



for sexual orientation and
gender identity equality in
post-school education

Guidance on trans equality in post-school education





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Introduction

Trans equality matters in post-school education. Our education institutions should be places where all can learn or work with dignity and respect.

Trans people have high levels of unemployment and self-employment and, for those who are employed, incomes are well below the average. These high levels of workplace discrimination across all sectors give further education (FE) and higher education (HE) institutions an additional and significant responsibility to ensure that trans people's needs are met and that they feel supported and safe in your learning establishment.

Research¹ has shown that many trans people are 'second chancers' in the education system. They may have left school early following transphobic bullying. Prejudice and discrimination in the workplace may then lead them to re-enter education or to seek employment in the education sector, as further and higher education institutions may be perceived as places of tolerance and understanding. Research from adult learning shows that significant barriers remain: two fifths of trans learners reported having encountered barriers to taking up adult learning due to their gender identity, and a third reported experiencing bullying and harassment.²

Gender reassignment is a protected characteristic under the Equality Act 2010, meaning that trans people are protected from discrimination and harassment in the workplace and in the provision of education and training. This protected characteristic covers anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.

The Equality Duty requires public authorities to have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and foster good relations.

UK legislation also gives the right for people to apply for full legal recognition in their acquired gender and privacy rights as to their gender history.

The Forum on Sexual Orientation and Gender Identity in Post-School Education was established in April 2007. It brings together sector partners to co-ordinate work on sexual orientation and gender identity equality and share expertise. Members include:

- Association of Colleges (AoC)
- Association of Employment & Learning Providers (AELP)
- Association of Teachers and Lecturers (ATL)
- Equality Challenge Unit (ECU)
- The Higher Education Funding Council for England (HEFCE)
- Learning and Skills Improvement Service (LSIS)
- National Union of Students (NUS)
- Skills Funding Agency
- UNISON
- University and College Union (UCU).
- Young People's Learning Agency (YPLA)

This guidance updates guidance issued in 2008, which drew on contributions from the trans equality group Press for Change, Forum partners and the Scottish Transgender Alliance. It provides information and suggests effective approaches for ensuring that trans equality is embedded in all policies and practices in post school education. It is relevant for education providers, managers, staff, students, students' unions, trade unions and other sector organisations.

January 2012

1 Whittle, Turner & Al-Alami Engendered Penalties pp 1– 20, 66 – 67

2 Skills Funding Agency/Babcock, Research into Sexual Orientation and Gender Identity Equality in Adult Education, August 2011

Summary of key points

- 1 A small number of people find the gender they are assigned at birth does not match their gender identity, in other words their internal sense of where they exist in relation to being female or male. Different terms are used to describe the range of people whose gender identity is different from their birth label. The most common umbrella terms are 'transgender people' or 'trans people'.
- 2 Gender reassignment is the process of transition that a person goes through when they change from being the gender they were assigned at birth – either male or female – to living permanently and completely in the gender with which they identify.
- 3 Transsexual people – those who seek to undergo, are undergoing or have undergone gender reassignment - are protected from discrimination by the Equality Act 2010.
- 4 It is not necessary to be under medical supervision to be protected by the Equality Act, so for example a person assigned a female gender at birth who decides to live permanently as a man but does not undergo any medical procedures is protected.
- 5 Education providers in post-school sectors have a legal duty under the Act to take active steps to prevent discrimination and harassment on grounds of gender reassignment, whether or not they believe they have staff or students directly affected by gender reassignment.
- 6 In the UK, it is possible to gain full legal recognition for your change of gender.
- 7 It is professional misconduct, and in many cases it may be a criminal offence to pass on information about a trans person's gender identity without their consent.
- 8 It is good practice to extend equality measures to all trans people not just those undergoing gender reassignment.
- 9 The key concept in equality for trans people is respect – respect for their gender identity, for their right to work or study with dignity, for their name and personal identity, for their privacy and confidentiality.
- 10 All trans people should be treated as the gender in which they present themselves, irrespective of their legal gender.
- 11 There is a strong educational and business case for equality.
- 12 Education providers should have specific policies and procedures to support trans staff and students, including those undergoing the process of gender reassignment.
- 13 Equal opportunities, recruitment and anti-bullying and harassment policies should make specific reference to trans equality.
- 14 Other policies and practices should be assessed for their impact on equality for existing and prospective trans staff and students.
- 15 Education providers should collect and publish information about staff and learner equality. This information can be collected in a number of ways, including qualitative research and data monitoring. The inclusion of gender identity questions on monitoring forms should only be undertaken with sensitivity using national guidance: it is not always appropriate to include a gender identity question.
- 16 Trans equality should be included in all induction and training, including staff and student handbooks.
- 17 Education institutions should publicise and demonstrate their commitment to trans equality, including annual reporting of equality outcomes.
- 18 It is recommended that to achieve the best results in gender identity equality, education institutions, students' unions and trade unions should work in partnership, actively involving trans staff and students and engaging with local equality networks and national partner organisations.



Background information

Every person is assigned a gender at birth – male or female. A small number of people find the gender they are assigned does not match their gender identity – their internal sense of where they exist in relation to being female or male. A wide variety of terms can be used to describe a person whose gender identity is different from their birth label. The most common umbrella terms are ‘transgender people’ or ‘trans people’.

As trans issues have begun to become more widely acknowledged, new language has developed. Not everybody agrees on the exact use of different terms, but what follows are the most common definitions currently in use. ‘Transgender’, ‘trans’, ‘transsexual’ and ‘transvestite’ are all used as adjectives, and should always be followed by terms like ‘man’, ‘woman’, ‘person’ or ‘community’.

Transgender or trans people

‘Transgender’ or ‘trans’ are inclusive umbrella terms used to describe people who identify their gender differently to that of their birth label. This gender variance can range from how someone dresses or behaves to someone having multiple surgical procedures.

Some people identify as transsexual (see below) and undergo gender reassignment to live permanently in the opposite gender. Others do not feel comfortable thinking about themselves as simply male or female. They may identify as androgyne, third or fourth gender or as having no gender. Some will live in more than one gender role.

Transsexual people

Some trans people identify as transsexual and have a deep conviction that their gender identity does not match that of their appearance or anatomy. The medical term for this is ‘gender dysphoria’. Eventually, this may lead them to permanently present to the world in the opposite gender to the one they were assigned at birth. This process is referred to as ‘gender reassignment’ or ‘transitioning’. The majority undergo hormone therapy and are prescribed oestrogens or testosterone, depending on their birth gender. Many will also undergo some surgery to bring their bodies into line with their gender identity.

Transsexual people – those who seek to undergo, are undergoing or have undergone gender reassignment – are the group of trans people who have most protection in UK law. The Equality Act also protects people discriminated against because they are wrongly perceived to have this protected characteristic.

Although most people undergoing gender reassignment have medical treatment, this is not necessary to achieve the protection of the law.

Trans men/trans women

Some people describe themselves as ‘TS’ or ‘man/woman with a transsexual background’, or simply as a man or a woman. When a trans person, registered at birth as female, starts living any part of their life in their preferred gender, they are referred to as a trans man. Similarly a person registered at birth as male, who starts living any part of their life in their preferred gender, is referred to as a trans woman. Some simply use the term ‘trans’.

It is essential to refer to trans people by the gender in which they live, rather than by their birth gender.

The way people describe themselves says little about whether or not they live full-time in their preferred gender role, have undergone or intend to undergo surgery or hormone therapy, or have a gender identity that does not fit the binary model. When transitioned people describe themselves as simply ‘men’ or ‘women’, it is disrespectful to call them ‘trans’ or ‘transsexual’ against their wishes.

Transvestite people/cross-dressing people

Transvestite people or people who cross dress are those who wear clothing traditionally associated with the opposite gender either occasionally or more regularly.

Polygender/androgyne people

Polygender or androgyne people have non-binary gender identities and do not identify as male or female.

Numbers of trans people

It is estimated¹ that 10,000 people may have presented with gender dysphoria and 100,000 people in the UK may have experienced some gender variance. These figures include about 6,000 people who have transitioned to live permanently in their preferred gender, or are in the process of doing so. This may be a conservative estimate as many trans people do not 'come out' and some do not reveal their story of transitioning once they have completed it.

Trans people may not undergo gender reassignment because they fear losing their jobs or family. The research report 'Engendered Penalties' found that 46% of respondents to a survey who were not living permanently in their acquired gender, intend to do so in the future. Of those, 41% said that their job or workplace was preventing them from doing so.

Some trans people live part-time in their preferred gender for many years until the need to undergo permanent gender reassignment becomes too strong. This may be at any age.

Trans people and sexual orientation

Some people mistakenly assume that the term 'transsexual' is about change relating to sexual orientation. However, a change of gender presentation rarely has anything to do with a person's sexual orientation. Being trans is an issue of gender identity. Sexual orientation is about who a person is attracted to. Trans people – like all people – can be lesbian, gay, bisexual or heterosexual.

Gender reassignment or transition

Gender reassignment refers to everything involved when someone changes the gender they were assigned at birth, not merely – or necessarily – to surgical procedures. It is a complex process and involves changing all state documentation, for example national insurance and tax records, passports, driving licences and medical cards. The Gender

Recognition Act also enables birth certificates to be changed. The first step for someone wishing to change their gender may be a visit to the family doctor, followed by a consultation with a medical expert in gender identity health.

Name change

People may change their name at the point of transition. In the UK:

- a person's name can be changed at any time
- a person can have a number of names and 'identities', as long as they are not used for fraudulent purposes
- a person may have more than one legal identity at the same time
- a person can choose to have all or any aspects of their private or public life, for example bank accounts or tax records, managed in any identity, or more than one, as long as this is not for fraudulent purposes.

A doctor's letter saying that a person is intending to change their gender permanently, together with proof of their name change – for example a statutory declaration or deed poll – can be used to change all public and private documents. This includes changing titles such as Mr, Mrs, Miss or Ms, without, or prior to, undergoing any surgery.

The only document that cannot be changed at this stage is the person's birth certificate.

In the UK, if someone undergoing gender reassignment needs to prove their identity then a passport or other documentation should suffice – it should not be necessary to produce a birth certificate.

Awarding organisations should have a straightforward, confidential process for trans people to request qualification certificates in a new name. For example, DeMontfort University has published a policy stating that trans graduates 'need to provide a statutory declaration of name change... This information will only be viewed by the Registry Officer who will make the necessary changes to the system.'²

1 GIRES (2009) Gender Variance in the UK: Prevalence, Incidence, Growth and Demographic

2 DeMontfort University, Policy on Student Names <http://www.dmu.ac.uk/aboutdmu/services/registry/sasd/names.jsp>, accessed August 2011

Medical assistance in gender reassignment

Gender reassignment can be a long stressful process. People have to undergo psychiatric assessment and a 'real life experience', where they have to prove that they can live full-time in their preferred gender for a year, before they can be referred to a waiting list for NHS gender reassignment surgery. Funding restrictions and capacity issues in specialist clinics can lead to much longer waits.

Choosing the extent of treatment is very much a personal matter. It also depends upon a person's age, fitness and their access to funding. Treatment may include the removal of body and facial hair, speech therapy, hormone treatment and surgery. Options for male to female trans people differ from options for female to male trans people. Appointments to see specialists may involve long-distance travel, so may take all day. Some treatments may have unwanted side effects.

All surgeries are potentially dangerous – some more so than others. Some people are not eligible for surgery on health grounds. No one is obliged to undergo surgery to obtain legal recognition in their preferred gender. People can still obtain a Gender Recognition Certificate (GRC) while waiting for surgery or if they are unable to have surgery.

The wait for reassignment surgeries on the NHS is often between two and six years. Some local health authorities limit treatment on budget grounds. The only option for some people is to move or choose private treatment. Some even travel overseas for treatment, where it can be substantially cheaper.³

Gender reassignment surgery may require just one operation, but may involve as many as six or more operations. Between surgeries, many people want to minimise their time off and keep working or studying although this will depend upon their post-surgical recommendations.

People usually wish to undergo gender transition treatment as quietly as possible. A significant number may risk rejection from their families, spouses or children or lose their homes when they decide upon transition. Many people experience prejudice from some individuals and institutions (refer to further reading section).



3 Combs, Turner & Whittle (2008) The 'Gender Identity Services in England' Mapping Project Report. http://help.northwest.nhs.uk/storage/library/Gender_Services_Mapping_Study_Report2.pdf



Current law and legal obligations

This section includes advice and information about laws, guidelines and recommendations that apply to trans people as workers and as learners. Equality legislation is framed in terms of gender reassignment. Provisions on perception and association in the 2010 Equality Act mean this covers most trans people. However, good practice in post-school education should be extended towards all trans workers and learners.

Equality Act 2010

The Equality Act 2010 prohibits discrimination against, and harassment of, transsexual people – people who are proposing to undergo, are undergoing or have undergone the process of changing their sex. These people have the protected characteristic of gender reassignment. To qualify for protection, a transsexual person does not have to show that they are under medical supervision or inform their employer of their gender reassignment status.

Direct discrimination occurs when a person is treated less favourably than another person because of gender reassignment. It can also occur when a person who is not transsexual is treated unfairly because they are linked or associated with a transsexual person or because they are wrongly thought to be transsexual.

The Equality Act also prohibits indirect discrimination, harassment and victimisation and allows positive action – fair and reasonable steps to help transsexual people overcome disadvantage or low rates of participation.

Harassment means unwanted behaviour related to gender reassignment which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. This sort of behaviour is unlawful whether or not the person experiencing the unwanted conduct has the protected characteristic themselves. It may be because they are transsexual or because they are wrongly perceived to be transsexual, because they are associated with a transsexual person or the unwanted conduct may be aimed at someone else or no-one in particular.

The Act includes a general public sector Equality Duty which covers eight protected

characteristics including gender reassignment. It requires organisations carrying out a public function, such as further and higher education institutions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Equality Act states that having due regard for advancing equality involves:

- removing or minimising disadvantages suffered by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Full information on the Equality Act, the public sector Equality Duty and gender reassignment are available on the Government Equalities Office and Equality and Human Rights Commission websites.

Summary: policy requirements

Education establishments should:

- make specific reference to equality for trans workers and students/learners in equal opportunities and bullying/harassment policies
- develop a policy for workers and students/learners, who are undergoing gender reassignment
- grant time off for gender reassignment treatment (not just surgery) on the same basis as other time off for sickness or injury
- treat trans abuse and harassment, including derogatory jokes and intrusive questions, as serious disciplinary offences
- deal immediately and sensitively with harassment and bullying
- remove any transphobic materials from institutions
- encourage job and student applications from the trans community by developing links with the local community and specialist organisations

“

...and then last year I met a lot of trans people and just realised my experiences were kind of the same as theirs”



which may help provide assistance with monitoring, outcomes and development.

- review recruitment policies and practices
- gather and use information on how the institution's policies and practices affect trans equality in the workforce and in the delivery of services
- consult trans workers, students and other stakeholders and take account of relevant information in order to determine their equality objectives
- assess the impact of current and proposed policies and practices on trans equality.
- evaluate the suitability of accommodation to ensure it meets the needs of trans students.

Gender Recognition Act 2004

The Gender Recognition Act 2004 enables people to change their legal gender. This includes the right to a new birth certificate if the birth was registered in the UK, and provides recognition of a person's acquired gender for all legal purposes. It means that the person must be regarded as their acquired gender in all aspects of life.

Under the Act, adults can apply for a Gender Recognition Certificate (GRC) if they have:

- been living full-time in their acquired gender for over two years and intend to do so permanently, and
- been diagnosed as having gender dysphoria.

Surgery, or other treatment such as hormone therapy, is not a pre-requisite to obtaining a GRC. The GRC is a legal document issued by the Gender Recognition Panel, which is part of the tribunals service and includes legal and medical professionals.

A person born outside of the UK can also apply for gender recognition in the UK. They may be able to change their birth certificate in their home country, but in about half of the world's countries this is still not possible.

Many trans people do not apply for gender recognition for various reasons, for example:

- Many trans people will not fulfil all the requirements for gender recognition – they may not be able to or want to undergo

permanent gender reassignment for personal, family, financial or other reasons.

- A person who was married in their previous gender, before undergoing gender reassignment, may not apply for a full certificate without dissolving their marriage. However it is possible to get an interim certificate, dissolve the marriage and then enter into a civil partnership with the same person on the same day.
- Significant numbers of transsexual people see no benefit for themselves in having a GRC.

Many organisations and institutions wrongly assume that GRCs are required as 'proof' of gender reassignment. This is not the case. Most documentation will already have been changed before a person even applies for a GRC. To ask a trans person to produce a GRC before changing official records would be the equivalent of asking for a full driving licence before issuing a provisional licence.

Privacy rights

Section 22 of the Gender Recognition Act 2004, gives extended privacy rights to anyone who has a GRC or has applied for one.

Knowledge about gender recognition is protected information and it is a criminal offence to pass it on without the trans person's consent. This applies to anyone in the course of official duties including employment, service provision (including education), union organisation or representation. It means that if you tell anyone – even a line manager – that a member of staff or student/learner is transsexual, 'used to be a man/woman' or 'had a sex change' then you are at risk of prosecution. It is imperative that anyone who may acquire such knowledge understands this.

People have no obligation to disclose whether they have a GRC. It is always best to assume they do and to afford maximum confidentiality to all trans people.

Ensuring confidentiality requires particular attention to record keeping, including old records. Records that refer to a previous name/gender should be destroyed. If they must be kept and cannot be updated, their security must be ensured.

If information must be passed on, each

case must be specifically agreed with the trans person, preferably in writing.

If your organisation has not updated all records correctly, and accidentally or otherwise identifies a person's previous gender identity, then you are at risk from prosecution.

Summary: policy requirements

Education establishments should:

- award gender reassignment information the highest security classification under their information security policy
- destroy all information regarding a student or staff member's previous gender identity. If this is not possible, restrict access to personal information
- encrypt any information held electronically; avoid sharing it through networks or allowing it to leave the premises on laptops and memory sticks
- place any paper documentation that cannot be destroyed in a sealed envelope and attach it to a new file, clearly marked as confidential and for the attention of the appropriate person, which for staff will be the HR manager
- identify a member of staff responsible for this process, who is tasked with updating all records (including old records) in a systematic and timely way
- always acquire written permission before disclosing to a third party.

Criminal records

The Criminal Records Bureau (CRB) has a process in place for people who have changed gender, which protects their confidentiality with employers while enabling the necessary checks against their previous name. The person fills in a disclosure application form and, at the same time, writes separately to a nominated person at the CRB, known as a sensitive casework manager, notifying them of their previous names.



Voice of trans people in post school education

Voice of trans people in post school education

These examples of trans voices are taken from interviews conducted for the LSIS production, 7th strand, which is an online resource addressing gender identity equality.

The Governor

Carolyn, a former head teacher who is now a governor at Blackpool and the Fylde College and a member of their Quality and Standards Committee, gives us her account of the reactions she received when she decided to transition. In particular she focuses on the response from learners in contrast to that from the local education authority, colleagues and the press.

Carolyn's Testimony

"Whilst I was a head teacher in 1994, I was struggling with whether to transition or not. I had been aware since the age of three that there was something wrong, and I didn't know what it was. I did everything that males would do. I played rugby, weightlifting, judo. My time at school, as a schoolchild, wasn't a very successful one, I used to get in fights fairly frequently, and looking back I understand that I didn't fit in, but didn't know why. I sought psychiatric help, and at the age of 17 the psychiatric help that was offered was being strapped to a chair and electrocuted. It was called aversion therapy, and they showed me a picture of female clothing, and then pulled the switch and electrocuted me. And for the next 30 years plus I used to shiver, physically shiver, at the thought of it. I tried to be 'cured' in those terms, and perhaps talking about that helps people understand that it's not a lifestyle choice, it is a driving imperative. I saw psychiatrists for a period of time after that.

"But in 1994 I got to the stage where I felt that either I would commit suicide, or I had to do something for the rest of my life, so I was signed off by the doctor, was off school, and some colleagues decided that they would release this information to the press and I was 'outed', as they say, in 1994. A local stringer reporter, knowing that I was on the verge of suicide, still fed the story to the national press and it hit two of the national papers as well as the local paper and the radio station. At the end of the month, I decided that I wasn't going to transition. The pressure on my family, friends and the school,

was too great and therefore I determined that I would go back to my job at school. And I was immediately suspended by the local education authority. I was suspended for a period of five months. Through the investigation I was questioned about gender issues, but the actual charges that were brought included that I didn't have the honesty or integrity to be a head teacher. That was the phraseology that was used. And of course the issue which had raised my profile in terms of gender was that I had been honest and wanted to have the integrity to say to people 'this is part of me'. It doesn't define me, it's part of me. But that was a very difficult time. But I put it down to the fact that people didn't understand. And I have excused their behaviour on that ground.

"I was told by my union I would never go back to school, I was told by my friends and colleagues I would never go back to school. I did go back to school immediately after that, and I think I helped the school to be even more successful. I didn't have a problem from any pupil over that period of time. And in 2002, when I decide that I really did need to transition, although I'm not particularly comfortable with the word, again the same stringer reporter fed it to the national press as well as to the local press. So it was quite something at the time.

"After I'd so-called transitioned, in August 2002, I was still coming in to the college to board meetings. And on one occasion, as I was arriving into the college, two of my former students, who won't mind me saying that they weren't the best behaved students whilst at school, I spotted as they were coming out of the college. As I arrived at the car park, they had come back on site because they had seen me. One was hiding behind a pillar. The temptation, of course, was to go in a different route to avoid any possibility of a problem; I tend not to do that. I beckoned one from behind the pillar, and we had a conversation about the courses they were doing and so on. And one of the boys asked me why I had retired from school and I indicated that in the circumstances I thought that was probably the best thing for everybody. And he very thoughtfully, very kindly, and maybe with some affection, put his hand on my arm and said 'We'd have looked after you, you know.' And I thought that was so sweet, and reminded me of a song by Alan Price, 'Simon Smith and his Amazing Dancing Bear'. 'Isn't it amazing

how fair people can be?’ Well people can be fair particularly if you show some understanding. Those young men didn’t understand why I had done what I did, but there was still an acceptance, and it was an acceptance as a human being, not because of my history, but as a human being. And that really is what it’s about.”

Lessons

Carolyn’s story is a painful one with colleagues, local authority and the media not coming out of this with any honour. Hopefully now that the law has placed the duty on public bodies to prevent discrimination and harassment on the grounds of transgender status this situation could not occur. However the attitudes persist, and therefore both staff training and learning sessions for students will be required to achieve greater respect and fairness towards staff or students who change their gender.



The Learner

At the time of this interview about coming to terms with gender identity, Neesh was a young learner at New College Nottingham. It is this early stage of development that can be most painful, particularly if combined with a lack of support, lack of people to talk to and lack of information.

Neesh’s testimony

“For a while I just forced myself to be like all the other girls were and I even went to an all-girls school. And that was kind of tough because I didn’t really want to wear make-up, but I did anyway. While all the other girls were talking about David Beckham or the guy they liked from Eastenders I was there like ‘OK well I’m kind of into Keira Knightley but whatever’. I just thought at first I was lesbian and then it progressed to thinking that, maybe that, things weren’t right but I was just pushing it under the carpet and ignoring it.

“I can remember going to bed and crying at night wanting to wake up the next day and be a boy. Obviously it never happened but it really distressed me. It went away when I started secondary school because kids are really mean and if you’re anywhere close to being different they pick up on that. I guess it kinda got pushed to the back of my mind. And then last year I met a lot of trans people and just realised my experiences were kind of the same as theirs or near to their experiences and realised ‘hang on there’s something not quite right here’ and started to explore my gender identity a bit more.”

Lessons

Neesh began to explore gender identity more deeply at college. We don’t know whether the trans people Neesh met were in college or in the local community but this experience strongly suggests that internal and external support groups are really important for learners in the process of discovering and asserting their gender identity.

Corporate responsibilities

Corporate responsibilities to combat discrimination and harassment of trans people in employment and vocational training are as follows:

Governors

Governors are responsible for:

- ensuring that the strategic plan of any education institution includes a commitment to trans equality and equality training on trans issues
- ensuring their organisation pays due regard to its legal duties.

Leaders and Senior Managers

The principal/vice chancellor/chief executive and senior management team are responsible for:

- taking the lead on creating a positive and inclusive learning and working environment for trans people, including challenging prejudice towards trans people
- maintaining an awareness of the institution's statutory duties regarding trans people
- ensuring that all publicity for the college or university conveys a positive message regarding trans people
- ensuring that all staff – including teaching and support staff – have access to training on trans issues.

Staff

Staff are responsible for:

- maintaining an awareness of the institution's statutory duties regarding trans people
- being aware that they personally, as well as their employer, are liable if they take part in a discriminatory act
- challenging any discriminatory behaviour by students and learners, other members of staff, contractors and placement providers.

Trade unions

Trade unions are responsible for:

- representing trans members' interests to the institution, collectively and individually
- ensuring their publicity conveys a positive message regarding trans people
- training their staff and activists on trans equality issues and signpost members and reps to appropriate support structures within the union
- not discriminating against trans members in the provision of goods, facilities and services
- challenging any discriminatory behaviour by their members.

Students' unions

Students' unions are responsible for:

- not discriminating against trans members in the provision of goods, facilities and services
- representing trans students' interests to the institution
- training their staff and officers
- maintaining a safe space within union premises and challenging discrimination where it occurs
- ensuring that clubs and societies are accessible to all members of the union, including trans students.

RESOURCE

Implementing equality

INITIAT

TERS

Implementing equality

Every place of learning has a responsibility to create an environment where all workers, learners and students accept and appreciate diversity – including gender diversity – and challenge intolerance. This will prepare learners and students for work. Their understanding of equality and their appreciation of diversity will make them more employable and better employees.

Trans workers and learners, generally speaking, simply want to be treated with dignity and respect and do their work. It is other workers and learners with uninformed or transphobic attitudes who need to be ‘managed’. Bearing in mind the level of bullying and harassment many young trans people experience at school, it is all the more important that post-school organisations provide positive learning environments.

This section suggests tools for advancing equality.

Creating and maintaining a welcoming environment

Working or learning in a trans-friendly environment does not just serve trans people well – it benefits everyone. Environments that view difference in a positive and inclusive way and recognise that all stereotypes are divisive and unproductive are good for the morale of all staff, learners and the whole community.

As well as the ethical and legal cases for advancing trans equality, there is a clear business case, and there is evidence that learners are voting with their feet, based on both good and bad experiences. For example, the Skills Funding Agency’s research into sexual orientation and gender identity equality in adult learning quotes a trans woman who told the researchers: ‘This college feels like more of a safe space than ‘AN other’ new college would feel. I have signed up to do another course at this college, despite being able to get the course cheaper elsewhere... I feel comfortable with the college I know.’¹

Mission statements

Many people thinking of applying for a job or a place at an education organisation will access its website. Discerning trans people will often download equal opportunities policies and equality schemes to see how inclusive of trans people they are. External messages about your place of learning are very good ways of getting a message of your ethos to the wider community. Advertisements stating that you ‘welcome applications from all sections of the community regardless of...’ should include ‘gender identity or gender reassignment’, giving a clear message of welcome to trans people.

Staff training

Equality and diversity training for all staff should include trans issues. Creating a trans-friendly institution involves all staff, from reception to strategic management. There may not be a person in-house who can adequately deliver this, but local or national trans groups may well be able to assist (see contact details). Many trans people are very happy to educate organisations, providing they are treated with respect and in the same way as other trainers. The opportunity to have training and a question and answer session from someone with first hand experience can be priceless.

Access to information

It is good practice to have educational resources in the library on trans issues – for example information booklets and website addresses to access more information. This can help the managers or tutors of trans staff or learners who are questioning their gender identity (see further reading).

A trans voice on the board

A survey by the Centre for Excellence in Leadership (CEL) revealed a lack of diversity on boards of governors in the post-school education sector.² Colleges and universities should consider the trans community in governor recruitment and make contact with local trans groups.

1 Skills Funding Agency/ Babcock, Research into Sexual Orientation and Gender Identity Equality in Adult Education, August 2011

2 Centre for Excellence in Leadership, Diversity & Governance Research Report, August 2007

Advertisements for governors should include 'gender identity or gender reassignment' in any statement about non-discrimination. Even if there are not any local trans people who aspire to become governors, conveying the message that trans people would be considered as governors will put your place of learning on the map as trans friendly.

First impressions

First impressions count. There are opportunities to convey strong messages of inclusiveness from the outset. Notices of 'zero tolerance' for harassment and bullying in main thoroughfares can help build a positive ethos and can demonstrate a clear prohibition of transphobia (and other prejudices).

Staff and learner induction should state the values and policies of your learning environment, including a commitment to trans equality. This is particularly effective if sessions are interactive.

Take opportunities to present positive images, for example by celebrating Lesbian, Gay, Bisexual, Trans (LGBT) history month, in February.³

Students' unions

Students' unions are central to the experience of many students and learners, and it is essential that all students are made to feel welcome and valued within the union in relation to both its democratic and social functions. There are a few simple ways that you can make trans students feel welcome and a valued part of the students' union:

- support and fund a student-led trans group (perhaps as part of an LGB and T group, if students agree) and an officer on the union executive committee
- encourage members of the trans/ LGB and T group to stand for other positions on the union executive committee
- provide space for trans students to network and socialise within the union and actively encourage them to attend union events
- ensure that any induction and freshers' materials include reference to trans students
- prominently display a statement of non-discrimination in the union building that

- explicitly refers to gender identity
- designate at least one set of toilets in your students' union as gender-neutral
- display trans equality materials around the union.

Trade unions

Trade unions exist to protect the employment rights and improve the working conditions of their members, including their trans members. Trade union members of the Forum on Sexual Orientation and Gender Identity Equality in Post-School Education include: the Association of Teachers and Lecturers (ATL), UNISON and the University and College Union (UCU). See contact details for a full list of members. They all have policies and practices in support of trans workers' rights.

Trade unions should:

- have specific reference to trans equality in their equal opportunities rules and policies
- actively seek to recruit trans workers and campaign for the rights of trans people within the workplace and beyond
- negotiate specific trans equality policies (see further reading, for example)
- provide information to trans members on their workplace rights
- publicise the union's commitment to trans equality, including on websites, in union publications, on local notice boards and via trans organisations
- provide opportunities for trans members to network and encourage trans members to become union representatives and activists
- ensure their own policies and practices meet trans members' needs, including internal membership and other records and any rights to representation in democratic structures.

Beginning gender transition

Only a small minority of trans staff and students will actually transition while in a particular educational institution and trans equality is about much more than this. However, trans people may be at their most vulnerable to prejudice and discrimination at this point; the right support can make all the difference.

3 <http://lgbthistorymonth.org.uk/>

When a person begins gender transition, the first step for them is to change all relevant documentation and begin living full-time in their acquired gender – this is known as the ‘real-life experience’. Living full-time in a new gender means that the trans person needs to live as anyone else would in that gender.

It is often a stressful time for a trans person. They will probably have to deal with their family, partner/spouse and friends coming to terms with their new role.

One of the most important things an employer or education provider can do is make sure that they agree how the process will be handled with the person concerned, right from the start.

First meeting

Once a learner/student or worker indicates that they will be transitioning, the first step for the education institution should be to meet with them, together with a fellow student/NUS rep, colleague or trade union representative, confirm that the institution will support them through transition and agree an action plan with timescales.

The action plan should include:

- how the information will be managed and by whom
- the start date of living full-time in their new role
- when to use any single-sex facilities
- the process for changes to records and other documentation
- the expected timescale of any medical and surgical procedures
- time off that may be required for treatment and/or possible side effects
- a check on existing policies and practices, such as confidentiality, harassment and insurance, to ensure they are fit for purpose
- a strategy, should there be any media interest.

Changing records

A nominated staff member should be responsible for ensuring that records including library cards, email addresses, identity cards, website references, door signs, course information, photographs, staff and student records, payroll, student loan/local education authority, committee minutes and so on, are all changed at the time of any name change.

Single-sex facilities

The extent of single-sex facilities will vary from institution to institution. Some have gender-neutral toilets and changing facilities. Others may have single-sex clubs, colleges and/or accommodation.

It is up to the trans person when they will feel comfortable using the facilities appropriate to their new gender role. Some may wish to use unisex or accessible toilet or changing facilities for a while and then alter to their new facilities after a short period. Some may wish to use gender-appropriate facilities immediately. Whatever is decided, it is important to remember that the ‘real life experience’ is just that. It is not appropriate to expect a trans person to use unisex or accessible facilities (unless they are disabled) indefinitely. To expect this is to impede a person’s transition and may constitute bullying.

Telling other people

It is important to agree with the person concerned how others will be informed. There is no general need to inform co-workers, students or the public, just those people with whom a working relationship will continue through the transition.

The trans person may want to lead this process themselves, either by means of a meeting or by one to one contact, or they may wish the institution to lead.

Either way:

- the person affected should have a say over what people are told and the language that is used
- the institution should be very clear that it supports the right of trans people to work and study free from discrimination and harassment and that it will not tolerate either.

It will be important to:

- set a tone that indicates that this is a normal procedure that should raise no problems
- include sufficient information to convey the facts, including general information about trans people
- not go into too much detail
- respect the trans person’s right to confidentiality about medical and personal aspects
- pitch the information at a level and style appropriate to the audience
- include details of how people

- can get further information
- emphasise the importance of using the person's new name and correct pronouns.

The first day of the new gender role

Some trans people may wish to go away for a short time and then come back in their new role – to have a symbolic break. Some may simply wish to leave as x on a Friday and return as y on the following Monday. On the day of transition, it is essential that all identity cards, email addresses and so on are up to date.

Some people are likely to make mistakes with gender pronouns and names at first. Those in leadership roles should make a special effort by consistently referring to the person by their new name and pronoun. This usually works well, as it is difficult to hold a conversation referring to someone using two different gender pronouns, and usually the offender will fall into line.

After a week, it is a good idea for the trans person to meet up with a nominated member of staff. They can discuss how the week went and what problems may have arisen. It is important to keep monitoring the situation for at least the first six months so potential problems can be anticipated or dealt with before they escalate.

Information and evidence gathering

All public bodies are required to publish information which demonstrates compliance with the Equality Duty, including information about staff and learners. This information should support the setting of objectives which promote equality. As noted by the Equality Challenge Unit, such information can help you learn more about the needs of trans staff and students; analyse patterns emerging in relation to discipline and grievance issues; support staff and students who want to be 'out' and avoid giving the impression that some equality issues are more important than others.

The Equality Duty enables flexibility in how such information is collected, and there is a wide range of possible methods, including qualitative research and data monitoring. The method or methods you choose should be undertaken in consultation with trans staff and student groups

as well as trade unions and students' unions.

A number of organisations have effectively used qualitative research to start to build a rich evidence base in relation to trans equality. For pragmatic reasons, such research has often looked at gender identity and sexual orientation together, although it is essential to ensure that evidence can be disaggregated, as gender identity and sexual orientation are separate and distinct protected characteristics.

Examples of such research (noted in the further reading section) include:

- the Equality Challenge Unit, which surveyed 4,205 lesbian, gay, bisexual and trans (LGB and T) staff and students in higher education and produced a report which covered (among other things) how well LGB and T equalities are embedded in teaching, learning and the curriculum; how well LGB and T people feel they are represented; and their experiences of making complaints.
- the Skills Funding Agency, which used an online survey, focus groups and interviews with LGB and T learners in adult education. The research covered issues such as how welcoming adult education is; what barriers LGB and T people face; and how well they are addressed by colleges and providers.
- Grimsby Institute Group, which worked with other local providers to conduct research into the needs of LGB and T people in North East Lincolnshire.
- The NUS, which surveyed LGBT students in FE and HE collating data and qualitative information on students' experiences of hate incidents. They found that 45% of trans students had experienced at least one hate incident motivated by prejudice against their gender identity.

Some organisations have undertaken projects such as Accrington and Rossendale College, which developed a project to establish how best to meet the needs of LGB and T learners. They conducted research including an online questionnaire and focus groups, and used the information they gathered to deliver awareness training to staff and students.

There is currently no consensus among trans advocacy groups about whether it is appropriate or effective to include gender identity questions

on monitoring forms issued to all staff and students. Most would agree that it is not appropriate in all circumstances. As noted by the Equality and Human Rights Commission (EHRC), it must be undertaken ‘with great care and only once your policies and approach towards trans people are sound.’⁴ Considerations include:

- It is vital that data are kept confidential and carefully protected. As noted elsewhere in this report, it is a criminal offence to disclose someone’s application for gender recognition without their consent.
- Rates of return are likely to be low until trans people feel comfortable disclosing this information.
- The relatively small proportion of trans people means that there is limited potential for robust statistical analysis comparable to that commonly used to analyse race, gender and disability equalities.

The ECU recommends the following steps:

- Ensure the institution’s policies to promote equality expressly cover trans staff and students, making it clear that monitoring is taking place within a wider framework.
- Be clear about why the information is being collected and how it will be used – collect only information that will be used.
- Be clear that all monitoring questions relating to gender identity are optional.
- Ensure the information remains anonymous, building in additional safeguards where necessary.⁵

Finally, if you do decide to include gender identity on monitoring forms, you would need to consider what questions to ask. In its guidance note *Collecting information on gender identity*, the EHRC notes that ‘not one question or suite of questions has been developed that allows everyone, regardless of their gender identity, to answer satisfactorily.’ The EHRC recommends asking five different questions, although it notes that there may be some situations where two are adequate. The first two recommended questions are as follows:

4 Equality and Human Rights Commission, *Trans Monitoring*, <http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-employers-pre-october-10/guidance-on-recruiting-and-supporting-trans-people/trans-monitoring/>, accessed July 2011

5 Equality Challenge Unit, *Trans staff and students in higher education*, revised 2010

Question 1

At birth, were you described as...

Please tick one option

- Male
- Female
- Intersex
- I prefer not to say

Question 2

Which of the following describes how you think of yourself?

Please tick one option

- Male
- Female
- In another way: _____

The other three questions recommended by the EHRC address gender reassignment as a protected characteristic and a personal process (rather than a medical process), and give an opportunity for people to express themselves in the way that they want to.

Guides to good practice

Forum 12-step guide

The forum has identified the following twelve good practice steps to tackling discrimination and promoting equality for lesbian, gay, bisexual and transgender staff and students in post-school education:

- An explicit and well-publicised commitment to tackle discrimination on the grounds of sexual orientation and gender identity, including promotion of equality for lesbian, gay, bisexual and trans staff and learners
- Specific policy, procedure and action against homophobic, biphobic and transphobic bullying and harassment
- Tangible action to increase the visibility of lesbian, gay, bisexual and trans lives in education
- A senior manager to lead on developing sexual orientation and gender identity equality
- Training for all staff and learners on sexual orientation and gender identity equality, including legislation and standards of behaviour
- Information on sexual orientation and gender identity equality in staff and student induction
- Incorporation in policies and procedures

of relevant agreements on sexual orientation and gender identity equality, such as that between the education unions and the Association of Colleges

- Involvement of staff and students' unions in the promotion of sexual orientation and gender identity equality
- Clear procedures for raising concerns about issues relating to sexual orientation and gender identity
- Inclusion of sexual orientation and gender identity equality in single or full set of equality schemes
- Funding and development of strand specific equality action groups, lesbian, gay, bisexual and trans support groups for staff and learners and other forms of organisation and support
- Incorporation of lesbian, gay, bisexual and trans learner issues into institutional improvement programmes

Blackpool and the Fylde College

Blackpool and the Fylde College have offered the following tips, based on their experience of advancing equality for trans people:

- Do your research in the college and community on transgender issues: carry out a needs analysis.
- Put in place staff development on the issues.
- Create a welcoming environment for transgender staff and students.
- Make your commitment clear in literature, policies and procedures.
- Consult with learners to try and ensure that change is led by them.
- Create an ethos of valuing all individuals and their differences.
- Break down attitudes amongst students and staff.
- Embed issues in the curriculum so that learners' attitudes can be challenged.
- Work with transgender groups in the local community.
- Advertise internal and external support groups in the college.

Conclusion

Post-school education institutions may not have previously thought about equality for trans staff and students. Legislative changes mean that all must now take active steps to ensure trans equality – it is a requirement of the equality duty. This is irrespective of whether there are known trans staff and students.

People may choose to keep their gender history completely private. This is their right and it is the duty of the institution to ensure all can work or study in a non-intimidating, respectful environment. Further, all education institutions should be prepared for future trans students or staff members.

The benefits of promoting trans equality go far beyond legal compliance. An institution that understands and meets the needs of trans staff and students will have grasped the principles of equality. It will be a better place to work and study for all.

Education providers, students' unions and trade unions working in partnership for trans equality can make a real difference.



...legislative changes mean that all must now take active steps to ensure trans equality”



Contact details

The Forum on Sexual Orientation and Gender Identity in Post-School Education

The Forum on Sexual Orientation and Gender Identity in Post-School Education was established in April 2007 and brings together relevant organisations to co-ordinate their work on sexual orientation and gender identity and share expertise.

Members include:

Association of Colleges (AOC)
Association of Employment and Learning Providers (AELP)
Association of Teachers and Lecturers (ATL)
Equality Challenge Unit (ECU)
The Higher Education Funding Council for England (HEFCE)
Learning and Skills Improvement Service (LSIS)
National Union of Students (NUS)
Skills Funding Agency
UNISON
University and College Union (UCU).
Young People's Learning Agency (YPLA)

www.sgforum.org.uk

The Association of Colleges (AoC)

The Association of Colleges was created in 1996 as the single voice to promote the interests of further education colleges in England and Wales.

The Association provides a broad range of services to its subscribers. It represents their interests locally, regionally, nationally and internationally. Its management, split into various directorates, provides a pool of expertise on which the sector draws.

www.aoc.co.uk

Association of Employment & Learning Providers

The Association of Employment and Learning Providers (AELP) is a national membership organisation and is the recognised voice of independent providers who engage in government funded skills training and employability programmes throughout England.

The majority of members are private, not-for-profit and voluntary third sector independent

training organisations delivering government-funded skills and welfare-to-work programmes. In addition, within the full membership there are also further education colleges. Collectively, AELP's members deliver most of the Apprenticeship training and the majority of adult vocational skills provision in England. Membership is open to any provider committed to quality skills or employability programmes.

www.aelp.org.uk

Association of Teachers and Lecturers (ATL)

ATL, the education union, is an independent, registered trade union and professional association, representing approximately 160,000 teachers, head teachers, lecturers and support staff in maintained and independent nurseries, schools, sixth form, tertiary and further education colleges in the United Kingdom. AMiE is the trade union and professional association for leaders and managers in colleges and schools, and is a distinct section of ATL. The union recognises the link between education policy and members' conditions of service and helps members, as their careers develop, through first rate research, guidance, information and legal advice. ATL campaigns and negotiates locally and nationally. ATL is affiliated to the Trades Union Congress (TUC), Irish Congress of Trade Unions (ICTU), European Trade Union Committee for Education (ETUCE) and Education International (EI). ATL is not affiliated to any political party.

www.atl.org.uk

The Equality Challenge Unit (ECU)

Equality Challenge Unit works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in further education in Scotland. ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation, or through any combination of these characteristics or other unfair treatment. ECU is funded by Universities UK, GuildHE, the Higher Education Funding Council for England, the Higher Education Funding council for Wales,

the Department for Employment and Learning in Northern Ireland and the Scottish Funding Council.

www.ecu.ac.uk

The Higher Education Funding Council for England

The Higher Education Funding Council for England (HEFCE) distributes public money for teaching and research to universities and colleges. In doing so, it aims to promote high quality education and research, within a financially healthy sector. The Council also plays a key role in ensuring accountability and promoting good practice.

<http://hefce.ac.uk>

Learning and Skills Improvement Service (LSIS)

The Learning and Skills Improvement Service was formed to accelerate quality improvement, increase participation and raise standards and achievement in the learning and skills sector in England.

LSIS is dedicated to working in partnership with all parts of the sector to build and sustain self-improvement and works closely with sector practitioners in the delivery of what LSIS provides.

LSIS is responsible for developing and providing resources that help colleges and providers implement initiatives and improve quality. This is achieved by commissioning products and services, identifying and sharing good practice throughout the system, and providing tailored programmes of support.

www.lsis.org.uk

National Union of Students (NUS)

The NUS is a voluntary membership organisation, which comprises of a confederation of local student representative organisations in colleges and universities throughout the UK that have chosen to affiliate and pay a membership fee. The union has constituent members – one in virtually every college and university in the country – and it represents the interests of over seven million students. NUS is one of the largest student organisations in the world. It provides research, representation,

training and expert advice for individual students and students' unions. Each year, it trains over 3,000 students' union officers. NUS fights barriers to education, empowers students to shape both a quality learning experience and the world around them, and supports influential, democratic and well-resourced students' unions.

www.nusonline.co.uk

Skills Funding Agency

The Skills Funding Agency is an agency of the Department for Business, Innovation and Skills (BIS). Its job is to fund and regulate adult FE and skills training in England. It is part of a network of organisations in the country which commission, manage and market training for adults. Its mission is to ensure that people and businesses can access the skills training they need to succeed in playing their part in society and in growing England's economy. It does this in the context of policy set by BIS and informed by the needs of businesses, communities and regions, and sector and industry bodies.

<http://skillsfundingagency.bis.gov.uk/>

UNISON

The public sector union UNISON has 1.3 million members working in the public services and utilities, including 350,000 education staff. Its members include librarians, registrars, people working in personnel, IT and finance departments, technicians, policy advisers, administrators, secretaries, cleaners, caretakers, catering workers, craft workers and porters. UNISON has a proud history of working for lesbian, gay, bisexual and transgender equality and its LGBT members organise at a local, regional and national level. It has a national trans caucus that meets twice a year and reserved seats for trans reps on the national LGBT committee. UNISON works to be an active and effective trade union, organising, representing and defending its members; tackling discrimination and promoting equality within the union, the workplace and society. It campaigns for world class public services that meet the needs of all, delivered by a fairly paid, well trained, directly employed workforce.

www.unison.org.uk

University and College Union (UCU)

The University and College Union (UCU) represents more than 120,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations across the UK.

UCU is the largest post-school union in the world: a force working for educators and education. It was formed in June 2006 by the amalgamation of the Association of University Teachers (AUT) and NATFHE – the University and College Lecturers' Union – which shared a long history of defending and advancing educators' employment and professional interests.

www.ucu.org.uk



National trans equality organisations

The following trans organisations offer policy advice and good practice guidance. They can provide details of national, local and online support groups for trans people and their families and friends.

The Gender Identity Research and Education Society (GIRES)

Melverly, The Warren, Ashted, Surrey KT21 2SP
Tel: 01372 801554
Fax: 01372 272297

Promotes and communicates research that improves the lives of people affected by gender identity and intersex issues.

www.gires.org.uk

Gender Trust

PO Box 3192, Brighton BN1 3WR
Tel: 01273 424024 (office hours)
Helpline: 07000 790347
Email: info@gendertrust.org.uk

Offers advice and support for trans people, especially male-to-female, and to partners, families, carers and allied professionals. Has a membership society and produces a quarterly magazine, GT News.

www.gendertrust.org.uk

TransEquality (Press for Change)

PFC Equality Project, Yew Bank House
24 Mauldeth Rd, Stockport SK4 3NE
Helpline: 08448 708 165
Email: office@pfc.org.uk

Press For Change is the largest representative organisation for trans people in the UK. Formed in 1992 and "seeking respect and equality for all trans people in the UK, through case law, legislation, and social change.

In late 2009, PFC was awarded funding by the Equality and Human Rights Commission to develop the TransEquality project, which provides legal support and advice services to trans people and others. The TransEquality project provides professional legal support to trans people in key areas

of the law, as well as advice to businesses and other non-profit organisations.

<http://transequality.co.uk>

Scottish Transgender Alliance

Equality Network
30 Bernard Street
Edinburgh EH6 6PR
Tel: 07020 933 952
Fax: 07020 933 954
Email: james@equality-network.org

Funded by the Scottish government equality unit, STA provides training and good practice guidance on trans equality issues and works to build the capacity of trans support groups in Scotland and campaigns for lesbian, gay, bisexual and transgender equality in Scotland.

www.equality-network.org

Further reading

AoC, ACM, ATL, GMB, TGWU, UCU and UNISON (2007) Joint Agreement on Guidelines for Transgender Equality in Employment in Further Education Colleges

Centre for Excellence in Leadership (2007) Diversity and Governance Research Report

Equality Challenge Unit with National Union of Students (NUS) and the Association of Managers in Students' Unions (AMSU) (2007) Inclusive Students' Unions – Survey findings

Equality Challenge Unit (2009) Experience of lesbian, gay, bisexual and trans staff and students in higher education: research report

Equality Challenge Unit (revised 2010) Trans Staff and Students in Higher Education,

Learning and Skills Improvement Service (2010) Transgender Equality: The 7th Strand www.leadershiplearning.org.uk/

National Union of Students (2007) Putting the LGBT into FE

National Union of Students (2011) No Place for Hate: NUS report into LGBT hate crime

North East Lincolnshire LGBT Forum (2009) Identifying Key Issues for the Lesbian, Gay, Bisexual and Trans (LGBT) Communities Living and Working in North East Lincolnshire

Press for Change (2007) Engendered Penalties: Transgender and transsexual people's experiences of Inequality and Discrimination,

Scottish Transgender Alliance (2007) Scottish Transgender Survey

Skills Funding Agency (2011) Research into Sexual Orientation and Gender Identity Equality in Adult Learning

UNISON Transgender Workers' Rights (updated 6 monthly).

UNISON/Scottish Transgender Alliance (updated Nov 2010) Introductory Guide for Trade Union Reps Supporting Trans Members



for sexual orientation and
gender identity equality in
post-school education