

DIDACTIC GUIDE

Building Capacities to Prevent and Respond to Any Form of Violence against the LGBTQI+ Community in Europe

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Metodologia de Recerca Educativa amb Impacte Social



Hei4Diversity. Building Capacities to Prevent and Respond to any Form of Violence Against the LGBTQI+ Community in Europe

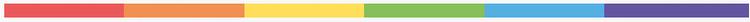


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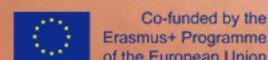
Disclaimer

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Introduction

The digital training course “Successful strategies to eradicate violence against the LGBTQI+ community at universities” to which you are being introduced to has been one of the results of the **Erasmus+ Project Hei4Diversity. Building Capacities to Prevent and Respond to Any Form of Violence Against the LGBTQI+ Community in Europe**. The course has been the final result of a two years-long project of an international consortium which has studied the situation of the LGBTQI+ community in Europe and creating materials to achieve impact in the prevention and intervention in cases of LGBTQI-phobia.

In a challenging social context in terms of social rights in Europe, our international consortium joined this initiative in 2018 to struggle for achieve equality within High Education Institutions (HEI's). With a very long experience in researching and working with gender, LGBTQI+ issues and HEI's within the **Community of Research of Excellence for All (CREA)**, the team at Rovira i Virgili University, lead by Dr. Oriol Rios, started a pioneer research work in 2017 when heading the first competitive research project to break the silence on violence and discrimination againsts the LGBTQI+ communi-

ty in Spanish HEI's (**Uni4Freedom. Violence on the grounds of sexual orientation, gender identity or gender expression in Catalan universities -Recercaixa 2017ACUP00235**). With such a groundbreaking evidence in the Catalan context, Dr. Oriol Rios continued this path creating this Erasmus+ project in 2019 with the aim of preventing any form of violence againsts the LGBTQI+ community in European HEI's. Another international project with the aim of preventing LGBTQI-phobia with youth and professionals working with them in Europe (**Up4Diversity. Empowering Young People and Youth Workers to Become Active Upstanders in the Prevention of Violence Towards LGBTQI+ People in the Digital Era**). The Research Group “**Educational Research Methodology with Social Impact**” (**MEDIS 2017 SGR 1674**) at the coordinator University has contributed to these projects with a long trajectory and expertise in implementing Social Impact and Communicative Methodology, adding strengths to its potentialities. Both perspectives have been central in the project and have allowed the researchers to collaboratively map, approach and create materials including academic and professional experts and LGBTQI+ university students and professors. Both of these perspectives jointly with the upstander perspective have grounded the starting point and objective of this course.



2nd Output of the Erasmus+ Project:
To create an innovative digital training course for **building capacities among different agents of the university** in order to **prevent of forms of LGBTQIA+ violence and discrimination** at HEI's.

Content and subjects of the course

With the aim of maximizing the training course comprehension and its possible scope, find in the following paragraph its extended table of contents for a full use and organization of the work:

1. Introduction

1.1. Conceptualization of violence against the LGBTQI+ groups.

1.2. European regulatory framework for equality and LGBTQI+ rights in Higher Education Institutions.

2. Situation of the LGBTQI+ population in universities: prevention of discrimination and violence

2.1. Regulation of LGBTQI+ cases of violence in Higher Education Institutions: Problems of trust, confidence and response when reporting.

a) The case of Unities of Equality & LGBTQI+ Rights in Higher Education Institutions.

2.2. Impact of working on LGBTQI+ perspective with peers, educators and staff workers.

3. European landscape to advance LGBTQI+ equality and against discrimination and violence

3.1. High Education Institution's measures to prevent and response to any form of violence against the LGBTQI+ community. Practices of the project partners' (URV, UNIPA, UCY & MGU)

3.2. Other international practices to detect and respond to any form of violence against LGBTQI+ groups

4. Forms of discrimination and violence in the digital age: cyberbullying, fake news and prejudice

4.1. The impact of technologies and media in structural LGBTQI-phobia.

4.2. How to approach, detect and prevent psychological harassment through social media?

4.3. Evidences and social compromise in communication: intervening in the era of fake news.

4.4. Unmaking structural and symbolic stereotypes and prejudices on LGBTQI+ identities.

5. Challenges of preventing and responding to violence against LGBTQI+ population in HEI's

5.1. Frame within the European Commission Goals.

5.2. Belonging to the Millennium Development Goals.

Learning Method & Qualification

We have created this training course, as presented in the beginning of this document, for generating and building capacities within the university community to successfully fight and prevent any form of violence against the LGBTQI+ groups, following the bystander perspective. In this sense, the course has been designed to be implemen-

¹We propose the following scientific references on the Bystander Perspective in order to facilitate its understanding:

Dessel, A. B., Goodman, K. D., & Woodford, M. R. (2017). LGBT discrimination on campus and heterosexual bystanders: Understanding intentions to intervene. *Journal of Diversity in Higher Education*, 10(2), 101-116. <https://doi.org/10.1037/dhe0000015>

Potter, S. J., Fountain, K., & Stapleton, J. G. (2012). Addressing Sexual and Relationship Violence in the LGBT Community Using a Bystander Framework. *Harvard Review of Psychiatry*, 20(4), 201-208. <https://doi.org/10.3109/10673229.2012.712838>

Valls, R., Puigvert, L., Melgar, P., & Garcia-Yeste, C. (2016). Breaking the Silence at Spanish Universities: Findings From the First Study of Violence Against Women on Campuses in Spain. *Violence Against Women*, 22(13), 1519-1539. <https://doi.org/10.1177/1077801215627511>

ted with any member of the university community, such as undergraduate, master and doctoral students, professors and administration and rest of the staff. To achieve such a complex objective and following the perspective of Communicative Methodology on Social Impact strategies, it's necessary to always keep the participants of the course in the core of the planification and organization of the training, as their results, understanding and learning process are central for achieving the goal. For that reason, we propose a participant-centred methodology in terms of organization of the work, implementation of synchronized sessions, proposal of activities, etc. In this sense, we trust that you, as a guide, trainer or teacher, to find the balance to implement the course taking into account the needs, temporalities and issues of the group for its successful implementation in your context. At the same time, all the proposed activities and initiatives are optional, as we understand that every group might have different needs, interests and initiatives and the overall goal is for them to grasp everything related to identifying, understanding and acting in possible cases of LGBTQI-phobia in the university context. And, above all, we want to highlight the importance of egalitarian dialogue between the participants in the whole training process. For that reason you, as a trainer, will be responsible of ensuring debates and dialogues in digital or face-to-face spaces to make sure the training is transformative.

²To elaborate on this methodological perspective, feel free to consult the following references:

Gómez, J., Latorre, A., Sánchez, M., & Flecha, R. (2006). Metodología Comunicativa Crítica. El Roure.

Flecha, R., & Soler, M. (2014). Communicative Methodology: Successful actions and dialogic democracy. *Current Sociology*, 62(2), 232–242. <https://doi.org/10.1177/0011392113515141>

Puigvert, L. (2014). Preventive Socialization of Gender Violence: Moving Forward Using the Communicative Methodology of Research. *Qualitative Inquiry*, 20(7), 839–843. <https://doi.org/10.1177/1077800414537221>

Puigvert, L., Valls, R., Garcia Yeste, C., Aguilar, C., & Merrill, B. (2017). Resistance to and Transformations of Gender-Based Violence in Spanish Universities: A Communicative Evaluation of Social Impact. *Journal of Mixed Methods Research*, 13(3), 361–380. <https://doi.org/10.1177/1558689817731170>

As well, the evaluation of the participants is also central to understand the methodology and goals as a guide of the course. As creators, we propose that in order to achieve the minimums to completion the course, the participants will need to:

1. To take part of 80% of the synchronized sessions you propose.
2. To have proved that they have been through the materials of the training course and have understand the content.
3. To be active and contribute to at least the 70% of the activities you decide to implement of the materials with the participants.
4. To establish a synchronous session of doubts about activities and theoretical contents.

Virtual Space & Virtual Classroom

We recommend you to work and communicate with the participants in the course through a Virtual Space. Such space will work as a respository and centralize communication for everyone, facilitating the implementation and coordination of the training course. We propose you to **create an accesible and visually attractive virtual space in order to help the participants to access all materials and interest links you provide**. On the one side, we have concieved the idea of using the virtual space to gather and have accesible all the materials and modules of the innovative digital training course all over the course. On the other hand, such space can provide an open forum.



Generating space for equal discussions is a preference for this course, so we highly recommend you to create this forum and to propose diverse activities to promote participation.

Apart from the Virtual Space, we have already successfully implemented the course and for that we have added other strategies that can help understanding the contents. Sincronized sessions through a virtual classroom has been key in our several implementations in different contexts. For that reason, we recommend you to consider the possibility of **scheduling one or several planned sessions. In those, we propose you to implement dialogue and participative-methodology activites in which you both present the content and do activites to facilitate the learning process.**

Section 1. Introduction

This first module of the course intents to gather a basic scientific and political approach to the issue of discrimination and violence against the LGBTQI+ population in university contexts. On the one hand, we go through the construction of the negative normative system in which Higher Education Institutions are grounded, for a full understanding of LGBTQI-phobia as a structural phenomenon. As well, we make a detailed revision of identities, expressions, orientations and positioninigs in terms of gender and sexuality that are relevant for the approach of LGBTQI+ issues, necessary knowledge for all social agents. At the end of the first subsection, we anaylse how violence and discrimination is manifested against the LGBTQI+ community in HEI’s, attending to its peculiarities in terms of context, forms and consequences. On the other hand, we propose a historical review of international measures and policies for the guarantee of Human Rights for the LGBTQI+ community. In that, we include all political steps taken by the United Nations and the European Comission, main bodies of legislation and political regulation o provide safe environments in educational contexts.

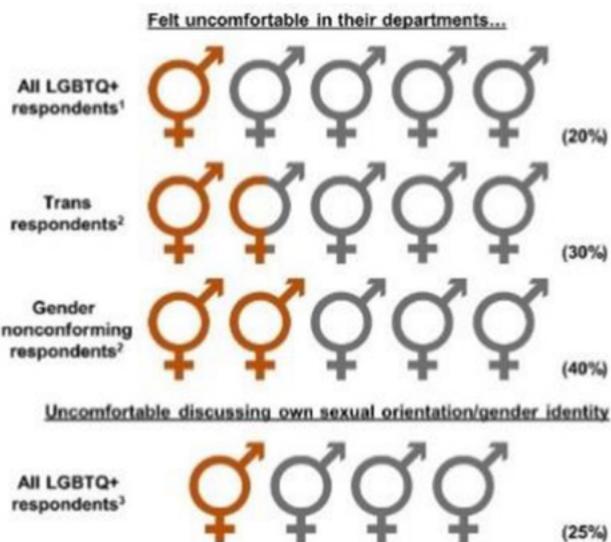


All this content and activites aim to give to the participants a full understanding of scientific, political and theoretical background in the fight against any form of violence or discrimination on the grounds of sexual orientation, gender identity or gender expression. Concretely, we propose four activities to deepen the different aspects that the module approaches:

1. Experiences of bullying against the LGBTQI+ community in educational environments.
2. Successful strategies to combat the structural problem of the imposition of gender and sexual normativity.
3. Most relevant recommendations by the UN and the EC for ensuring safety in educational environments for LGBTQI+ population.

In order to facilitate your planification of the training course, we **recommend you to select the most accurate activities for its application with your group.** We are aware that the amount of work that the four activities requires is plenty so we would recommend you to select a few to effective-

lly implement the activities. For that, we would advise you to select the activities taking into account the needs and interest of the course in your context and, at the same time, not missing content of the course.



Section 2. Situation of the LGBTQI+ population in universities: prevention of discrimination and violence

In the second module of the course, we have prepared some context on another aspect recommendations when studying cases of violence against the LGBTQI+ population. On the one hand, we present some examples of LGBTQI+ activism and achieved regulations on LGBTQI+ rights that have sent a precedent in the European context. Concretely, we point at the issues of trust, confidence and response when the cases have been reported to the institution. On the other hand, we present evidence on the possible impact of working with peers, professors and other university staff following the bystander perspective as a successful way of transforming HEI's into more equal and respectful institutions.

All this content aims to give the participants all the necessary information to understand the situation of the LGBTQI+ community in the European Union. For that reason, **we have proposed four activities to facilitate its understanding and to elaborate in the most relevant examples of transformation presented in this section:**

1. The most recent and pioneer regulatory steps of few countries of the European Union to guarantee LGBTQI+ rights.
2. How to confront and develop successful and respectful strategies to fight the problems of trust and confidence when reporting cases of violence.
3. Items to have in mind when witnessing cases of LGBTQI-phobia and be able to identify it.
4. Issues related to the Bystander Perspective and its application to the LGBTQI+ reality.

In order to facilitate your planification of the training course, we recommend you to select the most accurate activities for its application with your group. We are aware that the amount of work that the four activities requires is plenty so we **would recommend you to select a few to effectively implement the activities.** For that, we would advise you to select the activities taking into account the needs and interest of the course in your context and, at the same time, not missing content of the course.

Section 3. European landscape to advance LGBTQI+ equality and against discrimination and violence

The third module of the course aims to offer some HEI's referents in fighting against LGBTQ-phobia taking into account very diverse geopolitical contexts. For that, we share the results of an in-depth study on High Education Institution's measures to prevent and respond to any form of violence against the LGBTQI+ community (first output of the Hei4Diversity Erasmus+ project). In the first subsection of the module, we have gathered all the information regarding strategies to fight LGBTQI-phobia at the following universities, participants of the international consortium of the project:

1. Universitat Rovira i Virgili.

- 2. University of Cyprus.
- 3. Università Degli Studi di Palermo.
- 4. Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej.

To complement this, we have created three activities in this module to potentiate the understanding, discussion and reflection on the content of the course. In order to facilitate your planification of the training course, we recommend you to select the most accurate activities for its application with your group. We are aware that the amount of work that the four activities requires is plenty so we would recommend you to select a few to effectively implement the activities. For that, we would advise you to select the activities taking into account the needs and interest of the course in your context and, at the same time, not missing content of the course.

Section 4. Forms of violence and discrimination in the digital age: cyberbullying, fake news and prejudices

In the fourth module of this course, we open a new chapter when approaching the case of violence and discrimination at the Digital Age. In this sense, we study the different forms of vio-

lence, of desinformation and how internet and social media can determined the way in which the LGBTQI+ suffers from violence. Specifically, we deepen how the use mass media, internet and social media networks and fake news can influence the way of spreading hatespeech and generating virtual forms of cyberbullying. Such content has been planned for a **complete training of university agents in the most recent and subtle forms of violence that also take place while taking education or being amember of HEI's**. For a understanding reach, we have designed four different activites that can support the learning process of the participants and offer tools and reflexivity to it. Concretely, these activities focus on the following aspects:

- 1. The analysis of a concrete case of violence on the grounds of sexual orientation, gender identity or gender expression studying the justifications, forms of manifestations, consequences and contributing factors to the violence.
- 2. An example of successfully struggling and detecting cyberbullying at HEI's.
- 3. A case study to deepen diverse forms of violence on the grounds of sexual orientation through social media networks.
- 4. The reproduction and identification of Fake News, a very subtle form of violence against LGBTQI+ population.

In order to facilitate your planification of the training course, we recommend you to select the most accurate activities for its application with your group. We are aware that the amount of work that the four activities requires is plenty so we would recommend you to select a few to effectively implement the activities. For that, we would advise you to select the activities taking into account the needs and interest of the course in your context and, at the same time, not missing content of the course.



Section 5. Challenges of preventing and responding to violence against the LGBTIQ+ population in HEI's

In the last module of this training course, we have created content to frame the politics and regulation which has progressively adapt to the needs and rights of the LGBTIQ+ community over the last 21 years. For that, we studied the case of the European Comissions and the United Nations cases on political steps in the recognition, protection and anti-discrimination measures and statements in the XXI century. Such context gives meaning and response to all the demands, activisms and social protests for equal rights on the grounds of sexual and gender diversity in the European Union and worldwide. At the same time that we have presented the results of this study, we propose two activites that complement the materials and might help the participants to understand and apply it to their reality. These two activites focus in two of the most relevant aspects of the module:

1. Reflexion and analysis of the European Commission's strategy to fight LGBTIQ-phobia in 2020-2025.
2. The scope, applicability and impact that international and EU regulation can and have had in the reality of the LGBTIQ+ community and the whole society in terms of equality and anti-discrimination.

In order to facilitate your planification of the training course, we recommend you to select the most accurate activities for its application with your group. We are aware that the amount of work that the four activities requires is plenty so we would recommend you to select a few to effectively implement the activities. For that, we would advise you to select the activities taking into account the needs and interest of the course in your context and, at the same time, not missing content of the course.

TIMELINE ON LGBTIQ+

European Commission Political Steps

Since 1999 European Commission has developed a set of political steps in order to guarantee LGBTIQ+ rights

<p>1999</p> <p>Treaty of Amsterdam</p> <p>This Treaty (...) may take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation</p>	<p>2000</p> <p>Directive 2000/78/EC</p> <p>Discrimination on the basis of – among others – sexual orientation in the fields of employment and occupation is prohibited</p>
<p>2008</p> <p>COM(2008)426 final</p> <p>Proposal for a Council Directive on implementing the principle of equal treatment between persons irrespective of religion or belief, disability, age or sexual orientation</p>	<p>2010</p> <p>EU Platform of Diversity Charters</p> <p>The Platform offers a place for existing European Diversity Charters (currently 26) to exchange and share experience and good practices</p>
<p>2015</p> <p>List of Actions</p> <p>The actions listed cover in a comprehensive way all policy areas that are relevant for LGBTI people: non-discrimination, education, employment, health, free movement, asylum, hate speech/hate crime, enlargement and foreign policy.</p>	<p>2020</p> <p>LGBTIQ Equality Strategy</p> <p>The first-ever EU Strategy for lesbian, gay, bisexual, trans, non-binary, intersex and queer (LGBTIQ) equality,</p>

COMMISSIONER FOR EQUALITY

Equality and non-discrimination are core values and fundamental rights in the European Union. This means that everybody in the European Union should feel safe and free without fear of discrimination or violence on the grounds of sexual orientation, gender identity, gender expression or sex characteristics



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