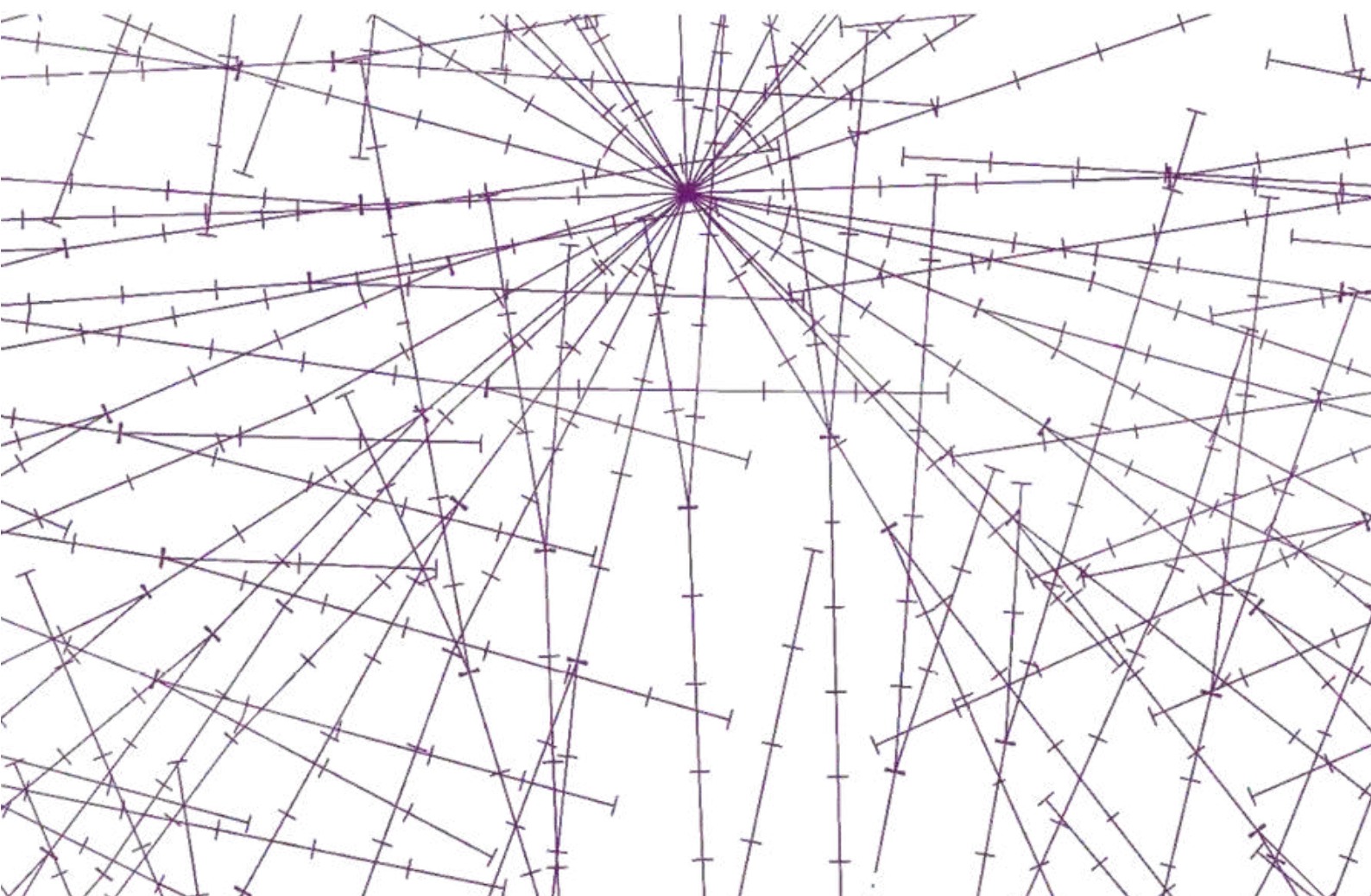
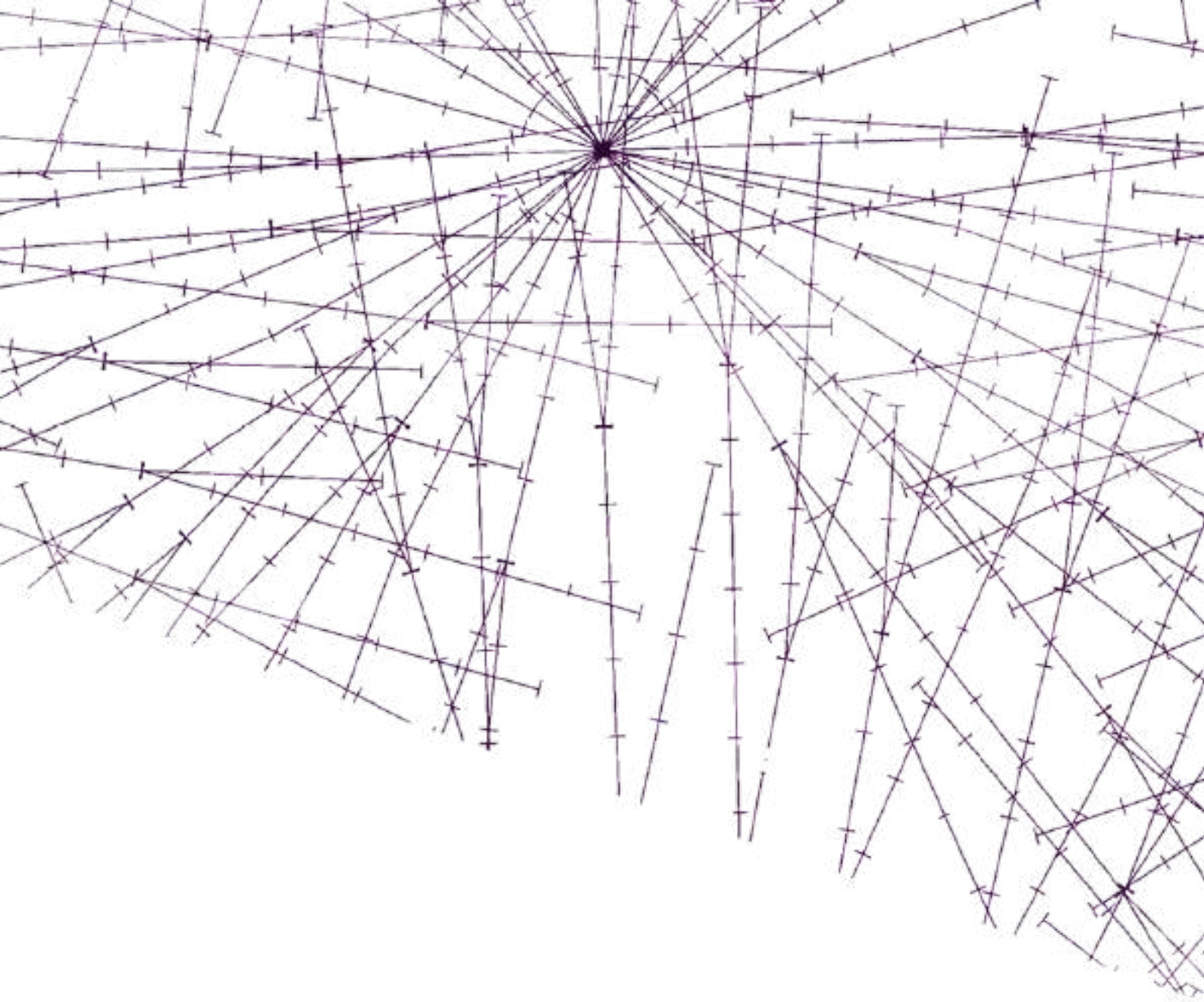




GUIDE AGAINST SEXISM AND GENDER VIOLENCE WITHIN UAB GROUPS





Guide of action against sexism and gender violence within UAB groups. This document is subject to a Creative Commons license.



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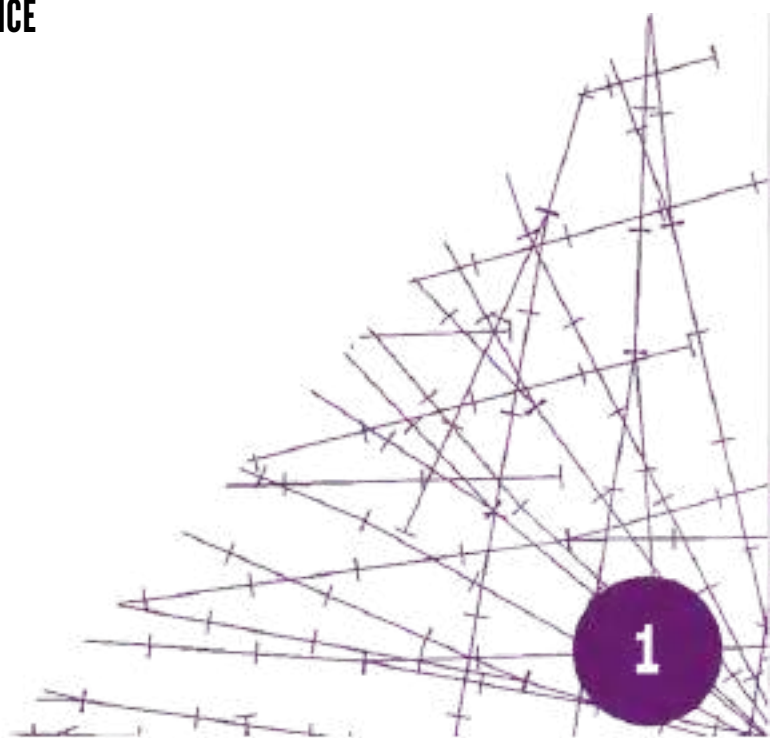
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PRESENTATION

This guide aims to provide training tools and specific guidelines for **the groups registered in the UAB's community network**, enabling them to prevent and address cases of sexism and gender-based violence that may arise during their activities. These groups and entities have a dual dimension:

- As part of society, they **reproduce sexist structures** and practices.
- At the same time, they act as agents of transformation and change.

Given the significance of their role, it **is essential that these groups approve and adopt this Guide**, promote organizational and working conditions that prevent any situation of gender-based discrimination, and apply a gender perspective to all the projects they undertake.

SOME DEFINITIONS

We understand **gender perspective** as the ability to critically approach any phenomenon of life in order to reveal, make visible, analyze, or address inequalities between women and men.

We use the term **gender-based violence** to refer to all types of violence exerted as a manifestation of discrimination, inequality, and the power relations within the heteropatriarchal sex-gender system.

Violence has multiple expressions and manifestations, as a result of its universal nature and its capacity to adapt to the passage of time and different contexts. The most subtle manifestations are often so **normalized and invisible** that it is difficult to automatically detect them as forms of violence.



IDENTIFYING GENDER-BASED VIOLENCE **WITHIN THE GROUPS**

In order to detect if a member of the group is experiencing a situation of gender-based violence—whether it is sexist violence or based on sexual orientation, gender identity, or gender expression—it is necessary to have a clear understanding of **what gender-based violence is and the various types and forms it can take**, especially considering the lack of social recognition of more subtle behaviors.

It must be taken into account that the detection of a violent situation can come from various sources: the person who has suffered it, their immediate circle, or the group itself. Learning to detect violence is fundamental because the way it is communicated will not always be explicit or direct; sometimes it will manifest through signals or omissions of responses, rather than through a direct and confident statement such as "I am experiencing violence."

Specific cases and isolated incidents of violence or discriminatory comments have a **direct and collective impact on the entire entity**. Such precedents and examples reinforce the group's sexist imaginary, stereotypes, inequality, and submission.



TYPES OF VIOLENCES

Implicit violence

SYMBOLIC

Legitimization of a hierarchy through the naturalization of male domination.

Example: Legitimizing only families and heterosexual sexualities, referring to what is "normal" or "correct".

STRUCTURAL

Barriers and obstacles in the organization of society that limit people's rights.

Example: Reproducing the sexual division of labor by having women in charge of collecting, making photocopies, taking minutes, etc.

INSTITUTIONAL

Derived from the action or omission of the administration or the group within its policies, regulations, and resource distribution.

Example: The use of sexist or non-inclusive language..

CULTURAL

Submissions and coercions based on the imposition of gender stereotypes, beliefs, values, and expectations.

Example: Organizing talks, workshops, or debates without inviting any women.



Explicit violence



PHYSICAL

Physical aggression towards a peer.

Example: *Pushing or grabbing by the arm.*

SOCIAL

Diminish the person's social life, their social relationships (friendships and family), leaving them isolated and without support.

Example: *Start and promote rumors or criticisms about the person so that people stay away from them.*

PSYCHOLOGICAL

Conduct that causes devaluation or suffering.

Example: *Addressing a trans person by the gender they were assigned at birth instead of their identified gender.*



ECONOMIC

The intentional and unjustified deprivation of economic resources.

Example: *When a woman requests a budget allocation to conduct a workshop and it is denied because it is not considered important.*

SEXUAL

Sexual act not consented to by means of violence, intimidation, advantage, or emotional manipulation.

Example: *Discriminatory comments and questions about the sexuality of bisexual or lesbian girls, such as: 'But how do you have sex?'*

ENVIRONMENTAL

Destruction of personal belongings or alteration of the person's living or vital space.

Example: *Modifying, disrupting, hiding, or destroying items and objects within the workspace, meeting areas, or personal comfort spaces of a person within the entity.*



PREVENTION GUIDELINES

HOW TO APPLY GENDER PERSPECTIVE WITHIN THE GROUP

Applying a gender perspective in the field of participation means systematically **taking into account the different conditions, situations, and needs of women and men**. Gender implications can act as an obstacle to equal participation for all members within the group. It is necessary to take as a starting point that reality changes based on each person's gender and sexual identity; it is not the same for everyone. This approach will lead us to **identify inequalities and violence**, and will allow us to rethink the group's priorities, actions, and projects.



The **gender perspective** must be applied transversally, integrating it into all spheres of the group, into every planned action, and across all areas and levels.

AT WHAT LEVELS SHOULD IT BE APPLIED?

**CULTURAL
LEVEL**

**PROCEDURAL
STRUCTURAL
LEVEL**

**POLITICAL
STRATEGIC
LEVEL**

CULTURAL LEVEL: System of **beliefs and values** of the people in the group that determine the conventions and unwritten rules, as well as the symbols that are used.

PROCEDURAL STRUCTURAL LEVEL: Determine where men, women, and LGBTBI+ people are located in the **organizational and power structure**, and what types of work and tasks are assigned to them or carried out by them, whether in daily activities or in more institutional responsibilities.

POLITICAL STRATEGIC LEVEL: The objectives or the overall vision of the group, the **commitment one has in relation to gender equality** and non-discrimination, and the external image and discourse that is conveyed.



ANALYSIS AND MEASURES

Levels of analysis and application

Dimensions

Tools for self-analysis and some measures

CULTURAL LEVEL

General aspects of the group

Analyze the **internal culture**, the established system of **beliefs and values**, and how this affects the relationships that exist.

Ensure that there are people in the group who have training in gender and tools to be able to analyze whether the group is applying the gender perspective in a cross-cutting and global manner.

Sexuality

Avoid normalizing compulsory heterosexuality and include discourses that take into account sexual and affective diversity, as well as review **the sexual connotations hidden in activities**.

Internal organization

Balanced **distribution** of tasks and ensuring co-responsibility in caregiving tasks.

Decision-making bodies

Eliminate internal barriers, cultural or otherwise, direct or indirect, to the incorporation of women and LGBTI+ people into **decision-making positions** within the group (or men with a less normative type of masculinity, that is, men who do not reproduce the stereotypes of hegemonic masculinity).

PROCEDURAL STRUCTURAL LEVEL

Establish mechanisms to ensure that decision-making spaces are equal in the **group's statutes**, if any, or in internal regulations.

Working on the empowerment of women and LGBTI+ people within the community through training.

Stake

Establish mechanisms to ensure that participation in plenary spaces is as equal as possible.

Establish mechanisms to guarantee the participation of women and LGBTI+ people of the entity in the planning of the agenda and in the general organization of the academic year and activities of the group.

Communication

To ensure that the group's communication (internal or external, oral or written, including images and content) conveys values of equality among all people, creating graphic images and disseminating **non-sexist and inclusive content**.

POLITICAL STRATEGIC LEVEL

Internal and external policy on gender and equality

To assume the commitment to gender equality and the eradication of sexism at the UAB through the work carried out both internally and externally.

To have **spaces that work towards gender equality** and the eradication of sexism and that guarantee equal opportunities between women and men.

Have measures in place to prevent and respond to **harassment or gender-based violence**.

ACTION GUIDELINES

REGARDING SEXIST AND GENDER-BASED VIOLENCE

This section contains the elements and tools to **address possible sexist and discriminatory violence** based on gender that may occur within groups.

In order to respond to complaints or communications from any member of the group, it is necessary to have **a reference person**, a **procedure** to follow, and the responses or **actions** that will be carried out according to the type of violence exercised.



PEOPLE OF REFERENCE

It is important that there are between **two and five reference persons to whom one can turn to** in case of detecting or experiencing a situation of gender-based violence. Everyone in the group must know who these people are and the group must ensure that they are known, accessible and that they inspire trust. It is important that these people are sensitive to the topic and receive **training from the UAB Equality and Diversity Service** for the application and approval of this Guide. It is essential that, among the three reference persons, there are at least one woman and one man.



In addition to the reference persons, the group must also have an **inbox for requests** (via e-mail, for example) where they can address themselves anonymously; the premise to be followed at all times will be to facilitate communication and **guarantee confidentiality and respectful treatment of information.**

Although the first face-to-face contact is recommended, it may not always be the easiest thing for the person who wants to communicate this situation, or it may be that the daily life of the group does not provide intimate and discreet spaces. That is why it is necessary to be able to communicate and channel these demands privately and confidentially and to always propose a face-to-face meeting, **respecting the possible resistances and the times of each person.**



FIRST RESPONSE TO THE COMMUNICATION OF A SITUATION



1. Listen actively to the person communicating this without forcing them to explain what they don't want to.
2. We must be aware that **we should not tell them what to do or question what they are explaining to us**, nor is it our responsibility to decide if the situation constitutes, for example, harassment or a crime.
3. To offer **maximum confidentiality and discretion** regarding the information processed.
4. Offer the possibility of speaking with another reference person.
5. If the affected person has informed us via email, **offer to meet with us privately and confidentially**.
6. Keep the person making the request informed at all times about the **steps the reference persons will take**. If the affected person has not contacted the reference persons, inform them of the communication received and the steps considered appropriate to follow.
7. Internally, no decision should be made or any step taken without informing and obtaining the **consent of the affected person**. If they do not wish to take any action, their wishes must be respected.

8. Depending on the case, we must inform about the **channels for attention or report** (university services, specialized services, health services, police and judicial services or others) beyond the internal circuit that can be made as a group.

9. Advise the person that if they wish to file a complaint with the police or courts in the future, it is important **to keep any possible evidence** (emails, photos of injuries that identify them, messages, letters, call history, etc.) and, if the violence is of a sexual nature, it would be advisable to seek medical attention before cleaning up or changing clothes.

10. In cases where urgent action is not required, and before developing any possible response strategies, it is necessary to **speak with the alleged aggressor** to obtain their version of the events. The reference persons will meet with them, and, as with the person reporting the situation, care will be taken to ensure that both a man and a woman are present. However, their preference for a specific person will be respected. This meeting will serve to identify any indications that some of the versions may not be accurate, to assess the level of cooperation and acknowledgment of the potential abusive behavior, and thus provide more information to determine the most appropriate response. It is important to emphasize that **the intention here is not to question the alleged victim's version of events**, but rather to gain a broader understanding of the facts and the alleged perpetrator's self-awareness in this context, to observe their willingness to begin a process of transformation, and to gather more information about their attitude and perceptions.

11.

Fill out **the data collection form** to assess and coordinate which actions and referrals will be made in order to address the situation. The person in charge of filling out the form must ensure that during the entire information gathering process, the person who has reported the situation does not feel distressed or uncomfortable when answering and giving all the information that the reference persons need in order to act appropriately (and that the affected person does not feel distressed or uncomfortable either). **Remember that the information appearing on the form must be anonymous.** Furthermore, all additional information considered necessary may be noted, ensuring that the information is treated with care and that the types of annotations made do not end up being any kind of value judgment.



REMEMBER!

Throughout the entire process, it is fundamental to take into account the importance of keeping a record of all the steps taken and contacts made in relation to each case.

ASSESSMENT OF THE SITUATION

Once the complaint has been received, it is necessary to properly assess how it is addressed. There are various courses of action that can be applied according to the characteristics of each case.

If it is an emergency situation

When there is a **physical or sexual assault** and the person requires healthcare, or the person has an anxiety attack or is in a state of shock:

⇒ **Immediate referral to specialized services.**

REMEMBER!

If the affected person wants to go to police or judicial authorities to file a complaint, **it is important that possible evidence is preserved**. If the violence is of a sexual nature, it would be advisable to go to a medical service before washing or changing.

.If it is a situation that does not require immediacy

It does not mean that it is not important, but rather that it is a situation that can be resolved with the group's own resources (although it may be supplemented with other external resources). In this case, the person will be provided with all the information and access to the resources that may be within their reach.



UAB RESOURCES

Equality and Diversity Service of the UAB
(93 586 82 77 – info.igualtat.diversitat@uab.cat)

Gender Psychology
(93 581 29 01 – psicologia.perspectiva.genere@uab.cat)

Healthcare Service
(93 581 18 00)

ACTIONS OF THE GROUP

Some prior considerations

In some processes in cases of gender-based violence, it is as important to be able to accompany, inform, and advise the person suffering the violence as it is to **intervene, interact, and stop the attitude of the person or persons exercising the aggression.** Without these two premises and courses of action, transformation within the group and the elimination of these types of behaviours will be impossible.


At all times, the persons involved will be informed of which **proposed actions** will be carried out by the group in order to end the situation, and the affected person will be offered a periodic accompaniment throughout the process. In the event that there is a referral to external resources, coordination between the group and the services with which this person must have contact will also be necessary. In all situations, the affected person will be able to choose what to do and how they want to act.

Depending on what type of violence is exercised, it is important to be aware that, apart from holding the person who exercised it responsible, it is necessary to analyze the **elements that allowed it to occur** and the environment that tolerated it or previously normalized certain behaviours.

It is also necessary to differentiate between a situation in which the violence is occurring within the group and one where a member is either suffering it or exercising it in other spaces.



INTERNAL RESPONSES

EXAMPLES OF SEXIST AGGRESSIONS	DESCRIPTION OF THE ACTION	RESPONSE
<p>Obscene looks, for example at a woman's breasts, or contemptuous treatment.</p> <p>Discriminatory comments and questions about the sexuality of bisexual or lesbian women, such as: "But how do you girls fuck?"</p> <p>Direct sexist comments toward a woman such as "You're prettier when you're quiet," "It's clear that with those tits she can do whatever she wants," "And what would you know?" or comments criticizing the femininity or the "campness" (pluma) of some men.</p> <p>Addressing a trans person with the gender they were assigned at birth instead of their felt gender.</p> <p>Starting and promoting rumors or criticism about the person so that people distance themselves from them.</p> <p>Giving the "cold shoulder": "You don't need to come to the budget meeting."</p> <p>Control and questioning regarding the type of clothing or dress of women: "Aren't you wearing too much cleavage for this meeting?" "Where are you going dressed like that?"</p>	<p>Warning conversation</p> <p>The person will be made aware of the gravity of their acts and the consequences they could eventually have. A change of attitude will be proposed to them, and a commitment will be required not to reoffend in this type of behavior.</p> 	<p>A</p>
<p>Sexual rubbing or touching, for example touching someone's buttocks when passing nearby.</p> <p>Humiliating, vexing, subjecting, insulting, threatening, isolating, or any other considerable limitation of their sphere of freedom.</p> <p>Coercion so that the person does not participate in certain spaces, activities, or meetings.</p> <p>Modifying, disordering, hiding, or destroying elements and objects of a person's workspace, meetings, and comfort within the entity: deleting documents from the PC, hiding reference material, etc.</p>	<p>Forceful conversation and withdrawal of privileges</p> <p>The high gravity of their acts and the consequences they could eventually have will be made known to the person. The incident will be brought to the attention of the governing bodies or those in positions of responsibility within the group, who will initiate a period of monitoring of their conduct. Furthermore, the aggressor will not be able to participate simultaneously in any space or activity within the group where the person who suffered the aggression participates (neither in virtual spaces nor communication channels). If the aggressor holds any responsibility or command within the entity, they will be relieved of their duties for one year and, once this observation period has passed, the persons responsible for this monitoring will decide if this person can recover their responsibilities.</p>	<p>B</p>

Physical aggression against a colleague.

Rape.

Permanent expulsion

Additionally, it will be recommended that this person contact specific services specialized in the treatment of aggressors.

C



REMEMBER!

Parallel to the intervention and responses carried out by the group, if the affected person agrees, the **Protocol of action against sexual harassment and harassment based on sex, sexual orientation, gender identity, or gender expression of the Universitat Autònoma de Barcelona** may be activated by submitting a request for its activation at any of the UAB Registry points.

PROCESS SUMMARY



INTERNAL CIRCUIT

Regardless of who communicates the case (the alleged victim, their environment, or if the reference person detect it).

WHAT DO WE DO?

- 1st. Reception by the reference persons.
- 2nd. Conversation with the alleged victim.
- 3rd. Assessment by the reference persons.

IS IT URGENT?

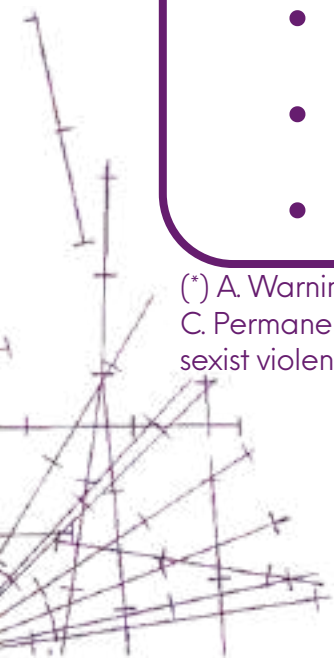
YES:

- Resort to the specialized resources of the UAB.
- Assessment by the reference persons and intervention decision: A/B/C*.
- Conversation with the aggressor and communication of the intervention: A/B/C*.
- Follow-up of the case.

NO:

- Conversation with the alleged aggressor and accompaniment of the alleged victim.
- Assessment by the reference persons and intervention decision: A/B/C*.
- Conversation with the aggressor and communication of the intervention: A/B/C*.
- Follow-up of the case.

(*) A. Warning conversation; B. Forceful conversation and withdrawal of privileges;
C. Permanent expulsion. (This internal circuit is based on the Protocol for action in cases of sexist violence in youth entities. Barcelona Youth Council. Prepared by: Projecte Ella. 2016)



ANNEX 1. DATA COLLECTION FORM

DATE:

PERSON IN CHARGE:

Person who will fill out the form.

CLAIMANT:

Only fill out if the person making the claim is not the same as the allegedly affected person.

Name of the person making the claim:

Gender:

Is the person an adult or a minor?

How long have they been participating in the group?

Do they have any responsibility/visibility?

Type of claim:

- Information
- Advice
- Intervention
- Psychological support
- Accompaniment

WHO IS SUFFERING THE VIOLENCE?

Name of the person suffering the violence:

Is the person an adult or a minor?

How long have they been participating in the group?

Do they have any responsibility/visibility?

What relation/link do they have with the person exercising the violence?

Type of violence:

- Physical
- Psychological
- Sexual
- Economic
- Environmental
- Social

Is there anyone else who knows about their situation?

Is there anyone in the group who knows about their situation?

What support can they count on?

How long has this situation been occurring?

DESCRIPTION OF THE FACTS

Number of aggressions, approximate dates, persons who were present.

Do you believe there are other people in the organization who have suffered similar situations?

WHO IS EXERCISING THE VIOLENCE?

Name of the person or persons whom we suspect are exercising violence:

Is/are they adults or minors?

How long have they been participating in the group?

Do they have any responsibility/visibility?

POSSIBLE REFERRALS OF THE CLAIM

UAB Equality and Diversity Service, Joan Rivièrre Centre in Psychology and Gender, Healthcare Service, or other external resources.

ANNEX 2. HOW TO IDENTIFY CASES OF VIOLENCE

Below we propose these questions to identify possible inequalities, discriminations, and/or violence that may be occurring in the day-to-day life of the group, and to make an initial approximation of the strengths and future challenges you have regarding equality.

In order to identify possible inequalities, discriminations, and/or violence:

Is gender equality part of the group's objectives? To what extent?

Have we reflected on whether there is gender-based violence within the group?

How many men, women, and LGBTQI+ people make up the group?

What specific role and place do women and LGBTQI+ people occupy?

What types of responsibilities do they assume?

Do sexist expressions, LGBTQI-phobic remarks, and microaggressions (micromachismos) in formal or informal spaces have any sanction, or are they expressed freely?

Does the image of the group (both external and internal) transmit values of equality and non-discrimination?

Are the members of the group sensitized to gender equality?

Are there measures to promote the participation and assumption of responsibility by women?

Are there any good practices regarding gender equality that the group has developed or is currently developing?

To detect situations of violence

To detect if situations of violence and/or inequality are occurring within the group, we suggest these questions:

In informal and relaxed environments, is it common to hear sexist comments, for example, about women's bodies or femininity?

Are homophobic or sexist jokes, which degrade women or LGBTQI+ people, recurrent?

Are colloquial expressions used that manifest contempt or devaluation of everything associated with women or the LGBTQI+ collective, such as: "go wash the dishes," "don't be a whore," "you're a faggot," "get fucked," "I shit on the whore," "you're a sissy" ...?

Is there anyone who makes humiliating observations about women's bodies or the sexuality of LGBTQI+ people?

Are there paternalistic and infantilizing attitudes toward women?

Are women interrupted more easily when they intervene in an assembly or meeting?

Are women in charge of cleaning or logistics (intendencia) in common spaces or activities?

Are lesbian or bisexual women hypersexualized through jokes and questions about their sexuality?

Regardless of whether someone might occasionally understand or interpret these attitudes as a joke, they are signs of discriminatory behaviors that can end up leading to violence and, when normalized, increase the tolerance index toward discrimination within the group.