"You have the sense that your problem would be refused as a problem that is not 'normal'": Gender-based Violence against LGBTQI Students in Schools: Prevention and Treatment Efforts in Hungary

National needs assessment report prepared as part of the *"LOOK WIDE: Developing a Working Method to Support LGTBI Victims of Gender-based Violence by Integrating Gender and Sexual Diversity"* **project**

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Introduction: Definitions

According to the European Institute for Gender Equality,

> *'gender-based violence' and 'violence against women' are terms that are often used interchangeably as most gender-based violence is inflicted by men on women and girls. However, it is important to retain the 'gender-based' aspect of the concept as this highlights the fact that violence against women is an expression of power inequalities between women and men.[1]*

The term has gained an even broader meaning during recent years: violence and discrimination based on sexual orientation and gender identity are also regarded as forms of **gender-based violence**. LGBTI victims of violence are also victims of gender-based violence: they are attacked because they do not conform to the gender norms of the societies or micro-communities they live in. **Bias-motivated violence based on sexual orientation / gender identity or expression (SOGIE)** constitutes a form of gender-based violence, driven by a desire to punish those seen as defying gender norms.

The Violence Prevention Alliance (VPA)[2], a network of WHO Member States, international agencies and civil society organizations working to prevent violence, addresses the problem of **violence** as defined in the *World report on violence and health* (WRVH), namely:

> *"the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."[3]*

Schools are primary sites interactions among young people: youngsters aged 13 to 18-20 spend most of their days at school with their peers. Sociological research also shows that sexuality is a central topic in schools, and children learn very early that "sexuality" is deemed to be heterosexual, that is, schools are especially important venues of messages about "proper" and "improper" sexuality and gender characteristics. **Bullying** (that is, physical and verbal harassment) because of being

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[1] https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence
[2] http://www.who.int/violenceprevention/en/
[3] http://www.who.int/violenceprevention/approach/definition/en/

LGBTI and / or not conforming to the socially accepted gender norms is *a form of gender-based violence* that has a severe impact on the well-being, attainment and aspirations of LGBTI students. Thus any activities and programs that aim at helping students who are victims of gender-based violence in schools (e.g. girls who are sexually harassed or bullied because they do not conform to what is expected of women in a given society) should also include working with students who are victims of gender-based violence in the form of homo- and transphobic bullying.

Homo- and transphobic school bullying can also reach the level of **hate crimes**. In Hungary, the definition of hate crimes (violence against a member of a community) includes assault committed against another person for being part, whether in fact or under presumption, of a societal group, in particular on the grounds of disability, gender identity or sexual orientation, as well as compelling someone by applying coercion or duress to do, not to do, or to endure something. Thus professionals working in schools (teachers, school psychologists and nurses) should be prepared to recognize when bullying reaches the level of homo- and transphobic hate crimes and help victims seek help: in some cases reporting to the police, and in other cases turning to the school leadership and perform necessary intervention. Students may also be attacked based on their SOGIE outside the school environment, and seek help in their school from classmates, teachers and other professionals working there.

We chose to work in the topic of gender-based violence and bias-motivated violence in schools against LGBTQI students in the framework of the Look Wide project for various reasons: partly because we work on the issue of hate crimes and the work of victim support service providers in other projects, partly because we have already trained and have been working with other service providers in the field of partnership violence, and partly because there are more and more LGBTQI students who turn to our Legal Aid Service because of being bullied by fellow students or even teachers. Professionals who work with victims / survivors of GBV in schools need to be trained to interpret anti-LGBTQI violence in this context, and to be able to provide more professional support and prevention services – as they themselves elaborated in the interviews analyzed bellow.

1. Legal and political framework

Hungarian law does not refer to "hate crimes" or "hate speech" *per se*. The Criminal Code, however, defines and punishes bias-motivated criminal acts with explicit reference to sexual orientation and gender identity.

In relation to bias-motivated criminal acts committed against LGBTQI people, there are two groups of relevant acts in the Hungarian Criminal Law: *sui generis* acts, where the description of a criminal act explicitly refers to bias when defining the motive and the aim of the criminal act; and other criminal acts that do not contain an explicit reference to bias motive, but qualifying circumstances[4] refer to "malicious motive," which includes bias motive, based on someone's belonging to a social group.

The following criminal acts defined by the Criminal Code (Act C of 2012 on Criminal Law, hereafter also referred to as Criminal Code) are relevant for hate-motivated acts:

as *sui generis* acts that explicitly refer to sexual orientation and gender identity:
- violence against a member of a community;
- incitement against a community;

indirectly, listing malicious motive as a qualifying circumstance:

- homicide, assault, illegal restraint, defamation and unlawful detention.

Sex characteristics (intersexuality) *per se* is not mentioned in the law, but since the list of protected characteristics is open-ended, such bias motive is also implicitly covered both in the case of violence against a member of a community and inciting to hatred against a community.

Violence against a member of a community (Criminal Code Art. 216) is a crime committed by someone who
(1) displays an apparently anti-social behavior against others for being part, whether in fact or under presumption, of a national, ethnic, racial or religious

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[4] A *qualifying circumstance* is a feature of a criminal act specifically included in the definition of the crime in the Criminal Code that imposes a higher sanction for the act.

group, or of a certain societal group, in particular on the grounds of disability, gender identity or sexual orientation, aiming to cause panic or to frighten others; this felony is punishable by up to three years of imprisonment;

(2) assaults another person for being part, whether in fact or under presumption, of a national, ethnic, racial or religious group, or of a certain societal group, in particular on the grounds of disability, gender identity or sexual orientation, or compels him by applying coercion or duress to do, not to do, or to endure something; this felony is punishable by one to five years imprisonment.

Incitement against a community (Criminal Code Article 332) is a felony committed by "any person who before the public at large incites hatred or violence against the Hungarian nation, any national, ethnic, racial or religious group, or certain societal groups, in particular on the grounds of disability, gender identity or sexual orientation." The crime is punishable by up to three years of imprisonment.

As for legislation pertaining to school bullying, the Fundamental Law guarantees the right to education (Article XI) and according to Article XV (2) "Hungary guarantees fundamental rights to everyone without any discrimination, namely discrimination based on race, color, sex, disability, language, religion, political or other views, national or social origin, economic, birth or other situation."

The Equal Treatment Act (*Act CXXV of 2003 on equal treatment and the promotion of equal opportunities*) prohibits direct and indirect discrimination, harassment, segregation and retaliation based on someone's sexual orientation and gender identity in educational institutions.

According to the Act on Public Education (Act CXC of 2011 on National Public Education) institutions working in the field of public education must maintain a safe environment in which children can develop freely and in harmony both psychologically, mentally and physically.

However, the underreporting of anti-LGBTQI hate crimes is a serious concern in Hungary: research finds that only 10-23% of incidents are reported to the authorities. Some civil society organizations have implemented small-scale awareness raising

campaigns and online reporting interfaces, and held trainings for police and victim support service providers, but their efficacy is hard to measure.

2. Social situation and research data

The underreporting of anti-LGBTQI hate crimes is well documented by research in Hungary. A large-scale survey in 2010, by the Institute of Sociology of the Hungarian Academy of Sciences and Háttér Society (1674 respondents), found that only 15% of those respondents who had been victims of violence due to their sexual orientation made an official report.[5] Research by the Fundamental Rights Agency, in 2012, (2267 Hungarian respondents) found that only 10% of the most recent and 14% of the most serious threats or assaults were reported to the police in Hungary. A research study in five Eastern and Central European countries (168 Hungarian respondents) found the reporting rate to be 23% in Hungary.[6] The most recent research from 2016, covering 10 European countries (348 LGBT respondents in Hungary), found that only 10% of Hungarian respondents experiencing or witnessing homophobic or transphobic hate crimes or online hate speech reported it to the authorities.[7]

The situation of LGBTI students in school has been examined by two major studies in Hungary: the LGBT Survey 2010 (realized by Háttér Society and the Sociological Research Institute of the Hungarian Academy of Sciences) and the National School Climate Survey conducted by Háttér in 2017. Participants of the 2010 survey could also give account of their previous school experiences as adults, while the respondents of the 2017 survey were all high school students (aged between 13 and 20).

In the 2010 survey, 19% of the respondents gave accounts of being discriminated or harassed in school. The most common forms of discrimination (67%) were bullying by

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[5] Dombos, Takács, P. Tóth, Mocsonaki. 2011. "Az LMBT emberek magyarországi helyzetének rövid áttekintése" (A Short Overview About the Situation of LGBT People In Hungary). Pp 35-54 in *Homofóbia Magyarországon* (Homophobia in Hungary), edited by Judit Takács. Budapest: L'Harmattan. Retrieved February 28, 2018 from http://mek.oszk.hu/10400/10446/10446.pdf

[6] Iganski, Paul. 2016. *Understanding the Needs of Persons Who Experience Homophobic or Transphobic Violence or Harassment: The Impact of Hate Crime.* Warszawa: Kampania Przeciw Homofobii. Retrieved February 28, 2018 from http://hatenomore.net/publ/06-summary-en/06-summary_EN.pdf

[7] Háttér Society. 2017. *UNI-FORM: Online felület és okostelefonos alkalmazás a homofób és transzfób gyűlölet-bűncselekmények bejelentésére.* (UNI-FORM: Online reporting platform and application for reporting homophobic and transphobic hate crimes) Retrieved February 28, 2018 from http://hatter.hu/kiadvanyaink/uniform

other students as well as spreading lies and rumors (81%). 23% of bullying victims were also physically attacked by fellow students. Only 6% of students made an official complaint because of being harassed.

As for the National School Climate Survey conducted by Háttér in 2017, the survey questionnaire was filled out by **928 students between the ages of 13 and 21**. Students participated from each county of Hungary and each district of Budapest: 33% of respondents live in Budapest and its agglomeration, 20% in cities with more than 100.000 inhabitants, 42% in smaller towns and 5% live in villages.

53% of respondents reported that they at times had not felt safe at school because of their sexual orientation, and 27% reported the same based on their gender expression. If students feel threatened or uncomfortable at school, they tend to avoid the venues and activities where they experience these most. Thus LGBTQI students may be hindered in fully participating in the school community. More than one quarter (26%) of LGBTQI youth marked that they had missed at least one day from school during the past month because of not feeling safe.

More than half of LGBTQI students told that they had heard homophobic remarks in their school often or very often; 70% even heard these from teachers and other staff members. At the same time, only 15% of students had had the experience that teachers or other staff members intervened when hearing homophobic remarks most of the time or always; and 35% of respondents told that school staff had never intervened. Most LGBTQI students learn that no one wants to end verbal homophobia in schools, and this creates a hostile school environment for them.

Almost two thirds (64%) of respondents had been **verbally harassed** because of their sexual orientation, one fifth (20%) of them had experience this often or very often. More than half (56%) of LGBTQI students had also been verbally harassed because of their gender expression, and almost one in five (18%) had harassed often. 22% of LGBTQI students had experienced **physical harassment** because of their sexual orientation, and 19% because of their gender expression. 14% of LGBTQI students had also been physically abused. 81% of respondents had been subject to negative rumors and defamation; 77% of them had felt intentionally isolated or ostracized.

Electronic bullying („cyberbullying", when victims are threatened or abused via text messages, e-mails, or social media surfaces) had been experienced by 40% of LGBTQI students.

38% of those concerned had reported bullying to adults, but only 14% responded that they had usually reported when they had been harassed or abused ("every time" or "most of the time"). **Intervention by adults** was regarded as effective or at least somewhat effective by only 40% of those who had reported. 52% of adults told victims to not care about the problem; 33% did not do anything; 44% talked to the perpetrators to persuade them to stop bullying or harassment. Of these most common reactions only one (communicating with the perpetrator) can be regarded as suitable or potentially effective intervention against school bullying or violence: talking to the perpetrator.

Results show a link between experiencing harassment or abuse and **missing**. Those who had been harassed because of their sexual orientation or gender expression were two times as likely to have missed school during the previous month (42% compared with 17%).

3. Háttér's work

Háttér Society was founded in 1995, originally as an NGO providing psychological counseling and advocacy for the lesbian and gay community. Later it extended its activities to advocacy and legal aid. At present Háttér is the largest LGBTQI NGO in Hungary.

The main activities and programs of the organization:

- Information and counseling hotline,
- Personal counseling,
- Legal aid service,
- HIV/AIDS program,
- Archive and library.

Beyond this we also do advocacy work, research and training activities. We take an active part in community building and in the organization and realization of LGBTQI-related cultural events.

Háttér Society's Legal Aid Service started its activities in 2000. It provides free legal counseling and legal representation in cases of discrimination or hate crimes on the basis of sexual orientation and gender identity. We also provide free legal advice in any other legal matter related to sexual orientation or gender identity.

From the early 2000s the organization has actively participated in advocacy work related to legislation. One of our biggest successes has been achieving via civil consultations as a member of a coalition of NGOs that in the revised Criminal Code sexual orientation and gender identity got explicitly included in the description of the crime "violence against a member of the community." (Earlier the law included an open-ended list; homo- and transphobic violent crimes could only have been prosecuted under the category "other social group.")

In 2010, cooperating with the Sociology Institute of the Hungarian Scientific Academy, our organization conducted the first large-sample (online and offline) quantitative survey of the LGBTQI community, which also asked about violence against community members. Of the 3094 surveys started, 1653 were completed (the survey contained 17 categories and altogether 211 questions).

16% of respondents had suffered violence (5% in the 12 months preceding the completion of the survey). Within the trans community the proportion of respondents who had been victims of violence was 26%. 68% of attacks happened in public places and 30% were in some way related to the Pride March. In 74% of cases the perpetrators were unknown; the majority of known perpetrators were colleagues or schoolmates. 15% of the attacks were reported to the police or other authorities.

Since 2013 Háttér Society has operated a website "Report homophobia" (*Jelentsd a homofóbiát*)[8], which has also been available through an application written for iOS and Android since the end of 2015. This online reporting system enables the victims of homo-, bi- and transphobic events (violence, discrimination, hate speech and other incidents) to report these. The interface enables the description of the events in a semi-structured way anonymously or with contact details. Besides a free description of the events there are questions specifically asking about circumstances that later can facilitate the determination of the facts (was any harm done, were there any witnesses, why the person thinks the event was connected to the victim's gender identity or sexual orientation). The complainant can signal whether s/he wishes to remain anonymous or wants to get in touch with Háttér Society. In the latter case the information arrives at Háttér's Legal Aid Service, where – on the complainant's request – they contact the complainant and, if necessary or requested, help her/him enforce their claim. The online interface serves a double purpose. On the one hand it provides legal help for members of the LGBTQ community, on the other hand it wishes to contribute to the visibility of homo-, bi- and transphobic crimes (through anonymous case descriptions).

In 2012 the organization, together with five other NGOs and three scholars, founded the Working Group Against Hate Crimes.[9] This informal expert network meets on a monthly basis. Its strategic goals include developing the legal and institutional frameworks, increasing the willingness to report and creating a social environment that disdains hate crimes. Its main activities are submitting opinions and recommendations on legal provisions; translating IACP protocol; creating cooperation with the police, holding trainings and preparing case studies for them; cooperation with CEPOL;

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[8] http://www.jelentsd-a-homofobiat.hu/
[9] http://gyuloletellen.hu/

participation at conferences; publishing; making reports for UPR and OSCE; media work.

Between 2012 and 2014, within the framework of creating a "National Strategy and Action Plan," the organization completed a research and advocacy program based on community participation. The aim of the research was identifying problems, barriers and possible solutions. It included ten community forums and 25 interviews with police officers, prosecutors, judges, victims' service providers and scholars. During this work a bibliography was created and best practices in the field were mapped. In the final report representing the results of this research, the authors put forward 72 recommendations for legislators.

In 2013, within the framework of the "Public Service Survey" supported by FRA, 51 semi-structured interviews were conducted with public officials, representatives of law enforcement bodies, people working in public education and public health care.

Háttér holds trainings of different length and structuredness for various target groups on a variety of topics, often involving outside experts. Topics range from LGBTQI sensitization to hate crimes. We have conducted such trainings for, among others, the National Police Headquarters, the Budapest Police Headquarters, the Faculty of Law Enforcement at the National University of Public Service, CEPOL and the Hungarian Academy of Justice.

4. Methodological framework

Within the framework of the Look Wide project, we made 15 interviews with survivors of school bullying based on SOGIE (sexual orientation, gender identity and gender expression) and professionals working with them: 6 survivors and 9 professionals who work in schools as school psychologists or social workers. Interviewees were recruited through community advertisement, our professional network, as well as using the "snowball" method.

Survivors of school bullying based on SOGIE

S1	20 years old gay man brought up in a village, high school of a town
S2	16 years old lesbian woman, vocational school in a city (not Budapest)
S3	20 years old bisexual man, high school of a town
S4	16 years old gay man, high school in Pest county
S5	19 years old non-binary, questioning youth, high school in Budapest
S6	20 years old lesbian woman, secondary school in a town

Professionals working with victims

P1	school psychologist in a dormitory, Pest County
P2	school psychologist in an elementary school, Budapest
P3	school psychologist in a secondary school, town in Northern Hungary
P4	social worker in an elementary school, Budapest (Kőbánya)

P5	school psychologist (counsellor, child therapist) in an elementary school, Budapest
P6	school psychologist, Budapest, XVIth district (Budapest Educational Services)
P7	school psychologist in an elementary and high school, Budapest
P8	psychologist, Educational Advisory Service, Budapest
P9	social worker working with youth groups, Educational Advisory Service, Budapest

They talked about how gender and sexual diversity appear in their work, what they see of GBV in schools, the quality of services, questions related to peer-to-peer support, as well as their own experiences of violence and support (or lack of support), what they see as lacking and the solutions they propose, the political and legal framework of helping LGBTI victims of GBV in schools, as well as their training needs.

5. Analysis of the interviews

5.1. Theoretical and methodological principles of services

5.1.1. Are gender and sexual diversity central elements in actions?

Gender and sexual diversity are not central elements in any actions / trainings / services provided by school psychologists and social workers working with students in Hungary. Professionals interviewed seem to treat GBV (affecting girls) and LGBTI issues separately. However, when talking about bias-motivated school bullying and its treatment and prevention efforts in schools, most of them clearly saw the connection between GBV and bias-motivated violence and bullying against LGBTI students in schools. Some even mentioned programs on GBV in which gender and sexual diversity are integrated:

> *We had a very exciting program on self-esteem and body image. Of course you cannot go very deep within 90 minutes. But we did deal with gender and sexual diversity, and we did react to reactions. It needed to be discussed. And we started all groups with setting the rules: that we have to respect one another and everyone, and talk respectfully.* (P9, social worker working with youth groups, Educational Advisory Service, Budapest)

5.1.2. Definition of violence

Our interviewees talked about GBV directed at young women and girls (sexual violence, harassment, degrading remarks, intimate partner violence etc.) and bias-motivated bullying directed at LGBTI students based on their gender identity, gender expression and / or sexual orientation as well as sexual violence and intimate partner violence affecting LGBTI youth.

5.1.3. Quality criteria: how do services work?

The services we targeted were school-based psychologists and social workers working either in schools or organizing programs for students in family service centers. The latter organize workshops in schools, but also provide individual mentoring / discussions (typically for children between 12 and 18).

School psychologists work mostly as psychological advisors with individuals (that makes up 90% of their work, as P1, who works in a dormitory in Pest county, explained in the interview), but they also hold groups and trainings for teachers, and regularly consult with teachers. However, most of them are overburdened and hold less groups than they would find useful. There are few who are as lucky as P2, who works in a Budapest elementary school, and told that she can work freely with groups of students.

Almost all professionals interviewed talked about the importance of prevention and holding groups: some hold community-building groups that help participants to know more about one another, and also discuss social exclusion and hate – how they work, how they can be interpreted and how people can resist them. (P7, school psychologist in an elementary and high school, Budapest).

From the interviews it seems that services and actions aiming at prevention are quite fragmented and not really coordinated: in a given institution, it depends on school psychologists whether they only provide individual counselling or also hold groups for students and teachers (both being target groups if a school psychologists wants to work on the topic of GBV as part of bias-motivated school bullying). This limits the accessibility of help for all victims of GBV, especially LGBTI students.

However, the more interested school psychologists are trained to work on these issues and have the chance to reflect upon and develop their methodology, the more students they can reach out to.

> *Our main focus is intimate partner violence and domestic violence. We work with girls. We talk about relationships, body image and body awareness. Our aim is to make them able to say no, and know what they want and what others want to force them. But we also hold workshops for full classes. We talked about school bullying recently.* (Social worker in an elementary school, Budapest)

5.1.4. Peer-to-peer support

This is basically non-existent in the Hungarian school system. Students can use services provided by LGBTI civil society organizations, and attend programs, but there is no systematic peer-to-peer support in schools, where many students are affected by bias-motivated school bullying based on their gender identity, gender expression, or sexual orientation.

One of the professionals interviewed talked about coming out as gay as a psychologist working in a school, and how it made his work really difficult:

> *There was verbal and even physical aggression. There was this boy who was excluded by his classmates. He came for individual counselling. And the form master did not want to deal with this topic. At one point I was that intervention was necessary, and the school director also supported me. So I came out and told that I know a lot about this issue. And the consequence was that they told that I should not deal with this class. They saw that the class had to be dealt with, and that this boy needed help, but they wanted someone else to work with them. They turned to a very prestigious psychologist then, who told that that it's me who should work with the class. I had only one occasion, 90 minutes, but that was useful. We did it together with a colleague. We sensitized them, made them think about these issues, and we were good. What I liked that my cisgender heterosexual colleague made stronger statements than I did, as they told that my opinions were distorted because of being gay, too.* (P3, school psychologist in a secondary school, town in Northern Hungary)

5.2. LGBTI people going through forms of violence

5.2.1. Types of violence supported in services

Services provided by school psychologists and social workers focus on type of gender-based violence related to LGBTI students: bias-motivated school bullying. This is of course a fundamental problem in schools. However, LGBTI students might be exposed to other types of GBV, too: e.g. intimate partner violence and domestic violence. As one of our interviewees elucidated:

> *You have the sense that your problem would be refused as a problem that is not „normal." Or seen in a completely different light. If someone talks about a problem with her or his partner, or spouse, and I say that I also have a problem with my male partner, they'd behave as if it was completely different. And it is not. We are talking about a relationship between two people in both cases.* (S3, 20 years old bisexual man, high school of a town)

This implies that when planning trainings, it is important to focus on more aspects of GBV experienced by LGBTI students than bias-motivated bullying.

5.2.2. Types of violence experienced by LGTBI people

Interviewees, both LGBTI students and professionals, talked about the following experinces:

- bullying / exclusion because of one's gender, gender expression, gender identity and / or sexual orientation (sometimes also in relation with other factors of appearance, e.g. body size);

- exclusion because of attending programs organized by civil society organizations (a photo published on a social media site about a program supporting diversity, including LGBTI people and organizations);

- physical harassment of LGBTI students outside the school environment;

- not daring to come out as LGBTI because of fear of bullying and exclusion;

- intimate partner violence;

- being rejected by parents because of being LGBTI.

5.2.3. Experiences/opinions of LGTBI people about the support received

Some interviewees told that no support services were available in their school. Some, however, talked about the deficiencies of available services:

> *Yes, there was a school nurse, and also teachers who worked with the education program operated by Amnesty. But they could only say okay to my problems and that I was trying to solve them, and could not help in any way.*
> (S1, 20 years old gay man brought up in a village, high school of a town)

Others also had the feeling that they would not be helped by teachers:

> *I have the feeling that my form master would say that "well, I cannot do anything about this", and then it would go on. Or perhaps he would try to help eventually, but only if things are really rough.* (S2, 16 years old lesbian woman, vocational school in a city)

Some told that an empathetic school psychologist can be very helpful, even if they are not at all trained about the needs of LGBTI students:

> *I could count on the school psychologist. It was a small self-knowledge group session, the three of us went together. She did not know much about LGBTI issues, she asked a lot, but you know, that felt good. The very fact that she asked questions. Because after talking to a teacher of my, I blamed myself, I felt I was defective. But she asked questions, and I could talk about things, and that was really different. I was in the 8th grade, and it was also a new experience to see how different people can see things. When the four of us were discussing things, I did not feel it was a thing I should have been ashamed of, or a bad thing.* (S4, 16 years old gay man, high school in Pest county)

Still others felt supported by organizations outside the school – organizations that were invited to hold school programs:

> *It was good for me to go to those programs organized by Amnesty. I could deal with these issues and be in a safe environment.* (S5, 19 years old non-binary, questioning youth, high school in Budapest)

5.3. Deficits and proposals for improvement

Most of our interviewees, both professionals and students talked about deficits in services and service provision, as well as their needs and proposals for improvement. (Training needs are summarized in Section 5.)

One problem that professionals often mentioned was that many psychologists, social workers and teachers working in schools are not trained about either GBV or bullying, and they are disposed to be influenced by "cognitive distortions" as one psychologist called this phenomenon:

> *Teachers often think like that. I do not want to blame them, we all live with these cognitive distortions. They want to believe that there's justice in the world, and they immediately begin to blame the victims, saying that they tend to*

exaggerate, and they bury the whole thing. (P2, school psychologist in an elementary school, Budapest)

Several professionals talked about missing guides, publications on GBV (including GBV based on sexual orientation, gender identity and / or gender expression). They also mentioned the lack of support on institutional level:

A CSO offered a program during the #metoo campaign. I did everything to get it invited. It all depends on teachers, as students have so many classes and other programs. They learn so little about social issues. (P1, school psychologist in a dormitory, Pest County)

Many professionals talked about the importance of group work, trainings, discussions and workshops organized for groups of students instead of treating GBV and bias-motivated bullying as problems concerning individuals.

There are one or two kids in all classes, who are LGBTI. It's not such a small number on a school level. It's important to work with all students, not only those of the 5-10%. Everyone should get the same information, and then it would be much more effective. (P7, school psychologist in an elementary and high school, Budapest)

They also talked about the significance of getting know and applying working models, good practices e.g. from abroad.

I could set up an anonymous post box here in the dormitory, like they did in another program, but such steps are not really effective without institutional support. And teachers should be trained, as they are the ones meeting their students every day. (P1, school psychologist in a dormitory, Pest County)

Several talked about the importance of *prevention* instead of the *treatment* of bullying.

By the time bullying is so severe that it gets to me, I am kind of helpless. We should focus on prevention, and deal with the whole of the school. (...) I think that the most important feature of anti-bullying programs is that they are not about changing the perpetrators, but try to sensitize everyone else. The crowd. They tell you what you can do if you see bullying. Perpetrators cannot be changed by such programs, but its other students who are key. Because if they

*only watch, or begin to laugh at victims, that's bad. And they are only laughing…
These programs say that you are responsible for what you choose to do. You
can stay silent, but then you take sides with the perpetrators. And this is an
important piece of information for kids at school.* (P2, school psychologist in an
elementary school, Budapest)

A social worker working in a family support service center talked about structural
conflicts and how their work and methodology is degraded by other professionals:

*Our work is different, not so administrative or official... We play with kids, so
they think we are weird. They do not know much about the methodology, and
think this is not work. But we do work some with the coordinator of school
psychologists. So there is some cooperation. We should cooperate more.* (P9,
social worker working with youth groups, Educational Advisory Service,
Budapest)

Students talked about the importance of safe points: teachers or any other staff at
school to whom they could turn to if they want to talk about GBV and bias-motivated
school bullying.

5.4. Opinions about the political and legislative framework

Several of our interviewees talked about their concern related to stronger and
stronger state control over schools, and teachers and directors afraid of accusations
of being „too liberal."

*I organized a „living library" in one of the schools, and there were LGBTI
books, too. However, in another school the director told me two days before
the event that LGBTI books were not allowed to come. I argued, but he told
he was afraid of fractions within the teaching staff, so he did not let this
happen.* (P3, school psychologist in a secondary school, town in Northern
Hungary)

Another interviewee also highlighted the difficulty of inviting CSOs into state schools, since it is not the director who decides, but a governmental authority controlling schools.

There should be guides, and web publications. (P7, school psychologist in an elementary and high school, Budapest)

We had these trainers at the family service center, and my colleagues were asked to help because there was bullying in this school. My colleagues decided to invite the Getting to Know LGBT People school program. However, the father of a student was an extreme right wing politician, and he reported this, and there was a huge fuss. The director of the family service center supported the program, and wrote letters in its defense, but anyway, there was this huge conflict. So when we were thinking about starting a group on sexual education, we really did not know what to do – what is some of the parents would get angry. Should we ask all of them to sign a consent form? We were so worried. (P9, social worker working with youth groups, Educational Advisory Service, Budapest)

The same social worker talked about how legislation and social reality were not in line:

So they are introducing social work at school. It sounds good, but what are the conditions? So family services should do it all, but will there be space? An office? Well no. Even psychologists are happy if they can find a room to talk to kids, so where shall social workers go? They did not think these things over. And there will be one social worker for 1000 students, and they'll have to work in nurseries, elementary and secondary schools, too, so they will commute between two or three institutions, they will not be able to really work, cooperate with schools... There are not even 4-5000 social workers in Hungary. Things are really not thought over. (P9, social worker working with youth groups, Educational Advisory Service, Budapest)

5.5. Training needs of professionals

Professionals talked a lot about their training needs. The mentioned the below topics in which they would need training:

- clarification of concepts, definitions;

- slang (meaning of words like „passive" and „active"), to be able to talk about things and even help clients if they have difficulties with naming or talking about things;
- knowledge about gender identity;
- knowledge of books, websites, groups and available services for reference;
- defense strategies;
- publication / guide on working with LGBTI youth (not only adults);
- data (on the prevalence of bullying, or the proportion of LGBTI people in society);
- experiences of LGBTI people;
- a training that is held for a smaller group, and which is practice-focused, e.g. uses videos;
- the issue of coming out at school;
- the issue of coming out at home:

I would like to know more about working with parents. There was this boy who was bullied, and I talked to one of his parents. I could see that this person was ashamed of the topic, and I could not really talk about it because I thought that this parent was ashamed. But now I see that it would have been important to tell that this was not something to be ashamed of. So it would be good to know more about communication with parents if they are ashamed and do not know enough about this topic. (P3, school psychologist in a secondary school, town in Northern Hungary)

6. Good practices

6.1. A good practice to be mentioned is the **research activity** of Háttér Society. Research is a basis of preparing needs assessments and also provides us with data and arguments we can rely on when working on advocacy. In 2010, cooperating with the Sociology Institute of the Hungarian Scientific Academy, our organization conducted the first large-sample (online and offline) quantitative survey of the LGBTQI community, which also asked about violence against community members and experiences in educational institutions. Of the 3094 surveys started, 1653 were completed (the survey contained 17 categories and altogether 211 questions). Results were published in separate study volumes:

Emloyment: http://hatter.hu/kiadvanyaink/lmbt-kutatas-2010-munka

Partnership and raising children by same-sex couples:

http://hatter.hu/kiadvanyaink/lmbt-kutatas-2010-partner-gyermek

Hate crimes: http://hatter.hu/kiadvanyaink/lmbt-kutatas-2010-gyuloletbcs

Experiences in educational settings: http://hatter.hu/kiadvanyaink/lmbt-kutatas-2010-oktatas

Social exclusion: http://hatter.hu/kiadvanyaink/lgbt-survey-2010-summary

The social exclusion of trans people: http://hatter.hu/kiadvanyaink/lmbt-kutatas-2010-transznemuek

Health system: http://hatter.hu/kiadvanyaink/egeszsegugy-2014

The National School Climate Survey conducted by Háttér in 2017 was answered by 928 students between the ages of 13 and 21.

6.2. The **"Getting to know LGBT people" school program** (www.melegsegesmegismeres.hu) was launched by Labrisz Lesbian Association in 2000. In 2007 Labrisz was joined by Szimpozion Association in managing the program, and the two civil society organizations have been working together ever since. They train 10-20 new volunteers each year. They are invited by about 30 schools per year, so they reach approximately 1000 students annually. The program is also often invited to Human Rights Days and health education events in schools.

6.3. The **Diversity Education Working Group** (http://sokszinusegoktatas.hu) set up in 2018 was initiated by the Hungarian LGBT Alliance, and joined by Amnesty International Hungary, the Network of Human Rights Educators, Haver Informal Jewish Education Foundation, Hintalovon Child Rights Foundation, Kék Vonal Child Crisis Foundation, the "Getting to know LGBT people" school program, the Live Independently - Live In a Community group formed by people living with disabilities, the UCCU Roma Informal Education Foundation and the MONDO children's rights project of the Hungarian Civil Liberties Union. The aim of the working group based on the collaboration of civil society organizations and professionals is to support diversity education and anti-bullying programs and activities in Hungarian schools.