AGDISTIS PROJECT

Emotional Intelligence and intervention in non-normative behaviour and gender bullying

2022-1-ES01-KA220-SCH-000087432

AGDISTIS
Fostering Inclusion
Empowering Hearts

Co-funded by
the European Union

ENCYCLOPAEDIA OF GOOD PRACTICES FOR GENDER BEHAVIOUR

SPAIN, TÜRKIYE, AUSTRIA, ITALY

INDEPCIE

MEHMET SİNAN DERELİ ORTAOKULU · 2013 ·

SKILL UP
CONSULTING TRAINING

Colegio Séneca S.Coop.And

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1. AGDISTIS PROJECT INTRODUCTION

In contemporary European society, it is not uncommon for children to exhibit attitudes and behaviours that defy traditional gender norms assigned to their sex. These expressions of masculinity or femininity, known as non-normative gender behaviour, often fall outside the boundaries of societal expectations, challenging established stereotypes of what it means to be a man or a woman. The consequences of this non-conformity can be profound, particularly for young individuals, as they may face gender-based bullying both within and outside the school environment.

European and international institutions have highlighted the pressing issue of gender-based bullying, emphasizing its impact on the well-being and mental health of children who express non-normative gender behaviours. In a survey conducted by the European Union Agency for Fundamental Rights (FRA) in 2012, it was revealed that 91% of LGTB individuals in the EU reported witnessing negative comments and behaviours towards LGTB pupils at school. These experiences of discrimination and harassment can lead to severe consequences, as evidenced by the study "Homophobic bullying and suicide risk in lesbian, gay and transgender adolescents and young people," conducted by FELGTB/COGAM in 2012. This study found that a significant percentage of LGTB students who had been bullied contemplated or attempted suicide, further emphasizing the critical need for intervention and support.

This pressing concern has led to the creation of the AGDISTIS project, an Erasmus+ initiative aimed at providing a comprehensive response to the issue of gender-based bullying and the support of non-normative gender behaviours. The project seeks to empower not only the victims but also the educators through the application of Emotional Intelligence solutions. Emotional Intelligence equips individuals with skills and competences such as empathy, assertiveness, self-confidence, tolerance, respect, and inclusion, all of which are pivotal in addressing the challenges posed by non-normative gender behaviours.

The AGDISTIS project addresses the needs of both the victims and the educators. It aspires to foster awareness in local educational communities across the project countries. The project also aims to provide training in Emotional Intelligence to teachers in local schools, equipping them with the resources needed to intervene effectively in cases of bullying based on non-normative behaviour. The focus also extends to pupils who will receive training, enabling them to develop the skills and attitudes necessary to respect and embrace non-normative gender behaviours, thereby fostering a more inclusive and accepting environment within schools.

Recognizing the importance of early intervention, the project primarily targets primary school teachers and their students, families, and the entire educational community. Research highlights the crucial role of teachers in preventing the risks associated with gender-based bullying, emphasizing the need for appropriate methodologies and resources to address these challenges effectively. Furthermore, evidence suggests that disruptions related to non-normative gender behaviours tend to emerge during the early stages of primary education, making it essential to provide support and education during this critical period.

The AGDISTIS project seeks to address these challenges by utilizing Emotional Intelligence, a set of social and emotional skills that empower individuals to develop resilient and inclusive personalities. Emotional Intelligence promotes an inclusive character that transcends cultural barriers and empowers individuals to achieve their full potential regardless of gender. Applied to primary education, Emotional Intelligence becomes a powerful tool for combating gender-based bullying and developing essential social and civic competences.

The outcomes of the AGDISTIS project are expected to include an "Encyclopaedia of Good Practices for Gender Behaviour", a "Non-Normative Gender Training Programme for Teachers", and a "Toolkit for Teachers." These resources will serve as invaluable tools in promoting inclusive education and fostering a culture of acceptance, diversity, and empathy among students and educators.

In conclusion, the AGDISTIS project embodies a commitment to addressing the pressing issue of gender-based bullying and supporting non-normative gender behaviours through the application of Emotional Intelligence. By raising awareness, providing training to teachers, and equipping students with the skills to embrace diversity, the project aims to create inclusive, respectful, and accepting school environments where all students, regardless of their gender expression, can thrive and develop into resilient, empowered individuals.

2.   GOOD PRACTICES GUIDE

The **Good Practices Guide for Gender Behaviour** is a comprehensive compendium comprising a total of 24 exemplary initiatives from four different countries: Spain, Turkey, Austria, and Italy. Each country contributes six distinguished practices, shedding light on innovative approaches and strategies to address non-normative gender behaviour in the educational context.

The objectives of the Good Practices Guide for Gender Behaviour include:

- **Analysing the Educational Landscape**: The guide provides a deep dive into the realities of the topic within the classroom settings of the four partner countries. It aims to present a thorough analysis of the existing situation, offering insights into the challenges and opportunities regarding non-normative gender behaviour in education.

- **Examining Approaches**: The document examines various approaches and strategies adopted by public entities associated with education in tackling the issue of non-normative gender behaviour. By studying these approaches, the guide seeks to identify effective methods and highlight areas for improvement.

- **Identifying Points of Improvement**: One of the key objectives is to pinpoint areas where the management of sexual diversity in the classroom can be enhanced. By recognizing gaps and challenges, the guide contributes to the ongoing effort to improve the educational environment for all students.

- **Showcasing Positive Aspects**: While addressing challenges, the guide also emphasizes positive aspects related to the management of non-normative gender behaviour. By highlighting successful approaches and practices, the guide aims to serve as an inspirational resource for educators and policymakers.

- **Providing Case Studies**: The guide serves as a repository of exemplary practices, offering local and national case studies that can be adapted and applied in other countries. It bridges the gap between theoretical knowledge and practical implementation, enabling the dissemination of effective strategies on a broader scale.

- **Raising Societal Awareness**: Beyond the educational realm, the guide seeks to raise awareness throughout society regarding the treatment of sexual diversity in the classroom, particularly at the earliest stages of education. By disseminating valuable insights and best practices, the guide contributes to a more inclusive and empathetic society.

Each of the 24 good practices presented in the guide adheres to a consistent and standardized structure to facilitate comparison and benchmarking, encompassing essential sections such as location and date (providing context for the practice by specifying where and when it was implemented), stakeholders and actors (identifying the key individuals and organizations involved in the practice), target groups (defining the groups of students or individuals who were the focus of the practice), context (describing the environmental, social, and educational context in which the practice was conducted), objectives (outlining the goals and intended outcomes of the practice), methods (explaining the strategies, approaches, and tools employed to achieve the objectives), results (presenting the tangible outcomes and impact of the practice), impact (assessing the broader effects and implications of the practice on the educational community and society), success factors (identifying the key factors that contributed to the success of the practice), and related links (offering additional resources, references, or sources for further exploration).

The guide serves as a valuable resource for educators, education professionals, and policymakers. Its primary purpose is to equip them with effective strategies to address non-normative gender behaviour while promoting diversity and inclusivity in the classroom. By providing insights into the successful approaches implemented in different countries, the guide aims to foster self-confidence among students presenting non-normative gender behaviour and encourage an attitude of respect, empathy, and inclusion among all students.

These practices not only prompt reflection on the importance of gender inclusion but also contribute to raising awareness of gender discrimination in education at a transnational level. They exemplify the commitment to creating an educational environment that values diversity and seeks to overcome prejudices, ultimately enriching the experiences of all students.

In conclusion, the Good Practices Guide for Gender Behaviour is a repository of innovative, effective, and inspiring strategies aimed at fostering inclusivity and promoting diversity within the educational realm. It stands as a testament to the collective commitment to creating a more empathetic, respectful, and inclusive educational environment for all students.

SPAIN

2.1. SPANISH OVERVIEW

In Spain, the issue of bullying has evolved significantly over the years, with a historical tendency to overlook it and widespread LGBT bullying, leading to discrimination and mistreatment of LGBT individuals in schools. However, recent decades have witnessed a significant shift in how bullying is perceived and addressed. During the 1980s and 1990s, Spain began to recognize bullying as a societal issue, particularly focusing on the negative impact and the need for preventive measures. LGBT bullying, prevalent in schools, was a major concern, resulting in discrimination, verbal abuse, and violence against LGBT students.

In 2005, the tragic suicide of Jokin Ceberio drew national attention, sparking discussions about the severity of bullying in schools. Concurrently, significant legal advancements, including the approval of same-sex marriage in Spain, set the stage for further progress. In 2006, the Spanish government introduced the Education Law (LOE), emphasizing the importance of combating discrimination, particularly based on sexual orientation and gender identity, and promoting inclusive education.

The year 2007 saw the enactment of the Comprehensive Act Against School Violence, addressing various forms of violence, including bullying, within the educational system. It mandated preventive measures, intervention protocols, and support mechanisms for victims. LGTB advocacy groups and organizations, such as the Federation of Lesbians, Gays, Transsexuals, and Bisexuals (FELGTB), played a crucial role in raising awareness and advocating for LGBT rights.

In 2010, the Ministry of Education introduced the "Strategic Plan for School Coexistence" to promote peaceful coexistence and prevent bullying. This plan included awareness campaigns, teacher training, and the development of guidelines for schools. Spain has continued to prioritize bullying prevention and intervention, with anti-bullying policies explicitly addressing LGBT issues and providing support systems for students. Education campaigns and teacher training on LGBT inclusion have also been carried out.

Challenges persist despite these significant advances. Ongoing efforts are focused on strengthening preventive measures, improving victim support systems, combating LGBT bullying, and promoting a culture of respect, acceptance, empathy, well-being, and equal rights for all individuals in Spanish schools and society. In the present, Spain has specific laws and policies emphasizing bullying prevention and intervention in schools, including protections for the LGBT community. Reporting mechanisms and prevention programs have been established, focusing on empathy, respect, and conflict resolution skills.

Support networks and safe spaces for LGBT students have been created, offering counseling services and resources to help victims cope with the emotional and psychological effects of bullying. Spain also faces challenges related to cyberbullying due to the digital society, and efforts are being made to address this issue through digital safety programs and awareness campaigns.

The Spanish government and various institutions have implemented several initiatives, including the "Strategic Plan for School Coexistence," protocols for action against bullying, LGBT-inclusive curriculum, campaigns, awareness programs, teacher training, support networks, online resources, and collaboration with external organizations.

Efforts are ongoing to raise awareness, reinforce preventive measures, and provide support to people affected by bullying, creating safe and inclusive environments in schools and society. In conclusion, Spain has made significant progress in addressing bullying and LGBT discrimination, with a commitment evident through its laws, policies, and initiatives. Ongoing efforts aim to ensure that all students can learn in safe and respectful environments, regardless of their sexual orientation or gender identity.

The aim of this guide is to know about real case studies in Spain that can be extrapolated to other countries or areas in order to improve the treatment and situation of the target collective.

2.2. SPANISH REAL CASE STUDIES

CASE STUDY 1. STOP HOMOPHOBIA, BIPHOBIA, TRANSPHOBIA

Title of case study: Stop Homophobia, Biphobia, Transphobia.	
Location/Date	● Las Palmas, Spain ● 2015/2016
Stakeholder/Actor	● San Bartolomé de Tirajana Town Council - Department of Education, Social Services, Equality. ● Educational Centres ● Equality Programme of the Department of Education of the Canary Islands Government. ● Association of families with transsexual minors: Chrysallis Canarias.
Target groups	● All primary and secondary school students (13 Pre-school and Primary Schools, 2 Compulsory Education Centres., 4 Secondary Schools). ● Students of the Adult Education Centre. ● Teaching staff.

		● Parents and other family members related to minors in a transsexual situation. ● Non-teaching staff.
	Context	● Considering the different causes that cause a child to be a victim of bullying, there are some factors that increase the probability of suffering episodes of violence at school, such as students with disabilities, learning disabilities, racial differences and, specifically, children who express themselves differently from the "expected gender norms", significantly increase the risk of experiencing episodes of violence in the school context. ● Gender or identity-based intolerance towards children who express behaviours, attitudes and roles that do not correspond to them by birth is one of the main causes of different forms of violence against children and adolescents. Hence the importance of taking preventive action, i.e. acting even if there are no obvious reasons to do so or specific demands from the students or their families.

	Objectives	● Achieve a model of tolerant coexistence in the school, in which the value of diversity and the recognition of the identity felt by all the students and people who form part of the educational community are highlighted.
		
		● In addition, specific and more detailed objectives were highlighted, such as:
		
		  - Training the educational community and social agents in a model of diversity.
		
		  - Detecting and accompanying children with transsexuality at school.
		
		  - Offering educational support resources.
		
		  - Promoting preventive measures in relation to gender identity and gender-based bullying.

	Methods	● Through its participatory and flexible model, they include all students using activities designed from a model of positive development and resilience, with special emphasis on the strengths of the groups and the value of diversity as an enriching element of coexistence. ● To this end, a programme of activities has been developed to promote respect and equality inside and outside the classroom, creating classrooms free of violence and bullying on the grounds of gender expression.

	● Thus, the methodology applied has been carried out through various methods of action applied to the different beneficiaries:
	
	   - Lectures and workshops for all students.
	
	   - Lectures for AMPAS (Parents' Associations)
	
	   - Lectures for the students of the Adult Education Centre.
	
	   - Training for teaching staff
	
	   - Training workshops and conferences for professionals in the socio-educational field.
	
	   - Summer University
	
	   - Creation of educational material about Homosexuality, Bisexuality and Transsexuality.
	
	   - Radio programmes

✳ **Results**	● RESULTS FOR STUDENTS: - **Workshop "Respect for diversity"**: A 90-minute session, in which two blocks are taught: the first one focusing on diversity and bullying prevention and the last part focusing on gender diverse expressions. - **Workshop "Violence-free classrooms"**: Three 55-minute sessions covering definitions, concepts, attitudes and ending with the recognition of the group as a fundamental element that avoids any abusive situation in the classroom and outside it. - **Specific workshop on gender diversity:** A 55-minute session in centres where situations of homophobia and transphobia are detected, through gender diversity exposure. - **Workshop "Boys and girls, identity and body":** An information session aimed at primary school pupils on gender diversity, given by the Chrysallis Canarias Association. - **Theatre play and debate** for secondary school students: "Get up, you're late". ● RESULTS FOR TEACHING STAFF: - **Specific workshop** on gender diversity for all schools. - **Advice and support** for the educational team at schools where there are transsexual students.

	- **Lecture and proposals** for organisational measures to be adopted in the school where there are transsexual students. - **Lecture and didactic and pedagogical proposals** for counsellors who participate in the process of accompanying transsexual students. ● RESULTS FOR FAMILIES: - **Lecture "Boys and girls, identity and body**": An information session for families in schools on gender diversity, given by the Chrysallis Association. ● RESULTS FOR SOCIAL ACTORS: - **Lecture "Child transsexuality, a reality**": A briefing session aimed at social services staff, law enforcement agencies, councillors. ● AWARENESS-RAISING CAMPAIGNS: - **I say NO to any kind of violence in my school.** All students who have participated in the Bullying Prevention workshops show their commitment by wearing a bracelet with the slogan "Violence Free Classrooms". - **STOP, HOMOPHOBIA, BIPHOBIA, TRANSPHOBIA**. All schools that participate in the project and receive the training are given a "STOP, homophobia, biphobia, transphobia" poster to be placed at the entrance of the school, where the school's position of not tolerating discrimination and violence against any member of the educational community on the basis of gender identity or gender is visible.
Impact	● Students have been able to show support for their peers in a transsexual situation, carrying out welcoming actions in the classroom on their own initiative. ● Children's transsexuality has been recognised as a reality in the educational context, making it easier for children to change their names, use the toilets, change their clothes, and fully accept their felt identity.
Success factors	● It is crucial to apply a cross-cutting approach to gender identity and expression that is present in all the activities developed, promoting an attitude of respect and tolerance towards all people, and emphasising the value of diversity as an enriching element.

	● The model of working from diversity, where the person is seen as a unique and exclusive being, is transferable to any socio-educational intervention programme.
Related links	● CEPA. (n.d.). STOP Homofobia, Bifobia y Transfobia | CEPA San Bartolomé de Tirajana. Retrieved 16 September 2023, from https://www.cepasanbartolome.com/stop-homofobia-bifobia-y-transfobia/ ● Centro de Educación de Adultos "San Bartolomé de Tirajana" (2017). Centros Educativos del Sur unidos por la libertad sexual. Available in https://www.cepasanbartolome.com/singlepost/2017/05/19/STOP-Homofobia-Bifobia-y-Transfobia ● Ilustre Ayuntamiento de la Villa de San Bartolomé de Tirajana (2017). Colegios e institutos de San Bartolomé de Tirajana unidos por la libertad sexual. Available at https://www.maspalomas.com/index.php/not-educacion/7243-todos-los-colegios-e-institutos-desan-bartolome-de-tirajana-se-unen-por-la-libertad-sexual ● Masnews (2018). CEIP El Tablero, pionero en un proyecto sobre diversidad sexual y de género. Available at http://maspalomasnews.com/ceip-el-tablero-proyecto-sobre-diversidad-sexual-y-degenero ● Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (2017). Violencia homofóbica y transfóbica en el sector educativo. Available at https://es.unesco.org/themes/acosoviolencia-escolar/violencia-homofobica-transfobica

CASE STUDY 2. MUNICIPAL STRATEGIC PLAN FOR SCHOOL COEXISTENCE. ARGANDA DEL REY.

Title of case study: Municipal Strategic Plan for School Coexistence. Arganda del Rey.		
	Location/Date	● Arganda del Rey, Madrid, Spain ● 2017 – 2020.
	Stakeholder/Actor	● Arganda del Rey Town Council ● Education Department ● Department of Culture ● Youth and Children's Department ● Social Welfare Department ● Local Police – Children's Unit
	Target groups	● School community of the municipality ● Families affected by problems related to bullying, cyberbullying, etc..
	Context	● The initial situation from which this Best Practice stems is generated from the concern about local school bullying since 2002, which is why from 2008, the City Council collaborates with secondary schools in improving Coexistence through the Coexistence Support Classroom, as a preventive measure to disciplinary sanctions of students. ● The progressive increase in disruptive behaviour and conflicts on the part of pupils led to the implementation of various actions such as guidance by the schools, regular meetings with parents, the creation of spaces to deal with the issue of coexistence, municipal forums, socio-educational interventions, etc.
	Objectives	● The Municipal Strategic Plan for School Coexistence aims to promote collaboration between the different areas of the City Council and the educational administration itself through a set of measures to promote healthy and peaceful coexistence in schools. ● To achieve this, it aims to: - Frame and coordinate the actions of the municipality's educational centres in terms of school coexistence. - Improve awareness and prevention in terms of coexistence and bullying.

	- Advise and accompany families and schools in the process of preventing and intervening in coexistence difficulties. - Improve the training of professionals in schools, families and students and provide them with the necessary tools to promote coexistence. - Bring together and coordinate the actions being developed in the municipality and in the different schools.
Methods	● The working methodology consists of the intervention of the different departments and the collection of data provided by the schools, which includes different relevant actions, such as increased communication, family training, monitoring of students, regular meetings, etc. ● For this purpose, an initial meeting was held to identify the situation with the schools. Subsequently, the aspects that each department could contribute to the project were presented, and finally the lines of action were agreed upon and a script was drawn up, with relevant aspects to be highlighted, etc. ● One of the main results of this initiative is the creation of a miniseries, which has involved a great deal of coordination with external entities such as the Municipal Film School of Arganda del Rey, the students of the Municipal School of Theatre and the Municipal Film School to manage the development of the script, the casting of actors for the general public, the recording plan, the search for spaces, props, the recording itself...
Results	● The main results include: - **Production of the miniseries "Cuéntalo" (Tell it) on school bullying.** During 6 chapters, the aim is to give visibility to the protocol on school bullying of the Community of Madrid and the interventions carried out by the centres in terms of bullying. It was made in a miniseries format, where each chapter lasts about 2.50' in order to be easily distributed through social networks (Facebook, Instagram, WhatsApp, Youtube, Twitter, etc.). - **Creation of the Municipal Observatory of School Coexistence** in which all the socio-educational agents of the municipality are involved. - **Launching of the Psychological Support Office for Adolescents**. This cabinet prevents the appearance of various types of problems in the different educational stages. - **Training plans** with activities aimed at promoting coexistence, social skills, affective skills, conflict prevention and resolution, non-violence and effective equality between men and women.

		- **Lectures** from the Local Police Children's Unit. - **Elaboration of the Framework Programme for School Coexistence**.
	Impact	● Project exhibited at the Magnificent Film Festival in Albuquerque (New Mexico, USA). ● After the implementation of the plan, a greater involvement of all the sectors involved is observed, with higher levels of awareness and knowledge of the tools for action, prevention and eradication of bullying by families, as well as the channels for reporting and protocols for action.
	Success factors	● This programme promotes the need for a policy to prevent bullying and promote school coexistence that involves the entire educational community (families, teachers and students), channelling bullying prevention programmes towards the detection of risk factors and the immediate development of preventive and resolving factors. ● Specifically, the production of the mini-series "Cuéntalo" (Tell it), a case of bullying and the appropriate procedure for resolving this type of conflict is staged in different chapters. ● The miniseries is currently being used as a resource to present how schools intervene in the lectures and conferences that are being given by municipal technicians related to school coexistence, bullying and violence.
	Related links	● Ayuntamiento de Arganda del Rey (Director). (2019a, May 28). Cuéntalo serie. https://www.youtube.com/watch?v=pyoyB16Hh2M ● Ayuntamiento de Arganda del Rey (Director). (2019b, June 13). 'Cuéntalo'. Segunda temporada completa. https://www.youtube.com/watch?v=m87odudqS1I ● cppm. (2018, December 18). IV Premios de Buenas Prácticas Municipales en la Prevención y Atención del Acoso Escolar y en la Prevención del Absentismo Escolar (FEMP). CPPM. https://cppm.es/17-12-2018-iv-premios-de-buenas-practicas-municipales-en-la-prevencion-y-atencion-del-acoso-escolar-y-en-la-prevencion-del-absentismo-escolar/ ● Plan Estratégico Municipal para la Convivencia Escolar. (n.d.). Ayuntamiento de Arganda. Retrieved 17 October 2023, from https://www.ayto-arganda.es/servicios-cpt/noticias-educacion/plan-estrategico-municipal-para-la-convivencia-escolar/

CASE STUDY 3. JAVEA DIVERSA. SPACE FOR SEXUAL AND GENDER DIVERSITY

Title of case study: Javea Diversa. Space For Sexual and Gender Diversity.	
Location/Date	● Javea, Alicante, Comunidad Valenciana, Spain ● October 2016 – Ongoing
Stakeholder/Actor	● Javea Town Council Department of Equality and Education ● Social Services of Javea ● Secondary Education Centres IES Number 1 and IES Antoni Llidó. ● Municipal technical team
Target groups	● 773 students from the two secondary schools in the municipality of Javea, as well as their teaching staff.
Context	● In 2015, different groups and individuals raised the difficulties that exist in being able to live and express a diverse affectivity and the different abuses and fears that they suffer as LGTB people, especially in adolescence. As a result, this initiative of the Department of Equality and Education arose as a response to the situation generated and to begin to hold workshops on affective and sexual diversity aimed at pupils.
Objectives	● To prevent any kind of physical aggression or harassment based on gender identity and gender. ● To give support to gay, lesbian, transsexual or bisexual adolescents in the municipality of Javea. ● To offer information and training to the educational community of Javea on affective and gender diversity. ● To give visibility to the different ways of being and wanting to be. ● To offer a space of trust and security.

⚙️ **Methods**	● In order to develop this good practice, a significant governmental and resource coordination has been necessary. ● The methodological approach applied is mainly based on the active coordination and participation of the educational community and the municipal technical team, without forgetting the application of an approach of interaction among equals, cooperative work and exchange of experiences. This last point is crucial, given that a completely practical and experiential methodology has been applied in which the beneficiaries have shared work dynamics based on individual and group work. ● The methods applied include the application of a cross-cutting approach to gender, the creation of research and satisfaction questionnaires, the study of the students' initial needs, the implementation of programme evaluation mechanisms, the creation of safe spaces, etc. ● In addition, the following methods of action are highlighted: - Lectures for Parents' Associations related to the affective and sexual education of adolescent pupils and also to the prevention of bullying. - Lectures for teachers, advice for teachers. - Workshops for 2nd year ESO students on sexual and gender diversity. - Identification of the reality of educational centres. - Specific interventions in classrooms, when one of the requested demands involves a specific intervention in the classroom or educational space.
✳️ **Results**	● **Online questionnaire for the detection of the reality of Javea's educational centres.** This study was carried out on a total of 302 students (56.30% female and 43.70% male) and is based on the study "Sexual Diversity and Coexistence, an educational opportunity" by José Ignacio Pichardo. This analysis tool is key to gaining a more objective understanding of pupils' perceptions and experiences of affective and sexual diversity, as well as their insecurities, fears and levels of acceptance of it. ● **Workshops for the second year of Secondary Education (ESO).** These workshops were key to the students' understanding that the experience of sexuality is a personal choice, and therefore, affective and sexual diversity must be respected. They also focused on differentiating between gender identity, gender expression, biological sex and sexual orientation, as well as

learning about homosexuality, transsexuality and the reality of the LGBTI adolescent population.

- **International Day against LGBTIphobia on 17 May**. Creation of a voluntary group of students in each of the centres to create the contents and programme for the celebration of the conference (photographic sessions, reflection activities, manifestos, awareness campaigns, etc.), receiving support from the City Council with respect to the materials and management of the event.

Impact	- The programme has been so successful that a new communication channel has been opened to expand its service for sexual and gender diversity. This is the "La Ploma" clinic, available through Telegram and managed by a team of professionals in sexology and gender, in addition to face-to-face care by appointment and online via email. - Awarded by the Spanish Federation of Municipalities and Provinces (FEMP) in the third contest of Good Municipal Practices in the Prevention and Care of Absenteeism and Bullying in Schools held in 2017. - Involvement of pupils and awareness-raising in the area of sexual diversity and gender. - Visibility in reference to gender issues at municipal level. - Repercussion and collaboration on the part of the whole municipality. - All schools have shown interest in continuing with the programme and receiving more advice on the subject. - The poster campaign that they themselves carried out has had a great impact and acceptance throughout the municipality. - It has made it possible to address a problem that, until now, had been sublimated and to provide a safe space. - Increased awareness at the municipal level.
Success factors	- The programme is innovative because it includes concepts that are never addressed and are one of the main reasons for bullying, teasing and discrimination in the adolescent population.

	• This practice is a success story because it explores homosexuality and transsexuality in depth, providing non-normative models that can be positively valued. • Another element of success is the great transferability of the programme to different contexts and professional and social groups, which has already led to the presentation of the programme in the summer course organised by CEFIRE (Training, Innovation and Educational Resources Centres of the Valencian Community) and the University of Alicante. • In addition, coordination has been established with secondary schools, municipal social services and families.
Related links	• www.vgagenciadigital.com, V. A. D.-. (n.d.). EL AYUNTAMIENTO DE XÀBIA IMPULSA UN PROGRAMA DE ATENCIÓN A LA DIVERSIDAD SEXUAL Y DE GÉNERO - Xàbia. Retrieved 17 September 2023, from https://www.ajxabia.com/ver/6481/el-ayuntamiento-de-xabia-impulsa-un-programa-de-atencion-a-la-diversidad-sexual-y-de-genero.html/#http%3A%2F%2Fwww.ajxabia.com%2Fbd%2Fimagenes%2Fimagen1991g.jpg • Xabia Diversa – Espai d'Atenció a la Diversitat Sexual i de Gènere. (n.d.). Retrieved 17 September 2023, from https://xabiadiversa.com/es/ • Xàbia Diversa: El espacio de atención a la diversidad sexual y de género. (2021, June 12). Jávea.com | Xàbia.com. https://www.javea.com/xabia-diversa/ • XÀBIA ORGULLOSAMENTE DIVERSA. (n.d.). Xarxa Jove. Retrieved 17 September 2023, from https://xarxajove.info/es/mapa-de-recursos/noticias/xabia-orgullosamente-diversa/

CASE STUDY 4. PDA BULLYING PLAN

Title of case study: PDA Bullying Plan		
🌐	**Location/Date**	- Barcelona, Spain. - School years 2016-2017 and 2017-2018.
👥	**Stakeholder/Actor**	- Barcelona´s County Council and City Council, and SEER Team and Save the Children. - Escuela Bosc de Montjuïc, Escuela Pau Romeva, Escuela Univers, CEE La Ginesta, INS Montjuïc , INS Joan Fuster and INS Verdaguer
🎯	**Target groups**	- Educative Community 478 students from 7 to 14 years old. Both male and female
📄	**Context**	- Year 2004, recently the name of Jokin has aroused a huge media commotion by putting the word "bullying" on everyone's lips. This concept begins to have an echo within the educational centers of the territory, some teachers begin to look at their students in search of symptoms of discomfort in relationships between them. In this context, the SEER Team held our first workshop on the subject, in secondary school in Badalona, precisely to work with a group of students the prevention of bullying. But it's been a long time since then, fifteen years later, the pedagogical proposals require much more scope and without losing vision: accompanying educational centres in improving coexistence, and inclusion of the perspective of socio-emotional development in the promotion of relationships health among students. - PDA Bullying is standing for a pedagogical proposal, as part of prevention in order to approach bullying in a complete way. We offer to the educational centres a preventive and awareness practice inside the classrooms (starting with groups of 3rd degree of primary school until groups of 2nd degree of secondary school), a specific violence training supported by a dynamic view (socio-emotional development and well-being), for teachers as well as for families, and protocol counselling for the evaluation teams in each centre, as responsible to come up with a solution for the conflict as to cohabitation.
🎯	**Objectives**	The basis for carrying out the Program PDA Bullying (Prevention, Detection and Action) is to overcome peer bullying. The approach to violence, from the perspective of coexistence, responds to the need for all educational centres in Catalonia to be prepared before2020 to respond from prevention, detection and action not only to the Bullying, but also other

forms of abuse such as sexual abuse, control violence (dating violence), conflicts of hate and discrimination and chronic relational conflicts, among others.

Methods	• The proposal with the students wants to achieve, from prevention, two objectives: prevention and awareness. The work from the tutoring has wanted work from a focus on raising awareness and consolidating learning, as well as the workshops have focused much more on the development of well-being (provenance). - Provenance: Educate the development of strategies that respond to the conflicts from their own potentials (skills, capacities, strengths, etc.) working all those institutional, social and personal elements that they bring us closer to well-being. - Sensitization: Become aware, from feeling and feeling the other, to see the importance of the Bullying phenomenon in society, as well as the value that has within the group. Give rise to the work of all those elements institutional, social and personal that distance me from individual well-being and community. • The proposal with teachers would be: - Observation tools: Set of tools (many of them preventive) that serve to recognize a problem or difficulty of the system (person, group, institution) and that allow the reading of signs (measurable) and symptoms (perceptual) to obtain a diagnosis of the situation, and that must be help focus on community well-being. - Risk situation: Activation of the protocol from the activation of the assessment for the response to an alert situation. Data collection and specific observation for the typing approach. - Typification: Classification of the situation (objective reality + reality subjective) according to the types of violence received and the situation of abuse that generate. Key element for the definition of objectives for action.
Results	• The educational centres, which we have accompanied and certified in the city of Barcelona, most of them have created or renewed a coexistence commission focused on making proposals aimed at generating well-being, they have also reviewed their tutorial action plan to ensure coherence and continuity in awareness about bullying, socio-emotional skills training, moral development, and the good use of social networks. Some centres have also improved some specific programs for coexistence, such as mediation or the courtyard project educational.
Impact	• Most of the educational centres that have participated in the program have reviewed the resources for continuous preventive observation that they

		have, have assiduously programmed proactive detection tools, expanded and diversified communication channels, and constituted an assessment team, prepared or preparing to define and typify. In some cases, they have even involved a group of students in face-to-face detection or through networks.
👍	**Success factors**	• The educational centres that have applied the PDA Bullying Program have been able to work, through the response team, specialized in the application of the protocol of wide scope, all its map of assets (material and human resources, internal and external) focusing it on the phase of repair, healing, and restoration. At a general level and beyond the "PDA" phases, the centres have also reviewed their framework documents, such as the PEC (educational centre project), the NOFC, the Coexistence and the PAT (tutorial action plan). They have customized the protocol and the circuits and have created their own document to record all this, they have informed the entire educational community for the correct implementation of changes arising from the protocol and prepared a list of needs to reinforce those key aspects for the improvement of the different phases of the protocol. For all this work, the educational centres that we have advised received On May 2, 2018, the "PDA Bullying certification of good practices for overcome peer bullying" during an event organized in Barcelona by Save The Children, the Barcelona Education Consortium and Equipo SEER.
📚	**Related links**	- List Antonovsky, A (1987). Unraveling the Mystery of Health: How People Manage Stress and Stay Well. San Francisco: Jossey-Bass Publishers. - Julià, O i Ortegón, R (2016). Model SEER de Prevenció Integral de la Violència. PDA Bullying. http://pdabullying.com/model-positiu-promocio-de-benestar/ - Morgan, A., iZiglio E. (2007). Revitalizing the evidence base for public health: an assets model. Promotion&Education, 2, 17-22. - Ortegón R.A; Porrini, C i Julià, O (2015). Inclusión de la educación emocional dentro del proyecto de centro, una intervención integral. A: XI jornades d'educació emocional i família. Universitat de Barcelona. - Ortegón, R.A; Julià, O; Sarrión, G; Porrini C; Peinado, S i Ganges, S (2014). Bullying, educación emocional y psicología positiva. promoción del bienestar para la prevención de la violencia. A: Congrés Internacional d'Educació Emocional, Psicologia positiva i benestar. Universitat de Barcelona. - Save The Children (2016). Informe: Yo a eso no juego; bullying y ciberbullying en la infancia. España.

Title of case study: Bullying LGTBI-phobic in Galician rural and urban areas		
🌐	**Location/Date**	• Galicia (España) • Since October 2019 to November 2020.
👥	**Stakeholder/Actor**	• Luis Manuel Rodríguez Otero, Sinaloa University (México). • Purificación García Álvarez (Santiago de Compostela University). • Galicia Secondary School teachers (Spain).
🎯	**Target groups**	• Educational community of Galicia (Spain) and the general population. • The study was carried out on a simple of 246 students from rural and urban public centres in the Autonomous Community of Galicia, of which 170 belonged to rural areas and 76 to cities with ages between 11 and 17 years old.
📋	**Context**	• Bullying refers to one of the typologies of school violence that includes aggressive actions -individual or group- carried out between equals in a systematic and deliberate way, which takes shape through different routes (physical, psychological, verbal, sexual, etc). Which is based on the asymmetry of power, submission, tolerance induced by the aggressor and / or the group and silencing (Ruiz, Riuró &Tesouro, 2015). Different authors justify the existence of homophobia, lesbophobia, biphobia and transphobia (hereinafter LGTBI-phobia) or hostility directed towards people who are not heterosexual (Barrientos &Cardenas, 2013). Which refers to a system of values and beliefs, but also of feelings and thoughts, which justify the exercise of violence by people who differ from the heterosexist model. Materializing as an ideological principle, a negative attitude, an aversion, a rejection, an intolerance or a fear (Rodríguez-Otero, 2017). Being able to take shape through different routes (hostile and benevolent) and spaces, including the school environment. Where LGTBI people are identified as a target group for intimidating and aggressive behaviour, as well as heterosexual people who are assumed to be non-heterosexual. Context in which select invisibility (not revealing sexual identity or orientation) is appreciated as a protective element, but at the same time contributes to the pedagogical reproduction of stigma. • In the Spanish context, different investigations carried out on LGTBI-phobic bullying show that the perception of students about security in the school environment for people who differ from the heteronormative and

		cisgender model is low; especially for gays and transsexuals, product of the existing prejudices towards LGTBI people. ● The main change intended is the real and practical knowledge by the entire educational community of the different realities of sexual identity with which we currently live. Ignorance of these causes many people to have a preconceived fear or rejection that hinders the free and equal education of the student. Only through knowledge can we create the basis for respect, understanding, tolerance and empathy with people with different sexual identities.
⊙	**Objectives**	● This research has the following specific objectives: 1. Identify the existence of bullying towards LGTBI students in Galician secondary schools, as well as the ways and spaces in which it materializes and the profile of both the victims and the aggressors. 2. To investigate the extent to which contact with non-hetero-cis-normative people and training in gender and sexual diversity determine the existence of LGTBI-phobic bullying in secondary school students. 3. Analyse the extent to which the geographical area (urban-rural) is a determining factor in the existence of LGTBI-phobic bullying.
⚙	**Methods**	● This research is based on a mixed methodology from the critical paradigm, a constructivist epistemological perspective and an approach from the internal point of view of the subjects (students). The instrument used in data collection is a self-administered questionnaire aimed at secondary education students in Galicia, made up of 34 sections in which the following are proposed: - 9 sociodemographic questions (sex, age, educational center, course, area, country, nationality, religion and sexual identity. - 7 open questions about the imagination of the people who make up the LGTBI collective. - Battery of questions included in point 2 of the "Survey on adolescence and sexual diversity" by Pichardo, Molinuevo, Rodríguez, Martín and Romero (2007). - 17 closed questions about the inclusion of informative content or events on gender and sexual diversity in educational centers. - "Inquiry questionnaire on homophobic bullying" by Prati, Coppola and Saccá (2010). ● Through this document, we seek to identify the sociodemographic characteristics of the sample, the imaginary about LGTBI people,

knowledge, and contacts with LGTBI people, the training received on gender and sexual diversity issues, the existence of LGTBI-phobic bullying, the forms and spaces. in which it materializes, the profile of victims and aggressors, the reasons why it occurs, the sources of support, the consequences, the actions carried out by educational centers in this regard, the level of reporting of the facts and the perception of the needs in the face of this type of violence, as well as the differentiation between the violence exercised towards male and female victims in rural and urban areas.

	Results	- Based on the results presented, the existence of LGTBI-phobic bullying in urban and rural public educational centres of Compulsory Secondary Education (E.S.O.) of Galicia is confirmed. Thus, 55.7% of the participants indicate that situations of violence against both heterosexual and LGBT classmates occur in their educational centres for reasons linked to hetero-cisnormativity. On the other hand, it is confirmed that 10.2% of the sample declares that they have experienced LGTBI-phobic bullying and 20.3% that they have been a victim on some occasion; Verbal violence being the most frequent way of materialization, both in school and extracurricular spaces, although situations of verbal, sexual, psychological and technological violence are also identified. Likewise, it highlights that in urban environments this type of violence is more frequent, as well as between women and through group action. On the other hand, it is observed that there are three types of attitudes among the student spectators: classmates who facilitate the processes of violence (10.5%), passive spectators (28.8%) and others who acquire proactive attitudes in order to cease such situations through mediation or defence of victims (60.7%). - It is identified that the victims' peers and families are important sources of support, with the rest of the educational community registering a low reference both from the victims and the rest of the sample. This is related to the low incidence of complaints by victims of this type of violence (22%). Thus, in the face of LGTBI-phobia, an approach is necessary that breaks with the classic victim-aggressor binomial and takes an ecological-systemic perspective; so that it includes the entire educational community (teachers, management, guidance teams, rest of the students and families), as well as the entire community environment systems such as health services, social services, etc. This is why, as Jiménez and Rodríguez-Otero (2019) point out, it is essential to promote protocols from a systemic approach that include all areas, establish local communication and coordination channels and promote training actions on gender and sexual diversity aimed at key social agents.

✳	**Impact**	• A total of 50 students (20.3%) say they have suffered LGTBI-phobic bullying, more women than men and it occurs more in rural areas than in urban areas, highlighting verbal violence (offensive words, bad language and teasing), followed by exclusion, physical and property violence, sexual violence and cyberbullying.
👍	**Success factors**	• It is necessary to address this problem at a macrosocial level by promoting specific laws that promote concrete actions to combat discrimination based on gender or sexual orientation. Likewise, from the educational field it is necessary to include diversity in educational programs as a transversal content, promoting contact activities with the LGTBI community and providing students with information about the ways through which they can request help, making special mention of reporting and training in social skills as an alternative to the use of violence in conflict. All this making action with a gender perspective essential. Therefore, the processes of stigmatization and processes of recognition (and non-recognition) are presented as ways of perpetuating discrimination towards peripheral sexualities that contradict the hegemonic (hetero-cisnormative) model; Redistribution and visibility measures being the means to promote the recognition of such identities.
		• Finally, it is worth highlighting that the following future lines of research are proposed, whose analysis is focused on:
		- LGTBI-phobic bullying from an ETC-EMIC perspective in which the population under study includes victims, peers, families, and teachers; and focus your analysis on the imagery of bullying and the perception of its participation, as well as regarding the analysis of the strengths, weaknesses, opportunities and threats perceived in the context under analysis.
		- The relationship between the denial or invisibility of LGTBI-phobic bullying, forms of contempt and the hetero-cis-normative system; so that it can be identified if the educational community reproduces hegemonic discourses in relation to homophobic and transphobic bullying, through a system of visibility-invisibility; thus, naturalizing binarism and heteronormativity and developing power/knowledge mechanisms that favor aversive attitudes.
		• The analysis from an action research methodology on the positions that teachers-tutors, guidance teams and managers assume in situations of LGTBI-phobic bullying; making special mention of the way in which cases are treated, the types of interactions carried out with the students, the tutorial actions that are established, the supervision systems, etc. Allusions that the Educational Projects of the Centers (PEI), Annual Course Plans of each center (PAC), Educational Projects of the Centers (PEC) and Academic

	Guidance Plans of the Centers (POA) of the 104 IES of Galicia make about gender issues, sexual diversity, and bullying.
Related links	● Arellano, J. J. (2018). Revisiónbibliográfica sobre el bullying y cyberbullying en alumnado de educación secundaria (Tesis de Grado). Granada: Universidad de Granada. Recuperado el 18 de febrero de 2019 de https://digibug.ugr.es/handle/10481/48907 ● Arroyave, P. (2012). Factores de vulnerabilidad y riesgo asociados al bullying. Revista CES Psicología, 5(1), 116-125. Recuperado el 18 de febrero de 2019 de Disponible en: https://www.redalyc.org/articulo.oa?id=4235/423539529012 ● Avilés, J. M., Irurtia, M., García, L., & Caballo, V. (2011). El maltrato entre iguales: "Bullying". Psicología Conductual, 19(1), 57-90. Recuperado el 18 de febrero de 2019 de https://www.behavioralpsycho.com/producto/el-maltrato-entre-iguales- bullying/ ● Barrientos, J., &Cárdenas, M. (2013). Homofobia y calidad de vida de gay y lesbianas: Una mirada psicosocial. Psykhe, 22(1), 3-14. ● Cáceres, C. F., Silva-Santisteban, A., Salazar, X., Cuadros, J., Olivos, F., & Segura, E. (2011). Estudio a través de Internet sobre "Bullying" y sus manifestaciones homofóbicas en escuelas de Chile, Guatemala, México y Perú, y su impacto en la salud de jóvenes varones entre 18 y 24 años. Informe Final. Universidad Peruana Cayetano Heredia: Lima. ● COGAM. (2013). Homofobia en las Aulas: ¿Educamos en la diversidad afectivo sexual? Recuperado el 18 de enero de 2019 de http://www.felgtb.org/temas/educacion/ documentacion/investigaciones/i/5433/449/cogam-homofobia-en-las-aulas-2013 ● Coll-Planas, G., Bustamante, G., &Missé, M. (2009). Estratègies, trajectòries i aportacions de jovestrans, lesbianes i gais. Recuperado el 15 de febrero de 2019, de http:// ibdigital.uib.es/greenstone/collect/portal_social/import/gencat/gencat056.pdf ● Connell, R. (2019). Masculinidades. Ciudad de México: UNAM-CIEG. Crocker, J., Major, B., &Steele, C. (1998). Social stigma. En D. Gilbert, S. Fiske. ● G. Lindzey, Handbook of social psychology (págs. 504-553). Boston: McGraw Hill. Cuba, L., &Osores, T. (2017). La violencia homofóbica en la escuela peruana y sus particularidades respecto a otros tipos de violencia escolar: una aproximación cuantitativa. Revista peruana de investigación educativa(9), 139-169. Recuperado el 1 de marzo de 2019 de https://revistas.siep.org.pe/index.php/RPIE/article/view/61 Del Tronco, J.,

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CASE STUDY 6. PROGRAM FOR PREVENTION THE DISCRIMINATION IN SANTA MARÍA SCHOOL

Title of case study: Program for prevention the discrimination in Santa María School	
Location/Date	- Madrid, Spain - School year 2021-2022
Stakeholder/Actor	1. SANTA MARÍA SCHOOL. 2. The Department of Social Policies and Family, and particularly with the Madrid Information and Assistance Program LGTBI for assistance in specific cases, as well as for awareness-raising and training actions for the staff and students at the school. 3. From said Madrid Program of LGTBI Information and Attention, if necessary, the appropriate referrals will be made to the pertinent social and health resources. 4. The associations and entities that intervene with LGTBI population and especially those that works with minors and young people, if necessary. 5. The health resources of the Madrid Health System, if necessary.
Target groups	- The entire student body of the centre as well as teachers and employees of the centre. - Students from 3 years old
Context	- In the community of Madrid, many cases of discrimination or violence based on gender expression are detected in educational centres. So much so that it is promoted to adopt measures adapted to these needs by promoting respect and protection to all people, regardless of the sexual condition of each of them. - First, the need to change the educational plans appropriate to the existing diversity detected, including contents in a transversal and specific way. - Thus, Colegio Santa María will promote actions that allow detecting, preventing, and protecting actions of discrimination or harassment. - Colegio Santa Maria will promote actions to detect, prevent and protect discrimination or harassment and to avoid and protect actions of discrimination or harassment and to avoid the teaching of discriminatory contents discriminatory contents towards people based on gender identity and/or expression. - These commitments will be explicitly expressed in its study plans and coexistence plans.

	Objectives	• To ensure that the school is a place of tolerance and respect, guaranteeing adequate protection of all persons who are part of the educational community.
	Methods	• The objective will be reinforced and worked through the following actions: - Promote measures to achieve the effective respect in the Educational System of the affective-sexual diversity, contemplating the necessary measures. Psych pedagogical support will be provided in those situations that may be required. - A protocol of educational attention to gender identity will be designed and implemented.
	Results	• This protocol allows us to approach a plan of action to be established among our students in case they need it. • It reinforces the cooperative work promoting that the whole educational community as well as associations work together for a future full of respect and tolerance.
	Impact	• The centre's personnel will receive appropriate training to help them become more familiar with the tools to be used as well as to become familiar with the objectives set out in the protocol in order to ensure the well-being of all the centre's students as well as its employees. • In addition, actions to promote respect and tolerance towards all people regardless of their gender identity or gender expression will be carried out in schools and parents' associations.
	Success factors	• Appropriate training shall be provided to teaching personnel that incorporates sexual and gender diversity in training courses and that discusses how to address it in the classroom. • Gender and sexual diversity in training courses, and that analyses how to address it in the classroom to achieve the elimination of prejudiced or discriminatory attitudes and practices within the education within the educational system, based on the idea of inferiority or superiority of any sexual orientation, gender identity or gender identity. Any sexual orientation, gender identity or gender expression. • 2. Actions shall be carried out to promote respect for and non-discrimination of persons based on their gender identity and/or expression. People on the basis of gender identity and/or gender expression in educational centres, and in particular among in particular among the associations of parents and mothers of students.

AGDISTIS

TÜRKIYE

2.3. TURKISH OVERVIEW

Equality is a principle that does not allow discrimination and guarantees individuals the opportunity to do everything within their potential. Gender equality means that individuals are not discriminated against since their gender in the enjoyment of rights and freedoms, utilisation of opportunities, access to resources and services and the ability to benefit from them. Ensuring gender equality in education guarantees that everyone develops herself/himself, her/his personal skills and has access to resources and opportunities. Gender equality in education does not occur spontaneously; it is achieved through planned efforts.

Discrimination means the deliberate exclusion of a person or a group of people by the rest of society based on their innate or acquired cultural characteristics and differences. Gender-based discrimination is when this is applied through roles attributed to gender. (1)

The concept of gender emphasises that the differences between men and women are not only biological differences, but also point to the differences created by some social and cultural values that arise because of these biological differences. These social and cultural values, on the one hand, restrict the lives of individuals and, on the other hand, feed inequalities. Categories related to gender, such as behaviours, personality traits and roles related to "femininity" and "masculinity", are categories created by social and cultural structures (Giddens, 2000; Lorber, 1994; Eccles, 1990; Bhasin, 2003). Since these categories are socially constructed, they do not fit into fixed and universal definitions; on the contrary, they change and transform in the process of social change. Gender is not a static concept; on the contrary, it is a dynamic and variable concept that we create and constantly recreate through social interactions. For example, women are defined through their roles as mothers and wives in society and are portrayed as emotional and fragile. On the contrary, they are characterised as "out of the mould" and "non-normative". Likewise, gender roles also put men into certain moulds and men are expected to be protective, caring, resilient individuals and not to be emotional. Other situations are used as a form of humiliation because they are seen as a woman's role. Because women are seen in a subordinate position according to gender roles that have become the norm. For this reason, when people who are considered to be in a strong position according to social perception exhibit these roles, they are marginalised and punished by the society. (2)

Education is first and foremost a fundamental human right. Education systems play an important role in providing equal opportunities for all and in combating sexual stereotypes. Because education is a powerful tool in changing attitudes and behaviours. However, in order to be able to say that there is equality of opportunity in a society, it means that the conditions in that society are not determinative on the access process (Ferreira ve Gignoux, 2010: 8). The area where gender inequality in education is clearly manifested is related to curricula and textbooks. The relevant literature shows that despite some revisions, textbooks, and adult literacy course materials at all levels of education contain sexist content that reinforces traditional gender roles (Esen,2009; Sayılan, 2012). Another prominent form of sexism in schools is manifested in the recognition of sexual identities. In general, a reductionist and discriminatory understanding of sexuality and sexual identity is dominant in schools. Schools do not recognise different sexual identities and orientations. Negative stereotypes, discriminatory and

bullying behaviours against LGBT students and teachers are commonplace and function as education policy (KAOSGL, 2010; Eğitim Sen, 2010).

The main objective of gender equality policies in education is to eliminate traditional gender roles and stereotypes. In order to develop egalitarian behaviours in students of all ages, educational environments and processes need to be made sensitive to gender equality. Equality can be made a fundamental principle of school life through arrangements to support gender equality in education plans and programmes, educational materials, language used, teacher behaviour, guidance services and relations with parents.

In Turkiye, various projects are carried out with the support of the Ministry of National Education and many official, local institutions and non-governmental organisations to ensure gender equality in education. The general objectives of the projects include ensuring that girls and boys benefit equally from the right to education without being subjected to any gender-based discrimination during their education and increasing the sensitivity of teachers towards gender equality. However, there has not been any project implemented about LGBT students in country so far.

Our prejudices, sexist expressions embedded in our language, our own attitudes and behaviours, we believe that awareness of our classrooms and schools is an important starting point; we believe that even the simplest steps to be taken with this awareness will make unique contributions to social and structural equality in the education system and through education.

The aim of this guide is to know about real case studies in Türkiye that can be extrapolated to other countries or areas in order to improve the treatment and situation of the target collective.

2.4. TURKISH REAL CASE STUDIES

CASE STUDY 7. ETCEP. PROMOTING GENDER EQUALITY IN EDUCATION

Title of case study: ETCEP - Promoting Gender Equality in Education	
🌐 **Location/Date**	- The project was implemented in 40 pilot schools in Batman, Erzurum, İzmir, Karaman, Malatya, Mardin, Samsun, Sivas, Şanlıurfa, Şanlıurfa and Trabzon in Turkiye. Among the identified schools, there are 13 high schools, 14 secondary schools, 10 primary schools and 3 kindergartens. Three private schools were also included in the total of 40 schools. - It was implemented in 2014-2016. It started to be implemented as a 24-month project as of 19 September 2014. In September 2016, the project was terminated.

Stakeholder/Actor		● It is a project co-financed by the European Union and the Republic of Turkiye and coordinated by the General Directorate of Secondary Education of the Ministry of National Education. Starting with the trainings given to one educator from 40 schools, the implementation process continued with the trainings carried out by the trainees in their own schools, and the human resource capacity on gender equality in 40 pilot schools was tried to be increased.
Target groups		● Of the 82 focus group interviews and 24 in-depth interviews, 44 focus groups were conducted with students and 38 focus groups were conducted with groups of teachers, inspectors and parents. 24 in-depth interviews were conducted with MoNE Central and Provincial Organisation officials, school principals and vice principals, and the three education unions with the highest number of members. ● A total of 3,117 students and 1,138 teachers (53% female, 47% male students and 51% female, 49% male teachers) participated in the study.
Context		● With the Gender Equality Sensitive School Standards project, gender equality will be improved in schools at all levels from kindergarten to high school in line with the 12-year compulsory education. The Gender-Responsive School Standards can be used as a self-assessment tool for schools as well as a goal-setting and planning tool for improving gender equality in education. ● The project will enable the development of strategies and activities to reduce inequalities. In this framework, the standards may contribute to the development of the skills of school administrators, teachers and support staff in dealing with gender inequalities, stereotypes and prejudices in schools.
Objectives		● Developing tools to sensitise the whole school to gender equality. ● Reviewing education policies and legislation, curricula and textbooks, formulating recommendations on gender equality and communicating them to the authorities. ● To train a large number of trainers by creating training packages for trainers. ● Raising awareness about gender equality in different layers of society, starting with the school and its immediate surroundings.

		● Another goal of the project has been to publicise the activities and results of the project at the central and provincial level in different layers of society, starting with the education community, and to raise awareness on gender equality.
⚙	**Methods**	● The prepared web page and social media communication were actively used throughout the project and constituted the continuous communication channel of the project. As of 31 August 2016, the ETCEP Facebook page has received 11,076 likes and 22.9 million hits, and the project website has been visited 144,550 times. Two public service announcements were prepared, one at the opening and one at the closing. In addition, efforts were made to raise awareness on gender equality in education through notice boards in the project provinces. 1000 posters with 5 different designs were prepared and distributed to schools and provincial directorates of national education. In addition to these, the "Local Social Mobilisation Campaigns" implemented for one week in pilot schools in each province during the project period have been a very important step in the project's making an impact and reaching large masses. Campaigns at the local level raised the awareness of students, parents, educators, administrative staff, NGO representatives and local media on gender equality in education. Preparation for the Local Social Mobilisation Campaigns in provinces started in September 2015. ● As it was the first time that a campaign on gender equality would be organised in schools, a preliminary implementation was conducted in a selected province to observe the suitability of the methodology, preparation process and activities for Local Social Mobilisation Campaigns. A School-Based Gender Equality Campaign Guide was prepared and shared with provincial authorities and schools, and activities were implemented in each pilot school for one week with the planning made together. The activities carried out were not limited to the activities in the Guide, and the teachers were both given the opportunity to make changes in the suggested activities and were left flexible to do a different activity. ● Activity practices that can be accepted as original were reflected in the Good Practice Examples Report prepared within the scope of the project. Other activities of the campaign period were informative meetings for parents, NGOs, local press and administrators. The activities carried out during the campaign week were documented with videos and photographs within the planning, and each school's campaign videos of approximately 5 minutes were prepared by enriching them with interviews of administrators, guidance teachers and volunteer teachers involved in the campaign process.

		Collective videos of schools in each province were shared at the closing ceremony on the last day of the campaign.
✳	**Results**	• The areas of awareness that the participants gained during the trainings can be summarised as follows: - To be careful not to use sexist language, - Reviewing textbooks with an awareness of gender equality and implementing practices in classrooms, - To treat girls and boys equally and give them equal opportunities in classroom and school practices, - To give equal opportunity to girls and boys in class and school representation, - Encouraging girls and boys to do joint work and activities, - To ensure that girls and boys use the school grounds and the school garden equally, - To encourage more participation of female students in sports activities • ETCEP, the only comprehensive project implemented by the Turkish Ministry of National Education for gender equality in schools, has been met with strong reactions from anti-secular, religious and conservative communities. Due to these reactions, the website and Facebook page were closed down at the end of the project.
✳	**Impact**	• The project had a very positive impact especially on primary and secondary school students. In schools where administrators and teachers actively participated in the Campaign process, the activities were carried out with excitement and enthusiasm. It was observed that the messages given were memorable. Although it was observed that stereotypes after the age of 15 are more prevalent especially among male students and create resistance in some cases, it was also observed that the interest shown in the activities was intense at the vocational and technical high school level where only males attend.
👍	**Success factors**	• WIn order for the project to be successful, the socio-economic level of the country must be high. In order to increase the campaigns to eliminate inequality and spread them throughout the country, economic resources should be used at the necessary level as a state policy. The state should frequently use the means of communication to convey messages about the

elimination of gender inequality. Textbooks should be examined and the examples, questions and problems given in Mathematics and Science textbooks should be of a quality to reduce sexist stereotypes.

Related links	- https://www.youtube.com/watch?v=3jAqq3WFc-g - https://www.dailymotion.com/video/x49255m - https://www.britishcouncil.org.tr/sites/default/files/proje_oykusu-son.pdf - https://www.slideshare.net/ETCEP/etcep-proje-tantm-sunusu - https://www.slideshare.net/ETCEP/eitimde-toplumsal-cinsiyet-eitliini-salamaya-ynelik-uluslararas-rnekler - https://www.slideshare.net/ETCEP/eitimde-toplumsal-cinsiyet-eitliinin-gelitirilmesi-proje-tantm - https://tical.meb.k12.tr/meb_iys_dosyalar/26/15/971621/dosyalar/2017_12/12163245_Toplumsal_Cinsiyet_EYitliYine_DuyarlY_Okul_StandartlarY_KYlavuzu.pdf

CASE STUDY 8. PURPLE CERTIFICATE PROGRAMME

Title of case study: Purple Certificate Programme	
Location/Date	• The Purple Certificate Programme was first established by Sabancı University academics in 2007 as part of the United Nations Joint Programme. The Purple Certificate Programme was first implemented in Istanbul, Izmir, Kars, Nevşehir, Şanlıurfa, Trabzon and Van in Turkiye. • The programme, which has been funded by the Sabancı Foundation since its establishment, also continued as professional development training in cooperation with the Ministry of National Education between 2007 and 2015. The Purple Certificate Programme, the only programme that trains teachers on gender, sexuality, inclusion, diversity and intersectionality, has been funded by the Sabancı Foundation for 13 years.
Stakeholder/Actor	• The United Nations Joint Programme for the Promotion of Women's Human Rights (BMOP Women's Rights) is financially supported by the Sabancı Foundation and implemented by the United Nations Development Programme (UNDP), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and Sabancı University. • Implementing Organisations: United Nations Development Programme (UNDP), United Nations Entity for Gender Equality and the Empowerment of Women (UN WOMEN), Sabancı Foundation and Sabancı University • Cooperating Organisations: Ministry of National Education, Ministry of Interior, Ministry of Family and Social Policies and Union of Municipalities of Turkiye
Target groups	• High school teachers and consequently high school students. • So far, the project has reached 23 cities, more than 4500 teachers, 400 of whom are certified, 200 students of the Faculty of Education, more than 500 primary school students and 125 NGO employees through Purple Dossier and city visits.
Context	• The Purple Certificate Programme is a programme that aims to contribute to eliminating gender discrimination in education.

		● To accelerate the implementation of gender equality at the local level and to improve the capacities of local administrations, public institutions and civil society organisations working on gender equality in order to contribute to the exercise of women's rights.
	Objectives	● Within the scope of the programme, the project team aims to prepare a bulletin on gender equality in education in order to keep gender equality on the agenda of the public and decision-makers. The bulletin aims to raise the awareness of stakeholders in the education system on gender equality in education and to ensure the dissemination of the work carried out.In this way, it is aimed to reach teachers who have participated in the Purple Certificate Programme, civil society organisations working in the field of education and gender equality, relevant experts of the Ministry of National Education and the Ministry of Family and Social Policies and to share the developments made in this context.
		In addition to these, project aims to;
		• Raise awareness of high school teachers and, through them, high school youth on women's human rights
		• Create a common language on gender among the participants
		• Focus on the principle of "learning to learn"; empowering and supporting high school teachers to develop gender-aware education strategies
	Methods	● The Purple Certificate Programme trains high school teachers on gender, sexuality, inclusion, diversity and intersectionality, organises regional workshops, and produces gender-sensitive, thematic classroom materials to support teachers in discussing gender in the classroom. City visits, film screenings, conferences, summer schools, local awareness workshops are organised. Books and newsletters on gender equality are published.
	Results	● The one-week Purple Certificate Programme Gender Training includes sessions and trainings for teachers and prospective teachers and regional workshops for teachers. As one of the outputs of the Purple Certificate Programme, Purple Files are used to produce gender-sensitive, thematic classroom materials. Purple Files are produced by academics, high school teachers, students of the Faculty of Education and experts as in-class materials and provide support to teachers to discuss gender in the classroom.

		The files are prepared in 6 areas covering ELT, Social Sciences, STEAM, Physical Education, PDR and Literature.
	Impact	● The fact that there is no other similar programme aiming to raise awareness on gender equality among teachers is a positive effect of the Purple Certificate programme. In addition, the fact that it has continued for many years has increased the reach of the target group.
	Success factors	● Extending the training programmes at Sabancı University across the country will help to reach more target groups. In addition, providing economic support to the participants in order to increase participation in the programmes at Sabancı University is one of the necessary factors for the project to achieve more success.
	Related links	● https://morsertifika.sabanciuniv.edu/ ● https://sugender.sabanciuniv.edu/etkinlikler/mor-sertifika-programi

CASE STUDY 9. ACHIEVING GENDER EQUALITY AMONG CHILDREN AND COMBATING DISCRIMINATION PROJECT

Title of case study: Achieving Gender Equality among Children and Combating Discrimination Project	
Location/Date	- The project was implemented in Istanbul, Turkiye. - Project started in September 2020 and lasted 5 months.
Stakeholder/Actor	It was implemented with the support of the Swedish Consulate, in cooperation with the Istanbul Provincial National Education Department of Special Education and Guidance Services, Atakent Doğa College and Terakki Foundation Schools, which provided venue and catering support for the trainings, Mother Child Education Foundation (AÇEV) experts Hasan Deniz and Ege Ortaçgil, who attended the event session as guests, and the Child Studies (ÇOÇA) team of Bilgi University's Civil Society Studies Unit, together with Trainer İrem Aktaşlı, who explained the implementation phase of the scales for the measurement part of the games.
Target groups	- Both the digital age and the increasing use of online tools for children and the need for digital learning materials brought about by distance learning processes, which increased with the COVID-19 pandemic that affected the world in 2020, were very effective in the realisation of this project. For this reason, the "Why Not" board game, which was produced within the scope of the project to talk about gender equality with children and raise awareness, was developed to make it a game to be played in a digital environment. - Within the scope of the project, 47 secondary school students aged 11-14 were introduced and played "Why Not" board game.
Context	Within the scope of the project; inspired by the board game "Why Olmasın?" until February 2021; a supportive material was produced that both children can play individually in digital environment and educators working with children can use while working with groups of children on the theme of gender equality. From the beginning of the project, online meetings were held with experts to create the content and software of the game. The first pilot tests of the game were conducted to get feedback from children and educators. By the end of January, digital game was ready for use and dissemination.

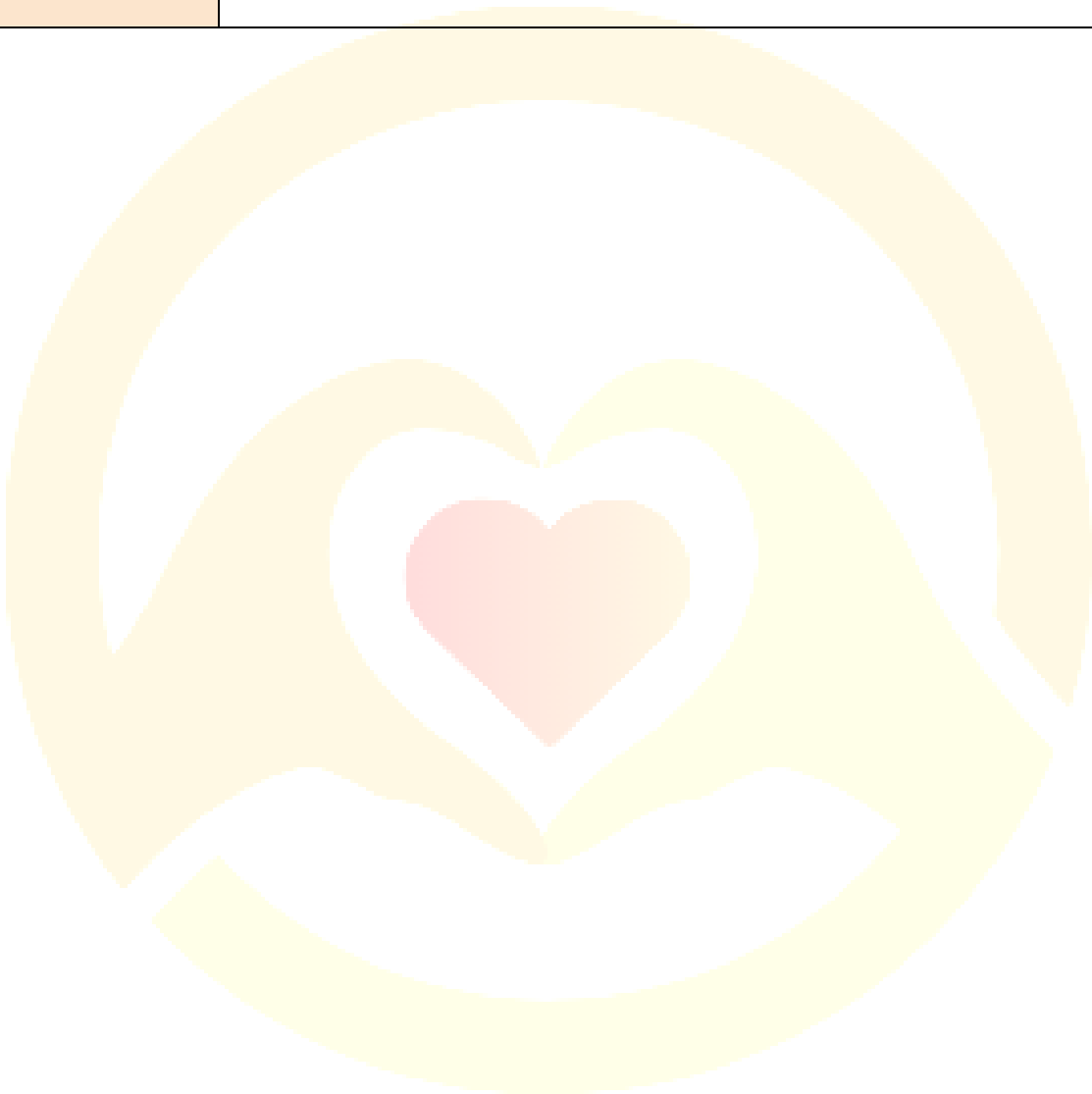|		
		• Since September 2020, the main purpose of the project, which has been carried out with the financial support of the Consulate General of Sweden in Istanbul, is to empower children and adults to combat the types of discrimination that prevent the realisation of children's rights and to make the principle of non-discrimination, one of the guiding principles of the UN Convention on the Rights of the Child, visible.
	Objectives	• 1. Increase the number of training materials to facilitate gender equality-themed work with children. • 2. To raise awareness about gender equality among children in different regions of Turkey by designing a digital educational game. • 3. Creating new discussion spaces for work with children in order to facilitate the realisation of the principle of non-discrimination of the UN Convention on the Rights of the Children. • 4. To inspire by introducing examples from the field of children's rights that fight against different forms of discrimination (gender, age, disability, migration, etc.).
	Methods	• In order to provide permanent learning with seminars and trainings for students, teachers and parents, especially in secondary schools; Why Not Card Game and Why Not Digital Game was used. • As part of 20 November International Children's Rights Day, an online panel series was organised to be held online on 19-20-21 November. The main theme of the seminars, which are linked to children's rights through the principle of non-discrimination, one of the 4 fundamental principles of the United Nations Convention on the Rights of the Child, is "An Inclusive and Participatory World with and for Children". In the seminar series, where child and adult speakers who struggle with different inequalities nationally and internationally were hosted, online workshops were held with children.
	Results	• As information technologies have become widespread and have entered almost every aspect of our lives, the game-based project, especially for our children, has been very effective. Gender Equality and Anti-Discrimination messages were given in a healthy way to our children and their families who learnt by having fun in a playful environment.

✳	**Impact**	"I wish I could walk the streets like my brother." "Ironing is the responsibility of mothers." - Because I cried today, they made fun of me by saying 'Do men ever cry?'." Thanks to the Project and especially the Why Not Games, it has been observed that children and families look at life more equally, away from discrimination, thanks to the Project, which makes them realise that sexist and discriminatory messages such as these are not valid.
👍	**Success factors**	The project and the game developed within the scope of the project are very meaningful and very useful in order to draw attention to a social wound. However, stereotypical, discriminatory, and prejudiced attitudes that have persisted for centuries in social life, business life, education and training life can be eliminated over time only after a healthy process. Being game based creates a positive effect for children and this creates a great added value. The need for a certain hardware for the implementation of the project in digital environments creates a financial burden, but the implementation of the project in school environments, especially for young age groups, and playing the digital game under the guidance of teachers will contribute to raising awareness at a very early age. To share the proverb, which is common in Turkiye, "The tree bends while it is young 😊 😊 "
📚	**Related links**	- http://cocuk.bilgi.edu.tr/wp-content/uploads/2020/02/Toplumsal_Cinsiyet_Esitligi_egitim_oturumlari.pdf - http://cocuk.bilgi.edu.tr/wp-content/uploads/2022/04/NEDEN-OLMASIN-6.pdf - https://cocuk.bilgi.edu.tr/yayinlar/oyunlar/neden-olmasin-kart-oyunu-2012/ - http://www.nedenolmasinoyunu.org/ - https://www.youtube.com/watch?v=8cj2xycNj20 - https://www.youtube.com/watch?v=xtRwZyvT4nQ - http://nedenolmasinoyunu.org/static/files/kilavuz.pdf

CASE STUDY 10. EQUAL DICTIONARY

Title of case study: Equal Dictionary	
Location/Date	● The project, which was launched in 2018 by Koç Holding company Arçelik A.Ş., one of the largest corporate companies in Turkiye, is supported by non-governmental organisations and well-established educational institutions and is still being improved and updated.
Stakeholder/Actor	● With the project, which was implemented with the support of Kadir Has University Gender and Women's Studies Research Center and KOÇ-KAM Gender and Women's Studies Research and Implementation Center of Kadir Has University in Turkiye, users receive warnings or suggestions when they use sexist expressions, expressions that belittle women or men, and expressions that create discrimination in language. With the mobile keyboard application and MS Office add-in, sexist words and expressions typed in our mobile keyboard application are caught in our dictionary and corrected with our keyboard. So, even if the tongue or hand slips, the Equal Dictionary equalises!
Target groups	● To everyone who has installed the mobile and desktop applications and joined this project's language equalisation movement! The Equal Dictionary, which is an application that has emerged to prevent all kinds of discrimination based on gender, is used to correct and eliminate discriminatory terms that are stereotyped for every individual in daily social life, education and business life.
Context	● The project aims to create an equal language for an equal society by taking the first step with the awareness we will create by removing discrimination and sexism from Turkish language. There are 500 words in the database of the Equal Dictionary for now, but the application is open to the contributions of users and continues to develop day by day.
	● Raising awareness by removing discrimination and sexism from Turkish language and creating an equal language for an equal society with this awareness.

Objectives		● The project developed a dictionary and keyboard based on Arçelik A.Ş.'s culture of improving lives with technology in order to bring equality to Turkish language. With the project, the sexist expressions and discourses that the users of the Equal Dictionary will use while exchanging messages will be inserted into the Equal Dictionary and corrected by the keyboard.
⚙️ **Methods**		● The Equal Dictionary - Equal Keyboard app is available for mobile devices with iOS or Android operating systems. The app should only be downloaded from the App Store™ or Google™ Play. The conditions of the respective app market apply for the first download. The download is free of charge. The Equal Dictionary Microsoft Outlook and Word application can be downloaded free of charge from the website www.esitsozluk.com. An internet connection is required to update the dictionary database on a regular basis.
✳️ **Results**		● The users who use the Equal Dictionary software and the necessary plug-in for Microsoft Outlook and Microsoft Word have become aware of the sexist and discriminatory words that are embedded in Turkish language, and thanks to the automatic suggestion and correction feature, words that are far from marginalisation and discrimination in our lives have started to be adopted and their usage areas have increased.
✳️ **Impact**		● Instead of the term "Bilimadamı - scienceman", which is used a lot in Turkish language, the correction of "Biliminsanı - Scientist", which is far from sexism, is made automatically by Equal Dictionary, which creates a positive contribution especially for women individuals. It moves away from discourses that create gender labels and stereotypes such as Man-like, Woman-like, Feminine, Masculine, and a more respectful language development and use emerges.
👍 **Success factors**		● Moving away from words and phrases that have been stereotyped by Turkish society can only be realised in a long process and in an environment of widespread use. The use of the idiom "He who does not beat his daughter beats his knee!", which is used very often in Turkiye, may decrease and perhaps disappear completely from written media and communication language in a long period of time. For this, the application should be spread

		to all areas of life in line with a policy. Daily life, business life, educational institutions etc.
	Related links	• http://esitsozluk.com/index.html#/ App Store™ or Google™ Play Store • http://esitsozluk.com/gallery.html • https://www.youtube.com/watch?v=B8lB0HR0soA

Title of case study: I'm at school too		
🌐	**Location/Date**	• Karagumruk / Istanbul • September 2018 – August 2019
👥	**Stakeholder/Actor**	• The project was implemented by 3 trainers and 10 volunteers from Sulukule Volunteers Association.
🎯	**Target groups**	• With the support of the Children's Fund, rhythm and photography workshops were held 36 times over 12 weeks with a total of 46 children aged between 6-14 years old studying at Akşemsettin Primary School and Karagümrük Secondary School in Karagümrük district, and 4 workshops were held with 14 teachers and 1 school police officer on children's rights and working with children with challenging behaviour.
📖	**Context**	• The target group of the project is Roma children who are victims of discrimination and urban transformation in Karagümrük, formerly known as Sulukule, and children who experience discrimination and victimisation for different reasons (internal migration, low socio-economic status, ethnic origin discrimination, temporary protection status, etc.). These children at risk may exhibit many self-harming behaviours, bullying, and behaviours incompatible with authority and their environment. • In order to prevent these behaviours or to correct them by teaching new behaviours, it is necessary to keep children in school and encourage them to attend school. This project aims to prevent bullying, discrimination and school dropout by empowering children aged 6-14 in Karagümrük socially through rhythm and photography workshops and teachers in working with children with challenging behaviours.
🎯	**Objectives**	• 1. Strengthening positive judgements about school among children. *Increased participation of girls in particular. *Children feel better physically and mentally.

*Children adopt volunteers participating in the workshops as role models.

*Children give feedback about the workshops.

*Strengthening children's non-violent communication skills.

*Strengthening gender awareness in children.

- 2. Strengthening children's bonds with their peers

Children start to learn through their peers, adopt teamwork/increase harmony among them.

*Children's interest in workshops increases, they start to participate regularly. Increased awareness of children's rights in children.

*Increased adaptability of children in the group / increased participation in society.

*Strengthening children's self-expression skills and increasing their self-confidence.

- 3. Teachers' ability to relate children's needs and rights

*Increased awareness of inclusive education among teachers in the classroom.

*Teachers' increased awareness of bonding in the classroom.

*Teachers' awareness of emotions and needs in the classroom.

*Teachers' increased awareness of peer bullying.

⚙ **Methods**	- In order to realise the aims and change objectives of the project, rhythm and photography workshops were implemented with the children in the school area for a period of one semester, and workshops were implemented with the teachers around the themes determined by them. In order to evaluate different change objectives, data collection tools were selected from as wide a range as possible. At this stage of the research, quantitative and qualitative research methods such as one-to-one interviews, observation, focus group interviews, pre-post tests were used. Within the scope of the impact evaluation study, a form was organised for all workshop volunteers and facilitators to share their observations and notes about the children at the end of each workshop, and they were asked to fill it in immediately after the workshop. A pre-post test was prepared for teachers in relation to the workshop topics. These forms and tests were not considered as the main data collection tool to understand the change in the target children, but focus group interviews were conducted with children, workshop facilitators and volunteers after the completion of the first half of the workshops. Finally, the

workshops were participated in and observed. The report has been prepared by focussing on the changes/outcomes that the project aims to create.

|	
✳ **Results**	● The workshops have strengthened the positive perceptions of children in terms of empowerment in the school environment and strengthening their ties with their peers. ● Especially girls have experienced positive developments in terms of participation in the workshops, exercising their right to speak in the workshops, and trying to be included in games that boys do not include them in, and according to both observations and focus group discussions, the level of participation and self-expression of girls has improved. ● The fact that the workshops contribute positively to strengthening children's self-expression skills and increasing their self-confidence has an important place in the development of the child, and in turning their behaviour in the classroom and school into positive attitudes outside the workshop. ● The number of teachers' workshops did not reach the project target. It was observed that the teachers who participated in the workshops wanted to reach all children in their classrooms and started to think about issues such as inclusive education, bonding in the classroom, awareness of emotions and needs in the classroom, and awareness of peer bullying.
✳ **Impact**	● According to the volunteer evaluation forms, 76 per cent of those who stated that the workshops supported cohesion among children; 70 per cent of those who observed that the workshops were aimed at increasing social adaptation; 66 per cent of those who stated that children started to recognise the emotions of their friends. ● While 61 per cent of the children were able to express their emotions at the beginning of the workshop, it was observed that 74 per cent of the children were able to express their emotions at the end of the workshop. ● According to the volunteer evaluation forms, the rate of those who observed that girls were more participatory during the workshop is 49 per cent. In this result, it would be appropriate to say that the workshops have a supportive effect on strengthening gender awareness in children. ● According to the volunteer evaluation forms, it was observed that the workshops strengthened communication among children (83 per cent) and improved their ability to communicate without violence (70 per cent). It was

		determined that 51 per cent of the children did not experience verbal violence and 77 per cent did not experience physical violence during the workshops, and 66 per cent of the children did not interfere with the work during the workshops. Accordingly, it can be said that the workshops support the strengthening of children's nonviolent communication skills.
👍	**Success factors**	● Changes in the behaviour and adaptation problems of children at risk in the target group can only be achieved through long-term studies. In some cases, the improvement of a behaviour defined as risky requires years of work. In order to ensure the continuity of the bond of trust established between children and workshop practitioners and to achieve results directly related to this bond of trust, workshops should be continued without long breaks.
📚	**Related links**	● http://www.sulukulegonulluleri.org/images/etki-raporu/okulda-ben-de-varim.pdf ● https://www.facebook.com/Sulukulegonulluleri/posts/okulda-ben-de-var%C4%B1m-projesi-tamamland%C4%B1stdv-%C3%A7ocuk-fonu-kapsam%C4%B1nda-desteklenen-oku/2478257142262869/?locale=zh_CN

Title of case study: Strengthening Peer Communication	
Location/Date	● Zeytinburnu / Istanbul ● 2023
Stakeholder/Actor	● Implemented by Zeytinburnu Family Women Support and Disability Centre (AKDEM)
Target groups	● The target group of the programme is 5th grade students. ● 'Strengthening Peer Communication Project' was first applied to the 5th grade students of Zeytinburnu Reşat Tardu Secondary School. A total of 409 students in the school consisting of 14 branches were given 'Peer Communication Strengthening Training'. The programme will be given to 5th grade students of all schools within the borders of Zeytinburnu in 2023.
Context	● The programme is planned in 3 stages, lasts 2 lesson hours and is interactive. ● 'Strengthening Peer Communication' project is implemented in order to raise awareness against 'peer bullying', which is frequently encountered by children especially in education life and has negative effects on the future.
Objectives	● The project aims to raise children's awareness of peer bullying and is based on issues such as distinguishing between bullying and non-bullying behaviours, the differences of the three roles that can be encountered in case of peer bullying, and exploring ways to combat and prevent bullying.
Methods	● The 3-stage programme lasts 2 lesson hours: - In the first part of the programme, with the topic "What is Bullying?", it is aimed for students to recognise the concept of peer bullying, bullying behaviours and the roles of peer bullying. The concepts are explained by the practitioner and it is aimed to support the students with the question-answer method. The video titled "Peer Bullying" is shown for students to better understand the subject. While watching the video, it is stated that they can

draw or take notes on the points that attract their attention, and conversations are held on what they draw and write while watching the video. In the activity, which is expected to give clues to the practitioner about those who engage in bullying behaviours and those who are subjected to bullying behaviours, it is observed that the students who are subjected to bullying have a space to explain the situation they are experiencing and they can define the bullying behaviours they are subjected to with their sharing.

- In the second part of the programme, the activity "Peer Bullying or Not?" aims to help students distinguish between bullying and non-bullying behaviours. By informing that there should be power imbalance, continuity and intentionality in peer bullying, it is ensured that students understand the difference with the activity. The practitioner distributes red and blue coloured papers to the students. The practitioner tells different short incidents and asks the students to answer whether the incident is bullying behaviour or not on the coloured papers. In this activity with the students, it is observed that while discussing the bullying behaviours and types of bullying behaviours in the events described, the distinction between bullying and non-bullying behaviours is made.

- In the third part of the programme, the "Read, Think, Answer" wheel is used to reinforce the information learned in the education and to involve all students in the process. The wheel is prepared from questions about the information taught during the training.

- At the end of the programme, the "Class Contract" poster, which is specially prepared for each class and contains the message "Be a Friend, Not a Bully!", is hung in the classrooms with the students and it is aimed to contribute to the sustainability of the education provided.

Results	● Monitoring and evaluation studies are carried out during the implementation of the training programme. In this context, the pre-test prepared by the practitioner is applied to the students before the training is started, and after the training is completed, the post-test is applied and the evaluation process planned in two stages is completed. ● As a result of the completed programme, students who are found to be severely affected by peer bullying and students who exhibit bullying behaviour are interviewed with the school guidance service in order to make the necessary guidance.

✳ **Impact**	• Students were made aware of peer bullying. Students learned how to distinguish bullying behaviours. Interviews are conducted with students who show bullying behaviour and their families to prevent bullying.	
👍 **Success factors**	• In order for the project to achieve social success and realise its goals, the Ministry of National Education should carry out meticulous and continuous activities covering the whole country.	
📚 **Related links**	• https://akdem.org.tr/haber/akran-zorbaligina-akdem-destegi/ • https://www.iha.com.tr/istanbul-haberleri/-4149925 • https://www.istanbultimes.com.tr/zeytinburnu/akran-zorbaligina-akdem-destegi-h55178.html • https://zeytinburnu.istanbul/haberler/akran-zorbaligina-akdem-destegi/	
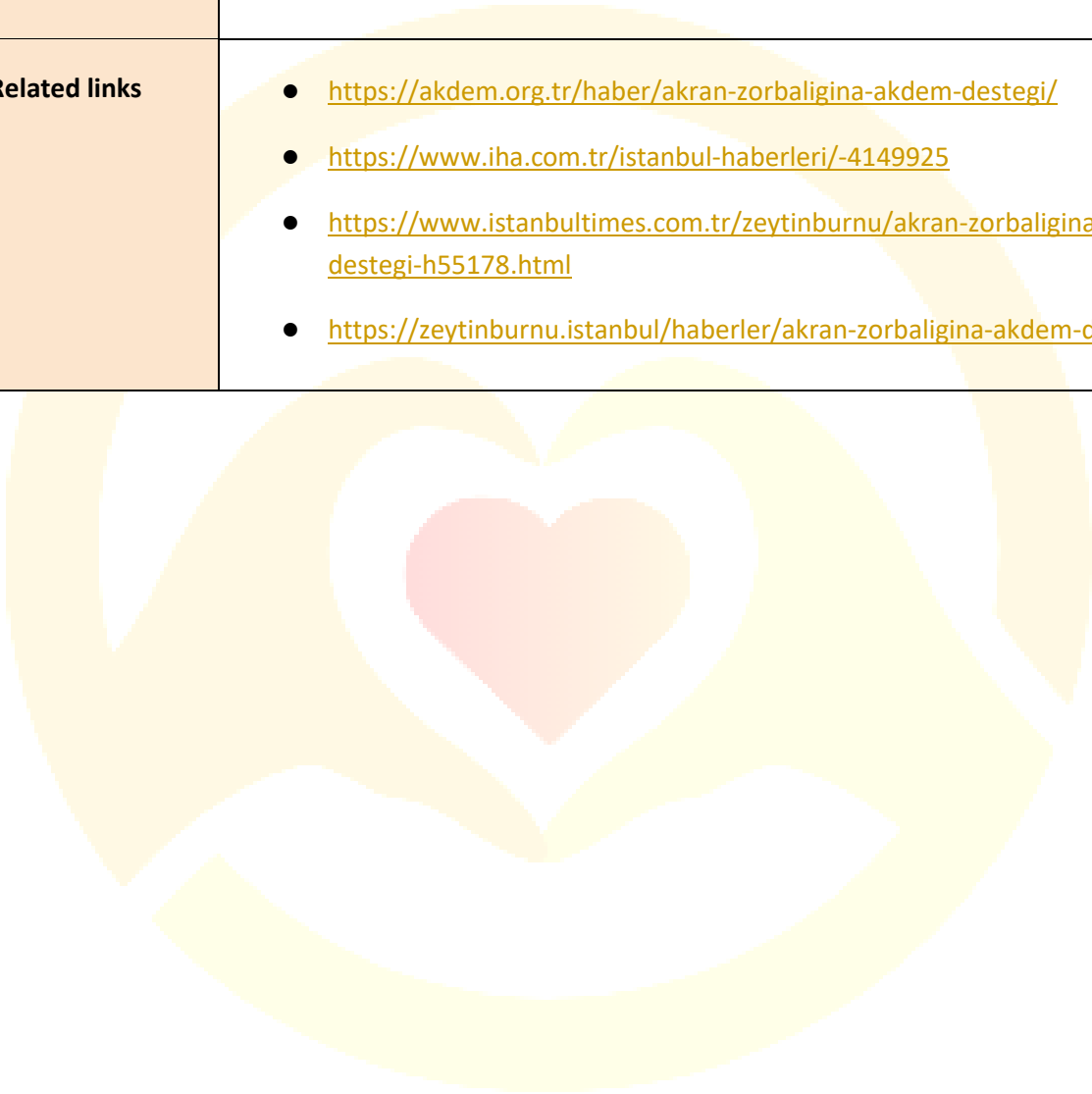
AUSTRIA

2.5. AUSTRIAN OVERVIEW

In recent years, Austria has witnessed an increase in the awareness and understanding of bullying, especially concerning gender-based and non-normative behaviour bullying. This overview delves into the significance of emotional intelligence and intervention in addressing these issues. Studies conducted in Austria provide valuable insights and statistics to shed light on the prevailing challenges and opportunities in this area.

Gender-based bullying, particularly focusing on the hyper sexualization of the female body, has been a concerning issue in Austria. Mahlknecht and Bork-Hüffer's research in 2023, published in the journal 'Gender, Place and Culture,' reveals that gendered (cyber-)bullying and the hypersexualized female body have left young girls feeling incredibly ashamed. The study emphasizes the urgent need for intervention and emotional intelligence to address this troubling trend.

Immigrant youth in Austria have also faced their share of challenges, with aggression and bullying behaviours often linked to the need for peer acceptance and affiliation. A study conducted by Dagmar S., Hildegunn F., & Christiane S. in 2012, explored the underlying motives for aggressive behaviour among immigrant youth living in Austria, highlighting the importance of interventions that promote emotional intelligence and address the root causes of bullying.

To understand the extent of bullying in Austrian schools, a multi-informant assessment was conducted in 2021. The study assessed bullying from various perspectives and underlined the necessity of interventions and emotional intelligence in creating safer educational environments. The insights gained from this research are instrumental in designing targeted interventions.

Moreover, the realm of cyberspace presents its own set of challenges, with motives for bullying taking different forms. The study by Gradinger et al. in 2012 on motives for bullying in cyberspace provides essential data and emphasizes the role of emotional intelligence in addressing this evolving dimension of bullying.

In summary, Austria has made strides in understanding and tackling gender-based bullying, aggression among immigrant youth, school-based bullying, and cyberbullying. The statistics and insights from these studies underscore the need for interventions that foster emotional intelligence, as it is crucial in addressing these complex issues and creating a more inclusive and safer environment for all students.

The aim of this guide is to know about real case studies in Austria that can be extrapolated to other countries or areas in order to improve the treatment and situation of the target collective.

2.6. AUSTRIAN REAL CASE STUDIES

CASE STUDY 13. 'SHE FELT INCREDIBLY ASHAMED': GENDERED (CYBER-)BULLYING AND THE HYPERSEXUALIZED FEMALE BODY

Title of case study: 'She felt incredibly ashamed': gendered (cyber-)bullying and the hypersexualized female body		
	Location/Date	• Innsbruck, Tyrol, Austria • December 2017 and December 2018
	Stakeholder/Actor	• The implementing partners and actors in this study are the first author and adult pupils from two colleges for higher vocational education in Innsbruck, Tyrol, Austria.
	Target groups	• Direct beneficiaries are adult pupils, aged 18 or older, who participated in the study. Indirect beneficiaries are society as a whole, as the research seeks to understand and address (cyber-)bullying, which can have broader societal implications. The text mentions that there were 85 participants in the study, both male and female.
	Context	• The initial situation is the prevalence of (cyber-)bullying, with a focus on its gendered and sexualized aspects. The study aimed to explore the experiences, practices, and perspectives of (cyber-)bullying among adult pupils in two vocational education institutions in Innsbruck, Austria. • The specific challenges addressed in this case study are the gendered and sexualized aspects of (cyber-)bullying. It explores how societal norms of heteronormativity, femininity, and masculinity influence young people's experiences and how digital technologies have shaped the dynamics of (cyber-)bullying in entangled socio-material-technological spaces.
	Objectives	• The aim or objective of this case study is to understand and address (cyber-)bullying, particularly focusing on its gendered and sexualized dimensions. The study aims to shed light on how young people's identities and experiences are influenced by societal norms and digital technologies, and how (cyber-)bullying is a consequence of these influences. The study also aims to generate knowledge to help prevent and address (cyber-)bullying in educational settings.
	Methods	• **Methodological Approach:**

- The research approach for data collection in the context of (cyber-)bullying was highly sensitive and ethically reflective, aiming to respect and integrate the specific perspectives, needs, and feelings of the young adults involved.

- The chosen data collection method was written narratives. This approach was selected because it is a suitable qualitative method for exploring sensitive and potentially hurtful experiences, as well as for studying the processes of identity formation in individuals. Written narratives allowed participants to provide subjective descriptions in their own words and granted them the time to reflect, structure, and revise their thoughts. This method differed from interviews in that it counteracted established power structures in interview settings, which is particularly relevant in school-related research.

- One limitation is that researchers could not ask participants to refine, elaborate, or redirect their accounts towards specific research-relevant aspects. As a result, only the contents described by the study participants were analyzed. The method also presented challenges in determining whether the contents of written narratives corresponded to the truth, as the described practices might have occurred faster or slower than described.

- The participants provided their consent to participate and for the academic use and publication of their narratives. Data was subsequently translated from German to English. Participation in the narrative writing exercise and the submission of finalized narratives were voluntary.

- Data collection was conducted during two consecutive school hours, during regular school hours, to ensure anonymity. Participants were situated in a way that maintained sufficient space between them, and no teachers were present to avoid influencing the data collection process.

- Two steps were used for data analysis:

- Qualitative content analysis following Mayring's approach was conducted using the MaxQDA software. The analysis aimed to select relevant narratives and excerpts focusing on issues of gender and sexuality.

- Narrative analysis, following the approaches of Wiles, Rosenberg, and Kearns, was applied to relevant narratives to examine how narrators reproduced gendered discourses in their descriptions of (cyber-)bullying. The narrative analysis aimed to reveal the complexity and layers of the

		narrators' descriptions and connect intimate details to broader social and spatial contexts. ● A double analysis approach was employed in which both authors separately analyzed the data and later discussed their findings and interpretations. Categories formed during the analysis were repeatedly reviewed to ensure nuances in the original material were not lost.
✳	**Results**	● The research suggests that persistent heteronormative, gendered, and sexualized discourses in Austria continue to influence young adults' narratives and the (cyber-)bullying practices they describe. These discourses are deeply ingrained and impact the representation and evaluation of (cyber-)bullying targets in the narratives. The narratives reveal a lack of awareness among young authors regarding their reproduction and legitimization of harmful discourses, including sexism. Both female and male young adults contribute to the reproduction of these discourses, reinforcing traditional gender norms.
✳	**Impact**	● This practice has both positive and negative impacts on its target groups. On the positive side, it addresses the pressing issue of problematic gender inequality and raises awareness, particularly among young people, about the need to deconstruct traditional gendered discourses and sexual and moral hierarchies. It advocates for not prohibiting self-determined sexualized practices in complex socio-material-technological spaces and encourages a reevaluation of underlying gendered discourses to promote consensual online sexual practices. ● However, there are significant negative impacts associated with this practice. Female targets, in particular, face (cyber-)bullying and shaming for their self-determined online sexual practices, especially when initiated by the females themselves. Gendered moral values play a role in regulating female sexual expression and determining how female bodies are publicly displayed. The narratives surrounding this practice often normalize the unauthorized showing and sharing of female body images, frequently categorizing girls simplistically as "sexting subjects." Moreover, the hyper sexualization of female bodies in (cyber-)bullying practices seeks to degrade the targets, reinforcing the "sexual double standard" and perpetuating ideals of femininity.
👍	**Success factors**	● The success of addressing issues such as (cyber-)bullying and the non-consensual distribution of intimate body images hinges on various critical conditions encompassing institutional, economic, social, and political realms. It necessitates the implementation and rigorous enforcement of

	legal measures designed to combat these problems, ensuring that perpetrators are met with appropriate consequences. Furthermore, it entails the development and enforcement of specific policies within educational institutions aimed at tackling cyberbullying and extending support to victims. Success also hinges on fostering collaboration among educational institutions, young adults, parents, and teachers, working collectively to create a comprehensive approach to tackling these issues. Additionally, the creation of gender-sensitive educational programs that challenge traditional gendered narratives and advocate for gender equality is crucial. To facilitate success, it is imperative to encourage political leaders and policymakers to actively engage with the community, gaining a deep understanding of these issues and actively working towards effective solutions.
Related links	● Mahlknecht, B. and Bork-Hüffer, T. (2023) ''She felt incredibly ashamed': gendered (cyber-)bullying and the hypersexualized female body', Gender, place and culture: a journal of feminist geography, 30(7), pp. 989–1011. doi:10.1080/0966369X.2022.2115981. https://www.tandfonline.com/doi/epdf/10.1080/0966369X.2022.2115981?needAccess=true

CASE STUDY 14. MULTI-INFORMANT ASSESSMENT OF BULLYING IN AUSTRIAN SCHOOLS

Title of case study: Multi-Informant Assessment of Bullying in Austrian Schools		
🌐	**Location/Date**	• Vienna, Austria • The study does not provide a specific date or time period for when the study was conducted. However, the article was published in September 2021, so the study was likely conducted sometime before that.
👥	**Stakeholder/Actor**	• Centre for Teacher Education, University of Vienna, Vienna, Austria • Optentia Research Focus Area, North-West University, Vanderbijlpark, South Africa • Faculty of Humanities, Education and Social Sciences, University of Luxembourg, Esch-sur-Alzette, Luxembourg
🎯	**Target groups**	• 721 students: 50.5% boys and 49.5% girls, aged 9-11. • 46 teachers: 91.3% female and 8.7% male, with an age range between 2 and 36 years of teaching experience. • 439 mothers and 363 fathers: Gender distribution is not specified.
📄	**Context**	• The study aimed to explore the agreement of bullying reports from different perspectives, specifically students, teachers, and parents. It involved 721 students (aged 9-11), 46 teachers, 439 mothers, and 363 fathers. Various measures, including a modified version of the Revised Olweus Bully/Victim questionnaire, were used to assess different aspects of bullying and victimization, as well as assessing bullying in Austrian schools using a multi-informant approach and understanding the agreement of bullying reports from different perspectives (students, teachers, and parents). • The case at hand aims to confront several specific challenges. First and foremost, it seeks to investigate the levels of agreement among diverse groups of informants. Additionally, it strives to uncover potential gender-related influences on the reporting of bullying and victimization. Furthermore, the case endeavors to assess the recognition of distinct forms of bullying, including physical and relational bullying, as reported by a range of informants, such as teachers, students, and parents. It also underscores the existing gap in country-specific research on bullying in Austria, emphasizing the necessity for further exploration in this domain.

		Finally, the case grapples with the complex and often concealed nature of bullying behavior, necessitating the use of various assessment methods and informants, while acknowledging the absence of a definitive "gold standard" for accuracy in evaluating bullying.
	Objectives	• The study's primary goal is to investigate potential gender-related effects on involvement in bullying, particularly in the context of physical and relational bullying. This inquiry stems from previous research that has suggested distinctions in bullying behaviors between boys and girls, with the study anticipating a higher frequency of ratings for boys. • Another aspect of the study involves the assessment of physical and relational bullying levels among students, with the expectation of discovering greater occurrences of physical bullying among boys and an inverse relationship for girls, based on previous research findings. • Additionally, the study seeks to delve into how teachers identify and report instances of bullying, specifically distinguishing between physical and relational forms. It is anticipated that teachers may be more adept at recognizing physical bullying compared to relational bullying. The primary objective here is to scrutinize the strength of correlations between teacher assessments and peer evaluations for both types of bullying. • Furthermore, the study aims to explore the agreement between students' and parents' reports on bullying. Anticipating higher concurrence between students and parents as opposed to students and teachers, the objective is to gain insights into the perceptions and reporting of bullying and victimization by different informant groups. The study acknowledges the possibility of contradictory findings in this area and maintains an exploratory approach to address this. • In addition, the study plans to analyze the varying levels of bullying and victimization reported by different informants, encompassing students, teachers, and parents. However, it refrains from making specific predictions regarding the extent of these reports, instead focusing on obtaining a comprehensive understanding of how diverse informant groups perceive and report bullying and victimization. • Lastly, the study acknowledges the scarcity of previous research that has considered both mothers and fathers as informants. Consequently, the examination related to parental perspectives is approached in an

exploratory manner, aiming to offer valuable insights into how both parents report instances of bullying and victimization.

⚙️ **Methods**	● In this study, the methodological approach was designed with clarity and replicability in mind. The data for this research were sourced from the "Attitudes Towards Inclusive Schooling — Students, Teachers and Parents" (ATIS-STEP) survey, conducted by Schwab in 2018. The study was primarily centered on inclusive classes in the 4th grade of primary education, typically covering students aged 9 to 11 years old, and data were collected from 37 schools located in Styria, a federal state in Austria. Ethical approval for the study was obtained from the local school authorities in Styria.
	● Sample selection involved a purposeful sampling method, with schools chosen based on specific criteria. These criteria included the presence of 4th-grade classes with at least one student formally diagnosed with special educational needs (SEN). The initial target was to include 40 classes, but as 48 classes from different schools agreed to participate, no further schools were contacted.
	● Data collection took place at the beginning of the school year in autumn 2016 and involved the use of three types of questionnaires: teacher questionnaires, student questionnaires, and parent questionnaires. The administration of these questionnaires varied:
	1. Teacher questionnaires were completed by the teachers of the 4th-grade classes at the participating schools.
	2. Trained project members administered student questionnaires in a paper-and-pencil format to the students.
	3. Participating students were responsible for passing the mothers' and fathers' versions of the questionnaire to their respective parents.
	● To maintain the confidentiality of responses, parent questionnaires were collected by teachers in sealed envelopes. Informed consent was obtained from the parents or legal guardians of the student participants prior to the study, ensuring ethical and legal considerations were addressed.
❋ **Results**	● The results and outputs of this case encompass several key findings. Sociometric nominations revealed that in 32.6% of the 43 classes, not a single student was nominated for physically bullying others, and similarly, for relational bullying, 14 teachers did not nominate any students in their classes. Notably, approximately 11.1% of all students

(comprising 20.2% boys and 2.2% girls) were nominated by teachers for physical bullying, while 8.7% received nominations for relational bullying (with 6.4% boys and 11% girls). Gender effects were pronounced, as boys were more frequently rated for physical bullying compared to girls. Furthermore, variations were observed in the frequency of student nominations for bullying, revealing a wide range of nominations per student for both physical and relational bullying. Additionally, correlations between teacher and peer nominations were notably higher within the same variable, whether physical or relational bullying.

- Moving on to student, parent, and teacher ratings, mean ratings and standard deviations for bullying and victimization were presented across all raters, including students, teachers, mothers, and fathers. Teachers assigned the highest ratings for bullying, followed by students, fathers, and mothers. In contrast, for victimization, students rated themselves significantly higher than mothers, fathers, and teachers. These discrepancies in ratings were observed between the various raters for both bullying and victimization.

- Examining the agreement between student, teacher, and parent ratings, Confirmatory Factor Analysis (CCFA) models were estimated separately for each of the four versions (student, teacher, mother, father reports). All four models exhibited appropriate fits to the data, with some exceptions, such as significant chi-square test results. The two-factor structure of the modified Revised Olweus Bully/Victim questionnaire (OBVQ) received support in all four versions. Additionally, a CCFA-Multitrait-Multimethod (MTMM) model was applied, demonstrating a good fit to the data. The scales' internal consistencies were found to be high, and significant factor correlations were evident between different raters, highlighting the reliability and consistency of the ratings across informants.

Impact	- This study examines the impact, both positive and negative, of a particular practice on its target groups. It sheds light on the prevalence of physical and relational bullying within the classes under study, as well as gender-related differences in reporting. Notably, the findings indicate that students themselves reported higher levels of victimization, potentially highlighting the adverse effects of bullying on their well-being. Additionally, the research underscores the variations in how various informant groups, such as teachers, students, and parents, perceive and report instances of bullying and victimization. These

		insights hold significance for designing interventions and support systems aimed at the well-being of the target groups involved.
👍	**Success factors**	• For the successful practice of this study, various conditions, including institutional, economic, social, and political factors, played vital roles. Ethical considerations were of utmost importance, as the research had obtained ethical approval from local school authorities in Styria, Austria. This approval underscored the study's commitment to conducting research ethically, particularly when involving students. • The selection of schools was conducted with a purposeful sampling strategy, specifically targeting 4th-grade classes containing at least one student with formally diagnosed special educational needs (SEN). This strategic approach was crucial for the study's focus on inclusive education and gaining insights into bullying within this context. • The data collection process was carried out meticulously. Paper-and-pencil questionnaires were employed, and the administration of student questionnaires involved trained project members, ensuring a standardized and rigorous approach to data collection. • To facilitate robust analysis, the study employed multivariate analysis techniques. This approach allowed for the identification of gender effects and variations in bullying and victimization, providing a comprehensive and rigorous analytical framework.
📚	**Related links**	• Paljakka, Antonia, et al. "Multi-Informant Assessment of Bullying in Austrian Schools." Frontiers in Education (Lausanne), vol. 6, 2021, https://doi.org/10.3389/feduc.2021.712318.

CASE STUDY 15. THE NEED FOR PEER ACCEPTANCE AND AFFILIATION AS UNDERLYING MOTIVE FOR AGGRESSIVE BEHAVIOUR AND BULLYING OTHERS AMONG IMMIGRANT YOUTH LIVING IN AUSTRIA AND NORWAY

Title of case study: The need for peer acceptance and affiliation as underlying motive for aggressive behaviour and bullying others among immigrant youth living in Austria and Norway.	
Location/Date	• Austria, 2012
Stakeholder/Actor	• The study was conducted by researchers and experts in the field of youth and migration, led by Dagmar Strohmeier and her team.
Target groups	• The primary focus of the study was on immigrant and non-immigrant youth living in Austria. The study's findings and insights have the potential to benefit educators, policymakers, and practitioners working with immigrant and non-immigrant youth. The study included the following participants: • 339 non-immigrant Austrians (51.6% girls) • 126 first-generation immigrants (48.4% girls) living in Austria • Age range: 14 to 16 years
Context	• The study addressed the increasing number of children and youth who had migrated to Austria from other countries, either legally or illegally. Migration is recognized as a stressful life event due to the challenges associated with resettlement and acculturation. Immigrant youth are shown to be vulnerable to peer rejection and racist victimization, which poses particular challenges for their social integration and well-being. • The study aimed to explore the motives for aggressive behaviour and bullying among immigrant youth in Austria. It sought to understand whether the need for peer acceptance and affiliation played a significant role in predicting bullying and aggressive behaviour in this group. Additionally, the study aimed to investigate differences in underlying motives for aggression and bullying between immigrant and non-immigrant youth. It addressed the potential challenges and vulnerabilities faced by first-generation immigrant youth in Austria in terms of peer relations and their impact on aggressive behaviour.
Objectives	• The main objective of the study is to compare the overall involvement in aggressive behaviour and bullying between non-immigrant and

immigrant youth in Austria and Norway. It aims to understand the underlying motives, specifically reactive aggression and the need for affiliation or acceptance, and how they may differ between these two groups. The study also examines whether mean level differences exist between non-immigrant and immigrant adolescents. It seeks to improve understanding of the factors associated with aggressive behaviour and bullying among immigrant youth in the context of acculturation. The study aims to contribute to the understanding of the peer relations of immigrant youth in two European countries, Austria and Norway.

	Methods	
		• The study employed a mixed-method approach to gather data and analyse the results. It involved voluntary participation based on written parental consent in Austria. Data was collected from grade 9 classes in ten different schools in Austria, specifically in Vienna. In Norway, a sub-sample of a national representative study conducted in secondary schools (grade 8, 9, and 10) was used for data collection. In Austria, 90% of eligible students participated.
		• The analysis included a 2 x 2 MANOVA in Austria with gender and immigrant status as factors. Maximum likelihood estimation using the MLR estimator of Mplus was applied to assess model fit. Criteria for evaluating model fit included the chi-square test, Comparative Fit Index (CFI), and root mean squared error of approximation (RMSEA). To ensure an identifiable measurement structure, items were parcelled by averaging two randomly selected items. This approach improved psychometric quality and reduced sources of error. A structural equation model was used to analyse the relationships between predictors (reactive aggression and the need for acceptance) and aggressive behaviour. The study also compared the results between non-immigrant and immigrant youth in Austria.
	Results	
		• The results and key outputs of this case include the following findings. In Austria, significant mean level differences were identified between boys and girls, with boys consistently scoring higher across all scales when compared to girls. Moreover, the structural equation model employed in Austria was able to elucidate a substantial amount of variance in aggressive behaviour, demonstrating an R-squared value of 0.83. Notably, the study unveiled distinctions in the relationships between predictors and aggressive behaviour among non-immigrant and immigrant youth in Austria. Specifically, reactive aggression displayed a stronger association with aggressive behaviour in non-immigrant youth, while the need for acceptance exhibited a more pronounced link to

		aggressive behaviour in immigrant youth. Notably, both predictors demonstrated equal strength in influencing aggressive behaviour in both non-immigrant and immigrant youth.
✳	**Impact**	• The impact of this practice on the target groups is multifaceted. On the positive side, the study offers valuable insights into the connections between predictors and aggressive behaviour among both non-immigrant and immigrant youth in Austria. Moreover, it sheds light on potential distinctions in the underlying motivations for aggressive behaviour within these distinct groups. • However, the study did not explicitly outline any negative impact on the target groups. Nevertheless, it is important to note that the findings may imply possible challenges or vulnerabilities experienced by immigrant youth concerning their peer relationships and aggressive behaviour, even if not explicitly stated in the study's findings.
👍	**Success factors**	• To ensure the success of this practice, a range of conditions across institutional, economic, social, and political dimensions need to be met. These include the necessity for access to a diverse sample of both non-immigrant and immigrant youth, as well as securing voluntary participation from these youth with informed consent from their parents or legal guardians. Adequate resources and statistical analysis tools are imperative to conduct multivariate analysis of variance (MANOVA) and structural equation modelling. Furthermore, it is essential to consider cultural and contextual differences when comparing results between countries. Collaboration with educational institutions and schools for data collection is vital, and ethical considerations and approval are crucial for conducting research involving youth. Meeting these conditions is fundamental for the practice's success.
📚	**Related links**	• Dagmar S., Hildegunn F., & Christiane S. "The need for peer acceptance and affiliation as underlying motive for aggressive behaviour and bullying others among immigrant youth living in Austria and Norway." Anales de Psicología 28, no. 3 (2012):695-704. Redalyc, https://www.redalyc.org/articulo.oa?id=16723774007

Title of case study: Motives for Bullying Others in Cyberspace	
Location/Date	- Austria - Not specified, but the case study's focus appears to span several years.
Stakeholder/Actor	The study is authored by Petra Gradinger, Dagmar Strohmeier, and Christiane Spiel. It seems to be part of various research initiatives, both at the national and European levels.
Target groups	- Students, particularly adolescents aged 9 to 19 in Austria, are the direct beneficiaries of the study. Additionally, the study focuses on different groups, such as traditional bullies, cyberbullies, and combined bullies, as well as traditional victims and cyber victims. These groups are the primary subjects of the research. - The research findings can indirectly benefit parents, educators, policymakers, and society as a whole by providing insights into motives behind bullying behavior in cyberspace and traditional contexts. - The number of direct beneficiaries is not specified but includes adolescents aged 9 to 19 in Austria who are involved in various forms of bullying and victimization. The indirect beneficiaries could potentially reach a broader audience in Austria, including parents, teachers, and policymakers involved in violence prevention in schools and safe Internet use.
Context	The initial situation and specific context of this case involve a comprehensive examination of the bullying and victimization landscape in Austria. While traditional bullying and victimization in the country have been extensively studied, there is a relative scarcity of research concerning cyberbullying and cybervictimization. This discrepancy is noteworthy given the widespread adoption of mobile phones, computers, and Internet access among households with parents and children below the age of 15. Additionally, violence prevention in kindergartens and schools, along with the promotion of safe Internet use by children and youth, are areas of public concern in Austria, aligning with the country's participation in the Safer Internet Program, an initiative of the European Commission aimed at safeguarding children and young people online. Furthermore, Austria took a notable step in

2006 by introducing an anti-stalking law, which raised awareness of cyberbullying as a harmful and antisocial behavior within the country.

- The case at hand confronts several specific challenges in this context. Firstly, it seeks to address the limited research on cyberbullying in Austria, despite the significant prevalence of technology usage among the youth population. Additionally, the case endeavors to shed light on the motives behind bullying behavior, both in traditional and cyber contexts, a critical aspect of understanding and combating this issue. Furthermore, the study acknowledges the co-occurrence of various forms of bullying, encompassing both traditional and cyberbullying, as well as victimization, highlighting the importance of distinguishing and studying these groups separately to develop a more comprehensive understanding of the dynamics at play.

Objectives	- The aim of this case study is to delve into the motives driving bullying in the digital realm within various groups of bullies (traditional, cyber, combined) and bully-victims (involving both traditional and cyberbullying). The study seeks to comprehend the underlying motivations of power, affiliation, anger, and enjoyment that fuel bullying behavior. Furthermore, it endeavors to identify distinct groups of bullies and bully-victims, based on their engagement in traditional bullying, cyberbullying, traditional victimization, and cybervictimization. The ultimate goal is to offer valuable insights into the motivations behind cyberbullying and its co-occurrence with traditional bullying, thereby contributing to the development of strategies for violence prevention and the promotion of safe Internet usage among adolescents in Austria.
Methods	- The methodological approach employed in this study, conducted during the pilot phase of the ViSC study in Austria, involved 1461 students (712 girls, 749 boys) spanning fifth to eighth grades across 11 different schools. The students fell within the age range of 10-15 years, with an impressive 90% participation rate, and data collection was facilitated through internet-based questionnaires administered during regular school hours under supervision.
	- Regarding the instruments employed, bullying and victimization were gauged using modified items from the Olweus bully-victim questionnaire. Traditional forms of bullying and victimization were assessed through items related to verbal harassment, physical harassment, and social exclusion, while cyberbullying was evaluated using a single item that covered various electronic means. Cybervictimization was also measured with a single item. The study

delved into the underlying motives for bullying, encompassing power, affiliation, anger, and fun, with responses rated on a scale ranging from 0 (not at all true) to 3 (very true).

- In terms of analysis, the study empirically examined relevant groups of bullies, distinguishing between traditional, cyber, or combined, along with bully-victims by considering both traditional and cyber bullying and victimization. It further investigated whether students in these groups exhibited variations in their motives for bullying, including power, affiliation, anger, and fun.

- However, it's important to acknowledge the study's limitations. The reliance on self-report questionnaires opens the possibility of social desirability bias. Additionally, the data collection occurred at a single time point, which restricts the capacity to establish causal relationships. Furthermore, the study's sample consisted of students aged 10-15, and as such, the findings may not be broadly generalizable to other age groups.

- Despite these limitations, the study makes a valuable contribution by shedding light on the motives behind cyberbullying and how they interplay with traditional bullying, thereby enriching our understanding of these phenomena. It provides insights into the behavior of bullies and bully-victims in the Austrian context.

Results

- The case's findings reveal several significant results and outputs. Notably, the prevalence of cyberbullying was relatively low, with only a small proportion of students reporting involvement, particularly when using standard criteria. Under the most inclusive criterion, approximately 6.9% of students acknowledged being engaged in cyberbullying.

- Moreover, gender differences were apparent in traditional bullying, with boys exhibiting higher percentages in both verbal and physical bullying. However, no discernible gender differences were detected in the context of cyberbullying.

- The study shed light on the interconnected nature of bullying and victimization, as cyberbullying and cybervictimization frequently coincided with traditional forms of bullying and victimization. Notably, a significant portion of identified cyberbullies also exhibited traditional bullying behaviors, underscoring the overlap between these various forms of aggressive conduct.

Impact		• The impact of this practice on the target groups encompasses both positive and negative aspects. On the positive side, the study yields valuable insights into the prevalence of cyberbullying and the concurrent existence of various forms of bullying and victimization. This knowledge contributes to a more comprehensive comprehension of the underlying dynamics within these phenomena.
		• Conversely, there are negative ramifications to consider. Cyberbullying remains a concerning issue, involving a small but significant percentage of students, which can potentially result in harm to others. Additionally, the identification of gender disparities in traditional bullying implies the potential for harm and inequality within this context.
Success factors		• For the successful implementation of anti-bullying practices, a range of institutional, economic, social, and political conditions must be met. Institutionally, this entails the presence of adequate resources for research and data collection, as well as the enforcement of laws and policies addressing bullying, including cyberbullying. Educational programs, both online and offline, dedicated to bullying prevention should also be established.
		• Economically, there should be sufficient funding available to support research and initiatives related to bullying prevention. Additionally, easy access to technology and the internet is crucial, as it enables the study and mitigation of cyberbullying.
		• In terms of social conditions, active parental involvement and their consent for participation in research on sensitive topics like bullying are essential. Furthermore, a diverse and representative sample of students is required to accurately capture the prevalence of bullying behaviors.
		• Politically, ratification and implementation of international agreements, such as the UN Convention on the Rights of the Child, which prioritize the protection of children and adolescents, are vital. National strategies for violence prevention in educational settings need to be developed and effectively rolled out to create a conducive environment for anti-bullying initiatives to succeed.
Related links		• Gradinger, Petra, et al. "Motives for Bullying Others in Cyberspace." Cyberbullying in the Global Playground, Wiley-Blackwell, 2012, pp. 263–84, https://doi.org/10.1002/9781119954484.ch13

Title of case study: Bullying among Austrian school pupils	
🌐 **Location/Date**	- The case study has been implemented in Austria, focusing on its regions and schools across the country. - The actions and data provided in the case study span several years. The data collection from the Health Behaviour in School-Aged Children (HBSC) survey started in the 1980s and has been conducted every four years since. However, the more recent data and analyses presented refer to the year 2014, indicating the study's timeline.
👥 **Stakeholder/Actor**	The study primarily involves Austrian educational institutions, researchers, and students participating in the HBSC survey. The study may also encompass collaboration with the Austrian Ministry of Education and other relevant stakeholders for anti-bullying initiatives.
🎯 **Target groups**	The primary beneficiaries of this practice are Austrian school students aged 11 to 17 years. They are both direct beneficiaries as potential victims and perpetrators of bullying. Additionally, school administrators, teachers, and parents are indirect beneficiaries as they play roles in preventing and addressing bullying issues.
📋 **Context**	- The initial situation in Austria was characterized by high rates of bullying in schools. The study aimed to understand the prevalence and impact of bullying, differentiating between age, gender, socioeconomic status, and academic performance. It assessed the association between bullying and students' well-being, body image, and life satisfaction. - This case study was formulated to tackle a range of significant challenges within the Austrian educational landscape. These encompassed the high prevalence of bullying in schools, disparities in bullying experiences related to gender, the influence of socioeconomic status on bullying involvement, as well as the adverse effects on students' body image, academic performance, and general life satisfaction. The study also acknowledged the emergence of new forms of bullying facilitated by the internet and social media. Additionally, it addressed the reluctance of students to report bullying incidents to adults, posing a barrier to effective intervention. Lastly, the study emphasized the imperative need for sustained, comprehensive anti-bullying measures and the active

		engagement of parents and the broader community in addressing this critical issue.
◎	**Objectives**	● The primary objective of this case study is to examine the prevalence and dynamics of bullying, particularly focusing on non-normative behavior and gender bullying in Austrian schools. It aims to identify the forms and effects of bullying, understand the role of various factors such as gender and socioeconomic status, and explore potential strategies to combat this issue. The study also seeks to shed light on the conditions necessary for effective bullying prevention and intervention.
⚙	**Methods**	● The study utilizes data from the Health Behavior in School-Aged Children (HBSC) survey, conducted at four-year intervals since the 1980s. The survey targets students aged 11, 13, 15, and 17 years, collecting data on various aspects of their health and behavior. Specifically, the study focuses on bullying within the school environment. The HBSC questionnaire includes items to categorize students as victims, perpetrators, or both victims and perpetrators of bullying based on their self-reported experiences.
✳	**Results**	● The study yields several significant findings and outputs. First, it sheds light on the prevalence of bullying in Austrian schools, revealing that a substantial proportion of students experience bullying, with variations observed among different age groups and genders. Notably, it underscores that the rates of bullying in Austrian schools are comparatively high when compared to other countries in the HBSC study.
		● Moreover, the research unveils a noteworthy socioeconomic impact on bullying. It discerns a connection between students' socioeconomic status and their vulnerability to bullying, indicating that students from lower socioeconomic backgrounds are at a heightened risk of being bullying victims, and this risk increases as family affluence decreases. While socioeconomic factors prominently affect bullying victims, there isn't a clear-cut correlation with bullying perpetrators.
		● Furthermore, the study delves into gender disparities in bullying dynamics. It highlights that girls tend to engage in more indirect forms of bullying, such as exclusion or rumor-spreading, while boys are more inclined to participate in direct and physical forms of bullying.
		● Lastly, the case study delves into the consequences of bullying on students' overall well-being, encompassing physical health, self-image, academic performance, and life satisfaction. It emphasizes that both

		bullying victims and perpetrators experience reduced life satisfaction and are less content with their bodies. Additionally, the study identifies a link between poor academic performance and bullying victimization.
	Impact	● The study underscores the negative impact of bullying on the target groups, particularly on the psychological and emotional well-being of students. Victims of bullying, irrespective of gender, report lower life satisfaction and self-esteem. Bullying perpetrators, particularly male students, exhibit comparatively higher life satisfaction but contribute to a hostile environment.
	Success factors	● For optimal success in combating bullying, several key conditions are underscored in the case study. First and foremost, the study emphasizes the effectiveness of long-term bullying prevention strategies over short-term interventions, stressing the significant impact of longitudinal programs in reducing bullying rates. Moreover, it advocates for the active involvement of parents and the wider community to create a holistic approach to addressing the issue, recognizing the importance of their collective participation. Encouraging empathy among bullies to help them comprehend the consequences of their actions is seen as more promising than merely assigning blame. Additionally, the study highlights the importance of national initiatives, particularly a comprehensive, national strategy for violence prevention in schools, as a pivotal measure in combating all forms of school violence, including bullying. These conditions collectively contribute to a more successful anti-bullying approach.
	Related links	https://www.sozialministerium.at/dam/jcr:80b156ba-a934-4dac-99dc-bd2655a7187f/hbsc_factsheet_06.pdf

CASE STUDY 18. PREVENTION AND INTERVENTION OF VIOLENCE AND BULLYING IN SCHOOL SOCIAL WORK

Title of case study: Prevention and intervention of violence and bullying in school social work		
🌐	**Location/Date**	● Upper Austria, Austria ● 2012/2013
👥	**Stakeholder/Actor**	● The primary implementing partner in this case is the "Kinder- und Jugendhilfe Oberösterreich," a child and youth welfare organization. They organized supervision and team meetings with individual school social workers and coordinated the project. This project is financially supported by the Land Oberösterreich.
🎯	**Target groups**	● The direct beneficiaries of the practice are primarily students in various types of schools, including Volksschulen (elementary schools), Hauptschulen (mainstream secondary schools), Neue Mittelschulen (new secondary schools), Polytechnische Schulen (polytechnic schools), and other types of schools. The specific numbers of beneficiaries are not mentioned in the text. Gender and age groups may vary among students in these schools.
📖	**Context**	● The initial situation is characterized by the presence of violence and bullying incidents in Austrian schools, affecting both students and teachers. Various forms of violence, including physical, verbal, and social, are occurring, and these issues are not limited to school environments but also extend to families. ● The case study aims to address the challenges associated with violence and bullying in Austrian schools. These challenges include the need to effectively respond to violence, to mediate between students, parents, and teachers, and to ensure the social integration of students who may face family, school, or personal problems.
🎯	**Objectives**	● The main objective of the case study is to examine the role of school social work in preventing violence in schools in Upper Austria, Austria. The research aims to understand the extent of violence and bullying issues faced by school social workers, the preventive measures and interventions they implement, the collaboration between school social workers, school staff, parents, and students, and the effectiveness of school social workers in dealing with violent incidents. The ultimate goal is to contribute to reducing violence and improving the handling of

aggression in schools, promoting a positive and non-violent school environment.

⚙️	**Methods**	• The methodological approach in this case involved conducting an online survey with school social workers in Upper Austria, Austria, in November 2013. The survey aimed to gather information about the prevalence of violence and bullying in schools, the types of violence addressed, and the strategies used for prevention and intervention. A total of 28 out of 52 school social workers participated in the survey, providing insights into their experiences in dealing with these issues.
✳️	**Results**	• The study's results and outputs reveal several key findings. School social workers predominantly address family issues (44%), with academic problems (33%) and psychological issues (22%) also being common concerns. Family issues encompass a wide range of challenges, including divorce, parenting difficulties, neglect, financial constraints, and domestic violence. Academic problems involve issues like learning difficulties, school avoidance, conflicts with peers and teachers, and school-related violence and bullying. Psychological issues encompass a variety of problems such as self-harming behavior, addiction, aggression, depression, and psychosomatic symptoms. • In terms of the occurrence of violence and bullying, the data highlights that verbal violence is the most frequently reported, followed by social violence, physical violence, and bullying. Interestingly, variations between school types were observed, with New Middle Schools reporting the highest incidence of violence, followed by Secondary Schools, Polytechnic Schools, and Primary Schools. • Regarding preventive measures, approximately 36% of the surveyed schools offer violence prevention programs. Notably, one of the most commonly mentioned programs is "respect@school," conducted by the Children and Youth Advocate (KiJA). Additional programs include initiatives by the State Criminal Police Office of Upper Austria, such as "Click&Check," and "Social Learning." • In terms of interventions, the study indicates that school social workers employ various strategies when dealing with violence and bullying. The most frequently used strategies include organizing meetings involving all students to collaboratively develop solutions and providing individual counseling for those involved. Furthermore, mediation, conflict resolution, and communication training are commonly utilized approaches in addressing these issues.

Impact		• The positive impact of this practice on the target groups is that it helps raise awareness about violence and bullying in schools and provides support to students who are affected. The presence of school social workers and the availability of prevention programs can create a safer and more supportive school environment.
		• However, the negative impact could be that there are still schools without adequate violence prevention programs, and some school social workers may not be fully satisfied with the measures in place. This suggests room for improvement in addressing violence and bullying in schools.
Success factors		• The success of this practice is contingent on several key conditions. Firstly, schools must provide institutional support for school social workers and violence prevention programs, allocating adequate resources and offering necessary training. Collaboration plays a pivotal role, with active involvement and cooperation among diverse stakeholders, including teachers, parents, and students, proving essential for effective violence prevention and intervention. Furthermore, clear and well-implemented policies and procedures within schools are crucial for addressing violence and bullying incidents. School social workers should receive comprehensive training in violence prevention strategies, conflict resolution techniques, and counselling methods to effectively carry out their roles. Regular assessment and evaluation of violence prevention programs are imperative to ensure their ongoing effectiveness. Lastly, engaging external partners and community organizations can bring additional resources and expertise to the table, enhancing the collective effort to combat violence in educational institutions.
Related links		• https://soziales-kapital.at/index.php/sozialeskapital/article/download/500/909/3548

ITALY

2.7. ITALIAN OVERVIEW

A EURES survey dating to 2019 highlights that 67% of interviewed students had been victims of bullying, most of them at school or in their neighbourhood. Contrary to popular belief, data shows that teenagers who talked about their experience with an adult and asked for help saw a decrease in nearly 80% of vexatory acts against them: the common place that, when faced with violence and abuse, the best conduct is to "ignore and get over it" seems definitely not to hold up anymore, although around 75% of acts of prevarication or bullying is still unreported.

While physical aggression is only present in 11% of cases (with the percentage being higher in boys), almost 40% of victims reported having been targeted with humiliating pranks or jokes, having been laughed at or having been excluded from social and group contexts: an issue especially widespread among girls, who have a higher chance of being slandered and defamed as well, often in relation to sexual conduct (slut-shaming).

The situation remains basically the same for queer students: in fact, according to another survey distributed in 2015 within the project "lecosecambiano@Roma" (It Gets Better@Rome), 47% of participants stated hearing homophobic and verbally abusive slurs often and very often at school; 25% declared the offensive language was used by teachers as well. Queer kids remain a preferred target of bullying, if 35% of homosexual, bisexual, trans and gender-non-conforming students stated having received homophobic bullying at least once. It is vital to remember that the consequences of bullying and stigmatisation on the mental health and life of queer kids are devastating, ranging from low self-esteem, internalised shame, scholastic abandon, to somatic reactions as anxiety, panic attacks and PTSD, to self-harm, depression and in extreme cases, especially on very young victims, suicide.

Queer youth struggles to find positive role models in society and particularly in schools. The stigma against the visibility of LGTBQ+ people in educational contexts and when working with minors is still strong, the prejudice that sees non-normative gender and sexual orientations as wrong, and queer people as "unworthy" to work with children and minors, still present; this hinders awareness and dialogue, making teachers less likely to open up about their sexual orientation for fear of backlash and discriminatory behaviour from their own peers and superiors, and from their students' families.

Awareness of what bullying is and its devastating effects on young people's mental health, performance and quality of life is now fairly widespread in Italian schools, with a strong emphasis on preventing bullying and discrimination through educational projects, a safer use of technologies and education on legality and conflict-management. All these actions emphasise the need to guarantee, by means of preventive and supportive actions, the well-being of students as well as enhancing the level of professional satisfaction of the teaching staff to the benefit of a positive school climate that is functional to the development of learning processes.

There is a need for a scientifically founded knowledge of the conditions that can promote, from a psychological point of view, well-being at school, since it has effects on learning, motivation and social relations. In the context of emotional and relational problems at school for the improvement of well-being levels, the prevention and/or management of bullying and cyberbullying behaviour certainly

occupies a central role in educational practice. This includes taking charge of pupils' social development and supporting interpersonal dynamics oriented towards sharing and inclusion.

The aim of this guide is to know about real case studies in Italy that can be extrapolated to other countries or areas in order to improve the treatment and situation of the target collective.

2.8. ITALIAN REAL CASE STUDIES

CASE STUDY 19. RAINBOW PROJECT

Title of case study: Rainbow Project	
Location/Date	● "Istituto Superiore Margherita Hack"- Morlupo (Rome). ● February 25th-26th, 2023
Stakeholder/Actor	● The workshop was organised by the school in collaboration with different associations: A.GE.DO Nazionale (the national association of parents, relatives and friends of LBTQ+ people), ADELE Foundation, and the support of Erasmus+.
Target groups	● Teachers and family members of LGBTQ+ people.
Context	● The practice presented is part of the KA3 Erasmus+ project "Rainbow: Addressing and fighting homo-bi-transphobic bullying and promoting awareness in schools".
Objectives	● To promote the learning of tools and behavioural strategies essential to manage the coming out of LGBT+ people, and also to prevent and tackle homo-lesbo-bi-transphobic bullying in schools and sports/recreational groups. ● To offer participants the chance to listen to and dialogue with first-hand witnesses of the previously discussed situations/topics, these people will share their significant personal experiences.
Methods	● The workshop consists of two days, 8 hours a day. In order to provide didactic consistency, the workshop will be held and managed by the same trainers who accompanied the participants during the online courses on bullying prevention and management, and coming-out management. In addition to

		this, first-hand witnesses appropriately selected for each meeting participate in the workshop.
		● Management of the coming out: in the family, at school and at work + First-hand witnesses: parents and homo-lesbo-bi-trans youths.
		● Bullying prevention and management + First-hand witnesses: victims, school psychologists and teachers.
✳	**Results**	● Each participant wrote its own Evaluation of the workshop containing *what they had learnt*, and *what they had felt* about the issues covered and the stories heard.
✳	**Impact**	● Other than raising awareness, hearing first-hand stories from parents, teachers, relatives and friends of LGBTQ+ youth, and from the youth themselves, has a huge emotional charge that helps people connect and feel empathy.
		● Owning one's story and sharing one's experience can be incredibly liberating and healing. Like writer and activist Dominee Calderon says "When people know someone who is LGBTQIA+, they are far more likely to support equality under the law. [Coming out] can help others feel less alone and it helps normalize being gay/queer/trans […] Coming out helps erase the stigma".
👍	**Success factors**	● Being able to involve victims of bullying, openly LGBTQIA+ teachers and students and their families, and in general willingness to create a safe space for sharing experiences.
		● Support to LGBTQ initiatives on the school premises.
📚	**Related links**	● https://projectrainbow.eu/activities/workshop-italy/#workshopResources

CASE STUDY 20. BILLY IS NOT A BULLY

Title of case study: Billy is not a bully		
🌐	**Location/Date**	• Avezzano, Italy. • November 6th 2017.
👥	**Stakeholder/Actor**	• The project was developed by the Liceo Scientifico "Vitruvio Pollione" of Avezzano in collaboration with the Movement in Defense of the Citizen Abruzzo, SOS Telefono Azzurro (Childline) and the University of L'Aquila.
🎯	**Target groups**	• The project was targeted at students of secondary school, but involved teachers, family, social workers and all with competences in education. • The students that participated in the project were 600.
📄	**Context**	• This project was a long and strenuous journey, made up of classroom training, peer education work (of which the theatre play is an excellent example), awareness-raising activities aimed at families, and dialogue activities with all those who can be traced back to the so-called 'educating community', so as to synergize the efforts of all those who, for various reasons, come into contact with groups of children, on the most diverse occasions. Only if everyone is vigilant, sensitised and empowered, can an effective monitoring of risk factors at the individual, environmental and social level, which may contribute to the occurrence of bullying and cyberbullying, be achieved.
🎯	**Objectives**	• The aim is to initiate a joint action plan capable of identifying all those individual, environmental and social factors that contribute to the occurrence of the phenomenon and combat all forms of prevarication between children. For this reason, the event, which is part of a broader series of training/informative activities, is also aimed at teachers, young people, families, social workers and all those who have competences in the field of education.
⚙️	**Methods**	• 1st meeting: 3 hours - Introduction and theoretical discussion of the phenomenon of bullying - Watching of a film consistent with the theme and subsequent Focus Group for the elaboration of related emotional experiences. • 2nd meeting: 1 hour - Summary/observations on the Focus Group and administration of the questionnaire "my life at school"

		• 3rd meeting: 1 hour - Return of the results of the questionnaire, discussion and presentation of the territorial resources of services dealing with the problems that emerged. • Theater (re-enactment of a play or a book).
✴	**Results**	• The major result from the project was a play inspired to "The Lord of the Flies" by William Golding enacted by the students of the high school "Vitruvio Pollione"; a video titled "Billy is not a bully" about a young boy being bullied.
✴	**Impact**	• The impact was mainly in: raising awareness of what dysfunctional and unhealthy dynamics look and feel like among peers, monitoring at risk situations in the schools that participated.
👍	**Success factors**	• The willingness of students, teachers and families to participate in the activities.
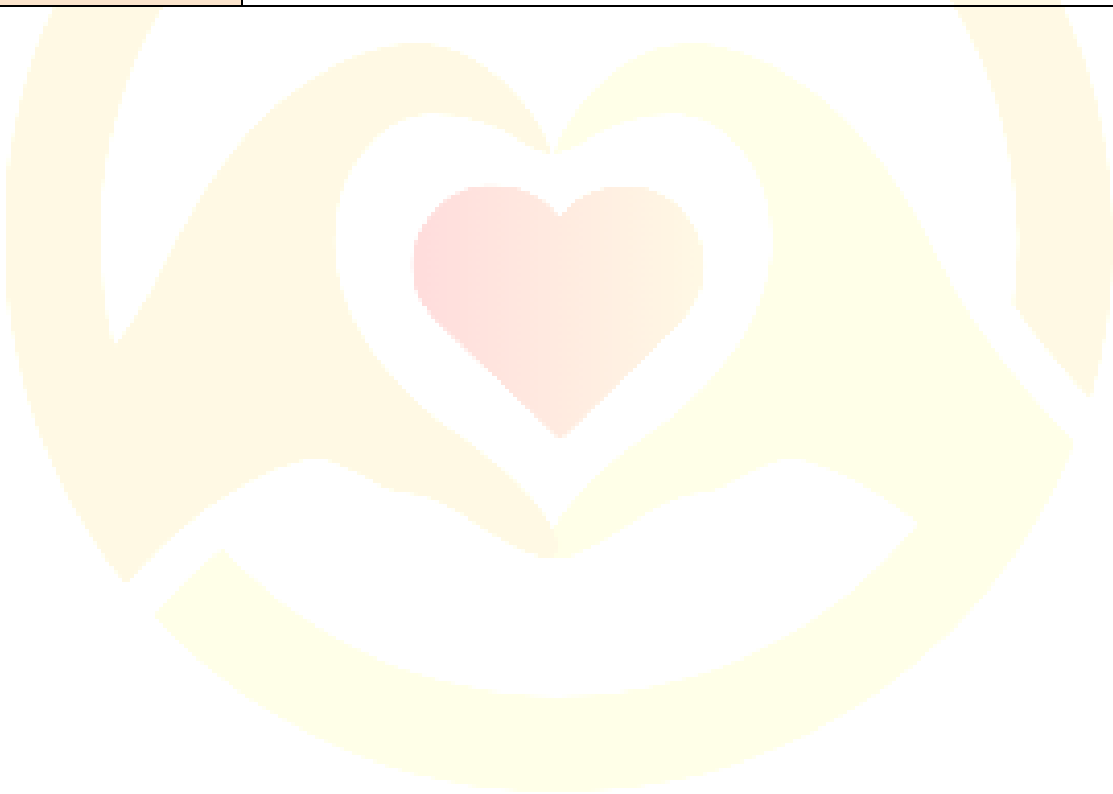
CASE STUDY 21. METHODOLOGY OF STORYTELLING AND REFLECTION

Title of case study: Methodology of Storytelling and Reflection	
🌐 **Location/Date**	• Genoa, Italy. • The practice was born in 2002, perfectioned in 2004, and received its first validation from academic research in 2011.
👥 **Stakeholder/Actor**	• While the practice was developed by a team of Italian teachers and scholars, every trainer and educator can be a facilitator in this activity.
🎯 **Target groups**	• The main targets are students and teachers.
📄 **Context**	• MNR - Methodology of Narration and Reflection - is a dialogic practice. Without doubt, dialogue is not a form of communication like any other. It has in itself a fruitfulness that comes from the participative confrontation of all. The subject matter that is addressed is itself a stimulus to arrive at a shared episteme that is not the absolute truth or the final destination that exhausts all other possibilities of interpretation, but the meaning that is constructed together. The purpose is the journey itself, the dialogic experience that has been shared - even in its moments of conflict - that produces lasting effects. In NRM, the dialogue takes place following a precise structure with four phases marked by three important moments in which three cards are used: the narrative, reflection and observation card.
🎯 **Objectives**	• The aim of the practices is to create a safe space where all opinions are heard, and where students and/or teachers can learn how to practice active listening, conflict-resolution and effective communication.
⚙️ **Methods**	• Participants are arranged in a semicircle, while in a central bench, positioned in front of the others, sit the facilitator and the observer. The arrangement of the desks not only deconstructs the traditional classroom arrangement but also restructures the relationship with the teacher. In fact, although it does not become completely symmetrical, it is no longer complementary either: the teacher, assisted by an observer, is the facilitator of the dialogue and sits in a desk equal to that of the students, in a position that appears equal to the students. • In the first five minutes, the facilitator explains to the class that he will shortly distribute a narration card to each one. Each participant's task is the reading of a short text, which usually contains stories or exchanges between students, indicated by pseudonyms, collected in previously conducted focus

groups. After the reading, to which five minutes are devoted, the students are invited to arrange themselves into subgroups of a maximum of 4/5 people.

- In this second phase, the facilitator introduces the new form - the reflection form - on which questions are written concerning the narrative that has just been read; he also points out to each sub-group that the answer can be transcribed as soon as a shared opinion is reached, otherwise the dissenting opinion must also be recorded. Thirty minutes are allowed for this phase. The formation of the subgroups takes place spontaneously. The observer, who assists the facilitator, has a very significant role not only in the plenary phase - when the real dialogue begins and all the subgroups are arranged in front of the facilitator - but also in the preceding phases. He or she will have to pay attention to the students' behaviour, their interactions and, above all, the participation of each individual in the subgroup's activity. The observation is reported in the third sheet.

- At the end of the reflection phase, we return together. The dialogue begins and lasts 50 minutes. The students were led slowly to the common reflection phase. They first read individually, they then discussed in the small group, in the third phase they will all dialogue together. We then return to the hemicycle arrangement. The facilitator will start by asking the first question, listed on the reflection sheet, and ask each subgroup for their answer. The facilitator will encourage the students to express their point of view by supporting the communicative turns with reformulations, open questions, minimal signals.

- The fourth phase is the concluding phase of restitution, a necessary moment of reflection in which the facilitator must say goodbye and thank you. It is therefore always a function of the group, the real agent in the dialogue. In this phase, the facilitator must enhance the contribution made by the group with formulations that show how much they have learnt and with questions designed to encourage and promote further exploration and clarification. Not even in the final phase, therefore, is the active participation of the students who collaborate in the co-construction of the meanings that emerge.

- It takes two hours to conduct an NRM focus group.

Results	- The results are two forms: the observation form and the reflection form.
Impact	- The impact of the practice is in fostering active listening and effective communication techniques through the instrument of dialogue.

Success factors	● There is a clear need for teacher training because it is not a dialogue that can be improvised and however democratic it may be, it never succumbs to pettifogging.
	● Preschool and first-cycle teachers are more willing to train than second-cycle teachers. The latter, for the most part, believe they already know how to initiate a dialogue with students and think they do not need further training because they know 'how to hold a class'. The problem therefore lies at the root: mistrust of good practices that are too often considered 'useless'. The conservatism of some teachers prevents a true dissemination of methodology in secondary schools and does not allow them to marvel at anything they do not know about communication or, worse, think is obvious. So, in order to succeed, teachers and facilitators themselves need to be willing to engage in active learning and dialogue.
Related links	● https://www.luigimartano.it/la-rivista/magic-e-school-2019/ottobre-2019/94-una-pratica-dialogica-la-mnr-ovvero-la-metodologia-della-narrazione-e-della-riflessione.html#:~:text=La%20MNR%20%2D%20Metodologia%20della%20Narrazione,e%20la%20replicabilit%C3%A0%20della%20metodologia.
	● Randazzo G., La metodologia della narrazione e della riflessione. Una buona pratica al quadrato, Erga Edizioni, Genova 2020
	● Nuzzo B., Russo M., Vacatello M.T.,Il Tempo sbanca, Erga Edizioni, Genova 2013
	● Peccenini R., Randazzo G., Russo M., Vacatello M.T., Bullismo a Scuola tra immagine e realtà – Cambiare linguaggio per superare il pregiudizio, Erga Edizioni 2009
	● Randazzo G., Russo M., Vacatello M.T., MNR, Percorsi per il benessere scolastico, Erga Edizioni, Genova 2009

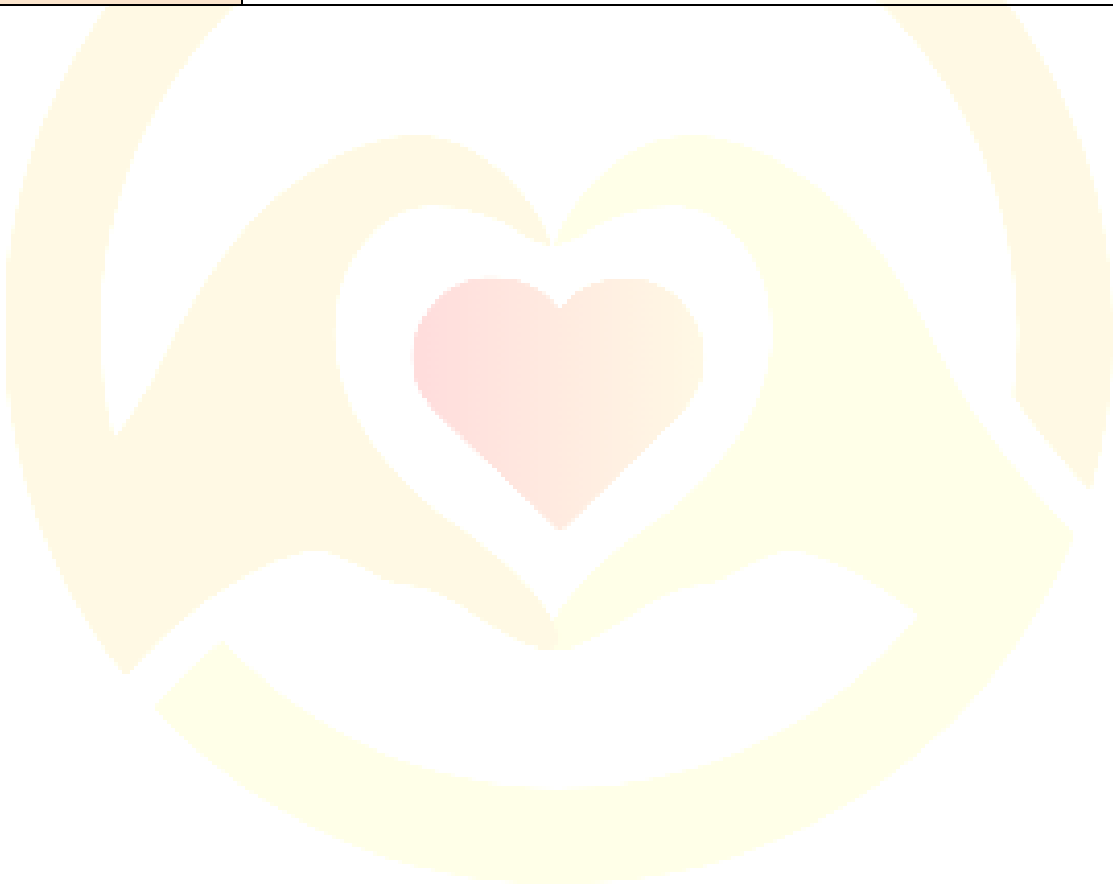| Title of case study: Talk to me	
Location/Date	- Piedmont, Italy. 2022
Stakeholder/Actor	The project has been launched by the ONG "Cifa".
Target groups	The main target beneficiaries are teenagers aged 14-18, but the project has modules that are specifically meant for teachers and families as well.
Context	- According to WHO data, suicide is the second leading cause of death among young people between the ages of 10 and 25, and after the years of the COVID-19 emergency, data recorded in hospitals speak of 9 million Italian children and adolescents with emotional disorders due to pandemic stress. Compared to 2019, accesses to hospital neuropsychiatry services have increased by 84%, suicide attempts by 82%, cases of suicidal ideation up to 200%, and cases of anorexia have doubled. - On the territory of the metropolitan city of Turin, cases of suicide or attempted suicide among adolescents, even very young ones, are regularly recorded, and it is precisely from peripheral contexts with strong criticalities that CIFA has launched the 'Talk to me' pilot project. In such realities, in fact, there is often a lack of meeting spaces dedicated to young people, who are more often forced to migrate to the centre or to isolate themselves even more from their own context. - In some schools, unfortunately, the problem of suicide has become a reality over the years, but even where young people do not go so far as to take their own lives, the unease manifests itself in anxiety, panic attacks or other behavioural disorders, such as eating disorders or self-harm. However, schools do not always have the resources to cope with the number of cases and the emergency.
Objectives	"Talk to me" is proposed as a theoretical-practical pathway of awareness-raising, information and experimentation on the theme of youth mental health and suicide prevention, implemented starting from particularly fragile contexts, but replicable in schools throughout Italy. The project was set up to offer young people, the educating community and family members a greater understanding of what mental health is and the right tools to recognise the signs and symptoms of emotional distress, in themselves and

in others. Through the activation of specific paths for each individual target, "Talk to me" intends to support young people and the adults around them in a concrete way, helping them to: a) learn to use self-awareness techniques and other appropriate strategies when experiencing distress and discover how to use certain behavioural patterns to regulate emotions, including self-harm or eating; b) understand trends in suicidal behaviour in young adults (including risk factors), know what interventions can be implemented to support them, and know what to do in an emergency; c) understand how people in positions of responsibility and with regular contact with young people (gatekeepers or sentinels; teachers, parents, peers/friends) can use certain strategies and skills to identify and support them through moments of crisis and help them to refer to appropriate services.

⚙️	**Methods**	• For the realisation of a project that was truly able to meet the needs of the beneficiaries, CIFA contacted the students' representatives during the project phase to identify their needs. On the basis of the listening and discussion work, the programme is divided into different activities, each one aimed at specific targets (male and female students, teachers, parents). • In addition to the experiential paths and psychological support dedicated to young people, the project is also implementing the following activities: a) two paths realised with the methodologies of Playback Theatre and Social and Community Theatre for 50 teachers and psychologists in charge of the psychological support desks in Turin b) a streaming screening of the film "5 days out" organised with the Turin Museum of Cinema Association for 300 young people, with a dedicated chat, managed by the psychologists of La Tazza Blu c) a series of meetings with parents and teachers in Milan, Venice, Rome and Ancona; d) a methodological document for the reproduction of the "Talk to me" pilot project to be repeated in schools in Turin and Piedmont.
✳️	**Results**	• The core of the project develops three pilot modules (one for teachers, one for adolescents and one for parents) on youth mental health and suicide prevention, based on the most up-to-date knowledge from neuroscience and behavioural science. • In one year of activity, the project aims to lay the foundations for a virtuous model, which can be replicated in other realities, through: a) the involvement of male and female students aged between 14 and 18 in experiential paths dedicated to mental health, the recognition of signs of distress and the development of tools and practices that can be implemented to support those classmates who may show symptoms of distress; b) the training of teachers on understanding and identifying situations of emotional fragility,

		as well as the activation of a support network and targeted support strategies for individuals potentially at risk; c) the inclusion of parents and guardians in the understanding, identification and support of children and young adults through playback theatre activities.
	Impact	• The practice raises awareness on crucial themes as suicide prevention and mental health, and equips teachers, families and peers with instruments to help teenagers who struggle by offering them support and a safe space to talk. • It improves the sense of empowerment and self-esteem, increases empathy and the use of non-violent empathic communication, develops creativity and a sense of social responsibility, and decreases school drop-out.
	Success factors	• As often happens, the only real success factor is how willing families and teachers are to talk about mental health and to receive training in this regard.
	Related links	• https://www.cifaong.it/a/EDUCAZIONE/parla-con-me/PARLA-CON-ME

CASE STUDY 23. WEEK OF KINDNESS

Title of case study: Week of kindness		
🌐	**Location/Date**	● The initiative is national and has been implemented every year since 2017.
👥	**Stakeholder/Actor**	● The week of kindness has been encouraged by the Minister of Education and Merit to carry out in schools.
🎯	**Target groups**	● The target beneficiaries can be students of every level, depending on the initiatives carried out; this specific case study is for primary school children.
📋	**Context**	● On the occasion of the national day against bullying and cyberbullying, scheduled for Monday 7 February, "A blue knot - Schools united against bullying", all Italian schools are called upon to say "NO" to bullying and cyberbullying through educational activities and initiatives to raise awareness.
🎯	**Objectives**	● The Week of Kindness is articulated on different levels to promote specific actions for a conscious and safe use of digital technologies, actions to prevent and combat bullying and cyberbullying and to spread the culture of respect. The main objective is to achieve a real overcoming of inequalities and prejudices, involving pupils, teachers and families.
⚙️	**Methods**	● awareness-raising actions aimed at pupils (brainstorming, film and short film screenings, readings) ● creation in all classrooms of blue nodes through dedicated workshop activities (the Italian campaign against bullying and cyberbullying is called "A Blue Knot") ● online play with bullying, cyber-bullying and adolescent identity as themes ● a Flash Mob ● Celebration of Safer Internet Day, the annual European Day for Internet Security, by teachers presenting the ePolicy document on the school website in the Regulations section. ● meetings with psychologists on the topic of Inclusion.

	Results	● The results are mostly intangible and measurable in terms of events organised (meetings, conferences, flash mobs etc.) and level of awareness reached.
	Impact	● The initiatives foster a sense of community in the school and in the classroom; they help spread awareness especially with younger pupils and children through fun activities.
	Success factors	● The school and the teachers must be willing to accommodate a full week of events dedicated to kindness and bullying prevention.
	Related links	● https://www.generazioniconnesse.it/site/it/ivd/2022/07/01/la-settimana-della-gentilezza-quinta-edizione/

Title of case study: Alias career		
	Location/Date	• It was first implemented at the University of Turin: since then, 32 universities and 173 K-12 schools all over Italy, mainly in the center of the country (Tuscany and Latio). • The first alias career was open in 2002; K-12 schools followed in 2018.
	Stakeholder/Actor	• In this specific case, the actor of the initiative is the headmaster of the Liceo Artistico of Ravenna.
	Target groups	• The main beneficiaries of the initiative are trans pupils and gender-non conforming pupils.
	Context	• Non-recognition within schools can lead LGBT pupils to be marginalised, victimised, bullied, and have lower educational success. • In particular, the minority stress (MST) model assumes that people who are part of a minority group experience higher levels of stress because of persistent social stigmatisation and that this can be responsible for the psycho-physical health deterioration of minority groups. This can decrease class attendance and increase school dropout. • Most of the difficulties faced by trans students are related to the invalidation and invisibilisation of their gender identity, but also the disrespect and denial of their name and pronouns by peers, teaching and non-teaching staff, and exclusion from gender-segregated spaces and activities such as bathrooms, locker rooms, and sports. Further issues are related to the absence of education and training for teaching and non-teaching staff and their peers and the lack of adequate policies and action plans to support this population. Generally, transgender students in Europe report higher levels of violence and harassment than their cisgender LGB counterparts.
	Objectives	• avoiding misgendering; • protect privacy; • create an inclusive environment; • offer the chance for thinking and cultural growth

⚙️	**Methods**	• As in universities, schools formalise the device through a confidentiality agreement between the institute and the transgender student and, in the case of a minor, the family/caregiver(s). The primary purpose of the alias device is to allow students who still need to have their names legally changed to use their chosen names on all unofficial documentation. In some schools, the alias career has additional purposes, such as supporting and recognising the needs of trans students; giving them access to toilets and changing rooms according to their gender or needs; recognising transphobic bullying; training and educating the school community on transgender issues; offering further support for the transgender student according to individual needs.
✳️	**Results**	• An alias career: the authorization to use a chosen name and the pronouns of choice in all documents used for internal communication in the school/university. • Gender-neutral attendance log and facilities.
✳️	**Impact**	• An alias career and correlated initiatives normalize being trans and/or non-binary and make trans and non-cis people feel safe, seen, acknowledged and respected, contributing to their mental well-being.
👍	**Success factors**	• Gianluca Dradi, headmaster of the Liceo Artistico of Ravenna, has been targeted with insults and defamation by his own students at times, and accused of what the Italian law calls "Forgery of a public document" for letting his students use their name and pronouns of choice in school documents. Although the claim is false, because the alias career is only valid for school activities and has no official standing outside of the school premises, headmasters need to be resilient and aware that initiatives in favour of trans kids are still met with diffidence and sometimes hate and opposition.
📚	**Related links**	• https://projectrainbow.eu/wp-content/uploads/2023/05/Gianluca-Dradi_Headmaster-Liceo-artistico-Ravenna-Alias-career.pdf • https://projectrainbow.eu/wp-content/uploads/2023/05/Richard-Bourelly-LGBTQIA-students-and-education.pdf

3. CONCLUSIONS

The "Encyclopaedia of Good Practices for Gender Behaviour" serves as a comprehensive repository of innovative strategies and initiatives designed to address the challenges posed by non-normative gender behaviours in educational environments. These 24 exemplary practices, six from each participating country (Spain, Turkey, Austria, and Italy), collectively fulfil the outlined objectives of the guide. This compendium meticulously delves into the educational landscapes within the four countries, offering a comprehensive analysis of the realities of non-normative gender behaviour in classroom settings. Through a diligent examination of diverse approaches undertaken by public entities associated with education, the guide unveils essential insights into managing sexual diversity in educational settings.

One of the principal objectives of the guide is to identify areas for improvement. The meticulously documented case studies bring to light not only the challenges but also the successes and positive aspects related to the management of non-normative gender behaviour in the classroom. These case studies serve as local and national models of success, outlining effective strategies that can be adapted and applied in varied educational contexts.

The systematic structure of each case study, encompassing distinct sections such as location and date, stakeholders and actors, target groups, context, objectives, methods, results, impact, success factors, and related links, facilitates comparison and serves as a benchmarking tool for educators, policymakers, and professionals in the education sector. This structure ensures an in-depth analysis and offers standardized insights into the tangible outcomes and implications of each practice.

Moreover, these practices presented within the guide contribute significantly to societal awareness, aiming to address the issue of sexual diversity in educational settings from an early stage. By promoting inclusivity and respect for diversity, the guide ultimately contributes to the creation of empathetic, supportive, and inclusive educational environments. Furthermore, the guide acknowledges the pivotal role that emotional intelligence plays in creating an inclusive culture within schools, fostering an environment that upholds tolerance, respect, and empathy.

Importantly, the guide not only fosters an inclusive atmosphere in educational institutions but also aims at transcending national boundaries. These practices are not limited to the specific contexts of Spain, Turkey, Austria, and Italy; they stand as exemplary models that can be successfully applied in a myriad of national contexts. This transcendence of localized practices to the broader European educational landscape serves as a testament to the guide's broader impact and utility.

In conclusion, the "Encyclopaedia of Good Practices for Gender Behaviour" has substantially fulfilled its objectives by not only offering a diverse array of adaptable practices but also by encapsulating comprehensive approaches that are highly transferrable across various national contexts. By significantly contributing to the improvement of the treatment and situation of the target collective, the guide stands as a significant milestone towards fostering inclusive and supportive educational environments throughout Europe.