

LGBT EDUCATION

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In this issue attention for the free e-course and policy recommendations of the European UNIQUE-project, and for the collection of classroom activities published by the My-ID project.

Furthermore, some positive and some negative news. Positive is that Dutch association of psychiatrists has expressed regret about the sorrow psychiatrists did to LGBTIQ+ clients in the past. Negative is another sign of the deteriorating situation in the USA: one in five LGBTIQ students is hungry because they are so bullied they cannot make use of the national free lunch programs.

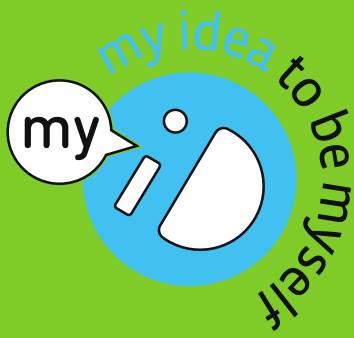


European partnership develops e-course for vocational teachers

24 July 2023 - The European UNIQUE-project partnership launched its elaborate e-course on how to give attention to sexual and gender diversity for vocational teachers. The free online resource is the main tool in a transnational strategy to recruit and train teacher-ambassadors, who should undertake initiatives to make their vocational course more LGBTIQ+ inclusive.

The course

The MOOC (Massive Open Online Course) consists of 44 lesson units, divided over 4 modules:



1. An introduction of basic concepts
2. How to embed diversity and inclusion in lessons
3. How to suggest strategies to make the school environment more inclusive
4. How to support individual LGBTIQ+ learners

In total, the course requires an investment of about 30 hours. In the UNIQUE project, the vocational teachers were also invited to take part in additional live workshops.



The challenge of the information perspective

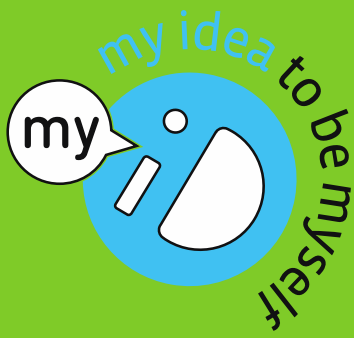
Peter Dankmeijer (GALE) developed a few units and advised on other units. He notes the development had to deal with a number of challenges. "The most challenging part for me was the different views in the partnership on how to teach. In many countries, the perspective is that teaching entails giving correct and complete information about topics and offering concrete guidelines how to do things. This is not the view GALE takes on training about sexual and gender diversity. The greatest challenge of training about LGBTIQ+ issues is not that students or teachers don't have enough

information. The main challenge is they have negative emotions and attitudes and don't want to receive information that does not confirm their bias. Or they may have a rather positive attitude but feel fear about what might happen when they raise this topic.

In such contexts, giving (a lot of) information may increase their resistance and insecurity. This can happen especially when the information is formulated in politically correct language and specific demands they may feel are unfeasible in their situation. Instead the content of a course should be tailored and connected to the situation of a specific sector of students and teachers. In my opinion, a good training on sexual and gender diversity should focus on the emotional and attitudinal aspects first. When the right attitude is there, teachers can search the concrete suggestions online or invent them themselves based on their existing expertise, so the information in a course becomes the icing on the cake rather than the cake itself.

Some of the partners in this project agreed with this perspective, but did not know how to address emotions and attitudes of teachers. And this is a true challenge. Especially vocational teachers often think speaking about emotions in class is "unprofessional" because students only need to learn "hard" skills. Incorporating how to increase emotional intelligence in an online course is another challenge. However, I felt fine advising my partners on this.

For me, the real hard thing was how to engage project partners who seemed only interested in an approach that was politically correct and highly informational. One example of this was a unit with an elaborate explanation why using correct pronouns is important and the concrete advice to introduce using such pronouns the first lesson of the year. Note that this course is meant for teachers in Greece, Cyprus, Croatia, Poland and Bulgaria. Most of the partner organizations were already afraid of



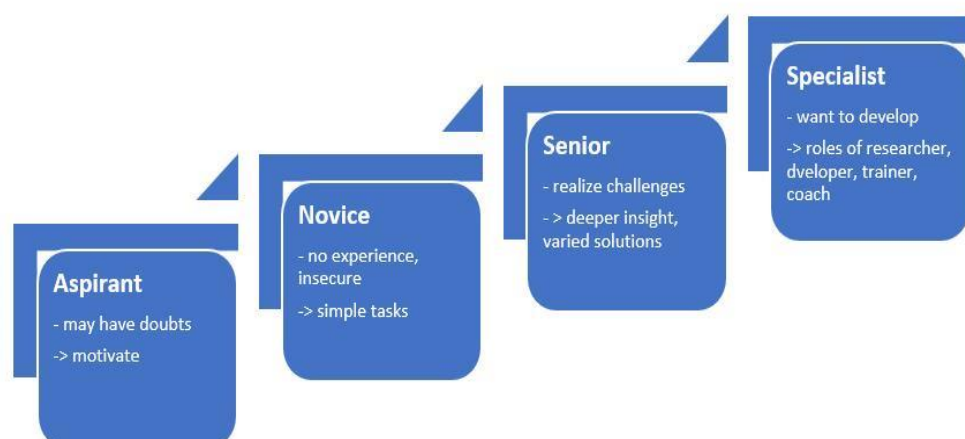
mentioning explicitly that this project was about LGBTIQ+ issues. Some teachers walked out of meetings angrily when they discovered that it was about LGBTIQ+. In one country, an employee of the Ministry of Education (re)published a Facebook meme which said that LGBT people were attempting to destroy children. So the level of tolerance was extremely low and we should take considerable challenges of implementation into account. I value the good practice of using proper pronouns, but the way of promoting such a practice in this way in these contexts without any concern for the consequences in class, in the school or in this project felt quite insensitive to me. And I struggled with how to advise my partners on this, especially the partners who were not open for a dialogue on such challenges. I only partly succeeded in dealing with this challenge. The published course is a mix of units which copy politically correct information from American websites and other units which focus on emotional intelligence, reflection and empowerment.”

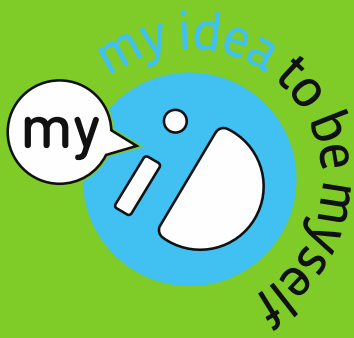
A levelled approach

“One advice I offered the project partnership was to divide the course in levels. My proposal was to use the levels of aspirant, novice, senior and specialist. This division is consistent with several educational theories on how gradually build up expertise, and it also connects to the European Qualifications Framework (EQF).

The level of aspirants would focus on learners who have objections to the topic or who are not yet sure if they dare to engage with sexual and gender diversity. The goals for this level would be to explore and overcome ‘limiting objections’ (my less offensive training term for prejudice) and to get motivated, but not yet on actually doing something concrete. The level of novices would focus on teachers who have decided to do something and who’s need is to get concrete but not too complicated suggestions on what to do now. Novices may still be insecure about consequences, so the suggestions should be rather simple and stay within their comfort zone. On the

FOUR TRAINING LEVELS





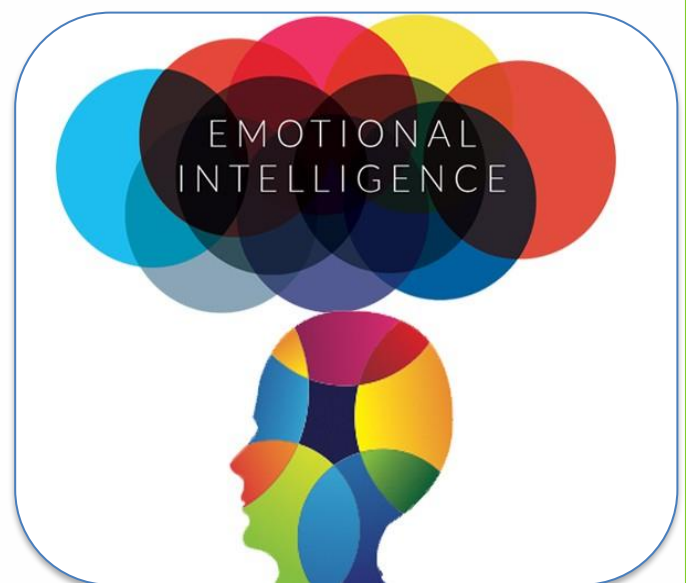
level of seniors, the course participants would be able to go more in-depth. They can be encouraged to be more creative. They can go beyond following simple suggestions and to make variations on simple interventions. They can try out more challenging classroom techniques like roleplay and simulation. Specialists would be able to reflect on all this, to coach colleagues and to invent and present new interventions.

Although my suggestion to use levels was more or less taken over (with senior and specialist level merged in a senior level), it became muddled in the course. Rather than offering separate modules for aspirants, novices and seniors, each module was divided into topics and the each topic was divided in 3 units or aspirants, novices and seniors. The level of specialist was deemed to be overdone for this project, despite our hope that teacher-ambassadors would try to influence their institute's policy and even national policy. The aspirant, novice and senior levels were not labeled as such, so this distinction became invisible for the learners. The participants are not encouraged to first take aspirant levels, but get a mix of topics and the implicit expectation is to follow the course from start to finish.

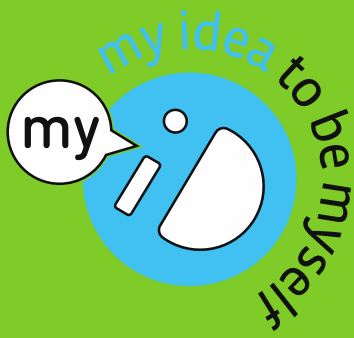
The division of modules in topics rather than levels once more reflects the implicit focus on information rather than on gradual development of attitudes and skills. I fear this will have consequence for the willingness of teachers to engage in this rather lengthy course. Especially teachers with doubts about whether they should be associated with the 'controversial' or even 'objectionable' topic of sexual and gender diversity are not likely to feel motivated to engage in the course. Their question will be: why do we need to do 30-60 hours of training on this small issue? I never had an LGBTIQ+ student in class. This question could have been addressed in an aspirant course, but now the fresh participants are directly confronted in their first lesson with the full and politically correct definitions of all concepts relating to sexual and gender diversity."

Learning experiences

"As always, the most challenging projects are also the projects that offer the most useful learning experiences. The expectation of some partners who believed that giving elaborate and correct information (sanctioned by international organizations) would change teacher's minds requires much more attention and sensitivity in the future. In this and other projects I noticed that offering a good kick-off training that focuses on how emotional rejection of sexual and gender diversity works, creates an opening for dialogue and a common understanding in projects. We have to make sure that all the key players who co-develop a product are present in such a training, otherwise the team is not aligned and different views on sexual and gender diversity and on training and teaching in general may become divisive elements in the project strategy.



Another learning experience is the importance of having clear view of how to train traditional teachers in why and how to increase the emotional intelligence of their students. They should incorporate this in their own personal way of teaching but also integrate this systematically in



their (team) curriculum. If projects want to successfully promote ‘horizontal’ skills (relevant for all subjects) like tolerance and sensitivity for diversity, they need an explicit strategy on how to overcome the old-fashioned focus on transferring knowledge, and how to gradually but systematically engage learners (students and teachers, and their managers) on increasing level of awareness, motivation, empowerment and supportive action.”

Sources: the [UNIQUE-website](#); the [free e-course](#); the [summary of the UNIQUE-project on the GALE website](#)

My-ID compendium with classroom activities on LGBTIQ+ topics available

27 July, 2023 - The European “My-ID” project has published its English version of their compendium with classroom activities. The compendium contains 36 activities on LGBTIQ+ topics that teacher can implement in their classrooms. The activities cover social studies and biology/health, but also subjects like history, physical education, languages and mathematics.

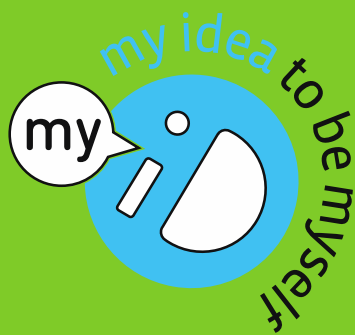
The My-ID pedagogy

GAE’s former cooperation partner, Edu-Diverse, launched the My-ID initiative in 2011 in the Netherlands. After 20 years of working with schools to implement integration of sexual and gender diversity in

schools and experimenting with different methods to facilitate implementation, Edu-Diverse described a new approach to school change. Rather than copying visibility demands of the LGBTIQ+ movement and trying to convince schools to “give space to LGBTIQ+ inclusion”, the new approach focused on promoting and supporting a broad set of tolerance and diversity skills, with explicit attention to challenging rigid norms that limit choices, like heteronormativity. In a range of projects in 2014-2018, the My-ID approach was further developed in schools for vocational education, and then during 2019-2021 tried out in a European partnership. Last year, the same partnership was extended with high schools and started to experiment with the My-ID approach in high schools.

The My-ID pedagogy focuses helping students and teachers to deal with conflicting emotions when they are confronted with sexual and gender diversity and with non-heteronormativity in general. This approach goes deeper than traditional LGBTIQ+ curricula and teacher trainings, which tend to focus mostly on role modelling (for example famous historic lesbians), visibility (for example safe space stickers) and direct behavioristic suggestions (like using correct pronouns). Many such programs are not that successful or not even implementable





because they don't take into account how to overcome resistance and how to integrate such suggestions in a natural way in the school routines. They suppose "visibility" will be enough to create awareness and then adoption of good practices, but mostly this does not work this way. The broad "My-ID" approach is very appealing for schools, makes it easier for them to implement LGBTIQ+ issues in their regular work and add to the general quality of school because it contains practical tools to promote emotional intelligence.

The compendium

The compendium with classroom activities is one of the products of the My-ID project for high schools. Previous My-ID projects focused in teacher training. In these trainings, teacher learned to understand in depth how heteronormativity creates negative emotions about sexual and gender "deviances" that do not conform to cisgender heterosexual expectations or norms. This emotional reaction is like a fight-or-flight response, and teachers need to learn how to deal with this *before* they can proceed with proper teaching. A challenge is that when teachers are confronted with negative reactions in their classes, they *themselves* also experience a fight-or-flight response. Their coping reaction is often to avoid conflict by directing their attention elsewhere or by punishing an offensive students. But this way they avoid "teachable moments" which are essential to diminish heteronormativity.

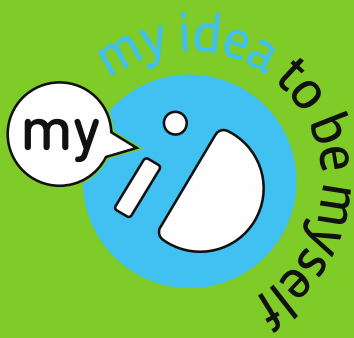
During trainings, teacher often asked for concrete activities they could do in the classroom, like traditional informative lessons, video and how to debrief them, individual and group assignments, games and role-play. These were not easy to find for them. The international My-ID partnership decided to develop a project in which they would develop such activities.

The compendium which has now been published consists of 36 classroom activities. They were

developed by all partners in the project. Most of the activities turn out to have a relative traditional didactic format: an introduction about a subject, group work, discussion and debriefing. In the coming months, GALE will develop some more activities as examples of didactic methods to deal with LGBTIQ+ issues in and even less cognitive and more experiential and emotional way, like experiential games, simulations and role-play.

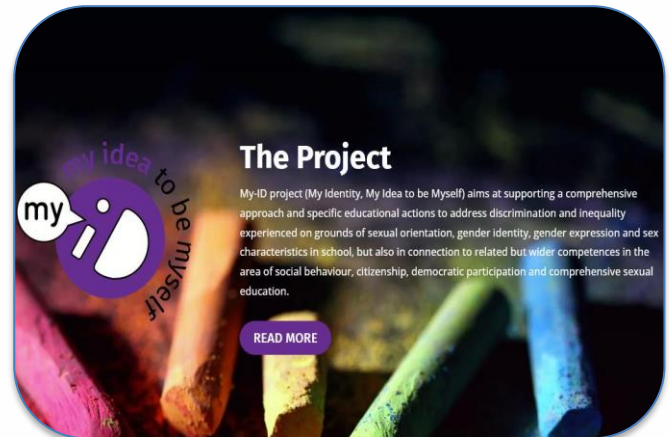
Illustration from one of the activities: the "Table of LGBTIQ Elements", an activity for the subject Chemistry.

One of the innovative aspects of the compendium is the activity that explains the difference between (biological) sex, gender, gender expression and sexual attraction. Increasingly, this difference is illustrated with the so-called "gender bread person". This is a puppet figure which tries to clarify the differences by locating "sex" (not quite accurately) in the genitals, "gender" in the brain, sexual attraction (in a bit heteronormative way) in the heart and "gender expression" in the body as a whole. The gender bread person was invented by some US teachers, but it was popularized by Sam Killerman (<https://www.itspronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/>). Killerman was later criticized for the simplifications in his first version of the gender bread person image and he has since continued to improve the tool. In the My-ID activity "The gender bread person", Peter



Dankmeijer has once again tried to improve on the version 4 by Killerman (see image below).

Sources: the [My-ID project on the GALE website](#) (most up to date with products and news); the [English version of the compendium](#); the [teacher guide on how to choose and use activities](#); the official [My-ID project website](#); for updated news, follow the [My-ID Facebook page](#) or the [Dutch MijnID Facebook page](#).



my idea to be myself

identity

attraction

expression

sex

IDENTITY: how you see and label yourself...

Woman:	not at all	very much
Man:	not at all	very much
Hetero:	not at all	very much
Gay:	not at all	very much
Bisexual:	not at all	very much
Lesbian:	not at all	very much
Other label:	not at all	very much

ATTRACTION: who you feel attracted to and how...

Romantically

To women:	not at all	very much
To man:	not at all	very much
To both:	not at all	very much

Sexually

To women:	not at all	very much
To man:	not at all	very much
To both:	not at all	very much

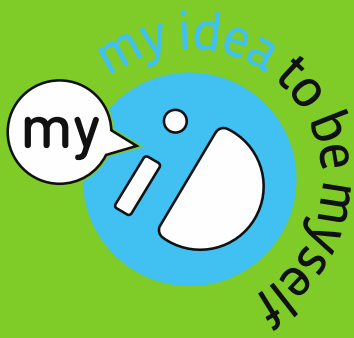
SEX: your biological markers...

Chromosomes:	XY	XX
Hormones:	oestrogen & progesterone	testosterone
Genitals:	clitoris & vagina	penis & scrotum
Gonads (glands):	ovary & egg cells	testicles & sperm

EXPRESSION: how you present yourself...

Feminine:	not at all	very much
Gender-neutral:	not at all	very much
Masculine:	not at all	very much
Depends on situation:	not at all	very much
Sexually active:	not at all	a lot

by GALE, 2023



Policy recommendations on LGBTIQ+: focus on ideals or feasibility?

31 July 2013 - The European UNIQUE-project attempted to introduce inclusion of LGBTIQ+ students in vocational education. At the end of the project, political recommendations were developed. Because there was little time left to consult experts face-to-face, it was decided to check the draft recommendations through a survey. To the surprise of the project partners, key recommendations were rejected by a substantial number of stakeholders. This raised the question whether policy recommendations on sexual and gender diversity in schools should be based on idealistic points on the horizon, or on more realistic short-term or mid-term objectives. The implications of this choice may be helpful or blocking future successful implementation of LGBTIQ+ interventions and policies.

Draft recommendations focusing on structural change

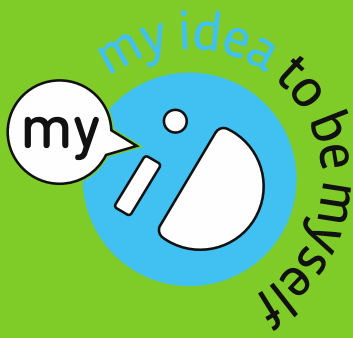
The UNIQUE project focused on teacher training and encouraging teachers to become ambassadors for LGBTIQ+ inclusion in their classes, institutions and

beyond. The project was implemented in Greece, Cyprus, Croatia, Poland and in part in Bulgaria. These are not the easiest countries to implement LGBTIQ+ projects. Already during the project, it became clear that the UNIQUE-strategy faced many challenges.

Some of the mainstream partners found it challenging to be explicit about the LGBTIQ+ focus of the project and preferred to integrate the topic subtly in the broader area of inclusion. When the teacher training was ready, some teachers were shocked to find out that the course was in fact about sexual and gender diversity and walked out angrily. In one country, an education department official published a homophobic meme on his personal Facebook wall, depicting a gruesome “rainbow” claw grabbing at innocent heterosexual families.



Another challenge was the singular perspective that education, and especially vocational education, should be focused on transferring knowledge and training hard skills. GALE promoted to offer training on how teachers can deal with adverse emotions of students, which also implied attention for the positive or negative emotions teachers may experience themselves on this topic, or when being confronted with ‘difficult’ students or their parents.



In many vocational schools, a focus on emotional intelligence and attitudes was considered unnecessary and unprofessional, even when all teachers would agree that client friendliness is a required skill for vocational students. And this anti-emotion perspective might be a keystone of the entire education system, making it harder to overcome.

In the draft recommendations, these experiences were reflected by keeping the recommendations rather abstract (trying not putting off the homophobes and transphobes), but at the same time focusing at the need for structural change (eliminating heteronormativity in teaching and in institutional policies).

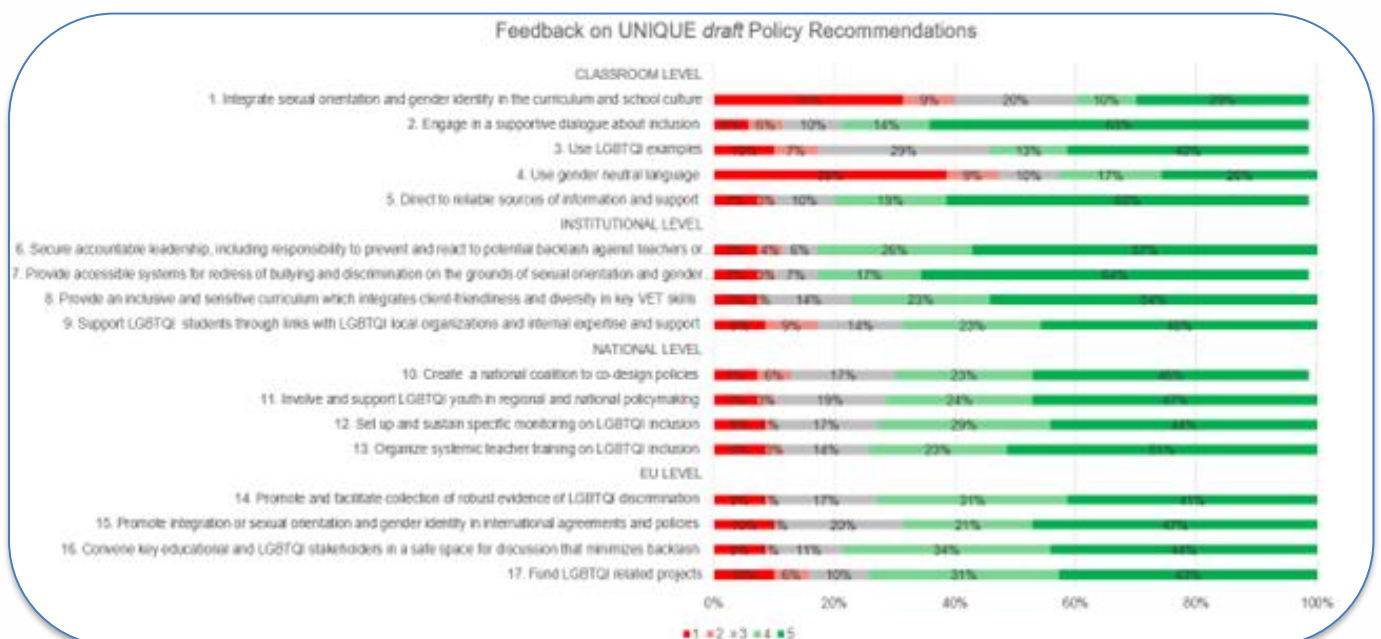
Resistance against cultural change

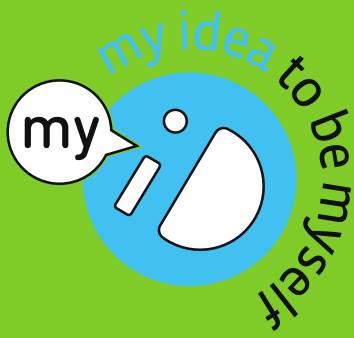
Because there was little time left to consult experts face-to-face, it was decided to check the draft recommendations through a survey. To the surprise of the project partners, some of the key recommendations were rejected by a substantial number of stakeholders.

1. "Integrate SOGIESC in the curriculum and school culture" scored 40% disagreement and 20% doubt, with a minority of the respondents supporting this recommendation.
2. "Use LGBTIQ+ examples in class" scored 17% disagreement and 29% doubt, leaving only 54% supporting it.
3. "Use neutral and supportive language" (which was already a rather abstract formulation of not using sexist language and using proper pronouns) met with 47% disagreement and 10% doubt, leaving a minority supporting this.

These 3 controversial issues were part of the 5 key recommendations on the classroom level. Because the intention was to tie the recommendations on the institutional level, the national level and European level as directly as possible on the classroom level recommendations, this posed a real problem for the entire recommendations framework.

The partnership interpreted the disagreement with and doubt about these three recommendations as reflecting a broader resistance against changing





It's OK if you're not ready yet.



regular routines and habits and against structurally changing school culture. The selected, already rather 'friendly' stakeholders were in principle willing to engage with sexual and gender diversity, but changing their regular routines substantially was too much to ask, even for them.

The dilemma: focus on ideals or feasibility?

The UNIQUE partnership was now confronted with the question whether the policy recommendations should be focused on ideals or on feasibility. Should we focus on suggestions for an ideal situation in vocational schools, or should we offer more moderate recommendations that link better with the current attitudes and willingness of the innovators and early adopters who have to engage with sexual and gender diversity in these less supportive countries and school cultures?

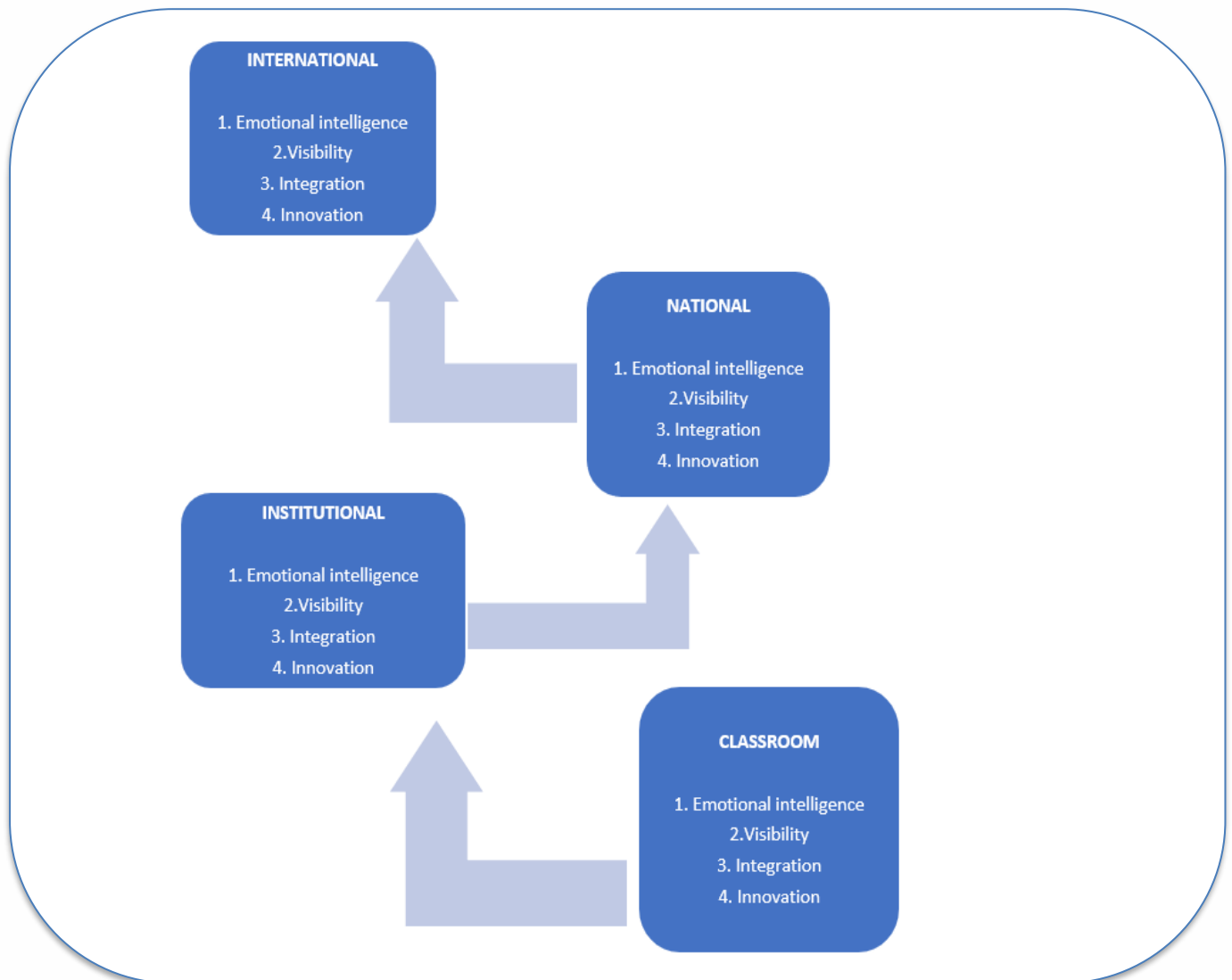
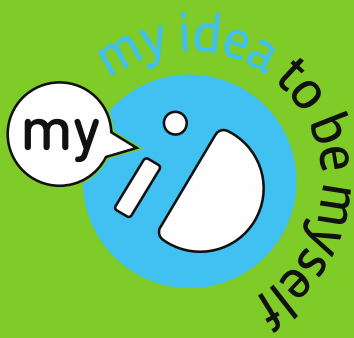
The partnership already was confronted with this earlier in the project, when we developed the online course for teachers. Some of the partners focused on linking into the type of education teachers were used to. Their units used academic language, were highly informational, but their concrete suggestions

did not give attention to classroom contexts. Others were focusing on emotions, attitudes and how to overcome a sense of resistance. We labelled resistance as "limiting convictions" in order not to offend participants by calling their beliefs "prejudiced". Some of the partners copied American-style concrete suggestions like asking for pronouns from the first lesson on, and various ways to promote explicit LGBTIQ+ visibility – which might not be implementable in less welcoming classrooms in the pilot countries. Other partners focused on more general suggestions (for example, on how to combat bullying and why specific attention was needed for gender and sexuality in this) and on concrete interventions that were more low-key and hopefully less controversial.

The partnership did not find a way out of this dilemma. The choice was not only dependent on principles, but also on social pressures. On one hand there were pressures by teachers and institutions, which were partly originating in limiting convictions. On the other hand there were pressures of LGBTIQ+ NGOs and experts, pressing for political correctness and proposing long-term goals even when these would not be feasible on the short term. For LGBTIQ+ NGOs, limiting their demands could feel like a slap in the face and even as homophobia or transphobia because LGBTIQ+ students need radical change *now*. But at the same time we had to consider that stating our recommendations in a too ambitious way would drive potential allies away and might make any school change more challenging. It was difficult to find a mid-way between the two extremes.

Working solution

As a working solution, GALE (the editor of the recommendations) decided to reformulate the original recommendations into 4 themes, that were repeated on the classroom, institutional, national and European level.

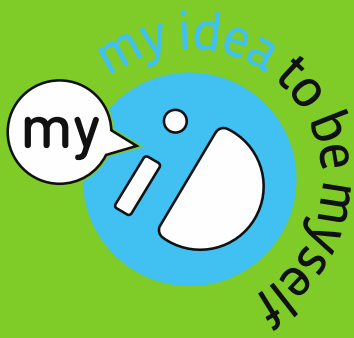


The four themes are:

1. Emotional intelligence: attention for emotions and attitudes is necessary to sustain real change in relation to sexual and gender diversity, but the way this is implemented depends on the context. When teachers are used only to top-down informational or technical skill-based teaching, the trainers need to be sensitive to how they can coach vocational teachers to acquire sensitive attitudes and skills. Especially for when they have to handle adverse emotions in class.

2. Visibility: LGBTIQ+ issues are part of the broader way people deal with sex, gender and diversity, but just dealing with diversity or inclusion in general will not have the required impact on LGBTIQ+ inclusion. Due to the limiting convictions of some stakeholders, the level and type of visibility need to be tailored to the context.

3. Integration: treating sexual and gender diversity as a specific topic will make it special and that can have a counterproductive effect on students. We don't want to make it a special, but a common aspect of life. Therefore, and also for the sustainability of the type of attention, it needs to be



fully integrated in the curriculum and policies of the vocational institute. Good integration does not have to be substantial in time but it has to be substantial in quality.

4. Innovation: we cannot expect that vocational institutions or other schools will implement LGBTIQ+ inclusion and attention for sexual and gender diversity overnight. There will always be innovators, early adopters, friendly and conservative people in the team. And there will always be laggards who will never agree with any change. Good innovation requires innovation leaders to gradually win over the hearts of each of these subgroups of the team. In the beginning, you work with innovators and early adopters, but you leave laggards alone. This requires a sensitive and strategic approach. A strategic approach does not imply a weak or non-principled attitude of the change leaders; it is a necessary realism to make progress.

In the final publication of the UNIQUE-recommendations, the four key topics are worked out to each level and on each level more practical suggestions are given on how to implement a high impact strategy. Each of these concrete suggestions is accompanied with some considerations about how teachers and school managers can choose an appropriate strategy, depending on their context. This leaves the final decision on what and how to implement to the tailoring by the local stakeholders. This may be challenging for external consultants or advocates, but we need to recognize that internal commitment to school change is of key importance.

Sources: [Focus on feasibility or on ideals. The development of needs based policy recommendations for LGBTIQ+ inclusion by the UNIQUE project.](#) and [The UNIQUE-Project Policy Recommendations.](#)



Niels Mulder makes statement of regret on behalf of Dutch psychiatrists

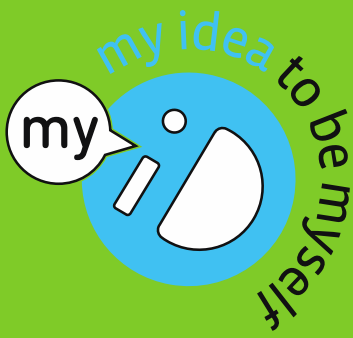
Dutch psychiatrists state regret for sorrow done to LGBTIQ+ in the past

1 April, 2023 - On Thursday 30 March, the chairman of the Dutch Psychiatry Association (NVvP) Niels Mulder make a public statement in which he expressed regret for the suffering people with an LGBTIQ+ identity were inflicted in the past. This was done out of the belief at the time that being a lesbian, gay, bisexual, transgender, intersex or queer was a disease that needed to be treated.

</intro>

We look back to the past with regret

Niels Mulder: "With the eyes of today, we look back on the past with regret. We recognize the suffering that has arisen as a result. We want to turn this



black page. We are aware of the fact that naming an LGBTIQ+ identity as a psychiatric disease has led to so-called "treatment" of LGBTIQ+ people.

Psychiatrists have tried to turn gay men, lesbians and bisexual people into straight people, to dissuade transgender people from gender reassignment and to make all people either male or female. We recognize that these efforts to change who someone is deep down and who someone loves have caused a lot of suffering and psychological damage. We expressly state that different sexual and gender identities are natural variations that do not involve disease.

As a result of, for example, minority stress and lack of acceptance, LGBTIQ+ people do have more psychological complaints, which is why we want to focus on inclusive psychiatry and LGBTIQ+ sensitive care. We also hope to contribute to reducing stigma and discrimination of LGBTIQ+ people in society."

Public regret indicative of mainstreaming

The chairman expressed his regret on behalf of the NVvP during the Spring Congress of the professional association in the MECC in Maastricht in front of representatives of the target group, namely Philip Tijsma, spokesperson for COC Netherlands and Remke Verdegem, chairman of Transgender Netwerk Nederland and approximately 2,000 psychiatrists.

Dutch society has already a long history of LGBTIQ-affirmative therapy. First initiated by individual LGBTIQ therapists, it was later formalized and supported by a national foundation (the Schorer Foundation). Regrettably, the Schorer Foundation

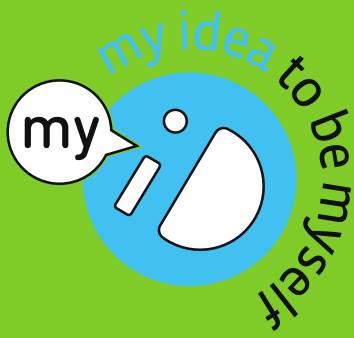
went bankrupt due to mismanagement of its supervisory board. But the current statement shows that the legacy of these valiant therapists and the Schorer foundation has reached a substantial level of mainstreaming.

Sources: [News item](#) of the Dutch Association for Psychiatry, [You Tube video](#) with panel discussion and statement of regret.



One in five USA LGBTQ high school students are hungry

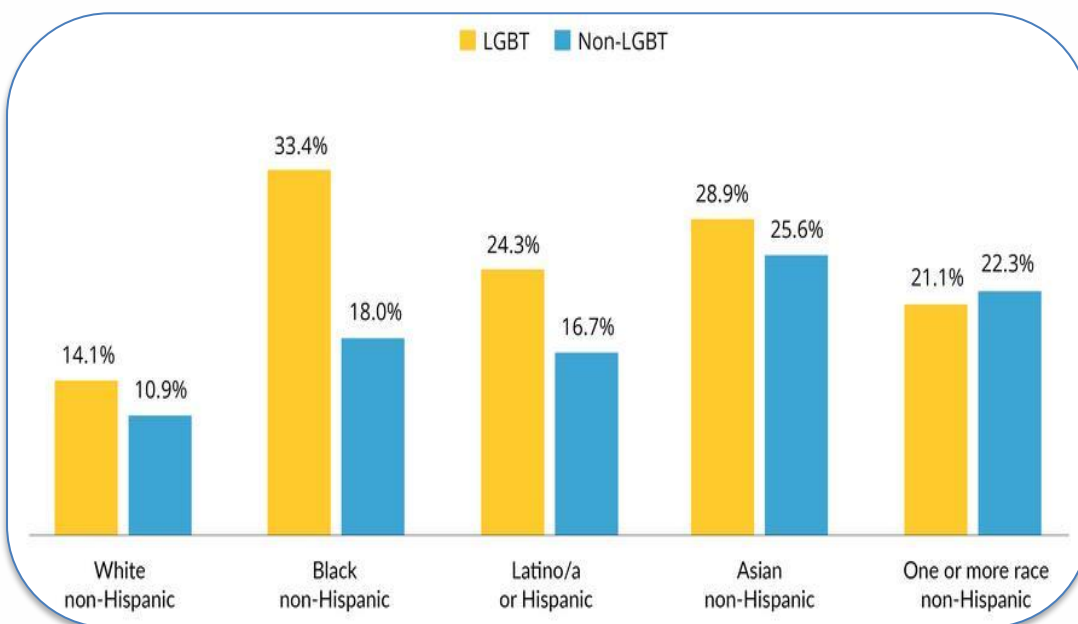
23 June 2023 - In a policy brief, the US Williams Institute reports that twenty percent of high school students in three USA States was hungry last month. They did not have enough food to eat. This compares to 15,7% of non-LGBT teenagers. It is estimated that 371.000 USA teenagers face hunger due to food



insecurity. As usual, race plays an exacerbating role, with white and non-Hispanic LGBTQ students scoring similar to their cisgender fellow students.

Survey missed a day of school in the past month because they felt unsafe or uncomfortable. More than one in ten (11.3%) missed four or more days of school.

More than one in five (22.2%) LGBTQ+ youth avoided lunchrooms and cafeterias because they felt unsafe or uncomfortable.



It was found that youth aged 18-24 also faced hunger, although to a lesser extent than high-schoolers. They often get less pay for their work and in 30% of the cases they did not have work at all.

Strategies to remedy the problem

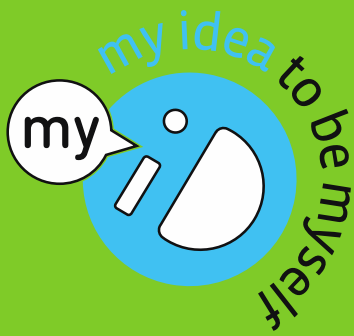
Reasons for hunger

The Williams brief is based on existing research databases. As for the reasons for the differences in hunger between LGBTQ and other students, the brief explains that school-based meals served through the National School Lunch Program and the School Breakfast Program are a reliable food source for U.S. students. But accessing such school-based meals is more difficult for LGBTQ youth.

About one in three LGBTQ high school youth has been bullied at school in the past year. This is about twice as many as their non-LGBTQ peers. This increases the likelihood of skipping school, avoiding the cafeteria, and missing meals to be safe. Nearly a third of LGBTQ youth (32.2%) who completed GLSEN's 2021 National School Climate

The main strategy to improve access to food for high school LGBTQ youth is to prevent school-based bullying. More specifically securing that LGBTQ youth does actually access food through the National School Lunch Program could also help. The Williams Institute thinks that a USA-wide surveillance of hunger among high school students by sexual orientation and gender identity is essential. Currently, information about intersex youth is missing, and should be included in such research.

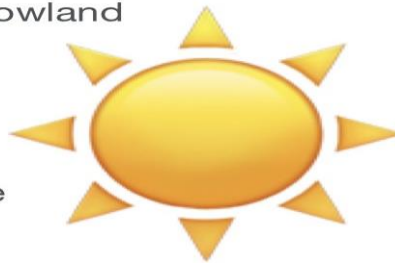
Source: [Macklin, M.L., Redfield, E., & Conron, K.J. \(2023\). Food Insecurity among LGBTQ Youth. Los Angeles, CA: The Williams Institute, UCLA School of Law](#)



Living in a Rainbowland
Where everything goes as planned
And I smile
'Cause I know if we try, we could really make a difference
in this world
I won't give up, I'll sleep a wink
It's the only thought I think, you know where I stand
I believe we can start living in a Rainbowland

Living in a Rainbowland
Where you and I go hand in hand
Oh, I'd be lying if I said this was fine
All the hurt and the hate going on here
We are rainbows, me and you
Every color, every hue
Let's shine on through
Together, we can start living in a Rainbowland

Living in a Rainbowland
The skies are blue and things are grand
Wouldn't it be nice to live in paradise
Where we're free to be exactly who we are
Let's all dig down deep inside
Brush the judgment and fear aside
Make wrong things right
And end the fight
'Cause I promise ain't nobody gonna win (come on)



Text of the song "Rainbowland" by Dolly Parton en Miley Cyrus (<https://www.youtube.com/watch?v=3i05K3yfBUA>), which has been forbidden by a primary school in Wisconsin (USA) because it "could be considered controversial" (<https://ew.com/music/miley-cyrus-dolly-parton-song-rainbowland-banned-wisconsin-school/>)

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Colophon

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