



## UP4DIVERSITY:

*Empowering Young People and Youth Workers to Become Active Upstanders in the Prevention of Violence Towards LGBT+ People in the Digital Era*

## BRIEF ON EXISTING MATERIALS (TASK 2.3)

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## 1. INTRODUCTION

Discrimination and violence against LGBT+<sup>1</sup> individuals are well-documented realities, both in academic literature (Meyer, 2015; Katz-Wise & Hyde, 2012; Mitchell, Ybarra & Korchmaros, 2014; Mogul, Ritchie, & Whitlock, 2011) as well as in EU surveys (FRA 2020). These phenomena have direct and long-term effects on the health and well-being of LGBT+ individuals, resulting in more likelihood of skipping school and even show suicidal ideation (Mereish, O’Cleirigh & Bradford, 2014; Bauer, Scheim, Pyne, Travers & Hammond, 2015; Brennan, Irwin, Drincic, Amoura, Randal & Smith-Sallans, 2017; Mazrekaj, De Witte & Cabus, 2020).

Numerous local, national, and international initiatives have tried to combat this worrisome situation, both in policy and professional training levels. The recently published “LGBTIQ Strategy 2020-2025” aims at addressing the challenges affecting LGBT+ individuals (European Commission, 2020). The goal of the strategy is to focus specifically on the more vulnerable LGBT+ individuals and importantly to follow a multidimensional and intersectional approach, to develop comprehensive strategies that create supportive environments for learning and coexistence. This is of great importance, given the reproduction of harassment and bullying against LGBT+ youth that takes place in many educational settings (Juvonen & Graham, 2014).

Drawing from the Up4Diversity Literature Reviews on Upstander and Social Media and violence against LGBT+ youth, it can be suggested that empowering young people to become allies of the LGBT+ community and intervene in situations of harassment and violence is an effective tool towards this goal (Dessel, Goodman & Woodford, 2017; Della Cioppa, O’Neil & Craig, 2015; Villarejo-Carballido, Pulido, de Botton & Serradell, 2019). The aim of this brief is to revise and give visibility to those initiatives that are based on scientific evidence and that have achieved social impact. In this case, social impact is defined as “when the published and disseminated research

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<sup>1</sup> This report utilizes the acronym LGBT+ to refer inclusively to Lesbian, Gay, Bisexual, Trans individuals as well as other identities such as Queer, Intersex and Asexual. Different organizations use this acronym differently: the Human Rights Campaign uses LGBTQ (<https://www.hrc.org/resources/glossary-of-terms>) and ILGA Europe LGBTI ([https://www.ilga-europe.org/sites/default/files/glossary\\_october\\_2015\\_edition.pdf](https://www.ilga-europe.org/sites/default/files/glossary_october_2015_edition.pdf)). Given that most of the articles reviewed in this report use the LGBT acronym as a minimum reference to the queer community we follow the same format and include the plus (+) sign to indicate that we embrace other self-identifications not explicitly noted by the studies reviewed here.



results, which have been transferred, lead to an improvement [of society] in relation to the goals agreed in our societies (through our political representatives)” (IMPACT-EV, 2015, p. 1). The main contribution of this report lies on collecting some training initiatives for professionals that have scientifically validated their effectiveness.

This revision of existing materials on LGBT bullying prevention has been a collaborative task among the different Up4Diversity Consortium partners. It is the results of each partners’ search and analysis of training initiatives (including training modules, apps, websites, campaigns, etc.) that are being implemented in high schools, universities, or youth organizations to prevent and respond to LGBT+ bullying.

This brief is structured as follows: first, the methodology will provide a layout of the research and analysis criteria, materials, and procedures. The results section will first highlight the evidence-based initiatives, which will be followed by some other proposals. The conclusions include a general overview of the existing initiatives and some common guidelines extracted from the research-based materials; these shall help the Consortium on the creation of Up4Diversity training materials for youth professionals.

Findings highlight that there exists a vast diversity of training initiatives from public and private institutions in multiple formats, directed specifically to LGBT+ youth or to students in general, with an upstander approach or not. Many proposals are not evidence-based and/or have not demonstrated improvements, yet. Some do have a research-informed approach, and some have proven their effectiveness. They show short to long-term impacts on augmenting subjective and objective efficacy and efficiency in upstanding behaviours, in teachers, other professionals, and students themselves.



## 2. METHODOLOGY

The aim of this revision of training initiatives included having a general overview of the state of the art in training materials that are designed to eradicate youth violence, especially to LGBT+ youth; at the same time, the main contribution lies in gathering quality materials with proven background and efficiency.

For that purpose, a review of online published materials was carried out. The Up4Diversity Consortium elaborated guidelines in order to unify the searches from the different partners. This task was led by the Rovira i Virgili University, Spain. Each partner was asked to focus on their own country's materials first (Spain, Belgium, Cyprus, Denmark), to cover the national scope of the Consortium; and, subsequently, each partner covered materials from other areas around the world, as follows:

KU Leuven	URV Rovira i Virgili	UCY and Accept	CFDP
Belgium	Spain	Cyprus	Denmark
The Netherlands, Germany, and Australia	France, Portugal, and South Africa	Turkey and Greece UK and Italy	Sweden, Norway, and Asia

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*Table 1. Distribution of target countries by Consortium partner*

Searches have been done through public bodies and organizations which work educational issues, as well as International and national scientific databases.

A set of keywords was proposed in order to unify the searching criteria, and it included the following:

- LGBT+ violence, LGBT+ bullying, homophobia, heterosexism, homophobic violence, homophobic bullying, homophobic discrimination
- Youth, students, high school
- Upstander, bystander
- Prevention, protection of victims, network
- Social media initiative, social media campaign, app, online tool, digital tool



These keywords were translated into national languages in order to search studies carried out in a specific national context.

Criteria for including or discarding results was set. The inclusion criteria consisted of these items:

- The target countries
- Consideration of a bystander intervention, upstander or community approach
- They should have scientific evidence and literature review behind them.
- Having had political or social impact: high dissemination around the country, assessment data available of changes in prevalence, attitudes, and perceptions of LGBT+ violence/discriminations, etc.
- Other materials beyond LGBT+ collective could also be included.

Complementarily, the exclusion criteria consisted mainly of target groups of the materials outside of ages 15 to 29, as this is the range considered for “youth” in the European Commission.

All partners conducted thorough material searches based on the above criteria and generated lists of proposed materials for inclusion in the revision. The list of materials was cross-checked in order to avoid overlaps. Consequently, each partner elaborated a summary of each material on a template (see Annex 1) in order to provide material for the revision report. URV, the lead partner in this task, gathered all the material summaries and assembled the results of the material revision.

### Analysis of the materials

The main information to be collected from each study was related to:

1. Type of material: whether it is a social media campaign, a set of trainings, a formative report, a poster or similar, a game, etc.
2. Name of the material
3. Country: where it has been developed and carried out
4. Aim of the material: whether its main objectives are giving visibility, raising awareness, creating network, develop and upstander intervention, etc.
5. Characteristics of the material: format, channel, content





6. Context of implementation (including target group and institution promoting the material)
7. Scientific evidence upon which it is based: principal scientific bases.
8. Social impact achieved: decrease in violence or discrimination, breaking the silence on the issue, creation of prevention or action policies,

A template table was offered to compile all this information in a similar format, and partners were given one completed example (see Annex 1).



### 3. RESULTS

In this section we provide a summary of the existing materials that were eventually included. Some general ideas will be discussed beforehand.

First, it can be stated that the upstander approach has not been widely developed in programs that explicitly concern violence against LGBT+ youth. Nonetheless, we have included three sections that discuss a) Upstander interventions, b) different interventions against LGBT+ violence, and c) materials regarding bullying and school violence prevention in general.

Second, we could confirm that many existing materials are not research-informed, and many of them do not offer any scientific references to guarantee the scientific validity for successful interventions. We did find some of them which are science-based, especially the ones regarding the upstander approach.

Third, it was particularly difficult to find evidence of social impact achieved from the materials found. Only a minority of the interventions have done a follow-up, evaluation, or thorough research on their violence reduction or prevalence of upstander behaviour. Thus, we decided to include some indicators of the level of dissemination of the materials. In any case, we present them all and have in mind those that are evidence-informed and with proven social impact for the creation of Up4Diversity Training Materials for teachers and educators.

#### *3.1. Materials with an Upstander approach*

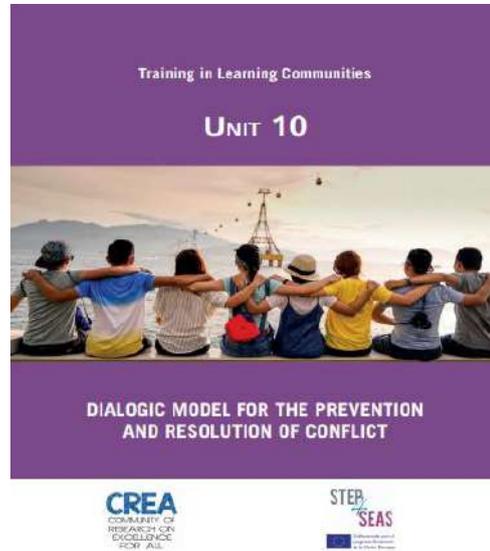
##### **Dialogic model for the prevention and resolution of conflict**

This material is a model of holistic intervention that involves the whole educational community with a focus on prevention but also includes tools on resolution of violence situations. It is based on a whole scientific body of literature regarding preventive socialization of violence (Villarejo, Pulido, de Botton, & Serradell, 2019), following the same approach as the upstander intervention.



The dialogic model is a Spanish-coordinated material from CREA network, developed through the European Union and that is being carried out in more than 500 schools in Spain, Portugal and worldwide, especially in South America (Mexico, Peru, Colombia, Ecuador, Paraguay, and Argentina). They report reducing bullying and cyberbullying.

Its main aim is to teach educators the model to apply it at their classes and schools, and it is based on upstander intervention. The 30-page PDF text is available online for free on the website of the European Commission Erasmus+ project that developed it. The material targets initially educators (teachers, families, and other professionals in the educational community).



Link: <https://www.step4seas.org/project-outcomes>

### Guide for the Educational Community of prevention and support to victims of cyberbullying in the school context

This institutional Guide, promoted by the Spanish Ministry of Education, Culture, and Sport, is a 40-page PDF text available online for free on the website of the project. It is supported by a large and experienced research team that ensures the scientifically accurate approach and content. Furthermore, it was created with the collaboration, following the Communicative Methodology, of the end-users, that is, teachers from many different schools who were applying the model explained in the guide.

Its main aim is teaching educators, teachers and families. Using a simple language, it covers theoretical issues regarding cyberbullying, violence, and prevention, along with some practical activities based on creating safe and transformative dialogic spaces, a recognized successful educational action. It includes (p. 19) some guidelines for bystanders to intervene.



**NO SEAS CÓMPlice DE CIBERACOSO:**

- Si te llega alguna imagen ofensiva de otra persona, bórrala y exige que no se reenvíe.
- Niégate a pasar mensajes que ofendan a otras personas.
- Bloquea la comunicación con las personas ciberacosadoras. Borra sus mensajes sin leerlos.
- Reporta las malas conductas o contenidos acosadores que detectes en las redes. Informar sobre estas actitudes es confidencial, no hace falta identificarse.

It should be highlighted that this Guide includes a selection of scientific references upon which it is based (Flecha, Puigvert, & Rios, 2013; Padros, 2014; Gómez, Munté & Sordé, 2014). This material is in the framework of the project presented above lead by CREA network.

Link: <http://blog.intef.es/cniie/wp-content/uploads/sites/3/2017/05/Gui%CC%81a02.pdf>

### Green Dot Bystander Intervention Program

The Green Dot Bystander Intervention Program aims at training people about sexual assault and domestic violence in different areas focusing on campuses, schools, and communities. The main elements of their programs are informed by serious research and evaluation. But, at the same time, and for greater impact, they adapt it depending on the participants, to ensure that language, examples, and concepts reach their specific context, to improve engagement and ultimately the effectiveness of the program.

The Green Dot Program offers called-in trainings and marketing campaigns, focused on a preventive approach, to position every individual as a proactive member of society. They affirm that preventive success requires every individual to find small and pragmatic ways to ensure the safe social rules set in the environments, norms that show a zero-tolerance policy and provide assistance to bystanders. It is those small daily actions that reduce the likelihood of violent and destructive acts from happening.

The Green Dot Bystander Intervention Program focuses on actions and what is possible to do, rather than on the problem. One of their mottos is “*No one has to do everything. But everyone can do something*”.



The institution promoting this program is the University of Kentucky with cooperation with Alteristic (an organization), with Dr. Dorothy Edward as its director. The University of Kentucky published evaluations of the program (Coker et al., 2011, 2017). The website mentions 21% reduction in violence, 798 schools reached, and 4181 instructors trained in 2018.

Link: <https://alteristic.org/services/green-dot/>

### “Call it hate” coursework

“Call it Hate” is a coursework for pupils around homophobia and transphobia, to encourage upstander rather than bystander behaviour. In that sense, the visual 21-page document offers practical guidelines on how to intervene on violent situations, with the 5 D’s: Direct, Distract, Delegate, Document, and Delay. It also includes 10 testimonies of LGBT+ people.



The design of the material is targeted towards young people between the ages of 15-18, with the necessary support of their teachers or educators to guide them into it. It is based on research (EU-funded) in 10 European countries around prevention of violence towards the LGBT+ community in Europe. The results of the Belgian study, on which this product is based, are

available in Dutch. This collection is part of Cavaria's Call It Hate project, which aims to raise awareness about LGBT+ and transphobic hate crimes.

Link: [www.schooluitdekast.be/sites/default/files/methodiek/bijlage/callithatewerkvormen.pdf](http://www.schooluitdekast.be/sites/default/files/methodiek/bijlage/callithatewerkvormen.pdf)

## #Day 1 Initiative

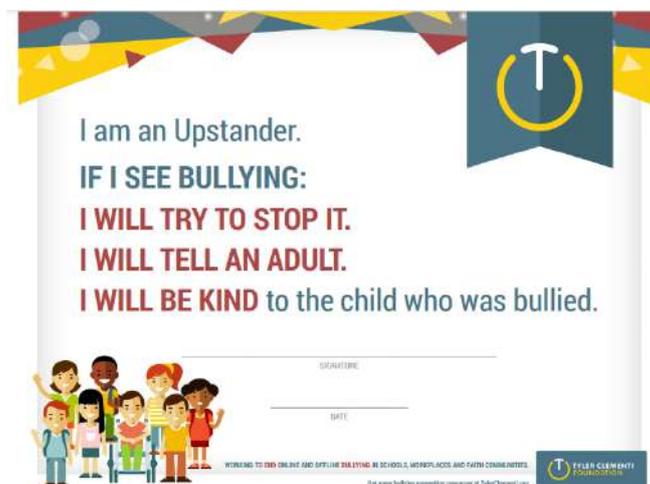
This initiative rooted in research carried out in New Jersey (USA) aimed at turning bystanders into upstanders. Downloadable materials for each level of education at their website.

## #Day1

An innovative campaign that's rooted in research to help stop bullying before it starts.



The motto of the campaign was “Cruelty, Bullying, Harassment, and Humiliation are unacceptable”. Any leader (such as a teacher) could spread the word to his community (such as the students) and sign up the [pledge](#), committing that they are and will be an upstander. The initiative provides a toolkit regarding to free bullying prevention in different areas (elementary schools, middle and high schools, universities, workplaces etc.).





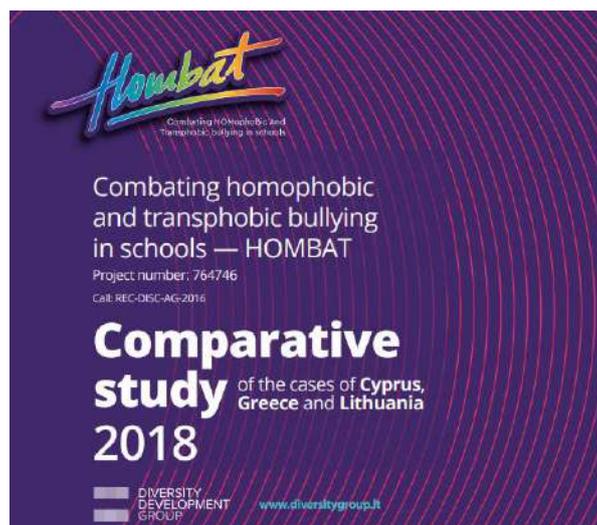
Available on the website of the project, there are videos of teachers who participated, expressing how the project influenced their classrooms. By the time the video was made, there were 2.000 downloads. It can be recreated in very diverse environments and ages, as the website has links for many options in age, formal and non-formal contexts, etc.

Link: <https://tylerclementi.org/day1-works/>

### Combating Homophobic and Transphobic Bullying at Schools (HOMBAT)

This Comparative study from 2018 is a 30-page PDF text available online on the webpage of the HOMBAT project. It includes teaching materials, so it is aimed at teachers and educators and puts the focus on the model to apply them at their classes and schools, based on upstander intervention.

The intervention was addressed to: i) teachers, ii) education professionals, iii) civil society representatives or policy makers iv) parents or students. The main intervention was education around homophobic and transphobic bullying in schools with the objective to create a solid and sustainable framework for the prevention and combatting of Homophobic & Transphobic (HT) bullying in schools, in Greece Cyprus and Lithuania.



Complete bibliography can be found at the end of the PDF of the summary report. A post-evaluation has been published for Cyprus (Apostolidou, 2020). Each country has published a national report with the results of the project.





There are around 150 educators per country (approximately 450 educators) in the 3 countries which are implementing HOMBAT training reducing bullying and cyberbullying.

Link: [https://www.hombat.eu/wp-content/uploads/2018/08/HOMBAT\\_SUMMARY\\_REPORT\\_EN\\_LEFT\\_ALIGNED.pdf](https://www.hombat.eu/wp-content/uploads/2018/08/HOMBAT_SUMMARY_REPORT_EN_LEFT_ALIGNED.pdf)

### InterACT Performance Troupe

InterACT Performance Troupe is a project carried out in California, USA, that organizes performances utilizing the idea of Augusto Boal, “The theatre of the oppressed”. During performances, audience members are literally invited on stage to become active participants, rather than passive observers. The performances allow audience members a space to rehearse assertive communication strategies and safely and creatively intervene to prevent violence. The intervention has been evaluated and published through scientific research on top journals by the California State University.

Link: <https://cla.csulb.edu/departments/communicationstudies/interact/published-research-2/>



“Doing it for optimal impact” booklet.

“Doing it for Optimal Impact” is a Dutch booklet with guidance for secondary teachers or youth workers on how to deal with LGBT+ issues in school, based on scientifically validated methodologies. It includes tips for more effective discrimination reduction of LGBT+ people through information, training, and workshops.

The 64-page booklet is based on a review of 400 academic, evidence-based papers, plus a range of interviews with experts.



Specifically, the guide is centred around seven approaches to build acceptance of the LGBT\* community: 1) Sharing stories: what’s it like to be LGBT\*?; 2) Exchanging and listening to each other’s stories; 3) Film and theatre on stories of LGBT\*; 4) Creating a positive association with LGBT\*; 5) Setting positive norms through leading by example; 6) Creating cooperation among LGBT\* and non-LGBT\* youth; 7) stimulating self-awareness and self-control.

Link: <https://www.movisie.nl/sites/movisie.nl/files/publication-attachment/Doing-it-for-optimal-impact%5BMOV-13768701-1.0%5D.pdf>

### Give a Sh\*t: Intervene Against Hatred (Sticker Campaign)





Give a Sh\*t: Intervene Against Hatred is a sticker campaign developed in Flanders, calling on people to show that they are upstanders, not bystanders, when it comes to homophobic and transphobic violence. It is not targeted to a group of population in particular, although all Flemish youth centres were sent a package of stickers free of charge.

It is also part of the EU “Call it hate” project, which conducted extensive research into bystander/upstander approach. However, no explicit evidence base is mentioned for such sticker campaigns. The sticker contains the 5 D’s for upstanding possibilities.

Link: <https://www.cavaria.be/give-a-sht-grijp-in-tegen-haat>

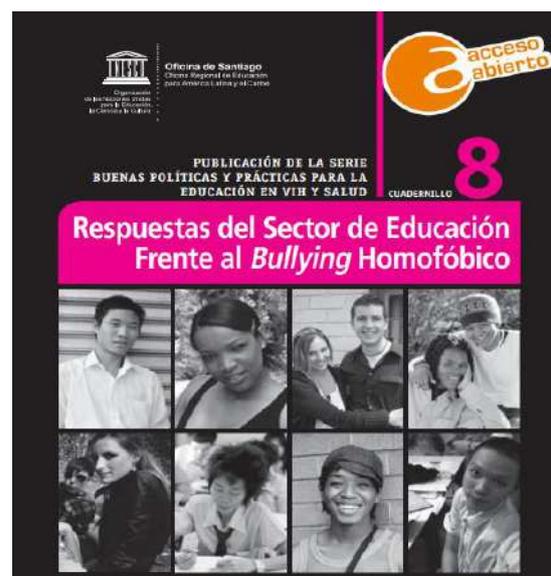
### 3.2. Initiatives against LGBT+-phobic bullying

This second section includes diverse training materials and proposals that have a specific focus on bullying and violence suffered by LGTB+ youth.

### Responses from the education field against homophobic bullying

This is booklet number 8 of a series of publications addressing key themes in UNESCO's work on HIV and Health Education in 2013. It is the first of several contributions to health promotion in the classroom, that UNESCO is developing to complement work on HIV and the work on HIV and sexuality education. The booklet presents the context, scope and impact of homophobic bullying and synthesises lessons learnt, as well as good as policies and practices for an education sector response to homophobic bullying.

It is a long 70-page document aimed at administrators, school principals and other educational agents. It includes a list of references, mainly from international institutions such as UNESCO itself.



Link:

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Havana/pdf/Educacion\\_bullying.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Havana/pdf/Educacion_bullying.pdf)

### “Step In, Speak Up!” Simulation

Kognito is an American company providing online interactive role-play simulations that promote the understanding of the challenges faced by LGBT+ youth face and the creation of a safer and/or supportive environment. Addressed at educators and staff and education professionals. It is an evidence-based intervention. Short-term results from the research evaluation highlight that it produced “significant improvements in participants’ self-reported Preparedness, Likelihood, and Self-Efficacy to help at-risk students” (Rein et al, 2018).



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The intervention is addressed to educators and any other youth-serving adults. It is an interactive 30-minute role-play simulation, and its objective is to inform its users about the LGBT+ concerns of youth as well as provide its users with skills on handling and addressing real-life conversations with students who may struggle due to bullying based on their gender expression or sexual orientation. The first activity simulates two events of harassment in a class and then the user is called to assume the role of a teacher and handle the situation. The second activity simulates a situation where a student wants to talk to a teacher about his struggle with bullying or harassment, hence the user is called to assume the role of the teacher who talks with the student. It is important to note that the activity focuses also on confidentiality and disclosure issues. It also touches base on the taboo issue of having suicidal thoughts.

Link: <https://kognito.com/products/step-in-speak-up>

**“Those who speak ill of you need new air” Educational Proposal Against LGTBI+phobia**



This material is a school campaign to raise awareness on May 17, International Day Against LGBT+-phobia. It was developed in 2019 by the Education section of a Spanish Trade Union called “Comisiones Obreras” (“Working Class Commissions”). It is a 28-page document available online. It is a proposal of class work with students on May 17; a guide for action in LGTBI\* issues; and a signing protocol for school councils, to commit all educational agents.

It suggests and encourages the development of activities against discriminatory, violent, and bullying attitudes. Special emphasis is placed on violent people against LGTBI\*.

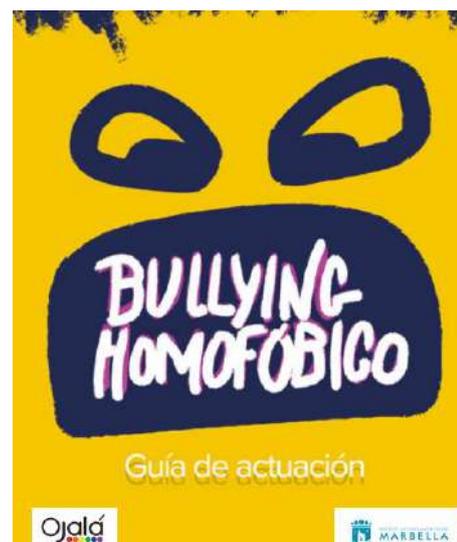
It also helps making visible differences in sexuality, sex, gender, and sexual orientation. Among the commitments suggested, training for all the educational agents, a whole-school approach, and having assemblies to discuss norms are included. It includes a legislative framework, though no scientific evidence upon which it is based.

Link: <https://fe.ccoo.es/acdd43be545aa223cfd34711b0479c33000063.pdf>

Homophobic bullying: Action guide

This guide has been elaborated by the LGBT Malaga Association *Ojalá* (which means “If only”), along with the Delegation of Equality and Diversity of the Marbella City Hall. It is an 82-page PDF in Spanish available online. Its objective is to raise awareness by sharing knowledge and practical guidelines for prevention and action against LGTBI+-phobic bullying and cyberbullying.

This material gives some more specific notions on traits of homophobic bullying, such as the invisibility and unawareness of LGTBI+ issues, the normalization of this violence, the personal difficulties for the victims to speak up due to stigma (Molinero, 2007). It includes data from national studies and surveys. It explains some reasons behind the bystanders’



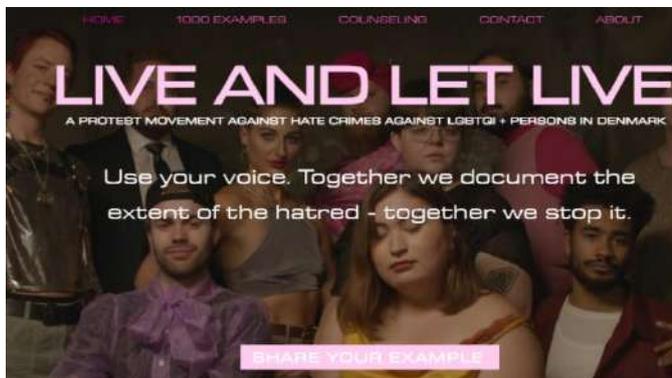


inaction towards defending the victim, and stresses the need for them to stand up, without deepening on how to successfully achieve it. Some measures are recommended for teachers and the school for prevention and action. The materials present some recommended list of references that include national books and institutional reports.

Link: <http://oialalgtb.org/wp-content/uploads/2017/05/bulling-homofobico-guia-web.pdf>

### Lev og lad leve (Live and let live) protests and community.

#LevOgLadLeve was a Danish nationwide campaign of protests that aimed at raising awareness, offering community. To achieve those purpose, they launched a website which served as an online community as well. It targeted anyone interested in joining the campaign. It offers counselling as well as many examples that can help victims feel understood, and bystanders can empathise with. Teachers can find such a resource useful for opening discussion spaces. Though with the support of different national and international institutions, the campaign and the website do not declare being research-based, and no references to their impact can be found.



Link: <https://www.levogladleve.com/>



### LARM video-based teaching materials

The teaching material “Larm” (Alarm for LGBT+ rights) consists of a PowerPoint as well as 2–3-minute videos, some introducing ideas and other narrating personal stories. It includes a guide for educators; all the materials are in Danish and available for free on their website.

LARM aims at raising awareness and strengthening an upstander intervention.

The website suggests that these materials are designed for the oldest students enrolled in primary education (grades 7-10).



Participants in the proposal are also encouraged to join a contest for producing a poster or a graphic novel on the issues learnt. LGBT+ Danmark is the promoting institution. There is no specification on references for the materials.

Link: <https://larmlgbt.dk/>

### Sabaah Outreach program

*Sabaah* means “new day” or “new beginning” in Danish. They are an association that works to improve the conditions of LGBT+ people with a minority ethnic background. With a focus on the intersectionality of being LGBT+, an ethnic and religious minority, the program seeks to unite social clusters, and provide a basis for more upstanders among peers. Their website can be officially translated to English.



“Outreach” is Sabaah’s nationwide education project. They use dialogue-based and norm-critical presentations and exercises to explore norms and prejudices about gender and sexuality in a minority ethnic perspective. Depending on the target group, they touch on themes such as norms, discrimination, intersectionality, and tolerance. Their school and youth presentations -targeted at secondary and higher education ethnic and LGBT+ youth- have the purpose of increasing awareness and insight into gender and sexuality in a minority ethnic perspective and to facilitate reflection on restrictive norms, identity, and tolerance. No research-based approach is stated at



their website, and no references can be found.

Link: <https://sabaah.dk/outreach/>

### Meeting places in the offline world: AURA project

This Danish initiative is promoted by LGBT+ Danmark, with funding from the AP Moller Support Fund and the Danish Tennis Foundation. Their main aims are creating supportive networks for LGBT+ youth and fostering public awareness through education of professionals. For those purposes, they created offline communities of peers. The target group includes LGBT+ youth and professionals working with youth. Initially, it is about establishing physical meeting places in different cities in Denmark, where young people can meet like-minded people and expand their network with young people who have the same experiences as themselves.

Link: <http://lgbt.dk/projekter/aura/>

### FRI – Association for Gender and Sexual Diversity

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These teaching materials from Norway aim at raising awareness on LGBTI+ issues, while encouraging students to reflect on the tone in the public debate nationally, and on how they talk among each other. Since all grades in primary school could benefit from these contents, it is targeted towards a broad span of educators.

The content focuses on family diversity, gender norms, and diversity within gender and sexuality. The materials are developed for all grades in primary school and are individually adapted to suit each level. It draws on several different subjects (e.g., science, social studies, and music). For the youngest students, the focus is on diversity, especially within families, and for the oldest the focus is on gender identity, consent, and boundary setting.



The promoting institution of these materials is FRI, the Association for Gender and Sexual Diversity of Norway.

Link: <https://www.foreningenfri.no/rosa-kompetanse/ressurser/>



### Shield against homophobia in education

These training materials were developed within a project promoted by the Cyprus Pedagogical institute, Ombudsman, the Commissioner for Children’s rights Cyprus, and the Ministry of Education; it was co-funded by European Youth Foundation of the Council of Europe.

The intervention was addressed mainly to teachers of all levels of education as well as psychologists, health visitors and university students. The project organized a series of 5 meetings (training), utilizing experiential learning methods, to educate the trainees on the areas of social sex (gender), sexual orientation and homophobia.



The project consisted of three parts: a qualitative study that investigated the teachers experiences with gender norms and homophobia in schools, a training course for teachers on gender and sexuality, and a nationwide conference for education professionals.

As part of the interviews with teachers and education professionals, an article was published investigating homophobia through the narratives of educators (Shoshilou & Vasiliou, 2016).

**Link:** [https://www.pi.ac.cy/pi/index.php?option=com\\_content&view=article&id=1319%3A-l-r&catid=34%3A2010-06-02-08-27-34&Itemid=65&lang=el](https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1319%3A-l-r&catid=34%3A2010-06-02-08-27-34&Itemid=65&lang=el)

### CHOICE Training materials & online platform

CHOICE is a European initiative – sequel to Hombat.eu – which aims at promoting more inclusive school environments and combating intolerance on the grounds of gender identity, gender expression, sexual orientation and/or sex characteristic in Greece, Bulgaria, Lithuania, and Romania. This initiative was promoted by the European REC programme (2014-2020).

CHOICE is also based on the online platform LiveWithoutBullying, that offers support from trained experts and peers to children and teenagers who are victims of bullying, as well as to parents and educators. Therefore, it targets teachers, educators, and families, as well as students.



They offer two 14-hour training workshops for 15-20 school professionals. Also, in the Hombat online platform (hombat.eu) it is possible to attend Choice online modules, aimed at school advisors and teachers at primary and secondary levels on how to address the issue of homophobic and transphobic bullying in the school environment. No evidence-based approach is stated on the project, and no references can be found on the website.

Link: <https://www.itsyourchoice.eu/index.php/about/> // [www.livewithoutbullying.com](http://www.livewithoutbullying.com)

### Gender Equality Matters (GEM)

The GEM project was initiated by staff in Dublin City University (DCU) who were joined by four partners in Spain, Italy, Greece, and The Netherlands, all of whom are passionate about gender equality rights as a way of tackling gender stereotyping, gender-based bullying and gender-based violence (GBV). GEM offers training materials for teachers, educators, and families. Moreover, they offer a Massive Online Open Course (MOOC) open to anyone with an interest in the topics outlined. The project received funding from the Rights, Equality and Citizenship (REC) Programme of the European Union in 2018.

Are you a parent of a lesbian, gay, bisexual, transsexual, intersex or straight child and she/he experiences gender– violence based on sexual orientation at school? Gender Equality Matters is here for you.

**GEM wants YOU**

Let's prevent gender and sexuality-based bullying and violence in our children's schools. Together with students, other parents and teachers, you can make a difference!

Join us and actively participate in the ever-growing Gender Equality Matters community by visiting [www.genderequalitymatters.eu](http://www.genderequalitymatters.eu) or simply befriend us on Facebook or Twitter.

GEM partners are represented in Ireland, Spain, Italy, Greece and The Netherlands. For details of partners please visit [www.genderequalitymatters.eu](http://www.genderequalitymatters.eu).

The GEM project is co-funded by the European Union, the 2017 Rights, Equality and Citizenship Work Programme. The project number is 851047.

The GEM programme aims to raise awareness, change attitudes, and promote behavioural changes in relation to gender-based violence generally, with specific reference to violence perpetrated against the LGBT+ community in and around schools. Besides parents and educators, it will target children as young as ten years old. No evidence-based approach is explicitly stated on the website or the documents found.

Link: <https://www.genderequalitymatters.eu/> // <https://www.kmop.gr/projects-vf/gem/>

### Epsilon Training Materials & online platform for LGBT refugees

The Epsilon Project aims at equipping professionals for Supporting LGBT+ refugees. For that purpose, they offer training materials and an online platform with a free course. The project is funded by the European Erasmus+ programme and is carried out by partners from IARS International Institute (UK), Anziani e non solo (Italy), KMOP (Greece), MOVISIE (The Netherlands), and CARDET (Cyprus).



The project is responding to two current and urgent educational needs in Europe i.e. (1) the rise in migrant and refugee numbers (2) the persistent inequality and persecution of Lesbian, Bisexual and Trans-gender groups (LGBT). Combined, these two characteristics makes LGBT migrant and refugees one of the most vulnerable groups in modern Europe. The project aims to help address this issue by increasing the knowledge, skills, and awareness of all those adult professionals who come in contact with them. No clear scientific references have been found to support this proposal.

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Link: <https://elearning.epsilonproject.eu/login/index.php>

### Education and awareness of LGBTI issues

*“Aufklärung und Sensibilisierung zu LSBTI-Themen”* (Education and awareness of LGBTI issues) is a project developed by the Lesbian and Gay Association in Germany (LSVD). The measures of this project lead to a general rethinking in terms of equality and anti-discrimination - despite the focus on homosexuality. In cooperation with youth centres and other institutions, homophobia, transphobia, and violence are addressed, and possibilities are worked out to combat intolerance. In addition, multipliers are sensitized, and their skills are strengthened.





School education and awareness workshops on the topic of sexual and gender diversity take place all year round in the entire Berlin urban area and especially in urban areas with special development needs. The target group is mainly teachers of secondary education.

No references of evidence-based interventions have been found of this project.

Link: <https://berlin.lsvd.de/projekte/community-gaymes/>

### Combating homophobia and transphobia – Suggestions for the Classroom

“Bekämpfung von Homophobie und Transphobie Vorschläge für den Unterricht” is a 14-page document which targets secondary education teachers of Germany and Switzerland. It aims to understand who is setting standards and raise awareness of gender norms. Its main reference source is the German Commission for UNESCO evaluation.



The teaching material is based on practical examples. Every teacher can and should deal with homophobic and transphobic bullying. Firstly, teachers can create an environment that is characterized by tolerance and respect and also encourage pupils to be tolerant and respectful. The teaching material is intended to help teachers avoid homophobic and transphobic bullying in their specific school environment. Using these materials teachers, youth workers and young people can equip with the knowledge and skills to become active in preventing violence towards LGBT+.

Link: [https://www.gew.de/index.php?eID=dumpFile&t=f&f=29028&token=41bd8236fb51115bc58a5e119f7257ce7f6f2dd9&sdownload=&n=LSBTI\\_Bekaempfung\\_von\\_Homophobie\\_und\\_Transphobie.pdf](https://www.gew.de/index.php?eID=dumpFile&t=f&f=29028&token=41bd8236fb51115bc58a5e119f7257ce7f6f2dd9&sdownload=&n=LSBTI_Bekaempfung_von_Homophobie_und_Transphobie.pdf)

## “Entscheidung im Unterricht” (Decision in the Classroom)

“Decision in the classroom” is an integrated learning concept that has been designed for television (WDR and ARD) and for use in political classes at schools. Using a film example, the pupils should be encouraged to discuss. The example shows a realistic problem faced by a young person. The pupils should learn to understand situations, take a position, and make their own decision: How would they behave instead of the protagonist? That way teachers, youth workers and young people will equip with the skills to become active in preventing violence.



**Decision in class**

Using exciting films and accompanying materials for the teacher, the class discusses topics that really move young people! The focus of the lesson series is always the films in which young protagonists stand in a problem or decision-making situation. Problems and decisions as the students know from their everyday life. In the films, a presenter collects background information together with the main actors and searches with them for possible solutions to their problems. In the classroom, the students themselves are asked!

The 14-page text is available online. The promoter of this initiative is the Bundeszentrale für politische Bildung (Federal Centre of Civic Education). It is not supported by any references and has not been evaluated yet.

Link: <https://www.bpb.de/shop/lernen/entscheidung-im-unterricht/>

## The Education Standard

GSA is an initiative from the Netherlands, GSA stands for Gay & School. It consists of a group of students who believe that everyone at their school has the freedom to be who they are, without having to be ashamed or justified for it. GSA offers teacher support through many materials on their website, as well as network support, so that they can support GSA.

Through many different materials, they offer guidance for teachers around the GSA ‘standard’ for schools around LGBT+: an LGBT+-friendly checklist, ‘carried’ by pupils, supported by the Ministry of Education. The materials are not explicitly built on evidence-based research, but several



academic papers confirm that co-creation approaches, with active participation from pupils, are effective.

Gay & School

Why? ▾ Making plans ▾ Teaching ▾ Take care ▾ By students ▾ Knowledgebase

## Guides & training for teachers and teachers

The guidelines below can support teachers in discussing sexual diversity in the classroom. The guidelines contain tips and relevant background information.

But paper is more patient than students. Hands-on training is a great investment if you want to learn to deal better with difficult subjects in the classroom. Sexual diversity is such a tricky topic in some classes. Below you will find a number of ways to get started with this.

Link: <https://www.gayandschool.nl/kennisbank/gsa-docentenhandleiding/>

### 3.3. Materials concerning bullying and school violence in general.

This last selection of initiatives does not share an upstander approach and are not explicitly directed to LGBT+ youth. The decision to include them lies in the quantity of such materials that can be found on the Internet and that cannot be overlooked. They cover the topics of bullying and hate speech from educational and social scopes.

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#### **Guide for teachers about bullying: detection, identification, intervention, and prevention**

This material is promoted by the Service of prevention and help against bullying, Council of Education, Universities, Culture and Sport of the Canary Government (2009). It consists of a 15-page PDF available here in Spanish. The main target group is teachers and educators of students of any age, since it includes information about all ages 16-18, and younger. Among the aims are raising awareness on bullying by giving basic knowledge and dismantling some myths around it.

The practical document includes guidelines for teachers on dealing with all persons involved (victim/s, bully/ies, families involved, and bystanders). It is to be noted that it includes some educational myths, such as maintaining confidentiality at all costs instead of trying to break the silence. It does so to avoid reprimands, and thus it doesn't take into account measures to protect defenders from second order harassment and victims from revictimization.



Intervención	
<p><b>FALSAS CREENCIAS</b> (puntos de vista que pueden ser contraproducentes)</p> <p><b>Contexto</b></p> <p>"No es para tanto". "Son cosas de niños". "Son chiquilladas".</p> <p>Siempre han ocurrido estas cosas, se pelean y al día siguiente tan contentos. Cuando les pides información, se contradicen los unos a los otros o no cuentan nada.</p>	<p><b>CREENCIAS ADECUADAS</b> (que mejoran la situación)</p> <p><b>Contexto</b></p> <p>"Hay que ponerse en el lugar de quien sufre". "El acoso existe, es necesario asumirlo, porque ignorarlo aumenta el sufrimiento del alumnado, de la familia y la gravedad del caso".</p> <p>Hay que tener en cuenta que el acoso no suele ser visible para las personas adultas. Es necesario tomar medidas preventivas inmediatas, aunque no se haya podido comprobar.</p>
<p>"Esta familia se toma el caso de forma exagerada". "Dramatizan la situación". "La familia sobreprotege al alumno o alumna". "No es para tanto".</p> <p>La familia está demasiado alarmada con la situación que vive el alumno o alumna. Culpabilizan al centro, se comunican de manera inadecuada, se quejan reiteradamente, y ya han tenido enfrentamientos con las otras familias en diversas ocasiones.</p>	<p>"Las familias son diferentes; dependiendo de su propia historia familiar tienen una visión más angustiada de los hechos". (Han sufrido acoso escolar, laboral, violencia de género, han tenido problemas con el centro).</p> <p>Se dan muestras de comprender su situación. Se intenta conocer su historia familiar, se las apoya. Se tranquiliza a la familia. Se mantiene una comunicación frecuente y se le aportan soluciones.</p>

It does include the idea of encouraging bystanders to speak up to teachers and adults if they notice any bullying situations, as well as adults avoiding trivializing any situation they are notified. It also includes a proposal of preventive activities to do with

the class group, based on dialogue and the creation of an antibullying rules.

The list of references includes mostly national books (Platero, 2007; Díaz-Aguado, 2006), with a lack of scientific articles. No report of social impact is shown.

Link: <http://bibliodiversa.todomejora.org/wp-content/uploads/2016/11/GOBIERNO DE CANARIAS acoso escolar guia para el profesorado.pdf>

### Guide for the prevention, detection, and correction of the bullying situations in non-university centres of the Madrid Community

This document targets explicitly educators of youth below 18 years old, but it can be directed to any other adult. It has been promoted by the Council of Education and Labour of the Madrid Community (2021). It is a 16-page PDF available online and aims at raising awareness by giving notions on bullying. It does not include any scientific references. The guide describes who are (inactive) bystanders, what are their reactions in letting the violence happen or even supporting the main bullies.



Their action protocol is structured in three phases, presented in a very schematic way and with many examples: prevention is the first one, then detection, and last correction. Prevention measures includes training for all educational agents, creating norms agreed by all agents, or transversal curricular actions such as interactive learning environments or

a dialogic teacher; relationships with families are also shown as key. Among the detection guidelines the importance of the leading role of positive leaders is described.

Link:

[www.psie.cop.es/uploads/Acoso%20escolar%20%20Gu%C3%ADa%20abreviada%20%20SIE-12.pdf](http://www.psie.cop.es/uploads/Acoso%20escolar%20%20Gu%C3%ADa%20abreviada%20%20SIE-12.pdf)

### Measures against hate speech: Knowledge and overview of measures

This Norwegian report aims at providing an overview of knowledge of diverse and different initiatives against hate speech that have been or are implemented since 2007 in Norway or in countries comparable with Norway. At the end it includes recommendations for further initiatives. Target groups include policy makers, employers, NGOs, etc.

The report identifies, from the literature review, two arenas of research: the internet and social media, where the majority of measures are directed to behavioural control; and educational institutions, where more emphasis is placed on reflection-based and awareness-raising measures.

Some relevant interventions reviewed in the report include the following:

- “ikkefinndegidet.no” (“dontputupwiththis.no”, in English) is a website where users can report incidents of hate speech.
- hatytringer.no (rough translation: hatespeech.no), which is a state driven site containing information on what hate speech is and the consequences thereof, along with descriptions of and links to where and how to seek help, guidance, and support.
- #ikke greit (rough translation: #notokay) which is an interactive social media campaign focusing on abuse, violations, and transgressions among youth

The report’s discussions and conclusions underline the importance of an awareness of theoretical premises and underlying theories of change, and of their consequences, when planning and implementing future measures. Another recommendation concerns the collection of knowledge and experience exchange internationally, since hate speech is a transnational phenomenon, particularly in its online form, something which has also given rise to strong international cooperation in managing and preventing it. A reference list at the end of the report includes both books and scientific articles of national and international scope (Arnebald, 2014; Dickter, 2012; Redd Barna, Feltteamet Alna & SaLTo, 2014).



Link: [https://kriminalitetsforebygging.no/wp-content/uploads/2018/06/Tiltak\\_mot\\_hatefulle\\_ytringer\\_Kunnskaps\\_og\\_tiltaksoversikt.pdf](https://kriminalitetsforebygging.no/wp-content/uploads/2018/06/Tiltak_mot_hatefulle_ytringer_Kunnskaps_og_tiltaksoversikt.pdf)

### Report on Hate speech and hate crime on the internet

“Hatefulle ytringer på internett - Omfang, forebygging og juridiske grenser” is a Norwegian report that aims at providing insights into the extent of online hate in Norway, how to prevent it, and what the legal limitations are. The report offers several different measures which can be used to combat online hate. It targets anyone interested in combating online hate - i.e., policy makers, employers, NGOs, etc. References can be found at the end of the report. Creating counternarratives and counterarguments is proposed as one way of overcoming online hate speech. Education, knowledge, and development of digital literacy among youth is seen as another.

Link: [https://samfunnsforskning.brage.unit.no/samfunnsforskning-xmlui/bitstream/handle/11250/2442451/Rapport\\_17\\_2016\\_web\\_03-2018.pdf?sequence=6&isAllowed=y](https://samfunnsforskning.brage.unit.no/samfunnsforskning-xmlui/bitstream/handle/11250/2442451/Rapport_17_2016_web_03-2018.pdf?sequence=6&isAllowed=y)



#### 4. CONCLUSIONS

The previous section provided an outline of some existing materials and initiatives that have been used or are currently used to approach bullying towards youth, especially LGBT+. We have come across some materials that deepen in the upstander approach in different levels; some others raise awareness on LGBT+ issues and also provide tools to fight violence against LGBT+ youth; last, we have some more generic materials or interventions that discuss bullying in no specific group of youth, and that do not contain the upstander approach.

Half of the materials clearly prove being evidence-based, and even less demonstrate the ways they have impacted relations and violence in youth. More research is needed to evaluate all materials and initiatives, and organizations and entities ought to include this scientific and social impact approach towards more rigorous and relevant interventions, to ensure their part in the fight against LGBT+-phobic violence and bullying. The Up4Diversity Consortium acknowledges and is committed only towards such evidence-based and effective initiatives. Well-intended but unscientific proposals can easily be found for free on the Internet but they could generate educational myths that generate confusion and consequently reproduce violence against the LGBT+ youth.

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Nevertheless, we can summarise some guidelines that have been shown in different materials that are research-rooted; these action guidelines will be of great help when we deal with the task of developing Up4Diversity's training materials to prevent violence against LGBT+ youth through an evidence-based upstander approach:

- a. Training should be aimed at all agents in the educational community, including teachers, other professionals, families, and the students themselves. Many of the initiatives reviewed cover different target groups or could be replicated.
- b. Materials must be grounded on rigorous scientific evidence that are committed towards achieving and monitoring social impact.
- c. Isolated actions are provided, but we have mainly found sustained practices that become part of the educational environment and suggest more potential of transforming attitudes for the long run.
- d. Knowledge and empathy on LGBT+ issues are included in diverse training initiatives for educators and students.





- e. Many proposals offer providing practical tools and developing real actions that students, teachers, and all agents can employ to stand up, stop, and prevent any violence from taking place.
- f. Focus on violence resolution and prevention is not directed towards the aggressors, but rather on the victim and the bystanders, to protect the former and defend the latter.





## ANNEX 1





## TASK 2.3 TABLE OF REVISION OF EXISTING MATERIALS

Type of material (Social media campaign, trainings, poster, game...)	Name of the material	Country	Aim of the material (visibility, raising awareness, creation network, upstander intervention...)	Characteristics of the material (format, channel, content, link...)	Context of implementation (including target group and institution promoting the material)	Scientific evidence upon which it is based (include the main contributions)	Social impact achieved <sup>2</sup>
Training materials	Dialogic model for the prevention and resolution of conflict	Spain (European Union)	Teaching educators the model to apply them at their classes and schools, based on upstander intervention	30-page PDF text available online <a href="http://www.step4seas.eu/project-outcomes">on the website of the project www.step4seas.eu/project-outcomes</a>	<u>Target Group (TG):</u> teachers and families  <u>Promoting institution (PI):</u> European Union (Erasmus+)	Villarejo-Carballido, B., Pulido, C.M., de Botton, L., Serradell, O. (2019). Dialogic Model of Prevention and Resolution of Conflicts: Evidence of the Success of Cyberbullying Prevention in a Primary School in Catalonia. <i>International Journal of Environmental Research and Public Health</i> , 16, 918. doi: 10.3390/ijerph16060918  Rodríguez-Oramas, A., Zubiri, H., Arostegui, I., Serradell, O., & Sanvicén-Torné, P. (2020). Dialogue With Educators to Assess the Impact of Dialogic Teacher Training for a Zero-Violence Climate in a Nursery School. <i>Qualitative Inquiry</i> . <a href="https://doi.org/10.1177/1077800420938883">https://doi.org/10.1177/1077800420938883</a>  Oliver, E. (2014). Zero Violence Since Early Childhood: The Dialogic Recreation of Knowledge. <i>Qualitative Inquiry</i> , 20(7), 902–908. doi: 10.1177/1077800414537215  <i>Complete bibliography can be found at the end of each PDF</i>	There are around 500 schools worldwide which are implementing DMPC reducing bullying and cyberbullying

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<sup>2</sup> This section should be filled only if there is evidence of improvement considering quantitative or qualitative indicators (i.e.: % reduction of bullying, people's quotes explaining how a better school climate has been created, etc)

