

Evaluation of a pilot intervention to improve attitudes and knowledge about sexual-affective diversity

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ABSTRACT

The group of lesbian, gay, transsexual and bisexual is having greater visibility and legal equity in our country, but at a social level there is still discrimination, with the consequent impact on their quality of life. In order to prevent this situation and promote the inclusion of the group it is important to work it in the educational field, but the current strategies do not seem to be effective. Therefore, this study seeks to analyze if there is discrimination among young people in Castellón, as well as to evaluate the effectiveness of a short intervention to increase knowledge and inclusive attitudes. On the one hand, it is expected that there will be discrimination among young people and, on the other hand, that those involved in the intervention will improve knowledge and attitudes. For it, 83 young people (24,09% men and 75,90% women) from 17 to 24 years old participated. Of these, 68 completed a questionnaire on Sexual Affective Diversity and 15 young people participated in the experimental phase (8 formed the control group and 7 the experimental group) completed the same questionnaire before and after the intervention. This intervention is about knowledge and attitudes from a participatory methodology and an attitudinal component. In the results we highlight the fact that there are still gaps in knowledge and discriminatory attitudes among the young population. In addition, it is observed that there were no statistically significant differences in knowledge and attitudes after the intervention. In conclusion, the study supports the existence of negative attitudes towards the LGTB group, as well as the importance of deepening new intervention strategies, beyond the attitudinal component, that can favour their inclusion.

RESUMEN

El colectivo de personas lesbianas, gays, transexuales, bisexuales e intersexuales (LGTBI) está teniendo una mayor visibilidad y equidad legal en nuestro país, pero a nivel social aún sigue existiendo discriminación, con el consecuente impacto para su calidad de vida. Para prevenir esta situación y favorecer la inclusión del colectivo es importante trabajar este tema en el ámbito educativo, pero las estrategias actuales no parecen ser eficaces. Por ello, este estudio busca analizar si existe discriminación entre los jóvenes de Castellón, así como evaluar la eficacia de una intervención breve para aumentar los conocimientos y actitudes inclusivas. Por un lado, se espera que exista discriminación entre los jóvenes y, por otra parte, que aquellas personas que participen en la intervención mejoren conocimientos y actitudes. Para ello, participaron 83 jóvenes (24,09% hombres y 75,90% mujeres), de entre 17 y 24 años. De ellos, 68 cumplimentaron un cuestionario sobre Diversidad afectivo sexual y, 15 jóvenes participaron en la fase experimental (8 formaron el grupo control y 7 el grupo experimental) cumplimentado el mismo cuestionario previa y posteriormente al taller. Este trataba conocimientos y actitudes desde una metodología participativa y un componente actitudinal. Entre los resultados cabe destacar cómo todavía existen lagunas de conocimientos y actitudes de discriminación entre la población joven. Además, se observa cómo no hubieron diferencias estadísticamente significativas en los conocimientos y actitudes tras la intervención. En conclusión, el estudio apoya la existencia de actitudes negativas hacia el colectivo LGTB, así como la importancia de profundizar en nuevas estrategias de intervención, más allá del componente actitudinal, que puedan favorecer su inclusión.

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INTRODUCTION

The group of **lesbian, gay, transsexual and bisexual** is having greater visibility and legal equity in our country, but at a **social level there is still discrimination**, with the consequent impact on their quality of life. These discriminations are harmful at an early age and can lead to suicide (Pinos & Pinos, 2011). Several studies reveal that there is up to **70% of attempted suicide in homosexuals under 25 years old** and that **61.2% of LGTB youth suffer discrimination in school** (Pineda, 2013; Platero, 2015). This discrimination is related to the attitudes and knowledge about this group. **This may be prevented when the knowledge is greater and the attitudes are more positive** (Pinos & Pinos, 2011). There are few strategies to prevent this and tend to be long (Platero, 2010), which decreases its viability. For this reason, the possibility of making efficient and effective interventions for the prevention of discrimination against this group should be studied.

Objective

Phase 1. Evaluate if there is adjusted knowledge and discriminatory attitudes towards the LGTB group among the youth population.

Phase 2. Evaluate the effectiveness of a brief intervention to increase knowledge and inclusive attitudes.

Hypothesis

Phase 1. Young people will show discriminatory attitudes and low knowledge about the LGTB group.

Phase 2. Students who participated in the intervention will increase their knowledge about sexual diversity and there will be an improvement in their attitudes towards the LGTB group..

METHOD

Participants

P1. Total of **68 young people** (16 men and 52 women) between 17 and 24 years old (M=18,98;SD=1,45).

P2. Total of **15 young people** between 18 and 22 years old (M=19,27; SD=1,03), an **experimental group** of 7 students (1 man and 6 women), and a **control group** of 8 participants (3 men and 5 women) all of them are students of a Vocational Training.

Instrument

Adhoc online questionnaire that collects information about knowledge and attitudes towards the LGTB group. The **scales of the attitudes** are: maximum discrimination 150 and minimum 30. About **knowledge** they are: maximum of information 5 and minimum 1. For the analysis of the data the **SPSS 25** was used and nonparametric statistics were done.

Process

P1. Online collection of information was **confidentially, voluntarily and anonymously**.

P2. Both the **control and experimental groups** perform the **Pre-Post questionnaire** voluntarily and confidentially. The EG received a 3-hour intervention in its institute on *Sexual-Affective Diversity* about knowledge and attitudes based on a participatory methodology. To carry out the study, the center was contacted once the permits were obtained by the Conselleria.

DISCUSSION

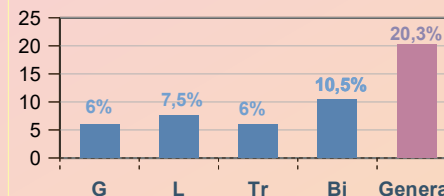
In the first place, it was **observed how a large part of the participants does not know any aspect and there are still attitudes that discriminate**. There is also a **high percentage of young people who consider that there is discrimination** as indicated by different studies (Platero, 2015). Regarding the intervention, the small improvements have not been statistically significant, which would indicate the need of its reevaluation. In any case, the size of the sample or the type of self-report could also influence.

Beyond the results, it **represents another step towards improving the effectiveness of short interventions**.

PHASE 1

Attitudes (%)

Figure 1: Items with negative attitude responses.



I.G: I respect gay men as long as they do not exhibited.

I.L: One of the problems with discrimination is that some lesbian women can not tolerate a joke.

I.Tr: I respect trans people as long as they are not exhibited.

I.Bi: I would accept the bisexuality of my partner.

I.General: People were discriminated because of their orientation or sexual identity, but not now.

Knowledge (%)

Figure 2: Items with incorrect answer.

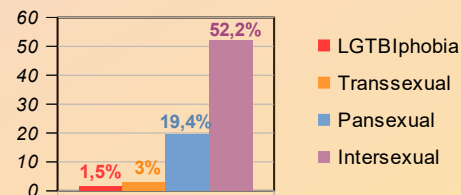
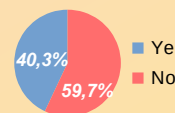


Figure 3: Perception item.

Do you consider that LGTBphobia exists in your educational center?



RESULTS

PHASE 2

Table 1. Differential analysis of pre-post intervention: knowledge.

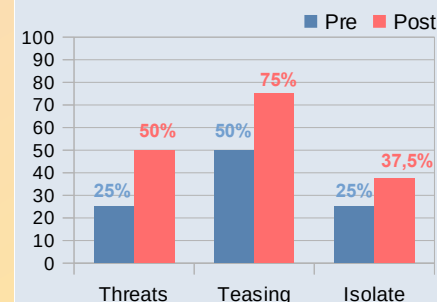
Group	PRE		POST		Z (p) (pre-post)
	X	SD	X	SD	
Experimental	4,28	1,38	4,86	0,69	-1,19 (0,234)
Control	3,50	1,77	3,70	1,75	-0,54 (0,593)
U Mann Whitney (p)	20,5	(0,377)	16	(0,152)	

Table 2. Differential analysis of pre-post intervention: attitudes.

Group	PRE		POST		Z (p) pre-post
	X	SD	X	SD	
Experimental	41	10,21	39	10,83	-0,14 (0,892)
Control	55	18,85	52,75	19,04	-0,68 (0,496)
U Mann Whitney (p)	14	(0,104)	12	(0,063)	

Control G.

Figure 4: Differential analysis of having heard discrimination pre-post intervention.



Experimental G.

Figure 5: Differential analysis of having heard discrimination pre-post intervention.

