

REPORT ON INVISIBLE HOMOPHOBIA

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Report of Good Practices



GOOD PRACTICES REPORT

I. Introduction

1. Context of the Project

As we have stated in the submission of the project, we believe that Higher Education (HE) can fully achieve its goals only if it takes place in a diverse and inclusive academic community – a community in which all members feel a sense of belonging and share the same fundamental values. These values can clearly be identified with those of European democratic societies; they are the values of the common constitutional traditions and European constitutionalism, namely equal freedom and respect for All.

Accordingly, ‘Inclusive Education’ can be defined as the educational process according to which all the students can participate and are considered to be equally valuable members of the community without any form of discrimination. Within such a context, both respect of fundamental human rights and everybody’s active participation are promoted (Sapon-Shevin 2003).

Higher Education Institutions (HEIs) can and should directly contribute to consolidation of these same values within themselves but also in their realisation of their ‘third mission’ as agents of progressive change in the wider society. In order to do so, HEIs need to rediscover their function as a space where individuals grow in knowledge and understanding of modern complex societies, accept and respect diversity and embrace their responsibilities as members of their “*global*” communities.

Diversity based on multiple grounds, such as socio-economic status, age, gender, gender identity and sexual orientation, cultural background, nationality or ethnicity, and political or religious affiliations, is a reality within most HEIs. But, it is not only a mere fact but also a necessary asset for all HE communities. In order, however, to fully appreciate, “exploit” such diversity and to foster inclusion, HEIs need to develop policies and practices capable of enhancing empowerment and participation by all students.

This approach means that building an inclusive HE environment and, at the same time, guiding students into becoming active citizens and sharing EU fundamental values presupposes the creation of educational paths capable of enhancing such specific competencies (UNESCO, Citizenship education for democratic and sustainable communities, 2021). This is particularly the case considering some discrimination grounds such as gender, gender identity and sexual orientation.

In fact, according to the Rainbow Map of ILGA Europe, tackling homophobia and related discrimination against LGBTQI+ persons and communities remains a priority in many EU countries. In fact, the Eurobarometer on discrimination reported in 2019 an average positive 72% of the answers at EU level to the statement “there is nothing wrong in a sexual relationship between two persons of the same sex”. However, these percentages are much lower in the countries of the project (35% in Lithuania, 44% in Greece, 49% in Poland and 59% in Italy). Discrimination continues throughout the course of studies and extends to sports environments and at work. Large-scale studies also demonstrated that LGBTQI+ students seem to experience an increased risk of psychological distress (Neves and Hillman, 2017).

That is why the project focuses on developing learning paths and practices within HEIs in order to combat homophobia. It specifically targets the so-called “invisible homophobia” that normalises discriminating behaviours towards members of the LGBTQI+ community.

The first steps taken by the project is to identify existing good practices within the project's countries, on the one hand, and to analyse the existing perception and awareness on homophobia and invisible homophobia within partner institutions on the other.

2. Definition of good practices

The partner institutions have developed a common framework of analysis, in order to collect, in a coherent manner, some of the existing practices and to map the steps undertaken by HEIs with the aim to promote a culture of inclusion and to combat discrimination against the members of the LGBTQI+ community. This mapping exercise has not been to have a complete picture of all and every existing initiative, but rather to point out the most relevant and interesting ones. The partnership's adopted model requires collecting information on the following elements:

- Promoting institution, title and duration of the initiative
- Target Group and Number of involved participants
- Objectives
- Description
- Impact Assessment

More specifically, the aim of the collection is to identify practices, existing within the respective communities, that can be considered as productive in terms of their impact on the level of awareness concerning discrimination against members of the LGBTQI+ community, as well as of their capacity of to contribute to sharing the common values of respect and inclusion.

In particular, the project's team decided to focus on two main aspects, which we considered crucial for the identification of a good practice:

- Innovation, and
- Impact (at the level of both the number of persons involved or in terms of symbolic value of the organized activity).

As far as *innovation* is concerned, the objective has been to select practices that represent a decisive change in the policies / attitude of the concerned institution. Such a step forward towards the fight against discrimination can be addressed either solely to the academic community or to the civil society at large.

In terms of *impact* the objective is to select an initiative that, although of an episodic character, demonstrates the will of the institution to adopt an inclusive and non-discriminatory approach towards members of the LGBTQI+ community. Such initiatives might have a strong symbolic value, as they allow for or enhance the visibility of both the issue and the persons involved in it. Furthermore, they can even cause a 'snowball' effect, meaning that a one-off event can, sometimes, be the starting point of a more stable or recurring practice, thus representing a turning point in the life of the institution itself.

3. Methodology

Each partner institution selected and collected good practices at both local and national level. The data were collected at national level mainly through a desk analysis of both institutional websites of HEIs and their social media pages as well as through oral interviews. At local level, data were collected also through interviews with

academic staff directly involved in the organisation of the various initiatives. In this particular case, the aim was to discuss with the relevant stakeholders their feedback on the impact produced by the initiatives and on the challenges experienced. Such results will be relevant in the future steps of the project, while designing the guidelines for the focus groups that will be organised within each partner institution.

The selection and collection of the good practices was carried out between December 2022 and January 2023.

Each partner submitted a number of chosen practices and such research activity was discussed during the monthly partners' meeting in February 2023.

At the end of this collective review process, 33 national practices were selected, including 8 practices from countries not involved in the project.

II. Main part - Summary of the good practices

We have collected 33 good practices and divided them into 6 categories (while some fall under different categories), in order to facilitate readability and allow those who wish to discover new tools and/or replicate a specific good practice to find them more easily. The categories are the following:

1. Recurring educational activities: courses and seminars
2. Training for teaching staff
3. One-off events
4. Initiatives linked an EU project
5. Leisure and Social public engagement → activities and practices open to the public
6. Outreach: Participation of the University to events organised outside of it by other stakeholders, such as public bodies or civil society organisations.

We will look at each category separately and in detail, including examples from specific good practices, and adding an index of all the practices, which can be found in that category.

1. Recurring educational activities: courses and seminars

Courses and seminars, as *recurring educational activities*, are part (integral or optional) of the curricula offered and take place on the University campus or in other locations linked to the University. They can be courses that are part of the available curricula, seminars, workshops, and any kind of educational activity engaging students and / or staff at the HEI. The objectives of such best practices are to promote and disseminate scientific knowledge regarding LGBTQI+ issues; to overcome homophobic attitudes, present among academics and students; to share research results with other scholars and students and to introduce LGBTQI+ topics to curricula. It is important to keep in mind that while in the past such events might have been met with active opposition, today they are becoming more common, and in some places have become a permanent part of the academic landscape, mainly thanks to the continuous commitment of dedicated scholars and activists.

This category includes the following good practices:

- Including LGBTQI+ thematic courses into curricula, at various Universities in Poland, often collaborating with NGOs and grassroots initiatives;
- LGBTQI+ Inclusivity in the Higher Education Curriculum - University of Birmingham, UK;

- Module: 'Gender identities and sexual orientation', taught at undergraduate level, Department of Social Work, 8th semester - University of West Attica (in collaboration with staff of ORLANDO LGBT), Greece;
- Thematic Week "Body, Gender, Otherness", Department of Early Childhood Education - National and Kapodistrian University of Athens, Greece;
- Practical training of students of the School of Sociology of V. N. Karazin Kharkiv National University, Ukraine – on the example of an LGBTQI+ rights advocacy campaign, students get acquainted with the practice of conducting advocacy campaigns on a big city level;
- Courses on Gender studies at Aristotle University of Thessaloniki, Greece;
- Gender Equality Plan at Klaipeda University, Lithuania;
- EU-CONEXUS R&I Gender Equality Plan, Klaipeda University, Lithuania;
- Le cose cambiano@Roma, at Sapienza University of Rome, Italy
- Winter School in LGBTQI+ Psychology in Developmental and Clinical Settings at Sapienza University of Rome, Italy, and Pontifical Catholic University of Rio Grande do Sul, Brazil
- Training of Gender equality and the ABC of domestic violence, Klaipeda University, Lithuania

As the member of our research team, Prof. Justyna Struzik, observes, concerning LGBTQI+ curricula, “while in the past such events were met with active opposition from right-wing circles, today they are becoming more common, and in some places have become a permanent part of the academic landscape”. This is a very positive remark, as it has to do with a structural change in the Polish society, which is being quickly secularised, taking distance from a more deeply Catholic and more conservative past, despite the Polish political landscape.

2. Training for teaching staff

Teacher training refers to any support and capacity building activities, which enables teachers and other educators to fulfil their duties and tasks in a more effective way, and to promote equality, respect and tolerance at the same time. Teachers are expected to acquire soft skills that are especially valuable for a diverse educational environment. Teacher development programs are based on actual and evolving needs of both teachers and learners.

Each training activity is addressed to teachers, assistant teachers and any other professional figure, who will cooperate with students along their educational path. Therefore, the number of participants is not restricted, but it is suggested to limit their number to a small group, in order to create specific activities shaped based on the needs of the specific members of staff.

The main objectives of teacher training activities are to:

- Inspire and motivate teachers.
- Enable teachers to interact with other teachers on the inclusion of the queer community in an academic context.
- Broaden teachers' general knowledge of the field.
- Offer an opportunity to teachers to experience different teaching methods.
- Provide teachers with resources that can be used in a classroom.
- Enable teachers to learn about different teaching method.
- Cultivate teachers' soft skills to create a non-discriminatory environment.

An example of a training activity is the *Gender Equality Plan* provided by the *Klaipeda University in Lithuania*. ‘Gender Equality Plans’ are now required by the European Union, in order for research projects to be funded within the framework of European programmes. More specifically, the ‘Gender Equality Plan’ (GEP) of KU aims at contributing to a more comprehensive and socially responsible management system for both academic and non-academic staff, attracting and retaining women as half of the world’s talent in research as well as strengthening the gender dimension in research by integrating gender/sex analysis in research and innovation content. Similarly, the GEP of the Aristotle University (<https://www.auth.gr/en/gender-equality-plan-en/>) is an EU-funded project and shares the same goals with the one of KU mentioned above. The adoption of GEPs by European HEIs shows –once again- clearly the very important role that the European Union plays towards a more gender-inclusive academic environment, especially in member states without a tradition of gender equality.

Moreover, considerable training activities for teaching staff are:

- Winter School in LGBTQI+ Psychology in Developmental and Clinical Settings –
- The Staff Pride Network, The University of Edinburgh, UK: established in 2016, the Network has today 743 members (academics, administrative staff and civil society organizations), aiming at connecting LGBTQI+ staff and creating a forum to share information, ideas and raise awareness.
- Support system for trans and non-binary students.
- Baltic Gender project.
- Practical training of students of the School of Sociology of V. N. Karazin Kharkiv National University (Ukraine).
- LGBTQI+ Staff Network.
- Gender Identity Resources for staff and students.
- Support of Social Welfare Interventions for the Students of UniWA.
- Gestalt LGBTQI+ sexual and gender diversity affirmative counselling.
- AUTH “Committee for Gender Equality and Combatting Discrimination” (according to Article 218 of Law 4957/2022) previously called “Committee for Gender Equality”.

3. One-off Events

By *One-off events* we mean **best practices which are not recurring and happen only once**. These events can be seminars, festivals, focus groups, and any activity involving University staff and students as well as participation from the public. They are opportunities within HEIs, as well as in public spaces, to come together and share knowledge and competences. This can be beneficial in a mutual way: on one end HEIs can present their research and data, as well as collect suggestions and requests, while on the other end various stakeholders can participate as well as be active in the evolution and development of said activities and research with their contributions. One-off events can be easier to organize when it comes to funding and availability of staff, as well as replicate, and offer many opportunities for growth and improvement.

A one-off event which stood out was the Public dialogue between the National and Kapodistrian University of Athens and 2 LGBTQI+ organizations (Orlando LGBT, Colour Youth Athens), concerning the ongoing use of outdated scientific material, inappropriate comments towards LGBTQI+ people and the need to actualize teaching material. This best practice was a great opportunity to look into the revision of outdated and insulting medical terms and definitions concerning trans persons, and more generally gender identity and sexual orientation issues. Thanks to its accessibility, the event was held online, and high participation, we are sure this

public exchange of viewpoints could eventually trigger positive changes regarding the treatment of LGBTQI+ issues in the academic community.

This category includes the following good practices:

- Raising awareness on gender and sexuality workshop - Public dialogue between the National and Kapodistrian University of accessible to all students of the University of Western Macedonia.
- Workshop “LGBTQI+ inclusive practices in the academic community/ies”, in the context of the project UniDiversity - Panteion University, Faculty of Sociology.
- Athens, Greece and 2 LGBTQI+ organizations (Orlando LGBT, Colour Youth Athens), concerning the ongoing use of outdated scientific material, inappropriate comments towards LGBTQI+ people and the need to actualize teaching material.
- Gestalt LGBTQI+ sexual and gender diversity affirmative counseling - University of Aegean, Centre of lifelong learning, Greece.
- One-day event: Trans persons – The framework for a life with dignity and equality, Aristotle University of Thessaloniki, Greece.
- “Una comunità in mostra - Sanremo Pride 1972-2022” at the University of Siena Rectorate, Italy.
- Sociological Explorations of Sexuality in Europe. Bodies, Practices and Resistance in Troubled Times at the Jagiellonian University of Krakow, Poland.

4. Initiatives linked to an EU project

By Initiatives linked to an EU project we mean any good practice which is a result, is included or is linked to a past / ongoing / future project funded by the European Union, such as projects co-funded by the Erasmus+ Programme. The objectives of such practices are linked to the promotion of common values, inclusion, equality and participation through the acquisition of new competences, skills and guidelines among EU partner countries. Such initiatives have several qualities, as they not only come with diverse points of view and experiences, as each partner country has their own take and context to work with, but also in terms of impact assessment. The latter is not only part of the process, but usually a requirement in the implementation of EU projects, thus providing very useful information in regards to the effects and influence on the target groups, as well as the results.

This category includes the following good practices:

- UniDiversity: Universities towards Diversity, creation of an inclusive academic environment for LGBTQI+ people.
- Bring-In: initiative that aims at enhancing the visibility of Intersex People, as well as at promoting Intersex Equality in Greece, Hungary, UK and Bulgaria.
- INSIGHT: Establish an Inclusive LGBTI Health Care Provision.
- Transcare: Improving Access to Healthcare for Transgender Individuals.
- XENIA: mapping Higher Education Inclusiveness Index.
- EU-CONEXUS R&I Gender Equality Plan: Horizon 2020 EU-CONEXUS Research for Society project granted under the Horizon 2020 “Science with and for society” funding programme of the European Commission.
- Baltic Gender project: reducing gender inequalities in Marine Science and Technology.

One best practice, **Bring-In**, stood out with its contribution to building the capacity of social and healthcare professionals in recognizing, preventing, and combating discrimination on the grounds of sex characteristics, while raising public awareness and advocating for the need to act upon the human rights violations that intersex people face.

The significance of these initiatives in the countries under consideration is both a positive and a negative sign: on the one hand, it is a negative sign, as it shows that there are fewer initiatives supported by the local HEIs themselves without an external motive. On the other hand, they have a clearly positive effect and prove to be necessary for HEIs in countries with higher (invisible) homophobia and deficiencies in securing equal rights for All irrespective of their sexual orientation and gender identity or characteristics. They play the role of the motor or the initiator of further actions, and mobilise local communities, by offering not only the material means but also the psychological support and the sense that SOGIESC equality matters for a just and fair European citizenship.

5. Leisure and Social public engagement → activities and practices open to the public

Through **social engagement**, the Academic institution aims to establish a direct connection within its Academic community and the locals, in order to cooperate and reflect on the importance of an inclusive environment for the LGBTQI+ community both inside and outside the University.

Since this involvement is open to a diverse public, it is not possible to identify a specific group of individuals who would fit better in this content. Indeed, the diverse audience is a key point of the social engagement for the University, which learns to create a solid structure for the LGBTQI+ people thanks to the participation of external groups, as well.

The purpose of social activities presented to a larger audience is to reinforce the sensibility of the Queer community themes, eliminating the stereotypes that they could meet outside the Academic environment as well.

At this propose, the art Exhibition "**Una comunità in mostra - Sanremo Pride 1972-2022**" that took place in May 2022 at the University of Siena, is a great example of the collaboration between training and academic staff and students to create an art exhibition on the Italian LGBTQI+ Community history. The exhibition was opened to everyone and it has been a great help for the audience to get to know specific themes that they were not familiar with and create a social and historical consciousness about the theme.

The good practices part of this content are:

- Osservatorio sull'orientamento sessuale e l'identità di genere.
- Stowarzyszenie Społeczność LGBT+ UAM / LGBT+ Community UAM Association, Adam Mickiewicz University in Poznań, Poland, aiming at increasing the visibility of LGBTQI+ people inside and outside the UAM.
- Association of LGBTQI+ Students and Allies, Jagiellonian University, Poland, aiming organising events and networks of support for LGBTQI+ students at JU.
- The Staff Pride Network.
- LGBTQI+ Staff Network.
- Support of Social Welfare Interventions for the Students of UniWA.
- Training of Gender equality and the ABC of domestic violence.
- EU-CONEXUS R&I Gender Equality Plan.

- Public dialogue between a University (National and Kapodistrian University of Athens) and 2 LGBTQI+ organizations (Orlando LGBT, Colour Youth Athens), concerning the ongoing use of outdated scientific material, inappropriate comments towards LGBTQI+ people and the need to actualize teaching material.
- Phylis AUTh («ΦΥΛ.ΙΣ. Α.Π.Θ», Φοιτητική Ένωση για την Ισότητα και το Φύλο), NGO.

6. Outreach: Participation of the University to events organised outside the university by other stakeholders, such as public bodies or civil society organisations for example

Finally, the *participation of the University to events organized outside the university by other stakeholders* is part of the contents addressed to reinforce the collaboration between the academic environment and external associations, groups and communities to form a full awareness on the LGBTQI+ themes. As a consequence, its purpose is to help locals to act positively for the LGBTQI+ community and make them more aware of each one's impact on the theme of inclusion. In other words, the main goal is to create a direct connection between the working and educational field in order to reflect inclusion, acceptance, and diversity as key values in the social area as well.

This category contains the following good practices:

- EU-CONEXUS R&I Gender Equality Plan.
- Stowarzyszenie Społeczność LGBTQI+ UAM / LGBTQI+ Community UAM Association, Adam Mickiewicz University in Poznań, Poland.
- Training of Gender equality and the ABC of domestic violence.

Within this content, the *Klaipeda University* has individuated the *Training of Gender equality and the ABC of domestic violence*. This good practice has been able to create a synergy between the University community and the Klaipeda Social and Psychological Support Centre, which have been able to collaborate in order to achieve the same aims. The most important ones were to increase awareness among participants who, from a young age, have been shaped based on gender stereotypes, or those who have experienced gender-based violence. The success depended on the lecturer's ability to raise the interest and engage the audience, by presenting the material in an attractive way and by providing a variety of research data combined with concrete practical examples.

III. Conclusions

As already observed from the beginning, the four countries of the project (Greece, Italy, Lithuania and Poland) lie behind other EU Member States in terms of SOGIESC (Sexual Orientation, Gender Identity and Expression, and Sex Characteristics) equality. Nevertheless, our indicative collection of good practices by or within HEIs gives positive signs that efforts have intensified, in order to combat (invisible) homophobia and the respective discrimination. The role of the European Union, both directly through the necessary implementation of 'Gender Equality Plans' and EU funded projects, but also indirectly, based on shared experiences with more equal national and educational settings, is crucial.

Beyond that, however, there is a new generation of scholars within Universities, who, supported or mobilised by local NGOs, communities and activists put forward initiatives, like new curricula, events and synergies, aiming

at overcoming the hidden homophobia and transphobia, which is still present and prevailing in many environments, including the academic ones.

The outreach of academics allows for a 'spill-over-effect', as the efforts within the Universities influence the societies in which they operate; and vice-versa: civil societies organisation exercise an influence on academic life. These synergies and the openness of Universities allow them to serve their 'third mission' as motors of progressive change by raising awareness and cultivating a culture of equal respect for any person irrespective of their SOGIESC.

These findings, however, do not mean that discrimination and suppression have ceased to exist when it comes to members of the LGBTQI+ communities. Such practices and events need to multiply and be enhanced. This is after all one of the targets of the present project: to help disseminate good practices, raise awareness and allow for a better visibility of LGBTQI+ persons within and outside Universities in our respective countries; and, to propose ways to HEIs for a more active action towards fully fledged SOGIESC equality.

IV. Bibliography

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National Reports





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Italy



Report of the quantitative survey among students, administrative staff and academics at the University of Siena

1. Introduction

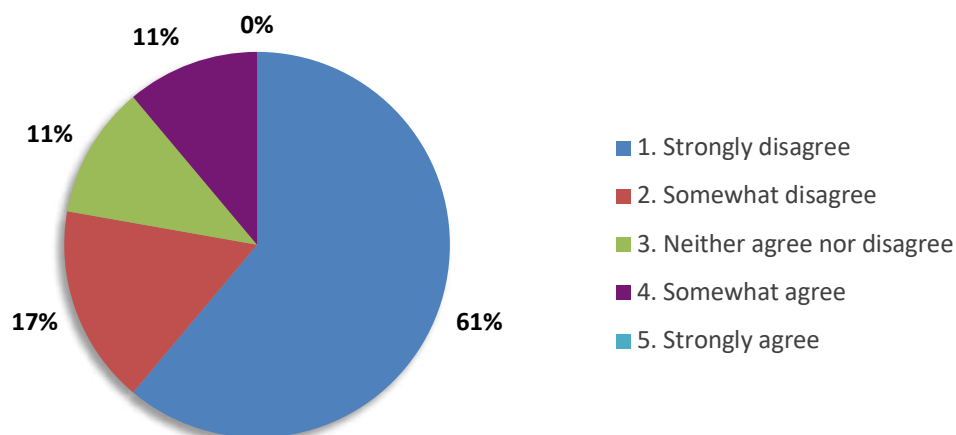
Partners of the PrEclIOUS project elaborated a survey with 15 questions related to the topic of *invisible homophobia* and the perception of respondents to the quality of life of LGBTQI+ individuals studying, working and teaching in HEI environments. Before administering the survey, a trial test was done with respondents from each category (students, administrative staff and academics) highlighting difficulties in understanding the scope of some questions and suggesting changes in wording and content.

Adjustments were made and the final survey was administered via Google Form from April 27th to May 3rd 2023. It was disseminated among academics and administrative staff via email and through direct personal contacts, and to students both via email and a QR code during a course. The survey had a total of 36 respondents: 9 students, 16 academics and 11 administrative staff; personal information was not collected but respondents could select their role/category at the University of Siena anonymously (Student/Staff/Academic) in the survey.

2. Main findings

Respondents of all categories highlighted awareness of the prejudice and discrimination experienced by LGBTQI+ individuals both outside and in HEI environments. There is great support for LGBTQI+ rights as human rights and general consensus on the need to guarantee equality in rights but we still registered some dissent towards the recognition of same-sex marriage (8,3%), the feeling that if LGBTQI+ individuals were more discreet in public they would not face as much discrimination (11,1%) and one response against laws which punish hate-speech towards LGBTQI+ individuals.

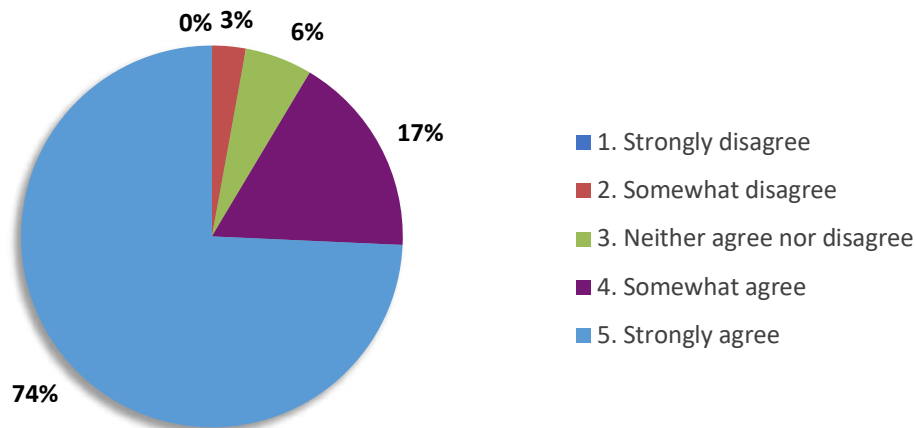
Q: If LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people were more discreet, they would be better accepted



It is still very common for people to hear hateful words or terms, as well as stereotypes against persons of the LGBTQI+ community and against the community as a whole.

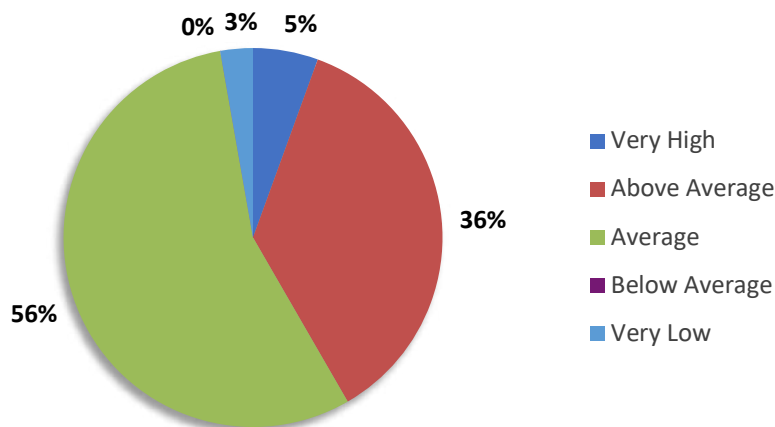
The great majority (75%) agreed with the statement that HEIs should play an active role in promoting plural and inclusive knowledge, along with the development of teachings on sexual orientation and gender identity, and are aware of their own university’s activities and events on the topic. Of those activities and events, the majority is organized for the most part by teachers and HEI staff, followed by students, in what seems to be mostly a bottom-up effort.

Q: I believe that universities should promote inclusive knowledge and develop teachings on sexual orientation and gender identity



Respect and support for LGBTQI+ individuals seem to be somewhat uncertain among respondents, with 36% reporting being satisfied with the University of Siena’s policies on this topic and 55% unsure about the policies’ results.

Q: Respect for gender identity and sexual orientation is ensured at my university



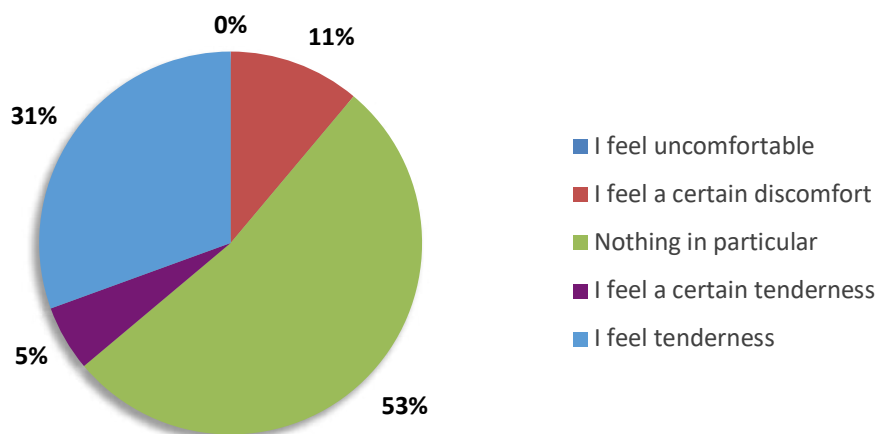
Cases of violation of LGBTQI+ persons’ rights and acts of discrimination are mostly unknown to the respondents, but those cases which were known had been reported and respondents

were satisfied with the actions that followed internally. One respondent did not report an incident, because they were afraid it would infringe on the person’s privacy or make matters worse by disclosing their private information.

Respondents were also shown two pictures of couples embracing, in the first two male-presenting individuals held hands and in the second two female-presenting individuals were hugging. While the majority of participants (50%) indicated that the picture had no effect on them whatsoever, neither positive nor negative, we have registered a greater negative response to the first picture (11,1% “I feel a certain discomfort” for the two male-presenting individuals vs. 2,8% “I feel a certain discomfort” for the two female-presenting individuals).



Q: How does this image make you feel?



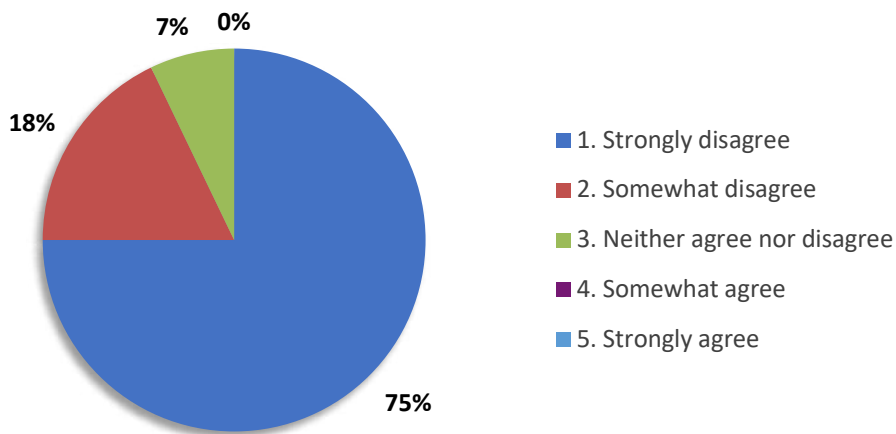
In the section for teachers and administrative staff, we asked these specific questions:

- A. How would you respond to heterosexual coworkers who feel negatively about an LGBTQI+ person in your office or in any group or team you are a part of?

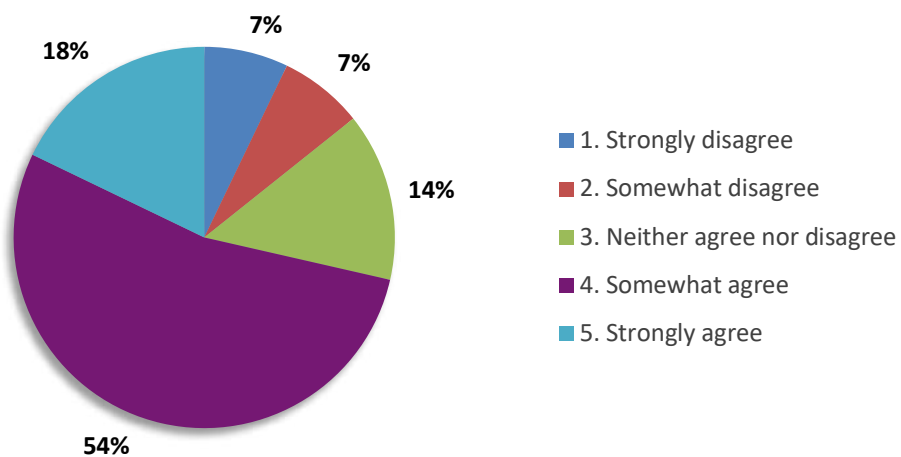
- B. Do you agree that coming out to others as an LGBTQI+ person can be an anxious process, as the individual worries about rejection, ridicule, and the possible loss of family, friends, and employment.
- C. Do you agree that assumptions about whether somebody is cis/trans, hetero/non-hetero can be misguided?
- D. Do you agree that your University should implement practices and policies for the well-being of LGBTQI+ colleagues such as specific training, gender-neutral spaces, institutional participation in Pride Week/Month, etc.?

We registered great support and understanding for LGBTQI+ colleagues and their minority stress (71,5%) with only 7,1% of respondents who did not agree with the statement that being LGBTQI+ can be a stressful experience in the workplace. Two-thirds of respondents in this category agreed that the University of Siena should implement events, good practices and courses related to the LGBTQI+ community and practices.

Q: How would you respond to heterosexual co-workers who feel negatively about an LGBTQI+ person in your office or in any group or team you are a part of?



Q: Do you agree that coming out to others as an LGBTQI+ person can be an anxious process, as the individual worries about rejection, ridicule, and the possible loss of family, friends, and employment.

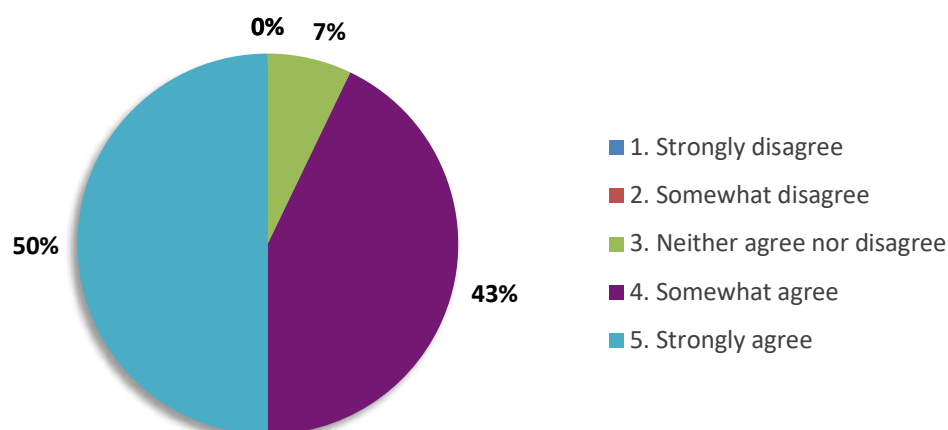


In the section for students, we asked the same questions but catered to study environments and different social dynamics:

- A. How would you respond to heterosexual friends or students/peers in your course who feel negatively about a person who is lesbian, gay, bisexual or transgender, on your residence hall floor, or in any group you are a part of?
- B. Do you agree that coming out to others as an LGBTQI+ person be an anxious process, as the individual worries about rejection, ridicule, and the possible loss of family, friends, and employment. For students, college life is already stress filled, and adding the process of grappling with one's sexual or gender identity to that mix can be overwhelming.
- C. Ultimately, the only way to tell if a person is lesbian, gay, bisexual or transgender is if that person tells you so. Many lesbians, gay men, bisexuals and trans people don't fit the common stereotypes, and many people who fit the stereotypes aren't lesbian, gay, bisexual or trans. Do you agree that assumptions on your part can be misguided?
- D. Do you think that your university should implement practices and policies for the well-being of LGBTQI+ students such as specific training opportunities, gender-neutral spaces, institutional participation in Pride Week/Month, etc.?

Once more, we registered great support and understanding for LGBTQI+ peers and their minority stress as well, yet we registered triple the number of respondents who did not agree with the statement that being LGBTQI+ can be a stressful experience (21,4%). Almost the totality of the respondents in this category, 92,3%, agreed that the University of Siena should implement events, good practices and courses related to the LGBTQI+ community and practices, with no respondents against it:

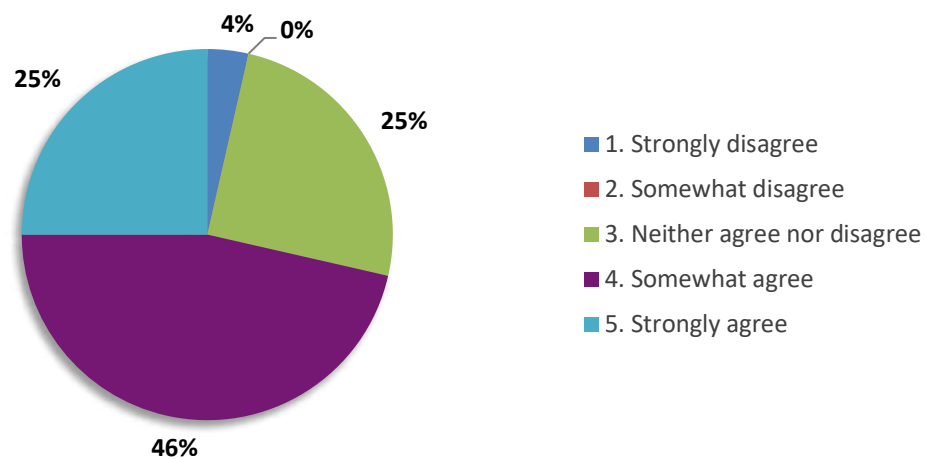
Q: Do you think that your University should implement practices and policies for the well-being of LGBTQI+ students such as specific training opportunities, gender-neutral spaces, institutional participation in Pride Week/Month, etc.?



In conclusion, we feel that these results are important in highlighting the current situation we have at hand, and how *invisible homophobia* is in fact an issue not only in HEIs but in our communities as well. Making it less invisible is definitely a challenge as we have seen that awareness on how discriminating it can be is not an easy task. Respondent's involvement and reporting of an act of discrimination they have witnessed or been made aware of is motivational as it signals a community ready to engage and be active in taking care of each other. The survey data is also encouraging as it stresses the need for more and better knowledge on the topic with a specific request that HEIs take it upon themselves to organize events and activities in this field to build a more diverse and inclusive environment for all.

Answer from teachers and administrative staff:

Q: Do you think that your University should implement practices and policies for the well-being of LGBTQI+ students such as specific training opportunities, gender-neutral spaces, institutional participation in Pride Week/Month, etc.?



REPORT OF THE FOCUS GROUPS DONE BY THE UNIVERSITY OF SIENA AMONG STUDENTS, ADMINISTRATIVE STAFF AND TEACHERS FOR THE PRECIOUS PROJECT

1. Introduction

In the timespan between May and July 2023, the University of Siena conducted 5 focus groups with a total of 31 interviewees: 9 students, 9 persons from administrative staff and 13 teachers. Participants were divided among peers and those of the same role to facilitate discussion and avoid inhibition caused by possible power dynamics between different roles and positions within the HEI (see students and teachers).

The focus groups with students took place on May 18th and June 15th and were facilitated by Alessandra Viviani, Gaia Ciccarelli and Ilenia Costa, the administrative staff focus groups took place on June 12th and 28th and were facilitated by Alessandra Viviani and Gaia Ciccarelli, and the focus group with teachers took place on July 10th within a meeting of the Commission for Inclusion of the University of Siena, and was facilitated by Alessandra Viviani.

All focus groups began with an introduction on the project: how it came about, its objectives and current state of the art with a dissemination of its website, social media handles and results achieved so far (collection of good practices, glossary). Their duration was between 45min and 90min, depending on the availability of the participants and the saturation of the questions asked. Water and snacks were available to the participants and all focus groups were held in person in the University of Siena premises, with an available link for those who could only attend remotely.

2. Purpose of the focus groups

The purpose of these focus groups was to gather intel and receive inputs on the possible content of the training activities we shall develop within the PrEclIOUS project, and, more in general, on the possible activities that the University of Siena should undertake in order to improve the fight against discrimination vis-à-vis the LGBTQI+ community.

3. Methodology

Each focus group was administered by two persons, when possible, one taking notes and the other facilitating discussion among participants.

The moderation of the focus groups followed four questions asked to all participants:

1. What is “invisible homophobia” to you? When you hear such an expression what comes to mind? How do you understand this term and can you give us an example of invisible homophobia?
2. Do you consider invisible homophobia an issue? Do you consider it an issue in your university? Do you think it is something that can happen and flourish in your workplace/study environment? If your answer is YES, how does it manifest itself, through which behaviors and attitudes?
3. Has your university done something to contrast invisible homophobia? If your answer is YES, can you elaborate on what was done specifically? Who was in charge of organizing it, was it top-down or bottom-up?
4. In the event of creating a training course tied to this topic:

- Which competences would you like to develop more? Which would be more useful to you?
- Who should the course be aimed at?
- Would you have participants who have different roles in the University participate together or separately? For example, students and admins.

The questions asked started from a broader point of view to make participants more aware and accustomed to what we mean by *invisible homophobia* as well as establishing a common ground before getting into a more detailed area of questioning. We wanted to make sure that participants could feel at ease in sharing personal and collective experiences, as well as being part of a process where their needs and observations become propositions and tools for the next step of the PrEclIOUS project.

4. Results

Question 1)

What is “invisible homophobia” to you? When you hear such an expression what comes to mind? How do you understand this term, and can you give us an example of *invisible homophobia*?

Among students the general idea behind *invisible homophobia* is of something that isn’t necessarily explicit, yet implicit in making LGBTQI+ individuals feel unwelcome and not included. One participant compared *invisible homophobia* to microaggressions and stressed how anything other than the heterosexual norm is often the target of hate-speech and exclusion because it is seen as not just “other” but as dysfunctional and deviated.

One example given was how individuals are mostly treated as heterosexual and cisgender *by default*, as well as teachers not respecting elective names and pronouns for trans* students during lessons and exams. The general feeling is that topics surrounding LGBTQI+ history and culture aren’t part of the University of Siena curricula enough for it to become normalized.

Among administrative staff there is a general consensus that in reality homophobia is very visible, among colleagues and in the workplace. One respondent reported an unconscious bias when, during a public competition, they looked at a candidate differently because they were aware of her sexual orientation:

- Quoting:
“It’s as if I have a filter, something that makes me see these people as different even though I don’t intentionally think they are different... a sort of education or being used to seeing someone as different, like people who are of a different skin color. I wonder about it and want to undo this because it makes me uncomfortable.”

Another respondent stressed that homophobia very often is not “invisible” and that it is a challenge for example in dealing with the so-called “alias career” (the administrative process that gives students the possibility of choosing an elective name different from the official one stated in their birth certificate). It was reported that it was difficult to adapt to the idea of using a different name.

As far as teachers are concerned, the focus group was held within a meeting of the Commission for Inclusion of the University of Siena. This is a new body, appointed only 3 months ago, which is formed by one member for each of the 14 departments of the University with the aim of supporting the tasks of the newly appointed Rector’s Delegate for inclusion and equity. The Commission is formed by persons who do have an interest in inclusion, but this does not necessarily refer to the question of the position of LGBTQI+ community. As it was the case for administrative staff, members of the Commission stressed the relevance of homophobia as such,

rather than invisible homophobia although they were not aware of episodes within the university. Some admitted that they did not have a clear understanding of the concept.

Question 2)

Do you consider *invisible homophobia* an issue? Do you consider it an issue in your university? Do you think it is something that can happen and flourish in your workplace/study environment? If your answer is YES, how does it manifest itself, through which behaviors and attitudes?

Among students it is considered an issue even though respondents describe their study and PhD work environment as very horizontal and attentive to diversity.

One way in which students described *invisible homophobia's* manifestation was ignorance and bias towards queer individuals by the university community, whether it was their peers or teachers and staff around campus: comments, looks, hostility towards learning new terms or accepting the use of gender-neutral pronouns both verbally and in writing during institutional correspondence. There was much discontent and disbelief towards rigid personal stances from certain professors and staff which in the eyes of the students did not reflect the University values.

- Quoting:

"It is not up to queer people to educate others, we are already tired from all the minority stress and minority work... the information is out there, it isn't difficult and it shouldn't be difficult - especially in academia - to educate oneself. This effort should be a collective effort. We are in 2023, it is a disgrace to be so behind in social and human rights in the EU!"

Among administrative staff it is considered an issue and all respondents of the June 28th focus group pointed out an act of vandalism and discrimination done against a colleague:

- Respondent 1 (R1)

"I still think about what happened to (name redacted), it casts a dark shadow on our workplace and university community as a whole..."

- Respondent 2 (R2)

"Yes, I mean if it happened to them then it can happen to me, to any of us... what if it happens again?"

- Respondent 3 (R3)

"Our workplace has always been a safe space for everyone, we must act to keep it that way."

During the May 18th focus group R1 stated that homophobia and invisible homophobia are still very relevant. Very often colleagues "gossip" among themselves about the perceived sexual orientation or gender identity of students and colleagues. R2 had a more positive attitude stating that things have changed in the last few years especially since the introduction of the alias career. R3 and R4 did not consider homophobia as a particularly relevant issue within the university.

- Quoting:

R3: *"I think that now things are much better, I wouldn't consider it a problem just like it might've been say 20 years ago... where you could sense that some colleagues were not sharing personal details because they were afraid of being judged or not liked – but you could tell, or at least I could tell, that there was something different, and personally I think it's a shame because there shouldn't be fear in sharing happy things about our lives like our partner or who we live with and to be seen as who we are."*

R4: *"I agree, things are more out in the open now and I personally would never go back... it's refreshing, diversity is refreshing to me, I cannot stand seeing the same people doing the same things, like they are clones of each other you know? Like a photocopy... I like an office setting where everyone is a little bit different, and we all thrive from being our authentic selves!"*

Question 3)

Has your university done something to contrast *invisible homophobia*? If your answer is YES, can you elaborate on what was done specifically? Who was in charge of organizing it, was it top-down or bottom-up?

Among students, respondents highlighted a lacking communication strategy from the University of Siena, not enough events and seminars as well as not enough information going around among students. These events are for the most part a bottom-up effort and students expect more from the university, especially in relation to funds and how they are managed and used for these initiatives.

- Quoting:

"It would be nice if these events were less formal, or less like a lesson... I would like to have a mixed event, with students and teachers together, talking, and exchanging opinions... this way we can really get to know each other, our needs and stories."

The university needs to be a *source* of knowledge: respondents highlight the lack of information on gender studies and sexuality as a whole as well as not enough effort towards gender neutral language.

Among administrative staff, respondents reported the "Alias career" and gender-neutral writing strategies as things that contrast *invisible homophobia* and help individuals broaden their knowledge and minds in relation to diversity within the university workplace and community.

It is important to highlight that while the "Alias career" was viewed positively by all respondents, there was some hostility towards gender-neutral terms and writing strategies:

- Quoting:

R1 *"I find it difficult... Does it actually solve the problem? I don't think so. I think it slows down my day and productivity, and I don't think it has any effect on reality... who cares whether I say buongiorno a tutti (in Italian "good morning everyone" where everyone is gendered masculine) or a tutte (in Italian: everyone feminine gendered)?"*

R3 *"Yes, I agree... it won't work if it is imposed. It needs to be like a collective conscience, something we build together because we all think it's important."*

R4 *"Yeah, I really don't care honestly, I just do it because if I don't I'll get in trouble but this isn't the way to really get to people's hearts I think."*

R2 *"I mean, sure it's difficult when we talk... when you're talking, in the flow, the masculine just slips out... because it's a habit. But I think writing can be a good exercise and I always pay attention to how people write about themselves, the pronouns they use. I mean, in English it's easier but now with these new signs, the asterisk... What's it called? The schwa. When I see it I know I should use it myself."*

R1 *"Well, we should also reflect on the fact that the 'masculine for everyone rule' makes discrimination more invisible, more normal... it's the same in this case, without thinking about it we are discriminating because we got used to a rule that was imposed and left us women out! I think it's important to keep in mind and reflect on the fact that language can be a political act as well."*

During the May 18th focus group the alias career was also considered the main action undertaken at university level.

Questions related to the use of appropriate language were also discussed. R1 and R2 argued that issues linked to discrimination should be dealt with by teachers more than by administrative staff, because teachers have more direct links with students. They also considered that issues related to the correct use of language are gaining increasing relevance and should be better addressed, although they are afraid this will complicate their jobs. R3 replied that it should be considered as part of their professional development to adopt an attitude and a language which is perceived as non-discriminating, and such an attitude should not be considered as an aggravation of their tasks.

As far as teachers are concerned, they were not aware of any specific action undertaken by the institution in the fight against homophobia and invisible homophobia. Some of the

members of the Commission argued that existing research, the decision on the alias career and some seminars/events organized in the past at institutional level are already a step in the right direction. Other members seemed not to consider invisible homophobia as a relevant issue in terms of actions that the institution should undertake. Questions on inclusion related to students with disabilities, refugees and international students are perceived as more urgent.

Some members of the Commission, on the contrary, argued that the university should make a clear statement in campaigning against discrimination by officially adhering to the Tuscan Pride. Overall the consensus was on the need for a centralized action by the institution in dealing with activities against discrimination.

Question 4)

In the event of creating a training course tied to this topic:

- a. Which competences would you like to develop more? Which would be more useful to you?
- b. Who should the course be aimed at?
- c. Would you have participants who have different roles in the University participate together or separately, for example students and admins.

In all the meetings of the various focus groups there was a general consensus on the need for training activities on the issue of invisible homophobia. Although with different degrees of consent, all persons consider training activities as the most useful tool to promote a more inclusive environment within the institutions.

Some of the respondents from the administrative staff during the May 18th meeting pointed out that training teachers is possibly more relevant than training administrative staff due to their more direct dealings with students. Viceversa students have a more whole institution approach, believing that the whole community should take part in these training sessions. They also pointed out that such activities should be organized together with students' unions. Respondents did not have particular suggestions as to the length of the courses and to the specific topics said courses should primarily address.

a. Which competences would you like to develop more? Which would be more useful to you?

Glossary and terms, themes which help us reflect and open our minds. How to facilitate, how to listen and how to be really empathic. Soft skills and behavioral skills when in a diverse group of individuals as well as linguistic and conversational skills.

- R2 "I want to show people that I'm an ally without stepping on anyone's toes... how do I do that?"

b. Who should the course be aimed at?

- R1 *"Everyone, but not as much a course as much as more than one event, so we can let things be informal and have this information sit with us, elaborate it... and by everyone I also mean LGBTQI+ individuals, we should all be together and learn from each other"*
- R3 *"It can be something like the feminist self-awareness circles... with someone to facilitate and we just let things out and discuss them".*
- R4 *"The whole university community should and can benefit from this."*

c) Would you have participants who have different roles in the University participate together or separately, for example students and admins?

- R2 *"It should be in small groups, but not by category, by number so that it's not too big and chaotic."*
- R1 *"I'm afraid that if teachers and students are put together there will be a fear of judgment and possible repercussions on grades and the course we are enrolled in as students, so maybe separate the roles in different groups."*



Members of the Administrative staff focus group which took place on June 28th, 2023.



Student focus group led by Prof. Alessandra Viviani on May 18th, 2023.



Ilenia Costa and students from uRadio, University of Siena's student-led Radio association, who took part in the second students focus group on June 15th, 2023.

5. Concluding remarks

To summarize, what is clear from these focus groups is that *invisible homophobia* is not only understood as a concept but also lived and experienced by all members of the University of Siena community, whether they are observing it or on the receiving end of it. It is unfortunately something that has manifested itself in the university through acts of vandalism, verbal hate-speech and hostility towards change. In all the focus group meetings the relevance of the fight against all forms of discrimination was underlined.

This was particularly the case with students and teachers. In the case of administrative staff, some participants tended to see the issues related to the LGBTQIA+ community more as an “on fashion” topic rather than a real necessity within institutional life.

Good practices have been put in place and almost all members of the focus groups support these practices and are open to engaging in them. In this regard, there was a clear generational difference: younger members of the HEI community seemed more open and supportive of these initiatives, such as gender-neutral language or restrooms, while older members of the HEI community didn't see how it would positively affect change. All respondents had a clear stance of support for LGBTQIA+ individuals and manifested their readiness to not only be engaged in events and initiatives, but also to be active in reporting any discrimination.

Furthermore, communication and dissemination of organized events and seminars seems to be a critical issue at the University of Siena as administrative staff, teachers and students did not seem to be aware and somewhat “out of the loop” in respect to each other's events rather than “in sync”. This gave way to a conflicting perception on whether the effort to organize these events was top-bottom or bottom-up, as well as low participation and sharing of good practices among categories. Respondents pointed out the need for formal recognition in order to gather more participation in the future training activities. Suggestions were made by the administrative staff on recognition through credits viable for career enrichment and/or advancement, and by students for recognition in terms of ECTS or other university credits.

All respondents agreed on the need for a training course. The competences highlighted by respondents were: empathy, active listening, social skills, facilitation skills, appropriate and gender neutral language strategies, up to date glossary to better understand diversity. There is a clear consensus that a training course on these topics should be aimed at all members of the University of Siena. While administrative staff and teachers viewed mixing categories as a good idea, students were more in favour of having them separated by role to avoid inhibition. All respondents voiced a preference for smaller groups and the possibility of dividing the course into multiple small events in order to get to know each other better and create a rapport, as well as having the time to enrich the course with personal research and reflect on the topics touched.



Co-funded by
the European Union



Greece



Report of the quantitative survey among students, administrative staff and academics at the Aristotle University of Thessaloniki

1. Overview

The survey has been implemented within the framework of the project „Promoting pluralistic education in European universities to combat invisible discrimination related to LGBTQI+“ (PrEclIOUS), co-funded by the European Union. The survey was simultaneously carried out in all partner Higher Education with the purpose to explaining the attitude of each academic community member towards the explored topics.

This empirical qualitative research (survey) allowed us to better understand the stance adopted in Greece and more specifically at the Aristotle University of Thessaloniki, in relation to sexual orientation and gender identity.

Questionnaires in Greek and English with multiple choice questions and some open questions, were directed to Aristotle University of Thessaloniki students of all levels (undergraduate, postgraduate, PhD cand and Post-doc), as well as teaching, research, technical and administrative staff of the Aristotle University of Thessaloniki, concerning their stance towards LGBTQI+ persons and the treatment of the relevant issues by the Aristotle University of Thessaloniki. It is noted that two diversified questionnaires were developed: the first one addressed student and the second one addressed administrative staff and academics.

In the first part of the questionnaires, participants to the survey were asked to express their degree of agreement/ disagreement with a series of statements. In the second part of the questionnaires, participants to the survey were asked to elaborate on whether they had knowledge of discriminatory incidents based on sexual orientation and/or gender identity within the University. At the end of the questionnaires, persons participating in the survey were asked to do any additional comments relevant to the topic.

In the context of the questionnaires the term “sexual orientation” denotes a person's physical, romantic and/or emotional attraction to others; the term "gender identity" refers, instead, to the self-perceived identity of a person, which may be different from the sex assigned at birth, as well as the expression of gender identity.

2. Demographics and personal status

941 students of all levels (undergraduate, postgraduate, PhD cand and Post-doc), currently studying at the Aristotle University of Thessaloniki, filled out the questionnaire. A similar but at some points adapted to them questionnaire was filled out by 398 members of the teaching, research, technical and administrative staff of the Aristotle University of Thessaloniki.

Respondents cannot be identified, since the questionnaire was developed as an anonymous survey form. Responses are completely separate from any kind of personally identifiable information such as name, department, email, or other unique identifiers. The collected demographic and personal status information allowed us to better understand certain background characteristics of the targeted audience.

In specific, participants were asked to indicate: their type of course of study at the Aristotle University of Thessaloniki, their course of study year, the category of staff member they belong to, their working years at the Aristotle University of Thessaloniki and their age.

3. Conclusions

Taking a thorough look at the survey results, we should highlight that, more than 72% of the students and the teaching and administrative staff members disagree with the view that LGBRQIA+ persons are a threat to the Greek family.

However, there is a vast number of respondents (approximately 90% of the students and 89% of the teaching and administrative staff members) who believe that people in Greece are discriminated or treated worse than others because of their sexual orientation. When it comes to gender identity, this number is similarly high (approximately 90% of the students and 88% of the teaching and administrative staff members).

Almost 45% of the student respondents and 55% of the teaching and administrative staff respondents are not aware of any actions taken by the Aristotle University of Thessaloniki in order to promote the respect for differences in reference to gender identity and sexual orientation. At the same time, only the 28,6% of students and 38,9% of the teaching and administrative staff stated that they are aware of relevant promoted activities initiated by the Aristotle University of Thessaloniki.

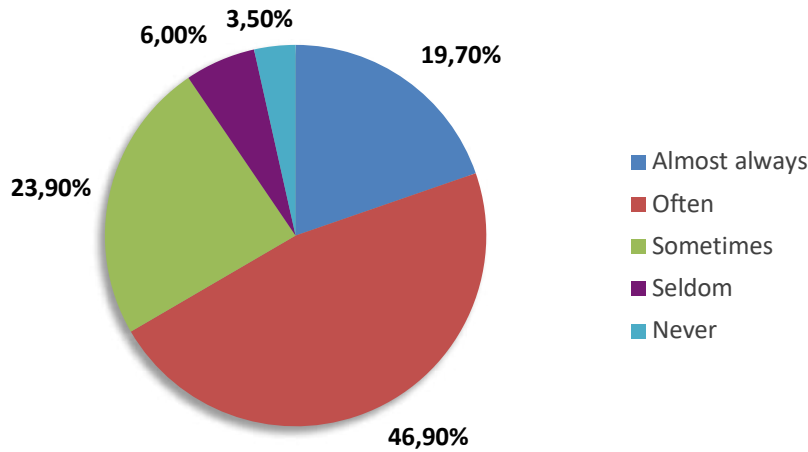
The fact that, only 35% of the students and 42,5% of the teaching and administrative staff think that the Aristotle University of Thessaloniki takes all required measures to ensure the respect for gender identity and sexual orientation, raises concerns and should motivate critical reflection.

At last, the majority of those who responded to the survey seem to not be negatively placed towards LGBTQI+ persons. Although there is a considerable minority expressing themselves against specific initiatives to be taken by the University to promote equal enjoyment of rights irrespective of SOGIESC. Many respondents find a gap when it comes to handling of negative incidents towards LGBTQI+ persons at the Aristotle University of Thessaloniki. The University still has a lot to do, in order to facilitate visibility and equal standing for LGBTQI+ persons within it.

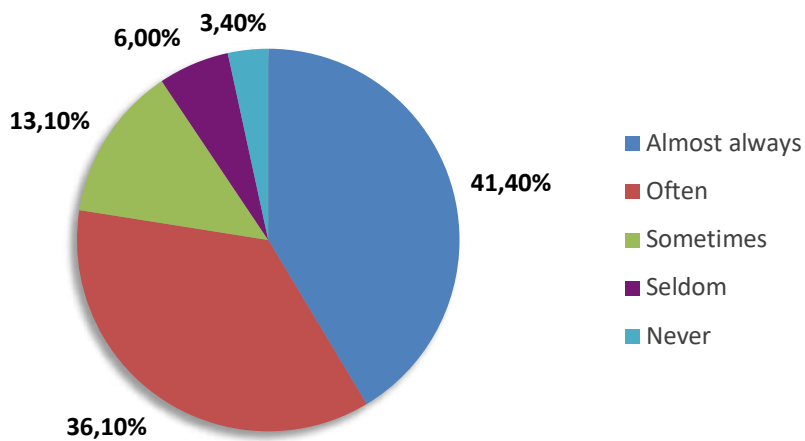
4. PrEclIOUS Survey key graphics

4.1 Responses from Students

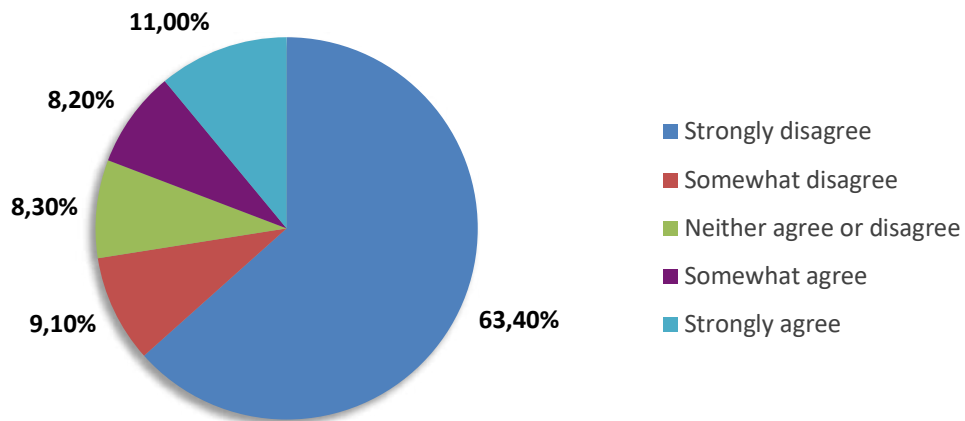
1.1 In Greece, people are discriminated against because of their sexual orientation (for example: gay, lesbian, bisexual or multisexual, asexual or aromantic people), or treated worse than others



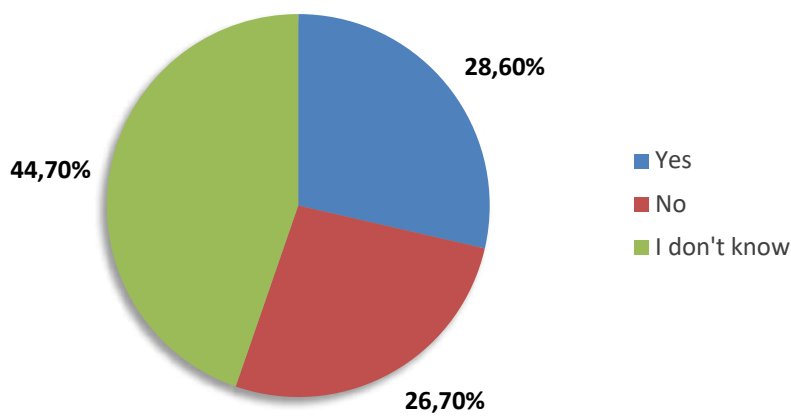
2. In Greece, people are discriminated against or treated worse than others because of their gender identity (transgender and non-binary persons)



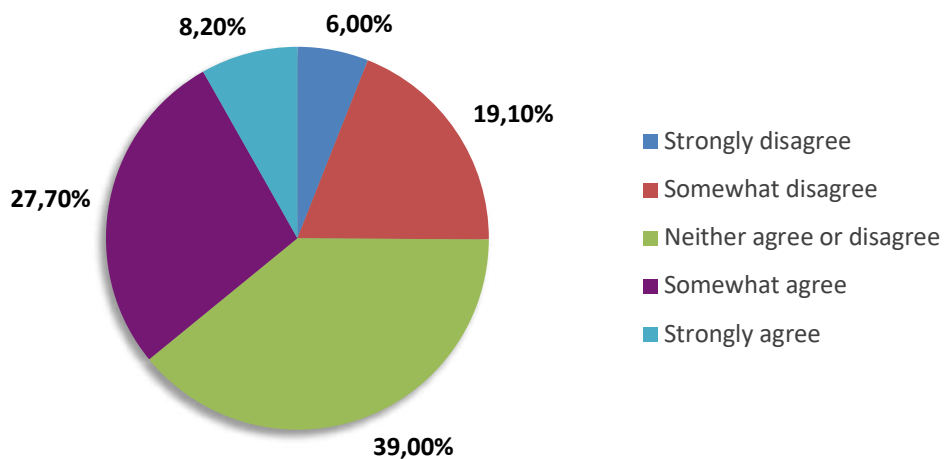
3c. LGBTQ+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people threaten the Greek family.



6a. To the best of your knowledge, has your University promoted actions regarding the respect for differences in reference to gender identity and sexual orientation?

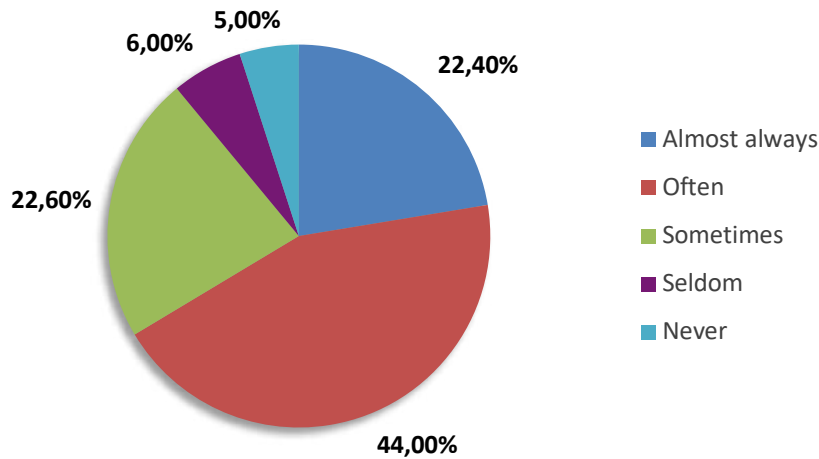


7a. Respect for gender identity and sexual orientation is ensured at my University.

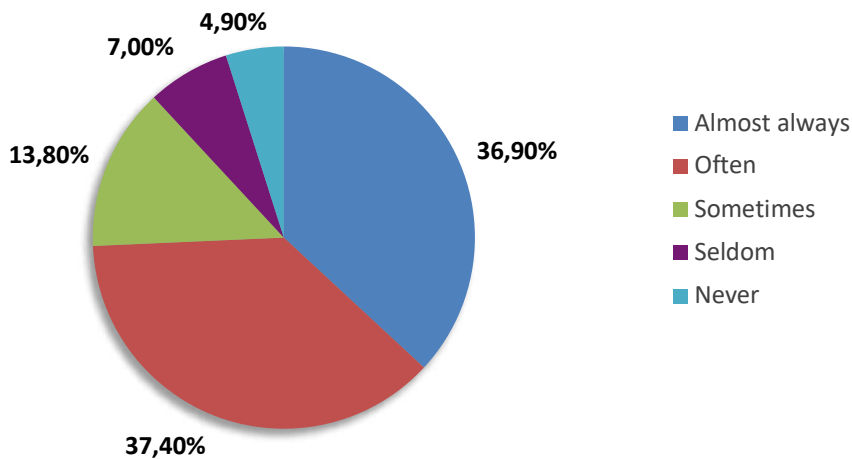


4.2 Responses from Administrative staff and academics

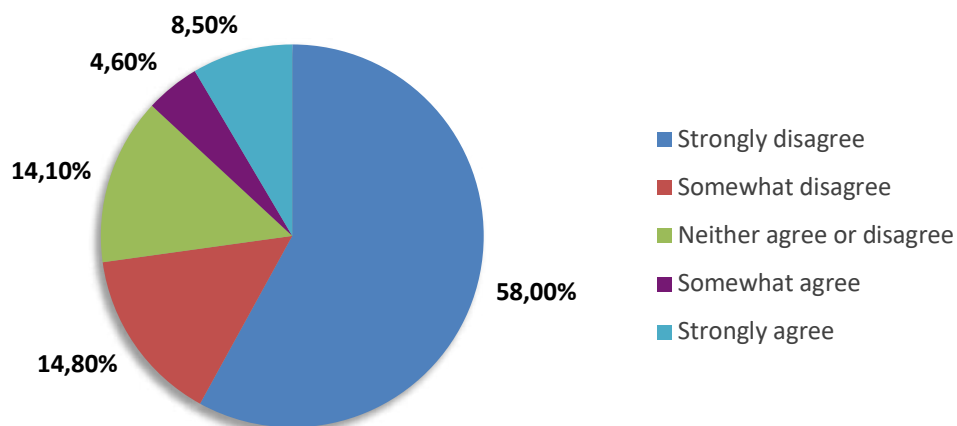
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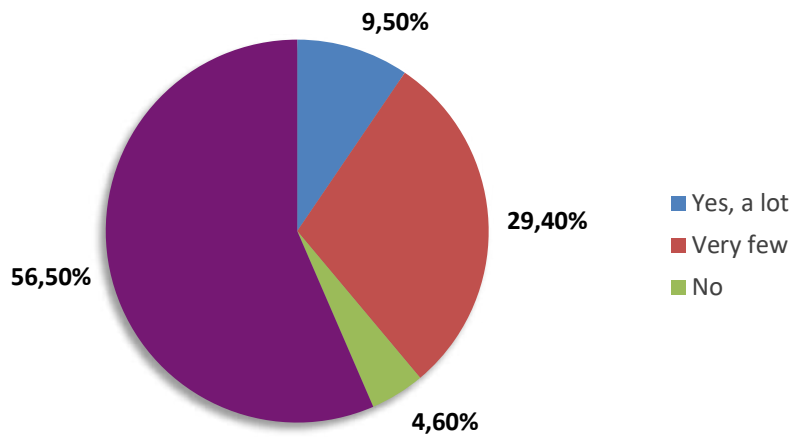
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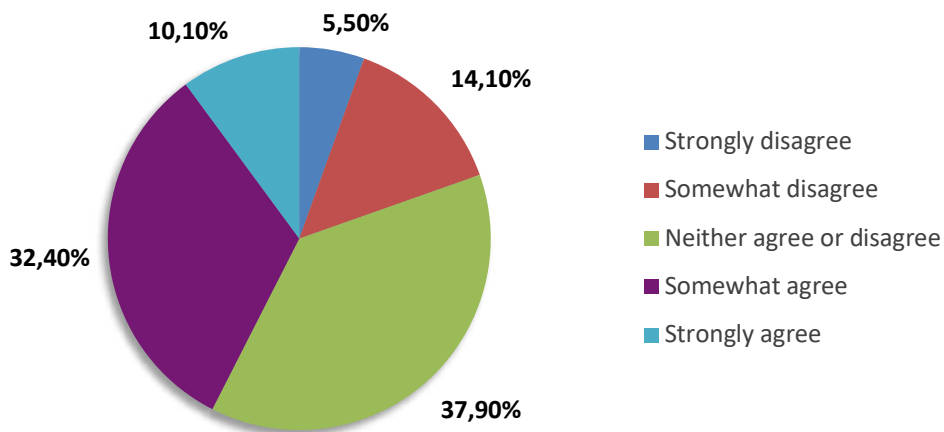
3e. LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people threaten the Greek family.



6a. Has AUTH promoted actions regarding the respect for differences in reference to gender identity and sexual orientation?



7a. Respect for gender identity and sexual orientation is ensured at my University



REPORT OF THE FOCUS GROUPS DONE BY THE ARISTOTLE UNIVERSITY OF THESSALONIKI AMONG STUDENTS, ADMINISTRATIVE STAFF AND TEACHERS FOR THE PRECIOUS PROJECT

1. AUTH Academic and Administrative Staff Members

1.1 Overview:

The first focus group was conducted on June 27, 2023 (2-5pm). It addressed and engaged academic and administrative staff members of the Aristotle University of Thessaloniki (AUTH). In Specific, 15 persons participated in the focus group, among others, the Rector of AUTH. the Deans of various Schools of Studies, the independent Student Ombudsman, as well as persons who are employed both in teaching and administrative positions at AUTH.

1.2 Purpose of the focus group:

The focus group was a part of the PrEclIOUS Project that aims to identify, address and tackle invisible homophobia and transphobia at AUTH. Main purposes of the focus group were to inform the AUTH academic and administrative staff members about the PrEclIOUS Project and to exchange opinions, experiences and proposals for dealing with gender bias and to promote diversity, as well as to create a space for sharing the experiences of those working with students who belong to the LGBTQI+ community.

1.3 Introduction to the topic:

The focus group objective was to engage in an open and constructive discussion to collectively create awareness about this concept and explore potential strategies to foster a more inclusive environment for all individuals, students, teaching and administrative staff members, regardless of their sexual orientation.

The focus group facilitator welcomed the participants to the focus group, explaining that its aim was to shed light on a crucial topic that often goes unnoticed within the University community, “Invisible Homophobia”. It is essential to recognize and address the subtle forms of discrimination and prejudice that may persist around us.

The facilitator introduced the notion “invisible homophobia” and gave some examples of invisible homophobia. Invisible homophobia refers to the subtle, indirect, or concealed expressions of discrimination, stereotypes, and prejudice against individuals who identify themselves as LGBTQI+ (Lesbian, Gay, Bisexual, Transgender, Queer, and others). Unlike overt acts of discrimination, these forms can be challenging to identify, but their impact on individuals' well-being and sense of belonging is just as significant.

The facilitator stressed that, by acknowledging the existence of invisible homophobia, we can better understand the diverse experiences and challenges faced by LGBTQI+ members of the AUTH community. It is our collective responsibility to create a university environment that fosters inclusivity, empathy, and respect, ensuring that everyone feels safe, valued, and free to express their authentic selves.

Participants were encouraged to share their perspectives, personal experiences, and thoughts on whether they themselves recognize that there is invisible homophobia at AUTH and, if yes, how invisible homophobia should and could be actively combatted. As mentioned by the facilitator, the insights and ideas generated through the

focus group will play a crucial role in developing educational initiatives, awareness campaigns, and policy changes aimed at eradicating invisible homophobia from AUTH, shaping a more diverse campus culture. Participants had a meaningful and respectful discussion that contributed to the collection of valuable feedback.

1.4 Current situation in AUTH and perception by its staff members:

Participants were asked to respond to the question, whether invisible homophobia is a current issue for them and the University and what are the current institutional framework to address incidents of discrimination against the LGBTQI+ community in AUTH. They were also asked to answer whether AUTH has taken any action against invisible homophobia or discrimination against the LGBTQI+ community.

All participants agreed that inclusion and diversity are core values of AUTH. However, they shared their concerns that these values may not be safeguarded in everyday practices at the university. They discussed about the existing institutions within AUTH and their effectiveness.

- The Committee on Gender and Equality Issues has been established as an advisory body to the Senate, the Schools and Departments of the University, in order to promote equality at all levels (education, research, administration) regarding the academic life at AUTH.
- AUTH has established the independent Student Ombudsman authority. Its purpose is the mediation between students (undergraduate, postgraduate, doctoral) and professors of any level or administrative services. The Ombudsman is responsible for upholding legality and academic ethics and order in the context of academic freedom, and deals with maladministration issues in order to safeguard the proper operation of the University. The Student's Ombudsman does not intervene in substantive matters of teaching or examinations grading, but only examines cases of arbitrariness or violation of ethical rules during the conduct of examinations (written or oral). The Student's Ombudsman is responsible for addressing the issues, either through mediation between the parties or by intervention in the competent bodies. To this end, every member of the academic community may address the Ombudsman. The Ombudsman can also act ex officio.
- AUTH also has the Central Committee on Social Affairs, which has a wider mandate and has the potential to cooperate with the Committee on Gender and Equality Issues and the Student Ombudsman, in order to develop a mechanism for the effective collection of students' requests and petitions.
- The Student Ombudsman suggested that it may be useful for the students who belong to the LGBTQI+ community, to be able to approach and inform the Dean or President of their respective department of studies in order to share any incidents that they may have faced. This of course presupposes that the Dean or President will take all required measures afterwards.

1.5 Taking action at AUTH in the future:

During the next round of discussion, participants were asked if they think that AUTH should do or organize anything against invisible homophobia (dissemination activities, events, seminars, etc.), and if yes, to elaborate respectively.

- First and foremost, the Rector and the majority of the participants highlighted the need for the establishment of a new institutional body or framework, serving as an umbrella to the existing institutions and entities, such as the Committee on Gender and Equality Issues or the Counseling and

Psychological Support Centre of AUTH. It will function as AUTH's coordination centre on inclusion issues and it will ensure the implementation of related activities. To this end, it will be important to decide the administrative and procedural aspects of the establishment of such a body. What is though crucial, is to make this body approachable to students, as they should not feel neglected or invisible.

- The Rector also mentioned that it is crucial to elect a new board of the Committee on Gender and Equality Issues, that will include 2 students (instead of previously 1) and that the Committee should promote inclusion for every individual in AUTH community, without discrimination, including LGBTQI+ issues under gender issues. It is important, he concluded, to put the students at the center of attention of the AUTH community.

Additionally, participants shared their ideas, based on the announcement of the focus group facilitator that an open event for the promotion of the purposes of PrEclIOUS Project will be organized in October 2023. Teaching and administrative staff members expressed their interest to support, "state present" and participate in the PrEclIOUS event. They also added some ideas for taking action, such as:

- To encourage the participation of the various AUTH School of Studies in the Thessaloniki Pride from next year onwards. It was mentioned that the AUTH Polytechnic School, AUTH organizes parallel activities every year during the Pride week. This good example could be followed by the other School of Studies as well.
- To include lessons on education and gender.
- To introduce courses on gender studies and diversity, in order to develop a culture of inclusion and to increase the visibility of LGBTQI+ persons.
- To hold information and awareness events.
- To re-launch the student week in the beginning of the academic year (every October) and dedicate one of its days to gender-related issues.
- To develop a booklet that will include all information and services that are available to students in case they face relevant problems.

Finally, participants focused on the inclusion of all groups into the AUTH community. participants stressed that the idea is to turn the declared openness about diversity into real practices that would contribute to creating a safe community. They highlighted that:

- Inclusion should be seen as a broader strategy (that it's not only applicable to LGBTQI+ persons, but also to any other persons and groups).
- More students should be included in the decision-making bodies or the aforementioned institutional bodies.
- Students should be sensitized so that they will become involved in this process.
- The process should be inclusive for everyone and to take into consideration the administrative staff members as well.
- AUTH should promote the inclusion of all persons, regardless of each individual's gender identity and sexual orientation.

At that point, the facilitator thanked the Rector, the Deans and all academic and administrative staff members of AUTH for their presence. The facilitator highlighted that the insights and ideas generated through this focus group will play a significant role not only for the sound implementation of the PrEclIOUS Project but also for the launch of new initiatives, awareness campaigns, and institutional changes aimed at eliminating invisible homophobia from AUTH.

2. Report on invisible homophobia students only focus groups

2.1 Overview:

The second focus group was conducted on July 12, 2023 (6-8 pm). It addressed and engaged 4 undergraduate and 4 postgraduate students of the Aristotle University of Thessaloniki (AUTH). Prof. Dimitra Kogkidou, former President of the AUTH Committee on Gender and Equality Issues introduced the Gender Equality Plan (GEP) of AUTH. The focus group was facilitated by Prof. Lina Papadopoulou, AUTH Law School.

2.2 Introduction:

In today's society, the pervasive problem of homophobia casts a shadow over participation in various activities across all demographic groups, regardless of gender, age or sexual orientation. This phenomenon, characterised by irrational fear and hostility towards people who identify as member of the LGBTQI+ community, is a significant barrier to engagement. This challenge is also evident among young students at university, where the fear of being labelled as member of the LGBTQI+ community often prevents them from participating in various endeavours. It is becoming increasingly clear that addressing the spectre of homophobia is crucial to creating a safe and inclusive environment at university.

This report addresses the need to tackle homophobia, recognising that by doing so we unlock the full potential of individuals to contribute to personal, social and community progress. From the frightening spectres of harassment and bullying to the more profound impact on holistic growth, the focus group with students at AUTH highlights the critical need to create a space where all can flourish unhindered by prejudice.

2.3 Exploring LGBTQI+ Inclusivity at Aristotle University: Insights from the Focus Group Discussion

Two university professors – including the moderator - and eight university students participated in the focus group. Some students were representatives of the Student Union for Gender and Equality (FYLI.S), a non-partisan and non-profit group focusing on gender issues at the Aristotle University of Thessaloniki. The discussion started with the presentation of the Precious project by Prof. Papadopoulou and of the Gender Equality Plan (GEP) enforced at Aristotle University of Thessaloniki, with a strong focus on the initiatives concerning the LGBTQI+ community, by Prof. Dimitra Kogkidou. The issues of victimisation, discrimination and exclusion based on sexual orientation, gender identity/expression and gender characteristics continue to pose major challenges in various sectors of society, including higher education institutions (HEIs). Despite these challenges, no comprehensive package of measures or action plan has yet been formulated to promote the support and social empowerment of LGBTQI+ persons in HEIs.

2.4 LGBTQI+ Realities at Aristotle University: Challenges and Aspirations

The lack of a comprehensive approach to address the above challenges has created an environment at Aristotle University where LGBTQI+ individuals continue to face substantial obstacles in achieving full participation. Unfortunately, the absence of dedicated strategies has exacerbated the unequal treatment and marginalization experienced by these individuals within the academic sphere. The most important relevant experiences mentioned by the students can be summarized as follows:

- Homophobic Incidents and Lack of Awareness

Regrettably, some LGBTQI+ students at Aristotle University have reported homophobic incidents involving members of the academic staff. These incidents are often due to a lack of awareness and understanding of what homophobia is. This highlights the urgent need for an inclusive environment and education on LGBTQI+ matters at the university.

- Deficit of Inclusivity

While Aristotle University of Thessaloniki holds a significant place in academia, there is still room for growth in terms of inclusivity. While the current environment is not devoid of progress, LGBTQI+ individuals are not yet fully included. This highlights the need for proactive measures to create a campus culture that not only tolerates but also celebrates diversity in all its forms.

Participants mentioned incidents of verbal harassment by Professors. They also mentioned the lack of effective remedies for such incidents. Students fear that even if they address these incidents to the Dean, nothing will happen, as there is the ethics of suppression of such reports and covering-up between professors.

- Living in a Restricted Bubble

For many LGBTQI+ students at university, coming to terms with their identities can be difficult. Often, these students find themselves in their own circles of support, because they feel there is a lack of understanding or acceptance outside of those circles. This limitation hinders their ability to express themselves freely and engage fully in the wider university community.

2.5 Advancing LGBTQI+ Inclusion in Higher Education: The Transformative Potential of Aristotle University's Gender Equality Plan:

A promising development that brings a new perspective to efforts to promote LGBTQI+ inclusion in higher education is the Gender Equality Plan of Aristotle University of Thessaloniki. In particular, the section entitled 'Education without Exclusion' highlights the critical importance of inclusion in the context of higher education.

The Plan highlights the urgent need to create a safe and inclusive environment for teachers and students in higher education. It also highlights the need to create and develop support structures specifically tailored to LGBTQI+ students.

The plan also mentions the need for proactive measures to promote an LGBTQI+ inclusive environment in higher education. The existing challenges related to victimisation, discrimination and exclusion require a comprehensive and integrated approach to bring about meaningful change.

Both the facilitating Professors and the participating students underlined that the Equality plan (and its chapter on LGBTQI+) has not been implemented yet, although it should have been by now. Participants noticed that progress in such domains at Greek HEIs often happens due to European obligation, not based on Greek members' of the academic community will and faith to change. Prof. Kogkidou also shared her proposals on what should be done for a really LGBTQI+ inclusive AUTH, but noticed with bitterness that nothing has been adopted and implemented yet, and that the AUTH authorities show little to no interest at these issues and proposals.

2.6 Ways to promote LGBTQI+ inclusion at Aristotle University of Thessaloniki:

To address the current gaps and facilitate the creation of an inclusive environment for LGBTQI+ persons in HEIs, the following steps proposed by the participants in the focus group:

- Develop comprehensive policies: HEIs should formulate and implement robust policies that explicitly prohibit victimisation and discrimination based on sexual orientation, gender identity/expression and gender characteristics. These policies should be widely publicised and integrated into the institutions' core values.
- Integration of inclusive content: Curricula in all academic disciplines should incorporate LGBTQI+ perspectives, histories and contributions. This integration will not only recognise the experiences of LGBTQI+ people, but also contribute to a richer and more diverse academic experience for all students.
- Faculty and staff trainings: It is critical to provide mandatory trainings for faculty, staff and administrators on LGBTQI+ issues, promoting inclusivity and using appropriate language. These trainings create a supportive atmosphere and empower teachers to effectively address cases of discrimination.
- Establish support services for students: In order to fully support LGBTQI+ students, dedicated resources such as counselling services, safe spaces and peer mentoring programmes should be established. These resources should be easily accessible and prominently advertised.
- Promote awareness campaigns: Ongoing awareness campaigns should be launched that aim to combat stereotypes, promote inclusivity and celebrate diversity. These campaigns can play a crucial role in creating a culture of acceptance and mutual respect within the HEI community.

2.7 Conclusion:

The insights gained in the focus group discussion underline the need to combat all forms of discrimination against LGBTI+ individuals. By confronting this spectre, we can unleash the full potential of individuals to contribute to personal, social and community progress. From the shadows of harassment and bullying to the profound impact on holistic growth, the voices of students at Aristotle University of Thessaloniki underscore the need to create an environment where all people can flourish free from prejudice.

With a determination to create an inclusive campus culture, the collective efforts of students and university stakeholders are poised to embark on a transformative journey. As demonstrated by Aristotle University's Equality Plan and its emphasis on 'education without exclusion', there is a promising paradigm that emphasises the urgency of fostering a safe and inclusive environment for all members of the academic community, including LGBTQI+ individuals. However, progress is hampered by the lack of a comprehensive strategy that can effectively address the persistent problems of victimisation, discrimination and exclusion.

A multifaceted approach is essential to overcome the existing limitations. By formulating and enforcing comprehensive policies that explicitly denounce victimisation and discrimination based on sexual orientation, gender identity/expression and sex characteristics, universities can build a solid foundation for inclusivity. This inclusion should permeate academic curricula and ensure that LGBTQI+ perspectives, histories and contributions are recognised across all disciplines. Equipping faculty, staff and administrators with the necessary knowledge through mandatory trainings will further strengthen an inclusive atmosphere.

Together with policy and education, the establishment of dedicated support services and safe spaces specifically for LGBTQI+ students will create an environment in which they can flourish. At the same time, awareness

campaigns can play a crucial role in breaking down stereotypes, promoting inclusion and celebrating the beauty of diversity within the university community.

In conclusion, the journey towards LGBTQI+ inclusion at Aristotle University of Thessaloniki represents a collective commitment to fostering an academic environment where individuals can flourish unhindered by prejudice. By implementing the multiple actions outlined here, universities can chart a path towards a more equitable, compassionate and harmonious future for all members of the academic community.



Co-funded by
the European Union



Poland



Report of the quantitative survey among students, administrative staff, and academics at the Jagiellonian University

1. Data collection

The quantitative survey involved an exploration of attitudes and opinions on LGBTQI+ rights among the academic community - researchers, teachers, administrative staff, and students. Responses were collected online via Microsoft Forms. A link to the survey was sent to selected students and employees - in the latter case, a labor union operating at the Jagiellonian University was used for recruitment, which may influence the results (the union openly supports the demands of the LGBTQI+ community). The pilot part of the survey was conducted among 5 staff and 4 students at the Jagiellonian University.

The online survey was filled out in total by 31 students and 32 employees of Jagiellonian University. Among students, those studying at the first-degree level were a majority (28 people, 90,3%). Among employees, the biggest group consisted of assistant professors (17 people, 53%).

Table 1. The total number of completed questionnaires.

Employees		Students	
Administrative Staff	8	Degree	28
Researchers and teachers	24	MA Degree	3
Total	32	Total	31

1.1 Methodological note

In the course of collecting responses, several people pointed out that the survey suggests that those filling out the questionnaire belong to the heteronormative majority (e.g., in the question If f LGBTQI+ [lesbian, gay, bisexual, transgender, queer, intersex, asexual] people gain more rights, it will be at our expense, there was a suggestion that the potential responder is heteronormative through the phrase "at our expense"). In addition, it was emphasized that the survey does not examine "invisible homophobia," but rather explicitly declared prejudice - direct homophobia (the research team received a couple of e-mails regarding this issue). In response, the researchers reassured that all the comments and suggestions would be included in the analysis of findings.

2. Research results

Across all questions, views and attitudes in support of the LGBTQI+ community and their rights were strongly dominant in both groups of respondents. This is not surprising - universities, especially in the largest cities, despite the lack of policies promoting diversity, remain relatively the most open and accepting public institutions in Poland. For example, when asked to what extent the respondents agreed that if LGBTQI+ people were more discrete, they would be more accepted, in both groups most respondents (72% and 65% respectively) strongly disagreed. However, students tend to have more diverse and ambivalent views in this regard. This could be explained by the fact that young people have usually more experience and knowledge concerning queer culture and different survival strategies undertaken by LGBTQI+ people due to the fact that they are raised in popular culture promoting diversity.

Chart 1. Opinions regarding discretion and acceptance of LGBTQI+ people expressed by academic and administrative staff.

If LGBTQI+ people were more discreet, they would be more accepted.

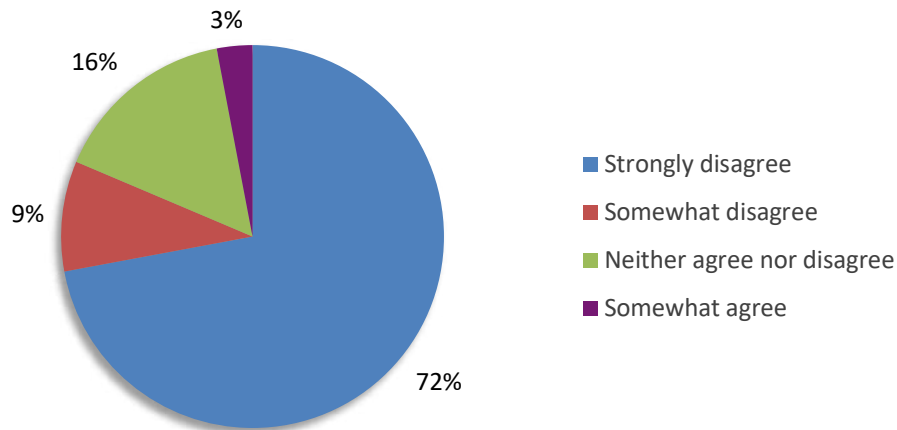
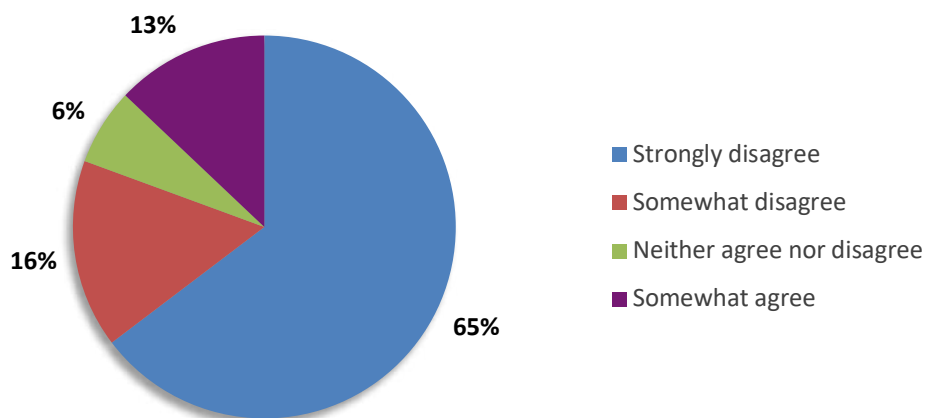


Chart 2. Opinions regarding discretion and acceptance of LGBTQI+ people expressed by students.

If LGBTQI+ people were more discreet, they would be more accepted.



The majority of those completing the survey, both students and staff, are aware of the prejudice experienced by LGBTQI+ people. The university's efforts to counter homophobia and transphobia are viewed relatively positively in this context. For example, almost 69% of employees agreed to some extent that respect for sexual and gender identities is ensured at the University. 58% of students who completed the survey chose this answer as well. Therefore, we can observe that students remain more critical regarding the university's policies and measurements when it comes to respecting LGBTQI+ rights and recognition. 74% of students who filled out the questionnaire strongly agreed that universities should promote inclusive knowledge and provide classes on the matter of sexual orientation and gender identity. Almost the same number of answers (78%) was given by employees.

Chart 3. Respect for sexual orientation and gender identity within the University as assessed by staff.

Respect for sexual and gender identities in ensured at the Jagiellonian University.

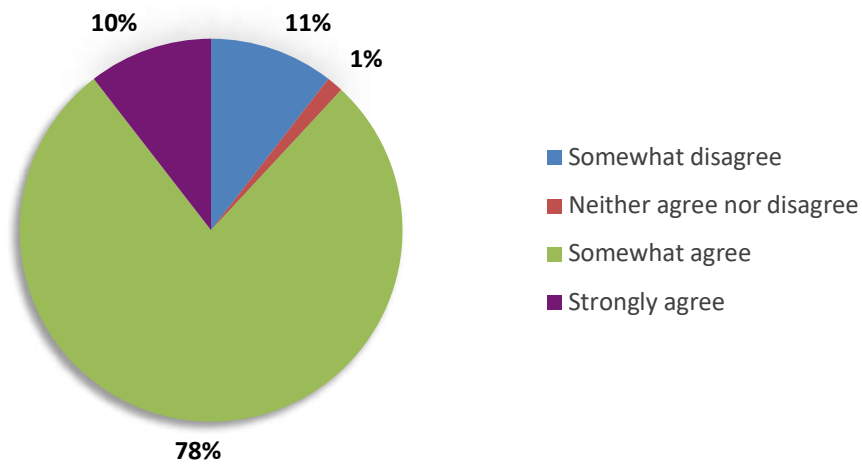


Chart 4. Respect for sexual orientation and gender identity within the University as assessed by students.

Respect for sexual and gender identities in ensured at the Jagiellonian University.

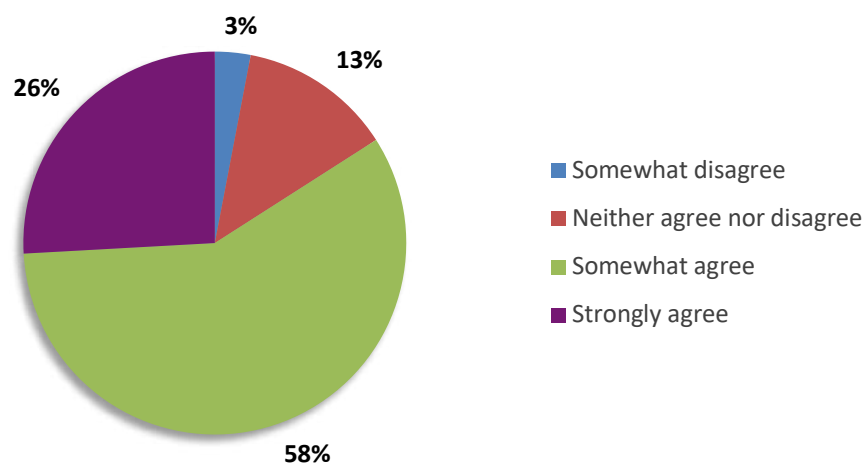


Chart 5. Authors of actions against stereotypes as assessed by staff.

Who is organizing actions against stereotypes related to sexual orientation and gender identity at the University?

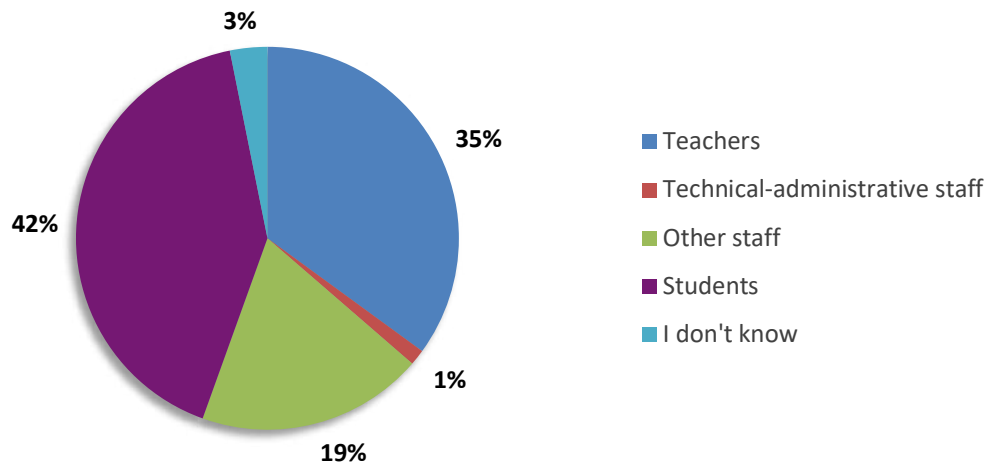
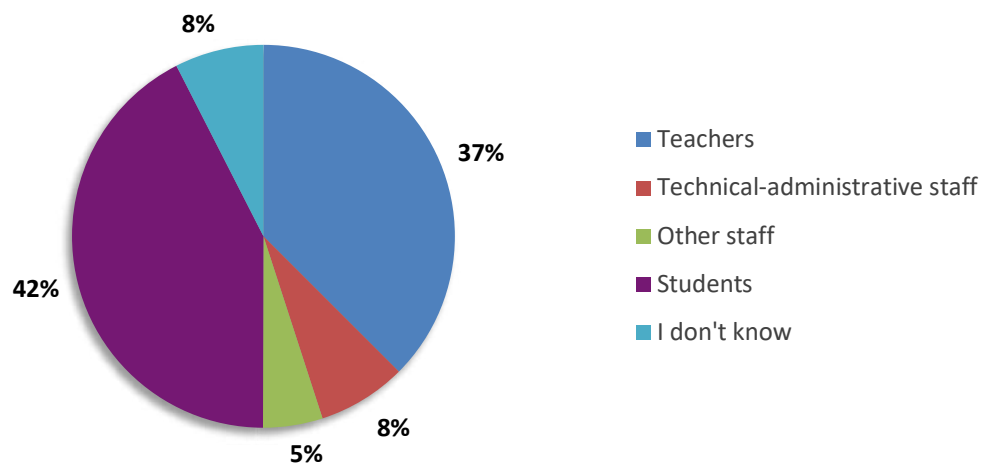


Chart 6. Authors of actions against stereotypes as assessed by students.

Who is organizing actions against stereotypes related to sexual orientation and gender identity at the University?



Questions about the role and responsibilities of the university in shaping inclusive societies aimed at assessing to what extent policies of HEIs should actively promote inclusion or rather be focused on protecting rights. When asked about the role of HEIs in organizing workshops and training or formally participating in e.g., Pride Month events, the respondents indicated rather a pro-active role of the university: 75% of researchers and administrative staff and 61.30% of students who completed the survey strongly agreed with such a responsibility. Students again tend to be less homogenous when it comes to their responses than academic staff – 32% agreed only to some extent, compared to 9.40% of employees. This might not indicate that students are more prone to ‘invisible homophobia’ but rather that they might have more diversified opinions regarding policies and practices that should be implemented. Importantly, since 2019 there is at Jagiellonian University an

active and visible queer student initiative “TęczUJ” that promotes self-organising of LGBTQI+ students within the academic environment.

Chart 7. Responsibilities of the university towards LGBTQI+ students as assessed by staff.

Our university should implement practices and policies for the well-being of LGBTQI+ students.

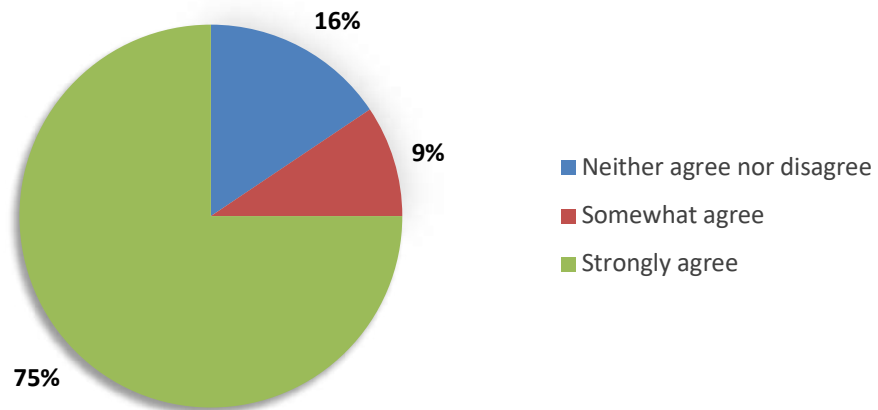
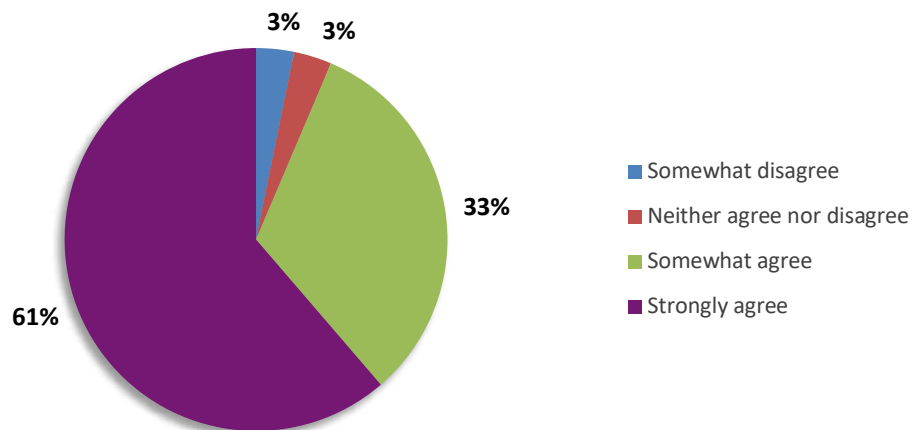


Chart 8. Responsibilities of the university towards LGBTQI+ students as assessed by students.

Our university should implement practices and policies for the well-being of LGBTQI+ students.



The survey results indicate that steps are rarely taken to report cases of violations of LGBTQI+ rights. Among the employees, only 2 such cases were reported in relation to both sexuality and gender identity. Students knew of more cases of worse treatment based on sexuality or sexual orientation but chose to report cases even less frequently than employees. Among the reasons for not reporting cases, they indicated a lack of trust and other reasons. The questionnaire indicates however the importance of the Safe Student Office at Jagiellonian University which is responsible for promoting inclusive and just practice within the academic environment. Both staff and students declared that the Safe Student Office would be their first contact in case of discrimination or unequal treatment.

2. Conclusions

The survey results indicate to some extent normalization of open and accepting attitudes toward LGBTQ+ people in the academic community. Certainly, it was not possible to catch "invisible homophobia" among respondents with the quantitative tool. Possibly, the questionnaire was completed by those researchers, administrative staff, and students who were more aware of LGBTQ+ rights within the academic world, and thus felt more responsible to take part in the research.

Importantly, however, looking at respondents' knowledge of examples of discrimination and prejudice in the university, we can conclude that this is still a current problem worth countering.

REPORT OF THE QUALITATIVE RESEARCH CONDUCTED AMONG ACADEMIC, ADMINISTRATIVE STAFF, AND STUDENTS OF JAGIELLONIAN UNIVERSITY

1. Data Collection

The research team at Jagiellonian University conducted 2 focus group interviews (FGI), separately with students and employees. The interview with students was conducted on July, 3rd 2023 by two researchers and anti-discrimination trainers - Aleksandra Migalska and Ewa Stoecker, and was observed by a student Julia Michcik who also prepared transcriptions from the FGI. 6 representatives of the LGBTQI+ community and allies participated in the study, representing different disciplines and programmes. The second interview took place on July, 4th 2023, and was conducted by the same team. 7 researchers and representatives of the university administration participated in this interview. The FGIs lasted up to 120 min.

1.1 Aim of the FGIs

FGIs aimed to create an opportunity to talk about different experiences concerning gender identity and psychosexual orientation in the context of the university, to gather ideas regarding possible measures that could be implemented by the academic community, to develop recommendations for training that will make the academic community diverse, inclusive, and accepting.

2. Research results

2.1 Perception of the University

When asked about the possibilities of implementing inclusive policies, employees mentioned the lack of time to perform a **variety of duties and the hierarchical nature of the university** as the key obstacles to acting more openly and more often. Individuals feel **overburdened by the range of activities** required of them, making it impossible to engage in the initiatives that are important to them (e.g. in the field of anti-discrimination). It was underlined that while there are certain procedures and regulations (e.g. regarding harassment at the workplace), in practice they often do not work adequately.

- *"I'm happy with my work in comparison to the time when I worked for a corporation. However, I'm happy because I work in this specific department, because of my colleagues who I work with. But on a macro level, I see some difficulties; [...] basically, **it's a rather conservative place**; I would even say ossified."*
- *"On the one hand, we talk about openness, but I see also some sort of **hierarchy** at the administrative level; in all of this, there is a **lack of time to talk**. Let's implement this, let's implement that, but there's no time for that either."*
- *"We don't have time, the **increasing pressure**, the constant pressure and stress of evaluation. The community factor is not considered. The hierarchy at the university is also very apparent. These relationships between employees are sometimes very challenging. And also, in the case of workplace bullying or discrimination, some procedures simply don't work."*
- *"I was involved in the anti-bullying committee, they appointed me to the committee, but I didn't have any training. Supposedly there are some procedures, but after all, these are sensitive issues, and here such **powerlessness** appears because no one taught me how to act in such situations."*
- *"When there is a crisis, the research and teaching staff are made responsible for solving the problem".*

- *"This hierarchization and lack of transparency create additional problems".*

Students on the other hand stressed that the main problem in studying is the **complexity of university structures**, which also translates into **an incomprehensible hierarchy**. With such a system, individuals feel lost, not knowing who to turn to with their issues. Their opinion also depends on where they are located - large departments and faculties are characterized by a greater sense of **anonymity, less sense of agency, and more confusion in the structures**.

- *"Very diverse and embedded in the structure in which you are".*
- *"There are differences in this depending on where you study."*
- *"I often have this concern that the university is a **very complicated game** in which the rules are not entirely clear and sometimes set ad hoc, and often these rules are predetermined."*
- *"I still feel **very lost**; no one has explained to me how the hierarchy works and who to turn to. I feel generally safe, but I feel that in a dangerous situation, I wouldn't quite know who to turn to and who makes what decisions."*
- *"Study time is very open and developing, but looking more structurally at the university, I see various problems; the administrative structures are sometimes tight; the administrative organization of the university can be a problem because there are such blind spots because supposedly there are these rules, but sometimes, however, we don't know about them, and the leaders don't either."*
- *"Rather positively, the difficulties are **confusion in the structure** and administrative organization of the university; anonymity vs. intimate university space."*

2.2 Perceptions of equality and inclusive policies

Teaching and administration staff agreed that **inclusion and diversity** are values that the university, as an institution, identifies with, but perceived them as too abstract. The problem is that those values may not be implemented in **everyday practices** at the university. It was also underlined that some inclusive actions or regulations do not receive full support from the university's authorities which often makes it difficult to introduce them. Employees are worried about the **political context** which makes science and researchers more prone to **political attacks** and shifts their position into more precarious.

- *"It seems to me that it is better than I expected. The university is sort of top-down differentiated, however, when it comes to the practice, of what it looks like, it seems to me that there is **low awareness**. A lot of people want, don't mind implementing it; at worst there is a kind of indifference, but in general, there is a lack of these competencies, how to take care of this subject."*
- *"I have the impression that there is a lot of such **facade acceptance**. Outwardly, in this sphere, in the forum, it is respected, but all you have to do is blow off this layer of rainbow glitter and then this hidden homophobia or transphobia occurs."*
- *"During the course of the study, a person was called a faggot behind their back."*
- *"From my time as a student, I can say that topics are left out; this **university does not teach about those topics** [on equality and diversity], but requires that you cope on your own and invent certain things. Sometimes the university shows that it is open, but in fact, you have to search for yourself and discover these topics of diversity."*
- *"It is not surprising to me that such a facade exists, because homophobia or transphobia exists in a given context, similarly to racism or misogyny."*

- *"Now people are more careful, but such exclusionary content appears in less official contexts."*
- *"All implementations require space and conversation. Sometimes it's better to slowly and steadily implement systemic solutions that make a real difference."*
- *"There are inscribed values such as equality and diversity, but they are abstract. The solution and support come too late; the teachers encounter certain situations, and the university does not respond at the right time."*
- *"We are in the process, these changes are being recognized, but this is just the beginning".*
- *"If there is **no commitment of people in the high positions**, then these changes cannot happen, another issue is the lack of continuity of the authorities, and there is no continuity".*
- *"Just because there is a will, it doesn't mean that something will be implemented".*

Students appreciate the appearance of the **socio-political context** in the university, in classes, but at the same time state that it is a **huge threat** to themselves, to the instructors, to the university structures. Taking up certain topics can always be met with criticism from people or institutions higher up in the hierarchy, which can consequently result in negative evaluations, internal dissent, or other repression.

- *"On the one hand, I like it, but on the other hand - someone then imposes some visions on me, influences me through their authority when I don't know something; when I know but don't agree, it's difficult for me to object at that time."*
- *"I have concerns about what can happen by how the future can be damaged by this context, such as external funding for universities; how dealing with certain topics in sociology can spoil the careers of academics and researchers."*
- *"Addressing certain topics comes with the threat, thinking about the ruling party's policies, of how our future may be limited. The context, too, makes sensitive people even more sensitive, but you may also have a greater sense of mission, that there are real problems to deal with."*
- *"I like that there is this context. But also the problem is with the humanities faculties, which, however, despite the lack of money, do not give up on taking up these 'incorrect' political topics, in the sense of those incompatible with this policy. In the Faculty of Polish Studies, however, there are quite a few classes in which queer topics are taken up."*

Students during the interview spoke openly about the many situations in which gender identity sexual orientation, or even inclusive language, are topics that come up during classes. Often, unfortunately, they are **discredited, discriminated against, or humiliated**. In the situation of **unequal distribution of power** that we face at the university (instructor-student relationship), individuals admit that it is difficult for them to react, and even when they want to do so, they do not know to whom they can turn for help. There is an internal disagreement about the content conveyed or the topics raised, which strike at the dignity and basic rights of everyone - but there is often no institutional response.

- *"Several times I've had to deal with situations where there was a movement for LGBTQI+ rights or women's rights, and several times there were also situations where the teachers didn't understand basic issues, such as those related to identity or orientation. For example, the issue of nonbinary is not a matter of opinion only of science, and this made it hard for me to participate in classes, because, for example, the teacher talked about nonbinary or feminativism disrespectfully. Sometimes I had this reflex to explain something, but where am I going to pay attention to the great professor."*
- *"I attended classes that included homophobic and sexist content, and supposedly dealt with private international law. There were classes about how same-sex marriage is against nature. Now I simply*

warn younger friends about these classes. In law, I also encountered that about gender-inclusive and neutral language, some people speak pejoratively. It's tricky that it's not even about views, but about the fact that this is material that is passed off as knowledge."

- "There used to be a rainbow overlay on Facebook, and under that homophobic content, and they eventually fired the guy [a teacher], but I also don't know who to report such things to."
- "The situation that we are supposed to talk in class about same-sex couples, and the instructor on the other side with a raised voice said why we are not right."
- "But I would also point out that in emails or sometimes in classes there are these feminatives or pronouns and that, however, these people are somehow included; although one instructor forbade me to use the phrase 'activist people' in my work because they said it was incompatible with the language."
- "A teacher gave me fewer points because I used the term 'responding person' [gender neutral term in Polish – *osoby respondenckie*] instead of a male or female respondent".

2.3 Definition of invisible homophobia

Students shared specific situations that they considered to be manifestations of invisible homophobia; they tried to formulate their definitions that take into account the many aspects of the phenomenon. It shows how broad and complex the concept is, and when dealing with such an **ambiguous phenomenon**, it is more difficult to come up with an adequate response to make those in the academic community feel safe. Invisible homophobia was thus understood as a certain microaggression in interpersonal communication, censorship or tabuisation of certain topics, and lack of recognition.

- "As the teachers sometimes address female students by saying 'ask your [male] partner' - such a default **hetero-norm**".
- "That this is the kind of thing that is hard to just report or explain. I can think of a sexist example of how there was an assignment in class and for men it was to build a house and for women to design a wedding."
- "All **microaggressions** enter into it. But also an example of aggression - such as a story from friends. A non-binary person was attending a class, and the instructor, when the person wasn't there in the classroom, said 'Now you really don't know who is of what gender, and now we know nothing.'"
- "The story of the medical colleague [of JU]: assumptions are directed toward women that one must have a child only in the traditional way of marriage between a woman and a man."
- "Also certain subject matter is simply not addressed and some threads are left out and not reading those threads is also some kind of manifestation."
- "But it's also a situation of how a person who is afflicted by homophobia feels about the act (rather than focusing on the attacker). Invisible homophobia is censorship that
- a person can impose on themselves and conform to certain narratives because there is a great disparity of power."
- "Invisibility perhaps more as **non-recognition**; for example, 'there is no sexism in our country, because look how many women there are,' and for example, 'there is no homophobia, because, after all, no one forbids them to study,' or 'there is nothing in these classes to offend'; such upholding of the status quo."
- "In general, non-heteronormative people may be afraid to talk about it, that they will be discredited".

2.4 Recommendations

Teaching and administration staff shared their ideas regarding measurements that they would like to be implemented at the university. First and foremost, they focus on **the inclusion of all groups into the university community**. Individuals stressed that the idea is to turn the declared openness about diversity into real practices that would contribute to creating a safe community. Particularly popular were anti-discrimination training and workshops addressed to employees. The respondents claimed that every action, even symbolic, is needed, however, without a systemic approach to equality, real change is not possible.

- *"This overlay for MS TEAMS for transgender people or the Rainbow Association".*
- *"**Anti-discrimination training for employees**, because when employees know, the persons who study will feel safer. I have the impression that young people are doing quite well and are becoming more courageous."*
- *"A meeting at the beginning of the academic year, even kind of guidelines about the language would be better than nothing."*
- *"Maybe this support even symbolic is too small".*
- *"Move from the phrase "we tolerate and accept the rainbow" to the phrase "we have a week to fight homophobia, let's support the discriminated group, let's fly the flag."*
- *"This rainbow continues to be seen as something political".*
- *"Educating in the form of instruction and encouragement so that the message goes to everyone - community activities, not just targeting specific groups."*
- *"Training and cooperation of such non-academic kind, because it is not only a knowledge resource but development and networking."*
- *"LGBTQI+ friendly universities as a popular university".*
- *"Inclusion as a broad strategy (that it's not just LGBTQI+, but religious groups, for example)."*
- *"**Friendly space** has to be not a slogan, but a reality, and you also have to be brave enough to say that you have a problem with something, otherwise we won't get out of this impasse."*

Students on the other hand began the conversation by listing activities already in place to support the university community and consider the needs of LGBTQI+ people. However, participants themselves noted that the activities they mentioned are **grassroots initiatives**. While they emphasized their great value in shaping a safe and inclusive environment, they immediately noted the lack of institutional actions. Students believe that only **structural changes** have an impact at every level of the university hierarchy. With this assumption, a brainstorming session was created among participants, during which they listed actions they would be willing to implement in the academy. They emphasized the need to **combine grassroots and institutional activities**, as this allows for better responsiveness to community needs.

- *"The university does not necessarily use deadname, but that there are these overlays for MS Teams that students can use".*
- *"There are posters from TęczUJ [a queer student organization at Jagiellonian University] that, for example, 'you can be whomever you want'"*
- *"I immediately thought of TęczUJ and all the events they organize. For example, after those words of Duda [the president Andrzej Duda] ["they try to tell us that they are people, and it's just ideology"] there was a network of support created, for people from different faculties direction to support LGBTQI+ people, and it was such a grassroots initiative. And now during Pride month there were a lot more rainbow overlays used, and that makes me happy, because it's a small thing, but happy nonetheless."*
- *"TęczUJ is a grassroots initiative, and it should go structurally because there is a need for such activities."*

- *"Grassroots activities will not work for the teachers; these activities help the [student] community, integrate, but institutionally they do not change anything."*
- *"It would be nice to have a workshop like this for teachers on inclusivity, on language forms, on identities."*
- *"But it also seems to me that for the moment it is so utopian, because of how such a respected professor would be forced by the authorities to such training, and he denies the existence of transgender or non-binary."*
- *"There are also people in charge who are open-minded, but they are completely uninformed, so it is worth doing such workshops."*
- *"There are diverse needs in different departments. A given area in a given department also conditions the community, and it's nice for these activities to be tailored to their internal needs."*
- *"A combination of systemic and grassroots activities is important so that this community voice is not lost because it's easy to come up with something that no one needs."*
- *"Simply pointing out that there is this request to be mindful of what the person is saying (for example, what pronouns they use)."*

Participants also shared their views on what is lacking at the university; some stories they shared make diverse actions necessary. Individuals shared which actions, from their perspective, are most urgent. They opt for introducing **real actions, even small or symbolic** ones, not just empty declarations that are not followed by changes.

- *"Psychological support. Because SOWA [a university office for psychological assistance] doesn't somehow show that it is queer support."*
- *"So that this rainbow-ness enters the halls and not just ends in the corridor".*
- *"Even a simple flag will do the job"*
- *"Marking that this is a safe and open place".*

Students underlined the necessity of opening "the queer topic" for those who are transgender and nonbinary. For them inclusion based on gender identity is crucial.

- *"It would be nice to involve more people from the LGBTQI+ community, especially trans and non-binary people, for example, recruit on Instagram. Nothing about them without them."*

3. Conclusions

Academic and administrative staff are aware of the need for building more inclusive environments at the Jagiellonian. They also recognize inclusion, equality, and diversity as core academic values. Simultaneously, they realize that often on a practical level, those values are not implemented and remain neglected. The biggest challenge when it comes to introducing any change at the university is being overburdened with responsibilities and duties, academic hierarchy, and reluctance from the university governing bodies to implement any structural measures. When it comes to tackling homophobia or transphobia, employees underline a façade of measures taken by the university. On the one hand, the university claims its dedication to diversity and inclusion, on the other hand, the policies introduced rarely translate into real change and do not have a structural impact.

Hierarchy in the university structure was also seen as problematic by students. They often feel discouraged from taking any action by the non-transparent rules of the academic world. At the same

time, they perceive grassroots initiatives as of great importance for the possibility of introducing change in the university. In other words, for them planning any step towards equality requires full participation and inclusion of the marginalised communities.



Co-funded by
the European Union



Lithuania



Report of the qualitative survey among students, administrative staff and teachers/researchers at Klaipeda University

1. Introduction

The PrEclIOUS project partners devised a questionnaire consisting of 15 inquiries pertaining to the subject of hidden homophobia and how respondents perceive the quality of life for LGBTQI+ individuals in the context of higher education institutions (HEIs). Prior to administering the survey, a preliminary test was conducted with participants from each of the three categories: students, administrative personnel, and teachers/researchers. This preliminary test revealed difficulties in comprehending certain questions and prompted suggestions for modifications in both wording and content. Adjustments were implemented, resulting in the final survey, which was distributed using various platforms from the end of April to May, 2023. It was circulated among academics and administrative staff through email and personal interactions, while students received it via apklausa.lt platform and throughout the link to their emails. The survey garnered a total of 79 respondents, comprising 10 students, 44 teachers and researchers, and 25 administrative staff. Personal information was not collected, but respondents were able to anonymously identify their role or category at Klaipeda University (Student/Staff/Academic) within the survey.

2. Results

Respondents from all categories expressed an awareness of the bias and discrimination faced by LGBTQI+ individuals both within and outside HEI settings. Interestingly, the discrimination awareness was higher among students (~80%), in comparison with admin staff or academics (~40%) towards sexual orientation. And even less awareness amongst all groups (~around 40-50%) towards gender identity. There was a strong support for LGBTQI+ rights as human rights, with a general consensus regarding the importance of ensuring equality in these rights. Around 50-60% respondents agree that one can be attracted to a same sex representative, with the majority of teachers and researchers 60,5%. However, a small percentage expressed reservations about recognizing same-sex marriage. Furthermore, ~30% to almost 50% of all respondents consider LGBTQI+ a threat to morality and traditional family. Once again, teachers and researchers account for the biggest numbers. Considering the answers of administrative staff (72%) and teachers or researchers (70,5%) it may be stated that if LGBTQI+ were more discreet, they would be better accepted.

Majority of respondents 60% somewhat agree and 20% strongly agree amongst students and amongst teachers or researchers 38,6% strongly agree and 29,5% somewhat agree, that people should be punished by law if they spread hate messages towards lesbian, gay, bisexual, pansexual, asexual people; also against transgender, gender non-conforming, a-gender, non-binary people. With only 13,6% of only teachers and researchers (none amongst students or admin staff) being assertive for non-punishment in the same case.

As for the University promoting inclusive knowledge and developing teachings on sexual orientation and gender identity, around half of students have not considered additional education on the subject. Teachers and researchers, on the contrary, agree that extra knowledge, including the incorporation of teachings about sexual orientation and gender identity would be rather welcome (15,9% strongly agree and 20,5% somewhat agree).

Majority of respondents (around 60%), not admin staff, nor teachers or students were aware of their own university's activities and events related to LGBTQI+ topics. To the contrary of those unaware, 30% in each group

of respondents were aware of such activities or events. The survey revealed that regarding actions promoted by the university, related to respect for gender differences, technical-administrative staff and teachers were the main initiators. However, the majority (around 70%) of the respondents confirmed that there is a lack of encouraging actions related to respect for gender differences at the university or it is not known.

Respect and support for LGBTQ+ individuals at Klaipeda University appeared to be just above average, with just over half of respondents expressing satisfaction with the University's policies in this regard, with students winning in this category with 60%.

Incidents of LGBTQ+ rights violations and discriminatory acts were largely unknown to the respondents. However, those few cases that were known had been reported, and the respondents were content with the internal actions taken in response.

Participants were presented with two images of embracing couples: the first depicted two male-presenting individuals holding hands, and the second showed two female-presenting individuals embracing. Majority respondents reported that these images had no discernible effect on their feelings (with 90% around students for men and 100% for women). There was a slight negative response to the first picture from teachers and researchers 16,3%. Specifically, respondents expressed more discomfort upon viewing the image of the two male-presenting individuals, whereas only 10% felt a similar discomfort with the image of the two female-presenting individuals. Similar numbers represent the responses of administrative staff.

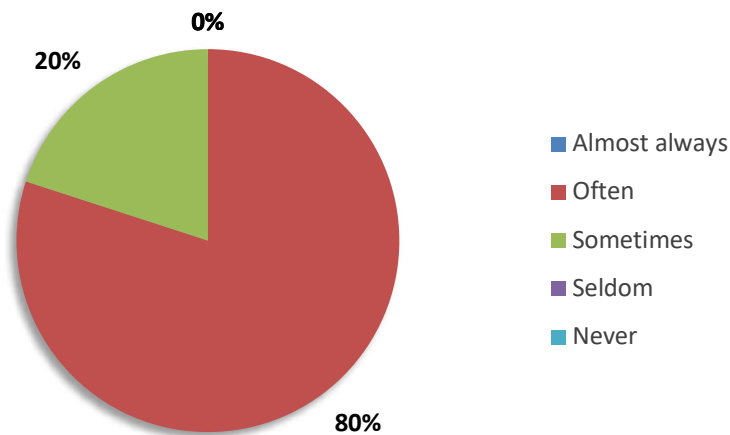
In the section pertaining to teachers and administrative staff, there was substantial support and empathy for LGBTQ+ colleagues and their experiences of minority stress. The survey of admin staff revealed that many of respondents (40%) would be somewhat supportive or be very supportive (32%) LGBTQ+ people. Another part of the respondents (20%) would not support or would report the problem to the appropriate services (8%). As for the teachers or researchers, there would be even more – up to 80% altogether supportiveness. The survey also revealed that a bigger proportion of admin staff strongly agree (52%) and partially agree (32%) that coming out for LGBTQ+ people can be a stressful process; they worry about rejection, ridicule and the possible loss of family, friends, or a job. A slightly smaller proportion of respondents (8%) neither agree nor disagree, and 4% slightly or 4% completely disagree. Once again up to 80% of researchers also agree on the matter with only 5% contradiction. Further, the survey revealed that most of the respondents strongly agree (32%) and partially agree (18% for admin staff and 30% for teachers or researchers) that assumptions about any person being cis/trans/straight may be wrong. A slightly smaller proportion of respondents (18% for AS and 27% for TR) neither agree nor disagree. 3% of respondents somewhat disagree and 29% AS and none for TR strongly disagree. Finally, the survey revealed that most proportion of respondents strongly agree (40% AS and 30%TR) and partially agree (4%AS and 27%TR) that university should take practical and political action for the well-being of LGBTQ+ colleagues, such as offering special training, gender-neutral spaces, institutional participation in Pride Week, etc.

Among the student respondents, there was also considerable support and understanding for LGBTQ+ peers and their experiences of minority stress. It is noteworthy that a higher proportion of student respondents (around 80%) also agree with the statement that being LGBTQ+ can be a stressful experience compared to the teacher and administrative staff category. One third of all respondents - 30% of students expressed disagreement with the idea that Klaipeda University should implement events, best practices, and courses related to the LGBTQ+ community, and only 10% of students agreed to this suggestion.

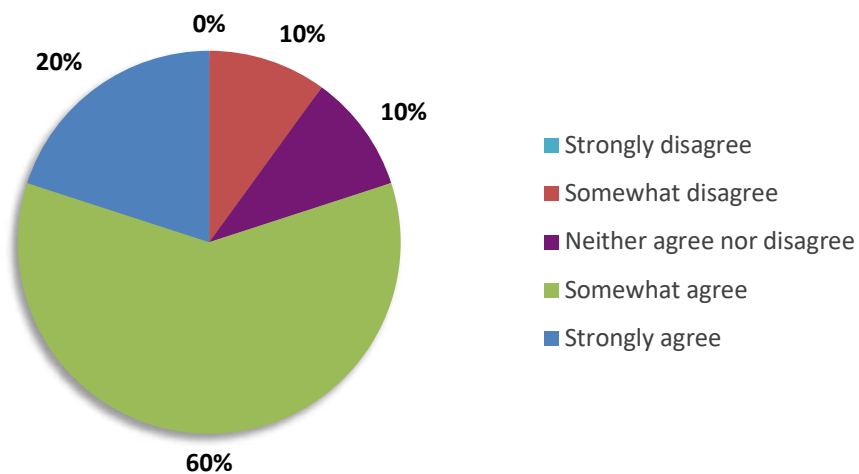
2. PrEclIOUS Survey key graphics

3.1 Responses from Students

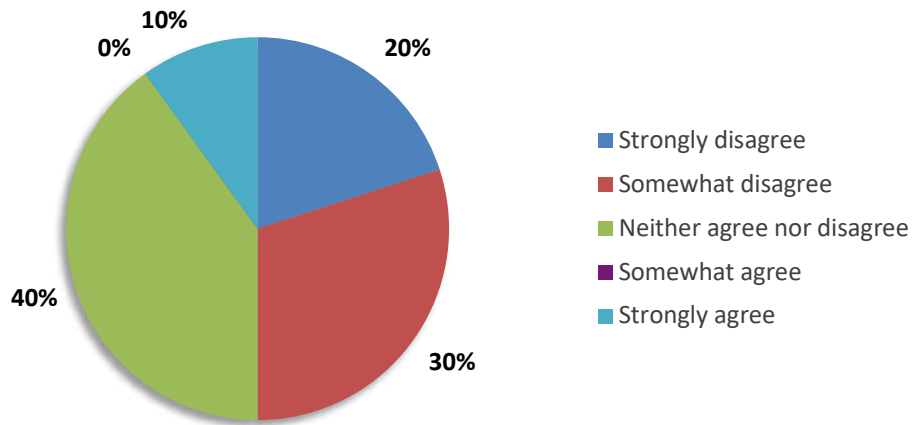
1. In general, in your opinion, in Lithuania, are people discriminated against because of their sexual orientation (for example: gay men, lesbian women, bisexual or multisexual people, asexual or aromatic people)?



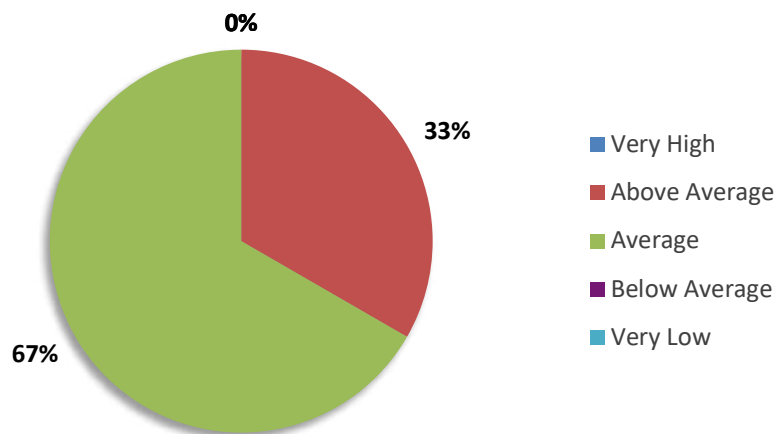
- 3G. It is right that the law punishes those who spread hate messages against lesbian, gay, bisexual, pansexual, asexual people.



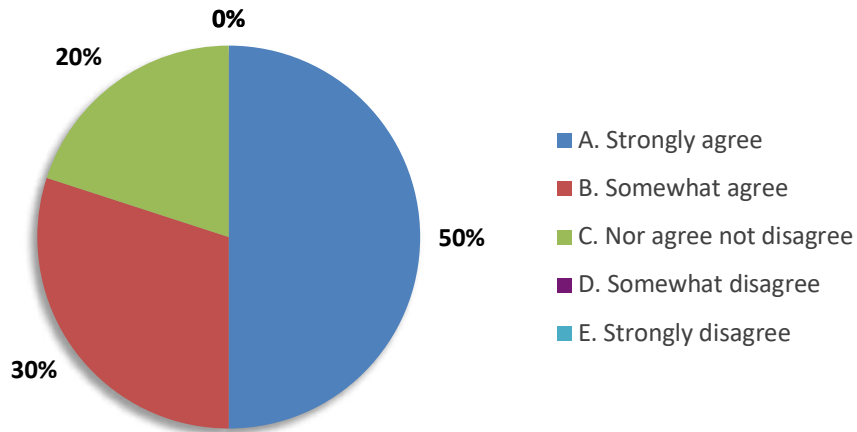
5. I believe that Universities should promote inclusive knowledge and develop teachings on sexual orientation and gender identity.



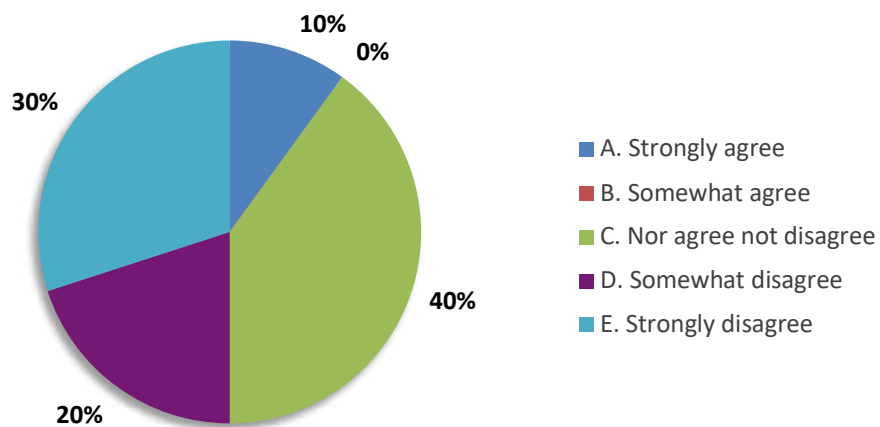
7B. The level of respect for gender identity and sexual orientation that is ensured at my University is



12B. Do you agree that coming out to others as an LGBTQ+ person can be an anxious process, as the individual worries about rejection, ridicule and the possible loss of family, friends and employment. For students, college life is already stress filled, and adding the process of grappling with one’s sexual or gender identity to that mix can be overwhelming.



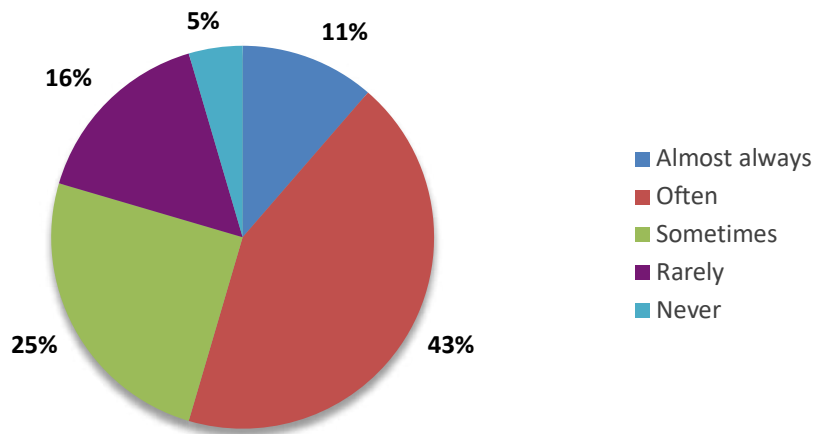
12D. Do you think that your University should implement practices and policies for well-being of LGBTQ+ students such as specific training opportunities, gender-neutral spaces, institutional participation in Pride Week/Month etc



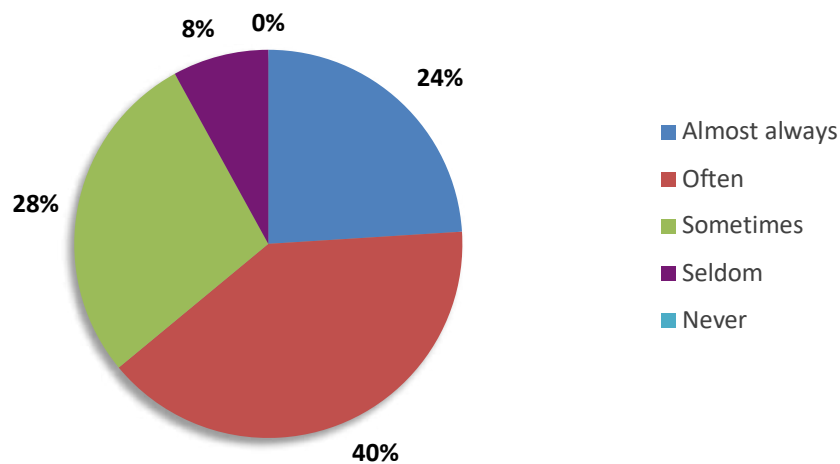
3.2 Responses from Academics and Administrative staff

1. In general, in your opinion, in Lithuania, are people discriminated against because of their sexual orientation (for example: gay men, lesbian women, bisexual or multisexual people, asexual or aromantic people)? (Please choose one of the answers).

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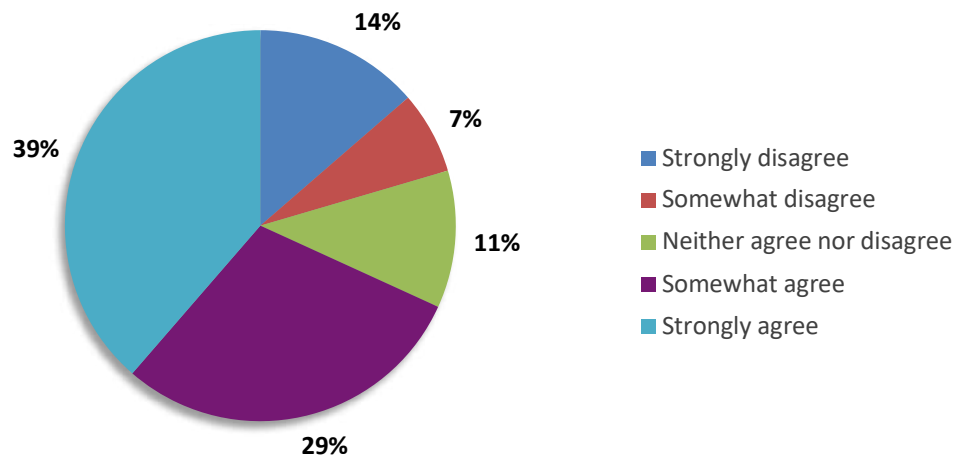


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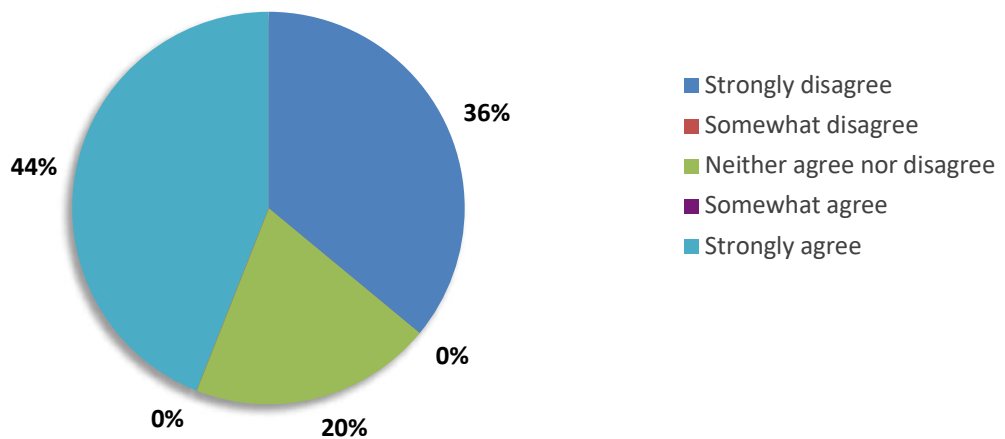


3.g It is right that the law punishes those who spread hate messages against lesbian, gay, bisexual, pansexual, asexual people.

ACADEMICS

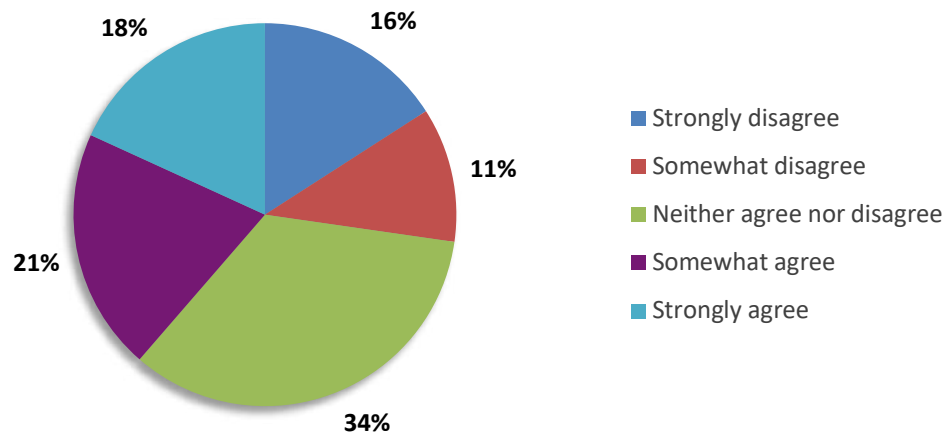


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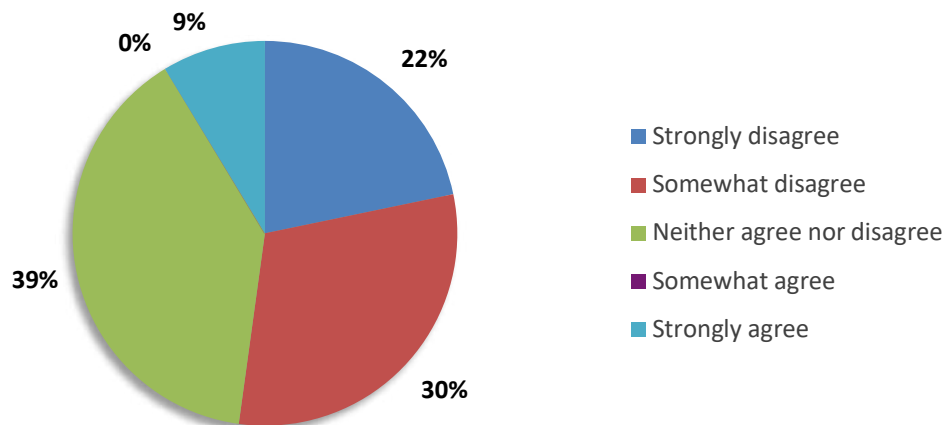


5. Express your degree of agreement/disagreement with the following statement "I believe that universities should promote inclusive knowledge and develop teachings on sexual orientation and gender identity" (Please choose one of the answers).

ACADEMICS

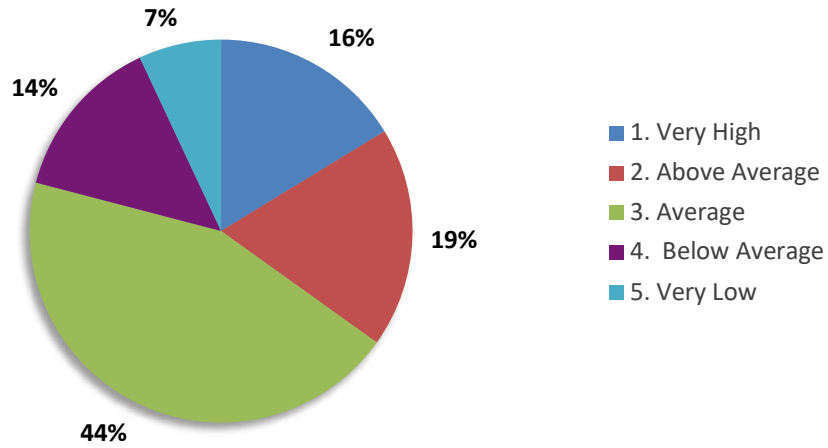


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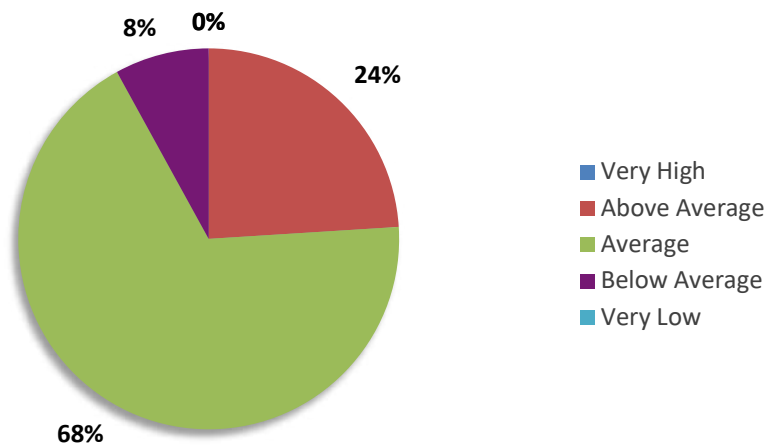


7.b. The role of University Policies in ensuring respect for gender identity and sexual orientation at my University is...

ACADEMICS

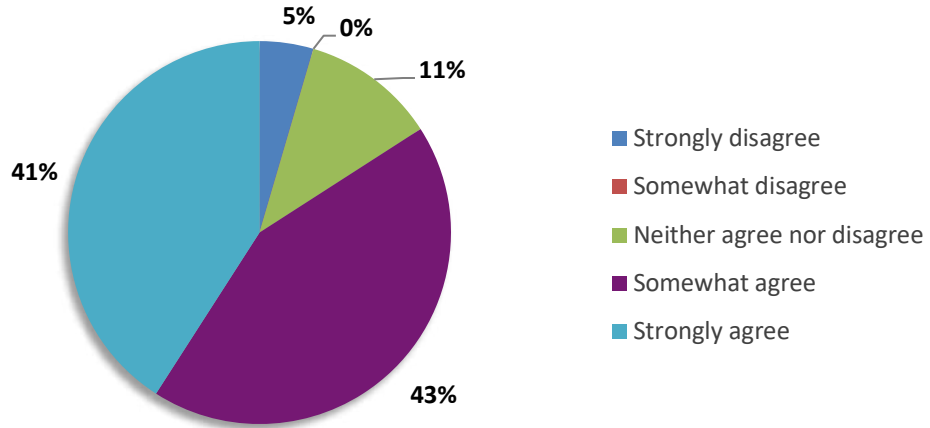


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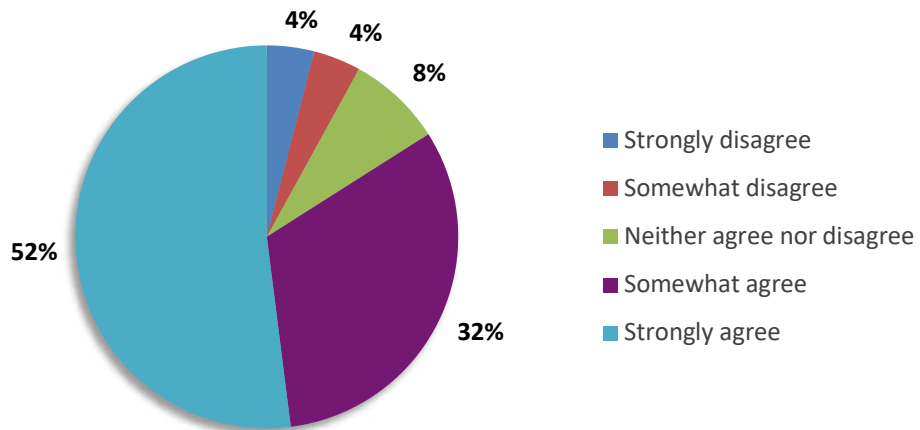


11.b. Do you agree that coming out to others as an LGBTQI+ person can be an anxious process, as the individual worries about rejection, ridicule, and the possible loss of family, friends, and employment.

ACADEMICS

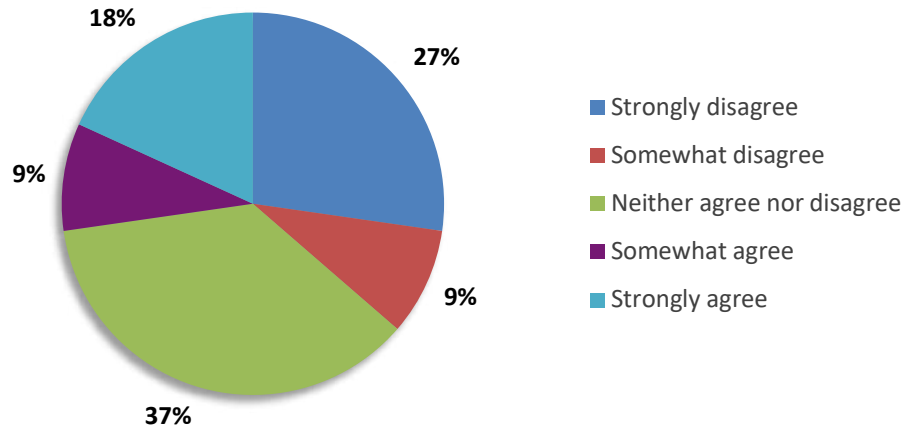


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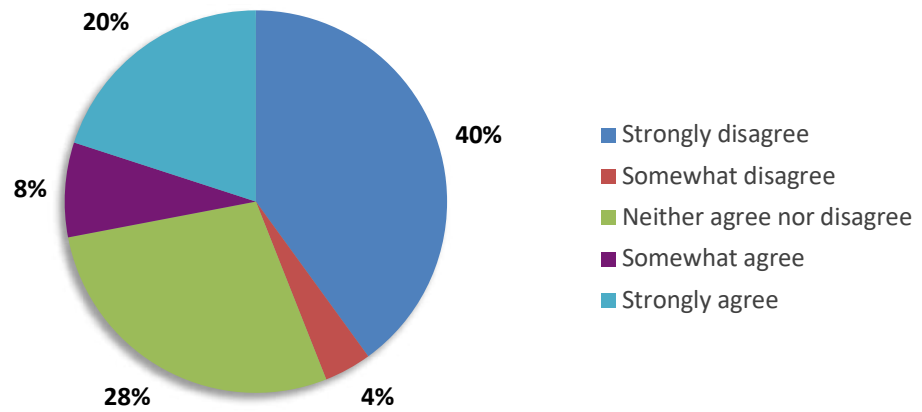


11.d. Do you agree that assumptions about whether somebody is cis/trans, hetero/non-hetero can be misguided?

ACADEMICS



ADMINISTRATIVE STAFF



4. Conclusion

In summary, these findings shed light on the prevailing circumstances, revealing that invisible homophobia is a pertinent issue not only within higher education institutions but also in broader communities. Raising awareness about the discriminatory nature of invisible homophobia remains a challenging task. A welcoming university environment allows LGBTQ+ students to learn about themselves, grow and enjoy independence. However, this is not reflected in the experiences of all students, many of whom still face discrimination, exclusion and abuse because of who they are.

The survey data emphasises the necessity for increased knowledge and understanding in this area. Embedding LGBTQ+ inclusion in practices will ensure that students feel supported and a valued part of the university's community. Everyone's positive input is required in different aspects of the subject: administrative staff as much as teachers' and researchers' or students' visible commitment will also reassure and attract talented LGBTQ+ students, helping to build a diverse student body.

FOCUS GROUP REPORT “KLAIPEDA UNIVERSITY (STAFF-LECTURERS-STUDENTS) OPINIONS ON THE UNIVERSITY’S ROLE IN OVERCOMING INVISIBLE HOMOPHOBIA”

1. Focus group methodology

Initial information. A focus group interview **for staff** was conducted on 06/13/2023 online and 06/19/2023 in a face-to-face format.

A focus group interview **for lecturers** was conducted on 06/07/2022 in a face-to-face format.

A focus group interview **for students** was conducted on 06/08/2022 in a face-to-face format.

All conversations took place in an informal setting and were audio-recorded on a voice recorder¹ (the discussion was held in Lithuanian or Russian, comfortable for communication between respondents and the moderator). The focus group interviews were a planned part of the PRECIOUS Project.

Purpose. To find out the range of respondents' opinions on the issue of counteracting latent homophobia and transphobia at the university (finding out the corresponding personal assessments based on emotional experience).

The participants of the group. The focus group discussions involved three different target groups - staff, lectures and students.

1. **Staff** were 9 persons from the Klaipeda University administration.
2. **The lecturers** were 4 persons of the Klaipeda University.
3. **Students** – 8 persons.

All participants were selected on the principle of voluntary participation.

Research methodology. An informal group discussion was conducted; unstructured questions were used according to the research plan.

Timing total. For Staff - 100 minutes; For Lecturers - 85 minutes; For Students - 240 minutes. Total 425 minutes (7 hours 5 minutes).

Introduction. Acquaintance with the moderator, with the project, coffee – 33 minutes.

Feedback. Completion. 5 minutes project. The discussion was held until data saturation on all research questions.

Moderators. Of **Staff group** – Dr. Dalia Puidokiene, Ph.D. in social science, psychotherapist, member of the PRECIOUS Project, dalia.puidokiene@gmail.com. Of **Lecturers group** – Dr. Maryna Subota, Ph.D. in sociology, researcher at the Center for the Study of Social Change at the Klaipeda University, member of the PRECIOUS Project, marina.subota@karazin.ua. Of **Students group** – Rima Karosiene, a younger scientist at Klaipeda University, member of the PRECIOUS Project, karsokiene.rima@gmail.com.

¹ A transcript of the main part of the focus group in the original language (Russian) is presented in the Appendix. Link to audio file https://drive.google.com/file/d/1iY_bGsZ5jPhIstef3WESzSbwwFG9cdrR/view?usp=drive_link

Group members of Staff

Participant code	Year	Gender	Department	Scientific degree
P1 ²	49	female	Administration	Associate Professor, PhD
P2	45	female	Personnel and Document Management Unit	Associate Professor, PhD
P3	45	female	Department of Public Administration and Political Science	Associate Professor, PhD
P4	56	female	Department of Marine Engineering	Associate Professor, PhD
P5	54	male	Department of Multimedia Engineering	Associate Professor, PhD
P6	46	female	Academic Affairs	Associate Professor, PhD
P7	55	female	Study Service	Associate Professor, PhD
P8	39	male	Institute of History and Archaeology of the Baltic Region	Associate Professor, PhD
P9	53	female	Institute of Marine Research	Associate Professor, PhD

Group members of Lecturers

Participant code	Year	Gender	Profession	Position
P1	63	female	Linguist	Lecturer at Klaipeda University
P2	63	female	Educator	Lecturer at Klaipeda University
P3	54	female	Educator	Lecturer at Klaipeda University
P4	64	male	Historian	Lecturer at Klaipeda University

Group members of Students

Metric data about the group	Gender	Educational background (level, completed field of study)	Experience (how long have they been studying)	Citizenship /ethnicity	Place of residence (please indicate - a town, rural area, big city)
X1	male	Bachelor's	3	Lithuanian	Rural area
X2	female	Bachelor's	3	Lithuanian	Rural area
X3	female	Bachelor's	3	Lithuanian	Town
X4	female	Bachelor's	3	Lithuanian	Rural area
Y1	female	Master's	2	Lithuanian	Town
Y2	male	Master's	2	Lithuanian	Town
Y3	male	Master's	2	Lithuanian	Town
Y4	female	Master's	2	Lithuanian	Rural area

² P1,2,3, ... means abstract of the Focus group participant for staff;

2. Research results

2.1. Main result

A group discussion on invisible homophobia at Klaipėda University revealed a low level of everyday "visibility" of LGBTQI+ people and LGBTQI+ issues at the university are not felt and not accepted. The topics discussed were described by the group as relevant, but participants noted that they are not talked about, even though it is likely that there are some people in the Klaipėda University community who belong to the LGBTQI+ community. Usually, such topics are preferred not to be raised. The situation when everyone quietly lives his private life and does not invade the public space with his demands is recognized as more comfortable.

The topics that were discussed were characterized as sensitive – both at the personal level of the respondents and the Lithuanian society as a whole. Respondents stated that changes are taking place in the issues of LGBTQI+ acceptance both in modern Lithuanian society and in their immediate surroundings. They also stated that their own attitude towards the need to publicly protect the rights of LGBTQI+ people is in the process of changing. They rethink many aspects of the previously accepted “traditional” patterns.

At the same time, traditional views on the problems of sexual orientation and gender identity were described as dominant in the country at the moment.

According to the respondents, since there is a social movement for the struggle for LGBTQI+ rights, progress in the opinion of the majority will occur, but this requires a lot of time. The opinion was also expressed that the state should be the most active actor here. As public and political support grows, the state should eventually expand the formal rights of the LGBTQI+ community.

The respondents in the group stated that their own personal stance is tolerant towards LGBTQI+ people, but they themselves lack information about such people, how to communicate with them, and about discrimination against them.

2.2. Specific Findings

We divided specific findings into 7 blocks that correspond to blocks of questions in the interview script. But during the analysis, some blocks were omitted, due to the logic of the respondents' answers.

2.2.1. Understanding / interpretation of “invisible homophobia”

(What is invisible homophobia for you? When you hear the notion of ‘invisible homophobia’ what comes to your mind? How do you understand this term? Can you give some examples of invisible homophobia?)

For the discussion of **staff** participants, "invisible homophobia" appears to be a concept that is not fully understood or familiar. They express uncertainty about the term and grapple with its meaning. However, their comments and insights provide some glimpses into how they interpret or associate with the concept.

P5: Maybe we have the wrong understanding of homophobia? Maybe there are some other canons of understanding homophobia that come, I don't know, from science or politics, that we don't know. We are not experts in this field. Could you give us a name and then we could think about what homophobia is?

P2: Maybe with the incoming ones, next time it won't be clear until the defence who he is. In the sense that, let's say, his name doesn't say anything either. We do not have any documentation that indicates the sex.

P6: What I associate with this invisible homophobia, although the term itself was new to me as a term, and I don't know if I'm getting it right, I tried to do a bit of googling before this meeting.

Some participants associate invisible homophobia with **hidden biases and prejudices** that individuals may hold while outwardly behaving politely. They suggest that society often promotes an image of tolerance and acceptance, but in reality, individuals may still harbor discriminatory attitudes or avoid those perceived as different.

P6: ... And the invisible homophobia, I associate that with the fact that we are all very politely, like, living in this, well, here, what's that they say about that, are you tolerant, are you tolerant of others, are you not a racist? So, if you ask the question, are you not racist, then there - for me it's nothing about their race, but if you ask the question, would you allow your child to marry somebody of another race there? That's when it all comes out. It's like, we all know that. We need to be, we need to have an image, or we have an image of ourselves, of how very tolerant we are here, in all respects, but in reality, we don't.

There is a recurring theme of **division between "normal" and "different" or "us" and "them"** in the discussion. Participants acknowledge the existence of this division and suggest that it can lead to the segregation of people. They indicate that, despite societal talk of tolerance for differences, individuals who are perceived as different may not be fully accepted or integrated.

P8: We have probably a lot of all kinds of phenomena still in a society that is hidden, latent, where some invisible discrimination, hatred of others, manifests itself. I mean, we sort of recognize their right to exist and, on the other hand, we very often behave in such a way that they are not us. We do not identify with these people, and we do not even find a place for them in a normal society. They are abnormal people, and we are normal people. Yes, that is probably where the manifestation comes in.

Some participants hint at the idea that certain words or phrases used in language may **unconsciously perpetuate discrimination**. They mention that specific lexicon or language may not consider the personhood of individuals who are different.

P6: That to me is homophobia about the fact that it's as if the person is like a leper because of a trait, who will infect me because of that trait, or there's that trait of yours, God forbid, and it's not supposed to be when I'm very much in hiding and pretending, but I'll still come out with the behaviour.

Participants note encountering **aggressive denial** of the problem from some decision-makers. This denial is seen as a problematic sign, indicating a reluctance to acknowledge issues related to homophobia or discrimination.

P7: There are probably not only cases of homophobia, but also of otherness, of any kind of otherness. What I have found that has stuck out to me and here at the university is actually a very aggressive denial of the problem from people, not naming who, but from people who are making decisions. We simply do not have that problem, that is all. Point. Bounce. So, this is a very bad sign, and it also indicates a certain, probably, internal problem, the presence of a big problem inside a person and so on.

P6: I was thinking about the fact that we often use like terms, like jokes, like something, also declaring that everything is fine with us, we are tolerant, everything is fine, but we use some words in our speech as if we don't have in mind, maybe this other person, the personality of it. Why is this lexicon in our language? It needs to be eradicated, equally, because it does not indicate any good things.

There is a sense that tolerance, as mentioned by participants, often means allowing others to exist **without fully embracing or including them in society**. They express the idea that certain individuals or groups are regarded as "abnormal" or "different" and are not fully integrated into what is perceived as "normal" society.

P6: There's this invisible like I'm not going to say anything directly to the person, but I'm still going to somehow, in a different way make out that I'm avoiding them for something.

Participants suggest that individuals who are perceived as different may **not always express their needs or concerns openly**. This lack of publicizing needs may contribute to a lack of awareness and understanding.

P9: We just allow them to exist. Don't we? I certainly hear a lot of that in the environment, it's okay, let them be, let them be, let them live, but well, let them not interfere with normal people's lives. There is this, and they don't publicise their needs. We say, as we tolerate. Very much so.

In summary, while participants may not have a clear, universally agreed-upon definition of "invisible homophobia," their comments indicate that they associate it with hidden biases, division, polite behaviour with hidden discriminatory attitudes, and a disconnect between tolerance and true inclusion. They also emphasize the importance of addressing these issues openly and honestly.

Participants in the discussion on invisible homophobia noted that there is a lack of information about it in order to really understand what it is, although at the same time, they also noted that there is often a division between "normal" and "different", between "us" and "them", and that there is a kind of segregation of people, although this term was not used in the discussion. The panellists noted that if there is talk of tolerance of difference, it is often in the form of treating the other as if he or she is not accepted.

The perception of homophobia among **lecturers** turned out to be very personalized, filled with emotional content, connected with one's own experiences, and attitudes towards the social phenomenon of LGBTQI+ people. With its acceptance or non-acceptance. With the experienced difficulties of its personal acceptance.

For respondents, the problem is not so much homophobia as the fact that they are faced with the need to change their attitude towards representatives of the LGBTQI+ community, caused by changes in society. During the discussion, from questions about homophobia, respondents insistently moved on to the more primary question of accepting LGBTQI+ rights as such. The discussion participants express a range of thoughts and emotions when confronted with the concept of "invisible homophobia." Their responses reveal a mix of discomfort, evolving attitudes, and personal reflections.

Some participants **initially expressed discomfort and uncertainty** with the concept, stating that they are not experts in this area and need more time to understand it. They mention a desire for a clearer definition and understanding of homophobia.

Participant 1: ...if so at first, without thinking about specific phenomena, I would say: "It would be better if this did not happen". I do not like it. But since it is already beginning that such people appear in our environment, and here are the children of our friends, or colleagues in general.

There is a recognition of the evolving nature of attitudes towards LGBTQI+ individuals. Some participants describe how, over time, they have encountered people who identify as LGBTQI+ and have found them to be intelligent, friendly, and kind. This experience challenges their initial discomfort and stereotypes, revealing **mixed emotions and evolving attitudes**.

Participant 1: Here is such a double feeling: and so, and so. And you understand that it happens and that there is nothing you can do. That people have the right to live. And from another point of view, it hurts those who are nearby.

Participant 3: Because we have a traditional family model. Well, how to say – a woman and a man, children. And this concept, the concept of family... .. It's also difficult for me, but I try, I try ... because the environment, everything changes.

Participant 2: Sensitive. Something that really hurts people's feelings. Probably, if I had known better in advance what the topic would be, I probably would not have agreed to the conversation. Because not on any topic you want to express your opinion. Because in some situations I want to keep my opinion to myself. Well, since the conversation has already begun ... The [LGBTQI+] phenomenon itself has been around for a very long time. But now, in our time, well, how to say it, it is being formalized. Same-sex marriages. Recognition of this, tolerance there, for gays, for lesbians and so on. Indeed, this is such a movement, I would say. This is movement. Therefore, representatives of this movement introduce these ideas into life, they materialize and normalize it. But for me, personally.... I don't accept that it's all public. And everything is formalized. And this is happening publicly ... I don't really like it. It's not acceptable to me, it's not acceptable to me.

Participants share personal stories about the **impact on friends and family** members who have LGBTQI+ children or grandchildren. They describe the complex emotions they experience, including hurt and confusion when their loved ones are confronted with issues related to their LGBTQI+ identity.

Participant 1: My beloved friend has a granddaughter, she declared herself like this, teenager, trans. And the whole family suffers! Despite the fact that they work in Europe and are intellectual people, it still hurts a lot! And when she says to her grandmother that you call me a different, male name, and not her, which she was called from the first days – it hurts!

The discussion touches on **changing social norms** and the formalization of LGBTQI+ rights, such as same-sex marriages. Some participants expressed discomfort with these changes and the public visibility of LGBTQI+ issues.

Participant 4: When we [Lithuania] became independent again in 1990, we saw a lot of good and bad things in the West. And we could be free, but we ourselves must be very responsible. A lot of responsibility... We need to get used to this [publicity of LGBTQI+ and LGBTQI+ rights]. We need to take small steps towards this. ...So I think that this issue will also be resolved, in small steps. There was an attempt. Now in the Seimas [Lithuanian Parliament], this will not pass, there will be another Seimas and another Seimas. And it will still be decided because we have to live together. And look at each other together and solve different problems.

The participants acknowledge that their understanding and acceptance of LGBTQI+ issues are **still evolving**. They highlight the importance of **taking time to think and reflect** on these topics and express the need for more time to formulate their opinions.

Participant 1: ...You asked us, but we never touched on this topic. And now we are talking and thinking. And when we think, and everything is still changing ... And if we meet in a month, maybe we'll talk more. Because I'm in the process right now. I didn't ask myself these questions. And I don't even know myself if I'm telling the truth, because I don't know myself.

In summary, the discussion reflects a complex mix of emotions and evolving attitudes towards LGBTQI+ issues. Participants recognize the need for greater understanding, dialogue, and acceptance but also acknowledge the discomfort and challenges associated with discussing sensitive topics like invisible homophobia. At the same

time, participants noted that during the informal communication with other university lecturers, they heard assessments that hidden discrimination against the LGBTQI+ community is a common phenomenon. Hidden homophobia manifests itself in the form of LGBTQI+/themed jokes that are common in everyday discourse. And also, in-jokes “behind the eyes”, when someone is suspected of belonging to the LGBTQI+ community. Thus, according to some of the respondents, progressive views (that is, sexual education, tolerance, and equal marriages) should be carried by the state of Lithuania, and a political and legislative decision (on the legalization of relations) should be made.

Statements of **students'** discussion reflected a **range of perspectives on issues** related to homosexuality, unfair treatment, and homophobia.

According to some participants, the discussion revealed the **presence of unfair treatment, resentment**, and even **hatred towards lesbians and gay** individuals. The use of terms like "unfairly" and "hatred" indicates a recognition of discrimination and prejudice based on sexual orientation.

X1, X3, Y4: Treating of lesbians and gays unfairly, unresentful, with hatred.

The participants emphasized a **universal stance against harassment**. It does not specify whether the harassment is related to sexual orientation, but it underscores a general principle of opposing any form of mistreatment or bullying.

X4: Any kind of harassment is bad.

During the discussion, the students pointed out a form of exclusion and ignorance towards lesbians and gay individuals. It suggests a reluctance to involve them in various activities, indicating a form of **social exclusion or isolation**.

Y2, Y3, X2: Ignorance towards them, not willing to include to our activities, any activities.

Participants of the group discussion revealed a nuanced perspective. It separates homosexuality as a natural aspect of human diversity from the issue of homophobia. The emphasis is on the biases and prejudices that stem from societal norms, parenting beliefs, and personal convictions, which contribute to the oppression of individuals based on their sexual orientation.

Y1: Homosexuality is not a problem. The real issue of homophobia is the ways in which people are oppressed on the basis of sexual orientation and affection preference. It's the bias that comes from bringing up parenting issues, society or personal beliefs”.

In summary, these statements collectively highlight the presence of discriminatory attitudes and behaviors towards lesbians and gay individuals. They underscore the importance of recognizing and addressing homophobia, which is seen not as an inherent problem with homosexuality itself, but as a societal construct rooted in various beliefs and norms. Additionally, the statements emphasize the need for inclusivity and respect for all individuals, regardless of their sexual orientation.

2.2.2. Prevalence of homophobia in the university environment

(Is it an issue in university? Is this phenomenon present in work/study environment? If yes, how does it appear? In what behaviours?)

The **staff** participants' responses regarding the prevalence of homophobia in the university environment suggest a range of perspectives.

Some staff participants, particularly P1, P2, P3, and P4, denied the prevalence of homophobia and expressed that they do not personally observe or encounter instances of homophobia in their work or study environment. They emphasize that they have not come across overt cases of discrimination or disrespectful behaviour towards LGBTQI+ individuals.

P1: I don't see it. I really don't.

P3: I don't see it in my work environment, neither among students nor among lecturers. I don't see it anyway, maybe I don't see it, or maybe I don't even see it, or don't know how to see it.

P2: We don't have this problem.

P4: I have not come across a single case like this.

Some staff participants, such as P5 and P8, bring up the idea that the term "homophobia" is sometimes used too broadly and that not every form of discomfort or lack of understanding necessarily equates to homophobia. They emphasize the importance of distinguishing between genuine phobia and natural social or psychological anxiety. In other words, the existence of homophobia as a phenomenon is difficult to confirm due to its **limited recognition or acceptance**.

P5: We often apply and use the term homophobia too often in general. Because anyone who has some kind of, I guess I would say, anxiety or discomfort on this subject, we almost call them homophobic, but actually a phobia, it's a disorder, it's a kind of mental disorder, that is associated with this kind of intrusive, repetitive behaviour, isn't it?

P8: It's difficult to answer this question positively or negatively. I guess I could say that the first time a problem arises is when somebody raises it. At least in my environment, I haven't heard anybody bring it up, but on the other hand, of course, there are lots of all kinds of jokes in everyday speech, everything else, and they seem to be quite normal. For some people, maybe that is the problem, that people just do not think about what they are saying sometimes.

Several participants, including P6 and P9, suggest that there might be **a certain level of provincialism and lack of awareness** in their university environment. They imply that the awareness of LGBTQI+ issues may be less pronounced compared to larger cities or universities, which could contribute to a lack of clarity about the extent of the problem.

P6: I think that if you compare them, and I'm not comparing them with foreigners, but, say, with the big universities, with Vilnius, with Kaunas. It seems to me that we are very provincial here in Klaipėda. In a big mental sense. And do we really not know what kind of people we are surrounded by, if there is enough of that in other places, in Lithuania it is very reserved, and we see in the press what is going on and what kind of terms are used. But, perhaps, in the big cities there, it is a little bit normal, it is more than normalized, but maybe there is a little bit of this kind of talk about whether people are there, maybe it is not a little bit of that, so we really do not know what we are dealing with at all?

P9: But I would very much agree with that because it seems to me also that this is a really big problem for us and that our provincialism is very big, in that sense. Because, maybe with LGBTQI+, I haven't come across such obvious examples here, but of course, they are probably there too.

Some participants, like P7 and P9, point out that the invisibility of LGBTQI+ individuals in the environment might be due to the fact that they feel the need to hide their sexual orientation due to an unsafe or non-affirming

environment. This suggests that homophobia may exist, but is not openly acknowledged or discussed, exist **ambiguity and unspoken issues**.

P7: In reality, we don't really know what kind of people we are surrounded by, what their needs are, and nobody has really identified in this place whether it is a problem or not. It's hard to say that because really, when you work with people in real life, especially when you work with an audience, you never know what people are like and how deeply that can be hurt by one joke or another.

P9: I don't know if they are visible. Here is the main question. You formulated the question about community, so I don't know if we have a community. Maybe there are individual people. Do they not know that they are in different faculties or somewhere else?

Staff participants express **uncertainty about identifying** LGBTQI+ individuals in their environment. Some feel that they may not know who belongs to this community, highlighting a lack of visibility or open discussion about sexual orientation.

P9: Well, to be frank, it's not, but I have suspicions about, I've had suspicions about some students. It was then, like, it was in passing then. One particular case here was about 10 years ago. It was one of the best students in the group. There was no discrimination against him there, in my opinion. So did anybody know that he was homosexual?

Some participants bring up the **issue of gender equality**, indicating that it is sometimes discussed as a problem instead of homophobia. This suggests a complex **interplay of various forms of discrimination** and inequality within the university setting.

P9: But, say, men and women, this issue, it illustrates very well what is in our heads. When a man, say, in a meeting there, publicly declares, well, since we have equal opportunities here, let the women speak. What is that? And that means that there is a very big evil in the mind of a man. It is very bad. And it is very bad when these things come from people who we look to a little bit as our role models, as leaders, as someone who really should not be setting such an example for the collective. Yes, that problem, I say, I cannot be specific about LGBTQI+, but it is there.

In summary, the staff participants' responses reflect a mix of perspectives on the prevalence of homophobia. While some deny its existence in their environment, others suggest that it may be present but not openly acknowledged. There is also recognition of the need for more nuanced discussions around LGBTQI+ issues and a call for greater awareness and understanding in the university community.

The **lecturers'** participants offer a range of perspectives on the prevalence of homophobia in the university environment.

Acknowledges a **personal struggle with understanding LGBTQI+ issues**, especially in the context of friends and family. Expresses discomfort initially but recognizes the importance of acceptance.

Shares the experience of a transgender teenager in their circle, highlighting the challenges faced by both the individual and their family (Participant 1).

Participant 1: I would say: It would be better if this did not happen

Expresses **difficulty in adapting to changes in traditional family models**, suggesting a discomfort with shifting societal norms (Participant 3).

Participant 3: Because we have a traditional family model. Well, how to say – a woman and a man, children. And this concept, the concept of family... ... It's also difficult for me, but I try, I try ... because the environment, everything changes.

Recognizes the historical existence of LGBTQI+ individuals and notes the contemporary formalization and normalization of LGBTQI+ rights. Expresses a **personal discomfort with the public nature of LGBTQI+ movements and formalizations**, indicating a reservation towards the visibility of these issues (Participant 2).

Participant 2: But for me, personally.... I don't accept that it's all public. And everything is formalized. And this is happening publicly ... I don't really like it. It's not acceptable to me, it's not acceptable to me.

Offers a historical perspective, pointing out the **slow progress towards equality for various marginalized groups**, including women and minorities. Advocates for a gradual approach towards accepting and normalizing LGBTQI+ rights, highlighting the need for societal adaptation (Participant 4).

Participant 4: We need to get used to this [publicity of LGBTQI+ and LGBTQI+ rights]. We need to take small steps towards this. ... So I think that this issue will also be resolved, in small steps. There was an attempt. Now in the Seimas [Lithuanian Parliament], this will not pass, there will be another Seimas and another Seimas.

In summary, the lecturers' participants hold **varying views on LGBTQI+ issues**, ranging from discomfort and resistance to acceptance and advocacy. Some participants contextualize LGBTQI+ rights within **broader historical struggles** for equality, highlighting the slow progress made over time. There is an acknowledgment that **societal attitudes** need time to evolve, and this process involves both legal and cultural changes. The public nature of **LGBTQI+ movements and rights formalization is met with mixed feelings**, with some participants expressing discomfort with its prominence. Informal discussions with university lecturers reveal that **hidden discrimination**, often expressed through jokes and suspicions, is recognized as a common phenomenon.

In summary, the lecturer participants' views reflect a spectrum of attitudes towards LGBTQI+ issues, with some expressing discomfort or resistance, while others advocate for acceptance and gradual societal change. The acknowledgment of hidden discrimination suggests an awareness of the challenges faced by the LGBTQI+ community, even if not openly discussed.

The **students** have a range of opinions regarding whether invisible homophobia is a problem at the university.

Some **students do not perceive invisible homophobia as a problem** at the university. They may not have personally encountered instances of homophobia, or they may not consider it a significant concern in their academic environment.

X1, X2, X4, Y1, Y2, Y3: Not an issue; Have not come across with it; Have not happened at university.

The students acknowledge that there is a possibility of **invisible homophobia being a problem** at the university. They suggest that people should keep their personal feelings private and focus on academics within the university setting.

X3, Y4: Possibly an issue, because people should express their feelings behind the walls of the University. This is a place of study, not emotions.

The student **acknowledges the potential existence of invisible homophobia but expresses a preference to avoid dealing with it** or engaging in discussions about it.

X3: Have not seen, but don't want to either.

In summary, while some students do not perceive invisible homophobia as a problem at their university, others acknowledge the potential for it to be an issue. There is also a range of attitudes towards engaging with this topic, with some students preferring to keep personal feelings separate from academic pursuits. The majority of the participants stated that they have not encountered homophobia in the university environment, and do not see it as a problem, because they simply have not encountered it as something that would be considered homophobia,

except in isolated cases. Some commented that maybe they are not able to see it because of a lack of knowledge or information. Some participants noted that they had to deal with disrespectful behaviour, jokes towards homosexual people. Still other participants commented that it is not talked about at all, and when it is not talked about, there is a lack of clarity about attitudes, attitudes, etc., and how much of a problem it is. Still other participants commented that if we do not talk about homophobia as a problem, then we talk about equality between women and men as a problem, which in a way also reveals a certain position and level of our society.

2.2.3. Discrimination against the LGBTQI+ community

(Are you aware of or have you witnessed acts of discrimination against the LGBTQI+ community in our institutions?)

The participants, both **staff and lecturers**, generally expressed that they **had not personally witnessed or been aware of acts of discrimination against the LGBTQI+** community within the university environment. They emphasized that they had not encountered such cases in their entire careers. Some participants shared specific instances where they actively supported and welcomed LGBTQI+ individuals.

Students, too, largely stated that they **had not witnessed or were aware of any discriminatory acts against the LGBTQI+** community at the university. They also emphasized that if such an act were to occur, it would not be supported, as everyone has the right to their own choices. Additionally, some students mentioned that they would report such incidents.

X2, X3, X4, Y1, Y2: University has not organized any particular LGBTQI+ events.

X4, Y1, Y2: But there is no need for that – it does not need to be promoted.

Y4: University is there to teach a subject – there are gay teachers, there are students too – everyone is fine with that, and those who aren't – may not attend classes, change teachers or deal with issues in their own heads... we don't need any LGBTQI+ events.

Overall, the prevailing sentiment among participants is that discrimination based on sexual orientation or gender identity is not a prominent issue within the university community, at least from their personal experiences and observations.

2.2.4. Actions taken by the University against invisible homophobia or discrimination against the LGBTQI+ community

Has university done something about invisible homophobia or discrimination against the LGBTQI+ community? Should universities take action or organize something against invisible homophobia? Which actors should organize events to combat invisible homophobia at the university? Does the university need a course on countering invisible homophobia?

The **staff** participants discussed the need for specific instructions or guidelines on how to address cases of invisible homophobia or discrimination against the LGBTQI+ community. They emphasized the importance of having clear protocols in place. Additionally, they **expressed a desire for more training and educational initiatives** to increase their competence in this area.

There was also a discussion about the attendance and interest levels in training. Some participants noted that attendance was low, possibly due to scheduling conflicts with lectures. This raised the question of how to effectively prioritize and accommodate such training sessions.

The conversation touched on the importance of **creating a safe and inclusive environment** for individuals to be themselves, which could potentially reduce tensions and promote acceptance. There was recognition of the need for social interaction, and concerns were raised about the potential consequences of individuals becoming increasingly isolated, both physically and in virtual spaces.

Overall, the staff participants highlighted the **necessity of proactive measures to address invisible homophobia and discrimination** within the university community. They discussed the need for concrete actions, including guidelines, training sessions, and events, to promote inclusivity and acceptance.

In general, all members of the **lecturers'** group expressed or supported the idea that the topic of LGBTQI+ rights is highly politicized in Lithuanian society now. This creates an inappropriate context for the implementation of programs to counter invisible homophobia at the university.

Three respondents were quite categorical that the university should not take any formal steps in the fight for the rights of the LGBTQI+ community today.

Counteraction to invisible homophobia is perceived by all respondents as a political position and political activity. The position of the university is assessed as "out of politics":

Participant 4: From the very beginning, the rector said: "We don't talk about politics here." And that's it. And the university is autonomous, and each teacher – liberal, democratic or whatever – he decides, he is responsible.

Participant 4: I liked this position.

Participant 2: It's clear to all of us that – no!

Non-verbally, two other group members agreed with this statement. And one participant expressed a different opinion.

Participant 4: Why not? There is a course called "Family Pedagogy". There are just these questions. What did the students hear? And they heard different things. There was a task: come on, look, write what problems there are. And they look, they are interested, they know. You have to discuss it with them. This is the role of the university, and it is that you, the teacher, should know this, and you should talk to them about it.

Participant 2: If they want to talk about it!

Participant 4: But they want, they want to talk! I even had these... first remote lectures. How they discussed it! As they wanted. And offline is even better!

Participant 2: Well, I generally think that teachers should not show initiative in this topic!

The **student** participants expressed various perspectives on whether universities should take action or organize events to combat invisible homophobia.

Some students felt that their university had **not organized any specific LGBTQI+ events**, and they believed that there was no need for such events. They argued that universities are primarily institutions for teaching subjects, and as long as everyone is treated equally and respectfully, **there is no necessity for targeted events**.

Other students shared the view that **promoting LGBTQI+ events are unnecessary**. They believed that as long as gay teachers and students exist in the university, and everyone is comfortable with their presence, there is no need for additional events.

X1, X2, X4, Y2, Y3: Don't see a need for such events as there have not been any visible issues.

One student mentioned the presence **of posters on university walls about equality and diversity**, which could be seen as a form of **raising awareness about LGBTQI+ issues**.

X1, Y3: There are posters on university walls about equality and diversity.

A student emphasized that those who are uncomfortable with LGBTQI+ individuals in the university environment have the option to not attend classes, change teachers, or address their concerns personally. This student suggested that **LGBTQI+ events were unnecessary**.

In summary, the student participants had mixed opinions on whether universities should organize events to combat invisible homophobia. Some believed that such events were unnecessary, while others did not oppose them but felt that acceptance and respect within the university community were sufficient. These perspectives highlight a range of attitudes among students regarding the role of universities in addressing LGBTQI+ issues.

2.2.5. What should universities do / organize against invisible homophobia?

Should do universities anything/organize anything against invisible homophobia (dissemination, events, seminars, etc.)? In case such activities should be organized, do you think the responsibility for doing so belongs to the institution or should they rather be led directly by students?

The **staff** participants emphasized the **need for training and education**, especially for international students, on how to address issues related to LGBTQI+ individuals. They discussed the **importance of having clear guidelines and instructions** to interpret situations correctly. However, they also pointed out challenges, such as the scheduling of events conflicting with lectures.

There was a consensus that **universities should take responsibility for organizing activities against invisible homophobia**. Participants believed that institutions should play a proactive role in creating a safe and inclusive environment for all students and staff, regardless of sexual orientation or gender identity.

Some participants suggested **incorporating discussions on diversity and inclusion into the curriculum**, particularly in subjects like delinquent behaviour and ecology, where parallels can be drawn to the concept of diversity in society.

Overall, the participants emphasized the **need for both formal training and a cultural shift within the university community** to promote inclusivity and acceptance of LGBTQI+ individuals. They stressed the importance of creating an environment where diversity, in all its forms, is celebrated and valued.

The **students'** responses reflect varying perspectives on the need for specific events or activities against invisible homophobia:

Some students expressed the view that they **don't see a need for events** against invisible homophobia, as they haven't observed any visible issues related to this. They believe that the current environment is inclusive enough.

X1, X2, X3, X4, Y1, Y2, Y3, Y4: Such events, if organized, need to be done by teachers. Students are busy enough and they also organize masses of other events, therefore such seminars have not been considered yet by us.

Another perspective is that if a student has an issue with homophobia, they could seek help from **specialized teachers or take a course or training** on respect and inclusiveness. This group believes that involving the entire student body might not be necessary.

X3, Y4: If one has an issue with it – one may be addressed by specialized teachers or get a course or training on respect and inclusiveness. Why involve them all?

One student pointed out that **events organized by students tend to be friendly and inclusive**. They see value in student-led initiatives for creating an open and accepting atmosphere.

Y1: Events organized by students usually have a friendly environment and are inclusive.

Personal Preference and Focus on Academics: Some students feel that attending such events should be a personal choice and not directly related to academic learning. They believe that those who have a problem regarding LGBTQI+ issues can choose to attend such seminars.

X3, Y2: It's a personal preference to attend a seminar or not, which has nothing to do with studying and learning, therefore those who may attend have a problem regarding LGBTQI+.

Responsibility for Organization: There's a consensus among the students that if events were to be organized, the responsibility should primarily fall on the teachers or the institution itself. They feel that students are already quite busy and engage in various other activities, making it less feasible for them to lead such initiatives.

Overall, the responses suggest a range of opinions on the necessity and responsibility for organizing events against invisible homophobia. Some students feel the current environment is sufficient, while others see value in targeted educational efforts. The general sentiment is that inclusivity and respect are important, but there are differing views on the best approach to achieve these goals.

2.2.6. Need for training

If you think a training course should be/can be an action to be carried out, which competencies would you like to be better at/develop? To whom it should be addressed?

The **staff** participants in the discussion expressed several key points regarding the need for training and addressing invisible homophobia at the university.

Many participants expressed **interest in training courses focused on addressing invisible homophobia**. They highlighted the importance of practical advice and vocabulary, as well as the need for opportunities to learn from the experiences of LGBTQI+ individuals.

There was a discussion about whether the primary audience **for such training students or university lecturers should be**. Some participants suggested that **both groups** could benefit from training, while others emphasized the role of the teaching corps in addressing hidden problems and fostering a healthy environment.

Participants emphasized **the need for the academic community to develop tolerance and change attitudes**. They recognized that promoting a more inclusive environment within the university was essential before addressing students.

Participants **expressed gratitude for the discussion** and noted that it had made them reflect on the issue of invisible homophobia. They saw the discussion as a positive step toward raising awareness and changing attitudes within the university community.

Overall, the participants agreed on the importance of addressing invisible homophobia through training and discussions within the university community, with the goal of fostering a more inclusive and accepting environment.

The **students'** responses regarding the need for a training course on this subject are varied.

The participants unanimously expressed that they **do not believe a training course at the university is necessary or beneficial**. This sentiment is shared across the board.

All: Training course at university – no.

One participant shares a perspective on societal beliefs, particularly among older generations, about same-sex relationships. They believe that **competencies like compassion and open-mindedness should be addressed** if needed. They suggest that students should be encouraged to participate in student exchange programs, potentially with LGBTQI+ families, to broaden their perspectives and potentially change their views.

Y4: In our society, many people believe (especially older generations) that sexual contact between the same sex is immoral and either non-existent or impossible. Throughout the world, in many cultures, same-sex eroticism is socially accepted as part of the normal range of human behaviour. Therefore, competencies like compassion and open-mindedness should be addressed if at all, if needed. Students rather should be encouraged to travel the world through student exchange programs – possibly into a gay or lesbian family – to open their outlooks and possibly change their views.

Overall, the students' participants seem to agree that a formal training course within the university setting may not be the most effective approach to address invisible homophobia. Instead, they emphasize the importance of fostering compassion, open-mindedness, and exposure to diverse experiences as potential ways to promote understanding and acceptance.

2.2.7. What can you do to reduce the invisible homophobia at your university?

Students highlighted that to reduce invisible homophobia at the university, here are some actionable steps that individuals can take.

Recognize any personal biases or prejudices towards LGBTQI+ individuals and **work towards addressing and changing them**.

X3, Y4: Identify personal homophobia, not homosexuality, as the problem to be addressed. In conversations with friends and colleagues, speak out about homophobia. For many students, the only time that they talk about LGBTQI+ people is in the context of homophobic jokes. Such conversations like this help.

Engage in conversations with friends and colleagues to actively challenge and combat homophobia. This can help **create a more inclusive environment**.

X1, X2: Think about the similarities and differences between homophobia and other forms of oppression, like racism or sexism, to better understand homophobia and to look for ways to respond to mistreatment.

Consider how homophobia relates to other forms of discrimination, such as racism or sexism **reflect on similarities and differences**. Understanding these connections can provide insights into how to respond to mistreatment.

X4, Y1, Y3, Y4: Listen to the experiences of LGBTQI+ people. Similarly, assume that the ways in which LGBTQI+ people experience the world are different from the ways in which heterosexuals experience the world.

Take the time to **listen to the experiences of LGBTQI+ people**. Acknowledge that their perspectives and experiences may differ from those of heterosexual individuals.

Participation in and endorsing campaigns and initiatives aims at combating homophobia and promoting inclusivity to **support anti-discrimination efforts**.

Y2, X2: Support anti-discrimination efforts, as well as campaigns such as this, to stop homophobic prejudice.

By taking these steps, individuals can contribute to fostering a more inclusive and accepting environment for LGBTQI+ individuals within the university community.

2.2.8 How did this discussion touch on this subject? Were these questions important? What did they give? Reflections

The **staff** participants emphasize the importance of practical, concrete information and advice.

P1: To what extent does the lack of understanding... What knowledge is lacking?

P3: I would like to have some real concrete information, there is nowhere to read something, and I don't have time.

P5: It's practical advice like that. It's also vocabulary because there are so many different words now, sometimes you don't really know how to translate them into English, or where, when, and which one to use.

P2: I am trying to understand how to see the invisible. To see the invisible has been successful, at least to look a little bit in that direction.

P4: This is very important because talking about it, and talking yourself, hearing yourself. Already in the practical orientation of the one who has already gone through it, some of them have already encountered it, bumped into it.

They express a need for clear and concise guidance, especially in terms of vocabulary and terminology. They highlight the significance of understanding and addressing invisible homophobia in a practical context, rather than through theoretical discussions. Additionally, they value personal experiences and stories as a way to better comprehend and navigate this subject. Overall, they view this topic as crucial for increasing awareness and understanding.

The **students'** group discussion revealed that homophobia — or the fear and hatred of people who are homosexual— is often an obstacle to participation in any kind of activities among all groups: women and men, young and old, of any sexual orientation. In particular, many young students shy away from activities at the University out of fear they will be perceived as lesbians or gay. Addressing the issue of homophobia is very timely given making the University environment safe and welcoming. Issues such as harassment, bullying, and violence because of homophobia undermine the powerful potential of individuals to contribute to personal, social, and community development.

At Klaipeda University amongst respondents there have not been any cases of harassment towards sexual preference determined, although the students are aware of invisible homophobia, everyone in a personal way. Students do agree that such an institution as the University is a place to gain knowledge about a particular subject, therefore additional classes or seminars against discrimination should be a choice of attendance of personal preference and should be held outside the University. But if an issue is prominent, then the particular person causing an issue should be addressed rather than the whole class, hence such events should be organized by teachers, if necessary. Any discrimination at the University would be immediately reported and not tolerated amongst the

students. Respondents state that addressing the issue, talking about experiences, comparing the issue with other harassment, considering LGBTQI+ feelings and preferences, and also supporting anti-discrimination acts (not necessarily at the University) may help to reduce invisible homophobia.



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Survey and Focus Groups Final Report



WP 2 REPORT ON THE INVISIBLE HOMOPHOBIA

(In the respective University and in the wider local environment, based on empirical research, namely questionnaires and focus groups discussions)

This report refers to the situation of LGBTQI+ persons in the four Universities participating to the PrEclIOUS project, namely Aristotle University of Thessaloniki, Greece (AUTH), Jagiellonian University, Krakow, Poland (JU), Klaipėda University, Lithuania (KU), and University of Siena, Italy (UniSi).

Methodology

1. Questionnaires

Partners of the PrEclIOUS project elaborated a survey with closed and some open questions related to the topic of invisible homophobia and the perception of respondents to the quality of life of LGBTQI+ individuals studying, working and teaching in HEI environments. Before administering the survey, a trial test was done with respondents from each category (students, administrative staff and academics) highlighting difficulties in understanding the scope of some questions and suggesting changes in wording and content.

Two different *anonymous* questionnaires were distributed to:

- Members of staff (teaching, research, technical, administrative)
- Students (undergraduate, postgraduate, PhD cand)

Number of persons responding to the questionnaires

University / participating	AUTH	Jagiellonian	Klaipėda	UniSi
Students	941	31	10	9
Staff members	398	32	44	27

2. Focus Groups (FGs) discussions

- The University teams organized discussions in person (in situ, and one in hybrid way)
 - with interested members of staff (teaching and administrative) as well as with students, either separately or in a mixed form
 - as integral part of the execution of the project PRECIOUS,
 - even if co-organised with other University authorities (like in the case of AUTH in co-operation with its Rector. They aimed at finding out whether there is in the respective University (visible and / or invisible) homophobia and transphobia
 - Research methodology: informal group discussions
 - Duration: different (from 45 minutes to 3 hours depending on saturation of the questions asked)

→ Aimed at

- presenting the project: its concept, objectives and current state of the art with a dissemination of its website, and results achieved so far (collection of good practices, glossary).
- creating a space for sharing experiences of students and those working with students
 - either belonging or not to the LGBTQI+ community
 - discuss the notion of invisible homophobia / transphobia (based on the participants' experiences and perceptions)
- evaluating the (respective) University's actions taken so far to combat (visible / in visible) homophobia / transphobia and creating a biases-free academic environment
- gathering ideas regarding
 - the necessity of measures to be taken by HEIs
 - possible measures that could be implemented by the University in order to combat (visible or invisible) homo- and transphobia
- developing recommendations for competences that need to be gained and attitudes / trainings that need to be set in motion, able to make the academic community more tolerant, and accepting gender and sexual diversity.

Schedule of Focus Groups Discussions carried out by the partners

More specifically, focus groups discussions were organized as shown in the following charter:

University / participating	Aristotle University of Thessaloniki (Greece)	Jagiellonian University (Krakow, Poland)	Klaipėda University (Lithuania)	University of Siena (Italy)
Members of staff (teaching)	27 June 2023, 11 Academic and 4 Administrative Staff Members	04 July 2023, 7 participants (employed in research teaching and administration)	06 July 2023, 4 lectures	10 July 2023, 13 teaching staff members
Members of staff (administrative)			13 June 2023 (online) and 19.06.2023 (in situ), 9 staff members of administration who are Assoc. Professors	12 & 28 June 2023, 9 administrative staff members
Students	12 July 2023, 8 students (and 2 Professors, members of Precious project)	03 July 2023, 6 participants, members of the LGBTQI+ community and allies	08 June 2023, 2 FGs, 4 students each (FG 1 = undergraduate, FG 2 = postgraduate)	18 May & 15 June 2023, 9 students

Results

1. Concerning the notion of invisible homophobia / transphobia the participants tried to form a definition and to give examples.

Based on the replies:

Invisible homophobia and transphobia – maybe better termed as hidden biases and invisible discrimination – means the subtle, indirect, or concealed expressions of discrimination, stereotypes, and prejudice against individuals who identify themselves as LGBTQI+ (Lesbian, Gay, Bisexual, Transgender, Queer, and others). In other words, it refers to stances imbedded to people’s and institutions’ behaviour, which –although not being an open and straight forward discrimination of LGBTQI+ persons– creates an environment which is unfriendly to LGBTQI+ persons. In such an environment, everybody is expected to be straight and cisgender, and treated as such, where LGBTQI+ persons remain invisible and are tolerated without being visible and recognized, in which microaggressions (verbally in the mode of ‘jokes’ or serious statements) are tolerated and seen as ‘normal’. Equally, the use of deadnames, i.e. teachers not respecting elective names and pronouns for trans students during lessons and exams.

Consequently, in such an environment, LGBTQI+ persons (or those suspected or taken as being such, or even allying with the LGBTQI+ agenda) are treated less favourably in a hidden and sometimes even unconscious ways, although the institutions and persons think they are fair and just towards them. The hidden nature of this stance makes it invisible to many who are either not sensitive or are opposed to homosexuality / transgenderism and find such a mode of acting ‘natural’ and / or justified.

As a participant at the administrative staff FG at KU states: *“We do not identify with these people, and we do not even find a place for them in a normal society. They are abnormal people, and we are normal people. Yes, that is probably where the manifestation comes in.”* Or, even more succinctly, as another participant of the same FG put it: *“We just allow them to exist. Don't we? I certainly hear a lot of that in the environment, it's okay, let them be, let them be, let them live, but well, let them not interfere with normal people's lives”*. This ‘we’ and ‘them’ segregation and exclusion lie at the heart of invisible discrimination and less favourable, even sometimes exclusionary, treatment. At the same FG a participant shared a case where a worker was not hired because he was homosexual, despite being a good professional. What is very important is that, as a participant at the KU administrative staff FG stated, the discussion that had taken place allowed them to think more about the issue at stake, both in general and in the context of the university and recognise that there is hidden discrimination, not visible at first glance – this makes it invisible after all.

Based on both the survey (questionnaires) and the Focus Groups discussions (FGs), the majority of respondents of all categories showed awareness of the prejudice and discrimination experienced by LGBTQI+ individuals both outside and in HEI environments. However, the fact that LGBTQI+ are still not treated equally has also been reflected in the survey, based on the respondents’ replies. For example, many expressed their antithesis to same-sex marriage and homoparentality. Few even expressed themselves in a more aggressive way against homosexuals and / or trans persons, showing that they consider them as ‘abnormal’ when compared to the straight / cis persons.

2. Stance towards (invisible) homophobia

Academic and administrative staff as well as students –in their majority– taking part to the FG discussions seemed to

- recognize inclusion, equality, and diversity as core academic values
- accept the inclusion of all groups into the university community as an important goal which needs to be turned into real practices that would contribute to creating a safe community

3. Standing of the respective HEI when it comes to combatting biases based on gender identity / sexual orientation

All FGs

- recognised that the values of equality / non-discrimination / respect and acceptance of all members of the academic community are not always / properly implemented
 - although in some cases (e.g. AUTH) there is already such a plan discussed and / or decided upon by the University
 - On the contrary, at KU the members of teaching and administrative staff stated that they had never encountered cases of discrimination against members of the LGBT community at their University. This was also a finding of the questionnaire at the same University.

The majority of those participating to the survey seem to be satisfied with their respective HEI's institutional initiatives, in order to safeguard equality and non-discrimination on the ground of gender identity/characteristics and sexual orientation

e.g. UniSi: 55% and 66,5% agree that there is respect and support for LGBTQI+ respectively

Not many respondents have incidents of (invisible) homo-/transphobia to report

Concerning the HEIs response to discriminatory incidents, that were reported, respondents

- Seem to be mostly satisfied at UniSi but not at AUTH. However, even at UniSi, there was one respondent who admitted that they did not report an incident due to their fear for their privacy and making things worse.

Many participants at the FGs pointed out that there are difficulties for implementing the goal of inclusion, such as:

- hidden antithesis to LGBTQI+ persons which is not politically correct to express but remains at the background (hidden homophobia or transphobia)
 - especially in Poland due to the governmental regime – see e.g. Polish President Andrzej Duda's words (close to the ruling PiS party) who called, in 2020, the promotion of LGBT rights an "ideology" more destructive than communism
- lack of sensitivity by a large part of the members of staff and / or the university governing bodies
- implementation of equality / non-discrimination strategy seems to not be high in the University's agenda, due to:
 - low awareness or indifference in large parts of the members of the Universities communities concerning the discrimination suffered by LGBTQI+ persons amongst them
 - combined with a rather conservative stance of the specific Universities (especially AUTH and JU)

- lack of knowledge and competencies, even if there is will for things to be improved
 - at the JU, measures have been taken but seem to be a façade or policies introduced rarely result into real and structural change
- staff and governing bodies are overburdened with responsibilities and duties
 - many of which have a rather bureaucratic character lacking social responsibility and empathy for members of the University community
- hierarchical structure of the University does not allow for much room for improvisation by interested members of staff.

4. The need for HEIs to take measures towards a more inclusive academic environment in respect to LGBTQI+

The majority of the persons participating to the FGs and surveys –in different degrees, obviously, depending on the personal standing / membership to and / or empathy towards LGBTQI+ communities

- were more or less aware of and sensitive to the need of building more inclusive environments at the involved Universities
 - Contrary to the other national FGs, in KU some students at the FG expressed the opinion that there is no need for events or initiatives to promote equality, since there was no visible discrimination – while at the same University the lecturers recognised a low level of everyday “visibility” of LGBTQI+ people and LGBTQI+ topics at the university, but expressed also a similar opinion saying “the university should not get involved in politics, and not be actively involved in countering discrimination”, “because since everyone can speak freely, opinions will differ, and this will lead to unnecessary problems”. The same FG expressed the opinion that the real problem is that they now need to change their attitude towards LGBTQI+, because of the changes in society. These view is actually a vivid example of invisible and hidden homophobia and discrimination, since the enjoyment of equal rights of a specific category of persons (here: LGBTQI+) is considered to be a subject open to politics, which should not be addressed in order not to jeopardise a biased social “peace”. Similarly, in the questionnaire, only 38,6% (17 out of 44 respondents) agreed that “universities should promote inclusive knowledge and develop teachings on sexual orientation and gender identity”.
- recognised the importance of bottom – up and grass root activities but underlined that structural change requires also top – down and institutional initiatives and interventions and that both types of initiatives need to be combined and work together in parallel, in order to be more effective and productive.
 - Esp. the student groups at AUTH, JU and UniSi noted that only structural changes have an impact at every level of the university hierarchy and that their own initiatives, although useful, are not enough to bring about permanent change.
- Recognised the need for anti-discrimination training for employees, both administrative and teaching and research staff to be organised by the HEIs on the issue of invisible homophobia
 - Contra, some students at the FG at KU, expressed their view that additional classes or seminars against discrimination should be a choice of attendance of personal preference and should be held outside University.
 - Interestingly enough, and opposed to the teaching staff members, the participants at the FG “administrative staff members” at KU thought that training, especially for skilled professionals, would be

very useful to have at the University, but that it is very important to have someone responsible for implementing such activities.

Conclusions useful for forthcoming WPs

- WP3** (Need for transversal skills for an unbiased community)
WP4 (training package on the acquisition of transversal skills)
WP5 (HEI' guidelines vademecum on how to build HEI communities based on the concept of "plurality")

Written guidelines about the need for inclusive language be used by administration and teaching/research staff

- Gender neutral language or Feminativism (AUTH has already issued such guidelines, which are not always implemented, some participants at the UniSi FG have expressed their doubt if this really helps)
- Do not assume the other person's sex, gender and sexual orientation
- Use 'career alias' (chosen names) for persons in gender transition
- Active participation of the University in the pride week and parade (proposed by AUTH and UniSi participants)
- Inclusion of LGBTQI+ groups into the students' week in order to enhance visibility
- Instruction and encouragement as community activities, not just targeting specific or solely LGBTQI+ groups but others, such as religious groups, for example
- Importance of activating stake holders, such as LGBTQI+ persons, by using all possible means (eg Instagram, contacting relevant NGOs etc)
- Meeting on a one-on-one basis, in order to help people to express themselves more openly
- Enhance gender and queer studies at the University with interdisciplinary approach
- Similarities and differences should be found and noted between homophobia and other forms of oppression, like racism or sexism, in order to help people to better understand homophobia and to look for ways to respond to mistreatment
- Give the floor to persons who are themselves LGBTQI+ to express their own experience, the way they are treated and feel within the academic community.
- The HEIs should actively support anti-discrimination initiatives to stop homophobic prejudice and Establish support services for students: dedicated resources such as counselling services, safe spaces and peer mentoring programmes should be established. These resources should be easily accessible and prominently advertised.
- Some participants at KU FG commented that it would be useful to have some kind of instructions, rules on how to deal with cases of invisible homophobia or discrimination against the LGBTQI+ community. Other participants also commented that when there are trainings, for example on violence, the attendance and interest of participants is quite low.
- At AUTH the teaching and administrative staff FG, including the Rector and some Deans of the Schools, highlighted the need for the establishment of a new and discrete institutional body or framework, serving as an umbrella to the existing institutions and entities, taking care of gender discrimination (including gender and LGBTQI+ discrimination and sexual harassment issues).

- Moreover, participants proposed specific actions such as
 - To introduce interdisciplinary courses into the curriculum on gender studies, LGBTQI+ perspectives, histories and contributions, and diversity, more generally, in order to develop a culture of inclusion and to increase the visibility of LGBTQI+ persons
 - To re-launch the student week in the beginning of the academic year (every October) and dedicate one of its days to gender-related issues.
 - To develop a booklet that will include all information and services that are available to students in case they face relevant problems.
 - More students should be included in the decision-making bodies or the aforementioned institutional bodies.
- competences needed as highlighted by respondents were:
 - empathy, active listening, social skills, facilitation skills,
 - appropriate and gender neutral language strategies,
 - up to date glossary to better understand diversity.



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Annex



PRECIOUS SURVEY PROPOSAL

This survey will allow us to better understand people's level of well-being with respect to their sexual orientation and gender identity, analyze needs in quantitative and qualitative terms and to develop processes capable of preventing and combating all forms of discrimination.

In the context of the questionnaire the term "sexual orientation" denotes a person's physical, romantic and/or emotional attraction to others. The term "gender identity" refers, instead, to the self-perceived identity of a person, which may be different from the sex assigned at birth, as well as the expression of gender identity.

- 1. In general, in your opinion, in ___your country___, are people discriminated against because of their sexual orientation (for example: gay men, lesbian women, bisexual or multisexual people, asexual or aromantic people), or treated worse than others?**
 - a. Almost always
 - b. Often
 - c. Sometimes
 - d. Seldom
 - e. Never

- 2. in general, in your opinion, in ___your country___, are people discriminated against because of their gender identity (transgender and non-binary persons), or treated worse than others?**
 - a. Almost always
 - b. Often
 - c. Sometimes
 - d. Seldom
 - e. Never

- 3. Express your degree of agreement/disagreement with the following statements, according to the scale from 1 to 5 where 1 = Strongly disagree and 5 = Strongly agree**
 - 3.a One can be sexually and/or emotionally attracted to a person of the same sex**
 1. Strongly disagree
 2. Somewhat disagree
 3. Neither agree nor disagree
 4. Somewhat agree
 5. Strongly agree

 - 3.b LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people are a threat to everything I consider good and moral in society.**
 1. Strongly disagree
 2. Somewhat disagree
 3. Neither agree nor disagree
 4. Somewhat agree
 5. Strongly agree

3.c LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people threaten the (your country ex: Polish) family.

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

3.d If LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people gain more rights, it will be at our expense.

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

3.e If LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) people were more discreet, they would be better accepted.

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

3.f It is right for a same-sex couple to get married, if they wish.

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

3.g It is right that the law punishes those who spread hate messages against lesbian, gay, bisexual, pansexual, asexual people.

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

3. h It is right that those who spread hate messages against transgender, gender non-conforming, agender, non-binary people should be punished by law.

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree

5. Strongly agree

3.i Requests related to the recognition of diverse sexual orientations and gender identities are a danger to the traditional family.

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

4.a Have you ever heard your acquaintances use offensive words when talking about lesbian, gay, bisexual, pansexual, asexual people?

- a. Almost always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

4.b Have you ever heard your acquaintances use offensive words when talking about transgender, gender non-conforming, agender, non-binary people?

- a. Almost always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

4.c How often have you heard this statement “Bisexual people do not exist, in reality they are lesbian or gay individuals who do not accept themselves.”?

- a. Very often
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

4.d. My assumptions concerning the sexual orientation / gender identity of someone based on their outer appearance can be misguided.

- a. Strongly agree
- b. Somewhat agree
- b. Nor agree not disagree
- d. Somewhat disagree
- e. Strongly disagree

Express your degree of agreement/disagreement with the following statements, according to the scale from 1 to 5 where 1 = Strongly disagree and 5 = Strongly agree

5. I believe that universities should promote inclusive knowledge and develop teachings on sexual orientation and gender identity

- a. Strongly disagree
- b. Somewhat disagree
- c. Neither agree nor disagree
- d. Somewhat agree
- e. Strongly agree

6.a To the best of your knowledge, has your University promoted actions regarding the respect for differences?

- Yes
- No
- I don't know

6.b If you selected YES in question 6a please indicate who was the author of these promoted actions:

- teachers
- technical-administrative staff
- other staff
- students
- other (please specify) _____

6.c To the best of your knowledge, has your University promoted actions regarding the fight against sexual orientation and gender identity related stereotypes?

- Yes
- No
- I don't know

6.d If you selected YES in question 6c please indicate who was the author of these promoted actions:

- teachers
- technical-administrative staff
- other staff
- students
- other (please specify) _____

7a. Respect for gender identity and sexual orientation is ensured at my University

- 1. Strongly disagree
- 2. Somewhat disagree
- 3. Neither agree nor disagree
- 4. Somewhat agree
- 5. Strongly agree

7b. The level of respect for gender identity and sexual orientation that is ensured at my University is

- 1. Very High
- 2. Above Average
- 3. Average

4. Below Average
5. Very Low

8.a Do you have direct knowledge of discriminatory episodes based on sexual orientation within the University?

- Yes
- No
- I don't know

8.b If yes, have you reported the episode(s) to: EACH PARTNER SHOULD ADAPT THE LIST ACCORDINGLY

- Guarantee Act Committee (CUG)
- Confidential Advisor
- Counselor of parity
- Rector
- DG (Director General)
- External Authority
- Nobody
- Other: _____

8.c If yes, are you satisfied with how the report was handled?

- a. Very satisfied
- b. Satisfied
- c. Neither
- d. Dissatisfied
- e. Very dissatisfied

8.d Could you briefly describe what actions were taken in response to the report?

8.e If not, why didn't you report the episode(s)?

- Fear of retaliation
- Embarrassment
- Fears related to protection of privacy
- Lack of trust in the relevant authorities
- Other: _____

8.f Do you have direct knowledge of discriminatory episodes based on gender identity within the University?

- Yes
- No
- I don't know

8.g If yes, have you reported the episode(s) to: EACH PARTNER SHOULD ADAPT THE LIST ACCORDINGLY

- Guarantee Act Committee (CUG)

- Confidential Advisor
- Counselor of parity
- Rector
- DG (Director General)
- External Authority
- Nobody
- Other: _____

8.h If yes, are you satisfied with how the report was handled?

- a. Very satisfied
- b. Satisfied
- c. Neither
- d. Dissatisfied
- e. Very dissatisfied

8.i Could you briefly describe what actions were taken in response to the report?

8.j If not, why didn't you report the episode(s)?

- a. Fear of retaliation
- b. Embarrassment
- c. Fears related to protection of privacy
- d. Lack of trust in the relevant authorities
- e. Other: _____

9. How does this image make you feel?



- a. I feel uncomfortable
- b. I feel a certain discomfort
- c. Nothing in particular
- d. I feel a certain tenderness
- e. I feel tenderness

10. How does this image make you feel?



- a. I feel uncomfortable
- b. I feel a certain discomfort
- c. Nothing in particular
- d. I feel a certain tenderness
- e. I feel tenderness

11. Q ONLY FOR TEACHING BODY + STAFF:

11.A. How would you respond to heterosexual coworkers who feel negatively about an LGBTQI+ person in your office or in any group or team you are a part of?

- a. Support LGBTQI+ persons very much
- b. Support them a bit
- c. Would not support them
- d. Would forward the matter to Whistleblowing Team

11.B. Do you agree that coming out to others as an LGBTQI+ person can be an anxious process, as the individual worries about rejection, ridicule, and the possible loss of family, friends, and employment.

- a. Strongly agree
- b. Somewhat agree
- c. Nor agree not disagree
- d. Somewhat disagree
- e. Strongly disagree

11.C. Do you agree that assumptions about whether somebody is cis/trans, hetero/non-hetero can be misguided?

- a. Strongly agree
- b. Somewhat agree

- c. Nor agree not disagree
- d. Somewhat disagree
- e. Strongly disagree

11.D. Do you agree that your University should implement practices and policies for the well-being of LGBTQI+ colleagues such as specific training, gender-neutral spaces, institutional participation in Pride Week/Month, etc.?

- a. Strongly agree
- b. Somewhat agree
- c. Nor agree not disagree
- d. Somewhat disagree
- e. Strongly disagree

Professor:

- Lecturer, Assistant, Associate, Full
- FIRST CATEGORY
- SECOND CATEGORY
- Researcher
- RTDB
- RTDA
- Research fellow

Seniority of service at the University

- 0-5
- 6-15
- 16-25
- 26 and above

12. Q. FOR STUDENTS:

12.A. How would you respond to heterosexual friends or students/peers in your course who feel negatively about a person who is lesbian, gay, bisexual or transgender, on your residence hall floor, or in any group you are a part of?

- a. Support LGBTQI+ persons very much
- b. Support them a bit
- c. Would not support them
- d. Would forward the matter to Whistleblowing Team

12.B. Do you agree that coming out to others as an LGBTQI+ person be an anxious process, as the individual worries about rejection, ridicule, and the possible loss of family, friends, and employment. For students, college life is already stress filled, and adding the process of grappling with one's sexual or gender identity to that mix can be overwhelming.

- a. Strongly agree
- b. Somewhat agree
- c. Nor agree not disagree

- d. Somewhat disagree
- e. Strongly disagree

12.C. Ultimately, the only way to tell if a person is lesbian, gay, bisexual or transgender is if that person tells you so. Many lesbians, gay men, bisexuals and trans people don't fit the common stereotypes, and many people who fit the stereotypes aren't lesbian, gay, bisexual or trans. Do you agree that assumptions on your part can be misguided?

- a. Strongly agree
- b. Somewhat agree
- c. Nor agree not disagree
- d. Somewhat disagree
- e. Strongly disagree

12.D. Do you think that your University should implement practices and policies for the well-being of LGBTQI+ students such as specific training opportunities, gender-neutral spaces, institutional participation in Pride Week/Month, etc.?

- a. Strongly agree
- b. Somewhat agree
- c. Nor agree not disagree
- d. Somewhat disagree
- e. Strongly disagree

Type of Course of Study:

- Degree
- Master's degree
- Single-cycle Master's Degree
- PhD students

Course of study year:

- 1
- 2
- 3
- 4
- 5
- 6

WP2- DESK RESEARCH ON

Good Practices on Tackling Invisible Homophobia in Higher Education

Foreword

Definition of a “good practice”: A good practice is defined as a practice (act, omission, project, initiative) that has been exercised and proved to work in some way –whether fully or in part, but with at least some evidence of effectiveness in terms of creating a more inclusive and safer academic environment for LGBTQ+ persons– and that may have positive implications at any level elsewhere.

Each Partner: Share at least 3 National practices (from your own University or other Universities in your country), plus at least 2 practices from other EU countries.

Possible examples of good practice areas/themes:

- Career alias
- Internal policies
- Administrative staff training
- Students’ training
- Budgetary provisions
- Organization of events with civil society (NGO’s)
- Establishment of inclusive premises (i.e. bathrooms...)
- Students’ counselling
- Legal support in cases of harassment
- Research special funding
- Awards

UNIVERSITÀ DEGLI STUDI DI SIENA

Team <i>Authors of the form</i>	Università di Siena
Title	Le COSECAMBIANO@ROMA-2
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	<i>Academic year 2013-2014/ 2014-2015</i>
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	The questionnaire had been filled out by about 1800 students (equally distributed according to gender)
Objectives	<p>Acknowledging the fundamental role of education in promoting respect and combating homophobic and transphobic bullying, the project aims to raise awareness of the adolescents' respect for individual choices and differences, promoting a positive vision of the future. In particular, the project aims to achieve the following objectives:</p> <ul style="list-style-type: none"> detect the perceptions and experiences of secondary school students and teachers on discrimination based on sexual orientation and gender identity to develop anti-discrimination policies and actions; train the teaching staff and sensitise the students on the themes of homophobic bullying, the enhancement of differences and respect for individual characteristics related to sexual orientation and gender identity; promote prosociality and well-being in schools and contribute to the prevention of early school leaving often caused by violence/gender segregation and homo-transphobic bullying; contribute to combating homophobia suffered by/by adolescents at school and in the city, promoting a new cultural climate in Rome.
Institution <i>Academic Institution promoting the good practice within its activities</i>	Sapienza, Università di Roma, assessorato alle Pari Opportunità di Roma Capitale
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	24 high schools in Rome
Intersectionality	

<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Born at the urging of artists and intellectuals who in 2013 wrote an open letter to Mayor Marino in Corriere della Sera, the day after the suicide of a young gay man in Rome, and in line with the editorial project "lecosecambiano" the aim of the initiative is therefore to make adolescents aware of respect for individual choices and differences, promoting a positive vision of the future through concrete testimonies of well-known people and members of Roman LGBTQ+ associations who have made themselves freely available.</p> <p>"lecosecambiano@roma-2" has been joined by several higher schools throughout the capital. The project is divided into two main activities: Online questionnaire for students and teachers Teacher, student and family training</p> <p>The participating schools joined the competition "iocambioleco@roma" by sending their testimony or proposal against homophobia so that "things change" at school, at home, in Rome. Different tools had been used to participate in the competition, including, video-letters, videos, comics, songs, short stories, photographs, installations. The winning entries were chosen by a selected jury and awarded during the final event of the project. The contributions had also been published on the "lecosecambiano@roma"'s website and on the Facebook page of "Things change". Winners got their prize at the end of the project, on May 14, 2015.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The survey found that 47% of students said they often or very often heard homophobic expressions from their classmates and 25% heard (at least sometimes) the same expressions from teachers. 8% of students/students report being bullied at least once in school (9% of boys vs 7% of girls). The difference according to sexual orientation is high: about 6% of boys/girls with heterosexual orientation claim to have been bullied against 35% of boys/girls with non-heterosexual orientation. Those who have been bullied by homophobic matrix report a lower level of perceived well-being and have thought more frequently to leave school because of the discomfort experienced in different school contexts. 58% of bullied subjects confide in friends/friends, 32% with teachers/teachers, 19% with parents, 11% seek help online.</p> <p>34% of students/students heard about homosexuality for the first time from the internet or TV (e.g. from the "Big Brother" broadcast), 24% from friends/friends, 20% from family and only 8% from teachers/teachers. More than 50% of boys/girls claim to have at least one friend/friend with a non-heterosexual orientation. Among those who have friends/girlfriends with LGBTQ+ orientation, 64% report feeling very close/close to their friend/non-heterosexual orientation. About 40% of boys/girls would participate in a school association aimed at promoting friendship between heterosexual boys/girls and LGBTQ+ boys/girls. 60% of students/students report that in class they happen to talk about issues related to sexual orientation but only 9% say they studied books that deal with this topic.</p>
<p>Link</p>	<p>http://lecosecambiano.roma.it/progetto</p>
<p>Source of knowledge for the good practice report</p>	

Team <i>Authors of the form</i>	Università di Siena
Title	XENIA
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	2020-2023
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	
Objectives	<p>The project aims to develop and implement an inclusiveness index to support equality, diversity and inclusion in European Higher Education Institutions (HEIs). Specifically, the index will measure the actual level of social and educational inclusion of sexual minority and gender marginalised students and staff. The project will also share practices and tools for promoting and improving equality, diversity and inclusion (EDI).</p>
Institution <i>Academic Institution promoting the good practice within its activities</i>	7 partners from Ireland, Italy, Greece, Slovenia and Spain.
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	24 high schools in Rome
Intersectionality	
Areas of implementation	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
Description <i>It might be useful to follow these components:</i>	<p>The final result of WP2 is the XENIA Inclusiveness Index that is composed by three key elements:</p> <ol style="list-style-type: none"> 1. Matrix structured along thematic areas, under which objective indicators allow to assess the inclusiveness of a HEI;

<ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<ol style="list-style-type: none"> 2. Survey for students and staff of the HEI to gauge the “perception” of inclusiveness in the HEI; 3. Index that is the aggregation of the results of the objective assessment and the subjective perception among students and staff of the inclusiveness of HEIs. <p>The XENIA Inclusiveness Index will allow to capture both the objective and subjective elements of inclusion at HEI level by assessing the institution from:</p> <ol style="list-style-type: none"> a. empirical perspective along the five thematic areas (Institution, Policies and Programmes, Pedagogy and Academics, Support Services, Academic life) and a set of objective indicators; b. individuals’ perspective of the inclusiveness of a HEI: the survey will be structured to capture the perceived level of inclusion in the specific institutional setting of the HEI; c. aggregate perspective by consolidating the “objective” and “subjective” measures of inclusion in a HEI. The Index will capture any mismatch between “the theory” and “the practice” of inclusion by combining the results of the Matrix and Survey and identify gaps and disconnects.
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	
<p>Link</p>	<p>https://www.xeniaindex.eu/mapping_it.php</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	

Team <i>Authors of the form</i>	Università di Siena
Title	Osservatorio sull'orientamento sessuale e l'identità di genere
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	17.02.2002- ongoing
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	
Objectives	The Observatory has the following objectives: <ul style="list-style-type: none"> - to measure the level of well-being of people in relation to their sexual orientation and gender identity through the reworking of statistical data; - to analyse needs in quantitative and qualitative terms; develop processes capable of preventing and combating all forms of discrimination; - promote an institutional language capable of overcoming stereotypes and forms of homophobia or transphobia; - organise cultural, training and information events; - encourage the construction of local, national and international networks.
Institution Academic Institution promoting the good practice within its activities	Università degli studi di Siena
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Università degli studi di Siena
Intersectionality	
Areas of implementation	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
Description <i>It might be useful to follow these components:</i>	Equip the University with a body that can detect and analyse, on the basis of data collected at local and national level and specific monitoring and intervention actions carried out in synergy with other components of the

<ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>university and national and international institutions, the different impact that university policies and organisational models have on people based on their sexual orientation and gender identity, with regard to institutional language, discrimination on grounds of gender identity and sexual orientation, the promotion of the values and principles promoted by the European Union. Contribute to the creation of better working and study conditions and to the promotion of an academic environment with a culture capable of counteracting prejudices and, in particular, phenomena such as homophobia or transphobia.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	
<p>Link</p>	<p>https://www.unisi.it/ateneo/governo-e-organizzazione/organi-di-ateneo/osservatorio-orientamento-sessuale</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	

Team <i>Authors of the form</i>	Università di Siena
Title	"Una comunità in mostra - Sanremo Pride 1972-2022"
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	4th-20th May 2022
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	
Objectives	The Observatory has the following objectives: <ul style="list-style-type: none"> - to measure the level of well-being of people in relation to their sexual orientation and gender identity through the reworking of statistical data; - to analyse needs in quantitative and qualitative terms; develop processes capable of preventing and combating all forms of discrimination; - promote an institutional language capable of overcoming stereotypes and forms of homophobia or transphobia; - organise cultural, training and information events; - encourage the construction of local, national and international networks.
Institution Academic Institution promoting the good practice within its activities	Università degli studi di Siena
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	University of Siena Rectorate building which is also open to tourists and the general public
Intersectionality	
Areas of implementation	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
Description <i>It might be useful to follow these components:</i>	This practice represents the concrete possibility of involving art and the general public into the cause supported by the LGBTQI+ Community.

<ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Indeed, starting from a university project, local artists, associations, Regional and provincial public administrations had the chance to promote the inclusion of the LGBTQI+ community within and outside universities. Furthermore, it was a great chance to get to know the history and the struggles among the Queer community.</p> <p>The exhibition celebrated the 50th anniversary of the Italian LGBTQI+ movement.</p> <p>Starting from this anniversary, the different thematic sections of the exhibition tell with photos, magazines, films, panels, vintage materials, the many faces and stories of the LGBTQI+.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	
<p>Link</p>	<p>https://www.unisi.it/unisilife/comunita-mostra-sanremo-pride</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	

Team <i>Authors of the form</i>	Università di Siena
Title	Winter School in LGBTQI+ Psychology in Developmental and Clinical Settings
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	<i>Academic year 2022-2023</i>
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	
Objectives	The training activity aims to promote two areas: <ul style="list-style-type: none"> - exploitation, dissemination and transfer of knowledge gained by the Department with regard to LGBTQI+ community studies; - promoting new sustainable models of local gender development from a gender perspective inclusive and ecological, also in relation to also to the objectives of the Third Mission.
Institution Academic Institution promoting the good practice within its activities	Sapienza, Università di Roma
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Pontifical Catholic University of Rio Grande do Sul, Brasil.
Intersectionality	
Areas of implementation	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
Description <i>It might be useful to follow these components:</i>	This action is in line with the sustainable development goals of the Agenda 2030 of the United Nations, in particular with Objective n.5 "Achieving equality of gender" and objective no. 16 "Peace Justice and strong institutions" aimed at promoting peaceful and inclusive societies oriented towards sustainable development, ensure access to justice and build effective, responsible and

<ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>inclusive institutions.</p> <p>The Department of Psychology of Processes of Development and Socialization of the Faculty of Medicine and Psychology and the advisory service "6 come sei" for the study and clinic of sexual orientation and gender identities propose a training action for:</p> <ul style="list-style-type: none"> - the dissemination of the latest studies, knowledge and research results on sexual orientation and gender identity (LGBTQI+) issues; - the study and promotion of good practices and effective policies aimed at the inclusion of sexual and gender minorities in Brazil. <p>This practice can be a useful source to understand the structure of a possible course focused on the knowledge on gender identity in Italy. Furthermore, it supposes an interdisciplinary approach to the topic giving students the chance of including it within their academic development.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	
<p>Link</p>	<p>https://www.uniroma1.it/it/offerta-formativa/summer-and-winter-school/2023/winter-school-lgbtq-psychology-developmental-and</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	

JAGIELLONIAN UNIVERSITY IN CRACOW

Team <i>Authors of the form</i>	Justyna Struzik
Title	Stowarzyszenie Społeczność LGBTQI+ UAM / LGBTQI+ Community UAM Association
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	The Initiative was officially established in December 2020 and it is active till today
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	At least 15 academics.
Objectives	The official goals listed in the organization's charter are: "1) to integrate the LGBTQI+ community within the Adam Mickiewicz University ; 2) to strengthen the idea of equality, respect, dignity and kindness; 3) to work for the protection of human rights and promote knowledge of about them; 4) working for equal opportunities for women and men in private, political, social, professional and economic life; 5) working for European integration and the development of contacts and cooperation between societies; 6) increasing the visibility of LGBTQI+ people inside and outside the UAM; 7) conducting scientific activities; 8) creating a space free of prejudice and discrimination, especially on the basis of sexual orientation and gender identity, building a platform for social dialogue."
Institution Academic Institution promoting the good practice within its activities	Adam Mickiewicz University in Poznań
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	The activities take place at the Adam Mickiewicz University in Poznań, but they cooperate with local NGOs.
Intersectionality	In their actions they pay special attention to gender equality.

<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>On their website, the association presents their mission in the following words: “We are an open and diverse group of people working and studying at Adam Mickiewicz University in Poznan. We combine our professional, teaching and research activities with our mission to integrate and support LGBTQI+ people. In our activities we focus on increasing our visibility and recognition at the University, as well as building networks with other organizations and wise alliances.</p> <p>In the Association, we want to create a platform for action on equality, culture and science, opposing all forms of discrimination. Our ideals are the protection of human rights and the promotion of knowledge about them, equal opportunities for women and men, European integration and the development of international contacts and cooperation. Our desire is to create a safe space at the University, free from prejudice, particularly on the basis of sexual orientation and gender identity, through social, cultural and educational activities.”</p> <p>The Association organises lectures “Non-heteronormativity in contexts: language, culture, society” as part of Open University initiative to tackle homophobia and prejudices. Other open lectures addressed such issues as gender and sexual identity, non-heteronormativity in language, minority stress among LGBTQI+ community.</p> <p>They also provide the academic community with workshops dedicated to inclusive language, activism.</p> <p>Another activity is a book club QKułka. They co-organised a conference Genealogies in the LGBTQI+ movement in Poland in 2022.</p> <p>Their activities are addressed to both academics and students working at Adam Mickiewicz University in Poznań.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The impact is positive because it increases the visibility of LGBTQI+ people in the university space, creates a safe environment for LGBTQI+ people, and raises awareness (lectures, workshops, conferences) about discrimination, prejudice and the situation of LGBTQI+ people. There is no such association at Jagiellonian University, for example. Since the association is formed by, among others, people working at Adam Mickiewicz University, it seems that the first thing that needs to happen for similar initiatives to emerge is for academy employees to speak openly about their gender identity and sexual orientation. This seems to be a problem in Poland. While we see the emergence of more student initiatives, those done by staff still remain a novelty in the space of Polish universities.</p>
<p>Link</p>	<p>https://lgbtplus.amu.edu.pl/ https://www.facebook.com/lgbtplusuam https://www.instagram.com/lgbtplusuam/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>https://lgbtplus.amu.edu.pl/ https://www.facebook.com/lgbtplusuam https://uniwersyteckie.pl/zycie/lgbt-uam-pomaga-wyjsc-z-szafy https://rejestr.io/krs/861967/stowarzyszenie-spolecznosci-lgbt-uam</p>

Team <i>Authors of the form</i>	Justyna Struzik
Title	Including LGBTQI+ thematic courses into curricula
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	Since the late 1990s we might observe a growing number of courses dedicated to LGBTQI+/queer topics in different disciplines both in public and private higher education institutions. Similar tendency we can observe when it comes to organising academic conferences (sometimes in collaboration with NGOs and social movements) to address various queer topic. I want to describe these changes because they are crucial for the local LGBTQI+ communities, local production of knowledge but also to raising awareness among academics.
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	It is very difficult to specify the number of participants as we talk about numerous conferences, courses and other scientific events during with a significant number of participants could gather. For example, in 2018 in the Institute of Sociology JU there was a conference of European Sociological Association Research Network Sexuality, entitled "Sociological Explorations of Sexuality in Europe. Bodies, Practices and Resistance in Troubled Times" which gather over 60 researchers and well as students and scholars from local communities.
Objectives	<ul style="list-style-type: none"> - to promote and disseminate scientific knowledge regarding LGBTQI+ issues; - to overcome homophobic attitudes, present among academics and students; - to share research results with other scholars and students; - to introduce LGBTQI+ topics to curricula
Institution <i>Academic Institution promoting the good practice within its activities</i>	Various universities in Poland
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Different cities, universities, often collaborating with NGOs and grassroots initiatives
Intersectionality	
Areas of implementation	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
Description	Although this is a good practice explicit we believe that it is important to underline that these different events, courses and conferences have

<p><i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>enormous impact on local LGBTQ+ communities and scholars in a given university. While in the past such events were met with active opposition from right-wing circles, today they are becoming more common, and in some places have become a permanent part of the academic landscape. Typically, these types of events are organized by a small group of researchers and students, but are often very popular with both academics and students.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Not every university in Poland is open to hold such events or to allow teaching queer courses. This still requires an open attitude coming from the authorities who in case of any smear campaigns are ready to support their employees / students.</p>
<p>Link</p>	
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	

Team <i>Authors of the form</i>	Justyna Struzik
Title	Queer Student Associations, example TęczUJ based at Jagiellonian University – full name Association of LGBTQI+ Students and Allies
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	Established in 2019, ongoing
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public - other: _____
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	At least 15 people directly involved in the activities reaching through their actions the entire academic community at JU
Objectives	<ul style="list-style-type: none"> - promoting acceptance toward queer students at Jagiellonian University; - organising events and networks of support for LGBTQI+ students at JU; - awareness rising about needs
Institution Academic Institution promoting the good practice within its activities	Various universities in Poland
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Kraków, Jagiellonian University, Tęczuj is based at Jagiellonian and addresses their activities to students and academic community, however in their actions they also cooperate with some other local actors e.g. local queer NGOs. They also collaborate with other initiatives based at other universities e.g. they organised actions to express their solidarity with transgender students at the Pedagogical University in Kraków.
Intersectionality	Tęczuj actively applies intersectional lens in their activities. This could be visible in organising events addressing the internal diversity within LGBTQI+ community, e.g. transgender and nonbinary students, bisexual students, asexual students, intersex/intergender people, lesbians. They also organise events dedicated to: <ul style="list-style-type: none"> - HIV - People with disabilities - Mental health - Gender-based violence; - Inclusive language; - Situation of LGBTQI+ people in other countries.

<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Other: _____
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>"TęczUJ" is an organization of LGBTQI+ students and their allies, founded in 2019 and primarily targeting queer students at the Jagiellonian University in its activities. Its main communication tools are Facebook and Instagram. The organization is officially registered with the university. It works with the local queer community (e.g., NGOs), but also with people studying at other Krakow universities (e.g., transgender people from the Pedagogical University, who experienced systemic violence from university authorities in the last year). TęczUJ focuses primarily on organizing events to raise awareness and spread acceptance towards queer people at the university. We can mention, for example, the organization of workshops on inclusive language, panel discussions on disability and neurodiversity, gender-based violence or non-binarity, as well as the rights of LGBTQI+ people. A second important path of activities are those directed at supporting and empowering LGBTQI+ students - inclusive events are organized, meetings in accordance with the safe space principle, events that allow people to be together and get to know each other. TęczUJ is an organization that is well recognized and active on social media. During the pandemic and remote classes, they organized the action "Classes from home, but not from the closet. You can feel safe with me," in which they encouraged lecturers to use supportive overlays for profile pictures in university platforms or to include supportive graphics in PowerPoint presentations used in classes.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>There are also other LGBTQI+ student organizations in Polish universities, such as QueerUW at the University of Warsaw or Tęczowy Port UG at the University of Gdańsk. In the case of TęczUJ, these activities should be considered good practice on at least two levels. First, through its activities, the organization makes the needs and problems of LGBTQI+ people studying at the Jagiellonian University visible to the entire academic community. Second, and perhaps more importantly, by supporting and strengthening the LGBTQI+ student community, the organization is building a community that is aware of its rights and ready to speak up for its own cause. It's also worth mentioning that TęczUJ often goes beyond strictly LGBTQI+ topics and addresses issues such as disability, mental health and gender-based violence. Solidarity actions with queer communities from other universities are also important.</p>
<p>Link</p>	<p>https://www.facebook.com/teczuj https://www.instagram.com/teczuj/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>https://gazetakrakowska.pl/krakow-studenci-teczuja-na-universytecie-jagiellonskim-teczuj-to-kultura-historia-oraz-wiedza-o-spolecznosci-lgbtq/ar/c11-14759304 https://bezpieczni.uj.edu.pl/aktualnosci/-/journal_content/56_INSTANCE_bHFKkI5XpNbQ/136167082/147457452</p> <p>QueerUW https://www.facebook.com/queeruw/</p> <p>Tęczowy Port UG https://www.facebook.com/TeczowyPortUG</p>

<p>Team <i>Authors of the form</i></p>	<p>Jagiellonian University in Cracow</p>
<p>Title</p>	<p>The Staff Pride Network</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>The network was established in July 2016</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<ul style="list-style-type: none"> - academics - administrative staff - civil society organizations
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>The network has 743 members.</p>
<p>Objectives</p>	<p>Purpose of the Network:</p> <ul style="list-style-type: none"> - To provide a way for LGBTQI+ staff and allies to get to know each other through formal and informal events and feel part of a welcoming LGBTQI+ community at work. - To provide a mechanism for enabling LGBTQI+ staff to come together to share information and support by providing a space for the safe discussion of LGBTQI+ issues. - To provide all staff with confidential support and advice on lesbian, gay, bisexual, and trans issues at work - To provide a forum with which the University can consult on project and policy related matters in relation to equality of treatment for LGBTQI+ staff and help inform the University's approach to promoting an inclusive and supportive culture. - To raise the profile of LGBTQI+ staff within and beyond the University. - To enable the sharing of best practice, knowledge, ideas and thoughts on operational, research and academic work in relation to LGBTQI+ issues.
<p>Institution <i>Academic Institution promoting the good practice within its activities</i></p>	<p>The University of Edinburgh</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>The University of Edinburgh</p>
<p>Intersectionality</p>	<p>The network aims to build on diversity of its members: not only due to their affiliation with one of the LGBTQI+ acronym's letters, but also regarding their position at the university (academic staff, administrative staff, PhD students etc.), age, parental status, caring obligations and economic status. Gender-based violence; Inclusive language; Situation of LGBTQI+ people in other countries.</p>

<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>The Staff Pride Network is an inclusive network that serves as a resource for the rich diversity of LGBTQI+ employees across the institution, including PhD students who prefer to attend staff events. They strive to take an intersectional approach to providing a safe, supportive and welcoming environment for all people who self identify as part of LGBTQI+ communities, whether or not they are 'out' in the wider world, and to make LGBTQI+ issues more visible within the University environment. Different organisations use different acronyms to refer to specific groups, and terminology is always evolving. Our definition of LGBTQI+ includes, among others, those who identify as lesbian, gay, bisexual, transgender, queer, gender fluid, intersex, non-binary, asexual, pansexual and polyamorous. It also includes all those individuals and communities whose sexuality or gender identity is a matter of shared personal, political and/or social experience, as well as those who are LGBTQI+ allies.</p> <p>This initiative aims at bringing together LGBTQI+ academic community in regard building interpersonal relations in the sense of rainbow community as well as mainstream the LGBTQI+ research and knowledge and organises queer related events at university. It also supports the efforts of LGBTQI+ community in building more inclusive environment and refers to practical, daily struggles eg. by showing locations of gender neutral toilets across the University's campuses</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The network is run out of voluntary work and engagement of its members. It creates the "safe space" for LGBTQI+ community and gives the sense of belonging as well as opportunity to show solidarity with LGBTQI+ community. The key factor seems to be a group of leaders, who animate the community.</p>
<p>Link</p>	<p>Official university page: https://www.ed.ac.uk/equality-diversity/edi-groups/staffpride-network/about</p> <p>Unofficial page, run by members of the network: https://blogs.ed.ac.uk/staffpridenetwork/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website, short interview with one of the founders of the network.</p>

Team <i>Authors of the form</i>	Jagiellonian University in Cracow
Title	Support system for trans and nonbinary students
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	The system was established in academic year 2020/21
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Student
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Form its launch till now over 160 students benefited from the system.
Objectives	The system aims to support transgender and nonbinary students' everyday functioning at university, by: <ul style="list-style-type: none"> - creating a safe and violence-free learning environment - increasing the comfort and sense of security of transgender and non-binary students - minimizing the discomfort associated with the display in IT systems of a name with which a given person does not identify and does not use it
Institution <i>Academic Institution promoting the good practice within its activities</i>	The office responsible for implementation of the system is Department of Security, Safety and Equal Treatment - SafeJU
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	It is a system for JU students, it is prepared and implemented internally.
Intersectionality	It is dedicated for trans and nonbinary people, but it is related to socio-economic status, health conditions and systemic oppression. Also it was implemented exceptionally, for a person who is not transgender, but needed to change her name due to a trauma and was not able to do it using official procedures (she is a Belarus citizen and cannot go to Belarus as she is an oppositionist endangered to be put in prison).
Areas of implementation	<ul style="list-style-type: none"> - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Other: mental health support; solution in case of systemic oppression
Description <i>It might be useful to follow these components:</i>	The system is exceptional in Poland, at the same time it seems to be needed and very popular among transgender and nonbinary students, who are seeking such support.

<ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Transition in Poland is a difficult, expensive and long process. Enabling to function under chosen name and pronouns is basic, yet crucial for students' mental health. Trans and nonbinary youth, when they start to study at university very often also leave their homes and start living as they want, what gives them an opportunity to start transition. University can be more inclusive and friendly place for them, if it supports them. The system is aiming to support nonbinary and transgender students' everyday existence at university.</p> <p>It is prepared by IT manager, and implemented in cooperation of administrative staff, academics and JU authorities. It was also prepared in cooperation with LGBTQI+ students and allies NGO.</p> <p>The system consists of:</p> <ul style="list-style-type: none"> - so-called „trans-overlay” on ICT systems - offer of the Department for Safety and Equal Treatment - Safe Jagiellonian University - support from people working in administration and academic staff - offer of the Student Support and Adaptation Center SOWA - activities of the LGBTQI+ Student Organization and Allies "TęczUJ" <p>The system is needed and appreciated. It needs to be further developed and mastered.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Evaluation of the system is run on a yearly basis. Last one shown, that 71% of people rated the operation of the „trans-overlay" very highly, 29% highly. The vast majority (91%) of the respondents believe that the use of the "overlay" had a very positive impact on their functioning at the university.</p>
<p>Link</p>	<p>https://bezpieczni.uj.edu.pl/wsparcie-nakladka</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>The representative of the Department of Security, Safety and Equal Treatment – Safe JU</p>

KLAIPEDA UNIVERSITY

Team <i>Authors of the form</i>	Klaipeda University (Lithuania)
Title	GENDER EQUALITY PLAN OF KLAIPEDA UNIVERSITY
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	2018-2023
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Student - Academics - Administrative staff
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Klaipeda University community. Klaipeda University (KU) promotes a fair and safe environment for education, research and work, where each individual and collective capacity demonstrates benefits to the regional community and beyond.
Objectives	Gender Equality Plan (GEP) of KU aims at contribution to a more comprehensive and socially responsible management system for academic and non-academic staff, attracting and retaining women as a half of the world's talent in research as well as strengthening the gender dimension in research by integration gender/sex analysis in research and innovation content, taking into account the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and impact analysis, presentation of results.
Institution <i>Academic Institution promoting the good practice within its activities</i>	Klaipeda University
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Klaipeda University
Intersectionality	It is dedicated for trans and nonbinary people, but it is related to socio-economic status, health conditions and systemic oppression. Also it was implemented exceptionally, for a person who is not transgender, but needed to change her name due to a trauma and was not able to do it using official procedures (she is a Belarus citizen and cannot go to Belarus as she is an oppositionist endangered to be put in prison).

<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Career advancement - Availability of spaces
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>GEP of KU as a flexible tool is constructed taking into account the characteristics and needs of the University, the 'Horizon Europe Guidance on Gender Equality Plans' and other European Commission's sources, the outcomes of FP7 and Horizon 2020 projects on gender equality and diversity, particularly, H2020 Baltic Gender project.</p> <p>GEP is focused on:</p> <ul style="list-style-type: none"> - Gender equality in recruitment and career progression - Gender balance in leadership and decision-making - Work-life balance and organizational culture - Integration of the gender dimension into research and teaching content
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The plan of measures. https://www.ku.lt/uploads/documents/files/Gender%20Equality%20Action%20Plan 2018 2023 new edition EN(1).pdf</p>
<p>Link</p>	<p>https://www.ku.lt/uploads/documents/files/Gender%20Equality%20Action%20Plan 2018 2023 new edition EN(1).pdf</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website www.ku.lt</p>

Team <i>Authors of the form</i>	Klaipeda University (Lithuania)
Title	EU-CONEXUS R&I Gender Equality Plan
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	The action plan has been created 2022 (authors KU with project EU-CONEXUS partners). EU-CONEXUS R&I Gender Equality Plan is a deliverable of the Horizon 2020 EU-CONEXUS Research for Society project granted under the Horizon 2020 "Science with and for society" funding programme of the European Commission. The EU-CONEXUS Alliance is composed of 6 partners and 3 associated partners that represent the diversity of European universities as well as of European social and cultural environments. The experience of EU-CONEXUS Alliance 4 members in implementing Gender Equality Policy varies from advanced to beginner.
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Student - Academics - Administrative staff
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Unknown
Objectives	EU-CONEXUS R&I Gender Equality Plan is a deliverable of the Horizon 2020 EU-CONEXUS Research for Society project granted under the Horizon 2020 "Science with and for society" funding programme of the European Commission. The EU-CONEXUS Alliance is composed of 6 partners and 3 associated partners that represent the diversity of European universities as well as of European social and cultural environments. The experience of EU-CONEXUS Alliance 4 members in implementing Gender Equality Policy varies from advanced to beginner.
Institution Academic Institution promoting the good practice within its activities	While the project partners La Rochelle Université, the University of Rostock, and the Waterford Institute of Technology have been implementing their GEPs for many years, Catholic Universidad de Valencia approved the first GEP in 2020; at Klaipeda University, the GEP has been currently implemented only by the Departments of Marine Science and Technology from 2018, but since the beginning of 2021, a new KU GEP is to be developed and approved; and the remaining EU-CONEXUS partners do not yet have their own GEPs.
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Project partners countries (institutions) are involved in this action.
Intersectionality	It is dedicated for trans and nonbinary people, but it is related to socio-economic status, health conditions and systemic oppression. Also it was implemented exceptionally, for a person who is not transgender, but needed to change her name due to a trauma and was not able to do it using official procedures (she is a Belarus citizen and cannot go to Belarus as she is an oppositionist endangered to be put in prison).

<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Curricula - Career advancement - Welbeing/support
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>The gender dimension is considered in the whole EU-CONEXUS RFS project through an integrated approach resulting in the implementation of a Gender Equality Plan. This plan can be used for the development of a methodology for incorporating gender analysis into research projects, especially through the definition of gender equality indicators and the integration gender/sex analysis in research and innovation content.</p> <p>The overall structure of the holistic and integrated GEP has been elaborated by nine EU-CONEXUS partners and associated partners. Whereas the experience of the partners in the field of gender equality varies, the EU-CONEXUS GEP focuses specifically on an EU-CONEXUS's mission and context. The institutional GEP is a flexible tool, which is constructed taking into account the characteristics and needs of each single partner University from the most ambitious to the minimum requirements for GEPs of legal entities applying to Horizon Europe.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The outcomes of EU-CONEXUS RFS Gender Equality Plan are expected to be relevant for EU-CONEXUS researchers and wider academic community. More particularly, the gender dimension will be an essential feature of a joint EU-CONEXUS socially responsible human resources management system.</p>
<p>Link</p>	<p>https://www.eu-conexus.eu/wp-content/uploads/2022/03/RFS_Policy-document_GEP.pdf</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website www.ku.it</p>

Team <i>Authors of the form</i>	Klaipeda University (Lithuania)
Title	Baltic Gender project
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	Baltic Gender is an EU-funded project that brings together eight scientific institutions in five countries around the Baltic Sea to work on reducing gender inequalities in Marine Science and Technology. The project has been funded for 4 years, starting on the 1st of September 2016, by the H2020 programme under the call for promoting "Gender Equality in Research and Innovation".
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Student - Academics - Administrative staff
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Unknown
Objectives	The aims of the project are as following: <ul style="list-style-type: none"> - to promote gender-balanced career advancement in Marine Science and Technology, - to identify meaningful and effective structural changes in the partner institutions leading to an improvement of gender equality, - to develop methodologies for the enactment of gender-sensitive marine research, - to build competence and skills in gender sensitive teaching methods, - to develop recommendations to guide the implementation of Gender Equality Plans.
Institution Academic Institution promoting the good practice within its activities	Project partners. The main coordinator of the project is: GEOMAR Helmholtz Centre for Ocean Research Kiel Marine Meteorology, (West Shore Campus) Düsternbrooker Weg 20, Room B050 D-24105 Kiel, Germany .
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Project partners countries (institutions).
Intersectionality	
Areas of implementation	<ul style="list-style-type: none"> - Curricula - Career advancement

<p>Description It might be useful to follow these components:</p> <ul style="list-style-type: none"> - introduction (why this practice was selected, the context in which it was used, sources, etc.) - subjects involved (academic organs, single academic, student associations, administrative bodies, etc.) - content - conclusions 	<p>Acting as a platform for the exchange of institutional practices and the transfer of knowledge between the consortium partners, Baltic Gender will work towards the establishment and implementation of Gender Equality Plans in its partner institutions. These plans play an important role in committing institutions to long-term approaches, realistic targets and concrete measures. The project will also establish practical schemes and innovative strategies that promote gender equality</p>
<p>Impact Assessment What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</p>	<p>On the 18th of June 2020, Baltic Gender held its final conference online with the participation of 200 participants from all over Europe and the rest of the world. The presentations and links to the resources can be found here.</p>
<p>Link</p>	<p>https://www.eu-conexus.eu/wp-content/uploads/2022/03/RFS_Policy-document_GEP.pdf</p>
<p>Source of knowledge for the good practice report (Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</p>	<p>Website www.ku.lt</p>

<p>Team <i>Authors of the form</i></p>	<p>Marina Subota, Klaipeda University, Lithuania</p>
<p>Title</p>	<p>The part of the practical training of students of the School of Sociology of V. N. Karazin Kharkiv National University (Ukraine) - on the example of an LGBTQI+ rights advocacy campaign, students got acquainted with the practice of conducting advocacy campaigns on a big city level.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Temporary practice 90 minutes in May 2019; and 90 minutes in May 2021 (during the introductory practice for students, majoring in Advertising and Public Relations and in Audiovisual Media and Digital Journalism); 2 days in October 2021 (as part of a two-day blogging workshop for students)</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>- Student</p>
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Approximately 90 participants in total</p>
<p>Objectives</p>	<p>The objective is to introduce students to the experience of conducting public advocacy campaigns.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>The School of Sociology of V. N. Karazin Kharkiv National University (Ukraine).</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<ul style="list-style-type: none"> - The School of Sociology of V. N. Karazin Kharkiv National University; - PR-agency “Bagels & Letters” (May 2019) (Oct. 2021); - Creative agency “Arriba” (May 2021); <p>(These Kharkiv agencies specialize in conducting public advocacy campaigns and in organizing cultural projects. In particular, they are PR partners of the March of Equality “KharkivPride”).</p> <ul style="list-style-type: none"> - Ukrainian human rights foundation; - Institut für Auslandsbeziehungen; - Ukrainian Expert League
<p>Intersectionality</p>	<p>LGBTQI+</p>
<p>Areas of implementation</p>	<p>Curricula (situational part of the practical training of students of the School of Sociology of V. N. Karazin Kharkiv National University, majoring in Advertising and Public Relations and in Audiovisual Media and Digital Journalism)</p>
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) 	<p>A Case from the Ukrainian university (Ukraine is not currently part of the European Union, but is an active and official applicant for membership to the EU).</p> <p>The respect for diversity and equality as part of the practical training of students of the Faculty of Sociology of V. N. Karazin Kharkiv National University, majoring in Advertising and Public Relations and in Audiovisual Media and Digital Journalism.</p>

<ul style="list-style-type: none"> - content - conclusions 	<p>One of the permanent partners of the School of Sociology (the <i>base of practice for students</i>) are PR-agency “Bagels & Letters” and Creative agency “Arriba”, that specialize in conducting public advocacy campaigns and in organizing cultural projects. In particular, these agencies are PR / marketing partners of the March of Equality “KharkivPride”. This is the largest <i>LGBTQI+</i> event in Eastern Ukraine (has been running since 2019). The main requirements of the event are the requirements for the authorities of the country and the city: proper investigation of hate crimes, equal access to public institutions, inclusive education without bullying (Ukraine has not developed a state policy regarding human rights for <i>LGBTQI+</i> people and intolerant attitude towards <i>LGBTQI+</i> people prevails in Ukrainian society). “KharkivPride” includes a march, a media campaign, a number of educational events, partnership programs with Kharkiv businesses and non-profit organizations.</p> <p>Partners from agencies held an introductory master class / workshop at the university. Students got acquainted with the practice of conducting public <i>communication campaigns</i> for social advocacy of <i>LGBTQI+</i> rights. Also, students could optionally take part (as volunteers and interns) in a campaign aimed at social change, at changing attitudes in society.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Positive impact:</p> <ul style="list-style-type: none"> - on the example of an <i>LGBTQI+</i> rights advocacy campaign, students got acquainted with the practice of conducting advocacy campaigns on a big city level; - students have increased awareness of the values of respect for diversity and equality. <p>The conditions that need to be in place for the good practice to be successfully replicated (in a similar context):</p> <p>The cooperation of the university / faculty with professional organizations agencies (that work with human rights and conduct advocacy campaigns – public relations, integrated marketing communications) is needed. Such cooperation is permanent, both formal and informal, both non-profit and for-profit (funded by funds), reciprocal.</p>
<p>Link</p>	<p>It was not formalized as <i>LGBTQI+</i> events at the university, but in fact it had exactly the same content.</p> <p>Situationally, it turned out as part of the professional introductory practice for students – how to conduct advocacy campaigns. (For students who are specialized in Advertising and Public Relations and in Audiovisual Media and Digital Journalism).</p> <p>And as part of a two-day blogging workshop for students in all majors “Digital Agora: Can we make the world a better place with social media?” (https://x.facebook.com/events/453166359467818?active_tab=discussion) - V. N. Karazin Kharkiv National University, PR-agency “Bagels & Letters”, Ukrainian human rights foundation, Institut für Auslandsbeziehungen, Ukrainian Expert League</p> <p>Creative agency “Arriba” as a PR partner of “KharkivPride” – (https://arriba.com.ua/en/work/kharkiv-pride/)</p> <p>PR-agency “Bagels & Letters” as a PR partner of “KharkivPride” – (https://www.facebook.com/watch/?v=764681690630850)</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<ul style="list-style-type: none"> - partial involvement in organizing education events (as a faculty member); - direct observation.

Team <i>Authors of the form</i>	Dalia Puidokiene, Klaipeda University, Lithuania
Title	Training of Gender equality and the ABC of domestic violence.
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	Training sessions lasted for 2 years, 12 sessions in total, 120 minutes per session
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Civil organizations - other: representatives of social, legal institutions
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Approximately 25-30 participants per training
Objectives	<p>The aim of the training was to highlight which childhood memories related to our gender contribute to the formation of our perception of gender. It has been observed that many people's memories are similar and repetitive, which influences our perception and behaviour in the future.</p> <ul style="list-style-type: none"> - Examine gender norms and stereotypes created and imposed by society, including the media. - To explore their beliefs about what it means to be a woman/girl and a man/boy in the society they live in.
Institution Academic Institution promoting the good practice within its activities	Klaipeda Social and Psychological Support Center
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	The good practice took place in a different location involving external partners and the representatives of the various institutions (Social, legal, educational)
Intersectionality	<i>Gender, sexual orientation, disability, racial identity, nationality</i>
Areas of implementation	<ul style="list-style-type: none"> - Iconographic material/visibility
Description <i>It might be useful to follow these components:</i> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content 	<p>introduction (why this practice was selected, the context in which it was used, sources, etc.)</p> <ul style="list-style-type: none"> - Gender stereotypes persist in educational institutions, not so much through overt discrimination as through the hidden content and expectations of educators. - Boys receive much more attention from educators. - Problematic behaviour by boys is considered by some educators to be natural and therefore more acceptable and tolerable than similar behaviour by girls.

<p>- conclusions</p>	<ul style="list-style-type: none"> - When educators emphasise gender differences, pupils acquire gender-stereotypical character traits. - The choice of studies and professions is not only related to young people's personal talents, interests and future plans, but is also influenced by parents' and teachers' views of 'male' and 'female' professions. - Girls and boys choose gender-stereotyped professions, which largely determine their future life: career, salary, pension. <p>subjects involved (academic organs, single academic, student associations, administrative bodies, etc.)</p> <ul style="list-style-type: none"> - the representatives of the various institutions (Social, legal, educational), as well as administrative bodies, students <p>content</p> <ol style="list-style-type: none"> 1. Gender stereotypes and discrimination 2. The concepts of gender, femininity and masculinity are discussed. Gender stereotypes, their formation and manifestations. The impact of gender stereotypes and manifestations of discrimination. 3. Practical exercise: "Gender box" 4. Domestic and gender-based violence 5. The dynamics of domestic violence, the different forms of domestic violence and the barriers to ending violent relationships are discussed. 6. Practical exercise: 'Power exercise' <p>conclusions</p> <ul style="list-style-type: none"> - Participants reported experiencing discrimination based on age, gender, ethnicity/nationality, religion/belief and sexual orientation. - Participants confirmed that they had increased their knowledge of discrimination and noted that prior to the training they did not have a clear position on what was most influential in the formation of discriminatory attitudes. - Participants also claimed to have encountered negative prejudices, both because of their own age and because of the age of others, especially when looking for a job and during the training they understood how important it is to react to any kind of discrimination you encounter.
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The impact of this good practice on the beneficiaries was positive.</p> <ul style="list-style-type: none"> - Increased awareness among participants that from a young age we have been shaped in terms of what women and men should be. - Increased awareness among participants of where violence comes from structurally (gender inequality). - In terms of systemic violence, it was very important to understand the issue of gender inequality and to address the problem through this perspective. <p>The success factor depended on the lecturer's ability to interest and engage the audience, presenting the material in an attractive way and providing a variety of research data, concrete practical examples and involving the audience in their analysis.</p>
<p>Link</p>	
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	

ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE

Team <i>Authors of the form</i>	Aristotle University of Thessaloniki, Greece
Title	AUTH "Committee for Gender Equality and Combatting Discrimination" (according to Article 218 of Law 4957/2022) previously called "Committee for Gender Equality"
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	Ongoing The current Gender Equality Committee was constituted in accordance with article 33 of Law 4589/2019 (Government Gazette 13/t.A'/29-1-2019) based on which Gender Equality Committees must be established in all Universities and by decisions of the AUTH Senate at its meeting No 3009/20-11-2019 and 3063/28-4-2021. The membership is on a honorary basis. The Committee functions as an advisory body to the University Senate and the Administrations of Schools and Departments for the promotion of equality at all levels of operation and in all processes of academic life"
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Mainly responsible for internal policies proposals concerning Students, academics and administrative staff - But also collaborating with civil society organizations and general public
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Indefinite number of stakeholders including all members of the AUTH community (students, and members of staff) Members of the Committee are: Professors: 1. Kogidou Dimitra, Full Professor of the Pedagogical Department of Primary Education 2. Kitsi – Aikaterini Mytakou, Full Professor of the Department of English Language and Literature 3. Zampaniotou Anastasia, Full Professor of the Department of Chemical Engineering 4. Christina Athanasiadou, Associate Professor of the Department of Psychology 5. Anastasia Stamou, Associate Professor of the Department of German Language and Literature 6. Kaplanis Anastasios, Assistant Professor of the Department of Philology Special research and teaching assistants: one (1) member: Kourouni Kyriaki, E.E.P. member of the Department of English Language and Philology Administrative Staff – one (1) member: Papakota Aikaterini, administrative officer of the Liaison Office Student - one (1) member: Gaitanidis Olympia, Undergraduate student of the Faculty of Law
Objectives	The Gender Equality Committee (GEC) has the objectives to: <ol style="list-style-type: none"> a. prepare action plans to promote and ensure substantial equality in the educational, research and administrative procedures of the foundation and prepares an annual report, which it submits to the Senate, b. recommend to the competent bodies measures to promote equality and combat sexism, c. provide information and training to members of the academic community on issues related to gender and equality, d. provide mediation services in cases of complaints of discriminatory treatment or harassing behaviour,

	<p>e. promote the preparation of postgraduate programmes and conducts seminars and lectures focusing on gender studies,</p> <p>f. promote the preparation of research studies on issues related to its field of competence,</p> <p>g. g) provide assistance to victims of discrimination when they report discriminatory treatment.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	Aristotle University of Thessaloniki, Greece
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	Within the Aristotle University of Thessaloniki but open to collaboration with external partners
<p>Intersectionality</p>	Yes, as shown by the Committee's composition
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Curricula - Career advancement - Availability of spaces - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure - Iconographic material/visibility - Organisation of psychological support service
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Although the 'Committee for Gender Equality' aims at developing internal policies in order to combat gender discrimination in general, it also covers anti-discrimination actions in favour of LGBTQI+ persons, given the fact that their discrimination is also analytically discrimination based on gender.</p> <p>The Committee involves members of teaching and research staff, a member of administrative staff and a student representative.</p> <p>The Committee is supported in its action by the decentralised Gender Equality Committees established in every Faculty. The central Committee on its own or, often in collaboration with the Faculties' Committees, undertakes action in order to realise its objectives, as described above.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The Committee for Gender Equality existed at AUTH even before the Law 4589/2019, which made the establishment of such Committees obligatory at every University. During its activation, it has promoted gender equality. Amongst others, it has organised many events to raise awareness about LGBTQI+ issues. The specific events are reported separately.</p>
<p>Link</p>	<p>https://www.auth.gr/committee/com-gaei/ https://www.facebook.com/isotitaAUTH</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	Website, interview with the Committee's President, Professor Dimitra Kogkidou, experience.

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Courses on Gender studies at AUTH</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Each class is provided (usually) one semester (either winter or spring), usually 2 teaching hours per week.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<ul style="list-style-type: none"> - Students - However, as attendance of all lectures at Greek Universities is free, interested persons could also attend, albeit without the possibility to obtain a certificate
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Differing from year to year and from one course to another, difficult to estimate. Approx. more than 1000 students / year</p>
<p>Objectives</p>	<p>To raise awareness through science concerning the gender dimension of both the sciences themselves and the society altogether. Although some of the courses focus on women only, many of them adopt a more general gender approach, which includes also LGBTQI+ issues.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Intersectionality</p>	<p>Some of the courses offered are intersectional, e.g. ‘Gender and Equality: Social approach through bio-sciences’, in which teaching staff from different University faculties teach</p>
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Curricula
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Some examples of courses on gender studies that include gender as a broad category beyond the binary man / woman divide:</p> <ol style="list-style-type: none"> 1. Educating on gender equality in school School: Philosophy and Education 1st / Undergraduate, 2nd / Postgraduate <p><u>Course Content (Syllabus)</u> The course aims to introduce some general theories and main concepts on gender, but also empirical research on the field of gender and education. The course focuses on education and on how gender relations affect as well as differentiate education. Three main themes structure the course: Main concepts of gender and gender relations; societal perspectives on gender patterns in education; and processes in school.</p> <p>Learning Outcomes At the end of this course participants and the participants will be able to:</p>

	<ul style="list-style-type: none"> - Cultivate critical thinking relating to the gender dimensions into the school. - Acquire theoretical knowledge and critical understanding of theories and research approaches relating to the formation processes of gendered identities and operations and practices resulting from them. - Sensitized to the awareness of the various forms of gender distortions, prejudice and discrimination related to gender in the educational process. - Be familiar with techniques and exercises that encourage empathy and acceptance of diversity. <p>2. Gender identities in family and school</p> <p>School Psychology Cycle / Level 1st / Undergraduate https://qa.auth.gr/en/class/1/600070263</p> <p><u>Course Content</u> The course discusses the role of education in the development of gender identities during adolescence. It attempts to introduce students in approaching education under a feminist perspective, focusing in the ways it reproduces dominant and hegemonic aspects of femininity and masculinity and discriminates among male and female students Additionally, the course aims to show future school psychologists ways of classrooms intervention that promote gender equality. The content of the course is as following:</p> <ul style="list-style-type: none"> - The development of gender identities in adolescence - Psycho-social interpretations of gender inequality in education - Femininities, masculinities and schooling: the role of the school in producing hegemonic gender identities - Historical perspectives of women's education - Gendered transitions from adolescence to adulthood <p><u>Learning Outcomes</u> After the successful implementation of the course students</p> <ul style="list-style-type: none"> - will have developed an understanding of the ways that gender identities in adolescent are developed - will be aware of the impact of education and the family in gender development and performance - will have become familiar with research and intervention methods on gender in education <p>3. Gender and language in the media</p> <p>Faculty Economic and Political Sciences School Journalism and Mass Communications https://qa.auth.gr/en/class/1/600128264</p> <p><u>Course Content</u> The analysis of the relationship between gender and mass media has come a long way, which starts from the study of the stereotypical representation of women by the media and concludes with the analysis of the ways in which gender identity is constructed by the media. The specific course aims to examine the relationship between gender and language as it appears in the media and on social media. Through the course, the students will be given the opportunity to get to know the theoretical framework of the relationship between gender and language throughout time, but also to approach modern texts with critical thinking, aiming to analyze and better understand them. A variety of texts from newspapers, magazines, advertisements, television shows as well as audio-visual material will be used during the course.</p> <p><u>Learning Outcomes</u> After the successful implementation of the course students will be able to:</p>
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	<ul style="list-style-type: none"> - have a general knowledge of theories related to the relationship between gender and language; - recognize the language style and language elements that characterize gender in the media; - carry out linguistic analysis of texts focusing on the syntactic, semantic, morphological elements of the language. <p>4. Forms of Family Organization in Modern Society Faculty: Pedagogy School: Pedagogy for Primary Education</p> <p><u>Course content</u> The purpose of the course is to introduce students to the contemporary problems of the family and family policy. The course includes analyzes of the family as a social institution and the changes in the roles and behaviors of its members. Emphasis is placed on new forms of family organization.</p> <p><u>Learning outcomes:</u> Upon successful completion of the course, it is expected that there will be:</p> <ul style="list-style-type: none"> - Familiarity with the contemporary literature on families, with an emphasis on non-traditional forms of family organization and the challenges they pose. - Understanding and discussion about the developments and structural changes of the family in the European Union. - Understanding and discussion about the implications of National and European social policy in families <p>5. Gender equality: social approach through biological sciences Faculty Health Sciences School Veterinary https://qa.auth.gr/en/class/1/600131441/M1</p> <p><u>Course content</u> Interdisciplinary lectures and seminars on various topics from a gender perspective. LGBTQI+ discrimination is hereby viewed as a manifestation of gender discrimination.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Positive impact as students attending these courses realize that natural and social sciences and humanities are not gender neutral, but bearers of explicit and implicit discrimination based on gender, including LGBTQI+ discrimination. They are being sensitized towards more capable to analyse scientific achievements and social theories through a more critical lens.</p>
<p>Link</p>	<p>https://www.auth.gr/com-gaei-courses/ (in Greek)</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website of AUTH and e-Study Guide</p>

<p style="text-align: center;">Team <i>Authors of the form</i></p>	<p style="text-align: center;">Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Trans persons – The framework for a life with dignity and equality</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Temporary: one day event, on January 17th, 2018, 17-21.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Approx. 60 participants attended the event</p>
<p>Objectives</p>	<p>To raise awareness for the problems that trans people face in their everyday life and sympathy towards their claims for more dignity and equality.</p>
<p>Institution <i>Academic Institution promoting the good practice within its activities</i></p>	<p>Aristotle University of Thessaloniki, Greece Committee for Gender and Equality responsible person: Professor Dimitra Kogkidou</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Within AUTH in the Department of Pedagogy</p>
<p>Intersectionality</p>	<p>Yes, the papers presented came from a variety of human and social sciences, i.e. law, psychology, psychiatry, with the presence and intervention by representatives of the Civil Society, namely the activist for trans rights, late Marina Galanou, who presented the lived experience of trans persons in Greece</p>
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Interpersonal relations: a) students-students; b) students-staff; c) staff-staff - Wellbeing/support - Leisure
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>This event was organised by the AUTH Committee for Gender and Equality (previously named “Committee for Gender Equality”) Subjects involved: as presenters: academics, professionals dealing with trans people (lawyer, psychiatrist) and activists. Attendees: students, University staff and general public. content: Presentation of the legal framework after law 4491/2017 re: gender identity reassignment, its critique; presentation by a trans women and activist, late Marina Galanou, the lived experience of trans people in Greece; psychiatric considerations and practice concerning gender identity and reassignment. Law 4491/2017 brought about an improvement following Greek courts’ and the European Court’s of Human Rights case law allowing for legal gender</p>

	reassignment without surgical interventions. However, the current legal framework still has deficits. What is still needed is a more flexible administrative –not judicial – procedure for legal gender reassignment, not legally obligatory dissolution of marriage after gender reassignment, and permission for gender reassignment for minors.
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	The event raised awareness concerning the life framework for trans people, showed that they are not invisible for the University and tried to enhance sympathy for trans people’s claims for further improvements.
<p>Link</p>	https://www.auth.gr/conferences/24939/ (in Greek only)
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	Website, interview with Professor Dimitra Kogkidou, President of the AUTH Committee for Gender and Equality

Team <i>Authors of the form</i>	Aristotle University of Thessaloniki, Greece
Title	Transcare “Improving Access to Healthcare for Transgender Individuals” [Project number 881952 approved in the Framework of the European Union’s Rights, Equality and Citizenship Programme (2014-2020)]
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	The project is a two-year project starting at July 2020 and ending in June 2022 co-funded in the Framework of the European Union’s Rights, Equality and Citizenship Programme (2014-2020). However, due to Covid – 19 pandemic the project took one year prolongation and will end at June 2023.
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Health care professionals (in clinical, research and administrative roles) - Students from school of health science (medicine, pharmaceuticals, nursing, dentist) as well as psychologists
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	400 professionals in healthcare sector and students
Objectives	To <ul style="list-style-type: none"> - Tackle discrimination on the grounds of gender identity and gender expression, especially against transgender people. - Alleviate the healthcare barriers for transgender people. - Re-education of clinic staff and providers on transgender rights and healthcare needs. Create open resources material on the matter of transgender access to healthcare through the Transcare online platform.
Institution Academic Institution promoting the good practice within its activities	Co-ordinator: <ul style="list-style-type: none"> - MSc “Global Health- Disaster Medicine”, “Attikon” University General Hospital, School of Medicine, National and Kapodistrian University of Athens (NKUA) Partners: <ul style="list-style-type: none"> - Clinic of Social and Family Medicine (CSFM), University of Crete - Colour Youth– Athens LGBTQ+ Youth Community - Positive Voice - ORLANDO LGBTQ+ mental health beyond stigma - Medical Association of Athens - HelMSIC - Hellenic Medical Students International Committee - AKMI - Institute of Vocational Training AKMI - ReadLab – Research Innovation and Development Lab
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Greece: all the activities have been planned online in order to be accessed by healthcare professionals all over Greece. Furthermore, the trainings will be held online through the MOOC platform and therefore healthcare professionals from all parts of Greece will be able to participate.
Intersectionality	Intersectionality has been identified as an important component of Transcare project and therefore it has become part of Transcare training material.
Areas of implementation	<ul style="list-style-type: none"> - Training and creation of education material on health care issues of trans people.
Description	Introduction:

<p><i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>This project has been selected as a best practice, since it's the first Greek initiative that is dealing with the health inequalities that trans people face during their access to healthcare services aiming to eliminate them. More specifically, transgender people experience worldwide substantial health disparities and barriers with regards to effective and efficient health care services, fact that can potentially have a negative impact on the quality of their life and the treatment they receive.</p> <p>Transcare was born as a remedy to the discriminatory patterns they might face, and the inappropriate approaches health care providers might have towards them.</p> <p>Subjects involved: The project involves the two academic institutions (NKU and University of Crete), one VET institution (AKMI), one company (ReadLab), one Student Association (HelMSIC), three social organizations (Orlando LGBTQI+, Positive Voice, Colour Youth) and a medical association (Medical Association of Athens).</p> <p>Content:</p> <ol style="list-style-type: none"> a. Assessment of the current situation in health care facilities of the country. The goal being to obtain data and information on the degree of familiarization of healthcare professionals with the diversity of gender identity and expression, as well as to record and showcase the experiences that transgender individuals share from health care facilities visits. b. Based on these data, educational material will be created, while information days and awareness events for health care providers will be organized, aiming to improve the services provided to transgender individuals and secure their rights. c. With the completion of the project, outputs will be disseminated and shared with from health care units and health care professionals across the country, contributing to the creation of an inclusive public healthcare culture health care that encompasses the understand the needs of transgender individuals and responds to them. <p>Conclusions: The project is ongoing, there will be dissemination when it is complete.</p> <p>Results that have been developed by now: D.2.1 Analysis Report on existing barriers and gaps to national health care systems regarding care for transgender people D.2.2 Online Questionnaire D.2.3 Research Results .</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The project is still in progress and the impact assessment will be implemented after the completion of its activities.</p>
<p>Link</p>	<p>https://transcare-project.eu/</p>
<p>Source of knowledge for the good practice report</p>	<p>https://transcare-project.eu/</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Phylis AUTH («ΦΥΛ.ΙΣ. Α.Π.Θ», Φοιτητική Ένωση για την Ισότητα και το Φύλο), NGO</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Phylis AUTH was founded at the beginning of the academic year 2020/21 by a group of female students of the Aristotle University of Thessaloniki.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>Members = students of any University or any postsecondary training Institution (public or private) within 12 months from graduation. Target group = Phylis actions are open to the general public. In the case of workshops that require a limited number of participants, priority is given to Phylis members.</p>
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Members = 200 students Active in social media with 20.000 followers.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> - To promote gender equality, to fight against sexism and for the elimination of all kinds of discrimination, at all levels of the University's operation and all the processes of academic life, but also at a wider social level. - To promote Gender Studies and the inclusion of the gender perspective in the study programs and Operating Regulations respectively, of the Greek Universities. - To strengthen the support mechanisms of the student community against sexual harassment and discrimination based in particular on gender, gender identity, gender expression, gender characteristics or sexual orientation, as well as any other characteristic that may be grounds for discrimination. - to create a safe space for femininities, LGBTQI+ persons and for the entire student community, whereby all individuals can share common concerns, as well as their interest in gender issues
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>The Student Union for Gender and Equality (Phylis AUTH) is an independent, non-profit association, without political or financial character. In July 2022 the Association received the legal form of a non-profit association, so that it can work more easily towards its goals.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Given that Phylis AUTH was created during the COVID 19 pandemic and the resulting confinement, during its first year all activities took place online. Now, the Union focuses mainly on hybrid actions (online + live). The current location of FYL.IS., where “in person” meetings and actions take place is the Ground Floor of the Faculty of Education, Aristotle University of Thessaloniki.</p>
<p>Intersectionality</p>	<p>YES. Phylis actions reflect an intersectional feminist identity, promoting feminist and LGBTQI+ claims with the aim of an inclusive feminist movement, which recognizes the multiple systems of oppression and discrimination (in terms of gender, gender identity, sexual orientation, social class, ethnicity, disability).</p>
<p>Areas of implementation</p>	<p>Based on feminism (as an intellectual field, production of scientific knowledge, political movement and as a manifestation of activism).</p>

	<p>Phylis does not participate in the institutional procedures of the Aristotle University of Thessaloniki, as it acts as an independent feminist union. (Grassroot level)</p> <p>Research Social activities Activism Training/ raising awareness (via lectures, artistic events, seminars, conferences) Cooperation with other bodies/collectives inside and outside AUTH Supporting students and other individuals facing discrimination, harassment, or abuse. 2021 Summer school on sexuality (intersectional).</p>
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Intro = this practice was chosen because it represents a grassroots good practice emerging from the (female) students themselves.</p> <p>Subjects involved = Currently there are 200 student members. The people who attend Phylis actions can be anyone from the wider community with an interest in advancing these issues.</p> <p>Content = Based on feminism (as an intellectual field, production of scientific knowledge, political movement and as a manifestation of activism) Phylis organises a wide range of actions including: Research/ Social activities/ Activism/ Training/ raising awareness (via lectures, artistic events, seminars, conferences)/ Cooperation with other bodies/collectives inside and outside Aristotle University of Thessaloniki/ Supporting students and other individuals facing discrimination, harassment or abuse.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The fact that Phylis was established during the pandemic and simultaneously with the explosion of the Greek metoo, gave greater visibility to issues of harassment within the university, it collectivized the student indignation and captured the magnitude of the problem. Phylis aimed at and has already helped highlight the need to stop the perpetuation of patriarchy within the university.</p>
<p>Link</p>	<p>https://phylis.gr/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>https://phylis.gr/ Website and email exchange with Ms Despoina Kurillidou, President of Phylis.</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Gestalt LGBTQI+ sexual and gender diversity affirmative counselling</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Started on 20/09/2020 and ended on 20/09/2021 duration was 600 hours of training.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<ul style="list-style-type: none"> - mental health specialists, - social workers, - NGO workers, - Teachers, - any specialty considered to be able to work with the LGBTQI+ population in the public or private sector. - Parents of LGBTQI+ children - LGBTQI+ persons - no prerequisites for selection and no prior knowledge or experience of gestalt counseling is required to participate in the training program.
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Unknown.</p>
<p>Objectives</p>	<p>Through this training participants were expected to develop the following skills:</p> <ul style="list-style-type: none"> - Comprehensive knowledge of the basic principles and practices of Gestalt counseling. - Understanding the basic principles of inclusive/affirmative counseling. - Knowledge of appropriate LGBTQI+ terminology and good practices of non-abusive language. - Knowledge of good practices in relation to LGBTQI+ people in all contexts, family, school, professional areas, etc. - Understanding the myths and realities that accompany LGBTQI+ people. - Knowledge of basic Gestalt practices to combat stress and psychosocial pressures. - Practice in basic Gestalt practices of functional intrapsychic and interpersonal communication. - Ability to use basic Gestalt boundary setting practices.
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>University of Aegean, Centre of lifelong learning.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Centre of lifelong learning of the University of Aegean.</p>
<p>Intersectionality</p>	<p>YES. Phylis actions reflect an intersectional feminist identity, promoting feminist and LGBTQI+ claims with the aim of an inclusive feminist movement, which recognizes the multiple systems of oppression and discrimination (in</p>

	terms of gender, gender identity, sexual orientation, social class, ethnicity, disability).
Areas of implementation	Training.
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Introduction = this practice is a short training programme and it was chosen because it aimed to train and empower mental health professionals and other professionals in working in an affirmative way with their LGBTQI+ clients. It will also empower LGBTQI+ people themselves and their families.</p> <p>Subjects = trainers (specialized in both LGBTQI+ issues and in Gestalt therapy/counseling) and a wide range of professionals as learners.</p> <p>Content = LGBTQI+ Affirmative Gestalt therapy-counseling embraces a positive view of LGBTQI+ people and relationships, addresses the negative effects of homophobia, transphobia and heterosexism on LGBTQI+ lives. Gestalt therapy is very effective for LGBTQI+ people in combating anxiety and psychosocial pressures by focusing on functional intrapsychic and interpersonal communication and boundary practices. Body-centered techniques as well as interpersonal Gestalt techniques are very effective in developing self-awareness.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The expected result was for participants to develop the skills mentioned in the objectives section. This is assessed via multiple methods such as exams, participation in events and writing an essay.</p>
Link	https://t-zine.gr/prokiryxi-etisioy-epimorfotikoy-pro/
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>INSIGHT Establish an Inclusive LGBTQI+  Health Care Provision</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>It is a two-year project co-funded by the European Union under the ERASMUS+ KA220-HED - Cooperation partnerships in higher education programme (Agreement Number: 2021-1-IT02-KA220-HED-000030196).</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<ul style="list-style-type: none"> - HEI healthcare undergraduate students - Healthcare professionals.
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Not stated, not known at this point, it is still ongoing.</p>
<p>Objectives</p>	<p>The main aim of the INSIGHT project is to promote common values, inclusion, equality and participation through acquiring new competences, skills and guidelines about best practices regarding LGBTQI+ people and their needs when accessing the health sector. Therefore, the project aims to:</p> <ul style="list-style-type: none"> - Empower awareness, recognition and acceptance of the factors that affect LGBTQI+ people's well-being and physical health. - Promote and enhance Digital Transformation in HEI by creating a flexible and easily accessible digital learning material. - Establish an equal health care provision for LGBTQI+ people. - Build acceptance and trust between all participants. - Implement the final product within the respective partner countries to stimulate health initiatives and policies that support LGBTQI+ people's rights and dignity. <p>There will also be a Good Practice Guide that will:</p> <ul style="list-style-type: none"> - Provide information about the human right regarding healthcare provision among with LGBTQI+ people's rights. - Recognise the inequalities that LGBTQI+ people phase when accessing the healthcare system. - Give direction to agencies and organizations responsible for the care of LGBTQI+ individuals. - Provide guidance to professionals and caregivers serving LGBTQI+ individuals. - Discover strategies for integrating inclusive and respective treatments.
<p>Institution <i>Academic Institution promoting the good practice within its activities</i></p>	<p>The following are the partners of the programme</p> <ul style="list-style-type: none"> - MSC "GLOBAL HEALTH – DISASTER MEDICINE", SCHOOL OF MEDICINE, NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, GREECE - Orlando LGBTQI+, Greece, Athens - RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY, Trikala, Greece. - UNIVERSITA DEGLI STUDI DI TORINO, Italy, Turin - UNIVERSITA DEGLI STUDI DI SALERNO, Italy, Fisciano - CANDIDE INTERNATIONAL, Belgium, Brussels
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned</i></p>	<p>Digital Good Practices Guide The major aim is to develop of a Good Practices Guide which identifies what kind of support does HEI healthcare undergraduate students and current healthcare</p>

<p><i>or in a different location involving external partners</i></p>	<p>professionals need in order to embrace LGBTQI+ people and have a positive impact on their wellbeing. The input of this Guide can be used also as a part of other training courses.</p> <p>+ INSIGHT Microlearning Programme This learning material will respond to the target group’s needs and willingness to improve the healthcare system and establish innovative initiatives that will lead in more inclusive and equal treatments. The course will include 4 modules that will address the well-being but also the physical health issues that may occur to LGBTQI+ people’s lives.</p> <p>+ INSIGHT MOOC A freely accessible Virtual Learning Environment containing the learning material, workshops, virtual activities and a community forum which allows interactions and communication.</p>
<p>Intersectionality</p>	<p>Not stated.</p>
<p>Areas of implementation</p>	<p>Training/ raising awareness through modular components in healthcare.</p>
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Intro = this practice was chosen because of its putative high impact and accessibility (digital material in a modular form). It is aimed at reaching undergraduate and professional healthcare professionals.</p> <p>Subjects involved = Healthcare academics from Greece and Italy as well as ReadLab, Greece (a multidisciplinary team of highly specialized researchers from the fields of engineering, communication technologies, education and social and political sciences with a long experience in project management and implementation of national, EU-funded and international projects).</p> <p>Content=</p> <p>Good Practices Guide The major aim is to develop of a Good Practices Guide which identifies what kind of support does HEI healthcare undergraduate students and current healthcare professionals need in order to embrace LGBTQI+ people and have a positive impact on their wellbeing. The input of this Guide can be used also as a part of other training courses.</p> <p>INSIGHT Microlearning Programme This learning material will respond to the target group’s needs and willingness to improve the healthcare system and establish innovative initiatives that will lead in more inclusive and equal treatments. The course will include 4 modules that will address the well-being but also the physical health issues that may occur to LGBTQI+ people’s lives.</p> <p>INSIGHT MOOC A freely accessible Virtual Learning Environment containing the learning material, workshops, virtual activities and a community forum which allows interactions and communication.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The project is ongoing, no impact assessment mentioned on the webpage yet.</p>
<p>Link</p>	<p>https://lgbtq-insight-project.eu/</p>
<p>Source of knowledge for the good practice report</p>	<p>Website and interview with responsible person https://lgbtq-insight-project.eu/</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Public dialogue between a University (National and Kapodistrian University of Athens) and 2 LGBTQI+ organizations (Orlando LGBTQI+, Colour Youth Athens), concerning the ongoing use of outdated scientific material, inappropriate comments towards LGBTQI+ people and the need to actualize teaching material.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>January 2020.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>Any person with access to the internet.</p>
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Unknown.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> - To engage in public dialogue concerning the use of outdated scientific material that deals with trans identities in Greek Universities - To accept the need to actualise the textbook material in line with DSM V diagnostic recommendations. - To highlight the power imbalance between professors and students and explain why it is often not possible for students to directly confront inappropriate comments - To highlight the impact of inappropriate comments or scientific material on LGBTQI+ students' mental health and overall well-being. - To highlight the need to turn Universities into safe spaces for everyone involved.
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>National and Kapodistrian University of Athens, Greece.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>On the University's, Orlando's and 'Colour Youth Athens' websites.</p>
<p>Intersectionality</p>	<p>Yes, because mental health issues and power imbalance issues were also covered</p>
<p>Areas of implementation</p>	<p>Public dialogue.</p>
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (why this practice was selected, the context in which it was used, sources, etc.) 	<p>Intro= This practice was chosen because the University welcomed public dialogue and admitted the need to actualize the content of the textbook involved (on psychopathology). Subjects involved = University teaching staff, committee members of Orlando LGBTQI+ and Colour Youth Athens Content =</p>

<ul style="list-style-type: none"> - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<ul style="list-style-type: none"> - revision of outdated and insulting medical terms and definitions concerning trans persons, and more generally gender identity and sexual orientation issues <p>Conclusions = this public exchange of viewpoints could eventually trigger positive changes re treatment of LGBTQI+ issues in the academic community.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Not feasible to assess but it seems reasonable to expect that it will act as a trigger towards creating an appropriate climate for all at Universities, including LGBTQI+ people.</p>
<p>Link</p>	<p>https://orlandolgbt.gr/i-archi-enos-anoichtoy-dialogoy-gia-ta-lo/ https://www.colouryouth.gr/2020/01/30/transfovika-themata-eksetaseon-sto-tmima-psychologias-ekpa/?fbclid=IwAR3YJ7E-DAjCpbd37FVz3-RQQj8d4XhcmMzO4UVLsIxH52IStRAG7zoru0</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website only https://orlandolgbt.gr/i-archi-enos-anoichtoy-dialogoy-gia-ta-lo/ https://www.colouryouth.gr/2020/01/30/transfovika-themata-eksetaseon-sto-tmima-psychologias-ekpa/?fbclid=IwAR3YJ7E-DAjCpbd37FVz3-RQQj8d4XhcmMzO4UVLsIxH52IStRAG7zoru0</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Thematic Week "Body, Gender, Othernessl.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>This good practice lasts a week and takes place every (academic) year. For the year 2023, the Thematic Week will be held from 3/4/2023 to 9/4/2023.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>Students of the Department of Early Childhood Education.</p>
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Around 40-50 students each year choose this optional 'thematic week' (More themes are being offered and students can choose).</p>
<p>Objectives</p>	<p>The good practice is designed to provide an opportunity to explore concepts, terminology and case studies on tackling homophobia and promoting the rights of LGBTQI+ persons, together with civil society representatives.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>National and Kapodistrian University of Athens, Department of Early Childhood Education.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>The Thematic Week is usually organized in venues other than the University's classrooms, suitable for team-building and collective work. Visits to related events are also scheduled.</p>
<p>Intersectionality</p>	<p>Possibly but not emphasized.</p>
<p>Areas of implementation</p>	<p>- Curricula</p>
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Introduction: This good practice has been chosen as it has been developed as a component of the curriculum of the Department of Early Childhood Education. Subjects involved: The good practice approaches the specific issues within the context of the university course curriculum, under the academic coordination of Professor Mary Leontsini. The Thematic Week "Body, Gender, Otherness" is similar to a "crash course" aimed at third year (female) students. Content/conclusions: During the Thematic Week, civil society stakeholders, practitioners and researchers on the respective topics provide seminars and workshops, focusing on topics related to homophobia. Theoretical background as well as practical activities on how to tackle homophobia, to reduce stereotypes etc are among the discussed topics.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions</i></p>	<p>The good practice has positive impact on the students. They become familiar with issues such as how to tackle homophobia and transphobia in schools and how to support children with LGBTQI+ parents and school, through active</p>

<p><i>(institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>learning. It actively engages students through discussions, problem solving, case studies, role plays and other methods.</p>
<p>Link</p>	<p>https://eclass.uoa.gr/courses/ECD279/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Interview with the academic responsible, Professor Mary Leontsini</p>

Team <i>Authors of the form</i>	Aristotle University of Thessaloniki, Greece
Title	Bring-In Project funded by the Rights, Equality and Citizenship Programme of the European Union (2014-2020).
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	It started on 01/03/2020 and ended on 28/02/2022.
Target Group <i>One or more boxes can be selected</i>	<ul style="list-style-type: none"> - Intersex people and their families - civil society organizations - social and health care professionals - policy makers - public and private stakeholders - human rights activists.
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	The project aimed at reaching at least 150 intersex people and their families in 4 EU countries, 1000 social and health care professionals and intersex right defenders, 8000 public and private stakeholders, policy makers and human rights representatives. Overall, more than 45.500 people were reached through the project's activities, with approximately 8360 academics, 15000 members of the general public and 20000 from the civil society and relevant industries.
Objectives	It is a ground breaking initiative that aims at <ul style="list-style-type: none"> - enhancing the visibility of Intersex People - promoting Intersex Equality in Greece, Hungary, UK and Bulgaria by building the capacity of social and healthcare professionals on how to recognize, prevent and combat discrimination on the grounds of sex characteristics, raising public awareness and advocating for the need to act upon the human rights violations that intersex people face.
Institution <i>Academic Institution promoting the good practice within its activities</i>	Panteion University, Greece (Project Co-ordinator) 5 more partners Symplexis- Greece, Bilitis-Bulgaria, Hatter- Hungary, RJ4ALL-UK, ITML-Cyprus.
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Online surveys Website => Easily accessible material (deliverables) via their website (documents and videos) as well as a platform for intersex people, and social and health care professionals in order to be able to access information relevant to managing intersex persons' needs, and also info for parents of intersex persons.
Intersectionality	Possibly but not emphasized.
Areas of implementation	<ul style="list-style-type: none"> - Curricula - training of social and health care professionals - raising awareness for a wide range of additional stakeholders, policy makers and human rights activists
Description <i>It might be useful to follow these components:</i> <ul style="list-style-type: none"> - introduction (why this practice was selected, the context in which it was used, sources, etc.) 	Introduction = This practice was selected because it concerns a socially vulnerable group and so far under-researched and under-represented. It is a group that often faces discrimination and therefore social and health care professionals will massively benefit from building expertise in supporting this vulnerable group in order to avoid second order victimization. The deliverables are also easily accessible and can be used by a variety of services.

<ul style="list-style-type: none"> - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Subjects involved= Panteion University of Social and Political Sciences, as coordinator of the project and research expert, leads the overall management, quality procedures and research activities throughout the implementation period of Bring-In.</p> <p>Content =The BRING-In partnership represents a dynamic mix of well-respected and high qualified academic institutions, civil society organisations, human rights and LGBTQI+ / gender equality advocates and ICT experts and capacity providers (i.e. professional associations) that altogether will BRING-In all necessary knowledge, experience and resources to achieve the project objectives and expected results and by that way positively influence national and EU policy development in the field of intersex people’s human rights. Our consortium was set-up based on the principle of complementarity that we consider an essential prerequisite for a meaningful exchange of knowledge, experiences and practices in an area for which very little is known until now not only at national, but also at EU level.</p> <p>Key actions so far =</p> <ol style="list-style-type: none"> a. online surveys and other research methodology to compile reports on current status of intersex individuals in 4 EU countries (Greece, UK, Bulgaria, UK). b. Production of deliverables including training material c. Training social and health care professionals on issues faced by intersex people and ways to implement good practices.
<p>Impact Assessment</p> <p><i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The project is still evolving. By the date of completion, the project aims at reaching at least 150 intersex people and their families in 4 EU countries, 1000 social and health care professionals and intersex right defenders, 8000 public and private stakeholders, policy makers and human rights representatives.</p> <p>The overall scope and objectives of the project contributed to the implementation and promotion of core European values and to the application of relevant provisions on the prohibition of discrimination on the basis of sexual orientation, gender identity and sex characteristics. It focuses on the forms of discrimination that intersex people face in their everyday life and specifically in the social and medical sector to ensure the respect and direct and effective management of their needs. Moreover, it contributed to the realization of the Strategy for Gender Equality and the Agenda 2030, on the social inclusion of all individuals, irrespective of their gender identity. The research findings from the four partner countries adds significant value to the existing literature which lacks data on the needs of intersex persons in general and specifically in the medical and social aspects of their lives, setting their human rights at risk. At the same time, the policy report includes recommendations for policy reform concerning a wide spectrum of areas of everyday life, including education and training, funding, research and awareness raising. The national and policy reports highlight the need for further research to be conducted on the issues at hand, not only in the participating countries but also at an EU-level, in order to draw further conclusions and provide propositions on the inclusion of the community in matters regarding their health and future life with more equal representation in all aspects of their everyday life. The reports highlight the need for further research on the issues at hand, not only in the participating countries but also at an EU level. Furthermore, the project contributed to the establishment of a working group of experts to initiate a dialogue on good practices and recommendations for the creation of a more inclusive society for intersex persons. The working group meetings allowed a constructive dialogue on intersex equality and established networks and cooperation amongst key stakeholders and interested parties that are directly affected by the consequences of discrimination.</p>

	<p>In addition, the methodological framework and the outputs of the project add value and enhance the existing available materials that can be used at a European level in order to inform and encourage social and healthcare professionals in being able to, directly and actively, manage the needs of intersex persons and become involved in the promotion and advocacy of their rights. The Intersex Learning Resource Guide, the Intersex Learning Resource Platform and the Training Curriculum can be easily adapted to other national contexts, while the project illustrates and promotes European values, such as democracy, non-discrimination and acceptance of diversity, as well as it links the material with the Sustainable Development Goals of the Agenda 2030. The same applies to the Policy Recommendation Briefs, which can constitute the basis of the plan of practices and recommendations that can be exploited by other organizations and stakeholders, as well as other countries.</p>
<p>Link</p>	<p>https://bring-in.eu/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website https://bring-in.eu/ Deliverables https://bring-in.eu/deliverables/ Interview with responsible person</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Workshop “LGBTQI+ inclusive practices in the academic community/ies”, in the context of the project UniDiversity project number =963181.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>4 hours, 7th October 2022.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>All subgroups of the academic community = students, teaching staff, admin staff, technical staff etc.</p>
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Not stated.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> - To familiarise participants with key concepts and terms in relation to gender issues and sexual orientation. - To enable participants to recognise the discrimination based on sexual orientation, sexual identity or gender characteristics in the academic environment and beyond. - To enable participants to prevent and tackle the aforementioned types of discrimination in the academic environment. - To enable participants to recognise the varied needs of LGBTQI+ people in the academic environment - To raise awareness re creating safe, inclusive and supportive spaces for learning, working, teaching and researching for all LGBTQI+ people in the academic environment.
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>Panteion University, Faculty of Sociology, “Methexis” Lab.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Via the platform Zoom.</p>
<p>Intersectionality</p>	<p>Yes, there is also mention to gender issues.</p>
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Curricula - training of social and health care professionals - raising awareness for a wide range of additional stakeholders, policy makers and human rights activists
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (why this practice was selected, the context in which it was used, sources, etc.) 	<p>Intro = This practice was chosen because it is addressed to many subgroups of the academic community, and it can be used by other Universities too. Ideally it can be used for high level decision makers in universities. Subjects involved = The key organiser is Panteion University. Teaching staff from other Universities participated in the actual event. It was free of charge and was addressed to people from all Greek Universities. Content = 4 hour workshop with objectives which have been described in the relevant section.</p>

<ul style="list-style-type: none"> - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Conclusions= it is worth replicating widely both online and in attendance.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Not stated in the relevant website.</p>
<p>Link</p>	<p>https://socialpolicy.gr/2022/09/επιμορφωτικό-εργαστήριο-συμπεριληπ.html</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website https://socialpolicy.gr/2022/09/επιμορφωτικό-εργαστήριο-συμπεριληπ.html</p>

Team <i>Authors of the form</i>	Aristotle University of Thessaloniki, Greece
Title	Support of Social Welfare Interventions for the Students of UniWA.
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	Not stated in the official website.
Target Group <i>One or more boxes can be selected</i>	Students with a wide range of needs.
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Number of LGBTQI+ students who have applied for help in relation to this action= not stated.
Objectives	<p>To support students with special needs (SSN), students from sensitive social groups (SSS) and students from low income families (SLI), in order to ensure their access and participation on equal terms in their study program and academic life, up to their graduation. These student groups face impediments due to:</p> <ol style="list-style-type: none"> 1. physical, bodily impairment or injury (sight, hearing, mobility or other serious illness), 2. developmental / psychological disorders (learning disabilities, autistic spectrum disorders, mental diseases), 3. social problems (sensitive social groups, such as LGBTQI+ students, single-parent family students, prisoners, immigrants) and 4. economic problems (low income, unemployment) or even combinations of these causes. <p>The type of support offered for the 4 aforementioned groups of students includes.</p> <ol style="list-style-type: none"> a. Psychological support services, b. Psychological counseling services, c. Support services for SSN (accessible textbooks, accessible webpages and websites, support services for physically impaired students, library equipment, counseling professors, etc.), d. (d) Financial support for SSS or SLI that do not receive financial aid from any other source.
Institution <i>Academic Institution promoting the good practice within its activities</i>	Panteion University, Faculty of Sociology, "Methexis" Lab.
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	University of West Attica.
Intersectionality	Yes, most definitely, the issues mentioned cover a range of social dimensions: <ol style="list-style-type: none"> 1. Health issues/ (dis)-ability issues

	<p>2. developmental / psychological disorders (learning disabilities, autistic spectrum disorders, mental diseases),</p> <p>3. social problems (sensitive social groups, such as LGBTQI+ students, single-parent family students, prisoners, immigrants) and</p> <p>4. economic problems (low income, unemployment) or even combinations of these causes.</p> <p>Stands out =the use of the term Accessibility as an umbrella term.</p>
<p>Areas of implementation</p>	<p>Social care for students with a range of needs</p>
<p>Description</p> <p>It might be useful to follow these components:</p> <ul style="list-style-type: none"> - introduction (why this practice was selected, the context in which it was used, sources, etc.) - subjects involved (academic organs, single academic, student associations, administrative bodies, etc.) - content - conclusions 	<p>Introduction = This practice was chosen because this is the only Greek University (known to us), which specifically includes LGBTQI+ students as a subgroup of students in need who will be given access to various types of support according to their needs.</p> <p>This practice stands out for the use of the umbrella term Accessibility and the proposal to create an Accessibility Unit (described in the subsequent paragraph). It also stands out because it undertook an assessment of needs cited as follows:</p> <p><i>“More than 40,000 students study in the undergraduate, graduate and PhD programs in UNIWA. A population of around 600 students is registered to be suffering from the above-mentioned problems of classes (1) and (2). Among them, 5% suffer sight impairment, 15% suffer hearing impairment, 35% have various mobility problems and 45% have learning disabilities, or developmental or other disorders. Moreover, a population of an equal size is estimated to suffer from the above-mentioned problems of classes (3) and (4) (social and/or economic impediments). Our estimation is that there exist yet a similar or larger number of students with class (2) problems who pass unnoticed as there is no systematic register procedure and who are in need of psychological counselling and support due to problems of temporary or of permanent type, either pre-existing or acquired during their studies. Resources to meet these needs are practically non-existing in UNIWA (a single administrative department with 3 employees for all students in the 3 UNIWA campuses).”</i></p> <p>Subjects involved = Social care professionals of the University and the beneficiaries = the students.</p> <p>Also, A focal point for the organization and coordination of these actions is the Accessibility Unit proposed to be instituted and introduced in the UNIWA organization plan. This new unit is to be in close collaboration with all relevant administrative departments (Students Welfare Office, Information Technology Department, Network Operating Center, Technical Committee/Service) and academic departments (Social Work, Occupational Therapy, Physiotherapy, Biomedical Sciences, Information and Computer Eng., Electrical and Electronics Eng.) of UNIWA.</p> <p>Content =</p> <p>This action refers to the students of UNIWA and aims to support students with special needs (SSN), students from sensitive social groups (SSS) and students from low income families (SLI), in order to ensure their access and participation on equal terms in their study program and academic life, up to their graduation. These student groups face impediments due to</p> <ol style="list-style-type: none"> a. physical, bodily impairment or injury (sight, hearing, mobility or other serious illness), b. developmental / psychological disorders (learning disabilities, autistic spectrum disorders, mental diseases),

	<p>c. social problems (sensitive social groups, such as LGBTQI+ students, single-parent family students, prisoners, immigrants) and</p> <p>2. (4) economic problems (low income, unemployment) or even combinations of these causes.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The number of students who have made use of this action is not mentioned.</p>
<p>Link</p>	<p>https://prosvasi.uniwa.gr/en/project-structure/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>https://prosvasi.uniwa.gr/en/project-structure/</p>

Team <i>Authors of the form</i>	Aristotle University of Thessaloniki, Greece
Title	Raising awareness on gender and sexuality workshop; accessible to all students of the University of Western Macedonia.
Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i>	10 th Dec between 12 00 and 15 00 pm.
Target Group <i>One or more boxes can be selected</i>	Students (undergraduate and postgraduate) of the University of Western Macedonia.
Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i>	Unknown.
Objectives	<ul style="list-style-type: none"> - To present the basic concepts and terminologies surrounding sexual orientation, gender identity, expression and characteristics, - to present current scientific data on LGBTQ+ identities, - to use relevant data to demonstrate some of the challenges and barriers that LGBTQ+ people in Greece come across - to present the relevant legislative framework.
Institution <i>Academic Institution promoting the good practice within its activities</i>	The University of Western Macedonia, Greece.
Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i>	Online.
Intersectionality	Yes, gender and sexuality.
Areas of implementation	Training / raising awareness for students.
Description <i>It might be useful to follow these components:</i> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>This good practice was chosen because it involved a collaboration between a University (University of Western Macedonia), an LGBTQ+ specialized organization (Orlando) and it aimed at raising awareness in relation to gender and sexuality issues among students.</p> <p>Academic bodies and committees involved =The psychological and counselling support Service of the Unit in support of vulnerable student subgroups of the University of Western Macedonia.</p> <p>Content = A workshop on gender and sexuality (accessible to all students) in collaboration with the scientific organization Orlando LGBTQ+ -mental health without a stigma. This workshop took place virtually on 10th December between 12 and 15 pm.</p> <p>This event has the official support and approval of the Gender Equality Committee of the University.</p>
Impact Assessment	Not mentioned on the official website.

<p><i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	
<p>Link</p>	<p>https://committees.uowm.gr/gender-equality/ergastiri-eyaisthitopoiisis-fyloy-kai-sexoyalikotitas-gia-to-foititiko-plithysmo-toy-pdm/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>The official website was the only source of information on this https://committees.uowm.gr/gender-equality/ergastiri-eyaisthitopoiisis-fyloy-kai-sexoyalikotitas-gia-to-foititiko-plithysmo-toy-pdm/</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>UniDiversity: Universities towards Diversity [EU funded project under the Rights, Equality and Citizenship Programme (2014-2020)] Various actions e.g. research/data collection Discrimination Reporting Network (DRN) Platform of the UniDiversity Project.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Nov 1, 2020 – Oct 30, 2022.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<ul style="list-style-type: none"> - Students - academics - administrative staff - civil society organizations - general public.
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>251 Greek students participated in the research/data collection phase. 297 participants in the awareness raising workshops (mainly undergraduate students).</p>
<p>Objectives</p>	<ul style="list-style-type: none"> - To promote diversity in the academic environment, ensuring equality of LGBTQI+ individuals in universities in the participating EU Member States, by tackling homophobia and transphobia in the university environment and discrimination based on SOGISC, through identification of harmful narratives, stereotypes and behaviors, awareness raising about their existence, promotion of counter-narratives, training of academic staff in the use of inclusive language and behavior, and advocacy meetings aiming at influencing policy change. - To generate new knowledge on the current situation of LGBTQI+ rights and the level of discrimination based on SOGISC in the academic environment Greece, Lithuania and Italy by first capitalizing on existing data and in turn producing new evidence about LGBTQI+ rights and equality in universities. - To identify the needs for combatting discrimination based on SOGISC in the academic environment. <p>More specifically, the Discrimination Reporting Network (DRN) Platform of the UniDiversity Project aims to monitor discrimination incidents based on sexual orientation, gender identity and sex characteristics (SOGISC) and against the LGBTQI+ community.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>Project Co-ordinator: Panteion University of Social and Political Sciences (Greece) Partners: University of Brescia (Italy) Colour Youth (Greece) Avvocatura per i diritti LGBTQI+ (Italy) Diversity Development Group (Lithuania).</p>

<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Online collection of data (stage of needs assessment) Online training events of 4 hours (separate for students and academic staff). The content of the training is freely available in relevant documents in the UniDiversity website. Policy suggestions (documents included in the UniDiversity website)</p>
<p>Intersectionality</p>	<p>Gender & sexuality issues.</p>
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Assessment of needs - Training for academic staff and students - Policy suggestions.
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Intro = It was chosen based on a) the wide range of good practices it included, b) the fact that they also aimed at policy change, c) the type of dissemination practices that they used reaching a big number of participants in academic communities. “The overall objective is to promote diversity in the academic environment, ensuring equality of LGBTQI+ individuals in universities in Greece, Lithuania and Italy, by tackling homophobia and transphobia in the university environment and discrimination based on SOGISC.” Subjects involved = Academic staff and students, LGBTQI+ civil societies. Content =Description of legal framework in each country including Greece, research findings in relation to the lived experiences and views of students on LGBTQI+ issues, online training sessions for academic staff, online training sessions for students, production of key documents, dissemination of findings via events and their website, policy suggestions in the relevant document. Conclusions= the project has come to an end but the website and the relevant documents provide rich resources for any University willing to advance LGBTQI+ equality issues.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>A number of participants (academic staff and students) have been trained. The website is still fully accessible including the documents on research findings, content of training sessions, legal framework in each country, University regulations in each country, policy suggestions.</p>
<p>Link</p>	<p>https://www.diversitygroup.lt/fwp_portfolio/universities-towards-diversity-university/ https://drn.university-project.eu/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website and interview with Mr Theofilopoulos, Sociologist, Member of the project team</p>

<p style="text-align: center;">Team <i>Authors of the form</i></p>	<p style="text-align: center;">Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Module: ‘Gender identities and sexual orientation’, taught at undergraduate level, Department of Social Work, University of West Attica (in collaboration with staff of ORLANDO LGBT), 8th semester.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>It was first taught in March 2019.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>- Students (undergraduate)</p>
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Not stated.</p>
<p>Objectives</p>	<p>This module aims to inform students about the historical dimension in “sexuality” studies and to highlight the political controversies that have shaken this field. Students will learn about the ways the medical and psychological discourses attempted to name and describe what they perceived as "deviance". Students will then learn how social scientists sought the cultural and social construction of sexuality by challenging the primacy of the biological discourse.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>University of West Attica.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>University of West Attica (on site and online)</p>
<p>Intersectionality</p>	<p>Yes, “students will become aware of the scientific necessity of an interdisciplinary approach to issues related to sexuality (intersectionality), a node where many other social dimensions intersect, such as gender, race, class, skill and religion.”.</p>
<p>Areas of implementation</p>	<p>- Curriculum.</p>
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Introduction = This practice was chosen because this is the first module in a Greek University explicitly focusing in an affirmative way in LGBTQ+ issues. It is a collaboration between the Department of Social Work and ORLANDO LGBT mental health no stigma.</p> <p>Subjects involved = A professor of social work, psychologists (ORLANDO LGBT) and all the undergraduate students who attended the module.</p> <p>Content =</p> <ul style="list-style-type: none"> - A historical overview and some basic concepts of sexuality and gender. - Theoretical approaches to sexuality and gender: the biological/essentialist model

	<ul style="list-style-type: none"> - Theoretical approaches to sexuality and gender: social constructivism/post-constructionism - Exploring the social aspects of Violence: Sexism, Patriarchy, Heteronormativity, Heterosexism, Homophobia and Transphobia - Manifestations of discrimination: health, work, school, - Gender-based violence: rape, rape culture, sexual assaults. - The concept of consent - School: sex education, bullying, inclusive education, good practices - Psychological processes: identity acquisition, coming out, internalization of oppression, consequences of violence, trauma and rejection in LGBTQI+ people and women - Health: discrimination in its field, planning of prevention and intervention programs. - HIV-positive people and stigma. - Sex work. Legal framework and psychosocial support of sex workers. Differences between trafficking and sex work.
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>It is not mentioned.</p>
<p>Link</p>	<p>https://sw.uniwa.gr/course/emfyles-taytotites-kai-sexoyalikos-prosanatolismos/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>https://sw.uniwa.gr/course/emfyles-taytotites-kai-sexoyalikos-prosanatolismos/</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>Gender Identity Resources for staff and students.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Ongoing.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>Staff and Students</p>
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>This policy is available to all current staff and students.</p>
<p>Objectives</p>	<p>To support students and staff in their preferences re Gender Identity and expression.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>University of Bath (UK).</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>University of West Attica (on site and online)</p>
<p>Intersectionality</p>	<p>Yes, gender and sexual orientation”.</p>
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Policy level and implementation of policies - LGBTQI+ Guidance and support - LGBTQI+ Networks
<p>Description <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Introduction= This good practice was chosen because it is in line with the LGBTQI+ inclusivity indexes of ILGYO and UNESCO (gender and pronoun choices)</p> <p>Subjects involved = There is a Gender Identity policy that refers to students and there is another procedure via Human Resources that refers to staff.</p> <p>Content = [copied from the official website]</p> <ul style="list-style-type: none"> - The University of Bath has a Gender Identity Policy which outlines the university's commitment to creating an inclusive and welcoming environment for trans and gender diverse staff, students and visitors. The policy states that the university will respect and support individuals in relation to their gender identity and expression and will work to eliminate discrimination, harassment and victimization. The policy includes guidelines for using preferred names and pronouns, and providing access to gender-neutral toilets and changing facilities. It also includes provisions for trans and gender diverse staff and students to change their names, titles, and gender markers on university records, and to access appropriate support and guidance.

	<ul style="list-style-type: none"> - Of note, the Policy is accompanied on the official website with info on available Guidance, Network opportunities for students and staff, Further Resources (Library lists, LGBTQI+ Glossary, Pronouns Guidance) and a statement on trans equality. - Support for trans students
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Not mentioned.</p>
<p>Link</p>	<p>https://www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/ https://www.bath.ac.uk/guides/gender-identity-resources-for-staff-and-students/ https://www.bath.ac.uk/publications/gender-identity-policy-and-guidelines/ https://www.bath.ac.uk/guides/supporting-you-if-you-are-a-trans-student/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website only https://www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/ https://www.bath.ac.uk/guides/gender-identity-resources-for-staff-and-students/ https://www.bath.ac.uk/publications/gender-identity-policy-and-guidelines/ https://www.bath.ac.uk/guides/supporting-you-if-you-are-a-trans-student/</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>LGBTQI+ Staff Network.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>The Loughborough University LGBTQI+ Staff Network has been a presence in its various iterations for decades and continues to be a fundamental community space for LGBTQI+ staff at the University.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<ul style="list-style-type: none"> - Students - academics - administrative staff - other (supporters)
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>The exact number of the Members of the LGBTQI+ Staff Network is not specified. The LGBTQI+ Staff Network has a committee composed of 10 members with various voluntary roles.</p>
<p>Objectives</p>	<ul style="list-style-type: none"> - To champion LGBTQI+ staff and LGBTQI+ issues across the University. - To provide a safe and supportive forum for all staff to interact with others who identify as LGBTQI+. - To provide a confidential space for LGBTQI+ staff to discuss personal and/or sensitive issues with another LGBTQI+ staff member. - To challenge institutional barriers and LGBTQI+ discrimination, and work with relevant colleagues to find solutions. - To signpost staff to internal University support and services where available and campaign for additional provision where these are not available. - To contribute to the calendar of LGBTQI+ celebration and awareness events and work with the University to promote and publicise them. - To represent LGBTQI+ issues and advocate for change through the EDI Advisory Forum and EDI Sub-Committee. - To work with other internal and external agencies who advocate for LGBTQI+ people in order to inform best practice models for Loughborough University.
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>Loughborough University, UK.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Loughborough University campus</p>
<p>Intersectionality</p>	<p>Possibly but not emphasized.</p>
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Interpersonal relations: a) staff-staff b) students-staff - Wellbeing/support
<p>Description <i>It might be useful to follow these components:</i></p>	<p>introduction The LGBTQI+ Staff Network has been selected as it is considered to be a good practice to be followed by other Universities, in order to initiate dialogue and adopt proactive policies for LGBTQI+ staff members. subjects involved</p>

<ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>The LGBTQI+ Staff Network is open to any staff member at Loughborough University, Loughborough Students' Union or who works for a Loughborough University campus partner who identifies as LGBTQI+ or wishes to be an ally to this community (someone who aligns with and supports the LGBTQI+ community). The LGBTQI+ Staff Network also welcomes students who feel more akin to staff than students.</p> <p>content</p> <p>The LGBTQI+ Staff Network has monthly meetings that are open for all to attend at any time, during which participants come together to highlight LGBTQI+-related issues on our campuses, organise events and campaigns for awareness and celebration, and to provide a space to ensure that LGBTQI+ staff are represented, supported, valued and have a structure through which they can highlight where institutional change is needed.</p> <p>conclusion</p> <p>A key part of the Network's mission is that all participants work together, constituting a single LGBTQI+ community, while acknowledging many of their disparate individual experiences. This combination of difference and togetherness is crucial for the improvement of the lives of LGBTQI+ people.</p>
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>The LGBTQI+ Staff Network has been a presence in its various iterations for decades and continues to be a fundamental community space for LGBTQI+ staff at the University. It welcomes new people to its activities, events and meetings to ensure that voices of the University's LGBTQI+ community continue to be heard.</p> <p>The establishment of similar LGBTQI+ Staff Networks in other academic institutions should be in compliance with the institutions' respective administrative regulations.</p>
<p>Link</p>	<p>https://www.lboro.ac.uk/internal/groups/lgbt-staff/about/</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Terms of reference of the LGBTQI+ Staff Network: https://www.lboro.ac.uk/internal/groups/lgbt-staff/about/terms/</p>

<p>Team <i>Authors of the form</i></p>	<p>Aristotle University of Thessaloniki, Greece</p>
<p>Title</p>	<p>LGBTQI+ - Inclusivity in the Higher Education Curriculum.</p>
<p>Duration <i>Specify whether the practice was temporary and had a specific time frame in days/months/years, or if it is still ongoing</i> <i>Ex: a whole academic year, 90 minutes, 2 weeks in October 2022, etc.</i></p>	<p>Two-year project starting in 2014.</p>
<p>Target Group <i>One or more boxes can be selected</i></p>	<p>Multiple target groups such as</p> <ul style="list-style-type: none"> - Students at undergraduate and postgraduate levels - Academic staff - Various University services - University decision and policy makers - Also, at a later stage other academic communities.
<p>Number of participants <i>Specify whether this number refers to an actual number of registered participants or a tentative objective.</i> <i>If the activity is still ongoing please specify the possible number of persons involved.</i></p>	<p>Project Leaders = Professor Nicola Gale, Professor Nicki Ward Steering Group = 6 members 3 Project researchers International Advisory Group 1,182 survey participants Key members of staff (too many to mention) who worked on LGBTQI+ inclusivity based on the draft version of the best practice guide Students who supported the project at its various stages</p>
<p>Objectives</p>	<p>To develop guidance on best practice for an LGBTQI+ -I nclusive curriculum. To support teaching staff in further and higher education to be inclusive about LGBTQI+ identities in their teaching practice and to feel confident in making gender and sexual diversity visible within the curriculum.</p>
<p>Institution Academic Institution promoting the good practice within its activities</p>	<p>University of Birmingham, UK.</p>
<p>Location <i>Please specify whether the good practice took place within the Institution mentioned or in a different location involving external partners</i></p>	<p>Across colleges at the University of Birmingham, in collaboration with an International Advisory Group and digitally (one version of the Best Practice Guide is on the intranet of Birmingham University).</p>
<p>Intersectionality</p>	<p>Yes (race, gender, social class, ethnicity etc).</p>
<p>Areas of implementation</p>	<ul style="list-style-type: none"> - Use of Language - The curriculum - Role models - Policy development.
<p>Description (300 words max) <i>It might be useful to follow these components:</i></p> <ul style="list-style-type: none"> - introduction (<i>why this practice was selected, the context in which it was used, sources, etc.</i>) - subjects involved (<i>academic organs, single academic, student associations, administrative bodies, etc.</i>) - content - conclusions 	<p>Introduction → Chosen because it is a comprehensive piece of work starting with various phases of data collection and gradual implementation throughout the University. It includes numerous case examples on LGBTQI+ inclusivity as well as the Ward-Gale model of LGBTQI+ inclusivity. It is a source of inspiration for other Universities. Subjects involved → many subgroups of the academic community across academic disciplines Content In the first year</p> <ul style="list-style-type: none"> - Literature review which influenced the model of inclusivity that was developed.

	<ul style="list-style-type: none"> - Collection of University-wide data across all academic disciplines via a staff survey and a student survey - Fact-finding conversation with colleagues from HR, Library Services, Academic Development and Careers Services. <p>In the second year</p> <ul style="list-style-type: none"> - Collaborative workshops with students and academic staff to share the findings and gather further examples of good practice. <p>Deliverables</p> <ul style="list-style-type: none"> - Best practice Guide on LGBTQI+ Inclusivity in the HE Curriculum. - An ever-evolving digital version of the Best Practice Guide on University intranet. - The Ward-Gale model for LGBTQI+ - Inclusivity in HE (Domains of Inclusivity = Language, Role Models, Curriculum Content, Levels of Inclusivity = Awareness, Additive, Transformative). <p>LGBTQI+ Inclusivity model implementation at University of Birmingham</p> <ul style="list-style-type: none"> - Structures and Policies (using existing ones and putting forward the need for new ones when issues emerged that were not covered by existing ones) - Staff support re being more inclusive (use of formal University training systems + supportive workshops within subject groups) - Workshops with staff and students <p>Workshops with staff in discipline-specific groups where they</p> <ol style="list-style-type: none"> a. described the national picture of LGBTQI+ inequalities in health and higher education, b. shared data on completion rates and experiences of students from their own courses, c. described the model of inclusivity and asked the participants to reflect on where their department was currently, d. asked participants to identify priorities for change within their department, e. asked participants to make personal pledges on actions they would take in the next 3–6 months on postcards which we sent back to them after 6 months. <ul style="list-style-type: none"> - Developing wider networks and support (set up an international network “LGBTQI+ Inclusivity in HE).
<p>Impact Assessment <i>What has been the impact (positive or negative) of this good practice on the beneficiaries? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)? Which were the success factors?</i></p>	<p>Very positive according to numerous case studies from a range of academic disciplines.</p>
<p>Link</p>	<p>https://www.birmingham.ac.uk/schools/social-policy/departments/health-services-management-centre/research/projects/2017/lgbtq-inclusion-in-higher-education.aspx</p>
<p>Source of knowledge for the good practice report <i>(Website, interviews, brochure, fact sheet, an information sheet, an experience sheet, a case study, etc.)</i></p>	<p>Website LGBTQI+- Inclusivity In the Higher Education Curriculum: A Best Practice Guide,<https://webcache.googleusercontent.com/search?q=cache:PqwsmMSf1akJ:https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF&cd=1&hl=en&ct=clnk&gl=gr&client=firefox-b-d</p>



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Promoting pluralistic education in European universities to
combat invisible discrimination related to LGBTQ+

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