

## Results (effect) evaluation TRIANGLE (13 February 2004)

### Characteristics of the respondents

- Total number of respondents: 224  
Number per country: Italy, 102; Germany, 43; France, 39; Austria, 31; Netherlands, 9.
- Percent of females: 64%
- Mean age: 41 years (range 18-70 years).
- Sexual preference: heterosexual, 73%; homosexual, 22%; bisexual, 1%; abstain from answering: 5%
- Sector and profession

	Teachers	Psychosocial workers	Doctors/nurses	Other/unknown	Total
Educational sector	N=97	N=60	N=0	N=15	172
Health sector	N=4	N=39	N=14	N=2	59

Respondents working in both sectors are included in both groups (“educational sector” and “health sector”).

- Number of filled-in questionnaires that could be matched to questionnaires from the needs assessment: 61 (52 persons from the educational sector, 14 persons (also) from the health sector).

On the following pages, the findings are summarized and presented separately for the respondents working in the Educational sector and those working in the Health sector.

The findings are corrected for the differences in number of respondents between the countries (with the exception of the findings on the subgroup of respondents that filled in both questionnaires, and with the exception of the findings on doctors/nurses).

## Respondents working in the educational sector (n=172)

### A. Informative value of the manual (educational sector)

Table 1. Subjective evaluation of knowledge increase thanks to the manual, per theme.

<i>Do you feel that, after reading the manual, your knowledge is increased on the following themes?</i>	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
Coming-out process	13%	39%	35%	13%
Psychosocial problems of gays and lesbians	7%	41%	37%	16%
Differences between homosexual girls and boys	23%	35%	32%	11%
Differences between gays and lesbians of various cultural-ethnic groups	9%	25%	51%	15%
Views on homosexuality in various cultural-ethnic groups	13%	31%	42%	14%
Diversity in life style of homosexual men and women	22%	38%	30%	11%
Homosexual subculture	25%	28%	38%	10%
Sexuality of homosexual men and women	22%	36%	33%	10%
Relationships and partnerships of homosexual men and women	21%	34%	36%	9%
Mental and physical health of homosexual men and women	13%	35%	39%	13%
Homospecific counselling	14%	31%	38%	17%
Discrimination of homosexual men and women	19%	29%	40%	12%
Homosexuality in relation to religion and culture	17%	31%	38%	14%
History of (views on) homosexuality	20%	29%	36%	15%

Table 2. Informative value of the manual, overall.

<i>Overall, how do you rate the informative value of the manual?</i>	<b>Very low</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very high</b>	<b>Mean rate (sd) (1=very low, 5=very high)</b>
Teachers	10%	5%	26%	44%	15%	3.5 (1.1)
Psychosocial workers	6%	3%	16%	40%	36%	4.0 (1.1)
All respondents from educational sector	9%	5%	19%	52%	16%	3.6 (1.1)

#### *Differences according to profession:*

Mean rate with regard to the informative value of the manual is higher in psychosocial workers than in teachers (see Table 2).

#### *Differences according to country:*

##### Teachers

Mean rate with regard to informative value of the manual: Italy 3.5, Germany 4.2, France 2.2, Austria 3.6, The Netherlands 3.7. Lowest rate in France.

##### Psychosocial workers

Mean rate with regard to informative value of the manual: Italy 3.4, Germany 4.2, France 3.3 (n=3), Austria 3.7, The Netherlands 5.0 (n=1).

To conclude, large proportions of respondents working in the educational sector indicate that the manual is very informative, and has increased their knowledge on various themes.

Knowledge on differences between homosexuals according to cultural-ethnic background increased for relatively many respondents, whereas knowledge on differences between homosexual girls and boys, sexuality of homosexual men and women, and homosexual subculture and life styles increased for relatively few respondents.

Compared to respondents from other countries, a large proportion of French teachers rates the informative value of the manual as very low.

## B. Value of the manual for educating on homosexuality (educational sector)

Table 3. Subjective evaluation by teachers of changes in their intention to educate on homosexuality

<i>Now that you can use the manual, are you (less/equally/more) intended to:</i>	<b>Less</b>	<b>Equally</b>	<b>More</b>
intervene when one of your pupils/students makes an offensive remark about homosexuals or homosexuality	9%	53%	38%
bring up the subject of homosexuality in your target group	9%	45%	46%
systematically educate on the subject of homosexuality, for example as part of the curriculum	11%	43%	46%

Table 4. Subjective evaluation by teachers of changes in their confidence when educating on homosexuality

	<b>Less</b>	<b>Equally</b>	<b>More</b>	
Now that you can use the manual, are you (less/equally/more) confident?	10%	32%	59%	
<i>Now that you can use the manual, are you more confident about ...</i>	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
your knowledge on homosexuality?	12%	42%	34%	13%
how to give meaning or shape to the intervention/education?	13%	35%	28%	25%
how to handle differences between youngsters with different cultural-ethnic and/or religious background?	17%	52%	27%	5%
how to handle differences between girls and boys?	31%	35%	29%	5%
how to take good care of homosexual youngsters in the group?	18%	47%	20%	15%

Table 5. Perceived reactions of others, when educating on homosexuality with the use of the manual

<i>Which proportion of the following groups would react positively?</i>	<b>None of them</b>	<b>Some of them</b>	<b>Most of them</b>	<b>All of them</b>
The pupils/students themselves	8%	32%	54%	6%
The school board	12%	43%	33%	12%
Colleagues	8%	44%	40%	9%
Parents of the youngsters	13%	50%	31%	6%

Eleven persons indicate that they have already educated on homosexuality with the use of the manual (8 teachers, 3 psychosocial workers; 1 Italian, 2 German, 4 French, 3 Austrian and 1 Dutch respondent).

In preparing the education, the initial chapter was used by 6 of these persons, the chapter on coming out and identities by 5 persons, the chapter on relationships by 5 persons, the chapter on diversity in lifestyles by 4 persons, the chapter on health and psychological problems by 2 persons, the chapter on homospecific counselling by 3 persons, the chapter on sexualities by 5 persons, the chapter on subculture by 3 persons, the chapter on history and culture by 4 persons, the chapter on religions by 3 persons and the Annex by 1 person.

Eight of these persons used tools in educating. Tools from the chapter on coming out and identities were used by 5 persons, from the chapter on relationships by 3 persons, from the chapter on diversity in lifestyles by 2 persons, from the chapter on health and psychological problems by 1 person, from the chapter on homospecific counselling by 1 person, from the chapter on sexualities by 2 persons, from the chapter on subculture by 1 person, from the chapter on history and culture by 2 persons, and from the chapter on religions by 1 person.

Table 6. Subjective evaluation of the tools

<i>The tools...</i>	Mean rate (sd) (1=strongly disagree, 5=strongly agree)			
	Respondents who already used some of the tools (n=8)	Teachers	Psychosocial workers	All respondents from the educational sector
are feasible with regard to time of preparation	2.6 (1.2)	3.5 (1.3)	3.5 (1.4)	3.4 (1.3)
are feasible with regard to time of execution	3.0 (0.9)	3.3 (1.3)	3.4 (1.2)	3.2 (1.2)
will contribute to meeting the target of my lessons	3.1 (1.1)	3.4 (1.1)	3.5 (1.2)	3.4 (1.2)
will be well received by the pupils/students	2.5 (1.2)	3.3 (1.2)	3.4 (1.1)	3.3 (1.2)
are suitable for use with pupils/students of mixed ethnic background	3.4 (1.0)	3.4 (1.1)	3.6 (1.2)	3.4 (1.2)

Table 7. Practical value of the manual, overall.

<i>Overall, how do you rate the value of the manual, with regard to tools for or advice on educating?</i>	Very low	Low	Moderate	High	Very high	Mean rate (sd) (1=very low, 5=very high)
Respondents who already have used some of the tools (n=8)	25%	25%	12.5%	37.5%	0%	2.6 (1.3)
Teachers	12%	6%	24%	49%	10%	3.4 (1.1)
Psychosocial workers	13%	3%	14%	50%	20%	3.6 (1.2)
All respondents from educational sector	12%	5%	21%	48%	14%	3.5 (1.2)

*Differences according to country:*

Teachers

Mean rate with regard to practical value of the manual: Italy 3.7, Germany 4.2, France 2.0, Austria 3.4, The Netherlands 3.7. Lowest rate in France.

Psychosocial workers

Mean rate with regard to practical value of the manual: Italy 3.7, Germany 4.0, France 2.8 (n=3), Austria 3.6, The Netherlands 4.0 (n=1).

To conclude:

1. The intention to educate on homosexuality is increased in almost half of the teachers, whereas it is decreased in around one-tenth of the teachers.
2. Self-perceived confidence when educating on homosexuality is increased in more than half of the teachers, whereas it is decreased in one-tenth of the teachers. Confidence about their knowledge on homosexuality and how to give meaning or shape to the education has increased most.
3. The tools and practical value of the manual are rated as fairly positive by the majority of the respondents. However, the 8 persons who already have used some of the tools are less satisfied with the tools, especially with regard to the time required for preparation and the reactions of the pupils/students on the tools.
4. Compared to respondents from other countries, a large proportion of French teachers rates the practical value of the manual as very low.

### C. Value of the manual for counselling gays and lesbians (educational sector)

Table 8. Subjective evaluation by teachers of changes in their intention to counsel gays and lesbians

<i>Now that you can use the manual, are you (less/equally/more) intended to:</i>	<b>Less</b>	<b>Equally</b>	<b>More</b>
counsel individual gay or lesbian youngsters if there is reason to?	17%	39%	44%
counsel groups of gay or lesbian youngsters?	18%	55%	27%

Table 9. Subjective evaluation by psychosocial workers of changes in their intention to counsel gays and lesbians

<i>Now that you can use the manual, are you (less/equally/more) intended to:</i>	<b>Less</b>	<b>Equally</b>	<b>More</b>
counsel individual gay or lesbian youngsters if there is reason to?	16%	26%	58%
counsel groups of gay or lesbian youngsters?	17%	27%	56%

Table 10. Subjective evaluation by teachers of changes in their confidence in counselling gays and lesbians

	<b>Less</b>	<b>Equally</b>	<b>More</b>	
Now that you can use the manual, are you (less/equally/more) confident?	13%	35%	53%	
<i>Now that you can use the manual, are you more confident about ...</i>	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
your knowledge on homosexuality in ethnic minority groups?	15%	57%	24%	4%
how to take good care of the homosexual youngster?	12%	36%	45%	7%
how to take good care of a homosexual youngster from an ethnic minority group?	20%	42%	35%	3%
how to determine the importance of a youngster's homosexuality in his/her problem or question?	14%	51%	32%	4%
how to take homospecific aspects into account during the counselling?	13%	52%	30%	5%

Table 11. Subjective evaluation by psychosocial workers of changes in their confidence in counselling gays and lesbians

	<b>Less</b>	<b>Equally</b>	<b>More</b>	
Now that you can use the manual, are you (less/equally/more) confident?	10%	51%	39%	
<i>Now that you can use the manual, are you more confident about ...</i>	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
your knowledge on homosexuality in ethnic minority groups?	7%	29%	29%	35%
how to take good care of the homosexual youngster?	10%	33%	24%	33%
how to take good care of a homosexual youngster from an ethnic minority group?	11%	30%	24%	35%
how to determine the importance of a youngster's homosexuality in his/her problem or question?	11%	31%	28%	31%
how to take homospecific aspects into account during the counselling?	10%	27%	31%	32%

Table 12. Subjective evaluation by teachers of changes in their knowledge on relevant relief organisations

	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
Now that you can use the manual, do you know better to which relief organisation you can refer the youngster?	9%	41%	32%	19%

Table 13. Subjective evaluation by psychosocial workers of changes in their knowledge on relevant relief organisations

	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
Now that you can use the manual, do you know better to which relief organisation you can refer the youngster?	14%	21%	20%	45%

Five persons indicate that they have already counselled gays or lesbians with the use of the manual (2 French teachers, 1 French psychosocial worker, 1 German psychosocial worker, 1 Austrian psychosocial worker).

In preparing the counselling, the initial chapter was used by 2 of these persons, the chapter on coming out and identities by 3 persons, the chapter on relationships by 1 person, the chapter on diversity in lifestyles by 2 persons, the chapter on health and psychological problems by 2 persons, the chapter on homospecific counselling by 1 person, the chapter on sexualities by 2 persons, the chapter on subculture by 1 person, the chapter on history and culture by 1 person, the chapter on religions by 1 person and the Annex by 1 person.

Three of these persons used tools in counselling. Tools from the chapter on coming out and identities were used by 2 persons, from the chapter on relationships by 2 persons, from the chapter on diversity in lifestyles by 2 persons, from the chapter on health and psychological problems by 1 person, from the chapter on homospecific counselling by 1 person, from the chapter on sexualities by 2 persons, from the chapter on subculture by 1 person, from the chapter on history and culture by 1 person, and from the chapter on religions by 1 person.

Table 14. Subjective evaluation of the tools

	Mean rate (sd); (1=strongly disagree, 5=strongly agree)			
	Respondents who already used some of the tools (n=3!)*	Teachers	Psychosocial workers	All respondents from the educational sector
<i>The tools...</i>				
are feasible with regard to time of preparation	1 person: score 1. 2 persons: score 5	3.3 (1.2)	3.7 (1.2)	3.5 (1.2)
are feasible with regard to time of execution	1 person: score 2. 2 persons: score 5	3.4 (1.1)	3.6 (1.1)	3.4 (1.2)
will contribute to meeting the target of my counselling	1 person: score 3. 2 persons: score 5	3.3 (1.1)	3.6 (1.2)	3.4 (1.2)
will be well received by the youngster	1 person: score 3. 2 persons: score 5	3.3 (1.2)	3.4 (1.3)	3.3 (1.2)
are suitable for use with youngsters from an ethnic minority group	1 person: score 1. 2 persons: score 5	3.3 (1.2)	3.4 (1.3)	3.3 (1.2)

\* due to the low number, no mean rate is given.

Table 15. Practical value of the manual, overall.

<i>Overall, how do you rate the value of the manual, with regard to tools for counselling?</i>	Very low	Low	Moderate	High	Very high	Mean rate (sd) (1=very low, 5=very high)
Respondents who already have used some of the tools (n=3)*	1 person				2 persons	
Teachers	13%	3%	31%	44%	10%	3.4 (1.1)
Psychosocial workers	13%	6%	14%	52%	16%	3.5 (1.2)
All respondents from educational sector	13%	4%	25%	43%	15%	3.4 (1.2)

\* due to the low number, no mean rate is given.

#### *Differences according to country:*

##### Teachers

Mean rate with regard to practical value of the manual: Italy 3.6, Germany 4.1, France 1.9, Austria 3.5, The Netherlands 3.7 (n=3). Lowest rate in France.

##### Psychosocial workers

Mean rate with regard to practical value of the manual: Italy 3.6, Germany 4.1, France 2.3 (n=4), Austria 3.8, The Netherlands 4.0 (n=1). Lowest rate in France.

To conclude:

1. The intention to counsel individual gays and lesbians is increased in almost half of the teachers and more than half of the psychosocial workers. The intention to counsel groups of gays and lesbians is mainly increased for psychosocial workers, but also for one-fourth of the teachers.

2. Self-perceived confidence in counselling gays and lesbians is increased in half of the teachers, and 40% of psychosocial workers. A striking finding is that, similar to the findings on educating on homosexuality, around 10% of respondents indicate to be less confident now that they can use the manual. Furthermore, around 17% of respondents indicate to be less intended to counsel gays and lesbians.
3. For large proportions of both teachers and psychosocial workers, knowledge on relevant relief organisations has increased.
4. The tools and practical value of the manual are rated as fairly positive by the majority of the respondents. Compared to respondents from other countries, a large proportion of French teachers and psychosocial workers rate the practical value of the manual as very low.

#### D. Evaluation per chapter (educational sector)

Table 16. The introductory chapter

	<b>Not understandable at all</b>	<b>Not so understandable</b>	<b>Reasonably understandable</b>	<b>Very understandable</b>
How understandable is the description of the theory of discrimination?	15%	10%	41%	33%
How understandable is the description of the ways to use the manual?	13%	13%	46%	28%

Sixteen percent of all respondents in the educational sector is of the opinion that the structuring or layout of the chapters should be adapted.

Given comments and suggestions:

*Dutch* respondents (n=1):

- \_ Clear table of contents. A tab for each chapter. A different colour for each chapter.

*German* respondents (n=3):

- \_ Layout: keywords. Glossary: insert symbols/signs.
- \_ Folding a road map is always very difficult, the paper suffers from the folding.
- \_ More easy to survey; 2 rows, in order to get faster to points of interest; more colours, more forms, materials that can be foto-copied.

*Austrian* respondents (n=4):

- \_ It's too big and will be ruined after a few times' use.
- \_ A think it is too (complicated) costly.
- \_ For a handbook it is too thick and goes into too much details.
- \_ As far as space is concerned it is circuitous, otherwise it makes sense.
- \_ It should be in the normal form of a book.

*French* respondents (n=3):

- \_ Too complicated.
- \_ Delete all racist aspects. Talk about the facts, abolish history. Do not consider teachers and students to be stupid.
- \_ More space for real events.

Table 17. Evaluation of chapter 1, on “coming-out and identity”

	Teachers	Psychosocial workers	All respondents from the educational sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.8 (1.4)	3.9 (1.1)	3.8 (1.3)	70%
The opening story gets the reader involved in the subject	3.8 (1.4)	4.0 (1.3)	3.8 (1.3)	71%
The most important issues and facts are incorporated in the chapter	3.6 (1.2)	3.9 (1.3)	3.7 (1.2)	65%
The chapter provides a better understanding of the subject	3.9 (1.2)	3.9 (1.1)	3.8 (1.2)	75%
The strategies for improvement are useful	3.6 (1.1)	3.8 (1.2)	3.6 (1.2)	66%
The section “own concerns” gets the reader conscious of his own opinions and values	3.7 (1.3)	4.2 (1.1)	3.7 (1.2)	70%
The tools are useful for my work with youngsters	3.6 (1.2)	4.2 (0.9)	3.7 (1.1)	67%
The answers on the FAQ are satisfying	3.5 (1.3)	4.2 (1.0)	3.6 (1.3)	66%
<b>Average out of the 8 items above</b>	<b>3.7 (1.1)</b>	<b>4.0 (0.9)</b>	<b>3.7 (1.1)</b>	

Table 18. Evaluation of chapter 2, on “relationships”

	Teachers	Psychosocial workers	All respondents from the educational sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.8 (1.2)	3.9 (1.0)	3.7 (1.2)	71%
The opening story gets the reader involved in the subject	3.5 (1.3)	3.8 (1.2)	3.6 (1.3)	66%
The most important issues and facts are incorporated in the chapter	3.6 (1.2)	4.0 (1.0)	3.6 (1.1)	65%
The chapter provides a better understanding of the subject	3.7 (1.2)	4.1 (1.0)	3.7 (1.2)	70%
The strategies for improvement are useful	3.6 (1.2)	3.8 (0.9)	3.6 (1.1)	62%
The section “own concerns” gets the reader conscious of his own opinions and values	3.5 (1.3)	4.0 (1.1)	3.5 (1.2)	65%
The tools are useful for my work with youngsters	3.5 (1.3)	3.8 (1.2)	3.4 (1.2)	55%
The answers on the FAQ are satisfying	3.5 (1.3)	3.8 (1.3)	3.5 (1.2)	60%
<b>Average out of the 8 items above</b>	<b>3.6 (1.1)</b>	<b>3.9 (0.9)</b>	<b>3.6 (1.1)</b>	

Table 19. Evaluation of chapter 3, on “diversity in lifestyles”

	Teachers	Psychosocial workers	All respondents from the educational sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.9 (1.2)	3.8 (1.3)	3.8 (1.2)	72%
The opening story gets the reader involved in the subject	3.7 (1.3)	3.7 (1.2)	3.7 (1.2)	66%
The most important issues and facts are incorporated in the chapter	3.8 (1.1)	3.9 (1.3)	3.7 (1.1)	71%
The chapter provides a better understanding of the subject	3.8 (1.1)	3.9 (1.3)	3.7 (1.1)	69%
The strategies for improvement are useful	3.6 (1.1)	3.7 (1.1)	3.6 (1.1)	65%
The section “own concerns” gets the reader conscious of his own opinions and values	3.7 (1.3)	3.9 (1.3)	3.6 (1.3)	65%
The tools are useful for my work with youngsters	3.5 (1.3)	3.8 (1.3)	3.5 (1.3)	60%
The answers on the FAQ are satisfying	3.5 (1.4)	3.7 (1.4)	3.4 (1.3)	58%
<b>Average out of the 8 items above</b>	<b>3.7 (1.1)</b>	<b>3.8 (1.2)</b>	<b>3.6 (1.1)</b>	



Table 20. Evaluation of chapter 4, on “health and psychological problems”

	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.7 (1.2)	4.1 (1.1)	3.7 (1.2)	67%
The opening story gets the reader involved in the subject	3.6 (1.3)	3.7 (1.1)	3.6 (1.3)	61%
The most important issues and facts are incorporated in the chapter	3.6 (1.1)	3.9 (1.2)	3.6 (1.1)	62%
The chapter provides a better understanding of the subject	3.7 (1.2)	3.9 (1.1)	3.7 (1.1)	65%
The strategies for improvement are useful	3.6 (1.2)	3.9 (1.2)	3.6 (1.2)	64%
The section “own concerns” gets the reader conscious of his own opinions and values	3.7 (1.3)	4.0 (1.1)	3.6 (1.2)	59%
The tools are useful for my work with youngsters	3.5 (1.3)	3.9 (1.1)	3.5 (1.2)	56%
The answers on the FAQ are satisfying	3.5 (1.3)	3.7 (1.4)	3.4 (1.3)	58%
<b>Average out of the 8 items above</b>	<b>3.6 (1.1)</b>	<b>3.9 (1.0)</b>	<b>3.6 (1.1)</b>	

Table 21. Evaluation of chapter 5, on “homospecific counselling”

	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.7 (1.2)	3.9 (1.4)	3.7 (1.2)	67%
The opening story gets the reader involved in the subject	3.3 (1.4)	3.7 (1.1)	3.4 (1.3)	55%
The most important issues and facts are incorporated in the chapter	3.5 (1.2)	3.8 (1.2)	3.5 (1.2)	60%
The chapter provides a better understanding of the subject	3.6 (1.2)	3.9 (1.2)	3.6 (1.2)	64%
The strategies for improvement are useful	3.5 (1.2)	3.6 (1.0)	3.5 (1.2)	54%
The section “own concerns” gets the reader conscious of his own opinions and values	3.6 (1.3)	3.8 (1.3)	3.5 (1.3)	60%
The tools are useful for my work with youngsters	3.4 (1.2)	3.8 (1.3)	3.4 (1.2)	56%
The answers on the FAQ are satisfying	3.4 (1.3)	3.9 (1.3)	3.4 (1.3)	56%
<b>Average out of the 8 items above</b>	<b>3.5 (1.2)</b>	<b>3.8 (1.1)</b>	<b>3.5 (1.1)</b>	

Table 22. Evaluation of chapter 6, on “sexualities”

	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.6 (1.2)	3.7 (1.3)	3.6 (1.2)	64%
The opening story gets the reader involved in the subject	3.2 (1.3)	3.6 (1.6)	3.3 (1.3)	52%
The most important issues and facts are incorporated in the chapter	3.5 (1.2)	3.6 (1.2)	3.5 (1.2)	61%
The chapter provides a better understanding of the subject	3.5 (1.2)	3.9 (1.1)	3.5 (1.2)	64%
The strategies for improvement are useful	3.5 (1.2)	3.6 (1.2)	3.5 (1.2)	61%
The section “own concerns” gets the reader conscious of his own opinions and values	3.6 (1.3)	3.8 (1.2)	3.5 (1.3)	57%
The tools are useful for my work with youngsters	3.4 (1.3)	3.8 (1.2)	3.4 (1.2)	55%
The answers on the FAQ are satisfying	3.5 (1.3)	4.0 (1.2)	3.5 (1.3)	58%
<b>Average out of the 8 items above</b>	<b>3.5 (1.2)</b>	<b>3.7 (1.1)</b>	<b>3.5 (1.1)</b>	

Table 23. Evaluation of chapter 7, on “subculture”

	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.5 (1.3)	4.1 (1.1)	3.6 (1.3)	61%
The opening story gets the reader involved in the subject	3.3 (1.4)	3.7 (1.4)	3.3 (1.3)	51%
The most important issues and facts are incorporated in the chapter	3.4 (1.2)	3.7 (0.9)	3.4 (1.1)	56%
The chapter provides a better understanding of the subject	3.5 (1.3)	3.9 (1.1)	3.5 (1.2)	59%
The strategies for improvement are useful	3.2 (1.2)	3.7 (1.4)	3.3 (1.2)	49%
The section “own concerns” gets the reader conscious of his own opinions and values	3.6 (1.3)	3.9 (1.2)	3.6 (1.3)	65%
The tools are useful for my work with youngsters	3.3 (1.3)	3.8 (1.2)	3.4 (1.3)	52%
The answers on the FAQ are satisfying	3.4 (1.3)	3.8 (1.3)	3.5 (1.2)	61%
<b>Average out of the 8 items above</b>	<b>3.4 (1.2)</b>	<b>3.8 (1.0)</b>	<b>3.4 (1.1)</b>	

Table 24. Evaluation of chapter 8, on “history and culture”

	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.6 (1.3)	3.8 (1.2)	3.6 (1.3)	70%
The opening story gets the reader involved in the subject	3.5 (1.4)	3.7 (1.4)	3.5 (1.4)	55%
The most important issues and facts are incorporated in the chapter	3.5 (1.2)	3.5 (1.2)	3.4 (1.2)	57%
The chapter provides a better understanding of the subject	3.6 (1.3)	3.9 (1.1)	3.6 (1.2)	65%
The strategies for improvement are useful	3.5 (1.2)	3.8 (1.3)	3.4 (1.2)	56%
The section “own concerns” gets the reader conscious of his own opinions and values	3.5 (1.4)	3.9 (1.2)	3.5 (1.3)	60%
The tools are useful for my work with youngsters	3.2 (1.3)	3.8 (1.4)	3.4 (1.3)	56%
The answers on the FAQ are satisfying	3.5 (1.3)	3.9 (1.4)	3.5 (1.3)	62%
<b>Average out of the 8 items above</b>	<b>3.5 (1.2)</b>	<b>3.8 (1.2)</b>	<b>3.5 (1.2)</b>	

Table 25. Evaluation of chapter 9, on “different religions”

	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.5 (1.3)	3.8 (1.1)	3.6 (1.3)	63%
The opening story gets the reader involved in the subject	3.3 (1.3)	3.8 (1.3)	3.4 (1.3)	51%
The most important issues and facts are incorporated in the chapter	3.4 (1.3)	3.8 (1.1)	3.5 (1.2)	59%
The chapter provides a better understanding of the subject	3.5 (1.3)	3.5 (1.1)	3.4 (1.3)	59%
The strategies for improvement are useful	3.3 (1.2)	3.7 (1.3)	3.3 (1.2)	48%
The section “own concerns” gets the reader conscious of his own opinions and values	3.4 (1.3)	3.7 (1.3)	3.4 (1.3)	52%
The tools are useful for my work with youngsters	3.3 (1.3)	3.6 (1.3)	3.3 (1.3)	48%
The answers on the FAQ are satisfying	3.4 (1.4)	3.6 (1.4)	3.3 (1.3)	51%
<b>Average out of the 8 items above</b>	<b>3.4 (1.2)</b>	<b>3.7 (1.1)</b>	<b>3.4 (1.2)</b>	

*Differences between the various aspects:*

Mean rate for the style of writing of all chapters: 3.7

Mean rate for the opening story of all chapters: 3.5

Mean rate for the completeness of all chapters: 3.6

Mean rate for the degree to which the chapters provide better understanding: 3.6

Mean rate for the “strategies for improvement” of all chapters: 3.5

Mean rate for the “own concerns” of all chapters: 3.6

Mean rate for the tools of all chapters: 3.4

Mean rate for the answers on the FAQ of all chapters: 3.5

*Differences according to country:*

Teachers

Mean rate for all aspects of all chapters: Italy 3.8 , Germany 4.0, France 2.1, Austria 3.7, Netherlands 4.2. Lowest rate in France.

Psychosocial workers

Mean rate for all aspects of all chapters: Italy 3.8, Germany 4.1, France 2.7, Austria 3.9, Netherlands 4.7 (n=1). Lowest rate in France.

To conclude:

1. Regarding the introductory chapter, one-fourth of the respondents indicates that the description of the theory of discrimination is not (so) understandable. Also, one-fourth is of the opinion that the description of the ways to use the manual is not (so) understandable.
2. Overall, the chapters are rated as fairly positive by the majority of the respondents. The first three chapters are more positively evaluated than the other chapters. Furthermore, specific aspects of the chapters, such as the tools and the answers on the FAQ, are rated less positively than other aspects, such as the style of writing or the degree to which it provides a better understanding the subject.
3. Psychosocial workers in the educational sector rate the chapters more positively than teachers do.
4. French respondents rate the chapters less positively than respondents from the other countries do.

**Given comments on or suggestions for improvement of the content of the chapters:**

*Dutch respondents (n=5):*

- \_ Check the stories to adjust the information given in it to the Dutch situation. For example, in the story about relationships: “Dienst voor buitenlanders” (“service for foreigners”) is called the IND in the Netherlands. This goes the same for the FAQ b of the chapter on relationships: this question is not suitable for the Dutch readers, in view of the Dutch legislation.
- \_ Give a reading list per theme. Some stories are a bit vague, so that it is difficult to extract the theme of it.
- \_ Pay attention to the accessibility. Especially the introductory chapter is long and too academic. The manual is huge. Make sure that the reader can easily and fastly find what he/she is looking for.
- \_ Background information: refer at once to other literature, suggestions for further reading etcetera. I like the stories, but they are not always clear. With regard to the tools: it is important that some teachers/psychosocial workers pre-test them.
- \_ The manual comprises much. To show the content to its full advantage, the user will have to be very motivated. A large potential users will not be able to do this. Therefore, my advice is: 1. finish this manual; 2. make a shorter version for the less motivated group; 3. develop training modules.

*German respondents (n=13):*

- \_ I'm missing a table of content.
- \_ More facts in chapter 8.
- \_ Rework the chapters to achieve neutrality. In some methods the result/effect is too explicitly mentioned for the target group (example: chapter “Subculture”, Methods: "Facts").
- \_ Answer the general question why discrimination does exist. If gays are not longer discriminated against, who are the next ones?!
- \_ Tips for literature in each chapter, especially for the subject treated in the chapter.

- \_ 1. A very theoretical style of writing. 2. Questionnaires for the youngsters to get in touch with certain problems. 3. Present homosexuality in a more joyful way not so problematizing.
- \_ Sometimes a very theoretical style of writing; drawings/images would be nice.
- \_ Put all the methods together and mark them with a symbol. Add a table of methods to each chapter.
- \_ Some methods for boys. Methods are based too much on language.
- \_ Hints to specific gay and lesbian subcultures are missing (drag-queens, SM-scene, butch-femme etc).
- \_ Change of name/confusion page 70. Kristin becomes Katrin.
- \_ I would prefer a table of content that shows also the page numbers where chapters start.
- \_ Chapter 7: strategies are missing. Chapter 8: facts + analysis, 1st paragraph are not understandable. Chapter 6: caroussel-game: questions (examples) are missing.

*Austrian* respondents (n=11):

- \_ The stories are too 'female', a good relationship between 2 boys/men is not mentioned at all, this is missing. The way the stories are now, they just support the cliché that men are only interested in sex. The chat-stories are hard to read.
- \_ The stories are in a very german german, they have to be translated to austrian german.
- \_ The stories are difficult to follow, as you easily mix up the characters after a few chapters or if you only read some of the chapters.
- \_ To be exact, there are other, more liberal translations of the ancient bible-text in the case of the Sodom & Gommora story. The word here 'child-abuse' i have never ever heard in that story.
- \_ ILGA-Europe is not a german address, so don't list it there. "Dreifache diskriminierung": this word does not exist. What you mean is called "multiple discrimination". Glossar: "outing" is missing; it should be pointed out that "outing" and "coming-out" are two very different things! There is no "europäische konvention". Only the "europäische menschenrechtskonvention (ERMK)", but that has nothing to do with the EU, but with the europarat. The rest of that chapter is incorrect: the Amsterdam-meeting was not "a meeting", but "der abschluss der eu-regierungskonferenz", which lasted from march 1996 till june 1997. The contract in german is "EG-Vertrag", not "EC-Vertrag". Not only article 13 is in power since 1.5.1999, but the whole Amsterdam-contract. But it is not correct to say, that therefore the named reasons must not be taken as reasons for discrimination, as art. 13 is not a antidiscrimination-law, but only the legal basis for those laws. The commission did not present suggestions to support the states in their antidiscrimination-efforts but did present legal-dummies, which is her job. Also the translation of the 78/2000 is not correct – although there does an official translation exist! Triangle-title ("Discrimination of gays and lesbians") is wrong, as this means a discrimination done by gays and lesbians. What you actually mean is "discrimination against gays and lesbians". Also the phrase "information against" is not correct, it would be better to use "transfer of information to combat discrimination against gays and lesbians in Europe" – maybe you can change the title descretely before you print the book....
- \_ Page 17. this graphic is too trivial. Page 18. it's the same with everybody, feeling of self-esteem. Page 41. with unmarried couples it's the same. The 'anliegen' are too simple for psychological therapists or counsellors.
- \_ It's easy to understand. The FAQ's of the first few chapters are very similar to each other and very general. I hoped to find more about minorities, but the topic is very broad yet. Iin the country-side the counsellingcenters do not exist. The concrete examples are very good, to use them with the kids.
- \_ FAQ's should be answered more in detail and more specific.
- \_ Chapter 9 is quite correct, but does not differentiate enough.
- \_ A summary of each chapter.
- \_ In general: a. Form of using male and female forms (.er/-innen or Innen) has to be the same in the whole handbook; b. name both sexes; c. I do think quite often the stories don't fit the topics; d. the stories do neglect the complexity of the problems, they modify the complex problems too much, they often give the problem a too easy solution. Chapter 1, coming out: a. introduction is good; b. FAQ: "why is somebody gay/lesbian/bisexual?" the answer should be: "the state of the sciences today is..." instead of "science can't say that...". Chapter 2, relationships: a. the story doesn't fit the headline; b. "relationship" is reduced to the idea of 2 people together, but I would like to see a more open idea of "relationship"; c. own concerns: the own definition of "partnership" should be thought over; d. story telling: the story is only valid in Germany and the Netherlands, in Austria this solution is not possible,

so the whole possibility of solving this problem is unrealistic; e. counselling-story: the reaction of the counsellor is not good. This might make them angry...; f. FAQ, question 1, line 8: "makes not always sense" should be go out; g. counselling, question 3: open mind and understanding of counsellor is important! Chapter 3, lifestyles: a. the sentence 'darling, today it is normal to be lesbian' is not realistic, no lesbian would say that, I guess also no gay.. Chapter 4, health: a. you should care more about (trying of) suicide within homosexual juveniles, as they are four times higher as in heterosexuals. Chapter 5, g/l counselling: a. name the differences between gays and lesbians; b. the names within the stories are mixed up; c. the counsellor is "unprofessional"; d. FAQ: b), counselling, question 3: Do g/l/b's need a special counselling? Answer: the counsellors have to know about the lifestyles and dynamics within our heterosexual society. Missing: self-reflection of the counsellors about their own homophobics and stereotypes about g/l/b's. Chapter 6, sexualities: a. sexualities means sexuality and also sexual acts! I think sexual contacts are avoided in the stories, but why??? The stories only care about "feel in love", "bisexuality", "betraying", sexual activities are missing; b. FAQ: they only care about roles, name-calling and fears: but juveniles always ask "what do you do in bed?", "how can 2 women have sex as none of them has a penis?", "gays only have anal-intercourse?"...why do you avoid questions like that? Chapter 7, subcultures: a. difference between ghetto and community should be explained in more detail (a ghetto is where people have to live against their will, eg Jew-ghettos in ww2, while community is self-constructed and an offer, a room, of protection). Therefore in the text you should use "community" instead of "ghetto"; b.FAQ-counselling, question 2: counsellors can go to the subculture with the juveniles; c. question 3: everyone has to make his/her own decision, and in this process the counsellor can help. Chapter 8, history/culture: a. the beginning is difficult to follow, as sexual interest in same-sex-partners has always been there; b. discrimination and suppression within the last centuries is missing, also the time of national-socialism.; c. strategies: g/l/b's should be invited to schools, tell their life-stories, so there would be someone the juveniles could identify with... Chapter 9, religion: a. what are the opinions of the "church-leaders"? (eg "love the person who does a sin, but leave the sin"); b. more details about the differences between the different religions; c. consequences of that for g/l/b's: integration of sexual orientation and religious believes into the own personality/life; d. FAQ's: are there g/l/b-groups within the different religions?

*French* respondents (n=2):

- \_ Religion is treated like a layman does.
- \_ Should give the manual to professionals; seems to be very poor; real history not romance; adapt stories by country.

*Italian* respondents (n=20):

- \_ Chap. 1 Family and family reactions. Chap. 2 Gender Differences. Chap. 3 The meaning of "G/L lifestyle" is not clear. Chap. 4: the distinction between complicated and uncomplicated psychological problems makes no sense. The introduction is poor and not clear: more information about homosexuality and discrimination.
- \_ Chap. 4: an introduction is necessary; sex and love can be separated
- \_ bisexuality
- \_ good work to revise concepts but not to learn something new.
- \_ stories are to be improved; more space to tools and social discrimination
- \_ stories are not gripping and far from Italian experience. Chapter 7: this chapter may create a ghetto.
- \_ stories are hard to understand
- \_ The content refers to God and the sense of praying and is of no use as to the manual (the respondent is from Sicily)
- \_ the text is here and there hard to understand and its translation is bad. Some parts are repetitive. More information should be useful.
- \_ more information on gender difference between G/L. More information in chapter 8 and 9
- \_ The tools are good. More tools about stereotypes can be useful. The stories are too "Nordic" and the teachers are too good! Less space to chapter 7 – 9 – 3 to give more space to history chapter; give more information to art chapters.
- \_ stories are not gripping nor significant. The introduction is poor.

- \_ There are no information at all about transgenderism and transexualism. Information about the sense of “triangle” (name of the project): it refers to Nazi camps.
- Chap. 4: there is no information about parents’ associations.
- \_ more information about psychological theory on homosexuality
- \_ more information on how to persuade parents to let teachers deal with homosexuality in class.
- More information on bullying. It would be better to have a different manual for teachers and councillor.
- \_ stories are too far from Italian experiences. Most of Italian towns are really small. The religion and history chapter is ok.
- \_ it is important to say that God created a man and a woman. Rainbow flag was used by M.L. King and taken to Italy by Aldo Capitini.
- \_ The stories’ characters should have Italian names in Italy otherwise the gender identity is lost.
- \_ more information about family and family relations. The differences in the cultures of the countries should be taken into consideration.
- \_ I think a simple book like that can have a dramatic impact. The idea is excellent and it can make a great difference for those educators who, despite their good will, do not know how to deal with this sensitive issue (I know many of them) and are simply paralised by their fear. If they are provided with examples, tools, reassurance, they can more easily move forward. Excellent the idea of the "stories" followed by "basic info" etc. and FAQ. A more accurate lay-out and graphics will help the reader to a better and quicker orientation. Due attention is paid to the case of multiple discrimination. But what does the book start with? Introduction? I would have written a sort of preface (or the introduction itself) with a clear sentence about who is this book for and why. A weak point, according to me. You rightly point out somewhere at the beginning of the book that the book provides an introduction on theories about discrimination, which I think is good. However, this introduction is very limited and it uniquely adopts a "psycological" point of view. I consider correct that the style of the book is based on this kind of conceptual framework, being the book meant to help educators and counsellors to face their students' problems. However, I believe those educators deserve to have a more comprehensive introduction to the subject, where all determinants of discrimination are taken into consideration and some thoughts developed on the subject: cultural discrimination and institutional/structural discrimination, i.e. Discrimination is not only the consequence of fears and prejudices of individuals, it is a strategy to keep the privilege and the power of the majority or of the ones who have the power. This seems not to be sufficiently said. I would ask the Italian colleagues to carefully edit the Italian version because it is disseminated with mistakes (sometimes rather odd: frustate instead of frustrate!) and a chapter is really quite hard to simply understand.

**Ten procent of all respondents in the educational sector misses words in the glossary.**

The following words are mentioned:

- \_ Terms like Lesbian, Gay, Transsexuality. More terms: perhaps the explanations can be shortened.
- \_ Background information about expressions which are used to discriminate homosexuals against.
- \_ macismo S.97.
- \_ 'cruising', because it is used in the text
- \_ from my personal experience I know that there are gay-specific words which are not known by heterosexuals and also by younggays. Young gays have to ask for their meaning, so i think those words should be explained (cruising, barebacking, darkrooms)
- \_ homoerotic symbols (triangle,...)
- \_ Queer, transgenders, transsexuality, forced heterosexuality, racism
- \_ homophobia
- \_ amore corpo
- \_ Difference between “outing” and “coming out”
- \_ inclusion and exclusion
- \_ too many words for “corano” and “induism” and nothing for “christianity” and “judaism”
- \_ transgender
- \_ some words explications are poor. (“pestaggio”)
- \_ love, body, motherhood and fatherhood

The following addresses of organisations/relevant literature/good links on the internet are mentioned:

- \_ homo.pagina.nl
- \_ [www.sjalthomo.dds.nl](http://www.sjalthomo.dds.nl)
- \_ coming out addresses; Frei Raum etc
- \_ there are almost only addresses from NRW given (Germany)
- \_ [www.lesbische-lehrerinnen.de](http://www.lesbische-lehrerinnen.de)
- \_ <http://gee.oulu.fi>
- \_ deutsche arbeitsgemeinschaft fuer jugend- und eheberatung e.v. (DAJEB), Neumarketstrasse 84c, 81673 muenchen
- \_ die scha? Genannt.
- \_ udo rauchfleisch:lesben-schule- Bisauelle: coming-out etc.
- \_ [www.listalesbica.it](http://www.listalesbica.it), [www.arcilesbica.it](http://www.arcilesbica.it)
- \_ Courage, Wien
- \_ [www.stichwort.or](http://www.stichwort.or), [www.wolfsmutter.com](http://www.wolfsmutter.com)
- \_ sos racisme
- \_ [www.gay.tv](http://www.gay.tv) - ILGA
- \_ [www.tralatro.it](http://www.tralatro.it), [www.ulssasolo.ven.it/labdifferenze](http://www.ulssasolo.ven.it/labdifferenze), [www.agedo.org](http://www.agedo.org); emmanuelle-gruppo du gay, padova.
- \_ piergiorgio paterlini
- \_ Agedo
- \_ <http://comunita.gay.it>
- \_ P.Paterlini "Io Tarzan tu Jane" ed. Zelig

Table 26. Evaluation of the attention for ethnic origin in the whole manual.

<i>Are the subjects of ethnicity and multicultural society in relation to homosexuality sufficiently represented in the manual?</i>	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>
No	21%	25%	23%
More or less	33%	30%	39%
Yes	46%	45%	38%

The following aspects that are relevant within the multi-ethnic context and that are insufficiently represented in the manual are mentioned:

- \_ specific multicultural education
- \_ more about the different opinions on homosexuality between the various cultures (jewish, hindu, islamitic, etc).
- \_ in which culture what way of thinking is predominant? are there things to be thought of in conversations/lessons/counselling with i.e. Africans or Moslims. Be aware of categorising people !
- \_ chapter religion is unsatisfying, esp. the methods of this chapter.
- \_ define the term 'culture' that is used in different contexts in the manual.
- \_ the term 'honour' (esp. for women), forced mariages.
- \_ working with non-german youths is difficult because of the language. I'm missing methods that are not concentrated on language.
- \_ the dilemma between feelings and religious thinking of muslim young gays and lesbians is not always so easy to solve as it is mentioned in the examples.
- \_ ethnicity is mainly represented as a problem and old fashioned.
- \_ muslim male oriented society and the role of lesbian women.
- \_ eastern europe, southern europe.
- \_ it's not enough information about moslems, but too much about jewish people.
- \_ the immigration-situation in vienna.
- \_ different point of views of different religious. Name gay groups in different religious. Consequences of strict religious families for the gay/lesbian kids.
- \_ it is very difficult to care about all minorities in one book, as they are different in each other.
- \_ here in france we don't consider people by this bias
- \_ Give more positive examples. Mention, also in this context, who is interested in homophobia/who benefits of it.

- \_ There's no reference to feminine genital mutilation
- \_ more information about literature and art

Table 27. Evaluation of different terms for negative feelings and ideas about homosexuality, or discriminatory behaviour towards homosexuals.

<i>Would you please indicate for each of the following terms, to what extent you feel comfortable with them?</i>	<b>Teachers</b>	<b>Psychosocial workers</b>	<b>All respondents from the educational sector</b>	
	Mean rate (sd). (1=very uncomfortable, 5=very comfortable)	Mean rate (sd). (1=very uncomfortable, 5=very comfortable)	Mean rate (sd). (1=very uncomfortable, 5=very comfortable)	% (very) comfort.
homophobia	4.0 (1.3)	4.0 (1.0)	3.9 (1.3)	63%
homonegativity	2.8 (1.6)	3.2 (1.1)	3.0 (1.4)	41%
negative attitudes towards homosexuals	3.0 (1.4)	3.2 (1.1)	3.2 (1.3)	45%
heteronormativity	3.1 (1.4)	3.4 (1.1)	3.1 (1.3)	42%
heterosexism	3.1 (1.4)	3.5 (1.1)	3.2 (1.3)	44%



## Respondents working in the health sector (n=59)

### A. Informative value of the manual (health sector)

Table 28. Subjective evaluation of knowledge increase thanks to the manual, per theme.

<i>Do you feel that, after reading the manual, your knowledge is increased on the following themes?</i>	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
Coming-out process	23%	41%	31%	5%
Psychosocial problems of gays and lesbians	15%	52%	25%	8%
Differences between homosexual girls and boys	27%	51%	14%	8%
Differences between gays and lesbians of various cultural-ethnic groups	17%	35%	39%	9%
Views on homosexuality in various cultural-ethnic groups	17%	48%	27%	7%
Diversity in life style of homosexual men and women	26%	47%	21%	6%
Homosexual subculture	55%	21%	20%	5%
Sexuality of homosexual men and women	44%	36%	15%	5%
Relationships and partnerships of homosexual men and women	30%	45%	19%	6%
Mental and physical health of homosexual men and women	26%	47%	24%	3%
Homospecific counselling	34%	37%	21%	8%
Discrimination of homosexual men and women	29%	40%	23%	8%
Homosexuality in relation to religion and culture	16%	45%	31%	8%
History of (views on) homosexuality	30%	42%	23%	6%

Table 29. Informative value of the manual, overall.

<i>Overall, how do you rate the informative value of the manual?</i>	<b>Very low</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very high</b>	<b>Mean rate (sd) (1=very low, 5=very high)</b>
Psychosocial counsellors	21%	11%	20%	35%	13%	3.1 (1.4)
Doctors/nurses	23%	8%	23%	15%	31%	3.2 (1.6)
All respondents from health sector	13%	8%	35%	28%	17%	3.3 (1.2)

#### *Differences according to profession:*

Mean rate with regard to the informative value of the manual is the same for doctors/nurses and psychosocial workers.

#### *Differences according to country:*

Mean with regard to informative value of the manual: Italy 3.5, Germany 3.9, France 2.6, Austria 3.3, The Netherlands 3.0 (n=2).

To conclude, around half of the respondents from the health sector indicate that the manual is very informative, whereas one-third to one-fourth of the respondents indicate the informative value of the manual to be (very) low. Knowledge increased for relatively many respondents on themes that relate to religion, culture and homosexuality, whereas it increased for relatively few respondents on the themes “differences between homosexual girls and boys”, “sexuality of homosexual men and women” and “homosexual subculture”.

## B. Value of the manual for counselling gays and lesbians (health sector)

Table 30. Subjective evaluation by psychosocial workers of changes in their intention to counsel gays and lesbians

<i>Now that you can use the manual, are you (less/equally/more) intended to:</i>	<b>Less</b>	<b>Equally</b>	<b>More</b>
counsel individual gay or lesbian youngsters if there is reason to?	17%	59%	25%
counsel groups of gay or lesbian youngsters?	21%	58%	21%

Table 31. Subjective evaluation by doctors/nurses of changes in their intention to counsel gays and lesbians

<i>Now that you can use the manual, are you (less/equally/more) intended to:</i>	<b>Less</b>	<b>Equally</b>	<b>More</b>
counsel individual gay or lesbian youngsters if there is reason to?	31%	31%	39%
counsel groups of gay or lesbian youngsters?	46%	23%	31%

Table 32. Subjective evaluation by psychosocial workers of changes in their confidence in counselling gays and lesbians

	<b>Less</b>	<b>Equally</b>	<b>More</b>	
Now that you can use the manual, are you (less/equally/more) confident?	19%	52%	29%	
<i>Now that you can use the manual, are you more confident about ...</i>	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
your knowledge on homosexuality in ethnic minority groups?	27%	42%	26%	4%
how to take good care of the homosexual youngster?	42%	41%	15%	2%
how to take good care of a homosexual youngster from an ethnic minority group?	38%	36%	22%	4%
how to determine the importance of a youngster's homosexuality in his/her problem or question?	38%	40%	16%	6%
how to take homospecific aspects into account during the counselling?	40%	40%	12%	8%

Table 33. Subjective evaluation by doctors/nurses of changes in their confidence in counselling gays and lesbians

	<b>Less</b>	<b>Equally</b>	<b>More</b>	
Now that you can use the manual, are you (less/equally/more) confident?	23%	23%	54%	
<i>Now that you can use the manual, are you more confident about ...</i>	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
your knowledge on homosexuality in ethnic minority groups?	36%	7%	43%	14%
how to take good care of the homosexual youngster?	21%	29%	36%	14%
how to take good care of a homosexual youngster from an ethnic minority group?	29%	36%	29%	7%
how to determine the importance of a youngster's homosexuality in his/her problem or question?	29%	29%	29%	14%
how to take homospecific aspects into account during the counselling?	29%	36%	29%	7%

Table 34. Subjective evaluation by psychosocial workers of changes in their knowledge on relevant relief organisations

	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
Now that you can use the manual, do you know better to which relief organisation you can refer the youngster?	14%	48%	20%	18%

Table 35. Subjective evaluation by doctors/nurses of changes in their knowledge on relevant relief organisations

	<b>No, not at all</b>	<b>Yes, a bit</b>	<b>Yes, moderately</b>	<b>Yes, very much</b>
Now that you can use the manual, do you know better to which relief organisation you can refer the youngster?	21%	36%	29%	14%

Five persons indicate that they have already counselled gays or lesbians with the use of the manual (3 Austrian psychosocial workers, 2 French doctors/nurses).

In preparing the counselling, the initial chapter was used by 3 of these persons, the chapter on coming out and identities by all persons, the chapter on relationships by 1 person, the chapter on diversity in lifestyles by 1 person, the chapter on health and psychological problems by 2 persons, the chapter on homospecific counselling by 2 persons, the chapter on sexualities by 3 persons, the chapter on subculture by 2 persons, the chapter on history and culture by 1 person, the chapter on religions by 1 person and the Annex by 0 persons.

All of these persons used tools in counselling. Tools from the chapter on coming out and identities were used by 3 persons, from the chapter on relationships by 2 persons, from the chapter on diversity in lifestyles by 1 person, from the chapter on health and psychological problems by 0 persons, from the chapter on homospecific counselling by 2 persons, from the chapter on sexualities by 1 person, from the chapter on subculture by 0 persons, from the chapter on history and culture by 0 persons, and from the chapter on religions by 1 person.

Table 36. Subjective evaluation of the tools

<i>The tools...</i>	Mean rate (sd) (1=strongly disagree, 5=strongly agree)			
	Respondents who already used some of the tools (n=5)	Psychosocial workers	Doctors/nurses	All respondents from the health sector
are feasible with regard to time of preparation	3.2 (2.0)	3.1 (1.5)	2.8 (1.4)	3.5 (1.4)
are feasible with regard to time of execution	3.0 (2.0)	3.1 (1.3)	2.7 (1.3)	3.4 (1.3)
will contribute to meeting the target of my counselling	2.2 (1.6)	2.9 (1.4)	2.8 (1.4)	3.1 (1.2)
will be well received by the youngster	2.6 (1.7)	3.1 (1.2)	2.9 (1.4)	3.2 (1.2)
are suitable for use with youngsters from an ethnic minority group	2.6 (1.7)	3.0 (1.5)	2.9 (1.4)	3.3 (1.3)

Table 37. Practical value of the manual, overall.

<i>Overall, how do you rate the value of the manual, with regard to tools for counselling?</i>	Very low	Low	Moderate	High	Very high	Mean rate (sd) (1=very low, 5=very high)
Respondents who already have used some of the tools (n=5)	2 persons	2 persons	-	-	1 person	2.2 (1.6)
Psychosocial workers	27%	10%	11%	40%	12%	3.0 (1.5)
Doctors/nurses	29%	7%	14%	21%	29%	3.1 (1.7)
All respondents from health sector	17%	8%	19%	42%	14%	3.3 (1.3)

*Differences according to country:*

Psychosocial workers

Mean rate with regard to practical value of the manual: Italy 3.3, Germany 4.2, France 1.0, Austria 3.5, The Netherlands - (n=0). Lowest rate in France.

Doctors/nurses

Mean rate with regard to practical value of the manual: Italy 4.0 , Germany - (n=0) , France 1.8, Austria 5.0 (n=1), The Netherlands - (n=0). Lowest rate in France.

To conclude:

1. The intention to counsel gays and lesbians is increased in well over 20% of psychosocial workers in the health sector. However, almost the same percent of psychosocial workers indicate their intention to be decreased. The same goes for doctors/nurses: the percentages increase and decrease of intention are more or less the same.

2. Of the psychosocial workers, around 20% indicate a decrease in their confidence when counselling gays and lesbians, whereas 30% indicate that their confidence has increased. For doctors/nurses, the proportion of respondents with increased confidence is larger than for psychosocial workers, namely 54%.

3. Knowledge on relevant relief organisations has considerably increased for around 40% of psychosocial workers and doctors/nurses.
4. The tools and practical value of the manual are rated as fairly positive by half of the respondents. However, 4 of the 5 persons who already have used some of the tools are less satisfied with the tools, and one-third of the psychosocial workers and doctors/nurses rate the practical value as (very) low.
5. Compared to respondents from other countries, a large proportion of French psychosocial workers and doctors/nurses rate the practical value of the manual as very low.

### C. Evaluation per chapter (health sector)

Table 38. The introductory chapter

	<b>Not understandable at all</b>	<b>Not so understandable</b>	<b>Reasonably understandable</b>	<b>Very understandable</b>
How understandable is the description of the theory of discrimination?	19%	5%	57%	20%
How understandable is the description of the ways to use the manual?	18%	9%	51%	23%

Nine percent of all respondents in the health sector is of the opinion that the structuring or lay-out of the chapters should be adapted.

Given comments and suggestions:

*German* respondents (n=1):

\_ Practical tips, check-lists or texts in the appendix (or at internet).

*Austrian* respondents (n=2):

\_ It should be more simple. this way it is more structure than content.

\_ There is a 'content'-page missing.

*French* respondents (n=1):

\_ Making it by professionals.

Table 39. Evaluation of chapter 1, on “coming-out and identity”

	<b>Psychosocial workers</b>	<b>Doctors/nurses</b>	<b>All respondents from the health sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.4 (1.5)	3.1 (1.5)	3.8 (1.4)	71%
The opening story gets the reader involved in the subject	3.5 (1.4)	3.1 (1.5)	3.7 (1.3)	65%
The most important issues and facts are incorporated in the chapter	3.3 (1.3)	3.0 (1.4)	3.4 (1.2)	56%
The chapter provides a better understanding of the subject	3.4 (1.4)	3.2 (1.4)	3.6 (1.2)	68%
The strategies for improvement are useful	3.1 (1.5)	2.9 (1.3)	3.4 (1.3)	59%
The section “own concerns” gets the reader conscious of his own opinions and values	3.2 (1.5)	2.9 (1.4)	3.4 (1.3)	59%
The tools are useful for my work with youngsters	2.9 (1.5)	3.0 (1.4)	3.2 (1.3)	49%
The answers on the FAQ are satisfying	3.1 (1.4)	2.9 (1.4)	3.4 (1.2)	61%
<b>Average out of the 8 items above</b>	<b>3.3 (1.3)</b>	<b>3.0 (1.4)</b>	<b>3.5 (1.2)</b>	

Table 40. Evaluation of chapter 2, on “relationships”

	Psychosocial workers	Doctors/nurses	All respondents from the health sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.6 (1.3)	3.2 (1.5)	3.6 (1.2)	63%
The opening story gets the reader involved in the subject	3.2 (1.4)	3.2 (1.4)	3.3 (1.2)	51%
The most important issues and facts are incorporated in the chapter	3.3 (1.3)	2.9 (1.4)	3.3 (1.2)	50%
The chapter provides a better understanding of the subject	3.3 (1.4)	2.9 (1.4)	3.4 (1.2)	55%
The strategies for improvement are useful	3.1 (1.2)	3.0 (1.4)	3.3 (1.1)	48%
The section “own concerns” gets the reader conscious of his own opinions and values	3.3 (1.3)	2.8 (1.4)	3.3 (1.2)	52%
The tools are useful for my work with youngsters	2.9 (1.3)	3.1 (1.6)	3.1 (1.2)	44%
The answers on the FAQ are satisfying	3.1 (1.3)	3.0 (1.5)	3.3 (1.2)	47%
<b>Average out of the 8 items above</b>	<b>3.2 (1.1)</b>	<b>3.0 (1.4)</b>	<b>3.3 (1.1)</b>	

Table 41. Evaluation of chapter 3, on “diversity in lifestyles”

	Psychosocial workers	Doctors/nurses	All respondents from the health sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.8 (1.5)	3.3 (1.5)	3.7 (1.2)	68%
The opening story gets the reader involved in the subject	3.4 (1.4)	3.2 (1.4)	3.5 (1.2)	57%
The most important issues and facts are incorporated in the chapter	3.3 (1.1)	3.0 (1.4)	3.4 (1.0)	54%
The chapter provides a better understanding of the subject	3.4 (1.2)	2.9 (1.2)	3.5 (1.1)	58%
The strategies for improvement are useful	3.2 (1.3)	3.0 (1.4)	3.4 (1.1)	52%
The section “own concerns” gets the reader conscious of his own opinions and values	3.3 (1.3)	3.0 (1.4)	3.4 (1.1)	57%
The tools are useful for my work with youngsters	3.2 (1.4)	3.0 (1.4)	3.3 (1.2)	58%
The answers on the FAQ are satisfying	3.2 (1.3)	2.9 (1.4)	3.3 (1.1)	49%
<b>Average out of the 8 items above</b>	<b>3.3 (1.1)</b>	<b>3.0 (1.3)</b>	<b>3.4 (1.0)</b>	

Table 42. Evaluation of chapter 4, on “health and psychological problems”

	Psychosocial workers	Doctors/nurses	All respondents from the health sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.5 (1.1)	3.4 (1.3)	3.6 (1.0)	55%
The opening story gets the reader involved in the subject	3.3 (1.3)	3.1 (1.3)	3.4 (1.1)	51%
The most important issues and facts are incorporated in the chapter	3.1 (1.1)	3.1 (1.4)	3.3 (1.0)	46%
The chapter provides a better understanding of the subject	3.3 (1.2)	3.0 (1.3)	3.4 (1.0)	48%
The strategies for improvement are useful	3.3 (1.2)	3.0 (1.3)	3.4 (1.1)	51%
The section “own concerns” gets the reader conscious of his own opinions and values	3.4 (1.3)	3.1 (1.3)	3.4 (1.1)	55%
The tools are useful for my work with youngsters	3.2 (1.4)	3.1 (1.4)	3.3 (1.2)	53%
The answers on the FAQ are satisfying	3.2 (1.2)	3.0 (1.4)	3.3 (1.1)	47%
<b>Average out of the 8 items above</b>	<b>3.3 (1.1)</b>	<b>3.1 (1.3)</b>	<b>3.4 (1.0)</b>	

Table 43. Evaluation of chapter 5, on “homospecific counselling”

	<b>Psychosocial workers</b>	<b>Doctors/nurses</b>	<b>All respondents from the health sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.7 (1.2)	3.2 (1.5)	3.7 (1.1)	70%
The opening story gets the reader involved in the subject	3.2 (1.3)	3.2 (1.3)	3.4 (1.2)	52%
The most important issues and facts are incorporated in the chapter	3.2 (1.2)	3.1 (1.4)	3.4 (1.1)	53%
The chapter provides a better understanding of the subject	3.3 (1.2)	3.0 (1.6)	3.4 (1.2)	56%
The strategies for improvement are useful	3.2 (1.2)	2.8 (1.5)	3.3 (1.2)	49%
The section “own concerns” gets the reader conscious of his own opinions and values	3.3 (1.3)	2.8 (1.5)	3.4 (1.2)	54%
The tools are useful for my work with youngsters	3.1 (1.4)	3.0 (1.5)	3.3 (1.3)	56%
The answers on the FAQ are satisfying	3.1 (1.3)	2.9 (1.5)	3.3 (1.2)	51%
<b>Average out of the 8 items above</b>	<b>3.3 (1.2)</b>	<b>3.0 (1.5)</b>	<b>3.4 (1.1)</b>	

Table 44. Evaluation of chapter 6, on “sexualities”

	<b>Psychosocial workers</b>	<b>Doctors/nurses</b>	<b>All respondents from the health sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.5 (1.2)	3.3 (1.4)	3.5 (1.1)	50%
The opening story gets the reader involved in the subject	3.1 (1.3)	3.1 (1.3)	3.1 (1.1)	33%
The most important issues and facts are incorporated in the chapter	3.2 (1.2)	3.2 (1.4)	3.4 (1.1)	52%
The chapter provides a better understanding of the subject	3.2 (1.2)	3.2 (1.4)	3.3 (1.3)	45%
The strategies for improvement are useful	3.2 (1.2)	3.1 (1.3)	3.4 (1.1)	49%
The section “own concerns” gets the reader conscious of his own opinions and values	3.4 (1.3)	2.9 (1.4)	3.3 (1.2)	41%
The tools are useful for my work with youngsters	3.1 (1.3)	3.0 (1.5)	3.3 (1.2)	47%
The answers on the FAQ are satisfying	3.2 (1.3)	2.9 (1.5)	3.3 (1.2)	51%
<b>Average out of the 8 items above</b>	<b>3.2 (1.1)</b>	<b>3.1 (1.3)</b>	<b>3.3 (1.0)</b>	

Table 45. Evaluation of chapter 7, on “subculture”

	<b>Psychosocial workers</b>	<b>Doctors/nurses</b>	<b>All respondents from the health sector</b>	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.7 (1.3)	3.2 (1.5)	3.5 (1.1)	51%
The opening story gets the reader involved in the subject	3.1 (1.2)	3.3 (1.4)	3.2 (1.1)	33%
The most important issues and facts are incorporated in the chapter	3.2 (1.1)	3.4 (1.4)	3.4 (1.0)	49%
The chapter provides a better understanding of the subject	3.3 (1.2)	3.4 (1.4)	3.5 (1.0)	52%
The strategies for improvement are useful	3.0 (1.3)	3.3 (1.6)	3.2 (1.1)	37%
The section “own concerns” gets the reader conscious of his own opinions and values	3.3 (1.2)	3.0 (1.5)	3.4 (1.1)	52%
The tools are useful for my work with youngsters	3.2 (1.2)	2.9 (1.4)	3.3 (1.1)	46%
The answers on the FAQ are satisfying	3.2 (1.2)	3.0 (1.5)	3.3 (1.1)	46%
<b>Average out of the 8 items above</b>	<b>3.2 (1.1)</b>	<b>3.2 (1.4)</b>	<b>3.3 (1.0)</b>	

Table 46. Evaluation of chapter 8, on “history and culture”

	Psychosocial workers	Doctors/nurses	All respondents from the health sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.5 (1.4)	3.5 (1.6)	3.6 (1.2)	61%
The opening story gets the reader involved in the subject	2.9 (1.5)	3.3 (1.4)	3.2 (1.3)	48%
The most important issues and facts are incorporated in the chapter	3.1 (1.1)	3.3 (1.4)	3.3 (1.0)	48%
The chapter provides a better understanding of the subject	3.3 (1.3)	3.3 (1.4)	3.4 (1.1)	56%
The strategies for improvement are useful	3.0 (1.2)	3.3 (1.3)	3.2 (1.1)	42%
The section “own concerns” gets the reader conscious of his own opinions and values	3.2 (1.3)	3.1 (1.3)	3.3 (1.1)	46%
The tools are useful for my work with youngsters	3.2 (1.3)	3.1 (1.3)	3.3 (1.2)	50%
The answers on the FAQ are satisfying	3.3 (1.3)	3.0 (1.3)	3.4 (1.2)	51%
<b>Average out of the 8 items above</b>	<b>3.2 (1.2)</b>	<b>3.2 (1.3)</b>	<b>3.3 (1.1)</b>	

Table 47. Evaluation of chapter 9, on “different religions”

	Psychosocial workers	Doctors/nurses	All respondents from the health sector	
	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	Mean rate (sd). (1=strongly disagree, 5=strongly agree)	% that (strongly) agrees
The style of writing is clear	3.4 (1.2)	2.9 (1.6)	3.3 (1.2)	44%
The opening story gets the reader involved in the subject	3.1 (1.5)	2.8 (1.5)	3.1 (1.3)	36%
The most important issues and facts are incorporated in the chapter	3.3 (1.1)	2.9 (1.6)	3.3 (1.1)	49%
The chapter provides a better understanding of the subject	3.4 (1.1)	2.8 (1.6)	3.2 (1.1)	47%
The strategies for improvement are useful	3.2 (1.1)	2.8 (1.6)	3.1 (1.1)	34%
The section “own concerns” gets the reader conscious of his own opinions and values	3.3 (1.1)	2.7 (1.6)	3.1 (1.2)	34%
The tools are useful for my work with youngsters	3.0 (1.1)	2.7 (1.6)	3.1 (1.2)	42%
The answers on the FAQ are satisfying	3.0 (1.1)	2.8 (1.6)	3.1 (1.1)	37%
<b>Average out of the 8 items above</b>	<b>3.2 (1.0)</b>	<b>2.8 (1.6)</b>	<b>3.2 (1.1)</b>	

*Differences between the various aspects:*

Mean rate for the style of writing of all chapters: 3.6

Mean rate for the opening story of all chapters: 3.3

Mean rate for the completeness of all chapters: 3.3

Mean rate for the degree to which the chapters provide better understanding: 3.4

Mean rate for the “strategies for improvement” of all chapters: 3.3

Mean rate for the “own concerns” of all chapters: 3.4

Mean rate for the tools of all chapters: 3.2

Mean rate for the answers on the FAQ of all chapters: 3.3

*Differences according to country:*Psychosocial workers

Mean rate for all aspects of all chapters: Italy 3.9, Germany 4.0, France 1.8, Austria 3.4, Netherlands - (n=0). Lowest rate in France.

Doctors/nurses

Mean rate for all aspects of all chapters: Italy 3.9, Germany – (n=0), France 1.6, Austria 5.0 (n=1), Netherlands – (n=0). Lowest rate in France.

To conclude:

1. Regarding the introductory chapter, around one-fourth of the respondents indicates that the description of the theory of discrimination is not (so) understandable. Also, around one-fourth is of the opinion that the description of the ways to use the manual is not (so) understandable.
2. Overall, the chapters are rated as (fairly) positive by half of the respondents. Specific aspects of the chapters, such as the tools, are rated less positively than other aspects, such as the style of writing. Some aspects of chapters 6, 7 and 9 are positively rated by only one-third of the respondents.
3. No significant differences in rating of the chapters appear between psychosocial workers and doctors/nurses.
4. French respondents rate the chapters less positively than respondents from the other countries do.

### **Given comments on or suggestions for improvement of the content of the chapters:**

*Dutch* respondents (n=1):

\_ It is a general manual of practical use. It is not real to think/hope that you can change the practice immediately with this manual.

*German* respondents (n=2):

\_ often too superficial, own concerns often too short but ok, be aware of cliches, images and prejudices, show more diversity.

\_ abbreviations in chat conversation is sometimes not known by anybody.

*Austrian* respondents (n=3):

\_ In vienna there are mostly islamic migrants, and they are hardly mentioned. The homophobia in islamic and jewish religion is neglected in the handbook, this is contraproductive and does not make sense.

\_ chap. 9. should be more in detail, as i am not sure about this topics.

\_ FAQ's should be answered more in detail and more specific.

*Italian* respondents (n=):

\_ the manual is not so useful to doctors.

\_ more information about addiction and sexual orientation

\_ 1. Some activities in educational setting suppose that teachers master psychological concepts that are not dealt with enough (p. 69, 88 of Italian version). Proposal: dealing at greater length the aims of instruments, giving more information and explanations. 2. The subject of double discrimination and multicultural issues related are just mentioned. I think it is a theme where we must go into. Proposal: one activity in educational setting and one activity in counselling should deal with the problems faced by homosexual immigrants. 3. I would not use the concept of "nature" to affirm that homosexuality is normal (for example: homosexuality is natural because it exists among animals). I think this is a very risky argument. When you deduce from nature the rule for human behaviour you justify those who affirm that "heterosexuality is normal because procreation is natural" or "homosexual behaviour is just a substitute of heterosexual intercourse". 4. I would not use the expression "modern homosexual culture" referring to the western homosexual culture (p. 87). What does it mean in this case "modern"? It means that other cultures have an "ancient homosexual culture"? It sounds a bit prejudicial and offensive. 5. In my opinion, the educational instrument entitled "Stories" (p. 87), must be reformulated because gender identity and sexual roles are not learned through positive teachings; they are unconsciously conveyed.

### **Twenty-one procent of all respondents in the health sector misses words in the glossary.**

The following words are mentioned:

\_ IGLYA, COC

\_ transgenderism, serial partnership, finding one's identity as broader concept

\_ political parties (conservatives, extrem right parties).

\_ transsexuality

The following addresses of organisations/relevant literature/good links on the internet are mentioned:

\_ why addresses of France or Netherlands are missing ?

\_ too many german addresses (austrian respondent)



Table 48. Evaluation of the attention for ethnic origin in the whole manual.

<i>Are the subjects of ethnicity and multicultural society in relation to homosexuality sufficiently represented in the manual?</i>	<b>Psychosocial workers</b>	<b>Doctors/nurses</b>	<b>All respondents from the health sector</b>
No	38%	43%	28%
More or less	38%	21%	42%
Yes	24%	36%	30%

The following aspects that are relevant within the multi-ethnic context and that are insufficiently represented in the manual are mentioned:

- \_ I would like to read more about muslim 'rules' about homosexuality - books, internet.
- \_ The question of power in the catholic church; many homosexual priest work in it without any interest of being liberated! Openess/frankness means loss of power.
- \_ it would have been better to concentrate on homosexuality and care about that topic better. The stories are often country-specific and therefore they don't clarify but cloud the problem.

Table 49. Evaluation of different terms for negative feelings and ideas about homosexuality, or discriminatory behaviour towards homosexuals.

<i>Would you please indicate for each of the following terms, to what extent you feel comfortable with them?</i>	<b>Psychosocial workers</b>	<b>Doctors/nurses</b>	<b>All respondents from the health sector</b>	
	Mean rate (sd). (1=very uncomfortable, 5=very comfortable)	Mean rate (sd). (1=very uncomfortable, 5=very comfortable)	Mean rate (sd). (1=very uncomfortable, 5=very comfortable)	% (very) comfort.
homophobia	4.2 (1.1)	4.7 (0.6)	4.5 (0.9)	85%
homonegativity	2.6 (1.4)	3.4 (1.2)	2.7 (1.4)	39%
negative attitudes towards homosexuals	3.1 (1.3)	3.1 (1.4)	3.3 (1.3)	46%
heteronormativity	2.8 (1.4)	2.7 (1.5)	2.9 (1.3)	38%
heterosexism	3.4 (1.4)	2.9 (1.5)	3.2 (1.5)	46%

## Educational sector: subgroup of respondents that filled in both the 1th & 2nd questionnaire (n=52)

### Attitude towards homosexuality (see Table 50)

On average, the attitude towards homosexuality has become more positive, at the second assessment.

### Attitudes with regard to educating on homosexuality (see Table 50)

On average, the attitude towards the importance and meaningfulness of educating on homosexuality did not change between the first and second assessment.

On average, the attitude towards the effectiveness of educating on homosexuality did not change between the first and second assessment.

On average, the self-perceived skills in educating on homosexuality did not change between the first and second assessment.

### Attitudes with regard to counselling gay and lesbians (see Table 50)

On average, respondents stronger endorse the statement that the psychosocial well-being of gays and lesbians is at risk due to social intolerance, at the 2<sup>nd</sup> assessment.

On average, respondents stronger endorse the statement that gays and lesbians from cultural-ethnic minorities are in a more difficult situation than other gays and lesbians, at the 2<sup>nd</sup> assessment.

On average, the attitude towards the effectiveness of counselling gays and lesbians did not change between the first and second assessment.

On average, the self-perceived skills in counselling gays and lesbians did not change between the first and second assessment.

**Table 50. Attitudes at first and second assessment, respondents in educational sector (n=52)**

	Mean (sd), needs assessment	Mean (sd), (effect) evaluation	p-value
Attitude towards homosexuality (1=negative, 5=positive)	4.0 (0.8)	4.2 (0.7)	0.001
Attitude towards importance of education on homosexuality (1=not important, 5=very important)	4.4 (0.4)	4.3 (0.6)	not significant
Attitude towards effectiveness of educating on homosexuality (1=not effective, 5=very effective)	3.8 (0.7)	3.7 (0.5)	not significant
Attitude towards self-effectiveness in educating on homosexuality (1=not effective, 5=very effective)	3.5 (0.6)	3.6 (0.5)	not significant
Social intolerance has a negative impact on psychosocial well-being of gay and lesbian youngsters (1=strongly disagree, 5= strongly agree)	3.6 (0.8)	3.9 (0.8)	0.004
Gays and lesbians from cultural-ethnic minorities are in a more difficult situation than other gays and lesbians (1=strongly disagree, 5= strongly agree)	3.9 (0.8)	4.4 (0.7)	0.000
Attitude towards effectiveness of counselling gays and lesbians (1=not effective, 5=very effective)	3.9 (0.6)	3.9 (0.4)	not significant
Attitude towards self-effectiveness in counselling gays and lesbians (1=not effective, 5=very effective)	3.6 (0.6)	3.7 (0.6)	not significant

## Health sector: subgroup of respondents that filled in both the 1th & 2nd questionnaire (n=14)

### Attitude towards homosexuality (see Table 51)

On average, the attitude towards homosexuality did not change between the first and second assessment.

### Attitudes with regard to educating on homosexuality (see Table 51)

On average, the attitude towards the importance of educating on homosexuality did not change between the first and second assessment.

On average, the attitude towards the effectiveness of educating on homosexuality did change between the first and second assessment (although not statistically significant): at 2<sup>nd</sup> assessment, respondents thought educating to be less effective than they did at 1th assessment.

On average, the self-perceived skills in educating on homosexuality did not change between the first and second assessment.

### Attitudes with regard to counselling gay and lesbians (see Tabel 51)

On average, the attitude towards the impact of social intolerance on the psychosocial well-being of gays and lesbians did not change between the first and second assessment.

On average, the attitude towards the (social) position of gays and lesbians from cultural-ethnic minorities did not change between the first and second assessment.

On average, the attitude towards the effectiveness of counselling gays and lesbians did not change between the first and second assessment.

On average, the self-perceived skills in counselling gays and lesbians did not change between the first and second assessment.

Table 51. Attitudes at first and second assessment, respondents in health sector (n=14)

	Mean (sd), needs assessment	Mean (sd), (effect) evaluation	p-value
Attitude towards homosexuality (1=negative, 5=positive)	3.7 (0.9)	3.8 (0.8)	not significant
Attitude towards importance of education on homosexuality (1=not important, 5=very important)	4.4 (0.5)	4.5 (0.6)	not significant
Attitude towards effectiveness of educating on homosexuality (1=not effective, 5=very effective)	4.1 (0.8)	3.8 (0.6)	not significant
Attitude towards self-effectiveness in educating on homosexuality (1=not effective, 5=very effective)	3.6 (0.7)	3.5 (0.6)	not significant
Social intolerance has a negative impact on psychosocial well-being of gay and lesbian youngsters (1=strongly disagree, 5=strongly agree)	4.0 (1.0)	4.1 (1.0)	not significant
Gays and lesbians from cultural-ethnic minorities are in a more difficult situation than other gays and lesbians (1=strongly disagree, 5=strongly agree)	4.1 (1.2)	4.1 (0.9)	not significant
Attitude towards effectiveness of counselling gays and lesbians (1=not effective, 5=very effective)	4.0 (0.6)	3.8 (0.5)	not significant
Attitude towards self-effectiveness in counselling gays and lesbians (1=not effective, 5=very effective)	3.9 (0.6)	3.7 (0.5)	not significant