SYNTHESIS REPORT

GO INCLUSIVE

GO INCLUSIVE

2025-1-DE02-KA220-ADU-000357703

INCLUSIVE LANGUAGE FOR LGBTQIA+ MIGRANTS

Comparative findings from Greece, Denmark, Germany and Spain



ilerika education group gGmbH

familias

unesco

CLUB PIRAEUS & ISLANDS

ΟΜΙΛΟΣ ΠΕΙΡΑΙΩΣ & ΝΗΣΩΝ

idec

CLAVIS SPROG & KOMPETENCE

Synthesis report- Go Inclusive

2025-1-DE02-KA220-ADU-000357703

Table of Contents

Introduction 3

Methodology 4

1. Policy and Framework Context 5

1.1 Existing Policies 5

1.2 Related Policy Areas 7

2.Experiences, Practices, and Use of Inclusive Language 9

2.1 Experiences of Inclusion in Adult Education for LGBTQIA+ Migrants 9

2.2 Inclusive Teaching Practices and Use of Inclusive Language 10

3. Challenges and Barriers 12

4. Good Practices and Initiatives 14

4.1 Institutional and Community-Based Initiatives 15

4.2 Inclusive Pedagogical Practices and Tools 16

5. Support Needs and Recommendations 17

6. Lived Experiences and Perspectives of LGBTQIA+ Migrants 20

Conclusion 22

References 25

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Introduction

The Go Inclusive project is a European project co-funded by the European Union. It started on 1 November 2025 and will run until 31 October 2027. Five organisations are participating in the project implementation: Iberika (the coordinator), Famylias, CLAVIS, IDEC, and the Club for UNESCO of Piraeus and Islands. The project promotes inclusive, respectful, and discrimination-free adult education environments for LGBTQIA+ migrants by equipping adult educators with the tools, vocabulary, and competences needed to use inclusive language, foster safe classroom spaces, and support learners who face multiple forms of marginalisation. At the same time, it empowers LGBTQIA+ migrant learners by validating their identities, amplifying their experiences through storytelling, and creating a supportive network that strengthens their sense of belonging, wellbeing, and participation in society.

This synthesis report aims to describe the current situation in the partner organisations' countries regarding the use of inclusive language for LGBTQIA+ migrants in adult education, identify existing gaps and needs, and highlight common issues and differences among the countries.

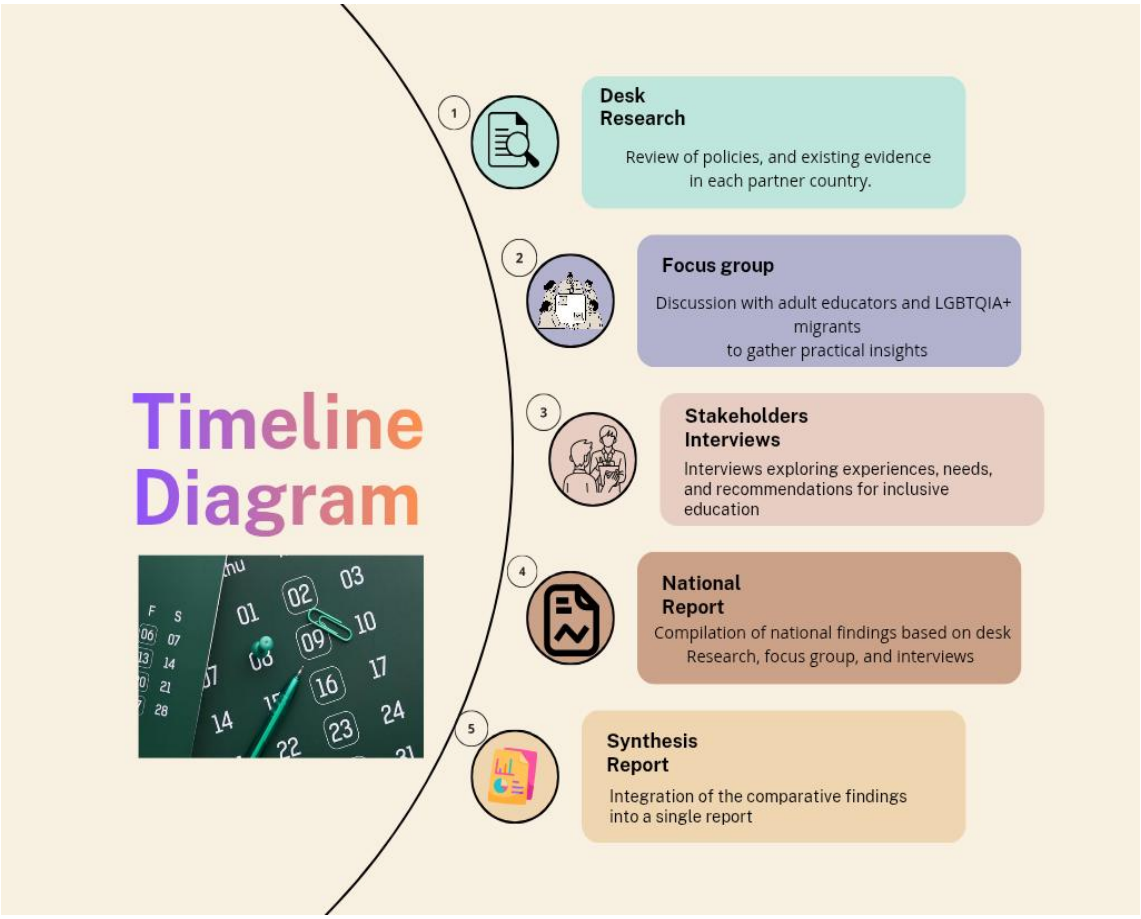
Partners organizations and their countries:

ORGANIZATION	COUNTRY	
iberika Education Group gGmbH	Germany	
FAMYLIAS	Spain	
IDEC	Greece	
Club for UNESCO of Piraeus and Islands	Greece	
CLAVIS sprog & kompetence	Denmark	

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Methodology

To develop the synthesis report, four national reports from the partner organisations in Germany, Greece, Spain, and Denmark were used. The state-of-play research included desk research, seven focus groups, and eleven interviews, with each partner organisation conducting two/ three interviews.



Specifically:

Desk research:

Desk research was carried out using a range of online sources, including official government and NGO websites, policy documents, published reports, and other reliable secondary sources. All sources were carefully selected based on their relevance, credibility, and alignment with the objectives of the project. The collected data was then thoroughly reviewed and analysed in accordance with the subject matter and project goals.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Focus group:

Online focus groups with adult educators, as well as individuals who identify as LGBTQIA+ individuals, migrants, or both, were conducted, during which participants shared their experiences and knowledge regarding the use of inclusive language in adult education. They also proposed ways to promote its wider use and identified existing gaps, including the lack of appropriate tools.

Interviews:

Online interviews were conducted with stakeholders (social workers, NGO staff, activists, LGBTQIA+ individuals, and migrants) to gather more information on the subject of the project and explore different perspectives.

The findings from the above state-of-play research were compiled into the four national reports, which were then comparatively analysed in order to identify recurring themes, country-specific differences, shared challenges, and examples of good practice across the partner countries.

1. Policy and Framework Context

This chapter explores the policy and institutional frameworks related to the inclusion of LGBTQIA+ migrants across the partner countries, with a particular focus on adult education and inclusive language. The comparative findings indicate that, although all countries have broader equality, anti-discrimination, and LGBTQIA+ rights frameworks in place, none has developed a dedicated national policy specifically addressing inclusive language for LGBTQIA+ migrants in adult education settings. Existing approaches are mainly embedded within wider policies concerning diversity, integration, and human rights. At the same time, the findings reveal important gaps between policy frameworks and practical implementation, particularly regarding educator training, institutional guidance, and the systematic adoption of inclusive practices.

1.1 Existing Policies

Across all partner countries, the findings reveal the absence of dedicated national policies specifically addressing inclusive language for LGBTQIA+ migrants within adult education settings. While important legislative and strategic frameworks promoting equality, diversity, and anti-discrimination exist in each national context, inclusive language practices are generally addressed indirectly and remain insufficiently integrated into adult education policies and institutional practices.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

In Greece, the National Strategy for the Equality of LGBTIQ+ Persons (2021–2025) constitutes the main policy framework promoting LGBTQIA+ rights and inclusion. The strategy highlights the importance of inclusive education, anti-discrimination, and staff training, while also recognising LGBTQIA+ asylum seekers as a particularly vulnerable group. However, no specific operational guidelines on inclusive language or adult education practices targeting LGBTQIA+ migrants were identified. Similar findings emerged in Denmark, where the LGBT+ Action Plan 2026–2029 acknowledges the vulnerabilities experienced by LGBTQIA+ individuals with ethnic minority backgrounds, yet does not include concrete measures related to inclusive language or adult education environments.

In Spain, recent legislative developments provide a stronger institutional basis for LGBTQIA+ inclusion. Through Law 4/2023, Spain has strengthened the institutional recognition of inclusive language and protections related to gender identity, sexual orientation, and the rights of LGBTQIA+ foreigners. Nevertheless, participants highlighted inconsistencies in implementation across regions and emphasised that political changes may influence the continuity and effectiveness of protective measures. In Germany, anti-discrimination protections are established through constitutional provisions and the General Equal Treatment Act (AGG), while the Berlin Senate LGBTQIA+ Action Plan includes measures related to diversity training within educational contexts. However, implementation remains uneven and no national framework specifically addresses inclusive language for LGBTQIA+ migrants in integration or adult education programmes.

A common finding across all national reports concerns the gap between broader equality frameworks and their practical application within educational settings. Participants consistently reported limited awareness of existing policies, lack of formal training, and the absence of practical guidance for educators and professionals working with LGBTQIA+ migrants. As a result, inclusive practices often depend on individual initiative, personal sensitivity, or institution-specific approaches rather than on systematic national strategies.

Overall, the comparative analysis suggests that, despite growing recognition of LGBTQIA+ rights and anti-discrimination principles across Europe, inclusive language for LGBTQIA+ migrants remains insufficiently institutionalised within adult education policies. The findings highlight the need for more targeted frameworks, practical tools, and structured training initiatives capable of supporting consistent and sustainable inclusive practices across educational and integration contexts.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1.2 Related Policy Areas

Although no partner country has established a dedicated policy framework specifically addressing inclusive language for LGBTQIA+ migrants in adult education, several broader policy areas were identified as relevant to the promotion of inclusion, equality, and non-discrimination.

In Greece, relevant policy areas include broader equality and anti-discrimination legislation, particularly Law 4443/2016, which prohibits discrimination based on sexual orientation, gender identity, and ethnic origin, as well as recent legislative developments such as Law 5089/2024 on marriage equality. While these frameworks

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

contribute to a more inclusive social environment, participants noted that their practical application within adult education settings remains limited. Similarly, in Denmark, the Integration Act and the Act on Danish Language Education for Adult Foreigners promote equal participation and active citizenship among migrants, yet they do not explicitly address the needs of LGBTQIA+ migrants or the use of gender-inclusive language in educational contexts.

In Spain, participants referred not only to national legislation related to LGBTQIA+ rights and anti-discrimination, but also to broader constitutional and human rights frameworks safeguarding equality and protection from discrimination. At the same time, the findings highlighted concerns regarding unequal implementation and the vulnerability of migrants in irregular administrative situations, who may not fully benefit from existing legal protections. In Germany, broader anti-discrimination provisions and integration structures provide a general framework for inclusion. However, the absence of mandatory LGBTQIA+ content within integration courses limits the systematic incorporation of inclusive practices in adult education.

Across all countries, the findings demonstrate that relevant policy areas provide an important normative foundation for promoting equality and protecting fundamental rights. Nevertheless, these broader frameworks rarely translate into concrete educational guidelines, institutional procedures, or specialised support mechanisms targeting LGBTQIA+ migrants. As a result, inclusive language practices often remain informal, inconsistent, and highly dependent on the awareness and commitment of individual educators and organisations.

The comparative analysis therefore highlights a persistent gap between general policy commitments and their implementation in practice within adult education and integration settings. Strengthening the connection between broader equality frameworks and practical educational implementation emerged as a common need across the partner countries.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2.Experiences, Practices, and Use of Inclusive Language

2.1 Experiences of Inclusion in Adult Education for LGBTQIA+ Migrants

Across the partner countries, experiences of LGBTQIA+ migrants in adult education settings reflect a combination of inclusive intentions and uneven practical implementation. While adult education and integration programmes generally promote equal access and participation, inclusion is often not systematically embedded in curricula, institutional practices, or teaching approaches.

Inclusion is largely understood as a general principle rather than a structured and targeted approach addressing the specific needs of LGBTQIA+ migrant learners. As a result, experiences vary significantly depending on institutional context and, most importantly, on the awareness, sensitivity, and individual initiative of educators.

Positive experiences were reported in certain contexts where educators actively fostered open dialogue and learner-centred environments. In Denmark, learners described classroom settings characterised by small group interaction and open discussion, which contributed to a generally supportive learning atmosphere, although experiences varied across different classes. In Spain, focus group participants highlighted educators' strong commitment to inclusivity, self-reflection, and addressing discriminatory attitudes, which was seen as an important factor in promoting more aware educational practices. It was also highlighted that educational settings often lack historical perspectives beyond Spanish history. Participants considered it essential for the inclusion of migrant communities, as well as the children of migrants, that society as a whole learns about their origins and the socio-political contexts of their countries of origin. This was seen as an important way to acknowledge, value, and make visible this dimension of their identity.

However, these positive experiences were often accompanied by contrasting realities within the same national contexts. In Denmark, learners also reported experiences of bullying, lack of intervention in discriminatory remarks, and limited visibility of LGBTQIA+ perspectives in curricula, resulting in inconsistent educational experiences. In Greece, although adult education structures promote general inclusion and equal

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

access, inclusion remains largely informal and dependent on individual educators rather than systematic institutional frameworks. In Germany, participants reported experiences of misgendering, invisibility of LGBTQIA+ identities, and exclusion linked to the requirement of official documentation for recognition of self-identified gender. In Spain, interview data also confirmed the persistence of discriminatory experiences across different institutional contexts such as adult education environments, universities, public health services, social services, and primary education.

A recurring pattern across all partner countries is the dominance of heteronormative and binary frameworks within adult education environments, where equality is often implicitly framed in terms of male/female categories. This limits the visibility of non-binary and diverse gender identities and contributes to the marginalisation of LGBTQIA+ migrant learners in both classroom interaction and learning materials.

Overall, while inclusive intentions exist across all partner countries, the experiences of LGBTQIA+ migrants in adult education remain fragmented and inconsistent. Inclusion is still primarily shaped by individual educator awareness and initiative rather than by systematic and institutionally embedded approaches.

2.2 Inclusive Teaching Practices and Use of Inclusive Language

Throughout the partner countries, inclusive teaching practices in adult education are largely characterised by individual initiative rather than systematic institutional frameworks. Educators often develop their own approaches to inclusion to meet the needs of diverse learner groups, especially in contexts where formal guidance or training on inclusive practices for LGBTQIA+ migrants in adult education is limited.

A wide range of participatory and learner-centred teaching methods are used to foster more inclusive learning environments. These include group discussions, storytelling, role-playing activities, and reflective dialogue, all of which aim to encourage empathy, critical thinking, and engagement with issues of diversity and discrimination. In several contexts, educators also emphasised the importance of creating safe classroom environments through clear rules of respect, confidentiality, and non-discrimination. However, the implementation of these practices often depends on the individual educator, and some of these approaches were also suggested by educators as good practices to be further encouraged.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Inclusive language is generally understood as the use of respectful, non-assumptive communication that recognises learners' identities, including the use of chosen names and pronouns. Across contexts, several educators make efforts to avoid heteronormative assumptions and to use more gender-neutral or inclusive expressions such as "partner" or collective terms. However, the application of inclusive language remains inconsistent and depends largely on individual awareness, confidence, and prior training. Participants of focus groups and interviews agreed that inclusive language must be explicitly anti-racist. It should replace racist terminology with inclusive alternatives and eliminate dismissive or derogatory narratives associated with migrant and racialised communities. It should also incorporate diverse references in educational materials, including videos, books, posters, and other resources.

Across different national contexts, inclusion was strongly associated with the possibility of participating in a learning environment free from fear of judgement or misunderstanding. Participants emphasised the importance of being listened to, having the opportunity for self-definition, and not feeling obliged to disclose personal information. Within this understanding, inclusive language was seen not only as a matter of terminology, but as a wider practice that involves recognising individual identities, respecting personal boundaries, and avoiding assumptions related to gender, sexuality, culture, or migration background.

National contexts also reveal specific linguistic and structural challenges. In Greece, the gendered nature of the language creates additional complexity in consistently applying gender-neutral forms, requiring educators to adapt or rephrase content in order to maintain inclusivity. In Germany, the use of the generic masculine in standard teaching materials has been identified as a factor that contributes to the invisibility of non-male and non-binary learners, leading some educators to develop self-made materials as a response. In Denmark, educators similarly reported trying to adapt language and teaching resources in informal ways, although such practices are not standardised across institutions.

Despite these efforts, teaching materials and institutional resources are often described as outdated and insufficiently inclusive, with limited representation of LGBTQIA+, migrant and racialised identities. As a result, educators frequently rely on self-developed resources or external initiatives, such as AMIF-funded projects, training programmes, or project-based learning activities, to support inclusive practice, as these are not systematically integrated into the official curriculum or mandatory teacher training framework.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The comparative analysis indicates that inclusive teaching practices and the use of inclusive language are gradually developing across adult education contexts in the partner countries. However, their implementation remains uneven and largely dependent on individual educators rather than being embedded within systematic institutional frameworks or formalised training structures.

3. Challenges and Barriers

Within the national contexts examined, a range of interconnected institutional, linguistic, cultural, and psychosocial barriers continue to hinder the effective inclusion of LGBTQIA+ migrants in adult education and integration contexts. Despite increasing awareness of diversity and anti-discrimination principles, the findings reveal that inclusive practices and the use of inclusive language remain insufficiently supported by systematic frameworks and institutional structures.

One of the most significant challenges identified across all national contexts is the absence of clear policies, guidelines, and formalised institutional approaches specifically addressing the inclusion of LGBTQIA+ migrants in adult education. As a result, educators and professionals often rely on personal initiative rather than structured support or mandatory standards. In both Denmark and Germany, participants emphasised that the lack of institutional guidance creates uncertainty among educators and contributes to inconsistent implementation of inclusive practices across educational settings. Similar findings emerged in Greece, where limited professional training opportunities and low institutional awareness were identified as major obstacles. In Spain, participants also highlighted that inclusive practices often depend on the individual willingness and awareness of educators rather than on systematically implemented institutional frameworks.

The lack of specialised training further reinforces these challenges. Across contexts, educators reported uncertainty about what inclusive language entails and how to apply inclusive language in practice, with many expressing fear of making mistakes or unintentionally offending learners. Without structured training and practical tools, inclusive communication often remains informal and unevenly applied. Participants in Spain additionally highlighted the absence of intersectional training programmes addressing both migration and LGBTQIA+ inclusion within adult education.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

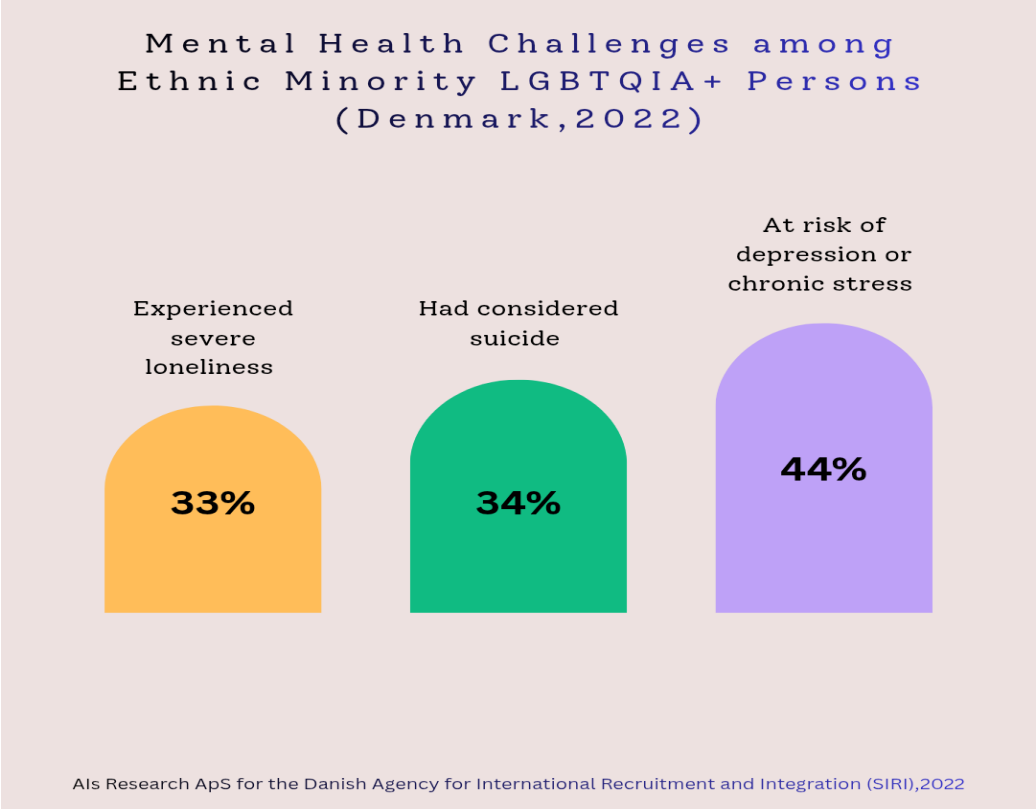
Linguistic barriers also represent an important challenge in all partner countries, although they manifest differently depending on the national language context. In Greece the strongly gendered structure of the language complicates the consistent use of gender-neutral forms. In Germany, the broader political debate surrounding gender-inclusive language creates additional hesitation among educators, particularly within formal integration programmes. Similarly, in Denmark, educators highlighted difficulties in adapting to gender-neutral pronouns, which are already used in the language as plural forms, and moving away from habitual binary expressions. In Spain, on the other hand, younger people tend to use inclusive language more naturally, whereas older generations often show more resistance or difficulty in adapting their language. This is mainly linked to more conservative viewpoints rather than the structure of the Spanish language itself.

Cultural and social barriers further affect inclusion within adult education environments. Participants across several countries reported that LGBTQIA+ topics are often perceived as sensitive or controversial, particularly in culturally and religiously diverse learning groups. In some cases, educators avoid addressing these topics altogether in order to prevent tension or conflict within the classroom. At the same time, homophobic or transphobic attitudes within certain social environments may contribute to the invisibility and marginalisation of LGBTQIA+ learners. Another cultural barrier identified is a predominantly Western, white, and ethnocentric worldview, which can hinder the integration of other cultural perspectives and lead to the assumption that one's own perspective is universal.

The findings also highlight the particular vulnerability of LGBTQIA+ migrants as individuals experiencing multiple and overlapping forms of exclusion. Alongside language barriers and migration-related challenges, many participants described experiences linked to discrimination, isolation, fear of rejection, trauma, or insecurity connected to their sexual orientation or gender identity.

In Denmark especially, research from 2022 highlighted the significant mental health impact associated with this "double minority" position: 44% of ethnic minority LGBTQIA+ persons were at risk of depression or chronic stress, 33% experienced severe loneliness, and 34% had considered suicide. These figures underscore the compounded challenges faced by LGBTQIA+ migrants and the urgent need for supportive, inclusive educational and social environments.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



These findings illustrate how institutional, linguistic, cultural, and personal barriers intersect, shaping the daily experiences of LGBTQIA+ migrants in adult education and integration settings.

4. Good Practices and Initiatives

Inclusive education for LGBTQIA+ migrants in adult learning contexts is primarily driven by civil society initiatives, European projects, and committed educators. Despite the absence of comprehensive national frameworks in most countries, local projects, NGOs, and participatory teaching practices demonstrate effective approaches to fostering inclusion, awareness, and support for LGBTQIA+ migrant learners.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4.1 Institutional and Community-Based Initiatives

GREECE

Civil society organisations are central to supporting LGBTQIA+ migrants, providing legal, psychosocial, and community-based assistance. Emántes – International LGBTQIA+ Solidarity, based in Athens, offers comprehensive support including advocacy, legal advice, and community empowerment. European projects such as @NCLUSION, INCLUSIES, and Teach4Integration contribute to professional development for educators, awareness-raising, and inclusive education strategies, while SolidarityNow provides a practical guide for professionals working with LGBTQIA+ refugees, supporting inclusive communication, awareness of vulnerabilities, and non-discriminatory practices, developed within the framework of the "Not Alone in Europe" programme. These initiatives fill gaps left by formal institutional structures and provide targeted resources for both educators and learners.

SPAIN

In Spain, NGOs and other civil society organisations play a leading role in promoting LGBTQIA+ inclusion for migrants, with NGOs such as **ACATHI**, **FELGTBI+**, **Espacio Afro**, and **La Parcería** promoting inclusive language and practices. Institutional spaces, including Youth Centres and Equality Spaces, provide safe environments where professionals actively integrate inclusion into their activities. National and regional guides on non-sexist and inclusive language, while still evolving in their coverage of non-binary terminology, support these efforts. Community-driven activities such as podcasts, art therapy, and activities based in shared elements across different cultures or social groups, such as memory and resistance, facilitate intercultural dialogue and reflection on identity.

DENMARK

Civil society organisations like LGBT Asylum and Sabaah provide targeted support for LGBTQIA+ migrants through counselling, peer support, workshops, and community-building activities. LGBT Asylum has developed a handbook and staff training programme for asylum centres focusing on inclusive language and culturally sensitive communication. Norm-critical initiatives from Normstormerne and Sex & Samfund offer teaching materials that can be adapted for adult education. RådgivningsDanmark has published guidelines for counselling LGBTQIA+ individuals, including practical advice on language and support. RED+ provides crisis support and safe accommodation for LGBTQIA+ people affected by honour-related conflict, negative social control, or family violence, with particular relevance for young migrants and ethnic minority LGBTQIA+ individuals. While some inclusive practices

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

exist in individual language centres, national coverage is uneven. Recommendations from LGBT+ Danmark suggest pathways for institutionalising inclusion in adult education, including anti-discrimination policies, non-binary registration options, and visible leadership support.

GERMANY

Civil society and specialised centres such as Babylonia Integration Center in Berlin provide is an integration course provider, which focuses on political and cultural engagement. Federal-level projects like LSVD+ Queer Refugees Deutschland and Schwulenberatung Berlin provide multilingual advice and support for LGBTQIA+ refugees. The Berlin LGBTQIA+ Action Plan (IGSV) 2023 and European initiatives such as the AMIF funded project, @nclusion, offer frameworks for systemic action, including peer mentoring and intersectional approaches that address racial and migration marginalization alongside LGBTQIA+ identities. Digital and print resources like Geschickt Gendern / Duden Inclusive Language Resources give educators free practical tools for gender-neutral language use.

4.2 Inclusive Pedagogical Practices and Tools

Across all countries, participatory, flexible, and learner-centered practices are highlighted as particularly effective.

These practices share common success factors: participatory approaches, emotional safety, visible representation of LGBTQIA+ and migrant or racialised individuals, and attention to the intersection of migration, race, and sexual or gender identity. While implementation varies by context, such initiatives can provide replicable examples of promoting inclusion and equity for LGBTQIA+ migrant learners in adult education.

These include:

- **Safe and participatory learning environments**: confidentiality rules, inclusive registration forms, and respectful communication norms.
- **Experiential activities**: word games, discussions, reflective exercises, activities based on non-verbal communication, and text adaptation exercises to practice gender-neutral language.
- **Community engagement**: involving LGBTQIA+ community members in workshops or discussions, fostering direct interaction with lived experiences.
- **Culturally relevant materials**: songs, global events, art therapy, and storytelling to encourage reflection on identity, diversity and the collective memory of different communities.

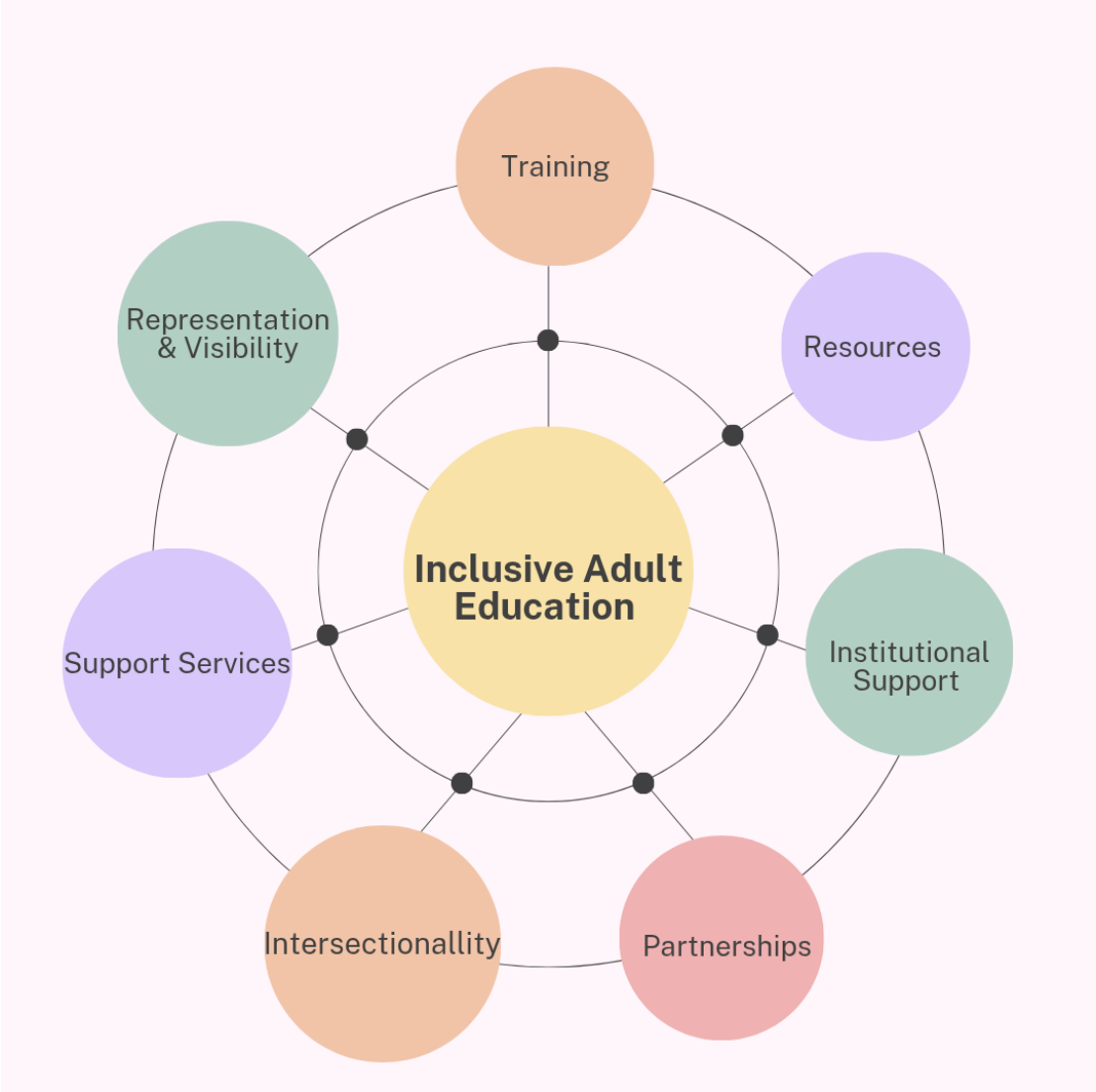
2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- **Tools and resources**: podcasts, multimedia guides, multilingual support materials, and digital tools for gender-neutral language and intersectional inclusion. Tools for identifying different forms of racism and LGBTQIA+ phobia.
- **Discussion topics:** discussing the origins of racism and its relationship with privilege can empower racialised and migrant communities while promoting active participation and awareness within educational settings.
- **Relevant concepts:** phenomena linked to racism, such as “Black excellence,” tokenism, double consciousness, hypervisibility, and internalised racism. Phenomena linked to LGBTQIA+ discrimination and inclusion, such as heteronormativity, cisnormativity, gender performativity, minority stress, intersectionality, queerphobia, deadnaming, misgendering, internalised homophobia/transphobia, pinkwashing, tokenism, and the invisibilisation of non-binary identities.
- **Anti-racist and intercultural guidance:** the development of an anti-racist perspective, raise awareness of racist expressions and discriminatory narratives while promoting inclusive alternatives, and provide knowledge about different cultures, migration histories, and the lived experiences of migrant and racialised communities.

5. Support Needs and Recommendations

The comparative findings across the partner countries highlight the need for more systematic and coordinated support to strengthen the inclusion of LGBTQIA+ migrants in adult education and integration contexts. Although awareness of diversity and inclusive practices is gradually increasing, implementation often remains fragmented and dependent on the personal initiative, sensitivity, and prior knowledge of individual educators and professionals. Across the national reports, a clear gap emerges between policy intentions and everyday educational practice, pointing to the need for more structured frameworks and practical support mechanisms.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



One of the most consistently identified needs concerns the provision of structured and continuous training for educators, trainers, and professionals working with migrants and vulnerable groups. Training is expected to go beyond theoretical awareness and focus on experiential and practice-based approaches, including real-life scenarios, role-playing activities, and strategies for managing discriminatory behaviour in the classroom. A recurring concern across the data is that uncertainty and fear of making mistakes often lead educators to avoid addressing LGBTQIA+ topics altogether, as well as issues related to migrant and racialized communities. For this reason, the development of institutionalised training that integrates LGBTQIA+ inclusion, migration, anti-racism, and intersectionality is considered essential for building professional confidence and consistency.

Another key area of need relates to the availability of accessible and inclusive educational resources. The analysis indicates that existing teaching materials often

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

fail to represent LGBTQIA+ identities, diverse family structures, and migrant or racialised experiences in a meaningful way. As a result, educators frequently rely on self-developed materials or adapt existing resources on an ad hoc basis. This highlights the importance of practical handbooks, ready-to-use lesson plans, multilingual resources, and digital content libraries that can support inclusive language and communication in everyday teaching practice.

The research further demonstrates that institutional support plays a crucial role in enabling sustainable inclusive practices. Clear guidelines, communication standards, and organisational policies are seen as necessary tools to ensure consistency across adult education settings. In addition, leadership commitment within educational institutions emerges as a key enabling factor, particularly in relation to staff confidence and willingness to address sensitive topics. Embedding diversity, anti-discrimination, and inclusive language into formal staff development programmes is therefore widely considered a necessary step forward.

Collaboration between educational providers and civil society organisations is another important dimension highlighted across the national reports. NGOs and community-based organisations are consistently described as valuable sources of expertise, lived experience, and specialised knowledge on LGBTQIA+ migrant realities. Strengthening partnerships between formal education systems and civil society actors is therefore seen as a way to enhance both the quality and relevance of inclusive educational practices.

An additional cross-cutting finding relates to the importance of intersectionality and anti-racist perspectives. In several national contexts, and particularly in the Spanish case, the data emphasises that inclusive language cannot be limited to gender and sexual orientation alone. It must also address racism, ethnocentrism, and the exclusion of migrant and racialised communities. This includes increasing awareness of migration histories and cultural diversity, while avoiding stereotyping or reducing individuals to fixed identity categories. Closely linked to this is the need for greater representation of LGBTQIA+, migrant, and racialised individuals in training roles and institutional leadership, as visibility is seen as a key factor in fostering inclusive environments.

Finally, the findings point to a set of broader structural needs that extend beyond the education sector. These include improved access to multilingual information and support services, simplified administrative procedures, the development of safe spaces and specialised counselling services, and further research into the lived experiences of LGBTQIA+ migrants in adult education. Overall, the analysis suggests that sustainable inclusion requires not only pedagogical tools and training, but also

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

long-term institutional commitment and intersectional policy approaches capable of addressing multiple and overlapping forms of exclusion.

6. Lived Experiences and Perspectives of LGBTQIA+ Migrants

The lived experiences described across the national reports reveal that LGBTQIA+ migrants often navigate adult education and broader institutional environments marked by both invisibility and conditional inclusion. While some participants reported positive experiences in supportive educational or community-based contexts, many described exclusion as an ongoing process shaped by assumptions, stereotypes, and limited recognition of intersecting identities.

A recurring theme concerns the persistence of heteronormative, binary, and ethnocentric frameworks within educational and institutional settings. Participants referred to environments where heterosexuality and cisgender identities are implicitly treated as the norm, while migrant communities are often approached through simplified cultural assumptions. As a result, LGBTQIA+ migrants may feel misunderstood, judged, or insufficiently represented, particularly when they are expected to explain or justify their identities in order to be recognised.

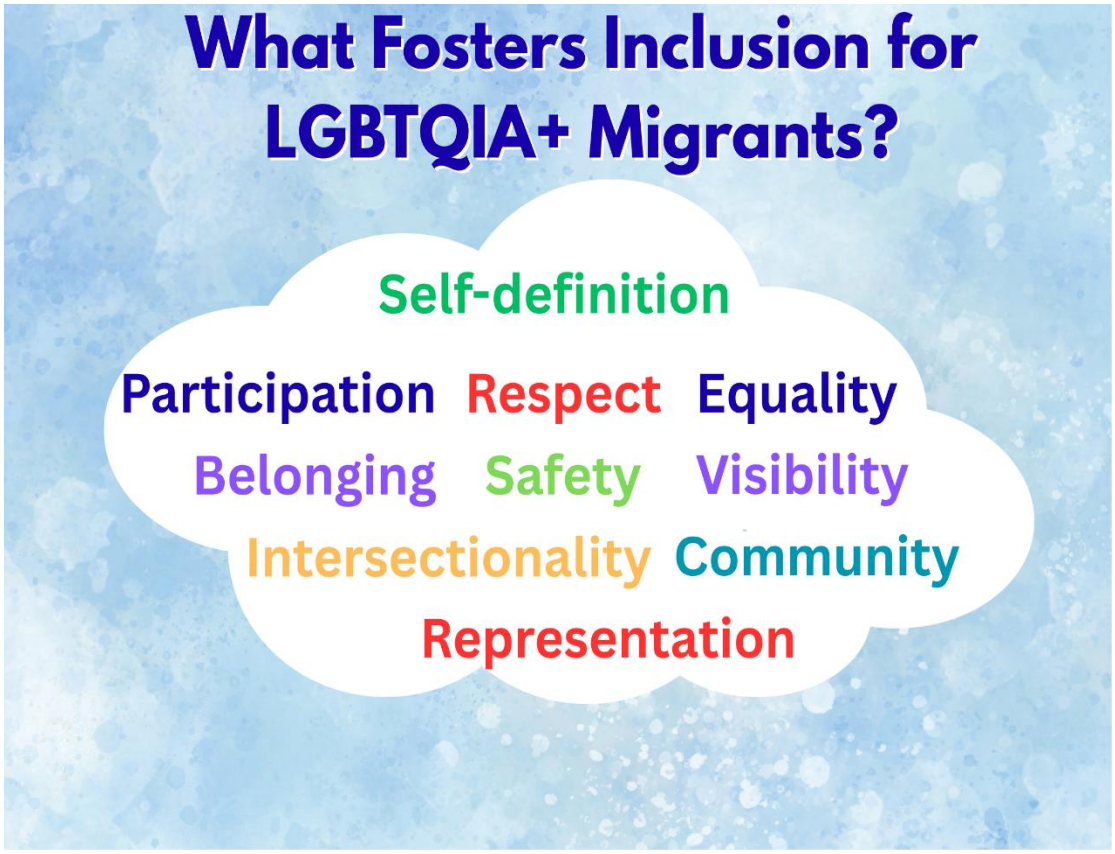
Experiences of invisibility were also frequently linked to educational materials, institutional communication, and public services. Participants noted that LGBTQIA+ perspectives and diverse migration realities remain largely absent from adult education curricula and teaching resources. In some contexts, experiences of misgendering, difficulties linked to official identity documentation, and uncertainty about whether self-identification would be respected further contributed to feelings of exclusion.

At the same time, the findings highlight the importance of supportive and participatory environments in fostering inclusion and wellbeing. NGOs, community-based organisations, and specialised support spaces were consistently described as safer and more inclusive environments than mainstream institutions. Positive experiences were associated with respectful communication, active listening, visible representation of LGBTQIA+ identities, and opportunities for open dialogue within learning environments.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Across several national contexts, inclusion was closely connected to the ability to participate without fear of judgement or misunderstanding. Being genuinely listened to, having space for self-definition, and not feeling pressured to disclose personal information were identified as important aspects of inclusive learning environments. In this context, inclusive language was understood not simply as terminology, but as a broader practice of recognising identities, respecting personal boundaries, and avoiding assumptions about gender, sexuality, culture, or migration background.

The findings also underline the importance of intersectional and anti-racist perspectives. Experiences of racism, distrust, and social exclusion were described as deeply interconnected with experiences related to sexual orientation and gender identity. Some participants referred to feeling under pressure to constantly prove themselves or gain acceptance in ways that exceeded the expectations placed on others. These experiences demonstrate how migration, racialisation, sexuality, and gender identity interact in shaping both inclusion and exclusion within educational and social contexts.



2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Finally, several participants reflected on the broader political and social climate surrounding LGBTQIA+ migrants. Some noted that Western societies often portray migrant communities as less accepting of LGBTQIA+ identities, while discrimination within mainstream institutions is overlooked. This can leave LGBTQIA+ migrants feeling insufficiently accepted both within wider society and within their own communities of origin.

Conclusion

This synthesis report examined the current situation regarding the use of inclusive language for LGBTQIA+ migrants in adult education across the partner countries of Greece, Spain, Denmark, and Germany. Drawing on desk research, focus groups, and interviews conducted within the framework of the Go Inclusive project, the analysis identified both shared challenges and emerging practices related to inclusion, diversity, and equitable participation in adult education and integration contexts.

Across all national contexts, the findings demonstrate that although broader equality and anti-discrimination frameworks are increasingly present at European and national levels, the specific intersection of LGBTQIA+ inclusion, migration, and adult education remains insufficiently addressed in institutional policies and educational practice. Inclusive language and LGBTQIA+ migrant representation are rarely embedded systematically within adult education systems, curricula, educator training, or integration programmes. As a result, inclusive practices are often implemented inconsistently and depend largely on the awareness, commitment, and individual initiative of educators and organisations.

The comparative analysis also highlights that inclusive language should not be understood merely as a linguistic or terminological issue. Rather, it functions as an important tool for recognition, visibility, safety, and participation. Respectful and identity-sensitive communication contributes to the creation of learning environments in which LGBTQIA+ migrants can participate without fear of exclusion, invisibility, or judgement. At the same time, the findings demonstrate that the absence of inclusive communication practices may reinforce existing forms of marginalisation linked to migration status, racialisation, gender identity, sexual orientation, language barriers, and social exclusion.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

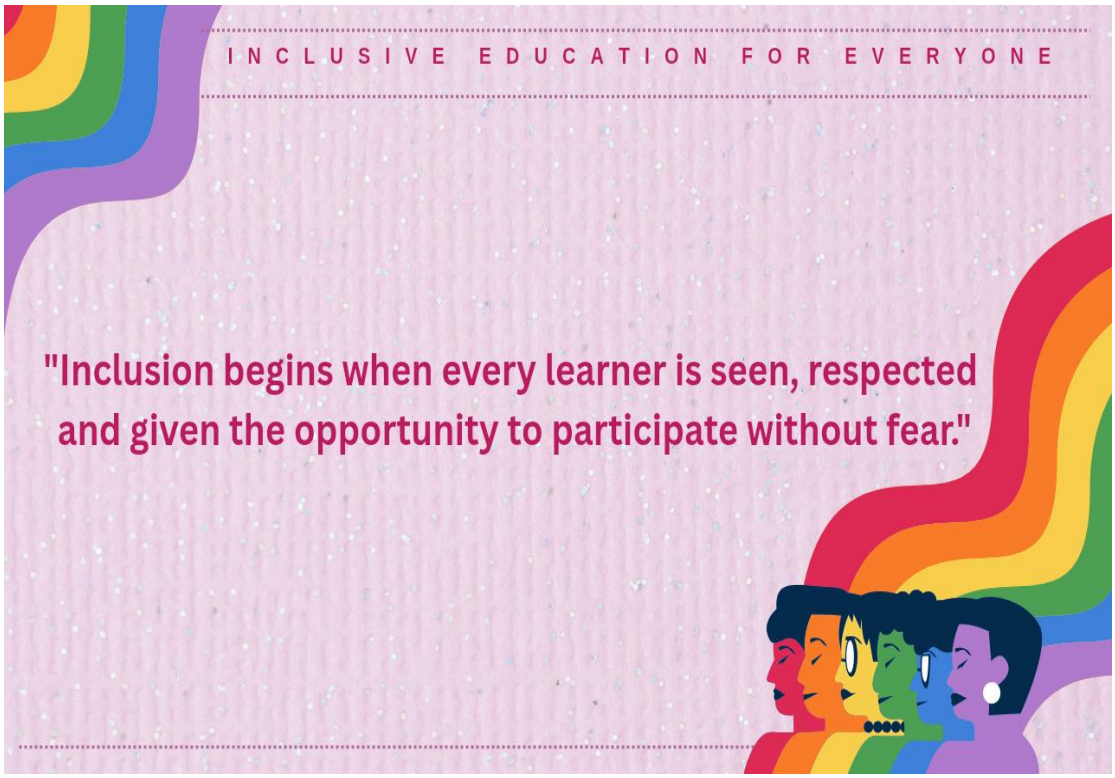
A recurring finding across the partner countries concerns the important role played by civil society organisations, community initiatives, and European projects in advancing inclusive practices and providing support where institutional structures remain limited. Many of the most effective initiatives identified in the research are based on participatory approaches, learner-centred methodologies, safe learning environments, and collaboration with LGBTQIA+ and migrant communities, which were suggested by educators based on their own observations and reflect practices that are not yet widely implemented across all contexts. These practices demonstrate the potential for adult education to become a meaningful space for empowerment, belonging, and social participation when inclusion is approached in a consistent and intersectional way.

At the same time, the findings reveal significant structural gaps that continue to hinder sustainable inclusion. These include the absence of specialised educator training, limited availability of inclusive teaching materials and practical tools, insufficient institutional guidance, and the persistence of heteronormative, binary, and ethnocentric assumptions within educational and social environments. The research further underlines the need for stronger intersectional and anti-racist perspectives capable of recognising the multiple and overlapping forms of discrimination experienced by LGBTQIA+ migrants.

Overall, the synthesis report demonstrates that meaningful inclusion requires more than general commitments to diversity or equality. It requires long-term institutional engagement, practical implementation mechanisms, and educational approaches that recognise and respect the complexity of learners' identities and experiences. Strengthening educator capacity, improving access to inclusive resources, fostering cooperation between adult education providers and civil society organisations, and embedding inclusive communication practices within institutional structures emerge as key priorities across all partner countries.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Finally, the Go Inclusive project directly responds to these needs by developing a practical handbook available in all partner languages, a structured training programme for educators, digital learning resources, and audiovisual materials based on lived experiences. Through these outputs, the project aims to strengthen professional capacity, promote consistent inclusive practices, and support more equitable learning environments for LGBTQIA+ migrants in adult education.



2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

References

1. Als Research. (2014). *Kønsroller og social kontrol blandt unge med etnisk minoritetsbaggrund*. Ministeriet for Børn, Ligestilling, Integration og Sociale Forhold.
2. Berlin Senate Department for Diversity and Anti-Discrimination (SenASGIVA). (2023, December 19). *Berliner LSBTIQ+ Aktionsplan 2023*. Berlin.de. https://www.berlin.de/sen/lads/schwerpunkte/lsbti/initiative-akzeptanz-sexueller-vielfalt/berliner-lsbtiq-aktionsplan-2023-der-igsv_bf_final.pdf
3. Berlin Senate Department for Diversity and Anti-Discrimination (SenASGIVA). (n.d.). *IGSV — Initiative für Gleichstellung, Vielfalt und Antidiskriminierung*. Berlin.de. Retrieved March 15, 2026, from https://www.berlin.de/sen/lads/schwerpunkte/lsbti/igsv/
4. Beskæftigelsesministeriet. (2023). *Bekendtgørelse om en aktiv beskæftigelsesindsats* (BEK nr. 1216 af 28/09/2023).
5. Boston Consulting Group & LGBT+ Danmark. (2023). *Danish companies miss the mark on LGBT+ inclusion*. Boston Consulting Group & LGBT+ Danmark.
6. Center for Udsatte Flygtninge. (2020). *Værd at vide: Om kønsligestilling i arbejdet med integration af flygtninge* (Temanotat nr. 1, 2020). Center for Udsatte Flygtninge.
7. Duden Redaktion. (n.d.). *Geschlechtergerechter Sprachgebrauch*. Duden Verlag. Retrieved March 15, 2026, from https://www.duden.de/sprachwissen/sprachratgeber/Geschlechtergerechter-Sprachgebrauch
8. Emántes – International LGBTQIA+ Solidarity. (2025). *Emántes – official website*. Retrieved from https://emantes.com/
9. European Commission. (n.d.). *Erasmus+ programme priorities: Inclusion and diversity*. Retrieved March 15, 2026, from https://erasmus-plus.ec.europa.eu/about-erasmus/programme-priorities
10. Federal Anti-Discrimination Agency. (2025, December). *Fifth joint report of the Federal Anti-Discrimination Agency to the German Bundestag*. https://www.antidiskriminierungsstelle.de/EN/what-we-do/report-to-the-german-bundestag/report-to-the-german-bundestag-node.html

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

11. Federal Anti-Discrimination Agency. (n.d.). *General Equal Treatment Act (AGG)*. Retrieved March 15, 2026, from https://www.antidiskriminierungsstelle.de/EN/about-discrimination/order-and-law/general-equal-treatment-act/general-equal-treatment-act-node.html
12. FELGTBI+ (State Federation of Lesbians, Gays, Trans, Bisexuals, Intersexuals and more). (2025). Radiografía de la educación en diversidad LGTBI+ [Readiography of diversity in education].
13. Følner, B., Dehlholm, M., & Christiansen, J. M. (2015). *Nydanske LGBT-personers levevilkår*. Als Research ApS for Ministeriet for Børn, Undervisning og Ligestilling.
14. Følner, B., Goor, A. H., & Bjerregaard, A.-M. H. (2022). *Nydanske LGBT+personers levevilkår og støttebehov*. Als Research ApS for Styrelsen for International Rekruttering og Integration.
15. Følner, B., Kalmark, L. M., & Aagesen, K. (2020). *Undersøgelse af udfordringer og stigma i forhold til at have en LGBTI-identitet i Danmark*. Als Research ApS for Ligestillingsafdelingen, Miljø- og Fødevareministeriet.
16. GLADT e.V. (n.d.). *About us*. Retrieved March 15, 2026, from https://gladt.de/en/about-us/
17. Government of Spain. (2023). Law 4/2023, of February 28, for the real and effective equality of trans persons and for the guarantee of the rights of LGTBI persons (Ley 4/2023 para la igualdad real y efectiva de las personas trans y para la garantía de los derechos de las personas LGTBI). Boletín Oficial del Estado (BOE).
18. Government of Spain. (2022). Law 15/2022, of July 12, comprehensive for equal treatment and non-discrimination (Ley 15/2022 integral para la igualdad de trato y la no discriminación). Boletín Oficial del Estado (BOE).
19. Greve, J., Andersen, D. B., Nicolajsen, J. S., & Kolodziejczyk, C. (2024). *LGBT+-elevers trivsel og mentale sundhed samt oplevelser af mobning, vold, chikane og diskrimination: En kortlægning for grundskolen, ungdomsuddannelserne og FGU institutionerne*. VIVE – Det Nationale Forsknings- og Analysecenter for Velfærd.
20. Greve, J., Østergaard, S. V., Andersen, M., & Thomsen, M. K. (2022). *Kortlægning af homo- og biseksuelles samt transpersoners levevilkår og samfundsdeltagelse*. VIVE – Det Nationale Forsknings- og Analysecenter for Velfærd.
21. *Grundgesetz für die Bundesrepublik Deutschland* [Basic Law for the Federal Republic of Germany], Art. 3. (1949). Bundesministerium der Justiz. https://www.gesetze-im-internet.de/gg/art_3.html

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

22. INCLUSIES Project. (2024). *Inclusive Universities for Inclusive Societies*. Retrieved from https://inclusiesproject.com/#about
23. Institut for Menneskerettigheder. (2026). *Beretning: Menneskerettigheder i Danmark 2025*. Institut for Menneskerettigheder.
24. LSVD Berlin-Brandenburg. (n.d.). *MILES — Migrationsberatung und Empowerment*. Retrieved March 15, 2026, from https://berlin.lsvd.de/projekte/miles/
25. LSVD+ – Verband Queere Vielfalt. (n.d.). *Queer Refugees Deutschland*. Retrieved March 15, 2026, from https://queer-refugees.de/en/
26. Matthiesen, S. M. (2019). *Seksuel identitet sent i livet: Ældre homo- og biseksuelles sociale vilkår i Danmark*. Fonden Ensomme Gamles Værn.
27. Ministry of Equality & Instituto de las Mujeres. (n.d.). Guías para el uso no sexista e inclusivo del lenguaje [Guidelines for the non-sexist and inclusive use of language in public administration and education]. Government of Spain.
28. Ministry of Inclusion, Social Security and Migration. (2022). Strategic Framework for Citizenship and Inclusion, against Racism and Xenophobia 2023-2027 (Marco Estratégico de Ciudadanía e Inclusión, contra el Racismo y la Xenofobia). Government of Spain.
29. Ministry of Migration and Asylum (Greece). (n.d.) *Education* – Migrant Integration Centers and Greek language courses. Retrieved from https://migration.gov.gr/en/migration-policy/integration/draseis-koinonikis-entaxis-se-ethniko-epipedo/mathimata-ellinikis-glossas/
30. NGO NEST Berlin. (2025). Professionals' attitudes and knowledge on the specific needs of LGBTQI+ migrants & refugees: National report – Germany (D2.2). @nclusion Project. https://inclusionproject.eu/wp-content/uploads/2025/04/@nclusion_WP2_D2.2_National-Report_Germany.pdf
31. Pieper, O. (2026, February 21). Germany cuts funding for integration of refugees. *DW*. https://www.dw.com/en/germany-cuts-funding-for-integration-of-refugees/a-76063764
32. Projekt Udenfor. (2022). *Fremmedgjort: En kvalitativ undersøgelse af LGBT+ personers erfaringer med hjemløshed*. Projekt Udenfor.
33. Raunkjær, K. E. (2023). *Mangfoldige perspektiver på seksuel chikane: En undersøgelse af LGBT+ personers og etniske minoriteters erfaringer med seksuel chikane og faglige anbefalinger til forebyggelse og håndtering*. FIU-Ligestilling.
34. Regeringen. (2026). *LGBT+ handlingsplan 2026–2029*. Regeringen.

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

35. Schwulenberatung Berlin. (n.d.). *Queer refugees*. Retrieved March 15, 2026, from https://schwulenberatungberlin.de/queer-refugees-en/
36. SolidarityNow. (2022). *Practical Guide for Professionals Working with LGBTQIA+ Refugees.* Retrieved from https://www.solidaritynow.org/wp-content/uploads/2022/11/%CE%A7%CF%81%CE%AE%CF%83%CE%B9%CE%BC%CE%BF%CF%82-%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82-%CE%B3%CE%B9%CE%B1-%CE%95%CF%80%CE%B1%CE%B3%CE%B3%CE%B5%CE%BB%CE%BC%CE%B1%CF%84%CE%AF%CE%B5%CF%82-%CF%83%CF%84%CE%BF%CE%BD-%CF%87%CF%8E%CF%81%CE%BF-%CF%84%CF%89%CE%BD-%CE%9B%CE%9F%CE%91%CE%A4%CE%9A%CE%99-%CF%80%CF%81%CE%BF%CF%83%CF%86%CF%8D%CE%B3%CF%89%CE%BD.pdf
37. Teach4Integration. (n.d.). *Inclusive Education Resources for Migrants*. Retrieved from https://www.teach4integration.gr/
38. Udlændinge- og Integrationsministeriet. (2012). *Bekendtgørelse af lov om etnisk ligebehandling* (LBK nr. 438 af 16/05/2012).
39. Udlændinge- og Integrationsministeriet. (2020). *Bekendtgørelse af lov om integration af udlændinge i Danmark (integrationsloven)* (LBK nr. 1146 af 22/06/2020).
40. Udlændinge- og Integrationsministeriet. (2022). *Bekendtgørelse af lov om danskuddannelse til voksne udlændinge m.fl.* (LBK nr. 1372 af 22/09/2022).
41. Usinger, J. (2023). *Einfach können: Gendern*. Duden Verlag. https://www.duden.de/produkte/ratgeber/einfach-koennen-gendern
42. Usinger, J. (n.d.). *Geschickt gendern — Das Genderwörterbuch*. Retrieved March 15, 2026, from https://geschicktgendern.de/
43. @NCLUSION Project. (n.d.). *@NCLUSION – Fostering Inclusion of LGBTQI+ Migrants at Local Level.* Retrieved from https://inclusionproject.eu/el/about/

2025-1-DE02-KA220-ADU-000357703 Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.