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Dutch profile

PART ONE – CONTEXT ANALYSIS (SECONDARY DATA)

1. Dutch legislation

At the UN The Netherlands made a major contribution to the recognition of rights of gay and transgender people and the bringing closer of the universal abolition of homosexuality as a crime. Thanks also to the initiative of the Netherlands, the EU agreed on a common line on sexual and reproductive health and rights, sexual orientation and gender identity.

The European network of the so-called National Focal Points in the field of equal rights for LGBT programs, which was an initiative of the Netherlands when it had the EU presidency (2004), will be further expanded. In this network, the Netherlands will, in addition to attention and recognition of marriage to same-sex couples, pay special attention to the rights and safety of gay and transgender people in Europe and encourage the sharing of experiences about dealing with violence towards LGBT people. The Netherlands will actively encourage a European exchange of information concerning violence toward homosexuals between police forces in Europe and the LGBT movement (ILGA- Europe project).

The Dutch government wants to further the gay rights movement in Europe by ensuring the inherent strength of LGBT organizations, that they are receiving incentives and that the recommendations of the Council of Europe are put into practice. These are mainly the support for the improvement of the position of homosexuals and transgender people in non-EU countries of the Council of Europe. When EU member states prepare legislation that discriminates against homosexuals and transgenders, the Netherlands will object to it.

Since 2001, in The Netherlands same-sex couples are allowed to marry. The Netherlands is a forerunner in same-sex marriages as well as in other aspects of gay emancipation. The document "Just being gay: lesbian and gay emancipation 2008 - 2011," was published by the government and is aimed at improving social skills, tolerance and ability to discuss sexuality and homosexuality in education, by developing a multi-track policy.

In the document "Outlines of emancipation: women and gay emancipation 2011 - 2015" published in spring 2011 the Ministry of OCW (Education, Culture and Science) outlined a comprehensive approach and the concept of personal safety is one of the main points. This long-term policy document makes it clear what the right-center government stands for and aspires to. By 2015 the current government aims to be a world leader in terms of social and legal acceptance of homosexuals and transgender people. The current government believes that the Netherlands has set an example



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both inside and outside Europe and is actively lobbying for equal rights and treatment and mutual recognition of registered partnerships and "gay marriages".

It is remarkable that in this memorandum, the government strives to "...allow homosexual couples to walk on the streets holding hands and ensure young people can safely come out of the closet." The government has identified six points of action:

1. The government promotes emancipation
2. Equal rights for homosexuals and transgenders
3. Safety and resilience of homosexuals, transgenders and women
4. Social acceptance of gays and women
5. Female labor participation
6. International emancipation

With regards to point three (safety and resilience), the government characterizes the current situation as follows: "Most Dutch people accept homosexuality and social acceptance has increased in recent years. Yet many homosexuals still feel unsafe".

Almost half of the registered same-sex partnerships and married same-sex couples in the Netherlands are living in Amsterdam. This concerns some 35,000 people (5%) of the 700,000 inhabitants of Amsterdam. From research of literature from 2006, it appears that Amsterdam is still attractive to gay tourists. Many of them still think Amsterdam is a tolerant and open city, and appreciate its welcome feeling. They see Amsterdam as a gay friendly city, while Amsterdam's gay residents increasingly feel they are treated in an unfriendly manner and sometimes no longer feel at home in their own city. Threats, being bullied out of their neighborhood, yelled at, beaten up in Amsterdam (and sometimes outside of Amsterdam) are becoming regularity. Although research in 2005 carried out by Motivaction (Independent Research Center) showed that the acceptance of homosexuality had increased between 1998 and 2004, according to a current investigation in 2006, carried out by InHolland (Higher Education), it appears that the acceptance has actually decreased, especially among Muslims and young people.

The image of freedom and tolerance of The Netherlands and Amsterdam in particular, is true to a certain extent. In the past ten years, also with the resurgence in all Europe of the right wing parties, the atmosphere has become heavier for all minority groups, including LGBT.

This is also due to media reports on incidents of violence against homosexuals and their own experiences. In 2009, one in 10 gay and bisexual men in a period of 6 months was verbally abused, intimidated or harassed because of their sexual orientation. For lesbian and bisexual women these figures are even worse, in that 4 in 10 women experienced this. (SCP Monitor 2010: "More common, never ordinary").

The lack of social acceptance of transgender people is particularly evident from their high unemployment, experience with violence, and serious psychosocial problems. The long and complicated procedures for sex change and waiting lists in health care often



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compound their problems. The government is committed to working with religious communities and migrant organizations through dialogue, in order to promote the acceptance of homosexuality in their communities, while working with organizations such as the COC and homosexuals and transgender people in their own circles. The ongoing projects in the field of ideology and ethnicity will evolve into new Gay Straight Alliances: GSAs. The government aims for Turkish, Moroccan, Antillean and Gay-Straight Christian Alliances. The fact that the government is serious is apparent from the following press release in April 2011: "Gay tolerance in the Netherlands is far from obvious. The government is concerned about intimidation, violence, persistent reports of discrimination against homosexuals and expressions of hatred on the Internet. Hence the policy of the government aims to promote social acceptance of homosexuality. For example by registering anti-gay violence and further combating it. The government will increase the budget for gay emancipation from € 3.5 million to € 5.5 million per year. Another example is the Jos Brink Prize: a state prize that is awarded every two years, aimed at groups or institutions that have made a fundamental contribution to improving the situation of lesbians, gay men, bisexual men and women and transgender people (LGBT). The 22 nominees for the Jos Brink Prize 2011 (Prize named after a gay-celebrity) represent a wide area, including art and literature, media, private and public sectors, human rights defenders, philosophy, science, politics and government. Of all the candidates, ultimately the volunteers of the COC were the winners of the 2011 prize.

Furthermore, the Government sees the use of social media as a way to increase the visibility of homosexuals, and break down the gay stereotype image and replace it with an ordinary picture of the gay population. Gay people resent the stereotypes that exist about them. Which social media the government explicitly intends to use is not clear yet, perhaps social networks like Facebook and MySpace, but also more text-related media, such as twitter.

The Minister also wrote: "The social acceptance of homosexuals and transgender people has increased in recent years. At the same time it is clear that the acceptance of homosexuals in large groups is problematic. The attitude among young people, ethnic minorities and orthodox religious communities is more negative than in other Dutch people. A third of gay and transgender people do not feel safe enough to come out of the closet at their work place. In other environments (school, neighborhood, sports, elderly care), the percentage is even higher.

2. Homophobia in the Netherlands and in Dutch schools

A study of 2003 of the gay youth magazine *Expreszo* shows that the average age at which young people "come out" is 18.6 years, whereas 23 percent of respondents reported to have come out of the closet between their 21st and 25th years; 3% after their 26th year. Research of D. Franssen from Maastricht University (in the South of The



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Netherlands) in 2007 shows that the average age for coming-out was 17.8 years, the age at which someone leaves high school. Is school an unsafe place to come out of the closet? Half of the students think it would be better not to "come out" while still at school (TK 2008 -2009, 27017, No. 50). Among the gay youth, 12% have actually attempted suicide. 66% of young people need support and help, especially when coming out (SCP Monitor 2010: "More common, never ordinary").

In 2003, Rutgers Nisso Group conducted research on the perception and health of gay and bisexual men and women in education. The conclusion of "Better in the classroom, better for the school" was that all teachers would feel better if the school promoted a diversity policy, not specifically a gay emancipation policy or anti-gay discrimination policy, but a whole-school approach with concrete actions. De Haan et al. outline six steps. These six steps lead to a safer and nicer school climate, by following a diversity policy.

1. Mutual social support in education among colleagues;
2. An open attitude of staff towards each other, and especially toward diversity and combating discrimination;
3. Explicit education about diversity and discrimination, focusing on man/woman- roles and homosexuality;
4. Having a complaints procedure and committee;
5. Having a counselor who is not only open to complaints from students about sexual harassment, but that is open to everyone and for complaints about discrimination and negative behavior in a broader sense;
6. Having strict school rules and enforce them;

These six guidelines should have no particular sequence, but can all be simultaneously developed and implemented.

In early 2010 the city of Amsterdam commissioned a report made by Eduquality (research center) to investigate discrimination in primary education. In July of that year, the research report called 'Discrimination is bullying who you really are', was published with the current state of affairs, experiences of pupils, parents and staff recommendations. The main conclusions of this study were:

- in all participating schools there are forms of discrimination.
- Most of the examples involve discriminatory language among students in bullying situations, based on skin color or national origin, religion and homosexuality, especially when their own teacher is not there.
- Pupils and parents experience more discrimination than employees. This is also because some staff see discrimination as a bullying or teasing incident. It is partly a definition issue, but this has consequences for the actions of the teachers. Incidents of discrimination are often treated as bullying situations that are not always being addressed with a sense of underlying prejudices and discrimination.



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- Discrimination as a subject is not really alive in schools, whereas bullying is. Schools often have accomplished a lot in dealing with bullying, something which will, in part, certainly benefit the fight against discrimination.
- If the school's staff gives attention to discrimination, it is mainly after an incident. For preventive purposes explicit attention is not often given to discrimination and there seems to be no place for school's antidiscrimination policy.
- If incidents occur, it is not clear from the incident registration which discrimination plays a role and anyhow there are very few registers.

The researchers argue that social safety is a precondition for learning. But more attention to safety in schools is difficult in a time where even more attention must be paid to improving the results in language and mathematics. Teachers are busy and have to prioritize. Fortunately there are other reasons to work on preventing discrimination in schools. Schools are formally supported by:

- the Constitution, which prohibits discrimination;
- the Convention of the Rights of the Child, which states that children are entitled to protection from all forms of discrimination;
- the attainment targets for primary education, which state that children must learn to respect differences;

Each teacher also knows that children who face discrimination do not have a healthy identity development. And that safety benefits the schools throughout school life and also improves the language and mathematics results. And last but not least, Amsterdam wants to remain a tolerant city!

3. Strategies to fight homophobia in schools

What can be done to reduce homophobia in schools? Teaching about sexual diversity is not compulsory in education in the Netherlands. That means that external parties develop all kinds of didactic tools, which could be used by teachers on a volunteer basis, like brochures, hand-outs, films, teachers guides and theatre plays. One example is a guide for teachers of primary and secondary school, developed by EduDivers: 'The Pink Wire in Safety at School', which allows them to work on the improvement of behavior in their own schools.

The main element is the design and implementation of changes in school.

This approach focuses on a (whole-school) comprehensive approach to good manners and citizenship. It does not only talk about homophobia, gay rights and fighting discrimination against gay, but it concerns sexual diversity and the creation of general safety in and around the school for both LGBT students and teachers.

Suggestions for schools were prepared:

1. Stopping the use of derogatory name calling, such as "Homo/faggat";
2. Giving obvious attention to sexual diversity in different types of lessons;
3. Giving focused attention to sexual diversity in health science;
4. Giving focused attention to sexual diversity in social studies;



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5. Giving attention to sexual diversity in religion and philosophy;

6. Letting volunteers give information about homosexuality.

Another important initiative done by COC Netherlands is to support GSA, Gay Straight Alliances at schools. Pupils themselves start a GSA and can develop all kinds of activities at their own school. COC Netherlands developed a strategy to set up a teachers network.

Last to mention is the work of the so-called COC advisors. It is a voluntary network of LGBT people who do workshops in schools. This face-to-face contact with gay people is very effective and teachers can contact COC to make a reservation. In 2010 also a film was produced: 'Een homo in de klas (A gay person in school), which shows how these meetings work.

During this project, a big step was made in the Netherlands government to combat homophobia in schools. Pressure from COC and other external parties, forced the Minister of Education to change the general aims for primary and secondary education, because a lot of schools pay insufficient attention to sex information and sexual diversity in the curriculum. From August 2012 every school in the Netherlands will have to pay attention to sex education and sexual diversity. The Minister of Education underlined that attention on these topics is very important for sexual resilience, a safe school area, tolerance and acceptance of homosexuality. The Minister is very explicit on this topic. Schools can work out these aims on their own terms: in subjects, in projects or as a specific information activity. Also the content can be determined at school level. External educational materials can be used and chosen by teachers.

PART TWO – THE FIELD WORK

The interviews

4 Introduction

In selecting interviewees, we distinguished three levels of education: primary, secondary and higher education, the ratio of men and women, sexual diversity and ethnic background. A relatively large proportion of gays and lesbians work in the Dutch Educational system. No studies have been done, but gay and lesbian teachers seem to be over-represented in education. You could say that education is LGBT friendly and that gay and lesbian teachers feel at ease in the educational environment. Many gay and lesbian teachers in the Netherlands are open about their sexual orientation towards colleagues, parents and students/pupils. In The Netherlands, in the wider area of Amsterdam, we interviewed 11 expert witnesses/teachers. (Dutch, Art, Photography, student counselor, pedagogue)



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The interviews lasted each more or less one hour. All were taped and written. The questions were leading but the interviews were more a dialogue between the interviewer and the interviewed person. During these interviews a lot of interesting subjects were raised and discussed.

1	Male	Primary school teacher Montessori school	Gay	Amsterdam
2	Female	Primary school teacher/ coordinator Catholic school	Straight	Amsterdam
3	Male	Secondary school teacher and advisor	Gay	Amsterdam
4	Male	Pedagogic advisor education	Gay	Amsterdam
5	Male	Secondary school teacher Waldorf School	Gay	Leiden
6	Male	Secondary school teacher Catholic school	Straight	Hilversum
7	Male	Secondary school teacher	Straight, Suriname background	Amsterdam
8	Female	Higher education teacher	Lesbian	Amsterdam
9	Male	Secondary school teacher	Straight Suriname background	Amsterdam
10	Female	Secondary school teacher	Straight	Amsterdam
11	Male	COC Advisor/coordinator	Gay	Amsterdam

5 The main issues

We present below the discussion of the main issues that came out from the interviews. Unless clearly and differently stated, the opinions expressed are of the interviewees. In brackets are the (translated) words used by the interviewees.

5.1 School policy

Homophobia is not an issue that is discussed much in schools. The interviewees were all aware of its importance, but an explicit and active policy (to support discussions) is not implemented. Most find that unnecessary. Homosexuality is a normal thing in The Netherlands society, although gay teachers, who were interviewed, are more alert than straight ones. The reactions are just as diverse as the interviewees themselves: some want more visibility in schools and in the school policy, while others think that the implicit policy is



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fine.

Some gay teachers feel more personally responsible; while others believe that non-gay teachers should take on a more active role. None of the schools show anything in the decoration of the school that is related with homosexuality. No GSA (Gay Straight Alliance) schools were visited. Homosexuality is part of the curriculum of Biology and focuses on human reproduction. Interviewees think it is a duty of the school to teach but also to educate students and give them the opportunity to develop themselves; a safe environment is essential for this.

"The emphasis on LGBT issues in the Netherlands is in secondary education: information, support of schools, on a national scale around the common core objectives, with Educational departments at universities and educational cooperation with faculty at teacher training institutes. What is missing is the assessment of results. We do not know what works best. Why does one school become gay-friendly and not another?"(pedagogic advisor education)

"There is no explicit policy, but we focus on the human individual, " Become who you are" is the motto of the school, and everyone can become who he/she is." (secondary school teacher)

"We have no emancipation or gay policy, but maybe this should change, and it is needed more than we thought. For Example, a seminar organized for teachers, parents and even involving the students. " (higher education teacher)

"We have students at this school who live in communities, or with two mothers or single fathers, single mothers, children who live with their grandparents...you name it. It is all here. And therefore it is not crazy or weird or eccentric, and it is not something that you need to be bullied about."(primary school teacher)

"Sex education in our school is discussed in the second year in Biology and Care in a sex education module. In biology, this mainly focuses on the reproduction and in Care we talk about sex education. There, students learn to put on a condom in the dark, in a special box we call the 'condom box' ". (secondary school teacher)

"We don't have a bullying protocol. Of course name-calling is forbidden. We don't accept it in classrooms. But outside the classrooms we can't control it. We don't have a general policy in which we make clear that we do not accept name calling at school. (secondary school teacher)

"This school has very clear rules. My task as safety coordinator is to create a safe and peaceful atmosphere in school, in which all pupils feel safe. I am in direct contact with police, local government, shops and school neighbors. Calling names is punished. Pupils can be suspended. Bullying is not accepted in this school! (secondary school teacher)



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5.2 Specific projects in schools

The interviewed gay teachers are more or less familiar with LGBT material. This does not mean they use it a lot. Information/education is often given by external parties, such as the COC advisors.

The usual material has a heterosexual orientation, and there are no tests or images that represent sexual diversity.

Teachers often work with audiovisual material, but LGBT topics are only discussed briefly. Gay teachers are reluctant to use explicit gay themes, gay movies, gay books, gay photographs, etc., because they do not want to be labeled themselves.

Interviewees do see opportunities to work with film in education, but only when strict criteria are taken into account.

All the interviewees would like to remain involved in the project and play an active role in a focus group or otherwise.

"Kids love watching movies, they like it. You can also offer diversity which allows for different forms of identification. Suppose that the wonderful picture book "King and King" would also be filmed, it has quality, is a fun and humorous story and shows other identities beyond the ordinary 'prince and princess' story. A movie needs to touch you, and do not show it only because the issue of homosexuality is addressed in it. A good teacher can present this even without a guidebook to the children. He asks questions to the children beforehand, like: "Who knows two men who are in love with each other?", He explores the pre existing knowledge, gives an assignment to watch and discusses it afterwards. " (primary school teacher)

"I could imagine that we watch a movie with the higher grades, but more in the context of: gay relationship exist too, yes, it is just there. I would not watch a documentary about homosexuality in general with a group 7/8 (12 years age group). Not explicitly and separately, but just as one of many different relationships. I also believe that educational material so often is focused on prevention and everything around that. It's always about sex and then I think : is homosexuality just about sex? It's talking about form a relationship and not just about sex. "(primary school teacher)

"I can imagine you doing something with documentary on the subject, rather than with feature film. You must make sure that the students themselves can choose a movie. I would not force students to watch a feature film with an LGBT theme. Parents would not agree with that, I think. A student who wants to see Brokeback Mountain, will rent it himself. But to take an entire class of 4HAVO (16 year olds) to watch that movie, I'm afraid I am forgetting a few things that will not be well understood. " (secondary school teacher)

"Homosexuality in feature films, I find complicated. But in a documentary form, which I use regularly, it's different. I am also restrictive/reluctant in showing heterosexual sex scenes. I



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think that sounds stupid, but anyway ... I think if I show a film, and is much fiction, I always pay attention to content ... and I do not want to embarrass anyone. I'm not so much afraid of the parents, but it does play a role here I think. I have shown 'Le Roi Dance', a film in which homosexuality occurs at the court, to 5 VWO (17 year olds). It included a scene where two men kiss each other because they are in love. I thought: this should be okay to show". (secondary school teacher)

"I teach Photography, especially with the theme 'Being Different', it could certainly be used, all the students, for example, to make a photo of 'feeling lonely'. I have not done it yet, now we work from renowned photographers. I'm not going to show them photos of naked men, being a gay teacher, because then they would have the tendency to think 'oh he is gay, he wants to show us naked men, why does he do that. You easily get questions around that, I have experienced that once, and I should never do that, and any kind of nudes, I also do not encourage to make pictures of nudes. I always say: "I do not want to see the two B's: no naked Bodies and no Blood ". (secondary school teacher)

"In our school our pupils make films too. This year we had student whose cousin was preparing for a transgender surgery. She has interviewed her and filmed her. It has become a beautiful and honest portrait that was talked about a lot afterwards. During our film gala/festival it was also shown to parents. Film is a great way to show this and even more so when made one of your own students. It is a creative expression, where students could show something of themselves. " (secondary school teacher)

"What I have been doing for years, together with a publishing company, is modifying educational material. This means that within each discipline a sentence or an example will focus on transgender, gay, and lesbian relationships. Even if it is in an assignment in mathematics or English, no matter what discipline! In each discipline, we should have a number of phrases that capture some of the sexual diversity that exists, without putting it in a separate chapter, as a chapter that can be skipped. The advantage is that students are confronted with it as a coherent part of everything. Gay people are just part of it. Just as we now learn that cultural and religious diversity is included in the curriculum. So you read regularly about a Mohammed and a Fatima. Students become accustomed to these names within Dutch culture. And it should also be that way in respect of sexual diversity! " (secondary school teacher and advisor)

"We do advisory work in schools as volunteers. Teachers appreciate our work and also the pupils do. We try to make our organization more professional and on a structural basis. First we do our meeting face to face with two LGBT people in a class. Now we like to develop lessons for teachers to do before and after our meetings. We like to work together with teachers. We start with secondary schools, later with higher education and also with primary schools." (COC advisors coordinator)



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"We do teach sex education in our lessons. We use all kind of materials, like video films and also COC advisors. They can do more and talk directly with my students. They do come every year. I do have good results with those face-to-face lessons. Pupils are always impressed by their own, personal stories. It is a pity that teachers are not always allowed to participate. But I do understand that choice. Pupils feel less free, when teachers are around. But in this school teachers and pupils have a close relationship. Teachers are also 'mothers and fathers' for the children. They tell you everything. More than they do tell the real parents. So, I do participate in the COC lessons!"(secondary school teacher)

" I work together with professionals from outside school. That can be peer educators or people from COC. I also use the information movie: 'Help! Een homo in de klas (Gay in school)'"(secondary school teacher)

"Our movie 'Help! Een homo in de klas", we do use in higher education. Film is a useful tool for schools and this age group. But good facilities are important: good screening, good sound and connected with daily school life." (COC advisor coordinator)

"Once a year pupils make a theatre play together. There is always a gay-character. Mostly traditional and stereotypical. We do laugh about it. It is not hurting or vulgar. Once a student asked me: 'how is it for you? Does it hurt?' I said: 'Fine for me, because everybody liked it!' You can joking about me, but not hurt me!"(secondary school teacher)

5.3 Bullying

At each school bullying and the word Homo (Faggot) is used in a derogative sense. All teachers are against bullying and name-calling, and use a protocol against bullying. Not every teacher punishes, though. This depends on the situation and the age of the student. Teachers interpret the name calling 'Faggot' in different ways. Some call it simply street language or an insult, while others find it really offensive. Teachers are alert to students and parents and talk about it. All interviewees agreed that in a safe school there is no room for bullying and name-calling. Gay teachers are more outspoken about the use of the word Homo/Faggot than teachers who are not gay. They can also appeal to pupils more easily and do so.

"Yes, children do experience bullying. Cancer, cunt, asshole, fuck you. Even toddlers/preschoolers yell that at each other. These are children who spend a lot of time outside on the streets, with little or no supervision. We have an anti bullying protocol, it says that all parties will be communicated with and then a contract is made up. That's what we do. And it works. I think that children should not yell 'Faggot' at each other, nor Fuck you, or Cancer. I understand why they do that, because there is a general opinion about gays, and the tension around it. That is what you want to talk about with them. With preschoolers is difficult, but in the higher grades, however, we talk about it with the children. The school



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policy is also addressed in our team. We believe that we have to start the discussion with the children and the parents." (primary school teacher)

"The point is that something needs to be done, when something happens. Then you have a penalty. That can be a temporary suspension, but I think a penalty is not essential if it does not lead to a conversation about it with the class." (secondary school teacher)

"All the name-calling you hear here, we just do not want it, so we say something about it every time, I do not want to hear it. Sometimes there are penalties, when I, as a gay address it with them, they even get scared and say sorry, sorry." (secondary school teacher)

"We know from experience that it creates a safe environment in school, when from the first day and first class you come to agreements about bullying. Like prohibit the use of the derogative word for gay and maintain the rule. This is the most effective. In addition, information and openness and clarity are important. A safe school is pleasant and safe for everyone, gay and not gay!" (secondary school teacher)

"This is an e-mail from one of my students. He originally is from Brasil. He is strong, no Muslim and gay. When boys are small and skinny, they are an easy victim. I spoke with him about the COC adviser's role in school. He wrote me:

" Being gay in secondary school depends who you are. I did have a lot of friends before I told them. And I am tall and strong. I intimidated other boys. They were afraid. But sometimes they called names after me. But when it took place, they always were together. Always in small groups. But I was afraid to point out the bully. I was not afraid for being myself. I feel confident, because my parents always accepted me for who I was. They accepted me 100%. That helps me in school a lot. Bullies like you to cry or be angry. They bully more! When I entered secondary school, I was bullied a lot. Now I don't react anymore. So it stopped. Bullies are afraid for their own sexuality. They can't accept the coming-out of peers. Best solution is to continue the COC lessons and heavy penalties for all forms of bullying". (secondary school teacher)

" In a lot of secondary school the term of abuse 'homo/faggat' is used. There is now penalty for that. We see it as street language. Even gay people use it! ". It is a common term of abuse. It does not have an extra meaning, because the other pupil is not gay". (secondary school teacher)

"A year ago a boy came to me and told me: I am gay. I told him not to be afraid. If they bully you, contact me. This is a safe school. If others call names, let me know. Homo/gay/faggat can be a term of abuse, but also a popular word for this age group. But it can also be used to hurt someone. Especially for someone who is gay! I am from Suriname. I am very sensitive for the word 'nigger'. I don't like it if people call me 'nigger'. It is about your identity. Its very important. Everybody should know which words can hurt



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someone." (secondary school teacher)

"I hear that the use of 'faggat/homo' is daily practice. But they don't do that, because the other is gay. It is just calling names and a popular term of abuse. Sometimes when I hear it, I react with: 'how do you know he is gay? Did you make love together?' The pupils react directly, o, no, that's not what I mean!" (secondary school teacher)

5.4 Stereotypes and prejudices

Stereotypes are reproduced in the media. Pictures of the Amsterdam Gay Pride and the extravagant and very popular Canal Parade are used as illustrations for all kind of LGBT articles all over the year in newspapers, on webpages and on Dutch TV. What do we see? We see mostly white men. Lesbians are less visible in public life and also the media. Pictures from the Gay Pride are always showing half naked man, a lot of colourfull outrageous men: singing and dancing and a lot of travestites. All stereotypes are there!

But in daily life LGBT people are less visible and less prominent.

There are a lot prejudices about LGBT people. Gays are: 'old man who will seduce you', 'work in the creative industry, fashion, design', 'are paedophiles', 'have a high voice', 'act like a woman', 'wear colorfull clothes', 'are very present', 'do laughing hard', 'are always joyful'.

Lesbians are: 'bitchy', 'ugly', 'drink a lot of tea', 'want to write a book', 'act as men', 'have a low voice', 'are very serious', 'don't' like compliments' and 'wear non-fashionable clothes'.

For teachers and pupils it is hard to beat these stereotypes and prejudices, because we live in a heterosexual society with heterosexual standards and values.

"In all those years I learned a lot to handle stereotypes and prejudices. Don't emphasize the differences, but emphasize the agreements. What do people have in common? It is about love, uncertainty, falling in love, identity. Also about expectations from parents and others. Like Muslim girls who fall in love with a non-Muslim boy. Gays don't fulfil the expectations of their parents too. Stop thinking in prejudices, but talk about the same feelings and issues." (secondary school teacher)

" I have seen a lot of nice things happening during the COC meetings with advisors in my classroom. Because of the prejudices, pupils are afraid to meet gays and lesbians. One pupil left an empty chair between him and a CIC advisor. But after the meeting they shake hands! I hear my pupil say to the gay advisor: 'I wish you a lucky life!'. This pupil made an enormius step forward during this meeting. When advosors do more or less have the same age, the meeting is more effective. They can identify more. Otherwise they think: it is mostly old man who are gay". (secondary school teacher)



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"Nowadays everybody is coming out of the closet in Holland. In the early days husband and wife lived together with their children and the man met his friends in secret. The context has changed. Gay man in the Netherlands and Suriname can be openly gay. They meet in gay bars. To be gay is no longer a taboo." (secondary school teacher)

"One of my pupils said: 'If I know you are gay, I don't want to sit next to you', 'Why not?' I asked. I told him: 'you have to know, that only if you like to be touched by another man, it will happen. If you don't like, it will not happen. So it works. Otherwise it is rape! I did give him an example. Two boys sit next to each other. They are close friends. One of the boys falls in love with the other. The other is not gay. He is really angry and wants to murder his friend! But then I say: 'why did you become friends? There must be some same interests or special qualities that connects you. And don't stop this friendship because one of you is gay. Look what you have in common, instead of what divides you'" (secondary school teacher)

5.5 Personal attitudes of teachers

All gay interviewees are 'out of the closet', also at school. That was always a cause for discussion with the students.

Everyone is very tolerant towards homosexuality, but that can cause friction with the school population and the parents. These abrasive discussions are necessary but not easy for the teachers.

There is a big commitment around this issue among the interviewees. Also, to participate in the interview itself. During the talks, new ideas came up and interviewees became more enthusiastic about the subject.

Most interviewees felt capable and comfortable to talk about gender roles and sexual orientation.

It also appears that each interviewee discusses sexual diversity outside of the official classes.

"It is known to the students, known to colleagues, and the management. It is also openly talked about in class. " (higher education teacher)

"Yes, they are trouble makers, and at one point we discussed the issue of homosexuality and they said: " hey sir, are you gay? "I said" yes, I'm gay, because at this school they only accepted homosexual teachers ". And then there was chaos and in the end I said that I was only joking. Yes, I'm gay. Then I made it into an educational lesson, which was a step to do something, in this school". (secondary school teacher and advisor)

"My first job was at a primary school in Amsterdam West. I noticed immediately that the fact that I'm gay, was complex. I felt resistance from the students. Who are you? What are you doing here anyway? And it was apparently thought of as "you respond differently, and you act differently" if only for the fact that I said "Well I live with a man." That was already a



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retreating position, so to speak. Yes, and if you feel this within the team, how far will (that affect you) then also as a teacher in a class, and certainly for a higher grade? I think, "No, because I do not feel the security of the team behind me, if something happens within the classroom", and that's important. I finally resigned and found another school. There more gay and lesbian teachers happen to work there. Maybe that's not a coincidence? Sometimes the students ask questions, like "When did you know it", and "Do you have a boy friend and how can you be so sure and have you ever had girlfriend, that kind of questions. Colleagues ask that also, it remains an open discussion, more personal things, I like to keep it more 'general', and perhaps there are children in the class who struggle with these kind of feelings, but I keep my personal life separate." (primary school teacher)

"If my students take me as an example, then they have at least seen a gay who does not meet the stereotype, and that is fine." (secondary school teacher)

"Students can ask me everything. But I choose whether I respond. They are curious, but there are not going to hear about my love life, or sex life. For me it works well, it encourages to give a response. I like to talk about it in a normal way, not pedantic, all in safe mood, I can decide what setting is." (secondary school teacher)

"Teachers are more tolerant than pupils. Mostly pupils with migrant background don't accept gays and lesbians. They are afraid to go to hell. Their parents reinforce this opinion. This gap between teachers and pupils is a problem. How can we overcome this gap?" (secondary school teacher)

"Sometimes I realize that I am doing too little to solve this problem. I am not familiar with the concept of Gay Straight Alliance. I hesitate to put gay-friendly stickers on my door. My school population is mostly with a Muslim background. Our population is also decreasing. But I ask myself the question: 'how can a gay or lesbian pupil survive at this school?'" (Secondary school teacher)

"When I started at this school, I was very upset when people told me: 'You act like a woman' or asked me: 'Are you gay?' But nowadays they are used to me and how I am. The topic of homosexuality is common in this school. I am straight, but do have a feminine side. In the early days calling names and terms of abuse hurt me. It was insecurity and less self-esteem. I was young and developing my own identity. Now I am who I am and what I like. A few days ago, my 29-year-old cousin told me: 'I admire you uncle, because how you are and what you do.' I appreciate that kind of compliment." (secondary school teacher)

5.6 General recommendations for educational outputs

"A broad approach is very good, start with a general discrimination, and ways in which you can be different, and you will get to homosexuality in a natural way." (secondary school



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teacher)

-*"Follow the 'Kijkwijzer' (national classification system for film) guidelines'."* (secondary school teacher)

-*"Film should be appropriate for the age of the student, nudity is okay, but no explicit sex scenes"* (secondary school teacher)

-*"Do not focus only on the gay topic! It is better to focus on citizenship and behave well (respectful) towards each other."*(secondary school teacher)

-*"I think you first need to sit down together and discuss "how do you want to interact and what kind of security do you offer? "* (higher education teacher)

-*"A film should provide 1) recognition and 2) visibility. Students should feel that what they are watching relates to them selves. It can basically play anywhere. It can be a holiday film, or that you are on a field trip with school and that the room division occurs and someone is not allowed in your room. It may even be a school party where 'falling in love' is a part. Scenes in which sexual diversity is addressed in a natural and appealing way for the target group. "* (secondary school teacher and advisor)

-*"I can imagine you doing something with documentary on the subject, rather than with feature film. "Homosexuality in feature films, I find complicated. But in a documentary form, which I use regularly, is different."* (secondary school teacher)

The focus groups

6 Introduction

Three focus groups have been conducted with teachers and parents of primary school, secondary school and higher education, together with experts from Amnesty International: Movies that Matter and Pink Film festival members. In the different focus groups, participants were divided into the list shown below:

School level	Participants
Primary (6-12 years)	2 teachers 5 parents 1 head of school 1 COC Amsterdam



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Secondary (12-16 years old)	5 teachers 2 team leaders 1 COC Amsterdam
Higher Education (18 years old)	6 teachers 1 Movies that Matter 1 Pink Film festival 1 COC Amsterdam

7 The main issues

We present below the results of the three focus groups, attended by various representatives belonging to different groups of the three school levels. The results are presented in different thematic areas and the words used by participants are reported with quotation marks.

7.1 Homosexuality and homophobia in the school context

All participants agree on the fact that in society awareness about homosexuality and homophobia has increased over time and that the topic is not a taboo anymore. Discrimination towards homosexuals is decreasing. There is however, apparently, a gap between open-minded teachers and narrow-minded pupils. Another issue are the Islamic ideas about homosexuality from a part of Muslim parents. All participants agree on the fact that education and information is very important and can raise acceptance and respect towards everybody. Dialogue can be a start for acceptance and really safe school environment.

"Nowadays it is very important that everybody can be him or herself. Also Muslim girls like to wear a hair scarf and Muslim boys a beard". (primary school teacher)

"I don't accept that pupils use the word 'homo' (faggat). Don't use 'homo' as a term of abuse. Some children think that gay people are dirty. I don't like that. Maybe you don't like gay people, but you have to respect them! (primary school teacher)

"Some parents teach their children that gay people are dirty. They are afraid. So they don't talk about it. It does not exist! They leave it to the school and the teacher!". (Moroccan mother)

"For women it is easier to walk hand in hand in public. Straight man in Turkey and Morocco do kiss each other in public too. But in Amsterdam they don't. They are afraid to be seen as gay men. Moroccan men in the Netherlands have become partly Dutch. But the kisses are not associated with homosexuality, but only with friendship. Respect



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for older people. Like a son kisses his father. This is part of our culture too." (Moroccan mother)

"It is hard for me to accept that parents teach their children this kind of homophobia". (primary school teacher)

"When new parents come to my school for the first time, we do have an intake session. I tell them that this school respects all kind of people. Everybody is equal in this school. But we have to be more explicit about this. We do have respect for men and women, but also for homosexuals and transgenders. Parents have to accept this." (Head of primary school)

"My husband does not accept if his daughter turned out to be a lesbian. He would send her away and stop any contact with her. I am more liberal. He is a conservative Muslim. It is hard to talk about." (Moroccan mother)

"I know that some gay pupils are bullied in the public aeres of this school. Especially the boys. Ofcourse they don't like it. But when I ask them: 'who are the bullies and how can I support you? They say: leave it'. I know some boys wait until the others have left the school, befor they go home too. They don't feel safe here". (secondary school teacher)

"I am also bullied here at school, because of my bodyweight. Some pupils like to punish others. Really extreme. It is not only painfull, but also humiliating. Some are afraid for some pupils. We have to empower pupils at school".(secondary school teacher)

"Only some pupils are strong enough to be openly gay at this school. Most are hidden, don't know yet or are struggleing with it. In general there is no openness amongst pupils". (secondary school teacher)

"We do have a protocol against bullying at school, but nobody knows how it works and what it exatly means. I know that other schools do put a print at the walls of the school. So everybody knows and it is visible. It also can be part of the intake session with parents. Parents do sign it. It is important to put it black on white with signatures from the parents. When their son or daughter break the lines, it is easier to talk with the parents and to discuss it. Everybody should know that bullying and names calling is not accepted at this school! Having a protocol against bullying is important, but most important is how you use it! A safe school is important for everybody: students and teachers. You have to feel supported by each other and a protocol against bullying can help".(secondary school techer)

"Some pupils do think we are too soft and misuse it" (secondary school teacher)



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"I know that I will be supported by my colleagues. I am sure. I can be myself and I am myself. I feel strong and not vulnerable. Pupils never called names at me. If they do, I don't feel hurt. As a fresh teacher you feel uncertain about everything. I did not tell I am gay. But now after some years, I am openly gay. I want to be myself and show myself as a normal gay person. Also because I know some pupils are struggling with it. I can be a role model for them." (secondary school teacher)

"Students don't know a lot about sexual diversity and that is why they think in stereotypes. And also have their opinions based on those stereotypes." (higher education teacher)

"Homosexuality is unspoken. I speak for example in my ethics lessons about the subject of same sex marriage. But most students avoid these issues. They do have some distance to this subject. They do care about their own life, but don't feel really interested in others. Maybe it is the spirit of the time. Everything is organised well and everything is ok. Nobody wants to destroy that idea". (higher education teacher)

"Of course not everybody has to know your sexual preference. Not even my students. It should not be very relevant for you as teacher. But I also like to create a safe area for my students. Than it can be important to show I am a lesbian with whom students can identify with. To be visible also means to be a role model. Students can talk with me about their own sexual problems." (higher education teacher)

"I am lesbian. One of my students is lesbian too. After her graduation, we met at a lady party. It was a pity that we did not know before. There were no self-evident moments in all those years to talk about this issue". (higher education teacher)

"We do have a lot of gay colleagues. But students don't know. We are not openly gay. So there is a big gap between us and the students". (higher education teacher)

" In my lessons we do have a lot of discussions. Also about the issue of adopting children by same sex couples. A Suriname boy reacts: 'I am against, because their children will be gay too'. It staggered me. It is very intolerant and incorrect. Sometimes I am amazed about the old-fashioned opinions of my students. There is no culture to correct each other. Of course it is good that everybody can show his/her opinion. We live in an open society. Freedom of speech! But under the surface there I am unspoken. We have to be more open and do not fear confrontation". (higher education teacher)



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7.2 Education and sexuality

One of the topics of the focus groups was the way to address homophobia and homosexual issues and more generally the subjects related to sexuality and who should do it, among the different educational figures (school, family or external). Everybody agree that not only parents, but also school has to take responsibility. In primary schools every teacher has his/her own group of pupils. Teachers can decide themselves when, how and how often they like to inform their pupils. In secondary education teachers are related to subjects, like biology and personal attendance. So not every teacher is responsible for sex information. And how openly gay teachers are, differ from school to school and from person to person. COC do have their information group of gay people who visit schools all over The Netherlands. They visit schools and have a face-to-face meeting with pupils on sexual diversity issues. They discuss issues in schooltime. Peer education can also be part of these meetings.

"Homosexual issues are very exciting. Also in their puberty. Children see and hear a lot on tv and internet. They know the words, but don't know always what it means". (primary school parent)

"General sex information in primary schools is part of the curriculum. At the age of 10, 11, I teach about reproduction, birth, pregnancy, animals, human beings. But I myself can decide how to do it. Sometimes it is hard what to choose and what to avoid. Depending on the pupils in my class. Homosexuality can be a difficult issue. Sometimes I use special books. Like a picture book called: 'King and King', which is about two kings who fall in love which each other. It is very handy for young children. I don't talk about gay men, but about two men who loves each other". (primary school teacher)

"My daughter is 10 years old. We do not openly talk about sex and sexual issues. I wait until my daughter asks me to talk about these subjects. Than I can ask her: 'what did they tell you at school? And I can react and discuss it and tell my point of view. Her age is very important and I believe this is the right age to talk about those issues. But she has to start the discussion herself. There are also children who know too much already at a younger age. I don't think that's good. Of course you have to discuss all issues, also about homosexuality. Also my children watch tv and see a lot on the internet. Exchange opinions is very relevant for everybody. Children have to be informed and develop their own opinion. Film and also theatre can be useful to make those issues negotiable". (primary school parent)

"Information on sexuality in school is very relevant. It is important to disconnect sexuality and emotion. Sexuality does not always mean sex. And also homosexuality does not always mean sex. That's why some people describe homosexuality as 'dirty' and condemn it". (primary school teacher)



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"If I talk with my students about 'homosexuality', their first association is 'sex and dirty'. That's why we need COC experts to talk about the issue. Then my students see real and normal gay and lesbian people. These people can talk about their daily life and tell their daily stories. It is not only sex! But about falling in love, coming out, feeling insecure, telling your parents and friends, finding a partner." (secondary school teacher)

"We as school can also participate in the international 'Coming Out Day". Put posters in school and discuss the importance of such a day. As Dutch literature teacher, I do also analyse poems with my students. I chose a poem about love. It is really beautiful. I print it and distribute it to all my students. They read it. Everybody thinks it is written by a man who falls in love with a woman. Afterwards I tell them it is written by a man, who falls in love with another man!" (secondary school teacher)

"Pupils always ask me if I am married or not. And also if I do have children of my own? Sometimes I don't tell them exactly, sometimes I tell them I am with another woman or I do have children. I try to confuse them. Why do I do this? Why do I like to confuse them? Most children like to classify the world into black and white, into straight and not straight, into man and woman, etc. I like to confuse and I don't like to put into those easy 'boxes'! Of course I want to tell them who I really am, but they have to be interested in me as a person, an individual. Not as a stereotyped object! I like to break through their stereotypes, their prejudices. They think that everybody, every woman, is married and deso have children. Why? That is their narrow-minded focus. They expect a husband, to be married when I was 20 years old and 3 lovely children. That is their old-fashioned view. A very stereotyped one! They also expect to live that way of life. But I am different. I want them to realise that there are more options in life. I am a teacher in Art. Maybe is it part of my aim to teach how to appreciate art. One of the functions of Art is to confuse. To disturb. To put everything upside down. My aim is to make them aware of those stereotypes and to realise that there are more options. And what does it matter for me as teacher? Is a married teacher different from a not married teacher? Is a lesbian teacher different from a heterosexual teacher? To confuse them starts a discussion. I like to have a dialogue with my students. They start asking me worthwhile questions afterwards. That is how I integrated these issues in my lessons". (secondary school teacher)

"To be openly gay is a lifestyle in The Netherlands: here I can marry, live together, etc. In a lot of different countries it is not possible or even forbidden. Homosexual behaviour is only possible when it is hidden. So this is totally different from the situation in The Netherlands and Amsterdam. I feel free to be openly gay as teacher and can be a role model for young pupils". (secondary school teacher)



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"All adults in this school are responsible for a safe and open minded atmosphere. Not only the teachers, but also the management and cleaners! We care for the safety of our students. But we do have to guard it every year, every day, every minute!" (higher education teacher)

"Education and sexuality is an important issue. But we need a broader approach. It is also about man/woman relationships, role models, stereotypes, etc. What is the impact of the fact we do live in a heterosexual society on everybody? It is about our society. It is how we care about each other. It is about man and woman. It is about a safe society. It is a main issue and we feel responsible for it. So it is part of our education." (higher education teacher)

"We all have a blind spot. We have to realise that! As teachers we do have gay friends, but our students don't. It is an eyeopener to realise this difference. That is why we have to talk about this gap. " (higher education teacher)

7.3 Didactic tools

All focus groups undertined the importance of effective and quality didactic tools. From September 2012 every school in the Netherlands will have to inform their pupils on the issue of sexual diversity. Schools and teachers themselves can choose which tools and material suits them best. Everybody was cautiously positive about this Rainbow initiative. Visibility is important in a general sense and in didactic tools: in school library, picture books ('King and King'), films, posters and events. But don't make it too special, integrate it in the school curriculum, school excursions and school policy. And develop a teacher training to use all tools correctly and effectively.

"School books in the Netherlands nowadays do represent different cultures, with Maroccan, Turkish and Surinam people. So this reflection of school population has succeeded. Maybe the next step is to reflect on sexual diversity in educational material by editors. Pictures of two fathers or two mothers! I would support those images in schoolbooks very much. But you must not exaggerate this issue. We as teachers have so much responsibility already! " (primary school teacher)

"Next year we will start with the concept of a Peaceful School, which includes a teacher training for handling conflicts. But this sexual diversity issue fits well in this concept. All kinds of issues will be discussed. How to handle conflicts? How to handle different opinions? How to handle discrimination? The whole school, all teachers, will be trained. There will be materials, tools and formats to learn and use. Parents will be part of this concept in the longer term. Pupils will be reinforced on a positive and structural way. We will build a safe area for all. We are really enthusiastic about this and looking forward to it". (head of primary school)



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"Do not develop a stand alone tool. Make it simple! Teachers are very busy and can spend their time only once. Connect tools to subjects and general aims in school curriculum. Maybe more implicit than explicit." (primary school teacher)

"Don't make it too special, but integrate it in daily school life. Put a poster of same sex family on the wall, between other family posters. No theatre play about gays only, but gays as part of daily life. For me it is important to teach pupils to respect everybody and not a particular group of people. Don't emphasise the differences between people, but they similarities!" (primary school teacher)

"Films can be a good medium to show sexual diversity and gay people. I am not afraid to start this discussion!" But also connect with other already existing tools. The discussion will be about love, acceptance, falling in love, etc. I mean: general recognizable issue. The selected films have to show gay love and lesbian love, but no gay or lesbian sex. Loves connects each other. Love is the overall issue." (primary school teacher)

"Sexual diversity is hard to discuss in our school. We don't have the right tools. Every sensitive topic is ignored. That is our school culture. Don't mention, no problem!" (higher education teacher)

"It is pretty tough to raise the topic of homosexuality in this group of pupils. There are already a lot of issues in this age group. We don't have the tools to regulate this. I miss a follow up. What can you do after such a kind of discussion? Of course there are external experts. So we are glad with extra support and new educational tools." (higher education teacher)

"In our curriculum we can find some connections. Like the ethics lessons. We also talk about inclusion and exclusion mechanism. Also within sport we can talk about transgenders or we can have a discussion on gays and football. We have to search in our schoolbooks for connections. We can start a discussion, but a follow up is also important." (higher education teacher)

"My opinion is that pupils/students have to accept homosexuality as part of our culture. And they have to know the facts on sexual diversity in Dutch society. Then you can agree or disagree. It's their own opinion. But they have to show respect to each other. If you don't accept homosexuality, how can you be a full citizen in the future?" (higher education teacher)

"The role of COC people at schools is important. They hear a lot of terrible things and can discuss them with pupils directly. But a visit once a year is too little. I agree that information has to start at primary school. Children have to learn that there is more than



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only men and women. More information, more facts, more tools are important for later. But also it is important to develop tools for parents. Children have to feel free and safe at home. Also when they feel different. The discussion has to start at home!"
(higher education teacher)

"We do organise the 'Movies that Matter'- festival in The Hague. And secondary schools can rent our movies for their own film festivals at schools. We do have the films 'Milk' and 'Danny's Parade' in our distribution. We also developed educational material for pupils and teachers." (Movies that matter expert)

"Maybe we can stimulate internships for students at gay-minded institutes and organisations" (higher education teacher)

"The Pink Film festival will take place for the 15th time in 2012 in Amsterdam. We also do special school screenings and debates." (director Pink Film festival)

General conclusions from the field work

Homophobia is not a big issue in Dutch schools. But teachers and parents do worry about the topic of homosexuality. They all do care about the safety, happiness and development of their children and pupils. Teachers do have other priorities and sensitive issues are faced only if it is necessary. This project with interviews and focus groups also had the effect of an eye-opener. Sometimes it was the first time people sat together and discussed this topic, the first time parents and teachers shared their worries. Also the several gaps between opinions from teachers, pupils and parents were discussed.

Now the situation of Dutch education is changing, teachers do have more opportunities to raise the issue of homophobia and schools are forced to do information on sexual diversity.

One of the main conclusions of this fieldwork is the importance to create support on a general scale in school, also through the involvement of parents. Migrant mothers can play an important role in mediating with migrant fathers. Incidents should not be denied, but taken seriously. A strict and structural school policy on discrimination with penalties should be designed and implemented. A position against homophobia and name-calling should be taken.

LGBT teachers feel more responsible and sensitive to homophobia topics than straight ones. However, it should not be only their responsibility. All internal and external



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possibilities to combat homophobia should be used: projects, institutes, organisations and materials. Teachers should be trained and debates with parents should be organised. All agree about the importance of a structural approach from primary school, secondary school until higher education for dealing with sexual diversity.

Visibility in school is important. The focus should be on similarities with LGBT people, instead of differences and stereotypes. LGBT (picture)books should be placed in school libraries, pictures of same sex couple on the wall, LGBT examples in art, literature, mathematics, etc. The references should sometimes be explicit, but mostly integrated in all lessons and activities.

All agree that the school has to be a safe and peaceful environment. All feel responsible for that and they believe that information on sexual diversity is part of it. Action should start "small" and then involve as many people as possible, be simple and effective. How to handle sexual diversity can be part of teachers' training. External parties can support LGBT issues, but school has its own responsibility.

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David V.

2006 Mannenharem, Van Genneep

Dick Bulte en Jos Poelman

2006 Lang Leve de Liefde, Soa Aids Nederland

Diversion/ Rutgers Nisso Groep

2009 All About Sex

Diversion

2011 Gelijk=gelijk?, Het begint op de basisschool 2008 – 2011

Diversion

2011 Peer education 2.0, Vor de klas op sneakers



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Dubbel Divers

2004 Routeplanner voor het omgaan met seksuele diversiteit en cultuurverschillen in het onderwijs en hulpverlening

Empowerment Lifestyle Services

2008 De Roze Draad in Veiligheid op school

Empowerment Lifestyle Services

2009 Menukaart Veiligheid en Seksuele Diversiteit

Franssens D. e.a.

2007 Outcomes van de Universiteit Maastricht

Haan L. de, Nijland S.

2008 Koning en Koning

InHolland

2006 Onderzoek naar Amsterdam als gaytoeristische bestemming in de 21ste eeuw

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2011 Hoofdlijnen emancipatiebeleid: vrouwen en homo emancipatie 2011 – 2015

Rutgers Nisso Groep

2003 Beter voor de klas, beter voor de school

SCP monitor

2010 Steeds gewoner, nooit gewoon

SCP

2010 Acceptatie van homoseksualiteit in Nederland

Visser A.

2009 Gewoon homo op de basisschool, APS

Wuest S.

2009 Jongerenwerk en homoseksualiteit, Hogeschool van Amsterdam



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