

# Recruiting and Coaching Ambassadors for LGBTIQ+ Inclusion in Schools

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## 1. Introduction

In the UNIQUE project (Erasmus KA3, 2021-2023), a key activity was to recruit, train and coach vocational teachers as “ambassadors” who would implement interventions in their institutions and beyond and would advocate for the well-being of LGBTIQ+ students in VET (Vocational Education and Training). The project plan did not contain a separate activity to recruit the ambassadors. This publication started as an internal memo / advice of GALE to outline how partners could do this. Over time, the memo was edited and updated until it became a full method description.

This publication was developed by Peter Dankmeijer (director GALE) and based on his experience with recruiting, training and coaching of senior citizens as ambassadors who want to make elderly care more LGBTIQ+ friendly. In turn, this concrete work was based on scientific work on how to support change in organizations. GALE decided to publish this work because a method description like this was never developed before, while many projects intend to work more or less in this way.

## 2. Profiling Ambassadors

Before starting to recruit ambassadors, it is important to ‘profile’ what type of teachers we want to reach out to, to become ambassadors. Not all teachers may be willing to become an ally.

1. Common feature: they want to care for LGBTIQ+ students and/or do ‘something’ against injustice and maltreatment
2. Ambassadors will have different functions, motivations and will be on different states of change (see model Prochaska & DiClemente)
3. We would like ambassadors to become active in a tailored way, this means: do what is possible and suitable in their own environment and according to their own motivation and skill level.
4. We would like ambassadors to become active in a tailored way, this means: do what is possible and suitable in their own environment and according to their own motivation and skill level. In our online training, we make a distinction between four levels of ambitions or type of activity: (1) aspirant level (ambassadors who do not yet do anything except training and orienting themselves), (2) novice level (ambassadors who do relative low risk simple interventions based on concrete guidelines), (3) senior level (ambassadors who implement more original, innovative, and possibly more risky interventions) and (4) specialist level



*States of Change model by Prochaska & DiClemente*

(ambassadors who cooperate as volunteer partners in the project, co-designing and offering training and coaching other ambassadors). Not all ambassadors will become specialists. Moreover, on each level, there are about 10 themes. Some ambassadors want to become active on one team but not on the other, or become specialists in one area and remain novice on another.

5. We would like to see ambassadors as our *partners* in the field, not as subjects that we train to do things “for” us. We will support them with information and skills but will also ask them for feedback and cooperation to enrich the project strategy and tools. In the chapter on “Coaching Ambassadors”, we offer more detailed information on how we envision this.

### 3. Creating Safety for Ambassadors

A necessary condition to become an ally is to provide a level of personal, social and legal safety.

1. In the institutions who want to work with ambassadors for LGBTIQ+ issues, an agreement needs to be made with the central management on how to support ambassadors when ambassadors are attacked because of their involvement in LGBTIQ+ issues. Ambassadors need to be assured that they will not be sent with sick leave or fired when they are criticized or attacked by students, parents or outside stakeholders. The management needs to be aware that such an assurance may create a tension between taking care of staff and their wish to maintain a good image and PR of the Institute. This agreement can be prepared by discussing a few case studies of potential conflicts like people getting angry about showing a rainbow flag or giving lessons in which gender is presented as a social construction rather than just being biologically based.
2. We will assure that ambassadors can operate anonymously, or to work on a low level of visibility, or “undercover” – if they feel the need for this.
3. We will agree in the partnership on how to coach ambassadors in making an adequate risk assessment of situations. If we agree on a uniform way of doing this, this would create an objective and shared logic in how we make and coach risk assessments. If we don’t, there is a substantial risk that different partners and staff make individual risk assessments and guidelines based on their personal or organizational fears or interests. If they differ from the assessment of the ambassadors, they will feel let down and loose trust.
4. Partners and ambassadors trainers / coaches need to empower the ambassadors to undertake action, but also be cautious about naïve spontaneous interventions. Experience teaches us that especially cisgender heterosexual people want to support LGBTIQ+ people may be very enthusiastic, and sometimes spurred into action by serious anger about injustices relations, but in this state of mind they may underestimate the risks of spontaneous actions. Especially because they have never felt the full brunt of homophobia or transphobia in their own life.
5. Each partner will create safety net for ambassadors in crisis or with questions (emergency phone numbers, trusted person, liaison with someone higher up in the VET Institute hierarchy who will makes sure that the management responds correctly to crises).

## 4. Recruiting Ambassadors

Here are a few pointers on how to organize recruiting of ambassadors.

1. The recruiting starts with a public announcement, referring to a leaflet (see annex Leaflet Become a UNIQUE Ambassador).
2. Aspirant ambassadors can apply to become an ambassador by filling in an online application form (see annex Application Form). Filling in the application form does not yet present a full commitment. The partners point staff member who is responsible for responding to each application form, preferably within one or two days, with an invitation for an informal get together or for an individual intake conversation.
3. Partners could make an outreach list with concrete people in their institutions and beyond that they intend to approach personally to become ambassador .
4. Approached people will be encouraged to also approach friends and acquaintances to also become an ambassador, or to orient themselves on this (this is called snowballing; developing a chain of like-minded people).
5. Partners organize initial briefings about being an ambassador with a social aspect (drinks). Such briefings can be organized during a coffee or lunch break, or after work in a local bar or cafe. The partner institutions can explore if there is a regular budget within the institute which can help to organize such catering, otherwise we need to ask people to pay their own way.
6. Ideally, an individual intake conversation take place with each aspirant. We don't call this an intake, because it sounds too corporate, but an information meeting on the project. Initially, these intakes will be done by the staff of project partners, for example the first 5 or 10 ambassadors. In time, this role can be taken over by senior or specialist ambassadors, like the one that have been trained in Amsterdam. The aim of this intake is to make a connection with the ambassador, to explore in what way they would like to be active and how we can support them in this. To structure the intake conversations, the project offers an intake form (see annex Ambassador Intake Form).

## 5. Training Ambassadors

In the UNIQUE project, ambassadors and other teachers could be trained online and face-to-face.

1. The training is based on the challenges and needs ambassadors feel.
2. The ambassadors will be involved in the laboratories to create and update the training. This will be done by asking them for their experiences and needs through three questionnaires that each go more in-depth about the needs for training and coaching. We consider the intake and coaching (either individual or face to face in groups) as part of the total training investment of 60 hours.
3. The more advanced module includes units on how senior ambassadors can do intake sessions with aspirant ambassadors and how to coach starting ambassadors.

## 6. Coaching Ambassadors

1. The partners can organize periodic informal meetings (a coffee table, lunch or after-work drink) where ambassadors can meet each other and informally discuss their experiences. Such events create social cohesion and a safe space. Partners could do this once a month. It could be just an hour with coffee and maybe cake. Or gather in a bar nearby. Costs depend on what the institute can deliver or what the project can save on other activities.
2. If the ambassadors express the need for this, the partners can organize one or two supervision meetings that specifically focus on resolving specific challenges.
3. The partners could organize a virtual platform called the “Ambassador’s Round Table” where ambassadors can virtually meet as ‘knights of the round table’ and exchange experiences.
4. The partners could organize virtual and face-to-face round table discussions for qualitative feedback on the checklists/questionnaires, to discuss experiences in the field and to ask for ideas and feedback on possible political recommendations of the project. Interested ambassadors could become members of a Advocacy Working Group which formulates recommendations.
5. Each of the partners makes a HRM file on each of the ambassadors (see annex Ambassador HRM File). In addition to the intake form, this file serves to monitor the activities and wishes of the ambassador. You could decide not to do this when the groups of ambassadors is small or when you don’t have the time. You can ask the ambassadors to list the actions they did in the HRM file and/or write something in the final remark section of this file. Or to send you a message about what they did and how it went. To keep track of this, you can copy such texts in the final remark section of the HRM file.
6. Your website could host a helpdesk, where people (ambassador or not) can submit questions and ideas (see annex Helpdesk). The helpdesk should be actively manned.

## 7. Rewarding Ambassadors

Ambassadors are investing considerable time and some risk in being an ambassador. There should be some type of reward for this. Because this type of work is a mission, and not a regular task, it is fitting that the rewards are non-monetary.

1. Ambassadors register initially as “Aspirants”. When they finish a minimum number of start level modules of the training, they will get a certificate awarding them the title of “Novice UNIQUE Ambassador”.
2. When they finish the start *and* middle level of advanced modules (equivalent to 60 hours), they will get a certificate which awards them the title of “Senior UNIQUE Ambassador”.
3. Ambassadors who proceeded to the fourth level and become creators and advocates in their own right, will get a certificate which awards in the title of “Specialist UNIQUE Ambassador”. We try to engage them in different ways in the implementation and co-development of the project.

4. Senior and Specialist ambassadors can also take over some tasks of the project staff, like doing intake sessions, coaching starting ambassadors and cooperating in an Advocacy Working Group.
5. When ambassadors become active and share their interventions - even when these do not seem to have the success they want - they will get complimented for the effort by the project staff and by senior/specialist ambassadors. We develop a series of complimentary digital postcards for this.
6. At the end of the project, the ambassadors will be the first people to be invited for the local launch event and will get special treatment during the event (a special contact person to welcome them, special nametags, special reserved places in the hall, a way to display their experiences and contributions from an exhibition, a speech or a special role in a workshop).

## 8. Annexes

### 8.1 Model for a VET Institute Agreement on Protection UNIQUE Ambassadors

#### Introduction on approaching the management

The approach mentioned here is a suggestion based on experiences of GALE, but of course needs to be tailored to the situations in the partner countries, the partner institutions, and the personality of the people talking with the management.

One of the ways to approach the management is to ask them for a opportunity to introduce the project and to inform them about the progress. You can give them the outline and planning of the project, and focus on the recruiting, training and possible concrete activities of the ambassadors. You could ask the management suggestions on ideas on how to empower the ambassadors, and on how to support them in their work.

One aspect of this support is how the initiatives of the ambassadors can be integrated in the regular routines and policies of the institute. This could be the beginning of eliciting recommendations for mainstreaming inclusion in the institutional policy.

After you have created a connection with the manager(s) this way, and have gotten indications they support the project, you can consider bringing up the subject of potential risks. Ask first if the manager themselves perceive any possible risk. Don't try to solve the risk *for* them. Ask how you can *cooperate together* to prevent the risks, make the risks smaller, or ultimately on how to deal with risks. Make them part of the project effort.

When you get to this phase, it may be important to emphasize that experiences in other countries showed that the management of a school sometimes “panics” there are critics. Some people may raise objections to explicit attention form diversity or LGBTIQ+ issues. They may even file a complaint. It is important to prevent “panic” to happen in such cases. You can prevent “panic” by being prepared, even when you expect nothing will happen. Some type of “panics” that could happen, are:

- The management gets scared because of threatening questions or comments, and tries to avoid this by “fawning” (agreeing with the critics). To be able to understand this psychological mechanism better, it is advisable to do the online training unit(s) on “How to deal with objections”.
- The management is afraid the image and PR of the institute will be damaged. The panic impulse can be to suppress the perceived “reason” for criticism, without checking whether a staff member actually has threatened the imago or whether malevolent critics or media have been spinning the truth for their own purposes.

- The management get complaints and does not know what to do, and then acts on impulse. It is important that the management is aware of the proper complaint procedure with checks and balances, and dutifully follows it. It may be useful to check whether there is a complaint procedure and if the quality is adequate deal with conflicts arising from discrimination, including homophobia and transphobia. The topic of what an adequate complaint procedure looks like, will be treated in the specialist online training unit on bullying.

Always refer to “the management” and not to a particular person. Take care not to put blame on anyone.

If the manager is not able to identify any risks, you may want to mention some risks yourself. These can be presented as concerns that have already been raised by aspirants ambassadors (“who need to be reassured that the management will support them”). Some types of risks have been discussed in annex 8.2 on Risk Assessment.

Your ambition is not to solve such challenges for the management, but to cooperate with the management to be prepared that such things can happen, even though they may not have been little.

#### Model agreement

The {VET Institute} is aware of the polarization that is often happening in our societies nowadays. This is why we have reflected on potential risks, and why we think it is important to issued this statement as a guideline and protection for our staff.

We would like to state our general principle that we want to train our students to be responsible citizens and high quality professionals and that our institute is open and inclusive for everyone.

To achieve this, we want to be role models of tolerance and inclusion. We will teach our students about human rights and democracy. We celebrate the diversity of our society and create a welcoming environment for all students. We support the personal development of students and empower them to express their personalities. We encourage students to maintain these values into their future professional environments and to be open and client-friendly to all their client or customers.

#### Use of the agreement/statement

The statement as we have formulated it, can be used as a separate statement, or as a part of a mission statement or institutional policy.

One good example from some schools is that a similar but shorter statement could be part of an agreement that staff signs when they get a job, and students and



parents sign when they register for school. This way, the school has a document that at least on the formal level everyone in school agrees with. When there are conflicts, the school can refer back to that the pledge for inclusion and diversity has already been agreed with before.

## 8.2 UNIQUE Joint Guideline on How To Assess Risks

The project and on-going activities related to gender and sexual diversity may not elicit any objections or complaints, but there is always a risk that some people feel uncomfortable and object, or try to block activities, or that managers, teachers or students acts inadequately out of fear or lack of a proper assessment of the situation.

### Risk Assessment Matrix

In this annex we offer a way to assess and deal with these risks. We do this in a general way, by providing a system on how to do this in some examples. In reality, every risk whether potential or immediate, will be unique and needs to be treated like that. The biggest risk is that involved stakeholders “panic” because their “fight or flight” impulse tends to respond aggressively or denying to the risk situation. The most important way to deal with risks is to realize that such “panic” may happen and that stakeholders resolve not to fall into the trap of responding immediately based on their first impulses.

We offer a risk assessment matrix (provided as an Excel sheet database), to describe and analyse the risks and to agree on appropriate prevention and handling of each

	Likelihood				
Severity	Very Low	Low	Medium	High	Very high
Very high					
High					
Medium					
Low					
Very low					
<b>Likelihood</b>	<i>explanation</i>			<i>possible solution</i>	
Very high	happens every time			immediate action, be emotionally prepared	
High	happens regularly			train to understand and handle events	
Medium	happens now and again			develop a protocol to deal with events	
Low	happens very occasionally			be alert, consider action	
Very low	almost never happens			be aware, no action needed	
<b>Severity</b>	<i>explanation</i>		<i>possible solution</i>		
Very high	massive impact		stop the perpetrator, protect the victim		
High	considerable impact		stop the perpetrator		
Medium	moderate impact		be prepared, diffuse situation		
Low	minor impact		be alert, consider action		
Very low	limited impact		be aware, no action needed		

risk. The principle of the matrix is to describe the risk event, to agree on possible negative impact (risk), and to assess the level of likelihood and severity of the risk.

In the Excel-sheet, we offer 6 examples of risks that may happen:

- 1) A student makes a negative comment about LGBT to a teacher
- 2) A student files a complaint against the teacher for teaching inappropriate topics or trying to change attitudes (“indoctrination”)
- 3) A parent comes to school to complain about a teacher from teaching inappropriate topics
- 4) A local conservative association or politician demands that your institution does not engage in inappropriate teaching, spoil youth, threatening family values or “gender ideology”
- 5) A local or national media outlet comes with an unexpected negative story about how your institute is engaging in similar arguments like risk 4; the story is riddled with half truths and accusations
- 6) A student comes to a counsellor and asks advice about coming-out

In the online course, the partners can identify these and other potential risks, and possibly we can add them as examples to the matrix.

#### Need to jointly made the risk assessment

In practice, there may be differences of opinions about how to describe the situation and how to describe the potential risk or damage. For example, in the current examples in the matrix, the risk is usually described as an inadequate response of staff or managers to objections, complaints and accusations. This implies that teachers or LGBTIQ+ students act correctly and need to be supported. But in reality, teachers may make mistakes, and LGBTIQ+ may perform in an emotional way because their feelings make it difficult for them to act in a balanced way to homophobia or transphobia. In turn, managers may interpret risks as inadequate behavior of staff or students and blame them for risks, rather than taking their own responsibility in creating a safe and supportive environment. It is an essential part of the risk assessment to discuss the situation and the real and perceived risks together, and come to a joint decision on how to handle or prevent the risk. If this is not done jointly, then there is a high chance that the excluded stakeholders will not feel taken seriously and excluded.

#### Critical incident method

One way of jointly analysing risk situations is by using the “critical incident” method. This is a way to make a realistic, or at least multi-perspective assessment of the situation and to come to jointly supported solution strategies. The method is a discussion that has 7 short rounds:

1. Someone describes a risk situation until the moment that a decision had to be taken about how to respond; this is done preferably in the first person and the present time (“I am in my history lesson and discussing Alexander the Great, and a student yells: I saw a film in which he was a fag!”). It is ideal when the risk-bringer recounts a real decision moment that happened to them.
2. The other participants ask questions about the situation, this can be about objective facts and context, but also about subjective aspects like the feelings of the teacher and the perceived feelings of the students.
3. The participants write down their possible solutions privately.
4. Each participant takes a turn to describe their solution, and explains why.
5. Other participants ask informative questions.
6. The participants discuss the advantages and disadvantages of different solutions, and if possible, decide about a common view.
7. The risk-bringer tells how they have responded/acted in the real situation, and what they think about the suggested solutions.

### 8. 3 Checklist Safety Net

The Safety Net is meant to provide immediate and ongoing support to LGBTIQ+ people who are excluded or threatened in the context of this project strategy, and that their allies who may be excluded or threatened because of their support. This is a checklist of items and services that need to be in place. If the VET institute already has these in place, it needs to be checked whether these generic services are also accessible for LGBTIQ+ people and if their questions for support will be welcomed. The safety net is not just a number of services, it is also the people who carry out the services that need to be supportive for LGBTIQ+ diversity.

- There is an emergency phone number for staff and students
- The emergency staff and students support unit has an adequate social referral chart in case referral to specialist services needed (psychological, financial, housing support, support in case of – threat of – violence, support with addiction problems, support for complicated coming out, referral to LGBTIQ+ community organizations).
- There are institutional guidelines for respectful conduct, ideally containing specific references to non-discrimination on specific grounds, like handicap, race, migration status, Roma and LGBTIQ+
- There is a complaint procedure and an independent complain committee; an example of an adequate procedure is the one from [GALE](#)
- There is /are independent support counsellor(s) for students and staff in need, for example when filing a complaint
- All the point mentioned above are easily found on the website of the institute or in the dedicated online institutional working space

- Check if teachers or UNIQUE ambassadors can be suspended and on what conditions when there are objections, complaints or accusations; if this happens, the entire project strategy will be at risk; make sure an adequate assessment is made before such measures are taken
- The UNIQUE project coordinator of a partner has a liaison in the management, who knows about the project and potential risks, and who can help guide adequate managerial responses to risks, but also helps to create a more LGBTIQ+ inclusive institutional policy

#### 8.4 Leaflet Become a UNIQUE Ambassador

Are you a supporter of social inclusion in vocational training?

Do you agree that your students should become sensitive to the varying needs of their clients or customers?

**Then becoming a UNIQUE ambassador may be something for you!**

*What is a UNIQUE ambassador?*

The UNIQUE project is a European cooperation to promote inclusion and respect for all students in vocational education, including lesbian, gay, bisexual, transgender, queer and intersex (LGBTIQ+) students. LGBTIQ+ students may have a hard time because gender and sexual diversity may be controversial for some people. We know that most of LGBTIQ+ students in our vocational education institutions remain “in the closet” (hide part of their personality) because they fear they will be bullied, isolated or discriminated.

UNIQUE ambassadors are people who want to help change this situation by making the vocational institute environment safer and better learning environments for LGBTIQ+ students.

*What can you do?*

What you can do depends on your position, knowledge and willingness. The UNIQUE project will provide you with ideas, training and support for possible actions, but ultimately this is your own choice because you assess best what works for you and in your environment.

If you are a teacher, you might want to consider to be a role model of openness and tolerance, and a support person for LGBQI students. Or you may want to be able to stand up for all your students in an environment that supports inclusion and unity.

If you are a student, you may want to support your LGBTIQ+ fellow students by talking to them about their concerns or by sending a message against bullying. Or maybe you

want to take part in the UNIQUE student contest on inclusion in vocational education.

If you are LGBTQ or I yourself, you may want to explore your feelings and become active in some way, which can help to make yourself feel more empowered and to help others. You may want to share some of your own stories so that others can understand the situation of LGBTIQ+.

### *What are the benefits?*

The most important benefit is that being an ambassador makes you part of a movement that makes vocational education a better place for everyone. The project offers a course, which will make you more aware about the situation of LGBTIQ+ in vocational education and it will give you suggestions and tools on what you can possibly do. You will get personal support and meet other people who share the same wish to make vocational education more inclusive.

You will get appreciation by the project staff and if you want, you will be able to share your experiences and coach other ambassadors.

### *How to apply?*

You can apply to become an ambassador by filling in a [short form here | [link](#)]. After you submit this, we will contact you within a few days to have we will contact you to get to know what excites you about becoming part of this great project to inspire change. Here you can ask all the other questions you might have.

## 8.5 Application Form

### Location of the form and follow-up of submissions

We suggest we make application forms in each of the project languages and make it available as a Google Form. The Google form should be set to send an alert to an email address when somebody submits an application<sup>1</sup>. The partner's staff that monitors this, can then contact the aspirant ambassador within one or two days to make an appointment for an intake conversation.

The link to the national Application Forms can be published on the website of the partners and as a list of application forms on the UNIQUE website.

<https://www.uniqueproject.eu/> can have a prominent clickable smiley or symbol "become an ambassador now!" on the top of the frontpage.

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<sup>1</sup> Click on "answers", click on the 3 dots in the upper right of the form and mark "get email alerts for new responses"

If a Google datafile is considered not safe or private enough, we could consider copying the content and deleting the online responses shortly after they are submitted, or to build a custom made safer application form in the UNIQUE website.

#### Application Form Text

I would like to become a UNIQUE ambassador. I have read the [leaflet|link] about this. Please invite me for an intake conversation!

1. Name and surname: {text field}
2. Your email: {text field}
3. The city where you work: {text field}

The following questions are for internal research purposes and will not be made public. They are not mandatory to fill in, but they will help us report on and guide the project.

4. Your gender and preferred pronouns: {text field}
5. Your sexual orientation {text field}
6. Your profession, study, or other (for example: teacher software programming) {text field}
7. Anything else you may wish to tell us about who you are: {text field}
8. I give permission to use my contact details to be approached as a future ambassador. I understand my data will be handled in accordance with the [privacy policy of (*name partner institute*)|link] and will not be used for any other purpose.

#### 8.6 Ambassador Intake Form

This form can be used as a guideline on how to structure the intake conversation with an aspirant ambassador. Please use this as a guideline, and not as a scientific or bureaucratic interview form. The goal of this conversation is to create a personal link with the potential ambassador, to find out what their motivation is to become an ambassador, what they think they can do, and how we can support them.

- Welcome, introduce yourself and position in the UNIQUE project, explain goal and agenda of this conversation. The goals/agenda are (1) to get to know each other, (2) inform about the project, (3) discuss possibilities to become active, (4) show what support we offer.
- Can you tell me how to come in contact with us and why you are interested to become an ambassador?
- I can tell you more what the project is about (recruit and coach ambassadors (ambassadors can be VET staff, or students or other people who have a relation with VET, or interested LGBTIQ+ supporters), try to make the VET environment safer and more pleasant for LGBTIQ+ students; what you will do depends on yourself but we will give suggestions and share experiences; project lasts until end of 2022 but initiatives can go on beyond that). If you are really interested

we can train you to become a kind of senior ambassador who can help other ambassadors. Any questions?

- We offer support: training (online and face-to-face), “round table” network meetings, exchange of experiences, helpdesk. Introduce yourself or someone else as personal support person.
- Agreement on next steps (start training, next face-to-face training meetings or round table network meetings).

Make a short report of the meeting in the Ambassador HRM file. The HRM file is meant to keep track of needs and development of ambassadors and to make it possible to transfer coaching to other staff of senior ambassadors.

## 8.7 Ambassador HRM File

### Handling HRM

The file is a paper folder or an online folder that can be shared with the ambassador. A simple way to do this is to make a Google form that is accessible with the ambassadors’ email and a password (that is shared between the coach and the ambassador).

It is important that this info remains private, but can still be shared and edited by the ambassadors themselves. In no case, these data should be shared as potential proof to accuse teachers for misconduct (managers using ambassadors’ interventions as proof of malpractice, like damaging the institutes’ image).

### HRM datafile

We offer the concrete datafile in the format of a Google form in English. You can copy, translate it and put it in your own Google drive (or in the current drive).

The editable version:

<https://docs.google.com/forms/d/1fEfl9TLokKvTOulydUsIWCyy4Uch2wJ0pUpJdqMN7Ao/edit>

The public version:

[https://docs.google.com/forms/d/e/1FAIpQLSf\\_Zab0NswJBLZ5R211jNi0S6FDWL0hz-owbt1uH2uWn-GgTg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSf_Zab0NswJBLZ5R211jNi0S6FDWL0hz-owbt1uH2uWn-GgTg/viewform)

It is advisable to keep the same questions and format if you translate it. This way we can download the results as an Excel file, or combine them and make a report on the quantitative questions.

The Google form should be set to send an alert to an email address when somebody submits an application<sup>2</sup>.

Title:

**Ambassador HRM Database**

Description of the form:

This is a database which documents the availability and interests of the UNIQUE ambassadors, and monitors the activities.

Email address: {short response}

Name and SURNAME (surname in capitals): {short response}

The city where I work: {short response}

Questions for research {text}

The following questions are for internal research purposes and will not be made public. They are not mandatory to fill in, but they will help us report on and guide the project.

My gender: {multiple choice}

- 1) Male
- 2) Female
- 3) Transgender
- 4) Intersex condition
- 5) Other: ..

My preferred pronouns: {multiple choice}

- 1) He/him
- 2) She/her
- 3) They/them
- 4) Other:

My sexual orientation {multiple choice}

- 1) Heterosexual
- 2) Bisexual

<sup>2</sup> Click on “answers”, click on the 3 dots in the upper right of the form and mark “get email alerts for new responses”



3) Gay/lesbian

4) Other:

My profession or study (for example: student hairdressing, teacher software programming, manager department IT studies) {short response}

Additional information: {paragraph}

I give permission to use my contact details to approach and coach me as a UNIQUE ambassador. I understand my data will be handled in accordance with the [privacy policy of *(name partner institute)* | [link](#)] and will not be used for any other purpose.  
{dropdown menu: Yes; No}

Ambassador level

{dropdown menu: Aspirant, Novice, Senior, Specialist}

Summary of welcoming conversation {paragraph}

Online course units done {multiple choice grid: No, Planned, Done}

- 1) Introduction to the project
- 2) Being a role model of tolerance
- 3) Building a safe classroom
- 4) Dealing with bullying
- 5) Teaching about diversity
- 6) Counselling LGBT students
- 7) How to deal with objections
- 8) Dealing with cyberbullying
- 9) Dealing with coming-out
- 10) Dealing with gender transition
- 11) Dealing with perpetrators
- 12) Student participation/Upstanders
- 13) Dealing with domestic violence

*(The list can be extended by moderators of the form)*

Need for more training: {paragraph}

Interventions done {multiple choice grid: No, Planned, Yes}

- 1) Being a role model
- 2) Building a safe classroom
- 3) Antibullying actions
- 4) Making positive remarks about diversity
- 5) Responding to objections or offensive remarks
- 6) Lesson(s) about diversity in general
- 7) Lesson(s) about LGBTIQ+
- 8) Participation in the UNIQUE students' contest
- 9) A visibility action
- 10) Doing a presentation
- 11) Training others on diversity and LGBTIQ+
- 12) Counselling a student on sexual orientation doubts or coming-out
- 13) Counselling a student on gender doubts or transition
- 14) Counselling a LGBTIQ+ student on complicated issues
- 15) Co-creating a Gender & Sexuality Alliance
- 16) Making a policy recommendation
- 17) Responding to a complaint
- 18) Filing a complaint
- 19) Participation in the international UNIQUE Train the Trainer meeting
- 20) Support in case of domestic violence around LGBTIQ+
- 21) Answering helpdesk questions
- 22) Coaching novice ambassadors

*(The list can be extended by moderators of the form)*

Other comments {paragraph}

### 8.8 Helpdesk

The UNIQUE website will host a helpdesk, where people (ambassador or not) can submit questions and ideas. The helpdesk will be actively manned until the end date of the project.

Each partner needs to appoint a Partner Helpdesk Contact Person and have a short list of other Helpdesk staff who can answer specific questions. You could involve senior or specialist ambassadors in this, and not on your referral list which questions they are specialised in (depending on which course units they did or which field experiences they have).

### Procedure

The helpdesk will consist of uniform Google helpdesk forms in all languages, a Frequently Asked Questions section on the website and a back-office of staff and senior ambassadors. The procedure is: (you can use this as a checklist to handle questions)

- Someone fills in the helpdesk form (let's call this "the ambassador"); the form automatically alerts the Partner Helpdesk Contact Person.
- The Partner Helpdesk Contact Person checks the Google helpdesk database to see what the question is, and first considers to answer the question themselves. This is when it can be done easily, for example by referring to answers of Frequently Asked Questions or to online course units, or because the answer is simple. This happens within 24 hours.
- If it is not possible to answer fast and shortly, the Partner Helpdesk Contact Person mails the ambassador that the question requires some consideration and will be forwarded to a specialist.
- The question is then forwarded to a person in the back office of each partner that may know the answers. The back office helpdesk staff tries to answer within a week. If this is not possible, the ambassador is informed the answer takes some time and gives an indication when they can expect the answer.
- The answer is mailed to both the ambassador and cc to the Partner Helpdesk Contact Person.
- The Partner Helpdesk Contact Person copies the answer into the helpdesk database. If the answer is interesting enough to be mentioned on the unique website, the Partner Helpdesk Contact Person translates the question and answer in English and provided to AKMI for publication in the Frequently Asked Questions (FAQ) section.
- If the back office staff does not know how to handle the question, they should let the Partner Helpdesk Contact Person know as soon as possible.
- If it is not possible to answer helpdesk questions within the context of the partner organization, the question is referred to GALE, who will mail the answer to both the ambassador and cc to the Partner Helpdesk Contact Person and make the answer available for the FAQ section.

### Helpdesk form

This is a template for a Google form on the UNIQUE website. It can be copied and translated in partner languages.

Editable version:

[https://docs.google.com/forms/d/1T\\_aR6KUpxLWFYUCFMage4LBNs7Fb8I-A5A7S6nhTcQ/edit](https://docs.google.com/forms/d/1T_aR6KUpxLWFYUCFMage4LBNs7Fb8I-A5A7S6nhTcQ/edit)

The Google form should be set to send an alert to an email address when somebody submits an application<sup>3</sup>.

Public version:

<https://docs.google.com/forms/d/e/1FAIpQLScPbS9WD77b1btk9TCFIdSiQNit6-GzCYL8ePUu1KTahXHREw/viewform>

## UNIQUE Helpdesk

Fill in this form if you have a question to the UNIQUE project on how to deal with promoting inclusion, including LGBTIQ+ inclusion in Vocational Education and Training. We will try to get back to you within 24 hours (during work days).

**Your question:** (if your question is dependent on a specific situation, give us some details that may be important) {paragraph}

**On what email do you want us to answer you?** {short answer}

**Our answer** (ignore this; this field will be filled in by us to keep track of our answers) {paragraph}

## 8.9. Digital postcards

When ambassadors become active and share their interventions - even when these do not seem to have the success they want - they will get complimented for the effort by the project staff and by senior ambassadors. We develop a series of complimentary digital postcards for this.

### Use of the postcards

The cards are tailored to different types of experiences ambassador may have:

1. A success story they report to you
2. A performance, lecture you know they did
3. They tried something but it did not quite go as they wanted
4. They coached somebody, a student, or a novice ambassador
5. They recruited a new ambassador

When you notice these types of events occur, you can mail the ambassador an appropriate postcard and make a personal comment. In some cases, when the ambassador would appreciate that, you could post a postcard on social media complimenting the ambassador for something they did.

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<sup>3</sup> Click on “answers”, click on the 3 dots in the upper right of the form and mark “get email alerts for new responses”

Postcard 1 – Success story

Wow, that was a great success story!

We love it!

Postcard 2 – Good presentation

We loved your presentation!

It was inspiring and motivating!

Postcard 3 – Less good experience

Oh my! I heard about your experience..

Still, great you tried. We stand by you. Let see how we can learn form this and improve on it!

Postcard 4 – Great coaching

We heard about how you did some great coaching!

It's so great to see you support people!

Postcard 5 – Recruited an ambassador

You recruited a new ambassador for UNIQUE!

It is so rewarding to see our network grow, thanks to you!

## Background information and citation

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Project Website	<a href="https://uniqueproject.eu/">https://uniqueproject.eu/</a>

Authoring Partners	Peter Dankmeijer (GALE)
Date	21-3-2022
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