



Addressing Homophobia
Guidelines For the Youth Sector in Ireland

Addressing Homophobia

Addressing Homophobia Guidelines For the Youth Sector in Ireland



Foreword: **Minister for Children and Youth Affairs**

These Guidelines are an important resource to help raise awareness of homophobia and to support the youth sector in preventing and addressing homophobic bullying.

I believe that the youth sector has a significant role and responsibility to play in supporting LGBT young people and ensuring that their engagement and participation in youth work activities is an inclusive, positive and rewarding experience. Equality is one of the five core principles of youth work as outlined in the Quality Standards Framework (QSF) being introduced nationally in 2010. An equality based approach should be fundamental to our work with young people and should underscore the necessity of actively and unequivocally addressing homophobia in all its guises. It is important, therefore, that structures, services and supports that work with, and on behalf of, young people are clearly committed both in theory and practice to addressing and combating homophobia.

Along with their valuable work with young people in Ireland, BeLong To have been to the fore in addressing homophobia through their work in the youth sector, as well as in other sectors and settings. BeLonG To have developed these clear and effective guidelines for those working with young people. The guidelines emphasise the effect of such bullying as well as offering approaches for addressing homophobic bullying through organisational ethos, the development of appropriate policies and the provision of staff training and support. The promotion of equality, inclusion and respect for diversity are central themes underpinning the guidance.

My Office is committed to supporting the youth sector in tackling homophobic bullying and I would urge all youth organisations, youth workers, volunteers and all those working with young people to commit themselves to addressing and combating homophobia. In doing so, they will be helping to ensure that youth work settings welcome and are supportive of all young people equally.

Barry Andrews T.D.
Minister for Children and Youth Affairs

Addressing Homophobia: Guidelines for the Youth Sector in Ireland

Contents	Page
1. Why Do We Need Guidelines to Address Homophobia?	3
2. Addressing Homophobia through a Youth Service's Ethos and Environment	6
3. Policies and Practical Guidelines to Address Homophobia	8
4. Programmes and Activities for Inclusion of LGBT Young People	13
5. Partnerships & Services to Address the Needs of LGBT Young People	15
6. Summary: Good Practices for Addressing Homophobia	16
7. Further Resources	17
8. Acknowledgements	19



Why Do We Need Guidelines to Address Homophobia?

In 2008, President Mary McAleese addressed BeLonG To Youth Services' National Lesbian, Gay, Bisexual and Transgender Young People's Forum with the following words:

'Homophobic bullying continues to be a society-wide issue ... and the link between it and suicide sends a clear message that this trend must be reversed.'

The President continued:

'By working together ... we can overcome the bias and hostility experienced by many young gay people throughout the country. No-one should have to suffer on account of their sexual orientation.'

The publication of these Guidelines is a sign that the youth sector in Ireland shares this view. We recognise that unfortunately homophobia is widespread in Ireland, including in youth services. We are committed to ending that situation. The youth sector in Ireland offers an ideal opportunity for all young people to learn respect for diversity and equality and to develop their capacity to build relationships across difference. We also recognise that lesbian, gay, bisexual and transgender (LGBT) young people live in all communities and areas. Youth projects across Ireland are ideal places for LGBT young people to experience a safe, welcoming and non-judgemental atmosphere.

Terminology:

Allies:	People working together for equality, especially if they are not members of the group facing inequality.
Bisexual:	someone who is attracted to women and men.
Coming out:	Understanding yourself & telling other people you are lesbian, gay, bisexual or transgender.
Gay:	someone who is attracted to people of the same gender. Gay usually refers to males, as many women call themselves lesbian.
Gender identity:	An individual's internal self-perception of themselves as female, male, and/or transgender.
Gender recognition:	a law that formally recognises that a transgender or transsexual person has changed their gender identity.
Heterosexual / Straight:	Someone who is attracted to people of another gender.
Lesbian:	a woman who is attracted to other women.
LGBT:	the term often used in Ireland for Lesbian, Gay, Bisexual, Transgender people.
Pride:	annual celebration of LGBT communities held around the world.
Rainbow:	the rainbow has represented LGBT people since 1978. It symbolises diversity and inclusion within LGBT communities and includes 6 colours: red, orange, yellow, green, blue & purple.
Sexual orientation:	the attraction we feel towards people of a particular gender(s).
Transgender, or Trans:	someone whose gender identity differs from the one they were given at birth. They may identify as male or female, or maybe neither label fits them. Some people who have changed their gender call themselves transsexual.

Legislative & Policy Context for Addressing Homophobia & Transphobia

THE EQUAL STATUS ACT, 2000:

The Equal Status Act prohibits youth services from discrimination on nine grounds, two of which are sexual orientation and gender, including transgender. This legislation means that the youth sector is required to provide fair and equal services to LGBT young people. Harassment on the grounds of sexual orientation and gender identity is also prohibited under the Equal Status Act. Youth projects cannot allow a young person to be harassed or sexually harassed, which is significant as homophobic bullying can often be sexual in nature.

THE YOUTH WORK ACT, 2001:

The Youth Work Act is the framework for the provision of Youth Work in Ireland. It states that youth services should have regard for the needs of all young people.

THE NATIONAL YOUTH WORK DEVELOPMENT PLAN 2002-2007:

This plan commits to uphold the Equal Status Act. It states that the plan, is based on a commitment to a vision of youth work which values diversity, aims to eradicate injustice and inequality, and strives for openness and inclusiveness in all its dealings with young people and adults. It adds that while organisations are increasingly attempting to work with groups of young people for whom provision has heretofore been inadequate (this includes but is not limited to young people with disabilities, young travellers, young gay men, lesbians, bisexuals and young refugees) much more still could be done in this regard.

QUALITY STANDARDS FRAMEWORK FOR THE YOUTH SECTOR:

In 2010, the Office of the Minister for Children and Youth Affairs introduced the Quality Standards Framework (QSF) for the youth work sector. The QSF has five core principles for youth work provision, fundamental to which is the principle which states that youth work and those involved in youth work provision should be committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults.

THE HEALTH SERVICES EXECUTIVE (HSE):

Many youth services are supported by the HSE which has policies committing itself to providing equality of service to LGBT young people and recommends that every public service should have a policy and protocol in response to the needs of gay and lesbian adolescents.

GENDER RECOGNITION BILL:

In 2009, the Programme for Government included a commitment to introduce a bill into the Dáil to provide legal recognition for the chosen gender of transgender/transsexual people.

What is Homophobia?

In Ireland, many lesbian, gay, bisexual and transgender young people lead fulfilled lives where they are proud to celebrate their identity. However, other LGBT young people experience serious levels of prejudice and discrimination.

Homophobia is prejudice or discrimination against lesbian, gay, bisexual or transgender (LGBT) people, or people believed to be LGBT. Homophobia can happen in a range of ways, for example, through bullying, or through a failure to address the needs of LGBT young people, or a failure to address the risks to young people's safety from bullying. A common type of homophobia that many people do not notice is the use of the word 'gay' in negative way, such as when young people say a mobile phone is 'so gay.'

What is Homophobic Bullying?

Homophobic bullying can take a variety of forms. It includes verbal abuse, insulting mimicry, anti-gay graffiti, threatened or actual physical or sexual assault, spreading rumours that someone is gay, and cyber and other forms of bullying.

Transphobic bullying is the term to describe bullying that is specifically targeted at transgender people.

Biphobic bullying describes bullying targeted at bisexual people.

In these Guidelines the term 'homophobic bullying' will be used to include bullying directed at all lesbian, gay, bisexual and transgender people.

A wealth of international and Irish research has shown that homophobic bullying is one of the most common forms of harassment experienced by young people. Homophobia affects:

- Lesbian, gay, bisexual and transgender (LGBT) young people.
- Young people who are believed to be LGBT.
- Young people who have LGBT family members.
- All young people, youth workers and volunteers.

Recently, a significant Irish research report showed that homophobia and homophobic bullying have been experienced by large numbers of LGBT people. Supporting LGBT Lives¹, a Trinity College research study, co-commissioned by BeLonG To Youth Services, found that among LGBT people:

- 50% experienced verbal homophobic bullying;
- 40% were verbally threatened by fellow students;
- 25% were physically threatened by their peers;
- 34% heard homophobic comments by teachers and other adult professionals.

¹Mayock, Paula, et al (2009) Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People. Dublin: BeLonG To Youth Service.

What is the Impact of Homophobia on Young People?

Homophobia has a very serious impact on young people and leads to isolation and vulnerability.

Homophobia means that at the age when lesbian, gay, bisexual and transgender young people are most vulnerable, they are most isolated. Supporting LGBT Lives found that, as a result of homophobia, LGBT young people are afraid to confide in anyone about their sexual or gender identity. As a result, LGBT young people experience more than five years of complete isolation, as shown in the timeline below:

Timeline of Events in Lesbian Gay Bisexual & Transgender Young People's Lives²

Age	12	13	14	15	16	17	18 Years

Age 12: Most common age to become aware of LGBT identity.

Age 16: Most vulnerable to start self harm

Age 17: Most common age to tell someone

Age 17: Most vulnerable to attempt suicide for the first time

Supporting LGBT Lives found that this negative environment, and the social isolation, has a devastating impact on LGBT young people. The study found a direct relationship between experiences of homophobic physical and verbal attacks and self-harm and suicidality. As a result:

- 20% of LGBT young people miss school because they feel threatened or are afraid;
- 50% of LGBT people under 25 seriously think about ending their lives;
- 20% of LGBT people under 25 years attempt suicide at least once;
- Homophobic bullying is a risk factor for self harm and attempted suicide.

The timeline above shows that LGBT young people are at most at risk of self-harm during the years when they are particularly isolated. The most common protective factors from these negative mental health impacts is the presence of supportive significant people in their lives, including friends, siblings, parents, and other adults.

A 2007 national study of drug use amongst LGBT young adults, commissioned by BeLonG To Youth Services, found heightened levels of use among lesbian, gay, bisexual and transgender young people³. This research found that 65% of LGBT young people had some experience of drug use. This compares to 24.9% of the general youth population in Ireland.

Aim of these Guidelines

These Guidelines offer strategies for addressing homophobia and homophobic bullying in the youth sector in Ireland. Parts of the Guidelines draw on a number of excellent manuals on homophobic bullying from Northern Ireland, Scotland and other countries⁴. These Guidelines also build on the 'whole organizational approach' to bullying presented in the National Youth Council of Ireland's Let's Beat Bullying. The Guidelines have also benefitted from consultations and workshops with young people, youth workers and other experts on the youth sector in Ireland.

Each section of these Guidelines addresses different aspects of ensuring that youth services are safe and welcoming places for all young people. The Guidelines conclude with a list of Best Practices for Addressing Homophobia. Appendices provide information about Training for Youth Workers, LGBT Youth Services across Ireland, and Further Resources on LGBT young people's issues

²P. Mayock et al (2009) Supporting LGBT Lives. A study of the mental health and well-being of lesbian, gay, bisexual and transgender people. Dublin: BeLonG To Youth Services, www.belongto.org

³ K. Sarma (2007). Drug Use Among Lesbian, Gay, Bisexual & Transgender Young Adults in Ireland. Dublin: BeLonG To Youth Services. See publications from YouthNet, LGBT Youth Scotland and others in Further Resources.



Addressing Homophobia through a Youth Service's Ethos and Environment

Drawing on Let's Beat Bullying, we would say that a youth organisation has an ethos against homophobic bullying when its ethic is the promotion of equality and respect for diversity, including lesbian, gay, bisexual and transgender people.

Having an equal and inclusive environment, in which LGBT people are truly valued, makes a significant contribution to the prevention of homophobic bullying. In order to address the prevention of homophobic bullying, as well as intervention in bullying incidents, the youth sector needs a pro-active ethos which:

- Fully integrates and welcomes on an equal basis, LGBT young people and workers;
- Addresses the needs of LGBT people;
- Addresses the particular safety needs of those who may be targets of homophobic bullying;
- Consistently makes these commitments visible throughout the organisation.

The support and commitment of management is crucial to this process. In our consultations with youth workers, we were advised that for them to be able to successfully address homophobia, it is essential for them to have strong support from their management and from organizational policies. Youth workers said they were aware that some of their colleagues were less comfortable discussing LGBT issues, but they were confident that this could be remedied by an organization making the commitment to provide appropriate professional training.

Youth work's ethos was also seen as an excellent resource in addressing homophobia. This ethos is to value self-reflection among youth workers, to emphasize young people's empowerment, and to see youth work as playing a role as an agent of change.

An organisational ethos against homophobia also involves promoting a 'sense of responsibility in individuals for their own actions' (NYCI, p. 23). Young people told us that adults should be taking care of the problem of homophobia. They pointed out that when adults lack the skills and knowledge to address homophobia, they turn a blind eye to homophobic incidents, which means that young people themselves are left with the responsibility. A sense of youth workers' professional responsibility is facilitated by awareness of and a commitment to meet the legal obligations of organisations and workers; such as the equality legislation and other policies described on page X above.

Youth participation is crucial to an organisation's ethos and can play a dynamic role in addressing homophobic bullying. As the NYCI suggested in Let's Beat Bullying, a culture of 'telling' also needs to be encouraged. Young people and youth workers need to believe that 'They will be supported and taken seriously' (Let's Beat Bullying, p. 23) when they report an unsafe homophobic climate or homophobic bullying.

Physical Environment

A commitment to address prevention and intervention in relation to homophobic bullying needs to be reflected in the physical environment of youth organisations. An inclusive and welcoming physical space can be provided in a number of ways; an indication of success is the number of LGBT young people who feel comfortable enough to be open about their identity within a youth project.

Providing LGBT Resources & Supports

Resource centres/corners within youth organizations should provide up to date LGBT resources and supports. As well as underlining the visibility of lesbian, gay, bisexual and transgender young people in your organization, it is vital that LGBT young people have access to information and support in a range of formats. This is especially important for those who may be questioning their sexual/gender identity but are too shy to explore this with a youth worker. Such resources might include:

- Books and DVDs with positive images of or storylines on LGBT characters;
- Useful websites and leaflets, such as those of BeLonG To Youth Services;
- Information and helpful contacts on 'coming out' (see Terminology).

Sign-Posting

As well as providing resources in-house, you should also 'sign-post' the way to where the LGBT young people can find further information and support, without young people needing to specifically request them. The following may be useful:

- The name and contact details of the closest LGBT youth support group to your area;
- Information, including websites, for BeLonG To's national services for LGBT young people.

Displaying LGBT-Friendly Posters & Images

The spaces where young people hang out should include visible positive images of LGBT people. Displaying posters against homophobic bullying is useful, such as posters from BeLonG To Youth Services. You can also consider running the Collage Activity described in the box below, to create awareness of positive role models for LGBT young people.

Activity to Create a Welcoming Environment Collage of LGBT-Positive Images

Aim: To increase positive awareness of LGBT public figures and celebrities; and to create a poster that sends a welcoming message to LGBT young people.

Materials needed: Magazines, access to a computer printer for online images, scissors, blue tack or adhesive tape, poster paper, copies of the **Terminology** page, markers or paints to make an LGBT rainbow.

Time needed: 1 hour

What to do:

- Ask the young people to come up with a list of positive role models for LGBT young people. They will probably quickly think of celebrities; encourage them to also think of, or search online for, other public figures like authors, politicians. Examples: Oscar Wilde, Senator David Norris, Ellen DeGeneres, Elton John, Donal O'Gusack, Graham Norton, Anna Nolan, Stephen Gately, etc.
- Ask them to list the reasons why the people they have chosen are positive role models.
- Ask the young people to find images of these people online or in magazines.
- Suggest that they make a collage of these images to provide a poster for your space.
- Discuss the definition of Rainbow in the Terminology page and encourage them to include the LGBT Rainbow in the collage.



Policies and Practical Guidelines to Address Homophobia

In this section the following topics are discussed:

- Policies to address homophobic bullying
- Monitoring and recording incidents of bullying;
- Supporting young people who are targets of homophobic bullying;
- Dealing with those who carry out homophobic bullying;
- That's So Gay: Tackling homophobic everyday language;
- Scenarios: Examples of potential incidents and strategies for responding;
- Staff issues, including training of staff and the inclusion of LGBT staff;
- Challenges in tackling homophobic bullying and including LGBT people.

Policies

During consultations in preparing these Guidelines, both young people and youth workers reported that youth services need strong policies on homophobic bullying. It was also stated that these policies, and the consequences of homophobic bullying, need to be clearly communicated to all.

The policies of your organization provide the framework, vision and objectives of your youth service. LGBT young people feel safer if they know that homophobia and homophobic bullying are in fact 'breaking the rules'. The key to achieving this is policies that explicitly address homophobia and homophobic bullying and include LGBT young people. This may require that you devise new policies or that you make amendments to your existing policies. More Than a Phase, produced by Pobal, and NYCI's Let's Beat Bullying are two relevant resources to assist you in either process. Let's Beat Bullying (p. 78-79) provides an excellent step-by-step framework for a participatory approach to developing an anti-bullying policy with the input of young people and staff. This process would work well for developing policies to address homophobic bullying. It may also be helpful to consult with organizations with expertise in this area, such as, BeLong To Youth Services.

What Should your Policy to Address Homophobia Achieve?

- It should enable the organisation to create a positive environment that is inclusive of lesbian, gay, bisexual and transgender young people;
- Empower the staff in your organization to work towards safety by challenging homophobia and homophobic bullying;
- Provide recognition and support to all LGBT young people and staff in your organization;
- Recognize the value of responding to homophobic bullying with both intervention and prevention strategies;
- Be written in plain English with a youth-friendly version available for young people.

How Can Your Policy Address Homophobia & Inclusion of LGBT Young People?

- State your commitment to safety for all; explicitly state that homophobia and homophobic bullying are not accepted;
- Ensure that the policy addresses different forms of bullying e.g. physical, verbal, emotional, cyber and text bullying;
- State that homophobic bullying is against your Code of Behaviour for young people & staff;
- Ensure that workers are aware of the relevant legislation regarding harassment, such as the Equal Status Act, 2000;
- Develop policies & codes of behaviour that specifically mention that an environment becomes unfriendly to LGBT young people when there is negative use of words like 'gay';
- Set out the process for dealing with homophobic incidents;
- Set out the consequences for those who carry out homophobic bullying;
- Take account of the fact that targets of homophobic bullying may not identify as LGBT.
- Recognize the importance of privacy and dignity, as LGBT young people may not yet have told their parents or friends.

Monitor and Record⁵

It is important to monitor and record homophobic bullying as you would any other incidents of bullying, in line with your organization's procedures. Let's Beat Bullying (page 83) outlines best practices in this area. Monitoring and recording incidents of homophobia and homophobic bullying are vital in helping youth services to:

- Identify the extent of homophobic bullying in your organization;
- Identify patterns of homophobic behavior;
- Design anti-homophobia policies, procedures and interventions;
- Identify whether these policies and procedures are having any effect.

What Should You Record?

Incidents that are brought to the attention of the organisation by any young person or incidents observed by leaders or staff should be recorded, including:

- General homophobic comments - Include casual use of anti-gay language;
- Homophobic comments or threats towards any individual or group;
- Exclusion of young people on the basis of their actual or perceived sexual or gender identity;
- Homophobic physical or sexual assaults;
- Homophobic graffiti.

⁵Adapted from LGBT Youth Scotland, Toolkit for Teachers.'

Policies and Practical Guidelines to Address Homophobia

Supporting Young People Who Are Targets of Homophobic Bullying⁶

Educating young people about homophobic bullying will empower all young people to speak out about it, whether or not they identify as lesbian, gay, bisexual or transgender. In supporting young people who are targets of homophobic bullying, you will want to draw on your regular procedures in 'dealing with young people who are bullied'. You can also bear in mind the following:

- Reassure the young person who is the target that you are taking the situation very seriously;
- Inform the young person of the steps that the organization takes after an incident like this;
- Reassure the young person that you will consult with them before taking further action, and discuss with them how the risk they may be exposed to will affect your decisions;
- Tell the young person that bullying is wrong, that homophobia is wrong and that being the target of bullying is NOT their fault;
- Commend the young person for talking to you about the situation;
- Assure the person of your support;
- Assure the person of privacy, while acknowledging the limits to confidentiality if you have grounds to believe the young person to be at risk of harm;
- Be open to discussing the young person's identity **if they want to, and have initiated that topic**;
- Offer to help the young person to find other support or information;
- Avoid implying that the target is to blame for bullying by suggesting they change how they dress or behave;
- Assure the young person that the organization is committed to providing a service that is fully inclusive.

Dealing with Young People Who Engage in Homophobic Bullying⁷

It is important that your organisation's overall anti-bullying interventions and consequences are applied consistently in relation to homophobic bullying.

- As with other forms of bullying, consequences should fit the seriousness of the incident, and should be consistently enforced across the organisation.
- If it becomes obvious that there is a specific group of young people who are responsible for homophobic bullying, you should address your response to all members of that group;
- While your approach should include education, consequences should be applied in line with your standard practices, to ensure that it is clear that homophobic bullying will not be tolerated by your organization.

In most cases, young people will be the ones who are carrying out homophobic bullying. Policies also need to tackle homophobic bullying by staff, volunteers, parents or other adults associated with the youth project. Youth workers who have developed their capacity to address bullying and other forms of homophobia will then need the support of policies to address bullying by other adults, or implicit support of bullying through inaction or silence during bullying incidents.

Prevention strategies will also play an important role, and can include using homophobic incidents as 'learning opportunities'. Most young people have grown up surrounded by negative messages about lesbian, gay, bisexual and transgender people. They may never have been challenged about the use of homophobic language, and they may not have had the opportunity to learn to feel comfortable with LGBT people and topics. Approaches to preventative education among young people are discussed under **Programmes** below.

'That's So Gay': Dealing with Homophobic Language

Challenging everyday homophobic language can be a daunting task. It may seem that anti-gay language is so pervasive and entrenched in the vocabulary of young people that it is impossible to tackle. There is probably not one youth worker who has not heard the catchphrase, 'That's so gay'. The word 'gay' has become common slang for 'bad' or 'rubbish'. Suggesting something or someone is 'gay' is commonplace as a put-down. It may also appear that some use of homophobic language is not actually intended to be directed at lesbian, gay, bisexual or transgender people, and perhaps does not need addressing. Some workers may feel that they do not have the time to challenge this phrase, given how many times they hear it. **We need to consistently address anti-gay language in Irish youth services.** There are serious implications when youth organisations take a passive approach and appear to allow anti-gay language:

- Homophobic language reinforces a link between bad or stupid things and lesbian, gay, bisexual and transgender people;
- It adds to the negative messages LGBT young people hear about themselves;
- It tells LGBT young people that they don't belong;
- Tolerating or ignoring anti-gay language may appear to give permission to more serious forms of homophobia, including threats and physical assaults
- It gives LGBT young people the message that they are not valued;
- It tells LGBT young people that if there was a serious incident they would not be taken seriously.

Your organisation is strongly encouraged to consider these negative effects of everyday and apparently trivial homophobic language, and to take every chance to address it. In consultations with young people, they pointed out that over the past number of years, youth workers have been learning to challenge young people when they use racist slurs. This experience can be drawn on to address homophobic language.

⁶Adapted from LGBT Youth Scotland's Toolkit for Teachers

⁷Adapted from Youth Net's Diversity Toolkit, with additional input from our consultations with young people and youth workers

Strategies for Addressing Homophobic Language

Attending training on homophobic bullying and youth work is really helpful in developing confidence in this area. In our consultations with youth workers, they spoke positively about peer education in the sector, for example, sharing strategies with other workers to build a mutually supportive environment within a youth service. Some approaches that youth workers have found helpful include⁸:

- Name what you have seen or heard as homophobia or homophobic language;
- Let young people know that using anti-gay language goes against the organisation's policies;
- Encourage them to think about how hurtful their words can be, even if that was not their intention;
- Encourage them to reflect on why they are making a link between negative things and LGBT people. Ask them where they think those negative messages came from;
- Ask them how they would feel about this language if someone they cared about was LGBT;
- Remind young people that youth services are committed to safety and equality and that everyone is welcome;
- Remind young people of the project's policies and consequences regarding homophobic language;
- Be aware that you may need to follow the procedures for recording and tackling bullying.

Scenario 1: When a young person is being targeted and you don't know if they are LGBT

In the course of your work, a young person comes to you to tell you that they are the target of homophobic bullying. You don't know whether this young person is lesbian, gay, bisexual or transgender, and you are aware that any young person can experience homophobic bullying.

Helpful Ways To Respond:

- Avoid assuming, or asking whether or not they are LGBT;
- Focus on addressing the bullying rather than the young person's identity;
- Let them know that bullying is totally unacceptable & against the organization's policies;
- Follow the organization's policies in reporting and intervening in bullying;
- Show that you are open, positive and non-judgmental;
- Remind them of the organization's policies of including and welcoming LGBT people;
- Offer positive messages about LGBT people;
- Let them initiate any discussion about whether they're lesbian, gay, bisexual or transgender.

Scenario 2: When a young person comes out to you and tells you they are being targeted.

In the course of your work, a young person comes to you to tell you that they are experiencing homophobic bullying. They also tell you that they identify as lesbian, gay, bisexual or transgender, and you think this is the first time that they have come out to a youth worker.

Helpful Ways To Respond:

- Recognize that you are dealing with two issues, homophobic bullying and a young person coming out to you;
- Acknowledge it takes courage to come out to other people and avoid suggesting that they are too young to come to that decision;
- Show that you are open, positive and non-judgmental about LGBT issues;
- Let them know that homophobia is totally unacceptable and against the organization's policies;
- Avoid suggesting that if they change their clothing or appearance they could avoid being bullied;
- Let them know you will work with them to follow the organization's policies about the bullying;
- Be honest about what you know and don't know. If you can't answer questions about LGBT topics, ask them if they would like you to find out more or help them find additional resources;
- Remember that most young people just want to be able to tell a supportive adult, rather than have a detailed discussion about their identities;
- Respect the young person's privacy by not disclosing their identity to others;

Ensure they have access to information and support. See list of LGBT youth groups in the Appendix and resources listed on BeLonG To Youth Services' website: www.belongto.org

⁸ Adapted from Youth Net's Diversity Toolkit, with additional input from our consultations with young people and youth workers

Policies and Practical Guidelines to Address Homophobia

Scenario 3: Dealing with 'That's so gay'.

During a break, you are having a cup of tea with your youth group. You mention a TV programme that was on the night before and ask if anyone saw it. One girl says, 'I never watch that, it's totally gay.' Others around the table nod in agreement, a few giggle, and there is a general chorus of 'Yeahs.'

Helpful Ways to Respond

- You can let the young people know you have to challenge that use of the word 'gay', because of the organization's equality policies;
- You can ask the group to imagine how it would feel about this if someone they cared about was lesbian, gay, bisexual or transgender;
- You can ask them why they think the word 'gay' has come to be used in this negative way, like the negative use of other words related to people with disabilities;
- You can suggest that even though they may not have intended to hurt anyone, using 'gay' in this negative way creates an unfriendly environment for LGBT people;
- You could suggest to the group that you all set aside a time to talk about discrimination against LGBT people;
- You could ask if the group would like to develop ground rules on the types of words that are okay to use and not to use;
- As you facilitate this discussion, remind yourself that some young people in the room may be lesbian, gay, bisexual or transgender, although they may not choose to come out.

Scenario 4: An incident of verbal and cyber homophobic bullying.

After a club meeting one evening, a 15-year-old girl hangs behind and asks to speak with you. As soon as everyone else is gone, she bursts into tears. She is being picked on by some girls from the club, who are spreading rumours that she's going out with another girl. And, for the past week she has been getting messages on her Facebook saying she is disgusting, calling her a 'lezzie', and threatening to tell her mother. She says she's embarrassed; she just wants the girls to stop and she's afraid of her parents hearing the rumours.

Helpful Ways to Respond:

- Let the young woman know about your organization's policies on and responses to homophobic bullying, including cyber bullying;
- Focus on the bullying rather than the young person's sexual identity or relationships;
- Show that you are open and non-judgmental whether she identifies as lesbian, bisexual, transgender or heterosexual;
- See if the young person would like to talk about her fears about her parents knowing about her sexual orientation;
- Make sure that she knows where to find resources about LGBT young people's issues & groups;
- Seek information and consultation for yourself. This will build your confidence in supporting a young person who may want to come out to her parents. It can include asking for advice from your nearest LGBT youth service. See list in the Appendix and resources listed on BeLonG To Youth Service's website: www.belongto.org.

Scenario 5: An incident of physical homophobic bullying.

At the youth centre one evening, you are told that there is trouble happening in the boys' toilets. You hear some raised voices and a banging noise. When you investigate you see three 16-year-old boys surrounding a small 14-year-old boy, who has often been teased that his appearance is feminine. They are taking turns pushing him against the door and shouting, 'poof' and 'faggot' at him. You recognize that this is an incident of physical assault. You immediately follow your organization's policies for intervening and ensuring the safety of the young person being targeted, and the recording of the incident in relation to the older boys. Later, when you speak to the 14-year-old, he is unwilling to say much about it and seems to be embarrassed as well as scared. When you challenge the older boys, they quickly say they're sorry and that it won't happen again.

Helpful Ways to Respond:

- This is clearly a serious bullying incident which can have a significant impact on the young person being targeted. It's crucial that you follow your organization's policies for intervening and addressing the young person's safety needs;
- It's important to offer support to the young person who was targeted;
- While not making assumptions about the 14-year-old's identity, you can say things that show that you are open and non-judgmental about lesbian, gay, bisexual and transgender people;
- The homophobic nature of the assault will need to be addressed in your follow-up with those who carried out the bullying, ensuring that they understand that their words and actions were against the organization's policies, and there will be serious consequences;
- It would be valuable to take this as an opportunity to provide education to young people about homophobic bullying, LGBT topics, and the organization's policies;
- Help ensure that young people in your youth service have access to support they might need by displaying information about LGBT youth websites, like BeLonG To and contact information for the closest LGBT youth groups. See the list in the Appendix and the resources listed on BeLonG To Youth Service's website: www.belongto.org.

Staff Development and Policies

Training on Homophobia & LGBT Issues

Staff development is central to tackling homophobia in the youth sector in Ireland. In order for staff to be supportive to young people in relation to issues and to build an inclusive environment for LGBT young people in their service, they need to be informed and trained on relevant LGBT issues.

In advance of training, youth workers are fortunate in that their education and their professional culture value self-reflection. Workers will benefit from reflecting on:

- Workers' own feelings, values and potential biases about LGBT people;
- The ways their words, silences & non-verbal communication can emerge from personal biases rather than professional knowledge
- The fears they may have about tackling homophobia or LGBT issues (which show how homophobia affects us all.)

Staff training strengthens capacity to support LGBT young people and builds staff skills and confidence in addressing homophobic bullying. BeLonG To Youth Services offers training on these issues.

Learning LGBT terms is another helpful strategy. When youth workers have the appropriate language in their toolkits, they can work confidently with young people about homophobic bullying or other challenges facing an LGBT young person.

Inclusion of LGBT Staff and Dignity at Work

As for any young person, the existence of positive LGBT role models for LGBT young people can help them feel more confident and comfortable. Staff in a youth organisation who are LGBT themselves may be interested in being supported by the organisation to develop and share their knowledge of LGBT youth issues. LGBT staff should be welcomed and included in the organisation as any other staff. It may well be that LGBT staff choose not to make their sexual/gender identity public knowledge. However if the staff member chooses to be open about their sexual/gender identity, it is useful to ask whether they are happy to assist the organisation with this work.

In accordance with Dignity at Work policies, youth services also need to be aware of the potential for bullying of staff who are LGBT or who are believed to be LGBT. Policies need to address homophobic bullying or sexual harassment towards staff by young people or community members.

Supporting LGBT Staff Who are Targets of Homophobic Bullying

Youth organizations need to be prepared to address the homophobic bullying of LGBT staff/volunteers or of staff/volunteers who may be perceived as LGBT. Policies and codes of behaviour can confirm that all staff members are equally valued and respected within the youth organisation. Staff can be assured that they are free to be open about their sexuality, while respecting the same boundaries that may limit non-LGBT staff telling young people details about, for example, their weekend social activities, their marriages and their family members. Providing this support to LGBT staff will help prevent the likelihood that they will experience homophobic bullying by service users or their parents. Incidents of homophobic bullying of staff need to be recorded in the same way as the bullying of young people, and policies and consequences enforced in a consistent manner.

Challenges in implementing Policies on Homophobia:

Young people told us that, while good policies were helpful, it was crucial that they were consistently enforced by staff and managers. Young people and youth workers were in agreement that the best implementation strategies were educational rather than punitive. Developing and implementing policies on homophobia will draw on youth workers' skills in engaging with young people. Young participants in a particular youth project or group may, at first, be opposed to, or indifferent to anti-homophobia policies. Youth workers will need to educate young people about the issues, such as the impact of homophobic bullying on all youth, and the importance of equality and inclusion for LGBT young people.

Examples of negative responses that some young people might present are:

- Questioning the sexuality of the youth worker, as in a young person asking, 'Are you gay?' 'Are you a lesbian?' Youth workers do not need to disclose anything about their own sexuality. Challenging homophobia is not related to anyone's sexual orientation, but to your organization's commitment to safety and equality.
- Using religious arguments to defend homophobia. You can acknowledge that while everyone is entitled to their own religious beliefs, it is not acceptable that these beliefs affect any other person's right to safety, equality and inclusion.



Programmes & Activities for Inclusion of LGBT Young People

This section of the Guidelines will discuss the ways that youth workers can offer educational programmes and social activities that can offer all young people learning about homophobic bullying and lesbian, gay, bisexual and transgender topics. These programmes and activities will strengthen young people's capacity to understand, challenge and report homophobic bullying. They will also build young people's understanding and skills in the areas of equality and difference. They will welcome LGBT young people, contribute to inclusive services and reduce isolation for young people who are LGBT or who have LGBT family members.

Programmes

It is vital that all young people understand bullying and inequality and that lesbian, gay, bisexual and transgender young people can see that their identity and the issues they face are equally represented in the programmes run by youth organizations. Pobal's 'More Than a Phase' outlines some of the core questions you should address when devising programmes to include LGBT young people, such as²:

- Are LGBT young people experiencing a programme that promotes inclusion and diversity?
- Are LGBT young people experiencing a programme that challenges myths and stereotypes?
- Are your programme methodologies and materials inclusive of LGBT young people?
- Do you actively involve young LGBT people when developing your programmes?
- Do you run any programmes or events that are specially focused on LGBT young people's topics?
- Do your programmes offer positive images and affirmation of all sexual and gender identities?

Devising programmes that are inclusive of lesbian, gay, bisexual and transgender young people can go a long way to dealing with homophobic bullying in a preventative rather than merely reactive manner. The programmes can be used to promote a positive, safe, inclusive and LGBT-friendly environment for all young participants in the service to enjoy. Some strategies for addressing this are discussed below.

What is Coming Out?

Coming out is an ongoing process through which a young lesbian, gay, bisexual or transgender person accepts their sexual orientation and/or their gender identity as part of their overall identity. It involves a process of self acceptance and sharing this identity with others.

Research has shown that the average age when a young person realizes that they are lesbian, gay, bisexual or transgender is 12 years. However, the average when they tell someone else (usually a friend) is 17 years. This means that there are approximately five years between a young person knowing that they are LGBT and telling anyone else. This period corresponds with most of their teenage years. During this time, young people have reported feeling invisible and isolated, being terrified of being found out and being treated in a negative manner.

By and large, LGBT young people grow up to lead happy and fulfilled lives. However, coming out can be one of the most stressful times in a young LGBT person's life. There are personal fears and risks involved with coming out to family and friends. Young LGBT people fear rejection and being misunderstood. They can feel intensely anxious and may need a great deal of support at this time.

It can be very helpful for LGBT young people to have contact with gay peers. Being in touch with other LGBT people their own age lessens their sense of isolation. Research has shown that when LGBT young people have a supportive adult in their lives, this is strongly linked with resilience and positive outcomes. Youth workers have the potential to be that 'supportive person' and make an incredible difference in the lives of an LGBT young person. Youth workers are in the unique position of being trusted by a wider range of young people, and have daily opportunities to model and provide inclusion, respect and equality.

If a lesbian, gay, bisexual or transgender young person comes out to you it means that they trust you a lot. It is a testament to your ability to work with young people. It's very helpful for you to acknowledge that it was difficult for them to confide in you, and ask them how they are getting on. It is understandable that youth workers might be nervous of saying the wrong thing, but as with other issues, the most important thing is to offer a supportive listening ear. In the process of listening, you may discover that the young person has come out to you because they may be experiencing some difficulty in their lives. They may be dealing with bullying, or they may be at risk of harming themselves. On the other hand, they may have decided to tell you that they are gay as the first stage in coming out to other supportive people in their lives. Either way it's a big deal for that young person. Let them know that you understand that this is hard to talk about, but that you are open and positive about what they are sharing.

Making LGBT Young People Feel Welcome

There are many ways to create an inclusive and welcoming space for lesbian, gay, bisexual and transgender young people, such as:

- Saying LGBT young people are welcome in promotional material, events, openings, etc.
- Frequently telling young people and staff that LGBT young people are welcome in your service and will be treated equally;
- Challenging homophobic remarks and actions on EVERY occasion (see section on 'Dealing with Homophobic Language' above);
- Celebrate LGBT life in the same way that other diversity in the community is celebrated;
- Remember that LGBT young people (and LGBT parents) live in every community;
- Display information about LGBT youth groups (**see www.belongto.org**)
- Include information about same-sex people in materials about relationships & families;
- Respond positively if a young person comes out to you;
- Discuss LGBT topics may result in anti-gay sentiment being expressed; develop your skills in addressing this;
- Consider setting up a regular time during the week or month to talk about LGBT topics.

²Adapted from Pobal's More Than a Phase.

Build Connections between LGBT Young People & Other Young People

Youth organisations across Ireland are encouraged to participate in Stand Up, BeLonG To's Annual LGBT Awareness Week. Stand Up aims to increase young people's positive awareness of their young LGBT peers. The Awareness Week's major messages to young people are:

- Show Your Support for Your Lesbian, Gay, Bisexual and Transgender Friends.
- Don't Stand for Homophobic Bullying.

Youth organisations that sign up for Stand Up receive a pack with posters, stickers, and fun and educational activities. Stand Up Awareness Week is also taking place in schools and is being promoted directly to young people through the internet. For further information, see the web pages on Stand Up at www.belongto.org

Celebrate LGBT Events

Participating in major events in the LGBT cultural calendar is an excellent way to raise awareness about LGBT people, for example:

- PRIDE events in your local community (e.g. June in Dublin, August in Galway and Sligo, September in Limerick). LGBT youth services often have a visible presence in their local Pride events;
- IDAHO, International Day Against Homophobia and Transphobia, held annually around the world on 17th May, <http://idahomophobia.org/wp/>;
- Transgender Remembrance Day, an international day around 20th November each year.

LGBT Awareness Activity: Where Do I Stand?¹⁰

Aim:

- To raise awareness about the impact of homophobia.
- To motivate young people to reduce their use of hurtful expressions and homophobic language.

Time: about 45 minutes
 Materials Needed: chart paper, markers
 Group Size: 10 – 15 max
 Group Age: 12 years and older

What to do:

- Prior to the activity, post signs at opposite ends of the room that say STRONGLY AGREE, STRONGLY DISAGREE and, in the middle, put a sign for UNSURE.
- Begin the activity by telling participants that you are going to read a series of statements aloud that relate to some commonly used expressions and put-downs.
- Explain that they should take up a position in the room based on whether they STRONGLY AGREE or STRONGLY DISAGREE or UNSURE (point out the corresponding signs posted earlier).
- Tell participants that they can choose to stand beside either sign or anywhere in-between. They should be silent while choosing where to stand & not discuss it with their friends.
- Read the first Taking a Stand Statements (see below) aloud and allow plenty of time for participants to "take a stand" at the appropriate place in the room.
- Repeat this process with other Taking a Stand Statement or as many as time allows
- At the end, lead a discussion using the Discussion Questions.

Taking a Stand statements:

- I often hear phrases like "That's so gay" used in a negative way among my peers.
- I often hear terms like "faggot" and "dyke" used among my peers.
- When people say "That's so gay" they do not mean it as an insult against actual LGBT people.
- Regardless of how it is meant, "That's so gay" is probably upsetting to LGBT people.
- I have never thought about how expressions like "That's so gay" might make others feel.
- I have personally used expressions like "That's so gay" with my peers.
- I have personally used terms like "faggot" and "dyke" with my peers.
- When expressions like "That's so gay" are aimed at me, it bothers me.
- It would be impossible to get young people to reduce or stop using terms like "That's so gay".
- I would personally be willing to limit or end my use of expressions like "That's so gay".

Ideas for Discussion Questions:

- Which statements were the easiest for you to respond to? The most difficult? Why?
- Were you in the minority in any of your responses? How did this make you feel?
- Did you change your mind about anything of the issues raised in this exercise as a result of your peers' responses? How did your opinion change?
- What impact do you think "That's so gay" and terms like "faggot" and "dyke" have on others?
- Will what you have learned today change your attitude or your behavior in any way?
- What would it take to end the use of expressions like 'That's so gay' among young people?

¹⁰Adapted from the GLSEN Education Guide



Partnerships & Services to Meet the Needs of LGBT Young People

As the NYCI points out in Let's Beat Bullying, a whole organization approach to bullying will include working with a range of different partners and services. These include partnerships within the organization between young people and workers; and between the youth organization and parents, local community members and key agencies. For example, in addressing homophobia, an organization can:

- Involve young people in the development of policies, codes of behavior, etc about homophobic bullying;
- Involve young people in developing other ways of tackling homophobia;
- Break young people into groups and ask them to think of creative ways to make LGBT young people and staff welcome in your youth organization.

In relation to homophobic bullying, key potential partners are organizations with expertise and experience on LGBT young people's issues, such as BeLonG To Youth Services.

Engaging with Parents of LGBT Young People and Young People with LGBT Parents

As Let's Beat Bullying points out, it's important to consider the role parents and guardians can play in responding to and preventing bullying. Some youth services may hesitate to embark upon this in relation to homophobic bullying, for fear of receiving a negative reaction. However, our consultations with youth workers showed us that the majority of parents are open and supportive. Youth workers may want to build their skills and confidence in introducing the topic of homophobia through participating in professional training. Negative reactions by parents or community members can be responded to by discussing the organisation's policies in relation to safety, equality and inclusion. It is useful to stress that the whole youth sector agrees that homophobic bullying is a very serious issue that affects all young people. Conversely there may be parents and community members who wish to become part of the solution to homophobic bullying, and who may offer to support this work. They can include people who have LGBT family members or LGBT parents of participants in your youth service.

Parents of LGBT Young People

It is the youth workers' responsibility to maintain the dignity and privacy of young people. Unless the young person has agreed, others, including parents, should not be told about the identity of a LGBT young person. Some key points to take into account:

- It's not up to a youth worker to disclose a young person's sexual or gender identity;
- Such a disclosure could put the young person at risk;
- Youth workers need to respect the young person's right to dignity and to disclosure of their sexual or gender identity when and how they see best;
- If you need to tell a parent about a young person being bullied, you do not have to disclose their sexual or gender identity.

Parents of Other Young People

It is important to inform parents about the policies of the organisation in relation to safety and equality for all young people. You can let them know that your approach is informed by equality legislation that requires the organisation to welcome all young people including LGBT young people.

If parents object on religious grounds, you can point out that while everybody is entitled to their own religious beliefs, it is the organisation's policy that such beliefs cannot affect any other person's right to equality or indeed safety.

It is more than likely that most parents will be extremely supportive. It is only a very small minority who are ever likely to object. It is best to deal with them in a positive, constructive and confident manner. This will be made easier if you can cite the policies and procedures of the organisation that reflect your position.

When dealing with parents of young people who have carried out homophobic bullying, it will be important to follow the organisation's standard policies. This will include letting the parents know about the seriousness of their children's actions, and enlisting the parents' cooperation in considering consequences for their child. Let's Beat Bullying offers a detailed protocol for these situations (pp. 70 – 71).



Summary of Good Practices

Addressing Homophobia: Guidelines for the Youth Sector in Ireland

1. Since lesbian, gay, bisexual and transgender young people are part of all communities & live in all areas; their needs should be included in all youth services.
2. Specify homophobic bullying in anti-bullying policies & codes of behaviour.
3. Implement anti-bullying policies consistently.
4. Address prevention of homophobic bullying by educating young people.
5. Don't allow negative use of words like 'gay'.
6. Include LGBT topics in your programmes, activities & posters on the wall.
7. Build links with, and publicly display contact details for BeLonG To Youth Service's national network of LGBT youth groups, see list in Appendix.
8. Respond positively when a young person comes out to you.
9. Respect an LGBT young person's right to privacy and dignity – do not disclose their identity to others.
10. Build knowledge & skills in addressing homophobia and meeting the needs of LGBT young people through professional training, see Appendix on BeLonG To's training service.
11. Develop equal and inclusive practices with LGBT staff & volunteers.



Further Resources

BeLonG To Youth Services National Network of LGBT Youth Services

Cork: UNITE Youth Group, (16-24 years) Cork Gay Project, 8 South Main St. Cork, info@gayyouthcork.com

Donegal: LGBT Youth Group, Donegal Youth Service, Letterkenny lgbt@donegalyouthservice.ie

Dublin: BeLonG To Sunday Group, (14-23 years); LadyBirds, lesbian, bisexual & trans young women's group; IndividualiTY, Trans Youth Group; Over 18s Group, BeLonG To Youth Services, 13 Parliament Street, Dublin 2, www.belongto.org.

Galway: LGBT Youth Group (14-23 years) Youth Work Ireland, Prospect Hill, Galway shout@youthworkgalway.ie

Limerick: MYLGBT Young Adults Group (18-25 years) and Rainbow Teens (13-17 years), LGBT Youth Cafe, Rainbow Support Services, Foxes Bow, William St., Limerick, mylgbtrss@gmail.com

Louth: Dundalk Outcomers, LGBT Youth Group (14-17 years) & Young Adults Group (18-25 years), Dundalk Outcomers, 8 Roden Place, Dundalk, youth@outcomers.com

Tipperary: Thurles Brigay'd, (14-17 years), Thurles Youth Café, Croke Street, Thurles, outipp@gmail.com

Waterford: Chill-Out LGBT Youth Group (14-23 years) Edmund Rice Youth & Community Centre, Manor St., Waterford, chilloutwaterford@gmail.com

BeLonG To Youth Services. One Day Training Course Meeting the Needs of Lesbian, Gay, Bisexual & Transgender Young People

BeLonG To Youth Service provides services and supports for lesbian, gay, bisexual and transgender (LGBT) young people in Ireland. BeLonG To is offering a One Day Training Course on Meeting the Needs of LGBT Young People. This training course is offered to anyone working or volunteering with youth services in Ireland.

The course will enable participants to:

- Gain a better understanding of the issues affecting young LGBT people in Ireland
- Look at the language used about LGBT people and its impact on LGBT young people
- Explore issues in relation to coming out for young LGBT people
- Examine what homophobic bullying is and how it impacts on young people
- Explore strategies to make your youth service more friendly & inclusive for LGBT young people
- Discuss good practice in working with LGBT young people

The training will be delivered by Orla Egan, Training and Development Officer with BeLonG To Youth Services. Ideally the training would be hosted by a local youth service, with the trainer travelling to the venue. There is no charge for the training; however it would be appreciated if youth services would cover the trainer's travel expenses if possible. Maximum number of participants in each training session is 30.

For further details and to schedule a training session please contact:

BeLonG To Youth Services, 01-670 6223 or email orla@belongto.org or info@belongto.org

Print and Web Resources

BeLonG To Youth Services: www.belongto.org

Department for Children, Schools and Families (2007) Safe to Learn: Embedding Anti-Bullying Work in Schools. Nottingham: DCSF Publications.
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/.

GLSEN [Gay, Lesbian & Straight Education Network] (2008). Think B4 You Speak. An educator's guide to GLSEN's Public Service Advertising Campaign to address anti-gay language among teens. New York: GLSEN. <http://www.thinkb4youspeak.com/ForEducators/GLSEN-EducatorsGuide.pdf>

LGBT Youth Scotland. Developing Practice for the Reduction of Homophobic Bullying in Scottish Youth Settings. Edinburgh: LGBT Youth Scotland. www.lgbtyouth.org.uk

LGBT Youth Scotland, Toolkit for Teachers. Dealing with Homophobia and Homophobic Bullying in Scottish Schools. Glasgow: LGBT Youth Scotland. www.lgbtyouth.org.uk

Mayock, Paula, et al (2009) Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People. Dublin: BeLonG To Youth Service & Gay & Lesbian Equality Network. www.belongto.org .

McIlroy, Cat [2009] Transphobia in Ireland. Dublin: Transgender Equality Network. www.teni.ie

McNamara, Patricia et al (2009), Proud Voices. An Exploratory Study into the Needs of Lesbian, Gay, Bisexual & Transgender Young People in the Counties of Limerick, Clare & Tipperary, Limerick: Rainbow Support Services and University of Limerick.

Minton, Stephen et al (2006) A Report on an Exploratory Survey of the Experiences of Homophobic Bullying amongst Lesbian, Gay, Bisexual and Transgendered Young People in the Republic of Ireland. Dublin: Anti-Bullying Centre, Trinity College.

National Youth Health Programme (2006) Let's Beat Bullying: An Anti-Bullying Resource for those Working with Young People in Youth Work Settings. Dublin: National Youth Council of Ireland.
www.youthhealth.ie/index.php?id=104

Norman, J. et al (2006) Straight Talk. Researching Gay and Lesbian Issues in the School Curriculum. Dublin: Centre for Educational Evaluation, Dublin City University.

Pobal (2006) More Than a Phase. A Resource Guide for the Inclusion of Young Lesbian, Gay, Bisexual and Transgender Learners. Dublin: Department of Community, Rural and Gaeltacht Affairs. www.pobal.ie
Reach Out, a new Irish web-based service for young people; provides information, support & referrals on mental health.

<http://ie.reachout.com/>
Sarma, Kiran. (2007) Drug Use among Lesbian, Gay, Bisexual & Transgender Young Adults in Ireland. Dublin: BeLonG To Youth Service. ShOUT Project, YouthNet (2003). Research into the needs of young people in Northern Ireland Who Identify as Lesbian, Gay, Bisexual and/or Transgender (LGBT). Belfast: www.youthnetni.org.uk

SpunOut, youth-initiated online community, <http://www.spunout.ie/>

Stonewall (2007). The Teachers' Report. Homophobic bullying in Britain's schools. London: Stonewall.

TENI – Transgender Equality Network Ireland, www.teni.ie

Yogyakarta Principles (2006), international human rights on sexual orientation and gender identity.
<http://www.yogyakartaprinciples.org/>

YouthNet, (2009) Outstanding Youth Work. A Toolkit for Exploring Lesbian, Gay, Bisexual & Transgender Issues. Belfast: YouthNet, ShOUT Project. Belfast: www.youthnetni.org.uk

YouthNet, Rainbow Project & Save the Children (2003) Leave it Out. Developing Anti-Homophobic Bullying Practice in Schools. Belfast: YouthNet. Belfast: www.youthnetni.org.uk



Acknowledgements

The Addressing Homophobia Guidelines were written by Carol-Anne O'Brien and Olivia McEvoy, with valuable input from Michael Barron and colleagues at BeLonG To Youth Services. Sincere thanks to the 54 young people and 39 youth workers who shared their ideas and feedback. Their input was central to the Guidelines. We also very much appreciate the suggestions and feedback received from the National Youth Work Advisory Committee and Doreen Burke and Conor Rowley of the Youth Affairs section of the Office of the Minister for Children and Youth Affairs. Thank you to Pete Reddy of Redman AKA Graphic Design. These Guidelines would not have been possible without the generous financial support of the Office of the Minister for Children and Youth Affairs.