Abstract

The purpose of this policy essay is to explore the impact of the Equality Act 2010 in the post-compulsory education sector on transgender, intersex and gender non-confirming people.

Under the Equality Act 2010, the rights of transgender people are protected; however, the rights of those who are intersex or gender non-confirming are not protected. It examines the issue within the context of Reading College, part of the Active Learning group, the wider educational context, and within the policy making process. Within these contexts, the use of social media has been explored, examining its utility and exposure to young people. Alongside this, interviews were conducted with students and teachers, and statistics gathered from studies and through online tools for gathering data from Twitter.

There are three recommendations made for how post compulsory education could be more inclusive of transgender, intersex and gender non-confirming people, specifically looking at the impact within Reading College. The recommendations were: a change in policy, adaptation of toilets and a change in the law to include those who are intersex and gender non-confirming.

1 The Equality Act 2010

The Equality Act 2010

There are nineteen ‘protected characteristics’, which means that there are particular aspects of a person that should be protected under law from various forms of discrimination.

Implications

People who identify as gender non-confirming and those whose sex is intersex are not protected under the Equality Act (2010).

Section 7 only protects those who are transgender. Section 8 only protects those who are male or female. Currently, the discrimination and harassment they receive is not illegal.

In an interview with a learner at Reading College, they stated that the college was very good at handling LGBT+ issues and especially their teacher, who is one of the lead figures in the college for LGBT+ community. The learner told me about some difficulties they had from other learners, on in particular one called them a ‘transfolder’ due to their passivity. Their tutor dealt with this promptly and enforced boundaries for the perpetrating learner. This academic year, the learner felt that it is going very well with regards to their identity. The learner feels that there does not need to be any increased in awareness for those at Reading College for regards to LGBT+ issues. With this learner’s experiences, it could be seen that Reading College is inclusive and has an understanding of the community.

With the increased exposure to the experiences of those shown on Youtube and with the exposure to other social media, the learners are indeed likely to have the higher level of understanding of trans, intersex or gender non-confirming issues, as the learners from Reading College said in the interview. With the stories of students who have come into college as trans, the issues they faced were not from learners, but from staff. This further supports the idea that learners are inclusive of those who identify as trans, intersex or gender non-confirming.

2 Gender reassignment

(1) A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

(2) A reference to a person who has the protected characteristic of gender reassignment.

3 Impact

Impact

Hashtag (#) Use on 8th December 2017

<table>
<thead>
<tr>
<th>Hashtag</th>
<th>Percentage of an Age Group Using Social Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>#gender</td>
<td>25-34 years</td>
</tr>
<tr>
<td>#trans</td>
<td>19-24 years</td>
</tr>
</tbody>
</table>

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4 Solutions

Solutions

Cost

<table>
<thead>
<tr>
<th>Cost</th>
<th>50000</th>
<th>100000</th>
</tr>
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</table>

Toilets by the canteen

All of Reading College’s to...

7.11 to no longer be about sex, but ‘gender’

This will shift the focus on physical and biological traits and self identify those who do not fit into the ‘transgender’ box.

11.1 to be ‘gender reassignment’ instead of ‘gender reassignment’

This means that a person is a gender reassigner but also more likely to be more sensitive to their needs.