



Report of the comparative and country-based
study of existing measures for prevention of
violence based on sexual orientation, gender
identity and gender expression in higher
education institution in Europe

[Output 1]

Hei4Diversity Erasmus+ Project

Building Capacities to Prevent and Respond to any Form of Violence
against the LGBTQI+ community in Higher Education Institutions
(2019-1-ES01-KA203-064121)

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Table of Contents

1. Hei4Diversity Project: breaking the silence on the grounds of violence on sexual orientation, gender identity and expression at Higher Educational Institutions (HEI's)....	4
2. Framing violence due to gender identity, expression and sexual orientation and its presence in European HEI's.....	5
3. In-Depth study on HEI's measures to prevent and respond violence against the LGTBQI+ community	8
3.1. Rovira i Virgili University (URV)	8
3.2. University of Cyprus (UCY).....	10
3.3. Università Degli Study di Palermo (UNIPA).....	11
3.4. Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej (MGU)	12
4. Contextual study on Good Practices to prevent and respond to violence against LGTBQI+ community in HEI's.....	13
4.1. High Educational Institutions' initiatives.....	13
Research & Publications.....	15
Symposiums, seminars, conferences & awards.....	16
Politics and protocols on LGTBQI+ issues	18
4.2. Governmental measures	19
4.3. Strategies of non-profit, community and local organizations	22
References.....	28

1. Hei4Diversity Project: breaking the silence on the grounds of violence on sexual orientation, gender identity and expression at Higher Educational Institutions (HEI's)

Discrimination and violence based on sexual orientation, gender identity and gender expression is currently a worrying reality in Europe (European Union Agency for Fundamental Rights, 2014). The regulatory and political changing situation has contributed to the protection of Human Rights towards the LGBTQI+ community in different European countries recently. Despite these advances, the progress towards the guarantee of equal rights, inclusiveness and equity has not been enough. The challenges that Higher Education Institutions (HEI) have are a current struggle in order to prevent and intervene when LGBTQI-phobia appears at university spaces (Council of Europe, 2011). In order to cover the lack of evidences on practices to prevent violence and discrimination based on sexual and gender issues, *Hei4Diversity* aims to response to this challenging social problem. The project *Hei4Diversity. Building Capacities to Prevent and Respond to Any Form of Violence against LGBTQI+ community in Higher Education Institution in Europe* intents to gather international successful practices in the struggle against LGBTQI-phobia at HEI's and generate a strong initiative for the prevention of LGBTQI-phobia at these institutions. Through a European network, the project maps the existing actions and resources in HEI's in European countries for the design of an interactive digital training course to build capacities among different agents of the university community for the detection and prevention of any form of LGBTQI-phobia.

2. Framing violence due to gender identity, expression and sexual orientation and its presence in European HEI's

The target of the project is the phenomena of violence, discrimination and hate towards subjects due to their sexual orientation, gender identity and gender expression at HEI's. The LGBTQI+ community is formed by the large and growing community of people who do not obey the social and cultural norms of sex and gender in diverse ways, struggling the system of hetero and cis-normativity (Ávila, 2018). This system of power only recognizes the heterosexual orientation and cisgender identity as the acceptable and representative of the society. Everything that escapes this binarist imaginary becomes a threaten to the system. The situation of the HEI's is especially sensitive as it affects subjects in a very important stage of their lives and it has an impact in their emotional, relational and professional present and future.

LGBTQI-phobia is represented and manifested at University in different forms and identifying it has been the biggest challenge of the LGBTQI+ community in HEI's. Identification and detection of the different ways of manifestation is the key when studying the phenomena of this socio-cultural problem (Hong et al., 2016). Starting with the most subtle and unnoticed forms of manifestations of violence against LGBTQI+ groups at University, there are verbal forms of violence (Alessi et al., 2017; Ellis, 2009; Roffee & Waling, 2016), such as homophobic jokes (Jewell & Morrison, 2010; Woodford et al., 2013, 2014), anti-LGBT paintings, graffities and threatens towards LGBTQI+ subjects (Alessi et al., 2017; S. R. Rankin, 2005), social distance and other forms of isolation of LGBTQI+ subjects (Hamilton, 2007; Jewell & Morrison, 2010; Woodford et al., 2014) and anti-LGBTQI+, not-inclusive or non-acceptance spaces (Evans & Broido, 2002). The scientific evidences point at all these expressions of violence as the most challenging forms of violence based on sexual orientation, gender identity or expression due to the lack of knowledge and abilities to identify and detect them at HEI's. Apart from these verbal forms of violence, physical, psychological, sexual and institutional manifestations of violence and discrimination are also targeted in the project. Not only the presence of the violence but the reproduction of the violence are very dangerous mechanisms to be identified and paralyzed within educational instructions. The importance and urgency of this problem

at HEI's is due to the alarming consequences that the violence has in the victims' health, mental well-being, academic performance, cohesion, relationality and future (Bailey, 2016; Cornu, 2016; Formby, 2013; Goodboy & Martin, 2018; O'Donoghue & Guerin, 2017).

In the present, representative studies show how policies and anti-discrimination protocols, when available, are not enough to generate successful strategies to fight LGBTQI-phobia at HEI's (Ellis, 2009). Apart from these regulations and other participative and community alternatives to fight the violence, there is a need of unifying the programs and institutional changes needed to break the silence of the violence based on sexual orientation, gender identity and expression (Ávila, 2018). Following international reports and scientific evidences on the challenges and current problems in the detection, prevention and intervention in cases of LGBTQI-phobia (Ávila, 2018; Cornu, 2016; Council of Europe, 2011; European Union Agency for Fundamental Rights, 2014; Pintado et al., 2017; S. Rankin et al., 2010; Roffee & Waling, 2016), there is a need of including transversally and jointly the following objectives (Ávila, 2018):

First of all, it is essential to work for a legal framework and educational policy that ensure the effective enjoyment of the right of education. Through an anti-discrimination law applicable to education, it would be possible to guarantee the right to education to all by explicitly tackling discrimination on the grounds of sexual orientation, gender identity or expression. As well, HEI's and other education institutions should provide and promote a safe and inclusive environment for all students in order to fight and prevent any form of LGBTQI-phobia. For that, it is necessary to develop an inclusive national curriculum mandatory for all which affirms the inclusion of LGBTQI identities and realities across the curricula and learning materials. Policies and action plans would also contribute to generating safe and LGBTQI-friendly spaces within educational institutions, addressing LGBTQI-phobia.

The role of teachers and university professors is crucial in the generation of safe spaces at classrooms and other institutional environments. Generating a transversal training program for teachers, educators and professors on LGBTQI awareness is

Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

essential in order to translate into reality the policies and initiatives for LGBTQI-inclusion. As well, in order to meet the needs of gender fluid, queer, gender variant, intersex and transgender students, all university members should have the right to be recognised with their own name and felt gender. This could be responded with a self-determined legal gender recognition university policy for LGBTQI+. Besides, the visibilization of LGBTQI-phobic cases at HEI's is central when fighting any form of violence against gender and sexual diversity. Monitoring the nature, prevalence and impact of the violence at HEI's with a national or regional data collection on bullying and harassment would be an effective plan to tackle LGBTQI-phobia. Additionally, generating support systems for young people and LGBTQI+ groups would allow new alliances and networks enhancing their wellbeing and health in different environments in where they might be vulnerable of suffering any form of violence based on sexual orientation, gender identity or expression. Finally, the grounds for all this to become true requires the commitment of regional, national governments and the civil society to create an inclusive and diverse society and institutions which needs to be supported with an international framework to make educational and institutional spaces more liveable and enjoyable for all.

3. In-Depth study on HEI's measures to prevent and respond violence against the LGTBQI+ community

In the following sections, there is a review of the results of the comparative and country-based study that have been carried on the European context in relation to the presence of politics, initiatives, protocols and measures to prevent and intervene in cases of LGTBQI-phobia at HEI's. The international consortium of the Hei4Diversity project has been collaborating in the development of this in-depth study based on the different universities target of the research. The following partners have been actively contributing to this study:

- 1) Rovira i Virgili University
- 2) University of Cyprus
- 3) ACCEPT--LESBIES, OMOFYLOFILOI, AMFISEXOUALIKOI, TRANS (LOAT) KYPROS
- 4) Università Degli Study di Palermo
- 5) CESIE
- 6) Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej

3.1. Rovira i Virgili University (URV)

The Rovira i Virgili University is a regional university located between Tarragona and Reus, in Catalonia (Spain). As a coordinator university it counts with a trajectory of University initiatives in the fight and training on LGTBQI+ issues coming

from the team carrying out this project. These are the most relevant and highlighted initiatives in the territory carried for making visible any form of LGTBQI-phobic violence and building LGTBQI+ awareness at URV based on scientific evidences.



Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

Regarding research project, on the one hand, the project *Uni4Freedom. Violence due*



*to sexual orientation, identity or gender expression in Catalan universities*¹ (2017-2020) have developed a mixed methods methodology to map the prevalence and perception of LGBTQI-phobia in Catalan universities.

The results of the study points at the high presence of different forms of violence on the grounds of sexual orientation, gender identity or expression, pointing at the challenges of new subtle forms of this type of violence.

Uni4Freedom rescues the most prestigious initiatives to make HEI's more LGBTQI-safe and friendly spaces in the world in terms of their social impact and maps the possibilities and needs to implement them in the Catalan universities target of the project. On the other hand, the Erasmus+ Project



Hei4Diversity. Building Capacities to prevent and respond to any form of violence against the LGTBIQ+ Community in Europe (2019-1-ES01-KA203-064121) (2019-2022) is a strategic alliance between European universities and LGBTQI+ organizations and it intends to map the European context in terms of the prevention and intervention in cases of LGBTQI-phobia at HEI's. As well, it aims to develop a high social impact through the development of a free and interactive digital training course available online for building capacities for all university members to prevent and respond to any form of violence against the LGBTQI+ community. Both projects are carried on by the same research team and research group², which leads the scientific activity focussing in transformative project with social impact based at URV.

Aside from the research projects mentioned above, there have been one seminar organised by URV on LGBTQI+ issues since it's recorded. The *Uni4Freedom Webinar-Lab* took place last June 2020 coinciding with the international month against LGBTQI-phobias and gathered scientific referents and LGBTQI+ students and activist in a dialogic virtual event.

¹ Original title: *Uni4Freedom. Violències per raó d'orientació sexual, identitat o expressió de gènere a les universitats catalanes.*

² MEDIS Research Group: Educational research methodology with social impact (Original name: Metodologia de Recerca Educativa amb Impacte Social)

Finally, there is only one protocol targeting LGBTI-violences towards students at URV which was developed by the Equality Unit of the University in 2019. The *protocol for the prevention and action in the field of sexist and LGTBI violence that affects URV students*³ focusses on the violences, scientific compromise to cover the LGBTQI+ realities and the accompaniment of victims within the University. This protocol is separated to all Equality Plans (in all three versions since 2007 to 2020) as they do not make any direct reference to the reality of LGBTQI+ students at URV in relation to the guarantee of gender equality. This protocol includes measures on the prevention of transphobias and for the inclusion of LGBTQI+ students in the university community which is a key challenge in the inclusion of the LGBTQI+ community. The possibility of a name change in the identification documents of the university is allowed and makes evidence of the progressive change for the inclusion and acceptance of the LGBTQI+ community of the URV by accepting the felt gender and name of their students.

3.2. University of Cyprus (UCY)

The University of Cyprus is another central university partner and counts with some trajectory on actions for the prevention and intervention of LGBTQI-phobia at University spaces. Firstly, it has a pending approbation *Equality policy against discrimination* in 2019 with the aim of  University of Cyprus developing training and policies towards equal opportunities, respect and understanding of diversity (gender identity, sexual orientation, religion, dogma, nationality, age, language, physical ability or socioeconomic background). More specifically, UCY counts with a *Gender Equality Plan* (2014-2020) from the Technology University of Cyprus (TEPAK) without allocated budget. Besides, there is a *post-graduate program on Gender Studies*⁴ that addresses issues of gender, sex and diversity in their curricula. Likewise, there is a student initiative called *LGBT+*

³ Original name: Protocol de prevenció i actuació en àmbit de violències masclistas i contra LGTBI que afecti a l'estudiantat de la URV. Available in: https://www.urv.cat/media/upload/arxius/igualtat/pdf/Protocol_est_LGTBI.pdf

⁴ More information at: <https://www.ucy.ac.cy/posgradgender/en/>

and Friends UCY Students' Club!⁵, initiative that have organised protest, movie events, discussions and other events focussed on LGBTQI+ issues for the university members, making more visible the community LGBTQI+ at UCY.

3.3. Università Degli Studi di Palermo (UNIPA)

The university Degli Studi di Palermo is another partner University of *Hei4Diversity* Erasmus+ project and presents an interesting trajectory regarding institutional initiatives on LGBTQI+ issues and the prevention and intervention of any kind of violence towards the community. First of all, the «*ALIAS*» student card⁶ is an extended and innovative initiative (originated at Urbino University) which activates a transitory, non-consolidated and temporary identity for people transitioning at the University. It



UNIVERSITÀ
DEGLI STUDI
DI PALERMO

has supported students in their transitioning path while legally changing their gender and name, making them feel more confident to live the University environment. Besides, UNIPA has a *Committee for the Guarantee of Equal Opportunities, Employee Wellbeing and Non-Discrimination at Work*⁷. This committee is in charge of services and actions to develop a culture of equal opportunities, well-being in order to eliminate all forms of discrimination at University. They have organized seminars targeting staff and faculty members on equal treatment at work on gender identity and LGBTQI+ issues. In 2018 there a Lab was held on Bodies, Rights and Conflicts⁸ at the Department of Cultures and Societies coordinated by Prof. Cirus Rinaldi which focussed on LGBTQI+ topics open to civil society. Currently, the Department of Cultures and Society under the

⁵ Access to the FaceBook page at: https://www.facebook.com/lgbtucyclub/about/?ref=page_internal

⁶ More information available at: https://www.corriere.it/scuola/universita/18_aprile_23/palermo-gli-studenti-universitari-arriva-libretto-genere-1b04b684-46e3-11e8-a25d-1013070b91d4.shtml

⁷ Original name: Comitato unico di garanzia per pari opportunità, la valorizzazione del benessere di chi lavora e contro le discriminazioni. More information available at: <https://www.unipa.it/strutture/cug/>

⁸ More information available at: <https://www.unipa.it/dipartimenti/cultureesocieta/laboratorio-interdisciplinare-di-ricerca-su-corpi-diritti-conflitti/>

same coordination has scheduled a series of innovative courses on LGBTQI+ issues, gender and masculinities which will be held in 2021⁹.

3.4. Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej (MGU)

The University Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej also counts with an initiative for the visibilization of the LGBTQI+



realities. In 2019 it held the first conference on cultural, social and psychological aspects of LGBT+ realities with an active role of university students. This conference intended to raise awareness within university community on LGBT issues through workshops. As well, the initiative will be repeated next academic year in May 2020 due to the need of this making visible the reality of sexual and gender diversity in HEI's.

⁹ More information available at:

<https://www.unipa.it/persone/docenti/r/cirus.rinaldi/?pagina=insegnamento&idInsegnamento=141302&idCattedra=135163>

<https://www.unipa.it/persone/docenti/r/cirus.rinaldi/?pagina=insegnamento&idInsegnamento=135260&idCattedra=129069>

<https://www.unipa.it/persone/docenti/r/cirus.rinaldi/?pagina=insegnamento&idInsegnamento=121376&idCattedra=113973>

4. Contextual study on Good Practices to prevent and respond to violence against LGBTQI+ community in HEI's

In the following section there will be a detailed and contextual analysis of the findings result of the comparative and country-based carried on in European countries. The results are the actions, strategies and measures for the prevention and intervention against LGBTQI-phobia at European universities. Results have been ordered by categories given the origin of the initiative, institution or financing: HEI's measures, research and publications, strategies developed of non-profit entities and community and local actions. The belonging of the initiatives has been analyze by their origin, funding and coordination by administrations, institutions or organizations. It is a merely orientative issue as most of the initiatives have multiple origins or they belong to a collaborative environment. For that reason, we have prioritized their funding as a decisive characteristic. Similarly, to the last section, the already mentioned universities and organizations of the international consortium of the project have contributed actively to the contextual analysis.

4.1. High Educational Institutions' initiatives

After reviewing the interventions made by the four partner universities, we have gone through other relevant HEI's in Europe with a long and success trajectory in struggle against LGBTQI-phobia and its visibilization. To extend the scope of the project, we have differentiated them in four of different aspects that characterized them: collaborative and international motivation, scientific, disseminative or formative nature and, finally, its regulatory character.

Strategic partnerships and EU Projects

Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

Starting by presenting inter-institutional and collaborative projects allow us to analyze the impact and variety of measures from a broader and more extensive dimension to a more concrete level. This subsection refers to those measures, initiatives and actions that depart, is funded or works within a consortium of groups



or universities, allowing them to have a broader impact, affecting all their communities at the same time with a single initiative (similar to the case of *Hei4Diversity* project reviews in the section 3.1.). The results in this area reflects impulses from two European countries. Sweden and Lithuania have developed projects since 2013 in different ways to make LGBTQI+ and gender equality a reality in their HEI's.

The first example is the *GENOTAVE*¹⁰ project (2013-2016), carried on by Lulea University of Technology (EU FP7 Science in Society Project) (Sweden). *GENOVATE* research project has made an impulse for the implementation of Gender Equality Actions Plans in six European countries, aiming to carry on innovative and sustainable strategies for change in HEI's, research organization and support gender and sexual diversity and equal opportunities at universities. Specifically, this project has incorporated the reality of LGBTQI+ groups through the creation of a code of practice, tools, methods and a case-study portfolio for the integration of gender and sexual diversity into research and innovation excellence standards and the benefits in ongoing research and innovation projects and initiatives. As well, another European EU project was carried on by University of Siaulia (Lithuania) on 2015 called *INTEGER*¹¹. This EU funded project aimed to study the progression of the Transformational-Gender Action Plans (T-GAPs) in their partner institutions. At the end, *INTERGER* project generated a space for review and reflection on the current impact, gender visibilization, quota, balance and awareness of their Gender Action Plans for improvement.

¹⁰ More information at: <https://www.ltu.se/centres/cdt/Projekt/Pagaende-projekt/Genovate-1.110408?l=en> & <http://www.genovate.eu/>

¹¹ More information available at: <http://www.integertools-for-action.eu/en/institutionalpage/about-theinteger-project>.

Research & Publications

In this section, we will go through measures and actions focussing on changing the impact of research and university publications in terms of LGBTQI+ and gender equality, transforming the way that libraries, articles and publications refer and generate knowledge on gender and sex diversity. First of all, Gothenburg University counts with an action called *Database GENA*¹² (GENusAvhandlingar) a database that collects PhD theses on Women Studies, Men's Studies and Gender Research in Sweden from 1960 onwards. This project proposes an archive of PhD theses as a transformative tool to make available, accessible and more visible this research project for other researchers interested in these fields. Following this archive/diagnostic initiative, Cordoba University (Spain) counts with the Project *The Rainbow Map & Index Publication*¹³ (2018) on Sexual and Gender diversity within the Collection "Diversity", which presents a picture of what the policy landscape is like at the moment, while it also intends to answer the question "what's next?" in terms of the LGBTQI+ inclusion at HEI's. As well, these tools have offered recommendations to address the most pressing legal and policy priorities on LGBTQI+ issues at University.

In this line, the establishment of Centers of Research with LGBTQI+ and gender interest also have been a response to the lack of LGBTQI-sensitive studies and non-pathologizing research projects. The case of Amsterdam with the *The*



Amsterdam Research Centre for Gender and Sexuality (ARC-GS)¹⁴ in 2013 and of Comenius University of Bratislava with *The Centre for Gender Studies* (CGS)¹⁵ in 2001, are just some examples of how universities and researches are promoting transformative research for the elimination of any form of LGBQI-phobic violence and discrimination. As well, the development of specific graduate or postgraduate grades on LGBTQI+ issues reflect the research interest for this innovative and transformative

¹² More information available at: <http://www2.ub.gu.se/kvinn/gena/>

¹³ More information available at: <http://www.uco.es/servicios/sad/images/documentos/sad-publicaciones/Apuntes-LGTBI.pdf>

¹⁴ More information available at: <https://arcgs.uva.nl/>

¹⁵ More information available at: <https://fphil.uniba.sk/en/departments-and-research-centres/research-centres/centre-for-gender-studies/>

field, as it is the case of the University Complutense de Madrid with its Master Degree in LGBT+ Studies¹⁶ since 2019.

In order to transform how these issues are treated, there has been a worry on how to refer to the reality of gender and sex diversity from other universities. The case of Warsaw University (Poland) in 2020 reflect how there is a need for guidelines and information regarding LGBTQI-diversity. The publication of “Linguistic Instruction. How not to use discriminatory language”¹⁷ proposed guidelines, recommendations for administration, faculty members and students. Warsaw University have developed a manual on how to avoid/fight against discrimination, addressed to students and employees focused on prevention of any kind discrimination. Warsaw University counts as well with two volumes publications based on the studies concerning situation of LGBT students at the University of Warsaw¹⁸: *Silence about them*¹⁹ in 2011 and *Excluded*²⁰ in 2016 by the Research Group „Queer at University of Warsaw” established by students cooperagin with univrsity administration and NGO’s.

Symposiums, seminars, conferences & awards

Another form of transforming how LGBTQI+ issues are included in HEI’s agendas and university members is the organization, creation and development of activities, training programs and other events for the exchange of LGBTQI+ realities, needs and violence. There are numerous examples of this type of including this theme through training, symposiums, seminars conference and awards from different HEI’s.



Granada Unviersity (Spain) has acourse on Sexual and Gender Identities (Editions I and II)²¹ from a Queer and Trans perspective (2016-2017). Its objective was to

¹⁶ More information available at: <https://www.ucm.es/estudios/master-estudiosLGBTIQ>

¹⁷ More information available at: <https://www.uw.edu.pl/wp-content/uploads/2020/01/pkt-3-rekomendacje.pdf>

¹⁸ More information available at: <http://queer.uw.edu.ok/2011/04/raport-przemilczane-przemilczani/>

¹⁹ Original title: *Przemilczani/przemilczane*.

²⁰ Original title: *Wyobcowani/wyobcowane*.

²¹ More information available at: <https://formacion.fundacionugr.es/curso/identidades-sexuales-y-de-genero-ii-edicion/>

Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

develop, through critical research pedagogies and critical thinking, didactic activities in their professional field that deal with sexual identities, that include LGBTIQ people, that have as their purpose the fight against harassment for reasons of sexual discrimination (homo-transphobia and heterosexism). The Finnish Youth Research Society and Department of Management and Organisation, Hanken School of Economics has developed a panel discussion title “Researching activism, research as activism”²² (2014): a panel to talk about questions concerning methods, research ethics and successfully combining research with LGBTIQ+ activism. As well, Transgender Luxembourg, in collaboration with the University of Luxembourg, the European Parliament, the European Commission and the Neumünster Abbey organised an international multidisciplinary and conference in trans issues²³ in 2013. The University of Palermo with the Sicily Queer cultural Association have worked on a series of seminars and video-projections titled “Queer prospective and paths of differences”²⁴ since 2011 until 2016. The University of Brescia and the project *Come forward* organised the international conference “LGBTI people and violence in Europe: studying attitudes, changing minds”²⁵, as an opportunity to explore developments in awareness raising campaign and activities, research, policy, and advocacy. And, finally, another example is the case of the University of Padova in Collaboration with the CUG which organised a first edition of the award titled “UNI-verso: going to identity”²⁶ organised on the international day against homophobia, biphobia and transphobia for research projects that combat sexual discrimination and for young researchers who carry/carried on research on fighting LGBTIQ-pobia at any HEI.

²² More information available at: <https://www.facebook.com/events/kirjasto-helsinki/researching-activism-research-as-activism/535382123249542/>

²³ More information available at: <https://may17.org/luxembourg-idaho-report-2013/>

²⁴ More information available at: <http://www.unipa.it/dipartimenti/scienzeumanistiche/cds/studifilosoficistorici2184/.content/documenti/Seminari-Prospettiva-Queer.pdf>

²⁵ More information available at: <http://lgbthatecrime.eu/news/registration-for-budapest-international-conference-lgbti-people-and-violence-in-europe-studying-attitudes-changing-minds-is-now-open-189>

²⁶ More information available at: <https://www.padovaoggi.it/eventi/cultura/bando-ricerca-indentita-genero-orientamento-sessuale-universita-padova-02-dicembre-2019.html>

Politics and protocols on LGBTQI+ issues



In this subsection, we will cover measures, politics and protocols with explicit mention to the reality of LGBT and the improvement of their quality of life at University. The case of Spanish universities reveals the active activism in the fight for LGBTQI+ rights at HEI's and the response of institutions for adapt to the changing reality. In the first place, there is an example of an HEI's service called "Office of Sexual Diversity and Gender Identity"²⁷ which offers a space to work on the prevention and intervention to cases of LGTB phobia at the University Complutense of Madrid. Besides, the University of Barcelona has the most updated protocol (in coordination with the Autonomous University of Barcelona) called "Protocol for Preventing and Acting Against Sexual Harassment, Sexual Harassment, Sexual Orientation, Gender Identity or Gender Expression, and Gender-Based Violence"²⁸ with instruments and strategies to guarantee a LGBTQI-friendly environment at Campus, free of harassment²⁹. It develops the regional law on LGTB rights, proposing a concrete protocol for the response to sexual orientation, gender identity and expression harassment and gender violence at university. As well, Granada University counts with a very actual and active Gender Equality Action Plan which makes explicit reference to the LGBQI+ reality at their campus. In its second edition from 2020 to 2024³⁰, it integrates in their planned actions with measures for the recuperation, visibilization and dissemination of historic memory of women and LGBTQI+ and the creation of a LGBTI+ attention office within the Equality Unit. What is extremely transformative and unique of Granada University is the second initiative as it proposes and autonomous and independent center for developing measures for the acceptance, inclusion and intervention in cases of violence on the

²⁷ More information available at: <https://www.ucm.es/data/cont/docs/3-2016-12-12-D%C3%ADptico%20UCMentiende.pdf>

²⁸ Original title: Protocol per prevenir i actuar contra l'assetjament sexual, l'assetjament per raó de sexe, orientació sexual, identitat de gènere o expressió de gènere, i la violència masculista.

²⁹ More information at: <https://www.uab.cat/doc/protocol-uab>

³⁰ More information available at: https://unidadigualdad.ugr.es/pages/iiplandeigualdad_1/

grounds of sexual or gender diversity at University. This newer proposal will favor the generation of more transversal and LGBTQI+ focused actions in campus, offering the autonomy that it requires.

4.2. Governmental measures

Regarding national and governmental measures in the European context, this study has identified three different sheds through which institutions and administrations have made an intervention in the situation of LGBTQI+ groups at HEI's. In the following paragraphs, we have detailed the results from a more subtle, general and implicit to a more explicit level of mentioning and targeting the phenomena of LGBTQI-phobia at Universities in their plan.

Firstly, we have selected national acts, laws, reports that target gender and sexual equality in their main program. After a deep review, results point at the presence of politics, laws and acts which aim is to generate gender equality in their society, generating national frameworks to work on this matter. The case of Denmark resonates with this definition with its *Gender Equality Act* from 2000 (and its last amendment in 2013) which stands for gender equality and the incorporation of gender perspective in their planning and administration, including all areas of responsibility, universities and research organizations. Consequently, some Danish universities have taken advantage of this framework to implement specific actions and initiatives. The case of the *Law on Equal Opportunities* from 2003³¹ of Greece reflects the Danish Act. The case of this law is different as it legislates on all goods, services and education, including sexual education needs, having an important impact on education institutions. As well, the Greek government counts with an *Annual Report on Gender Equality and Equal Opportunities* from the National and Kapodistrian University of Athens that continues the already mentioned law, which informs on gender representation in decision-making positions, teaching activities and administrative staff (last version available from 2011/2012).

Secondly, we have classified national and administrative initiatives in their second degree of explicitly mentioning or targeting the phenomena of LGBTQI-phobia at

³¹ More information available at: https://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=389500

universities. This section collects acts, laws and sections in penal codes that explicitly refer to the prevention and fight against hate crimes or hate speech based on gender or sexual grounds and mentioning its presence at educational institutions. Sweden reflects this case in the *Svensk författningssamling: Diskrimineringslag (2008:567)* from 2008, act that intends to combat discrimination as well as promote equal right and opportunities in employment, education, health and goods with a concrete mention to sex, transgender, identity or gender expression grounds. Estonia also counts with an *Equal Treatment Act* from 2009³² which legislate on the prohibition of discrimination in the fields of employment and education on the grounds of sexual orientation. Besides, there is some legislation which regulates more precisely the case of hate speech and hate crimes. Cyprus has the *Hate Speech Law* (Cyprus Penal Code, Chapter 154) from 2019 which main aim is the prevention of hate speech in public regarding sexual orientation and gender identity. As well, Greece, has developed two interventions in the same field. On the one hand, the *Penal Code as amended by Law 4356/2015 (latest amendment), Article 79* from 2015³³ protects people from hate crimes on the ground of sexual orientation, gender identity or sexual characteristics. On the other hand, the *Law 927/1979 as amended by Law 4285/2014, Article 1* from 2014 with the aim of preventing hate speech cases in public based on sexual orientation, gender identity or sex characteristics, have raised awareness in society on LGBTQI+ rights and respect, expanding the definition of hate speech.



Thirdly, we have identified the specific legislations, protocols and guides that elaborate on general laws on Gender Equality³⁴. Spain stands out in this section as it counts with several laws that complexify and target LGBTQI-phobia at universities. The Spanish examples shows the lack of

³² More information available at: <https://www.riigiteataja.ee/en/eli/530102013066/consolide>

³³ More information available at: <http://www.dsanet.gr/Epikairothta/Nomothesia/>

³⁴ In this section, the limitation of language access have determined the results of the study as only English, Spanish, Italian and Greek were controlled with a proficiency level in the process of searching. That could have influenced the results on this matter, as laws and other regulations are only published in the native language of the region.

Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

national compromise in the regulation of LGBTQI+ issues in general terms. For that reason, autonomic (regional) governments have developed numerous laws for the guarantee of the rights of LGBTQI+ groups, the promotion of initiatives with LGBTQI+ perspective, prevention of harassment and violence in their own territories. On the one hand, the Spanish regional laws are the followings:

- *Law 12/2015, from 8 of April, on social equality for lesbians, gays, bisexuals, transsexuals, transgenders and intersexes and on public policies against discrimination based on sexual orientation and gender identity in the Autonomous Community of Extremadura from 2015.*³⁵
- *Law 8/2017, of December 28, to guarantee the rights, equal treatment and non-discrimination of LGTBI people and their families in Andalusia from 2018.*³⁶
- *Law 3/2016, of July 22, on Comprehensive Protection against LGTBI-phobia and Discrimination for Reason of Orientation and Sexual Identity in the Community of Madrid from 2016.*³⁷
- *Law 11/2014, of October 10, to guarantee the rights of lesbian, gay, bisexual, transgender and intersex people and to eradicate homophobia, biphobia and transphobia of the Government of Generalitat de Catalunya from 2014.*³⁸

On the other hand, there are explicit examples of direct measures and strategies to fight LGBTQI-phobia. The Government of Catalonia has developed an extensive work on the prevention and intervention of LGBTQI-phobia at universities and two of the examples of this effort are the *Guide for the incorporation of sexual and gender diversity into Catalan universities from Law 11/2014*³⁹. What is transformative and

³⁵ More information available at: <http://doe.gobex.es/pdfs/doe/2015/680o/15010012.pdf>

³⁶ More information available at: <https://www.juntadeandalucia.es/boja/2018/10/1>

³⁷ More information available at: <https://www.boe.es/buscar/pdf/2016/BOE-A-2016-11096-consolidado.pdf>

³⁸ More information available at: <https://www.boe.es/buscar/pdf/2014/BOE-A-2014-11990-consolidado.pdf>

³⁹ More information available at: https://treballiaferssocials.gencat.cat/web/.content/01departament/08publicacions/ambits_tematics/igu

unique of the law 11/2014 is its range of action when targeting every area and phase of life of LGBTQI+ people in the political and social context, establishing minimums for making effective the right of equality and no discrimination. To make these rights of lives free of violence and discrimination, it proposes several angles to approach the socio-cultural problem of LGBTQI-phobia. It is specially challenging the scope of action, gathering professional, academic, personal, emotional, well-being and other dimensions of human life as its target. Besides, the Barcelona University has developed the *Protocol for Preventing and Acting Against Sexual Harassment, Sexual Harassment, Sexual Orientation, Gender Identity or Gender Expression, and Gender-Based Violence*⁴⁰. This protocol elaborates on the law 11/2014 and created a complete framework with possibilities of developing successful practices to transform the reality of LGBTQI+ people at Catalan universities, through three different goals:

- 1) Preventing the possibility of having sexual harassment, violence or harassment based on sex or gender, sexual orientation or gender expression within university community.
- 2) Generate a concrete set of measures for intervention when there's a report of a case of the already mention behaviours, always protecting the victim.
- 3) Establishing measures of support and accompaniment for victims of violence.

4.3. Strategies of non-profit, community and local organizations

Regarding the last section, we have identified several initiatives coming from communities, local and non-profit organizations in European territories with the aim of fighting



or transforming universities towards a more LGBTQI-friendly space. The example of ILGA-Europe⁴¹, an independent, international non-governmental umbrella organization, already points at a very active field in the social, political and educational activism. ILGA gathers more than 600 organizations from 54 countries, mostly in

[altat/Guiadiversitatsexualigenereuniversitats/Guia-diversitat-sexual-i-genere-universitats_DEFINITIVA.pdf](#)

⁴⁰ More information available at: <https://www.uab.cat/doc/protocol-uab>

⁴¹ More information available at: <https://www.ilga-europe.org/>

Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

Europe and generating initiatives and strategies to guarantee human rights for LGBTQI+ people internationally. They have developed the *Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans, and Intersex People in Europe*⁴², mapping the European context on HEI's. Their report identifies trends that happen in macro, micro and medium level that affect the lives of LGBTQI+ communities in different regions. Apart from this international initiative that generate networks of collaboration and articulates other organizations and institutions of the European Union, this study has identified non-profit, local, community and voluntary initiatives to transform HEI's in three different axes depending on their aim.

Firstly, we have identified actions developed for making visible realities of the LGBTQI+ community at HEI's or including voices of students, faculty, educators or staff. The main examples of this form of activism has been the creation of youth, volunteer or students' groups for LGBTQI+ rights at HEI's. In Slovenia, *Legebitra*⁴³ emerged after the IGLYo conference of 1998 with the intention of establishing a group of Students at the University of Ljubljana with the objective of raising awareness on the field of sexual orientation. Their case has developed to the point of carrying out several projects on VIH and ETS, an advice and self-help youth centre and advocacy activity. In Spain, *Arcópoli*⁴⁴ and *Sin Vergüenza*⁴⁵ are the most relevant university students' associations for LGBTQI+ university students at the region of Madrid. Their activity and actions have made politics and university measures transform to a more sensitive perspective towards the LGBTQI+ community at HEI's. In Luxemburg, the *University of Luxembourg LGBT+ Student Association*⁴⁶ started recently, in 2019, as a safe space for people who belong to a sexual, romantic or gender minority. Their aim of making the university a safer space is currently active with their actions on generating LGBT+ networks at campus. In Portugal, the *NuPride O Núcleo da Faculdade de Ciências e Tecnologia da*⁴⁷ is a group of student's associations of the

⁴² Full version of the Annual Report of 2020 in the following link: <https://www.ilga-europe.org/annualreview/2020>

⁴³ More information available at: <https://legebitra.si/>

⁴⁴ More information available at: <https://arcopoli.org/>

⁴⁵ More information available at: <https://www.sinver.org>

⁴⁶ More information available at: <https://www.facebook.com/uni.lu.lgbtplus/>

⁴⁷ More information available at: https://www.facebook.com/Nupridefct/?ref=page_internal

Faculty of Science and Technology at the Universidade Nova de Lisboa that aims to strive for social insertion of LGBTQI+ groups and spread the LGBTQI+ perspective in the academic community since 2018. As well, the *QueerIST Student Group*⁴⁸ from Lisbon University also gathers a LGBTQ+ students' group at the Superior Technic Institute with the aim of providing a safe space for those who feel uncomfortable with their sexuality or gender identity as well as promoting debates and exhibitions of the queer culture since 2018 too. In Slovenia, the *SKUL-LL: Students Cultural Centre, Lesbian Section*⁴⁹ is the first lesbian community in the eastern Europe formed at a large HEI, generating political and social actions in order to remove discrimination in both legal and public domain. In France, *ACCEPTESS-T*⁵⁰ is a trans group formed in Paris focus on defending the rights of transgender people more vulnerable since 2010. Their aim is transversal but also has its relevance in the educational field, gathering actions of listening, preventing, social support and sensibilization on institutions that directly affect universities. In Czech Republic, *Galibi*⁵¹ is a University club with an gay-lesbian interest at the Student Union of Praga. This has been designed for university students from all universities, generating a safer space at campus and other actions to promote equality and anti-discrimination culture.

In a more concrete and professionally oriented form of collectives, the case of *Association Professionnelle des Personnels Educatifs LGBT-APPEL*⁵² in France gathers LGBTQ+ educators and professionals together in order to develop stereotypes, representations, fight discrimination, sexism, prejudices in various ways since 2012. As well, the *NoiSiamoPari*⁵³ in Italy is an online platform for the support of teachers, head teachers, staff, families and children to handle their emotional dimension, considering every form of discrimination they can be suffering since 2018. The *Universities Denmark Initiative* is a Danish organization comprising the eight Danish

⁴⁸ More information available at: <https://www.facebook.com/QueerIST/>, <https://tecnico.ulisboa.pt/pt/tag/queer-ist/>

⁴⁹ More information available at: <https://www.skuc.org/kontakti/>

⁵⁰ More information available at: <https://es.acceptess-t.com/>

⁵¹ More information available at: <https://galibi.cz/o-klubu/>, <https://www.facebook.com/GalibiCZ/>

⁵² More information available at: <http://appel-lgbt.blogspot.com>

⁵³ More information available at: <https://www.noisiamopari.it/site/it/home-page/>

Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

universities with the aim of enhancing cooperation, visibility and impact. Their action has been usually related to the issue of gender equality as their conferences have been celebrated lastly. Besides, the celebration of LGBTQI+ Pride by HEI's is another usual action carried on for making visible the sexual and gender diversity at universities. The example of the Spanish, Czech⁵⁴, Dutch⁵⁵ and Romanian⁵⁶ Campus Pride refers to this action to promote tolerance and acceptance, fight homophobia and transphobia and increase public awareness of the LGBTQI+ reality in the different HEI's on the international day against homophobia, biphobia and transphobia. The aim of these events is making visible the reality of LGBTQI+ with the institutional support of the mentioned universities and the denunciation of the vulnerable and critical situation of LGBTQI+ groups. The concrete case of the Seminar on LGBT issues organised by the Quality Unit of the Polytechnic University of Madrid has created an impact by, not only on making visible the diversity and complexity of LGBTQI+ realities, but on disseminating scientific evidences and innovative projects with the aim of expanding and transforming the university reality.

On another hand, we have found initiatives that have worked for the visibility of sexual and gender diversity and LGBTQI+ culture through formative activities. The case of the University of Palermo with the Sicily Queer Cultural Association, worked on a series of seminars and video projections every six months since 2011 until 2016 as a training activity called *Queer prospective and paths of differences*⁵⁷. Their aim was to promote tolerance, increase knowledge on the queer culture, raise awareness on diversity and fight homophobia. In Hungary, the *Melegség és Megismerés*⁵⁸ since 2000 has organized workshops to describe and show the LGBTQ+ Hungarian community through their own life stories, aiming the public discussion on diversity, sensitivity and tolerance. The *SKUC-Magnus: Students Cultural Centre, Male*

⁵⁴ More information available at: <https://www.praguepride.cz/>

⁵⁵ More information available at: <https://www.uva.nl/en/about-the-uva/about-the-university/diversity-and-inclusion/uva-pride/uva-pride.html>

⁵⁶ More information available at: <https://www.facebook.com/CampusPrideBucuresti>

⁵⁷ More information available at: <http://www.unipa.it/dipartimenti/scienzeumanistiche/cds/studifilosoficistorici2184/.content/documenti/Seminari-Prospettiva-Queer.pdf>

⁵⁸ More information available at: <http://melegsegesmegismeres.hu/>

*Centre*⁵⁹ is formed by the gay section of the cultural centre since 1984, carrying out actions for the visibilization of the gay community in Slovenia.

Finally, there have findings in specific actions aiming to fight and eradicate LGBTQI-phobic violence at universities. This are the concrete and direct measures emerged from volunteers, collectives or non-profit entities to transform HEI's. The example of the project *Gender certification: a road to change?* at Lund University is an initiative promoted to increase the knowledge on gender issues and create safer conditions for a possible 'gender certification' at the department of Physics, Earth Sciences, and Energy Sciences. In Italy, the *Gender Free Toilette*⁶⁰ carried on by the Collective Independent of Students of the University of Torino propose in November 2019 a project to replace the classic signs for men and women in toilet at university buildings with signs for trans people, in order to make this reality visible and making easier their transitioning when sharing private spaces at HEI's. As well, the project *Yourself from homophobia*⁶¹ from 2017 coordinated by the Audio-visual Laboratory Offi_Cine of the Department of Humanities and Social Sciences of the University of Sassari and ERSU implemented this anti-homophobia campaign which involved students creating three-minutes film to raise awareness about discrimination In Campus. In Malta, the project *Flowers of Friendship*⁶² in 2012 generated by Drachma (Catholic LGBT group) and the US Embassy in Malta organised an event at the University of Malta for students, staff and lecturers on campus to speak and discuss about homophobia, transphobia and the work needed to eradicate this forms of hate and violence. In Croatia, *STOP Discrimination at University*⁶³ in 2012 organised by the Lesbian Group Kontra carried out a public action for the University of Zagreb to publicly request to postpone ruling on the promotion of Mr. Željko Hutinsky (accused of sexual harassment to her assistant at the same faculty) and had the aim of promote

⁵⁹ More information available at: <http://www.magnus.si/>

⁶⁰ More information available at: https://torino.repubblica.it/cronaca/2019/12/04/news/torino_all_universita_scoppia_la_lite_sui_bagni_gender_free_-242536445/

⁶¹ More information available at: <https://dumas.uniss.it/it/novita/proteggiti-dallomofobia>

⁶² More information available at: <https://may17.org/malta-idaho-report-2012/>

⁶³ More information available at: <https://www.facebook.com/events/840786039331101/>



Hei4Diversity Erasmus+ Project (2019-1-ES01-KA203-064121)

the right to report any form of discrimination, violence and harassment at the work place and HEI's.

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