

LGBTIQ+ Inclusive Schools

Training courses for educators



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*“The child shall be directed to:
The preparation of the child for responsible life in a free society, in the spirit of
understanding, peace, tolerance, equality of sexes, and friendship among all
peoples, ethnic, national and religious groups and persons of indigenous origin.”*
Convention on the Rights of the Child

*“Schools need to be able to support their pupils.
I get called a f***** faggot when I’m with my
girlfriend in public, my parents don’t accept me at
home, so school needs to be a safe place.”*
Ash 17 (Trans Inclusion Toolkit)

Schools are unsafe for LGBTIQ+-students

Schools should be safe spaces for all children – including LGBTIQ+ children. However, the reality is different. In the EU, 7% of 15-17 year olds experienced sexual or physical violence in the past 12 months, 30% of these at school. 70% experienced harrassment for being LGBTIQ+, 40% of those at school. 9% of LGBTIQ+ youth even report having been bullied by their teachers or other school staff. 13% felt they had to change school for being LGBTIQ+. This data from the LGBTIQ+ survey 2023 of the Fundamental Rights Agency of the European Union shows that schools are not safe spaces for LGBTIQ+ students. The consequences of having to learn and spent time in an unsafe learning environment are grave: mental health problems including suicidal ideation or post-traumatic stress, and worse academic achievement, setting LGBTIQ+-students up for lesser opportunities throughout their entire life.

To turn schools into LGBTIQ+-inclusive schools, teachers and educators need tools to address bullying, harrassment and violence, identify the needs of LGBTIQ+-students, learn to be good allies to their LGBTIQ+-students, tools on how to include LGBTIQ+-content in all aspects of their schools curriculum, and support to identify how their school structurally supports cisheteronormativity.

LGBTIQ+-Inclusive Schools: courses for educators

The courses LGBTIQ+-Inclusive Schools aim to provide teachers and school staff with tools and knowledge to accompany their LGBTIQ+-students. Courses are participatory and include self-reflection, working on projects, group discussions, and practical tools to be applied in the classroom.

LGBTIQ+-Inclusive Schools: course content

Course content is flexible and can be adapted according to the knowledge and needs of participants. In general, courses include:

LGBTIQ+ identities: terms and realities

LGBTIQ+-identities are changing, and new terms are emerging all the time.

Pansexual, asexual and/or aromantic (ARO-ACE), non-binary, genderqueer, genderfluid, agender are only some terms which might be unfamiliar.

What do these terms mean, and what are the realities of these identities in the educational system? What are their specific needs?

Being LGBTIQ+: minority stress and mental health

It is well established that LGBTIQ+-students suffer from worse mental health, compared to their non-LGBTIQ+-peers. This is not because they are LGBTIQ+, but because how society sees and treats LGBTIQ+ people. We'll talk about minority stress and the mental health needs of LGBTIQ+-students.

Being a good ally

What does being an ally to LGBTIQ+-students mean? Being a good ally requires reflecting on one's own privileges. What are heterosexual, cisgender and/or allosexual privileges? How do these privileges shape my own view and get in the way of being a good ally?

Bullying

How can a school successfully prevent bullying and create a LGBTIQ+-inclusive environment? How to intervene in cases of bullying or harassment?

Bullying has to be seen as a result of the socio-political context of the school, and both, prevention of bullying and transformative justice approaches to bullying have to take into account and change this context.

How to include LGBTIQ+-content in the school curriculum

Every student needs to see themselves reflected in the school and its curriculum, in order to learn and to be open to new and different realities. This is called mirrors and windows. How can schools provide mirrors and windows for LGBTIQ+-students?

We will be working with the concept of four levels of LGBTIQ+-including in the classroom, starting for adding LGBTIQ+-events or achievements to the curriculum and going up to projects and service learning via work on LGBTIQ+-issues in the school community.

Your trainer

Alana Speck is an experienced trainer who trained in nonviolent conflict transformation, gender, gender identity and sexual orientation. They identify as *genderqueer*, a non-binary trans identity, and are active with *Asociación Sexualiarte*, a non-binary association in Sevilla, Spain. Alana uses they/them pronouns.



Alana has worked with *Pegasus Teacher Academy* on several Erasmus+ courses on accompanying LGBTIQ+-students, an experience they presented with their colleague at a congress on LGBTIQ and education, organised by *Fundación Triángulo*. In addition, Alana has done training for teachers in schools in Sevilla, Spain.

If you are interested, get in touch with Alana:

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Some publications by Alana Speck

- *Teacher training on accompanying LGBTIQ+ students: A pending task*, 26 January 2025, <https://alanaqueer.es/content/teacher-training-accompanying-lgbtiga-students-pending-task> (published originally in Spanish in El Salto)
- *Trauma Informed Activism* (only in Spanish), August 2024, <https://www.elsaltodiario.com/opinion/trauma-activismo-trauma-activismo-un-activismo-informado-trauma>
- *Introducing the Genderbread Person v6.0*, October 2023, <https://alanaqueer.es/content/introducing-genderbread-person-v60>
- *A trans inclusive education in gender equality*, September 2023, <https://alanaqueer.es/content/trans-inclusive-education-gender-equality>
- *Trans Survivors: Telling Our Story*, April 2023, <https://alanaqueer.es/content/trans-survivors-telling-our-story> (published originally in Spanish in El Salto)