

LGBTQI
INCLUSIVE
EDUCATION
INDEX

The indicators



Current situation

Everyone has the fundamental right to education. Schools should be safe, inclusive and supportive for all learners. This is still not the case for many young people who are, or are perceived to be, lesbian, gay, bisexual, transgender, queer or intersex (LGBTQI).

"My school days were basically me hiding, hating myself, not knowing why." MIA, TRANSGENDER

"Instead of studying I had to cope with the stress caused by bullying." ARTIOM, GAY

"I didn't think there were many others like me out there, and so it was a hard place, emotionally, to exist" EMILY, INTERSEX

Many LGBTQI learners experience...



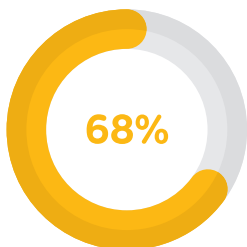
Homophobic, transphobic or interphobic bullying



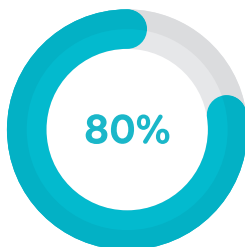
Absence of relevant and inclusive learning materials



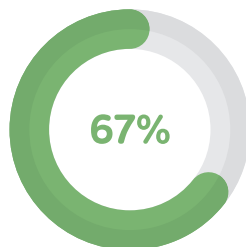
Insufficient support from teachers and other school staff



LGBT learners experienced homophobic or transphobic violence.



Students witnessed negative attitudes towards someone perceived to be LGBT.



LGBT learners hid or disguised their sexual orientation or gender identity and expression.

Impact on learners

Discrimination based on actual or perceived sexual orientation, gender identity and expression, and sex characteristics can have an impact on:

**Mental health: depression
low self-esteem...**

**Concentration and
academic achievement**

**Attendance and
completing school**

**Higher education and
employment chances**



Teachers highlight a lack of...



Capacity and training

School policies and guidelines

**Information and guidance
for LGBTQI learners**

**Visibility of LGBTQI
people in education**

**"I've had literally no training at all
about how to deal with it [LGBT issues]
so no, I would not feel comfortable
dealing with it."** TEACHER, UNITED KINGDOM

**"What should I do if I think a student
is...[LGBT]? Should I interfere or not?
I must admit that we don't know
enough."** TEACHER, DENMARK

**"I really know nothing about it
and I'm not particularly interested,
to be honest"** TEACHER, POLAND

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Some Member States in the Council of Europe have already taken significant measures to make schools more inclusive for learners who are, or are perceived to be, LGBTQI. Evidence shows that targeted inclusive interventions within education can make a positive difference.



Anti-discrimination law applicable to education

A legal framework is necessary to ensure the effective enjoyment of the right to education. This involves explicitly tackling discrimination on the grounds of actual or perceived sexual orientation, gender identity and expression, and sex characteristics within educational settings.

Policies and action plans

National or regional policies which promote a safe and inclusive environment are crucial for outlining the necessary processes and actions that all schools should follow to combat homophobia, transphobia and interphobia.



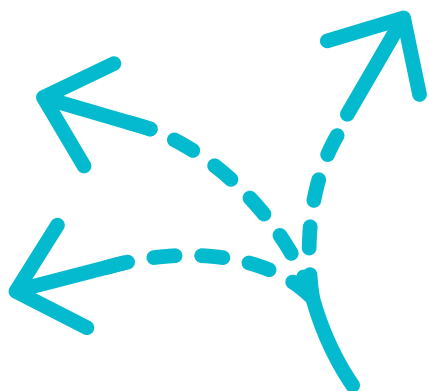


Inclusive national curricula

Research shows that having a reactive approach to discrimination at school is not enough. The general invisibility and lack of positive representations of LGBTQI people in schools has negative consequences for all learners. LGBTQI people and their rights should, therefore, be included across the full curriculum and in learning materials.

Teacher training on LGBTQI awareness

A comprehensive training programme for all teachers and other school staff on LGBTQI awareness and inclusion is essential to ensure they can create a safe and caring atmosphere, and support learners who are LGBTQI.

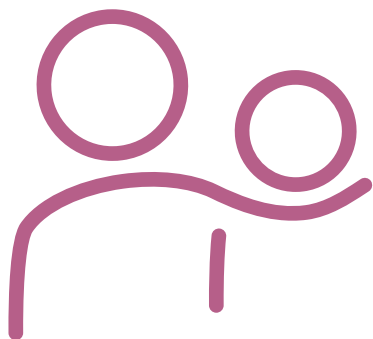


Right to choose gender

Students who are trans, non-binary, gender variant and intersex may face additional barriers to inclusion. All learners should have the right to choose their own name and gender marker at school and their decision should be respected in all documents and certificates, and by which gendered spaces they can use.

Data collection of bullying and harassment

Monitoring the nature, prevalence and impact of violence at school is necessary to plan effective interventions to combat homophobic, transphobic and interphobic bullying. Bullying based on actual or perceived sexual orientation, gender identity and expression or sex characteristics should be recorded as such to build up accurate evidence of the problem.



Support systems

At times, LGBTQJ students may require additional support and guidance, so school staff should be trained to respond to these needs. Links to relevant youth services and groups should also be established for the purposes of signposting and referral.

Information and guidelines

Learners should have access to information and support regarding sexual orientation, gender identity and expression, and sex characteristics. This information should be provided in different formats and should be on display in both public and more private areas of the school.



Partnership between governments and civil society



Partnerships between the education sector, civil society organisations, and other relevant organisations and service providers ensures that schools have access to the most up to date information and guidance on LGBTQI inclusion. These organisations need adequate funding and resources, as well as governmental backing to carry out such work across all schools.

International commitment

Membership of the LGBTI Focal Point Network and the signing of the UNESCO Ministerial Call to Action on homophobic and transphobic violence both demonstrate international commitment to tackling school bullying and ensuring LGBTQI inclusion within education.



“Member states should take appropriate legislative and other measures, addressed to educational staff and pupils, to ensure that the right to education can be effectively enjoyed without discrimination on grounds of sexual orientation or gender identity; this includes, in particular, safeguarding the right of children and youth to education in a safe environment, free from violence, bullying, social exclusion or other forms of discriminatory and degrading treatment related to sexual orientation or gender identity.”

IGLYO has created the LGBTQI Inclusive Education Index to support national governments and civil society organisations within the Council of Europe to ensure the right to education for all.

The Index will provide an overview of LGBTQI inclusive strategies, highlight good practices and encourage international co-operation. By gathering data from civil society organisations and education experts in each Member State, IGLYO will produce:



LGBTQI Inclusive Education Index

A table of countries and education indicators to easily compare the situation between the different Member States.



LGBTQI Inclusive Education Report

A narrative file of each Council of Europe country to provide an overview of the current situation on LGBTQI inclusive education.

This will be a starting point for governments and civil society to evaluate the current levels of inclusion within their own country, learn from good practice examples and build international commitment on this important issue.

Schools play a key role in our lives.

We all have the right to education.

We all need to be included.

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