



 **SCHOOL'S**
OUT 

Instruction Guide (EN)

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Introduction

This guide provides instructions for the use of the free toolkit, the Inclusive School Cycle Program (ISCP). The ISCP is developed as part of the European project School's Out (SOT), with funding of the European Commission as part of the European Union's Rights, Equality and Citizenship (REC) Programme, 2014-2020. The project was carried out by Bilitis (Bulgaria), çavaria (Belgium), Centro Risorse (Italy), ILGA Portugal (Portugal) and the University of Brescia (Italy).

As the ISCP was developed by the consortium of SOT, with partners in four European countries, Belgium, Bulgaria, Italy and Portugal, the program is available in the national languages of the partners, as well as in English. The program has also been adapted to suit different local contexts.

The ISCP consists of seven steps, which together form a program that is meant to help (secondary) schools to work towards a safe(r) and inclusive school environment, coached by an LGBTI-organization. As such, the ISCP is aimed at LGBTI organizations, who can implement the program in secondary schools. The toolkit consists of an instruction guide and templates for each step of the program. Instructions per step can be found in this guide.

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Inclusive School Cycle Program (ISCP)

The Inclusive School Cycle Program consists of seven steps. The templates or documents that correspond with each step have been developed with both the trainers and the participating schools in mind. As such, each document contains clear instructions for both the trainer as well as the participating schools. This guide provides additional explanation.

The program starts with an intake interview. Once the intake interview has been conducted, the program continues with an Inclusion Scan to measure a baseline at the school. This questionnaire will be sent out to both teachers as well as students. The results will be analyzed and translated to a report for the school, including recommendations and ways to improve the school climate at the school. Once those recommendations are translated to goals, the school can start with the implementation of these goals. This training phase will be followed by an evaluation scan, which will be used to measure progress. Finally, an exit report and interview will be used to help the school continue their progress in making their school more inclusive.

A detailed overview of each step can be found in the following chapters. Keep in mind that the program is designed with flexibility in mind. As such, it is possible to adapt the program to the context of the school. For example, the questions of the intake-interview can be skipped, or other questions can be added as needed.



Step 1: Intake interview

The ISCP starts with an intake interview with the participating school. This interview is meant to gauge the enthusiasm and interest of the school, as well as to explain the program, and discuss mutual expectations. It is recommended to also use the intake interview to present the different steps of the program, as well as a preliminary timeline.

It is important to be aware of which minimum conditions, as well as which safety measures need to be in place in order to safely implement the program. Note that any resistance from school staff and/or parents can be an obstacle to the (safe) implementation of the program. As such, it is important to use the intake interview to get a clear idea of the context in which the program will be implemented.

The template presents three sets of questions. It is not necessary to ask each question, but rather to tailor the intake interview to the context of the school.



Step 2: School Inclusion Scan

The school Inclusion Scan is a tool, used to measure a baseline at the school. This, on the topics of gender, LGBTI inclusion, identity-based bullying and inclusive school policies. The scan consists of two questionnaires, one for teachers and one for students. These questionnaires will be used as a self-assessment tool as well as a way to set goals for the rest of the program. The results of the questionnaires will be presented to the school in a report (see step 3 of the program).

Please note that some questions focus on other identity characteristics than gender identity and sexual orientation, while the training modules do not discuss these topics or to a lesser extent. These questions have been added in order to paint a picture of the environment within the school or to signal (other) problems.

It is suggested to distribute the questionnaires with a program such as SurveyMonkey, which can also be used to analyze the results of the questionnaires. It is important to process the results of the questionnaires anonymously and make sure no statements are identifiable to avoid potentially dangerous situations.

See step 3 for more information on the analysis of the results of the Inclusion Scans.



Step 3: Inclusion Scan Report

The Inclusion Scan Report is used to present an analysis of the results of the Inclusion Scan questionnaires. It also provides the facilitating organization and the school with an opportunity to get together again and discuss the program. To present the report, a meeting will be held with the participating school (see step 4 of the program).

It is recommended to send the report to the school *before* the meeting takes place, so the participating school has time to prepare for the meeting. The meeting itself can be used to discuss the results of the scans, to set goals, as well create a timeline to move forward with the program.

See step 4 for more information on presenting the Inclusion Scan Report.

Approach

Once the questionnaires are closed, the answers you collected should be analyzed. It is recommended to analyze the answers of both questionnaires separately but compare the answers of both questionnaires as well. This way, it can be determined if teachers and other school staff have the same perception of the school and its environment as the students. If there is a discrepancy between the questionnaires, it is important to indicate this in the report.

Please note that it is important to process the results of the questionnaires anonymously and make sure no statements are identifiable to avoid potentially dangerous situations.

The template of the Inclusion Scan Report indicates which questions should be analyzed in which part of the report. It is recommended to maintain the order in which the results of the questionnaires are discussed, to create a clear and concise report.





It is also recommended to add graphs and/or tables in the report, to visualize some or all the results. Specific answers can also be quoted in the report, to support an analysis or point out a good practice. Keep in mind that these quotes should be anonymous.

Lastly, it is recommended to not just report needs or working points, but good practices as well. Good practices can be pointed out, to make the school invests in and maintains these good practices. It can also help to motivate the project team, as it will show that the school is on the right track.



Step 4: Setting Goals

The step 'setting goals' builds on the Inclusion Scan and the report. As the results of the questionnaires are analyzed, the facilitating organization and the participating school will use the Inclusion Scan Report to set goals and objectives for the rest of the program.

It is recommended to schedule a meeting with the school to discuss both the Inclusion Scan Report, as well as set goals for the remainder of the program. As such, the school will be able to make an informed choice, when deciding which training modules (step 5) are relevant to the school. Note that the school can also decide which training modules are relevant at a later stage.

The Inclusion Scan will be used to determine which are the needs and the workings points of the participating school in order to create an inclusive school climate. The goals are set together with the facilitating organization. It is important that the set goals are realistic and obtainable.

It is recommended to send the report to the school *before* the meeting takes place, so the participating school has time to prepare for the meeting.



Step 5: Training Modules

The goal of the ISCP is to provide schools, specifically teachers, with training and tools to create inclusive school climates in their schools. Once the goals for the rest of the program are clear, the next step in the ISCP is to train teachers and other school staff. To do so, a total of eight training modules have been developed. The training modules are combination of different formats, and consists of two e-learnings, four trainings and two scripts for interactive meetings.

E-learnings

The e-learnings that were developed can be found on the online e-learning platform: www.kliqacademy.be. It is not necessary to create an account to participate in the e-learnings and the e-learnings can be used for free.

On the top right corner of the webpage, the language can be changed, to view the e-learnings in the preferred language.

The course 'LGBTI 101' is an introductory course on gender identity and sexual orientation with some tips and tricks for teachers on how they can use this information in their schools. It is recommended that participating schools follow this e-learning if they want to participate in the interactive meetings on inclusive school facilities.

The course 'On LGBTI topics, cultural differences and religion' discusses how LGBTI topics can be discussed in class, while still being sensitive to religion or cultural differences. You will learn how to frame these topics correctly and how to be inclusive without falling into the trap of having an endless debate about morals.

Trainings

Four trainings were developed, on the topics of LGBTI bullying, LGBTI topics in classes, inclusive school environment and trans and intersex.





Each training starts with an introduction about gender and gender norms. These slides can be used if necessary but can also be deleted if a school participates in multiple trainings, to avoid repetition. Furthermore, each training contains notes with additional information to the slide as well as instructions for the trainer. Note that some slides require context-specific information and need to be filled out by the trainer beforehand.

The estimated time of a training is 1,5 to 2 hours.

How to react towards LGBTI bullying

This training is aimed at teachers and all other school staff.

In a lot of schools, LGBTI negative language is being used among youth and some teachers. A lot of teachers do not recognize LGBTI negative language and bullying. This training will help teachers identify the problem and provides teachers with tips and trick on how to respond.

How to include LGBTI topics in your classes

This training is aimed at teachers. This training can be given in addition to the training 'How to create an inclusive intersectional school environment'.

The training answers the question: "How can you include LGBTI topics in your (already) packed curriculum?" and provides practical tips and tricks.

How to create an inclusive intersectional school environment

This training is aimed at principals and administrative staff of the school. It is recommended that this training is followed up by the interactive meeting: "How to create a LGBTI inclusive school policy". This training can also be given as a preface to the training 'How to include LGBTI topics in your classes'.

Trans and intersex 101 course





This training is aimed at teachers and all other school staff. It is recommended that participating schools follow this training if they want to participate in the interactive meetings on inclusive school facilities.

The training is an introductory course that focuses on (the needs of) trans and intersex youth. The focus of this training is on inclusive language, policies and school facilities.



Interactive meetings

The interactive meetings are meetings where the school will be able to work on their school policies. The template that was designed, provides the facilitating organization with ideas on how to organize the meeting. It is recommended that the meetings are interactive, with different brainstorm exercises.

It is important for each meeting that it is clear who will facilitate the meeting. This person acts as a moderator throughout the meeting. The facilitator can participate in the brainstorming sessions, but also keeps an eye on the process. If the project team gets too detail-oriented, it is the facilitator's role to bring the group back to the purpose of the assignment. The facilitator does not have to provide the answers themselves but can provide background information if needed. It is important to note that the facilitator cannot force the school to make any adjustments. Check with the school what their point of view is and keep in mind that change processes take time. Some tips can perhaps be implemented at a later stage.

How to create a LGBTI inclusive school policy

This meeting is aimed at principals and other administrative staff. Teachers can also be included. The facilitator will help the school with integrating LGBTI inclusive policy in their existing policy. Throughout the meeting, there will be a specific focus on anti-bullying policy and school regulations.

Purpose of the script

This script is a tool that a facilitator can use to work with a school to improve its gender- and LGBTI-inclusive school policy.

Background Information

Many schools want to work on long-term change. Informing teachers and sharing knowledge is important, but for a sustainable integration of change within a school, one must look at the school policy. If you provide space within the educational policy for topics such as bullying, gender, sexual and gender identity, then you allow for sustainable and long-term change within the school.



Note: To create a policy that is supported by everybody, it is important that the policy is (re)written by a project team within the school. In an ideal situation is this the same project team as the project team that is responsible for the implementation of the ISCP. It is important that this team has permission of the management of the school. Before you start, it should be clear who has which responsibility.

Trans, non-binary, gender diverse and intersex students/teachers should not be obliged to participate in the meeting. The meeting can discuss sensitive topics, and this should be considered. If these students and/or teachers want to participate voluntarily, then it is recommended that the school facilitates their participation.

Gender inclusive school facilities

This meeting is aimed at principals and other administrative staff. Teachers can also be included.

Purpose of the script

This script serves as a tool to work with the school to improve facilities for gender diverse, non-binary, trans and intersex youth.

The script can be used as a checklist, which can be reviewed with the school during the meeting. The checklist discusses different aspects such as administration and sanitary facilities. Often, an explanation is included as to why the item has been included in the checklist.

This checklist is not exhaustive, but it can be used as starting point. As such, items can be added to the checklist, for example based on input of the trans and/or intersex community.

Note: To create a policy that is supported by everybody, it is important that the policy is (re)written by a project team within the school. In an ideal situation is this the same project team as the project team that is responsible for the implementation of the ISCP. It is important that this team has permission of the management of the school. Before you start, it should be clear who has which responsibility.

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Step 6: Evaluation Scan

The sixth step of the ISCP is the evaluation scan. Once the school has taken part in the training modules and implemented their goals, this scan will evaluate if those goals are reached. The results of the evaluation scan can be presented in a final report, including recommendations for the future after the program has finished. It is also possible to simply analyze the results and present the findings in a meeting with the participating school (see step 7 of the program).

It is important to note that the evaluation scan will only be sent out to teachers. The evaluation scan will not be sent out to students, as changes in the school climate take time and might not be noticed immediately.

It is suggested to distribute the questionnaire with a program such as SurveyMonkey, which can also be used to analyze the results of the questionnaires. It is important to process the results of the questionnaire anonymously and make sure no statements are identifiable to avoid potentially dangerous situations.

See step 7 for more information on the analysis of the results of the evaluation scan.



Step 7: Exit interview

The exit interview will be held, based on the results of the evaluation scan and will be used to evaluate the program as well as the results of the program. The exit interview can also be used to evaluate whether the goals that were set in step 4 have been reached and/or to which extent.

It is important to note that if a school has not been able to reach (all) their goals, (part of) the program can be repeated in order to keep working towards those goals and the creation of an inclusive school climate.

It is recommended to send the report to school, if applicable, *before* the meeting takes place, so the participating school has time to prepare for the meeting.



Recommendations

- It is recommended that the program is spread out over two school years. Experience shows that schools often have busy curricula, which makes it difficult to add another topic to the list of to-do's. As such, having two years to complete the program, ensures that time is not an obstacle, and the school can implement the program at their own pace. It is however, also recommended, to create buffers in the timeline, in case of unexpected situations. The program was designed so that it can be adjusted to the context of the school. As such, there is always room for flexibility. When the timeline is established, keep the school's schedule and exam periods and other events in mind.
- It is recommended that the school assembles a project team, or a committee that will take part in the program and monitors its progress. This way, there are direct lines of communications, and it is clear who is responsible within the school for the progress and implementation of the program. Furthermore, having a project team dedicated to the implementation of the ISCP is an easy way to ensure that the program is in fact implemented and that time and other resources are available throughout the program.
- It is recommended to schedule several meetings with the school, in order to monitor the progress and to implement the different steps of the program. It is suggested that the intake interview, setting goals and the exit interview are meetings with the participating school, either online or in person. Additional meetings can be scheduled if needed.
- It is recommended that the training modules are implemented in addition to each other, e.g., the training 'how to create an inclusive school environment' in addition to the guided meeting on LGBTI inclusive school policy. It is also recommended that each school participates in the e-learning 'LGBTI 101'. Often, the level of knowledge on LGBTI-topics is underestimated and the





e-learning is an easy way to make sure everybody has some basic knowledge on gender and sexual diversity. Another way to implement the training modules, is to organize training days, where entire days are dedicated to the topic. Often, this is easier than organizing multiple events. Depending on the enthusiasm at the school about the ISCP, training days can be attended on a voluntary basis or made mandatory.

