

---

# LGBT EDUCATION

## In this issue:

- Fill in the EU LGBTI Survey before 20 July -> 1
- Statement against Vatican school guidance condemning gender perspective -> 2
- Birmingham parents reject LGBT education in school -> 3
- Groundbreaking UNESCO guide to monitor LGBT bullying -> 5
- Poland vows to stop programs that include LGBT education -> 7

## LOCAL NEWS: EUROPE

### ***Fill in the EU LGBTI Survey before 20 July***

[versión española »](#) - [version Française »](#)

> 29 June 2019 - The EU LGBTI Survey was launched on Tuesday 28 May and it will close on July 20. The survey will collect the experiences of discrimination and hate crime as well as the views and challenges faced by lesbian, gay, bisexual, trans and intersex people across the EU. GALE encourages her European members and others to fill in the survey before July 20.

#### ***Second wave***

This research is the second wave of a research that started 7 years ago. It is open to anyone who self-identifies as LGBTIQ+, is aged 15 years and above, and lives in an EU Member State, in Serbia, or in North Macedonia. It is open until 20 July 2019 in all EU languages as well as Serbian and Macedonian. The survey is delivered by the FRA (European Fundamental Rights Agency, based in Vienna) in cooperation with LGBTIQ+ organizations and the European Commission.



## EU LGBTI SURVEY

## **Importance to fill in the survey before 20 July**

The first wave was filled in by over 93.000 respondents and the results had a huge impact on policy. In many countries, governments do not collect data on LGBTI+ discrimination and then proclaim there is no issue in their country. The EU LGBTI Survey corrects this partially.

The GALE European Report on the Right to Education for LGBTI made use of data from the first wave. For some countries it was the only data available, or the only large-scale data.

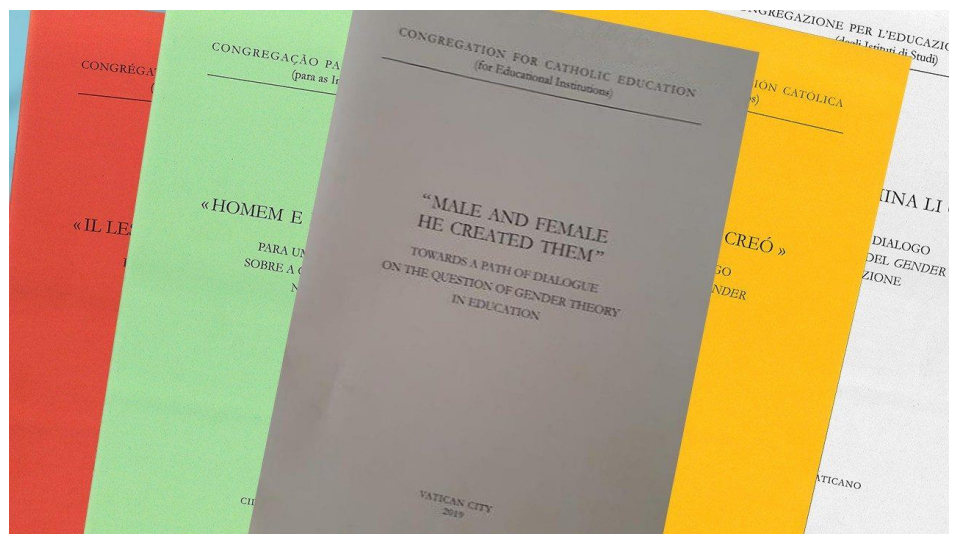
- [Info by FRA of the survey](#)
- The [promotional video](#)
- Promote attention to the survey by using the official hashtags: #yourstorymatters , #lgbtisurvey , #weshare

### GLOBAL NEWS: VATICAN

## **Joint statement against Vatican school guidance condemning gender perspective**

[versión española »](#) - [version française »](#)

> 12 June 2019 - Almost 1100 organizations and organizations have signed a joint statement condemning a new Vatican guidance to schools. The guidance forbids schools to teach that gender can be chosen or to allow students to live according to their chosen gender. Despite officially calling for dialogue, the Vatican polarized the discussion by publishing the document amid the pride month.



### **Vatican calls gender perspective a disorientation**

The Vatican said it was important to listen and “understand cultural events of recent decades” but did not mean this in a sensitive way. It described the discussion of gender a crisis in sexual education. The Vatican calls a modern gender perspective a *disorientation* that is destabilizing the family and canceling out differences between men and women.

The church also sneered again at gay and lesbian families by stating that children had *the right* to grow up

in a family with a father and a mother. The guidance quoted an earlier speech by Pope Francis about how children benefit from seeing masculinity represented by the father and femininity represented by the mother.

### ***Joint statement against the guidance***

A range of LGBTI organizations have spoken out against the guidance, but Intersex Human Rights Australia (IHR) took the initiative to draft a joint statement against it. The statement focuses on the existence, discrimination and rights of people with intersex conditions. This makes it a strong new case, because LGBT organizations already have advocated for equal rights on sexual orientation and gender identity before.

GALE has signed the joint declaration as an organizational ally.

Sources: [Vatican](#), "[Male and female he created them. For a path of dialogue on the issue of gender in education](#)", [Ottawa Citizen](#), [IHRA](#)

## LOCAL NEWS: UK-BIRMINGHAM

### ***Birmingham parents reject LGBT education in school***

[versión española »](#) - [version française »](#)

> 7 May 2019 - In Birmingham, United Kingdom parents protest an inclusivity and acceptance education program for primary schools, *No Outsiders*. They believe it is infringing on their rights as parents while the program is actually abiding by current UK legislation.

#### **No Outsiders overview**

In 2014, Andrew Moffat, assistant head teacher at Parkfield Community School

in Birmingham, UK, created the No Outsiders Program. The No Outsiders

program is about diversity and inclusion in general, and also covers LGBT issues.

Late 2018, Muslim parents were informed about the inclusion of LGBT families in the program. Somehow,



Figure 1 Mulsim group in Birmingham showing support for LGBT

they became convinced that this presentation of LGBT families was against Islamic values. They started to pull children out of school.

Parkfield Community School, a primary school that has a very large Muslim identifying population, tried to establish a dialogue with parents on the inclusivity program, but was confronted with mass absences of Muslim children. Parents in opposition to the program claim that the curriculum does not take traditional, conservative Islamic beliefs into consideration. Many of the parents believe that acceptance and equality should be taught in the school setting, but do not want their children to be educated about the LGBT community at this age; they fear that children will start to see lesbian and gay relationships as normal (which is actually what the program aims for). Although many Muslim families oppose the No Outsiders program, there is still some support from the more progressive members of the Birmingham Muslim community.

### ***What is No Outsiders ?***

The program's main goal is to encourage the acknowledgement and acceptance of religious, racial, family, and sexual differences. Education about LGBT issues and family structure is only one part of the complex curriculum. Students read books that focus on diversity and inclusion, participate in activities to further their understanding of equality, and discuss how attitudes of acceptance can be integrated into everyday life.

### ***Government support of the program***

*No Outsiders* is not a radical program. It is simply meant to teach children about the equality and acceptance measures covered by the Equality Act of 2010. The main goal of the legislation is to have an all-encompassing legislation focused on equality and inclusion. Previously, separate equality laws covered discrimination specifically on basis of race, sex, and disability. They did not tackle broader societal issues. The No Outsiders program content has been reviewed by the UK school inspectorate (Ofsted). After the difficulties in Birmingham, Ofsted has supported the school by saying that parents are not allowed to dictate the content of school programs, especially not when parent's opinions contradict common values and legislation. In addition, the UK government has made it mandatory to teach about sexuality and LGBT issues.

### ***Next steps***

The *No Outsiders* protest has come to a halt after some compromises were made. The program is now available for both children and parents to take part in together. This allows for the parents to have conversations in a space that can be productive rather than fostering hostile environments. GALE is very supportive of creating spaces that allow voices and opinions to be shared, heard, and discussed with an open mind. We think that it is very important that parents maintain an active role in their children's lives

especially when many of the parents at Parkfield are unfamiliar with the topics being taught in the program.

## GLOBAL NEWS: UNESCO

### ***Groundbreaking UNESCO guide to monitor LGBT bullying***

[versión española »](#) - [version française »](#)

> 30 April 2019 - In a new technical brief, *Bringing it out in the open*, UNESCO studies how to better monitor school violence based on sexual orientation, gender identity, or gender expression (SOGIE). UNESCO estimates that 246 million students experience school violence yearly throughout the world. Questions about violence against LGBT are rarely asked in general surveys about



school violence or school quality. The UNESCO brief is unique in providing a guide on how to ask questions about LGBT in general surveys.

### ***LGBT school violence***

School violence can have impacts on academic performance; the physical, mental, and emotional well-being of bullied students as well as the perpetrators of the violence themselves suffers. Though all students are at risk for bullying, some students are considered more vulnerable than others. That includes students with differing sexual orientation, gender identity, and gender expression. UNESCO refers to studies, that found LGBT students are two to three times more likely to face bullying in school. School bullying is the second leading cause for LGBT students committing suicide (the first being young LGBT



people getting harassed by their family). Students who are seen as not fitting into binary norms and stereotypes of masculinity and femininity are more exposed to school violence.

### ***Avoidance to ask questions about LGBT bullying***

Questions about violence against LGBT are rarely asked in general surveys about school violence or school quality. This is for a variety of reasons. Some researchers and schools are concerned to ask about SOGIE due to possible negative reactions from parents and community members. This is especially true in areas in which same-sex relationships are criminalized. The avoidance of questions about LGBT leads to a lack of data. This makes it difficult to get a firm understanding of the impact of school violence based on SOGIE on national, regional, and global scales.

### ***Suggestions to improve surveys***

The UNESCO brief is unique in providing a guide on how to ask questions about LGBT in general surveys. Possible survey questions to identify students with alternative SOGIE fall into three sections: sexual behavior, self-identifying sexual orientation, and sexual attraction. When asking questions regarding sexual behavior, it is important to phrase questions in inclusive ways. This would include asking about sexual contact rather than intercourse, explicitly stating what is meant by sexual contact, making it clear that all sexual contact being referenced was voluntary, and tailoring questions to the age of respondents. Questions regarding sexual orientation should try to use words with synonyms in the question to make sure that the respondent fully understands what question is being asked. An example of this would be clarifying bisexual as being attracted to both males and females. It is also important to use age-specific language because different age groups are familiar with different terminology. Survey questions about sexual attraction should be unambiguous. The guidance also discusses considerations when wording the survey questions such as the use of specific language in different cultural contexts. An example of this would be using “travesti” in addition to, or instead of transgender since it is more culturally recognizable in a Brazilian context.

### ***Need for careful data collection***

Some challenges of collecting data based on SOGIE are the uses of specific terminology, legal and ethical issues, and sampling methods. It is difficult to decide about appropriate terminology in an international survey. Language used to discuss LGBT and SOGIE vary drastically based on region and country. There are also potential legal and ethical issues when collecting information from people under the age of 18 especially when discussing violence. In some places, it is illegal to discuss LGBT issues either in or outside of the school setting. Even in areas in which it is legal to discuss, it could bring added stigma and embarrassment to students if their survey results were not kept confidential or anonymous.

Source: [Bringing it out in the open: monitoring school violence based on sexual orientation, gender identity or gender expression in national and international surveys](#)

## LOCAL NEWS: UNITED KINGDOM

### ***Poland vows to stop programs that include LGBT education***

[versión española »](#) - [version française »](#)

> 30 April 2019 - In March 2019 Poland's ruling party, The Law and Justice Party (PiS), made it an election promise to block all planned LGBT education. A new school same sex education program was planned by the city of Warsaw but the PiS states it is a threat to Polish values and culture. The proposed programming is meant to educate students on discrimination, reproductive health, and sexual orientation. The push back comes from conservative politicians and Roman Catholic leaders. It is

believed that if the program were implemented that it would limit the involvement of parents in their children's education. Polish schools currently only offer a family life preparation course rather than a formal sex education. The Polish government already has a censorship law in place that blocks LGBT education to be taught but it is unclear if the PiS is restating the laws in place or wanting to intensify the current censorship laws.

#### ***Proposed programming***

The proposed programming is meant to educate students on discrimination, reproductive health, and sexual orientation. The push back comes from conservative politicians and Roman Catholic leaders. It is believed that if the program were implemented that it would limit the involvement of parents in their



Figure 2 Right-wing protesters carry a banner equating gays with pedophiles during the gay pride in 2017 in Gdansk

children's education. Polish schools currently only offer a family life preparation course rather than a formal sex education. The Polish government already has a censorship law in place that blocks LGBT education to be taught but it is unclear if the PiS is restating the laws in place or wanting to intensify the current censorship laws.

## **Conservative views**

In Poland about 90 percent of the population identify as Catholic. While over half of the Polish population think that homosexuality should be tolerated, a quarter of the population still believes that it should not be tolerated at all. The nationalist Law and Justice Party is Poland's largest ruling party. The party is currently trying to elicit fear in Polish citizens by creating an idea that LGBT education is a threat to family values. The majority of support for The Law and Justice party comes from smaller towns and rural areas. Larger cities such as Warsaw are more tolerant of LGBT educational programs. Poland is currently ranked 27 out of 28 countries when it comes to non-discrimination and equality. Same-sex partnerships are not currently recognized in Poland and gay marriage is illegal.

Source: [Poland's ruling party picks LGBTQ rights as election battlefield](#)

## **Privacy**

You receive this newsletter because you have subscribed to it. Your data are handled secure, see our [privacy statement](#).

If you want to unsubscribe, please do this on the [unsubscribe page](#).

# **lgbttransgendereducation.info**

LGBT Education is the external newsletter for non-GALE members.

[You can register as a reader of LGBT Education here.](#)

[Join as GALE member.](#) Membership is free!

[Únete eje miembro GALE.](#) La membresía es gratis!

[Rejoignez axe membre de GALE.](#) L'adhésion est gratuite!

### **Colophon**

LGBT EDUCATION 24

1 JULY 2019

Published by the GALE Foundation,  
Supporter of the Global Alliance for LGBT  
Education, [info@gale.info](mailto:info@gale.info)