



Fostering a Global Dialogue about LGBT Youth and Schools

Proceedings from a Meeting of the Global Network Combating
Homophobic and Transphobic Prejudice and Violence in Schools

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GLSEN (the Gay, Lesbian & Straight Education Network) is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/ expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. For more information on our educator resources, research, public policy agenda, student leadership programs, or development initiatives, visit www.glsen.org.

UNESCO (the United Nations Education, Scientific and Cultural Organization) UNESCO (the United Nations Education, Scientific and Cultural Organization) is a specialized agency of the United Nations. UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. In 2011, UNESCO organized the first-ever United Nations consultation on homophobic bullying in educational institutions, held in Rio de Janeiro, Brazil. The consultation revealed the scope of the problem worldwide as well as the disastrous impact of homophobic bullying on the right of victims to quality education, on their health and well-being, and the learning environment for all students.

Cover image: Word Cloud Based on Abstracts Submitted to World Congress

Inside photography: Noah Drezner, Ph.D.

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About the Authors

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Background

In recent years, GLSEN has seen increasing international attention to the experiences of lesbian, gay, bisexual and transgender (LGBT) students in schools, and a growing concern regarding anti-LGBT violence and bias directed at youth as a serious human rights issue and barrier to global development goals. Although most of GLSEN's work has been focused domestically in the United States, the organization has a history of providing technical assistance to NGOs and university faculty in other countries regarding best practices both in researching school climate issues and in developing programs to prevent and curtail bullying and violence in schools.

UNESCO has recently articulated a need for more research on LGBT students globally, particularly in developing countries, and begun to host new initiatives, including the first-ever international consultation on homophobic and transphobic bullying in schools, which was accompanied by two related publications: "Review of Homophobic Bullying in Educational Institutions" and "Education Sector Responses to Homophobic Bullying." Findings from UNESCO's international consultation suggest that in many countries, civil society organizations have played an important role in addressing homophobic bullying by documenting the extent of the problem, thereby providing the evidence base for both advocacy and program development.

This past year, in the interest of infusing LGBT issues into the international education discussion, GLSEN sought submissions for papers about LGBT students' experiences and homophobic and transphobic bullying internationally for an international education research conference, the World Comparative Education Congress in Buenos Aires, Argentina. The call for papers was sent to NGOs globally that work with LGBT youth, organizations who are members

of the World Education Research Association (WERA) and organizations who are members of the World Congress of Comparative Education Societies. GLSEN received proposals from NGOs and researchers from more than 15 countries, including Australia, Brazil, Canada, Chile, China, Cyprus, Israel, Ireland, Italy, Mexico, the Netherlands, Nigeria, Poland, Slovenia, South Africa, and Turkey. All four of our panel proposals were accepted at the World Congress:

1. School climate for LGBT students: Methodologies and impact;
2. Comparative and international perspectives on the experience of LGBT students in schools;
3. Teaching for LGBT student equity and access: Perspectives and practices of educators;
4. Making it better: creating safe learning environments for LGBT youth worldwide.

Chart 1 presents a word cloud, which is based on abstracts of papers from our panels. The size of each word indicates the frequency it occurs in all abstracts. Among the words most frequently used – other than LGBT – we can see: "education", "school", "students", "bullying", "homophobia", "research", and "policy".

To capitalize on the intellect, skills and experience of this global group of activists and scholars, GLSEN, in partnership with UNESCO, coordinated an all-day meeting with this group to strategize about how to coordinate our collective resources and knowledge to reduce homophobic and transphobic prejudice and violence in schools globally.

Homophobic bullying is "a moral outrage, a grave violation of human rights and a public health crisis."

Ban Ki-moon
UN Secretary-General

Meeting Format

To encourage maximum involvement and creative engagement between participants from different countries and diverse backgrounds, GLSEN decided to use Open Space Technology (OST) to facilitate the meeting. OST was developed in the mid-1980s by Harrison Owen as a way to make use of the synergy and excitement that is often present in informal meetings, such as coffee breaks, among individuals with common interests, expertise and/or experiences. The format is designed to empower people to participate and take ownership of the process and outcome. Using four guiding principles and one law, this format emulates non-formal discussion environment in which people are creative and engaged. For example, participants in meetings based on OST are encouraged to be where they are contributing the most and to move between groups — behavior that is sometimes seen as inappropriate in conferences and formal meetings.¹ The meeting was facilitated by Joseph Kosciw, Ph.D., Oren Pizmony-Levy, Ph.D. and Steven Toledo, MPA.² The meeting was conducted primarily in English but with simultaneous English-Spanish translation.

1 In his book, *Open Space Technology: A User's Guide*, Owen (2008) explains the “four principles” and “one law” that guide OST. The four principles are: (a) “whoever comes is the right people”; (b) “whenever it starts is the right time”; (c) “whatever happens is the only thing that could have”; and (d) “when it’s over, it’s over”. Taken together, these guidelines are intended to encourage participants to “let go” from various concerns. The one law is the law of two feet: “If you find yourself in a situation where you aren’t learning or contributing, go somewhere else.” OST is informed by Chaos Theory, the Theory of the Self-Organizing System and the Concept of Complex Adaptive Systems.

2 Dr. Kosciw is the Chief Research & Strategy Officer at GLSEN; Dr. Pizmony-Levy is a GLSEN consultant and faculty at Teachers College, Columbia University, and Mr. Toledo leads the Safe Schools Initiative, a CDC-funded program of GLSEN.

Following brief opening remarks, the facilitators introduced OST to the participants. The introduction included background information about OST and basic procedural issues, such as: how to propose a topic for discussion, and how to report on group discussion. The day’s discussion was organized under three overarching questions about addressing homophobic and transphobic prejudice and violence in schools worldwide:

1. Where are we now?
2. Where would we like to be?
3. How do we get there?

For each overarching question, the group was asked to identify issues, needs and dilemmas for which they have passion and responsibility and topics were listed for the remainder of the group to choose. Participants then gathered in discussion groups for the listed topics and each group had responsibility for taking notes. After an hour, the facilitators convened back to the larger group for a report out from each of the discussions, followed by discussion and questions as time permitted.

Throughout the day, 19 breakout groups were convened. The groups varied in size: the smallest group included two participants and the largest group included ten participants. The majority of the breakout groups (13 out of 19) were small and included two to four participants. Thus, participants had the opportunity to have meaningful interactions with others and to further develop interpersonal networks.

Session 1: Where Are We Now?

For this session, group members were asked to identify issues, problems and needs in the work of their organizations. The group initially suggested ten topics for discussion which, after discussion of similarities among the topics, resulted into seven discussion groups: 1) Polarization and working in very hostile contexts; 2) Role of international institutions and regional networks; 3) Synergistic collaboration with focus on teachers; 4) Youth participation; 5) Identity or not; 6) Policy and legislation; and 7) Best practices.

There was one specific group charged with discussing best practices for changing educational environments for LGBT youth, yet several of the other groups were focused on a specific strategy, such as youth involvement, working with teachers and policy implementation. One group focused their discussion on a global perspective – identifying and understanding the many leverage points of international organizations. One other group focused their discussion on embedding homophobic and transphobic issues in a context of other social justice issues, such as poverty and racism. In many of these groups the discussion focused on sharing the perspectives from individual countries contexts, rather than on inputs from a global perspective. Nevertheless, certain themes emerged across groups about strategies for changing educational environments:

- Importance of recognizing the possible tension between global discourse and local meaning of discourse (e.g., how transferable is the Western acronym LGBT?)
 - Importance of working with educators and developing professional development for them
 - Challenges of working against opposition, particularly conservative religious views
- Effecting policy change and the challenges with implementation of available policies
 - Importance of changing public opinion re: LGBT people and debunking myths
 - Need for increasing our knowledge base about the status of LGBT youth in individual country contexts and globally
 - Recognizing the important role of youth as change agents and not only as beneficiaries
 - Need for identifying key leverage points in each country but also at the international level

Session 2: Where Would We Like to Be?

In the second session, using insights from the group discussion of the first session, participants were asked to identify short-term and long-term goals for the global network. Seven discussion topics were identified: 1) Changing public opinion; 2) Working toward a secular state and expanding the notion of family; 3) International accountability on LGBT issues; 4) Sharing of best practices and resources; 5) Inclusive education policies; 6) Evidence-based influence with a focus on the global south; and 7) Sustainability of resources and funding.

Many of the themes that emerged from the group report-out and discussion of the second session reflected key themes from the first session. Whereas the tone from the first session was about identifying problems or needs, the tone from the second session of groups took on a more action-oriented tone:

- To improve public opinion and target opposition effectively;
- To use research and leverage the resources and standings of academic institutions;
- To create/maintain international accountability of LGBT issues; and
- To develop a mechanism for sharing strategies and resources – both programmatic and funding resources.

After reviewing the output from the small discussion groups, the facilitators asked participants to prioritize the goals for the global network. Participants were given 12 stickers and asked to allocate them to the goals according to their level of importance. For instance, a participant might award 8 stickers to a goal they deemed to be a high priority, and no stickers to one they did not perceive/judge to be important. (Note that after the large group discussion, two of the groups – #4 Sharing of best practices and resources and #7 Sustainability of resources and funding – were combined into one strategy for the prioritization exercise.) Chart 2 illustrates the six goals sorted by the total number of priority votes allocated to them. Four of the six goals

Figure 2: Where Would We Like to Be?
(number of priority votes)



emerged as high priorities for the group: 1) Evidence-based advocacy; 2) Sharing resources and best practices; 3) International accountability on LGBT issues; and 4) Inclusive education policies. From this prioritization, it appears that there was consensus for the global network to focus work on and with educational institutions rather than on broader social problems, such as public opinion and state/religion.

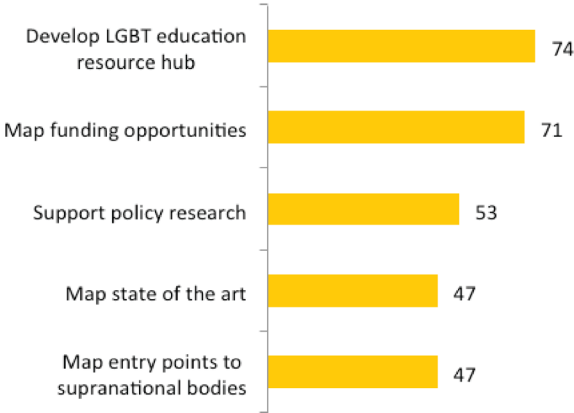
Session 3: How Will We Get There?

Participants were asked to suggest action items and plans for the global network to achieve the four highest priorities identified in the second session. The group identified five action areas: 1) mapping the state of the art; 2) framing/supporting policy research; 3) mapping entry points for work with international/regional bodies; 4) mapping funding opportunities; and 5) developing an LGBT education resource hub. A central theme across all five action areas was the need for developing a central map of resources—both programmatic and funding—as well as of opportunities for shared engagement and collaboration in research. Although participants varied in their degree of experience with regard to understanding and working with other nations or with international organizations, this expressed need for a central mechanism was shared across experience levels.

number of participants in the discussion group (four participants) and the second had one of the largest number of participants (nine participants). This may indicate that the idea of creating a resource hub may have more universal interest and appeal to the larger network and mapping funding opportunities may have greater interest and appeal for a smaller subset of the network.

Participants were again asked to rank the action items by their level of priority for the group. Chart 3 presents the five action items goals sorted by the total number of priority votes allocated to them. Based on the prioritization exercise, two items stood out as higher priority than the others: 1) develop LGBT education resource hub; and 2) map funding opportunities. It is interesting that among these two action items, the first had a small

Figure 3: How Will We Get There
(number of priority votes)



Challenges and Next Steps

The Open Space meeting format allowed the group to identify several important needs that might be met by a global network of NGO leaders and scholars working on LGBT youth and schools issues. At the conclusion of the meeting, the facilitators committed to establishing a way for ongoing communication and resource sharing across the group. Furthermore, the facilitators on behalf of GLSEN committed to share the outputs from the meeting as well as the research presentations from the World Congress with the group on the GLSEN website. Given that GLSEN will be sharing outputs from the meeting and conference on the GLSEN website, GLSEN has also committed to using the organization's website as a start for building a repository, which was one of the highest priorities for the network going forward.

Continued funding would be important to assist the global network in achieving goals identified through this process and aid in future growth. The other highest priority for the group is to identify international funding sources. The facilitators will ask the group for volunteers to lead a working group on this topic and will assist the volunteer leadership in convening the group.

In addition to the priority areas listed in the previous section, several of the network members over the course of the weeklong World Congress highlighted the importance of conducting international research on school climate for LGBT students. Two of the facilitators, Kosciw and Pizmony-Levy, are experts in this area of research and have offered to explore the possibility of this project.

Although the global network that convened in Argentina was globally diverse, there was an underrepresentation from Asia, Africa and the former Soviet Republics. It is possible that in countries where homosexuality or LGBT advocacy is illegal, NGOs may be fewer or less resourced. It is also possible that LGBT human rights work in some countries have not focused specifically on youth or schools. More research is needed to understand the broader global landscape and to enable local LGBT advocates and activists to embed homophobic and transphobic bullying and rights to an education for LGBT youth in their human rights work, when

appropriate. Regarding Africa, there were other individuals from Uganda and Sierra Leone, for example, who were invited but not able to attend, in part because of difficulties obtaining visas for Argentina but also because doing very visible work on LGBT issues might endanger their lives. Thus, a central challenge for the network is how to convene events that might be more accessible to a wider group of world representatives, such as having a regional meeting in Africa. Further, it is crucial to identify ways to convene NGO leaders and activists from countries with more hostile attitudes or policies toward LGBT people that do not threaten the safety of those individuals. For example, emphasizing the topic of education more generally, such as via network meetings of teacher unions, may allow individuals to participate in meetings about LGBT issues without it appearing that the event was specifically LGBT-related. Working with teacher unions was frequently mentioned as a possible, important strategy for working on LGBT student issues. Members from Education International were not able to attend the convening of the global network and it would be important to have their participation in future events.

Through the shared experiences and strengths of this network and by its continued work and growth, we can “promote universal human rights for all, including the right to education and safety for LGBT people” (UNESCO Director-General Irina Bokova).

List of Participants

NAME	ORGANIZATION AFFILIATION
Ömer Akpınar	Kaos GL Association, Turkey
Marita Alejandra Aranda	La Federación Argentina de Lesbianas, Gays, Bisexuales y Trans (FALGBT), Argentina
Roberto Baeza	Coalición de Jóvenes por la Educación y la Salud Sexual (COJESS), México
Michael Barron	BeLonG To, Ireland
Carolina Bascuñan	Fundación Todo Mejora, Chile
Eliza Byard, PhD	GLSEN (Gay, Lesbian & Straight Education Network), United States
Julio Cezar Dantas, MPPA	Fundación Todo Mejora, Chile
Line Chamberland, PhD	University of Quebec at Montreal, Canada
Peter Dankmeijer	The Global Alliance for LGBT Education (GALE), Netherlands
Marie Debicki	T6 Cooperativa, Italy
Uri Eick	Hoshen - Education and Change, Israel
Mary Guinn Delaney	UNESCO, Chile
Ileana Jimenez	Feministteacher.com and independent researcher, United States
Tiffany Jones, PhD	University of New England, Australia
Joseph Kosciw, PhD	GLSEN (Gay, Lesbian & Straight Education Network), United States
Juan Lagorio	Fundación Todo Mejora, Chile
Jasna Magic	Informational Centre Legebitra, Slovenia
Anthony Manion	Gay and Lesbian Memory in Action (GALA), South Africa
Analia Mas	Equipo María Rachid, Argentina
Doug McCall	International School Health Network, Canada
Marcos Nascimento, PhD	Latin American Center on Sexuality and Human Rights, Brazil
Kehinde Okanlawon	Institute of Social Studies of Erasmus University, The Hague, Netherlands
Oren Pizmony-Levy, PhD	GLSEN consultant and Teachers College, Columbia University, United States
Finn CG Reygan, PhD	University of KwaZulu-Natal, South Africa
Panayiota Shoshilou	Accept LGBT Cyprus
Carla Sutherland, PhD	Center for Gender and Sexuality Law Columbia University, United States
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Elena Vasiliou	Accept LGBT Cyprus
Roz Ward	Safe Schools Coalition Victoria, Australia
Claudia Castrosín Verdú	La Federación Argentina de Lesbianas, Gays, Bisexuales y Trans (FALGBT)
Tang (Vincent) Yue	Aibai Culture & Education Center, China

Minutes of Group Discussions

Group #1: Polarization and Working in Very Hostile Contexts

SESSION THEME: Where are we now?

CONVENER(S): Sutherland and Okanlawon

PARTICIPANTS: Manion, Vasiliou, Lagorio, Bascuñan

Please list below the essences or key points of the conversation:

1. Homosexuality is illegal in some country context.
2. It is now illegal to undertake advocacy in some places
3. Nigeria
 - a. Death penalty
 - b. 18 years imprisonment
 - c. Schools especially disciplining if you are gay
 - i. Expelled
 - ii. Fired
 - d. No protection: you deserve it [because] you are doing something wrong
 - e. Underground
 - f. Can't address someone
 - g. State-sponsored homophobia
 - h. Religion and culture
4. Cyprus
 - a. Teachers closeted
 - i. Lose jobs and system
 - b. Greek Cyprus: Illegal
 - c. Turkey Cyprus: Illegal
 - d. How to help one another
 - e. Church prominent role
 - i. Education
 - ii. Society
5. Chile
 - a. Not illegal, but problem with the Church
 - b. Catholic church especially in schools
 - c. Increasing influence
 - i. Big barrier
 - d. Culture of "Machismo" and restricted role of women
- e. Some space to organize
- f. But can be fired
6. South Africa
 - a. Constitutional protection
 - b. Translating rights into practice
 - c. 80% South Africans oppose it
 - d. Pupils in schools facing violence and discrimination
 - e. Teacher training colleges to prepare LGBT- but teacher colleges are doing nothing
 - f. Contrast with Nairobi
7. Similarities across Countries?
 - a. People don't accept it > Hostile school:
 - i. Expulsion/fired
 - ii. Violent and dangerous
 - b. Role of the church in education
 - c. Linkage to other social identities
 - d. Gap between legal regime and lived realities
 - e. Research
 - i. What is the situation?
 - ii. What are the research opportunities? HIV-related?
 - iii. Negatively impacts careers
 - iv. Lack of funding
 - v. Hivos Foundation
 - f. Family
8. Entry Point/Framing
 - a. "Hate Crimes Network"
 - i. Violence and hate crimes generally
 - ii. Refugees, migrants, HIV, GBU
 - iii. Translate into a broader range of issues
 - b. Start to influence one another (making connection between)

- c. Pulling out LGBT is difficult on its own
 - d. Find key spokespeople with HIGH impact
 - i. Need straight ally
 - ii. Opinion makers: Transforming how people think
 - iii. Celebrities and writers
 - iv. Within religion
 - e. Evidence of the impact
 - f. Professional Medical Association debunking myths
9. Role of young people:
- a. Identifying problems and solutions
 - b. Learn about how to do that well
 - c. Out of LGBT world
 - i. Safety at school
 - ii. Anti-discrimination in general
10. Involving parents:
- a. LGBT kids
 - b. But parents in general
 - c. Notion of “UNAfrica”
 - d. About family
 - e. “Good daughter”
 - f. What does a “family” look like?
 - g. Making advances

Group #2: Role of International and Regional Institutes and Networks

SESSION THEME: Where are we now?

CONVENER(S): Barron

PARTICIPANTS: Delaney, McCall

Please list below the essences or key points of the conversation:

1. Why?
 - a. International political buy-in
 - b. Resourcing work, documentation, research
 - c. International pressure to leverage local action
 - d. International status to domestic scene
 - e. Avoid duplication
 - f. Learn from best practice
 - g. Using what already exists
 2. Need to understand “opposition networks”
 - a. How they work?
 - b. [What] arguments to use?
 3. Entry points/Leverage/Frameworks and models – LGBT youth/students
 - a. Human Rights
 - b. Health
 - c. Sexual health / HIV prevention
 - d. Mental health
 - e. Diversity
 - f. Inclusive education
 - g. Bullying/safe schools
 - h. Social Inclusion
 - i. Religion
 - j. Employment rights
 4. International bodies
 - a. United Nations (UN)
 - i. Secretary General
 - b. United Nations Educational, Scientific and Cultural Organization (UNESCO)
 - c. United Nations Human Rights Council (UNHRC)
 - i. Resolutions
 - d. United Nations High Commission on Human Rights (UNHCR)
 - e. United Nations Children’s Fund (UNICEF)
 - f. Organization of American States (OAS) and other regional systems
 - g. Organization for Security and Co-operation in Europe (OSCE)
 - h. Organization for Economic Co-operation and Development (OECD)
 - i. World Health Organization (WHO)
 - j. United Nations Office on Drugs and Crime (UNODC)
 - k. LGBT:
 - i. International Lesbian and Gay Association (ILGA)
 - ii. International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organization (IGLYO)
 - l. Global Alliance for LGBT Education (GALE)
 - m. European Union (EU)
 - n. Council of Europe
 - o. Asia Pacific regions
 - p. Africa Union
5. Education Networks
 - a. Unions/teachers
 - b. Administrators
 - c. Guidance councilors
 - d. School principals and head teachers
 - e. Evaluation
 - f. Teacher education networks
 - g. Educational researchers
 - h. Resourcing organizations
 - i. Ministries of Education
 - j. Youth movements

Group #3: Synergetic Collaboration Between Constituent Groups with Focus on Teachers

SESSION THEME: Where are we now?
CONVENER(S): Reygan, Jimenez
PARTICIPANTS: Eick, Yue, Debicki, Magic, Aranda

Please list below the essences or key points of the conversation:

1. Governments / universities / NGOs / Teachers
2. Local Level
3. Schools' interest?
 - a. Technical
 - b. Suburbs
 - c. Elementary/High
4. NGOs talking to government?
 - a. Collaborations
 - b. Experts
 - c. Teachers
 - d. To go into schools
 - e. Grassroots
5. Research with teachers
 - a. Informal network and LGBT teachers
 - b. What is the reality in schools?
 - c. Teachers' unions support > leading to governmental support
6. Support of academic [institutions] for credibility
7. Pre-service vs. in-service teachers
8. Outsider status
 - a. Local government
 - i. Experts
 - ii. Teachers unions
 - iii. LGBT teachers
 - iv. Direct access: school workshops
 - b. All separate projects
9. Political parties
10. School Levels
 - c. Primary
 - d. Secondary
 - e. Tertiary
11. Materials development
 - a. Take up in schools
 - v. Librarians
 - vi. social workers
 - b. Learner initiated
 - c. Religious bodies
 - d. Other NGOs
12. Parents resistance
13. Personal contacts/networks
14. Disciplinary networks
15. Evidence base
 - a. Discussion
 - b. Alliances with large stakeholders
 - c. By proxy
 - d. In country network
 - e. Unions, young people
16. Government / Ministries / Local Government
 - a. Levels
 - b. NGOs
 - c. Universities
 - d. Teachers unions
 - e. Students
 - f. Country diversity
 - g. Common goal, different short-term interests
 - h. National network
 - i. Systems / players associations

Group #4: Youth Participation

SESSION THEME: Where are we now?

CONVENER(S): Baeza

PARTICIPANTS: Akpinar, Byard, Nascimento

Please list below the essences or key points of the conversation:

1. The importance of youth participation in LGBTIQ initiatives
 - a. Adulthood
 - b. Recognizing the diverse youth
 - c. Stages of youth (different needs)
2. Language (idiom) among youth
3. Understanding youth as active and not passive
4. Lack of public policy that guarantees the human rights of youth (Falta de políticas públicas que garanticen los DH en Jóvenes)
 - a. Lack of recognition that we are sexual and we have desire (Falta de Reconocimiento que somos sexuales y tenemos DSyR)
5. Lack of money for programs or initiatives for youth
6. Intergenerational dialogue
 - a. Lack of empowerment
 - b. The LGBT issues made invisible by HIV
7. Criminalization of practices of youth (with special emphasis on adolescents and society making decisions over their bodies and sexuality).
8. Youth sex workers
9. Tutelage of our DH by the state/a patriarchal and adultist system.
10. Reinforcing the role of gender in basic education
11. Lack of documentation of cases in youth to implement good programs
12. Lack of platforms and space to dialogue among youth
13. Youth always taken as volunteers and lack of money

Group #5: Identity or Not? Identify Strategy— Global Emancipation or Neocolonialism?

SESSION THEME: Where are we now?

CONVENER(S): Dankmeijer

PARTICIPANTS: Swierszcz, Kosciw

Please list below the essences or key points of the conversation:

1. Queer
 - a. No pressure to label
2. “Intersections”?
 - a. Basic mechanisms of power
3. Combating homophobia and transphobia
 - a. Separates these from other suppression/exclusion mechanisms
 - i. Poverty
 - ii. Racism
 - iii. Classism
 - iv. Women
 - v. War/conflict
 - b. Is it even ethical?
 - c. It limits the change
4. Where is the common understanding of:
 - a. Respect?
 - b. Diversity?
 - c. School Vision?
 - d. Listen to teachers, understanding their needs
 - i. Difficult to change when you are part of the system
5. Teachers: How to be in authority with respect in context of systemic inequality and abuse

Group #6: Policy / Law

SESSION THEME: Where are we now?

CONVENER(S): Jones

PARTICIPANTS: Chamberland, Mas

Please list below the essences or key points of the conversation:

1. Canada
 - a. Parental Rights
 - b. Discrimination forbidden (Sexuality, trans* not as clear) in human rights law (Different in different provinces)
 - c. Quebec-GSA not on popular strategy
 - d. Homophobia within broader anti bullying
 - e. Bill S6 discrimination/violence protection sexual
 - f. Orientation and identity in schools (public/private)
 - g. Action plan(Prevention plans denouncing, include parents, local variation)
2. Australia
 - a. Some discrimination protection in states but not nationally (religious exemptions issue)
 - b. Policies anti-homophobia/support sexual diversity in VIC, NSW, TAS, some resources in SA, ACT, and others different (QCD, WA, NT none)
3. Argentina
 - a. Marriage Equality
 - b. National Sex Education (not applied in provinces)
 - c. Working on LGBTIQ anti- discrimination (No Specific mention at this point, working towards direct explicit mention)
 - d. Working on harassment and protection from teachers to students (and vice versa)
 - e. Prejudice reflect broader social context (Families, principals/Social norms)
 - f. Unions need more awareness
 - g. Argentina Anti-discrimination law: Expanding to include sexual orientation and gender identity (national) working on in congress
 - h. Lafulana-into schools
 - i. Trans issues and sexuality discussed in schools also)
 - i. Activism to prevent suspension of teacher
 - j. Punishments for anti-female/LGBT violence have been expanded (longer jail terms)
4. USA
 - a. GLSEN has model policies (some schools adopt)
 - b. Safe Schools Improvement Act (SSIA), Student Non-Discrimination Act (SNDA)
 - i. Fighting for in senate/congress for schools
 - ii. Inclusive of gender expression
 - c. Employment non-discrimination act (fighting for)
 - d. Some states (CA, MA, NY, etc.) have policies in place
5. Policy Benefits
 - a. Marriage law brings/reflects social change/ acceptance
 - b. Marriage equality assists in de-gendering parenting laws
 - c. GLSEN has impact studies, Australia has impact studies (reduces violence, suicide/self-harm, safety issues)
 - d. Legitimizes groups to “get into” schools and teacher training
 - e. Increased rights for families, money inheritance
 - f. Funds/government support recourses/kits, and grants
 - g. Helps to support links with research and community/allows collaboration and institutions
6. South Africa
 - a. Constitution, not education policy, protects sexual orientation
7. Russia
 - a. Anti-propaganda
8. Uganda and some African Nations
 - a. Persecutory
9. China
 - a. Some anti-discrimination law
10. Sweden/Norway
 - a. Marriage and anti-discrimination protections

Group #7: Best practices in schools

Session Theme: Where are we now?

Convener(s): Dantas

Participants: Shoshilou, Ward

Please list below the essences or key points of the conversation:

1. Intervening in schools
2. Intervening in justice
3. Intervening in health-mental health
 - a. What is happening? What works?
4. Preventing homophobia/transphobia to prevent suicide
5. Mental health - no specialized LGBT health services
6. Safe Schools Coalition of Victoria - Australia
 - a. Professional development for teachers
 - b. Audits
 - c. Schools "join" – they have to do something
 - d. Policy (State) to support sexual diversity
 - e. They join coalition and do district things... we want to "professionally develop" them
 - f. Ministry of Education and Health (by state; not national)
 - g. Use of "policy" in a positive, inviting way
 - h. It works! 600 HS in state/105 joined; publicly.
7. Cyprus
 - a. System has handbook policy, but it is not studied, reported, measured, etc.
 - b. Sex education is just now entering school system
 - c. In Cyprus, Australia, and US: there is information available but professionals do not talk about it because they are not comfortable
 - i. Control issues
 - ii. Only raise issues if students do
 - d. Use research to advocate
 - i. Qualitative research not teachers
 - ii. Res. With young people and teachers teaching sex ed
 - e. "Sexuality and children" is the general obstacle...talk about sex=pedophile
8. Australia: Work with Teachers unions...will protect you if you are not backed up by school
9. Religious schools choosing conservative sex education
 - a. Chile
10. Religions exemption in Equal Opportunities-Australia
11. Naming issues
12. Collect data
 - a. FRA report on Europe
 - b. Student perception survey
13. Teacher training
14. Responding to mental health needs
 - a. Challenging 'gay cure' therapy
15. Rainbow network – Supporting youth practitioners
16. Headspace.org.am
17. Australia
 - a. All people "Audit"-teachers and students online...this is your school
 - b. Choose a team of people
 - c. Meet 4-5 teachers...know students who want to be involved
 - d. Make a team, you are the Safe Schools Coalition
 - e. Being the best...you have to be "Safe and Inclusive"
18. Minus18
 - a. Legal Context – Cyprus changed to get in EU
 - b. Hard to reach LGBT people

Group #8: Changing Public Opinion

SESSION THEME: Where would we like to be?

CONVENER(S): Delaney

PARTICIPANTS: Baeza, Magic, Nascimento

Please list below the essences or key points of the conversation:

1. Importance of role models
2. Advocates (Straight or gay) and gay role models: sports, artists, singers, and religious leaders
3. Who says it matters
4. Importance of homemade locally produced materials and figures (people)
5. Unacceptability of gay language and anti-gay jokes needs to increase
6. How to interpret the message? Political or personal?
7. What is the emphasis of the message?
8. Alliances with straight people (straight but not narrow)
9. Who are allies? Undecided? How to enlist them?
10. Monitor los "enemigos" - what works for them? To what do they owe their success?
11. Learn from other experiences (Argentina Equal Marriage campaign)
12. Universities: deans, faculties, students
13. Importance of Personal testimonies to convince (politics, family, real life)
14. Work at various levels but inter-related (political-academic-community-media)
15. Focus on a model that exists and is possible
16. Allow violence of opposition to show itself
17. Statistics don't always work but what isn't shown is invisible
18. Focus on collective aspects of arguments rather than exclusively say
19. Important to research and understand paradigm of people (gay=porno; marriage/matrimonio=religion)
20. Civil Unions (derechos)

Group #9: Toward a Secular State and Expanding the Notion of Family

SESSION THEME: Where would we like to be?

CONVENER(S): Mas

PARTICIPANTS: Shoshilou, Akpinar

Please list below the essences or key points of the conversation:

1. Laws not implemented because of religious concerns (ARG/Cyprus)
2. Ambiguous notion of morality and culture (Sunni Islam / “we”)
3. Church intervening the state, manipulating public opinion, political actor
4. OK@Uni. forbidden from elementary schools
5. We > We’s and I’s: multiple experiences
6. Pluralism-we’re all different
7. No indoctrination at schools
8. Religious Diversity
9. No state support for religious institutions
10. Stop religions reproducing gender binary and traditional heterosexual family
11. Hate speech is not freedom of religion
12. Sexual education at schools bodily rights recognition
13. Family notion should be expanded
14. Children’s right to have sexual/secular education.
 - a. Parents shouldn’t be allowed to intervene
 - b. Teacher trained for LGBT issues freed from religious prejudices
15. Sexual diversity in textbooks in all classes
16. Solidarity between class, ethno, sexuality
 - a. Intersectionalism
 - b. Intersubjectivity

Group #10: International accountability on LGBT issues

SESSION THEME: Where would we like to be?
CONVENER(S): Byard
PARTICIPANTS: Jones, Barron, Lagorio, Vasiliou, Swierszcz

Please list below the essences or key points of the conversation:

1. Get this topic into Millennium Development Goals (MDG) post-2015 agenda through different institutions:
2. OPHRC
 - a. Reporting for UN Periodic Review (Now optional question)
 - b. "What do you do about minority families?"
 - c. Key word?-SOGI
 - d. UN Special committee on Racial Violence one on LGBT
1. UNESCO – Education for All (EFA)
2. WHO
3. Education International
4. What is power to enforce? "Naming and Shaming"
5. What Measures?
 - a. Anti-discrimination legislation for sexual orientation and gender identity (SOGI - UN TERM)
 - b. Hate crime legislation / violence prevention
 - c. Within education systems
6. Implementation
 - a. Pressure of specific interventions
7. Equal access to education; education for all; religious barriers
 - a. Do we have a preferred education system or do we want same protections in all types of institutions?
8. State-level monitoring and analysis of status and progress
 - a. Reports trigger action
 - b. Thematic inspections of schools (In Ireland: LGBT thematic inspections in schools)
 - c. Building on existing systems (nutrition, accessibility)
 - d. Positive recognition for good score on assessments (yellow flag for schools that include Roma)
9. Support (\$?) for improvement from state-money-models
10. Multinational enforcement:
 - a. What Systems?
 - b. Regional Courts
 - i. Sanctions
 - c. International Funding Bodies
 - i. IMF
 - ii. World Bank
 - d. Naming and Shaming
 - e. EU Membership-be part of club
 - f. Achievable? Effective?
11. How?
 - a. Network:
 - i. Produce list/Agenda for checklist on accountability
 - ii. Existing lists/systems to include
12. For next section:
 - a. Non-government centers of power. such as a church, society, Red Cross, Teach for America (civil society institutions)
 - b. Military: Organization for Security and Co-operation in Europe has human rights as a human defense issue

Group #11: Resource and Best Practice Sharing and Collaboration

SESSION THEME: Where would we like to be?

CONVENER(S): Ward

PARTICIPANTS: Manion, Jimenez, McCall

Please list below the essences or key points of the conversation:

1. Greater connection between 'frameworks', research, and on the ground work and community activities
2. Genuinely co-created flexible resources
3. More time and resources (money) for international collaboration
4. Better understanding of information needs of participants (e.g., teachers)
5. Recognition of experience based knowledge as much as academic research (e.g., 'practice stories')
6. Portals of 'good' videos, stories, including lesson plans.
7. Grouping of research and practice by community and country context (e.g., low-income, religion, culture, indigenous)
8. Understanding the needs of participants / users of information (e.g., access, literacy, time, format, number of people).
9. Sharing evaluations of interventions in schools etc. around the world.

Group #12: Inclusive Education Policies

SESSION THEME: Where would we like to be?

CONVENER(S): Bascuñan

PARTICIPANTS: Chamberland, Aranda

Please list below the essences or key points of the conversation:

1. Text books
 - a. Reuse and propose new texts – Diversity/ integration
2. International level (problem)
 - a. linguistic and cultural diversity
 - b. Culturally adapt materials
3. Decodify and rename
 - a. New forms of family
 - b. Heteronormativity
 - c. Include as of kindergarten (games and songs)
4. Preparing educators at all grade levels.
 - a. Teachers with knowledge
5. Collaborate with a networks of pro-LGBT teachers
6. Work with parents
 - a. Demistify prejudice and forming a protector role
7. Concrete tools to combat homophobia
 - a. Professors and Families
 - b. Testimonies
 - c. Speak directly about homosexuality
8. Create new materials more like other that serve to train families (formal; e.g., testimonies/ contacts)
 - a. Formal support from government to provide real protection for all the collective
 - b. Education legislation
9. Share the history of the revindication connected with other histories.

Group #13: Evidence-based influence with focus on global south

SESSION THEME: Where would we like to be?

CONVENER(S): Yue, Sutherland

PARTICIPANTS: Kosciw, Dankmeijer, Debicki, Reygan, Manion, Jimenez, Okanlawon

Please list below the essences or key points of the conversation:

1. Global Survey
 - a. How to use existing surveys
 - b. Coordination
2. Collaboration technical resources
3. Contexts and uses of questionnaires
 - a. What criteria for the questionnaires
 - b. Produce data-but how to use it?
4. Lack of evidence base
5. Africa and South Africa focus
 - a. Intersection
 - b. Post-colonial contexts
6. Evidence base for advocacy
7. What type of research is needed where?
8. Big Studies
 - a. Specific national contexts
9. What is RESEARCH? Not necessarily which is better?
10. Cultural appropriate findings that speak to LOCAL coalitions, especially for policy makers:
 - a. Youth health and comparative and school safety
 - b. Increased capacity of NGOs to use research – conduct and/or access
 - c. Good linkages with solid academic institutions
11. Set of questions in existing global surveys
 - d. Global mechanism and shared definitions
12. Interesting case studies at a comparative level
13. Regional work: Comparison not only geography also across specific indicators
14. Improvement on application of theory
 - a. How does change happen?
15. Global Network to support and facilitate

Group #14: Sustainability of Resources and Funding

SESSION THEME: Where would we like to be?

CONVENER(S): Dantas

PARTICIPANTS: Eick

Please list below the essences or key points of the conversation:

1. In two years, we would like to have a way to exchange strategies in the areas of advocacy, funding, and organizational development and build a holistic approach for change in our countries and to help others.
2. Countries who cannot be here can learn from our collective experience*
3. Bring learning to national level and help out countries in worst situations
4. Different voices can give us more perspectives on how to overcome obstacles*
5. Countries can be more efficient sharing strategies for:
 - a. Survival
 - b. Organizational development
 - c. Resource building
 - d. Best practices
6. Sharing information or financial resources to:
 - a. Attract funders to address issues in countries that have less access to national funding
 - b. Generate projects that can be evaluated and alter compared to show impact
 - c. Identify sustainability strategies – membership, major donor, government contracts, foundation funding, cross-organization investment
7. Networking
 - a. Small vs. large countries
 - b. Personal vs. systematic approaches
 - c. How to use and strategize

“The whole is more than the sum of its parts.”

Group #15: Mapping the State of the Art

[47 points]

SESSION THEME: How will we get there?

CONVENERS(S): Debicki, Dankmeijer

PARTICIPANTS: Vasiliou, Manion

Please list below the essences or key points of the conversation:

1. Problem: we don't know enough about the work that's already been done – or is currently in process by other stakeholders
2. Working group to define parameters of the mapping exercise
 - a. [The group should] represent the diversity of the network
3. In case no funding is NOT available: Survey (online) of organizations, networks of existing research, materials, and activities, and examples of good practice.
4. In case funding is available: Hire a consultant to do the mapping and write a report, newsletter to disseminate information on regular basis.
5. Short term:
 - a. Website with links to information (new site or hosted by existing site)
 - b. Tools: feed on websites that member orgs. contribute to
6. Long term:
 - a. Update every 2 years
 - b. Possibly portal (either new or hosted by existing org)
7. Education promotes pluralistic society
8. No indifference to LGBT- or SOGI-based violence
9. Establishing/enhancing LGBT inclusive curriculum
10. Increase skills and awareness to address anti-LGBT actions
11. Nations held accountable for codifying implementing and monitoring progress
12. Multinational system for enforcement
13. Culturally appropriate evidence base
14. Locally relevant data
15. Building capacity for data collection
16. More effective mechanisms for sharing resources and knowledge about: school resources, funding, and advocacy work
17. Access/dissemination

Group #16: How Will We Support/Frame Policy Research? [53 points]

SESSION THEME: How will we get there?

CONVENER(S): Jones, Mas

PARTICIPANTS: Chamberland, Akpinar, Baeza, Byard, Bascuñan, Nascimento, Okanlawon, Dankmeijer

Please list below the essences or key points of the conversation:

1. GALE looks at how international conventions are framed – checklist 15 points (5 could be relevant):
 - a. Right to education for LGBTI is more subjective – assess by outcomes (15 countries)?
2. Greater promotion of tool
3. Subjective, conflicting information showing varied experiences
4. Every state/province different
5. Millenium Development Goals – highlight how it is being addressed?
6. Getting global processes already in place to assess LGBTQI policy?
7. Links / multi-sectorial?
 - a. Positive
 - b. Negative
8. Post-GALE's WORK
 - a. Changes / contexts (other ways N)
9. Universal Periodic Review (Broaden diversity)
10. Learning for all – World Bank
11. Reiteration of millennium development goals
 - a. Cross cultural education
12. 2014 EFA forum (Education For All)
13. Trans* issues differ / livelihood
14. Framing study:
 - a. Policies
 - b. Mechanisms for complaints
 - c. Cross-cultural capacity
 - d. [data collected from] governments and states to avoid subjectivity
15. Three areas:
 - a. People's perception of policy: students, NGOs
 - b. Going to education providers and interviewing them
 - c. Researching policy texts/statements/ complaint mechanism
16. Using allies (governmental, intergovernmental bodies, NGOs) to help with data collection and to later act on data
17. NGO survey not so reliable but shows direction/ helps visibility
18. Practical:
 - a. GLSEN raising money from US State Department & US agency for international development (they will match/release funds for private funds raised)
 - b. GALA funding in Africa
 - c. Foreign Aid money has restrictions, but being overturned
 - d. Build on this network
 - e. Translators / contextually embedded people
19. Regionally specific research with local collaborators investigating within set frames
20. Latin American networks / unions from different regions
21. Allows practical support and consecrations to be useful after study
22. UNESCO ACCRED, UNFPA, ONUSIDA, GLSEN > endorsers, sponsors, strategic allies
23. Acknowledge international, national & state provisions (e.g., UNHLRs' "Born Free and Equal", UN conventions for human rights / rights of the child / Yogyakarta principles)

Group #17: Mapping the Role/Entry Points for Plugging These Issues Into International/Regional Bodies [47 points]

SESSION THEME: How will we get there?

CONVENER(S): Barron

PARTICIPANTS: Joe, McCall, Reygan

Please list below the essences or key points of the conversation:

1. Start with existing map
 - a. See if need updating/adding to
 - b. See list of bodies from earlier sessions)
 - c. Advocacy moment'
 - d. Documentary international funders
 - e. Taking list of international and regional bodies and asking
 - f. Who asks? Different ones ask in different regions
2. Organizations not named earlier
 - a. International assessment bodies:
 - i. OECD - Programme for International Student Assessment (PISA)
 - ii. International Association for the Evaluation of Educational Achievement (IEA)
 - b. Health Behavior in School-aged Children
 - c. Global student Health survey
 - d. Indicator of safe, healthy schools
 - e. Commonwealth

Group #18: Mapping of Funding Opportunities

[71 points]

SESSION THEME: How will we get there?

CONVENER(S): Dantas

PARTICIPANTS: Eick, Sutherland, Delaney, Yue, Shoshilou, Lagorio, Castrosín Verdú.

Please list below the essences or key points of the conversation:

1. How money is raised today?
 - a. Private foundations
 - b. Individual donors
 - c. Bilateral and multilateral aid
 - d. Corporate support
 - e. Service provision
2. What we need money for?
 - a. Network
 - i. Administration
 - ii. Funding big projects
 - b. Provide support to members
 - c. Teacher Training
 - d. Curriculum review
3. Decide work axis | identify problems
 - a. How do we consider people that are not here?
 - b. How do we leverage effectively?
4. Map Funding
 - a. Structure to “see” funding strategies funder and opportunities
 - b. LGBT or education funding
 - c. LGBT
 - i. Private funding (USA/EU/10)
 - ii. Bilateral aid in this area - government
 - iii. Individual givers-high network and membership base
 - iv. CSR funding
 - v. Service provision
 - d. Most promising education
 - e. Human rights in difficult circumstances
 - f. Israel: Get \$ from government to tell “success story”: Helps schools work with other minorities
 - g. EU \$ - Funding outside country
5. International support and pressure to ensure the laws in the books are “applied and implemented” Support-beyond \$-is strategic/useful

Group #19: Developing LGBT Education Resource Hub [74 points]

SESSION THEME: How will we get there?

CONVENER(S): Ward

PARTICIPANTS: Jimenez, Swierszcz, Magic

Please list below the essences or key points of the conversation:

1. Management? Who can do this?
2. For teachers, pre-service teachers, activists, educators
3. Global website?
 - a. Updated – so it doesn't go out of date in a year
 - b. [items] organized by type: posters, lesson plans, videos, booklets
 - c. YouTube channel with classroom LGBT videos
 - d. Not links that break
4. Limited to globally relevant and certain number
5. Link only to main organizations
6. Research available from:
 - a. IDAHO
 - b. ILGA Europe
 - c. Schools Out
 - d. GLSEN
 - e. IRN – International Resources Network
7. Explanation of limits of duality control/cultural relativism

Funding/support from Google (given their mission is “to organize the world’s information and make it universally accessible and useful)

Appendix A: Meeting Agenda

Global Network Combating Homophobic and Transphobic Prejudice and Violence in Schools

Monday, June 24, 2013
Novotel Hotel Buenos Aires
Avenida Corrientes 1324/60"
Afiches & Cambalache Rooms

Schedule

9:30 - 10:00	Coffee/Tea
10:00 - 10:30	Introduction and Welcome Eliza Byard, Executive Director, GLSEN Mary Guinn Delaney, Oficina Regional de Educacion para America Latina y el Caribe, UNESCO
10:30 - 11:30	Group Introduction and Overview of Open Space Joe Kosciw, GLSEN Oren Pizmony-Levy, Teachers College Columbia University/GLSEN
11:30 - 12:45	Session 1: Where are we now? Discussion in groups and report to whole forum
12:45 - 2:00	Lunch – Rubi Room
2:00 - 3:15	Session 2: Where would we like to be? Discussion in groups and report to whole forum
3:15 - 4:30	Session 3: How will we get there? Discussion in groups and report to whole forum
4:30 - 4:45	Break
4:45 - 6:00	Conclusion Priority setting, recommendations and next steps

Funding for this event was provided by:



Appendix B: Panels from the XV Comparative Education World Congress

Panel 1:

School Climate for Lesbians, Gays, Bisexuals and Transgender Students: Methodologies and Impact

Chair:

Dr. Oren Pizmony-Levy

Teachers College Columbia University

1. Tang (Vincent) Yue, Aibai Culture and Education Center, China, "Online Survey on Homophobic and Trans-phobic Bullying in China"
2. Jasna Magic, Faculty of Social Work University of Ljubljana, Slovenia, "Co-Creating Safe Schools for LGBT Students in Slovenia"
3. Roberto Baeza, Youth Coalition for Sexual and Reproductive Rights, Mexico, "National Survey on Homophobic Bullying in Mexico"
4. Kehinde Okanlawon, International Institute of Social Studies of Erasmus University, The Hague, Netherlands, "Listening to the Experiences of Gay and Lesbian University Students in Nigeria: Stigma, Discrimination and Human Rights"

Panel 2:

Comparative and International Perspectives on the Experience of Lesbians, Gays, Bisexuals and Transgender Students in Schools

Chair:

Dr. Eliza Byard,

GLSEN, the Gay, Lesbian and Straight Education Network

1. Mary Guinn Delaney, UNESCO, "UNESCO's International Consultation on Homophobic Bullying in Educational Institutions"
2. Marie Debicki, T6 Cooperative, "Heteronormativity and Fundamental Rights: The Outputs of an Action-Research Project"
3. Tiffany Jones, University of New England, Australia, "Collaborating for Interstate and International Policy Development"
4. Oren Pizmony-Levy, Teachers College Columbia University and Joseph G. Kosciw, GLSEN, the Gay, Lesbian and Straight Education Network, "Sexual Prejudice and Bullying of LGBT Students in Schools: A Comparison of Israel and the United States"

Panel 3:

Making it better: Creating Safe Learning Environments for Lesbians, Gays, Bisexuals and Transgender Youth Worldwide

Chair:

Dr. Joseph G. Kosciw,
GLSEN, the Gay, Lesbian & Straight Education Network

1. Michael Barron, BeLonG To, Ireland, “A dynamic relationship between services to LGBT youth, research and educational policy change: A case study of BeLonG To”
2. Ileana Jiménez, Independent Researcher, “Opening Closets, Opening Schools: Supporting LGBT Youth in Mexico City’s High Schools”
3. Roz Ward, La Trobe University, Australia and Safe Schools Coalition – Victoria, Australia, “I can be myself at school”: The impact of an Australian direct statewide collaborative approach to LGBT inclusivity”
4. Aylon Slater, Hoshen, Israel, “The change in attitudes of Israeli high school students toward LGBT people”

Panel 4:

Teaching for Lesbian, Gay, Bisexual and Transgender Student Equity and Access: Perspectives and Practices of Educators

Chair:

Dr. Joseph G. Kosciw,
GLSEN, the Gay, Lesbian & Straight Education Network

1. Jan Swierszcz, Campaign Against Homophobia, Poland, “Challenges for safe and equal participation of LGBT youth in schools”
2. Panayiota Shoshilou, Cyprus Youth Council, Elena Vasiliou, Cyprus Youth Council, “Teachers Reflect on Homophobia in the Cyprus Educational System: A Qualitative Study”
3. Marcos Nascimento, Latin American Center on Sexuality and Human Rights at State University of Rio de Janeiro, Brazil, “Diversity in School: an experience of an educational policy against discrimination in Brazil”
4. Finn CG Reygan, School of Psychology, University of KwaZulu-Natal, Durban, South Africa, “Training educators on sexual diversity and on challenging homophobia/transphobia in South African schools”

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