1: WORKING IN GROUPS – CASE STUDY (50 MINUTES)

Guidelines for trainer(s):

- Divide trainees into four (04) groups of five (05) members. If you want, you may keep the same groups from the previous Session. **But remember: it is better to change the groups and form new ones, thus allowing each trainee to get to know, interact and cooperate with more trainees.**
- Give each group one (01) case study from the ones you will find in **ANNEX 2. Hand out “Case Studies”**. You may also create your one case studies and/or use real case studies you have already found, after making any necessary adaptations (e.g., use pseudonyms).
- Give all groups fifteen minutes to study the case distributed to them and then answer the following questions:
 1. Based on the national legal framework of your country, is there a law violation? Please, explain your answer. If you don't know or if you are not sure, just provide your thoughts and opinions.
 2. Regardless of the national legal framework of your country, do you think there is a violation of human rights? Please, explain your answer.
 3. If there is a case of law violation, where can somebody file an official complaint/report (based on your national context)?
- Ask each group to present the case handed to them as well as their answers to the other groups (plenary). Give each group five (05) minutes.
- Then ask the rest of the groups whether they agree or not with these answers and explain why/why not.

Case study. Important notice for trainers:

- Design interesting cases which are close to reality and the current social context.
- Always ask the trainees to read the case first and make questions if there is anything that is not clear to them.
- Connect the cases with the new knowledge the trainees have already gained during the workshop and/or the one they are going to gain.

3.3.2 ACTIVITY 2: PRESENTATION OF NATIONAL AND INTERNATIONAL LEGAL FRAMEWORK AND DISCRIMINATION REPORTING OPTIONS (30 MINUTES)

Guidelines for trainer(s):

- Prepare a 20 minutes (at most) presentation on your national legal framework regarding
 - hate crime, hate speech and discrimination on grounds of sex characteristics
 - patients' rights with an emphasis on body integrity and informed consent
 - penalties in case of violations
 - available official reporting centers (e.g., police, ombudsman etc.) and basic information regarding the reporting procedure (e.g., ways/options to contact the service/center, information and data that may be asked/collected, possible financial costs etc.).
 - as well as to the provisions of the international/European legal framework that are applied to protect their human rights, especially those often violated.
- Make a link between the case studies in the previous Activity and the existing national legal framework.
- Provide any relevant additional information and clarifications (10 minutes).
- Don't forget to distribute hard or electronic copies of your (adapted) presentation to all trainees (educational material).

Presentation of the national and international legal framework.

Important notice for trainers:

- This activity requires in-depth knowledge. Request the support of a legal counselor, for example by asking him/her to review your presentation before the workshop.
- Trainer(s) may invite a legal expert to carry out Activity 2.

3.3.3 SESSION 2 RESOURCES FOR PREPARATION AND/OR ADDITIONAL STUDY

- Charter of Fundamental Rights of the European Union. Retrieved from: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A12012P%2FTXT>
- Ghattas, D. C. (2019). *Protecting intersex people in Europe: a toolkit for law and policymakers. With digital appendix and checklist*, ILGA Europe & OII Europe. Retrieved from: https://oiieurope.org/wp-content/uploads/2019/05/Protecting_intersex_in_Europe_toolkit.pdf
- European Convention on Human Rights as amended by Protocols Nos. 11 and 14 supplemented by Protocols Nos. 1, 4, 6, 7, 12, 13 and 16. Retrieved from: https://www.echr.coe.int/documents/convention_eng.pdf
- European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, Strasbourg, 26.XI.1987. Retrieved from: <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168007a67f>
- European Union Agency for Fundamental Rights FRA (2015). *Protection against discrimination on grounds of sexual orientation, gender identity and sex characteristics in the EU – Comparative legal analysis – Update 2015*, Luxembourg: Publications Office of the European Union. Retrieved from: https://fra.europa.eu/sites/default/files/fra_uploads/protection_against_discrimination_legal_update_2015.pdf
- European Social Charter, Turin, 18.X.1961. Retrieved from: <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168006b642>
- ILGA Europe (2020). *Rainbow Index 2020*. Retrieved from: <https://www.ilga-europe.org/sites/default/files/Attachments/ilgaeurope-rainbowindex-2020-interactive.pdf>
- Pikramenou, N. (2019). *Intersex Rights. Living Between Sexes*, Springer.
- United Nations, Convention on the Rights of the Child, adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49. Retrieved from: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- United Nations (1948). The Universal Declaration of Human Rights, Retrieved from: <https://www.un.org/en/universal-declaration-human-rights/>

3.4 Session 3. The status of intersex people in the country. Life stories (1hr, 30 min)

Learning outcomes:

- Be informed and awareness raising regarding the status of intersex people and the multiple challenges they face in the country (and in the world in general).
- Enhance empathy and understanding towards intersex people and intersex-related issues through first-hand experiences.

3.4.1 ACTIVITY 1: PLENARY DISCUSSION. THE STATUS OF INTERSEX PEOPLE IN THE COUNTRY. PART 1. (30 MINUTES)

Guidelines for trainer(s):

- Lead a discussion with all trainees on the status of intersex people in the country. Encourage trainees to share thoughts, knowledge and experiences (e.g., professional experience) on the issue. Questions may include but not limited to:
 - What do you know about intersex people in the country? Could you provide any estimations regarding their population (number, social/demographic profile etc.)?
 - From your knowledge and/or experience, would you say that intersex people are – usually – treated equally and well-respected in your country? Why/why not?
 - Which do you think are the main challenges and human rights violations that intersex people often face?

Organize and lead a discussion. Important notice for trainers.

- Your questions must be easily understood. Make them simple, not complicated and according to the trainees' skills and background.
- Use open-type questions thus facilitating the expression and exchange of ideas, thoughts, feelings.
- Do not put pressure on trainees to participate. Encourage all to take part, but without calling them by their names, thus making them feel uncomfortable.
- If a trainee makes a question but you are not sure or you do not know the answer, do not hesitate to admit it but promise that you will conduct a research on the issue and return later (e.g., the second day of the workshop or after that through an email) with an answer.

3.4.2 ACTIVITY 2: PRESENTATION. THE STATUS OF INTERSEX PEOPLE IN THE COUNTRY. PART 2. (30 MINUTES)

Guidelines for trainer(s):

- Prepare a 20-25 minutes (at most) presentation regarding the status of intersex people in the country focusing on
 - social/demographic statistics
 - data on hate speech, hate crime and discrimination on the grounds of sex characteristics
 - dominant social perceptions towards intersex people
 - main challenges intersex people face
 - social inclusion and/or protection national central policies targeting and/or include intersex people
 - Possible resources may include:
 - national statistical authorities
 - national equality bodies
 - law enforcement
 - studies and data collected by the scientific community as well as civil society organizations
 - European and international human rights organizations and bodies such as OSCE/ODIHR,¹ FRA,² ILGA Europe,³ OII Europe⁴ etc.
- Provide any needed clarifications / answer relevant questions of the trainees (10 minutes).

3.4.3 ACTIVITY 3: LIFE STORIES. OPEN INTERVIEW (30 MINUTES)

Guidelines for trainer(s):

- Invite 1-2 intersex people.
 - You will have already agreed with them on the exact content of the interview before the training.
 - Intersex people may share personal experiences only if they want to and, in the extent, they want to.
 - Ensure that the training workshop is a safe space for intersex people to talk, thus prepare trainees to:

¹ Office for Democratic Institutions and Human Rights (ODIHR) of the Organization for Security and Co-operation in Europe (OSCE). Visit: <https://www.osce.org/odihr> and <https://hatecrime.osce.org/>

² European Union Agency for Fundamental Rights. Visit: <https://fra.europa.eu/en>

³ The European region of the International Lesbian, Gay, Bisexual, Trans and Intersex Association. Visit: <https://www.ilga-europe.org/>

⁴ The only Intersex-led umbrella organisation working for human rights of intersex people in Europe. Visit: <https://oiieurope.org/>

- ✓ do not use abusive / inappropriate terminology
- ✓ avoid questions that are indiscreet and their only purpose is to satisfy their curiosity
- ✓ behave with empathy and respect
- Conduct an open interview covering key points such as:
 - What does it mean to be an intersex person in the country today? The status of intersex people in the country, focusing on human rights violations and challenges faced in different sectors of life (education, employment, access to justice, everyday life etc.).
 - Needs of intersex people, available support services – especially social and health ones – and effectiveness/quality of them.
 - What has to be changed to enhance the social inclusion of intersex people and better support them? Recommendations for state and civil society actors, focusing on health and social care/services.

Important notice: An alternative option for trainers

If – for any reason – you have not managed to include intersex people to the training, you may still give trainees the opportunity to read or hear the life experiences of intersex people.

Organize a presentation, plenary discussion and/or working groups with the purpose to study, discuss, share thoughts and feelings from the real stories of intersex people that you may find in

- Oii Europe's *#MyIntersexStory – Personal accounts by intersex people living in Europe*⁵ – which includes fifteen testimonies by intersex people and their families – or
- Amnesty International's *First, do no harm: Ensuring the rights of children born intersex*,⁶ which also includes personal testimonies of intersex people.

⁵ Oii Europe (2019). *#MyIntersexStory – Personal accounts by intersex people living in Europe*. Retrieved from: https://oiieurope.org/wp-content/uploads/2019/11/testimonial_broch_21-21cm_for_web.pdf

⁶ Amnesty International (n.d.). "FIRST, DO NO HARM: ENSURING THE RIGHTS OF CHILDREN BORN INTERSEX". Retrieved from: <https://www.amnesty.org/en/latest/campaigns/2017/05/intersex-rights/>

3.4.4 SESSION 3 RESOURCES FOR PREPARATION AND/OR ADDITIONAL STUDY

- Amnesty International (n.d.). "First, do no harm: Ensuring the rights of children born intersex". Retrieved from: <https://www.amnesty.org/en/latest/campaigns/2017/05/intersex-rights/>
- European Commission (2019, October). Special Eurobarometer 493 Discrimination in the EU in 2019, European Union. Retrieved from: <https://ec.europa.eu/comfrontoffice/publicopinion/index.cfm/Survey/getSurveyDetail/search/Discrimination/surveyKy/2251>
- European Union Agency for Fundamental Rights FRA (2015). *The fundamental rights situation of intersex people*, Luxembourg: Publications Office of the European Union. Retrieved from: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2015-focus-04-intersex_en.pdf
- European Union Agency for Fundamental Rights FRA (2020). *EU-LGBTI II. A long way to go for LGBTI equality*, Luxembourg: Publications Office of the European Union. Retrieved from: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-lgbti-equality-1_en.pdf
- ILGA Europe (2020). *Annual review of the human rights situation of lesbian, gay, bisexual, trans, and intersex people covering the period of January to December 2019*. Brussels: ILGA Europe. Retrieved from: <https://www.ilga-europe.org/sites/default/files/Annual%20Review%202020.pdf>
- ILGA Europe (2020). Rainbow Index 2020. Retrieved from: <https://www.ilga-europe.org/sites/default/files/Attachments/ilgaeurope-rainbowindex-2020-interactive.pdf>
- OII Europe (2019). *#MyIntersexStory – Personal accounts by intersex people living in Europe*. Berlin: OII Europe. Retrieved from: https://oiieurope.org/wp-content/uploads/2019/11/testimonial_broch_21-21cm_for_web.pdf

Day 2

3.5 Session 4. Improve access of intersex people to quality services (3hrs)

Learning outcomes:

- Identify ways to facilitate the access of intersex people to quality health and social care services.
- Understand the needs and challenges of different kinds of services and sectors to better support intersex people.
- Explore already implemented good practices and relevant and easily adopted guidelines.

3.5.1 ACTIVITY 1: WORKING IN GROUPS – EXERCISE. UPDATE THE CODE OF CONDUCT (1 HR., 30 MINUTES)

Guidelines for trainer(s):

- Divide trainees to 4 groups of 5 participants each.
- Give each group a flipchart and pens/markers.
- Ask all groups to prepare a basic **code of conduct** with guidelines and rules on working with intersex people (reception, support, referral).
- Two of the groups will prepare a code of conduct for health professionals while the other two will prepare one for social care/services professionals.
- You do not need to divide the trainees into groups according to their common professional background.
- You may choose to mix them or even assign each professional group (health or social care professionals) to prepare a code of conduct/basic guidelines for the other group, thus allowing them to see what other practitioners/professionals may expect from them.
- Give all groups 20 minutes to prepare.
- Then, ask all groups to present their code of conduct to the rest of the groups (plenary). Give 5 minutes for each presentation.
- Search for and underline common rules/guidelines (if any) among all four groups of trainees as well as among health and social care professionals.

3.5.2 ACTIVITY 2: PRESENTATION. GUIDELINES FOR PROFESSIONALS (20 MIN)

Guidelines for trainer(s):

- Prepare a 20-25 minutes (at most) presentation regarding
 - Basic guidelines and code of conduct for (all) professionals – regardless their specialization and position/role - working with intersex people. Some examples of guidelines applied to all professionals are included in **ANNEX 4 Guidelines**.
 - Basic guidelines and code of conduct for each target group (health and social care professionals).
- Provide any needed clarifications / answer relevant questions of the trainees (10 minutes).

3.5.3 ACTIVITY 3: WORKING IN GROUPS – SIMULATION. PREPARE A WORKING PLAN (1 HR., 30 MINUTES)

Guidelines for trainer(s):

- Divide trainees to four (04) groups of five (05) participants each. You may keep the same groups from the previous activity.
- Take four (04) flipcharts – one for each group of trainees - and write on top of them: “Public social care services/department”, “Private or civil society social services/department”, “Public health services/department” and “Private or civil society services/department”.
- Give each group one of these flip charts so each group has a separate one.
- All groups will have to follow this scenario:

You are all staff members of social or health care services/departments. The head of the organization/service/institution wants you to prepare a plan in order to make your department/service more friendly, safe and accessible to intersex people. You don't have an additional budget for that – you will have to make a plan with no or very limited financial resources. Your plan must be prepared taking into consideration both the kind of services provided (social or health services) and the sector (public or private/civil society). It's up to you to decide for the exact type of the organization/body/institution you work for (for example, a hospital, a clinic, a human rights NGO etc.).
- Give all groups 25 minutes to prepare.
- Then, ask all groups to present their plan to the other groups. Give 5-10 minutes for each presentation.
- After each presentation, members of the other groups may make remarks and/or ask for clarifications.

3.5.4 ACTIVITY 4: PRESENTATION. GOOD PRACTICES AND GUIDELINES (30 MIN)

Guidelines for trainer(s):

- Prepare a 20-25 minutes (at most) presentation regarding:
 - Good practices implemented by public/state or private/civil society social and/or health care services/departments in the country or abroad that facilitate the access of intersex people and provide them with quality services
 - Guidelines and recommendations for both health and social care services/departments. Examples of general guidelines may include but not limited to the ones included in **ANNEX 3 “Guidelines”**.
- Provide any needed clarifications / answers relevant questions of the trainees (10 minutes).

Important notice for trainer(s):

Don't forget to distribute hard or electronic copies of **ANNEX 3** and/or of your (adapted) presentation to all trainees (educational material).

3.5.5 SESSION 4 RESOURCES FOR PREPARATION AND/OR ADDITIONAL STUDY:

- European Parliament resolution of 14 February 2019 on the rights of intersex people (2018/2878(RSP)). Retrieved from: https://www.europarl.europa.eu/doceo/document/TA-8-2019-0128_EN.html
- Ghattas, D. C. (2015). *Standing up for the human rights of intersex people – how can you help?*, ILGA Europe & OII Europe. Retrieved from: <https://oiieurope.org/wp-content/uploads/2016/02/How-to-be-a-great-intersex-ally-A-toolkit-for-NGOs-and-decision-makers-December-2015.pdf>
- InterAct (n.d.). “26 Ways Allies Can Support Intersex Awareness Day on 10/26”. Retrieved from: <https://interactadvocates.org/intersex-awareness-day-for-allies/>
- InterAct & Lambda Legal (2018). *Providing ethical and compassionate health care to intersex patients. Intersex-affirming hospital policies*. Retrieved from: <https://live-interact-advocates.pantheonsite.io/wp-content/uploads/2018/09/interACT-Lambda-Legal-intersex-hospital-policies.pdf>
- National LGBTQIA+ Health Education Center (2020). *Affirming Primary Care for Intersex People 2020*. Retrieved from: <https://www.lgbtqihealtheducation.org/wp-content/uploads/2020/08/Affirming-Primary-Care-for-Intersex-People-2020.pdf>
- OII Europe (2019). *Good Practice Map 2018*. Retrieved from: https://oiieurope.org/wp-content/uploads/2019/05/gpmap2018_web.pdf



- OII Europe (2020). *Good Practice Map 2019*. Retrieved from: https://oiieurope.org/wp-content/uploads/2020/06/OIIEUROPE_GPMap2019_11062020_.pdf
- Parliamentary Assembly, Resolution 2191 (2017) Promoting the human rights of and eliminating discrimination against intersex people. Retrieved from: <http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=24232&>
- Poirier, J. M., Fisher, S. K., Hunt, R. A., & Barse, M. (2014). *A guide for understanding, supporting, and affirming LGBTQI2-S children, youth, and families*. Washington, DC: American Institutes for Research. Retrieved from: https://www.air.org/sites/default/files/downloads/report/A_Guide_for_Understanding_Supporting_and_Affirming_LGBTQI2-S_Children_Youth_and_Families.pdf
- The Yogyakarta Principles Plus 10. Additional principles and state obligations on the application of international human rights law in relation to sexual orientation, gender identity, gender expression and sex characteristics to complement the Yogyakarta principles as adopted on 10 November 2017, Geneva. Retrieved from: http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5_yogyakartaWEB-2.pdf
- United Nations - Office of the High Commissioner (n.d.). Fact sheet. Intersex. Retrieved from: <https://www.unfe.org/wp-content/uploads/2017/05/UNFE-Intersex.pdf>

3.6 Closing Session. Wrap up and evaluation (45min)

3.6.1 ACTIVITY 1: PLENARY DISCUSSION (25 MIN)

Guidelines to trainer(s):

- Ask all trainees to sit in a circle so that all have eye contact with each other.
- Start a discussion by asking trainees if their “fear(s)” and/or “expectation(s)” (see Session 1) regarding their participation in the workshop did come true and explain their answers. Encourage all trainees to talk but do not put pressure them e.g., by calling each one of them to respond.
- Encourage trainees to thoroughly refer to their experience: Did they learn something new and if yes what was that? Has anything surprised them or challenged them in any way, and if yes what was that? Is there something they will take with them (e.g., new knowledge, enhanced skills, new ways of thinking, new friends, etc.) when they leave this workshop?
- Ask everybody to think and suggest if and how this workshop will improve the quality of services provided by them to intersex people.

3.6.2 ACTIVITY 2: EVALUATION (20 MIN)

Trainees’ evaluation of the workshop will provide trainers with feedback of crucial importance, in order to make any needed changes or adaptations to further improve the learning process and ensure reaching the workshop’s objectives.

Guidelines to trainer(s):

- Distribute all trainees a copy of the Evaluation Form which is included in ANNEX 3
- Ask trainees if they need any clarification(s).
- Point out the importance of the procedure as well as the anonymity of the data collected.

4 ANNEXES

4.1 ANNEX 1. Hand Out “Basic Concepts”

Basic Concepts		
No	Term	Definition
1	Bodily integrity	“Everyone, including children, has the right to autonomy and self-determination over their own body, and the only person with the right to make a decision about one’s body is oneself—no one else. This is the principle of bodily integrity, which upholds everyone’s right to be free from acts against their body which they did not consent to. Practices that violate a person’s bodily integrity can range from piercing a baby girl’s ears or being exposed to toxic chemicals without one’s knowledge, to forms of violence such as rape or medical treatment administered against a patient’s wishes. Children are disproportionately vulnerable to violations of their bodily integrity because most violations happen at very young age when a person is unable to speak up for and defend themselves, or give—or refuse—consent”. ⁷
2	Cisgender or Cis	“Cisgender or Cis is a term used to describe non-trans people. It is used in the same way as heterosexual is used to mean non-homosexual”. ⁸
3	Coming out	Coming-out is the process of sharing the information of having an intersex body. It is not revealing an “identity - “being intersex is a bodily experience and only one part of a person's identity”. ⁹
4	DSD – Disorders of Sex Development (or Differences of Sex Development)	“The term DSD was introduced in 2006 and has since then been used by medical professionals to refer to intersex bodies. Some intersex people use these terms when referring to themselves. A growing number of intersex people consider DSD terminology to be stigmatizing and prefer to use the term intersex”. ¹⁰

⁷ Definition provided by: Child Rights International Network (CRIN). “Bodily integrity”. Retrieved from: <https://home.crin.org/issues/bodily-integrity>

⁸ Definition provided by: TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>

⁹ ILGA Europe (2015). “Intersex”. Retrieved from: https://www.ilga-europe.org/resources/glossary/letter_i

¹⁰ Definition provided by: IGLYO, OII Europe & EPx *child*. Retrieved from: https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child_WEB_final.pdf

5	Gender	“Gender traditionally refers to a social and cultural construct of being a man or a woman. However, some people do not identify within the gender binary of man/woman. Gender exists independently of sex, and an individual’s gender does not always correspond with the sex assigned at birth”. ¹¹
6	Gender affirmation surgery (sex reassignment surgery)	“Surgery to change primary and/or secondary sex characteristics to affirm a person’s gender identity”. ¹²
7	Gender expression	“Gender Expression is the external manifestations of gender, expressed through a person’s name, pronouns, clothing, haircut, behaviour, voice or body characteristics. Society identifies these cues as masculine or feminine, although what is considered masculine and feminine changes over time and varies by culture”. ¹³
8	Gender identity	“Gender Identity is a person’s inner sense of their gender. For trans people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl), but for some people it does not fit neatly into one of those two choices. Unlike gender expression, gender identity is not visible to others”. ¹⁴
9	“Hermaphrodite”	“An out-of-date term often used to describe intersex people. Today it is generally considered derogatory”. ¹⁵
10	Intersex	“A term that relates to a range of physical traits or variations that lie between stereotypical ideals of male and female. Intersex people are born with physical, hormonal or genetic features that are neither wholly female nor wholly male; or a combination of female and male; or neither female nor male. Many forms of intersex exist; it is a spectrum or umbrella term, rather than a single category. That is why intersex activists frequently prefer to use the term sex characteristics (for example, when talking about grounds that can be protected against discrimination). There is not one static state called ‘intersex status’, so using the term sex characteristics reflects the fact that being intersex is a bodily experience and only one part of a person’s identity”. ¹⁶

¹¹ Definition provided by: TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>

¹² Definition provided by: WPATH (2011). *Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People*, 7th Edition. Retrieved from: <https://www.wpath.org/media/cms/Documents/SOC%20v7/Standards%20of%20Care%20V7%20-%202011%20WPATH.pdf? t=1605186324>

¹³ Definition provided by: TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>

¹⁴ Definition provided by: TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>

¹⁵ Definition provided by: IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*, p. 31. Retrieved from: https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child_WEB_final.pdf

¹⁶ Definition provided by: IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*, p. 31. Retrieved from: https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child_WEB_final.pdf

11	Intersexphobia	"Intersexphobia, or interphobia, can be defined as a range of negative attitudes (e.g., emotional disgust, fear, violence, anger, or discomfort) felt or expressed towards people whose sex characteristics do not conform with society's expectations of how the sex characteristics of a person, understood only as male or female, should look". ¹⁷
12	Legal gender recognition	"Legal Gender Recognition is the official procedure to change a trans person's name and gender identifier in official registries and documents such as their birth certificate, ID card, passport or driving license. In some countries, it's impossible to have your gender recognized by law. In other countries, the procedure is often long, difficult and humiliating". ¹⁸
13	Sex	"The combination of a person's bodily characteristics including: chromosomes, hormones, internal and external reproductive organs, and secondary sex characteristics. In most countries this is still limited to the binary of female and male, which can exclude intersex people". ¹⁹
14	Sex characteristics - Variations of sex characteristics	"Sex Characteristics is a term that refers to a person's primary sex characteristics such as: chromosomes, anatomy, hormonal structure and reproductive organs or a person's secondary sex characteristics which become apparent at puberty such as: breasts, facial and pubic hair, Adam's apple, muscle mass, stature and fat distribution. The term 'variations of sex characteristics', therefore, is seen by many activists as a more accurate term than 'intersex status', as it refers to a spectrum of possible characteristics instead of a single homogenous status or experience of being intersex". ²⁰
15	Sexual orientation	"Sexual orientation: refers to each person's capacity for profound affection, emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender". ²¹
16	Trans - Transgender	An umbrella term, which includes those people whose gender identity is different to the gender assigned at birth. It includes a variety of gender identities, such as trans man or woman, non-binary, agender, genderqueer, genderfluid, etc. ²²
17	Transition	Transition is the "period of time when individuals change from the gender role associated with their sex assigned at birth to a different gender role. For many

¹⁷ Definition provided by: Ghattas, D. C. (2019). *PROTECTING INTERSEX PEOPLE IN EUROPE: A TOOLKIT FOR LAW AND POLICYMAKERS*, ILGA Europe & OII Europe, p. 13-14. Retrieved from:

https://oiieurope.org/wp-content/uploads/2019/05/Protecting_intersex_in_Europe_toolkit.pdf

¹⁸ Definition provided by: TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>

¹⁹ Definition provided by: IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*, p. 32. Retrieved from: https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child_WEB_final.pdf

²⁰ Definition provided by: IGLYO, OII Europe & EPA (2018). *Supporting your intersex child*, p. 32. Retrieved from: https://oiieurope.org/wp-content/uploads/2018/10/Supporting-your-intersex-child_WEB_final.pdf

²¹ Definition provided by: ILGA Europe (2015). *Glossary*. Retrieved from: https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf

²² Definition based on TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>



		<p>people, this involves learning how to live socially in “the other” gender role; for others this means finding a gender role and expression that is most comfortable for them. Transition may or may not include feminization or masculinization of the body through hormones or other medical procedures. The nature and duration of transition is variable and individualized”.²³</p> <p>“Transition includes some or all of the following personal, medical, and legal steps: telling one’s family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one’s name and/or sex on legal documents; hormone therapy; and possibly (though not always) one or more types of surgery. The exact steps involved in transition vary from person to person”.²⁴</p>
18	Transphobia	<p>“Transphobia is a matrix of cultural and personal beliefs, opinions, attitudes and aggressive behaviours based on prejudice, disgust, fear and/or hatred directed against individuals or groups who do not conform to, or who transgress societal gender expectations and norms. Transphobia particularly affects individuals whose lived gender identity or gender expression differs from the gender role assigned to them at birth, and it manifests itself in various ways, e.g., as direct physical violence, transphobic speech and insulting, discriminatory media coverage, and social exclusion. Transphobia also includes institutionalized forms of discrimination such as criminalization, pathologisation, or stigmatization of non-conforming gender identities and gender expressions”.²⁵</p>

²³ Definition provided by: WPATH (2011). Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People, 7th Edition. Retrieved from: <https://www.wpath.org/media/cms/Documents/SOC%20v7/Standards%20of%20Care%20V7%20-%2020211%20WPATH.pdf? t=1605186324>

²⁴ Definition provided by: TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>

²⁵ Definition provided by: TGEU (2016). *Glossary*. Retrieved from: <https://tgeu.org/glossary/>

4.2 ANNEX 2. Case studies

Case 1:

T and S recently became parents of a child that was identified as an intersex person soon after their birth. A group of doctors informed that their child had some “peculiarities” – as they said, without providing more information – but they would immediately correct them. Later, they informed their parents that they proceeded to a number of “necessary” – as they claimed – medical procedures (surgeries), in order to “correct” the child’s sex and keep the female which was the “dominant” one, as they added.

Case 2:

M and J recently became parents of a child that was identified as an intersex person soon after their birth. Doctors suggested that the parents should give them their consent in order to perform a number of medical procedures on the child, so that the latter would have “a single and clearly defined sex” as they stated. The parents hesitated to make a decision, but the doctors insisted explaining to them that they have no other choice since the child must soon be registered as either male or female. Finally, the parents gave their consent.

Case 3:

K is an intersex person. When she was born, her parents allowed doctors to perform a number of medical procedures on her, so that she would “become a man”. She was raised as a boy, but when she was a teenager, she realized that she is a young woman. When this happened, she modified her gender expression according to her gender identity. But the staff of her school became furious, they continued to use her male name and pronouns when referring to her – despite the fact she asked them to use a female name and pronouns – and warned her that she would be expelled “if she would not start dressing according to her sex” and “stop confusing other students with her attitude”.

Case 4:

During a political debate about a legal reform regarding patients’ rights, an MP claimed that intersex people are “abnormalities” that “shouldn’t allowed to be born”. They also suggested that tax money of citizens should not be “wasted” for medical treatment of intersex people. When some other MPs complain about these claims, the MP argues that they have the right to freedom of expression and that “they can take these sub humans to their homes if they wish so”.

Case 5:

C is an intersex person who is unemployed. He/she/they visited the public employment office to submit an application in order to receive an unemployment benefit. C was asked to fill in a number of papers all of which included a sex field with only two options to choose from: male or female. Then C told the staff member that he/she/they is/are an intersex person who does not self-identify as either male or female and that he/she/they would like to know if there is a third/another option in this field. The staff member replied that they “did not care if C was inter-something”, “had no time for C’s nonsense” and asked C to “complete the papers as they are or just leave”. C got very upset with this response and left without submitting an application.



Case 6:

N is a very active intersex rights activist and well known in the civil society sector. N mainly uses social media to advocate the human rights of intersex people and has managed to draw the attention of many social media users. One day, an unknown user sent a message to N saying that N is an *“abomination of nature”* that *“propagates disorders and unnatural conditions”*. The user added that, *“from now on”*, N *“should always look behind when walking”*.

4.3 ANNEX 3. Guidelines

Basic guidelines for professionals and/or supporting services/departments:

- ✓ Use of appropriate, thus non-abusive, nondiscriminatory and inclusive language.
- ✓ Include a third option for the sex field in all your working documents.
- ✓ Never ask questions just to satisfy your curiosity.
- ✓ Treat intersex people with empathy, discretion and respect towards their personal story and challenges they may have faced.
- ✓ Always use the name and pronoun the intersex person uses for themselves.
- ✓ Include the “I” (for intersex) when referring to LGBT people.
- ✓ Get to know available intersex, LGBTI, human rights and/or equality bodies and organizations supporting intersex people, where the latter can be referred to according to their assessed needs.
- ✓ Spread the message through your website, social media accounts, etc. that your organization/institution/service does not discriminate on the grounds of sex characteristics and/or tolerate such behaviors and attitudes.
- ✓ Ask for the support of intersex-focused organizations and activists to obtain educational/awareness material to study it and/or organize training and awareness raising activities for you and your colleagues, etc.
- ✓ Create and maintain a referral network with other organizations, bodies, institutions, etc. that support intersex people (e.g., LGBTI or intersex organizations, equality bodies, etc.) in order to facilitate their access to additional support services.
- ✓ Remember and honor Intersex Awareness Day (October 26) and Intersex Day of Remembrance (November 8). Even just a relevant supporting post on your social media accounts or webpage will send a positive signal.

4.4 ANNEX 4. Evaluation form

No	Training	1 Totally disagree	2 Disagree	3 Undecided	4 Agree	5 Totally agree
1	The objectives of the training workshop defined during the opening session were met.	1	2	3	4	5
2	The training was interactive and encouraged participation.	1	2	3	4	5
3	A variety of training techniques was used.	1	2	3	4	5
4	It was easy to follow the workshop's structure and content.	1	2	3	4	5
5	The training materials (handouts) distributed were useful and relevant to the topics covered.	1	2	3	4	5
6	The total duration of the workshop was sufficient.	1	2	3	4	5
7	The training venue was appropriate.	1	2	3	4	5
8	Practical issues (e.g., electronic equipment for presentations and projections, stationery, catering) were appropriately handled.	1	2	3	4	5
9	Trainer had strong training skills. ²⁶	1	2	3	4	5
10	Trainer had the knowledge and/or experience about the topics they examined. ²⁷	1	2	3	4	5
Open-ended questions		Your answer:				
11	Did you find something (very) useful? If yes, what? If not, what do you think would be useful (but was not included)?					
12	Do you think the quality of your services provided to intersex people will be improved, after having taken part in this workshop? If yes, in what way? If not, why?					

²⁶ A separate line for each trainer involved. Guest experts or any intersex people involved (e.g., to share their personal stories with the trainees) are excluded.

²⁷ A separate line for each trainer involved. Guest experts or any intersex people involved (e.g., to share their personal stories with the trainees) are excluded.



13	What do you think should be done in order to improve the training workshop, thus making it more interesting and/or useful?	
14	Are there any other final remarks or suggestions that you would like to make? If yes, please, indicate.	



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