



LGBTIQ+ Inclusion

How to get it right for Trans* and
Non-Binary Learners

Kelsey-Ann Caldow (they/them)

Carmen Sullivan (she/her)



Overview

This workshop aims to deepen participants' understanding of diverse gender identities and explore ways in which educators can facilitate LGBT inclusion for trans* and non-binary learners.



Learning Outcomes

- Timeline of LGBT+ Inclusive Education in Scotland
- Experiences of trans and non-binary learners
- Effective counter narratives in the context of misinformation
- Challenging misinformation about trans* and non-binary people
- Strategies for enabling inclusive environments



Sharing Pronouns – Why?

It is important to invite people to share pronouns for several reasons:

- Promotes Respect and Inclusivity
- Reduces Assumptions
- Supports Gender Diversity
- Builds a Culture of Acceptance



Key Definitions

You have been given a *Key Definitions* handout that will help with some of the language that you might hear today.

But it is important to remember that language is always changing and evolving.



Mentimeter

What needs to be in place for this learning space to be a safe place to share ideas?

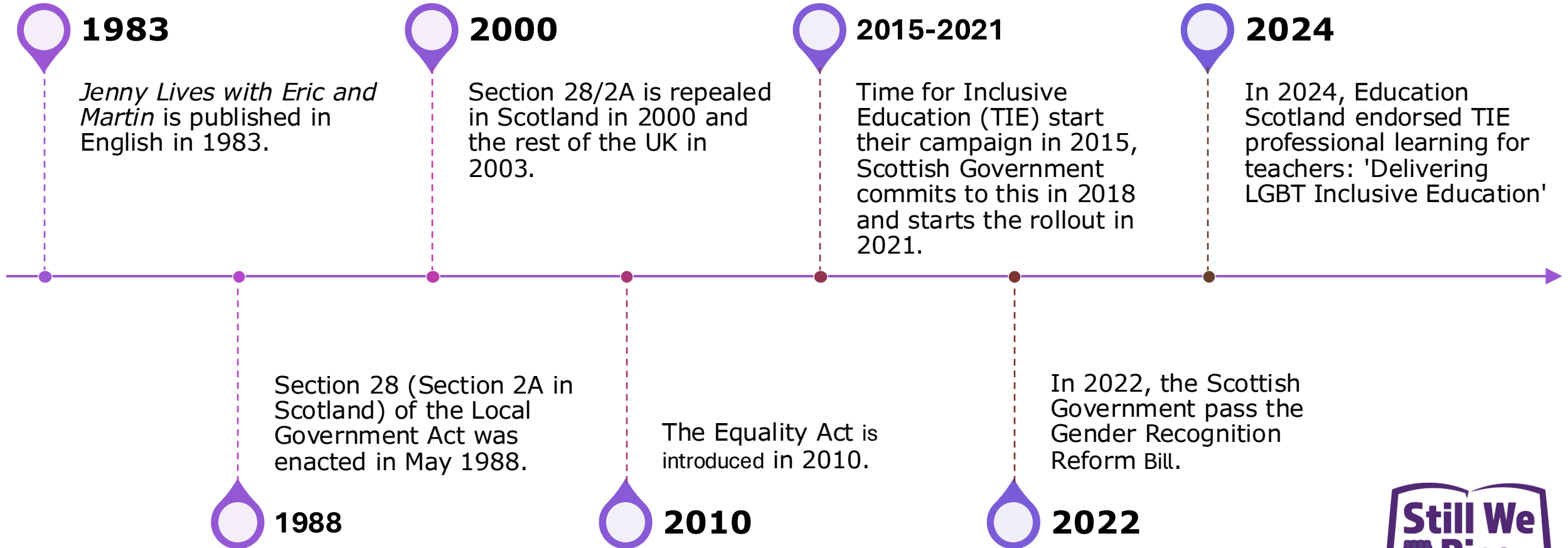


Timeline Task

- In your packs, you will find key events.
- Your task is to work as a group to put them in order, creating an accurate timeline of key events.



Inclusive Education Timeline



Changing the Narrative

How can we provide constructive counter narratives in the context of misinformation / disinformation?

- Due to the rise of the far-right, particularly within the media, misconceptions about the trans* community have spread across all sectors.
- As educators, we must be critical thinkers, as well as encourage this skill in our learners.
- Changing the Narrative is about considering the impact of statements or viewpoints, considering where that has come from, and seeing it from another point of view.



To critically engage with narratives, we should consider:

- Where did the information come from?
- Who is it about? Are their voices used within the narrative?
- What other perspectives might there be?
- How can we provide constructive counter-narratives?



The Race Class Gender Narrative

aso communications

- **Open** with a shared value. Effective opening values include the following: freedom to be ourselves, treating each other with dignity and respect, and the golden rule/treating others as we'd want to be treated.
- **'Name'** those who violate our values, expose their motivation of getting back into or holding onto power, and position them as a barrier to what our families need. For example that they:
 - exploit divisions across groups, and
 - exploit the lack of familiarity with transgender people
- **Deliver a unifying call** to collective action with which the audience can bring about a positive vision or outcome, aligned with the initial shared value.



The Race Class Gender Narrative Example

Value: We believe that every young person, whether they are Black, Asian or Minority Ethnic, boys, girls or non-binary, disabled or not disabled, transgender or not transgender, religious or non-religious – everyone deserves to learn in an educational establishment where they can be themselves and flourish, equally.

Name problem: Despite making significant progress towards a more inclusive and fair society, we are concerned that groups spreading misinformation and disinformation about minoritised groups, such as transgender people, can have serious consequences for the whole school community, including teachers, and the successful implementation of LGBT Inclusive Education in Scotland.

Call to action: Let's join together to make sure everyone is aware of the accurate guidance on Supporting Transgender Pupil in Schools, and seek appropriate advice before taking any actions based on misinformation.



Activity

- We are going to split into groups.
- Each group will be given a statement.
- You have 5 minutes to consider how to change the narrative
- Select a spokesperson/people to feedback to the group.



Statements:

- *There are more young people identifying as trans* nowadays than there were 10 years ago.*
- *Trans* young people are more likely to have poor mental health.*
- *Young people who transition may change their minds or have regrets later in life.*



Case study from Quebec

Bruno Roy



Centrale des syndicats
du Québec

***A Quebec Union-Led Initiative on Fighting
Homophobia and Transphobia in Education***

**Still We Rise – Social Justice and
Solidarity Conference
Radisson Blu, Glasgow
January 17th-18th, 2025**

Context

➔ Before the 1970s, homosexuality was downright a crime

- Strong mobilizations (many union-led) raised awareness in society in general and led to several changes in laws and culture (1960-1970-1980-1990)
- “*Révolution tranquille*” in Québec (“Quiet Revolution”)

➔ Nowadays, even with good will, it is difficult to mobilize and promote inclusive practices

- Very disparate, “piecemeal”, from one environment to another.
- Discrimination, violence, intimidation, etc.

➔ **A problem** : lack of resources available to support local action in the communities *and* action at the national level.



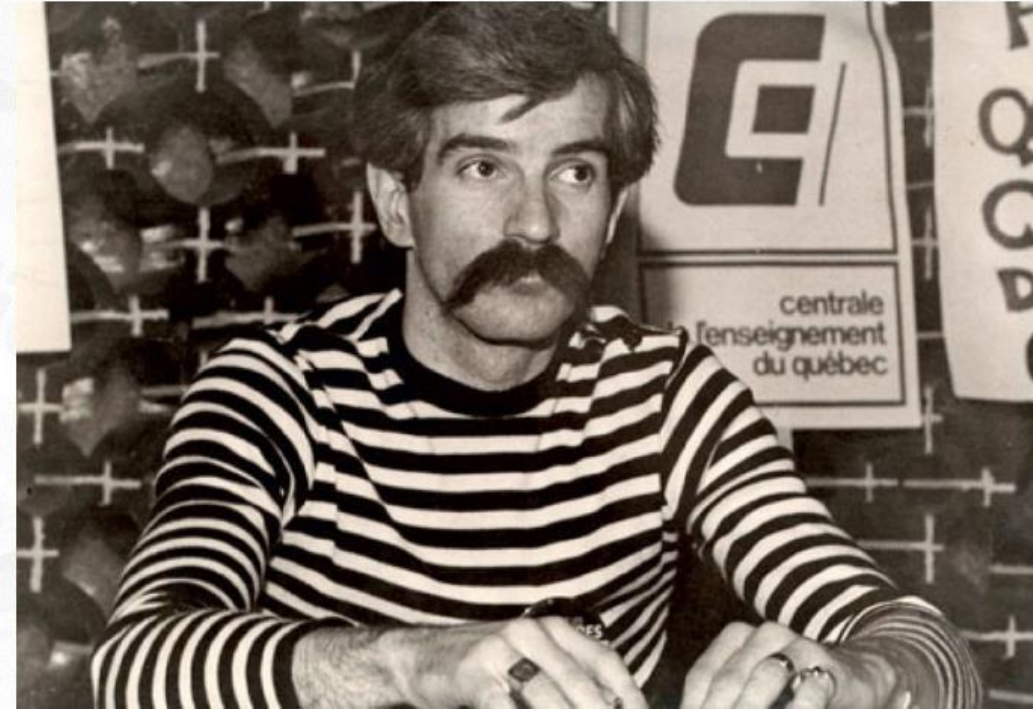
La sécurité d'emploi pour les lesbiennes et les gais, Fierté Toronto, 1977(in Khosla, Prabha, Fierté syndicale : nos luttes, nos victoires (2021), p. 11)

Jacques Pétrin

- ➔ A key person: Jacques Pétrin
 - Became an activist in the 1970s – at great risk.
 - Inter-union Forum for the Rights of Gay and Lesbian Persons, 1996-1997
 - Key testimony for Bill 84 in 2002 establishing civil unions for homosexual couples
 - Amendments to no less than 28 laws to make them more inclusive – among others for same-sex families (insurance, leave, adoption, etc.)
 - Creation of the first World Outgames and the Montreal Declaration

- ➔ Creation of the CSQ's Committee for Sexual Diversity and Gender Identity (CDSIG)

- ➔ **A solution : The National Committee against Homophobia and Transphobia in Education Networks (“Table nationale”)**



CSQ. Jacques Pétrin : un héritage à honorer. [En ligne].
<https://www.lacsq.org/magazine/jacques-petrin-un-heritage-a-honorer/>.
Consulté le 13 janvier 2025.

National Committee

➔ National Committee:

- 30 to 40 partner organizations from all sectors (unions, management, parents, students, government, science, sports)
- 3 to 4 meetings each year + one major conference every 2 years
- Co-construction of practical guides to support inclusion in educational institutions (Green Guide)

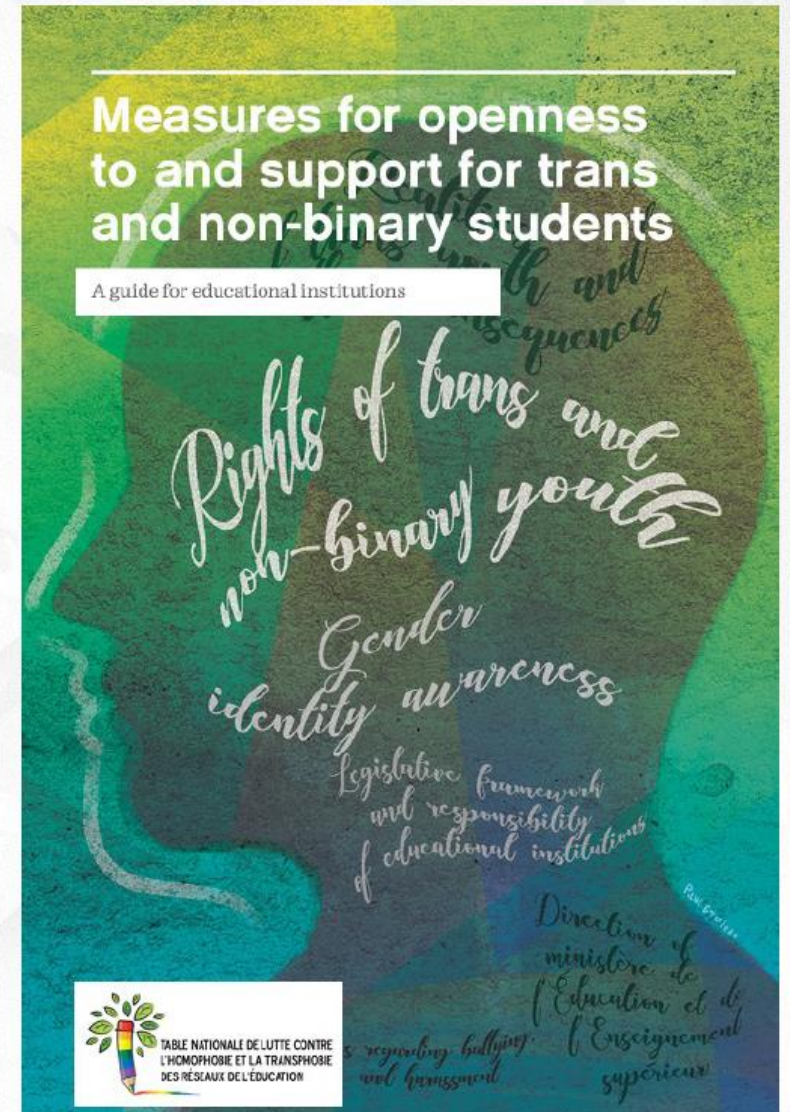
➔ Mission of the National Committee:

- **To promote discussion** between organizations, **shared information** and resources **and joint action** in education against homophobia and transphobia



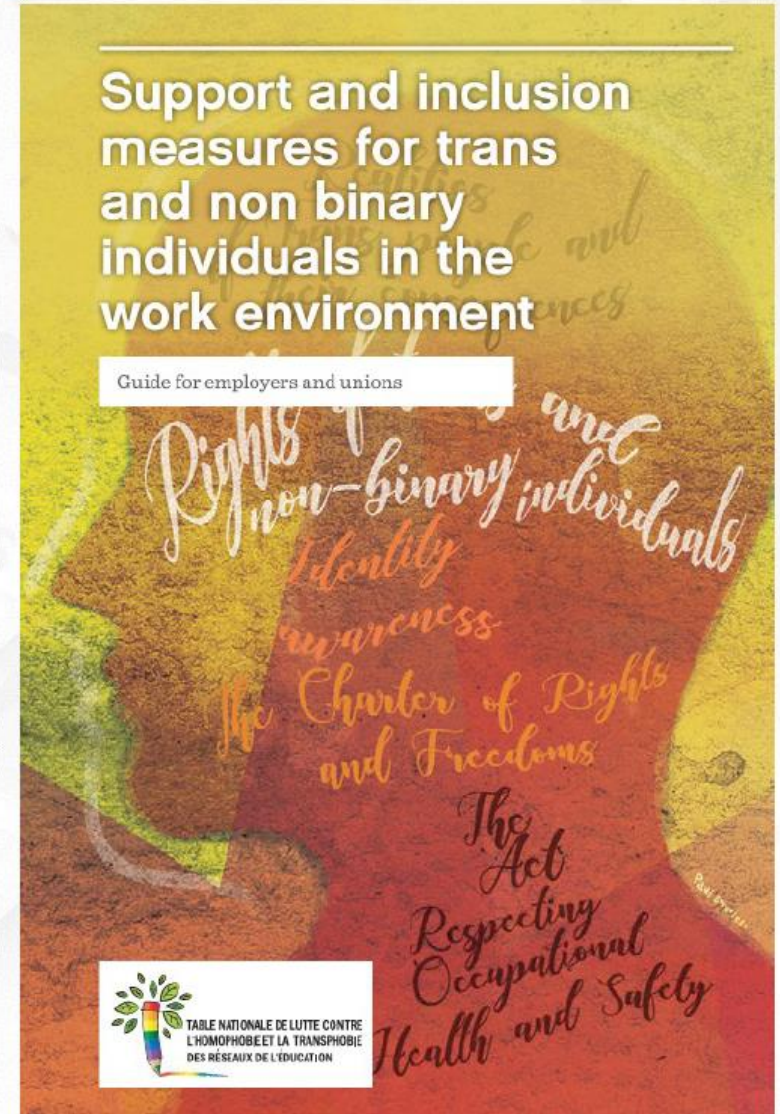
Contributions

- ➔ "Green Guide" (2017) to support inclusion for students
 - In 2021, the Quebec Ministry of Education used it to create its own official guide
- ➔ Fact sheets to support the use of inclusive children's literature
- ➔ Conferences every two year
 - (The 6th edition is currently taking place in Quebec! 😊)



Contributions

- ➔ "Yellow Guide" (2019) to support inclusive practices for managers and unions
- ➔ Support for the work and consultations of ministries, school boards or governments initiatives, etc.
- ➔ Reviewing inclusion policies
- ➔ Etc.



Practices promoted by the National Committee

- ➞ That each school adopts a clear institutional policy on sexual diversity and gender identity
 - (and that the code of conduct take it into account)
 - Support during the disclosure or transition of a student or staff member, in accordance with the needs expressed by the person
- ➞ Provisions to guarantee the right to set up the spaces, groups or structures to make the educational environment a safe one
 - Support and facilitate the formation of a committee on sexual and gender diversity in institutions

Practices promoted by the National Committee

- ④ Clear rules governing the respect of the right to privacy and the disclosure of information relating to the sexual orientation and gender identity of students to their parents
 - (in accordance with Quebec legislation)
- ④ Respect for the pronouns and self-identification of people
 - (even without any change in the civil status and regardless of the transitional status)
- ④ Adaptation of administrative forms
 - (is gendered information necessary? If so, make the necessary changes to the records and IT programs)

Practices promoted by the National Committee

- ④ Provide resources, information and training to ensure the sensitivity, competence and comfort of staff
- ④ Offer inclusive literature within libraries and media resources
 - Acquisition of educational materials that make trans experiences visible
- ④ Hiring of additional sexologists in the network
 - Increase funding for community organizations working to raise awareness of issues of sexual diversity and gender plurality

Practices promoted by the National Committee

- ④ Educating parents about the rights of trans and non-binary youth
- ④ Allow trans or non-binary youth to use the washrooms, locker rooms and residences in which they feel most comfortable, regardless of the sex they were assigned at birth
 - Leave choice, eliminate coercive measures
 - Support the construction of safe and well-designed gender-neutral washrooms

Practices promoted by the National Committee

- ④ Ensuring full participation, comfort in health and physical education for trans and non-binary youth (accommodations as needed)
 - For example, when possible, avoid activities that separate students by gender
- ④ Allow every student to wear their preferred clothing in schools where uniforms are required
- ④ Etc.

Challenges

- ➔ It can be difficult to bring people from all walks of life together.
 - An example: consultations of the « Comité des Sages » (Committee of the Wise on gender identity)
 - Notably absent and criticised : a membre from the Education sector
 - Difficulties in agreeing on some recommendations
 - Ambiguities around the role of parents (opposing visions, parents' rights, etc.)
 - Sports competition in general : a delicate and complex matter



Jacques Pétrin (1948-2018), debout, était un militant gai de la CEQ/CSQ et l'un des leaders du Forum. 1999. Jacques Tricot, CSN. (in Khosla, Prabha, Fierté syndicale : nos luttes, nos victoires (2021), p. 71

Challenges

- ➔ Uninhibited problematic, degrading and disrespectful speech
 - Politicians, columnists, etc.
 - This can create pressure, reactions and certain tensions between partners of the National Committee or with government officials



Jacques Pétrin (1948-2018), debout, était un militant gai de la CEQ/CSQ et l'un des leaders du Forum. 1999. Jacques Tricot, CSN. (in Khosla, Prabha, Fierté syndicale : nos luttes, nos victoires (2021), p. 71

Some lessons learned

- ➔ Playing the long game by creating relationships, networking as early as possible with union and non-union partners
 - Even when alliances seem unlikely!
- ➔ The appropriation, dissemination and mobilization of knowledge always works best when tools are co-constructed from the outset
 - Ensure a very open, very honest, very transparent coordination



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Some lessons learned

- ➔ Clarify regularly the mission and the criteria for membership
 - Take time to discuss with each partner during the year
- ➔ BIG achievements are possible for support and inclusion by focusing on the inclusion of a variety of partners! 😊



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Discussion

- How can you approach/support the experiences of trans* learners within your setting?

You may have experience that you want to share, or consider scenarios from what has been shared today



Feedback

On a Post-it, write one thing that you will;

- Take away from today
- Change in your practice
- Share with others

Or

- Something that challenged your thinking



