# TRANSFORMING UNIVERSITIES: INCLUSION IN HIGHER EDUCATION

Report of the study session held by

## ANSO

**(ASSOCIATION OF NORDIC AND POL-BALT LGBTQ STUDENT ORGANIZATIONS)**

in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
27 January – 3 February 2013

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

# TRANSFORMING UNIVERSITIES: INCLUSION IN HIGHER EDUCATION

Report of the study session held by

**ANSO**

**(ASSOCIATION OF NORDIC AND POL-BALT LGBTQ STUDENT ORGANIZATIONS)**

in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
27 January – 3 February 2013

**Acknowledgements:**

**Study session team:**

Pat Kulka (Course Director), Agata Chaber, Irina Dimitriade, Zofia Jabłońska, Seela Salakka, Maria Koutatzi (Educational Advisor)

ANSO
c/o KPH
ul. Solec 30A
00-403 Warszawa
Poland

tel: +48 501 980 369
fax: +48 22 620 83 37

e-mail: anso@anso.dk
website: www.anso.dk

# TABLE OF CONTENTS


**EXECUTIVE SUMMARY** 5

**1. INTRODUCTION** 7
- **1.1. Background of the study session** 7
- **1.2. Aims and objectives of the study session** 8
- **1.3. Profile of participants** 8
- **1.4. Programme flow and main issues discussed** 9

**2. PROGRAMME – INPUTS AND DISCUSSIONS** 10
- **2.1. Outline of the content of the discussions** 10
- **2.2. Inputs of team members, external experts and lecturers** 11

**3. MAIN OUTCOMES OF THE STUDY SESSION** 18
- **3.1. Recommendation for European Youth Work** 18
- **3.2. Main results for the organizers of the study session** 18
- **3.3. Main learning points for participants** 18
- **3.4. Suggestions and recommendations for the Council of Europe** 19

**4. FOLLOW-UP ACTIVITIES** 21
- **4.1. Follow-up activities by ANSO** 21
- **4.2. Follow-up activities by the participants** 21

**5. FINAL CONCLUSIONS AND RECOMMENDATIONS** 23
- **5.1. Reaching the main objectives of the study session** 23
- **5.2. The outcomes of the study session** 23
- **5.3. Recommendations** 25

**6. ANALYSIS OF THE STUDY SESSION** 26
- **6.1. Summary of participants' evaluations** 26
- **6.2. Team evaluation** 27

**7. APPENDICES** 29
- **7.1. Final programme** 29
- **7.2. List of participants** 30
- **7.3. List of references** 31
- **7.4. List of links where the study session was announced** 31
- **7.5. Materials produced by participants** 32
  - **7.5.1. Notion of gender** 32
  - **7.5.2. Discrimination in higher education** 43
  - **7.5.3. Strategies against discrimination in higher education** 60

# EXECUTIVE SUMMARY

One of the main aims and long-term statutory goals of ANSO is working on equality of Higher Education by fighting heteronormativity. ANSO works also on strengthening LGBTQ student activists and organisations by exploring heteronormativity and providing tools to counteract homo- and transphobic discrimination.

In order to be able to actively work on these issues, the organisation organises a few events every year in order to deepen its members' knowledge on gender identity issues and heteronormativity, and to explore new ways of counteracting gender identity and sexual orientation based discrimination. One of the aforementioned events was a study session organised in cooperation with European Youth Centre in Strasbourg, France, from January 27 till February 3, 2013.

The preparatory process started a few months before the event, in November 2012, when the team met online and worked together on preparing the call for participants. A month later, the team met at the preparatory meeting in Strasbourg, France, accompanied by the educational advisor contracted by the Council of Europe, Maria Koutatzi. The aim of the meeting was to define aims and objectives, to finalise the programme of the study session, to agree on external experts and to select participants. The meeting was successful and very productive, leaving the team motivated and ready to take up the challenge of the study session.

The process of selecting participants was quite complex. ANSO sent the call for participants using its internal network, as well as external partners and taking use of Internet database of student organisations of the Council of Europe member states. The team received many applications, which number highly exceeded available seats for the event. The team selected participants on the basis of their experience, motivation, multiplying abilities, and geographical balance. As a result, 30 young participants representing 24 countries were present in the study session in Strasbourg.

The session took place as planned following the programme finalised by the team during the preparatory meeting. All sessions went according to the plan, meeting needs and expectations of the participants. Even though the topic has been quite sensitive and challenging, there were no bigger problems among participants. The event's programme has been built in a way to first make participants familiar with the notion of heteronormativity and gender identity, in order to build on this knowledge later on to go deeper in the topic as well as develop different tools in counteracting discrimination.

The issues discussed included: gender identity and expression, heteronormativity, norms, intersectionality, discrimination, inclusion / exclusion / othering / making invisible, anti-oppressive pedagogy, forum theatre as a tool to make heteronorm visible, the No Hate Speech Movement , advocacy tools, institutional action plans, personal action plans, as well as cooperation with student unions and international solidarity, achieved through sharing best practices of the participating organisations. Participants have also learnt how the European Court of Human Rights and the Council of Europe work regarding gender identity and trans* issues.

The team together with the educational advisor and external experts delivered the programme successfully, providing the participants with a lot of new information but also learning from them as well as providing safe space for the participants to learn from each other and exchange experience.

There were two most important outcomes resulting from the study session. One of the themes of the study session was combating gender-based discrimination in higher education – the participants were divided into groups and worked together on identifying the proper tools for combating heteronormativity in higher education on 4 different levels: peer to peer, teacher to student, curricula and structural heteronormativity (on the administrative level). During these group work sessions the participants identified and discussed the most important aspects of this phenomenon and identified ways of combating it. They were asked to work on specific strategies that can be adapted and applied by LGBTQ activists according to their own cultural, social and political realities. Therefore, the most important outcomes of the study session were concrete and strategically constructed guidelines for combating heteronormativity by young activists.

Another important result of the event was deconstructing gender norms and power dynamics and understanding the complexity and fluidity of labels. The participants learned the importance of using gender neutral pronouns and applied them in their daily interactions during the session as well as incorporated them in their group work.

The session has been very successful and full of positive emotions, both for participants and the team. The event empowered, motivated and enriched the participants, which are one of the most important elements when working with issues such as LGBTQ, heteronormativity and equality.

The preparatory team would like to thank Maria Koutatzi, the educational advisor from the Council of Europe, for her invaluable help, support, assistance and facilitation of the team's work.

# 1. INTRODUCTION

## 1.1. Background of the study session

One of the main aims of ANSO, Association of Nordic LGBTQ Student Organizations, is fighting heteronormativity in higher education and making universities more inclusive towards students of all gender identities and psycho-sexual orientations. ANSO believes that higher education is a key factor in changing society but also in reproducing norms, and as long as academia do not welcome all students, or ignore the reality of many of them, prejudices will be reproduced over and over again.

The goal of the study session was to provide the participants with knowledge about discriminatory structures in seemingly neutral contexts and with arguments on why higher education needs to address heteronormativity and develop strategies to counteract inequalities. Heteronormativity provides the basis for discrimination based on sexual orientation or/and gender identity. If we fight heteronormativity, we also fight the fundaments of hate crime, stereotyping, imposed gender roles, limitations concerning whom one can be and whom one is allowed to love. By applying norm-critical approach at universities, one can study the norms of society instead of focusing on the so-called deviants. Students and activists working with higher education introduced to this approach can influence change in structures and develop successful strategies in their local environments.

When fighting heteronormativity and discrimination against trans* students, one must be aware of the level of hostility that might be encountered from those we try to influence, and that not always the same strategies will be possible to be used in different socio-political backgrounds. The level of hostility does not only depend on geographical position, but more importantly on the "culture" of the "environment" that one tries to influence. One of the goals of the study session was to identify different strategies to deal with different levels of hostility and/or strategies of resistance. This was achieved through so-called working groups. The aim of these activities was that participants were supposed to dive deep into certain themes and/or plan concrete actions, which could be put into reality back at home. Themes of working groups were based on 4 main levels of discrimination present in higher education: peer-to-peer, teachers-students, curricula, and administration.

As heteronormativity in higher education is something that concerns all students, the study session was intended to reach as many students and student activists as possible. The participants were chosen for their ability to multiply and disseminate the results of the study session and they were chosen from two groups:
• LGBTQ-student activists (or LGBTQ-activists interested in student issues),
• student union activists.

The goal for these young people from different backgrounds was to come together and – basing on their different experience and perspectives – to create a common ground from which they can tackle heteronormativity and discrimination against gender variant students in their respective countries and higher education institutions. ANSO feels that LGBTQ activists and student union activists

have some mutual grounds to work on – but using different approaches. Student union activists may have a great deal of experience in influencing policy making and creating change in higher education, but LGBTQ-activists may have different approaches based on their work with minority groups.

## 1.2. Aims and objectives of the study session

The aim of the study session was to ensure inclusion of LGBTQ students in universities by examining gender issues and existing norms in higher education.

The main objectives were:

- to explore of the notion of gender and heteronormativity; to explore the mechanisms of discrimination in higher education (on various levels: peer-to-peer, teachers-students, curricula, administration);
- to counteract discrimination in higher education (via: anti-oppressive pedagogy and norm critical approach, intersectional approach, creating alliances, developing strategies on personal and institutional levels);
- to provide participants with education, empowerment and positive experience of ANSO and Council of Europe.

## 1.3. Profile of participants

Participants have been chosen carefully on basis of their submitted applications and their profile can be defined with a few specific points.
The participants were:

- activists already engaged in LGBTQ anti-discriminatory projects at the university:
    - LGBTQ student activists,
    - LGBTQ activists with an interest in student issues,
    - Student Unions activists working with anti-discriminatory issues;
- representatives of Council of Europe's member states (with the geographical balance maintained);
- applicants who were motivated to take part in the activities and interested in contributing actively in achieving the objectives of the session;
- those who wished to gain knowledge on ensuring inclusion of LGBTQ students in universities by examining gender issues and existing norms in higher education;
- those who wished to share their knowledge and create new allies and partnerships;
- aged between 19 and 31.

## 1.4. Programme flow and main issues discussed

The programme has been built in a way so that it would progress smoothly and fluently from one point to the other building up on participants' experiences and also taking into account their expectations and needs.

The main issues discussed during the study session were divided into 3 main parts:

1. Sharing knowledge and awareness, building mutual understanding of the notions tackled:
    - gender identity and expression,
    - heteronormativity,
    - norms,
    - intersectionality,
    - discrimination (on 4 main levels present in higher education: peer-to-peer, teachers-students, curricula, and administration),
    - inclusion / exclusion / othering / making invisible,
    - anti-oppressive pedagogy;
2. Learning tools to counteract gender based discrimination and provide trans* inclusion:
    - forum theatre as a tool to make the heteronorm visible,
    - No hate speech campaign,
    - learning how the European Court of Human Rights works regarding gender identity and trans* issues,
    - learning how the Council of Europe works regarding gender identity and trans* issues,
    - sharing best practices of the participating organisations,
    - advocacy tools;
3. Developing strategies:
    - institutional action plans,
    - personal action plans,
    - self-evaluation.

# 2. PROGRAMME – INPUTS AND DISCUSSIONS

## 2.1. Outline of the content of the discussions

The discussions which took place during the study session were closely connected to the inputs provided by team members and other experts, and above all they were connected to the working groups, which provided participants with the opportunity to create strategies (on both, personal and institutional levels), projects, and campaigns. The session has been designed in the way to provide participants with the chance to understand the concept of heteronormativity, to examine gender issues and existing norms in higher education, and – based on this knowledge – to create means of multiplying the knowledge gained during the study session in order to ensure inclusion of LGBTQ students in universities.

The most important points of discussions were:

- **heteronormativity** – the way and the extent to which it structures who we are, how we behave, and who society allows us to be, including all the intersecting norms existing inside the notion – and its **consequences,** were addressed during discussions about the different organisations represented at the study session. Participants were encouraged to examine the vision of their own organisation, evaluating if they are safe enough for everyone, who is welcomed to these organisation, etc. One of the many conclusions was that certain groups (such as straight people in LGBT organisations or trans* people in mostly-LGB ones) may feel excluded from LGBTQ organisations, and Student Unions might assume that none of their members are from the LGBTQ community only because no one is outspoken about it. Examples of cooperation between different groups and inclusion of new groups were given, and ideas exchanged on how to develop strategies to make organisations safe spaces for all groups.
- **discrimination in higher education –** present mostly on 4 main levels: peer-to-peer discrimination (physical and/or psychological bullying at university and outside), teachers-students discrimination (attitude towards LGBTQ issues during classes and outside, heteronormative assumptions that students are a homogenous heterosexual group etc), curricula (what is and what is not present in the course literature, what courses are available for students, the way ignoring the LGBTQ community creates false results in science – through questionnaires assuming heterosexuality and only two gender categories etc), and on administrative level (gender binary toilets excluding trans* students, gender binary forms etc.).
- **anti-oppressive pedagogy** – introduced as one of the tools for change. This approach, focusing on norms and not the "deviant" minorities, was a new concept for many of the participants, that is why the discussions focused on understanding different pedagogical strategies used in education, in order to understand how anti-oppressive pedagogy differs from the more common ones, such as "tolerance pedagogy". This strategy has the norm or the majority as its starting point and examines this group's prejudice with the aim of reducing discrimination. However, tolerance pedagogy does not attack power relations it

rather reinforce them. Queer pedagogy on the other hand aims at attacking the power relations, and thereby changing the structures, which create discrimination.

- **advocacy tools –** 6 advocacy steps presented as one of the tools for change and helping the participants develop strategies for institutional change ("institutional action plans") concerning the discriminatory mechanisms against trans* students. Most of participants did not know this tool so the main discussions which followed were mostly concerning the practical use of the following steps learnt: planning – strategic thinking – capacity assessment – management skills – setting realistic goals – team work.

## 2.2. Inputs of team members, external experts and lecturers

***Presentation of European Youth Centre Strasbourg – by Mara Georgescu (Supervising Educational Advisor) and by Tina Mulcahy (Executive Director of the EYCS)***
***(Monday, January 28th)***
Objectives of the session:

- to give the participants of the study session an introduction to ***the history of the EYC***;
- to present the ground rules of the centre;

Methods:

- speeches followed by questions and answers.

***Presentation of ANSO – by Irina Dimitriade***
***(Monday, January 28th)***
Objectives of the session:

- to give the participants of the study session an introduction to ANSO as an organisation and the work it does on higher education on a Nordic and Pol-Balt level;

Methods:

- Power Point presentation.

***Presentation of the Council of Europe – by Maria Koutatzi (Educational Advisor)***
***(Monday, January 28th)***
Objectives of the session:

- to give participants an introduction to the Council of Europe;
- to create an understanding of the nature of co-operation between the Council of Europe and ANSO;

Methods:

- Power Point presentation followed by questions and answers.

***Welcoming session: presentation of the study session; presentation of the programme; getting to know each other; discussing fears, hopes and expectations; setting ground rules – facilitated by the entire prep team***
***(Monday, January 28th)***

Objectives of the session:

- to present the programme of the study session;
- to get to know each other in order to feel safe in a group atmosphere;
- to set ground rules;
- to present practical information concerning the following days;

Methods:

- presentation;
- name games;
- brainstorming;
- group discussion.

***Exploration of the notion of gender – by Agata Chaber***
***(Monday, January 28th)***

Objectives of the session:

- to explore the issues of gender, identity, sexuality, biology and discrimination;
- to discuss the issues within the group;
- to get to know different approaches;
- to provide crucial vocabulary and definitions;
- to make participants base on their own experience while thinking of general ideas and definitions;
- to make participants come up with common definitions of the ideas handled during the whole week;

Methods:

- discussions in small groups followed by plenary discussion.

***Introduction to heteronormativity and discrimination mechanisms in higher education – by Pat Kulka***
***(Tuesday, January 29th)***

Objectives of the session:

- to understand the concept of heteronormativity and discrimination mechanisms in higher education;
- to be able to spot and analyse them;
- to explore participants' experiences with heteronormativity in higher education and to reflect upon and map the challenges participants have encountered in educational setting;
- to identify existing solutions and work towards new possible ways to overcome the challenges;

Methods:

- lecture on heteronormativity, norms, intersectionality and discrimination in higher education, accompanied with Power Point presentation;
- exercises using the gained knowledge;
- sharing experience;
- analysis and reflections on personal level;

- reflections on social level;
- group work;
- brainstorming;
- analysing and identifying solutions;
- presentation of group work followed by plenary discussion.

***Introduction to Forum Theatre – facilitated by Agata Chaber and Seela Salakka, debriefed by Maria Koutatzi***
***(Tuesday, January 29th)***
Objectives of the session:

- to learn-by-doing the method of Forum Theatre;
- to experience oppression in safe space of the exercise;
- to share stories of oppression and discrimination;
- to explore possible responses to oppression and discrimination;

Methods:

- theoretical presentation of the Forum Theatre method;
- sharing personal stories of oppression in smaller groups;
- choosing one of the stories for the Forum Theatre role play;
- presenting the play according to the method's rules;
- debriefing and plenary discussion.

***Presentation of the working groups – presented by Pat Kulka, Irina Dimitriade, Agata Chaber, Zofia Jabłońska, facilitated by Seela Salakka***
***(Wednesday, January 30th)***
Objectives of the session:

- to present the 4 main levels of discrimination in higher education: peer-to-peer, teachers-students discrimination, curricula, and administrative level;
- to encourage participants to chose which theme they want to work with during the rest of the week;
- to make participants deepen their chosen topics and brainstorm on possible solutions;

Methods:

- theoretical presentation of each of the 4 themes;
- group division: participants choosing the topic they find most interesting;
- group work on the topic;
- presentation of each topic in the plenary, followed by discussion.

***Presentation of the No Hate Speech Campaign – by László Földi***
***(Wednesday, January 30th)***
Objectives of the session:

- to present the No Hate Speech project run by the Youth Department of the Council of Europe;

- to encourage study session participants to take active part in the project;

Methods:

- visual presentation (Power Point and videos), followed by questions and answers.

***Field visit to the European Court of Human Rights – facilitated by Vasily Lukashevich (Thursday, January 31st)***

Objectives of the session:

- to present the court cases referring to LGBTQ issues;
- to present the article of the Convention on the right to private life;

Methods:

- speech followed by questions and answers.

***Field visit to Council of Europe – facilitated by Karina Forsyth Lotz (Council of Europe LGBT Issues Unit)***
***(Thursday, January 31st)***

Objectives of the session:

- to present the Council of Europe project on combating discrimination on the grounds of sexual orientation and gender identity;

Methods:

- speech followed by questions and answers.

***Intro to anti-oppressive pedagogy and norm-critical approach – by Pat Kulka (Friday, February 1st)***

Objectives of the session:

- to create a common understanding of norms (how they are produced and reproduced and how they can be questioned through norm critique) and intersectional approach;
- to provide participants with knowledge on anti-oppressive pedagogy;
- to help participants develop ways to apply the newly gained knowledge and skills in the work of their own organisations and universities;
- to develop tools for the introduction of the queer pedagogy notion to the classroom;

Methods:

- lecture on anti-oppressive pedagogy and norm-critical approach, accompanied with Power Point presentation;
- exercises using the gained knowledge;
- group work;
- sharing experience, followed by analysis, reflections concerning higher education, and identifying solutions;
- presentation of group work followed by plenary discussion.

***Sharing practice – facilitated by Agata Chaber (Friday, February 1st)***

Objectives of the session:

- to present projects, events and actions that took place in participants' home organisations;
- to discuss good and bad strategies;
- to evaluate needs and capacities of the organisations;
- to develop strategies to counteract discrimination in higher education;

Methods:

- panel discussion with presentations of successful actions;
- questions and answers.

***Working groups: Strategies – facilitated by Irina Dimitriade***
***(Friday, February 1st)***

Objectives of the session:

- to identify concrete problems created by heteronormativity in higher education;
- to learn how to apply lobby and advocacy tools in order to create strategies for combating heteronormative discrimination in higher education;

Methods:

- flipchart and Power Point presentation;
- group work;
- creative presentations of the group work

***Presentation of the European Youth Foundation and other Youth Department opportunities – by Mara Georgescu (supervising educational advisor)***
***(Friday, February 1st)***

Objectives of the session:

- to present the details of European Youth Foundation's current opportunities and the training opportunities of the youth sector;
- to encourage participants to apply as representatives of their organisations for the youth sector activities;

Methods:

- speech followed by questions and answers.

***Institutional action plans – by Zofia Jabłońska***
***(Saturday, February 2nd)***

Objectives of the session:

- to learn 6 advocacy steps;
- to create an advocacy plan;
- to get empowered to take real actions;

Methods:

- power point presentation;
- group work;
- plenary presentation of the outcomes (action plans) of the group work.

***Personal action plans – facilitated by Irina Dimitriade***
***(Saturday, February 2nd)***

Objectives of the session:

- to define concrete objectives for own future work;
- to realistically asses the ways in which the objectives can be reached
- the empowering the participants to put the knowledge and skills gained during the week into practice on their return;

Methods:

- the inspirational story told by the facilitator;
- participants' individual work – drawing a map of "Equality land", with all the challenges and obstacles one may meet on the way to get there;
- voluntary presentation of the maps done by those participants who will to share their personal work with others.

***Evaluation – facilitated by Pat Kulka, Agata Chaber, Seela Salakka***
***(Saturday, February 2nd)***

Objectives of the session:

- to sum up the study session;
- to summarise the outcomes;
- to evaluate the week;
- to share personal feelings about the passing week;
- to think of all the processes having happened during the study session;
- to think of the practical follow up;
- to give own feedback to the prep team and to other participants;

Methods:

- creative artistic evaluation (in groups presenting the evaluation of the week in different artistic form, i.e: as an opera, as a musical, as an action movie etc);
- filling in the evaluation form;
- writing intimate personal letter to oneself (sent to each participant 2 weeks later by EYCS)
- sharing emotions concerning the week in a plenary round.

***Home Groups – facilitated by each member of the preparatory team***
***(January 28th – February 2nd)***

Objectives:

- to provide safe space (in 5 small groups, the same along the week, facilitated by a member of the prep team each) for emotional sharing the experience of each day during the evening meeting;
- to provide a support for those who might have emotional difficulties during the study session, or due to the topic of the study session;

- to collect direct feedback concerning the programme, the practicalities and all the other issues participants may feel the need to discuss, and to follow up on the gathered information;

Methods:

- being a home group listener and help the people in it integrating their knowledge and discussing thoughts and feelings related to the study session and to the group dynamics during the week;
- being available to those who would like to talk to someone, due to emotional processes happening during the study session week.

# 3. MAIN OUTCOMES OF THE STUDY SESSION

## 3.1. Recommendations for European youth work

The Council of Europe in their youth activities could step out of the binary gender system, in the same way admitting the existence of gender non-conforming persons and making them visible. It would be recommended in the scope of taking about gender and women rights also include perspective of gender non specificity and discrimination that follows.

Meeting their needs would include eliminating gender marked facilities, such as bathrooms and locker rooms and exchanging them with gender neutral facilities with separate locked booths to insure maximum privacy.

All recommendations that were the outcomes of the session and apply to higher education setting but could as well be transposed onto Council of Europe youth work will be compiled in a toolkit on heteronormativity and disseminated to the participants and other youth LGBTQ activists. We believe that gender and trans issues are crucial in any group that takes part in youth activities and therefore facilitators, trainers and organisations, regardless the focus of their work, should be sensitive to the needs of gender-variant participants.

## 3.2. Main results for the organisers of the study session

The most important outcomes of the session were concrete and strategically constructed guidelines for combating heteronormativity by young activists.

Another important aspect was deconstructing gender norms and power dynamics and understanding the complexity and fluidity of labels.

The participants learned the importance of using gender neutral pronouns and applied them in their daily interactions during the session as well as incorporated them in their group work. The participants also got the experience of interacting in a very diverse and sensitive group, which required high interpersonal skills and openness and acceptance towards differences.

## 3.3. Main learning points for participants

Participants of the study session gained knowledge on two levels. First of all the content of the session was prepared in the way they would acquire both theoretical knowledge and practical skills that can be applicable in their everyday activism work. Participants learned about the philosophy of

anti-oppressive pedagogy and non-heteronormative approach to learning. Both approaches encourage critical thinking about higher education and methods used in academia.

They practiced the skills of group work during 5 hours of working groups. The groups contained of people of different cultural backgrounds, language skills and identities, so active listening and non-violent communication skills were needed for the groups to achieve their objectives. The group work outcomes where then presented in the plenary, so many people got to exercise their public presentation skills. They were also encouraged to give constructive feedback after the presentations of each group.

On collective level the group process experience was a new experience for most participants. Most participants being transgender, gender variant or gender non- conforming persons have difficulties with social acceptance and do not interact with a lot of people in their everyday life. During the study session they have been put in a situation of constant cohabitation with people they did not know, with different experience, knowledge and sensitivity. They went through difficult moments when they were forced to come out of their comfort zones, expose their stories and emotions to the group. They learned that language they use might be hurtful to others and how to resolve conflict situations with 'me' messages and 'agreed to disagree' and still function and work together as a group.

## 3.4. Suggestions and recommendations for the Council of Europe

The results of the study session directly contribute to all priorities of the Youth Department:

- "Human rights and democracy: youth policy and youth work promoting the core values of the Council of Europe" through giving participants the tools of educating about the Council of Europe's role in building a democratic society and protecting human rights (i.e. the "No Hate Speech" campaign, the European Court of Human Rights, the LGBT Unit, the CM/Rec(2010)5 Recommendation). Also, the methodology used during the study session can be used to multiply the results and educate local and national groups that the participants are part of.

- "Living together in diverse societies: youth policy and youth work promoting intercultural dialogue" through the transnational perspective of LGBTQ rights violations and practices that are used to address the issue of discrimination in different countries. This perspective, along with the ethnical and religious context of each country and organisation, has been thoroughly analysed throughout the study session enabling the participants to take into consideration cultural differences present in various environments when conducting their work towards LGBTQ equality and non-discrimination.

- "Social inclusion of young people" through the diversity of participants and their histories of discrimination and marginalisation that, in spite of being considered happening on only two grounds (sexual orientation and gender identity) differ in every possible way. The study

session was also an opportunity to analyse the ways that the European Youth Centre and the Council of Europe may unwittingly contribute to the exclusion of gender-variant youth and therefore a chance to give feedback and strengthen the Youth Department's efforts to achieve full social inclusion.

- "Policy approaches and instruments benefiting young people and children" through educating multipliers and presenting non-formal education as an innovative (in many environments) method of strengthening skills and competences of young people. Additionally, through working on discrimination and heteronormativity in higher education on the levels of administration, curricula, teacher to student discrimination and peer-to-peer discrimination with the use of advocacy and policy influence.

# 4. FOLLOW-UP ACTIVITIES

## 4.1. Follow-up activities by ANSO

During the study session the participants did group work on different discrimination related topics. The materials from the group work together with the materials prepared by the prep team will be collected and edited into a publication. The “TransForming Universities” publication will focus on the same four topics and the study session: administrative, curricula, peer-to-peer, and teacher to student discrimination. ANSO will also release a publication on heteronormativity, and some materials from this study session may be used in that.

The next ANSO event will be a conference in Helsinki in the summer 2013. The topic of the conference will be Queer Politics. As ANSO focuses mainly on higher education, the approach to politics will also be from students' point of view. Thus the discriminatory mechanisms in higher education are also related to the topic of the conference, and the materials prepared by the participants of the study session can be used in the conference.

ANSO will use the materials in taking LGBTQ activism further as a resource of information and strategies. As a result of the study session ANSO has a wide collection of information on the gender-based discrimination on several levels in higher education. ANSO will also work as a link between the participants helping and supporting them with the follow-up activities that they plan to put in action on national and international level.

## 4.2. Follow-up activities by the participants

The participants take the knowledge they gained to their organisations so that they can share their knowledge and improve the activist work done in their organisations. With their organisations, the participants can use what they learned in the study session to transform the universities in their home counties to more transgender inclusive.

One participant was elected as an LGBTQ+ Officer of his university with over 85% of the vote. He says that the study session made it possible for him to achieve this, and to officially change the title queer inclusive as adding Q+ to the title. Another participant is in the process of adding Q+ to the name of the LGBT society of his university. Also he says that the study session made him understand how important it is to include queer and other identities to the LGBT.

One of the participants has launched applications for their new one-day training "Managing conflicts: from inside and outside". He says that the study session inspired him writes in the study session Facebook group: "I still can feel the support you gave me during the week!"

The participants are planning together a follow-up meeting in Croatia this summer. At the moment

the participants are setting dates and planning activities for the meeting that will probably take place on July in Zagreb. This meet-up will be fully organised by the participants themselves and many of them have shown interest towards the event. There has already been co-operation between the participants, for example one prep team member has participated in some events organised by the participants from Ireland, and many participants are planning to take part in events organised by other participants.

# 5. FINAL CONCLUSIONS AND RECOMMENDATIONS

## 5.1. Reaching the main objectives of the study session

The main objectives set by the prep time in connection with the study session were:

1. Exploration of the notion of gender and heteronormativity; exploring the mechanisms of discrimination in higher education (on various levels: peer-to-peer, teachers-students, curricula, administration).

   This was done through the method of World Cafe which enabled to determine the similarities and differences between perception of certain issues in cultural and national contexts. It also enabled the discussion on possible strategies that may work in different environments.

2. Counteracting discrimination in higher education (via: anti-oppressive pedagogy and norm critical approach, intersectional approach, creating alliances, developing strategies).

   The sessions focused on building strategies were preceded by developing a clear idea of the problems and their roots and causes. The methods of work presented by the prep team were specific and useful in many national and international contexts giving the participants concrete tools to combat discrimination with their organisations.

3. Providing participants with education, empowerment and positive experience of ANSO and Council of Europe.

   The safe space for expression and learning along with the room for sharing good practices and mutual appreciation that the prep team has provided allowed participants to reach a high level of education and empowerment, at the same time, letting the study session to reach the established aim.

## 5.2. The outcomes of the study session

One of the themes of the study session was combating gender based discrimination in higher education. The participants were divided into groups and worked together on identifying the proper tools for combating heteronormativity in higher education on four different levels: peer-to-peer, teacher to student, curricula and structural heteronormativity (on the administrative level). The division itself was also an outcome thanks to which the participants were able to gain a broader understanding of the aspect and the importance of cooperation, especially due to the fact that most of them worked only on one of these levels.

During the group work sessions the participants identified and discussed the most important aspects of this phenomenon and identified ways of combating it in each of the areas. They were asked to work on specific strategies that can be adapted and applied by LGBTQ activists according to their own cultural, social and political realities. Each group presented their guidelines on combating heteronormativity in higher education to the rest of the participants, received feedback and incorporated it in the final versions of their work. These strategies covered campaigning, working with media, advocacy, research, providing materials and education through training and many others. The variety of methods that may be used and the analysis of their applicability in different environments was yet another outcome of the study session.

The most important outcomes of the session were concrete and strategically constructed guidelines for combating heteronormativity by young activists. The ones working on the administrative level created an antidiscrimination policy and regulations in university; the curricula group created a strategy for adjusting the curricula from a norm-critical approach; the teacher to student group created a strategy for building a network of trans-friendly teachers / university staff who would be able to act as multipliers; and lastly, the peer-to-peer group worked on a strategy for building an alliance between human rights groups, LGB and feminist groups and trans* support groups. Their strategies were presented in various ways, such as power-point presentations, flipchart presentations or oral presentations. All their recommendations will be compiled in a toolkit on heteronormativity and disseminated to the participants and other youth LGBTQ activists.

Another important aspect was deconstructing gender norms and power dynamics and understanding the complexity and fluidity of labels. The participants learned the importance of using gender neutral pronouns and applied them in their daily interactions during the session as well as incorporated them in their group work.

Participants of the study session gained knowledge at two levels. The content of the session was prepared in the way they would acquire both theoretical knowledge and practical skills that can be applicable in their everyday activism work.

Furthermore, participants learned about the philosophy of anti-oppressive pedagogy and non-heteronormative approach to learning. Both approaches encourage critical thinking about higher education and methods used in academia. The practical skills they gained during several hours of work are another tangible outcome. The groups contained of people of different cultural backgrounds, language skills and identities, so active listening and non-violent communication skills were needed for the groups to achieve their objectives. The group work outcomes where than presented in the plenary, so many people got to exercise their public presentation skills. They were also encouraged to give constructive feedback after the presentations of each group.

## 5.3. Recommendations

The evaluation by participants done during home groups and the last day showed clearly, that the adjustments made to accommodate needs of the participants were highly appreciated. From the technical point of view we would wish for the bathrooms in the EYC to remain gender neutral and the registry forms to remain genderless. This is due to the fact that gender-variant people may participate in other study sessions that are not specifically targeted at trans and queer individuals and therefore the prep team of those events may not think of neutralising the binary system within the EYC.

We would also recommend for external advisors for all other events taking place in the EYC to share the method of introductions including preferred pronouns and preferred names for the reason mentioned above.

What became clear during the study session is that gender variant individuals have difficulties to self-develop through non-formal education due to the fact that the offer of international study sessions, trainings or conferences tacking the problem of heteronormativity is rather narrow. What is more, each event can recruit only a limited amount of participants. Currently there are only two youth international organisations working with the issue: IGLYO and ANSO. We believe that the Youth Department plays a great role in developing the movement by securing space for networking and learning about trans and queer issues for individuals from all over Europe.

# 6. ANALYSIS OF THE STUDY SESSION

## 6.1. Summary of participants' evaluations

The evaluation was conducted on several levels, enabling participants to evaluate not only their process of learning throughout the week, practical aspects of tools there were taught, but also group dynamics level and more personal one.

Evaluation methods included:
On everyday basis:

- home groups: meetings taking place every day before the dinner, where participants could – in smaller groups (the same during the entire week) facilitated by one of the 5 prep team members – reflect on what happened during the day, the learning and open questions, share their feelings in a safe space, also having the chance to express their needs;
- bead ceremony: a ceremony taking place every evening before the evening activities, when participants could give a bead of one of 6 colours (assertiveness, bravery, caring, honesty, courage, compassion) to any of the participants as a reward for showing any particular feature during the day;

Final evaluation:

- official evaluation in a paper form: starting from evaluating all the sessions individually, general learning process throughout the week, ways in which participants' organisations will benefit from their participation in the event, in what ways the expectations were fulfilled; finishing on evaluating group atmosphere, safe space in home groups and prep team work;
- collective evaluation: sitting in a round participants could express how they feel after the event is over, what they've gained (on both emotional and knowledge level) etc;
- artistic evaluation: divided into groups participants were showing their evaluation of what happened during the week, in an artistic form (such as: horror film, musical, comedy etc.);
- personal evaluation: participants wrote letters to themselves, in which they were expressing how they feel, what energy they are filled with, what are their next steps in their personal life, basing on what they have learned during the week.

The main results of the evaluation were:

- gratefulness of providing the group with safer-space and friendly atmosphere, via: home groups, bead ceremony, sms system (envelopes used to send short letters to other participants). Especially in a group whose representatives are being oppressed on a daily basis, creating safe space has very empowering effect;
- seeing how important sessions on advocacy, anti-oppressive pedagogy and working on action plans (both institutional and personal) were, hence, suggesting that during next events on combating discrimination they should deepen even more, in order to provide

participants not only with knowledge on the notion but also with practical tangible tools to use on daily basis after the study session;
- need of including more information on lobbying and developing institutional policies (however: developing institutional strategies session included working on policies);
- realising that people had "tools" inside them already, just were not aware that they are in the "position of power" when it comes to being able to change the heteronormative situation at their own universities.

Overall, the participants were happy with the outcomes of the study session. For some of them that was their first international informal learning experience. Most of the participants talked about the session being very emotionally intense, but were happy to come, meet different people and interact, although it required much sensitivity on their part. When it comes to the content of the sessions – most of them fulfilled the participants needs and expectations and were described as 'interesting', 'informative', 'practical'.

## 6.2. Team evaluation

The team consisted of 5 persons engaged in LGBT activism and education work:

Pat Kulka – President of ANSO, living in Poland. Experienced as a trainer and as a prep-team member of previous ANSO study sessions and many other ANSO events. Has been involved in LGBTQ activism on national and international levels. Having coordinating numerous educational projects, has a broad experience with non-formal education. Has been involved in ANSO for 6 years, being in the board of the organization for the last 5 years (previously on the Treasurer position).

Irina Dimitriade – ANSO board member, residing in Romania. Irina has been involved in ANSO for 3 years as a Secretary, Vice President and Independent Board Member.

Agata Chaber – Treasurer of ANSO, president of Campaign Against Homophobia in Poland. Coordinator of the projects that deal with trans, queer and intersex issues. Such activities, as introduction of systematic changes in the field of education and betterment of access to healthcare by LGBTQ individuals, belong to Chaber's main sphere of interest. Possesses an extended academic background in psychology and has a large experience in working in NGOs and facilitating learning processes.

Seela Salakka – ANSO board member, from Finland residing in Sweden. Active in LGBTQ student organisations from 2008. Former vice president of Homoglobiini. Has been in charge of a trans group in Finland.

Zofia Jabłońska – lawyer at Campaign Against Homophobia, Poland, human rights activist, antidiscrimination educator.

The aims of the session set out by the prep team have been accomplished.

During the study session each session has been prepared by a specific person and that did not change throughout the week. Each day of the session had a ‘day director’ responsible for the practicalities of the day – that allowed others to focus on the content of the sessions.

The EYC Educational Advisor, Maria Koutatzi, who had much more experience in group work than the preparatory team members, was very helpful with the technical needs of the team as well as to manage emotions and difficulties that came up.

After each day the preparatory team together with the educational advisor had a debriefing session to talk about the day and prepare for the next one – each person had a possibility to express good and tough emotions of the day and fears and hopes for the upcoming days of the session.

The prep team members had a contract to communicate directly, ask for help, do their best to create a friendly, helpful environment.

# 7. APPENDICES

## 7.1. Final programme

| | SUNDAY | MONDAY | TUESDAY non-alcohol day | WEDNESDAY | THURSDAY | FRIDAY non-alcohol day | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|---|
| 9:15 - 11:00 | arrivals | Introduction to TRANSforming Universities (I) | Heteronormativity Forum Theatre (I) | Heteronormativity and Discrimination | Field Visit: European Court of Human Rights | Anti-oppressive Pedagogy | Presenting Strategies | departures |
| 11:00 - 11:30 (coffee break) | | ANSO | Denmark, Estonia, Finland | Hungary, Iceland, Italy | - | Netherlands, Poland | Serbia, Slovenia, Sweden | |
| 11:30 - 13:00 | | Introduction to TRANSforming Universities (II) | Forum Theatre (II) | Working Groups | Field Visit: Council of Europe | Talk Show | Personal Action Plans | |
| 13:00 - 14:30 (lunch) | | lunch | | | lunch at the CoE | lunch | | |
| 14:30 - 16:00 | | Exploring Gender (I) | Forum Theatre (III) | Working Groups: Presentation | afternoon free | Developping Strategies | Evaluation (I) | |
| 16:00 - 16:30 (coffee break) | | Armenia, Croatia, Czech Republic | France, Georgia, Germany | Ireland, Lithuania | | Portugal, Romania, Russia | UK, Ukraine | |
| 16:30 - 18:00 | | Exploring Gender (II) | Forum Theatre (IV) | Hate Speech | | Institutional Action Plans | Evaluation (II) | |
| 18:00 - 18:30 | | homegroups | | | | homegroups | | |
| 19:00 - 20:00 | | dinner | | | dinner in the city | dinner | | |
| 20:00 - 22:00 | Welcome Evening | Wine & Cheese Evening | Games Evening | Eurovision Evening | | Movie Evening | Farewell Party | |

## 7.2. List of participants

List of participants (name, country, organisation):

1. Jaana Below, Estonia, Estonian Medical Students'Association EstMSA
2. Sam Blanckensee, Ireland, UCD LGBT Society
3. Layla Ceriman, Serbia, Tehnoart Beograd
4. Bianca Cseke, Georgia, Droni/University of Georgia
5. Jej Perfekcyjność, Poland, Queer UW
6. Mandy Gratz, Germany, Referat für Gleichstellung, Studierendenrat Friedrich-Schill
7. Peter Emil Haahr Nielsen, Denmark, BLUS
8. Ugla Stefania Jónsdótir, Iceland, Q
9. Tiia Junnonaho, Finland, Homoglobiini
10. Lee Jollans, Ireland, Transgender Equality
11. Paweł Knut, Poland, Campaign Against Homophobia
12. Anja Koletnik, Slovenia, Ljubljana Pride
13. Cai Lyons, Ireland, UCD LGBT Society
14. Timur Lysenko, Ukraine, NGO Insight Ukraine
15. Angie Mariesein, France, LGBT Region center – France
16. Yaya Micales, Italy, Giosef Unito
17. Marina Mirkovic, Croatia, Zagreb Pride
18. Setta Mortensen, Iceland, Q
19. Murray Stewart, United Kingdom, UHISA
20. Anna Nikoghosyan, Armenia, Society without Violence
21. Petr Pavek, Czech Republic, Charlie o.s.
22. Julia Pereira, Portugal, ILGA
23. Antonnika Perttula, Sweden, SFQ
24. Ioana Pinzariu, Romania, Accept
25. Vivien Rajz, Hungary, Transvanilla Transgender Association
26. Tomash Raskevicius, Lithuania, Lithuanian Gay League
27. Olena Romaniuk, Ukraine, Insight
28. Maria Serban-Temisan, the Netherlands, Voices of Women Media
29. Linda Vapalahti, Finland, Teatteri Kantanaky
30. Ian Zborowsky, Russia, Russian Academy of Sciences

## 7.3. List of references

*Compass. Manual for human rights education with young people*, 2012 edition
http://eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf

Icebreaker "Counting down a minute"
http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/4/4_methods01.pdf
chapter 4.1.4 "60 seconds = one minute, or does it?"

www.campuspride.org

ILGA Europe. *Make it Work. 6 Steps to Effective LGBT Human Rights Advocacy.*
http://www.ilga-europe.org/home/news/for_media/media_releases/ilga_europe_publishes_a_manual_make_it_work_six_steps_to_effective_lgbt_human_rights_advocacy

Forum Theatre
http://yukon-math-differentiated-instruction.wikispaces.com/
www.themissgproject.org/teachers/MissG-Curriculum-Workshop-Theatre.pdf
http://en.wikipedia.org/wiki/Forum_theatre

## 7.4. List of links where the study session was announced

www.facebook.com/ANSO
https://www.facebook.com/events/301173483326621/
http://ansoblog.wordpress.com/2012/11/22/call-for-participants-transforming-universities-inclusion-in-higher-education/
http://jejperfekcyjnosc.blox.pl/2012/12/JP-jedzie-do-Strasburga-na-spotkanie-ANSO.html

Information about the study session was also disseminated through all ANSO Member Organizations, via ANSO mailing list and via the mailing lists of organisations of which ANSO is a member of (IGLYO, TGEU, ESU).

After the study session a private Facebook group was created where all participants from the study session are still very active, exchanging feedback, ideas, interesting articles and links, and also planning activities together.

## 7.5. Materials produced by participants

### 7.5.1. Notion of gender

The participants brainstormed in 8 different teams on various concepts related to gender and sexual discrimination and they were asked to put their ideas on flipchart papers according to what they discussed within the group and what they considered important. These discussions were mostly based on very subjective perspectives, since most of the participants were discussing these concepts out of their own personal experiences. Thus, the goal was to reach a mutual level of understanding of these ideas and concepts instead of reaching a logical conclusion at the end of the session. Moreover, in the second part of the workshops the participants were asked to change groups and discuss the concepts brainstormed by the others. The way they presented their ideas depended entirely on them and on the subjective flow of experiences and practices they were sharing.

The way people experience gender, sexuality and discrimination varies from person to person, thus the goal of this exercise was to make these experiences visible among the participants, so that they can reach a better and in depth understanding of the reality they live in and have to tackle. This approach leads to better and more efficient strategies of combating discrimination and creating more inclusive spaces.

Therefore, as a team we decided to keep both pictures of the flipchart papers and transcripts of these documents, trying as much as possible not to alter the information they exchanged. We chose not to intervene in structuring these brainstormed ideas because we are conscious of our own personal interpretations and perspectives on these concepts. We believe that keeping the outcomes of this vivid and uninterrupted flow of discussion is extremely important for the future work of our participants and activists alike, leaving these concepts and ideas open for more discussion and adaptation to the so many different realities LGBTQ young people face.

<u>Group 1</u>

- Asexuality can be a period in your life;
- The notions of sex and sexual act are very subjective;
- Sexuality doesn’t always affect the real body, touching the body doesn’t mean a sexual act; both can be comfortable or uncomfortable

<u>Group 2</u>

- Do role stereotypes actually exist?
- Does the number of partners affect the experience?
- Is sexual orientation only about having sex? (affections – asexual LGBs; asexual discriminated internally for non-relational sexual based practices)
- Intimacy different than penetration
- Attraction (romantic or sexual) different than desire

Group 3
- Same-sex / different relationships => not inclusive for transgender people
- Use binary system in activism?
    - Yes – other sexualities (like pansexuality) are also not made public
    - No – does family include the notions of sex or gender + asexual partnerships; sexual talk. How?
    - Asexuality – overlooked; marriage
    - Stereotyping sex and relationships
    - Polyamory
    - Tabooing another relationship structure (polygamy etc.)

Group 4

Queer – deconstruction, political position
- Varies from culture to culture
- Questioning (not identifying with) predominant stereotypes (gender, sexuality), questioning the idea of labels and identities
- Rebel against the norm (the heteronorm); an identity that is not a box

*Genderqueer, genderfuck* are all expressions that we perceived/stand in comparison to the norm

Expression – showing yourself (to yourself and others and your identity)

Gender neutral – bathrooms, colors, toys, clothes, not dictating anything, inclusive, doesn't affirm the binary

Gender variant: multiple, diverse, varying, gender identity, not constant

Transvestite: identity; personal pleasure (private), only male/female?, depends on the binary, cross-dress visual (art) performance, sexual pleasure

Group 5
- Can same sex or asexual couples "consumate" the marriage legally?
- Romantic attraction/love
- Sexual attraction
- Absence of sexual feelings
- Frigidity/sexual disorder
- Libido/desire

Group 6

Sex – organs, biology

Gender – social construct
Intersex – does not fit the model of biology
Transsexual – gender identity; different than transgender
Gender/sex reassignment different than "sex change"
Therapy, surgery, treatment – psychological preparations and support

Group 7
Cisgender – not trans*
Legal/social – gender identity matches with sex assigned at birth (legal and biological)
Transgender – not cis / trans*
- Umbrella term for those whose gender identity does not match the sex/gender assigned at birth

Gender identity – how one feels/identifies themselves gender-wise, feeling (+) expression
Queer – note the history of this word
- Limitless
- A term used differently in different contexts
- Questioning norms
- Gender identity, sexual identity/politics, relationships

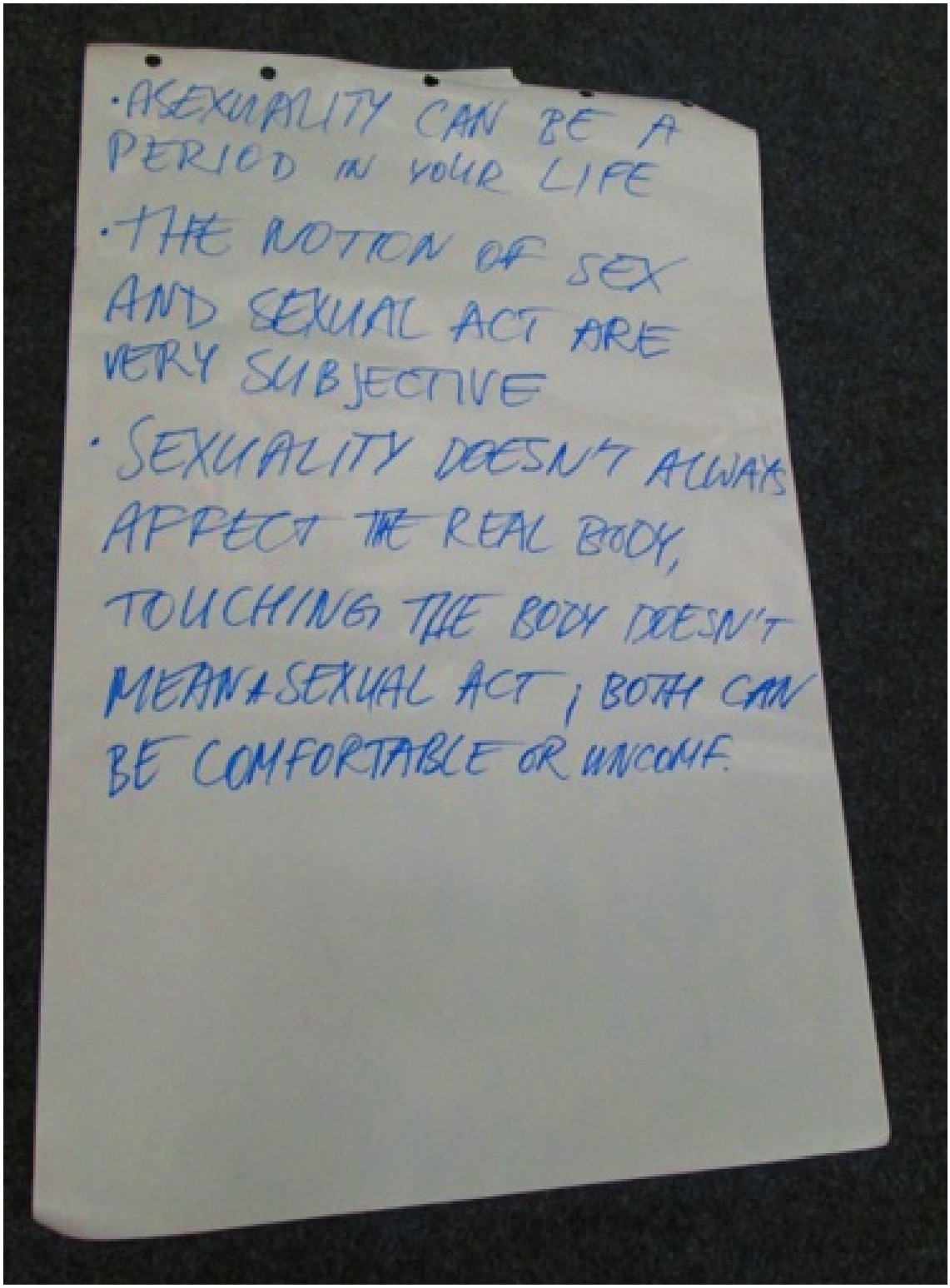
Person with trans experience
- Has transitioned/is transitioning/wants to
- Trans partner/parents/family/sibling/friends/colleagues
- Trans person

Pronouns – used in 3rd person

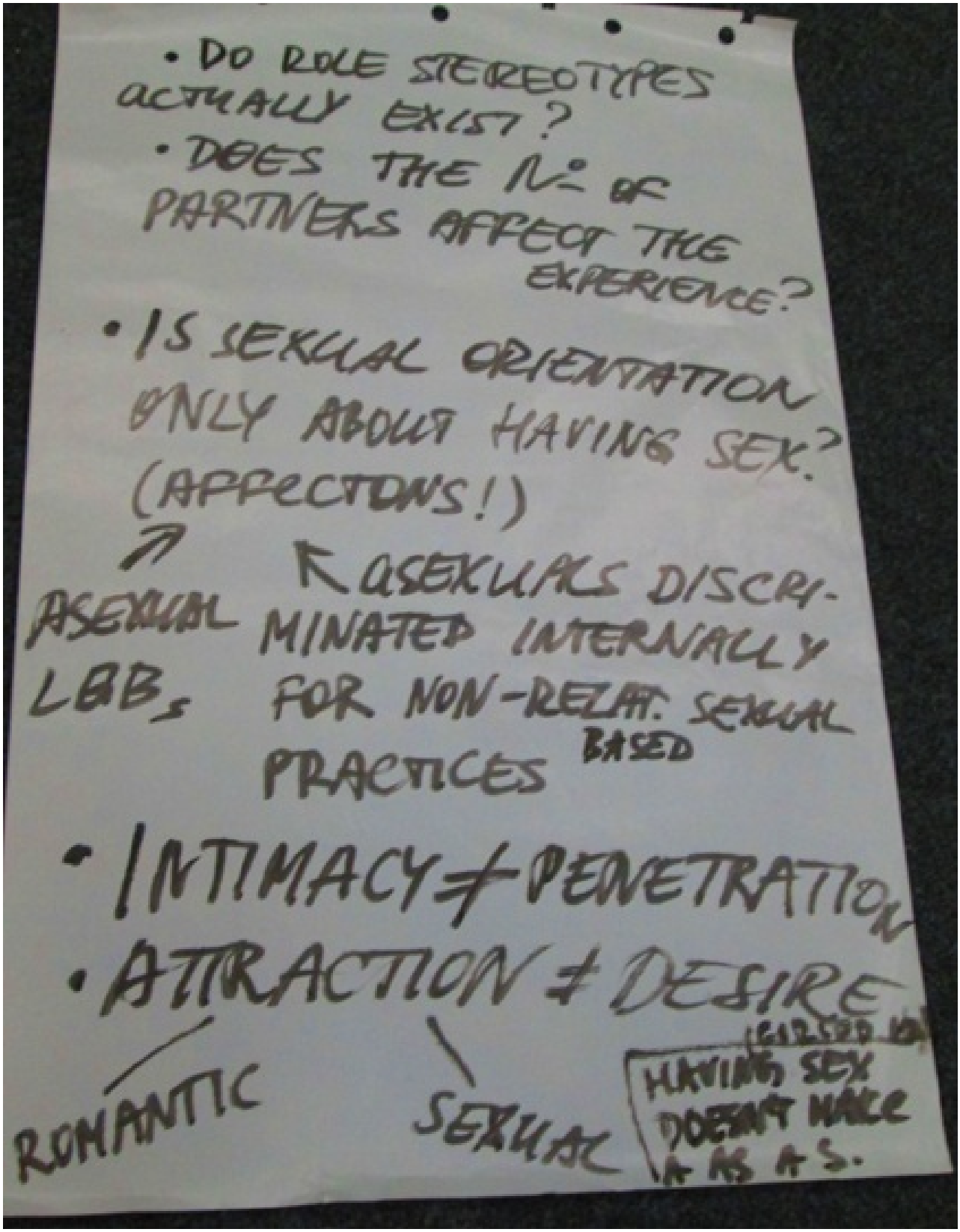
Group 8
Discrimination
- A cabbage/onion of ways of oppression
- Systemic oppression
- Systematically deconstructing norms
- Do we need to label to challenge?
- Heteronormativity => transphobia, bifobia, homophobia, cissexism, heterosexism, negativity instead of phobia?
- Homonormativity / queernormativity
- Power relations

The outcomes of brainstorming in groups on the terminology:

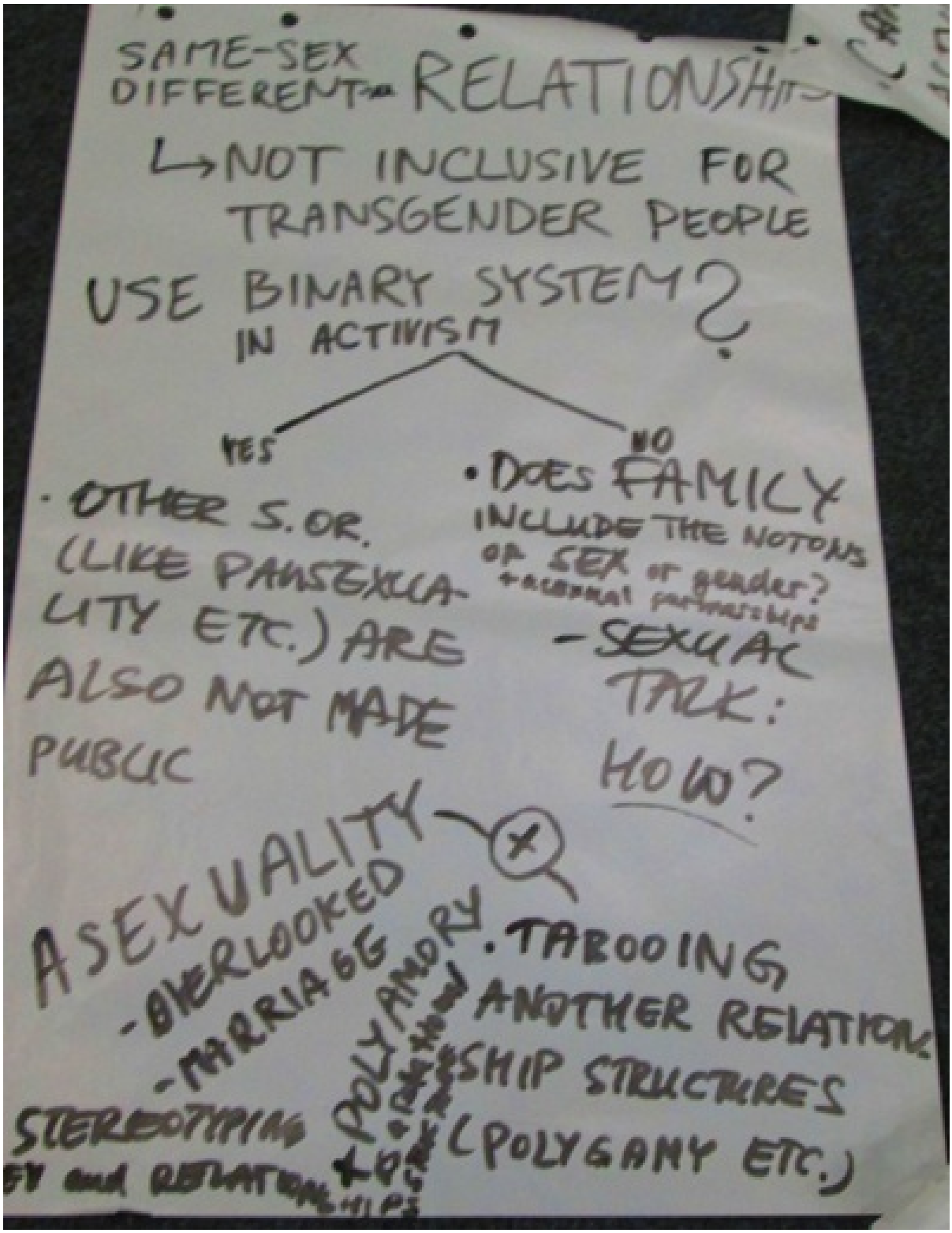
Group 1



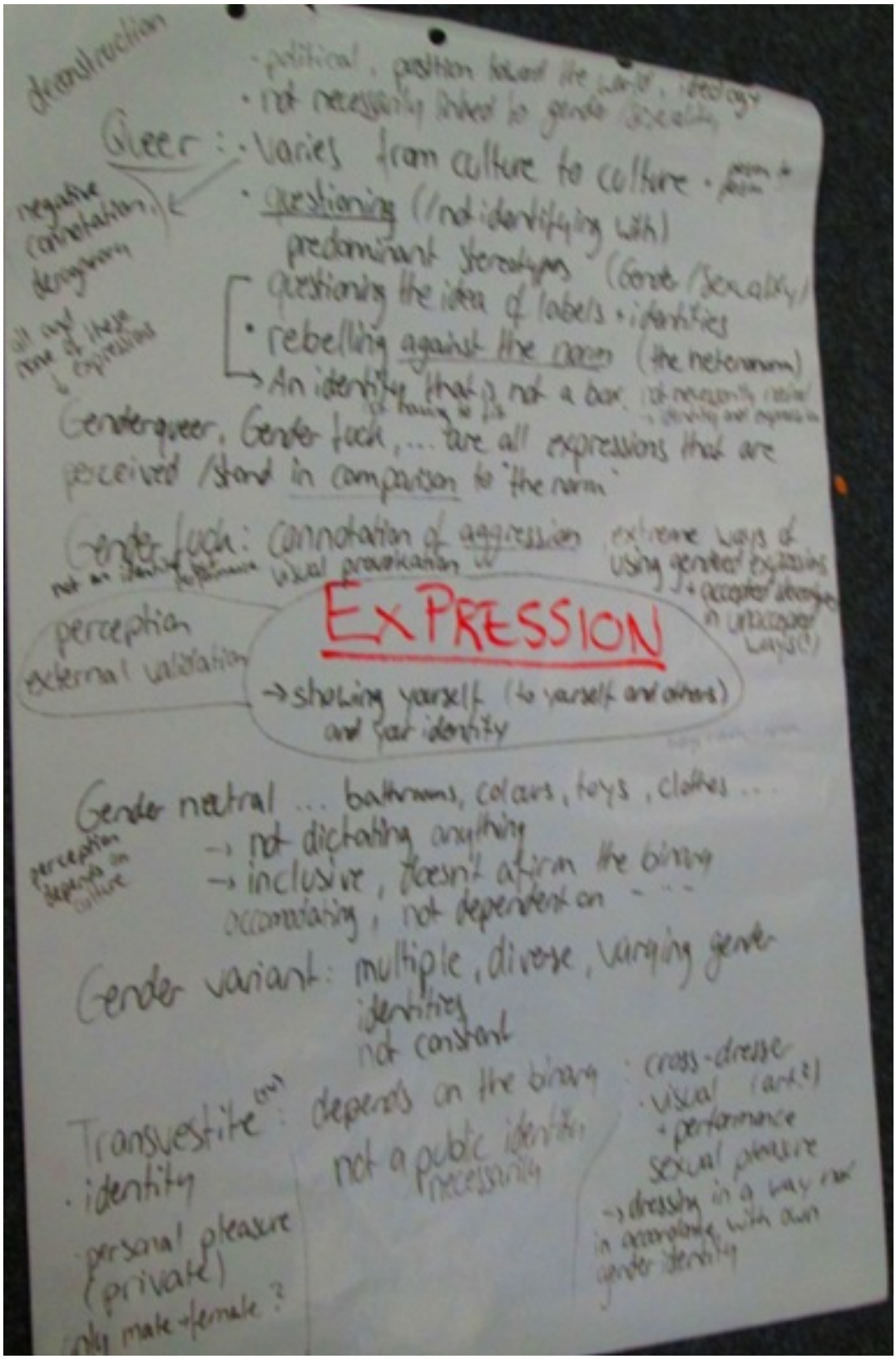
Group 2


• DO ROLE STEREOTYPES ACTUALLY EXIST?
• DOES THE N° OF PARTNERS AFFECT THE EXPERIENCE?
• IS SEXUAL ORIENTATION ONLY ABOUT HAVING SEX? (ATTRACTIONS!)
ASEXUAL LGBs
ASEXUALS DISCRIMINATED INTERNALLY FOR NON-RELAT. SEXUAL PRACTICES
BASED
• INTIMACY ≠ PENETRATION
• ATTRACTION ≠ DESIRE
ROMANTIC
SEXUAL
HAVING SEX DOESN'T MAKE A S.

Group 3


SAME-SEX
DIFFERENT-SEX RELATIONSHIPS
↳ NOT INCLUSIVE FOR TRANSGENDER PEOPLE
USE BINARY SYSTEM IN ACTIVISM?
YES
NO
• OTHER S. OR. (LIKE PANSEXUALITY ETC.) ARE ALSO NOT MADE PUBLIC
• DOES FAMILY INCLUDE THE NOTONS OF SEX OR GENDER? + ALTERNATIVE PARTNERSHIPS
- SEXUAL TALK: HOW?
ASEXUALITY
- OVERLOOKED
- MARRIAGE
POLYAMORY
• TABOOING ANOTHER RELATIONSHIP STRUCTURES (POLYGAMY ETC.)
STEREOTYPING

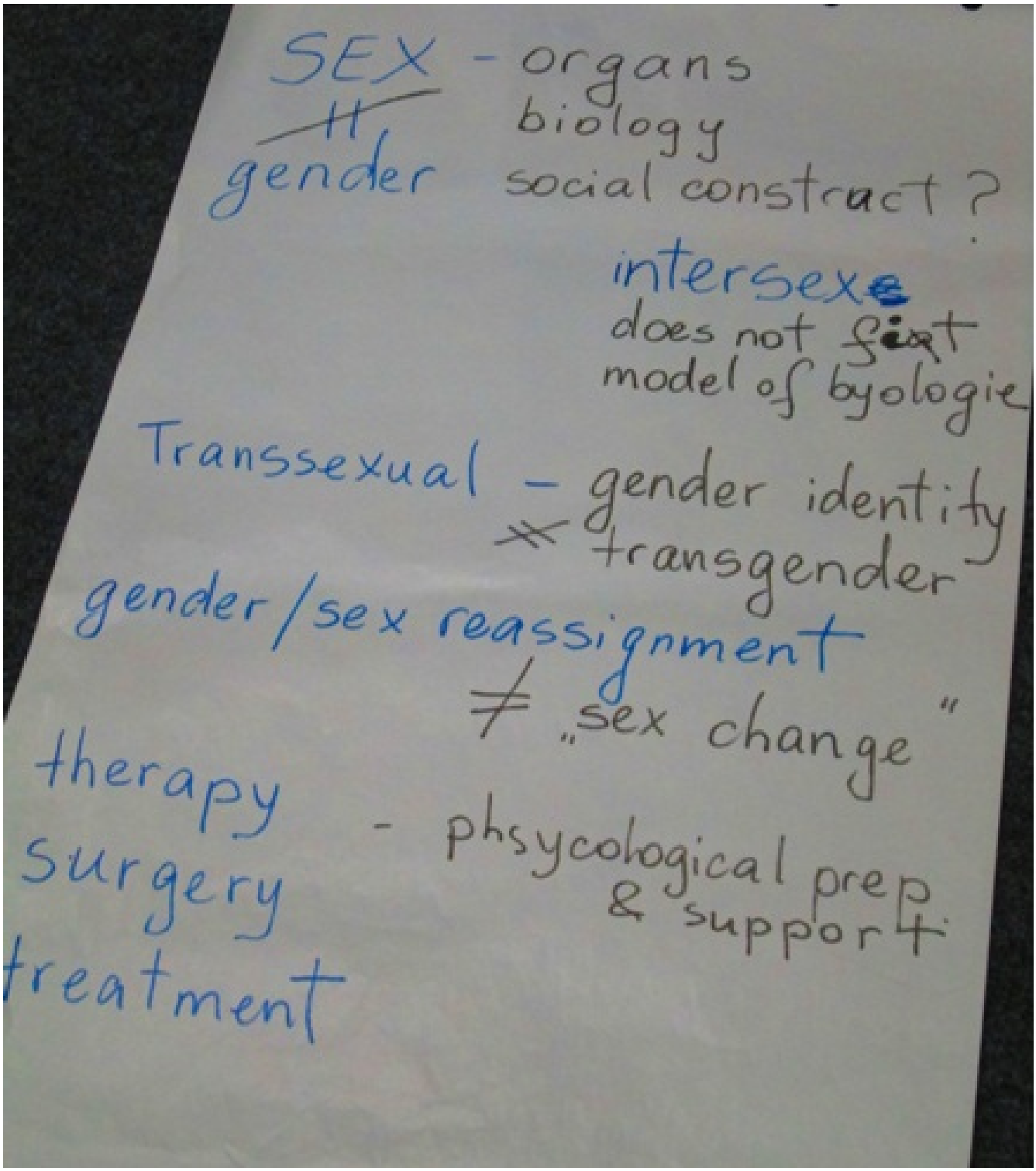
Group 4


deconstruction
political, position toward the world, ideology
not necessarily linked to gender/sexuality
Queer: varies from culture to culture
questioning (/not identifying with) predominant stereotypes (Gender/Sexuality)
questioning the idea of labels + identities
rebelling against the norm (the heteronorm)
→ An identity that is not a box
negative connotation
all and none of these expressions
Genderqueer, Gender fuck, ... are all expressions that are perceived /stand in comparison to "the norm"
Gender fuck: connotation of aggression
visual provokation
extreme ways of using gender expressions
EXPRESSION
perception
external validation
→ showing yourself (to yourself and others) and your identity
Gender neutral ... bathrooms, colors, toys, clothes ...
→ not dictating anything
→ inclusive, doesn't affirm the binary
accompanying, not dependent on
perception depends on culture
Gender variant: multiple, diverse, varying gender identities
not constant
Transvestite: depends on the binary
not a public identity necessarily
cross-dresse
visual (art?)
performance
sexual pleasure
→ dressing in a way not in accordance with own gender identity
identity
personal pleasure (private)
only male + female?

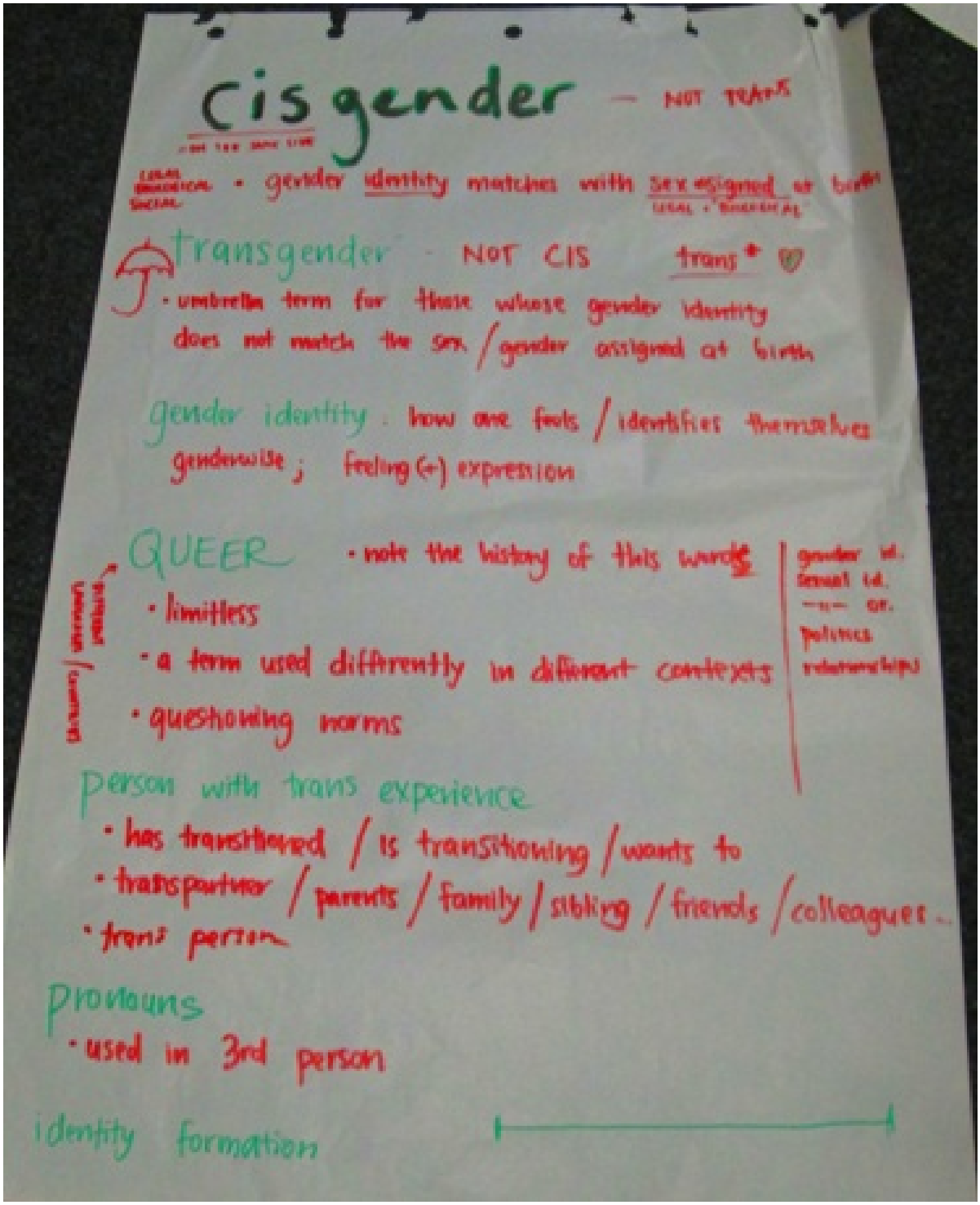
Group 5

• CAN SAME-SEX OR
A SEXUAL COUPLES
„CONSUMATE" THE
MARRIAGE (LEG
WHAT'S A TRUE AS.?
(DISOR.)
ROMANT. ATTRACTED LOVE
ABSENCE OF SEXUAL FEELINGS
SEXUAL ATTRACTION
DESIRE
LIBIDO
ARIGID
SEXUAL DISORDER
SEXUALITY

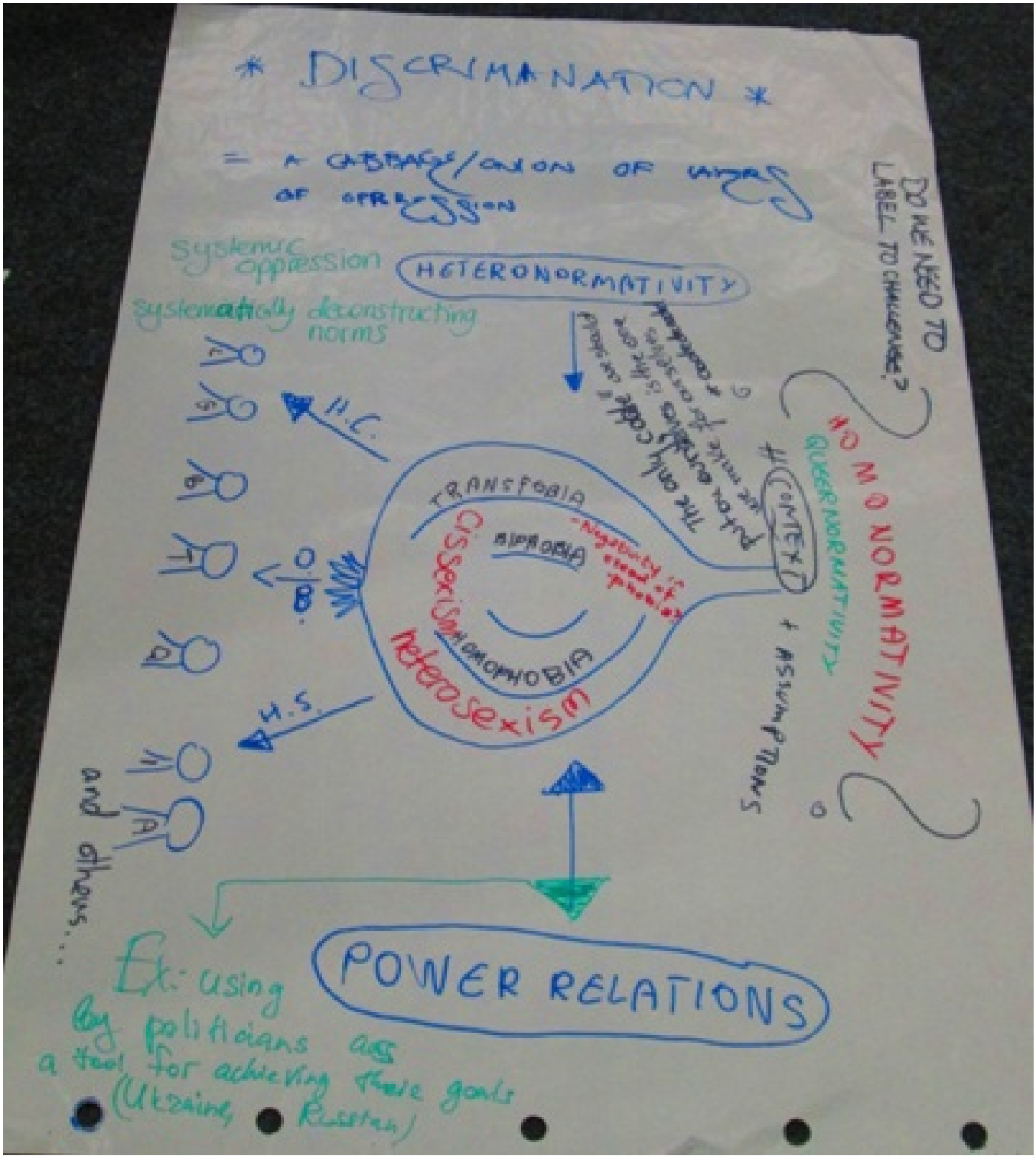
Group 6


SEX - organs
biology
gender social construct ?
intersex
does not fit
model of byologie
Transsexual - gender identity
≠ transgender
gender/sex reassignment
≠ „sex change"
therapy
surgery
treatment
- phsycological prep
& support

Group 7


cisgender — NOT TRANS
• gender identity matches with sex assigned at birth
transgender - NOT CIS
trans*
• umbrella term for those whose gender identity does not match the sex / gender assigned at birth
gender identity : how one feels / identifies themselves genderwise ; feeling (+) expression
QUEER
• note the history of this words
• limitless
• a term used differently in different contexts
• questioning norms
gender id.
sexual id.
politics
relationships
person with trans experience
• has transitioned / is transitioning / wants to
• transpartner / parents / family / sibling / friends / colleagues ..
• trans person
pronouns
• used in 3rd person
identity formation

Group 8


* DISCRIMINATION *
= A CABBAGE/ONION OF WAYS OF OPPRESSION
systemic oppression
HETERONORMATIVITY
systematically deconstructing norms
H.C.
H.S.
TRANSFOBIA
BIPHOBIA
HOMOPHOBIA
cissexism
heterosexism
COMTEXT
DO WE NEED TO LABEL TO CHALLENGE?
NO MONORMATIVITY
QUEERNORMATIVITY
+ ASSUMPTIONS
and others...
POWER RELATIONS
Ex: using by politicians as a tool for achieving their goals (Ukraine, Russian)

### 7.5.2. Discrimination in higher education

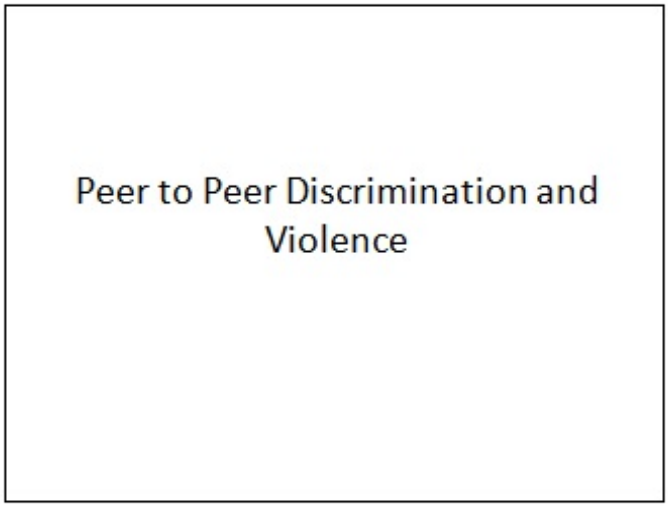
The participants worked in four different groups on developing strategies for combating different forms of discrimination in higher education: peer-to-peer, teacher to student, curricula and administrative discrimination. Thus, they worked on concrete materials to further spread the knowledge and ideas on these forms of discrimination and how it can be combated.

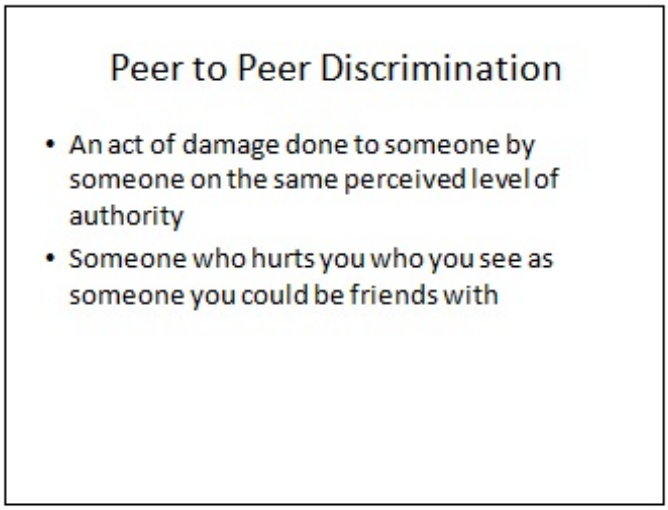
These presentations were created and developed solely by the participants, which is why we decided to keep them in their original form, as a peer-to-peer tool that can be used by them and by other young activists alike.

Moreover, we believe that if we keep these presentations in their original form they will be easily adapted to the various realities of LGBTQ activists. The groups of participants were diverse and involved people with different cultural and political backgrounds, which is why the outcomes of their group work took the shape of an LGBTQ activism template that can be implemented and adapted depending on the situations each of them face in their own environments.

Out of respect for the work of our participants and the belief that peer activism can be a very powerful tool, we chose to leave these presentations in their original form, as developed by the young activists.

**Peer-to-peer discrimination**



## Bullying

- **Bullying** is the use of force or coercion to abuse or intimidate others.
-
- Pasted from <http://en.wikipedia.org/wiki/Bullying>

## Risk Factors

- People feeling threatened
- By being violent become more "normal"
- Conditioning
- Imitation
- Responsibility also lies with the individual

## In the LGBTQ+ Community

- Within the community there are different layers of power structures and different layers of discrimination

## Traits

- Socio-economic status
- Appearance
- Race
- Physical and Mental Ability
- Ethnicity
- Sexual Orientation
- Gender identity
- Religion
- Age
- Gender Expression
- Feminine guy in classroom/sports team
- Feminine lesbian in the Lesbian community
- Feminine bisexuals in LGBTQ community
- Queer people in LGBT community
- Trans people

## Universities - Homophobia

- "That's so gay"
- Name calling
- Ethics in pedagogy
- Gays adopting kids/Gay Marriage-
- underlying homophobia discussions
- Should be based on facts
- Not passed down morals often it's not
- Outing / Excluding
- Us and them
- "Gay best friend"
- LGBTQ - Main part of identity

## Universities - Biphobia

- Promiscuous
- Greedy
- Can't make up their minds
- Feminine woman at queer space -
- assumed bisexual
- Bisexual as a stepping stone
- Not seen as a valid identity
- Bisexual men always discriminated against
- Not taken seriously

## Universities - Transphobia

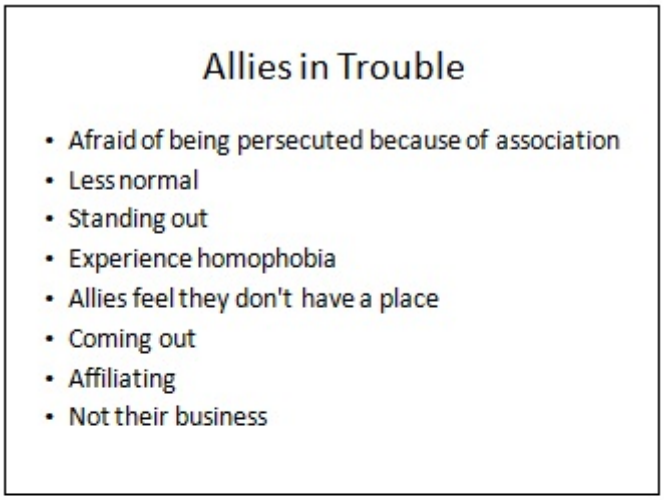
- More widespread
- In some situations it's subtle
- In some situations violence due to being obviously trans*
- Wrong pronouns + names - deliberate misuse
- Relationships - transphobia
- Transphobia mistaken for homophobia
- The difference between seeing someone as a person and just as a transperson
- Invisibility
- Hate speech
- Sexual violence - not reported

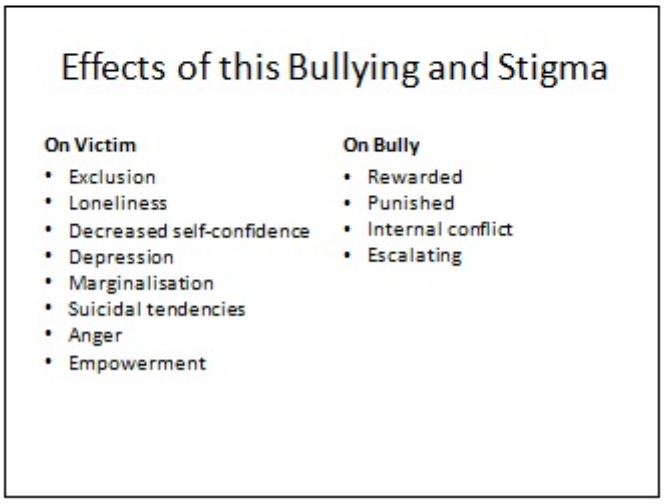
Nearly nine out of 10 transgender students experienced verbal harassment at school in the past year because of their sexual orientation and gender expression, more than half experienced physical harassment because of their sexual orientation and gender expression and more than a quarter experienced physical assault because of their sexual orientation and gender expression.

Posted from <http://www.glsen.org/cgi-bin/iowa/all/news/record/2388.html>

## Straight Cis People Experiencing LGBTQ-Phobia

- Seeming gay
- "Why are you masculine if you're trying to get women who like women?"
- Going to men's clothing section as a woman




**Teacher-student discrimination**

- Issues varied by kind of Universities
  - Social studies
  - Science studies
- Issues varied by Nationality
  - Western European countries tend to be more understanding
  - Eastern European countries have more difficulty
  - Respect/Acceptance

## Western European Countries

Pros:

- *LGBTQ* media coverage is higher
- Teachers tend to be more understanding in humanities sciences and younger

Cons:

- Teachers hard to think outside the gender binary system
- All the stuff should be on equality training, workshops

## Possible Solutions

- Cooperation: NGO's should communicate their strategies with each other and with the national LGBTQ platform
- Education: educating educators (mandatory) on equality inclusive and properly informed (*T, GV and GN*) for teachers and future teachers – MoE, DoE
- Space: safe spaces for *LGBTQ* and *cis* students to come and discuss youth issues where the understanding of differences is an transversal pillar
- Equality counselor/advisor – the ones that are there to have more inclusive info

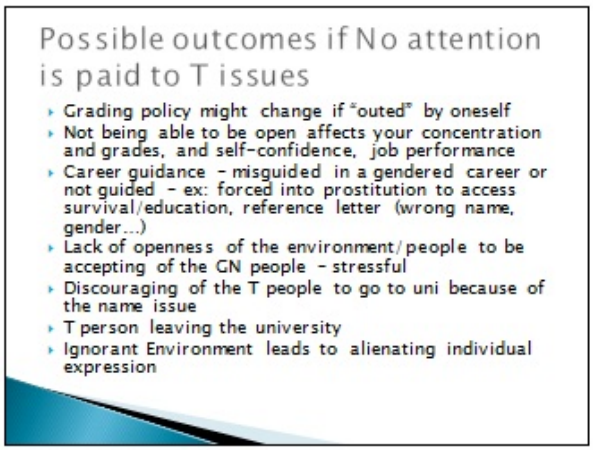
- Should the NGOs target education? UNI to NGO or the ***NGO to UNI***?
- Lobby through ANSO – proposal

## Eastern countries

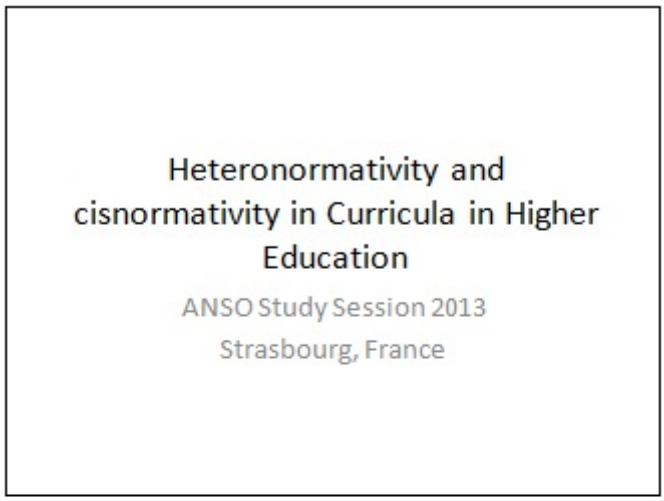
- Problems understanding the differences sex/gender/indentity/orientation
- Strict gender role – sports for T, professions
- Countries with strong religious views
- LGBTQ issues thought as sickness – treated in monasteries and psychiatric facilities
- T is INVISIBLE in the Eastern Europe
- Conflict liberal conservative teachers
- Bullying and threat of\and physical and psychological violence of LGBTQ by students and teachers
- Societal imbalance – progress made in order to accept that equality exists

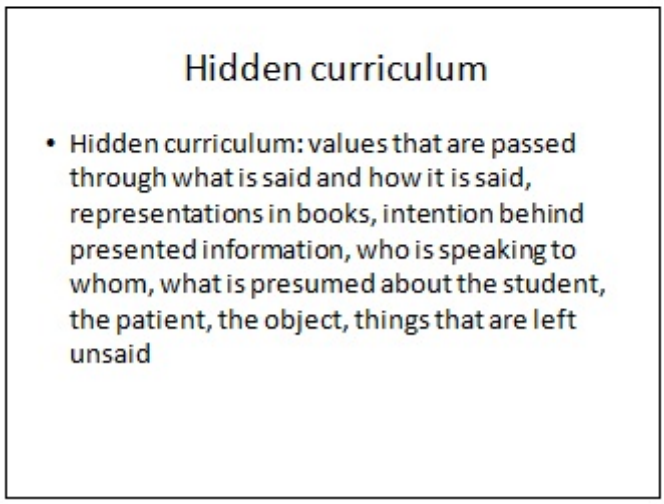
## Solutions

- Integration of the concept of gender – DGBV– (social Sci) text books or curricula
- Education for women and men on what is GBV
- Recognition at the gov level that GBV exists and that Gender is a concept
- Cooperation: NGOs – uni internships credits
- Space: safe spaces students to come and discuss youth issues – "hide" the LGBTQ discourse
- TOTs for teachers on Gender concepts
- Lobby on changing the laws that are very discriminatory – ex UKR law against homosexualism and transexualism 9711
- Books to be changed – the psychology books consider LGBTQ as diseases




**Discrimination in curricula**



## Hidden curriculum

- Hidden heteronormativity: binary gender system, gendered occupations and professions, assumed cisgender and heterosexuality
- Sustains patriarchy, traditional cultural values
- LGBTQIA has a lower rank than other social justice issues

## Why is heteronormativity not addressed?

- No funding for research -> no effective research -> no capacity or awareness to face the issues, and no empathy or insight -> the necessity for research, resources and support is not seen
- No transparency, promotion of the research that is done
- If research is done, it would challenge the system and the existing power structures

## Curricula in Client-oriented programs

- If students in client-oriented programmes (human professions) are not educated on human plurality and diversity they are not equipped to deal with non-normative individuals
- Perpetuates the heteronorm and the cisnorm

## How are trans* and queer issues addressed?

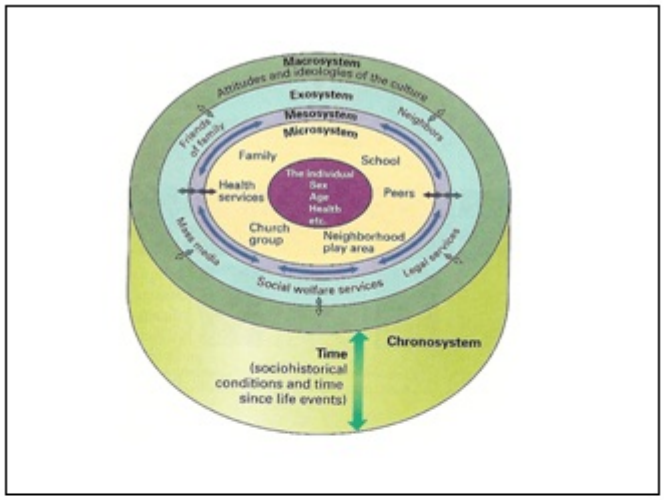
- Pathologization: if lgbtqia mentioned, it is an abnormity, a sickness, a problem
- Who is talking to whom, about what, in what context, with what intention?
- What happens when people actively challenge the norm?

## Curricula in general

- Queer-reading the curriculum: intersectional questioning of the curriculum
- Lack of diversity in literature choice, also in perspectives
- Privileges are not powerfully challenged
- Who decided what literature to use?

## Who has the power to change the existing situation?

- Professors have to be educated
- Top-down (legislation), bottom-up (organisations, legitimacy)
- In different countries NGO's might have the power to change curricula
- In other context LGBTQ community organisations can provide training for professionals in the education system




Thank you for your attention!:)

**Discrimination on administrative level**

Administrative discrimination/
structural heteronormativity

## Human rights office

- Body responsible for issues related to human rights
- Legal competence to make the decision obligatory
- promotion/education/advocacy focused on students and administration
- on-line and traditional promotion methods
- Respecting the privacy
- Safe space

## University housing

Problem:

-gender segregated dorms

-binary perspective

-partner's accommodation (monogamy dominance)

-protection of (sensitive) private data

## University housing 2

- Why is it a problem?

-not everyone is male or female

-accommodation does not always accord to preferences

-no ability/right to change the accommodation situation

no accommodation variety

- Affects everybody who needs housing
- Affects non-students and their rights

## University housing 3

- Propositions:
- formulas/applications (special field)- preferences/objections, if you don't want to fill it you can leave it blank (not required fields)
- flats for students who already have families (family apartments) with separate rooms for children
- how to avoid the promotion of monogamy?
- People should be able to negotiate, everybody should have the right to change the accommodation
- If you want to change you have to find somebody to switch for your previous place

## Forms, records and documents

Problems are:

- Only male/female perspective
- No difference between sex & gender
- Legal/preferred data
- Sensitive data protection
- Gendered language

## Forms, records and documents 2

Why is it a problem?

- Not all the people could identify themselves according to the binary system
- One's gender expression/identity does not always match the legal status
- Confidentiality of private data

## Forms, records and documents 3

Propositions:

- two separate fields (sex and gender)-filling in is not required
- gender neutral terms and gender neutral endings
- instead of creating neologisms we can use form "everybody that studies..."
- Multiple name fields (legal name, preferred name)
- Educational staff should only have access to preferred name&gender
- speaking hours in case of any problems
- Ids in form of chip cards – not to show the photo|the data all the time
- possibility to provide comfortable conditions (privacy) when filling the forms (via internet, at home)
- Two-sided student card or two separate cards (official and preferred data)
- create card with preferred data and preferred photo &official passport no.
- All data should be kept completely confidential

## Bathroom, lockers, showers etc.

Problem:

- Binary, gendered facilities
- Lack of privacy/safe space

## Bathroom, lockers, showers etc. 2

Why is it a problem?

- Being [partially] nude in presence of others doesn't feel comfortable
- Gender markers on doors etc. force to agree with them

## Bathroom, lockers, showers etc. 3

Propositions:

- Multi-user gender neutral bathrooms along with gender marked bathrooms for those who doesn't feel comfortable with that; + single-person restrooms
- Showers, lockers, dressing rooms etc. – same pattern; cubicle type

## Health care

Problem:

- No equal treatment for everyone
- The state doesn't cover some treatments
- Binary model is applied

## Health care 2

Why is it a problem?

- Some people do not suit into the binary system
- Specific LGBT issues are ignored
- Causes administrative problems, problems with gaining access to gaining knowledge

## Health care 3

Propositions:

- provide a medical advocate, connected with the human rights office
- P.E. lessons – ok if lessons are not gender separated, provide a possibility of gender inclusive teams, encourage teachers to prefer gender-neutral team sports
- Encourage gender neutral teams during university championship
- Marks for P.E. lessons – passed/not passed
- Health counseling staff, psychologists are obliged to do some course on LGBT issues
- Health care issues should be solved not only on the university levels
- Info about trans issues inside medical documentation, not made public

## Dean, secretariat, staff

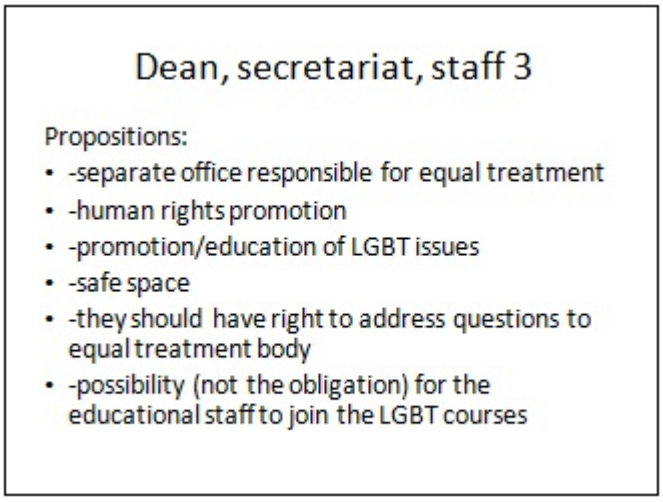
Problems:

- Not inclusive system
- Ignorant or insensitive staff
- Lack of the advocates
- Lack of the student power

## Dean, secretariat, staff 2

Why is it a problem:

- Some of the students are not treated equally
- the students can't change the situation on their own




### 7.5.3. Strategies against discrimination in higher education

**Strategies against peer-to-peer discrimination**

## Research

- identifying that there are certain traits, targets of discrimination and bullying, within different vulnerable groups (i.e. trans* ethnic, racial, religious, etc.) in order to demonstrate that equality mainstreaming is a common goal.
- how many people experience peer2peer bullying
- what types of bullying?
- under what circumstances? (e.g. sports class, educational activities, off-school, etc.)
- Both qualitative and quantitative data (statistics + face2face)

## SMART objectives

1. Arousing the interest in cooperation of other relevant student bodies by presenting research outcomes, organizing common meeting and establishing partnership in order to work towards common goal (e.g. reducing peer-to-peer bullying).

2. To establish good practice of cooperation through organizing a Human Rights Week (2nd week of December as a tribute to the International Human Rights Day) events together with other student groups.

## Power mapping

- targeting group leaders, who enjoy authority and legitimacy within their own groups in order to recruit activists for common activities
- Possible opposition from certain students' groups (e.g. religious groups, sports groups, etc.)

## SWOT analysis

- S – we have experience in tackling with human rights violations and other groups might be interested in working with this;
- W – no previous experience in cooperation with these particular groups.;
- O – creating additional space for lobbying for the LGBT cause;
- T – the LGBT group's agenda might be perceived as too controversial and thus diminishing possible cooperation.

## Communication

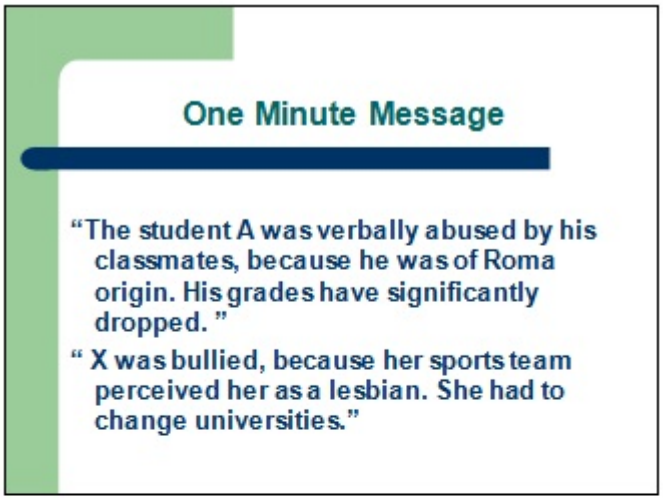
- target groups – student groups and other relevant NGOs;
- method – non-formal education and awareness raising;

## One Minute Message

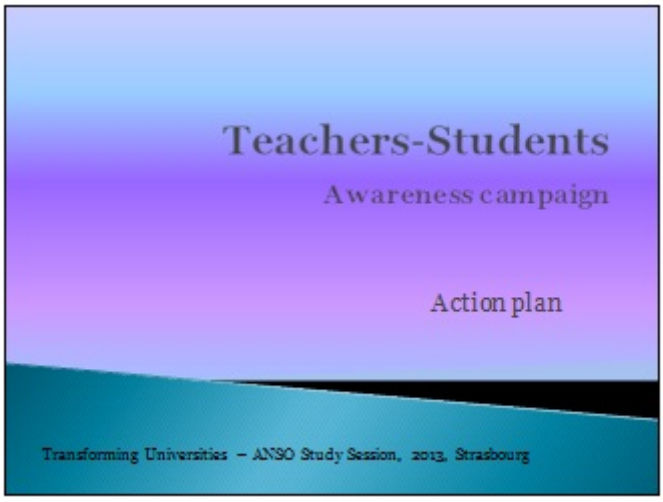
**Peer-to-peer bullying is a huge problem at higher education.**

**1 out of 3 students in University experience bullying on a peer-to-peer level.**

**It might happen due to your skin color, religion, ability, gender, gender identity or sexual orientation → it can happen to anyone and it is NOT OK.**



**Strategies against teacher-student discrimination**

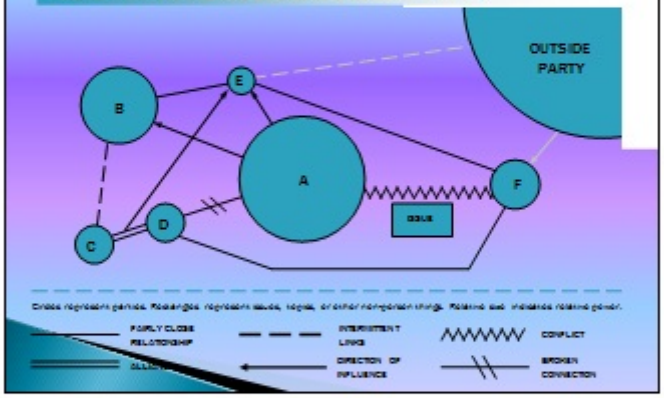


## Aim

- Raise LGBTQAI Awareness
  - Teachers
  - Uni staff
  - Students
- Strategy for building a network of trans* friendly teachers and staff who would be able to act as multipliers
- Face to face meeting with University staff and teachers

## Mapping – Actors and relations

Adapted from "Working with Conflict" RTC Manual and others




## Power mapping

## 1st SMART Objective

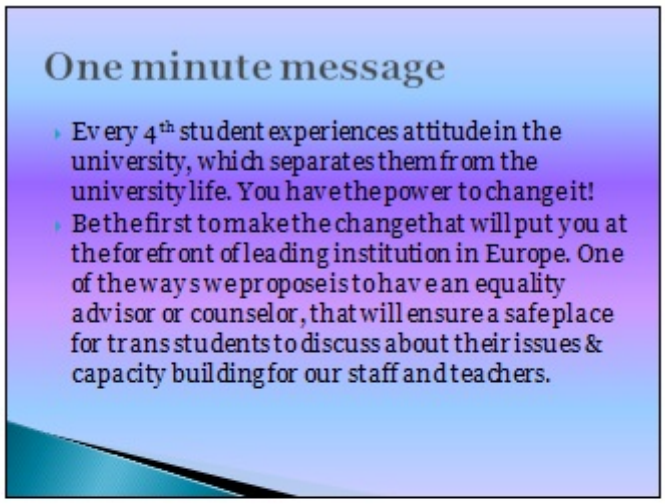
- Online anonymous survey to map if students have perceived discrimination from university staff, and teachers knowledge of trans* issues.
- Quantifiable and qualitative questions
- 6 months long
- Among university staff, teachers & students
- Sociology students and NGOs

## 2nd SMART Objective

- Based on the survey we take action
- Create a liaison system
- Train Equality Officers, perhaps from existing university advisors, who will act as a specific liaison between the staff and those who desire a change
- One academic year test period with continuous evaluation. Overall goal of having the officer become a paid position at the end of three years

## Plan SWOT

| Strengths | Weakness |
|---|---|
| Easy to measure, supported by international law | Different opinions in the group, split the group |
| **Opportunities** | **Threaths** |
| General action plan | Resistance by staff |



**Strategies against discrimination in curricula**

Issue: Adjusting curricula to a norm-critical perspective.

Causes: No training/awareness among teachers/professors of LGBTQ issues and people outside the heteronorm.

Consequences: Reproduction of the heteronorm and unawareness. Visibility of the LGBTQIA+ community etc. Discrimination and marginalization in university and in social/cultural life.

Aim: Comprehensive education that represents all of society instead of just the predominant groups, and that equips individuals with the knowledge to face all people and situations without presumptions and prejudice.

Objectives:

- Adjusting texts, course plan, subject requirements
- Expanding libraries and resources and available course options
- Training teaching staff in norm-critical anti-oppressive pedagogy

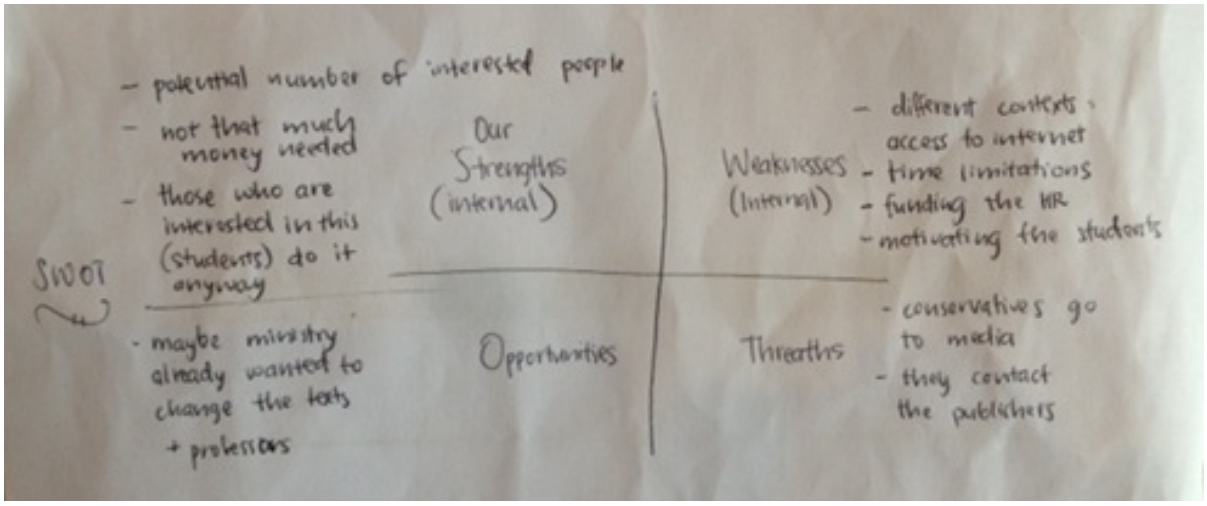
- Educating educators

Objective 1. Adjusting texts:

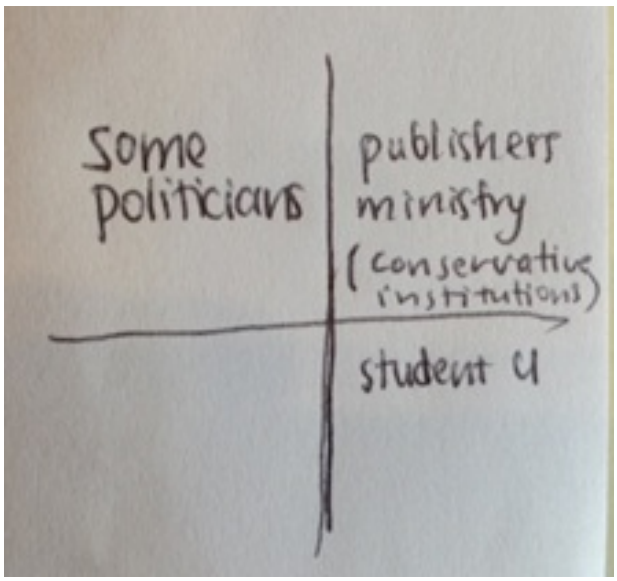
Specific: Erasing stereotypes regarding gender roles, sexualities, gender norms where possible/necessary.
Measurable: To reduce the frequency of stereotypically assumed gender/sexuality roles in course texts by 1/3 as measured by quantitative content analysis.
Achievable: Student based analysis: collection on online platform + distribution to publishers through NGOs (funding through European institutions).
Relevant: √
Timeframe: Launch of international/national server within 1 year.

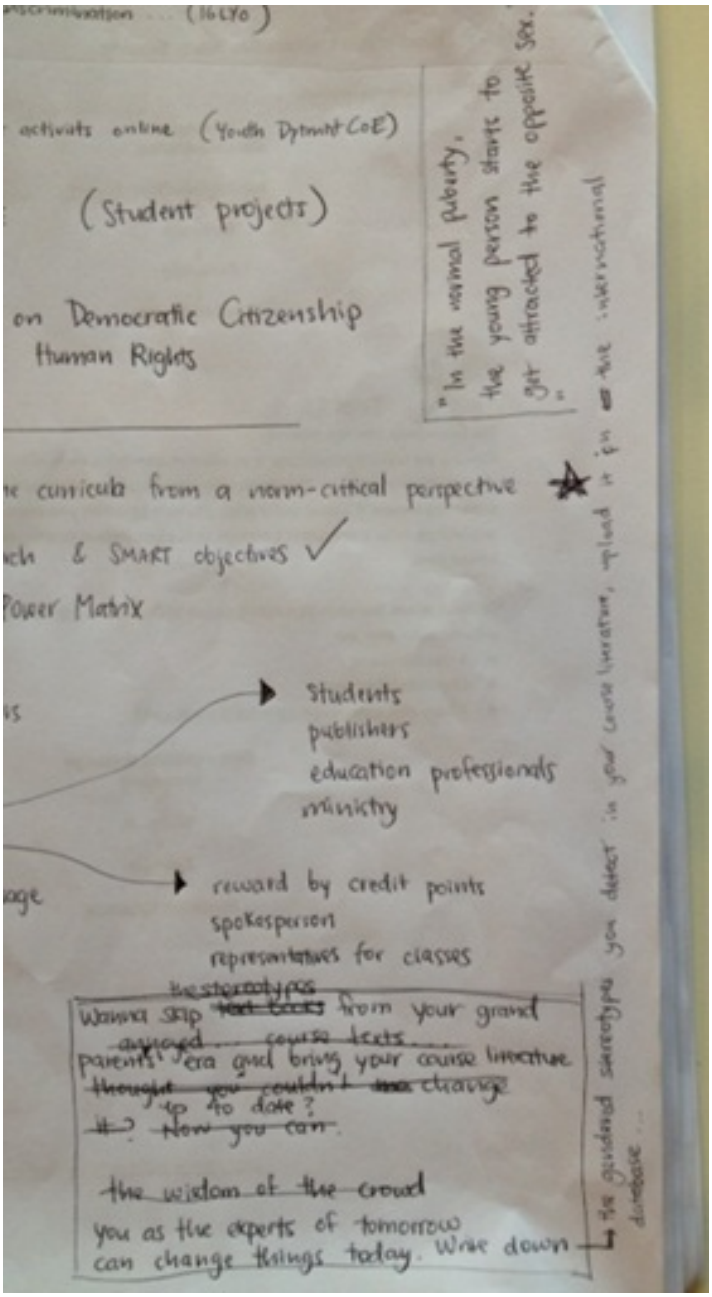
Power mapping:
Opponents: publishers and authors; conservative institutions; politicians, parents.
Beneficiaries: teachers, students, (publishers), student unions.
Allies: student organizations, NGOs, experts.
Decision-makers: course coordinators; publishers; ministry of education.

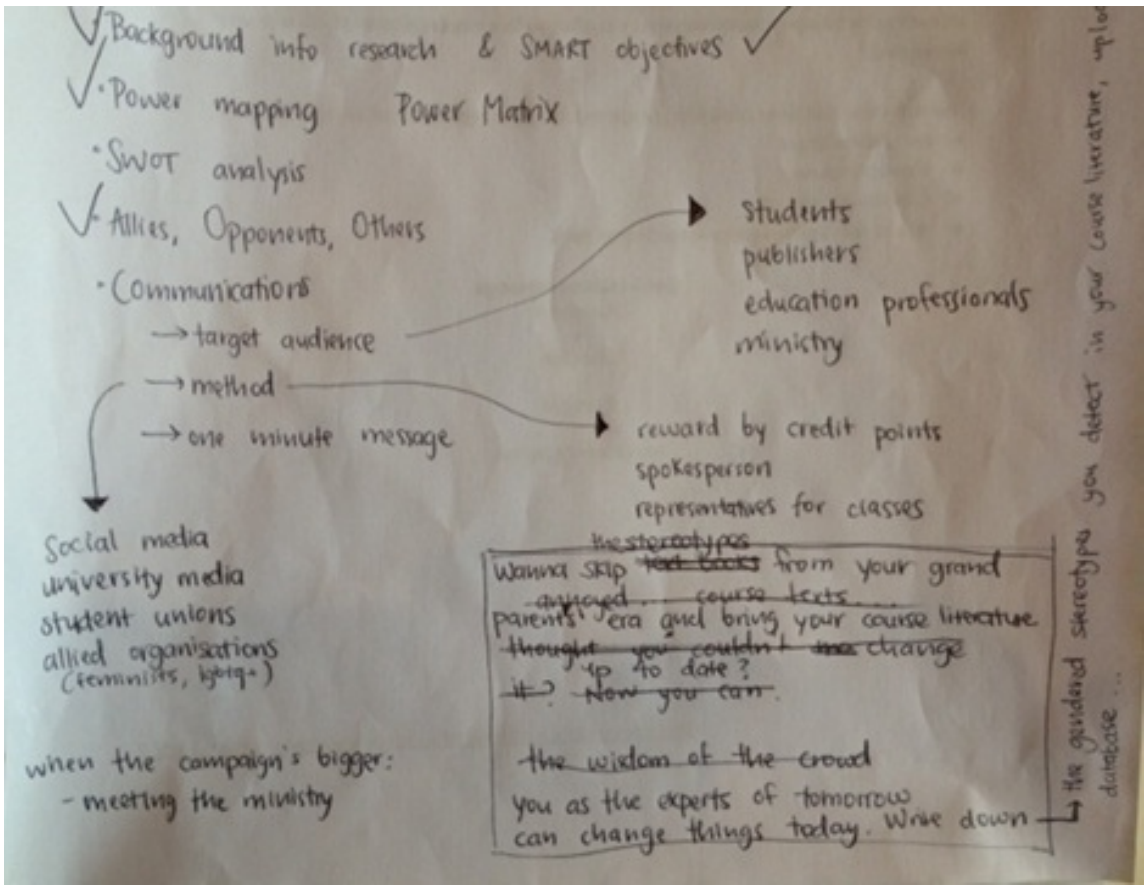
Objective 2. Adjusting course plans + subject requirement:




Our strategies (internal): potential number of interested people, not that much money needed, those who are interested in this (students) do it anyway
Opportunities: maybe ministry already wanted to change the texts + professors
Weaknesses (internal): different contexts, access to internet, time limitations, funding the HR, monitoring the students
Threats- conservatives go to media, they contact the publishers.


some politicians
publishers
ministry
(conservative institutions)
student U


activists online (Youth Dynamit CoE)
(Student projects)
on Democratic Citizenship
Human Rights
"In the normal puberty, the young person starts to get attracted to the opposite sex."
curricula from a neom-critical perspective
& SMART objectives
Power Matrix
Students
publishers
education professionals
ministry
reward by credit points
spokesperson
representatives for classes
stereotypes
Wanna skip from your grand parents' era and bring your course literature up to date?
the wisdom of the crowd
you as the experts of tomorrow can change things today. Write down




**Strategies against discrimination on administrative level**

Strategy for the
Antidiscrimination policies

## restrooms

- Objective:

- making bathrooms more inclusive (for students and lecturers/administration)

- Info research:

- mostly gender marked bathrooms
- Generaly not stated in the law or university policies
- The majority feel good with the gender neutral bathrooms
- No space/financial resources to build the gender neutral bathrooms
- Men restroom sometimes have got urinals
- Potential allies: religious people, people who have a problem with public nudity,

## Restrooms c.d.

- Power mapping:
- Administrative office of the uni/faculty/building
- Lawyers
- Uni Senate/Council/student council/parlament
- Cleaning management
- Deans of the faculties
- Students/ students organisations
- Staff
- Our own power resources:
- Organisers
- External organisations which can support us (LGBT)

## Restrooms c.d.

- Communication

Method: on-line/off-line

-inluding info about it into some more general info about renovations/changes on the university

-minimum promotion to make this issue less visible

-release for the LGBT/human rights allies

-submitting the suggestions and make and appiontment

- Mailing with notification to the students unions
- Design the sign

## Restrooms c.d.

- One minute message:
- Arguments:
- Target group: administration of the uni
- Queing for the gendermarked bathroom
- Feeling uncomfortablr sharing the restroom with other people
- Can't agree with gender signs on the doors
- Examples:

Many people are not using the bathrooms because they don't feel comfortable

Invitation to action :

We want you should to make int comofotable for everybody and create a gender neutral bathrooms during the holidays

Statement:

- There is a problem everyone has todeal with and these are gender marked restrooms at our univerity

## Restrooms c.d.

- One minute statement:

- To: administration of the uni
- There is a problem everyone has todeal with and these are gender marked restrooms at our univerity.We would like to raise the issue of gender marked bathorooms in our university. There is a research showing that this results in:
- Queing for the gendermarked bathroom
- Feeling uncomfortable sharing the restroom with other people
- Disagreement with gender signs on the doors
- A the result many people are not using the bathrooms because they don't feel comfortable. That is why we want you should to make it comofotable for everybody and create a gender neutral bathrooms during the holidays.

## Housing preferences

- Objective: improving the housing conditions

- Regulating a way to do the housing preferences
- Housing preferences week