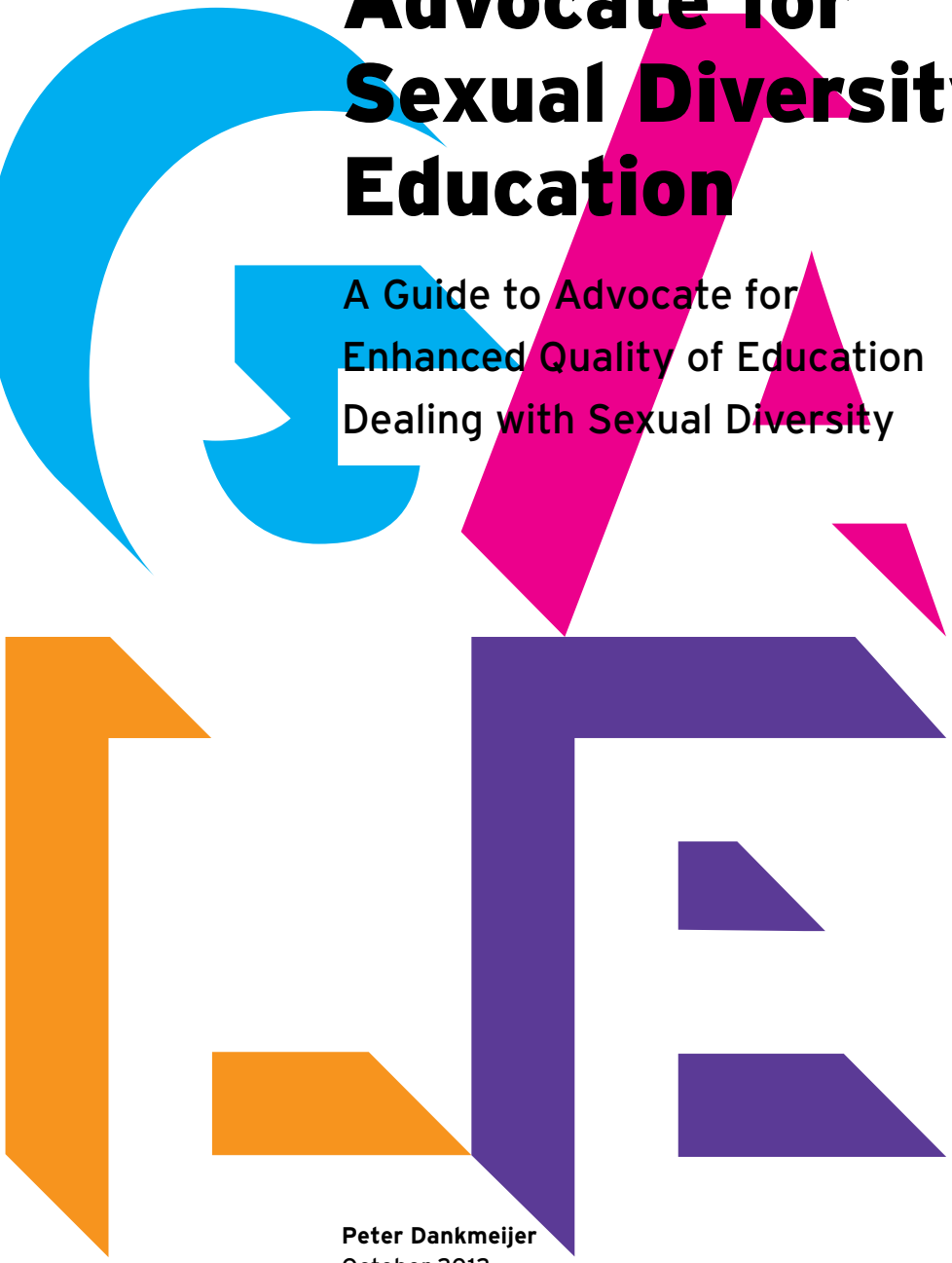
GALE

THE GLOBAL ALLIANCE FOR LGBT EDUCATION

Advocate for Sexual Diversity Education

A Guide to Advocate for Enhanced Quality of Education Dealing with Sexual Diversity



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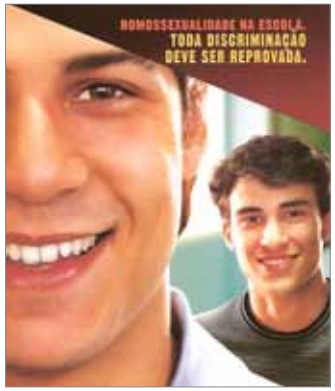

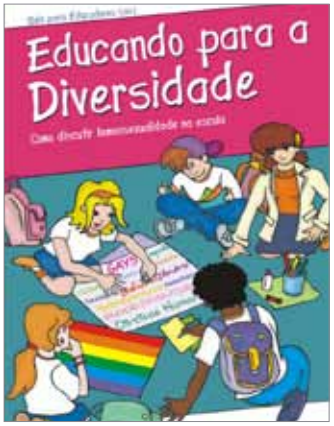

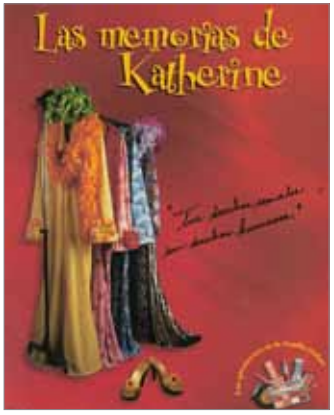

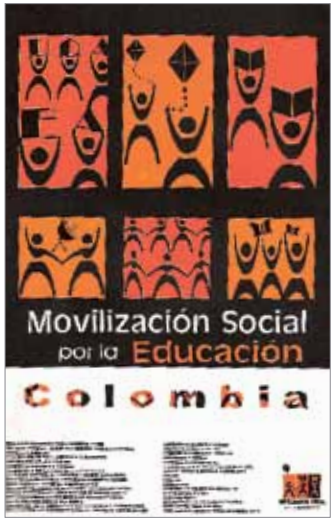

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1. Introduction

Welcome to the GALE Advocacy Guide. We hope this guide will help you to analyze to what extent the Right to Education and the goals of Education For All are implemented in your country, and furthermore, to advocate more effectively to improve the situation.
The guide will provide you with tools and instruments for both monitoring and strategic planning of improvement of the implementation of the Right to Education in your country. The guide is addressed to human rights advocates in civil society organizations. GALE is also working on a guide for government officials.
In this guide we do not use the acronym LGBT (Lesbian, Gay, Bisexual and Transgender) because not only people who identify with these labels are marginalized because of discrimination in education. We prefer to talk about education about sexual diversity, which includes heterosexuality and focuses on the tolerance and the full development of the human personality - which is the core of the right to education. When we have to refer to the marginalized population groups that will be main beneficiaries of the advocacy proposed by this guide, we use the term people who are "Disadvantaged because of their Expression of Sexual Preference Or Gendered Identity" (DESPOGI). Still, it is important to keep in mind that even the label DESPOGI covers a wide range of sometimes very different people. Labeling can be useful but categorization may also lead to exclusion. The intent of this guide is not to support single-minded advocacy for one or some groups, but for general tolerance and space for diversity.
The guide is the abbreviated version of a larger and more comprehensive document. The full document can be downloaded for free from: http://www.lgbt-education.info/doc/gale_products/GALE_MONITOR_RIGHT_TO_EDUCATION_GUIDE.pdf

CREDIT TO THE DUTCH MINISTRY OF EDUCATION

This guide was produced by the GALE Foundation, which supports the Global Alliance for LGBT Education (GALE). GALE is a global platform of more than 600 trainers educators worldwide. The foundation supports the platform in exchanging experiences and raising the quality of the work. The GALE foundation is based in the Netherlands. The Ministry of Education of the Netherlands supports the GALE Foundation to promote adequate implementation the Right to Education for sexual diversity and made it possible to develop this guide. The GALE Right to Education project is part of the Dutch policy to support civil society organizations and to cooperate with UNESCO Member States to enhance education policies.

FOLLOW-UP OF THE UNESCO CONSULTATION

This guide is a follow-up of the UNESCO consultation on homophobic bullying in educational institutions during 2011-2012. On 16 May 2012, a UNESCO report on homophobic bullying in educational institutions was published[1]. GALE, which is a formal cooperating partner of UNESCO, assisted the consultation process by pointing the way to research, good practices and NGO partners, and by providing input in the publication. The UNESCO report contains an analysis and general suggestions. UNESCO is following up the consultation by a worldwide promotion of more attention to homophobic bullying in schools through her regional offices. This advocacy guide, and the planned guide for government officials, provide support to engage in an even more focused strategic planning.

1 UNESCO (2012). Educational Sector Responses to Homophobic Bullying. Good Policy and Practice in HIV and Health Education, Booklet 8. Paris: UNESCO (http://www.lgbt-education.info/doc/unesco/UNESCO_Homophobic_bullying_2012.pdf)

2. Why advocate for sexual diversity education

Many governments will fail to see the need to give specific attention to sexual diversity in education. Some may deny human rights to DESPOGI, or argue that DESPOGI young people are often not yet aware of their feelings or are not supposed to engage in sexual relationships yet. Or, in other cases, they deem discussing same-sex relationships too 'controversial'.

EVIDENCE

A considerable body of research evidence[2] exists to demonstrate the nature and consequences of homophobic bullying. The vast majority of studies have focused upon more affluent countries with little evidence available from middle or low income countries, or from places where sexual and gender diversity is less visible. However, this does not mean that homophobic bullying does not exist in these contexts.

Despite increasing visibility and acceptance of DESPOGI people in a growing number of countries, social, legal and institutional discrimination persists, with children and young people particularly vulnerable. Even in societies where sexual diversity is generally (more or less) accepted, schools in particular are still identified as one of the most homophobic social spaces.

Homophobic language is commonplace in many schools and in many countries the term 'gay' is used by students (in both primary and secondary school settings) as an insult. For example, a UK study reported that 95% of secondary school teachers and three-quarters of primary school teachers had heard the phrases 'that's so gay' or 'you're so gay' used in this way. The same study also reported that 90% of secondary teachers and more than 40% of primary school teachers described homophobic bullying, name-calling or harassment in their schools, irrespective of their sexual orientation, and secondary school teachers identified homophobic bullying as the second most frequent form of bullying (after abuse relating to weight).

2 UNESCO (2011). Review of Homophobic Bullying on Educational Institutions. Prepared for the International Consultation on Homophobic Bullying In Educational Institutions, Rio de Janeiro, Brazil, 6-9 December 2011. Paris: UNESCO (http://www.lgbt-education.info/doc/unesco/UNESCO_2011_Review_of_Homophobic_Bullying_in_Educational_Institutions.pdf)

Studies conducted in the US, Canada, Europe, Australia and New Zealand consistently demonstrate higher rates of harassment, exclusion and assault experienced in schools by DESPOGI young people (or those perceived to be), compared to their heterosexual peers. DESPOGI young people are subjected to verbal, physical and sexual harassment as well as rejection and isolation from peers together with indifference from teachers and school management.

In a US study, 57% of respondents reported that homophobic comments were made by school staff. In another study, a third of gay and lesbian respondents reported harassment via text messaging or the internet.
For some, experience of bullying is exacerbated by rejection from family members.
The first US National School Climate Survey (NSCS) of the experiences of DESPOGI school students was launched in 1999 by GLSEN and followed up on a biannual basis. Findings reveal that the vast majority reported verbal harassment (e.g. name-calling or threats) at school because of their sexual orientation and 63.7% because of their gender expression. Almost half experienced physical abuse during the past year because of their sexual orientation and more than a quarter because of their gender expression. Nearly one in five reported physical assaults (e.g. being punched, kicked or injured with a weapon) because of their sexual orientation, and more than one in ten because of their gender expression. More than half of a sample of transgender young people reported being physically attacked, 74% reported sexual harassment at school and 90% said they felt unsafe at school because of their gender. These findings are reflected in similar studies in other countries, including Australia and the United Kingdom.

In Asia, a study among men who have sex with men in India and Bangladesh (who described themselves as kothis and pantis depending upon whether their sexual role was receptive or insertive) revealed that 50% experienced harassment at the hands of either fellow students or teachers in school or college. Because of this, several had prematurely ended their education which impacted upon their subsequent employability. Those who did reach higher levels of education reported greater levels of harassment than existed at primary levels.

Evidence from South Africa suggests high levels of discrimination (verbal abuse, physical abuse, sexual abuse, and negative jokes) experienced by lesbians and gays in schools in KwaZulu Natal, with jokes identified as the most common manifestation of homophobia reported by both lesbian/bisexual women (63%) and gay/bisexual men (76%). The primary source of victimization reported was learners themselves (65%), followed by educators (22%) and principals (9%).

In this chapter, we will not go much deeper into the extensive evidence that has been gathered all over the world on the subject of homophobic and gendered bullying, and the resulting lower academic performance, drop out, stress, high levels of teen suicide, and increased risks of STD/HIV infection among DESPOGI students. These are very well documented in the UNESCO publication on homophobic bullying in educational institutions. But we do want to mention some important discriminatory mechanisms.

PREJUDICED ARGUMENTS AGAINST EDUCATION ABOUT SEXUAL DIVERSITY

One prejudice about dealing with sexual diversity is that it is not appropriate to discuss same-sex sexuality in schools. It may be useful to clarify to authorities that discrimination of sexual orientation and gender identity in schools commonly does not contain graphic information or discussion about sexual acts. It focuses more on stereotyped images and prejudices about gender and relationships and with processes of social exclusion and bullying that are endemic in adolescence and in school institutions, and which are hurtful to everyone.

Another argument to not deal with homophobic bullying is that bullying is a natural phenomenon among adolescents and that it is part of learning to cope with society. Though bullying is endemic in many schools, social exclusion and bullying should not be seen as a natural part of adolescence, nor is bullying inevitable in schools. President Obama made this very clear is his 'Its Get's Better' statement http://www.youtube.com/watch?v=geyAFbSDPVk. Young people may be insecure in adolescence, but it is an integral part of upbringing by parents and schools to guide young people through this turbulent process and teach them citizenship competences to make their own choices, to respect others

and to engage in meaningful friendships and partnerships. Schools should provide a safe and inspirational learning environment where students do not only learn to read, write and calculate, but also learn these citizenship competences.

A third argument is that homophobic name-calling is not meant to demean DESPOGI students, but should be regarded as a general slur. Research and experiences of DESPOGI students show clearly this is not true. The constant negative comments are clear put downs for students, whether they are gay, lesbian or gender non-conforming. The stress and suicide levels show the negative impact on the individual level and the incredibly low number of teenagers daring to come out at school show the effects of the negative social school climate, which becomes visible in the slurs and name-calling. Because of the clear link between bullying of gender non-conforming students ('sissy's' etc.) and the view that girls and 'girly behavior' have a lower than boys and macho behavior, homophobia and transphobia are signals of a more general and structural gender inequality in school.

Bullying, discrimination and social exclusion of DESPOGI students and of any students who do not conform to stereotypical male or female images is not only a serious violation of the human rights of students involved, but also a signal of a wider lack of safety in the school. Bullying and discrimination of sexual orientation and gender identity in schools does hurt DESPOGI students. The fact that not many come out in secondary schools is not a normal phenomenon but an effect of the heteronormative and unsafe environment which forces them to hide their feelings. Already in primary schools, many children are punished when they innocently show same-sex oriented friendly behavior, like playing house which a same-sex classmate or when they 'fall in love' with someone adults to not agree with. All these punishments are micro-violations of the general human right principle of self-determination.

Some states may say that attention to sexual diversity is a 'luxury' and does not take into account the real development needs of poor countries. This reasoning presents human rights on the same plane as development needs, which skews the argument. Human rights should

always be implemented, and human rights indicators aim to measure the extent to which States fulfill their human rights obligations. Development indicators evaluate basic human needs against development goals, which is an entirely different issue. Right-based as they are, human rights indicators place marginalized groups and non-discrimination at the core, aiming to create a culture of accountability by allowing such marginalized groups to question the action of governments. Any discrimination in the realization of human rights directly results in a violation of human rights.

3. Monitoring sexual diversity education

To be able to engage in effective advocacy, you will need to document to what extent the Right to Education is violated and analyze which priorities and concrete proposals will have most impact to change the situation. The formal monitoring of the Right to Education is based on large scale quantitative research of a type that can only be delivered by states or large national research organizations. Inclusion of questions relating to sexual orientation and gender identity in such surveys would be a useful recommendation - but we note that only a handful of states have done this until now. The political and social climate often makes it impossible to collect reliable statistical information on discrimination of DESPOGI students in schools. This means that for advocacy purposes, we need to develop alternative ways to start to monitor the Right to Education. This chapter offers the GALE proposal for this.

THE GALE RIGHT TO EDUCATION CHECKLIST

One of the prime concerns of GALE to develop a framework, is to create awareness and visibility of the extent to which the Right to Education is implemented for DESPOGI people. To do this, GALE is inspired by the ILGA State-Sponsored Homophobia Map (http://ilga.org/ilga/en/article/1161). These maps identify which states persecute, recognize or protect human rights for DESPOGI persons. These maps make the extent of persecution very visible. However, the Right to Education cannot be monitored in exactly the same way as ILGA monitors criminalization, same-sex relationship arrangements, or anti-discrimination laws. States either have such laws, or not. The Right to Education however, is multifaceted. The are international Conventions, national laws, and educational directives and guidelines on a range of public and school authority levels that influence the school practice, and it is very common that the actual school practice itself can be very different from the legal limits and guidelines. The consequence is that the Right to Education cannot really be monitored

by using a simple yes/no type of assessment. To solve this dilemma, GALE has chosen to develop a framework that is based on the international agreed aspects of the Right to Education. We constructed a list of 15 statements that reflect principles and indicators commonly used in the general human rights framework and monitoring mechanisms, and which can be used to rate the quality of state and school policies.

Does the state secure that:

A The position of DESPOGI students in schools

1. DESPOGI students have full access to educational institutions
2. DESPOGI students have freedom of self-expression in school
3. DESPOGI students are protected against bullying and harassment
4. DESPOGI students are supported to prevent drop-out
5. DESPOGI students are supported to have an equal level of academic performance

B. The availability of supportive curricula

1. Public information about sexual diversity is supported
2. There is supportive and relevant attention for DESPOGI students in school resources
3. There are specific resources for DESPOGI students
4. There are support services for DESPOGI students available
5. DESPOGI students have informal peer-learning opportunities

C. The position of school staff

1. Teachers and other staff are supportive for human rights for DESPOGI students and staff
2. School staff has adequate competences to teach about sexual diversity
3. School staff has adequate competences to support DESPOGI students
4. The school environment is supportive for sexual diversity
5. There is employment protection for DESPOGI staff

To be able to score this assessment, we use a 6 point scale.

0. No, this is forbidden or denied
1. There is no clear policy on this, but it is discouraged
2. There is no policy on this
3. It is encouraged, but there is no clear policy on this
4. Yes, there is evidence to support this
5. No data available

To calculate a general indicator, we add the number of each given answer (excluding the answers scored as 5-no data). Thus, the first "0" option yield no points, nor does the fifth option. Then we divide the total score through the maximum score of 60 to get a percentage. This percentage roughly represents the extent to which a state implements the right to education for DESPOGI people.
On the GALE World Map we present states as "denying", "ambiguous", or "supportive". We categorize states with the highest number on the combined scores 0+1 as "denying", with score number on 2+3 as "ambiguous" and states that score highest on 4 as "supportive".

When you will attempt to score your country, you may face some challenges. One may be that you lack information to score an indicator. In the next chapter we will list 9 ways to collect data that will help you to find the necessary information.
Other challenges may be that there generic policies, but not specific directives, that social reality in schools may be different from the legal framework and educational guidelines, or that there are some interventions, but little or no state involvement. How to score the checklist in such ambiguous situations? The next paragraphs provide some guidance on this.

ARE GENERIC MEASURES ENOUGH?

Although from the outside, education systems seem quite conservative, it is surprising that when looking at educational directives and guidelines, the general frameworks for education relating to human rights, tolerance, and diversity are actually often quite progressive in formulation. For example, countries like the Philippines and Namibia have laws and educational directives that stress tolerance and respect for diversity as core issues in education. Nevertheless, this does not mean there is

any attention for sexual diversity in schools of those countries. Sexual orientation and gender identity simply escapes the attention of both authorities and teachers. Or it may be a purposeful neglect which disregards the generic guidelines.
In more progressive countries, the question whether a generic formulation of directives and policies is adequate to prevent homophobic bullying and to integrate sexual diversity into curriculum, is often a heated debate. Gay, lesbian and transgender advocacy organizations usually demand specific measures and strategies because they believe that visibility is the key to tolerance. Educational organizations often defend more generic policies, because they believe a real change will only come about by changing basic competences for tolerance and respect, and they assume that the integration of sexual diversity in education will be more acceptable when it is not treated as an extraordinary subject. There is no research on the efficacy of either of these strategies, which means that for effective advocacy we need to find a common ground between both arguments.

For the purpose of monitoring, we propose that scoring an indicator on our checklist should not solely depend on the availability of generic human rights, anti-bullying or diversity policies. Somewhere, in the law, the directives or the guidelines or in supporting documents, it should be made clear that generic policies include sexual orientation and gender identity, and how this inclusion will be secured.

THE NEED TO TAKE SOCIAL REALITIES INTO ACCOUNT

At the same time, we need to look to adequate implementation in educational institutions themselves. From experience we know, that in a lot of countries, the law and guidelines to safeguard the quality of diversity education may be quite well formulated, but that the school reality can be far removed from the situation promoted by directives and guidelines. This raises the question how to rate a country, or how to score a specific criterion, when guidelines and social reality differ.

In this monitor, we propose to do a formal scoring based on the efforts of the government. Advocacy is ultimately focused on advising or criticizing government policy. In some countries, the influence of the government on the

content of education and specific policies by schools may be quite limited. However, all governments have a final responsibility for the safety and well-being of their citizens. This means that a government should aim for educational directives and guidelines that are effective. The highest quality of monitoring would therefore consist also of surveying the social safety in schools and the experienced quality of curricula. In contexts where the government is not legally responsible for school safety and the content of curricula, research results that find that policy is not adequate to change realities, can generate suggestions for improvement of government policy and standard-setting.

HOW TO ASSESS THE EFFORTS OF IN LIEU EDUCATION

In a lot of countries, the government does not take action on sexual diversity in the education sector because they do not want to interfere with the autonomy of local authorities, the schools, or with the content of education. In many cases, lesbian, gay, bisexual and transgender NGOs then decide to offer educational sessions, resources or training themselves. In some cases sex education organizations (Family Planning Associations, AIDS Service Organizations) and interested teachers may take initiatives. In short, the "LGBT" movement and allies may act in lieu of the state or the school sector. Should we see this as a stop-gap to repair the state neglect of human rights and quality education? Or should we consider third party initiatives as supportive for the implementation of the Right to Education? GALE tends to see third party initiatives as both spring boards to government and education sector policy and as expert support for implementation in and by schools. Because of this, we suggest to not score third party initiatives in lieu of government/education sector responses as supportive, although it may have an advocacy and role modeling function to stimulate government/education sector responses. Only when third party initiatives are supported by and part of government/education sector responses, we should consider them as part of an adequate public implementation of the Right to Education.

4. Documenting the state of sexual diversity education

Successful advocacy relies on adequate data that show to what extent the right to Education is violated, not implemented or how its implementation can be improved. In this chapter we offer nine ways to document this.

1. INTERNATIONAL TREATIES
Conventions are important, because when they are signed by States they have legal force. States can then be held by it through national and international courts, which is one way to advocate for change. GALE monitors which conventions have been signed or ratified by governments. We try to keep this information updated on the GALE world map.

2. INTERNATIONAL RECOMMENDATIONS AND RESOLUTIONS
International recommendations and resolutions have no legal binding force like conventions; but they can still be powerful guiding principles for states. Referring to signed recommendations and resolutions is useful in advocacy and to support strategic measures. GALE also monitors relevant educational recommendations and resolutions on her world map.

3. NATIONAL LAWS
National laws are the most powerful instruments to guide the quality of education. The most direct influence on the daily life of students and teaching staff is exerted by laws that prohibit discrimination. The most common of such laws are dealing with employment protection of staff and protection against discrimination, violence and (sexual) harassment of students. When monitoring this, it is important to check whether specific forms of homophobic bullying and harassment fall within the used legal definitions.
In addition, there are usually laws that guard the quality or content of education. In some countries with centralized

education systems, the complete curriculum or elaborate guidelines may be part of such a law. But in most countries such laws only outline general core quality criteria and leave it to other authorities, or to schools themselves to actually shape the content of education. In such cases it is important to document the exact route from national criterion to specific implementation of the inclusion of sexual diversity in the curriculum.

4. JURISPRUDENCE AND CASE LAW
Laws are changing and can be implemented in more or less progressive ways. To make the law work properly, it is necessary that citizens who feel disadvantaged bring their case to court, and that the court makes adequate judgments to protect the rights of citizens. In this way, the case law or jurisprudence clarifies the law and sometimes broadens or limits it. Concerning DESPOGI students and staff in education, DESPOGI teachers who are fired or teachers who are not allowed to teach about sexual diversity could take their case to court for their own protection, but also to make clear that their claims are within the law. Parents and students can start a court case against a school or school authorities asking damages because of bullying and lack of support by the institutions. It is even possible, in some cases, to start a court case against a government when it initiates or supports offensive and incorrect curricula. The most famous example to date is the case of the human rights organization Interights against the state of Croatia before the European Committee of Social Rights, winning a case against a curriculum that gave incorrect information about sexuality and called homosexuals sick and perverse. Even though influencing curriculum content is often difficult for advocacy organizations, this unique verdict shows that it can be subject to legal proceedings.

5. POLICY GUIDELINES
Policy guidelines are issued by the government and by educational authorities as a support for schools in order to guide the quality of education. Such guidelines can have a variable impact. This means it is not only important to document the guidelines themselves, but also to clarify how they impact in schools. Examples of good guidelines are the brochure of the Dutch School Inspectorate to create awareness about sexual diversity in schools (2003, http://

www.edudivers.nl/doc/peters_publicaties/Everybody%20is%20Different%20%282003%29.DOC) and the joint guideline by the Irish government and the Irish NGO Belong Too (2012, http://www.belongto.org/attachment/233_Implementing_Equality_for_Lesbian_Gays_and_Bisexuals.pdf). An example of a bad guideline is the introduction of section 28 in the British guidelines for local educational authorities, which introduced a censorship, forbidding that same-sex relations were presented as "a pretended family relationship" (1988,http://en.wikipedia.org/wiki/Section_28).

6. SURVEY RESULTS

Carrying out quantitative research is the most powerful way to show that social reality is not conforming to human rights. However, it is quite a challenge to ask the right questions. Research into sexual diversity in education is often done by grass roots organizations that may lack research experience. The use of tested reliable survey question batteries is essential to obtain reliable research results. GALE devoted a chapter in the GALE Toolkit Working with Schools (http://www.lgbt-education.info/doc/gale_products/GALE%20Toolkits%20School%201.0_EN%20(2011).pdf) to this issue.

A common practice is to focus on health and welfare of DESPOGI students. The resulting data may be not very convincing to the Ministry of Education, who tends to refer health problems to the Ministry of Health. Ministries of Education are more interested in data on drop-out, academic performance and social safety in schools.

It may be helpful to contact your regional UNESCO bureau to discuss if questions relating to sexual diversity can be integrated in already planned large scale UNESCO research on sexuality. In countries where same-sex relations are forbidden or socially taboo, it is advisable to work with questionnaires focusing on school safety or on sexuality in general and integrating questions about sexual diversity. There are ways in which this can be done in a non-confrontational way. When schools or young people cannot be reached, it is possible to ask the constituency of LGBT grass roots organizations about their experiences. The easiest way to do this is to ask participants in activities to fill in a short anonymous questionnaire in the beginning of regular meetings and sessions. GALE works on a guide on how to do educational research on sexual diversity and examples of such questionnaires.

7. INCIDENTS OF HUMAN RIGHTS VIOLATIONS

A powerful way to show the seriousness of human rights violations of DESPOGI students and staff is to document specific incidents. Take into account that not any story of discrimination counts as usable documentation of a human right violation. Human rights violations documentation should prove which human rights are violated by whom and how. Only then is can be used in litigation or input in the Universal Periodic Review (UPR). You can collect such information asking the following questions:

1. Who was the victim?
2. Who was the perpetrator, and was the perpetrator representing an authority?
3. Where and when did the violation take place?
4. What is the evidence? (photographs, affidavit, media report)
5. Which law or human right was violated?
6. Where the authorities (police, school staff, educational authorities) approached for support and if not why?
7. How did the authorities respond? Why did they not act in the best interest if the victim, did they break the law or the guidelines of their public task?

In a public report, the identity of the actors involved may be withheld for protection.

Documenting human rights violations in education requires that you are known to the victims as someone who may be able to help, and not only document for advocacy purposes. Having a Telephone/Internet Help-line and staff that is able and available to help victims have proven to be important forms of support and make you a trustworthy partner.

8. MEDIA COVERAGE

In some cases, the media will cover human rights violations. For example, they may interview a teacher who is fired or a bullied student, or a court case. Media may also be interested in examples of lies and prejudices in curricula. Advocacy organizations can use media coverage as additional proof for human rights violations or to illustrate social attitudes. You can also feed information to the media to bolster your advocacy strategy with positive coverage. However, it should be kept in mind that high level media coverage may result in an antagonistic reaction of the education sector. You may gain political momentum but

at the same time loose access to schools. Be sure to assess the potential impact of your media strategy.

9. TESTIMONIALS

Personal testimonies are an interesting way to illustrate the experiences of students, staff or authorities. Especially in contexts where large scale research is not possible and the media are not supportive, testimonials are a good way of making issues visible and touch the hearts of people. Testimonials can be elicited through qualitative research, but also in the context of a empowerment sessions or in the context of informal peer education.

DESPOGI people can be interviewed and their educational experiences can be analyzed and reported to show how human rights are denied to them. An example is the storytelling research on lesbian women by Saskia Wieringa in Africa[3] and several books and researches about the experiences of students and staff (for example available in the Journal of LGBT Youth[4].

In empowerment sessions of LGBT grass roots organizations, experiences in education can be discussed in a thematic session. A reporter can, anonymously, make a report with a view to advocacy. In Western European countries and French speaking Canada, there are voluntary gay and lesbian informal educators who offer panel sessions about discrimination to schools. Such voluntary education groups can ask their peer-educators to document the comments make by students in sessions to show the type of social attitudes they encounter. Examples of this strategy are a documentary about negative reactions to Dutch volunteer educators in secondary schools[5] and a documentary including a dramatic education session by gay and lesbian volunteers in a medical school in Uganda (2010)[6].

PRACTICAL MONITORING

In this paragraph we offer suggestions on how to document to what extent the Right to Education is adequately implemented.

1. **Does the state secure that DESPOGI students have full access to educational institutions?**

In principle, all states will aim to offer education for all citizens. For DESPOGI students this right may be denied when they are open about their sexual orientation, gender

3 Wieringa (2005), Tommy Boys, Lesbian Men, and Ancestral Wives: Female Same-Sex Practices in Africa (http://www.amazon.com/Tommy-Boys-Lesbian-Ancestral-Wives/dp/1770090932)

4 Journal of LGBT Youth (http://www.tandfonline.com/loi/wjly20).

5 "Help! Een homo in de klas" (Help! A homo in class!) http://www.uitzendinggemist.nl/afleveringen/1018244

6 Kuchus of Uganda, part 2, http://www.youtube.com/watch?v=GYhnii_Xcn0&feature=relmfu

identity or when they behave in a way that does not conform to traditional gender norms. You can document examples of DESPOGI students who are refused access to a school or to an internship because they wear a pride symbol, an earring, or behave effeminate or butch. There are multiple examples of transgender students who are not allowed access to school because they want to wear the clothes of their desired sex. The documentation of such human rights violation is best possible by offering examples (testimonials, media coverage).

2. **Does the state secure that DESPOGI students have freedom of self-expression in school?**

The freedom of self-expression includes the right to come out and to express your gender identity or same-sex attraction. This is commonly strongly discouraged in school environments and in some cases explicitly forbidden. The negative school environment which discourages coming out can best be documented by quantitative research and illustrated by testimonials or quotes by students.

For transgender students, the right to choose your own name and the way you want to be addressed is important. This freedom of self-expression is also reflected in the way gender is expressed in the school administration.

It is discriminatory and degrading when a female to male student keeps being addressed in official letters as "Ms.".

3. **Does the state secure that DESPOGI students are protected against bullying and harassment?**

Most states have national guidelines which prompt the school to establish procedures and strategies against bullying, sexual harassment and sometimes oblige schools to document and report incidents. When these guidelines are generic and do not mention DESPOGI specific bullying and harassment, schools will commonly not implement the generic measures in a way that is effective to combat homophobic, transphobic or sexist behavior. To make protection more effective, the guidelines either need to mention sexual diversity specifically, or additional information given by the government needs to specify the relevance of this guideline to DESPOGI students and staff.

A point of attention is that bullying is often covered by formal guidelines but seldom adequately implemented

in schools. Research shows that a policy that is effective on the school level should focus on clear and explicit agreements in the staff team and with students, and that such school ground rules should be monitored and corrected continuously. When monitoring the impact of anti-bullying policies, it is helpful if you can document the experiences of bullying and harassment by DESPOGI students themselves and the intention to bully and harass DESPOGI and gender nonconforming students by other students (preferably through quantitative research).

4. **Does the state secure that DESPOGI students have an equal or lower level of drop-out?**

Drop-out of same-sex attracted and transgender students can only reliably be monitored by including questions about same-sex attraction, gender identity and coming out in national research on education which focuses on drop-out. If this is not possible, DESPOGI young adults could be surveyed and asked about their relatively recent experiences in schools.
DESPOGI people who drop out of school are often mostly found in the poorer sections of society. They may be forced to earn their income with prostitution or other street activities. Including such respondents in DESPOGI research is important to show the real level of dropout. This may pose a recruiting challenge when a researching DESPOGI grass roots/advocacy organization consists mainly of a middle-class constituency.

5. **Does the state secure that there are DESPOGI student support services available?**

In most countries, DESPOGI and gender nonconforming students may encounter problems, either because they are forced to keep silent and become stressed about his, or because of negative responses. In richer countries, schools may have a support system for students with social or psychological problems, but the taboo may keep DESPOGI students from accessing the system. You may want to check whether such support systems have any attention for DESPOGI issues and if the quality of these services is adequate. To assess the quality of the government guidance on this, it needs to be shown what the government can do to secure the quality of this kind of services. This depends on the general student support structure in a country and the responsibility of the government for the

quality of such services. A minimum service would be that referral to grass roots organizations is possible.

6. **Does the state secure that offering public information about sexual diversity is supported?**

The availability of public information is violated when the government adopts a censorship law, for example the laws against "homosexual propaganda" in Eastern Europe. It can be shown to be supported when the government funds awareness campaigns or educational resources made by either DESPOGI organizations or educational organizations. In more ambiguous contexts, evidence needs to be documented by public statements of authorities or schools. Examples could be negative statements by education officials or refusal by schools of offers for informal education based on prejudiced arguments.

7. **Does the state secure that there is supportive and relevant attention for DESPOGI students in school resources?**

The quantity and quality of attention for sexual diversity in educational resources can best be checked by looking at the national guidelines for curricula and to the curricula themselves. In practice, there are rarely specific guidelines for attention to sexual diversity curricula. Desktop research of the available educational resources is time-consuming and expensive (you have to buy the books). Even when attention for sexual diversity is given in school books, this does not automatically imply that teachers teach this part of the curriculum.
A check of the teaching practice may be easier to do for DESPOGI advocacy organizations. For example, you can do some focus group sessions or/and a survey asking students to what extent they experienced any attention in school for sexual diversity and what kind of effect this had on their attitudes and behavior. It can also be very useful to ask teachers if and what they explain about sexual diversity, and what types of challenges they face. Such research may offer useful suggestions to improve resources and teacher training.
Principals and other school administrators often do not know exactly what happens in class, so it's not very useful to survey them, unless when you can contrast their opinion with that of teachers and students and show why administrators are not capable to take leadership.

In some cases you can find examples of school texts or curricula that are clearly discriminating, for example because they present prejudices rather than facts, or when they make degrading comments about sexual diversity.

8. Does the state secure that there are specific resources for DESPOGI students?

Specific resources for DESPOGI students can be web sites, books with information for DESPOGI youth or materials used in awareness campaigns and promotional material of DESPOGI grass roots organizations, especially when they target youth. If these materials are blocked by Internet filters, by keeping them out of the school library, or by forbidding them altogether, documenting such measures will show that this human right is violated. When such materials are funded or promoted by the government, these are clear signs of support.

9. Does the state secure that DESPOGI students have an equal level of academic performance?

Academic performance can also only reliably be monitored by including questions about same-sex attraction, gender identity and coming out in national research on education which focuses on academic performance. If this is not possible, DESPOGI young adults could be surveyed and asked about their past experiences in schools, but as with dropout, DESPOGI "convenience" samples will usually not be representative and the results therefore not equally reliable.

10. Does the state secure that DESPOGI students have informal peer-learning opportunities?

One of the most important ways of learning is the social interaction between youth. This so-called "learning together" is especially important to learn social and relationship skills. Research has shown that DESPOGI students miss out on this type of informal peer learning opportunities, because they feel estranged from their heterosexual peers or are ostracized. This lack of peer-learning opportunities can be corrected by offering DESPOGI young people spaces where they can meet and interact with other DESPOGI students. Empowerment groups outside of school are one example. Gay/straight alliances in school[7] are even better examples. However,

7 USA Gay/straight alliances: http://www.gsanetwork.org/

forbidding the establishment of such services, or forbidding students to take a same-sex partner to a school party, are clear violations of the principle that informal learning opportunities should be provided. Another tell-tale sign of discouraging informal learning is when institutions or social pressure prevents the organization of youth activities for minors (for example based on the prejudice that these will be opportunities for seduction or sexual abuse, while such arguments are not used for mainstream youth events).

11. Does the state secure that teachers and other staff are supportive for human rights for DESPOGI students and staff?

Most states have guidelines for minimum standards of professional teacher and support staff behavior. These guidelines should include respect for diversity, tolerance, and having the interests of all students at heart. These guidelines can be examined, or teachers and students can be surveyed to show to what extent teachers properly deal with diversity including sexual orientation and gender identity. Take into account that not only teachers but also school bus drivers and janitors may have an important influence on the well-being of DESPOGI students.

12. Does the state secure that school staff has adequate competences to teach about sexual diversity?

In many cases the state has guidelines for minimum standards of the teaching profession. These should be in line with international guidelines on vocational education and teacher training. These guidelines can be examined, or teachers and students can be surveyed to show to what extent they cover diversity including with dealing with shyness to teach about sexuality and diversity, competence to deal with controversy in class and in dealing with questions about sexual orientation and gender identity.

13. Does the state secure that school staff has adequate competences to support DESPOGI students?

The competence of school staff to support DESPOGI students is similar to checkpoint five, with the difference that this checkpoint refers to regular school staff like teachers, while point five refers to (possibly external)

support services like psychologists. To document whether teachers and other staff have these competences, a main focus could be on teacher training institutions and the quality standards set for them.

14. Does the state secure that the school environment is supportive for sexual diversity?

A safe school environment is essential for personal safety and for a good learning environment. It may be that the government has guidelines for this, but usually this is a responsibility of the management of a specific school building, while the government only takes responsibility to set minimum standards. We suggest to have a look both at the available generic guidelines, the accompanying statements, to the way it is implemented in schools and the practice as experienced by both DESPOGI and straight students.

15. Does the state secure that there is employment protection for DESPOGI staff?

DESPOGI teachers and other DESPOGI staff may be important role models for DESPOGI students and may also be the first ones that DESPOGI students will approach it the need help. Some parents may not be happy with such support or they may have more general concerns against the presence of DESPOGI teachers. DESPOGI teachers may be vulnerable to prejudiced complaints by parents, students or by other school staff. In countries where same-sex relations are criminalized it is impossible for DESPOGI teachers to be open. Employment protection can be arranged by law and is mandatory for European Union members states. Still, here also the social practices often differs from the law. Violations of employment protection can best be shown by documenting specific cases of dismissal and appealing against this through the courts.

5. Advocacy in denying, ambiguous and supportive states

In the UNESCO consultation on homophobic bullying in Rio de Janeiro, three subgroups explored needs and possibilities on three levels of development: "egg" stage states, "chick" stage states and "chicken" stage states. "Egg-stage" states have no attention or censorship, "chick-stage" states are ambiguous in their attention and "chicken-stage" states attempt to mainstream attention to sexual diversity in their regular systems. In this guide, we will label these situations "denying" states, "ambiguous" states and "supportive" states.
Of course, each stage requires a specific priorities and a tailored mix of strategies. In this paragraph we offer a tentative typology and analysis of the 3 levels, with suggestions for data collection, reporting and strategy. It should be kept in mind that the division in 3 levels is a gross generalization.

DENYING STATES

In "denying" stage states, attention to sexual diversity is forbidden and/or socially taboo. The environment is not safe enough to discuss sexual diversity openly and DESPOGI organizations have to take safety precautions to protect their members and human rights activists. This is certainly true when focusing on education. In "denying" states, human rights promotion focusing on sexual diversity may be interpreted as propaganda for sinful or immoral lifestyles, a threat to 'national' of 'religious' morality and recruiting children to such causes. Most "denying" states are bound to have a bad human rights reputation in more general way as well. It may be that even the concept of human rights is (partly) rejected, preferring local 'traditional' hurtful and discriminatory practices above self-determination and safety of individuals.

Limitations: The obvious limitation of work in "denying" stage countries is that attention for sexual diversity is either totally forbidden or strictly taboo, and that there are legal and severe social risks involved in attempting educational work. Changing attitudes through education is difficult because they may be an almost complete negative norm, which makes a dialogue on diversity very challenging. Some of the "denial" stage countries are very poor and there are often financial challenges because local authorities an donors will not fund projects and beneficiaries will not be able to pay fees. Peer education will be difficult because coming-out is dangerous. DESPOGI organizations may be small and with limited expertise, certainly on formal education but often also on more basic competences like storytelling, bookkeeping, cooperation or project management. It may be difficult to recruit volunteers because DESPOGI people may have low wages and may have to work more than regular hours to survive.

Opportunities: Any change is this situation is a step forward. The prejudice of the public is often so gross and unsupported by evidence, that the cognitive aspect of education may be relatively easy. The DESPOGI people involved are creative in finding out the loopholes within the restrictions, and inventing tailored solutions and strategies. In many poor countries, informal learning and storytelling are just as important, or more important than the formal school system. This kind of learning can take place 'under the radar' of the monitoring by authorities and can also be used by DESPOGI minorities.

Needs and goals: In the "denial" stage it is important to build a base for initiatives. The first need among activists is often to know more about themselves: who are we? Why do we feel this way? Why can we not express our feelings? Why is this social pressure to deny our feelings and sexuality? How do we relate the answers to these questions to local and international definitions of sexual diversity?
The most useful initial goal at this stage is to find answers to such questions, to become empowered to express feelings and to create solidarity to create space for self-expression in society. This awareness is always first an internal goal in DESPOGI circles and may later on become a external goal for public education.

Strategies: DESPOGI organizations often start with self-help groups or services, where members or visitors can share stories in a safe space. These safe spaces lead to empowerment. The shared stories shared here can be documented (anonymously) and shared more widely, even in public environments like websites, dissemination of a summary in the shape of a comic book or in informal education to limited and invited audiences.
DESPOGI activists who want to take a next step after this stage, could be gathered in a new education group which develops further activities. Such a group could initiate more systematic story collection, simple quantitative research to check and show the discriminatory patterns in stories are real problems among the population and dissemination of such information to potential allies.

Methods: Experiences from pilot projects show that story collection in "denying" states needs to be done carefully. Respondents need to be approached personally and the interviewers need to get acquainted first and built a relationship of trust with the respondents. It needs to be clear what will happen with the collected materials, for example that they are anonymous or that the identity of the respondent is protected and that the respondent has the right to edit the interview report. The interviewers need to be trained in building this trust, interview techniques and in the framework used to collect the stories, so they know which questions to ask and how to report and make sense of the stories.
The reports can best be tailored to specific audiences. For example, in Indonesia, a collection of stories by Waria (transgenders) was reworked into a short comic framing the stories into the Yogyakarta Principles (http://www.pelangiperempuan.or.id/program/penerbitan-buku/yogyakarta-principles-comic/) (2011). This comic was meant for dissemination among young people who may be open to such information, and who like comics better than a book or brochure.

Monitoring and advocacy: The monitoring of the Right to Education at this stage could be done by exploring the educational experiences of DESPOGI people and to communicate about this within the DESPOGI movement (to empower activists) en outside the movement (to create a first awareness).

To use personal stories for human rights advocacy (and not only for informal education), the group could try to collect more detailed stories of human rights violations (teacher fired, student bullied out of school) and by doing small scale quantitative research to support other less detailed stories with evidence.
Small scale quantitative research among DESPOGI would be the easiest to do. This requires asking them to reflect on their past school experiences. In "denying" stage environments it may be hard to do quantitative research in schools or among young people. Still, this could be done when the survey is relatively neutral and questions about sexual diversity are sandwiched in a wider range of questions about school safety and citizenship. Doing such research in cooperation with UNESCO (which has a strategy to combat homophobic bullying) may be another option.
The reporting of such documentation can best be done with an eye on existing policies in the state. Most states will - at least superficially - promote the Millennium Goal "Education For All", social inclusion and safer schools. Contrasting the related policy statements and guidelines with human rights violations in school practice will highlight the need to consider change. In "denying" states, this may mean to focus on basic needs, for example the right of students not to be beaten by class mates or condemning 'boot camps' for effeminate boys (http://www.lgbt-education.info/en/news/local_news/news?id=501, Malaysia, 2011). Carrying out such advocacy in coalition with other actors, like the women's or HIV/AIDS movement, will strengthen such efforts.
In some "denying" states, there may be a degree of duplicity. While the government - or a part of the government - may deny the rights of DESPOGI, in practice and 'under the public radar', it may be possible to agree on concrete improvements of policy and practice. The most obvious examples of this can be found in the area of AIDS prevention but there are also some examples of anti-homophobia education that is quietly integrated in sexuality education.

AMBIGUOUS STATES

In "ambiguous" states, there are usually no formal prohibitions to offer information about sexual diversity. Indeed, often DESPOGI organizations do offer information in various ways, like through visibility campaigns to create

awareness (posters, leaflets, video clips) or by developing specific curricula and resources for schools on sexual diversity and offering informal education by volunteers or even some teacher training. On the other hand, the state does not take the lead in this and support for DESPOGI-led interventions may be lacking or be ambiguous. The result of this is usually that the education sector regards sexual diversity as a private interest of some marginal advocacy groups and not of mainstream interest. Efforts of DESPOGI organizations then often remain limited in quality (because of limited educational expertise) and scope (because the lack of political and educational backing and funding).

Limitations: DESPOGI organizations tend to turn their internal empowerment and awareness processes into concepts for public education. In practice, they may create informal (peer) education or media campaigns in which they more or less directly replicate their internal coming-out process and demands. This type of education is "sender" centered: the experiences of DESPOGI people and their wishes or demands are presented in the education programs. Access to regular schools with this type of education is limited because more effective programs are "receiver" or learner centered. It may also be that advocacy that is singularly focused on specific DESPOGI demands and does not take into account the potential for real innovation (for example by visible integration of sexual diversity in more general anti-bullying strategies, sex education and citizenship education, and by making educationalists owners of the strategy and resources), may be counterproductive.
In the "ambiguous" stage, cooperation between the DESPOGI movement and the education sector and acquiring funding may be not impossible but still challenging. Because the "ambiguous" stage is characterized by ambiguity about goals, acceptable content of education and different views on the roles and willingness of stakeholders, there may be varying views on who is the enemy, who are allies, and who can be trusted in cooperation. This may play between the DESPOGI movement and mainstream partners like the government and educational institutions, but also within the DESPOGI movement. For example, DESPOGI groups in one country providing different types of services may find it difficult to cooperate because cannot agree on

a combined strategy or because they fear competition to their own interventions.

Opportunities: The ambiguity also offers lot of opportunities. Inevitably, there will be at least some, and usually a growing number of allied experts in the government and in the education sector. There is some willingness and space, and the challenge is to find the allies and the appropriate spaces. In education, DESPOGI issues are always framed in wider educational concerns like school safety, citizenship and acquiring transversal personal competences like tolerance. In the "ambiguous" stage, people in education start to see the link between specific DESPOGI concerns and these framing themes.
The DESPOGI movement has more volunteers and sometimes staff to find these allies, and to cooperate on research and to pilot interventions. Cooperation between mainstream and DESPOGI organizations also facilitates acquiring funding and dissemination of success stories.

Needs and goals: For DESPOGI organizations, this stage often provides a challenge to make a shift from a "sender" centered perspective to a "learner" centered perspective. Activists can start to see heterosexual students, teachers, principals, the education sector and the government as potential partners rather than as enemies. For governments, this stage provides internal and external challenges. Internally there may be officials who support or resist attention about sexual diversity. Externally, the government needs to cooperate with educational and DESPOGI partners they may be willing to cooperate or not, expert or not, and may compete about ownership of the strategy and funds.
A major goal could be to explore what both DESPOGI and heterosexual students and teachers want and need. They may have negative images of DESPOGI people and feel resistance to change and diversity, but they also have needs and ideals where connections are possible. The ambiguity of this stage can be cleared by exploring common needs, forging alliances, try out interventions and create a basis for continued (mainstreaming) cooperation in the next stage.

Strategies: The "ambiguous" stage represents the transition between taboo and matter of course visibility. The core of

the strategy could therefore be to search how the taboo can be broken down and forge partnerships between the DESPOGI movement and mainstream staff in the education sector. The cooperation could be focused at exploring adequate and effective ways of visibility.
The current practice of ambiguous states shows that most DESPOGI organizations will first embark on developing their own educational interventions because their access to teachers and the education system is still too limited to really cooperate with them. Governments may fund such "external" efforts. However, most DESPOGI organizations will find out that these 'early' interventions suffer from inadequate dissemination and may not have the desired concrete impact on students, teachers and schools - like lowering the level of name-calling and bullying.
Effective strategies imply minimally a "co-ownership" of educationalists. Cooperation with teachers and educational experts will pave the way for good practices that schools are eager to share. These best practices will also function as examples of how attention for sexual diversity can be implemented in schools without creating controversy, which paves the way to mainstreaming.

Methods: In this stage we see of a lot of development of curricula, video, resources and sometimes teacher training or student participation clubs, games or events. The quality depends on the individual developers. DESPOGI organizations and governments can try to raise the quality of their tools by promoting and facilitating cooperation between educational experts and DESPOGI people with life experience with discrimination.
Towards the end of the "ambiguous" stage, proper needs assessments, focused pilot projects and evaluation research could be done, in order the raise the quality of the interventions and the acceptability in schools and the political arena.

Monitoring and advocacy: The monitoring of the Right to Education at this stage could be done by assessing more systematically at what levels the Right to Education is still not properly implemented and what measures, and by whom, are need to improve the situation. Advocacy may take the shape of a careful mix between political pressure, informal cooperation and attempts to formalize coalitions and agreements.

SUPPORTIVE STATES

"Supportive" states have decided that combating homophobia and transphobia is an relevant policy issue. Such states develop a program to mainstream attention for sexual diversity in the education sector. The way they do this, depends on the strength of the government leadership, the internal resistance in the Ministry of Education and the education sector itself, and the cooperation with experts on DESPOGI issues and the DESPOGI movement.
At this stage, differences in roles become more pronounced. The DESPOGI movement, which until this stage has been very active in both advocacy and in development and implementation of education itself, has to reposition their concrete (informal) education work and the type of advocacy to make space for ownership of the education sector and the Ministry of Education. Usually, DESPOGI experts who are both part of the DESPOGI movement and of the education sector, take position and advice on strategy and content of education. The government and especially officers from the Ministry of Education and from national education institutions start to formulate ideas and strategies. The interplay between the DESPOGI activists, DESPOGI experts, government officials and top-level education officials is usually a mix of cooperation, uneasiness, irritation and sometimes competition.

Limitations: One limitation concerns the content of education. The shift to mainstreaming means that attention to sexual diversity is being integrated in regular education. This implies it needs to fit in existing (sometimes less adequate) contexts and that the 'special' attention becomes a matter of course, which may be considered insufficient by activists. Another challenge is the process of mainstreaming. Who will take the lead in this? Of course all stakeholders want the power to steer this process. This may lead to competition. Also, this may be the first time regular (straight) educationalists and (DESPOGI) activists are really starting to work together. Experience with these processes shows that the differences in interests (goals), ideology or theoretical frameworks and working cultures may create uneasiness or even irritation.

Opportunities: It is obvious that the opportunities for mainstreaming in this stage present enormous advantages, both for structural dissemination and for raising the quality

of education about sexual diversity. Officials are approachable and initiatives on all levels become legitimate. Large numbers of teachers and students can now be reached and structures can be changed.

Needs and goals: Good and sustained cooperation between all stakeholders is important to support the mainstreaming process. Main goals could be to promote and support government leadership, to define the optimal roles of all stakeholders and to support cooperation in accordance to these roles.
The focus of this leadership and cooperation is to find ways of how sexual diversity can become integrated as a 'matter of course' in education policy, guidelines, school books, teacher training, daily teaching and school management and in student guidance and student participation activities.

Strategies: It is essential that the government and the Ministry of Education takes the lead in the mainstreaming process, that the DESPOGI movement and experts are positioned in an adequate consulting position and that the educational sector itself becomes involved in co-development. One aspect of successful innovation is that the professionals who are responsible to implement the new interventions should be co-responsible for the development. They need to feel that they own the innovation, otherwise it will not be sustained. A second important criterion for successful innovation is that professionals are supported in the process of change, starting with "early adopters" and sharing successes, then involving "late adopters" and finally enlisting "laggards" (people who tend to remain resistant to change). Thus the essence of mainstreaming strategies is to create ownership and facilitate long-term change processes.

Methods: Examples of mainstreaming strategies are the formation of advisory committees for a government lead strategy, field consultations, networking conferences, the formation of a national DESPOGI-straight alliance of DESPOGI organizations and educational organizations, projects to co-develop new school book content, mainstreamed teacher training and the structural integration of (DESPOGI) student services in regular support services. Leadership by the Minister of Education and top-raking educational officials is very important.

Such leadership is shown by public statements and field visits, strategy development, funding and international cooperation in promoting human rights in education. Examples of mainstreaming activities are a the Guidelines of the Dutch School Inspectorate on integration of sexual diversity in school policy ("Iedereen is anders", "Everybody is different", 2003)[8], and a the Irish guidelines for the youth sector[9] (2011).

Monitoring and advocacy: The monitoring of the Right to Education at this stage could again be done by assessing systematically at what levels the Right to Education is still not properly implemented how proper implementation can be anchored in the quality systems of the education sector. Advocacy may take the shape of cooperation and mutual consultancy.

8 http://www.edudivers.nl/doc/peters_publicaties/Everybody%20is%20Different%20%282003%29.DOC

9 http://www.belongto.org/attachments/233_Homophobic_Bullying_Guidelines_for_the_Youth_Work_Sector.pdf

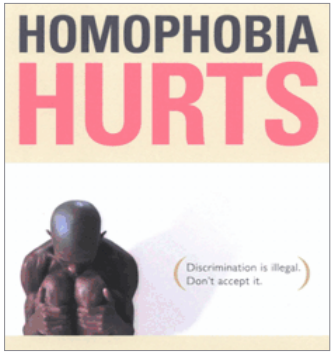
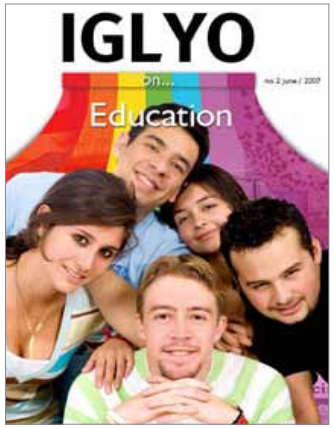
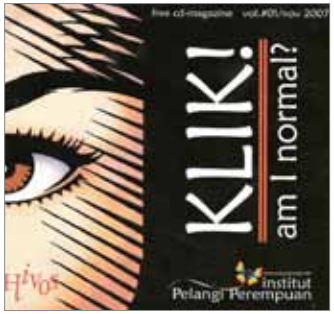
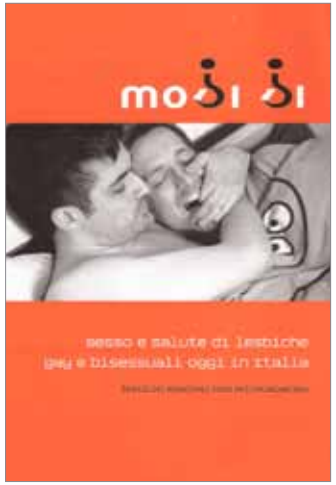
6. Workshop your way to progress

In the previous chapters, we sketched a general overview of how to monitor and advocate for adequate education which deals properly with sexual diversity. In the concrete practice of each country, the strategy to further this of course needs to be tailored to the specific needs of the country and of the advocacy organizations. We suggest that organizing regular strategy workshops could be a good way of starting and sustaining your educational strategy. We give a short overview of what we think could be the key elements of such workshops and offer some ideas on how such workshops can help to get you on your way or progress in "denying", "ambiguous" and "supportive" states.

SUGGESTED TYPES OF WORKSHOPS

This is an overview of possible workshop formats:

	Goal	Participants	Main methods	Follow-up
Denial stage	Create a basis group, strategize and create awareness	Activists	Building safe network, empowerment, brainstorm, basic strategy development	Story collection, small scale research among DESPOGI
Ambiguous stage	Create awareness in the education sector and built expertise	Activists, peer-educators, teachers, government officials	Identifying existing successes, analyzing gaps and opportunities, strategy development	Large scale research, awareness campaign, moving from single level (activist) interventions to cooperation, professionalization and multi-level interventions
Supportive stage	Create mainstream cooperation and integrate structurally	Government officials, education officials, experts	Identifying opportunities for mainstreaming, developing a sustained GO-NGO cooperation	High level expert meeting(s) in and by government, involvement of Ministry of Education, government led action plan

INVOLVE GALE

GALE has developed draft model programs for each of these workshops. Trainers of GALE can help you facilitate a national or local workshop which assists you in starting or making a next step in your education strategy. Of course, the concrete program of each workshop needs to be tailored to the specific time frame, needs of the participants and starting situation. Do not hesitate to contact us if you need help: info@lgbt-education.info.