



SCHOOL'S OUT

Meeting: Gender Inclusive facilities (EN)

ISCP: step 5 – Interactive meeting: Gender inclusive facilities

Objectives

- ☁ The school reviews the school facilities and how inclusive they are.
- ☁ The organisation provides support and information on how to make the school facilities gender inclusive.

Duration

2,5 – 3 hours

Note: this script aims to start a discussion and to have the school reflect on their current policy and facilities. It should be kept in mind however, that change is a process, and thus takes time. After the first interactive meeting, it is recommended to organize a follow-up meeting. This check-in can be used to see how the implementation is going and whether additional guidance is needed.

Requested attendees

School

- ☁ Project team
To create a policy that has the support of the entire school, it is essential that a new policy is written by the project team that has been part of the program from the start. Of course, team members can be added to the project team if preferred, or considered necessary. It is necessary that this temporary project team has a mandate from the director of the school.

Trans, non-binary, gender diverse and intersex members of the school should not be forced to participate, as this could put them on the spot if there is a hostile climate. If they want to participate anonymously, the school should put mechanisms in place to make this possible

LGBTI-rights organisation

- ☁ Moderator
Minute taker

Note: It is recommended that the participants have prior knowledge of the trans¹ and intersex topic. If necessary, provide "Trans and intersex 101" education in advance. If this is not possible, ask the participants to go through the LGBTI 101 e-learning.

¹ Trans is used throughout this document as an umbrella term, to refer to people who do not identify as cisgender, specifically people who identify as trans, non-binary, gender diverse and gender queer.



SCRIPT:

Introductions + explanation (10 minutes)

- ☁ Name, job and pronouns.
- ☁ Discuss the purpose of the meeting and the items on the agenda.

Note: The needs of trans and intersex students will differ. It should be kept in mind that unlike being trans, intersex is a form of bodily diversity, rather than a sexual orientation or gender identity. Intersex people typically discover their intersex variation when told by their parents or doctor. This is a different experience to the LGB (lesbian, gay, bisexual) concept of 'coming out' to family and friends. Most intersex people identify as either a woman or man, while some may identify as neither exclusively a woman nor exclusively a man. This means that gender identity and gender expression issues that students face in schools still apply to intersex students.

Checklist for facilities at school for trans and intersex students

Note: Are the caretakers of the students supportive? If this is not the case, this can be an extra struggle at school. However, if parents or caretakers are not supportive, this does not mean the school cannot support the student. A difficult situation at home makes it even more important for a school to provide a safe and supporting environment. The rights of the child article 2.1 can be of help if parents have questions about the supportive role of the school.

Name change

Sometimes, a student chooses a new name that more closely matches their gender identity. This can be an official name change, but for many young people, changing their preferred, or first name is more accessible and a logical first step. As a school, you can anticipate this by allowing a change of preferred name on the student card, the online learning platform and the class lists.

On official documents such as a diploma, the school is obliged to use the name that is used on official documents.

- ☁ Is it possible to change your name at the school?
- ☁ With whom can a student request a conversation about a possible name change?
- ☁ What (possible) obstacles are there?
- ☁ How can (existing) obstacles be removed?

Sanitary facilities

For some trans and/or intersex students, it is not obvious to go to their desired restroom, as sanitary facilities are often divided into female or male restrooms. There are various solutions that can be used to make it easier for students to go to the restroom safely.

Before discussing possible adjustments, ask the group the following question:



- ☁ With whom can a student request a conversation about desired restroom use? And how clear is it to students that this person is also there to talk about trans and/or intersex related issues?

(Instructions for the moderator: if it turns out that there is no confidential counselor, have the project team think briefly about whether this can be done differently, and schedule it for a later time. After all, the main focus of this meeting should be on the school facilities).

Not all trans and/or intersex students have the same needs. So customization and conversations are necessary. To lower the threshold, it may be advisable to already make some adjustments. For some non-binary and/or intersex students, both the girls' and the boys' restrooms are not a safe option. In that case, gender-inclusive restrooms may be an option.

Discuss the following questions:

- ☁ What is the current policy around restroom use in school?
- ☁ Can students already choose which restroom to go to, regardless of birth gender?
- ☁ Can students go to the restrooms during classes? *(This can be a safe and easy way for some students to go to the desired restroom without being too crowded.)*
- ☁ Is there the possibility of making a restroom block gender inclusive or not gendered at all?
- ☁ What adjustments can we make as a school?
- ☁ What are the possible obstacles?
- ☁ How can we remove possible obstacles?
- ☁ How do we communicate these changes within the school team and where can one go with questions?

Changing rooms

As with restroom facilities, changing rooms can feel unsafe for trans and/or intersex students. There are several solutions that can be implemented to make it easier for students to change clothes safely.

Before discussing possible adjustments, ask the group the following question:

- ☁ With whom can a student request a conversation about changing rooms? And how clear is it to students that this person is also there to talk about trans and/or intersex related issues?

(Instructions for the moderator: if it turns out that there is no confidential counselor, have the project team think briefly about whether this can be done differently, and schedule it for a later time. After all, the main focus of this meeting should be on the school facilities).



Not all trans and/or intersex students have the same needs. So customization and conversations are necessary. Some students prefer to stay in their familiar changing area where they know the students. However, this is not always the case.

Discuss the following questions with the group:

- ☁ What is the current policy around changing rooms in school?
- ☁ How is safety in changing rooms currently ensured for all students? Is this approach effective? Are any improvements necessary?
- ☁ Is there a possibility to have a gender-neutral changing room?
- ☁ What adjustments can we make as a school?
- ☁ What are the possible obstacles?
- ☁ How can we remove possible obstacles?
- ☁ How do we communicate these changes within the school team and where can one go with questions?

Clothing

It makes sense that many transgender youth like to dress according to their gender identity at school. After all, clothing is one of the ways we can most clearly express our identity.

Before discussing possible adjustments, ask the group the following question:

- ☁ With whom can a student request a conversation about clothing? And how clear is it to students that this person is also there to talk about trans and/or intersex related issues?

(Instructions for the moderator: if it turns out that there is no confidential counselor, have the project team think briefly about whether this can be done differently, and schedule it for a later time. After all, the main focus of this meeting should be on the school facilities).

Then discuss the following questions:

- ☁ What is the current policy on clothing in school?
- ☁ Are there different rules about clothing for boys and girls? If so, is it possible to remove these differences?
- ☁ What adjustments can the school make?
- ☁ What are the possible obstacles?
- ☁ How can we remove possible obstacles?
- ☁ How do we communicate these changes within the school team and where can one go with questions?

Multi-day school trips



In some schools, multi-day field trips are an important part of the curriculum. If the bedrooms are divided based on gender, this may be a barrier for trans and/or intersex students to participate in these activities.

Before discussing possible adjustments, ask the group the following question:

- ☁ With whom can a student request a conversation multi-day school trips? And how clear is it to students that this person is also there to talk about trans and/or intersex related issues?

(Instructions for the moderator: if it turns out that there is no confidential counselor, have the project team think briefly about whether this can be done differently, and schedule it for a later time. After all, the main focus of this meeting should be on the school facilities).

Then discuss the following questions:

- ☁ What is the current policy surrounding multi-day school trips?
- ☁ How is safety ensured in the sleeping quarters during multi-day school trips? Is this approach effective?
- ☁ What other divisions are possible beyond the division based on gender (e.g., friend groups, asking where students feel safe, classes, etc.)?
- ☁ What adjustments can the school make?
- ☁ What are the possible obstacles?
- ☁ How can we remove possible obstacles?
- ☁ How do we communicate these changes within the school team and where can one go with questions?

Conclusion

Ask the following questions to wrap up the meeting:

- ☁ Do we have a clear picture of which adjustments we can make and which we cannot?
- ☁ Is there sufficient knowledge present to implement the changes? If not, where can we gain that knowledge?
- ☁ What agreements do we make about who will implement the potential adjustments?
- ☁ When do we provide feedback?

