# LGBTQI INCLUSIVE EDUCATION INDEX

LGBTQI Inclusive Education Project

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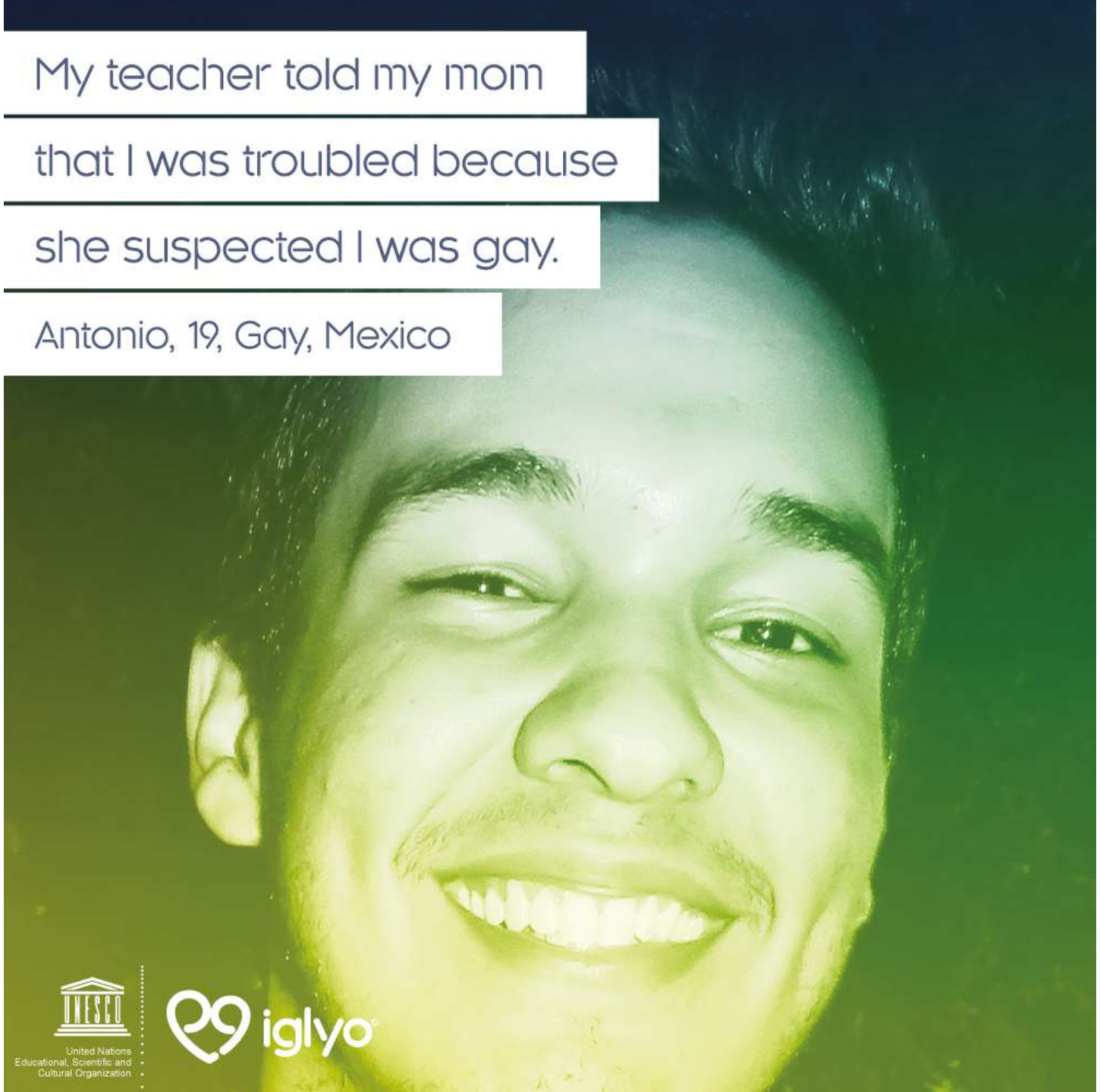
“I used to hate myself for being trans and
I’ve tried not to be.
I shy away and try not to speak
to not get attention”

Alex
14
Sweden
Transgender


My teacher told my mom
that I was troubled because
she suspected I was gay.
Antonio, 19, Gay, Mexico
UNESCO
United Nations
Educational, Scientific and
Cultural Organization
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I am isolated completely in class.
My classmates show reluctance
to sit with me in class or to be
around me.
Amar, 17, Intersex, Nepal
UNESCO
United Nations
Educational, Scientific and
Cultural Organization
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Regularly people tell me
I do not have the right to live.
Nikita, 18, Trans Man, Russia
UNESCO
United Nations
Educational, Scientific and
Cultural Organization
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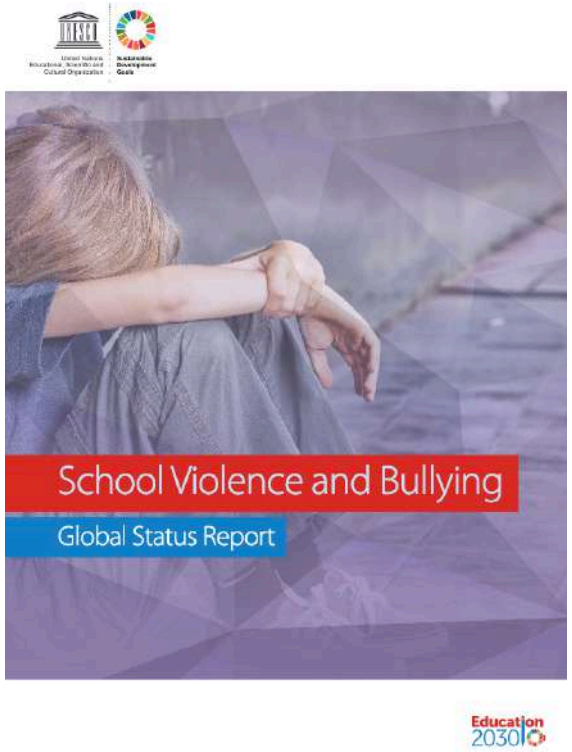
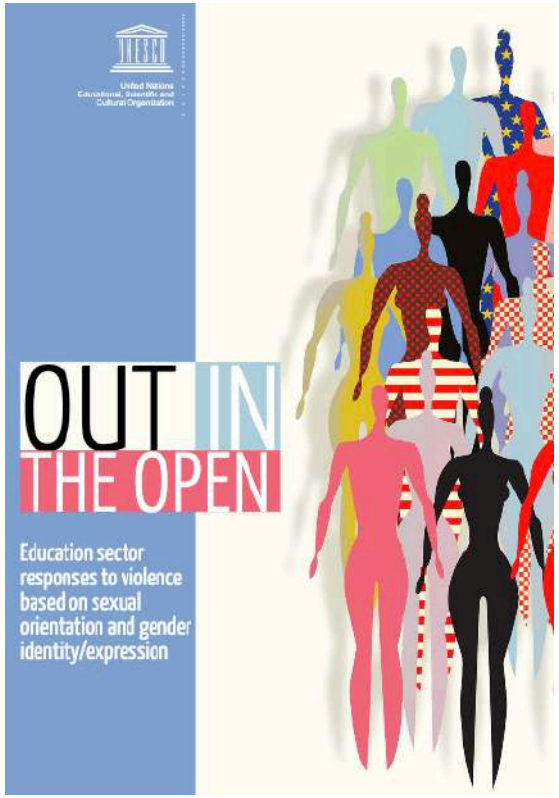
# International research



# International research

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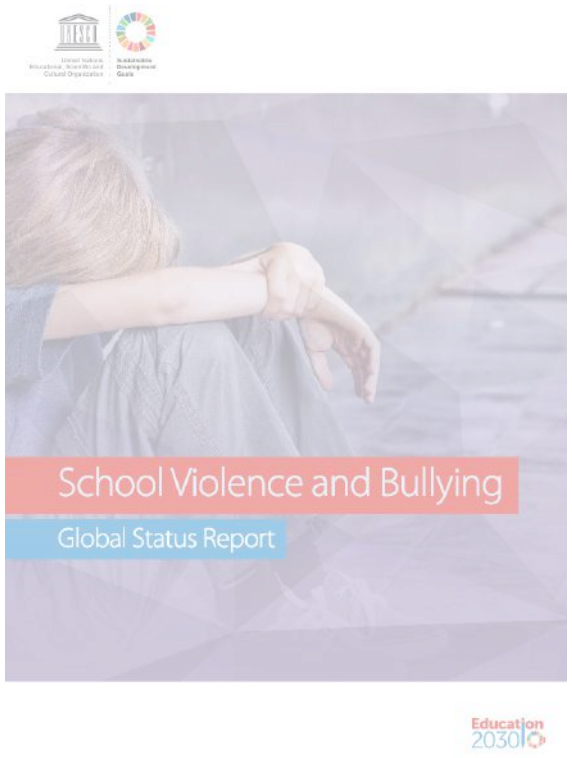
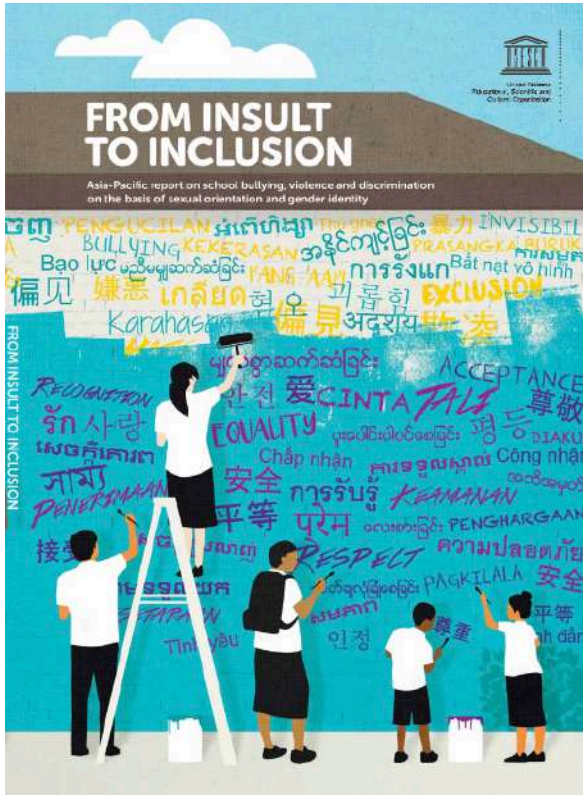
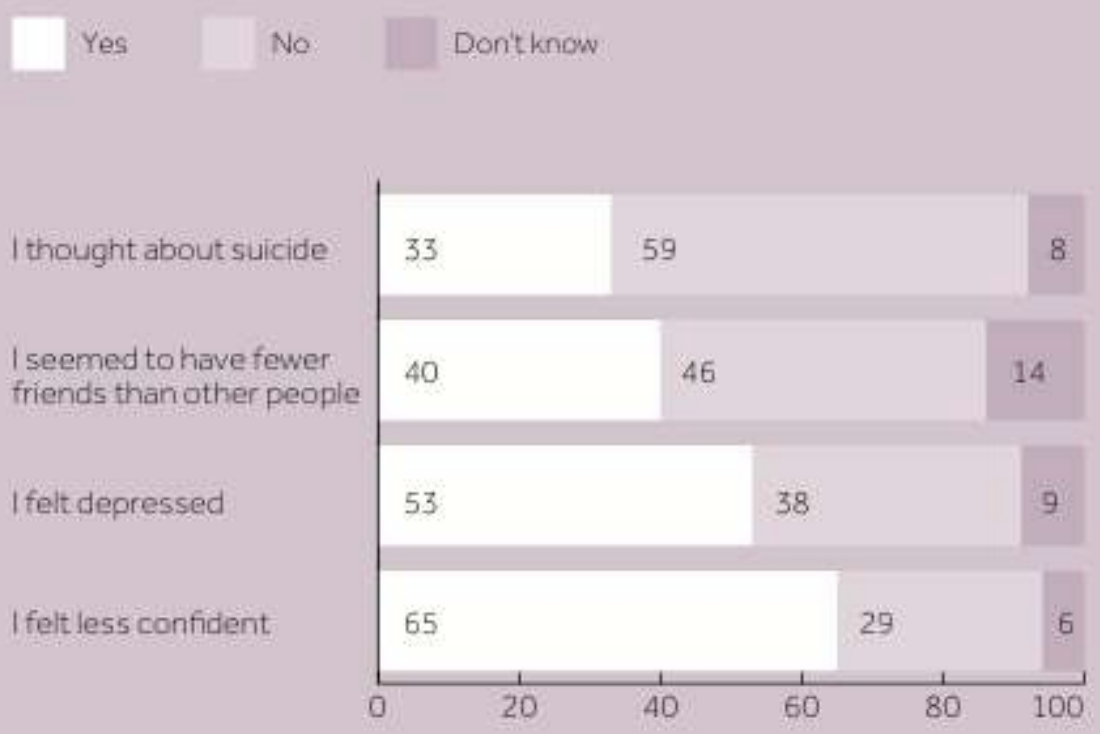
# International research





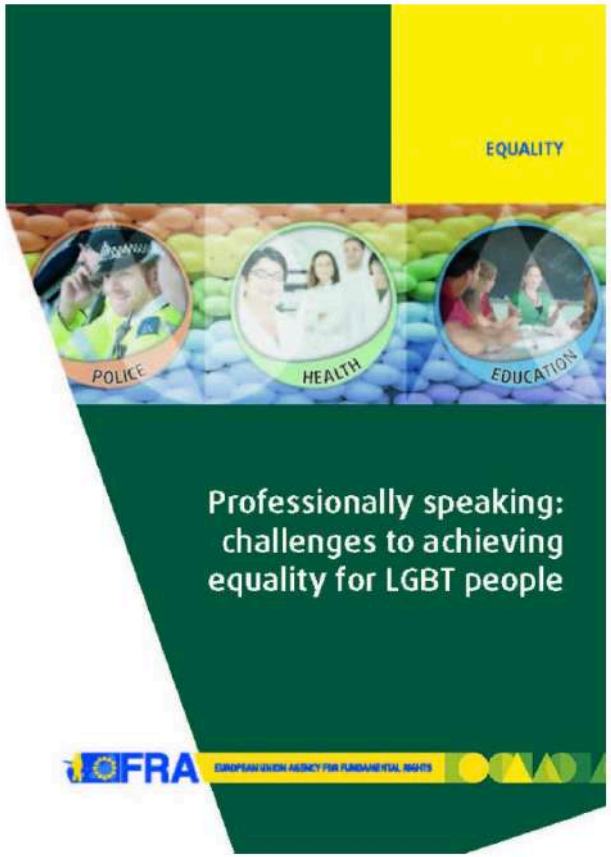
## Impacts of bullying or discrimination at school

*(Figure 3.1.3)*




## Bullying or discrimination impacts on school work

*(Figure 3.1.5)*




"What should I do if I think a student is...[LGBT]? Should I interfere or not? I must admit that we don't know enough." TEACHER, DENMARK

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# Specific commitments to **protect the right to education** for all students

Universal Declaration of Human Rights (1948)
UNESCO convention against discrimination on education (1960)
Convention on the rights of the child (1990)
UN Sustainable Development Goals (2015)

SUSTAINABLE DEVELOPMENT GOALS

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"My school days were basically me hiding, hating myself, not knowing why." MIA, TRANSGENDER

"Instead of studying I had to cope with the stress caused by bullying." ARTIOM, GAY

"I didn't think there were many others like me out there, and so it was a hard place, emotionally, to exist" EMILY, INTERSEX

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IGLYO — LGBTQI youth network with 96 member organisations in 40 European countries.

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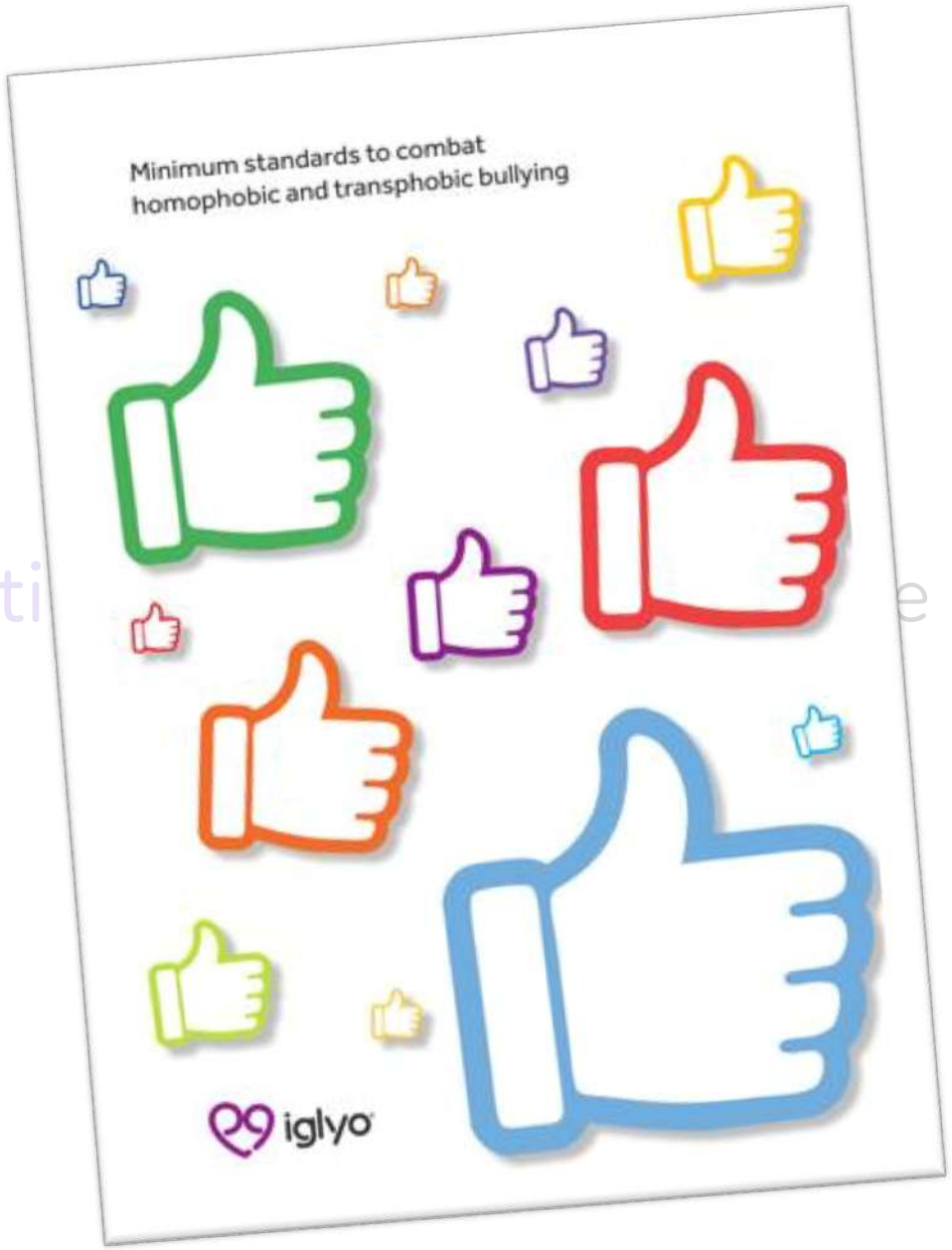
1. Building young activists
2. Increasing the visibility and highlighting the diversity of LGBTQI youth identities
3. Making education safe and inclusive for all
4. Developing and sustaining an engaged and connected network of member organisations

Education has always been one of our main areas of work

Education has always been one of our main areas of work




Educati e of our main areas of work

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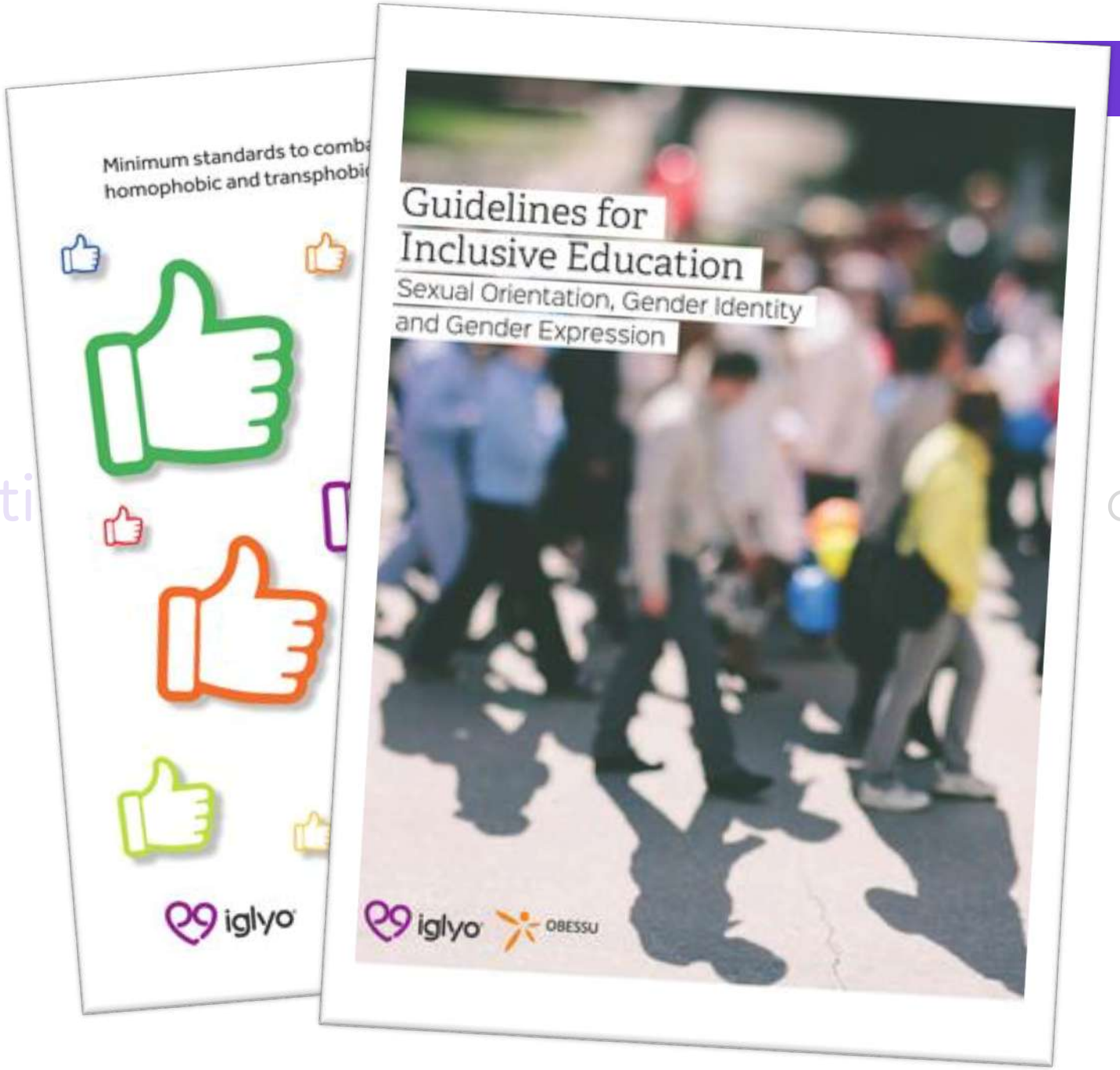
Educati areas of work

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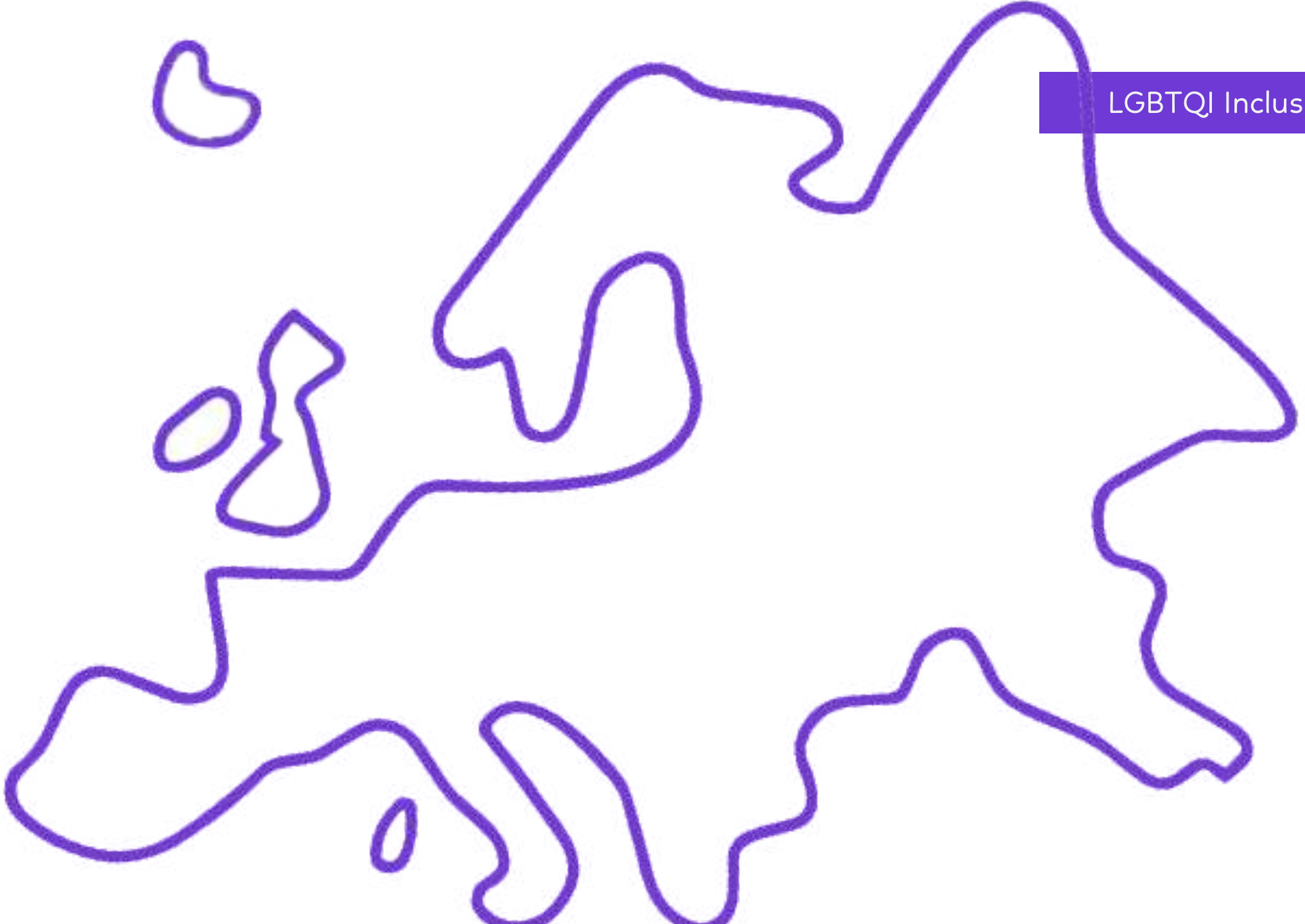

# LGBTQI Inclusive Education Project

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## 2016

Steering group
Creation of indicators

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| 2016 | 2017 |
| --- | --- |
| Steering group<br>Creation of indicators | Gathering data<br>49 European countries<br>Civil society organisations and educational experts<br>Two tools: report and index |

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## 2016

Steering group
Creation of indicators

## 2017

Gathering data
49 European countries
Civil society organisations and educational experts
Two tools: report and index

## 2018

Preview launch
Governments response
Official launch

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# Albania

## Anti-discrimination law

The **Law on pre-university education** (2012, art. 4) [29] grants the right to education for all people, without discrimination in terms of gender identity or sexual orientation. Moreover, the **Law on protection from discrimination** (2010) [30] states that discrimination on these grounds is prohibited, emphasising the role of the Ministry of Education and the duties imposed on the directors of educational institutions across the country. According to the law, the Council of Ministers and the Minister of Education and Science are each responsible for taking measures of a positive nature in order to combat discrimination in connection with the right to education and the inclusion of anti-discrimination concepts and practices in the relevant teaching curriculums. The directors of educational institutions are responsible for fighting against models of behaviour that constitute or encourage discrimination within the institution; taking necessary measures, including disciplinary measures, for the protection of employees from discrimination and victimisation (which actions are to be taken within one month of receiving knowledge thereof); handling of complaints about discrimination in the institution, examining every complaint within 30 days from its submission; and imposing disciplinary measures against any person who is confirmed as having performed a discriminatory act when such a measure is appropriate, proportional and in conformity with the of such directors.

## Policies and action plans

In July 2015, the Ministry of Social Welfare and Youth of Albania held a consultative meeting on LGBTI rights, with the participation of educational experts, LGBTI and human rights organisations, and all the relevant ministries and organisations involved in the promotion of equal rights, to present and provide inputs on the action plan for non-discrimination of LGBTI people. As a result of this meeting, a national action plan on LGBTI issues was presented. The **National Action Plan on LGBTI People 2016-2020** [31] defines the inclusion of LGBTI issues in the field of legislation and policy development, safety and protection of rights and access to service. This document provides specific indicators for the Ministry of Education and Sport.

In 2015-2016, Albania specifically coordinated a national action plan to foster the engagement of the school, families, the community, state institutions and civil society organisations to prevent and deal with cases of violence in schools, the protection of children's rights, and the peaceful resolution of conflicts. The plan **Stop violence in schools** [32] specifically mentions homophobic and transphobic bullying, following the advice of PINK Embassy to the Ministry of Education. The document specifies many different areas of work, such as preventing violence, raising awareness, and teaching school staff. Among other measures, the plan states that the government must cooperate with civil society organisations, conduct a national study on the elimination of violence in schools, organise extracurricular activities, and support learners' and parents' communities for campaigns to tackle bullying in schools.

## Education curricula

The **National Action Plan on LGBTI People 2016-2020** [31] states that schools should ensure inclusive curricula and teacher training. However, civil society organisations report that this is still not properly implemented. At this stage, the subjects of history, civic education and Albanian language classes have some basic information on human rights and discrimination. LGBTQI topics, however, are not addressed explicitly.

Likewise, the **Law on Prevention and Control of HIV/AIDS/STIs** (2008, Art. 13) [33] compels the Ministry of Education and Science to include curricula and text books regarding the prevention and control of HIV/AIDS in the national education program on sexual and reproductive health. Local organisations, however, report that the extent to which these materials must be inclusive of LGBTQI people is not mentioned.

## Teacher training on LGBTQI awareness

Although the **National Action Plan on LGBTI People 2016-2020** [31] (see *Education curricula*) establishes teacher training should be in place, this is currently not mandatory and, according to civil society organisations, teachers are not adequately prepared to deal with bullying and harassment. Furthermore, it is reported that some teachers still make homophobic, biphobic, transphobic or interphobic statements [34]. The Action Plan states that the Ministry of Education is obliged to reduce discrimination of LGBTI people in education by reviewing the curricula at all educational levels and training educational employees *(objective 3.2)* and to prepare the training curriculum for pre-university education teachers *(objective 3.2.4)*.

Some universities and civil society organisations offer affirming teacher training on LGBTQI awareness [35]. In particular, PINK Embassy signed a cooperation agreement with the Ministry of Education and Sports to raise awareness of teachers and youth in Albanian schools in relation to bullying and discrimination present tools on how to tackle it, and to assist the government in its efforts to review school curricula and education programs.

## Gender recognition

There are no clear legal or administrative proceedings to change name or gender marker.

# Report

In-depth account of the current situation on LGBTQI inclusive education in each CoE Member State. Resource for governments and civil society organisations to evaluate the current levels of inclusion within their own country.

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# LGBTQI INCLUSIVE EDUCATION INDEX

| | Overall Score | Anti-discrimination law applicable to education | | | Policies and action plans | | | Inclusive national curricula | | | Mandatory teacher training on LGBTQI awareness | | | Gender recognition | | | Data collection of bullying and harassment | | | Support systems | | | Information and guidelines | | | Partnerships between governments and NGOs | | | International commitment | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | SO | GI/E | SC | SO | GI/E | SC | SO | GI/E | SC | SO | GI/E | SC | GR1 | GR2 | GR3 | SO | GI/E | SC | SO | GI/E | SC | SO | GI/E | SC | SO | GI/E | SC | FPN | CA |
| Albania | 67 | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | | | | | | ✔ | ✔ | | ✔ | ✔ | ✔ | | | | ✔ | ✔ | ✔ | ✔ | ✔ |
| Andorra | 52 | | | | ✔ | ✔ | ✔ | ✔ | | | | | | | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ |
| Armenia | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Austria | 34* | ✔ | ✔ | | ✔ | | | ✔* | ✔* | | | | | | | | | | | | | | | | | | | | ✔ | ✔ |
| Azerbaijan | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Belarus | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Belgium | 72.5 | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | | | | | | | ✔ | | | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ |
| Bosnia & Herz | 25 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | | | | | | | | | | | | | | | | | | | | | ✔ | |
| Bulgaria | 7 | ✔ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Croatia | 53 | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | | | | | ✔ | | | | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ |
| Cyprus | 22 | | | | ✔ | ✔ | | ✔ | ✔ | | | | | | | | | | | | | | | | | | | | | ✔ |
| Czech Republic | 58 | ✔ | ✔ | | ✔ | | | ✔ | ✔ | | | | | | | | | | | ✔ | | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ |
| Denmark | 51.5 | ✔ | | | ✔ | ✔ | | ✔ | ✔ | | | | | | ✔ | | | | | | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ |
| Estonia | 36.5 | | ✔ | | | | | | | | | | | ✔ | | | | | | | | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ |
| Finland | 57 | ✔ | ✔ | | | | | ✔ | ✔ | | | | | | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| France | 74 | ✔ | ✔ | | | | | ✔ | | | ✔ | | | | ✔ | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ |
| Georgia | 13.5 | ✔ | ✔ | | | | | | | | | | | | | | | | | | | | | | | | | | ✔ | |
| Germany | 69.5* | ✔ | ✔ | | ✔* | ✔* | | ✔* | ✔* | ✔* | | | | ✔ | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Greece | 12.5 | | | | | | | | | | | | | ✔ | | | | | | | | | | | | | | | ✔ | ✔ |
| Hungary | 8.5 | ✔ | ✔ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Iceland | 56.5 | ✔ | | | | | | ✔ | | | | | | ✔ | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Ireland | 55 | ✔ | ✔ | | ✔ | ✔ | | | | | | | | | ✔ | | | | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | | ✔ | |
| Italy | 41 | | | | | | | | | | | | | ✔ | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ | ✔ |
| Kosovo | 22 | ✔ | ✔ | | | | | | | | | | | | | | | | | | | | | | | ✔ | ✔ | | ✔ | |
| Latvia | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Liechtenstein | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ✔ |
| Lithuania | 14 | ✔ | | | ✔ | | | | | | | | | | | | | | | | | | | | | | | | | |
| Luxembourg | 58.5 | ✔ | ✔ | | ✔ | ✔ | ✔ | | | | | | | | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| FYR Macedonia | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Malta | 80 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | | | | | ✔ | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Rep. of Moldova | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | ✔ | ✔ |
| Monaco | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Montenegro | 57 | ✔ | ✔ | ✔ | ✔ | ✔ | | | | | | | | | | | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | | | ✔ | ✔ |
| Netherlands | 85 | ✔ | | | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | | ✔ | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Norway | 85.5 | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ | ✔ | | | | ✔ | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Poland | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Portugal | 54.5 | ✔ | ✔ | | | | | | | | | | | | ✔ | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ |
| Romania | 12 | ✔ | | | | | | | | | | | | | | | | | | | | | | | | | | | | ✔ |
| Russia | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| San Marino | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Serbia | 22 | ✔ | ✔ | | ✔ | ✔ | | | | | | | | | | | | | | | | | | | | | | | | ✔ |
| Slovak Republic | 37.5 | ✔ | ✔ | | | | | ✔ | | | | | | | | | | | | | | | ✔ | ✔ | | ✔ | ✔ | | ✔ | |
| Slovenia | 38 | ✔ | ✔ | | | | | | | | | | | ✔ | | | | | | ✔ | ✔ | | | | | ✔ | ✔ | | ✔ | ✔ |
| Spain | 78.5* | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔* | ✔* | | | | | | | ✔* | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Sweden | 89.5* | ✔ | ✔ | ✔ | ✔* | ✔* | | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Switzerland | 44* | | | | ✔* | ✔* | | | | | | | | | | | | | | ✔* | ✔* | | ✔* | ✔* | | ✔* | ✔* | | ✔ | ✔ |
| Turkey | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ukraine | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| United Kingdom | 63 | ✔ | ✔ | | ✔ | ✔ | | ✔ | ✔ | | | | | ✔ | | | | | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | |

KEY

SO
Specifically mentions sexual orientation

GI/E
Specifically mentions gender identity/expression

SC
Specifically mentions variations in sex characteristics

GR1
Legal gender recognition without self-determination

GR2
Legal gender recognition with self-determination (over 16)

GR3
Legal gender recognition with self-determination (under 16)

FPN
Member of the European Governmental LGBTI Focal Points Network

CA
Call for Action by Ministers on inclusive and equitable education

* In some regions

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For more in-depth information on each country, visit www.inclusive-education.org. This resource has been produced with the financial support of the Dutch Ministry of Education Culture & Science and the Rights Equality and Citizenship (REC) programme 2014-2020 of the European Union. The contents of this publication are the sole responsibility of IGLYO and can in no way be taken to reflect the views of the Dutch Ministry or the European Commission.

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## Index & Map

A table of countries and education indicators to easily illustrate the extent to which each Member State has developed LGBTQI inclusive education laws, policies and practices. It provides segregated data.

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LGBTQI INCLUSIVE EDUCATION INDEX

| | Overall Score | Anti-discrimination law applicable to education | | | Policies and action plans | | | Inclusive national curricula | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | % | SO | GI/E | SC | SO | GI/E | SC | SO | GI/E | SC |
| Albania | 67 | ✔ | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Andorra | 52 | | | | ✔ | ✔ | ✔ | ✔ | | |
| Armenia | 0 | | | | | | | | | |
| Austria | 34* | ✔ | ✔ | | ✔ | | | ✔* | ✔* | |
| Azerbaijan | 0 | | | | | | | | | |

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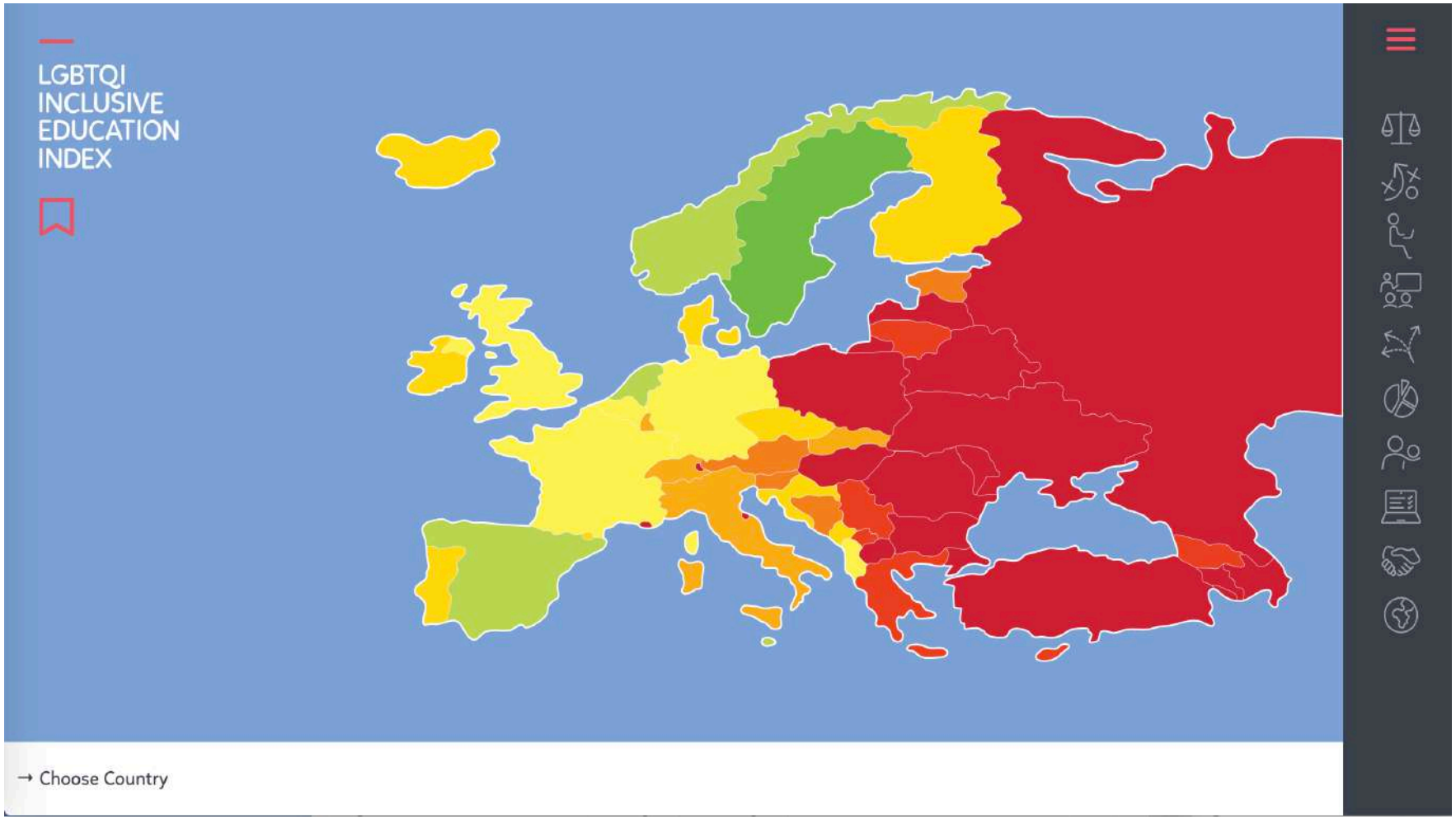


# Website

Interactive map combining information from both resources.

education-index.org

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LGBTQI INCLUSIVE EDUCATION INDEX

| | | | | |
|---|---|---|---|---|
| Policies and action plans | SO ✔ | GI/E ✔ | SC ✔ | 10 + |
| Inclusive national curricula | SO ✔ | GI/E ✔ | SC ✖ | 8.5 - |

The curriculum in Spain varies from school to school. Some regional governments have implemented anti-discrimination laws or policies in the education curriculum, stating that school content should be inclusive of LGBTQI people.

More specifically, Andalusia has become a national and international role model due to the production of the Action Protocol on Gender Identity in Andalusia's Education System, which is notable for addressing trans realities in schools in a detailed, comprehensive and depathologising manner. Catalonia also has a Law to grant the rights of LGBTI people and to eradicate homophobia, biphobia and transphobia. It contains measures that school must implement to be inclusive (such as inclusive education curricula). Extremadura has approved a Law of social equality for LGBTI people and of public policies against discrimination on the grounds of sexual orientation and gender identity in the Autonomous Community of Extremadura, which includes a specific chapter on measures to be taken in the educational environment. The Canary Islands' Board of Education has transversally incorporated the prevention and identification of homophobic and transphobic bullying into all of its courses of action, producing a teachers' Equality Accreditation. The Basque Country's government considers education as one of the areas for priority action and proposes various specific actions for the educational environment.

| | | | | |
|---|---|---|---|---|
| Teacher training on LGBTQI awareness | SO ✖ | GI/E ✖ | SC ✖ | 0 + |
| Gender recognition | | | | 10 + |

→ Spain

# Website

In-depth detail from the report is provided for each country to illustrate how the score was reached

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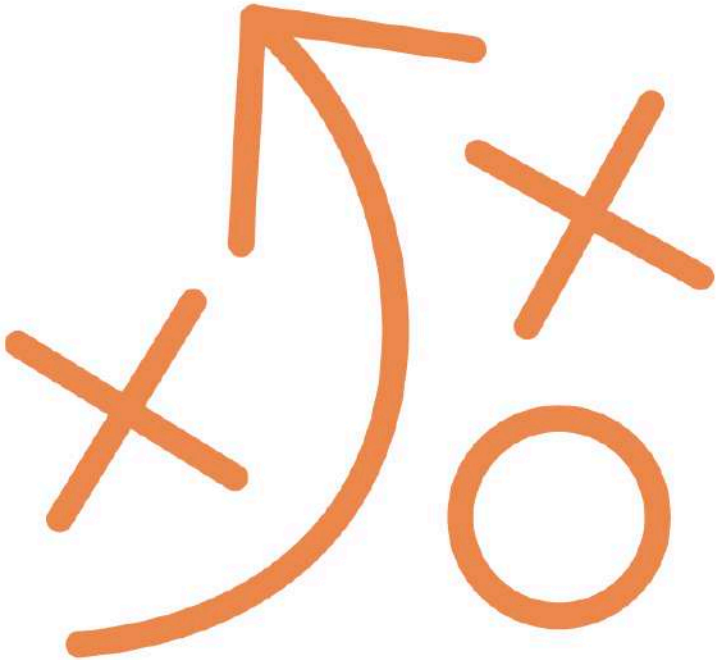
# The Indicators

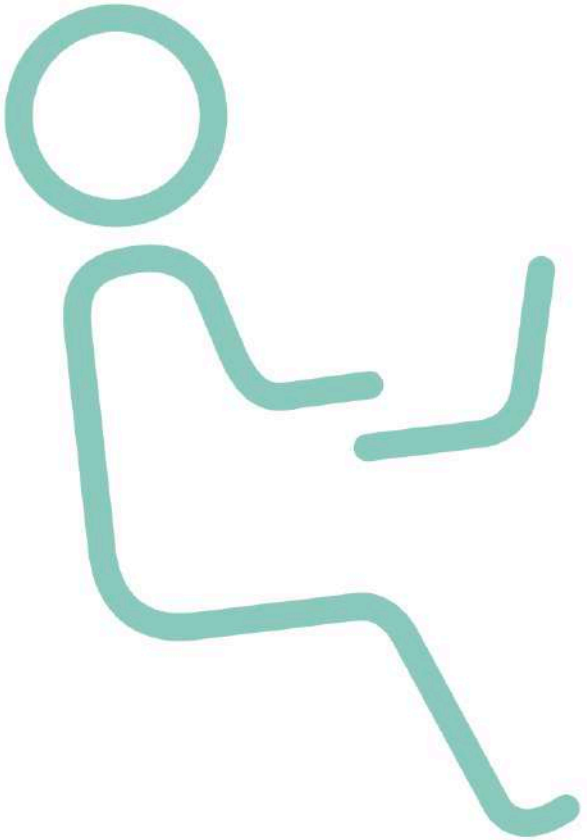
# Anti-discrimination law applicable to education

A legal framework is necessary to ensure the effective enjoyment of the right to education. This involves explicitly tackling discrimination on the grounds of actual or perceived sexual orientation, gender identity and expression, and sex characteristics within educational settings.

# Policies and action plans

National or regional policies which promote a safe and inclusive environment are crucial for outlining the necessary processes and actions that all schools should follow to combat homophobia, transphobia and interphobia.



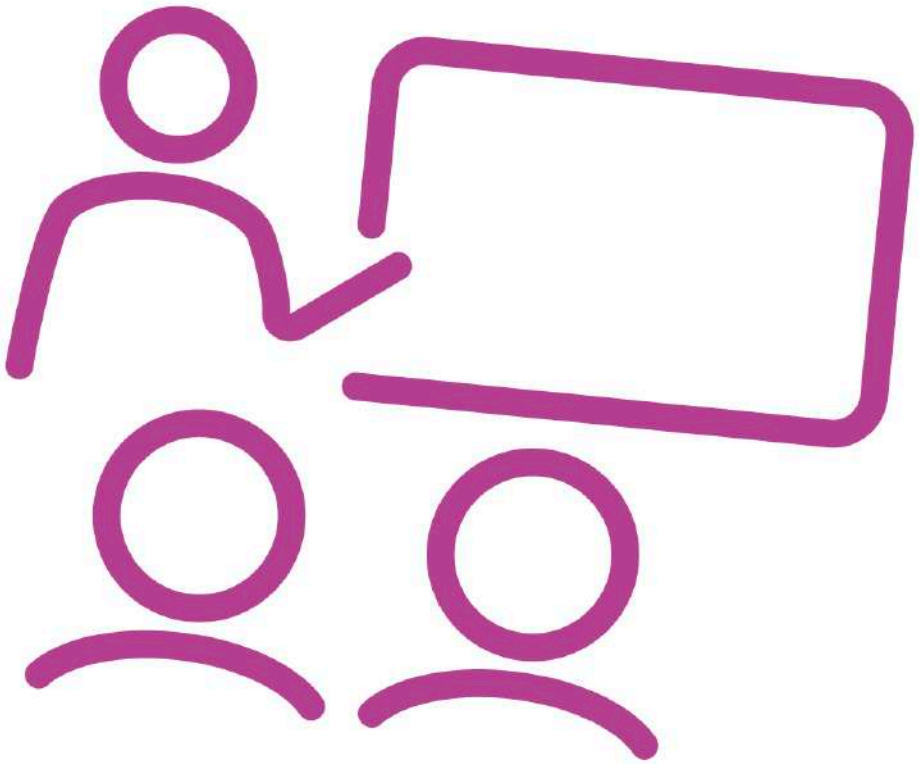


# Inclusive national curricula

Research shows that having a reactive approach to discrimination at school is not enough. The general invisibility and lack of positive representations of LGBTQI people in schools has negative consequences for all learners. LGBTQI people and their rights should, therefore, be included across the full curriculum and in learning materials.

# Teacher training on LGBTQI awareness

A comprehensive training programme for all teachers and other school staff on LGBTQI awareness and inclusion is essential to ensure they can create a safe and caring atmosphere, and support learners who are LGBTQI.



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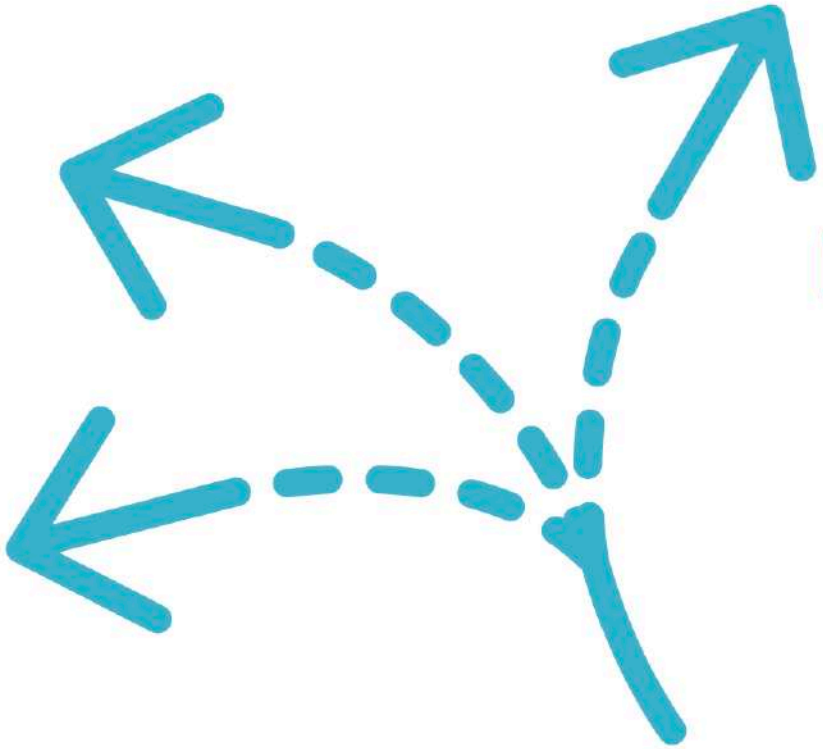

# Right to choose gender

Students who are trans, non-binary, gender variant and intersex may face additional barriers to inclusion. All learners should have the right to choose their own name and gender marker at school and their decision should be respected in all documents and certificates, and by which gendered spaces they can use.

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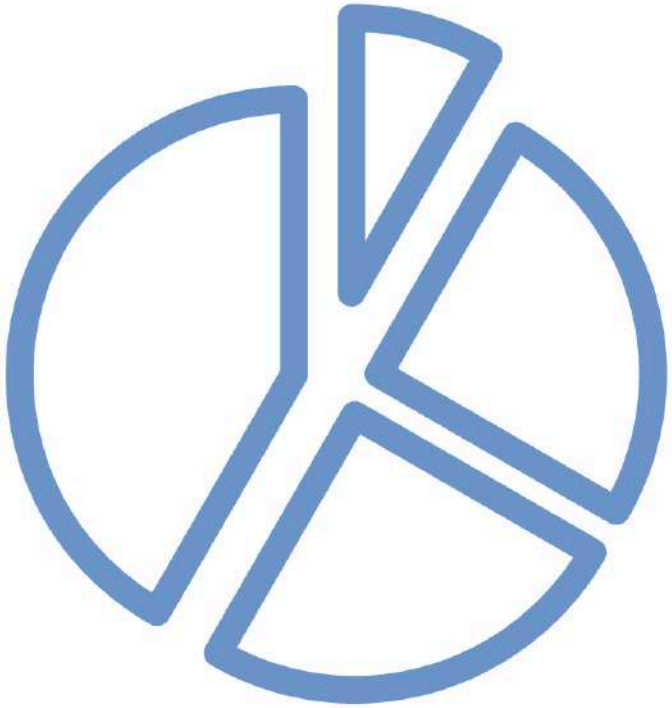
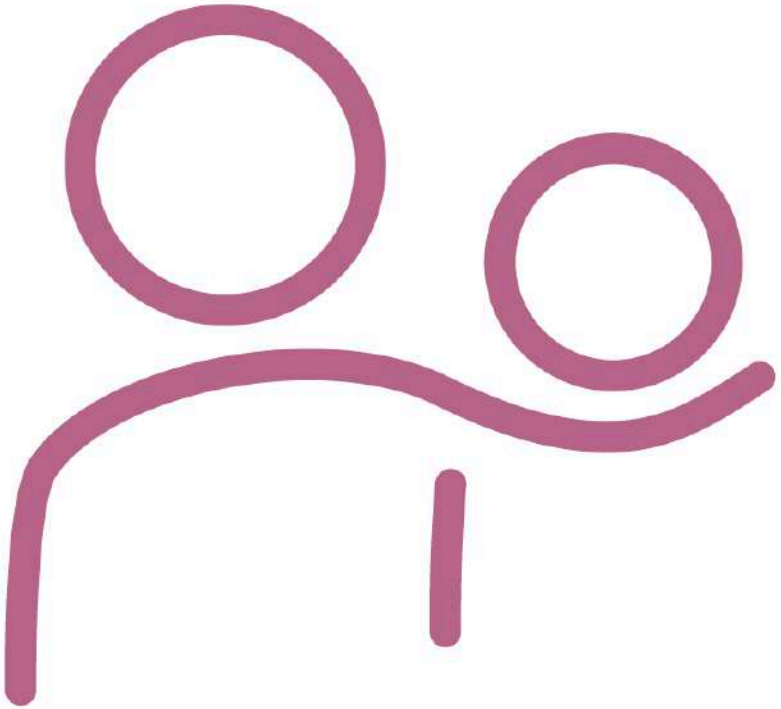
# Data collection of bullying and harassment

Monitoring the nature, prevalence and impact of violence at school is necessary to plan effective interventions to combat homophobic, transphobic and interphobic bullying. Bullying based on actual or perceived sexual orientation, gender identity and expression or sex characteristics should be recorded as such to build up accurate evidence of the problem.





# Support systems

At times, LGBTQI students may require additional support and guidance, so school staff should be trained to respond to these needs. Links to relevant youth services and groups should also be established for the purposes of signposting and referral.

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# Information and guidelines

Learners should have access to information and support regarding sexual orientation, gender identity and expression, and sex characteristics. This information should be provided in different formats and should be on display in both public and more private areas of the school.

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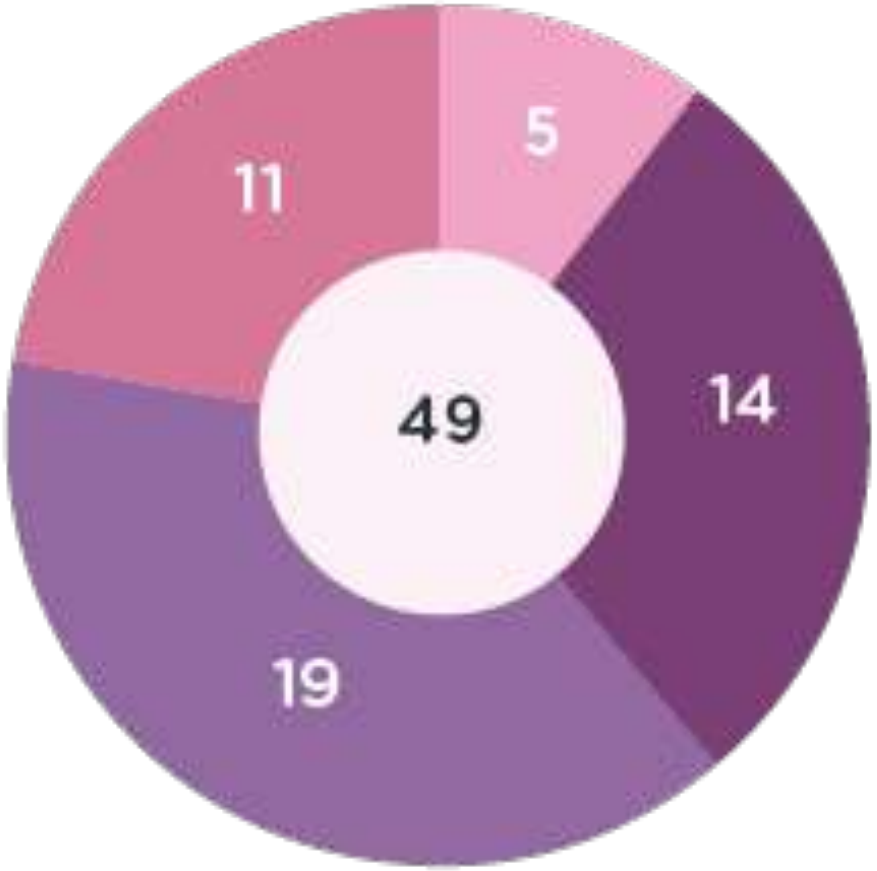
# Partnership between governments and civil society

Partnerships between the education sector, civil society organisations, and other relevant organisations and service providers ensures that schools have access to the most up to date information and guidance on LGBTQI inclusion. These organisations need adequate funding and resources, as well as governmental backing to carry out such work across all schools.

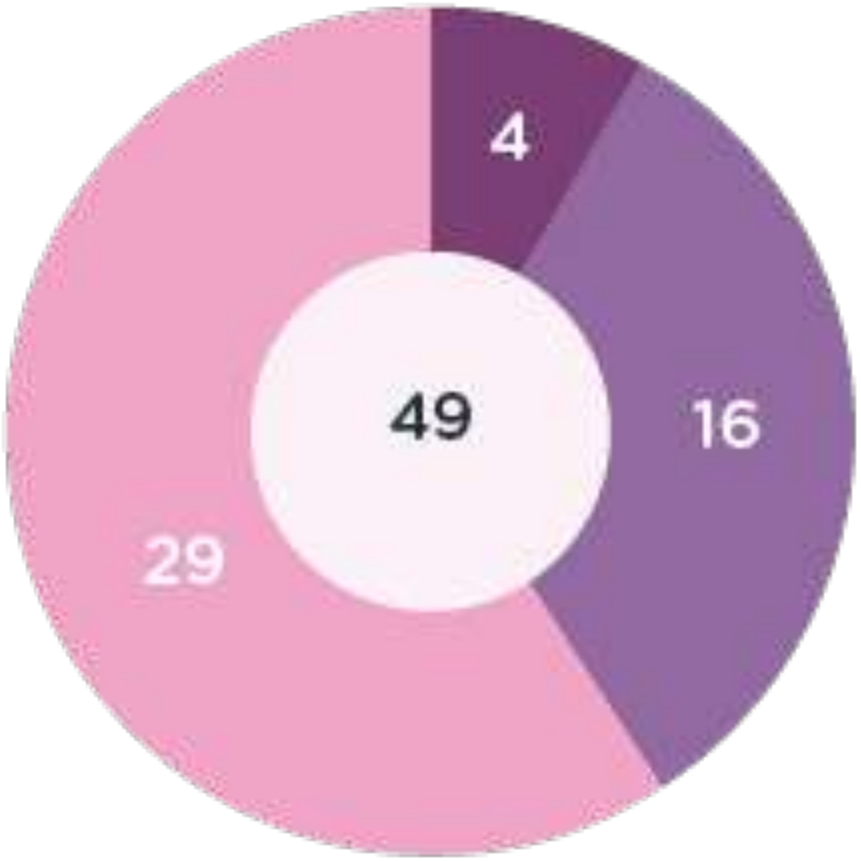
# International commitment

Membership of the LGBTI Focal Point Network and the signing of the UNESCO Ministerial Call to Action on homophobic and transphobic violence both demonstrate international commitment to tackling school bullying and ensuring LGBTQI inclusion within education.



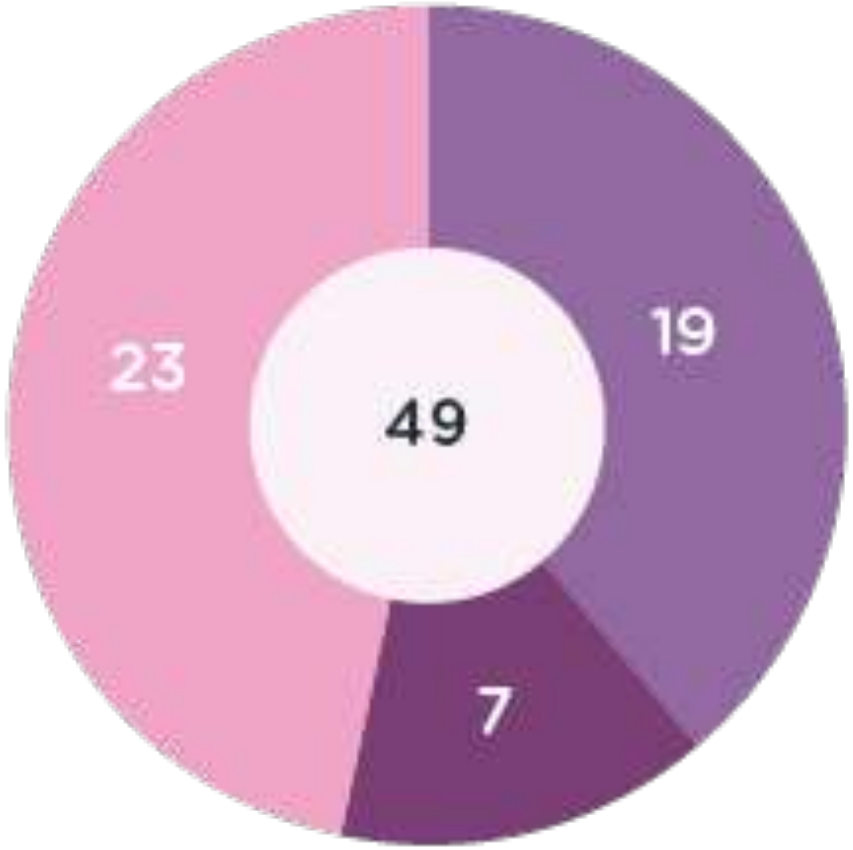

## Overall results

- No measures implemented
- Limited measures implemented
- Sufficient measures implemented
- Most measures implemented



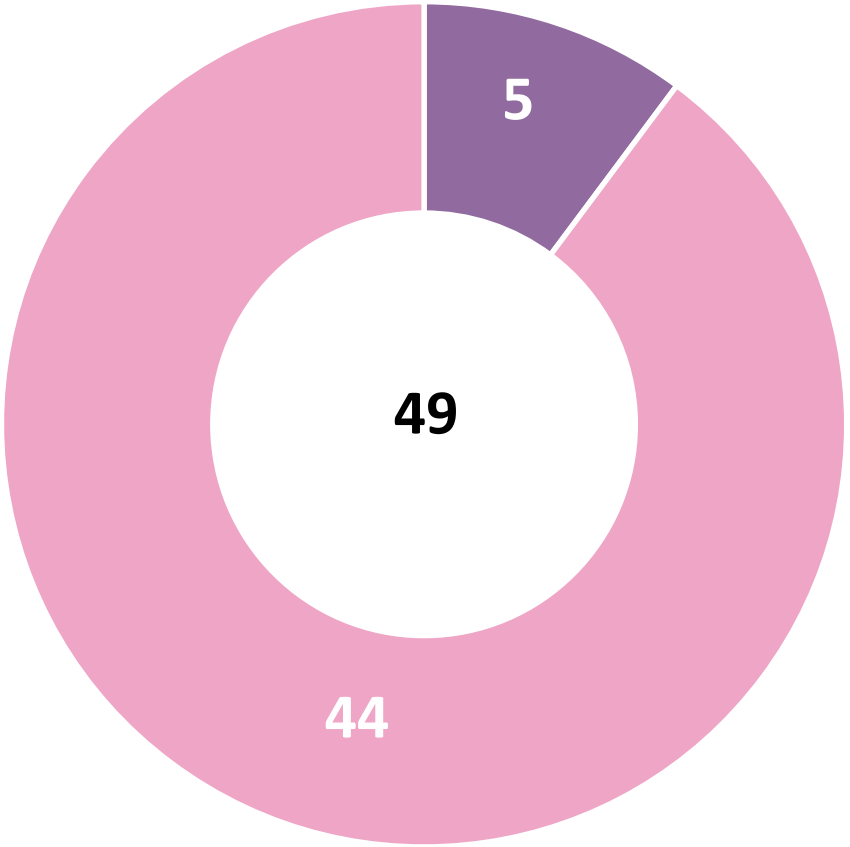

## Teacher training

- No teacher training
- Optional teacher training
- Mandatory teacher training




## Inclusive curricula

- No inclusive curricula
- Optional inclusive curricula
- Compulsory inclusive curricula




## National bullying data

- National bullying data segregated by SO, GI/E & SC
- No national bullying data segregated by SO, GI/E & SC

Right to choose gender



Partnerships/support for LGBTQI organisations



Support systems for LGBTQI young people

Meeting with Ingrid van Engelshoven, Minister of Education, Culture & Science, Netherlands

Meeting with Li Andersson, Minister of Education, Finland

Meeting with Ms. Okamoto, Unit Chief, Ministry of Education, Culture, Sports, Science and Technology, Japan

Presenting at the International Forum on Inclusion and Equity in Education, Colombia

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