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Budapest, 19 September 2018

"Under the Rainbow - LGBTQI, Volunteers and International Students"



Report of the study session held by

Erasmus Student Network (ESN AISBL)

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

European Youth Centre Budapest, 8 – 15 April 2017



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

This is the final report of the “Under The Rainbow” Study Session organized by the Erasmus Student Network AISBL (ESN) in partnership with the European Youth Centre of the Council of Europe between the 8th and 15th of April 2018 (including travel days). During the 6 programme days participants explored, discussed and created an open, safe(r) and inclusive environment for people with different backgrounds and identities.

The full composition of 40 attendants of the group included 34 participants, 5 trainers/facilitators and an external guest speaker (from IGLYO), supported by an Educational Advisor by the Council of Europe Youth Department.

During the study session the participants learned a basic understanding of terms commonly used in and related to the topic of LGBTQI+, including different dimensions across the concepts of gender, sex and sexuality. Within the programme Youth for Democracy and Human Rights of the Youth Department of the Council of Europe the study session contributed to the priority area “Inclusive and peaceful societies”, especially to the programme orientation "Multiple discrimination and intersectionality (including gender equality, sexual orientation LGBTQI, gender identity and disability)".

Background and Overview of the study session in a nutshell

The purpose of this study session was to create an opportunity to explore the LGTBQI+ topic and have a strong understanding of the concept of social inclusion and its implementation within ESN. This is an important step for ESN as an organisation because it embraces the concept of intersectionality and the idea that full inclusion happens when it supports all people, regardless of their background or needs, in a safe(r) space.

All participants were able to bring their areas of expertise and knowledge, open-minded personality to create a rich study session, combining sharing of personal experiences, introduction to theoretical concepts, the concepts of social model of the LGTBQI+ topic, social identity and intersectionality, with a focus on gender, sex and sexuality provided space for participants put their learning into practice putting inclusion into reality.

We are delighted to see already the short-term impact of the programme, as participants have been very active in sharing experiences, exchange knowledge and participating in activities which have enriched the study session. Participants created many practical initiatives which they will collaboratively further develop after the study session.

Introduction

The Erasmus Student Network (ESN) is the biggest inter-disciplinary European student organisation in the field of mobility. ESN is a non-political, non-profit and non-religious organisation with over 14,500 volunteer members from local student groups (so called sections) in more than 1000 Higher Education Institutions in 40 countries. ESN supports educational, social and cultural integration of international students and provides practical information for incoming and outgoing students about various exchange programmes. Furthermore, ESN provides intercultural experiences to students who cannot access a period abroad (internationalisation at home). The vision of ESN is the enrichment of society through international students – thus, ESN works to foster the mobility of students under the principle of Students Helping Students. ESN provides its services annually to about 180,000 international students in Europe and beyond. ESN's activities comprise hundreds of projects developed at all levels

Vision, Mission and Values of ESN

Vision

The vision of ESN is "Enrichment of society through international students."

Mission

The mission of ESN is "ESN is the key volunteer student organisation in international higher education in Europe. We provide opportunities for cultural understanding and self-development under the principle of SHS - Students Helping Students."

Values

The values of Erasmus Student Network that all members stand and work for are:

- **Unity in diversity, diversity in the unity**
We all have different backgrounds, but share one common aim and goal.
- **Students helping students**
We passionately commit ourselves to volunteering for the benefits of others
- **Fun in friendship and respect**
We enjoy relations based on respect.
- **International dimension of the life**
We are open-minded, mobile, like to discover and explore, to co-operate and to interact to break borders
- **Love for Europe as an area of peace and cultural exchange**
We live and benefit from the cultural richness of Europe to the utmost.
- **Openness with tolerance**
We understand and accept others and learn from them
- **Cooperation in the integration**
We share a holistic view towards internationality

Aims and Objectives

Aim of the training

The aim of this study session was to equip ESN volunteers with the relevant knowledge about LGBTQI+, social inclusion and intercultural differences, which allow them to implement quality measures at their local organisations that promote a better environment and support for LGBTQI+ students to study abroad.

Objectives of the training

- Participants have a basic understanding of terms commonly used in and related to the topic of LGBTQI+;
- Participants are able to speak about LGBTQI+ issues confidently and without fear of reprimand;
- Participants have a basic understanding of LGBTQI+ realities, including different dimensions across the concepts of gender, sex and sexuality;
- Participants will have gained more self-awareness about their own gender, sex and sexuality and are able to relate to these issues on a personal level;
- Participants have a strong understanding of the concept of social inclusion and its implementation within ESN;
- Participants have a basic understanding of social identity and intersectionality, with a focus on gender, sex and sexuality;
- Participants are aware of the challenges and difficulties faced by LGBTQI+ students when moving abroad for a period of study or internship;
- Participants are able and confident to reproduce the knowledge acquired during the training;
- To motivate and enable the participants to actively use information as part of their own learning and in their activities;
- Participants will have compiled a set of best practices and practical tools aimed at creating more inclusiveness at ESN events and during ESN activities, particularly when it comes to the topics of gender, sex and sexuality;
- Participants will have learned ways through which they can create synergies with LGBTQI+ stakeholders at the local level.

Participants

ESN has a long-established structure and a strong network, where individual members directly affiliate with their local, national and international ESN structures.

At this study session there were 40 participants in total from 29 countries. The number of participants includes the prep-team with 5 trainers, 1 participant from European Educational Exchanges - Youth for Understanding (EEE-YFU) (another youth organisation working with exchange students, but with even younger participants) and 34 participants from ESN. We invited participants from diverse countries in order to gain a greater understanding on how LGBTQI+ and intercultural differences are perceived across the continent. The preparatory team made a selection of pool of trainers through ESN's training programme "Eduk8".

Participants came from the following countries:

Spain, Hungary, Azerbaijan, Greece, Portugal, Turkey, Russia, Poland, Romania, United Kingdom, France, Italy, Belgium, Finland, Bulgaria, Czech Republic, Serbia, Austria, Lithuania, Sweden, Switzerland, Cyprus, Germany, Ireland, Norway, the Netherlands, Denmark, Estonia and Latvia.

A call for participants was sent out to the network, and out of the 120 applicants 34 were selected based on considering:

- Gender balance and geographical balance.
- That most of the participants were between 18-30 years old.
- That all participants had a good knowledge of English.
- That participants were persons actively involved in youth organisations, either as students or volunteers.
- That the group represented a diversity of LGBTQI+ backgrounds and experience.
- That participants were interested in the topic of LGBTQI+, wanted to learn more about the topic and gain skills on how to bring the LGBTQI+ perspective into the local communities and organisation.
- That participants clearly defined their plan on how they would share the knowledge and skills gained in the project with their organisation and local community.
- Participants confirmed that they would be able to get actively involved for the full duration of the session.

We tried to have a gender balance event but we did not manage to have a gender balanced group; 23 participants were female, 15 participants male and 2 non-binary.

Topic - “Under the Rainbow - LGBTQI, Volunteers and International Students”.

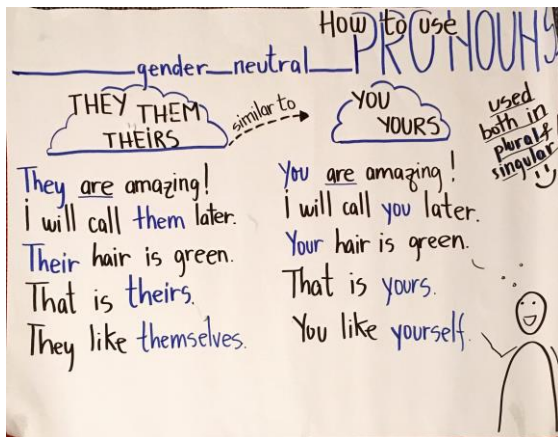
The title of the event was “*Under the Rainbow - LGBTQI, Volunteers and International Students*”. The purpose of this event was to equip ESN volunteers with the relevant knowledge about LGBTQI+, social inclusion and intercultural differences, which allow them to implement quality measures at their local organisations that promote a better environment and support for LGBTQI+ students to study abroad. The team proposed that the following list is what the participants should be equipped with. Note that this largely overlaps with the list of objectives above, but the points are not completely the same.

- To have a basic understanding of terms commonly used in and related to the topic of LGBTQI+.
- To be able to speak about LGBTQI+ issues confidently and without fear of reprimand.
- To have a basic understanding of LGBTQI+ realities, including different dimensions across the concepts of gender, sex and sexuality.
- To acquire more self-awareness about their own gender, sex and sexuality and to be able to relate to these issues on a personal level.
- To understand the concept of social inclusion and its implementation within ESN.

- To have a basic understanding of social identity and intersectionality, with a focus on gender, sex and sexuality.
- To face the challenges and difficulties faced by LGBTQI+ students when moving abroad for a period of study or internship.
- To have the ability and confidence to reproduce the knowledge acquired during the training.
- To have the motivation and ability to actively use information as part of their own learning and in their activities.
- To have a set of best practices and practical tools aimed at creating more inclusiveness at ESN events and during ESN activities, particularly when it comes to the topics of gender, sex and sexuality.
- To have knowledge of different ways through which they can create synergies with LGBTQI+ stakeholders at the local level.
- To know about methods and tools that they can take to their local communities in order to promote inclusive intercultural activities.

Programme - Inputs and discussions

Block 1 "Introduction"



We started the introduction block on Sunday evening by some get to know each other games, but also by introducing the concept of pronouns. This is really important to include in all trainings and meetings as it shows a sign of awareness and desire to include all identities. Pronouns are personal, and even though many people use the pronouns he or she, there are

also people who use gender neutral pronouns like they (among others). The pronouns a person uses should not be assumed, so it is better to give people the chance to share, or ask them.

Day 1, Monday, was fully dedicated and aimed to create a safe(r), inclusive space and comfortable environment from which participants could have an overview of the 6 days long activity together and working on group building.



The first activities were name games, icebreakers and getting to know each other games. In the morning of March 9th we started the day with the welcome space - an interactive introduction to the study session with separate spaces each presenting different topics: The Pronoun and movement game, Human Bingo, Paper Planes, Rainbow rules, Speed-dating, Scavenger Hunt, Chair balance game, Debriefing + Social contract and the 4 stations.

During the first day the participants also took part in team-building activities, shared their expectations as well as learning goals and the "Rainbow rules". At the end of the day, there was space for the reflections groups and feedback.

Participants were arranged so that they could be standing in a circle and everyone could hear each other speak. Each person had to think of a word that describes themselves as a person and a movement for each syllable of their first name. The catch was that the word must start with the first letter of their first name.

The team introduced the "Rainbow rules" to follow during the study session

- Be on time
- Respect each other
- Responsible for your own learning
- Have fun

After it we had the opening speeches, those speeches were done by the Trainers team, by Laszlo Milutinovits, Educational advisor at EYCB and our trainer Dani with the logistics of the building and how the participants were supposed to deal with the reimbursements.

Then different activities and team building sessions were done during the day including Speed-dating to get to know each other, Scavenger Hunt to get to know the EYCB and Council of Europe, Chair balance game to build trust and creating a Social contract for our group.

The debriefing of the exercises led in a way to showcase the attitudes that were needed to work together, especially having such a big group. After we had gone over the feelings and findings about group work, we were collected recommendations to ourselves on how to maintain a good atmosphere for the whole week.

Some of the elements on our social contract:

- Listen to each other
- Respect each other's opinions
- Be focused
- Be attentive of others' needs

We then went more into depth to build a strong foundation for our training. We had 4 stations where we explored *expectations, fears, needs, contributions*, our *agenda*, but also a bit of introduction to *learning and non-formal education*.

Station #1: Expectations & fears + Agenda

Participants needed to write their expectations/fears in post-its (one per post-it).

After everyone wrote their expectations/fears, they paired up and shared them with another participant.

After this session, the trainers introduced the aim, objectives and agenda briefly, so every participant could understand the process of the programme and agenda of the study session.

Then the participants were asked to stick the expectations/fears on the session that they thought will cover this expectation.

Station #2: Needs

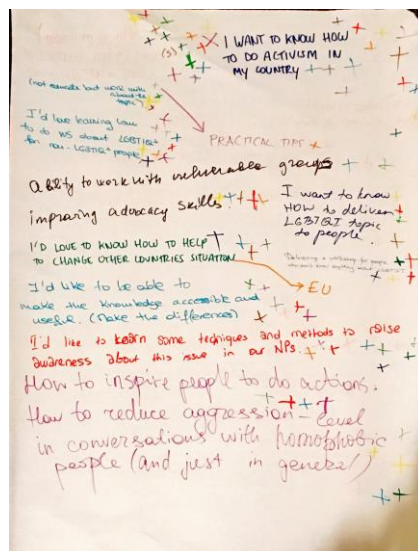
Participants were asked to reflect on what they needed from others and wrote it on a post-it. After everyone thought about and defined it, they were be asked to pose (make a human statue) to represent those needs.

Others could then take a couple of guesses. After those guesses the participants shared what was the need(s) expressed.

In the end, after everyone sharing, participants were challenged to create a collective picture frame representing their collective effort to fulfil each other's' needs.

Station #3: What can I contribute with? Where do I want to be?

3 flip-charts were headed by the words "Skills", "Knowledge" and "Attitudes". In silent brainstorming, participants needed to add words to these 3 flipcharts. They could also put (+1) on others' input to show they also have this S/K/A.



Station #4 Intro to NFE & Learning

The participants had got to solve a puzzle with terms connected to the different styles of learning and education, to better understand the concepts of formal education, non-formal education and informal learning. After solving the puzzle, the participants engaged in a discussion about the different styles of education, with finding examples for each and also looking at the pros and cons of each.

After it, participants were re-grouped to create the reflections groups for the whole week, where they could share the impressions of each day and give feedback to the trainers team.

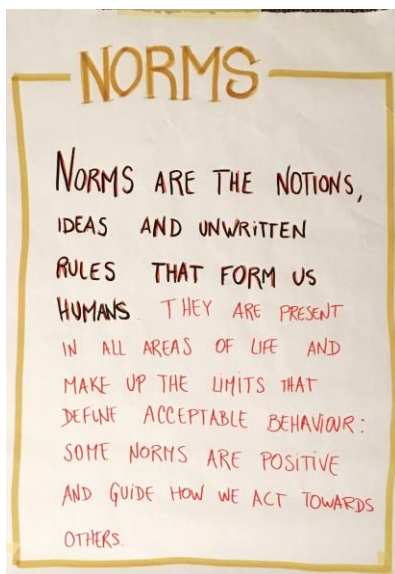
	MONDAY 9 April	TUESDAY 10 April	WEDNESDAY 11 April	THURSDAY 12 April	FRIDAY 13 April	SATURDAY 14 April
8:00 - 9:00						
9:15 - 11:00	Opening Get-to-know	Identity & Intersectionality	LGBTQI+ discrimination	LGBTQI+ national contexts	Looking critically at our organisation	Open Space
11:00 - 11:30						
11:30 - 13:00	Building the group	Identity & Intersectionality	LGBTQI+ discrimination	LGBTQI+ national contexts	Gathering best practices	Plans for the future
13:00 - 14:30	Reflection Groups	Reflection Groups	Reflection Groups	Reflection Groups	Reflection Groups	Reflection Groups
14:30 - 16:00	Starting our journey	LGBTQI+ Basics	free time	Student mobility of LGBTQI+	Gathering best practices	Evaluation
16:00 - 16:30						
16:30 - 18:00	Starting our journey	LGBTQI+ Basics	free time	Student mobility of LGBTQI+	Gathering best practices	Reflection Groups
18:00 - 18:30	Reflection Groups	Reflection Groups		Reflection Groups	Reflection Groups	Closing
18:30 - 19:00						
19:00 - 20:00	free time	free time	free time	free time	free time	free time
20:00 - 21:00						
21:00 - 23:00	Karaoke	Improv Night	Free Night	Board Games	Movie Night and/or Thermal Baths	Dress to impress party

In the end of the day we also introduced reflection groups as a continuous support for participants to reflect on their experience in the study session. Five groups were made and they met every day to debrief using different methodologies every day.

Block 2 “Theory”

The base of our study session was **queer theory, intersectionality and social inclusion theories**.

We started exploring this from the concept of norms and what do they mean to us. We needed to do this because norms are the foundations of homophobia and transphobia.



“Norms are the notions, ideas and unwritten rules that form us humans. They are present in all areas of life and make up the limits that define acceptable behaviour: some norms are positive and guide how we act towards others. (not to cough on each others face, not to lick random people’s face)”

(RFSL Ungdom, *Breaking the norm Toolkit*)

We unpacked one by one norms regarding Gender, Age, Body Type, Socio-economic status, Family, Ability and Emotional expression. It was clear to all that so much of our lives are regulate by norms in these fields.

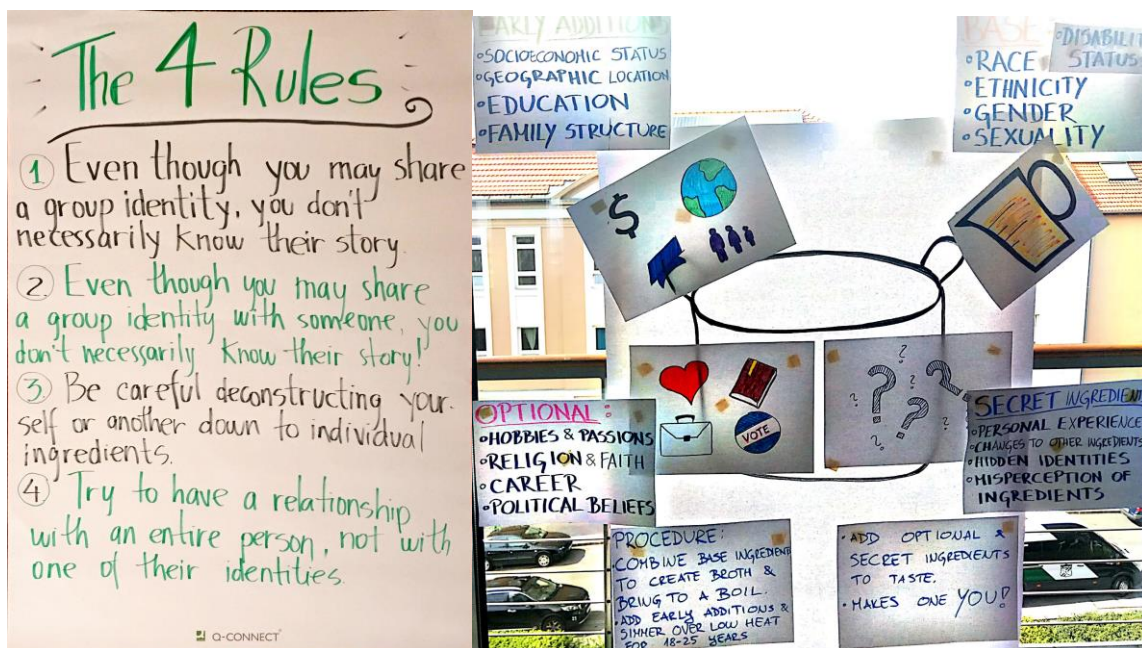
From here, we were able to take the conversation to identity and to identity and its complexity. Norms push us to define ourselves as a norm follower or as a norm breaker. It highlights the similarities and differences between us. We

started the conversation through an exercise called “star of me” where participants were asked to identify five elements that make them be them; what would be the answers to the question “who are you?”. Only five elements were already a bit difficult for some, as it is not often that we sit and think about our identities.

We then introduced the metaphor of [identity soup](#), which helped us to really have a conversation about the complexity of each of us. We are not only one identity, but many, all added to make us all, unique individuals with both similarities and differences between each other.

As we introduced ingredients of the soup, or better said, elements of our identities, participants were asked to do their own “identity soup” and reflect on their own complexity. They then shared it with their colleagues, if they were comfortable to do so, in this way having access to another’s complexity.

Deconstructing oneself is a good practice to become more critical, but it needs to be done with care and in the same time to maintain a sense of wholeness, both of oneself and of others.



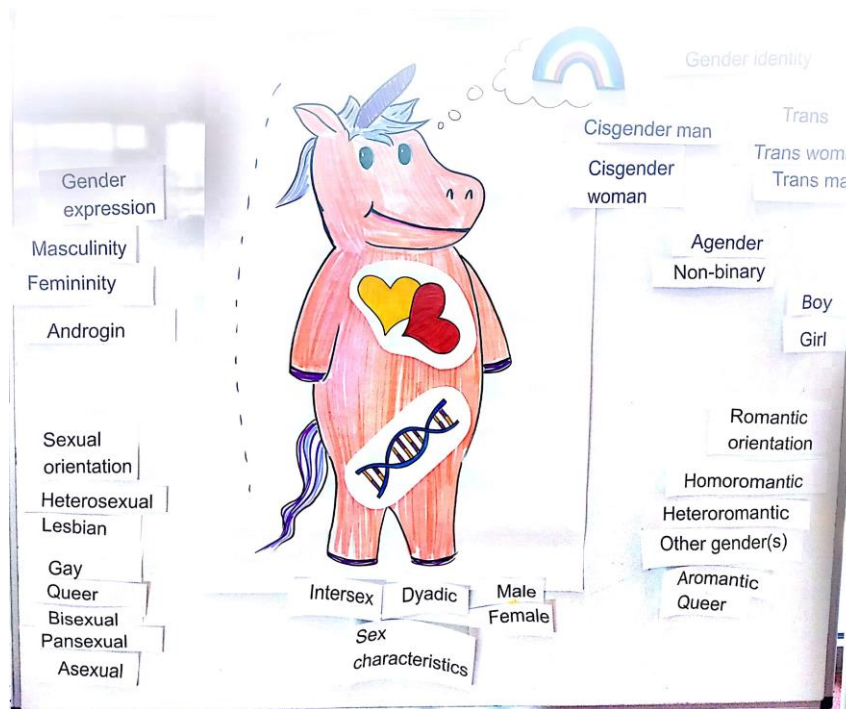
Conversations around identity need to be personal, about oneself, as we are all affected by norms and by the effects of systemic oppression. Depending who we are, what are the elements of our identities, we might feel some things more, others less. But it is important to acknowledge our place in the world, see what privileges we have and how we can use this to make a change, but also to acknowledge our oppression and struggles. This conversation needed thus to be framed in or looked at through an intersectionality lens.

“Intersectionality is the study of intersections between different forms of oppression or discrimination. As humans we all carry a series of identities that make our individual experiences of oppression unique. We can be lesbians who have minority ethnic backgrounds. We can be gay and living in poverty. We can be transgender with a (dis)ability. We can be bisexual and Muslim. The intersections are endless and cannot be considered independently from one another, since they constantly interact with each other and often reinforce the oppression each brings. Social, cultural and biological categories such as gender, sex, race, ability, sexual orientation, socioeconomic status, etc. interact on multiple

and simultaneous levels and it is this interaction that contributes to social inequality, injustice and discrimination.”

(IGLYO, Intersectionality Toolkit)

Next step in the conversation around identity was focused on the LGBTQI+ identities. We used another metaphor for this, the gender unicorn, which in fact encompassed the diversities of sex characteristics, gender identities and expressions and sexual and romantic orientations.



Every person, when they are born, they are assigned a sex at birth. Based on this, they are expected to identify as a certain gender, follow certain gender roles, express their gender in accordance to their sex, and finally be attracted romantically and sexually only of a certain gender category. However, as we managed to explore, the spectrum of sex, gender and sexuality is much wider, and does not fit into a binary framework.

When we talk about sex characteristics, we talk about “*the assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, and chromosomes.*”

Gender Identity can be described as “one’s internal sense of being male, female, neither of these, both, or another gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also NOT necessarily linked to each other but are just six common gender identities.

The physical manifestation of one’s gender identity through clothing, hairstyle, voice, body shape, etc. Most transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.”

Sexual Orientation is all about who we are attracted to sexually. We might be attracted by people of the same gender as us, other genders than ours, all genders or no gender. “It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.”

This is why we also discuss about romantic/emotional orientation. Which recognises the fact that we can be romantically attracted to someone but not sexually.

(Source of definitions and of the Gender Unicorn <http://www.transstudent.org/gender/>)

Exploring together all these various aspects of our sex, gender and sexuality has been profound and transformatory, and is an exercise that all of us can do from time to time. Participants were able to look critically at the topic of LGBTQI+ through their own perspective and identity but also through empathetically connecting with each other's own understanding and realities.

Block 3 “LGBTQI+ Discrimination”

The third day we went into depth and analysed LGBTQI+ realities. Participants were divided into smaller groups and were given the opportunity to rotate between the different stations. Each group went through all the four stations allocated in the EYCB venue. The stations were on the following topics: coming out, day to day experience as a trans- & non-binary person, stereotype bowl and drawing your own identity grid using the gender unicorn metaphor explained the previous day.

Coming out

In the coming out station, participants discussed the challenges that a person is faced when dealing with coming to terms with their identity, and the process of telling others about it. The participants discussed and shared their experiences and ideas about the coming out processes. It was outlined that the coming out process is not one, but several ones: an internal one, the one with have with ourselves, and an external one, the one we have with the world around us. It is not always clear for everyone. For some people, it is clear right from their beginning for some other it is not. Some people decide not to come out because of the fear of losing so much. Coming out happens all the time, even if we do not want it. Furthermore, every time we fill in a form, buy clothing, sign up for the gym, or bring our lover at home we are in fact “coming out”.

Day to day experiences of trans and gender non-conforming people

Another station was focused on day to day experience of trans and gender non-conforming people. We structured it as a living library and Dani, our external educational advisor, offered themselves to be available to answer all sorts of questions that participants might have on topics related to the trans community. Some of the main topics discussed were infrastructure related issues such as lack of gender inclusivity in forms that ESN uses, toilets and other gendered spaces that marginalize trans people, but also how is it to come to terms to one's identity and live it in a day to day basis. Many aspects of daily life are influenced by the lack of trans inclusion- from invasive questions from strangers to friendships and relationships.

Dealing with stereotypes

At the stereotype station, we selected and printed some phrases that participants had to read out loud and discuss whether they agreed/disagreed and elaborate on their choice. A few examples that were discussed were:

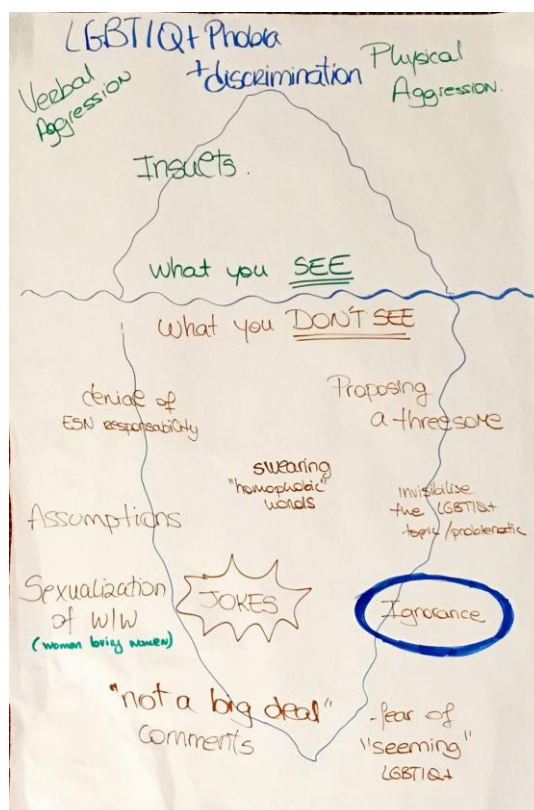
1. A man that “dresses like a woman” is gay.
2. It would be better and more strategic that the community would stick to being LGBT and not continue adding all the alphabet, as it confuses people.

3. Flamboyant gay men at pride parades cause problems for the whole LGBTQI+ community.
4. It could be possible that some women choose to be lesbians or bisexual due to the violence they suffered in relationships with men.
5. It would be better that 2 men would not be allowed to adopt a child.
6. Doctors' advice on intersex people's situations should be prioritised.
7. People are asexual because they didn't have good sex.

It is important to note that we chose deliberately to put on the table very stereotypical and offensive statements. These opinions are very common so we needed to create a space for people to build resilience by laughing in the face of oppression, but also to give time to form opinions and arguments against oppression.

Your own Gender Unicorn

In this station we explored the Gender unicorn grid more personally. The facilitator handed everyone a grid, with 4 lines with the spectrum of sex assigned at birth, gender identity, gender expression, sexual orientation. Participants were asked to place themselves on each line and create their own "manual" and then have 1 on 1 conversations with each other. In the conversations, they could share about this perspective of looking at the human experience, or go more personal if they feel like it.



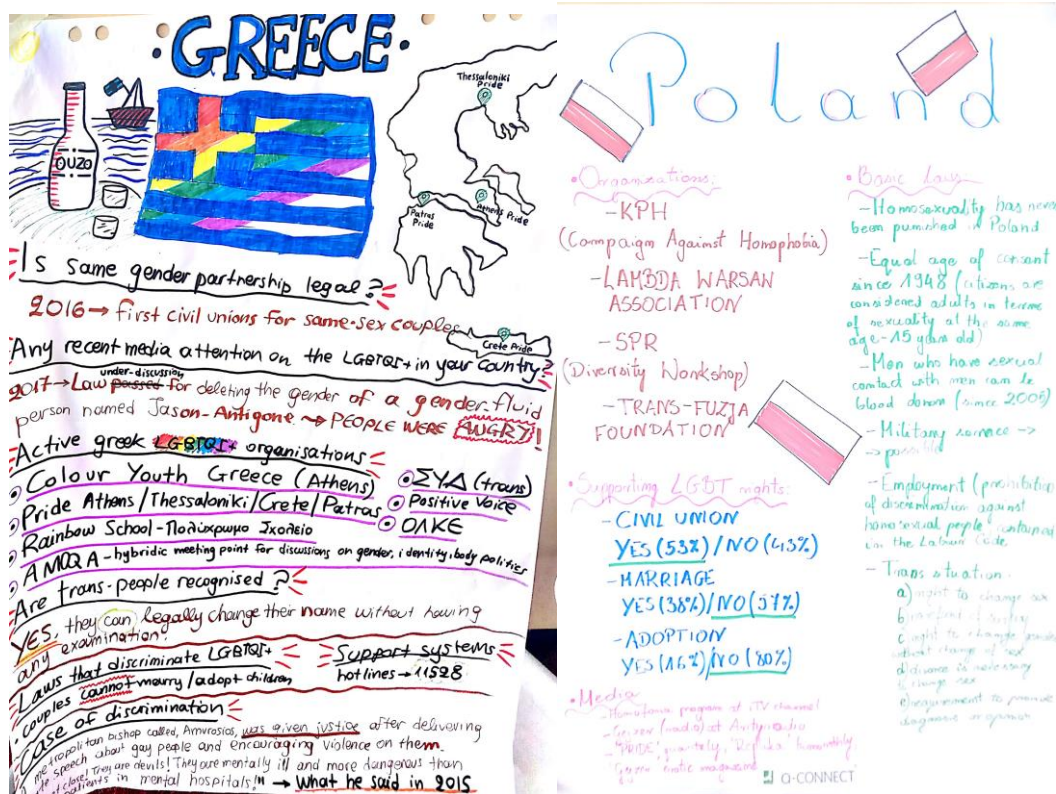
Block 4 “National realities and Other Organisations”

On Day 4, the participants could learn more about the differences in LGBTQI+ across countries and learn from other organisations that can be of help to ESN sections when they need support. At local level there are many local LGBTQI+ youth organisations and some student unions that can offer support to LGBTQI+, and after this have a broader overview of

the different realities.

Before coming to the study session and in the morning of this day, participants were asked to research their national realities and had time to design a flip-chart that shows an overview of their national realities. The flipcharts were to answer the following questions:

- If there were any (active) LGBTQI+ organisations in their countries
- If same-gender marriage is legal in their country
- If there were laws that discriminate LGBTQI+
- If trans people were recognised, and provided with an accessible framework for legal gender, and if they have access to health care, etc.
- If there was any knowledge on intersex issues in their country
- If there has been any (recent) media attention on LGBTQI+ in their country
- If there has been (any recent) cases of discrimination/abuse/violence against LGBTQI+ in their country
- If there was any support systems may LGBTQI+ people seek for assistance



The participants could see and learn the reality of the different countries. The South-Western countries were the most advanced in this LGBTQI+ topic, while some of the Eastern countries like Azerbaijan, Turkey and Russia were not so LGBTQI+ friendly. This frustrated the participants of those countries a lot.

Block 5 “An international perspective on national realities”

To complete the overview created by participants on their national realities, we invited one of IGLYO’s board members, Jorge Maria, to present how they work on LGBTQI+ inclusion, and to discuss what ESN can learn from them.

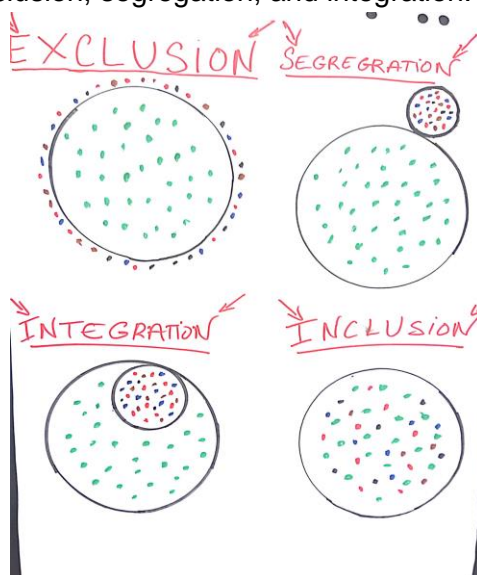
[IGLYO](#) is a youth development and leadership organisation building for LGBTQI+ youth activists, ensuring LGBTQI+ young people are present and heard and making schools safe, inclusive and supportive of LGBTQI+ learners.

Jorge Maria made a presentation on the Inclusive Education Index topic; this was an outline of the current legal and policy landscape in Europe concerning LGBTQI+. Also it was explained how the Inclusive Education Index can be used, and we showed to the participants Rainbow Map and discussion material and presented a video and discussed the Lived realities and Trends.

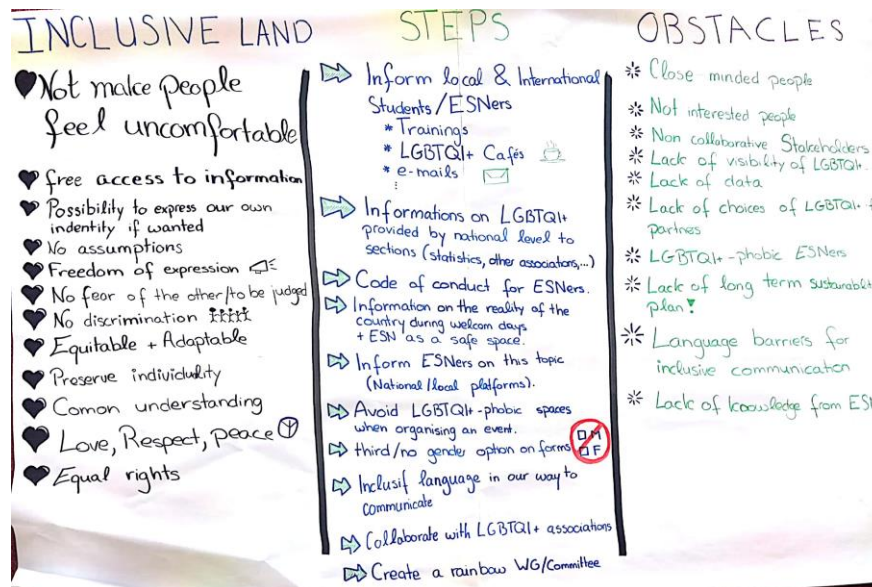


Block 6 “From exclusion to inclusion”

After lunch on the day 4, we had the session Student Mobility of LGBTQI+ / Social inclusion. On this session we could explore the definition of SI (Spectrum) where we could see the differences of Inclusion, exclusion, segregation, and integration.



After analysing this, participants gathered in groups and had a conversation fuelled by their own experiences and vision, using a pre-created scheme with 3 columns: first column - Defining “Inclusive-land”, second column - Steps to get there, third column - Obstacles. Together they explored the topic of how can we create a space that is inclusive for people of all sex characteristics, sexual orientations, gender expressions and identities; what were the things that needed to exist and what are things that can play as obstacles in this process. The focus was a lot on students that do mobilities and that come to ESN sections.



All the reflection made by participants through this exercise was brought together and we were able to visualise how a more inclusive ESN would look like. This was preparation work also for the following day when we worked on putting everything together and creating a resource for all ESN sections.

Block 7 “Different cultures, different realities, common goal”

On day 5 we could analyse more of our organisation. ESN has member organisations from Iceland in the west to Azerbaijan in the east; from Norway in the north to Cyprus in the south. The realities for LGBTQI+ students can be vastly different from culture to culture and from place to place. We could explore what the cultural factors are that have influenced the way we see LGBTQI+ questions and what can we learn from other cultures.

On the first session “Looking critically at our organisation”, as it said on the title we looked at our organisation critically. We had an introduction of the practical outcome, then we analysed our organisation (sections, national ESN countries and international level) in order to produce a booklet with resources that can help us advance our work in our organisations.

We gathered best practices done on ESN, at every level of our organisation, participants came with a lot of ideas and activities they can do but also and how they can create partnership with other organisations, especially local LGBTQI+ groups.



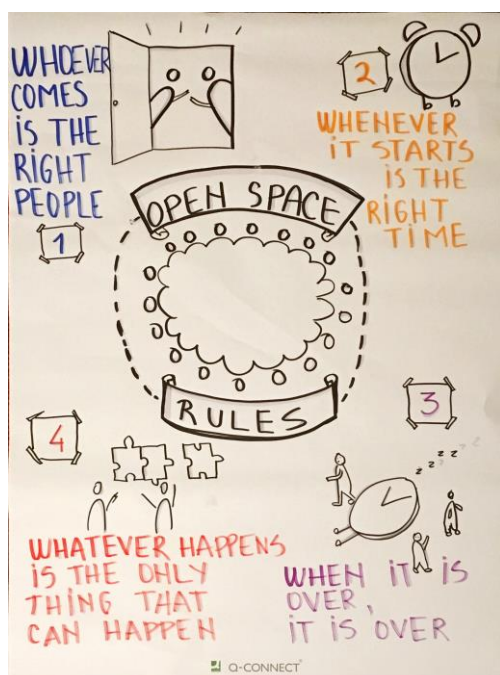
On this block, with the several ideas shared on the previous block, facilitators and participants came together with ideas to build a handbook/booklet to be shared with the entire network, with list of activities, recommendations, FAQs to help local sections and international students to be more LGBTQI+ friendly and help them to have a better experience.

The structure of the booklet could be the following:

1. Introduction of the situation in Europe (regarding LGBTQI+ rights in Europe)
 - a. Info on where to find information about laws in each country
2. LGBTQI+ Basics
 - a. dictionary + Gender unicorn
3. Inclusion checklist (improving our Orgs)
 - a. Website
 - b. Events
 - c. Sign up forms
 - d. Space
4. Making our internal structures more LGBTQI+ inclusive (Local)
 - a. Meetings
 - b. Recruitment
 - c. Leadership
5. Making our internal structures more LGBTQI+ inclusive (National/International)
 - a. Meetings
 - b. Recruitment
 - c. Leadership
6. Some events sections can implement (e.g. Rainbow café, etc.)
7. Compilation of organisations/stakeholders they can cooperate, seek support from
 - a. How to approach them
 - b. Events they can cooperate in
8. FAQ (from ESNers)
9. Other

Participants from different groups created online documents with each topic with the previous structure. Most of it is done, but we a team will be elected with an open call of the study session participants to put everything together and create the final booklet.

Block 8 “Open Space”



First session of last day was built by participants, using the Open Space Technology format. After a short introduction to the methodology, and the guiding principles, participants had some time to propose conversations they wanted to facilitate. The purpose of the open space was to make space for conversations that were still left to have. One of the most important sessions that participants proposed was the creation of a “Rainbow Committee” inside ESN structure. This idea came up the previous sessions was a proposal made by some of the participants. The committee would be an ESN non-statutory body at international level which supports the network, especially the international board with their work. This would ensure the sustainability and continuity of the work we begun during this study session.



After this, an Open Space was created, where it was possible for participants to bring up new topics they wanted to discuss, ones that they still missed or those that they want to go further with, like the “Under The Rainbow committee” and other ideas.

Block 9 “Plan for the future”

During this session on the 6th day, the participants had the opportunity to do a personal action plan. They could discuss and try to elaborate a plan for the future to spread what they have learned at the study session to their peers to other volunteers in their home countries and cities as multipliers of the study session “Under The Rainbow”.

This was also a space for creating projects and connections with other participants to share ideas and do projects together.

At the end, facilitators explained to the participants about the European Youth Foundation (EYF) and especially about grants that are available for local organisations.

This session for the participants were very useful so they could put in practice everything they learnt and build actions for the future.

PLANS FOR THE FUTURE

PROJECT/EVENT/ACTION	NAME
Rainbow Team ♥ Raise National awareness	Panka + Fedor + PENE
NPride	Rachel + PENE + Lisa
One day training event	Milan, Abbi
Local LGBTQ+ Basics workshop	Mary
Training course on Gender equality	Nicki, Sarah, Lisa, PENE
Rainbow brand	Summi, Lisa
LGBTQ+ for charities WS	Kate, Lisa
RAINBOW WEEK (DURING THE PRIDE)	Rita, Panka
Buddy country training	CARLOS & Elizabeth + PENE
Buddy country Social media campaign	ESN Belgium + UK
Partnership with LGBTQ+ friendly places	Belinda + Lisa + PENE
Equality + introducing 2nd partner	Belinda
REVISION OF ALL MATERIALS AND CREATING RELEVANT CONTENT	Laura, Lisa

Block 10 “Evaluation of the study session and goodbye”

In the end, we created space for participants to reflect on the whole training and how they could apply what they learned in the future. Participants reflected on the different activities on the training, their newly acquired knowledge and how they could to apply it in the future. They prepared a letter that would be sent to them in one month, so they can follow up on the plans that during the training they plan to carry out. The reflections were also shared with all the participants.

The participants gave feedback to the trainers about their performance and the different workshops, they also gave feedback to the other participants.

The certificates were given to the participants and they prepared a sketch that summarized the whole training for the other group.

Follow-up activities

After the study session some follow-up activities were planned, participants are still in contact after months through different communication channels, such as WhatsApp and Facebook, where they share knowledge and best practices after the study session. Many of them already applied what they learned, did local events and conversations, and created changes in ESN sections that will better include LGBTQI+ people.

This safe space they created in order to communicate online also works as a support system; some of the participants live in countries where homophobia and transphobia are very high, and being part of a greater “rainbow fighters’ team’ helps them go on every day.

Within the block “plans for the future” participants started to create a booklet of LGBTQI+ topic. At the time of writing, these plans are still not very concrete and we are still discussing internally what to do with the booklet.

Final conclusions

The main conclusions of the study session are summarized below:

1. It is important for ESN to expand its view on social inclusion to include LGBTQI+ communities. This has unfortunately never been seen as an important topic in ESN before.
2. ESN (and other such international platforms) needs to make more space for self-organised, safe spaces for the vulnerable communities inside our membership in order to increase the diversity and voices that make up the organisation
3. Specific support for LGBTQI+ international students needs to be foreseen in ESN sections. As mentioned above, there are vastly different realities that LGBTQI+ people experience in different parts of Europe (and the world). ESN is an organisation supporting people from all over the continent and we need to be prepared.
4. LGBTQI+ inclusion on a local, national and international level needs to be supported by internal procedures and policies.

Evaluation

The participants were asked to fill in an evaluation form and give a grade and comment on the following different aspects of the study session. The participants’ responses regarding their main learning points and what they gained are summarized below:

- “Concrete knowledge on national realities, LGBTQI+ basics, certain ideas to be implemented in the national and local level.”
- “Knowledge, understanding, tolerance, ideas”
- “Knowledge on LGBTQI basics, understanding, acceptance“
- “Grow personally get more confident and open to other people”
- “Self-understanding and acceptance and new motivation”
- “Different ways to approach this topic. All the different realities in European countries, I was not aware of the legislation and social acceptance (or not).”
- “Will and tools to change things in my section “
- “A full set of working material and the chance to apply it in my county”
- “I understood the concept and the activities of the Council of Europe after the presentation of the guest speaker and also through talking to the staff”

Most of the participants mentioned that the facilities of the European Youth Centre were appropriate and were useful. Many also said that the facilities were very comfortable and that the people working at the Youth Centre are very friendly.

The numbers of answers of the study session evaluation form are 30 of 34 participants, which means that almost 90 % of the participants responded. This further means that the survey probably well represents the opinion of all the participants.

Participants graded to which extent the aim and objectives of the project were achieved on a scale from 1 (not achieved at all) to 5 (fully achieved). The results are presented in the table below as average scores. The aim and most of the objectives scored above 4 points out of 5. The overall average score of the study session was 4.5 points out of 5.

Achieving the aim and objectives	Average
Overall, my experience of this study session was:	4.8
Objective: I have a basic understanding of terms commonly used in and related to the topic of LGBTQI+	4.8
Objectives: I am able to speak about LGBTQI+ issues confidently and without fear of reprimand	4.3
Objective: I have a basic understanding of LGBTQI+ realities, including different dimensions across the concepts of gender, sex and sexuality	4.5
Objective: I have gained more self-awareness about my own gender, sex and sexuality and are able to relate to these issues on a personal level	4.7
Objective: I have a strong understanding of the concept of social inclusion and its implementation within ESN	4.4
Objective: I have a basic understanding of social identity and intersectionality, with a focus on gender, sex and sexuality	4.5
Objectives: I am aware of the challenges and difficulties faced by LGBTQI+ students when moving abroad for a period of study or internship	4.4
Objective: I am able and confident to reproduce the knowledge acquired during the training	4.4
Objective: I am able to actively use information as part of my own learning and in the activities	4.8
Objective: I have compiled a set of best practices and practical tools aimed at creating more inclusiveness at ESN events and during ESN activities, particularly when it comes to the topics of gender, sex and sexuality	4.4
Objective: I have learned ways through which I can create synergies with LGBTQI+ stakeholders at the local level	4.0

Final Programme

Sunday, 8th April 2018

Until 19:00 Arrival of participants

19:30 Dinner

21:00 Welcome evening with get-to-know activities

Monday, 9th April 2018

Until 9:00 Breakfast

09:15 Opening with introduction to the Study Session, trainers and connection of the topic with ESN

11:00 Break

11:30 More get-to-know games

Introduction to the Council of Europe, the European Youth Foundation and the European Youth Centres

Defining non-formal education and learning

13:00 Lunch

14:30 Team Building activity and social contract

16:00 Break

16:30 Expectations, fears & needs

What do I bring?

Introduction to aim, objectives and agenda of the Study Session

Introduction of reflection groups

18:00 Reflection groups

19:00 Dinner

21:00 Karaoke night

Tuesday, 10th April 2018

Until 9:00 Breakfast

09:15 Identity & Intersectionality

11:00 Break

11:30 Identity & Intersectionality

13:00 Lunch

14:30 LGBTQI+ Basics

16:00 Break

16:30 LGBTQI+ Basics
18:00 Reflection groups
19:00 Dinner
21:00 Improv Night

Wednesday, 11th April 2018

Until 9:00 Breakfast
09:15 LGBTQI+ Discrimination
11:00 Break
11:30 LGBTQI+ Discrimination
13:00 Lunch
14:30 Reflection groups
15:30 Free time
19:00 Dinner outside EYCB
21:00 Ruin pubs

Thursday, 12th April 2018

Until 9:00 Breakfast
09:15 LGBTQI+ national realities
11:00 Break
11:30 LGBTQI+ national realities
13:00 Lunch
14:30 Student mobility through LGBTQI+ lens
16:00 Break
16:30 Student mobility through LGBTQI+ lens
18:00 Reflection groups
19:00 Dinner
21:00 Board game night

Friday, 13th April 2018

Until 9:00 Breakfast
09:15 Looking critically at our organisation
11:00 Break
11:30 Looking critically at our organisation
13:00 Lunch
14:30 Gathering best practices

16:00 Break
16:30 Gathering best practices
18:00 Reflection groups
19:00 Dinner
21:00 Movie night / Thermal baths

Saturday 14th April 2018

Until 9:00 Breakfast
09:15 Open Space
11:00 Break
11:30 Plans for the future
13:00 Lunch
14:30 Evaluation
15:30 Reflection groups closing
16:30 Break
17:00 Closing
19:00 Dinner
21:00 Dress to impress party

Sunday 15th April 2018

Until 10:00 Breakfast
11.00 Departure of participants

List of participants

	Surname (Family Name):	First Name:	Country of residence:
1	Hubáček	Michal	Austria
2	Aliyeva	Gumru	Azerbaijan
3	Fatullayeva	Shafag	Azerbaijan
4	Bogdanova	Yoanna	Bulgaria
5	Curcuruto	Belinda	Denmark
6	Salaa	Rim	Finland
7	Inchusta Carrillo	Sira	France
8	Grigull	Milan	Germany
9	Ferentinou	Mary	Greece
10	Moraiti	Niki	Greece
11	Rozaki	Elisavet	Greece
12	Palakovics	Dóra	Hungary
13	Paskuj	Panna	Hungary
14	Varga	Katalin	Hungary
15	Mc Gee	Mark	Ireland
16	Grøneng Haugdal	Magnus	Norway
17	Boguszewska	Blanka	Poland
18	Afonso	Bárbara	Portugal
19	Fargallo Calvo	Lucia	Portugal
20	Rosário	Ivo Daniel	Portugal
21	Ilie	Adrian Marius	Romania
22	Mocanu	Raluca	Romania
23	Shchipitsyn	Fedor	Russia
24	Tedeyeva	Manana	Russia
25	Đurić	Nikolina	Serbia
26	Gutiérrez	Carlos	Spain
27	Andersson	Linn	Sweden
28	Pernu	Lauriina	Sweden
29	Ballan	Kamel	Switzerland
30	Happel	Lisa	The Netherlands
31	Cimen	Basak Deniz	Turkey
32	Roberts	Jordan	United Kingdom

33	Malhotra	Abhiyaan	United Kingdom
34	Pashov	Albert	United Kingdom
35	Tomas	Nives	Croatia
36	Gentilini	Piero	Denmark
37	Prisacariu	Dani	Romania
38	Moreira	Inês	Belgium
39	Londoño	Jorge María	Sweden
40	Carlos	Garcia	Portugal

Glossary

In the context of this study session and in the present report it is important to clearly understand certain expressions and their meanings. The following words and their meanings are taken from the [IGLYO's teachers guide](#).

Bisexual: An individual who is emotionally, spiritually, physically, and/or sexually attracted to both male-identified and female-identified persons. Within bisexual communities, many find themselves attracted to multiple gender expressions and gender identities, and actively oppose a binary (male-female) gender system.

Coming-out The process of revealing the identification of a lesbian, gay, bisexual, trans or intersex person.

Outing: When a person's identification as lesbian, gay, bisexual, trans- or intersex person is revealed without consent. Being 'in the closet' A situation where someone is not open about their sexual orientation (lesbian, gay man, bisexual), gender identity/ expression (trans person) and/or sex (intersex person).

Gay: A person who feels sexual and/or emotional desire exclusively or predominantly for persons of her or his own sex. The term has however been misused to cover all gay men and lesbians (and sometimes even bisexuals). This has been widely discussed, and gay should therefore only be used when it is referring to men who are emotionally and/or sexually attracted to other men. If the intention is to cover all without intentionally excluding any sexual orientation or gender identity/expression, then it is recommendable not to use only the term gay, and instead use LGBTI (lesbian, gay, bisexual, trans and intersex people).

Gender expression: The outward intentional and unintentional ways we communicate our gender to other people such as our hair, clothes, makeup (or no makeup), our preferred name, our mannerisms, speech, and the pronouns we use, the things we do such as jobs, classes, sports or activities, and who we might hang out with. Gender expression is interpreted by other people who then ascribe to us a gender role that may not always match how we present ourselves or how we identify.

Gender identity: The inner sense of 'being' man/male, woman/female, butch, femme, trans, both, all, multi, or neither. This can match with one's physical anatomy, but often does not. Gender identity includes one's sense of self and the perception the world has of an individual.

Gender-neutral bathroom: “Gender-neutral” bathrooms are typically single-stall, lockable restrooms available to people of all genders that provide a safe facility for transgender people. These restrooms also help families with children (such as mothers bringing sons, or fathers bringing daughters, to a restroom) and people with disabilities who need the assistance of an attendant of a different gender.

Heteronormativity: The reference to cultural and social practices where men and women are being led into believing and behaving as if heterosexuality were the only conceivable sexuality. It also implies the positioning of heterosexuality as the only way of being “normal” and as the key source of social reward.

Heterosexism: The belief, stated or implied, that heterosexuality is superior (religiously, morally, socially, emotionally, behaviorally, and/or in some other way) to other sexualities; the presumption that all people are heterosexual (may be conscious or unconscious); the belief that all people should be heterosexual. As an institutionalized system of oppression, heterosexism negatively affects LGBTI people as well as some heterosexual individuals who do not subscribe to traditional standards of masculinity and femininity

Homophobia: The fear, unreasonable anger, intolerance and/or hatred towards homosexuality. Homophobia can appear in various ways:

- Internalized homophobia When lesbian, gay men and bisexual people are considering and accepting heterosexuality as the correct way of being and living.
- Institutionalized homophobia When governments and authorities are acting against equality for LGBTI people. This means allowing hate speech from publicly elected officials, banning pride events, as well as other forms of discrimination.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male.

Lesbian: A person who identifies as a woman, who is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender. Someone who accepts her same gender attraction and identifies as a lesbian.

Mainstreaming: Mainstreaming means making the existence of LGBTQ people in society a usual thing. Within a school, this should be done by ensuring that LGBTQ people are included and represented.

Norms: Sociologists describe norms as laws that govern society’s behaviours, while psychologists have adopted a more general definition, recognizing smaller group units, like a team or an office, may also endorse norms separate or in addition to cultural or societal expectations. The psychological definition emphasizes social norms’ behavioural component, stating norms have two dimensions: how much behaviour is exhibited and how much the group approves of that behaviour. Queer has become an academic term that is inclusive of people who are not heterosexual – includes lesbians, gay men, bisexuals and trans.

Queer theory is challenging heteronormative social norms concerning gender and sexuality, and claims that gender roles are social constructions. For many LGBTI persons, the term “queer” has negative connotations as it was traditionally an abusive term, however, many LGBTI persons are now comfortable with the term and have “reclaimed” it as a symbol of pride.

Sexual orientation Refers to each person’s capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender

or the same gender or more than one gender.

Trans (or transgender): An umbrella term for people whose gender identity and/or gender expression differs from the sex assigned to them at birth. This term can include many gender identities such as: transsexual, transgender, cross-dresser, drag performer, androgynous, gender variant or differently gendered people.

Transphobia: Refers to negative cultural and personal beliefs, opinions, attitudes and behaviours based on prejudice, disgust, fear and/or hatred of trans people or against variations of gender identity and gender expression. Institutional transphobia manifests itself through legal sanctions, pathologization and inexistent/inadequate mechanisms to counter violence and discrimination. Social transphobia manifests itself in the forms of physical and other forms of violence, hate speech, discrimination, threats, marginalization, social exclusion, eroticization, ridicule and insults.