

Outcomes Report

2023-2024





Addressing prejudice with an educational approach

Time for Inclusive Education SCIO is a registered charity in Scotland
SC048713

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Foreword

Executive Statement from Jordan and Liam, Co-Founders and Directors

We would like to take the opportunity, at the outset, to personally thank every teacher, member of school staff, school pupil, parent and carer, education stakeholder, the variety of colleagues we have worked with and every donor and supporter who has helped us in this period (2023-24).

The year in review has been one of our most impactful yet and, once again, we have increased our reach significantly. Our overall direct engagement with schools has increased by 165% and we have worked with thousands of teachers and school staff, and more than ten thousand school pupils. Thank you to our excellent staff team and trustees.

Our goal is for all young people to grow up in a society free from homophobia, biphobia, and transphobia. We believe education is the most powerful tool we have to address this prejudice - and we can see the positive impact that our work has in the schools that we work with. It contributes to ensuring that all young people see themselves, their families, and the world around them reflected in what they learn.

Our work is perhaps more important now than ever. Society is changing. There has been progress made towards realising rights for all but in recent years we have seen and felt the return of nasty and dangerous anti-LGBT narratives - especially online. It is crucial that education initiatives designed to protect young people who experience discrimination are supported within this context. We are committed to playing our part to ensure that the LGBT young people of tomorrow do not grow up experiencing the same prejudice that our generations and many before us did.

In some ways, it may be reassuring that in our experience the broader cultural climate we operate within as a charity is not reflected within school settings in Scotland. We routinely see the passion and commitment that so many wonderful school staff and educators have for ensuring that LGBT young people are free from prejudice and bullying. We also work with insightful pupils passionate about equality and fairness. We are privileged to do so.

We are often reminded that our work is dealing with an old phenomenon. Homophobic bullying is not new and when we first begin working with a school, the issues are often the same: the normalised use of homophobic language, the effects of harmful gender stereotypes, and prejudice-based bullying behaviour.

In this period, we did begin to see new manifestations of this. The rise and promotion of online disinformation, polarisation, prejudicial narratives, and hate across mainstream social media platforms accessed by children and young people has had a negative effect. This was also reflected in the Scottish Government's 'Behaviour in Scottish Schools Research Report' and the final report of the 'National Discussion on Education' 2023.

The manifestation of prejudice (particularly homophobia, misogyny, and racism) has become much more 'digitally influenced'. We have experienced occasions of a more aggressive, emboldened prejudice in schools from some teenage boys. When we work with them and speak about this, they point to extremist and hateful content promoted by so-called 'manosphere' influencers that they look up to online. We are fortunate that we are able to be flexible and responsive to new manifestations of old prejudice. That's why, in this period, we began scoping the development of an innovative new project designed to help address this phenomenon and complement our current work. This will be available soon.

Overall, we have made considerable positive progress. Because of our work more teachers than ever before are now trained in how to develop and deliver an LGBT-inclusive curriculum to help address prejudice and bullying. More pupils have participated in education workshops and now better understand the impact of prejudice, stereotypes, and stigma. The current generation of school pupils is the first to be going through an education system in Scotland where they actively learn about LGBT people, history, and rights. The positive effects of this will be fully realised in time and we remain committed to taking this forward. Together, we'll keep making change.

Introduction

Objectives and Activities

The charity's (SC048713) objectives are to address LGBT-related prejudice and bullying through an educational approach. To obtain these objectives, the charity delivers services with a dedicated staff team to raise awareness, integrate LGBT Inclusive Education and anti-prejudice approaches in education settings, heighten knowledge, and foster good relations.

The charity's purposes are 'the promotion of equality and diversity' and 'the advancement of education'. These are achieved through the charity's core work, which includes:

- the provision of educational services
- the development of educational resources
- engagement and collaboration with educational stakeholders

The charity's core work is supporting primary and secondary schools across all local authority areas in Scotland to take a proactive, educational approach to address the prejudice and bullying that learners can experience due to their actual or perceived LGBT identity, and that learners who have LGBT family members can also experience. The charity also develops broader initiatives to address connected forms of prejudice in school settings. The charity delivered this work operationally throughout the reporting period.

The charity predominantly works with schools and education settings, supporting a proactive approach to addressing prejudice and bullying. Its expertise is in anti-prejudice school education initiatives.

Meaningfully including LGBT themes and broader diverse representation in the school

curriculum (including history, past and present figures, and diverse families) can help to address the stereotypes and stigma that can lead to prejudice and prejudice-based bullying.

The charity supports schools with a range of free services, including professional learning for teachers and school staff, participatory educational workshops for school pupils, and the development of engaging materials and resources that can be used in teaching and learning.

The charity regularly enhances and updates its service provision and currently focuses on interventions designed to address gender stereotypes, homophobic language, prejudice and bullying, and the effects of online hate on young people.

The charity's organisational structure consists of its Board of Trustees, who are responsible for the charity's finances and strategic direction, and its Staff Team, who are responsible for the daily operations of the charity and includes three GTCS registered school teachers.

The charity evaluates the impact of its work through a range of measures, including partnerships with academic researchers. This allows the charity to ensure its work is responsive to the needs of beneficiaries and regularly reviewed.

Evaluation data is published annually on the charity's website.

The charity collaborates with a range of stakeholders both nationally and internationally to enhance its work and remain updated with emergent trends related to its core objectives and activities.

Achievements and Engagement

Headlines

During the period under review (1 April 2023 - 31 March 2024) the charity:

- Delivered school and community educational engagement services
- Developed new and distributed existing curriculum support resources for schools
- Developed new projects for pupils
- Developed and launched new workshops for pupils
- Expanded its piloted football engagement workshop for schools and clubs
- Enhanced core professional learning materials and resources for teachers
- Collaborated with new and existing partners and stakeholders
- Engaged with national education stakeholders
- Engaged with local authorities to support schools and school staff
- Delivered professional development for school staff collaboratively with local authorities and national education stakeholders
- Updated its website to be more accessible for service users
- Raised further awareness of its work at the national level
- Hosted a showcase event in the Scottish Parliament for elected members
- Published new research insights
- Engaged with new partners to develop educational solutions for emergent trends in the manifestation of prejudice at school
- Showcased its work to international stakeholders including representatives from the United Nations and the Council of Europe
- Was shortlisted for national awards

For the schools the charity worked directly with, 46% were secondary, 42% were primary, and the remainder were co-educational settings, junior high schools, or primary/secondary combined sessions. In this period, the charity introduced an operational model of engaging with local authorities and working with schools in

cluster settings in addition to its direct school engagement. This has proven to be an effective model for supporting school and education settings to work collaboratively.

In total, the charity worked directly with 424 schools in this period. This was a significant increase from the previous period (257 in 2022-23).

The charity delivered 210 core school and education sessions, including 152 learner workshops, 29 CPD inputs, and 29 educational showcase events.

The charity worked directly with 10,030 school pupils across local authorities and delivered direct professional learning and development for 3,573 teachers and student teachers.

Additionally, the charity engaged with 1,731 parents, carers, and adults in this period through information sessions and research development.

All of the charity's school services continued to be delivered free of charge in this period and there are no plans to change this in the future.

The charity continued to manage the national platform for LGBT Inclusive Education (lgbteducation.scot), on behalf of the Scottish Government. In this period, the platform had been accessed and utilised by teachers and school staff in all 32 local authority areas. 875 education settings and schools were registered on the platform by the end of the period. A total of 11,626 independent users accessed the platform during this period, with 51,464 page views.

Resources hosted by the charity on the platform received 5,894 downloads.

424

primary and secondary schools across Scotland worked with

210

core education sessions delivered

10,030

school pupils worked with

3,573

teachers and student teachers directly trained

51,464

views on lgbteducation.scot platform

11,626

users accessed lgbteducation.scot platform



Achievements and Engagement

Teacher, School Staff and Stakeholder Engagement

The charity continued to deliver the national professional learning programme "Delivering LGBT Inclusive Education" on behalf of the Scottish Government as its core CPD offer for teachers and school staff.

In this period, 1,593 teachers and school staff completed the Stage 1 E-Learning module (bringing the total to 4,991 by the end of the period) and 29 Stage 2 Curriculum Development inputs were delivered in schools across Scotland.

Each stage of the professional learning was reviewed and updated in this period, and the charity is pursuing a programme endorsement for the course in the forthcoming period.

Evaluation data from teachers and school staff who participated in this professional learning found that 96% had a stronger understanding of how to deliver LGBT Inclusive Education effectively and 96% felt more confident with this area (N=869).

A review of qualitative evaluation highlighted that teachers and school staff continued to welcome the collegiate development and discussion time that our professional learning course provides for cohorts. Key concepts outlined in the course continued to resonate with teachers and school staff, particularly the "mirrors" and "windows" curriculum-making tools, and the approach of integration rather than exceptionalism when developing anti-prejudice education.

In their own words, teachers, student teachers, and school staff said:

- "Excellent delivery, wonderful real-life examples used. I felt reasonably confident in this area but have left today with ideas" (Primary teacher, Highland Council)

- "The training was outstanding! So engaging, interesting and gave me tools that I easily incorporate into my teaching" (Primary teacher, Glasgow City Council)
- "The session was excellent and showed the importance of making [LGBT] inclusive education part of your everyday practice and not an add on. It was also great to see the range of high quality resources available. Mostly, it reinforced the importance of developing an LGBT inclusive education for the benefit of everyone in school." (Secondary teacher, Glasgow City Council)
- "As faculty head of a number of subject areas it was great to see the Es and Os identified across the curricular areas as well as how to incorporate into themes/topics within curricular areas. This will provide great focus for departmental discussions around incorporating and implementing the guidance." (Secondary teacher, Glasgow City Council)
- "Excellent collection of resources, info about policy and inspirational ideas to take forwards." (Secondary teacher, The Moray Council)
- "It has given me the advice and support necessary if I was faced with dealing with harassment or bullying of an LGBT pupil and how I could handle this professionally." (School staff, Aberdeen City Council)
- "The session was informative and enhanced my understanding of where to begin with teaching LGBT inclusive education and how to integrate it into lessons appropriately." (Student teacher, University of Aberdeen)

The charity variously worked with The Highland Council, Glasgow City Council, South Lanarkshire Council, Aberdeen City Council, Argyll and Bute Council, Association of Directors of Education Scotland (ADES), Scottish Council of Independent Schools (SCIS), Association for Media Education in Scotland (AMES), Scottish Catholic Education Service (SCES), Education Institute of Scotland (EIS), Education Scotland, Scottish Learning Festival, Northern Alliance RIC, Scottish Guidance Association,

Achievements and Engagement

Teacher, School Staff and Stakeholder Engagement

Scottish Qualifications Authority (SQA), and the West OS Partnership to provide professional development and showcase opportunities for teachers, school staff, and educators in this period.

Delivery of professional learning for student teachers through institutions providing Initial Teacher Education programmes continued in this period. The charity worked with 1,469 PGDE and BEd student teachers, delivering 14 inputs in total for 9 TIE providers. This work will continue in the forthcoming period.

The charity continued its engagement with local authority representatives, QIOs, and local stakeholders in this grant period. This included direct engagement with Shetland Islands Council, East Renfrewshire Council, South Ayrshire Council, City of Edinburgh Council, North Lanarkshire Council, Glasgow City Council, The Highland Council, East Renfrewshire Council, South Lanarkshire Council, Aberdeen City Council, Orkney Islands Council, and Aberdeenshire Council. This engagement included the delivery of collaborative local professional development sessions for teachers and school staff. Charity staff have developed a service pathway for local authority collaboration to strengthen local engagement. Several motions were passed by Councillors.

The charity engaged directly with a variety of stakeholders in this period, including Education Scotland, EIS, NASUWT, the Scottish Catholic Education Service, respectme, COSLA, SQA, ADES, and Police Scotland Safer Communities.

Charity staff remained members of the Scottish Government's LGBT Inclusive Education Implementation Group and have supported ongoing work streams, and are represented on a variety of national education working groups including a subgroup considering approaches to addressing prejudice-based bullying as part of the refresh

of the national approach to anti-bullying.

The charity have, additionally, engaged with international stakeholders in this period. This includes Purdue University as part of an ongoing academic collaboration as well as the University of California, Los Angeles (UCLA) wherein a researcher has been independently evaluating and analysing the efficacy of the charity's work. Early insights have been made available to the charity and show positive outcomes for schools that we have worked with. This engagement will continue in the forthcoming period.

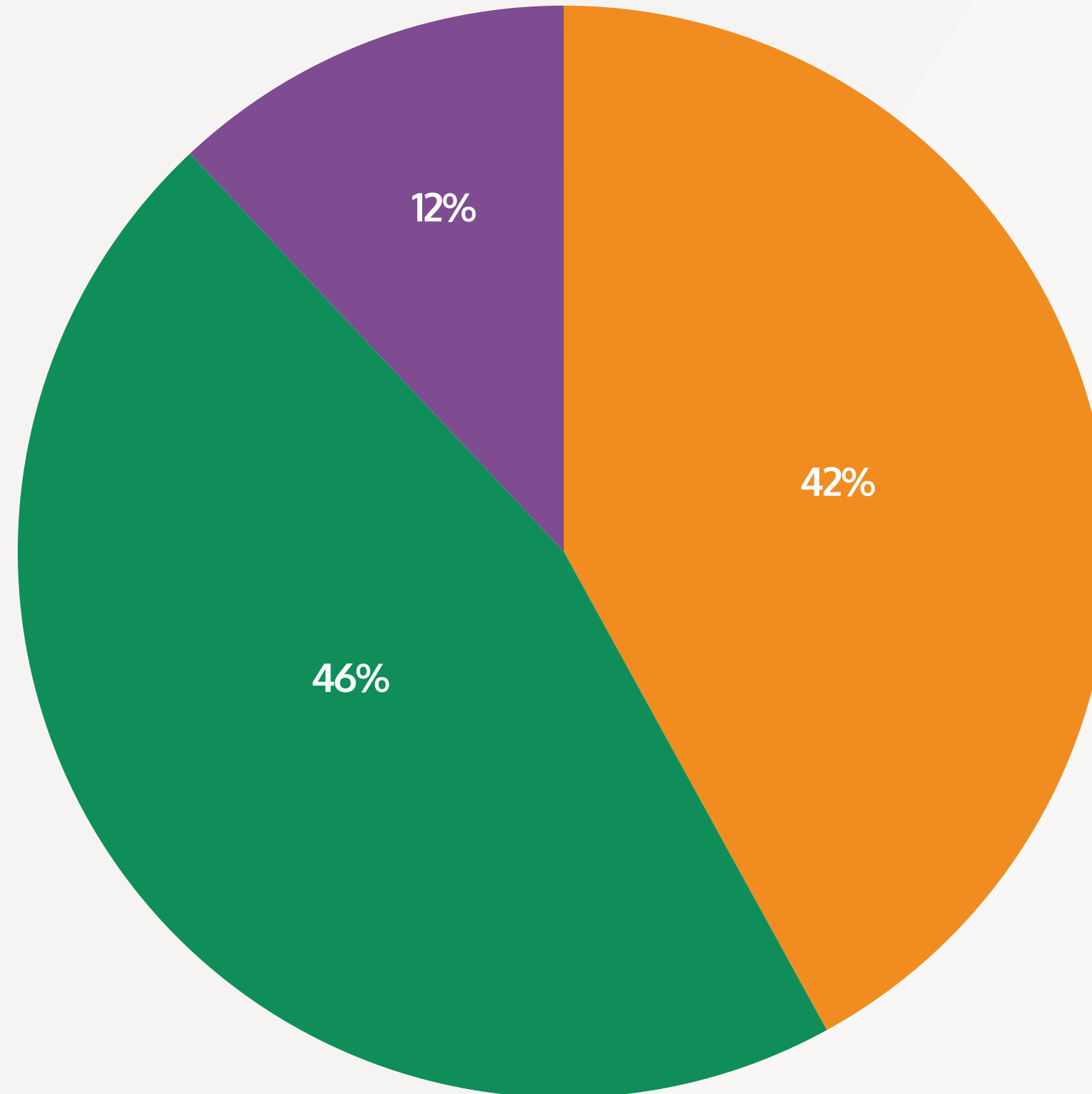
The charity also met with the United Nations' Independent Expert on Sexual Orientation and Gender Identity (IE SOGI) as part of the delegation visit to the United Kingdom, and representatives of the Council of Europe's Commission Against Racism and Intolerance (ECRI) delegation visit to Scotland. The charity shared its work, pedagogy, resources, insights and were subject to scrutiny during each delegation visit. The charity's work and approach was welcomed.

We continued community engagement in this period, reaching 1,731 parents, carers, and adults. This included parental engagement and information sessions intended to increase understanding of LGBT Inclusive Education in Scotland and what it looks like in schools.

Additionally, we published new information for parents and carers in this grant period including a brochure with answers to common queries, a video explainer, new sections of our website with further information, and polling results. The charity commissioned Survation to independently poll parents and carers with children aged 3 to 18 at school in Scotland, and found that an overwhelming majority supported the national approach to LGBT Inclusive Education in schools after seeing examples of learning.

Demographic of schools worked with during the period

Primary Schools Secondary Schools Combined



Achievements and Engagement

Learner Engagement

The charity directly delivered 152 education workshops to 10,030 learners from primary and secondary schools.

Learner sessions included our core Learner Workshops, which focus on themes of stereotypes, inequality, pejorative language use, understanding prejudice, and addressing bullying. In this period, we predominantly worked with new schools engaging with the charity for the first time while providing workshops for new year groups at those we had worked with previously.

Additionally, we also delivered a series of bespoke learner sessions with partners including Glasgow City Council, Police Scotland Youth Volunteers, the West OS Partnership, and specific schools.

In this period, the charity continued the pilot of its 'Challenging Homophobia in Football' education workshop which was developed as a more targeted intervention for addressing homophobic prejudice and bullying between boys and young men. This workshop is delivered in collaboration with Zander Murray, a male professional football player who came out as gay.

Evaluation from pilots that occurred in professional and grassroots football academies were overwhelmingly positive and this workshop has now been made available for schools to book. This will continue in the forthcoming period.

More broadly, evaluation data from the charity's Learner Workshops and direct educational engagement model showed positive outcomes. Pupils reported that they appreciated the opportunity provided to explore topics such as prejudice and anti-bullying in a safe learning environment, and that they had a stronger understanding of

the impact of prejudice, what to do if they see or experience bullying, what negative stereotypes are, and what pejorative language use is and why it can be hurtful.

Headline evaluation data (published alongside this Outcomes Report each year) highlighted that for secondary schools:

- 81% of secondary school pupils reported hearing 'negative language about LGBT people' at school with 42% reporting that this was not challenged by others (N=1,411)
- 49% of secondary school pupils reported that they had experienced or witnessed bullying related to actual or perceived LGBT identity at school (N=1,411)
- 91% of secondary school pupils who participated in our education sessions reported having a stronger understanding of the impact of homophobic, biphobic, or transphobic prejudice and bullying (N=937)
- 88% of secondary school pupils reported that they would not use homophobic language or slurs after participating in our education sessions (N=937)

While for primary schools:

- 96% of primary school pupils reported that they had a better understanding of what is meant by 'homophobic language' (N=184)
- 99% of primary school pupils reported that they now understood what to do if they saw or experienced bullying at school (N=42)
- 99% of primary school pupils reported that they now understood that stereotypes about groups of people aren't always true and can be hurtful (N=42)

In their own words, when asked to provide their thoughts on the workshop they

Achievements and Engagement

Learner Engagement

participated in, secondary school pupils said:

- "Best assembly we have had should have gotten it earlier. Helped me think about it all cos I do not really get LGBT but this makes sense cheers" (S6 pupil)
- "I learned that no one should be judged or treated different because of who they are everyone is different and they should be respected and treated equally and that you should think about things before you say it because you never know how much someone is going through." (S6 pupil)
- "This was so powerful and even make me think about how I use all that like Liam. Defos got to change that so respect" (S6 pupil)
- "Best assembly we had❤️" (S4 pupil)
- "It was presented very well by both people, and I thought it was very good not to just have LGBT people talking" (S4 pupil)
- "I already knew a lot of it as someone who is and has friends in the LGBTQ+ community, but it was clearly and precisely explained in a very easy to understand way and I appreciated how the topic was approached." (S5 pupil)
- "This was powerful and helping me to change my mind about lgbtq and gay people I wanted to say that to you so thank you for speaking to us" (S2 pupil)

Specifically, some young people spoke about taking messages of empowerment and confidence from education workshops where they related to key messages delivered:

- "i am gay and this is the first time I have ever felt happy about it to hear from jordon about how he kept being himself and beat bullying in the end meant so soooo much to me and i know this assembly will rly make other people think who are being homophobic" (S1 pupil)

- "Yea thank u really good & means a lot to me as I am also gay & have never heard a gay person speak about being confident like that, so this was amazing" (S2 pupil)
- "I learn that I should not bottle up my emotions about being gay and that I might have more confidence to come out to my parents." (S2 pupil)
- "People have gone through similar experiences that I have and that I am not alone." (S6 pupil)

Overall, consistent themes for secondary school pupils were that key messages of anti-bullying, developing an understanding of prejudice and its impact, the importance of treating others with respect regardless of our differences, and the opportunity to hear firsthand stories from speakers in an educational setting resonated and had depth for young people:

- "Some people have their own values, and their values work for them. As people we shouldn't show prejudice to them neither should we discriminate against them especially since we don't know their experiences." (S6 pupil)

In their own words, when asked to provide their thoughts and key takeaways from the workshop they participated in by their school teacher, primary pupils said:

- "You can have your own opinion but do not bully other people" (P7 pupil)
- "That it is okay to be different and unique and have your own opinions." (P7 pupil)
- "treat others like yourself even if they are different. Just because something is pink doesn't mean it's a girl's thing" (P7 pupil)
- "Being different makes you you and that is good because the world would be boring if everyone was the same.😊👍" (P6 pupil)



Means a lot to me as I am also gay & have never heard a gay person speak about being confident like that, so this was amazing



S2 pupil

Achievements and Engagement

Learner Engagement

Overall, consistent themes for primary school pupils were that they had developed a better understanding of what homophobic language is and why common phrases heard in the primary setting like “that’s/you’re so gay” can be hurtful for others; and that they had understood why stereotypes can sometimes be harmful, and that it is ok to be different from each other:

- “That homophobic language can be very hurtful to some people if you use it in a way of an insult, so you should never use homophobic, racist, sexist language towards others neither yourself” (P7 pupil)
- “I have learned that gay is not an insult but if you are using it in the wrong context it is homophobic language and we should not use it in the wrong way” (P6 pupil)

Class teachers who observed and participated in primary school workshops said:

- “[Staff member] Lesley was amazing. She took the time to get to know the pupils and their names before the workshop started. The warm up game was engaging and the pupils have asked if we can use this at other points. The structure and resources were appropriate and helped the pupils. The mixture of discussions and asks kept the pupils engaged in the workshop.” (Primary teacher)
- “The workshop was very interesting and engaging. The pupils got so much from the workshop as it was very engaging and appropriate for them. I am hoping that the pupils will start to think about the language they use before and the impact that it could have on others.” (Primary teacher)

In addition to our core service offer of Learner Workshops, we also developed a series of bespoke workshops as part of collaborations and partnerships in this period. This included participatory workshops developed for use at local authority level during the

delivery of clustered engagement with school pupils. These new workshops are larger and more participatory, and focus on providing young people with a collaborative space to learn and engage with topics of anti-bullying and prejudice.

In addition, we adapted our primary school workshops to be delivered through online learning methods during a collaborative project with ‘West OS - The West Partnership’ where pupils from schools across the West of Scotland collectively participated in our ‘Equality and Stereotypes’ and ‘Challenging Homophobic Language’ workshops.

Our ‘Challenging Homophobia in Football’ and ‘Anti-Prejudice Assemblies’ were particularly popular in this period. These sessions provide the most targeted interventions for issues of prejudice-based bullying, pejorative language use, and helping pupils to understand the impact of prejudice and bullying.

Like many education organisations working in schools, and highlighted in the [Behaviour in Scottish Schools Research Report \(2023\)](#), charity staff observed noticeable changes to the manifestation of prejudice in this period with a minority of pupils (predominantly boys) in some schools we worked with for the first time, where homophobia and misogyny in particular appeared more aggressive and emboldened than before. Through early engagement workshops with boys and young men to help understand this in specific secondary schools, charity staff identified that much of this phenomenon was being driven by the information and content that they encounter in online spaces. Pupils spoke of seeing hateful and extremist content online which minimised the impact of prejudice, including homophobia. The charity engaged with counter-extremism experts the Institute for Strategic Dialogue (ISD) to better understand this phenomenon, and new collaborative work equipping schools to respond to online hate is scheduled for development in the forthcoming period.



“ It was great to listen to the case studies and get real life examples of how they have embedded it within their schools and how it has been so positively accepted by parents and the wider community

Primary teacher, Stirling

Resources and Projects

Resource Development and Wider Projects

The charity developed and published a series of new resources this year. This included multimedia curriculum resources for use in teaching and learning, differentiated for the age and stage of pupils, as well as front-facing resources for teachers and school staff.

Resources released this year included:

- Scots poetry resources for the primary school, featuring bespoke poetry from Scottish authors focusing on the LGBT Inclusive Education Learning Themes. These resources included poetry from Ashley Douglas, Mae Diansangu, Thomas Clark, and Shane Strachan. They covered topics and themes including:
 - Diverse families and same-sex parents
 - Gender stereotypes
 - Challenging the phrase 'that's so gay'
 - Football
 - Diversity and difference
- Media reviews (to complement Book Reviews) for primary and secondary schools, featuring documentaries and short films that can be used in an education context. For secondary schools, these included documentaries exploring homophobia in football and anti-LGBT discrimination across the world.
- Book and media reviews specifically for parents and carers, highlighting resources that can be used with their children to explore topics of diversity, bullying, and representation to complement learning at school or answer questions.
- Updated primary school book reviews to include new books identified or suggested by teachers and school staff. These included books showcasing representation of disabilities, diverse families, and anti-bullying messages. The book reviews collections, for both primary and secondary, are scheduled to be updated and redesigned in the forthcoming period.

The charity also developed and piloted a teaching unit for Expressive Arts (Drama) in secondary schools. This received positive feedback from both teachers and pupils during the pilot phase, and is scheduled for release in the forthcoming period.

In addition, the charity successfully hosted its annual 'Teachers' Gathering' in this period. This was attended by teachers and school staff from 32 schools as well as representatives from Education Scotland, SCIS, EIS, NASUWT, and local authority QIOs. This event provided teachers with the opportunity to collaborate and network to further enhance their practice, and learn from case studies provided by a variety of primary and secondary schools.

The charity delivered wider professional development and showcase sessions for teachers, school staff, and educators in collaboration with a range of local and national stakeholders including local authorities, the EIS, SCIS, ADES, AMES, Scottish Guidance Association, Northern Alliance RIC, Education Scotland, and others. These sessions intend to 'introduce' staff to the national approach to LGBT Inclusive Education and provide space for questions.

The charity also developed two animated video resources in this period. This included a short animated advert explaining what LGBT Inclusive Education is and what it should look like in teaching and learning. This was made publicly available and intends to support parents and carers, and members of the public, to fully understand the facts around the national policy area.

An additional animated video resource supporting teachers to understand more nuanced pedagogy and connections to the national approach to anti-bullying is in development and scheduled to be published in the forthcoming period.

Wider Activities

Other Activities

We are proud to have remained a Living Wage Accredited and period-positive employer, providing period products for staff members who need them. In this period, we entered into a new workplace recognition agreement with the trade union Unite the Union.

We provided professional development opportunities for staff members in this period. This included refreshed Child Protection training, and supporting two staff members to complete a professional qualification in Counselling.

Following a UX and accessibility review completed in the last period, the charity's website was updated to provide more immediately accessible information for our primary user demographics of teachers, school staff and educators. The updated website includes clear information about LGBT Inclusive Education in Scotland, the package of services and resources available, as well as information directly for parents and carers.

Evaluation of service delivery continued to show positive impact from our services for teachers, school staff and educators, as well as learners. The charity has also engaged with various academics, including a researcher from University of California, Los Angeles (UCLA) to support ongoing and longer-term impact evaluation.

The charity continued to engage at the national level, including with elected representatives. We were supported by Paul O'Kane MSP to host a parliamentary briefing reception for Members of the Scottish Parliament (MSPs), intended to provide them with an understanding of the national approach to LGBT Inclusive Education and what this work looks like in practice. This was supported by teachers and pupils from two primary schools. They showcased their learning, discussed the impact that LGBT

Inclusive Education has had in their school settings with MSPs, and answered questions. This event helped to dispel broader disinformation relating to the content of LGBT-inclusive learning and teaching in the primary school setting.

An Education Officer from the charity also participated in the Scottish Parliament's 'Festival of Politics' in this period, while other staff members represented the charity at a multitude of local and national engagement events on panels and outreach.

Additionally, the Cabinet Secretary for Education and Skills visited a primary school the charity works with in Glasgow, to speak with teachers, school staff and children about the impact of LGBT Inclusive Education in the school. Staff shared curriculum plans, delivered lessons, and pupils discussed their learning with the Cabinet Secretary.

The charity completed a number of new projects in this period, including the commission and publication of the bespoke suite of Scots poetry for the primary school setting. The charity also received a small grant from Screen Scotland for the development of a media project supporting secondary school pupils to create short films exploring online bullying, online hate, and online disinformation. This is scheduled to be completed in the forthcoming period.

The charity worked with a variety of wider stakeholders in this period, particularly during the delivery of our 'Challenging Homophobia in Football' workshop. This included PFA, SYFA, European Football for Development Network, professional football clubs like Celtic FC and Rangers FC, as well as grassroots football academies. This work featured in a nationwide documentary hosted by Rylan Clark for TNT Sports.

We hosted a networking event for stakeholders and beneficiaries during Mardi Gla -





“ The session was excellent and showed the importance of making LGBT inclusive education part of your everyday practice and not an add on. It was also great to see the range of high quality resources available

Secondary teacher, Glasgow

Wider Activities

Other Activities

Glasgow's Pride in summer 2023 in collaboration with Burness Paull LLP. This was well attended, and charity staff, trustees, stakeholders, and colleagues afterwards represented the charity as part of an official block on the parade. Elected representatives also attended to support the charity's work.

The charity and its Directors were finalists for the Proud Scotland Awards in this period.

The charity was featured across mainstream media in this period. This included some of our school resources being selected by lawyer and media commentator Eilidh Douglas as the 'Moment of the Week' on BBC Radio Scotland. Additionally, our work was prominently covered in a feature by Herald Scotland, running multiple news articles from its Education Correspondent about the positive impact and legacy of our work on Scottish education. Our Directors were jointly profiled within a feature by Herald Scotland highlighting the 'ten Scottish education influencers'.

The charity attended events to directly engage with parents, carers, and families and discuss our work in schools. This included representation at the Health and Wellbeing information event hosted by Glasgow City Parents Groups.

The charity has continued to receive support through fundraising in this period, and we extend our gratitude to individuals, organisations and community groups we worked with. We would like to thank our regular donors and the groups that have chosen to support us this year including the Glasgow Clan ice hockey club, the Glasgow FrontRunners, Waverley Market, and Scottish Summit for fundraising initiatives.

Various partners and stakeholders spoke publicly about the work of the charity in this period, including representatives from teachers' trade unions and individuals that we

had collaborated with on resource development during their public launch. They expressed their perspectives on the significance of our work.

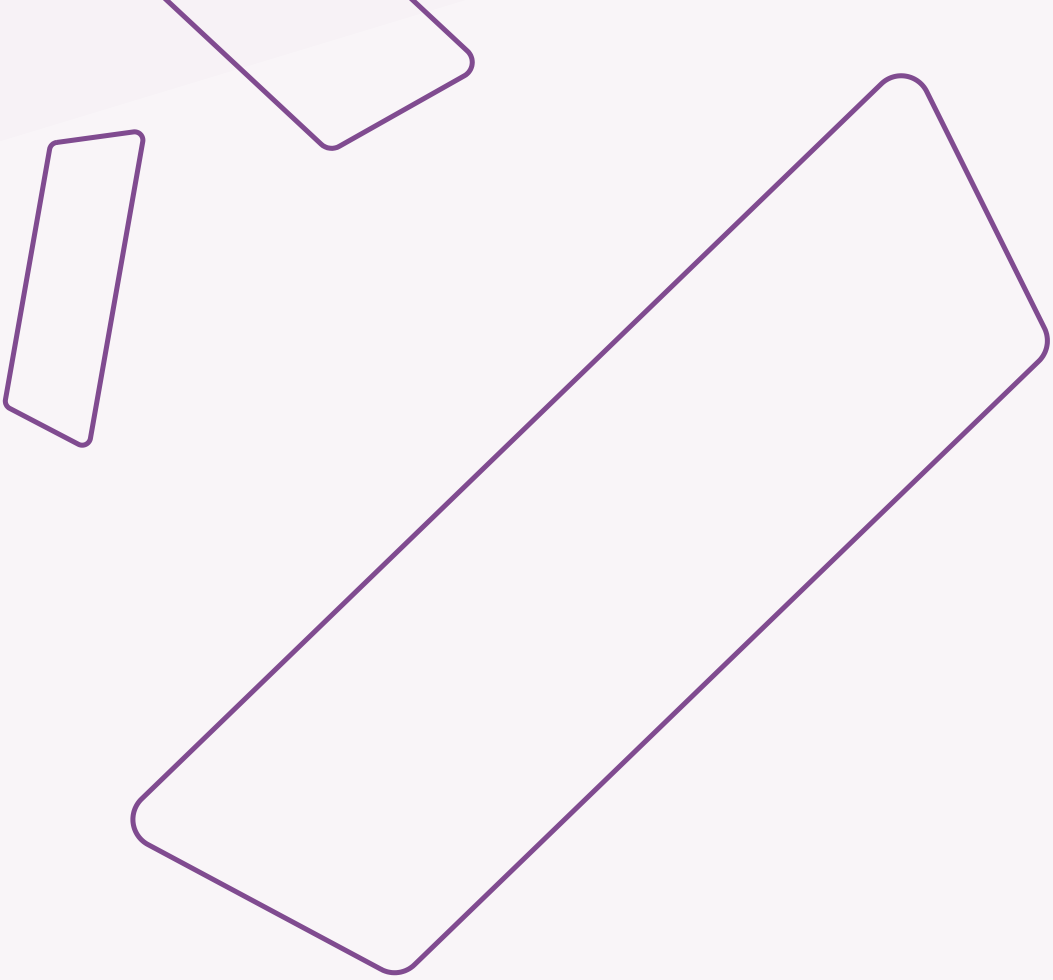
Speaking about the launch of the Scots poetry collection for primary schools, contributor Ashley Douglas (multi-lingual historian, translator and consultant specialising in LGBT+ history and the Scots language) said:

"If I had known when I was at school that some lassies fancy quines instead of laddies, or that one of my favourite female footballers also happened to be gay, it would have helped me to positively embrace that I was gay so much earlier, and avoided so much pain and confusion. The hurt and isolation of past generations can't be changed, but we can make sure that current and future generations don't suffer - and that is exactly what these poems contribute to."

Commenting on the public launch of Survation research showing a majority of parents and carers supported LGBT Inclusive Education, Leanne McGuire (Glasgow representative on behalf of the National Parent Forum of Scotland) said:

"The survey shows strong support for children and young people learning about LGBT-related bullying and prejudice at school, and we know that the best way to break down these prejudices is through education and representation. This is why it is so important for our children and young people to receive a comprehensive education through understanding the diversity of our families and communities, and the prejudices they experience."

The charity would like to thank all teachers, school staff, young people, partners, stakeholders, and colleagues we worked with this period.



Partnership and Stakeholders

Some of the stakeholders and partners we engaged, consulted, or worked with this period:



Funding

Grants and Fundraising

We are grateful to the Scottish Government for providing core grant funding again during this period. We received a core grant in this period of £321,000 to cover core costs in our service delivery. This has allowed us to continue working directly with schools, providing our core education-based service offer including professional learning for teachers and student teachers, workshops for learners, the provision of resources and teaching materials, engagement and consultation with teachers and learners, engagement with parents and carers, and collaboration with stakeholders.

Our continued gratitude is extended to all who have fundraised or donated to us during this period, including our regular donors. Because of you, we were able to meet our fundraising target this year, and have developed plans to expand our service offer.

The charity raised £22,945 in donations and fundraising in this period. As our core funding grant is paid in arrears, fundraising and donations have continued to support the charity throughout the operational year, ensuring that we can maximise our engagement each quarter. Donors have also allowed us to be more flexible and responsive to new or emergent trends in how prejudice is manifesting in school and education settings in this period - because of fundraising, we have been able to begin developing responses quicker than we could without it.

We are grateful to all of our donors who have contributed immensely to the charity's operations and outcomes in this period.

At the year-end £104,390 is carried forward in total funds. Of the funds carried forward £3,549 (Creative Scotland small grant) in restricted funds were being held.

It is the policy of the charity that unrestricted funds which have not been designated for

a specific use should be maintained at a level equivalent to three months operational expenditure. Reserves have been maintained at this level for this period. The charity met both its reserves and fundraising targets in this period.

Trustees have reviewed the major risks the charity is exposed to and are satisfied that measures are in place to mitigate exposure to risks.

The charity is registered as a Scottish Charitable Incorporated Organisation, number SC048713. The charity was registered with the Office of the Scottish Charity Regulator (OSCR) in September 2018 and is governed by its constitution reviewed in 2024, with activities and finances managed by the charity's Board of Trustees.

Funding

Income (Year-end March 2024)

Donations and Fundraising	22,945
Grants - Scottish Government	321,000
Grants - Creative Scotland	3,549
Other Income	3,467
Total Income	350,961

Expenditure (Year-end March 2024)

Provision of Educational Services	33,277
Operational Support Costs	290,124
Total Expenditure	323,401

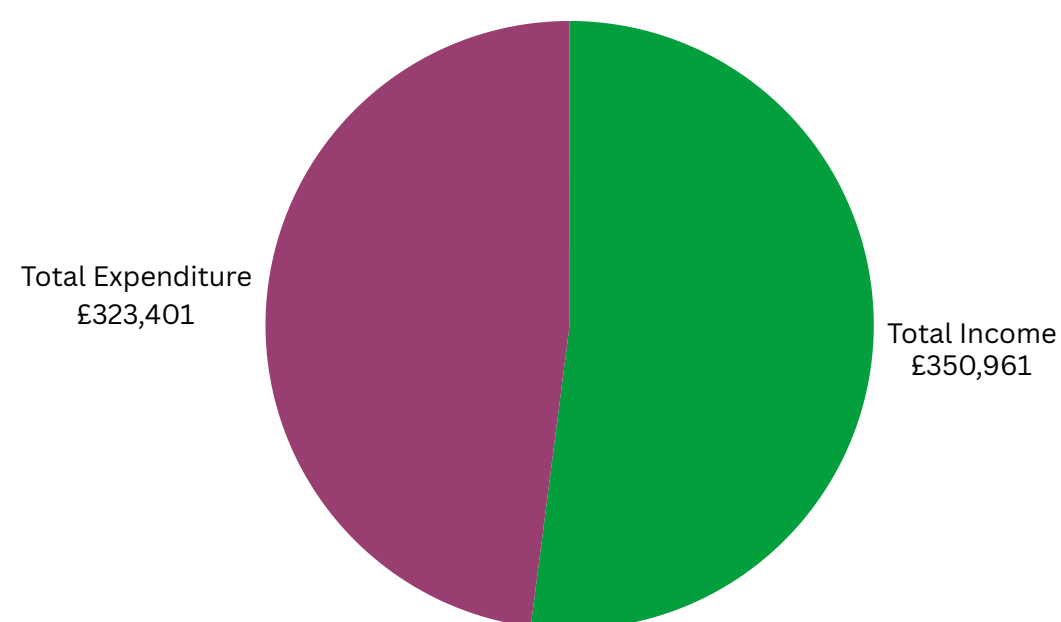
IT and Software	3,541
Governance Costs	25,333
Operational Management	261,250

Staff Costs and Emoluments

Salaries and Wages	215,368
Social Security Costs	17,195
Pension Costs	5,300

The charity had 6 members of staff by the year end including two Co-Directors, an Operations Manager, and three Education Officers. No member of staff or key management personnel were paid £60,000 or more during the period reported.

No trustee (or any persons connected with them) received any remuneration or benefit from the charity.



In accordance with Regulation 11 of the Charities Accounts (Scotland) Regulations 2006, our charity accounts are independently examined by a chartered accountant. No matter came to the examiner's attention.

A full version of the examined accounts can be [accessed on the charity's website](#). This includes a comparative for the statement of financial activities and a balance sheet.



SCIO registered in Scotland: SC048713

More information: tie.scot

Images used within this report are owned by the charity or have been shared with the charity by service users.