



Inclusive Universities Leading To Inclusive Societies

Training on Active Bystandership Curriculum for Trainers



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Content

Content	1
Why Do We Need This Training?	3
Planning and Evaluation of the Training	5
Overview	10
Tips for Trainers	12
Module 1 / About the INCLUSIES Project and Training	16
Session 1.1 About the INCLUSIES project	16
Session 1.2 Introduction of the training	20
Session 1.3 Training agreement.....	21
Session 1.4 Let's get to know each other	22
Module 2 / What it Means to Be LGBTIQ+	24
Session 2.1 Explanation of the LGBTIQ+ terminology	24
Session 2.2 How do we think about LGBTIQ+	26
Module 3 / LGBTIQ+ in Society and at University.....	29
Session 3.1 Awareness of inequalities and discrimination based on SOGISC	29
Module 4 / How to Become an Active Bystander?.....	33
Session 4.1 What is an active bystander.....	33
Session 4.2 Learning how to use pronouns	35
Session 4.3 Learning how to use inclusive language	36
Session 4.4 Learning different forms of inappropriate behaviour	37
Session 4.5 Learning how to be an ally	39
Module 5 / Practical Activity.....	45
Q&A.....	48
Annex 1. Registration Form	50
Annex 2. Attendance List Form.....	51
Annex 3. Evaluation Form	53
Annex 4. Terminology Puzzle	56
Annex 5. Statistics on Discrimination Based on SOGISC.....	61
Annex 6. Inclusive language.....	63
Annex 7. Case studies	67





Why Do We Need This Training?

The recent research data shows a concerning situation regarding the inclusion and acceptance of LGBTIQ+ people in all areas of everyday life, revealing different forms of discrimination prevalent in different areas, including universities. While understanding the vital role of active bystanders in the efficient response to discriminatory incidents and the importance of cooperation between higher education institutions and civil society, this training aims to address the phenomena whilst being in line with the European Strategy for Universities (2022).

INCLUSIES training aims to further contribute to building a diverse higher education sector, promoting human rights, respect for diversity, freedom of expression, equality, and equity. At the same time, training focuses on providing solutions to the societal challenges connected to discrimination based on SOGISC¹ by promoting and enhancing the notion of active bystandership, which will also contribute to the enhancement of active citizenship and the cohesion of the societies.

INCLUSIES training thrives on promoting active bystandership, active citizenship, tolerance, equality and diversity, openness and contributing to social cohesion by sensitising and encouraging all parties to take an active role in phenomena of discrimination and intolerance in academic and everyday life.

¹ Sexual orientation (SO) – ‘Sexual orientation is understood to refer to each person’s capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.’ Gender identity (GI) – ‘Gender identity is understood to refer to each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.’ Sex characteristics (SC) – Include primary sex characteristics (eg, inner and outer genitalia and/or the chromosomal and hormonal structure) and secondary sex characteristics (eg, muscle mass, hair distribution and stature). Definitions are taken from the ARC International, the International Bar Association and the International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA): https://ilga.org/downloads/SOGIESC_at_UPR_report.pdf (accessed 01.10.2023)



We hope that the training curriculum and its materials will enable university students and staff to contribute to creating an inclusive and safe environment in universities for all its members.



Planning and Evaluation of the Training

This section will briefly introduce the basic steps to prepare well for the training, to implement training smoothly, and to get feedback from the participants.

1) Preparing for the training

To prepare well, we recommend reading this Training Curriculum carefully. Also, it is essential to assess the participants' needs, and experience and evaluate the group's composition before or at the start of the training and consider their expectations towards the training content.

2) Registration form

Before the training, participants should be invited to register for the training. The registration form must indicate the training's title, time and place and might include a few sentences outlining the aim of the training. On the registration form, participants should be asked to indicate their contact details. An example of the registration form can be found in Annex 1. This form could also include a few questions about training participants' knowledge on LGBTIQ+ topics (issues, inclusiveness, etc.).

3) Training attendance list form

All participants have to sign the attendance list form during the training. This will be proof that they have attended the training. An example of an attendance list form can be found in Annex 2.

4) Training evaluation form

A training evaluation form should be given to participants after the training. Ideally, the



evaluation form should be online and sent to the participants after the training (no later than a few days after the training). An example of an evaluation form can be found in Annex 3.

5) Training environment

This training covers sensitive topics such as discrimination based on sexual orientation, gender identity and sex characteristics. Trainers should take the time to create a safe environment before the training starts. As the training covers sensitive topics, it is important to emphasise at the beginning of the training that this training is a safe space where everyone is able to share their thoughts and feelings. It can be expected that each group of participants will include at least a few people who have experienced discrimination or hate speech. Discussions may bring up unpleasant memories, which is why it is essential to react sensitively and ensure a safe atmosphere for dialogue.

6) Methods

The curriculum includes different modules comprising theory and experiential exercises (brainstorming, group work, open discussions, keyword maps, case studies, puzzles, videos, etc.) to enable participants to learn new information quickly, learn excitingly and engagingly, to reflect on the new insights and put their new knowledge into practice.

Moreover, the curriculum and training are based on the cascade (i.e. train the trainers method) methodology, which will lead to social impact through reaching more people and addressing the needs identified in the research phase.

7) Main tools

The trainer should prepare for the training PowerPoint slides, pens, sticky notes, note sheets and name tags.



The training room should be equipped with a computer, projector, audio speakers, a writing board and colourful markers.

Also, trainers and students should use an e-learning platform (Moodle) to access all training materials.

8) Target group

University students, staff, members of human rights, diversity management organisations and society members.

9) Number of training participants

15-20 participants.

10) Duration

One training should last no less than 8 hours. It is also recommended to have two days training (Modules 1-3 on the first day, and Modules 4-5 on the second day).

11) Time plan



Time plan for one day training

Sessions	Time plan
Module 1 & Module 2	9:00 - 10:30
<i>Break</i>	<i>10:30 - 10:45</i>
Module 3	10:45 - 12:00
<i>Lunch</i>	<i>12:00 - 13:30</i>
Module 4	13:30 - 14:40
<i>Break</i>	<i>14:40 - 15:20</i>
Module 5	15:20 - 16:20
Q&A	16:20 - 17:00



Time plan for two days training

Sessions	Time plan
Day 1	
Welcoming & Module 1	9:00 - 9:30
Module 2	9:30 - 10:45
<i>Break</i>	10:45 - 11:00
Module 2	11:00 - 12:30
<i>Lunch</i>	12:30 - 13:30
Module 3	13:30 - 14:30
<i>Break</i>	14:30 - 14:45
Module 3	14:45 - 16:00
<i>Q&A</i>	16:00 - 16:30
Day 2	
Welcoming & Reflecting on Day 1	9:00 - 9:30
Module 4	9:30 - 10:45
<i>Break</i>	10:45 - 11:00
Module 4	11:00 - 12:30
<i>Lunch</i>	12:30 - 13:30
Module 5	13:30 - 14:30
<i>Break</i>	14:30 - 14:45
Module 5 & Recap	14:45 - 16:00
<i>Q&A</i>	16:00 - 16:30



Overview

The content of this training consists of various activities and exercises to ensure that participants not only gain new knowledge but also learn how to use it in practice. The training consists of lectures, practical activities and visual material. The content and activities can be divided into four main categories:

- 1) Getting information and new insights about the sociopolitical context - training participants are provided with the most relevant information on LGBTIQ+ terminology, LGBTIQ+ issues in daily life and university, and statistics on discrimination based on SOGISC.
- 2) Rethinking attitudes - this is one of the most challenging parts of the training, which encourages training participants to rethink their attitudes and to try to deeply understand the challenges faced by LGBTIQ+ people in their daily environment.
- 3) Learning how to use inclusive practices at universities - training participants are provided with tips, suggestions, steps and actions on creating an inclusive academic environment and becoming an LGBTIQ+ ally and an active bystander.
- 4) Learning to put new knowledge into practice - training participants are invited to actively participate in practical activities to learn how to use new knowledge in practice.

The training consists of 5 modules and one question-and-answer session.

Module 1

The aim of this module is to introduce the objectives of the project and the training, to help the participants get to know each other and to create a cooperative and safe environment for sharing and reflecting on their experiences.



Module 2

The aim of this module is to familiarise training participants with basic LGBTIQ+ terminology so they can use these terms appropriately in different contexts. The module also aims to get participants to rethink and reflect on their attitudes, the ways in which these attitudes are formed, and the impact of these attitudes on the way they understand the world around them.

Module 3

The aim of this module is to introduce training participants to the statistics of discrimination based on SOGISC, various research results and case studies in university and wider society. This knowledge will provide training participants with an understanding of the social, legal and political context affecting the rights of LGBTIQ+ individuals.

Module 4

The aim of this module is to 1) learn to recognise cases of discrimination based on SOGISC, learn to respond appropriately to them and help the victims of these incidents, 2) learn inclusive practices and tips that will allow training participants to become active bystanders at the university and society.

Module 5

The aim of this module is to put the new knowledge gained during the training into practice and learn the basic steps of acting as an active bystander.

Q&A

The aim of this module is to briefly discuss the topics covered during the training and the main lessons learned from the training.



Tips for Trainers

1) Needs assessment

It is essential to assess the participants' needs and experience and to evaluate the group's composition before or at the start of the training and consider their expectations towards the training content. Each training should be tailored to the specific needs of the university community, and it's important to foster open and inclusive dialogue throughout the session.

2) Indicate and Navigate

The trainer should balance between providing a safe space and providing the space to express different opinions. The trainer should recognise when participants are using homophobic language and prevent further discussion.

3) Interactive methods

It is always recommended to use interactive methods during training. It is advisable first to present the theoretical aspects and then allow participants to put the theoretical knowledge into practice, i.e. by carrying out a variety of practical activities in which participants actively use their newly learned knowledge. Another way is first to give training participants a practical exercise that encourages them to reflect on certain situations, actions, and ways of acting, and after the



exercise, show them the recommended insights. If you find that participants are inactive and are too shy to speak in front of the whole group, then you should use various exercises called *energisers*, which encourage them to move, laugh, and activate the overall group atmosphere, for example, dance, short exercises, games with a ball, chair game and etc.

4) Explanation

It is very important to introduce at the beginning of the training the objectives, the structure, the different sessions and the timing of the Training Participants training. Participants will feel more comfortable if they know what topics will be discussed, when the breaks will be, etc. The recap is also very useful during training. It allows the participants to keep their new learning in mind. After each session, the trainer could recap what the training participants have learned in that session.

5) Brief introduction

The introduction of training is a very important part of the training. Usually, the Introduction section introduces the organisers of the training, the objectives, structure and topics of the training, the timetable and the mutually agreed training agreements. Also, during the Introduction, the trainer and participants should introduce themselves and get to know each other better to create a safe environment. However, it is important to be aware that the



Introduction part should not be too long. It is recommended that the Introduction part of the training be between 10 and 15 per cent of the total training time.

6) Storytelling is powerful

The various personal stories of LGBTIQ+ people presented during the training can help training participants gain a better insight into the issues and problems that LGBTIQ+ people experience in society. We recommend showing different videos during the training, presenting real case studies, quotes from various interviews, and reports that show real, untold stories of LGBTIQ+ people.

7) Use creativity

It is recommended to use a variety of creative tasks during the training to encourage training participants to relax and playfully reflect on what they have learnt in the training.

8) Recap



The recap is also very useful during training. It allows the participants to keep their new learning in mind. After each session, the trainer could recap what the training participants have learned in that session.

9) Trainer - active listener

The trainer has many roles to play during the training: they have to constantly think about the training structure, the topics, the timing, present the training content, and lead the practical exercises. Trainers also have to be active listeners during the training, and to sense when the group is tired, or bored, or lacking a sense of safety, or when there is a need for a more in-depth discussion on a specific topic because the participants do not feel they have understood it, etc. The trainer, when sensing these and other aspects, should take action and adjust various aspects of the practical activities.

10) Use compliments

Kind words and compliments make people smile. The trainer should not forget to compliment the training participants after the practical exercises or when participants answer a question correctly or give important insights related to the training topic.



Module 1 / About the INCLUSIES Project and Training

The aim of this module is to introduce the objectives of the project and the training, to help the participants get to know each other, to create a cooperative and safe environment for sharing and reflecting on their experiences.

Time: 30 minutes

Tools and methods:

- PowerPoint presentation
- Writing board
- Open discussion
- Sticky notes
- Icebreaker activity

Session 1.1 About the INCLUSIES project

Activity 1.1.1 Introducing the project

The aim of this activity is to familiarise training participants with the project and topic relevancy, the context of why we need this type of training and its main benefits to academia, the LGBTIQ+ community and society.



The trainer should briefly explain the context of the project, aims and objectives, main deliverables, target groups and consortium.

Content

Objectives of the project

INCLUSIES project aims to contribute to incorporating the notion of diversity and inclusiveness in higher education institutions and the enhancement of active bystandership when it comes to discriminative incidents based on SOGISC in Italy, Greece, and Lithuania. The active role and engagement of university staff and students will eventually lead to active citizens and more inclusive societies, free of discrimination based on SOGISC.

Specific project objectives

- To explore

The everyday life of LGBTQI+ students in academic environments, the gaps and needs of their inclusion, ways to promote active bystandership, as well as the ways universities, and eventually societies, can become more inclusive.

- To sensitise

University staff and students on ways to integrate inclusive practices in their professional, learning, and everyday lives to become active bystanders and prepare them to become trainers.

- To encourage

University staff and students to become active bystanders and actively tackle discrimination based on SOGISC.



- To create

National and transnational partnerships for preventing and combating discrimination based on SOGISC, as well as a community of trainers and active bystanders.

Innovation of the project

The project INCLUSIES' innovation stands in the notion of active bystandership. It remains evident that bystanders play a crucial role in the prevention and tackling of phenomena such as discrimination based on SOGISC.

At the same time, the structure of the designed activities will permit the active collaboration and participation of the target group in the development of the materials to ensure that they correspond to their specific needs.

The innovation of the project also stands in the bridging and collaboration of higher education institutions with civil society and society in general, as well as in terms of learning opportunities and skills development due to the fact that this kind of curriculum is not common.

Target groups

- LGBTQI+ and non-LGBTQI+ university students and professors.
- Civil society experts
- General public.

Main deliverables



- Reports on discrimination based in SOGISC and the need for inclusive practices in an academic environment.
- Training for universities on active bystandership.
- Guide on active bystandership.
- Awareness campaigns.

Project consortium

The project includes universities and NGOs from Italy, Lithuania and Greece.

- University of Brescia <https://www.unibs.it/>
- Panteion University <https://www.panteion.gr/>
- Vytautas Magnus University <https://www.vdu.lt/>
- Lithuanian Gay League <https://www.lgl.lt/en>
- Colour Youth - Athens LGBTQ Youth Community <https://www.colouryouth.gr/>
- Rete Lenford - Avvocatura per i diritti LGBTI+ <https://www.retelenford.it/>

More about the project

- website <https://inclusiesproject.com/>
- social media: Facebook, Instagram, Twitter / @INCLUSIES PROJECT

Funding

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Session 1.2 Introduction of the training

Activity 1.2.1 What is the aim and content of the training

The aim of this activity is to briefly explain to participants the programme, activities and the goals of the training.

The trainer should briefly explain the aims of the training, time plan and programme outline.

Content

Aim of the training

The aim of the sensitisation curriculum is to

- train members of the university community on how to use inclusive practices in their daily study, work and research activities,
- train members of the university community to be active bystanders and to react in cases of discrimination based on SOGISC.

Programme outline

Module 1 / About the INCLUSIES Project and Training

- Session 1.1 About the INCLUSIES project
- Session 1.2 Introduction of the training
- Session 1.3 Training agreement
- Session 1.4 Let's get to know each other

Module 2 / What it Means to Be LGBTIQ+

- Session 2.1 - Explanation of the LGBTIQ+ terminology
- Session 2.2 - How do we think about LGBTIQ+



Module 3 / LGBTQ+ in Society and at University

- Session 3.1 - Awareness of inequalities and discrimination based on SOGISC

Module 4 / How to Become an Active Bystander?

- Session 4.1 - Learning how to use pronouns
- Session 4.2 - Learning how to use an inclusive language
- Session 3.3 - Learning how to be an ally

Module 5 - Practical Activity

Q&A

Session 1.3 Training agreement

Activity 1.3.1 Explaining training agreement

The aim of this activity is to create a safe environment for training participants. Some communication and participation rules should be presented, discussed and approved by meeting participants so that everyone can be respected and heard and the training can go smoothly.

The trainer should briefly explain the training agreement - the suggestions, tips, and rules all participants should follow and respect during the training sessions and breaks.

Content

The training rules/agreements are:

- not to use a mobile phone during the training;
- be sensitive and respect other opinions;
- to participate actively;
- try to be open and sincere;



- to have a right not to answer the questions or leave the training at any time if negative feelings are felt.

The trainer should ask participants to name other rules that could be used during this training and write them on the writing board.

Session 1.4 Let's get to know each other

Activity 1.4.1 Introducing meeting participants

The aim of this activity is to create a safe and friendly environment for meeting participants.

The trainer should briefly present their background and invite participants to introduce themselves.

Presentation of the trainer

Trainers should state their names and pronouns and give a very brief introduction about themselves: organisation, occupation, experience, etc.

Participants learn about each other

It is always good to start the training with an *icebreaker* activity so that participants can get to know each other better. The trainer should ask the participants

- their names, pronouns, institutions (if they would like to share it)
- one fun/interesting fact about them.



It is also important to understand at the beginning of the training what the participants expect from the training and what are their biggest fears and questions about discrimination and inclusion of LGBTIQ+ people in academia and society.

The trainer should ask participants to write expectations on one colour sticky note and fears on different colour sticky notes. After the activity, the trainer should collect the notes, place them on the Writing board and summarise the expectations and fears.

Training expectations could also be gathered before the training by sending a questionnaire with the registration form to the training participants, asking them what they expect from the training, what they want to learn and what are their biggest fears.

✧ Use the "Writing on the board" and sticky notes method for this activity. This method allows you to write the collected ideas on the board, thus capturing the main ideas and answers that are visible to all training participants.



Module 2 / What it Means to Be LGBTIQ+

The aim of this module is to familiarise training participants with basic LGBTIQ+ terminology so that they can use these terms appropriately in different contexts.

The module also aims to get participants to rethink and reflect on their attitudes, how these attitudes are formed, and the impact of these attitudes on the way they understand the world around them.

Time: 60 minutes

Tools and methods:

- PowerPoint presentation
- Printed sheets
- Sticky notes
- Writing board
- Videos
- Open discussion
- Group work

Session 2.1 Explanation of the LGBTIQ+ terminology

Activity 2.1.1 Terminology puzzle



The aim of this activity is to train participants in correctly using LGBTIQ+ terminology so that they know and can use up-to-date concepts and terms correctly.

The trainer should explain that not all LGBTIQ+ terminology is clearly understood, so it is helpful to familiarise yourself with the basic concepts.

The trainer should briefly describe the term LGBTIQ+: An acronym for lesbian, gay, bisexual, trans and intersex and queer people. The “+” includes other identities used to describe one's gender identity or sexual orientation that are not included in the LGBTI acronym. Some examples are asexual/aromantic, pansexual/panromantic, agender, genderqueer, and genderfluid.

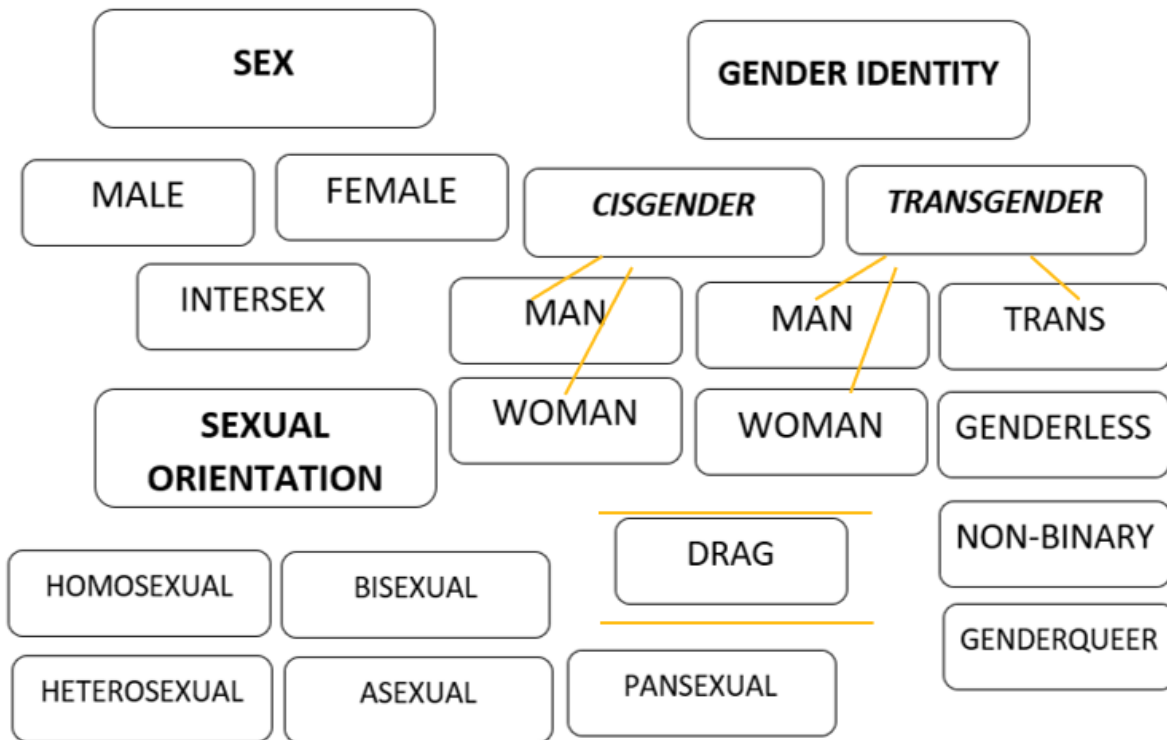
Before the activity, participants should use their note sheets and rate from 1 to 10 how familiar they think they are with LGBTIQ+ main concepts.

After that, participants should be divided into groups and have to complete the task. It is recommended to appoint 2-3 participants for each group. This assignment will contain specific terms and their descriptions, but they will be mixed up. During the activity, they have to match the words with their explanations/definitions. It is recommended to give participants 10-20 minutes to complete the exercise. After the assignment is finished, the participants should provide feedback on how they completed the task (participants have to write on a scale from 1 to 10 how they are familiar with LGBTIQ+ main concepts after the activity). The Trainer should explain the main concepts when the group work is done.

After the activity, the trainer should introduce the following table which discusses the used terms and their connections to each other.



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✳ Use the "Writing on the board" method for this activity. This method allows you to write the collected ideas on the board, thus capturing the main ideas and answers that are visible to all training participants.

Content

The terms and their explanations are presented in Annex 4.

Session 2.2 How do we think about LGBTIQ+

Activity 2.2.2 Rethinking attitudes



The aim of this activity is to encourage participants to reflect on their attitudes and the formation of those attitudes towards gender equality and LGBTIQ+ issues. This activity will enable the participants to become aware of the existence of heteronormativity, the impact of this phenomenon on their mindsets and reduce their stereotypical thinking.

An essential part of thinking about discrimination based on SOGISC is not only understanding what forms of discrimination can happen, what everyday issues LGBTIQ+ people face, and why it's not easy for some individuals to come out, but it's also important to reflect on your own attitudes. In other words, we need to reflect on how we think about our beliefs and attitudes, about societal norms and expectations, and how these beliefs, norms and expectations are formed. Therefore, this activity aims to reflect on our attitudes, understand how they arise, and how they are sustained.

The trainer should read one sentence representing a concrete attitude at a time and invite the participants to join the discussion by asking additional questions after each sentence:

- Do you agree or disagree with this statement?
- How do you think such attitudes are formed?
- How do you think holding such attitudes can affect our relationship with ourselves, others and society?

Examples of sentences representing some attitudes:

- Women take better care of children than men.
- Men are better at driving cars than women.
- People should not talk about their sexual orientation in a university environment as it's a private matter.
- When people speak negatively about LGBTIQ+, they are using their freedom of speech.



- LGBTIQ+ individuals are speaking too loud about their rights.
- If we support trans people, it may encourage young people to change their gender
- LGBTIQ+ individuals are demanding special rights.

The trainer can briefly discuss the factors that influence our attitudes, for example, the media, the school, upbringing, politics, etc.

After this activity, it is worth briefly discussing the basic idea of heteronormativity and explaining how it forms our attitudes.

Heteronormativity is a system that supports the idea that heterosexual relationships and traditional gender roles are the "norm". In other words, heteronormativity is supported by the belief that all people are heterosexual. "Heteronormativity is what makes heterosexuality seem coherent, natural and privileged. It involves the assumption that everyone is 'naturally' heterosexual, and that heterosexuality is an ideal, superior to homosexuality or bisexuality."²

The trainer could use this video to explain to training participants what heteronormativity is:
<https://www.lgbtqprimaryhub.com/heteronormativity-cisnormativity>

More about heteronormativity in academic environment:
[https://www.researchgate.net/publication/370666724 Inclusive and Safe Environment for LGBTI in Lithuanian Universities Reflecting Realities and Challenges](https://www.researchgate.net/publication/370666724_Inclusive_and_Safe_Environment_for_LGBTI_in_Lithuanian_Universities_Reflecting_Realities_and_Challenges)

² EIGE Europe, Glossary and thesaurus https://eige.europa.eu/publications-resources/thesaurus/terms/1384?language_content_entity=en (accessed 01.10.2023)



Module 3 / LGBTIQ+ in Society and at University

The aim of this module is to introduce training participants to the statistics of discrimination based on SOGISC, various research results and case studies. This knowledge will provide training participants with an understanding of the social, legal and political context the LGBTIQ+ people face.

Time: 75 minutes

Tools and methods:

- PowerPoint presentation
- Videos
- Open discussion

Session 3.1 Awareness of inequalities and discrimination based on SOGISC

Activity 3.1.1 Statistics on inequalities and discrimination based on SOGISC

The aim of this activity is to introduce the sociopolitical and cultural context in which LGBTIQ+ people live to the training participants. This part will enable the participants to understand the



challenges faced by LGBTIQ+ individuals and why active bystandership is necessary and needed in academia and society.

The trainer should briefly present the main statistics, research findings on discrimination based on SOGISC and inequalities faced by LGBTIQ+ participants.

Content

Various statistics and research results are presented in Annex 5. The trainer could choose additional statistics, and reports.

The trainer, after presenting an overview of the situation of LGBTIQ+ people, can ask training participants additional questions and invite them for an open discussion. The question - How does homo/bi/transphobia affect the academic community? Do we have statistics, data on the situation of LGBTIQ+ people in academia? What do you think is the situation in the academic environment?

Activity 3.1.2 Stepping into someone's shoes

In this activity, participants will be invited to use a coaching method called "stepping into someone's shoes", which will give them the ability to understand the everyday issues that LGBTIQ+ people experience in their typical environment. The phrase stepping into someone's shoes is commonly used to describe a way to envision the situation from the other person's perspective.

The trainer should show two videos of LGBTIQ+ people talking about how difficult it was for them to come out, how they were not accepted by their families, etc.



This exercise will help the formation of tolerant attitudes.

Content

Videos of LGBTIQ+ people talking about their issues, identities, relationships with families, etc.

- <https://www.youtube.com/watch?v=xyqcqSqC6XQ>
- <https://www.youtube.com/watch?v=wxHHstcyP4I>
- <https://www.youtube.com/watch?v=HbQZ7jAvgol>

After watching the videos, the trainer should invite participants to reflect on the videos and discuss

- what are these videos about;
- how did the videos make them feel, and what thoughts came up;
- what issues LGBTIQ+ individuals face;
- did the persons in the video have the support of peers and/or adults around him/her;
- how do they think gender stereotypes, homophobia, biphobia and transphobia affect LGBTI+ young people;
- how do LGBTI+ young people feel in such a society?
- do you think homophobia, biphobia and transphobia only affect homosexual, bisexual, and transgender students?
- discuss how these phenomena also affect cisgender, heterosexual young people.

The trainer should present these questions to the training participants and invite them for a discussion. Participants could work in small groups, or the trainer could lead the open discussion. The trainer should capture and write on the writing board the thoughts, answers, and keywords expressed by participants and sum them up.



Note: It is highly recommended to invite LGBTIQ+ people to the training for this session, so that they can share their stories, narratives, and experiences. Live contact and stories always enrich the training and allow an even deeper understanding of people's personal experiences.



Module 4 / How to Become an Active Bystander?

The aim of this module is to 1) learn to recognise cases of discrimination based on SOGISC, learn to respond appropriately to them and help the victims of these incidents, 2) learn inclusive practices and tips that will allow training participants to become active bystanders at the university and society.

Time: 70 minutes

Tools:

- PowerPoint presentation
- Videos
- Open discussion
- Coloured pens and white sheets of paper

Session 4.1 What is an active bystander

Before starting this module, the trainer should explain what an active bystander is.

“Being an active bystander means being aware of when someone’s behaviour is inappropriate or threatening and choosing to challenge it. If you do not feel comfortable doing this directly, then get someone to help you, such as a friend or someone in authority. Research shows that bystander intervention can be an effective way of stopping sexual assault before it happens, as



bystanders play a key role in preventing, discouraging, and/or intervening when an act of violence has the potential to occur.”³

“A bystander is a person who is present and witnesses something but is not directly involved in it, whereas an active bystander is someone who not only witnesses a situation but takes action to keep a situation from escalating or to disrupt a problematic situation.”⁴

Activity 4.1.1 Drawing an active bystander

The aim of this exercise is to encourage training participants to think about what an active bystander could be like and what qualities and skills they could have.

Before presenting the tips on how to be an LGBTIQ+ ally and active bystander, the trainer should run one activity with training participants. The trainer should divide training participants into small groups (3-4 people) and ask them to draw an active bystander and write on the papers next to the picture:

- What personal qualities must an active bystander have?
- What knowledge must an active bystander have?
- What other skills must an active bystander have?

After the activity, all the groups should present their drawing and answers to the presented questions. The trainer should write the discussed qualities of an active bystander on the writing board.

³ University of Cambridge. *Breaking the silence - preventing harassment and sexual misconduct*. <https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander> (accessed 01.10.2023)

⁴ University of Cambridge. *Breaking the silence - preventing harassment and sexual misconduct*. <https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander> (accessed 01.10.2023)



After the discussion the trainer should also present the barriers that prevent people from being active bystanders and discuss them with a group:

- Fear of retaliation: Many people are afraid that if they intervene, they may become targets of aggression or violence themselves.
- Perceived social norms in organisations can normalise homophobia by perpetuating stereotypes, discrimination, and prejudice against individuals who identify as LGBTQ+. Bystanders may be hesitant to respond due to fear of social backlash.
- Lack of knowledge and skills: People may not know how to intervene safely or effectively, or they may not be aware of the resources available to them.
- Bystander effect: This is a phenomenon where individuals are less likely to intervene when others are present, assuming that someone else will take action.

Session 4.2 Learning how to use pronouns

Activity 4.2.1 How to use pronouns and why they matter?

The aim of this activity is for participants to understand the use, necessity and importance of using correct pronouns in creating an inclusive and safe environment for LGBTIQ+ people in an academic setting.

One of the most critical aspects of creating an engaging and safe educational environment is listening to what pronouns a person uses. Using the pronouns that the person asks to be used when addressing them allows for creating a respectful, safe and engaging environment for all its members.



So, in this activity, the trainer should show several videos about why it is essential to use the correct pronouns when addressing people and what those pronouns could be.

After watching the video, the trainer should invite the participants to an open discussion to reflect on what they saw in the video.

Questions for discussion:

- why do these pronouns matter?
- has anyone asked you to address them by their proper name? How did you react?
- have you heard when an incorrect pronoun was used? What was the situation?

Content

Videos explaining why pronouns matter

- <https://www.youtube.com/watch?v=9iKHjl5xAaA>
- OR <https://www.youtube.com/watch?v=J3Fh60GEB5E>
- OR https://www.youtube.com/watch?v=gXLFdYNEI_I

Session 4.3 Learning how to use inclusive language

Activity 4.3.1 How to use inclusive language

The aim of this activity is to introduce to training participants what is an inclusive language and how can it be used in everyday context.

Inclusive language acknowledges and respects the diversity of bodies, genders and relationships. People express their gender and sexuality differently. People can have different biological sex characteristics. Engaging language ensures we don't leave people out of our conversations or



work. This includes both when we are directly communicating with someone and when we are describing someone who is not there. Inclusive language recognises the diversity of the people we work with and serve.

The Trainer should explain to the training participants how to use inclusive language. First of all, it is advised to run the activity and, after the activity, present more examples of the inclusive language. The trainer should 1) divide training participants into a few groups (2-4 participants in each), 2) give them examples of inappropriate language 3) ask them to fill the table with inclusive language. The table is presented in Annex 6.

Content

Inappropriate language examples and tips on how to use inclusive language are presented in Annex 6.

Session 4.4 Learning different forms of inappropriate behaviour

Activity 4.4.1 Microaggressions and types of harassment

The aim of this activity is to learn about various types of inappropriate behaviour, hate speech and discrimination.

In this activity, the trainer should present the descriptions of different types of inappropriate behaviour.

Content



Microaggressions - brief and subtle behaviours, intentional or unintentional, that communicate hostile, derogatory, or negative messages about commonly oppressed identities. These actions cause harm by invalidating the target person's identity and may reinforce stereotypes.

Microinsult

- "You don't sound/look gay"
- "It can't be real sex unless it's with the 'opposite' sex"
- "Being bisexual is greedy, you just want the best of both worlds"
- "How did you turn gay?"
- "Which one of you is the 'guy'?"
- "Oh – do I have to worry about you fancying me now?"

Microinvalidation

- "You're being oversensitive"
- "You're just confused", "It's just a phase"
- "You're not a real man"
- "Why are you making things hard for yourself?"
- "Why do you have to flaunt it?"
- "I'm not homophobic, but..."
- "You can do what you want, but I don't approve of it"
- "How can you be queer if you've never had sex with a member of the same sex?"

Forms of harassment:

- deadnaming
- verbal harassment
- physical harassment
- sexual harassment



- cyberbullying
- harassment by graffiti
- harassment by rumor

Harassment

is any act or conduct that is unwelcome to the victim, which could be regarded in relation to the victim's sexual orientation, gender identity/expression and/or as offensive, humiliating or intimidating. It can include spoken words, gestures or the production, display or circulation of written words, pictures or other material.

Hate crime

offences that are motivated by hate or bias against a particular group of people. This could be based on gender, gender identity, sexual orientation, ethnicity, religion, age or disability. Also called bias crime.

Hate speech

refers to public expressions which spread, incite, promote or justify hatred, discrimination or hostility towards minorities.⁵

Session 4.5 Learning how to be an ally

Activity 4.5.1 Ten tips on how to act as an LGBTIQ+ ally and active bystander

⁵ Ilga Europe. Our glossary. <https://www.ilga-europe.org/about-us/who-we-are/glossary/> (accessed 27.11.2023)



The aim of this activity is to provide training participants with various practical information that will enable them to act as active bystanders during SOGISC discrimination incidents, thus preventing such incidents.

The trainer should briefly present ten tips on how to be an LGBTIQ+ ally and active bystander.

Content

10 tips on how to be an active bystander

1) Use neutral, non-heteronormative language

Not everyone is heterosexual, and this is not a norm. Use gender-neutral, non-heteronormative and diversity-promoting language. Avoid using language such as "wife" or "husband" that assumes all relationships are heterosexual, as this excludes non-heterosexual people and devalues their relationships. Words and phrases such as 'partner', 'parents', and 'relationship' are examples of LGBTIQ+ inclusive language.

2) Use correct pronouns

Good examples could be a powerful tool in creating an inclusive and safe environment. If someone asks you to call them by their chosen pronouns, start doing so immediately. If you are unsure about what pronouns to use to address someone, you can politely ask them or use neutral language. Some people use neopronouns, such as ze/zir, that you might not be familiar with. You can ask them about their proper conjugation and learn how to use them.

3) Help to avoid outing LGBTQI+ people

Don't assume that every person who may feel "out" in one environment is "out" in another—people have the right to express their sexuality or gender identity in their own time and on their own terms. Do not out LGBTQI+ people. Due to the fear of being rejected and discriminated



against, some LGBTIQ+ people fear coming out about their sexuality or gender. It is not right to force people to reveal and talk about gender identity and sexual orientation or that they are intersex. It is important to let people share their stories on their terms. If you see someone is trying to out a person, stop them and explain why it is inappropriate behaviour.

4) Respond to coming out with acceptance

The process of coming out should be responded to with understanding, openness, active listening, acceptance, support and, of course, confidentiality. Friends, students, and colleagues who have opened up about their sexual orientation or gender identity must feel your trust and support - they must know that they will be accepted. Do not encourage self-doubt. If the person feels some doubts or negative emotions, we could suggest they meet specialists who can help them. If you're unsure what to do next, just ask them what kind of support and help they need from you right now. Avoid saying things like, "I'm not surprised" or "Ha! I always knew that.". Such statements demean the other person and make them think that you do not appreciate the fact that it was difficult for them to come out.

5) Try to explain why homophobic comments are inappropriate

If you hear homophobic, transphobic, biphobic, interphobic and sexist comments, do not hesitate to interfere. Interrupt, distract or redirect the situation. You can use phrases such as "I don't find it funny", "It's inappropriate", or "It offends her/him/them". Politely explain why such comments are considered inappropriate, homo-/transphobic and demeaning to members of the LGBTIQ+ community. If you are too embarrassed or shy to speak by yourself, or you don't feel safe to do so, ask someone else to do that.

6) Fight the microaggressions

Also, in addition to clearly discriminatory or hate speech, do not be indifferent to microaggressions directed at LGBTIQ+ people. Microaggressions are "brief and subtle



behaviours, intentional or unintentional, that communicate hostile, derogatory, or negative messages about commonly oppressed identities. These actions cause harm by invalidating the target person's identity and may reinforce stereotypes. Examples of microaggressions include a non-white person being told they speak "good English" or someone saying something is "gay" to mean they think something is bad".⁶

7) Report incidents of discrimination based on SOGISC

If you notice incidents of homophobic and transphobic bullying, or discrimination based on SOGISC, first try to help the victim. After the incident, report it to the appropriate authorities immediately and insist that the motive was homo-/bi-/trans-/inter-phobia. Recording of such incidents is necessary for official statistics - this will help manage the entire process and create an inclusive and friendly environment in universities. If the situation is too dangerous, try to find external help nearby.

8) Interrupt inappropriate behaviour

If you see that the situation is getting very complicated, then simply interrupt the inappropriate behaviour and redirect it - change the subject and take the victim of the incident to other activities.

9) Ensure your safety

Every discriminatory, homophobic situation is different, so you need to take care of your safety first. Before taking action, you need to assess the situation's complexity and decide whether you can become an active bystander in that second or whether you are safe to react. If not, you should seek outside help or provide support/help after a discrimination incident.

⁶ University of California, Davis (2020 January 14). LGBTQIA Resource Center Glossary. <https://lgbtqia.ucdavis.edu/educated/glossary> (accessed 10.10.2023)



10) Support an inclusive environment

Encourage and support those people who are trying to create a safe and engaging environment for all their participants. If you have noticed that someone is trying to organise LGBTIQ+ training and social events or is trying to make the university environment friendlier to LGBTIQ+ persons, help them and support them as best as you can. Only teamwork will allow us to achieve positive change and create a safe and inclusive environment.

The trainer could sum up all the tips by showing this video on how to become an active bystander:

<https://youtu.be/t21vwD5eHJc>

After the video, the trainer should highlight the five Ds that are important in acting as an active bystander: **Direct action, Distract, Delay, Delegate, Document.**

Explanation:

Direct action

Call out negative behaviour, tell the person to stop or ask the victim if they are OK. Do this as a group if you can. Be polite. Don't aggravate the situation - remain calm and state why something has offended you. Stick to exactly what has happened, don't exaggerate.

Distract

Interrupt, start a conversation with the perpetrator to allow their potential target to move away or have friends intervene. Or come up with an idea to get the victim out of the situation – tell them they need to take a call, or you need to speak to them; any excuse to get them away to safety. Alternatively, try distracting, or redirecting the situation.

Delay

If the situation is too dangerous to challenge then and there (such as there is the threat of



violence or you are outnumbered) just walk away. Wait for the situation to pass then ask the victim later if they are OK. Or report it when it's safe to do so – it's never too late to act.

Delegate

If you are too embarrassed or shy to speak out, or you don't feel safe to do so, get someone else to step in. Any decent venue has a zero-tolerance policy on harassment, so the staff there will act.⁷

Document

Report the incident to the unit or person at the university responsible for equal opportunities, and handling complaints of misconduct and discriminatory incidents.

⁷ University of Cambridge. *Being an active bystander*. <https://hr.medschl.cam.ac.uk/a-great-place-to-work/respect-at-work/being-an-active-bystander/> (accessed 27.11. 2023).



Module 5 / Practical Activity

The aim of this module is to put the new knowledge gained during the training into practice and to learn the basic steps of acting as an active bystander.

Time: 65 minutes

Tools:

- **PowerPoint presentation**
- **Note sheets and pens**
- **Printed sheets**
- **Group work and role play**
- **Open discussion**

Exercise 1

The trainers should divide the participants into groups of 2-3 participants and explain the tasks. The exercise - each group is presented with daily examples that describe situations of discrimination, hate speech, microaggression or inappropriate language. Training participants in each group should discuss how active bystandership could work in such situations (time for discussion 20 minutes). In other words, participants should discuss how active bystanders can help the victims of a discrimination incident. Participants have to imagine that they are participants in those presented situations and suggest what reactions and actions would be appropriate for active bystanders. After the participants have discussed in groups, the trainer should ask each group to present three case studies and present the possible active



bystandership actions. After each presentation, other participants should give reflections and suggestions.

The trainer could also give some additional questions to training participants so they can better prepare for the activity. For example, the questions could be:

- Is this an example of inappropriate behaviour/hate speech? Why?
- How would you respond as a witness of the event (student, lecturer, colleague)?
- How did the person make the victim of the incident feel?
- Would you consider this situation to be discrimination? Why? What form of discrimination was it?
- How would you react as the head of the department after learning of such an incident?

During this exercise, the trainers should write down all the Active Bystandership ideas and strategies proposed by the training participants. At the end of the Module, the trainer should present and highlight to the training participants the main scenarios and examples that would be appropriate for acting as an Active Bystander during discrimination.

Exercise 2

This exercise will use a scenario-based learning format. The trainers should ask the volunteer participants to role-play a several of situations described in Annex 7 Case studies. The role of active bystanders should also be introduced in these role-play situations. After the role-play, all participants should then discuss how the victim of the incident reacted in this case, how the active bystander reacted, and which active bystandership strategies and actions were appropriate and which were not. This exercise can also be done in smaller groups (it depends on the number of participants).



✱ Use the “Brainstorm” and Case study methods for this exercise. "Brainstorm" is a handy tool in cases where you need to generate ideas quickly or when a group needs to analyse critical issues and propose new ideas. The trainer should ask training participants to develop as many ideas as possible on a particular question (topic). The trainer should encourage the active involvement of the whole group. Case studies are long or short stories about people or events that illustrate a specific problem. These stories provide real or hypothetical examples that allow training participants to examine a complex situation and propose possible solutions.

Content

Case studies are presented in Annex 7.



Q&A

The aim of this module is to discuss the topics covered during the training and the main lessons learned from the training.

Time: 60 minutes

Tools:

- PowerPoint presentation
- Writing board
- Open discussion

In this module, the trainer should briefly summarise the topics covered in the training and its purpose and invite the participants

- to ask additional questions
- discuss what further training is needed
- how to encourage more people to participate in such training
- and, finally, to ask the training participants what is the biggest benefit/outcome they gained during the training. Participants should describe in one or two words the main value gained.

✳️Use the "Writing on the board" method for this activity. This method allows you to write the collected ideas on the board, thus recording the main ideas and answers that are visible to all training participants.



The trainer should take the sheet on which the participants' expectations for the training were written and write next to it the keywords that the training participants expressed to identify the main value gained from the training. The trainer should compare the keywords and expressions said at the beginning and end of the training.

✳️Tip for the Trainer: It is highly recommended that social groups (e.g., a Facebook group) be set up for trainees to share questions, problems, and insights and thus further develop their knowledge and skills after the training. This is how ongoing support will be provided for the training participants in their real-world application of what they have learned.



Annex 1. Registration Form

Registration form

The aim of the INCLUSIES Active Bystandership Training is to learn how to act as an active bystander and provide the academic community with guidelines on ways to build a safe, inclusive and supportive working, teaching, research and studying environment for all of its LGBTIQ+ members.

Training venue: _____

Training date and time: _____

Please fill in the form with your contact details

- 1) Name and Surname
- 2) Institution
- 3) Email

Please tell us about your expectations for the training

- 1) Tell us about your choice to attend this training. Why did you choose it?
- 2) Please describe what are your expectations for the training.



Annex 2. Attendance List Form

INCLUSIES. INCLUSIVE universities leading to inclusive Societies

Training on Active Bystandership

Attendance list form

Date of the training:

Venue:

Project partner:

.....

No	Name Surname	Institution	Email address	Signature



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Annex 3. Evaluation Form

Evaluation form

Thank you for taking part in the INCLUSIES Project Training on Active Bystandership. We hope you have gained new knowledge that you can put into practice. To help us improve, please evaluate the training. It will only take a few minutes. All you have to do is fill in this short online questionnaire.

1. To which of the following training target groups do you belong?
 - University student (undergraduate, master's or PhD)
 - University staff (teaching, administrative or research)
 - A person outside the university's community (e.g. visitor, NGO representative etc.).
 - Other
2. How would you evaluate the training overall? (From 1 to 5, 1- is really bad, 5 – is very good).
3. Please, tell us how the training could be improved (open question).
4. How would you evaluate Module 1 *About the INCLUSIES Project and Training*? (From 1 to 5, 1- is really bad, 5 – is very good).
5. Please, tell us how Module 1 *About the INCLUSIES Project and Training* could be improved (open question).



6. How would you evaluate Module 2 *What it Means to Be LGBTQ+* ? (From 1 to 5, 1- is really bad, 5 – is very good).
7. Please, tell us how Module 2 *What it Means to Be LGBTQ+* could be improved (open question).
8. How would you evaluate Module 3 *LGBTQ+ in Society and at University?* (From 1 to 5, 1- is really bad, 5 – is very good).
9. Please, tell us how Module 3 *LGBTQ+ in Society and at University* could be improved (open question).
10. How would you evaluate Module 4 *How to Become an Active Bystander?* (From 1 to 5, 1- is really bad, 5 – is very good).
11. Please, tell us how Module 4 *How to Become an Active Bystander* could be improved (open question).
12. How would you evaluate Module 5 Practical Activity? (From 1 to 5, 1- is really bad, 5 – is very good).
13. Please, tell us how Module 5 *Practical Activity* could be improved (open question)
14. How would you evaluate the content of the training? (From 1 to 5, 1- is really bad, 5 – is very good).
15. Was the content of the training up-to-date? (From 1 to 5, 1- really old, 5 – very new).
16. How would you evaluate the duration of the training? (From 1 to 5, 1- is really bad, 5 – is very good).
17. How would you evaluate the trainers? (From 1 to 5, 1- is really bad, 5 – is very good).
18. Please, tell us how the work of the trainers could be improved (open question).
19. How would you evaluate the organisation of the training? (From 1 to 5, 1- is really bad, 5 – is very good).
20. Please, tell us how the organisation could be improved (open question).



21. How would you evaluate the practical activities in the training? (From 1 to 5, 1- is really bad, 5 – is very good).
22. What is the greatest value or benefit gained from this training? (open question).
23. Please choose the number that best describes your answer: I have learned more about LGBTIQ+ terminology (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).
24. Please choose the number that best describes your answer: I have learnt more about the issues faced by LGBTIQ+ people (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).
25. Please choose the number that best describes your answer: I have learnt more about discrimination and inequalities based on sexual orientation, gender identity and sex characteristics (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).
26. Please choose the number that best describes your answer: I learned more about inclusive language (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).
27. Please choose the number that best describes your answer: I learned more about how to become an active bystander (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).
28. Please choose the number that best describes your answer: I felt engaged during the training (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).
29. Please choose the number that best describes your answer: I will be able to apply knowledge gained during the training in my everyday studying/working environment (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).



30. Please choose the number that best describes your answer: I was given clear instructions on how to access the training materials online (1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree).

Annex 4. Terminology Puzzle

This glossary is prepared using these references:

- <https://www.ilga-europe.org/about-us/who-we-are/glossary/> (accessed 01.10.2023);
- https://ilga-europe.org/sites/default/files/ilga-europe_glossary_final_170714_www.pdf (accessed 01.10.2023);
- <https://www.psychiatry.org/news-room/apa-blogs/the-q-in-lgbtq-queer-questioning> (accessed 01.10.2023);
- https://ilga.org/downloads/SOGIESC_at_UPR_report.pdf (accessed 01.10.2023).
- <https://lgbtresourcecenter.uccs.edu/resources/coming-out> (accessed 29.05.2024).
- <https://www.lgbtqandall.com/what-is-outing-and-why-is-it-harmful/> (accessed 29.05.2024).

Term	Explanation
Asexual	a someone who does not experience (or experiences little) sexual attraction. These people have the same emotional needs as everybody else and are just as capable of forming intimate relationships. It should not be misinterpreted as celibacy, which is a choice or a certain situation.
Ally	“A term used to describe someone who is actively supportive of LGBTQ people. It encompasses straight and cisgender allies, as well as those within the LGBTQ community



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	who support each other (e.g., a lesbian who is an ally to the bisexual community)". ⁸
Biphobia	is the fear, unreasonable anger, intolerance or/and hatred toward bisexuality and bisexual people.
Bisexual	is a person who is emotionally and/or sexually attracted to persons of more than one gender.
Cisgender	a person whose gender identity aligns with the sex they were assigned at birth.
Coming out	a metaphor for revealing one's sexual orientation and/or transgender status.
Gay	refers to a person who is sexually and/or emotionally attracted to people of the same gender. It traditionally refers to men, but other people who are attracted to the same gender or multiple genders may also define themselves as gay.
Gender	refers to a social construct which places cultural and social expectations on individuals based on their assigned sex
Gender expression	refers to people's manifestation of their gender identity to others by, for instance, dress, speech and mannerisms. People's gender expression may or may not match their gender identity/identities or the gender they were assigned at birth
Gender identity	refers to each person's deeply felt internal and individual experience of gender, which

⁸ Human Rights Campaign (n.d.). *Glossary of terms* <https://www.hrc.org/resources/glossary-of-terms> (accessed 23.11.2023)



INCLUSIES

	may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms. Some people's gender identity falls outside the gender binary, and related norms.
Harassment	is any act or conduct that is unwelcome to the victim, which could be regarded in relation to the victim's sexual orientation, gender identity/expression and/or as offensive, humiliating or intimidating. It can include spoken words, gestures or the production, display or circulation of written words, pictures or other material.
Hate crime	offences that are motivated by hate or bias against a particular group of people. This could be based on gender, gender identity, sexual orientation, ethnicity, religion, age or disability. Also called bias crime.
Hate speech	refers to public expressions which spread, incite, promote or justify hatred, discrimination or hostility towards minorities.
Heteronormativity	refers to the set of beliefs and practices that consider gender to be an absolute, unquestionable binary, and therefore describe and reinforce heterosexuality as a norm. It implies that people's gender, sex and sex characteristics are by nature and should always be aligned, and therefore heterosexuality is the only conceivable sexuality and the only way of being 'normal'.



INCLUSIES

Homophobia	fear, unreasonable anger, intolerance or/and hatred directed towards homosexuality.
Homosexual	people who are sexually and/or emotionally attracted by people of the same gender.
Intersex	individuals who are born with sex characteristics (sexual anatomy, reproductive organs, hormonal structure and/or levels and/or chromosomal patterns) that do not fit the typical definition of male or female. The term “intersex” is an umbrella term for the spectrum of variations of sex characteristics that naturally occur within the human species. The term intersex acknowledges the fact that physically, sex is a spectrum and that people with variations of sex characteristics other than male or female exist.
Lesbian	is a woman who is sexually and/or emotionally attracted to women.
Non-binary	refers to gender identities other than male or female.
Outing	is when someone discloses the sexual orientation or gender identity of an LGBTQ+ person without their consent.
Pansexual	a person who is emotionally and/or sexually attracted to people regardless of their gender.
Queer	previously used as a derogatory term to refer to LGBTI individuals, refers to individuals in the process of determining their sexual orientation and/or gender identity—questioning the default presumption of heterosexuality in society. Also refers to



	queer theory, an academic field that challenges heteronormative social norms concerning gender and sexuality.
Questioning	refers to individuals in the process of determining their sexual orientation and/or gender identity—questioning the default presumption of heterosexuality in U.S. society.
Sex	is the classification of a person as male or female. Sex is assigned at birth and written on a birth certificate, usually based on the appearance of their external anatomy and on a binary vision of sex which excludes intersex people. A person's sex, however, is actually a combination of bodily characteristics including: chromosomes, hormones, internal and external reproductive organs, and secondary sex characteristics.
Sex characteristics	include primary sex characteristics (for instance, inner and outer genitalia and/or the chromosomal and hormonal structure) and secondary sex characteristics (for instance, muscle mass, hair distribution and stature).
Sexual orientation	refers to each person's capacity for profound affection, emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.
Trans/Transgender	Is an inclusive umbrella term referring to people whose gender identity and/or gender expression differ from the sex/gender they were assigned at birth. It may include, but is not limited to: people who identify as



	transsexual, transgender, transvestite/cross-dressing, androgyne, polygender, genderqueer, agender, gender variant, gender non-conforming, or with any other gender identity and/or expression which does not meet the societal and cultural expectations placed on gender identity.
Transphobia	Refers to negative cultural and personal beliefs, opinions, attitudes and behaviours based on prejudice, disgust, fear and/or hatred of trans people or against variations of gender identity and gender expression.

Annex 5. Statistics on Discrimination Based on SOGISC

1) LGBTIQ+ at University

LGBTQ+ facts and figures gathered from various British statistical sources, surveys and research.

Source: <https://www.stonewall.org.uk/cy/lgbtq-facts-and-figures>

2) LGBTIQ in Europe

The report "A long way to go for LGBTI equality," published by the European Union Agency for Fundamental Rights. The findings are based on a survey of 140,000 lesbian, gay, bisexual, transgender and intersex people in the E.U., the U.K., Serbia and North Macedonia.

Source: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-lgbti-equality-1_en.pdf



- 3) ILGA's Europe's Annual Review of the human rights situation of lesbian, gay, bisexual, trans and intersex people covering events that occurred in Europe and Central Asia between January - December 2022.

Source: <https://www.ilga-europe.org/report/annual-review-2023/>

- 4) Attitudes Towards LGBTIQ Rights in the EU

Source: <https://www.iiea.com/images/uploads/resources/Attitudes-Toward-LGBTIQ-Rights-in-the-EU.pdf>

- 5) ILGA Europe. Rainbow Europe Map and Index 2023.

Source: <https://www.ilga-europe.org/report/rainbow-europe-2023/>



Annex 6. Inclusive language

1) Activity. Inappropriate language versus Inclusive language.

Table for training participants

No	Inappropriate language	Inclusive language
1	Sexual “choice” or “preference” or “taste”	
2	“Born” man, became” woman	
3	Biologically male or female	
4	What are your preferred pronouns?	
5	“Opposite” sex / “opposite” sex relationship	
6	“Sex change”	
7	“special” rights of LGBTQI+ people	
8	“third” gender	
9	“transsexuals”, “she-males”	
10	“hermaphrodite”	
11	Ladies and gentlemen	
12	husband, wife	
13	fireman, policeman	



Table with the correct answers

No	Inappropriate language	Inclusive language
1	Sexual “choice” or “preference” or “taste”	Sexual orientation
2	“Born” man, became” woman	Assigned male/male at birth
3	Biologically male or female	Trans Man / Trans Woman / Trans Non-binary
4	What are your preferred pronouns?	What pronouns do you use
5	“Opposite” sex / “opposite” sex relationship	Different-sex /relationship
6	“Sex change”	Gender transition or affirmation Gender confirmation surgeries, gender affirming surgeries
7	“special” rights of LGBTQI+ people	Human rights of LGBTQI+ people
8	“third” gender	Woman, man, non-binary etc.
9	“transsexuals”, “she-males”	Transgender or Trans (men, women, etc.)
10	“hermaphrodite”	Intersex (people, men, women etc.)
11	Ladies and gentlemen	Friends and colleagues, Esteemed guests
12	husband, wife	Spouse, partner
13	fireman, policeman	Firefighter, police officer



2) Additional examples of inappropriate language and Inclusive language

Inappropriate language	Inclusive language
“Admitted” / “Avowed” gay/lesbian/bisexual	An out or openly gay/lesbian/bisexual
“Born” man/woman - “became” man/woman – Biologically/Anatomically male or female	Assigned male/female at birth Trans Man / Trans Woman / Trans Non-binary
Homosexual	Gay (man) or Lesbian (woman)
“Opposite” sex / “opposite” sex relationship	Different-sex relationship
“Sex change”	Gender transition or affirmation
Sexual and or Gay/lesbian/bisexual “choice” or “preference” or “taste”	Sexual orientation
“special” rights of LGBTQI+ people, the LGBTQI+ “agenda”	Human rights of LGBTQI+ people or equal rights
“Third” gender	Woman, man, non-binary etc.
“Transsexuals”, “transvestites”, “crossdressers”, “she-males”	Transgender or Trans (men, women, etc.)
“hermaphrodite”	Intersex (people, men, women etc.)

Sources: Office of Diversity and Inclusion. *Good Practices: Inclusive Language*. <https://lgbtq.umd.edu/good-practices-inclusive-language>; Project Universities Towards Diversity. <https://university-project.eu/results/> (accessed 01.10.2023).



3) Examples of a gender-neutral language

Binary Assumptive Language

These are examples of expressions that assume there are only two genders (a binary system of gender).

- Ladies and gentlemen
- Boys and girls
- Men and women of the faculty
- Brothers and sisters
- Sir/madam

Gender Inclusive Alternatives

These are alternatives to use instead of language assuming a gender binary.

- Friends and colleagues
- Students
- Siblings
- Everyone
- Faculty members
- Academic community

Source: Office of Diversity and Inclusion. *Good Practices: Inclusive Language*.
<https://lgbtq.umd.edu/good-practices-inclusive-language> (accessed 01.10.2023).



Annex 7. Case studies

Example 1

During the history lecture, all students presented their midterm assignments. The midterm assignment was to make a presentation about different minorities in 20th-century Western society and to discuss the issues these minorities faced in their daily lives. One student gave a presentation on the situation of LGBTIQ+ people. After listening to the presentation, the lecturer asked the student about her sexual orientation. The lecturer argued that if the student had chosen such a topic, she must be a lesbian and that her presentation was nothing but propaganda for LGBTIQ+.

Example 2

Mark has never openly discussed his sexual orientation with his colleagues at the research institute where he works. But one day, he came to work with his nails polished with yellow color which he forgot to clean in the evening. Mark felt uncomfortable all day because his colleagues looked at him strangely. One colleague laughed when she saw Mark's nails and asked, "Well, what's this? Don't you think that's not how a man should behave in an academic environment?"

Example 3

During the lunch break, the coworkers discussed what they would do during the summer holidays. Monika said that she and her boyfriend would go by the sea. Dan said he would spend



time in the countryside with his wife and children. Margareth shared that she and her grandchildren would go to a lake house. Meanwhile, Tom, who has never spoken publicly about his sexual orientation, shared that he will spend a week in Italy with his boyfriend. Suddenly, the discussion was silent, and everyone felt very uncomfortable. The next day, colleagues avoided talking to Tom. Everyone seemed to discover some very bad things about Tom, and he started feeling uncomfortable in the work environment.

Example 4

During the lecture, the teacher explained how molecules work and said that not only different molecules but also the same molecule can combine. After a second of silence, he added that it can't be helped, nowadays there are all sorts of strange things. Everything can connect, not only the same molecules, but also the same sexes, man to man, woman to woman.

Example 5

The Faculty of Law has opened a new room - the student lounge - where you can have a bite to eat, sit quietly with a computer or a book, or have fun chatting with your friends. A notice board is also available in this room. One girl has put an LGBTIQ+ flag on the notice board. When she did so, one student stood up and pulled the flag off the board, saying that this is a bad thing to do, LGBTIQ+ people are not exceptional, and in this case, the heterosexual flag should then be put up too.



Example 6

Ph.D. candidate Theo was successful in his Ph.D. studies and research. In the third year of his studies, during a lunchtime talk about partners, division of tasks in family, this student opened up his sexuality to the department. Since then, he has felt pressure from other colleagues, especially from the head of the department. One day, when the student and the head of the department met at the coffee machine, the head of the department told the student that he shouldn't talk about his sexual orientation, that it was of no interest to anyone, and that we were here to work and not to discuss gay rights.

Example 7

A psychology lecture discussed suicide, its rates and causes. One guy said that men commit suicide more because lesbians steal girls! The teacher didn't say anything to this and continued the lecture.

Example 8

The Faculty of Biochemical Sciences meeting dealt with various issues of the Faculty. One of them is the soft skills training for faculty staff (teachers, administrators, researchers). One of the tutors proposed to organise LGBTIQ+ awareness training so that the faculty staff could understand the issues faced by LGBTIQ+ individuals in the academic environment, how to understand the forms of discrimination, and how to create a safe environment in the university environment. However, one professor immediately expressed her opinion: 'I do not support the LGBT movement, I think



it is unacceptable. In my opinion, problems that don't exist are exacerbated. If there were such training, it would be a waste of time, a waste of taxpayers' money."

Example 9

Usually, during the first lecture at the beginning of the semester, the teacher asks the students to tell a little bit about themselves: their name, and the city they come from. Olivia, who said they identify as queer, gave their name and emphasised that their pronouns are they/theirs. The teacher did not give any reaction and invited the other student to introduce themselves. During the following lecture, this teacher called Olivia she/hers. Olivia reminded the lecturer that their pronouns are they/theirs. The lecturer reacted by commenting that he did not understand the meaning of the use/replacement of these pronouns. After all, the woman's pronouns are she/her/hers, and the man's are he/him/his.

Example 10

During a doctoral lecture, the subject of gender differences (cultural, societal) came up spontaneously without prior planning. Among the students were two individuals belonging to the LGBT+ community, including a transgender man. Some female students displayed a severe lack of understanding on the subject of gender transition, putting the transgender person in an uncomfortable and attacked position. The professor, in turn, proved ill-equipped to handle the debate in a sensitive and informed manner, further exacerbating the situation. The gravity of this event prompted strong interest from the Department, which is now considering the opportunity to organize specific training on these important issues. Even more concerning is the fact that there was no existing regulation to refer to in defending the rights of the transgender person involved.



Example 11

During university lectures, a professor repeatedly made inappropriate and derogatory comments targeting sexual minorities and women. Specifically, on a couple of occasions, he stated that homosexual individuals are "completely useless" to society. These remarks had a negative impact on the homosexual students present, who felt offended and discriminated against. In response, these students sought support from local associations and turned to faculty members sensitive to such issues. The faculty, in turn, submitted a formal complaint to the Department Council, urging the adoption of sanctions against the professor for his unacceptable behavior. The severity of the incident underscored the need for a clear policy and accountability mechanisms within the educational institution to address such discriminatory conduct.

Example 12

The Osservatorio LGBT+ of the Department of Social Sciences of the University of Naples Federico II collects anonymous reports that paint a heterogeneous picture. Although there are no cases of direct violence, some testimonies highlight episodes that denote profound ignorance about LGBT+ issues, especially on the part of students but occasionally also on the part of researchers or teachers. Not all LGBT+ students feel marginalized, but some express a desire for a more inclusive environment. These students report that this atmosphere can occasionally impact their emotional well-being and academic performance. The situation suggests the need for selective educational interventions aimed at both students and teachers to improve inclusiveness in the academic context.



Example 13

A transgender student submitted a report expressing her discomfort and disappointment about an incident at a bar near the university. The student felt deeply hurt and humiliated due to the derogatory insults hurled at her. Even more concerning was the fact that the bar workers labeled the university department as a "den of fags," amplifying her sense of alienation and discrimination. This episode not only impacted her personal dignity but also highlighted the hostile and non-inclusive climate that can exist even in areas adjacent to the academic setting.

Example 14

Mark, a gay student, wanted to join a popular campus club related to his major. However, when he attended a meeting, he discovered that the club had a culture of making insensitive jokes about LGBTQ+ individuals. They used derogatory language, and it was clear that they did not welcome or respect people like Mark. Feeling isolated, Mark decided not to join the club, missing out on valuable networking opportunities within his field.

Example 15

Chris, a transgender student, had to deal with the daily challenge of choosing between using the men's restroom, where they felt unsafe and uncomfortable, or the women's restroom, where they didn't belong. The university did not have gender-neutral restrooms, and Chris had to navigate these difficult choices, often facing disapproving glances from other restroom users.



Example 16

Javier, an openly bisexual student, faced discrimination not because of his own identity but because of his close friendship with a transgender classmate, Maya. Their peers labelled them both as "different" and refused to include them in social gatherings. It was a harsh reminder that discrimination could affect not only individuals but their allies as well.

Example 17

During a lesson on Human Genetics, the professor used the term "girls with gender dysphoria" to refer to trans boys and "boys with gender dysphoria" to refer to trans girls. In the same lesson, he stated that the term "intersex" is outdated and synonymous with "hermaphrodite" and that the correct term was "disorders of sex development". A student who was active in the LGBTQI+ community intervened and pointed out that this language is pathologizing trans and intersex people and mentioned alternatives of inclusive language. They also mentioned that ICD-11 uses the less stigmatising term "gender incongruence" instead of "gender dysphoria" and that intersex people use the term "intersex" for themselves. They suggested organising a presentation on LGBTQI+ terminology and discussing how the medical community can offer better healthcare services to trans and intersex individuals. The professor dismissed the comments stating that "this is the correct scientific terminology", and refused to discuss the topic further. No one else intervened.

Example 18



During the second wave of the COVID-19 pandemic (2021), some Universities decided to hold exams physically. Therefore, students had to show their student ID and vaccination certificate or negative test to enter the campus. In one of these Universities, a trans student faced hostility by the entrance staff and was denied entry because his student ID and vaccination certificate were issued under different names. Not only did he have to come out to the entrance staff, but it happened in a public setting with many people watching. He was finally let in campus after the Head of the Department intervened.

Example 19

When the COVID-19 pandemic started, university classes and exams were taking place virtually. In the online exams, students had to wait in a general virtual waiting room until they were called out of the attendance list in a private room to verify their identity. One undergraduate student informed the professor that her name and gender on the attendance list had not been updated yet and asked him to correct it when calling her name before the exam. The professor showed ignorance and indifference about trans issues and refused to do so. The student chose not to attend the exam to avoid being misgendered and had to take an oral repeat exam a few weeks later.