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A CHANGE OF PERSPECTIVE: QUEER FEMINIST PRINCIPLES AS THE FABRIC OF A MODERN, PEACEFUL AND SOCIALLY JUST EUROPEAN SOCIETY

Report of the study session held by
European Students' Union - ESU

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

European Youth Centre Budapest
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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

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Executive summary

The worldwide situation of misogynist developments, seeing a backlash of women's rights being limited and taken away from them, instead of continuing the path towards a more equal society, did not leave the members of the European Students Union untouched. A sense of urgency was detected and it was articulated, that more proactive action was needed. Not only is there a weak representation of women in the student movement as a whole, which is also reflected in wider society, but these are also issues that women are facing every day in their respective countries. The current situation shows not only, that a queer feminist movement is still necessary and that we are far from reaching gender equality, but also that there needs to be a change in thinking. The approach towards a modern and peaceful society so far have not brought the society where everyone has the same rights assured and can live without fear. Current feminist thinkers are leading the discussion in a different direction, where gender equality is not an isolated aspect of our society but queer feminist approaches are interlinked and interwoven with each and every aspects of a everybody's life. Gender Equality is not a goal itself, which is reached if enough quotas are fulfilled and the pay gap is closed. It is - or can be - the basis of a modern, peaceful society, where poverty is reduced, the development its sustainable and democratic structures build the baseline for a good governance. Exploring these principles, understanding their relevance and that they are all interlinked with each other hereby identifying queer feminist theories as the fabric of new societies, was the main aim of the study session.

The European Students' Union, in cooperation with the Youth Department of the Council of Europe, organised in February 2018 the Study Session "A change of perspective: queer feminist principles as the fabric of a modern, peaceful and socially just European society". In the framework of this event, we invited 35 young people active as student representatives through our Member Unions or as youth activists in associate members or other youth organisations from all over Europe. Study Session took place at the European Youth Centre Budapest.

During the course of five days, the participants were supported by a group of facilitators with the aim to learn and share about queer feminist theories, and understand how they approach key concepts such as gender, identity, oppression, inclusion and exclusion, normativity. Participants, coming from different cultural and personal backgrounds, shared about their experience as activists and student representatives. They enhanced their capacity to support the development of organisations and societies that are built and strive for (gender) equality and the empowerment of all students and young people to take on an active role in their communities. They were presented with some examples of what gender mainstreaming and human rights advocacy looks like in the practice of policymakers and advocates on the field. They identified how queer feminist principles address oppression and exclusive behaviours, and built on other tools to complement their skills as advocates for change. Finally, they made and shared their plans to create an impact in their own organisations, universities, and communities to enhance equal access, knowledge and sharing on gender and diversity issues, promote gender equality.

The educational programme was developed following non-formal education principles and focused on what were to be the needs and interests of ESU members as suggested by ESU Executive Committee members and topic coordinators. The diversity in backgrounds made this event into a complex one in terms of development of sessions and sharing, but did cast a light on the diversity of approaches and awareness present in the student movement and ESU as the representative of 46 National Unions of Students in Europe.

Introduction

Why gender?

ESU has in recent years set Gender Equality as a transversal area of work within the organisation. Since 2011, this effort was supported by the work of a content coordinator for the field of Equality and by a Gender Mainstreaming Strategy. More recently, the *Task Force on Women's Representation in the Movement* was set up with the aim to identify structural obstacles within the organisation. It also explores at what stage the member unions are in their work on gender equality. The recent study session added to their work. It provided a moment for collective exchange between student representatives and youth workers from across and beyond our membership. Participants were guided to understand and engage with the different approaches to gender equality which co-exist in our student movement. At the same time we explored more in-depth the specific perspective brought by Queer Feminism, and how it positions gender vis-a-vis existing power structures in our societies and communities.

This study session contributed to the priority area 3 "Inclusive and peaceful societies" of the programme Youth for Democracy and Human Rights, and was implemented following the Gender Mainstreaming guidelines of the Council of Europe. Participants developed further awareness and commitment to challenge patterns of exclusion and oppression in their societies, and throughout their organisations and students' unions. ESU, as the umbrella organisation of 46 national unions, has used some of the results and reflections from the event to enhance our ability to foster a more inclusive and accessible student movement in Europe.

Aims and objectives

The aim of the study session was to explore, discuss and understand queer feminist principles within the broader discussion on (gender) equality, and to transform this learning into action. The final aim was to empower our participants to develop a more inclusive and visionary student movement, whose participants will be the next generation that form and shape their countries' societies and Europe.

In particular, the 31 participants from across Europe were invited to:

- 1) understand how the theoretical and collective approaches are linked to the personal situation of each and every participant;
- 2) generate output, which can be used on a European level and national level to advocate for women's rights and equality in a more broader sense;
- 3) pick the peaceful fight, resist and make a change in their societies whilst creating connections and an impact on a European level

Profile of participants

The study session was envisaged for ESU Member Unions who have an interest in the topic, with different levels of expertise on the topic. Whilst a majority of the participants were expected to be active within ESU or its members, we invited and actively looked for some participants from outside of the student movement and active in local or national youth organisations. All of the participants had previous background either in student rights' or human rights' activism, and represented or worked with students and/or youth on local, national, or international level. Particular attention was paid to gender and regional balance and participation from students or activists from marginalised groups was ensured.

As a result we gathered 39 between participants, facilitators and sign-language interpreters from Albania, Armenia, Austria, Azerbaijan, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Luxembourg, Montenegro, the Netherlands Poland, Republic of Belarus, Romania, Russia, Serbia, Spain, Sweden, Turkey, the United Kingdom.

The selected participants arrived with different levels of knowledge of theoretical principles, awareness, personal backgrounds, expectations, and plans. The group was more mixed, and

less experienced than we planned for, especially to unforeseen cancellations. This was especially true with regards to knowledge of gender theories, familiarity with the history of women's rights and struggles for gender equality, levels of ability to verbalise concepts and positions. The diverse composition of the group of participants was also revealing differences within our membership and/or our societies, as well as different levels of individual and organisational awareness and familiarity with concepts. The intimate nature of the discussions - e.g. focus on privilege, effect of structural oppression, shift towards a non-binary approach to gender into the discussion - was at times challenging. This was especially true for those participants who were either very new to these reflections, or - in different ways - for those who were very advanced.

The exchange was intense and challenging at times, but appreciated and eye-opening. This was not only true for the participants but for ESU itself, who wants to inspire by example a very mixed, fast-changing, and diverse membership across the continent.

Content in a nutshell

The study session was developed around an understanding of queer feminism as a critique of patriarchal power relations, and which goes beyond a gender binary fight for equality between men and women. It takes into its analysis and action considerations on power, race, sexuality, gender identity, sexual characteristics, disability etc. and their role in identity making and shaping lived realities. The concept of intersectionality as an analytic tool - useful to understand the impact of hegemonic systems of power onto marginalised groups - was at the core of the programme. Participants problematized culturally-informed definitions of 'gender' and 'sex' as may be found in national legislation or adopted by public opinion; explored the links to identities and impact of gender-based stereotyping, as well as a historical perspective on women's history, women's and LGBTQI+ rights movement. The programme provided space for discussions with experts active in the field of gender equality, gender mainstreaming, and promotion of human rights.

Results and Reflections

Among the sessions and tools we offered, which will be presented below, participants expressed particular appreciation for four sessions in particular, focusing on:

- visualisation of the historical developments of struggle for women's and LGBTQI+ rights, and different waves of feminism (Day 2)
- intersectional revision of the 'Abigail exercise' focusing on normativity, stereotypes and value-based judgement (Day 2)
- collection of counter-arguments to support activists' work for gender equality (Day 5)
- normativity, intersectionality, oppression and queer feminism offered by one of the participants (Day 4)

Doubtlessly, this study session was an engaging and valuable opportunity for ESU and the students representing their unions to reflect about our own structures and/or review our advocacy efforts and activities fostering inclusion of diversity and gender equality. Many reflections and questions have had an impact on the work of, among others, the *Task Force of Women's Representation in the Student Movement*, in charge of reviewing and implementing the Gender Mainstreaming Strategy. In ESU Board Meeting #74 (end of April 2018), the Executive Committee will hold a Gender Session - a recurring one during statutory meetings - where some of the learning from our event will be verbalised, discussed and disseminated. There, we will be able to see how new learning and reflections will be integrated in the work of our organisation. In addition, ESU has set up further cooperation focusing on gender (but not only) with IGLYO, an Associate Member, which resulted in planning of sessions at respective events.

For a lot of participants it was the first time working with the concept of intersectionality, discovering its impact in the student movement, methods, structures and priorities. Participants visibly started or further continued a personal path of reflecting on oppression and privilege, exchanging information, ideas and materials. Further into the session, participants developed more or less visionary action plans to bring about change according to personal interests, skills and abilities, and positions in their own organisations.

We tackled gender-based discrimination, but also issues such as cisnormativity, heteronormativity, classism, racism, ableism etc, and turned back the gaze onto our very event and Council of Europe structures. During the study session, Council of Europe Gender Mainstreaming guidelines were implemented and we cooperated with the Council of Europe structures to create an inclusive learning space, noticing both its merits and its challenges. As a group of facilitators, learners, and support staff, we had a first-hand experience of how audism - perhaps unknowingly - prevented us from ensuring equal access to deaf participants in all instances. We included this learning into ESU work on disability within the student movement.

The team of facilitators has planned follow-up with the participants, two months and six months after the study session. It is though still too early to evaluate whether there has been any impact, especially as participants were free to plan their follow-up at local or even individual level.

A special consideration goes to the organisational and individual learning that happened during the study session with regards to non-formal education. Many participants are active within student unions with little experience with non-formal education, if compared to other organisations active in the field of youth. Some participants expressed unease at lack of formal approach, with presentations and clear definitions, but gradually engaged with the new methods. ESU itself is currently working on strengthening its non-formal education offer towards its members at a structural level, and this study session was part of this effort.

Programme, Inputs and Discussions

This part of the report will introduce and guide through the programme of the study session, revealing main points of discussions and debates of the participants, as well as introduce to main concepts and methodology used in the session. The Study Session final programme is included in attachment.

Programme design and logic

When designing the programme, particular attention was paid to gradual and logical development of the topics, and to develop activities targeting a group with different experience, knowledge and awareness.

The five-day programme was structured as follows:

Day 1: **Stepping In**

Teambuilding and get to know each other activities, and getting on the same page with regards to different understandings of gender

Day 2: **Feminist Thinking**

Becoming familiar with the concept of gender and gender-stereotyping, and how it influences choices and judgement; enlarging the analysis to include different characteristics, and understanding 'intersectionality' as an analytic frame; sharing on the history of feminist thinking

Day 3: **Expert from the field**

Talk with expert from the field of gender mainstreaming; understanding advocacy in practice

Day 4: **Queer Feminism and Tools**

Understanding queer feminism and what this perspective offers to student and youth activism in targeting oppression and exclusion; sharing on own reality and sharing tools to resist exclusion and oppression

Day 5: **Planning Future Action**

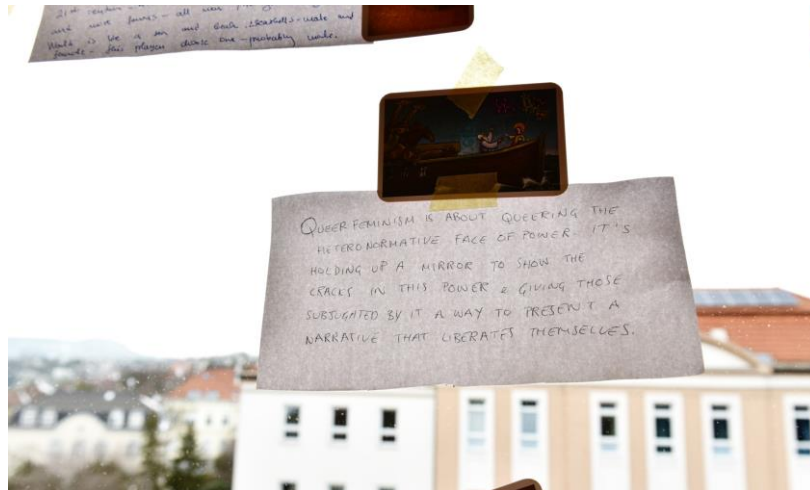
Developing project ideas and planning to create change in own communities; evaluation

Below, a closer look into each of the day, how the sessions took place and what kind of reflections took place.

Day 1 - Stepping in

Introduction

The Study Session opened with get-to-know each other and team building activities, an introductory session to the event. This was followed by group sharing exploring personal motivation and expectations, fears, personal connection to the topic, working rules. The programme was also presented. The results of these discussions and activities were left on the walls for the whole duration of the event.



A participant describes in word their personal connection to the topic.

Understandings of gender

After this introductory moment, the session went into the topic. We questioned accepted definitions of gender in the different cultural areas from which participants came from (i.e. definitions used in official dictionaries). Participants discussed binary vs. non-binary approaches, biological vs. social notions linked to the concept of 'sex' and 'gender' respectively. Participants' awareness of terms such as 'gender' and 'sex' was not homogeneous, and this session was envisaged to create familiarity with vocabulary and concepts, and what they referred to. Through another exercise, participants linked the reflection on 'gender' as a concept in the framework of identity; different individuals related to it in different ways. For some participants, gender identity took a more central role than for others, next to different other characteristics determining their personal and social identities. The afternoon concluded with an open discussion (modelled on the ['Where do you Stand' activity, Compass](#)) on selected 'hot topics' linked to gender equality, gender stereotyping and generalizations. Participants filled in ambiguous statements based on their personal experience, understanding, knowledge and opinions.

1. Men and women can never be equal because of the biological differences between them.
2. The empowerment of women, in the sense of women's appropriation of power, necessarily means a loss of power for men.
3. I am a feminist.
4. Looks are more important than other characteristics when you meet new people.
5. We should not encourage the development of an independent women's movement because it could cause divisions within communities.
6. You can not talk about sexual harassment, if you have not experienced it.
7. Everyone who is not living according to the (social) norms is not living in dignity.

Statements that were used in the exercise. Besides some issues with wording, participants took positions that were at times quite distant (e.g. 1, 4, 7).

Day 2 - Feminist Thinking

Gender and values

The objective of Day 2 was to explore the development of feminism, selected key concepts, and to introduce 'intersectionality' as an analytic tool and situate it within a timeline of feminist thinking.

The first session consisted of a revised version of the popular 'Abigail' or 'Stella' exercise (["Stella" - exercise of "gender matters", Page 136](#)). Through the story of Robyn, the participants thought about their own values in relation to morality and gender. They analysed where the different moral positions come from. In the debriefing, they discussed and understood how individuals become socialised into gender-based stereotypes or prescribed gender roles and how these processes are an intrinsic part of individual and societal morality.

Gender and intersectionality

In 'Robyn's Story Reloaded' - in the afternoon - different groups received a different version of the story where some gaps of the story were filled in with information related to race, class, gender, age. Participants discussed how such information could have influenced their characters' choices, as well as the participants' judgement. They researched the meaning behind the term 'intersectionality', visually presented it in plenary, and identified what use such a concept could have in their activism.



Two groups visualisation of different power structures influencing characters' realities and choices

History of feminism and intersectionality

Intersectionality was also one of the terms that facilitators asked to elaborate on while creating a timeline of feminism in the second session of the day. With the exercise, participants visualised the amount of knowledge they carried as a group, and became acquainted with the history of the feminist movement and with important key figures, theories, happenings.



Participants' input for a timeline of feminism ([digital version](#))

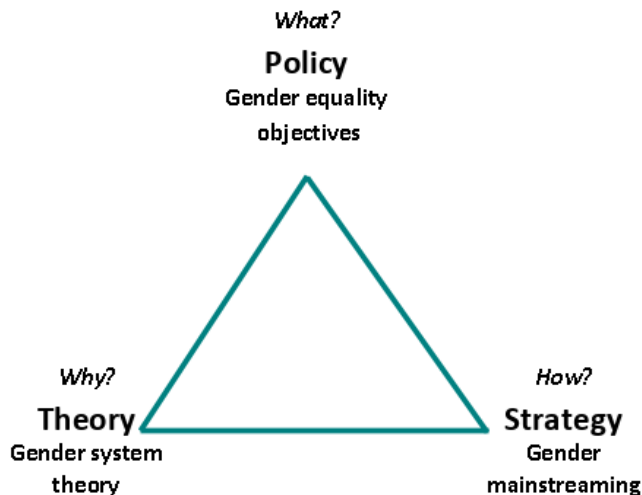
Gender and Human Rights

Dutch Human Rights Ambassador Kees van Baar - in visit to the EYCB - held a speech for our group. His input provided an opportunity to understand the links between gender and the promotion of Human Rights, with a lot of real-life examples coming from his international career outside of Europe. During his speech, he referred to his work using the human-right approach to preventing gender-based violence, issues of cultural clash over notions of gender, as well as practical examples from the field that could be analysed from a gender perspective. Participants interacted with the Ambassador based on the notions shared during the day, analysing first and foremost the post-colonial power structures at hand in his work and the need to move beyond a binary approach to gender.

Day 3 - Expert from the field

External expert - advocacy and gender mainstreaming

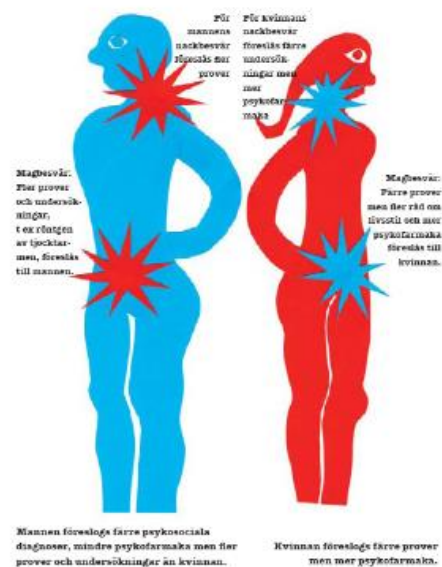
Swedish gender mainstreaming expert Ulrika Eklund was invited to present her work and to give some tips for advocacy activities. Ms Eklund shared about her background, her previous work in a political youth group, and how she cooperated with different institutions in Sweden to mainstream gender throughout the public sector (e.g. medicine and emergency response ([dermatology](#), [gendered medicine](#), public transport, public investment in education and leisure activities; [link to summary video with subtitles](#)). Her presentation focused mainly on the Swedish case and led to a debate on the virtues and challenges of gender-mapping based on gender binary ID systems, how to improve it (e.g. by cooperating with activist groups), how to advocate for other kind of data collection and the impact of this in research and policy. Participants questioned her about the dangers of focusing predominantly on gender, leaving behind systems of discriminations based on other characteristics. Participants were invited to reflect how this system could be improved, even at the very limited data collection, to offer a more nuanced understanding of oppression and privilege in access to resources.



Swedish gender equality policy consists of three parts.

Two slides from Ulrika Eklund's presentation (full presentation available in Annex IV).

Same symptoms, doctor want to treat women and men differently

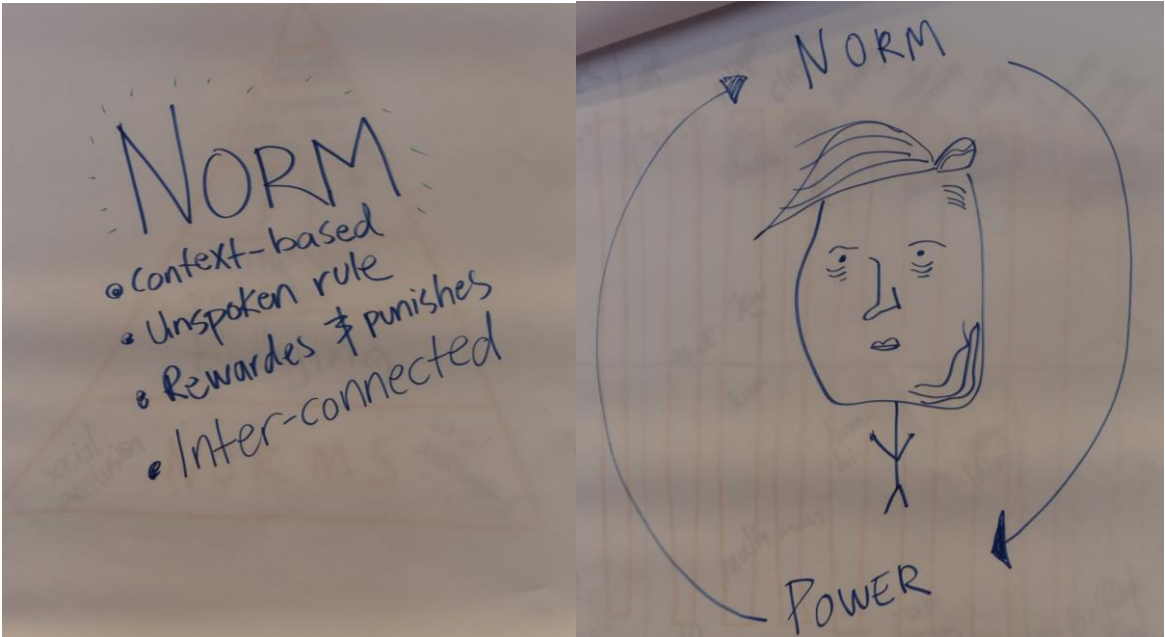


Day 4 - Queer Feminism and Tools

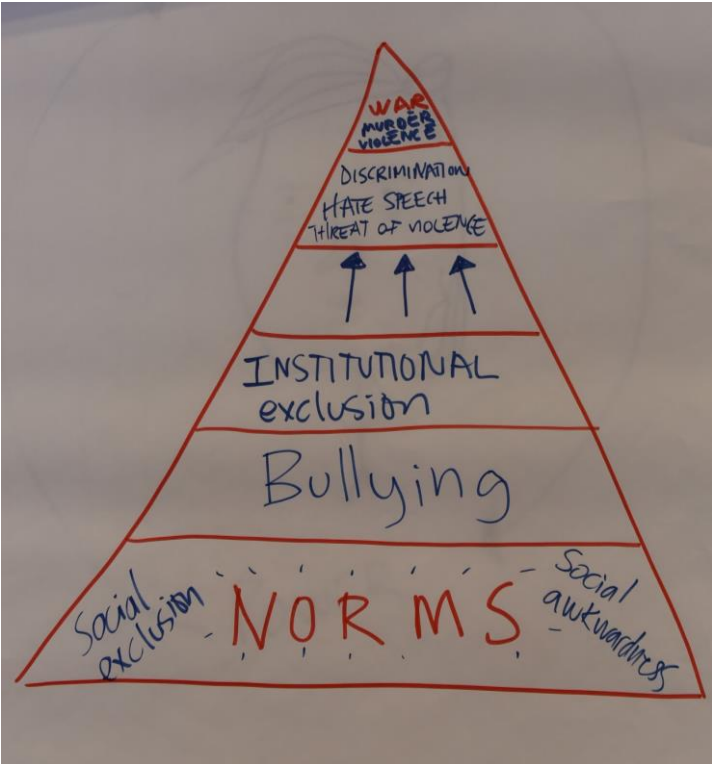
Queer feminism

During the first session of Day 4, participants were asked to work in small groups and build on each other's understanding of queer feminism and what kind of change of perspective it offers in approaching oppression. In plenary, the facilitator went back to the session 'Robyn's Story Reloaded' of Day 2. Participants conducted some small independent research on the history of queer feminism, and what positions it stands for. They were asked to understand how intersectionality - intended as the cumulative way in which marginalized individuals or groups experience multiple forms of discrimination (e.g. racism, sexism, classism...) - could be understood in this framework.

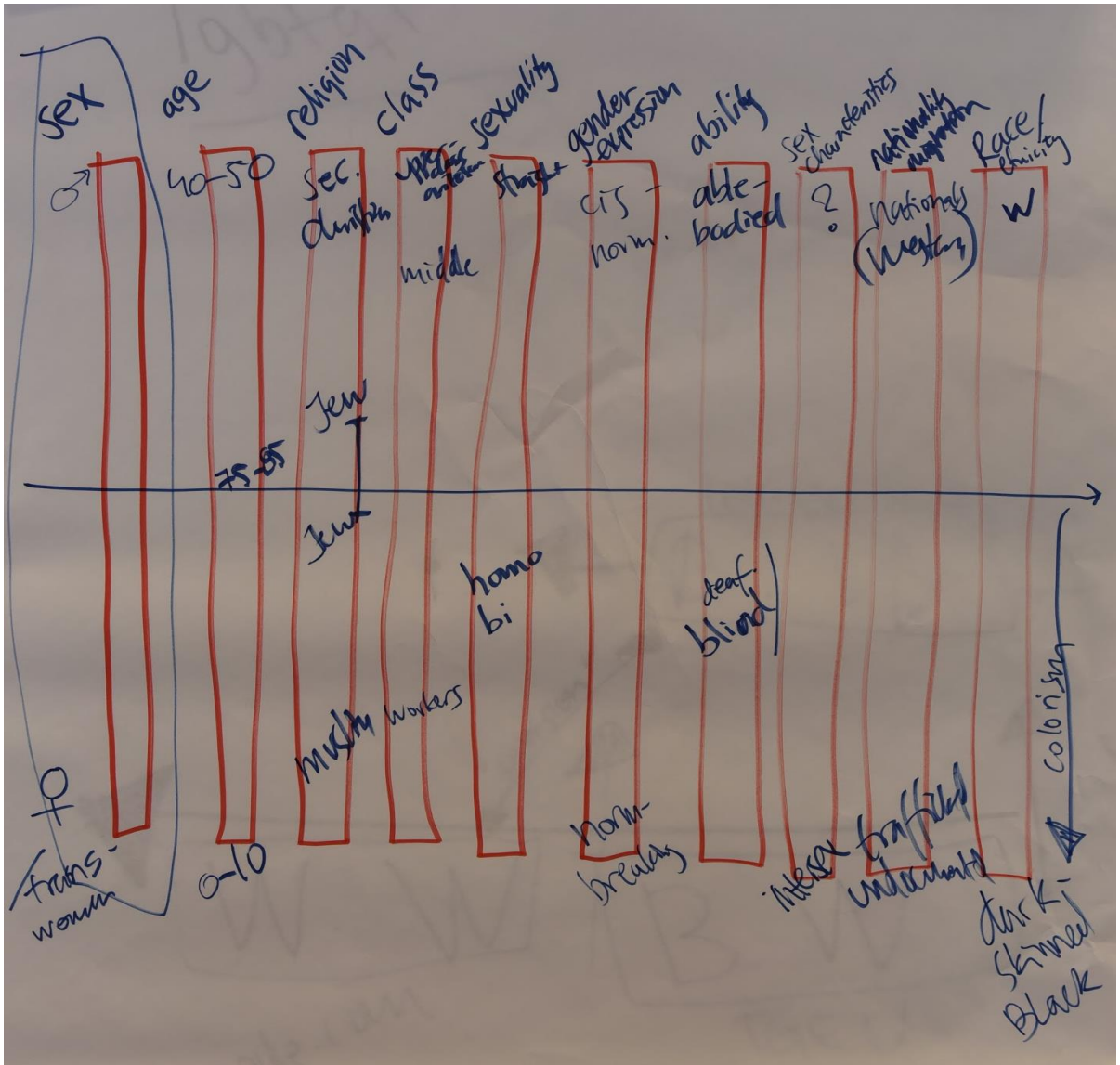
materials and the importance of taking ownership of their learning on gender, oppression, feminism(s). Some of the activities that were offered can be found in [IGLYO's Intersectionality Toolkit \(2014\)](#).



Defining norm and normativity, and their reinforcing links with power structures. For more info on normativity and norm criticism, see e.g. [IGLYO Toolkit on Norm Criticism](#)



Pyramid of Hate model: [see e.g. T-KIT 12, activity at page 221-224](#)



Structural oppression: how do different characteristics influence a person's ability to access power (sex, age, religion, class, sexuality, gender expression, ability, sex characteristics, nationality, race/ethnicity)? Participants situated the characters they were assigned and their position in their societies.

Sharing of own experience, personal motivation, learning was encouraged with participants from the beginning. In the last two days, we focused on sharing about learning and direction of follow-up activities. On Day 4, participants were asked to work individually to create analogue versions of 'Instagram posts' reflecting their everyday challenges vis-a-vis the topics that had been discussed as a way to express and socialise challenges. Feedback and sharing was left free to participants, in couples or small groups.

Challenges differed, from concerns with daily struggles to support gender equality to challenging normativity (body, sexuality, values etc.), promoting inclusive structures and equal access to education, fighting gender stereotypes, continuing own path of self-discovery, building up own activist work and find a space as a multifaceted individual in different communities, find support to continue activist activities and don't burnout.



The Analog Instagram Wall - Participants sharing their interests and daily challenges. Click on picture to enlarge and be able to read.

Master-suppression techniques

Facilitators took the afternoon to work on Master Suppression Techniques. Small groups read and discussed about one particular technique, acting it out for the plenary who guessed which one it was, shared experience or thoughts, and proposed countermeasures. The exercise was an intense sharing moment. It helped identify excluding and oppressive behaviours that are common in our daily lives, which we might endure but also adapt to the detriment of others.

Master Suppression Techniques were presented as an analytical tool to identify different mechanisms of exclusion. In the framework of this study session, it was also central to encourage reflections on how these techniques, as well as the suggested counter strategies and validation techniques play differently depending on other empowering or disempowering characteristics. How do characteristics such as those shared above (race, class, economical backgrounds, sexual characteristics, gender identity influence the ability of an individual to resist and oppose oppressive behaviour?

Participants concluded with reflections on the importance of taking on a role as counteracting allies, and how not to reproduce the same dynamics when counteracting.

Ruler technique	Counter Strategy <i>method for dealing with master suppression techniques</i>	Validation Technique <i>method for changing social climates</i>
making invisible (1.)	<ul style="list-style-type: none"> - talking up space - re-arrange the situation / ignore the abuser - insist on transparency 	making visible
Ridiculing (ONE)	<ul style="list-style-type: none"> - turn it around - do not go with the joke - questioning - ask for an explanation 	respecting
Withholding Information (α)	<ul style="list-style-type: none"> - carrots on the table - demand transparency - access to information 	Informing
double bind (A)	<ul style="list-style-type: none"> - offering / break free of the pattern - demand the right to say <u>no!</u> - not feeling guilty 	<ul style="list-style-type: none"> - Double Reward - respect individual choices
keep the blame / putting to shame (UNO)	<ul style="list-style-type: none"> - Intellectualization - take responsibility for what you reasonably are responsible - analyze the situation - do not take blame for something you can't change 	Setting reasonable Standards
Objectifying (een)	<ul style="list-style-type: none"> - confrontation - require people to relate to the relevant 	to see others as persons, not as objects
force / threat to force (oir)	<ul style="list-style-type: none"> - deescalate the situation - confronting - demand support 	<ul style="list-style-type: none"> - respecting other's boundaries - be respectful and diplomatic

Summary of Master Suppression Techniques, counterstrategies and validation techniques identified by the participants

Day 5 - Planning future action

Collection of arguments

Participants we invited are or want to be advocates for gender equality, building on their past experiences and the new tools, arguments, and discussions acquired during the week. A silent discussion took place around six main common arguments against gender equality or feminism that most advocates have or will encounter in their work:

"Men have rights and problems too!"
 "Feminists should all be equalists"
 "Some women don't want to have jobs"
 "Our President/head of the party/rector/top manager is a white cis male simply because nobody else was interested in the position"
 "There are much bigger issues in the world today than gender equality"
 "I have never seen misogyny/homophobia/transphobia so I don't think it's a problem!"

See the results of the silent discussion at Annex IV

Participants exchanged in small groups on the content of the arguments. They also expressed the need to exchange with other activists regarding useful data and studies to support own positions, as well as effective approaches, how to encourage dialogue, demand

and ensure respect, how to answer to attacks and hate. The session was particularly appreciated as it felt useful for all participants in their everyday life. It also - once more - pointed out different approaches and understandings to gender equality among the participants, with positions being more articulate than on the first day. It was successful in providing an opportunity to use (or refute) some of the arguments, discussing their validity and/or usefulness.

Personal follow-up plans

Thinking back to the sharing of struggles and realities, participants identified areas in which they would like to work and came up with personal action plans (see section below - 'Follow up activities'). They were invited to provide and receive feedback from their peers. Summaries of their plans were shared in plenary for participants to see common areas of work, identify participants who could help in the implementation, create links based on projects.

Participants were invited to use the questions to reflect on how their organisations' strategies, activities, use of resources reflect a perspective of gender equality and inclusion of diverse backgrounds and needs. They received a hand-out listing some questions to conduct an analysis from a gender and diversity perspective of their organisations focusing on 4 Rs:

1. Representation
2. Resources
3. Realia
4. Realization

The questions were a revised version of those handed out by Ms Ulrika Eklund - invited as an expert - on Day 3. The original version is available in the PowerPoint presentation (Annex IV) and more information can be found on [includegender.org website](http://includegender.org), whereas the revised version is included in Annex VI.

Conclusions

Based on formal and non-formal evaluations by participants and preparatory team, the overall impression is that the session was appreciated and answering a real need of ESU as the umbrella organisation of national students' unions in Europe.

According to the formal evaluation conducted, overall, participants assessed their experience with study session as positive. They identified all the objectives as mostly achieved. They ranked the program and methods used as mostly appropriate, but would have added more theory learning. The vast majority of participants gained confidence and competences to continue working on the theme of the session, whilst they understood on average the role of Council of Europe and its relevance. The vast majority of participants assessed positively their experience in participation, intercultural learning, group dynamics, peer learning, as well as networking and working with people with different experience background.

The majority of participants agreed that everybody had the opportunity to actively engage in the learning process, everybody's opinion was respected, the atmosphere was positive, they were satisfied with non-formal learning approach. They didn't feel discriminated and almost all participants considered study session as a safe space.

Participants benefited the most from creating a new network of contacts, getting new information, inspiration and new perspectives. On the other hand, they missed more theoretical knowledge and professional lectures.

Our membership is interested to learn more and share about the topic. Such an international activity inspired and encouraged all unions to take steps towards making the student movement an advocate for - and an example of - (gender) equality. Students were open to recognize privilege, and directed critiques to our own structures of representation while still focusing on the impact they can have in their role as student and youth activists in society. Moreover, participants were engaged and motivated by the format and the use of non-formal methods, which are generally not necessarily familiar throughout the membership.

While Queer Feminism is obviously not a new topic of interest, especially for some of our participants and/or organisations represented at the event, it was one that hasn't been discussed openly and directly within ESU. It provides a more integrated and complex approach to diversity, inclusive and exclusive structures and practices, and useful tools to reflect on the changes we want to promote, as a movement, in society. The choice of topic was, on the other hand, not an obvious one - and this study session helped pushing it through by providing resources and guidance to develop a proper learning project for it. Participants are currently developing their own projects, and ESU is monitoring any impact this activity will have at national and European level.

At the same time, the choice of topic attracted participants that were curious and enthusiastic, but at very different levels of experience and learning. Facilitating such a group was more complex than expected, and it is a learning point for the organisers. This study session has already pushed ESU to reach out more to associate members and other organisations with different areas of expertise (e.g. NFE, gender, diversity etc) but also to recognise the strength of our students and unions in representation, lobbying and advocacy at different levels.

Follow-up activities

The study session was designed in a way that allowed participants to use the acquired knowledge and experience gained at sessions for their personal development, as well as follow-up activities in their realities. One session was especially designed to receive this feedback from participants. They elaborated on own learning path during study session, and shared concrete ideas and plans for follow-up activities within the organisation they come from, on their individual reality, or within the specific group. At the same time, participants examined resources they have and tools they need. Lastly they received feedback on their proposals from other participants as well as from the facilitators.

Participants Initiatives

A list of the proposed plans was posted on the participants' Facebook page, where participants are also updating each other on the implemented projects, as well as sharing materials and interesting events.

Participants from Armenia planned an **in-house training and workshops** on queer feminism and its promotion at their organisation. They also identified best practices from other participants to improve conditions of gender equality within the organisation. A similar idea on holding a **debate space** came from several participants, for instance opening up on a free debate space for women in their organisation, planning an Oxford-format debate on gender issues to be held at universities to promote this topic among students. Montenegrin participants will organise panel discussions and workshop for and with queer people.

Participants from Belarus worked together on a project that would **improve safe spaces** within the National Union of Students and support members in finding their unique identity through a campaign.

The Polish participant is to host a workshop for medical students to **raise awareness about gender issues in their education**, and furthermore develop arguments for advocacy on gender identity at the level of general practitioners. At the end, a list of LGBTQI-friendly doctors will be published.

Some participants pointed out the necessity of **changing the internal structures of the European Students' Union** in order to make it more inclusive for more than two genders. Concrete proposal are to be presented at next statutory meetings to address current methods and tools as not sufficient. Formalisation of safe spaces should be reviewed and guaranteed.

New ideas came also to **support deaf community**. First, to create opportunities and impartment for deaf women to become leaders and second, to raise awareness and self-confidence to establish a new association for LGBTQI deaf people.

Italian and Spanish participants presented a project on promoting gender equality at university with a supportive tools in a form of **blog** with discussions with teachers, seminars and workshops.

Ideas to **host queer-feminist events** were common, for instance holding a queer-feminist hackathon, or working on the implementation of 'European Ultragender Conference'.

ESU follow-up

Facilitators are monitoring implementation through the Facebook page, as well as in their participation to ESU statutory and no statutory activities. Gender sessions are in the planned programme of our General Assembly, and the work of the Task Force on Women's Representation in the Student Movement is close to being finalised.

Participants shared resources (books, articles, videos, blogs) which have been compiled in a [spreadsheet](#), now public for participants and other interested people to share more materials.

A change of perspective: queer feminist principles as the fabric of a modern, peaceful and socially just European society

**Organised by European Students' Union (ESU)
in co-operation with the European Youth Centre
(Budapest/Strasbourg)**

Day by day programme

Sunday, 18 February 2018

Arrival of participants
19:00 Dinner
21:00 Welcome evening

Monday, 19 February 2018

09:30 Official opening and getting to know-each other. Introduction to the Youth Department of the Council of Europe and European Student Union.
11:30 Programme presentation, sharing expectations, fears and contributions
13:00 Lunch
14:30 Establishing common ground: definitions and shared understanding
16:00 Break
16:30 Sharing realities: gender stereotyping and hot issues
18:00 Reflection groups
19:00 Dinner
21:00 International Night

Tuesday, 20 February 2018

09:30 Robyn's Story: gender and values
11:00 Break
11:30 History of feminism: activists and historical figures
13:00 Lunch break
14:30 Robyn's Story Reloaded: power and power structures, sharing challenges and barriers
16:00 Break
16:30 Visit of Dutch Human Rights' Ambassador
18:00 Reflection groups
19:00 Dinner
21:00 Free Evening

Wednesday, 21 February 2018

08:30 Advocacy and Gender mainstreaming (expert)
13:00 Lunch break
Free Afternoon in the city
19:00 Dinner out in the city

Thursday, 22 February 2018

09:30 What is Queer Feminism?
11:00 Break
11:30 Sharing Realities: daily challenges, struggles and motivation
13:00 Lunch
14:30 Exploring tools and applying knowledge (part 1)
16:30 Exploring tools and applying knowledge (part 2)
18:00 Reflection groups
19:00 Dinner
21:00 Free Evening

Friday, 23 February 2018

09:30 Collecting arguments for gender equality
11:00 Break
11:30 Taking action: preparation of the follow up activities
13:00 Lunch
14:30 Evaluation - Reflection on learning and collection of feedback on the overall session
16:00 Break
16:30 Free afternoon: Documentary Screening at EYCB
18:00 Reflection Groups
19:00 Dinner
21:00 Goodbye party

Sunday 24 February 2018

Departure of participants

Aim and objectives of the European Students' Union (ESU) Study Session 2018:

Due to the current world wide developments, where male politicians take decisions over women's' rights, where conflicts quickly transform to violence, where the freedom of speech and truth are at risk, due to oppression and the post-factual era, uprising and protest of women can be observed all over the world. The current situation shows not only that a queer feminist movement is still necessary and that we are far from reaching gender equality, but also that a change in thinking is needed. The approach towards a modern and peaceful society so far have not brought the society where everyone has the same rights assured and can live without fear. Current feminist thinkers are leading the discussion in a different direction, where gender equality is not an isolated aspect of our society but queer feminist approaches are interlinked and interwoven with each and every aspects of everybody life. Gender Equality is not a goal itself, which is reached, if enough quotas are fulfilled and the pay gap is closed. But it is - or can be - the basis of a modern, peaceful society, where poverty is reduced, the development is sustainable and democratic structures build the baseline for good governance.

Exploring these principles, understanding their relevance and the fact that they are all interlinked with each other hereby identifying queer feminist theories as the fabric of new societies is the main aim of the study session.

Objectives:

- Understanding how the theoretical and collective approaches are linked to the personal situation of each and every participant, the learners will be transformed into action, exploring the current situation all over Europe. Not only analysing the current obvious oppressive momentum against women and the LGBT+ community, but also the hidden links to understand the bigger picture.
- Generating output which can be used on a European level and national level to advocate for women's rights.
- Attempting to empower the participants to pick the peaceful fight, to resist and to make a change in their societies and stay connected on a European support level to also create a more equal society on an European level.
- Taking on the lessons learned to be a more inclusive and visionary student movement, whose participants will be the next generation that forms and shapes their countries' societies, and hereby on the long run the European society.

Annex II - List of participants



COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

STUDY SESSION

EUROPEAN STUDENTS' UNION (ESU)

“A change of perspective: queer feminist principles as the fabric of a modern, peaceful and socially just European society”

European Youth Centre Budapest

19 - 23 February 2018

PARTICIPANTS' LIST

Participants

ALBANIA / ALBANIE

Name : Xhoi Bare

Organization's name : Act for Society

ARMENIA / ARMENIE

Name : Mariam Harutyunyan

Organization's name : ANSA (Armenian National Students' Association)

Name : Tatevik Hovhannisyan

Organization's name : ANSA (Armenian National Students' Association)

Name : Haykuhi Movsisyan

Organization's name : ANSA (The Armenian National Students' Association)

AUSTRIA / AUTRICHE

Name : Philipp Rouschal

Organization's name : Austrian Students' Union

AZERBAIJAN / AZERBAIDJAN

Name : Sariyya Malikova

Organization's name : Women's Association for Rational Development

BELARUS / BELARUS

Name : Andrei Kakhno

Organization's name : Belarusian Students' Association

Name : Iryna Paulovich Kuziakova

Organization's name : Belarusian Students' Association

BELGIUM/BELGIQUE

Name : John Delap

Organization's name : World Student Christian

DENMARK/DANEMARK	Federation
Name : Monika Margrethe Skadborg	Organization's name : Danske Studerendes Fællesråd (DSF)
ESTONIA / ESTONIE	
Name : Eva Liina Kliiman	Organization's name : Federation of Estonian Student Unions
Name : Martin Paluoja	Organization's name : Federation of Estonian Student Unions
FINLAND / FINLANDE	
Name : Joel Lindqvist	Organization's name : SYL - National Union of University Students in Finland
FRANCE / FRANCE	
Name: Rania Ben Amor	Organization's name: Will and Citizenship Organization
Name : Maëlys Saucian	Organization's name : Association des Sourds de Toulouse
Name : Pauline Wierzbicki	Organization's name : European Deaf Students' Union (EDSU)
IRELAND / IRLANDE	
Name : Michelle Byrne	Organization's name : Union of Students in Ireland (USI)
ITALY/ITALIE	
Name : Agnese Maturi	Organization's name : Università per Stranieri Perugia
Name : Vittoria Messina	Organization's name : Unione Degli Universitari (UDU)
LUXEMBOURG / LUXEMBOURG	
Name : Vicky Anne Francoise Reichling	Organization's name : Union Nationale des Étudiant(e)s du Luxembourg (UNEL)
MONTENEGRO / MONTENEGRO	
Name : Račić Bogdan	Organization's name : Student Parliament of the University of Montenegro (SPUM)
Name : Sara Arianna Serhatlic	Organization's name : Student Parliament of the University of Montenegro (SPUM)
POLAND / POLOGNE	
Name : Monika Spylczyn	Organization's name : IFMSA-Poland (International Federation of Medical Students' Associations)
ROMANIA / ROUMANIE	

Name : Moh Fares Jamal Eddin

Organization's name : International Students
Organization of Timisoara-ISOT/Member of
ANOSR

SERBIA / SERBIE

Name : Stefan Jeremić

Organization's name : Helsinki committee for
human rights in Serbia/ELSA Belgrade

SPAIN / ESPAGNE

Name : Gemma Del Val

Organization's name : Erasmus Student Network

SWEDEN/SUEDE

Name : Jorge Maria Londono

Organization's name : IGLYO

TURKEY/TURQUIE

Name : Mehmet Ilhanli

Organization's name : Young Peace Initiative

UNITED KINGDOM / ROYAUME-UNI

Name : Maia Almeida-Almir

Organization's name : Black women's
subcommittee, NUS Scotland

Name : Sofia Bouguerra

Organization's name : University College London

Name : Abigail Gorman

Organization's name : EDSU

Preparatory team

Name : Melanie Froehlich

Organization's name : European Students' Union

Name : Filip Příhoda

Organization's name : European Students' Union

Name : Chiara Patricolo

Organization's name : European Students' Union

Course director

Name : Francesca Bragagnolo

Organization's name : European Students' Union

Lecturers

Name : Ulrika Eklund

Council of Europe

Name : Natalia Chardymova

Annex III - List of links where information about the study session was posted online to ensure visibility

- Website:
 - <https://www.esu-online.org/?news=esu-study-session-queer-feminism>
 - <https://www.esu-online.org/?event=study-session-gender-discrimination>
 - https://www.coe.int/fr/web/youth/calendar-of-activities/-/asset_publisher/5VAiE7TKKR5m/content/study-session-a-change-of-perspective-queer-feminist-principles-as-the-fabric-of-modern-peaceful-and-socially-just-european-society
- Newsletter:
 - [https://mailchi.mp/8a56bf03a74c/e2n99973ir-446403?e=\[UNIQID\]](https://mailchi.mp/8a56bf03a74c/e2n99973ir-446403?e=[UNIQID])
 - [https://mailchi.mp/d322a26eb6cc/e2n99973ir-470507?e=\[UNIQID\]](https://mailchi.mp/d322a26eb6cc/e2n99973ir-470507?e=[UNIQID])
 - [https://mailchi.mp/35999409a1e5/e2n99973ir-487295?e=\[UNIQID\]](https://mailchi.mp/35999409a1e5/e2n99973ir-487295?e=[UNIQID])
- Facebook:
 - <https://www.facebook.com/Europeanstudents/posts/10155968461324334>
 - <https://www.facebook.com/Europeanstudents/posts/10155978593539334>
 - <https://www.facebook.com/Europeanstudents/posts/10156036206714334>
 - <https://www.facebook.com/Europeanstudents/posts/10156148801334334>
 - <https://www.facebook.com/EYCBudapest/posts/1753930601330934>
 - <https://www.facebook.com/CouncilofEuropeYouth/posts/1736931722998235>
- Twitter:
 - <https://twitter.com/ESUtw/status/94338296555363840>
 - <https://twitter.com/ESUtw/status/941697305350164480>
 - <https://twitter.com/ESUtw/status/951129012704858112>
 - <https://twitter.com/ESUtw/status/951763187048722439>
 - <https://twitter.com/ESUtw/status/966732295498600448>
 - <https://twitter.com/ESUtw/status/965572971413803008>
- Instagram
 - https://www.instagram.com/p/BfYljvgh9VD/?takenby=european_youth_centre_budapest
 - https://www.instagram.com/p/BfbNu1mBrwj/?takenby=european_youth_centre_budapest
 - https://www.instagram.com/p/Bff2v72hAVn/?takenby=european_youth_centre_budapest

The campaign to communicate the Study Session on Facebook reached a total of 10.000 users (people has seen the posts) and we obtained 6.548 impressions on Twitter.

Annex IV - External Expert's Powerpoint Slides


**Advocacy and Gender
Mainstreaming**
18 February 2018

From Youth Work to Gender Expert

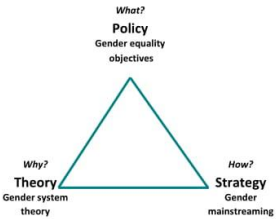
Master supression techniques, Berit Ås

1. Making invisible
2. Ridicule
3. Without information
4. Double bind. Damn if you do and damn if you dont
5. Heap blame/put to shame
6. Objectifing
7. Violence and threat of violence

A bridge – does it has a gender perspective?



More women die after heart attack



Swedish gender equality policy consists of three parts.

Sustainable Gender Equality – a film about gender mainstreaming in practice.

- <https://vimeo.com/77692813> (English)
- <https://vimeo.com/77691233> (Spanish)
- <https://vimeo.com/77672288> (French)
- <https://vimeo.com/77621315> (German)
- <https://vimeo.com/77693305> (Finnish)

Source: Swedish Association of Local Authorities and Regions
<https://sbl.se/tjanster/englishpages-411.html>

Your reflections? Surprises?

- In pairs

Figures and fact Sweden

- Anders
- 330 000 Euro, 58 minutes / day
- 27/73, 66/34
- Six years
- 4 years
- 100 000 – 200 000 children, 100 / day

Swedish national objectives for gender equality

Women and men shall have equal power to shape society and their own lives.

Subsidiary objectives:

1. Equal division of power and influence between women and men
2. Economic equality between women and men
3. Gender equal education
4. Equal distribution of unpaid care and household work and provision of care
5. Gender-equal health
6. Men's violence against women must stop

Gender Equality Index (EU)

<http://eige.europa.eu/gender-equality-index/about>



Gender Equality Index (EU)



UNDP Gender Development Index (GDI)

<http://hdr.undp.org/en/content/gender-development-index-gdi>



Your country and your organisation

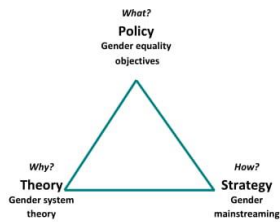
• Equality in your country? In your organisation? Give examples

• EU Gender Equality Index

<http://eige.europa.eu/gender-equality-index>

• UN Gender Development Index

<http://hdr.undp.org/en/composite/GDI>



Gender equality

• **Quantitative gender equality**

Measuring, counting ...
Gender patterns

• **Qualitative gender equality**

Different conditions, approach which is rooted in values around stereotypes and norms, female-male, heterosexual, binary

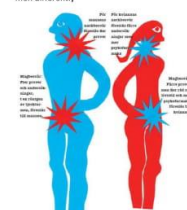
Gender system theory

The two gender principles:

- Gender separation
- Gender hierarchy, male norm

Yvonne Hirdman

Same symptoms, doctor want to treat women and men differently



Genderbias – prejudice

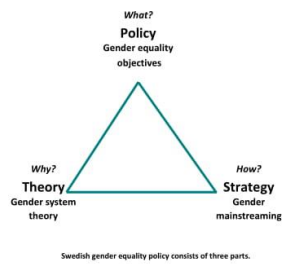
- Exaggerate and see differences where they are not
- Abstain from gender differences where they actually exist
- Do not see the patient as an individual, base everything on "typical for the patients gender"
- Genderbias = conceptions on women and men, female and male affects how patients are treated and what care is given.

What examples do you find in youth work/youth policy/your own organisation

- gender separation?
- gender hierarchy, male norm?

Consequence? Effect?

- Reflections in groups of four

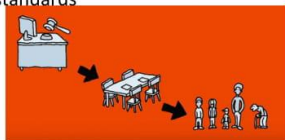


Definition CoE

- Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.

<https://rm.coe.int/1680595887>

Gender equality is created and maintained where we
 Make decisions
 Allocate resources
 Create standards



Development with a gender perspective

- **Your organisation -**
- Do you have "confined goals" or gender equality goals to ensure a gender perspective in the regular business?
- Sex disaggregated data?
- Evaluation and following-up with a gender perspective?
- And how to include trans/queer/non-binary?

Gendermainstreaming in daily work

- Public services are to be
- equally accessible,
 - of equal high quality and
 - equally well adapted to all citizens regardless of gender

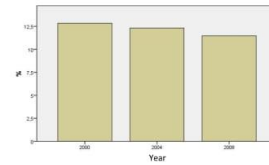
In your organisation / your work – what would be the benefit of working with gender mainstreaming?

- Reflections

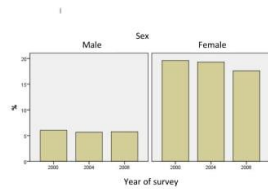
Sex disaggregated data

- Local security study in one town (Kristianstad)

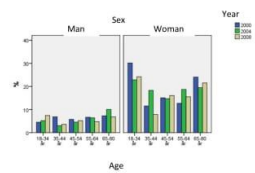
Feeling of insecurity in the area where you live



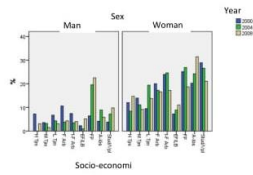
Feeling of insecurity cont.. Woman and man



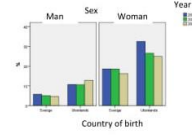
Feeling insecurity cont... woman, man and age



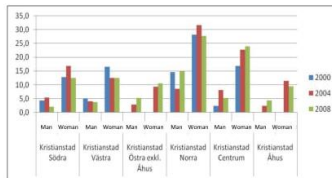
Feeling of insecurity: woman, man and socio-economics



Feeling of insecurity cont: woman, man and country of birth



Feeling of insecurity in the area where you live



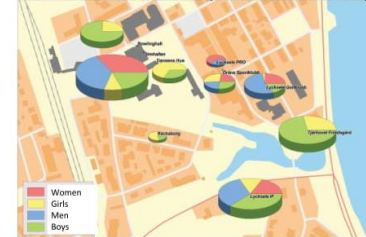
Sex disaggregated data

- What data do you have on your activities?
- What do you need to make the systems able to develop gender statistics?
- What data would be interesting?
- What are pros and cons with sex disaggregated data?

4R - who gets what under what conditions?

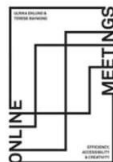
- **What is the organisations mission/core business?** – women and men, boys and girls should have equally accessible, of equal high quality and equally well adapted to all members /users regardless of gender
- **R1 Representation** – surveying sex representation (Who makes the decisions? Implementing decision? Who is the user/client?)
- **R2 Resources** – examine the allocation of resources (who gets - time, room, money, information, training...)
- **R3 Realia** – analyzing conditions (What patterns? Who needs are being met? Activities designed from norms? Met on an equal degree? Gender system? Equally accessible, equal high quality and equally well adapted to all members / users regardless of gender?)
- **R4 Realization** – new objectives and measures (to improve so the organization better fulfill its mission / core business for all regardless of gender)

Resource allocation Lycksele – GIS maps



Thanks!

ulrika@goequal.se



Annex V - Counter Arguments Supporting Gender Equality

“There are much bigger issues in the world today than gender equality”

- Women are subjected to violence, discrimination and have their basic human rights taken away from them daily. You cannot say one issue is more important than another. All human rights should be respected.
- If your resources are invested in the problem you are engaged, world becomes better anyway.
- The issue at gender equality has its influence on all aspects of our lives. Hence, we should not ignore it.
- Yes - absolutely! This is why I advocate for liberation, not the flawed concept of “gender equality”.
- And I think that is not something that can be put away. But it is important each sphere of rights block in the building.
- Maybe, but fighting for an issue does not prevent us to fight for another one. You can fight against climate change and for gender equality at the same time!
- Yes, we have many issues in our world, but let us not (unreadable). We are many fighting for a better world at the same time. One cannot take all issues at once. What cause do you fight for?
- Yes, gender inequality.
- Maybe but most of the problems came because of gender inequality.
- Gender is the child of the patriarchy, so...
- Achieving gender equality is a great parameter to check if society has reached certain standards of living quality.
- What are those? War? Hunger? Violence? And what lies at the base of these? Or what could help us resolve the problem? Let's empower women and everybody who is not heard and together make this world a better place!
- I don't think that “gender equality” is an issue! Would you ever say “there are much bigger issues in the world today than human rights? Equality should shape our system and put humans before capital.
- Yes, there are far more big issues than gender equality but that does not mean that gender equality is not a big deal.

Idea! You can develop the same activity using other methods: [fishbowl discussion](#) or Open Space technique to explore more in depth each discussion point, "[Speed Dating](#)" to discuss specific statements and test reactions, Brainstorming and wall writing combined with discourse analysis. Set up a [Community of Practice](#) and discuss some of these topics, regularly find out what's effective and what isn't, what other information you need to support your positions, what other tools you can build on!

"SOME WOMEN DON'T WANT TO HAVE JOBS!"

Does she really does not want to have jobs?
 "Does she really does not want to have jobs?"
 "Does she really does not want to have jobs?"
 "Does she really does not want to have jobs?"

That is what feminism about. A basic will and choice.

"Yes, that is true. But that doesn't forbid us to fight for those who want them."

If you want - you do. If you don't - you don't.

Those, who do not want to have something still need to have an opportunity and equal abilities to get it =>

- Yes, and it's okay as some men do not want to have...
- HERE'S TO STRONG WOMEN
May WE KNOW THEM
May WE BE THEM
May WE RAISE THEM.
- Women want a child. Women don't want a child. All fights for the right to of abortion
- ...but it doesn't matter, that there should be any barriers for women who want to be successful in work

Neither do some men. Actually, labour itself is a twisted thought, the way it looks today. No one should work!
 At least not the same amount of work we do as today. This though, has very little to do with liberation of women and other marginalized groups. The idea of having women in your home to clean up after you feed you or clean your dirty laundry - puts you as an organism lower standing in the food chain of life. Bye.

Yes, that is true. But some women want to have a job. And we have to respect their to their decisions. They have right to decide on what they want to do.

Which women???

That's why feminism is about choice - informed & non-coercive. So people can make their own decision to work or not.

So let's join forces to bring freedom of choice to all people genders. This is feminism. Also CAREWORK. GET THE RESPECT THE NEEDS & RESEARCH

Wouldn't it be great if we could build a society where the distribution of work in the homes and in the labor market was more about what people want to do and less about expectations based on gender roles?

good to know, but it doesn't change the need to advocate for woman rights and equal opportunities



"FEMINISTS SHOULD ALL BE EQUALISTS"

EQUAL RIGHTS ARE ABOUT
 EQUAL OPPORTUNITIES AND
 EQUAL PRIVILEGES AS WELL -
 NOT ABOUT SAME GOALS OR CHOICES.

FEMINISM IS BORN ON ALTERING THE HISTORICAL, SYSTEMIC DISCRIMINATION AGAINST WOMEN (AND ALL LGBTQIA PEOPLE IN QUEER FEMINISM) ACROSS ALL ASPECTS OF SOCIETY, FROM THE ECONOMY TO THE MEDICAL TO THE EDUCATION TO THE DOMESTIC. BLACK AND WOMEN AND TRANS PEOPLE AND QUEER PEOPLE SHOULD BE EQUAL AND HAVE EQUAL RIGHTS - FIGHTING AGAINST BIAS ATTITUDE AND DISCRIMINATION IS NECESSARY TO MAKE THE WORLD A BETTER PLACE. WE BELIEVE IN EQUALITY AND WE'RE ALSO GREAT ABOUT THE WORLD AND HOW FAR WE'VE COME AS WOMEN AND LGBTQIA PEOPLE HAVE BEEN AND CONTINUE TO BE.

"feminism, in its definition, means fighting for equality between genders. Feminists don't want to dominate over men, they want to regain the power they are losing."

To be feminist means to fight for women's rights, not to be equal with men.

The word "equity" sounds better



WOMEN WANT FUNDAMENTAL HUMAN RIGHTS

Feminism implies equality, but there are types of feminism that go far more and want patriarchal institutions to be challenged.

Aren't they? Feminists fight for equal rights and possibilities for everyone.

Well, Yes :)

Feminism exists because of the systematic oppression that has permeated nearly every level of society. We should be advocating for the right to feel safe, equal and respected in society, regardless of our gender, sexuality, race, class, age, or what have you. Lets make the world a better place to live in.

MANY PEOPLE GIVE THEIR CAUSE THE NAME OF WHAT THEY FIGHT FOR. WE CALL IT FEMINISM BECAUSE WE FIGHT FOR FEMMES + GENDER OPPRESSED FOLK. ALSO, EQUALITY AS AN IDEA IS FLAWED!

Everyone should be!

"OUR PRESIDENT / HEAD OF THE PARTY / RECTOR / TOP MANAGER IS A WHITE CIS MALE, SIMPLY BECAUSE NOBODY ELSE WAS INTERESTED IN THE POSITION"

↳ He would be interested in the position
↳ Nobody else was interested in the position

"Your president as a white cis male because, unlike some ♀, POC, transgender/non-binary people, he didn't have to face obstacles and oppression along his way to power"

Nobody gets anywhere in life without help - whether that's from our parents, teachers, role models, or social structures. Meritocracy cannot exist in the world we live in so there's more to consider than reported interest in a position.

Wow there must be a recruiting problem here!
Have you considered revising the "feed in" channels to see if there is some exclusion or unintended bias going on?
Lacking diversity in applicants the way missing out on a lot of talent

You can't say for sure. He doesn't have to hide himself in a closet.

Bobble Hinding you may think about this

Good for him!

Our president is a white male because in my country, people think this position needs "strong" personality. It is not because nobody is interested in the position but it is because people think a LGBTQ+ or a woman can't adequately do the job. But reality is they are interested in it and can do it!

POC, LGBTQ+, Disabled people don't have the same opportunities as a white cis male does.

No one refuses to be in the lead position. We only took advantage of all the privileges our society could offer to a white cis male.

Yellow sticky note

Companies can increase their access to more talent by ensuring that their leadership is diverse. If people who are white cis males see someone like them in leadership roles they might feel more welcome to contribute... to use their talents to contribute to the success of that organization. But if they feel unwelcome they won't apply.

Might anyone from a group with the rights be interested in taking the power institution is unequal power, if the power institution is surrounded by stereotypes of masculinity/cruelty/whiteness etc.

When people ask: "What is A CIS WOMAN?"
 -for example- it can be VERY TIRING for some people. Queer Feminism offers techniques to prepare yourself to advocate for Human Liberation. ~~This is important~~ Because if you do not know or if you can not see other people in your country it is difficult for you to advocate with them!!

" I HAVE NEVER SEEN MISOGYNY/HOMOPHOBIA/TRANSPHOBIA SO I DON'T THINK IT'S A PROBLEM "

For a very long time I was 100% SURE that the problem of UNEQUALITY doesn't exist in my surrounding, because it was very natural for me to be in a very comfortable gender-box, which was constructed by the society. Till the moment you get this, you would probably see any controversial points.

How can we best help people "get" this? Without making fun of them?

Good for you!
 But other people have, so maybe listen to them.

AND HAVE YOU SEEN A SPECIES GETTING EXTINCT AND DISAPPEARING FROM OUR PLANET? THE FACT YOU DIDN'T ENCOUNTER A PROBLEM (MAYBE, THINK, YOU ARE PRIVILEGED?) DOESN'T MEAN IT DOESN'T EXIST!

As ever, the Burden falls to oppressed people to raise their voices...
 When hearing statements like this it is important to engage with the speaker in a way he/she/they can understand. This is called "reception". So, when someone says this, we can gently explore with them why they said this without shaming them (too much) so they can receive new information well.

It is not a problem, it is the reality that everyone should admit!

Not wearing pink isn't a problem, it is just a choice. It doesn't mean that people who do it are homophobic. You don't have to wear pink to be a feminist. Not every choice is a political statement.

If you are silent in the face of oppression, you are taking the side of the oppressor. Just because you don't see it doesn't mean it doesn't exist.

I have never seen an alpaqa in my life but I'm pretty sure they exist!

CONGRATULATIONS!

BUT I DOUBT IT - WE ARE SURROUNDED BY THESE THINGS. YOU HAVE TO CHOOSE THIS KIND OF IGNORANCE.

Yes, you did it.

Because you are not women/gay/trans.

It doesn't rely on you.

I HAVE NEVER SEEN POLAR BEARS STARVING IN MY NEIGHBORS SO I DON'T THINK CLIMATE CHANGE IS A PROBLEM!

HARD TO BELIEVE IT

WEAR YOUR GLASSES!

The fact that you can't see a problem, doesn't mean that the problem is not existing but that you don't see it through thought.

It's never too late to open ur eyes. It's hard but u get grown up.

Annex VI - 4Rs tool for Mainstreaming Gender and Diversity

4R - WHO GETS WHAT UNDER WHAT CONDITIONS?

What is the organisation's mission/core business?

R1: REPRESENTATION - Who makes the decisions? Who is implementing the decision? Who do you (claim to) represent? What patterns can you see with regards to access and representation in different bodies, events, settings of the organisation?

R2: RESOURCES - Examine the allocation of resources (who gets time, room, money, information, training...?)

R3: REALIA - Analysing conditions (What patterns can you observe and how can you measure them? Whose needs are really being addressed and/or met? What spoken or unspoken, conscious or unconscious norms define the priorities, rules, and actions of the organisation? Are activities equally accessible, of equal high quality and equally well adapted to all members? Can you observe patterns with regards to gender, socio-economic backgrounds, ability, nationality, ethnicity, age, sexuality, sexual characteristics, religion, religion, cultural background?)

R4: REALIZATION New objectives and measures: what kind of actions should be promoted in the organisation so that it fulfils its core mission?