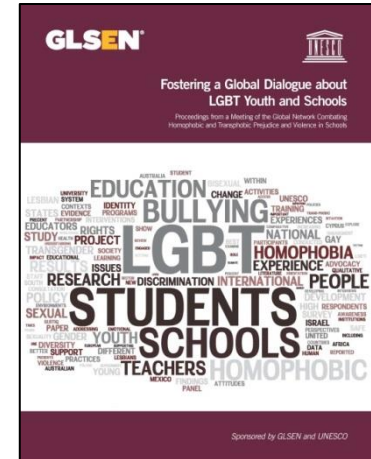
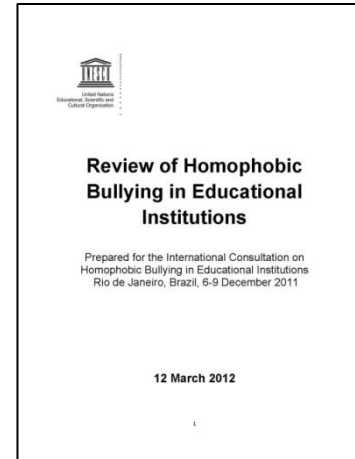
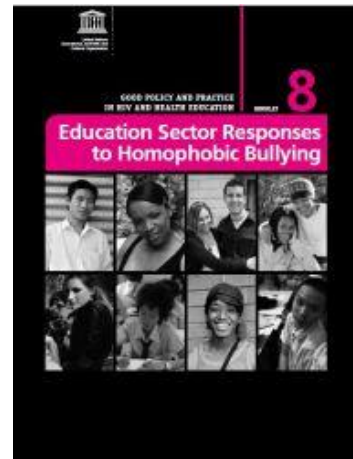
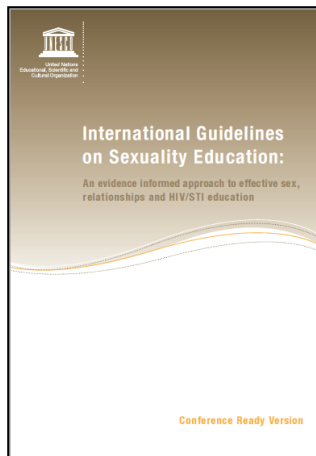


# ***LGBTQI Perspective on Inclusive and Equitable Quality Education***

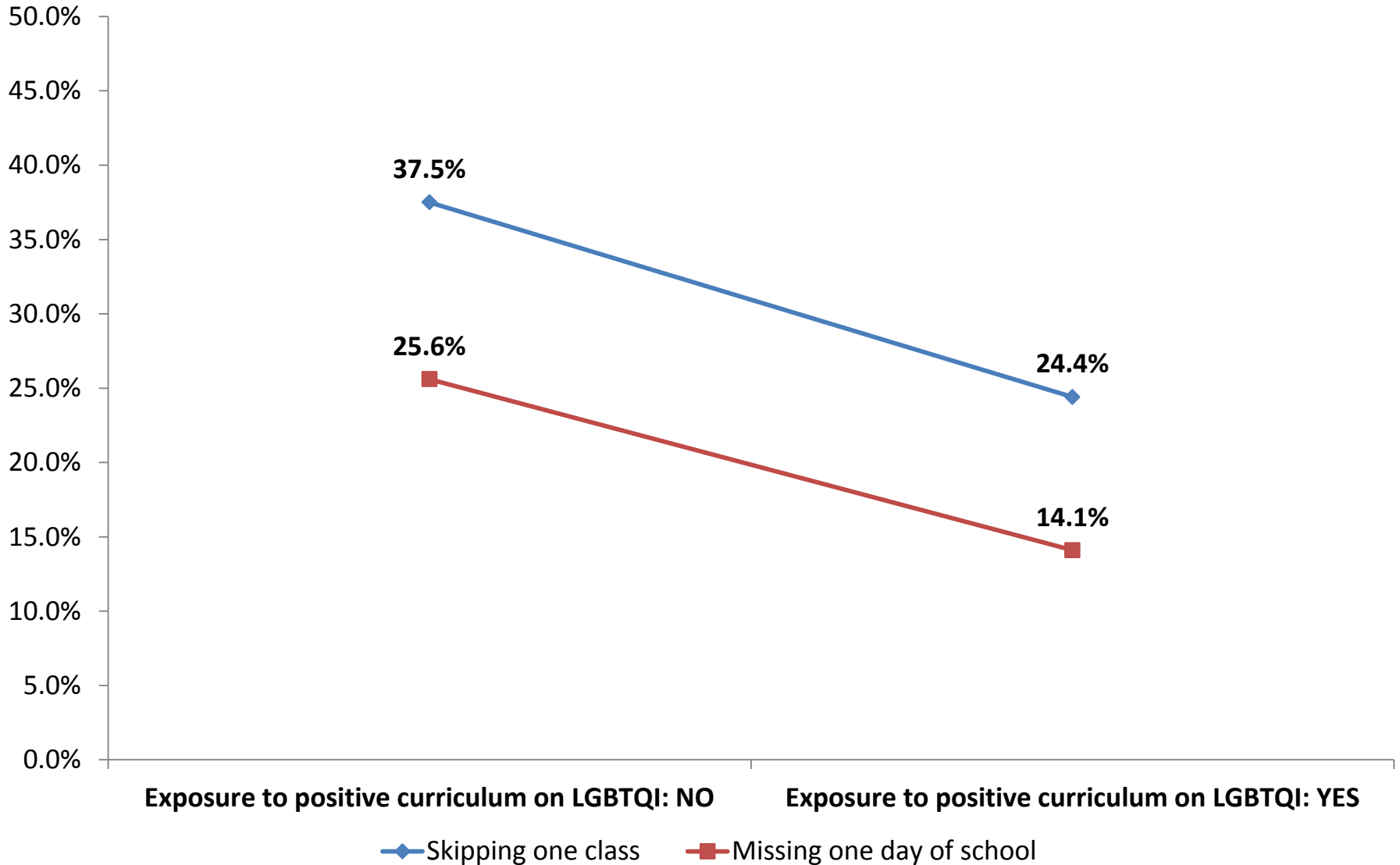
Oren Pizmony-Levy, Teachers College Columbia University

- 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



# ***LGBTQI Perspective on Inclusive and Equitable Quality Education***

Oren Pizmony-Levy, Teachers College Columbia University

- Challenges
- Modes of data collection:
  - General population surveys
  - LGBTQI population surveys



# *LGBTQI Perspective on Inclusive and Equitable Quality Education*

Oren Pizmony-Levy, Teachers College Columbia University

- 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
- Pizmony-Levy, O., & Kosciw, J. G. (2016). School climate and the experience of LGBT students: A comparison of the United States and Israel. *Journal of LGBT Youth*, 13(1-2), 46-66.

