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Final Report

**Scoping Study on Homophobia in the
Northern Ireland Further Education
Sector**

September 2007



FINAL REPORT

**Department for Employment and
Learning**

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Glossary of Terms

ANIC	Association of Northern Ireland Colleges
CoSO	Coalition On Sexual Orientation
DEL	Department for Employment and Learning
FE	Further Education
LASI	Lesbian Advocay Services Initiative
LGB	Lesbian, Gay, Bisexual
LGBT	Lesbian, Gay, Bisexual, Transsexual, Transgender
NUS-USI	National Union of Students - Union of Students Ireland
OFMDFM	Office of the First Minister and Deputy First Minister
PSNI	Police Service of Northern Ireland

1 Introduction

1.1 Background

The Department for Employment and Learning (DEL) is a government department whose aim is to promote learning and skills, to prepare people for work and to support the economy.

Within DEL, the Further Education Division is responsible for the policy, strategic development and financing of the statutory Further Education sector including the Essential Skills Strategy, to improve the literacy and numeracy skills of adults.

In order to fulfil its statutory obligations, as set out in Section 75 of the Northern Ireland Order 1998, and in line with its commitment to widen access to further and higher education within Northern Ireland, the Department was keen to develop an understanding of attitudes towards sexuality throughout the FE sector.

The Department currently monitors information in relation to the FE sector on seven of the nine groups under Section 75, with the exception of “sexual orientation” and “political affiliation”. At the same time, it is aware that recent research has highlighted that homophobia remains a significant issue in Northern Ireland, and young people who identify as Lesbian, Gay, Bisexual, Transgender (LGBT) often face serious problems.

With this in mind, DEL commissioned KPMG to undertake a scoping exercise to determine the extent of homophobia within the Further Education sector in Northern Ireland and to provide an indication of the level of future research which may be required on the issue.

1.2 Terms of Reference

In line with the background above, the aim of the scoping study was to provide information on the extent to which homophobia is an issue within the FE sector, and resulting from that, areas within which further research needs to be carried out.

Specifically, the terms of reference of the study stated that the requirements of the study were:

- To engage with the key stakeholders in a meaningful way throughout the scoping exercise. Key stakeholders will include student representative groups, FE colleges and LGBT representative groups
- Determine the current extent of homophobia in the FE sector through stakeholder engagement
- Provide an indication of the level/degree of further research which might be required and identify the key issues to be explored in a set of detailed terms of reference to take such research forward. This should also include the identification of any methodological issues that are likely to be faced in undertaking any future detailed research, including data collection.

This assignment included, through key stakeholder engagement, a preliminary assessment of:

- The perceptions, attitudes and experiences of potential/current students/trainees in further education colleges towards issues around sexuality
- Attitudes and behaviours of staff (teaching and non-teaching) towards issues around sexuality
- The perceptions and experiences of potential/current students/trainees who identify as LGBT
- Opinions/views of LGBT representative groups (i.e. Coalition on Sexual Orientation (CoSO)).

1.3 Methodology

Our methodology for this scoping study was based on the following approach.

- **Stage 1 – Project Initiation**

The purpose of Stage One was to formally initiate the project. We met with DEL at the outset of the assignment to discuss methodological issues and to agree project scope and project reporting arrangements. Progress updates were provided on a monthly basis and a formal progress interim meeting was convened to feedback interim findings.

- **Stage 2 – Desktop Review**

We undertook a comprehensive desktop review of all relevant strategic documents and other relevant literature to ensure our team gained a properly informed perspective on the key issues to be addressed as part of this scoping study and ensured our study would take sufficient account of the wider strategic context, specifically the changing legislative and policy context.

- **Stage 3 – Consultation**

We developed a questionnaire which was distributed to the (as then)16 colleges¹ in Northern Ireland to ascertain their policies and procedures for dealing with homophobia, including support services, levels and numbers of incidents and to ascertain their views on their college's attitudes and behaviours towards issues of sexuality.

We also undertook a series of consultations with key organisations including the Association of Northern Ireland Colleges (ANIC), the National Union of Students – Union of Students in Ireland (NUS-USI), the Equality Commission, the Police Service of Northern Ireland (PSNI) and consultation with CoSO.

We held one staff and one student/trainee focus groups at six selected colleges and a student focus group at two schools. Colleges were selected based on geographical location and included one college from each of the new six-college configuration. Secondary schools were selected based on feeder schools to the FE sector. The table overleaf indicates the participating colleges and schools and numbers of staff and teachers who participated.

¹ In August 2007 the 16 colleges merged into six new college groupings; Chapter 3 contains further details on this.

Selected Establishments	Number of staff	Number of students
Belfast Institute	5	18
Causeway Institute	9	8
Newry & Kilkeel Institute	4	12
North Down Institute	16	6
North West Institute	9	11
Omagh College	9	17
Drumragh Integrated School	N/A	17
Dundonald High School	N/A	12

- **Stage 4 – Detailed analysis**

An internal KPMG team workshop was used to gather, analyse and interpret the information which was gathered from the college questionnaire, as well as the information which was obtained during the consultation and focus groups.

- **Stage 5 – Reporting**

A detailed and comprehensive report has been presented to DEL. The report includes all the findings arising from the scoping exercise. It provides an overview of the pertinent legislation and relevant literature on homophobia in Northern Ireland, as well as relevant literature from the UK and from Ireland, and details the findings and outcomes from all consultation exercises.

1.4 Report Structure

Section 2	Strategic Context	Provides an overview of the key legislation and pertinent LGBT literature.
Section 3	FE Sector in Northern Ireland	Provides an overview of the FE sector in Northern Ireland including ANIC, and NUS-USI.
Section 4	College Questionnaire Findings	Provides an analysis of the findings from the questionnaire distributed to all 16 FE Colleges on their policies and procedures and the extent of homophobia within each of the Colleges.
Section 5	Focus Group Findings	Provides an overview of the views of staff and students and potential FE students.
Section 6	Conclusions and Recommendations	Draws a series of conclusions from the findings of the questionnaires and consultations, and considers the development of future research into the area of homophobia.

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1.5 Acknowledgement

We would like to thank all those who supported and participated in this scoping study including those who completed college questionnaires, those who organised the focus groups in their local college and school and those who participated in those focus groups, as well as representatives from key stakeholder organisations including PSNI and CoSO who provided information and commentary.

2 Strategic Context and Literature Review

2.1 Introduction

This section of the report provides an overview of the strategic context surrounding the FE sector as well as a review of the key literature on homophobia. This was facilitated through a review of relevant strategic documents and other relevant literature. This seeks to draw out the key areas to be addressed by the scoping exercise whilst taking into account the wider strategic context, especially the changing legislative and policy context. It also outlines police statistics on homophobic crimes and incidents.

2.2 Relevant Policies and Literature

The tables below provide an overview of some of the strategies, policies and government legislation which impact on and / or relate to the FE sector within Northern Ireland, and provide a review of relevant literature within Northern Ireland, the wider UK and Ireland.

A review of this literature suggests there is very little specific research / findings on homophobia in Northern Ireland and none specifically focusing on issues on, or the extent of, homophobia in the FE sector.

Strategy/Policy	Main Comments
Section 75 Northern Ireland Order 1998	<p>DEL and the FE Colleges are statutory bound under Section 75 of the Northern Ireland Act 1998 to have due regard to the need to promote equality of opportunity as follows:</p> <ul style="list-style-type: none"> - Between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation - Between men and women generally - Between persons with a disability and persons without - Between persons with dependents and persons without. <p>Currently DEL monitors information in relation to the FE sector on seven of the nine groups under Section 75, with the exceptions being sexual orientation and political affiliation.</p>
Human Rights Act – 1998	<p>Through the implementation of this legislation all public authorities have obligations to respect the rights of the individual, and provide legislative protection against any violation of human rights.</p>
FE Means Business, 2004	<p>This outlines the strategic aim of the FE sector, with the overall view that further education should be at the heart of lifelong learning in order to strengthen economic development, enhance social cohesion, and advance the individual’s skills and learning. This would be achieved through the following three strategic objectives in that the sector should be:</p> <ul style="list-style-type: none"> - a key driver of local, sub-regional and regional economic development - an active agent of social cohesion - a major promotion of lifelong learning. <p>Around the issue of social inclusion, the FE sector aims to assist social</p>

Strategy/Policy	Main Comments
	<p>cohesion through various means including working in collaboration with others in the community, recognising and valuing diversity and promoting equality of opportunity especially for marginalised or disadvantaged groups.</p> <p>The report also put forward a recommendation for re-organising the sector's structure from 16 colleges to six.</p>

NI Literature	Main Comments
<p>Consultation on Sexual Orientation Strategy,</p> <p>Office of the First Minister and Deputy First Minister (OFMDFM), 2006</p>	<p>This document reports that many lesbian, gay and bisexual (LGB) people in Northern Ireland face disadvantage and prejudice in their daily lives because of their sexual orientation. Many are unable to be open about their sexual orientation for fear of losing their jobs, their homes, their children, the support of family and friends, or of becoming the victims of homophobic attacks.</p> <p>The strategy will provide an overarching strategic policy framework which departments and other relevant statutory authorities will channel actions towards an agreed vision, guided by a set of principles and objectives to tackle specific inequalities, and promote equality of opportunity for LGB people across government's major policy areas.</p>
<p>The Chill Factor</p> <p>ANIC, 2005</p>	<p>This report aimed to identify the 'chill factors' within the two communities in Northern Ireland that could make an FE college less attractive to actual or potential students/trainees and to generate practical suggestions on how this could be addressed.</p> <p>The report highlighted that, whilst sectarianism is the dominant issue in respect of chill factors in Northern Ireland, racism and homophobia are growing problems in society generally.</p> <p>Within the FE sector, it appears that different colleges are at different stages in trying to address equality and good relations issues. The report made a number of recommendations in this area including using a holistic approach to diversity, mainstreaming, having dedicated resources, commitment, critical reflection and using existing models related to good relations.</p>
<p>ShOUT, Research into the Needs of Young People in NI who Identify themselves as LGBT</p> <p>Youthnet, 2003</p>	<p>The aim of this research, commissioned by the Department of Education (DE) and undertaken by Youthnet, was to identify the needs of young people in NI who identify as LGBT, focusing particularly on youth provision and the education sector. 362 young people responded to a questionnaire, of which 63% were male.</p> <p>This found that gay, lesbian and bisexual youth experience isolation, fear and violence at school more than heterosexual pupils because of bullying. Specifically:</p> <ul style="list-style-type: none"> - Over half of the respondents got support/information from the internet and 36% sought information from books and magazines - 35% of respondents indicated they had experienced physical abuse, while 65% indicated they had experienced verbal abuse - 29% indicated they had attempted suicide and almost a quarter indicated that they had been medicated for depression

NI Literature	Main Comments
	<ul style="list-style-type: none"> - 34% indicated that they had experienced alcohol abuse and 23% indicated that they had experienced drug misuse - 44% indicated that they had been bullied at school because of their sexual orientation and 33% believed that they achieved lower results because of their sexuality - 88% of the sample stated that youth projects specifically designed for young people who identified as LGBT could meet some of their needs. <p>DE is currently developing a new formal education curriculum which aims to broaden options, address issues of citizenship and engage with the student in a holistic way.</p>
<p>Learning To Grow Up, Multiple Identities of Young Lesbians, Gay Men and Bisexual People in NI</p> <p>Northern Ireland Human Rights Commission, 2003</p>	<p>This work was commissioned by the Northern Ireland Human Rights Commission as a contribution to the debate around multiple identities in Northern Ireland. This report presents an account of some experiences of LGB people in NI and the specific issues they face in accessing health services and employment.</p> <p>The recurrent issues are the invisibility of young LGB people; the diversity amongst young LGB people; the lack of relevant sex education and access to tailored sexual health services; the number of suicides, drug abuse, self-harm and mental health issues amongst young LGB people and the denial of human rights for young LGB people.</p> <p>The report encourages health professionals, schools and decision-makers to give more weight to the multiple identities of young LGB people when designing their services.</p>
<p>An Acceptable Prejudice – Homophobic Violence and Harassment in Northern Ireland</p> <p>Institute for Conflict Research, 2003</p>	<p>This report highlighted that homophobic harassment was a significant problem throughout Britain and Ireland, but there has been little research on this specific issue. The report included a questionnaire which received 186 responses from all over Northern Ireland. The questionnaire revealed that harassment and violence was a serious problem with 82% of respondents having experience of harassment and 55% having been subjected to homophobic violence.</p> <p>The report made a number of recommendations for further action. It stated there should be a general campaign to raise awareness and perhaps the development of a task force. It recommended the inclusion of homophobic harassment as a category within hate crime legislation. The report also made a recommendation to the PSNI to extend their current systems for recording and reporting homophobic incidents and that there is a need for increased awareness of homophobia among police officers. It also stated that the issue of homophobic bullying should be raised within and through the education sector. Finally, the report recommended that LGB groups should work in conjunction with relevant bodies to develop a strategy to raise awareness and for increased resourcing for LGB organisations.</p>
<p>A Mighty Silence</p> <p>Lesbian Advocacy Services Initiative (LASI),</p>	<p>This report was based on the needs of lesbians and bisexual women in Northern Ireland. The report highlighted that homophobia manifested itself through a range of means, from verbal abuse and discrimination, to violent assaults. Of the respondents, 20% highlighted that they had been subject to a violent attack, but had not reported the incident to the police. This highlights the stigma which remains around homophobia. This has also been recognised by PSNI who gather statistics on homophobic incidents, although</p>

NI Literature	Main Comments
2002	recognise that there may be incidents which go unreported.
	It was also found that within the education sector, issues around sexual orientation are largely ignored, and that the process of 'coming out' can be an isolating and difficult experience.
Sexual Orientation Factsheet, Sexual Health Information (Partnership between the Family Planning Association (FPA) and Health Promotion Agency (HPA), 2005	<p>This factsheet summarises current research in relation to the LGB population of Northern Ireland and reports that LGB people in NI are more likely to have experienced harassment than in the rest of the UK and Ireland.</p> <p>It reports that in 2002 the FPA surveyed 1000 young people, aged 14 to 25 (heterosexual and LGB) and found that people who identified themselves as LGB were:</p> <ul style="list-style-type: none"> - less likely to report a close personal relationship with their parents - less likely to be able to discuss sexual issues - less likely to have received relevant information on sex from parents. <p>It concludes that the homophobic atmosphere and the heterosexual bias which exist in Northern Ireland cause difficulties for young LGB people in coming to terms with their own sexuality.</p>

UK Literature	Main Comments
The School Report, 2007	Stonewall undertook research into the experiences of young gay people in Britain's schools and found that homophobic bullying is almost endemic.
Stonewall	<p>Specifically, the research found that almost two-thirds (65 per cent) of young LGB pupils have experienced direct bullying. The report found that even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace.</p> <p>Of relevance to this scoping study was the finding that in schools that have said homophobic bullying is wrong, gay young people are 60 per cent more likely not to have been bullied.</p>
Equality and sexual orientation – The leadership challenge for further education	<p>The Centre for Excellence in Leadership's report highlighted the need within the FE sector for sexual orientation equality to be given attention within the wider equality and diversity agenda.</p> <p>The report highlighted that there are high levels of homophobic bullying and harassment of learners and staff, but low levels of recognition and action by learners and staff against this. The report also recognised that there is a strong will from college leaders to engage with sexual orientation equality and learn from others' best practice and guidance, as well as identification by college leaders on how equality could be best achieved.</p>
'You're meant to be a man, Why are you Girlie? – Be a man!' Gay & Bisexual	This dissertation explored the relationship young gay and bisexual men have with their body image and discovered that the issues of stereotyping and bullying are integral parts of body image and bisexual men. Barron reported that literature reviewed has too often represented gay young men in terms of 'problems' such as suicide, depression, HIV and drug use.

UK Literature	Main Comments
<p>Young Men, Body Image: Stereotyping & Bullying</p> <p>Michael Barron, 2004</p>	<p>Results from a survey conducted indicated:</p> <ul style="list-style-type: none"> - There was a strong connection between being stereotyped and bullied and having a negative body image - Bullying in school was an important issue to address i.e. name calling, social isolation, and physical violence.

Irish Literature	Main Comments
<p>Submission to the National Strategy for Action on Suicide (Ireland) by Prevention</p> <p>BeLonG To, 2005</p>	<p>BeLong To Youth Project is based in Dublin and provides one-to-one and group support for LGBT young people, aged 14-23, to allow them to safely engage with confidence building, personal development and peer support. BeLong To presently works with young people who present with suicidal ideation and who have disclosed self-harm and attempted suicide.</p> <p>The experience of BeLonG To Youth Project suggests a link between the specific issues affecting LGBT youth and suicidal ideation and behaviour. Such issues include:</p> <ul style="list-style-type: none"> - Being bullied and victimised, particularly in school and in their local communities. - Lack of peer support and fear of communicating this to family members. - Marginalisation in school and local communities.
<p>‘The school-based lives of lesbian, gay, bisexual and transgender (LGBT) youth’</p> <p>Edward Mac Manus, 2004</p>	<p>This thesis investigated the school-based experiences of LGBT students to contribute to a greater understanding of the school-based lives of LGBT youth in Ireland.</p> <p>26 members of the LGBT youth group BeLong To completed a questionnaire which assessed both respondents’ school environment and respondents’ relationships within that environment.</p> <p>This found that:</p> <ul style="list-style-type: none"> - 73% of respondents experienced problems in school because of their sexual orientation or gender identity - 42% reported that homophobia impacted negatively on their studies while at school, - Only two respondents stated that info was available on LGBT in schools. <p>This study concluded that:</p> <ul style="list-style-type: none"> - Homophobia damages the well being of LGBT youth and the most tragic of all outcomes of anti-LGBT discrimination is the high level of suicide and suicide ideation among LGBT youth - Lesbophobic, homophobic, biphobic and transphobic forms of bullying and harassment are common in schools - The vulnerability of LGBT youth is not created by their ‘unconventional’ sexuality or gender identity but rather by the reaction of their peers and powerful adults on whom they depend. This is particularly the case during the process of ‘coming out’.

2.3 Police Service of Northern Ireland

We consulted with a number of PSNI minority liaison officers. Whilst they acknowledge that in the general community there is an element of homophobia, they were unsure as to the extent, if any, of homophobia within the FE sector.

The table below shows the PSNI published statistics on homophobic incidents and crimes for the previous three years.

	2004/05	2005/06	2006/07
Total number of incidents ²	196	220	155
Total number of crimes ³	151	148	117
% Clearance rate ⁴	22.5	32.4	23.1

From this, it is noted that the number of incidents reported increased in 2005/06 compared with 2004/05 but fell sharply in 2006/07. The number of reported crimes fell by 20% between 2005/06 and 2006/07 but clearance rates also fell meaning that, while less crimes were committed, fewer of these were cleared up. These statistics show only incidents which have been reported. PSNI believe that there is an element of under reporting of incidents of a homophobic nature, and that the reported figures may represent approximately 50% of the incidents which actually occur.

² Incidents are defined as any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate (Association of Chief Police Officers' Definition).

³ Recorded crime figures (sometimes referred to as notifiable offences) detail those crimes and offences (including attempts) recorded by the police which are deemed to be indictable or triable-either-way. Certain closely associated summary offences are also counted in the recorded crime figures.

⁴ Clearances (or detections as they may alternatively be known) are, broadly speaking, those crimes that have been 'cleared up' by the police. Crimes are counted as 'cleared or detected' in accordance with strict counting rules issued by the Home Office. They are counted on the basis of crimes rather than offenders. For example, if six offenders are involved in a robbery and are all arrested and charged, then this counts as one clearance.

3 Further Education Sector

3.1 Introduction

This section of the report provides an overview of the FE sector within Northern Ireland and recent changes.

3.2 Overview of the Further Education Sector

Within DEL, the Further Education Division is responsible for policy, strategic development and the financing of the statutory FE sector. In addition, the Division is also responsible for the curriculum and qualifications below degree level.

The strategic aim of the FE sector is that ‘Further Education should be at the heart of lifelong learning in order to strengthen economic development, enhance social cohesion, and advance the individual’s skills and learning’.

The FE sector plays a major role in education within Northern Ireland, attracting almost 27% of all school leavers and it is Northern Ireland’s most integrated educational sector.

In 2004/2005, there were 31,799 full-time students, and 91,158 part-time students enrolled on vocational courses. In addition to this, there were approximately 50,000 enrolled on non-vocational courses which include adult basic education and a wide range of leisure, cultural and hobby courses. As well as providing a platform for learning, the FE sector also employs a large number of staff; in 2004/2005 there were 2,212 full-time lecturers, and 3,099 part-time lecturers employed.

Until July 2007, the FE sector was delivered through the following 16 colleges.

Current College Structure	
Armagh College	Limavady College
Belfast Institute	Lisburn Institute
Castlereagh College	Newry and Kilkeel Institute
Causeway Institute	North Down and Ards Institute
East Antrim Institute	North East Institute
East Down Institute	North West Institute
East Tyrone College	Omagh College
Fermanagh College	Upper Bann Institute

In August 2007, the 16 colleges merged into the following six new college groupings:

New College	Grouping
Belfast Metropolitan College	Belfast Institute and Castlereagh College
North West Regional College	North West Institute and Limavady College
Northern Regional College	Causeway Institute, East Antrim Institute and North East Institute
South Eastern Regional College	East Down Institute, Lisburn Institute and North Down & Ards Institute
Southern Regional College	Armagh College, Newry and Kilkeel Institute and Upper Bann Institute
South West College	East Tyrone College, Fermanagh College, and Omagh College

3.3 Association of Northern Ireland Colleges

ANIC was established in 1998 and is the voice of the FE sector in Northern Ireland. Essentially ANIC aims to lobby local decision-makers and beyond to the benefit of the FE sector, improve the resources of the sector, support college decision makers and provide information about further education. It also helps governors to govern effectively, provides facilitating networks and works in partnership with others to deliver Life Long Learning and a world-class workforce.

Under Section 75 of the Northern Ireland Act 1998, Northern Ireland’s 16 colleges of further and higher education were designated in 2001 as being ‘public bodies’ for the purposes of this legislation. ANIC’s Policy Research and Equality Unit supports each college in the areas of policy and training to fulfil their legal obligations under this equality legislation and the Unit assists the sector in policy, research and training. This Unit also assists colleges to carry out their functions, powers and duties in relation to promoting equality of opportunity between:

- Persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation
- Men and women generally
- Persons with a disability and persons without.

The Unit also assists colleges in the promotion of good relations between persons of different religious belief, political opinion or racial group.

More recently, in conjunction with CoSO and the Staff Commission for Education and Library Boards, the Unit has developed a training course “Dealing with Complaints of Harassment on the Grounds of Sexual Orientation.” This aims for participants to understand the legislative requirements for policy and good practice and to ensure that college staff promote a good and harmonious working environment, in which all employees are treated with dignity and respect irrespective of their sexual orientation.

3.4 National Union of Students – Union of Students in Ireland

NUS-USI plays a role within the FE sector by supporting the student unions, and supporting students. It helps to ensure that colleges do their part around equality and diversity among students, be it either disability, LGBT or ethnic issues. NUS-USI recognises the work which is being done on the issue by some of the colleges and in particular highlighted the work which has been done within one college through the formation of an LGBT group which has 28 members.

NUS-USI was consulted as part of this scoping study. NUS USI believes that attitudes towards the LGBT community have changed for the better over the last few years, but recognises that there is still some way to go. This can be linked to the perceived stigma which is likely to be attached to being a member of the LGBT community. NUS-USI recognises that there is a need to increase awareness of the LGBT community within the FE sector in order to remove the stigma which is attached, and suggests this can be done through, for example, poster campaigns or through diversity training within the colleges.

3.5 Coalition on Sexual Orientation (CoSO)

CoSO brings together LGBT groups and individuals to work towards an inclusive society, which embraces diversity.

CoSO reports that many of its member organisations would have worked directly with people who have had very negative and adverse experiences while in our education system including the FE sector. CoSO considers that it is vital that our education system is delivered in an ethos of respect for the inherent dignity of every human being while accepting of diversity. This entails understanding of the wide range of identities of people involved in accessing education e.g. young LGBT people, LGBT parents, staff and teachers. CoSO emphasised that the impact of enforced invisibility, bullying, harassment and institutionalised homophobia / heterosexism cannot be underestimated.

CoSO has had complaints relating to homophobic bullying and harassment and, more recently, has had complaints regarding the lack of inclusion of Civil Partnership status on application forms for FE colleges. Based on the experiences of some LGBT people, CoSO does not feel that NI colleges have sufficient existing processes and procedures in place to prevent or to deal effectively with homophobic incidents. It considers that colleges need to consult effectively with CoSO and its member organisations to redress this.

CoSO considers that it is vital that colleges redress the ongoing invisibility and / or harassment experienced by LGBT students by putting in place relevant policies, procedures and guidelines.

CoSO would like colleges to put in place the following:

- CoSO would like colleges to collect monitoring data on sexual orientation although it recognises the issues associated with doing so and so stresses the need to do this in a sensitive and anonymous manner i.e. monitoring information should be collected on a separate form from the application form and returned in a sealed envelope and be processed separately from the application form.
- Likewise, application forms should allow students to indicate Civil Partnership status. CoSO accepts that some LGBT students will choose not to provide this information, but believes that colleges should give LGBT students this option and ultimately help redress the invisibility of LGBT people.

- CoSO considers that training programmes for staff and induction programmes for new students should include the relevant information regarding support mechanisms for LGBT people and details on complaints systems and mechanisms for redress.
- Anti-harassment policies, equal opportunity statements etc should include specific reference to homophobic bullying, sexual orientation etc and an LGBT friendly environment should be evident through, for example, public notices on display regarding LGBT organisations, events etc. CoSO believes that legislative developments e.g. Section 75 Order, and having explicit policies in place helps inform LGBT people of their rights and helps give them the confidence to insist on their rights and that such developments will provide a basis to help change people's mindset generally to be more embracing of all diversity.

CoSO is currently developing its education strategy and is willing to work with colleges to address homophobia in the education sector.

4 College Questionnaire Findings

4.1 Introduction

As part of our fieldwork, KPMG sent a questionnaire to each of the FE colleges in Northern Ireland. These questionnaires asked the colleges about:

- College policies and procedures for dealing with homophobia
- Any specific services offered by the colleges
- The extent of any homophobic incidents within the college
- College views of the extent of homophobia within the college
- How well equipped colleges were at dealing with any issues.

Colleges were asked for a questionnaire to be completed, where possible, by the Student Services Manager (or similar) in order to gain a college perspective, and one to be completed by an Equality Officer (or similar) to ascertain a corporate response. Appendix 1 contains a copy of the questionnaire. All colleges responded and the table below indicates the number of responses from each college.

College	Number of questionnaires returned
Armagh College	1
Belfast Institute	2
Castlereagh Institute	2
Causeway Institute	2
East Antrim Institute	1
East Down Institute	2
East Tyrone College	2
Fermanagh College	2
Limavady College	2
Lisburn Institute	2
Newry and Killeel Institute	2
North Down and Ards Institute	1
North East Institute	1
North West Institute	2
Omagh Institute	2
Upper Bann Institute	2

4.2 Policies and Support Services

None of the 16 colleges have a specific policy on homophobia/sexual orientation. However, homophobia / sexual orientation are covered off by the colleges in their general equality policies / bullying / harassment policies. Responses from the colleges indicated that all staff across the 16 FE colleges have access to these policies but only 13 of the 16 colleges indicated that they have policies clearly available to students.

Of the 16 colleges, almost all responded that they advertise their specific homophobia / sexual orientation policies / services on the college intranet. Eight out of 16 colleges advertised services using their induction material. Other methods of advertising used by colleges included notice boards, student handbooks, emails, training and student services leaflets.

Of the 16 colleges, nine responded that they offer or facilitate support services for their LGBT staff and students. The support services which were reported as being in place were:

Service offered
Professional counselling for either staff and / or students / Carecall counselling service
LGBT Officer / LGBT Student Group / Student LGBT Liaison Officer
Links to the Rainbow Centre
Linkages to NUS USI
Student Advisors
Student services
Helpline

In some cases, these support services are dedicated LGBT services such as links to the Rainbow Centre, while others such as Carecall are general counselling services.

Whilst it is important that services are offered to the LGBT community, it is also important that these services are clearly publicised and made readily available within the colleges. Of the nine colleges who identified as having services in place, eight of these stated that LGBT services were clearly advertised, using formats such as the following:

Publicising Format		
Staff / student notice boards	Poster campaigns	Information days
Written communications	Awareness sessions	Student/staff handbook
Student Diary	NWIFHE news	Leaflets
Intranet	Team Briefing	Email
Internet	Centres	Briefings face to face
Prospectus	Health Fair	Student Services.

One college indicated that its services are not clearly publicised but indicated it has an LGBT officer on its campus.

4.3 Training

As well as offering support services to the LGBT community within the colleges, nine colleges identified that they provide specific training to staff in relation to homophobia / sexual orientation. The training which was identified as occurring was:

- Equality training
- Communication plan of equality scheme
- Manager training as part of the implementation of harassment policy, and subsequent training to all staff
- Awareness training on homophobia and sexual orientation as provided by the Equality Commission
- Internal awareness training
- Internal training on sexual orientation legislation
- Harassment training, covering off direct and indirect discrimination.

As well as provision of training to staff members, we also asked the colleges if they provided specific training to students in relation to homophobia / sexual orientation issues. Only two of the colleges in Northern Ireland indicated that they provided training to students, this included:

- One college which stated that it has a link available with NUS-USI for formal training if required
- One college has a 'Good Relations Course' for which attendance is compulsory for all new students.

4.4 Statistics and Reporting of Incidents

Most of the colleges stated that they do not gather specific statistics on homophobic incidents although many have systems in place for recording student complaints, harassment issues etc. Only four of the colleges stated that they do gather statistical information on any homophobic incidents which occur within their colleges.

- One college stated that there has been one taunting incident in the last 3 years
- One college stated that there has been one electronic abuse incident in 2006/07
- Two colleges indicated they had a process in place to specifically record homophobic incidents but there had been none recorded to date.

The following responses were noted from some colleges on the recording of incidents of a homophobic nature:

- One college indicated that it would not record an incident unless a staff / student member brings an issue to management attention
- One college indicated it would record an incident if raised through its disciplinary harassment procedures but none had been raised to date

- One college suggested it does not specifically record homophobic incidents but that it responds, investigates and puts in place appropriate action with regard to all complaints.

Despite the lack of formal or informal recording or evidence of incidents, the majority of colleges considered that both staff and students would feel able to report homophobia incidents (including complaints against other staff, complaints against students, and complaints on behalf of a student).

On the issue of dealing with complaints, or reported incidents of a homophobic nature, five colleges felt very confident that they would respond appropriately in dealing with an issue relating to homophobia, with 10 colleges feeling confident that their college would respond appropriately in dealing with an issue relating to homophobia. One college indicated the college would not be confident that it would deal appropriately with issues.

Despite this confidence, some colleges did note that it was felt that their college may have difficulties when dealing with issues on sexual orientation, although often the difficulties related to lack of experience rather than issues of explicit hostility. The issues which these colleges reported were:

- Such issues have arisen very occasionally and it therefore colleges have little experience in dealing with them
- Uncertainty as no difficulties have been presented through the student body but the college felt that some people may be prejudiced towards LGBT people
- Some staff appear uneasy when dealing with sexual orientation issues and that this was perhaps an issue of confidence and / or own religious beliefs
- One college indicated that there were specific staff / managers who have definite religious beliefs and do not tolerate any alternatives other than heterosexual relationships within their beliefs
- One college considered that it was difficult to indicate its confidence level as homophobic issues have either not arisen, or been dealt with very discretely, or an individual has had issues and did not seek help. It suggested that while there are support mechanisms in place it is difficult to comment on how these are perceived by staff / students
- People do not want to talk about homophobia, however not all lecturers have difficulties and it was perceived that younger lecturers would be easier to talk to about issues.

Of the colleges that responded to the question on their college being an LGBT friendly place, 12 stated that they felt their college was an LGBT friendly place for staff who identify as being LGBT while one college indicated it may not be an LGBT friendly environment. Only two of the colleges responded that they felt their college would not be an LGBT friendly environment for students – and of these one cited a lack of support groups as the reason for their response.

Several of the colleges that indicated their college was an LGBT friendly place to study for students who identify as LGBT elaborated on their responses:

- One college indicated it was not aware of any student who has identified as LGBT
- One college thought it is an LGBT friendly place to study as the newly formed student union in the college is raising the issue with students. The student union president is the LGBT officer for NI and has set up as LGBT committee within the college to raise awareness and address any issues which may arise
- One college suggested it continues to have a reputation as a very caring college. Students have easy access to support services provided by the specialist student services team. Student

questionnaires completed as part of a student survey process have not highlighted any issues relating to LGBT matters

- One college indicated that it was aware of a number of LGBT students and, while it had not heard any complaints of harassment, it could not definitively state there is a LGBT friendly culture
- One college indicated that the college was LGBT friendly although a more enhanced support system is needed.

Additional comments which were raised by the colleges were also noted. One college felt that the area of LGBT was one which awareness training was required for both staff and students and that the development of a specific policy in relation to sexual orientation should be developed for the Further Education sector as means of providing information for both staff and students alike. Another college reiterated the point that training around sexual orientation and homophobia should be the subject of training for staff and students.

5 Focus Group Findings

5.1 Overview

This Section provides details on the key themes / findings from the student and from the staff focus groups. Appendix 2 and 3 contains details on the focus group discussion topics.

The table below indicates the names of participating colleges and schools and the numbers attending the focus groups.

Selected Establishments	Number of staff participating	Number of students participating
Newry & Kilkeel Institute	4	12
Belfast Institute	5	18
Causeway Institute	9	8
North Down Institute	16	6
Omagh College	9	17
North West Institute	9	11
Dundonald High School	N/A	12
Drumragh Integrated School	N/A	17

It must be stressed that these themes / findings provide an indication of the views and comments of the students and the staff from the selected colleges and schools, and, in some cases, these views or comments may not be factually accurate. It is also worth highlighting that attendance at the focus groups was voluntary for both students and for staff and, while it is not possible to guess the motivation for all who attended, it is likely that participants had an altruistic interest in participating.

Given the potential sensitivities with the subject matter, all participants were assured at the outset of each focus group that all consultation was depersonalised and that explicitly, we were not asking any participants if they were gay, supportive or unsupportive of gay rights or if they were homophobic or had homophobic views. Notwithstanding this, most participants did express their own views although these were broadly liberal, tolerant and fair minded while many suggested that wider society was so.

5.2 Key Findings from Student Focus Groups

- Most of the student participants were aware of the differing ways in which homophobia may be manifested, particularly within an FE environment e.g. graffiti, ostracising people, electronic abuse such as abuse of email / mobile phone.
- All the student participants indicated they were familiar with LGBT terminology and were aware of the meanings of each of the different sexual identities in discussion. The word 'gay' was considered by many as being the most familiar, generic and politically acceptable term and they indicated they had no particular issues or hang-ups talking about 'gay' issues.

- Most students, when asked about society's views on gay people, suggested a range of negative responses such as 'disgust', 'seen as different: being alien' and 'outcast'. However, they did suggest that Northern Ireland society had progressed enormously in recent years. Many students expressed their own view was that it is important to accept people 'for who they are'.
- Some students referred to knowing students who identified as being gay; others suggested they were aware of students whom they perceived to be gay. All of the students recognised that there tended to be many stereotypes around gay people. Some students suggested there would be differences between acceptance of lesbians and gay men, with the former being more acceptable and with female students more accepting of others' sexualities than male students would. There was some broad agreement with this comment. The students had no direct experience of transgender or transsexuals at college but all agreed that they were happy with the possibility that some students may be LGBT.
- The students believed that LGBT students at their college should feel welcome and that many straight students would not tolerate them being 'picked on' or harassed on the grounds of their sexuality - the concept of positive peer pressure was raised in a number of the focus groups.
- Some of the students directly contrasted the welcoming environment and culture of acceptance displayed within the college to specific towns in Northern Ireland, indicating a marked difference in attitudes that a number of other students agreed with. Some suggested that where there was a noticeable gay community in the local town, then this was reflected in local attitudes being more tolerant and accepting.
- There was a consensus of all the students that their college generally was possibly more accepting of diversity and different sexual identities than wider NI society. It was felt neither the staff or the students at their college would tolerate homophobia. The group claimed that the mixed nature of the students at the college and the informal nature of the relationships between staff and students rendered colleges progressive and positive environments.
- It was suggested by some that homophobia was not very evident although students were undecided if this was because it was done through implicit means or because it had a low incidence level.
- A key finding was that many students suggested homophobia was not an issue in their college and when questioned on this view it materialised that this was based on the absence of evidence to the contrary. Most students agreed that, while they considered homophobia was not an issue, this may not necessarily be the case.
- Some students suggested that college environments were more liberal than both mainstream society and traditional secondary schools, and that the combined presence of liberal students, the pastoral role of teaching staff and anti-discriminatory policies went a significant way to preventing homophobia from becoming an explicit issue in their college.
- Students did not feel that potential students who identified as gay would not attend college/a particular college or actual students who identified or were perceived as gay would drop out. Nor did the participants consider that students would choose a specific college because it was perceived as being gay friendly; location, course were determining factors.

- All of the students agreed that their specific college took incidents of discrimination seriously. Most were aware of their college's anti-discriminatory policies and pro-active approach to addressing bullying or harassment on any grounds.
- A small number of participants at specific focus groups were aware of particular incidents of harassment with an explicit or implicit homophobic undertone either occurring or having been reported at their college. Such incidents ranged from name-calling to electronic abuse. These students indicated that in incidents of both formal and informal complaints, their college authorities had acted swiftly and decisively and without drawing attention to the incidents, the perpetrators or the victims and this was viewed as being a very positive reflection on their college's stance and the robustness of college policies.
- A few students in one group mentioned other discriminatory incidents that had occurred and concluded that they felt homophobia, should it be an issue, would be dealt with in a similar manner by their college staff and many students agreed with this comment.
- Some students felt that some victims may not report incidents, often because they personally were not confident enough to do so.
- Students were not aware of any specific incidents of harassment from students to staff or from staff to students although some students did comment that they thought student-to-student harassment would be potentially more common and had the potential to be more malicious.
- Most students were aware of their college's policy against discrimination or harassment. Some students also referred to the availability of a confidential counselling service at the college and to the pastoral role undertaken by teachers. One group highlighted that each student has a personal tutor and has a formal one to one session every year and students felt this was a mechanism for students to raise issues and, more importantly, was a forum in which students felt/knew they could raise issues. No student felt that a gay student would be put off going to college, or would withdraw from college but again this was based on no evidence to the contrary.
- Most of the students described their college staff, both teaching and non-teaching, as being friendly, approachable, open-minded and fair, although in one focus group some students indicated that they thought that staff who were religious would probably consider homosexuality to be 'sinful', but this was their perception and not based on any firm evidence.
- None of the students were aware of any staff being LGBT and they stressed they would actually know very little about a member of staff's personal life and that staff would make very little direct comments on their personal life, let alone their personal circumstances. Again, the strong pastoral role of teaching staff was highlighted.
- Year 11 pupils did not believe that their peers would think of sexuality and homophobia as issues to consider when choosing to go to an FE college, or choosing between FE and staying on at school or when choosing a specific college.

5.3 Key Findings from Staff Focus Groups

- Most of the staff were aware of the differing ways in which homophobia may be manifested, particularly within an FE environment e.g. graffiti, ostracising people, electronic abuse such as

abuse of email / mobile phone and recognised that homophobia could be very explicit but equally could be very implicit and often implicit homophobia was much harder to pinpoint and tackle.

- Staff indicated they were familiar with LGBT terminology and were broadly aware of the meanings of each of the different sexual identities in discussion.
- When asked about society's views on gay people most staff suggested a range of negative responses such as 'should not belong in the community' and 'fear'. It was also suggested that many people in society confused being gay or identified gay people as being paedophiles and hence a threat to children, although staff recognised this was an incorrect view and indeed one group highlighted that crime statistics/research showed that paedophiles were more likely to be male, heterosexual, white and middle aged. However, it was suggested that the confusion between gayness and paedophilia played some part in shaping society's attitudes towards gay people. It was suggested that gay people were much more visible on television which had a positive impact on changing attitudes although some of these gay role models perpetuated gay stereotypes and so paradoxically had a negative impact.
- Some staff in some focus groups were familiar with LGBT students at their college although staff suggested that in some cases this was more about such students being perceived as being gay on the basis of their behaviour rather than staff knowing for definite. In the cases where students were 'out' or open with regards to their sexual identity, a number staff participants commented on their perceptions of this as demonstrating that the students must obviously feel comfortable in their environment to be happy about their sexual identity being open. In these colleges, some staff felt that this openness and comfortableness was endemic throughout their college, and possibly facilitated the liberal attitudes of some of the students through their coming into direct contact with LGBT people.
- In one group, staff commented that students identifying or being perceived as LGBT were predominately doing arts related courses such as media studies, hairdressing etc and 'hung out' with students from these courses and that this presented no issues. However, they were less sure how LGBT students would fare in the more traditional vocational courses such as bricklaying and plumbing. One staff member indicated two female students had previously completed trades based courses and had been automatically labelled by fellow students as being lesbians.
- One group referred to two students who had attended their college recently and who were cross-dressers while in another group a staff member indicated a transsexual had enrolled as a mature student.
- Staff were less clear on knowing staff that identified as LGBT although again it was suggested that some staff would be perceived to be LGBT but this would not be discussed openly. No staff were aware of any member of staff in any college who was openly gay. This was seen as a response to society's views on being gay rather than any explicit/implicit stance taken by any college. There was no indication that those staff who were perceived as being gay by staff (and assuming the same case for students) were in any way harassed by students and indeed it was suggested that should there be any LGBT staff at the college then the students would be comfortable with them in much the same way as they would any other member of staff.
- Some staff in certain colleges were aware of homophobic incidents having taken place within their college and specific reference was made to an incident on a work training programme placement. One college had a student who had been attacked outside of college. In all college

related incidents staff indicated that college policies and procedures had been followed and the issues satisfactorily resolved.

- There was a consensus in all of the groups that their college did not have a problem in terms of homophobia or homophobic victimisation although, again, this was broadly based on the absence of evidence to the contrary. All members of the groups were clear that should staff witness or be made aware of any homophobic incident, they would take the necessary measures to investigate the issue. Sexual orientation was not perceived as a debilitating issue hindering staff involvement in addressing harassment or victimisation. Indeed staff in all the focus groups were aware of college policies and procedures.
- In one focus group it was commented on that sometimes it is difficult to distinguish between what was ‘banter’ and what was bullying or harassment. One staff member mentioned that in some of his conversations with students about potentially discriminatory behaviour, the students themselves had not considered it as harassment until confronted and insisted that they had not intended to be discriminatory. This, he pointed out, illustrated the often subjective nature of harassment and discrimination. Despite this, the teaching and non-teaching staff were always willing to point out that the behaviour is, in any case, wrong.
- In some of the groups staff cited the ‘Good Relations’ training they had undergone in order to familiarise them with Section 75 of the Northern Ireland Act 1998 outlawing discrimination on a number of grounds. One session in particular was mentioned, an equality and discrimination course which the college staff had been required to attend. This course detailed the law relating to homophobia in relation to discrimination towards staff (by other members of staff).

5.4 Summary

- Both student and staff focus groups expressed similar views. These were:
 - An overall sense that homophobia is not an issue in their college but this view was mainly based on the absence of evidence to the contrary
 - Incidents which have occurred have been dealt with appropriately and swiftly.

6 Conclusions and Recommendations

6.1 Conclusions

The results from the college questionnaires and stakeholder consultation and the views of staff, students and potential students would suggest the following:

- There is very little firm evidence of the current extent of homophobia in the FE sector. Many of the colleges indicated that they do not specifically record / categorise homophobic incidents per se while the findings from the student and staff focus groups would suggest that homophobic incidents have occurred in specific colleges and that these are often dealt with informally
- The lack of firm evidence on homophobia has led most consultees to conclude that homophobia is not a significant issue in the FE sector, although all accept that the absence of evidence does not necessarily mean that homophobia is not an issue
- All students and staff consulted indicated that they had a positive attitude towards issues around sexuality and felt this would be representative of most but not all students and staff in the sector.

6.2 Additional Considerations

The FE sector within Northern Ireland is going through a considerable period of change at the present time. Recently the 16 further education colleges in Northern Ireland have merged to form six new colleges and this has implications from a strategic, managerial and operational perspective. It is likely that this change will impact on the competition among colleges for student enrolments to their college. This will also have an impact on how the colleges promote themselves, and is likely to focus on equality of opportunity for all in a bid to attract student numbers.

6.3 Recommendations

In light of the findings from this scoping study, we do not consider there is merit in undertaking any further research at this point in time.

However, we suggest that colleges are more robust in the application and implementation of their equality policies and procedures. The Chill Factor report recommended that colleges adopt a holistic approach to diversity and to take a broader approach in terms of tackling sectarianism, racism and homophobia. We suggest that all colleges:

- Consider the feasibility of collecting information on sexual orientation, taking account of the issues and sensitivities of doing so and ensuring confidentiality and anonymity is preserved.
- Revisit their equality policies and harassment policies and procedures and ensure that sexual orientation is adequately covered, that such policies provide a clear statement of the consequences of discrimination or harassment on the grounds of sexual orientation, and that incidents of a homophobic nature are accurately captured and documented. This may mean revisiting college administrative processes e.g. enrolment forms which request spousal details etc, to ensure these take account of new legislative changes such as Civil Partnerships.

- Establish an LGBT ‘champion’ in each college whose specific remit is to promote equality on sexual orientation, offer support and help to LGBT students and staff and who will provide a coordinated and consistent approach to issues, ensuring they are formally documented (taking account of anonymity etc), that corrective strategies are identified and implemented, who will collect data on homophobic incidents and who will ensure that key strategies and learning are disseminated within and between colleges. Such a recommendation is not to say that colleges or individual staff or students can abdicate their responsibilities.

Finally, we recommend that DEL asks the FE sector to take forward the above recommendations within a clear timescale and asks colleges to report on this in 12 months time.

Appendix 1 College Questionnaire

Department for Employment and Learning Scoping Study on Homophobia in the Further Education Sector

COLLEGE QUESTIONNAIRE

The Department for Employment and Learning (DEL) has appointed KPMG to undertake a scoping exercise to determine the extent of homophobia in the Further Education (FE) sector in Northern Ireland.

It is widely acknowledged that homophobia remains a significant issue in Northern Ireland, and recent research has highlighted serious problems faced by young people in Northern Ireland who identify as lesbian, gay, bisexual, transsexual or transgender (LGBT).

DEL wishes to gain an assessment of the perceptions, attitudes and experiences of students/trainees in FE colleges towards issues around sexuality; and the attitudes and behaviours of staff (teaching and non-teaching) towards issues around sexuality; the perceptions and experiences of potential/current students/trainees who identify as LGBT.

As part of this scoping study, we wish to gain an understanding of current equality policies, procedures and practices in the FE sector specifically relating to homophobia.

Your principal has identified you as an appropriate college representative to complete the following questionnaire.

The Questionnaire*

- This asks about your college policies and procedures for dealing with homophobia; any specific services offered; the extent of homophobic incidents; your views on the extent of homophobia in your college; and how well equipped your college is in dealing with this. **Please note that your responses to these questions are anonymous.**

*Please note the expression student is used to denote both students and trainees.

Please provide your personal details.

Name: _____

Role: _____

Contact Number: _____

Please return your completed questionnaire by **Wednesday 14 March 2007** in the self-addressed prepaid enveloped provided.

If you have any queries regarding the questionnaire or the project, please contact: Maria McDonnell at KPMG, Stokes House, College Sq East, Belfast, BT1 6DH or telephone 028 9089 3722; or by email at maria.mcdonnell@kpmg.ie

Thank-you for investing your time in this valuable work.

<p>1. Does your college have a specific policy on homophobia / sexual orientation?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/></p>										
<p>2. Is homophobia / sexual orientation covered in general equality policies / bullying / harassment policies?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/> (If No, please go to Question 4)</p>										
<p>3. A. Are copies of such policies clearly available to staff?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/></p> <p>B. Are copies of such policies clearly available to students?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/> (If No, please go to Question 4)</p> <p>C. If Yes, please elaborate on your responses; e.g. policies displayed on notice boards, distributed at staff / student inductions etc.</p>										
<p>4. A. Does your college offer / facilitate any support services for LGBT staff or students?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/> (If No, please go to Question 6)</p> <p>B. If Yes, please tick all which are available.</p> <table><tr><td>Helpline</td><td>1 <input type="checkbox"/></td></tr><tr><td>LGBT Staff Group</td><td>2 <input type="checkbox"/></td></tr><tr><td>LGBT Student Group</td><td>3 <input type="checkbox"/></td></tr><tr><td>Student LGBT Liaison Officer</td><td>4 <input type="checkbox"/></td></tr><tr><td>Other</td><td>5 <input type="checkbox"/> Please specify _____</td></tr></table>	Helpline	1 <input type="checkbox"/>	LGBT Staff Group	2 <input type="checkbox"/>	LGBT Student Group	3 <input type="checkbox"/>	Student LGBT Liaison Officer	4 <input type="checkbox"/>	Other	5 <input type="checkbox"/> Please specify _____
Helpline	1 <input type="checkbox"/>									
LGBT Staff Group	2 <input type="checkbox"/>									
LGBT Student Group	3 <input type="checkbox"/>									
Student LGBT Liaison Officer	4 <input type="checkbox"/>									
Other	5 <input type="checkbox"/> Please specify _____									
<p>5. A. Are these services clearly advertised / publicised?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/> (If No, please go to Question 6)</p> <p>B. If Yes, please elaborate further; e.g. advertised on notice boards etc.</p>										

<p>6. A. Have <u>staff</u> been provided with any specific training in relation to homophobia / sexual orientation?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/> (If No, please go to Question 7)</p> <p>B. If Yes, please elaborate on your response; e.g. nature of training, frequency, numbers of staff etc.</p>																					
<p>7. A. Have <u>students</u> been provided with any specific training in relation to homophobia / sexual orientation?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/> (If No, please go to Question 8)</p> <p>B. If Yes, please elaborate on your response; e.g. nature of training, frequency, numbers of students etc.</p>																					
<p>8. A. Do you gather statistics on homophobic incidents?</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/> (If No, please go to Question 9)</p> <p>B. If Yes, please indicate the type of incident and numbers (and collection period).</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Type of Incident</i></th> <th style="text-align: center; border-bottom: 1px solid black;"><i>No of Occurrences</i></th> <th style="text-align: center; border-bottom: 1px solid black;"><i>Collection Period</i></th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px solid black;">Taunting</td> <td style="border-bottom: 1px solid black; width: 150px;"></td> <td style="border-bottom: 1px solid black; width: 150px;"></td> </tr> <tr> <td style="border-right: 1px solid black;">Verbal abuse</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black;">Physical abuse</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black;">Mental abuse</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black;">Electronic abuse</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-right: 1px solid black;">Other (please specify)</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> </tbody> </table>	<i>Type of Incident</i>	<i>No of Occurrences</i>	<i>Collection Period</i>	Taunting			Verbal abuse			Physical abuse			Mental abuse			Electronic abuse			Other (please specify)		
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<p>9. Do you consider that staff feel able to report homophobia incidents (including complaints against other staff, complaints against students, complaints on behalf of a student)</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/></p>																					
<p>10. Do you consider that students feel able to report homophobia incidents (including complaints against staff and complaints against students)</p> <p>Yes 1 <input type="checkbox"/> No 2 <input type="checkbox"/></p>																					

11. How confident are you that your college would respond appropriately in dealing with an issue relating to homophobia?

Very Confident 1

Confident 2

Not Confident 3

12. A. Do you consider your college has difficulties when dealing with sexual orientation issues?

Yes 1

No 2 (If No, please go to Question 13)

B. If Yes, please elaborate on your response.

13. A. Do you consider your college is an LGBT friendly place to work for staff who identify as LGBT?

Yes 1

No 2

B. Please elaborate on your response.

14. A. Do you consider your college is an LGBT friendly place to study for students who identify as LGBT?

Yes 1 No 2

B. Please elaborate on your response.

15. Please use this section to make any further comments, views or observations.

**Thank you for taking the time to complete this questionnaire.
Please return to Maria McDonnell at KPMG in the self-addressed prepaid enveloped
provided by Wednesday 14 March 2007.**

Appendix 2 Staff Focus Group Discussion Topics

- What is your understanding of the term homophobia?
- To what extent do you feel homophobia is an issue within your college?
- Have you witnessed, or heard of any homophobic incidents within the college?
 - If yes, what action was taken?
- Do you think students within the college would feel comfortable reporting homophobic incidents?
- Do you think staff feel comfortable dealing with students who identify as LGBT either in a teaching / administrative capacity or specifically in dealing with issues such as homophobic bullying etc?
- Have you had any training on how to deal with LGBT issues?
- What policies are in place in the college to protect the LGBT community?
- What LGBT services are offered by the college? E.g. health advice/counselling support
- What are the attitudes of the college towards LGBT staff and students? I.e. is this a gay friendly college?

Appendix 3 Student Focus Group Discussion Topics

- What is your understanding of the term homophobia?
- Have you ever witnessed or heard any homophobic incidents occurring within college?
- What are the attitudes of the college towards LGBT students?
- Do you think the attitudes within the college encourage students or drive them away from the college to either another college or out of Further Education?
- Do you think that LGBT students would experience a different experience at a different FE college?
 - If so why would this be the case?
- Do you think LGBT students feel comfortable about being open and honest about their sexuality in this college environment?
- Do you think that teachers are comfortable around LGBT students?
- If a teacher or staff member saw an incident do you think they would they feel comfortable enough to challenge the individuals involved?
- Does the college have any LGBT or equality policies in place?
 - If yes what are they and how are they communicated to students?
- Does the college offer services to support LGBT students?
 - If so do you think they are useful or could more be done?
- Are people's attitudes towards LGBT within colleges reflective of our society?

people:skills:jobs:



Department for
**Employment
and Learning**
www.delni.gov.uk



INVESTOR IN PEOPLE

THE DEPARTMENT:

Our aim is to promote learning and skills,
to prepare people for work and to support
the economy.

This document is available in other
formats upon request.

Further information:

Tertiary Education Analytical Services
Branch

telephone: 028 9025 7606

web: www.delni.gov.uk/studyhomophobiafe