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Review of Homophobic Bullying in Educational Institutions

Prepared for the International Consultation on
Homophobic Bullying in Educational Institutions
Rio de Janeiro, Brazil, 6-9 December 2011

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Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CBO	Community-based organisation
EFA	Education for All
GALA	Gay and Lesbian Memory in Action
GALE	Global Alliance for LGBT Education
GLSEN	Gay, Lesbian and Straight Education Network
HIV	Human Immunodeficiency Virus
IDAHO	International Day Against Homophobia and Transphobia
IGLHRC	International Gay and Lesbian Human Rights Commission
IGLYO	International Lesbian, Gay, Bisexual, Transgender and Queer Youth Organisation
IGY	Israel Gay Youth Organisation
LGB(TIQ)	Lesbian, Gay, Bisexual, (Transgender, Intersex, Queer)
MSM	Men who have sex with men
NGO	Non-governmental organisation
OAS	Organization of American States
OFSTED	Office for the Standards in Education, Children's Services and Skills
PAHO	Pan-American Health Organisation
PTA	Parent-Teacher Association
SSAGQ	Same-Sex Attracted and Gender Questioning Young People
STI	Sexually Transmitted Infection
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WHO	World Health Organisation

1. Introduction

1.1 Bullying: A Threat to the Universal Right to Education

Violence, fear and intimidation should have no place in educational settings. Yet bullying is a pervasive practice that adversely affects the health and well-being of learners and is recognised as such by the United Nations.¹

In creating a climate of fear and intimidation, bullying makes schools and other educational settings fundamentally unsafe places. In so doing, as well as undermining the UN Convention on the Rights of the Child together² with fundamental human rights to health, safety, dignity and freedom from discrimination and violence³, bullying poses a significant threat to the *universal right to education* as reflected in the Universal Declaration of Human Rights (1948), the *Millennium Development Goals* and related actions of the *Dakar Framework for Action*⁴.

Since the 1970s, there has been increasing recognition among researchers and education and health practitioners of the threat posed by bullying to the well-being of children and young people. While the behaviour occurs globally, the majority of research on bullying has come from industrialised countries.⁵ Studies have explored the personal and social characteristics of both bullies and victims and have led to recognition of the complex and subtle nature of some forms of bullying, together with the identification of key features of bullying that distinguish it from other forms of violence. Researchers and practitioners generally agree that key features of bullying include:

- negative intention (e.g. to cause hurt or fear)
- systematic nature
- repetition over time
- imbalance of power
- resulting harm

There will always be power relationships in social groups, by virtue of strength or size or ability, force of personality, sheer numbers or recognised hierarchy. Power can be abused; the exact definition of what constitutes abuse will depend upon the social and cultural context, but this is inescapable in examining human behaviour. If the

¹ United Nations, 2006. World Report on Violence against Children.

² Together with other international principles, such as the *Yogyakarta Principles* that address impediments to the right to education faced by victims of bullying and/or violence.

³ United Nations, 1948. The Universal Declaration of Human Rights.

⁴ United Nations, 2000. United Nations Millennium Declaration. New York, United Nations; World Education Forum. The Dakar Framework for Action. Paris, UNESCO. UNESCO (2005). Education for All Global Monitoring Report 2005. Paris, UNESCO.

⁵ The 2006 UN Report on Violence against Children quotes studies from several low and middle income countries that reveal extensive school bullying directed particularly at members of lower socio-economic groups or ethnic minorities.

abuse is systematic — repeated and deliberate — bullying seems a good name to describe it. (Smith and Sharp 1994: p.2)

Available evidence shows that while bullying in educational institutions is common and potentially any individual (staff and learners⁶) can be affected, the reality is that some are more likely than others to be targeted. Those who are perceived to be different from the majority are most likely to be singled out for bullying. According to the *United Nations World Report on Violence against Children* (2006), **most bullying is sexual or gender-based**: both in terms of the *selection* of victims (i.e. largely affecting girls and those students perceived as not conforming to prevailing sexual and gender norms) as well as the nature of the abuse, with verbal bullying consisting predominantly of sexual and gender derogatory language. In particular, those whose sexuality is perceived to differ from the majority and those whose gender identity or behaviour differs from their assigned sex, are especially vulnerable. This reflects irrational fears of sexual diversity and atypical gender identity⁷ and is therefore described as homophobic⁸ or transphobic bullying.⁹

1.2 Why Focus on Homophobic Bullying?

In recognition of the scale of the problem of homophobic bullying, and reflecting its commitment to the principles and goals of Education for All (EFA), building on its engagement with stopping violence in schools, its work to address all forms of discrimination and gender-based violence, and its expertise in HIV and sexuality education, UNESCO has commissioned this desk review of homophobic bullying in educational institutions.

While the review considers homophobic bullying in educational institutions, the main focus is upon the formal education system of primary and secondary schools, and to a lesser extent tertiary education institutions. This is because much of the work addressing bullying has been undertaken in the school context and many education personnel (and other stakeholders) find addressing homophobic bullying in schools particularly challenging. In some social and political contexts, intervention may only be feasible once students reach the tertiary educational level and examples of good practice in these settings are therefore also included in this document.

"I knew I was gay by the time I was nine years old. I was bullied, tormented at school but had to keep going every day to stop my mother being arrested. I went to seven different schools. Because the teachers just did not know how to deal with me. I thought that being gay was a sin. Through my first relationship I became HIV positive.

⁶ Because of practical concerns (e.g. resources and time) *this* document focuses upon bullying among *learners*.

⁷ The term *gender variant identity* is also used.

⁸ For the sake of simplicity, the term homophobic bullying is used inclusively throughout this document as short hand for bullying on the basis of either sexual orientation or gender identity. While homophobic and transphobic bullying share several common characteristics, young transgender people also face particular challenges in educational institutions that demand specific strategies, examples of which are included in this document.

⁹ The term *SOGI-related bullying* was proposed (in preference to homophobia) by one reviewer of an earlier draft of this paper, the argument being that homophobia is too strongly associated with activist and psychological discourses conveying, respectively, anger and a focus upon individuals. Readers who wish to consider this further are referred to Meyer, 2009 which provides an analysis of how gender-based harassment and *homonegativity* relate to traditional bullying theory and practice.

“Since I left school I studied philosophy and went on to become a teacher because I recognise how important school is in the life of a child and I wanted to make a difference to the lives of others in the same position.

In my school, there’s a lot of indifference or else other teachers don’t know how to deal with homophobic bullying so they refer to me because I am more assertive and confident. I deal with it because I choose to focus on what I can do rather than on what I suffered.”

Personal testimony of a young gay teacher living with HIV who was a victim of homophobic bullying in school and who spoke at the International Consultation on Homophobic Bullying in Educational Institutions, in Rio de Janeiro, Brazil, in December 2011.

1.3 Purpose of this Review

This review has two key purposes:

1. increase understanding of the nature, scale and impact of homophobic bullying in educational institutions
2. identify effective and appropriate action, based upon documented good practice.

The review was designed to provide background information for the participants in the first global UN consultation on the issue of homophobic bullying in educational institutions, which was organized by UNESCO in Rio de Janeiro, Brazil, in December 2011.

The document is structured as follows:

- Introduction
- Understanding Homophobic Bullying
- Good Practice: Responding to Homophobic Bullying

The review explores *good practice in addressing homophobic bullying in educational institutions* in terms of interventions in the following key areas:

- Policies
- Curriculum and Materials
- Staff Training and Support
- Support Services for Learners
- Community Involvement

1.4 Methodology

This document is the result of a relatively brief, focused desk review of available literature and materials.

Since the document has been produced in order to form the basis of discussions at an international consultation on the issue of homophobic bullying in educational institutions, it

was recognised that it would be important to represent as broad as possible a range of settings¹⁰ and a variety of interventions in order to identify and promote good practice.

A broad research strategy was adopted to identify and collect relevant material. As well as a search of academic databases, UNESCO collaborated with key international Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) organisations, academics, practitioners and activists involved in addressing bullying generally, and homophobic bullying in particular. Telephone and face- to-face discussions were also held, by request, with representatives of organisations in the UK, Ireland and West Africa¹¹. The international consultation on homophobic bullying in educational institutions brought together representatives from the aforementioned constituencies. They shared many examples of good practice used to address homophobic bullying in educational institutions around the world. Several of these examples are included in this review.

Final findings and recommendations from the consultation will be presented in a separate publication which will be produced in 2012. This publication will also include practical guidance on the development and implementation of policies, interventions and tools to prevent and address homophobic bullying in educational institutions. In the meantime, relevant resource materials can be accessed via the UNESCO HIV and AIDS Education Clearinghouse.¹²

1.5 Guiding Concepts for the Review

This review approaches the issue of homophobic bullying in educational settings on the basis of ten guiding concepts.

1. Homophobic bullying is a social and systemic phenomenon that occurs in particular kinds of institutions, including schools, colleges, universities and other places of learning. It involves clearly differentiated *roles* (e.g. victim, perpetrator, witness¹³) and reinforces or creates power-based relationships and existing social norms, with victims selected on the basis of (negatively perceived and culturally defined) difference.
2. Homophobic or transphobic bullying is learned behaviour.¹⁴ It represents one (among many) manifestation of violence and intimidation driven by prejudice. The sources of such prejudice are complex and multiple, including elements of the educational institution itself.

¹⁰ The review considered documentation submitted in English, French, Spanish and Portuguese.

¹¹ But based in California.

¹² http://hivaidsclearinghouse.unesco.org/search/format_liste.php?Chp11=Homophobic%20bullying%20in%20educational%20institutions&lang=en

¹³ While roles are differentiated they are not necessarily mutually exclusive. Some individuals may adopt more than one over the course of their school career: e.g. those who have been victimised may go on to victimise others.

¹⁴ In some countries the terms *homonegative* and *transnegative* bullying are used to focus upon the social (rather than the individual) basis of such behaviour. These terms are also said to be perceived by schools as less accusatory than *homophobia*.

3. The concept of *heteronormativity*¹⁵ can be particularly useful in examining curricula (formal and informal) and culture and how these perpetuate assumptions of heterosexuality and 'traditional', binary gender roles as normal and ideal. Homophobic and transphobic bullying are examples of how social groups enforce such assumptions and roles.
4. Prevailing attitudes and responses to sexual diversity and atypical gender identity¹⁶ vary significantly around the world, ranging from hostility and outright persecution in some places to different degrees of social and political acceptance and integration in others.
5. As well as physical locations in which homophobic bullying occurs, educational institutions are key social institutions for the transmission of cultural knowledge, norms and values to learners at a point in their social, sexual, emotional and intellectual development when they are especially responsive.
6. Specific cultural knowledge, norms and values transmitted in these institutions reflect prevailing social and political attitudes and responses to sexual diversity and gender identity.¹⁷
7. As well as the formal curriculum, the informal curriculum¹⁸ and broader institutional culture are very powerful channels of communication about sexuality and gender¹⁹ and need to be taken into consideration.
8. Fundamentally, and whatever its basis (sexuality, gender, ethnicity, HIV status, class), bullying contravenes the basic principle of treating everyone with respect and as such must not be tolerated.
9. The social and systematic nature of homophobic bullying requires responses that are system-wide.
10. What is possible or ideal in some settings may not be appropriate or feasible in others. Nonetheless, whatever the context, it will always be possible to do something.

¹⁵ i.e. the assumption that heterosexuality is *natural, normal* and *desirable* and therefore taken for granted.

¹⁶ The term *gender variant identity* is also proposed as an alternative.

¹⁷ For the purpose of this review, the prevailing response is that which informs official action in terms of legal and policy frameworks. In many societies, other responses will exist with varying degrees of visibility and perceived legitimacy.

¹⁸ The *informal* or *hidden* curriculum refers to *all* the learning that occurs in educational settings *beyond* the official syllabus, at least some of which will be unintended.

¹⁹ Sexuality education is still essential and its impact and relevance can be increased when the *hidden curriculum* is taken into consideration.

2. Understanding Homophobic Bullying in Educational Institutions

This chapter includes definitions and examples of bullying and briefly describes the prevalence of bullying, in general, in educational institutions across the world. It then defines homophobia and transphobia, and their ties to homophobic bullying in educational institutions. The latter part of the chapter describes the nature and scale of homophobic bullying in educational institutions throughout the world. These issues lead to a discussion of the consequences with which victims of homophobic bullying cope, including consequences on educational achievement and on health and well-being.

2.1 Definition and Forms of Bullying in Educational Institutions

The harm inflicted through bullying is deliberate, persistent and cumulative. It may be physical, emotional and social (e.g. affecting relationships and functioning). Bullies exploit their greater access to power (physical, psychological or social). Bullying behaviour may be perpetrated by individuals, as well as by small and large groups.²⁰ It is reasonable to speculate that the larger the size of the group, the more significant the damage.²¹

In some countries, victimisation decreases with age, albeit with a peak in the transition from primary to secondary school. Boys are more likely than girls to be involved in physical bullying, while bullying among girls tends to be verbal and relational (e.g. social exclusion and isolation). Bullying often goes unreported. While informing teachers may be helpful in some settings, in others it can be unproductive or even counter-productive.

Verbal aggression (e.g. name-calling) is the most commonly reported form of bullying. Emotional bullying includes social exclusion and isolation, while physical abuse can range from interfering with personal property, physical harassment to actual assault. Bullying may be confined to the school setting (and in particular to unsupervised areas), or else it may extend into local communities, making victims vulnerable on journeys to and from school.

Cyber-bullying, that exploits opportunities for intimidation afforded by the internet and social media, is a new form of bullying and extends significantly the physical and psychological reach of bullies, as well as increasing the number of potential witnesses or bystanders.

2.2 Prevalence of Bullying in Educational Institutions

Recent work in the UK concludes that bullying affects *most* children at some point in their school career, either as victims, perpetrators or bystanders. The likelihood of involvement in bullying behaviour is also strongly correlated with what potential bullies perceive to be normal behaviour in a given context. Those who are worst affected by bullying are victimised more frequently, more intensively and more persistently.²²

²⁰ The earliest Scandinavian studies of bullying focused upon group bullying which was described as 'mobbing' (see: <http://olweus.org/public/bullying.page>)

²¹ For example, the isolation felt by a victim is likely to be considerably intensified when bullying involves an *entire class or peer group*, rather than a single individual or small group.

²² Department for Education (DfE), 2010. Reducing Bullying Among the Most Affected.

Africa

Data from Africa are relatively scarce. A study of the politics of preventing sexual violence and bullying in schools²³ included consideration of data on bullying in Africa and Asia, and concluded that bullying affects very high numbers of children in African schools and is reinforced by broader cultures of violence in the family and community. For example, in a survey of Nairobi public schools, 63.2% to 81.8% reported various types of bullying, while a South African survey reported that more than half of respondents had experienced bullying once or twice in the previous month. While teachers and parents often view bullying as 'an inevitable part of school life' and even 'character-building', research suggests that being bullied has an adverse impact on schooling as well as mental and/or physical health. Bullying is also understood to be linked to violence in the home, where children learn that violence is a primary mechanism for negotiating relationships. Children who suffer from family violence are more likely to be bullies. None of the African countries considered were found to have legal measures in place to address bullying. Moreover, the existence in many countries of dual legal systems (contemporary and customary) makes it difficult for national policy and legislation to change behaviour. Nonetheless, bullying has become a focus for campaigning by civil society groups in South Africa.²⁴

Asia

Prevalence data on bullying in Asia are also limited. The UN World Report on Violence against Children²⁵ reported that bullying was emerging as an issue in the Philippines, Thailand and other countries of the East Asia and the Pacific region, including China, Korea and Laos. In the Philippines, 35.7% of students reported being bullied during the last 30 days preceding the survey. A Mongolian survey revealed that 27% of students reported being subjected to violence by other children, while a study in Laos found that 98% of girls and *all* boys reported witnessing bullying in schools. A multi-country study of risk factors for bullying and victimhood reported that 2% of Chinese students identified as bullies, 1.5% as both bullies and victims, and over 13% as victims. In China, *cissy-boy* is used (by both students and teachers) as a term of abuse for boys perceived to be lacking masculine characteristics. Bullying and humiliation of members of ethnic minority groups by both teachers and students have been reported in Tibet. A Bangladeshi study of the relationship between intervening in bullying and bystanders' feelings of shame highlighted the lack of research on the issue, despite the fact that 30% of students admitted bullying someone at least once during the past year.

<https://www.education.gov.uk/publications/eOrderingDownload/Reducing%20Bullying%20Amongst%20the%20Workforce%20Affected.pdf>

²³ Jones N., et al, 2008. Working Paper. Painful lessons: The politics of preventing sexual violence and bullying at school. PLAN/ODI.

²⁴ See for example: http://www.erp.org.za/hlm/issuepg_punish.htm; http://www.erp.org.za/hlm/issuepg_punish.htm; and http://www.erp.org.za/pdf/punish%20booklet_WEB.pdf which include reference to homophobia.

²⁵ <http://www.unviolencestudy.org/>

Europe

Findings from the 2005-6 Health Behaviour in School-aged Children Survey in Europe²⁶ show that the proportion of children who reported being bullied at school in the 'recent past' ranged from 4% (Sweden) to 33% (Turkey) among eleven year olds, 4% (Sweden) to 29% (Lithuania) among thirteen year olds, and 3% (Iceland, Hungary) to 23% (Bulgaria) among 15 year olds.

North America

Statistics from a study conducted in elementary schools in Toronto, Canada, reveal that 20% of students aged 4 to 14 years and 10-15% of high school students reported being victims of bullying.²⁷ In the US, about 32% of 12- to 18-year-old students reported having been bullied at school during the school year and 4 percent reported had been cyber-bullied. Moreover, 70% of all students who had been bullied stated that the bullying occurred inside and during school.²⁸

2.3 Homophobia, Transphobia and Bullying in Educational Institutions

Globally, there is considerable variation in the visibility and meaning of sexual diversity and gender identity. Individual and social responses to such diversity vary enormously: from outright hostility and persecution to degrees of acceptance and integration, and are reflected in the range of legislative and policy frameworks that exist in different countries.

Homophobia describes the irrational fear of same-sex sexual desire and conduct, while *transphobia* describes the irrational fear of those whose gender identity and/or behaviour are either different from their assigned sex, or perceived by others as not conforming to, or as transgressing social norms.

Educational institutions perform a crucial social function in terms of communicating cultural knowledge, norms and values, including those relating to sexuality and gender. Homophobia and transphobia are so deeply embedded in most societies that, unless specifically addressed, they are likely to be reflected (albeit unintentionally) in the communication that occurs through both formal and informal curricula. For example, even in societies, such as Norway and Sweden, that are more accepting of sexual diversity and atypical gender identity and where homophobic bullying is actively discouraged, heterosexuality still tends to be represented (by both teachers and students) as a desirable standard, and homophobia, though discouraged, is nonetheless accepted.²⁹

An Asia-Pacific regional consultation in 2010 on the issues of young men who have sex with men and transgender people concluded that heterosexist sex education curricula deprived learners of appropriate education on sexual diversity and HIV and STI prevention.³⁰ In 2002,

²⁶ Currie, C. et al., 2008. Inequalities in Young People's Health. HBSC International Report from the 2005/2006 Survey.

²⁷ <http://www.publicsafety.gc.ca/res/cp/res/bully-eng.aspx>

²⁸ http://nces.ed.gov/programs/crimeindicators/crimeindicators2009/ind_11.asp

²⁹ Rothing, A., Stine, HB, 2010. Homotolerance and Heterosexuality as Norwegian Values. Journal of LGBT Youth, 7 (2):147-66.

³⁰ Hivos and World AIDS Campaign.. 2010. Report on the Regional Youth MSM and Transgender Consultation Meeting 1-3 September 2011. Bangkok Thailand. Bangkok: Hivos and World AIDS Campaign.

the Committee on the Rights of the Child expressed concern that “homosexual and transsexual young people do not have access to the appropriate information, support and necessary protection to enable them to live their sexual orientation’.³¹

2.4 The Nature of Homophobic Bullying in Educational Institutions

Homophobic bullying³² is a specific manifestation of homophobic behaviour. All homophobic behaviour needs to be taken seriously with context-appropriate responses. In some countries, homophobic harassment and assault in educational institutions are considered primarily as criminal matters, while homophobic bullying is more likely to be regarded as an educational issue.

Homophobic behaviour is often deliberate. It can also occur casually or unintentionally, for example, through use of heteronormative language that overlooks or invalidates other kinds of experiences and identities. Homophobic behaviour can occur by commission (e.g. saying or doing something) as well as by omission (i.e. not intervening to challenge homophobic language or behaviour). With concerted effort, homophobic behaviour can be prevented.

Homophobic bullying is a social and systemic phenomenon that occurs in particular kinds of institutions (e.g. schools, colleges, universities and other places of learning) and includes clearly differentiated roles³³ (e.g. victim, perpetrator, witness). Bullies can be peers as well as members of staff. Homophobic bullying creates or reinforces power-based relationships and existing social norms with victims selected on the basis of negatively perceived and culturally defined difference in sexual orientation or gender identity. In educational settings, when homophobic behaviour is deliberately intended to cause harm and is sustained over time, it is described as homophobic bullying.

While those who identify as LGBTI are clearly vulnerable, it is the perception (by bullies) of difference (rather than its declaration by victims³⁴) that will determine who is bullied. This is demonstrated in evidence from Canada³⁵ where many more students reported being victims of homophobic bullying than actually identified as LGBT.

Homophobic bullying is thoroughly gendered: typically perpetrated by boys and young men and in some instances related to hyper-masculinity³⁶, with perpetrators using victims’ non-conformity to traditional gender roles as justification for their own violent behaviour, which may in turn (and perversely) reinforce their hyper-masculine status among peers. For example, research in the Netherlands³⁷ found that homophobic boys and young men justified

³¹ Committee on the Rights of the Child. Concluding observations: United Kingdom of Great Britain and Northern Ireland. CRC/C/15/Add. 188. 9 October 2002, para43.

³² The following definition was produced by a working group that met during the Rio Consultation.

³³ While roles are differentiated they are not necessarily mutually exclusive. Some individuals may adopt more than one over the course of their school career: e.g. those who have been victimised may go on to victimise others.

³⁴ Who may or may not identify as different, or may not even be fully aware of their emerging sexual orientation and gender identity.

³⁵ Source: <http://stopbullyingcanada.wordpress.com/statistic/>

³⁶ Defined as: *a set of behaviours and beliefs characterised by unusually highly developed masculine forms as defined by existing cultural values*. Source: Kimmel, M., Johnson, A., 2004. Men and Masculinities; A Social, Cultural and Historical Encyclopedia. ABC-CLIO.

³⁷ L.Buijs, J.W.Duyvendak, G.Hekma, 2008. *Als ze maar van me afblijven*. Amsterdam: Universiteit van Amsterdam, Amsterdam School for Social Science Research.

their violent behaviour in terms of provocation (i.e. by the non-conformity of LGBT people to traditional gender roles); visibility of homosexuality; disgust about anal sex; the perceived hyper-sexuality of gay men; and the fear of being the focus of male sexual attention. These feelings were found to be compounded by lack of confidence and weak competence in non-violent communication.

“For many lesbians and gay men the term ‘bullying’ does not adequately describe their experiences of school. [Gay men...] reported their clothes being set alight; having chemicals thrown on them during science lessons; being urinated upon; and burnt with cigarettes while being held down. Similar levels of violence were experienced by lesbians - one young woman wrote that she had been raped by a male pupil while another said that a group of pupils used to knock her down and drag her around the school playing field by her hair.”³⁸

I was attacked at school with a large tree branch across the face. People would walk right up to me in the canteen and punch me in the face. People would follow me around and throw their lunch/drinks at me. One of them cut my long hair in class and lit it on fire. I guess that’s why I sought mental help.”³⁹

2.5 The Scale of Homophobic Bullying in Educational Institutions

A considerable body of research evidence exists to demonstrate the nature and consequences of homophobic bullying. The vast majority of studies have focused upon more affluent countries with little evidence available from middle or low income countries, or from places where sexual and gender diversity is less visible. However, this does not mean that homophobic bullying does not exist in these contexts. Furthermore, considerable socio-economic and cultural diversity exists among those countries where research has been conducted, increasing the potential relevance of findings across social and cultural settings.

Despite increasing visibility and acceptance of LGBTI people in many countries, social, legal and institutional discrimination persists, with children and young people particularly vulnerable. Even in societies where sexual diversity is generally accepted, schools, in particular, are still identified as among the most homophobic social spaces.⁴⁰

Homophobic language is commonplace in many schools and in many countries the term ‘gay’ is used by students (in both primary and secondary school settings) as an insult. For example, a UK study reported that 95% of secondary school teachers and three-quarters of primary school teachers had heard the phrases ‘that’s so gay’ or ‘you’re so gay’ used in this way. The same study also reported that 90% of secondary teachers and more than 40% of primary school teachers described homophobic bullying, name-calling or harassment in their schools, irrespective of their sexual orientation, and secondary school teachers identified

³⁸ Warwick I, Douglas, N., 2001. Safe for all. A best practice guide to prevent homophobic bullying in secondary schools.

³⁹ From: Hillier, et al. 2010. Writing themselves in 3. Latrobe University.
http://www.latrobe.edu.au/ssay/assets/downloads/wti3_web_sml.pdf

⁴⁰ For example, among LGBT youth in Australia, 74% of all abuse was encountered in the classroom (see Hillier et al, 2005 & 2010 in references).

homophobic bullying as the second most frequent form of bullying (after abuse relating to weight).⁴¹

Studies conducted in the US, Canada⁴², Europe, Australia and New Zealand consistently demonstrate higher rates of harassment, exclusion and assault experienced in schools by LGBT young people (or those perceived to be), compared to their heterosexual peers. LGBT young people are subjected to verbal, physical and sexual harassment as well as rejection and isolation from peers together with indifference from teachers and school management. In a US study, 57% of respondents reported that homophobic comments were made by school staff.⁴³ In another study, a third of LGBT respondents reported harassment via text-messaging or the internet.⁴⁴ For some, experience of bullying is exacerbated by rejection from family members.⁴⁵

The first US National School Climate Survey (NSCS) of the experiences of LGBT school students was launched in 1999 by GLSEN and followed up on a biannual basis. Findings reveal that the vast majority reported verbal harassment (e.g. name-calling or threats) at school because of their sexual orientation and 63.7% because of their 'gender expression'.⁴⁶ Almost half experienced physical abuse during the past year because of their sexual orientation and more than a quarter because of their gender expression. Nearly one in five reported physical assaults (e.g. being punched, kicked or injured with a weapon) because of their sexual orientation, and more than one in ten because of their gender expression⁴⁷. More than half of a sample of transgender young people reported being physically attacked, 74% reported sexual harassment at school and 90% said they felt unsafe at school because of their gender.⁴⁸ These findings are reflected in similar studies in other countries, including Australia⁴⁹ and the United Kingdom⁵⁰.

In Asia, a study among men who have sex with men in India and Bangladesh (who described themselves as *kothis* and *pantis* depending upon whether their sexual role was receptive or insertive)⁵¹ revealed that 50% experienced harassment at the hands of either fellow students or teachers in school or college. Because of this, several had prematurely ended their education which impacted upon their subsequent employability. Those who did

⁴¹ Stonewall, 2009. The Teachers' Report.,

⁴² In 2009, EGALÉ Canada Human Rights Trust conducted the first survey of homophobia and transphobia in the country's schools.

⁴³ McFarland, WP, 2001. The legal duty to protect gay and lesbian students from violence in school. *Professional School Counseling*; 4(3), 171-180.

⁴⁴ Taylor, C., et al, 2008. Youth Speak Up about Homophobia and Transphobia: The First National Climate Survey on Homophobia in Canadian Schools. Phase One Report. Toronto ON: EGALÉ Canada Human Rights Trust.

Taylor, C., et al. 2008. Youth Speak Up about Homophobia and Transphobia: The First National Climate Survey on Homophobia in Canadian Schools. Phase One Report. Toronto ON: Egale Canada Human Rights Trust.

⁴⁵ Sadowski, M, Stephen, S, Constance P., 2009. Meeting the Needs of LGBTQ Youth: A "Relational Assets" Approach. *Journal of LGBT Youth*, 6; 2-3: 174-98.

⁴⁶ From a sample of more than 7000 LGBT students.

⁴⁷ Kosciw, J., G., et al, 2010. The 2009 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools. GLSEN.

⁴⁸ GLSEN. 2001. National school climate survey: the school related experiences of our nation's lesbian, gay, bisexual and transgender youth.

⁴⁹ Hillier, et al, 2010 (see References)

⁵⁰ Stonewall, 2007. The School Report & Stonewall, 2009. The Teachers' Report.

⁵¹ Bondyopadhyay A, Khan S, Mulji K., 2005. From the front line: A report of a study into the impact of social, legal and judicial impediments to sexual health promotion, care and support for males who have sex with males in Bangladesh and India, Naz Foundation International.

reach higher levels of education reported greater levels of harassment than existed at primary levels.

Evidence from South Africa⁵² suggests high levels of discrimination (verbal abuse, physical abuse, sexual abuse, and negative jokes) experienced by lesbians and gays in schools in KwaZulu Natal, with jokes identified as the most common manifestation of homophobia reported by both lesbian/bisexual women (63%) and gay/bisexual men (76%). The primary source of victimisation reported was learners themselves (65%), followed by educators (22%) and principals (9%).

The purpose of the following diagrams and data is illustrative and indicative rather than conclusive, reflecting diversity of sampling and methodologies employed in different countries.

⁵² Gay and Lesbian Network, 2011. Homophobia in Schools in Pietermaritzburg.

Examples of data relating to the experiences of LGBTI students in educational institutions	
Africa	
South Africa ⁵³	<ul style="list-style-type: none"> • 14-19% of gay men and lesbian women report having experienced sexual violence at school • 42% of lesbian women and 68% of gay men experienced hate speech at school
Asia Pacific	
Australia ⁵⁴	<ul style="list-style-type: none"> • 61%⁵⁵ of same-sex attracted or gender questioning (SSAGQ) young people report verbal abuse due to homophobia; 18% SSAGQ young people report physical abuse due to homophobia • 69% SSAGQ young people report other forms of homophobic abuse including exclusion and rumours. • 80% SSAGQ young people of those abused report that school is the most likely place at which the abuse would occur
Hong Kong ⁵⁶	<ul style="list-style-type: none"> • 13.5%⁵⁷ of gay, lesbian, bisexual or questioning students have been physically hurt or faced sexual harassment • 39.8% have experienced isolation and a decrease in contact and felt socially isolated • More than 42.3% have encountered verbal violence, teasing or have been the subject of rumour • 53.1% of LGBTI students have experienced discrimination
India/Bangladesh ⁵⁸	<ul style="list-style-type: none"> • 50% of adult MSM report having experienced harassment at school or college
Japan ⁵⁹	<ul style="list-style-type: none"> • 83% of gay and bisexual men experienced bullying at school
New Zealand ⁶⁰	<ul style="list-style-type: none"> • 18.2%⁶¹ of male and 9.2% female LGB respondents report having experienced physical bullying due to their sexualities • 64.4% female and 76.6% male LGB respondents report having experienced verbal bullying due to their sexualities
Europe	
France ⁶²	<ul style="list-style-type: none"> • 58%⁶³ of LGB students (40% boys, 17% girls) report victimisation during middle school and high school (33%)

⁵³ <http://www.mask.org.za/homophobia-at-schools/>

⁵⁴ Hillier, et al. (2010) http://www.latrobe.edu.au/ssay/assets/downloads/wti3_web_sml.pdf

⁵⁵ Out of a total of 3134 same-sex attracted and gender questioning (SSAGQ) young people

⁵⁶ <http://www.fridae.asia/newsfeatures/2010/08/13/10223.hong-kong-ngo-fights-homophobia-in-schools>

⁵⁷ Of 492 questionnaires completed by self-identified gay, lesbian, bisexual or questioning students

⁵⁸ Khan et al, in Jolly S, 2010. Poverty and Sexuality: What are the connections? Overview and Literature Review. SIDA.

⁵⁹ GayJapanNews/Global Rights/International Gay and Lesbian Human Rights Commission/International Human Rights Clinic/Human Rights Program, Harvard Law School, 2008. The Violations of the Rights of Lesbian, Gay, Bisexual and Transgender Persons in Japan. A Shadow Report Submitted to the Human Rights Committee <http://www.ighrc.org/binary-data/ATTACHMENT/file/000/000/159-1.pdf>

⁶⁰ Hendrickson, M. (2007). "You have to be strong to be gay": Bullying and educational attainment in LGB New Zealanders. *Journal of Gay and Lesbian Social Services* 19 (3/4), 67-85; co-published as a chapter in James Sears (Ed.) *Homophobic Bullying*. New York: Haworth Press.

<http://www.youth-suicide.com/gay-bisexual/news/austra.htm#New-Zealand>

⁶¹ Out of a sample of 2269 LGB people.

⁶² SOS Homophobie, 2008. Rapport sur la prévention des discriminations en raison de l'orientation sexuelle en milieu scolaire - Etat des lieux et préconisations

Ireland ⁶⁴	<ul style="list-style-type: none"> 66%⁶⁵ of boys and 33% of girls report abuse at school
Israel ⁶⁶	<ul style="list-style-type: none"> More than 8% of LGB students report repeated physical assault 38% of LGB students are exposed to frequent verbal abuse
Netherlands ⁶⁷	<ul style="list-style-type: none"> 35% of LGBT students report never or seldom feeling safe at school (compared to 6% of students in general) 61% of LGBT students do not feel safe enough to come out at school 88% of LGBT students report verbal abuse
United Kingdom ⁶⁸	<ul style="list-style-type: none"> 65% of LGB students have experienced bullying (75% of those attending faith schools) 97% have experienced verbal abuse, 41% physical abuse and 17% death threats
Latin America⁶⁹	
Brazil ⁷⁰	<ul style="list-style-type: none"> More than 40% of gay men report physical assault when they were in school
Chile	<ul style="list-style-type: none"> 68.4% of LGB school students report bullying
Guatemala	<ul style="list-style-type: none"> 53.4% of LGB school students report bullying
Mexico	<ul style="list-style-type: none"> 61.1% of LGB school students report bullying
Peru	<ul style="list-style-type: none"> 66.7% of LGB school students report bullying
North America	
Canada ⁷¹	<ul style="list-style-type: none"> 10% of LGBTQ students report regularly hearing homophobic comments from teachers More than 20% of LGB students report physical harassment 37% of transsexual students report physical harassment 74% of transgender students and 55% of LGB students report verbal harassment
USA ⁷²	<ul style="list-style-type: none"> 12.5% of transgender students report physical assault 18.8% of LGB students report physical assault 27.2% of transgender students report physical harassment 40.1% of LGB students report physical harassment 63.7% of transgender students report verbal harassment 84.6% of LGB students report verbal harassment

⁶³ From a study conducted during the school year 2005-2006 with 712 subjects (of whom 82% were learners)

⁶⁴ Minton et al, 2008, An exploratory survey of the experiences of homophobic bullying among lesbian, gay, bisexual and transgendered young people in Ireland. Irish Educational Studies, 27(2):177-191.

⁶⁵ Of a sample of 90 people aged 15-31 and a further 31 who only completed part of the questionnaire.

⁶⁶ Pizmony-Levy et al, 2008. Do My Teachers Care I'm Gay? Israeli Lesbighay School Students' Experiences at Their Schools Journal of LGBT Youth, v5 n2 p33-61.

⁶⁷ Source: http://www.edudivers.nl/doc/peters_publicaties/Dankmeijer%20%27Gerapporteerde%20onveiligheid%20door%20homojongeren%20vergeleken%20met%20heterojongeren%27%20%282001%29.pdf

⁶⁸ Stonewall, 2007 The School Report

http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/4004.asp

⁶⁹ Sources for Chile, Guatemala, Mexico and Peru: Caceres et al, 2011. Final Report: Estudio a través de Internet sobre "Bullying", y sus manifestaciones homofóbicas en escuelas de Chile, Guatemala, México y Perú, y su impacto en la salud de jóvenes varones entre 18 y 24 años.

⁷⁰ http://www.ypinaction.org/files/01/94/Homophobia_in_schools.pdf

⁷¹ Taylor et al, 2011. Every Class in Every School: The first national climate survey on homophobia, biphobia and transphobia in Canadian schools. Final Report. Egale Canada Human Rights Trust.

⁷² GLSEN, 2010. The 2009 national school climate survey. Key findings on the experiences of lesbians, gay, bisexual and transgender youth in our nation's schools.

Harsh Realities: Experiences of Transgender Young People in US Schools⁷³

90% of transgender students heard derogatory remarks sometimes, often, or frequently in school.

Two-thirds of transgender students felt unsafe in school.

Transgender students experienced high levels of in-school victimization. The majority of students had been verbally harassed in school in the past year and more than half had also experienced physical violence.

Transgender students experienced even higher levels than non-transgender students, including LGB students.

Most transgender students did not report victimisation events to school authorities and among those who did, few believed that staff addressed the situation effectively.

High levels of harassment of transgender students are related to increased absenteeism, decreased educational aspirations, and lower academic performance. Almost half of all transgender students reported missing a class because they felt unsafe or uncomfortable.

Transgender students reported weaker sense of 'school belonging' than other students although the more transgender students were able to participate fully in their school community – being open about their sexual orientation and or gender identity, and being able to discuss LGBT issues at school - the greater their sense of belonging to their school community.

Too few schools offer the institutional support (e.g. supportive staff, Gay Straight-Alliances, inclusive curricula, and comprehensive anti-harassment policies) that could reduce the negative effects of victimization.

2.6 Consequences for the Victims of Homophobic Bullying in Educational Institutions

Consequences on Educational Achievement:

Access to School Denied

In Bangladesh, India and Nepal as well as in Latin America, LGBT children and young people may be denied access to schools because of high levels of bullying and harassment.⁷⁴

Poor Academic Achievement

Research demonstrates strong links between bullying and poor academic achievement, deteriorating school performance, poor concentration and school phobia, reflected in

⁷³ Greytak, EM, et al, 2009. Harsh Realities: The Experiences of Transgender Youth in Our Nation's Schools. GLSEN.

⁷⁴ Jolly, S, 2010. Poverty and Sexuality: What are the connections? Overview and Literature Review. SIDA.

reduced school attendance and truancy, thereby explicitly undermining the *Education for All* goals relating to educational access, retention and achievement.

In a US-based study, LGBT students who were frequently harassed because of their sexual orientation reported significantly lower grade point averages than those who did not, and LGBT students were twice as likely not to plan to pursue any type of post-secondary education when compared with a national general sample of students. A study of Brazilian schools reported that victimisation is related to negative educational outcomes and that these are more pronounced in cases of homophobic victimisation.⁷⁵

Missing Classes

The 2009 GLSEN US survey shows that nearly one in three LGBT students reported regularly missing classes because they felt unsafe or uncomfortable. A similar proportion reported missing at least one entire day of school in the past month. Research from the UK shows that seven out of ten LGB learners who experienced homophobic bullying reported negative impact upon their school work, with half of those described missing school as a result, one in five missing school more than six times.⁷⁶

A US study reported that 29% of LGBT learners had missed a class at least once in the past month because they felt unsafe or uncomfortable and 30% had missed at least one entire day of school in the past month because they felt unsafe or uncomfortable. LGBT students were more than 3 times more likely to have missed classes (29% vs. 8%) and more than 4 times likelier to have missed at least one day of school (30% vs. 7%) in the past month because they felt unsafe or uncomfortable compared to the general population of secondary school students. Moreover, students were 3 times as likely to have missed school in the past month if they had experienced high levels of victimization related to their sexual orientation (58% vs. 18%) or gender expression (54% vs. 20%).

School Dropout

A 2006 study⁷⁷ from France revealed that 8% of respondents reported dropping out of school as a consequence of homophobic bullying.

In Latin America⁷⁸, many transgendered people begin to express their gender identity when they are young. An Argentinian survey reported that more than half of the participants assumed their transgender identity between the ages of 14-18 and as a consequence, these children and young people encounter many difficulties with their families and in school. In response to aggression from other students or school authorities, many stop studying, either by choice or because they are denied direct entry to educational institutions. The Argentinian study found that 45% dropped out of secondary school and only 2.3 % completed college. A

⁷⁵ Alexander, MM, Santo, JB, 2011. Effects of Homophobic versus Nonhomophobic Victimisation on School Commitment and the Moderating Effect of Teacher Attitudes in Brazilian Public Schools. *Journal of LGBT Youth*; 8:289-308.

⁷⁶ Stonewall, 2007. *The School Report*.

⁷⁷ http://www.sos_homophobie.org/sites/default/files/analyse_enquete_milieu_scolaire.pdf

⁷⁸ Source: Marcelo Ernesto Ferreyra, 2010. Gender Identity and Extreme Poverty in Dubel I, Hielkema (eds) *Gay and Lesbian Rights are Human Rights*. HIVOS.

survey conducted by the International Gay and Lesbian Human Rights Commission (IGLHRC) reported a respondent from Nicaragua:

“... with regard to education, the majority of us had to leave it because we did not know where we fitted, what we were, why we were treated with humiliation by directors and teachers (women) who were the ones who imposed the ‘Machista Model’ the most”.

Lack of qualifications compounded by generalised stigma against transgender people in the employment market may make sex work one of the few available options for economic survival.

The same phenomenon is reported in Asia. In India and Bangladesh, a study amongst men who have sex with men⁷⁹ revealed that a number of those who were victims of homophobic bullying in school had prematurely ended their education which impacted upon their subsequent employability. In Nepal, in 2011 a 13 year old transgendered student from rural Nepal came to the office of the Blue Diamond Society⁸⁰ when he was forced to drop out of his village school because of harassment. He requested help with education, and with Blue Diamond’s advocacy efforts, he has been able to enrol as an openly transgendered student at the Durbar High School in Kathmandu. The Blue Diamond Society has received support from the Nepalese government to buy land and construct low cost housing as LGBT people who have been thrown out of their houses and schools tend to be unemployed and homeless⁸¹.

Consequences on the Health and Well-being of the Young People who are Victims of Homophobic Bullying

Depression and Suicide

In order to protect themselves from violence and intimidation, many LGBTI young people do not disclose their sexual or gender identity, resulting in potentially dysfunctional relationships with peers and family members.⁸² The non-disclosure of sexual or gender identity can lead to feelings of isolation and depression for LGBTI young people.

Findings from the US Youth Risk Behaviour Surveillance System (which monitors priority health-risk behaviour including those contributing to unintentional injuries and violence) indicate that prevalence of health risk behaviour across a range of key health and wellness areas (including: exposure to harassment and violence, substance use, depression and suicide) was significantly higher among gay and lesbian identified students than among their heterosexual peers.⁸³ Studies report clear associations between homophobic bullying at

⁷⁹ Bondyopadhyay A, Khan S, Mulji K., 2005. From the front line: A report of a study into the impact of social, legal and judicial impediments to sexual health promotion, care and support for males who have sex with males in Bangladesh and India, Naz Foundation International.

⁸⁰ Established in 2001, the Blue Diamond Society is a Nepalese NGO that works “in Kathmandu with local communities and on a national level with the mission to improve the sexual health, human rights and well being of sexual and gender minorities in Nepal including third-genders ,gay men, bisexuals, lesbian, and other men who have sex with men” <http://www.bds.org.np/aboutus.html>

⁸¹ Source: Times of India. 2011. *Nepal’s Oldest School Starts Sexual Revolution.*

⁸² Takács J, 2006. Social exclusion of young lesbian gay, bisexual and transgender (LGBT) people in Europe. IGLYO/ILGA Europe.

⁸³ San Francisco Public Schools. LGBTQ Student Health Update. August 2011. For the full paper see:

school and depression, anxiety, loss of esteem and confidence, withdrawal, social isolation, guilt and sleep disturbance.⁸⁴ A multi-country study in Latin America⁸⁵ reports that roughly 10% of respondents expressed that bullying made their lives “hard and sad”, 25% said that the experience made them “insecure” and almost 15% of the Chilean respondents reported contemplating suicide.

Another study conducted in the United States found that 33.2% of transgender young people had attempted suicide.⁸⁶ In the Netherlands, 9% of gay male learners and 16% of lesbians have attempted suicide at least once, while 50% report suicidal thoughts, compared to 30% among heterosexual youth.⁸⁷ In the UK, research revealed that *half* of lesbian and bisexual women under 20 report self-harm compared to one in fifteen of teenagers generally.⁸⁸

A 1999 New Zealand longitudinal study found that by age twenty-one, 68% of the gay/lesbian/bisexual cohort had reported suicidal ideation, compared to 28% of the heterosexual cohort. Moreover, 32% had reported making at least one suicide attempt, as compared to 7% of the heterosexual cohort. A US study reported that suicidal intentions were strongly linked with victimization in schools: gay/lesbian/bisexual youth who reported high levels of at-school victimization also reported higher levels of suicidal intentions than their heterosexual peers (who also reported high levels of at-school victimization). Another US-based study of LGB youth found that those who had experienced more victimization and who had lost friends reported more health symptoms.⁸⁹

In Ireland, BeLonGTo successfully lobbied for LGBT people to be recognised as a vulnerable group within the National Suicide Prevention Strategy (2006-2016) and collaborated with the National Office for Suicide Prevention and Trinity College to produce the largest study of the mental health and well-being of the LGBT population in Ireland which

<http://www.cdc.gov/mmwr/pdf/ss/ss60e0606.pdf> or Kann et al, 2011. Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9–12: Youth Risk Behavior Surveillance, Selected Sites, United States, 2001–2009. MMWR ;June 6, Vol. 60.

⁸⁴ (See References: Russell et al, 2010; Hillier, et al, 2005; Savin-Williams, 1994; Saewyc, et al, 2009; Munoz-Plata, et al 2002; Taylor et al, 2008; Hunt and Jensen, 2007).

⁸⁵ UPCH/PAHO, 2011. Estudio a través de internet sobre Bullying y sus manifestaciones homofóbicas en escuelas de Chile, Guatemala, México y Perú, in press.

⁸⁶ Clements-Nolle K., et al, 2006. Attempted suicide among transgender persons: The influence of gender-based discrimination and victimization. *Journal of Homosexuality*, 51(3): 53-69.

⁸⁷ Keuzenkamp, S. (2010) Steeds gewoner, nooit gewoon. Acceptatie van homoseksualiteit in Nederland. Den Haag: Sociaal en Cultureel Planbureau.

⁸⁸ Stonewall, Prescription for Change,

⁸⁹ Eisenberg ME, Resnick MD, 2006. Suicidality among gay, lesbian, and bisexual youth: the role of protective factors. *Journal of Adolescent Health*; 39:656-661; Garofalo R, 1999. Sexual orientation and risk of suicide attempts among a representative sample of youth. *Archives Pediatric Adolescent Medicine*; 153:487-493; Russell ST et al, 2006. Harassment in school based on actual or perceived sexual orientation: Prevalence and consequences. California Research Brief No. 2. San Francisco, CA: California Safe Schools Coalition; Fergusson DM, Horwood LJ and Beautrais AL, 1999. Is Sexual orientation related to mental health problems and suicidality in young people? *Archives of General Psychiatry*; 56, 876-880; Russell ST and Joyner K, 2001. Adolescent sexual orientation and suicide risk: Evidence from a national study. *American Journal of Public Health*; 91, 1276-1281. See also: Russell ST, 2003. Sexual minority youth and suicide risk. *American Behavioral Scientist*; 46, 1241-1257; Bontempo DE and D'Augelli AR, 2002. Effects of at-school victimization and sexual orientation on lesbian, gay, or bisexual youths' health risk behavior. *Journal Adolescent Health*; 30(5), 364-374; D'Augelli A, 2002. Mental Health Problems among Lesbian, Gay, and Bisexual Youths Ages 14 to 21. *Clinical Child Psychology & Psychiatry*; 7(3), 433.

established a clear link between homophobic bullying and suicidal ideation amongst LGBT young people.⁹⁰

High-risk Behaviours and Vulnerability to HIV

Young LGBTI are also at increased risk of substance abuse and unsafe sex. In many countries, young men who have sex with men are also particularly vulnerable to HIV. Homophobia both increases the likelihood of risk behaviour and acts as a barrier to services for prevention, treatment and support. For example, in the US, while gay and bisexual men of all races continue to be the group most severely affected by HIV, most recent data show that between 2006 and 2009 the number of new infections that occur each year increased among young men who have sex with men, with an alarming 48 per cent increase among young, black MSM aged 13-29 years old.⁹¹ Younger men were also less likely than their older counterparts to know their HIV status.

In the Caribbean, fear of stigma, discrimination and disclosure discourage some young LGBTI from seeking HIV testing, counselling, care and treatment. Moreover, many young MSM do not perceive themselves to be at risk of HIV. Homophobia and transphobia make it difficult for young MSM and transgender people to be reached by outreach programmes.⁹² There is also evidence that young MSM and transgender people who have been victimized on the basis of sexual orientation are at increased risk of engaging in unsafe sex.⁹³

⁹⁰ Mayock P, et al, 2009. Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People.

⁹¹ Source: <http://www.cdc.gov/nchstp/newsroom/docs/fastfacts-msm-final508comp.pdf>

⁹² See previous reference to Advocates for Youth (2010)

⁹³ See: Carragher DJ and Rivers I. The psycho-correlates of sexual orientation victimization: Implications for non-identified gay and bisexual male youth. *Journal of Clinical Child Psychology and Psychiatry* 2002;7: 457–474 & Martin AD and Hetrick ES. The stigmatization of the gay and lesbian adolescent. *Journal of Homosexuality* 1988; 15(1–2), 163–184.

3. Good Practice: Responding to Homophobic Bullying in Educational Institutions

Far too often, responses to homophobic and transphobic bullying have been triggered by tragedy in the form of violent assault, murder or suicide of young LGBTI people. Countless examples of good practice in responding to homophobic bullying now exist together with a wealth of materials. With sufficient will and resources, homophobic bullying can not only be addressed, it can be prevented.

Not only is action required on specific instances of homophobic bullying (with both perpetrators and victims), effective responses also seek to prevent it by identifying and addressing key underlying factors that fuel such behaviour in the first place.⁹⁴

Ideally, an effective comprehensive anti-bullying programme typically includes the following characteristics:

- They involve children at an early age, before their attitudes and behaviours become fixed.
- All key stakeholders – heads, teachers, students, parents and the wider community – are involved in development, implementation and monitoring.
- A leadership group communicates the importance of this issue, sustains momentum and initiates adjustments in light of changing circumstances.
- A clear policy on homophobic bullying understood by all stakeholders.
- Educational components that increase knowledge and improve skills of all key stakeholders; plus, components are integrated into the curriculum, so that children learn about human rights and develop the skills to communicate and resolve conflicts in a non-violent manner.
- Increased monitoring of student behaviour⁹⁵, with attention paid to how students relate to each other, especially when there is evidence that bullying may be taking place.
- There are mechanisms for reporting (including protection of confidentiality), intervention, recovery of victims and rehabilitation of offenders.
- Interventions are consistent, so there can be no perception of negligence or unfairness.
- Availability of support systems for learners affected by bullying.
- Comprehensive prevention strategy that includes curriculum review, staff training, engaging appropriate outside experience, encouraging role models and celebrating achievements.

However, it is important to recognize that in some contexts—e.g. in which homosexuality is illegal or in which nothing or little has been done to address homophobic bullying— it is not possible to develop comprehensive programmes as many of these characteristics may not be immediately applicable. Nevertheless, even in the most hostile contexts it is possible to advocate for generalized anti-bullying policies and interventions that take into consideration aspects of sexual and gender-based bullying.

⁹⁴ Including those relating to social and political responses to sexuality and gender.

⁹⁵ For example, by staff within schools and in the community through involvement of local PTAs, ombudspersons (or similar functions) and human rights groups..

With specific reference to homophobic bullying, a review of research and policy and case studies highlights the added value afforded by system-wide approaches⁹⁶ compared to more narrowly focused (in terms of actions or target groups) projects or events.

In order to respond comprehensively to homophobic bullying in educational institutions, an overarching framework of a *system-wide approach* should be developed and utilized. The effectiveness of a system-wide approach in confronting school bullying is already supported by a significant weight of academic research and case studies.⁹⁷

For the purposes of this review, a system-wide response is understood as consisting of interventions in the following five distinct but mutually reinforcing areas:

- Policies
- Curriculum and Materials
- Staff Training and Support
- Support Services for Learners
- Community Involvement

While action on *each* is necessary and important in its own right, maximum long-term impact will require action across *all*. The nature of particular actions necessary will vary according to local needs, context and resources.

A system-wide response to homophobic bullying offers a number of advantages over other approaches since it:

- is based upon a strategic perspective that considers *all* aspects of the institution – different stakeholders, policies, curriculum (formal and informal) and culture;
- facilitates prioritising of both immediate and longer-term action;
- is potentially relevant to all settings, including the most hostile⁹⁸, since action will always be possible in at least *one* component, even if only to explore the nature and prevalence of bullying as a starting point;
- encourages the development of mutually reinforcing actions across related areas such as rights, gender, diversity and inclusion.

⁹⁶ O'Higgins Clark, 2010.

⁹⁷ James, A, 2010. Research Briefing: School bullying. Goldsmiths, University of London/ NSPCC.

See also: Farrington, DP, Ttofi, MM, 2009. Effectiveness of programs to reduce school bullying. Systematic Review for the Campbell Collaboration Crime and Justice Group.

⁹⁸ In selecting examples for this section, considerable effort has been made to highlight experience across a range of social, political and cultural contexts. However, the reality is that the majority of material submitted for this review came from North America, Australia and a number of European countries (and to a lesser extent from Latin America) and these settings *are* therefore over-represented in this section.

What is Good Practice in Addressing Homophobic Bullying in Educational Institutions?

For the purpose of selecting actions and responses that reflect *good practice*, the following principles, based upon the UNESCO principles of *quality education*⁹⁹, were applied:

Rights-based

Clearly grounded in relevant rights e.g. to education, safety, dignity, health¹⁰⁰, equality of opportunity, freedom from discrimination.

Learner-centred

Responds to the felt needs, concerns and experiences of learners, including those who may be LGBT.

Inclusive

Addresses the perspectives and needs of *all* groups of students, including those who identify as LGBT.

Gender-responsive

Acknowledges and promotes all gender identities and equality and challenges gender-related discrimination and stereotyping.

Evidence-based

Challenges unfounded misinformation and prejudice, particularly in relation to sexual orientation and gender identity.

Culturally sensitive

Promotes cultural values and understandings that are consistent with the above principles, recognises that culture is dynamic rather than fixed and that multiple sub-cultures (including of sexuality and gender) may exist within a single society.

Age-appropriate and specific

Provides information and support, consistent with both the chronological and developmental age of learners.

On the basis of available resources and materials, it would be presumptuous and premature to attempt to draw particular conclusions about *best practice* in relation to specific interventions. Nonetheless, for future reference, in addition to other established criteria, it is suggested that best practice would, wherever possible, include effectiveness demonstrated through appropriate evaluation together with potential for replication and adaptation across a range of settings, and sustainability so that interventions move from being reactive to being preventive.

⁹⁹ See: http://portal.unesco.org/en/ev.phpURL_ID=36417&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁰⁰ See for example the concept of 'minority stress' as described in: [Meyer IH.](#)

Meyer, J. 1995. Minority stress and mental health in gay men. [J Health Soc Behav.](#) 1995 Mar;36(1):38-56.

3.1. Good Practice to Address Homophobic Bullying in Educational Institutions: Policies

Research shows that in most contexts, policies that address homophobic bullying are developed within the context of responses to bullying and violence in schools in general as well as children's rights and well-being.

Over the past decade, considerable progress has also been made in terms of recognition of the need for action against violence and discrimination on the basis of sexual orientation or gender identity at the international, regional and country levels throughout the world. These advances include various resolutions and declarations at international and regional levels that act as policy frameworks from which countries can derive their own policies when trying to address homophobic bullying in educational institutions. This chapter includes examples of those existing frameworks. It also provides examples of national policies that protect the rights of LGBTI persons or even address homophobic bullying in educational institutions.

Policy Frameworks at International Level

Since bullying in educational institutions is an educational problem that affects the right to education of many children and young people, it is important to situate the problem within the context of the Universal Declaration of Human Rights, the UN Convention on the Rights of the Child, and also to refer the *Millennium Development Goals* and the *Dakar Framework for Action*¹⁰¹ for Education for All.

Concerning human rights violations based on sexual orientation and gender identity, in 2011 the United Nations Human Rights Council passed a resolution (presented by South Africa), which constitutes the first ever UN resolution to focus on human rights violations specifically in relation to sexual orientation and gender identity. It affirms the universality of human rights, and notes concern about acts of violence and discrimination based on sexual orientation and gender identity. Requested by the resolution, a study on violence and discrimination on the basis of sexual orientation and gender identity was prepared and presented in December 2011 by the UN High Commissioner for Human Rights. The report included consideration of how international human rights law can be applied to end such violence.¹⁰² In response to the report's publication and to the celebration of Human Rights Day on 10 December 2011, UN Secretary-General Ban Ki-moon urged countries to address homophobic bullying in a statement to the Event on Ending Violence and Discrimination Based on Sexual Orientation and Gender Identity; held in New York. He stated that homophobic bullying is "*a moral outrage, a grave violation of human rights*" and urged all

¹⁰¹ United Nations, 2000. United Nations Millennium Declaration. New York, United Nations; World Education Forum. The Dakar Framework for Action. Paris, UNESCO. UNESCO (2005). Education For All Global Monitoring Report 2005. Paris, UNESCO.

¹⁰² The UN High Commissioner for Human Rights has emphasised that homophobia and transphobia should be considered as equivalent to sexism, racism or xenophobia.

countries to “take the necessary measures to protect people – all people – from violence and discrimination, including on grounds of sexual orientation and gender identity”.¹⁰³

Policy Frameworks at Regional Level

Parallel to the work done within the UN system, countries have joined efforts to address human rights violations based on sexual orientation and gender identity within the framework of regional unions or communities of States.

In 2010, the 47 member states of the Council of Europe committed to a broad range of measures to combat sexual orientation and gender identity discrimination. The measures are set out in a Council of Europe Recommendation and represent the world's first comprehensive intergovernmental agreement on the rights of LGBT people.

In 2011, the General Assembly of the Organization of American States (OAS) adopted a resolution condemning discrimination against persons based on sexual orientation and gender identity, urging states to adopt the necessary measures to prevent, punish and eradicate this kind of discrimination. For the first time, a transgender person addressed the meeting on behalf of the Coalition of Lesbians, Gays, Transgender, Bisexuals and Intersex populations.¹⁰⁴

For the first time ever, at the 2009 Commonwealth Heads of Government Meeting in Trinidad & Tobago, there was significant representation of LGBT activists among civil society participants and a concerted effort was made to highlight issues of sexual citizenship and rights, including a delegation of LGBT activists from Africa, Asia and the Caribbean. Issues included in the final *Port of Spain Civil Society Statement* called on member states to:

- protect the human rights of all individuals without discrimination on the grounds of...sexual orientation, gender identity and/or expression;
- repeal legislation that leads to discrimination and ensure universal access to basic health services for marginalised and vulnerable groups including sexual and gender minorities;
- address gender and sexuality, including issues related to violence and discrimination against sexual and gender minorities.¹⁰⁵

In Latin America and the Caribbean, ministers of health and education acknowledged the need to address the unequal relationships between the sexes and among age groups as well as persons with diverse sexual orientations and identities. This was through the Ministerial Declaration *Educating to Prevent* issued in Mexico City on 1st August 2008. It also articulates how key stakeholders can promote safe and inclusive schools through training for educators and empowering them as agents of change, policy changes, creating positive school culture and supportive curricula, and engagement with students, parents, policy-makers and others.

These policy trends at global and regional level are reflected in measures at country level.

¹⁰³ Secretary General Ban Ki-moon. Statement delivered by Ivan Simonovic, Assistant Secretary-General for Human Rights. 8 December 2011, New York, New York, USA. <http://www.un.org/sg/statements/?nid=5747>

¹⁰⁴ <http://www.unaids.org/en/resources/presscentre/featurestories/2011/june/20110630oasresolution/>

¹⁰⁵ <http://www.commonwealthfoundation.com/LinkClick.aspx?fileticket=ryWasJsM-Hs%3D&tabid=182>

Policies at National Level

One particularly powerful document that countries have previously used to address the rights of LGBTI people is a **national constitution**. For example, discrimination on the basis of sexual orientation is prohibited by the South Africa Constitution, and the Equality Act (2000) specifically addresses discrimination and hate crimes on the basis of sexual orientation.

There are some **national anti-discrimination policies** that directly address the rights of LGBTI people. This may include protection from discrimination on the grounds of sexual orientation and gender identity as well as other methods of addressing the rights of LGBTI people.

Brazil without Homophobia

This programme was initiated by President Lula da Silva's government in 2004 and has evolved from an initiative into a funded department, known as the General Coordination of the Promotion of LGBT Rights. During the first years of the programme, a series of conferences were sponsored throughout the country to create dialogue about homophobia within the Brazilian mainstream and to coordinate engagement between state and civil society actors. In 2008 the first national conference on LGBT rights was held and attended by President Lula da Silva. The main result of the Conference was the production of a National Plan on LGBT Citizenship, published in May 2009, which includes 51 policy directives and 180 actions across roughly 18 government agencies.

In 2008, the Supreme Court of Nepal in effect decriminalized homosexuality by ruling that Article 16 of the Criminal Code (referring to an "unnatural sex act") did not apply to sex between men or to sex involving transgendered people. In India, in 2009 judges overruled the law that criminalised homosexual relations. Laws criminalising sex between men in Fiji and Hong Kong have also been judged invalid on the basis of violations of rights to privacy and equality.

Some nations also have **national policies to address discrimination on the ground of sexual orientation and gender identity that are specific to the education sector**. In Australia, school audits and sexual diversity checklists have been developed to assist schools to consider how they are progressing in terms of addressing issues of sexual diversity, for example, in the areas of: the school environment, school policies, student well-being practices, community partnerships, teaching and learning, and school strategic plans.¹⁰⁶

In Taiwan, the Gender Equity Education Act (2003) addresses equal opportunities in education and seeks to eliminate gender stereotypes from the curriculum. The law also prohibits discrimination on the basis of sexual orientation in schools and identified gay,

¹⁰⁶ Australian Research Centre in Sex, Health And Society. No date. *How to support sexual diversity in schools: A checklist*. Melbourne: Australian Research Centre in Sex, Health and Society, La Trobe University. Action Centre/Family Planning Victoria. No date. *Sexuality and homophobia school audit for students*. Victoria: Action Centre/Family Planning Victoria

transgender and pregnant students as ‘disadvantaged’ and mandates special assistance for them.¹⁰⁷

In Israel, the Ministry of Education has made a commitment to expanding *education for acceptance* throughout the system and to provide educators with training and tools to assist learners suffering emotional distress because of their orientation and gender identity. In May 2011, the Ministry called upon all school heads to commemorate the *International Day Against Homophobia*¹⁰⁸ with appropriate educational activity and assistance from the ministry’s counselling service and in collaboration with NGOs, such as IGY and HOSHEN.

The “Schools without Homophobia” Initiative in Brazil

In Brazil’s Ministry of Education, a working group was formed to include representatives from the Ministry’s departments and affiliated agencies in conjunction with experts and activists from the LGBTI and HIV sectors. The group developed the implementation plan for the Ministry of Education which includes the *Schools without Homophobia* project, which is being implemented by four civil society organizations. The Schools without Homophobia programme focuses on regional meetings with state leaders and organizers of social movements on the theme of combating homophobia in schools, *qualitative research* in state capitals about homophobia in the school environment and development of a *training kit* on homophobia for students and basic education professionals. Key priorities included transforming the curricula to include sexual and gender diversity; training and empowering educators to teach the new curricula and maintain safe spaces for LGBT students in classrooms; and commissioning research to provide missing data.

In 2006, the Ministry issued *Gender and Sexual Diversity in School: Recognizing Differences and Overcoming Prejudices* which articulates the goal of *situating questions related to gender, sexual orientation, and sexuality in the terrain of ethics and human rights, seen as part of an emancipating perspective*. The statement situates the legitimacy of the programme within the language of international law. The Ministry has also united teachers through a national organization focused on the elimination of homophobia in the school environment. This network offers teachers a resource for support and education.

Both *Schools without Homophobia* and *Brazil without Homophobia* are partnerships between civil society and the government; indeed, it has been movements for LGBT rights that prompted the government to act. Civil society organizations are the lead implementers and are involved in training teachers. Other organizations, such as E-Jovem, empower students to hold schools accountable for implementing the programme.

Young people have participated in the development of both the Brazil without Homophobia and Schools without Homophobia initiatives by participating in the numerous local, regional, and national consultations that have been held and as key informant in research projects on

¹⁰⁷ Caceres C., Pecheny M., Frasca T. et al. 2009. *Review of Legal Frameworks and the Situation of Human Rights related to Sexual Diversity in Low and Middle-Income Countries: Study Commissioned by UNAIDS*. Geneva: UNAIDS.

¹⁰⁸ <http://www.dayagainsthomophobia.org/-IDAHO-english,41>

LGBT youth and prejudice which will inform the development of long-term metrics of programme success.

However, in response to opposition from evangelical groups, in mid-2011 the President intervened to withdraw educational materials on homophobia from schools.

Sources: <http://www.abqlt.org.br/port/bsh.php>
<http://www.bbc.co.uk/news/world-latin-america-13554077>

In the United States, the Safe Schools Improvement Act requiring anti-bullying education on sexual orientation and gender identity was under consideration by Congress at the time of writing.¹⁰⁹

The Characteristics of Effective Policies that Address Homophobic Bullying in Educational Institutions

A clear policy on homophobic bullying provides a framework for an effective response. This defines the problem, identifies key actions to be taken in response (both for prevention and responding to instances of bullying) and clarifies respective responsibilities among stakeholders in the school community (e.g. teachers, managers, support staff, parent-teacher associations (PTAs), parents, students). For policies to be implemented, they need to be understood, recognised as important, and seen to have the support and commitment of management. Systems for monitoring implementation and assessing its effectiveness also need to be established.

Based on experience in the United States, GLSEN argues that one of the most effective steps the education sector can take to improve school climate in relation to homophobic bullying is to **enact safe schools laws and policies**¹¹⁰. Typically, these include *two* types of protection for LGBT students in schools: non-discrimination and **fully enumerated anti-bullying measures** that prohibit bullying and harassment of students on the grounds of sexual orientation and gender identity. IGLYO¹¹¹ has produced the only guidelines for LGBTI-inclusive education developed by young people themselves. The guidelines also recommend that schools should strive to become safe spaces in which all children, regardless of sexual orientation and gender identity, can benefit from a safe learning environment. This means training staff, enacting anti-discrimination policies based on sexual orientation and gender identity and informing parents and all school community members.

Consideration of successful policy development and implementation in different countries highlights key similarities. For example, experience indicates the importance of making strategic **use of available evidence** both in terms of identifying the problem of homophobic bullying and in raising awareness of its scale and impact. In settings where specific evidence on homophobic bullying does not exist, sensitively crafted questions can be included in surveys, for example to identify the kinds of name-calling, behaviours and graffiti that

¹⁰⁹ <http://www.govtrack.us/congress/bill.xpd?bill=s112-506>

¹¹⁰ <http://www.glsen.org/cgi-bin/iowa/all/library/record/2344.html?state=policy&type=policy>

¹¹¹ International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organisation, http://www.iglyo.com/content/files/educational/IGLYO_Educational-Guidelines.pdf

suggest who is most likely to be bullied. In Ireland, for example, BeLonGTo, in partnership with others, commissioned the most significant and comprehensive study, to date, of LGBT people in Ireland¹¹². Key findings relating to identification of particular stresses and respective average ages for acknowledgement of sexual orientation, self-harm and coming out were highlighted and led the young LGBT being recognised and addressed as a key population in the national suicide prevention strategy.

Strategic partnerships are needed for both the development and enforcement of effective policies. In the US, GLSEN has collaborated with local, state and national coalitions, together with elected officials, to create legislation and policies that are comprehensive (i.e. requiring policy development, reporting mechanisms and teacher and learner training) and that identify specific categories of students to be protected (including actual or perceived sexual orientation and gender identity). In Ireland, partnerships with the National Association of Principals and Teachers Unions, National Parents Association, the Office of the President, the Equality Authority and the Department of Children and Youth Affairs have been critical to BeLonGTo's success.

To be effective, **policies need to take into consideration all those who are critical to the functioning of the education system**, including: inspectors and superintendents, managers, administrators, security and janitorial staff as well as teachers and students. In the US, GLSEN stresses the importance of the **known presence of supportive staff** and a focus for student activism, such as Gay Straight Alliances (see below).

It is **crucial to situate relevant action within existing government policies and priorities relating to school safety, bullying, children's rights and well-being**. In the UK, by working within the framework of the "safe school policy," advocates of work on homophobic bullying were able to secure broad consensus and support from a wide range of allies, including faith-based groups. Similarly, in the US, every programme designed by GLSEN has specific school objectives with a leading principle, which is the development of a healthy school climate and to make schools work better for the well-being of the students. This matches the concerns, goals and priorities of educational professionals and administrators. In Colombia, it was necessary to present action on homophobic bullying in terms of broader concern about human rights. The use of terminology that reflects the official language is also important, for example "respect for all" or "celebrating diversity".

GLSEN highlights the importance of: naming the problem, relevant training, reporting mechanisms and systems, and funding.

In the Netherlands, EduDivers and the national Hetero-Homo Education Alliance have created a guide to assessing the adequacy of school policies that are intended to protect LGBT learners. In summary, the guide highlights the need for policies that include:

- clear vision on diversity and discrimination
- explicit condemnation of homophobia and transphobia
- shared vision on addressing bullying, including LGBT bullying

¹¹² Mayock et al, 2009. Supporting LGBT Lives: A Study of the mental health and well-being of lesbian, gay, bisexual and transgender people.

- education about gender
- education about discrimination
- common approach and immediate action on addressing negative behaviour towards LGBT
- human resources (in the form of staff or students) to assist with LGBT-related issues
- support for coming out
- support for school improving initiatives (including ideas suggested by learners), in particular the establishment of Gay Straight Alliances (see below).
- links to broader school policy on security, citizenship, positive social behavior and non-discrimination.¹¹³

GLSEN has also designed tools that provide information needed to launch, sustain and achieve effective safe schools campaigns, including: an example of legislation, the specific components of a comprehensive safe schools law, an example of a school policy to prevent bullying.¹¹⁴

*Beyond the Binary Campaign*¹¹⁵ focuses on making schools safe for transgender and 'gender non-conforming youth in the United States. It assists Gay Straight Alliances to educate students and staff about gender non-conformity and transgender issues and advocate for policies that provide protection and equality for transgender and gender non-conforming youth. Students are encouraged to learn about rights and responses to transgender harassment or discrimination. In some countries, the US and Australia for example¹¹⁶, specific policies have been developed that address the particular needs of transgendered students.

The Positive Outcomes of Effective Policies that Address Homophobic Bullying in Educational Institutions

Positive Outcomes on Institutions

In the UK, schools are now legally obliged to address homophobic bullying. The Government has made tackling this issue a priority. The Anti-Bullying team of the Department for Education has worked with Stonewall to draft anti-bullying advice for schools. In England, the official school inspection body (OFSTED) now includes consideration of homophobic bullying and safety of lesbian, gay, bisexual and transsexual learners.¹¹⁷ In Scotland¹¹⁸, government collaborates with LGBT Youth organizations with a view to empowering LGBT youth through outreach to schools, teachers and local communities, and strategies developed in consultation with young LGBT people that specifically address their concerns in school settings.

¹¹³ <http://www.lgbt-education.info/>

¹¹⁴ <http://www.glsen.org/cgi-bin/iowa/all/library/record/2049.html?state=policy&type=policy>

¹¹⁵ www.gsanetwork.org/get-involved/.../campaigns/beyond-binary

¹¹⁶ See for example, GLSEN's Model District Policy on Transgender and Gender Nonconforming Students : <http://www.glsen.org/cgi-bin/iowa/all/home/index.html> and the Victoria State policy on student health: <http://www.education.vic.gov.au/edulibrary/public/schadmin/environment/4-5.pdf>

¹¹⁷ Ofsted, <http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012>

¹¹⁸ <http://www.respectme.org.uk>

Positive Outcomes on Learners

GLSEN research concludes that students attending schools that have anti-bullying policies in place that include protections based on sexual orientation and/or gender identity/expression heard fewer homophobic remarks, experienced lower levels of victimization related to their sexual orientation, were more likely to report that staff intervened when hearing homophobic remarks, and were more likely to report incidents of harassment and assault to school staff than students at schools with a general or no policy.¹¹⁹

Research from Australia¹²⁰ concludes that policies that promote 'safe and supportive schools' and an 'anti-discrimination/ anti-homophobia' approach at the state level (which explicitly address LGBT students) are associated with the best outcomes for encouraging school-level anti-homophobia policies, affirming sexuality messages in and beyond classrooms, and social and structural support features. The value of 'safe schools' and 'anti-discrimination' approaches to policy (clearly framed in terms of human rights¹²¹) rests, in part, on offering the education sector and its institutions legal protection in terms of supporting the fulfilment of legal and professional duties (acknowledged through an accreditation scheme) towards students' access and safety issues and rights in a way that is non-controversial. School-level anti-homophobia policies that are implemented and disseminated within the institutional community are associated with students feeling safer, feeling better about themselves, and experiencing less verbal/ physical/ other homophobic abuse. These institution-level anti-homophobia policies are also associated with highly significant decreases to LGBT students' risk of thinking about self-harm, engaging in self-harm, thinking about suicide and attempting suicide because of homophobia. Significantly, broad 'inclusion' or 'diversity' policies that do not directly mention these groups of students, or that only include sexuality or orientation in the broadest sense, are insufficient to make an impact on institutional homophobia. Even in more open climates, such as Australia, homophobia remains pervasive and 'inclusion' does not necessarily extend in the popular imagination¹²² to gay or transgender students. In short, staff and students need to be explicitly informed of their responsibility to prevent homophobia.

3.2. Good Practice to Address Homophobic Bullying in Educational Institutions: Curriculum and Learning Materials

Issues to be considered in relation to curricula and learning materials when preventing and addressing homophobic bullying in educational institutions include:

- Do existing curricula and learning materials convey negative messages about sexual diversity and gender identity, or simply reinforce existing gender norms? If they do so, homophobia and transphobia may become perpetuated.
- Where in the curriculum should issues related to sexual diversity and gender identity be addressed? Should they be linked to sexuality education or human rights

¹¹⁹ GLSEN, 2009. National School Climate Survey.

¹²⁰ Jones, T., 2011. Sexual Subjects: GLBTIQ Student Subjectivities in Australian Education Policy. Unpublished thesis, ARCSHS La Trobe University.

¹²¹ This may counter accusations of *hidden agendas* or *promoting homosexuality*.

¹²² Or the world as represented by media and textbooks where positive role models of LGBT individuals are rare.

education? Or should they be mainstreamed in most topics in the curriculum, including history, languages and other “general” topics?

- At what age should the discussion on sexual diversity and gender identity, and gender norms, in general, begin? What is the best approach when working with young children?

Negative messages about sexual diversity in learning materials

In the Former Yugoslav Republic of Macedonia, a textbook that referred to ‘homosexuals’ as ‘neurotic and psychotic’ has only recently been removed. In 2009, the European Committee of Social Rights concluded that educational materials used in Croatia were biased, discriminatory and degrading’. While the particular textbook in question was withdrawn, local NGOs report continuing problems with the representation of sexual diversity in school materials.¹²³

Where in the curriculum should issues related to sexual diversity and gender identity be addressed?

Within the formal curriculum, homophobic bullying can be addressed in a variety of ways. For example, in socially and politically restrictive settings, it can be discussed within the relatively safe overall context of discrimination and bullying, highlighting the unacceptability of violence and abuse. In more open environments, the topic can be addressed both ‘stand-alone’ (for example, through promulgation of relevant school policies) as well as integrated throughout relevant subjects that include consideration of the rights and needs of LGBTI people, such as citizenship, social studies and, of course, sexuality education.

In the UK, Stonewall has produced curriculum materials for secondary schools including: *FIT* (a film for young people on issues around friendship, coming-out and growing up with a booklet for teachers and discussion questions) and a teaching pack for secondary school teachers that provides ideas on talking about lesbian, gay and bisexual people and issues across seven specific subject areas.

Sexuality and citizenship education can provide a clear framework for considering issues relating to homophobic bullying.¹²⁴ To be effective, this requires suitable policy and planning, together with human and technical resources, including appropriate materials for different age groups. In settings where sexuality education is not a feasible entry-point for such discussion, human rights education can provide a useful opportunity.¹²⁵

United Nations High Commissioner for Human Rights:

Importance of Sexuality Education

¹²³ Source: Thomas Hammarberg, Commissioner for Human Rights, Council of Europe. http://commissioner.cws.coe.int/tiki/browse_freetags.php?tag=%5C%5C%5C%22gender+identity%5C%5C%5C%22

¹²⁴ See UNESCO, 2009. International Technical Guidance on Sexuality Education.

¹²⁵ See, for example: ODIHR Curriculum and Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice. OSCE Office for Democratic Institutions and Human Rights (ODIHR): <http://www.hrea.org/pubs/Compendium.pdf>

(Paragraph 61)

A related area of concern is sex education. The right to education includes the right to receive comprehensive, accurate and age-appropriate information regarding human sexuality in order to ensure young people have access to information needed to lead healthy lives, make informed decisions and protect themselves and others from sexually-transmitted infections. The Special Rapporteur on the right to education noted that *“in order to be comprehensive, sexual education must pay special attention to diversity, since everyone has the right to deal with his or her own sexuality.”*

Source: Report of the United Nations High Commissioner for Human Rights, 2011. Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity.

Teaching about LGBTI issues is important for *all* students. For those who already identify as LGBTI (or who may go on to do so), discussion of these issues can legitimise feelings, concerns and experiences, and encourage them to access support. For all students, consideration of LGBTI issues throughout the curriculum can encourage critical thinking (for example, by challenging heteronormativity and traditional sexual and gender stereotypes) and promote social inclusion, political participation, mutual respect and citizenship. The *Education Equality Curriculum Guide*¹²⁶ offers a number of practical suggestions for addressing sexual orientation and homophobia through subject-based lessons (e.g. history, geography, religious education, music, art, drama, learning for life and work), assemblies and school events.

In their guidelines for LGBTI-inclusive education, IGLYO¹²⁷ advocates for curricula and materials that include LGBTI examples within questions and as sources. The guidelines also advocate for sexuality education that discusses holistically the idea of sex (e.g. emotions and a broader focus than solely on procreative sex).

In some countries, Brazil for example, where sexual practice and gender identity are often less rigid than the binary categories that dominate western sexual culture¹²⁸, a focus on *sexual citizenship*¹²⁹ may be most relevant and can provide a way of addressing *machismo*, homophobia and transphobia, conflict resolution and respect for diversity. In some Asian countries, where sexual categories may be closely aligned with other socio-economic and cultural distinctions, a focus on traditional cultural values of respect and pluralism may be effective.¹³⁰

At what age should the discussion on sexual diversity and gender identity, and gender norms in general, begin?

While the majority of interventions focus upon work with learners in secondary or tertiary education settings, learning about gender and related issues begins long before children

¹²⁶ Produced in 2011 by the Rainbow Project and Cara Friend in Northern Ireland.

¹²⁷ International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organisation, http://www.iglyo.com/content/files/educational/IGLYO_Educational-Guidelines.pdf

¹²⁸ See Dankmeijer, (2012).

¹²⁹ See http://www.glbtq.com/social-sciences/sexual_citizenship.html for a description of sexual citizenship in relation to sexual orientation and gender identity.

¹³⁰ Dankmeijer, P. above.

begin elementary school. Effective prevention of bullying depends in part upon early intervention, but in many countries working with younger learners is potentially controversial. In some countries, there is reluctance to work with younger learners (for example, below the legal age of sexual consent) while others argue that effective prevention requires that work begins as early as possible. Experiences in Germany, the Netherlands, Israel and the UK show these interventions are possible, although they are implemented in contexts in which there has already been progress toward addressing issues pertinent to the rights of LGBTI people.¹³¹

In the UK, researchers found that, despite their presence in local communities, lesbian, gay, bisexual or transgender parents were not visible in school communities. There was also a lack of representation within and beyond the curriculum of children from families with same-sex parents. Teachers were found to underestimate the significance of homophobic bullying in primary schools and tended to respond to sexual diversity reactively rather than in a planned manner. In response, the *No Outsiders* project is a collaborative action research initiative that enables teachers, through critical exploration of heteronormative assumptions underlying homophobia in primary schools, to implement and evaluate strategies to address sexual and gender diversity and equality in their schools.¹³² Research on children with LGB parents in the UK reports that many children do not perceive their families to be different until they notice their absence in discussion in primary school, reinforced by the derogatory use of the word *gay* by peers. Children also report having to answer questions from peers about their families. This can make some children uncomfortable and can lead to their withholding information about the nature of their particular families.¹³³

Stonewall, a UK organization, building on its successful and respected track record of work on homophobic bullying with secondary schools and learning from the experience of other groups that had tried to work in primary schools, began by identifying evidence of need in order to work at primary school level. Research revealed that while teachers in primary schools believed they should tackle homophobic bullying, they lacked the confidence to do it. In response, Stonewall developed a prevention programme called *celebrating difference* together with a communication strategy to anticipate potential opposition. The programme promotes 'safe messages' on bullying and offers a comprehensive pack of resources, including a kit for teachers, distributed through local authorities. Lessons learned in the process of developing a curriculum for primary schools, included recognition of the importance of support from national and local government as well as from individual head teachers, the importance of involving parents and of including activities that focus on engagement of both parents and children.

In Berlin, the city and federal state plan to teach "sexual diversity" in municipal primary schools.¹³⁴ While a new curriculum will add information on homosexuality to sex education classes that begin in fourth grade, tolerance for "the normality of being different, acceptance,

¹³¹ Source: Presentations from the international consultation on homophobic bullying in educational institutions, Rio de Janeiro, Brazil, December 2011. It is important to note, however, that these kinds of interventions will not work in all contexts and should not be understood as universal.

¹³² University of Sunderland. *No Outsiders: Researching Approaches to Sexualities Equality in Primary Schools*. <http://education.sunderland.ac.uk/CESOJ/cesoj>

¹³³ Stonewall, *Different Families*, (2010). Stonewall has produced a short guide on how to talk about different families within the curriculum. (Stonewall, *Education Guide: Including different families*, 2010)

¹³⁴ <http://www.portailgay.eu/spip.php?article7083>

gender roles" will be introduced at the beginning of education. The education department is currently preparing educational materials for teachers that include picture books, games and a manual.

In Israel, Hoshen's¹³⁵ kindergarten project focuses on *breaking the silence* about LGBT parenting and non-traditional families and gender roles. For teachers, *Hoshen* organizes sessions in cooperation with established teacher training programmes and covers basic concepts related to gender identity and language, sexual orientation, information on the legal framework, together with recommendations on suitable books and materials that can be used with children to discuss issues related to gender roles. The programme aims to promote equality through dialogue with parents, teachers and children. In activities, gender-biased divisions, norms, language and associations are discouraged in favour of those that promote equality. Literature is made available that includes diverse families and examples provided of rituals that do not reinforce gender stereotypes.

Playgrounds and Prejudice: the Hidden Curriculum in Elementary Schools

Previous research conducted in the US by GLSEN (the Gay, Lesbian & Straight Education Network) has documented the extent of biased language, name-calling and bullying, as well as supportive resources at the secondary school level. A recent study was commissioned to consider the climate, learner experiences and teacher practices in elementary school settings.¹³⁶

The study concludes that bullying and harassment are common occurrences at elementary school level, especially for learners made vulnerable by personal characteristics, such as physical appearance, ability or not conforming to traditional gender norms. While school climates are not especially hostile for this age-group, more can be done to establish a strong foundation for safe and supportive school environments that persist throughout the entire span of learners' educational experience.

Elementary teachers report receiving professional development on addressing bullying, but *lack training* on exploring gender issues and LGBT families. Therefore, many report intervening in incidents of bullying and harassment and most feel comfortable doing so. However, few are comfortable responding to questions about LGBT people, with the result that few elementary school learners are taught about LGBT families.

It is clear that an approach that fosters respect and values diversity *before* bullying occurs, in addition to addressing bullying *as it happens*, would be appreciated by elementary school teachers who are keen to contribute to safe and supportive environments.

Ensuring that all learners and their families are respected and valued in elementary school would provide a more positive learning environment for younger learners, and would make an important contribution to developing safe and affirming schools for all.

Ready, Set, Respect

¹³⁵ *Hoshen* is an NGO and educational centre of Israel's LGBT community.

¹³⁶ GLSEN/ Harris Interactive, 2012. *Playgrounds and Prejudice: Elementary School Climate in the United States: A Survey of Students and Teachers*. New York: GLSEN.

In order to help elementary school teachers instil positive attitudes and respect for individual, family and cultural differences, including diversity related to sexual orientation, gender identity and expression, GLSEN has developed **Ready, Set, Respect**¹³⁷.

This is a toolkit specifically designed for elementary school teachers to help prepare themselves for teaching about and modelling respect through consideration of the following key questions:

How will I know when my students are *ready* for explicit learning about respect and how can I get **ready** to engage them in this learning?

Do my classroom practices **set-up** and reinforce what I hope students will learn?

What evidence will I have to demonstrate that my students are acquiring **respectful** attitudes and behaviour?

The toolkit includes three sets of thematically developed and grade specific (by groups of grade levels in American primary schools, K-2 or 3-5) lessons aligned with existing standards, together with supporting resources. Each set of lessons includes *teachable moments* encountered by teachers in schools as well as suggestions for everyday inclusion, respectful recess, and developmentally appropriate responses to disrespectful behaviour.

3.3. Good Practice to Address Homophobic Bullying in Educational Institutions: Staff Training and Support

Teachers are an essential element in any effective response to homophobic bullying, both because of their sustained proximity to learners, as well as through their role in transmitting and reinforcing social and cultural knowledge and values. As well as intervening to stop instances of bullying, teachers have a broader role to play in promoting inclusion and tackling discrimination, whatever form it takes. However, as individuals, it is also likely that some teachers will have and convey, consciously or not, prevailing negative messages about sexual and gender diversity, unless conscious efforts are made to address this¹³⁸.

There is evidence to indicate that teachers may be less likely to intervene in homophobic bullying compared to other kinds of bullying. Teachers who experienced bullying as children may be reluctant to risk being targeted again. In Ireland, 41% of teachers reported that they found homophobic bullying more difficult to deal with than other forms of bullying, either because of fear of being targeted themselves, or anticipated negative responses from parents, colleagues and school management.¹³⁹ In the UK, 40% of secondary school staff reported that they would not feel confident to provide pupils with information, advice and guidance on LGB issues, and only two in five secondary school teachers (and 46% of primary school teachers) describe their head teacher as demonstrating a clear leadership role in response to homophobic bullying.¹⁴⁰

¹³⁷ GLSEN, 2012. *Ready, Set, Respect*: GLSEN's Elementary School Toolkit.

¹³⁸ O'Higgins, 2008 & 2009.

¹³⁹ Norman, J, 2004. A Survey of Teachers on Homophobic Bullying in Irish Second-Level Schools. School of Education Studies, Dublin City University.

¹⁴⁰ Stonewall, 2009. *The Teachers' Report*.

The potential impact of teachers, in terms of communicating support or disapproval of sexual diversity and gender identity, may be critical for students. Indeed, the presence of supportive staff contributes to a range of positive indicators, including: fewer reports of missing school, fewer reports of feeling unsafe, greater academic achievement, higher educational aspirations and a greater sense of school belonging. In schools that explicitly state that homophobic bullying is against the rules, LGB learners are more likely to report feeling positive about school and twice as likely to describe their school as an accepting tolerant place where they feel welcome. LGB learners who report having been or being taught about lesbian and gay issues are considerably more likely to feel respected and to be happy at school.¹⁴¹

Many teachers find discussing sexual matters generally challenging, let alone issues relating to sexual diversity. Some do not perceive such matters as belonging to the school curriculum at all, particularly when emphasis is placed upon examinable subjects and an already crowded curriculum exists. Even in places where discussion of sexuality orientation is mandatory, this can be overlooked in practice if teachers are ill-prepared or uncomfortable. Many educational (and health) staff are willing and committed to addressing sexual and gender diversity and homophobic bullying but lack the confidence or technical support to do so. While a wealth of training materials exist and are available on the internet¹⁴², staff may need technical support in selecting and using appropriate resources.

Research from the Netherlands on teachers' ability to address LGBTI issues highlights the importance of skill and confidence on the part of the teacher to discuss controversial issues generally and LGBTI specifically. In addition to teaching skills, more general communication skills are necessary to be able to engage in interactive dialogue with students. Moreover, teachers also need to be authoritative, facilitative of discussions and able to create a safe climate for such discussion. Respondents articulated several concrete suggestions for colleagues wanting to engage in such discussion:

- Assess needs before starting (including differences in cultural background, age and education of students)
- Avoid unrealistic goals
- Compare students' views on LGBTI issues with their views on relationships and discrimination more generally
- Make space for recognition and allow students to talk about their own experiences if they wish
- Encourage students to express opinions and prejudices
- Offer reliable information
- Work in small groups
- Offer students opportunities to ask questions anonymously
- draw from recent relevant media coverage
- Keep it light rather than too serious
- Keep sessions relatively short

¹⁴¹ Stonewall, 2007. The School Report.

¹⁴² See, for example: Dankmeijer, P. (Ed), 2011. GALE Toolkit Working with Schools 1.0. Tools for school consultants, principals, teachers, students and parents to integrate adequate attention of lesbian, gay, bisexual and transgender topics in curricula and school policies. Amsterdam: The Global Alliance for LGBT Education (GALE). Downloaded from www.lgbt-education.info; and: SchLau NRW. More Ways Than One: Providing Guidance for Teenagers on Their Way to Identity, Sexuality and Respect.

- Avoid using "physically" explicit material ¹⁴³

Evaluating teacher training in New York

In 2010, GLSEN conducted an evaluation of the New York City Department of Education's *Respect for All* training programme for secondary school educators, created to ensure that every secondary school in the district had at least one staff member able to support lesbian, gay, bisexual, transgender students and combat bias-based bullying and harassment. Following training, educators demonstrated increased:

- Knowledge of appropriate terms;
- Access to LGBT-related resources;
- Awareness of how their own practices might have been harmful to LGBT students;
- Empathy for LGBT students;
- Belief in the importance of intervening in anti-LGBT remarks;
- Communication with students and staff about LGBT issues;
- Engagement in activities to create safer schools for LGBT students (i.e., supporting Gay-Straight Alliances, including LGBT content in curriculum); and
- Frequency of intervention in anti-LGBT name-calling, bullying, and harassment.

Findings demonstrate that the training is effective in developing the competency of educators to address bias-based bullying and harassment and contributing to safer school environments for LGBT students. Providing such training to all school staff, including administrators, could result in an even stronger effect on the school environment.

Source: <http://www.glsen.org/cgi-bin/iowa/all/news/record/2587.html>

Having the support of teachers is associated with LGBT students missing fewer days of school, feeling safer at school, reporting higher grades and educational aspiration¹⁴⁴. A US study concluded that students reported a safer climate for diversity in schools where teachers had received training in sexual orientation-related violence and suicide prevention.¹⁴⁵

Sexuality and citizenship education can also reinforce heteronormativity if materials are not considered carefully in terms of the overt and covert messages conveyed about sexuality and gender diversity. In order to address this, in Sao Paulo state in Brazil, an inclusive and transformative approach to teacher training on sexuality education was developed that embraced sexual diversity, deliberately moving away from reducing sexuality to biology and the presumption of heterosexuality.

¹⁴³ Redde, Harald; Kruijer, Hans; Wijssen, Ciel; Mouthaan, Ineke (2009). *Een kwestie van persoonlijkheid? Aandacht voor homoseksualiteit in het voortgezet onderwijs*, Rutgers Nisso Groep, 2009; <http://www.edudivers.nl/doc/onderzoek/RNG-en%20kwestie%20van%20persoonlijkheid%20%282009%29.pdf>

¹⁴⁴ Koswic et al, 2009; Hunt and Jensen, 2007; Taylor et al, 2008).

¹⁴⁵ Russell et al, 2010.

In the UK, the Stonewall *education for all* campaign addresses homophobic bullying in schools through a number of linked and mutually reinforcing activities, including surveys of both learners and teachers and the Stonewall Education Equality Index, a comprehensive annual benchmarking exercise for local authorities which showcases how they address homophobia and homophobic bullying in their schools. Evidence suggests that teachers are more effective when their initial teacher training includes consideration of classroom discussion of lesbian, gay and bisexual people and issues of bullying. In the UK, Stonewall received funding from the training agency for teachers to produce a guide for initial teacher training providers and has carried out training for ITT lecturers¹⁴⁶. The 2009 Teachers' Report highlights that 90% of secondary and primary school teachers believe school staff have a duty to prevent and respond to homophobic bullying and that lesbian and gay issues should be addressed in schools or through specific lessons. Three in four secondary school teachers and two-thirds of primary school teachers who have included sexual orientation issues in their classrooms report a positive reaction from their pupils and 95% of primary and secondary school teachers who have addressed these issues say they would do so again.¹⁴⁷

Research in Colombia¹⁴⁸ highlighted the absence of materials within the curriculum for teacher training that addressed sexual diversity and gender identity. Priority was therefore given to developing a range of suitable materials that incorporated a human rights perspective. The materials development research project also highlighted the necessity of working with the whole school community, including security guards who acted as critical (and literal) gatekeepers in terms of students accessing school premises.

In settings where it is not possible to work directly with teachers, it may be possible to work with counsellors who may have an important role to play in preventing and addressing homophobic bullying.

Whatever the strategy, it is important to pay attention to issues of sustainability and scale when considering training for teachers especially when it involves NGOs or CBOs with limited resources and capacity. Longer-term sustainability requires ministries of education and teacher training institutions to assume ownership of programmes, including the integration of training on homophobic bullying for curricula developers, educational inspectors, administrators and, of course, teachers.

3.4. Good Practice to Address Homophobic Bullying in Educational Institutions: Support Services for Learners

Educational institutions provide a range of services and actions that respond to bullying prevention and mitigation. For example, psychosocial support can be made available to victims. While this may include involvement of health professionals it is important to recognise that students may not perceive sexual, gender or bullying concerns as health issues¹⁴⁹ and may be more likely to seek support inside the school setting. In Canada, for example, 80% of students reported that they would approach a teacher (rather than a

¹⁴⁶ Stonewall, *Initial Teacher Training: developing an inclusive programme of study*, 2011 www.stonewall.org.uk/at_school/education_for_all/teacher_training/default.asp

¹⁴⁷ http://www.stonewall.org.uk/at_school/education_for_all/default.asp

¹⁴⁸ Source: presentation at Rio Consultation.

¹⁴⁹ And medicalising (non-pathological) sexuality and gender concerns should be avoided.

counsellor or health worker) to discuss concerns about sexuality or gender identity¹⁵⁰. Research¹⁵¹ suggests that school counsellors can be uncertain how best to support LGBT students or those who are questioning their sexual orientation or gender identity. In the Netherlands, EduDivers has contributed a chapter on gay and lesbian student counselling in the *National Toolkit for School Counsellors*¹⁵² and provides workshops for school counsellors.

The notion of *safe spaces* is increasingly popular and acknowledges the fact that many educational institutions (or spaces within them) currently constitute *unsafe* places. The term was originally used by women's groups to describe places where women and girls could be both free from danger and free to be themselves. The concept has been adapted for LGBT young people and denotes places where violence and harassment are not tolerated, where self-expression is welcomed and where mutual respect, self-respect, and dignity are promoted.

Safe spaces can provide counselling services, positive role models and peer support groups for LGBT students or those who are considering their sexual and gender identities and have been shown to reduce social isolation, improve self-esteem and academic performance¹⁵³.

In Australia and New Zealand, the creation of *same-sex attracted friendly environments* have been supported, including special efforts to reach young people with disabilities who are same-sex attracted or questioning their sexuality.¹⁵⁴

Gay Straight Alliances

In the US, since the Massachusetts state-sponsored Safe Schools Programme (SSP) was introduced almost two decades ago, nearly fifty schools have established Gay Straight Alliances (GSA).¹⁵⁵ These are student sponsored school-based clubs, led by adult members of staff that seek to create safe environments in schools for both LGBT and heterosexual students in which they can support each other and learn about homophobia and other forms of discrimination. With the support of the adult leader, students educate the wider school community about homophobia and gender identity and challenge discrimination, harassment, and violence in schools.

Participation in GSA brings multiple benefits to young people in terms of creating more positive attitudes towards school, a sense of entitlement and motivation to challenge

¹⁵⁰ Otis, J., Ryan, B., Chouinard, N., Fournia, K. (2002) Effets du Projet 10 sur le mieux-etre sexuel de jeunes gais, lesbiennes, bisexuelles et bisexuels. Rapport de recherche subventionnée par la Régie régionale de la santé et des services sociaux de Montréal Centre.

¹⁵¹ Kersten, Anne; Sandfort, Theo (1994) *Lesbische en homoseksuele adolescenten in de schoolsituatie*, Utrecht, Interfacultaire Werkgroep Homostudies; <http://www.edudivers.nl/doc/onderzoek/Kersten%20%27Homolesbische%20adolescenten%20in%20de%20schoolsituatie%27%201994.pdf>

¹⁵² Dankmeijer, P, 2006. *Homo- en transseksuele aandachtspunten in de leerlingenbegeleiding*, in: Toolkit Leerlingenbegeleiding. KLUWER.

¹⁵³ Mayberry M. School Reform Efforts for Lesbian, Gay, Bisexual, and Transgendered Students. *Clearing House* 2006; 79(6), 262-264. Munoz-Plaza et al (2002); Russell ST, et al, 2006. LGBT student safety: Steps schools can take. (California Safe Schools Coalition Research Brief No. 3.) San Francisco: California Safe Schools Coalition. Harris Interactive; GLSEN, 2005. *From teasing to torment: School climate in America, a survey of teachers and students*. New York: Gay, Lesbian and Straight Education Network.

¹⁵⁴ www.education.vic.gov.au/studentlearning/teachingresources/health/sexuality/lrespectdiv.htm#2

¹⁵⁵ <http://www.gsanetwork.org/>

inequality in their schools. Experience of a common goal (in contrast to an individual concern) is also perceived as empowering. The effectiveness of GSA was found to be increased by existence of a policy mandate and whole-school approach with support from school management and local communities. Gay-Straight Alliances are increasingly popular and their existence is related to more positive experiences for LGBT students, including: hearing fewer homophobic remarks, less victimization because of sexual orientation and gender expression, less absenteeism because of safety concerns and a greater sense of belonging to the school community.

There is evidence that when GSAs are established in schools, students report feeling safer, experiencing less harassment, and an increased sense of belonging.¹⁵⁶ Several studies in the US and Canada¹⁵⁷ have documented the impact of GSAs¹⁵⁸, finding that in schools with GSAs students are less likely to: hear homophobic remarks in school on a daily basis than students in schools without a GSA (57% vs. 75%)¹⁵⁹; feel unsafe in school because of their sexual orientation (61% vs. 68%) or because of the way in which they express their gender identity (38% vs. 43%) than those in schools without a GSA.¹⁶⁰ In some schools students were also considerably less likely to experience violence, threats and injury at school or to miss school because they were afraid to go.¹⁶¹

GSAs have also been successfully introduced in other countries. For example, in Hong Kong, in 2007 the established and well-known NGO, Boys and Girls Clubs Association (BGCA) decided to create 'healthy' places for young gays and lesbians and build upon its unique place in schools and youth clubs by offering counselling, activities and safe places to meet for LGBT who were treated like other school groups that use BGCA facilities. The group, known as *Elements* took part in organising Hong Kong's International Day Against Homophobia and Transphobia (IDAHO).¹⁶² A gay social worker was recruited and through his work the extent of homophobia within Hong Kong's educational system was exposed. While violent physical attacks upon LGBT are relatively rare, verbal and minor physical harassment are pervasive and revealed in an online survey (see table in Section 2). As a result of the survey and individual cases, BGCA is leading a campaign for legislation to tackle discrimination on the grounds of sexual orientation and gender identity.¹⁶³

Beth Dror (House of Freedom) is an emergency centre for LGBT youth in Israel, supported by the Ministry of Labour and Welfare and the Municipality of Tel Aviv. A temporary shelter also exists for up to nine 9 LGBT young people who have experienced rejection and

¹⁵⁶ Goodenow C, Szalacha L and Westhimer, K. School support groups, other school factors, and the safety of sexual minority adolescents. *Psychology in the Schools* 2006; 43(5), 573-589. O'Shaughnessy M, Russell ST; Heck K; Calhoun C and Laub C. *Safe place to learn: Consequences of harassment based on actual or perceived sexual orientation and gender non-conformity and steps for making schools safer*. San Francisco: California Safe Schools Coalition.

¹⁵⁷ See: <http://mygsa.ca/about>

¹⁵⁸ In addition to the below references see also: Lee C. The Impact of Belonging to a High School Gay/Straight Alliance. *High School Journal* 2002; 85(3), 13. Russell ST, Muraco A, Subramaniam A, and Laub C. Youth Empowerment and High School Gay-Straight Alliances. *Journal of Youth & Adolescence* 2009; 38(7), 891-903.

¹⁵⁹ Szalacha LA. Safer sexual diversity climates: Lessons learned from an evaluation of Massachusetts safe schools program for gay and lesbian students. *American Journal of Education* 2003; 110(1), 58-88.

¹⁶⁰ Kosciw JG and Diaz EM. 2006. 2005 National School Climate Survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools. New York: Gay, Lesbian and Straight Education Network.

¹⁶¹ Goodenow C, Szalacha L and Westhimer, K. School support groups, other school factors, and the safety of sexual minority adolescents. *Psychology in the Schools* 2006; 43(5), 573-589.

¹⁶² <http://www.dayagainsthomophobia.org/-IDAHO-english,41->

¹⁶³ Source: <http://www.fridae.asia/newsfeatures/2010/08/13/10223.hong-kong-ngo-fights-homophobia-in-schools>

alienation because of their sexual orientation or gender identity. In addition to shelter, mental and social support is provided together with personal enrichment and educational activities.

More specialised or focused services are also necessary for some learners: for example, building resilience, individual and group counselling, health care for those suffering consequences of *minority stress*. In some settings, there may be involvement of mediation or legal authorities such as ombudspersons or student councils.

3.5 Good Practice to Address Homophobic Bullying in Educational Institutions: Community Involvement

In many countries, NGOs and grassroots organisations have played a pioneering role in addressing homophobic bullying in educational institutions, in particular LGBTI organisations as well as organisations that do not identify themselves as LGBTI organisations but work mostly on LGBTI rights, including the response to homophobia and transphobia. In the US, for example, GLSEN is not a LGBTI organisation, it is an educational organisation that deals with LGBT issues.

Other NGOs and civil society organisations have also been involved in the response to homophobic bullying in educational institutions. They include parents' associations, teachers' associations and unions, students' associations and unions, and organisations that work on sexual and reproductive health.

Interventions in Educational Institutions by LGBT NGOs

In South Africa, for example, in partnership with OUT LGBT Wellbeing in Pretoria, Gay and Lesbian Memory in Action (GALA) has provided training workshops on LGBT issues to officials within the Gauteng Provincial Department of Education and to those responsible for managing Life Orientation teachers. In 2008-2009, GALA partnered with OUT to work directly with more than 400 learners across four secondary schools in Johannesburg, examining LGBT issues in within the context of human rights. GALA is currently conducting a national climate study on homophobia and homosexuality in secondary schools in South Africa, researching how teacher training programmes can integrate LGBT issues into the curriculum and assessing the needs of LGBT refugees in Gauteng. In 2010 and 2011, GALA piloted a project on HIV/AIDS and sexuality at two schools for the deaf in Johannesburg. Similarly, in Brazil, Botswana, Europe, Francophone Canada and India, LGBT educators go to schools to engage in dialogue with students about homophobia and heteronormativity, including in some cases the use of personal coming-out stories.¹⁶⁴ In some settings, interventions by NGOs are preferred by teachers because they feel insecure about addressing LGBT issues.¹⁶⁵

¹⁶⁴ GALE estimates there are more than 4000 peer educators active in this area. (Dankmeijer, Peter (1994c) Gay and lesbian education in Dutch schools, in: Promotion & Education, Vol.I, No.4; Timmermans, Stefan (2003). *Keine Angst, die Beißen nicht! Evaluation schwul-lesbischer Aufklärungsprojekte in Schulen*. Aachen: Jugendnetzwerk Lambda NRW e.V.)

¹⁶⁵ Redde, Harald; Kruijer, Hans; Wijssen, Ciel; Mouthaan, Ineke (2009). *Een kwestie van persoonlijkheid? Aandacht voor homoseksualiteit in het voortgezet onderwijs*, Rutgers Nisso Groep, 2009; Timmermans, Stefan (2003). *Keine Angst, die Beißen nicht! Evaluation schwul-lesbischer Aufklärungsprojekte in Schulen*. Aachen: Jugendnetzwerk Lambda NRW e.V.)

LGBTIQ Peer Education to Address Homophobic Bullying in German Primary and Secondary Schools

ABqueer is a German government supported Berlin-based association that works against homophobic and transphobic bullying in schools through school-based interventions with students and teacher training. The objective of the school interventions project, established in 1990, is to empower students by helping them think critically about heteronormativity and prejudices in order to address homophobia and other forms of discrimination such as racism. The program follows a real peer education approach as facilitators are young people (i.e. younger than 26 years old) and introduce themselves to students as LGBTIQ.

Interventions take place with students as young as 11 years of age. In order to maximise freedom of expression teachers and school personnel are excluded from the interventions with the students. Students and facilitators are split into groups by gender and sit together in a circle to make discussions on sensitive topics easier. All questions are allowed and encouraged including explicit questions about sex. The intervention usually follows the following steps:

- Introduction of ABqueer and the school interventions project (A-Projekt)
- Introduction of all participants, including questions like “Do you know any LGBTIQ, personally or on TV?” and personal questions (hobbies, extracurricular interests, etc).
- Agreement of rules for the discussion: respect and confidentiality (e.g. facilitators commit not to disclose any personal information about individual students learnt during the session after the intervention). The facilitators reaffirm that anything can be asked and that everybody is there by free choice and can leave the room whenever they want.
- An “energizer” allows the assessment of the knowledge of the participants regarding relationships, sex and sexual diversity.
- The discussion is open, free and spontaneous but can also be based on written questions if participants feel uncomfortable asking aloud questions about certain topics. The responses often including explanation of definitions (e.g. LGBTIQ) and elements of personal accounts from the facilitators. The discussion, therefore, can focus on a wide range of topics from gender stereotypes and discrimination to relationships or racism depending on the interests of the participants.
- Pedagogical exercises, such as role-playing or storytelling, are sometimes used to open discussions on specific issues and are then discussed amongst the group.
- Feedback is requested by the facilitators from the group on what students have learned and what they liked.

In the Netherlands, grassroots LGBT organizations organize informal safe online and real life spaces (Jong & Out) for LGBT people under 16 years of age. Such spaces enable young people to develop their sense of self-determination. For many of these young people, Jong & Out spaces provide a spring board to creating a GSA in the setting of their own school. The Dutch government supports this good practice.

Parents of LGBT Youth and Lesbian and Gay Parents

Lesbian and gay parent associations and associations of parents of LGBT youth offer support for parents and children and are increasingly involved in schools, including sometimes in the development of curricula. The Network of European LGBT Families

Associations (NELFA) was established in 2009 to bring together associations of lesbian, gay, bisexual and transgender parents and their children.¹⁶⁶

With support from the European Union, a coalition of lesbian and gay parent associations conducted a project *Families Matter* that focused on schools. The project assisted three voluntary organisations of parents and families of gay and lesbian people in Italy, Spain and the UK to support families in accepting their lesbian and gay children and siblings. Research on the experiences of parents and siblings of gay and lesbian young people in Italy showed that families lack information, codes of communication and behaviour, and support when facing disclosure of homosexuality. Research from Spain on public sector support for family members and in the UK on support by non-government organisations revealed some foundations for service provision but also extensive need for capacity-building. The project also produced a documentary *Two times parents*, on the experience of parents of gay and lesbian young people in Italy (subtitled in English and Spanish) together with an educational manual for family members and professionals and a web site.¹⁶⁷

In the US, *Welcoming Schools* is an LGBT-inclusive approach to addressing family diversity, gender stereotyping and bullying and name-calling in K-5 learning environments. It was developed by a group of parents and educators to respond to the needs of learners whose family structures are not well represented or included in school environments *Welcoming Schools* provides school staff and parents/guardians with resources (tools, lessons and resources) to create learning environments in which all learners are welcomed and respected. The programme has been piloted and evaluated in school districts in three states and will be more widely disseminated.¹⁶⁸

Mexico - Parents, family and friends of the LGBT community

Fundación Hacia un Sentido de la Vida (FUNSEVIDA) started with a support group for parents, family and friends of the LGBT community in Mexico City, which was probably the first of its kind in the country. When the coordinator moved to another city she organized a similar group. However, when attendance began to dwindle, it was decided to establish the group on Facebook - *Grupo Xalapa LGBT*- where it currently has around 550 members from all over the world, but mostly from Veracruz State.

In 2008, the project *Safe Schools: how to know and what to do in case of homophobic bullying* was launched and workshops delivered to six schools in Jalapa. These workshops are for teachers and other school personnel and parents of secondary school children. The project was approved by the State of Veracruz Ministry of Education in 2009 and 50 workshops have been successfully delivered so far. In 2010 FUNSEVIDA organised a successful workshop for members of families of gay children (*We have a gay in our family: What to do?*) and a further workshop is being planned.

FUNSEVIDA has also produced a video - *Homophobia and HIV: Mothers and Fathers Speak* – which includes testimonies of parents with LGBT sons or daughters.

¹⁶⁶ http://www.nelfa.org/index.php?option=com_content&view=article&id=67&Itemid=86. The US equivalent is the Family Equality Council:

<http://www.familyequality.org/site/PageServer?pagename=homepage>

¹⁶⁷ http://www.euroflag.net/index.php?option=com_content&view=article&id=2&Itemid=26

¹⁶⁸ <http://www.welcomingschools.org/about/>

The organisation belongs to the International Association of Families pro Sexual Diversity. At the last meeting in Chile, 23 Latin-American countries were represented.

In Quebec, the provincial government has funded the *Coalition des familles homoparentales* (lesbian and gay parents association) to develop a campaign *Ulysse et Alice* that addresses intolerance towards gay and lesbian families. The campaign consists of resources children and guides for teachers and parents together with a training workshop for educators through 3500 professionals in 700 institutions have been trained.

Using Media

In some countries, mass media and social communication are employed to create awareness about the challenges faced by LGBT students face. In Ireland, for example, *BelongTo*¹⁶⁹ launched "Stand Up!" in 2011, a campaign that encourages heterosexual students and staff to stand up against homophobia. The campaign is based upon the development and dissemination of video statements.

It Gets Better¹⁷⁰ is an Internet-based project founded by Dan Savage (author and journalist) and his husband Terry Miller in 2010 in response to a number of suicides among teenagers who were bullied because they were gay or assumed to be.

The goal of the project is to prevent suicide among LGBT young people by having gay adults convey the message that these teens' lives will improve. The project has grown rapidly with over 200 videos uploaded in the first week and the project's channel on YouTube reaching a 650 video limit in the next week.

The project has its own website and includes more than 22,000 entries from people of all sexual orientations including many celebrities. A book of essays from the project was released in March 2011.

¹⁶⁹ <http://www.belongto.org/campaign.aspx>

¹⁷⁰ <http://www.itgetsbetter.org/>

Appendix 1

Terminology

Numerous and sometimes inconsistent definitions exist to describe sexual orientation and gender identity. The following definitions are used within the context of this review drawing from UN documentation and from the Council of Europe 2011 *Report on Discrimination on grounds of sexual orientation and gender identity in Europe (2nd edition)*.

Bisexual

Bisexual describes a person who is sexually attracted to both genders. Some men and women have adopted the term to describe their *identity*. UNAIDS encourages the use of the term *men (or women) who have sex with both men and women* unless individuals or groups self-identify as 'bisexual'.

Discrimination¹⁷¹

Discrimination is legally defined as unjustified, unequal treatment:

Direct discrimination occurs when for a reason related to one or more prohibited grounds (for example, sexual orientation and gender identity) a person or group of persons is treated less favorably than another person or another group of persons is, has been, or would be treated in a comparable situation; or when, for a reason related to one or more prohibited grounds, a person or group of persons is subjected to a detriment.

Indirect discrimination occurs when a provision, criterion or practice would put persons having a status or a characteristic associated with one or more prohibited grounds (including sexual orientation and gender identity) at a particular disadvantage compared with other persons, unless that provision, criterion or practice is objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary.

Experienced discrimination, also called subjective discrimination, is the experience of being discriminated against. Experienced discrimination does not necessarily entail discrimination in the legal sense.

Multiple discrimination describes discrimination that takes place on the basis of several grounds operating separately.⁴⁹³ Another term often used in this regard is intersectional discrimination, which refers to a situation where several grounds operate and interact with each other at the same time in such a way that they are inseparable.

Gender¹⁷²

Refers to socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

Gender Identity¹⁷³

¹⁷¹ Council of Europe 2011 Report on Discrimination on grounds of sexual orientation and gender identity in Europe (2nd edition).

¹⁷² World Health Organization. <http://www.who.int/gender/whatisgender/en/>

¹⁷³ Council of Europe 2011 Report on Discrimination on grounds of sexual orientation and gender identity in Europe (2nd edition)

Refers to a person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.

Gender marker¹⁷⁴

Refers to a gendered designator on, for example, an identity document (passports). The most obvious gender markers are designations such as male/female or Mr./Mrs./Ms./Miss. They can also be professional titles or personal pronouns, or coded numbers, such as social security numbers and tax numbers which may use certain combinations for men and for women (for example, even/uneven numbers). Gender markers are often embedded in ID cards or personal certificates such as passports, birth certificates, school diplomas, and employers' reference letters.

Gender reassignment¹⁷⁵

Refers to different medical and non-medical treatments which some transgender persons may wish to undergo. However, such treatments may also often be required for the legal recognition of one's preferred gender, including hormonal treatment, sex or gender reassignment surgery (such as facial surgery, chest/breast surgery, different kinds of genital surgery and hysterectomy), sterilization (leading to infertility). Some of these treatments are considered and experienced as invasive for the body integrity of the persons.

Harassment¹⁷⁶

Constitutes discrimination when unwanted conduct related to any prohibited ground (including sexual orientation and gender identity) takes place with the purpose or effect of violating the dignity of a person or creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can consist of a single incident or several incidents over a period of time. Harassment can take many forms, such as threats, intimidation or verbal abuse, unwelcome remarks or jokes about sexual orientation or gender identity.

Hate crime¹⁷⁷

Hate crimes towards LGBT persons refers to criminal acts with a bias motive. Hate crimes include intimidation, threats, property damage, assault, murder or any other criminal offence where the victim, premises or target of the offence are selected because of their real or perceived connection, attachment, affiliation, support or membership of an LGBT group.⁴⁸⁵ There should be a reasonable suspicion that the motive of the perpetrator is the sexual orientation or gender identity of the victim.

Hate-motivated incident¹⁷⁸

Encompasses incidents, acts or manifestations of intolerance committed with a bias motive that may not reach the threshold of hate crimes, due to insufficient proof in a court of law for the criminal offence or bias motivation, or because the act itself may not have been a criminal offence under national legislation.

Hate speech¹⁷⁹

¹⁷⁴ ICJ, 2007. The Yogyakarta Principles. Geneva: ICJ

¹⁷⁵ Council of Europe 2011 Report on Discrimination on grounds of sexual orientation and gender identity in Europe (2nd edition)

¹⁷⁶ Ibid.

¹⁷⁷ Ibid.

¹⁷⁸ Ibid.

¹⁷⁹ Ibid.

Concerning LGBT people, hate speech refers to public expressions which spread, incite, promote or justify hatred, discrimination or hostility towards LGBT people – for example, statements made by political and religious leaders or other opinion leaders circulated by the press or the Internet which aim to incite hatred.

Heteronormativity¹⁸⁰

Heteronormativity describes the cultural bias in favour of heterosexual relationships and against same-gender sexual relationships. The former are viewed as normal, natural and ideal.

Homophobia¹⁸¹

Homophobia is the fear, rejection, or aversion, often in the form of stigmatizing attitudes or discriminatory behaviour, towards homosexuals and/or homosexuality.

Intersex¹⁸²

A person who is born with *both* male and female, primary and secondary sexual characteristics. Intersexed people may also have different chromosome combinations. (i.e. rather than XX or XY).

LGBTI¹⁸³

Acronym for Lesbian, Gay, Bisexual, Transgender, and Intersex.

MSM/WSW¹⁸⁴

Men who have sex with men (and more recently women who have sex with women) is commonly used (in the context of public health) to describe sexual *behaviour* rather than *identities*. It is an inclusive term that can be used regardless of how an individual self-identifies.

Queer¹⁸⁵

A term laden with various meanings and a long history, but currently often denotes persons who do not wish to be identified with reference to traditional notions of gender and sexual orientation and eschew heterosexual, heteronormative and gender-binary categorisations. It is also a theory, which offers a critical perspective into heteronormativity.

Sex¹⁸⁶

The biological and physiological characteristics that define men and women.

Sexual Orientation¹⁸⁷

¹⁸⁰ Definition from <http://civilliberty.about.com/od/gendersexuality/g/heteronormative.htm>, accessed 4 October 2011.

¹⁸¹ UNAIDS, 2011. UNAIDS Terminology Guidelines. Geneva

¹⁸² Intersex Society of North America. <http://www.isna.org/>. Blackless M, Charuvastra A, Derryck A, Fausto-Sterling A, Lauzanne K, and Lee E. 2000. How sexually dimorphic are we? Review and synthesis. *American Journal of Human Biology* 12:151-166.

¹⁸³ UNAIDS, 2011. UNAIDS Terminology Guidelines. Geneva.

¹⁸⁴ UNAIDS, 2011. UNAIDS Terminology Guidelines. Geneva

¹⁸⁵ Council of Europe 2011 Report on Discrimination on grounds of sexual orientation and gender identity in Europe (2nd edition).

¹⁸⁶ World Health Organization. <http://www.who.int/gender/whatisgender/en/>

¹⁸⁷ International Commission of Jurists (ICJ). 2007. The Yogyakarta Principles. Principles on the application of international human rights law in relation to sexual orientation and gender identity. Yogyakarta: ICJ. UNAIDS 2011. UNAIDS Terminology Guidelines. Geneva: UNAIDS; and: Roscoe W. and O'Murray S. (eds) 1998. *Boy-wives and Female Husbands: Studies on African Homosexualities*. New York: St Martin's Press. Also: Das Wilhelm A, 2010. A Third Sex Around the World, in Tiritiya- Prakriti (Ed) *People of the Third Sex Understanding Homosexuality, Transgender Identity and Intersex Conditions Through Hinduism*. Sanders D, 2005. *Flying the Rainbow Flag in Asia*. (Paper presented at Conference on Sexualities, Genders and Rights in Asia, Bangkok, July 7–9, 2005)

A person's capacity for profound emotional and sexual attraction to and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender. For example, gay men experience sexual attraction to and the capacity for an intimate relationship primarily with other men. Lesbian women experience sexual attraction and the capacity for an intimate relationship primarily with other women. Bisexual individuals are attracted to both men and women. Although expressions of sexuality and cultural acceptance of non-heterosexual relationships has varied throughout history and between cultures, it is clear that LGBT relationships are neither 'new' nor 'western' in origin.

Transgender¹⁸⁸

Transgender describes a person whose gender identity differs from their sex at birth. Transgender people may be male to female (female appearance) or female to male (male appearance). Transgender people do not necessarily desire a permanent sex change or other surgical reassignment. It includes those people who feel they have to, prefer to, or choose to, whether by clothing, accessories, mannerisms, speech patterns, cosmetics or body modification, present themselves differently from the expectations of the gender role assigned to them at birth. This includes, among many others, persons who do not identify with the labels "male" or "female", transsexuals, transvestites and cross-dressers. A transgender man is a person who was assigned "female" at birth but has a gender identity which is "male" or within a masculine gender identity spectrum. A transgender woman is a person who was assigned "male" at birth but has a gender identity which is female or within a feminine gender identity spectrum. Analogous labels for sexual orientation of transgender people are used according to their gender identity rather than the gender assigned to them at birth. A heterosexual transgender man, for example, is a transgender man who is attracted to female partners. A lesbian transgender woman is attracted to female partners. The word transgenderism refers to the fact of possessing a transgender identity or expression. Transgender people may be heterosexual, homosexual, or bisexual.

Transsexual¹⁸⁹

Refers to a person who has a gender identity which does not correspond to the sex assigned at birth and consequently feels a profound need to permanently correct that sex and to modify bodily appearance or function by undergoing gender reassignment treatment (which may include surgery and hormonal treatment).

Transvestite¹⁹⁰

(Cross-dresser) Describes a person who regularly, although part-time, wears clothes mostly associated with the opposite gender to her or his birth gender.

¹⁸⁸ Roscoe W. and O'Murray S. (eds) 1998. *Boy-wives and Female Husbands: Studies on African Homosexualities*. New York: St Martin's Press. Also: Das Wilhelm A, 2010. *A Third Sex Around the World*, in Tritiya- Prakriti (Ed) *People of the Third Sex Understanding Homosexuality, Transgender Identity and Intersex Conditions Through Hinduism*. And Sanders D, 2005. *Flying the Rainbow Flag in Asia*. (Paper presented at Conference on Sexualities, Genders and Rights in Asia, Bangkok, July 7–9, 2005) and: Council of Europe 2011 *Report on Discrimination on grounds of sexual orientation and gender identity in Europe* (2nd edition)

¹⁸⁹ Council of Europe 2011 *Report on Discrimination on grounds of sexual orientation and gender identity in Europe* (2nd edition)

¹⁹⁰ *Ibid.*

Appendix 2

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Appendix 3

List of Participants at the International Consultation on Homophobic Bullying in Educational Institutions

Aibai Culture and Education Center, CHINA – Vincent Tang Yue

BelongTo, IRELAND – Michael Barron

Cameroon National Association for Family Welfare, IPPF Affiliate Member (CAMNAFAW), CAMEROON – Nathalie Nkoume

Center for Creative Initiatives in Health and Population, VIETNAM – Tu Anh Hoang

Corsa, BRAZIL – Lula Ramires

Danish Institute for Human Rights, DENMARK – Camilla R. B. Silva-Floistrup

Department of Basic Education: Race and Values in Education, SOUTH AFRICA – Chupe Serote

Education International, BELGIUM – Rebeca Sevilla

Fundación Hacia un Sentido de la Vida, A.C., MEXICO – Rosa Feijoo

GALE (Latin America and Caribbean Representation) and the Brazilian ABGLT, BRAZIL – Toni Reis

Gay and Lesbian Memory in Action (GALA), SOUTH AFRICA – Anthony Manion

Gay, Lesbian and Straight Education network (GLSEN), UNITED STATES – Eliza Byard

Gay-Straight Alliance Network, UNITED STATES – Isaias Guzman

GIZ, Representation from BRAZIL – Carsten Gissel

Global Alliance for LGBT Education (GALE), THE NETHERLANDS – Peter Dankmeijer

Health Education and Research Association (HERA) / IPPF Affiliate Member, THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA – Drashko Kostovski

Hoshen, ISRAEL – Yuli Novak

International Day Against Homophobia and Transphobia (IDAHO) Committee, Representation from BRAZIL – Jandira Quieroz

International Gay, Lesbian, Bisexual, Transgender and Queer Youth and Student Organisation (IGLYO), Representation from LITHUANIA – Augustas Cicelis

Jamaican Youth Advocacy Network (JYAN), JAMAICA – Jaevion Nelson

JUNTA/UNAIDS, BRAZIL – Pedro Chequer

La Trobe University, AUSTRALIA – Tiffany Jones

Ministry of Education, BRAZIL – Erika Pisaneschi

Ministry of Education, JAMAICA – Grace McLean

Ministry of Education, Youth and Culture, JAMAICA – Anna-Kay Magnus Watson

Ministry of Education, NAMIBIA – Severina Neingo

Ministry of Social Inclusion, EL SALVADOR – Barbara Romero Rodriguez

National AIDS Programme, Ministry of Health, BRAZIL – Oswaldo Braga

National Secretariat for Human Rights, BRAZIL – Priscila Calaf

Pathfinder International, Office in BRAZIL – Carlos Laudari

Samoa AIDS Foundation/Pacific Sexual Diversity Network, SAMOA – Resitara Apa

State Education Secretariat, BRAZIL – Rita de Cassia Rodrigues Silva

State of Rio de Janeiro: Secretariat for Social Assistance and Human Rights, BRAZIL – Claudio Nascimento Silva

Stonewall, UNITED KINGDOM – Lydia Malmedie

The Swedish Federation for Lesbian, Gay, Bisexual and Transgender Rights (RFSL), SWEDEN – Fredrik Nilsson

UNDP, Regional Office for Latin America and the Caribbean, PANAMA – Maria Tallarico

UNESCO, Brasilia Office, BRAZIL – Paolo Fontani & Rebeca Otero Gomes

UNESCO, Regional Office for Latin America and the Caribbean, CHILE – Mary Guinn Delaney

UNESCO, Headquarters, FRANCE – Mark Richmond, Christopher Castle & Christophe Cornu

UNFPA, Office in BRAZIL – Angela Donini

UNICEF, Office in the CARIBBEAN – Kenneth Russell

Universidad de Antioquia / Colombia Diversa, COLOMBIA – Hernando Munoz Sanchez

Universidad San Marcos, PERU – Violeta Barrientos

WHO/PAHO, Representation from PERU – Carlos Caceres