



LGBTQIA+ CHARTER

Foreword

As Europe's motto "United in Diversity" proclaims, the European Schools are rich in their plural identities. It is therefore important to nurture and protect this diversity by ensuring that all pupils feel comfortable in our school.

Article 29 of the "Rights of the Child" states that "Education shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential".

As members of the Pride Club, we believe that our school can improve in this area. By using the 8 social skills promoted by the EEB2, we are proposing this charter which will enable our school to be more inclusive, caring and safe for all members of the school community.

A. Promoting inclusion

We want the school to create an inclusive environment for all members of the school community: students, staff, parents and external stakeholders.

A.1. Addressing all identities through language

We want every member of the school community to feel recognised regardless of their identity. Therefore, we propose to promote the use of inclusive language:

- By giving a member of the trans or non-binary school community the opportunity to choose or change the first name and/or pronoun by which that person wishes to be referred to in school. A table of non-binary pronouns is attached to this charter.
- By using gender-neutral terms in administrative documents (e.g. "child" instead of "son" or "daughter" / "parent" instead of "father" or "mother" or "guardian" or even "legal guardian 1 / legal guardian 2")
- By encouraging teachers to propose activities with statements that are as inclusive as possible, on the one hand by ensuring that the situations proposed and the themes studied reflect the diversity of our students and of the world, and on the other hand by criticising textbook statements that are not very inclusive.
- By promoting inclusive writing (for a definition and presentation of inclusive writing of languages taught at EEB2, cfr Annex 2).

- By encouraging and training all school staff to favour exchanges that are not marked by an overly binary and heteronormative consideration of identities and relationships. (e.g. do not ask a pupil if they have a girlfriend but ungender the question as "are you in love / in a relationship?")

A.2. Fighting against discriminations

We want to create a framework in which every member of the school community feels protected from discrimination related to gender identities, sexual orientations or other diversities that may be discriminated against by rejection, exclusion or violent acts and words (such as the dissemination of hate messages or verbal, moral and/or physical aggression):

- By including explicit language in the school regulations against exclusion, insults and harassment related to gender identity, sexual orientation and other diversities.
- By providing members of the school community with several clearly identified ways to report insults or harassment related to gender identities, sexual orientations and other diversities (e.g. by appointing contact persons, using the Guidance Team, organising anonymous surveys, etc.).
- By putting in place a procedure to support victims of harassment related to gender identity, sexual orientation and other diversities by designating trusted, trained and accessible contact persons for all members of the school community.
- By ensuring that each member of the community has access to information about resources outside the institution (places, contacts) that can provide support on diversity issues.
- By ensuring that the information, speeches and actions issued, relayed or supported by the institution do not have an exclusionary, violent and/or discriminatory dimension and that they are as inclusive and representative as possible:
 - During interventions by external partners or activities, etc.
 - In media or artistic productions, information materials created, disseminated or relayed by the school (e.g. on the themes of health or orientation).

A.3. Guaranteeing each person's right to privacy

We want everyone to be free to disclose their gender identity without coercion or pressure from the school or any member of the school community:

- By including in the school regulations an explicit statement against "outing" (=revealing a person's gender identity and/or sexual orientation without or against their advice).
- By creating a personalised integration protocol for a transgender or non-binary person in which that person will indicate their choices regarding the disclosure of their gender identity.
- By explicitly mentioning in the privacy statement the guarantee of data security for persons in transition.

A.4. Respecting the diversity of gender identities in the different spaces of the school

We want to ensure the inclusion of every member of the school community in the different spaces of the school by promoting non-binarity and the integration of trans and non-binary people:

- By providing each school building with gender-neutral toilets.
- By allowing transgender or non-binary students to choose their changing room and/or have their own changing room.
- By allowing transgender or non-binary students to choose their room on an overnight school trip.
- By promoting the sharing of play or recreation spaces among students regardless of their gender identity.

A.5 Ungendering sports activities

In order to fight against discrimination and the spread of gender stereotypes, we want physical education and sports classes to be mixed.

B. EDUCATING

We want the school to educate and train members of the school community on diversity related to gender identities and sexual orientations.

B.1. Inform that everyone has their own gender identity and sexual orientation and does not necessarily conform to the dominant model:

- Ensuring that in S1 and/or S2 the part of the integrated science syllabus on gender identity and sexual orientation is covered ([cfr Integrated Sciences Syllabus S1-S3 p.21](#)).
- By including gender identities and sexual orientations in the syllabus of different subjects at all levels to increase the opportunities for dialogue on these topics.
- By encouraging and promoting the presence of external speakers to raise awareness and encourage dialogue on issues related to diversity in a medium- and long-term approach to global and continuous reflection, including meetings with the actors concerned.
- By integrating the diversity of gender identities and sexual orientations into education for caring and tolerance, implemented as part of the 8 social competences of EEB2.
- By creating course resources for the different subjects available to teachers in the different sections.
- By providing training workshops for teachers to raise awareness of these issues and their realities to enable them to include them in their practices and lessons, and to adopt a critical attitude towards less inclusive textbooks and teaching tools.
- By organising cultural and artistic events around the diversity of gender identities and sexual orientations (film festival, poster competition, etc.) and by committing to support, accompany and promote actions carried out in this sense by members of the school community.
- By ensuring that the library has books, magazines or films on LGBTQIA+ themes.
- By ensuring that interventions and actions related to EVRAS (Education for Emotional and Sexual Relationships) systematically offer an inclusive dimension on diversity issues.

B.2. To raise awareness among members of the school community of all ages and equip them to identify discrimination and all forms of violence and harassment:

- By organising workshops focusing on the fight against insults and harassment related to gender identities and sexual orientations with the dissemination of victims' testimonies.
- By informing the different members of the school community about the procedure for reporting discrimination.
- By identifying focal points to support victims of discrimination-related harassment.
- By celebrating events such as Pride Month or the International Day against Homophobia, Biphobia and Transphobia (17th of May).
- By creating poster campaigns against such discrimination.
- By involving specialised associations to raise awareness among the various members of the school community, including parents.

C. ACCOMPANYING

We want the school to support members of the community who are concerned with issues of gender identity and sexual orientation.

C.1. Providing guidance to people with questions

- By identifying trusted referees (adults or students) who have been trained to dialogue with a person questioning their gender.
- By providing appropriate and easily accessible resources for people with questions.

C.2. Supporting victims of harassment

- By establishing a procedure for reporting discrimination-related harassment or assault.
- By making available trained persons to accompany a victim of assault or harassment related to discrimination.

C.3. Welcoming LGBTQIA+ or coming-out LGBTQIA+ persons

- By identifying a trained person or persons responsible for accompanying the transgender or non-binary person or the LGBTQIA+ coming-out person.
- Drawing up a personalised integration protocol with the transgender or non-binary person for his or her reception at school, dealing with administrative issues, security, confidentiality, use of facilities (toilets and changing rooms), dialogue with parents and members of the school community, physical education and sports classes or other issues to be determined.
- By engaging in dialogue and raising awareness with members of the school community (teachers, students and family) who are close to the person who is transitioning or has come out.
- By regularly reviewing the situation with the person who is transitioning or has come out.

Conclusion

For the members of the Pride Club, making the school safe and caring by educating all members of the school is a priority. This charter, created by the students of the Pride Club of EEB2 with the help of the Alter Visio association, aims to contribute to the development of all students and employees of our school. Therefore, we solemnly ask you to integrate the measures presented in this document into the functioning and rules of the school. While we understand the difficulties of implementing this charter in its entirety in the short term, we consider that it is the duty of the administration to make a further contribution each year to improving the inclusion of LGBTQIA+ persons in our school by making concrete commitments and ensuring that they are respected.



ANNEXES

Annex 1: Non-binary pronouns in the languages of the different sections of the EEB2 (to be completed)

	English	French	Dutch	German	Swedish	Italian	Portuguese	Finnish	Lithuanian
Female	She/Her	Elle/Elle	Zij/Haar	Sie/Ihr	Hon/ Henne	Lei	Ele/Ele	Hän/ Hänen	Jis/Jj
Male	He/Him	Il/Lui	Hij/Hem	Er/Ihm	Han/ Honom	Lui	Ela/Ela	Hän/ Hänen	Ji/Ją
Gender Neutral 1	They/ Them	Iel/Iel	Hen/Hen	Xier/ Xieser	De/ dem	Loro	Eli/Eli	Hän/ Hänen	Jie/Jų
Genre Neutre 2	Zie/Zim	Oi.Ui/Lu	Die/Hen	Sif/Sis	Hen/ Henom

	Latvian	Irish	Estonian
Female	viņa	Sí	
Male	viņš	Sé	
Gender Neutral 1	viņu	Siad	Tema / Ta

Annex 2 : Inclusive language

Wikipedia definition: Inclusive language aims to avoid offense and fulfill the ideals of egalitarianism by avoiding expressions that express or imply ideas that are sexist, racist, or otherwise biased, prejudiced, or denigrating to any particular group of people (and sometimes animals as well). Use of inclusive language might be considered a form of political correctness; often the term "political correctness" is used to refer to this practice, either as a neutral description by supporters or commentators in general or with negative connotations among its opponents.

EEB2 LGBTQIA+ Charter Action Plan

Personalised integration protocol

- At the beginning of the school year by inviting the student, parents, members of the Management, the class teacher, the sports teacher and the relevant educational adviser.

Short-term Action Plan

<u>Priorities</u>	<u>To be checked with</u>	<u>When/Where/How?</u>
Inclusive homework/readings... + increase opportunities for dialogue on the subject + share resources	Teachers LGBTQIA+ Team	Pedagogical Day + Day against Homophobia Teachers in their working groups Add LGBTQIA+ examples in history syllabus
Training workshops for teachers	LGBTQIA+ Team	Pedagogical Day + Day against Homophobia Pride Month Poster campaign
Events + workshops about diversity	LGBTQIA+ Team CDE	Day against Homophobia + activities throughout the year Pride Month Poster campaign
Invite specialised associations to raise awareness among members of the school community	LGBTQIA+ Team APEEE CDE	Webinars parents/teachers and for pupils
Gender and orientation identity	SCI S1-S2 teachers	Groupe de SCI group, SCI meeting, SCI inspector
Books, magazines, films about LGBTQIA+ themes	Librarians	School libraries
Include LGBTQIA+ insults and harassment in the rules	Anti-sexual harassment Team Anti-harassment Team LGBTQIA+ Team	Dress Code Policy Anti-harassment Policy Charte LGBTQIA+ Charter
Reporting of harassment/discrimination + procedure + contact persons (adults/students)	Anti-harassment Team Guidance Team CDE	Anti-harassment policy
Resources adapted to persons questioning their gender	LGBTQIA+ Team	To be added in the LGBTQIA+ Charter
Gender-neutral toilets	Mrs. Malik will inform of the organisation of a cubicle per	No urinals, only cubicles

	floor LGBTQIA+ members: contact Université de Liège to inspire us	
Current changing rooms	EP Team, Management	Available now for transitioning persons + solutions to be found in cooperation with pupils and EP Team
Choice of rooms during school trips	Depends on the situation	If parents involved and students agree in writing, there is no problem
Common name change without official procedure	SMS system secretary (Mrs. Breur) Pupils' parents	In SMS: common name can be given in writing. Written request to Mrs. Breur Exception: on BAC exams/BAC certificate: official, legal name must be written!

Long-term Action Plan

<u>Priorities</u>	<u>To be checked with</u>	<u>When/Where/How?</u>
Gender neutral terms in documents	Administration Office of Secretary-General? → Both are linked To do SUCCESSIVELY	Mrs. Breur, Mrs. Soefers, Mr. Mees Mrs. Malik → Office of Secretary-General
Mixed sports classes	EP teachers, Management	2022-2023 School year (must be prepared beforehand)
New changing rooms	EP teachers, Management	Space in new prefabs?