Growing international attention to the experience of lesbian, gay, bisexual, transgender, queer/questioning, and intersex (LGBTQI) students.
LGBTQI Perspective on Inclusive and Equitable Quality Education
Oren Pizmony-Levy, Teachers College Columbia University

Exposure to positive curriculum on LGBTQI: NO
- Skipping one class: 37.5%
- Missing one day of school: 25.6%

Exposure to positive curriculum on LGBTQI: YES
- Skipping one class: 24.4%
- Missing one day of school: 14.1%
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• Challenges

• Modes of data collection:
  – General population surveys
  – LGBTQI population surveys
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• Possible indicators:
  – Supportive school resources (curriculum, co-curriculum, teachers)
  – Exposure to homophobic and transphobic language
  – Victimization (verbal and physical)
  – Sense of belonging
  – Sense of school safety (e.g., TIMSS and PISA)
  – Engagement
  – Educational and occupational aspirations