

How LGBTIQ activists can develop a high impact education strategy

The GALE Committee Guide

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May 2017



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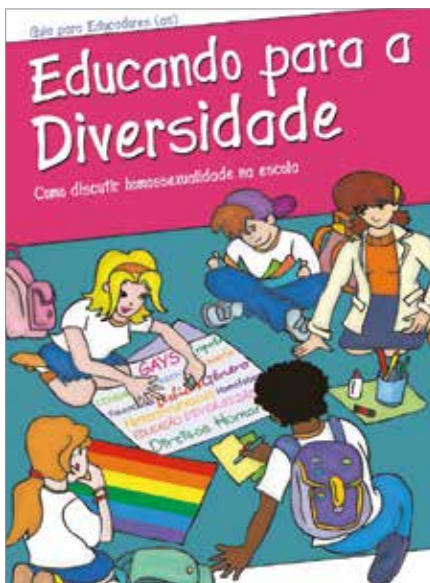
A strategic education committee

In the 10 years of her existence, GALE has seen hundreds of situations where LGBTIQ organizations launch awareness campaigns, offer peer education sessions to schools, develop educational resources or offer teacher trainings. But when we look beyond the dramatic videos, the colorful products, and the enthusiastic or phobic responses of the few attending students and teachers, we are left wondering about the final effect and impact of all these interventions. Most of them hardly make a dent in the education system or in the behavior of teachers and students.

Why?

One of the most important reasons is because most interventions made by specific interest organizations only reach a very small part of the schools, teachers or students. They remain outside products which do not become part of the regular curriculum or school culture. The users are mainly a few “allied” innovative teachers who - on their own - cannot change their school, let be the school system. This means a lot of valuable energy and money is wasted by creatively making resources that are not used enough.

How do we solve this dilemma?



The key to a high impact strategy to improve the situation LGBTIQ students and to create a welcoming school climate is to cooperate closely between three types of actors: representatives from the (1) LGBTIQ movement, (2) the education field and (3) the government. Such cooperation is not common. It needs to be forged by continuously building networks of trusted allies and by agreeing on a joint strategy. In a homophobic and transphobic world, this is not easy. And most people who work in this area are constantly experimenting with the best way.

GALE wants to enhance the quality of education by supporting this strategic cooperation. We propose to launch a Strategic Educational Committee on Sexual Diversity (nicknamed here as a “GALE Committee”) in every country or State, or in a educational district. The task of such a committee would be to create optimal ways of cooperation and creating a joint narrative, goals and strategy. When such a cooperation exists, we can make better strategic choices in what types of strategies and interventions will work in each of our situations. This guide offers suggestions on how to create such a committee and the type of activities the committee can develop.



This guide is written for LGBTIQ organizations, because they are usually taking the lead in their emancipation. In this guide we distinguish between denying, ambiguous and supportive countries. In the supportive situation, the government takes the lead. At a later stage, GALE hopes to publish a shorter guide which is written from the government perspective. GALE already developed numerous materials and offers trainings for mainstream organizations¹.

DESPOGI

In this guide we prefer not to use the acronym LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersexual and Queer) first, because such an acronym will never be elaborate enough to capture all relevant identities, but more importantly, not only people who identify with these labels are marginalized due to discrimination in education. We prefer to talk about sexual diversity, which includes heterosexuality and which focuses on tolerance (in the positive definition of the UN) and the full development of the human personality. That 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,

¹ Mainstream organizations: regular education organizations, like schools, institutes for curriculum development, teacher training institutions, educational publishing houses, manufacturers of exams, trade unions, national federations of teachers in different subjects, associations of school counselors/psychologists etc.

we use the term people who are “Disadvantaged because of their Expression of Sexual Preference Or Gendered Identity” (DESPOGI).

DESPOGI

Disadvantaged because of their Expression
of Sexual Preference
or Gendered Identity

Note this includes “heterosexual” and “cisgender” identified students who display nonconforming gender behavior. 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. Also, single-minded advocacy for one or some groups tends to hamper the cooperation between activists, educationalists and officials. The perspective of this guide is therefore to focus on raising the quality of education in general, and while doing this, securing the inclusion of DESPOGI.

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 about 850 trainers and educators worldwide. The foundation supports the platform in exchanging experiences and raising the quality of the work. The Ministry of Education of the Netherlands supports the GALE Foundation and made it possible to develop this guide. This guide is a small part of the Dutch government's policy to support civil society organizations and to cooperate with UNESCO Member States to enhance education policies.

POSITION OF THIS GUIDE IN THE UNESCO POLICY

Between 2011 and 2016, UNESCO has engaged in a global strategy to combat homophobic bullying in school. UNESCO focused in this strategy on supporting research, training regional UNESCO staff and informing national educational officials. The UNESCO target group was in the first place government officials. Since 2016, the anti-homophobia policy has been integrated in more general work of UNESCO on sexual education and combating violence. UNESCO encourages cooperation between activists and the educational sector, but the organization's mandate does not allow extensive work in this area. We hope this guide and GALE can play a role in the strategy to support cooperation across sectors.

1. Why strategy is so essential

The major reason why a sound strategy including multi-actor cooperation on sexual diversity education strategy is necessary, is that without strategic cooperation between DESPOGI activists, the education sector and the government, the quality and impact of the strategy will be limited.

Our limitations

A campaign or curriculum solely developed by activists will have a limited quality because it lacks the expertise of how it can be imbedded in regular lessons, how it is usable for teachers and attractive for students. It will also have limited dissemination and use because teachers do not feel it's official or legitimate material and because DESPOGI organizations do not have the budget for large scale dissemination.

In a similar way, resources and strategies only developed by the government or by educationalists will lack quality because they are not enough aware of the real situation and needs of DESPOGI people. For high quality, wide dissemination and implementation with real impact, an intensive cooperation is necessary.

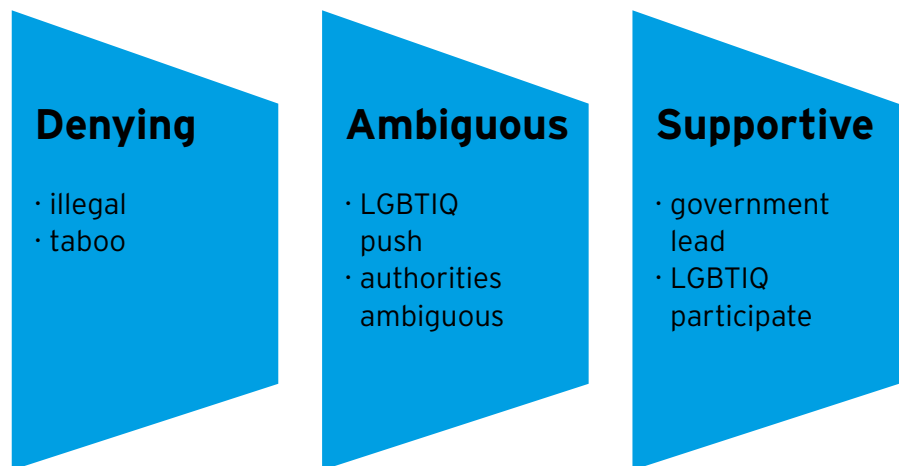


For DESPOGI activists it may be very tempting to act on their own and develop their own resources and services. This is usually because there the Ministry of Education, local educational authorities or schools do not take initiative themselves. If they do, the quality of resources may be low or even counterproductive and discriminatory. In such situations, it may be difficult for DESPOGI organizations to decide to focus on cooperation rather than on own production and services. This dilemma can create a “non cooperation trap”.

The non-cooperation trap

While it may be useful to develop own LGBTIQ resources in very homophobic or transphobic environments, once a DESPOGI organization has a well established service, it may be difficult to drop or redesign this service when mainstream organizations are opening up to integrate DESPOGI issues. The DESPOGI organization will then be faced with the dilemma whether to keep promoting their own service or to cooperate with new mainstream services. Just focusing on getting the schools to use the DESPOGI product(s) is not going to lead to adequate mainstreaming.

The key choice to develop own services or to develop resources and services in cooperation with mainstream partners will be informed by different factors in different environments. In the GALE Advocacy Guide (2012), we outlined three contexts of national education policies. In “denying” States, sexual diversity is forbidden or taboo. In “ambiguous” States, activists NGOs take the lead in an emancipation process. And in “supportive” States, the government takes the lead by establishing a national emancipation strategy.



The contexts could be seen as consecutive phases, but it should be taken into account that States may move forwards or backwards, and that each “stage” represents a kind of transitional continuum rather than a fixed state of being. A State may be at the end of the denying continuum when looking at one aspect of the right to education, while being in the beginning of the ambiguous phase on another aspect.

For example, in some countries there may be a State supported system for LGBT student counseling, but support for school change or non-heteronormative curricula is lacking. In addition, in many States the education system is decentralized and/or privatized, which creates a more fuzzy and ambivalent State map. Also, as a general rule, there are differences in willingness to engage with sexual diversity in urban areas and in more rural areas.

So although the typology may be useful to get some understanding on how strategies may evolve, be careful to not use it as a blueprint that dictates your strategy.

STRATEGY IN DENYING STATES AND AREAS

GALE defines denying States as areas where the Right to Education is both legally and culturally denied to DESPOGI students². In most denying States, same-sex relations are criminalized and sometimes there are legal prescriptions that make positive or neutral information about sexual diversity punishable because it is considered “propaganda” and a threat to traditional “values”.

² The “Right to Education” for DESPOGI has been worked out by GALE as a 15-point checklist

The love that dare not speak its name

In extremely denying States, the situation may be so taboo that even the words to describe DESPOGI are lacking or there are only words with a negative meaning or connotation. For DESPOGI, it may be difficult to recognize their own feelings in their language and in their culture. This hampers both self-organization and education.

In early denying stages, there are only few activists who reach out to other DESPOGI and attempt to build a grass-roots base. At this stage, informal and internal education may play a role. Building self-esteem and self-organization is strengthened when people share stories and discover how they share rejection and which personal coping strategies are possible.

During the denying stage, DESPOGI self-organize, start getting more empowered in the face of discrimination, find words to label themselves and frame the shape of their discrimination in culturally understandable ways (or in frames they adopt from neocolonial powers). For example, in Latin America there seems to be an eagerness to adopt USA-models, while in Asia the sexual diversity movement is often resistant to even use acronyms like "LGBT". DESPOGI start to frame their experiences in shared goals and collective strategies to improve their situation. Informal self-education may become more structured and informal contacts with mainstream allies may occur. In these mainstream contacts, very informal ("peer") education and networking takes place. Towards the end of the denying continuum, DESPOGI organizations usually stabilize and have found labels and basic strategies to self-organize. They turn more outward and start to be visible in ways that are careful in order not to be arrested or targeted with open homophobia or transphobia. In this "late" denying phase, some organizations attempt to do some public education which goes hand in hand with advocacy.



DESPOGI storytelling in denying contexts

In denying contexts, DESPOGI organizations may document stories of discrimination for use in litigation or in UN shadow reports, they publish their stories in magazines, on websites and through films and they even may do some peer education in relatively "safe" schools. These stories are focused on making clear that discrimination exists and that action needs to be taken.

STRATEGY IN AMBIGUOUS STATES AND AREAS

GALE defines ambiguous States as areas where the Right to Education is legally not denied any more, but still partially culturally denied and where the education authorities do not take the lead in systematically improving the situation of DESPOGI students.

The ambiguous stage starts when the State abolishes formal discrimination of DESPOGI generally and in the education sector. But abolishing legal discrimination does not mean schools get better. The ambiguous continuum represents a long road from “attention for sexual diversity in schools is not legally forbidden but largely taboo” towards “attention for sexual diversity in schools is encouraged but not structurally supported”. In ambiguous States, DESPOGI organizations have mostly turned outward and take the lead in a strategy to stimulate social emancipation in schools. The activists are proud of themselves and see their pride as something that deserves a place in their society and culture. In the beginning of the ambiguous stage, the focus of DESPOGI organizations is often on creating awareness and a public agenda, while in the later stages the attention may shift to cooperation with mainstream actors from the education sector and with authorities.

LGBTIQ perspectives can lead to a range of strategies, which each have their own benefits and drawbacks.

Strategies with LGBTIQ perspectives

- Visibility strategy
- Accommodation strategy
- Third gender strategy
- Provocation strategy
- Citizenship strategy

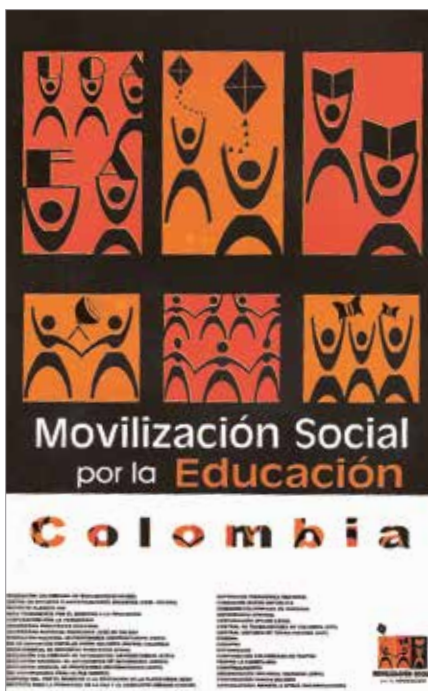
The visibility strategy - A popular strategy is “visibility”, also called the “identity” strategy. Activists express themselves by openly “coming-out”; expressing their feelings of same-sex attraction and gender identity and their pride in daring to show such feelings. Coming-out is a typical strategy for ambiguous contexts: it is only possible and necessary to “come-out” when LGBTIQ identities are discredited to some extent. This strategy can be implemented in schools by awareness campaigns, peer education by lesbian and gay (and sometimes by bisexual and trans) volunteers and by the creation of school based gay/straight alliances with a focus on coming-out and visibility. The visibility strategy originated in Western Christian countries and flourishes in contexts where developing individual identities and self-expression is valued.

The accommodation strategy - In the global South

“accommodation” (our label) is a common strategy.

“Accommodation” means to adapt to an extent to the social and cultural environment. In many countries, both peer education and more formal education about DESPOGI can be implemented, but only when this content is integrated in broader issues like AIDS prevention, prevention of bullying or gender equality. DESPOGI education can take the shape of a holistic sex education curriculum, anti-bullying teacher training or training of government officials on gender strategy. For example, in some Asian and Latin American countries, sexual diversity is integrated in “comprehensive” sex education curricula with a wider focus than just procreation and STD’s. In some African countries there are youth initiatives on human rights peer education which include LGBTIQ equality in the context of sexual education, human rights or diversity education.

An added advantage of the accommodation strategy is that it links DESPOGI issues with wider issues like health, poverty and citizenship, which are also social necessities for impoverished and low-status DESPOGI communities.



The third gender strategy - Accommodation strategy is not

always possible for transgender people. They cannot hide their gender expression without denying their existence.

The “third gender” emancipation strategy stresses that third gender people always have been present in Asian (and some other) societies and claims post-colonial equal citizenship rights like any other “untouchable” or indigenous marginalized group. The concrete claims are legal recognition (identity documents), medical rights and support and foremost, ending poverty and social exclusion.

The third gender educational strategy usually focuses in the first place on stopping harassment by the police and on allying and educating health professionals to make sure necessary medical services will be more available. Potentially, the educational part of the third gender strategy could also focus on amending rigid attitudes towards gender. For some activists this poses a challenge because personally or strategically they prefer just to shift gender or add a gender category rather than to challenge gender norms and categorization.

The provocation strategy - In some ambiguous countries,

DESPOGI activists may use a “provocation” strategy to get attention and to force a dialogue. Examples of provocation strategies are public demonstrations, Gay Prides, flash mobs, street performances and publishing films and websites which aim to explore the limit of censorship by authorities and to confront public audiences with diversity which is outside their comfort zone. Provocation can also be used on the micro-level of the classroom by telling provocative stories, challenging

students into reflection and debate, or showing video clips of Gay Prides or a “gay kiss”.

Provocation strategies tend to build LGBTIQ community cohesion and self-esteem. From an educational view, provocation strategies have a positive effect on people who are open to be challenged and don’t feel threatened by diversity expressions which are outside their comfort zone. However, provocative strategies may have a negative effect on people who cannot cope with their discomfort and may strengthen prejudiced imagining in such students and authorities.

The citizenship strategy - In Latin America, many countries have suffered a dictatorial government for years. In post-dictatorial countries, “citizenship” education, sometimes labeled “peace education”, focuses on freeing people’s minds from this historical totalitarian impact. Totalitarian impact can be the legacy of the (previous) State but also by the still vigorous Catholic Church or from colonial powers. It is obvious that this type of education is an opportunity for DESPOGI groups to create a dialogue with schools and authorities. In a range of Latin American States, DESPOGI organizations have made partnerships with other civil society organizations and with authorities to offer inclusive sex and citizenship education. In addition, all Ministers of Education of Latin America agreed in 2010 to integrate attention to LGBT issues in AIDS and sexuality education. It is unclear to what extent this is implemented. On the local and State levels there are multiple forces, including religious coalitions, attempting to block such inclusive citizenship strategies.

STRATEGY IN SUPPORTIVE STATES AND AREAS

GALE defines supportive States as areas where improving the Right to Education for DESPOGI is lead by the government and where the education sector is increasingly becoming committed. It is useful to see the point where the government decides to take leadership as the kick-off point for the supportive situation.

In the beginning of the supportive stage, it may be necessary to redefine the roles of the three main actors: the DESPOGI organizations, the government and the education sector. In the ambiguous stage, the DESPOGI organizations are leaders of the strategy.

Adaptation of DESPOGI organizations to government leadership

When the government takes over, this may produce mixed responses of DESPOGI organizations because the government is not always doing exactly what the DESPOGI

movement wants. It may be that funds that were designated to DESPOGI organizations and their services will be reallocated to mainstream education organizations. Such financial “mainstreaming” may threaten the sustainability of the involved DESPOGI organizations. Also, many DESPOGI organizations have focused on advocacy so long that it may be difficult for them to take a participative and consultative role rather than an activist role. Being a consultative partner also requires that DESPOGI organizations become more expert. It is not enough anymore to just show the challenges and demand change; the dialogue is now focusing on how to integrate and implement workable solutions, so DESPOGI organization need to learn how education works and which strategies are most effective to change the schools and the entire education system. Ambiguous strategies like (just promoting) “visibility” just don’t cut it anymore. Of course, DESPOGI organizations may have to resort to advocacy now and then. But the type of advocacy has to be adapted because the government is not an enemy any more, but a partner.

In most cases, the education sector itself is still not very interested at the beginning of the supportive stage, so one of the main goals of the supportive strategy is to create commitment and actions on all levels in local authorities, like municipalities and school districts (depending on where meaningful education policy is made), school boards, among school managers, among teachers and how to stimulate and support commitment and participation of young people.

When the new relation between DESPOGI organizations and the government has been clarified, it is easier to work as a coalition on exploring which strategies work best to broaden education sector commitment and how to sustain the new qualities in the education system. This often happens by doing research, pilot projects, amending policies and creating support services and new (regular/mainstream) resources. During this process, the education sector gradually gets on board and becomes a co-development partner in the strategy.

A main concern during this phase is how to cooperate between actors with different jargons and working cultures. It will be an important aspect of the cooperation to overcome these obstacles and to progressively become more stable cooperation partners. In some countries, such government/education sector/DESPOGI cooperation is organized in a national cooperation group. Such a group may be called a strategic committee or an alliance. In smaller States where there is only one (dominant) DESPOGI organization, the partnership may be more informal and more dependent on personal contacts.



2. Starting a GALE Committee

Suppose you, or your organization, have decided that it would be wise to work more strategically and you would like to set up a strategic education committee on sexual diversity. How to do this?

This will be slightly different in denying, ambiguous and supportive situations. But we still do advise that you organize the kick-off of strategic Committees in more or less similar way:



In denying countries, these steps could be taken in very simple ways and mostly within your own organization. In ambiguous countries, it is worthwhile to start involving allied government officials and professionals from the education sector from the very beginning. In supportive countries, these steps should be taken jointly with the government and high ranking education sector officials and education experts in order to bolster a high impact strategy. In the following chapters we will elaborate on these specific circumstances. In this chapter, we offer more general suggestions for to implement these kick-off steps.

a) Invite relevant actors

A good strategy works best when you have enough expertise to make sound judgments about the situation and opportunities. So, one of the most important steps is to invite the right people to help think about priorities and a feasible plan.

The most ideal situation is that you invite experts and key officials from:

1. the **government** (Ministry of Education, Ministry of Health/ Well-Being, Ministry or department of Equality, Diversity, Gender etc.)
2. the **education sector** (the national associations of school boards, or school principals, the national institute for curriculum, development, teacher training institutions, trade unions, associations on relevant teaching topics, education researchers)
3. The civil **society sector** (LGBTIQ+ organizations, sexual education organizations, anti-violence or anti-bullying organizations, peace and conflict resolution organizations, the women's movement, democracy and non-discrimination organizations).



Think in advance about the type of workshop and strategy you want to organize. Even in the most favorable circumstances you will not be able to get all of these people in one strategic workshop and in most cases this is not even workable. So make your invitee list based on who you know, who you can reach, and who may be important for the follow-up strategy. Try to have people from each of the three sectors.

If you have a long list, first invite 20 key people. When you cannot convince your priority key stakeholders, you can have a reserve list to be invited.

b) Organize a strategic workshop

A first strategic workshop works best when there are between 10-20 people. You can also organize a bigger workshop (the largest strategic workshop GALE facilitated had 80 people), but then you must be very careful in making sure the process runs smoothly and that everyone can have their say. This can be done by working in subgroups. The workshop takes one day (7 hours).

The objectives of the strategic workshop are

1. to inform the participants about the Right to Education
2. to get people acquainted
3. to create a joint analysis of the situation
4. to get first ideas for possible strategies and interventions

The format GALE developed for a strategic workshop is:

1. Participants get the GALE Right to Education Checklist and fill it in
2. Short introduction on the Right to Education and the checklist
3. Discussion of the way the checklist was filled in and sharing experiences

BREAK

4. Discussion about challenges/opportunities, noted down in a SWOT analysis model

BREAK

5. Introduction of three stages of development (denying, ambiguous, supportive)
6. Discussion about whether the country/region is mostly denying, ambiguous, or supportive

BREAK

7. Elaborating the SWOT analysis
8. Identifying strategies and methods for improvement
9. Closing and preview on next steps

When you fill in the GALE Right to Education Checklist, it is very likely that some participants do not know how to score the 15 checkpoints because they lack objective information. Others may score the checklist based on personal experiences or impressions of their own social and cultural environment. In your discussion, it is important to distinguish the facts from subjective impressions. The checklist can be rated based on legal information (laws and government binding guidelines) and on social information (research on the situation of DESPOGI students). The legal information is only useful when laws and guidelines are actually implemented, so information about social realities in schools is more important when trying to define where the country/district stands. In some countries like The Philippines or Namibia, there are education regulations that are technically very inclusive (although they don't mention sexual diversity explicitly). But this does not mean such paper policies are actually carried out by school or teachers. Also, having a "generalist" diversity policy may not be considered relevant for DESPOGI students. This is the case when diversity in gender, race or tribes are celebrated but deviance of heteronormativity is considered taboo or even criminal. When the participants lack objective information, one of the first conclusions will be that you need to research more information (and what to research).



During the closing statement, the facilitator can ask which organizations or representatives are willing to join in the next steps, which are working out the SWOT analysis into priorities and developing an action plan.

A more detailed format with presentations and suggestions for facilitators is available on the GALE website (<http://www.gale.info/en/right-to-education>).

c) Decide about priorities

The step after the strategic workshop could be to organize a smaller and shorter workshop about priorities. A priority workshop could take 4 hours and not all the participants of the strategic workshop have to be there. Usually there are some key stakeholders interested in cooperation and working out the concrete next steps.

Here the SWOT analysis model can be used again. SWOT means strengths, weaknesses, opportunities and threats. You can use this matrix to list the aspects individually and as a group.

	Internal factors	External factors
Strong aspects	Strengths: - - -	Opportunities: - - -
Weak aspects	Weaknesses: - - -	Threats: - - -

The overview of a SWOT analysis works like this: in the top row, the positive aspects are mentioned, in the bottom row, the negative aspects are listed. In the left column, your internal or personal features are listed, while in the right column, the external factors are listed.

The best way to use the matrix to set priorities, is to work like this:

1. **Identify your strong points.** The most strategic way is to start building on your strong points and on the opportunities you see, and not to focus too much on your weaknesses or perceived threats. An overly strong focus on your weak points and threats will tend to block you mentally. If your group is blocked by negative associations and fears, it is advisable to do a short activity to lighten up the mood. It is even better to precede the strategic workshop with a more concrete workshop on how to teach about sexual diversity, which implicitly functions as an empowerment workshop by focusing on how to deal with emotions of fear and anger.
2. **Shift the attention to opportunities.** It is always most strategic and useful to focus and build your strategy on strengths and opportunities. Different stakeholders have

different strengths, which widens your opportunities for success. DESPOGI participants have hands-on experiences with discrimination and coping with it. They may have more insight in exclusion mechanisms than mainstream actors. As a teacher, opportunities may arise from the interests of your students and parts of the curriculum that you can use to raise sexual diversity. From the manager/principal perspective, opportunities may be found in the mission of the school to promote positive citizenship, tolerance, social behavior and flexibility in dealing with new situations and persons. Government officials may see opportunities to enact or bolster citizenship and health policies.



3. **Accept, and if possible, diminish your weaknesses.** After you have established an implementation strategy based on strengths and opportunities, it is good to also take into account your weaknesses. Internal or personal features can usually be improved by doing training, supervision and reflective discussions with colleagues. Think of ways to organize this.
4. **Identify roadblocks and how to cope with them or avoid them.** Negative external factors (threats) are always most difficult and sometimes impossible to influence. This is why it is important to not allow them to block your action, but to keep them in mind and to think of ways how to tackle the challenges you may encounter. It could be parts of the school staff, the students, parents and authorities and politicians feel uncomfortable or threatened by discussing or dealing with sexual diversity. Such aversion can be on different levels (prejudiced images, emotional aversion, negative attitudes, hurtful behavior) and on different topics of the norm of heterosexuality (aversion against not being heterosexual, against nonconforming gender behavior, against liberal views on sexuality and partnerships, and against nonconformity in general). By thinking about which aspects play the most important role with specific persons and specific groups (pupils, parents, teachers, principals), a grounded approach can be developed to change potential negative attitudes towards a more supportive attitudes, and to promote supportive behavior. Or at least diminish or avoid the level of hindering or blocking behavior.

In discussing the SWOT matrix, it is natural for participants to focus on the negative aspects; the weaknesses and especially the threats. In denying countries, perception of threats and the number of threats can feel so overwhelming that it completely blocks the discussion of what you can do. It is very important to stress that we need to focus on strengths and opportunities in this workshop. Threats will always be there, but we need to focus on strengths and opportunities and, on the sideline, we need to take into account how to avoid the threats in a strategy.

In denying situations, it may be that participants are so fearful and in a way traumatized, they cannot bring themselves to shift perspective to strengths and opportunities. If you expect this, it is better to do a short (one day) peer education/teacher training about how to deal with heteronormative threats and with prejudiced questions and remarks before doing the strategic workshop.

A detailed format with presentations and suggestions for facilitators on how to do such peer education/teacher training is available on the GALE website (<http://www.gale.info/en/right-to-education>). For trainers, it is also helpful to do a GALE e-course (<http://www.gale.info/en/projects/ecourses>) and especially the resources "How discrimination works in school" (module 2) and "Dealing with resistance" (module 3) in the course "Combating SOGI-phobia in schools - beginners".



d) Develop an action plan

The priorities need to be worked out into a concrete action or project plan. You don't need all the members of the strategic workshop or the priority workshop to work out an action plan. The most influential people are the ones that want to do something, and who will be key stakeholders and "owners" of the strategy.

A strategic partnership works best when there are a few (3-6) organizations involved, otherwise communication and cooperation could be more complicated. This action group or team could use a "logical framework" to translate priorities into goals, objectives, steps to be taken, products and effects.

	Intervention Logic	Objectively verifiable indicators of achievement	Sources and means of Verification	Assumptions
Overall Objective	What is the overall objective to which the project will contribute? (e.g. social acceptance, social support)	What are the key indicators related to the overall objective? (e.g. scores on social distance and support survey items)	What are the sources of information for these indicators? (e.g. survey)	
Specific Objectives	What specific objectives is the project intended to achieve? (e.g. straight and LGBT students make assignments together, are friends, reach the same education results)	Which indicators clearly show the specific objectives of the project have been achieved? (e.g. refer to specific question batteries)	What are sources of information that exist or can be collected? What are methods required to get this information? (e.g. survey and recruitment method)	Which factors and conditions outside the consortium's responsibility are necessary to achieve the specific objectives? (external conditions) Which risks should be taken into consideration? (e.g. incidents outside the project schools)
Expected Results Result 1 Result 2 etc.	What are the expected project results (outputs) that will achieve the specific objectives? Please indicate which consortium partner will take responsibility for securing each result. (e.g. Partner 1 produces a student level curriculum, partner 2 produces a teacher training and delivers it 10 times for 150 teacher)	What are indicators to measure whether and to what extent action achieves the expected results? (e.g. number of copies produced and disseminated, number of training participants)	What are sources of information for these indicators? (e.g. number of downloads, participant registration sheets)	What external conditions must be met to obtain the expected results on schedule? (e.g. the partnering schools need to timely plan the training and implementation of the curriculum)
Activities Activity 1.1 Activity 1.2 Activity 2.1 Activity 2.2 etc. Activity 2.3 etc.	What are the key activities to be carried out and in what sequence in order to produce the expected results? Please group activities by Result. Please indicate clearly which partner is responsible for each activity. (e.g. outline curriculum, discuss with school and local authority, finalization curriculum, production video, pilot testing the curriculum, analysis and discuss with school and local authority, edit curriculum, production, dissemination.	Means: What are the means required to implement these activities, e.g. personnel, equipment, training, studies, supplies, operational facilities, etc (e.g. 2 years 1 full time staff, video and film editing equipment)	What are the sources of information about activity progress? (e.g. table to monitor process and outputs)	What, if any, preconditions need to be met before the project starts (e.g. contracts with schools) What conditions outside the consortium's direct control have to be met for the implementation of the planned activities? (e.g. permission of the local education authority and contingency plan for dealing with unexpected outside resistance)

When the decided actions are more informal and integrated in regular activities, the description could be more simple. But even then it remains useful to make clear:

- what the objective of an activity is
- what you will do and produce to reach the objective
- to create one or more indicators for success



**KUN JE
EERST
DATEN?**

**OF MOET
JE METEEN
TROUWEN?**



**YOUR RIGHT
TO CHOOSE!**

**JOUW PARTNER
JOUW KEUZE**



3. Strategic operation in denying countries

In the context of denying countries, it is mostly impossible to work in partnership with authorities or the education system. For DESPOGI organizations, there is a logical tendency to see the government and mainstream organizations as “enemies”. Therefore, the focus will be on the strengths of the DESPOGI communities, increasing this strength; and maybe find some informal individual allies in the mainstream. Because access to formal education is impossible and expertise on education is usually limited, the focus is often on informal education, on sharing stories, storytelling and on peer education.

KICK-OFF OF A GALE COMMITTEE

As leaders of a DESPOGI organization, you can invite people from your own organization and of other DESPOGI organizations for the strategic workshop. But even then, it is important to look for a diverse group to invite: L, G, B, T and Q, members who are teachers in daily life, members who work or have worked in a government office, young people whose experience with going to school is recent or current, parents. With more diverse participants, the strategy workshop is going to be more fruitful.

Strategic committee in denying contexts

- Do some networking before you invite participants
- Invite people you know and trust
- Try to include diversity of your own communities
- Invite people who are already empowered to some extent or do empowerment training before convening a strategy workshop
- Discuss concrete challenging situations and how to cope with them or overcome them, rather than abstract strategy
- Try to focus on your strengths and opportunities
- Decide on actions that are linked to shared priorities, and not (only) to individual preferences

It is advisable to have participants who already feel a bit empowered and can think about what is good for DESPOGI as a whole rather than just for their own immediate personal situation. As mentioned before, doing a peer education workshop about handling prejudiced and emotional questions and comments can be very useful to avoid that participants get caught in (just) complaining about threats.

In doing the strategic workshop, it would be wise to keep focusing on very concrete situations in your own organization and in schools and how to improve them concretely. GALE is developing a short questionnaire for DESPOGI people, which is a translation of the GALE Right to Education Checklist (for national or local policies) to the individual level. This questionnaire can be used both as a simple research instrument and a discussion tool.

After the strategic workshop, a smaller group could think about priorities. These could be divided in what the DESPOGI organization can do internally (for example by integrating forms of storytelling in self-awareness activities and small scale research), and what the DESPOGI organization can do externally (which mainstream allies can be reached out to, how to build informal networks and offer informal education for them).

ACTIVITIES FOR FOLLOW-UP

Activities you may want to organize are for example:

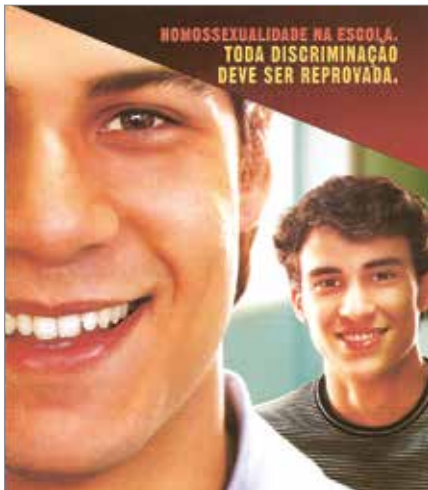
Possible follow-up activities

- Outsider witnesses workshop (exploration empowering stories)
- Story documentation
- Simple survey research
- Anonymous storytelling
- Personal storytelling
- Informal teacher training (story exchange and dialogue)

Outsider Witnesses Method - In self-help groups of DESPOGI people, you can use the Outsider Witnesses method to help people tell their stories in a way to help them strengthen their self-esteem and to help them see other perspectives. This method involves telling a story 3 times. First, in a group of 4 to 8 persons, one person tells a story about a significant challenge they faced. Then, each of the others retells a summary of the story as they understood it and reflecting on the questions they had when they heard the story. Finally, the original storyteller retells the story, integrating the reflections of others.

This method helps participants to reflect on their challenges, to frame their experiences in a story and to experience that listeners have their own questions and ideas when you confront them with your story. It is a good preparation to start developing a strategy of education based on storytelling.

Story documentation - You can collect stories from DESPOGI people by interviewing them in a systematic way. In denying States, this may be sensitive. DESPOGI people may mistrust



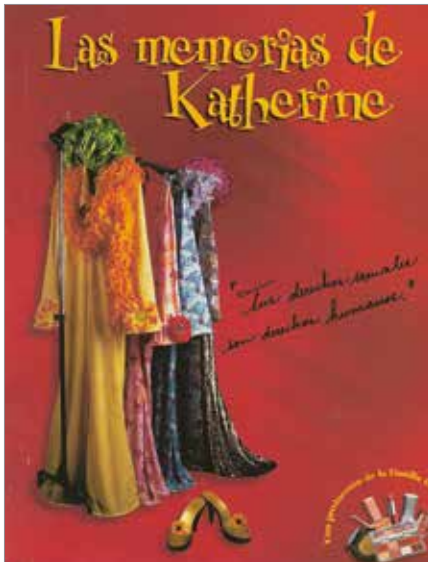
you when you ask them for personal information or opinions. In such cases you need to take ample time to first create a relationship of trust with the people you interview. It is easier to do this with people you already know from your own DESPOGI group and when you use personal networks to find other respondents. Before you start interviews, make clear what the goal is, what product will come out of it and if/how the participant can have a say in what is published.

In all cases, assure the interviewed people of their privacy and security and how you will guard this. Ask whether participants want to be anonymous and how stories can be told in such a way that they cannot be traced back to a person. You can keep the names and stories separate and only connect them with a code which is kept in a safe place. You can agree that names or contact details are used only to ask the respondent's feedback on the draft report or to inform the respondents of the final product.

Such stories can both be used both as qualitative research data, for strategic litigation and as raw material for education. When you use stories for qualitative research, it is necessary to know the source and context of the story. For security, you can keep this confidential, but in need, you need to be able to prove that the stories are not made-up. For research, it is also necessary to have a clear conceptual framework before you start interviewing. Such a framework helps to analyze the stories and draw conclusions.

When you collect stories for strategic litigation advocacy (a legal fight), your narratives and reporting need to be legally precise in how laws and human rights are being violated. For elaborate information on how to do this, check out the ILGA Europe webpage "Human rights documentation tools" (<http://www.ilga-europe.org/what-we-do/our-work-supporting-movement/funder/daf/tools>).

When you use stories for education you interview people about their experience with one or several of the human rights, you can analyze the experiences as positive, ambiguous or negative and explore factors which were helpful or not helpful. Note that the emotional part in these stories may be as important or even more important than the factual part. If you target actors in the education sector, you can focus on the Right to Education and interview people about the 15 checkpoints of the GALE Right to Education Checklist. In this way you create a larger social story or "discourse" on how DESPOGI people are disadvantaged and maybe make suggestions of what needs to change to offer better options. In the documentation of the stories, you may want to quote people literally, or use images or video to make the stories more real and to create empathy.



Survey research - Even in denying countries, some form of quantitative research (yielding statistical data) can be done. Take into account that creating a good research plan, a reliable questionnaire and a sound analysis may be difficult for untrained people. GALE offers a courses on this, but it may be unaffordable or inefficient to invest in a course. Therefore, GALE is developing a model for a simple research plan, questionnaires and report for small scale statistical research in denying and economically developing countries. The goal of this basic research is to proof that the right to education is not implemented adequately for DESPOGI. The results can be used to support an analysis of the social situation.

There are three questionnaires: one for members of a DESPOGI organization, one for students and one for teachers. The data can be collected in an Excel file which yields simple results without calculations. This method does not allow for more in-depth analysis, for that, you need researchers who are trained to make more statistical in-depth analysis.

Anonymous storytelling - When you publish the stories as illustrations in research or as an educational resource, this can be best done without the names of the interviewed persons in order to protect their safety and privacy. In a research report, testimonials can best be presented as factual stories or as quotes illustrating the analysis or conclusion of the report. Keep a file of the original interviews with dates, place, code number (instead of a name) and background information about the respondents. Overly dramatic presentation (even when some stories can be gruesome) may be counterproductive because research is expected to be objective and cool-headed.

Stories in educational resources can be communicated through articles in (your own or others') magazines, websites, comics, radio programs, videos or adds. You can make stories anonymous by illustrating them with comics or drawings or by using models or actors who are not the real persons. If you make storytelling resources, take into account the following guidelines:

- Determine in advance whether the target group is a DESPOGI audience or a mainly heterosexual audience. These audiences have different needs and responses and they are reached in different ways. Many DESPOGI organizations make the mistake to try target everyone at the same time and then miss the impact for both. Don't make the resource first and only then think about dissemination or use. Develop first the goal and message for a specific group, then the dissemination strategy and finally the actual product.

Stimulating “empathy”

- “Empathy” means ability to understand and identify with the perspective of others
- Empathy works with people who are already a bit open, but much less with extremely masculine boys/men
- Empathy works best when you tell authentic stories
- Don’t be overly dramatic even when the situation is serious, the receivers of the message may feel you are acting and not ‘real’
- Heteronormative storytelling may be more effective to create empathy in denying contexts than confronting people with diversity that creates too much discomfort; provocation may create too much backlash

- In denying countries, straight audiences are mostly negative and prejudiced. The goals of educational resources could be to diminish the aggression and maybe to recruit some allies. Creating empathy with disadvantaged people is a good strategy (storytelling about concrete ways discrimination makes lives of DESPOGI difficult in an unfair way). For example, explaining in an authentic way how you were disadvantaged and denied basic rights may create empathy and agreement of your audience that this is not righteous. In this, the personal authenticity is crucial; just giving facts or referring to international human rights does not create empathy. Interventions promoting empathy work best with audiences that are already slightly open, they don’t work so well with very negative masculine audiences who have learned that showing “empathy” equals “weakness”. Note that in order to create empathy, role models should be credible and appealing to the straight audience. Showing forms of diversity that are far removed from the comfort zone of straight people may create irritation and more negative feedback instead of supportive responses. In denying regions, educating in a somewhat heteronormative way is therefore often more effective than showing the full range of diversity. This is a choice that may not be politically correct and may not feel fine, but which is sometimes needed to make the next strategic step. Straight audiences can be reached by general media or professional media. In such media, it is better to get a short and well chosen story published than to have a series elaborate stories on a website that may not reach so many people.

- In denying countries, DESPOGI audiences are in need of recognition that they are not alone and examples of how you can cope with discrimination. They will be supported if you show them role models of DESPOGI people who are self-assured, and despite that they had to face challenges, they

³ The Brazilian resolution was one of the first systematic attempt to get sexual orientation and gender identity accepted at the UN as deserving human rights (https://en.wikipedia.org/wiki/Brazilian_Resolution)

managed to overcome at least some of them. It also helps if such resources show the way where DESPOGI people can get support. The underlying education strategy of such resources is not creating empathy but creating self-esteem. DESPOGI audiences are reached through niche-media where they search for information. Public meeting spaces, online dating and gossip forums, dedicated websites and LGBT media are better to reach DESPOGI audiences.

Personal storytelling - Personal storytelling (also called “testimonials” or “peer education”) is done by the DESPOGI peers themselves directly to audiences. In denying countries such storytelling often targets either potential allies among the authorities or politicians, or students at universities (because these tend to be least homophobic/transphobic).

Whatever the audience, it is always important to make an informal needs assessment of the audience and to clearly set an objective for the peer education session. For example, peer education sessions during the international meeting for the Brazilian resolution³ where quite effective because the activists who were invited to Geneva knew the situation in their own country, were briefed about the political context and had a simple goal: stimulate the State representative to vote for the resolution. However, activists in Uganda who went to a university to peer educate homophobic students, did not seem to be very well prepared and did not know how to handle the discussion when it escalated⁴. It is advisable to do a training on peer education storytelling before starting such sessions, or at least first do a series of sessions in situations with heterosexual allies. Never engage unprepared with a strongly homophobic or transphobic audience; a failed session may have such a negative impact that it damages your strategy.

³ The Brazilian resolution was one of the first systematic attempts to get sexual orientation and gender identity accepted at the UN as deserving human rights (https://en.wikipedia.org/wiki/Brazilian_Resolution)

⁴ See the scene in “Kuchus of Uganda”, links on https://www.youtube.com/watch?v=GYhnii_XcnO

Informal teacher training - In some countries, DESPOGI organizations engage in informal ways of teacher training. For example, The Rainbow Project in Namibia offered diversity education to secondary school teachers. This type of informal teacher training requires a good training experience of the facilitators.

Namibian teacher training workshops

The workshops were in rural villages and took place in evenings after work during a social dinner. The workshops started with open questions and sharing of experiences about how teachers and their students had felt excluded in their lives. In Namibia, this usually focused on discrimination based on tribal background and discussed how to deal with them when teaching their students. During the dinner, the facilitators made sure different types of exclusion were

discussed, including same-sex relations. In some tribes, same-sex relations are rather common and traditionally accepted, while in others same-sex relations are condemned. After the teachers decided early in the workshop that inter-tribal relations should be more tolerant and respectful, the step towards tolerating same-sex relations as another variation of feelings and cultures became more logical and acceptable.

CYCLIC ENHANCING OF STRATEGY

All of the interventions we mentioned can be used to collect new information on how to improve education of broader strategy. A DESPOGI organization may want to streamline the internal strategy for creating safe spaces and self-esteem with the external education strategy. For example, you can prepare members of your organization to tell their stories in different ways to empower others, and you can ask the members with most self-esteem to act as peer educators, first anonymously, then personally in safe spaces with heterosexual allies and later in more challenging spaces.

You can ask members who work in education for information on how schools and the education sector function and if they know schools where peer education is possible.

You can use the research you did in your own networks and experiences from campaigns and educational sessions as data to guide a follow-up strategy.



4. Strategic operation in ambiguous countries

In the context of ambiguous countries, it is usually possible to find experts from the education field and government representatives to be involved in DESPOGI initiatives.

Your focus in ambiguous contexts

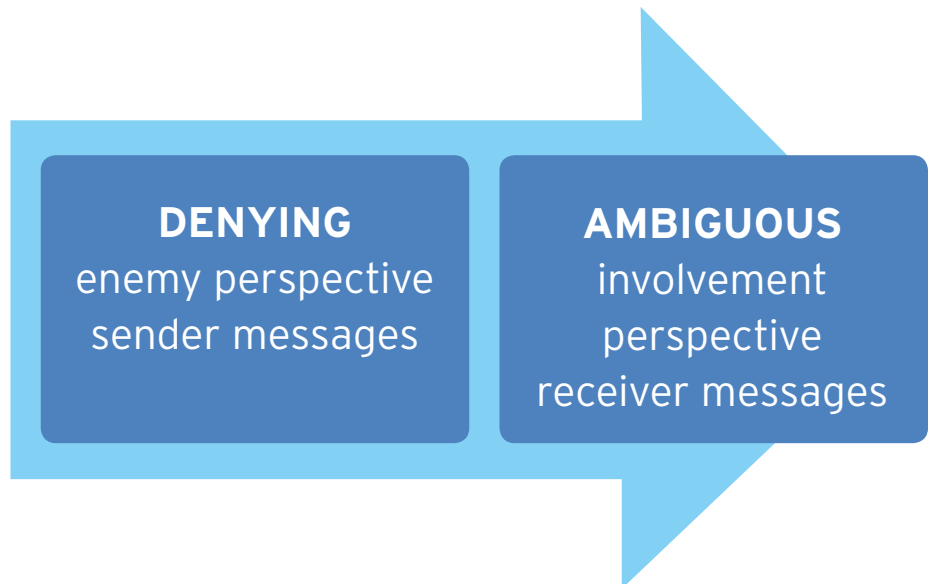
A general focus of strategy in the ambiguous phase is to expand the mainstream network of the DESPOGI organizations and build increasingly intensive cooperation with mainstream and heterosexual allies.

If the ambiguity is more towards denial, potential allies will still be mainly disinterested and the strategic focus needs to be on framing DESPOGI issues in wider issues that can catch the interest of education experts and officials. A good way to do this is to ask advice and (limited) assistance of mainstream and heterosexual allies. For example, invite allies to a strategic workshop as (if needed anonymous) observers or ask them for feedback on project plans and draft products. This gets them involved on a low commitment level.

If the ambiguity is more towards support of the DESPOGI movement, the focus can shift towards more intensive support or even better: real cooperation with mainstream organizations. Support can be asked in the shape of funding for or help with dissemination of products of the DESPOGI organization, for example the government promoting an LGBT curriculum to schools or training, or a national federation of principals endorsing an LGBT model for inclusive safer schools. But such a product-oriented approach works only in a limited way. Organizations are never overly enthusiastic to promote products of others, no matter how good these may be. True cooperation only arises when all partners feel they “own” and can be proud of the innovation or products. So towards the end of the ambiguous phase, the strategic focus could be more on creating (co-) “ownership” of DESPOGI issues by mainstream organizations by starting to develop interventions in true cooperation.

In the denial phase, there is a logical tendency to see the government and mainstream organizations as “enemies”. DESPOGI encounter regular ignorance, prejudice and violence from these actors. This “enemy perspective” usually still predominates in the beginning of the ambiguous phase. However, in the ambiguous phase, the DESPOGI organizations can only make progress when they leave the enemy perspective behind and when they

systematically start to work on exploring opportunities for involving heterosexuals and mainstream organizations. This also involves shifting from sender-oriented messages and activities to receiver-oriented messages and activities. The more the DESPOGI movement succeeds in this, the more they move towards mainstream support for DESPOGI issues.



KICK-OFF OF A GALE COMMITTEE

Since the strategy in an ambiguous environment is focused on building or strengthening a network with mainstream organizations, it is advisable to invite at least 40% of the participants for the strategic workshop from the education sector and at least 2 representatives from the government. The rest could be from DESPOGI organizations. Preferably there is also a good mix of LGBTIQ and heterosexual/cisgender participants.

The government officials could be from the Ministry of Education and the Ministry of Health/Well-Being/Family or a Ministry or department of emancipation/nondiscrimination or diversity. In many countries, LGBT emancipation is linked to the Ministry of Family or Well-Being, and Ministries of Health are often also reasonably supportive of emancipation initiatives. So these officials tend to be most easy to invite.

A strategic workshop in ambiguous contexts

- Invite 2 ministries: education and a LGBT friendly ministry
- Invite (potential) allies from the education field: some with teaching experience, some with management/policy experience
- Invite LGBTI activists who know how schools and policy work

The Ministry of Education is often not so cooperative. In ambiguous situations, they tend to see DESPOGI, human rights and non-discrimination as one of the many civil society concerns that they consider to be nonessential to education priorities.

Traditional Ministry of Education perspective

It is important to understand the Ministry of Education perspective. Education priorities are, in order of importance:

1. The number of students that go to school
2. The number of students that get a diploma
(with - in neoliberal contexts - most priority allocated for top performing students)
3. The link between schooling and the labor market

Preventing drop-out of students is often a secondary concern because - although it is an inhibiting factor in these three priorities - the prime responsibility to prevent drop-out is with the schools themselves. A Ministry may promote “inclusive” education, but in education jargon this usually refers only the effort to keep disabled students in regular schools. In 2008, UNESCO broadened the definition of “inclusive” education to include all students that are potentially excluded, but in most countries this is not yet common practice.

Regular schools still tend to see themselves as learning factories, where students are objects or products, without voices, rather than subjects and participants. Schools that do have a holistic and participative view of young people are often based on specific philosophies (Steiner schools, Montessori schools, Dalton schools) and exist in the margins of the regular school system. The average school commonly limits its’ social intentions to some kind of anti-bullying policy. Although having an anti-bullying policy is often labeled a “safer school policy”, it is often mainly focused on limiting the number of violent incidents and on damage control for the school image.

Reaching out to the Ministry of Education works best when you take these perspectives in mind. To prepare the invitation, you can research which vision and strategies the Ministry of Education employs on preventing drop-out, anti-bullying, safer schools and inclusive schools. It may be that the Ministry of Education (possibly in cooperation with the Ministry of Health) is active to some extent in supporting sexual education, or health education that goes beyond health food, or on citizenship education. Such strategies may provide entry points to prepare the discussion and to invite relevant officials from the Ministry of Education. You can also find

the names of such officials by asking allied officials of other Ministries to refer you to relevant expert or allied officials. It is usually best to first call officials, to get acquainted and then to send an invitation. The invitation can be tailored to the invited official. Some officials would like to be present, but not formally invited. They can be informal observers. On the other hand, in the later stage of the ambiguous phase, it may be important to invite higher ranking officials in a more formal way in order to elicit complicity of the Ministry rather than just have the personal feedback of an interested civil servant.

In the contact with both officials and experts from the education sector, it works best to first focus on their professional pride and make the link with DESPOGI issues later. For example, ask them if they can come to the strategic workshop to explain their excellent policy on inclusive schools, anti-bullying or citizenship, and to discuss how DESPOGI issues can strengthen those strategies. Starting the contact with introducing your specific DESPOGI mission and needs may sound logical to you, but can turn off the officials when they are not yet convinced of the relevance of this topic.

In addition to government officials, you may want to invite some officials from local districts or authorities, if these have any influence on schools, or if they may provide funding for projects with schools.



Experts from the education sector should preferably be people who think both on a hands-on and on a strategic level. These could be teachers and principals, but be aware that most teachers teach and do not make policy. They may be more interested in getting or offering some information about sexual diversity and suggestions on how to deal with the topic in class. But that is not what the strategic workshop is for. This is also why it works well to first offer a basic teacher training and have the strategic workshop the day or week after. Teachers and principals can then link their concrete experiences in class and in school into the strategic discussion on the level of: “this is not going to work for teachers or this group of students” or “if you do it like this, it would be more usable in our school and other schools”.

Experts from the education sector that are already thinking a more strategic level are representatives from the national institute for curriculum development, researchers, teacher trainers, members of the UNESCO Commission, trainers from school support organizations and members or staff of national associations of school boards, of principals, or teachers in different subjects and trade unions. To invite such people, the same goes as for government officials: find out how DESPOGI issues link into their professional job and interest, and preferably invite a mix of people who are both expert and in a position to (help) change the school system.

FOLLOW-UP ACTIVITIES

In the ambiguous phase, it is common that DESPOGI organizations develop their own interventions and try to market them. From a strategic point of view, “stand alone” external services for schools by external organizations have a limited impact and they may even work out counterproductively by keeping schools from taking ownership or leadership. But in circumstances when regular access to schools and cooperation with mainstream education organizations is impossible, developing own specific DESPOGI interventions may be the only option to proceed.

In such cases, GALE advises to keep in mind that the long term goal should be that the education system takes ownership and leadership. This implies that specific services and products offered by DESPOGI organizations works towards that end.

The non-cooperation trap - revisited

In chapter one, we mentioned the non-cooperation trap. This trap is especially a risk in the ambiguous context. With most schools not that interested to integrate sexual diversity, it is relatively easy to develop a short and relatively popular program that offers students at least some attention to sexual diversity. But it may be that DESPOGI organizations start to believe that their own product is the minimum schools should do or a necessary first step to integrate sexual diversity in schools. When this happens, marketing interventions like peer education panel sessions, teacher trainings, Gay/Straight Alliances or short curricula about rainbow families become a goal in itself rather than one of the steps in the strategy to make schools safer and better. There are two solutions for this. The first is that DESPOGI organizations think about why and how own services are the most strategic next step and what will be the next steps. The second is that in their services, they integrate elements that encourage schools to take ownership and leadership.

In the rest of this chapter we first discuss the regular types of interventions that DESPOGI organizations currently offer (like awareness campaigns, panel sessions, Gay/Straight Alliances, teacher training and LGBT History Month), and suggest how such services and products may be enhanced in order to function as stepping stones towards ownership and leadership of schools. Secondly, we discuss a few interventions that are new and solely focused on stimulating ownership and leadership of schools and in the school system.

Possible follow-up interventions in ambiguous contexts

Adaptation of DESPOGI services

- Awareness campaigns
- Peer education
- Gay/Straight Alliances
- Teacher training
- LGBT History Month
- Rainbow family curricula

New DESPOGI services to stimulate school ownership

- Monitoring research
- State monitoring research
- Student school visitations
- Resource expert networks
- Local activists student networks
- Leadership training

ADAPTATION OF CURRENT DESPOGI SERVICES

Awareness campaigns – In many “early” ambiguous countries, DESPOGI organizations develop awareness campaigns to sensitize schools. The objective of such campaigns range from getting attention, to informing and attitude change. In few cases, such campaigns also focus on changing behavior of students or teachers, but in the ambiguous phase such goals are commonly quite fuzzy. The products may range from leaflets, postcards and posters to video clips and staged events. These products can be disseminated in school buildings and discussed in lessons, but more commonly their distribution remains largely limited within DESPOGI networks and to allies who are reached through conferences and pride events.

Although there is a great need for raising basic awareness about DESPOGI needs, many awareness campaigns do not reach their goals adequately because of their focus and dissemination.

Change your message to be receiver oriented

It may be that the focus of such campaigns is more sender-oriented than receiver-oriented; the DESPOGI message is central rather than what is needed to get the attention of the straight audience. Awareness campaigns would benefit when they are developed with a clear receiver-oriented message, which is aimed to open minds and doors to follow-up activities that target more in-depth attitude and behavior change. For example, rather than making postcards which say “10% of your students is LGBT, don’t discriminate them”,

you could make a postcard asking “You want to be there for all your students? What do you do to make them all feel welcome? Boys and girls, disabled students, rich and poor students, native and immigrant/refugee students, LGBT students. Mail your solutions to diversity@lgbt.org.” This way the campaign is not one-directional, is making people think, encourages them to take action and enlarges your network.

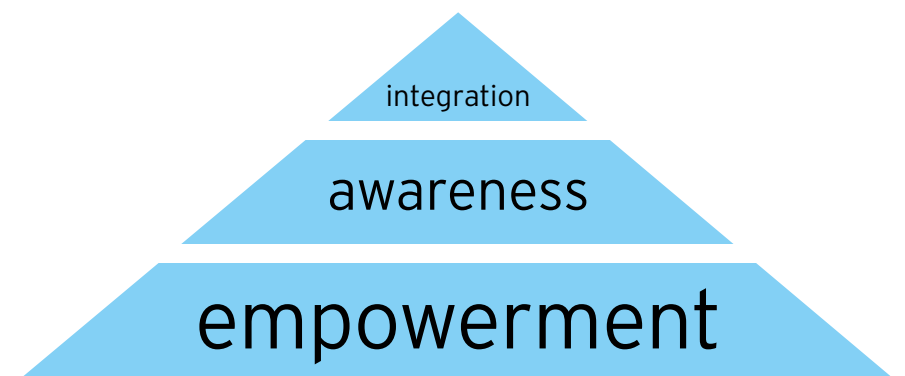
Limited dissemination is an even more important barrier to impact of awareness campaigns. Usually DESPOGI organizations have limited outreach possibilities in schools. The best way to solve this is to make a dissemination plan before you start developing the content of the campaign. The dissemination plan should be realistic. For example, you could hire advertisement space in educational journals, or make a deal with educational organizations that they will disseminate a product for you. Most educational organizations will only agree to such a deal if they have something to say about the content of the product, because they don’t want to distribute controversial messages or opinions they don’t agree with. So forging some kind of minimal cooperation with mainstream organizations both on content and dissemination is necessary to get more impact. Investing in this is more than worth the trouble, because you can keep on building on it in the future.

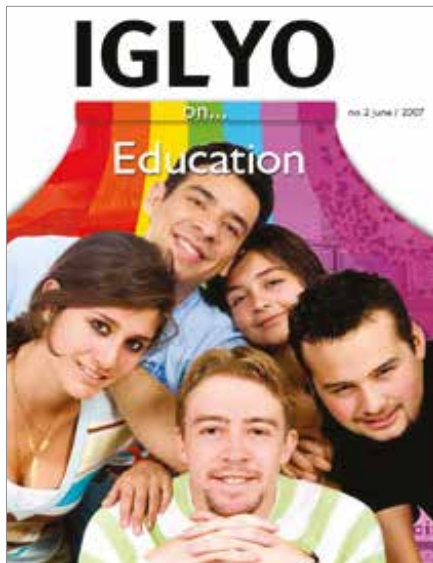
If you are in the very early stage of ambiguity and there are really no mainstream partners that want to cooperate with you, you may want to consider handing out products outside schools or to try reach out to young people and teachers through social media.

Peer education panel sessions - In Europe, a typical ambiguous context intervention by DESPOGI organizations is peer education by (mostly) gay and lesbian volunteers. Schools are asked to invite guest speakers. The classes are preferably given by a lesbian woman and a gay man. They are preferably still quite young themselves, so they can function as role models. At the same time they need to have enough self-esteem to cope with homophobic and sexist questions and remarks. The session itself commonly consists of a personal testimonial. In the West this is usually a coming-out story, in the global South it is usually a more contextualized narrative about social issues with some personal examples, depending on how it is appropriate to exchange such personal testimonials with strangers. After this, students are allowed to ask questions and get authentic and open answers. Because many of the questions are prejudiced, informative answers are mostly inadequate to deal with the underlying negative emotions. That is why most peer sessions tend to evolve into a dialogue about prejudice, discrimination and at its best, about the norm of heterosexuality.

Peer education panel sessions on their own have relatively little effect when they take only one class period of 45 to 90 minutes and have no follow-up. The impact of panel sessions can drastically be raised when peer educator groups stimulate and assist teachers to prepare the peer education sessions and do a follow-up. The quality of the sessions itself can be raised considerably when peer educators are trained in basic group facilitation techniques and in the specific dialogue about heteronormativity. Follow-up of the sessions can be given additional value by documenting the type of comments and questions of the students and the norms they reflect. These can be fed back to the school so the school can consider own strategies to make the school safer and less normative. Most peer education sessions have “fuzzy” goals and are not clear in whether they promote attitude or behavior change and how. In high quality peer education which focuses on behavior change, the intentions of and recommendations by the students can be fed back to the school management, which then can use this as input for a more grounded safer school and education strategy.

Gay/Straight Alliances - Gay/Straight Alliances are school-based groups of mostly high school students who are sexually diverse. GSAs may have different compositions, goals and strategies. The most basic goal is empowerment by providing a safe space. A safe space often has an internal group focus, which comes in the shape of informal meetings where students can talk about personal experiences or just meet, relax and have fun. A somewhat more advanced goal is awareness raising through visibility. Strategies that fit into this goal are one-day awareness campaigns like the Day of Silence (USA, students and teachers are asked to be silent for part of the day to get attention for the structural silence surrounding sexual diversity), Spirit Day (USA, day against bullying), Transgender Day of Remembrance and Purple Friday (Netherlands, all students and teachers are asked to wear purple a shirt or wristband against homophobia). The most advanced goal is integration, in which the GSA works with the school management and teachers on structurally integrating attention to sexual diversity in school policies and curricula.





GSAs are ideally peer-led, so young people decide about the goals and activities. In peer-led GSAs the composition of the GSA therefore largely determines the type of strategy. In starting GSAs with younger students, the focus may be on safe spaces. In groups with more empowerment, collective visibility actions are a good way to develop activism while not being vulnerable individually. More experienced GSAs may embark on integration, but for GSAs without school management support this is a difficult stage to reach in the few years students are in high schools.

From this description it becomes clear GSAs may go through group processes which gradually raises their empowerment and action range. Such developments do not happen automatically. A GSA striving for continuity needs to evolve but also to stay open for young and less empowered students. In an ideal GSA there should be space for all three goals and none of the participants should feel threatened or inhibited because of the needs of other students. This may be beyond the expertise of high school students, but can be overcome by offering GSA students leadership training and by training and appointing teachers who want to be GSA coaches. Leadership training can help promote that GSAs become one or more interventions in a larger, more robust strategy to make schools more inclusive.

Teacher training - The quality of teacher training in ambiguous countries varies widely. In 2008, GALE organized the first global expert meeting teacher training on LGBT issues. Teacher training sometimes is limited on offering lectures about discrimination statistics and government guidelines. Like awareness campaigns, teacher trainings can be very sender-oriented (telling teachers what to think and do) or receiver-oriented (sharing experiences and linking into the motivation and opportunities the participants see to act). LGBT-offered trainings have 3 limiting elements in common: they last only a limited time (often one day or less), they are incidental (no preparation or follow-up) and they attract mostly interested teachers (not mandatory, no credits for their professional scorecard).

There are several ways to overcome these barriers. First, trainings can be redeveloped to have a more receiver-oriented focus. Involving teachers and organizations with access to schools in the development of the training is the best way to do this and also a way to get marketing opportunities. Secondly, it could be explored if the course can be accredited, so teachers can get days off to attend them and get credits for them which count for their ongoing professionalization. For example, an Italian teacher training seminar on sexual diversity has been accredited by the government. Thirdly, accreditation makes it easier to expand the time of the course. To be able to get

a teachers interest for such a course, the DESPOGI organization may want to consider widening the scope to more diversity than just LGBT and also focus on citizenship or sexuality. Fourthly, courses are much more effective when they contain a strategy for “transfer”.

Transfer

“Transfer” means making sure that the teachers use the learned skills in their school practice and are supported to overcome barriers they are going to face when they are back in school. In the course, you can integrate transfer by working with teachers on what they want to do after the course. You may want to split the course in two or more separate days, reviewing the transfer actions of the teachers in the second and later seminars. Or you can organize ongoing contact during transfer by offering a forum, a mailing list and a helpdesk during or after the course.

Finally, teacher trainings can become more effective when they are not stand-alone but part of a larger strategy. For example, when you implement an awareness campaign you can offer try-out lessons and materials to be used on a specific day or in a specific month and support the use by offering a teacher training tailored to this campaign.

Make sure you keep the contacts in your database and network so that you can build on them in the future.

LGBT History Month - In Anglo-Saxon countries, stimulating schools to give attention to LGBT aspects of history is a type of awareness campaign with behavioral goals. It encourages teachers to give attention to LGBT issues in lessons. In the US, LGBT History Month is in October, in the UK it is in February.

Flaws in LGBT History Month campaigns

Although the concept behind LGBT History Month (to encourage integration of sexual diversity in the curriculum) is laudable, it may suffer from a few drawbacks. First, it may be mostly based on presenting “famous” LGB or T icons, which is a quite old-fashioned way of teaching history favoring images of men and of autocratic figures. Modern history curricula focus more on social history and on clarifying how current societies have formed. A focus on the history of democracy, human rights and sexuality may be more helpful for the position of DESPOGI people. Second, it is based on identifying specific people as lesbian, gay, bisexual or transgender, while these labels have been invented only in the last century. Third, it relies on the classification of people

in identity categories, which may be counterproductive when teachers want to break down stereotyping categorizations.

⁵ Foucault, Michel (1979) [1976]. *The History of Sexuality Volume 1: An Introduction*. London: Allen Lane.

⁶ Williams, Graig (2010). *Roman Homosexuality*. New York: Oxford University Press

⁷ Davidson, James (2007). *The Greeks and Greek Love*. New York: Random House Publishing Group

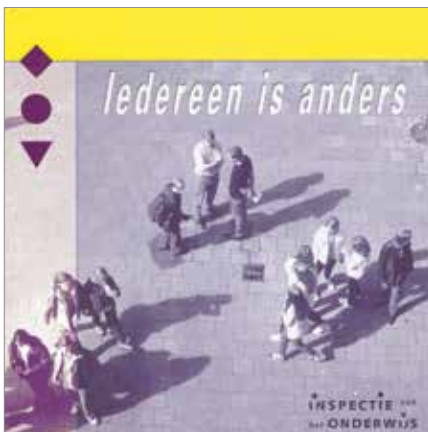
In later stages of the ambiguous phase, we often see a move towards the recognition of how the DESPOGI movement can add to the quality of history lessons rather than just pushing visibility of (famous) LGBT people. LGBT History Month is a rather open concept, which can be filled with content that raises the quality of history lessons. For example, COC Netherlands constructed a teacher resource website which focuses on the social/historical development of sexuality and same-sex attraction (<http://www.homogeschiedenis.nl/>), following historians like Foucault⁵, Williams⁶ and Davidson⁷. There are also tendencies to use LGBT History Month to promote not only teaching about LGBT history but to stimulate all teachers to teach about sexual diversity. "Schools OUT", a UK LGBT teacher association which organizes the annual LGBT History Month campaign, states they work throughout the year to challenge prejudice, but annually, they do this campaign to stimulate sexual diversity attention in different teaching subjects (<http://lgbthistorymonth.org.uk/>).

In an ambiguous environment, from a strategic perspective, the most important goal of LGBT History Month is to motivate teachers to give improved attention to sexual diversity by offering teachers a pretext ("I do it because it is national LGBT History Month") and examples of good practices. DESPOGI organizations could review their LGBT History Month to assess whether they can shift potential sender-oriented messages ("you have to make LGBT visible") towards more receiver-oriented messages and support ("how you can integrate LGBT issues in relevant school subjects, like citizenship, social studies and health (sex) education). Integration of sexual diversity is possible in all regular school subjects, but when taking a receiver-oriented perspective in mind, the level on this is accomplished will be different in different subjects. In a Dutch research on educational publishers, one (pro-LGBT) publisher said: "Of course you can integrate sexual diversity in all subjects, even Math. But publishers and teachers will appreciate when the attention is relevant. When you do a Math assignment about how many tiles Anne and Maria need to decorate their bathroom, the next 30 minutes of the lesson will not be about Math but about discrimination. Teacher will not like such "sidelining" the lesson. In summary, GALE suggests a critical look at the goals and methods of LGBT History Month. Potentially amending the concept to become "Sexual Diversity Teaching Month" with a focus on diversity skills rather than on just presenting a "sub-cultural heritage". To make such a Sexual Diversity Teaching Month even more effective, the campaigners could

look possibilities to cooperate on such a campaign with educational publishers, national teacher associations which a focus on teaching subjects, school board associations and authorities.

Rainbow Family Curricula – Since the start of the new Millennium a new wave of interventions has been initiated by LGBT parents associations. These initiatives center around a primary school curriculum promoting the idea that there are more types of families than heterosexual couples with two children. Although these “rainbow family” curricula usually offer symbolic attention to a wide range of alternative family forms, their prime message is to introduce images of lesbian and gay families. The quality of rainbow curricula differs. Some consist of just a poster or a few coloring cards, other include videos showing interviews with children of lesbian and gay parents, and there are some that offer elaborate professional resources on paper, digitally, video, through teacher guides, teacher training and even a helpdesk for teachers.

Some rainbow curricula have been criticized for promoting a normalizing, white middle class image of lesbian and gay families. More modern versions are often adapted to make some of the depicted parents or children colored, but normalizing and middle class images may remain. Other criticisms are that rainbow curricula are often stand-alone initiatives which are not integrated in regular school curriculum and that the curricula mainly are symbolic because they don’t include learning more basic diversity skills. Again, like other interventions coming out of the ambiguous context, rainbow curricula may be more sender-oriented (middle class lesbian and gay parents want to convince children and teachers that lesbian and gay families are “normal”) rather than receiver-oriented.



GALE would suggest that rainbow curricula could be enhanced by thinking about which basic skills primary school children need to learn to maintain the openness they usually still have at that age. Apart from opening their eyes on the symbolic level for diversity in families they may not know yet, such curricula could focus on learning how to remain open even when others will try to force one-sided views on you. Rainbow curricula could become much more effective when they would have a strong focus on teacher training and teaching teachers how they could facilitate children learning diversity skills. Research shows that guiding children to do their own exploration is much more effective than just offering them symbolic representations.

On a more strategic level, development of diversity curricula and training would benefit from LGBT parents associations working together with experts on curriculum development and on teacher training. Such cooperation could also be a first

step in a longer term strategy to integrate attention for sexual diversity in regular curricula, teacher training and school policies.

NEW DESPOGI SERVICES TO STIMULATE SCHOOL OWNERSHIP

Monitoring research - Monitoring is research that yields data about the level of homophobia, transphobia and sexism (including negative responses towards nonconforming gender behavior) in schools and access for DESPOGI to the right to education. Ideally, monitoring does not only result in data about the level and type of discrimination, but also recommendations on how to strategically intervene to improve relevant knowledge, attitudes and behavior.

Monitoring research in the ambiguous context may be not comprehensive enough for to a number of reasons. Often the questionnaires only give limited attention to key issues of the right to education. For example, many questionnaires focus on health and well-being of DESPOGI rather than on educational achievement and drop-out, which are the most relevant data and motivators for the Ministry of Education.

Other questionnaires ask for levels or types of knowledge that are not relevant to changing attitudes and behaviors, or they only ask about attitudes. Many monitoring questionnaires do not ask questions that support evidence based recommendations for change. Some researchers seem to think that data on levels of negative behavior is enough to conclude that there is a need for LGBT curricula, teacher training and inclusive anti-bullying policies, or even more specific interventions. The link between such data and given recommendations is often missing. For example, a recommendation to offer teacher training requires research questions about the pedagogic behavior of teachers and cannot be concluded only on the level of name-calling.

GALE perceives that DESPOGI organizations and research institutions often do not reflect enough on the concrete objectives of monitoring research. The main strategic objective of DESPOGI organizations would probably be to stimulate a government and schools to prioritize initiatives or leadership on specific LGBT policies in education or to integrate attention for sexual diversity in regular school activities. To put it in other words, for DESPOGI organizations a main goal would be to use the data for advocacy.

DESPOGI organizations need to cooperate with universities or independent research institutions to do research that cannot not be accused of partiality. Such partners may have other,

academic priorities. Openly doing research for advocacy is taboo in academic circles, because it is considered to be subjective and prejudiced. Academics prefer to do research that objectively and independently shows the state of affairs or explains phenomena. Tension between these two perspectives may lead to questionnaires and data that are not optimally usable for DESPOGI organizations. Also, the cooperation may be difficult due to these different perspectives. When setting-up the research and in recruiting the respondents, the cooperation may go well because academics need respondents, but it may be that university researchers stop cooperation during the phase of analysis, development of recommendations and publication due to their need for “independence”.

To prevent investing a lot of effort in monitoring research that could be inadequate for DESPOGI objectives, GALE advises DESPOGI organizations and civil society oriented researchers to take time to agree on the specific goals of the research. This reflective exercise and negotiation requires a joint choice for clear target groups and a needs assessment of what kind of data would motivate those target groups to improve their school policy or teaching practice. For example, just knowing the level of name-calling is not enough to motivate teachers to challenge name-calling, so a single statistic on name-calling is not enough to make the research productive.

Such a reflection and negotiation costs time and expertise many DESPOGI organizations don't have. This is why GALE is developing some models of questionnaires that allows DESPOGI organization to do their own simple monitoring research or to use the models as good practices in their negotiation with academics.

A final recommendation GALE would like to make, is that DESPOGI organizations spend as much time and attention on presentation and follow-up of the research findings as on the research itself. When the objective is to stimulate policy change or change of teaching practice, you need a sound strategy to communicate the results to the relevant target groups and to engage in dialogue with them about how to improve the quality of policy and teaching. In the international course GALE offers on doing research on sexual diversity in education, one day is dedicated to clarifying research questions and deciding about the research design, one day to data collection and analysis and one day to presentation and follow-up dialogue.

Stimulating State monitoring research - Doing your own monitoring research or cooperating with a local research institute usually leads to a limited number of respondents. It is time consuming and costly to reach large numbers of respondents and the budget often only allows to reach a



few hundred respondents. Working this way may be the only way you can do research, but it has two drawbacks. First, it limits the reliability. The smaller the sample, the less representative it is. In a general target group like students or teachers, it is difficult to include enough lesbian, gay and bisexual students or teachers to make a valid statistical analysis. It is usually impossible to include representative numbers of transgender students and students with an intersex condition. Secondly, DESPOGI initiated or “owned” research will be considered to be biased to some extent by governments and schools. They will tend to see the results as one-sided signals rather than a reliable foundation to base policy on.

The solution for both of these drawbacks is to include sexual diversity indicators in regular monitoring research that is done by the government and schools themselves. This way they “own” the data and will feel that they have reliable information. The number of respondents in government initiated research is commonly massive and allows for reliable comparison of the situation of heterosexual and LGB and sometimes even for T and I students (or teachers).

Convincing the government or research institutes that provide monitoring surveys to schools may be challenging. Three main arguments they will use are: (1) the questionnaire will become too long to include LGBTI issues, (2) questions about sexual orientation and gender identity will provoke protest from conservative parents and principals, and (3) the SOGI questions will create an unacceptable drop-out of respondents, which threatens the data collection as a whole.

Dealing with objections of researchers

When DESPOGI activists challenge these objections, it is important to assess whether the involved researchers object out of fear or own resistance (own attitudes) or because they really see technical objections and need advice on how to overcome them. In the first case, you need to deal with the attitudes, in the second case, you can advise based on information. Just giving information on how to deal with challenges is not going to work in changing attitudes. When researchers have negative attitudes, a good way is to start by engaging in a dialogue about the goal of the research and to discuss how the researchers currently deal with diversity in the target groups. When you reach the point that they recognize the importance of an “intersectional perspective” and of “disaggregated data”, it becomes easier to discuss the position of LGBT in the data set.

You can factually challenge the main objections like this:

(1) The questionnaire will become too long to include LGBT

issues: this risk is very limited when you only include one or two questions about sexual orientation and gender. For example you could add one question: “who are you attracted to?” (answers: only girls; mostly girls; sometimes girls, sometimes boys; mostly boys; only boys) and edit the question about gender by adding the answer option “other” or “transgender” and “intersexual” or other culturally appropriate labels.

(2) Questions about sexual orientation and gender identity will provoke protest from conservative parents and principals: propose a formulation of questions that is non-provocative, for example not using the labels “gay”, “lesbian” or “transgender” (see examples above) may help to avoid protest. You can also give suggestions on how to deal with protest (response protocol).

(3) The SOGI questions will create an unacceptable drop-out of respondents: in ambiguous countries that are moving towards a supportive state, research data shows that this drop-out is negligible. In addition, one way to further avoid drop-out is to move the independent variable questions (like age, gender, religion, background, sexual orientation) to the back of the survey. If students are so shocked about questions about sexual orientation that they don't want to go on, they already answered the rest of the questions so this does not threaten the data collection as a whole. A second way to avoid drop-out is to add an answer option “I don't know” or/and “I prefer not to answer this”. If you add such an answer to the sexual orientation and gender questions, it would be preferable to also add this standard to all independent variable questions to avoid the biased impression that only SOGI issues are a reason to opt out of questions.

Again a final advice of GALE: if you succeed in adding questions to general monitoring research, make sure you have a follow-up strategy to receive the data, to publish them and to use the results to promote better quality of education. GALE knows cases where DESPOGI organizations were successful in including SOGI questions, but there was no impact because the mainstream researchers “forgot” to publish these specific results, or the results were not given proper attention by decision makers.

Student school visitations - In the Netherlands, EduDivers developed a new method “school visits”. This is a peer education/mobilization technique. The method takes a day and involves activists or teachers facilitating a group of 5-30 students to make an assessment of the school culture, including

sexual diversity. Students discuss their own impression of the school, they interview and survey other students and teachers, they observe lessons on sexual diversity which show how group processes work and finally analyze the data and make recommendations. The school visitation ends with presenting the recommendations to the principal and discussing the feasibility and follow-up. Due to the combination of techniques, the method can be seen both as education, as an assessment and as student participation. Pilots with the method showed that it works well in a range of school types and that school managers welcome the intervention, even when it requires them to take some students out of classes for a day.



Building networks of resource experts - In some countries DESPOGI oriented organizations build formal or more informal networks of experts who function as resource persons or advisors to teachers or to schools. Such resource persons are sometimes called ambassadors. For example, the Nepalese teacher organization “Chetana” trains other teachers to become resource persons in their school and region. The resource persons stimulate a more flexible gender policy in their school (in Nepal, the strategic focus is on gender and third gender/transgender issues) and anti-bullying policies. In some universities, there are LGBT Support Centers which offer services to LGBTI students, from individual counseling to attempts to make university culture more open and equitable.

Building local networks of activist students - A variation on Gay/Straight Alliances is to build not school-based but local networks of activists LGBT and straight students. This has the advantage that attending youth is less vulnerable than being in their own school, that a DESPOGI organization can more easily manage sustainability of such networks, and that the activism of students does not have to be limited to their own school but can also target the municipality, youth centers and other local services or public spaces. A good practice in this type of youth support is “BeLonG To” in Ireland. They made youth participation the core element in their organization strategy.

Leadership trainings - Many of the aforementioned interventions require some level of expertise. The more the ambiguous stage progresses towards the supportive, the more cooperation with mainstream organizations is possible and the more expertise is needed to start and maintain cooperation and to develop increasingly more receiver-oriented interventions. DESPOGI professionals, volunteers, and teachers and students who get involved in DESPOGI emancipation need leadership training and expertise about the education sector to enable them to be effective.

In the ambiguous context there are constantly challenges and barriers that need to be overcome. These challenges may occur both between LGBT organizations and mainstream organizations as well as within the LGBTI movement(s). Leadership training should also offer support in resolving these challenges, conflict and in preventing burn-out of activists and activist professionals.

CYCLIC ENHANCING OF STRATEGY

As we have seen, there is a host of possible activities DESPOGI organizations and mainstream organizations can undertake to improve the situation of DESPOGI people. Strategically speaking, the ambiguous stage has two main risks. One risk is that organizations engage regularly in all kinds of concrete activities, but do not give enough attention to strategic placement of such activities in their long term strategy. They may start activities because of the personal preference of one of their volunteers or staff rather than to base such a choice on a needs assessment. The second risk is that projects are often not seriously evaluated, leaving it unclear whether the project method was effective or whether it reached the audience and had an impact on school change.

GALE suggests that in the ambiguous stage, organizations start thinking about continuous evaluation of effect (in terms of attitude and behavior change), dissemination (reaching the targeted audience) and impact (did real change occur among persons, and did not only individual behaviors change but also the organizational context).

The data of such evaluations can then be used in periodic reassessments of the situation, the strategy and the need to adapt the strategy. For example, strategic workshops can be organized every few years, with an increasing number of experts from the DESPOGI sector, education sector and the government.



ΔΗΜΟΤΙΚΟ ΣΧΟΛΕΙΟ
ΜΥΚΟΝΟΥ

5. Strategic operation in supportive countries

The supportive stage starts when the government takes the lead in the DESPOGI emancipation process. This change is usually heralded by a government policy paper which not only describes that the government will fund some DESPOGI organizations, but outlines clear goals and activities that the government is going to undertake itself.

The government seldom can implement policy on its own, except when the education system is completely centralized and the government is totalitarian and dictatorial.

Decentralization and privatization

Worldwide we see a development that school systems are decentralized and privatized (commercialized). The more decentralization and privatization, the less influence governments have on the education system. In high quality government policy it is therefore essential that the policy paper gives an analysis of how the education system can be improved, who has which role in this innovation and what the role of the government is.

In relatively centralized States with predominantly government funded schools, the policy can focus on what needs to change and who will be responsible for carrying out innovation tasks. In very decentralized and privatized school systems, the potential innovators are educational stakeholders who are independent of the State. In this situation, the State has only two strategic instruments: changing the criteria for quality education and asking the School Inspectorate to report on these criteria, and offering a budget to organizations who carry out projects that may influence the school system.

For DESPOGI organizations, the supportive stage may be challenging. In the previous phases they were leaders of the strategy and to some extent they have seen the government and representatives of the education sector as enemies, or as prejudiced and uninformed. In the supportive phase the government takes the lead, and the DESPOGI organization(s) need to adapt to this; they need to find a new position that allows the government and schools to take ownership and leadership. Advocacy strategies may have to be replaced by participation strategies and consultancy positions. Critical comments may have to be replaced by constructive feedback. Offering own services and products may have to make way for advice and cooperation on integration of attention and space for DESPOGI in regular services.

This transition is not always easy and may not happen without conflict. It may be that traditional grass roots LGBT movements are not able to make this shift because they are too attached to traditional positions and services. In such a situation, new LGBT organizations may be founded which base their identity on an advisory and supporting role. Such “new” organizations may get into conflict with traditional LGBT organizations who may see the new ones as a threat to their position. For example, in Latin America, there is some jealousy and competition between traditional “grass roots” organizations and new more “entrepreneurial” and project based organizations. But it is also possible that traditional LGBT organizations cooperate with new organizations (like GLEN and BeLonG To in Ireland) or that the traditional organizations redevelop into a hybrid of a grass roots & service & consultancy organization (like the Blue Diamond Society in Nepal).

KICK-OFF OF A GALE COMMITTEE

In the supportive stage, the government takes the lead. When a DESPOGI organization would take the initiative to create a national GALE Committee or would independently organize a strategic workshop, this could be counterproductive for the fresh ownership of the government.

However, from a consultative position, DESPOGI organizations can suggest to the government to organize a high level expert meeting to help prepare the strategy and to create an intersectoral committee or platform to facilitate cooperation between sectors and government departments. Such an intersectoral committee may not be called a “GALE Committee” but given another name by the government. This is exactly what the European NESET II report recommended late 2016 to improve European national anti-bullying policies⁸.

⁸ Downes, Paul; Cefai, Carmel (2016). NESET II. How to Prevent and Tackle Bullying and School Violence. Evidence and Practices for Strategies for Inclusive and safe Schools. Luxembourg: Publications Office of the European Union (www.gale.info/doc/database/EU-2017-NESET-II-AntiBullying-Report.pdf)

When the DESPOGI organization(s) already have built a strong base of trust with the government, they could be invited to take part in a preparation committee for such a workshop or conference. When the relation with the government is more formal or distant, the DESPOGI organizations can organize a participation conference where members of the LGBTIQ communities and groups can make their voices heard. The results of this conference can then be sent to the government as recommendations for or feedback on the government policy. The DESPOGI movement may want to establish their own GALE Committee that has the task to monitor and advise on the government education policy on sexual diversity. Representatives of this Committee can be permanent resource persons, advisors or ambassadors to the government.

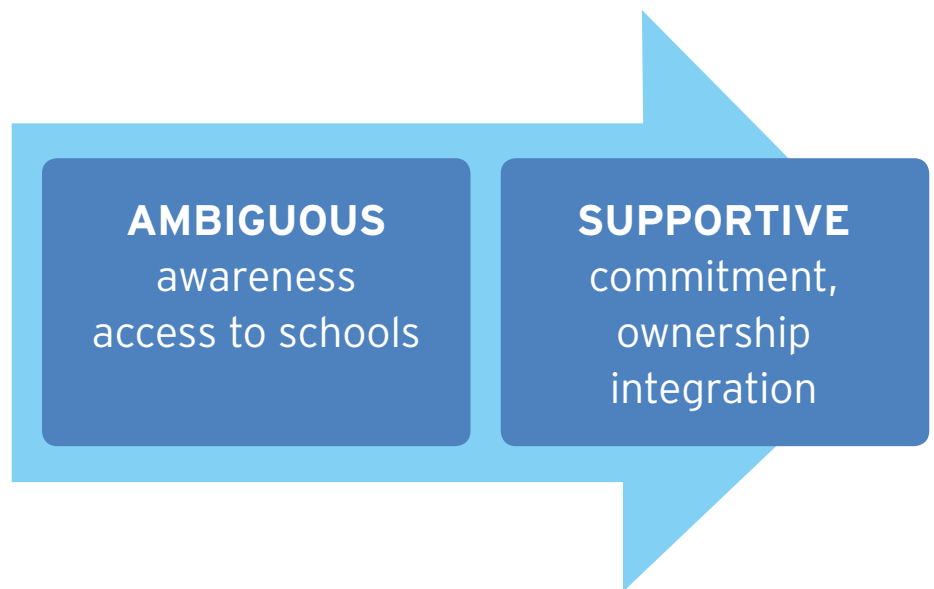
From their advisory position, the DESPOGI organization(s) can suggest the government to invite relevant experts and make suggestions for a type of program that will make a conference or workshop more productive. Especially when a government is working in a non-participative and bureaucratic way, such suggestions can improve the quality of meetings.

Advising the government on a high quality strategy meeting

DESPOGI organizations know that by inviting unprepared experts to a meeting, you will get a mix of expert, uninformed, supportive, prejudiced, ambiguous and activist participants. This may be a challenge to engage in a constructive strategic discussion. Government officials may not be aware of this risk or may not know how to handle such a diversity of knowledge and commitment levels. DESPOGI advisors can assist the government in avoiding those risks. This can be done in the first place by inviting stakeholders that are willing to support the government policy and who are in a position to do so or advise on it. “Laggards” (conservative actors whose main aim is to protest or block government action on this topic) should not be invited and it should be made clear that this conference is not a forum for personal or dissenting voices, but an expert meeting with the goal to advise the government on how to effectively develop or implement its supportive policy. In the second place, the participants can be briefed by sending them a memo which summarizes the existing data on DESPOGI issues in education, the main government goals and key questions the government has before it can elaborate or redevelop its policy. The GALE policy checklist may be a good instrument to make sure the government covers all the relevant topics of the right to education.

FOLLOW-UP ACTIVITIES

In the follow-up activities in the supportive stage, we see a shift from a focus on awareness raising of individuals and trying to get access to schools, towards a focus on creating commitment and ownership of mainstream educational organizations and integration in regular school practices.



Although the DESPOGI movement hopes schools, educational institutions and the government will take their own initiatives, this does not happen overnight. For a considerable time (maybe even permanently) the DESPOGI movement will be very active on different levels. In this stage, the concrete activities could refocus on permanent mobilization and participation. Most of the existing methods may be continued, but with a twist. The given list here is not exhaustive. The number of supportive countries is still limited and with more culturally different countries joining the so-called “friendly coalition”, we are sure that new methods will emerge over time.

Refocused interventions in supportive contexts

- Awareness campaigns
- Peer education
- Gay/Straight Alliances
- Teacher training
- Sexual Diversity Education Month
- Rainbow Families curricula
- School visitations
- Leadership training
- School consultancy
- Effect and impact research
- Appreciative monitoring
- Monitoring surveys
-

Awareness campaigns - In the supportive phase, awareness campaigns are not just about “sensitizing” (becoming aware of the needs of DESPOGI students and teachers) any more. They could now focus on “mobilizing”: on what people can and should do in specific situations. For example, campaigns could focus on stimulating and supporting school managers, teachers

and students to undertake actions that are specific to their role and function in the school. They could also focus on mobilizing actors that operate within the school system to support schools, like curriculum development institutions, teacher training organizations, parents organizations and religious educational organizations.

High quality mobilizing campaigns are completely receiver-oriented. They address the needs of the (mainstream) target group and offer assistance in making schools welcome and inclusive for all. Such campaign have clear links to other related topics and skills and do not treat LGBT issues as a stand-alone topic. Mainstream organizations are in the best position to develop such campaigns, while getting advice and assistance from DESPOGI organizations.

Peer education panel sessions - Peer education in the supportive phase can be seen as an “extra” service which is not essential but an enriching addition to the regular curriculum. From the DESPOGI organization perspective, comments made in such sessions can be documented and analyzed, and in turn be used as feedback for the school in further enhancing her school policy on safety and citizenship.

Dealing with modern LGBTI-phobia

At this stage, peer educators will encounter more “modern” LGBTI-phobia (disinterest, socially desirable positive or politically correct answers, tolerance as long as sexual diversity remains at a distance) than “traditional” homophobia (openly negative statements). Modern LGBTI-phobia are more difficult to deal with than traditional LGBTI-phobia. Peer educators need to be trained on how to get in touch with the unspoken emotions of discomfort. Testimonials and coming-out stories are not sufficient to deal with modern LGBTI-phobia and education methods may need to be adapted. The focus of the sessions may change towards discussing heteronormativity and to discuss and challenge exclusion mechanisms. This way they become more mobilizing rather than just sensitizing. It becomes possible to recruit not only LGBTI peer educators but also heterosexual educators and to train (heterosexual) teachers in such methods.

Gay/Straight Alliances - In schools with GSAs the support for GSAs can become more focused on assisting the students to become leaders in emancipation and change agents in the school. DESPOGI organizations can offer leadership training and work with young people to explore ways to be more effective change agents. These experiences can be shared



with other young people and the role and efforts of young people can be tied into wider strategies to make schools better. In a more general sense, GSA activities can become part of or stimulate greater student participation and make schools less totalitarian and more democratic institutions.

Teacher training - In supportive contexts, stakeholders start to realize that effective teacher training cannot be one event, but means offering different types of training in different phases of the school innovation process. When schools are just starting to engage with sexual diversity, a basic information and sensitization training may be needed. In the phase where the school already has made it a priority to deal with LGBT-phobia, training could focus on empowering teachers in doing their job and overcoming challenges. In schools that have found appropriate ways to integrate sexual diversity, training is needed to introduce new staff in the school culture and good practices and to maintain the open friendly environment. When new social challenges arise (like cyber bullying or influx of immigrants with a less tolerant background), the school needs to organize additional workshops to explore how to deal with these challenges.

Sexual Diversity Teaching Month - In the supportive stage, LGBT History or Teaching campaigns could focus on mobilizing and resourcing teachers to do their teaching well. Teachers are always welcoming support in the shape of readymade lessons, toolkits, examples of good practices and short trainings. In the supportive stage, the character of a sexual diversity teaching campaign may shift from stimulation to teach, to resourcing and supporting. It also may get a wider focus than just LGBTI issues in order to make it more usable and more intersectional.

Rainbow Family curricula - In supportive situations, stand-alone rainbow family curricula will possibly become superfluous because their functions are being taken over in regular curricula. DESPOGI organizations can purposefully push this development by offering their materials and experiences to regular educational publishers. Here again, integration in programs that focus on generic diversity skills and using truly intersectional perspectives will improve the quality and impact.

School visitations - Student "school visits" may become regular aspects of school culture and routine. This activity and other similar activities for student participation in shaping the school culture and curriculum may become part of the regular school democracy, like the student council and the school council, where students, staff, parents and management discuss school policy.



DESPOGI organizations may also develop more formal school visitations and a label for an LGBTI/DESPOGI safer school. Such visitations may be linked to teacher training, leadership training and school consultation.

Leadership trainings - In the supportive stage, leadership training can be focused on cooperation rather than on advocacy for change. It would be advisable to incorporate scientific insights on behavior change and organizational innovation processes in leadership training. This will enable both formal leaders and informal activist leaders to better position themselves as leaders and advisors on change processes.

School consultation - In the supportive context, governments, municipalities, school districts or larger private donors may be willing to fund "school consultation projects". In such projects, school consultants approach schools with a (partially) free offer to coach them on how to integrate DESPOGI issues. In the "early" supportive stage, such consultants have to focus on "seducing" schools to engage in activities and policy on sexual diversity. At a later stage, schools may be more willing to engage and the consultancy shifts towards practical support of schools to effectively integrate attention to sexual diversity and diversity in school curricula, anti-bullying and safer school policy, in student counseling and in their quality policy.

Effect and impact research - In the supportive stage, both the government and DESPOGI organizations are more than before interested to know whether all the efforts actually have effect and impact. This may mean there is more budget for effect and impact research. Such research can be quantitative and use the traditional "experimental" research design (test a hypothesis by doing pre- and posttest surveys and using control groups, ("Random Controlled Trial" or RCT design). This design was developed for testing medicines in a laboratory and does often not yield clear test results for interventions that are implemented in society. Alternative research methods using observation and inter-rater evaluation combined with short surveys may be more helpful to get usable conclusions.

Appreciative monitoring - RCT design effect and impact research can have a negative side-effect: it largely focuses on what did not work, because basically it is trying to disprove a hypothesis. Alternative forms of evaluation that are more focusing on success factors can be found in participative and appreciative approaches. Such approaches involve stakeholders and participants in a participative reviewing process which aims to find out why things work best.

Most significant change method

One of the best described techniques to do this is the Most Significant Change technique (https://en.wikipedia.org/wiki/Most_significant_change_technique). The technique involves asking participants what they experienced as “the most significant change” that occurred during the event, project or strategy. These short stories are collected and discussed in a series of round tables. Each round table (for example a student’s round table, a teacher’s round table, a principal’s round table and a government officials’ round table) decides which 3 stories represent their most significant change. This way it becomes clear why people with different perspectives value specific types of change. Finally, the “winning” stories are discussed in a joint round table of all stakeholders. This discussion clarifies which type of changes are seen as valuable across perspectives and the different reasons these groups may have. The method encourages joint and positive learning processes and commitment in joint innovation and search for impact.

Monitoring research - In the supportive context, the government integrates attention to sexual diversity in national monitoring surveys. DESPOGI organizations can check if this happens in all relevant monitoring research, if the results are properly reported, and whether the recommendations lead to continuous updating of the national policy.

CYCLIC ENHANCING OF STRATEGY

One of the risks in a more advanced supportive context is that new inclusive policies and interventions are becoming so common, that the involved staff lose their awareness.

Monitoring the school’s stage of (in)competence

In innovation consultancy, the four-stages of competence (https://en.wikipedia.org/wiki/Four_stages_of_competence) are often used to illustrate this process.

In the first phase, a school is unconscious incompetent. It does not know it is incompetent on sexual diversity so it does not see a need to change. In such a phase, the focus of activists or consultants is to create consciousness.

In the second phase, the school is conscious incompetent. It realizes it cannot yet deal with sexual diversity and is motivated to improve itself. The focus of activists or consultants is then to offer guidance and tools to become competent.

In the third phase, the school is consciously competent. It knows how to deal with sexual diversity and implements

a systematic long-term strategy to improve and maintain the level of inclusiveness of the school. The focus of activists or consultants can be to offer services that support this level and to help monitor the sustainability of the strategy and implementation.

In the fourth phase, the school is unconsciously competent. There is no, or not so much attention any more to specific DESPOGI issues because the staff and students experience this as an integrated part of the school culture. Because of the implicitness of inclusivity, for a school it is easy to unknowingly slide on into a new unconscious incompetent phase. While the staff may still live with routines and perceptions that implicitly include everyone, new students and new parents may be less tolerant and the school environment may gradually deteriorate. If the school does not notice this, they have become unconsciously incompetent. The focus of activists or consultants can be to monitor if a school tends to slide towards unconscious incompetency and to offer the school support to remain vigilant.

A similar process may also play out on regional and national levels. The best way to deal with this is to continuously monitor school safety and inclusivity and to continuously adapt the strategy, interventions and resources to developments. Such adaptation can be debated and directed in periodic strategic workshops.



6. How to overcome challenges in cooperation

In the described processes it is inevitable: you will encounter challenges. It is important to not let the challenges overcome you, but to be the one who overcomes them.

You can overcome challenges by:

1. Starting to learn each other's goals, by working in and with different cultures, and by discovering new possibilities, strategies and jargon. This can expand your solutions to any problem you may encounter.
2. Brainstorming and agreeing on how to cooperate in a strategic and feasible way.

AGREEING ON HOW TO COOPERATE

Agreeing on how to cooperate represents a fundamental step. A common denominator and a condition that must be predetermined is tolerance - in the positive meaning of being comfortable with giving space to different expressions. Every opinion is important, has to be heard and is welcomed in the discussion. Cooperation and tolerance are the key words. Voltaire once said, "I do not agree with what you have to say, but I will defend to the death your right to say it."

A practical suggestion on this matter: in your class or in cooperation, you need to propose and agree on ground rules of communication. This way you will have less serious conflicts during your cooperation and you have a way to resolve conflicts. Another practical suggestion: be clear or develop clarity about concepts, goals, objectives, strategy, methods, interventions, effect, and impact. This way you create a common vocabulary and avoid misunderstanding.

This all sounds like an open door: does not everybody know this? The GALE experience is no; we may cognitively know but emotionally and socially not act it out adequately. Repeating it here is not a luxury.

More about...

- Goals
- Jargons
- Cultures and roles
- Strategy

DEALING WITH DIFFERENT GOALS

Goals of different organizations may seem very different or even opposed. But in fact, most people want the same: a harmonious, safe, friendly and supportive environment for all. Knowing how to deal with diversity and differences of style and opinion is a key to attain such harmony and peace.

All other “strategic” differences are on a more detailed level. Often organizational differences are colored by organizational traditions, based on real or perceived strengths and they may be translated into competitive survival strategies. The way to overcome competition is to discuss how you can cooperate on the larger level goals that you share.

In order to be able to have such a discussion, you often first have to deal with the fears that you may feel by cooperating with others, such as losing your own values, identity, market or budget. This may be difficult because such fears are basic existential fears: people may have the feeling they will lose, become invisible or physically or emotionally “disappear” when they cooperate too closely.



DEALING WITH DIFFERENT JARGONS

Sexual diversity is a topic discussed in different environments and every environment uses different jargons. After all, it is considered a sensitive topic in educational institutions, as many people perceive sexual diversity to be controversial and may be ashamed of discussing it. In addition there are strong international and local lobbies of conservative forces, who promote the precedence of traditional values over human rights and who condemn same-sex behavior as unnatural and sinful.

In this paragraph we discuss how different environments such as people from the education sector, advocacy organizations, feminist organizations, human rights organizations and health organizations use different jargons and how an unconscious use of these different jargons could lead to misunderstanding and competition.

In **human rights jargon**, the “full development of the personality” and “self-determination” are central. This focus on individual rights was a direct reaction to World War II. In that war, there were so many atrocities like mass murder of minorities and denying of a person’s humanity, that world leaders agreed (in the Universal Declaration of Human Rights, which is the basis of the UN) that never again governments should degrade themselves to committing such dehumanization of anyone, including the most vulnerable groups of society. In the Universal Declaration of

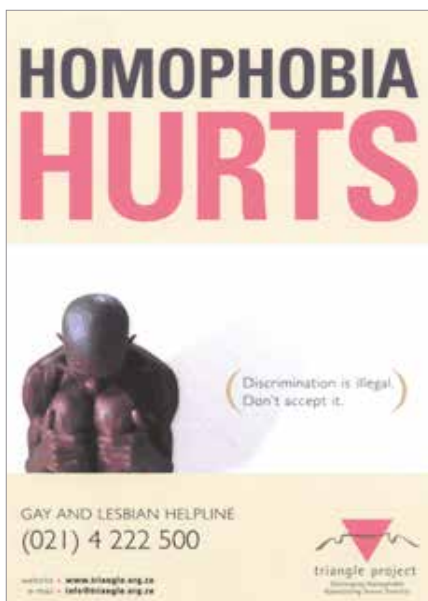
Human Rights and other treaties, “tolerance” is used as a positive concept which refers to giving space to different cultural and religious expressions.

Teachers and educational managers consider their prime responsibility to be teaching competences to students. Teachers are seen as experts either because they have more knowledge than students or because they are more able to guide a learning process. Their **jargon about “knowledge”, “competence” or “skills”** may clash with activist jargon when human rights organizations focus on the rights and self-determination of (specific) students and staff. Teachers and educational experts may interpret this as a threat to their authority, their position in class and to their profession. They may express this by saying: “The school is not a place for advocacy” or “There are already too many issues we have to deal with, this is a detail”.

Health jargon is primarily focused on identifying health problems and changing behavior to solve these problems. This is why AIDS Service Organizations usually refer to “men who have sex with men” (MSM) rather than to LGBTI - many high risk men who have unsafe sex do not identify with one of these identities so this acronym only works for a minority in AIDS prevention campaigning. When health organizations focus on sexual diversity in education, it is ultimately to promote safer sex or broader “healthy behavior”. Research shows that LGBTI young people need specific safer sex information (for example about finding partners, dating and anal sex) and that LGBTI-phobic stigmas are major barricades for self-determination and safer sex behavior of LGBTI young people. However, discussing the specific needs of LGBTI young people is very difficult in schools because same-sex relationships and anal sex are hard to discuss in way that is useful for LGBTI young people.

GALE has challenged both the MSM and the LGBTI acronyms by suggesting a new acronym, which is more suited to the education sector: DESPOGI (Disadvantaged because of their Expression of Sexual Preference Or Gendered Identity). This acronym includes non-heteronorm-conforming heterosexuals.

Educational organizations use **educational jargon**. We already mentioned the focus on generalized goals and formulating objectives as knowledge or competences. We could say that educational jargon focuses on three areas: learning needs, teacher competences, curriculum characteristics and pedagogy. Teacher competences focus on the ability of teachers to transmit knowledge and train students in competences. Contrary to many other professions, the teacher profession does not have internationally accepted standards. Many teachers still believe being a good teacher is a question of personality rather than a learnable skill.



In relation to sexual diversity, autonomy of the teaching profession and the focus on personality as cornerstones of teacher competencies, clarify why gay and lesbian identified teachers often pride themselves in being role models for gay and lesbian students, while LGBTI in other professions do not as much. It relates to their self-perception that their (gay or lesbian) personality is a key to effective teaching. On the other hand, the same mechanism is exactly the reason why conservative parties are against employing LGBT teachers who claim the right of self-expression in the classroom.

One important element in this discussion is the question whether sexual education, or more specifically AIDS prevention and sexual diversity education, should be mentioned as a core element in the human rights goal “the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”. Both locally and internationally, traditionalists try to secure that schools safeguard conservative values and limit knowledge of liberal values and human rights. The view that LGBTI or DESPOGI people are sick, immoral and unnatural is supported by several religions. It may prompt some authorities, school staff and students to maintain that LGBTI people are not fully human and therefore not entitled to human rights. Conservative religious authorities and groups often define only one natural state for relationships (“heterosexuality”) and only one socially permissible relationship (“marriage between man and women”) and only two sexes (“created for the purpose of procreation”). Sex is defined as given by God and “natural” rather than as a set of social expectations. The Catholic Church has developed an elaborate argumentation against the definition of gender as a social construction, and the concept “gender” itself. In some countries, there is now even an “anti-gender” movement of traditionalists who fight same-sex marriage and attention to homophobia and transphobia in schools as “promoting artificial gender constructions” which supposedly forces young people away from “natural” relationships.

Here we recommend four steps for effective communication with educational authorities:

1. Focus on educational results first and use human rights or health arguments as secondary
2. Talk about quality education, raising academic performance, preventing bullying and dropout
3. Take subsidiarity⁹ into account and focus on the responsibility of the state to secure criteria for quality education
4. Limit the impact of the traditional values lobby by avoiding terms and concepts that they labeled as “controversial”

⁹ Subsidiarity: the principle that social and political issues should be dealt with at the most immediate (or local) level that is consistent with their resolution

and use widely accepted arguments for justice and equal treatment to support the arguments. For example: “Good education aims to raise the intelligence of the nation. The key to intelligence is flexibility of the mind. Therefore, teaching how to deal with diversity is a key issue in education”.

We recommend three steps for an effective communication with educational staff:

1. Make interventions fun and inspirational for the majority (so mainly heterosexual) students. For example, integrate a questionnaire in an educational intervention or attach an award for the best idea, or a funny quiz to it.
2. Make your interventions useful, non-confrontational and easy to use for teachers. For example, offer teachers a report about their school or class.
3. Involve teachers by asking them what support they need to better teach about some of the more challenging issues, like religious, cultural or tribal controversy, sexuality and sexual diversity. Show in your report how you used their comments and how you intend to support them with the recommendations.

DEALING WITH DIFFERENT WORKING CULTURES AND ROLES

Take into consideration that there are substantial differences in working cultures:



- **Activists:** we could distinguish between two types of activists: short-term activists, often focused on direct contact with young people, short-term wins and publicity; and long-term activists who have more experience and work with a more long term vision. Short-term activists are often volunteers and their availability may be limited to non-office hours, and this may have consequences for cooperation with professionals who work only office hours. Long-term activists may be employed and are often in a better position to cooperate with mainstream partners.
- **Teachers and principals:** focused on broader issues than sexual diversity (safety, competences), often “eaten up” by daily routines like teaching and solving incidents. Principals are difficult to reach because of their multiple tasks and responsibilities. They may get irritated by being called too often by advocacy and service organizations. Teachers may be difficult to reach because they are mostly in class and need their other time to do corrections or deal with challenging students.



- **Educational boards:** focused on own identity missions and protecting their own members (schools etc.) from outside advocacy attempts.
- **Government officials:** focused on public good as seen through the lens of economic, cultural and social priorities. In democratic States government officials may also be busy pacifying critical parliament factions. In countries with a strong focus on vertical social relations (hierarchy), governments and local authorities can be arrogant and look down on citizens and NGOs or even attempt to disqualify them.

We have some suggestions that can help you to overcome challenges in working cultures:

- Recognize the working positions of your contacts
- Respect both strengths and limitations of partners
- Organize cooperation in such a way that all partners feel recognized and rewarded for their respective roles and support (even when you think some roles or support are worthless or counterproductive)

FORGING A JOINT STRATEGY

In order to obtain good results and a fruitful collaboration it is important to lay the foundation for a joint strategy. This could be achieved through several tools:

- **Needs assessment:** a systematic process for establishing and addressing needs. This is part of the planning process, used in order to improve and refine the quality of a program
- **SWOT:** a structured planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project. The identification of SWOT is important because it can prevent obstacles to become damaging to the project.
- **Objectives:** Cooperation will work much better when you set very concrete and clear objectives or indicators. When you remain vague or fuzzy (like “we promote the acceptance of LGBTI” or “we challenge stereotypes”) misunderstandings can occur and it will be difficult to see how successful you have been.
- **Strategy:** what kind of strategies you want to follow through in order to achieve your goals? “The strategy-level discussion is about the main priorities you will cooperate on (2 or 3, not 10 or 20), and on the main ways to deal with those priorities.”

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- Task division: each partner and member of the project should have its task, so that everyone is in charge of tasks in the project. Cooperation works best when the task division reflects the real strengths of each of the partners.
 - Agreements on monitoring: As monitoring is a fundamental aspect of the project, is important to make agreements on who will be in charge on monitoring during the process of the project.

Annex 1: Support by GALE

The GALE Foundation offers this publication and some additional resources on her website to facilitate implementation of this guide's suggestions.

The Foundation also offers support by offering to facilitate strategic workshops, training for teachers and peer educators and consultancy on how your organization can improve your strategy and interventions. The Foundation has a (very) limited budget to do this, so it may be necessary for your organization, or in partnership with GALE, to look for adequate budget.

Of course, the analysis and suggestions given here are neither complete nor necessarily relevant in every situation. The GALE Foundation sees itself as a learning organization and welcomes feedback on this guide. We would especially welcome new good or best practices we could add as activities and inspiration in the different stages.

The GALE Foundation supports the GALE Association, which is a platform of (currently about) 860 educators, experts and activists from all over the world. If you support this work and you want to exchange views or good practices, we invite you to become member of GALE (<http://www.gale.info/en/membership>). You can also choose to not be a member but just remain informed by registering for our external newsletter LGBT Education (<http://www.gale.info/en/news/lgbteducation>).

We hope that this guide will encourage people and organizations to start a GALE Committee or a strategic committee on sexual diversity in education, which promotes a better strategy and more impact of related activities. If you want to do this, we would be grateful if you inform us. We can then make a page about your educational committee on the GALE website and make you part of the online platform where committee members can exchange experiences about their work.

Feel free to contact us at info@gale.info

Annex 2: Vocabulary

Bisexual: person who defines as multi-gender attracted

Cisgender: someone whose sense of gender identity and/or expression meets society's expectations given their biological sex as assigned at birth

DESPOGI: Disadvantaged because of their Expression of Sexual Preference Or Gendered Identity

Disaggregated data: to break down research findings to smaller sets of data related to specific aspects of the respondents, for example analyzing whether boys and girls differ in their level of homophobia, or whether LGB and T students have different needs and experiences than heterosexual students (<http://edglossary.org/disaggregated-data/>)

Discourse: the way people discuss certain topics, the types of stories they tell to give topics meaning (<https://en.wikipedia.org/wiki/Discourse>). In the context of sexual diversity, a "gender/heteronormative" analysis is a type of discourse used by activists, while this is opposed by a "traditional family values" discourse by the Catholic Church and by an international coalition of conservative and religious organizations. On the micro-level an example is calling someone "normal", which can be part of a heteronormative discourse. Another example are suggestions to use proper pronouns for transgender people which can be seen as a strategy to challenge traditional gender discourse.

Emancipation: a set of various efforts to procuring economic and social rights, political rights or equality, often for a specifically disenfranchised group.

Gay: male-identified person who defines himself as attracted to another male-expressed person

Heteronormative: the conceptualization of an ideal society with a strict division between male and female roles, the assumption that everybody is heterosexual until proven otherwise, where men marry women in order to procreate, to maintain a traditional family in which the male dominates the female, children are owned by their parents, and expression of other feelings or values are rejected

Heterosexual: person who defines as attracted only to a person who expresses as the other sex

Innovators: people who are always interested in trying out new things and who guide new innovations (see “Diffusion of innovations” by Everett Rogers)

Intersectionality, intersectional perspective: working from the realization that systems of oppression, domination, or discrimination work differently when people have different and often overlapping (“intersecting”) social identities (<https://en.wikipedia.org/wiki/Intersectionality>)

Intersex, intersex condition: intersex individuals are born with sex characteristics (such as chromosomes, genitals, and/or hormonal structure) that do not belong strictly to male or female categories, or that belong to both at the same time. Intersex people may not consider their condition to be part of their core identity and therefore prefer to label themselves as “having an intersex condition” rather than an “being an intersex person”

Laggards: people who feel change as threatening and who will resist any form of innovation (see “Diffusion of innovations” by Everett Rogers)

Lesbian: female-identified person who defines herself as attracted to another female-expressed person

LGBTI: Lesbian, Gay, Bisexual, Transgender and Intersexual

Mainstreaming: the structural integration of an issue (like gender or sexual diversity) in mainstream rules, organizations and budgets

Mainstream organizations: regular education organizations, like schools, institutes for curriculum development, teacher training institutions, educational publishing houses, manufacturers of exams, trade unions, national federations of teachers in different subjects, associations of school counselors/psychologists etc.

Modern homophobia, LGBT-phobia: homo-, lesbian, bi- and trans-negative behavior that expresses itself mainly through social distance. “Modern” LGBT-phobic people may state they are not phobic, but they prefer their child not to be LGBT and they prefer not to associate with LGBT, especially not when they do not conform to heteronormative standards. Some peer educators use words like “sham tolerance”, “fake tolerance” or “lack of acceptance” rather than “modern LGBT-phobia”.

MSM: men who have sex with men

Preference: evaluative judgment of a person of liking or disliking someone or something. In some countries LGB prefer to refer to sexual “preference” rather to “orientation” to denote that expression of sexual feeling is a choice, while in other countries

activists may fear using “preference” will link into the conservative discourse that LGB sexual feelings can or should be changed.

Receiver-oriented: interventions and strategies that start from the perceptions and needs of the targeted audience. For example: a teacher training focusing on how to discuss controversial issues in class is more receiver-oriented than a training focusing on showing why LGBT people are discriminated (=sender-oriented).

Sender-oriented: interventions and strategies that start from the perceptions and needs of the campaigning organization.

Sexual: emotional and/or physical attraction so someone

Sexual diversity: all variations of sexual attraction and gender expression

SOGI(E): Sexual Orientation and Gender Identity (and their Expression). Acronym used in international politics when referring to human rights aspects rather than to classifications of people.

SSA: same-sex attracted, a term sometimes used for young people and which includes young people not having sex (yet)

Subsidiarity: the principle that social and political issues should be dealt with at the most immediate (or local) level that is consistent with their resolution. For example, most States deny that the UN (or a regional federation like the European Union) has the right to guide the content of education, because education is supposed to be cultural specific and therefore cannot be controlled on an international level. But in States with a decentralized school, the subsidiarity principle is also called in to refer anti-bullying policy or diversity policy to the level of schools rather than making mandatory guidelines on it on the national level

Traditional homophobia/LGBT-phobia: open rejection of LGBT people and/or same-sex relations and non-binary gender expressions.

Transfer: making sure that the teachers use the learned skills in a training in their school practice and support them to overcome barriers they are going to face when they are back in school

Transgender: umbrella term for people whose sense of identity and/or expression differs from society’s expectations given their biological sex as assigned at birth

WSW: women attracted to women