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BEING ME: Project Report on Best Practices in Learning and Education to Support LGBT Ageing Care and Wellbeing

BEING ME Project Team

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Many thanks to our stakeholders who supported, hosted and participated in the two World Cafés

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Executive summary

This report is based on our experiences of using a collaborative approach to identifying best practices for those involved in professional, vocational and community-based education and learning, in order to facilitate improved support for Lesbian, Gay, Bisexual and Transgender (LGBT) older people in health and social care. The best practices discussed here on learning and teaching, emerged from cross national collaboration and intercultural dialogue with a variety of stakeholders, including older LGBT people, educators, practitioners and learners using the World Café method. As one of the workstreams within the BEING ME European Project funded by EU Erasmus Plus (https://www.beingme.eu/), we aimed to promote and support the social inclusion of LGBT older people through positive interaction with educational institutions that prepare future professionals to work with older people. The best practices described here include a) identifying pedagogic approaches (the method and practice of teaching) b) generating examples of tailored educational resources c) recommendations on how to improve the knowledge and capabilities of future care professionals in the area of LGBT affirmative practices. Through a process of learning and exchange during two World Cafés, these areas were able to be more clearly articulated and should be read in conjunction with the BEING ME 'Best Practice principles' (https://beingme.eu/public/application/downloads/resources/being-me-best-practice-principles-20190212.pdf) which underpin good practice in the area of LGBT ageing care.

Giving specific attention to identify ways of enhancing the skills, knowledge and capabilities of practitioners through education, should place them in a better position to develop a culture of support, openness and respect for LGBT identities which in turn are essential to LGBT older people's inclusiveness in care environments. The Best Practices Report provides the foundation for the development of the BEING ME educators online 'toolkit' aimed at both formal and informal learning settings and to a range of disciplines professions and vocations in health and social care.

Introduction

This report provides and reflects on evidence from two World Café events hosted by the BEING ME project which aimed at understanding, capturing and articulating best practices in vocational training and professional education from relevant stakeholders, on Lesbian, Gay, Bisexual, Transgender (LGBT) inclusive aged care. The World Cafés took place in the Netherlands in June and Ireland in September 2018.

This work draws on growing documented evidence that LGBT sensitivity and competency training is needed in services that provide care to older LGBT people (Bell et al, 2010; Higgins et al., 2016; Hughes et al 2011; Knochel et al 2011; Stein et al, 2010). Research suggests that specific training on older LGBT issues may result in better knowledge and skills of the health and social care workforce, which in turn may reduce the heteronormative and presumed cisgendered communication between providers and LGBT people, as well as diminish feelings of stigma and discrimination experienced (Sekoni et al, 2017). The absence of any focus on LGBT health care needs within the content of the care curriculum and in the learning resources that this often relies upon (Sirota, 2013), also lacks diversity in relation to those who are ageing (Fredriksen-Goldsen et al, 2014; Higgins et al, in review).

Background

The Being me project is an Erasmus funded collaboration between the project coordinator **Nationaal Ouderenfonds** (The Netherlands), **Consortium Beroepsonderwijs** (The Netherlands) **Middlesex University** (UK) **Trinity College Dublin** (Ireland**), University of Ljubljana** (Slovenia) **and Outhouse LGBT Community Resource Centre** (Ireland.). This project aims to support the social inclusion of Lesbian, Gay, Bisexual and Transgender (LGBT) older people who use care and wellbeing services through paying attention to preparing the workforce. As the population of Europe is ageing, there is an increase in those who require and will require care and support (ILGA and Age Platform Europe, 2012). This will include older people from Lesbian, Gay, Bisexual and Trans communities where the commitment to 'families of choice' (Weeks, 2002) and respect for individual's chosen, rather than fixed, relationships and ties of intimacy, care and support, may impact on their options for support in later life. In the current cohort of ageing, older people for a number of reasons may not

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have as many children or traditional networks of support as in the general population to rely upon. Research has demonstrated that older LGBT people experience social exclusion while interacting with care providers and that their life stories and relationships are overlooked and undervalued (Higgins et al, 2011, Almack et al, 2010, Westwood et al, 2015). By exchanging good practices, including good practice in learning and teaching and developing tailored educations resources and pedagogies, we aim to improve the knowledge and competences of future care professionals in the area of LGBT affirmative practices so as to address any gaps or inequalities in care.

Methods

Being Me chose the 'World Café' as a method to bring people together who have interest, experience and expertise in Lesbian, Gay, Bisexual and Transgender (LGBT) ageing and to provides a forum for facilitating co-production in the process and outcomes of the final best practices report. Within the Being Me project, participants from four countries (Netherlands, Slovenia, Ireland, UK) came together to provide cross cultural collaboration. There are several advantages of collaborating on an international level. Firstly, it enables the identification of multiple methods and good practices in professional and vocational education and secondly, other partners may already have more experience and expertise to share. In relation to co-production, recognising the power of conversation as a key process in all aspects of our lives, can help us to use it more effectively for our mutual benefit through increased dialogue and engagement (Durose et al, 2016).

The World Café methodology and subsequent conversations were based on the principles and format developed by the World Café Community Foundation (2015) which talks about creating a living network of collaborative dialogue around questions that matter in the real world (Brown and Isaacs, 2005). The World Café is built on the assumption that 'people already have within them the wisdom and creativity to confront even the most difficult challenges; that the answers we need are available to us; and that working together can be a provocative metaphor enabling us to see new ways to make a difference in our lives and work' (WCCF, 2015, p2).

On a practical level, learning exchange in small groups can also be a powerful and stimulating experience and to deliver this requires creative ways to stimulate activity and promote collective learning (Anderson, 2011). The defining feature of a small group is not solely the number of learners; but the collaborative dynamic between people serves to increase our learning potential, particularly through achieving deep learning, reflection and in meeting different learning styles. It draws on draws on constructivist knowledge through social interaction in a relaxed friendly environment (Tan and Brown, 2005). The six key principles (Brown, 2002) outlined, were used to guide Cafe´ organisers through the process for hosting a World Cafe´. These were:

1. Create a hospitable space

2. Explore questions that matter

3. Encourage everyone's contribution

4. Connect diverse people and ideas

5. Listen together for insights, patterns and deeper questions

6. Make collective knowledge visible

The World Cafe´is not really suitable for working with groups of fewer than 10 (Anderson, 2011), and so it was selected for its suitability for a full day meeting on a potential complex topic or encounter where we wanted to introduced new ideas quickly to people who were not yet familiar with each other. The format involved having one big dynamic Café where each Café table facilitated a larger network of living conversations and in turn provided the core process for sharing our collective knowledge and shaping authentic conversations.

Design and methods of the Being Me World Café's

Two World Cafés were hosted over a six month period in two localities; the Netherlands and Ireland. These brought together key stakeholders including; older people from the LGBT community and their advocates; educators, academics, researchers; and providers of care services in public and community settings, to explore key issues and best practices in

inclusive aged care for LGBT people. Approval to collect data from participants was given by the School of Nursing Research Ethics Committee, Trinity College Dublin.

Recruitment was conducted purposefully through each of the partners own networks to achieve a balanced combination as far as possible in contributions from education, practice and older people identifying as LGBT. Each partner conducted outreach into their regional networks and invited participation. Older people were recruited from Outhouse – an LGBT community resource in Dublin and from an LGBT network in the Netherlands. All participants were provided funding and support to travel to the destination of the World Café.

All participation was voluntary. Prior to attendance, participants were sent or given an participant information sheet and invited to complete a short pre-Café questionnaire via an online survey tool sent to confirmed participants at least one week before each café (see Table 1) to collect some brief demographic data on participants and to identify prior knowledge and experience of the topics as well as their motivation for participating. Other data sources consisted of handwritten contemporary notes made by participants and facilitators during café themed discussions; collated responses on flip charts; individual 'post-it' notes and group images. In the second café, the main sources of data were provided by participants in the form of stimulus learning materials and contemporaneous notes made during the discussion of these materials. A post café evaluation was conducted via a paper survey at the end of each day (see p35).

Informed written consent was obtained from the participants on the day of the café to enable facilitators to capture and record data throughout the process Permission was also sought to take and publish photographs. All data was anonymised at source and any names recorded were removed before data analysis. The data was stored in accordance with GDPR.

Overview of participants in the two World Cafés

TABLE 1. This table show demographic data from participants who attended the two world cafés. The table also shows participants' confidence level in working and collaborating with LGB&T and older LGB&T issues in care. [1]

		WORLD CAFÉ 1 - NETHERLANDS	WORLD CAFÉ 2 - IRELAND
Demographic data	Age range	26 - 80	18 - 64
	Ethnicity	White European (27%) Irish (9%) White UK (6%) White other (3%)	White European (40%) Irish (24%) White UK (8%)
	Gender identity	Did not collect data for this question	Cisgender (40%) Transgender (8%) Gender non-conforming (4%) Other (4%)
	Sexual orientation	Bisexual (9%) Heterosexual (18%) Gay (12%) Lesbian (6%)	Bisexual (16%) Heterosexual (32%) Gay (12%) Lesbian (12%) Prefer not to say (4%)
	Gender identity	Female (30%), Male (18%) Prefer not to say (3%)	Female (52%), Male (20%) In some other way (4%)
	Background experience	Academic background (15%) Professional background (21%) Personal experience (6%)	Academic background (42%) Professional background (33%) Personal experience (25%)
	Country travelled from	Netherlands (19%) Slovenia (5%) United Kingdom (8%) Ireland (5%)	Netherlands (7%) Slovenia (15%) United Kingdom (10%) Ireland (12%)
	Country of origin	Netherlands (19%) Slovenia (5%) United Kingdom (5%) Ireland (3%) Canada (3%) Italy (3%)	Netherlands (7%) Slovenia (15%) United Kingdom (7%) Ireland (15%) Canada (3%)
Participants' confidence in working or collaborating with	Confidence with LGB&T issues	Not confident (18%) Very confident (12%) Extremely confident (12%)	Not confident (4%) Slightly confident (12%) Confident (16%) Very confident (16%) Extremely confident (24%)
	Confidence with older LGB&T issues	Slightly confident (3%) Confident (21%) Very confident (9%) Extremely confident (9%)	Not confident (4%) Slightly confident (16%) Confident (28%) Very confident (8%) Extremely confident (16%)
		Total attended N= 37	Total attended N= 41

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[1] The survey questions were slightly revised following the first Café to improve data capture

TABLE 2. This table show participants' motivation for attending the two world cafés.

	WORLD CAFÉ 1 - NETHERLANDS	WORLD CAFÉ 2 - IRELAND
Participants' motivation for attending the world café	Education	Area of interest
	Gathering input to make learning materials for students in cure and care	As an gerontology nursing teacher would like to add this issues to my subject
	To support teachers in giving lessons on this subject	Being helpful
	Hoping to hear good practices of working with the LGBT+ elderly	Education role in ageing
	I identify as part of the LGBT community and wish to learn more about LGBT ageing.	Gaining further knowledge and sharing educational resources
	I really want to know more about the issues this group of people face to educate myself and my students to improve the services provided to older LGBT people.	Getting new tools to collaborate with LGBT+ elderly and methods of passing this knowledge to others
	It's good to talk about the care for us people	Good training for health personnel in the area of LGBT / diversity is very important to me
	Share ideas and perspectives and learn about good practices.	Interested in equality and diversity
	To complement existing research re older people in case, meet new people, forge new links and learn.	Learn and share
	To learn from, and contribute to, age-related discussions - particularly around language development/terminology and epistemological approaches	Learn, connect, contribute
	To listen to and share information about the current and future needs of LGBT people.	Making good teaching material
	To observe and see if I can adjust my educational board game to meet the needs of several groups attending the café. What unites us is stronger than what divides us.	Researching the situation in the country I come from
		To aid healthcare professionals in their work in drawing on my experiences with the LGBT community
		To be part of conversations exploring learning and teaching LGBT
		To improve education on transgender issues
		To learn and develop and bring international knowledge and quality improvement experience to nursing home care delivery
	Total attended N= 37	Total attended N= 41

World Café 1 – Netherlands

Aims and objectives

1. To define the field of interest by scoping the range of experience, knowledge and perspectives of participants on the current challenges for LGBT people growing older in relation to their health and social care needs?

2. To identify the current opportunities, priorities and methods of learning about LGBT within vocational education in health and social care and to identify any gaps..

3. To construct a vision of best practice in relation to curriculum, pedagogy, learning experiences and supportin learners and to identify any barriers or enablers in meeting the learning needs of people working with LGBT ageing.

4. To identify recommendations for improving improving education, training and learning opportunities for those involved with LGBT ageing and how these might be targetted and evaluated.

A broad topic guide was designed to promote discussion topics focused on these key objectives which formed the basis for café table discussions (see Appendix I).

Setting the context through storytelling

The Café started with a storytelling session through the media of song, music and theatre facilitated by 'Theater boven Water' (see Image 1). This was a deliberate strategy used to 'set the scene' and as an icebreaker for participants. The session was improvisatory with no fixed objectives except to facilitate participants voices using an arts based method.

Storytelling has been cited as one of the most effective ways of transferring social knowledge between generations (ILC-UK, 2011) and reflects an older tradition in education (Obedin-Maliver et al, 2011). The 'discourses' in our societies about sexual and gender identities and ageing populations are examples of the power of stories told by different social movements and in different contexts. These discourses are 'large' narratives, but they always have a translation to personal lives and experiences. It is not easy to listen, analyse and put day-to-day experiences of LGBT ageing into the context of human rights as older people may think of their lives as ordinary and 'normal', even when they experience severe social exclusion. When discrimination is common and survival depends on being able to cope with (potential) exclusion every day, it may be psychologically helpful to suppress or deny

such daily negative experiences. By developing storytelling methods within educational projects, we can explicitly consider the relations between daily stories and social exclusion, and the sense of citizenship and human rights. By putting such stories in a meaningful context, they have the potential to become effective educational and advocacy tools.

Some examples of storytelling in World Café 1

Charles[2], an older man identifying as gay tells us about his open-relationship with a younger man in a distant country. He tells us about his own personal history of relationships, having to get married rather than coming out in a country where religious expectations were stronger; experiencing and surviving challenges to his mental health including a suicide attempt in midlife; having to leave the security of some family and friends to live in his own identity and the liberation of his coming out and developing subsequent new networks and relationships.

Jo is an older woman whose twin sister died by suicide in her early twenties. Her sister had many hopes and dreams which were gradually eroded when she came out as Lesbian. This led to Jo living her own life in the closet and losing sight of her own self. In later life Jo has become an activist for women and LGBT. She does this in the name of her sister who she thinks of as always being close by her and driving her on.

Marcus, an older gay man cared for his long-term partner for many years during which he developed progressive dementia. They eventually had to ask for help and following his admission to a care home, Marcus continued his caring role, sometimes having to hide or curtail his love and affection but also playing an active role in educating and guiding staff on how to support them both as a couple. After his partner's death, Marcus continued this education role by travelling around the country and giving talks about what older people from the LGBT community need when they develop dementia, based on his personal experiences.

The participant post Café written evaluation of the storytelling icebreaker demonstrated that this was received well and participants made comments such as: "*the emotional*

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[2] We have used a pseudonym to promote confidentiality

involvement resulting from the theatre and group reflections promoted open and frank participation in all discussions"; "the drama helped to break the ice, the groups gave a good diversity of ideas, it seem as a good starting point to concrete planning of helping programmes"; ""the combination of theatre + workshops/table discussion was very effective, rich dialogue, theatre got to heart of the matter and evoked passion to change, excellent networking and international learning opportunity".

Image 1: Improvisation Theatre

World Café 1 Programme

The programme for the World Café involved participants rotating to different tables where they joined discussion on the following topics (see Appendix II for full topic guide):

Session 1: What does inclusive care mean for you and what have been your experiences in receiving health care in relation to sexual and gender identities?

Session 2: What are the important skills a person needs when caring for older LGBT people and what are the key ingredients of a good education programme to teach skills on sexual and gender diversity and what principles and values should underpin education?

Session 3: What sorts of support do teachers need to address LGBT issues within teaching and how can we support/motivate teachers to address and deliver education in this area and what are the barriers and challenges to delivering education that addresses LGBT ageing?

Tablecloths were provided on each table, featuring the session questions, and space for participants to write on (image 3). Further to this, three different methods were used to collate feedback for each session. For session 1, this was shared in the large group with the development of summative feedback on a flipchart. For session 2, participants were asked to record their responses on anonymised post-it notes which were later collated and themed.

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For session 3, participants completed a visual image within the group and then shared this with the wider group (image 3).

Image 2: Sharing discussions from session 3

The multiplicity of identities, nationalities, ideas, beliefs and backgrounds provided added value not only through the Cafe sessions themselves but through talking to, and being with, the participants of BEING ME. This fostered a positive atmosphere and deeper contacts less likely to come about in other formal settings.

Underpinning the rationale for the World Café 1 style was the recognition that the skills needed for learning and teaching to support vocational and professional providers of LGBT ageing care requires a point of intersection for pedagogy, curriculum, process *and* content in order to provide learners with quality learning opportunities. Implementing these new strategies associated with the use of pedagogy, curriculum, can require educators to undergo a major shift. There are currently no standards for preparing in-service or pre-service teachers for the unique demands of delivering LGBT education in ageing care (Higgins et al, in review).

Themes from Session 1: Participants perspectives on inclusive care for sexual and gender identities?

Within this theme, participants challenged the notion of inclusive care in that they noted it was difficult to define for LGBT populations and had some commonality with what everyone expects in their care associated with ageing services. Inclusive care has to be seen in the context of inefficient services for all older people and starts with the person not the service. For example, starting with an open approach which consults people on how they would like to receive their care has the potential to be more inclusive without potentially stigmatising LGBT older people.

The notion of being 'accepted for who I am' and for having different relationships, needs not only to be recognised, but given real value by care staff. Participants referred to this being not just dependent on some staff but that all staff needed to take responsibility for

familiarising themselves with the issues associated with gender and sexual diversity, and the stories of those they are supporting. They talked about this being a 'mind-set', which requires staff to have a good command of inclusive language used in a confident way, and which goes beyond making glib statements and/or paying lip service, or 'ticking boxes'. Inclusive care was also where people are willing to challenge and be challenged. Being aware of what heteronormativity, presumed cisgenderism and heterosexism is essential to be able to take a stance and move away from what is seen as 'the norm' and what is different or not different. This meant appreciating and recognising a variety of relationships and networks involved in LGBT communities.

"Older people often introduce their partners as 'a friend' and then workers look for the family members and decisions are made when we should be talking to their friend "

They also spoke about the importance of being familiar with roles and rights in relation to legislation. This notion of inclusiveness also includes all staff who come into contact with LGBT older people, for example ancillary staff, who should be seen as part of the caring team. Inclusive care was also cited as being able to foster a deeper understanding of individuality.

Some participants spoke of being able to 'feel the atmosphere' or culture of a service particularly if there was discrimination which wasn't always easy to articulate. They valued some level of curiosity as long as this was not intrusive and felt that staff needed to be able to articulate with public health officials why their needs merited 'special treatment'. Being able to learn and share good experiences can help inclusive care develop.

"People don't have a relaxed look once they realise, I am gay and are wary about what to say, they need to have to think ahead about how they are going to look after me".

Participants had mixed experiences including better experiences in private care settings. Some examples were given of patients being allowed to protest and/or isolate Tran's women in a women's ward without any consultation or choice. Others reported 'people being nasty about homosexuality', and accompanying feelings of isolation, loneliness, vulnerability and embarrassment, particularly in hospital settings. Going back into the closet can be common. Some reported good experiences with family doctors and midwives and the need for advocacy in some difficult situations. Sexual or intimate contact between partners in situations such as care homes could be misinterpreted as abuse or safeguarding issues.

The issue of coming out or not, was discussed. Some said that they did not always want to come out to everyone, but this was sometimes needed to ensure that their partner was consulted, involved and that any physical placements accommodated their relationships. Some signals can be given in care homes, one person referred to 'having to start again when you go into a care home' and noted that some older LGBT people may introduce their

partners as 'a friend' but then workers look for the family members and decisions are made when we should be talking to their 'friend'. Participants talked about having space to come out. There is often a lack of comfortableness in discussing the subject. It was important to involve families of choice in decision making about care. More open questions to older people such as 'who is in your network?' 'who are you closest to' are required. These experiences could be shared to underpin principles to promote better experiences. Participants felt that the requirements of assessors to tick the box confirming sexual or gender identities could result in in being left and the question of the most appropriate time to ask these questions was also discussed.

"Not everybody wants to be in a box, but we need to be in a box to notice us"

One of the questions posed was, how we build trust where care staff have internalised discrimination and that for some with limited experience, it was a challenge to create a safe environment in education and practice where they could explore their own prejudice. Participants agreed that sexuality can become more invisible as you age the context in which care is developed and provided can make a difference with examples of political situations where the social climate will influence what is possible. Examples were given of the political situation in Slovenia and religion in Ireland, where for example older people may be automatically 'wheeled to mass' (people in wheelchairs, who had little control). It was also important to recognise that LGBT people in later life have already overcome a lot of issues. For example, the changes in medicine mean that more people are growing older with previously challenging health concerns.

"Some people are growing old with HIV – and so there is a lot of hope –we need to share our history and begin earlier with the young people"

Overall, it was noted that all contact in care homes acceptance and general knowledge of transgender issues is still very behind and bi-sexuality and intersex is not discussed.

Summative points from Session 1 concluded that:
1. Inclusive care has to be seen in the context of care for *all* older people, and what anyone would expect
2. Recognising individuality and being open to this
3. All team members need to be educated on caring for older LGBT people
4. The mixed experiences of participants in healthcare settings.

Themes from Session 2 Key ingredients of education programme to teach skills on sexual and gender diversity and the underpinning principles and values

Table 2 illustrates the summative skills and attributes repeatedly documented in the post-it notes to indicate those seen as important for caring for an older person from the LGBT community.

Table 2: Skills and attributes for LGBT inclusive care

Skills	Attributes
Sensitive interpersonal communication	Self-awareness
Picking up on subtleties and signals from the older person	Emotional resilience
Accurate listening	Compassion
Engagement with reflection	Relevant experience
Ability to be critical of one's self or of the situation	Adaptability
Collaborative	Curiosity
Nurturing	Patience
	Personal warmth and openness

Communications skills were particularly cited in relation to listening and being able to pick up subtle signals about the presenting situation whilst being more aware of your own assumptions and the ability to disarm another person, think outside the box, and take a holistic whole person approach.

The need for these skills and attributes fed into a discussion about the key ingredients of a good education programme able to support the development of skills in working with sexual and gender diversity. For example, having skilled educators and reflective teachers who were comfortable with not knowing everything, but were able to offer space for discussion and have an influence in the environment and the culture in how they worked. Education also needs to be fun, and at times light so as to facilitate active engagement in personal learning. This needs a range of methods that are not about preaching but which embed LGBT ageing topics throughout the curriculum and which are both explicit and implicit. Skills should be exchanged through collaboration with activists by involving people from LGBT groups in curriculum design, training and evaluation. Attention is also needed to how people learn, rather than based on explicit guidance which can lead to more box ticking. Learning with multidisciplinary teams is one example, engaging with process-oriented methods of learning, using life stories and lived experiences and using creative strategies such as drama, literature, visual art and comedy.

Image 3: Tablecloths use to facilitate and note discussions.

The process of good learning experience also involves engaging with critical reflection, on oneself and in your context. Role play, case studies, podcasts, and activities that focus on personal and professional values, perhaps using improvisation are also considered valuable. It was recommended that keeping a personal reflective log might help over a longer period to evaluate familiarity and confidence with LGBT issues. In the workplace education could involve peer training or engagement in online discussions to provide learners with the opportunity to talk about difficult topics where they might be too embarrassed to ask, or the use of an anonymous 'box' for people to post questions that can be then aired. Again, this relates to having enough space to feel safe and challenge homophobia and transphobia through educational opportunities. These also need to be linked to intersectionality of sexuality: race, disability and culture for example and placed in a broader context which supports an awareness of LGBT history and political activism. Again, this needs to acknowledge the strengths of the community rather than just the pathologies or disadvantages experienced by older LGBT populations.

Some specific skills were recommended as vitally important to include such as the use of nurturing skills for LGBT people damaged by personal history emotionally and socially and the importance of epistemology and language (older people, gay, lesbian…) which needs to be demystified using both good examples and bad examples. Having a clear focus on the epistemological basis of language used requires focus and ongoing teaching methods and discussion. The curriculum also needs to engage with sexuality as a broader topic beyond sexual or gender diversity and integrate this with sex and relationship education. Some participants felt that it was important that educators make sure they are familiar with caring for Trans older people and ensure that they include this explicitly in any curriculum or learning strategies. This was seen as a matter of urgency. Queer theory was another area that is also marginalised. Finally having champions in these different areas can help create a community of interest and practice. All of these are directed at making LGBT older people visible or no longer invisible.

In terms of the principles and values underpinning education on sexual and gender diversity, these were identified as: *"Nothing about us without us"* , respect, collaboration, advocacy, openness to learn and intention to challenge discrimination. Human rights were seen as the basis of setting standards and their legislative authority. Freedom, privacy, non-discrimination, equality, equal access, inclusiveness, non-judgemental, dignity, the right to personal development, integrity and diversity were all noted within these. Participants also felt that Human Rights should be embedded within all levels of care from prevention to intervention and that these were the responsibility of government, as well as within the values of society and also with the individual who is an expert in their own experiences.

Summative points from Session 2 stressed the importance of:
1. Creative strategies in education
2. Collaboration and coproduction
3. Self-awareness, reflection and critical thinking
4. Continuous learning

***Themes from Session 3*: Challenges and support needed for educators to address LGBT ageing**

Participants were asked to consider what type of support educators need to address LGBT issues within teaching on ageing? The discussion considered these issues at the individual level of teachers; the policies of the educational institution; and how far education links with LGBT service users and communities.

Some participants highlighted the particular ironies that can occur with teachers with LGBT identities and how safe it was for them to be out in their education environments and the extent to which they contributed their own knowledge as experts by experience. At the level of the educator, they need support where they face prejudice in the classroom as well as being given attention for their own development as educators.

In order to engage with LGBT in education, the environment is key, for example with the support of resources to promote inclusivity; the availability of discursive space and strategic visions which are owned by the institutions and sets the context for change.

"Why don't professional standards include LGBT?"

To support and motivate teachers to address and deliver education in this area, some of the recommendations included: 'training the trainers' programmes; integration with anti-bullying programmes; providing relevant educational material; drawing on LGBT leaders; embedding the topics into the mainstream curriculum. It was felt important to engage with LGBT students to use their experience so as to critique and structure any programmes of learning and to learn from their own stories and experiences. Again the topic of creativity was raised for example, by using films to facilitate student engagement through empathy.

Some of the barriers and challenges identified for including sexual and gender diversity in education of health and social care practitioners included: fear and bullying, religion and cultural backgrounds of educators and learners, institutional resistance including lack of management support, student resistance to learning; lack of space in a crowded curriculum and negativity towards the topic including from external stakeholders, who may not see it as a priority.

"We need a deeper understanding of individuality that goes beyond lip service and ticking boxes. Staff to be passionate and curious, and to avoid a legalistic approach. The patient must be consulted if problems arise as a result of discrimination and how to do this well is part of the problem"

Participants made the following suggestions for progression and change; greater exposure to LGBT service users and communities; cultural change in the form of creating safer environments, adhering to legislation and policy, having champions and role models, challenging heteronormativity in all teaching practice, using narrative approaches.

Summative points from Session three stressed the importance of:
1. Inclusivity in teaching and learning
2. Educators need to teach LGBT issues
3. Overcoming barriers in teaching and learning
4. Role modelling LGBT experiences

Reflecting and learning from World Café 1

The first world café provided an abundance of information in relation to peoples hopes, experiences, expectations and vision for the education and training of care professionals when working with older people from LGBT communities. There were consistent themes which emerged within and across the sessions which consistently reiterated the importance of inclusivity in teaching and learning of professionals which was all encompassing across intersectionality. Whilst sexuality, gender and sexual identities were essential to person-centred care they were also part and parcel of other identities, culture and lifestyles and needed to also be engaged with in relation to the individual person, their history and current needs. Participants especially noted a sense to really have to push LGBT issues into the health and social care curriculum as it wasn't being perceived as having as an important status in relation to other equality actions and diversity characteristics.

Secondly, there was much discussion about the role and our dependence on the commitment of educators, and how there was an overreliance on those who may identify as LGBT themselves, to lead the way. Inclusivity means that all educators reflect LGBT and LGBT issues associated with ageing throughout the health and social care curriculum. Participants felt that educators also need to

feel safe to come out if they are part of the LGBT community. They also need to be supported from managers and colleagues. Moreover, LGBT issues are not just LGBT people's business, they need to be everyone's business and as such all teachers must be trained in teaching LGBT issues.

The final two themes across the sessions were concerned with how to overcome barriers in teaching and learning. These may stem from barriers to teaching LGBT issues, including no support from managers or colleagues, religious beliefs and bullying both overt and including micro-aggressions. At the same time training, education and awareness of LGBT issues are key to challenging negative attitudes, and these relationships need to be recognised. Role modelling was a reoccurring theme in the sense that LGBT teachers must be out and proud, and share their experiences and partnerships which facilitate the engagement with the experiences of LGBT service users are also key to challenge personal beliefs and discrimination.

The methods used for harvesting contributions from the Café were largely successful albeit, these were conducted in English, and it was a challenge to keep going at a pace to capture all the contributions but also to make sure everyone was included. Inevitably limited time in the café sessions meant that more in-depth or focussed topics within LGBT ageing were not always achieved and despite conscious efforts to explicitly highlight bisexual and Trans issues, these may have warranted more specialist consultations. A post cafe evaluation survey of BEING ME project team (n=11) enabled the team to reflect and review on what worked well and to clarify objectives for the second World Café event:

»In relation to the next world cafe session it is important that we carefully consider the outputs from the first very successful session in order to structure the Dublin event to best effect. In particular we should aim for fewer questions and clear objectives flowing from these outputs«.

The findings of a post cafe survey evaluation with participants consisting of 22 questions (n=35) can be seen fully in Appendix III. Highlights from this evaluation confirmed that approximately half of participants had been clear about the purpose of the café beforehand; that their perception of engagement had been self-rated as high and the atmosphere was experienced as safe, open, welcoming and warm:

 "there was space for everyone to share their point of view"

 "everyone was really open minded"

Participants also noted that more sufficient attention could have been given to the diverse need of each group (lesbians, gays, transsexual, bisexual and other sexually or gender non-conforming people) and also to strategies in education and curricula.

World Café 2– Dublin, Ireland

The second World Café took place within four months of the first. Participants from the first Café were all invited to attend to enable continuity on the themes developed, as well as capitalise on the positive relationships established. Given that not all could attend, some further outreach was conducted by partners to ensure maximum attendance particularly from educators and practitioners. A 'newsletter' summarising the key results of the first café was sent to participants with the pre-attendance survey (see Table 1 for details).

Aims and objectives

Building on the outcomes from World Café 1, World Café 2 in Ireland was focused on education and training content, process and outcomes and was underpinned by five key questions:

1. What do educators and learners need to be truly self-reflective and equipped to challenge prejudice and discrimination.
2. How can we promote and teach inclusive language in education and LGBT aged care
3. How do we embed the history of LGBT and their life experiences and stories in education and care?
4. What pedagogical strategies can be used to enhance good quality authentic conversations between LGBT older people and those supporting them?
5. Ensuring that education is inclusive of (Trans) gender people and their care and support and specifically speaks to their unique circumstances.

With these topics in mind, participants were asked to bring with them any current or past resources that they thought could be utilised in an educational setting. The aim was to use these resources to begin to develop a teaching strategy which incorporated the above topics.

World Café 2 Programme

Again, these topics were addressed through an interactive process which involved participants actively developing the learning 'resources' that they contributed in which the issues were discussed in very practical terms. Participants were asked to bring any current or past resources that they thought could be utilised in an educational setting. These could be based on personal experience and/or expertise; approaches tried in current contexts or independent research to identify resources previously untried. Bringing these contributions together were facilitated using a broad topic guide where structured activities based on individual and group discussions enabled us to capture the contributions. This process of presentation, discussion and feedback enabled the team to develop examples of learning resources that could be incorporated into the BEING ME LGBT aged care toolkit.

Structure for the sessions on developing learning resources and teaching strategies

The Café commenced with an icebreaking activity with two short presentations on the findings from the first café and from *The Pink Pass Key'* initiative (see Linschoten et al, 2016) a quality tool for enhancing the social acceptance of LGBT people in professional care and charter mark awarded to more than 100 care organisations and social services in the Netherlands This has since been adopted in Germany, and there are also aligned organisations in Austria, Spain and Costa Rica.

The remainder of the day was structured using a step-by-step guide to developing inclusive learning resources, again following a topic guide or Proforma, the main tenets of which are summarised here (see Appendix II for the full proforma)

1. **Aims of learning**

Prompt: Broad description of the topic that the resource addresses, how can the resource be used, who are the target audience for the resource and what aims does the resource contribute to?

2. **Broad learning outcome**

Prompt: How can the resource be used to support learners? What would be the learning outcomes that this resource could contribute to? Is the resource about providing learners with information or oriented to processing their learning and understanding?

3, Suggested sources to support the development of the resource

Prompt: Encouraging members to talk through and present any readily available resources that could support the learning activities. Capture these so as to appropriately acknowledge them as well as build a comprehensive tool.

3. **Guiding principles**

Prompt: Short description of the tool/resource. This should come from the person who has brought it for discussion. How should the tool be used, what is its purpose etc.?

4. **Target group**

Prompt: Who could this resource be used with (i.e. students, healthcare professional etc.) What is the intended level of education of those using it?

5. **Target topic**

Prompt: Which of the following topics could this resource be used to educate the target groups in: Self-reflection, challenging prejudice. Language, life stories, good conversation, gender identity, Trans people. The resource may fit well into a number of suggested areas, or just to one
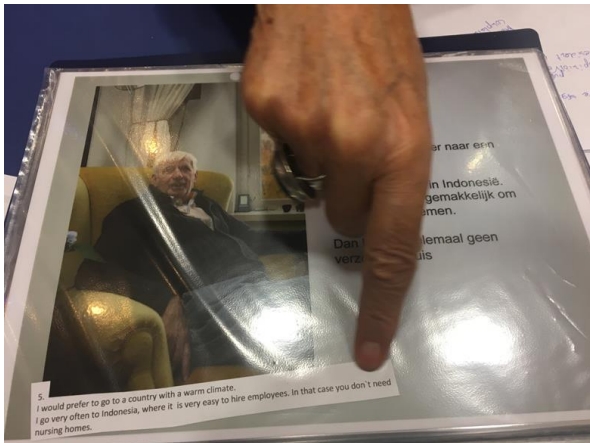
6. **Planning**

Prompt; A step by step practical plan for educators on how the resource could be designed and implemented, including aims, suggested activities, expected outcomes, process, timings, evaluation

7. **Quality check**

Prompt: How does the resource include the views, perspectives and experiences of LGBT older people and how can they be involved in any delivery or assessment of learning with its use.

Themes from Sessions 1 and 2

Following this process across 2 sessions enabled the participants to generate a total of *16* potential learning resources that could be used in learning and teaching (see Appendices for full overview of the resources developed). These harnessed useful web resources or hubs on LGBT ageing or relevant content; visual media and materials; relevant readings; quizzes and games to promote active learning. The process followed also facilitated a blending of existing information with participants own experiences and expertise combined with relevant pedagogies.

During the first session for example, one group of participants focused on using visual imagery within learning appealing to experiential and subjective learning experiences. From considering simple images and statements from older LGBT people, the group generated a range of ideas about student-led learning using a combination of outreach, interviewing skills and group project work. This incorporated LGBT history and narratives.

Another example illustrating how LGBT ageing issues could be integrated into a mainstream topic such as research methods in health and social care where students would a) practice developing interview questions on sensitive topics and think about ethical issues in research with marginalised groups b) critique the quality of a research paper on LGBT ageing topic.

The third and closing session of the world café enabled participants to identify what would be most essential and desirable to include in the development of an educators toolkit for LGBT aged care. Summative points included the following:

1. Stimulus material such as those generated through Sessions 1 and 2 are important. The use of triggers method/resource and then careful design of activity sheets with suggestions on how you use the resource. Indicating the material you need, the time, the trigger exercises, the skills, underpinning knowledge and the evaluation of the learning and the suggested target audience. And finally provide further learning, resources or links. The toolkit should include exemplars (see Appendices x – x) as well as a framework for stakeholders to develop their own ideas and to facilitate the development of new resources to meet specific curriculum outcomes.

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2. Supporting educators skills; how those involved in learning and teaching can will need to develop their skills in this area and know who can provide the development of these skills and help to support them during implementation. There is potential for generating short instructive videos on teaching experiences. Being able to manage the process of learning, manage potentially challenging conversations are key to confidence and successful outcomes.

3. Having a set of best practice principles can be used to provide the values framework, philosophy of approach and engagement with pedagogy from which educators can benchmark their own and others teaching and learning practice.

- The design of assessment strategies should facilitate testing learners understanding and learning appropriate to the target learners.
- Any 'toolkit' needs to be kept simple, easy to navigate and applicable to learning environments using appropriate links and key word search.
- We need a conceptual map of how to include LGBT aged care in the design, implementation and assessment of health and social care curriculum, both as a specialist topic and mainstream topic.

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Image: Participants feedback session

Participant evaluation of World Café 2

A formal post café survey evaluation was conducted (n=31) which demonstrated that more than half of the participants were educators (55%); 32% of all participants were LGBT+ participants (32%); 16% were students and; 19% in the role of care professionals. Two participants were

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policy makers (see Appendix III, for the full evaluation results) Participants expressed much more clarity on this occasion about the purpose of the café with a large majority agreeing that it achieved its purpose:

»great way to get participation and get LGBT people and educators working together«;

»good for generating ideas about teaching strategies«;

One person commented that it was *»still a bit fuzzy, but that could be a good thing at this stage«.*

Other descriptive responses helped us to understand from what participants described with their own words about what was of particular interest to them from the café activities. The themes included education (which may have been associated with the high number of educator participants), LGBT inclusive care and diversity:

1. Education themes:
   a. Education methodologies and curriculum *(»designing curriculum and pedagogies«; »designing educational interventions«; »teaching resources – I'm a teacher«; »key education methodologies«)*
   b. Content and (for) the toolkit *(»how to address teachers. How to give contact to the toolbox and the website«; »the sources for the toolbox«)*
   c. Teaching material *(»methods to use, how to use them«; »concrete methods and good practices for example ; »teaching difference between gender and sex, using photographs to teach«; »education resources«)*
   d. Experiences and gaps in learning about LGBT older people
   e. Strategies to overcome barriers to inclusion of LGBT education
   f. Factors which support or hinder the inclusion of LGBT education
   g. Educating the educators

2. LGBT ageing care themes:
   a. Current challenges for LGBT older people and experience of gaps *(»communication, inclusion«; »challenge issues for LGBT older people and what to do«)*
   b. How to deliver inclusive care
   c. Development and resources for care workers

3. Diversity

   a. Participants mentioned themes of diversity, especially Trans issues. They appreciated the effort to include themes of trans and bisexual people, but it was still not enough *(»A little more focus on gender non-conforming would have been nice, but was defiantly covered more than at other learning events I have attended«; Again we couldn't talk much about trans people and gender non-conforming people«; It was more general but not excluding«; »more time*

*on bisexual would be helpful«; »Trans focus did not happen«; »I think focus
was on diversity. maybe more attention could have been given to Trans
issues«; »time to time the diverse groups had to be bumped together«).*

Summary of the World Café and its potential for capturing and documenting Best Practices

The World Cafes brought approximately 78 people together from four EU countries to consult and progress education, learning and teaching on LGBT ageing care, using a co-produced and collaborative approach. The review of the findings from the two Cafes enriched and complements key messages from the literature (Higgins et al, in review) on the need to underpin education with a person-in-environment perspective that acknowledges the historical context of older LGBT people's lives as well as addressing the unique needs of each subgroup. Findings also highlighted the need for older LGBT issues to be set in the context of holistic and person centred care as well as integrated with a more open discussion about older people's sexuality generally. All older people require their individuality to be recognised and in doing so, the diversity of individuality and the experiences of all will be respected (Pugh, 2005).

The balance between didactic teaching methods for imparting some factual information, and using interactive methods that effect attitudinal change and increase participants' comfort and confidence, are needed to ensure that learners and practitioners take responsibility for their own learning needs and are actively involved in identifying, developing and assessing their own learning to improve practice in the area of LGBT aged care. There is a need to develop some of these themes much further for example on how culture, religion and ethnicity may impact the delivery of education and which was only touched upon within our work so far.

One of the overall aims of the World Café's and through the application of its unique methodology was to promote and support the social inclusion of LGBT older people through positive interaction with educational institutions that prepare future professionals to work with older people. The best practices described here include a) identifying pedagogic approaches (the method and practice of teaching) b) generating examples of tailored educational resources c) recommendations on how to improve the knowledge and capabilities of future care professionals in the area of LGBT affirmative practices. Through a

process of learning and exchange during two World Café's, these three areas were able to be more clearly articulated and should be read in conjunction with the BEING ME 'Best Practice principles'

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Finally, by working closely together, we were able to generate a diverse range of useful resources that are rooted in participants' direct experiences, knowledge and skills. These have formed the basis for developing an educational toolkit going forward into workstream 3 based on best practices.

In the words of our participants:

- *I will do the method world cafe again.*
- *I appreciate the enthusiasm and commitment from everyone.*
- *Overall very useful* (multiple times)
- *Delighted to have been involved and lovely to reconnect again personally and professionally with everyone.*
- *Great project!*

8/4/2019

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Appendices

Appendix I: Topic guide for World Café 1 Netherlands

Questions	Table host notes and prompts
Each session starts with an introduction round – Name, something about yourself	**General info for facilitators:** Ensure everyone is involved in the discussion. Pose prompt questions in case the discussion stops. Ensure responses address all groups (LGB and T). Facilitator informs people to write ideas on table cloth and may need to prompt people to write as they speak. Facilitator also writes on tablecloth to ensure information is captured. Facilitator role includes time keep for session.
Session 1: Inclusive care	**Prompts**

1. What does inclusive LGBT care mean for and their wider family and support network?
2. In relation to sexual orientation or gender identity, can you tell us about some of the experiences you have had of receiving health care?
   a. Can you give some examples of what you found good about these experience?
   b. Can you give some examples that were not so good about these experiences?
	Why is attention to sexual and gender diversity important when caring for older people?
	• Is it important for you that there are people who know about your sexual orientation/gender identity when you are receiving care? How important? Why?
	
	What are your concerns about receiving care now or in the future?
	• How could these concerns be addressed?

Harvesting: Each table hosts will present the three main ideas in relation to inclusive care. If the previous host has already identified an issue then the next host does not repeat but adds new ideas if possible. Nina writes everything on a flip chart.	
Session 2: Education and values	**Prompts**

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1. What are the important skills a person needs when caring for older LGBT people? 2. What are the key ingredients of a good education programme to teach se skills on sexual and gender diversity? 3. What principles and values should underpin this education on sexual and gender diversity?	What content, methods and types of learning experience (e.g. role playing, demonstration, multimedia) should be included? Note: Should address the principles/values of what should guide education, to move it from the person values to values and principles that underpin education.

Harvesting: Facilitator ask each person to identify three key ideas emerging form the discussion and to write on a post-it note (one idea per post-it note).
When completed facilitator invites each person the put post-it notes on the wall The whole group then reviews the output.

	Prompts
Session 3: Needs and support for education	
1. What sorts of supports do teachers need to address LGBT issues within teaching? 2. How can we support/motivate teachers to address and deliver education in this area? 3. What are barriers and challenges to include sexual and gender diversity in education of health and social care practitioner? Have you any suggestions in how to overcome these barriers and challenges?	What have been your experiences in education on sexual and gender diversity? Can you tell more about this? What sort of learning took place, how was this instigated, facilitated, etc. How far have the LGBT community/older people themselves been involved? Where can you embed this kind of learning? How can we make sure this subject is part of the curriculum in care and wellbeing? How do we influence the wider policy on putting this into curriculum? How can we make sure everyone takes it as their responsibility educate on this.

Harvesting: Facilitator invites the group to collective depict the discussion by drawing a group picture on the main conclusions of the group, in relation to this theme. Once completed each group places their picture on the wall for the whole group to see (New table cloth and pencils will be supplied for this activity)

Title of the Resource?   ***Prompt:*** *Ask participants to suggest a title or area i.e. is this is about starting a conversation, or is about considering language etc.*
Aim
Prompt*: What is the purpose of this resource? What is this resource trying to achieve? What will be the benefits?*
Broad Learning Outcomes
Prompt: *What do you expect participants will be able to do following using this resource? Be clear on what is expected from students following using this resource. Ask the group to consider for example 'at the end of this session the health care professional/student will be able to' or 'this resource will help people to understand…' so as to consider how the resource can be used to support learners.*
Suggested Resources/Sources
Prompt: *There may be some members of the group who came with a range of readily available resources that could support the learning activities. It is important to capture this information, so that we can appropriately acknowledge them as well as build a comprehensive tool.*
Guiding Principles
Prompt: *Short description of the tool/resource. This should come from the person who has brought it for discussion. How should the tool be used, what is its purpose etc?*
Target Group
Prompt: *Who could this resource be used with (i.e. students, healthcare professional etc.) Consider how long it would take, or level of difficulty.*
Target Topic
Prompt: *Which of the following topics could this resource be used to educate the target groups in: Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, and Tran's people. The resource may fit well into a number of suggested areas, or just to one. Consider where this resource can be used i.e. classroom, clinical area, self-directed etc.*
Planning
Prompt: A step by step guide for educators *(how would the session start, how long? how would the information be conveyed, what activities could be used i.e. role modelling, case scenarios, what further resources are required. Consider the order of information. Is the resource information or process oriented? What are the*

timings for different parts of the activities? How can we evaluate?

Quality Check
Prompt: *How have LGBT older people informed the development and use of this resource? Is the resource informed by the engagement or inclusion of LGBT people themselves? Asking the group if they think the resource appropriate or not. This to ensure that the resources are expert by experience informed, from design to usage and that all at the table have the chance to input.*

Appendix III: World Café Evaluations

World Café in the Netherlands

1ˢᵗ World Cafe Evaluation – summary report

The following is the evaluation report of the 1st World Café held on 6th of June 2018 in Amersfoort, the Netherlands.

Basic information:

Survey consists of 22 questions.

All together, 38 respondents filled-in the questionnaire. But 3 of the questionnaires were invalid (either empty or only the first page was entered), so **all together 35 questionnaires were fully completed and valid**.
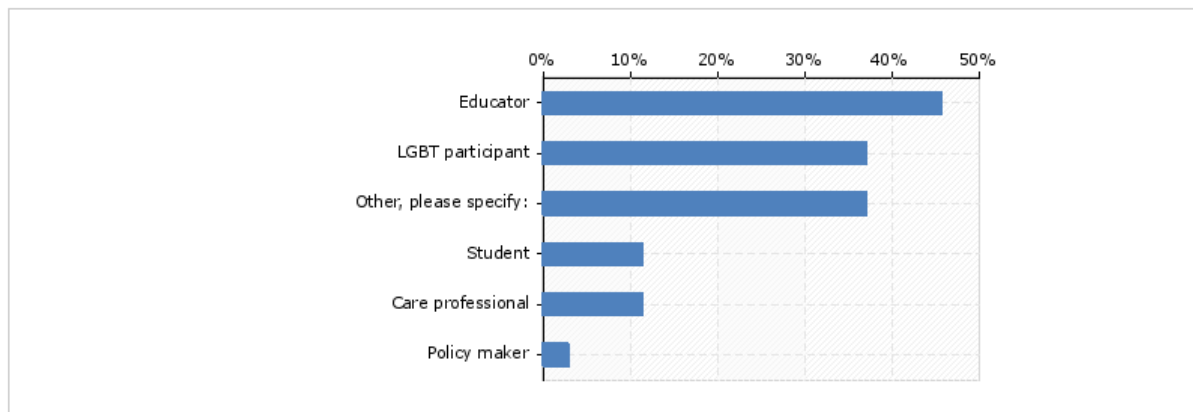
Results

Participants

There were 35 participants filling-in the questionnaire. The participants were in multiple roles, such as educators, care professionals, LGBT+ participants, and others (multiple answers were possible). 16 out 35 participants were educators (46%), 13 out of all the participants were LGBT+ participants (37%), 4 of them were in the role of students and the same number of them in the role of care professionals. One participant was policy maker.

In the group of "other participants" (13 respondents) 3 participants identified themselves as »Roze 50+ ambassador«, or as one of the following profiles: creator of educational materials, international LGBT+ advocate, project staff, participant from The National Foundation for the Elderly (Stichting Nationaal Ouderenfonds), policy influencer and advisor supporter of nursing staff, researcher, creating education, consortium vocational education, Stichting Art.1 Midden Nederland.

Table 1. Q 0 Did you participate as (please tick all that apply): (n = 35)

Multiple answers are possible

World Café method

Q1. We were interested in how clear the purpose of the World Café was before the participants attended and how suitable the World Café method was for the purpose. The participants had the possibility to rate clarity and suitability of the method in the scale from 1 to 5 (1 meaning "not at all" and 5 meaning "completely").

The majority of the participants has thought that the purpose was either almost completely (43%) or completely (40%) clear before they attended. Nobody has thought that the purpose was not clear at all. The mean was 4.2, with standard deviation 0.9[4] which shows that responses were quite dispersed and not concentrated around the mean.

Q2. The big majority of the participants (21 participants or 60%) estimated that the World Café method was completely suitable to achieve the purpose of the event. 12 participants (34%) estimated that the method is almost completely suitable. Nobody thinks it is not suitable at all. The mean was 4.5.

Q3. The descriptive explanations showed us a broader picture how to understand the numeric estimation above. The descriptive responses can be organised in two groups – in the first and the biggest group the respondents expressed their enthusiasm over different aspects of the method, while in the second group the three respondents expressed some criticism and suggestions for improvements. Starting with the biggest group; the enthusiasm over the theatre was most frequently expressed ("*the emotional involvement resulting from the theatre and group reflections promoted open and frank participation in all discussions*";

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[4] The standard deviation close to 0 indicates that the data points tend to be close to the mean. The further the data points are from the mean, the greater the standard deviation.

"the drama helped to break the ice, the groups gave a good diversity of ideas, it seem as a good starting point to concrete planning of helping programmes"; *"the theatre group at the beginning, dramatising people's stories were brilliant"*, *"the combination of theatre + workshops/table discussion was very effective, rich dialogue, theatre got to heart of the matter and evoked passion to change, excellent networking and international learning opportunity"*). Others appreciated the method as being *"fun"*, *"enjoyable and creative"*, *"it was added to the learning"*, *"engaging and collaborative"*, *"stimulated all senses visually, audible and kinaesthetic"*, *"provocative"*, *"inclusive"*, *"stimulated participation"*, *"interactive"*, *"informative".* Some respondents expressed their view that they found the method good for getting information and providing the context. One of them thought that the use of creative media made the workshop *"so much more productive and interesting"*. A few respondents expressed that the method is *good to meet and interact with other people* and getting to know each other. Sharing experiences and workshop mode was seen as a good teaching tool (*"Adults learn best by workshops and shared experiences. Excellent method!"*). One of the respondents has appreciated that we provide questions on tablecloths.

As mentioned, a few respondents have expressed some criticism and have suggested some improvements. One of the respondents said that the method is generally good, it may *"glance over important subjects"*. One of the participants thinks *"the better way to collect the data from group discussion should be invented"*, as she/he feels that *"a lot of important things from discussion probably got lost"*. One of the participants *"would have liked to have time to really discuss examples in education"*. She/he thinks this was not properly covered in the workshop.

Participation

Q4. We have asked the participants to rate in the scale from 1 to 5 (1 meaning I completely disagree and 5 meaning I completely agree), the statements related to different aspects of participation, such as climate, personal contribution, space to participate in discussion, diverse viewpoint and sufficient time for discussion.
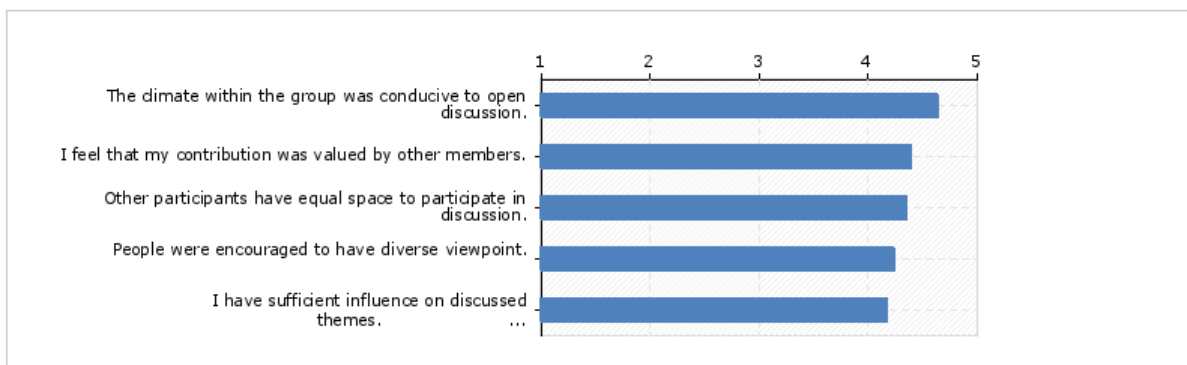
The respondents' rates under this section were on the average very high. The highest rated was a statement that *"climate within the group was conducive to open discussion"* with the mean 4.6/5. 70 % of respondents completely agreed with this statement and 24 % almost completely agreed with it. Nobody completely disagreed.

The respondents also highly agree with the statement that *their contribution was valued by other members*. 52 % of the respondents completely agreed with this statement and 36 almost completely agreed. Nobody completely disagreed. The mean is 4.4/5.

Almost similar values are valid for the statement that "*other participants have equal space to participate in discussion*". 47 % of respondents completely agreed with the statement and 44 % almost completely agreed. A bit higher percent (12 %) of respondents in this category neither agreed or disagreed with the statement and nobody completely disagreed. The mean is 4.4/5.

A bit lower values (but the average value is still above 4) are attached to the statements "*people were encouraged to have diverse viewpoint*" and "*I have sufficient influence on discussed themes*". The average value for both statements are 4.2. 16 participants (47 %) almost completely agrees with the first statement and 13 (38 %) completely agreed. 5 respondents (15 %) neither agreed or disagreed and nobody completely disagreed. Similarly, with the second statement, 15 respondents (47 %) almost completely agreed, 12 (35 %) completely agreed and 6 (18 %) neither agreed or disagreed. Nobody completely disagreed.

Table 2: Q 4. On a scale from 1-5 (1 meaning I completely disagree and 5 meaning I completely agree) rate participation. (n = 34)

Q5. Descriptive responses mostly reflect participants' satisfaction with different aspects of their participation.

Besides general observation such as *"very good participation throughout all discussions"*, the respondents particularly emphasised four factors which enabled and enhanced the level of participation:

1. equality among the participants (*nobody's opinion was more important than the one of the others*, sensibility towards "*inclusion of non-native English speakers*");

2. a safe and open atmosphere ("*theatre set up an atmosphere of inclusivity, openness and sharing stories, so people were happy to talk*"; "*there was space for everyone to share their point of view*", "*warm and accepting atmosphere*", "*nobody judge you*", "*everyone was really open minded*");

3. the role of facilitators. Facilitators "*made sure everyone had their say*"; "*everyone was invited to join*" and that "*everyone was engaged*". If the participants were too shy or some others in the group overtook all the discussion, the facilitators invited and encourage those less engaged. The respondents also appreciated that "*facilitators were very well versed in the subject and kept to subject matter*".

4. Groups did not consisted of too many people, so everyone's viewpoints could be heard.

A smaller number of respondents also expressed some critical points. One of them said that there "*were too many questions*" in one circle of discussion. One of the respondents expressed the problem of keeping the focus, he observed that "*sometimes the discussion went into the depths unconnected to the question*". One of the participants made an observation that "*actually we didn't have much diverse viewpoints, these were not specifically encouraged, but also not blocked*".

Themes

We have been also interested in getting to know which themes were relevant for participants and if they were missing any theme in particular.

Q6. We have asked them first to rate if the already defined groups of themes concerning the issues of older LGBT people in the health and social care training have been covered. We have asked them to indicate the level of satisfaction in the areas covered (they had four options: *poor, fair, good, excellent*).

Under this section, a bit more differentiated responses appeared.

The participants estimated that the theme "*the current challenges issues for LGBT older people and their experiences with care*" was covered the best of all themes. 35 % (12/34 participants) thought that the theme was covered *excellent*, 56 % (19/34 participants) thought that coverage of the theme was *good* and 9 % or 3 participants said that the theme was *fairly* covered which indicates that some improvements can be done. None of respondents thought the theme was *poorly* covered.

The next the most satisfactory covered theme was "*experiences and gaps in learning about LGBT older people«* . 29 % (10/34 participants) thought that the theme was covered *excellent*, 56 % (10/34 participants) thought that the way the theme was covered was *good* and 15 % or 5 participants said that theme was covered only *fairly* . None of respondents thought the theme was *poorly* covered.

Similar results go for the next theme. 26 % (9/34 participants) thought that the theme "*factors which support or hinder the inclusion of LGBT education*" was covered *excellent*, 53 % (18/34 participants) thought that coverage of the theme was *good* and 21 % or 7

participants said that theme was covered only *fairly* . None of respondents thought the theme was *poorly* covered.
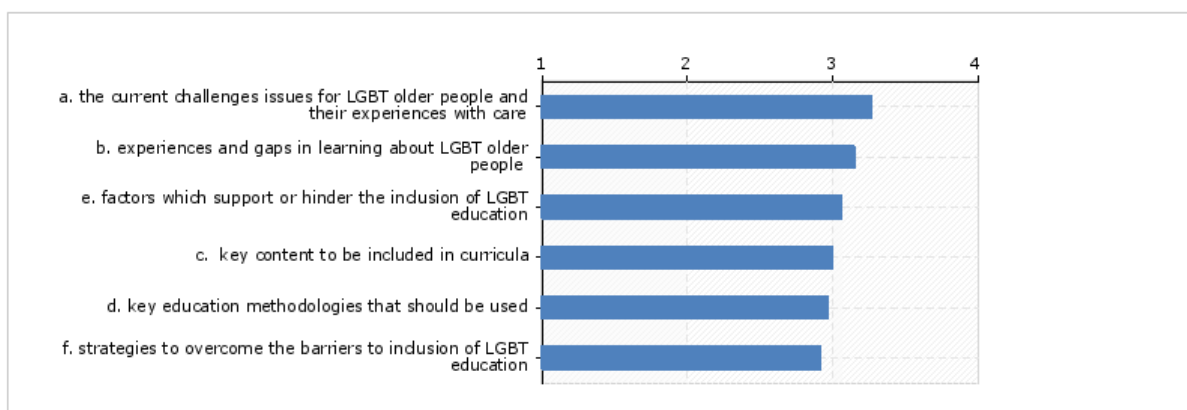
The next theme was "*key content to be included in curricula*". 21 % (7/34 participants) thought that the theme was covered *excellent*, 62 % (21/34 participants) thought that the coverage of the theme was *good*, 15 % or 5 participants said that theme was *fairly* covered which indicate that some improvements can be done. And 1 participant estimated that the coverage of this theme was *poor*.

The coverage of the theme "*key education methodologies that should be used*" was even more critically rated. 18 % (6/34 participants) thought that the theme was covered *excellent*, 62 % (21/34 participants) thought that the coverage of the theme was *good* and 21 % or 7 participants said that theme was covered only *fairly* . None of respondents thought the theme was *poorly* covered.

The less covered theme was "*strategies to overcome the barriers to inclusion of LGBT education*". 24 % (8/34 participants) thought that theme was covered *excellent*, 47 % (16/34 participants) thought that coverage of the theme was *good*, 26 % or 9 participants said that theme was *fairly* covered which indicate that some improvements can be done. And 1 participant estimated that the coverage of this theme was *poor*.

As we see, the more the theme was general, better it was covered according to the participants. And opposite, the more the theme was specific and focused on concrete educational themes, less it was covered according to the participants. This assessment actually realistically reflects the situation. It is planned already to focus on the concrete education themes in next World Café session.

Table 3. Q 6: In the World Café session, the following groups of themes concerning the issues of older LGBT people in health and social care training have been covered. Please indicate the level of satisfaction on the areas covered. (n = 34)

Q7. Question 7 was about relevancy of these themes for participant's specific context. The respondents had the following options: yes, partially, no (relevancy).

25 out of 32 respondents replied that the themes were relevant for their context and for 7 persons the themes were relevant only partially. 3 of those participants who were only "partially satisfied with relevancy for their context", surprisingly, came from the group of the LGBT participants and, 6 of them from the group of "other participants" (which means 2 of them were in two roles). While the themes were relevant for educators, students, care professionals and policy maker.

Q 8. The descriptive responses helped us to understand the context of the results a bit further. The themes that the participants described in their own words as such of particular interest to them are as follows:
4. Themes related to the area of education:
    a. Education methodologies (*"getting new ideas of teaching methods", "how to teach and what to focus on"*, "methods of teaching inclusivity", *"key methodologies", "education methodologies", "how to teach and what to focus on"*, "the themes concerning facilitation teachers", "education strategies", "all for making education", "educating teachers"*)
    b. Content *("relevant themes to be taught", "the themes to address in the classroom and how to address them", "curriculum development", "the themes concerning the creation of content"*);
    c. Teaching material (*"development of teaching material", "educational materials"*).
    d. Strategies to overcome the barriers to the inclusion of LGBT education
    e. Principles and values underpinning the education
    f. Epistemological frameworks underpinning pedagogical approaches
    g. Managerial support

5. Themes related to the area of LGBT older people and care:
    a. Current challenges for LGBT older people and experience of gaps (»*growing old and single topic during the play of theatre made a big lasting impression*«)
    b. Older people personal experiences with care
    c. LGBT and aging
    d. Access to older LGBT people (*"how do you reach invisible elderly"*)

6. Professional work
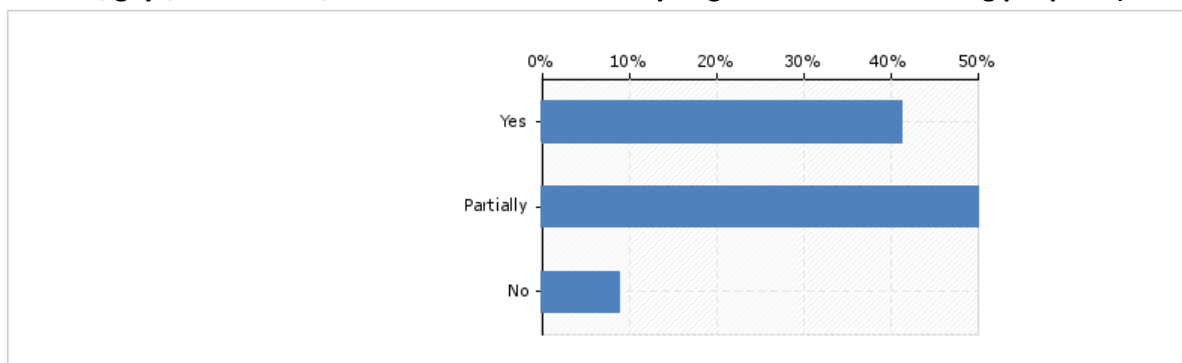   a. Delivery of professional work and gender diversity

Q 9. Question 9 has dealt with the issue whether participants missed any theme which they think would be relevant, but was not addressed during the session.

Half of the participants (17 from 34) did not miss any theme. Others mentioned:

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1. Specific groups of LGBT+ people ("*Trans people - this topic was mentioned, but not sufficiently covered*", "*intersex people*")
2. Social care ("include social care more - we discussed mainly about health care")
3. Country context ("*may have been helpful for each country to give brief overview of history and context of their journey as outset as some of these discussions distracted from the questions during the three sessions*").
4. Education and teaching area ("*strategic approaches to overcoming barriers*", "*development of teaching material*", "*exchange of good practice*", "*more focus on high school education, we often shifted to more general education*", "*specific approaches to teaching*", "*how to involve older people in the teaching*", "*methods for education*").
5. Resistance and negativity to sexual and gender minorities.
6. Where to get money to realise our project.

Q 10. The participants were also asked if sufficient attention was given of the diverse need of each group (lesbians, gays, transsexual, bisexual and other sexually or gender non-conforming people). Almost half of the participants (mainly educators and LGBT participants) think that time given to discussion of the diverse need of each group was only partially sufficient. 40 % of the participants (mainly educators) think time was sufficient and 9 % (3 participants) think it was not sufficient at all (all of them came from the group "other participants").

Table 4. Q 10: Was their sufficient time given to discussion of the diverse need of each group: lesbians, gays, transsexual, bisexual and other sexually or gender non-conforming people? (n = 34)

Q 11. In descriptive responses on themes, the majority of respondents explained their views on previous question, although the question was meant to cover the reflection on themes in general.

1. The majority made a remark in their own words that LGBT+ group was too generalised (*"lots on general lgbt as a group but little on disaggregated realities within one context"*, *"not a discreet focus - more generalised"*, *"bi, trans, gender non-conforming people`s needs were not sufficiently addressed, although not completely excluded"*, *"discussion on lgbt was not specifically separated during the discussion, but is also not always necessary"*, *"it wasn`t much discussion in my groups regarding gender non-conforming people that I can recall"*, *"mainly about lesbians and gays"*, *"more time needed for trans issues"*).
2. Drama and personal stories as a good mean to bring themes (*"The drama and stories naturally brought up the themes and helped us to connect emotionally with the stories. The 3 tasks were well thought out and it was good to mix the groups up"*).
3. Suggestion to link themes better with practice (*"some things – questions - should be more specific for practical use"*)
4. More time for reporting and discussing the outcomes of the groups (*"maybe it would be better if we would have more time to discuss across \"harvesting\""*).

Moderation of the event

Q 12: How satisfied were the participants with moderation of the event? It seems that this area of the event was very well assessed. The participants had the possibility of moderation of the event in the scale from 1 to 5 (1 meaning "not at all" and 5 meaning "completely"). The average value was 4.5. Almost 60 % of participants were completely satisfied and 33 % almost completely. Nobody was not satisfied at all.

Q 13: The next question is very important. We were interested in how attentive were the moderator(s) to the inclusion of the participants whose first language was not English. The results were not too bad, but the grades were a bit lower than for previous question and the data were better spread over the scale. The mean was 4.2. The majority of the participants were almost completely satisfied (15) or satisfied (14). 3 respondents were less satisfied and rate satisfaction with 3 and 2 were almost completely unsatisfied. Nobody was not satisfied at all.

Q 14: Most of the participants completely (18) or partially (15) agreed that they had sufficient time to discuss each theme.

Q 15: As earlier, the descriptive answers threw a bit lighter on meanings behind numbers. The respondents mentioned the following issues regarding the moderation of the event:
   a. Issues regarding language (*"English speaking participants dominated in discussions. Moderators tried to include everyone, but this was not always successful"*; *"It was*

…

well thought out to have a translator in each group", "the Irish language was difficult to understand", "excellently run - good translation when needed"),

b. Issues with time ("time keeping could be better", "more time to discuss in depth some issues")

c. Group leaders' role ("in some groups, leaders talked more than members", "moderators lead but did not impose or inhibit and contributors", "sometimes was out of tune", "hoped to have more time to discuss good examples")

d. Various positive remarks in event ("well prepared and nice forms of gathering", "inspiring day", "everything flowed very well, and the atmosphere was excellent", "very good, open and facilitative").

Organisational aspect of the event

Q 16. All participants except one estimated that the meeting room and facilities were adequate and comfortable.

Q 17. Particularly good aspects of the event in the view o**f** participants were:

a. Theatre and stories in the beginning *("good theatre", "opening event", "the theatre was good, somewhat loose, but did deliver some important perspectives", "fantastic intro by theatre group", "starting day with theatre", "morning program with individual stories"*)

b. Place ("*venue chosen for the colour scheme was very apt. loved it*", "*lot of space to work*", "*the hotel was very appropriate in both, the lecture room as well as meals and accommodation*", "*room was comfortable*"),

c. Timing and general organisation, the clear attention to time of each part of the event

d. Food ("*food was delicious*", "*lunch was great*", "*nice lunch*")

e. Atmosphere

f. Clear set up.

g. Well prepared materials and use of space.

h. Mix of people at the tables were excellent.

Q 18. Participants' suggestions for improvement include three ideas:
- better time keeping,
- work more towards practical solutions (2x) and
- to have next World Café with the same participants.

Overall comments

Q 19. The most helpful aspects of the event were:

a. Personal experiences and stories ("*theatre storytelling method*", "*the theatre group was super*", "*theatre group*", "*morning program*", "*talking to other participants and sharing stories, methods of teaching and drama and empathy*", "*hearing the stories*", "*networking and stories - \`touched the heart\`*", "*hearing the stories of people. It is a*

great way to learn about it", "playback theatre", "a lovely theatre performance that connected many thoughts and emotions. Very good start of the day").
   b.   Work in small groups (*"switchening small groups", discussions in groups, "moving between groups and encouraging interaction", "interactive sessions", "discussion", "the afternoon workshop", "2nd session", "the group discussions were the most helpful"*),
   c.   Meeting new people (*"the opportunity to contribute - meeting new people - time to talk", "meeting participants", "meeting everyone", "I learned a lot about what the more actively involved people are doing"*),
   d.   Exchanging experiences and ideas (*"information about good practices and organisations", "the discursive element allowed a degree of valuable nuance"*) ,
   e.   Atmosphere (*"relaxed and enjoyable atmo*sphere").

Q 20. The least helpful aspects of the event were:
   a.   drawing as a way of reporting in the last session (3x).
   b.   to split different aspects of questions.
   c.   not enough LGBT community members/ representatives.
   d.   not enough time (*"moving a bit too quickly through subjects that could get more time", "Our group didn't get to the last question in the last round, so it was stuck at the problems"*)
   e.   could have been a 2 days event.

Q21. Possible areas where participants will apply the knowledge and experiences gained in World Café session:
   a.   In nursing homes (*"can build it into everyday work to ensure documentation, media and symbols are inclusive"*)
   b.   In LGBTQI+ groups (*"my own work with trans and LGBT organisations in my country", "for the lgbt education programme at the foundation"*)
   c.   In the various (non LGBTQI+) groups
   d.   Teaching (*"in creating teaching materials and the website", "I got acquainted with this way of discussion for the first time, I can apply it in my teaching methods", "I can use this at my lectures for carers at elderly homes", "workplace classroom", "curriculum development, practice place, co-production, research project", "in discussion with educators of social and health care", "in my teaching at the university - I got an idea for a local project based on students\`input", "in my teaching/ research "personal reflection on my own teaching"*, "self-reflection review of my education offering")
   e.   In social work settings (*"in social work situations", "the social work program of Middlesex, my life, my practice as a social worker"*
   f.   In the care organisation I'm visiting as an informal caregiver.
   g.   Not directly, but I know this will cross my work in international perspectives

Q 22. In the last question we asked participants for any last comment. Their responses mainly consisted of enthusiastic expressions on the whole event and expressions of thanks:
   -   *lovely day.*
   -   *thanks for letting me meet so many wonderful people.*

- *thank you very much for inviting me, excellent work - look forward to seeing the report.*
- *wonderful!*
- *thank you for the opportunity.*
- *amazing, beautiful, diverse, colourful.*
- *thank you for doing this, I am very glad to have attended.*
- *overall brilliant!*
- *excellent/ inspiring week. thank you.*
- *thank you, it was fantastic.*
- *great time, great people, i hope that we will have opportunity to meet each other again.*
- *better than I expected*
- *very enjoyable day…*

One of responses differs a bit from the others. For a participant "*an event was very interesting and informative, and he/she is looking forward to hearing about the progress and hopes of having curricula to teach and support healthcare practitioners*".

World Café in Dublin

2nd World Cafe Evaluation – summary report

(Mojca Urek and Anže Jurček)

The following is an evaluation report of 2nd World Cafe held on 18th of September 2018 in Dublin, Ireland.

Basic information:

Survey was consisted of 22 questions.

All together 31 questionnaires were fully completed, valid and included in analysis. The number of people attending the event was 38, so we managed to get a little over 80% responses from participants.
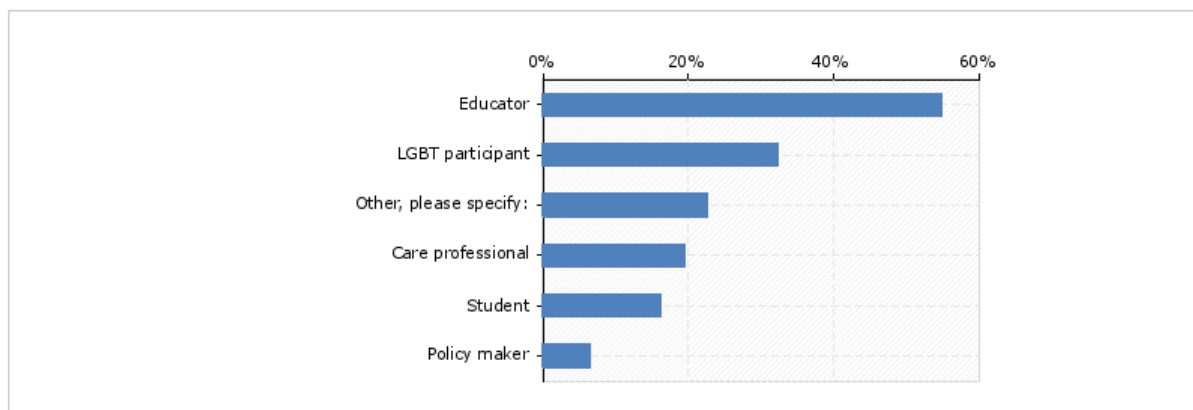
Results

Participants

There were 31 participants filling-in the questionnaire. Participants were in multiplied roles, such as educators, care professionals, LGBT+ participants, and others (multiple answers were possible). 17 out of 31 participants were educators (55%), 10 out of all participants were LGBT+ participants (32%), 5 of them were in the role of students (16%) and 6 (19%) in the role of care professionals. Two participants were policy makers.

In the group of »other participants« (7 respondents) individual participant identified themselves as one of the following profiles: a researcher, promoter of older people rights, education and exams developer, national project leader, project member, Consortium of vocational education (beroepsonderwijs) employee and NFE project employee.

Table 1. Q 0 Did you participate as (please tick all that apply): (n = 31)
Multiple answers are possible

World Café method

Q1. We have been interested in how clear was the purpose of the World Café before participants attended and how suitable was the World Café method for the purpose. Participants had possibility to rate clarity and suitability of method in the scale from 1 to 5 (1 meaning "not at all" and 5 meaning "completely").

Most of the participants has thought that purpose was either almost completely (33%) or completely (55%) clear before they attended. Nobody thinks that purpose was not clear at all. The mean was 4,4.

Q2. The big majority of the participants (21 participants or 68%) estimated that World Café method was completely suitable to achieve the purpose of the event. 10 participants (32%) estimated that the method is almost completely suitable. Nobody thinks it is not suitable at all. The mean was 4,7, with standard deviation 0,5[5] which indicates the participants were more unified about the suitability of the method than about the purpose of the World Café (with standard deviation of 0,8).

Q3. Descriptive explanations showed us a bit broader picture how to understand numeric estimation above. Descriptive responses can be organized in a few groups. The first and biggest one expressed their satisfaction with different aspects of the method. Respondents especially pointed out the collaborative nature of the method, how it invites all to participate, is inclusive and a good way to share multiple ideas that generate new resources. (*»great way to get participation and get lgbt people and educators working together«; »good for generating ideas about teaching strategies«; »great way to gather lots of info and opinions of many people from different backgrounds«; »I believe working in small groups gives you enough space to share your experiences and critics, opinions, it's quick and easy«*)

In the second (smaller) group participants expressed general feedback of the events atmosphere with focus on communication (*»diverse, respectful, engaging group structure, all listened and engaging«; »enjoyable, participatory«; »conversation is key«; »very open inclusive group and fun«*) and some reservations about further analysis of gathered information (*»very enjoyable and creative but needs a lot of work afterwords to organise all the information«; »still a bit fuzzy, but that could be a good thing at this stage«*).
One participant explained to have been invited at the last minute, while another pointed out that more information prior to the event would have been helpful in order to plan ahead. Reliance on people bringing their own resources was recognized as risky by a participant, while another pointed good organization of the event.

Participation

Q4[6]. We have asked participants to rate in the scale from 1 to 5 (1 meaning I completely disagree and 5 meaning I completely agree) statements related to different aspects of participation, such as climate, personal contribution, space to participate in discussion, diverse viewpoint and sufficient time for discussion.

The respondents' rates under this section were in average very high. The highest rated was a statement that *»climate within the group was conducive to open discussion«* with the mean

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[5] Standard deviation close to 0 indicates that the data points tend to be close to the mean. The further the data points are from the mean, the greater the standard deviation.
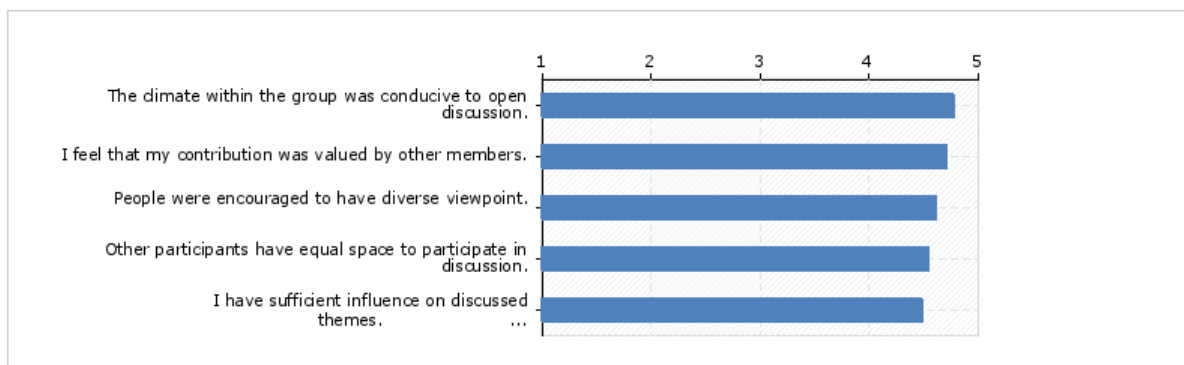[6] All mean values improved from the 1st World Café session

4,8/5. 77% of respondents completely agreed with this statement and 23% almost completely agreed with it. Nobody disagreed or completely disagreed.

Respondents also highly agree with the statement that *their contribution was valued by other members*. 71% respondents completely agreed with this statement and 29 almost completely agreed. Nobody completely disagreed. The mean is 4,7/5.

Similar values go for the statement "*people were encouraged to have diverse viewpoint*". 68% of respondents completely agreed, 29% almost completely, while one disagreed. The mean is 4,6.

Statements "*Other participants have equal space to participate in discussion*" and "*I have sufficient influence on discussed themes*" both have a mean of 4,5. 4 (13%) respondents neither agreed or disagreed with the first statement, while 6 (19%) almost completely agreed and 21 (68%) completely agreed. One respondent disagreed with the statement "*I have sufficient influence on discussed themes*", while 2 (6%) neither agreed or disagreed, 9 (29%) almost completely agreed and 19 (61%) completely agreed.

Table 2: Q 4. On a scale from 1-5 (1 meaning I completely disagree and 5 meaning I completely agree) rate participation. (n = 31)

Q5. Descriptive responses mostly reflect participants' satisfaction with different aspects of their participation.

Big part of the participant's feedback was focused on general experience and atmosphere in group work, especially inclusion of the groups, group participation, equal involvement and contribution made by participants (*»groups were inclusive, open to listen. I could share my opinions easily«; »everyone was really into the subject and wanted to contribute«; »I feel each was invited to contribute and their points were discussed. nobody hogged the time«; »I contributed fully and the teams worked very well together«; »everyone was respectful and listened to each speaker«;).* Others focused on the overall experience (*»it was a very collegiate experience«; »great experience - lovely group participation«;).*

Another subject respondent's focused on was the role of facilitating the discussion and the active role of facilitators (*»facilitation was good«; »facilitators allowed and prompted inclusion of all views«; »each of the facilitators allowed full exchange of ideas and ensured everyone had a voice«).* A respondent also stated »*Moving around helped*«, presumably as a response to three consecutive session in which participants mix for each round.

Two respondent's opened about their roles and expressed satisfaction with their contribution (*»I felt that I contributed very well to the new topics«; »I loved it, I feel heard and my questions were answered«).*

One participant pointed out the obstacle language had for him/her as a non-native English speaker (*»language problems for foreigners (not an english speaker)«.*

Themes
We have been also interested to getting know which themes were relevant for participants and if they were missing any of them.

Q6. We have asked them firstly to rate if the already defined groups of themes concerning the issues of older LGBT people in health and social care training have been covered. We asked them to indicate the level of satisfaction on the areas covered (they had four options: *poor, fair, good, excellent*).

A bit more differentiated responses appeared under this section[7].

Participants estimated that theme »*key content to be included in curricula*« was covered the best of all themes*.* 12 participants (39%) thought that the theme was covered *excellent*, 15 that it was covered *good* (48%) and 4 (13%) that it was covered *fairly*. The mean was 3,3/4.

The next most satisfactory covered themes were »*experiences and gaps in learning about LGBT older people*« and »*key education methodologies that should be used*«, both with a mean of 3,2/4. For the first theme respondents assessed that it was covered fairly (2/29 or 7%), good (18/29 or 62%) and excellent (9/29 or 31%). For the second one the answers were more dispersed with one participant stating the theme was covered poorly, 5/31 (16%) that it was covered fairly, 13/31 (42%) good and 12/31 (39%) the coverage was excellent.

Theme that follows is »*the current challenges issues for LGBT older people and their experiences with care*« with a mean of 3,1/4. One participant assessed the theme was covered poorly, 3/30 (10%) it was covered fairly, 18/30 (60%) good and 8/31 (27%) excellent.

»*Factors which support or hinder the inclusion of LGBT education*« and »*strategies to overcome the barriers to inclusion of LGBT education*« were the themes participant valued as least covered in the sessions. The mean was 2,9/4. The »*Factors which support or hinder…*« theme was thought to be covered poorly by one participant, fairly by 8/29 (28%), good by 14/29 (48%) and 6/29 (21%) thought the coverage was excellent. Similarly, for the second theme (»*strategies to overcome…*«), two participants (6%) assessed it was covered poorly, 9/31 (29%) that it was covered fairly, 11/31 (35%) thought it was covered good and 9/31 (29%) the coverage was excellent.
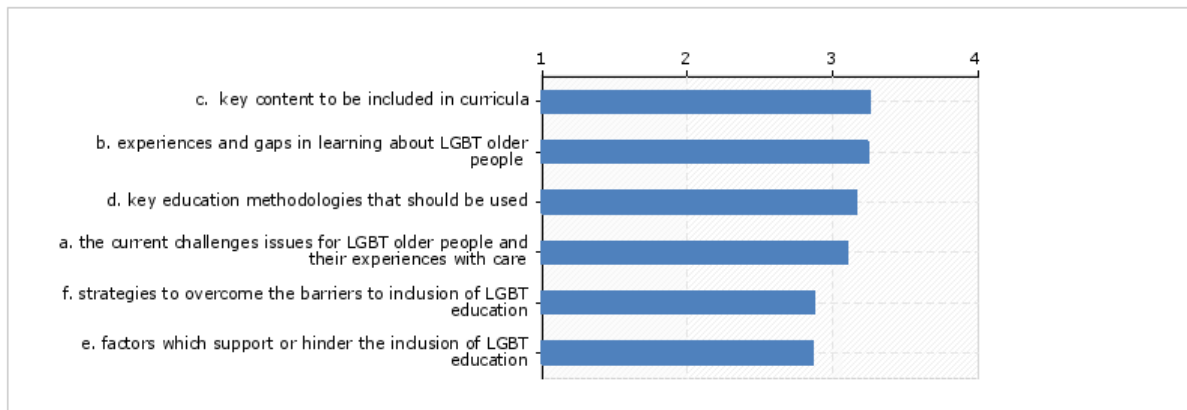
As we see, themes focused on learning, curriculum and education methodologies were covered better than others, which can be a result of a large number of educators participating in the event (55% of all participants). In the second World Café less focus was made on general topics and challenges of addressing issues LGBT older people face, as this was covered at the first World Café session in the Netherlands.

Compared to the 1st World Café session the mean values of topics do not differentiate a lot. We can take in consideration that the 1st World Café focused on general themes, issues and guiding principles while the 2nd World Café focused on education and the toolkit.

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[7] Not all 31 valid questionnaires had all the themes valued by respondents, so the numerus varies from 29-31 out of 31 respondents.

Consequently, slight changes in the mean values of covered themes (some improved and some worsened) are in correlation with the focus of both events. E.g.: The theme of current challenges issues for LGBT older people and their experience with care was rated better at the 1st World Café, while rating of themes regarding experiences and gaps in learning, key content to be included in curriculum and key education methodologies to use all improved.

Table 3. Q 6: In the World Café session, the following groups of themes concerning the issues of older LGBT people in health and social care training have been covered. Please indicate the level of satisfaction on the areas covered. (n = 31)

Q7. Question 7 was about relevancy of these themes for participant's specific context. Respondents had following options: yes, partially, no (relevancy).

25 out of 29 respondents replied that themes are relevant for their context and for 4 the themes were relevant only partially. Those participants who are only »partially satisfied with relevancy for their context« came from the group of LGBT participants (1), project members (1) and NFE employee (1) and educators (1).

Q 8. Descriptive responses helped us understand the context of the results a bit further. Themes that participants described with their own words as such of particular interest to them are as follows:

7. Themes related to the area of education:
    - This theme was especially mentioned, which might again be a result of a high number of educators participating at the event.
        a. Education methodologies and curriculum *(»designing curriculum and pedagogies«; »designing educational interventions«; »teaching resources – I'm a teacher«; »key education methodologies«)*
        b. Content and (for) the toolkit *(»how to address teachers. How to give contact to the toolbox and the website«; »the sources for the toolbox«)*
        c. Teaching material *(»methods to use, how to use them«; »concrete methods and good practices for example aota«; »teaching difference between gender and sex, using photographs to teach«; »education resources«)*
        d. Experiences and gaps in learning about LGBT older people
        e. Strategies to overcome barriers to inclusion of LGBT education

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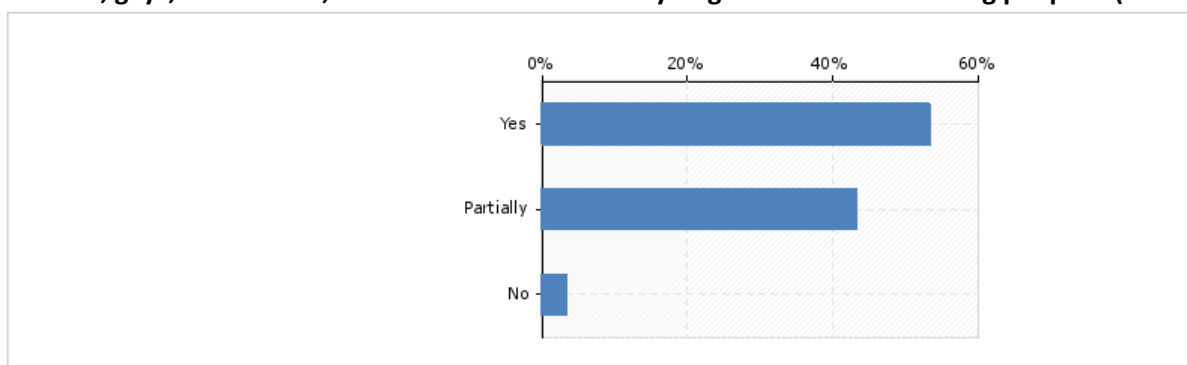Erasmus+ Programme
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    f.   Factors which support or hinder the inclusion of LGBT education

    g.   Educating the educators

8.   Themes related to the area of lgbt older people and care:

    a.   Current challenges for lgbt older people and experience of gaps *(»communication, inclusion«; »challenge issues for lgbt older people and what to do«)*

    b.   How to deliver inclusive care

    c.   Development and resources for care workers

9.   A few respondents pointed out that all themes were relevant.

Q 9. Question 9 has dealt with the issue whether participants missed any theme which they think would be relevant, but was not addressed during the session.

26 out of 28 valid answers were either no, none or didn't answer. One individual mentioned there should be more on transgender topic and another that the event was a bit monocultural and should reach out to BME (black and minority ethnicity) communities.

Q 10[8]. Participants were also asked if sufficient attention was given of the diverse need of each group (lesbians, gays, transsexual, bisexual and other sexually or gender non-conforming people). More than half (16/30 answered, 52%) participants (mostly educators, students and a few LGBT participants) think that time given to discussion of the diverse need of each group was sufficient, while 13/30 (42%, more LGBT participants, a few educators and others) think we were only partially successful with giving enough time to address diverse needs. One participant thinks the time given was not sufficient.

Table 4. Q 10: Was their sufficient time given to discussion of the diverse need of each group: lesbians, gays, transsexual, bisexual and other sexually or gender non-conforming people? (n = 30)

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[8] There is a noticeable improvement from the first World Café session in Amersfoort where almost half of respondents (49%) valued the time given to discussion of diverse needs was partially sufficient, 9% valued it as not sufficient and 40% as sufficient.

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Q 11. In descriptive responses on themes, the majority of respondents focused on diversity (or lack of it) and the time available for the sessions.

5. Majority of responses (7 in total) mentioned themes of diversity, especially trans issues. The respondents did see the effort to include themes of trans and bisexual people, but it was still not enough (*»A little more focus on gender non-conforming would have been nice, but was defiantly covered more than at other learning events i have attended«; Again we couldn't talk much about trans people and gender non-conforming people«; It was more general but not excluding«; »more time on bisexual would be helpful«; »Trans focus did not happen«; »I think focus was on diversity. maybe more attention could have been given to trans issues«; »time to time the diverse groups had to be bumped together«*).

6. 3 respondents mentioned time, with one participant pointing out it that it was sufficient, while two think *»there was never enough time«* and it was a *»bit pushed for time«*.

Moderation of the event

Q 12: How satisfied were participants with moderation of the event? It seems that this area of the event was very well assessed. Participants had possibility to assess moderation of the event in the scale from 1 to 5 (1 meaning "not at all" and 5 meaning "completely"). The average value was 4,7. 71% (22/31) of participants were completely satisfied and 26% almost completely. Nobody was not satisfied or not satisfied at all.

Q 13: The next question is very important. We were interested of how attentive were the moderator(s) to the inclusion of participants whose first language is not English. The mean of the results was 4,4[9] with most of the participants stating they were completely satisfied (60%) or satisfied (27%). 4 respondents were less satisfied and rate satisfaction with 3 (3 of them) and 1 was almost completely unsatisfied. Nobody was not satisfied at all.

Q 14: Most of the respondents completely (24/31) agreed that they had sufficient time to discuss each theme and 7/31 partially agreed.

Q 15: As earlier, descriptive answers threw a bit more light on meanings behind numbers, although not a lot of answers were given by the respondents. Respondents mentioned the following issues in regard to the moderation of the event:
   e. Issues regarding language and discussion (*»In the plenary session not every speaker was easily to understand«; I think Trish[10] did an excellent job. I specifically liked that*

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[9] A slight improvement from the previous World Café session (the mean was 4,2)
[10] Referring to an overall moderation of the whole World Cafe event, done by Trish Hafford-Letchfield from Middlesex University London)

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English speaking participants did not use accent - it was understandable«; »it was a small space and difficult to hear«)

    f.   Organization and moderation of each session *(»well moderated and good explanation given before sessions«; »we were all talkable«; »well managed«; »good organization«; »respectful, inclusive«; well moderated, speech was clear, directions were clear«).*

    g.   Regarding time *(»plenty of time«).*

Organizational aspect of the event

Q 16. 77% of participants estimated that the meeting room and facilities were adequate and comfortable, while 23% thought they were only partially adequate.

Q 17. Particulary good aspects of the event in the view of participants were:

    a)   Relaxed welcoming atmosphere and environment (including the hospitality of chosen venue, friendly hosts, participants and room layout)
    b)   Provided food
    c)   Networking during and after the event
    d)   Instruction for participants to come prepared to the event

Q 18. Participants' suggestions for improvement included especially:

    a)   A bigger venue and room layout (related to this was too much noise and difficulty hearing people)
    b)   More space in general (although at the same time, participant appreciated the event taking place in an LGBT organization)

Overall comments

Q 19. The most helpful aspects of the event were:

    a)   Sharing and generation of different ideas, perspectives, practices, experiences (8x)
    b)   Group discussions and interaction with people (5x)
    c)   The World Café method itself (3x)
    d)   Networking (3x)
    e)   Opportunity for learning
    f)   Everything (2x)
    g)   Good organization and time frames
    h)   Having to bring best practices

Q 20. The least helpful aspects of the event were:

a) All were helpful (2x)
b) Not enough time that was needed (3x)
c) The noise, room
d) Structure of the website and what the toolkit should look like

Q21. Possible areas where participants will apply the knowledge and experiences gained in World Café session:

a) In education, teaching and curriculum development (11x)
b) In collaboration with people met at the event and with local organization (NGO's, nursing homes)
c) Everyday work, studies
d) Community and policy writing, recognizing gaps in policy, practice and legislation
e) Identifying training and research needs
f) Developing a resource for older LGBTI people in Ireland
g) Other projects
h) "Not really"

Q 22. In the last question we asked participants for any last comment. Responses in the majority consisted of enthusiastic expressions on whole event and expressions of thanks:

– *I will do the method world cafe again.*
– *Thank you, a well-organized event.*
– *I appreciate the enthusiasm and commitment from everyone.*
– *Overall very useful* (multiple times)
– *Delighted to have been involved and lovely to reconnect again personally and professionally with everyone.*
– *Great project!*
– *Warm welcome, friendly atmosphere*
– *It was great, thanks!* (multiple times)

Appendix IV: Learning resources

Introduction

These good practices learning resources were collected during the second world café in Dublin. Participants were asked tob ring a teaching/learning resource and discuss this with the group in roundtable discussions. The needs and wishes of older LGBT people were collected from the sessions and analysed to provide an overview of innovative teaching and learning practices that can be shared among all the networks of the partners, through their websites, and the BEING ME website.

In summary

Learning resource number 1 comprises three tools, a tool that provides educational as well as legislative information; a PowerPoint presentation of photos of various celebrities which are used to start the discussion on sexuality and gender; and a tool form the Roze50+NL, which starts with a page of older people photos and the caption "Recognise the straight person". Learning resource number 2 comprises two tools, a website with information in Dutch on diversity in care; and a questionnaire, is used with the purpose of getting to know each individual living in retirement home. Learning resource number 3, *the LGBT age audit tool can be used on a management level of care organizations to determine how their work in regards to care of LGBT older people. It is designed to recognise diversity and people's experience of services.*

Learning resource number 6 is the web page on a website of a network which enables members of the occupational therapy community to identify, support and mentor one another regarding the needs and concerns of LGBT practitioner, students and consumers. Learning resource number 7 is multipurpose tool can be used in every level of education as it can be easily adapted to target audiences. It starts with opening up space for chosen topics (LGBT issues, homophobia, racism, equality etc.) by establishing safe space and through the use of anonymous questions get to know the starting standpoint (views) of participants. Learning resource number 8 is also The LGBT age audit tool can be used on a management level of care organizations to determine how their work in regards to care of LGBT older people. It is designed to recognise diversity and people's experience of services and furthermore helps management think about which steps to take to improve services to meet the needs of LGBT community. The tool focuses on personal experiences of LGBT older people.

Learning resource number 9 is multipurpose tool can be used in every level of education as it can be easily adapted to target audiences. It starts with opening up

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space for chosen topics (LGBT issues, homophobia, racism, equality etc.) by establishing safe space and through the use of anonymous questions get to know the starting standpoint (views) of participants.

Learning resource number 10 is a textbook which contains many different resources on how to start difficult conversations and change teaching by incorporating innovative methods.

Learning resource number 11 is a game, which could be either as an app, web based or boardgame. This is something that the BEING ME project team could develop. Learning resource number 12 is a short quiz comprising ten questions which can be used to start a conversation about older LGBT people Learning resource number 13 is an exercise that can be used to help think about the factors that affect older LGBT people. It can be done either as part of group work or individually.

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Learning Resource 1

Title of Resource (include the full reference)

Authors/Date/Title/Place of publication/Publisher

1. The first resource discussed was *a website,*
   https://www.lgbtagingcenter.org, from the National Resource Centre on
   LGBT Aging (US resource).
   This resource provides education and legislative information which could be
   used to help build the importance of addressing the topic.

2. The second resource brought by another participants was a PowerPoint
   presentation from a conference they organised on "Navigating the gender
   identity". The resource was about addressing LGBT+ stereotyping and
   language. The resource also referenced another resource on the
   genderbread website, https://www.genderbread.org.

3. The third resource was a leaflet which aims to address stereotypes and
   challenge perceptions. It is called 'Recognize the heterosexual'. (see
   dropbox resources).

Type of Resource (text; audio; video; visual)

1. The first resource is a website. The website provides a number of resources
   on topics such as: advocacy tools for LGBT older adults, ageism,
   bisexuality, coming out later in life, mental health and transgender ageing.
   Resources are available as PDF guides as well as some videos.

2. The second resource is a a PowerPoint presentation, with photos of famous
   people from the LGBT community, including the genderbread person.

3. The third resource is a leaflet with photos of people's phases.

Short description

1. This resource provides educational as well as legislative information which
   could be used to help build the importance of addressing the topic. The
   resource has a number of links to different topics as mentioned above with
   a number being informative guides providing information on the subjects.
2. This resource is a presentation of photos of various celebrities which are
   used to start the discussion on sexuality and gender, to then move on to the
   use of language. The resource allows open discussion on the topics and
   encourages interaction.
3. This resource is form the Roze50+NL, which starts with a page of pictures
   and the caption (translated: Recognise the straight person). This then goes
   on to allow a discussion on stereotypes and preconceptions.

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The group discussed how resources 2 and 3 could be used to start a discussion and self-reflection. They are low-profile resources that can help to warm up. Resource 1 can be used to provide a sense of urgency to the participants, reflecting on the legislative obligation to provide inclusive care.

Is it available online (check via google) and include the link

1. Resource 1 is available on at https://www.lgbtagingcenter.org.
2. The second resource is not available on online but the project team has a copy of the presentation.
3. Resource 3 is not available online but the project team has a copy of the presentation.

Keywords (include whether this is L,G,B, or T,Q,I specific)

1. The resouce 1: advocacy, LGBT, older adults, ageism, bisexuality, coming out, mental health, transgender ageing.
2. Stereotypes, language, gender, sexuality, LGBT.
3. Stereotypes, language, gender, sexuality, LGBT.

Potential audience (Older people; informal carers; paid carers; nursing social work; mental health; Allied profession; others (please specify)

1. Resource 1 target audience can be health and social care vocational students. Resources for providers, LGBT older adults.
2. Resource 2 is not specifically for health and social care and can be used across field to challenge stereotypes and the use of LGBT language.
3. Resource 3 is not specifically for health and social care and can be used across field to challenge stereotypes and the use of LGBT language.

Suggested level of education for those engaging with the resource

All three resources can be used across level of education, however, resources 2 and 3 can also be used with young students and possible children.

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

1. Resource number 3 may contain additional resources to complement activities. The potential audience have the opportunity to discuss the importance of legislations and how as a health and social care

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professionals you may be breaking the law if you do not treat everyone equally. Students have to pledge that they will abide by the law when caring. They should realise that this also includes anti-discrimination against LGBT people. Legislations can be used as a resource, further clarifying it with practical use cases.

2. This resource could be used to build on resource number. This resource could be used as a warm up and introduction. It can be an introduction on terminology and definitions.
3. This resource could be used to build on resource number. This resource could be used as a warm up and introduction. It can be an introduction on terminology and definitions.

Where could the resource be used? (*Consider where this resource can be used i.e. classroom, clinical area, self-directed etc.*)

All the three resources could be used as a classroom based activity or as self-directed learning.

Anticipated learning outcomes:
The learning outcomes could be:

1. To encourage awareness and self-reflection on owns own perceptions
2. Be self-aware when communicating
3. Self-awareness of perceptions
4. Perception of asking questions
5. Identifying own perceptions
6. Understand the importance of considering language

Educator knowledge and skills required

It is important that educators familiarise themselves with the terminology and definitions, so that they can support students in their learning. These resources can support with that.

Planning the learning activity
(*how long is needed? how would the information be conveyed, what activities could be used i.e. role modelling, case scenarios, what further resources are required. Consider the order of information. Is the resource information or process oriented? What are the timings for different parts of the activities?*

In this section give as many individual activities as possible

a) *Start the session with a 'safe space' message.*
b) *Address the learning outcomes*
c) *Show pictures and ask the audience a question i.e. as in activity number 3: who is the straight person? Pictures could also include famous people as per resource number 2. This should then open up a general discussion on*

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perceptions and misconceptions, stereotypes etc.
d) *Discussion on the history of language and provide education on language to use. Consider use of language in communication.*
e) *5.Tie in with law/professional obligations (activity number 1).*
f) *Give scenarios for discussion and how students would act in different situations.*

How could the LGBT community be involved in delivering learning around the resource?

LGBT older people are shown on the photos, but a possible could be to have an LGBT older person service user to help with deliverying the session.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

Students could be given a self-administrer short questionnaire to assess their learning. Another way to assess and evaluation learning, students could be asked to write a short reflection on what they have learnt.

Other notes and suggestions not covered in the above (free text)

Use age appropriate resources i.e. discussion on use of the genderbread unicorn and if that would fit when educating older adults e.g.

Might fit in a module/resource on being respectful.

Use videos.

Need to use reference to laws to help impart the importance of knowing and addressing this information.

Need to be diverse with pictures.

Need to give credit to presenter from slides from Alex.

Need to ensure pictures used are inclusive of older people.

Self-stigma-homophobia an issue.

There is also a place for discussion on the right to not have to have a label! We discussed this in group, and when talking about L,G, B, T- some people, for own reason may not which to be labelled any- need to consider this in the discussion on language. Right to Privacy.

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Title of Resource (include the full reference)
Authors/Date/Title/Place of publication/Publisher   1. E-learning with introduction on LGBT clients in care (by Movisie)   Ingrid, Stichting Consortium Beroepsonderwijs   **2.** Home for the elderly life story and admittance questionnaire   Dom Petra Uzarja Tržič – dom starejših občanov (Home of Peter Uzar Tržič – Retirement home)
Type of Resource (text; audio; video; visual)   1. Website with information, links to life stories (Stormachtig stil and Andermans leven)   2. Questionnaire in te
Short description   1. The resource presented is a website with information in Dutch on diversity in care. It is specifically directed to professionals in social care. It starts with a very general introduction on diversity, including low literacy and cultural diversity. There is a specific section that goes further into LGBT diversity. This section first gives an overview of the terminology. It gives three steps on how to handle diversity as a professional (Language, Information, Get into action when you see discrimination). There doesn't seem to be any specifics on B and T. The participants discuss that it is quite broad and maybe could be a bit more focused on LGBT.   2. Resource 2, a questionnaire, is used with the purpose of getting to know each individual living in retirement home. Through the questionnaire the staff can get to know who the person is, what background do they come from, their social connections, habits, favourite thing to do, problems they face etc. This is filled out through a longer period of time and not carried out as an interview. The filled out questionnaire represent a life story and biography of a person and can potentially contribute to a personalized care for older people. The tool itself is heteronormative and cisnormative and should be opened up to offer inclusion of a broader spectre of persons gender, sexual orientation, partnerships, preferred use of language etc. Thus this tool can be used with students in training to address diversity and step beyond heteronormativity. The questionnaire can be played out, discussed in a group, evolved into using inclusive language.
Is it available online (check via google) and include the link   **1.** Resource number 1 is available at   https://movisieacademie.nl/course/view.php?id=187 (you need an account,

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use the BEING ME (password: Beingme01).

2. Resource number 2 is not available online (a copy will be added to resource folder, written in Slovenian)

Keywords (include whether this is L,G,B, or T,Q,I specific)

1. Diversity, Inclusive care (LGBT) (although little B and T)
2. Questionnaire, Life stories and biographyRetirement home Old age care (not specific to LGBT+)

Potential audience (Older people; informal carers; paid carers; nursing; social work; mental health; Allied profession; others (please specify)

1. Students in health and social care, social care professionals
2. Elder care services employees Students in training (nursing and social work)

Suggested level of education for those engaging with the resource

1. Vocational education
2. Higher education (students of nursing, social work, other care professions)

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The *resource may fit well into a number of suggested areas, or just to one.)*

1. The resource can be used a reading assignment for students. After reading the text students will be asked to reflect on certain aspects in the text in a classroom. The participants discuss that it will probably not make a big impact on students if they only read the text, thus also reducing the learning outcomes. The e-learning also refers to several sources of movies and video's. Maybe it could be interesting to use material from this.
2. The resource can be used to practice conversation with people in elder care services. Through exploring life stories and building professional relationships with old people in care, the students and employees learn to be mindful about the use of language that opens up space for diversity, language that is non normative and inclusive. The use of tool can open up dialogue about mentioned themes and individual's self-reflection.
The participants discuss that it can be a resource to teach on language and

good conversations. This could for example be done through role play, where each student gets a role assigned between LGBT older person and care professional and practice the conversation to fill in the form. The participants discuss that this will also reinforce their self-reflection, because they will have to think from another perspective, role play would definitely be a good method for this.

Where could the resource be used? (*Consider where this resource can be used i.e. classroom, clinical area, self-directed etc.)*

1. Self-directed
2. In a classroom and in a clinical setting (in practice of elder care services). In the classroom it can be used for example in the form of a role play. Also it can be good to ask students to reflect on the questions and think about how they can have such a conversation.

Anticipated learning outcomes:

1. General aspects of inclusive care, awareness on language, challenging prejudice.
2. Self-reflection on the use of language, opening up space for diversity and inclusiveness, challenging prejudice and assumptions based on heteronormativity cisnormativity.

Educator knowledge and skills required

1. Resource number 1 was not really discussed.
2. Ad. 2 Establishing professional and working relationships with people in old age care services, use of inclusive language, opening up space for diversity, proper use of non-discriminatory language, group work. Support a safe environment that helps students to do a role play, challenge the students with challenging roles.

Planning the learning activity

(*how long is needed? how would the information be conveyed, what activities could be used i.e. role modelling, case scenarios, what further resources are required. Consider the order of information. Is the resource information or process oriented? What are the timings for different parts of the activities?*

In this section give as many individual activities as possible

1. The participants discuss that it would be interesting to start the learning activity with a more general background knowledge as provided in learning resource 1.
2. After reading the information, or following the e-learning students and educator can discuss the contents and reflect on it.

3. Resource 2 can then be used as a role playing exercise among students to practice establishing conversation and working relationship with people in old age care. Tools such as this can be critically reviewed to use more inclusive language, open up space for diversity regarding persons gender, sexual orientation and identity.
4. The tool can be used as a case scenario, already conducted with the use of hetero and cis normative language, and later on reviewed and developed to better include LGBT individuals perspectives, needs, lifestyles etc. (Think about inviting an LGBT individual to share his experiences on the matter).

How could the LGBT community be involved in delivering learning around the resource?

1. By providing further life stories that can enrich the content. Maybe also provide life stories around intersectionality as the content is appropriate for this (talking about cultural diversity and low literacy).
2. By sharing their views on the subject or offer stories, experiences from their lives. By giving input on the role play of students, or maybe even participate in role playing.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

1. A written exam.
2. Students demonstrate (play out) a conversation and use inclusive language and are mindful of individuals diversity, language they use when describing their life and/or themselves.

Other notes and suggestions not covered in the above (free text)

1. The resource has a variety of links that are very interesting. Including the book *Stormachtig Stil.* A collection of 27 life stories of LGBT older people from Dutch and non-Dutch backgrounds. They tell openly about their sometimes 'stormy' lives and more often about their silence and the fear of not being accepted. https://evelinevandeputte.com/publicaties/stormachtig-stil/
2. This tool was presented by Anamarija Kejžar, director of retirement home Petra Uzarja Tržič

Person completing this form Nina van der Vaart, Anže Jurček

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Title of Resource (include the full reference)
Authors/Date/Title/Place of publication/Publisher
LGBT Age Audit Tool – A guide for services and organizations working with older people to becoming more LGBT inclusive
LGBT Age Capacity Building Project (LGBT Health and Wellbeing) 2015
LGBT Health and Wellbeing, 9 Howe Street, Edinburgh, EH3 6TE
Contact: Kelly Minio-Paluello (service manager) 01412712330 or kelly@lgbthealth.org.uk
Type of Resource (text; audio; video; visual)
Text audit tool
Short description
The LGBT age audit tool can be used on a management level of care organizations to determine how their work in regards to care of LGBT older people. It is designed to recognise diversity and people's experience of services and furthermore helps management think about which steps to take to improve services to meet the needs of LGBT community. The tool focuses on personal experiences of LGBT older people.
The tool has potential to be used as an assignment and fieldwork with higher education students
Is it available online *(check via google) and include the link*
http://www.lgbthealth.org.uk/wp-content/uploads/2015/09/LGBT-Age-Audit-Tool-final.pdf (available on 24. 09. 2018)
Keywords *(include whether this is L,G,B, or T,Q,I specific)*
L, G, B and T
Older care
Services
Audit tool

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Potential audience *(Older people; informal carers; paid carers; nursing; social work; mental health; Allied profession; others (please specify)*

Any individual or a team that provides direct service to older people (management, quality management, professionals working in organizations that offer services to older people)

Students – as a tool for fieldwork and assignments (in correlation with theoretical concepts and knowledge)

Suggested level of education for those engaging with the resource

Bachelors or Master's degree programs

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The resource may fit well into a number of suggested areas, or just to one.)

Especially self-reflection of staff (in audited organizations) and students (who use the tool), take in consideration life stories and experiences of LGBT elders.

There is a downside to the tool. In some countries, you would need an ethical approval to gather information from LGBT elders, so students can only use secondary sources (e.g.: letters of complaints), so it can exclude people from sharing their life stories.

Where could the resource be used? *(Consider where this resource can be used i.e. classroom, clinical area, self-directed etc.)*

The tool can be used especially in practice (fieldwork) and in research of organizations that offer services to elder people (including LGBT).

Anticipated learning outcomes:

Self-reflection of organization and its staff.

Students – including classes and literature review, offer a complete practical and theoretical learning experience (including self-reflection)

Educator knowledge and skills required

Older people care services

Research

Planning the learning activity

(how long is needed? how would the information be conveyed, what activities could be used i.e. role modelling, case scenarios, what further resources are required. Consider the order of information. Is the resource information or process oriented? What are the timings for different parts of the activities?

In this section give as many individual activities as possible

The tool is presented as a part of a course or module (e.g. social inclusion, older people care and services, mental health services etc.)

1. *Students are given an assignment to audit an organization which services include old people care (including LGBT)*

2. *Students are required to do fieldwork and research in an organization of their choice (or practice placement). Following the tool they audit the organization, present the key findings and offer recommendations for quality improvement.*

3. *Students present their assignment which is followed by group discussion (with inclusion of guests of LGBT community – users of organizations services to offer their input)*

4. *Students return to the organisation to present the results and give a feed-back to the organisation management and to the all involved participants. In the best case, they are able to collaborate in production of action plan in the basis of audit report.*

How could the LGBT community be involved in delivering learning around the resource?

LGBT community is primarily the source of information and knowledge through their life stories, also LGBT community could review the tool itself, add new perspectives and critically evaluate if the tool reflects their own experiences and needs.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

Possible evaluating approaches include students' assignment review (grading) by

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a mentor (teacher), group presentation and discussion, LGBT community involvement and input.

Other notes and suggestions not covered in the above (free text)

The tool was presented by one of the participants in the world café.

Person completing this form: *Anže Jurček, Mojca Urek, Daniela Collins*

Please scan and send the resource if not available online, if possible and put this form in DROPBOX – 'Learning Resources'

Title of Resource (include the full reference) Authors/Date/Title/Place of publication/Publisher **Zorg om de zorg: Roze Ouderen in beeld** Een fotoserie van homoseksuele ouderen in Nederland En interviews. Hun gevoelens over de vraag: "Waaraan moet volgens u een verzorgingshuis voldoen zodat u zich veilig kunt voelen?" Fotografie Luuk Wagter. Interviews Agnes Sommer Origin: Netherlands
Type of Resource (visual) An exhibition of 21 photographs of older LGBTQ people with a brief narrative on each photo (see pdf attached)
Short description This resource is based on an exhibition created from the stories of older LGBTQ people which combines a photograph and narrative from each individual. The mobile exhibition can be displayed in public places such as town halls, libraries, reception areas as stimulus material for those looking at it to challenge their preconceptions and ideas about LGBTQ older people. The exhibition can be left with some comment sheets that observers can complete and post in comment box, or be accompanied by someone with expert knowledge and experience to facilitate a short discussion. The exhibition is also presented in book form to facilitate accessibility.
Is it available online Not available online.
Keywords (include whether this is L,G,B, or T,Q,I specific) Lesbian, Gay, Bisexual, Transgender, older people, stereotypes, perception

Potential audience; General public; Older people; informal carers; paid carers; nursing; social work; mental health; Allied profession; medical professionals; housing; other welfare services and care providers.

This resouces can be used with any students across different disciplines as it is about challenging stereotypes.

Suggested level of education for those engaging with the resource

This resource would suit any level in relation to the suggestions for its adapted use below – i.e from awareness raising and discussing implications of ageing for LGBTQ to those who are responsible for assessing and providing services and creating their own exhibition including at post qualified and management level.

Underpinning guiding (best practice) principles

- The importance of including LGBT issues in the curriculum needs to be acknowledged
- Collaborate with and involve LGBT communities in teaching
- Create an inclusive learning environment from the beginning
- Create an environment where everyone feels encouraged and supported to express views
- Promptly address stereotypes and problematic assumptions
- Support learning by using a variety of teaching strategies

How could the resource be used?

This resource can be used and adapted in several ways:

1) Using this to have a planned exhibition in a public space – in the university or care service area and students to interact with those who are viewing it and to promoting their skills in discussing and debating LGBTQ issues in ageing. As an interactive display it can be used to promote awareness of LGBTQ ageing and experience and to promote dialogue and create ideas to improve LGBTQ ageing experience.
2) As a tool for critical reflection in the classroom, using the book version either in person or online, learners can be invited to use one or several of the images and narratives to research further their needs, examine their own preconceptions or prejudices and to design some interview questions for assessment and care planning that are LGBTQ friendly.
3) As an example of working with imagery and verbal narratives from service users, carers and patients in education and practice where the process of researching, co-production and curating an 'exhibition' or single photo/narrative, can provide an opportunity for students to develop deeper understanding of their identities and experiences. Learners could work in a small group or individually to create their own exhibition through developing partnerships with an individual or group of older LGBTQ people or

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community based organisation. This could also form the basis of a student led project or dissertation project. They could learn about narrative research; storytelling in assessment; how to take a personal history; interviewing skills; discourse analysis using visual imagery; prepare a presentation supported by a literature review; think about positive reframing of discrimination using and presenting images and text.

4) From no 1 or 3, learners can use the 'exhibition' as an artefact and thus tool to promote and consult professionals and service providers on how they can develop accessible services and partnerships with LGBTQ community groups and organisations and to redesign services including service literature.

Where could the resource be used?

1) In the classroom, public space
2) Online or in the classroom as an individual small group activity
3) As a project integrated into curriculum where learners undertake projects/dissertations.
4) In practice environments and practice learning to examine service accessibility and inclusivity.

Anticipated learning outcomes:

- Knowledge and awareness of LGBTQ identities in later life
- Understanding of the impact of discrimination and exclusion from service assessment and provision
- Positive examples of person-centred assessment and support
- How to challenge discrimination and prejudice and articulate and advocate for the rights of LGBTQ older people
- Analysis of discourses on diversity in ageing
- Interview and consultations skills

Educator knowledge and skills required

This resource provides opportunities to work collaboratively with older LGBTQ people at the individual and group level and the educator would need to develop or oversee and support these arrangements.

It also provides opportunities to work with arts students in relation to using visual imagery and developing exhibtions.

Skills in collaborative working; able to challenge discrimination and promote reflection on diversity in ageing; able to work across education and service boundaries.

Planning the learning activity

1) One week - Exhibition: planning, exhibiting; supporting; debriefing and analysing. This could be a one day/one week event which needs to be planned and followed up.
2) One –three hours - Reflective exercise in actual or virtual classroom. Making stimulus material available with structured activities 1-3 hours including tutor and peer/learner feedback and potentially assessment.
3) 3-6 months - As a larger collaborative project, some resources would be required to support learners including travel, materials and time. Students would need to consider ethical approval and supervision and also incentives to recognise service users/carers time and expertise. This activity could be over a term or several months.
4) Half day plus follow up - Using the artefacts in professional practice supervision for supervisory or group/team discussion, feedback and planning.

How could the LGBT community be involved in delivering learning around the resource?

Older people could be partners in developing or showing an exhibition or assessing students project work. Depending on activity they would need to consent to having their images/narratives used and have control over how these were stored and utilised in the future. Good example of co-production.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

1) Collecting and analysing examples or written responses to an exhibition which could be analysed and used further to assess current issues.
2) Personal or small group reflective feedback on learning from personal stories and imagery. Self-assessment of awareness, knowledge and skills supported by a validated scale on LGBT/Ageing attitudes.
3) Peer, tutor and service user assessment of project and project evaluation techniques including pedgagogy.
4) Pre and post measures of how the artefact/resource created change and accessibility of services.

Other notes and suggestions not covered in the above

This resource could be adapted to include more diverse example of LGBTQ ageing or focus on specific groups such as migrants; different cultures and religions; disability and carers. These could be distributed or a key focus. Older people in the community could be funded to lead their own activity with learners

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based on the principles of this resource and create something different.

Learning Resource 5

Title of Resource (include the full reference)
Authors/Date/Title/Place of publication/Publisher
National Resource Centre on LGBT ageing https://www.lgbtagingcenter.org/
Type of Resource
Website
Short description
The National Resource Center on LGBT Aging was established in 2010 through a federal grant in the USA and is a technical assistance resource center aimed at improving the quality of services and supports offered to lesbian, gay, bisexual and/or transgender older adults. The NRC on LGBT Aging offers a range of educational resources for ageing providers, LGBT organizations and LGBT older adults. It is led by SAGE, in collaboration with 18 leading organizations from around the country. It has a very comprehensive menu which enables the educator or learner to search by audience, subject and type of resource.
Is it available online (check via google) and include the link
The resource is available at https://www.lgbtagingcenter.org/.
Keywords (include whether this is L,G,B, or T,Q,I specific)
The centre uses LGBT – a search for Q is positive for resources and I provides resources relating to prison population and the population of Rhode Island.
Potential audience (Older people; informal carers; paid carers; nursing; social work; mental health; Allied profession; others (please specify)   The website allows searches for Aging providers; LGBT organisations; LGBT older adults and in terms of resources it provides the following: • Advocacy Tools for LGBT Older Adults   • Aging Network Planning Tools

- [Ageism](#)
- [Aging / General Issues](#)
- [Alzheimer's / Dementia](#)
- [Our Best Practices Guides](#)
- [Bisexuality](#)
- [Caregiving](#)
- [Coming Out Later in Life](#)
- [Culturally Competent Care and Training](#)
- [Elder Abuse](#)
- [Employment / Workforce](#)
- [End of Life Decisions](#)
- [En Español](#)
- [Financial Security / Retirement](#)
- [Health](#)
- [HIV & Aging](#)
- [Housing / Homelessness / Long Term Care](#)
- [Intergenerational Issues](#)
- [Intimate Partner Violence / Domestic Abuse](#)
- [Legal Resources](#)
- [Mental Health](#)
- [Midlife](#)
- [Racial Equity](#)
- [Social Isolation](#)
- [Social Security / Medicaid / Medicare / Health Care](#)
- [Spirituality](#)
- [Transgender](#)
- [Veterans](#)

Click on the above to access these specific resources

Suggested level of education for those engaging with the resource

There is a range of resources to suit every level from service users/community members to those researching topics for education.

- [Articles](#)
- [Publications](#)
- [Multimedia](#)
  - [Videos](#)
  - [Webinars](#)
  - [Slideshows](#)
  - [Audio](#)
- [Local Resources](#)

Underpinning guiding (best practice) principles (we will link these)

Educators need to be aware of the evidence

Education on LGBT issues can occur beyond classroom into practice

Address the needs of all LGBT identities.

How could the resource be used?

This resource fits into a number of areas and you can sign up for updates via the website. It also addresses arrange of intersectionality and specific issues so can be good for expanding knowledge across disciplines and groups.

Where could the resource be used?

This is a very wide ranging resource with sources that can be freely downloaded. It could be included on a module or course learning resource list for educator/learner self-directive learning.

The tabs on health and social care issues, caregiving and culturally competent care has relevant resources for LGBT education.

Anticipated learning outcomes:

- Being able to research and broaden knowledge and awareness of the wide range of topics faced in LGBT ageing.

Educator knowledge and skills required

- Educators need to be able to research and adapt resources for the level of learning required and to tailor the resources to the relevant topic.

Planning the learning activity

1. Students can use the website to research and articulate two or three key issues that impact on LGBT ageing and write a short summary of how they could use the resources to address them
2. Educators may seek accreditation from the website for their educational activites and follow some of the recommended learning packages with some adapting to their local context.

How could the LGBT community be involved in delivering learning around the resource?

This link could be shared with LGBT older people involved in learning to increase their own knowledge, skills and expertise.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

- Sharing and evaluating how the freely downloadable resources have worked in different contexts.

Other notes and suggestions not covered in the above

Learning Resource 6

Title of Resource (include the full reference)

Network for Lesbian, Gay, Bisexual and Transgender Concerns in Occupational Therapy

Type of Resource (text; audio; video; visual)

Web resource

Short description

This is the web page on a website of a network which enables members of the occupational therapy community to identify, support and mentor one another regarding the needs and concerns of LGBT practitioner, students and consumers.

Is it available online (check via google) and include the link

The resource is avaible at
https://www.aota.org/Practice/Manage/Multicultural/Cultural-Competency-Tool-Kit/network.aspx

Keywords (include whether this is L,G,B, or T,Q,I specific)

Occupational therapy, LGBT. Not ageing specific.

Potential audience

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Occupational therapists and allied professionals.

Suggested level of education for those engaging with the resource

There appears to be very little for Occupational therapists on LGBT at all levels

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The resource may fit well into a number of suggested areas, or just to one.)

The resource can be used for both classroom based activity and self-directed learning.

-

Anticipated learning outcomes:

Understanding choice and principles of engagement social justice and inclusive services in person-centred OT support.

Increasing awareness of the similarities and differences for older people accessing OT who have LGBT identities

Understanding the impact of LGBT identities on occupation and what interventions or occupational programmes might address these

Including the knowledge of the LGBT older people in OT professional capabilities and outreach.

Promoting wellbeing for LGBT older people through occupation

Educator knowledge and skills required

Given the lack of specifically tailored resources in this area for OT, educators need to be very proactive in tailoring resources from health and social care to meet the training and education needs within the OT and allied professions field.

Developing relationships with LGBT older people/person's to develop more appropriate resources

Conducting pedagogic research to fill these gaps in the profession.

Building case studies that can be used and evaluated.

Planning the learning activity

In this section give as many individual activities as possible

1. Designing an individual activity for an older person/s from the LGBT community which takes account of the sexual and gender identity and promotes wellbeing.
2. Learning skills in advocacy for LGBT older people in multi-disciplinary team.
3. Learners to design an information leaflet on the role of OT for older LGBT people including links to relevant resources that are LGBT friendly
4. Design and give a short talk to an LGBT community group on the role of OT which speaks to their needs
5. Design a learning programme for activity organisers in a care home that helps them include activities that are LGBT friendly.
6. Consider the role of the OT in linking older LGBT to their community peers, research the issue and think about the ethical and resources required for peer support.

How could the LGBT community be involved in delivering learning around the resource?

The community could look at the curriculum and suggest ways of building in more LGBT awareness and education.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

This is a stimulus resource to recognise the gaps and develop more resources to share them. A search on Royal College of OTs in England for LGBT returned nil at the time of writing.

Other notes and suggestions not covered in the above (free text)

Learning Resource 7

Title of Resource (include the full reference)

LGBT+ focused workshop (including Blue eyes - Brown eyes; Theatre of the oppressed)

Workshop by Legebitra cultural, information and counselling centre society

Based on Theatre of the oppressed by Augusto Boal, Blue eyes – Brown by Jane

| Elliott and others |
| Boal A. (1992) *Games for actors and non-actors.* Routledge: London and New York |

Type of Resource (text; audio; video; visual)

Text resource instructions for carrying out workshops

Short description

This multipurpose tool can be used in every level of education as it can be easily adapted to target audiences. It starts with opening up space for chosen topics (LGBT issues, homophobia, racism, equality etc.) by establishing safe space and through the use of anonymous questions get to know the starting standpoint (views) of participants. The tool is used to provide an experience (e.g. Theatre of oppressed) in which storytelling and taking action is at the forefront. All of this is accompanied by reflection of participants, asking and answering questions, building and maintaining dialogue etc. Overarching principle of the tool is intersectionality that also includes age, gender, sexual orientation and so on.

Is it available online (check via google) and include the link

The resource is not available online.

Keywords (include whether this is L,G,B, or T,Q,I specific)

Workshop

Theatre of the oppressed

Blue eyes – Brown eyes

Storytelling

LGBT+ focused (not specific)

Potential audience (Older people; informal carers; paid carers; nursing; social work; mental health; Allied profession; others (please specify)

Children and young adults from primary level to university level of education.

Suggested level of education for those engaging with the resource

Children and young adults from primary level to university level of education. Themes can be more in depth and focused with higher education (e.g. gender and sexual diversity, intersectionality) and more broad at lower levels of education (e.g.

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equality, diversity).

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (*The resource may fit well into a number of suggested areas, or just to one.)*

This tool fits well to all suggested areas as it can be adapted to audiences and specific themes. When a workshop is conducted participants challenge prejudice, think about language, self-reflect on topics, use innovative means (Theatre of the oppressed) to tell their life stories and reframe them through narration and so on.

Where could the resource be used? (*Consider where this resource can be used i.e. classroom, clinical area, self-directed etc.)*

Resource can be used especially in classrooms and other educational environments that offer safe space and time to conduct such workshops (NGO', youth oriented organizations etc.)

Anticipated learning outcomes:

Self- reflection, requisitioning of used language, tackled prejudice, opening and providing safe space.

Educator knowledge and skills required

Group work, providing safe and open space, knowledge of subjects such as LGBT issues, equality, diversity, racism, intersectionality.

Planning the learning activity

(*how long is needed? how would the information be conveyed, what activities could be used i.e. role modelling, case scenarios, what further resources are required. Consider the order of information. Is the resource information or process oriented? What are the timings for different parts of the activities?*

In this section give as many individual activities as possible

1. Opening up space for the topic (answering anonymous questions from the audience, getting to know viewpoints of participants), providing safe space. (0,5-1,5 hours)
2. Providing experience through use of specific approaches (e.g. Theatre of

the oppressed, Blue eyes – Brown eyes exercise). Use of social action space for storytelling, the storyteller becomes the director and can change scenes, outcomes. Playing the roles gives participants experiences. (Time – depends)

3. Reflection, dialogue (30 minutes)
4. Conclusion

How could the LGBT community be involved in delivering learning around the resource?

Workshops can be carried out by LGBT people themselves, they can offer life stories, guide discussions, answer questions etc.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

Self-reflection on tackled prejudice, pointing out changed personal views as a direct result of the workshop.

Other notes and suggestions not covered in the above (free text)

This resource was presented by Andrej Poglajen, social work student of masters degree, long-time volunteer at Legebitra association (which primarily works on LGBT+ issues in Slovenia)

Learning Resource 8

Title of Resource (include the full reference)

LGBT Age Audit Tool – A guide for services and organizations working with older people to becoming more LGBT inclusive

LGBT Age Capacity Building Project (LGBT Health and Wellbeing)

2015

LGBT Health and Wellbeing, 9 Howe Street, Edinburgh, EH3 6TE

Contact: Kelly Minio-Paluello (service manager) 01412712330 or kelly@lgbthealth.org.uk

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Type of Resource (text; audio; video; visual)
Text audit tool

Short description
The LGBT age audit tool can be used on a management level of care organizations to determine how their work in regards to care of LGBT older people. It is designed to recognise diversity and people's experience of services and furthermore helps management think about which steps to take to improve services to meet the needs of LGBT community. The tool focuses on personal experiences of LGBT older people. The tool has potential to be used as an assignment and fieldwork with higher education students.

Is it available online (check via google) and include the link
The resource is available at http://www.lgbthealth.org.uk/wp-content/uploads/2015/09/LGBT-Age-Audit-Tool-final.pdf (available on 24. 09. 2018)

Keywords (include whether this is L,G,B, or T,Q,I specific)
Lesbian, Gay, Bisexual and Transgender Older care Services Audit tool

Potential audience (Older people; informal carers; paid carers; nursing; social work; mental health; Allied profession; others (please specify)
Any individual or a team that provides direct service to older people (management, quality management, professionals working in organizations that offer services to older people) Students – as a tool for fieldwork and assignments (in correlation with theoretical concepts and knowledge)

Suggested level of education for those engaging with the resource

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Bachelors or Master's degree programs

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The resource may fit well into a number of suggested areas, or just to one.)

Especially self-reflection of staff (in audited organizations) and students (who use the tool), take in consideration life stories and experiences of LGBT elders.

There is a downside to the tool. In some countries, you would need an ethical approval to gather information from LGBT elders, so students can only use secondary sources (e.g.: letters of complaints), so it can exclude people from sharing their life stories.

Where could the resource be used? (*Consider where this resource can be used i.e. classroom, clinical area, self-directed etc.)*

The tool can be used especially in practice (fieldwork) and in research of organizations that offer services to elder people (including LGBT).

Anticipated learning outcomes:

Self-reflection of organization and its staff.

Students – including classes and literature review, offer a complete practical and theoretical learning experience (including self-reflection)

Educator knowledge and skills required

Older people care services

Research

Planning the learning activity

(*how long is needed? how would the information be conveyed, what activities could be used i.e. role modelling, case scenarios, what further resources are required. Consider the order of information. Is the resource information or process oriented? What are the timings for different parts of the activities?*)

In this section give as many individual activities as possible

1. The tool is presented as a part of a course or module (e.g. social inclusion, older people care and services, mental health services etc.)
2. Students are given an assignment to audit an organization which services include old people care (including LGBT)
3. Students are required to do fieldwork and research in an organization of their choice (or practice placement). Following the tool they audit the organization, present the key findings and offer recommendations for quality improvement.
4. Students present their assignment which is followed by group discussion (with inclusion of guests of LGBT community – users of organizations services to offer their input)
5. Students return to the organisation to present the results and give a feed-back to the organisation management and to the all involved participants. In the best case, they are able to collaborate in production of action plan in the basis of audit report.

How could the LGBT community be involved in delivering learning around the resource?

LGBT community is primarily the source of information and knowledge through their life stories, also LGBT community could review the tool itself, add new perspectives and critically evaluate if the tool reflects their own experiences and needs.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

Possible evaluating approaches include students' assignment review (grading) by a mentor (teacher), group presentation and discussion, LGBT community involvement and input.

Other notes and suggestions not covered in the above (free text)

Learning Resource 9

Title of Resource (include the full reference)

LGBT+ focused workshop (including Blue eyes - Brown eyes; Theatre of the oppressed)

Workshop by Legebitra cultural, information and counselling centre society

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Based on Theatre of the oppressed by Augusto Boal, Blue eyes – Brown by Jane Elliott and others

Boal A. (1992) *Games for actors and non-actors.* Routledge: London and New York

Type of Resource (text; audio; video; visual)

Text resource instructions for carrying out workshops

Short description

This multipurpose tool can be used in every level of education as it can be easily adapted to target audiences. It starts with opening up space for chosen topics (LGBT issues, homophobia, racism, equality etc.) by establishing safe space and through the use of anonymous questions get to know the starting standpoint (views) of participants. The tool is used to provide an experience (e.g. Theatre of oppressed) in which storytelling and taking action is at the forefront. All of this is accompanied by reflection of participants, asking and answering questions, building and maintaining dialogue etc. Overarching principle of the tool is intersectionality that also includes age, gender, sexual orientation and so on.

Is it available online (check via google) and include the link

The resource is not available online.

Keywords (include whether this is L,G,B, or T,Q,I specific)

Workshop

Theatre of the oppressed

Blue eyes – Brown eyes

Storytelling

LGBT+ focused (not specific)

Potential audience (Older people; informal carers; paid carers; nursing; social work; mental health; Allied profession; others (please specify)

Children and young adults from primary level to university level of education.

Suggested level of education for those engaging with the resource

Children and young adults from primary level to university level of education. Themes can be more in depth and focused with higher education (e.g. gender and sexual diversity, intersectionality) and more broad at lower levels of education (e.g.

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equality, diversity).

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The resource may fit well into a number of suggested areas, or just to one.)

This tool fits well to all suggested areas as it can be adapted to audiences and specific themes. When a workshop is conducted participants challenge prejudice, think about language, self-reflect on topics, use innovative means (Theatre of the oppressed) to tell their life stories and reframe them through narration and so on.

Where could the resource be used? (*Consider where this resource can be used i.e. classroom, clinical area, self-directed etc.)*

Resource can be used especially in classrooms and other educational environments that offer safe space and time to conduct such workshops (NGO', youth oriented organizations etc.)

Anticipated learning outcomes:

Self- reflection, requestioning of used language, tackled prejudice, opening and providing safe space

Educator knowledge and skills required

Group work, providing safe and open space, knowledge of subjects such as LGBT issues, equality, diversity, racism, intersectionality.

Planning the learning activity

(*how long is needed? how would the information be conveyed, what activities could be used i.e. role modelling, case scenarios, what further resources are required. Consider the order of information. Is the resource information or process oriented? What are the timings for different parts of the activities?*

In this section give as many individual activities as possible

1. Opening up space for the topic (answering anonymous questions from the audience, getting to know viewpoints of participants), providing safe space. (0,5-1,5 hours)

2. Providing experience through use of specific approaches (e.g. Theatre of the oppressed, Blue eyes – Brown eyes exercise). Use of social action space for storytelling, the storyteller becomes the director and can change scenes, outcomes. Playing the roles gives participants experiences. (Time – depends)
3. Reflection, dialogue (30 minutes)
4. Conclusion

How could the LGBT community be involved in delivering learning around the resource?

Workshops can be carried out by LGBT people themselves, they can offer life stories, guide discussions, answer questions etc.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

Self-reflection on tackled prejudice, pointing out changed personal views as a direct result of the workshop.

Other notes and suggestions not covered in the above (free text)

Person completing this form Anže Jurček, Mojca Urek, Andrej Poglajen

Please scan and send the resource if not available online, if possible and put this form in DROPBOX – 'Learning Resources'

Learning Resource 10

Title of Resource (include the full reference)
Authors/Date/Title/Place of publication/Publisher

User experience fishbowl – equality versus equity

Taken from "The Surprising Power of Liberating Structures: Simple Rules to Unleash A Culture of Innovation" by Henri Lipmanowicz and Keith McCandless

Type of Resource (text; audio; video; visual)

Textbook

Short description

This is a textbook which contains many different resources on how to start difficult

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conversations and change teaching by incorporating innovative methods.

Is it available online (check via google) and include the link

The textbook is not available as an ebook.

Keywords (include whether this is L,G,B, or T,Q,I specific)

Not LGBT+ specific
Education

Potential audience

Teachers, educators, health and social care education providers

Suggested level of education for those engaging with the resource

All levels

Underpinning guiding (best practice) principles (we will link these)

The book uses different pedagogical approaches to use with learners to better engage them with their learning.

How could the resource be used?
e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The resource may fit well into a number of suggested areas, or just to one.)

The resource can be used to explore different teaching methods. Particularly, the fishbowl exercise may be useful to start difficult conversation about terminology and language around LGBT+ Issues. This can then help in building up to the topic of LGBT older people issues.

Anticipated learning outcomes:

- Increasing awareness of the terminology and language on LGBT issues.

- Increasing awareness of older LGBT issues

Educator knowledge and skills required

Educators need to have a basic understanding of teaching and learning theories so that they can choose the best activity for the chosen topic.

Planning the learning activity

In this section give as many individual activities as possible

7. *Fishbowl exercise so that learner get a feel of what it feels like to be LGBT*

8. *This will enable them to talk about the issues freely and gain awareness of LGBT and older LGBT issues*

9. *Use 1-2-4 activity to building on the topic.*

Steps for the fishbowl activity

1. Learners will be put into a circle, the "inner circle", who will have the job to speak and discuss, and the "outer circle" who will be observers, whose job is to listen mainly.

2. The inner circle will start discussing a topic on LGBT or older LGBT

3. The observers will be listening to the conversation, and if they wish they can "tag" on a member of the "inner group" to then become part of the conversation in the "inner group".

4. This will allow discussion and sharing different experiences and knowledge on the topic.

How could the LGBT community be involved in delivering learning around the resource?

Involving an older LGBT person to develop the case study and activities**.**

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

This is a stimulus resource for educators to use.

Other notes and suggestions not covered in the above (free text)

Person completing this form

Please scan and send the resource if not available online, if possible and put this form in DROPBOX – 'Learning Resources'

Learning Resource 11

Title of Resource (include the full reference)
Authors/Date/Title/Place of publication/Publisher

The BEING ME Game
Type of Resource (text; audio; video; visual) Web resource
Short description This is a game, which could be either as an app, web based or boardgame. This is something that the BEING ME project team could develop.
Is it available online (check via google) and include the link It will be available as both online and boardgame (once been developed)
Keywords (include whether this is L,G,B, or T,Q,I specific) LGBT, sexuality, sexual identity, older LGBT
Potential audience Teachers, educators, health and social care education providers
Suggested level of education for those engaging with the resource All levels – there could be a version for younger people in schools.
Underpinning guiding (best practice) principles (we will link these) • Making a quiz base game to set the theme • The game will have difficult questions on sex and sexuality • Each question needs to be evidence based and need to provide an answer • Each card will have different colours, each colour indicates a different theme • Themes can be linked to each other, for example, green might be sexuality, and yellow older LGBT, you can link the two colours together to have a question on older LGBT sexuality issues. • These can be implemented in class, like simulated learning weeks • A dissemination tool for educators is needed on how to use the tool (game)
How could the resource be used? *e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The resource may fit well into a number of suggested areas, or just to one.)* May be useful to start difficult conversation about terminology and language around LGBT+ Issues. This can then help in building up to the topic of LGBT older

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people issues. The principle is learning while having fun.

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Anticipated learning outcomes:

- Increasing awareness of the terminology and language on LGBT issues.

- Challenging stereotypes

- Share expertise with other people

- Create a safe environment for learning

Educator knowledge and skills required

A workbook, handbook or instruction manual needs to be developed for educators on how to implement the game in the classroom.

Planning the learning activity

In this section give as many individual activities as possible

- The game will have difficult questions on sex and sexuality

- Each question needs to be evidence based and need to provide an answer

- Each card will have different colours, each colour indicates a different theme

- Themes can be linked to each other, for example, green might be sexuality, and yellow older LGBT, you can link the two colours together to have a question on older LGBT sexuality issues.

How could the LGBT community be involved in delivering learning around the resource?

By co-producing the game and share their experiences of what difficult questions they may have been asked.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

This can be used in the classroom during activities.

Other notes and suggestions not covered in the above (free text)

Learning Resource 12

Title of Resource (include the full reference)
LGBT Quiz

Type of Resource (text; audio; video; visual)
Text

Short description
This is a short quiz comprising ten questions which can be used to start a conversatin about older LGBT people

Is it available online (check via google) and include the link
No, adapted from the Pink Rose 50 quiz (the Netherlands).

Keywords (include whether this is L,G,B, or T,Q,I specific)
LGBT, older people, sexuality

Potential audience
All health and social care professionals

Suggested level of education for those engaging with the resource
This is suitable for use with all levels of education.

Underpinning guiding (best practice) principles (we will link these)
The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?
e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (*The resource may fit well into a number of suggested areas, or just to one)*
This could be used where there is little understanding or knowledge about older LGBT issues.

Anticipated learning outcomes:
- Increasing awareness of older LGBT issues.   - Understanding some common terms associated with LGBT people.   - Facilitating an open discussion about older LGBT people and issues.

Educator knowledge and skills required

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General knowledge required. Answers to questions provided.

Planning the learning activity

In this section give as many individual activities as possible

1. The quiz should be printed and a copy given to each participant.

2. The participants should be given 20 minutes to complete the quiz.

3. Once everyone has finished filling it in, answers to the multiple choice questions should be provided. Be careful not to single out people who may had answered incorrectly.

4. Spend some time discussing the open questions in particular the one around older LGBT issues. Refer to the answer points to generate discussion.

5. Finish by exploring ways that older LGBT can be made feel more included in health care environments. Refer to PROVIDING INCLUSIVE SERVICES AND CARE FOR LGBT PEOPLE available here.

6. Remind participants about the 'Being me' website

How could the LGBT community be involved in delivering learning around the resource?

This could be facilitated by a member of the LGBT community.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

Feedback on the utility of the exercise can be obtained at the end of the session.

Other notes and suggestions not covered in the above (free text)

Learning Resource 13

Title of Resource (include the full reference)

Cultural Factors and Personal Attributes that may Affect Older LGBT People: Using the ADDRESSING Framework

Type of Resource (text; audio; video; visual)

Text

Short description

This is an exercise that can be used to help think about the factors that affect older LGBT people. It can be done either as part of group work or individually.

Is it available online (check via google) and include the link

No. Paper that the resource is based on is freely available through open access.

Keywords (include whether this is L,G,B, or T,Q,I specific)

LGBT

Potential audience

All health and social care professionals

Suggested level of education for those engaging with the resource

This is suitable for use with all levels of education.

Underpinning guiding (best practice) principles (we will link these)

The resources aid teaching and learning of complex issues, such as LGBT older people issues, by challenging perception and stereotypes one might have on the topic.

How could the resource be used?

e.g. Self-reflection, challenging prejudice, language, life stories, good conversation, gender identity, Trans people. (The resource may fit well into a number of suggested areas, or just to one)

This could be used where there is little understanding or knowledge about older LGBT issues.

Anticipated learning outcomes:

Increasing awareness of older LGBT issues.

Addressing heteronormative approaches in health care.

Educator knowledge and skills required

General knowledge required. Answers to questions provided.

Planning the learning activity

In this section give as many individual activities as possible

1. This resource can be used in groups or individually. Where there is a lot of people, groups should be used and depending on the time available, each group should consider one of the cultural/personal attributes within the

framework.

2. Within groups there should be a note taker and someone to nominated to provide feedback.

3. The time to complete the exercise should be negotiated, depending on the size of the group and the amount of time available. There should be enough time for feedback and a plenary session.

4. Participants should be asked to reflect on the cultural and personal issues within the framework and how they might impact on older LGBT people.

5. The facilitator should then get feedback from each of the groups or individuals, addressing knowledge deficits where necessary. The facilitator will need to be familiar with the full paper and the facilitator guide to the ADDRESSING framework.

6. Where there are knowledge deficits, refer to online resocurces or the being me website.

7. Provide the reference to the full paper to the participants for further reading.

8. Finish by exploring ways that older LGBT can be made feel more included in health care environments. Refer to PROVIDING INCLUSIVE SERVICES AND CARE FOR LGBT PEOPLE available here.

9. Remind participants about the 'Being me' website

How could the LGBT community be involved in delivering learning around the resource?

This could be facilitated by a member of the LGBT community.

Evaluating learning (recommendations on how the use of the resource and learning from its application might be assessed)

Feedback on the utility of the exercise can be obtained at the end of the session.

Other notes and suggestions not covered in the above (free text)

Person completing this form

Please scan and send the resource if not available online, if possible and put this form in DROPBOX – 'Learning Resources'

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