

INPLASY PROTOCOL

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None declared.

EXPERIENCES AND CHALLENGES IN THE PROCESSES OF EDUCATIONAL INCLUSION OF TRANS PEOPLE IN HIGHER EDUCATION: A QUALITATIVE SYSTEMATIC REVIEW

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Review question / Objective: What are the means of intervention (I) for the inclusion (O) of trans people (P) in higher education?

Condition being studied: Identification of scientific production on the work of education professionals who promote the inclusion of trans people in Higher Education and analyze the potential of studies; Understanding of epistemological approaches and theoretical-methodological concepts involved in the inclusion process of access, permanence and success of trans students; Apprehension of strategies and actions of education professionals, to achieve the consecration of the sociocultural, economic and political rights of trans students; Research on the interventions adopted in Higher Education Institutions have fostered the integral development of trans academics.

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 05 November 2022 and was last updated on 02 October 2024 (registration number INPLASY2022110021).

INTRODUCTION

Review question / Objective: What are the means of intervention (I) for the inclusion (O) of trans people (P) in higher education?

Rationale: This study fits the following objectives of the resolution "Transforming our world: 2030 Agenda for Sustainable Development" (United Nations - UN, 2016):

- SDG 4: Promote access to inclusive, quality and equitable education and promoting lifelong learning opportunities for all;
- SDG 16: Promoting inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels. Scientific research on the inclusion of transgender people in higher education points to a

shortage of investigations on trans issues in the educational system, corroborating the context of existing social transphobia (Hafford-Letchfield et al., 2017). Several researches have identified barriers that hinder the inclusion and permanence of trans people in education, such as: lack of specific policies and programs, inefficient meeting of needs, inexistence of adequate training of educators, lack of investment in actions, among others¹. ¹ Data identified in the works of (e.g.) Beemyn, 2005; Bilodeau, 2005; Efrig et al., 2011; Finger, 2010; Krum et al., 2013; McKinney, 2005; Mintz, 2011; Nicolazzo, 2016; Parker, 2000; Peres, 2004; Push, 2005; Seelman, 2013, 2014; Silva, 2021. ³ The researchers pointed out possible ways to face this situation through of actions aimed at transforming the educational context², in which School Psychology and Educational (PEE) can contribute in an intersectoral and intersectional perspective (Cruz, 2020; Mattos & Cidade, 2016). For Machado (2016), the importance of PEE working in the. The inclusion of trans people goes beyond fulfilling their liberating role³, in promoting actions interdisciplinary efforts aimed at reducing transphobia present in society. (Souza et al., 2020). For this reason, the school and educational psychologist must intervene from references that defamiliarize cis-heteronormativity (Madureira, 2007). It is important to note that Portugal and Brazil still do not present studies on statistics related to dropout rates, academic performance and socioeconomic status of trans students. Therefore, investigations are urgently needed to generate scientific knowledge, school inclusion and formulation of educational public policies to contribute to the reduction of hate crimes, promote respect for diversity, dignity and quality of life of the trans population (Mendes & Silva, 2020). Social movements to combat transphobia in Brazil have generated discussions about access fundamental rights, namely in higher education (Tassigny & Luz, 2019). In 2017 was implemented, for the first time, the quota for trans people in a Postgraduate Program in Brazil with the aim of repairing historical damages, in addition to promoting support

and equity in access (York, 2020). In the Portuguese context, Order 7247 was enacted (Portugal, 2019) which includes effective measures for education in recognition of the gender and sexual diversity in the school environment. Considering the challenges for the educational inclusion of trans people, a model is proposed of action based on four main axes: integration of the psychologist with the community educational for the development of a more efficient work and aiming at a collective action; collaboration of the PEE in the different activities developed at the school; prevent and help overcome vulnerabilities, especially to the promotion of mental health and well-being (Petroni & Souza, 2017; Swanbrow Becker et al., 2017), monitor the identity transition process and promote policies and programs to reduce bureaucracy in access to facilities and mechanisms educational. In this way, the dialogical and critical epistemological basis, from a decolonial and intersectional perspective presents itself as a possibility for the construction of collective and multidisciplinary action tools.

Condition being studied: Identification of scientific production on the work of education professionals who promote the inclusion of trans people in Higher Education and analyze the potential of studies; Understanding of epistemological approaches and theoretical-methodological concepts involved in the inclusion process of access, permanence and success of trans students; Apprehension of strategies and actions of education professionals, to achieve the consecration of the sociocultural, economic and political rights of trans students; Research on the interventions adopted in Higher Education Institutions have fostered the integral development of trans academics.

METHODS

Search strategy: As a search strategy, we describe keyword combinations based on pre-established keywords. These pre-established keywords are related to the

three elements that constitute the inclusion of transgender people in higher education. The primary keywords are associated with the transgender element, the secondary with the educational element and the tertiary with the inclusion element. “Transgender people” “Trans people” Transgender Education “Educational status” Schools School Universities Faculty Inclusive Inclusion “Inclusive education” “social inclusion” By combining the pre-set keywords, we got a total of 105 search keyword combinations. Bibliographic searches will be carried out in five electronic databases (PsyInfo, Scielo, Scopus, Web of Science and Pubmed). During the full-text assessment for eligibility, we will review the reference lists of selected articles to identify additional studies that were not identified during our literature search. The main research was carried out between September and November 2022. By establishing virtual notifications, we will be able to include publications published in December 2022.

Participant or population: Transgender people.

Intervention: Access processes (quotas, student reception, strategies), permanence (government or educational institution strategies) and Completion of the educational process of trans people.

Comparator: Not applicable.

Study designs to be included: The work of school and educational psychologists in the formulation and implementation of policies and practices that foster the inclusion of transgender people in Higher Education.

Eligibility criteria: Inclusion criteria: 1. Publications that analyze the processes of access (quotas, reception of students, strategies), permanence (strategies of the government or the educational institution) and Completion of the educational process of trans people; 2. Publications in English and Portuguese; 3. Articles in peer-reviewed journals; 4. Higher education; 5. Publications from 1992 to 2022. Exclusion

criteria: a. Systematic Literature Reviews; B. Articles that do not refer to the educational inclusion of trans people in higher education; ç. Books, conference proceedings, letters to editors and gray literature; d. Clinical trials.

Information sources: Bibliographic searches will be carried out in five electronic databases (PsyInfo, Scielo, Scopus, Web of Science and Pubmed). During the full-text assessment for eligibility, we will review the reference lists of selected articles to identify additional studies that were not identified during our literature search.

Main outcome(s): Interventions to change practices and policies for the inclusion of transgender people in higher education. Documents involving plans, programs, training, qualification, guidelines, legislation, environmental/social planning, service provision, etc.

Additional outcome(s): Not applicable.

Data management: EndNote; Rayyan AI; Excel.

Quality assessment / Risk of bias analysis: Checklist Critical Appraisal Skills Programme (CASP); Confidence in the Evidence from Reviews of Qualitative Research (GRADE-CERQual).

Strategy of data synthesis: Reflexive Thematic Analysis (RTA), as proposed by Braun and Clarke (2019; 2021; 2022).

Subgroup analysis: Not applicable.

Sensitivity analysis: Not applicable.

Language restriction: Portuguese and English.

Country(ies) involved: Brazil and Portugal.

Other relevant information: Not applicable.

Keywords: Trans people; transgender; Educational Inclusion; Education.

Dissemination plans: The research results will be published in a journal with a high impact factor in the area and, later, will be disseminated among research groups from universities in different regions, in social and electronic media, congresses and academic events.

Contributions of each author:

Author 1 - Fernanda Chaves - The author built the research planning project, wrote the manuscript and registered it on the Inplasy platform.

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