GALE suggested texts for applications

Inhoud

[B.PROJECT IDENTIFICATON 2](#_Toc380922967)

[C. PARTICIPATING ORGANIZATION 2](#_Toc380922968)

[C.1 Applicant Organization 2](#_Toc380922969)

[C.1.2 Background and experience 3](#_Toc380922970)

[C.1.3 Legal representative 4](#_Toc380922971)

[D. EUROPEAN DEVELOPMENT PLAN 4](#_Toc380922972)

[Quality development and internationalization 4](#_Toc380922973)

[F. PARTICIPANTS 10](#_Toc380922974)

[F.1 Learning outcomes 11](#_Toc380922975)

[G. PREPARATION 14](#_Toc380922976)

[G.1 Practical arrangements 14](#_Toc380922977)

[G.2 Project management 14](#_Toc380922978)

[G.3 Preparation of participants 15](#_Toc380922979)

[H.1 MAIN ACTIVITIES 16](#_Toc380922980)

[H.1 Activities details 18](#_Toc380922981)

[I. FOLLOW-UP 21](#_Toc380922982)

[I.1 Impact 21](#_Toc380922983)

[I.2 Dissemination 24](#_Toc380922984)

[I.3 Evaluation 25](#_Toc380922985)

[J. BUDGET 26](#_Toc380922986)

[J.1 Travel 26](#_Toc380922987)

[J.2 Individual support 26](#_Toc380922988)

[J.3 Organizational support 26](#_Toc380922989)

[J.4 Course fees 26](#_Toc380922990)

[J.5 Special needs support 26](#_Toc380922991)

[K. SUMMARY 27](#_Toc380922992)

# B.PROJECT IDENTIFICATON

B.1 Title: Raising the quality of sexual diversity education

B.1 Start date and duration: you can also choose 24 months and add extra training in 2015-2016. If you do this, edit the content of your plans accordingly.

B.1 The "Applicant organization name" (and other fields you see later on are grey and cannot be filled in. These fields are automatically updated by the pdf document with data you entered during your registration on the internet of your personal and organizational accounts. This happens when you enter your PIC number in section.

B.2 Choose your own country. Check <http://ec.europa.eu/programmes/erasmus-plus/national-agencies_en.htm> to find your national Erasmus+ agency.

# C. PARTICIPATING ORGANIZATION

## C.1 Applicant Organization

PIC: You will get the PIC number after registering (1) as a person and then (2) registering as an organization.

1. *Make a personal account at ECAS*. Register your organization on the European Commission Authentication Service (ECAS), if not already registered, [HERE](https://webgate.ec.europa.eu/cas/eim/external/register.cgi).

Please note: you will get a confirmation e-mail after a about 10 minutes. Then you have 1:30 hours to activate your account, so do this right away.

1. After having signed up, log in to the participant portal of ECAS, [HERE](http://ec.europa.eu/education/participants/portal/desktop/en/home.html). Read the information on the first page, then click on the button below it: “*Register organization*”. This registration will take about 10 minutes, but be sure to have at hand:

Your organization's VAT-number

Business/Organization Registration-number

the date of the first registration of your organization

Having finished this, you will receive a Participant Identification Code (PIC) number. You need this number for any further interaction with the Commission, and when you fill in the application form.

CEDEX: Only relevant for French applicants

## C.1.2 Background and experience

What are the activities and experience of your organisation in the areas relevant for this application?

{GIVE AN IMPRESSION OF YOUR ORGANIZATION }

Name} is an {NGO etc} which promotes the well-being of Lesbian, Gay, Bisexual and Transgender (LGBT) people in {country}. We have a history of {number} years in promoting LGBT rights and adult education on non-discrimination. Our main areas of activity are (1) training to empower LGBT people to stand up for their rights, (2) collecting evidence of human rights violations and discrimination, (3) advocacy, and (4) outreach and training of mainstream institutions to respect rights of LGBT people and to develop and implement inclusive policies. In our organization we employ staff and work with volunteers to implement these activities.

Our organization has been providing peer education for young people for a number of years. We have become experience in dealing with answering questions of and dealing with homophobic feedback by secondary school students. The GALE Right to Education Checklist (a monitoring instrument for implementation of LGBT aspects of the right to education in a State) made us aware we need to made further steps.

What are the skills and expertise of key staff/persons involved in this application?

The key staff involved in this application are {board members, staff and volunteers} who are active in adult education. The {key board representatives, key volunteers, key staff} are experienced project coordinators and have intensive work experience in educating and working with government officials, staff of mainstream institutions and with coaching volunteers.

Have you applied for/received a grant from any European Union programme in the 12 months preceding this application?

{WE FILLED IN "NO" HERE, BUT IF YOU HAVE APPLIED OR RECEIVED AN EU GRANT, CHANGE THIS TO ''YES" AND INDICATE WHICH ONES}

## C.1.3 Legal representative

{CHECK WHO IN YOUR ORGANIZATION IS LEGALLY ENTITLED TO SIGN FINANCIAL CONTRACTS. THIS PERSON HAS TO AGREE WITH THE APPLICATION AND SIGN THE DECLARATION OF HONOUR}

# D. EUROPEAN DEVELOPMENT PLAN

## Quality development and internationalization

What are the organisation's needs in terms of quality development and internationalisation? Please identify the main areas for improvement (for example management competences, staff competences, new teaching methods or tools, European dimension, language competences, curriculum, the organisation of teaching and learning).

{IN THE SECTION BELOW, YOU WILL FIND THE SAME TEXTS UNDER QUALITY DEVELOPMENT STAFF AND QUALITY DEVELOPMENT VOLUNTEERS. OBVIOUSLY THEY HAVE DIFFERENT NEEDS. SO MAKE SURE YOU DEVELOPMENT PLAN STRESSES DIFFERENT NEEDS FOR STAFF AND VOLUNTEERS}

**QUALITY DEVELOPMENT STAFF**

The professional staff has a lot of experience with project development, coaching volunteers and the first steps in stimulating mainstream institutions and other stakeholders to become aware of the needs and challenges of LGBT minorities.

{FOR COURSE ASSESS HOMOPHOBIA} Our volunteers/staff need to learn how to assess the level of homophobia in schools and institutions. Since they don't have much free time, we need a course and coaching support which is very practical, preferable 'learning on the job'.

{FOR COURSE DEALING WITH STRONG OPINIONS} Our volunteers/staff can deal with polite questions of young people and adults, even when the questions are often colored by prejudice. However, when the learners have very strong homophobic and sexist opinions, or when they maintain they are completely disinterested in sexual diversity ('tolerance at a distance'), they often feel lost. Our volunteers/staff need to learn to deal with such situations.

{FOR COURSE PEER EDUCATION} The quality of our peer education and the competence of our peer educators should be strengthened and broadened to young adults. We also need to explore how we can make our peer education more focused at mobilizing learners to act as change makers in their organizations and environments.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} We want to expand/focus our activities to develop a strategy and competences to help change our schools to be more safe and inclusive for LGBT students and staff. We realize this entails a combination of interventions by the school, and not just (peer) education or training. We want to learn when and how we can stimulate and coach a school or institute to engage in a process of quality improvement on the topic on citizenship, safety policy, and dealing with diversity including sexual diversity.

{FOR COURSE STRATEGIC ADVOCACY} We want to initiate a national dialogue on how the education sector in our country can engage in a process of quality improvement on the topic on citizenship, safety policy, and dealing with diversity including sexual diversity. Within this, we need to explore what type of role we could play in (initiating) such a dialogue. Our learning needs are to know more about the right to education, language to use, how to make strategic choices and how to involve mainstream stakeholders.

**QUALITY DEVELOPMENT VOLUNTEERS**

Our education volunteers have very diverse competences. They mainly have their enthusiasm to combat homophobia in common. For this project, only volunteers with already developed basic skills will be recruited. They also need to have a keen interest in internationalization. Their needs are to improve their skills on understanding how homophobia works, how to deal with both fierce homophobic hostility and with modern homophobia and a perspective how their stimulation work fits into a longer term perspective on a more diverse society and safer mainstream organizations.

{FOR COURSE ASSESS HOMOPHOBIA} Our volunteers/staff need to learn how to assess the level of homophobia in schools and institutions. Since they don't have much free time, we need a course and coaching support which is very practical, preferable 'learning on the job'.

{FOR COURSE DEALING WITH STRONG OPINIONS} Our volunteers/staff can deal with polite questions of young people and adults, even when the questions are often colored by prejudice. However, when the learners have very strong homophobic and sexist opinions, or when they maintain they are completely disinterested in sexual diversity ('tolerance at a distance'), they often feel lost. Our volunteers/staff need to learn to deal with such situations.

{FOR COURSE PEER EDUCATION} The quality of our peer education and the competence of our peer educators should be strengthened and broadened to young adults. We also need to explore how we can make our peer education more focused at mobilizing learners to act as change makers in their organizations and environments.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} We want to expand/focus our activities to develop a strategy and competences to help change our schools to be more safe and inclusive for LGBT students and staff. We realize this entails a combination of interventions by the school, and not just (peer) education or training. We want to learn when and how we can stimulate and coach a school or institute to engage in a process of quality improvement on the topic on citizenship, safety policy, and dealing with diversity including sexual diversity.

{FOR COURSE STRATEGIC ADVOCACY} We want to initiate a national dialogue on how the education sector in our country can engage in a process of quality improvement on the topic on citizenship, safety policy, and dealing with diversity including sexual diversity. Within this, we need to explore what type of role we could play in (initiating) such a dialogue. Our learning needs are to know more about the right to education, language to use, how to make strategic choices and how to involve mainstream stakeholders.

**INTERNATIONALIZATON**

The experience of both staff and volunteers with internationalization is limited. They need to learn how cooperation between different countries and cultures can be done effectively and how the European cooperation can strengthen both local practice and policies and European policies and strategies.

Please outline the organisation's plans for European mobility and cooperation activities, and explain how these activities will contribute to meeting the identified needs.

Our first priority is to enhance our national strategy in the area{s} of {priorities related to the chosen course(s), like research, training, peer education, school consultancy, strategic advocacy}

{FOR COURSE ASSESS HOMOPHOBIA} We plan to do a national research among LGBT people and if possible among learners. We will learn and then develop a survey, implement it, publish a report and engage in a dialogue with authorities and the education sector about the findings.

{FOR COURSE DEALING WITH STRONG OPINIONS} We plan to reach out with our training and/or peer education to more difficult (homophobic and sexist) groups. We will identify the groups that are most in need of education, approach them and negotiate acceptable formats of education, develop tailored education sessions for them and implement them.

{FOR COURSE PEER EDUCATION} We plan to deepen and broaden our peer education. Deepening our peer education means enhancing the quality. We will train our volunteers better and the trained volunteers in turn will train other volunteers. We will attempt to certify our skills and make this quality visible in our PR. Broadening our peer education means reaching out to other groups of learners than secondary school students. Although the actual choice for new target groups will depend on a needs assessment during this project, we are sure the new target groups will include teachers, youth workers, care providers and young adults within and outside vocational institutes.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} We plan to engage with schools with the aim to mobilize them to develop LGBT inclusive policies. We will build on our current expertise empowerment groups and outreach activities by volunteers by training volunteers to act as consultants to schools. The key strategy will be to recruit contacts inside the school who want to act as change makers with our support. We will develop a strategy and methods to support those school change makers and to make their efforts and setbacks visible in society.

{FOR COURSE STRATEGIC ADVOCACY} We plan to create a national debate on how to effectively make the national school system more LGBT inclusive. Our strategy is to organize a national strategy workshop or expert meeting for which key stakeholders are invited. This workshop will result in better contact between stakeholders and in recommendations for research and projects. Depending on the willingness, enthusiasm and 'flow' created by the workshop, we will develop a national alliance to stimulate and coordinate the recommended initiatives.

Our second priority is to become more active in the European strategy to enhance the right to education. We will increase our cooperation with GALE, ILGA-Europe, IGLYO and UNESCO in the strategy to combat homophobic bullying in schools by providing input in the European chapter of the UNESCO Global Report on the State of Homophobic Bullying in Educational Institutions (which is to be published in 2016). We will engage in the strategic discussions that precede this report in the next 2 years. This mobility plan will enhance our capacity to take part in this strategy.

Please explain how your organisation will integrate the competences and experiences acquired by staff participating in the project, into its strategic development in the future?

{FOR COURSE ASSESS HOMOPHOBIA} The participating learners will form a group of co-researchers and transfer the knowledge and skills to do research to them through on the job coaching. Our organizations intends to repeat this type of research every few years, and if other, more academic researchers and government initiated research is going to be done, we will offer our research staff and volunteers as consultants. This way our organization will be able to develop gradually into an expertise centre on LGBT issues.

{FOR COURSE DEALING WITH STRONG OPINIONS} Against the background of a widespread social and educational embarrassment how to deal with social exclusion, negative comments and violence, and their psychosocial constituents, our organization will be empowered to proactively contribute to positive changes towards social inclusion. At a personal level our organization will have internalized tools which effectively can be used to deal with the constituent emotions, beliefs and attitudes. As an organization we will profit from the participants’ development of (the integration of) a diversity curriculum and have internalized how this will contribute to a positive engagement with social inclusion. Our organization will be more aware of its own specific position regarding country, culture, environment and organization regarding social inclusion and the development of appropriate curricula as it in this learning process will cooperate with organizations from other European countries. Our organization will also contribute to a transnational, European understanding of the issues at hand.

{FOR COURSE PEER EDUCATION} Our organization will be better equipped to offer peer-education about sexual diversity, for example by sending LGBT volunteers to schools and other institutions who offer opportunities for informal education. Our organization will recruit heterosexual peer-educators teaching others about sex education, AIDS-education, citizenship, discrimination or diversity. The trainings increase the capacity of our organization by offering volunteers a clear and academically based theoretical and practical framework to work with. Our organization will gain expertise as to how to respond to the needs of youth and young adults, living in the context of the norm of heterosexuality. At a personal level, it will increase the personal competences of the peer-educators, which will be a marketing asset for our organization. In addition, the training offers inspiration and materials to replicate part of this course to other volunteers in your organization. Participants will also learn about how to organize a peer-education group on sexual diversity more professionally, which will help raise the quality of strategic choices and work planning. Our organization will become more stable because of this.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} We will select a course which focuses on how school organizations can be empowered for ongoing positive change. Our organization will increase schools capacities to start or continue change in its culture and system to be a social inclusive learning environment. This will also strengthen the position of our organization as an expertise center. Our organization will also increase its capacity to inform and consult other learning organizations in how to strategically being transformed into more inclusive learning environments.

{FOR COURSE STRATEGIC ADVOCACY} Our organization will be better equipped to contribute strategically to inclusive learning environments and exploit its acquired expertise in the field of stakeholders that are involved in education contexts. Our organization will also be more able to know how to efficiently speeding up the process of applying the right to education for all, being theoretically well informed about human rights agreements and practically equipped to transform this into the steps which are necessary to change this area.

# F. PARTICIPANTS

Please describe the background and needs of the participants involved and how these participants have been or will be selected.

{THE SUGGESTIONS FOR THIS SECTION ARE TO MUCH TEXT TO PUT HERE, SO CHECK THE WORD-FILE. IN THIS SECTION WE GIVE AGAIN THE SAME TEXTS FOR PAID STAFF AND VOLUNTEERS; SELECT THE COURSE YOU INTEND TO DO AND EDIT THESE TEXTS. IT LOOKS BETTER WHEN YOU DIFFERENTIATE BETWEEN PAID STAFF NEEDS AND VOLUNTEER NEEDS, SO CHANGE THE TEXTS ACCORDINGLY]

The paid staff is the coordinator of the adult education activities. Her/his needs are…

{FOR COURSE PEER EDUCATION} …how to raise the quality of our peer education both didactically and organizationally. They also need to learn about the specific aspects of educating adults and educating in such a way that it has a more profound impact than just changing attitudes.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} … need to learn how to develop a strategy to help change our schools to be more safe and inclusive for LGBT students and staff. This includes knowledge about what works and what does not in organizational change consultancy and skills to coach a school or institute to engage in a process of quality improvement.

{FOR COURSE STRATEGIC ADVOCACY} … need to know more about the right to education, language to use, how to make strategic choices and how to involve mainstream stakeholders.

The volunteers are LGBT people aged {age to age}. X% is female. They need to learn….

{FOR COURSE PEER EDUCATION} …how to raise the quality of our peer education both didactically and organizationally. They also need to learn about the specific aspects of educating adults and educating in such a way that it has a more profound impact than just changing attitudes.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} … need to learn how to develop a strategy to help change our schools to be more safe and inclusive for LGBT students and staff. This includes knowledge about what works and what does not in organizational change consultancy and skills to coach a school or institute to engage in a process of quality improvement.

{FOR COURSE STRATEGIC ADVOCACY} … need to know more about the right to education, language to use, how to make strategic choices and how to involve mainstream stakeholders.

The staff will be selected by the board based on their task portfolio. The volunteers will be selected from our total pool of {number} volunteers. The selection will take place by (1) the staff developing a profile for potential participants, (2) disseminating a call of interest, (3) have intake conversations with all interested applicant who fit the profile, (4) select the volunteers who have the most potential to take key roles in our European ambitions, (5) rejection of applicants is done with a careful written explanation, (6) an appeal to rejection will be possible to the board of our organization and according to the existing complaint procedure.

## F.1 Learning outcomes

{FOR COURSE ASSESS HOMOPHOBIA} The participants will learn to prioritize their research needs, to assess which type of research can be done in our context and with our resources. They will learn which questions are useful to ask and which type of questions will not yield useful information. They will learn how to construct a survey and put it online. They will also learn how to develop interview instructions and train volunteers to carry out and document the interviews. Finally they will learn how to write and publish your report in such a way that it attracts maximum attention.

{FOR COURSE DEALING WITH STRONG OPINIONS} The participants will better understand the key principles of fear, machismo, prejudice, negative attitudes, inadequate coping mechanisms and how these may lead to social exclusion, negative comments and violence. They will learn how to act in group discussions and in one-on-one supervision or coaching sessions. Finally they will learn how to develop a diversity curriculum that is suited for specific classes or groups.

{FOR COURSE PEER EDUCATION} The participants will know how homophobic and transphobic discrimination and social exclusion occurs and how educators can make a difference. They will learn skills for a range of discussion techniques and interactive exercises which create a lively dialogue with students. They will also have explored their personal goals and how they relate to the interest of the students. This will help them to develop tailored education strategies in each class.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} The participants will learn the scientific facts about what constitutes a "safe and inclusive" school, the theories about organizational change and they will explore how to implement a structural change in a school. They will be trained in how to engage in dialogue with teachers and school managers and stimulate them to take a next step. They will learn to reflect on their own successes and failures and how not to get de-motivated or burned out by resistance and setbacks.

{FOR COURSE STRATEGIC ADVOCACY} The participants will raise their knowledge of the universal right to education and how it is implemented and monitored. They will get an impression how this right is implemented in our country and in Europe and analyze opportunities and risks for next steps to improve adequate implementation of attention for sexual diversity. They will learn how to further document and strategically advocate for adequate implementation of the right to education for LGBT students.

The Erasmus+ Programme promotes the use of instruments/certificates like Europass, ECVET and Youthpass to validate the competences acquired by the participants during their experiences abroad. Will your project make use of such European instruments/certificates? If so, which ones?

Europass Curriculum Vitae (CV)

Europass Mobility Document

Guidelines for describing learning objectives

{FOR YOUR OWN REFERENCE:}

Europass Curriculum Vitae (CV)

<http://europass.cedefop.europa.eu/nl/documents/curriculum-vitae>

Europass Mobility Document

<http://europass.cedefop.europa.eu/nl/documents/european-skills-passport/europass-mobility>

On ECVET qualification: <http://www.ecvet-team.eu/faq-page>

Guidelines for describing learning objectives: <http://www.ecvet-team.eu/system/files/documents/76/guidelines-describing-units-los.pdf>

Are you planning to use any national instrument/certificate? If so, which one?

No, there is no formal national certificate for participants that is relevant for this project at this time.

How will you use the European/national instrument(s)/certificate(s) selected?

Europass Curriculum Vitae (CV): The participants will be asked to make a Europass Curriculum Vitae (CV) as part of the selection process. They can also use it in the European network we are creating and in potential future multilateral project(s).

Europass Mobility Document: We will be working with the Global Alliance for LGBT Education, which will close the course(s) with the Europass Mobility Document. In next steps of the strategy, this will be used to assess and monitor the experience of staff and volunteers in the strategy.

First steps towards ECVET qualification: We have explored the use of an ECVET qualification for the participants, but have concluded that this strategy is still in an exploratory phase and formal ECVET qualification will not be possible at this time. However we will explore the possibility to include ECVET qualification in next steps of the strategy. We will make use of the ECVET guidelines for formulating learning objectives to coach the participants in formulating their personal learning contracts.

# G. PREPARATION

## G.1 Practical arrangements

How will the practical and logistic matters of the project be addressed (e.g. travel, accommodation, insurance, safety and protection of participants, visa, social security, mentoring and support, preparatory meetings with partners etc.)?

Since most of the learners will be adult volunteers, they will be asked to arrange their own travel, accommodation and insurance. In advance the training locations will be made clear and suggestions for one or two accommodations will be offered, so participants are able to stay near the training venue if they wish. The mobility's are planned in countries who have no VISA requirements for {your nationality} travelers.

The preparation of these mobility activities has taken place by online and phone discussions between our organization and our intended course provider GALE (Global Alliance for LGBT Education). We have made agreements to have GALE organize and facilitate the mobility and training.

Our own staff will coach the volunteers during these mobility activities. In potential cases of conflict or sexual harassment, our complaint protocol will be followed.

## G.2 Project management

How will you address quality and management issues (e.g. setting up of agreements with partners, learning agreements with participants, etc.)?

. The mobility has been prepared with GALE (Global Alliance for LGBT Education), which will be invited to organize and facilitate the mobility and training. In preparatory online meetings and phone calls we agreed on goals, division of logistic tasks, the general content of the training and we signed an agreement on financial aspects.

Our own staff will prepare a learners profile and selects the participants. Part of the proposed selection process is that potential participants make a Europass CV and provide input for a learning agreement.

GALE will make logistic arrangements for the courses (training venue and suggestions for accommodation). GALE will prepare a program and the participants will get opportunities to clarify their personal learning needs before e during the courses.

GALE facilitates the trainings. The mobility will start with finalizing individual learning agreements. GALE monitors the progress and learning outcomes by (1) a short survey on the mobility's objectives, and (2) by having the learner evaluate their own learning agreements

## G.3 Preparation of participants

Which kind of preparation will be offered to participants (e.g. task-related, intercultural, linguistic, risk-prevention etc.)? Who will provide such preparatory activities?

Participants will be asked to make a Europass CV and provide input for a learning agreement. GALE will provide support for this. GALE will also ask participants to clarify their learning needs before the course and to become a member of the GALE association, which will facilitate communication.

{FOR COURSE ASSESS HOMOPHOBIA} The participants will be asked to explore whether there already has been research on homophobia in our country and which questions have been asked.

{FOR COURSE DEALING WITH STRONG OPINIONS} The participants will be asked to identify difficult situations they encountered in their educational practice and how they have tried to deal with them.

{FOR COURSE PEER EDUCATION} The participants will be asked to reflect on their peer education practice by filling in a questionnaire about their knowledge and skills.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} The participants will be asked to explore the national school system and who is responsible for the management of schools and for the content of the curriculum.

{FOR COURSE STRATEGIC ADVOCACY} The participants will be asked to fill in the GALE Right to Education Checklist and to look for evidence supporting each of the answers on the 15 questions.

Although we will select participants who have knowledge of English, not all of them will be fluent in English. In the transnational meetings, we will alternate small groups meeting where participants can speak in their own language and plenary meeting which are in English. During plenary sessions, we will appoint translators who will assist the participants in understanding the discussion. Difficult words, especially jargon, will be written and explained on posters, using the languages spoken in the mobility. This will create a common understanding and consensus, not only linguistically but also in understanding basic project management jargon like "strategy", "method", "outcomes", and "outputs" and European strategies and policies. These words and concepts will be collected by GALE in a mobility "dictionary".

# H.1 MAIN ACTIVITIES

Please outline the main activities you plan to organise. If relevant, please describe the role of each project partner in the activities.

{FOR COURSE ASSESS HOMOPHOBIA} The focus of this mobility is a 5-day program which is offered in two parts of 3 and 2 days, each 6 months apart. In the first 3 days, we will explore our research focus, the accessible respondent groups and develop a survey format with usable questions. We will make an online survey and/or an interview guide and a briefing for a short desktop study. When back home, we will recruit respondents, carry out interviews or train others to do so, and/or (coach others) do some desktop research. After 6 months, the second part of the workshop takes place. In this session we analyze the results, make a draft of the research report and explore ways of publishing it with a maximum impact.

{FOR COURSE DEALING WITH STRONG OPINIONS} The focus of this mobility is a 4-day program. We explore why young people feel like this and how their emotions, beliefs, attitudes and behavior interact. We also explore how such high emotions have an impact on you as educator or group facilitator. Having created a sound understanding, we will look at a range of strategies and techniques to deal with "strong opinions" and train some of the most basic educative and coaching techniques. Finally we will learn to develop a diversity curriculum that is well suited for your specific class or group.

{FOR COURSE PEER EDUCATION} The focus of this mobility is a 5-day program. It starts with interactive explorations and introductions of the norm of heterosexuality and the process of social exclusion and stigmatization. We explore your personal starting points and goals and relate them to the needs of teenagers and young adults of different cultures and backgrounds. We exercise a series of basic discussion techniques like brainstorming, statement games, de-gaying and dialogue. We will go more in depth in the use of dramatic exercises. The course is closed with the development of a model session format that can be used in groups of teenagers and (young) adults.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} The focus of this mobility is a 5-day program. We will learn the scientific facts about what constitutes a "safe and inclusive" school, the theories about organizational change and explore how to implement a structural change at a school. We will analyze the situation of {our own school / schools in our country} and explore how {to recruit and} coach internal change maker to do this. We will close the course with a personal and organizational action plan. We will give attention to how to deal with resistance and failures as these will happen inevitably. The course will also help us to celebrate our successes, which will empower both us and others tremendously.

{FOR COURSE STRATEGIC ADVOCACY} The focus of this mobility is a 4-day program. The first day is dedicated to understanding the right to education and how it is implemented in the participants’ countries. The next day is focused on developing strategic goals and translating these into feasible strategies. The other 2 days are dedicated to in-depth interactive training of how to engage in policy and advocacy dialogue.

In this course {these courses} we will exchange views and practices with like-minded organizations in Europe. The course will be facilitated by GALE.

If applicable, how do you intend to cooperate and communicate with your project partners and other relevant stakeholders?

Our organization and GALE have direct contact with each other about this mobility. We have been updated about the other interested participants. The other sending organizations have made similar agreements with GALE.

What is the role of each partner in the activities? How do you intend to cooperate and communicate with your project partners and other relevant stakeholders? How will the participants be monitored during their training placement? Who will monitor their work programme and progress?

Course related communication will take by direct e-mail between participants and GALE. More general communication with the other participants in the course(s) will be facilitated through an online mailing list and forum (the ‘schools’ list on the GALE website). This list/forum also has members from other countries and support a continuing discussion on sexual diversity and education methods and strategies. In another GALE group “European Strategy”, discussion is held about the European dimension of sexual diversity education and policies. Depending on the focus of the participants, they can choose to also participate this group.

More public announcements and discussion can also take place on the GALE Facebook page. This medium will be used to get more international exposure and dissemination.

Most of the logistic and facilitation is outsourced to GALE, which has experience in training and international cooperation. The partners from other countries will be involved in identifying training needs and in a joint effort to participate and strengthen a joint European network and strategy.

## H.1 Activities details

START BY FILLING IN ACTIVITY A1

THEN PROCEED TO ADD AN ACTIVITY FOR THE OTHER ACTIVITIES YOU INTEND TO DO

HERE IS THE INSTRUCTION FOR EACH OF THE COURSES:

{FOR COURSE ASSESS HOMOPHOBIA}

**Activity type**: Staff training abroad

**No. of participants**: the number of participants. If you are not sure about this, enter the maximum number. Reminder: if you send less participants, you will have to pay the surplus grant back to the EU.

**Participants with special needs**: the number of participants for who you will claim extra budget so they can participate. This budget requires explanation of the costs, this will be asked later in the form.

**Accompanying persons**: theseareguardians who will not take part in the course. For accompanying persons, you will only get travel / subsistence costs, not course fees. So mostly you would fill in zero here.

**Is this a long term activity**: no

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Flow nr. | Country of Origin | Country of Destination | Duration (months) | Duration (Days) | No. of Participants |
| 1 | Your country | Netherlands |  | 5 | Your choice |
| 2 | Your country | Netherlands |  | 2 | Your choice |

The number of days you fill in is one more than the actual length of the course; you add one for travel and “individual support” (accommodation and food).

{FOR COURSE DEALING WITH STRONG OPINIONS}

**Activity type**: Staff training abroad

**No. of participants**: the number of participants. If you are not sure about this, enter the maximum number. Reminder: if you send less participants, you will have to pay the surplus grant back to the EU.

**Participants with special needs**: the number of participants for who you will claim extra budget so they can participate. This budget requires explanation of the costs, this will be asked later in the form.

**Accompanying persons**: theseareguardians who will not take part in the course. For accompanying persons, you will only get travel / subsistence costs, not course fees. So mostly you would fill in zero here.

**Is this a long term activity**: no

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Flow nr. | Country of Origin | Country of Destination | Duration (months) | Duration (Days) | No. of Participants |
| 1 | Your country | Denmark |  | 5 | Your choice |
| 2 | Your country | Denmark |  | 2 | Your choice |

The number of days you fill in is one more than the actual length of the course; you add one for travel and “individual support” (accommodation and food).

{FOR COURSE PEER EDUCATION}

**Activity type**: Staff training abroad

**No. of participants**: the number of participants. If you are not sure about this, enter the maximum number. Reminder: if you send less participants, you will have to pay the surplus grant back to the EU.

**Participants with special needs**: the number of participants for who you will claim extra budget so they can participate. This budget requires explanation of the costs, this will be asked later in the form.

**Accompanying persons**: theseareguardians who will not take part in the course. For accompanying persons, you will only get travel / subsistence costs, not course fees. So mostly you would fill in zero here.

**Is this a long term activity**: no

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Flow nr. | Country of Origin | Country of Destination | Duration (months) | Duration (Days) | No. of Participants |
| 1 | Your country | Sweden |  | 5 | Your choice |
| 2 | Your country | Sweden |  | 2 | Your choice |

The number of days you fill in is one more than the actual length of the course; you add one for travel and “individual support” (accommodation and food).

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA}

**Activity type**: Staff training abroad

**No. of participants**: the number of participants. If you are not sure about this, enter the maximum number. Reminder: if you send less participants, you will have to pay the surplus grant back to the EU.

**Participants with special needs**: the number of participants for who you will claim extra budget so they can participate. This budget requires explanation of the costs, this will be asked later in the form.

**Accompanying persons**: theseareguardians who will not take part in the course. For accompanying persons, you will only get travel / subsistence costs, not course fees. So mostly you would fill in zero here.

**Is this a long term activity**: no

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Flow nr. | Country of Origin | Country of Destination | Duration (months) | Duration (Days) | No. of Participants |
| 1 | Your country | Italy |  | 5 | Your choice |
| 2 | Your country | Italy |  | 2 | Your choice |

The number of days you fill in is one more than the actual length of the course; you add one for travel and “individual support” (accommodation and food).

{FOR COURSE STRATEGIC ADVOCACY}

**Activity type**: Staff training abroad

**No. of participants**: the number of participants. If you are not sure about this, enter the maximum number. Reminder: if you send less participants, you will have to pay the surplus grant back to the EU.

**Participants with special needs**: the number of participants for who you will claim extra budget so they can participate. This budget requires explanation of the costs, this will be asked later in the form.

**Accompanying persons**: theseareguardians who will not take part in the course. For accompanying persons, you will only get travel / subsistence costs, not course fees. So mostly you would fill in zero here.

**Is this a long term activity**: no

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Flow nr. | Country of Origin | Country of Destination | Duration (months) | Duration (Days) | No. of Participants |
| 1 | Your country | Spain |  | 5 | Your choice |
| 2 | Your country | Spain |  | 2 | Your choice |

The number of days you fill in is one more than the actual length of the course; you add one for travel and “individual support” (accommodation and food).

# I. FOLLOW-UP

## I.1 Impact

What is the expected **impact on the participants, participating organisation(s) and target groups?**

{FOR COURSE ASSESS HOMOPHOBIA} As an effective mapping of the social state of affairs is a precondition for developing an effective change strategies as well, this course will empower our organization to assess the social area more quickly and effectively. By the time of implementation and follow-up our organizational collective knowledge and expertise will have been integrated in new research tools, in knowledge how to apply them and interpretative skills regarding the situation of human rights, homophobia and transphobia in our environment. By this learning process our organization will be more professionalized in how to find the needed knowledge for strategies, urgency campaigns and dialogues with stakeholders that are necessary for social change. Our organization will be more aware of its own specific position regarding country, culture, environment and organization as it in this learning process will cooperate with organizations from other European countries and will contribute to a transnational, European understanding of the issues at hand.

{FOR COURSE DEALING WITH STRONG OPINIONS} Against the background of a widespread social and educational embarrassment about sexual diversity, homophobic and sexist comments and violence, our organization will be empowered to proactively contribute to positive changes towards social inclusion. At a personal level our organization will have internalized tools which effectively can be used to deal with the negative emotions, beliefs and attitudes of homophobic, transphobic and sexist people. As an organization we will profit from the participants’ development of better diversity curricula and have internalized how this will contribute to a positive engagement with social inclusion, especially with extremely negative people. We will be more aware of how we can combine our struggle for equal rights of LGBT people with strong voices that claim a right to social exclusion based on the freedom of religion and of free speech. Our organization will also have start to contribute to a transnational, European understanding of the issues at hand.

{FOR COURSE PEER EDUCATION} Our organization will be better equipped to offer peer-education about sexual diversity, for example by sending LGBT volunteers to educational institutes and organizations that offer opportunities for informal education. We will have increased the capacity of our organization by offering volunteers a clear and academically based theoretical and practical framework to work with. Our organization will have gained expertise as to how to respond to the needs of youth and young adults, living in the context of the norm of heterosexuality. At a personal level, it will increase the personal competences of the peer-educators, which will be a marketing asset for our organization. In addition, the course offers inspiration and materials to replicate part of this course to other volunteers in our organization. Participants will also get a copy of the GALE manual on how to organize a peer-education group on sexual diversity, which will help raise the quality of strategic choices and work planning.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} As the course will be focused on how school organizations can be empowered to plan and implement ongoing positive change, our organization will increase its capacity to foster change in society and especially the education system. The participants will transfer the learned tools to other staff in our organization. Our organization will also increase its capacity to inform and consult other learning organizations in how to strategically transform into more inclusive learning environments, which will amplify our cooperation capacity.

{FOR COURSE STRATEGIC ADVOCACY}

Our organization will be better equipped to strategically contribute to fostering a national strategy which supports inclusive learning environments. The acquired expertise in the field of relevant stakeholders will increase our capacity to cooperate more effectively with education sector partners. Our organization will be more able to efficiently speeding up the process of applying the right to education for all and especially to LGBT people, being theoretically well informed about human rights conventions and practically equipped to transform this knowledge into the steps which are necessary to improve the learning environments of LGBT students.

What is the **desired impact of the project at the local, regional, national, European and/or international levels?**

{FOR COURSE ASSESS HOMOPHOBIA} On the local level, the published research will create more visibility of the situation of LGBT in schools and create a discussion about possible strategies to improve the situation. By repeating the research in coming years in other regions and by involving government stakeholders, the impact will be more national visibility and awareness. We also hope that we will be able to inspire national authorities to include some of the survey questions we developed in national large scale mainstream surveys, which would help to create ongoing visibility and a maximum reliability of results. By cooperating in this mobility with other European like/minded stakeholders, we will be able to develop research methods of similar quality and use survey questions that are comparable between countries. This may contribute to a shared vision of quality research on the European level.

{FOR COURSE DEALING WITH STRONG OPINIONS} On the local level, our gained expertise should lead to more access to educate in organizations that are strongly opinionated against sexual diversity, for example orthodox institutions. After gaining some more practical experience with this on the local level, we would like to reach out to national orthodox institutions, including national boards of orthodox federations. On the international and European level, we hope that our good practices can help the right wing parties in the European parliament – at least the representatives who actively oppose equal rights – to accept there are other perspectives than their own and to take these in account in a democratic way. The impact could be that a range of good practices softens their resistance to social inclusion of LGBT people.

{FOR COURSE PEER EDUCATION} On the local level, our enhanced expertise will gain us better access to schools. We will be able to attract more volunteers and recognition for our work. Our organization also works on the national level, which enables us to roll out this method and expertise to other regions. On the European level, we will work with GALE to get more recognition for informal education/peer education on sexual diversity. There is a long time wish among local peer education groups in Europe to develop a quality system for assessing peer educator competences, training, methods and marketing for better access to educational institutions. We will work with GALE towards developing European programs on this.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} On the local level, we will be able to approach and consult with one or a few schools to implement our expertise. We will look for funds to projects to stimulate the recruitment of change makers in schools and to support schools in their inclusion of LGBT students. On the national level we will propose a “schools without homophobia” strategy or project to the government and mainstream partners in the education sector. On the European level, we will join the discussion that has been initiated by GALE and UNESCO about essential indicators of LGBT inclusive schools. We will offer our good practices to the UNESCO Global Report on the State of Homophobic Bullying in Educational Institutions (which is to be published in 2016).

{FOR COURSE STRATEGIC ADVOCACY} This mobility focuses on the national level. We will organize a national strategic workshop or expert meeting and invite LGBT, government and educational stakeholder. This workshop intends to create a national awareness about possible strategies to improve the situation of LGBT students in the education sector. So the ideal impact would be to create an ongoing coalition and joint strategy of these partners. On the European level, the analysis of the national workshops will help to update the European map which charts implementation of the right to education for LGBT people in Europe. This in turn will lead to a more informed discussion about European strategy in this area.

## I.2 Dissemination

Which activities will you carry out in order to share the results of your project outside your organisation and partners? What will be the target groups of your dissemination activities?

{FOR ALL COURSES} Since we work closely with GALE, we will make use of the GALE media tools to disseminate our good practices internationally.

{FOR COURSE ASSESS HOMOPHOBIA} The research results will be published nationally and send to all relevant educational stakeholders and government and parliament representatives.

{FOR COURSE DEALING WITH STRONG OPINIONS} We will collect our experiences in dealing with orthodox organizations, and, preferably with their cooperation, we will publish the way in which we came to agreements and how we educate in these contexts. These good practices will be shared through articles in educational media, LGBT media and if possible in national newspapers and websites.

{FOR COURSE PEER EDUCATION} The PR for our improved peer education will be disseminated in our marketing materials we send to educational institutions. This marketing consists of a mix of direct mail by post, e-mails and calling schools directly. We will also share our expertise in meetings with local and national fellow organizations.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} We will write one or more articles or a brochure about our experiences resulting from this mobility and from contacts with schools. We will publish this on our website and hope it will be published by some educational media. We will also send the publications to the government and local funders to create interest in funding larger scale follow-up projects.

{FOR COURSE STRATEGIC ADVOCACY} The results of the national strategic workshop will be disseminated widely in the education sector, to relevant government officials and to politicians. Politicians will be asked to comment and these comments will also be disseminated through digital media and other appropriate channels.

Of course the project partners will use the Erasmus+ logo and follow the other requirements to clarify the activity is funded by the program, and the project and results will be published on the Erasmus+ Dissemination Platform.

## I.3 Evaluation

Which activities will you carry out in order to assess whether, and to what extent, your project has reached its objectives and results?

Among the participants, we will monitor outcomes through (1) development and evaluating individual learning agreement, (2) a short survey directly after meetings, (3) Most Significant Change documentation during and after the mobility. The “Most Significant Change” method asks participants to regularly answer the question: “What was the most significant change (during this event, training, project)?” By documenting this on a short form and discussing the best practices in our team and with partners, we become more aware of best practices and initiate a learning process of reflection which is focused on our strengths and successes.

# J. BUDGET

## J.1 Travel

SELECT THE DISTANCE BAND BY CALCULATING THE DISTANCE BETWEEN YOUR CITY AND THE DESTINATION CITY. YOU SHOULD DO THIS WITH THE OFFICIALS EUROPEAN DISTANCE CALCULATOR: <http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm>

## J.2 Individual support

(=accommodation and food expenses)

THIS WILL BE CALCULATED AUTOMATICALLY BY THE DOCUMENT

## J.3 Organizational support

 (=preparation, because GALE has prepared the application, these costs will be added to the GALE fee)

THIS WILL BE CALCULATED AUTOMATICALLY BY THE DOCUMENT

## J.4 Course fees

YOU HAVE TO FILL IN THE NUMBER OF DAYS AND PARTICIPANTS YOU FILLED IN BEFORE IN SECTION H.1

## J.5 Special needs support

HERE YOU HAVE TO FILL IN THE AMOUNT OF MONEY YOU NEED TO SUPPORT PARTICIPANTS WITH SPECIAL NEEDS. DO THIS FOR THE NUMBER OF PEOPLE THAT HAVE SPECIAL NEEDS, WHICH YOU MENTIONED IN SECTION H.1. YOU NEED TO EXPLAIN WHAT THE COST ARE FOR.

# K. SUMMARY

IF YOU APPLY ONLY FOR ONE COURSE, YOU CAN COPY/EDIT THE SUMMARY FOR YOUR CHSEN COURSE YOU FIND BELOW. IF YOU APPLY FOR MORE COURSES, YOU NEED TO MAKE A SUMMARY CONTAINING THE INFORMATION ON BOTH COURSES. BECAUSE THIS APPLICATION SHOULD SHOW HOW THE EXPERIENCES HAVE MADE YOUR ORGANIZATION STRONGER, FOCUS ON YOUR NEEDS, THE METHODS OUTLINED IN THIS PLAN AND THE IMPACT; TRY TO MAKE A LOGICAL CONNECTION BETWEEN THE CHOSEN TOPICS.

{FOR COURSE ASSESS HOMOPHOBIA} {Name of your organization} is a national NGO in {country} which aims to secure equal rights for lesbian, gay, bisexual and transgender (LGBT) people. To be able to do this in the education sector, we need reliable statistics which show the challenges LGBT students face and the needs for change in their educational institutions. This mobility plan will enable us to develop adequate research methods and coaching of the implementation. We will prepare ourselves by doing desktop research on research already done. We will take part in an international workshop facilitated by GALE (Global Alliance for LGBT Education) to learn how to develop a good survey on sexual diversity and education. After the workshop we will put a questionnaire online, recruit respondents and prepare an analysis framework. During a second international workshop we will compare and discuss results and prepare high impact reports. After the second workshop we will publish our reports and organize round table meetings with educational authorities to discuss the results and recommendations. Our learners become members of GALE, which will offer a platform and framework for European cooperation. The results of researches in participating countries will also be published on the GALE (Global Alliance for LGBT Education) website and discussed in the European and “schools” strategy groups of GALE. This will secure European dissemination and impact.

{FOR COURSE DEALING WITH STRONG OPINIONS} {Name of your organization} is a national NGO in {country} which aims to secure equal rights for lesbian, gay, bisexual and transgender (LGBT) people. To be able to do this in the education sector, we often have to deal with very strong negative opinions like “Homosexuals do not deserve respect because they are not people” and “The Bible says homosexuality is a cardinal sin so why should we respect you”. In more progressive groups we increasingly encounter “organized disinterest” to avoid engaging in a discussion about values: “You can do what you want, we have no issues with it. Why should we talk about this?”. At the same time these students would not like to be friends with a homosexual or tell them to keep their hand off. Such responses in education sessions are difficult to deal with and we need to learn how to deal with them in a more effective way. This mobility plan will enable us to do that. We will prepare ourselves by documenting strong opinionated and sham-tolerant statements and questions by students and our responses. We will take part in an international workshop facilitated by GALE (Global Alliance for LGBT Education) where we analyze where such responses come from and how our own history, feelings and values may block us to respond effectively. We will exercise how to deal with such responses and more generally with orthodox and strongly prejudiced groups. After the workshop we will put this expertise into practice, both in our education sessions and in approaching orthodox groups for a dialogue on equal rights and tolerance. During a second international workshop we will compare and discuss results with like-minded groups across Europe. After the second workshop we will publish articles and digital media postings on our good practices and learning experiences. We will integrate our expertise in an outreach and marketing strategy implement these to do more work with orthodox organizations. Our learners become members of GALE, which will offer a platform and framework for European cooperation. The results of researches in participating countries will also be published on the GALE (Global Alliance for LGBT Education) website and discussed in the European and “schools” strategy groups of GALE. This will secure European dissemination and impact. Part of the impact will be that our organization will reach out to conservative European politicians and play a role in the debates about equal right in the EU parliament.

{FOR COURSE PEER EDUCATION} {Name of your organization} is a national NGO in {country} which aims to secure equal rights for lesbian, gay, bisexual and transgender (LGBT) people. In our country, it is difficult to engage schools themselves to offer adequate education about sexual diversity. This is the main reason why we offer informal (peer) education sessions, which have the added bonus of creating real-life meetings between heterosexuals and homosexuals – which is one of the most effective ways to create understanding and tolerance. In our peer education we work with volunteers, who are not always skilled in group facilitation techniques and who may need support in telling their personal story in such a ways that it elicits a discussion about equal rights. This mobility plan will enable us to raise the quality of our peer education work and training of volunteers. We will prepare ourselves by assessing our current knowledge and skills. We will take part in an international workshop facilitated by GALE (Global Alliance for LGBT Education) which will give us a framework to raise the quality of peer education on sexual diversity and we will share experiences with other peer educators across Europe. After the workshop we will implement the gained skills in our country and discuss experiences online with peer educators from other countries. During a second international workshop we will compare and discuss experiences and strengthen the transfer from theory to practice. We will also explore the possibility in creating a European network of peer educators on sexual diversity. Our learners become members of GALE, which will offer a platform and framework for European cooperation. The results of researches in participating countries will also be published on the GALE (Global Alliance for LGBT Education) website and discussed in the European and “schools” strategy groups of GALE. This will secure European dissemination and impact.

{FOR COURSE SCHOOLS WITHOUT HOMOPHOBIA} {Name of your organization} is a national NGO in {country} which aims to secure equal rights for lesbian, gay, bisexual and transgender (LGBT) people. To be able to do this in the education sector, we need to work more close with schools then we do now. In order to do that, we need to know more about how schools work, who defines the policy. This mobility plan will enable us to engage in effective school consultancy. We will prepare ourselves by exploring our national school system and who is responsible for the management of schools and for the content of the curriculum. We will take part in an international workshop facilitated by GALE (Global Alliance for LGBT Education) to learn about theories about organizational change and high impact consultancy. We will also learn skills to approach schools and engage them to deal with the topic of sexual diversity. After the workshop we will experiment with of or a few pilot schools. During a second international workshop we will compare and discuss experiences and challenges. After the second workshop we will publish our experiences and good practices develop a strategy to roll out our new expertise. Our learners become members of GALE, which will offer a platform and framework for European cooperation. The results of researches in participating countries will also be published on the GALE (Global Alliance for LGBT Education) website and discussed in the European and “schools” strategy groups of GALE. This will secure European dissemination and impact.

{FOR COURSE STRATEGIC ADVOCACY} {Name of your organization} is a national NGO in {country} which aims to secure equal rights for lesbian, gay, bisexual and transgender (LGBT) people. To be able to do this in the education sector, we need to create a coalition of government officials, representatives from the education sector and LGBT NGOs. This mobility plan will enable us to make a start with the creation of such a coalition. We will prepare ourselves by evaluating the state of affairs with the help of the GALE Right to Education Monitoring Checklist. We will take part in an international workshop facilitated by GALE (Global Alliance for LGBT Education) where we will acquire more knowledge about the right to education and international conventions on this, on educational priorities and jargon and we will make a SWOT analysis on how to make next strategic steps to improve the situation for LGBT students. After the workshop we will organize a national strategic workshop and attempt to make this the start of a national coalition. During a second international workshop we will compare and discuss results and prepare to overcome challenges. On the European level, we will join the discussion that has been initiated by GALE and UNESCO about essential indicators of LGBT inclusive schools. We will offer our good practices to the UNESCO Global Report on the State of Homophobic Bullying in Educational Institutions (which is to be published in 2016).Our learners become members of GALE, which will offer a platform and framework for European cooperation. The results of researches in participating countries will also be published on the GALE (Global Alliance for LGBT Education) website and discussed in the European and “schools” strategy groups of GALE. This will secure European dissemination and impact.