

Promoting transgender equality in further education



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Tolerance is not enough

Robust equality and diversity policies are essential to support the all-round development of those who make up the population of a Further Education establishment.

The drive should come from the top to ensure that diversity policies are integrated in the running of each establishment, including external providers. Proposals for compliance must be published. Governors, managers, principals etc., often with the help of Unions, have to ensure that expertise and funding are available to promote and celebrate diversity and to create an enlightened environment for all those at risk of being harassed, discriminated against, victimised and marginalised.

Gender reassignment is arguably the least understood and the most marginalised and neglected strand of diversity.

Did you know ?

- that some young trans people are rejected by their families so they have no funding support from them, and are virtually homeless;
- that young trans learners experience a high level of bullying and harassment, not only from other learners, but also from staff;
- that trans staff and learners are often too scared to report bullying because they fear that it won't be dealt with appropriately;
- that sometimes, when they do report bullying or harassment, they are then victimised by the people who are supposed to help;
- that some gifted transgender teachers leave the profession because their institution doesn't give them adequate support;
- that many trans students get poor, or less than optimal results because of the stress experienced in their learning environment;
- that some people use their religious beliefs to excuse their harassment or exclusion of trans learners and staff;
- that some trans people do not have access to appropriate toilet and changing facilities;
- that some people have their trans identities disclosed to others against their express wishes;
- that unwanted disclosure is always bad practice and sometimes it is illegal;
- that being trans or transgender does not mean that a person is mentally ill, and, for some people, undergoing transition is a necessity, not a lifestyle choice (see Glossary).

Who is this guide for?

All those involved in the provision of further education to young people will benefit from a greater understanding of transgender issues, and the relevant law and good practice in relation to transgender employees and learners.

This guide is, therefore, for:

- local authorities
- education authorities
- governors
- principals
- managers
- teaching and other staff
- teachers' unions
- student unions
- those contracted to provide services in establishments of further learning; and/or where services are provided off campus, for instance, in prisons.

What is transgender?

Transgender, often abbreviated to trans, may be used loosely to describe any gender expression or experience that falls outside the typical man or woman gender tick-boxes. People have the right to self-identify, and many people, especially among the young, now see themselves as pan-gender, poly-gender, third gender, neutroi, gender queer and so on. They may express their gender identity by living wherever on the gender spectrum they feel most comfortable, perhaps presenting androgynously.

It is now understood that gender identity, that is, how we identify as men, women, somewhere in between, a bit of both, or perhaps neither, - is powerfully influenced by the way the brain develops before birth. This is not always consistent with the way the body looks on the outside. Where there is a mismatch, it may result in individuals dressing and/or behaving in a way which is seen by others as being gender variant, that is, outside cultural gender norms. Many trans people try to conform to stereotypical gender dress and behaviour, but this may cause great personal discomfort, described as gender dysphoria. When the discomfort experienced is extreme, it may be called transsexualism and the people experiencing it may be referred to as transsexual people. However, trans or transgender are probably the most commonly used terms to cover all gender variant people.

In order to overcome severe gender dysphoria, some people transition to align their gender role and presentation with the gender identity they experience – a process known in law and medicine as gender reassignment. This may be supported by medical intervention, which often includes hormone therapy and occasionally surgical procedures to change their appearance and improve their personal comfort. These changes are not a lifestyle choice, but an absolute necessity in those who undertake them. Having transitioned permanently, people may be regarded as ordinary men and women, or men and women of transsexual history.

Q Are trans people gay?

Answer: Trans identities should not be confused with issues of sexual orientation. These are not directly connected; trans people, like everyone else, may identify as gay, straight, bisexual or asexual.

Q How many trans people are there?

Answer: The prevalence of those who have sought medical help is 20 per 100,000, although there are marked regional variations. A much higher number — about 1 per cent of the population — experience some degree of gender variance; some are comfortable expressing this in limited or temporary ways, but many do not reveal this publicly (*Reed et al., 2009*).

Legal obligations & protections

Like all public bodies, Further Education providers must ensure that equality and human rights legislation is reflected in policies governing all aspects of provision of services, throughout their institutions, including tendering, procurement, and contracting services. Ofsted's inspection criteria now include a limiting grade for equality and diversity measures.

The Equality Act 2010 (the Act, often referred to as the Single Equality Act), embraces and extends the existing legislation to provide protection for transgender people in further education against harassment, victimisation and discrimination in the delivery of goods, facilities, services, and in employment (at recruitment, during employment and when ending a job).

As the new Act rolls out, the previous relevant

legislation will be repealed. So the law described in this document is forward looking in anticipation of the 2010 Act going live. This Act reflects, and is compliant with, the **Human Rights Act (1998)**. Both these pieces of legislation require those providing public services to take pro-active steps to promote equality and human rights among employees and learners, and to eliminate direct and indirect discrimination. In fulfilling this duty, sector leaders must have due regard for all relevant protected characteristics. This is the **Public Sector Duty**.

Direct discrimination:

The provider of the service discriminates against a person if, because of a 'protected characteristic', the provider treats this person less favourably than the provider treats, or would treat others.

Indirect discrimination:

When the usual rules or practices of the provider, have a negative effect on people with a protected characteristic and puts them at a disadvantage compared with people who do not have that characteristic.

In certain circumstances, this kind of discrimination may be permitted where the discrimination is proportionate to a legitimate aim. However, it is good practice for the provider to overcome any discriminatory effects arising indirectly. For instance, students or teachers who are undergoing transition may be uncomfortable using the ladies or gents toilets, and they may not wish to use toilets designated for disabled people. A number of single toilets could be provided, or existing single toilets re-labeled 'unisex' or simply 'toilet'. Toilet and changing areas can be made more private by extending partitions and doors to floor and ceiling levels.

Leaders must ensure that Equality Impact Assessments are carried out on all policies and practices. Any inequalities revealed should be rectified. Equality schemes should be in place, which make it clear to everyone what the provider's equality standards are, and that they must be adhered to.

Leaders have a responsibility to ensure that anti-bullying and anti-harassment policies are embedded throughout the entire further education organisation.

Harassment is defined as unwanted behaviour which has the purpose or effect of violating the dignity of another person, or creating for that person an intimidating, hostile, degrading, humiliating or offensive environment.

The responsibility is not only to prevent unwanted behaviour, but to actively promote understanding and awareness of transgender issues, by including them across the curriculum and supporting trans and LGBT events.

The provider's responsibilities in regard to contracted services

The provider is also liable if the staff of a contracted service, for instance, someone serving in a cafeteria, harasses or discriminates against a service user by using trans-specific abusive language and/or refusing to serve a person who is, or is believed to be, trans.

Victimisation

In this situation, the trans person may then complain to the principal of the institution about the incident. The principal may suggest that the trans person goes to the café off campus for his meals.

Q Is this an appropriate response?

Answer: Clearly not. This is victimisation because it is further discrimination against a complainant. The provider is liable unless reasonable steps have been taken to prevent this happening by ensuring that contractors and their employees are aware of the provider's equality and diversity scheme.

Q Is the provider also liable if, for instance, a student harasses a trans person who is providing a contracted service?

Answer: Yes, but not on the first occasion that this happens. If incidents of harassment occur on three occasions, even if this is by three by different people, the provider is liable unless reasonable steps have been taken to prevent this happening.

Tendering and procurement

When advertising, the provider needs to make clear the requirement to conform to its policy on equality, diversity and human rights; all relevant strands including transgender should be mentioned. Socio-economic factors may also be a factor in selecting a contractor.

The ability and willingness to conform to the policy should be part of the assessment leading to an award of a contract. Providers have a positive duty to ensure equality and diversity measures are in place down through any chain of suppliers. This may include helping suppliers meet the provider's equality and diversity requirement through training and consultation. The provider will need to have ongoing monitoring processes in place, and carry out Equality Impact Assessments on the procurement processes.

Q Have you consulted with users of your services, trade unions and stakeholders?

Q Are your policies published and open to scrutiny?

The Data Protection Act (1998) Personal data must be processed fairly, and used only for the purposes for which they were collected. The people whose data are collected, including children, are entitled to know what the purposes are. Security must be in place to prevent unauthorised processing or accidental loss, of data. Pupils' data must be destroyed when they leave the provider.

The Gender Recognition Act (2004) allows those who have transitioned permanently to obtain a Gender Recognition Certificate (GRC) that converts to a new birth certificate. This is more likely to apply to staff than to learners because it requires evidence of at least two years living full time in the new role before the Gender Recognition Panel will grant it. Unlike equality law, this requires some level of medical supervision, but not necessarily any surgery.

The GRC is not granted to those who are in a marriages or civil partnerships that predate transition; legal partnerships must be annulled before a full GRC can be granted. Those who have a GRC are accorded their new gender status for all purposes.

The GRA imposes strict privacy regulations on anyone acting in an official capacity, who obtains sensitive information related to a person's trans history. Any person receiving this information must not pass it on without the express permission of the person concerned, preferably in writing. All documentation indicating a change of gender status must be secured in a sealed envelope and locked in a safe.

It is good practice to treat all trans people who have transitioned on a permanent basis as though they have a GRC. Employers may not know about the transsexual history, and asking the person could be regarded as harassment.

An atmosphere of respect in which diversity is celebrated benefits not only the people directly concerned, but the entire community of learners and staff because it:

- **creates a healthy, safe, inclusive environment for everyone, not just the people/groups targeted;**
- **reduces prejudice;**
- **prepares learners to be better citizens;**
- **promotes better interpersonal relationships; and**
- **helps all those who are disadvantaged to draw maximum benefit from the learning experience provided**

Do all trans people have legal protection?

In law, the trans people who are specifically protected are those who are “proposing to undergo gender reassignment (from the moment they notify someone of this), are undergoing or who have undergone, gender reassignment”.

This is a narrowly defined group, but the 2010 Equality Act extends protection to those who are perceived as falling under this description. The new Act removes the previous requirement for trans people to have undergone medical treatment or supervision and covers those who are associated with trans people, such as partners or carers.

Of course, it is possible for one person to have several protected characteristics, for instance, a 75 year-old trans woman may identify as lesbian and be in a civil partnership, and also be black, Christian and a wheelchair user so, theoretically, she would have the protected characteristics of age; sex; gender reassignment; sexual orientation; civil partnership; race; religion and disability. The potential combinations are numerous but, in law, protection against discrimination or harassment can only apply to two characteristics at once.

What does equality mean for trans people?

Q Does equality mean treating everyone the same?

Equality doesn't mean treating everyone identically. In order to have equal access to goods and services, facilities, job and learning opportunities etc., some people may need extra help. Over 60 per cent of boys and girls who express gender variant behaviours at school are bullied by their classmates. A quarter complain of having been bullied by their teachers (Whittle et al, 2007). This results in low self-esteem and a failure to learn.

When young trans people enter further education institutions, they may be apprehensive that the problems of bullying and social isolation will continue. Many trans people, of all ages, self-exclude because of their fears of being bullied and harassed. Research shows that a provider with a clear trans-supportive policy attracts trans learners (Wood and Plummer, 2009).

Robust diversity policies will ensure that everyone is treated with respect, dignity and fairness allowing young trans people to have the opportunity to be well integrated socially, and more likely to reach their potential.

How can you help trans employees and learners?

Governors, principals, teachers and other staff, as well as learners, may be transgender and, if properly supported, will make a valuable contribution in the learning environment.

As a provider you should:

- include a transgender specific anti-discrimination, anti-bullying Code of Practice (see below) in your equality scheme to protect learners and staff (including those contracted). The Scheme should be subject to an Equality Impact Assessment;
- display the Code prominently throughout all buildings including staff rooms and Students' Union rooms;
- appoint a trans champion, perhaps a staff member who can work in collaboration with the Teachers' and/or Students' Union, or a person who also represents LGB people. This person will take the lead on arranging regular social meetings, and celebrations, e.g., for LGBT History month (including arranging funding for these events), and liaise with local trans-support groups. The champion may support a person through transition, or someone making a complaint about harassment or discrimination;
- ensure that premises, facilities and services can accommodate trans people appropriately, whether or not the College is aware of any trans people attending;
- consider agreements on gender identity and sexual orientation equality policies and procedures, such as those between education unions and the Association of Colleges (see reference at end);
- update training for existing staff to refresh their knowledge and familiarise new staff with trans issues;

- raise trans awareness with students at the beginning of each year, or more often if necessary, in line with intake of new learners so that they are all aware of provider's expectations;
- explain what constitutes bullying, harassment, discrimination and victimisation, and that religious views do not give grounds for discriminating against transgender people;
- respond robustly, through well-publicised protocols, when direct discrimination or harassment of a trans person occurs. Monitor incidents, collect data on these and provide more training, as necessary; and
- embed trans issues across the curriculum

You must not discriminate against applicants or existing students:

- **by refusing admittance, or in your arrangements for making admission decisions;**
- **in the terms of your offer;**
- **by not providing education, or in the way you provide it;**
- **by denying access to benefits, facilities, services, or in the way you provide them**

Transition of a member of staff or a learner

Ensure that staff know how to respond if a learner or member of staff discloses his or her transgender status and/or intention to transition

Give reassurance that support will be given; allow the person to disclose as much or as little he or she is comfortable with;

Maintain absolute privacy unless the person concerned wishes the information to be shared. This will probably be necessary before transition is undertaken. The people most likely to be involved are: the trans champion, the principal, vice principal,

the Student Union, student health, a personal tutor, or any other support the person chooses. Trans employees may prefer to be supported by their Unions.

If transition is imminent, a Memorandum of Understanding may be drawn up. This is a confidential document with restricted access. It should be signed by both parties, but this does not mean it is cast in stone; the arrangements under it must remain flexible. It is intended to indicate the commitment of the provider, rather than any explicit requirements of the person undergoing transition:

Matters discussed may include:

- i. timing of transition: change of gender presentation, name and pronouns. No supporting documentation is necessary for social name change;
- ii. changing of documentation and previous records. N.B. this is often supported by official documentation of change of name and title by way of a Statutory Declaration or Deed Poll. It does not require a Gender Recognition Certificate;
- iii. ensuring absolute security of documentation that reveals previous identity;
- iv. deciding when, how and who should inform colleagues or students. Some people prefer to inform people themselves, with appropriate back up. Others wish it to be undertaken by someone of their choosing;
- v. ensuring additional help to catch up if term time is lost. Treatments that prevent attendance may be scheduled for vacation time. However, specific dates on NHS cannot always be guaranteed.

Scenarios

Religion and gender reassignment

A new member teacher joins the staff. She is a woman of transsexual history and has been open about this with everyone. Another member of staff approaches the principal to say that, as a devout Christian, he does not feel able to work with this 'man'.

Q How should the principal respond?

Answer: The principal should explain that to refuse to work with a colleague is discriminatory so, apart from being bad practice, this would also be a breach of the Equality Duty and the institution's Code of Conduct. The staff member's use of the wrong pronoun, even though it is not directed at the person herself, is the kind of language that reveals misunderstanding and prejudice, and could create a hostile environment.

Religious views, no matter how strongly held, do not give a person the right to discriminate against people having other protected characteristics. The teacher may be given further training and the opportunity to comply, but if he is unable to, then he will be dismissed.

Discrimination against a learner

A learner who recently transitioned is sitting an exam. The invigilator thinks that because the other learners are not used to her appearance it may be distracting for them. The invigilator decides to put the person in a room on her own, separate from the other students.

Q Is this permitted?

Answer: No, it is discriminatory to single out a learner in this way. This scenario also has the effect of creating a hostile environment for the student.

Disclosure versus privacy

Governors, principals, teachers and other staff may also be transgender and, if properly supported, will make a valuable contribution in the learning environment. Without that support, teachers and others may prefer to leave the institution, rather than fight for their rights. Valuable resources are therefore lost.

The head of the institution welcomes a new tutor. She knows that this tutor has a transsexual history and a GRC. The head promises that there will be no problems because she plans to tell the other senior tutors about her trans status, and they will look after her. The tutor says that she prefers not to have the matter discussed with the other tutors. The head says that the matter has already been decided in discussion with the governors.

Our college code

We are proud of our college

We believe that everyone is equal and must be treated with respect

We do not allow students or staff to discriminate against others because of any of the strands of diversity:

- Age
- Disability
- Gender;
- Pregnancy/maternity;
- Race;
- Religion or belief
- Sexual orientation
- Transgender

We challenge those who breach the code.

Identifying with one strand of diversity does not give anyone the right to discriminate against, harass or bully people who are in a different strand

You must not discriminate against people on the grounds of their religion or belief. Whatever your religion or belief, you must respect other people's religions and beliefs;

and whatever religion you follow, you must respect other people's right to identify as gay, lesbian, bisexual or transgender.

If you are being harassed or bullied on the college premises, or outside the college, report it.

If you see someone else being bullied, report it.

We are all responsible for each other's wellbeing.

We are kind to each other, we respect each other's differences.

Q Have the governors and head made the right decision?

Answer: No, on several counts. The discussion with governors increased the number of people who, for no good reason, now know that this tutor has a transsexual history. Extending the news to the other tutors compounds the injury to the new tutor. It is bad practice to pass on sensitive information against the wishes of the person concerned and, in addition, this person has a GRC. Its privacy provisions make this disclosure a criminal offence. If the tutor took action against the provider, she would certainly win.

Any documents referring to her previous gender status should be secured in a sealed envelope, held separately from the files of other staff. Access should be limited to one or two agreed staff members with the new tutor's agreement.

Name change: socially and on documents

A student (while still living as a young woman) informed his provider that he intended to transition over the summer break, and return as a man in the autumn term. On his return in September, he met with the principal and asked that his name be changed on all future documents, and that those dating from the previous year, be re-issued in his new name. The Principal said this couldn't be done until 'she' reached 18, and obtained a new birth certificate.

Q Is the principal correct that names (and pronouns) cannot be changed until a new birth certificate is supplied?

Answer: No. Following discussions with the young person, names and pronouns can be changed immediately upon transition. All future documentation should be in the new name. It is usual to provide a Statutory Declaration or a Deed Poll to indicate a level of intent, to facilitate the re-issue of all previous certificates.

It is true that a new Birth Certificate can only follow a Gender Recognition Certificate, and one of the criteria for that, is that the person must be 18. However, even if the young person were old enough to have a GRC, this is not required for a change of name, and requesting it could be against the law. Deliberate use of the wrong pronoun amounts to

harassment, and creating a hostile environment. Over 60 per cent of young trans people in higher education are not out to their tutors or lecturers because they fear uninformed and prejudiced responses (Wood N, Plummer P, 2009).

Making it work

Sam transitioned in the middle of her first term at College. The trans champion, Sue, was the first person she told. She asked Sue to go with her to talk to the principal about her change to live as a girl. The principal was very supportive, and prepared a Memorandum of Understanding with Sam. It was agreed that the principal would speak to all tutors and ask them, at the beginning of classes the next day, to remind all students of the commitment to diversity and the zero tolerance policy of the College to bullying.

Sue was a member of the LGBT support group and took Sam along to meet the others. They organised a rota, so that for the first two days of Sam's transition, one of them would always be with her. One girl from the LGBT group was on the same course, so shared some classes. In social areas like the cafeteria, one or more of the others kept her company. Sam said she got a few funny looks, but nobody made any comment and generally, her transition went well.

Q Is this how it would work in your institution?

This is an example of good practice: The lead came from the top; policy had been thought through in advance. The trans champion and the principal both knew how to respond, and both discussed matters with Sam so that everything was done with her agreement.

The principal used her authority to ensure that staff and learners were aware that no harassment of Sam would be permitted. The support of the LGBT group was a bonus.

Monitoring

The principal plans to monitor the student population to find out how many trans people there are. She knows of none. The advice from the Teachers' Union, is that she doesn't collect these data but, instead, monitors transphobic incidents, and also attitudes towards transgender issues in the student and teacher population.

Q Who is right?

Answer: There is no absolutely right answer to this question. Many feel that trying to count numbers of transgender people, especially in a relatively small population, is wrong, for several reasons:

1. Trans people often live in stealth: they may have already successfully transitioned and regard themselves as young men and women, or they have not yet started the transition process and are not 'out'. Even an anonymous survey will risk revealing them. This creates great stress;
2. Asking the question in a way that is not stigmatising is not straightforward. It is not adequate to have tick boxes –

- ~~male~~
- ~~female~~
- ~~transgender~~

A preferred approach might be:

How do you identify?

- man
- woman
- If you prefer to self-describe, please enter this in the textbox

Or -

do you live in a gender role now that is different from that assigned at birth?

So, there are alternatives, but it is almost certain that despite taking care, somebody will be offended!

3. There needs to be a clearly defined purpose to the collection of these data. The Public Sector Duty requires those providing services to cater for the needs of trans people, regardless of whether they are known about or not. So the first question a provider needs to ask is: why do we wish to gather this information?

The Union advisor is right, that whatever other monitoring is done, collecting data on transphobic incidents, as well as testing attitudes, is important. This applies to teachers as well as to learners. Questions that reveal the level of understanding of transgender issues, and the feelings of discomfort they may cause among members of the institution's community are helpful in highlighting prejudice and misunderstandings, so that targeted ongoing training can be provided:

You must devise your own questions. The following is just an example.

How comfortable are you to teach, be taught by, or to work alongside a transgender person?

- 1 very comfortable
- 2 fairly comfortable
- 3 would agree to do this
- 4 very uncomfortable
- 5 would refuse to do this

Glossary of terms

Introduction

Terminology in the transgender field is varied and constantly shifting as our understanding and perceptions of gender-variant conditions changes. The concept of a 'normal' gender expression associated with a binary man/woman paradigm is, in itself, questionable. In addition, in writing such a glossary of terms there is a risk of merely creating further stereotypes. People have the right to self-identify, and many people, especially among the young, reject the whole idea of binary gender tick boxes, and use terms more wide ranging, open terms such as pan-gender, poly-gender, third gender, gender queer and so on.

Gender identity

Gender identity describes the psychological identification of oneself, usually as a boy/man or as a girl/woman. There is a presumption that this sense of identity will evolve along binary lines and be consistent with the sex appearance. However, not everyone will wish to be constrained by that binary form of categorisation. Some people experience a gender identity that is completely inconsistent with their sex appearance, or may be neutral, or may embrace aspects of both man and woman.

Sex

Sex refers to the male/female physical development – the phenotype. In an infant, the sex is judged entirely on the genital appearance at birth. Other phenotypic factors such as karyotype (chromosomal configuration) are seldom tested unless a genital anomaly is present. There is a presumption that an apparently male infant will identify as a boy, and vice versa.

Gender role

The gender role is the social role – the interaction with others which gives expression to the inner gender identity and reinforces it. Despite the greater gender equality in modern Western culture, in terms of the subjects studied in school and at university, the choice of friends, work and domestic arrangements, dress and leisure pursuits, there is still a presumption of conformity with society's 'rules' about what is appropriate for a man or a woman, a boy or a girl, especially in terms of appearance. A significant departure from stereotypical gender expression often causes anxiety and discomfort in those who witness it.

Gender variance/gender dysphoria/gender identity disorder

It is now understood that the innate gender identity, although powerfully influenced by the genitalia and the gender of rearing, is not determined by these factors. There is evidence that sex differentiation of the brain may be inconsistent with other sex characteristics, resulting in individuals dressing and/or behaving in a way which is perceived by others as being outside cultural gender norms; these unusual gender expressions may be described as gender variance. Where conforming with these norms causes a persistent personal discomfort, this may be described as gender dysphoria. In many, this includes some level of disgust with the phenotype, since this contradicts the inner sense of gender identity. Gender dysphoria is not a popular term with those experiencing the condition since it has become associated with the clinical diagnosis of gender identity disorder; both these descriptions imply a diagnosis of pathology and mental illness, whereas the more neutral term, gender variance, denotes that these departures from stereotypical gender experience and expression are part of a natural, albeit unusual, human development.

Transsexualism

Gender dysphoria may be experienced to a degree that medical intervention is sought; this may include hormone therapy and/or surgical procedures to change the appearance and improve personal comfort. Often these treatments are associated with a permanent transition to a gender role that accords with the gender identity, thus alleviating much or all of the discomfort. At this level of intensity, the condition is commonly known as transsexualism. A transsexual person, is someone who intends to undergo, is undergoing or has undergone gender reassignment. The word transsexual should be used as an adjective, not a noun. It is, therefore, not appropriate to refer to an individual as a transsexual, or to transsexual people as transsexuals; the abbreviation tranny is also unacceptable.

Transition

Transition is the term used to describe the permanent change of gender role in all spheres of life: in the family, at work, in leisure pursuits and in society generally. A few people make this change overnight, but many do so gradually over a period of time. The term affirmed gender, is now becoming more common in describing the post-

transition gender role which, at that stage, accords with the innate gender identity.

Gender confirmation treatment

Those transitioning permanently usually have gender confirmation treatment that includes hormone therapy and often surgery to bring the sex characteristics of the body more in line with the gender identity. Such surgery is sometimes referred to as gender (or sex) reassignment surgery. The term sex change is not considered appropriate or polite.

There are other gender-related surgeries that may also be undertaken for reasons of appearance or function. Equality law makes special provisions for people who need to take time off for treatments associated with gender reassignment.

Transgender

Transgenderism has had different meanings over time and in different societies. Currently, it is used as an inclusive term describing all those whose gender expression falls outside the typical gender norms; for example, those who cross-dress intermittently for a variety of reasons including erotic factors (also referred to as transvestism), as well as those who live continuously outside gender norms, sometimes with, and sometimes without, medical intervention. There is a growing acknowledgement that although there is a great deal of difference between say, a drag artist and a transsexual person, there are nonetheless areas in the transgender field where the distinctions are more blurred; for example, someone who cross-dresses intermittently for some years, may later transition fully to the opposite role and could, then, be described as a transsexual person.

Trans men and trans women

The word trans is often used synonymously with transgender in its broadest sense. However, sometimes its use is specific, for instance, those born with female appearance but identifying as men may be referred to as trans men and those born with male appearance but identifying as women may be referred to as trans women; these individuals could also be referred to as transsexual men and women. Many trans people, having transitioned permanently, prefer to be regarded as ordinary men and women. In these cases, where it becomes essential to refer to their pre-transition status, the phrase woman (or man) of transsexual history may be used.

Intersex conditions

There are a number of intersex conditions (recently renamed Disorders of Sex Development) that may lead the individuals born with them to experience some inconsistency between their gender identity, and the gender role assigned at birth. Inconsistencies in development may be associated with atypical sex chromosomes such as Klinefelter syndrome (XXY), Jacob's syndrome (XYY) or other genetic anomalies, such as Androgen Insensitivity Syndrome or Congenital Adrenal Hyperplasia in which unusual hormone levels are present. These may lead to atypical genital appearance at birth.

Sexual orientation

Sexual orientation is a separate issue from gender identity. Sexual orientation is associated with the sexual attraction between one person and another. This is quite different from the internal knowledge of one's own identity. Trans people may be gay, straight, bisexual or, occasionally, asexual. Their sexual relationships may remain the same through the transition process, or they may change.

So a person who is living as a man, and is in a heterosexual relationship with a woman may, having transitioned to live as a woman, continue to be attracted to women and seek a lesbian relationship, or may be attracted to men, and therefore seek a heterosexual relationship with a man. Sometimes trans people make lasting relationships with other trans people, so the possibilities are many and varied, and do not necessarily fit comfortably into typical categorisations of sexual behaviours.

Gender Recognition Certificate

In 2004 the Gender Recognition Act was passed, and it became effective in 2005. Those trans people who have undergone a permanent change of gender status may endorse their new gender status by obtaining legal recognition in the form of a Gender Recognition Certificate; this converts to a new birth certificate. Those in existing marriages or civil partnerships are obliged to annul them. Annulment may be achieved by obtaining an interim GRC (IGRC) which lasts for six months only, during which time the application to annul must be made.

Cisgendered

Those who are cisgendered have little or no discordance between their gender identity and their gender role or sex anatomy. These factors are well aligned in a cisgendered person. Transsexual people who have completed transition to the point that they are comfortable, may then be regarded as cisgendered.

Contacts and further information

The following pages list a number of other organisations and publications that can offer a wide range of expertise for:

- trans people and their families
- those providing further education, and
- those employing trans people in the further education environment.

a:gender

Tel: 020 7035 4253

Email: agender@homeoffice.gsi.gov.uk

Website: www.agender.org.uk

Support for staff in government depts/agencies who have changed, or who need to change permanently their perceived gender, or who identify as intersex.

Beaumont Society

27 Old Gloucester St, London, WC1N 3XX

Telephone helpline: 01582 412220

Email: enquiries@beaumontsociety.org.uk

Website: www.beaumontsociety.org.uk

For those who feel the desire or compulsion to express the feminine side of their personality by dressing or living as women.

Beaumont Trust

27 Old Gloucester St, London, WC1N 3XX

Tel: (Tues. & Thur. 7-11pm) 07000 287878

Email: bmontrust@aol.com

Website: www.beaumont-trust.org.uk

Assists those troubled by gender dysphoria and involved in their care.

Depend

BM Depend, London WC1N 3XX

Email: info@depend.org.uk

Website: www.depend.org.uk

Free, confidential, non-judgemental advice and information and support for family members, partners, spouses and friends of transsexual people.

FTM Network

BM Network London, WC1N 3XX.

Tel: (Wed, 8-10:30pm) 0161 432 1915

Website: www.ftm.org.uk

Advice and support for female to male transsexual and transgender people, and to families and professionals; 'buddying' scheme; newsletter *Boys Own* and an annual national meeting.

Gender Trust

PO Box 3192 Brighton, Sussex, BN1 3WR.

Tel (office hours): 01273 234024

Helpline: 0845 231 0505,

10am – 10pm Monday to Friday,

1pm – 10pm Saturday and Sunday.

Email: info@gendertrust.org.uk

Website: www.gendertrust.org.uk

Advice and support for transsexual and transgender people, and to partners, families, carers and allied professionals and employers;. They have a membership society and produce a magazine entitled *GT News*.

Gendered Intelligence

Tel: 07841 291 277

Website: www.genderedintelligence.co.uk

Company offering arts programmes, creative workshops and trans awareness training, particularly for young trans people.

Gender Matters

The Mill House, 5b Bridgnorth Road

Wolverhampton, WV6 8AB

Tel: 01902 744424

Website: www.gender-matters.org.uk

Charity providing information and support to trans people, families and professional organisations.

Gendys Network

BM GENDYS, London WC1N 3XX

Email: gendys@gender.org.uk

Website: www.gender.org.uk/gendys

For all who encounter gender problems personally or as family members, lovers or friends, and for those who provide care. It produces a quarterly journal.

GIRES

Gender Identity Research and Education Society
Milverley, The Warren, Ashted, Surrey, KT21 2SP.

Tel: 01372 801554

Email: info@gires.org.uk

Website: www.gires.org.uk

Promotes and communicates research; provides

information, education and training to service providers and others who can improve the lives of people affected by gender identity and intersex conditions.

Mermaids

BM Mermaids, London WC1N 3XX.
Tel: 020 8123 4819 (Skype); 3 and 7pm, Monday to Saturday
Email: mermaids@freeuk.com
Website: www.mermaidsuk.org.uk
Support and information for children and teenagers who are trying to cope with gender identity issues, and for their families and carers. Please send SAE for further information.

Press for Change

BM Network, London WC1N 3XX.
Tel: emergencies only: 0161 432 1915
Website: www.pfc.org.uk
Campaigns for civil rights for trans people. Provides legal help and advice for individuals, information and training; newsletter.

Scottish Transgender Alliance

30 Bernard Street, Edinburgh EH6 6PR
Tel: 07020 933 952
Website: www.equality-network.org
Gives guidance to service providers and employers on transgender equality good practice in Scotland

The Sibyls

BM Sibyls, London WC1N 3XX
Email: enquiries@sibyls.co.uk
Website: www.sibyls.co.uk
Christian Spirituality Group for transgender people.

The UK Intersex Association

Email: ukia@mairimac.demon.co.uk
Website: www.ukia.co.uk/links/index.htm
UKIA is an education, advocacy, campaigning and support organisation which works on behalf of intersexed people.

WOBS

Women of the Beaumont Society
BM WOBS, London WC1N 3XX
Tel: 01223 441246, 01684 578281
Email: wobsmatters@aol.com
Website: www.gender.org.uk/WOBsmatters
Operated by and for wives, partners, family and friends of those who cross dress.

Publications, organisations and references:

Engendered penalties: transgender and transsexual people's experiences of inequality and discrimination

Whittle, S, Turner, L, Al-Alami, M (2007).
www.pfc.org.uk/files/EngenderedPenalties.pdf

The experience of lesbian, gay, bisexual and trans students and staff in higher education, Equality.

Challenge Unit, Wood N, Plummer P (2009)
<http://www.ecu.ac.uk/publications/files/lgbt-staff-and-students-in-he-report.pdf>
[view?searchterm=LGBT](http://www.ecu.ac.uk/publications/files/lgbt-staff-and-students-in-he-report.pdf)

Gender Variance in the UK, Incidence, Prevalence and Growth, Geographic distribution (2009) Reed B, Rhodes S, Scofield P, Wylie, K (2009) <http://www.gires.org.uk/prevalence.php>

Gender Variance in the UK, Incidence, Prevalence and Growth, Geographic distribution (2009) Reed B, Rhodes S, Scofield P, Wylie, K (2009) <http://www.gires.org.uk/prevalence.php>

Guidance on trans equality in post-school education

Produced by Press for Change for the Forum on Sexual orientation and gender identity, published and printed by UNISON: www.unison.org.uk

Bargaining for transgender workers' rights (2007) UNISON

Introductory guide for trade union reps supporting trans members (2008) UNISON/ Scottish Transgender Alliance

Putting the LGBT into FE (2007)

National Union of Students
www.nusonline.co.uk

The Learning Skills Improvement Service

New trans resource, the 7th Strand: Promoting Transgender Equality

<http://www.leadershiplearning.org.uk/login/index.php>

University and College Union
www.ucu.org.uk

Lifelong Learning UK

www.lifelonglearninguk.org

Association of Colleges

www.aoc.co.uk

<http://www.lluk.org/forum-twelve-steps-to-tackling-discrimination.htm>

Association of Teachers and Lecturers

www.atl.org.uk

The Equality Challenge Unit

www.ecu.ac.uk

Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that our communications and learning materials are available in accessible formats. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.

Please contact us at enquiries@lsis.org.uk or 024 7662 7953 quoting the document reference number to request an alternative format.

Friars House, Manor House Drive

Coventry CV1 2TE

t 024 7662 7900

e enquiries@lsis.org.uk

www.lsis.org.uk

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