# Advancing Safety, Equality, and Inclusion for All LGBTIQ+ People in Public Education:

**A booklet of examples of good practices for teachers, school leaders, policymakers and community workers**

**Co-funded by
the European Union**

Advancing Safety, Equality, and Inclusion for All LGBTIQ+ People in Public Education:
A booklet of examples of good practices for teachers, school leaders,
policymakers and community workers

Authors:
Gender Information Centre NORA, o. p. s.
Mgr. Tomáš Paul, MgA. Bc. Eva Lukešová,
Mgr. Dagmar Matulíková, Mgr. et Mgr. Tamara Jačisko Nasri

Streets Aligned | SUPPORTING EDUCATORS TOWARDS LGBTIQ+ INCLUSIVE EDUCATION

I am for equality.

Nora

idrisi

Arista Deka

# Introduction

This booklet is a handy guide for anyone interested in easily learning about practices that promote inclusivity and equality in education. It provides an overview of specific measures designed to meet the educational needs of LGBTIQ+[1] individuals. These needs are inspired by a research report *Being LGBTQ+ in the Czech Republic 2022* (Pitoňák and Macháčková 2022), which aimed to understand the challenges faced by gender and sexually diverse people. The report highlights that schools can be a place where non-hetero-sexual, trans, or gender-diverse individuals may encounter their first "feelings of hostility, humiliation, and discrimination" (Pitoňák and Macháčková 2022: 131); thus, efforts to improve this environment are in place.

       The booklet offers inspiration and resources from successful examples globally. It includes measures from foreign sources not only in English but in Dutch, German, Czech, French or others, with non-English sources clearly indicated. The first category of measures focuses on improving teachers' knowledge and skills to support LGBTIQ+ students better, addressing common gaps in their education and fostering tolerance among teachers. The second category aims to support peer-to-peer relationships among students, raising awareness of gender issues to enhance tolerance and understanding within student groups and their teachers. The third category tackles the challenging topic of handling bullying and discrimination in schools, suggesting activities that can be incorporated into teaching or curricula. While some implementations may require changes at the broader education policy level, the fourth category highlights good practices world-wide where progress is being made in improving structural conditions for better integration and equality for all students.

---

[1] Acronym which stands for lesbian, gay, bisexual, transgender, intersex, people who identify as queer or are questioning their sexual or gender identity, other identities not perceived to be included in acronym LGBTIQ. We use the acronym LGBTIQ+ in the whole text despite the fact that original documents of the measures cited in this document might use other forms of this abbreviation (eg. LGBT+, LGBTQ, etc.). Our aim is to ensure a broader representation and inclusivity for all individuals regardless of their sexual or gender identities.

# Examples of good practice in improving teachers' competences

# Inclusive Education Handbook: A Guide for Including Trans Individuals in Public Schools
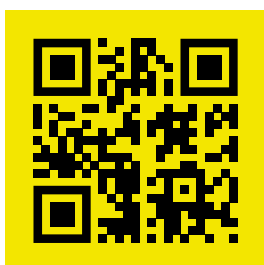
| | |
|---|---|
| **State/region** | Belgium |
| **Description of the measure** | The Equal Opportunities Department of the Wallonia-Brussels Federation Ministry, in collaboration with the Academy of Research and Higher Education, has crafted a comprehensive support manual aimed at fostering the inclusive integration of transgender individuals within the higher education sector in the Wallonia-Brussels Federation. |
| | The aim of the guide is to enable teachers, administrators and educational staff to be informed of the legal provisions in this area so that they can strive to implement best practices. It also enables each trans person concerned to exercise his or her rights in the various procedures that he or she must follow during their studies. |
| | In practice, there is often an educational gap in teachers' understanding of transgender issues and the current laws (which they may, in some cases, exceed in their behaviour) on the subject. Even a simple handbook created locally for teachers can help bridge this gap. |
| **Source** | More information and handbook for the inclusion of trans people in higher education (in French): **www.egalite.cfwb.be** |

# A Guide to Best Practices for Serving LGBTIQ+ Students in Education

| | |
|---|---|
| **State/region** | USA, International |
| **Description of the measure** | The main aim of the guide is to help school leaders: |
| | • to ensure that all students feel safe, seen and capable of success; |
| | • to ensure that the curriculum is as complete and representative as possible; |
| | • to ensure that the school climate fosters open and respectful dialogue among all students and staff; |
| | • to prepare youth to engage and thrive within our diverse democracy. |
| | This manual draws its foundation from the extensive initiative of Teaching Tolerance, established in 1991 as a non-profit organisation devoted to serving educators. Committed to the mission of aiding teachers and schools in equipping children and youth to actively engage as contributors to a diverse democracy, Teaching Tolerance publishes its magazine three times a year. Furthermore, the organisation offers complimentary educational materials, lessons, and tools to support educators dedicated to the implementation of anti-bias practices within their classrooms and schools. |
| **Source** | More about the Tolerance Guide (in English): **www.learningforjustice.org/sites/default/files/ 2018-09/TT-LGBTQ-Best-Practices-Guide.pdf** |
| | More about Teaching Tolerance non-profit (in English): **www.learningforjustice.org** |
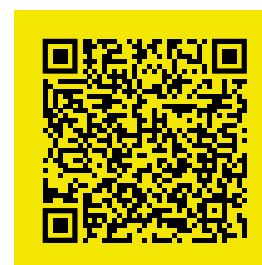
**"One teacher made remarks to my gender neutral name in front of the whole class, while another teacher gave me a worse grade on an exam after he found out that I was trans. Furthermore, I was in a dress, yet he addressed me using masculine pronouns throughout the entire examination."[1]**

(trans woman, lesbian, 20 years old)

**"During sex education in seventh grade, our teacher mentioned gays, lesbians, bisexuals and trans people. When I included pansexuality in the test, she told me that it was nonsense and probably a sexual perversion."[2]**

(woman, pansexual, 19 years old)

**"A fellow teacher working at the same school told a student that if he was gay, he should try to cure it."[3]**

(man, gay, 28 years old)

1    For anonymised quotation see Pitoňák and Macháčková 2022: 132.
2    Ibid.
3    For anonymised quotation see Pitoňák and Macháčková 2022: 198.

The measure

# Empowering Educators: Utilising an Online Platform for Teacher Support

| State/region | Czech Republic |
|---|---|
| Description of the measure | Accessible and systematically structured online materials can serve as a convenient method for educating teaching staff on fundamental LGBTIQ+ issues, fostering an understanding of relevant terminology, and addressing key challenges.<br><br>In partnership with the Faculty of Education at Charles University, the Coalition for Diversity in Schools has orchestrated the creation of a comprehensive website tailored to aid educators in navigating LGBTIQ+ subject matter. This resource is designed to facilitate the acquisition of contemporary scientific insights and relevant terminology. It includes downloadable methodological sheets intended for lesson planning and classroom instruction. The platform addresses essential questions, such as 'why integrate LGBTIQ+ education' and 'how to effectively incorporate LGBTIQ+ topics into teaching'. Moreover, it equips educators with strategies to navigate potential objections originating from parents, school administrators, or fellow teaching professionals. |
| Source | Educational interactive website at (in Czech):<br>**ucimolgbt.praguepride.com** |

# Webinars to Enhance Teaching for LGBTIQ+ Students

| | |
|---|---|
| **State/region** | USA, international |
| **Description of the measure** | Webinar is led by distinguished Routledge authors and LGBTIQ+ teaching experts, Jen Gilbert and Devika Dibya Choudhuri. The webinar addresses the pivotal question of how higher education teachers can establish an inclusive classroom for LGBTIQ+ students. It explores strategies for cultivating a safe learning environment, ensuring the availability of accessible resources, and preparing students for life beyond the classroom. Additionally, the session imparts key advice essential for fostering inclusivity in educational settings. |
| **Source** | Registration form for the free Routledge course here (in English): **www.routledge.com/go/making-your-teaching-inclusive-for-lgbtqia-students** |

# Infographics and Information Leaflets for Teachers' Bulletin Boards

| | |
|---|---|
| **State/region** | Czech Republic |
| **Description of the measure** | As part of the international project "WITH YOU*TH towards an active citizenship", a series of infographics has been developed. These visually compelling resources are designed for display on school bulletin boards and serve as effective tools for teachers and guidance counsellors. The infographics offer a simplified, graphic format to aid in the explanation of complex topics.<br><br>The range of infographics pertaining to LGBTIQ+ topics includes:<br><br>① Gender-sensitive language<br>② Masculinity: pitfalls and benefits<br>③ Legal aspects of violence and bullying in schools<br>④ Sexual and gender identity in education<br>⑤ Sex education in schools<br>⑥ Gender in physical education and sport<br>⑦ Gender-based violence in schools<br>⑧ Non-stereotypical choice of profession<br>⑨ Gender-sensitive education<br>①⓪ Menstruation and teaching about it<br><br>The infographics aim to enhance understanding and promote discussions on these crucial subjects within the educational environment. |
| **Source** | Infographics (e-version and print data in Czech): **www.gendernora.cz/nase-temata** |

**The measure**

# Training on Sexting, Cyber Safety, and Safeguarding Minors

| | |
|---|---|
| **State/region** | Belgium |
| **Description of the measure** | The Clicksafe initiative is dedicated to providing comprehensive training to primary and secondary school teachers on issues related to cyber safety for minors, emphasising key areas such as online privacy, the risks associated with sexting, and cyber coercion. The training program is designed to illuminate these issues through the presentation of relevant statistics, trends, and an exploration of both risks and benefits associated with teenagers' internet usage. Furthermore, teachers will be equipped with practical pedagogical tools that can be seamlessly integrated into the classroom environment to address online safety.<br><br>The strategic emphasis on ongoing education for educators is envisioned to yield more substantial and lasting effects compared to one-time educational interventions targeted solely at children. Educators, often responsible for multiple students, can provide continuous guidance and support. Moreover, the strategy recognizes that sensitising children without concurrent educator training may inadvertently widen the 'digital divide' between educators and students in navigating online risks and safety measures. |
| **Source** | The Clicksafe initiative (in Dutch): **childfocus.be/nl-be/Vorming/Professionals/Clicksafe** |

14

"Honestly, I think one of the worst moments was when my high school psychology teacher compared homosexuality to paedophilia in front of the entire class and said: 'Why is one supported and the other cured? Why don't we treat or support both?' And the absolutely worst part was the fact that many of my classmates agreed with that statement."[1]

**(woman, lesbian, 17 years old)**

"A teacher at the university had very strong views about gay people. Even though I am not ashamed of my orientation, and I make it publicly known, I (unfortunately) did not dare to contradict him in this case, as it would have resulted in repercussions during the examination. I found it sad that a university lecturer advocates the opinion that homosexuality was unnatural, that gays and lesbians should not raise children and basically implied that we were sick."[2]
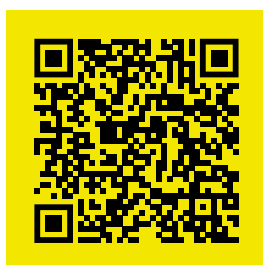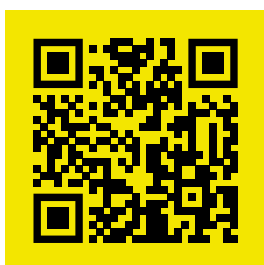
**(woman, lesbian, 24 years old)**

[1] For anonymised quotation see Pitoňák and Macháčková 2022: 132.
[2] For anonymised quotation see Pitoňák and Macháčková 2022: 132-133.

**The measure**

# Exploring Diversity & Inclusion: A Self-Assessment Tool For Teachers and School Leaders

| | |
|---|---|
| **State/region** | Republic of South Africa |
| **Description of the measure** | The web platform developed by the *Diversity & Inclusion Group for Networking and Action* (DIGNA) serves as a diagnostic tool for organisations and civil society movements to conduct a self-assessment of their corporate culture and diversity practices. This tool is instrumental in guiding entities on their journey to become more inclusive, diverse, and attuned to the diverse needs, identities, and backgrounds of their members. |
| | It's crucial to note that engaging with this tool does not present a one-size-fits-all solution for addressing discrimination, racism, or workplace harassment. Instead, it offers a valuable snapshot of an organisation's position on the maturity model spectrum concerning diversity and inclusion. The platform provides actionable suggestions for growth in areas that may require attention. |
| | Intended for use by both management and staff within an institution, this tool assists in gauging the state of diversity and inclusiveness in the workplace. The comprehensive report generated by the platform serves as a foundation for initiating constructive discussions around improving and fostering a more inclusive organisational culture. |
| | The platform is a good way to find out the current status of your educational institution with regard to the inclusion of LGBTIQ+ students |
| **Source** | D&I self-diagnostic tool (in English): **diversitytool.civicus.org** |
| | About platform: **www.civicus.org/index.php/what-we-do/ strengthen/diversity-inclusion** |

**The measure**

# Culturally Responsive Teaching and Learning: University Program

| | |
|---|---|
| **State/region** | USA |
| **Description of the measure** | *The Community College of Baltimore County* presents the *Culturally Responsive Teaching and Learning program* (CRTL) to both students and faculty. This program is designed to foster self-reflection and self-awareness regarding personal biases. The competencies acquired through CRTL significantly enhance individuals' communication skills and their capacity to interact effectively with diverse groups of people. The program comprises seminars and workshops, concentrating on four thematic areas: |
| | ① The Importance of Culture and Race: Understanding the significance of culture and race in educational settings. |
| | ② Overcoming Stereotype Threat: Addressing and mitigating the impact of stereotype threat on teaching and learning. |
| | ③ Culture and Mindset: Exploring the intersection of cultural influences and mindset in the learning environment. |
| | ④ Social Capital, and Learning and Caring for Others: Emphasising the role of social capital and fostering an environment of care and empathy in the educational community. |
| | By focusing on these thematic areas, the CRTL program aims to equip participants with the knowledge and skills necessary to create inclusive and culturally responsive learning environments. |
| **Source** | Program CRTL (in English): **crt-cc.org** |

"A high school professor touched my thigh, then moved his hand to my crotch and indicated with his hand scissors cutting. In this way, he asked me during class if I planned to get 'mutilation surgery'. This situation took place a year after my coming out and six months after my return to school following a break in my studies due to mental health problems and hospitalisation. After subsequently reporting the incident to the principal, the professor was not sufficiently punished, but instead was excused with sentences like 'you know, he's just like that...'.[1]

(non-binary, queer, 21 years old)

"I am graduating with a profiling in arts as part of my high school final exams. They say that if our graduation work includes LGBT+ themes, we may not get a high school diploma."[2]

(woman, asexual, 18 years old)

1    For anonymised quotation see Pitoňák and Macháčková 2022: 131.
2    For anonymised quotation see Pitoňák and Macháčková 2022: 198.

**The measure**

# Ensuring Respectful Environments: Ongoing Training on Addressing Sexual and Gender-Based Harassment

| | |
|---|---|
| **State/region** | Czech Republic |
| **Description of the measure** | Providing training for newly enrolled students serves a dual purpose of educating them about their rights and establishing avenues for seeking assistance in the face of uncertainties or challenges. A noteworthy example of such training is evident at *The Faculty of Fine Arts of Brno University of Technology*, where a mandatory course called *FaVU Orientation* has been introduced for first-year students. |
| | The primary objective of *FaVU Orientation* is to acclimate students to the school environment. Integral to the course is a workshop specifically designed to familiarise students with issues related to pathological and problematic behavior, encompassing topics such as sexual harassment, bullying, and violence. The workshop aims to equip students with valuable information about the mechanisms and tools available to address such issues, thereby empowering them in their educational journey. This proactive approach not only raises awareness about students' rights but also actively engages them in building a safer and more supportive academic community. |
| **Source** | Subject description (in English): www.favu.vut.cz/en/students/courses/detail/257773 |

19

**The measure**

# A Comprehensive Four-Tiered Model for LGBTIQ+ Inclusion in School Curricula

| | |
|---|---|
| **State/region** | USA, California |
| **Description of the measure** | The *University of California* and the *California State University System* are teaching James Banks' course and his four-step program to increase the implementation of LGBTIQ+ issues in the classroom. In the state of California, several districts have taken the program as a prototype for implementing LGBTIQ+ themes into the curriculum. Educators can start with the first tier and progress to the final one. Alternatively, they may use lower tiers for earlier grades and higher tiers for advanced grades. |

① Contributions Level: Emphasises heroes, holidays, and specific cultural elements as contributions to already existing curriculums

② Additive Level: Integrates additional content, concepts, themes, and perspectives into the curriculum without altering its structure.

③ Transformation Level: Modifies the curriculum's structure to prompt students to consider concepts, issues, events, and themes from various perspectives.

④ Social Action Level: Inspires students to decide on and actively address significant social issues.

| | |
|---|---|
| **Source** | Summary of the curricula model and its impacts (in English): Moorhead, L. (2018). LGBTQ+ visibility in the K-12 curriculum. *Phi Delta Kappan*, 100 (2), 22–26. available at: **kappanonline.org/moorhead-lgbtq-visibility-k-12-curriculum** |

20



# Examples of good practice in mobilising student collectives

21

**The measure**

# Gender Equality Challenge: The Gendermania Competition

| | |
|---|---|
| **State/region** | Austria |
| **Description of the measure** | The Hertha Firnberg School for Business and Tourism in Vienna organises *Die Gendermania*, an internal school competition centered around gender mainstreaming. Its primary goal is to serve as an exemplar in the fight against discrimination and gender-based disadvantages, with a specific focus on raising awareness among young male and female students. |
| | During the competition, students create and present their entries to a judging audience comprising 2nd and 3rd-year female students, alongside a jury composed of teachers and student representatives. Through this engaging and participatory platform, the school encourages a collective effort to challenge preconceived notions, promote gender equality, and instil a broader understanding of the significance of addressing gender-related issues within the school community. |
| **Source** | Hertha Firnberg School of Business and Tourism (in German): **www.firnbergschulen.at** |
| | Communication and Media Design – "science class" (in German): **www.firnbergschulen.at/portfolio-view/die-scienceklasse** |
| | Gendermania (in German): **www.firnbergschulen.at/allgemein/die-gendermania-ein-erfolgsformat** |

**The measure**

# Artistic Initiatives Against Violence and for Gender Equality

| | |
|---|---|
| **State/region** | Portugal / Minho-Lima |
| **Description of the measure** | Engaging in participatory methods and artistic actions that encourage creativity and self-expression, such as wall painting, theatrical performances, photography, and the deconstruction and reconstruction of stories, can significantly contribute to fostering understanding and promoting gender equality and non-violence. The initiative *AtivArte – Against violence and for gender equality* sought to implement these practices across various schools in the region of Braga in northern Portugal. |
| | Through this project, emphasis was placed not only on promoting gender equality and non-violence but also on underscoring the significance of cultural diversity and tolerance. By integrating these creative and participatory approaches into educational settings, *AtivArte* aimed to instil a deeper awareness and appreciation for these crucial societal values among students in the region. |
| **Source** | Summary of project results (in English): **eeagrants.org/archive/2009-2014/projects/PT05-0134** |

# University Prize for Women

| | |
|---|---|
| **State/region** | Belgium |
| **Description of the measure** | The non-profit organisation *Université des Femmes* is dedicated to promoting a critical analysis of society from a feminist perspective. As part of its commitment to advancing women's studies, the organisation annually bestows *the Women's University Prize* to a noteworthy university paper that makes a substantial contribution to this field. The financial prize is granted to a work from any academic discipline, with the requirement that it significantly enriches knowledge relevant to women and gender relations.<br><br>    *The Women's University Prize* is conferred in three distinct categories based on the academic level of the submitted work. This structured approach ensures recognition and encouragement for outstanding contributions at various stages of academic study. |
| **Source** | Competition rules (in French):<br>**www.universitedesfemmes.be/images/Universite-Femmes/Universite/Reglement-Prix-UF2018.pdf**<br><br>About the competition (in French):<br>**www.universitedesfemmes.be/universite-des-femmes-bruxelles/prix-universite-des-femmes** |

# Lessons, Books, and Posters for Gender and Trans-Positive Education in Elementary Schools

| | |
|---|---|
| **State/region** | The Great Britain |
| **Description of the measure** | This comprehensive set for trans-positive education is curated specifically for elementary schools, encompassing a series of five lessons and three educational posters. Tailored to provide educators with the essential tools, it enables them to approach the subject of trans, non-binary, and cis lives and identities in a positive and informative manner.<br><br>    At the core of this educational package is *Alien Nation*, a book crafted for primary-aged children. This resource offers a playful exploration of gender, gender expression, gender roles, and provides a clear explanation of various gender identities. It also introduces important terminology, making it an accessible and valuable resource for fostering understanding and inclusivity in the educational environment. |
| **Source** | Link to the web page (in English):<br>**www.theproudtrust.org/schools-and-training/primary-resources/alien-nation-book-and-resources**<br><br>Link to the example of one of the lessons (in English):<br>**bit.ly/3UevXHO**<br><br>Links to the posters (in English):<br>Alien Nation Exploring Gender A3:<br>**bit.ly/42akMBG**<br><br>Alien Nation Respect Pronouns A3:<br>**bit.ly/42is9qP**<br><br>Alien Nation Trans... Poster A3:<br>**bit.ly/48KUPLC** |

**The measure**

# Comprehensive Sexual Health Education: What It Is and Why It Matters

| State/region | Canada |
| --- | --- |
| Description of the measure | In health and sexual education, there can be knowledge gaps between teachers and students. However, accessible resources exist to bridge these gaps and provide accurate information.<br><br>*Comprehensive Sexual Health Education: What It Is and Why It Matters* is a webinar designed for teachers and presented by Teachingsexualhealth.ca, a website collaboratively developed by educators and health professionals. This online platform serves as a valuable resource, offering teachers and educators evidence-based sexual health information, along with a repository of lesson plans, tools, and resources.<br><br>The website *teachingsexualhealth.ca* actively hosts free webinars and workshops, providing educators with factual and comprehensive data. Importantly, these sessions also include preparation for the challenges that may arise when teaching "Comprehensive Sexual Health Education". This preparation encompasses addressing potentially surprising questions from students and navigating potential disapproval from parents. By empowering educators with information and strategies, the website plays a crucial role in enabling a more informed and supportive approach to sexual health education in educational settings. |
| Source | The teacher portal for educators with evidence-based information on sexual education (in English):<br>**teachingsexualhealth.ca/teachers** |

26

**"I'm asexual and I came out when I was twelve or thirteen. When I confided in my classmates that I didn't like any boy, they tried to get me to start dating my friend [who identified as a boy]. I was very uncomfortable. I repeatedly told them to stop, but it took about a month before they let me be."[1]**

(woman, asexual, 15 years old)

**"I go to elementary school. In the subject 'health education' we learned about gays and lesbians for one lesson. All we learned was that men can like men and women can like women. But if any of us dared to be gay or lesbian, we would probably die before the age of thirty from venereal disease. The teacher knew nothing about the topic. His explanation made it sound like homosexuality is a choice and anyone who chooses it is an asshole. I have to say, I was really offended."[2]**

(man, gay, 14 years old)

1    For anonymised quotation see Pitoňák and Macháčková 2022: 132.
2    For anonymised quotation see Pitoňák and Macháčková 2022: 198.

# Celebrating Diversity: LGBTIQ+ History Month

| State/region | United Kingdom |
|---|---|
| Description of the measure | Incorporating an LGBTIQ+ themed event or holiday into the classroom or school can contribute to a more inclusive environment for LGBTIQ+ students. *The LGBT+ History Month* training and education package from the United Kingdom is designed for a broad audience, including those in education, museums, libraries, galleries, shops, services, networks/social groups, and individuals.<br><br>This educational source serves as the foundation for the annual *LGBT+ History Month* event celebrated every February in the UK. *Schools OUT*, the organisation behind this initiative, introduces a different theme each year. They provide free resources tailored for educational establishments, businesses, services, and organisations. |
| Source | Link to the event website (in English):<br>**www.theproudtrust.org/schools-and-training/secondary-resources/lgbt-history-month**<br><br>Link to the training package (in English):<br>**bit.ly/3Ohjm2G** |
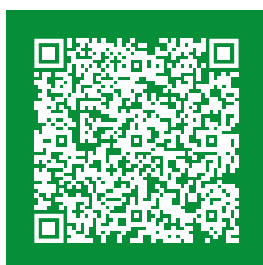
# Courses to Enhance Skills and Knowledge for Effective Activism

| State/region | Slovakia |
|---|---|
| Description of the measure | The project with the name *InQubator* is dedicated to engaging young individuals in civil society and activism, with a specific focus on the LGBTIQ+ community in Košice. It featured five training programs designed to bolster practical skills for activism, contributing significantly to the empowerment and involvement of young individuals in activism within the LGBTIQ+ community.<br><br>The primary emphasis of the project centered on the situation of LGBTIQ+ people in Slovakia, especially the youth. These young individuals not only actively participate in community activities but also aspire to contribute to broader societal initiatives. Many exhibit leadership qualities or possess the potential to become leaders, while others express interest in various community engagement endeavours. The project, through its diverse activities, aimed to address the prevailing societal attitudes in Slovakia, which may not be very positive towards the LGBTIQ+ community. |
| Source | Project website (in Slovak):<br>**www.pridekosice.sk/inqubator-obcianskej-participacie**<br><br>EEA grants summary (in English):<br>**eeagrants.org/archive/2014-2021/projects/SK-ACTIVECITIZENS-0167** |
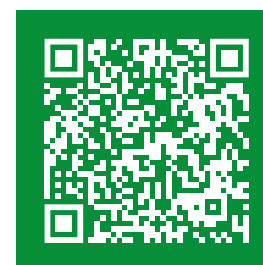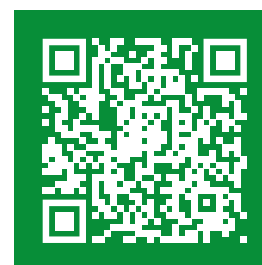
# Art Projects Exhibited in Public Spaces

| | |
|---|---|
| **State/region** | Hungary |
| **Description of the measure** | The project *Labrisz Leszbikus Egyesület* aimed to facilitate information exchange among civic organisations and cultivate heightened sensitivity towards diverse minority groups. It involved orchestrating meetings to foster collaborative projects, with a specific emphasis on art workshops as a platform for voluntary activities.<br><br>Notably, key components of the initiative included the *Me the Volunteer* metro campaign and a peripatetic exhibition. The project yielded positive outcomes, including heightened visibility of LGBTIQ+ issues in public spaces, education, and culture. This, in turn, contributed to a more diverse civil sector and elevated the quality of voluntary activities. |
| **Source** | Website of the movement (in Hungarian):<br>**labrisz.hu** |

# Kicking for Change: Harnessing Football Activities as a Catalyst for Social Transformation

| | |
|---|---|
| **State/region** | Poland |
| **Description of the measure** | Football and other team sports emerge as potent instruments in confronting discrimination against women, non-binary individuals, and other historically marginalised people in sports. Their inclusion becomes crucial in spaces traditionally viewed as exclusive. Introducing sports activities explicitly designed for the LGBTIQ+ community assumes a pivotal role in combating discrimination within school gym environments.<br><br>In a notable initiative, *Female\* Football as Change* from Poland, over 200 individuals actively participated in training sessions. This project focused on benefiting those identifying as women, including cisgender, non-binary, transgender, and queer individuals who often face various forms of discrimination. By leveraging sports, particularly football, as a vehicle for positive change, this project not only promotes physical activity but also challenges stereotypes and fosters a more inclusive and supportive environment within the realm of sports. |
| **Source** | Project website (in English):<br>**www.fundacjadlawolnosci.org/en/female-football-as-change** |

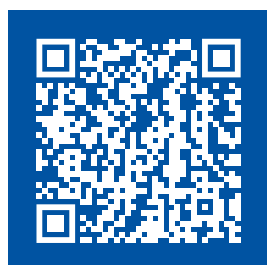# Examples of good practice dealing with bullying and discrimination in schools

# Student Advocacy: Ombudsperson for School Pupils and Girls

| | |
|---|---|
| **State/region** | Sweden |
| **Description of the measure** | The *Swedish Child and School Student Representative* (BEO) operates as a vital component of the *Swedish School Inspectorate*, colloquially known as the ombudsperson for schoolchildren. This governmental entity serves as a platform for individuals to file complaints concerning schools that are perceived to inadequately address humiliating treatment or neglect prevention.<br><br>Endowed with robust legal powers, the representative of the *Swedish school children, students, and pupils* holds the authority to stipulate that schools must adhere to the Education Act in the future. Additionally, they can pursue compensation on behalf of the child or student affected. In cases where the school is unwilling to provide compensation, the BEO has the authority to represent the children or learners and seek damages through civil action in court. This framework underscores the commitment to ensuring the well-being and rights of students within the educational system. |
| **Source** | BEO: information for teachers (in English): **www.rfsu.se/globalassets/pdf/information-for-teachers.pdf**<br><br>BEO and school inspections (in English): **www.skolinspektionen.se/other-languages/english-engelska**<br><br>A case study of the Swedish School Inspectorate (in English): **www.sciencedirect.com/science/article/abs/pii/S1756061617302355** |

# Mobile App for Crisis Support for LGBTIQ+ Individuals

| | |
|---|---|
| **State/region** | Poland |
| **Description of the measure** | A mobile application can serve as a swift and convenient means for LGBTIQ+ pupils to gain support during crisis situations. Following a validated model of online psychological interventions, the Polish stand-alone app is the outcome of a participatory, multi-stage development process. Actively engaging LGBTIQ+ individuals throughout its creation ensures the application is tailored to address their specific needs. This initiative is part of a broader project aimed at supporting the vulnerable LGBTIQ+ community confronting exclusion and discrimination in Poland. |
| **Source** | Website of the mobile app (in Polish): **interwencjelgbt.org.pl/download-app** |
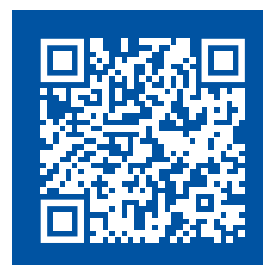
**"My classmates in elementary school thought I looked gay, so they used to beat me, stab me with circulars, spit on me, kick me and throw my things out the window."[1]**

(man, gay, 16 years old)

**"Reporting it to the school would be pointless. We don't deal with such things at our school. Most people, including teachers and staff, are homophobic."[2]**

(non-binary, in search of sexual self-identification, 14 years old)

**"I have encountered bullying in physical education. When I was still in elementary school, we had PE together with another class. They constantly yelled that I'm a 'faggot' and that I deserved to die. They threatened to hurt me. I was honestly scared, and the physical education started to disgust me."[3]**

(woman, asexual, 17 years old)

The measure

# Human Library in Action Against Gender Prejudice

| | |
|---|---|
| **State/region** | Croatia |
| **Description of the measure** | Utilising human libraries proves to be a powerful tool in enriching community understanding of marginalised or discriminated groups. An illustrative human library initiative from Croatia aimed to cultivate awareness among the public, fostering acceptance while concurrently reducing prejudice and stereotypes.<br><br>    This action seeks to inform the general public about the challenges faced by vulnerable groups (LGBTIQ+, ethnic minorities, persons with disabilities and more), elevate the visibility of human rights issues in local communities, empower members of these groups, and enhance the capacity of local Civil Society Organizations. The project significantly contributed to the empowerment of vulnerable group members and increased awareness among visitors. Through engaging with 'books', participants had the opportunity to gain insights into the challenges and discrimination faced by these individuals in their daily lives. This approach proved effective in fostering empathy, breaking down stereotypes, and building bridges of understanding within the community. |
| **Source** | Website of the grant financing the human library in Primorsko-goranska županija (in English):<br>**eeagrants.org/archive/2009-2014/projects/HR02-0023** |

37

1    For anonymised quotation see Pitoňák and Macháčková 2022: 225.

2    For anonymised quotation see Pitoňák and Macháčková 2022: 209.

3    For anonymised quotation see Pitoňák and Macháčková 2022: 133.

# Engaging Workshops for Youth on Exploring Masculinity

| | |
|---|---|
| **State/region** | Belgium |
| **Description of the measure** | Conducting seminars to address specific issues or needs of LGBTIQ+ individuals is another effective approach to raising awareness and fostering understanding. An example is *Genderklik*, the official website of the Flemish government, which provides educational material for young people on masculinity along with a creative guide tailored for teachers and schools. This guide incorporates workshops focused on addressing gender stereotypes, particularly those related to men and masculinity. By offering targeted educational resources and workshops, initiatives like *Genderklik* contribute to a more informed and inclusive approach to gender-related issues in educational settings. |
| **Source** | Educational material for young people about masculinity and a creative guide for teachers and schools (in Dutch): **genderklikvoorjongens.be/lesmateriaal.html#deboodschap** |

# Safe Spaces: Counselling Rooms for LGBTIQ+ Individuals Navigating Religious Constraints

| | |
|---|---|
| **State/region** | International |
| **Description of the measure** | These counselling rooms have been established to cater to the needs of LGBTIQ+ individuals facing the intersection of their sexual orientation and religious beliefs. Designed as safe and confidential spaces, these rooms offer support and guidance tailored to the unique challenges experienced by individuals navigating both their LGBTIQ+ identity and religious affiliations. |
| **Source** | Links to particular Counselling Rooms (in English): LGBTIQ+ Jewish group: Keshet UK: **www.keshetuk.org** LGBTIQ+ Christian group: One Body One Faith: **www.onebodyonefaith.org.uk** LGBTIQ+ Catholic group: Quest: **questlgbti.uk** LGBTIQ+ Muslim groups: Hidayah: **hidayahlgbt.com** Imaan: **imaanlondon.wordpress.com** the Muslim Youth Helpline: **myh.org.uk** |
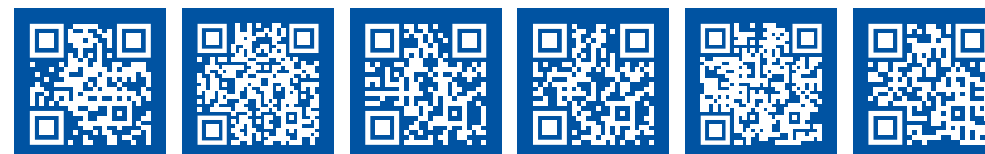
"A high school class teacher yelled at me in front of my classmates that 'I'm a woman and I'm not remade yet'. After this incident, he openly supported all the taunts, bullying, and transphobic statements made by my classmates, and he himself instigated them with his comments about me in class too. In the following classes, he also harassed me with inappropriate questions about my sex life (I was not even eighteen years old yet) or brought up tabloid articles, for example about the correlation between increased aggression and taking hormones. In this context, he then asked me if I might become a serial killer or a paedophile."[1]

**(trans man, gay, 23 years old)**

The measure

# Inclusive Facilities: Gender-Neutral Changing Rooms and Toilets

| | |
|---|---|
| **State/region** | USA |
| **Description of the measure** | Physical education, changing rooms and school toilets are often situations of frequent conflict and bullying for LGBTIQ+ people. As part of the inclusive LGBTIQ+ policy at *Bates College*, gender-neutral toilets and changing facilities, or single-person changing and shower facilities, are in place to allow trans and other LGBTIQ+ students to change for physical education classes in a safe environment. |
| **Source** | Link to the subpage of the official Bates College website that deals with the topic of LGBTIQ+ students (in English): **www.bates.edu/oie/student-support-resources/lgbtqiap2-bates/#all-gender-restrooms** |

# Examples of good educational policy

The measure

# Governmental Guidance in Supporting Lesbian, Gay, Bisexual and Transgender Learners in Schools and Colleges

| State/region | Wales |
| --- | --- |
| Description of the measure | The Welsh Government has produced a comprehensive report to increase LGBTIQ+ people's inclusion in education. The government report summarises the measures as follows:

Schools and colleges should:

①    Review curriculum and course content for effective integration of diversity and inclusion, including LGBTIQ+ issues.
②    Record instances of homophobic, biphobic, and transphobic bullying, identifying and addressing trends.
③    Provide regular training for all staff in addressing discrimination and promoting diversity, including LGBTIQ+ issues.

Local authorities and consortia should:

④    Collaborate with external partners to offer professional learning opportunities for primary and secondary school staff.
⑤    Ensure progression in relationships and sexuality education between primary and secondary school sectors. |
| Source | Full report(in English):
**www.estyn.gov.wales/thematic-report/celebrating-diversity-and-promoting-inclusion-good-practice-supporting-lesbian-gay** |

The measure

# Gender Support Checklist for Transgender and Non-Binary Students

| State/region | USA |
| --- | --- |
| Description of the measure | The *Gender Support Checklist for Transgender and Non-Binary Students* is a useful tool for school management to assess their current standing on inclusivity. This checklist serves as a comprehensive guide for schools to evaluate and, if necessary, enhance conditions to better support transgender and non-binary learners within the educational environment. By utilising this checklist, institutions can systematically address areas that may require improvement and work towards creating a more inclusive and supportive space for all students, irrespective of their gender identity. |
| Source | Link to the checklist (in English):
**bit.ly/3OgAFAL**

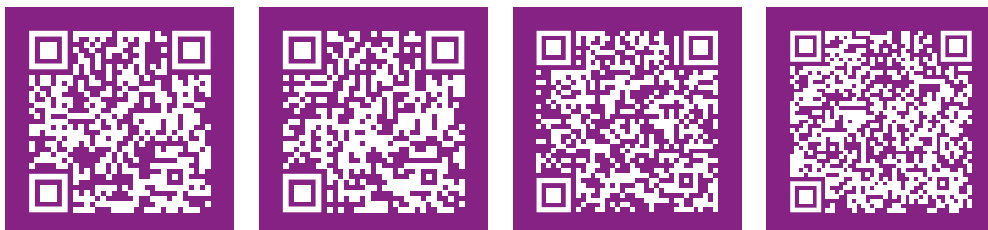Link to the organisation's website (in English):
**welcomingschools.org/resources** |

**The measure**

# Establishing a School Policy on Romantic and Sexual Relationships Between Teachers and Students

| | |
|---|---|
| **State/region** | USA |
| **Description of the measure** | *The University of Iowa, Harvard University and Oxford University* declared a university policy on romantic and sexual relationships between faculty teachers and students. This policy requires the elimination of potential conflicts of interest when a romantic and/or sexual relationship exists between a faculty member and a student (teaching, grading, or supervising the academic work of his/her spouse is prohibited). |
| | This policy defines prohibited relationships and provides tools and procedures for teachers' (instructors') self-regulation and for filing a complaint in case of policy violations. |
| **Source** | Official documents (in English): |
| | Oxford University: **edu.admin.ox.ac.uk/harassment-advice# edu.admin.ox.ac.uk/university-policy-on-harassment** |
| | Harvard University: **www.hupd.harvard.edu/sexual-and-gender-based-harassment-policy** |
| | University of Iowa: **opsmanual.uiowa.edu/community-policies/consensual-relationships-involving-students** |

**The measure**

# Interdepartmental Action Plan for LGBTIQ+ politics

| | |
|---|---|
| **State/region** | Berlin |
| **Description of the measure** | Berlin is a pioneer in its national LGBTIQ+ policy. *The initiative "Berlin supports self-determination and acceptance of sexual diversity"* (IGSV) is aimed at all people living in Berlin and it sets the political framework for the work of the Berlin Senate on LGBTIQ+ issues. The IGSV is an action plan with 92 individual measures divided into nine action areas. Two are explicitly dedicated to education. Most of the 92 measures have already been completed or are currently being implemented. |
| | The IGSV's initiative aims to mainstream anti-discrimination and diversity as intersection themes in public administration plays an important role in ensuring that public services are more responsive to LGBTIQ+ needs. In addition, the Interdepartmental Action Plan increases the effectiveness of public administrations by helping to link their different parts, which means that all Senate administrations are involved in its implementation. |
| **Source** | Official website of the initiative (in German): **www.berlin.de/sen/lads/schwerpunkte/lsbti/igsv** |

**The measure**

# Establishment of a Commissioner for Oversight in Equality Protection

| | |
|---|---|
| **State/region** | Serbia |
| **Description of the measure** | Serbia has established the position of *Equality Commissioner under the Discrimination Act.* This is an independent, autonomous and specialised state body which, among other things, implements educational activities aimed at preventing discrimination and promoting equality. |
| | One of them is the "*Discrimination Busters*", *Young Panel of Commissioners*. This panel consists of children and young adolescents who participate in workshops and activities prepared by the current Equality Commissioner. The Commissioner explains the issues of discrimination, respect for human rights and equality to the panellists. The panellists learn to express their views on discrimination and its causes, as well as to design effective prevention programmes and activities against discrimination. The programme also relies on the dissemination of the knowledge and expertise gained by the panellists towards the wider community and peer groups. |
| **Source** | Position of Equality Commissioner (in English): **ravnopravnost.gov.rs/en/background-information** |
| | "Discrimination Busters", Young Panel of Commissioners (in English): **ravnopravnost.gov.rs/en/children-should-be-taught-tolerance-and-respect-for-diversity** |

**"It is very uncomfortable to have my old name, under which I no longer want to be seen, written on my personal belongings (documents, passport, credit card, etc.)."[1]**

(trans man, pansexual, 14 years old)

**"I was once locked up by a member of staff in the teachers' toilets, where I had to go 'so the school wouldn't be judged for me going to the boys' toilets'. The worker treated me completely inappropriately and refused to let me go into the boys' toilets despite my insistence that I was allowed to go into the boys' toilets. When I then sought an apology from the headmistress, she came down on me saying that I could not expect special treatment and that I should be grateful that I had been accommodated so far."[2]**

(non-binary, bisexual, 19 years old)

48

1   For anonymised quotation see Pitoňák and Macháčková 2022: 138.
2   For anonymised quotation see Pitoňák and Macháčková 2022: 132.

**The measure**

# Online platform for LGBTIQ+ Inclusive Education at National Level

| | |
|---|---|
| **State/region** | Scotland |
| **Description of the measure** | Since 2021, Scotland has mandated LGBTIQ+ inclusive education as a national requirement for schools. The *lgbteducation.scot* platform serves as a tool that encourages schools to adopt a proactive educational stance against prejudice and bullying. The tool is structured into three phases, each supported by resources such as planning templates and development documents. These resources aid schools in aligning their efforts with their specific values and environment.<br><br>To support this initiative, the Scottish Government has implemented a two-stage *National Training for LGBTIQ+ Inclusive Education*. This training is designed for primary and secondary school teachers in Scotland. Upon successfully completing each stage of the program, schools receive a certificate, marking their commitment to fostering a more inclusive and supportive educational environment for all students. |
| **Source** | Link to the implementation tool (in English):<br>**lgbteducation.scot/toolkit** |

**The measure**

# Gender Diversity in Changing Rooms

| | |
|---|---|
| **State/region** | USA, Santa Monica |
| **Description of the measure** | An effective approach to maintaining a safe and inclusive changing rooms environment is exemplified by the online training titled *Everybody Changes: Respecting Gender Diversity in Changing Rooms*. This training initiative comprises 13 modules, requiring just over 30 minutes to complete. The comprehensive content of the training covers various topics, including terminology related to gender diversity, the consequences of discrimination against LGBTIQ+ individuals, and the respectful use of pronouns. By providing accessible and informative online training, this training contributes to creating awareness, fostering understanding, and promoting a culture of respect within changing room spaces. |
| **Source** | Link to the course (in English):<br>**speakingoftransgender.com/transgender-training-and-course** |

**The measure**

# Ensuring Inclusive Social Security: Comprehensive Care for LGBTIQ+ Individuals at a National Level

| | |
|---|---|
| **State/region** | Netherlands |
| **Description of the measure** | The government is working to encourage schools to pay more attention to improve the social security of to LGBTIQ+ people. The project was launched by the Ministry and linked to the grant scheme for financing activities in the last two years at primary schools (7th and 8th grade) and the first two years (1st and 2nd) of secondary school. The schools in the pilot project were to introduce at least 6 elements:<br><br>• information meetings with external experts;<br>• social interaction lessons for pupils;<br>• training or consultancy for teachers;<br>• attention to sexual and gender diversity regular lessons;<br>• aftercare;<br>• parental involvement.<br><br>Schools were in charge of putting these elements into practice. |
| **Source** | Official website of the Netherlands Institute for Social Research (in English):<br>**english.scp.nl** |

**The measure**

# Practical Steps to Enhance Gender Competence in University Processes

| | |
|---|---|
| **State/region** | Austria |
| **Description of the measure** | *The Austrian Federal Ministry for Education, Science, and Research* has taken proactive measures to address gender equality at universities by establishing a working group. This group's mandate is to "develop and expand competencies in the field of gender equality at universities". Subsequently, the task force formulated a recommendation titled *Enhancement of Gender Competence in University Processes* (in original: *Verbreiterung von Genderkompetenz in hochschulischen Prozessen*). This recommendation outlines practical steps that universities can implement to heighten awareness of gender equality issues within the university environment and integrate them more deeply into *Higher Education Institutions (HEIs)*. These measures aim to foster a more inclusive and equitable atmosphere within academic institutions in Austria. |
| **Source** | Document Enhancement of Gender Competence in University Processes (in German):<br>**bit.ly/42dm6nf** |

**The measure**

# Inclusive Education Initiative: Developing Teaching Materials on LGBTIQ+ Topics and e-Learning Platform

| | |
|---|---|
| **State/region** | Romania |
| **Description of the measure** | The project called *It's time to combat LGBT discrimination in Romanian high schools* had the overarching goal of enhancing understanding of LGBTIQ+ issues in Romania to effectively combat homophobic discrimination and bullying. As part of its comprehensive approach, the project involved training teachers in implementing a new curriculum related to Romania's LGBTIQ+ history. Additionally, it led to the creation of a handbook specifically designed for high school students, providing them with information on how to actively fight against discrimination in their immediate environment.<br><br>As a further outcome, the project established an accessible e-learning platform, reinforcing the dissemination of knowledge and resources related to combating LGBTIQ+ discrimination in Romanian high schools. By combining teacher training, curriculum development, student engagement through handbooks, and the utilisation of modern e-learning platforms, the project aimed to create a more inclusive and informed educational environment in Romania. |
| **Source** | More information about the project (in English or in Romanian): **eeagrants.org/archive/2009-2014/projects/RO09-0235** |

# References

① Pitoňák, Michal & Macháčková, Marcela. *Být LGBTQ+ v Česku 2022 – Výzkumná zpráva.* [Being LGBTQ+ in the Czech Republic 2022 – Research Report]. 2023

**Some measures are taken from the following sources:**

② Hana Tenglerová (ed.), Kamila Šimandlová, Ester Šebestová, Jana Dvořáčková, Marcela Linková. *Genderová rovnost ve vědě, výzkumu a vysokém školství: příklady praxe.* [Gender equality in science, research and higher education: examples of practice]. Národní kontaktní centrum – gender a věda, Sociologický ústav AV ČR, v. v. i.. Praha 2018.

③ *Gender Equality Commission: Compilation of good practices to promote an education free from gender stereotypes and identifying ways to implement the measures which are included in the Committee of Ministers' Recommendation on gender mainstreaming in education.* Council of Europe 2015.

④ Irena Smetáčková, Petr Pavlík, Kateřina Kolářová. *Sexuální obtěžování na vysokých školách: Proč vzniká, jak se projevuje, co lze proti němu dělat. Příručka pro vedení vysokých škol a vyučující.* [Sexual harassment in universities: why it occurs, how it manifests itself, what can be done about it. A guide for university administrators and faculty]. Fakulta humanitních studií Univerzity Karlovy v Praze. Praha 2009. ISBN 978-80-87398-02-9.

⑤ Data and Results Portal. EEA Grants: Iceland, Liechtenstein and Norway grants. Accessed November 25, 2023. data.eeagrants.org/2014-2021.