
EMBRACING DIVERSITY:

proposals for an
education free of
homophobia and transphobia



GOBIERNO
DE ESPAÑA

MINISTERIO
DE SANIDAD, SERVICIOS SOCIALES
E IGUALDAD

SECRETARÍA
DE ESTADO DE SERVICIOS SOCIALES
E IGUALDAD

INSTITUTO DE LA MUJER
Y PARA LA IGUALDAD DE OPORTUNIDADES



EMBRACING DIVERSITY:

proposals for an education free of homophobia and transphobia

2015

Document prepared by

- ♦ José Ignacio Pichardo Galán
(editor)
Universidad Complutense de Madrid
- ♦ Matías de Stéfano Barbero
CONICET - Universidad de Buenos Aires
- ♦ Julia Faure
Universidad Autónoma de Madrid
- ♦ Marina Sáenz
(legal analysis and legal resources),
Universidad de Valladolid
- ♦ Jennifer Williams Ramos
Teacher

With the collaboration of

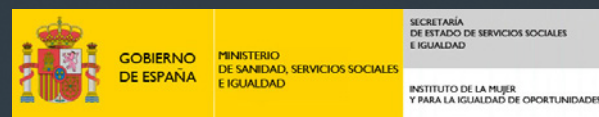
- ♦ Octavio Moreno Cabrera.
Transformarse para Transformar.
- ♦ Mercedes Sánchez Sáinz.
Universidad Complutense de Madrid.
- ♦ Maribel Blázquez Rodríguez.
Universidad Complutense de Madrid.
- ♦ Luis Puche Cabezas.
Universidad Autónoma de Madrid.

Graphic design

- ♦ Magdalena Fumagalli - FRE



The European Union



Coordination

Subdirección General para la Igualdad de Trato y la no Discriminación: Ignacio Sola Barleycorn, Javier Fernández González, Rosario Maseda García and Iván Carabaño.

Translation into English by

- ♦ Stephen Churnin and Thomas Corkett,
Traducciones Tyndale

Layout and production

- ♦ Imprenta del BOE

With the collaboration of



Published by

Instituto de la Mujer y para la Igualdad de Oportunidades
Condesa de Venadito, 34 Madrid 28027
inmujer@inmujer.es
www.inmujer.es

NIPO (online edition): 685-15-048-0
Catálogo de Publicaciones de la Administración General del Estado
<http://publicacionesoficiales.boe.es>

ACKNOWLEDGEMENTS

- ♦ Our thanks go to the *Dirección General de Evaluación y Cooperación Territorial* of the *Ministerio de Educación, Cultura y Deporte* (MECD) and to the *Consejerías de Educación* of Spain's Autonomous (Regional) Communities for information on resources, public policies and regional regulations.
- ♦ We are grateful to the staff of the *Centro Nacional de Innovación e Investigación Educativa* (CNIIE) of the *Ministerio de Educación, Cultura y Deporte* for contributing to reviewing the Action Guide and the Resource Guide.
- ♦ We would like to thank the following individuals for contributing to reviewing the Action Guide and the Resource Guide: Uge Sangil, Jesús Generelo Lanaspá and Ximo Cádiz Ródenas (FELGTB); José María Núñez and Gerardo José Pérez Meliá (Fundación Triángulo); Violeta Herrero Díez, Sara Guilló Sáez and Ángel Lázaro Lorient (COGAM); Francisco Ramírez Martín and Johan Girón Rizo (COLEGA); Saida García Caruso (Chrysallis); Reyes Varela Martí (FLG); Mané Fernández (Xega); Luis García Sánchez (Algarabía); Eugenia Relaño Pastor (*Defensor del Pueblo*); Lourdes Fernández Arce, Aitor Martxueta and Sarai Montes (Berdindu); Dolores Martín Romero (*Programa*

LGTB Comunidad de Madrid); Carlos Sanguino, Isabel Vega and Joaquín Gómez Sánchez-Molero (Amnesty International); María Rodríguez Alcázar (CANAE); M.^a del Carmen Heredero de Pedro, Eustaquio Macías Silva, Belén de la Rosa and José María Salguero (CCOO); Francisca López García and Margarita Serrano López (STES); María de las Nieves Martínez Ten and Miren Haizea Miguela Álvarez (UGT); Cristina del Barrio, Mara Nieto, Borja Solovera and Laura Corrochano (Universidad Autónoma de Madrid); Yolanda Herranz Gómez (Transformarse para transformar); José Joaquín Álvarez de la Roza (Tutoría GLBT); and Almudena Herranz Roldán (Sexorum).

- ♦ We would also like to thank the following individuals for their collaboration on the Resource Guide: Marcelo Zelarrayán (*Programa de Educación Sexual Integral* of the *Ministerio de Educación de la Nación*, Argentina); Line Chamberland and Michèle Modin (UQAM, Canada); Mona Greenbaum (The LGBT Family Coalition, Canada); Hernando Muñoz Sánchez (Colombia Diversa); Esdras Jacob López López (Universidad Autónoma de Chiapas, México); Gabriela Sarasúa (INMUJERES, Uruguay); and José Ramallo (Ovejas Negras, Uruguay).

This publication is supported financially by the European Union Programme for Employment and Social Solidarity - PROGRESS (2007-2013). This programme is implemented by the European Commission. It was established to financially support the implementation of the objectives of the European Union in the employment, social affairs and equal opportunities area, and thereby contribute to the achievement of the Europe 2020 Strategy goals in these fields. The seven-year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and precandidate countries. For more information see: <http://ec.europa.eu/progress> The content of this publication does not necessarily reflect the official opinion of the European Union.

PRESENTATION

Among the functions of the *Instituto de la Mujer y para la Igualdad de Oportunidades* [Institute for Women and for Equal Opportunities] is the preparation of reports, studies, analyses and recommendations on matters affecting non-discrimination and equal treatment, relating to any personal or social circumstances.

Through its role as the driver of the transversal application of the principle of equal treatment and non-discrimination, this body has in recent months completed a major work on two priority issues. First, it has produced evidence by collecting data and producing guides and tools for reporting on the rights of individuals and the resources available in the event that individuals wish to report any discriminatory incident. Second, it has worked on consolidation and recognition of strategies to promote equal treatment and non-discrimination. This is all within the remit of the *CORE: Conociendo la discriminación, Reconociendo la diversidad* [Understanding Discrimination, Recognizing Diversity] project, funded by the European Commission through the *Programme for Employment and Social Solidarity* (PROGRESS).

This publication addresses the need to intervene in an undeniable current reality: sexual and gender identity diversity. Various national and international statistical sources and studies, from both private and public bodies working with the LGBT community, have revealed concerning levels of homophobic and transphobic bullying.

We are facing a complex phenomenon, which is not well understood and, therefore, is not easy to detect. This is a form of bullying that, when it occurs, is not usually reported, due to numerous causes relating to issues including unwillingness to openly reveal one's sexual orientation or gender identity, the fear of rejection, and discriminatory attitudes and expressions. Moreover, when

the bullying is reported, professionals in the educational environment often do not have the necessary tools to address the issue.

In this regard, this publication is intended to contribute, on the basis of the evidence uncovered, to an understanding of this form of bullying in the scholastic environment. The focus is placed on its specific nature and on the actors involved in order to highlight the particular experiences that have had a positive impact and that can be used as best-practice templates to properly manage sexual diversity in schools.

We propose a range of specific measures, set out as recommendations, aimed at schools and at the whole education community and seeking to prevent, detect and act against homophobic and transphobic bullying. We also provide a summary of the legal framework in Spain and carefully selected teaching resources for classroom work.

The content is designed for real-life use by the key actors that may be involved: educational authorities, teaching and guidance staff, mediators, students, parents' associations, and so on.

This work provides the necessary practical tools to detect, prevent and address bullying, making schools a space for equality. It is worth noting that a large number of the best practices and teaching resources contained in this publication have already been introduced in some schools.

Designing protocols to adopt the most appropriate action procedure represents a positive way of improving rules and developing efficient measures for detecting, preventing and fighting against this kind of bullying. One of the contributions of this study is the protocol designed for use by all schools that wish to implement it as well as by those that have yet to implement any procedures.

We would like to offer our thanks to the representatives of the public authorities, trade union organizations, LGBT associations, academic experts, teaching staff, families of LGBT people and all the key participants who have taken part in the various seminars organized for the review and confirmation of the content prepared by the excellent multidisciplinary team led by José Ignacio Pichardo Galán.

This study would not have been possible without the cooperation of the Centro Nacional de Innovación e Investigación Educativa (CNIIE) [National Center for Educational Research and Innovation] from the Ministry of Education, Culture and Sports, which has collaborated in the gathering of information from all autonomous communities and has made it possible for us to rely upon the experience and knowledge of their teaching staff. Naturally, we also wish to thank the European Commission for its funding of this project.

All the aforementioned have supported this project and joined us in the struggle for equality and diversity.

Rosa Urbón Izquierdo

Director of the Institute for Women
and for Equal Opportunities



CONTENTS

1. INTRODUCTION	5
2. CONCEPTS	8
3. BEST PRACTICES	22
3.1 At an international level	24
3.2 At a national level	26
3.3 In schools	28
3.4 Best-practices recommendations for public authorities	30
4. ACTION GUIDE AGAINST HOMOPHOBIC AND TRANSPHOBIC BULLYING IN SCHOOLS	33
4.1 Recommendations for prevention	35
4.1.1 General recommendations	35
4.1.2 Recommendations for management and counselling teams	38
4.1.3 Recommendations for teaching staff	43
4.1.4 Recommendations for students	48
4.1.5 Recommendations for families and legal guardians	49
4.2 Indicators for identification	50
4.2.1 Indicators to identify the school's level of involvement	52

4.2.2 Indicators of homophobic and transphobic bullying among students	54
4.2.3 Indicators to identify homophobic and transphobic bullying by teaching and nonteaching staff toward students	58
4.2.4 Indicators to identify homophobic or transphobic bullying of teaching or nonteaching staff	59
4.2.5 Indicators to identify homophobic and transphobic bullying in the family	62
4.3 Intervention Protocol	63
4.3.1 Notification	65
4.3.2 Investigation	66
4.3.3 Assessment	68
4.3.4 Intervention	69
4.3.5 Monitoring	74
5. ONLINE AND OTHER TEACHING RESOURCES	75
5.1 Selection of resources for infant education	78
5.2 Selection of resources for primary education	81
5.3 Selection of resources for secondary and postcompulsory education and professional training	84

5.4 Selection of audiovisual materials	88
5.5 Selection of paper-based publications	91
5.6 Other selected resources	94
6. THE LEGAL STATUS OF HOMOPHOBIC AND TRANSPHOBIC BULLYING IN THE NONUNIVERSITY SPANISH STATE EDUCATION SYSTEM	106
7. ANNEXES	112
7.1 Download annexes	113
7.2 References	114

INTRODUCTION





Introduction

Within the framework of European social policy on the struggle against discrimination on the grounds of racial or ethnic origin, sexual orientation, gender identity, disability, religion or belief, age and sex, the Institute for Women and Equal Opportunities (*Instituto de la Mujer y para la Igualdad de Oportunidades*) of the Spanish Ministry for Health, Social Services and Equality (*Ministerio de Sanidad, Servicios Sociales e Igualdad*) works to encourage and develop the transversal application of the principle of equal treatment and nondiscrimination and the formulation of initiatives and activities focused on social awareness, information, training and participation.

Within this context, this document forms part of the «Understanding Discrimination, Recognizing Diversity» (*Conociendo la Discriminación, Reconociendo la Diversidad*, or CORE) project, which is being conducted by the Institute for Women and for Equal Opportunities (*Instituto de la Mujer y para la Igualdad de Oportunidades*) as part of the European Commission Directorate-General for Justice's

PROGRESS programme. This initiative seeks to provide a reference tool for the analysis and proposal of recommendations to prevent, identify and intervene in cases of homophobic and transphobic bullying in schools in Spain.

This document is set out in accordance with the perspectives and analysis of international conventions, institutions and principles that address the rights of children and young people in educational environments. The United Nations Educational, Scientific and Cultural Organization (UNESCO) warns that **homophobic and transphobic bullying in schools is a universal problem**: «It infringes students' and teachers' rights, and hampers our joint capacity to provide a quality education for all» (2013:11).

Moreover, the right to free development of personality, as well as the right to a life that is dignified and free of violence, is one of the principal internationally recognized human rights (articles 5, 12, 22 and 26 of the Universal Declaration of Human Rights). Within this framework, **the right to education without discrimination on the grounds of sexual orientation or gender identity** is supported by articles 2, 28 and 29 of the Convention on the Rights of the Child and by the Yogyakarta Principles.

Though prejudice, discrimination and exclusion on the grounds of homophobia and transphobia are current realities in all societies, they are also reproduced to greater or

lesser extents in schools. **Being or appearing to be lesbian, gay, bisexual or trans and not conforming to gender norms that are culturally assigned to men and women account for some of the most frequent causes of bullying in schools**: they provoke insults, taunting, exclusion and physical violence (Pichardo et al., 2014). It is therefore vitally important that the problem is not downplayed through attempts at invisibilization or justification. In addition to contributing to perpetuating these types of behaviours, arguments such as, «they don't mean any harm»; «it happens everywhere»; «these things are normal at that age»; or «it's not a big deal» also infringe students' rights, as the World Report on Violence against Children indicates (Pinheiro, 2006).

For this reason, **intervention in response to homophobic or transphobic bullying in schools is a responsibility that teaching staff and all members of the education community must fulfil and enforce** in carrying out their work, over and above their own beliefs or personal ideologies. Accordingly, this document is **intended for the whole education community**, though with a special emphasis on teaching and counselling staff. In any case, its goal is to serve as a useful tool for any formal or informal educational environment, regardless of whether it is publicly or privately operated. Such environments include infant and primary schools; secondary, special-education and adult-education schools



and establishments; language schools; and any environment in which there are relations between teachers, families and students.

We know that homophobic and transphobic bullying in schools directly affects not only the individuals who are targeted but also those who target them, those who witness it and the school in which it takes place. Moreover, as UNESCO asserts (2013), it has serious negative consequences for education and learning. Faced with this situation, we must not lose sight of the fact that the behaviour and attitudes of teaching and nonteaching staff and of adults in general are normally an example for students to follow. Silence or passivity in response to homophobic or transphobic bullying in schools makes us complicit in it and legitimizes bullying as an acceptable form of social relations.

Although diversity is in itself a complicated subject, clear and simple language has been used in drafting this text—though without compromising on the rigour necessary for this type of document—so that it is accessible to any individual who has no prior knowledge of the subject. Accordingly, concepts and expressions that have been agreed upon through texts produced by international organizations that are involved in this area—UNESCO, the Council of Europe and the European Union Agency for Fundamental Rights—have been used.

This document has arisen out of a desire to go beyond preventing bullying and to progress to considering the sexual, family and gender-identity diversity that exists in all schools as **an educational opportunity to contribute to creating a new kind of school.**

This document is divided into the following parts:

1. A **conceptual and incidence analysis** that explains the principal concepts and characteristics related to sexual, family and gender-identity diversity, as well as the specificity and incidence of homophobic and transphobic bullying in schools.
2. A section that compiles **best practices** on sexual, family and gender-identity diversity at international, national and school levels.
3. An **Action Guide** to combat bullying in schools that offers recommendations to prevent, indicators to identify and a protocol to address homophobic and transphobic bullying in schools.
4. A **teaching-resources Guide**, for which approximately 50 resources have been selected out of more than 200 that were reviewed. These resources are organized based on the level of education and on their characteristics and format.
5. An analysis of the **legal framework in Spain** that underpins the legal duty to prevent homophobic and transphobic bullying in schools.
6. A series of **Annexes with templates** that can be used directly or in adapted form to implement some of the proposals made in the document. The **references** for works cited throughout the different sections of this document are also included as an Annex.

CONCEPTS





What is sexual diversity?

Diversity is one of the principal characteristics of human beings and of their sexuality

The majority of people are sexually attracted to and fall in love with individuals from the opposite sex. This sexual orientation is called «heterosexuality.» We know that in different cultures and in today's society, and also over the course of human history, many people have felt attraction and sexual desire towards individuals of the same sex as them, whether on an exclusive basis (homosexual people: lesbians = homosexual women; and gays = homosexual men) or as a result of being attracted to people irrespective of their sex (bisexual people).

Beyond definitions, **human sexuality is a continuum, in which these concepts** are no more than the extremes through which we attempt to understand human sexuality—which is, above all, fluid and changing. In the face of arguments that maintain that

heterosexuality is the natural state, the facts reveal that **the natural state is sexual diversity.**

For this reason, it is difficult to quantify the percentage of nonheterosexual people, though different studies have placed it at between 3% and 10% of the population¹. In various studies carried out in Spain with adolescents and young people between the ages of 11 and 18, around 85% of respondents said that they felt an exclusively heterosexual form of attraction; about 5% of boys and girls expressed nonheterosexual desire; and 10% did not answer the question (Pichardo, 2009; Pichardo et al., 2014).

1. The classic study by Kinsey, Pomeroy and Martin (1948) indicates that 10% of men between the ages of 16 and 55 are exclusively or almost exclusively homosexual for a period of at least three years. A total of 4% of the men and close to 2% of the women interviewed by Kinsey and his team maintained exclusively homosexual behaviours throughout their lives. In Spain, the National Sexual Health Survey (*Encuesta nacional de salud sexual*) conducted by the Ministry of Health (Ministerio de Sanidad, 2009) places the percentage of nonheterosexual people at between 3% and 4%.



What is gender-identity diversity?

The sex / gender system is the way in which any society organizes reproduction, sexuality and the sexual division of work.

Each person is assigned a sex (man or woman) with its corresponding gender identity and a series of behaviours that are culturally tailored to these masculine or feminine roles. However, there are people who self-identify with a different gender or who express their gender identity in a way that differs from the gender that they were assigned at birth. These individuals are known as **trans people** (FRA, 2014:14). Trans people sometimes modify their bodies, looks and/or way of moving or communicating so that they adapt as far as possible to the appearances that men or women are expected to have in their society.

There are other people who do feel comfortable with their gender identity (in their identity as men or women) and do not want to change it, but who do not follow the hegemonic norms of masculinity or femininity. That is, these are people who are not trans but **whose gender expression will be different to what is expected of them** as girls, boys, men or women. For this reason, it is important to keep in mind that not following the norms of the assigned gender does not necessarily mean that a person is trans or homosexual.

What is family diversity?

As is the case with sexuality, diversity is one of the principal characteristics of family structures. Just as not everyone experiences feelings of love or sexual attraction towards people of the opposite sex, not all families are made up of heterosexual people or couples and their sons and daughters. There are also so-called **LGBT families or rainbow families**. These can include families made up of two mothers or two fathers and their sons or daughters, but they can also include many other family structures in which there are family members who are lesbian, gay, bisexual or trans. These could be single-parent, adoptive, multiethnic, multiracial, older-parent, international, childless or reorganized families, or any of the many other forms of family that we find around us.



What does LGBT mean?

LGBT is an acronym that is often used to include lesbian, gay, bisexual and trans people. The order of the letters can vary, and the term can sometimes be seen written as LGTB, GLBT or any other of the multiple possible combinations.

At other times, other letters are included, such as «A» to denote asexual people, «I» for intersexual people or «Q» either for people who prefer not to self-identify based on their sex, gender or sexuality and who place themselves under the term «queer,» or for people who are not sure about their sexual orientation and who are in a state of questioning. This Guide will use the shortest initialism with the letters in their most frequently used order on an international level (LGBT), but the resources, the recommendations and the rest of the materials have been set out so as to accommodate the full diversity of sex and gender that exists in our society.

What is homophobia?

Although the concept of «phobia» might lead one to believe that homophobia is a psychological or affective rejection that is personal and irrational, it is a **social prejudice that is culturally constructed and internalized through socialization:** we are educated to reject homosexuality and people who are or who appear to be homosexual or bisexual.

We are therefore faced with a way of thinking, feeling and behaving that can be «unlearned» and that we can let go of both individually and collectively. That is, homophobia (like sexism, classism, racism and xenophobia) can be eradicated from our society, but we must be aware that all of us have received a sexist and homophobic enculturation, and these attitudes must be addressed not only at a social level, but also introspectively at a personal level.

All of us have received a sexist and homophobic enculturation, and these attitudes must be addressed not only at a social level, but also introspectively at a personal level.



How is homophobia expressed?

Homophobia is expressed over a continuum that goes from exclusion or rejection (leaving people out, ignoring them, not letting them take part or not talking to them) to verbal or physical violence. It contains a distressing range of possibilities that includes taunting, insults, ridicule, bad mouthing, name calling, stealing, intimidation, bullying via the Internet or other information and communication technologies, threats and physical and/or sexual aggression.

There are at least 5 ways in which homophobia can manifest itself (Borillo, 2001; Pichardo, 2009):

1. Cognitive

Homophobia can be expressed through thoughts and theoretical elaborations. This is what is known as **cognitive homophobia**. It includes conceiving of homosexuality, bisexuality and transsexuality as unnatural, believing that they are a sin or holding the opinion that LGBT people should not have the same rights as everyone else.

2. Affective

There is also **affective homophobia**, which is expressed through feelings of rejection, fear or disgust towards people who are or appear to be LGBT.

3. Behavioural

If affective or cognitive homophobia is expressed through behaviours involving active rejection or exclusion, it is called **behavioural homophobia**.

4. Liberal

One type of homophobia that often goes unnoticed is **liberal homophobia**, which involves thinking that the public space must be exclusively heterosexual and that affection between people of the same sex should be confined to private or personal spaces, with such displays of affection in front of others being seen as provocative or disrespectful.

5. Institutional

Finally, rejection of and discrimination against LGBT people that forms part of the rules and day-to-day functioning of institutions (for example, states, public policies, schools, hospitals and businesses) is **institutional homophobia**.



Who is the target of homophobia?

Homophobia is directed at **lesbian, gay and bisexual** people, and also against all people who, in spite of not self-identifying using those terms, **feel attraction and romantic and sexual desire toward people of the same sex.**

These people call heteronormativity—that is, the idea that everyone is heterosexual or that heterosexuality is the only acceptable sexual orientation—into question.

However, homophobia is also directed at **people who defy the sex/gender system's norms**—that is, at people who do not self-identify with the gender identity that they were born with (**trans people**)—and at men and women (regardless of whether or not they are homosexual) who display behaviours that are not considered masculine or feminine, respectively. In short, it is directed at **people whose gender expression does not conform to norms.**

It should be kept in mind that homophobia represents **masculinity's principal instrument of control** and that in many

societies being «masculine» implies a rejection of homosexuality and LGBT people. For this reason, in general a greater percentage of males than females tend to display homophobic attitudes (Pichardo, 2009).

In short, as is the case with gender violence, homophobia is directed at people who call our society's dominant sex/gender system into question: men and women who do not fit in with heteronormativity or who do not follow the hegemonic gender roles. For these reasons, it can be said that homophobia ultimately affects all of us, since it limits the free development of our human potential and produces negative situations of violence for victims and victimizers alike, as well as for everyone who has to live with these situations.



What are the **different types** of homophobia?

Although homophobia includes the rejection experienced by people who are or who appear to be lesbian, gay, bisexual or trans or whose gender expression does not conform to the norms, it must be kept in mind that it does not take the same form against all of these groups. As a result, it is worth differentiating and naming the different types of homophobia:

Lesbophobia is the specific discrimination suffered by women who are lesbians. They are subjected to greater discrimination than other women on account of their homosexuality, and to greater discrimination than other homosexuals on account of the fact that they are women. So, for example, the bullying that women who are lesbians suffer relative to gay men is often explicitly sexual. Moreover, they are at greater risk of suffering sexual harassment than heterosexual women.

Biphobia is the product of a binarist society that categorizes people in two exclusionary extremes (heterosexual or homosexual), making it easier to accept the idea of a person who either likes people of the opposite sex or likes people of the same sex than it is to accept the idea of individuals who like people of any sex. As a result, bisexual people suffer greater levels of ignorance and rejection than homosexual people do and, for example, they find it more difficult to find a partner than heterosexual, gay or lesbian people do.

Transphobia is the specific discrimination that trans people suffer as a result of their calling the roots of the sex/gender system into question through

their challenging of the gender identity assigned to them at birth. Trans people are exposed to a greater risk of exclusion, rejection and violence than lesbian, gay and bisexual people are (Moreno and Puche, 2013; Platero, 2014). For this reason, this Guide particularly seeks to visibilize the homophobia that trans people suffer, and it will refer to both homophobia and transphobia.

Sexual stereotyping and gender intolerance is directed at people who, regardless of whether their orientation is heterosexual or homosexual, express their gender in a way that does not conform to the roles and expectations that correspond to their identity as men or women. Accordingly, men who are not perceived as being sufficiently masculine suffer homophobic insults, and so do women who do not follow the mandates of femininity.

LGBT phobia is a concept used by certain LGBT groups to visibilize the rejection that lesbian, gay, bisexual and trans people suffer as a collective group.



What is **bullying**?

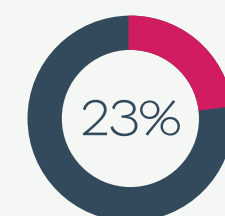
Bullying is different from sporadic acts of aggression because it involves repeated intimidatory and exclusionary behaviours based on a **power imbalance in interpersonal relations and because it is intentional, unprovoked, constant and personalized** (Del Barrio et al., 2003).

It generates a sense of defencelessness for the person being bullied, which could cause them to modify their day-to-day attitudes and behaviours out of a fear of the attacks continuing (Cerezo, 2002; Rigby, 2000). Moreover, bullying in schools erodes prosocial and empathetic attitudes among peer groups (Cerezo, 2006).

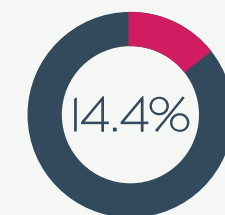
Recent studies show that bullying has greater consequences on young people than mistreatment suffered by adults does: **anxiety levels triple, and cases of depression and self-harm increase by four percentage points** (Lereya et al., 2015). In Spain, the incidence of bullying in schools is 23%—that

is, nearly one in every four students suffers it. Furthermore, bullying is present at all levels of Spain's educational system (Cerezo, 2009). Bullying among adolescents via information and communication technologies is becoming increasingly prevalent: 14.43% of students have been subjected to insults over the Internet, and 7.72% have received insults via a mobile phone (Ortega et al., 2008; Díaz-Aguado, 2013).

Bullying is present at all levels of Spain's educational system



IS THE
INCIDENCE
OF **BULLYING**
IN SCHOOLS
IN SPAIN



OF STUDENTS
HAVE BEEN
SUBJECTED TO
INSULTS OVER
THE INTERNET



What is the **specific nature of homophobic and transphobic bullying in schools?**

Unlike other types of bullying, victims of homophobia and transphobia suffer rejection at **all times and in all the social spaces of their daily lives**, in what has come to be known as the «continuum of homophobia»: in schools, in the street, in the media, among groups of friends, at sports clubs, at places of worship, and so forth.

On many occasions, these victims are wary of sharing this experience at home, because they think that **they may not receive support from their families** or legal guardians, a state of affairs that is probably less frequent when the discrimination is related to racial, ethnic, bodily or religious factors.

When people who are LGBT or who do not conform to gender norms are excluded, insulted or subjected to violence, what is known as the **spread of stigma** may arise. This involves people who support victims of homophobic or transphobic bullying also suffering the bullying. These situations are often not found in other types of bullying (for example, racism or xenophobia), and, moreover, they intensify victims' isolation and exclusion, because they inhibit support from and alliances with heterosexual people, who will not want others to think that they are LGBT. Accordingly, friendships or relations with gay, lesbian, bisexual or trans people become another possible basis for people becoming victims of homophobic and transphobic bullying.

The constant presence of homophobic or transphobic insults has created a **horizon of insult** (Eribon, 2001) that is shared not just by people who are the target of the insults, but by all students and the population, since it is made clear that any person who steps outside the norms of sexual or identity orientation will be subjected to those insults.

An increasing number of teachers, nonteaching staff, family members and students are taking determined action against these types of situations, but there is still a **normalization of homophobia**. This entails thinking that rejection and homophobic and transphobic insults are something normal, that they do not cause anyone any harm and that they are part of a tradition that there is no reason to change.



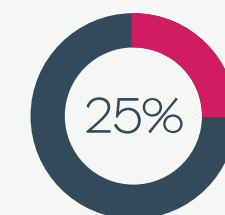
How frequently does homophobic bullying occur?

According to UNESCO, «homophobic bullying is a global problem» and occurs in every country, regardless of beliefs or cultures (2013:7,53).

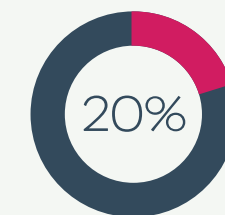
So much so that, according to data from the Spanish Ministry of the Interior (*Ministerio del Interior*), **the majority of hate crimes that occur in Spain are due to sexual orientation or gender identity**. These factors play a much more recurrent role than other personal characteristics such as race, ethnicity, disability or any other motive given in complaints made about these types of offence (Ministry of the Interior, 2014, 2015).

Various studies carried out in Spain show that, although the situation has improved greatly in recent years, **homophobia and transphobia continue to be the principal cause of insults, taunting and rejection in schools in Europe and Spain** (British Council, 2010; Pichardo et al., 2014). According to the Spanish Youth Institute (*Instituto de la Juventud*), three out of four young people aged between 15 and 29 have witnessed homophobic acts of aggression in their schools in the form of rumours, insults and taunting, and 6.4% have seen lesbian, gay, bisexual or trans people being struck (INJUVE, 2011). According to the same study, around 20% of young people strongly rejected sexual diversity. Consequently, the majority of young people say that they respect LGBT people, but they do not act when the homophobic minority makes comments that seek to discriminate or reject. This allows negative attitudes to be imposed in schools.

Of young people aged between 15 and 29



**HAVE
WITNESSED
HOMOPHOBIC
ACTS OF
AGGRESSION IN
THEIR SCHOOLS**



**STRONGLY
REJECTED
SEXUAL
DIVERSITY**



Why do we need to address sexual, family and gender diversity in schools, and why do we need to address homophobic and transphobic bullying?

Diversity is a positive value, which one should learn to value from the first stages of the educational system.

In terms of their bodies, cognitive abilities, tastes and ways of thinking, human beings are diverse. But they also display diversity in terms of their sexual orientation, the families that they live in and the way they shade gender. **Learning to make diversity part of one's life means learning to live within society and to prevent discrimination and abuse that generates suffering, inequality and conflict.** Situations in which insults, taunting, violence or exclusion arise therefore represent an **educational opportunity** to shape diversity and integration.

As UNESCO has highlighted, in the same way that discrimination based on race, sex, ethnicity, disability or religion is unacceptable, so too is discrimination motivated by (supposed or real) sexual orientation or gender identity. **All learners**

have an equal right to quality education in a safe school environment (2013:12).

In this context, schools are especially vulnerable spaces, not only because children, adolescents and young people spend the majority of the day in them, but also because they are places where they learn what is or is not appropriate and what does or does not have a place in our society.

Moreover, as is reflected in the legal resources section of this Guide, international and national laws oblige all schools to provide inclusive environments and to combat any type of exclusion, discrimination, violence or attitude that hinders a safe and respectful environment for all members of the education community.

All students have an equal right to quality education in a safe school environment.



What are the **consequences of homophobic and transphobic bullying** in schools?

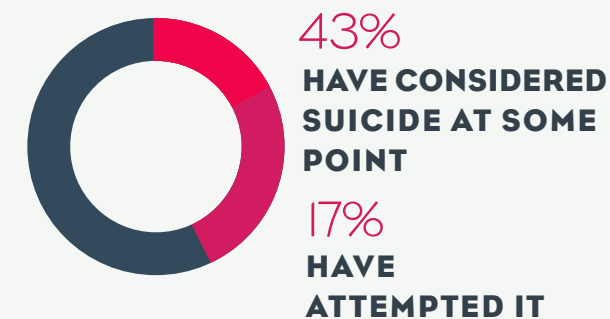
Being a victim of homophobic or transphobic bullying at school does not just entail significant suffering in the lives of the children, adolescents and young people who are subjected to it. With regards to central aspects of individuals' lives such as identity, sexuality and affection, it also affects them throughout the rest of their lives.

For the people who suffer it, this type of bullying therefore has serious consequences for the educational process. They usually experience a decline in their academic performance and are more frequently absent from school, which can ultimately lead to academic failure and even to dropping out of school completely (Chamberland et al., 2013).

On a personal level of psychological well-being and mental health, this bullying fundamentally reduces self-esteem and emotional development, brings about suffering and fear and, ultimately, places its

victims' physical integrity at risk (Gómez Arias, 2009). **The data available at a global level show that the risk of suicide is much higher among adolescents and young people who are not heterosexual or who are trans** (Saewyc, 2011; Muraco and Russell, 2011). In Spain, 43% of adolescents and young people who are lesbian, gay or bisexual and aged between 12 and 15 who have suffered bullying in school as a result of their sexual orientation have considered suicide at some point, with 17% having attempted it (Generelo, 2012).

Of adolescents and young people who are lesbian, gay or bisexual and aged between 12 and 15 who have suffered bullying in school





Why are **measures not taken** against homophobic and transphobic bullying in schools?

The first difficulty encountered in addressing this type of bullying is **invisibilization**.

It is common to make the presence of both LGBT staff and LGBT students invisible in schools. The majority of teachers do not keep in mind that statistically speaking it is very likely that each classroom will contain students who are nonheterosexual or trans or who live in LGBT families. Moreover, there is a **tendency not to identify cases of violence with a homophobic or transphobic origin**, either because such cases are not perceived as situations of discrimination (for example, students no longer speaking to a girl because she likes another girl or teachers not realizing that the constant presence of insults such

as «queer» or «dyke» in itself constitutes a bullying situation) or because the homophobia at the root of the situation does not seem apparent. It is therefore important to **name and visibilize** situations of this type, because injustices that are not seen are left unfought, and silence becomes the main accomplice in repeating the discrimination.

Another difficulty involves thinking that certain political or religious beliefs legitimize this type of discrimination. The rights to the free development of personality and education, as well as to a life that is dignified and free of violence, are inalienable human rights that prevail over any belief or ideology. Furthermore, the main religions and political parties in Spain assert that they reject any type of discrimination or bullying in schools.

The free development of personality and education, as well as to a life that is dignified and free of violence, are inalienable human rights.



Where can I learn more about **associations** in my area **that focus** on sexual, family and gender-identity **diversity**?

LCBT associations:

- ♦ Federación Estatal de Lesbianas, Gais, Transexuales y Bisexuales - FELGTB: **www.felgtb.org**
- ♦ Fundación Triángulo: **www.fundaciontriangulo.org**
- ♦ Colegas: **www.colegaweb.org**

Associations for parents and families of LCBT individuals:

- ♦ Asociación de Madres y Padres de Gays, Lesbianas, Bisexuales y Transexuales - AMPGYL: **www.ampgyl.org**
- ♦ Chrysallis, Asociación de Familias de Menores Transexuales: **chrysallis.org.es**

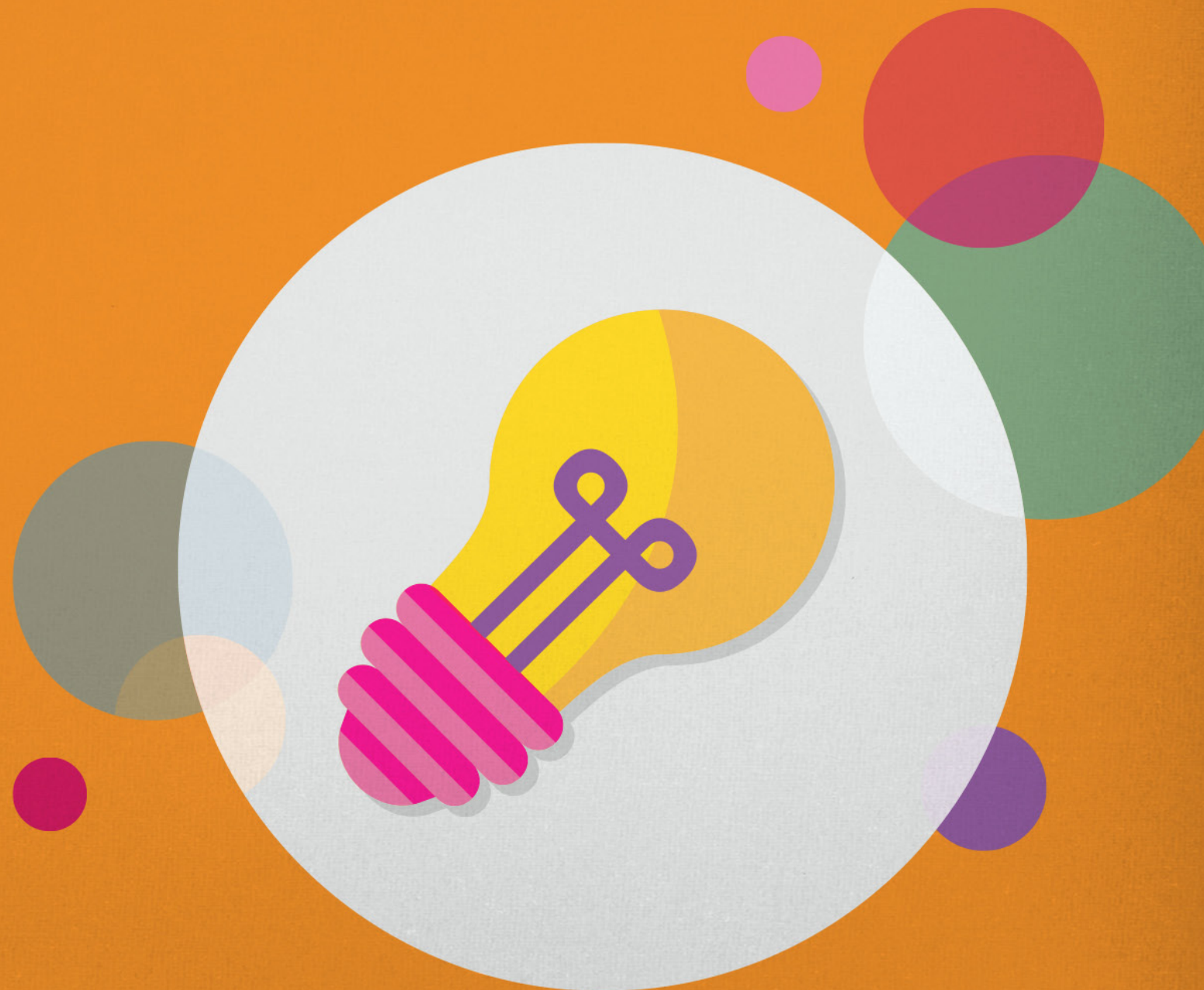
LCBT family associations:

- ♦ FLG Associació de Famílies de Mares i Pares Lesbianes, Gais, Bisexuals i Trans: **www.familieslg.org**
- ♦ Asociación de Gais y Lesbianas con hijos o hijas - GALEHI: **www.galehi.org**
- ♦ Galesh - Asociación de Familias Homoparentales: **www.galesh.es**

How can I **find out more**?

This Guide includes specific sections of educational and legal resources. A collection of links to essays, studies and questionnaires on sexual, family and gender-identity diversity that have been cited in this and other sections has been provided in the References Annex for the benefit of individuals who wish to further develop their knowledge of these issues.

BEST PRACTICES





This section brings together some of the **best practices for ensuring respect for sexual, family and gender-identity diversity in schools that are being undertaken in other countries, across a range of Spain's Autonomous Communities and in some schools.**

These examples show us that it is possible to take specific actions at all levels of decision making that have an influence on the day-to-day reality of education communities. The actions described have a direct and real impact, demonstrating that **it is possible to take the path toward an education that is free of homophobia and transphobia.**



At an international level

Belgium

Under the name of *Plan d'action interfédéral contre les violences homophobes et transphobes*, the Belgian government has initiated an [action plan against homophobia and transphobia](#).

It coordinates the work and programmes of the country's various federal governments in tandem with various civil-society institutions. One of its main measures is the updating of the various antidiscrimination legislative measures so that, going beyond sexual orientation, it expressly includes gender identity and gender expression. As specific measures that aim to combat homophobia and transphobia in school contexts, worth highlighting is the decision to develop and expand understanding of the well-being of LGBT young people in compulsory education.

Moreover, the country's different federations, which have responsibility for educational policy, are committed to addressing sexual and gender

diversity in schools. For example, the Flemish Community is implementing a comprehensive policy in this area that is reflected in the different facets of any educational institution: teaching, counselling, regulations and structural measures. Belgium's French Community is integrating awareness of sexual and gender-identity diversity into the compulsory courses of Citizenship Education and Love, Sex and Relationships Education.

Argentina

Under the name of the [Programa Nacional de Educación Sexual Integral](#) (Comprehensive National Sex Education Programme), the Argentinian Ministry for National Education (*Ministerio de Educación de la Nación Argentina*) and the country's different provinces have been implementing a sex-education programme for all nonuniversity levels since 2006. Argentina recognizes the right of children and young people to receive comprehensive sex education in all privately and state-run educational establishments.

The programme includes diversity in sexuality, as well as learning from the earliest stages of the educational system about the different forms of family organization and appreciating and respecting ways of life that are different to one's own. It also attempts to give effective answers to situations of violence, abuse and mistreatment involving children and adolescents, with protective and restorative measures to meet these challenges.

Included among its courses of action is assistance for provincial jurisdictions (which have responsibility over education matters) in the curricular development of the content proposed through the programme at all the levels and in all the forms of the education system, as well as in intersectorial coordination and working with families. In addition to the development and publication of specific materials for teachers, students and families, more than 80,000 teachers from across the country have participated in training courses over several days, which they have then gone on to replicate in their schools.

At the same time, the National Anti-Discrimination, Xenophobia and Racism Institute (*Instituto Nacional contra la Discriminación, la Xenofobia y el Racismo* or INADI) is regulated by a [Plan Nacional contra la Discriminación](#) (National Antidiscrimination Plan) that specifically includes homophobia and transphobia.

♦ **At an international level**

♦ At a national level

♦ In schools

♦ Public authorities

Quebec (Canada)

The Canadian province of Quebec, which has responsibility over its educational and social policies, has been carrying out a [Government Action Plan against Homophobia](#) since 2011. It will continue until 2016 and has a budget that will allow it to carry out its objectives. The plan was drawn up following months of collaborative work that involved various ministries, national organizations, universities and civil-society organizations. Among the plan's priorities is to understand the realities faced by sexual minorities through completing research to raise awareness and educate, with special attention paid to the situation of these minorities in school contexts.

Recognition is given to the need to include training for current and future teachers in sexual and gender-identity diversity issues to prevent homophobia and transphobia and to include sexual diversity in sex education. Since the launch of plan, the

Ministry of Education, Recreation and Sports has addressed the struggle against homophobia in its antibullying action plans. Within the framework of this government plan, a [Research Chair on Homophobia](#) has been created at the Université du Québec à Montréal. A [conference against homophobia](#) is also held every two years, in which all the actors involved in school life are involved: the Ministry of Education, Recreation and Sports; the Ministry of Higher Education, Research and Science; the network of school management teams; teaching unions; students', parents' and family associations; and universities. At these meetings, networks are established and experiences and knowledge are shared.



At a national level

Andalusia

With the goal of developing the mandate of Law 2/2014, of 8 July, on nondiscrimination on the grounds of gender identity and recognition of the rights of transsexual people in Andalusia, the Board of Education, Culture and Sport (*Consejería de Educación, Cultura y Deporte*) of the Regional Government of Andalusia (*Junta de Andalucía*) presented through the Directorate-General for Participation and Equality (*Dirección General de Participación y Equidad*) the [Action Protocol on Gender Identity in Andalusia's Education System](#), which became a binding regulation upon its publication in the Official Regional Government Gazette ([BOJA](#)) on 21 May 2015. Due to its comprehensive and detailed nature, as well as a breadth that accommodates a wide range of situations, it could be a model for any Autonomous Community or school that needs a reference point about

how to proceed when a student requests (through their family or guardians if they are a minor) educational assistance that is suitable for a gender identity that is different from the one that the student was born with. This protocol does not offer closed answers, but rather general principles for action that must be adapted to the particularities of each case. It establishes a procedure for communication and identification, organizational and educational measures to be adopted by schools and actions with respect to the education community (schools, families and teachers), and it has a special section on preventing, identifying and intervening in possible cases of transphobic bullying.

Canary Islands

The Board of Education, Universities and Sustainability (*Consejería de Educación, Universidades y Sostenibilidad*) of the Government of the Canary Islands (*Gobierno de Canarias*) has transversally incorporated prevention and detection of homophobic and transphobic bullying into all of its courses of action. Accordingly, it has produced a teachers' [Equality Accreditation](#) for individuals in charge of coeducation in nonuniversity public establishments. It includes among its objectives encouraging respect and integration for affective and sexual diversity. This accreditation is a pioneering one in Spain, and in its training process it covers specific knowledge on preventing homophobic and transphobic bullying.

Along the same lines, since 2013 the Board has been offering a «[Diversigualdad](#)» («Diversequality») project at the second stage of infant education and at the first stage of primary education. This project presents adapted content for providing education on affective and sexual diversity for students

at these stages. In addition to the presence of specialist educators in infant and primary schools, a teaching Guide has been published and a portfolio of various educational and play materials has been produced that is given to each school for a week. A total of 32 schools across the seven islands participated in the initiative during the 2014–2015 school year. The Board has a similar secondary-level and postcompulsory-baccalaureate-level programme entitled «[Diversities under construction: a question of education](#)», which visited another 32 schools in the same year. In 2014 the Board, in collaboration with the Board of Health (*Consejería de Sanidad*), held a poster contest focused on the International Day against Homophobia, Transphobia and Biphobia for students in the fourth year of compulsory secondary education.

Since 2013, the Board of Education, Universities and Sustainability has offered «[Recommendations for Teachers](#)» that focus on children with gender dysphoria and transsexual students in schools.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ At an international level		♦ At a national level		♦ In schools		♦ Public authorities

Extremadura

In March 2015, the Extremadura Parliament (*Parlamento de Extremadura*) unanimously approved the [Law of social equality for lesbian, gay, bisexual, transsexual, transgender and intersexual people and of public policies against discrimination on the grounds of sexual orientation and gender identity in the Autonomous Community of Extremadura](#). This law offers a specific chapter on measures to be taken in the educational environment. These measures include, among others, the creation of a comprehensive plan on education and LGBTI diversity; the use of educational materials and content that are respectful and inclusive with regard to sexual and gender-identity diversity; actions aimed at identification and prevention and at protection of sexual minorities in schools; and training on sexual diversity and families made up of LGBT individuals for teaching staff.

Special emphasis is also given to the conducting of studies and research to understand the realities of sexual diversity in schools. The law establishes a system of sanctions and penalties that target sexual discrimination.

Basque Country

Berdindu, the Basque Government's information and assistance service for matters related to sexual and gender diversity, was launched in 2002, and it has developed a specific course of action, [Berdindu Eskola](#), to provide an advisory service to schools that have experienced problems with discrimination against LGBT individuals or that are interested in working on sexual diversity. This course of action and Berdindu Familiak work in close collaboration with the Basque Government's Department of Education, Language Policy and Culture (*Departamento de Educación, Política Lingüística y Cultura*) to

offer primary attention to schools that are experiencing situations of discrimination or bullying on the grounds of homophobia and transphobia. Berdindu also offers technical support and training to schools that are interested in integrating sexual diversity into their curricula, as well as materials and educational resources on its website.

[The 2011–13 work plan for equality and nondiscrimination on the grounds of sexual orientation and gender identity](#), drawn up by the Basque Government in collaboration with various associations, considers education to be an area for priority action, and it proposes 19 specific actions for it. These include, among others, annual conferences for teachers; the incorporation of training in sexual diversity into teaching staff's continuous training; the incorporation of an obligatory unit on the subject at the Universidad del País Vasco for students who

are taking education, pedagogy and secondary-school teacher-training courses; and integrating sexual and family diversity into the curriculum.

[Ararteko](#) (the Basque Country's ombudsman), has also spurred on specific activities involving LGBT minors as a particularly vulnerable group within the Basque Country's infant population. This institution has also been involved in two European intervention projects to combat homophobia and transphobia in schools, namely [RAINBOW](#) and [RAINBOW HAS](#), within which a wide range of educational materials for teachers and counsellors and aimed at various educational levels were collected.



In schools

CEIP Andalucía (Seville)

The CEIP Andalucía, an infant and primary school located in Seville's Polígono Sur (home to the neighbourhoods popularly known as «Las 3000 viviendas»), has been working on sexual, family and gender-identity diversity for a number of years through coeducation and transversality, introducing these subjects above all through reading. It has a library that houses books addressing all types of diversity through coeducation. In addition to offering books to students and their families, it organizes «dialogue gatherings» where collective engagement with the books is encouraged, and teaching staff for all subjects are invited to make use of the materials.

During the first year in which these issues were addressed at the school, two or three families raised concerns about the reading on family

diversity that children were taking home with them. Once the school's motivation for working on these and other types of diversity was explained to them, not only did they not encounter more resistance, but they also went on to enjoy the support of those families in working on these themes within the school's democratic management mechanisms, in which families participate closely in the educational processes in accordance with the paradigm of learning communities. In a similar vein, the school's head, Ángela Molina, highlights that although they have started working simultaneously at all educational levels, the results are most noticeable at the infant level, since they tackle stereotypes and prejudices at the very stages when these begin to take hold among the youngest students.

CEIP Andalucía was awarded the prestigious Marta Mata prize for educational quality for 2009, and it won second prize in the National Best Practices Competition for dynamism and innovation in school libraries for the year 2011.

IES Cabo Blanco (Tenerife)

[IES Cabo Blanco](#) is a secondary school located in the Cabo Blanco population hub of the municipality of Arona, at the southern end of the island of Tenerife. For several years, this school has determinedly incorporated a transversal focus on sexual and gender-identity diversity into its daily activities. Accordingly, both the school's management team and a significant portion of its teaching body have taken part in training courses on sexual minorities and homophobic and transphobic bullying, as a result of which they have transversally incorporated this reality into their professional educational duties.

Each year, the school holds an affective-sexual diversity week, for which the students themselves propose—and often run—the activities. Indeed, LGBT students have asked to provide training based on their own experiences at the school



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ At an international level		♦ At a national level		♦ In schools		♦ Public authorities

IES Duque de Rivas (Madrid)

to its teachers and the rest of the students in their age group. In addition, the school runs a programme on affective-sexual education with regular workshops on sexual diversity, equality relations or healthy affective-sexual relations. A sexologist also offers personal monthly consultations to any students who request one.

In 2005, this secondary school in the Rivas-Vaciamadrid area began its «Tutoría GLBT» («LGBT Mentoring») project. It is still running today. The mentoring programme's main activity involves addressing the requirements and questions of any student in relation to sexual, family and gender-identity diversity. It offers a space for listening, caring and attention. In addition to individualized mentoring, the service organizes many workshops over the school year on sexual orientation, gender identity, HIV/AIDS, human rights and bullying, among other subjects.

The school also celebrates different events related to sexual diversity, such as the International Day against Homophobia, Transphobia and Biphobia; the School Day of Nonviolence and Peace; and World AIDS Day. For the past decade, it has held an annual LGBT Culture Conference,

at which a series of talks and activities are offered over three days. The event is open to the school's different levels and groups of students. The conference is organized jointly with the counselling and extracurricular departments, and role models in the fight for respect for diversity and gender identity speak at it.

One of the project's key tools is [a blog](#) with a wealth of resources that are used not only by lesbian, gay, bisexual and transsexual adolescents from the school, but also by visitors from other parts of the world owing to the large quantity of educational resources, videos, songs and opinion articles that it offers. This experiment has received various prizes, such as the Triángulo Rosa awarded by the Gay, Lesbian, Transsexual and Bisexual Community of Madrid (*Colectivo de Gays, Lesbianas, Transexuales y Bisexuales de*

Madrid or COGAM) and a special commendation at the awards for educational projects organized by the Fundación Atresmedia and Samsung.



Best-practices recommendations for public authorities

Taking as a reference the best practices mentioned previously, this section offers a series of recommendations for public authorities with the objective of promoting policies and activities that foster respect for sexual, family and gender-identity diversity.

Public policies:

1. Establish and spread, from all public authorities, a **clear and unambiguous discourse about rejecting discrimination and bullying** of any sort, expressly including that related to sexual orientation and gender identity.
2. **Identify the policies of other governments** at national, regional and municipal levels that could serve as a starting point for developing a national, regional and local policy.
3. **Revise, modify, elaborate and implement necessary laws and regulations** for the effective development of policies to combat homophobic and transphobic bullying at all levels of the educational system and in all types of school, including those which cater to people with special educational needs.
4. **Create specific allocations of staff and material and**

economic resources that are sufficient for promoting public policies for ensuring respect for sexual, family and gender-identity diversity, with the goal of achieving a real impact that goes beyond a mere declaration of intentions.

5. Create a **National Plan against School Violence and Bullying** that expressly includes prevention and combating of homophobic and transphobic bullying and that establishes specific policies against homophobic and transphobic bullying in schools at a national and regional level, as well as observatories that ensure compliance with the implemented policies.
6. Ensure the real and specific incorporation of sexual, family and gender-identity diversity in **national and regional plans that oversee integration in schools²,**

with individuals who have responsibility for these issues in schools and administrative bodies.

2. In 2009, the Centre of Educational Research and Documentation (Centro de Investigación y Documentación Educativa) produced a document on preventing violence and improving integration in schools, which compiles and highlights proposals for working on integration, safety and the school environment in Integration Plans.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ At an international level		♦ At a national level		♦ In schools		♦ Public authorities

Research and training:

7. Establish oversight mechanisms that guarantee **nondiscrimination** on the grounds of sex, sexual orientation or gender identity **during the hiring and promotion process** of teaching and nonteaching staff who work in schools that are privately or publicly funded.

8. Establish mandatory regulations for schools relating to their area of responsibility for trans students in terms of their **right to respect for their gender identity** at school: name, records, clothing and activities, as well as spaces separated by gender, guaranteeing confidentiality and respect for their privacy.

1. Encourage, support, reinforce and visibilize high-quality scientific research relating to sexuality and gender diversities, and also to the nature, incidence, scale, impact, specificity and consequences of homophobic and transphobic bullying in schools.

2. Base study plans and curricula on an approach based on human rights and include comprehensive sexual education and equality between men and women in them, as well as sexual, family and gender-identity diversity.

3. Produce specific plans for initial training (especially in infant- or primary- education degrees and master's degrees in secondary-school teacher

training) **and for continuous training** on respect for all diversities, on combating homophobic and transphobic bullying and on laws that recognize sexual, family and gender-identity diversity, so that these training plans reach future teachers and counselling staff as well as all active professionals, including nonteaching staff.

4. Facilitate and foster the production of, access to and acquisition of specific materials (books, manuals, teaching units, films, and so forth) for working on sexual, family and gender-identity diversity in schools and spaces such as resource centres and libraries.

5. Recognize and positively reinforce schools, management teams, teachers, parents' associations, families and students that implement and participate in activities that combat homophobic and transphobic bullying or that develop activities to promote respect for and attention to sexual, family and gender-identity diversity.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ At an international level		♦ At a national level		♦ In schools		♦ Public authorities

Collaboration and communication:

1. Promote coordination, dialogue and close cooperation between civil-society organizations, LGBT associations, teaching unions, different political actors and all of the education community (teaching and nonteaching staff, specialists, students, parents' associations and families) through meetings, gatherings, conferences, congresses and other avenues for face-to-face and virtual encounters that also allow exchanges of experiences between different schools and institutions.

2. Work with educational authorities, unions, associations, religious leaders and the media to ensure their support and to send out clear messages regarding the unacceptable nature of any type of discrimination, including homophobia and transphobia.

3. Modify the various forms, booklets and administrative documents so as to include sexual, family and gender-identity diversity, substituting the terms «mother» and «father» for «legal guardian,» followed, where appropriate, by the family ties or relationship with the student (mother, father, grandmother, aunt, and so forth).

4. Include sexual, family and gender-identity diversity in current campaigns that promote respect and an awareness of student diversity, while also producing new campaigns and materials at national, regional and local levels in order to specifically address this diversity.

ACTION GUIDE

Against homophobic
and transphobic
bullying in schools





With the **objective of offering tools to prevent, identify and intervene in cases of homophobic and transphobic bullying, this Guide³ is divided into three sections and is aimed at the whole education community.**

3. The different national- and international-level documents whose proposals have informed the content of this guide can be found in the References Annex. These proposals have been compiled (in some cases verbatim and in others with modifications), analysed, reworked and systematized to optimize accessibility and the opportunity to reflect and implement.

Is divided into three sections:



The first part comprises **recommendations to prevent** homophobic and transphobic bullying, which provides a compilation of general and specific recommendations for the whole education community: management teams, counselling teams and departments, teaching staff, students and families.



The second part of the Guide offers **indicators for identifying** possible cases of homophobic and transphobic bullying within the education community, taking into consideration the diversity of relations between all parties. It also offers indicators to identify if schools are spaces that encourage respect for sexual, family and gender-identity diversity.



The third part offers a protocol of five phases for **intervening in cases of homophobic and transphobic bullying** in schools in a comprehensive way that also involves all members of the education community.



Recommendations to prevent homophobic and transphobic bullying in schools

♦ GENERAL

- ♦ Schools
- ♦ Teaching staff
- ♦ Students
- ♦ Families

As members of the education community, we propose going beyond the prevention, identification and eradication of homophobic and transphobic bullying to **promote the free development of the personality of each person**, fostering respect for sexual, family and gender-identity diversity within schools at the same time as addressing and celebrating all diversities.



01 Shake off your prejudices!

- ♦ **Do not presume the heterosexuality or gender of the people around you:** there is probably a lesbian, gay, bisexual or trans (LGBT) person in your environment.
- ♦ **There are many ways to be** heterosexual, homosexual, bisexual or trans. Respect them.
- ♦ **Do not exclusively focus your attention and relationship with LGBT people** on their sexual orientation, sexual identity or their form of expressing gender: there are many more facets of their personality that should not be overshadowed.
- ♦ **We have all been educated in sexism and homophobia:** recognize the prejudices, myths and false beliefs that exist about LGBT persons in you and in your surroundings.
- ♦ **Homophobia and transphobia affect everyone**, including heterosexual people who do not conform to hegemonic gender and sexual norms.

02 Take care with your language!

- ♦ Discrimination between men and women and on the grounds of sexual orientation also begins with linguistic practices: **use inclusive and nonsexist language** so that everyone who hears you feels positively recognized in your discourse. Language is rich and diverse, and this can be an excellent opportunity to discover the possibilities it offers.
- ♦ **Avoid homophobic and transphobic language.** Expressions such as «queer,» «dyke,» «tranny» and «butch» are not inoffensive. Although they may not be intended to cause harm, they are hurtful expressions for many of the people who hear you, and they should not be permitted in any case.
- ♦ **Avoid** always talking from the masculine point of view (**androcentrism**) and treating other people as if they were all heterosexual (**heterosexism**).
- ♦ **Respect the wish of each person** to be treated according to the gender with which they identify.



♦ GENERAL

- ♦ Schools
- ♦ Teaching staff
- ♦ Students
- ♦ Families

03

Diversity is positive!

- ♦ Dedramatize! Sexual, family and gender-identity diversity constitutes an excellent **education opportunity to construct a new kind of school** in which everyone is recognized and respected. Difference allows us to learn from others.
- ♦ Avoid referring to others, their attitudes or emotions using words such as «normal» and «natural»: **human diversity is normal and natural.**
- ♦ **Do not define people by their difference:** beyond sexual orientation, gender, skin colour, weight, height, bodily abilities or nationality, what we all have in common is that we are human beings.
- ♦ **Question stereotypes and reflect on the concepts** and realities that you associate with homosexuality or bisexuality: love, respect, diversity, freedom, equality.
- ♦ **Avoid labels: they pigeonhole and limit us.** Human beings shade sexuality and gender so diversely and fluidly throughout their own lives that they override binary conceptions and closed matrices.

- ♦ **Incorporate a broad and diverse understanding of family**, coherent with the rich diversity of family structures present in schools.
- ♦ **Positively assess and encourage expressions of affection and love** among all people, whatever their sex.



04 Respect!

- ♦ Respect for sexual, family and gender-identity diversity **is a task for the whole education community**, not only LGBT people.
- ♦ **Respect privacy**: we have the right to speak about our affections and our desires, but also not to do so.
- ♦ **Respect confidentiality**: we have the right to decide when and with whom we share our affections and our desires.
- ♦ Pay attention: on occasions, **there are questions that may be uncomfortable or disrespectful**, despite the good will underlying them.
- ♦ Do not out anyone without their consent: **respect the situations and processes of each person**.

05 Get involved!

- ♦ **Always intervene** when faced with comments and attitudes that do not respect diversity. But do not merely prohibit or censor: listen, try to understand, make people understand, question and debate. Assertively point out sexist and homophobic attitudes and show their consequences for people and for society.
- ♦ **Talking about** homosexuality, bisexuality or transsexuality **does not mean being** homosexual, bisexual or trans.
- ♦ **Be a role model for diversity**: if you are an LGBT person, consider the possibility of making it visible. If you are not LGBT, create a favourable climate so that anyone can freely talk about their sexual options and their gender identity as you probably can.
- ♦ **Talk about these topics in your environment** and use references to diversity that are understandable for everyone.
- ♦ **Put into practice and support initiatives** for the respect of sexual, family and gender-identity diversity.

06 Train and transform yourself!

- ♦ **Identify available resources** for addressing and respecting sexual, family and gender-identity diversity, as well as the institutions and associations that offer them and that can help you. Share this information.
- ♦ **Talk to LGBT people and understand their reality at first hand**: having personal role models allows us to question prejudices and stereotypes. Have a generous and caring attitude toward realities that may be new for you.
- ♦ **Attend and participate** in LGBT celebrations.
- ♦ Search, read, reflect, look, listen, propose and participate: **understanding and embracing diversity transforms lives**.

♦ GENERAL

- ♦ Schools
- ♦ Teaching staff
- ♦ Students
- ♦ Families



Recommendations for members of management and counselling teams

♦ General

♦ **SCHOOLS**

♦ Teaching staff

♦ Students

♦ Families

Identify the situation at your school and act

- ♦ Knowing **where, when and how** homophobic and transphobic bullying occurs favours more effective intervention in order to eradicate it: establish anonymous and effective evaluation tools regarding the state of integration at the school, including, among others, discrimination on the grounds of homophobia and transphobia.
- ♦ Establish **confidential and effective mechanisms to report and respond** to homophobic and transphobic bullying. Provide support to students who suffer it; act with those who attack or passively observe; provide resources to families and guardians; ensure that students know the action protocols and trust in their effectiveness.
- ♦ **Optimize school spaces**, favouring mixed toilets with individual cubicles. Through doing so, you will help to reduce discrimination on the grounds of gender and gender identity. At the same time, students must in all cases be permitted to use the toilets and changing rooms corresponding to their gender identity.
- ♦ **Revise the different forms** (registration forms, tutorial sheets, and so forth) that each student has to fill in, so as to avoid presuming the heterosexuality of families. Not all families are made up of a father and a mother. Remember that same-sex marriage has been legal for more than a decade in Spain.





♦ **Recommendations to prevent**

♦ Indicators for identifying

♦ Intervention protocol



- ♦ General
- ♦ **SCHOOLS**
- ♦ Teaching staff
- ♦ Students
- ♦ Families

- ♦ **Expressly introduce education on sexual diversity and the fight against sexism and homophobia** to the official documents of the school, beginning with the Education Plan⁴, the Integration Plan⁵, the Rules of Organization and Operation, the Tutorial Action Plan⁶ and the General Annual Programme.
- ♦ Establish mechanisms so that all the school staff treats **trans students according to their chosen name and gender**. It is not the student's responsibility to have to inform each one of their teachers or the nonteaching staff; rather, the school should assume this task.
- ♦ **Students have the right to freely express their gender and to dress in accordance with their gender identity**: the visibility implied by changing clothing forms part of a process that must be assisted and supported.
- ♦ **Respect for the privacy** of LGBT students and of LGBT teaching and nonteaching staff must occur at all times.

4. **The Education Plan** contains the statements of identity and educational principles (inclusion, democratization, nondiscrimination, coeducation, and so forth) that will nurture relationships in the school. It provides a structure, rules of organization and operation and the objectives that allow for coherent, coordinated and effective actions to be guided and carried out for the whole education community, and particularly the teaching staff. It must be flexibly and openly articulated so that it can respond to each case by taking into account its context and offering appropriate and effective proposals. Within this document, it is essential to highlight the **Diversity Attention Plan (DAP)** as a fundamental document that underlines all the possible diversities of students and, within them, sexual, family and gender-identity diversity.
5. The **Integration Plan** must be considered as a preventive tool, consistent with responsible and high-quality tutorial action that offers personalized supervision of students. Its main objective is to generate a good teaching-learning environment in the school and to develop systematic and global prevention that transforms schools into nonviolent places that offer education in and for peaceful conflict resolution and in which enriching experiences of differences take place.
6. The **Tutorial Action Plan** contributes to personalizing education and to adjusting the educational response to the particular needs of students by encouraging processes of personal maturity and the development of self-identity and a value system, at the same time as preventing peer-group problems. It therefore contributes to educational innovation and quality. By intervening in each one of these areas, we can teach students to think, integrate, behave and learn to take decisions.

♦ **Recommendations to prevent**

♦ Indicators for identifying

♦ Intervention protocol



♦ General

♦ **SCHOOLS**

♦ Teaching staff

♦ Students

♦ Families

Involve the whole education community in the change

- ♦ Take a **clear position against discrimination in general and in favour of diversity:** display posters that identify the school as a safe space, in which bullying on the grounds of sexual orientation, family diversity or gender identity is not tolerated and in which diversity is promoted, respected and celebrated.
- ♦ Create a **School Antidiscrimination Committee** with the presence and representation of all the members of the education community.

- ♦ **Incorporate policies, programmes and actions against this type of bullying** across all years and levels, commencing them as soon as possible to question homophobic and transphobic behaviour from the first moment it appears.
- ♦ Propose an **Integration Assembly** in all classrooms, in which students debate and reflect upon compliance with integration rules, student relations in the class and any problem that may arise, whether in the class or in the school.

- ♦ **Foster the presence of positive role models** of sexual, family and gender-identity diversity at the school, supporting the students, families and teaching and nonteaching staff who are lesbian, gay, bisexual or trans so that they may be visibilized if they consider it appropriate and may become a local role model for the whole education community.
- ♦ Foster the participation of both heterosexual and nonheterosexual students in **peer training and care** to promote respect for all diversities as well as to prevent and act in bullying situations of any kind.

- ♦ **Encourage celebrations** of LGBT pride days, the International Day against Homophobia, Transphobia and Biphobia, World AIDS Day and sexual diversity and gender-identity weeks, as well as celebrations of other awareness-raising events for the whole education community. Ensure that all the events celebrated in the school environment are inclusive for LGBT persons and their families. For example, celebrate a Family Day instead of Mother's Day or Father's Day.



♦ Recommendations to prevent

♦ Indicators for identifying

♦ Intervention protocol



♦ General

♦ **SCHOOLS**

♦ Teaching staff

♦ Students

♦ Families

- ♦ **Address these issues with the students' families and legal guardians**, involving parents' associations and «schools» for fathers, mothers and family members. It is important to make tools and resources to explain the need to address these issues at home—and how to do so—available. To begin, on the date of an event related to sexual, family and gender-identity diversity, you can send a letter to families informing them of the activity, the school's position in favour of respect for diversity and the need for and importance of family support on these issues.

- ♦ **Open participation up to the neighbourhood** in these activities, turning the school into an antidiscrimination role model that favours diversity within the neighbourhood.
- ♦ Request **collaboration and advice from local LGBT associations** in implementing these recommendations. Their members can attend and participate in activities, offering complementary training to curricular and extracurricular activities and acting as positive role models. Understand and explain the resources that these associations have available for use by any member of the education community.



- ♦ General
- ♦ **SCHOOLS**
- ♦ Teaching staff
- ♦ Students
- ♦ Families

Integrate diversity into daily school life

- ♦ **In the school library, offer materials relating to sexual, family and gender-identity diversity** that act as pedagogical resources for teaching staff and as references for students. It is important that these materials are not placed in differentiated spaces. Rather, they should be integrated among the different resources on sexuality, families or partner relationships or, if applicable, among self-help books for adolescents.
- ♦ **Ensure that all the materials offered at your school are respectful** of sexual, family and gender-identity diversity.
- ♦ **Avoid restricting students' access** to information on sexual, family and gender-identity diversity. It is worth making sure that the school's Internet search engines do not censor Internet sites that contain words such as «sex,» «sexuality,» «gay,» «homosexual,» «lesbian,» and so forth.
- ♦ Through the Counselling Team or Department, **make informational material on LGBT realities available to whoever requires it**, as well as an up-to-date list of resources available in the area. It is necessary to offer specific and complete information on these resources: what the student can expect from these resources, who they will find there, what times they can attend, how to get there and what the place will be like.
- ♦ **Specific tutorials** attending to affective-sexual, family and gender-identity diversity have produced excellent results in schools that have proposed them: push to implement them.
- ♦ Request **seminars or training activities** that permit the different members of the education community to acquire strategies to address sexual education in the classroom. LGBT associations from various areas and in different Autonomous Communities make talks and workshops available to schools. Moreover, if you know of any other school that is already addressing these issues, establish contact and exchange experiences.
- ♦ **Recognize the education community's progress on this subject and positively reinforce every forward step** against discrimination and in favour of sexual, family and gender-identity diversity—for example, by awarding certificates in recognition of actors' involvement in the subject.



Recommendations for teaching staff

♦ General

♦ Schools

♦ **TEACHING STAFF**

♦ Students

♦ Families

General recommendations

- ♦ Education focused on respect for sexual, family and gender-identity diversity **is a fundamental part of the duties of the entire teaching body**: addressing diversity in schools does not mean being homosexual, but involves responsibility and commitment to create fairer schools and society.
- ♦ All of us **have been socialized in homophobia and transphobia**: know your fears, prejudices and stereotypes about this issue. The more you do so, the easier it will be to transform yourself and thereby transform the reality in your school. Ask for help from a colleague or a professional or contact a union, teachers' association or LGBT association to begin to transform yourself and to overcome the difficulties that you may encounter.

- ♦ **Do not presume the heterosexuality** of your students or of any member of the education community. You should be open to the possibility that anyone can be or find that they are heterosexual, homosexual, bisexual or trans, or, simply, that they have doubts or their own position on the matter. You can use neutral terms that favour increased visibility of sexual diversity. For example, use the word «partner» instead of «girl/boyfriend;» or if you ask someone, ask if they «are going out with anyone» or if they «have a partner» and not if they «have a girl/boyfriend.»
- ♦ **Do not presume, either, that your students necessarily form part of a family with a father and a mother.** There are many family structures: LGBT parent, single parent, reorganized, cohabitation

with guardians, international, multiethnic, and so on. You can refocus Mother's Day and Father's Day as days to reflect on the family diversity in your classroom and in society in general.

- ♦ At meetings with students' family members or guardians, **explain and demystify** issues relating to sexuality and sexual, family and gender-identity diversity. Make it clear that you do not permit any kind of homophobic or transphobic attitudes.
- ♦ Males generally display homophobic or transphobic attitudes more frequently than females, and this is due to the construction of a traditional masculinity that involves the rejection of anything seen as feminine and of homosexuality. One possibility in addressing homophobia is **reflecting on the different**

ways to be a man—that is, offering alternative models of masculinity to the traditional ones by working with role models that are appropriate and linked to emotions, to respect for diversity and to equality among all human beings. Doing so will also help to address and eradicate gender violence within society.

- ♦ **Invite openly gay, lesbian, bisexual and trans people to your classes** or to the staffroom as an accompaniment to educational projects.
- ♦ Show symbols that demonstrate that your place of work and support is **a safe place for LGBT people**. Make it clear that as an education professional you are openly against any discrimination on the grounds of sexual orientation, family diversity and gender identity.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent			♦ Indicators for identifying	♦ Intervention protocol		
						<ul style="list-style-type: none"> ♦ General ♦ Schools ♦ TEACHING STAFF ♦ Students ♦ Families
<h2>In class</h2>						
<ul style="list-style-type: none"> ♦ Do not neglect your students' interest in questions relating to sexuality, desire and love, even during classes that are not dedicated to those issues, since they are at the forefront of students' concerns. It is very important to deconstruct myths and stereotypes about sexuality, gender and sexual orientation, and to address these questions transversally across all subjects without reducing them to specific timetables. ♦ Remember to use nonsexist language and, when giving examples in class, try to include as much diversity as possible. 			<ul style="list-style-type: none"> ♦ Deal with the root of the problem: working on gender roles is a good strategy for approaching the issue with the youngest students. Promote nonsexist coeducational games, encourage the use of play spaces without segregation by sex and encourage the reading of stories that do not contain gender stereotypes. ♦ Avoid using sex as a criterion for creating groups. Be creative and divide students on the basis of other characteristics: age, months of birth, position among brothers and sisters, numbers, alphabetical order, and so forth. 			<p>and attitudes related to homophobic and transphobic bullying.</p> <ul style="list-style-type: none"> ♦ It is not necessary to know the sexual orientation of your students to know that certain comments and attitudes are discriminatory in themselves: act when they are not directed at specific people, too. ♦ Show empathy and understanding when intervening in homophobic behaviour. Ask your students if they know what the insults really mean and compare them with disrespectful terms that are used against other groups of people: immigrants, the elderly and even young people (whom some adults disparage).
			<ul style="list-style-type: none"> ♦ Visibilize the homophobia and transphobia behind insults such as «queer,» «dyke,» «tranny» or «butch,» which may affect the feelings of various people in the classroom, even if they are not directed at them. Work to eradicate them from your class and school. Every homophobic or transphobic comment is an educational opportunity to work on respecting diversity. ♦ Respond immediately to sexist or homophobic comments, jokes or insults made by students or school staff, regardless of whether or not they are directed at LGBT people. This will improve the general atmosphere of integration, at the same time as ensuring that LGBT students feel protected from aggression. Remember that silence and passivity reinforce behaviours 			



♦ Recommendations to prevent

♦ Indicators for identifying

♦ Intervention protocol

♦ General

♦ Schools

♦ **TEACHING STAFF**

♦ Students

♦ Families

♦ **Show the consequences of homophobic and transphobic bullying** on the people who suffer it, since the people who bully are often not aware of it, and giving victims a human face can be useful to create empathy and, ultimately, to stop this kind of situation.

♦ If **cultural or religious differences** appear as elements that, in specific cases, encourage the appearance of homophobic or transphobic attitudes, it should be made clear that human rights prevail over religious and cultural beliefs and that, therefore, the rights to a life without violence and to free development of the personality must guide teaching activity. Remember that lesbian, gay, bisexual and trans boys, girls and adolescents who find themselves in homophobic

family environments for any of these reasons also have the right to a life without violence and to an educational environment that allows them to develop freely and, ultimately, to be happy.

♦ **Introduce role models to your classes** from the different sexual orientations and gender identities: there are many outstanding figures from history, science, literature, religion and art who have loved and desired people of their own sex or who have lived outside the gender norms of their time. The life experiences of these people can be useful in working on diversity and challenging homophobia and transphobia in class and in identifying cultural stereotypes related to sexual orientation.

♦ **Create a climate of trust and security for your LGBT students**, in a manner that increases their visibility if they consider it necessary. Encourage the establishment of alliances to demonstrate that homophobia and transphobia affect all students, including heterosexual people who do not conform to gender norms.

♦ **Permit and encourage expressions of affection and love** among students with same-sex partners in the same way as for different-sex partners.

♦ **Raise student awareness about loving and caring for their own bodies**, as well as respecting the bodies of other people.

♦ **Think beyond bullying:** promoting methodologies that foster interaction, equality, cooperative learning and shared responsibility is a way of preventing any kind of violence.



♦ General

♦ Schools

♦ **TEACHING STAFF**

♦ Students

♦ Families

When talking about sexual, family and gender-identity diversity

- ♦ Remember that any sexuality, sexual orientation and gender identity can cause a challenge for any person and educational system. **Be flexible and accept the uncertainty** that addressing all these diversities in the classroom on a daily basis may entail.
- ♦ **Do not caricature or parody** homosexuality, bisexuality or transsexuality. There are different ways of handling the question; they should always be based on respect.
- ♦ When talking about sexual orientations, **do not focus solely on sexual health or on sexually transmitted infections**: address them together with sexuality, body image, love, affection, pleasure, roles, gender identity and orientations of desire.
- ♦ **Explain the specific nature of lesbophobia** and the discrimination suffered by lesbians—on the one hand for being women, and on the other for being homosexual people. Also address the consequences of the invisibilization of relationships between women throughout history.
- ♦ **Do not forget bisexuality** and the specific nature of its situation: bisexual people tend to suffer more discrimination than heterosexual, gay or straight people and have more difficulties finding a partner, as a result of which they sometimes prefer not to make their sexual orientation visible.
- ♦ **Offer a historical overview** of homophobic and transphobic oppression and relate it to other social systems of subordination and discrimination (racism, sexism, xenophobia), and learn to talk about the current social situation for homosexual, bisexual and trans people, as well as its challenges.
- ♦ Remind your students that same-sex sexual and partner relationships continue to be penalized in various countries around the world, and talk to them about the **decision of the World Health Organization** in 1990 to remove homosexuality from its list of mental disorders, about the **legislative changes** recognizing the rights of LGBT people and about the European Union's recommendations regarding the recognition of freedoms and legal equality for sexual minorities.
- ♦ If you address the issue of sexual, family and gender-identity diversity in class, do not forget to provide a **list of places, websites and telephone numbers** so that students who wish to do so can make a note of this information.



♦ General

♦ Schools

♦ **TEACHING STAFF**

♦ Students

♦ Families

With LGBT students

♦ Try to support LGBT students.

Know their process of recognizing their own identity and take into account that they may be under pressure because of homophobia and transphobia, which can affect their academic performance and their psychological well-being. On occasions, the size and scale of aggressive messages that they receive will be difficult to cope with; **help them to reinforce and increase their self-esteem**, in order to confront situations of conflict with security, resilience and self-assertion.

- ♦ Ask your LGBT students about their **fears and hopes for the future**. Pay particular attention to the possible appearance of feelings of guilt that indicate the internalization of homophobic and transphobic prejudices.

♦ Respect confidentiality and request authorization

from all students before sharing the information they have given to you with other people, even with their family: on occasions, homophobia can exist within their own family circle. Do not pass on any information without consulting them: students who choose to confide in you do not do so with other people. Be properly informed in order to know how to direct the person toward the appropriate professionals (counsellors, social workers, psychologists, sexologists), remembering that sexual and gender-identity diversity are not clinical or biological disorders.

♦ Talk with your LGBT students about the challenges that coming out involves.

Be realistic and do not encourage your students to act openly without knowing their levels of self-esteem, self-assertion and

resilience, as well as the level of respect of the people that surround them.

- ♦ For some people, **sexuality and gender identity vary through their lifetime**. Particularly in childhood, we must be careful when creating classificatory and immutable labels that may affect the lives of the boys, girls and adolescents. Exploration and play must be respected, and the uncertainty arising out of these processes must be accepted and always accompanied by the reinforcement of self-esteem. This does not mean considering or treating homosexuality, bisexuality or transsexuality as a «phase» that will pass, since for the majority of people it is not.
- ♦ Sexual orientation, sexual identity and the different forms of expressing gender are just some of the many facets of the personalities of LGBT boys

and girls; **do not exclusively focus your attention and relationship with them on this issue**.

- ♦ If they ask you to do so, **call trans students by their chosen name**. Demystify the view that all trans people want to have an operation: for the development of gender identity, surgical or hormonal intervention is not indispensable. Reinforce body self-esteem: work on the importance of loving and taking care of their body now so that, whether or not they decide to carry out a hormone and/or surgical process in the future, they experience sex and gender as their own, in the best conditions, with all the information and support that is necessary. Do not use expressions such as «wrong body» or «being in a body that is not yours.»



- ♦ General
- ♦ Schools
- ♦ Teaching staff
- ♦ **STUDENTS**
- ♦ Families

Recommendations for students

- ♦ Ask the authorities at your school and your teachers to be **respectful of sexual, family and gender-identity diversity**, and to provide related **training and information**.
- ♦ **Do not participate in bullying:** do not use sexual and gender-identity diversity to ridicule, exclude, insult, attack or discriminate against another person. Intervene to prevent it, encourage other people to intervene, and offer your support to anyone who suffers it.
- ♦ In situations of homophobic or transphobic bullying, **silence makes us complicit, but intervention makes a difference:** according to a UNSECO report (2013), when students intervene in cases of homophobic and transphobic bullying, their intervention is more effective than that of

an adult person and generally contributes toward the situation dissipating more quickly. **Talk with other classmates** who witness bullying, say that you do not agree with it and discuss what you can do to stop the situation: ask the person or people who are bullying to stop, support the victim and seek help.

- ♦ **Defend the person who has been subjected to abuse,** whatever your sex or sexual orientation. You can mediate in situations of conflict, significantly helping the person who is suffering and becoming an agent of change to construct a more equal society.
- ♦ **Involve the bullied person** in the curricular and extracurricular activities in which you take part: exclusion through fear of the spread of stigma is one of the main

forms of bullying that risks the suffering of LGBT persons in schools.

- ♦ Talk with people who are bullying, try to discover their motivations, show them the consequences of their actions and explain to them that **there is no place for bullying in your school**.
- ♦ Sometimes, the bullied person does not have the necessary resources to verbalize and report the bullying that they are experiencing. If you have witnessed an attack, or suspect that a situation of bullying exists, **speak to any member of the teaching staff or of the Counselling Team or Department, or to classmates** who you consider can understand the situation and help to stop it happening again. Remind them that the source of the conflict is the

person engaging in homophobic or transphobic behaviour and never the person who is suffering the bullying.

- ♦ **Become involved** in students' associations and encourage them to address LGBT issues.



Recommendations for families and legal guardians

- ♦ General
- ♦ Schools
- ♦ Teaching staff
- ♦ Students
- ♦ **FAMILIES**

- ♦ **Demand comprehensive sexual education**, which includes and respects sexual, family and gender-identity diversity, regardless of your family's situation.
- ♦ **Do not presume the heterosexuality** of any minor, member of teaching or nonteaching staff, family member or student at the school.
- ♦ Remember that **heterosexual people can also suffer bullying** because of homophobia or transgressing gender norms.
- ♦ **Teach respect** for sexual, family and gender-identity diversity. For example, from childhood, encourage nonsexist games, reading materials that do not contain gender stereotypes and the inclusion of role models of diverse sexuality and gender.
- ♦ All of us **have been socialized in homophobia and transphobia**: know your fears, prejudices and stereotypes regarding the issue, and ensure you do not transmit them to younger people.
- ♦ **Respond immediately to sexist or homophobic comments, jokes and insults** made by minors, but also by other people close to or within the family and close circles.
- ♦ **Participate in the parent and family association** at your school and show your concern over this issue at this and other forums.
- ♦ **Show your support for other parents and relatives** of minors who are suffering bullying because of homophobia, transphobia or gender identity.
- ♦ **Create a climate of trust and security** in the family so that minors can develop their sexual orientation and gender identity freely and with support.
- ♦ Build a **broad and diverse understanding of family** and transmit it to the minors in the family.
- ♦ Accompany the youngest members of the family to **diverse-family and LGBT-association activities and events** to help to create new role models in the form of other family, sexual-orientation and gender-identity models.
- ♦ If your family is an LGBT family, **examine the possibility of making it visible** at the school and becoming a role model for diversity.
- ♦ **Share these recommendations** with other families and relevant adults.



Indicators to **identify** homophobic and transphobic bullying

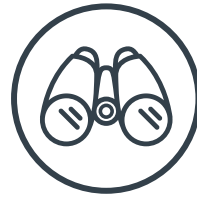
- ♦ School
- ♦ Students
- ♦ By teaching staff
- ♦ Of teaching staff
- ♦ Families

Bullying is different from sporadic acts of aggression because it involves an **intentional, repeated and personalized imbalance of power in interpersonal relationships** (Del Barrio et al., 2003). In the case of homophobic and transphobic bullying in schools, there are specificities that have been analysed in another section of this Guide: it is one of the main reasons for insulting classmates; it is invisibilized by authorities and the education community; the people who suffer it are at risk of not having the support of their families; there is a risk of the spread of stigma that generates exclusion, isolation and lack of support; it is part of a continuum that goes beyond school to affect all the circles of the person who suffers it (friendships, family, social media, and so forth); and it creates a horizon of insult that acts as a warning to all people who do not conform to gender norms or do not show exclusively heterosexual desires.

Since the intentionality, repetition and personalization of the aggression that constitutes homophobic and transphobic bullying tend to vary over time, according to context and circumstance, we must bear in mind each and every one of the indicators for identifying cases that should be reported for the possible activation of the Intervention Protocol.

On occasions, identifying situations of homophobic and transphobic bullying among students can be difficult, because the teaching staff, particularly at secondary level, spend a limited number of hours per week in each classroom. For this reason, communication among the teaching staff is vitally important to help to identify possible cases of bullying in classrooms.





To identify possible situations of homophobic and transphobic bullying, it is essential to know **the specific context that will frame our work**. For this purpose, below we offer a series of **observable and contrastable indicators**.

To facilitate teachers' and students' **awareness of experiences and perceptions** of sexual, family and gender-identity diversity and of the integrated school environment, we offer a series of indicators to identify if your school is a space that favours respect for sexual, family and gender-identity diversity and **two questionnaires** that may be useful to gather this information.

Finally, we offer a series of indicators to identify possible situations of homophobia that may arise within the education community. It is important to mention that **homophobic and transphobic bullying does not only occur among students, but can also affect any of the relationships that exist within the school**.

For this reason, we have divided the indicators into specific sections that address this range of relationships:

- ♦ School
- ♦ Students
- ♦ By teaching staff
- ♦ Of teaching staff
- ♦ Families

- ♦ Indicators to identify **students who are suffering and who are carrying out** homophobic and transphobic bullying.
- ♦ Indicators to identify homophobic and transphobic bullying **by teaching and nonteaching staff toward students**.
- ♦ Indicators to identify homophobic and transphobic bullying **of teaching and nonteaching staff**.
- ♦ Indicators to identify homophobic and transphobic bullying **within the family**.



Indicators to identify the school's level of involvement

What aspects may indicate that a school favours respect for sexual, family and gender-identity diversity?

♦ SCHOOL

- ♦ Students
- ♦ By teaching staff
- ♦ Of teaching staff
- ♦ Families

- ♦ The Education Plan includes the dissemination of **values and habits for democratic integration** and clearly states them when presenting the course to families and students.
- ♦ The Annual General Programme contains a specific section on **attention to diversity and fighting homophobia and transphobia**, which includes **measures to raise awareness of, prevent, identify and eliminate all expressions of discrimination**, exclusion, bullying and verbal or physical violence, whether on the grounds of gender, racism, ethnic or xenophobic discrimination, religion, disability or physical appearance, homophobia and transphobia, **aimed at the whole education community**: teaching and nonteaching staff, students and families.

- ♦ **These measures are specified** in Curricular Plans, in the Extracurricular Activities Programme and in Tutorial Action Plans.
- ♦ There is an accessible, effective and complete **Protocol for cases of homophobic and transphobic bullying**.
- ♦ **Training is provided** on sexual, family and gender-identity diversity to all school staff and students and information is offered to families.
- ♦ All teaching and counselling staff **know how to prevent and act** to confront situations of homophobic or transphobic bullying.

- ♦ **Specific events are held or celebrated** such as a sexual and gender-identity diversity week, the International Day against Homophobia, Transphobia and Biphobia, or others.
- ♦ There are **LGBT teachers, families or students who have made themselves visible** as such at the school.
- ♦ **At the school, one can see couples** of two boys/two girls or two fathers/two mothers who express their affection in public (holding hands or exchanging kisses, for example).
- ♦ **It is not common to hear insulting words** referring to sexual orientation or gender identity such as «queer,» «dyke,» «tranny» or «butch,» or to see homophobic or transphobic graffiti in the school's toilets or other spaces.

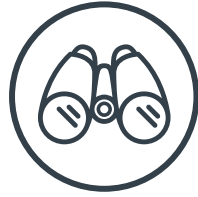
- ♦ There are no known cases of students or teachers who have **left or changed school** because of homophobic or transphobic bullying.
- ♦ The posters and images in corridors and classrooms as well as the teaching materials used at the school **display ethnic, body, religious, sexual and gender-expression diversity**.



♦ Recommendations to prevent

♦ Indicators for identifying

♦ Intervention protocol



♦ SCHOOL

- ♦ Students
- ♦ By teaching staff
- ♦ Of teaching staff
- ♦ Families

- ♦ The teaching staff and students are **able to name LGBT people** in different fields of knowledge.
- ♦ The management team, the staffroom and the school board foster **relations between the school and LGBT experts or organizations**: for example, holding specific collaborative activities (days, tutorial sessions, events).
- ♦ There are **curricular subjects** with content related to homophobic and transphobic bullying.
- ♦ There is **freely accessible documentation and material** on the issues of sexual orientation and gender-identity diversity.

- ♦ The Annexes to this Action Guide offer two template **questionnaires** that can be modified and distributed among students and staff for purposes of helping the management and counselling teams to understand the situation at the school, as well as the experiences and perceptions of sexual diversity and homophobia and transphobia on the part of the teaching and nonteaching staff and of students. It is common for the administering of similar questionnaires to raise doubts and queries among students that can present an ideal scenario to begin working on sexual, family and gender-identity diversity in the classroom.



Indicators of homophobic and transphobic bullying among students

♦ School

♦ **STUDENTS**

♦ By teaching staff

♦ Of teaching staff

♦ Families

What can the education community observe in order to identify students who are suffering bullying?

♦ It is observed in daily student interaction that students refer to the bullied person by using **terms related with gender or sexuality** («queer,» «dyke,» «tranny,» «butch,» and so forth); they are the subject of songs; their way of talking, moving or walking is mocked; they are the object of taunting, jokes, scorn, insults or humiliation; they are treated with hostility or subjugated; they are left out of curricular and extracurricular activities and they are normally alone; or they only interact with people of the opposite sex.

♦ When mentioning a homosexual, bisexual or trans figure or role model, **references** are made to the bullied person.

♦ During breaks and in physical education classes, there tend to be **activities or games that are particularly segregated by sex**: observing student relationships in these spaces can be of great help in identifying situations of homophobic and transphobic bullying.

♦ **Toilets and changing rooms** are spaces in which division by sex, the absence of adults and students exposing their bodies mean that they are potentially risky places for those not corresponding to gender and/or sexuality norms.

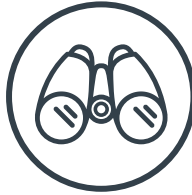
♦ The affected person experiences conflict and tension in **everyday situations** such as using common spaces, sharing seats, leaving or entering class or talking in public.

♦ **Greater introversion, unhappiness and distress** and/or a less active presence are observed in the student's participation in the daily activities at the school.

♦ Their **academic performance** progressively worsens.

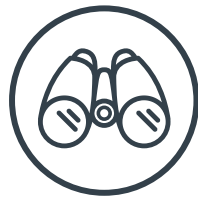
♦ There are repeated **unjustified absences** from the school.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent		♦ Indicators for identifying		♦ Intervention protocol		
<div></div>		<p>In the case of the first two indicators, we must pay special attention to information and communications technologies (ICTs)—social networks, instant messaging, videos, chats, email, and so forth—since these situations can arise in virtual spaces. According to the anti-cyberbullying resource guide (Luengo, 2011), threats, defamation, offences against privacy and acts against sexual freedom are the most recurrent behaviours in cyberspace relationships; and, though this kind of bullying does not tend to occur in the school’s physical</p>		<p>environment, the school has the duty to act to prevent, identify and eradicate it as it concerns the school’s students.</p> <p>It is necessary to mention that the identification of this kind of bullying can be difficult, since it often takes place on platforms that are inaccessible for management teams, teachers and families or legal guardians. For this reason, schools must involve the whole education community and particularly the students in training, information and raising awareness regarding the responsible, respectful and healthy use of ICTs.</p>		<div><div>♦ School</div><div>♦ STUDENTS</div><div>♦ By teaching staff</div><div>♦ Of teaching staff</div><div>♦ Families</div></div>
<p>Outlined below are some specific indicators to identify cyberbullying, which may also be motivated by homophobia and transphobia:</p> <div><div>♦ Online dissemination of recordings or photographs without consent.</div><div>♦ Modification of images or offensive tags.</div><div>♦ Sending offensive messages or expressions of hate, rumours, insults, disrespectful jokes, taunting or humiliation on social networks, blogs, forums or chatrooms.</div><div>♦ Impersonation of identity on digital media.</div><div>♦ Exclusion of specific people from spaces shared by the rest of the class (groups on WhatsApp, Tuenti, Facebook, and so forth).</div></div>						



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent	♦ Indicators for identifying			♦ Intervention protocol		



What can the family or guardians observe to identify if their child is the victim of bullying?

- ♦ **Repeated refusals** to attend school.
- ♦ **Changes** in appearance and in the clothing that the child would normally wear to the school and/or returning home with dishevelled clothing or damaged or lost school materials.
- ♦ They have **wounds, contusions or marks** that cannot be explained by normal school activities.
- ♦ **They do not have friends** with whom they spend their free time outside school.
- ♦ **Repeated somatizations** are observed: discomfort on getting up, dizziness, headaches, gastrointestinal irritations or changes, difficulty breathing or tightness in the chest, trembling, palpitations, stiffness and changes in appetite or sleeping patterns.
- ♦ They **progressively give up their hobbies** and appear reluctant to participate in leisure and free-time activities.
- ♦ They show **aggressive attitudes** at home.
- ♦ They do not dare to **go out alone**.
- ♦ They show **self-harm**, or thoughts of or attempts at suicide.
- ♦ **Lack of emotional control:** uncontrolled crying, extreme emotional responses.

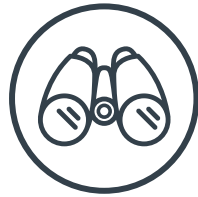
- ♦ School
- ♦ **STUDENTS**
- ♦ By teaching staff
- ♦ Of teaching staff
- ♦ Families



♦ Recommendations to prevent

♦ Indicators for identifying

♦ Intervention protocol



♦ School

♦ STUDENTS

♦ By teaching staff

♦ Of teaching staff

♦ Families

What can the education community observe to identify students who are carrying out bullying?

- ♦ They use **disrespectful expressions** when referring to homosexuality, bisexuality or transsexuality. They **exclude, insult, threaten or attack** people who do not follow the hegemonic gender and sexuality norms.
- ♦ They respond with **verbal and physical aggression** to expressions, behaviour and emotions that do not fit sexuality and gender norms.

- ♦ When discovering that a student is a **lesbian, a male student attempts to flirt with her**, which results in a situation of sexual harassment.
- ♦ Situations and activities that divide students by sex or **reaffirm masculinity or femininity** particularly awaken their interest and motivation.
- ♦ They refuse to **include the affected person** in their team during such activities.
- ♦ They coerce and blackmail the other students **not to have friendships and relationships** with the bullied person.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent	♦ Indicators for identifying			♦ Intervention protocol		

- ♦ School
- ♦ Students
- ♦ **BY TEACHING STAFF**
- ♦ Of teaching staff
- ♦ Families

Indicators to identify homophobic and transphobic bullying by teaching and nonteaching staff toward students

What may indicate that teaching and nonteaching staff have homophobic and transphobic attitudes toward students?

- ♦ They expose the bullied person to **situations of defencelessness** in front of the rest of the class, insulting, imitating, humiliating or ridiculing the student.
- ♦ They **cancel expressions, behaviour and emotions** that do not fit sexuality or gender norms.
- ♦ They **deliberately and repeatedly punish or penalize** the person who suffers the bullying situation because «they asked for it.»
- ♦ They urge students **to behave in accordance with gender norms**: «talk like a man»; «that's for girls»; «girls don't play football»; «boys don't cry»; and so forth.
- ♦ They make **disrespectful comments about the sexuality or gender** of people or role models referred to in the content of their subject, or of students in teachers' meetings.
- ♦ They deliberately **invisibilize** homosexuality, bisexuality or transsexuality of historical figures or role models in their field of study.
- ♦ They actively (by way of smiles, gestures, and so forth) or passively (through silence) **approve** of insults or other homophobic aggression.
- ♦ They **do not respect a change in name** by a trans student and continue to call them by the name that appears in official documents.
- ♦ They do not permit trans students to use the **appropriate toilets and changing rooms** for their gender identity.
- ♦ They **carry out activities segregated by sex** and/or do not allow trans students to form part of a group according to their gender identity.
- ♦ In spite of their being aware of a situation of homophobic or transphobic bullying, **they do not act on or report** the situation to the school authorities.



Indicators to identify homophobic or transphobic bullying of teaching or nonteaching staff

- ♦ School
- ♦ Students
- ♦ By teaching staff
- ♦ **OF TEACHING STAFF**
- ♦ Families

What can indicate that students have homophobic and transphobic attitudes toward teaching or nonteaching staff?

- ♦ There are **drawings or writing** on blackboards, in corridors or in student toilets referring to the sexuality of a specific teacher.
- ♦ **Students insult** the bullied teaching or nonteaching staff member, calling them «queer,» «dyke,» «tranny,» and so forth.
- ♦ Their way of talking or moving is **mocked and ridiculed**.
- ♦ Students repeatedly ask about their **romantic situation** and/or spread rumours about it.
- ♦ Students **disrespectfully refer** to a teacher exhibiting behaviour, expressions or emotions that are traditionally attributed to the opposite sex.
- ♦ When mentioning a homosexual, bisexual or trans figure or role model, students make disrespectful **references** to their person.



Specific indicators to identify homophobic or transphobic bullying aimed at LGBT teaching and nonteaching staff by their peers and/or educational authorities

- ♦ School
- ♦ Students
- ♦ By teaching staff
- ♦ **OF TEACHING STAFF**
- ♦ Families

- ♦ They are repeatedly asked about their **romantic situation** and/or rumours are spread about it.
- ♦ They are **disrespectfully referred** to because they exhibit behaviour, expressions or emotions that are traditionally attributed to the opposite sex.
- ♦ They suffer discriminatory behaviour in the exercise of their **workplace rights**.
- ♦ Their skills or intellectual abilities **are undervalued**.
- ♦ Their contributions or comments **are ignored**, or they are excluded from decision making.

- ♦ They are assigned **responsibilities that are inferior** to their professional status or skills.
- ♦ They are assigned **meaningless tasks or tasks with impossible deadlines**.
- ♦ **They face difficulties in accessing the means** necessary to properly perform their work.
- ♦ They are not considered for **positions of responsibility**.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent		♦ Indicators for identifying		♦ Intervention protocol		
What should be done if there is homophobic or transphobic bullying of teaching or nonteaching staff by students?		What should be done if there is homophobic or transphobic bullying of teaching or nonteaching staff by their peers and/or educational authorities?		<div>♦ School</div> <div>♦ Students</div> <div>♦ By teaching staff</div> <div>♦ OF TEACHING STAFF</div> <div>♦ Families</div>		
Though the Intervention Protocol in this Guide is aimed solely at cases of homophobic and transphobic bullying among students, in the case that teaching or nonteaching staff suffer homophobic and transphobic bullying, one can commence the educational measures with the students involved and their families and the collective measures in the affected classrooms and, if necessary, the disciplinary measures that are deemed appropriate according to the seriousness of the case.		In the case that teaching or nonteaching staff suffer homophobic or transphobic bullying by their peers and/or educational authorities, one can commence the following measures: <ul style="list-style-type: none">♦ Reporting the events to the education inspectorate and to the workplace inspectorate for discrimination on the grounds of sexual orientation or gender identity.♦ Request medical and/or psychological care to assess whether to grant medical or psychological leave on the grounds of a workplace incident.♦ Consult whether the collective bargaining agreement, the basic civil servant's statute and the workplace regulations for teaching and nonteaching staff include and define homophobic and transphobic bullying as serious or very serious misconduct within the disciplinary framework.♦ Seek the advice of the trade union organizations that include this concern within their union activities or of LGBT organizations.				



Indicators to identify homophobic and transphobic bullying in the family

- ♦ School
- ♦ Students
- ♦ By teaching staff
- ♦ Of teaching staff
- ♦ **FAMILIES**

On occasions, **homophobic and transphobic bullying may also occur within families**. Since students spend a large part of the day at school, teaching and nonteaching staff, students and management teams can help to identify these cases by noticing the following situations:

- ♦ A student who is suffering bullying in the home may be **reluctant to go home** when teaching hours are over.
- ♦ At meetings with teaching staff, the family or guardians **refuse to discuss, deny the importance of and/or justify the homophobic and transphobic bullying** that a student may be suffering.

- ♦ The family or guardians **negatively describe, ridicule or scorn** the expressions, behaviour and emotions of their child that do not conform to sexuality and gender norms.
- ♦ They treat the child suffering from bullying **unequally** compared with the other minors in the family.
- ♦ The bullied student asks the teaching staff **not to report situations of homophobic and transphobic bullying to their family member**s or guardians during meetings.
- ♦ The student being bullied at home may show **marks from physical violence** on their body or demonstrate pain resulting from such violence.

- ♦ **Changes in expressions, behaviour and emotions relating to gender and sexuality** are observed in the presence or absence of the family or guardians.
- ♦ The bullied student **refuses to participate in activities relating to sexual diversity** after doing so normally on other occasions.

What should be done in the case that any of these indicators raises suspicions regarding cases of homophobia or transphobia within the family?

If the actions of tutors, counselling staff or heads of studies prove insufficient, it is advisable to make contact with Social Services and the Police Juvenile Unit. We also advise following the action protocol that the school or the Autonomous Community has established for possible cases of infringement of minors' rights.



Intervention protocol in the case of homophobic and transphobic bullying among students

This protocol is aimed at **providing tools to comprehensively address homophobic and transphobic bullying among students** by involving the whole education community, so that the bullying intervention becomes an educational opportunity for constructing a new kind of school.

Having identified a possible case of bullying using the indicators previously provided in this Guide, one should commence the Intervention Protocol⁷, which consists of five phases:

1. Notification
2. Investigation
3. Assessment
4. Intervention
5. Monitoring

Though each one of the phases will involve greater levels of action and responsibility for different members of the education community, the aim is for the application of the protocol to involve management teams, teaching and nonteaching staff, families and guardians and students.

Over the following pages, we provide a step-by-step description of each one of the phases and the measures to take during their implementation. The Annexes section offers a downloadable infograph with the five phases of the Protocol and the main actions for its implementation.

7. This protocol follows the structure of a template protocol for assisting discrimination victims (Chahin and Morales, 2014:141).



Intervention protocol in the case of homophobic and transphobic bullying among students



1st Phase

NOTIFICATION



VERBAL

- ♦ Head of Studies - Class Tutor - School Board.

WRITTEN

- Notification document in the event of possible cases of homophobic or transphobic bullying in the school (see Annexes).

2nd Phase

INVESTIGATION



INVESTIGATION COMMISSION

- ♦ Head of Studies + Tutors for the classes involved + Member of the Counselling Dept./Team + Student delegates from the classes involved.

- ♦ Observation of possible risk spaces
Interviews: students involved + witnesses + relatives.

Preventative measures until completion of Protocol: observation and support.

3rd Phase

ASSESSMENT



ASSESSMENT REPORT

- ♦ There was no bullying situation - Completion of the Protocol.
- ♦ There was a bullying situation - Next phase of the Protocol.

4th Phase

INTERVENTION



MEASURES TO BE TAKEN BY THE MANAGEMENT

- ♦ Notifying the families of the people involved (where appropriate).
- ♦ Notifying external actors (where appropriate).
- ♦ Measures with the teaching staff as a whole.
- ♦ Measures in accordance with the school's regulations.

MEASURES TO BE TAKEN BY THE TEACHING STAFF, COUNSELLING TEAM / DEPT. AND HEAD OF STUDIES

- ♦ Educational measures with the students.
- ♦ Educational measures in the classrooms.
- ♦ Measures with the families of the students involved.

5th Phase

MONITORING



EDUCATION COMMUNITY

- ♦ Agreement with fulfilment of the measures adopted.
- ♦ Assessment of new cases of homophobic or transphobic bullying that involve the affected individuals.

COUNSELLING TEAM / DEPT.

- ♦ Observation of the effects of the application of the Protocol on the affected individuals and on the whole education community.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent		♦ Indicators for identifying		♦ Intervention protocol		

♦ NOTIFICATION

- ♦ Investigation
- ♦ Assessment
- ♦ Intervention
- ♦ Monitoring

I. Notification

In the case that any member of the education community has identified a possible situation of homophobic or transphobic bullying, they must **report the situation** to one or more of the following leaders of the education community:

- ♦ Class tutor.
- ♦ Head of studies.
- ♦ School Board.

Even if this notification is carried out verbally, it is appropriate to also record it in writing. As an example, we present a template **notification document for possible cases of homophobic or transphobic bullying** at the school (see Annexes). The document will be provided and received by the school management team, which will commence the following phase of the Protocol.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent			♦ Indicators for identifying			♦ Intervention protocol

- ♦ Notification
- ♦ **INVESTIGATION**
- ♦ Assessment
- ♦ Intervention
- ♦ Monitoring

2. Investigation

As quickly as possible, the management team will put together an **Investigation Committee** made up of various members of the education community:

- ♦ The Head of Studies or a member of the management team.
- ♦ A member of the Counselling Team/Department.
- ♦ Tutors from the classes in which the bullied and bullying person are present.
- ♦ Delegated students from the classes.

This Investigation Committee will study the notification document and gather the information relating to the case, **ensuring anonymity and confidentiality** for those from

whom information is requested. This Committee will keep its actions confidential from the rest of the education community, at least while they are ongoing.

The **information gathering** will be carried out in accordance with the following action structure:

- ♦ Observation by the Assessment Committee of the possible at-risk spaces⁸ at the school and of the kind of interactions that take place therein, and, by the teaching staff, of student interactions in the classrooms where the people involved are present.
- ♦ Completion of interviews.

The interviews will be carried out by a member of the Counselling Team/Department, using a form of **interview guide**, such as that proposed in the Annexes section. For each situation, it is necessary to complete a preliminary review

and investigation process, preferably in the following order:

1. Interview with the allegedly bullying student.

In cases involving more than one student, interviews will be conducted individually.

2. Interview with observing students who have not participated in the bullying situation.

In cases involving more than one student, group interviews may be conducted.

3. Interview with the allegedly bullied student.

In cases involving more than one student, interviews will be conducted individually.

8. Various studies carried out in Spain (Generelo and Pichardo, 2006; Cerezo, 2009; Pichardo et al., 2014) have concluded that the main at-risk spaces with relation to bullying situations are the following (in order of incidence):

- ♦ At primary level: playground, classrooms.
- ♦ At secondary level: classrooms, school gates, corridors, playground.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent		♦ Indicators for identifying		♦ Intervention protocol		
<p>4. Interview with the family or guardians of the allegedly bullying student.</p> <p>If the seriousness of the case so requires and if consent is obtained, contact will be made with the family of the bullying student.</p>		<p>another form of intervention will be assessed. This is due to the caution that the Assessment Committee must exercise with respect to possible homophobic or transphobic bullying that the student may suffer within their family.</p> <p>To complete this phase, three preventive measures will be put in place and maintained until the completion of the Protocol:</p> <ul style="list-style-type: none">♦ The teaching staff will continue to monitor, in particular, those potentially at-risk places in which situations of homophobic and transphobic bullying may occur.		<ul style="list-style-type: none">♦ If the allegedly bullied student so wishes, they will be accompanied by their friends for the time that is deemed appropriate, until their feelings of defencelessness and suffering subside.♦ Finally, if the allegedly bullied student so wishes, they will have the monitoring and emotional support of trusted teaching staff, who will at all times respect their situations and wishes.		
<p>5. Interview with the family or guardians of the allegedly bullied student.</p> <p>The family or guardians of the allegedly bullied student will only be interviewed in the case that the student has not shown any reticence regarding the possibility of interviewing their family or guardians in their previous interview; in such a case,</p>				<ul style="list-style-type: none">♦ Notification♦ INVESTIGATION♦ Assessment♦ Intervention♦ Monitoring		



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent			♦ Indicators for identifying			♦ Intervention protocol

- ♦ Notification
- ♦ Investigation
- ♦ **ASSESSMENT**
- ♦ Intervention
- ♦ Monitoring

3. Assessment

Once the second phase of the Protocol is completed, the Investigation Committee will analyse the information gathered and will report on its conclusions in an **Assessment Report** (see template in the Annexes section), which will be sent to the school's Management Team.

In the case that the Assessment Report concludes that **there has been no situation of homophobic or transphobic bullying** at the school, the Protocol may be completed. In this case, there is an opportunity to review the education community's identification and awareness indicators for the correct use of the Protocol and of its notification system for possible situations of homophobic or transphobic bullying.

In the case that the Assessment Report concludes that **there is a case of homophobic or transphobic bullying at the school**, the next phase of the Protocol will be commenced.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent			♦ Indicators for identifying			♦ Intervention protocol

- ♦ Notification
- ♦ Investigation
- ♦ Assessment
- ♦ **INTERVENTION**
- ♦ Monitoring

4. Intervention

Once the case of homophobic or transphobic bullying at the school has been confirmed, the Head of Studies will put into practice an **intervention plan** made up of the following phases:

- ♦ Reporting the situation.
- ♦ Individual educational measures:
 - With students who have suffered the bullying.
 - With students who have carried out the bullying.
 - With students who have observed the bullying.
- ♦ Collective educational measures.
- ♦ Measures with the families involved.

- ♦ Measures with teaching staff.
- ♦ Disciplinary measures.

Reporting the situation

As mentioned, before reporting the situation to the family of the student that is suffering the bullying we must take into account that, on occasions, situations of homophobia and transphobia are also occurring within the families. For this reason, we must **have prior knowledge of the bullied person's family situation**, using the relevant questions from the Interview Guide mentioned in the investigation phase.

In the case that the interview raises suspicions of homophobic and transphobic situations within the bullied person's family, this situation of child vulnerability may be provided for in applicable legislation, and as it goes beyond the resources and

powers of the school, it will be necessary to request outside help.

Outside agents that may be contacted in the case of child vulnerability or serious situations of conflict such as acts of vandalism, physical assaults, theft, and so forth:

- ♦ Social Services.
- ♦ Education Inspection Service.
- ♦ Public Prosecutor for Minors.
- ♦ Police.
- ♦ Municipal Education Areas.

In the case that the aforementioned situations do not apply, the situation will be reported to the families that are involved, requesting their collaboration in the intervention proposed by the school, and the families will be notified of the measures adopted, and, if applicable, of the legal actions within the competence of the school.

Educational measures with the students that are involved

The Head of Studies and/or the tutor will take the following **measures with the person who has suffered the bullying**:

- ♦ Students who have suffered homophobic or transphobic bullying will be offered **specific tutorials** to address the situation.
- ♦ Though it is not of vital importance to know the sexual orientation of the bullied person, this information may be useful to address the situation and to have the tools to understand the reasons for which the student has suffered homophobic or transphobic bullying. In any case, **respect for students' privacy and their right not to talk about the issue** will prevail. Disrespectful or



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent		♦ Indicators for identifying		♦ Intervention protocol		
<p>uncomfortable questions will be avoided at all times. If the victim of the bullying does not have a problem talking about their sexual orientation:</p> <ul style="list-style-type: none"> ▸ In the case of heterosexual people, specific information will be offered on the reasons for which they may have suffered homophobic or transphobic bullying (not conforming to hegemonic gender norms, for example). ▸ In the case of homosexual or trans people, specific information will be offered on sexual diversity and gender identity. <p>♦ In all cases, advice on self-protection behaviour, assertiveness and support will be offered in order to restore self-esteem.</p>		<p>♦ Though it is not desirable and only if the level of seriousness of the situation so requires, the possibility of the bullying person or people or the bullied person changing groups may be considered. The bullied person will only change groups under exceptional circumstances, as this could be interpreted as punishing the victim.</p> <p>The Head of Studies and/or tutor will take the following measures with the person who has carried out the bullying:</p> <ul style="list-style-type: none"> ♦ Working in compulsory specific tutorials to address the homophobic or transphobic bullying situation: reasons, consequences and seriousness of the situation. Students will be encouraged to empathize with the victim in order to bring about a change in attitude. 		<div> <ul style="list-style-type: none"> ♦ Notification ♦ Investigation ♦ Assessment ♦ INTERVENTION ♦ Monitoring </div> <p>♦ In the case that the affected person so wishes, the bullying person or people will be requested to make an apology, either verbally or in writing.</p> <p>♦ The bullying person or people will participate in the performance of tasks related with improving integration in the school and in specific activities regarding sexual, family and gender-identity diversity.</p> <p>♦ The bullying person or people will perform specific practical work on the consequences of homophobia and transphobia in society and its impact on the lives of LGBT persons, as well as on the important contributions of this group to the sciences, art and the achievement of civil rights.</p> <p>♦ Conflict-resolution tools and social skills will be offered to encourage empathy and verbal and physical nonviolence.</p> <p>♦ Though it is not desirable and depends on the level of seriousness of the situation, the bullying person or people may change groups if they do not change their attitude.</p> <p>♦ The experience should be one of learning both for the bullied person and for the bullying person or people. We are in an educational environment and have an opportunity to educate on integration, not to apportion blame.</p>		



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent		♦ Indicators for identifying		♦ Intervention protocol		
<p>The Counselling Department and/or the tutor will take the following measures with students who have witnessed the bullying:</p> <p>In the case that they have intervened:</p> <ul style="list-style-type: none"> ♦ This behaviour will be positively reinforced and the Counselling Department/Team will offer them a distinction (see example in the Annexes section), recognizing their contribution in the fight against homophobia and transphobia at their school. <p>In the case that they have not intervened, having had the opportunity to do so, or if they have passively participated:</p> <ul style="list-style-type: none"> ♦ They will be reminded that in homophobic or transphobic bullying situations, their silence makes them complicit, but their intervention makes 		<p>a difference: it is worth remembering that according to UNESCO (2013), when students intervene in cases of homophobic or transphobic bullying, their intervention is more effective than that of an adult person and generally contributes toward the situation dissipating more quickly.</p> <ul style="list-style-type: none"> ♦ They will work in compulsory specific tutorials to address the homophobic or transphobic bullying situation: reasons, consequences and seriousness of the situation. Students will be encouraged to empathize with the victim in order to bring about a change in attitude. ♦ They will participate in the performance of tasks related with improving integration in the school and in specific activities regarding sexual, family and gender-identity diversity. 		<ul style="list-style-type: none"> ♦ They will perform specific practical work on the consequences of homophobia and transphobia in society and its impact on the lives of LGBT persons, as well as on the important contributions of this group to the sciences, art and the achievement of civil rights. ♦ They will be offered tools for conflict mediation and resolution. 		
				<ul style="list-style-type: none"> ♦ Notification ♦ Investigation ♦ Assessment ♦ INTERVENTION ♦ Monitoring 		



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent			♦ Indicators for identifying		♦ Intervention protocol	

- ♦ Notification
- ♦ Investigation
- ♦ Assessment
- ♦ **INTERVENTION**
- ♦ Monitoring

Educational measures in the classrooms that are involved

As mentioned, each homophobic and transphobic bullying situation is also an educational opportunity to work on diversity. For this reason, the following collective educational measures, listed among the recommendations for the prevention of homophobic and transphobic bullying in this Action Guide, will be put into place:

- ♦ **Integration Assemblies** (created previously following the recommendations of this Guide) will be called to meet in the classrooms in which the affected students are present. This meeting will debate and reflect on the integration rules, their fulfilment and the consequences of not complying with them for student relations

in the class and for the whole education community.

- ♦ **Openly gay, lesbian, bisexual or trans adults** will be invited to the affected classes to reflect on sexual, family and gender-identity diversity.
- ♦ The **consequences of homophobia and transphobia** will be addressed, offering a historical overview of homophobic and transphobic oppression and relating them with other social systems of subordination and discrimination (for example, racism, sexism and xenophobia).
- ♦ Students will be reminded that **homosexuality continues to be criminalized** in some countries in the world and reference will be made to the World Health Organization's 1990 resolution removing homosexuality

from the list of psychiatric disorders, to the legislative changes recognizing the rights of LGBT people and to the recommendations of the European Union on **recognition of freedoms and legal equality** for sexual minorities.

- ♦ Special efforts will be made to **introduce role models relating to the different sexual orientations and gender identities in the following classes**. The life experiences of these people can be useful in addressing diversity, homophobia and transphobia in class and in identifying cultural stereotypes concerning sexual orientation.

It is vitally important to avoid publicly addressing the specific bullying situation in the classroom in a manner

that could mean the bullied person felt exposed to feelings of embarrassment or humiliation in front of the rest of the class. If these measures are taken with personal reference to the bullied person, this also reinforces the sense of power and prestige of the bullying person or people. For this reason, such an approach must be avoided under all circumstances.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent		♦ Indicators for identifying		♦ Intervention protocol		
<p>Measures to take with families of the students involved</p> <p>The Management Team, the Counselling Department/Team or the tutor will communicate with the families that are involved (only if appropriate) for purposes of:</p> <ul style="list-style-type: none"> ♦ Reporting on the situation and the measures adopted and requesting their collaboration to continue to work toward their objectives and reinforce their results outside of school hours. ♦ Offering information and counselling on how to help their children after they have bullied or been bullied. ♦ Offering information on outside leaders, institutions or support that complement such information (LGBT associations, psychological care services, courses, workshops, programmes, and so forth). 		<p>Measures to take with the teaching staff as a whole</p> <p>The Management Team will take the following measures:</p> <ul style="list-style-type: none"> ♦ It will inform all teaching and nonteaching staff of the situation and of the measures taken. ♦ It will remind them of their responsibility to follow the recommendations of this Guide to prevent homophobic and transphobic bullying. ♦ It will remind them of the indicators for identifying possible cases of homophobic and transphobic bullying. ♦ It will inform them of their role and remind them of their responsibility in the monitoring phase of the Protocol. 		<p>Disciplinary measures</p> <p>The Management Team may take the disciplinary measures that it deems appropriate in accordance with the rules of the school.</p>		

- ♦ Notification
- ♦ Investigation
- ♦ Assessment
- ♦ **INTERVENTION**
- ♦ Monitoring



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Recommendations to prevent			♦ Indicators for identifying			♦ Intervention protocol

- ♦ Notification
- ♦ Investigation
- ♦ Assessment
- ♦ Intervention
- ♦ **MONITORING**

5. Monitoring

The final phase of the Intervention Protocol in cases of homophobic and transphobic bullying consists of monitoring the case across the whole education community. This duty will be entrusted to the Management Team and to the Counselling Department/Team.

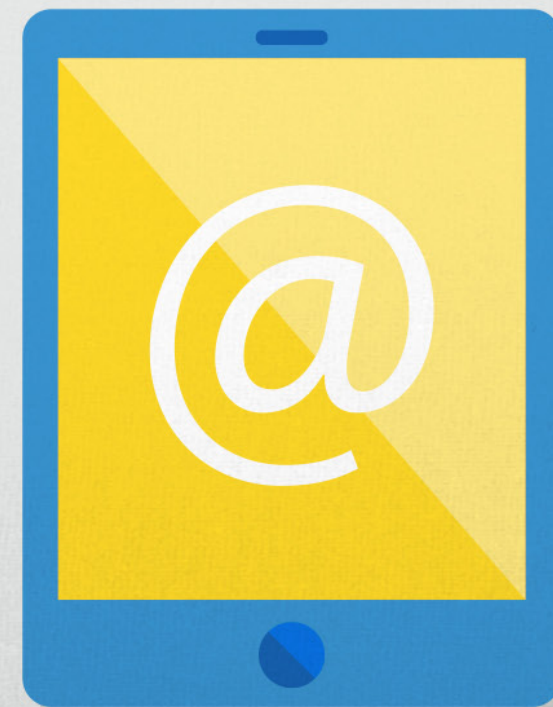
Monitoring will consist of the following stages:

- ♦ **Ensuring compliance with and utilization of** the entirety of the measures adopted.
- ♦ **Evaluating** whether the bullying person or people or the bullied person have again become involved in cases of homophobic or transphobic bullying.
- ♦ **Observing the effects of the application of the Protocol** on the affected people and on the whole education community.

The Protocol may be concluded once these monitoring stages have been implemented and their results have been recorded.

RESOURCES GUIDE

Guide to online
and other teaching
resources on sexual,
family and gender-
identity diversity





This Guide to online educational resources is intended as a useful and practical tool to consult the different **teaching materials for classroom work. It includes material for teacher training, awareness-raising materials, games, stories and educational experiences from the implementation of these materials.**

The materials contained here are published **nationally and internationally in various languages** (Spanish, English, French, Catalan and Basque). The choice of material in languages other than official state languages is due to their possible use in bilingual schools and departments and in foreign-language courses.

Having reviewed more than 200 materials, this Guide presents a selection that has been made on the basis of the following criteria:

- ♦ Of pedagogical interest for teachers.
- ♦ Specifically addressing issues of sexual, family (including LGBT parent and rainbow family) and/or gender-identity diversity.
- ♦ Openly accessible for pedagogical use via the Internet.



INTRODUCTION	CONCEPTS	BEST PRACTICES	ACTION GUIDE	TEACHING RESOURCES	LEGAL STATUS	ANNEXES
♦ Infant	♦ Primary	♦ Secondary and Postcompulsory	♦ Audiovisual	♦ Paper-based publications	♦ Other resources	

Moreover, we have added some books published in hard copy in our country that are not available online but that, due to their relevance, we consider to be of interest. The large number of stories and of children's and young-learner books that particularly reflect family, sexual or gender-identity diversity are not included here. Some of the online resources we present are repositories with comments on this significant production of literary material that can be used at all levels of the education system.

The majority of the resources we have located have been published since 2000, with a significant increase in production since 2010. We invite the teaching community to explore the materials in this Guide and to complement them with their own innovations and creativity to fill some of the gaps that may be found when analysing the group of resources studied: the protagonists tend to be male and, when talking about family diversity, an LGBT family tends to be presented as one made up of two mothers or two fathers and their children, without showing the wide variety that also exists in LGBT families: intergenerationality, interethnicity, single parent, trans parent, and so forth (Larralde, 2014).

The contents of this Guide are organized into two parts:

1. In the first part we have emphasized, firstly, materials that are available online according to educational level: **infant, primary and secondary and postcompulsory**. There are then two sections containing materials that can be applied transversally across different educational levels: **audiovisual** materials and some **books published in hard copy**. In this regard, we have only included texts that contain specific teaching units and activities for classroom work, leaving out of the Guide other kinds of publications that are academic, investigative, documentary or expository in nature, which can be found listed in the References Annex.
.....
2. In the second part of this Guide, we offer a series of **shorter factsheets containing other resources** that may be of interest for addressing sexual, family and gender-identity diversity.
.....

This guide has been made possible thanks to the collaboration of various public and private organizations that have contributed information on their materials, resources and educational experiences.



Selection of resources for **Infant Education**

Materials aimed at an infant-age audience principally address issues related to gender, body diversity, sexuality and sexual and family diversity, taking into account activities for the development of the three areas of infant education:

- ♦ Self-knowledge and personal autonomy.
- ♦ Understanding environments.
- ♦ Languages: communication and representation.

References



Educational levels



Themes



Format



Aimed at



Type of resource



Subjects can be used with



Author



Country



Link



Information



Spanish



Catalan



Basque



English



French

INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

INFANT EDUCATION



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONSOTHER
RESOURCES

Familias de Colores



INFANT | PRIMARY

2013



Sexual diversity | Family diversity



Book, 80 pp. and poster



Teachers and relatives

Self-knowledge,
Understanding
Environments,
Understanding LifeMercedes Sánchez Sáinz
and David Redondo

Spain

Teaching material,
teacher training

A practical, simple and easy-to-use teaching material on sexual and family diversity for the infant and primary levels that was produced in collaboration with the Federación Estatal de Lesbianas, Gays, Transexuales y Bisexuales (FELGTB) and Comisiones Obreras (CCOO). It comprises posters and an interactive CD that can be ordered from tec.educacion@felgtb.org. Moreover, an interactive guide is available for download, which covers activities that address themes such as insemination, adoption, sexual diversity and family diversity. These activities are divided into the following thematic units:

- ▶ Unit 1: Where do I come from? Origin (insemination, adoption, and so forth).
- ▶ Unit 2: Who is my family? Family diversity.
- ▶ Unit 3: Colours lovers: Sexual diversity.


<http://felgtb.com/educacion/FamiliasColores/#/1/>

La mochila del arcoíris



INFANT | PRIMARY

Various years



Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people



Blog

Authorities, teachers,
students and relativesTransversal and various
specific subjects

Amaya Padilla



Spain

Teacher training, teaching
material, educational
experience, literature, games,
awareness-raising material

On her blog, Amaya Padilla, an infant-school teacher and specialist in psychopedagogy, offers practical resources and activities for working on sexual, family and gender-identity diversity in schools. The infant-level resources are classified by age and colour, and each of them offers an outline of its application.

Particularly worth highlighting are her proposals for working with the stories "Arturo y Clementina" and "Rosa Caramelo" by Adela Turín and "¿Hay algo más aburrido que ser una princesa rosa?" (Is there anything duller than a pink princess?) by Raquel Díaz Reguera in the classroom. She provides examples of comprehensive activities to be developed in the classroom for each one of them.


<http://www.blog.amayapadilla.com/>



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

Biblioteca de colores

INFANT | PRIMARY

Various years



Sexual diversity | Family diversity

Website

CALEHI

Teachers, students and relatives

Spain

Understanding Life, Creative and Visual Education, Language and Literature

Teaching material, awareness-raising material and literature

The objective of Biblioteca de Colores is to demonstrate family diversity through a list of books, films and other resources that are classified according to the working possibilities that they offer and the diversity that they bring to the classroom. The selection and evaluation of the resources is being continually expanded and developed. This project has created a database of resources that is aimed at and accessible to education professionals and, of course, families and the general public.

<http://biblioteca-decolores.blogspot.com.es/>

Somos como somos: 12 inclusiones, 12 transformaciones

INFANT | PRIMARY

2015



Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

Book, 40 pp.

Mercedes Sánchez, Melani Penna, Belén de la Rosa

Teachers, relatives and students

Spain

Self-knowledge, Understanding Environments, Understanding Life

Teaching material, stories and games

This material published by the trade union Comisiones Obreras features 12 teaching units that cover various diversities, with specific attention paid to body, sex-gender, romantic and family diversity. Each of the teaching units offers a story, creative activities for the classroom and activity sheets that let students continue working on the themes at home with the people with whom they live. All the objectives have detailed links with those of the official curriculum.

http://www.fe.ccoo.es/comunes/recursos/25/2060425-Somos_como_somos__12_inclusiones%2c_12_transformaciones.pdf



Selection of resources for **Primary Education**

The content developed through these resources means that they have an application in primary education’s core subjects—for example, the Social Sciences, Spanish Language and Literature and, in some cases, First Foreign Language—as well as in specific subjects such as Artistic Education and Social and Civic Values.

References

Educational levels

Themes

Format

Aimed at

Type of resource

Subjects can be used with

Author

Country

Link

Information

Spanish

Catalan

Basque

English

French

INFANT

PRIMARY

SECONDARY AND POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED PUBLICATIONS

OTHER RESOURCES

PRIMARY EDUCATION



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONSOTHER
RESOURCES

Diversidades: familiar y afectivo-sexual



INFANT | PRIMARY

Various years



Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people



Blog



Víctor Díez Mazo



Teachers, relatives and students



Spain



Transversal and various specific subjects



Teacher training, teaching material, educational experience, literature, games, awareness-raising material



Víctor Díez Mazo, a primary-school teacher based in Seville, offers one of the most comprehensive and regularly updated blogs on family and sexual diversity in Spain. It contains teaching videos, documentaries, fiction books, academic studies and teaching guides, as well as access to different counselling services, bookshops, links to a range of associations that focus on this issue and, finally, a list of other blogs that provide even more materials.


<http://diversidadafectivosexual.blogspot.com.es/>

Éduquer contre l'homophobie dès l'école primaire. Des outils théoriques et pratiques pour avancer



PRIMARY

2013



Gender | Family diversity | Homo/transphobia | Sexual diversity



Book, 195 pp.



SNUipp - FSU



Teachers



France



Transversal



Teaching material, teacher training, games, awareness-raising material



France's Syndicat national unitaire des instituteurs professeurs des écoles et Pegc (SNUipp-FSU) offers this comprehensive guide, which provides tools for teaching staff to combat homophobia and transphobia in primary education. It contains a range of teaching activities that have been developed for all school levels, among which "Les contes: stéréotypes et détournements" and "Se construire comme fille ou garçon" are especially worthwhile for French classes.


http://www.snuipp.fr/IMG/pdf/document_telechargeable-2013-30-05.pdf



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL


PAPER-BASED
PUBLICATIONS


OTHER
RESOURCES

Educación y diversidad sexual

 PRIMARY | SECONDARY | POSTCOMPULSORY 2013 

 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people



- | | |
|--|---|
|  Book, 113 pp. |  INMUJERES - Ovejas Negras |
|  Authorities, Teachers and relatives |  Uruguay |
|  Transversal |  Teaching material, teacher training |

 This complete guide to working on sexual, family and gender-identity diversity in the educational environment is organized into three sections. The first of these comprises a theoretical introduction to the specific nature of homophobia and transphobia in schools; the second part offers working proposals for all education levels; and the third part contains visual support materials and other resources. The activities proposed stand out owing to their detailed objectives, content, materials and implementation times.


 <http://www.mides.gub.uy/innovaportal/v/33209/3/innova.front/guia-didactica-educacion-y-diversidad-sexual>


Guía para trabajar la diversidad afectivo-sexual y de género

 PRIMARY | SECONDARY | POSTCOMPULSORY 2015 

 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people 

- | | |
|--|---|
|  Book, 32 pp. |  Steilas |
|  Authorities, teachers, relatives and students |  Spain |
|  Transversal |  Teaching material, teacher training |

 This brief but highly comprehensive guide for the whole education community offers all the basic information required to address sexual, family and gender-identity diversity in schools: fundamental concepts, recommendations and tools for the classroom; indicators for recognizing homophobic and transphobic bullying; and a brief guide to how to respond to cases of bullying. It also offers a large and varied bibliographic selection and collection of downloadable materials relating to each of the subjects covered in the guide.

 **In Spanish:**
<http://www.steilas.eus/files/2015/05/GUIA-diversidad-sexual-y-genero.-STEILAS-2015.pdf>

 **In Basque:**
<http://www.steilas.eus/files/2015/05/Genero-eta-aniztasun-sexualerako-GIDA.-STEILAS.2015.pdf>



Selection of resources for **Secondary and Postcompulsory Education and Professional Training**

The secondary level and postcompulsory education or professional training offer considerably broader possibilities for working with adolescents on issues that are of more direct interest to them, and they open up an interesting assortment of themes in the educational materials for these age groups: gender, transsexuality, family diversity, sexuality, homophobia and transphobia, LGBT young people, sexual diversity, violence, bullying, sexual health and coeducation. The resources selected here are aimed at both teacher training and raising awareness across the whole education community.

References



Educational levels



Themes



Format



Aimed at



Type of resource



Subjects can be used with



Author



Country



Link



Information



Spanish



Catalan



Basque



English



French

INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

SECONDARY AND POSTCOMPULSORY



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY



AUDIOVISUAL



PAPER-BASED
PUBLICATIONSOTHER
RESOURCES

Diversidad y coeducación


 SECONDARY | POSTCOMPULSORY Various years 

 Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

 Blog  Kika Fumero

 Authorities, teachers, students and relatives  Spain


 Transversal and various specific subjects  Teacher training, teaching material, awareness-raising material



 This blog provides teaching resources for working on sexual diversity and coeducation in the classroom. It is updated with teaching resources intended for focusing on diversity in the classroom, and suggests ways of developing specific activities to celebrate different events, for example the International Day of Families (15 May); the International Day against Homophobia, Transphobia and Biphobia (17 May); International Women's Day (8 March); and Lesbian Visibility Day (26 April). In addition to bringing together and disseminating resources, it includes teaching materials of its own. The teaching resources are organized into the following categories: links, images, crafts, printed materials, music and videos. It is also possible to select resources using tags. Under primary education, for example, there are more than 60 activities to develop in the classroom. The activity "Diversidad Familiar – Fichas Lectura Comprensiva Inglés" (Family Diversity – Comprehensive English Reading Factsheets) is particularly worth highlighting.

 <http://diversidadycoeducacion.com/>

Ni ogros ni princesas


 SECONDARY | POSTCOMPULSORY 2007 


 Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

 Book, 234 pp.  Various authors

 Authorities, teachers, students and relatives  Spain

 Transversal and various specific subjects  Teaching material, games

 In this highly comprehensive guide on affective-sexual education published by Asturias's Board of Health and Sanitary Services (Consejería de Salud y Servicios Sanitarios), there is a wealth of activities for working in the classroom; these are organized specifically for each of the four levels of the Spanish secondary-education system. It includes a theoretical framework, other resources, a glossary and an extensive bibliography to complement the information provided. Activities worth highlighting include "No a la homofobia" (No to homophobia), which tackles the specific violence that homosexuals and transsexuals suffer; "Vamos a ligar" (Let's flirt), which offers an engaging and entertaining approach to fostering empathy for sexual diversity; and "Por los buenos tratos" (For proper treatment), which questions hegemonic models of masculinity.

 http://www.educandoenigualdad.com/wp-content/uploads/2014/02/guia_no_ogros_ni_princesas1069.pdf



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

Carol y Guille van a mi instituto



SECONDARY | POSTCOMPULSORY

2007



Gender | Sexuality | Trans | Violence | Homo/transphobia | Sexual diversity | LGBT young people



Books, each 10 pp.



FELCTB - Iván García



Teachers, students



Spain



Transversal



Teaching material, awareness-raising material



This material published by FELCTB, COGAM and XEGA, which is currently in its third edition, comprises two comics, one about Guille and the other about Carol, which offer an engaging and accessible approach to sexual, family, and gender-identity diversity for adolescents. The different themes are introduced through stories about these characters, their different experiences and conversations involving their friendship groups, the other people at their school, their family and their partners. There is also a teaching guide for working on these issues at school and a brief section on sexual health.



Comics: : <http://www.felgtb.org/rs/113/d112d6ad-54ec-438b-9358-4483f9e98868/c76/filename/comic-carol.pdf>
<http://www.felgtb.org/rs/111/d112d6ad-54ec-438b-9358-4483f9e98868/30c/filename/comic-guille.pdf>



Teaching guide:
<http://www.felgtb.org/temas/educacion/documentacion/secundaria/i/490/448/el-amor-y-el-sexo-no-son-de-un-solo-color>

Unidades didácticas para el tratamiento de la diversidad afectivo-sexual en el área de Religión Católica



SECONDARY | POSTCOMPULSORY

2010



Gender | Sexuality | Trans | Violence | Homo/transphobia | Sexual diversity | LGBT young people



Book, 52 pp.



Benito Aguiar Mateos



Teachers



Spain



Religious



Teaching material



This teaching guide produced by the FELCTB contains an initiative for bringing together Catholic doctrine and respect for students' and families' affective and sexual differences. Through reading, group dynamics, films and songs, the guide equips students with tools to be able to critically analyse affective and Catholic realities.

A total of five teaching units with different initiatives for the secondary and postcompulsory baccalaureate levels have been developed:

- Unit 1: God is love.
- Unit 2: The human person.
- Unit 3: Freedom and conscience.
- Unit 4: The most disadvantaged people.
- Unit 5: Affection and sexuality.



<http://www.felgtb.org/rs/354/d112d6ad-54ec-438b-9358-4483f9e98868/47d/fd/1/filename/religion-unidadesdidacticas.pdf>



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

Els quaderns de l'Inclou



SECONDARY | POSTCOMPULSORY

Not given



Gender | Sexuality | Trans | Violence | Homo/transphobia |
Sexual diversity | LGBT young people



Books, various pp.



Various authors- INCLOU



Authorities and teachers



Spain



Transversal and various
specific subjects



Teacher training, teaching
material, literature, stories



This series of resources offered by INCLOU, Cais i lesbianes en l'educació comprises nine extensive and comprehensive sets of materials for addressing sexual and affective diversity in the educational environment. The series stands out for the organization of its materials, which are broken down into objectives, methodology for the activities, their framework and an extensive bibliography and filmography for covering the themes of each unit, as well as suggestions for evaluating each activity.



<https://inclou.wordpress.com/els-quaderns-de-linclou/>



Selection of audiovisual materials

Audiovisual media are very attractive to generations educated within a culture that offers easy access to narratives adapted to its formats. Their very wide range of run times, their ability to tell stories, their immediate availability on the Internet and their proximity to children and adolescents make videos a powerful resource that can be used as a vehicle for themes, debates and activities for the classroom.

References



Educational levels



Themes



Format



Aimed at



Type of resource



Subjects can be used with



Author



Country



Link



Information



Spanish



Catalan



Basque



English



French

INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

AUDIOVISUAL



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

El sexo sentido



SECONDARY | POSTCOMPULSORY

2014



Gender | Trans | Family diversity | Violence | Homo/transphobia |
LCBT young people



Audiovisual, 56:42 mins.



TVE



Authorities, teachers,
students and relatives



Spain



Understanding Life,
Philosophy and Ethics



Awareness-raising material



This documentary produced by Televisión Española is a collection of the stories and paths taken by young transsexuals and their families through interviews that address, for example, discrimination, a lack of information, the challenges of the education system, hormone treatments and the challenge presented by the transsexual journey for young trans individuals and their families in contemporary Spain. The documentary stands out because it deals with its subject matter through human faces and day-to-day and immediate situations, which are all the richer for the diversity of the ages, cultures and social situations found in the stories told.



<http://www.rtve.es/alacarta/videos/documentos-tv/documentos-tv-sexo-sentido/2616594/>

Jóvenes y diversidad sexual: transformando el presente, construyendo el futuro



SECONDARY | POSTCOMPULSORY

2014



Gender | Sexuality | Trans | Violence | Homo/transphobia |
Sexual diversity | LCBT young people



Audiovisual, 15 mins.



Research group "Antropología,
diversidad y convivencia"



Authorities, teachers,
students and relatives



Spain



Understanding Life,
Philosophy and Ethics



Awareness-raising material



This 15-minute documentary brings together the experiences and strategies of lesbian, gay, bisexual, transsexual and asexual young people and adolescents who have decided to make themselves visible and stand up for respect for sexual diversity in their different living environments: education, family, the Internet, friendships, activism, and so forth. It serves as a useful tool for reflecting on equality.



<https://youtu.be/SySWkIDw6Vk>



INFANT

PRIMARY



SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES


Homo Baby Boom: Familias de lesbianas y gays

 INFANT | PRIMARY | SECONDARY | POSTCOMPULSORY 2009 
(Subtitles in Spanish and English)


 Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people


 Audiovisual, 27 mins.


 Anna Boluda - FLC

 Authorities, teachers, students and relatives

 Spain

 Understanding Life, Social Sciences, English Philosophy and Ethics

 Teaching material, awareness-raising material

 This essential documentary recounts the daily lives of different LGBT-parent families in Catalonia and Valencia. There is a 27-minute version as well as a shorter, 9-minute version, which is aimed at primary-level students. It is complemented by a teaching guide that is divided up according to educational levels, in which family diversity and homophobia are tackled. There is also an extensive thematic bibliography available and compilation of useful websites.

 **Videos:**
<http://www.annaboluda.com/documentals.html>

 **Teaching guide:**
<http://www.familieslg.org/familieslgtb/homo-baby-boom-teaching-guide-english/>



Selection of paper-based publications

Although each year brings an increase in the number of publications that refer to sexual, family and gender-identity diversity in Spain, there are not many books that offer specific teaching units or activities. The most relevant works have been selected for this section.

References

Educational levels

Themes

Format

Aimed at

Type of resource

Subjects can be used with

Author

Country

Link

Information

Spanish

Catalan

Basque

English

French

INFANT

PRIMARY

SECONDARY AND POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED PUBLICATIONS

OTHER RESOURCES

PAPER-BASED PUBLICATIONS



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

Trans*exualidades: Acompañamiento, factores de salud y recursos educativos



SECONDARY | POSTCOMPULSORY

2014



Gender | Trans | Violence | Homo/transphobia | LGBT young people



Book, 440 pp.



Raquel (Lucas) Platero. Editorial Bellaterra



Authorities, teachers, students and relatives



Spain



Transversal and various specific subjects



Teacher training, teaching material, awareness-raising material



In Trans*exualidades, Raquel (Lucas) Platero offers an indispensable contribution to trans issues with regard to intervention. The book comprises two parts. The first addresses basic issues such as definitions of transsexuality, intersexuality and different relevant theories, as well as the legal situation and the conditions of inclusion/discrimination and of rights for trans individuals. The second part, meanwhile, contains tools and resources to formulate educational interventions. It offers activities, worksheets and other recommended resources such as documentaries, films and literature on the subject.

Herramientas para combatir el bullying homofóbico



PRIMARY | SECONDARY | POSTCOMPULSORY

2007



Gender | Trans | Violence | Homo/transphobia | Sexual diversity | LGBT young people



Book, 223 pp.



Raquel Platero and Emilio Gómez Ceto



Authorities and teachers



Spain



Understanding Life



Teacher training, teaching material



Platero and Gómez Ceto offer this resource structured into six parts and six teaching guides that cover sexuality as a social construction, homosexualities and heterosexualities, the school and its environment, LGBT rights and Madrid's LGBT resources and social movements. The ultimate objective of the work is to promote an assortment of tools to combat homophobic bullying in schools. Each of the theoretical chapters is accompanied by a corresponding teaching guide; these are structured based on objectives, methodology, duration and necessary tools. This material is recommended for beginning to work on these issues in the classroom, and it also provides training on the main issues related to the problem of homophobic and transphobic bullying in schools.



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

Cómo educar en la diversidad afectiva, sexual y personal en Educación Infantil: Orientaciones Prácticas



INFANT

2010



Gender | Sexual diversity



Book, 189 pp.



Mercedes Sánchez Sáinz.
Editorial Catarata



Teachers



Spain



Transversal



Teacher training, teaching
material



Sánchez Sainz is the editor of this publication that tackles the issues of diversity and sexism in the media, stories, toys, schools and social relations. It includes key concepts for understanding the need for education in affective and sexual diversity from early childhood and suggestions for addressing different diversities at school. The work is divided into three thematic parts: 1. Family and social diversity; 2. Personal, affective and sexual development; and 3. Absence of sexism in personal development. These are covered through nine teaching units with activities and materials for use in the classroom.

Cómo educar en la diversidad afectivo-sexual en los centros escolares



SECONDARY | POSTCOMPULSORY

2009



Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people



Book, 163 pp.



Mercedes Sánchez Sáinz.
Editorial Catarata



Teachers



Spain



Transversal



Teacher training, teaching
material



Mercedes Sánchez Sainz is the editor of this publication that offers conceptual foundations for working on sexual diversity, suggestions for working towards respect for it in schools and three teaching guides to address homophobia, family diversity and the issue of gender. It also provides a comprehensive bibliography and review of the laws that have had and continue to have an impact on these issues in Spain.



Other selected resources

The pages that follow offer a series of factsheets on other useful resources for addressing sexual, family and gender-identity diversity in schools. The selection is organized in accordance with the progression of educational levels and in the following order: online publications; websites, databases and blogs; and finally audiovisual resources.

References

- Educational levels
- Themes
- Format
- Aimed at
- Type of resource
- Subjects can be used with
- Author
- Country
- Link
- Information

- French
- Spanish
- Catalan
- English
- Basque
- Italian
- Portuguese
- Polish
- Greek
- German

VV.AA.:
Various authors

INFANT

PRIMARY

SECONDARY AND POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED PUBLICATIONS

OTHER RESOURCES

OTHER RESOURCES



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONSOTHER
RESOURCES

ONLINE PUBLICATIONS

Nicolás tiene dos papás

INFANT
 Family diversity | Sexual diversity

Book, 16 pp. Chile 2014

Teaching material

Teachers, students

Understanding Life

Roberto Amijo, Leslie Nicholls and Ramón Cómez

http://issuu.com/movilh/docs/nicolas_tiene_dos_pap_s/?e=0/9876622

This illustrated story is ideal for working on family diversity within infant education. It tells the story of Nicolás and his two dads, Sebastián and Pablo. Nicolás and his friends share experiences that they have in their family environments, and conclude that their families are made up, above all, of love and respect.

Parlem de Families: nens i nenes amb dues mares o dos pares

INFANT | PRIMARY
 Family diversity | Sexual diversity

Book, 29 pp. Spain 2008

Teacher training, teaching material, awareness-raising material

Teachers, students, relatives

Social Sciences, Understanding Life

Teresa Freile and Mònica Timón

<http://www.pandorapsicologia.com/pdf/Palem-de-families.pdf>

With this resource, La Associació Pandora offers an educational tool for teachers at the primary level and at the first stage of secondary education for working on family diversity, visibilizing the existence of LGBT-parent families and bringing children into a reality that avoids prejudices and stereotypes. It provides a compilation of drawings by boys and girls between the ages of 6 and 12, along with brief personal accounts of their families.

Iris y Lila

PRIMARY
 Gender | Family diversity | Homo/transphobia | Sexual diversity | LGBT young people

Book, 30 pp. Spain 2015

Story

Students

Understanding Life, Philosophy and Ethics

Ana Mujika Flores

Spanish: <http://www.aldarte.org/comun/imagenes/documentos/iris-lilaCAST%20baja.pdf>
Basque: <http://www.aldarte.org/comun/imagenes/documentos/iris-lila%20EUSK%20baja.pdf>

"Iris y Lila" is a story whose protagonists are two young country girls whose love and closeness brings them up against all the clichés from traditional tales: young princes, dragons and prejudices about their ability to defend themselves, be independent, take decisions, and so forth. Its strength lies in its simple telling and in the fact that it conveys a message that promotes sexual diversity and deals critically with gender norms.



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

ONLINE PUBLICATIONS

Diversigualdad: Educar en la Diversidad para la Igualdad

INFANT | PRIMARY

Gender | Family diversity | Homo/transphobia | Sexual diversity | LGBT young people

Book, 56 pp. Spain 2014

Teacher training, teaching material

Teachers, relatives, students

Understanding Life

Cuedes P., M^a Jesús; Marrero J., María Candelaria; Zamora M., Bea

http://www.gobiernodecanarias.org/opencmsweb/export/sites/educacion/web/_galerias/descargas/educar_igualdad/Guia_didactica_Diversigualdad_1.pdf

Diversigualdad is a teaching guide aimed at teachers working at level 2 of infant education and at level I of primary education. It features tools to address the respect and empathy towards diversity inherent in human nature. Through stories and games it focuses on the following themes: an absence of sexism in personal development, family and social diversity and students' personal, affective and sexual development.

Educar en la diversidad afectivo-sexual desde la familia

INFANT | PRIMARY | SECONDARY | POSTCOMPULSORY | TRANSVERSAL

Gender | Sexuality | Trans | Family diversity | Homo/transphobia | Sexual diversity | LGBT young people

Book, 50 pp. Spain 2014

Teacher training, teaching material

Teachers, relatives

Transversal

Confederación Española de Asociaciones de Padres y Madres de Alumnos (CEAPA)

Teachers: https://www.ceapa.es/sites/default/files/uploads/ficheros/publicacion/manual_monitor_educar_en_la_diversidad_afectivo-sexual_1.pdf
Relatives: <https://www.ceapa.es/content/educar-en-la-diversidad-afectivo-sexual-desde-la-familia>

CEAPA offers these guides as tools for teachers, relatives and adults with the objective of raising awareness of the need to approach education with respect for equality and diversity and with an opposition to homophobia. This work is worth highlighting because it offers teaching staff resources to address these issues with families and because it introduces concepts with language that is simple and accessible for people who have not considered these issues before.

Trans* Inclusion Schools Toolkit

PRIMARY | SECONDARY | POSTCOMPULSORY

Gender | Trans | Violence | Homo/transphobia | LGBT young people

Book, 38 pp. UK 2013

Teacher training, teaching material

Authorities, teachers, relatives

Transversal

Allsorts Youth Project - Brighton & Hove City Council

<http://www.allsortsyouth.org.uk/wp-content/uploads/2014/02/Trans-Inclusion-Schools-Toolkit.pdf>

This collection of tools offers teaching materials and information for the whole education community with the goal of encouraging the inclusion of trans individuals in schools. It is worth highlighting that it offers first-person experiences from young trans people, legal materials, definitions and specific recommendations on situations that can occur in educational contexts.



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

ONLINE PUBLICATIONS

Guía didáctica sobre transexualidad para jóvenes y adolescentes

SECONDARY | POSTCOMPULSORY
 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

Book, 32 pp. Spain Not given
 Teaching material
 Teachers, students
 Transversal
 Aniel, Lola Martín, COGAM

http://www.ccoo.es/comunes/recursos/99922/doc21156_Guia_didactica_sobre_transexualidad_para_jovenes_y_adolescentes.pdf

This teaching guide on transsexuality for young people and adolescents offers, through a comic complemented with text, the opportunity to follow the experience of a transsexual girl, as well as key concepts for understanding transsexuality and the difference between sex and gender.

Programa Nacional de Educación Sexual Integral

INFANT | PRIMARY | SECONDARY | POSTCOMPULSORY | TRANSVERSAL
 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

Books, varies Argentina 2006
 Teacher training, teaching material, literature, games
 Authorities, teachers, relatives
 Various specific subjects
 Programa Nacional de Educación Sexual Integral - Ministerio de Educación de la Nación

http://www.me.gov.ar/me_prog/esi.html?mnx=esi&mny=_obj&carpeta=esi

The Programa Nacional de Educación Sexual Integral (Comprehensive National Sex Education Programme) offered by the Ministerio de Educación de la Nación Argentina (Argentinian Ministry for National Education) is a wide-ranging and ambitious sexual-education programme. It is based on training, awareness-raising and teaching materials for the whole education community, spanning all the stages of education and teacher training. It stands out owing to the diversity of its materials (guides, posters, pamphlets and videos) and because of the way it considers each theme in a comprehensive and interrelated way, while also offering tools for working on these themes both inside and outside the classroom.

GLSEN teacher-training resources and teaching material

INFANT | PRIMARY | SECONDARY | POSTCOMPULSORY | TRANSVERSAL
 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

Books, varies USA Various years
 Teacher training, teaching material
 Teachers
 Various specific subjects
 Gay, Lesbian & Straight Education Network (GLSEN)

Developing LGBT - Inclusive Classroom Resources: <http://glsen.org/educate/resources/creating-lgbt-inclusive-lessons>
Ready, Set, Respect!: <http://glsen.org/readysetrepect>
No name-calling Week: <http://glsen.org/nonamecallingweek/middle-school>

Developing LGBT offers best practices, planning advice and guided reflection to produce an inclusive study plan. It is worth highlighting the inclusion activities for LGBT themes through mathematics (statistics and probability). Ready, Set, Respect! offers advice for teachers and 40 pages of teaching activities. "The Ins and Outs of Groups" and "Family Roles and Responsibilities" particularly stand out. No name-calling offers interesting activities to confront and eradicate homophobic and transphobic insults and bullying in schools.



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

ONLINE PUBLICATIONS

Combattre l'homophobie, pour une école ouverte à la diversité

PRIMARY | SECONDARY | POSTCOMPULSORY
 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

Book, 140 pp. Belgium 2006
 Teacher training, teaching material, literature, awareness-raising material
 Authorities, teachers
 History, Social Sciences, French, Ethics and Philosophy
 Tanguy Pinxteren, Florence Tamagne

http://www.enseignement.be/download.php?do_id=3220

i The first part of this guide highlights the relevance and the context of talking about sexual orientation and homophobia in schools. The second part provides insights into sexual orientation and the history of homosexuality, and also into the manifestations of homophobia in young people and its effects on them. The third part offers classroom and school activities. Finally, the book includes an inventory of resources that allow teachers and stakeholders to improve their educational focus on sexual, family and gender-identity diversity.

Diversidades en construcción: una cuestión de educación

SECONDARY | POSTCOMPULSORY
 Sexuality | Family diversity | Homo/transphobia | Sexual diversity

Various, varies Spain 2011
 Teacher training, teaching material, awareness-raising material
 Teachers, students
 Social Sciences, Ethics, Language and Literature
 LCTBI Algarabía

Presentation: <http://goo.gl/g4PnFq>
Teaching guide: http://www.gobiernodecanarias.org/educacion/5/WebDCOIE/docs/II_12/Innovacion/Igualdad/GuiaDidactica_Diversidades_en_construccion.pdf

i This initiative provides, on the one hand, a presentation that brings together the main ideas on: gender and sexual orientation and their historical presence in different parts of the world; gender identity; family diversity; and homophobia and transphobia. At the same time, it is accompanied by a teaching guide with specific activities for working on these issues. The majority of these activities make use of audiovisual material, along with group dynamics for debate and reflection. Finally, it includes a questionnaire for students that can help in understanding the extent to which they have learnt and reflected on the different themes covered.

Schoolmates: Bullying homofóbico en las escuelas

SECONDARY | POSTCOMPULSORY
 Violence | Homo/transphobia | Sexual diversity | LGBT young people

Books, 48 pp. Italy 2008
 Teacher training, educational experience, awareness-raising material
 Authorities, teachers, students
 Social Sciences, Creative and Visual Education, Ethics, Philosophy, Language and Literature
 VV.AA., Arcigay

<http://www.observatorioperu.com/2011/Grupo.%20Bullying%20homofobico.pdf>

i Schoolmates is a manual that has the objective of providing practical tools, information and ideas to school staff in order to prevent and put a stop to bullying. To achieve this, it provides definitions of the concepts behind and consequences of bullying and its incidence, real-life cases, frequently asked questions, data from surveys carried out in different countries and other useful tools for teaching and nonteaching staff.



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL



PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

WEBSITES AND REPOSITORIES OF TEACHING RESOURCES

Caring for gender non-conforming young people

PRIMARY | SECONDARY | POSTCOMPULSORY
Gender | Trans | Homo/transphobia |
LGBT young people

Website  UK  2015
Teaching material
Authorities, teachers, relatives, students,
medical professionals
Social Sciences, Understanding Life,
English, Philosophy and Ethics
NHS Human Services
Foundation - CIRES

<http://www.nlmscontent.nesc.nhs.uk/sabp/gv/>

i To address the training of teachers and health professionals, this site offers three modules that focus on gender variants. The first of these offers an introduction to gender variants in young people and adolescents. The second offers resources to create a supportive atmosphere in families and schools. The final module offers a critical perspective on medical interventions among the trans population. The site notably includes games and videos as part of the three modules, which make the training offered an enjoyable, profound and dynamic experience.

ALDARTE documentation centre

PRIMARY | SECONDARY | POSTCOMPULSORY
Gender | Sexuality | Trans | Family diversity |
Violence | Homo/transphobia | Sexual diversity |
LGBT young people



Website  Spain  Various
years
Teacher training, teaching material,
literature, games, awareness-raising
material, educational experience
Authorities, teachers, relatives, students
Social Sciences, Understanding Life,
Philosophy and Ethics
ALDARTE

<http://www.aldarte.org/cas/site/documentos.asp>

i The ALDARTE documentation centre offers a multitude of materials that cover a diverse range of themes related to sexual, family and gender-identity diversity, including education, training, reports, and so forth. Its organization into educational levels, target-population groups and themes is noteworthy.

Colombia diversa

INFANT | PRIMARY | SECONDARY |
POSTCOMPULSORY | TRANSVERSAL
Gender | Trans | Family diversity | Violence |
Homo/transphobia | Sexual diversity |
JLGBT young people

Website  Colombia  Various
years
Teacher training, teaching material,
awareness-raising material
Authorities, teachers, relatives and
students
Transversal
VV.AA.

<http://colombiadiversa.org/colombiadiversa/index.php>

i Colombia Diversa's website contains a range of reports and audiovisual and teaching materials for working on sexual, family and gender-identity diversity, both in schools and within family, legal and institutional environments. Its highlights include the animated short film "¿Dónde está la diferencia?" (Where is the difference?) and a documentary version that brings together the experiences of LGBT people and their families, including their day-to-day lives, family memories, the moment when they shared their sexual orientation with their family and challenges that lie ahead for them.



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY


AUDIOVISUAL

PAPER-BASED
PUBLICATIONSOTHER
RESOURCES

WEBSITES AND REPOSITORIES OF TEACHING RESOURCES

Educatolerancia

INFANT | PRIMARY | SECONDARY
Gender | Sexuality | Trans | Family diversity |
Violence | Homo/transphobia | Sexual diversity |
LGBT young people

Website  Spain 2015
Teacher training, teaching material,
educational experience, literature,
awareness-raising material
Teachers
Social Sciences, Ethics, Philosophy,
Language and Literature
VV.AA., Movimiento contra la intolerancia

http://www.educatolerancia.com/index.php?option=com_content&view=section&layout=blog&id=54&Itemid=63

i This educational portal of the Movimiento contra la Intolerancia (Movement against Intolerance) offers a large quantity of educational resources on sexual, family and gender-identity diversity and on cyberbullying for teachers. It includes stories, manuals, guides and audiovisual material for addressing these subjects with students of all ages.

Diversidad afectivo-sexual
y educación

INFANT | PRIMARY | SECONDARY |
POSTCOMPULSORY
Gender | Sexuality | Trans | Family diversity |
Violence | Homo/transphobia | Sexual diversity |
LGBT young people


Website  Spain Various
years
Teacher training, teaching material,
awareness-raising material
Authorities, teachers
Social Sciences, Understanding Life,
Creative and Visual Education, Ethics,
Language and Literature, Religión
VV.AA., COGAM

<http://www.cogam.es/secciones/educacion/documentos-educativos>

i COGAM has made a collection of informational documents on sexual diversity and education available to the education community. It includes teaching materials, talks, information on prevention of homophobic bullying in schools, a bibliography, a filmography, stories and research.

Associació FLC teaching resources

INFANT | PRIMARY | SECONDARY |
POSTCOMPULSORY | TRANSVERSAL
Gender | Trans | Family diversity | Violence |
Homo/transphobia | Sexual diversity | LGBT
young people

Website  Spain Various
years
Teacher training, teaching material,
awareness-raising material
Teachers, relatives, students
Understanding Life, Creative and Visual
Education, Ethics, Philosophy, Language
and Literature
VV.AA.

<http://www.familieslg.org/familieslgbt/category/bibliografia/recursos-didactics/>

i This collection of educational materials for families, teachers and other education professionals includes bibliographical references with a short explanation of the content of the materials and the age they are aimed at, interactive materials, table-top games, multimedia games and games for working on diversity online.



WEBSITES AND REPOSITORIES OF TEACHING RESOURCES

Yo soy tú

 SECONDARY | POSTCOMPULSORY

 Violence | Homo/transphobia | Sexual diversity | LGBT young people


 Website  Spain  2015
 Teaching material, awareness-raising material, competition
 Students
 Transversal
 Ministerio de Sanidad, Servicios Sociales e Igualdad








 <http://yosoytuidiversidad.es/>

i The YoSoyTú (I'm you) campaign is based on music, video and photography contests to promote equal treatment for people of different sexes, racial or ethnic backgrounds, religions, ideologies, sexual orientation, ages, abilities and any other personal or social condition or circumstances. Its website features definitions of concepts such as bullying and discrimination, images and videos from the campaign, teaching resources and useful links.

Centro de documentación de Educación de la FELCTB

 INFANT | PRIMARY | SECONDARY | POSTCOMPULSORY | TRANSVERSAL

 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

 Website  Spain  Various years
 Teacher training, teaching material, educational experience, literature, awareness-raising material
 Authorities, teachers, relatives and students
 Transversal and various subjects
 V.V.AA.



 <http://www.felgtb.org/temas/educacion/documentacion>








i The website of the Federación estatal de lesbianas, gays, transexuales y bisexuales (FELGTB) offers a large selection of resources of all different kinds in its Education section. Teaching materials for all educational levels, videos, research, educational-intervention programmes, guides and manuals are just some of the possibilities offered by this space that continues to draw each month on resources produced in Spain and at an international level.





AUDIOVISUAL RESOURCES

Experiencias de implementación del Programa Nacional de Educación Sexual Integral (Argentina)



 INFANT | PRIMARY | SECONDARY | POSTCOMPULSORY
 Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people



 Audiovisual, 10-20 mins.  Argentina  2011
 Educational experience
 Authorities, teachers
 Transversal
 Ministerio de Educación de la Nación Argentina

 Initial level: <https://youtu.be/dcogbSHxLM8>
 Secondary and baccalaureate level: <https://youtu.be/pE30jWpI84M>
 Special education: <https://youtu.be/j9QOPrIIzdI>


 These worthwhile videos of between 10 and 20 minutes' duration bring together the experiences of teachers and students in the implementation of Argentina's Programa Nacional de Educación Sexual Integral (Comprehensive National Sex Education Programme), which covers issues related to sexual, family and gender-identity diversity, discrimination and human rights. These videos are particularly recommended for the purposes of reflection, resolving uncertainties and overcoming fears and resistance exhibited by teachers when addressing these issues in the classroom.

Diverdiferencias: por una escuela para tod@s



 INFANT | PRIMARY | SECONDARY
 Gender | Trans | Violence | Homo/transphobia | Sexual diversity | LGBT young people








 Audiovisual, 12 mins.  Chile, Colombia, Perú  2012
 Teaching material, awareness-raising material, story
 Students
 Transversal
 Ideas sin Género (Chile), Colombia Diversa, Instituto de Género (Perú)

 <https://vimeo.com/31411619>


 This 12-minute animated video produced as part of the Homofobia en la escuela de los Andes (Homophobia in schools in the Andes) project proposes to address equality based on differences—all differences—but especially on those of sexual orientation and gender identity. Divided into brief chapters, it tells the story of two boys and two girls who experience and reflect on the consequences of being different in a homogenous world. It also offers teaching materials for use in class. These can be requested via ideassingenero@gmail.com

Stand up / Levántate

 SECONDARY | POSTCOMPULSORY
 Violence | Homo/transphobia | Sexual diversity | LGBT young people

 Audiovisual, 4:24 mins.  Irlanda  2011
 Awareness-raising material
 Students
 Understanding Life, English, Philosophy and Ethics
 Anna Rodgers and Aoife Kelleher



 Subtitles in Spanish: <https://youtu.be/dOu3YZWeVYI>

 This short film of almost five minutes' duration provides an excellent opportunity to work on the role that can be played by students who witness homophobic bullying in helping to eradicate it. In this story we see the impact of reacting against homophobic bullying, acting in support of sexual diversity and avoiding become an accomplice by staying silent.




AUDIOVISUAL RESOURCES

Vestidos en el aula



-  PRIMARY | SECONDARY | POSTCOMPULSORY
-  Gender | Sexuality | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people








-  Book, audiovisual, 100 pp. /24:29 mins.  Uruguay  2011
-  Teaching material
-  Teachers, students
-  Understanding Life, Philosophy and Ethics
-  Paribanú Freitas de León / Llámale H

 Educational guide: <http://www.inju.gub.uy/innovaportal/file/12819/1/vestidos-en-el-aula-guia-educativa.pdf>
Video: https://youtu.be/2wt3_nUxX10


 Vestidos en el aula is an educational guide that comprises teaching materials and a video for working on affective, sexual and gender-identity diversity in schools. Worth highlighting is its "instruction manual" for putting this diversity into practice, its legal and theoretical content and its activity guide for tackling this issue in the classroom. Moreover, each practical chapter includes an "other people's ideas" section, which covers other interesting resources for working on the issue.

Diversidad y convivencia en los centros educativos



-  PRIMARY | SECONDARY | POSTCOMPULSORY
-  Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people








-  Audiovisual, 3 mins.  Spain  2013
-  Awareness-raising material, research results
-  Authorities, Teachers, Relatives, Students
-  Understanding Life, Mathematics, Philosophy and Ethics
-  Research group "Antropología, diversidad y convivencia"

 <https://youtu.be/OdtbHwS94C0>


 This 3-minute animated video presents in a simple and engaging way the principal results of the research project "Diversidad y convivencia en los centros educativos" (Diversity and integration in schools). This study analyses the situation of LGBT students and LGBT-parent families in schools in Spain, addressing their perceptions and experiences and the consequences of homophobia and transphobia. The full results of the research can be found at: <http://presentacionidyc.blogspot.com>

Vestido nuevo

-  PRIMARY | SECONDARY | POSTCOMPULSORY
-  Gender | Trans | Violence | Homo/transphobia | LGBT young people

-  Audiovisual, 14:41 mins.  Spain  2006
-  Awareness-raising material
-  Authorities, teachers, relatives, students
-  Understanding Life, Philosophy and Ethics
-  Sergio Pérez - Escándalo Films



 <https://youtu.be/JMakydi0p7o>



 This multiple award winning short tells the story of Mario, a boy who decides to wear a pink dress on the day his school celebrates Carnival. Stemming from this, Mario experiences first hand, and at his young age, the consequences of transgressing gender norms with regards to his teacher, the school authorities, the other students and his relatives.



AUDIOVISUAL RESOURCES

HollySiz music video "The Light"



 PRIMARY | SECONDARY | POSTCOMPULSORY
 Gender | Trans | Violence | Homo/transphobia | LGBT young people








 Audiovisual, 4 mins.  France 2014 
 Awareness-raising material
 Relatives, students
 Understanding Life, English, Philosophy and Ethics
 HollySiz and Maja Films

 https://youtu.be/0ImlZF8DC_0

i This touching music video demonstrates the reality faced by young trans people and people who question gender norms. It confronts homophobia and transphobia across their environment (classmates, school staff, their own family and peripheral figures, for example). It offers an emotive illustration of this reality and encourages reflection on the role that each educational actor plays in the experience of constructing identity, negating it, invisibilizing it and discriminating against it or, conversely, encouraging its expression and ensuring its full development.

Right 2 love



 SECONDARY | POSTCOMPULSORY
 Gender | Trans | Family diversity | Homo/transphobia | Sexual diversity








 Audiovisual, 30 mins.  Spain 2014 
 Teacher training, Awareness-raising material
 Teachers, relatives, students
 Understanding Life, Languages, Philosophy and Ethics
 Adaia Teruel - Associació de Famílies FLC

 <http://www.familieslg.org/familieslgbt/right2love-30-2014-barcelona-flg/>

i This documentary introduces seven LGBT-parent and trans families from Greece, the Netherlands, Spain, France, Switzerland and Italy, along with their different experiences, their difficulties, their different legal circumstances, and so on. It reveals a Europe that is unequal in terms of the legal recognition of LGBT families, as well as the struggles that different families have engaged in and are engaging in to make the state recognize their parenthood.

Igual de diferentes: identidad sexual

 SECONDARY | POSTCOMPULSORY
 Gender | Trans | Family diversity | Violence | Homo/transphobia | Sexual diversity | LGBT young people

 Audiovisual, 26 mins.  Argentina Not given 
 Teaching material, awareness-raising material
 Authorities, teachers, relatives, students
 Transversal
 Instituto Nacional contra la Discriminación, la Xenofobia y el Racismo (INADI) - Canal Encuentro

 http://www.encuentro.gov.ar/sitios/encuentro/programas/ver?rec_id=117293

i This touching video addresses the issue of sexual identity through the experience of a young trans individual in the workshops that INADI organizes on sexual diversity and gender identity in Argentine schools. The programme provides a first-hand presentation of the experience in the educational environment a young trans person, whose relatives and teachers also contribute. The video records the questions and reactions of students at the workshop organized by INADI.



INFANT

PRIMARY

SECONDARY AND
POSTCOMPULSORY

AUDIOVISUAL

PAPER-BASED
PUBLICATIONS

OTHER
RESOURCES

AUDIOVISUAL RESOURCES

Diversidad sexual y convivencia: una oportunidad educativa



SECONDARY | POSTCOMPULSORY



Gender | Trans | Violence | Homo/transphobia |
Sexual diversity | LGBT young people



Audiovisual, 18 mins.



Spain

2013



Teacher training, awareness-raising
material, educational experience



Authorities, teachers, relatives



Transversal



Research group "Antropología,
diversidad y convivencia"



https://youtu.be/mPxo-_cRtgg



This documentary is based on the results of the research project "Diversidad y convivencia en los centros educativos" (Diversity and integration in schools). Through interviews it brings together teachers' experiences and best practices for addressing sexual diversity and the presence in schools of lesbian, gay, bisexual and transgender students and of students from LGBT-parent families.

THE LEGAL STATUS

of homophobic and
transphobic bullying in
the nonuniversity Spanish
state education system





Any regulation that establishes a principle that is opposed to discrimination, violence and bullying constitutes a potential legal resource against homophobic and transphobic bullying in the education system, since it plays a role in protecting students.

This is also the case for any regulations that establish a proactive mandate to defend the free development of students' personalities in conditions of equality, protection and the absence of violence or pressure of any kind.



Regulatory resources

In this regard, there are regulatory resources that legally underpin the duty to promote equality and the prohibition of stereotypes that give rise to homophobic and transphobic bullying. **Any member of the education community has legal resources to demand respect for sexual and gender-identity diversity, even though there may not be an express statement on the issue.**

With regard to the fundamental idea contained in the Spanish Constitution that «Spaniards are equal before the law and may not in any way be discriminated against on account of birth, race, sex, religion, opinion or any other personal or social circumstance» (article 14), article 9.2 orders «the public authorities to promote conditions ensuring that freedom and equality of individuals and of the groups to which they belong are real and effective, to remove the obstacles preventing or hindering their full development»; and article 27.2 states that «education shall aim at the full development of human personality with due respect for the democratic principles of coexistence and for basic rights and freedoms.»

On this basis, **the courts have recognized on many occasions that sexual orientation and gender identity are factors that are intrinsic to the free development of personality** (Supreme Court Judgment 731/2008, 18 July). The right to freely express affection and to one's own personality is an indissoluble component of the recognition of an individual's dignity and, therefore, any measure that restricts this free development is discriminatory.

The current Organic Law regulating education in Spain, **Organic Law 8/2013, of 9 December, on Improving Education Quality (Ley Orgánica 8/2013 de 9 de diciembre de Mejora de la calidad educativa or LOMCE)**, specifically establishes behaviours that attack personal dignity and originate from or result in, among others, discrimination based on gender, sexual orientation or sexual identity, as very serious offences (articles 78 and 124.2). However, in the absence of an express mandate or of provisions for staff who are aware of the scope of their proactive duties, the law simply provides the rationale for a requirement, an appeal or a complaint. When the scope of their duties is not made clear to teaching staff and compliance with those duties conflicts with established social prejudices or resistance from other members of the education community, there

is a risk of inactivity prevailing. **Educators are not legal specialists, and students are not trained in the law, meaning that when a difficult situation arises, the inertia of social prejudice may outweigh many legal judgments and provisions.**

Even among teachers, there is generally a certain ignorance regarding the reality of the plurality of situations that gender identity encompasses, a confusion in differentiating sexual orientation and gender identity and a lack of awareness of the resources that are necessary to address situations of homophobia and transphobia (Penna, 2012; Pichardo et al., 2014). Cultural prejudices against these vital manifestations become breeding grounds for situations of exclusion and bullying, occasionally resulting in the development of bullying contexts without there being a clear awareness of the bullying.

For example, for trans students, something as simple as going to their school toilets can become a nightmare. Without there being a suggestion of any particular intention to bully on the part of students, teachers or the school, trans people certainly suffer reactions amounting to rejection when they attempt to do something as private, natural and necessary as using these facilities in a space that is free of intimidation. But neither the majority of regulations in Autonomous



Communities nor, of course, national regulations contemplate this situation, meaning that students automatically and unquestioningly face pressure due to the systematic application of a social stereotype that nobody questions. When such a situation arises, some schools, teachers and students even reject the possibility of a student using the facility that corresponds to their stated gender identity, meaning it is not uncommon for disciplinary mechanisms or threats (veiled or otherwise) to be called upon if the student attempts to use that facility. This is not a minor issue: in recent years, there have been cases of emergency surgical procedures involving trans minors with serious kidney infections due to the practice of retaining urine during the hours they spend at the school.

Despite a list of well-intentioned declarations, **national laws omit or only make passing mention of sexual diversity, and largely ignore the reality of gender-identity diversity**

(or «sexual identity» in the LOMCE). In Spain's national education laws, among the many principles that are set forth, the objectives of the education system and the rights of students, there is no declaration that expressly establishes the right to sexual diversity or that recognizes the free determination of gender identity, and this means that for a large proportion of the education community, these rights do not exist.

A realistic legal approach with respect to the foundations of homophobic and transphobic bullying should consider various aspects, including:

- ♦ **The origin of the bullying:** if it emanates from social stereotypes, from homophobic or transphobic ideologies or even from the internal rules and internalized attitudes of the school itself and their transmission of potentially or genuinely homophobic or transphobic stereotypes or ideologies.
- ♦ **The context of the bullying:** if it occurs within the school, in its surroundings or on social networks involving actors linked to the education community.
- ♦ **The identity of the bullying party:** individual, peer group, organized groups, or if the bullying is carried out by the school itself or any of its members.

In this regard, in this section we broaden the concept of homophobic and transphobic bullying in schools presented in the concepts section, since, from a legal perspective, a complete understanding of bullying situations must contemplate the possibility of secondary victimization¹, as well as all acts of direct, indirect or multiple discrimination or of discrimination by association².

1. **Secondary victimization** is considered to be the harm caused to lesbian, gay, bisexual and trans people who, being victims of discrimination, bullying or retaliation, suffer the additional consequences of poor or inadequate care on the part of those with administrative responsibility, health institutions, the police or any other actor that is involved.
2. There is **direct discrimination** when a person has been, is or may be treated in a less favourable manner than another person in an analogous or comparable situation, on the grounds of sexual orientation, gender identity or membership of an LGBT family.

There is a situation of **indirect discrimination** when an apparently neutral provision, criterion or practice may cause a particular disadvantage to people on the grounds of sexual orientation, gender identity or membership of an LGBT family.

Multiple discrimination is understood as occurring in cases in which, in addition to the discrimination on the grounds of sexual orientation, gender identity or membership of an LGBT family, a person also suffers discrimination on another ground established by European, national or regional legislation. Finally, **discrimination by association** occurs when a person is the object of discrimination as a consequence of their relationship with a person, a group or an LGBT family.



If we analyse these variables, among others, we see that the factors that give rise to homophobic or transphobic bullying in our social environment are rarely specifically addressed or expressly contemplated in the governing rules of the Spanish education system. Though there is awareness of the specific social genesis of the various forms of bullying, as is the case with racist persecution, we do not always find a specific approach to the causes of such bullying or an express mandate to address the causes of bullying that may be socially categorized, which represents a social problem that can be clearly differentiated from situations of nondifferentiated individual bullying.

Homophobic or transphobic bullying involves factors that turn the potential victims of the bullying into victims who are classified by their degree of exposure, the difficulties of complaining and the existence of widespread social prejudices that are often even internalized

by the victim. Moreover, the bullying situation may involve factors that imply organized (and potentially criminal) persecution and may even be carried out by those who should be protecting the bullied person or through the corruption of schools' operating rules, when these rules are interpreted in accordance with socially established prejudices.

In this context, the failure of some Spanish regulations to identify and address the causes of homophobia and transphobia constitutes a factor that seriously hinders the prevention of bullying and that requires the good intentions of schools and of the various members of the education community in order to address the prejudices and harm that may arise. In any event, and as must be the case, **the Spanish education system does not contain discriminatory rules that encourage or permit homophobic or transphobic bullying.**

The basic laws of the education system do expressly provide for formal equality between genders and for the eradication

of any form of violence or pressure on the grounds of sex, ideology, religion or social circumstances. Though homophobic or transphobic bullying is prohibited, **on the other hand, the basic regulations do not question its origins or foundations, or the social mechanisms that lead to the perpetuation of social models that give rise to bullying.** Though national regulations have formulated a well-intentioned mandate not to discriminate and to eradicate violence, it is necessary to establish training mechanisms that foster the inclusive acceptance of sexual, family and gender-identity diversity, since the origins of potential behaviours involving homophobic and transphobic bullying are to be found in stereotypes and prejudices.

Regulations in the Autonomous Communities, which are entrusted with establishing education policies, occasionally make express reference to sexual and gender-identity diversity,

but in any case, the regulations are uneven and irregular. The outlook at this level is therefore complex, because the approaches to homophobic or transphobic bullying are generally transversal and occasionally indirect. Autonomous Communities **that have approved a general law against discrimination on the grounds of sexual orientation or gender identity, such as Catalonia, Galicia and Extremadura, have introduced specific regulations applicable to the educational environment,** which provide a clear legal mandate in support of sexual diversity and the free determination of gender identity, superimposing this mandate upon the general rules regarding integration and the general prevention of bullying in schools. The same occurs, but with a limited scope, with respect to the protection of gender identity in Autonomous Communities that have established **regional laws on transsexuality: Navarre, the Basque Country, the Canary Islands and Andalusia.**



In the remaining Autonomous Communities, protection against homophobic or transphobic bullying depends on the interpretation of general rules for integration, or on other transversal approaches, as is the case, for example, in La Rioja and Castile-La Mancha. In these Autonomous Communities, when creating rules for defending young people against violence, concepts that are sufficiently broad and inclusive so as to offer supplementary protection mechanisms may be used. But the ultimate reality is that the majority of Autonomous Communities have not specifically created rules for this phenomenon, rarely refer to it and occasionally do not even establish regulations of their own that vary from the national ones on the issue. As has already been mentioned, beyond the existence (or otherwise) of specific regulations, the application of general regulations requires that schools make a commitment to ensure that students are fully protected against homophobic and transphobic bullying.

To encourage a panoramic vision with relation to the public policies and regional regulations, we have created a map that divides Spain's Autonomous Communities into three categories:

1. Those that have approved specific regulatory instruments against discrimination on the grounds of sexual orientation or gender identity.
2. Those that have simply referred to some of these possible causes of bullying.
3. Those that have made no differentiated treatment of or reference to homophobia or to transphobia whatsoever, trusting in the good interpretative judgment of the responsible members of the education community to eradicate violence, bullying and intimidation. These responsible members are undoubtedly left unprotected when the situation gives rise to difficulties.

ANNEXES





This section offers the documents to implement the actions recommended in the Indicators and Protocol sections of the Action Guide against homophobic and transphobic bullying in schools, as well as template documents for the recognition of gender identity by secondary schools.

► **Annex 1**

Questionnaire to understand teachers' experiences and perceptions regarding sexual diversity and integration in schools PDF

► **Annex 2**

Questionnaire to understand students' experiences and perceptions regarding sexual diversity and integration in schools PDF

► **Annex 3**

Intervention protocol in the case of homophobic and transphobic bullying among students PDF

► **Annex 4**

Notification document for alleged cases of homophobic or transphobic bullying PDF

► **Annex 5**

Guides to interviewing students that are involved in bullying and their families/legal guardians PDF

► **Annex 6**

Assessment report of the Homophobic and transphobic bullying investigation commission PDF

► **Annex 7**

Document template for requesting recognition of gender identity by the secondary school PDF

► **Annex 8**

Template for recognizing gender identity at the secondary school PDF



References

- ♦ Association canadienne pour l'avancement des femmes, du sport et de l'activité physique. *Elimination de l'homophobie dans le sport: un atelier a l'intention des organismes de sport* (Canada).

http://www.caaws-homophobiainsport.ca/f/pdfs/document_participantes.pdf

- ♦ Borrillo, D. (2001). *Homofobia*. Barcelona: Bellaterra.

- ♦ Brighton & Hove City Council's Standards & Achievement Team and Allsorts Youth Project (2014). *Trans* Inclusion Schools Toolkit*. Reino Unido: Brighton & Hove City Council.

<http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupId=1244399&ResourceId=4978569>

- ♦ Brioso, M.J.; Doncel, D.; Sotos, B.; Vázquez, E. (2008). *Prevención de la violencia y mejora de la convivencia en las escuelas: investigación educativa y actuaciones de las*

Administraciones Públicas. Madrid: CIDE, Ministerio de Educación, Política social y Deporte.

- ♦ British Council (2010). *Inclusion and Diversity in Education Survey*. British Council.

http://www.britishcouncil.org/british_council_-_inclusion_and_diversity_in_education.zip

- ♦ Burdge, H.; Snapp, S.; Laub, C.; Russell, S. T. and Moody, R. (2013). *Implementing Lessons that Matter: The Impact of LGBTQ-Inclusive Curriculum on Student Safety, Well-Being, and Achievement*. San Francisco, CA: Gay-Straight Alliance Network and Tucson, AZ: Frances McClelland Institute for Children, Youth, and Families at the University of Arizona.

http://www.gsannetwork.org/files/aboutus/ImplementingLessons_fullreport.pdf

- ♦ Cerezo, F. (2002). «El bullying y su relación con las actitudes de socialización en una

muestra de adolescentes», en *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 5.

http://www.researchgate.net/publication/28076815_El_bullying_y_su_relacin_con_las_actitudes_de_socializacin_en_una_muestra_de_adolescentes

- ♦ Cerezo, F. (2006). «Violencia y victimización entre escolares. El bullying: estrategias de identificación y elementos para la intervención a través del test BULL-S», en *Revista de Investigación Psicoeducativa*, 4, 106-114.

<http://www.redalyc.org/articulo.oa?id=293122821010>

- ♦ Cerezo, F. (2009). «Bullying: análisis de la situación en las aulas españolas», en *International Journal of Psychology and Psychological Therapy*, 9, 3, 367-378.

<http://www.ijpsy.com/volumen9/num3/244/bullying-analisis-de-la-situacion-en-las-ES.pdf>



- ♦ Chahin, A. y Morales, S. (2014). *Invertir en igualdad y no discriminación. Hacia unas políticas públicas más eficientes e inclusivas. Manual de formación para la aplicación transversal del principio de igualdad y no discriminación en el diseño, ejecución y evaluación de políticas públicas*. Madrid: Ministerio de Sanidad, Servicios Sociales e Igualdad. Subdirección General para la Igualdad de Trato y la no discriminación.

http://www.msssi.gob.es/ssi/igualdadOportunidades/noDiscriminacion/documentos/Manual_cast_invertir_igualdad.pdf

- ♦ Chamberland, L.; Richard, G. y Bernier, M. (2013). «Les violences homophobes et leurs impacts sur la persévérance scolaire des adolescents au Québec» en *Recherches & éducations*, 8, 99-114.

- ♦ Colectivo Ovejas Negras (2014). *Guía didáctica Educación y diversidad sexual*. Uruguay: INMUJERES, Ministerio de Desarrollo Social.

http://www.mides.gub.uy/innovaportal/file/33200/1/educacion_y_diversidad_sexual_-_guia_didactica.pdf

- ♦ Colegio Heidelberg Gran Canaria. *Protocolo de prevención, detección e intervención para evitar situaciones de acoso escolar*.

<http://www.heidelbergschule.com/Docs/ProtocoloActuacionAcosoEscolar.pdf>

- ♦ Comisiones Obreras Extremadura. *Guía para la elaboración de un protocolo de prevención y actuación frente al acoso sexual y el acoso por razón de sexo en el ámbito laboral*.

http://www.extremadura.ccoo.es/comunes/recursos/10/pub23597_Guia_para_la_elaboracion_de_un_protocolo_de_prevenccion_y_actuacion_frente_al_acoso_sexual_y_el_acoso_por_razon_de sexo_en_el_ambito_laboral.pdf

- ♦ Consejería de Educación, Universidades, Cultura y Deporte del Gobierno de Canarias (2009). *Guía para el profesorado sobre acoso escolar: detección, identificación, intervención y prevención*.

http://www.gobiernodecanarias.org/educacion/5/DGOIE/PublicaCE/docsup/guia_acoso.pdf

- ♦ Consejería de Educación, Universidades y Sostenibilidad del Gobierno de Canarias. *Atención a niños y niñas con disforia de género y adolescentes transexuales en los centros escolares*.

<http://www3.gobiernodecanarias.org/medusa/edublogs/cepicodelosvinos/files/2013/10/DOCUMENTO-DE-ATENCI%C3%93N-A-NI%C3%91OS-Y-NI%C3%91AS-CON-DISFORIA-DE-G%C3%89NERO-Y-ADOLESCENTES-TRANSEXUALES-EN-LOS-CENTROS-ESCOLARES.pdf>

- ♦ Consejería de Educación y Empleo de la Comunidad de Madrid (2012). *Guía para la prevención, detección y corrección de las situaciones de acoso escolar en los centros docentes no universitarios de la Comunidad de Madrid*.

<http://www.psie.cop.es/uploads/Acoso%20escolar%20%20Gu%C3%ADa%20abreviada%20%20SIE-12.pdf>

- ♦ Del Barrio, C.; Martín, E.; Almeida, A. y Barrios, A. (2003). «Del maltrato y otros conceptos relacionados con la agresión entre escolares, y su estudio psicológico» en *Infancia y Aprendizaje: Journal for the Study of Education and Development*, 26:1, 9-24.



- ♦ Díaz-Aguado Jalón, M. J. (Dir.) (2013). *La evolución de la adolescencia española sobre la igualdad y la prevención de la violencia de género*. Madrid: Delegación del Gobierno para la Violencia de Género.

- ♦ Equipo Técnico de la Dirección General de Ordenación Académica de la Consejería de Educación y Ciencia del Principado de Asturias (2006). *Maltrato Cero: Orientaciones sobre el acoso escolar*. Principado de Asturias.

http://www.educastur.es/media/publicaciones/apoyo/orientacion/guia_acoso.pdf

- ♦ Eribon, D. (2001). *Reflexiones sobre la cuestión gay*. Barcelona: Anagrama.

- ♦ FRA – European Union Agency for Fundamental Rights (2014). *Being Trans in the European Union*. Viena: European Union Agency for Fundamental Rights.

http://fra.europa.eu/sites/default/files/fra-2014-being-trans-eu-comparative_en.pdf

- ♦ Generelo, J. (Coord.) (2012). *Acoso escolar homofóbico y riesgo de suicidio en adolescentes y jóvenes LGB*. Madrid: COGAM/FELGTB.

<http://www.felgtb.org/rs/1584/d112d6ad-54ec-438b-9358-4483f9e98868/91c/filename>

- ♦ Generelo J. y Pichardo, J. I. (Coord) (2006). *Homofobia en el sistema educativo*. Madrid: COGAM.

<http://www.felgtb.org/rs/466/d112d6ad-54ec-438b-9358-4483f9e98868/807/filename/homofobia-en-el-sistema-educativo.pdf>

- ♦ GLSEN (2012). *Developing Lgbt-Inclusive Classroom Resources*.

<http://www.glsen.org/sites/default/files/LGBT%20incl%20curr%20guide.pdf>

- ♦ GLSEN (2012). *Ready, Set, Respect! GLSEN's Elementary School Toolkit*.

<http://www.glsen.org/sites/default/files/Ready%2C%20Set%2C%20Respect%21%20GLSEN%27s%20Elementary%20School%20Toolkit.pdf>

- ♦ GLSEN (2012). *The Educator's Guide to LGBT Pride*.

<http://www.glsen.org/sites/default/files/Guide%20to%20LGBT%20Pride.pdf>

- ♦ Gómez Arias, A. (2009). «Adolescentes lesbianas y gays frente a la homofobia», en *Adolescentes ante la diversidad sexual. Homofobia en los centros educativos*, pp. 119-126. Madrid: Catarata.

- ♦ Greenbaum, M. (2014). *Resource kit: Family Diversity and strategies to end homophobia. 20 ideas for creating schools that are open to diversity*. Montreal: Coalition des Familles LGBT.

http://www.familieslgbt.org/documents/pdf/CFH_MELS_Module2_ENG.pdf

- ♦ Guasp, A., Ellison, G. and Satara, T. (2014). *The Teachers' Report*. Londres: Stonewall.

http://www.stonewall.org.uk/documents/teachers_report_2014.pdf

- ♦ Guasp, A. (2012). *The School Report. The experiences of gay young people in Britain's schools*. Londres: Stonewall.

[http://www.stonewall.org.uk/documents/school_report_2012\(2\).pdf](http://www.stonewall.org.uk/documents/school_report_2012(2).pdf)



♦ Download annexes

♦ **References**

- ♦ INJUVE (2011). *Jóvenes y Diversidad Sexual*. Madrid: INJUVE.

<http://www.injuve.es/observatorio/salud-y-sexualidad/jovenes-y-diversidad-sexual>

- ♦ Junta de Andalucía. *Guía para la elaboración del Plan de Convivencia*. Consejería de Educación, Junta de Andalucía.

<http://www.juntadeandalucia.es/averroes/~conviveigualdad/guia/index.html>

- ♦ Kinsey, Alfred C.; Pomeroy, Wardell B. y Martin, Clyde E. (1948). *Sexual Behavior in the Human Male*. Philadelphia: W.B Saunders and Co.

- ♦ Kosovsky, R. y Majul, A. (2012) *Guía para docentes: Somos iguales y diferentes*. Argentina: INADI.

http://inadi.gob.ar/wp-content/uploads/2012/05/GUIA-DOCENTE_c-cambio_IMPRENTA-FINAL.pdf

- ♦ Larralde, G. (2014). *Los mundos posibles. Un estudio sobre la literatura LGBTTTI para niñxs*. Buenos Aires: Título.

- ♦ Lereya, S.; Copeland, W.; Costello, E.; Wolke, D. (2015). «Adult mental health consequences of peer bullying and maltreatment in childhood: two cohorts in two countries», en *The Lancet Psychiatry*.

[http://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366\(15\)00165-0/fulltext](http://www.thelancet.com/journals/lanpsy/article/PIIS2215-0366(15)00165-0/fulltext)

- ♦ Love, N. (2008). *How to Reduce LGBT Stigma in Regards to Mental Health Services*. Rockville, MD: Substance Abuse & Mental Health Services Administration - ADS Center.

<http://stopstigma.samhsa.gov/archtelPDF/03122008.pdf>

- ♦ Luengo, J.A. (2011). *Ciberbullying. Guía de recursos para centros educativos en casos de ciberacoso*. Madrid: Defensor del Menor de la Comunidad de Madrid.

<http://blogluengo.blogspot.com.es/2012/04/guia-de-ciberbullying.html>

- ♦ Macías, E.; Moreno, O.; Salguero, J.M.; Rodríguez, A. (2009). «Propuestas para incorporar la atención a la diversidad afectivo-sexual en el centro», en Sánchez Sáinz, M., *Cómo educar en la diversidad afectivo-sexual en los centros escolares: orientaciones para la ESO*, pp. 31-61. Madrid: La Catarata.

- ♦ Ministerio de Sanidad y Política Social (2009). *Encuesta nacional de salud sexual*. Madrid: Ministerio de Sanidad y Política Social.

http://www.msssi.gob.es/organizacion/sns/planCalidadSNS/pdf/equidad/EncuestaNacionalSaludSexual2009/resumenEjecutivoEncuestaSaludSexual_2009.pdf

- ♦ Ministerio del Interior (2015). *Informe sobre incidentes relacionados con los delitos de odio en España 2014*. Madrid: Gabinete de Coordinación y Estudios, Ministerio del Interior.

<http://www.interior.gob.es/documents/10180/1643559/Estudio+Incidentes+Delitos+de+Odio+2014.pdf>



- ♦ Ministerio del Interior (2014). *Informe sobre la evolución de los delitos de odio en España 2013*. Madrid: Gabinete de Coordinación y Estudios, Ministerio del Interior.

http://explotacion.mtin.gob.es/oberaxe/documentacion_descargaFichero?bibliotecaDatoId=4063

- ♦ Ministry of Education (MÉLS) of Canada (2014). *Legal, moral and ethical support for ending homophobia*.

http://www.familleslgbt.org/documents/pdf/CFH_MELS_Module3_ENG.pdf

- ♦ Moreno Cabrera, O. (2009). «Atención a la diversidad sexual en el aula», en *Adolescentes ante la diversidad sexual. Homofobia en los centros educativos*, pp. 119-126. Madrid: Catarata.

- ♦ Moreno Cabrera, O.; Puche Cabezas, L. (Eds.) (2013). *Transexualidad, adolescencias y educación. Miradas multidisciplinares*. Madrid: Egales.

- ♦ MOVILH (2010). *Educando en Diversidad. Orientación sexual e identidad de género en las aulas*. Chile: Movimiento de Integración y Liberación Homosexual.

http://www.movilh.cl/documentacion/educando_en_la_diversidad_2da_edicion_web.pdf

- ♦ Muñoz Orellana, R. et. al. *Proyecto de actuación e intervención en casos de acoso escolar en nuestro centro educativo*. Extremadura: IES Santa Eulalia.

http://iessantaetulalia.juntaextremadura.net/datos/acoso_escolar/proyecto_acoso_escolar.pdf

- ♦ Muraco, J. A. & Russell, S.T. (2011). «How School Bullying Impacts Lesbian, Gay, Bisexual, and Transgender (LGBT). Young Adults» en *Frances McClelland Institute for Children, Youth, and Families ResearchLink*, Vol. 4, No. 1. Tucson, AZ: The University of Arizona.

https://mcclellandinstitute.arizona.edu/sites/mcclellandinstitute.arizona.edu/files/ResearchLink_Vol.%204%20No.%201_Bullying.pdf

- ♦ Ortega, R.; Calmaestra Villén, J.; Mora Merchán, J. (2008). «Cyberbullying» en *International journal of psychology and psychological therapy*, Vol. 8, N.º 2, 2008, págs. 183-192.

- ♦ Penna, M. (2012). *Formación del profesorado en la atención a la diversidad afectivo-sexual*. Tesis doctoral. Madrid: Universidad Complutense.

- ♦ Pichardo, J.I. (ed) (2009). *Adolescentes ante la diversidad sexual. Homofobia en los centros educativos*. Madrid: Catarata. (Pág. 1-158)

- ♦ Pichardo, J.I.; De Stéfano, M.; Sánchez, M.; Puche, L.; Molinuevo, B.; Moreno, O. (2014). Madrid: *Diversidad sexual y convivencia: una oportunidad educativa*.

<http://goo.gl/JKSv1d>

- ♦ Pinheiro, P.S. (2006). *World report on violence against children*. Génova: United Nations Secretary-General's Study on Violence Against Children.

<http://www.unicef.org/violencestudy/reports.html>



- ♦ Pinxteren, T. (2007). *Combattre l'homophobie, pour une école ouverte à la diversité*. Bruselas: Ministère de la Fédération Wallonie-Bruxelles.

<http://www.enseignement.be/index.php?page=25938&id=4851>

- ♦ Platero, R. L. (2013). «Can We Teach Transgender Issues in Vocational Training? A Teaching Practice From Spain» en *Journal of LGBT Youth*, 10 (1-2): 127-138.

http://www.academia.edu/2549868/Can_we_teach_transgender_issues_in_Vocational_Training_A_teaching_practice_from_Spain._Journal_of_LGBT_Youth_10_1-2_127_138

- ♦ Platero, R. L. (2014). *Trans*exualidades: Acompañamiento, factores de salud y recursos educativos*. Barcelona: Bellaterra.

- ♦ Rigby, K. (2000). «Effects of peer victimisation in schools and perceived social support on adolescent well-being», en *Journal of Adolescence*, vol. 23, nro. 1, 57-68.

<http://www.sciencedirect.com/science/article/pii/S0140197199902890>

- ♦ Russell, S; Kosciw, J; Horn, S. and Saewyc E. (2010). «Safe Schools Policy for LGBTQ Students», en *Social Policy report*; 24 (4):1-24.

http://www.srzd.org/sites/default/files/documents/spr_24_4_final.pdf

- ♦ Saewyc, E.M. (2011). «Research on adolescent sexual orientation: Development, health disparities, stigma and resilience» en *Journal of Research on Adolescence*, 21(1), 256 – 272.

- ♦ Salguero Juan y Seva, C. *Protocolo de actuación en los centros educativos*.

- ♦ Salmerón, J. et. al. (2007). *Atención al maltrato infantil desde el ámbito educativo*. Murcia: Consejería de Trabajo y Política Social de la Región de Murcia.

http://www.carm.es/ctra/cendoc/documentos/2007_maltratoeducacion.pdf

- ♦ Sánchez Sáinz, M. (2010). «Propuestas para incorporar la atención a la diversidad afectivo-sexual en el centro escolar», en Sánchez Sáinz, M., *Cómo educar en la diversidad afectiva, sexual y personal en Educación Infantil*, pp. 29-53. Madrid: La Catarata.

- ♦ UNESCO (2013). *Respuestas del Sector de Educación Frente al Bullying Homofóbico*. París: UNESCO.

<http://unesdoc.unesco.org/images/0022/002229/222918S.pdf>



GOBIERNO
DE ESPAÑA

MINISTERIO
DE SANIDAD, SERVICIOS SOCIALES
E IGUALDAD

SECRETARÍA
DE ESTADO DE SERVICIOS SOCIALES
E IGUALDAD

INSTITUTO DE LA MUJER
Y PARA LA IGUALDAD DE OPORTUNIDADES