



BULLYING & ISOLATION OF LGBT STUDENTS IN EDUCATION

*Report of the study session held by
International Lesbian Gay Bisexual Transgender
Youth & Student Organisation (IGLYO)
in co-operation with the European Youth Centre
of the Council of Europe*

Et



tre Strasbourg

3 – 10 April 2005

This report gives an account of various aspects of the study session. It has been produced by, and is the responsibility, of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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EXECUTIVE SUMMARY

Introduction

During different previous events organised by the International Lesbian Gay Bisexual Transgender Youth and Student Organisation (IGLYO) it became clear that educational systems within European perspective are often areas in which LGBT's fall victims of exclusion. Although bullying may also have origins in one's ethnical, racial or religious background we wanted to specifically deepen into a subject of bullying and social exclusion based on sexual orientation, as based on our experience.

Exclusion, harassment, bullying and isolation of LGBT (Lesbian, Gay, Bisexual and Transgender) youth within educational systems is seldomly addressed as subject to be combated by inclusive policies. Even though in certain countries much work has been done on the issue of one's sexual orientation in the education setting, still discrimination, bullying and harassment occurs on a regular basis. It is in during this period and education setting where pupils go through some of the most important phases of their life, (e.g. puberty and coming-out, identity formation etc) a setting which most of the time is not a safe one. This is in spite of much work which has been done by many national and international LGBT organisations.

With all these factors in mind IGLYO decided to dedicate a study session to this topic in order to bring out the issue of bullying and harassment specifically based on sexual orientation in relation to educational institutions. We wanted to explore the issues of isolation and exclusion: consequences of e.g. bullying, harassment and ignorance. It was necessary to provide tools on how to develop better inclusive social policies on different levels. These policies would help in the fight against exclusion of LGBT students in educational institutions. By looking to the concrete consequences of bullying and harassment and giving some theoretical background as well as practical input we aimed to help participants recognising bullying and isolation even if it is not happening directly to them.

Aiming to

We wished to empower our participants and provide them with practical tools to confront or at least more efficiently tackle the issue in their own respective countries. Current projects needed to be discussed critically whereas for countries in which access to educational systems is unlikely to happen when it comes to LGBT issues, strategies to do so should be developed. With this study session we aimed to build the capacity of LGBT youth workers active, and involved in educational systems in order to battle the daily problems these groups face.

Educational approach

The study session was based on the principles of non-formal education. Amongst participants there was a great wish to exchange experiences by working on topics in small groups. Therefore this opportunity was created in workshops where possible. During the week this working method was even increased, as working in smaller groups was perceived as valuable. Few sessions can be seen as lectures, these sessions mainly gave input on the political framework connected to the methodology. Energizers were used to warm up the participants, whereas ice-breakers were used during the beginning of the week for the participants to get to know each other.

Access to schools

The actual access to schools is one of the major problems that LGBT (youth) organisations are facing in the battle to combat bullying and isolation of LGBT's within educational systems. Hierarchy of educational systems is regulated in many different types, in which it is often unclear where 'behavioural policies' and anti-discrimination regulations fall. Besides the lack of transparency the lack of willingness to address the Educational System on the European agenda's is contributing to a climate in which discrimination in schools can be combated from an European point of view. Out of this can be concluded that the diversity of educational systems in Europe itself, and the therewith connected lack of unified policies and regulations do not contribute to the possibilities of an approach on European level.

No understanding

It became very apparent during the session that there is a general lack of understanding about the vulnerable position in which many LGBT youth benefiting education find themselves daily. This lack of understanding displays itself in many different forms. The most important result is of course the ignorance of senses of bullying, harassment & isolation of LGBT youth in educational environments. The effects of this are immense, but show differences from country to country. Researches to find out how bullying & isolation occur, what the causes & effects are, what could be done against it, have only been carried out in just a few West European countries. During the study session this led to a divided understanding of the subject, which could carefully be divided in a geographical division. Without the intention to make a clear distinction one could conclude that roughly Eastern Europe countries are often concluding that the sense of isolation of LGBT youth is an effect of e.g. hostile cultures, national religious leaders having clear stands on LGBT issues. Contrary to this, Western Europe countries often tend to blame the closeness of educational systems, lack of visibility of LGBT issues in educational environments and more micro-related issues to the isolation faced by LGBT pupils.

Whereas anti-discrimination programmes addressing youth, and nowadays more often including the issue of sexual minorities, are existing, the biggest challenge is to acknowledge the effect that unified anti-discrimination regulations as well as standard behavioural protocols would have in order to contribute to an all-inclusive school. The enormous lack of political understanding in the field of LGBT's and education makes it very hard to start working on LGBT issues.

Reasons

There are many different reasons for LGBT youth being subject of bullying and isolation. Important ones are:

- Lack of visibility of LGBT's (lack of role models, existence of stereotyping);
- Affirmation of exclusion LGBT youth through cultural patrons as well religious belief;
- Lack of self organisation of LGBT youth caused by non-recognition on many different levels;
- Hetero normativity & gender normativity;
- Stereotypical behave of students: LGBT's are due to their isolated position an easy victim to be oppressed
- Exclusion of LGBT's in school curricula;
- Inaccessibility of school systems for subject to be combated (lack of democratic governing, lack of non-discrimination policies, discriminatory attitude of school management / teachers, etcetera);
- Lack of all inclusive non-discrimination & behavioural policies.

Consequences

Whereas the identical problems other minorities are facing are often visible, and therefore earlier understood, LGBT issues often remain invisible and not recognized. The lack of research (especially in Eastern Europe countries) leads to a situation in which there's no bearing surface to work on the topic of bullying and isolation. The knowledge of the effects of bullying and isolation are based on several non-relating researches. Those researches learn that the positions of LGBT youth in education often lead to:

- Lower self esteem and lower self acceptance (leading to e.g. a higher rate of suicide amongst LGBT's, drug & alcohol additions);
- Isolation of LGBT youth, strengthening other consequences;
- Increased risk of early drop-outs in the field of education & employment;
- Psychological problems, not seldom resulting in physical complaints;
- Which in many cases potentially leads to economical vulnerability of these groups (to the higher risk of drop-out many LGBT's face problems in a later stage of life when transmitting from education to a profession);

- As contra-effect results of other researches show that LGBT youth often isolates itself from their surrounding, often leading to higher school rates, but exclusion from social life;
- Self denial, self hate, self depreciation.

These aspects led to the common understanding of the need to learn political institutes about the vulnerable positions in which LGBT youth finds itself. Respect and understanding amongst fellow-students, parents, teachers and school management should be the minimum guarantee each LGBT student must get. Therefore the awareness amongst politicians should be risen, as they're the once who could set references to work on the combat of it.

Recommendations

The main recommendations that came out the study session are:

1. Recognizing the vulnerable position of LGBT youth in educational systems on political level(s);
2. Encourage the development of codes for non-discrimination, equality and behave for schools on a European level;
3. Promote participative anti-discrimination programs focusing on school settings;
4. Creation of networks enabling to share good practices;
5. Identifying strategic partners in order to lobby for recognition;
6. Addressing the (economical) vulnerable position of LGBT youth on a higher European Agenda;
7. Promote the inclusion of LGBT issues in school curricula;
8. LGBT NGO's should actively approach schools with projects and best practices.

Follow up

Consequently to what has been discussed during the study session there were activities planned as follow-up.

In cooperation with ILGA-Europe (International Lesbian Gay Association) IGLYO is currently exploring the possibilities of writing a publication on the exclusion of youth, specifically addressing the vulnerable position of LGBT's in educational systems. The publication should contain best practices, as well give legitimacy to give the issue attention on an European level. Possibly the publication will be combined with a hearing in the European Parliament. Not only the publication should give legitimacy for EU members; sharing useful examples should also assist those member organisations coming from CoE (Council of Europe) member states.

Cooperation between participants was encouraged through the launch of an interactive Yahoo-group, on which participants and their organisations can share good examples, and discuss issues amongst each other. It was also discussed that a more dynamic and interactive IGLYO website would be useful; in order to e.g. exchange project ideas.

Besides the fact that many participants established useful links amongst each other, and forthcoming from that will cooperate in near future example by organising exchange visits, IGLYO will also promote the issue further within its capacity on an European level. E.g. the issue shall be promoted within IGLYO's membership of the European Youth Forum, as well possible cooperation with OBESSU (Organizing Bureau of European School Student Unions) will be further explored. This could lead to inclusion of sexual orientation in European non-discrimination programmes.

INTRODUCTION

Background

There is a well-documented evidence of the continued existence of discrimination of Lesbian, Gay, Bisexual and Transgender (LGBT) youth across Europe. Homophobic bullying and abuse of young people because of their real or perceived sexual orientation or gender identity occur on a regular basis. The effects of this encountered discrimination – the estrangement from family networks, the sense of isolation, invisibility and constant threat – reach to all spheres of life. In the educational setting, LGBT youth are at a particular disadvantage. Faced not only by the threat of harassment, they also encounter more structural levels of discrimination related to the lack of representation of homosexuality and gender identity issues in the education curriculum. Little information on LGBT issues is available and there tends to be a lack of visibility, of positive role models and of safe space or support networks.

Education and equality is identified as a priority theme in IGLYO's current work. We challenge this from through many angles be that social, political and or socio-economic. This flows from the specific provisions in equality legislation in relation to educational establishments. It reflects the centrality of education provision to the quality of life of people within the many grounds covered by supposed equality legislation. The inclusive school is identified as the key concept that underpins our work in this area. Enacting the rights we have at legal and political level to combating social discrimination in the guise of victimisation and isolation within schools.

In 2001 IGLYO organised a study session on social exclusion, in which it became clear that the issue of education should be addressed separately. The raising number of homophobic bullying incidents in whole Europe that came to the light in the following years, made it clear that it was needed to raise the attention of national and international policy makers. In 2003 IGLYO's board decided to dedicate a study session to the theme of bullying and isolation in educational settings. We found it necessary to bring together youth from Europe, in order to exchange good and bad practices, as well in order to look to future possibilities of a international based cooperation in order to combat the isolation and bullying of LGBT youth. In the spring of 2005 the study session took place in the European Youth Centre in Strasbourg.

In this report the results of the study session are presented together with recommendations for the further follow-up of this subject. The board of IGLYO hopes that this report will be a basis for national LGBT organisations as well international youth organisations to combat the bullying and isolation of LGBT students with joined forces.

About the report

This report aims to present the results of the study session 'Bullying and isolation of LGBT (Lesbian Gay Bisexual Transgender) Youth in educational settings', which IGLYO organised from the 3rd till the 10th of April 2005. After reading this report it should become clear to the reader what the main problems are that LGBT organizations face when they want to work in and on Educational Settings. Understanding about why it is necessary for LGBT organisations to become active in educational settings should become clear first, which was one of the main issues discussed during the study session. It creates the legitimacy of the work the organisations are doing. Therefore reasons, effects & consequences of LGBT youth being bullied and isolated form a major part of the report.

Besides the 'cause' of the subject, the 'treat' of the subject is also discussed extensively during the session. Good and bad practices have been exchanged between the participants; as well the study session has functioned as a platform to stimulate participants preceding this into the future. Therefore possible tools in order to realise this have been discussed. Besides this several

discussions have led to general conclusions and recommendations, with which we finish the report. The annexes aim to provide further background information for those who become more interested in the background of certain discussions. The daily reports can be found there, as well the materials used during the study sessions and information spread by the several lectures whom attended the study session.

The report is composed on basis of reports that were written by participants during the study session and which were revised and added by the preparatory team of the study session. Prior to the session a report team of seven participants was composed, which was responsible for writing the daily reports.

Aims & objectives of the study session

The objectives of the study session were:

- Defining and aiming terms connected with the subject, such as: social exclusion, violence, harassment, bullying, hate crime, victimisation, abuse (all based on sexual orientation) and place them within the “higher education context”; with this we intend to strengthen the theoretical background on the issue of the participants;
- Studying concrete forms of harassment and bullying (verbal, physical, psychical), Identifying the origins of bullying and harassment based on sexual orientation within schools and to provide the participants with different approaches in using all the means available when dealing with the issue of harassment, bullying, social exclusion;
- Providing the participants with the useful information on how to recognise bullying and harassment even if it is not happening directly to them;
- Exchange experience participants have on the discrimination and bullying issues as well as adding a political note with examining the situation in the European countries and their anti-harassment and anti-bullying policies;
- Equipping participants with the knowledge on educational acts, National Equality Bodies and Charters of good practice such as codes of conduct and Welfare stipulation of Educational Acts looking after rights of the child in schools;
- Empower and encouraging participants to start building up projects such as GSAs (Gay Straight Alliance) that would bridge the gap and strive to eradicate the differences between LGBT and heterosexual youth daily reality in relation to education and thus discourage bullying and harassment based on sexual orientation;
- Preparing an example of a code of practice for the inclusive school;
- Developing channels of communication with networks (International Teachers, Parents Groups);
- Developing support for an equality focus within school planning, admission policies, school codes of behaviour and school evaluation.

In relation to the work priorities of the Council of Europe, Directorate Youth and Sport, the study session’s main focuses were:

- The promotion of human rights education – by providing experts (sociologists) willing to give theoretical as well as practical input on the issue of bullying and harassment when dealing with different sexual orientation; but also with providing participants with the information on “written” rights and anti-harassment laws that some of the European countries have passed;
- “Diversity and cohesion” addressing discrimination and social exclusion – by promoting self and social awareness and providing participants with the relevant information this study session intends to develop tools to eradicate forms of discrimination and harassment based on sexual orientation faced by LGBT youth in relation to education using awareness as the main facilitator;
- Informing and educating the participants on how to develop more efficient strategies for more inclusive policies to make schools a safer space.

Participants

The IGLYO preparatory team selected 31 participants to participate in the study session. As not all organisations are active in the field of education (because of the simple reason that in many countries organisations are not welcome to address this issue on schools), the working on the subject itself was not a criteria for organisations. Contrary the preparatory team tried to let the group of participants consist of people with different levels of experience. Major part of the participants belonged to an organisations which is member of IGLYO. The selection criteria which were send out together with the application form and were used during the selection, were put in the application form as follows:

<p><i>The course is aimed for IGLYO members, young LGBT activists, representatives of LGBT (youth) organisations and those with an general interest and passion for LGBT issues as part of Human Rights, persons who;</i></p> <ul style="list-style-type: none"> • <i>Are between 18 and 27 years of age;</i> • <i>Are interested in sharing experiences and committed to learn about the topic of the study session;</i> • <i>Are able to work in English;</i> • <i>Have some experience (even if little) related to the topic of the conference (we are looking for beginners as well as experts);</i> • <i>Can act as multipliers within their own organisation or community;</i> • <i>Are committed to set up follow-up activities after the study session;</i> • <i>Are able to attend for the full duration of the activity.</i> <p><i>We would especially like to encourage women and LGBT young people from other minority groups to apply for this conference!</i></p>	
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Below the results of the selection procedure are posted.

Received applications	64	
Selected participants / invitations	31	
Actual number of attending participants	31	
Details on participants	Male:17	Female: 14
	Number of countries of residence	27
	Average age of participants	23

Participants came from: Belarus, Belgium, Bosnia, Bulgaria, Croatia, Finland, France, Israel, Kyrgyzstan, Lebanon, 'The former Yugoslav Republic of Macedonia', Malta, Moldova, the Netherlands, Poland, Portugal, Romania, Serbia and Montenegro, Spain, Slovenia, Sweden, Ukraine and the United Kingdom. Guest speakers came from Austria, Canada and Germany attended the session. The preparatory team came from: Malta, the Netherlands, Slovenia and the United Kingdom. The educational advisor came from Slovakia.

A list of participants is not included in this report due to the reason that several participants have stated their wish to respect their privacy and did not want to be mentioned in publications. In case you are interested to get in contact with participants from one of the mentioned countries: please contact the IGLYO board who will be able to contact the participants.

The study session - program

The following main issues have been discussed during the study session:

- Reasons of bullying & harassment;
- Effects of bullying & harassment (and the lack of understanding about it);
- Creating policies to combat bullying & harassment;
- Other measures to combat bullying & harassment;

- How to create access to schools in order to combat the isolated positions of LGBT Youth.

For a complete overview of the issues discussed during the study session we refer to the week program (annex 1). The aim that the preparatory team had in mind while drafting the programme flow was that we should start giving participants the legitimacy of combating isolation and bullying, as without not any work could be done. Therefore it was necessary to start looking into the consequences and reasons of bullying and isolation within educational systems. The thought behind this was that participants need this knowledge in order to present their projects to funders, but also schools and other NGO's. Therefore the first two days were dedicated to this subject. After that existing practices were exchanged and discussed in groups on a very practical level. With a theoretical input on lobbying and advocacy we intended to discuss the ways on how to open doors in order to start the work. The week was closed with a practical look into which steps could be taken in order to combat the practices with joined efforts, on an (pan) European level.

IGLYO and Non formal education

For those who are not familiar either with the concept of non-formal education, either with the particular background of IGLYO, it is important to know a bit more on both backgrounds.

The learning concept of non-formal education is based on a peer-to-peer form of learning. Whereas the organisers of the study session are responsible for the framework in which the learning process can take place, as well are responsible for guiding the process of non-formal education, the participants are responsible for giving the input. Non-formal learning means a less theory based way of learning, gaining knowledge is based on exchanging experiences and developing conclusions & recommendations upon this basis. The concept is supported by the council of Europe in order to enable international networks to exchange and develop their knowledge. The main characteristics of non-formal education are:

- Non-formal learning is an organised educational process taking place alongside the main-stream systems of education and training;
- Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process – learner centred;
- It does not typically lead to certification.

This concept has proved to be a very useful way for IGLYO to create a safe environment for its participants in order to exchange information and develop networking. It is often forgotten, but important to realise, that for many LGBT youth activists IGLYO study sessions and conferences are one of the very first opportunities where they can express and identify themselves fully as they are. Not only this leads to a very special group dynamics (leading to the fact that many participants after departure mention 'the post-IGLYO blues'), also it creates an environment which enforces participants during the session to exchange information. The empowerment that is caused by this often leads to a strong activation of participants activism and involvement when coming home.

In order to create a safe environment IGLYO built in a few structural parts in its programs, which lead to a certain commitment and involvement of participants. The 'Home space' and 'Women's space' should be explicitly mentioned here. 'Home Space' is a daily element in the programme, in which participants come together by the end of the day in a fixed group. This group serves to:

- Evaluate the day, which gives important input to the preparatory team in order to see where the program should be adjusted or in order to bring forward certain participants' expectations once become clear that they do not match with the program or other expectations;
- Reflect on the day, participants talk about what they have learned, what they liked, what they didn't like. This sum-up of the programme leads to a higher understanding of the program-flow as well it helps participants in their personal learning process;
- Discuss how participants feel, as stated for many participants the study session is not only a learning environment, but also a place where they personally can expose their identity and personality, meet likewise persons and make new friends. This often leads to a high

emotional involvement, over which participants want to talk. The home group is a safe environment (all that is said stays in the home group), in which people can address personal issues.

Home groups are mostly led by the preparatory team or people who have attended IGLYO events before. The group stays the same during the whole week, and it's discussed that all information stays confidential. There is no agenda; participants of the home group decide what is discussed and how it is discussed.

Besides the home group IGLYO started working with a Women Space, which is open for those whom identify themselves as woman. Particular as well as general issues can be discussed in this open space, which has the same conditions of confidentiality as the home groups. Mostly the Women Space is organised two times during the conference or study session. The reason for having a Women Space is that Women are often a less visible group within LGBT communities, whereas they have particular issues to discuss and address for which other community members not always have interest. Therefore a safe space is organised in order to discuss these. In addition to this: IGLYO has recently organised two Women Conferences; specifically aiming at Women's issues.

PROGRAMME – INPUTS & DISCUSSIONS

This chapter aims to provide an overview over the main issues which were discussed during the study session. It displays the findings and presentations, including its feedback, which was discussed. The chapter is divided in thematic issues which were programmed or came forward during the session. Where necessary we refer to further background in annexes. The report is based on the daily reports which were written by the report team, which was appointed at the beginning of the study session. There where necessary the preparatory team has revised or added the daily reports.

Opening of the session

The study session was officially opened on Monday morning, after that on Sunday evening an unofficial welcome had taken place. In the opening session the team, the programme, the open spaces, practicalities and house rules were shortly presented. After that the participants had the chance to get to know each other a bit further, by playing a few name games. The morning session ended by the participants giving the team their expectations for the week, which helped the preparatory team in the further development of the week. These expectation were put on flipcharts, which enabled the preparatory team to keep participants' expectations in mind whilst preparing workshops.

Please see annex 2 for the outline of this session.

Defining terminology

The discussion on Monday afternoon started to approach the topic of "Bullying and Isolation". Before getting through any theory, the groups shared personal tops-of-mind, expectations and first reactions. Key terms were identified and discussed (i.e. harassment, homophobia, bullying, isolation, social exclusion, victimization, discrimination, violence) and built the ground common platform (terminology) for the rest of the session.

Therefore, the common ground was enlarged by a further discussion in a non-formal way over the main causes and consequences of "Bullying and Isolation" in school. For some factors the discussion could be endless, since is hard to identify in any kind of consequence or cause, "what comes first". This was for instance the case for terminology such as ignorance and silence, teachers' exit and physical violence.

It was discussed that homophobia in schools in some cases can also lead to positive consequences from homophobia as pride, self-estimation, reaction, building community. In the end, the participants built group relations and agreed on the general use of common terminology.

Please see annex 3 for the complete overview of methodology used for this session.

Different forms of violence

The day session on Tuesday, 6th of April, 2005 was led by guest speaker Robert Mizzi and preparatory team member Darren Vella, and consisted of an exploration of the different forms of violence that LGBT's can be subjected to in the educational setting. The activities involved required the participants to physically represent the different forms of violence discussed, first through a single scene frozen enactment and then through representing a given scenario through any creative means.

The first presentation involved a basic introduction to the different forms of violence in education:

- Physical violence: *actual violence, feared violence, threatened violence;*
- Psychological violence: *hetero sexualism, covered/invisible;*
- Verbal violence: *name calling;*

- Structural violence: *lack of protection for LGBT students, policy/procedures either do not exist or are overtly discriminatory.*

Please see annex 4 for a further explanation on this exercise.

Causes & consequences of Bullying & Isolation

In the Tuesday afternoon session the discussion continued from what had been discussed in the morning session, the groups focused more on the Social Context of Violence. It was concluded that discrimination and moreover marginalisation of LGBT's focuses on ones' characteristics that are socially perceived as "diversity". On this way, ones' identity is not affected by one single characteristic but by several.

This discussion was then placed in the larger context of marginalization according to different criteria, such as gender; race and ethnicity, physical appearance, social class, and age. Multi-marginalization (the overlapping of 2 or more of these dimensions) could lead to increased risks of:

- Higher suicide rates;
- Addiction issues;
- Internalization of victim roles;
- Self-hate and self-deprivation.

However, being subject to these forms of marginalization could also lead to the development of resiliency and a strengthening and reclaiming of one's identity. Therefore the session concluded exploring the different societal factors in which Bullying and Isolation in Education take place: culture, traditions, geography, religious background, government, economical factor, etc. The participants learned how to communicate experiences through various creative mediums and were given a chance to reflect and relate to the experiences shared.

During the discussions a sense of a 'East-West distinction' aroused. It became clear that on the one side most of the Nordic/Western-European countries have experience in working on LGBT issues in educational settings. On the other side in Eastern/Southern-European the accession of schools in order to discuss likewise issues was totally unknown. This sense of difference led to a different understanding of several concepts. Whereas for the 'West' it was easier to concentrate on concrete examples of bullying and isolation and its causes and consequences, for the 'East' the subject often was connected with many wider societal factors.

Prove it! Finding legitimacy for the subject

The Wednesday morning session was used to aware participants of the necessity of research, in order to find legitimacy for activities combating bullying and isolation. It was discussed that this legitimacy is necessary as well for fund raising, as well for accessing schools in order to reach out to students and pupils. The evidence of that projects should be carried out were discussed in practical as well as in theoretical context. In order to facilitate a discussion five important issues which had become apparent during the Tuesday discussions were repeated and participants were invited to look into the causes & consequences of the issues.

Invisibility of LGBT's at schools	
Causes	Consequences
Constant reinforcement of heterosexuality and homophobia	Inequality
Lack of knowledge of professionals and peers	Oppression (being treated unfairly)
Fear of social exclusion (+ bullying, humiliation)	Difficulty of finding partners (loneliness)
Negative beliefs, attitudes, norms, perceptions, feelings, etc of LGBT's	Fear of social exclusion
Lack of positive role models	Cultural marginalisation
Lack of exposure	Inability to deal with the situations (consequence e.g. living a double life)
Stereotyping	Damage to mental health: higher rate of suicide, lack of self respect, feel ashamed, guilty

Intolerance of LGBT's at school	
Causes	Consequences
Lack of information on LGBT's in the media	Low self-esteem
Parents' prejudices and lack of knowledge	Mental health problems (e.g. depression, use of drugs, alcohol, suicide)
Tradition (e.g. religion, marriage as norm, paedophilia connected to homosexuality)	Bashing, isolation
Invisibility	Prejudices
	Silence of LGBT community
	No trust/fear: problems with integrating

Harassment of LGBT's in school	
Causes	Consequences
Lack of knowledge: taboo, stereotyping	Exclusion
Existence of 'social classes'	Bullying (verbal & physical): violence
Social rules: gender distinction	Prejudices
Religion	Health: self harm, low self esteem, depression
Cultural principles	Isolation

Violence against LGBT's at school	
Causes	Consequences
Dogma's	Lack of society evolution (and fear of it)
Xenophobia (as a fear of something different)	Change of educational field / being forced to
Reproduction of previous models of societies	Creation of taboos
Current educational system: model of creating identity	Psychological / physical problems
	Loosing social statues: further exclusion
	Stigmatization: permanent feeling of guilt
	Multiple violence: school, home

Victimisation of LGBT's in school	
Causes	Consequences
Lack of information	No visibility of LGBT themes in curriculum
Exclusionary heteronormativity	Internalised homophobia
Religious intolerance: using religion to justify homophobia	Perpetuation of homophobia in society at large
Laissez-faire attitude in educational system with regards to LGBT victimisation	Self stigma – self victimisation
Carry over of homophobia from society and media at large	Increased rates of suicide, depression, alcohol & drug addiction
Self-stigma – self stigmatisation	Unsafe sex practices, lower school performance (sometimes the opposite!)
Avoiding the subject	
Lack of self esteem could lead one to being an easy prey	
Schools' clique mentality / popularity contests are conducive to bullying in general	
Us/them mentality	
Lack of LGBT clubs/societies in schools	
No check on homophobic teachers	
Lack of familiar support could lead to pathological ways of self assertion (i.e. bullying)	

Social exclusion	
Causes	Consequences
Physical revulsion	Internalised homophobia
Lack of knowledge	Isolation: where to turn to
Bad experience	Discrimination
Biology	Denial
Tradition upbringing	Low self esteem / self acceptance (thinking you've done something wrong, you deserve it)
Religion	Trying to be straight (escapism)
Stereotypes / invisibility	Shutting off from the world

Defining strategies to combat bullying and isolation

The afternoon session on Wednesday, 06th of April, revolved around six case studies, based on the real cases that have been recently reported to the LGBTIQ organisations represented at this Study Session.

The participants were asked to come up with the scenarios on how these cases might be resolved, having in mind the following guidelines:

- Analyse the situation/case;
- Identify the problems;
- Propose the solutions in a form of the concrete developed strategies and/or methods on how to successfully overcome the identified problems.

After all the cases and solutions were presented in a plenary session, a short discussion among the participants took place. Some of them expressed their concerns in terms of the privacy regulations (protection of victims' identities, authorisation, etc.), since they had the impression that some groups haven't paid enough attention to them (e.g. those who insisted the respective cases should be used in lobbying for changes in educational settings on national level).

On basis of the case studies several issues were discussed.

The age of consent leads in many cases to problems when it comes to counselling on schools. Many national laws ask for parental permit when it comes to counselling; meaning that a safe coming-out to a school counsellor is not in all cases possible. Besides in some cases counsellors are subjected to fear when it comes to dealing with sexuality-like issues: the risk of being legal consequences in situations which could be presented as abuse doesn't contribute to the creation of a safe environment for students to discuss their personal issues.

Examples of several researches on the situations of LGBT people were presented and discussed. A vital point was the capital-countryside distinction: in many cases there's a low accessibility of the countryside/ rural areas. It requires a different approach when it comes to conducting methodology of surveys and polls. It was discussed that a potential research toolkit could help organisations in formulating their researches, though in this sense the problems of applicability and contextualisation in different situations was discussed. It seems that methodology could be mainstreamed until a certain degree; whereas the framework of the research should be qualified in concern to local realities; to have rigid and measurable outcomes.

In the field of LGBT-specific research it is often important to guarantee the anonymity of both the researchers as well the respondents. Accordingly the topic of coming out as research topic loomed large; as far as the poll/interview is concerned as an individual act of information. Internet could serve as a tool for gathering information and respondents.

Also it was discussed during his session that an often faced problem is the actual access to the educational system; which often does not exist, and also is very hard to establish. It became clear that access to schools in order to combat isolation and discrimination is in most cases based on personal contacts with for instance teachers of school directors. In some cases political support helps in this context. Sweden was the only country in which all schools need to have a policy on LGBT issues and need to facilitate programs in school by law. All other countries do not have legislation, neither policies in regards to equality/non-discrimination projects. A given example was the situation in the Netherlands, where schools should officially present to the Inspectorate of Education what they in order to be a 'safe & inclusive school' for LGBT students. Nevertheless like in many countries the enforcement of this 'rule' rarely happens, consequences to non-acting are not existing. As reason for this is being mentioned that Ministries of Education are often led on a conservative way, whereas politicians rarely dare to raise likewise issues because of the reason that educational systems are respected, LGBT issues being too sensitive to be discussed on a national as well as international level.

Please see annex 5 for the different case studies and solutions presented during the session.

Priorities of the Council of Europe, Youth & Participation 2005 – 2010

Thursday morning Bettina Schwarzmeyer, vice-president of the European Youth Forum & program member of the COE 'Youth & Participation' programme gave an overview on the priorities of the campaign, which follows on the 'All Different All Equal' Program. COE recognition to the subject of bullying and isolation could be found in the following policies:

COE charter 'Anti-discrimination policy':

- "Local and regional authorities should actively promote human rights and measures to counter discrimination against minorities (including their young members) or against young people with disabilities and other population groups that may suffer discrimination"
- "Pass or reinforce anti-discrimination legislation so as to ensure access for all citizens to public places, to vocational training, to schooling, to housing, to cultural activities and to other areas of life. Such access should be monitored and guaranteed by joint bodies"

comprising local government representatives and representatives of minorities and young people themselves”

COE charter ‘Education & Training policy’

- “Local and regional authorities should actively promote human rights and measures to counter discrimination against minorities (including their young members) or against young people with disabilities and other population groups that may suffer discrimination”
- “Pass or reinforce anti-discrimination legislation so as to ensure access for all citizens to public places, to vocational training, to schooling, to housing, to cultural activities and to other areas of life. Such access should be monitored and guaranteed by joint bodies comprising local government representatives and representatives of minorities and young people themselves”

COE charter ‘Promoting young people’s organisations’

- “Local and Regional authorities should have a specific budget designated solely for supporting youth organizations that run activities or provide services or act as the voice of young people in the community and advocate on their behalf. Preference should be given to organizations that are run by and for young people and/or have youth policies and systems in place to enable active participation”
- “Local and regional authorities should develop the CoE co-management system principle and system of decision making in partnership with young people and youth organizations in policy areas of relevance to young people.”

“The charter¹ has been adopted by all member states of the Council of Europe and is a recommendation of the Council of Ministers, so it has some political weight. Young people want to have their say, to be consulted, to participate. A survey by EU Commission ‘Young Europeans in 2001’ found that the 46% of youth felt that the best way to promote active citizenship was to consult young people before making decisions. Here is a tool to help make it happen: Contact your local authority, bring the Charter to their attention, ask them to work with you on its implementation, do not feel you have to address all the sections, work on the implementation of some of the recommendations!”

Please see for an overview of the campaign annex 6.

An introductory speech on the COE, providing a general overview, was given by Miriam Lexmann and can be found in annex 7.

Obessu: possible European cooperation

Thursday morning Ilija Dib, board member of OBESSU gave an introductory speech on the activities of OBESSU, as well she made clear the big differences in organisational structures in Europe. The Organising Bureau of European School Student Unions (**OBESSU**) is the European platform of national school student organisations and unions, active in general secondary and secondary vocational education. In her explanation Ilija stressed the fact that there is no unified European educational system, which makes it very hard to combat the issue of bullying and isolation in an European context. Besides the differences in structures there are many other visible differences. E.g. in many countries students wear uniforms, stressing unity of students. Also the role of religion within schools is different from country to country. In Finland religion is e.g. taught objectively, whereas in France religion is completely separated from schools. Contradictory, in Bosnia and Herzegovina religion and culture are inherently part of the school system. The role of student unions within schools also shows great differences; directly influence the democracy within schools.

¹ http://www.coe.int/T/E/Cultural_Co-Operation/Youth/TXT_charter_participation.pdf

Ilia mentions that school systems in general are based on heteronormativity. For instance the way that LGBT's are visible in schoolbooks. Acceptance of individuals is especially known to be less in less democratic systems. The role different roles of religion within schools often affects the democracy within schools.

Concluding Ilia describes her perfect school:

- Empowers then integrates immigrants students (or both at the same time);
- Has democracy; views of students, teachers and parents are heard;
- Respects all diversity (and does not just focus on one minority group);
- Respects the individual and feelings of students (examples discussed: home groups at schools to combat discrimination, all should feel safe, no gender for toilets);
- Systems must be objective/neutral and allow each person to make up his/her own mind;
- Human Rights, as part of Civil Society;
- Teaches comprehensive health and sexual health from an early age (STI's, pregnancy, LGBT issues, etc).

Out of this workshop it was plenary discussed which solutions could lead to more friendly attitude to LGBT's in educational systems. Participants came up with the following examples:

- Possible activities/actions within schools:
 - Installation of youth forums / school boards;
 - Parent –teacher associations;
 - Sexual health education books (including LGBT issues);
 - Less gender-typical based uniforms;
 - Gay schools? (Is ghettoisation a positive effect?);
 - LGBT friendly psychologists;
 - External advisors;
 - More inclusive educational material (race, class, sexual orientation);
 - More student rights in public schools);
- Create alliances with:
 - Other NGO's doing non-formal education;
 - Ministry of education;
 - National teachers union;
 - Teachers through an accredited training system;
 - Creation of anti homophobia forums;
 - International alliances (not exclusively LGBT);
 - EU structures;
 - Local politicians;
 - Teacher training/organisers institutions;
 - Lobby inside universities;
 - Future educators.
- Create access to schools by:
 - Parents/students committees;
 - Inspectorate of schools;
 - Political authorities;
 - Establish a national campaign encouraging local schools;
 - Utilisation of the media;
 - LGBT community members in schools;
 - Surveys: need allies to do this;
 - Local education officers/authorities;
 - Agency for protection of children;
 - Social workers / counsellors;
 - Board of governors/
 - Invited by student unions / representatives;
 - Ministry of education.

Friday afternoon OBESSU was discussed further, as being a possible alliance in the creation of an European strategy. In this discussion two different levels of possible cooperation were discussed.

1. European level

Involving OBESSU as well as potential other partners on European level the following actions could be taken:

- The establishment and enforcement of inclusive policies on sexual orientation and gender identity;
- Agreement on the appropriate terminology to be used when addressing LGBT issues;

Which should lead to LGBT issues to be 'inclusive in everyday work'.

2. Local level

Policy

- Developing inclusive policies
 - The implementation of anti discriminatory policies with provision for LGBT youth needs in member organisations.
 - Lobby to promote mission statements in schools
 - Lobby for co-operation with Ministers of Education and local education authorities

Training and education

- Terminology used in school regarding LGBT issues:
 - Actively challenging discriminative language used especially within the school setting;
 - This could be incorporated into the school code of conduct;
 - Training staff on such issues can be done through workshops, seminars and best practice guides.
- Educating educators, the important influence that teachers and other members of staff have over the environment of the school for young LGBT people was stressed, indicating that they should be aware of the issues involved.
 - Teachers can be trained through workshops and seminars by specific trainers from all appropriate sources such as; national students unions and local LGBT organisations.
 - They could also be trained on these issues whilst still at teacher training colleges.
 - In the classroom teachers can demonstrate this knowledge through appropriate classes such as personal development. It was suggested that this class does not necessarily have to be LGBT specific but cover all areas of discrimination including the previously absent LGBT content.

Please see for the minutes of the OBESSU workshop annex 8.

EU Green Paper

On Friday morning Bettina Schwarzmeyer gave a short introduction on the EU Green Paper. The EU Green Paper consists of non-discrimination policies, of which Sexual orientation is one of the pillars according the paper. The youth strategies coming forward out these policies leave little space for intervention of Youth Organisations, whereas the planned campaigns (such as MMS (Multi Media Messaging) campaigns) are not equally accessible for youth in Europe. The main focus of the strategies lays in the field of unemployment.

To follow up on the Green paper, the Commission is currently preparing a Communication setting out Commission's planned policy approach and defining the policy framework for anti-discrimination. This communication should be ready in May. According a meeting that YFJ (Youth Forum Jeunesse – European Youth Forum) had with a representative of the programme this communication would include:

- The announcement that 2007 will be the European Year on Equal Opportunity for all - reference to a feasibility study to define how to better implement article 13 (need of more legislation? What measures? Etc.);
- A special focus on the situation of minorities;
- Proposal for a more pro-active approach to the implementation of the existing legislation.

Participants were encouraged to monitor the national implementation of the green paper and call for attention to LGBT issues where possible.

Publication

Prior to the study session IGLYO already established contacts with the International Lesbian Gay Association (ILGA-Europe) on the mutual ideas to work on a publication in the field of LGBT issues and education. It was decided that cooperation in this issue should be wisely established, and that the possible framework could be researched during the study session. On Friday afternoon the idea was discussed with half of the participants (the other half brainstormed on OBESSU).

Initially two ideas were discussed:

1. **Manual on education:** how to deal with LGBT issues within educational settings, guide lines for LGBT organisations with practical information & tips. **or**
2. **Political lobby tool:** the publication to be used as a political weapon to combat bullying/isolation of LGBT youth on as well a European as well national levels.

It was concluded that the first step should be the 'political manifesto', as without a manual would not even make sense. It was communicated by both IGLYO and ILGA that the establishment of likewise internet platforms serving the identical aim is being planned.

It was discussed that the publication could function as a memorandum which shows the minimum that schools/governments should do. It should contain good & bad practices, as well as a call. Besides the problem description a solution should be offered. A publication like planned can contribute both to member countries as well accession countries as well non-member countries. In EU countries it can function as a minimum standard on which all member countries should commit. Towards accession countries it can be used as a pressure tool. Towards non-member countries the publication could be used by neighbouring policies, or also as pressure tool.

There was a short discussion on the type of research that should be included in the publication, which was concluded with the idea that it would be impossible to establish an European large-scale research in the issue and therefore the publication could be compiled out of different research outputs.

Please see for the complete minutes of the Publication meeting annex 9.

Other relevant suggestions

During the different sessions several practical advises were given. We sum-up the most important ones below.

- Develop a 'tool kit' for educators and authorities incorporating information on all the topics raised above;
- Form joint projects at a local level, perhaps culminating in a national campaign. Work with local LGBT organisations in order to develop this, utilising all available resources;
- Create a geographical balance in terms of policy and education, as more often than not rural or disadvantaged areas are not always developed to the same level as their urban counter-parts;
- The question of contacting schools was raised, with several approaches being suggested from contacting local schools on an individual basis (dependant on the educational region structure), to national and international policy support.

CONCLUSIONS AND RECOMMENDATIONS

This chapter aims to provide the reader with the main outcomes of the study session. We hope that this chapter gives a clear overview of further steps that can be taken on a national as well international level in order to combat bullying and isolation of LGBT's in educational settings.

Main results for IGLYO

The study session has not only been a very important learning process for IGLYO in order to understand the concrete needs of its members. Valuable input that can be addressed in the near future on the European Youth Agenda has been collected, contacts of useful partners in this have been made, and most important: a common ownership in order to address the issue on European agenda has been started to develop itself. The session has been the basis for follow up activities, such as the planned joined publication with ILGA-Europe. The study session gave its legitimacy for continuous work on the issue of isolation of LGBT youth, of which many grounds can be found back in this report.

Besides the study session has been an important contact moment with IGLYO member organisations, as well other interested participants. Many feedback on the current work has been given, mostly in the form of constructive advises of which IGLYO board in many cases is currently exploring the possibilities of implementation. During the session it was more than once stressed that IGLYO is a member organisation, a network which is not only ran by board members, but depending much on the input of its members.

Main results for participants

Due to the different backgrounds of participants we believe that the study session did not give tailor-made solutions for the different situations. Nevertheless the study session has set an attempt in the direction of closer cooperation where it comes to the development of partnering projects, sharing knowledge, as well participants involvement in raising the issues of bullying and isolation in the class room on the European agenda.

The earlier carefully made distinction between Western and Eastern European countries stimulates to distinguish the results a bit according these different regions. For participants from Eastern European countries it is in generally honest to say that they have benefited from gaining awareness of how to address LGBT issues within educational settings. The need to separate strategies in order to combat homophobia within schools effectively from those strategies combating homophobia in other fields has been risen. Besides they have shared the challenges they are or will be facing in order to access schools.

Western European participants have benefited from sharing different approaches and strategies in order to combat bullying and isolation. They've been capable to setup (small) networks in order to develop, or strengthen their own initiatives. Together with there Eastern European colleagues they have learned about European frameworks in which, in the future, issues of anti-discrimination and equality might be risen with the focus on LGBT Youth. They had the chance to learn about possible partnering organisations in the future, and doors have been opened in order to develop strategies in close cooperation with IGLYO.

All over we hope, and believe, that the study session has set an attempt to closen the gap between members and IGLYO board, involving members' expertise in the growing curricula of IGLYO.

Suggestions for the council of Europe

It was discussed during the study session that LGBT issues should consequently explicitly been mentioned in the work of the Council of Europe where it affects anti-discrimination or equality issues. This recognition would help many NGO's in order to address work on a national level. At the same time the Council should provide a platform for national member states to discuss and evaluate the work been carried out on the issue of non-discrimination. In such meetings sexual education could specifically been mentioned addressing good examples (and the positive consequences) of work that has been carried out).

Recommendations

These recommendations are not stated in order of priority!

1. Recognizing the vulnerable position of LGBT youth in educational systems

In many countries the vulnerable position of LGBT youth in educational systems is not yet recognized. In order to be recognized causes and consequences have to be emphasized on different political levels. The necessary legitimacy of presented facts should be gathered by research.

2. Encourage the development of codes for non-discrimination, equality and behave for schools on a European level;

Only few countries have developed unified codes of equality valid for their schools. In order to create equal opportunities an European unified code of equality (such as the equality in employment conventions) should be developed. Such a code would contribute to a less vulnerable position of minorities such as LGBT's, as it acknowledge their position. It seems to be advisable to develop these codes with the involvement of as many stakeholders as possible (e.g. students, teachers, parents, directors, official bodies). Concepts of uniform codes could be based upon examples such as the 'inclusive school'.

3. Participative anti-discrimination programs focusing on school settings

Bullying and isolation need a wider approach than only the top-down approach. Effective anti-discrimination programs are those who involve youth in their development. As part of this specific school policies on 'tolerance' can be developed. Key in this is the ownership that is created by this. These programs should preferable not isolate the LGBT issue; programmes should be mainstreamed in order to address inclusion and diversity as a whole. Regardless the mainstreaming specific issues regarding different minorities should be addressed explicitly.

4. Creation of networks enabling to share good practices

Many national initiatives remain unknown to colleague organisations in other countries. Therefore the creation of a network addressing LGBT educational issues would be very useful for NGO's in order to share there best and bad practices. (IGLYO is currently exploring the possibilities to start a digital network serving the particular need in this and other fields).

5. Finding strategic partners

Both on national as well as international level it is important to identify allies in order to combat the issue on a larger scale (e.g. the extension of LGBT anti-bullying programs to mainstream anti-bullying programs). As well other counterparts which can help in political enforcements (e.g.

political parties, National Youth councils) should be identified and contacted.

6. Addressing the issue on a higher European Agenda

The economical vulnerable position of LGBT youth as being subjected by bullying, isolation and discrimination in Educational systems should be addressed on the European agenda. Societal factors influencing the vulnerability should be discussed, and despite the sensitivity of the issue politicians should stand for a minimum line of action, guaranteeing protection and thus safe learning environments, for all LGBT students in all educational systems.

At the same time anti-discrimination programs such as the new CoE campaign and the contribution EU Youth program could be used in order to start working on the issue, regardless the recognition of the subject on national levels. Also there should be referred to green papers on national levels; in which sexual orientation is explicitly included as ground for non-discrimination. This green paper has been ratified by most of the CoE member states.

7. Inclusion of LGBT issues in the school curricula

In order to combat stereotyping and prejudices LGBT issues should be included in school curricula. Schoolbooks should include examples of LGBT youth, and LGBT issues should be included in compulsory lessons on sexual health.

8. Active approach by LGBT NGO's

Organisations working on LGBT issues should actively promote LGBT issues within schools. E.g. they should provide LGBT information to schools, initiate LGBT student groups, continuously creating dialogue with stakeholders influencing the educational setting, and enable good practices to be shared.

FOLLOW-UP ACTIVITIES

As a result of the session several follow-up activities have been planned. Besides the concrete steps stated below, some participants made individual appointments on follow-up of the study session. Besides an enforcement into the particular subject the study session also helped IGLYO in expanding its network: several participants offered their skills and capacity in order to volunteer for IGLYO in the near future. IGLYO already has happily accepted some of these offers; others are still considered (as not all fall within the current IGLYO work plan).

Yahoo-group

As way to stay in touch with each other an informal contact list was created via the internet. This list is offering participants the possibility to exchange ideas, or to drop issues on these particular issues.

Platform

Connected to the Yahoo-group there was a clear need expressed for a more formal internet workgroup. This work group should be used by LGBT youth (workers) amongst Europe and beyond in order to exchange ideas, create common grounds for lobbying, start projects together, and last but not least as a resource site for guidelines on how to work with education.

IGLYO is currently preparing a project proposal for a publication displaying the vulnerable position in which LGBT youth in Europe finds themselves. The publication aims to be a awareness raising lobby tool on mainly European level, to enable organizations to start working on projects benefiting from European resources. Primary aim is the recognition of the isolated positioning which many LGBT youth are, as well to show the effects this has.

Many participants showed their willingness to contribute the publication on the vulnerable positions of LGBT youth, to be addresses in first instance to European institutions. The believe that the EP is ready for understanding of the position of LGBT Youth and to work on solutions, is big.

OBESSU involvement

One of the important outcomes of the study session was that (inter)national alleys have to be identified to find wider spread recognition for the subject. Since an important international alley was represented at the study session by Ilia Dib, it was discussed how OBESSU could be involved in the issue. It was concluded that OBESSU could play a role in creating access to national school bodies, by providing best practices and calling for attention on the subject.

After the study session the board of OBESSU approached IGLYO for a study session organised in cooperation. IGLYO is currently considering this opinion. Besides IGLYO composed a letter which was offered to OBESSU after the study session offering possible activities in which OBESSU could encourage the subject to be discussed in their member organisations. IGLYO is waiting for reply on this.

Publication

In cooperation with ILGA-Europe IGLYO is currently exploring the possibilities of publication of a publication on the issue of isolated LGBT youth, mainly in educational systems. Such publication should address the vulnerable position of LGBT youth, as well address best practices on how this situation can be combated. It was discussed that this publication could be linked with a hearing in the European Parliament; addressing the issue to Members of Parliament with hopefully the outcome that it would lead to an European policy on inclusion.

ANALYSIS OF THE SESSION

Summary of participants' evaluations

Participants' overall assessment of the study session was good. At the beginning of the week many participants addressed their concern that a too big part of the study session would exist of learning forms which are typical for the idea of non-formal education. Participants were worried this would not allow enough space to discuss issues in-depth, as well this would not give place to exchange experiences organisations have. Due to changes in the programme most participants assessed the form which was chosen to address issues as good later during the week. The issue was constantly discussed in the home groups, and thereby the team was able to keep good track of development in participants' needs and expectations.

Few participants would have expect a more formal way of education; offering more space to come with theoretical solutions which would allow them to address issues on a higher political level.

Major part of the participants expressed they had a great week, in which they made many new friends, as well they had the opportunities to establish useful and valuable links with activists from all over Europe.

General remark was that study sessions should provide more space to exchange more general ideas, whereas the preparatory team expressed that the conferences are a better tool to do this, whereas study session address more specific issues.

Team evaluation

The different expectations in sense of learning which became apparent during the beginning of the session were the major concern of the preparatory team during the session. Despite the fact that in the application form, as well as in the welcome pack the non-formal education was extensively discussed, many participants had other expectations. These expectations seemed to the preparatory team to be more characteristic for general youth exchanges then for a study session. Therefore the educational advisor was asked to explain the concept of non-formal education again at the middle of the session. The preparatory team learned that the concept has to take part in compact blocks of the session, as well it should clearly be addressed in the preparation phase.

The more formal way in which some participants had expected the study session to occur led for the preparatory team to the challenge of continuously balancing the session between different expectations. Due to the fact that the general knowledge of the subject was very different amongst participants, this 'higher level' of discussing the subject was not realistic to offer (mainly caused through the so called East-West distinction). The preparatory team believes that it offered participants the best possible compromise, especially enabling participants to have more dialogue in smaller groups.

Non formal education

Important resources for the non-formal education were: Domino & the workbook All Different All Equal. Unfortunately the offered methodologies are better known by participants each year (as methodologies tend to spread around Europe), which decreases the impact of the non-formal learning. Contrary to this the concept of non-formal education itself had to be explained during the conference, as several participants felt uncomfortable with it at the beginning of the session. Even though the methodology had been highlighted in the application form, it wasn't what many expected. After the explanation of non-formal learning by the educational advisor, participants seemed to understand the concept, and more important; they dared to undergo the non-formal learning. In the evaluation several participants stated that the energizers were taking away too much 'serious program time'. During the week this led to common understanding of the concept.

Annex 1, programme

	April 3rd, Sunday	April 4th, Monday	April 5th, Tuesday	April 6th, Wednesday	April 7th, Thursday	April 8th, Friday	April 9th, Saturday	April 10, Sunday
09:30-13:00 break: 11:00 – 11:30	A R R I	Official welcome Overall introduction -Practicalities -Rules of the house Expectation of the participants	Formal introduction to the topic / defining the topic Defining and exploring forms of isolation and violation <i>Guest speaker: Robert Mizzi Queer Peace International</i>	Educational systems in Europe <i>Guest speaker: Ilia Dib, OBESSU</i> Effects of bullying and isolation Establishing dialogue with teachers, parents..	Exploration of levels of policy making Political and social aspect of connected lobbying Ways of lobbying for policy changes <i>Guest speaker: Bettina Schwarzmeyr European Youth Forum</i>	Potentially involved parties: Introduction of CoE & other international institutions that can influence European policy making -EU Green paper/ neighbour policies <i>Guest speaker: Birgit Hardt ILGA-Europe</i>	Workshops: -health (Maxence de Barros) -Communication (Fabio Saccá) -Bologna process (Stanimir Panayotov) -Policy making in educational settings (Andreas Nilsson)	D E P A R T U R E S
	V A	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
15:00-18:15 break: 16:15-16:30	L S	Introduction to the connected terminology (silent floor game)	Study on case studies / practical examples Exploration of social context <i>Guest speaker: Robert Mizzi</i>	Case study on consequences	Free afternoon	Work Groups: -How to use Obessu to work on the subject? -IGLYO/ILGA publication	Evaluation Overall conclusions, Reporting & follow up	
18:15-19:00	18.00 -1900 Registration	Homegroup	Homegroup	Homegroup		Homegroup		
19:00	Dinner	Dinner	Dinner	Dinner	Dinner in town	Dinner	Dinner	
20:00	Registration Informal welcome	Info session on IGLYO	Intercultural evening	Women's Space QPI - party	Explore Strasbourg by night	Free Women's Space	Farewell Party	

Annex 2, Monday morning module

MODULE

Bullying and Social Isolation

Monday April 4th, 2005 between 9:30am – 6.15pm

All preparatory members

1. Title	Opening the study session
2. Background	The module is the opening of the study session is therewith the official opening of the session. It should give participants a clear idea on IGLYO, the CoE, the program, the Youth Centre (and its rules). Besides participants will get to know the team and their fellows (besides the welcoming games to be done on Sunday evening).
3. Aims	<ul style="list-style-type: none"> ▪ To give participants a clear insight in the programme and its background; ▪ The participants and the team get to know each other; ▪ To balance the participants' expectations with the programme; ▪ To familiarize participants with IGLYO's concepts of learning methods.
4. Objectives	<p>Participants get to know:</p> <ul style="list-style-type: none"> ▪ Each other; ▪ The team; ▪ Background and reason of the session; ▪ Aims, objectives of the session; ▪ Learning methods and methodology; ▪ Program + flow of the week; ▪ The centre; ▪ IGLYO concepts such as women space & home groups.
5. Competences addressed	<p>Participants will:</p> <ul style="list-style-type: none"> • Be able to address their expectations; • Learn how to familiarize with a group in a short period;
6. Methodology and methods (proposed and used)	<p>The introductory parts will be introduced formally by the preparatory team and our educational advisor.</p> <p>The afternoon part will be broken down in interactive workshops, where participants' involvement is expected.</p>
7. Programme	<p>5 min Official introduction of the study session; welcome</p> <p>5 min Introduction of the team</p> <p>10 min Introduction of CoE & IGLYO (short versions)</p> <p>5 min Background of the session</p> <p>5 min Aims & Objectives of the session</p> <p>10 min program + flow of the week</p> <p>5 min explanations on home groups and women space</p> <p>10 min introduction of the centre: rules of the house</p>

	<p>30 minutes: Name game?</p> <p>30 minutes Coffee break</p> <p>60 minutes: Ice breaker: get to know the centre game?</p> <p>20 minutes Expectations: post-it game on expectations with questions: -What would I like to see happening in the study session? -What wouldn't I like to see happening in the study session?</p> <p>5 minutes Secret Friend Explanation on concept</p>
<p>8. Background documents and further reading</p>	<p>Domino for Icebreaker selection</p>

Annex 3, Monday afternoon module

MODULE

Bullying and isolation

MONDAY 4 TH April 2005 - 3.00-6.15 pm

1. Title	Introduction to the topic terminology
2. Background	This module builds on the introduction to the programme formulated in the previous morning session, with a more specific emphasis and approach to the topic and the terminology that we will later explore adopt and evaluate. The afternoon session aims to identify key terms that will accompany the study session, in an interactive informative manner, to adequately equip the participants for Tuesday's in depth approach on violence and harassment.
3. Aims	<ul style="list-style-type: none"> • To familiarise in an more in-depth manner the participants with the topic of the week – like an ice breaker (topic wise) into the events of the week • To discuss and define the key aspects of the topic terminology that will be used or arise during the session • To allow participants to develop a clearer understanding of the relationship of these terms to their own experience and that of young LGBT students, of bullying and isolation in an educational setting • To further build the group cohesion that began in the morning session and start strengthening the working ties amongst the participants
4. Objectives	<p>Knowledge</p> <ul style="list-style-type: none"> - Definition of key terms such as; bullying; isolation; social exclusion; violence; harassment; victimisation; hate crime, hate speech...(the more the merrier here) - To understand the above terms in relation to the chosen educational setting as well as in relation to our own personal experience(s) – not everyone perceives the above terms in the same way – are they framework strictly defined terms or vague expressions dependants on one's perception? <p>Skills</p> <ul style="list-style-type: none"> - Communication skills, both verbal and written - The ability to listen and relate to the experiences of others, empathy as well as background tolerance and understanding <p>Attitudes</p> <ul style="list-style-type: none"> - to for the first time in this week present participants with a safe environment where they can open up and freely discuss their experience relating to the topic - To encourage the participants to listen to other's experience and accept each other and start perceiving each other as an integral part of the group with a "higher aim" in sight - To familiarise participants with the working methods of the session previously discussed in the morning session - To encourage group cohesion

	<ul style="list-style-type: none"> - to prepare participants for the week and equip them with the most basic knowledge on the topic - to show the participants that their experience is a tool that will their main drive during the week aka to show the participants that regardless of what we offer them they are already equipped with the most basic tools they just have to start putting them to use
5. Competences addressed	<p>Participants will cover the components mentioned above, encouraging them to;</p> <ul style="list-style-type: none"> - Share opinions and experiences of the key terms, and listening to other while they do the same and thus gain needed background form each other which will give them some idea on where they are coming form - Challenge their own previous definitions in order to gain a wider understanding of the topic at hand - Build group relations - grasp the week workload and session's aims
6. Methodology and methods (proposed and used)	<p>Balloons: --> Breaking-ice game. Everybody comes up with a definition of "bullying and isolation", write it down on a pumped balloon and show it to any other participant that is allowed in case to ask for clarification. In the end the participants are allowed to break down only the balloons with "negative" definitions.</p> <p>Silent Floor --> the participants are asked to write down any kind of reaction on the topic "Bullying and isolation" on a big floor of paper without talking. At the end the groups could ask for clarification of the sentences written and start a discussion.</p> <p>Causes and Consequences --> Division in groups. Discussion of the general causes and consequences of the "Bullying and isolation". Building more common ground.</p>
7. Programme	<p>15 min energiser 5 min introduction 60 min silent floor 90 min - DNA activity and discussion 10 mins close of the day</p>
8. Background documents and further reading	<p>Handouts to be distributed for DNA activity</p>

Annex 4, Tuesday morning: frozen pics

Exercises used in Tuesday session

Frozen pic1: --> Division in group. Each group should enact in a frozen posture a different situation of violence (verbal, physical, psychological, structural) and the audit is supposed to guess which one is any time represented.

One-step-forward --> group standing in one-line. When called, who's hosting a diversity in itself should step forward and see how the group divides. The aim of this game is to show that people generally have more than one "diversity".

Scenario --> Division in groups. People approaching a situation of multiple-diversity and multi-marginalisation (i.e. Catholic teacher of religion in a Greek orthodox school, gay closeted and married; young leader of football team in an Arab community handsome and engaged with one of the most beautiful girls, has second life and he's gay). The assignment is to express and communicate this multiple-diversity in a creative way.

Frozen Pic2 --> Division in groups. Everybody shares a story of violence (not necessarily experienced). In the end the groups is supposed to re-present the story, dramatizing the event with three (or more) frozen-live-pictures. The audience should guess what's the story about and the characters if asked by the facilitator could say what their own character feels in the pic.

Societal Factors --> Division in groups. Find similarities and differences between participants country of origin on a matter of Culture, Religion, Economy, Geography, Government.

Annex 5, Case studies

Group I
The Case
A female born gender-neutral lesbian, 17, lives in a small Bosnian town, where she suffers from various forms of bullying and isolation, and severely misfits to the society. Her high school does not have any anti-discrimination policy. She reported that a teacher told her she could not “concentrate” because of her hairstyle. Another teacher told her in a class that she “should’ve been born as a man.”
Proposed Solution
The group featured a stage performance, through which they suggested a young Bosnian lesbian should call a national LGBTIQ organisation, after which its activists would include her in the queer support group, where she might be empowered in terms of psychological and community support. The group holds it is primarily important to support her personally and get her in touch with the rest of the community, and then work on the improvement of the status of human rights in the respective school.

Group II
The Case
Yugoslav boy, aged 18, moved to the capital from his hometown, in escape from the harassment of his family after revealing them his relationship with a guy. He came out to the principal of one school in the capital city, but it caused a range of problems after which he was outed against his will to the media. This led to various forms of bullying by the both his peers and school authorities.
Proposed Solution
The group decided to prioritise protection of the victim’s human rights, help him obtain a right to education in particular, and to publicise the case in order to make people aware of existence of discrimination. They adopted a general rule – to respect the victim’s own wishes, and divided the strategy guidelines between local and national level. On local level, the group would start with a soft approach (e.g. communication with the school principals, student unions and school boards, connecting his parents with EURO-FLAG, etc.), and move on to stronger actions only if it’d happen to fail. On national level, the case would be reported to the media, and the overall support from individuals, policy organizations, etc. sought, in order to come up with a consistent strategy on combat against discrimination within educational settings.

Group III
The Case
<p>A transgender Belgian student, aged 16, attends a school with a sizeable presence of Muslim students. He cannot undertake the physical transition procedure (F2M), due to his age. Unlike to the school authorities, his parents are supportive. Most of the students are bullying him, and their parents wrote a petition demanding he should be expelled due to “production of the unsafe environment for Islam.” This is impossible because of Belgian anti-discrimination laws. He was asked by the school authorities to use a restroom for people with disabilities, instead of either “male” or a “female” one.</p>
Proposed Solution
<p>The group decided that the best way to deal with this case is to form an anti-bullying team consisted of both students and the teachers. It is also important to note that bullying is not solely LGBTIQ related issue, but it rather affects us all. This team should also report that prohibiting him to use the school toilets other then those for people with disabilities is a direct violation of the student’s elementary human rights. This statement was described to the participants in form of a small performance.</p>

Group IV
The Case
<p>A hoax email occurred in the inbox of an isolated closeted lesbian student, aged 17, inviting her to a lesbian social gathering. It turned out that it has been posted by a group of homophobic male students, who started sending her threats over the same email account afterwards. Her university did not have an anti-discrimination policy, and the idea of being queer was generally not acceptable in the society.</p>
Proposed Solution
<p>The group aimed at providing the victim protection and safe environment to express herself (e.g. to connect her with other LGBTIQ people, support her family and seek the professional assistance) and “fight back standing out proud.” Also, the case would be used to lobby for change of the country’s educational policy.</p>

Group V
The Case
<p>A 27 y.o. lesbian teacher in a secondary school in Slovenian capital came out to most of her fellow colleagues and they accepted her quite well. Head of Department, though, demanded her not to come out to the students because “it might influence them.” Parents of some of the students made homophobic comments at the Parents Advisory Board. The situation made her very angry and disappointed, since she wanted to become a positive role model for the students.</p>

Proposed Solution

The proposed solution was illustrated with the slides of pictures representing different stages of personal assistance and support the group decided to provide the victim with. Basically, the idea was to help her personally by introducing her to the local and national LGBTIQ community, while, on the other hand, an immediate dialogue with the school authorities and the institutions superseding them would be commenced. The group proposed a lobbying for her right to express and come out to the students, as well as for the idea to form the support group inside the school which would help her and other queer individuals to gain a recognition and visibility.

Group VI

The Case

A 17 y.o. boy, abandoned from his parents, lives in an orphanage in Eastern Europe that also provides him the high school education. He dreams of becoming a dentist and, in order to pay for his studies, he “works” as an escort (a rent boy). He identifies himself as a heterosexual and does have a girlfriend, but his “customers” are mainly the rich men from Western Europe. Some of his peers living in the same place do the same “job”. The boy risks being physically attacked and is being bullied by both other sex workers and his school peers.

Proposed Solution

Due to the gravity of this case and need for an immediate action, the group came up with the idea to form two separate teams: Direct Support Team and Coordination Team. The following action plan was proposed:

DIRECT SUPPORT TEAM:

- Communication with his girlfriend and (if possible) him
- Providing him (and his girlfriend) personal support (psychological, social)
- Communication with school authorities
- Communication with school psychologist and/or social workers
- Communication with other schools (similar institutions); working on allocation opportunities (if necessary)
- Communication with the dentist schools/university

- Monitoring of his case
- Writing Case Study as a base of future lobbying and advocacy (Ministry of Education, Ministry of Health and Social Care, int. HR orgs, etc...)

COORDINATION TEAM:

- Letter of support (international)
- Project Idea
- Communication with non-LGBT NGOs and int. orgs (allies)
- Project Proposal (funding)
- Establishment of Support Group (school policy monitoring, project monitoring)
- Providing materials to the school / capacity building / raising awareness on prostitution and school bullying (both students and professors, if possible)
- Support groups proposed to other schools / similar institutions
- Media / PR campaign
- Follow-up guidelines

Annex 6, All Different All Equal



EUROPEAN YOUTH CAMPAIGN 2006



- Principle:** “All Different All Equal”
- Focus:** Theme: DIVERSITY
Method: YOUTH PARTICIPATION
- Aim:** To encourage and enable young people to participate in building peaceful societies based on diversity and inclusion, in a spirit of respect, tolerance, and mutual understanding.
- Main actors:** Council of Europe, and in particular its youth sector.
European Youth Forum
- Role of NYCs:** to be key actors in the National Campaign Committees, as coordinator and initiator of national and local activities;
- Role of INGYOs:** to organise activities (seminars, conferences, training etc.) that would contribute to the overall aim and objectives of the campaign, and to which the campaign would ensure the greatest visibility, both at national and European level.
- Time frame:** The Campaign will take place from April to October/November 2006.
- National Campaign Committees will be established in April-June 2005. All activities and necessary tools shall be planned and developed in the coming months.
- COMEM shall be used to clarify the frame in which the YFJ, in close partnership with its MOs will organise and implement the campaign.

DEVELOPMENT OF THE CONCEPT; from “Culture of Peace” to “Diversity and Participation”

1) Interpretation of “Culture of Peace”

The reference to “Peace” was understood in the context of European societies, where cohesion is threatened by increasing inequalities and discriminations that obstruct the construction of peaceful societies.

The reference to “Culture” led to the decision that those actions should go beyond the reactive approach that usually motivates such campaign or initiatives; the campaign should challenge attitudes and promote a culture of respect where the principles of respect, diversity and inclusion underpin all actions.

2) Definition of the approach

To promote this culture and to depart from the reactive approach mentioned above, decision was taken that the Campaign would take a positive approach; instead of fighting against discriminations to cure societies, it would promote diversity to build them.

3) Identification of the method

Talking about BUILDING peaceful societies implies actions, and actions imply actors.

This campaign is based on the well-rooted partnership between youth organisations and the Council of Europe. Therefore, the methods and tools used will be based on the experience of the youth sector of the Council of Europe and of the YFJ and many of its MOs in the field of Human Rights Education, Intercultural Dialogue, Social Cohesion and Inclusion of young people...

Moreover, in line with the principle developed by the Council of Europe youth sector and promoted by youth organisations, the key methods that will be used, highlighted and promoted in the Campaign will be YOUTH PARTICIPATION.

Youth participation will therefore both constitute the methodology and be part of the expected outcomes of the Campaign: to promote a participative approach to build European societies based on diversity.

The challenge of the campaign will therefore be to place the role and work of youth NGOs as core to building peaceful societies.

STRUCTURE

The core of a European Steering Group (ESG) of the Campaign has been established, as a first step. This group is made up of 4 members of the European Steering Committee on Youth (CDEJ) and 4 members of the Advisory Council on Youth (CCJ). The YFJ participates in this group, according to the modalities decided upon by the Joint Council. The Steering Group will also include representatives of the Parliamentary Assembly and of the Congress of Local and Regional Authorities of Europe, and, with regard to non-CoE structures, representatives of the EC, and relevant UN structures.

National Campaign Committees (NCCs) will be established in all the participating countries. Whilst the exact composition of these NCCs will be decided upon according to the specific situation in each country, they will all reflect the co-management principles of the DYS. The National Youth Council (NYC) or another appropriate structure in the member countries should, together with the members of the CDEJ, will take initiatives to establish the NCCs. Co-ordination of the activities of the NCCs will be ensured in part through one or two meetings of NCC representatives, with the participation of European Steering Group members. Ad hoc working groups on specific (sectoral) issues related to the Campaign activities might also be established as considered necessary by the ESG, with mixed representation.

Secretariat

The DYS is responsible for providing the Secretariat functions for the preparation and implementation of the Campaign. In this context, the DYS will provide financial and human resources additional to those of the Council of Europe ordinary budget. Additional resources will be provided through voluntary contributions from the member States; additional human resources will come from the YFJ.

FRAMEWORK FOR THE ACTIVITIES

Activities will be undertaken at the local, national and international level, bearing in mind that the bulk of the activities should focus on involving populations at the local level. Material provided from the DYS (a Campaign “toolkit”) will be used to provide a common thread for all Campaign activities, bearing in mind however the need to avoid a top-down approach – each National Campaign Committee will decide on its programme of activities according to its possibilities, both financial and otherwise. European level events will be organised. They will either constitute the basis for national or local activities, or serve to present their outcomes. The aim of the campaign being to

strengthen the role of youth organisations as key actors in promoting diversity in Europe. The activities will be implemented through the three following essential poles:

1. Youth Promoting Dialogue

(⇒ no respect for diversity without dialogue)

2. Youth promoting participatory democracy

(⇒ no sustainability of those actions without thorough cooperation at all levels)

3. Youth Celebrating Diversity

(⇒ no promotion of diversity without a genuine cultural dimension)

Organising the Campaign in the framework of those 3 key poles should ensure a comprehensive approach to promoting diversity in Europe through this large scale European campaign. First of all it would respond to the need to open a large scale **dialogue** on the added value of Europe's diversity and how this diversity contributes to building democratic societies. Secondly, the campaign would respond to the need to strengthen **partnership** between civil society and public authorities to promote this diversity at all levels. Thirdly, the 3rd pole of the campaign would outline the role of **culture** as an essential means to promote diversity. Both the European steering group and the National Campaign Committees will ensure the inter-relation of the activities.

Alongside the different actions presented below, Campaign buses will circulate at local level to link local activities and to give them a European dimension. Main objective:

- To ensure that the Campaign reaches the local level;
- To have a mobile tool to spread / disseminate information: sticker/calendar expressing diversity; postcard campaign; human rights education material etc.
- To collect data on European realities on diversity and young people

Each NCC will organize this "tour" according to the national realities (buses per country, per region etc.). The departure of some of the buses from Strasbourg at the same time to different parts of Europe will symbolically launch this European Campaign.

Annex 7, Council of Europe

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Annex 8, Minutes OBESSU workshop

Minutes of OBESSU workshop- 8/4/5

The approach to how OBESSU could address LGBT issues was divided into two levels, the European and the local level.

The European level

- Firstly we established some of the potentially useful co-operative partners at a European level including; the European Commission; CoE; and other Ngo's such as the European Parents Association and ETUCE
- It was then discussed what we would hope could be gained from established such contacts with these bodies for LGBT youth issues, the points raised were summarised as follows:
 - To establish and enforce inclusive policies on sexual orientation and gender identity
 - Agreement on the appropriate terminology to be used when addressing LGBT issues
 - Green paper involvement
 - General representation of LGBT youth issues in these bodies and their policies

Summarised these points lead to the term "inclusive in everyday work".

- Representation of LGBT youth issues/organisations at OBESSU study sessions where appropriate.
- It was suggested that contact could be established with the European Youth Parliament
- And that mediums such as healthcare and sport could also be useful

The Local Level

There were several key areas discussed as being useful outcomes of working to promote LGBT issues within OBESSU, on a local level. Each of the discussed elements related to the general theme of raising awareness of LGBT youth issues.

The discussion touched on several inter-related elements outlined below:

Policy

- Developing inclusive policies
 - The implementation of anti discriminatory policies with provision for LGBT youth needs in member organisations.
 - Lobby to promote mission statements in schools
- Lobby for co-operation with Ministers of Education and local education authorities

Training and education

- Terminology used in school regarding LGBT issues:
 - Actively challenging discriminative language used especially within the school setting.
 - This could be incorporated into the school code of conduct
 - Training staff on such issues can be done through workshops, seminars and best practice guides.
- Educating educators, the important influence that teachers and other members of staff have over the environment of the school for young LGBT people was stressed, indicating that they should be aware of the issues involved.
 - Teachers can be trained through workshops and seminars by specific trainers from all appropriate sources such as; national students unions and local LGBT organisations.

- They could also be trained on these issues whilst still at teacher training colleges.
- In the classroom teachers can demonstrate this knowledge through appropriate classes such as personal development. It was suggested that this class does not necessarily have to be LGBT specific but cover all areas of discrimination including the previously absent LGBT content.

Other relevant suggestions

- Develop a 'tool kit' for educators and authorities incorporating information on all the topics raised above.
- Form joint projects at a local level, perhaps culminating in a national campaign. Work with local LGBT organisations in order to develop this, utilising all available resources.
- Create a geographical balance in terms of policy and education, as more often than not rural or disadvantaged areas are not always developed to the same level as their urban counter-parts.
- The question of contacting schools was raised, with several approaches being suggested from contacting local schools on an individual basis (dependant on the educational region structure), to national and international policy support.

Annex 9, Minutes publication workshop

Minutes meeting on publication Friday April 8th 2005.

Fabio Saccá, Colette Farrugia Bennet, Alon Sasson Chen, Darren Vella, Racha Moumne, Elina Laavi, Isia Kulikowska, Mihai Stefan, Vanja Hamzic, Maite Gonzalez, Sergio Pastilha, Kim Smouter (ILGA-Europe), Birgit Hardt (ILGA-Europe), Björn van Roozendaal (IGLYO),

Shortly Birgit, Kim and Björn introduce the concept of the publication. Birgit mentions that the current range of ideas has a too broad scope to make an effective publication. Therefore the meeting should function as a platform to discuss needs within the attendant organisations and to discuss potential involvement.

The discussion which follows learns that the publication could be used with two different purposes:

9. **Manual on education:** how to deal with LGBT issues within educational settings, guide lines for LGBT organisations with practical information & tips. **or**
10. **Political lobby tool:** the publication to be used as a political weapon to combat bullying/isolation of LGBT youth on as well a European as well national levels.

The concern is raised following experience a lot of available publications are in practise not useful for organisations. Nevertheless some good examples of publications are manuals (such as the manual on how to work with media – made by GLAD). It's desirable to think about the actual use of the publication in future. In this concern there's reacted that the use of concrete manuals is indeed can be very important, but on this particular topic should be designed on a national level. The first step is the 'political manifesto', as without this a manual would make sense.

A publication like planned can contribute both to member countries as well accession countries as well non-member countries. In EU countries it can function as a minimum standard on which all member countries should commit. Towards accession countries it can be used as a pressure tool. Towards non-member countries the publication could be used by neighbouring policies, or also as pressure tool.

Conclusion of this discussion is that the idea of the manual focussed on actual work in LGBT organisations could be adapted in another way. The manual is useless if there's no political willingness to work on the issue. Both ILGA and IGLYO mention that they have ideas for the creation of platforms on their websites where LGBT organisations can exchange experiences and practicalities on these levels. Also a report of the whole study session will be compiled and spread to interested organisations, this will also include tips on how to work on LGBT issues in school settings. ILGA & IGLYO are both working on ideas for this, which will be communicated later. Some technical limitations and bad practices are exchanged, but it's decided to move this discussion to another moment and to move back to the publication.

Now the idea on the publication as a political lobby tool is further discussed.

It's agreed that the needs in an good advocacy tool are universal, especially when it comes to political lobbying on the issue in particular countries after the publication. On the basis of good & bad practices a 'catalogue of minimum access' should be created, with which can be strived for recognition of the specific attention LGBT youth needs.

The problem of the differences between EU and non-EU countries is discussed. IGLYO & ILGA both have members in these different groups. When it comes to lobbying on a European level a different approach will be needed. Nevertheless the aim is creating a publication which is useful for both groups of countries. Recommendations can be divided in EU and non-EU countries.

The question is raised whether national translations will be made available of the publication. Answer on this question that this resource wise probably will not be possible. Nevertheless organisations can always translate the most relevant parts of the publication themselves. Another solution might be CoE; they sometimes offer translating solutions. This should be checked.

Content of publication

There's discussed what should be exactly in the publication. It's agreed that some kind of research should be at least implemented. A discussion on whether this should be a qualitative research or a quantitative research follows. Both have many pro's and contra's.

Also the issue of capacity is discussed. ILGA and IGLYO are not able to execute the researches on the national levels; therefore assistance of the national organisations is needed.

It's agreed that statistics can be implemented if available. There are no resources for an exhaustive quantitative research, and moreover the period to execute such research would be too long. A small quantitative research should be composed in order to get some input on daily practices in different countries. In the design of this questionnaire several attending organisations have experience, and offer their assistance.

The publication could function as a memorandum which shows the minimum that schools/governments should do. It should contain good & bad practices, as well as a call. Besides the problem description a solution should be offered.

The question is raised whether the economical weakness of LGBT's will also be addressed within the publication. Yes, is the answer as economics of vulnerable groups is currently one of the priorities at EC level. The only concern in this perspective is how to qualify this aspect.

Besides the use of questionnaires as 'red tread' in the publication the input can also contain:

- Work that has already been carried out (researches, but also political successes / failures); so called 'softer research'
- Cases studies, based on standardized form

It is agreed that it's necessary to create a framework in which countries / organisations can but their input. A work group should compile the format for this, criteria such as budget, timing and thus capacities are relevant for this. The work group will be based on the available experience in the group.

Mentioned are the ethical aspects of contemplating research. Not all organisations might be aware of this, but they can play an important role when it comes to valuing the publication. Therefore the main ethical codes will be mentioned in the guidelines to be send out to organisations collecting data for the research. Aspects such as anonymity, age of consent and confidence should be raised in these guidelines.

Political implementation

Besides the idea that the publication can be used as a lobby tool in the European Parliament and the Council of Europe, IGLYO as a youth structure will also strive to address the publication on the following levels:

- OBESU (organising bureau european secondary school organisations);
- ESIB (European student .. bureau) ;
- EYF. (European Youth Forum)

As representing partner of LGBT youth in Europe IGLYO strives to raise the importance of recognition of LGBT youth as vulnerable group in educational settings in all this institutions.

Timing

It's addressed that it's of major importance to plan a good follow-up of the research. This can possibly be done by delivering a guide line to LGBT organisations on how to proceed with the

available publication. Also for the national LGBT organisations it's important to be aware of the planning of the publication as they will need to plan implementation on their national levels as well.

Launch of the campaign should be combined with a moment on which the aspect gets most attention. An idea for this is to combine the launch with the launch of the CoE campaign 'All Different, All Equal', May 2006. A way to launch the campaign is by organising a hearing with Members of the European Parliament, for instance on the theme of Neighbouring Policies. Thematically an event on social inclusion could also be interesting for the launch, this due to the fact that social inclusion stands high on the political agenda currently.

On a practical level in terms of organisational capacity ILGA and IGLYO will be able to finish the project in spring 2006.

Coordination of the publication

The publication will be a product of ILGA-Europe and IGLYO, containing contributions of member organisations. Input from interested organisations is necessary. The exact input is discussed later. Coordination of the creation of the publication will be divided between ILGA-Europe and IGLYO and are depending on available resources.

1. drafting project plan / finding (financial) sources, ILGA / IGLYO (on the basis of input on work plans ILGA / IGLYO) / line of argumentation by ILGA)
2. working group for creating frame works (ILGA/IGLYO/selection of members)
3. research phase (member organisations)
4. Compilation of publication (ILGA/IGLYO)
5. Draft of conclusions / recommendations (ILGA/IGLYO/selection of members)
6. Hearing (ILGA/IGLYO/selection of members)

ILGA / IGLYO are project holders; member organisations can give feedback / input on the discussed moments.

Interested for the working group are: Rasha, Vanja, Darren & Maïte.