

LGBT EDUCATION

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In this issue you will find mix of positive and negative news. Positive is the publication of a new manual on how to tailor teacher training on sexual and gender diversity in such a way that it has more impact than more traditional trainings, a research on storytelling/peer education and on that a USA judge ruled that conservative parents cannot stop trans kid to use the school bathroom. But we report also on backtracking movements in Poland and the USA, as well as on the heavily funded international anti-LGBT and anti-democratic lobby.



My-ID Teacher Training Manual

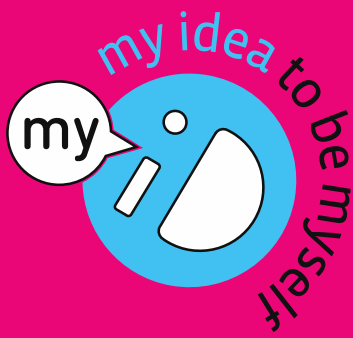
Peter Dankmeijer



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New take on LGBTIQ+ teacher training

24 August 2023 - The My-ID project has published a new open-source user manual on how to develop an optimal teacher training on LGBTIQ+ issues. The manual gives a new take on LGBTIQ+ training. Rather than focusing on LGBTIQ+ “visibility” and giving teachers



information on how to “correctly” approach LGBTIQ+ students, the manual and the accompanying background reader offer a view on how teacher can be approached on the emotional and attitudinal level.

Lack of available programs for teacher training

There are not that many manuals available on how to do a teacher training on LGBTIQ+ issues. Many trainers keep their programs to themselves, maybe because of capitalist reasons (they may not want to give their expertise away without being paid for it). This makes it difficult to compare programs and to assess which programs are best and which are not so good. In addition, the LGBTIQ+ movement tend to think of LGBTIQ+ teacher training as one thing. For example, in the monitoring system of IGLYO (the global association

of LGBTIQ+ youth groups), “teacher training” is one “quality” checkpoint, without making a difference between a simple lecture read from slides, a commercial one-off open registration training, a model for an in-company school training or a national mandatory training in initial teacher training institutions, nor whether such training have an impact or not.

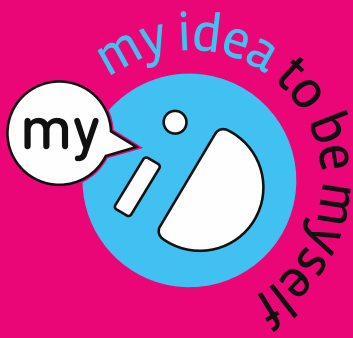
GALE has been working for years on trying to determine what constitutes an effective teacher training. This started in 2008 with an international expert meeting on teacher training in Europe, the USA and South America. It became clear trainers used a variety of models. Some of these models were very much based on the LGBT need to be visible and “confront” homophobia and heteronormativity, and others were more “professional” in first assessing the needs and fears of the trainee teachers. More of the programs were short kick-off awareness trainings, in which there was not time of context to work on real skills or on “transfer” of the learning yields to classroom practice. And there was certainly no focus on how to change heteronormative school culture. The few studies done into LGBTIQ+ teacher training show that most teachers are not able to implement what they have learned because what they learned was not practical or feasible in the first place or because of (fear of) resistance from colleagues and parents. The trainings apparently did not equip teachers with tools to handle such threats.

The GALE Exclusion Spiral



The My-ID approach to teacher training

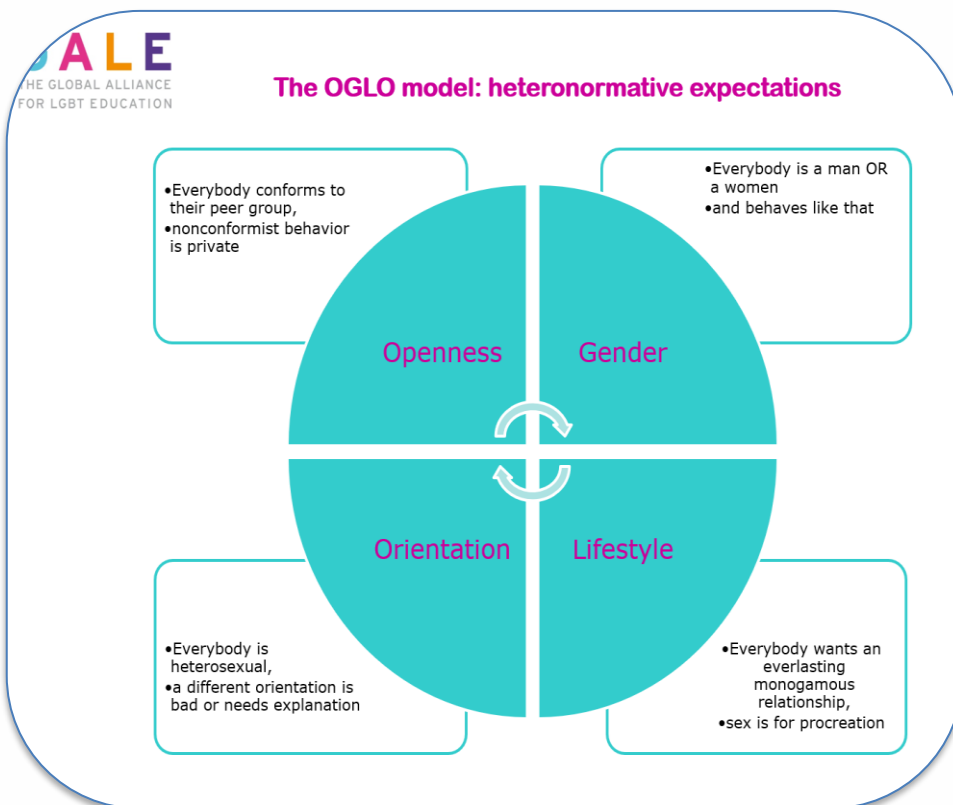
The My-ID approach was developed by GALE. It has been tried out dozens of times in a range of countries, and gradually developed further. Over time, GALE recognized that although teachers usually ask for lots of information, this is not what they really need. The request for information is often a cover for their insecurity to engage with sexual and gender diversity. This insecurity is based on their perceived fear of the responses by students, parents, colleagues and principals, but also on their own implicit bias. Teachers



instinctively know that society dislikes sexual and gender diversity because such diversity shakes some of the most fundamental social expectations in society. And they know that to some extent they hold such expectations as well. They wonder how they can balance a reassuring message to students, while at the same time challenge them to get used to more tolerance of diversity. They hope to find this in an informational approach, because that is the only way they have been trained to teach: lecture, discuss, recap and test.

explained. The training goes into detail how teachers can see how this cycle can be seen in their class and school and how they can intervene on each level of the cycle.

The key to stop or slow down the heteronormative spiral of exclusion is to deal with all aspects of the cycle in a coherent way. However, dealing with the emotional access point is most essential, because this will form the bottom line in any anti-heteronormative intervention.



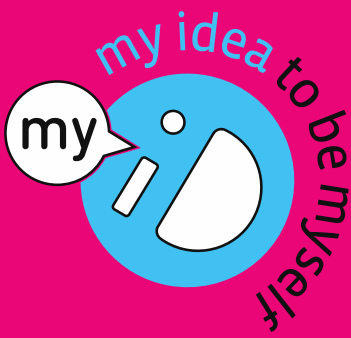
The training manual

The now published manual is a fourth generation publication. Previous publications simple gave a model for a kick-off teacher training lasting one day. The new manual recognizes that teacher training on LGBTIQ+ issues can be focused on beginners who are willing or who are resistant, and also could be focused on somewhat more advanced teachers. It also recognizes that open registration trainings will have a very different audience than in-company trainings or mandatory trainings. Therefore it is impossible to offer a single training program. Each program needs to be tailored to their specific context and group. The manual therefore offers suggestions on how to prepare the program and adapt it to the

The My-ID approach is a choice to go beyond lecturing and beyond using classroom “discussion” only as a way to check if students have properly understood the information. Instead, the focus is on emotions and attitudes. The My-ID approach holds that heteronormative expectations lead to negative emotions about diversity beyond heteronormativity. It also predicts – based on scientific research – that negative emotions may lead to negative attitudes, which in turn often lead to negative behavior and social distance. Social distance in turn leads to stereotyping, which in turn leads to negative emotions. In the My-ID training theory, this vicious spiral of social exclusion is

given and deeper needs. Most trainings may have similar contents, but the order of different program parts or modules depends on the context. The manual therefore offers suggestions for how to develop 6 different types of modules:

1. starting the training
2. changing attitudes
3. answering students questions
4. developing a spiral curriculum with colleagues
5. choosing and developing classroom activities
6. making sure that trained skills are transferred to school practice



The background reader

The background reader is study material which repeats the theory given in the training and which goes deeper into some information that could not be fit into the training. Since the training itself is a pedagogic model on working with emotions rather than transferring information, the training itself attempts to give as little information as possible, and use the precious contact time with teachers to really focus on skills you cannot learn by reading only. The reader fills the informational gap which teachers often feel.

The original reader GALE develop had hundreds of pages, but project (and translation) limitations made it necessary to limit the number of pages. After a project discussion, it was decided to offer teachers 4 key articles:

1. How discrimination works in schools (about the exclusion spiral)
2. Questions students may ask (and non-useful factual answers and possible strategic teacher responses)
3. Criteria for a safe and welcoming school (a tool to monitor and check policy content)
4. A school consultancy model (a perspective and planning of improving a school over time)



Sources: The [My-ID manual to develop teacher training](#), [The My-ID teacher Training Background Reader](#)

The resources are downloadable in MS Word format so users can edit the resources to their own needs. The resources are open source and can be used for free if acknowledging the source.

The resources are currently being translated in Dutch, Spanish, Italian and Greek and should all be ultimately available in November 2023 (see

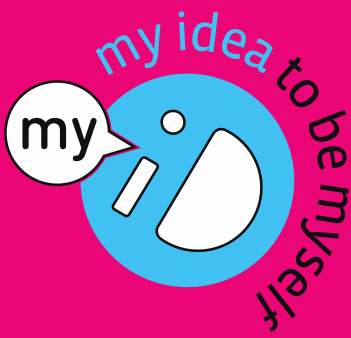
<https://www.gale.info/en/projects/myid-project>).

New proposal to make Polish sex education more extremist

7 August 2023 - Poland's ruling Law and Justice (PiS) party has proposed legislation that will undermine

children's rights to education. The draft amendment to the Education Law Act called "Protect Children, Support Parents" would forbid access to schools for sex education NGOs. Such groups are often the only reliable source sex education in the face of the already extremely discriminatory national curriculum.

Anti-LGBT demonstrators were following the Gdansk Pride in 2017 with a hate-banner



From secular to extremist Catholic

During the Communist era in Poland, sex education was introduced into the school curriculum in 1969, where it was taught in a secular manner as part of subjects such as biology. In 1981, sex education as a separate subject was discontinued and was instead taught during lessons with the class tutor. This shift was already a sign the topic was becoming considered “sensitive” and not a normal school subject. The fall of Communism saw the collapse of the secular approach. In 1993, the Act on Family Planning, Protection of Human Fetus and Pregnancy Termination came into force and established the introduction of morally absolutist and Catholic-influenced sex education. Article 4 of the Act introduced into school curricula courses on the value of family life, life in the prenatal phase, and promoting procreation while neglecting contraception except abstinence.

Sex education in Poland is mandatory, but parents have the right to withdraw children from these lessons. In 2017, PiS started to make sex education more extremist and discriminatory. The curriculum of “family life” classes became even more riddled with extremist Catholic beliefs. The word *family* appears 173 times while the word *sex* is used only twice. Different sexual orientations are not mentioned and contraception is rarely discussed, except to contrast it with natural family planning.

Sex education forbidden until age 15, after that only with consent

Now, PiS wants to go even further. On May 4, 2023, the PiS leader Jarosław Kaczyński said the proposed law is intended to curb the “sexualization of children” and “all sorts of strange ideas.” In the past, PiS politicians have defined “sexualization of children” broadly as discussions of sexual health, intimate relationships, sexuality, and LGBT people's lives. PiS claims that talking about LGBT lives will increase children's propensity to engage in sexual activity or identify as LGBT. The new proposed law prohibits NOGs from activities that “sexualize children,” targeting all sex education up to age 15. In high schools and vocational schools the proposed law will require approval of the school's principal and of the parents' council. In addition, students participating in group-led

educational activities would be required by law to get written consent from their parents.

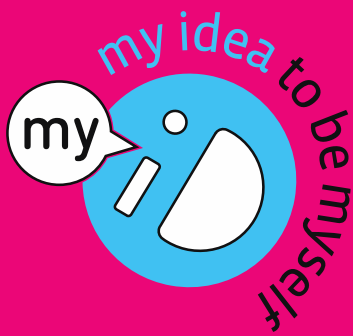
Enough signatures for decision without public consultation

The new law PiS is proposing is similar to legislation put forward twice by PiS politician and Minister of Education Przemysław Czarnek. President Andrzej Duda vetoed both versions of that bill, the latter following widespread protests from students, teachers, and civil society groups. PiS presented this draft in May as a “citizens' initiative,” meaning party members needed to collect 100,000 signatures by July 19 for it to be introduced in parliament. Unlike bills introduced by politicians, citizens' initiatives do not require a public consultation period, which accelerates the legislative procedure. They succeeded in collecting those signatures. It is expected that the debilitating bill will be discussed by the Polish parliament in October.



Minister Czarnek

Sources: [Human Rights Watch](#), on the Polish sex education curriculum: [Euractiv 2022](#), for history: [European Student Think Tank](#), March 2023, citizens initiative got enough signatures: [Prawo, Deeple translation in English of Prawo article](#)



Spanish study shows how stories of LGBT teachers can improve initial teacher training

17 August 2023 - A Spanish study explored what impact stories of LGBT teachers can have on students in initial teacher training. The results show how life stories are a good method of raising awareness among trainee teachers by showing the reality of LGBT, including the barriers they may face in schools. In this article the study is summarized and some criticisms on the study are highlighted.

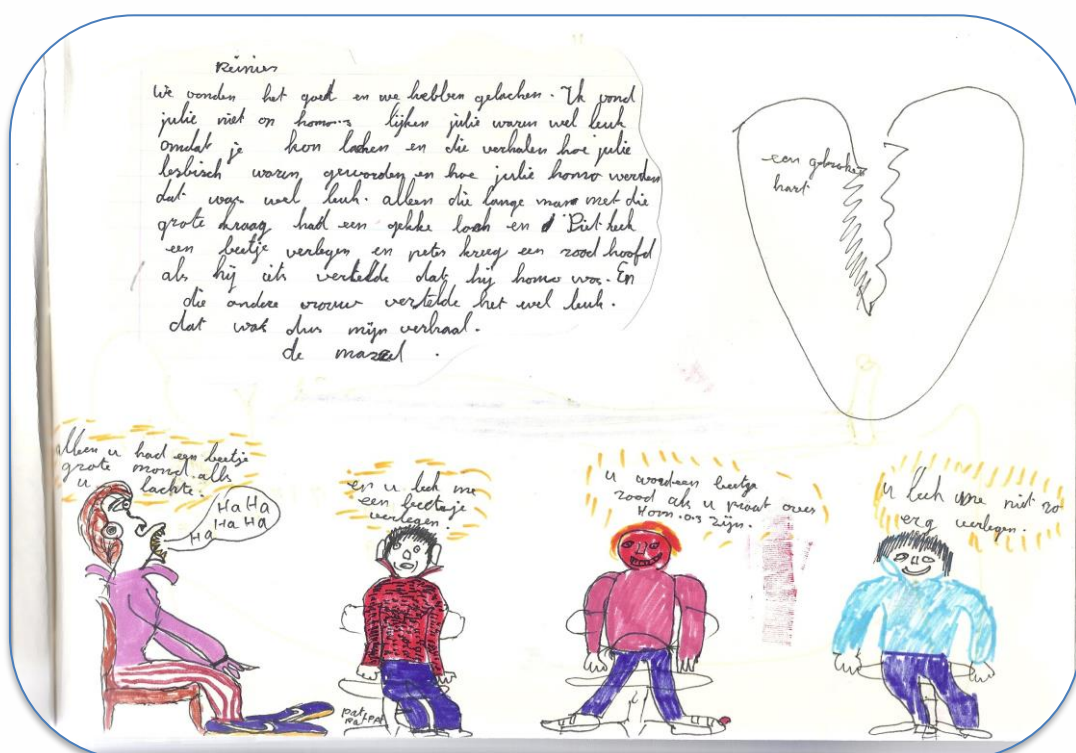
Life stories

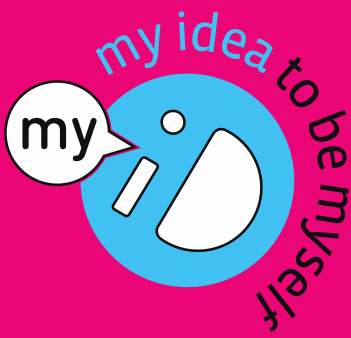
The study did not have an open question, but started with the position that peer-education by LGBTIQ+ educators will have a beneficial effect. This is probably based on the practice of many European LGBTIQ+ associations who ask school to invite young-adult LGBTIQ+ peer-educators for panel sessions in high schools. In this case, the authors suggest to recruit already working LGBTIQ+ teachers to do the same in initial training institutions. In the

study, the authors highlight the significance of personal testimonials, but don't go into the question-and-answer round after the testimonials or how to manage the potential discussion with students about heteronormativity.

Research into peer-education shows how real-life stories can have a tremendous effect on students when stories are touching, credible and not too far removed from the experience of students themselves. But experiences with LGBTIQ+ peer-education have also shown risks. Peer-educators may not act cis-heteronormative enough and get offensive remarks on their appearance or behavior. They may present their own style and ideas of being LGBTIQ+ as standard, and marginalize other LGBTIQ+ diversities. They may not be trained well enough in handling groups that make prejudiced or offensive comments, which can lead to discussion after the testimonials taking a bad turn. This happens quite often with untrained peer-educators.

Dutch gay and lesbian peer educators drawn by primary school students after a panel session in their class

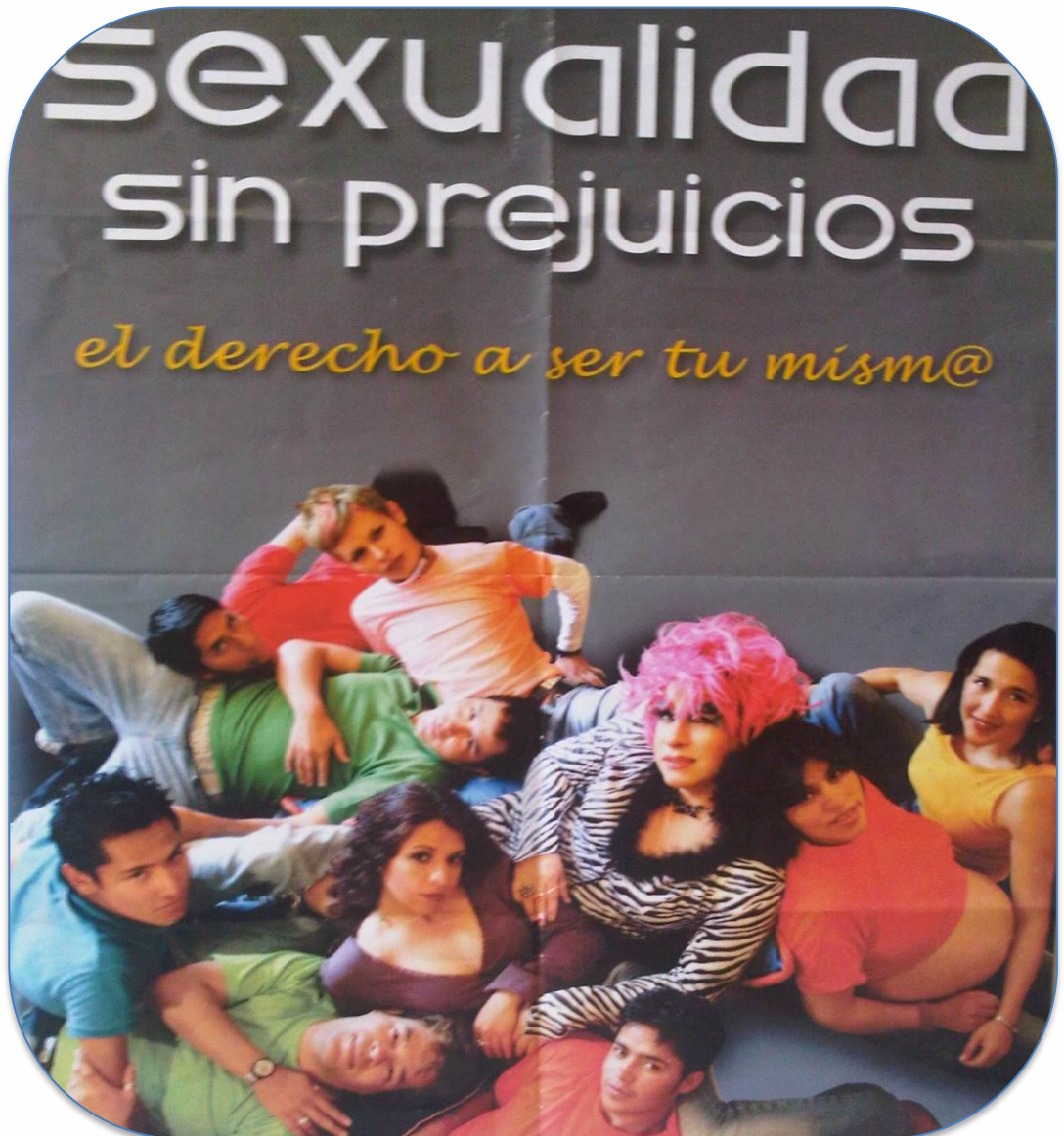




The research

The actual study consisted of doing two panel sessions for initial teacher training students of the Jaume I University (Casteló). Five experienced teachers (3 lesbian, 1 gay and 1 trans) shared their life stories with the students. The article does not give information on whether these peer-educators had a cis-heteronormative style of self-expression, or whether they expressed identity aspects that were non-conforming. The participating 101 students got two online surveys. The first had to be answered right after the session and had 15 multiple choice questions. The second was sent to students a few days later and had four open-ended questions.

The results showed that students had a very positive attitude towards gender and sexual diversity. They were very supportive for LGBTIQ+ visibility, for LGBTIQ+ teachers telling their stories and thinking such information is important for them. They scored a bit lower on question on whether these sessions changed their attitude, showing that they probably already had a positive attitude to begin with. High levels of students (71-91%, master/bachelor students) considered that the LGBTIQ+ teacher life stories “could be useful” for their teaching practice, but much less (18-9%) actually did find these particular stories useful. In the remarks

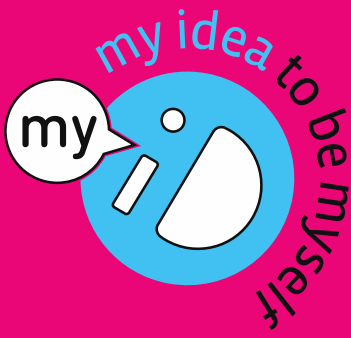


A non-heteronormative poster about LGBTIQ+ youth (Mexico, 2008)

students made, recognition of “suffering” of LGBTIQ+ and the need for visibility was prevalent.

Visibility or undoing cis-heteronormativity?

The study describes the situation in school rightly as a cis-heteronormative environment in which practices that privilege and legitimize heterosexuality and gender binarism as considered “natural” and immutable.



However, this critical analysis is then reduced to a lack of visibility of LGBTIQ+ people, which in some cases is even equalized with non-cis-heteronormativity. This leads to a simplified and quite traditional view that LGBTIQ+ teachers (and students) need to be more visible and that their stories need to be told “to break the silence”. The authors seem to be unaware that cis-heteronormativity is not limited to (invisibility) or LGBTIQ+ self-identified teachers and that it influences all students and teachers. The undoing of a cis-heteronormative school culture requires a far more thorough change in school culture than just more visibility of LGBTIQ+ teachers. Especially when the visibility of LGBTIQ+ teachers will be limited to cis-heteronormative acting teachers, chances are that cis-heteronormative school cultures are being strengthened rather than nuanced.

Acceptance of cis-heteronormative LG(B)T teachers or of diversity

The authors conclude that their study has shown that life stories are a good means of bringing future teachers closer to the different professional and personal realities experienced by LGTBQ+ teachers. As main benefits of the method are: 1) life stories bring listeners closer to different situations of exclusion that occur in various contexts; 2) the stories raise the awareness of future teachers; 3) they provide an appreciation of the benefits of training in gender diversity as a tool for differentiating from cis-heteronormativity in educational contexts; 4) they enable reflection on the relationship between future teachers and gender diversity.

The general use by the authors of the term “non-cis-heteronormativity” instead of “LGBT” may limit the practical implementation of their conclusions. They don’t give information on the extent that their peer-educators were really role models of non-cis-heteronormativity, or if they were mainly cis-heteronormative and therefore more easily acceptable role models for students. There is no information about the actual stories they told, and how these stories added to a greater awareness of diversity – especially diversity that may challenge the sexual and gender expectations of students. Did they discuss non-traditional sexual choices (except same-sex marriage?) Did they discuss attitudes of teachers towards effeminate boys and how to handle classroom bullying



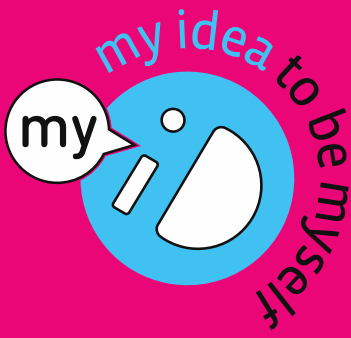
of such gender non-conforming students? Did they discuss the plight of trans prostitutes? Or did the peer-educators limit themselves to telling about discrimination they experienced even when they “were just like anyone else” (comment of one of the students)? “Just like anyone else” is usually cis-heteronormative lingo for cis-heteronormativity.

What non-cis-heteronormative role modelling can look like

The aim of “creating awareness” by focusing on the challenges LGBTIQ+ teachers face is likely to create some empathy from initial teacher training students who are already in favor of equal treatment or of appreciation of diversity. But less supportive teacher training students may not feel such empathy, when they judge that teachers who behave in a non-cis-heteronormative way *deserve* negative feedback for being (what they perceive as) “a bad example for students”.

Role modelling theory has proposed that role modelling works best when “victims of discrimination” do not only tell stories about victimization, but also how they faced such situations and where able to overcome them. The focus then should more be on overcoming challenges than on the difficulties themselves. It would also help when the stories do not press the specificity of LGBTIQ+ challenges, but focus on how such forms of marginalization could happen to anyone, so all students could learn from these experiences.

Peter Dankmeijer



Sources: Francisco Javier Cantos, Lid_on Moliner*, Aida Sanahuja (June 2023). [“Making sexual diversity visible through LGTBQ+ teachers’ life stories: A descriptive study”](#). Teaching and Teacher Education 132 (2023) 104214

Soaring suicide rates in USA due to censorship laws

14 August 2023 - The Trevor Project released it's 2023 survey report on suicide among LGBTQ youth in the USA and the findings are horrible. 41% of LGBTQ young people seriously considered attempting suicide in the past year. These rates were much higher among transgender, nonbinary, and among people of color. 56% who wanted mental health care in the past year were not able to get it. Almost 2 in 3 LGBTQ young people said that hearing about new laws banning people from discussing sexual and gender diversity at school made their mental health a lot worse.

School unsafe

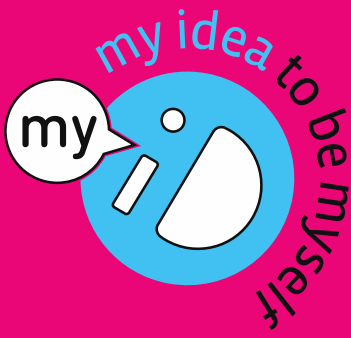
The survey asked question to more than 28,000 young LGBTQ (aged 13-24) people across the USA. 14% of LGBTQ young people attempted suicide in the past year including nearly 1 in 5 transgender and nonbinary young people and nearly 1 in 10 cisgender LGB young people.

Roughly half of transgender and nonbinary young people found their school to be gender-affirming. In gender-affirming schools they reported lower rates of attempting suicide. A majority of LGBTQ young people reported being verbally harassed at school because people thought they were LGBTQ. Transgender and nonbinary young people who reported that all of the people they live with respect their pronouns reported lower rates of attempting suicide.

Imagining a better world

24% of LGBTQ young people reported that they have been physically threatened or harmed in the past year due to their sexual orientation or gender identity. 60% of LGBTQ young people reported that they have felt





discriminated against in the past year due to their sexual orientation or gender identity. LGTTQ youth were asked how they imagined a better world to live in. They mentioned things like:

- Basic human rights
- To be able to be who your are
- To be able to express yourself
- Gender neutral bathrooms
- People ask pronouns
- People mind their own business
- People are kinder

Source: [The Trevor Project survey results](#)

US judge rules parents cannot evict trans students from school bathrooms

9 August 2023 - A USA federal judge refused extremist parents to sue a school in Ohio. They wanted to force the school to evict a trans student from public school toilets. He said it is clear that a parent has the right to control where their child goes to school, but that is where their control ends. Public school policies like the use of student bathrooms are for the school

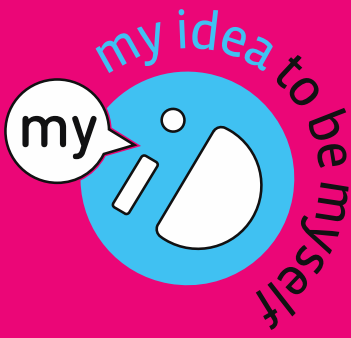
to decide. His judgement is a breath of fresh air in an increasingly foul-smelling extremist right-wing campaign.

Once more the corrupted argument of freedom of religion

The anti-trans parents petitioned to stop the Ohio Bethel Local School District's policy that allows a single transgender middle school student to use the restroom that aligns with her gender identity. While the girl was initially forced to use the faculty or nurse's bathrooms because they were single occupancy, they were frequently occupied. She felt ostracized, humiliated, and targeted by other students who taunted her for using the separate bathroom. School administrators then decided to allow the student to go to the girls' room.



In 2016, the Dutch Minister of Education Ms. Bussemaker made all toilets in the Ministry of Education gender-neutral



The parents sued with various constitutional claims, from religious freedom to a right to raise their children as they see fit. Especially the freedom of religion has been used often to claim unlimited freedom of extremist Christians to limit the freedom of others in the public sphere. The argument has been rejected multiple times on principal grounds. But it remains a spearpoint of the ultra-right-wing conservatives in the USA. They don't care about principles, they only are concerned with pushing their inhuman agenda.

Gender-neutral toilets

Peter Dankmeijer of GALE says: "it is a typical US example of radical right-wing polarization. It's scandalous that this politicization happens over the back of vulnerable trans youth. In other countries, it is not such a problem. Americans should look at the example of the Netherlands. Already in 2016, the Minister of Education made all toilets in the ministry gender-neutral. Some people have to get used to it, but that's all. Americans right-wing groups could better focus on preventing sexist harassment in toilets. Without it, the entire trans-scare would be without fundament."

Presence of a trans student in a bathroom is not a substantial burden

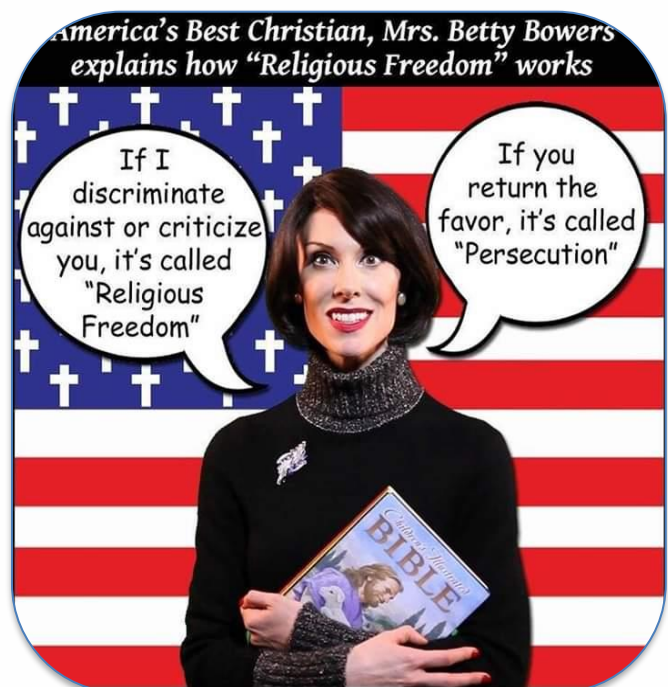
"Although parents have the right to make decisions about where to send their children to school, they do not have a constitutional right to revoke a school's policy on student bathroom usage... let alone show that the possible presence of a transgender student in the bathroom is a 'substantial burden' to the Plaintiffs' Free Exercise Clause rights," judge Michael Newman wrote in his opinion.

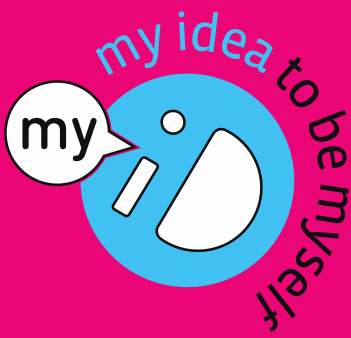
Hopefully, this judgement may become a legal trend. Last week a different judge ruled in favor of three transgender students in Indiana whose schools forbade them from using bathrooms matching their gender identities. The court upheld a lower court's preliminary injunction that said the schools must let trans students use facilities associated with their genders.

Sources: news item [LGBTQ Nation, 8 August 2023](#), [ruling of judge Michael Newman](#), [LGBTQ nation on Indiana case, 2 August](#)

The world faces an organized heavily funded international anti-LGBTIQ+ lobby, but their real objective is to destroy democracy

In July, EURONEWS reported on the worries on EU parliament members who fear that foreign interference and growing anti-LGBTQ+ movements are threatening European countries, elections and democracy. They note how a growing network of foreign organizations are pouring hundreds of millions of euros into "culture war" groups campaigning to roll back LGBTQ+ rights across Europe.





EU parliament resolution

In a resolution published in July, the European Parliament raised the alarm about foreign interference in all democratic processes in Europe, pointing out that most of the foreign funding originates from Russia and the US. This foreign interference, coupled with disinformation and numerous attacks perpetrated by malicious foreign actors, is predicted to increase in

“Such movements proliferate disinformation in order to reverse progress in women’s rights and gender equality. These movements have been reported to receive millions of euros in foreign funding, either public or private, including from Russia and the US.”

Funding and modus operandi

The strategies employed by these foreign actors have evolved over time, due to increasing funding and intensifying disinformation campaigns, human rights observers have warned. Members of the US far-right and the Russian Orthodox Church, two major players of the anti-gender movement, have joined forces to ramp up funding to Europe-based ultra-traditionalist actors with a specific focus on targeting LGBTQ+ rights, according to sources who agreed to speak to Euronews on condition of anonymity for fear of reprisal.

Over the past decade, extremist Christian right-wing organizations

and Russian oligarchs have established a network of agencies set up in human rights institutions across Europe to carry out anti-gender diplomacy and infiltrate positions of power in member states. Other tactics include abusive lawsuits intended to suppress, intimidate and silence critics (SLAPPS), money and reputational laundering, physical harassment, sending paid fight squads to LGBTQ+ marches or drag stores, hacking journalists’ devices with the Pegasus software and using troll farms spreading disinformation against LGBTQ+ activists.

How US Evangelicals and the Russian Orthodox Church have helped fuel anti-LGBTQ+ agenda in Europe

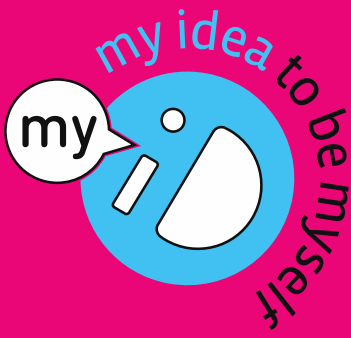


By Thibault Spirlet
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Euronews 23 July 2023

the lead-up to the European Parliament elections in 2024, becoming more sophisticated in nature.

Parliament members presented a list of at least 50 organizations that now fund “anti-gender activities” — opposing what they call “gender ideology”. “Europe is seeing a growing number of anti-gender movements, specifically targeting sexual and reproductive health, women’s rights and LGBTQ+ people,” the EU parliamentary report read.



History of malicious planning

Informally, the extremist right-wing international coalition is called the “traditional values” movement. Already since more than a decade, their activities have been monitored and documented by NGOs as well as by progressive countries. It has become clear that the international movement as a whole is targeting economically and democratically unstable countries where it is easier to mislead the conservative population that LGBTIQ+ are to blame for the country's instability by blaming stereotyped “immorality” to take away the attention from the more structural mismanagement of power.

In 2013, Human Rights Watch described how extremist conservative forces use the term “traditional values” to erode human rights values by calling Universal Human Rights a Western invention (even though all UN members signed the Human Rights Charter and most of its follow-up conventions and treaties). In the same year, the Norwegian government ordered a research into how the UN is influenced by the traditional values lobby.

This report made clear how the Vatican was a major driver of this lobby, notably by building a legal and “moral” discourse. This discourse labels patriarchy as ordered by God, labels the role of women as subordinator to men and judges all forms of relationships outside of marriage as “disordered”.

Anti-democratic aims

The term “disordered” goes to the core of the argument. These conservative and extremist religious forces are not only after discriminating LGBTIQ+ people or even to push back women in subordinate roles, but they are looking at a world “with order”. A world “with order” is a world in which autocratic rulers and their parties – supported by ultraconservative religions – are in power. It is not for nothing that the “traditional values” movement is led by dictatorships in Russia, absolutist Muslim states and by some extremely rich Americans who would rather overthrow their own government than to accept that the majority of Americans are getting more progressive and liberal.

HUMAN RIGHTS WATCH

World Report 2013 ESSAYS COUNTRIES LANGUAGES DONATE NOW

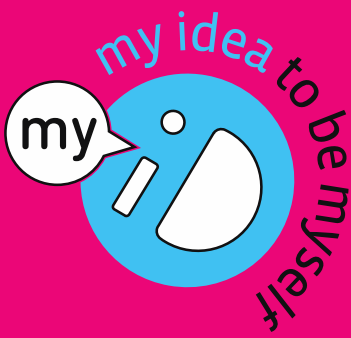
The Trouble With Tradition

When "Values" Trample Over Rights

"Even if it's not possible, this is what I want." Ainigmas, a young gay man in Burundi, cannot tell his family about his sexuality and makes jewelry to express himself. © 2009 Martina Bacigalupo for Human Rights Watch

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A way forward

We can of course try to combat the misleading messages and false information the traditional values movement is feeding into the population by factually correcting them one by one. But that is like carrying water to the sea. The tsunami of misinformation and lies is so large and so well funded, that it is difficult to stop.

A way forward would be to teach young people to more critically look at information. Apart from traditional top-down “lessons” this should probably be done by more attention-getting national and global campaigns, which show how *what you see* (YouTube, Instagram), *read* (Twitter X, Facebook) and *hear* (blogs, friends) is often simply not true or even a lie. There are some good examples of this, like the Swedish Action Plan to Safeguard Democracy.

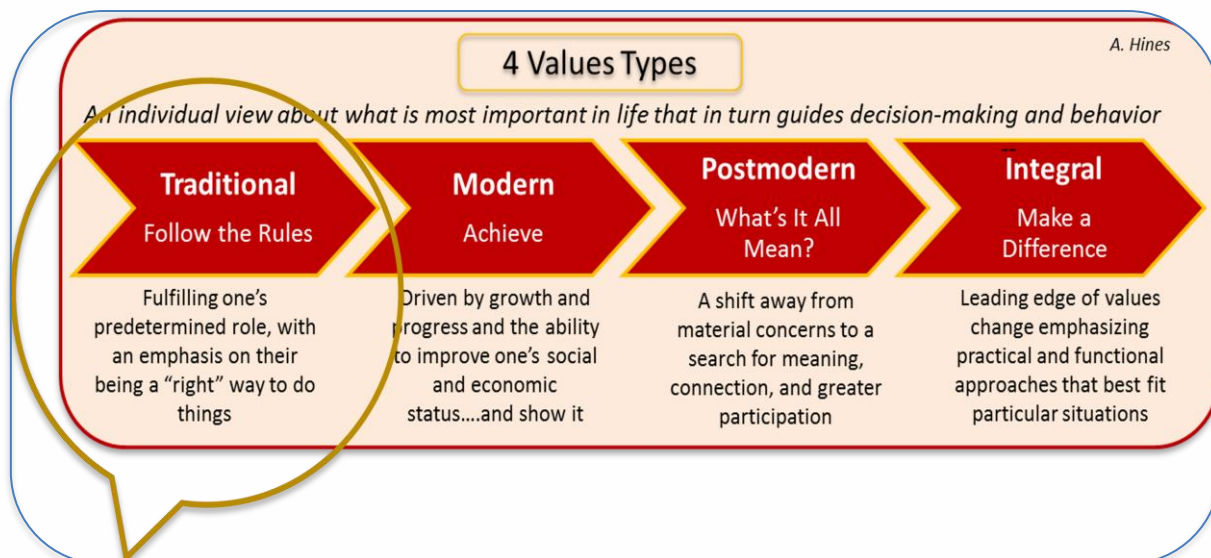
But just education is probably not enough. Dictators and “traditional” extremist forces focus their efforts on vulnerable countries: States which are poor, with a weak democracy and with citizens that don’t know how to raise their voice against injustice. In more well-off States, the extremists go for the naïve parts

of the population which is most insecure. Anyone vulnerable is prey.

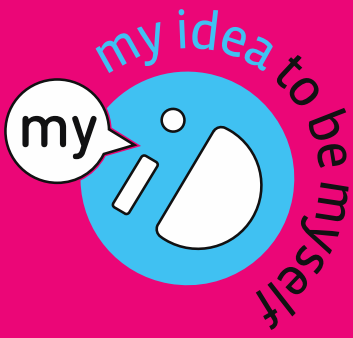
The “progressive coalition” needs to formulate a strong discourse, which does not focus (only) on discrediting discrimination and authoritarianism, but which offers an appealing alternative. An alternative that offers not only “justice” and non-discrimination, but also protection against poverty, against selfish abuse by mismanagement and misgovernment, and which provides economic prosperity. In this way, the LGBTIQ+ movement cannot be separated any more from large social issues that are threatening our freedom.

Peter Dankmeijer

Sources: [Euronews](#), 24 July 2023, Graeme Reid (Human Rights Watch), [“The Trouble with Tradition”](#) (2013), Martin Smith and Tash Shifrin, [“Why are LGBT+ people a key target of the far right in eastern Europe?”](#), The Norwegian Agency for Development Cooperation, [“Lobbying for Faith and Family at the UN”](#) (2013), the [Swedish Action plan to safeguard democracy against violence-promoting extremism](#) (2011)



Andy Hines' image of different types of values (<https://www.andyhinesight.com/traditional-values-have-problems-too/>)



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Colophon

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