

Online Reader: LGBT+ in Education. How do we work toward an anti-oppressive education?

This online reader on LGBT+ in education was developed as part of teff's *Inclusion and Diversity* series. It outlines the subject, introduces learners to the key theoretical concepts, and provides opportunities for reflection.

The online reader provides a foundation for the lecture and online seminar on LGBT+ in education. Where possible, we invite participants to take 60-90 minutes to review the material provided ahead of time.

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Happy reading!

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Why an online reader?

This reader introduces the subject: it outlines the main issues and questions, covers the key terms and concepts, and points you to further reading if you are interested. We recommend that you have a look at this reader before you join us for the lecture and/or seminar, but don't worry, it is not mandatory!

If you are interested in the subject and would like to learn more, we refer you to the learning module, which should be available online by June 2025.

How should you use the reader?

The reader will help you get more out of the lecture and/or online seminar that follows. It invites you to critically reflect on what you already know and on what you may want to explore further. It also helps you finetune your questions.

Can I share feedback?

Of course! We welcome suggestions and are happy to include additional materials. Please get in touch with us at entrena@um.es, josemiguel.rojo@um.es, alodia.lopezs@um.es, or mafvilar@um.es

1. INTRODUCTION: SOME CONTEXTUAL DATA

In the Spanish context, and in many other countries in Europe, great progress has been made in terms of the protection and rights of LGBTI+ people. An example in Spain is Law 3/2016, of 22 July, on Comprehensive Protection against LGBTI-phobia and Discrimination on the Grounds of Sexual Orientation and Identity in the Community of Madrid, or Law 15/2022, of 12 July, comprehensive for equal treatment and non-discrimination, which seeks to prevent and eradicate any form of discrimination. protecting victims and providing a legal framework for both prevention and intervention. Due to these and other advances in the protection and rights of LGBTI people, international reports (ILGA, 2022) recognise Spain as one of the most progressive countries in terms of LGBTI rights.

However, despite the recognized advances, at the legal and social level, there is still a lot of work to be done, as there is still a strong homophobia and lgbtphobia in social behaviors due to the presence of clichés and prejudices that are still pending to be overcome (Huerta & Belliure, 2024), and that are evident in educational centers. Lesbian, gay, bisexual, and transgender youth experience disproportionate rates of bullying and victimization compared to their heterosexual peers (Gower et al., 2018; Harris et al., 2021, Palmer, 2015). Among other problems, LGBTI students suffer much higher levels of attempted suicide and self-harm, higher rates of absenteeism, mental problems and leave school with comparatively lower levels of attainment and academic performance. UNESCO's Global Education Monitoring Report (2021) confirms that discrimination against LGBTQI students is a global phenomenon.

Homophobic bullying continues to be an example of violence against people with non-hegemonic gender orientations, identities or expressions (UNESCO, 2012). There are alarming statistics at the international level on experiences of discrimination and violence against LGBTI young people, etc. that are recognised internationally as a major concern (Gorse, 2022).

For all these reasons, the situation for LGBT students in schools remains complex and challenging, with many facing significant barriers to acceptance and support. The establishment of LGBT+ friendly schools is increasingly recognized as essential for fostering inclusive educational environments that support the well-being and academic success of sexual and gender minority students.

In this sense, it is very important to pay attention to the school safety, which is defined as the perception that schools provide a secure learning environment, free from bullying, homophobia, and transphobia, where staff respond appropriately to incidents (Wang & Degol, 2016).

2. WHAT HAPPENS WITH THE ATTENTION TO LGBT+ STUDENTS WITHIN SCHOOLS?

Despite progress in raising awareness of the importance of addressing sexual diversity in schools and in the school curriculum, numerous challenges remain. One of the main obstacles lies in the lack of awareness on the part of teachers about the reality of LGBTI students. As some research points out (Harris et al., 2021), teachers are often unaware of the difficulties and problems faced by LGBTI students, which makes it difficult to implement effective strategies to guarantee an inclusive and safe environment. Many teachers seemed unaware of the overt discrimination that many LGBT+ students received from their peers and that these students were mostly unhappy with the lack of curricular integration of LGBT+ topics (Harris et al., 2021).

Improving the educational response to LGBTI students requires schools to focus the role of policies, programs, and educator training in creating supportive climates for LGBT+ youth. One first step for fostering a positive school climate for LGBT+ students is the implementation of comprehensive anti-bullying and anti-discrimination policies. But in addition, the curricular aspects and teacher training must be deepened in order to be able to implement positive practices for LGBTI students.

2.1 POLICY LEVEL

Positioned in macro factors, such as the political and legal plane, it has been shown that this emphasizes that supportive school practices are critical in addressing the high rates of bullying experienced by LGBT students (Gower et al., 2017; Palmer, 2015). Schools must develop a comprehensive anti-bullying/harassment school policy, as a framework to support the actions and interventions of the center. The laws and policies explicitly protecting students based on sexual orientation and gender identity correlate with reduced victimization and improved adjustment among LGBT youth.

Addressing sexual diversity in schools is essential, as it is not only about guaranteeing respect for human rights, but also about creating an inclusive environment that allows for the comprehensive development of students. The incorporation of sexual diversity in the pedagogical approach of schools contributes to a more equitable education, promoting values of respect, tolerance and coexistence. This issue is directly related to the current legislation and the curricular design of each institution. It is key that schools not only adapt to legal regulations but also integrate sexual diversity in a transversal way in their educational programs, fostering an environment where all students, regardless of their sexual identity, feel valued and respected.

2.2 SCHOOL CURRICULUM

The curriculum is essential in creating an inclusive school environment. Schools that integrate LGBT-related topics into their lessons are more effective in promoting acceptance and understanding among students. Additionally, well-rounded curricula that challenge heteronormative norms can greatly enhance the school experience for LGBT students by affirming their identities and experiences (Palmer et al., 2016; Bishop & Atlas, 2013).

2.3 TEACHER TRAINING

In general, a majority of teachers feel that they have not received specific training on how to identify and act in the face of sexual discrimination conflicts, and they recognize that they do not know how to act, nor do they feel prepared to intervene and offer non-heterosexual students the information and guidance they need (Huerta & Belliure, 2024; Hall & Rodgers, 2019). Many teachers report feeling unprepared to address LGBTQ issues, which can perpetuate an environment of discrimination and marginalization (Kolbert et al., 2015).

It is the management teams and the teaching staff as a whole who must assume the responsibility of carrying out attitudes and policies to support sexual diversity within schools.

REFLEXION 1 | REFLECT ABOUT THIS QUOTATION

"For classrooms to be a space that favors social transformation and advance in the inclusion of sexual and gender diversities, it is necessary for teachers to review the authoritarian structure that defines normalizing pedagogy and question the transmission of normative heterosexuality." (Sánchez-Torrejón et al, 2022, p. 29).

Sexual diversity is one of the many forms of diversity present in the students of educational centers. For this reason, it is essential to provide teachers with appropriate training, both in their initial stage and throughout their continuous professional development, which includes the necessary knowledge, attitudes, skills and practices. This preparation will allow teachers to effectively and respectfully address diversity in their classrooms and centers, free of prejudice and discrimination, promoting a safe, inclusive and equitable environment for all students, free of prejudice and violence. Incorporating queer pedagogy into teacher training is crucial for challenging existing power dynamics and fostering social justice within educational settings (Aguirre et al., 2020).

REFLECTION 2 | WHAT DO YOU THINK ABOUT THIS STATEMENT? LINKING IT TO THE REALITY OF YOUR CLOSEST CONTEXTS

The results of a study (Romero & Gallardo, 2019) on the prejudices of secondary school teachers towards people with sexual diversity showed that one in three teachers maintains a high burden of prejudice towards the LGTBI collective and that, therefore, these prejudices condition the proper performance of their obligations as teachers towards all students.

3.WHAT ACTIONS CAN BE TAKEN FROM SCHOOLS TO CREATE SCHOOLS AS SPACES OF PEACE AND WELL- BEING AND LGTBI FRIENDLY?

Scholarly interest has increasingly focused on examining school strategies and interventions aimed at mitigating homophobic victimization and addressing academic and health disparities among lesbian, gay, bisexual and transgender youth.

REFLECTION 3 | REFLECT ABOUT THIS STATEMENT

“Despite changes in many countries’ national discourse, many LGBTQI students still feel un-safe and unwelcome in school. There is a real fear that the isolation and permanent shift to online interactions this past year will have turned the dial up on bullying and marginalisation as well”.

Jonathan Beger, Interim Executive Director of International LGBTQI Youth and Student Organisation (IGLYO)

It is urgent to address the issue of sexual diversity within schools and identify good practices to create safe and well-being environments for all students.

To the extent of the investigation (Gower et al., 2017; Huerta & Benlliure, 2024; Palmer, 2015; Ioverno & Russell, 2020), school administrators, staff, students, etc. have reported several practices related to creating supportive LGBT school climate. They

examine strategies and practices employed by educators, students, and education advocates that can disrupt hetero- and gender-normative practices in schools.

1. Comprehensive anti-bullying/harassment school policies.
2. Respectful and inclusive educational philosophy of the school.
3. Supportive and well-trained educators: providing preservice training and professional development around LGBT inclusion and LGBT student issues.
4. Inclusive Curriculum: displaying sexual orientation-specific content.
5. Having a gay-straight alliance (GSA).
6. Discussing bullying based on sexual orientation (using theatre, films, debates, expositions, etc.)
7. Having a point person for LGBT student issues.
8. Have clear protocols of action that guide the response of teachers to conflicts.
9. Challenge the hetero- and gender-normativity embedded in schools: Removal of sexist posters and messages, etc.
10. Specific tutorials on sexual diversity.

Another interesting tool with which they can use against schools to identify the extent to which the school is applying practices that generate well-being for all students, including sexual diversity, is the application of self-assessment instruments such as indexes. The indexes are used to make a diagnosis of the center in relation to a how many practices each school used according to the identified practices LGBTI supportive.

As indicated in the research by Gower et al. (2018) schools are well-positioned to address the problematic situations experienced by LGBT students by creating supportive school climates for LGBT youth, but more research is needed to examine the variety of practices and professional development opportunities put in place to this end. Further investigation and intervention is needed in order to create a safer and more inclusive educational environments (Mann et al., 2024). In this sense, the example of the Turó Blau school that is presented below, is a good reference for evidence of good school practices aimed at generating an inclusive school climate and well-being for all students.

4. AN EXAMPLE OF GOOD PRACTICE: The Turó Blau School in Barcelona

Our contact with Turó Blau School, located in the province of Barcelona, Spain, provided us with valuable insight into real-world educational practices aimed at fostering the inclusion of the LGBTI+ community from an early age. Examining real-

¹ <https://agora.xtec.cat/ceipmturoblau/>

world initiatives is essential to understanding how theoretical concepts are implemented in practice, as well as identifying potential risks and lessons learned along the way. As part of the TEFF project activities, we conducted a [interview](#) with the school's teaching team, where we gained deeper insight into how Turó Blau became a pilot school for the Rainbow Education Program. This initiative is promoted by the Association of Gay and Lesbian Families of Barcelona. It is common for inclusive educational programs of this nature to originate from civil society groups, as institutional actors often neglect these issues—whether due to a lack of knowledge, insufficient resources, or the belief that such topics are too controversial.

Barcelona's [Rainbow project](#) is built on five key pillars:

Teacher Training:

Teachers often lack the necessary knowledge to effectively manage the increasing diversity in their classrooms. This includes limited understanding of specific terms and realities, which can lead to fear or the tendency to overlook such issues. Additionally, teachers may struggle to identify discriminatory practices embedded in their routines and often have limited access to innovative educational resources.

Legislation:

While many European countries are enacting laws to protect the LGBTI+ community and combat bullying, these often remain as declarations of general principles with little direct impact on individuals' daily lives. Legislation typically addresses macro-level issues, whereas micro-inequities in everyday life require more informal and innovative interventions. These interventions benefit from strategic alliances between teachers, civil society organizations, families, and trainers.

Curriculum²:

There is considerable evidence that curriculum often reproduces the status quo, omitting non-canonical histories, data, and narratives that, when rendered invisible, remain marginalized. Reviewing curriculum means incorporating commonly overlooked protagonists, events, and perspectives. It's important to remember that children's perceptions of the world are largely shaped by the boundaries set by the education system. If we restrict their role models and understanding of reality, we risk fostering more intolerant citizens.

Visibility:

LGBTI+ associations frequently highlight that one of the most painful challenges their members face is the need to conceal their identities, sometimes even pretending to be something they are not. This stems partly from the lack of visible role models who

² If you want to learn more about how to create an inclusive curriculum in early education stages, you can consult the website of the British NGO Stonewall: <https://www.stonewall.org.uk/resources/creating-lgbt-inclusive-primary-curriculum>.

can provide support and normalize diverse identities within the broader community. Without visibility, the cycle of repression remains unbroken.

Safe Environments:

Ultimately, any educational intervention aimed at fostering inclusion seeks to create a safe space where LGBTI+ individuals are protected from aggression, insults, and emotional distress. This is particularly significant, as the absence of such safe environments can severely impact the academic performance and personal development of these students.

The **Rainbow project** is committed to fostering an educational environment that embraces affective, family, and gender diversity. By addressing various dimensions of inclusivity, the initiative seeks to equip both educators and students with the tools needed to build a more equitable and open-minded society. The following objectives outline the core components of this approach:

Inclusive Curriculum³:

Rainbow project aims to develop a comprehensive framework for inclusive education that integrates affective, family, and gender diversity into the curriculum. Schools play a fundamental role in preparing students for life in a diverse society. By exposing them to different realities and perspectives early on, we can prevent feelings of surprise, discomfort, or resistance later in life. This proactive approach helps reduce backlash and fosters a generation that embraces diversity as a natural part of everyday life.

Teaching Materials:

To support the inclusive curriculum, **Rainbow project** provides and develops high-quality educational resources focused on affective and family diversity. These materials will offer teachers practical tools to introduce these concepts in the classroom, ensuring that diverse family structures and identities are represented and normalized in everyday learning.

Educator Support:

Recognizing the pivotal role educators play in shaping inclusive environments, **Rainbow project** offers targeted support to help teachers eliminate homophobia and promote equity within their schools. This includes training sessions, workshops, and

³ We recommend visiting the following link: <https://libguides.bc.edu/c.php?g=686012&p=4847739>.

continuous professional development opportunities that address biases, challenge stereotypes, and provide strategies for fostering respect and understanding among students.

Implementation Guide:

To ensure the practical application of these principles, **Rainbow project** develops a comprehensive guide to assist educators in implementing strategies for LGBTQI-friendly schools. This guide includes best practices, case studies, and actionable steps tailored to different school contexts, making it easier for teachers to translate theory into practice.

Action Plan:

A central part of the project involves presenting a clear, actionable plan to normalize diversity within the school environment. This plan will integrate inclusive practices across various school activities and programs, ensuring that diversity is not treated as a separate topic but as an inherent part of the educational experience.

Rainbow School Index:

Finally, to measure and promote progress, **Rainbow project** creates the Rainbow School Index, a tool that outlines the key characteristics of inclusive schools. This index will serve as both a benchmark for schools aiming to improve their inclusivity and a recognition system for institutions that excel in fostering diverse, supportive environments.

If we delve a little deeper into the implementation challenges of the project in this real-world case, the first thing to mention is that the demand came from a family, meaning it was external to the teaching staff. This is a recurring, yet concerning, trend. It highlights the lack of training on these issues and the significant time investment that had to be made by the school to be able to address the matter. Continuing with the implementation challenges observed in this real-life case, several specific issues emerged that highlight both structural and pedagogical gaps.

Challenge 1: In Primary Education, concerns about personal identity begin to surface, even though full sexual development has not yet occurred. At this stage, children are forming their first conceptions about the world, which makes it a critical period for introducing concepts of diversity and inclusion. However, addressing these topics appropriately at such an early age requires specific knowledge and sensitivity from educators.

Challenge 2: Teachers do not always have a good grasp of some basic concepts related to diversity. Many struggle to define terms like intersexual, non-binary, gender role, or cisgender. This lack of understanding raises important questions: How can these issues be addressed in class? What language should be used to ensure

clarity and respect? Additionally, teachers may not always be sufficiently sensitive to detect subtle forms of bias in classroom interactions or materials.

To address these challenges, several training sessions at Turó Blau were conducted by external experts. This session proved to be invaluable, underscoring how essential it is to have contact with stakeholders and civil society organizations that specialize in LGBTI+ issues. These collaborations provide educators with the tools and confidence needed to tackle complex subjects in a supportive environment.

During the training, several questions arose from the teaching staff, reflecting both curiosity and gaps in knowledge. Topics included:

- New family models and how to represent them in classroom materials.
- The variety of sexual orientations, emphasizing that it's not limited to just heterosexual or gay identities, but also includes asexual, bisexual, and pansexual orientations, for instance.
- Concepts specific to the trans sphere, including understanding gender transitions and supporting trans students in a school setting.

An initial diagnosis was conducted to assess how much teachers knew and how familiar the children were with these realities. The results highlighted the urgent need for continuous professional development in this area. As such, the project concluded that external training is essential to ensure that schools are equipped to foster truly inclusive environments. Finally, as a practical step to consolidate the knowledge shared during the sessions, it was suggested that making a glossary of key terms would be a good idea. This glossary would serve as an accessible reference for both teachers and students, helping to demystify complex concepts and promote consistent, respectful language throughout the school.

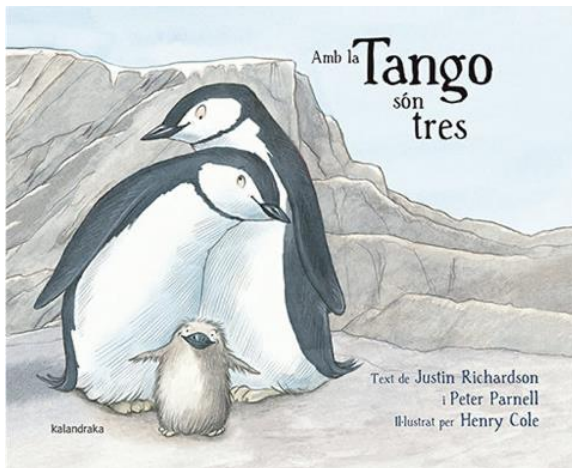
4.1. IMPLEMENTATION

In order to work towards the inclusion of the LGBTI+ community, we must first pay attention to the sexist stereotypes that permeate everyday school life. LGBTI+ discrimination is part of the patriarchal structure, and addressing it requires a broader reflection on how gender roles and biases are reinforced within educational settings. A critical step involves reviewing the small things at school that unconsciously promote these stereotypes. At Turó Blau School, for example, the teaching staff noticed that photos in the library depicted girls with dolls and boys with trucks. Such subtle imagery reinforces traditional gender roles from an early age. By moving towards gender-neutral spaces and materials, schools can foster a more inclusive environment where children feel free to express themselves beyond societal expectations.

Another key area of focus is everyday vocabulary in class. When discussing topics like family, it's important not to limit the conversation to just "mom and dad." By

expanding the language to include diverse family structures, educators can ensure that all students feel represented and valued. Not limiting the world through language helps broaden children's understanding of the different realities around them.

Image 1. Cover of the book chosen to work on affective-sexual diversity



Rethinking physical spaces is also crucial. At Turó Blau, the school principal realized that restrooms were separated by gender. This prompted a re-evaluation of how physical environments can either reinforce or challenge traditional gender norms. Moving towards more inclusive facilities helps create a sense of belonging for all students, particularly those who do not conform to binary gender categories. To institutionalize these changes, Turó Blau developed an Equality Code that reflects the school's commitment to inclusivity. This code was co-created by students, families, and teachers, ensuring that the entire school community had a voice in the process. The Equality Code is displayed at the entrance of the school and in every classroom, serving as a constant reminder that equality and diversity are fundamental pillars of the educational project.

Importantly, diversity is treated in multiple ways at Turó Blau. The school avoids addressing LGBTI+ issues in isolation, recognizing that doing so could inadvertently increase the stigmatization of a group. Instead, the approach emphasizes that, in some sense, we are all diverse. Cross-cutting inclusive projects simultaneously tackle issues related to sexuality, ethnicity, culture, religion, different body types, and personality traits. This holistic perspective helps students develop a deeper sense of empathy towards other diversities by recognizing that everyone possesses unique characteristics that make them distinctive.

An effective way to promote inclusivity and reinforce values within the school environment is through the celebration of commemorative days. Dedicating a day

each year to focus on a specific issue provides an opportunity to organize activities that guide students through a learning process towards a particular goal. These celebrations not only raise awareness but also serve as powerful reminders of the values of respect, equality, and diversity. At Turó Blau School, this approach is exemplified through their annual celebration of May 17th, the International Day Against LGBTIphobia. The school has transformed this day into a “Diversity Festival”, creating a vibrant and inclusive space where the entire school community—students, teachers, and families—comes together to celebrate and reflect on the importance of embracing differences.

The Diversity Festival is more than just a symbolic event; it serves as a platform for educational activities, workshops, and discussions that foster a deeper understanding of LGBTI+ issues and the broader concept of diversity. By integrating these activities into the school calendar, Turó Blau ensures that the message of inclusion is not a one-time lesson but a continuous, evolving process. Celebrating days like this helps to normalize diversity, foster empathy, and remind students that respect for others is a fundamental part of their education and personal development. These events contribute to creating a safe and supportive environment where all students feel seen, valued, and empowered to express their authentic selves.

To conclude, two essential ideas must be highlighted. First, being part of this initiative has made our school well-known (even famous!); it has contributed to shaping a unique, widely recognized, and cross-cutting educational project, attracting students from across the city. This demonstrates that diversity is now essential for forging a school's distinct identity and building a cohesive community. On the other hand, the teaching team has expressed that, once the promoting association could no longer provide constant support, they noticed a significant training gap. Therefore, the challenge lies in how to incorporate this training into university programs to prevent non-institutional actors from having to fill these gaps.

5. CONCLUSIONS

In summary, the research data and statistics surrounding LGBTQ students' experiences in Spain and other countries illustrate a pressing need for systemic changes in educational policies and practices. To build inclusive and well-being spaces for LGBTI students, schools must adopt a comprehensive approach that addresses both school culture and specific policies and inclusive practices. Creating affirming school environments, enhancing teacher training, challenging the status quo, incorporating LGBT into the curriculum are critical steps toward improving the educational experiences and overall well-being of LGBTQ students.

From the political level, it is crucial to implement anti-bullying policies that are inclusive of sexual and gender diversity. These policies must be accompanied by a

broader commitment to creating a safe and welcoming school environment, which requires teacher training on LGBT issues. The training of educators is seen as a key factor for teachers to become aware of the importance of sexual diversity in schools, the use of non-sexist language, etc. and to learn about how to address the needs of LGBTI students. All this will contribute to reducing homophobia and transphobia in schools and classrooms.

From the point of view of practices, it is essential that LGBTI identities are visibly integrated into the school curriculum and into the life of the centres, as has been seen in the experience of the Turó Blau school. Research has shown that the inclusion of positive representations of LGBTI+ people in the curriculum can contribute to greater acceptance and understanding among all students, regardless of their sexual orientation or gender identity (Kull et al., 2016). Creating gender-neutral spaces is crucial to ending LGTBI+ discrimination, as it is rooted in heteropatriarchal structures and gender roles. This implies the inclusion of content on sexual and gender diversity and the promotion of an environment that challenges all forms of oppression and normativity, which sometimes go unnoticed, but which continue to impose a heteronormative culture. In the case of Turó Blau, it is also important to highlight how diversity should be approached holistically, rather than focusing solely on a specific condition, which may have the opposite effect. Likewise, the creation of positive LGTBI+ role models contributes to the normalisation of these identities, while also providing inspiring figures that can reduce the need for self-repression. Another educational practice that yields very positive results is the creation of clubs such as Gay-Straight Alliances (GSAs), as they provide a safe space for LGTBI students to connect and support one another, which has been shown to improve the overall wellbeing of these students.

Finally, it is worth mentioning the need for collaboration with families and the community to raise awareness of the issue and create an inclusive environment. Involving family members in the school (workshops, theatres, dialogues on sexual diversity, etc.) can help to demystify prejudices and align the work of the school/home to contribute to the creation of a supportive environment in both spaces.

These strategies not only benefit LGBTI students, but also enrich the educational experience of all students, promoting an environment of respect and acceptance.

TAKE AWAY MESSAGE

Education is about more than just maths and words. Schools have to be inclusive if we want society to be inclusive. If children are being taught that only a certain type of person is accepted, that is going to affect the way they behave towards others.

Manos Antoninis, Director of the GEM Report, UNESCO (2021)

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Want to learn more?

- [ILGA](https://ilga.org/es/pagina-principal/)
<https://ilga.org/es/pagina-principal/>
- [All INC: building LGBTI SCHOOLS IN EUROPE](https://allinc.eu/)
<https://allinc.eu/>
<https://allinc.eu/tools-for-schools/>
- [GENDER EQUALITY MATTER PROJECT](https://www.genderequalitymatters.eu/)
<https://www.genderequalitymatters.eu/>
- [LGBTQ+ Curriculum Instructional Materials & Children's Literature](https://libguides.bc.edu/c.php?g=686012&p=4847739)
<https://libguides.bc.edu/c.php?g=686012&p=4847739>

RESOURCES IN SPANISH

- <https://felgtb.com/stopacosoescolar/>
- <https://felgtbi.org/que-hacemos/recursos/>
- <https://lambdavalencia.org/es/que-te-ofrecemos/educacion/actividades-y-guias-generales/>
- <https://cogameduca.wordpress.com/2017/12/11/10-recursos-para-trabajar-la-diversidad-lgbt-en-las-aulas/>
- [https://wrlgtbi.igualdad.gob.es/recursos-
lgbtbi/search/SearchForm.action;jsessionid=29E3FBD16800DEF1B3CAC71DE60ABAA9.worker](https://wrlgtbi.igualdad.gob.es/recursos-lgbtbi/search/SearchForm.action;jsessionid=29E3FBD16800DEF1B3CAC71DE60ABAA9.worker)
[1](#)
- [https://cogameduca.wordpress.com/2017/12/11/10-recursos-para-trabajar-la-diversidad-
lgbt-en-las-aulas/](https://cogameduca.wordpress.com/2017/12/11/10-recursos-para-trabajar-la-diversidad-lgbt-en-las-aulas/)

