

Peace Institute
Open Society Foundation
Citizens in Diversity (European Commission)
Department of Sociology, Faculty of Arts, University of Ljubljana
Legebitra, Ljubljana
The Institute of Sociology, Hungarian Academy of Science, Budapest

Homophobia in Schools in Eastern Europe

Program & Abstracts

Ljubljana, May 6 and 7, 2011

INTRODUCTION

In June 2009 the Lithuanian parliament discussed the bill on the Protection of Minors against the Detrimental Effects of Public Information. Among others the bill anticipated a prohibition of talking about homosexuality in schools, mimicking the notorious Clause 28, adopted in 1988 in Great Britain. In 2009 the European Commission for Social Justice declared that the Croatian sex education programme TeenStar is discriminatory as it reproduces prejudices and stereotypes and teaches pupils that same-sex partnerships are deviant.

These are just two recent examples of discomfort caused by homosexuality when it is discussed in school settings. But how often do schools bring up the subject of homosexuality? Not often, claim the few research reports with this topic. Not often during classes, shows a Canadian study, stressing that Canadian secondary-school pupils use the insult “faggot” to attack and offend their schoolmates regularly or on a daily basis. It seems that homosexuality is only sporadically discussed during classes, and even then not without reservation or discomfort, as any kind of debate on one or (even more likely) “the other” sexual identity is still interpreted as promotion rather than as a standard and expected part of the educational process. Therefore it is of key importance for teachers and others to identify their knowledge gaps and confront their discomfort which maintains a silence on certain subjects.

The main aim of the seminar is to address how homosexuality is dealt with in (primary and secondary) schools in Eastern Europe, what is the situation of GLBT pupils/students in these schools and how GLBT teachers are treated at their workplace in schools.

The seminar is organized as part of the European research project “Citizens in Diversity: A Four Nation Study on Homophobia and Fundamental Rights” financed by the European Commission. Selected results from the research will be presented at the final round table discussion (see program).

PROGRAM

May 6

**LOCATION: University of Ljubljana, Faculty of Arts, Aškerčeva 2, Ljubljana
“Modra soba” (5th floor)**

9.00 Introduction (Roman Kuhar, Peace institute & University of Ljubljana)

9.10 Welcome speech

prof. Lev Kreft, director of the Peace Institute

prof. Ksenija Vidmar Horvat, head of the Department of Sociology

9.30 Key note speech

prof. Judith Stacey, New York University

Session 1 10.00 – 11.30

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| Tanja Rener | Homosexuality and school: students' attitudes towards discussing homosexuality in schools | University of Ljubljana, Slovenia |
| Dorottya Rédei | “It’s disgusting, but I don’t care as long as they don’t approach me.” Homophobia and the constitution of raced, classed, gendered sexualities in a secondary school. | Central European University, Hungary |
| Biljana Rašković-Živković | Differences in social distances towards homosexuals between high school students from Serbia and from Germany | University of Novi Sad, Serbia |

Session 2 12.00 – 13.30

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| Kateřina Liřková Lucie Jarkovská | Beyond Belief? Religious Conservatives and Sex Education in the Czech Republic | Masaryk University, Brno, Czech Republic |
| Nataša Bijelić, Gordan Bosanac, Amir Hodžić | “Croatian Heterosexual Universe”: Homophobia in Educational System | Center for Education, Counselling and Research, Croatia Center for Peace Studies, Croatia Queer Zagreb |
| Ivana Pražić | Towards a Non-homophobic High School | Gayten LGBT-Center for promotion of human rights of sexual minorities, Belgrade, Serbia |

Session 3 15.30 – 17.30

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| Alexandra-Elena Ciucu | Homophobia in Romanian schools | University of Bucharest, Romania |
| Maja Pan | The analysis of the homophobic hate speech in schools through the prism of the theory of performativity | University of Ljubljana, Slovenia |
| Katerina Nedbalkova | Homosexuality and gays in schools in the Czech Republic | Masaryk University, Brno, Czech Republic |
| Simon Maljevac | No place for faggots: Homophobic violence in schools | Lgbt non-governmental organization Legebitra, Ljubljana, Slovenia |

17.40 – 18.00**Presentation of the book “Combating Homophobia: Experiences and Analysis Pertinent to Education”****(M. Groneberg, C. Funke, eds.)**

May 7

**LOCATION: University of Ljubljana, Faculty of Arts, Aškerčeva 2, Ljubljana
"Modra soba" (5th floor)**

9.00 Introduction

Dr. Judit Takács (Institute of Sociology of the Hungarian Academy of Sciences):

Should gays and lesbians be free to live as gays and lesbians? (Social acceptance and homophobia in Europe)

Session 1 9.30 – 11.00

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| Nina Tuš Špilak | Talking about same-sex families in kindergartens in Slovenia | University of Ljubljana, Slovenia |
| Katalin Lanyi | Awareness raising project in Hungary - An effectiveness study | Budapest Business School, Hungary |
| Dagmar Kase | Homosexuality - forget about it? | Estonian Academy of Arts |

11.30 – 13.00 Session 2

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| Rita Béres-Deák, Dorottya Rédai | Images of Hungarian teenagers about homosexuals – experiences of a school project | Central European University, Budapest, Hungary |
| Jasna Magić, Ana Janjevak | "Excuse me, teacher, are you a lesbian?" Experiences of glbt-teachers in schools in Slovenia | Lgbt non-governmental organization Legebitra, Ljubljana, Slovenia |
| Christian Funke | A citizenship rights effort to combat homophobia in schools | Westfälische Wilhelms-Universität, Münster, Germany |

13.30 – 15.00 Round table: presentation of the selected results from the research “Citizens in Diversity: A Four-Nation Study on Homophobia and Fundamental Rights”

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| György Mészáros Tamás P.Tóth Judit Takács | How to Deal with Homophobia and Homosexuality in Schools? (Comparative analysis based on focus group interviews with LGBT people and trainee teachers in Hungary) | Institute of Sociology of the Hungarian Academy of Sciences, Budapest, Hungary |
| Tatiana Motterle | Italian homo- and heterosexual teachers dealing with homosexuality and homophobia in school settings | University of Padua, Italy |
| Živa Humer Simon Maljevac Roman Kuhar | Homosexuality in Schools: interpretations of trainee teachers and experiences of gays and lesbians in Slovenia | Peace Institute, Ljubljana, Slovenia Glb association Legebitra, Ljubljana, Slovenia |
| Neža Kogovšek | Homophobia and schools: The legal perspective | Peace Institute, Ljubljana, Slovenia |

ABSTRACTS

Tanja Renner

Homosexuality and school: students' attitudes towards discussing homosexuality in schools

University of Ljubljana, Slovenia

The paper presents the findings of a survey carried out in 2009 during a university course in Gay and Lesbian Studies within a Faculty of Social Sciences. After completing the course requirements, 45 persons expressed their opinions about whether or not homosexuality should be introduced as a public school subject, and if so, in which way. The author highlights the question of homosexuality being a morally controversial issue (or not), and reflects about the possible modes of its education. It elaborates on possibility of reducing prejudices and stereotypes about homosexuality by introducing it as a subject in school curricula.

Dorottya Rédei

“It’s disgusting, but I don’t care as long as they don’t approach me.”
Homophobia and the constitution of raced, classed, gendered sexualities in a secondary school.

Central European University, Hungary

School, functioning as a space for peer influence, is one of the most important locations for constructing sexual subjectivities. Research has shown that school is a strictly heteronormative institution, where a certain form of asexual heterosexuality (i.e. without performing explicit sexual behaviour) is the unwritten norm students are expected to comply with. It has also been researched how homophobia is a significant component in the constitution of heteromascularity for adolescent boys and young men. Less research has been done about kinds of homophobia performed by girls, and how homophobia interplays with the constitution processes of their subjectivities. School homophobia is an active one, affecting boys more strongly than girls, performed mainly through bullying peers who are either gay, or perceived to be gay, or behave in ways that transgress the impossibly strict boundaries of acceptable heteronormativity. There is also research about heteronormativity in sex education, researchers agreeing that non-heteronormative sexualities are frequently silenced, which adds further difficulties to the lives of non-heterosexual young people, who are already either bullied or are trying hard to be completely closeted and invisible as far as their sexuality is concerned.

Currently I am conducting school ethnography in a secondary vocational school in Budapest inquiring into how gender, sexualities, race and class intersect in a specific school environment. In this paper I focus on (self-

identified) heterosexual students' and teachers' attitudes towards homosexuality, how their heteronormativity and homophobia is constructed, and how these intersect with gender, class and race. I argue that forms of heteronormativity and homophobia are classed, raced and gendered in specific ways. To find out about these specific ways, I analyze fieldnotes about sex education lessons I observed, group interviews conducted with students, and individual interviews conducted with teachers and the school health worker who teaches sex education.

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| Biljana Rašković-Živković | Differences in social distances towards homosexuals between high school students from Serbia and from Germany | University of Novi Sad, Serbia |
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In this paper we were examining the level of social distance towards homosexuals among high school students in Serbia and in Germany; examining the differences in social distance towards homosexuals among high school students in Serbia and in Germany and we examined the differences in social distance towards male and female homosexuals among high school students in Serbia and Germany. Then we worked on examining the level of authoritarianism at high school students in Serbia and Germany as well as examining the differences between two groups of high school students in the level of authoritarianism. Also, we tried to determine how the level of authoritarianism contributes to the prominence of social distance towards homosexuals in high school.

The research included two high schools, one in Berlin (Germany) and other in Indjija (Serbia), and total of 177 students. We used modified Bogardus scale of social distance test and the scales of authoritarianism (Belgrade revisioned F scale). The results indicate higher level of social distance of the subjects from Indjija towards both males and females homosexuals and for each social relationships. Subjects from Berlin are showing lower distance and they got the significant statistical differences between the two groups in the social distance towards homosexuals in general and in categories male and female homosexuals.

However, there is no significant difference in the degree of acceptance of men homosexuals compared to women homosexuals by the subjects. Subjects from Indjija achieve higher scores on a scale of authoritarianism than those in Berlin. Also, less authoritative subjects are more prone to accept various social relationships.

We also have found a significant difference of social distance between male and female subjects. Females are more prone to accept both male and female homosexuals. Male subjects have higher level of authoritarianism

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| Kateřina Lišková, Lucie Jarkovská | Beyond Belief? Religious Conservatives and Sex Education in the Czech Republic | Masaryk University, Brno, Czech Republic |
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The Czech Republic has for a long time been among the least religious countries in the world. This secular character has gone hand in hand with liberal attitudes to sexuality, family life and the emancipation of women. Together with our state-socialist past that brought about relatively progressive approaches in sexual politics (i.e. early decriminalisation of homosexuality, accessible contraception and abortion), liberal/secular features were so strong as to make feminism seem irrelevant to most Czech women in the early 1990s (Havelková 2000, Šiklová 1997, 1998).

Two decades later we are finding ourselves in a quickly changing political climate. After the last election in June 2010, religious conservatives entered the positions of power within the state. The discourse of traditional family now prevails with topics such as sexual harassment and gay/lesbian rights that had become relatively established emerging as a target of backlash.

In the proposed paper, I will analyse the contemporary discourse against sexual education in public schools at the intersection of sexual politics, education, state, and Christianity/conservatism. In response to conservative organising, the new Ministry of Education has withdrawn the sex-education didactic material for teachers that had been written by various experts in social and life sciences upon commission by the previous Ministry of Education. Conservatives rallied, claiming the material to be ‘teaching our kids to have unrestrained sex and telling them that homosexuality is just a variation, not a deviation from normal sexuality’ (VORP 2010). As a result, the existence of sex education in Czech schools has been undermined - to the great surprise of feminists and other socially and sexually progressive people who believed the Czech Republic was ‘beyond belief’ (contrary to the neighboring countries such as Poland or Slovakia with strong links to the Catholic church historically). Methods of discourse analysis will be employed to analyse the arguments of opponents of sex-education in schools (statements, petitions, blogs) as well as an extensive media debate that followed the ministerial curtailment of sexual education.

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| Nataša Bijelić, Gordan Bosanac, Amir Hodžić | “Croatian Heterosexual Universe”: Homophobia in Educational System | Center for Education, Counselling and Research, Croatia, Center for Peace Studies, Croatia, Queer Zagreb |
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This presentation offers some examples of heteronormativity in the Croatian educational system, as continual reflections of the infamous statement “The whole universe is heterosexual”, voiced during discussions in the Croatian Parliament about the (rejected) proposal for the Same-sex Registered Partnership Bill.

In 2009 the European Committee on Social Rights delivered its final decision regarding the collective complaint submitted against Croatia concerned with the state’s failure to provide mandatory and comprehensive school-based sex education and the state’s support of scientifically inaccurate, biased and discriminatory programs. The Committee found that Croatia’s limited curriculum covering sex education discriminated on the basis of sexual orientation. The Committee noted that statements in the curriculum “stigmatize homosexuals and are based upon negative, distorted, reprehensible and degrading stereotype”.

A further analysis of the school textbooks revealed the steady presence of stereotypes, prejudices and cases of discrimination based on gender and sexual orientation. In the analyzed textbooks the issue of homosexuality is portrayed as “invisible”, non-existent, or as “matter of taste”, as well as being intertwined with the explanation of incest. Evidently, Croatian textbooks still support and perpetuate homophobia in educational system.

In addition, there have been serious homophobic obstacles coming from the Education and Teacher Training Agency and the Ministry of Science, Education and Sport. They refused to officially recommend that secondary school students should visit the exhibition “Nazi prosecution of homosexuals 1933-1945”, claiming that the exhibition could initiate “heterophobia”, and that the prosecution of homosexuals was justified by the legislation during the Nazi regime. The same institutions continue to resist to affirmative actions against homophobia in schools by not allowing students to participate in research on views and attitudes about homosexuality without having their parents’ approval.

Ivana Pražić

Towards a Non-homophobic High School

Gayten LGBT-Center for promotion of human rights of sexual minorities, Belgrade, Serbia

In between 2006 and 2008, *Gayten LGBT-Center for promotion of human rights of sexual minorities*, a Belgrade-based nonprofit organization, conducted a project entitled *Towards a Non-homophobic High School* (supported by the Open Society Institute-Serbia). Project results, which included a research (questionnaire) envisaged to determine attitudes towards homosexuals among high school students, were published in a booklet in the same year (2008). Apart from the mentioned questionnaire results, the brochure encloses content analysis of high-school curricula for six courses - Sociology, Constitution and Civil Rights, Art History, Biology, Philosophy, and Psychology. Content analysis was aimed to establish presence/absence of homophobic didactic material (visual, textual, as well as contextual) in the mentioned course readers. The booklet also contains a list of recommendations designed to improve the contents of the high school readers in terms of elimination of homophobic subjects and inclusion of affirmative and accurate knowledge regarding human sexuality in general, and LGBTTIQ orientation(s) in particular.

To this day, this research remains the only published work on the topic of homophobia in high school curricula in Serbia. However discomfoting the results and the lack of response by the Ministry of Education, recently established Commissioner for Equality formed an Expert Team for Inclusive Education (late 2010), upon the initiative of a coordinator of a follow-up project of the abovementioned research (entitled: *Towards (non)Homophobia*). The Expert Team is to produce a joint document containing recommendations for eliminating discriminatory contents from elementary and high school curricula, the homophobic ones included, by the end of March 2011. As part of this Expert Team, as well as a coordinator of both *Towards a Non-homophobic High School* and *Towards (non)Homophobia* projects, I would like to present these ongoing efforts aimed at eliminating homophobia from primary- and secondary-level educational institutions in Serbia on the one hand, and the work of the Expert Team within the Commission of Equality on the other.

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| Alexandra-Elena Ciucu | Homophobia in Romanian schools | University of Bucharest, Romania |
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Homophobic attitudes present in Romanian schools can be linked to the relative invisibility of LGBT students and teachers and to the avoidance of LGBT-related topics during classes.

Up until the present, steps to include LGBT issues in the curricula have been inconsistent, due to the high level of intolerance and homophobia. Topics related to homosexuality are not popular and are usually avoided. Whenever classes about sexual and reproductive health are held, they are always geared towards heterosexual issues. In the fairly uncommon instances where LGBT issues are mentioned during class, it is always the personal initiative of a particular teacher to do so, not an incentive of the educational curriculum. Textbooks do not mention the subject.

The teachers that hold an enlightened view regarding homosexuality are fairly rare. The attitudes of the other teachers range from reluctantly tolerant to homophobic and hostile. Many of them are entirely ignorant about LGBT issues and teach gross misconceptions about LGBT people to their students.

Most LGBT students are invisible in Romanian schools, for fears related to discrimination concerning academic achievements, ostracism in social settings and concerns about physical safety.

Currently, Accept Association (the organisation defending and promoting LGBT rights in Romania) is running two projects related to homophobia in schools, one of which involves the development and dissemination of didactic materials, resources and practices aimed at fighting homophobia, transphobia, aggression against LGBT persons and improving school environment by means of promoting inclusion and diversity. The findings of a qualitative report on homophobia in schools (that is drawn as part of the same project) are presented in the current paper.

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| Maja Pan | The analysis of the homophobic hate speech in schools through the prism of the theory of performativity | University of Ljubljana, Slovenia |
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The analysis of homophobic hate speech in school through the prism of theory of performativity, based on Judith Butler's interdisciplinary philosophy of gender, is a critical complement to two, elsewhere already discussed, analytical assessments of the intersection of minority sexualities and school (Pan, 2009 and 2010); these emphasised the axiological (values of dominant environment) and the epistemological (Donna Haraway's concept of situated knowledge/behind metaphor of a search for a silver axe on a silver moon) aspects of homophobic and hetero-normative discourses, as evidenced in 7 years of non-systematic educational work in the classroom (Pan, 2007).

Combined with own, paradigmatic examples of homophobic speech in the field of school, the fundamental strategy of revealing the constitutive elements and forces in Butler's concept of /injurious speech/opens up a critical perspective on current difficulties in anti-discriminatory education on gender and minority sexualities. It transmits and executes a specific performative of witnessing, as conceptualised by Shoshana Felman, and positions the process of learning in a meaningful juncture of crisis and pedagogy which allows LGBT youth in school to find their own voice and discover the possibility of resistance against normative and repressive forms of gender and sexual materialities. This, in return, re-directs the question of responsibility towards school and family, the self-declared bastions of security in the current culture wars "for children", and exposes them as co-originators of trauma.

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| Kateřina Nedbálková | Homosexuality and gays in schools in the Czech Republic | Masaryk University, Brno, Czech Republic |
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In my input I would use my experiences as an activist doing seminars on homosexuality in secondary schools and leading support groups of young gays and lesbians to sociologically think over the questions: Does heteronormativity of primary and secondary education cause discomfort to gays and lesbians? Under what circumstances? What kind of coping strategies ensure the sense of security to gays and lesbians in schools?

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| Simon Maljevac | No place for faggots: Homophobic violence in schools | Lgbt NGO Legebitra, Slovenia |
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The paper presents the results of a study on the everyday lives of gay, lesbian, bisexual, and transsexual (GLBT) youths in Slovenia. The study was conducted in 2008 by the non-governmental organisation Društvo informacijski center Legebitra, and it illustrates the experiences gained from a program intended to raise education and awareness about GLBT issues.

The research about the everyday lives of GLBT youths reveals that almost 98% of pupils have not heard anything (or have heard only very little) about homosexuality in schools. This does not necessarily mean that there is no access to information on homosexuality within schools, but such a lack of information about this particular topic could be interpreted to mean that the issue is not deemed important enough to be represented in public schools, or even that there are fears that readily-available information would represent a promotion of homosexuality. When Legebitra offered free awareness raising workshops to more than 100 high schools in Slovenia in 2002, only 8 schools responded positively. Indeed, discussion surrounding the topic of homosexuality at schools appears to be as random as it is inconsistent.

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| Judit Takács | Should gays and lesbians be free to live as gays and lesbians? (Social acceptance and homophobia in Europe) | Institute of Sociology, Hungary |
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Previous quantitative studies focusing on macro level determinants of homonegativity and attitudes towards homosexuality in Europe, employed comprehensive theoretical frameworks including modernization, postmodernization, and cultural heritage theories, and found that more modernized, urbanized, postmaterialistically-oriented countries with less religious influence tend to manifest more tolerant attitudes toward homosexuality. The present study also relies on the main assumptions of these theoretical frameworks, and our empirical results will be shown to fit well with previous findings.

This study contributes to the literature on acceptance of lesbian women and gay men in Europe by using the European Social Survey (ESS) dataset, focusing especially on a key variable measuring the agreement level with the statement that gay men and lesbians should be free to live their own life as they wish (where freedom of lifestyle is meant as being free and/or entitled to live as gays and lesbians).

In the present study first we have identified demographic predictors for social acceptance and rejection towards gays and lesbians at the individual level. It was also an important goal of ours to identify country level homophobia indicators, being connected to characteristic features of the examined societies, and not (just) to the personal traits of respondents.

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| Nina Tuš Špilak | Talking about same-sex families in kindergartens in Slovenia | University of Ljubljana, Slovenia |
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In heterosexual environment found in educational systems, same-sex families face many challenges. This paper presents how Slovenian kindergartens are dealing with these families. The empirical data was gathered through questionnaire and focus groups from preschool teachers and assistant preschool teachers in 2010. Results of the curriculum analysis indicate that discussion on same-sex families could be included in educational process on various levels. The key finding of the research is that the Slovenian kindergartens are, despite clear goals of the curriculum, still predominantly heterosexually oriented and that preschool teachers and assistant preschool teachers mostly do not discuss same-sex families in their discussions with children (75 % of research respondents). Guidelines on how homosexuality and same-sex families issues could be included in the kindergarten environment are presented.

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| Katalin Lanyi | Awareness raising project in Hungary - An effectiveness study | Budapest Business School, Hungary |
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Prejudice towards members of the LGBT community is widespread in Eastern Europe, Hungary is no exception. A project targeting students has been developed to raise awareness in prejudice issues. Its core feature is to make the unknown known and fight the negative attitudes by raising visibility. This presentation will show the results of a prejudice survey amongst postsecondary students and an effectiveness study of the project. The results show a significant decrease in the level of prejudice against gay people after taking part in the discussion groups.

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| Dagmar Kase | Homosexuality - forget about it? | Estonian Academy of Arts |
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My presentation is based on making a documentary, an educational video "forget it?" that is originally created for an exhibition "Untold Stories. The Queer and the Political" held at the Art Hall in Tallinn, Estonia (07.05 - 26.06.2011, curators Anders Härm, Airi Triisberg and Rebeka Põldsam). The

video, which is a work-in-progress at the moment, is based on interviews with different specialists (teachers, educators, counsellors, developers of syllabus, etc.) and at the time of the seminar will have English subtitles only partly.

The video "forget it?" is about sexual minorities, including bisexuality that is unexamined subject in Estonian cultural space and the aim is to reflect how the schools, teachers, etc. talk about and explain the sexual identities and the essence of them. The video examines the study programmes of basic school and elementary school (gymnasium) in Estonia. It is important to examine if and how the study programmes deal with homo- and bisexuality, if and how the teachers of Human Studies and psychologists are educated in this subject, is there a common position on sex education and what does sex education mean in the educational system in Estonia in 2011, do they use educational materials to illustrate the topic of sexual minorities, has anything in sex education changed over the past 10 - 15 years and how should sex education be organized in interviewees opinion. It is also important to question what do Estonian pupils (and students) hear about sexual minorities and do they want to hear about these issues (more), whether and how the state and the society can help young people find their sexual identity, and whether a teacher, educator, etc. can do that. Also, terms "homophobia", "biphobia", etc. - whether and how these terms have been explained?

The presentation is illustrated by excerpts of video "forget it?"

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| Rita Béres-Deák, Dorottya Rédai | Images of Hungarian teenagers about homosexuals - experiences of a school project | Central European University, Hungary |
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A study conducted in 2006 by ILGA-Europe and IGLYO found that school was the area where young LGBT people in Europe experienced the most prejudice and discrimination - 61.2%, as opposed to 51.2% in the family and 37.7% in other communities (Takács 2006:40). A British research has also shown that the number of LGB teenagers facing problems at school has grown since the 1980s (cited in Takács 2006:32). In Hungary, the latest discrimination survey found that 49% of LGBT respondents have encountered discrimination at school; over 90% of them were targeted by fellow students (Takács-Mocsonaki-P. Tóth, 2008:28). Thus, when examining homophobia, we need to pay special attention to young people's stereotypes and behavior related to homosexuality in educational contexts.

In Hungary, apart from Dorottya Rédai's current research project, no survey has been conducted about teenagers' attitudes about homosexuality. However, the facilitators of 'Melegség és Megismerés' ('Getting to Know Gay People'), a storytelling-based, interactive education project run by Labrizs

Lesbian Association and Szimpozion Association, encounter students' stereotypes and prejudices in the course of their work in secondary schools. The aim of this paper is to find out about the kind of images and stereotypes Hungarian secondary school students have about gays and lesbians, their attitudes to homosexuality, and how this educational program may contribute to changing attitudes. For our analysis we use data from facilitators' class reports and reminiscences, as well as the feedback questionnaires students are asked to complete after the lessons. We present qualitative and quantitative data from school visits between 2006 and 2011. We look at which issues are problematized most often by students and what underlying assumptions shape their questions related to these issues. This may inform us about specific forms of school homophobia, and help us shape our education strategies.

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| Jasna Magić, Ana Janjevak | Experiences of glbt-teachers in schools in Slovenia | Lgbt NGO Legebitra, Slovenia |
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In the paper the key results from the research on glbt-teachers in Slovenia are presented. The main aim of the project "Excuse me, Miss, are you a lesbian?" was to gather data on whether the Slovene school space allows LGBT teachers to truly carry out their primary mission without restrictions, whether it enables them to offer all available support to all their students, and whether it openly allows them to teach as comprehensive personalities.

The incentive for the research came precisely from the observed increased pressure on the students, teachers and other educational staff, who recognised the importance of the discussion on homosexuality in the school environment. The experiences and stories that we received through our online questionnaire and semi-structured interviews represent an important insight into the experiences of LGBT teachers and professors in the school environment. In short, they reveal a deep misunderstanding rooted in the school environment regarding this personal circumstance and identify a strong need for additional education about the specific circumstance of the same-sex orientation for all employees in educational institutions.

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| Christian Funke | A citizenship rights effort to combat homophobia in schools | Westfälische Wilhelms- Universität, Münster, Germany |
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In my presentation, I shall discuss the value and worth of citizenship in regard to its educational use in classrooms in order to address homophobia. As I argued elsewhere, citizenship is an appropriate topic to discuss

homophobia under the index of private autonomy and under the index of a universally desirable state of societal coexistence (Funke, 2011: 225-245).

My considerations are backed by a professional education concept used by a GBT Organisation in Southern France, 'LGBTI-Formation', whose workshops and seminars (which are considered for both, adolescents and professionals working with the youth) seek to discuss and to teach respectful behaviour among citizens by recalling citizenship rights.

The discussion of citizenship - understood as a legal concept of fundamental rights and as an ethical concept of civil recognition - can be adopted in classrooms in order to raise awareness of homophobia among pupils. They are enabled to build their impression of the position of homosexuals in violent social environments, namely the suffering of homosexuals due to the latent social stigmatizations called homophobia. This social violence should be contrasted with the idea of equal rights, e.g. private autonomy, bodily integrity, happiness. In this manner, I shall argue, homophobia gets resolved if the personal integrity of each citizen is recognized.

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| György Mészáros Tamás P.Tóth Judit Takács Tatiana Motterle Živa Humer Neža Kogovšek Simon Maljevac Roman Kuhar | Round table: presentation of the selected results from the research “Citizens in Diversity: A Four-Nation Study on Homophobia and Fundamental Rights” | Institute of Sociology of the Hungarian Academy of Sciences, Budapest, Hungary University of Padua, Italy Peace Institute, Ljubljana, Slovenia Glb association Legebitra, Ljubljana, Slovenia |
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Homophobia has different qualitative and quantitative features in different European countries and within member States. On the one hand, in countries with little (or no) legal protection of the rights of gay and lesbian people against hate crimes and speech (such as Italy and Hungary), homophobic public statements and negative attitudes towards homosexuality are widespread, and hate crimes are recurrent. In these contexts, individuals, support groups, NGOs, as well as institutions and the judiciary have limited resources to compare and contrast underreporting, social discrimination and violence. On the other hand, the achievement of some legal progress in protecting (such as Slovenia) and promoting equality of gay and lesbian citizens (such as UK) has a variable impact across different social groups. As an example, British researches are beginning to show that ethnic minorities perceive homosexuality as a “Western disease” that needs to be resisted. This points to the need to better understand homophobic attitudes in a multi-faceted context such as that of EU Member States. To this end, the project focussed its attention on four key factors: a) the socio-cultural factors and institutional norms and practices that produce and sustain homophobia in everyday life; b) the legal discourses which, at both the national and EU level, support or hamper the development of new legislation or the application/enforcement of existing law; c) the strategies gays and lesbians deploy in different social contexts to achieve social and political transformation; d) the exchange of good practices between countries with different levels of legal protection for gays and lesbians.

At the round table debate selected results from three of the four partners in the project will be presented (Slovenia, Hungary, Italy). The focus of the debate will be on homophobia in schools.



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