



In addition to filling in this form please include 1 copy/item of all deliverables of your project, such as publications (reports, manuals, surveys etc.), promotion and dissemination materials (posters, t-shirts, CD-ROMs, DVDs etc) and final evaluations, internal/external audits produced within the framework of the project. Where courses, seminars or studies are concerned, please include signed attendance lists, agendas, results of the evaluation made by the participants and copies of the conclusions or proceedings.

1. THE PROJECT

Project reference/Agreement number:

No. JUST/2009/FRAC/AG/1179 – 30 – CE –0377095/00/44

Project Title:

NISO - Fighting Homophobia through active citizenship and media education

Start and end date of the project:

1 February 2011 – 31 January 2013

2. THE BENEFICIARIES

Coordinating organisation Name:

Provincia di Roma, Italy

Project partners:

Gay Canter (Italy), T6 SOCIETA' COOPERATIVA (Italy), GALE – The Global Alliance for LGBT Education (The Netherlands), Çavaria (Belgium), SEKÜ (Estonia),

Associate partners:

None

3. PROJECT MAP

Chronological description of key meetings/events/milestones of the project:

See table attached in Annex 1

4. "WHO DID WHAT" IN THE PROJECT

Brief description of key persons and their involvement in the project, including at least those listed in and directly remunerated from the project budget. Describe and explain divergences from initial planning if any.

The project sees the collaboration of many different professional figures that performed similar activities in all the countries, working in parallel and using online and face-to-face meetings to coordinate their activities and exchange ideas and lessons learned. The distribution of work does not show divergences from the initial planning.

More specifically the project sees the engagement of the following figures:

- **Project coordinator** was in charge of the coordination of all the project activities at consortium level. She assured the alignment of the activities performed by different partners, and the respect of what is defined in Annex 1 – project description.

- **Project Financial and administrative coordinator** was in charge of coordinating the project from a financial and administrative point of view. This figure developed internal instruments for gathering and analysing financial information coming from the partners, developed ad hoc reports and supported project manager in the every day coordination of the project. It assured an on-going monitoring of the resources expenditures during the project life-time.

- **Project manager:** each partner had its project manager who is in charge of the everyday management of the project at local level. The project manager coordinates the action of all the other figures at local level and coordinates the activities performed at local level with all other partners.

- **Senior researchers:** these figures planned and carried out the research-related activities of the NISO project especially in WS1. Senior researchers carried out the background analysis, developed two questionnaires (one addressing students and the other addressing the LGBT communities) to analyse most common homophobic attitudes and prejudices against LGBTs. Moreover they analysed the data gathered through the questionnaires and developed the related deliverables. They participated in the dissemination of research outputs and supported the development of the VOICE OUT training materials, linking the research outputs with the “teaching” programme.

- **Junior researchers** supported senior researchers in the above-mentioned activities

- **Educators:** this role was related to the activities performed by NISO project in the schools. Educators interacted with students, presenting and carrying on the VOICE OUT programme, supported the development of training material and of the NISO toolkit, interacted with school managers and teachers, presenting the VOICE OUT approach and collaborating with them for the good realisation of the activities at school level.

- **Trainers:** these figures supported the educators and offered his/her expertise with reference to specific competences needed during the development of the VOICE OUT programme such as expertise on fundamental rights, legal aspects of LGBT discrimination, media education, etc. Trainers are also, more generally, support figures for the educators.

- **Media experts** played a role as media educators within the VOICE OUT programme, supporting the students in the development of their visual campaign against discrimination. They also supported the development of the DVD containing the videos produced by the students.

- **Dissemination manager:** This figure coordinated all the dissemination activities at project or partner level. He developed the dissemination plan and strategy for the project as

a hole, coordinated the development of all dissemination materials for the project, engaged the media in order to assure the needed visibility to project activities, supported the updating of the project website. He also offered constant support to the rest of the team for disseminating all the outputs of the project to the expected target audience such as: students, teachers and their associations, policy makers, LGBT association, citizens.

- **Dissemination experts:** They supported the dissemination activities, offering specific expertise such as graphic, design, web 2.0 dissemination campaign and similar.

- **Web site programmer:** This figure was in charge of developing the project website -in its various components - from a technological (non content-related, not graphic) point of view.

- **Web site technical maintenance and design:** this was the person in charge of updating the content of the website, making it graphically coherent with the graphic identity of the project and maintaining it from a technical point of view.

Here below we report, for each figure above-described the names of the persons in charge for each role. In some cases the same person covered more than a role. This is due to the fact that such person was experienced and competent enough to cover more than one figure, in this way reducing the number of persons engaged in the projects and reducing the coordination work.

- **Project Coordinator:** Antonella Passani (Province of Rome)

- **Project Financial and administrative Coordinator:** Ilaria Lener (Province of Rome)

- **Project Manager:** Andrea Nicolai (T6 COOP), Reimo Mets (SEKY), Fabrizio Marrazzio (Gay Center), Marie Emilie Debicki (T6 COOP), Marinus Schouten (GALE), Peter Dankmeijer (GALE), Eva Dumon (Çavaria, till 31/01/2012), Katrien Vanleirberghe (Çavaria, till 31/07/2012) and Sven Spreutels (Çavaria)

- **Senior Research:** Antonella Passani (Province of Rome), Andrea Nicolai (T6 COOP), Sergio De Lellis (T6 COOP), Peter Dankmeijer (GALE), Bjorn Klinkenberg (GALE), Eva Dumon (Çavaria), Katrien Vanleirberghe (Çavaria), Sven Spreutels (Çavaria), Christian Veske, (SEKY), Federica De Simone (Gay Center), Sebastian Maulucci (Gay Center), Carlo Chiattelli (Gay Center),

- **Junior Research:** Antonella Pepe (Province of Rome), Alessandro Tore (Province of Rome), Carlo Guarino (Province of Rome), Katia Amabili (Province of Rome), Maria Rita Mattei (Province of Rome), Fabrizio Fassio (T6 COOP), Marie Emilie Debicki (T6 COOP), Marinus Schouten (GALE), Sergio Machado (GALE), Anja Geirnaert (Çavaria), Madis Räästas (SEKY), Shifino Giovanni (Gay Center), Alessandra Filograno (Gay Center), Annamaria Battelocchi (Gay Center), Bernardi Andrea (Gay Center), Nicola Gammone (Gay Center), Alessandro Guida (Gay Center)

- **Educator:** Emanuela Droghei (Province of Rome), Fabrizio Fassio (T6 COOP), Peter Dankmeijer (GALE), Marinus Schouten (GALE), Dylan Tonk (GALE), Geert Verelst (Çavaria), Sven Spreutels (Çavaria), Kristiina Esop (SEKY), Christian Veske, (SEKY), Radesca Elisabetta (Gay Center), Shifino Giovanni (Gay Center), Alessandra Filograno (Gay Center), Paola Rotasso (Gay Center), Musci (Gay Center)

- **Trainer:** Roberto Tavani (Province of Rome), Fabrizio Fassio (T6 COOP), Luca Casadio (T6 COOP), Massimiliano Trombacco (T6 COOP), Peter Dankmeijer (GALE), Yves Aerts (Çavaria), Katrien Vanleirberghe (Çavaria), Dagmar Kase (SEKY), Maret Ney (SEKY), Ermo Saks (NGO SEKY), Christian Veske, (SEKY), Alessandro Guida (Gay Center), Fabrizio Macioce (Gay Center), Carlo Chiattelli (Gay Center)

- **Media expert:** Lorenza Parisi (Province of Rome), Ursula Bonetti (Province of Rome), Debora Pietrobono (Province of Rome), Marie Emilie Debicki (T6 COOP), Marinus Schouten (GALE), Yves Aerts (Çavaria), Katrien Vanleirberghe (Çavaria), Helen Talalaev (SEKY), Reimo Mets (SEKY), Iannella (Gay Center), Francesco Cerroni (Gay Center), Carlo Chiattelli (Gay Center)

- **Translator:** Kelly Vanbrabant (Cavaria)

- **Dissemination manager:** Lorenza Parisi (Province of Rome), Ursula Bonetti (Province of Rome), Debora Pietrobono (Province of Rome), Carlo Guarino (Province of Rome) Marinus Schouten (GALE), Peter Dankmeijer (GALE), Anja Geirnaert (Çavaria), Reimo Mets (SEKY), Karin Pasman (GALE), Federica De Simone (Gay Center), Roberto Stocco (Gay Center), Agnese Chianese (Gay Center), Adel Abib (Gay Center), Carlo Chiattelli (Gay Center)

- **Web site programming:** Antonella Di Cesare (Province of Rome), Andrea Basile (Province of Rome)

- **Web site technical maintenance and design:** Andrea Basile (Province of Rome), Nik Boersma (GALE)

5. CHANGES

What were the changes you made to the project? Describe them briefly showing when and why they were made, including unforeseen cost items or activities

The project did not experience critical changes or major deviation and followed as closely as possible the description of work. When changes were needed, especially if affecting the budget, a proposal of change has been submitted to the PO and only after her acceptance the change has been applied. Three formal amendments have been submitted to the EC and have been approved. Therefore, we do not report such changes here after. Here below are described those changes that were not included in the amendments.

The number of students engaged in total (250) is in line with the description of work, even if the number of students engaged has not been equal in all the countries as expected. More precisely, GALE – in the Netherlands - engaged 4 schools instead of 3, while SEKU in Estonia, engaged students outside the schools and formed two groups instead of three. This was necessary because Estonian teachers were totally against the project, and they even notified the Ministry of education asking on which grounds the project was running and who was supporting it. In such a context, the success of creating two groups of youngest and offering them training and an occasion for self-expression can be considered as an important achievement.

The dissemination achievements in terms of the number of people we could reach at international conferences were very successful. In total we could be involved in 10 international conferences during the whole project lifetime, either to make the project visible, to present research outcomes, or to present the outcomes of Voice OUT and distribute hundreds of copies of the toolkit and the Final Report all over the world. More occasion for dissemination emerged after the end of the project and, even if not reported here, they will go on for the full duration of 2013 and behind. See for information D4.4 Dissemination Report.

Other changes are related to the organisation of events. In this context, GALE presented the NISO research using two different channels: a national awareness campaign (see Dissemination Report 2013) not originally foreseen and a teacher event. In Italy, the local partners decided to organise only one event (instead of 2) to present the project's outputs, and in particular the research results and the NISO toolkit, to policy-makers, journalists, teachers and their associations. In parallel, non-foreseen events have been organised in Rome: a launching event and press-conference at the beginning of the project and an event with students at city level at the occasion of the final election of the student's campaigns. All these changes had no impact on the budget allocation.

Moreover, GALE performed a research activity in addition to the one planned. As some of the data of the NISO research were very promising for a quantitative (Mokken Scale)

analysis. The analysis has been performed and presented at a conference for scientists on sexuality at Kingston University, London.

The research activity experience some delay, especially in the phase of data gathering and analysis but this did not impact on other activities, neither on the budget. In fact, we used the preliminary analysis for informing the NISO toolkit of which we anticipated the start in order to avoid any delay (see D0.1).

Finally, additional material had been prepared for the Italian students to help them prepare for the Residential Workshop. Synthetic presentations of the European Union institutions and legislative framework, LGBT rights at national and European level and other relevant information were elaborated by the experts and distributed to the students before their journey.

6. DIFFICULTIES

Describe any difficulties that affected the implementation of the project. How were they resolved? Did you overspend compared to cost categories foreseen in your budget and if yes explain the reasons.

The project was very ambitious and the response in some of the engaged countries and across Europe was very positive. This led to a substantial need to invest more hours in the project than planned, especially in Italy and in The Netherlands. In the Netherlands this led to one extra school engaged in the contest and in more media attention, in Italy in extra hours in school activities both with small groups and with the totality of the students. In fact, in Rome more than 2000 students participated in the voting of the campaigns, which represented an important occasion to talk about fundamental rights and discrimination. This required an extra effort that was, in any case, a good investment. At international level this implied the attendance of 20 instead of 5 international conferences and meetings. The above-mentioned extra-activities did not produce overspending for the NISO project: costs have been covered with partners own funds and non-funded hours.

However, the main difficulty encountered in Italy, Estonia and Belgium was the engagement of schools. In Italy, Gay Center encountered difficulties at the school level in particular in the involvement of school administrative staff to support and disseminate the project at school and in extra-curricular contexts. The project has been successful in schools where a synergy between leadership, school personnel, students and Voice OUT educators has been created. In Italy, the efforts made assured the participation of three schools in the VOICE OUT activities and 3 extra school engaged in the research part of the project and one in the final voting at city level. This achievement required an intense work to support the network activities, for which no additional budget has been necessary.

In Estonia, SEKU needed to adjust the VOICE OUT activity to an extra-school setting. In fact, schools and especially teachers were against speaking about LGBT issues at school. Therefore SEKU used more informal methods to get students on board and this is also why the number of students engaged in Estonia was lower than expected (21 instead of 60). The fact that the school was against the initiative influenced also pupils' behaviours. Similarly, it was not possible to distribute the questionnaire in school as in the other countries and it has been distributed online. This resulted in a lower number of questionnaires gathered. The overall objective of the project (500 questionnaires from students and 250 from LGBT community members have been reached because in other countries the number of respondents was higher than expected).

In Belgium, Çavaria encountered difficulties in finding schools interested in the project. Çavaria contacted more than 800 different schools. Only 11 reacted. Due to different circumstances (illness of teachers, time table, troubles with filming...) many schools

couldn't participate in the project. Therefore Çavaria started the project in 3 different schools. One school (PTI Eeklo) followed the entire process and managed to create two videos. One school dropped out because the students and principal didn't give permission to film them, for privacy reasons. So they didn't create any video. The last school started the project, but didn't find the time to do a school wide action and couldn't create a video. This explains why the project produced less videos than expected (20-25 videos).

The total number of anti-discrimination videos produced is equal to 16. In the final DVD we included 15 videos because the families of the students engaged in the remaining video did not provide the authorisation to disseminate their images.

Regarding the usage of resources, the TOTAL COSTS of the NISO project are equal to € 734.892, corresponding to 96,8 % of planned Costs.

Basically, the project has been developed according to the plans. No major deviations occurred during the project lifetime affecting the achievement of project' goals neither the correct usage of resources.

The Total Costs Under-spending is equal to -3,2 % (-24.321 Euros).

The above-mentioned under-spending is mainly related to an under usage of resources on the following cost headings:

A – Personnel (- 16.939 Euros)

The partner who mainly contributes to the under-usage of Personnel Costs is SEKY (-22.404 Euros under-spent). The under-spending has not affected the achievement of partner's project goals.

On the other hand, the under-usage of resources by SEKY is balanced by not relevant over usage of personnel costs done by other partners, all related to the major effort required to achieve the project goals.

Here it is worthy to mention the overspending made by CAVARIA on Personnel Costs (+ 4.987 Euros), which can be justified as follows:

- Major effort required for the translation of Toolkit and Final Report in Dutch, which both have been realized engaging internal resources;
- Major effort required to Media Expert in order to realize the activities in the school (film making in particular)

E – Other Costs (-6.701 Euros)

The partner who mainly contributes to the under-usage of Other Costs is CAVARIA (-7.928 Euros under-spent). This is basically related to an over estimation of this cost heading in relation to the organization of the "3 days experience exchange workshop" held in Brussels. Under-spent resources on Other Costs have been allocated by CAVARIA among Personnel Costs (see above) and Travel Costs (+2.959 Euros) balancing the under-spending.

Regarding travel Costs in particular, the overspending relates to the necessity to cover the travel and subsistence of Belgian students to attend the "3 days experience exchange workshop" held in Brussels, which were wrongly planned on the E-Other Costs (instead of on B).

7. COMMISSION VISIBILITY

How was the visibility of the European Union's financial support ensured in the project?

NISO project has been highly visible at national and international way, the press was actively engaged and various national and international events have been organised/participated in. This represented important occasions of visibility also for the EC. High visibility has been given to the EU co-financing in all the communication material, following the visibility rules of the European Commission. The EU flag, the DG logo together with the EU disclaimer, have been inserted in the website, the brochure, the spot,

the final report, the toolkit, the DVD, etc. A reference to the co-financing and to the Programme has been made in all the documents and in the press releases also. The EU logo and reference to the programme have been also inserted in the material offered to students and to the schools such as T-shirt, prizes, diplomas and similar. During the conferences, the Programme and its objectives have been presented.

8. RESULTS/OUTCOME/DELIVERABLES OF THE PROJECT

Brief description of the project results and achievements.

List of deliverables of the project. A copy of each should be attached to the report. Indicate deliverables which were foreseen but not produced if any and explain the reason.

NISO project started with a background analysis of the situation of LGBTs in the represented countries and developed a report highlighting the differences among the level of protection achieved in the different countries. The report does not only analyse the legal aspects of the situation but also the work carried out in the different countries in terms of non-discrimination policies and activities in schools.

After this analysis of available data, NISO started gathering its own data by developing two questionnaires: one for students and one for LGBT people. The questionnaires were distributed in schools, LGBT associations events and venues and online. In total 1000 LGBT people and 1500 students answered the questionnaire. This level of participation overpassed the expectation and provided significant data that are analysed in 4 national reports (D.2, D.3, D.4, D.5) and in one transnational report (D.6). The outputs of the research have been disseminated through ad hoc events at national level, in the final conference and by participating in dedicated scientific conference (see D.4.4a and b).

The results of the research provided input for the finalisation of the NISO toolkit that have been developed in parallel. The NISO Toolkit is another important output of the project, it target teachers and school managers and provide theoretical and practical guidance about how to implement the VOICE OUT approach in various school setting. The NISO Toolkit have been disseminated in ad hoc events and distributed to teachers and their association not only in countries represented in the consortium but also in other countries thanks to GALE's international network.

The core activity carried out by the NISO project is the VOICE OUT process that engaged 250 students in talking about discrimination on the ground of sexual orientation, supported them in developing ad hoc awareness raising campaign and in developing short videos. 9 schools and three youth groups have been engaged in the direct activities but many more have been involved in voting the anti-discrimination campaigns developed by the students. This produced a snowball effect that reached more than 5000 students. The activities have been carried out in parallel in the four participating countries, then one group for each country participated in a three-day residential workshop in Brussels. Thanks to participatory methods they developed a white paper with policy suggestions addressing the EU parliament but also useful for national and local policy-makers. The white paper has been presented by the students to the LGBT intergroup in the EU Parliament and to other national member of the parliament, including the vice-president of the Parliament. The experience carried out is described both in the NISO toolkit and in the final report, which includes also the white paper.

The dissemination activities have been intense since the real beginning of the project and the project become real visible in all the engaged countries. The idea to make students produce the videos was a successful element in attracting the attention of the media (see D4.4 for figures about dissemination)

List of deliverables

D0.1 Detailed workplan for the first six months

D0.2a,b,c Periodic Reports

D0.3 Financial Management Report

D.1. European review of homophobia. Background and secondary data analysis.
D.2/D.3/D.4/D.5 National report on homophobic attitudes and stereotypes among young people (one for each country, in English and for each country report also in its language)
D.6 NISO report on youngest most common homophobic attitudes and stereotypes/working paper
D2.1 NISO teaching materials/ working paper, plus a DVD
D3.1 Collection of videos and artifact against homophobia/DVD
D3.2 White paper
D3.3 NISO Final report
D4.1. NISO communication plan
D4.2 NISO website
D4.3 NISO brochure
D4.4a, b Report on the online and face to face dissemination

All the deliverable have been produced, the only differences are the following:

- D0.1 consider the first 8 months and not only the first six months. This change was introduced in order to assure a more efficient planning of the activities to be performed before the starting of the work in the school.
- D2.1 was printed but we decided not to develop a DVD because the content of the NISO toolkit did not require a DVD. Originally we planned it to contain support materials, especially videos, that emerged as not necessary for the toolkit and would become soon obsolete.

9. DISSEMINATION OF THE PROJECT RESULTS

Please briefly describe the project dissemination activities. Did the project receive any media coverage?

In our project plan we described the different targets we aimed by our dissemination strategy. Apart from national conferences, (presentations at) youth events and (papers at) conferences, we planned to reach stakeholders and public by press institutions at the moment of different milestones of the project. The Dissemination and Communication Plan (D4.1) we set up at the start of project lifetime, developed guidelines to utilize opportunities in order to make NISO and Voice OUT visible. Per country emphases were made in a different way. In Belgium, newsletters, articles and press releases were published, in Estonia radio interviews and press conferences were given accent, while in Italy press conferences, television and radio interviews got priority and in The Netherlands press visibility got an extra impulse by embedding it in other campaigns. In all countries we reached thousands of stakeholders, identified in the Dissemination and Communication Plan (D4.2), ranging from school leaders, teachers, and members of teacher unions to researchers, policy makers, national and local government officials and hundreds of people just watching television, listening to the radio or being interested or engaged in a cultural or entertainment event.

Apart from meeting the prearranged targets of the project, we exceeded our own expectations by providing more workshops both at a national level and at an international level than foreseen. We exploited these opportunities to make the outcomes of the researches and Voice OUT visible and fruitful to stakeholders coming from all of Europe, being members of (LGBT) NGO's, policy makers or teachers. We did an extra number of 10 international conferences to discuss the further implementation of Voice OUT in other countries, and had several meetings with governments to discuss an update of LGBT policies on basis of the research outcomes among other things.

All these activities are described in detail in the Table of Targets and the running text of the Dissemination Report (D4.4).

10. SUSTAINABILITY

What future activities will be implemented after the end of the funding from the European Commission? Are there further events planned?

At European level the project, the videos and the white paper have been presented to members of the parliament who assured that they will spread the message to all the members of the parliament. This can lead to an uptake in terms of national and international programmes against discrimination and/or to the proposition of the VOICE OUT approach in other contexts. In fact the VOICE OUT toolkit is an instrument ready to be used by every teachers around Europe and the approach described has been successfully tested in many different contexts.

Moreover, in all the participating countries activities will be carried out in the next months, some already started. Here below a description of planned and or on-going activities related to project sustainability for each of the project partner:

Province of Rome

The province of Rome changed its government in January 2013 and at the present stage it is not easy to foreseen future action. The NISO project has been extremely relevant for the Province of Rome and has been disseminated to the national association of Public administrations working against discrimination on the ground of gender and sexual orientation (READY). All the outputs produced will be made available to all the partners of this association (many Italian public administrations), that show interest in knowing more about NISO and are looking for possible application in their territories. Besides, the Voice OUT toolkit will be sent to all the schools of the Lazio Region and ad hoc presentation will be organised in order to better support the take-up of the VOIVE OUT approach at school level.

Gay Center

The NISO project in Italy encountered the interest of the national Ministry of Equal Opportunities which locally funded the continuation of Voice Out in three schools in the capital. This action is on-gong and will least until the end of 2013. This ensures the sustainability of the project and gives the opportunity to involve more projects and more students in the development of awareness campaign against discrimination. It is also a good occasion to further disseminate the NISO outputs and the toolkit. The request for participation in the continuation of Voice Out in the schools is an indication of the interest that this project has generated within the schools and the students.

T6 COOPERATIVA

T6 is a small organisation focusing on research and social intervention, it participated in the writing of a Comenius proposal (together with GALE) for sharing the results of NISO project with schools at European level. One member of T6 disseminated VOICE OUT in a Study Visit (LLP programme) dedicated to early school leaving and possibility to develop new projects in the area are emerging at the time of writing. T6 will further disseminate project outputs, especially the research results of the project and is preparing various scientific papers at national and international level. The experience acquired through NISO will be invested in future activities in the area of non-discrimination and equal rights.

GALE

GALE will disseminate Voice OUT to all schools in The Netherlands. To support a successful dissemination, VOICE OUT becomes part of a school mobilisation campaign that will run till the end of 2014;

It will disseminate Voice OUT to all GALE contacts in all the regions of the world, in the context of the advocacy campaign Right to Education, and inform about Voice OUT through conferences and workshops worldwide;

Gale is willing to publish the NISO research outcomes in scientific journals and will continue to cooperate with some of the partners in new project proposals (like a Comenius' application to amend educator's competences for having meaningful conversations with students with respect to sexual diversity, for instance in the context of programmes like

Voice OUT).

Gale is also discussing a follow-up of the NISO project in other EU projects under Fundamental Rights, Daphne and Long Live Learning.

Çavaria

The organisation will further promote the NISO Toolkit as good material to use in secondary schools in Belgium. It will do that inserting the Toolkit in their E-shop on the website, sending mails to all schools where they advise to use their products for educating to LGBT issues, using the toolkit themselves when working with teachers and future teachers. The toolkit will be also promoted in teacher magazines and newsletters.

Besides, Çavaria will promote Voice OUT as a good practice to teachers, students and teachers association. Çavaria has one employer who followed Voice OUT in Belgium which can be contacted by anyone if they need more information about the project or when they have questions about organising Voice OUT at their school. He will also help and support schools who want to put on a Voice OUT project at their school.

At international level Çavaria will keep the contacts with the other partners and keep them updated regularly. When Çavaria will do other international projects they will use methods from the NISO toolkit and show the other project partners what they did/create in the past.

SEKU

There are already several schools interested in the project outputs and especially in the toolkit. The toolkit will be posted to any of the schools who will ask it until we are completely out of it. Also many students have visited LGBT centre to get more information about such kind of media projects and are asking about the possibility of performing the VOICE OUT activities in the future. SEKU is looking for local funds in order to be able to positively answer to this request.

11. SELF-EVALUATION: RESULTS/OUTCOME/IMPACT OF THE PROJECT

How and to what extent did the activities carried out achieve the desired results?
How do you think the project results benefited the target groups?

The consortium considers the NISO project a very successful experience that fully achieved the expected results. The project directly engaged in the VOICE OUT programme approximately 250 students aged between 14 and 18 years. The activities, moreover, touched more than 5000 students thanks to the communication campaign developed by the students, the distribution of questionnaires, the election days performed at school and city-national level and through online voting. 50 students participated in three-day residential workshop in Brussels and collaboratively developed a white paper with their suggestions to fight homophobia and discrimination at European level. Moreover, in the national and international conferences organised different target audiences have been touched such as researchers, policy-makers, the media, teachers, their associations and school managers. A synthesis of the project results can be found in the Final Report; in the same document the reader can also find comments gathered from students, school managers, teachers and educators that provide a flavour of their perception of the NISO initiative.

In terms of benefit for the target groups, these were: students, teachers, their associations and policy makers. All the targets have been addressed and reached by project activities. With reference to the students, in the final report we reported some of their comments. For many of them it was the first occasion not only to talk about LGBT issues but also to experience a process of participation and to become active at school and city level as citizens. In the toolkit we also report how to adapt the VOICE OUT approach to specific school and country characteristics, as this is essential to ensure the success of the activities. Policy makers have been addressed both at local, national and international. The Voice

OUT toolkit has been diffused over hundreds of LGBT and educational organizations worldwide, this benefiting both volunteers and teachers working in the field of non-discrimination. At policy level, the members of the European Parliament the project encountered noticed that the white paper wrote by NISO students can be of great help for them in showing how youngest (LGBT as well as heterosexual) are asking for the promotion of equal rights and non-discrimination and this, accordingly to their comments, will help them in introducing this themes in the European agenda in a more concrete way.

Here below some of the benefit produced in specific contexts.

GALE

In one school, with a population of most Muslim students, it was the first opportunity for students to be trained in human rights and sexual diversity. This has had the advantage that experience is built with respect to difficult groups in how to raise the issues. A positive consequence of this is that now other schools with the same kind of population have started to implement Voice OUT in 2013.

Specific outcomes of the NISO research on the Dutch level have caused national and sector broad attention to what are the priorities in changing schools to a safer environment for LGBT people. It caused to re-launch a national school campaign to mobilize everyone, in particular adults at schools, to take care for an environment in which everyone can be him- or herself, and to coach them for that.

Cavaria

One vocational and one technical class were engaged in the VOICE OUT activities. In the beginning it was difficult to talk about homosexuality, homophobia and other LGBT issues in these contexts. We changed approach and tried to find an entrance in the group, talking about things they find important in their own school. With the given answers we tried to make a link with human rights, equal opportunities, identity,... During the different weeks students became more tolerant about the theme. We can proudly say that the project was a good way for these students to think about the theme and it changed their view.

Gay Center, Province of Rome and T6 COOP

The project was crucial in raising the issue of homophobia and LGBT Rights at local level. The high visibility obtained by the project (that was visible on all the main communication channels at national and local level) created a climate favourable to new initiatives in the filed. This is confirmed by the new edition of Voice OUT taking place at the time of writing; in this new edition also a vocational school have been engaged and this would have been impossible without NISO. Besides, students that participated in NISO are still very active in talking and exchanging experiences on the topic of fundamental rights for LGBT people and are supporting the second edition of the project; they are also very active on the web spreading news about LGBT issues and self-organising on related topics. Finally, for many students NISO represented the first occasion for talking about their sexual orientation and in some context the project represented an occasion for a better integration of LGBT students in their schools.

SEKU

Any kind of activity, which pays attention to equality and minorities are valuable tools for educating young new generation to value these aspects under different angles. Therefore distribution of such material should be specially essential in all the EU countries. The more we speak about equality and LBGTQ Rights the more there will be more educated and tolerant people in society. Crucial today is lack of information and lack of education, we can not change students homes put we can teach them European values – rest of it is everybody own consideration. Project NISO is one of the tools to teach people equality through the media and video material. Students will talk about everything if you will give them chance to do it, even on the really intimate issues as your sexuality preferences. Talking about

sexuality and different sexualities is not a convenient topic, we need to encourage people to be themselves not pretending to be who you are not.

12. SUGGESTIONS FOR THE PROJECT

If you were to carry out your project once again, what would you do differently and why?

In the Voice OUT Toolkit the consortium describes points of strength and weakness of the VOICE OUT approach and suggest ways to adapting it to different contexts. Ways to improve it cover the necessity to carefully plan the starting of the activity accordingly to school calendar in order to avoid those periods where exams or holiday can limit the students participation. Beside this, the competitive element of the VOICE OUT process should be considered on a case-by-case base because in some contexts it can support the participation while in some other it can reduce the participation. The process has been already experimented avoiding the competitive element with good results.

Besides, engaging schools has been the main difficult aspect for some partners so contact with them and training for them is something that should be planned before the starting of the activities in school.

13. SUGGESTIONS FOR THE COMMISSION

Given the experience you have had in running a project with FRC funding, is there anything you would like to suggest that we change or improve about the way we monitor, support or fund projects?

The support provided by the EC has been useful and aligned with our expectations. It would be interesting to have some occasions to meet with other projects working in the same field and to create synergies and opportunities for reciprocal learning. NISO contacted such other projects and some of them participated in our national conference and in the final conference; this proves to be interesting also in view of future potential collaboration.

Date: 12/06/2013 Place: ROME

Name of the project manager/coordinator: ANTONELLA PASSANI

Signature: 

Name of the legal representative of coordinating organisation:

Signature: 

Il Direttore del Dipartimento IX
Dott.ssa Antonella Massimi