



rights Through
alliances:
innovating and
networking
both
within
homes
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schools



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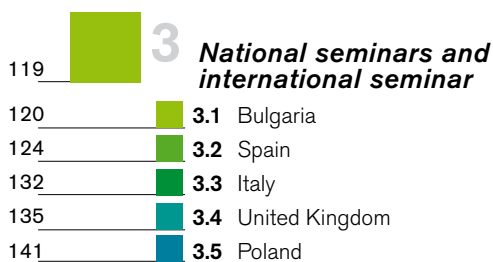
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Rights through Alliances: Innovating and Networking Both Within Homes And Schools

5 **Introduction**





Introduction

It gives me and the institution I head (Ararteko, Ombudsman of the Basque Country) enormous satisfaction to present this publication encompassing the work accomplished in the RAINBOW HAS Project (Rights through Alliances: Innovating and Networking Both Within Homes and Schools) over two years by nine organisations from different European Union countries. Within the framework of the Fundamental Rights and Citizenship Programme, under the European Commission Directorate-General for Justice, RAINBOW HAS, an innovative and necessary initiative, is complementary to an earlier project called RAINBOW (Rights Against Intolerance: Building an Open-minded World) in which Ararteko was involved, and which ran from 2011 to 2012.

The purpose of RAINBOW HAS was to analyse and improve the situation surrounding the rights of children and adolescents with regard to sexual orientation and gender identity in the educational community in the broadest sense. The project focused on educational institutions, teaching staff and family associations of all types in an effort to create an educational environment open to sexual diversity from childhood, an environment that protects against any form of discrimination or harassment on the grounds of sexual orientation or gender identity, i.e., homophobic or transphobic behaviours.

Coordinated by Ararteko, the nine organisations that have worked so diligently on this project are the Ararteko itself, Middlesex University (United Kingdom), Akademia Pedagogiki Specjalnej Marii Grzegorzewskiej (Poland), the sociological and pedagogic research teams Synergia (Italy), ECIP (Bulgaria) and Farapi (Basque Country, Spain), the Milan city council (la Direzione Centrale Politiche Sociali e Cultura della Salute),

an association dedicated to the promotion of children's education and cinema, Jekino Educatie (Belgium), and FLG-Associació de Famílies Lesbianes i Gais de Catalunya (Catalonia, Spain), an association in support of same-sex parent families. I would like to express my most sincere appreciation for the dedication and hard work of these organisations, and especially the individuals who have taken up this work with such excellent results. I would also like to thank the organisations that have supported the project as associate partners and congratulate them for their hard work: Centro di Iniziativa Gay Onlus (Italy), the Amsterdam city council (Dienst Maatschappelijke Ontwikkeling, Burgerschap & Diversiteit), the German association Lesben-und Shwulenverband in Deutschland e.V. (LEVD), and the Dutch association Nederlandse Vereniging tot Integratie van Homoseksualiteit COC.

I would like to thank the European Commission Directorate-General for Justice for funding this project. I hope that we have been able to meet the project expectations and that as a result the outcomes will help to further the fundamental rights of homosexual or transsexual children as well as young children and adolescents of same-sex parents. We hope that this project will help protect these individuals in countries where their rights are systematically and gravely violated. There is no place in the European Union where these rights are duly protected. Therefore, the conclusions drawn from RAINBOW HAS will also serve to improve the laws and public policies concerning these rights in countries or regions where they do exist, in an effort to attain the level they deserve in accordance with human rights and European legal professions and with the resolutions and declarations of the European Parliament, the European Commission and the European Council.

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There is a huge disconnect between the wording of the laws required by EU member states and the actual conditions and circumstances of homosexual (lesbian and gay), bisexual, transsexual or transgender and intersexual individuals – in other words, LGBTBI (or LGBTBIQ, if we include queer or questioning). Owing to their extreme vulnerability, special emphasis should be placed on underage LGBTBI children.

In fact, a number of laws principles are resoundingly clear on the recognition and protection of rights in question here: the Yogyakarta Principles adopted in 2009, the United Nations Human Rights Committee resolutions 17/19 (2011) and 27/32 (2014), several European Parliament resolutions (for example, the resolution of 4 February 2014 known as the Roadmap against homophobia and discrimination on grounds of sexual orientation and gender identity (2013/2183(INI), and even the EU Charter of Fundamental Rights, in particular article 21 – the right to non discrimination based on the grounds of sexual orientation – and article 24 – the rights of the child), and Recommendation CM/Rec (2010) 5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity. The reality, however, is very hard for LGBTBI people in the majority of EU and European Council member states, especially for children and adolescents. Authorities from both

supranational entities have stated as much on repeated occasions, as pointed out in this publication (The conclusions of the International seminar and the final conference held in Brussels on 18 November 2014 can be read here). The European Parliament and the Council of Europe have also addressed the situation of these individuals in a number of reports.

The diagnosis of the situation conducted as part of the RAINBOW HAS programme, involving a large amount of information and data compiled from reports from different countries, not only corroborates the above statements, but also puts numbers on paper and analyses with precision and rigour the current situation of LGTBI children and adolescents. Also analysed in this project was the extent of discrimination faced, in many cases, by the children of same-sex parents.

Twenty-two good practices were identified by the RAINBOW HAS project. A decided political will on the part of European Union authorities and the authorities of EU member states should promote initiatives that foster the use of these good practices in schools.

In order for political authorities and the people in charge of education administration to comply with legal requirements and ethical demands, it is essential to create networks to pass on proposals and demands. The networks should also share in the responsibility of protecting rights, taking on commitments, handling tasks, promoting programmes and generating positive conditions and reliable mechanisms. These cooperative alliances and networks between different stakeholders must work together to protect the fundamental rights of LGTBI children and adolescents, and the children of single-parent families. They must fight discrimination against minors in these situations, as well as homophobia, transphobia and bullying. They must work to protect and encourage diversity and the respect for human rights.

To finalise, I would like to thank and congratulate the people at Ararteko who have worked enthusiastically, professionally and effectively on the RAINBOW HAS project. My appreciation and congratulations also go to all of the people from the organisations that have been a part of this fantastic project. Thank you for your work and your willingness to bring together the many personalities, sensibilities and perspectives that have greatly enriched the results of RAINBOW HAS. My heartfelt thanks also go to the Basque Government delegation and the entire team in Brussels for their help preparing and developing the two-part event held in the EU capital on 18 November. It is only fair to thank the collaboration and support received in these two years by the organisations involved in this magnificent project. Lastly, special thanks go to the invited guests who took part in the International seminar and final conference in Brussels.

Iñigo Lamarca Iturbe

Vitoria-Gasteiz, 1 December 2014



1.1 B U L G A R I A

1 General introduction and methodology

The RAINBOW HAS project's research activities in the Bulgarian context hinged around exploring the main problems and difficulties faced by homosexual persons and defining potential strategies. The advisability of providing opportunities to debate on the fears and perceptions of same sex parenting was also considered. Finally, the third aim of this research was to ascertain whether schools are able to recognise and manage sexual orientation motivated bullying, and how both parents and schools can share the responsibility for coping with it.

- The research involved 10 parents in total. The general purpose of the current research was to get a picture of LGBTI stereotypes and fears and of homophobic/transphobic behaviour within the family based on the families' own perspective and point of view.
- Case studies of children who are victims of homophobic bullying, gathered through interviews (4 case studies).
- Case studies of same sex parent families with children, gathered through in-depth interviews (3 case studies).
- 3 focus groups with representatives of the LGBTI community, LGBTI families, parents of LGBTI adults, heterosexual parents, school teachers, a lawyer, a psychologist, a psychotherapist, and a media expert. The purpose was to investigate the main problems and difficulties that homosexual persons are facing and to define potential strategies, to explore whether the school is able to recognise and manage sexual orientation motivated bullying, and how both parents and schools can share the responsibility for coping with it. (3 focus groups, 20 participants on the whole)

2 Context

The information and statistics available in Bulgaria related to the LGTBI issue are extremely poor and provided mainly by NGOs or, rarely, from research of the Commission for Protection against Discrimination and media studies. The Information on community problems come basically from international sources. Local researchers and research institutes claim that there is no interest in studying the problems of LGTBI citizens, and therefore there is a lack of funding for such research.

In practice, literature available on the subject can be found on the internet sites of human rights and LGTBI organizations such as ILGA, FRA, Amnesty International, Human Rights Watch, etc.

Key local sources of information were the annual reports of the Bulgarian Helsinki Committee and, in part, the documents of the Commission for Protection against Discrimination. Another source of information was the translation of scientific literature and fiction among which we can find titles such as *"Preventing Homosexuality - Guide for Parents"*¹, Dr. Joseph Nicolosi, Linda Ames Nicolosi, and *"Homosexuality-release from the grip"*², Bob Davies & Lori Renzel.

Research on country policies and local theories and projects in schools related to homophobia in Bulgaria were carried out in 2011 under the RAINBOW Project financed by the EC. The research results show the unambiguous need to intervene within the educational system to change attitudes and establish a culture of tolerance and acceptance. Before this initiative, there was only one survey about homophobia in the educational system, part of the "Deafening silence: the case in my school" project funded by a small grant of the Programme MATRA/KAP of the Dutch Ministry of Foreign Affairs, which was implemented by "Gemini" in 2007-2008. The project was aimed at improving the school environment by establishing projects supporting anti-discrimination policies against ethnic, sexual orientation or disabled minorities.

According to this survey (involving 181 students between 9th and 12th grade), LGTBI youth in schools are subject to discrimination and harassment. According to the data, the curriculum is heavily gender-typed, imposing strong heteronormative and sexist male and female roles. The survey shows that 70% of LGTBI students/respondents leave school or miss classes because of systematic harassment, and 50% have attempted suicide after such abuse. There is no mention of reactions or preventive measures by the Ministry of Education or other government agencies against these trends in schools. The report goes on to argue that there is clear evidence of discrimination and harassment against LGTBI people in the educational system. It can be assumed that such a homophobic environment leads to poor LGTBI child and teenage academic performance and a lack of

¹ ISBN: 9789546700681

² ISBN: 9789547191691

experience and social skills, making these children and teens more vulnerable than their peers in the labour market.

Currently, the debate on LGBTBI rights and homo/transphobia is brought up mainly due to particular events or campaigns, such as the annual Gay Pride event, film fests, sexual orientation motivated crimes, political scandals etc., and on the other hand thanks to EC requirements for changes in legislation. In that respect, and thanks to the annual report of the Bulgarian Helsinki Committee, information has been brought to light that in 2012 the first deep empirical analysis of trans- and intersexual people in Bulgaria, *“Changing the gender of trans and intersexual people in Bulgaria. Study of the legal framework and case law and strategies for their improvement”* was performed by the Foundation “Bilitis Resource Centre”.

The lack of organised and available research and literature databases makes formulating policies and initiatives extremely difficult and makes the need for urgent and systematic support on all levels clear.

3 Family discourse on affective-sexual diversity

For different reasons, talking about sexuality with children appears to be a difficult issue for both LGBTBI parents and parents of LGBTBI children alike. Both categories agree that when it comes to “where babies come from”, they manage “somehow”, but for deeper issues most of them feel “helpless” (7 of 10).

As in previous research, here one can find the same phenomenon of responsibility being transferred from parents to school and vice versa. Talking about homosexuality appears to be a challenge in both environments. The parents of LGBTBI children avoid talking about it or they do “when he/she was a teenager and we had a suspicion about her/his sexuality”. All parents agreed that it took a long time (often years) for them to be able to talk “about it” with their children, basically when the children are already young adults and have struggled with the issue for a long time.

On the other hand, the LGBTBI parents (4 of 4) believe that growing up in a same sex family conveys the clear idea that “the family is a little different” and are tempted to believe that that is enough, or to postpone the issue until the children are old enough.

The difficulty and lack of culture of talking about these issues, especially sexuality, can be sought in the country’s social and political history. The generation represented by current parents, as has been sustained by political parties, has no background of communication with their own parents on the subject, which has been taboo in Bulgarian society. Today’s parents are therefore faced with a struggle between their own background of silence and their belief that children need to be talked to about life in its all aspects.

At the same time, children do not know how to ask their parents about sexual orientation, homosexuality, gender identity, or their own sexuality. According to the parents, children do not ask at all, or if they do, the questions are heavily disguised.

During the interviews it appeared that children raise the issue either on one-off occasions (such as after seeing a movie with a scene of a LGBTI couple, a story of a famous teen star etc.) or when they try to come out (which is a process of small steps taken towards gaining parental approval). Both cases indicate troublesome parent- child communication due to a lack of personal experience of this type of communication and to the lack of community support not only in terms of practical tools, but also in terms of attitudes and mass culture. This leads parents and children alike to be unprepared and uncomfortable discussing sexual orientation, homosexuality, gender identity or the own sexuality.

4 The Educative community facing affective-sexual diversity

The participants in the focus group agreed that violence in general has been increasing over the past few years and this is inevitably reflected in violence amongst children. The reasons are complex and range beyond homophobia/transphobia. The participants expressed rather different positions when discussing the roots of this phenomenon. The representatives of the educational system (the teachers) are willing to “put the blame on the parents”, and cite examples such as a lack of parental control regarding watching movies representing violence or a lack of “control (in general) and sanctions”. On the other hand, the parents have expectations about schools needing to be more active because their children spending a lot of their time there, especially in early childhood. Interestingly, when it comes to concrete examples of bullying in school, name-calling, mocking and isolation from peer groups are not recognised as forms of bullying either by the teachers or by some of the parents. They are seen as an “usual and natural part of the growing up”. Instead, the participants are concerned about cases of physical aggression for which there are records, but which are not qualified as frequent. However, parents of children who have been victims of bullying in school are much more sensitive and agree that name-calling and the isolation have had a serious impact on their children's self-esteem and emotional life.

After an intense discussion, the participants in the focus group agreed that such acts can be defined as bullying and that in these terms bullying is mainly performed by the means of the verbal aggression.

When it comes to defining expression of homophobic attitudes, the prevailing part of the group initially associates this with insults such as “fagot”, “tomboy”, “houseboy” and so forth. The participants share the common opinion that the children are using these words without clear and conscious understanding of their meaning.

The common reaction to such attitudes, no matter whether they are defined as homo/transphobic, is to make a remark and requesting the child not to use “those words”, but often without any explanation of what they mean or why they are unacceptable.

It appears that both parents and school representatives alike feel ill at ease in discussing homo/transphobia, or even sexuality at all.

According to the parents, sexual education, including the subject of the different sexual orientation, needs to be introduced into schools, and this brings back the debate of whether this is the family's or the school's responsibility.

The school staff appeals for shared responsibility with parents and contends it "doesn't feel prepared to have such discussions with the children". Although there is a tendency to underestimate and avoid defining some acts as bullying, these acts are present in the school environment and parents then react emotionally because usually they are not informed by the school authorities but instead by their child.

A common practice appears to be contacting parents when their child is the aggressor, but not when he/she is a victim. In any case, this debate comes to prove that there is a lack of school- parent- school communication.

5 Homophobic bullying

Verbal aggression is part of LGBTBI children/youth's daily life. It is usually expressed through ridiculing and proffering insults such as fagot, tomboy, soft hand, homeboy etc. This humiliation is clear expression of a fear of the unknown and what is different because the children lack support as they mature sexually in their social environment including family and school.

Often when there is a disturbed parent-child relationship, the children risk falling into a severe depression or resorting to aggression and self-harm that aggravates the problem. On the other hand, schools do not afford an opportunity for sexual education and rarely have effective mechanisms for identifying and coping with cases of violence, no matter on what basis. The case studies show that there is no shared responsibility between school and family, and this is also illustrated by the fact that there is no communication between these two institutions or when there is, it is on a case-by-case basis (again usually related to truancy).

The case studies prove that the borderline between the verbal and physical aggression is very thin. Unless the case is severe and has been brought to the attention of third parties such as GP, police, Child Protection Department, etc., the problem and the results from the violence and mistreatment are (in most cases) hidden from the family in very sophisticated ways, because the family is not aware of the real situation- i.e. the different sexual orientation of their children.

Although there are even few available resources in the community, such as NGO centres for psychological support and LGBTBI associations (in the capital) they are not used to their full capacity because of the lack of information and of being accustomed to ask for assistance. In the towns and cities there is lack of information for about self- help groups or communities dealing with LGBTBI issues. Usually, LGBTBI people are organised informally and establish small, closed communities, locked away from the outside world.

Some of the professionals working in community based services seemed prepared to work with violence in general but consider that they need specific techniques that they believe they are missing when the violence is related to sexual orientation. Importantly, even if there are resources in the community, their effect will not be recognizable and sustainable without a valuable parent-child relationship. Fear of coming out to your parents comes to show that it takes a great deal of effort to re-establish a sense of trust and understanding, a key instrument for changing community attitudes.

It is important to note that mechanisms to support families of LGBTI children need to be applied as well as those to support children on the whole. This strategy would reduce misunderstandings and rejection and would encourage mutual acceptance.

6 Proposals to deal with affective-sexual diversity and homophobic bullying

- Both parents and schools need support facing bullying as a fact, and this entails sensitivity and perceiving the violence. It is more important in this regard to generate a mindset and attitudes rather than changing them. This means that more serious attention is to be paid to teaching and guiding professionals in their university training.
- Introducing sexual education at school as a mechanism to reduce homo/transphobic bullying remains a challenging issue that schools are practically not ready to face. Third party assistance, i.e. external experts entering the class and discussing sexuality and differences could partially solve the problem.
- Close parent-school communication is needed in order to promote values and requirements that could potentially contain aggression. Parents and schools should broaden out their discussion of children's performance in class to their social performance.
- The lack and unpopularity of gay-straight alliances makes preventing and fighting bullying even more difficult.
- Country research on LGBTI issues can be highly useful for LGBTI people's perception of themselves and for their acceptance by society.
- To combat rejection, representatives of the LGBTI community need to be helped shift out of their position as victims and be supported to actively stand behind their rights.
- There is an urgent need to establish a legal framework recognizing same sex marriages. Since this is not realistic currently, efforts should be geared towards a legal recognition of co-habitation that has still not been introduced even for heterosexual couples.

1.2 S P A I N

1 General introduction and methodology

The work firstly entailed a study of documents involving a bibliographic review and briefly putting the topics to be tackled into the Basque and Spanish context. Secondly, a qualitative methodology was used applying the following research techniques:

- 10 interviews with families in general.
- 5 case studies on families that had suffered from homophobic bullying.
- 5 case studies on same sex parenting.
- 3 discussion groups with parent-teacher associations, LGTBI groups and teaching staff.

2 Context

Social acceptance of homosexuality and same sex parenting has considerably increased over the last decade in Spain, particularly among the younger population. The 2005 law legalising homosexual marriage and regulating same sex parenting fuelled public debate and made LGTBI persons, their relationships and family models more visible and better accepted. Social recognition has been greater for masculine homosexuality, which has been more in the public light. Transsexuality, however, remains in the shadows leading public perception to be heavily biased and severely stereotyped regarding transsexual persons.

As far as the family is concerned, studies highlight different variables that serve as conditioning factors for acceptance and the degree of support expressed when one of the family members is homosexual. Yet because the family is considered to be

a conservative institution, deeply rooted in heteronormative gender patterns, many homosexual people find families a hostile environment to declare their homosexuality. However, for school age adolescents, the family would be an environment acceptance, even greater than among their classmates, particularly for girls.

The idea of the heterosexual nuclear family is strongly rooted in public perception, although this is not always the case in current Spanish or Basque society. Since same sex parenting became legal, public debate has arisen regarding this family model's suitability for bringing up children. These concerns have struck a chord in academic circles as over the last few years several different studies have been published denying any negative consequences for their sons or daughters.

Insofar as the Educative community's dealing with affective-sexual diversity and gender identity, most studies focus on homophobic bullying and its consequences, and conclude that although bullying is generalised, the Educative community does not do enough to identify or fight it. However, literature on families' perceptions and strategies to tackle homophobic bullying is very few and far between, limited to mentioning the need for family acceptance and support in these cases.

Programmes and training on sexuality, homosexuality and transsexuality and the anti-bullying services and protocols mainly focus on teaching staff and students and no experiences also including families were reported. In any case, parent-teacher associations and parenting schools also run activities and talks around several lines of work where affective-sexual diversity and gender identity could be included. Examples would be homophobic bullying, working together in the classroom, positive conflict management, co-education, sexuality, managing diversity and within this, family.

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3 Family discourse on affective-sexual diversity

The sexuality taboo impregnates all fields of life and also crosses family relationships. In fact, although families consider they should help their children to be secure about their sexuality, there is no dialogue within the family to achieve this and to react to their children's sexuality and sexual relations. Furthermore, most families are not aware that by not explicitly tackling sexuality, they are maintaining and conveying the taboo. Nor do families consider that their daily practices reproduce heteronormative gender roles and views.

Heterosexuality appears as the norm, so most families presume that their children are heterosexual. In any case, they state that they accept homosexuality as another personal option but with a certain resignation when referring to their own children. In addition, some men have demonstrated anti-camp attitudes and consider it to be inappropriate for the LGBTI community and its claims to be made unduly visible.

The binary concepts of femininity and masculinity, explained as complementary opposites, are very deeply rooted in our social context. Male homosexual stereotypes directly reflect



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characteristics considered to be feminine, while binary gender roles are assigned to same sex parent families (by assuming that one member covers maternal functions related to emotions and care and the other covers paternal functions associated with authority and responsibility). In addition, this binary gender model is structured around power and hierarchy relationships, where the masculine element enjoys better recognition and social prestige. Feminine homosexuality therefore remains harder to perceive and so it enjoys less recognition and is poorly accepted.

The heterosexual nuclear family model stands as the continuity of this heteronormative view of relationships. In fact, despite the diversity of family models in current Basque society, the nuclear family is still upheld as the ideal and most valid way of bringing up children. Same sex parent families state that they are accepted in their environment but they acknowledge, particularly the men (who are socially considered to be less suitable for care), that they have felt pressure to prove that their homes are safe environments for their children.

4 The Educative community facing affective-sexual diversity

There is broad consensus that families are the main educators, although opinions on the school's role in children's education and socialisation vary widely. Some families have a utilitarian view of formal education, prioritising curricular subjects and training that useful for future careers. Others, however, emphasise the importance of school in terms

of socialisation regarding values for living and working together and mutual respect. Same sex parent families highlight this function to a greater extent than families with heterosexual parents, and add the need for schools to lend recognition and prestige to existing diversity.

The majority of families delegate most of their children's sex education to school. They recognise that they do not know or pay much attention to the contents and materials that are worked on in the classroom but they trust that they are suitable. Same sex parent families, however, are more interested in the material given out in relation to sexuality, sexual relationships and family models. Furthermore, some ask the teaching staff to use materials representing affective-sexual or family diversity.

As far as tackling affective-sexual diversity, families think that it should be included in a more overall topic such as respect and the value of diversity, sexual education or co-education. In any case, they acknowledge that they do not consider it a priority topic, and argue that the LGBTI community is sufficiently accepted socially and that schools are safe places for all children. However, same sex parent families, families of LGBTI persons, and teaching staff who are aware of the issue highlight the need to give affective-sexual diversity its own framework while further examining cross-curricular possibilities.

These different perceptions are also demonstrated by opinions on the teaching staff's ability to tackle affective-sexual diversity in the classroom and fight homophobic bullying. While most families perceive the teaching staff to be sufficiently aware and well trained, the actual teachers admit that they feel limited and insecure when tackling these issues. Same sex parent families, on the other hand, recognise the teaching staff's best intentions but agree with them that teachers lack training to work confidently and effectively on the subject.

In addition, the family-school relationship model revealed itself to be individualised and personalised. It consisted mainly of simply sharing information on the children's academic results and conflictive behaviour. The sexuality taboo also permeates the relationship between families and schools that avoid making explicit references to the children's sexuality or their options/sexual orientation in their meetings. These omissions also occur when there is homophobic bullying, which makes it hard to fully tackle the issue. Furthermore, several families whose children have suffered from homophobic bullying have not asked teachers or the school to intervene, or when they have done so, they have not managed to enlist sufficient involvement from them.

Finally, it should be mentioned that in most cases, Parent-Teacher Associations (AMPAs) are not active agents in determining how schools operate or their dynamics. Their members admit that there is a great lack of interest in getting involved and participating in these bodies and that the burden of all the activities falls upon a small minority. Families become involved in issues of un-harmonious cross-cultural contact or in cases of bullying because there is an affinity in interests or because their children are friends, but not through the AMPAs.

Furthermore, although AMPA Federations offer training on sexuality and affective-sexual diversity, it is rarely requested. Families' lack of interest in the issue stems from the fact that affective-sexual diversity and gender identity are considered to be personal and private topics that they are not directly related to most families' concerns. Aware of this general lack of interest, same sex parent families do not feel they can propose examining issues of sexual or family diversity in the AMPAs although they do think it would be an interesting topic to tackle.

5 Homophobic bullying

Bullying appears in the research to be a naturalised and justified practice. Most families see situations of abuse among children as normal. They argue that kids naturally reject anything different and supposedly have childish cruelty, and even framing bullying within the natural order of human relationships. In addition, even while acknowledging that systematic insults or aggression (both verbal and physical) exist, some people avoid calling it "bullying". This prevents bullying from being identified, endorses the bully and isolates the victim. Some families whose children have suffered from homophobic bullying also tend to justify the bullying, and claim that their kid is weakness in standing up conflict. They even hold the child responsible for not making enough effort to integrate in a group of friends.

Physical or emotional weakness thus appears in most discourse as a factor that can bring about bullying, and it is recognised that being "different" or remaining outside the norm might constitute a weakness. In any event, most families are unaware of the strong social pressure to maintain gender roles and heteronormative patterns and therefore underestimate the risk of homophobic bullying that children might undergo for not falling into line with these models. Teachers, families whose children have suffered homophobic bullying, and same sex parent families are much more aware of this social pressure and its potential consequences.

In fact, same sex parent families are aware that they belong to a non-conventional model and the majority recognise that this can lead to rejection or discrimination against their children. Consequently, they pay close attention to acceptance levels and attitudes and to how their children form relationships and whether the topic of homosexuality or single sex parenting comes up in class or in their circle of friends. In practice, they have a closer relationship with the teaching staff, they act as soon as the first symptoms of bullying emerge, and they try to give their children appropriate arguments and answers to any questions or possible insults that they might hear referring to their family model.

The cases of homophobic bullying analysed have involved boys who, to some extent, do not fit in with the mandates of hegemonic masculinity and heteronormativity. Masculine gender patterns are more rigid than feminine patterns and enjoy better social status. Deviating from these patterns therefore leads to greater incomprehension and social rejection. Most bullies were also boys, and rejecting anyone who steps outside the

hegemonic model of masculinity is, in itself, a demonstration of masculinity that is reinforced by using violence.

6 Proposals to deal with affective-sexual diversity and homophobic bullying

- Homophobic bullying differs from other types of bullying mainly because it questions the heterosexuality of the child suffering from it and necessarily involves talking about taboos such as sexuality, homosexuality or gender identity. These questions bring with them added concerns and fears for families who normally look for advice from sexologists or LGBTBI support services. In any event, sexual issues in childhood remain a taboo that families avoid mentioning, even when they tackle homophobic bullying.
- In this context of justifying and hiding homophobic bullying, some families tend to isolate themselves and end up neither sharing their situation with the people around them nor building support to fight it. They admit to doubting how they educate their children for freedom of choice or to limiting behaviour that might lead to discrimination and bullying. They therefore clearly distinguish between private and public life where the former is more free and spontaneous and the latter is more restrictive in terms of certain social rules.
- Because it is visible, transsexuality is an exception in this regard and forces families to explain it and tackle it publically. In these instances, families do talk about their situation with those in their environment and try to make the Educative community address it so that homophobic bullying can be prevented.

1.3 I T A L Y

1 General introduction and methodology

RAINBOW HAS project research activities on Italy included:

- Collection and an analysis of all national scientific literature produced on the topic.
- Qualitative interviews with 11 experienced witnesses chosen among parents of children attending school in order to expand available knowledge of stereotypes and fears about LGBTBI issues, homophobic/transphobic behaviour within the family, management, and discourse about affective-sexual diversity.
- Case studies of children who were victims of homophobic bullying, gathered through interviews, books and recent national news (6 case studies).
- Case studies of same sex parent families with children, gathered through in-depth interviews (4 case studies).
- Focus groups with representatives of LGBTBI associations, representatives of parents associations and teachers from the three educational levels. The aim was to further and to discuss the results from the activities in the previous research phase and to identify intervention strategies to cope with the issues and problems emerging (3 focus groups, 17 participants on the whole).

2 Context

Most of the empirical research in Italy on this issue is very recent and deals mainly with accepting homosexuality within the family and how families interact with their LGBTBI children/youngsters. The research was done of the issue of coming out faced by gay

and lesbian people. It examined family reactions and particularly analysed the effects and potential psychological problems caused by negative family reactions to the child's development. Apparently, the most common problem for Italian parents facing their children's coming out of is that they find it hard to accept the fact that their child will not have a "standard" family.

Another topic addressed in the Italian scientific literature was parent homosexuality and how it can influence a child's upbringing. Although these families are not visible in Italy due to a lack of legislation protecting them, in recent years, the issue of same-sex couples has come under public scrutiny. Specifically, homosexual parenthood insofar as the spreading the phenomenon, the psychological/social implications for children, and legislative policies, has become a salient public issue.

Regarding homophobic bullying in school, according to the results provided by the "Schoolmates" project (the most recent survey on students), almost half of the sample had read homophobic insults targeted to males. About 15% of students witnessed isolation towards male students considered to be homosexual. Males expressed homophobia towards their peers more often than females and only 4% of witnesses of aggressions has systematically actively intervened to defend the victim. Action put forward in schools and aimed at making students aware of the main issues hinging around homophobia and the fight against homophobic bullying are not very widespread on a national level.

A central role in the fight against bullying in school is played by Italian LGBTI associations, which provide useful material such as information leaflets, annual reports on homophobia in schools, and manuals for educating on affective-sexual diversity. Not only civil associations but also some Italian public institutions provide support to LGBTI persons. Particularly noteworthy is the case of the Municipality of Turin, which opened a service that promotes research on the condition of LGBTI people throughout Turin. It analyses how homosexuality is perceived by the public in this province and offers information on LGBTI issues. Nationally, the UNAR³ a department falling under the Ministry of Equal Opportunities that initially dealt mainly with racial discrimination is becoming more and more involved in LGBTI antidiscrimination policies. In February 2012 it signed the Council of Europe LGBTI antidiscrimination programme of the on behalf of Italy.

3 Family discourse on affective-sexual diversity

All the straight parents interviewed in the fieldwork stated they do not too usually talk about (both heterosexual and homosexual) sexuality and affective issues with their children unless they ask a direct question. They usually think that this is an uncomfortable

³ Ufficio Nazionale Antidiscriminazioni Razziali (National Bureau against Racial Discriminations).

and thorny topic warranting confrontation only when a specific situation occurs: for example, when children come in contact with something related and ask the parents a specific question. In general, we found that parents seem to “adapt” to what they think is their children’s own will. They often specified that they consider their children to be reluctant to face “such issues” or not to be old enough or, again, the parents themselves stated they do not feel at ease with talking about sexuality with their children, even if the family background is defined as “open-minded” and “free”.

In this framework, discourses on homosexuality appear to be particularly thorny. This is different to what happens, for instance, in the field of racial and disabilities discriminations, topics on which parents appear to be more prepared and for which they feel they have more tools and justifications.

Homosexual parents believe they talk first about procreation to their children probably, because they do not necessarily need to talk about sex. They also have to talk about that sooner than later because they want to prevent the inevitable questions about the other biological parent.

In general, we found that sexuality and relationships are still seen as taboo, something people should not talk about. Parents delegate it to school. However, it is mainly a taboo for adults, because children on the other hand talk freely about it. Talking about homosexuality is taboo not only because it involves diversity, but also because it involves sexuality. If heterosexual parents do not talk about sex and relationships unless directly asked, LGBTI parents do not seem entirely different. They broach the topic sooner mainly because their children start asking questions earlier, or because they want to prevent the inevitable questions that will rise from their first comparisons with other children (in kindergarten or primary school). The main difference with heterosexual parents is that they are more aware of the fact that they will have to discuss the topic and therefore prepare more for it.

4 The educative community facing affective-sexual diversity

All parents interviewed agreed on the fact that schools should intervene more effectively both in preventing episodes of bullying and in providing children with affective-sexual education. Some parents also underlined also the need for an education on gender differences and on different sexual orientations.

On the other hand, teachers usually lack information and do not know how to handle situations where children have homosexual parents. They need a specific training to deal with the topic. But generally, schools do not provide adequate tools. On one hand, parents interviewed blame the system since there are no adequate programmes coming from above (Ministry of Education, Municipalities), and on the other, they also blame teachers because they fail to seize specific opportunities in class to deal with the topic and often ignore any help offered by parents (e.g. they do not use the books/other materials they

are given in class). The sex and relationship education programmes in schools do not include homosexual relationships and diverse families, and they often do not include heterosexual relationships either: they simply describe sexuality from a scientific and reproductive point of view. Also, there is still a frame of mind that not talking and avoiding the issue is the best policy as long as the child's school performance is good. Teachers who dealt with the topic did it on their own and personal initiative (asking for information and materials, going to training courses, etc) and sometimes secretly, without drawing too much attention to it.

In any event, teachers' important role was nevertheless underlined by those interviewed who stated that especially when specific situations arise, teachers should deal with these topics in class because they represent authority and they can legitimate both diverse sexual orientations and same sex parent families the existence in their class, thereby lending more credit to the students' words.

LGTBI parents agree that getting people to talk about homosexuality is already a big achievement. There are two ways to make people more aware:

- 'Passively' by merely taking part in school activities, meeting parents and teachers, and letting other people get to know them. This is sometimes enough to make people more aware and tolerant;
- 'Actively', meaning talking and explaining their situation (from this point of view, they need to come out to other people continuously). During the focus groups, gay parents proved to be well documented. It is as if they feel they need to provide documentary evidence to support their stances (they mentioned numbers, statistics, research, and best practices from other countries). They are often the ones who provide materials (such as books and posters) to the school to talk about trans/homosexuality. In a certain sense they fulfil a role as educators not only of their own children, but also towards other children, parents and teachers.

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5 Homophobic bullying

To some extent, homophobic bullying does not differ from other forms of bullying. One or two leaders lead the group, the targeted victim is isolated, and the bullying includes both verbal harassment and physical assault, although the case histories we worked with mainly focus on the former. Considering homophobic bullying, verbal harassment is probably the easiest and the most common due to the intrinsic pejorative meaning that people associate with the word 'gay'. Even excluding the offensive expressions (such as 'faggot' or 'fairy'), the use of the word is often strongly judgemental and not merely descriptive.

Schools and teachers are not adequately prepared to face issues of this type. They lack information and tools. Sexuality and homosexuality in particular, is not included in the school curriculum. Teachers do not seem to deal with the topic even when bullying

episodes occur within their class. Proactive action only comes from individual teacher/principal's initiatives. There are no protocols or ministerial directives to follow. Teachers' actions/reactions in the face of homophobic bullying can be classified as follows:

- Denial/Indifference: the problem is not handled either because it is denied (“we don't have homophobic bullying in our school”) or because teachers turn their back on it and ignore it;
- Delegation: teachers do not personally deal with it and delegate it to a third party instead (e.g. by calling a clinic);
- Action: someone takes the initiative to fight back against the bullying (e.g. by promoting a demonstration);
- Participation: teachers, rather than taking a stand against the bullies, join them in the mockery.

While participation would seem to be the most despicable of the list, denial/indifference can be equally damaging since it legitimates the bullies and encourages them to keep pushing their victim around. This points to a need for teachers to become more aware and sensitive about the topic. Teachers' prejudice has to be dealt with before dealing with kids' prejudice.

6 Proposals to deal with affective-sexual diversity and homophobic bullying

Some of the main aspects in the strategies for dealing with affective-sexual diversity and homophobic bullying were:

- 'A training programme focus not only on trans/homophobia and trans/homosexuality, but also on accepting diversity in general, and developing personal identity.
- 'Preferable targeting of training and lobbying activities, specifically to those people who are available and open, rather than reaching out indiscriminately to a large group of heterosexual families and teachers.
- 'A growing need to raise awareness on the language to be used at school (teachers should pay enough attention to their students' family situation, but textbooks and materials also need to be changed accordingly).
- 'Teachers need to be confident on the topic (both on the side of knowledge and on the side of awareness about their role as educators).
- 'There is a growing need to also educate and train parents, otherwise homosexuality and sexuality in general will always represent a taboo.
- 'While a triangulation among LGBTI parents, heterosexual parents and school could be beneficial, it is important to find a way to involve heterosexual parents (who might lack interest), perhaps by planning some common activities and grounds for discussion in order for them to overcome their fear.

1.4 UNITED KINGDOM

1 General introduction and methodology

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Through interview and focus group approaches, the project is studying the issues, needs and strategies which gay and lesbian families perceive as critical in addressing issues of homophobic bullying. It is also seeking to carry out case studies of children who have been subject to homophobic bullying. Through these approaches, RAINBOW HAS aims to define best practice in addressing these issues and to engage in dialogue with schools and representative community groups.

The interview schedule was used as a basis for the interview. All interviews were recorded. Families were interviewed through a purposive sampling process drawing from the RAINBOW HAS research team's personal network featuring some ethnic and geographical variability, including locations in the West Country, the Midlands and London. Because of time and network constraints, only seven families were interviewed. Five families rejected the interview opportunity because of expressed reservations concerning the 'sensitive' nature of the interviews. Families interviewed were mainly heterosexual. Family 7 was an interview with a gay grandparent.

2 Context

Socialisation would appear to be the key factor in determining people's attitudes towards LGTBI issues. People brought up within a community where there is an awareness of sexual difference have proved to be less judgmental and more accepting of difference.

Although the participants have all had a religious background of some description only one respondent has really conformed to what might be considered a normative Christian perspective. This is an important reminder that religious affiliation does not necessarily have a major impact on attitudes or at least not as much as socialisation.

One of the significant differences between respondents was also related to views about choice in regards to sexual identity. There was only respondent who reflected a desire for his children to 'choose' a heterosexual lifestyle. Others reflected that they desired happiness for their children and given the on-going contentiousness of non-heterosexual relationships within society they expressed concern that it may be more difficult to be happy in a non-heterosexual relationship.

Regarding having children, there was a good degree of awareness about the potential challenges and choices that a non-heterosexual couple might need to make, but there was general consensus that a good caring family who wanted to be parents should have freedom to do so regardless of their sexuality. When loving homes for children at risk are in such short supply most agreed that this was almost a matter of necessity and saw no reason why people's sexuality should deny children the safety and security of a loving family.

3 Family Discourse on affective-sexual diversity

For this part of the research for the HAS project, interviews were undertaken with five lesbian and gay parents, to ask them about their experiences with their children's schools in relation to their particular family makeup, and any experiences of homophobia they may have encountered.

The sample of parents was accessed via contacts from the research team, requests made with various primary and secondary schools and via advertising with lesbian families who had been interviewed for a previous project undertaken by one of the researchers. All the families were 'out' to the school as lesbian or gay parents and all attended schools within the London and Greater London area.

Semi-structured interviews were undertaken with the five families we had identified. The key research area and topics from the HAS European steering group were reviewed and amended to reflect the sensitivities in researching with a UK audience. An example of this is lesbian and gay families being referred to as 'Same sex parent families'. This might have been an issue to do with translation. In any event, the interviewing team agreed on the three overarching themes and the questions that would apply to each of those themes. We agreed that the important thing to capture in these interviews was the family's narrative about their experiences and so interrupting the participants to ensure that specific areas were addressed in chronological order was likely to be unhelpful to this narrative. Instead the main questions were organised under each of the themes, with other questions then used as supplementary prompts.

4 The educative community facing affective-sexual diversity

For the purposes of this report, thematic analysis of the gathered data was done according to the guidelines set by the European HAS steering committee. The questions developed for the interview were based on guidance notes given to us by this European-wide steering group. In particular, we were interested in:

- problems families had experienced in school and strategies they had devised to overcome these problems;
- relationships within the family;
- family/school alliances.

These themes were used to structure important reflection points emanating from the research process.

All families had identified at least one issue within the school environment that related to the structure of their family being different. All families talked about having to constantly 'come out' to a class teacher, to other children and to other children's parents. However, parents also demonstrated how they had developed their own strategies to ensure that their children's educational experience was as good as it could be. Such strategies



included explaining to the teacher the family composition at the beginning of the year, joining the PTA and becoming active in the life of the school, and being seen in the playground.

A number of areas for development were also highlighted by parents. Key to this was the need for educational establishments to develop complexity in their thinking and management of issues and difficulties. A number of parents said that their sexuality was not the most important thing with regard to their children's education or for the school. There is something important about the culture of an organisation being confident in dealing with all kinds of diversity, not just LGBTBI issues.

For children in secondary school, different types of alliances can be formed between children and young people themselves that act as protective factors for young people. Finally, having the structures in place within the school, being confident about the legislative responsibilities vis-à-vis equality, and being able to be assertive in ensuring that people's rights are protected whilst relying on good dialogue with people in the community is critical.

5 Homophobic bullying

A number of teaching staff from secondary schools and staff working in auxiliary roles in a number of Local Authorities were interviewed in order to gather material for the case studies presented in this report. A decision was made by the Middlesex HAS team to not interview children or young people directly because of the ethical issues involved.

As with other reports that have been written, there was an established group of questions created for the purposes of ensuring the consistency of information collected across countries. The interviewers conducted semi-structured interviews in order that the narrative of the teacher or worker could be captured. This made the compilation of case studies a much easier task. The first section of the report presents four case studies with a short commentary about each of these individual case studies. The second section discusses one further case and identifies a number of themes emerging from the case study material as well as other interview material gathered for the purposes of writing this report.

The case studies above have raised a number of issues with regard to how schools respond to not just homophobic bullying, but all bullying within the school.

- Just having policies in place within a school is not enough.
- The culture of the school in terms of its response to all bullying is important insofar as how staff respond to the bullying that is reported to them.
- With homophobic bullying, people's own values and prejudices can also affect the way in which they respond. This can also be the case for other forms of bullying.

- For some children who are vulnerable for many different reasons, a multi-agency response is sometimes necessary
- All staff should have some basic skills in responding appropriately to children when they have experienced bullying behaviour. This includes being child focussed rather than procedurally oriented.

6 Proposals to deal with affective-sexual diversity and homophobic bullying

The specific focus for this report is to describe and discuss UK and in particular English best practice with respect to how English primary and secondary schools are seeking to address the issue of homophobic bullying in the school environment. To this end a series of interviews with school primary and secondary school staff were conducted with the aim of ascertaining a clear description of their school's best practice with respect to homophobic bullying. Purposive sampling methods were used, based on word of mouth and recommendations from respected colleagues with known expertise in this field. A number of case examples will be presented, and on the basis of this, some conclusions drawn as to what constitutes, based on these case studies, best available best practice.

Conclusions

These conclusions were drawn from the case studies themselves, from attending a number of Stonewall training events (see chapter 2.5), and drawing from best practice schools' conclusions from the Stonewall website.

- Acknowledge and realistically assess problems the school may have to begin with. Before starting, it's important for schools to acknowledge the problems they have and to explore the best ways to address them. Work to celebrate difference and diversity shouldn't just be a tag on, which would make it tokenistic and ultimately counterproductive. Instead, the best schools have looked at how they can integrate this work throughout their curriculum and school life.
- Leading from the Top: To address homophobic bullying effectively, a whole school approach is necessary with strong leadership from senior management and governors. The school leadership should take responsibility for communicating the importance of this work across the school community. Strong leadership shows pupils that these issues are being taken seriously and gives staff the confidence that they will be supported if problems arise. One problem that can arise is that occasionally, work around tackling homophobia is delegated to a single member of staff, which makes it both ineffective and unsustainable. Whilst it is perfectly appropriate for someone to lead and co-ordinate the work, it must be seen as the responsibility of

all staff across the school, and must be guided and supported by the School senior management team.

- **Involve pupils:** As well as involving their staff, the best schools are involving pupils in their work from the outset. Pupils help to inform anti-bullying work and shed light on exactly where intervention is needed. Involving pupils in the design of anti-bullying work also helps to get their support for the task itself. Some schools have used school councils as a way of doing this, which has led to the council members' becoming ambassadors for the work, and the pupil body becoming more self-policing.
- **Mention homophobic bullying explicitly in the school's anti-bullying policy:** Revise the school's anti-bullying policy so that it is visible to the whole school community through staff handbooks, student planners, the school prospectus and website, and on school notice boards. Ensure policies and procedures are consistently put into practice.
- **Record and monitor incidences of homophobic bullying:** expand your current recording and monitoring systems to include homophobic bullying, in the same way that racist bullying is recorded and monitored.
- **Implement training programmes for all school staff:** A major barrier to tackling homophobic bullying in schools can be the lack of appropriate training. Ensure all staff access training. Any support the school provides must be sustainable; the responsibility should not rest solely on lesbian, gay and bisexual colleagues' shoulders, or on the expertise of individual staff members. Training not only gives staff more confidence, but also makes them more effective strategies in anti-homophobic bullying (Stonewall's Celebrating Difference DVD is a concise training DVD for staff and can be easily integrated into a staff training day.)

In order to tackle homophobic bullying and ensure that language is used correctly, schools should ensure that young people are aware of the difference and diversity of family life. Part of achieving this involves having a curriculum that recognises that families vary in their configurations, and include same-sex parents.

- **Implement an inclusive curriculum:** Many traditional storybooks for young people excluded gay people and different families, focusing exclusively on heterosexual relationships. However, there are now a number of high quality children's books that feature same-sex parents and challenge stereotypes. Most schools will already stock a range of resources and teaching materials that reflect different people and cultures. Expand these and ensure teachers know about them and have training in how to use them. These books have been designed specifically for primary school children and are age appropriate. The books can form the basis of circle time, be integrated into learning exercises, or simply left on the shelves along with other reading books. The storybooks are adaptable and they can easily be used as the basis for activities, games and school plays as well as for story time.

- Display anti-homophobic bullying posters and signs throughout the school: Displaying Stonewall's Different Families posters is a good way for schools to get started. As well as sending out a visible sign that a school is a tolerant and diverse place, they act as a trigger for discussion amongst young people and make them aware that different types of families exist. The posters are also used by schools during circle time; young people are encouraged to look at the posters, draw their own family and then compare it with their classmates, to show them how all families are different. Alternatively, pupils use the posters as the basis for a discussion about what makes a family a family; pupils quickly realise that it's things like 'love', 'support' and 'how they treat one another' that matter, not who makes up the family.

1.5 P O L A N D

1 General introduction and methodology

The RAINBOW HAS project research activities in Poland included:

- Collection and analysis of Polish scientific data on LGTBI families and families with LGTBI children; selecting and describing most significant social events and practices (esp. political activists and discourses) that impact LGTBI persons' social position, with special attention paid to family issues; summarizing NGO efforts to promote diversity of family models as well as affective-sexual diversity in the sphere of education.
- Qualitative interviews with 10 parents active in the field of education (school associations, parents attending schools, and activists in the educational system). One of persons interviewed, Dr Joanna Tomaszewska, who trains teachers to talk about social exclusion, discrimination, difference, diversity etc. using specific narrative tools, was a beneficiary of European grants. Also, on the occasion homosexual parents were interviewed who are not always active in the field of education, most often due to their family situation.
- Case studies of children – victims of homophobic bullying at schools (5 case studies)
- Case studies of same sex parent families with children (8 interviews conducted, 4 included in the report) RAINBOW HAS Rights through Alliances: Innovating and Networking Both Within Homes and Schools.
- Lastly, focus groups were held with representatives of LGTBI associations, parents' associations, teachers etc. The social context made it impossible to maintain this methodology, so group interviews were held separately for each group of respondents and the points of view were compared and discussed by the researcher (so far 2 focus groups, 7 participants).

2 Context

There is not much academic data on the issue in Poland, especially regarding the psychological functioning and wellbeing of same sex parent families and families with LGBTI children. Authors who undertake this subject rarely refer to Polish research and data. This situation should soon change because the situation of such families has drawn the attention of Polish researchers and psychologists and some grants were admitted to examine the subject.

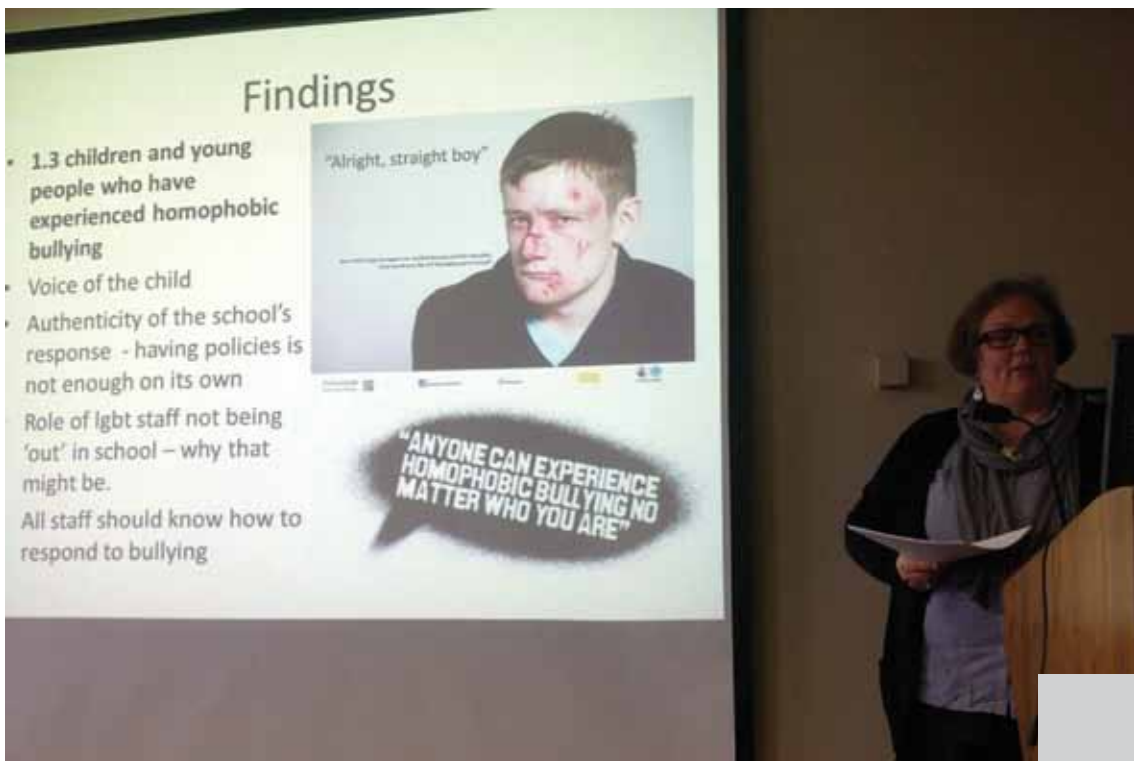
So far, most of the research and publications has been done by Polish NGOs, such as Campaign Against Homophobia and/or Lambda. Questions addressed concerning family and education dealt mostly with: 1. violence and bullying; 2. teacher training on antidiscrimination (The conclusion was that such education for teachers is not provided for them therefore is not required for them at any stage of their careers or their professional improvement. Although they do sometimes participate in such training programmes, it does not necessarily mean that they shape favourable LGBTI attitudes); 3. training materials for teachers of non-heterosexual students (mostly regarding the issue of the students' coming-out and further support for them). The research done by the Campaign Against Homophobia proved that both schools and universities and families are among most common places where violence takes place. The most frequent forms of violence in these spheres is: verbal abuse, blackmail, and threats of physical violence.

An interesting fact was noticed that teachers and students seem to live in separate worlds. Whilst teachers are convinced that they treat the subject of homophobia often and directly, students think the subject is rarely if ever dealt with in school.

In the context of bullying, the main source of support for LGBTI students, youth and families are NGOs. They provide psychological and legal care. So far they have also been the main institutions for educating teachers on antidiscrimination. Polish government agendas reflect both more caution and a more active approach on the subject as well.

3 Family discourse on affective-sexual diversity

Most heterosexual parents interviewed felt responsible for their children's sexual education and were mostly against compulsory sexual education at schools. If they do address the subject of body, physiology and sexuality, they do it in a very thoughtful way. If they don't (a minority of parents do not), it is because they are either waiting for a better time in their child's development or expect school to do it. Conversations on the subject may be initiated either by parents or children. Heterosexual parents avoid introducing the issue of homosexuality and may even be anxious that these conversations (especially in a school context) might be taken by the child to be a sort of 'instruction'. They often seem convinced that homosexuality may be a question of choice. They believe they would be supportive and understanding if they discovered their child's



homosexuality, but a conflict of values would occur. They do not seem to regret their child not having a traditional family as much as a certain rupture in the transmission of values within the family. Still, heterosexual parents seem supportive towards LGBTI couples and would vote for legal solutions for them. Surprisingly, some of them would also support the right to apply for adoption of children by homosexual couples (lesbian couples mainly). Still they believe that such families are different from the norm and that either school education or larger social discourses should try to mask this aspect. While nuclear and/or multigenerational families constitute the norm, heterosexual parents would still support changes in the educational system, such as single parenthood, divorced couples, and so forth, which would address diversity at large.

Homosexual parents seem to be at ease with the topic of sexuality. Some of them educate children at an early stage on physiology, procreation etc. Homosexual parents seem to be more convinced of need for both sexual education and antidiscrimination education in school. Still, they do not have much hope as they find Polish teachers conventional, traditionalist, and not devoted to their work. Heterosexual parents seem to agree that teachers cannot really be responsible for any antidiscrimination education as they are not credible. All parents underline the fact that teachers often depend on their supervisor's attitudes, which can either facilitate or block the teacher's own attitude. Therefore, all parents agree that teachers should be trained first. The context of religion turned out to be very important. Three aspects were mentioned: respondents' internal convictions and values, teaching religion at public schools, and

the Catholic church in Poland's influence on the community (including its influence within the educative system).

It is also crucial to take note of the conclusions that came out of the interviews to same sex parent families. First, most of the families were not really afraid of coming-out and were convinced society should be given a chance to learn. They therefore believe that such families should try to live more openly. At the same time, the families interviewed lived hidden in order to protect themselves from what might have happened or as a way of following the kids' "instructions" on how to deal with the situation. Same sex parent families often follow their children's wishes in the belief that the social burden falls mostly on the child. We also discovered that in the case of straight families the husband's reaction was a very important factor for the family's social wellbeing. In addition, same sex parent families rarely if ever (except for social schools) meet teachers to whom they would be willing to tell of their situation. Because teachers are generally perceived as not devoted, this seems logical. Why tell someone who does not care?

4 The educative community facing affective-sexual diversity

All parents agree on the fact that youngsters living in big cities in Poland and in small cities or villages have a totally different and almost incomparable social situation. Parents interviewed in Warsaw do not find homophobia in school and rarely hear of it. However they all agree that the word "faggot" is the most common name students call each other. Despite the fact that homophobia is perceived as rare, children living in same sex parent families hide their family situation. All of them (including children attending social schools) learn how to manipulate and avoid telling others. Also it can be seen that a child belonging to a minority (an LGBTI child or a child raised in a same sex parent family) risks doubling his or her minority status (for example as a minority not attending religion classes or participating in sacraments).

All parents think that the school subject "education for family life" is not the way to learn about sexuality. None of them were aware of or followed the subject syllabus. However, as the case studies of children who were victims of homophobia proved, the subject provides a good occasion for introducing discrimination and evaluating attitudes towards homosexuality.

Parents and students (in the case studies on children) report that teachers are helpless when witnessing homophobia. They seem not to know how to react, not to have the right words and sometimes even to be afraid of the bullier. All interviewees agree that these are especially teachers who need training before they start to introduce antidiscrimination practices. They require training mainly to explore and change their own personal attitudes and convictions about sexuality, gender roles and so forth, to enhance their verbal and linguistic skills (how to name things, what may be said, what should not be said), to identify common forms of homophobia (such as using popular names), learning how to work with the perpetrator and the victim.

It also seems that instead of referring to scientific data, teachers convey their own personal views and opinions on homosexuality.

5 Homophobic bullying

Data obtained during our field work shows that while on one hand Polish LGBTI youngsters do not generally suffer from or witness homophobia, on the other, when they do, the school staff is helpless and not prepared to deal with the situation and the teens are left alone. This leads to situations that are dangerous for the LGBTI youngsters, including suicidal attempts. It seems that supportive teachers may only be found in the context of low-level homophobia, whilst high-level homophobia comes hand in hand with teachers' incompetence in dealing with the problem and with their own prejudices. Denial and indifference seem to be one reaction and warm support another more rare reaction with nearly nothing in between. What a perpetrator risks is most often a conversation with the school principal about the behaviour. It is never the perpetrator who needs to change school, but instead the victim who needs, wants or chooses to do so.

6 Proposals to deal with affective-sexual diversity and homophobic bullying

Some of the main aspects in the strategies for dealing with affective-sexual diversity and homophobic bullying were:

- Training sessions should mainly be devoted to teachers. However, in order for them to be less dependent on their direct supervisors (the school principal), it would be important to assure them that the Polish authorities are moving in a pro-emancipation direction.
- Training sessions should address diversity at large and different family models, not just LGBTI families.
- More stress should be put on LGBTI youngsters' affective experience
- Work on language is needed.
- The teachers lack confidence about how to talk to the perpetrator, and this therefore should be an important aspect of the training sessions.
- There is a clear need to work in more traditional milieus, especially small cities and villages.
- Trainers should be well prepared and confident to talk about the religious aspects of LGBTI issues.
- It is extremely difficult to involve heterosexual parents who simply lack an interest in being part of the school in forming a LGBTI – heterosexual parent alliance. Introducing some common activities might be helpful (as the Italian section suggests).





Best practices introduction

This section presents the results of selecting best practices among support services and training on affective-sexual diversity and gender identity for families and on tackling homophobic bullying from the 5 participating countries: Bulgaria, Spain, Italy, Poland and United Kingdom.

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In total, 22 best practices have been compiled: 3 in Bulgaria, 6 in Spain, 7 in Italy, 2 in Poland and 4 in the United Kingdom. These practices demonstrate wide-ranging situations in each context regarding acceptance of the LGBTBI collective, specifically in the educational community and in families.

It was very difficult to find practices that met the challenge of implicating families in school activities and impossible to find experiences of families and teaching staff working together to tackle affective-sexual and homophobic bullying, confirming the conclusion of the research work (see chapter 1):

In the light of low numbers of best practices in these priority topics, the attention focus was widened and best practices were sought out in relation to other topics and strategies, as summarised below. It is important to mention that the majority of these practices match more than one of these lines.

- Awareness raising campaigns involving families, children and schools.
- Mentoring and support services for LGBTBI persons, their families and more general sectors such as children that are victims of violence or people at risk of social exclusion.
- Training on affective-sexual diversity. Several experiences aimed at teaching staff but also other agents, such as the police, municipal workers or families.

- Interventions and practices in schools to promote cohabitation and diversity and prevent homophobic bullying. It also includes educational programmes and creation and dissemination of materials on diversity, gender, sexuality and affective-sexual diversity.
- Experiences in working together and working in a network with a common aim, such as networks of lawyers for homoparental families.

It should be noted that several of the experiences compiled were the result of different agents working together, giving this project added value, as it sought to identify alliances and weave networks among different agents. Collaboration between public institutions and LGBTBI associations has come to light in several of these experiences; and participation from other agents such as university research teams, educational institutions, charity associations and embassies has also brought about successful experiences.

The best practices presented below have received positive assessment and have had a positive impact on their specific environments. We consider that they might provide the key to replicating experiences in other contexts, providing practical ideas or optimising similar interventions. They are presented schematically, following the same format: description, justification, aims and target population; specific issues, strengths, weaknesses and level of innovation; and mechanisms for working together and working in a network.

2.1 B U L G A R I A (CASE 1)

Type of Organisation:

Non-governmental organization (NGO)

Organisation Name:

Youth LGBTI organization "Action"

Persons interviewed and their roles within the organisation:

Nadejda Teneva

Project Title

"My Disclosure"

Project Justification

The stories portray the reality in which the homosexual, bisexual and transgender people in Bulgaria grow in the most real way - through their eyes and their words.

Project Aims and Objectives

The main purpose of the collection is to inspire courage in non-homosexual and transgender Bulgarians who are trying to overcome the psychological and emotional scars of their growing up. The collection was conceived to help those parents who are struggling with their prejudices and seek their way to their gay children.

Type of the intervention established

The project “My Disclosure” started in October 2010, when the first Bulgarian gay website, the disclosure, dedicated to LGBTI people and their families, was established. The founders’ desire was to bring together some tips and personal stories of ordinary people who share their experience with those for whom the process is still at its initial stage.

For its two years of existence the site www.razkrivane.org has been visited by over a 6000 different users.

The idea of removing the project from cyberspace and adapting it into a collection/book to those who do not have access to the Internet came about in 2012. The authors believe that this would be mark an occasion for initiating public discussion and public education on this important topic.

The 25 authors whose stories appear in the book/collection describe their experiences from infancy to the present day and beyond, returning to painful memories and telling funny anecdotes to share both the frustration that has hurt them and the support that has empowered them. They are all of different ages ranging from 17 to 40 years old. They grew up in different areas from Tutrakan to Sofia, and all had a different way of life – some were accepted, others met with resistance and even aggression. They all have taken a different direction in life – as a programmer, painter, student in linguistics, worker in the food business, lawyer, professional, military personnel and others. What connects them all is the courage to overcome their inner fears, to withstand external events and strive to live honestly and openly.

Target population and user information

- Homosexual, bisexual and transgender people who are unable to cope with the weight brought to bear from a very tender age by our deeply heteronormative and gender-fixed culture.
- Mothers and fathers, who, blinded by prejudice, stereotypes and the delusions of their own education, find themselves unable to hear the cry of their children. In their eagerness to help them, they cause them irreparable injuries.
- The general public, in order to promote the problems of people with different sexual orientation and their families.

Personnel involved in the project

The project for writing and publishing the book/volume “My disclosure” was implemented with the volunteer work of members of the LGBTI Youth (lesbians, gays, bisexual, transgender) organization “Action” and it is funded by the Dutch Fund to support youth initiatives “Alert” and “Fund 2012”.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

"Brings to light" the real problems of the people with different sexual orientation. Helps people to "not feel alone" and that there are many others who have been down and are going down the path of self-acceptance and disclosure. Highlights the role of the family in support of their children, harmonizing family ties and protecting them from violence and rejection.

Easy accessible on the organization's website to everyone who wants to read this book/ collection. Free download.

What were the project's weaknesses? How could the project be improved?

No weaknesses.

What is the degree of project innovation?

It was performed for the first time in Bulgaria and was the first-ever Bulgarian collection of personal lesbian, gay, bisexual and transgender stories.

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B U L G A R I A

(CASE 2)

Type of Organisation:

Social services for children, Municipal institution

Organisation Name:

Complex for Social Services for Children and Families at Risk in Bourgas

Persons interviewed and their roles within the organisation:

Maria Atanasova (Manager)

Project Title

Center for public support BLUE ROOMS FOR GIVING CHILDREN A FRIENDLY HEARING, witnesses in the trial. These rooms are also called "specialized". They are designed for giving children hearings, for taking part in legal procedures with audio and video recording equipment. The total number of "blue rooms" in Bulgaria is 13.

Project Justification

Children, victims, or witnesses of violence and crimes of all types, including children who have become witnesses or are victims of a crime due to homophobic attitudes and/or bullying.

Annually, about 50 children, victims of violence, are being served in the complex. The many years' experience with children, victims or witnesses of violence indicates that children's participation in a trial is extremely frustrating, because the meetings with them are usually conducted in the police or the judge's office. The practice shows that we should ensure a friendly environment for these children. Based on the preliminary surveys, the number of interrogations is expected to be between 15 and 20 per year.

Project Aims and Objectives

The aim is to avoid additional traumatizing of the child during the investigation and prosecution and also to defend child's rights and best interest because at the same time, the gathering of full and accurate information of a certain case is guaranteed in order for effective justice to be applied.

Type of the intervention established

The "blue room" is cozy and pleasant room for children where they usually play. The atmosphere is friendly, it doesn't make the child nervous, it evokes their trust and it helps them share their experiences. There, the specialist prepares the child, victim or witness of a crime for a hearing and/or to take part in the interrogation. During the interrogation, the attorney, the investigator, the defendant, a lawyer and other key persons who observe the process by audio and visual equipment remain in the other room. Both parties are in constant communication through specialized technical equipment.

In the criminal proceedings, besides the specialist, during the hearing the investigating police officer, and a judge in the civil proceedings, should attend. According to the method developed and approved by the Institute for Social Activities and Practices, the specialists prepare and hear the child on their own while the interrogation process is being observed by all key persons.

According to the legislation in force, the materials obtained during an interrogation, conducted in a "blue room" can be used as evidence in the trial. The use of "the room" for interrogating a child should be officially requested by the institution concerned about a week before the hearing. The room is at the legal authorities' disposal 24 hours a day, 7 days a week. Interrogations of children are being conducted according to the specialists' scheduled duties.

Target population and user information

The total number of children interrogated since these specialized rooms for interrogating children were established and until the end of 2013 was 120 (за България). Last year alone, the total number of children for whom it was relevant to be heard in the "blue room" was 300. Time is required for the service to work in coordination with all of the key persons and to be recognized in the professional community.

Personnel involved in the project

The personnel involved are psychologists, social workers, a judge, a lawyer, and police representatives. The Complex for social services in Bourgas provides all of the premises for the “blue room” which are properly furnished and equipped with the appropriate technical equipment. A multidisciplinary team of psychologists and social workers conducts individual consultations with the child aiming to overcome the trauma from abuse and to develop skills for recognizing and preventing aggressive behavior or a hostile and intolerant environment – peers, persons who are close. The teams also work with the family in order to develop positive parenthood, acceptance of the child as he or she is, and application of appropriate parental models for support and bringing up.

Specifics/Innovation

What were the project’s main strengths? What were the key elements for success?

- It works with the whole spectrum of reasons for child abuse, including abuse of a child raised by homosexual parents or violence in school or family due to their different sexual orientation (sometimes just because of a different look and behavior, without this necessarily means different sexual orientation).
- It generates an environment where the child feels safe and protected with a view to reduce stress and psychological traumas for children – both victims and witnesses.
- It improves the coordination between the different institutions, i.e. courts, the prosecution, the police, the town or city council, social service providers for children who are victims of violence based on discrimination. It improves children’s access to justice– victims, witnesses, perpetrators, who are in conflict with the law.

What were the project’s weaknesses? How could the project be improved?

- Friendly procedures during the hearing/ interrogation could be also applied in the legislation in force, but this depends on the subjective will and desire of the institutions involved;
- Implementing friendly procedures for children during the hearing requires multidisciplinary and multi-institutional approaches.
- A pilot practice must be legalized and legitimated and turned into a legally recognized package of services.
- Additional financial resources must be provided for sustainability and quality when developing these services.
- Applying a new practice requires a high level of skill by all parties involved.
- The government has to make efforts to introduce the new pilot practice into the whole country by bringing about the changes and requirements in laws and methods, i.e. for the application of the standards for interrogation/hearing of children participating in legal procedures.

What is the degree of project innovation?

- The multidisciplinary team and the established multidisciplinary network led to changes in the regulations and also to developing standards for interrogating children, victims or witnesses of crimes.
- The expert multidisciplinary groups of Complex have developed “Standards for interrogation of minors and under-age persons, participants in legal procedures.”
- Thirteen standards were adopted in total based on the European legislation ratified by our country in accordance with the UN Convention for Rights of the Child and the national legislation.

Partnership and Networking

Name and description of the services/organisations you have worked with

The prosecution orders the “blue room” must be used for conversation with the child.

The police and the prosecution request a judge from the court.

“Social support” Direction, “Child Protection Department” is the key social worker present at the meeting with the child because s/he takes care of the child’s well being and observes his/her behavior and emotional state.

Functions of the other services/organizations

Center for public support (CPS) – provides additional specialists in case the child needs them. For example, social workers, psychologists and pedagogues observe the child and provides him or her with individual support and counseling. The CPS also works with the parents and the child’s immediate environment.

Coordination models

There are 13 “blue rooms” in Bulgaria which function within the framework of different social institutions for children at risk. Coordination between institutions and specialists varies.

There is no official coordinating mechanism applicable throughout the country.

This initiative is still in its initial stage. The institutions and specialists gain knowledge during actual practice. The following weaknesses can be indicated:

- The lack of a coordinating mechanism that has been officially signed and agreed between the Departments and institutions
- At the moment, the hearing of a child in the “blue room” is not obligatory.

Checks and Assessment Models

Did you include an evaluation framework in the project?

Thus far there are none.

B U L G A R I A

(CASE 3)

Type of Organisation:

Association

Organisation Name:

"Dose of love" Association

Persons interviewed and their roles within the organisation:

Kamen Penkov (Chairperson)

Project Title

"Decreasing vulnerability due to potential hiv infection of men who have sex with othermen (MSM) by expanding the group's coverage with the full package of preventive interventions"

Project Justification

The basic needs that the project responds to are:

- Access to health and preventive HIV services within the MSM community, in accordance with the right of confidentiality and the specific individual's needs.

The current program is established on the basis of preliminary research on the actual need to work with the MSM group and the actual risks of infection and of the spreading the HIV/AIDS in the country. The MSM group was added a few years after the start of program "Prevention and control of HIV/AIDS" in Bulgaria in order identify the group's risks and needs. The cities with the highest level of risk were identified after preliminary research and consultations were conducted with stakeholders and institutions.

In order to receive adequate information, national and local research was undertaken periodically amongst MSM to identify the community's actual needs.

Brief description of the target group:

- Men who have sex with men, aged 15-45, and their partners.
- Groups with the highest risk of infecting others with HIV/AIDS among men who have sex with men: male prostitutes and their partners, drug users, men with many partners; migrants.

Groups often suffering from discrimination, due to public marginalization, are being described as "barely accessible" for the health, psychological and social work services.

Project Aims and Objectives

Main goal of the project: decreasing vulnerability due to potential hiv infection of men who have sex with other men (msm) by expanding the group's coverage with the full package of preventive interventions.

Over the years, many other unplanned goals have been achieved, but they are related to the real priorities and needs of the MSM community and aim to provide quality, adequate services for the other MSM sub-groups.

Type of the intervention established

The current project involves a variety of activities in the following directions: direct work with the target group, work with the professional community, and work with the public. More specifically, the activities include:

1. Mapping – Conducting a mapping exercise when developing a fieldwork plan, including clubs and places where the target group representatives gather.
2. Field work – Work within the MSM community in order to prevent the spreading of HIV and STD (sexually transmitted diseases):
 - Providing condoms, lubricants and others for safe sex;
 - Providing (group and individual) health consultations in order to decrease the vulnerability due to people with risky behaviour infecting others with HIV/AIDS;
 - Providing psycho-social counselling in order to maintain persons with risky behaviour stable in terms of their social and health status;
 - Providing health education materials;
 - Mediation with institutions;
 - Provision of opportunities for normal and better functioning of persons, living with HIV/AIDS;
 - Provision of support for maintaining decent living of people with HIV/AIDS.
3. Providing services for consulting and testing for HIV, Hepatitis B, hepatitis C and syphilis.
4. Providing services for diagnosis and treatment of sexually transmitted infections for the MSM community in the city or the region.
5. Training MSM group leaders.
6. Casework with members of the groups with the highest level of risk.
7. Maintaining a health educational service centre.
8. Maintaining a mobile medical office.
9. Working in an advocacy network for fieldwork with MSM, including organization of seminars, local and national meetings and campaigns.

Target population and user information

There is no difference between the target group and the real users.

Annually, the team contacts up to 1000 individuals between the ages of 16 and 70 with varying social status and ethnic origins.

The MSM group covers a broad population and includes representatives of different sub-groups:

- People who identify themselves as homosexuals;
- Bisexuals;
- Transsexuals;
- Prostitutes;
- Prisoners;
- Young people who experiment;
- Sub-groups according to ethnic origin;
- Tourists.

Personnel involved in the project

The project team consists of:

1. A Project coordinator
2. Two project assistants
3. A "Case work" assistant
4. A nurse
5. Community collaborators

Most of the project team has extensive experience in working directly with vulnerable groups on health and social prevention. Collaborators from the community who make direct contact and provide services for the least accessible groups of the MSM community are involved as part of the team.

Depending on their position, the people on the team have different duties and responsibilities.

The average age of the team members is 30 – 35 and most are well-qualified social workers and psychologists. There is also a nurse and sometimes a doctor attending to venereal diseases.

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Specifics/Innovation

What were the main strengths of the project/service? What were the key elements for success?

Main strengths of the project:

1. Work with extremely diverse and dynamic target group – flexibility.
2. Teamwork. Pooling from the many members of the "Dose of love" Association team.
3. Use and upgrading of the experience from various projects related to the target group.
4. Active collaboration with representatives of the target group in order to reach new contacts.
5. Work with members of the target group from various subgroups within the community.
6. Provision of quality services, proven through the years.

Key characteristics for success:

- Flexibility and adaptivity;
- Provision of voluntary, anonymous and confidential services directly within the community;
- Persistence, care for the clients and individualized approach.

What were the weaknesses of the project/service? How could the project/service be improved?

Weaknesses and challenges of the project:

1. Lack of sustainability, due to the donor.
2. Government bodies could recognize the target group as risky in terms of spreading HIV.
3. A variety of clients' needs and lack of additional projects to meet other specific social, legal and psychological needs.

Improving the project:

- Widening the work's focus and/or with additional health, social and legal services/projects.

Which is the innovation level of the project? Is it an updating of a pre-existent project or has it been implemented for the first time? If it was an updating, how was the process of innovation?

"Dose of love" Association has already implemented similar projects over the years, but on a smaller scale.



Some of the services currently provided are also part of other projects that involve, for example, working with key collaborators and working in prisons. The contacts established with members of the community were of great importance.

Partnership and Networking

Name and description of the services/organisations you worked with

Maintaining good partnership and working in networks are important indicators of the project's impact and sustainability. To date, our main partners have been:

- The Bulgarian Ministry of Health;
- The Bourgas Regional Health Inspectorate;
- National, international and regional NGOs working on the issue;
- Bourgas City Council, and many more.

Functions of the other services/organizations

There are also other missing organizations in the city and the region, working in the field, and more specifically with MSM. At the same time, under program "Prevention and control of HIV/AIDS, there is an established network of institutions and NGOs working on the HIV/AIDS.

Coordination models

The main coordinating mechanism for making decisions is established by the program "Prevention and control of HIV/AIDS in Bulgaria".

- National Coordination Committee – involves representatives of Ministries, NGOs and the target group;
- Ministry of Health – As a controlling body M3;
- Network of NGOs from other cities;
- Organizations of the MSM community and those affected by HIV/AIDS.

Assessment of the collaboration and coordination methods

The country's National Coordination Committee is democratic and well working body. Recommendations to improve the coordination mechanism could include the expansion and more active work with the various players, and the enhancement of opportunities for more intensive and active cooperation with the NGO network, within the Programme framework. Currently, the meetings are being conducted once a year, due to limited resources.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators were used?

The Program, Monitoring and Evaluation Unit, part of the Ministry of Health, is actively working on the monitoring and evaluation of "Prevention and control of HIV/AIDS".

The main indicators which are periodically monitored are:

- Number of individual clients reached in the field work;
- Total number of MSM who have completed training in leadership groups;
- Total number of people who have received voluntary consulting, free of charge, and tests for HIV and know their results;
- Total number of new persons reached by the “Conducting a case” service.
- Total number of condoms distributed.

The “Dose of love” association and the team working with MSM prepare an operative plan on an annual basis, which is being monitored and revised as needed in order to achieve the best possible results.

2.2 S P A I N

(CASE 1)

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Type of Organisation

Gipuzkoa Family Associations Federation

Organisation Name:

Baikara

Persons interviewed and their roles within the organisation:

Nekane (affective-sexual diversity trainer) and Garbiñe (Federation Chairperson and affective-sexual diversity trainer)

Project Title

Training, guidance and intervention on matters related to affective-sexual diversity intended for families, students and teaching staff.

These are the names of the training sessions on offer:

Aimed at AMPAs (parent associations): "Educating in affective-sexual diversity" (the name has been changed many times because families would not sign up)

Aimed at students: "Getting to know each other through games" and "Tackling challenges using games."

Teachers were not offered general training, but guidance and intervention work was carried out to meet their specific demands.

Project Justification

Baikara has included these sessions in its training for over 10 years. Despite being the least requested course, the Federation considers that it should be maintained because it is an essential pillar to further mutual acceptance and harmonious interaction.

Project Aims and Objectives

We can differentiate between two types of intervention: on the one hand, the general training courses intended for families and students on affective-sexual diversity and gender identity, and on the other, consultancy upon request for teaching staff and families on specific matters or conflicts.

In all cases, an attempt is made to involve all three actors, i.e. students, teaching staff and families, and adapt to their specific demands. This means that if a school requests training for the students, an attempt is made for the families to also receive training, or if the teachers wish to get involved in a bullying case, they will try to involve the family in the process as well.

The most specific types of intervention are:

Training for students: An average of 5 sessions per class. All the students in the classes take part. This training is mainly requested for secondary schools. They use a play-based methodology that works based on the children's personal experiences. They focus on bringing the group together in an attempt to make everyone feel accepted and valued in their different diversities. They also attempt to identify specific cases of bullying or children that need support or specific help, and to address it in a more personalised way in coordination with the teaching staff and in some cases with the family. If they need more guidance, they turn to LGBTBI associations (mainly Gehitu).

Training for families: The course falls within the training intended for AMPAs (parent associations) and Family Schools, and an average of two sessions are held. During the 2012-2013 school year, these workshops were run in 10 schools. This is the least requested course and is more feminised than the others. This training attempts to offer guidance and guidelines for families to educate their children taking into account the value of affective-sexual diversity. The persons interviewed assure that they are normally attended by families usually participating in courses for families and, more specifically families with the fewest taboos on sexuality. Families that suspect that their children might be homosexual, transsexual or might be suffering from homophobic bullying do not usually attend, and they show their fears and concerns about the topic in other training courses.

Syllabus: Emotions and sexuality (focussing on the influence of the emotional link in children's affective and social development) and gender. Subsequently, the training takes a closer look at affective-sexual diversity and gender, and attempts to answer specific queries raised by the families.

Intervention in specific cases: Normally it is the teachers who request guidance and advice to deal with a specific conflict. The sessions are voluntary and are held outside school hours. Most of the teachers take part. The sessions attempt to provide them with useful and practical

tools. Teachers sometimes seek collaboration and involvement from the families. In cases when the AMPA has also intervened, they assure that these are highly positive experiences once they all of the participants get past their mutual distrust.

Target population and user information

As explained above, the target population is teaching staff, families and students.

Personnel involved in the project

Baikara, the Gipuzkoa Family Associations Federation offers training and consultancy for school management teams and parent associations. Occasionally, LGTBI associations request advice from them on specific matters or invite them to the actual sessions to present their point of view.

Specifics/Innovation

What were the main strengths of the project? What were the project's main strengths? What were the key elements for success? What were the key characteristics for success?

- Baikara prioritises work with families and AMPAs and its proximity provides an incentive for them to participate. Despite the fact that this training is not in high demand, its mere existence means that the topic can be raised and discussed together.
- Baikara has assumed the policy of working on affective-sexual diversity proactively and as prevention for homophobic bullying and despite the low demand, it remains in their training offer.
- It offers a highly specialised, customised service to meet the specific needs and demands of each group or specific case. The dynamics are very practical, enabling tools for everyday life to be attained.
- Baikara carries out mediation work and promotes involvement and collaboration among students, families, AMPAs and teaching staff (When the Management Team requests training for students, they try to make sure that the families also receive training.). This provides continuity to the work done with students among the families.
- The methodology used with the students makes it possible to identify and find out about conflicts that have gone unnoticed for the teaching staff and to subsequently work on them with the teachers and even with the families.

What were the project's weaknesses? How could the project be improved?

- Lack of attendance of the courses on the part of families reflects a more general problematic issue.
- This course has the lowest demand among all courses offered by Baikara. This is related to taboos on sexuality and a lack of socialisation of the importance of educating in diversity. Demand depends on the personal involvement of any given member of the teaching staff or the AMPAs.

- If homosexuality/transsexuality is not accepted and homophobic bullying is not identified, the trainers find it difficult to afford effective, coordinated intervention.
 - Children deny that they are suffering homophobic bullying, they do not verbalise it.
 - Families that suspect that their children might be homosexual do not attend workshops on affective-sexual diversity.
 - Teachers can be reticent in attempting to involve families, because they see sexuality in the sphere of the family, of intimacy or of privacy.

What is the degree of project innovation?

Despite the fact that this training has been given for over a decade, it has evolved to adapt to newly emerging demands. The actual trainers have continued their own training and have changed their work methodologies to meet the targets more effectively.

Better adaptation to demands and specific conflicts in schools has been one of the key factors for success.

Partnership and Networking

Name and description of the services/organisations you have worked with

- AMPGYL (Asociación de Madres y Padres de Gais, Lesbianas, Bisexuales y Transexuales/ Association of Mothers and Fathers of Gays, Lesbians, Bisexuals and Transsexuals). During the 2013-2014 school year, they will be invited to family training courses to talk about their personal experience. Baikara has worked with them on previous projects.
- Town Council Equality Boards. They have promoted and subsidised training.
- Berritzeguneak (Centres Supporting Training and Educational Innovation). They have worked on intermediation between schools and Baikara.

Coordination models

There were no pre-established, systemised coordination models as the courses have emerged and changed on demand.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, what dimensions and indicators were used?

After finishing each training session, assessment sheets were handed out to participants. In all cases, the work carried out was highly praised, particularly the fact that the workshops were practical and adapted to specific needs.

Student assessment was performed through a mural. All participating children stated that perceived to be a change in their attitudes, and having felt part of the group is what they scored most positively.

S P A I N

(CASE 2)

Type of organisation:

Public institution set up by an agreement between the Basque Government Departments of Education and the Environment and funded by both.

Name of the organisation:

Ingurugela-CEIDA (Education and Didactic-Environmental Research Centres)

Person interviewed:

Angel and Josean who work at Ingurugela Donostia.

Project Title

School Agenda 21

Project Justification

Ingurugela-CEIDA has been working on environmental education in schools since 1994.

At the Rio de Janeiro summit in 1992, the Agenda 21 initiative was approved in an attempt to promote sustainable development.

Basque towns began to set up their Local Agenda 21 projects. One of the mainstays of these local initiatives is to provide an incentive for participation among the entire school community. School Agenda 21 was established in 2002 and Ingurugela-CEIDA, along with the local town councils, has been the institution in charge of promoting this programme in the Basque Country.

Project Aims and Objectives

School Agenda 21's aim is to develop and promote sustainability and schooling quality and to contribute to the town's sustainable development.

Type of the intervention established

The School Agenda 21 implementation procedure normally follows the pattern below:

The town council (from its Local Agenda 21 programme) invites the town's school management teams to join the School Agenda 21 programme. The people interviewed stated that in cases where the school did not participate it was because the teachers did not want to get involved or lacked the necessary resources (small schools, many other intervention programmes...).

Although public and grant-maintained schools participated in the project in proportionally similar proportions, there were some differences in their development models. In state schools, the teachers decided whether to join the programme, meaning there had to be widespread interest among the teaching staff. There was also more of a chance to free up some hours for the teaching staff. In grant-maintained schools, however, decisions were made by the

management. This meant that project involvement would depend to a large extent on this body.

Ingurugela promotes and manages the Local Agenda 21 in schools whose town councils that were not running the programme and where the school wished to establish it.

Target population and user information

Priority was attached to instating the programme in compulsory education (primary and secondary education), although infant schools and vocational training programmes have also taken part over the last few years.

Currently, 489 schools from the Basque Country, representing 80-82% of all schools, are taking part.

One of the programme's aims is to involve the entire educational community.

- The **teachers** enable the programme and adapt the curriculum
- The **student body** is the real centre of attention in all phases of their development and they get the chance to take active part in the decision-making processes. They analyse environmental problems, collect and process data, obtain specific commitments, promote activities, and make proposals and present them in the Municipal School Forums.
- The **families** participate in organisation and in a wide range of activities, plus they offer a responsible life model at home.
- **Non teaching staff** take part in the programme organisation, diagnosis and management.

Personnel involved in the project

- **Ingurugela:** Promoted and funded by the Departments of Education and the Environment, Ingurugela provides support and counselling, provides personnel and material resources to schools, and coordinates the participating centres.
- **Town Councils:** The town councils promote the School Agenda 21 within the Local Agenda 21 programme. In certain cases, they provide external consultancies giving technical support for schools (to enable meetings, make diagnoses, etc.).
- **Schools:** The schools carry out the project. In addition to the counselling they receive from Ingurugela and the external consultants, they may receive subsidies from the departments of the Environment and Education to perform School Agenda 21 actions.

Specifics/Innovation

What were the main strengths of the project/service? What were the key elements for success?

- Firstly, we should mention that one success factor was the great social awareness on the topic of the environment and sustainability. Furthermore, the topic has many options for a wide range of attractive activities tying in with people's everyday lives. A large number highly

varied people are aware of the issue although they come from different perspectives and different fields of work. This leads to consensus and agreements on basic issues.

- From our perspective, the main achievement of this initiative is that, although focused on students, it seeks to involve the entire educational community. Although it is difficult to carry out in practice, the need to work together and network is considered one of the project's mainstays.
- For an initiative such as School Agenda 21 to be successful, the work carried out at school should be continued at home. Therefore, families are asked to promote the environmental values worked on at school with their children and become real examples of how to behave. Families are made aware in this regard, they are given a responsibility in relation to their children's education, and we bring up the need for teachers and families to join forces and coordinate to work towards a common goal.

In addition, families can help run the programme through the Environmental Committee and specific activities. Families are therefore offered several types of coordination and cooperation with the school, not only working with the school tutor, but with other teachers and other families who are interested in the topic. In these instances, they do not participate as members of the Parent's Association but are motivated by a specific interest in the topic in question. The people interviewed stated that the families and other social partners are more involved in preparing and carrying out specific activities than monitoring an annual plan.

- School Agenda 21 is promoted, and in some cases led, by the town councils. This backing and enhances the project in both actual and symbolic terms. The fact that the mayor or a councillor is prepared to listen, answer and, in some cases, implement the students' demands provides motivation and support for the students and their families. In addition, the aims set by the schools are usually related to the town's environmental priorities. The initiative therefore moves beyond the school boundaries. Combined with the local identity and demands, other social partners from the town feel part of the project and thus become involved.
- A network was created for joint work between schools in the same town or district. The schools picked a topic that they were going to work on together, exchanged experiences, and together prepared the Forums where they were going to participate. In some cases, there was even a connection with students from other countries. This strategy of bringing together students from different schools under a common objective served as an enriching and innovative experience in formal education.
- Agenda 21 is a worldwide initiative based on the notion "Think globally, act locally". The School Agenda 21 is steeped in this concept. It joins forces to work towards a common goal and feel part of a worldwide current while at the same time reflects the local situation and both respects and brings out the value of local characteristics.
- The School Agenda 21 project was able to systemise and ensure the continuity of activities and projects that were already being carried out by a teacher.

What were the weaknesses of the project/service? How could the project/service be improved?

- The level of awareness-raising and teaching staff interest in the environment and sustainability will determine the success or failure of the initiative to a large extent. Sometimes all the work is delegated to the coordinator, or only the people who are the most aware of the topic get involved. Aware of this shortcoming, Ingurugela is attempting to train the entire teaching staff and to have tasks be distributed more democratically.
- Social participation's weakness is also reflected in School Agenda 21. Few social partners or families work systematically with the Environmental Committee. Those interviewed state that monitoring an annual plan can be abstract for them and that the level of participation increases greatly when they are asked to prepare and participate in specific or one-off activities. Therefore, they are attempting to prioritise this line of work.
- After having identified that when schools have been involved for a while, they become complacent and their work rate slows down, Ingurugela established the Sustainable School Certificate for schools that have been working on the School Agenda 21 for over 5 years. The certificate involves completing a self-assessment form measuring the extent to which the values promoted by School Agenda 21 have been absorbed. It also involves undertaking an audit. In the 2012-2013 school year, 26 schools applied, of which 24 obtained the Certificate.
- Finally, it should be mentioned that the bureaucratic work has been considerably reduced for teaching staff and procedures have been streamlined and simplified over the years that the project has been running.

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Partnership and Networking

These are the working groups and how they coordinate with each other:

Working groups to develop School Agenda 21 in the centres:

- **Environmental committee:** This is the participation body for the educational community. It may include representatives from various social groups: students, teaching staff, management team, families, non teaching staff (canteen supervisors, school bus staff, etc.) and members of the town council. In order for them to be the project's true protagonists, the number of student body members must always be higher than the sum of the other participants. The body's main functions are to plan action, make proposals, agree on commitments and perform assessment and monitoring. The body also starts up specific activities for which committees can be formed (excursions liaising with local mountaineering groups, for example). The ideal committee has between 12 and 15 members and meets at least every three months during school hours. In any case, its members and how it works will vary greatly depending on the school's characteristics.

- **Enabler group:** This group is made up of teachers and is in charge of the project's everyday organisation and enabling. It is used as a bridge between the Environmental Committee and the tutors. A coordinator is also appointed to liaise directly with Ingurugela and other schools in the town and the district through coordination meetings and over the phone and internet. This coordinator usually has some hours freed up, particularly in public schools. For the last few years, they have required special training on the environment.

School Agenda 21 Inter-school working groups:

- **Coordination meetings:** These mark opportunities for cooperation between the town or district schools. The programme coordinators get together from each school and receive counselling from Ingurugela. Each year, they pick a specific topic to work on in the town or district's schools (topics such as sustainable mobility or responsible consumption). An average of 6 meetings per school year are held.
- **Inter-school forum:** This is a body of students from the district or town schools' Environmental Committee. It is intended to prepare the Municipal School Forums which are annual.
- **Municipal School Forum:** In this Forum, the students present the commitments acquired, results from the work carried out throughout the year, and proposals for the local representatives (mayor, ministers, etc.). They hold an annual Forum.

Two online platforms for coordination and collaboration alternate:

- **Moodle:** All schools running School Agenda 21 take part and each coordinator manages access to its school. This platform includes the following sections: information and news; municipal participation; planning, notifications and documents; and best practices in addition to other resources where there are forums on specific topics such as "The School Vegetable Garden" or "Local Agenda 21 for Vocational Training" involving schools sharing the specific initiative. In practice, the platform is mainly used to share experiences and materials.
- **IRAES network:** Virtual worldwide network to promote student participation in schools that have been awarded the Sustainability Certificate. Students from roughly 20 schools in the Basque Country are currently taking part and use the network to find out about other experiences.

Coordination models

One of the main pillars of the School Agenda 21 is to promote the entire educational community's participation. In the class presentation meeting, the form tutor explains the annual plan for the School Agenda 21 to the families and asks them to provide continuity at home for the work carried out at school. In addition, s/he encourages them to take part in the Environmental Committee and the activities. In some schools, letters are also sent out during the school year to report on the project and invite parents to take part in the activities.

Although they do usually participate in specific activities, the difficulty of involving families systematically in practice was acknowledged.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators were used?

Assessment runs throughout the school year but the end of this period is the appropriate time to assess what has been done and find out the extent to which aims have been met.

The assessment is run by the Environmental Committee and is shared in the coordination meetings and centralised by Ingurugela. It involves three steps:

- An initial assessment/diagnosis.
- Assessment of the Plan of Action through indicators assigned to the improvement objectives.
- Final assessment through the delivery of the June report. The entire project, including both its progress and the achievements made, is assessed as a whole.

Interest for RAINBOW HAS

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There are many differences between the environment and affective-sexual diversity topics insofar as awareness and the path they have taken in formal education. Although the Rainbow Has project does not aim to structure a project as ambitious as Local Agenda 21, this analysis was interesting nevertheless to determine the conditions for running an initiative properly and potential limitations in aiming to involve the entire educational community within the framework of formal education. Below, we will highlight aspects that Rainbow Has might consider, related to the lessons learned from School Agenda 21.

Firstly, we should mention that a great political and governmental drive was required to carry out the School Agenda 21 project, both from the departments of the Environment and Education and from the town councils and other institutions. In addition to equipping the project with the necessary material and human resources (Ingurugela, training, freeing up hours, on-line platforms...), these bodies have served to provide the initiative with backing and legitimacy. We consider that this experience proves it necessary for stable structures to be established and promoted by the institutions to systematise, coordinate, expand and bring to light perspectives, awareness-raising and intervention in schools.

In addition, the School Agenda 21 experience is based on a common worldwide ideology and adapts the work to local context. This perspective is easy to apply to a project such as Rainbow Has which is based on a European initiative and must be adapted both to the Basque cultural context and to the specific situation of each town and school.

In addition, seeking involvement from the various players in the educational community is one of the School Agenda 21's mainstays. The models for participation and coordination between different social players that we have described and the thoughts about its potential and

difficulties that we have compiled may be interesting for Rainbow Has in its work with families, LGTBI associations or other social players.

Finally, we should mention that experience in this project has demonstrated the need to maintain two lines of work vis-à-vis the teaching staff. First it is important to have staff who are trained and involved who lead and coordinate the activities and have and time freed up for this whenever possible. Secondly, there is a need to support the management team, the teaching team, and other staff members involved in carrying out the programme in different spheres.

S P A I N

(CASE 3)

Type of Organisation:

University research team, associations and schools.

Organisation Name:

The Department of Social Anthropology at Madrid's Universidad Complutense, working with the *Spanish Federation of Lesbians, Gays, Transsexuals and Bisexuals* (FELGTB), the *Asociación Transformarse para Transformar* and *Google*. Other players from the educational field such as schools, teaching staff and students were also involved.

Persons interviewed and their roles within the organisation:

Farapi, according to information compiled in the project blog and an interview with Uge Sangil, project participant.

Project Title

"Diversity and cohabitation: an educational opportunity" is the name of the study.

"Sexual diversity and harmonious interaction in schools" is the name of the audio-visual material created for distributing the study results.

Project Justification

Both the research team and the different FELGTB members saw the need to ascertain how the perception of sexual diversity has changed socially, and in particular the extent to which homophobic bullying persisted in educational centres after eight years had elapsed since marriage equality was enacted.

Furthermore, a need was perceived for an agreed framework for collaboration to study sexual diversity as it relates a wide range of other types of diversity (cultural, physical, etc.). This view had not been encompassed in previous research on the topic.

Project Aims and Objectives

The project aimed to analyse the impact of homophobic bullying in schools and to tackle teacher attitudes and practices in the light of affective-sexual diversity.

Type of the intervention established

A lead group composed of the research team (6 persons) and 3 FELGTB representatives was established. Firstly, research was carried out to examine the teaching staff and students' discourse, attitudes and practices concerning diversity and harmonious interaction in the classroom. Close attention was paid to any focus on affective-sexual diversity.

A qualitative and quantitative methodology was used. 250 questionnaires were collected from educators and 3236 questionnaires were completed by secondary, sixth grade and vocational training students. Participant observation techniques were also used in addition to workshops involving almost a thousand children from infant and primary education.

After analysing the data, a research report, another 12 page report summarising the results, and two audio-visual documents were prepared to distribute the results. The first audio-visual (2:57 minutes) presented the main data obtained in the study while the second (18:13 minutes) compiled best practices for respecting sexual diversity in schools.

In addition, a blog (<http://presentacionidyc.blogspot.com.es/>) was set up to explain the project and upload all of the supports, and public presentations were made to broadcast the research results (in cities including Madrid, Melilla and others in Gran Canaria).

Target population and user information

The project was mainly aimed at schools and teaching staff plus government bodies with jurisdiction over education. It also intended to raise awareness on the topic among the general public.

Personnel involved in the project

Mentioned above.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The project's main strength was having managed to produce a piece of research that can be used as a basis for introducing the status of affective-sexual diversity and harmonious interaction in schools in order to in turn identify challenges, best practices and lines of work where progress can be made.

In addition, dissemination involved formats targeting government bodies, teaching staff, youth and so forth and this facilitated enlisting many people.

Joint work between the research team and the Federation (FELGTB), including the

participation of 47 associations, made it possible to reach a large number of people and players which participated in the research and were involved in disseminating the project.

What is the degree of project innovation?

The main weaknesses consisted of a lack of resources, meaning the research results could not be disseminated as much as we would have liked.

Impact was not up to scratch either because the government bodies did not become involved in promoting the lines of work established in the project.

What is the project's level of innovation? Is it updating a previous project or was it implemented for the first time? If it was an update, please comment on the innovation process.

Regarding the methodology, the massive use of on-line questionnaires was noteworthy as it enabled the collection of a great amount of information from different contexts (geographic, educational, etc.). The Federation (FELGTB) association networks and personal contacts were very important for this task.

As far as contents are concerned, homophobic bullying was analysed in a context with other types of discrimination that also take place in schools, and sexual diversity was examined in relation to a range of types of diversity (cultural, physical, etc.), which is an innovative approach.

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Partnership and Networking

Name and description of the services/organisations you worked with

Department of Social Anthropology from the Madrid's Universidad Complutense: promoted the project, participated in the lead group, designed and carried out the fieldwork and analysis, prepared the result reports and collaborated in the dissemination.

Spanish Federation of Lesbians, Gays, Transsexuals and Bisexuals (FELGTB): participated in the lead group, contrasted the research techniques and supports, sought out participants for the study and took charge of coordinating and managing the dissemination of results.

Asociación Transformarse para transformar: worked actively with the research team and on the dissemination tasks.

Google: collaborated in the audio-visual part.

22 Schools: participated in the fieldwork with varying levels of involvement.

Coordination models

There was a lead group composed of a 6-person research team and another 3 representatives from the Federation (FELGTB). Occasional meetings were also held with other players.

Assessment of the collaboration and coordination methods

The coordination methods were very popular. Roles and responsibilities were well defined throughout the project and communication was smooth and effective.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators were used?

None

S P A I N

(CASE 4)

Type of Organisation:

Mainly schools, networking with families and LGTBI support services.

Organisation Name:

Colegio Nuestra Señora de las Mercedarias. Gasteiz/Vitoria.

Persons interviewed and their roles within the organisation:

Person interviewed: Mother and school tutor during the 2012-2013 academic year.

School tutor for 5-6 year old class and mother of a 6 year old transsexual girl.

Project Title

School intervention procedure to prevent homophobic bullying concerning a transsexual girl.

Project Justification

The need revolved around the fact that a girl would be involved in a transsexuality process and it was considered that this might bring about homophobic bullying situations.

There were two incidents that alerted both the school tutor and the mother. A canteen carer told the girl that her mother had made a mistake by putting her in girls' underwear. Also, another older boy made fun of her in the canteen, asking whether she was a girl or a boy and asking her to pull her trousers down to prove it. These incidents proved the need to tackle the topic and carry out information and awareness-raising work in the school.

Project Aims and Objectives

The main aim was to prevent homophobic bullying of a transsexual girl.

The secondary aims were:

- To explain transsexuality and raise awareness among the children in the girl's class, their families and the teaching staff in contact with her.
- To work to encourage affective-sexual and gender identity freedom throughout the school.
- To raise awareness and train girl's classmates' families to explain transsexuality to their children.

Type of the intervention established

Background:

- Patricia was born with a boy's body and has verbalised from a very early age that she feels like a girl and has attempted to act accordingly (asking for girls' clothing, feminine toys and games, changing her name to a girl's name, etc.). The family attempted to deny this situation or wait for her to get over it until the situation became untenable. They then began to find out more about transsexuality, they visited the paediatrician, EMAIZE (sexology consultancy service) and various psychologists and psychiatrists on the recommendation of Berdindu (Basque LGTBI Care Service, attached to the Department of Employment and Social Affairs).
- The family informed the school tutor that they intended to make their daughter's transsexuality public and they received full support from the tutor.

Intervention plan:

At the school, there was no protocol on how to act in these cases, and as the girl's family and school tutor perceived a risk of homophobic bullying, they decided that they had to come up with a way of intervening at school, of raising awareness and providing training on transsexuality. This procedure was not systemised and did not follow any pre-determined steps but did adapt to needs as they emerged and follow advice from various LGTBI support services.

The steps undertaken and the key points can be summarised as follows:

- Prioritising the family's needs, requests and pace.
- The family and the school tutor should drive the procedure, working together and coordinating on an on-going basis.
- Contact with educational institutions and institutions defending Human Rights and children to request consultancy and informative material. The Ararteko (Basque Country Ombudsman) and Berritzegune (Basque Government support service for innovation and improvement in education) were contacted.
- Advice, support and training from LGTBI associations and LGTBI support services: Berdindu.
- Seeking support from School Management.
- Meeting with families from the girl's class and the parallel class to talk about the specific case, inform and raise awareness on transsexuality, explain the contents that would be dealt with in the classroom with their children and get their support. This session involved: the form tutor (trusted person), the family of the transsexual girl (to talk about their personal experience) and an expert on LGTBI matters (to raise awareness, train and answer any questions).
- Drawing up support material: in this case, a children's story prepared by the family and the school tutor that explained transsexuality without naming the specific girl.

- A session was held with the children in the transsexual girl's class using the material to explain transsexuality impersonally.
- Awareness-raising training sessions were held for people in the school who were most in contact with the girl, i.e. students from sibling's class and teaching staff who taught her classes. In this school, the goal for the 2014 academic year is to develop a training plan to be used by all teaching staff and students in the school.

Target population and user information

- The target population was the school's teaching staff (at different levels), the students (starting with classmates potentially expanding the target to cover the entire school) and families from the girl's class and the parallel class.
- At no point did the project consider involving the school's AMPA (parent's association) or other agents from the school other than the teaching staff (canteen workers, after school clubs, etc.).

Personnel involved in the project

These were the people and the agents who contributed to the school intervention:

1. **The family of the transsexual girl:** The mother played an active role throughout the process and set the pace of the procedure. She coordinated with the school tutor and has used different LGBTI support services.
2. **Tutor:** provided support and was an ally for the family at all times and acted as a mediator between the family and the management team. She took training sessions on transsexuality.
3. **Berritzegune and Ararteko:** Their members provided training for the teaching staff and took part in the family information sessions.

Partnership and Networking

Name and description of the services/organisations you worked with

Family, Management Team, Aldarte, Errespetuz (administrators of the Berdindu service), Ararteko and Berritzegune.

Coordination models

Different meetings were held among the players involved. There was no lead group or formal leader for the procedure. The mother set the pace.

Assessment of the collaboration and coordination methods

Because there was no established coordination method, we might think of ways to improve this work in a network as programmes might have been duplicated and conflictive situations arose that might have been avoided by having defined each player's participation properly in each meeting.

With a view to the 2013-2014 school year, a support group has been set up composed of some of the school's teachers. They will receive training on transsexuality and will monitor the case. In this way, the school already has an internal contact point (between the school and the teaching staff), plus contact with the family and the rest of the players involved (LGTBI support and educational services).

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The following may be considered the procedure's strengths that have contributed to its success:

- The tutor was involved throughout the process and prioritised the family's needs and pace and mediated with the management team. The trust and good working relationship between the mother and the tutor was a real success factor.
- The management accepted that the intervention should adapt to the family's needs and pace.
- The LGTBI support services carried out awareness-raising training and were involved in monitoring the case.
- Support was sought among families in the surrounding area. Help was provided to inform them and turn them into allies to prevent homophobic bullying.
- Public and educational institutions intervened (Ararteko and Berritzegune) and worked appropriately to offer support and educational material and provided information on the Berdindu service.

What were the project's weaknesses? How could the project be improved?

- The procedure was not systemised and a protocol was not drawn up to prevent and manage homophobic bullying in the future.
- The awareness-raising work was highly focussed on preventing homophobic bullying for one girl in particular and although the plan is to extend the training throughout the school, there is no overview highlighting diversity.
- Other than teaching staff, no further school agents were involved, such as after-school club instructors or canteen staff. Taking into account that the incidents that led the family and the school tutor to intervene took place during canteen services and, in one case, involved a canteen worker, it could be considered that the intervention did not cover the entire spectrum of agents in contact with the girl within the school.
- There proved to be internal conflict due to differing views among the LGTBI groups during the process and this did not help working together.
- The family felt that some organisations participating in the intervention did not listen to them or value their opinion. This might lead us to believe that both the opportunities and actors that have to participate in them should be better defined and designated.

What is the degree of project innovation?

This is a procedure that was implemented for the first time, but the LGTBI associations and support services' experience helped by providing key points from similar interventions.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators have been used?

No evaluation method was established because the procedure was not envisaged beforehand. Decisions were made as needs arose.

In any case, it should be mentioned that both the mother and the school tutor (the people interviewed) evaluated it very highly.

S P A I N

(CASE 5)

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Type of Organisation:

UPV-EHU. University of the Basque Country Department of Sexuality Psychology.

Persons interviewed and their roles within the organisation:

Javier Gomez-Zapain, lecturer at University of the Basque Country.

Project Title

Sexumuxu is a project to incorporate sex education into the education system. It is based on supporting the development of the curriculum in this subject and on new information technologies.

Project Justification

In 2009, the Basque Parliament urged the Basque Government to develop instructions on the Sexual and Reproductive Health Act in the field of prevention. The Government adjudicated this task to the Department of Healthcare, which in turn commissioned the University of the Basque Country to draw up a project, prior to a public call for tender. The project was designed by the Department of Sexuality Psychology during the 2010-2011 academic year and was led by Javier Gómez Zapain, who already had experience both in carrying out and developing similar initiatives⁴.

⁴ Among other initiatives, he promoted the Uhinbare project that aimed to integrate sex education in the draft curriculum for Compulsory Secondary Education schools. Uhinbare began in 2000 and since then, 80 schools have taken part.

The project design was completed in 2011. Its launch coincided with the change in government, and the new government paralysed the initiative, arguing that it envisaged producing a complete education plan that would incorporate Sexumuxu in it.

Project Aims and Objectives

The main aim of the initiative is to make sure that the students finish compulsory secondary education with the skills they need to regulate their emotional and sexual needs.

Type of the intervention established

The Sexumuxu initiative has two main strands: a proposed curriculum that included sex education and a videogame for students to work on sex education.

A preliminary study known as “Sexuality in adolescence in the Basque Country Autonomous Community. Profiles of sexual behaviour and state of sexual education in Compulsory Secondary Education in the Basque Country” was carried out to ascertain the status of the issue.

The main project material is the *Teacher's Guide* featuring basic contents on sexuality and psycho-social development for adolescents and key points for including sex education in the educational system. Curricular material for secondary school subjects is also available.

In addition to the *Teacher's Guide*, Sexumuxu work-packs with informative material for teachers and students were also made available. The “Orientation of erotic desire” work-pack looks at heterosexuality, homosexuality and homophobia. Along with the work-pack topics, there are a total of 12 Sexumuxu activities including questionnaires, videos and other interactive, dynamic and experience-based activities.

Also available was the Sexumuxu application providing a series of audio-visual resources designed to develop the skills one needs at the start of affective and sexual relationships. It is a video-game made up of a series of progressive activities. Students learn by performing tasks based on acquiring knowledge and sharing the emotions that emerge in everyday situations.

The project also considered running teacher training sessions that did not go ahead in the end due to lack of involvement from the Department of Education. In any case, once the Sexumuxu design was complete, it was presented to teaching staff via Berritzegune. Various counsellors were invited and around 40 people took part.

As explained above, once the design was complete and all the material had been produced, the new government did not continue to back the project. The Department of Sexuality Psychology decided that a support where all the materials produced could be presented and the videogame could be accessed was necessary, and therefore it decided to create a website with the project's own funds. It is currently still updating the on-line platform, spreading the word and, orientating anyone who requests information. In addition, the website has included new contents such as links to other projects related to sex education (such as RAINBOW HAS or guides to prevent HIV/AIDS, sexually transmitted diseases and unwanted pregnancies) and a section for families. Therefore, the Sexumuxu project is currently brought to life on this website.

Finally, we should mention that although public institutions are not directly promoting it, the Department of Healthcare offers it on its website and the Berritzegunes offer it to schools or teachers requesting training or materials on topics related to sex education.

Target population and user information

The proposed curriculum is aimed at compulsory secondary education students (between 12 and 16 years of age). The Sexumuxu digital platform, in turn, focuses on 3rd and 4th year secondary students.

The initial initiative did not envisage working with families at all. However, when the website was set up, some schools suggested that there could be a section for families (in addition to “teachers” and “students”). In this way, the families are brought into the spotlight and they can find out about the sex education contents that their children work on in schools running the Sexumuxu initiative. Answers to common questions such as “Why don’t my kids want to talk about sex with their parents?”, a sexual education bibliography for families, Sexumuxu work-packs (based on material worked on in class) and linked to the Osakidetza Sexual Health Service are all available on the website.

Because there has been no structured, systematised implementation of the initiative, it is impossible to obtain participation data. Javier is aware that it has been run in at least 2 schools in Gipuzkoa and that there are several schools in Biscay that have also implemented it. In addition, internet access data shows that it is making a big impression in Latin America. This lack of communication makes it difficult to compile user evaluations and suggestions.

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Specifics/Innovation

What were the project’s main strengths? What were the key elements for success?

- It is not a sex education programme but a project to include sex education in the education system. It therefore has a more comprehensive, transforming view than other intervention programmes that focus on implementing specific contents or seeking out participation from external advisors on sexuality issues. Sexumuxu aims to integrate and share programmes, not turn them into silos.
- The Sexumuxu website is an example of this integrating view and of its permeability with respect to other projects because it has direct links to other sex education initiatives. According to the people behind it, the initiative could become a database where different entities and associations might pool their projects and strengthen their networks to coordinate and work together.
- One of the main conditions of Sexumuxu was that it need to be based on ICT and have an interactive methodology. This model is attractive for students and enables them to use it in a variety of situations.

- In September 2013, it received an award for its excellence and innovation in the governmental programmes category from the Worldwide Association for Sexual Health. This award affords great prestige and value to the initiative and might be an incentive for the institutions to promote it.

What were the project's weaknesses? How could the project be improved?

The main difficulties encountered were institutional. We will mention the most important below:

- From the start there were disagreements between the Departments of Education and Healthcare as each prioritised their particular interest that did not favour consensus.
- The change in government paralysed the initiative's development and today the website continues to run thanks to personal implication from its designers. This experience demonstrates the institutions' vulnerability in terms of carrying out continuous processes and the need for people who are particularly committed to the issue as well as institutional backing.
- Government regulations are very strict regarding the use of new technologies. The website is currently a private domain, but if it becomes public, modifications will be so time consuming and expensive that it will be impossible to keep it up to date and dynamic. Another example is that the website could not be called "Sexumuxu" because the word "sexu" set off pornographic content detection alarms.
- Schools are underequipped with new technologies and therefore unable to use on-line programmes such as Sexumuxu. The videogame platform was too cumbersome and ran too slowly on the computer systems in most schools and this posed a clear obstacle.
- Both the promotion and implementation of Sexumuxu currently depends on the interest that it arouses among teachers who are aware of the issue. Because it aims to include sex education in the curriculum, the entire school needs to be involved in developing it. The previous project, Uhinbare, was implanted in schools where teachers expressed an interest, but because schools do not have a great deal of teacher stability, it was difficult to maintain and it petered out.
- As it is not systemised and does not have evaluation models, it is impossible to know how it is actually being used and how users rate it.

Checks and Assessment Models

Did you include an evaluation framework in the project?

A tool for evaluation is currently being produced and is in the validation phase. It assesses skills rather than knowledge.

Type of Organisation:

Assistance service promoted by the Basque Government Department of Employment and Social Affairs through the associations Aldarte, Errespetuz, Gehitu and Guztiok.

Organisation Name:

Berdindu

Persons interviewed and their roles within the organisation:

Farapi, via an interview with Jesús Estomba from Gehitu.

Project Title

Berdindu, information and assistance service on sexual diversity and gender issues.

Project Justification

On 4 February 2000, the Basque Parliament Plenary session approved a motion requiring the Basque Government to set up an Information, Assistance and Counselling service, working with the Provincial Governments and main Basque town councils, for lesbians and gay people and their immediate families.

On 4 November 2002, the Basque Government established the Berdindu Service (Basque Assistance Service for Lesbians, Gays, Bisexuals and Transsexuals), falling at the time under the Department of Housing and Social Affairs, and now under the Department of Employment and Social Affairs.

Various LGTBI associations already provided assistance and counselling services beforehand such as the Ínfasis service by Gehitu or the Aldarte association. Until 2010, they continued this role in parallel to the Berdindu service. That year, it was decided that the service would be managed through the different associations operating in the three provinces.

During the first decade, the service focussed mainly on LGTBI persons and their closest environment, but from 2013 onwards, new services were created to cover newly identified demands. Berdindu Eskolak was established to cover a growing demand for training and personalised counselling. The demand came from schools in the Basque Country with LGTBI discrimination problems and transsexual minors and also stemmed from an interest in integrating the Sexual Diversity perspective. Berdindu Familiak arose as a support group and a point of reference for families with LGTBI children.

Project Aims and Objectives

The project's general aims were equality for everyone, regardless of their sexual orientation or gender identity, and eradication of any expressions of lesbophobia, homophobia, biphobia and transphobia in all contexts.



The project therefore provides information and counselling to different actors on issues related to affective-sexual diversity and gender.

Type of the intervention established

Information and assistance is provided to lesbians, gay people, transsexuals and bisexuals as well as the people around them. Information and assistance is provided to the educational community and society in general in an attempt to eliminate homophobia.

There is a travelling service in addition to three headquarters in the three Basque provinces.

It offers different services depending according to the actor it is dealing with:

- **Berindu for Persons:** Offers assistance and counselling to lesbians, gay people, bisexuals and transsexuals, as well as the people around them, in relation to any issue stemming from sexual orientation or gender identity. It also provides advice for designing and proposing equality and non-discrimination policies on homosexuality and transsexuality. It targets public administrations, the field of educational, businesses, associations and so forth. It runs Aldarte in Biscay and Araba and Gehitu in Gipuzkoa.
- **Berindu for Schools:** Offers counselling and training to teaching staff in schools who are interested in working on sexual diversity, in including it in the curriculum, or who come up against LGTBI discrimination and homophobic, lesbophobic and transphobic bullying problems. The assistance and training is intended for guidance counsellors, consultants,

school management teams and teaching staff in general. The service is currently run by Guztiok.

- **Berindu for Families:** This service aims to provide a point of reference and serves as a mutual support group for families including minors with non-standard gender behaviour. It intends for participants to exchange similar experiences and offer mutual support. Its functions include helping to channel contradictory emotions generated in families, to arrive at group solutions to promote safe environments (school, park) treating minors with care, providing families with opportunities and a sense of security that do not exist in other social fields. The families currently meet one Sunday a month. The service is run by Aldarte.
- **Berindu on the road:** This is a travelling service that moves to wherever people need support or advice. It is run by Errespetuz.

It also offers materials on LGTBI issues and resources for different players (families, teachers, etc).

Target population and user information

The aforementioned agents.

Personnel involved in the project

The persons involved in the project are members of the associations who provide this service: the Berindu Pertsonak service is run by Gehitu in Gipuzkoa and Aldarte in Biscay and Araba; the Berindu Familiak service is run by Aldarte; the Berindu Ibiltaria service is run by Errespetuz; and the Berindu Eskolak service is run by Guztiok.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The main strengths consist of the fact that this is a service that brings together many of the Basque Country's LGTBI groups and, in joining forces this way, the project becomes more consistent and stronger. Having the various associations' work centralised in a single public service has made for a qualitative leap.

The project also ensures that the LGTBI groups themselves are the ones who identify needs and demands, and progressively integrate them into the service so that they are updated and improved (such as incorporating Berindu Eskolak).

What were the project's weaknesses? How could the project be improved?

One of this project's advantages also represents one of its main weaknesses. The fact that there are several associations working together requires great coordination and the ability to reach agreements. Although much progress has been made in terms of coordinating the different entities and seeking their direct collaboration, a greater effort is required.

In addition, the different associations at times have ideological differences regarding how to treat some cases or issues and this has generated some disagreements and internal debates. According to the person interviewed, the challenge will involve bringing out the value in all this diversity of approaches and views.

What is the degree of project innovation?

As previously stated, the associations had already offered counselling services before, but Berdindu has managed to bring together the various entities within a public service framework.

Partnership and Networking

Name and description of the services/organisations you worked with

Aldarte, Errespetuz, Gehitu and Guztiok are the associations offering the service, although it occasionally works with other entities as well.

Coordination models

Each Berdindu line of work runs reasonably independently, and at the end of the year, they are all included in the annual report. Although it is not systemised, there is greater coordination within the three entities run by Berdindu Pertsonak (they share reports, cases or opinions, etc.).

Assessment of the collaboration and coordination methods

As previously mentioned, although great progress has been made in internal coordination, this continues to be one of the service's main challenges.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators have been used? What results did you obtain?

The evaluation is performed in the annual report.

2.3 I T A L Y

(CASE 1)

Type of Organisation:

Non –profit association

Organisation Name:

Avvocatura per i diritti LGTBI–Rete Lenford (Advocacy for LGTBI rights - Lenford Network)

Persons interviewed and their roles within the organisation:

Desk researcher

Project Title

Advocacy for LGTBI rights - Lenford Network (Association for social development).

Project Justification

Advocacy for LGTBI rights – Lenford Network was founded on the initiative of three lawyers, Saveria Ricci, Francesco Bilotta and Antonio Rotelli, with the aim of sharing knowledge and promoting the respect of LGTBI people's rights in Italy. The Network, called Lenford after a Jamaican activist who was killed for defending the rights of people living with HIV, promotes the establishment of a network of lawyers across the country who are committed to the legal protection of homosexuals.

Italy lags behind most of the other key European Union countries with regard to having effective and efficient knowledge-sharing networks promoting awareness of LGTBI rights. The association aims to change this and become a key player for equality by improving understanding of and respect for LGTBI rights and protection of those affected by potential injustice because of their sexual orientation.

Project Aims and Objectives

The association is devoted to furthering and upholding LGTBI (Lesbian Gay Bisexual Transsexual Intersexual) rights. The association is not based on sexual orientation but on the commitment for justice.

Lenford Network's advocacy goal for LGTBI rights is to put law practitioners working throughout the country in contact with each other so that they can exchange information, identify colleagues who can closely follow events occurring in other parts of the country, and identify opportunities for debate and cultural growth that can help them work more efficiently. The final aim is to promote LGTBI people's rights and focus on LGTBI-related legal issues.

Type of the intervention established

Since its inception in December 2007, the association has been actively working to further the knowledge and understanding of LGTBI rights amongst Italian lawyers. This is accomplished by proactively campaigning for the recognition and enforcement of rights and by supporting individuals through pro bono work initiatives. The main nation-wide legal action was the "Affirmative action" to extend marriage to same-sex couples which obtained a judgment on the matter by the Italian Constitutional Court for the first time. The Association has been a partner in European projects and has carried out research on LGTBI discrimination occurring in Southern Italy, including the situation of LGTBI asylum-seekers.

A network of lawyers called Rete Lenford was established all over Italy and in several legal districts seminars were organized that also offered training sessions for members and non members.

When a lawyer is approached by a person through the Lenford Network, he or she is invited to inform the Network, respecting the confidentiality requirements, on the subject and on how the procedure evolves. The associates are asked to provide initial free legal advice in order to identify the legal issue and apply the minimum fee afterwards.

Moreover, thanks to the to European Equal Jus Project (<http://www.equal-jus.eu/>), the association developed the Lenford Study Centre (European Research Centre on Sexual Orientation and Gender Identity) with the aim of carrying out different activities: performing research, establishing a library on LGTBI legal issues, collecting data, organising training and conferences, and raising awareness on LGTBI rights and issues. Several law books on LGTBI rights have been published by the association and the library now has over legal 500 volumes in different languages, mostly in English.

In summary, in addition to providing legal advice on LGTBI issues, the association's main activities are:

- Organising training events for internal affiliates and non-members;
- Organising specific activities to educate university students;
- Promoting scientific publications.

Target population and user information

The main users of the association's services are LGBTI individuals confronted with legal issues related to their gender identity or sexual orientation. They can ask for support from Lenford Network by sending an email to sos@retelenford.it.

Personnel involved in the project

Lawyers and attorneys – even university students – can join the association. However, there is a difference in the type of commitment required when joining Advocacy for LGBTI rights or Lenford Network.

- Registration for Advocacy for LGBTI rights requires a greater commitment. Those who become members need to regularly devote part of their time, participate in meetings and in community life, provide training and carry out other association activities.
- Conversely, becoming a Lenford Network associate only requires training obligations according to the regulation approved on June 2009. It allows one to spend less time on the association while still being informed and involved in all the initiatives. Professionals may therefore choose to cooperate more intensively according to their availability.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The association's main strengths are:

- It gathers professionals and practitioners from all over the country;
- All the associates are devoted to the common cause of defending LGBTI people's rights and putting their skills in service for a social cause;
- All members and associates offer their legal services for LGBTI issues at minimum cost;
- It promotes training and awareness raising activities both inside and outside the association;
- It promotes scientific research.

What were the project's weaknesses? How could the project be improved?

The association's main weaknesses are:

- Besides the main office in Bergamo, there are no indications of other sites (branches, help desks, etc.) in other part of Italy where users can turn for advice and an initial contact.
- The website is primarily designed for those who are or want to become members of the association; a generic email address is provided for those who wish to be legally supported. The website could be improved providing a list of specific LGBTI-related issues that have been taken care of by the association.

What is the degree of project innovation?

It is the first and only association in Italy to put lawyers from all over the country who are committed in safeguarding LGBTBI people's rights in touch. Distinguishing between members (Advocacy for LGBTBI rights) and associates (Lenford Network) allows professionals to work better by choosing the extent to which they can make their contribution and knowing what human resources they can rely on when organizing different activities.

Partnership and Networking

Name and description of the services/organisations you have worked with

None

Coordination models

The general assembly, made up of all members who paid their registration fee, appoints the Executive Board (made of 5 to 7 members, including the Chair). The Executive Board is in charge of choosing the members of the Scientific Committee, which coordinates the Lenford Network. The management of the training activities is delegated to two members of the Association who are appointed every three years by the Executive Board (upon the proposal of the Scientific Committee Secretariat).

Checks and Assessment Models

Did you include an evaluation framework in the project?

None

I T A L Y

(CASE 2)

Type of Organisation:

Association

Organisation Name:

Polis Aperta, part of a European network of associations in different European Countries (EGPA – European Gay Police Association)

Persons interviewed and their roles within the organisation:

Simonetta Moro (President of Polis Aperta)

Project Title

“Corso di tecniche operative legate a tematiche LGBTBI per operatori di polizia locale”

EN: “Training course on operational procedures related to LGBTBI issues for local police forces”

Project Justification

The EGPA (European Gay Police Association), in particular the Irish branch, developed a training package ("Supporting LGTBI Communities: Police ToolKit") together with the University College Dublin and the European Commission. The ToolKit provides tools for police officers, managers and trainers to assist in the development of training on LGTBI issues in police forces.

The ToolKit is an open document, designed to be used by police forces across Europe and to be a flexible tool. The various scenarios can be adapted for other European contexts and can be re-written with local references, in the local language, and in line with local priorities, thus ensuring relevance to police officers.

Italy was the first country where the tool was translated and adapted to the use of the local police in the City of Bologna, thanks to the suggestion of the police Captain who participated in a conference held by Polis Aperta (the Italian branch of EGPA). While attending the conference, the Captain realized that neither his police officers nor he himself were able to act properly in certain situations, and he therefore requested the training package.

Project Aims and Objectives

The training package aims to fight homophobia through the intervention of law enforcement authorities who therefore need specific training with realistic cases. In other words, the aim of this training package is to enable police officers to act properly in specific situations concerning the LGTBI community whose specific needs may differ from those of the rest of the population. For instance, LGTBI people may have privacy concerns, transgender people may have identification issues (e.g. showing an ID with a picture taken before the transition could lead the police officer to wonder about its legitimacy). During a body search, LGTBI people may request an officer matching their gender identity, which may not correspond to the person's biological sex.

The main objectives of training package are:

- To provide the police force with the knowledge and understanding it needs to improve the quality of service provision to LGTBI communities.
- To assist police officers in approaching every day occurrences.
- To build and maintain LGTBI communities' trust and confidence by policing in a professional manner.
- To assist police officers in reflecting on possible stereotypes and prejudices both towards LGTBI persons and within the police force.
- To contribute to heightening awareness of how the police can build an environment free of prejudice when interacting with LGTBI people.
- To develop and sustain a problem-solving approach to LGTBI community policing issues.
- To improve LGTBI police officers' working environment.
- To create and maintain an ethical working environment.

Type of the intervention established

A pilot training class was held using powerpoint presentations, case analysis, small discussion groups, and the definition of intervention protocols. Some theoretical constructs were discussed from a psychological perspective (for example, in relation to transgender people). Two training classes were held between November 2012 and January 2013. One of them addressed 20 police officers (in a 4-hour class), and the other addressed 17 inspectors (in a 6-hour class).

The training materials were based on lessons learned through real life policing experiences with LGTBI people. The toolkit employed a practical, scenario-based, problem-solving approach. Various scenarios were presented, and police officers were asked to find a solution through group discussion.

Target population and user information

The target population of the training session was police officers and inspectors.

Personnel involved in the project

The training session was conducted by a trainer and the President of Polis Aperta.

Specifics/Innovation

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What were the project's main strengths? What were the key elements for success?

The training course addressed an urgent need of the trainees and focused in particular on real-life police-related situations rather than on generic LGTBI issues. Its main strengths are pragmatism, concreteness, and the use of case analysis. Learning was built around real-life policing scenarios. Almost all of the scenarios used had been encountered by the authors in real policing environments. This is important as it ensures the training is relevant to operational police officers. Moreover, the idea of two different training classes (one for police officers and another for inspectors) met with general consent since different professionals have their own specific needs and operate in different ways.

What were the project's weaknesses? How could the project be improved?

The training's main weakness was its duration. Rather than 6 hours in a single day, it could have lasted longer and been divided into different days. Moreover, an interesting improvement could be made by including other speakers, such as representatives from LGTBI associations. Also, in the US, training proved to be more effective if given by an LGTBI person in uniform.

A further suggestion, coming from the participants, was to spend more time on psychological aspects, which would require more time allotted to the whole training session.

What is the degree of project innovation?

The main innovation was the translation and adaptation of the European training package into the Italian context. It was the first training experience of its kind in Italy that dealt with real police cases rather than with LGBTI issues at large.

Partnership and Networking

Name and description of the services/organisations you have worked with

Partnership members include:

- Polis Aperta: an Italian association which is part of the EGPA (European Gay Police Association) network whose president is Simonetta Moro (also a volunteer).
 - Amin Michel: Advisory Board Member for the EGPA and certified trainer in the OSCE ODIHR TAHCLE training program.
 - TAHCLE – training against hate crimes for law enforcement – is a project promoted by the OSCE (Organization for Security and Co-operation in Europe) to fight against all kind of hate crimes. The EGPA has been involved in covering LGBTI hate crimes.
-

Coordination models

Simonetta Moro, president of Polis Aperta, directly coordinated with the police Captain.

Checks and Assessment Models

Did you include an evaluation framework in the project?

The training program was positively evaluated by the various parties involved.

There were some initial doubts and concerns as to whether or not the police officers needed a training course. However, during the training session, the participants realized they had some knowledge gaps and evaluated the course as informative and useful.

Evaluation questionnaires were distributed at the end of the session in order to assess its effectiveness (usefulness, knowledge acquisition, trainer, materials, etc.).

A further indicator of how the training was positively evaluated comes from the intention expressed by the police command to extend it to the entire Bologna police force.

Currently, the OSCAD – the observatory for the protection against discriminatory acts, which was created by the former leader of police forces, Manganelli, at the request of certain LGBTI associations – is requesting a case included in the tool for training 2800 police officers.

I T A L Y

(CASE 3)

Type of Organisation:

Municipality

Organisation Name:

City of Turin, Equal Opportunity Department

Persons interviewed and their roles within the organisation:

Desk research

Project Title

Servizio LGBTI

EN: LGBTI Service

Project Justification

Over the last few years, the city of Turin has been paying particular attention to the safeguard of equal opportunities and rights in the belief that economic progress also depends on social progress, including diversity, and on respect for different identities.

On June 17, 2011 the United Nations Human Rights Council passed a historic resolution declaring the equality of human rights irrespectively of sexual orientation and gender identity, thus marking a milestone in the advancement of LGBTI people's rights around the world. Bearing this in mind, the City Council of Turin intends to continue its work against discrimination through the LGBTI Service which began in 2001 when the service was opened to support LGBTI people and improve their conditions of life.

Project Aims and Objectives

The main aims of Servizio LGBTI (LGTBI Service) are:

- To gain a deeper knowledge of LGBTI people's life conditions in order to understand their main needs and establish proper intervention;
- To analyze attitudes towards homosexuality and transexuality to establish awareness-raising initiatives;
- To support the exchange of different practices and experiences (both in Italy and abroad) aimed at defending LGBTI people's rights (legal measures, projects, initiatives, etc.);
- To identify discrimination in legislation;
- To raise awareness.

Type of the intervention established

The main activities of the LGBTI Service are:

- Awareness raising initiatives addressed to the whole community;
- Organisation of cultural events to encourage an open dialogue;

- Training for both public servants and school personnel;
- Educational activities for young people at school to counter homophobia and transphobia;
- Providing information to organizations regarding transgender/transsexual employment;
- Preventive healthcare;
- Partnerships with local organisations to promote joint initiatives and training activities;
- Networking with local, regional, national and European governments.

At the time of its establishment, the Service promoted research on LGBTI people's living conditions in the city of Turin and the way they are perceived by other citizens.

In addition, in 2010/2011 the Service participated in a project against homophobia co-funded by the European Union (AHEAD - Against Homophobia. European local Administration Devices <http://www.ahead-bcn.org/?lg=3>). The project enabled a training program for public servants and teachers to be developed and tested locally.

The Service also promoted a regional network to sustain the social and labour inclusion of transsexual and transgender people (ISELT) and, in 2006, it participated together with the City of Rome in the creation of RE.A.DY (a national network of public administrations to fight against LGBTI discrimination by sharing best practices). Finally, the Service promoted the publishing of several volumes on LGBTI-related topics.

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Target population and user information

The recipients of the training sessions promoted by the Service are:

- Schools (teachers and students);
- Public servants (City Council, Province and PCT);
- National Civil Service Volunteers and volunteers from the Turin Pride coordination body.

Ultimately, the final beneficiaries are the LGBTI population.

Personnel involved in the project

In order to perform the training, the LGBTI Service uses its own resources, volunteers from the Training Group of Turin Pride coordinating body, and other external experts on LGBTI issues.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The Turin City Council's LGBTI Service was born in 2001, and is therefore an established practice with solid partnership and a good national exposure.

It can count on an extensive network of partners that ensure the various activities effectiveness thanks to experience acquired.

What were the project's weaknesses? How could the project be improved?

None,

What is the degree of project innovation?

The city of Turin has been a pioneer in promoting the LGBTI Service. It is still the only one of its kind in Italy.

Partnership and Networking

Name and description of the services/organisations you have worked with

The LGBTI Service works with:

- Coordinamento Torino Pride (Turin Pride Coordinating Body): Established in 1999, it brings together both LGBTI associations and non-LGBTI associations sustaining the value of diversity and operating in the Piedmont region. In addition to raising awareness, it seeks dialogue with governmental and political institutions, trade unions, members of the educational community, and other associations.
- Associazione Culturale Queer "La Jungla": This apolitical cultural association is mainly composed of young people sharing information on LGBTI issues and fighting against stereotypes.
- Associazione Lambda Amici della Fondazione "Sandro Penna": This association was created to promote cultural initiatives and specific activities for gay people over 40.
- Associazione Quore: This association promotes LGBTI rights with an international approach.
- Associazione Radicale Certi Diritti: A political and legal centre promoting the protection of civil rights in the field of gender identity and sexual orientation.
- Centro Studi e Documentazione "Ferruccio Castellano" Fede Religione Omosessualità: The association provides counselling to practitioners and professionals and promotes meeting on the issue of faith, religion and homosexuality.
- Circolo di Cultura Gay Lesbica Bisessuale Transgender e Queer "Maurice": An association of volunteers for the safeguard of human rights (especially in relation to LGBTI people). It organises cultural events, book presentations, debates, and exhibitions.
- Spo.T Sportello Trans: A help-desk for transexual and transgender people.
- Gruppo Transessuali "Luna": A help-line for transexual and transgender people. It also organizes conferences.
- L'altramartedì: A political and cultural centre for lesbian women.
- Comitato Provinciale Arcigay di Torino "Ottavio Mai": An association for people of any sexual orientation, it is a branch of National Arcigay.
- Consulta Torinese per la Laicità delle Istituzioni: An association for social development bringing together 70 associations and cultural institutions with the aim of sustaining secular culture.
- Famiglie Arcobaleno: An association of homosexual parents and those who support them.
- Gaytineris: An open and informal gay-friendly group which practices sports and other recreational activities.

- Gruppo Pesce: An amateur swimming association whose members are mainly gay.
- L'Altra Comunicazione: A cultural association raising awareness on LGBTI issues through visual arts and films.
- La Fenice: A group of Christian and homosexual young people who discuss homosexuality and religion.
- Rete Genitori Rainbow: This organisation was created to support LGBTI parents who had children in a former heterosexual relationship.
- Agedo: An association of parents of homosexual/transsexual people.
- Direzione Gaya: A centre offering support and psychological counselling to lesbian and bisexual women.
- Fondazione "Sandro Penna" (Fondazione Fuori!): The foundation was established after the first Italian gay movement to preserve and enhance a historic archive and to promote the historical, literary, and scientific studies and research.

Coordination models

In order to carry out the different activities, the LGBTI Service works with:

- the LGBTI Turin Pride Coordinating body, with whom it regularly meets to plan and organise different initiatives;
- the Steering Group, consisting of representatives from different municipal departments (thus allowing for cross-coordination of the various activities among the Turin City Council's various departments).

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I T A L Y

(CASE 4)

Type of Organisation:

Non-profit association

Organisation Name:

Ala Milano Onlus

Persons interviewed and their roles within the organisation:

Desk research

Project Title

Sportello Trans (Ala Milano Onlus)

EN: Trans Help-desk

Project Justification

Ala Milano Onlus is a not for profit association established in 2002 with considerable experience in the field of addictions, STDs and HIV/AIDS. The Sportello Trans was opened in 2009 as result of the meeting between the association and Antonia Monopoli, who gained great experience from her involvement in LGBTBI movements, associations and political institutions supporting civil rights. The service was established taking into account the difficulties that transgender/transsexual people still have to face in their everyday lives and in expressing their own identity. The Sportello Trans is therefore committed to defending the physical and psychological health of transsexual and transgender people by developing local, regional and national partnerships.

Project Aims and Objectives

The main aims of Sportello Trans are:

- Secular, apolitical protection, support and defence of transgender and transsexual people;
- Development of best practices for social inclusion;
- Support for integration or reintegration in work;
- Offering professional help.

Type of the intervention established

The help-desk is open every Wednesday morning (9:30-12:30 am) and provides attention by appointment. From Monday to Friday a help-line (Linea Amica Trans - 377.70.79.633) is available from 9:30 am to 7:00 pm.

The services offered are:

- Counseling on the transitioning process and procedures (also from a legal point of view);
- Guidance for local (Milan area) services;
- Information (e.g. laws and regulations related to sex reassignment surgery and changing Social Security records);
- Psychological support;
- Legal advice and assistance;
- Medical assistance (endocrinology and andrology);
- Cultural mediation;
- Support in entering or reentering the labour market;
- Self-help groups;
- Art workshops/meetings on gender identity;
- Awareness raising on LGBTBI issues.

Target population and user information

Sportello Trans is a service dedicated to transsexual/transgender people and those who relate to them (parents, friends, etc.).

Personnel involved in the project

Antonia Monopoli, MtoF transgender and former prostitute is the contact person for the service.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

One of the main strengths of the service is that the association's contact person, is not only a transsexual person herself, but has been involved for many years in social activities and LGBTBI movements making her an expert in the field.

The Sportello Trans offers support in all aspects related to transsexualism: psychological, medical, legal, informational, cultural, etc. Moreover, the website provides a collection of resources (books, articles and movies) that may be helpful in addressing the topic.

What were the project's weaknesses? How could the project be improved?

The help-desk is only open one morning per week. A potential improvement could be to have the help-desk operate more frequently and the help-line operate 24/7.

What is the degree of project innovation?

It is one of the few services in Italy with this focus, which makes it a best practice. While most associations are aimed at a wider target (LGTBI people at large), the Sportello Trans Ala Milano specifically reaches out specifically to transexual and transgender people, thanks to both Ala Milano Onlus experience and Antonia Monopoli's expertise.

Partnership and Networking

Name and description of the services/organisations you have worked with

- City of Milan;
- Province of Milan;
- Lombardy Region;
- Ministry of Health;
- Ministry of Equal Opportunities;
- Local Health Authority Milan;
- Other municipalities near Milan;
- Other private local partners;
- Other international public and private partners.

I T A L Y

(CASE 5)

Type of Organisation:

Professional psychologists' and psychotherapists' association

Organisation Name:

Istituto A.T. Beck

Persons interviewed and their roles within the organisation:

Desk research

Project Title

Progetto UNAR - Educare alla diversità a scuola

EN: UNAR Project – Education for diversity at school

Project Justification

During primary and secondary school, children and adolescents develop relationships with their peers and become more aware of themselves. Some of them may start questioning their gender identity and sexual orientation and discovering themselves to be gay, lesbian or bisexual. However, issues concerning homosexuality, especially in Italy, are permeated by social and cultural conditioning from the external environment, i.e. families, media and other social groups who often portray LGTBI people in a negative and socially undesirable light. This makes it easy for them to become victims of homophobic bullying at school. A simple nickname can quickly escalate in prejudice and discriminatory attitudes.

In this context, the challenge teachers have to face is that of fighting against (homophobic) bullying in environments where LGTBI issues are often perceived as distant and not pertinent. It may be hard for teachers to promote acceptance for diversity in their classes, because they may lack specific skills and tools and may feel insecure from a personal and professional standpoint. It is not enough to be gay-friendly. One must be gay-informed. For this reason, the UNAR (Ufficio Nazionale Antidiscriminazioni Razziali – *National Office Against Racial Discrimination*) started the European project "Diversità come Valore" (Diversity as a Value) and, as part of the project, the UNAR, in agreement with the MIUR (the Italian Education Department) and the Gender-Equality Department, asked the A.T. Beck Institute to produce some education material for teachers.

Project Title

Overall, the project's main aim is to combat various forms of discrimination (sexual orientation and gender identity, ethnicity, disability, religion, personal opinion and age). Specifically, the leaflets produced by A.T. Beck Institute are aimed at providing tools for elementary, middle and secondary school teachers to discuss LGTBI related issues and fight homophobic bullying.

Type of the intervention established

Three different leaflets have been produced in order to better address the three different school levels in Italy (elementary, middle and secondary school). While the leaflets' content varies to meet the specific needs of children and adolescents, their structure is similar:

- The first section contains information sheets for teachers to provide them with accurate, up-to-date knowledge about gender identity, sexual orientation, internalized homophobia and homophobic bullying.
- The second section consists of a toolkit with guidelines to implement a school policy to prevent and fight homophobic bullying.
- The third section provides class activities to open a dialogue and discussion on bullying, diversity and homophobia.

The leaflets were available online and teachers could download them free of charge after being given a password.

Target population and user information

The users of the leaflets are primary and secondary school teachers, while the final beneficiaries are their students.

Personnel involved in the project

The personnel involved in producing the leaflets were psychologists and psychotherapists from Istituto A.T. Beck, a professional psychologists and psychotherapists' association.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The main strength of the project and of the leaflets is that they are tailored in order to be suitable for children and adolescents of different ages. In addition to providing teachers with some useful tools and activities, they also fill in teachers' knowledge gaps. Moreover, because they have been produced in an electronic format, they are easier to share and accessible everywhere.

What were the weaknesses of the project? How could the project be improved?

The leaflets have been highly criticized by several religious opinion-leaders, who accused the Institute of slighting the value of traditional families in education. This reaction, reflecting the current situation of LGTBI people in Italy, led the A.T. Beck Institute to remove the materials from their website (although they are, however, still available online). Afterwards, the Institute published a note reiterating the scientific as opposed to the ideological nature of their approach and stating that the aim was not to diminish the importance of the traditional family but rather to provide moral support to the homoparental family model as well.

What is the degree of project innovation?

The project aims to provide teachers with tools that schools usually do not provide. It underscores the importance of not just being gay-friendly but also gay-informed in order to raise awareness.

I T A L Y

(CASE 6)

Type of Organisation:

Association

Organisation Name:

IREOS Centro servizi autogestito comunità queer (Firenze)

Persons interviewed and their roles within the organisation:

Desk research

Project Title

Le chiavi della città. Da Giove e Giunone a Barbie e Ken

EN: The keys of the city. From Jupiter and Juno to Barbie and Ken

Project Aims and Objectives

The Florence City Council has been promoting seminars on bullying and gender-role stereotypes, and has specifically promoted the educational program Le Chiavi della Città (The Keys of the City) in secondary schools.

By reflecting upon the dynamics of prejudice and discrimination and offering a critical outlook on gender stereotypes (especially those conveyed by media), the project aims to promote an open attitude towards gender and gender roles in boys and girls.

Overall, the main aims of the project are:

- To provide a critical analysis of the origins, expressions and consequences of gender stereotypes in our society and culture.
- To enable recognition of the various forms of discrimination against those who do not conform to gender stereotypes.
- To promote an open, flexible attitude towards gender roles and equal opportunities.

Type of the intervention established

The project consisted of training sessions both for teachers and students:

- In relation to teachers, 3 sessions were held (for a total of 6 hours). The first session was to discuss the various topics, the second to prepare classwork, and the third to evaluate the project upon conclusion.

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- Four sessions were held (for a total of 8 hours) for students. Each session started with a game-activity, followed by a discussion.

During the 4 class sessions, experiential-learning and participatory techniques were used as follows:

- 1st session: "Gender stereotypes in our society". Through a game, students understood the meaning of the word 'stereotype' and the way it affects others (labelling game: "the nerd", "the scout", "the blonde"). This provided food for thought about gender stereotypes.
- 2nd session: "Approval and discrimination". Some clips from TV shows promoting gender stereotypes were analyzed in order to teach students to watch this kind of programme critically. Afterwards, a game stimulated discussion on peer pressure and discrimination in society, in school, and throughout history.
- 3rd session: "Discrimination against people who depart from gender stereotypes". This kind of discrimination was discussed through movie clips showing boys and girls who had to face such discrimination (Billy Elliot, Bend It Like Beckham, Little Miss Sunshine). Students explored their emotions in relation to homosexuality and discussed the possibility of having a gay friend.
- 4th session: "How to be more receptive and defeat stereotypes". The last meeting was dedicated to discussing the topics emerging in previous sessions and experimenting with new ways of relating to diversity through role-playing.

Target population and user information

Teachers and middle school students (11-14 years old).

Personnel involved in the project

Psychologists and volunteers from the IREOS Association.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

Over three years, more than 1500 students between the ages of 11 and 14 took part in the project thanks to the cooperation of teachers and various partners (Arcilesbica, University of Florence, Florence City Council). In order to be prepared for the sessions held in class, teachers received the training sessions before students.

What were the weaknesses of the project? How could the project be improved?

The participants in the first training sessions asked for more time to reflect upon some topics and the time allotments were therefore changed for the second sessions in order to provide the participants more time to assimilate the contents.

Also, the project did not prove to be suitable for those classes where bullying already occurs, and therefore, some adjustments needed to be made to address overt homophobic bullying.

What is the degree of project innovation?

The main element of innovation was the modality of dissemination of the results, which happened both at horizontal and vertical level:

- Horizontal mainstreaming: in order to allow the exchange of the project results and promote the networking among schools, the Department of Education of the municipality of Florence created a specific space in its existing website (www.comune.fi.it/chivi) where materials could be uploaded and shared.
- Vertical mainstreaming: agreements between public institutions have been drawn up in order to provide for greater dissemination of the project in schools.

Partnership and Networking

Name and description of the services/organisations you have worked with

The project partners are:

- Municipality of Florence, Department of Education
- University of Florence, Department of Psychology
- Arcilesbica Firenze

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators have been used? What results did you obtain?

The project evaluation was realised through two different modalities:

- A questionnaire was distributed at the beginning and at the end of the project, in order to measure students' attitudes.
- A final report has been drafted, taking into account both the questionnaires results and the teachers' evaluations.

Overall, the project has been positively evaluated: students reflected upon their experience and discussed about group dynamics in their classes (for example, a girl talked about the discrimination she was subject to). After the interventions, a change of roles occurred: foreign students and usually less dynamic students became more active.

Also, the project was useful for teachers who became more aware of sexual diversity and how to teach it, as well as preventing homophobic bullying and linking it to other subjects (science, history, geography, literature, etc.). Teachers reported that, after the project sessions, students asked for further discussion on some new topics, showing open attitudes and less stereotypical thoughts.

Type of Organisation:

City Council

Organisation Name:

Venice City Council – LGBTI Observatory

Persons interviewed and their roles within the organisation:

Desk research

Project Title

L'amore secondo noi

English: Love according to us

Project Justification

The project was developed in order to fight against homophobia and prevent young people from developing homophobic attitudes.

Project Aims and Objectives

The main project aims were:

- To fight against homophobia in schools;
- To make 'sex and relationship education' a school subject included under 'civics';
- To create an awareness- raising campaign against homophobia.

Type of the intervention established

The intervention was established in 2006. From January to June, level 4 students of a secondary school participated in a creative lab against homophobia. A total of 9 meetings were held, 7 of them exclusively with students and two (one at the beginning and one at the end) with teachers. The meetings allowed for various activities (viewing a movie, discussion, workshops, producing an awareness- raising campaign).

From September to December, the awareness-raising campaign including a graphic lab (eight different types of 70x100 cm posters were printed in addition to an informational flyer) was carried out by all of the students together.

In January and February 2007, the awareness-raising campaign was released and disseminated and the posters were posted on the city streets. The slogans were very simple and immediate, such as: "I dreamt I kissed a boy", "I am gay. Don't laugh at me. Smile at me" and "My classmate is a lesbian. So what?".

Target population and user information

The target population consisted of students from secondary school and their teachers. The final beneficiary is the whole community, through the awareness- raising campaign.

Personnel involved in the project

Educators, graphic artists, journalists, and other artists.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The project has a specific focus (fighting homophobia in schools) but at the same time is 'open' and dynamic and has no prearranged outcomes. Students work together with a diverse group of professionals in order to develop a campaign targeted at their peers. Teachers do not take part so that students can develop trust with the professionals.

The campaign gained national and regional interest. The Province of Venice decided to use the campaign in 2008.

Which were the weaknesses of the project/service? How could the project/service be improved?

Since homosexuality – and sexuality in general – is still a taboo in Italy, teachers and parents showed some suspicion and fear at the beginning of the project. Therefore, the LGBTBI Observatory organised some meetings in order to overcome these fears.

The awareness- raising campaign was planned so that 3 different posters would have been posted each month for a 3-month campaign. However, after a month, the campaign was blocked by strong opposition from the local church and certain politicians. The LGBTBI Observatory and local LGBTBI associations tried to open a dialogue with different institutions. Dialogue and negotiation could have been used before the posters' release in order to prevent the campaign from being abruptly interrupted.

What is the degree of project innovation?

Rather than discussing sexual orientation – which is the most common practice – this creative lab is aimed at recognizing and deconstructing gender and sexual stereotypes.

Partnership and Networking

Name and description of the services/organizations you have worked with

Both private and public institutions were project partners:

- Secondary school: Liceo psico-pedagogico "Tommaseo";
- European Council;
- (National) Equal Opportunity Department and Youth Policy Department.

Functions of the other services/organizations

The European Council granted some of the funding to sustain the project. The national Departments involved also contributed financially.

Level 4 students of the partner secondary school took part in the project.

2.4 P O L A N D

(CASE 1)

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Type of Organisation:

Local government institution

Organisation Name:

Warszawskie Centrum Inicjatyw Edukacyjnych i Szkoleń WCIES (Warsaw Center for Education and Training)

Persons interviewed and their roles within the organisation:

Jan Świerszcz (Collaborator, occasional trainer)

Project Title

Training for teachers about prevention of homophobic bullying and supporting LGBTBI students

Project Justification

Project aimed at helping teachers face homophobic bullying in class, create a safe and accepting environment, and raising teachers' competence in providing support to LGBTBI individuals who come out and/or suffer homophobic bullying.

The need for this set of training sessions came as a result of a report from a study conducted by the Campaign Against Homophobia in 2012 (*Equality Lesson: Attitudes and Needs of School Staff and Youth Regarding Homophobia in School*) and a report by the Anti-discriminatory Education Association (*The Great Absent – on Antidiscrimination Education in Poland. Research report*).

Project Aims and Objectives

- To train 2-3 groups of teachers and/or school counsellors consisting of 12-16 participants
 - To provide knowledge on:
 - Stereotypes and prejudice against LGBTBI people
 - Sexual and gender identity development
 - Specific needs of LGBTBI youth and psychological risks connected to homophobic bullying
 - To train on the following skills:
 - Reacting to psychological and physical violence motivated by homophobia
 - Providing support to youth who comes out or/and suffers from bullying
-

Target population and user information

Teachers of different subjects and ages participated in the training. All of them were women. The total number of participants was 25.

The institution (WCIES) can provide free training services only to teachers and educational staff from the Warsaw district. Therefore all participants were from different schools (and school levels) based in Warsaw.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

It was the first time that a public institution in formal education prepared open training explicitly addressing LGBTBI youth issues and homophobic bullying in schools.

What were the weaknesses of the project? How could the project be improved?

There was little promotion and encouragement for people to participate. The training sessions were not obligatory so (probably) many people did not get the information about it, especially since it was not supported or circulated by school principals. The issues covered by the training sessions still remain a taboo so people may not want to participate willingly.

What is the degree of project innovation?

Similar training sessions are offered by NGOs (Campaign Against Homophobia specifically) openly for students of psychology but had never before been implemented by a public educational institution.

Partnership and Networking

Name and description of the services/organisations you have worked with

None.

Functions of the other services/organizations

None.

Coordination models

None.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators have been used? What results did you obtain?

After the sessions, every training participant was given an evaluation questionnaire. Training sessions were ranked high but this did not help the project to continue since there were no more people interested in participating.

P O L A N D

(CASE 2)

100

Type of Organisation:

Association NGO

Name of the organization:

Campaign Against Homophobia (KPH)

Persons interviewed and their roles within the organisation:

Jan Świerszcz (Collaborator)

Project Title

Academy of Engaged Parents 2012

Parents, Dare to Speak Out social campaign 2013

Project Justification

Research conducted by KPH shows that over 41% of LGBTBI people hide their sexual orientation from their closest family members. Parents who don't know, and in many cases don't want to know, are only partially involved in the lives of their children. The extent of their exclusion grows over time and weakens the family bonds.

This project lacked not only groups who would not only be accepting and comforting families of LGBTBI individuals but also straight allies who would lobby for LGBTBI rights publicly. Publicly in Poland, only the LGBTBI communities advocate for their rights and rarely do they have any support from other non-political groups.

Project Aims and Objectives

The idea behind the project was to engage parents and families of LGBTBI people to come out publicly and talk about their children's situation and actively work for LGBTBI rights in order to show the public opinion that the LGBTBI rights cause has straight allies (in mothers and fathers, and nuclear families).

One of the unexpected project outcomes was the forming of an integrated group of parents who not only became friends and allies but also created their own association "Acceptance" (Akceptacja Association).

Type of the intervention established

The project started by recruiting parents. At the beginning it was difficult to obtain the appropriate number of parents to come out as LGBTBI parents in front of strangers. Therefore, the first group consisted of parents of LGBTBI activists. Once the group was formed, workshops were conducted and held in conventions every two months. This long-term project was called the "Academy of Engaged Parents", during which parents from different regions of Poland came together to talk about their experiences of having LGBTBI children who have to deal with homophobia on daily basis. In 2011 the brochure "We, the parents" was published, and in 2012 the first edition of the Academy of Engaged Parents was organised (thanks to the Rosa Luxemburg Foundation). In collaboration with the Embassy of the United States, KPH managed to invite Judy and Dennis Shepard and Jody Huckabee, prominent activists in the LGBTBI parents' movement in the United States.

The project's social campaign gave rise to "Parents, dare to speak out".

The campaign's protagonists were the parents of homosexuals and bisexuals. One of the faces of the campaign is a famous Polish actor, Władysław Kowalski, and his son, Kuba. On the "Parents, dare to speak out!" campaign posters, faces of three families including the mother, father or both parents with their adult children, could be seen together with three slogans:

- "My daughter taught me how to be brave. Elżbieta, mother of a lesbian"
- "My son taught me how important it is to be yourself. Władysław, father of a gay son"
- "My daughter taught us how to speak openly. Aneta and Rafał, parents of a lesbian"

The posters were displayed for a month in a total of 140 locations in five Polish cities: Warsaw, Kraków, Poznań, Wrocław and the Upper Silesian Industrial Region,

For the purpose of the campaign, a website was created (www.OdwazcieSieMowic.pl) where one can find some basic knowledge on homosexuality, answers to many questions that parents of gay, lesbian, and bisexual persons are concerned with, as well as a short film featuring parents. Another series of the Academy of Engaged Parents complemented the social campaigns with workshops organized by KPH.

Now, in 2014, the third edition of the Academy of Engaged Parents is being conducted and KPH is applying for grants to continue with the project. The direct beneficiaries of the project

are 40 parents who took part in the Academy, although there are indirectly around 120 beneficiaries (partners of parents, children, more extended family).

Target population and user information

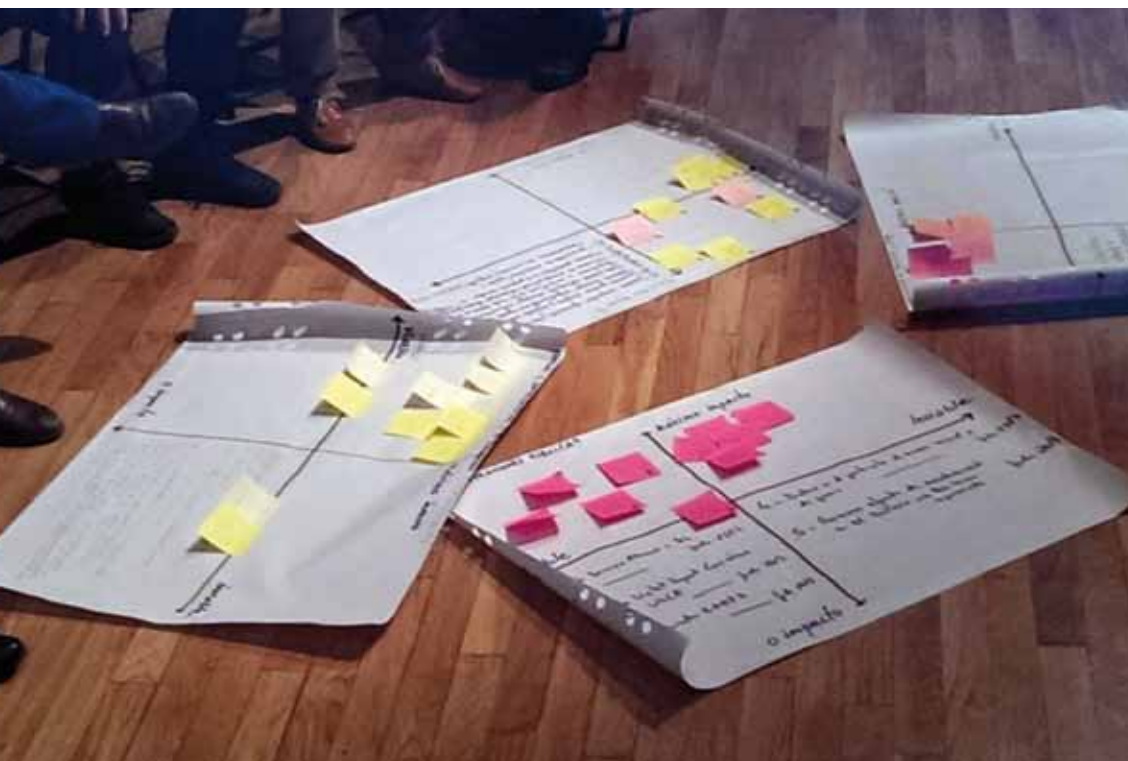
The main targets were parents of LGBTBI people, but mostly mothers. There was a group of 10-15 (the number varied every month) parents of different ages (from 37-60). The indirect project target group was the same as that of the social campaign: the Polish population.

Personnel involved in the project

The project coordinator, the person who wrote the project and delivered it. A Campaign Against Homophobia employee. The project coordinator was present at all workshops and worked voluntarily on the project.

Trainers – 4 trainers, all women, conducted workshops with groups of parents on subjects such as antidiscrimination, LGBTBI psychology and culture, project development and implementation, lobbying and advocacy, and media presentations. All trainers were experts in their fields.

Volunteers – different numbers and ages but mostly youth. The volunteers helped organise the press conference, the conference with Judy Shepard, the social campaign, and other occasional events.



Specifics/Innovation

What were the main strengths of the project/service? What were the key elements for success?

The main strength was the media coverage and the attention that the project and social campaign got. Judy Shepard's coming to Poland and the conference in the Polish Sejm (government building) about how homophobic violence affects families was widely present in the media. Moreover, the poster campaigns with photographs of parents with their gay children were present in several Polish cities. Two celebrities (parents of gay children) engaged in the project and lent their support and "face" to the campaign: Agnieszka Holland (director) and Władysław Kowalski (actor).

What were the weaknesses of the project/service? How could the project be improved?

The main weakness was difficulty in involving men, mainly the fathers of LGBTBI people.

What is the degree of project innovation?

This was the first project in Poland aimed at forging a "gay-straight alliance" and addressing parents not only with support and council but an offer to actively advocate for their children.

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Partnership and Networking

Name and description of the services/organizations you have worked with

Embassy of United States

Open Society Institute

Embassy of Netherlands

Rosa Luxembourg Foundation

Officer for Equal Treatment in Mayor's Office

Plenipotentiary for Equal Treatment

Functions of the other services/organizations

Embassy of United States – donor. Organisation and hosting Judy Shepard.

Open Society Institute - donor

Embassy of Netherlands – donor.

Rosa Luxembourg Foundation – donor.

Officer for Equal Treatment in Mayor's Office – sponsor

Plenipotentiary for Equal Treatment –sponsor

Coordination models

All project activities and steps were consulted and evaluated during the project by the Campaign Against Homophobia Board together with the project coordinator.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, what dimensions and indicators were used?

The project was evaluated in a group evaluation using the SWOT model and the results were used to write a proposal for the next edition of the Academy of Active Parents.

2.5 UNITED KINGDOM (CASE 1)

Type of Organisation:

Stonewall: National charity supporting LGBTBI issues

Organisation Name:

Stonewall: <http://www.stonewall.org.uk/>

Persons interviewed and their roles within the organisation:

Francisca Hall Liaison officer

Project Title

Stonewall: www.stonewall.org.uk/at_school/education_for_all/default.asp

Stonewall was founded in 1989 following the passing of Section 28 of the Local Government Act, which was an offensive piece of legislation designed to prevent the so-called 'promotion' of homosexuality in schools. As well as stigmatising gay people, it also galvanised the gay community.

Project Justification

Stonewall is the largest and longest established LGBTBI organisation and pressure group in the UK, and has addressed issues around homophobic bullying in schools for over ten years.

Project Aims and Objectives

Stonewall is a professional lobbying group that has subsequently put the case for equality for LGBTBI on the mainstream political agenda by winning support within all the main political parties. It now has offices in England, Scotland and Wales. Some of its

major successes include helping achieve the equalisation of the age of consent, lifting the ban on lesbians and gay men serving in the military, securing legislation allowing same-sex couples to adopt, and the repeal of Section 28. More recently, Stonewall has helped secure civil partnerships and ensured the recent Equality Act protected lesbians and gay men in terms of goods and services.

Target population and user information

With respect to schools and homophobic bullying, the target population was national lobbying for policy change specifically the UK Ministry of Education.

Personnel involved in the project

Stonewall offers training and consultancy to school management teams and parent associations. Occasionally, LGBTBI associations request advice from them on specific matters or invite them to the actual sessions to present their points of view.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

Stonewall also works with a whole range of agencies to address the needs of lesbians, gay men and bisexuals in the wider community, including offering advice and support to over 600 organisations including IBM, Barclays, Barnardos, DCLG and the Royal Navy. They also offer a charter mark to indicate that organisations are 'good employers to LGBTBI staff'. There are a variety of events to publicise these organisations, including an annual awards event.

Stonewall is a very successful and powerful lobbying organisation that has done a great deal to influence the legal and political landscape in the UK since its inception in 1989. The work of many of the other organisations in turn feeds into the lobbying activity (e.g. homophobic bullying in schools) and also provides Stonewall with information about issues that are affecting the LGBTBI community.

What were the project's weaknesses? How could the project be improved?

Stonewall has very sophisticated and effective training presence with respect to both primary and secondary schools. The training resource is there IF the school or family association concerned is prepared to reach out and assimilate the training offered. If a particular school or neighbourhood or ethnic group does not recognise or endorse LGBTBI issues, then impact is necessarily limited. If homosexuality/ transsexuality is not accepted and homophobic bullying is not identified, then Stonewall trainers find it difficult to offer effective, coordinated intervention. Specifically:

- Children can deny that they are suffering homophobic bullying. They do not verbalise it.

- Families that suspect that their children might be gay may not attend workshops on affective-sexual diversity.
- Teachers can be reticent to attempt to involve families because they consider this places sexuality in the family sphere of intimacy and privacy.

What is the degree of project innovation?

Stonewall's 'Education for All' campaign, launched in January 2005, has helped publicise and tackle homophobia and homophobic bullying in schools. The project works with a wide coalition of groups and has published a number of research studies examining homophobic bullying in schools. Stonewall has also been actively involved in improving education services for LGTBI youth by creating Schools Champions, College Champions and Education Champions as a way of promoting and sharing good practice in the sector. It has published a number of resources to aid in this work, many of which are free and available on their website.

Stonewall has hosted a number of seminars and annual conferences on this topic. The political influence of this work has been remarkable. The Department for Education now expects all schools to have in place anti-bullying strategies, including homophobic bullying. Schools have the duty to prevent and tackle all forms of bullying, including homophobic bullying and they cannot discriminate on grounds of sexual orientation or perceived sexual orientation against a student or teacher and make all children and young people feel included. The Public Duty requires all public bodies, including schools and academies, to eradicate discrimination, advance equality and foster good relations - this means preventing and tackling homophobic bullying and language and talking about different families in school.

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Partnership and Networking

Name and description of the services/organisations you have worked with

PACE; www.pacehealth.org.uk

This is a mental health and counselling service for LGTBI people

GALOP; www.galop.org.uk

London's LGTBI anti-violence and abuse charity

LGF; <http://www.lgf.org.uk>

LGTBI people who are homeless, plus telephone counselling services

Coordination models

There is a comprehensive training agenda on the Stonewall website. With schools it recommends and practices a whole system approach including establishing a national school champions programme.

Assessment of the collaboration and coordination methods

Stonewall has been established for twenty-five years and has built up a formidable reputation nationally and internationally. It has extensive local, regional, national and international networks. It has an extremely well developed training department and training agenda. No obvious gaps or weaknesses.

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators were used?

After finishing each training session, assessment sheets were handed out to participants. In all cases, the work carried out is highly praised, particularly the fact that the workshops are practical and adapted to specific needs.

Student assessment was performed using a mural. All participating children stated that they have seen a change in their attitudes, and having felt part of the group is what they scored most positively.

UNITED KINGDOM (CASE 2)

Type of Organisation:

New Family Social: LGTBI national organisation to support issues around fostering and adoption for LGTBI couples

Organisation Name:

NFS (New Family Social)

Persons interviewed and their roles within the organisation:

Website information: <https://www.newfamilysocial.org.uk/>

Project Title

New Family Social is the UK network for LGTBI (lesbian, gay, bisexual and transgender) adoptive and foster families. Formed in 2007, shortly after the change in adoption law in England that allowed unmarried couples, including same-sex couples, to adopt jointly (in England and Wales), New Family Social is a growing national charity that provides support and information for prospective and existing LGTBI adopters and foster carers.

Project Justification

NFS is the largest UK organisation providing a support service for LGTBI couples wishing to adopt a child.

It currently has a membership of 600 family members and 151 organisations in England, Wales, Scotland and Northern Ireland are member agencies, including local authorities and voluntary sector organisations. (www.newfamilysocial.org.uk/). It is the 'go to' network for many lesbians and gay men who are interested in fostering and adoption. Adoption agencies advertise their links with this network and will proactively link prospective adopters and foster carers who are lesbian and gay with the organisation.

There are many great resources on their website, which are free to access. Additionally there is a 'members only' site which hosts discussion boards for members; a series of social events for members throughout the year; an NFS magazine and a resource centre.

Project Aims and Objectives

Services include:

- providing a social network for parents to share support, and for children to gain confidence in their new families;
- promoting LGTBI families;
- providing direct help to families and agencies.

Target population and user information

LGTBI couples wishing to foster or adopt, or LGTBI families seeking support and/or networking.

Personnel involved in the project

NFS offers training and consultancy to parent associations, individual LGTBI couples, or local networks.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

The feedback from group members suggests NFS fulfils a niche role by enabling members to quickly gain access to information from other members on a wide variety of topics. The site serves as a 'one stop shop' for many things to do with lesbian and gay adoption in England. There are resources for LGTBI parents, prospective parents and adoption agencies. There are social gatherings as well, which provide further opportunities for support and discussion. "The group's message boards are very active. This experience, even at this relatively early stage of our membership, has allowed us to make friends with people in a very similar situation in many ways: adopters, male adopters, gay adopters, and fathers with primary responsibility for childcare. Although, no doubt, a more general group would provide opportunities for us to meet people who have one or more of these features in common with us, NFS allows access to all of them in a single package, as it were. Similarly, although we can only predict or

repeat what adoptive parents in the group have said to us, we are sure that our children will similarly benefit from the opportunity to mix with other children equally similarly situated to themselves." "For me, one of the clearest things that NFS offers is a group of people who have nearly all chosen adoption as their way to become parents. In the general adoption world, there is the feeling that most people are there after trying to have children another way. The energy and positivity of the group is really important and the acceptance of the children and their differences and the different way they need to be parented is refreshing." "Gay adoption is different and there are issues that don't normally arise and it is invaluable to know that there are many others in a similar situation, either going through the process or like us already have a child placed. Being able to discuss topics such as the prejudice that we and our son might encounter in a respectful and encouraging environment is great. The message board is full of useful and relevant information specific to gay adoption, and we would recommend that any gay couple interested in adoption sign up."

What were the weaknesses of the project? How could the project be improved?

It is not really possible or realistic for NFS to address and solve the complexities of individual LGTBI families, especially with respect to the school(s) their children attend. LGTBI parents can be transported into the public domain into new situations that are often dictated by the child's needs. Being in education is a universal requirement for children between the ages of 4 and 17 and is an experience relevant to all parents. Lesbian and gay parents have to engage with this process and manage the integration of their children into the school community, with the additional potential for homophobia within this setting. Part of a LGTBI parent's role is to manage this process for their child.

What is the degree of project innovation?

On the website there is an anonymised thread where members have discussed some of their experiences of being LGTBI parents at school. For example (anonymised as John): "We talked about schools with our social worker at length before the adoption but the reality of being a gay parent has really hit me for six in a way I never expected it to. I would say that I am "openly gay" but on reflection I previously BC (before children) only tended to tell people about my sexuality when I got to know them or needed to spend any amount of time with them. Now that I have kids I quite often feel self conscious in way that I have never imagined. It often seems that, when I walk down the street with my partner and two boys, the whole world can see this "Strange" family as though there is some kind of huge spotlight on us. When out with the kids on my own, the straight Dads give me knowing looks of "aren't all children hard to cope with" in a way that other gays do when they spot another gay in a group situation. It's as though you are a member of a new Dad's club, yet you feel a bit of a cheat because you are

not quite the Dad they are trying to relate to. Initially at the school gates it took a while to settle into speaking to some of the mums and dads. As our boys joined the school into the term, it was apparent to some that there was a new family on the block. Most paid no attention at all. There were already cliques of mum's who had obviously known one another from pregnancy classes and throughout the nursery school years. I would stand and look at everyone, fearing that they were all talking about us. In reality I was quite wrong. Other parents seem to be so wrapped up in their own stress of doing their job of raising a family that we were hardly the gossip of the town. Even now, some months on, we are quite amazed that when one of us drops off the boys at a party there is often complete confusion by the hosts when the other partner goes to pick up the children. It seems the classmates all know the boys have two dads but the parents are the last to find out. We have taken the bull by the horns and when asked, we always discuss our situation. We are two gay Dads and the boys are adopted. This does compromise the boy's privacy but it gets over the embarrassment hurdle immediately. We have not had any problems. There are lots of naive comments but never any aggression to our faces. A few months back, we went to stay at a hotel. During the evening the air con broke down and the boys complained about being too hot. We called out for housekeeping only to be completely in fear that the engineer would find it odd that 2 men and 2 boys were sharing a room. Next week we are taking a similar short break holiday. God knows what the other families will think. In the past I never used to care. We could go about in anonymity but now that we have two children in tow it seems like having to come out all over again.

Partnership and Networking

Name, description and functions of the services/organisations you have worked with

PACE; www.pacehealth.org.uk

This is a mental health and counselling service for LGBTBI people

GALOP; www.galop.org.uk

London's LGBTBI anti-violence and abuse charity

LGF; <http://www.lgf.org.uk>

LGBTBI people who are homeless, plus telephone counselling services

Coordination models

Social networking; legal advice; individual support and consultancy

Assessment of the collaboration and coordination methods

NFS provides an invaluable resource in an important arena for LGBTBI couples. It offers a useful resource for those who can access it. Inevitably, in times of financial cutbacks, it is difficult to meet the volumes of need for its services

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators were used?

None

UNITED KINGDOM (CASE 3)

Type of Organisation:

Albert Kennedy Trust (AKT): National UK Charity

Organisation Name:

AKT: www.akt.org.uk/

Persons interviewed and their roles within the organisation:

Wendy Hodges: General Services manager

Project Title

AKT is a national voluntary sector organisation with charitable status that supports lesbian, gay, bisexual and trans homeless young people in crisis. They have offices in London, Manchester and Newcastle.

What needs did the project/service want to tackle or to collect inforProject Justification

A high risk group amongst LGTBI are those who whilst or immediately after 'coming out' are at high risk of stigmatisation, or otherwise being rejected or alienated from family and friends of origin. One of the consequences of this is that they may become homeless. AKT was set up specifically to address these risks amongst the LGTBI population.

Target population and user information

Young LGTBI people who are or who are at high risk of being homeless.

Personnel involved in the project

Volunteers who may be family, friends, neighbours or otherwise locally concerned and committed members of the local community who are willing to offer temporary accommodation to Young LGTBI people who have become homeless.

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

Volunteers (single people, couples and families) with a spare room can provide a LGBTBI young person with supported lodging, from a few nights to a number of years. All carers are assessed and trained to ensure they are able to take on these roles. A bank of trained volunteers provides a Mentoring and Befriending service, where volunteers spend a couple of hours a week with a LGBTBI young person who needs a friendly ear or requires practical support. Support is also available by phone, face to face or email. The trust also teaches independent living skills for young people through their accredited training programme, provides help in crisis through their Emergency Support Project, and helps young people find more permanent housing.

What were the project weaknesses? How could the project be improved?

It is not really possible or realistic for AKT to address and solve all the complexities of individual LGBTBI people who have become homeless. Their focus is on short-term emergency aid. This is clearly vital and important, but may after the immediate crisis is over still leave ongoing problems unaddressed, whether that is social isolation, physical or mental health problems, etc. However, AKT is alert to these issues and does go beyond emergency short-term relief whenever time and resources allow. Whilst the main emphasis of the AKT's services is on accommodation, it is impossible to separate this aspect of a young person's life from their education needs, health, mental health needs and social and family relationships. In this regard, AKT have experience supporting young people who experience homophobia and bullying in schools and colleges, as Michael's case study demonstrates. Michael's story: "The day after a teacher 'outed' me in the classroom the bullying got worse. On the way home on the bus some older guys from school started to shout abuse at me then one of them sliced (knifed) me. As I ran from the bus I was petrified, not of them, but how my mum would react when she found out I was attacked for being gay. AKT gave me a mentor who helped me cope with all the stuff at school and even apply for college. I stayed with an AKT carer for a short while too, whilst I sorted things out with my parents. I am so grateful and not scared now..." (Michael, 16).

What is the degree of project innovation?

In 2013, the Trust opened two safe houses –one in Manchester, one in London– providing supplemental accommodation to that provided by volunteers. According to reporting in *The Guardian*, demand for the trust's services has increased: in 2010 AKT provided support for 149 people in London and 85 in Manchester. In 2013, the London figure had doubled and the number in Manchester had reached 152. AKT has also merged with a Housing Association, enabling it to concentrate its resources on securing accommodation to LGBTBI young people who are in need'.

Partnership and Networking

Name, description and functions of the services/organisations you have worked with

PACE; www.pacehealth.org.uk

This is a mental health and counselling service for LGBTBI people

GALOP; www.galop.org.uk

London's LGBTBI anti-violence and abuse charity

LGF; <http://www.lgf.org.uk>

LGBTBI people who are homeless, plus telephone counselling services

Coordination models

Housing co-ordination; social networking; individual support through LGBTBI role modelling and mentoring.

Assessment of the collaboration and coordination methods

AKT is financially supported by Manchester City Council, the Diana, Princess of Wales Memorial Fund for Development Work in Scotland, Northern Ireland and Wales, and the Association of London Government Information & Advice Services in London.

AKT provides an invaluable resource in an important arena for LGBTBI couples. It offers a useful resource for those who can access it. Inevitably, in times of financial cutbacks, it is difficult to meet the volumes of need for its services

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators were used?

None

UNITED KINGDOM (CASE 4)

Type of Organisation:

Regional charity

Organisation Name:

East London Out Project (ELOP): www.elop.org

Persons interviewed and their roles within the organisation:

Claire McComb (Information officer)

Project Title

ELOP is a lesbian and gay mental health charity established in 1995 and based in East London: www.elop.org/

Project Justification

Because of stigmatisation and the added stress of 'coming out' and the risks of social exclusion that brings, LGBTBI people tend to have higher than average risks of mental illness of various kinds and severities. ELOP brings an innovative, holistic, enterprising approach to addressing these problems.

Target population and user information

Young LGBTBI people who are at high risk of developing mental illness or who have begun to develop mental illness.

Personnel involved in the project

See below

Specifics/Innovation

What were the project's main strengths? What were the key elements for success?

ELOP is a grassroots developed and community-led organisation with the aim to promote the mental health, wellbeing, empowerment and equality of lesbian, gay, bisexual and trans (LGBTBI) communities. Its core services include information, advice, advocacy, counselling and support services, plus other social and community activities and events to north and east London's LGBTBI communities. ELOP operates a holistic approach and believes that one area of health and well-being, whether this be mental, psychological, emotional, physical, social or even community, cannot really be fully achieved or maintained without recognition or the opportunity for all the concerns of our 'whole self' to be addressed. By having a range of services ELOP is able to refer those using one service into another for additional support, information or advice as appropriate.

What were the project's weaknesses? How could the project be improved?

Because of the financial crisis in the UK, local government funding has already been cut 40% nationally over the last five years. These cuts are planned to continue over the next five years. Organisations such as ELOP are, however valuable their services, at risk of dramatic funding cuts over the next five years.

What is the innovation level of the project?

ELOP also delivers second-tier work that includes providing information, training, consultancy and support to statutory and voluntary sector policy makers, managers, service providers and their staff teams. ELOP also run a weekly youth-led social group

for people aged 13-21 (up to 25yrs for young people with support needs) who are LGBTI or questioning their sexuality. This social group provides young people with an opportunity to meet other young people who are LGBTI and share experiences in a safe, supportive, laid back environment: 'Come and hang out, play pool, flick through the LGBTI library of books and DVD's. This is a space for you to be yourself, meet new people and make new friends. We also have film nights and group outings, a snack bar, plenty of sofas, games, music, and lots more!' ELOP Website

LGBTI families and their children:

ELOP runs a range of activities for LGBTI Parents and their children, including a monthly parents group. Discussions include such topics as parenting adopted or fostered children. The group provides an opportunity for local families to make links with other LGBTI parents in the East London area. This group is also open to those who are thinking about becoming parents in any way. ELOP also run monthly family activities and a weekly LGBTI parent and baby/ toddler group.

Partnership and Networking

Name description and functions of the services/organisations you have worked with

PACE; www.pacehealth.org.uk

This is a mental health and counselling service for LGBTI people

GALOP; www.galop.org.uk

London's LGBTI anti-violence and abuse charity

LGF; <http://www.lgf.org.uk>

LGBTI people who are homeless, plus telephone counselling services

Coordination models

Flexible, creative holistic mental health counselling and support linked in a care co-ordination modality with other services and support whenever needed and appropriate.

Assessment of the collaboration and coordination methods

ELOP is addressing the financial crisis it is facing in a number of innovative ways. The following is just one example, taken from a local newspaper. "A charity supporting LGBTI people in east London was chosen as the recipient of a £3,000 donation after pupils argued its case in a school project. The East London Out Project (ELOP) will receive the cash after pupils at Frederick Bremer School in Siddeley Road, Walthamstow, persuaded judges to pick the charity as part of a philanthropy project. The 13 and 14-year-olds worked in groups with a chosen charity each and discovered what differences they made to the area. The groups then made their presentations before six judges including Cllr Clare Coghill, cabinet member for children's services. Pupils Saoirse Finnegan, Sheneil

Francis and Claire Armstrong beat eight other groups to win the Youth Philanthropy Initiative (YPI) after they impressed the judges and the school's audience of around 100 staff and parents with their arguments. ELOP, of Grove Road in Walthamstow, supports LGBTI people through a range of support services including counselling and it seeks to increase the community's understanding of issues facing them. Teacher Sue Parker, head of cultural studies at the school, said: "The evening was a great success and a testament to all of the hard work that the year nine students and Cultural Studies team has put into this project. I am really pleased with the outcome." *East London and West Essex Guardian, 2013*

Checks and Assessment Models

Did you include an evaluation framework in the project? If so, which dimensions and indicators were used?

None



***National
seminars and
international
seminar***

This workstream's aim was to foster a partnership between home and school, to help bring about genuine sharing and collaboration between parents and teachers in order to jointly fight against homophobic bullying. The partnership will enhance the sharing of responsibilities and commitment of time, effort, and resources to this noble investment – their children's growth, wellbeing and safety, and safeguarding sexual diversity rights of childhood at school.

The following is a compilation of the materials sent by the partners after concluding the seminars in Bulgaria, Spain, Italy, Poland and the United Kingdom. The presentation will be broken down by country in order to underline the different situations experienced in each of the participating partner countries.

3.1 B U L G A R I A

In Bulgaria, two one-day seminars were undertaken in the cities of Sofia and Bourgas.

1 Aim

The main point was to provide the participants with information concerning the project's common goals, tasks, and partners. The research conducted, and also to provide an opportunity for those interested to openly talk about the issues related to homophobia and the public attitude towards LGBTBI people, and also to share best practice and discuss difficulties and ideas regarding how the situation could be changed.

The seminars were organised in two main parts. The first included the presentation of the Bulgaria research report. Working was done in small groups in order to identify and share basic issues concerning homophobia at a local level. The second part consisted of sharing recommendations regarding future actions to prevent homophobia and protect victims.

3 Participants

The total number of participants was 40 – LGBTBI community representatives, including youths, gay couples, parents of youths with diverse sexual orientations, NGO representatives, teachers, social workers, and psychologists. There were no representatives of the local authorities.

3 Contents and Conclusions

3.1 The group discussions that took place in the first part of the seminar indicated both a positive and negative attitude towards people with diverse sexual orientations.

Everyone understands the necessity of anti – discrimination attitude towards those who are different, but mostly as regards people with disabilities and people from different ethnic origins (Roma in particular).

- I. According to the participants prejudices and stereotypes still exist in Bulgarian society regarding sexuality, gender and social roles and different kinds of behaviour of men and women. The problem is that the younger generation is being kept educated in these stereotypes – in family, school, and informally in groups of youths.
- II. The participants share the opinion that homophobia finds extremely strong expression at school. Very often it motivates the use of violence among teenagers, even when there is merely a doubt about diverse sexual orientation. Untraditional behaviour, dress, or the way someone looks could provoke insults, fights, bullying, or physical violence. Pedagogues and psychologists share the opinion that young people hide their homosexuality in school, because although there may not be very strong hostility against LGBTBs, they still suffer alienation.
- III. Most of the homophobic language at school is being considered a normal and acceptable part of the daily school life.
- IV. Homophobic and transphobic bullying at school leads to greater levels of drop-out and escaping from school among the LGBTB students. This reduces their chances of continuing their education and obtaining higher qualifications, and most importantly, it leads to facing other risks – drugs and alcohol abuse, deviant behaviour, aggression and violence, suicide and self-aggression.
- V. Schools do not have policies and training for handling homophobic bullying. This is partly due to the fact that some of the teaching staff has a homophobic and transphobic attitude.
- VI. LGBTB issues are missing in the curriculum, and this leads to overall ignorance about this group of people. Holding discussions or teaching about sexual orientation and gender identity in educational institutions is absolutely prohibited.
- VII. At the same time, the number of young people who seek psychologists' help in consultative centres is increasing. Initially, help is requested because of the violence experienced, and later this violence proves to be based on a homophobic attitude from peers or in the family. Specialists admit that they face serious difficulties in working on this type of problems. According to them, the reason is the lack of sufficient information and theoretical and practical preparation, to the lack of proper services within the community (for example specialised centres for working with the LGBTB community), the lack of cooperation with families and schools, and last but not least, lack of awareness of best practice with regard to this issue.
- VIII. The seminar participants share the opinion that intolerance towards the LGBTB population continues to be a serious issue for the educational system, which remains 'blind' to diversity both in society and in the schools.

- IX. Representatives of the LGBTBI community shared the opinion that the homophobia is not just an issue concerning the educational system, but also the healthcare, social and cultural systems. The police and the courts are inadequate when it comes to prosecuting hate crimes. Same sex couples and their children are perceived as “second rate” people. The State sees them as faceless people, who live together accidentally.
- X. Homophobia has not yet been put to public debate and discussion in Bulgaria and is very often “manipulated” by the media and in politics. Often, homophobia is mixed with other forms of discrimination such as discrimination against the Roma population.
- XI. The participants unanimously considered that there is a lack of information in all spheres: family, schools, universities, and institutions. Educational programmes in schools are completely missing and universities do not prepare future specialists on this issue. There are very few NGOs working on the issue.
- XII. There is a lack of local policies to prevent homophobia and protect its victims.

3.2 The second part of the seminar aimed at steering attention and the discussion to *potential ways of overcoming homophobic attitudes at school and in the family and the social environment*.

- I. The need to introduce common terminology for human rights, equal treatment, sexual and gender diversity, inclusion and anti-discrimination is a priority.
- II. According to the participants, there needs to be a shared, positive understanding of homo, bi and transsexual reality because it will impact an effective reaction against negative attitudes and behaviour towards people with diverse sexual orientations.
- III. Adequate education and public awareness is needed to enhance opportunities for achieving long-term progress in the fight against discrimination faced by the LGBTBI community.
- IV. LGBTBI topics should be included in the curriculum in order to prompt both tolerance and understanding between staff and students and public awareness of non-traditional family structures. The learning materials should include books to be shared with the parents in order to break the stereotypes and to explain sexual diversity.
- V. Schools should adopt anti-bullying policies against homophobic and transphobic bullying.
- VI. Training should be provided for teachers, psychologists, social workers and pedagogical counsellors on LGBTBI issues about how to cope with homophobic and transphobic bullying.



- VII. A holistic approach should be applied for the prevention of homophobia. This requires professional networks and services to be established which should act in coordination in the interest of the LGBTBI community.
- VIII. An anti discriminative legislation by considering the opportunity for developing local strategies for prevention of homophobia and protection of the victims should be established. The Local anti-discrimination committees, social service providers, NGOs, and LGBTBI community representatives should play key roles in developing these policies.

3.2 S P A I N

After the completion of the research phase and field studies on the discourse, needs and strategies to be used to address stereotypes and trans-homophobic conduct in the sphere of education, the RAINBOW HAS project tackled its second line of work involving organizing seminars with authorities from education and the sectors involved in this issue in Spain, conceived to hold three meetings at three different locations in the country, Madrid, Barcelona and Bilbao, during the first semester of 2014.

The seminars were configured for intensive work hinging around: 1) a period for presenting content, i.e. the results of research, experiences and reflections/talks; and 2) a period for interaction, analysis and construction.

1 Aim

The aim behind these seminars was to provide a meeting place where discussions could be held and awareness could be raised on the need to build a political agenda to address the issue and then engage the agents involved (educational institutions, associations in charge of LGTBI, family associations and teachers) so that each one could undertake the initiatives needed to begin to work in his or her own sphere of influence towards the respect and full integration of affective and sexual diversity in the realm of education.

2 Participants

After having convened nearly all of the social agents and institutions affected by the issue, actual participation in the three seminars ranged from between 25 and 28 attendants from the Ministries of Education and Health, Social Services and Equality,

from the Regional Departments of Education and Social Policies in the Basque Country, Catalonia and Andalusia, from LGBTBI federations and associations, from family and homosexual parents' associations and associations of families with homosexual children and transsexual children, from teaching and trade union movements, from associations defending human rights and the rights of children and adolescents, from the Youth Council of Spain, from Universities, and from the Ombudsmen of Spain, Catalonia (Síndic de Greuges) and the Basque Country (Ararteko).

3 Contents and Conclusions

3.1 Seminar in Bilbao:

The following are the main ideas that arose in the analysis, interaction and construction phases:

- I. Diversity is a fact, a right, a wealth and a privilege. We must defend it and stake a claim for it. We must give it a voice and make it increasingly present and visible in society. Various diversity agendas, including political, educational and trade union agendas, must be pursued for this purpose. Rather than mere rhetoric, what is needed is collectively developed concrete proposals, solutions and responses driven by leadership.
- II. Zero tolerance to aggressions against diversity. Zero tolerance with a respectful no. Safe areas must be built in schools, neighbourhoods, cities... These well-forged areas must provide for trust and dialogue.
- III. Adults vs. children: listen to the emotion of the child and work within the context. The emotion (upset, pain, feeling misunderstood, lonely, disoriented...) is real, but is sometimes hard to identify from the perspective of the adult and one must penetrate the emotional sphere of the child. The child feels upset but does not perceive a problem. What upsets the child lies outside his or herself in the context (which is impermeable to "what is different" or to "what is not standard")
 Access to this emotional sphere: with empathy and respect (the child should be able to tell whatever he or she wants to whenever he or she wants to...). Yet close attention must be paid not only to silence. It may be a sign of respect (for the pace, the appropriate times), but also of negation. We must not overlook that fact that responsibility for generating dialogue lies on the part of adults.
 Therefore, spheres of "trust", and "safety" must be generated so that emotions can be expressed and for there to be dialogue about what is happening, what is perceived as standard, as permitted, as diversity, and so forth. These spheres should be present in the family, in schools and in the community.
- IV. The families: there is a lack of information and training on affective and sexual issues.

All families, regardless of their morphology and configuration, provide safety and protection.

The traditional family, understood as a heterosexual couple with children, has to make a greater effort to integrate diversity of family models that are not present in its daily family life.

Those who have not lived close to affective and sexual diversity need these situations to be introduced to them. They need to “see them”.

How can this lack of information and training be addressed?

- i. Through greater visibility and awareness raising. A contribution can be made by the media through campaigns for the general public, campaigns on equal treatment, on affective and sexual diversity, and so forth. A contribution can be made by schools through a curriculum that talks about families and about a diversity of families. A voice should be given to these families. They should be made visible and present in society.
- ii. Through more information for families. It should be cognitive, but at the same time, it should be acknowledge that cognitive messages have only relative impact and should be connected with emotion, and the emotional side should be further addressed.

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- V. How can education take place outside the realm of social pressure towards uniformity and stereotypes? How can this be neutralised?

We should not overlook the influence of socializing agents, i.e. family, school, friends, the media and, particularly in the case of children and teenagers, the great power of the film and television industry, which a large percentage of the time plays a negative role in this regard.

We are not fully aware of how we convey gender roles. Perhaps a good starting point is for us to acknowledge that we have been educated with a homophobic bias and then begin to open up to diversity from there.

Language difficulties: how can we use positive, “natural” language to make affective and sexual realities visible?

The pedagogical value of the law: legal recognition of affective and sexual diversity as a proper tool to empower people (including children and teenagers) vis-à-vis their rights.

To begin to work, the earlier the better, within the family, school and the community, both emotionally and cognitively, before there is actually a “problem”, although certain contexts favour the emotional sphere and others the cognitive. To generate a “habitat” of diversity in all of these contexts and bolster all of the elements that sustain them.

- VI. In the school context (furthering the previously mentioned line of work)...

An issue of prevention: generating areas of trust where the person can show him or herself with all of his or her diversity, where there is zero tolerance for a lack of respect.

- i. And together with these areas for trust, a necessary condition for dialogue, protected areas for a feeling of (even physical) safety.
- ii. Zero tolerance is a matter of ethics: “no harm can be done to the other person”. From this standpoint, the other person is entitled to be the way he or she is, and I must respect that and abide by the rules to enable/ensure that.

An educational task:

- i. The hard fact is that affective and sexual educational is not addressed as it should be.
- ii. The skill-based educational model remains valid and must be further developed.

A matter of harmonious interaction:

- i. Making all students responsible for common well being, in line with the experiences of taking care of one another, of foster relationships, of forging the rules together, and so forth.
- ii. Cutting through the excess red tape in the harassment protocol, eliminating fears of opening up an investigation as soon as possible. These fears sometimes lead to acting late...
- iii. It is important and necessary to work with witnesses in cases of harassment, peer ill-treatment or disrespectful treatment. How can the difference between “squealing” and “informing” be conveyed?
- iv. Making a virtual channel for safety available.

A task for the entire educational community:

- i. There is a need to integrate/incorporate families in school.
- ii. There is a need to make LGTBI teaching staff more visible. There is a lack of LGTBI role models, particularly in the case of homosexual women. This general rule also stands outside the school, in society at large.

3.2 Seminar in Barcelona:

The analysis, interaction and construction phases regarding the issue of affective and sexual diversity in the sphere of education and the role that the various social and institutional agents (concerned with promoting the full affective and sexual development of minors, both children and teenagers alike), should or could play gave way to identifying of a series of priority proposals, strategies and tools to be included in these agents’ agendas. These proposals, strategies and tools respond to four key issues:

- Harassment in school due to sexual orientation or gender identity
- The specific aspects of minors with non-standard gender behaviour
- Family participation in sexual and gender diversity education
- Intervention measures

They considered the specific role or response that could be facilitated for each one of the four social and institutional agents that were considered to be key: 1) LGTBI entities and associations; 2) educational and citizens' entities and associations; 3) educational and training institutions; 4) the public administration.

The analysis, discussion and proposal phase gave rise to a series of shared proposals that could be integrated into two key actions that are later put forward as a conclusion:

- I. The need to produce and develop an *affective and sexual regulatory framework*. Implicitly, it must contain tools to ensure the due protection of the rights and liberties not only of LGTBI minors but also of minors from LGTBI families. The emphasis must be placed, though not exclusively, on the educational sphere, making the school a safe and stable environment for harmonious interaction that fully integrates diversity. For this reason, there must be:
 - Cross-cutting and specific inclusion of the issue of sexual and affective diversity in the school curriculum
 - Specific training on sexual and affective diversity for both teaching staff and civil servants with responsibility in this area. Also, any type of discrimination and

- harassment due to sexual orientation or gender identity must be prevented and/or addressed.
 - Protocols for preventing and addressing any form of discrimination and harassment due to sexual orientation or gender identity (centred around the victim).
 - Establishment of opportunities for connecting the family and school in order to address the issue and raise awareness.
 - Public services providing LGTBI care, counselling and training. (This could be provided by LGTBI organizations.)
 - Establishment of supervision mechanisms to ensure that LGTBI reality is appropriately "standardised" and addressed in the media.

Applying the resulting mechanisms will require proper follow-up and evaluation through a system of indicators.



- II. The need to *establish alliances and conjugate the efforts of all of the agents concerned*: LGBTBI entities and associations, education and citizens' entities and associations, educational and training institutions, and the public administration. This alliance, which requires effective commitment from all of the parties involved, would be geared towards performing these and other actions:

- Formulating agendas (that either impact or generate public policy) that have been arrived at by consensus.
- Conjugated application of the tools and mechanisms provided for by law.
- Social Audit of legislation enforcement.
- Sharing best practice.
- Participative, inter-related social awareness raising campaigns on the issue.

Any true progress on these proposals depends to a large extent on the effective involvement of the agents participating in the seminar. This is where the true challenge lies.

3.3 Seminar in Madrid:

The following are the main ideas that arose in the analysis, interaction and construction phases:

- I. Lesbian, gay, trans-sexual, bisexual and all other minors who do not conform to general expectations regarding gender are subject to and suffer from being ignored, from invisibility, and from harassment which is widespread on all levels of education and in most schools. This harassment is occasionally triggered by the teaching staff itself, and students do not even always have family support behind them. Nevertheless, this problem is perceived as non-existent in many schools until a relatively serious case brings it to light.
- II. The educational community needs to work together on this issue. Furthermore, it must do so longitudinally, from nursery school right up to the university. Often, families are only relied on to solve a crisis that arises. All research conducted asserts that the vast majority of families are in favour of education to respect diversity, be it sexual, gender or family.
- III. Training and support for members of LGBTBI families is equally important, as is making these families visible. It is important to remember that children in these families suffer from greater vulnerability.
- IV. Work on diversity and human rights must be mainstreamed, but it is important to establish opportunities and/or minimum content in order to ensure the issue is addressed.
- V. In order to ensure mainstreaming, it is imperative for all of the teaching staff to understand the need for and the obligation to attend to all types of diversity, and this requires specific training. Teaching faculties are highly reluctant to include

education in diversity in their curricula, although this could be overcome by an explicit requirement to do so in order to students to become teaching staff.

- VI. Although the LGTBI population is a minority, work on sexual diversity and gender is of concern to the entire population given that gender restrictions affect everyone and the stigma of homophobia will fall upon anyone who steps beyond gender 'standards'. Gender should never pose any limitations. A distinction must be made in this regard between what an expression of gender is and what gender identity is. The need for there to be protocols to file complaints, protect victims and repair damages was raised.
- VII. Harassment and marginalization due to sexual orientation or gender identity constitutes a human rights violation and the public administration should therefore be aware of the breadth of these violations and carry out thorough data gathering in this regard. The fact that forcible ignoring of one's identity is a type of harassment in and of itself was also stressed.
- VIII. The representative of the Andalusia Regional Ministry of Education explained that sexual and gender diversity is included in the second Equality in Education Plan. Each school has a person in charge of co-education and who at the same time is in charge of diversity. The regional Ministry has given specific instructions on how to tackle different issues. A protocol is being developed for attending to minors whose gender expression is non-standard.
- IX. Families with transsexual minors assert that they encounter fewer problems in public schools than in chartered schools. The issue of the extent to which a school's ideology may lead it not to ensure safety and freedom for minors with gender, family or sexual diversity was raised.
- X. Construing transsexuality as pathological weights like a stone on equal treatment. Above all, the Spanish Constitution ensuring freedom to develop one's personality must prevail.
- XI. Intersexuality must also be taken into account in attention to sexual or gender diversity.
- XII. It is important to work on protocols that solve problems stemming from strict gender binarism and the discrimination that this involves, which is not exclusive to solve specific problems.

As in general conclusion:

- Being ignored or subjected to violence due to sexual or gender identity can be found on a widespread basis in the Spanish educational system.
- This violence constitutes a grave violation of human rights. Decisive political engagement is therefore required to combat homophobia, biphobia and transphobia, which are systemic.

- The proactive involvement of ombudsmen is important.
- Intervention in favour of sexual, gender and family diversity needs to be activated not only in crisis situations, but must also be preventive and geared towards mutual respect among all types of diversity.
- Respect for sexual, gender and family diversity not only impacts a minority, but also enriches the entire educational community. A gender restrictive system weighs like a stone on the entire study body.
- A protocol for treating minors with non-standard behaviour is particularly urgent. Some of these students are transsexual, but some types of this behaviour affect most of the student body.
- The administration must adopt certain concrete measures, i.e. it must make the most accurate diagnosis possible of the state of play on this issue, make clear rules that explain that there is diversity and that make working with this diversity compulsory (there should be mainstreaming, but these areas should also be clearly defined), train for the teaching staff, establish on-going avenues for working with families, implement joint projects with LGBTBI organizations, and implement and disseminate resources for minors and their families.
- All school documents must explicitly include attention to sexual, gender and family diversity.
- A best practice network should be established (regions such as the Basque Country, Andalusia and the Canary Islands are working on structured plans to include attention to sexual and gender identity).
- Interventions carried out to promote the respect for sexual and gender diversity noticeably reduce levels of homophobia, biphobia and transphobia among the student body.

3.3 I T A L Y

On 18 June 2014, a national seminar took place in which each participant shared with the others different points of view according to their experience in various fields. The interventions were specially centred on explaining the activities developed by each organization.

1 Aim

Different institutions and individuals worked for some time on the issues of LGTBI rights from the wide viewpoint of anti-discrimination and the promotion of policies of inclusion and appreciation of differences. While not all interventions were aimed at exploring the relationship between school and family, it was deemed appropriate to hold a seminar on institutional and legal framework issues also including the overall presentation of the RAINBOW HAS project by Dr Di Stasio of SINERGYA.

2 Participants

Both public and private institutions and individuals took part in the seminar: UNAR, Lombardy Region, Network RE.A.DY, Articolo 3, Rete Lenford.

3 Contents and Conclusions

3.1 The National LGTBI Strategy was presented by UNAR. This strategy was formally adopted by Ministerial Decree of 19 April 2013 after a process of defining the strategy to involve industry associations, central government, local authorities and social partners.

According to the first national survey on discrimination by ISTAT⁵, based on sexual orientation and gender identity and presented on May 17th 2012 on the occasion of the International Day against Homophobia:

- I. Over 60% of those between the ages of 18 and 74 in Italy believe that homosexuals suffer some degree of discrimination. This percentage jumps to 80% in the case of transgender persons.
- II. 74.8% of the population does not agree with the statement "homosexuality is a disease", 73% with "homosexuality is immoral" and 74.8% with "homosexuality is a threat to the family".
- III. 65.8% agree with the statement "you can love a person of the opposite or same sex: the important thing is to love".
- IV. 63% agree with the statement "it is right that a gay couple which lives together to have the same legal rights as a married couple". About 44 % believe that "it is right for a homosexual couple to be able to marry if they wish". Only about 20% very much or somewhat agree with their possibility of adopting a child.

3.2 In addition, the RE.A.DY network (local governments combating LGTBI discrimination) presented its objectives of enhancing experiences already in place and attempting to make them common heritage for local and regional institutions. Their aim is to attempt to do so with a light, horizontal and participatory approach, calling on all partners to actively contribute to management and development, to promote local synergies by leveraging and enhancing existing resources, and to engage in the promotion and dissemination of best practice geographically.

- I. In recent years, several local and regional governments have initiated policies to promote the social inclusion of LGTBI citizens, and have developed and promoted actions and administrative measures to combat discrimination related to sexual orientation and gender identity.
- II. In Italy, in fact, as confirmed by the most recent national surveys (*The homosexual population in Italian society*, ISTAT 2010), the LGTBI community experiences discrimination in various circumstances in family life, social life, and work because prejudices based on culture persist. It is therefore essential for public bodies to act in order to promote policies that respond to the needs of the LGTBI community at the local level, thereby helping to improve their quality of life and create a respectful social climate and prejudice-free dialogue.
- III. An initial meeting within the COM.PA of Bologna was held in November 2005 on these assumptions, and in May 2006, in a subsequent meeting at the PA FORUM in Rome, the intention of the municipalities of Rome and Turin to promote a

⁵ Istituto Nazionale di Statistica (National Institute of Statistics).

national network to develop and disseminate best practice aimed at overcoming all discrimination against the lesbian, gay, bisexual, transsexual and transgender community was announced.

- IV. In June 2006, in Turin, the first steps by representatives of various public bodies to come together to define a Charter of Intent containing the goals, objectives and actions of the nascent network were taken. It is the first time in Italy that Local and Regional authorities maintain a network to promote cultural and political diversity and develop action to combat discrimination based on sexual orientation and gender identity. The RE.A.DY Network also looks carefully at international institutions, and the European Union Agency for Fundamental Rights (FRA) in particular.

3.3 The Lombardy Region established some general goals and then issued a notice to locate individuals willing to work in the field with the aim of a) developing and coordinating local networks between public and private social services to prevent, remove and contrast the phenomena of DR; b) to implement action under the Memorandum of Understanding and subsequent agreements between UNAR and between the Region of Lombardy and Region of Lombardy and ISMU; and c) to promote the signing of new agreements and support activities in accordance with agreements already signed between UNAR and local authorities of Lombardy.

A regional network was created with the following objectives:

- To conform a “space” for the operators and the operators in connection with UNAR.
- To encourage opportunities for information, training and awareness.
- To improve the accessibility and geographical distribution of branches and units.
- To reinforce the action and to standardise the procedure for taking charge of discrimination cases.

UNAR has defined the procedures for establishing anti-discrimination observers/points/units:

- A process involving all the stakeholders in institutions and local associations.
- Ensure widespread distribution and proximity to potential victims of discrimination.
- Points of reference: intersections, units and spatial information points.

3.4 UNITED KINGDOM

Two seminars took place in the UK. The first, half day seminar, on March 18th at Middlesex University and the second one on June 19th at the University of East Anglia. Both seminars tackled the question from different points on view, so that the first seminar was celebrated under the title *“Homophobic bullying in the context of mental health services”*, whilst the title of the second one was *“Stereotypes, Transphobic and Homophobic Behaviours in Education”*.

1 Aim

The first seminar was centred in the problems that LGBTBI persons find as mental health service users, while the second's objective was to identify and fight the homophobic behaviour in the classrooms.

2 Participants

The first, half day seminar, was attended by 25 representatives from the national mental health education and training network, local services, service users and LGBTBI service users with particular experiences of treatment from mental health services.

The second seminar was attended by 50 delegates including representatives from LGBTBI associations, academics and representatives from schools and local authorities in the Eastern Region of the UK, with representatives from a number of national organisations also attending.

3 Contents and Conclusions

3.1 Seminar at Middlesex University:

Despite anti-stigma campaigns in the UK in recent years, the experiences of people with mental health problems indicate that stigma is still a major problem. The stigma of being a member of a socially excluded group notably in this context (LGTBI individuals), based on socioeconomic, personal or cultural/ethnic characteristics, should be considered alongside the stigma of mental illness. Membership of a stigmatised group is often itself a risk factor for developing mental health problems.

The past decade has seen much activity aimed at transforming the experiences of people affected by mental health problems: specifically, trying to reduce the associated stigma. Publication of *New Horizons* (2010) set out a national vision for psychological health in England for 2010 and beyond. One of the aims was to 'improve the mental health and well-being of the population' by promoting equality and reducing inequality (DH, 2010). In an attempt to achieve this goal, a number of anti-stigma government-funded programmes have been launched over the past few years. Delving deeper into the background of people with mental health problems reveals that within the stigma of mental illness may be another stigma, which may be as or even more pervasive than that of mental illness; the stigma of membership in a socially excluded group such as 'coming out' as a lesbian, gay or transsexual individual. This may in turn be linked with some of an additionally disadvantaging set of characteristics such as diminished economic opportunities, poorer interpersonal relationships and other life opportunities, unemployment and income loss, constricted social support networks and poorer interpersonal relationships, delayed help-seeking and reduced psychiatric medication, diminished quality of life, and other life opportunities, depressive symptoms and demoralisation, and negative constructions of identity including low self-esteem (Chakroberty, 2011). Chakroberty concludes: "This study corroborates international findings that people of non-heterosexual orientation report elevated levels of mental health problems and service usage, and it lends further support to the suggestion that perceived discrimination may act as a social stressor in the genesis of mental health problems in this population".

Myer (2003) offers a conceptual framework for understanding this excess in prevalence of disorder, and consequent disadvantages in terms of minority stress— explaining that stigma, prejudice, and discrimination create a hostile and stressful social environment that causes mental health problems. The model describes stress processes, including the experience of prejudice events, expectations of rejection, hiding and concealing, internalised homophobia, and ameliorative coping processes. Marmor (1980) makes a telling point here in terms of: "The basic issue . . . is not whether some or many homosexuals can be found to be neurotically disturbed. In a society like ours where homosexuals are uniformly treated with disparagement or contempt— to say nothing about outright hostility— it would be surprising indeed if substantial numbers of them

did not suffer from an impaired self-image and some degree of unhappiness with their stigmatised status".

- I. It was a discussion about the existence of the 'double stigma' attached to being a mental health service user – magnified by the fact that services had no recognition of the additional difficulty of 'coming out' not just to society in general but also to mental health services in particular, who on the whole had no recognition of the particular stress and tensions of being LGBTBI. In discussion, the additional complicating issue was discussed at one stage of being LGBTBI as needing treatment in and of itself.
- II. Peter Ryan went on to give an overview presentation about LGBTBI issues in mental health services. He mentioned that the National Institute for Mental Health in England (NIMHE) carried out a review (2007) that showed that LGBTBI people are at greater risk of suicidal behaviour and self harm. The risk of suicide is four times more likely in gay and bisexual men, whilst the risk of depression and anxiety were one and half times higher in LGBTBI people. Stonewall also published a report (2008) which found higher rates of suicidal thoughts and self-harm in lesbian and bisexual women compared to women in general. In addition, LGBTBI people can face discrimination and poor experiences of care which can also impact on mental health. There can be a higher rate of alcohol and drug dependency in LGBTBI people, with a higher risk in lesbian and bisexual women. LGBTBI people with mental health problems may under certain circumstances also engage in alcohol or drugs misuse as a means to cope with the added pressure. Among gay men, an estimated 14–20% may have anorexia or bulimia (Russell, 2002).
- III. Thurstine Bassett explored these issues in terms of mental health education and training, again concluding that much of training in mental health was LGBTBI blind, and that it was extremely unusual for LGBTBI service users to have a space in which they could share their anxieties and concerns over the complexities of both being gay and having a mental health problem. This was very poorly recognised in mental health education and training and LGBTBI issues played either no part at all, or a very small part, in the education and training agendas for nurses, social workers psychologists and social workers. The seminar was very well received and stimulated much very active participation in the audience.
- IV. As final conclusion, a review of the evidence suggests that LGBTBI people are indeed at risk of increased levels of mental distress and disorders due to stigma, and a degree of consequent social isolation, it is important to understand this risk, as well as factors that ameliorate stress and contribute to mental health. Only with such understanding can public policymakers work toward addressing stigma towards LGBTBI people in their societies. The relative paucity of psychiatric epidemiological literature regarding the mental health of LGBTBI people has been misguided, leading to the neglect of this important issue.

3.2 Seminar at the University of East Anglia:

A previous one page report provided an overview of the day. It included presentations from young people who themselves were LGBTI as well as young people who were not. This included a Young Facilitator with the National Council for Voluntary Youth Services and ex-member of UK Youth Parliament. Young people who were present at the event were encouraged to participate in the discussions and debates throughout the day. Their well-articulated points depicting the need for student inclusivity and involvement in schools developing strategies and policies were important. Building a network of student champions within schools was one of the strategies discussed, and this will be taken up by the strategy group facilitated by the Norfolk Council. The morning session included presentations about the UK RAINBOW HAS project, an overview of the impressive work that Norfolk (Eastern County of the UK) has been doing around tackling homophobia in schools across the County, presentations from schools in the region about the work they were doing fighting homophobia in the classroom, and presentations from a regional LGBTI youth group organisation, including a “hands on” dressing up activity that is part of a classroom activity usually done with primary school age children, to give them a mini “PRIDE” experience – of celebrating being proud of who they are.

The lunchtime session gave delegates the opportunity to watch a national campaigning charity's education video (Stonewall) that has just been produced for use in primary schools, which uses a number of 'case study' experiences of children's lives to explore some important issues about identity, culture, belonging and prejudice. A number of stalls exhibited their work, including a Local Authority Library Service, and a voluntary grass roots community project (the FIXERS project), who displayed their hard hitting poster campaign about homophobic bullying.

The afternoon sessions included another University presenting the results of their European funded Research about empowering young LGBTI people against homophobic and transphobic violence, before 2 other regions of the UK presented their good practice in addressing homophobia in schools. The final session involved delegates working in groups discussing one of three themes:

- *Engaging all families in a school's community with addressing homophobia and homophobic bullying:*

A number of important messages for practice emerged from this group's discussion. The first point is that a 'one size fits all' approach does not work well. Every school works differently and engages pupils and their parents in ways that work well for the community where the school is located. What is important is that the creation of safe spaces to talk about homophobia and bullying should be created in such a way so that these spaces are close to the child and are effectively used by children, otherwise their existence is meaningless.

Often schools do not engage with this issue because of a fear that parents and careers will not approve. Some of the schools who had effectively managed this process said that this was not something to worry about. Schools can use 'hooks' and 'scripts' to explain the rationale in addressing this issue. Examples of these are: Ofsted inspections and minimum expectations of how this is dealt with and accounted for in school procedures; equalities duties including LGTBI issues; life course transitions and the need to address these in the curriculum (PHSE).

Participants commented on the need for on-going work to be done in this area, beginning with work with the family via children's centres, nurseries, feeder schools (in transitions to secondary schools), faith communities (for faith schools) and library services. Although there would seem to be more scope to address LGTBI issues within secondary schools because of the age of young people and their developing interest in sex and relationships, engaging children and families much earlier in their education experiences is also crucial. Participants praised the work of Stonewall in producing the video for use in primary schools. Display visuals can be powerful ways of presenting the work done at a school and show the ethos of a school. They can also engage parents and carers in the life of their child's school. External speakers and trainers also play a role and can often raise issues within staff groups and within the classroom that staff themselves would find more difficult. Their role can be to get schools talking and thinking about this issue. Identifying and building up the skills in 'champions' based within the school environment can be a way of ensuring that these issues do not get lost and that schools go on to develop skills and expertise in dealing with any issues raised within their local environment.

- *The challenges in addressing homophobia in child and family social work:*

LGTBI issues were considered by participants to be the least developed area of 'equalities' in social work. A number of gaps were identified in research and training in this area, including qualifying and post qualifying education opportunities. Research around lesbian and gay issues in social work is thin and there are limited post qualifying training opportunities for discussion and development. As a result of this, group members highlighted the existence of a professional 'anxiety' in raising and addressing this competently in practice. Reference was made to the Wakefield inquiry (Parrott et al 2007), which followed two gay male foster carers being prosecuted for sexually abusing foster children in their care. The social workers did not address concerning aspects of care in this case for fear of being labelled homophobic. Addressing social workers own prejudices in this area would appear to be a good starting point.

In terms of identifying how assessment processes could address these issues, participants thought that assessments should move beyond a 'tick box' approach and use the relationship they build with a service user as a basis for assessment. Assumptions should not be made about how service users who are LGTBI understand the impact their sexuality may have on their lives.

- *'That's so gay'- breaking the insidious invasion of homophobic language in our culture:*

The group highlighted the complexity of use of homophobic language within the school setting and the difficulties of addressing this. Many schools have a zero tolerance policy toward the use of homophobic language in schools, just as they do with racist language, and there have been some reports of the success of this approach in the sector.

Cambridgeshire schools have always performed well in Stonewall's Education Equality Index, taking top place in 2011, and they report the need for schools to take this issue seriously and develop clear policies in partnership with pupils and parents.

Most participants said that the use of homophobic language is still an everyday occurrence within the schools where they work. The word 'gay' is used in such a way to mean 'crap'; it's a nasty term and many pupils and teachers are desensitised to its use now because it is so common. However, participants also spoke about the need to challenge the use of such terms with staff and students, and in so doing, set out a broader agenda of the need for respect. This coincides with Stonewall's latest campaign, to not just be a bystander when such comments are made but to challenge the use of such terms through scripts and prepared responses.

- I. England has Central Government support for schools addressing homophobia in the classroom. This is now one of the criteria covered in school inspections that occur on a frequent basis so there is a developing willingness on the part of schools to engage with this issue. However there are also a number of challenges too for schools taking on this agenda. The conference heard about some of those (e.g. from parents, from religious schools), but also heard about work that is being done to overcome these obstacles.
- II. There are a number of good local networks that provide training for teachers, interactive sessions for students at primary and secondary level and also raise community awareness. It is clear that tackling this issue requires support and commitment from many people working within a number of different organisations, including national, statutory, voluntary, and community grass roots levels. There is some excellent work being done in the East of England and this has been recognised by the Stonewall Education Equality Index Survey placing Norfolk in the top 10 for the first time this year, and Hertfordshire and Cambridgeshire repeatedly making the top 10 local authorities in Stonewall's list.
- III. Work continues. Local authorities hold regular meetings to ensure strategic oversight of developments in this area and these groups also include young people. Having external Government and NGO bodies validate the work of Councils is useful in driving forward change in this area.

3.5 P O L A N D

As the results of the fieldwork indicated, there is little exchange between different social and political agents in Poland on LGBTBI issues. For example, academicians and NGO workers rarely work together and disseminate the results of their research among the public, and schools are not willing to cooperate with NGOs but would probably accept the expertise of academic teachers. Politicians seem to be a separate group, and even though their involvement in LGBTBI issues is necessary, it is not always competent. For these reasons, it was very important to bring all these groups together in order to share the results of the fieldwork with them, and to show them the human experience (of same sex parent families especially) that rarely comes to light. It was also important to identify new stakeholders and agents who might get involved in the process of alliance building for LGBTBI persons.

1 Aim

The aim of the seminar was to compose joint recommendations for a more anti-discriminatory approach to LGBTBI issues in Polish education. The recommendations, if applied, are to improve the social status quo of LGBTBI emancipation practices, and to protect the wellbeing of the LGBTBI youngsters and same sex parent families with school age children.

2 Participants

To reach the goal, a list of about fifty stakeholders was prepared. It included political agents (such as Ministry of National Education, Commissioner for Equal Treatment), children and NHRI, NGOs, academic teachers, the Polish Psychological Association,

the police, the scouts movement, etc. A person in charge of either anti-discrimination action or implementation of European projects was sought from each institution. If such identification was not possible, the invitation to the seminar was sent out to the main office of the institution. A three-step approach was adapted to contact the institutions via mail or official post. Some were also contacted via phone. About fifty invitations were sent three times each. Despite this effort the response to the invitation was rather modest.

Fourteen persons participated in the seminar, and nine evaluation sheets were filled in (see below). It was mostly LGTBI and anti-discrimination NGOs representatives such as Anti-discrimination Education Society and Lambda Warsaw, who attended. Academic teachers were vividly interested in participation in the seminar. Six of them participated, representing three institutions: University of Warsaw, Polish Academy of Sciences, the Maria Grzegorzewska Academy of Special Education. Children and NHRI representatives were present.

At first glance it seemed that the group was too small to achieve the goal of the seminar. This hasty appraisal turned out to be false, as all those who came were competent in the field of anti-discrimination, and a large list of recommendations could be formulated.

3 Contents and Conclusions

The participants raised an important controversy after the presentation, which divided participants into two groups. One of the groups held the opinion that merely being different (any kind of difference) is a problem in the educational system and may cause bullying, whilst the other group was convinced that LGTBI bullying has its specificity and may not be treated as any other kind of "difference".

The second part of the meeting took place in a small, convivial room adapted to conceptual group work. The goal of the meeting was to formulate recommendations on the subject. When reminded of the goal, participants showed vivid, yet negative reactions. As they have been working for years now in the field of the anti-discrimination they have already gone through the process of making recommendations a few times, but it never was conclusive in terms of being introduced and adapted by public authorities. Still, they agreed to take the effort again. In this context it is important to underline the absence of the representatives from the Polish educational system (National Ministry of Education, regional school-boards, the police etc.). Nevertheless, the absence brought to light and proved the importance of building alliances between NGO workers and activists, academic teachers, and representatives of some professional associations such as the Polish Psychological Association. Michał Melonowski, member of the Family Therapy section of the Polish Psychiatric Association committed himself to support the LGTBI community when schoolbooks present homosexuality and transsexuality in a way that is not based upon modern psychological knowledge but refers to its authority (for example treating homosexuality or transsexuality as a mental disorder).



- I. The seminar confirmed what was already known from the fieldwork and from other parts of the RAINBOW HAS programme: policy agents in Poland lack interest in anti-discrimination and LGTBI issues. Also, it is very difficult to bring different groups and agents together. NGOs and academicians are most active in this field, even though they rarely support each other. Therefore, the seminar was a chance to pinpoint the needs for such collaboration and provide an opportunity to build new alliances. The Ombudsman for Children and NHRI representatives were also present and conceived the idea of fostering closer cooperation between these two institutions' work.
- II. A number of recommendations were formulated during the session concerning education and broader social context. A strong need emerged to introduce anti-discrimination and LGTBI issues into the Ministry of National Education policy (anti-discrimination evaluation and certificates for schools, the school textbook reviewing process, an anti-discrimination coordinator at the Ministry, providing a good lay ethics education etc.). The other group of recommendations aims at change in the future (the knowledge base and the know-how data base, focusing on future teachers and educating them towards acceptance and understanding of LGTBI issues).
- III. The seminar was scored very positively and some alliances were made during the meeting. New possibilities for cooperation opened and the participants believe it is useful and encouraging to bring together different skills, viewpoints and approaches.

Following difficulties were discussed and recommendations were formulated:

- The Polish Ministry of National Education has no unit responsible for an anti-discrimination approach in education. It is important to try to establish an alliance with the Ministry to call for building such unit.
- All school text books need to be reviewed yet the reviewing process is quite opaque. Information on who is responsible for the process as well as the names of the reviewers should be made public.
- Teachers' anti-discrimination skills should be bolstered. The stress should be put on those who are in the process of training to become teachers. An alliance is needed with universities and academies that educate future teachers in order to introduce anti-discrimination issues into the teaching programme.
- The Dutch programme of sexual education for children aged 3 years should be adapted in Poland.
- An open statement is needed from the Polish Ministry of National Education that homophobic bullying is a problem in Polish schools.
- It would be helpful if two bureaus, children and NHRI, could work together on those issues. Particularly, a joint open letter to the Ministry of National Education on anti-discrimination issues would stand a chance of being significant input into the discussion of these issues and solving them.
- Public schools in Poland should go through an evaluation procedure regarding anti-discrimination.
- The results of the evaluation could be an important and official factor in assessing schools. Otherwise nothing will spur them to change and adopt a more anti-discrimination approach.
- "A knowledge base" should be conceived "so that there is knowledge when the right political winds blow" (as one of the participants put it).
- Academicians could be good lobbyists for LGTBI anti-discrimination in Polish public and political life.
- It would be helpful if TV series presented more gender diversity role models.
- Apart from religion, a proper and realistic education in ethics is needed. So far it has only been declared, but ethics is virtually not taught.
- One tactical recommendation is to portray LGTBI anti-discrimination issues and anti-bullying as an issue of "child safety". Polish teachers are far more sensitive to the issue of safety than to the issue of equality.

The meeting lasted about 3 hours and ended with a more convivial conversation on the issues discussed. Participants mainly focused on the possibilities for continuing cooperation beyond the RAINBOW HAS programme.

A N N E X

International Seminar: Brussels, 18 November 2014

The international seminar was held on 18 November at the premises of the Basque Government in Brussels. Representatives from the following organisations and institutions took part at the seminar: Ararteko, Farapi, Middlesex University University, FLG, Nelfa, ECIP, Jekino, Maria Grzegorzewska Academy, Commune di Milano, Universidad Complutense de Madrid, ILGA Europe, University of East Anglia, University of Trento, Basque Government, Comberton Academy Trust, Voyager School, FECE, Cavaria and Coface.

The session began with a presentation of the main findings and conclusions of the research done in 2013 and 2014, as well as the local and national seminars and workshops and the proposal for a European action network.

Three good practices were also presented at the seminar, two of them in the UK, and one more from the Basque Country (Berdindu programme). Attendees also had the opportunity to watch the two videos recorded by Jekino, the Belgian partners of the project, at Comberton College Academy and the Voyager Schools, both of them in the UK.

The keynote speeches were delivered by Roberta Metsola MEP on behalf of the LGBTI Intergroup of the European Parliament, and Katty Pallàs, on behalf of the Network of European LGBTI Family Associations (NELFA).

The conference concluded with an insightful round-table discussion with Sophie Aujean, from ILGA Europe, Alexander Schuster, from the University of Trento, and Ignacio Pichardo, from the Universidad Complutense de Madrid. They talked about the points in common between RAINBOW HAS and their work, about how to deal with homophobic bullying in schools, and how to connect local and European advocacy groups.

See the conclusions and recommendations endorsed by the participants at the seminar in Chapter 6 of this publication.





Workshops with teachers and parents

**July-August 2014
Farapi (Basque County, Spain)**

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INTRODUCTION

This document presents the results from the third line of work by RAINBOW HAS dedicated to developing a joint training model for teaching professionals (mainly teachers) and families (mainly mothers and fathers). After identifying the key issues through field work carried out among families on the obstacles for accepting affective-sexual diversity and the stereotypes that promote homophobic and transphobic attitudes in families, a training session was designed to tackle topics such as: preventing homophobia, LGTBI identity, and classroom bullying. At the same time, ways of introducing and tackling these topics in class were also sought. In addition, fieldwork dynamics aimed to identify processes through which schools and families might work together on children's safety and wellbeing. After designing these sessions with the University of Middlesex, the leader for this line of work, two schools⁶ were invited to take part in a pilot session. The whole method will be explained in detail below.

⁶ We committed to running a third session in a small school in a village. Due to circumstances beyond our control, at the last minute the session could not be held and, because it was the end of June when we found out it could not take place, we were unable to organise this session with another school.

RATIONALE

In addition to considering RAINBOW HAS research results, the 2012 study from the first RAINBOW Project was used. This study recommended that bullying and other forms of homophobic violence should be tackled by the educational community as a whole. It emphasized in this respect that it was a challenge for the different agents in this educational community to work together, and it explained why one of the aims of the current RAINBOW HAS project is to pinpoint strategies for every single person in the educational community, including families, to work together and for the educational community to work with the rest of the society.

Another conclusion drawn from the project research phases was that there is little focus on knowledge and communication of sexuality in order for students of all ages to fully develop, particularly at infant school. This lack of attention shows that sexuality continues to be taboo for adults both in the educational community and within their social context, and it explains why affective-sexual diversity is a topic that most adults with responsibility in the educational community avoid tackling in the classroom.

Furthermore, the field work carried out in Spain regarding the perceptions and discourse of teachers and adults in families showed that they are generally unaware of the heteronormative framework in which their students or children are socialised. It is assumed that heterosexuality is the normal, best sexual orientation that emerges naturally from an early age. On the other hand, the presence of homophobic bullying and homophobic language is widespread, often underestimated, and not tackled by teachers or families. Adults maintain a reactionary attitude and generally remain silent on topics such as gender, sexuality, minor's rights and LGTBI matters, particularly transsexuality. In addition, it has been continually seen that teaching staff and families rarely work together to tackle these topics although most of the agents working with RAINBOW HAS have demonstrated collective awareness on these topics and see that different agents working together can help steps to be taken towards preventing violence and encouraging full, safe and free student development.

SESSIONS

AIM

The following aims five were established. The first three were highlighted by the RAINBOW HAS proposal and the last two arose during the course of the project to take the local context into account.

1. Train teaching staff and families jointly to identify strategies to prevent transphobia and homophobia.
2. Design a training session model that can be distributed by family associations and introduced among the activities in the out-of-school curriculum.
3. Apply and test the model's structure and contents.

4. Create a programme for families and teachers alike to think and work together on raising awareness on the value of diversity, and more specifically, affective-sexual diversity.
5. Identify lines of action to combat homophobic bullying and help to create a safe school for everyone.

STRUCTURE

The structure for all the sessions was divided into three parts:

The first (1,2) was training on the concepts and the results regarding how bullying and affective- sexual diversity are dealt with by the educational community (including the families' perspective) in its context.

The second (3) involved thought and debate. This proposes viewing a film or an audiovisual document that looks at previously presented concepts and topics.

Participants are encouraged to give their opinion after viewing the film.

The third (4) was an invitation for the participants to work in small groups to identify their school's specific critical points and propose joint teacher-family solutions to be presented in a subsequent plenary.

Finally, all participants were asked to evaluate the session. The structure outline was as follows:

1. - Presentation of RAINBOW and RAINBOW HAS research results.
2. - Introduction and explanation of key concepts.
3. - Viewing of the documentary and exchange of opinions. Two films were used from the DVD created at RAINBOW: "Sticks and stones" at I.E.S. Minas high school, and "Omar" at the CEIP Agirre-Aperribai primary school.
4. - Work in small groups posing two questions:
 - What are the ideal characteristics for a school that is safe for all and that promotes diversity?
 - What can families and teachers do together to achieve this?
5. - Evaluation, closing thoughts and farewell

SESSION AT THE MINAS SECONDARY SCHOOL

The first session took place at the Secondary School (IES MINAS BHI). Children aged 12 to 16 years old attend this state school for four years of compulsory education that can be extended to either a Baccalaureate or diploma-level Vocational Training. The school is located in the town of Baracaldo (territory of Biscay), the fourth largest town in the Basque Autonomous Community in terms of the number of inhabitants, which grew in the 1950s due to developments in the iron and steel industry. This is illustrated by the name of the school, *Minas* (Mines).

The session was part of a programme that the school runs all year round, a meeting known as "Family coffee time", held every month and organised by a teacher running what they call a 'cohabitation forum'. The parents' association and students' families in general are invited to attend. The forum is held in the school meeting room. This particular session was held on Friday the 14th of March from 10:45 a.m. to 12:30 p.m.

A total of 16 persons participated in this session, three of which were professionals from the centre (two teachers and a nurse⁷). The families were represented mainly by mothers, and just one father attended. Their usual layout of participants sitting around tables set out in a square was maintained. Coffee and biscuits were served during the session.

During the first part of the session, the audience listened to the explanation of the concepts and admitted that none of them, for example, were aware of the LGBTBI acronym. They believed the diagnosis offered from the Basque Country and participating European countries seemed to fit the real world and no comments were made to the contrary.

After watching the film "Sticks and Stones", there was greater participation in the second part of the session and more questions were raised because the participants were surprised by the topic of single sex families in this documentary. Several mothers stated that they did not know any single sex parent families so they did not know what to think or how to judge this issue. However, everyone agreed that the children from this type of family should not suffer the consequences of this situation and the safety of these children should be ensured.

During the third part of the session, participants were divided into three groups who worked very well together. The conclusions that they shared with the plenary meeting on safe school characteristics highlighted the responsibility of institutions, professionals and families.

It was mentioned that some issues should be put forward and driven by the actual Basque Government Department of Education that should provide the means to set up an observatory or an entity to both detect and monitor bullying and prevent it. This would enable ensuring that everyone working in schools is properly trained and knows how to act in these situations. It was also stated many times that the students' status and developmental phase are not taken into account although this is fundamental in implementing any future programme.

It was highlighted that it was important for families, as socialising agents, to "work" on the need for respect and acceptance of affective-sexual diversity and the importance of a broad sexual education. Specific ways of how to guarantee this were not identified.

Conclusions regarding how families could contribute or how families and teachers could work together included the following:

⁷ The nurse was invited to this session because she monitors and is in charge of giving sex education to students in the school, above all regarding contraception.

The group highlighted the importance of teachers and families working in an atmosphere of trust in order for both sides to be able to freely express what they feel and think. They all greatly preferred the “coffee time” concept over the parent/teacher tutorial that they believed was not the right place to create this relationship of trust and where they could talk and share their concerns and other issues.

Group participants believed that working together in small groups can be a way of achieving the equality and humility that families and teaching staff need to be able to cooperate and make joint commitments. The issue of timetables and the incompatibility of families’ working hours with the times proposed by teaching staff was mentioned. They stated that this type of opportunity to work together could be a way to identify specific tasks for both teachers and families, particularly for families that often do not know what to do to support the school’s action.

In addition, the families mentioned that the school should make an effort to coordinate its services. Finally, both teaching staff and families brought up the need to secure student participation for the programme that they wish to setup in this respect.

SESSION IN THE AGIRRE-APERRIBAI PRIMARY AND INFANT SCHOOL

The second session was carried out in the AGUIRRE-APERRIBAI Primary and Infant School. Students aged 3 to 12 attend this state school for compulsory education from six years old onwards in three two-year cycles, the first for 6 to 8 year olds, the second for 8 to 10 year-olds and the third from 10 to 12 year-olds. The school is located in the town of Galdakao (Biscay), with a population of around 30,000 inhabitants and an economy based on an entirely residual industrial sector and a service sector.

The session took place within the Berdindu Eskolak programme⁸ that the school had started up that year. This training programme focused on affective-sexual diversity and bullying and was organised by the school’s parent association. The participating group here was mainly made up of mothers. This particular session was held in the school’s audio-visual and computer room on Monday, 31st March from 3 p.m. to 4:30 p.m.

A total of 7 persons participated in this session, two of which worked in the school (the head mistress and a teacher). The families were represented by five mothers. The session took place in the room normally used for teacher training in the school.

In the first part of the session, every one listened to the theoretical explanation and the diagnosis presented on the Basque Country and participating European countries. There were no questions or comments.

⁸ This is a service offered by the Basque Government that advises and trains teaching staff in schools that are interested in working on sexual diversity and LGTBI discrimination issues in the Basque Autonomous Community. The attention and training is intended for guidance councillors, advisers, management and teaching staff in general in the schools, although in this case the families also participate through their parents’ association.

In the second part, after watching the short film entitled “Omar”, there was more participation and the participants stated that they could identify with what happened in the short film, above all after seeing the reaction of people around Omar⁹ (including the family) when they found out he was homosexual. Several mothers mentioned that the violent reaction against it, particularly from Omar’s father, seemed normal to them. A debate was held on possible ways of tackling a situation like that in their context. The majority stated that the school should guarantee support for homosexual boys and girls, particularly if they know that the families cannot provide that support. They believe that families are essential for the school to also be able to guarantee this respect, and that this support task is hampered if families express homophobic views. A discussion arose on the extent to which schools attempt to make different family models visible. The participants understood that a lot of progress has been made in this respect and they gave the example of the acceptance of single parent families that, on the whole, have the single adult role model of the mother. They also mentioned in this regard that at infant school, women (mothers) continue to take the responsibility for going to all types of meetings and training sessions at school in general. They commented that men are attending increasingly often, but do not take such an active role and are more likely to turn up when they want to complain about something.

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In the third part of the session, the participants were divided into three groups that worked very well together. The conclusions that they shared with the rest of the group regarding the characteristics of a safe school can be divided into two topics: the gender system and acceptance of diversity in a very broad sense. The remaining contributions mentioned activities that could be carried out around these two topics in the school.

Both groups agreed that equality between men and women and respect for different ways of being and living are challenges for the school and for society. They believe that progress can still be made and that the school should be a benchmark in this change. Some the actions carried out were mentioned, and participants believe that should they be continued to meet these challenges.

Activities and actions implemented by the school were presented involving coeducation and encouraging equality between men and women. Participants believe it is a good idea to use books and materials that help to encourage non-sexist attitudes and non-sexist use of language. They believe that this should be spread among the families. For this socialisation, it was considered potentially interesting to setup a blog to share the activities carried out and the resources identified for the coeducation programme.

In coeducation, work has been done during recess to regulate the use of the play ground and balls. This has been successful in reducing alienation of boys and girls who do not

⁹ Omar is a 17-19 year old whose family seems to be of African origin and who lives in the suburbs of Paris.

like playing football, although it has not been possible to make sure that football is not the central exercise in gym classes.

Participants think that a future activity could involve inviting local people to the school, known to the teachers' or families' circles, to demonstrate models and ways of behaving that are different from the majority: men who do the housework, LGBTI persons, etc.

One activity that they believe might help to work towards these issues with infant students is theatre or role-play. These are ways of working on empathy with the circumstances and feelings experienced by other children and other people in general.

They also believe it could be useful to include other celebration days, for instance Human Rights Day, cultural diversity day, and so forth in the school to help to introduce these topics.

Other types of actions were also mentioned to encourage joint work between families and teaching staff. The teachers reported that they had set up a commission for harmonious joint education this school year. This is a commission that is also supported by the town, attended both by an equality expert and the management team, the head of studies, the canteen manager, the counsellor, and two people from the parents' association to represent the families¹⁰. The major challenge for this commission is to come up with strategies to work on these topics with students under the age of 12, including the topic of affective-sexual and family diversity. However, so far no actions have been taken. A blog or web site will be set up shortly to explain the activities carried out by the commission.

It was interesting to see that the mothers taking part in this session were not aware that this commission existed. They were all happy to learn about it and stated that they thought it was fundamental to set up these programmes to work together and raise awareness. One of the mothers expressed her satisfaction by saying "I feel happy to see that the school will defend my daughter if she is a lesbian, that they will know how to do it and will help the children to help themselves".

As there is no regular place for debate with families and teachers, the participants stated that this should be established and believe that these programmes can introduce these topics through films, in other words by holding a film-forum from time to time. They also consider this might be a strategy to use with very young children.

EVALUATION AND CONCLUSIONS

The sessions were evaluated using a sheet¹¹ given to everyone taking part once the two sessions had finished. They were asked to score six items from 1 to 10, as shown

¹⁰ An attempt was made for the person coming not to be involved in the AMPA (parent-teacher association) to avoid an overload of tasks and responsibilities for people participating in the AMPA who are mainly mothers, but it was not possible to get anyone involved.

¹¹ Please refer to appendix I.

in the table in this section. The items they were asked about can be divided into three categories. First, they were asked about the session methodology regarding the structure, content, and enablers, secondly how they perceived the atmosphere and what they learnt, and finally, they were asked to score the session's main aim and the relevance of the joint teacher/ family spaces.

In both sessions, the scores were high and very positive on all items. The structure, content and dynamics of the sessions were considered appropriate and the scores varied from 8.5 to 8.9. Atmosphere got the best score in the "Minas" session. This difference might be explained by the fact that these sessions are run on a regular basis at Minas and the participants know and trust each other, while the mothers participating at the Aperribai School do not usually have this opportunity to get to know each other during the school year. This same difference is seen in the last item regarding the score for the importance of these spaces. The Minas secondary school group gave it 8.5 and the Aperribai Primary School group gave it 9.2. This may or may not be due to the same reason (that families and teachers meet on a regular basis). In this respect, the Aperribai school perceived a greater need because there was a gap to fill, and so they rated the importance of these programmes a few points higher.

Both sessions once again showed that families and teachers alike do not feel sufficiently well-trained on the topics presented. The families explained this lack of knowledge more clearly, and outlined how difficult it was to formulate a clear opinion on topics such as single sex families. Therefore, they preferred to avoid talking about these topics with their children.

However, they agreed that families are the main agents when it comes to giving positive examples concerning acceptance of affective-sexual diversity. They also agreed that it should be the adults, i.e. teachers and families, that ensure this type of safety and freedom for full development of minors.

Finally, the participants scored the sessions very positively and believe that they should be promoted by educative institutions. They did nonetheless recognise that the relationship between the two is poor and that it is difficult to carry out the sessions collectively due to the lack of custom, time and space. This challenge is considered to be a priority for certain topics such as generally preventing bullying in general and homophobia in particular.

March-June 2014
“TEATRO ALLA SCALA”- “A. Manzoni”
CIVIC MIDDLESCHOOL (Milan, Italy)

INTRODUCTION

The aim of the Italian City of Milan-Department of Social Affairs and Culture of Health-Home of Rights, as RAINBOW HAS project partner, is to carry out educational activities with boys and girls in schools and to raise the awareness of municipal employees (schoolteachers and POIS – Orientation and Social Information Point staff deployed across the city) by December 2014.

In the context of *Table LGBTIQI Milan*, the House of Rights team of municipal employees identified certain people who felt particularly capable, competent and experienced to design and conduct training sessions with the young people and with adults. Several meetings were organized to obtain preliminary knowledge of the European project and its co-design.

RATIONALE

These meetings confronted the issue of how to prevent incidents of homophobic bullying among young people and in schools, and how to work to highlight the positive aspects of the differences and richness of diversity. The President of the Psychologists' Association in particular revealed the suffering of so many that, having discovered their sexual orientation, do not find support at all. AGEDO and Arci Gay Psychologists Association of Milan and Lombardy were selected for the interventions in the field implemented in Secondary Schools and High Schools.

SESSIONS

AIM

During these preliminary meetings, approaches and different methodologies were confronted for subsequent use as instruments for intervention in class groups. The role-playing proposed as a training activity was analysed, the school dynamics were examined. Also experience narratives (I am gay/lesbian or I am the parent of a gay/lesbian) were considered to be effective means of empathic communication and dialogue generating identification and facilitating comparison.

The school presented the project to families as one of the final steps in an affective-sexual education programme. The principal requested parents' permission for participation and presented the meeting in the light of prior incidents of homophobic bullying. In order for the boys and girls to express themselves more freely and with greater autonomy, teachers were also asked not to attend the meeting.

STRUCTURE

The sessions consisted in five different activities with the following objectives:

1. To give thought to diversity, to bring out feelings and emotions associated with exclusion and belonging to a group, to give thought to (homophobic) bullying, to rationally understand homosexuality as an element of diversity.
2. To allow people to act on their sense of belonging to a group or the feeling that one has to be removed from it, to notice how people act within groups.
3. To use a game aiming to trigger thought on how bullying might be diffused by using a set of best practices.
4. To give thought to what it means to expose yourself, come out, and give personal information to others. To search for confirmation when sharing experiences and analysing the difficulties that can arise in experiments.
5. To learn to: a) listen to others' opinions and give everyone the opportunity to express themselves; b) take a stand and a charge of one's own ideas; c) interact in a civilized and orderly way; d) reconsider initial beliefs and change one's own mind.

SESSION AT THE TEATRO ALLA SCALA

May 16th session

The "A. Manzoni" civic middle school is characterized by a particular kind of student. Two of its sections have "ordinary" young girls and boys. Another rather large section of the school includes only Teatro alla Scala students. These girls and boys come from all over Italy, live away from home, and are hosted or live alone or in small groups in other families. They have different school schedules and programmes from their peers in the "ordinary" classes and, as they live in a world their own, they struggle to build relationships with other classmates. In addition, because of the stereotypes associated with homosexuality and the world of dance, the males particularly are labelled as gay. The Principal of the school, along with some teachers, felt the need to propose an opportunity for the pupils in this the third class to meet and reflect on each person's uniqueness and everyone's right to be respected. In order to facilitate the comparison, the original proposal was for mixing the groups of pupils. But the dance school students' parents, in an attempt to protect their children from further hardship and teasing, asked to keep the groups separated.

The group of "ordinary" students: about 35/37 girls and boys. In the three hours three different activities were proposed. The purpose of the first activity was to reflect on how the groups are formed and the feelings one has when a group is excluded. The second activity divided the group into three subgroups to facilitate everyone's participation in a climate of less anxiety in order to examine the incidents of bullying experienced or noticed and to identify each actor's role in the bullying episode and

describe everyone's feelings as well as resources available to contain, prevent, or deter these incidents. The last activity dealt instead with the issue of homosexuality, first through a short movie and then through an account presented by the directors and a question and answer session. The purpose of this last activity was to stimulate identification and empathy while deconstructing stereotypes about homosexuality. The pupils were very attentive during the activities and there was a collegial atmosphere throughout. As the teachers were of course already aware, there were obviously some problems that emerged with some of the pupils, that is, the need for more leadership or to express anger that the adults in a position of authority did not seem to give heed to. One thing to consider is the students' different clothing of at school. Those who attend the dance school always wear just a blue suit, while the other boys wear their usual vibrant, colourful clothes. This different way of dressing not only makes them clearly and objectively different, it identifies them with a particular social and cultural model, facilitating a sense of belonging no longer to the school as a whole, but to a particular group of students of the school.

The group of students from the "Teatro alla Scala": about 20-25 girls and boys. In the three hours together, greater awareness on the issue was expressed. The intervention facilitator revealed that the boys and girls in the Academy appeared to be considerably more "mature". They expressed questions and needs more akin to secondary school children. They spoke more explicitly of corporeality, of love, of feelings and sexuality. When someone asked "have you ever kissed a boy?", one boy stood up, so it seemed that these preteens are already more developed and that their passion for dance has already, in some way, put them in touch with their "diversity" or specificity, leading them to come to terms with their sexual orientation and gender identity.

May 26th session

Teachers feared that "it was too early to intervene in the third year of middle school".

However, thanks to the strong support of the Directorate, the training was held and produced excellent results because it enhanced teacher preparation and provided information to parents. The age-appropriateness of the activities heightened the quality of the training. The discussion revealed the faculty's commitment to lowering the age for the future project not only to the third year but also the first year of middle school. There was also a greater demand for information about curricula prior to their implementation, and a more significant involvement of the entire faculty.

EVALUATION AND CONCLUSIONS

This year's experience was certainly positive. The students responded by enthusiastically participating in all activities, and the teachers in the classes said they were happy. However, this was only the first step that is required along the way to making the school truly become a peaceful, safe and inclusive place for all.

September 15th 2014
The Maria Grzegorzewska Academy of Special Education
(Warsaw, Poland)

INTRODUCTION

This report presents the results of a training session held as a part of the third work stream within the RAINBOW HAS Project. The accent was placed on preventing homophobic bullying and promoting affective-sexual diversity. However, the programme's goal is not research per se, but to build new alliances to secure the safety and wellbeing of LGBTBI students and families. Therefore, in addition to the fieldwork (interviews with same sex parent families, LGBTBI youngsters, parents active in the field of education, teachers, and LGBTBI NGO activists), national seminars and family workshops were an important part of the project.

RATIONALE

RAINBOW HAS research is a continuation of the 2012 RAINBOW project of which Poland was not part at the time. Still, the results of the RAINBOW programme show that if actions against homophobia and homophobic bullying at schools are to be effective, the whole educational community must become involved and react. Therefore, the goal of the RAINBOW HAS project is to bring this community together and build alliances with other social agents in order to promote sexual diversity and equality at schools and to develop concrete tools and strategies to prevent and react against intolerance.

The results of the fieldwork and other phases of the RAINBOW HAS project in other countries show that adults have problems broaching the subject of sexuality in general, and it is especially problematic when it comes to affective and sexual diversity. These subjects are usually not tackled in classrooms. It was also noticed that heteronormativity is fostered at schools and that some examples and aspects of homophobic bullying (such as homophobic language) are not addressed by the educational community, and are treated as a regular part of the school life.

In Poland, the results are the same as those obtained in other countries and mentioned above, yet the problems go further. As one can learn from the context analysis (workstream 1) prepared by the Polish section of the project, the atmosphere in Poland on LGBTBI issues is tough. Moreover, certain present and past experiences in society make it difficult to bring different groups and social agents together. Exchange between groups and milieus is usually limited, and in LGBTBI issues it seems to be set on a continuum ranging from hostility (rare in regular social life, more common in Polish public life) to avoidance (more common in everyday life). Cooperation is rare and difficult. In Poland, it is also accepted that except for occasional parent – teacher meetings, families and teachers do not normally meet or act together. Private and family matters

are also rarely tackled in the sphere of education. What is private and what is public in this context is not defined in Poland. This results in dispersion of responsibility, especially in difficult and controversial areas (as these are perceived to be in Poland), such as LGBTBI issues, sexual education, homosexuality and transsexuality, homophobia and homophobic bullying. It needs to be mentioned, however, that in most cases, the same sex parent families interviewed were not afraid of oppression in their workplaces, and they believed their social surrounding was ready to accept such families. In fact, two models of dealing with the situation were observed. In “adult-led” families, the process of coming-out and emancipation was led and controlled by the adults (only lesbian couples were interviewed), and usually this meant living quite openly. In “child-led” families, adults followed ‘instructions’ given by the child, and usually this meant living hidden¹².

Another result found in the fieldwork was that teachers are not prepared to deal with anti-discrimination issues at schools. They do not receive much education in the field, and have no training and no support. Therefore, they rarely approach discrimination problems and do not distinguish them. If they so talk about anti-discrimination in general, they believe they have addressed its specific aspects and concrete problems.

Families interviewed expressed the wish and need for teachers to be instructed about LGBTBI and anti-discrimination issues. They wanted to share their experience with the teachers, but wanted this to occur through an external actor. There is a strong need for mediators. Teachers should receive basic training in order to have at least basic knowledge on the topic before broaching the subject at schools. They should also meet LGBTBI families and youngsters, parents say. Given the results, the Polish section of the RAINBOW HAS project focused on teachers and prepared training sessions to be held at schools and during teachers’ meetings. Instructing teachers became the aim of this phase of the programme.

Given the pace of Polish education, where spring and early summer is national exam time (primary schools’ 6th grade exam, high school exam, pre-university exam) one session has taken place so far. Two more sessions were scheduled for late September – early October, however there were many difficulties in organizing the meetings. We approached four schools, but none of them agreed to host a training session. The first school was approached via e-mail, but no response was given. Therefore we contacted the school via phone. We were promised that the school would get back to us, but they never did. The second school refused to take part in the project in April, but they claimed to be ready to cooperate in September. Unfortunately, when we approached them several times by phone, a contact person claimed that teachers are too busy preparing children for important inter-school contests. The contact person from the second school provided us with contact details for another school, but they also refused to take part in the

¹² Actually in most cases the social surrounding, including the child’s school friends, knew the family context. The child however wished to leave it unexpressed and unspoken.

training session. The vice-principal of the fourth school was contacted via e-mail, as she had been known to cooperate with Campaign Against Homophobia in the past, but there was also no response.

A possible explanation for this situation is the fact that the topic of sexual orientation and gender identity is taboo in Polish schools. Teachers might be afraid they may be accused by parents or by school authorities of introducing inappropriate topics for the children. We have observed great reluctance on the part of schooling institutions to raise the topic of non-heterosexuals. Another possible reason for refusing to take part in the project is the fact that September is a busy period for teachers, as the school year is just beginning. As one of the contact persons said, teachers were so busy it was impossible to force them to stay extra couple of hours without remuneration. At some point we decided to limit the training session to one and a half hours, but this also was unsuccessful. No one has agreed to host a meeting in their school. Thus, apart from one school that agreed to the training session in April, no other training sessions were conducted.

SESSIONS

AIM

The following objectives stem from the fieldwork results in Poland and the RAINBOW HAS programme partner countries.

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The aim of the training session was:

1. Bring the fieldwork results into schools, and instruct teachers and help them understand the specificity of the same sex parent families and their needs as well as the needs of LGBTBI youngsters.
2. Support and encourage teachers in their efforts towards building an anti-discrimination environment free of homophobia and homophobic bullying.
3. Provide tools and techniques for teachers to broach LGBTBI issues, especially in the context of anti-discrimination and preventing homophobic bullying.
4. Help teachers find their own individual ways of approaching same sex parent families and discussing educational and family issues with them in a relaxed atmosphere (working on social skills)
5. Learn about the teachers' experience, their needs and possibilities they may or may not see of broaching anti-discrimination topics, paying special attention to homosexuality, transsexuality, and homophobic/transphobic bullying, in classrooms.

STRUCTURE

The structure of the event was divided into four sections.

The first block consists of two parts. The first part (1.1) allows for broaching the subject and creating an open, safe atmosphere. As school principals may participate in sessions with the teachers, it is important to help everyone feel safe, without the fear of being judged. For these reasons, the session began with a RAINBOW programme film. "Bob" was used (a short animated film). The second part of the first section (1.2) involves discussion of the problems portrayed in the films, and the films' potential usefulness in teaching to allow for the subject of homosexuality, homophobia and anti-discrimination issues to be broached safely yet directly in education.

The second section involves the presentation of the RAINBOW HAS research results, and particularly the fieldwork results. The stress is put on the experience of same sex parent families interviewed, on what they say about their situation in a general social context, and more specifically, in the context of education. A synopsis of families' needs and assertions was also presented. After the presentation, the participants were asked to give their opinion on what they had just heard, and were also invited to share their professional experiences dealing with LGBTBI families and students, and with bullying and homophobic bullying, and so forth. They were also asked to refer to the synopsis of parents' needs, and asked if they believed those needs could be met. They were also asked how this could be done in their work.

The third section involved a more personal discussion of strategies teachers might use to **a.** approach a same sex parent family when necessary without being uncertain or oppressive and **b.** approach the person concerned at school. This section was led by a psychologist, and referred to positive social experiences of the families interviewed. (It

is important to note that all RAINBOW HAS teams discovered that language is always a problem when it comes to LGTBI issues, especially same sex parent families. People rarely lack the right words to offend someone, but they often lack the right words to show acceptance and support, especially without risking being patronizing or indiscrete. Therefore, part of the session was dedicated to showing easy and safe ways to communicate on the topic. It was helpful to have a psychologist facilitating this section). The fourth section covered evaluation, and a closing and farewell. Some support materials such as a RAINBOW DVD and books and brochures edited by Polish NGO's were distributed.

SESSION AT THE KAZIMIERZ WIELKI XLIII HIGH SCHOOL IN WARSAW

The session took place on the 25th of April 2014 in The Kazimierz Wielki XLIII High School in Warsaw. The school is located in the Mokotów district of the city, well known as a "good" place to live and to raise kids. The school is quite new and emerged in 1990 from a much older technical school teaching ceramics. It has a specific ethos focused on community building and fostering positive, understanding relations between teachers and students and between the school and its social environment, rather than stressing evaluations and student and school rankings.

Due to its convenient location near the centre of Warsaw, it is open and accessible to students from of all over the city with all kinds of social backgrounds. Youngsters aged 16 to 19 study there. The school accepted the RAINBOW HAS workshop invitation immediately, whilst the two other schools addressed refused to participate¹³.

The meeting took place right after an official school year closing ceremony for the third and last class. This is an important ceremony and all the entire school community is involved. Teachers and school pedagogues participated on their own volition as the end of the ceremony also marked the beginning of their vacations. The seminar lasted for about two hours. A total number of nine teachers and a school pedagogue participated.

The meeting was opened by the school principal who welcomed both the teachers and the RAINBOW HAS team. She was uncertain whether the teachers could be of any help for the research, as she believed none of them all had any experience with same sex parent families. When the RAINBOW HAS team introduced themselves (Justyna Melonowska, Michał Melonowski), they also assured the principal and teachers that the meeting was more about giving than getting something from teachers, and that its main

¹³ One of the schools addressed refused to participate at that time, and even though they claimed to be ready to participate in the 2014-15 school year, they refused for the second time. The other is known for its Catholic profile and its staff was active in the field of promoting and fostering family values. Although they were informed that during the Rainbow HAS seminar same sex parent families and LGTBI youngsters experience would only be presented, there was no direct answer to the offer.

goal was to share the experience of same sex parent families and LGBTI youngsters with them. We assured them that this was the wish expressed by the families during the interviews, that our task was just to mediate between the two milieus, and that we had no expectations at all about teachers' attitudes and input in the meeting.

Having clarified this, a RAINBOW DVD was presented. The film "Bob" was chosen because it allows us to put some important general issues, such as the issue of identity and that of social assumptions and connotations. The film is short, surprising and funny, so it was able to visibly relax the atmosphere. The question of whether those materials could be potentially used in for teaching was raised. At that stage, the goal was to open the topic of the meeting and broach the subject.

Then teachers were asked if they meet same sex parent families and LGBTI youngsters in their work and what they think LGBTI persons' main social experience is in the sphere of education. Teachers were sure that there are very few of such families and that they live quite openly as there is nothing wrong in being such family. (It is important to mention that the session was devoted to the problems of same sex parent families more than to LGBTI youngsters. This is explained by the fact that such families are completely unknown to polish society, and both families and teachers were interested in bringing those issues into the daylight and discussing them).

The results of the fieldwork were presented. The stress was put on:

- The techniques used by families to live hidden and the balance of costs and gains for same sex parent families when they decide to live openly.
- The educational experience of same sex parent families (schoolbooks, religion at school, parent-teacher meetings etc.) and their assertions regarding changes in some areas.
- The reactions and comments to those assertions on the part of heterosexual parents who are active in the educational system (one of the workstream 1 activities). Stress was put on potential areas of agreement between these viewpoints.

The emotional reactions to the presentation were strong, especially during the discussion of the "hide up techniques", such as pretending to be single-parent family or inviting the biological mother's partner to be the child's godmother (which during the early phases of education allows for explaining to the school staff why the child addresses two women as "mums"), fostering electronic evidence of the child's school record, etc. Teachers were then asked to make comments on any aspect of the issue they found worth mentioning or commenting on.

An interesting issue came out immediately when one of the teachers asked why those families choose to live hidden if at the same time they often do not expect any oppression from their social surrounding. Why do they make that choice? The intention of the question was clearly to show that those families make a bad choice and the consequences that follow. If they lived more openly, their situation would be more normal. The answer to the question in the light of the results obtained from the fieldwork

was that usually it is the children who are against coming-out, not the parents. So the question should be “What makes the children choose to live hidden? What is there about their school experience that makes them leave things unspoken?” Teachers found the answer quite “obvious”. As one of them put it, “No one wants to be gay at school”. So the next question discussed was why nobody wants to. Teachers spoke about different kinds of disrespect that mark everyday school life, like expressions “gay” and other popular types of homophobic behaviour that normally is not considered as such. Discussion then ensued as to whether anything can be changed to normalize the situation. LGBTBI family assertions were brought up and discussed, particularly the need for there to be less of a heteronormative framework, for more diversity to be introduced into schoolbooks (not only affective-sexual diversity, but diversity involving all kinds of families, including single parenthood, widowed and divorced families, children raised by their grandparents etc.) in sexual and ethical education.

Teachers were unanimous in agreeing that changes in schoolbooks would be admissible and even helpful. They found other assertions more troubling. For example, they perceived the need for sexual education, but did not feel competent and trained to teach it. Also, they simply did not want to do it, as it is not their profession and not their subject. If someone chooses to be a teacher of geography, it is geography that he/she is willing to teach. Teachers do not see any possibility or need to introduce more affective diversity, for example into geography textbooks. Still, they would willingly accept experts regarding anti-discrimination or sexual education and relinquish their place and let the experts lead the lesson on these topics.

Having listened to what is said, the school principal decided to talk about her experience of managing issues like sexual education at school. She said that it was very difficult to get external support for this type of education. There are organisations willing to help out, but who will come and what viewpoints will be presented is never certain. She mentioned the “Ponton” group of sexual educators as helpful, predicable and supportive. Still, she thought that ensuring proper sexual education was a problem.

Teaching and organizing ethics at school is a separate issue, yet it was not widely discussed during the session.

The third section was led by a psychologist (Michał Melonowski) who presented positive experiences that some same sex parent families had with teachers (data obtained in the fieldwork). Teachers were very natural, confident and secure, and always approached families in the context of issues at school and not specifically about the family. They specifically stated the situation and made it clear. Their approach, which was appreciated by the same sex parent families, was discussed together with the issue of personal attitudes and their influence on the potential to build good parent-teacher relations.

During this part of the session, the school pedagogue talked about her experience with a same sex parent family from her previous workplace. This was a story of a child raised by two women (the biological mother of the child was a prostitute) but who also lived with

the biological mother's former partner (male). The mother's lesbian partner wanted to be a surrogate mother for the child and both women were determined to obtain this status. They needed the support from the child's school (for instance a pedagogical opinion, etc.) and obtained it. The pedagogue was not anxious about the child living with two women, but she was very uncertain and found it threatening for the child to be living with the man. (The apartment was very small and the child and the man slept in one bed, which alerted the pedagogue, although there was no evidence that the child might have suffered from sexual abuse. She was convinced that the mother and her partner would be a better family for the child, especially as she observed the mother's partner's attitude toward the child and her determination to protect the girl¹⁴). Once she had changed workplace, the pedagogue called her previous school to find out the end of the story. There was no open communication on the topic between the family and the school (other than the previously mentioned request for the opinion), but the hearsay was that the mother's partner got the official custody of the child.

Other teachers did not make many comments on the story, but everyone listened attentively. This was also an obvious example that such families do exist and that teachers and pedagogues actually meet them.

The fourth section was conclusions and farewell. RAINBOW programme support materials were presented and distributed.

EVALUATION AND CONCLUSIONS

Nine evaluation sheets were collected. The participants scored six items concerning the meeting's structure and organization, its substantive aspects, its usefulness, and its communication on a scale of 0 to 10. The results are presented in the table below.

It seems that the seminar should be considered a success. The results enable us to believe that the meetings' goal was reached and that same sex parent families' and LGBTBI youngsters' experience was not only presented to the teachers by the RAINBOW HAS team, but also at the same time it was heard and accepted by the school's staff. This reflected the wish expressed by the families interviewed during the fieldwork (workstream 1).

¹⁴ Not all details of the story told were clear at the time and are not clear now, for example the role of the ex-partner and why the child was staying with him as well as the need for a surrogate parent for the child. The narrative, however, was about emotions and the experience of the pedagogue so we did not ask about the details.

July-August 2014
Voyager Academy and Comberton Village College
(Cambridgeshire, UK)
in partnership with Middlesex University
(London, UK)

INTRODUCTION

This report outlines the training sessions and outcomes (WS3) from the UK sites of the Rainbow HAS project. The project focused on developing a joint training model for young people, teachers and families. Through an initial consultation with families, barriers to accepting gender and sexual diversity and the stereotypes that promote homophobic and transphobic attitudes in families were identified. The findings were used to inform a training session designed to tackle and prevent homophobia; promote understandings of lesbian, gay, bisexual and transgender (LGTBI) identities and to address classroom bullying. There was an emphasis on introducing and tackling these topics in class. Processes for developing partnerships between families and schools to promote children's safety and wellbeing were explored. The training sessions were developed under the leadership of the University of Middlesex. Two schools¹⁵ were invited to take part in a pilot session for the UK.

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RATIONALE

General

A 2012 study from the first RAINBOW Project was used alongside the outcomes of the consultation that informed the design and content of the training. The study recommended that bullying and other forms of homophobic violence should be addressed by the educational community as a whole. However, the study also identified the challenges for forming effective partnerships between agents in the educational community. The Rainbow HAS project aimed to support the development of strategies for all stakeholders in the educational community, including families, to form partnerships that would enable them to work with the rest of society.

The project consultation findings also indicated that the issue of sexuality is not communicated in ways that appropriately inform students of all ages, particularly at infant school. This lack of attention shows that sexuality continues to be a taboo for adults in the educational community and within their social context. This goes some way to explain why explaining why gender and sexual diversity is a topic that the majority of adults with responsibility in the educational community avoid discussing in the classroom context.

¹⁵ Comberton Village College and Voyager Academy, Cambridgeshire.

UK context

There is also compelling research evidence to show that homophobic and transphobic bullying in schools remains a highly problematic area in UK schools. The wider UK research reflects some of the issues raised in the RAINBOW and RAINBOW HAS preparatory work. A 2014 UK survey¹⁶ of young lesbian, gay, bisexual, transgender and questioning (LGTBI) people found that nearly two thirds (65%) thought their school supported its pupils badly in respect of sexuality or gender identity. The report concluded that 'most young LGBTI people feel that their time at school is affected by hostility or fear, with consequences such as feeling left out, lower grades and having to move schools' (p5). It also concluded that 'sex and relationships education is not inclusive of LGBTI relationships and does not provide young people with the emotional and sexual health information they need' (p5). A 2012 UK survey¹⁷ of more than 1,600 lesbian, gay and bisexual (LGB) young people between the age of 11 and 18 found that homophobic bullying continues to be a problem in UK schools with over half (55 per cent) of LGBTI pupils having experienced direct bullying. It also found endemic use of homophobic language as insults or derogatory terms. Three in five gay pupils who experience homophobic bullying said that teachers who witness the bullying never intervene. Many campaigners argue¹⁸ that UK schools and teaching have been affected in the long-term by Section 28 of the Local Government Act 1988 which stated that 'a local authority shall not promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship.' The clause was repealed in Scotland in 2000 and in England and Wales in 2003.

SESSIONS

RAINBOW-HAS TRAINING WORKSHOPS: Coming of Age: Addressing Identity, Diversity and Bullying

The UK training programme was developed by Mary Martin (Comberton Village College), Rosalind Scott (Voyager School) and Professor Peter Ryan (Middlesex University).

RATIONALE

The purpose of the workshops was to integrate new secondary school children and their parents into the secondary school environment, focusing on life change and diversity issues, and addressing bullying: an issue of concern to all parents. The early teenage years is a period of rapid emotional intellectual and physical development.

¹⁶ METRO Youth Chances (2014) *Youth Chances Summary of First Findings: the experiences of LGBTIQ young people in England* London: METRO.

¹⁷ Guasp, A (2012) *The School Report: The experiences of gay young people in Britain's schools in 2012* London/Cambridge: Stonewall/University of Cambridge.

¹⁸ http://www.huffingtonpost.com/daniel-browne/the-lasting-legacy-of-section-28_b_4259545.html.

Three thematically linked 90 minute workshops brought together children entering their first year of secondary school, their parents, and teachers from their secondary school who have a leadership role in developing a culture of acceptance in the school, and who have a particular commitment to addressing bullying in its various forms, and homophobic bullying in particular.

AIM

To develop a collaborative partnership between parents, their children entering secondary school, and the school itself, focusing on first year of secondary education, with the intention of:

1. Establishing and maintaining a culture of acceptance and the celebration of diversity with regard to differences in gender, race, sexual orientation and disability.
2. Developing a partnership in addressing and combating bullying in all its forms, and homophobic bullying in particular.

Participants

Interested volunteer parents of children aged around 11-12 who are entering their first year of secondary school education; children themselves in this age range; representatives of school and school executive teams; local community representatives where appropriate.

Time

This was at the discretion of the parents, children and the school concerned. The ideal time was immediately after school. The school may need to consider crèche arrangements if parents come to school with younger children.

Frequency

Once a month, over three months.

Venue

A suitable public venue was crucial so that teachers and families could meet up in a friendly, helpful and casual environment lending itself to developing a sense of collaboration.

The venue was most typically a classroom, but could be any other easily accessible venue that would allow for a two-hour meeting.

STRUCTURE

Task	Goal	Duration
1. Brief period of social interaction as families/school staff arrive and settle down	To orientate families, the school and any community stakeholders present on the main issues and themes being addressed in this dialogue between schools and families	5 minutes
2. Establishing and maintaining ground-rules including warm up exercises	To emphasise and reinforce the importance of a clear, safe, predictable emotional space for the group	5 minutes (longer in first session)
3. Workshop Exercises		
a. Construct (using a pipe cleaner) a stick figure of a student in the school and discuss the figure	To assist participants in the workshop to identify with the experience of being a student in the school	15 minutes
b. How does bullying happen?	To help workshop participants identify the causes of bullying in particular contexts	15 minutes
c. What kinds of bullying are there?	To locate homophobic bullying in the context of all kinds of bullying	15 minutes
d. What causes bullying?	To help participants understand what contributes to causing bullying	15 minutes
4. Family & school sharing & feedback	To give each family and school the opportunity to discuss issues raised in stage three	20 minutes
5. Action Planning	Participants decide: 1. What 2. When 3. Where 4. With whom 5. By when 6. Outcomes	20 minutes
6. Group closure through informal social interaction	A brief final period of social interaction to emphasise the positive aspects of what was covered in the session, ending with refreshments if possible	10 minutes
6. Total time		120 minutes

SESSION AT COMBERTON VILLAGE COLLEGE, COMBERTON, CAMBRIDGESHIRE

Comberton Village College is a co-educational academy school for students aged 11-18 years in Comberton, Cambridgeshire and has around 1,370 students. It is a member of the Comberton Academy Trust and was originally founded in 1960.

There were 36 participants at the training workshop: 4 parents, 28 students/siblings and 4 teaching staff.

In order to ensure that the students and their wellbeing is central, the students were asked to construct a figure to represent someone who is coming to the school for the first time from primary school. The figure prompted students to reflect on and discuss the individual's experiences and feelings.

Participants were then asked for their perspectives on different kinds of bullying, what causes bullying and how it happens. They were also asked what they thought could be done about it.

Discussion and reflection exercises were facilitated by the trainers and students in small groups that recorded their thoughts on large sheets of paper.

What kinds of bullying are there?

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Overall, the students identified four main types of bullying that young people encounter. These were verbal, physical and mental bullying along with the increasingly prevalent 'cyberbullying' occurring online and through social media. Specific types of physical bullying mentioned were assault, vandalism or theft of the person's property, and use of weapons (including dogs). Verbal bullying was experienced as teasing, banter, intimidation, impersonating or mocking the individual ('taking the mick'). The types of 'mental' (psychological) bullying mentioned ranged from having 'fake friends', discrimination, 'ganging up on people', blackmail, isolation and peer pressure. One particular form of cyberbullying was described as 'photo bullying' and circulating 'mug shots' through social media.

Participants also focused on types of bullying based on the individual's characteristics and they were strongly aware of the effects of diversity and difference in bullying. The young people highlighted bullying associated with 'discrimination', racism, sexism, homophobia, disability, culture and religious beliefs.

What causes bullying?

When asked to distinguish the causes of bullying, the student participants discussed both the characteristics of the bullied and the possible motivations of the bully. Again, diversity and difference in the bullied were strongly highlighted with students recording gender, race, age, sexuality, religion, disability or illness, appearance, personality, size and weight, skin colour, hair colour, accent, money and possessions, clothes, popularity, friendship groups, intelligence, facial features, background or nationality, interests and hobbies. One

group simply summed the issue up by saying 'difference' while another identified being alone as a risk for being bullied.

When considering the motivations of the bully, the students recorded a variety of possible reasons. Jealousy was the most consistently cited reason, followed by 'ignorance' and 'peer pressure'. Pleasure, superiority, boredom, fun, revenge, anger, hate, 'craving power', reputation, 'trying to impress others' and materialism were also given as reasons why bullies bully others. One discussion group suggested the role of the media and television for influencing bullying. Most of the students also discussed the influence of psychological and situational factors on the bully's behaviour, with low self-esteem or self-image, stress and problems at home or in their background being cited in several discussions. Many emphasised the possibility that the bully itself could be a victim of bullying or abuse, perhaps at home.

How does bullying happen?

The student discussion groups addressed the question of how bullying starts and suggested that 'rumour' and 'betrayal' are very common reasons. More specifically they said bullying can 'escalate from a joke or rumour' or 'making comments in school'. The joke or rumour can then be spread more rapidly through 'social media messaging' and end up 'getting taken too far'.

What helps prevent and tackle bullying in school?

The students in the small discussion groups identified a range of strategies and interventions to help prevent and tackle bullying. Some were concerned with the actions an individual might take if bullied while some focused on how peers and friends should respond. The students wanted to encourage the bullied individual to disclose and report what is happening to them to family, friends and teachers (or 'head of college'). They advised that the individual should report bullying to the school ('school office') or the police, if necessary. Speaking to a trusted and understanding person was seen as an important first step, particularly to stop the isolation (some also recommended finding friends as a protective factor). Another commonly suggested tactic was to ignore the bullies (because getting upset would give them satisfaction) or to stand up to them. 'Being careful of social media' was also recommended. Peers and friends could be supportive through helping the bullied individual to tell someone and to support them. It was suggested that peers and friends could help with 'zero tolerance' of bullying and help prevent escalation by 'keeping an eye out'. One idea was to create 'mood' or 'thought' boxes to record and understand their emotional and psychological responses to instances of bullying.

The training included exploration of how parents could be involved in combating bullying in school. There was a general agreement that parents should be told about their child being bullied, preferably by the child. Some of the overall discussion focused on emotional support, with parents being able to listen, empathise and to show

understanding and concern (such as regularly asking how the child is). Parents and families were seen as having a protective role through making the bullied individual feel safe, cared for and comfortable at home, with parent-child bonding sessions seen as being a helpful possibility. Some suggested that the child's friends and/or other families with experience of having a bullied child could support parents and families in dealing with bullying. Other suggestions included practical interventions and problem solving, such as encouraging the child to report the bullying or reporting on behalf of the child if they are unable to do so themselves; meetings between the child, parent and tutors; and negotiating a move to a different class or even a different school. One discussion group recommended that families could do enjoyable and distracting things during term time, such as outings to places the child would find interesting.

As a result of joint action planning, several approaches and strategies were suggested as ways for schools and families to address bullying together. Communication and meetings between parents and teachers or the school were seen as vital and it was recognised that parental involvement with the school on issues of bullying was very important. It was suggested that parents should be able to meet teachers to discuss concerns about bullying; teachers should communicate with and update parents about how the bullying of their child is being tackled (or progress on combating bullying in general) through phone calls, text or emails; termly parents evenings should include discussion of any bullying issues; parent support groups could be set up for peer support and learning. The school was seen as having a role in also engaging the support of the bully's parents to stop the bullying. It was recommended that the school create an online support resource for bullied students to speak up and share their thoughts on what should be done. The need for the school to support parental training and awareness rising was highlighted, with suggestions for workshops on the causes and effects of bullying and activity days so children could bond with their parents. More generally, there was a call for 'more security of social media' and a 'block on social networks' to reduce the instances of cyberbullying.

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SESSION AT VOYAGER ACADEMY, PETERBOROUGH, CAMBRIDGESHIRE

The Voyager Academy is a co-educational academy for students aged 11-18 years in Peterborough, Cambridgeshire and has around 1,380 students. It was formed in 2007 and is a member of the Comberton Academy Trust.

There were 25 participants at the training workshop: 5 parents, 15 students/siblings and 5 teaching staff. The Head of Anti-Bullying and the Executive Principal also attended for part of the session.

In order to ensure that the student and their wellbeing is central, the students were asked to construct a figure to represent someone who is coming to the school for the first time from primary school. The figure prompted students to reflect on and discuss the individual's experiences and feelings.



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Participants were then asked for their perspectives on different kinds of bullying, what causes bullying and how it happens. They were also asked what they thought could be done about it.

Discussion and reflection exercises were facilitated by the trainers and students in small groups recorded their thoughts on large sheets of paper.

What kinds of bullying are there?

The students identified five types of bullying that can be experienced in the school context. They were verbal, physical, emotional or mental, financial and cyberbullying (bullying online or through social media, such as 'Twitter and Facebook'). Verbal bullying was described as verbal abuse, threats, name-calling, swearing, 'laughing or jeering at you' and physical bullying included spitting, pulling hair, 'hitting you, punching you or kicking you'. Certain types of emotional or mental bullying were thought to be focused on a person's appearance or through 'fake friends' and mistrust, 'being abandoned by friends and left alone'. Financial bullying was described as demanding money with threats. The students also discussed discrimination, including homophobia and racism as a type of bullying.

What causes bullying?

Discussion on the causes of bullying mainly revolved around the motivations of the bully or what influences their behaviour. Being mistreated by family or friends or being

bullied themselves were thought by some students to be a cause of bullying behaviour, while some also cited low self-esteem. Others thought that a cause of bullying was the exploitation of 'someone weaker or different' and that it was to 'make the bully feel good and superior to someone else'.

How does bullying happen?

Some of the students in the discussion groups thought that 'gang mentality' enabled bullying to happen, while others thought that the bullying dynamic was about 'homing in on a weakness'. When considering the site of bullying, many of the students thought it could happen both in school and out of school, with some saying 'anywhere', particularly in the case of cyberbullying. Several students reflected on the serious mental health impacts of bullying, with one discussion group recording that it 'can lead to suicide or self-harm in the bullied'.

What helps prevent and tackle bullying in school?

Participants were then asked about what students should expect from the school and they identified a range of strategies and approaches that could prevent and tackle bullying. There was a strong consensus that parents and schools should work together in partnership to tackle individual cases of bullying and to develop action plans and strategies. A culture of listening and communication between students, parents and the school, where all were taken seriously and treated with respect was recognised as important. It was felt that students' voices need to be heard by parents and the school. Most were of the opinion that the school should be a safe environment for all students, where they are happy to be educated, 'socialise in a friendly way' and make friends. A safe school environment was thought to be enabled by 'all staff being against bullying'. Feeling safe also meant knowing which members of staff they could talk to in the certainty that they would be listened to, and having reliable staff 'who can be trusted to act quickly on bullying'.

Operational and procedural aspects were identified as being important for addressing and preventing bullying. Having a 'good disciplinary system' or bullying procedure that enabled the school to deal 'quickly and effectively' with bullying and an accurate system for logging instances of bullying were recommended. A clear structure, lines of responsibility, guidance and advice for students, parents and teachers was also found to be important. Mediation and communication between the parents of the bully and the bullied could be facilitated by the school and clear messages about values and what is not acceptable should be introduced to students and parents, with one participant suggesting 'a year 6 open evening to introduce how the school deals with bullying and what the school values are'.

In addition parents identified some of the problems that are often encountered if their child is bullied in school. They said they can often feel helpless because they do not know who to contact at the school or how to notify the school of the bullying. Some of

the parents also talked about the frustration of feeling ignored and not listened to by the school. Frustration could sometimes be taken out on the child who could be blamed or expressed through arguments with the bully's parents. However, there were also some positive suggestions on how parents can support their child if they are being bullied, particularly 'calming your child down' in order to 'listen empathically and understand the situation from the child's point of view'.

There was strong agreement that parents should be involved in combating bullying in the school by being enabled to 'have a voice'. Again, clarity and communication (including meetings and action plans) were cited by participants and being crucial for schools and parents to work together on instances of bullying. They felt that 'there should be a good, simple, clear school bullying policy which is quick and effective in dealing with the bully and which includes reasonable punishment' and that 'there should be meetings where parents, children and teachers get together to combat bullying with ongoing support'. Training on bullying was also seen as important.

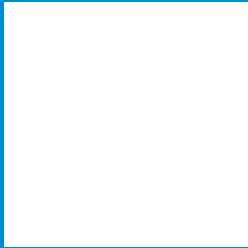
As a result of joint action planning, some key strategies were suggested as ways for schools and families to address bullying together. The recurrent theme of communication resurfaced as being pivotal for the success of any strategy, including the following:

- Communication between the parents and two or three members of an (anti-bullying) team that informs them about what is going on and jointly address the problem with the people involved (bully and bullied) at school
- Regular emails to update parents on how the school is addressing the bullying of their child
- Parents to be able to log bullying in a register held by the school
- Develop a dialogue with the bully in the context of a restorative justice approach

EVALUATION AND CONCLUSIONS

This approach combining the contribution of parents, children at the school who may themselves have been subject to homophobic bullying, and the teachers at the school works well in the UK. It requires the backing and support of the school, and works best when the teachers themselves deliver the programme. This approach is consonant with the aims and objectives of Rainbow HAS in bringing Homes and Schools together in creative new partnerships.

The experience within the Rainbow HAS project is that training approaches to this agenda have to be tailored to the cultural, social and policy specifics of individual countries. This model therefore needs adaptation when implemented into the specific cultural conditions of other European countries.





1 Lobby Agenda: Creating Consensus

Lobby actions to introduce in the European institutions agenda the promotion and protection of sexual diversity rights with emphasis in school and community fields.

Advances have been made regarding social initiatives and strong international, communitarian and national legal frameworks to protect the Right to sexual diversity. Also, positive evolution on the perception on sexual diversity in Europe, including an increasing discursive tolerance and a greater respect to LGBTBI people, as well as an increasing social repulse towards homophobia has been made. However, such transformations are not always reflected in the practice and in daily-life activities where discrimination and homophobia are still present.

The educational field is likewise influenced by this global and social reality. The diagnostics carried out in the framework of the Rainbow Has project have revealed a very disturbing situation regarding the rights of LGBTBI children and youth. In some European countries, there are still high indicators of homophobic and transphobic bullying targeted at those who are, or who are believed to be, LGBTBI (this means also to those who do not act according to the expected gender norms).

Homophobia is expressed through the imposition of silence and invisibility over the people who are not heterosexual, imposing social control over others, and specifically through the use of violent language and physical aggressions.

Homophobic bullying provokes in the victims serious negative impacts such as: loss of self-esteem, anxiety, stress, depression, and in extreme cases, self-harm and suicide. Bullying makes integration in school difficult and it proves to have a direct impact in the school records and learning process of the person.

Fearing homophobia – but also the indifference or reprisal from the educational centre – limits the expression of identity on LGBTI children and youth. Keeping the secret on sexual identity can limit profoundly the development of individuals.

Teachers refuse to talk during class on issues related to sexual diversity, and most times they do not know how to handle homophobic bullying in schools.

There exists a huge lack of awareness on the educational field on how to manage these issues. Also, there are not enough legal frameworks, methods of intervention and of tools. Some schools may implement automatically precautionary actions to intervene in the most appropriate manner.

Sexual diversity does not form part of the schools' curriculum and mostly it is handled through other informational programmes, specifically when talking about AIDS/HIV.

Most times, there are neither specific materials nor spaces to talk about sexual diversity and homophobia at school. In fact, in European countries there are still ruling clear limits to openly discuss homosexuality in the classroom.

In this context, the decisive action of the European institutions is required to advance the promotion and protection of sexual diversity rights, with emphasis in schools and community fields. Schools should be a safe environment for all students, and LGBTI



children and youth should be guaranteed the full enjoyment of their rights. Confronting homophobic and transphobic bullying requires continuous and focused efforts from schools and educational authorities.

It is now urgent to begin working together to achieve that the European institutions: Push forward a common regulatory framework - in line with international Human Rights Instruments - transversal to all areas of social life, to ensure the protection of the rights of sexual diversity in all its forms.

In the educational sphere, legislation should ensure proper protection of the rights and freedoms of LGBTBI children and children that are part of LGBTBI families, guarantee their development and safety, and eliminate the prejudice and stereotypes against them making school a safe and stable place with a fully inclusive coexistence of diversity.

Such legislation should be developed through proactive public policies to reach out to the work of all the educational institutions, but not limited to this. Like this, some examples to be considerate are:

- The creation of public services of care, counselling and training on LGBTBI issues (which could be cover by LGBTBI organizations).
- Establishment of monitoring mechanisms to ensure the “normalization” and suitable approach to LGBTBI reality in the media.

The application of the normative framework and the instruments that derive from it will require an appropriate system of monitoring and evaluation indicators.

Among other issues, the regulatory framework in education should consider:

- a) Specific and transversal incorporation of the issue of sexual and affective diversity in the school curriculum, as far as children have the right to comprehensive sexual education without discrimination on grounds of sexual orientation and gender identity. There is space within the teaching of all subjects to foster an attitude of respect for all, promote value for diversity, address, prejudice and stereotyping and to highlight that bullying behaviour is unacceptable.
- b) Specific training on sexual and affective diversity, and prevention and treatment of all forms of discrimination and harassment based on sexual orientation or gender identity for teachers and staff officers with responsibility in this area. Teachers at the school do not have sufficient information or training to act pro-actively to defend the rights of LGBTBI individuals. Training should take place at the university level and for teachers actively working at all levels.
- c) Every educational centre should count with instruments to prevent and tackle all forms of discrimination and harassment based on sexual orientation or gender identity (centred on the victim). Schools should create safe, positive, respectful and inclusive environments for learning and must make clear in their code of behaviour that bullying is unacceptable. This code of behaviour should indicate what action

the school will take in relation to alleged breaches of the school's bullying policy. Schools should also develop initiatives and programmes focused on developing students' awareness and understanding of bullying.

- d) Develop space to facilitate a family-school treatment and awareness activities of LGBTI issues.

Generate opportunities for on-going dialogue with LGBTI organizations and other civil society organizations working for the rights of LGBTI people, with an emphasis on education.

Make effective follow up of Member States of the international and communitarian rules on the protection of human rights of LGBTI people in general and in education in particular.

Conduct periodic qualitative research on the situation of LGBTI children and youth in the education sector in all the European Union States.

2 Sharing good practices via CrowdMap

One of the goals of RAINBOW HAS project is the creation of a *European network of networks for diversity at school* with the common aim of reaching an alliance for promoting respect and full social acceptance of sexual diversity rights and for supporting initiatives against homophobia and transphobia in schools.

RAINBOW HAS visualizes this network as a platform based on existing associative structures, networks of LGBTI organizations and families' organizations (straight and LGBTI), and other key stakeholders with some role or interest in the promotion and protection of sexual diversity rights with emphasis in school and community fields (student unions, teachers unions, NGO, international institutions (UN agencies), etc.) that want to share knowledge and work together.

The platform is based on CrowdMap and is available at: <https://rainbowhasnetwork.crowdmap.com/>

The platform includes a map with relevant information about the best practices identified in the project and others. The map is open for anyone to report good practices either by Twitter (#RainbowHas), by email (network@rainbowhas.eu) or via the website itself. The site also includes news feed from LGBTI associations, other action networks or regarding public or private LGBTI-related reports.





***Conclusions and
recommendations
of the international
seminar and the final
conference
(Brussels November 2014)***

The two day meeting was attended by the representatives of the following organizations: Ararteko (ES), Farapi (ES), Middlesex University (UK), FLG (ES), Nelfa, ECIP (BG), Jekino (BEL), Maria Grzegorzewska Academy (PL), Commune di Milano (IT), Universidad Complutense de Madrid (ES), ILGA Europe, University of East Anglia (UK), University of Trento (IT), Basque Government, Comberton Academy Trust (UK), Voyager School (UK), FECE (BG) and Cavaria (BE).

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**CONCLUSIONS OF THE INTERNATIONAL SEMINAR
Brussels, 18 November 2014**

1. The RAINBOW HAS project has revealed a very disturbing situation regarding the rights of LGTBI people¹⁹. The aggression, harassment, stigmatisation and exclusion suffered by many of these individuals, based on prejudice, stereotypes and homophobic or transphobic ideas, have grave repercussions on their health. The fundamental rights of the LGTBI minority are neither respected nor duly protected despite being included in national legislative frameworks, European legislation and international human rights law. In spite of this rather negative view, the RAINBOW HAS research identified 22 good practices in the five countries under study.
2. The level of enjoyment of LGTBI rights varies notably from country to country. Globally speaking, however, the LGTBI survey done by the EU Fundamental Rights Agency in 2012 showed that 19% of all respondents had been victims of harassment, which they thought happened in part or completely because they were

¹⁹ <http://rainbowhas.eu>

perceived to be LGBTBI. During their schooling before the age of 18, more than 80% of all respondents in each LGBTBI subgroup and every country covered by the survey had heard or seen negative comments or conduct because a schoolmate was perceived to be LGBTBI. 68% of all respondents who answered the question said these comments or conduct had occurred often or always during their schooling before the age of 18²⁰. We call on the EU to promote equity.

3. We recall the 2006 Yogyakarta Principles on the Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity, and in particular Principle No. 16, recognising the right to education without discrimination, and Principle No. 19, which recognises the “freedom of opinion and expression, regardless of sexual orientation or gender identity. This includes the expression of identity or personhood through speech, deportment, dress, bodily characteristics, choice of name, or any other means, as well as the freedom to seek, receive and impart information and ideas of all kinds, including with regard to human rights, sexual orientation and gender identity, through any medium and regardless of frontiers”. We share the European Court of Human Rights’ view that homophobic speech in educational setting is not protected by freedom of expression²¹. In line with the Yogyakarta Principles, we recall that freedom of speech does not allow homophobic hate speech to be sanctioned without reprisals.
4. We also recall the UN Human Rights Council’s resolutions 17/19 (June 2011) and 27/32 (September 2014) on Human rights, sexual orientation and gender identity, “expressing grave concern at acts of violence and discrimination, in all regions of the world, committed against individuals because of their sexual orientation and gender identity”.
5. As observed by the Human Rights Commissioner, Dr. Nils Muižnieks, children have the right to receive factual information about sexuality and gender diversity. Anti-bullying efforts should be supported by education on equality, gender and sexuality²².
6. A number of research studies have shown that the outcomes of children raised in LGBTBI families are essentially the same as for the children raised in heterosexual families, while they also embrace the values of freedom, equality and tolerance (Mellish *et al* 2014; Golombok 2000; Patterson 2005; González and López 2005).

²⁰ The FRA EU LGBTBI survey (published in May 2013) was conducted online in the 28 EU Member States between April and July 2012. The survey collected information from 93,079 people aged 18 and above who identified as lesbian, gay, bisexual or transgender, and who lived in the EU. (<http://fra.europa.eu/en/publication/2013/eu-lgbt-survey-european-union-lesbian-gay-bisexual-and-transgender-survey-results>)

²¹ European Court of Human Rights, *Vejdeland and others v. Sweden*, Judgment of 9 February 2012.

²² Position paper on LGBTBI children: <http://www.coe.int/en/web/commissioner/-/lgbti-children-have-the-right-to-safety-and-equality> (October 2014); Report of the UN Special Rapporteur on the right to education, 23 July 2010, UN doc. A/65/162; European Committee on Social Rights, *Interights v. Croatia*, Complaint 45/2007, Decision on the Merits of 30 March 2009.



7. Homophobic bullying should be everybody's concern. Politicians and leaders are accountable to all, and therefore they have the responsibility to learn about LGBTBI issues and experiences.
8. A specific legal framework needs to be put in place to protect these rights. In countries without a specific legal framework, we must start from the basis of accepting LGBTBI people as part of the society and enjoying full citizenship rights. Laws must be drawn up which recognise and protect same-sex parent families and ensure equal treatment and nondiscrimination; and specific laws must be passed in the area of education regarding curriculum, educational materials, textbooks, anti-bullying protocols, gender roles, etc. But laws are not enough. It is also essential to create proactive public policies and services to overcome the obstacles to real and effective equality for LGBTBI minors and the children of same-sex parent families. Such policies are necessary to eradicate the violence against these boys and girls, guarantee their development and safety, and eliminate the prejudice and stereotypes against them. It should also be pointed out that the work in accepting emotional and gender diversity and different family models, as well as the struggle against LGBTBI phobia, should not fall exclusively on the school. Places of entertainment, sports, video games, television programmes, websites and online social networks are very important for teaching the values of respecting human rights.
9. Public authorities in different countries have shown a different degree of engagement with RAINBOW HAS project. Education authorities must demonstrate

clear leadership and implement educational plans, homophobic/transphobic anti-bullying protocols and information and attention services for LGBTBI mothers, fathers and students. There must be active and effective involvement at all levels of the educational community (administration, management, parents, teachers, students, and office and services staff) to protect the fundamental rights of these minors.

10. Way too often, teachers at the school do not have sufficient information or training to act pro-actively to defend the rights of LGBTBI individuals. Training should take place at the university level and for teachers actively working at all levels. Communication and interaction between parents and teachers are not supported by the adequate means of protecting the fundamental rights of LGBTBI minors and of the children of same-sex parent families. Conditions must be created so LGBTBI teachers can come out if they want to. We recommend that teacher training and continuing professional development includes understanding, prevention and strategies to address gender and sexual diversity. Training teachers can change the school culture and create a safe environment. Students themselves can be the best trainers from other students' point of view.
11. Hegemonic social values, the result of centuries of a particular family and social order, still conceal the existing diversity of sexual and emotional inclinations and gender identities. Same-sex parent families are often marginalised by these social values. We must therefore work to change these values and except sexual and emotional diversity. LGBTBI boys and girls, and the sons and daughters of same-sex parents must have the same conditions and opportunities at school and in society in order to protect their freedom, development, dignity, self-esteem and security, and to keep them from being invisible. To achieve all this, there must be a profound change in social values and in the discourse about the family, whilst avoiding a binary between tradition and progress.
12. It is of vital importance to create alliances and networks of cooperation between parent associations, associations of parents of LGBTBI children, same-sex family associations, LGBTBI organisations, human rights associations, especially those defending the rights of children, and teachers associations, ombudspersons, public authorities and experts from universities or consulting firms. Parental associations must be empowered as promoters and defenders of LGBTBI rights.
13. In the words of the Human Rights Commissioner of the Council of Europe, "LGBTBI children should be able to exercise their participatory rights in all areas of life. Access to information is a basic condition enabling participation and decision- making. At the same time, LGBTBI children must be protected from violence and bullying at home, in schools, on the internet, in sports and in public spaces. Child protection services, children's ombudspersons and the police should make particular efforts to include LGBTBI children in their outreach. Governments need to take systematic action to improve the safety and equality of LGBTBI children"²³.

²³ Position paper on LGBTBI children (October 2014).

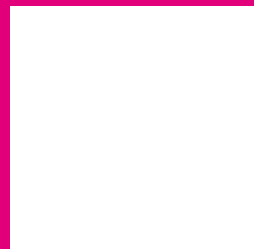
FINAL CONFERENCE

MEP Roberta Metsola, representing the LGBTI intergroup of the European Parliament, opened the final conference with a speech related to the importance of respecting the human rights in general. She mentioned the Lunacek report as a reference to take into consideration when determining the real situation regarding homophobia in the EU. This report referred specifically to the importance of training to fight against homophobia at the schools and of sharing good practices between countries on this respect. According to this report, discrimination against LGBTI people is unacceptable and measures to prevent it must be taken. She closed her speech manifesting her personal willingness to cooperate with the RAINBOW project. Taking advantage of the presence of the MEP, some of the participants expressed their concern about the legal problems that, specifically, LGBTI families found in those EU countries the legislation of which does not foresee the legal union of LGBTI people as such, restricting in fact the freedom of movement of these families.

After this address and brief discussion, Katy Pallás, as representative of NELFA, shared their experience becoming an European level network of family associations.

Next, two of the best practices mentioned in the International Seminar were analysed. This included the projection of two short videos recorded at the Comberton College Academy and the Voyager School, both in the UK, with interviews to pupils who have suffered bullying.

Finally, a round table discussion took place, with three of the participants as speakers. Sophie Aujean, from ILGA Europe, talked about the importance of involving all social actors in the development of anti-bullying policies, referring to the 2010 recommendation of the Council of Europe, a fundamental tool to tackle the problem of LGBTI discrimination. Next, Alexander Schuster, from the Università degli Studi di Trento, talked about the importance of creating the best environment for LGBTI children to grow up as other children, always thinking on the best interest of the child, as well as about the necessity to emphasize the relationship between children and members of their family, protecting the rights not only of individuals, but also that of the families composed by those individuals. The last to speak was Ignacio Pichardo, from the Universidad Complutense de Madrid, who shared his experience as investigator in these issues and underlined the importance of visibilisation of the good practices implemented in different places; to these purposes, he said, the participation of the public authorities is essential. A debate aroused, in which the different issues arisen during the IS and FC, such as the nature of the homophobic bullying and the problems for networking at the time of linking the European and local levels, due specially to the existence of different legislations, as well as the advantages and opportunities of this networking, were discussed.





BIBLIOGRAPHY

INTRODUCTION²⁴

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A selection of various texts and supports is presented here, including research, academic studies, statistics, dissemination materials, press articles, websites, plans, best practices, suggestions and other representative and interesting resources that tackle affective-sexual diversity and gender identity as well as strategies to tackle homophobic bullying in the following countries: Bulgaria, Spain, Italy, United Kingdom and Poland.

Real-life situations for LGBTBI persons and how affective-sexual diversity and transsexuality are tackled in families and in schools vary widely from one country to another and influence the quantity and characteristics of the documents compiled in each country. Therefore, although the entire bibliography has been ordered according to 4 main strands, the type of texts selected by each country varies considerably.

It was not easy to find bibliographic references to focus or participation models from families in the sphere of school or experiences of families and teaching staff working together. The meagre number of studies confirms the tenuous relationship between the teachers and families, which is not as smooth as might be hoped concerning topics covered by RAINBOW and RAINBOW HAS.

²⁴ Hemen link-a, erabilitako material guztietara bideratzen.

B U L G A R I A

The crisis in the family and the crisis in the educational system at school each has its own logical and objective explanation, bearing in mind the current political, economic and social situation in Bulgaria. Inevitably, these crises reflect on school – family dialogue which is usually more intensive when the child has problem with teachers or class mates causing tension in the classroom.

In the two main pieces of legislation for education at school, the Law for public education and its implementing regulations, parents' participation in the educational process is reduced to three main functions: responsibility for providing children's access to school and kindergarten; resources for additional educational materials; and potential for being members of the school board. It is evident that parent participation is not a priority.

The parent-teacher meetings are the traditional and most frequently used form of family-school dialogue. Invitations for individual meetings are comparatively rare practice.

These meetings are very often related to incidents and need to quickly react to disturbing circumstances, and not to the child's developmental planning. Parent participation in school activities or on boards has been extremely limited over the last few years. For most of the parents, communication with teacher of the class is enough and there is no need for further interaction with the school.

Research on the parental participation in the school life in Bulgaria – Report from research

[-http://www.see-educoop.net/aeiq/parents/bulgaria%20report%20final.pdf](http://www.see-educoop.net/aeiq/parents/bulgaria%20report%20final.pdf)

In the last two years we have observed increased interest regarding the improvement of family-school dialogue. In the publication of the web site: news.bg (http://news.ibox.bg/news/id_834270365) "Parents and experts united their efforts for dialogue between family and school", the following issues are discussed: the importance of the purely human relationship between parents and school; change in the type of parent-teach meetings; the need for parents to help in voluntary activities. The so-called "e-diary", which will provide the principal with the opportunity to send messages to the parents, is mentioned as an important channel for communication. All participants share the most important key, that is, that the focus should be on the child.

I T A L Y

BEPPATO G. (2010). Il libro di Tommi: manuale educativo e didattico su scuola e omogenitorialità. Milano: Ildito e la luna.

In the last few years the number of Italian children with one or more homosexual parents has increased. Schools are the first institutions to deal with this new situation. The volume shows how schools lack adequate programmes to address this. It starts

out with the direct experience of children, parents and teachers who tell about awkward moments and recurring incidents. The aim is to offer useful indications for promoting parent- teacher communication and to promote the academic inclusion of children with homosexual parents.

MONTANO A., ANDRIOLA A. (2011). *Parlare di omosessualità a scuola: riflessioni e attività per la scuola secondaria*. Trento: Erickson.

There are thousands of families in Italy with at least one homosexual parent, and there are thousands of children that have to deal everyday with the burden of being labelled “different”. To make things worse, institutions do not face such issues, but rather cast a veil of silence over it. In order to allow teacher and parents to openly discuss homosexuality with their students and children, two psychologists working at the Beck Institute offer their support in diversity education. The contents of the book are divided into different sections for parents, teachers and students. The aim is to have an integrated approach, which means to educate adults through children and children through adults.

P O L A N D

In Poland there is not much cooperation or dialogue between families and teaching staff that takes place formally or informally in a wider context than specific the context of one school or one class. Therefore there are no global guidelines or practices disseminated that could be analysed as representative or adaptable to any other context. Cooperation between family (parents or caretakers) and school takes place during parent-teacher meetings that are organised in school about once every 2 months. This is an opportunity for parents to be informed by the school (child’s class head-teacher specifically) and to briefly have contact with pupils’ teachers. There is no available public data about organised or informal collaboration between any family groups and the school system or individual schools concerning affective-sexual diversity. There is some minor collaboration on this issue between civil society organizations and individual schools under the umbrella of human rights education, but it does not involve families.

S P A I N

In the Basque Country and Spain, family participation in the sphere of formal school is low and there is very little documentation on this.

HERNANDEZ PRADOS, MARÍA ÁNGELES Y LÓPEZ LORCA, ORTENSIA. *Análisis del enfoque actual de la cooperación padres y escuela*. Aula Abierta 87 (2006)

This article analyses the relationship between families and the teaching staff in the Murcia region and, more broadly, in Spain. It tackles families’ expectations for schools and teachers’ perceptions of family functions in school. In addition, it looks back

over intervention models in Spain and provides practical guidance to build healthy relationships between the teachers and families.

<http://dialnet.unirioja.es/servlet/articulo?codigo=2583872>

AMPAS EDUCATIONAL BEST PRACTICES COMPETITION

This was an annual competition organised by the Euskal Herria Student Families Association where family associations sent in their best practices in education. Among them, they highlight any heightened collaboration between families, schools and other educational and social agents found.

All experiences compiled during 2013.

<http://www.ehige.org/praktikaonak/orriak/esperientziak2013.html>

Report from the 3rd AMPAS Educational Best Practices Competition (2013)

http://www.ehige.org/praktikaonak/dokumentuak/liburuxka_3_lehiaketa.pdf

U N I T E D K I N G D O M

The literature review and practice scoping exercise did not identify any specific UK research, policy initiatives or projects focused on homophobic or transphobic bullying in schools and the role of the family-school relationship.

BIBLIO-SITOGRAPHY

HOMOSEXUALITY/TRANSSEXUALITY IN FAMILIES

The different situations regarding the level of acceptance for LGBTI persons and their rights in each country correlates with the literature identified. Whilst in Bulgaria and Poland major research examined what life is actually like for the LGBTI community and the discrimination and violence it suffers from, in the United Kingdom, Italy and Spain the focus was on homosexuality within the family, family models, and same sex parenting. In United Kingdom specifically, there is a wide range of literature confirming that growing up in a same parent family does not bring about negative consequences in these children's social and affective wellbeing or in the development of their identity.

It should be noted that many of the compilations, guides and dissemination materials for families with LGBTI children or for use with children in general are biographic or written by LGBTI persons and/or their families.

B U L G A R I A

Deutsche Welle – <http://www.dw.de/>

Article "The life of the homosexuals in Bulgaria"

The article says that in Bulgaria, homosexuals usually live "in the dark" because whoever confesses his/her sexual orientation runs the risk of loosing his/her family, friends, and job. There is almost no maneuvering room for these people. Young people who talk about the problems they suffer due to their sexual orientation present their life stories.

GamaNews.bg – [/http://stalik.wordpress.com/](http://stalik.wordpress.com/)

News web site addressed at the LGBTI community in Bulgarian.

LGTBI blog offers different kind of news for the gay – lesbian community in Bulgaria and abroad. The information is set out in separate modules: homosexuality psychology and biology; LGBTI ethics and rights; homophobia and LGBTI family and friends. Also included are questions and answers regarding same sex marriages.

- What is marriage?
- 10 reasons why gay marriages should not be allowed
- Questions and answers in regard to LGBTI parenting
- The development of children with homosexual parents as compared to those from heterosexual families
- The children of LGBTI people working with homosexual parents.

<http://semeistvo.rozali.com/mama/p18271.html>

The site presents different opinions “*For or against homosexual couples to adopt children?*” The question whether or not the homosexual couples can be good parents is addressed. The common opinion is that the children raised by homosexual parents adopt their habits and way of life and consider the relationship between the two parents as something normal and natural. Those who are “for’ homosexual couples’ adoption of children claim that everyone has the right to be happy and children represent the greatest happiness ever, so why should their different sexual orientation deprive these people from happiness?

An article from the same web site: “*Homosexual parents: what do we know about them?*” by Radoslav Stoyanov states that information about how many homosexual couples are raising children is missing in Bulgaria’s national statistic institute the accessible online date base.

Unfortunately, same sex couples’ children in Bulgaria continue to live anonymously, hidden from the statistics which are blind to them, and deprived of the rights that other children have. The lack of legal organization for the LGBTI parent families deprives these children of basic things like their right to inherit from one of their parents in case of death. Publicly available information which continues to define the LGBTI persons as deviant, abnormal or mentally ill is an extremely cruel stigma for them.

Bulgarian Helsinki Committee

http://www.bghelsinki.org/media/uploads/annual_reports/annual_bhc_report_2013.pdf

In its latest human rights report, the Bulgarian Helsinki Committee indicated that the LGBTI community continues to receive less favourable legal treatment than those outside this group and even than other minority communities. The report also points out that in 2013, the interaction between institutions and the LGBTI community and its NGOs remained weak and formal.

I T A L Y

BORELLA, V. M. (2001). *Volti familiari vite nascoste: comprendere e accettare un figlio omosessuale: guida per i genitori.* Milano: Angeli.

The book explores concerns, fears, shame, guilt, and other negative feelings that both young homosexuals and their parents share when they become aware of their “diversity”.

This exploration is of paramount importance in order to suggest to both parties how to behave, which emotional reactions to expect, and how to handle them. In particular, parents will find practical information to process and accept the coming-out and overcome their fear of the “unknown”. The publication provides answers to pressing questions, practical suggestions to handle rage and pain, examples of other parents’ behaviour and reactions, methods to work through the suffering and turn it into something more productive.

DALL'ORTO, G. (2012). *Mamma, papà: devo dirvi una cosa. Come vivere serenamente l'omosessualità.* Scritto da una madre e da suo figlio. Casale Monferrato: Sonda.

The book is a guide co-written by a mother and her homosexual son. It explores different issues that a gay youngster has to face, i.e. self-acceptance, family acceptance, relationships with friends and society, coming-out, his first romantic and sexual experiences. It presents both the parent's and the son's perspective and offers help and guidance both to young homosexuals and their parents.

FERRARI, F. (2011). *Crescere in famiglie omogenitoriali: risultati scientifici e altri piani del dibattito.* *Terapia familiare*, 95, pp. 73-86, doi:10.3280/TF2011-095005.

The article presents a literature review on the issue of same sex parents. It shows that in Italian society where the phenomenon is still new and subject of debate it is difficult to separate different types of analysis because scientific, ideological, religious, theoretical and clinical arguments are all entangled. Scientific evidence shows instead that homosexual parents are as competent as heterosexual ones, and children raised in same sex parent families are well adjusted too.

GUIDA, F., GUERRA, C. (2007). *Paternità e maternità nelle coppie omosessuali: quando i genitori sono dello stesso sesso.* *Rivista di Sessuologia*, 31(1).

The study aims to define the relationship between motherhood and fatherhood in same sex parent families. It presents a number of psychological and socio-cultural factors that occur in the development of such families, and the way they influence the cognitive, emotional, and behavioural processes.

PARDI, F. (2011). *Piccola storia di una famiglia. Perché hai due mamme?* Milano: Lo Stampatello.

A children's book (suitable for children aged 6 and above) that tells in plain language what it means for two women to start a family and what it means for a child to have two mothers. It can also be used by teachers to talk in class about non-traditional families.

PATERLINI, P. (1998). *Ragazzi che amano ragazzi*. Milano: Feltrinelli.

The book compiles 15 interviews with young homosexuals between 15 and 20 years old from different areas of Italy. The interviewees tell about their experience, how they discovered they were homosexual, and their hopes for the future. The book is targeted not only at other youth but also to their parents and teachers to provide them with better knowledge of their world.

ROSSI MARCELLI, C. (2011). *Hello Daddy!: storie di due uomini, due culle e una famiglia felice*. Milano: Mondadori.

This is the true story of a gay couple who wanted to become parents. Since they were not allowed to adopt in Italy, they arranged a surrogacy agreement on the other side of the world. When they came back from the U.S. with their twin daughters, they realized that society is more open-minded than they thought it would be. They face and very sensitively and self-ironically discuss a highly relevant topic and undermine the idea of traditional families as the only acceptable ones.

P O L A N D

This website, dedicated to parents of LGTBI children, was developed for the "Parents, dare to speak out!" social campaign. Information about the campaign and the "Academy of Engaged Parents" project, can be found there in addition to a list of LGTBI literature and films and stories written by parents.

www.odwazciesiemowic.pl

ABRAMOWICZ, M. (2007). *The Situation of Bisexual and Homosexual Persons in Poland; 2005 and 2006 report*. Campaign Against Homophobia and Lambda Warsaw Association.

A report on situation of no-heterosexual population in Poland that bases on qualitative and quantitative studies conducted by two polish LGTBI NGOs. Report gives a deep insight into psychical and physical violence and discrimination suffered in different areas of life, including family life, school, workspace.

ABRAMOWICZ, MARTA, BIEDROŃ, ROBERT, KOCHANOWSKI, JACEK (red.) (2009). *Queer studies – podręcznik kursu*. Warszawa: Kampania Przeciw Homofobii.

BIEDROŃ, ROBERT (2007). *Tęczowy elementarz, czyli (prawie) wszystko, co chcielibyście wiedzieć o gejach i lesbijkach*. Warszawa: Wydawnictwo AdPublik.

One of the first or the first complete and comprehensive book explaining who LGTBI people are and why they want to be tolerated. The book is structured around basic questions and answers and also covers such issues as the LGTBI community's education, private life, and family life in Poland.

BOJARSKA-NOWACZYK, KATARZYNA (2005). *Psychospołeczne korelaty homofobii*. Rozprawa doktorska. Gdańsk: Biblioteka Chemiczna Uniwersytetu Gdańskiego.

A PhD thesis in psychology about homophobia's psycho-social correlates. The thesis was built upon empirical research on the LGTBI population in Poland.

- DYNARSKI, WIKTOR (2012). Wszyscy jesteście hetero. Homonormatywności lęk przed transpłciowością; in: Anna Kłonkowska (red.), *Transpłciowość – Androgynia. Studia o przekraczaniu płci*. Wydawnictwo Uniwersytetu Gdańskiego.
This article depicts homonormativity as compared to heteronormativity as a factor for exclusion of transgender identities. In the analysis, the author reflects upon marriage equality strategies proposed by the LGBTBI movement.
- INIEWICZ, GRZEGORZ, GRABSKI, BARTOSZ, MIJAS, MAGDALENA (2012a). Zdrowie psychiczne osób homoseksualnych i biseksualnych – przegląd badań i prezentacja zjawiska. „Psychiatria Polska”, tom XLVI, nr 4.
This article in a psychiatric journal is about the mental health and wellbeing of the LGBTBI population. Studies and findings from different countries are presented with theoretical explanations and factors affecting LGBTBI wellbeing are presented.
- KONARZEWSKA, MARTA, PACEWICZ, PIOTR (2010). *Zakazane miłości. Seksualność i inne tabu*. Wydawnictwo Krytyki Politycznej.
This book consists of interviews with people with non-normative sexual identities and experience and portrays the lives and experience of the LGBTBI community in Poland.
- LASZUK, ANNA (2006). *Dziewczyny, wyjdźcie z szafy!*. Warszawa: Fundacja Lorga.
This first portrait of Polish lesbians remains up-to-date. The author, a well known Polish reporter, met and interviewed women across Poland asking and writing down their stories, struggles, challenges and happy moments which provide insight into the everyday life of gay women of different ages and in different places and situations.
- MAKUCHOWSKA, MIROŚŁAWA, PAWŁĘGA MICHAŁ (red.), (2012). *Sytuacja społeczna osób LGBTBI Raport za lata 2010 i 2011*, Warszawa: Kampania Przeciw Homofobii, Lambda Warszawa & Fundacja Transfuzja.
This report on LGBTBI community's situation in Poland is based on qualitative and quantitative research conducted by two Polish LGBTBI NGOs. The biggest and most complete research project to date that was conducted on over 11,000 participants reflecting a representative LGBTBI population in Poland. The report provides deep insight into psychological and physical violence and discrimination suffered in different areas of life, including family life, school, and work. Additionally, the report provides information about the mental health and wellbeing of the LGBTBI community as compared to the general population.

S P A I N

Although the bibliography on Spanish families' perceptions and experiences in relation to homosexuality and transsexuality is limited, both public institutions and LGBTBI associations agree on the need for the family to be a safe place for acceptance. Therefore, there is a wide range of material aiming to clear up any questions and provide advice for families on their children's affective-sexual diversity.

- BARRIOS FLORES, ALBERTO (2012): Study and analysis of the social perception of same sex parent families and their presence in the Spanish written press.
This study aims to ascertain Spanish society's opinion on same sex parent families and whether they have the appropriate skills to raise minors. The research uses secondary sources.
- DEL MAR GONZALEZ, MARÍA (2002). Child and adolescent development in same sex parent families. Preliminary report. University of Seville, Department of Evolutionary and Educational Psychology.
Analysis on how same sex parent families perform their parental roles, on their social environment, and on these minors' development and psychological adjustment.
- PICHARDO GALÁN (2009): (Homo)sexualidad y familias: cambios y continuidades al inicio del tercer milenio. *Política y sociedad*, vol. 46 número 1 y 2: 143-160.
Discussion on how the notion of the family has been transformed in Spain due to individual and group practice, to discourse, and to demands from people who are in homosexual relationships.

Training and educational material:

Guide from the Association for Parents of Gays, Lesbians, Bisexuals and Transsexuals (AMPGYL)

<http://www.ampgyl.org/mm/file/web/guiapadres.pdf>

Website for the Chrysallis association, association for families with transsexual minors.

<http://chrysallis.org.es/>

U N I T E D K I N G D O M

Adoption and fostering

Social work and activist academics in the UK have made major contributions to the conceptualisation of lesbian and gay adoption and fostering and to improving practice and awareness in the field. In doing so, their research and recommendations have contributed to reconceptualising the traditional family for social work practice in the UK. These titles are key books and papers.

BROWN, H.C (2011) The Assessment of Lesbian and Gay Prospective Foster Carers:

Twenty Years of Practice and What Has Changed? In Dunk-West P and Hafford-Letchfield P (eds) *Sexual Identities and Sexualities in Social Work: Research and Reflections from Women in the Field*. Farnham: Ashgate.

BROWN, H. C. AND COCKER, C. (2008) 'Lesbian and Gay Fostering and Adoption: Out of the Closet and into the Mainstream?', *Adoption and Fostering*, 32(4), pp. 19-30

- COCKER, C. (2011) 'Sexuality before Ability? The Assessment of Lesbians as Adopters', in Dunk-West P and Hafford-Letchfield P (eds) *Sexual Identities and Sexualities in Social Work: Research and Reflections from Women in the Field*. Farnham: Ashgate.
- COCKER, C. AND BROWN, H C. (2010) 'Sex, Sexuality and Relationships: Developing Confidence and discernment when assessing lesbian and gay prospective adopters' *Adoption and Fostering* 34 (1), pp 20-32.
- HICKS, S. (2000) ' "Good Lesbian, Bad Lesbian...": Regulating heterosexuality in Fostering and Adoption Assessments', *Child & Family Social Work*, 5 (2), pp. 157-168
The paper examines the assessment of lesbians who apply to foster or adopt, using data generated from 30 interviews with local authority social workers. The article considers how 'the lesbian' is constructed as a 'threat', as 'militant', or as 'automatically safe' in assessments, and makes the point that social work is productive of versions of the lesbian subject. The author argues that only a certain version of lesbian is likely to be approved to foster or adopt, specifically those termed 'the good lesbian'.
- HICKS, S. AND McDERMOTT, J. (eds) (1999) *Lesbian and Gay Fostering and Adoption: Extraordinary yet Ordinary* London, Jessica Kingsley.
This book covers public debates discussing lesbians and gay men caring for children as a novel but not new phenomenon.

Lesbian and gay parenting/lesbian and gay families

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Historical and continuing concerns about the mental health and welfare of children growing up in lesbian and gay families or with lesbian or gay parents have been challenged by academics and activists from the fields of civil rights, psychology, psychiatry and social work. The titles listed here represent some of the key research studies and books about lesbian and gay parenting and families.

- GOLOMBOK, S., PERRY, B., BURSTON, A., MURRAY, C., MOONEY-SOMERS, J. STEVENS, M. AND GOLDING, J. (2003) 'Children with Lesbian Parents: A Community Study', *Developmental Psychology*, 39, pp. 20-33
This study examined the quality of parent-child relationships and the socio-emotional and gender development of a community sample of 7-year-old children with lesbian parents. Findings were in line with those of earlier investigations into lesbian parenting showing positive mother-child relationships and well-adjusted children.
- GUASP, A. (2010) *Different families: The experiences of children with lesbian and gay parents*. London, Stonewall
The Centre for Family Research at the University of Cambridge conducted interviews for Stonewall with 82 children and young people who have lesbian, gay or bisexual parents to learn more about their experiences both at home and at school. This study found that children with gay parents like having gay parents and would not want things to change, but that sometimes they wish that other people were more accepting.

HICKS, S. (2011) *Lesbian, Gay and Queer Parenting: Families, Intimacies, Genealogies*. Basingstoke, Palgrave.

Based upon original research with gay and lesbian parents, primarily but not exclusively those who have fostered or adopted children, this book considers the complexity of gay and lesbian parents' everyday lives.

MELLISH, L., JENNINGS, S., TASKER, F., LAMB, M., GOLOMBOK, S., (2013) *Gay, Lesbian and Heterosexual Adoptive Families*. London, British Association for Adoption and Fostering.

This in-depth research into the experiences of 130 lesbian and gay adoptive families examines important aspects of family relationships, parental wellbeing and the adjustment of children who did not have a good start to life. It suggested adoptive families with gay fathers might be faring particularly well where levels of depressive symptoms were especially low and social interaction was high.

TASKER, F. (2005) 'Lesbian Mothers, Gay Fathers and their Children: A Review', *Journal of Developmental & Behavioral Pediatrics*, 26, pp. 224-240

WEEKS, J., HEAPHY, B., DONOVAN, C. (2001) *Same Sex Intimacies: Families of Choice and other Life Experiments* London, Routledge.

Weeks et al study involved in-depth interviews with 96 lesbians and gay men to explore their family and social relationships. He coined the word 'choice', which identified a narrative of assimilation or difference, and the assimilation agenda has been recognised within UK policy where equal citizenship comes with rights as well as responsibilities.

AFFECTIVE-SEXUAL DIVERSITY AND BULLYING IN SCHOOLS

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The different research on tackling both affective-sexual diversity and transsexuality in schools and teaching staff and students' perceptions on the matter refer to the prevalence and characteristics of homophobic bullying, the tools and strategies used by the teaching staff to prevent and tackle it, and the consequences for any of its victims.

In addition, dissemination materials are also presented on homosexuality and same sex parent families, also compiling strategies and materials to tackle these issues in schools, developing anti-discrimination policies plus best practice and recommendations that could be very useful.

B U L G A R I A

Research of LGA-Europe

According to the report for 2012 – “Our country is in the top three in regard to intolerance at school – 96% of the inquired people have heard negative comments or have witnessed bullying against people with homosexual orientation”. Over 71% of the LGTBI people share that they had to hide their sexual orientation at school.

It takes all kinds (<http://www.teachers.ittakesallkinds.eu/bg>) is a students' web site. The project “Schools for everybody” – an international partnership initiative including over 10 European countries aims at eliminating discrimination, homophobia, and transphobia at schools in the European Union. “Schools for everybody” works with

three main target groups: LGBTI NGOs and other interested civil society organizations; teachers and headmasters of schools and secondary school students. The project's main is to introduce terms like human's rights, equal treatment, sexual and gender diversity, inclusion and antidiscrimination as part of every teacher and student's vocabulary by encouraging students and teachers to become acquainted with antidiscrimination practices and equal treatment and also by addressing questions related to LGBTI persons.

The web site contains a teachers' manual.

There are also materials for encouraging the school headmasters to start recognizing and overcoming homophobia, transphobia, and discrimination on the basis of sexual orientation and gender identity.

On the students' web portal three online games and two human rights and equal treatment queries specifically about gender and sexual diversity could be found.

I T A L Y

BATINI F., SANTONI B. (2008). *L'identità sessuale a scuola: educare alla diversità e prevenire l'omofobia*. Napoli: Liguori.

The volume deals with the topic of having a different gender identity and/or sexual orientation. The first three chapters present trans/homosexuality and trans/homophobia in relation to their social, cultural and historical origins. The second part highlights different sexual orientations in adolescence and provides tools to educate about diversity and prevent homophobic bullying in schools.

SACCÀ, F., MARTELLI, M., GUARNIERI, A., COPPOLA, M. (2010). *Zaino in spalla: manuale per operatrici e operatori sui sistemi dell'educazione alle differenze e al bullismo omofobico a scuola*. Available online

This toolkit is geared to everyone who works in schools and wishes to deal with the topic of homophobic bullying. It was designed for secondary schools and aims to curb prejudice and promote the rights of those who are different.

P O L A N D

Lekcjarnosci.pl

This website is for teachers who want to educate about LGBTI issues and prevent and react to homophobia in their schools. The website consists of chapters from a printed publication (*Lekcja Równości. Materiały dla nauczycieli i nauczycielek jak rozmawiać o orientacji seksualnej w szkole i wspierać młodzież*), additional literature, and links and stories written by LGBTI youth.

- ABRAMOWICZ, M. (2011). Great Absent – on anti-discriminatory education in informal education system of Poland. Association for Antidiscrimination Education. A report from qualitative and quantitative study of school curricula and teachers' education standards and programs in Poland. The study focuses on identifying the need for antidiscrimination education in the formal education system. In the findings, the authors argue that there is a lack of any LGTBI education for teachers and pupils alike.
- MAKUCHOWSKA, MIROŚŁAWA (red.), (2011). Przemoc motywowana homofobią, Warszawa: Kampania Przeciw Homofobii. A report on homophobia-motivated violence illustrating a wide range of physical and psychological violence in schools where youth are both victims and perpetrators. The report's focus report is not school setting but rather the conclusion is that this is an area where violence takes place very often and remains unaddressed.
- REMIN, KATARZYNA (2009). Zasady Yogyakarty. Zasady stosowania międzynarodowego prawa praw człowieka w stosunku do orientacji seksualnej oraz tożsamości płciowej. Kampania Przeciw Homofobii: Warszawa.
- ŚWIERSZCZ, JAN (red.) (2012). Lekcja Równości. Postawy i potrzeby kadry szkolnej i młodzieży wobec homofobii w szkole. Warszawa: Kampania Przeciw Homofobii. The report focuses on homophobia-motivated peer harassment and measures to deal with it taken by teachers and students. The first part analyses reactions on the part of school staff, mainly teachers, and the second part on LGTBI youth. The report is followed by comments and analysis written by education practitioners.
- ŚWIERSZCZ, JAN (red.) (2013). Lekcja Równości. Materiały dla nauczycieli i nauczycielek jak rozmawiać o orientacji seksualnej w szkole i wspierać młodzież. Warszawa: Kampania Przeciw Homofobii. This is a follow up of the above-mentioned report that provides guidelines and tools for teachers who want to educate on LGTBI issues and prevent homophobia in their schools. The handbook provides basic information on LGTBI issues, definitions, and descriptions of processes connected to homophobia in school as well as tips on how to react to homophobic remarks and support LGTBI youth.
- LOEWE, AGATA (red.), (2010). Raport o homo-, biseksualności i transpłciowości w polskich podręcznikach akademickich, Warszawa: Kampania Przeciw Homofobii. This report depicts ways in which homosexuality, bisexuality and transgenderism are portrayed in social science textbooks. The report and its conclusions points out that there is no professional, up-to-date knowledge on LGTBI issues is conveyed to students in Polish universities and suggested literature proposed by teachers in school often contains stereotypes and has to be revised.

S P A I N

Over the last few years, the number of studies and reports analysing homophobia in the classroom and homophobic bullying has grown considerably. Educational materials have been drawn up on affective-sexual diversity for teaching staff.

MARTXUETA PEREZ, AITOR (2012), "Claves para atender la diversidad afectivo-sexual en el contexto educativo". UPV-EHU doctoral thesis.

This doctoral thesis examines how non-heterosexual persons suffer from discrimination in schools due to their affective-sexual orientation.

FELGTBI/COGAM (2012) "Acoso escolar homofóbico y riesgo de suicidio en adolescentes y jóvenes LGB".

This study proves the relationship between homophobic bullying, the state of despair, and risk of suicide.

<http://www.felGTBI.org/temas/jovenes/noticias/i/2573/290/denunciamos-el-riesgo-de-suicidio-que-sufren-las-victimas-de-acoso-escolar-homofobico>

FELGTBI "Acoso escolar y riesgo de suicidio por orientación sexual e identidad de género: Fracaso del sistema educativo".

Based on the previous study and other research related to affective-sexual diversity in education and in current legislation, this publication includes a series of considerations, conclusions and demands for the Ombudsman.

<http://www.felGTBI.org/temas/educacion/documentacion/investigaciones/i/3363/449/acoso-escolar-y-riesgo-de-suicidio-por-orientacion-sexual-e-identidad-de-genero-fracaso-del-sistema-educativo>

GEHITU (2012): Opiniones de nuestro alumnado sobre la diversidad afectivo sexual. 2011-2012 academic year.

This work analyses the affective-sexual diversity status of students in years 10 and 11 of Compulsory Secondary Education in the province of Gipuzkoa.

PICHARDO GALÁN, J. I. (2009): Adolescentes ante la diversidad sexual: Homofobia en los centros educativos. Catarata. Madrid.

This publication describes the mechanisms and factors that make schools an unsafe place for non-heterosexual persons and the consequences that these adolescents suffer from. It also provides detailed guidelines and teaching recommendations for the educational community

GENERELO LANASPA, J. Y PICHARDO GALÁN, J. (2004), "Homofobia en el sistema educativo."

This publication reflects multidisciplinary research on school-age teenagers' perceptions of homosexuality, bullying experienced by LGTB students and the educational community's response to homophobia.

http://www.cogam.org/_cogam/archivos/1437_es_Homofobia%20en%20el%20Sistema%20Educativo%202005.pdf

PICHARDO GALÁN, J. I., “Diversidad familiar, homoparentalidad y educación”.

This is a study on the invisibility of same sex families in the Spanish education system and the need to incorporate anti-discriminatory strategies to tackle homophobia in the classrooms and promote family diversity.

http://www.academia.edu/2247278/Diversidad_familiar_homoparentalidad_y_educacion

DIVERSITY AND HARMONIOUS INTERACTION IN SCHOOLS

These two videos provide the results of studies carried out on diversity and harmonious interaction in schools. They include experiences and best practice to tackle sexual diversity and the ensure the presence of LGTBI students and same sex families in education.

<https://www.youtube.com/watch?v=0dtbHwS94C0>

https://www.youtube.com/watch?v=mPxo-_cRtgg&src_vid=0dtbHwS94C0&feature=iv&annotation_id=annotation_785353507

Training and educational material:

SEXU-MUXU. PROGRAMME TO INCORPORATE SEX EDUCATION INTO THE EDUCATION SYSTEM.

This is an interactive web platform based on new technologies that was designed mainly for students in years 10 and 11 of secondary school. It provides the following resources for the following groups:

For students: an online game to learn and examine affective-sexual education more in depth. It also includes work materials.

For parents: useful resources on their children's sex education plus training material and a bibliography.

Teaching staff: resources to include sex education in the students' curriculum (teacher's guide, report on sexual behaviour among teenagers in the Basque Country, training materials, etc.).

<http://www.uhinbare.com/index.php/es/>

GUÍA TRANS PARA JÓVENES Y... AGENTES EDUCATIVOS.

(TRANS GUIDE FOR YOUNG PEOPLE AND... EDUCATION AGENTS)

<http://www.aldarte.org/comun/imagenes/documentos/GUIATRANScast.pdf>

PONER FIN A LA VIOLENCIA. GUÍA PARA DOCENTES.

(PUT AN END TO VIOLENCE. TEACHERS' GUIDE)

<http://unesdoc.unesco.org/images/0018/001841/184162s.pdf>

U N I T E D K I N G D O M

Research studies

ADAMS, N., COX, T., DUNSTAN, L. (2004) 'I Am the Hate that Dare Not Speak its Name': Dealing with homophobia in secondary schools' *Educational Psychology in Practice*, 20(3) pp 259-269.

This study investigated how effectively issues of homophobic bullying and sexualities were addressed through secondary schools' formal policies and areas of the curriculum within 19 secondary schools. The outcomes of this small-scale research indicated that whilst sexual orientation was mentioned in two-thirds of equal opportunity policies, it was not mentioned specifically in any anti-bullying policies.

AIDEN, HS, MARSTON, K & PERRY, T (2013) *Homophobic bullying: how well do we understand the problem?* London: Educational Action Challenging Homophobia (EACH)

This report provides a comprehensive review of recent academic, community sector, and government literature. EACH has unpicked a number of assumptions 'taken for granted' regarding homophobic bullying and has sought to develop a wider understanding of their nature and extent. It examines groups and individuals affected, the impact on those involved, and the measures available to tackle the problem.

GUASP A, ELLISON G & SATARA T (2014) *The Teachers' Report 2014* London: Stonewall

This report presents the findings and conclusions of a survey taken of almost 2000 primary and secondary school teachers across Britain. The report shows teachers' perceptions of and attitudes towards homophobic bullying in schools today, and also how things have changed since the first survey in *The Teachers' Report* (2009). The 2014 survey suggested that there has been no real improvement in the proportion of teachers who believe that their head teacher or school governors demonstrate clear leadership in tackling homophobic bullying, and little change in the proportion of teachers who have heard homophobic language from other staff.

GUASP, A (2012) *The School Report: The experiences of gay young people in Britain's schools in 2012* London/Cambridge: Stonewall/University of Cambridge

This report presents the findings and recommendations from a survey of young people who are or think they might be lesbian, gay or bisexual regarding their experiences in secondary schools and colleges across Britain. The indications were that 'homophobic bullying continues to be widespread in Britain's schools. More than half (55 per cent) of lesbian, gay and bisexual pupils have experienced direct bullying'. 'The use of homophobic language is endemic. Almost all (99 per cent) gay young people hear homophobic language and derogatory terms relating to their sexual orientation. Three in five gay pupils who experience homophobic bullying state that teachers who witness the bullying never intervene. Only half of gay pupils report that their schools say homophobic bullying is wrong, while even fewer do in faith schools (37 per cent).

METRO YOUTH CHANCES (2014) *Youth Chances Summary of First Findings: the experiences of LGBTQ young people in England* London: METRO.

This report outlines what we know about the experiences of lesbian, gay, bisexual, transgender and questioning (LGBTQ) 16-25 year olds in England – as reported by young people themselves. It comes from a five-year research project funded by the Big Lottery Fund and conducted by METRO in collaboration with Ergo Consulting and the University of Greenwich. To date, the project has surveyed over 7,000 young people aged 16-25, making it the biggest, most representative and robust survey of its kind. The project has also surveyed commissioners of youth services and other pertinent service providers across England.

RIVERS, I. (2001) 'The bullying of sexual minorities at school: Its nature and long-term correlates'. *Educational and Child Psychology*, 18(1), 32-46

This research report is based on a three year study that focuses on the experiences of a sample of lesbians, gay men, and bisexual men and women who were bullied at school, and the long-term impact it has had upon their lives. Students were unlikely to report incidents of bullying either to teachers or to someone at home. In the survey of psychosocial correlates and long-term effects over 50% of students reported considering self-harming behaviour or suicide while 40% had made one or more attempts. As adults, when compared to the control groups, they were found to exhibit certain symptoms associated with a negative impact. However, students generally had a positive attitude towards their own homosexuality/bisexuality and homosexuality/bisexuality in general.

VALENTINE G & WOOD N (2009) *The experience of lesbian, gay and bisexual staff and students in higher education* London: University of Leeds/Equality and Human Rights Commission.

This research paper concludes that the systematic collection of data about sexual orientation in higher education is crucial in order to measure (in)equality in relation to sexual orientation, to identify problems that require action and where these problems may be arising, and to assess the impact of any changes in policy or service provision. The research suggests that there is an urgent need to tackle the negative treatment of LGTBI staff and students revealed in this research and to demonstrate overt commitment to LGTBI equality in higher education.

Practice guidelines

DEPARTMENT FOR EDUCATION AND SKILLS (2000). *Bullying: Don't Suffer in Silence*. London: DfES Publications.

In 1994 the report of an Anti-Bullying Project was funded by the UK Government Department for Education resulting in the development of a guidance kit for schools called Don't Suffer in Silence, based on the findings of the project. A revised edition of Don't Suffer in Silence was launched in 2000 along with a Don't Suffer in Silence

Website (now archived) <http://www.help4me.info/service.aspx?serviceid={ca514eba-e1b4-43a9-b188-50fcb9df2f8f}>. Bullying motivated by sexual orientation was recognised in the kit that lists strategies for addressing it.

DfES (2003) *Tackling Bullying: Listening to the views of children and young people*.

DfES (2003) *Anti-Bullying Charter for Action*.

Two research briefs were produced in 2003 by the DfES. They highlighted the damage that bullying can cause in young people as well as in their educational and social achievements. Furthermore, the Practitioners' Group on School Behaviour led by Sir Alan Steer, the Governments Behaviour Tsar, presented its report in October 2005 and made two specific suggestions about anti-bullying work. These were:

Recommendation 3.1.5: the DfES should work with professional associations and other partners to promote the Anti-Bullying Charter for Action by reissuing it to schools every two years and promoting it at regional events.

Recommendation 3.1.6: the DfES should issue further advice on tackling bullying motivated by prejudice. This includes homophobia, racism and persecution in all its various manifestations."

DCSF (2007) *Safe to Learn: Embedding Anti-Bullying Work in Schools – Preventing and Responding to Homophobic bullying in schools*. London: DCSF.

This government guidance outlines ways to embed anti-bullying strategies in schools, particularly to prevent, address and tackle homophobic bullying.

HOME OFFICE (2010) *Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society*. Available from: www.gires.org.uk
<http://www.gires.org.uk/transbullying.php>

As part of its crime reduction programme, the Home Office (2010) has provided this toolkit to help schools meet their obligation to combat transphobic bullying.

Further guidance on transphobic bullying in schools has been provided by the National Union of Teachers. Available from: http://www.lluk.org/documents/transgender_guidance.pdf

NASUWT (2011) *Tackling homophobic bullying* Birmingham: NASUWT. Retrieved from: http://www.nasuwat.org.uk/groups/public/@equalityandtraining/documents/nas_download/nasuwat_009350.pdf

Published by one of the biggest UK teaching unions, this resource provides guidance to teachers wanting to prevent and tackle homophobic bullying and to create a positive, safe school culture.

Stonewall's 'Education for All' campaign, launched in January 2005, helps tackle homophobia and homophobic bullying in schools and works with a wide coalition of groups. The organisation has created Schools Champions, College Champions and Education Champions as a way of promoting and sharing good practice in the sector.

It has published a number of resources to aid in this work. Available from:

www.stonewall.org.uk/at_school/education_for_all/default.asp

FAMILY, LGTBI AND CIVIL ASSOCIATIONS

This is a compilation of websites and associations for LGTBI persons and their families as well as the public institutions involved in disseminating and sharing documentation, experiences and services.

B U L G A R I A

Youth LGTBI Organization "Action" - <http://www.deystvie.org/proekti>

The initiative's mission is to provide LGTBI youth with a safe environment where they can communicate with other people like themselves, share problems and discuss topics related to their sexual orientation, and also to receive professional help from a psychotherapist.

"Resource center – Bilitis" Foundation - <http://www.bilitis.org/>

The centre works for the social inclusion of gay men, bisexual women, and transgender persons. Since 2005, Bilitis has co – organised and sponsored the annual LGTBI culture fest in "The Red House – Sofia" Centre for culture and debate. This festival shows pieces of art done by Bulgarian and foreigner artists on topics concerning LGTBI issues and it increases the visibility of 'queer art' in Bulgaria. Apart from the unique cultural festival, the LGTBI fest is also a platform for public expression of LGTBI individuals' opinion on important issues such as media coverage, same-sex marriage, and discrimination on the basis of sexual orientation. Since 2009, Bilitis has co-organised Sofia Pride, an annual LGTBI pride event in Bulgaria.

"LGBT Plovdiv" - <http://lgbt-plovdiv.blogspot.com/>

LGTBI Plovdiv is a non – profit LGTBI organization. "LGBT Plovdiv" is a voluntary citizens' association intending to take part in observing the LGTBI rights situation in Bulgaria and also actions taken to defend the LGTBI community. The foundation fights for tolerance and public awareness of LGTBI issues.

I T A L Y

<http://www.famigliearcobaleno.org/>

Famiglie Arcobaleno is an independent association of homosexual parents with children from previous heterosexual relationships, and of homosexual couples who have or wish to have children within their homosexual relationship.

<http://www.genitorirainbow.it/>

Rete Genitori Rainbow is a voluntary association in Italy of gay, lesbian bisexual and transgender parents with children from opposite-sex relationships (prior to becoming fully aware of their sexual orientation or gender identity). It offers support in facing separation and divorce from previous partners and the fear that their children will not accept them for who they are. The Rainbow Parents Network avails itself of a network of volunteers, as well as of lawyers and psychologists, and uses an array of tools including dedicated forums, help-lines, and live meetings and conferences moderated by both professionals and those with personal experience.

<http://www.alainrete.org/>

Ala Milano Onlus is an association that started a Trans Helpdesk to support transgender people and sustain their social and professional inclusion.

<http://www.arcigay.it/>

Arcigay is a not-for-profit association operating in different areas of Italy through its branches that organise awareness raising activities and support the defence the LGBTBI (lesbian, gay, bisexual and trans) community's rights.

<http://www.arcilesbica.it/>

ArciLesbica is a lesbian association composed entirely of women. Its two main objectives are to protect lesbians from discrimination and increase their visibility through local and national cultural and political activities.

<http://www.agedonazionale.org/>

A.G.E.D.O. is an association composed of parents and friends of homosexual, bisexual and transsexuals who are committed to enforcing their civil rights. They aim to help those parents who have just discovered their children's homosexuality and find it difficult to understand and accept it.

P O L A N D

www.akceptacja.cyberon.com.pl

<https://www.facebook.com/Akceptacja>

This is the website of the only association bringing together LGBTBI parents in Poland. It includes a brief description of the group's mission and information on current activities. Its Facebook fan page posts information about LGBTBI events in political and cultural spheres.

www.Kph.org.pl

This is the website of the Campaign Against Homophobia, a Polish LGBTI organization working in the area of advocacy, lobbying, and legal and psychological support and education. The site contains many reports and literature for professionals in pdf format, including literature for teachers and parents. In addition, information about current campaigns, activities and ways to support LGBTI can be found.

<http://www.homopedia.pl>

Polish version of LGBTI wikipedia with content created by users in 16 categories like: homophobia, politics, culture, places, people, science, sex, medicine, history, institutions, social issues etc.

REMIN, KATARZYNA, GAJEWSKA, KATARZYNA (red.) (2011). *My, rodzice. Pytania i odpowiedzi rodziców lesbijek, gejów i osób biseksualnych*. Warszawa: Kampania Przeciw Homofobii.

This brochure, first published by PFLAG (Parents, Families and Friends of Lesbians and Gays), was translated and adapted to Polish context. The publication is addressed to parents to answer basic questions and respond to worries when a child comes out as LGBTI.

S P A I N

There are various associations for LGBTI persons, LGBTI persons' families and single sex families that perform support, awareness raising and dissemination work on affective-sexual diversity and gender identity. Public institutions, often working with associations, are increasingly involved in developing services and support plans for LGBTI persons and in fighting homophobia in different areas including schools.

MANAGING SEXUAL AFFECTIVE DIVERSITY Basque Government 2011-2013

work plan for equality and non discrimination due to sexual orientation and gender identity.

Carried out with participation from LGBTI associations from the Basque Country, the Basque Government's priority fields of action and the aims and actions for the 2011-2013 period were compiled. The plan includes a section on education that involves schools, teachers, future teachers, and families.

http://www.gizartelan.ejgv.euskadi.net/r45-continm/es/contenidos/informacion/berdindu_gestion_diversidad/es_berdindu/berdindu_gestion_diversidad.html

THE SITUATION OF TRANSGENDER PERSONS AND TRANSSEXUALS IN THE

BASQUE COUNTRY Extraordinary report from the Ararteko institution to the Basque Parliament (2009).

Analysis of the situation of transgender persons and transsexuals in the Basque Country, in different stages and spheres of life (including formal education) and the

Basque society's response in terms of legislation, public administration, direct care resources, and the public opinion in general.

http://www.ararteko.net/contenedor.jsp?codMenuPN=1&title=La+situaci%F3n+de+las+personas+transg%E9nero+y+transexuales+en+Euskadi&contenido=4801&layout=p_5_final_principal.jsp&tipo=5&codMenu=376&seccion=s_fdoc_d4_v7.jsp&nivel=1400&language=es

FELGTB: Spanish Federation of Lesbians, Gays, Transsexuals and Bisexuals

<http://www.feLGTBI.org/>

AMPGYL: Association for Parents of Gays, Lesbians, Bisexuals and Transsexuals

<http://www.ampgyl.org/es/>

ALDARTE: Care Centre for Gays, Lesbians and Transsexuals

<http://www.aldarte.org>

GEHITU: Euskal Herria Gay, Lesbian, Bisexual and Transsexual Association

<http://www.gehitu.net/loader.php>

U N I T E D K I N G D O M

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There are a number of parent, LGBTI and civil associations In England who provide services specifically for LGBTI families and individuals. Four key organisations are cited here:

Albert Kennedy Trust (AKT): <http://www.akt.org.uk/>

The AKT is a national voluntary sector organisation with charitable status that supports lesbian, gay, bisexual and trans homeless young people in crisis. They operate two crisis houses in London and Manchester.

East London Out Project (ELOP): www.elop.org

ELOP is a grassroots developed and LGBTI community-led organisation with the aim to promote the mental health, wellbeing, empowerment and equality of lesbian, gay, bisexual and trans (LGTBI) communities. It also delivers second-tier work which includes providing information, training, consultancy and support to statutory and voluntary sector policy makers, managers, service providers and their staff teams.

LGBT Consortium: <http://www.lgbtconsortium.org.uk/directory>

The LGBT Consortium is the national membership and infrastructure organisation for LGBTI voluntary and community sector groups and organisations in England. They have a comprehensive directory of members, including anti-bullying organisations, LGBTI family and parent groups and projects focusing on children and young people.

Lesbian and Gay Foundation (LGF): <http://www.lgf.org.uk/>

The LGF is a charitable organisation and service provider serving the North West of England. They have a wide portfolio of well-established services and a rapidly developing range of new initiatives aimed at meeting the needs of lesbian, gay, bisexual and trans* people. The LGF have specific projects, counselling and support initiatives for young people who may be experiencing homophobic or transphobic bullying at school or home.

New Family Social: www.newfamilysocial.org.uk/

New Family Social is the UK network for LGTBI (lesbian, gay, bisexual and transgender) adoptive and foster families. New Family Social is working with Parents and Children Together (PACT) to launch a new service to help gay and lesbian people adopt a child.

Stonewall: www.stonewall.org.uk

Stonewall was founded in 1989 following the passing of Section 28 of the Local Government Act, which was designed to prevent the so-called 'promotion' of homosexuality in schools. Stonewall is a professional political lobbying and campaigning organisation. Stonewall also works with a whole range of agencies to address the needs of lesbians, gay men and bisexuals in the wider community, including offering advice and support to over 600 organisations including IBM, Barclays, Barnardos, DCLG and the Royal Navy.

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