Safe at school: Education sector responses to violence based on sexual orientation, gender identity/expression or sex characteristics in Europe

United Nations
Educational, Scientific and
Cultural Organization

In partnership with
UNESCO

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Safe at school: Education sector responses to violence based on sexual orientation, gender identity/expression or sex characteristics in Europe

Council of Europe

The opinions expressed in this work are the responsibility of the author(s) and do not necessarily reflect the official policy of the Council of Europe.

All requests concerning the reproduction or translation of all or part of this document should be addressed to the Directorate of Communication (F-67075 Strasbourg Cedex or publishing@coe.int). All other correspondence concerning this document should be addressed to Directorate General of Democracy.

Cover and layout: Documents and Publications Production Department (SPDP), Council of Europe.

Cover photo: Shutterstock

This publication has not been copy-edited by the SPDP Editorial Unit to correct typographical and grammatical errors.

The original text was completed in April 2018.

© Council of Europe, November 2018
Printed at the Council of Europe

Contents

ACKNOWLEDGEMENTS	**5**
GLOSSARY	**7**
EXECUTIVE SUMMARY	**9**
Context	9
The nature and impact of SOGIESC-based violence	9
Key trends in Europe	10
Education sector responses to SOGIESC-based violence	10
Recommendations	11
Methodology	11
INTRODUCTION	**13**
1. What led to this report?	13
2. What is this report about?	14
3. Who is this report for?	14
4. What's in this report?	14
5. How was this report produced?	15
CHAPTER 1 – THE EXTENT OF SOGIESC-BASED VIOLENCE IN EDUCATION	**17**
1. SOGIESC-based violence: A form of gender-based violence	17
2. SOGIESC-based violence negatively impacts students' health and achievements	18
3. SOGIESC-based violence in Europe's educational institutions: Key trends	22
CHAPTER 2 – EUROPEAN AND INTERNATIONAL FRAMEWORKS TO PREVENT AND ADDRESS VIOLENCE IN EDUCATION	**25**
1. Summary of applicable frameworks	25
2. Applicable international human rights frameworks	26
3. Applicable Council of Europe frameworks	27
CHAPTER 3 – EDUCATION SECTOR RESPONSES	**29**
1. What's an effective response to violence?	29
2. Overview of European trends	30
3. Policies to prevent and address violence (Component 1)	32
4. Inclusive curricula and learning materials (Component 2)	37
5. Training and support for educational staff (Component 3)	40
6. Support for students (Component 4)	43
7. Partnership with civil society (Component 5)	46
8. Monitoring violence and evaluating responses (Component 6)	48
CHAPTER 4 – RECOMMENDATIONS TO MEMBER STATES' EDUCATION SECTORS	**53**
1. Systematically monitor violence	53
2. Adopt and enforce comprehensive policies to prevent and address violence	54
3. Review and adapt curricula and educational materials	54
4. Support teachers and other educational staff	55
5. Support students	56
6. Inform about diversity	56
7. Partner with civil society	57
8. Evaluate responses to violence	57
ANNEX 1 – COUNTRY DATA ON THE EXTENT OF SOGIESC-BASED VIOLENCE IN EDUCATION	**59**
ANNEX 2 – REFERENCES	**65**
ANNEX 3 – SURVEY	**73**

Acknowledgements

This report could not have been published without the support of many, whose help the Council of Europe gratefully acknowledges:

The Section of Health and Education (Division for Peace and Sustainable Development, Education Sector) of UNESCO, who spearhead this work since 2011 and set in motion the international stock-taking research which this report is a part of.

The respondents who contributed data to the present report, including national and regional policy-makers in the education sector; education professionals at all levels; and staff and volunteers in NGOs.

Members of the advisory committee who provided their feedback and insights while this report was prepared: Sophie Aujean (ILGA-Europe); Rubén Ávila and Euan Platt (IGLYO); Michael Barron (EQUATE Ireland); A. Chaber (Campaign Against Homophobia, Poland); Christophe Cornu and Yongfeng Liu (UNESCO); Eunice Den Hoedt (formerly seconded to UNESCO from the Dutch Ministry of Education, Culture and Science); Joe Kosciw (GLSEN, USA); and Dr Oren Pizmony-Levy (Teachers College, Columbia University, USA).

The authors of this report, Dr Jasna Magić and Bruno Selun (Kumquat Consult).

And the hundreds of thousands of staff, education professionals, policy-makers, students, parents, and other members of Europe's educational communities who work tirelessly to ensure that education in Europe truly is safe and accessible to all.

Glossary

Discrimination is legally defined as unjustified, unequal treatment:

- Direct discrimination occurs when for a reason related to one or more prohibited grounds (for example, sexual orientation and gender identity) a person or group of persons is treated less favourably than another person or another group of persons is, has been, or would be treated in a comparable situation; or when, for a reason related to one or more prohibited grounds, a person or group of persons is subjected to a detriment.
- Indirect discrimination occurs when a provision, criterion or practice would put persons having a status or a characteristic associated with one or more prohibited grounds (including sexual orientation and gender identity) at a particular disadvantage compared with other persons, unless that provision, criterion or practice is objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary.
- Experienced discrimination, also called subjective discrimination, is the experience of being discriminated against. Experienced discrimination does not necessarily entail discrimination in the legal sense.

Education sector All the activities whose primary purpose is the provision of education in educational institutions, as well as the people, institutions, resources and processes – arranged together in accordance with established policies – to support the provision of education in educational institutions at all levels of the system. At the national or regional level, the education sector is usually coordinated by one or several ministries of education.[1]

Gender identity refers to a person's deeply felt individual experience of gender, which may or may not correspond with the sex assigned at birth, and includes the personal sense of the body and other expressions of gender (that is, "gender expression") such as dress, speech and mannerisms. The sex of a person is usually assigned at birth and becomes a social and legal fact from there on. However, some people experience problems identifying with the sex assigned at birth – these persons are referred to as "transgender" persons. Gender identity is not the same as sexual orientation, and transgender persons may identify as heterosexual, bisexual or homosexual.

Gender marker is a gendered designator on, for example, an identity document (passports). The most obvious gender markers are designations such as male/female or Mr/Mrs/Ms/Miss. They can also be professional titles or personal pronouns, or coded numbers, such as social security numbers and tax numbers which may use certain combinations for men and for women (for example, even/uneven numbers). Gender markers are often embedded in ID cards or personal certificates such as passports, birth certificates, school diplomas, and employers' reference letters.

Gender reassignment treatment refers to different medical and non-medical treatments which some transgender persons may wish to undergo. However, such treatments may also often be required for the legal recognition of one's preferred gender, including hormonal treatment, sex or gender reassignment surgery (such as facial surgery, chest/breast surgery, different kinds of genital surgery and hysterectomy), sterilisation (leading to infertility). Some of these treatments are considered and experienced as invasive for the body integrity of the persons.

Harassment constitutes discrimination when unwanted conduct related to any prohibited ground (including sexual orientation and gender identity) takes place with the purpose or effect of violating the dignity of a person or creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment can consist of a single incident or several incidents over a period of time. Harassment can take many forms, such as threats, intimidation or verbal abuse, unwelcome remarks or jokes about sexual orientation or gender identity.

Hate crime towards LGBT persons refers to criminal acts with a bias motive. Hate crimes include intimidation, threats, property damage, assault, murder or any other criminal offence where the victim, premises or target of the offence are selected because of their real or perceived connection, attachment, affiliation, support or membership of an LGBT group. There should be a reasonable suspicion that the motive of the perpetrator is the sexual orientation or gender identity of the victim.

1. Based on a definition by UNESCO.

Hate-motivated incident are incidents, acts or manifestations of intolerance committed with a bias motive that may not reach the threshold of hate crimes, due to insufficient proof in a court of law for the criminal offence or bias motivation, or because the act itself may not have been a criminal offence under national legislation.

Hate speech against LGBT people refers to public expressions which spread, incite, promote or justify hatred, discrimination or towards LGBT people – for example, statements made by political and religious leaders or other opinion leaders circulated by the press or the Internet which aim to incite hatred.

Heteronormativity can be defined as the institutions, structures of understanding and practical orientations that make heterosexuality seem coherent, natural and privileged. It involves the assumption that everyone is heterosexual, and that heterosexuality is the ideal and superior to homosexuality or bisexuality. Heteronormativity also includes the privileging of normative expressions of gender – what is required or imposed on individuals in order for them to be perceived or accepted as "a real man" or "a real woman" as the only available categories.

Homophobia is defined as an irrational fear of, and aversion to, homosexuality and to lesbian, gay, bisexual and transgender persons based on prejudice. Transphobia refers to a similar phenomenon, but specifically to the fear of, and aversion to, transgender persons or gender non-conformity. Manifestations of homophobia and transphobia include discrimination, criminalisation, marginalisation, social exclusion and violence on grounds of sexual orientation or gender identity.

Intersex people are persons who are born with chromosomical, hormonal levels or genital characteristics which do not correspond to the given standard of "male" or "female" categories as for sexual or reproductive anatomy. This word has replaced the term "hermaphrodite", which was extensively used by medical practitioners during the 18th and 19th centuries. Intersexuality may take different forms and cover a wide range of conditions.

LGBT people or **LGBT persons** is an umbrella term used to encompass lesbian, gay, bisexual, and transgender persons. It is a heterogeneous group that is often bundled together under the LGBT heading in social and political arenas. Sometimes LGBT is extended to include intersex and queer persons (LGBTIQ).

Multiple discrimination describes discrimination that takes place on the basis of several grounds operating separately. Another term often used in this regard is intersectional discrimination, which refers to a situation where several grounds operate and interact with each other at the same time in such a way that they are inseparable.

Queer is a term laden with various meanings and a long history, but currently often denotes persons who do not wish to be identified with reference to traditional notions of gender and sexual orientation and eschew heterosexual, heteronormative and gender-binary categorisations. It is also a theory, which offers a critical perspective into heteronormativity.

Sexual and gender diversity A balanced and neutral representation of diverse genders, sexual orientations, gender identities and sex characteristics.

Sexual orientation is understood to refer to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender (heterosexual) or the same gender (homosexual, lesbian, gay) or more than one gender (bisexual).

Transgender persons include persons who have a gender identity which is different from the gender assigned to them at birth and those people who wish to portray their gender identity in a different way from the gender assigned at birth. It includes those people who feel they have to, prefer to, or choose to, whether by clothing, accessories, mannerisms, speech patterns, cosmetics or body modification, present themselves differently from the expectations of the gender role assigned to them at birth. This includes, among many others, persons who do not identify with the labels "male" or "female", transsexuals, transvestites and cross-dressers. A transgender man is a person who was assigned "female" at birth but has a gender identity which is "male" or within a masculine gender identity spectrum. A transgender woman is a person who was assigned "male" at birth but has a gender identity which is female or within a feminine gender identity spectrum. Analogous labels for sexual orientation of transgender people are used according to their gender identity rather than the gender assigned to them at birth. A heterosexual transgender man, for example, is a transgender man who is attracted to female partners. A lesbian transgender woman is attracted to female partners. The word transgenderism refers to the fact of possessing a transgender identity or expression.

Transsexual refers to a person who has a gender identity which does not correspond to the sex assigned at birth and consequently feels a profound need to permanently correct that sex and to modify bodily appearance or function by undergoing gender reassignment treatment.

Transvestite (cross-dresser) describes a person who regularly, although parttime, wears clothes mostly associated with the opposite gender to her or his birth gender.

Executive summary

In the last decade, national education sectors in most Council of Europe member States started or continued responding to violence based on sexual orientation, gender identity/expression or sex characteristics (SOGIESC-based violence). This report provides an overview of this violence in European schools, explores how member States seek to prevent or address it, and makes recommendations to national education sectors to better do so.

CONTEXT

All children have the right to safe and quality education, regardless of their sexual orientation, gender identity/expression or sex characteristics. Member States made binding commitments to this effect under international law since the 1960s. More political attention has turned to this issue recently:

In 2010, the landmark Recommendation CM/Rec(2010)5 from the Committee of Ministers to member States on measures to combat discrimination on grounds of sexual orientation or gender identity enjoined member States to "take appropriate legislative and other measures, addressed to educational staff and pupils, to ensure that the right to education can be effectively enjoyed without discrimination on grounds of sexual orientation or gender identity".

In 2016, Resolution 2097(2016) of the Parliamentary Assembly of the Council of Europe on "Access to school and education for all children" also called on member States to "ensure access by LGBTI children to quality education by promoting respect and inclusion of LGBTI persons and the dissemination of objective information about issues concerning sexual orientation and gender identity, and by introducing measures to address homophobic and transphobic bullying".

In parallel, since 2011 the United Nations Educational, Scientific and Cultural Organization (UNESCO) has published reports into LGBTI children and students' ability to receive quality education in safe, non-violent and inclusive learning environments. In 2016, UNESCO published the landmark global report "Out in the Open: Education sector responses to violence based on sexual orientation and gender identity/expression": the first global overview of SOGIESC-based violence in educational institutions.

Building on those developments, this report offers the first comprehensive synthesis of how education sectors respond to SOGIESC-based violence in Council of Europe member States.

THE NATURE AND IMPACT OF SOGIESC-BASED VIOLENCE

SOGIESC-based violence is a form of gender-based violence that targets those who are, or are perceived to be, lesbian, gay, bisexual, transgender or intersex (LGBTI). It can be psychological, physical or sexual, and can occur at school, around school, on the way to school or online. Bullying or cyberbullying motivated by victims' perceived sexual orientation, gender identity/expression or sex characteristics can be particularly hurtful due to its repeated nature.

This violence negatively impacts the mental and physical health of those involved (victims, but perpetrators and bystanders too). It may result in higher levels of accumulated anxiety; stress; loneliness; lower self-esteem; depression; as well as more frequent suicidal thoughts or attempts.

It also negatively impacts educational achievements: it may lead to lower motivation; lower participation in class or school activities; poorer academic results; and lower school attendance or dropping out of school.

Longer-term impact may also include lower academic knowledge; lower work qualifications; difficulties to form meaningful relationships; and a greater likelihood of engaging in anti-social or criminal behaviour.

KEY TRENDS IN EUROPE

SOGIESC-based violence occurs in all member States, regardless of the socio-economic, cultural or political context. Although these statistics aren't directly comparable, 47% of LGBTI students report experiencing this violence in Belgium, 23–26% in the Netherlands, 43% in Slovenia, and 67% in Turkey.

LGBTI students consistently report higher rates of victimisation than their non-LGBTI peers. In Norway for example, 7% of heterosexual 10th-grade students reported being bullied two to three times monthly. This was the case twice as much (15%) for bisexual students, and five times as much (35%) for gay and lesbian students.

Verbal violence and bullying appear to be the most prevalent forms of violence. In Malta for example, 54% of young LGBTI respondents reported suffering psychological harassment during their schooling, whereas 13% reported experiencing physical violence.

Transgender students (regardless of their gender identity) and gay male students report the highest levels of SOGIESC-based violence (although gay and bisexual girls face added discrimination and violence based on their gender). In the United Kingdom for example, while 45% of lesbian, gay and bisexual students experience homophobic bullying at school, 64% of transgender students experience transphobic bullying.

SOGIESC-based violence also targets non-LGBTI students. In England for example, 61% of all students (including non-LGBTI students) responding to a large-scale study reported insults because they were LGBTQ, or because perpetrators thought they were.

Finally, SOGIESC-based violence is acutely under-reported. For example in the United Kingdom, 45% of LGBT students who are bullied in secondary school never tell anyone.

EDUCATION SECTOR RESPONSES TO SOGIESC-BASED VIOLENCE

Overall, the last decade saw a notable increase in education sectors' acknowledgement and recognition of SOGIESC-based violence, including efforts to prevent and address it. However, these responses remain unsystematic where they exist, and vary greatly in their scope.

According to internationally-recognised principles summarised by UNESCO, effective education sector responses to school-based violence should be rights-based; learner-centred and inclusive; participatory; gender-responsive and transformative (i.e. they must promote gender equality, and take various gender identities and expressions into account); be evidence-based; age-appropriate and specific; and context-specific and culturally sensitive.

The most promising responses are comprehensive responses comprising six mutually-supportive components:

1. **National and school-level policies** to prevent and address SOGIESC-based violence
2. **Curricula and learning materials** supportive of diversity
3. S**upport and training for educational staff,** especially teachers
4. **Support for students**
5. **Partnerships with civil society,** in part to inform about SOGIESC-based violence
6. **Monitoring violence and evaluating responses**

Full comprehensive responses were found to exist in six member States: Belgium (regionally), Ireland, the Netherlands, Norway, Sweden and the United Kingdom. All six elements of a comprehensive response were also documented in Albania, Finland, France, Germany (some regions) and Malta, although it's unclear whether responses in those States are still ongoing across all six components.

In the decade from 2007 to 2017:

- Education sectors in **32 member States as well as Kosovo**[2] have enacted **laws or policies** on sexual orientation in education, and **24 member States as well as Kosovo** have adopted laws or policies on gender identity/expression in education.
- Education sectors in **26 member States** have **curricula** featuring sexual and gender diversity.
- Education sectors in **24 member States** have provided, or started providing **training or support** on sexual orientation or gender identity/expression to teachers and other staff.

2. All references to Kosovo (whether the territory, institutions or population) in this text shall be understood in full compliance with the United Nation's Security Council Resolution 1244, and without prejudice to the status of Kosovo.

- Education sectors in **16 member States** have provided, or started providing **support to students** affected by SOGIESC-based violence.
- Education sectors in **22 member States** have **partnered with civil society** to prevent and address SOGIESC-based violence in education.
- And education sectors in **11 member States** have **monitored SOGIESC-based violence,** and/or **evaluated responses to it.**

This report provides extensive examples for each category of responses.

Finally, education sector responses to SOGIESC-based violence were found to lack entirely in 12 member States.

RECOMMENDATIONS

Eight recommendations – each with tangible suggested first steps – will help member States abide by their obligations under the European Convention on Human Rights and other applicable international treaties, and effectively implement Recommendation CM/Rec(2010)5 of the Committee of Ministers and Resolution 2097(2016) of the Parliamentary Assembly.

Member States' education sectors must:

Systematically monitor violence on grounds of sexual orientation, gender identity/expression or sex characteristics. Although responses can be developed based on past practice and research, consistent monitoring of violence alone will enable developing sustainable and impactful responses.

Adopt comprehensive, evidence-based policies to prevent and address violence based on sexual orientation, gender identity/expression or sex characteristics effectively. These policies must mention these grounds explicitly; address the specificities of this type of violence, including issues of privacy and discrimination; and address all forms of violence, particularly verbal harassment, bullying and online bullying.

Review their curricula to ensure they include factual and non-judgmental information about sexual and gender diversity. At minimum, curricula must refer to equality and non-discrimination on all grounds. Ideally, curricula must explicitly mention the grounds of sexual orientation and gender identity/expression or sex characteristics. At best, curricula must explore specific issues related to sexual and gender diversity across several topics (such as citizenship education; history, politics, and sociology; or personal, health and sexuality education).

Provide the support, including training, guidance and resources, for teachers and other educational staff to prevent and address SOGIESC-based violence. This entails offering teachers both pre- and in-service training on preventing and addressing violence, and on discussing topics related to sexual and gender diversity.

Ensure all students affected by SOGIESC-based violence have adequate access to protection, support and redress. The families of those affected must also have access to support and information.

Provide information to educational communities on equality and non-discrimination for all, including on grounds of gender, sexual orientation, gender identity/expression and sex characteristics. Information campaigns are a good way to disseminate this information.

Partner with civil society to benefit from their expertise in preventing and addressing SOGIESC-based violence. As education sectors acquire experience with the topic, their partnerships with civil society organisations should evolve to continue complementing official responses to violence.

And systematically evaluate their response to violence based on sexual orientation, gender identity/expression and sex characteristics. At minimum, evaluations must assess responses' relevance (whether they were adequate), their effectiveness (whether they effectively took place), and their impact (whether they had the intended effects). At best, evaluations must also assess responses' efficiency (whether they were a good use of resources), and their sustainability (whether they can carry on over time).

METHODOLOGY

The Council of Europe's Sexual Orientation and Gender Identity Unit and Education Policy Division hired two independent researchers to produce this report. They built on the 2016 global report by UNESCO, and used the same theoretical framework and terminology.

The authors analysed 312 sources as part of a literature review, and analysed survey = responses from civil servants in 35 member States. To obtain detailed information on specific education sector responses, the authors also carried out semi-structured interviews with 12 civil servants in 12 different member States.

This report was informed and reviewed by an advisory committee of seven experts on SOGIESC-based violence and education sector responses.

Introduction

This section outlines the wider context and reasons for this report, its topic and intended audience, an outline of its contents, and a brief explanation of its methodology.

1. WHAT LED TO THIS REPORT?

In 2010, the Committee of Ministers of the Council of Europe adopted a landmark recommendation to member States on measures to combat discrimination on grounds of sexual orientation or gender identity [5]. Recommendation CM/Rec(2010)5 enjoined member States, among other issues, to "take appropriate legislative and other measures, addressed to educational staff and pupils, to ensure that the right to education can be effectively enjoyed without discrimination on grounds of sexual orientation or gender identity".

In 2016, the Parliamentary Assembly of the Council of Europe also adopted Resolution 2097(2016) on "Access to school and education for all children", calling on member States to "ensure access by LGBTI children to quality education by promoting respect and inclusion of LGBTI persons and the dissemination of objective information about issues concerning sexual orientation and gender identity, and by introducing measures to address homophobic and transphobic bullying".

This report, commissioned by The Council of Europe's Sexual Orientation and Gender Identity (SOGI) Unit and Education Policy Division, takes stock of member States' efforts towards that goal, and offers their education sectors detailed recommendations to secure the right to safe and quality education for all students, regardless of sexual orientation, gender identity/expression or sex characteristics ("SOGIESC").

In parallel, in 2011–16 the United Nations Educational, Scientific and Cultural Organization (UNESCO) explored the extent to which LGBTI students worldwide could effectively enjoy their right to quality education in safe, non-violent and inclusive learning environments.

The 2016 report "Out in the Open: Education sector responses to violence based on sexual orientation and gender identity/expression" [6] offered a global overview of SOGIE-based violence in educational institutions in Asia and the Pacific, North America, Latin America and the Caribbean, Southern Africa and Europe. The report was launched at an international Ministerial Meeting in Paris, and followed by a Call for Action by Ministers affirmed by the governments of 56 countries worldwide (as of March 2018).

The present report includes information from, and builds on, global and European findings of UNESCO's report.

"SOGIE", "SOGIESC", "LGBT", "LGBTI"…

By default, this report uses the terms "sexual orientation, gender identity/expression or sex characteristics" and "LGBTI". Exceptions are made when the specific context explicitly doesn't refer to all five groups (for example, a study on lesbian and bisexual students only, or a study that excluded transgender respondents).

2. WHAT IS THIS REPORT ABOUT?

This report is the first comprehensive synthesis of how education sectors respond to SOGIESC-based violence in Council of Europe member States. It includes recommendations for member States to start or improve these efforts.

Designed to support governments, policy-makers and education professionals at all levels to make schools[3] more accessible and safe for all, this report includes:

- Information on the forms SOGIESC-based violence takes, its impact, and its extent across Europe's educational institutions;
- A summary of applicable international and European legal frameworks;
- A detailed overview of how education sectors in Europe currently respond to this violence;
- Recommendations for education sector professionals to develop or improve existing responses to this violence.

This report will help member States fulfil their obligations to provide quality education in safe, non-violent and inclusive learning environments for all in various social, cultural and political contexts.

This report is also the first intergovernmental study of SOGIESC-based violence in Europe. It provides a baseline that will allow monitoring trends in the region through future editions.

3. WHO IS THIS REPORT FOR?

This report will primarily be useful to:

- Education policy-makers, including, ministers of education and their staff, and staff in education agencies and institutes;
- Teachers, educational staff and other educational professionals responsible for students' safety, health and wellbeing;
- National human rights agencies and institutions tasked with establishing and enforcing human rights standards in member States;
- Staff of governmental and intergovernmental agencies working to eliminate all forms of gender-based and / or school based violence.

The following audiences will also find this report useful:

- Non-governmental organisations (NGOs) working with and/or led by students and young people;
- Teacher and education unions, parent-teacher organisations, school board members, and other bodies and organisations working at all levels in the education sector;
- Students, parents and local communities striving for safe, non-violent and inclusive learning environments.
- Academics and researchers with an interest in gender; sexual orientation, gender identity/expression and sex characteristics; gender-based violence; and human rights in education;
- Anyone with an interest in safe, non-violent and inclusive learning environments.

4. WHAT'S IN THIS REPORT?

This report reviews the latest available data on SOGIESC-based violence in educational institutions in Council of Europe member States, including its nature (what forms it takes), its impact (the consequences it has), its prevalence (how often it occurs), and responses to it (what education sectors are doing to prevent and address it).

Readers will find the following four chapters:

- **Chapter 1** provides important information on SOGIESC-based violence, contextualises this phenomenon within a wider framework of gender-based violence in schools, and outlines its impact on students and educational communities. It also provides evidence of its prevalence in Europe's educational institutions.

3. By "schools", this reports refers to any institution providing public or private education, such as primary and secondary schools, colleges, universities or vocational training centres, for example.

- **Chapter 2** outlines the international and European legal frameworks applicable when preventing or addressing discrimination and violence in education, particularly with regards to sexual orientation or gender identity/expression.
- **Chapter 3** presents the framework for comprehensive education sector response to violence developed by UNESCO, and documents and synthesises current education sector responses to SOGIESC-based violence under this framework.
- **Chapter 4** offers strategic recommendations to member States' education sectors, including political and policy professionals on the one hand, and staff in educational institutions on the other hand, to develop or strengthen their responses to SOGIESC-based violence in educational institutions, and provide safe and quality education to all students.

5. HOW WAS THIS REPORT PRODUCED?

To support and complement the UNESCO effort to take stock of education sector responses to violence based on sexual orientation or gender identity/expression, the Council of Europe's Sexual Orientation and Gender Identity Unit and Education Policy Division sought to publish the first intergovernmental study of this issue in Europe.

The two units hired two independent researchers to produce this report. Seeking to build on the 2016 global report by UNESCO, the researchers chose to use its theoretical framework and terminology.

The researchers used data from the European region already reviewed by UNESCO in 2016, reviewing data specific to the region and including any data newly published. Additionally, they also collected data through a survey and individual interviews.

Literature review

A web-based search and literature review uncovered 312 sources. These comprised national or regional laws and policies in the field of education and non-discrimination; peer-reviewed academic articles; research and evaluation reports; and pedagogical guides, manuals and toolkits.

To be selected for review, sources had to:

- Be available online;
- Be written in English or in French and published between January 2010 and October 2017;
- Include data on the nature, prevalence[4], or impact of SOGIESC-based violence in educational settings, or information on education sector responses to SOGIESC-based violence in the European region.

The review sought information from all 47 Council of Europe member States. The review prioritised data from countries where the area of SOGIESC-based violence in education is under-researched. In countries with abundant information, only the most recent or relevant research was considered.

For specific responses to violence to be considered, they had to be clearly initiated, supported, or implemented at least in part by the education sector: individuals or entities part of member States' educational systems, including national or regional ministries, government agencies, educational institutions, and other public- or state-ruled organisations.

Survey

In January and February 2017, 122 national civil servants were invited to fill an online survey: 91 members and 1 observer of the Council of Europe's Steering Committee for Education Policy and Practice (CDPPE), and 30 members of the Governmental LGBTI Focal Points Network from Council of Europe member States.

The survey was based on a previous version developed and used by UNESCO. The new survey asked respondents for data on the nature and prevalence of SOGIESC-based violence in their member State, as well as information on all six elements of a comprehensive education sector response to violence: policies; curricula; staff training and support; student support; information and partnerships with civil society; and monitoring and evaluation.[5]

Civil servants from 35 member States submitted a response: Albania, Andorra, Austria, Belgium, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece,

4. For readability, all figures cited in this report were rounded to the nearest integer.
5. A copy of the survey is available in Annex 3.

Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Luxemburg, Moldova, Montenegro, the Netherlands, Norway, Portugal, the Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine and the United Kingdom.

Interviews

To obtain detailed information on specific responses, the authors carried out semi-structured interviews with 12 education sector civil servants from 12 different member States: Albania, Belgium, Denmark, France, Iceland, Ireland, Malta, Montenegro, the Netherlands, Portugal, Serbia, and the United Kingdom.

This selection sought to balance geographic representation, and explore relevant data received through the survey or discussed in the literature. For a member State to be selected, there had to be evidence that at least of type of response previously or currently existed. The authors also sought to interview civil servants with knowledge of the history and evolution of specific educational sector responses.

Advisory committee

Seven experts on SOGIESC-based violence and education sector responses reviewed a draft of this report and provided extensive feedback. The advisory committee included representatives from Campaign Against Homophobia (Poland); Equate (Ireland); GLSEN (United States); IGLYO (Europe); ILGA-Europe (Europe); Teachers College, Columbia University (United States); and UNESCO.

Members were invited to provide feedback on a draft of the survey, as well as on the first draft of this report.

Limitations

Although this report provides the first intergovernmental study of education sector responses to SOGIESC-based violence, it has several limitations:

- Available data on SOGIESC-based violence varies greatly. For example, research documenting SOGIESC-based violence in education in Europe uses a great number of different parameters (e.g. methodology, sample sizes, data analysis), and is seldom comparable. In all member States but twelve, the education sector does not systematically collect data on this type of violence (see Chapter 2). As a result, data points presented in this report are not comparable.
- The authors relied on information and research available in English and French. Some respondents kindly helped understand findings in other languages, but findings in other languages remained mostly inaccessible.
- Although the research sought information on violence based on sex characteristics (i.e. affecting intersex individuals) and specific responses to this violence, data on this topic is currently very scarce. This review only found one study, based in Ireland, which included a small sample of intersex students. Therefore, although this report speaks of sexual orientation, gender identity/expression and sex characteristics, little research currently exists on the latter.
- This report has focused on responses by the education sector specifically (although those responses are often designed and/or delivered in partnership with civil society). These responses are relatively new compared to civil society responses to, and advocacy about, SOGIESC-based violence, which always preceded and enabled later action by governments. Although civil society efforts in this field are trailblazing and ongoing, they did not fall within this report's purview.

Finally, civil society organisations have been compiling new comparative research on the nature of SOGIESC-based violence in European education sectors, and responses to it, at the same time as research for this report.

Chapter 1

The extent of SOGIESC-based violence in education

SOGIESC-based violence is a form of gender-based violence. It targets students who are or are perceived to be lesbian, gay, bisexual, transgender or intersex, and breaches the right to safe and quality education for all. It occurs in every country for which data exists in Europe, and mostly manifests as verbal violence. SOGIESC-based bullying is a particularly harmful form of violence. Transgender, gender non-conforming, and gay or bisexual male students consistently report higher levels of violence.

1. SOGIESC-BASED VIOLENCE: A FORM OF GENDER-BASED VIOLENCE

School violence is a global phenomenon. Every year, 246 million young people may experience some form of school violence [1]. In Europe, bullying is the most common form of school violence: for example, just under 1 in 7 (15%) girls and boys in Sweden aged 11, 13 and 15 reported being bullied, but 2 in 3 (65%) do so in Lithuania [1].

School-based violence can be motivated by many factors, of which victims' actual or perceived personal characteristics, including their gender, ethnicity, ability, religion or belief, sexual orientation, gender identity/expression, and/or sex characteristics (abbreviated "SOGIESC"). This latter form of violence is referred to as "SOGIESC-based violence".

What's special about this violence?

SOGIESC-based violence is a form of gender-based violence rooted in cultural norms and expectations about gender and gender roles [2]. This violence is also rooted in the fear of, discomfort towards, intolerance of, or prejudice against those who don't conform to traditional gender norms and roles.

Importantly, this violence is based on victims' and perpetrators' identity. This means it's a mechanism of power and oppression: it intends to "defend" gender roles, including the supposed dominance of masculinity and subservience of femininity. To do so, it seeks to punish victims who transgress or question these roles [3], [4].

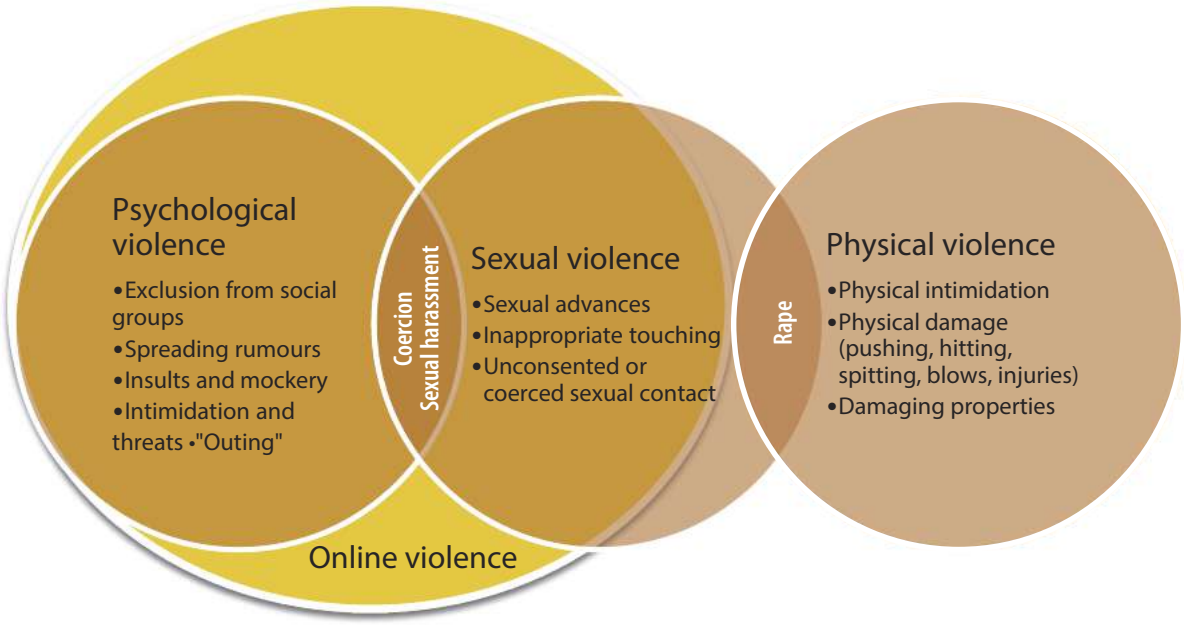
Who does it affect?

Any individual perceived not to conform to prevailing norms about gender (such as physical appearance, choice of clothing, mannerisms) or sexuality (emotional and physical attraction to others) or sex characteristics may experience SOGIESC-based violence. This includes LGBTI individuals, as well as anyone who doesn't appear to fit in traditional male/female, or heterosexual, norms and social expectations.

The next section, 3. SOGIESC-based violence in Europe's educational institutions: Key trends, offers detailed statistics on those most likely to be affected.

What does it look like?

Like other types of violence, SOGIESC-based violence takes many forms. It can be psychological, physical or sexual in nature. When psychological or sexual, this violence can also occur online, such as via emails, on the web, on social media, instant messaging, etc. This constitutes cyberbullying.



Adapted from: UNESCO, "Out In The Open: Education sector responses to violence based on sexual orientation and gender identity/expression," UNESCO, Paris, 2016

Where does it occur?

SOGIESC-based violence takes place both in and outside educational institutions. It may occur in classrooms, but also in less supervised environments such as corridors, toilets, playgrounds, changing rooms, and during outdoor classes such as physical education. SOGIESC-based violence also occurs near or around schools, on the way to school, or – in the case of cyberbullying – online.

Bullying and cyberbullying

Bullying is a particularly harmful form of violence. It encompasses incidents of psychological and/or physical and/or sexual violence, and has three characteristics [5, p. 18]:

- Perpetrators have the intention to hurt victims;
- Incidents occur repeatedly over time;
- There is a power imbalance between bullies and victims, favouring the former and making it hard or impossible for the latter to defend themselves.
- Bullying may include teasing, name-calling, insults, ostracising, social exclusion, spreading rumours, and any other type of violence [1].
- Bullying that takes place online, or **cyberbullying**, may include violence expressed on social media, in chatrooms, on forums, in private messages, or through phone applications. Educational staff and parents may wrongly perceive cyberbullying as trivial or harmless. On the contrary: harmful contents are easier to produce or share than offline; have potentially no social cost; may be shared anonymously; and may endure long into the future if steps aren't taken to remove them from social media or search engines.
- Research suggests that cyberbullying is the third most perpetuated form of violence, and affects 1 in 4 (23%) LGBT students [6], [7].

2. SOGIESC-BASED VIOLENCE NEGATIVELY IMPACTS STUDENTS' HEALTH AND ACHIEVEMENTS

School-based violence harms those involved: victims, perpetrators and bystanders [8], [9]. Harm manifests in adverse mental and physical health, as well as poorer educational outcomes – and later, economic outcomes.

Coping with the violence: concealing one's identity or "acting"

For victims, coping with SOGIESC-based violence often requires concealing their identity or "acting". This may lead to minority stress: stress specific to those belonging to a social minority, caused by their constant

adaptation to a majority environment (for example, heterosexuality) at odds with their identity [10]. LGBTI children and young people may feel pressure due to their "nonconformity with prevailing sexual orientation and gender norms" [11], [12].

To cope with this pressure, boys who are not seen as sufficiently masculine may feel the need to reinforce their masculine behaviour, while girls who are not seen as sufficiently feminine may feel the need to adopt more feminine mannerisms [4].

Not being able to express one's identity freely and comfortably may result in **high levels of accumulated anxiety**[11], and may cause long-term negative consequences for LGBTI students at the very time they build their identity, self-esteem, and social skills:

- In a study from Belgium, 1 in 7 (16%) LGBT students felt they needed to counter stereotypes by displaying greater masculinity (for men) or femininity (for women). 1 in 10 (11%) believed they should keep a low profile and avoid social contact to reduce the risk of discrimination [13].
- In a study from Malta and Lithuania, 1 in 2 students (52%) only disclosed their LGBT identity to peers they felt closest to. In addition, about 1 in 5 LGB students in Lithuania (19%) and LGBT students in Malta (18%) did not disclose their sexual orientation and/or gender identity to anyone at school.
- Qualitative studies from Albania, Bulgaria and Montenegro suggest that a majority of lesbian, gay and bisexual young people hide their sexual orientation in schools to avoid violence [14]–[16].

Negative impact on mental and physical health

SOGIESC-based violence is likely to cause depression, loneliness, anxiety and stress in those who are involved (including perpetrators, victim-perpetrators and bystanders). Students who have experienced SOGIESC-based discrimination or violence are also more likely to have low self-esteem, or contemplate or attempt suicide:

- Studies from Bulgaria [17], the Netherlands [18] and Poland [19] suggest that LGBT students are between 2 and over 5 times more likely to think about or attempt suicide than their heterosexual peers.
- A 2016 study from Ireland which included intersex students, found that students aged 14–25 who experienced SOGIESC-based bullying in school were more depressed, anxious and stressed, and had lower self-esteem than others. They were also more likely to have an alcohol consumption disorder, and to harm themselves [20].

Impact of LGBTI bullying on depression, anxiety, stress, self-esteem, and alcohol use among 14-25 year olds

Scale (n)	Mean (SD)
Depression Scale	
Yes, experience of LGBTI bullying in school (n=306)	18.48 (12.89)
No experience of LGBTI bullying in school (n=353)	13.11 (11.11)
Anxiety Scale	
Yes, experience of LGBTI bullying in school (n=306)	14.45 (11.33)
No experience of LGBTI bullying in school (n=353)	10.73 (9.76)
Stress Scale	
Yes, experience of LGBTI bullying in school (n=304)	19.10 (11.31)
No experience of LGBTI bullying in school (n=357)	13.86 (9.55)
Rosenberg Self-Easteem Scale	
Yes, experience of LGBTI bullying in school (n=318)	24.64 (6.41)
No experience of LGBTI bullying in school (n=373)	25.98 (6.15)
Audit Score	
Yes, experience of LGBTI bullying in school (n=249)	9.03 (6.0)
No experience of LGBTI bullying in school (n=282)	7.73 (5.6)

Impact of LGBTI bullying on self-harm, suicidal thoughts, and suicide attempts of participants aged 14-25

		Bullied in School % (n)	Not Bullied in School % (n)
Self-harm	Yes	56.5% (178)	44.4% (164)
	No	43.5% (137)	55.6% (205)
Ever seriously thought of ending own life	Yes	76.2% (237)	58.6% (212)
	No	23.8% (74)	41.4% (150)
Ever seriously tried to take your own life	Yes	36.3% (113)	17.6% (64)
	No	63.7% (198)	82.4% (299)

Source: Higgins, A. et al. (2016). The LGBTIreland Report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland. Dublin: GLEN and BeLonGTo.

Students who feel that they belong in their educational institutions and communities are more likely to invest time in their education [12], [21]. Yet LGBTI students often believe – or are often made to believe – that they do not belong in their school [22]. Whether self-imposed or enforced by others through violence, this may lead to **lower motivation, poorer educational achievements and lower school attendance** [11], [12]:

- In a British survey of university students, only 1 in 5 (21%) transgender students and between 1–2 in 5 (37%) lesbian, gay or bisexual students reported feeling completely safe on campus, compared to over 2 in 5 (43%) heterosexual students [23].
- In another study from England, almost 2 in 5 (37%) LGBT young people aged 16–25 reported discrimination or fear of discrimination had negatively affected their time at school [24].
- Research from Poland suggests that 7 in 10 (69%) young LGBT people hide their sexual orientation at school, while nearly 6 in 10 (56%) LGB respondents aged 15–18 felt lonely or isolated [25].

LGBT students may feel safer in the Netherlands [26]

Recent data suggests that in the Netherlands, lesbian girls and gay boys may have started feeling safer in the two years prior to 2016.

- Over 9 in 10 (95%) girls feel safe at school in general, compared to just under 9 in 10 (87%) among lesbian girls specifically.
- Over 9 in 10 (95%) boys feel safe at school in general, compared to a similar percentage (93%) among gay boys specifically.

Nevertheless, LGBT students in the Netherlands experience bullying and verbal violence two to three times more than their non-LGBT peers.

Feeling unsafe at school may also lead to **lower participation in classes or school activities**:

- Nearly half (49%) of young LGBT respondents in a European survey reported they sometimes chose not to participate in class questions or discussions due to the potential impact of bullying and discrimination [27].
- In a 2016 study from Ireland, a quarter (24%) of LGBTI students reported missing or skipping school or school events to avoid negative treatment due to being LGBTI [20].

This lack of personal safety may also lead to **poorer academic results**:

- In a study from Scotland, over half (54%) of young LGBT respondents who experienced SOGIE-based violence believed it negatively impacted their education [28]. This percentage rose to nearly 9 in 10 (88%) among transgender victims.
- Similarly, nearly 2 in 5 (37%) LGBT respondents to a European study thought they had achieved lower grades due to negative experiences at school [27].

Finally, students affected by SOGIESC-violence are at higher risk of **dropping out** of education:

- 7 in 10 (70%) LGBT respondents to a survey in Bulgaria reported either missing classes or dropping out of school because of systematic harassment [17].

- In a study from Ireland, nearly a quarter (24%) of LGBTI young people considered leaving school early, and nearly 1 in 20 (4%) did drop out of school due to the negative treatment they experienced [20]. Intersex, gay male and transgender students were the three groups most likely to consider leaving school early.
- And in a study from Scotland, over 1 in 10 (14%) lesbian, gay and bisexual young people quit school due to their direct experience of homophobic bullying, and as many as 2 in 5 (42%) in the case of young transgender persons [28].

Violence also impacts the entire educational community

Violence harms victims the most. However, it also impacts perpetrators and bystanders (students, but also educational staff and parents) who witness or are aware of violence. SOGIESC-based violence can therefore impact the entire school community negatively [5], [29], not least because it implies that violence against others – e.g. women, overweight children, differently-abled students, etc. – is somehow acceptable.

Negative impact on future economic outcomes

In its 2017 status report on school violence and bullying, UNESCO recognises the substantial social and economic impact of any school-based violence. Its longer-term impact on victims may include **lower academic knowledge, lower work qualifications,** as well as d**ifficulties to form meaningful relationships,** and **a greater likelihood of engaging in anti-social or criminal behaviour** [1].

Nascent research on the economic effects of LGBT exclusion recognises that because they are victims of violence at school, LGBT individuals are indeed likely to acquire less knowledge and fewer skills than their peers [30]. This deprives them of some of the "human capital" education normally generates.

Studies from Europe report similar findings:

- In a 2012 study from Scotland, a third (33%) of those who experienced homophobic bullying in education and two thirds (62%) of those who had experienced transphobic bullying felt it negatively affected their employment opportunities [28].
- In a small-scale European study, over a third (37%) of LGBT respondents felt SOGIE-based discrimination had influenced their job or career choices, and just under a third (29%) felt it had affected their study choices. 1 in 5 (20%) thought their ability to perform well in job interviews had been affected, and almost 1 in 5 (17%) felt their CV was not as good as others' [27].

The impact of violence on transgender children and young people

Transgender students may face barriers in many areas of their education. For example, students may have to perform gender-specific tasks, or sort themselves in gendered groups in physical education classes; policies might force students to wear gendered uniforms based solely on their legally-recognised gender; students may be barred from accessing gendered facilities (such as toilets or changing rooms) they feel align best with their own gender identity; or schools may insist on using students' legally-registered name and gender [31], including on diplomas, ignoring students' lived gender identity.

For example, in a 2016 study in Ireland, only 1 in 4 (27%) transgender 14-25-year-olds reported their name and pronouns were generally respected at school, including for official purposes. Only 1 in 6 (16%) could wear a uniform corresponding to their gender, and the same proportion (18%) felt their gender was respected when it came to using gendered facilities [32].

These daily acts of exclusion aren't in any way minor: they can severely impact transgender students' mental and physical health, their wellbeing, and their ability to focus in class [33].

The impact of violence on intersex children and young people

Intersex students also risk being excluded or experiencing violence throughout their education more frequently – regardless of whether they conform to "female" or "male" norms and appearances.

Intersex students may experience exclusion more frequently: intersex children who underwent unnecessary medical intervention close to birth often require additional medication, hospitalisations and operations while growing up. Their perceived "non-conventional" sex characteristics may also lead them to experience greater social exclusion.

They may also experience violence more frequently; this may be the case particularly in places where students' bodies become visible to others, such as toilets and changing rooms. This leads to harassment and anxiety. In turn, pervasive minority stress and repeated exposure to potential violence prevents intersex children from reaching their full potential, and leads to negative outcomes in health, education, and later economic outcomes [34], [35].

3. SOGIESC-BASED VIOLENCE IN EUROPE'S EDUCATIONAL INSTITUTIONS: KEY TRENDS

Research on SOGIESC-based violence in Europe has developed in the last decade. The following trends emerge:

- SOGIESC-based violence in education occurs everywhere in Europe.
- LGBTI students consistently report higher rates of victimisation than their non-LGBTI peers.
- Verbal violence and bullying appear to be the most prevalent forms of SOGIESC-based violence in Europe.
- Transgender, intersex, and gay male students report the highest proportional levels of violence.
- SOGIESC-based violence also targets non-LGBTI students.
- This form of violence is acutely under-reported.

SOGIESC-based violence in education occurs everywhere in Europe.

SOGIESC-based violence occurs in all member States, regardless of the socio-economic, cultural or political context.

- Some general findings indicate that just under half of LGBTI students report experiencing SOGIESC-based violence; for example, this is the case in Belgium (47%) [13], Ireland (48%) [20] and Slovenia (43%) [36].

Comparative data from the European Union suggests that SOGIESC-based violence in schools occurs more frequently in countries with no or little legal protection for LGBTI people [37]. Though no comparable data currently exists for all Council of Europe member States, this trend may extend to the region:

- For example in Turkey, ranked by ILGA-Europe as 46th out of 49 countries for the protection of LGBTI people's human rights [38], two thirds (67%) of young LGBT people reported experiencing discrimination based on their sexual orientation and/or gender identity at school prior to 18 [39].
- Anecdotal data from Armenia, Russia and Azerbaijan (respectively 47th, 48th and 49th in this ranking) suggest extensive violence against students who don't conform to traditional perceptions of gender [40]–[42].

LGBTI students consistently report higher rates of victimisation than their non-LGBTI peers.

All data comparing the experience of LGBTI students with that of their non-LGBTI peers shows the first group consistently experiences more violence.

- For example in Norway, less than 1 in 10 (7%) heterosexual 10th-grade students reported being bullied two to three times monthly. This was the case twice as much (15%) for bisexual students, and five times as much (35%) for gay and lesbian students [43].
- In the Netherlands, 1 in 4 LGBT students report being bullied at school (23% of LGB students, 26 % of transgender students), compared to just over 1 in 10 (11%) among the general student population [44].

Verbal violence and bullying appear to be the most prevalent forms of violence.

Several studies suggest verbal violence and bullying[6] are the most frequent forms of violence based on sexual orientation, gender identity/expression or sex characteristics in Europe [20], [45], [46].

- For example in Poland, 3 in 4 (75%) LGBT students report witnessing homophobic insults at school, whereas 1 in 4 (26%) reported witnessing incidents of physical violence [47].

6. Some studies refer to harassment instead of bullying. They are very similar phenomena: while bullying is a form of repeated violence (psychological, physical or sexual) with the intention to hurt in a context of imbalanced power, harassment is the same, but may or may not be repeated.

- In Malta, half (54%) of young LGBT respondents reported suffering psychological harassment during their schooling, whereas 1 in 10 (13%) reported experiencing physical violence [46].

Transgender and gay male students report the highest levels of SOGIESC-based violence.

Studies stress the gender-specific dimension of SOGIESC-based violence, confirming that LGBTI students in general, and in particular transgender students on the one hand, and gay male students on the other hand, are bullied far more than their non-LGBTI peers [13], [20]. Transgender students are also more likely to experience a combination of homophobic and transphobic violence [28].

This may be because these two groups are more visible than lesbian and bisexual girls, who may "pass" as heterosexual (intentionally or not) due to social assumptions about intimacy being normal between two female friends. Regardless of this trend, all girls – including lesbian and bisexual girls – still face added discrimination and violence based on their gender.

- In Ireland, just under half of all LGBTI students (46%) report being subjected to bullying in schools. Figures are considerably higher for transgender (over half, 52%), intersex (3 in 4, 75%), and gay male (3 in 5, 59%) students [20].
- In the United Kingdom, while about half (45%) of lesbian, gay and bisexual students report being bullied for their sexual orientation at school, two thirds (64%) of transgender students experience transphobic bullying [45].

When it comes to transgender students (regardless of their gender), studies suggest they are exposed to distressing forms of violence [31], [32], [48].

- For example in the United Kingdom, nearly 1 in 10 transgender students (9%) report receiving death threats at school [45].

SOGIESC-based violence also targets non-LGBTI students.

In addition to creating a negative social climate that affects all members of the school community (see **"Violence also impacts the entire educational community"** above), SOGIESC-based violence targets victims based on their perceived sexual orientation or gender identity. This violence therefore affects all students, including non-LGBTI individuals.

- For example in a large-scale study in England, 3 in 5 (61%) respondents reported name-calling because they were LGBTQ, or because perpetrators thought they were. This figure includes the experiences of non-LGBTQ respondents [49].

This form of violence is acutely under-reported.

Very often, victims and bystanders don't report violent events to educational staff or institutions monitoring violence. SOGIESC-based violence differs from other types of violence in that under-reporting is particularly acute.

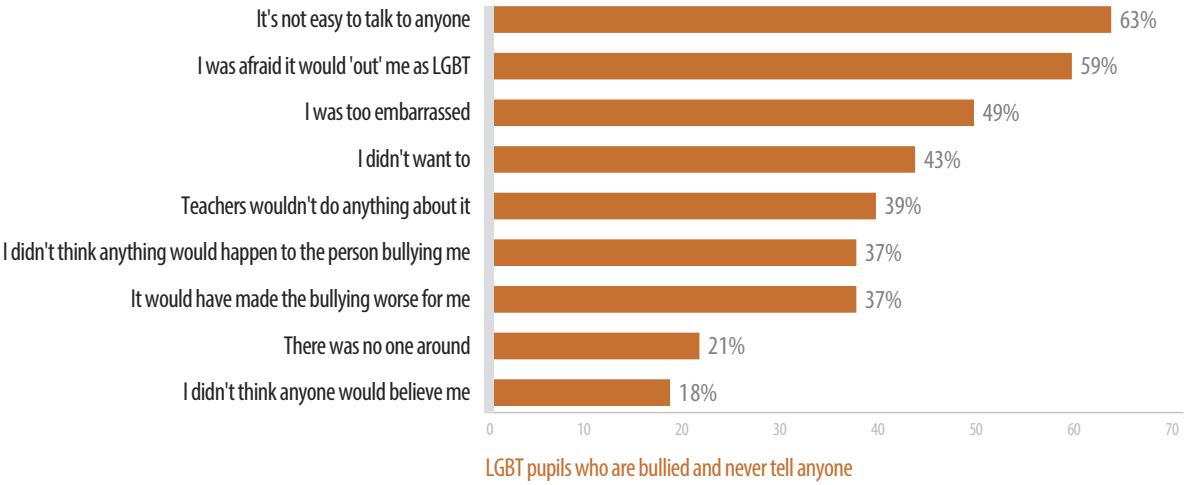
Several factors explain this: being a victim of SOGIESC-based violence may infer that one is lesbian, gay, bisexual, transgender or intersex, or perceived as such by their peers – an association young people may not want made about themselves. Additionally, young people may lack the confidence to report this violence to school authorities; may downplay their experience of victimisation; may believe that it won't be taken seriously; may distrust teachers and staff to improve the situation; or may fear reporting violence could worsen their situation [45], [50].

Studies confirm that reporting rates are very low for victims of SOGIESC-based violence in schools [6], [19], [39]:

- Almost half (45%) of LGBT secondary school students in the United Kingdom who are bullied never tell anyone [45].
- In France, among victims of homophobic insults from 14 years old upwards,[7] over 4 in 5 (82%) never report the insults to any authority [51].

7. This includes children from 14 upwards who are in school, young adults at university, and adults.

Why didn't you tell anyone that you were bullied?



Source: Bradlow, J. et al. (2017). The experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017. London: Stonewall UK.

Chapter 2

European and international frameworks to prevent and address violence in education

In the last two decades, Council of Europe member States and international institutions established clear legal frameworks – and made clear political commitments: **States have a positive obligation protect children from violence – including on the basis of sexual orientation, gender identity/expression and sex characteristics – in education** [8]. Recent binding jurisprudence and interpretation of these texts have further strengthened this international consensus.

1. SUMMARY OF APPLICABLE FRAMEWORKS

Two types of frameworks apply. First, member States have ratified **binding international treaties**. Their non-discrimination provisions were originally written with open-ended lists of protected grounds, protecting *all* individuals from *any* discrimination. For the first time in 1994 and several times since, courts and interpreting bodies have ruled that non-discrimination provisions also apply to sexual orientation and gender identity/expression.

Second, member States signed several **political pledges** to counter violence in general, and SOGIESC-based violence specifically, in education. These voluntary commitments demonstrate clear political will to counter SOGIESC-based violence.

While not all frameworks explicitly refer to sexual orientation, gender identity/expression or sex characteristics in their provisions, they are all guided by the principles of universality and non-discrimination. Several UN treaty bodies, as well as Council of Europe bodies and courts have recognised that all effectively protect the rights of LGBTI persons [56], [57].

The table below provides a summary of the most relevant human rights frameworks.

	Status	Right to education	Protection from violence	Non-discrimination	Non-discrimination (SO)	Non-discrimination (GI/E)
International frameworks						
Universal Declaration of Human Rights (1948)	Commitment	Article 26		Article 7		
UNESCO Convention against Discrimination in Education (1960)	Binding	Preamble		Article 3		
International Covenant on Economic, Social and Cultural Rights (1966)	Binding	Article 13		Requires clarification	Requires clarification	Requires clarification
Convention on the Rights of the Child (1990)	Binding	Article 28	Article 19	Article 2	General Comment 15	General Comment 15
Sustainable Development Goals (2015)	Commitment	Goal 4	Targets 5.2 and 16.2	Target 5.1		
European frameworks						
European Convention on Human Rights (1950)	Binding	Article 2		Article 14	Juris-prudence	Juris-prudence
European Social Charter (1961)	Binding	Article 17	Article 17	Article E	Article E	Article E

2. APPLICABLE INTERNATIONAL HUMAN RIGHTS FRAMEWORKS

Several international treaties have recognised the right to education in various forms since the Universal Declaration of Human Rights of 1948. This right means children and young persons must be able to enjoy education and learning environments free from violence and discrimination.

Treaties and binding international law

The UNESCO Convention against Discrimination in Education[8] (1960) establishes the principle of equality of opportunity and of treatment for all in education (Article 1).

The International Covenant on Economic, Social and Cultural Rights[9] (1966) gives legal force to the Universal Declaration of Human Rights. Its Article 13 protects everyone's right to education, and recognises the importance of education for individuals' social, cultural and economic empowerment. It establishes that education "shall strengthen the respect for human rights and fundamental freedoms".

The Convention on the Rights of the Child[10] (1990) sets legally-binding standards to protect children's human rights, including the right to education based on equal opportunity (Article 28). The convention also binds State parties to protect children from all forms of physical or mental violence, including in the education sector. It specifically applies to children at risk of violence due to their sexual orientation or gender identity. It is particularly relevant in primary and secondary education, where most students are children.

Sexual orientation and gender identity in the Convention on the Rights of the Child

The Convention on the Rights of the Child specifically safeguards the right of LGBT children. Authoritative comments by the Committee on the Rights of the Child establish that the convention's provisions on non-discrimination (Article 2) cover children's sexual orientation and gender identity.[11] [12] The committee also recognised that bullying often targets "children in potentially vulnerable situations", including children "who are lesbian, gay, transgender or transsexual".[13]

Other commitments

In addition to binding international law, United Nations member States and bodies have committed to providing safe learning environments for all children and students, regardless of their sexual orientation or gender identity/expression.

In 2015, the United Nations General Assembly formally adopted a set of 17 **Sustainable Development Goals (SDGs)**[14] to achieve the 2030 Agenda for Sustainable Development agreed by all UN Member States. Several goals require States to prevent violence against LGBT students in education:

- Goal 3: Ensure healthy lives and promote wellbeing for all at all ages
- Goal 4: Ensure inclusive and quality education for all
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 10: Reduce inequality within and among countries
- Goal 16: Promote peaceful and inclusive societies for sustainable development

These goals cannot be achieved unless States take positive action to prevent and address violence in the education sector, including SOGIE-based violence [58, pp. 58–60].

8. UNESCO Convention against Discrimination in Education: http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html
9. The International Covenant on Economic, Social and Cultural Rights: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx
10. The Convention on the Rights of the Child: http://www.ohchr.org/en/professionalinterest/pages/crc.aspx
11. UN Committee on the Rights of the Child, General comment No. 15 (2013) on the right of the child to the enjoyment of the highest attainable standard of health (art. 24): http://www.refworld.org/docid/51ef9e134.html
12. UN Committee on the Rights of the Child, Concluding Observations on the combined second to fourth periodic reports of Iraq, par. 19 and 27, CRC/C/IRQ/CO/2-4 (2015): http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC/C/IRQ/2-4&Lang=en
13. UN Committee of the Rights of the Child, General Comment No. 13 (2011) pp. 9-10: http://www.refworld.org/pdfid/50a0cd982.pdf
14. Sustainable Development Goals: http://www.un.org/sustainabledevelopment/sustainable-development-goals/

UNESCO's 2015 **Incheon Declaration Towards inclusive and equitable quality education and lifelong learning for all** [59] articulates how the 2030 Agenda for Sustainable Development applies to education. This declaration and its Framework for Action recognise gender equality as a cornerstone of the right to education for all, and encourages UNESCO member States to eliminate gender-based discrimination, violence, and gender stereotypes in educational institutions.

In September 2015, **12 UN agencies**[15] **jointly called on member States** to "uphold international human rights standards on non-discrimination, including by prohibiting discrimination against LGBT adults, adolescents and children in all contexts – including in education." [60]

In May 2016, UNESCO member States initiated the first **Call for Action by Ministers on Inclusive and equitable education for all learners in an environment free from discrimination and violence**. Convened by UNESCO, ministers from the 56 signatory States (as of December 2017)[16] acknowledged that any form of discrimination or violence was a significant obstacle to the realisation of Sustainable Development Goal 4 (inclusive and quality education for all). States pledged to renew efforts to prevent and address violence, "including that based on sexual orientation and gender identity/expression".[17]

3. APPLICABLE COUNCIL OF EUROPE FRAMEWORKS

In addition to these international frameworks, Council of Europe member States must observe further Council of Europe standards to ensure children and young people can enjoy quality education, free from violence and discrimination.

Treaties and binding international law

The European Convention on Human Rights[18] (1950) applies to all Council of Europe member States and is interpreted by the European Court of Human Rights. In addition to reaffirming the right to education (Protocol 1, Article 2), Article 14 of the Convention in conjunction with Protocol 12 provides for a general prohibition of discrimination. The commentary on Article 14 in the summary of Protocol 12[19] recognises explains that the list of grounds protected from discrimination under Article 14 isn't exhaustive ("no-one shall be discriminated against on any ground by any public authority") [56], [57].

The European Social Charter[20] (1961) spells out children and young people's right to social, legal and economic protection (Article 17). This includes their access to education and protecting them from violence. State parties must enable children and young people to "grow up in an environment which encourages the full development of their personality and of their physical and mental capacities". The Explanatory Report to the Social Charter specifies that the open-ended list of grounds protected from discrimination in the charter's Article E also include the grounds of sexual orientation and gender identity [61, p. 271]

Other commitments

In 2010, the Committee of Ministers of the Council of Europe recommended that member States adopt broad measures to combat discrimination based on sexual orientation and gender identity. **Recommendation CM/Rec(2010)5 of the Committee of Ministers to member States on measures to combat discrimination on grounds of sexual orientation or gender identity**[21] – the first international human rights instrument adopted by an intergovernmental body on the rights of LGBT persons – enjoins States to take positive action to protect the human rights of LGBT children and young persons in schools, particularly in the areas of school curriculum and of bullying.

15. ILO (International Labour Organisation), UN Women, UNAIDS, UNCHR (United Nations High Commissioner For Refugees), UNDC (United Nations Disarmament Commission), UNDP, UNESCO, UNFPA (United Nations Population Fund), UNHR Office of the High Commissioner, UNICEF, WFP (World Food Programme), and WHO (World Health Organisation)
16. Albania, Andorra, Argentina, Australia, Austria, Belgium, Bolivia (Plurinational State of), Brazil, Cabo Verde, Canada, Chile, Colombia, Costa Rica, Croatia, Cyprus, Czech Republic, Denmark, Ecuador, El Salvador, Estonia, Fiji, Finland, France, Germany, Greece, Guatemala, Honduras, Iceland, Israel, Italy, Japan, Liechtenstein, Luxembourg, Madagascar, Malta, Mauritius, Mexico, Moldova, Montenegro, Mozambique, the Netherlands, Nicaragua, Norway, Panama, Peru, The Philippines, Portugal, Romania, Serbia, Slovenia, South Africa, Spain, Sweden, Switzerland, United States of America and Uruguay
17. Call for Action by Ministers - Inclusive and equitable education for all learners in an environment free from discrimination and violence, 18 May 2016: http://unesdoc.unesco.org/images/0024/002462/246247e.pdf
18. The European Convention on Human Rights: http://www.echr.coe.int/Documents/Convention_ENG.pdf
19. Protocol No. 12 to the Convention for the Protection of Human Rights and Fundamental Freedoms: https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/177
20. The European Social Charter: http://www.coe.int/en/web/turin-european-social-charter/home
21. Recommendation CM/Rec(2010)5 of the Committee of Ministers to member States on measures to combat discrimination on grounds of sexual orientation or gender identity: http://www.coe.int/en/web/sogi/rec-2010-5

Council of Europe Recommendation CM/Rec(2010)5

VI. Education

31. Taking into due account the over-riding interests of the child, member States should take appropriate legislative and other measures, addressed to educational staff and pupils, to ensure that the right to education can be effectively enjoyed without discrimination on grounds of sexual orientation or gender identity; this includes, in particular, safeguarding the right of children and youth to education in a safe environment, free from violence, bullying, social exclusion or other forms of discriminatory and degrading treatment related to sexual orientation or gender identity.

32. Taking into due account the over-riding interests of the child, appropriate measures should be taken to this effect at all levels to promote mutual tolerance and respect in schools, regardless of sexual orientation or gender identity. This should include providing objective information with respect to sexual orientation and gender identity, for instance in school curricula and educational materials, and providing pupils and students with the necessary information, protection, and support to enable them to live in accordance with their sexual orientation and gender identity.

The Parliamentary Assembly of the Council of Europe adopted two resolutions touching upon LGBTI children's access to education. In 2015, its **Resolution 2048 on Discrimination against transgender people in Europe**[22] called on member States to respect transgender children's best interest in educational settings (that is to say their privacy and dignity), and provide information and training to education professionals, law-enforcement officers and health-service professionals on the rights and specific needs of transgender people. In 2016, its **Resolution 2097 on Access to school and education for all children**[23] called on member States to ensure LGBTI children have access to quality education by promoting their respect and inclusion, disseminating objective information about issues related to sexual orientation and gender identity, and introducing measures to address homophobic and transphobic bullying.

European Union efforts to reduce early school leaving

The European Union has no direct competence to organise its member States' education sector. However, the **Europe 2020 Strategy** for growth and jobs seeks to reach under 10% of early school leavers EU-wide by the year 2020.[24] To reach this objective, the Council of the European Union recommended that member States adopt proactive policies to counter violence and bullying in educational institutions.[25]

Related to this strategy, in 2011 the Council of the European Union recognised that bullying affects early school leaving, and encouraged member States to develop strategies against early school leaving to create "a positive learning environment, reinforcing pedagogical quality and innovation" and "enhancing teaching staff competences to deal with social and cultural diversity" [8]. The Council further acknowledged that "Targeted individual support […] is especially important for young people in situations of serious social or emotional distress which hinders them from continuing education or training".

Finally, **the Fundamental Rights Agency also underlines that education sectors are responsible for providing safe learning environments**. It encourages EU member States to "provide a climate of safety, support and affirmation for LGBT youth, combating stigmatisation and marginalisation of homosexuality and different gender identities" [62, p. 94].

22. Resolution 2048 (2015)1 Discrimination against transgender people in Europe: http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-EN.asp?fileid=21736&lang=en
23. Resolution 2097 (2016) - Access to school and education for all children: http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-EN.asp?fileid=22510&lang=en
24. Europe 2020 Strategy: https://ec.europa.eu/info/strategy/european-semester/framework/europe-2020-strategy_en
25. Council Recommendation of 28 June 2011 on policies to reduce early school leaving (2011/C 191/01) http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32011H0701(01)

Chapter 3

Education sector responses

Member States and their education sectors are responsible to ensure that all children and young people in the education system can access safe and quality education. This chapter shows the many ways education sectors work to prevent and address violence based on sexual orientation, gender identity/expression and sex characteristics.

As this chapter demonstrates, recent findings show progress in several member States [1][2]. However, these findings don't suggest that education sectors systematically respond to SOGIESC-based violence. And in 12 member States, no responses at all were found. Overall, more efforts are required to protect children and young people from SOGIESC-based violence in educational institutions.

1. WHAT'S AN EFFECTIVE RESPONSE TO VIOLENCE?

A response to violence is any policy, programme, activity or action by the education sector, at any level, to prevent and/or address SOGIESC-based violence.

Seven principles for effective responses

According to internationally-recognised principles summarised by UNESCO, effective education sector responses to school-based violence have seven key features [3]. They are:

- **Rights-based:** Responses must be based on, and support, children's human rights. They must notably support the right to safe and quality education.
- **Learner-centred and inclusive:** Responses must consider children's overriding interests, and address the needs of all children, including bystanders and those who don't identify as LGBTI, but may be perceived as such or be affected by SOGIESC-based violence regardless.
- **Participatory:** Responses should be designed in partnership with those they impact, and be in line with the UN Convention on the Rights of the Child.[26] This means LGBTI children and students should be actively involved when developing responses to violence that impacts them.
- **Gender-responsive and transformative:** Responses must promote gender equality, and take various gender identities and expressions into account. They should also contribute to explaining or reducing the effects of gender stereotypes and gender-related expectations.
- **Evidence-based:** Responses must be developed based on objective findings (for example, on what type of violence occurs, or who it targets). They should also be evaluated to generate new evidence for future responses.
- **Age-appropriate and specific:** Responses must address children in language and about topics which they can understand and benefit from, in line with their personal development. This includes discussing issues of respect, diversity and equality starting at pre-school.
- **Context-specific and culturally sensitive:** Responses must be designed with the legal, social and cultural context in mind, for example by developing resources that portray real lives in a local context. (This does not mean that culture may be used to justify ignoring SOGIESC-based violence.)

These principles must guide responses to any form of violence in education, including violence based on sexual orientation, gender identity/expression and sex characteristics.

26. Article 12 of the Convention on the Rights of the Child foresees that children have the right to express their opinion about decisions that affect them.

Comprehensive responses to violence are the most promising

International practice suggests that the most promising responses to SOGIESC-based violence consist of several complementary aspects [3]–[5]. For example, one such complementary response could include strong and explicit political and staff leadership; policies establishing a safe and inclusive environment; and efforts to develop knowledge, behaviours and skills through staff training [6].

Complementary responses may not only reduce violence measurably; additionally, they may contribute to lowering truancy rates, increasing academic achievements, and improving students' social skills, behaviour and wellbeing [7], [8].

Complementary responses that include all the following, mutually-supportive components are fully **comprehensive responses**:[27]

1) **National and school-level policies** to prevent and address SOGIESC-based violence
2) **Curricula and learning materials** supportive of diversity
3) **Support and training for educational staff,** especially teachers
4) **Support for students**
5) **Partnerships** with civil society, in part to **inform** about SOGIESC-based violence
6) **Monitoring violence and evaluating responses**

In other words, policies alone are not enough to prevent and address violence. Although high-level political commitment and applicable policies are essential, combining these with as many of the above elements as possible will help prevent and address violence effectively and sustainably [9].

This review found ongoing comprehensive education sector responses to SOGIESC-based violence in Belgium (regionally), Ireland, the Netherlands, Norway, Sweden and the United Kingdom.

All six elements of a comprehensive response were also documented in Albania, Finland, France, Germany (some regions) and Malta. However, it's unclear whether responses in those States are still ongoing across all six components.

Comprehensive responses in practice

Practice suggests that responses are neither universal nor linear. Education sectors will design and implement responses at different paces from one State to the next, taking into account parameters such as available resources and political will. However, it is important that all States strive for comprehensive responses to prevent and address SOGIESC-based violence.

A good approach consists in planning responses that can fit the political and cultural context. For example, if it is too sensitive to update curricula in one year, focus instead on teacher training; if nationwide changes are not possible, pilot changes in a region or city to produce tangible results first, before suggesting nationwide changes the following year.

2. OVERVIEW OF EUROPEAN TRENDS

Since this report is the first intergovernmental report into education sector responses to SOGIESC-based violence, it cannot track progress against a reference study. Instead, it provides a baseline for future similar studies.

Positive developments in the last decade

Several trends can be described when examining legal and policy developments in the last decade (2007–17). In this period:

- Education sectors in **32 member States** as well as Kosovo[28] have enacted **laws or policies** on sexual orientation in education, and 24 member States as well as Kosovo have adopted laws or policies on gender identity/expression in education.
- Education sectors in **26 member States** have **curricula** featuring sexual and gender diversity.

27. Also frequently referred to as "whole-school", "holistic", "systemic", "systematic" or "system-wide".
28. All references to Kosovo (whether the territory, institutions or population) in this text shall be understood in full compliance with the United Nation's Security Council Resolution 1244, and without prejudice to the status of Kosovo.

- Education sectors in **24 member States** have provided, or started providing **training or support** on sexual orientation or gender identity/expression to teachers and other staff.
- Education sectors in **16 member States** have provided, or started providing **support to students** affected by SOGIESC-based violence.
- Education sectors in **22 member States** have **partnered with civil society** to prevent and address SOGIESC-based violence in education.
- And education sectors in **11 member States** have **monitored SOGIESC-based violence,** and/or e**valuated responses to it.**

In some member States, responses also preceded 2007.

For example in **Belgium**, training courses on LGBT issues for teachers have existed since 1999.

In **Ireland**, several departments commissioned research documenting LGBT students' experience of violence and discrimination (and supported the development of resources for schools) since 2004 [10]–[12].

In Spain, the LGBT mentoring programme at Madrid's Duque de Rivas secondary school started in 2005 [13].

And in the **United Kingdom**, the Department for Education issued guidance for schools on sexuality and relationships (which referred to sexual identity and sexual orientation) in 2000 [14].

In the last decade, there has been a notable increase in acknowledgement and recognition of SOGIESC-based violence, including the development of prevention and response interventions by the European education sectors.

Political opposition to inclusive education

In some member States, political movements have sought to discourage SOGIESC-related topics being brought into schools. This has included opposition in political debates, as well as occasional demonstrations by parent or religious groups.

Preventing and addressing violence requires, at minimum, mentioning in educational settings that different sexual orientations, gender identities/expressions, and sex characteristics simply exist. Providing neutral and reliable information on sexual orientation, gender identity/expression and sex characteristics is in children's best interest.

European Union efforts to prevent and address SOGIESC-based violence

In 2016, the European Commission set up the "Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education". The working group seeks to follow up and implement the "Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education" (made in Paris in March 2015 by the European Union's 28 national education ministers in the aftermath of previous terrorist attacks).

The European Commission's Directorate-General for Education and Culture hosts this working group, gathering experts from education ministries in EU Member States and Turkey, Serbia, and the Former Yugoslav Republic of Macedonia. Representatives from civil society and international organisations also contribute.

The working group facilitates exchange of good practices and experiences in the field of inclusive education. This includes initiatives on teaching critical thinking or intercultural competencies; and discussing specific topics, such as integrating refugee children into mainstream education; training teachers to deal with controversial issues; adapting curricula; or sharing initiatives on how to work with the school management or whole school community to create a democratic and open school climate.

Voluntary member States may propose holding peer learning activities. The group hasn't yet dedicated a meeting to SOGIESC issues, although they have featured in the group's work.

Overall, responses remain unsystematic or lacking

However overall, education sector responses to SOGIESC-based violence remain unsystematic where they exist, and vary greatly in their scope.

Most education sectors do not monitor levels of SOGIESC-based violence in schools. This results in official data and knowledge lacking on young people's experience of SOGIESC-based violence. As a result, this type of violence remains mostly invisible to education professionals.

In States with laws and policies to prevent and address violence, these are rarely evaluated. This means these laws and policies aren't translated into practice always and/or everywhere. As a result, children can remain victims of SOGIESC-based violence despite good policies.

Although 26 member States feature sexual and gender diversity to some degree in their curricula, these mostly continue to ignore the underlying causes of SOGIESC-based violence: gender roles and stereotypes, for example. As a result, SOGIESC-based violence continues despite good curricula and support materials.

As for transgender and intersex individuals, their specific needs continue to be ignored or misunderstood, contributing to even greater invisibility and inappropriate protection from violence. These groups are also underrepresented in training and support for educational staff, in information campaigns, as well as in curricula and classroom discussions.

Finally, this review found education sector responses to SOGIESC-based violence were entirely inexistent in 12 member States. Although violence is generally prohibited against children (especially in educational institutions), the specific nature of this violence requires a specific understanding of it, and specific responses to it. In those countries, children are very likely to suffer from this violence without adequate protection or recourse.

3. POLICIES TO PREVENT AND ADDRESS VIOLENCE (COMPONENT 1)

National or regional policies

Whether by law or policy, as of May 2017:

- 32 member States as well as Kosovo (69%) specifically forbade discrimination on grounds of sexual orientation in education,
- 24 member States as well as Kosovo (46%) specifically forbade discrimination on grounds of gender identity in education, and
- 2 member States (4%) specifically forbade discrimination on grounds of sex characteristics in education [15]:

	Sexual orientation	Gender identity	Sex characteristics		Sexual orientation	Gender identity	Sex characteristics
Albania	✔	✔		Liechtenstein			
Andorra				Lithuania	✔		
Armenia				Luxembourg	✔	✔	
Austria	✔	✔		Malta	✔	✔	✔
Azerbaijan				Moldova			
Belgium	✔	✔		Monaco			
Bosnia & Herzegovina	✔	✔	✔	Montenegro	✔	✔	
Bulgaria	✔			Netherlands	✔		
Croatia	✔	✔		Norway	✔	✔	
Cyprus				Poland			
Czech Republic	✔	✔		Portugal	✔	✔	
Denmark	✔			Romania	✔		
Estonia	✔			Russia			
Finland	✔	✔		San Marino			
France	✔	✔		Serbia	✔	✔	

	Sexual orientation	Gender identity	Sex characteristics		Sexual orientation	Gender identity	Sex characteristics
Georgia	✔	✔		Slovakia	✔	✔	
Germany	✔	✔		Slovenia	✔	✔	
Greece				Spain	✔	✔	
Hungary	✔	✔		Sweden	✔	✔	
Iceland	✔			Switzerland	✔		
Ireland	✔	✔		The FYR of Macedonia			
Italy				Turkey			
Kosovo	✔	✔		Ukraine			
Latvia				United Kingdom	✔	✔	

For example:

- In **Albania**, the Law on Protection from Discrimination (2010) prohibits discrimination based on sexual orientation and gender identity in employment, education, access to goods and services, health services, and housing.
- In **Germany**, the General Equal Treatment Act (2006) protects against discrimination on various grounds, including "sexual identity", in education and other fields.
- In **Montenegro**, the Law on Prohibition of Discrimination (2010) includes sexual orientation and gender identity in protected grounds, including in education and vocational training.
- In **Norway**, the Equality Act (2007) in conjunction with the Sexual Orientation Anti-Discrimination Act (2005) mandates all educational institutions to develop measures to prevent and address the occurrence of harassment and discrimination based on sexual orientation and gender identity/expression.
- In **Serbia**, the Law on Higher Education (2005) in conjunction with the Anti-Discrimination Law (2009) guarantee students' equal rights regardless of sexual orientation in higher education institutions only.
- In **Slovenia**, the Protection against Discrimination Act (2016) extended the list of protected grounds to include gender identity/expression in addition to sexual orientation, which is, since 2009, recognised as protected characteristic under Article 14 of the Constitution.

In addition to these anti-discrimination policies, 18 out of 35 member States responding to a survey for this report indicated they explicitly forbid violence based on sexual orientation and gender identity/expression in an education policy (Albania, Belgium, Cyprus, the Czech Republic, Denmark, Finland, France, Germany, Ireland, Italy, Malta, Montenegro, the Netherlands, Norway, Portugal, Spain, Sweden and the United Kingdom). One country, Malta, also forbids violence based on sex characteristics.

Member States have used different policy options to address violence. Some explicitly prohibit SOGIESC-based violence in general educational laws.

For example, since 2012 in **Portugal** the Student Statute prohibits any discrimination on grounds of sexual orientation or gender identity in a school environment [16].

In **Spain**, the Law on Improving the Quality of Education (2013) makes discrimination based on gender, sexual orientation or "sexual identity" a serious offence.

Others include references to SOGIESC-based violence in education within wider national LGBTI action plans or strategies.

For example, since 2013 in **Belgium** a national action plan coordinates the work and programmes of the country's five governments, and commits all regions to addressing sexual and gender diversity in education [17].

In **France**, a 2012 national action plan against homophobic and transphobic violence foresaw actions in the education sector [3].

In **Germany**, the State of Berlin adopted an action plan against homo- and transphobia in 2010; it lists measures for the education sector to prevent and address LGBT discrimination [18]. The region of North-Rhine Westphalia took a similar approach [19].

And in **Malta**, the government adopted an extensive LGBTIQ action plan (2015–2017) which included measures to safeguard LGBTIQ students' right to an education free from violence, harassment or discrimination [20].

At the time of writing, LGBT action plans were scheduled to launch in 2018 in **Denmark** and **Portugal**.

And others have developed specific action plans at the crossroad between education and issues of sexual orientation, gender identity/expression and/or sex characteristics.

At the time of writing, **Ireland**'s Department of Children and Youth Affairs was planning to launch a new report on its National LGBTI+ Youth Strategy, recognising LGBT young people as a specific marginalised group at risk of violence [21].

Of note, member States in the Western Balkans have especially increased their attention to this topic since 2013.

For example in **Albania**, a National Action Plan for LGBT People was published in 2016.

In **Montenegro**, the Strategy for Improving the Quality of Life of LGBT Persons (2013–2018) includes a section on education, laying down strategic objectives and specific measures to prevent and address violence [22].

And in **Serbia**, the general Anti-Discrimination Strategy 2013-2018 includes sexual orientation and gender identity, including specific actions in secondary schools and higher education [23].

Portugal: Allowing self-determination for transgender and intersex students

After the American Psychiatric Association changed its terminology from "gender identity disorder" to "gender dysphoria" in 2011, the government commissioned a study from NGOs and universities to determine whether Portuguese legislation on gender identity was out of date.

Following this study, government departments identified the legal issues affecting transgender and intersex persons in close collaboration with civil society.

In 2017, the government introduced a draft bill allowing individuals to declare their own gender identity, and see every individual's sex characteristics protected. The bill's article 14 ("Education and teaching") establishes that the State must guarantee the adoption of measures at all levels of education that promote the exercise of the right to self-determination of one's gender identity/expression, as well as the right to protect one's sexual characteristics. The bill foresees the following measures:

- Mechanisms to prevent and address discrimination based on sex characteristics;
- Mechanisms to safeguard the health and wellbeing of students who do not identify with the gender they were assigned at birth;
- Rules to prevent and address social exclusion, discrimination and violence, and respect students' autonomy, privacy and self-determination;
- Training for educational staff on sexual and gender diversity;
- A review of the curriculum to include sexual and gender diversity.

The bill mandates that all educational institutions, public and private, maintain an environment nurturing respect for and the human dignity of all children and young people, regardless of their gender identity or expression and sex characteristics.

Albania: Inter-ministerial efforts to implement the national LGBT action plan

Albania officially became an EU candidate State in 2014, which generated political momentum to adopt a national LGBT strategy. In 2016, the Ministry of Education, Sports and Youth published the National Action Plan for LGBT people 2016–2020; one of the action plan's goals is to guarantee equal access to education for all, regardless of sexual orientation or gender identity [24].

The action plan established a cross-ministerial working group with representatives from government, the Ombudsman, the Commissioner of Protection from Discrimination, and LGBT organisations. As of October 2017, the group had met twice since the plan came into force. It reviewed curricula and textbooks for content related to sexual orientation or gender identity/expression, and issued teaching modules to help teachers address sexual and gender diversity in the classroom.

However, implementing the plan isn't challenge-free. It requires coordinating work across ministries and agencies, as well as with civil society; this, in turn, requires time and financial resources. The Ministry of Health and Wellbeing, which had been assigned the role of coordinator, closed in 2016. Since then, the role hasn't been reassigned to any ministry, making implementation more difficult.

Although the increase of national- and regional-level policies to prevent and address SOGIESC-violence is positive, it's important to recall that policies alone aren't enough. Without adequate dissemination, training of education staff and communities, and implementation and monitoring, the best policies would remain useless. Future versions of this report should examine whether and how effectively the policies described here will have been implemented.

Harmful laws and policies

Currently, two member States (**Lithuania** and the **Russian Federation**) outlaw the discussion of sexual orientation or gender identity in objective or positive terms, either in public or in the presence of minors.

> In 2010, **Lithuania** amended its Law on the Protection of Minors against the Detrimental Effect of Public Information to outlaw sharing or discussing information that would "promote" (speak objectively or positively about) sexual relations or other concepts of family other than heterosexual relations [25], [26].
>
> In 2013, building on similar laws in several Russian regions since 2006, the **Russian Federation** amended its federal Law on the Protection of Children from Information Liable to be Injurious to their Health and Development to prohibit any discussion of LGBTI issues (referred to as "non-traditional sexual values" and "non-traditional sexual relations") in the presence of minors. Among other consequences, this law led to the closure of the website Children 404, which was hitherto a public source of counselling and support for LGBT children in Russia [27], [28].

This legally prevents addressing issues related to sexual orientation, gender identity/expression and sex characteristics in educational settings. It also contributes to legitimising discrimination and violence against LGBTI people in public, and creates a discriminatory and unsafe educational setting for LGBTI children and young people – violating these children's right to quality education [1], [29]–[31].

Although Turkey does not make it illegal to discuss SOGIESC issues, the Ministry of Education prohibits peer education on sexual and reproductive health in schools [32]. Because these issues don't feature in the curriculum, students can't access objective information on sexual and gender diversity while they're at school.

School policies

Policies in educational institutions are crucial to prevent and address SOGIESC-based violence effectively where it occurs [3]. Unlike a national or regional policy which may feel distant, school policies can be more visible and more effective at backing members of the educational community who seek to prevent or address violence.

Recent research from the United Kingdom confirms that in schools with policies against homophobic bullying, lesbian, gay and bisexual students are less likely to be bullied because of their sexual orientation (2 in 5, 42%) than in schools that don't have these policies (half, 51%). Students in schools with those policies are also less likely to worry about being bullied (3 in 10 – 38% –, compared to half – 52% – in schools without policies), and more likely to tell someone if they are bullied (3 in 5 – 60% –, compared to half – 48%) [33].

Several member States encourage (through policy) or mandate (through law) their educational institutions to adopt policies against SOGIESC-based violence.

> For example in **Montenegro**, the Faculty of Medicine at the University of Montenegro adopted a policy against discrimination for LGBT students and staff in 2014, a nationwide first.
>
> In **the Netherlands**, all primary and secondary schools must have a comprehensive social safety plan, which in most schools includes explicit references to sexual orientation or gender identity/expression.
>
> In **Spain**, the Autonomous Community of Madrid adopted a Law on LGBT Rights which requires public and private schools to develop inclusive anti-bullying policies and include education on diversity in their curricula [34], [35]; in total, 11 out of 17 autonomous communities had passed similar laws by 2017.
>
> And in the **United Kingdom**, the Equality Act (2010) mandates that all schools have a policy to prevent bullying, with explicit references to sexual orientation or gender identity/expression. The Department of Education audits these policies.

Practice suggests that for these policies to be effective, they must [3], [7], [36]:

- **Name the problem:** Policies must explicitly refer to violence on the grounds of sexual orientation, gender identity/expression and sex characteristics using practical, unambiguous and age-appropriate terminology. They should describe what behaviours are unacceptable, including psychological, physical and sexual violence, as well as bullying.
- Be comprehensive: Policies must offer measures to prevent violence before it occurs, such as through classroom discussions on sexual and gender diversity or the promotion of positive LGBTI role models. They must also address violence when it does happen, such as through clear mediation or remedial procedures. They must cover incidents taking place near school, on the way to school, or online, and cover living facilities such as boarding houses and dormitories.
- **Define clear actions and responsibilities:** Policies must establish clear action guidelines to prevent and address SOGIESC-based violence, and establish who is responsible for what (including victims, perpetrators, bystanders, teachers, managers, support staff, parents, and any other relevant members of the school community).
- **Be practical:** Policies must address issues which LGBTI students find relevant, such as enabling them to choose their own school uniform and to access appropriate bathroom facilities. This requires that students be involved in the design of the policies that affect them.
- **Address the needs of individuals and of the community:** Policies must start from the needs of different community members. For example, policies should offer or mandate training for staff, and set up safe and reliable structures for victims to report violence and receive support.
- **Be visible:** Policies must be promoted, visible and accessible to the entire school community. Policies must be shared via different means, for example by being posted visibly and being announced in school assemblies or recalled by education staff, so all members of the school community can know about them regardless of their age or abilities.
- **Be monitored and evaluated:** Policies must include mechanisms to monitor their own implementation. For example, a complaint mechanism must measure the number of anonymous complaints received in six months or a year to verify that it works. They must also be evaluated for their effectiveness over time.

Ireland: Anti-bullying policies in all schools

In 2013, following the gathering of evidence and collaborative work with civil society, the Ministers for Education and Skills and for Children and Youth Affairs jointly launched a National Action Plan on Bullying referring explicitly to homophobic and transphobic bullying. The working group that developed this plan comprised national civil servants from the relevant departments and agencies, as well as LGBT and youth NGOs.

The plan's implementation included a set of national anti-bullying procedures [36], mandating all 4,000 primary and post-primary schools nationwide to prevent and address homophobic and transphobic bullying. The procedures recognise LGBT students as a vulnerable group, and require schools to document their strategy against violence, including violence based on sexual orientation and gender identity/expression. They also guide educational staff in preventing and addressing bullying among students.

To understand and implement these procedures, educational staff were offered a phased programme of continuing professional development.

Policies for transgender and intersex students

Transgender and intersex students are particularly vulnerable to mistreatment from both fellow students and staff [33], [37], [38]. They may face the following situations, which they can legitimately experience as a form of violence [39]–[42]:

- The use of names and pronouns against students' own wishes, with the intent to bully, harass or mock;
- Educational staff refusing or being unable to change students' personal information in administrative documents, such as student cards or diplomas;
- Restrictions from using bathrooms or facilities designed for the student's gender;
- Assigning students to gender-segregated classes or extracurricular activities that do not correspond to their gender;
- Assigning students to gendered dress codes that do not correspond to their gender.

Schools must guarantee the safety and wellbeing of all students, including those who identify as transgender, intersex, or gender-diverse. This requires anti-violence policies to specifically refer to gender identity, gender expression and sex characteristics.

For example, a primary school in **Iceland** adopted a gender-neutral policy in 2016; among other measures, it foresees removing all gendered signs in bathrooms, and making gender-specific swimwear optional during swimming lessons [43]. In the same year, the University of Iceland changed registration procedures to allow transgender students to change their names on all documents, and to remove their title (such as "Mr" or "Ms") [35].

In **Malta**, the government introduced a comprehensive policy for transgender, gender-variant and intersex children in education in 2015. The policy highlights specific procedures to protect students' privacy, offer gender-neutral facilities, offer counselling and information, and adopt inclusive policies and language. It also guides schools through cases in which students come out and/or transition, and mandate schools to establish detailed support mechanisms [38], [44].

In **the Netherlands**, the Ministry of Education, Culture and Science produced guidance for universities in 2010, inviting them to reflect students' gender accurately on diplomas.

In **Spain** the University Complutense of Madrid set up a specific LGBT support office in 2017, which supports transgender students seeking to change their name and gender in the register [45].

At least four universities have adopted similar policies in the **United Kingdom**.

4. INCLUSIVE CURRICULA AND LEARNING MATERIALS (COMPONENT 2)

Inclusive curricula and learning materials measurably help reduce SOGIESC-based violence. LGBTI students experience safer and more positive school environments when curricula include positive representations of LGBTI people, and discuss issues of sexual and gender diversity. They hear anti-LGBTI remarks less often, feel safer, and report less violence [33], [46].

In addition, curricula and learning materials convey powerful messages about social norms, including around gender. Curricula and materials that portray diversity and discuss equality and human rights contribute to a more equal society.

Sexual and gender diversity in curricula

In 26 member States, regional or national curricula include one or more explicit mentions of sexual orientation or gender identity/expression (Albania, Austria, Belgium, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Iceland, Ireland, Liechtenstein, Luxemburg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom).

References to SOGIESC issues are, mostly, very recent.

For example, between 2014 and 2016 **Finland** updated the core curricula for pre-primary, primary and general upper secondary education to explicitly acknowledge that students' conception of their own gender identity and sexuality would evolve during these years.

In **Iceland**, the 2013 national curriculum guide for pre-primary, primary and upper secondary education schools (in conjunction with the 2008 Equality Act) encourages educational institutions to draw on gender studies, queer theory and multicultural studies to discuss sexual orientation and gender identity.

In **Ireland**, national guidelines for primary and post-primary schools from 2013 include guidelines for the development of "Social, personal and health education" and "Relationships and sexuality education" programmes, both discussing sexual orientation and gender identity.

Denmark, France, Germany (the State of Berlin), **Montenegro** and **Norway** also recently included sexual and gender diversity in their national curricula.

Although it's encouraging that over half of member States explicitly refer to sexual and gender diversity in their curricula, in practice these issues are often mentioned to varying degrees. The decision to discuss sexual and gender diversity is often left to the discretion of individual schools or teachers [1], [47].

For example, in **the Netherlands** the core educational objectives specify that sexual and gender diversity must be addressed, but leave schools free to decide how they teach about the topic. NGOs as well as the Inspectorate of Education assess that although many schools do provide some education on the topic, these topics do not always feature in classroom discussions [35].

In **Portugal**, the Law for Sexual Education in Schools (2009) suggests that schools should discuss sexual orientation, and leaves schools and educational staff to determine the contents of sexuality education classes. However, a separate provision related to this law doesn't include sexual orientation as a topic to be addressed in sexuality education. Anecdotal evidence suggests that very few schools teach the subject of sexual education, and that even fewer discuss sexual orientation.

In a 2016 study of education civil servants, the European Union Agency for Fundamental Rights found that *"in most countries, respondents maintain that there is a lack of objective information about sexual orientation and gender identity in school curricula"* [47, p. 9]. Similarly, a small-scale survey from Belgium suggests that only 1 in 5 (19%) young LGBT respondents reported positive references to sexual and gender diversity in the curriculum [48]. Students and/or educational staff also reported lacking information in Bulgaria [49], Lithuania [50], Poland [51] and Slovenia [52].

In 22 member States, national or regional curricula don't appear to foresee discussing sexual and gender diversity. When no such guidance exists, schools and teachers often neglect to address LGBTI issues altogether.

For example, schools in **Hungary** may choose whether to discuss sexual and gender diversity; in practice, only a very small minority chose to do so [1].

In **Poland**, information on sexual orientation features in the curriculum but is infrequently communicated objectively and respectfully with reference to LGBT people [1].

In **Romania**, sexual orientation and gender identity feature in the curriculum for health education; however, the subject is optional and taught at the discretion of the head teacher.

Where sexual and gender diversity doesn't feature in national educational objectives, curricula may leave assumptions that LGBTI people are not equal unchallenged, or may leave room for teachers to convey discriminatory views. For example, the EU Fundamental Rights Agency notes that *"Half of the education professionals interviewed in Romania suggest that homophobic remarks and religious precepts about homosexuality are the only ways that LGBT issues are dealt with in many schools."* [47, p. 11]. Similarly, data suggests that in the Russian Federation, discourses in secondary and post-secondary education often present homosexuality as "a curable disease", "a deviation from the norm" and a "pathology" [53].

Where to feature sexual and gender diversity in curricula

Where sexual and gender diversity does feature in member States' curricula, it's mostly discussed under the following subjects:

- Citizenship, society, human rights, ethics and civics;
- History, politics, social studies and sociology;
- Literature, art, culture and philosophy;
- Biology; and
- Health and sexuality education.

In practice, the topic is usually discussed across several subjects in a given member State.

Following a 2013 reform in **Albania**, sexual and gender diversity features in citizenship, biology, and physical education classes.

In **Cyprus**, information on sexual orientation features in health education at primary and secondary levels.

In the **Czech Republic**, sexual and gender diversity features in "People and society", "People and their world" and "Arts and culture", at both primary and secondary levels.

In **Finland**, sexual and gender diversity features in health education, religion, and ethics; the topic also features in the national matriculation examination.

In **Montenegro**, sexual and gender diversity features in biology, civics, psychology and sociology.

In **the Netherlands**, core educational objectives encourage teachers to feature sexual and gender diversity across all subjects, and particularly in sexuality education, biology, and citizenship and society.

In **Norway**, sexual and gender diversity features in the secondary curriculum under natural sciences, "Philosophy and ethics", and history.

In **Sweden**, sexual and gender diversity features in biology, history, religion, ethics, and civics.

The topic also features in curricula in the **United Kingdom**: in England, in sex and relationship education; and in Scotland, in "Health and wellbeing", "Religious and moral education", art, literature, history, philosophy and social studies.

Where curricula don't include sexual and gender diversity, or when the political and social context is less favourable to discussing the topic, educational staff have discussed the topic in other ways:

- By using information toolkits and manuals developed by civil society;
- By referring to specific topics or events, for example the history of sexual and gender diversity in a given country, or valid scientific findings about sexual and gender diversity in biology;
- By discussing sexual and gender diversity in class or school assemblies, in the context of wider discussions on equality, non-discrimination, or violence in schools;
- By inviting representatives of human rights or LGBTI NGOs to discuss sexual and gender diversity with students and staff;
- By using international days to discuss sexual and gender diversity in class or in school.

Seizing the (international) day

International days are regular opportunities to discuss sexual and gender diversity:

- **LGBT or Queer History Month** (February) encourages educational institutions and youth groups to explore issues linked to sexual orientation or gender identity/expression through the LGBT movement's history.
- **International Day Against Homophobia and Transphobia** (17th May) marks the anniversary of the 1990 decision by the World Health Organization to remove homosexuality from its list of mental disorders. The day is celebrated in over 130 countries, including in some education sectors [54].
- **World AIDS Day** (1st December) seeks to raise awareness about HIV. It offers an opportunity to raise issues of sexual health among all students, in an age-appropriate manner (and without wrongly linking HIV to homosexuality).
- **International Human Rights Day** (10th December) is celebrated every year by most human rights organisations, national human rights institutions, and international institutions including the United Nations.
- The United Nations also officially mark the **International Day of Non-Violence** (2nd October) and the **International Day for Tolerance** (16th November).
- Finally, in the Netherlands **Purple Friday** takes place annually in December. Students and staff are invited to wear purple to show their support of diversity and their opposition to SOGIE-based violence.

Harmful learning materials

The European Committee on Social Rights established that member States must ensure the right to protection of health, including by means of non-discriminatory sexual and reproductive health education [55]. Textbooks depicting homosexuality as "abnormal", an "illness", or making negative judgments about LGBTI individuals or diversity run counter to that obligation.

In *International Centre for the Legal Protection of Human Rights (INTERIGHTS) v. Croatia,* the European Committee on Social Rights considered that discriminatory statements in school textbooks "serve to attack human dignity and have no place in sexual and reproductive health education: as such, their inclusion in standard educational materials constitutes a violation of Article 11" [56] , which guarantees the right to protection of health.

Based on this opinion, in 2010 the Ministry of Education in **Croatia** withdrew the textbook With Christ to Life, which described homosexuality as "intrinsically disordered" and "contrary to the natural law" [57].

Textbooks and learning materials must promote human rights, as well as non-discriminatory and non-violent values, attitudes and behaviours.

When they fail to do so, they can normalise or deepen prejudice and inequality, perpetuating discriminatory attitudes and behaviours [6].

Worryingly, at least three member States may still use textbooks featuring discriminatory contents.

For example in **Georgia**, research done in 2016 suggests the majority of textbooks used in medical universities still consider homosexuality a disease [58].

The same year in **Serbia**, one NGO found that nine high school texts still portrayed LGBT people negatively [35]; following a complaint, the Ministry of Education assured that the 2016–17 curriculum would only feature books free from discriminatory content related to LGBT people [27].

In **the Former Yugoslav Republic of Macedonia**, one NGO reported in 2015 that some secondary and university textbooks still presented homosexuality as a disease in the subjects of psychiatry and psychology [59].

5. TRAINING AND SUPPORT FOR EDUCATIONAL STAFF (COMPONENT 3)

Teachers play an essential role in comprehensive education sector responses to SOGIESC-based violence. Together with other educational staff including counsellors, managers, head teachers and inspectors, they carry the daily responsibility for an environment that safely welcomes all students [60].

This responsibility can only be met thanks to adequate training and support.

Training for educational staff

In 21 member States, educational staff including teachers may access some in-service training on – or including specific references to – sexual and gender identity (Andorra, Austria, Belgium, Bosnia and Herzegovina, Cyprus, Estonia, France, Finland, Germany, Iceland, Ireland, Luxemburg, Malta, Montenegro, the Netherlands, Norway, Portugal, Spain, Sweden, the Former Yugoslav Republic of Macedonia and the United Kingdom).

Several of these countries started offering training to teachers and educational staff in the last five years.

For example, in **Andorra**, a new partnership between the Ministry of Education and one LGBT NGO in 2017 led to organising the first formal in-service training for teachers on LGBT issues.

In **Luxemburg**, in 2014 the Psychological Centre for Schools piloted a training course to raise education professionals' awareness of marginalised topics, including sexual orientation and gender identity.

In **Spain**, the Institute of Women and for Equal Opportunities and the University Complutense of Madrid started in-service training to prevent SOGIE-based violence in 2016.

In these countries, in-service training consists of voluntary training courses available to active teachers.

For example in **Belgium**, regional pedagogical guidance services commission NGOs and businesses to deliver both pre- and in-service training for staff. Regional education ministries also support a federal centre for expertise in sexual health, which provides LGBT-inclusive teacher training [3].

In **Ireland**, the Professional Development Service for Teachers (PDST, the largest provider of in-service teacher training) trains teachers to deal with issues linked to sexual orientation or gender identity/expression, including on best practices when implementing the national anti-bullying procedures.

In **Germany**, the state of Berlin organises regular teacher trainings referencing SOGIE-related issues, in partnership with NGOs [61].

In **Sweden**, the National Agency for Education uses a norm-critical approach to familiarise educational staff with LGBT issues.

In the **United Kingdom**, the Government Equalities Office and Department of Education in England and Wales started providing specific funding to 1,000 primary and secondary schools with no or ineffective measures against SOGIE-based violence; this work includes teacher and staff training (see the box "United Kingdom: Evaluating different responses prior to funding").

Although it is positive that they exist, these courses aren't always available nationwide, nor necessarily delivered on an on-going basis (in some contexts, they may be organised only once).

For example in **Bosnia and Herzegovina**, in 2015 one NGO organised a training course for educational staff in secondary education. The course was supported by the cantonal Ministry of Education. It is unclear whether other courses have taken place since [62].

In **Estonia**, the Ministry of Education and Research supported one in-service training for teachers on LGBT issues in 2015, delivered by Tallinn University.

In **Montenegro**, the Ministry of Education offered a training course for teachers and school psychologists and councillors in 2013, in collaboration with an NGO [22]; but it isn't clear whether other similar training courses have taken place since.

In some instances, they may only refer to LGBTI issues briefly, without adequate explanation.

For example in **Estonia**, the University of Tartu offers a pre-service training course "Diversity in education", which may be either compulsory or optional, depending on the specialisation future teachers choose. However, the extent to which LGBT issues feature in the course is unclear.

In **the Former Yugoslav Republic of Macedonia**, the secondary education programme "Education for life skills" addresses human rights and non-discrimination, includes references to sexual orientation and gender

identity, and features training for teachers. But the extent to which sexual orientation and gender identity/expression are embedded in the training is unclear, as is the number of trainings organised since the programme launched in 2013 [1].

Ideally, training on issues of sexual orientation, gender identity/expression and sex characteristics, including preventing and addressing violence, should be compulsory and provided before teachers enter service **(pre-service training).**

In addition to in-service training above, pre-service training is also available for teachers in 9 member States (Belgium, France, Germany, Iceland, Ireland, the Netherlands, Norway, Sweden and the United Kingdom).

Staff informed about sexual and gender diversity are more likely to report SOGIESC-based violence to school officials [63]. They also feel more competent and confident to address this violence [64], [65].

Yet, overall teachers in Europe lack access to adequate training to prevent and address SOGIESC-based violence [47], [49], [64], [65]. This presents a major barrier to creating school environments that welcome and include all students. [50], [66], [67].

Such a lack of training may result in teachers feeling uncomfortable with sexual and gender diversity, or worse, may lead them to perpetuate negative messages about LGBTI people (implicitly or explicitly). In so doing, they can significantly contribute to creating or perpetuating a negative school climate.

For example, a study in **Georgia** revealed extremely negative attitudes towards LGBT people among teachers. Some teachers believe homophobia is justified because homosexuality is "an abnormality", and don't see the marginalisation or isolation of LGBT students as a form of violence [58].

Belgium: Supporting schools and teachers

The regional Ministry of Education in Flanders supports NGOs' efforts to raise awareness about LGBT issues in schools since 1999.

The government's interest was first prompted by studies showing that young LGB people experienced discrimination, including in educational settings. In 2003, strong political momentum made LGB issues rise to the top of the educational agenda. In the decade that followed, the ministry systematically supported one LGBT NGO, Çavaria, to develop a long-term and comprehensive approach – based on scientific findings and their own experience – to help schools prevent and address SOGIE-based violence.

To help schools, Çavaria develops teaching guidance and materials; trains school managers, teachers, future teachers, and teacher educators through over 100 annual voluntary courses, which are in high demand; and coaches schools when developing policies, curricula, and extra-curricular activities.

For the ministry, this tailored support to schools is essential to address SOGIE-based violence, but also the gender roles and stereotypes at the root of this violence.

Sweden: Training teachers through a norm-critical approach

In Sweden, future teachers must follow compulsory university training to prevent discrimination and violence. The National Agency for Education also provides in-service training; it uses a norm-critical approach to discuss the inclusion and representations of LGBT young people and the issues they face. A norm-critical approach implies discussing and evaluating prevailing social norms, rather than individuals who fall outside them. In 2014, the Living History Forum (a public authority) also launched new training materials for teachers and pupils in primary and secondary education titled "LGBTQ [issues], norms and power", outlining how prevailing rights and norms have developed through history.

Manuals, guides and other resources for staff

Teaching manuals, guides, and support websites for teachers and educational staff can usefully complement in-person training.

This review identified different SOGIESC-inclusive support resources for educational staff, including teachers, in 11 member States (Albania, Belgium, Finland, France, Ireland, Italy, Montenegro, the Netherlands, Norway, Slovakia, Sweden and the United Kingdom).

In some States, educational sectors developed modules and resources to discuss sexual and gender diversity in the specific subjects mandated by policy or educational objectives.

For example in **Albania**, in 2015 the Ministry of Education and the Institute for the Development for Teaching developed the didactic module "Competencies for life and sexual education", as well as a module on LGBT issues and heterosexism.

In **Montenegro**, the Ministry of Education recently published support materials for primary and secondary school teachers, helping them discuss these issues in biology, civic education, psychology and sociology.

In other countries, education sectors published guides to assist schools in creating an inclusive culture and social climate

For example in **Italy**, the Ministry of Education, Universities and Research published guidance for schools to prevent bullying and cyberbullying, including on the grounds of sexual orientation or gender identity/expression [41].

In **the Netherlands**, the Ministry of Education, Culture and Science developed a guide in 2017 to help schools attain educational goals linked to sexual and gender diversity [68].

In 2011, **Norway**'s Directorate for Education and Training published (and regularly updates since) a guide on relationships and sexuality for primary school teachers.

And in the **United Kingdom**, the Department for Education issued guidelines to help schools enact and implement anti-violence policies. In **Finland**, the National Agency for Education published an official guide in 2015 for basic schools to develop their equality planning.

And other education sectors have made available resources addressing both individual teachers and educational institutions.

For example in **France**, the Ministry of Education's extranet for teachers and education professionals lists resources for teachers to address LGBT issues in class, and for schools to prevent and address SOGIE-based violence in and outside of class [69].

Elsewhere, education sectors have developed support materials in partnership with civil society, or promoted materials produced by them. This typically includes promoting manuals and resources to discuss sexual and gender diversity in class.

For example, the Flemish Ministry of Education in **Belgium** financially supported the development of teaching materials on sexual and gender diversity for secondary schools [70]–[72].

In **Ireland**, the Department of Education and Skills endorsed resources related to SOGIE-based bullying in secondary schools [73], [74].

And in **Finland**, the Ministry of Education promotes a teacher guide developed by a national LGBT NGO, which includes practical tools and pedagogical materials to discuss sexual and gender diversity in class.

Finally, in France the Ministry of Education established a network of ministry staff functioning as local focal points, and helping teachers expand their knowledge and share their experience in relation to LGBT issues.

France: An expert staff network to support teachers

The Ministry of Education set up a national network of experts on SOGIE-based violence, each based in the ministry's regional branch in one of France's 26 academic regions. In addition to their expertise on LGBT issues, these staff members also variously specialise in gender-based violence, gender equality, or discrimination. They relay resources and training from the ministry to teachers in their region, and act as a link on SOGIE-based violence between the regional and national levels. These specialised support staff receive continuous training, including on racist, sexist, and SOGIE-based violence and their discriminatory aspects. They follow and organise seminars on preventing and addressing violence, and share resources with colleagues in their region.

United Kingdom: Supporting teachers and schools

The British government made reducing violence in schools a priority, and recognised that teachers and schools were indispensable allies in this endeavour. Some of the most recent and relevant measures adopted since 2003 include:

- In England and Wales, the Department for Education provides comprehensive and practical guidance to help schools design their own anti-violence policies;
- In 2014, the same department published guidance to help schools comply with the comprehensive Equality Act (2010); it touched upon sexual orientation and gender identity, including gender reassignment [75];
- In 2016, the department published guidance to help schools design and provide counselling to students; it touched upon vulnerable children, including LGBT children. In Scotland, in 2009 the Learning and Teaching Scotland (a non-executive public body) issued a comprehensive guide on tackling homophobic violence in schools [76].

6. SUPPORT FOR STUDENTS (COMPONENT 4)

In practice, LGBTI students are unlikely to report violence against them and seek help [46], [77] for various reasons: they fear not being taken seriously; that nothing will be done; that reporting will make things worse; or are reluctant to disclose their sexual orientation or gender identity.

> In a survey of over 1,000 lesbian and gay students in the **United Kingdom**, 2 in 3 respondents (62%) said no action had been taken after teachers were informed of an incident [76].

These fears may be well grounded: victims can prefer to stay silent due to generic or inefficient policies; uninformed staff; or a social climate that tends to trivialise or minimise gender-based violence – including SOGIESC-based violence.

Education sectors, institutions and staff must make it safe and effective to report violence by [7], [77]:

- Ensuring educational institutions have a clear, agreed definition of what SOGIESC-based violence is, and why it's unacceptable;
- Enacting clear and effective policies and reporting mechanisms at the institution's level, with clear references to sexual orientation, gender identity/expression and sex characteristics, to report and record violent incidents;
- Adopting clear and effective guidelines on action to be taken following incidents
- And systematically responding to incidents, including by supporting those involved.

Research evaluating the effectiveness of a policy for transgender, gender-variant and intersex students in Malta found that reporting mechanisms and procedures should be more widely promoted, and made more visible and accessible to students and staff. The review also recommended that complaint mechanisms should collect data on violent events, disaggregated by sexual orientation and gender identity/expression [78].

Education sectors in 16 member States provide a form of specific support to LGBTI students (Albania, Belgium, Denmark, France, Finland, Germany, Iceland, Ireland, Luxemburg, Malta, the Netherlands, Norway, Spain, Portugal, Sweden and the United Kingdom).

Like Gay-Straight Alliances in the Netherlands, these programmes would greatly benefit from being evaluated for their impact, and further supported if proven effective.

In the other two thirds of member States, students also receive support – although in most cases not tailored to SOGIESC-based violence. Practice in several member States strongly suggests that both institutions and staff members (support staff, school psychologists, councillors, social workers) lack an adequate understanding of the issue, and are ill-equipped to deal with SOGIESC-based violence and the individuals it affects.

Support in educational institutions

Evidence suggests that peer support (structures in which students are empowered to help one another safely, rather than turn to adults first) **is the most effective way to support LGBTI students who may have experienced violence** [67], [77], [79].

In at least four member States (Ireland, the Netherlands, Portugal and the United Kingdom), peer support takes the form, among others, of gay-straight alliances (GSAs). These clubs are run by and for all students, regardless of their sexual orientation or gender identity. They provide a safe space for students to meet, talk about issues related to sexual orientation, gender identity/expression or sex characteristics, and carry out projects (such as presentations, debates or producing materials) addressing SOGIESC-based violence. [77], [79], [80].

Netherlands: The positive impact of gay-straight alliances in secondary schools

In 2013, the Dutch LGBT organisation COC Netherlands documented the functioning and impact of gay-straight alliances in secondary schools [81]. It showed that:

- GSAs have a considerable positive impact on LGBT young people, helping them gain more confidence, and more easily accept their sexual orientation;
- The presence of a GSA in a school makes LGBT issues more visible in school activities;
- Participating in a GSA positively influences students' social attitudes, positively impacts student-student and student-teacher relationships, and leads students to strongly identify with the school.

The National Institute for Public Health and Environmental Protection independently assessed that this study of GSAs' impact was "well substantiated", recognising their effectiveness.

Support to students also takes other forms. For example, education ministries can establish **networks of reference staff** in institutions, trained on LGBTI issues and clearly identified for students to contact them.

For example in **Albania**, since 2015 all schools must have a reference member of staff responsible for responding to discrimination, and planning/coordinating activities to prevent violence and discrimination.

In the state of Berlin in **Germany**, the regional action plan against homophobia mandates every school to have a contact person with specific knowledge of LGBT issues, who are to provide support to those affected by SOGIE-based violence [61].

In **the Netherlands** too, all schools must have a social safety coordinator.

Education sectors also provide support through **health professionals** in schools, ensuring students receive adequate psychosocial support.

For example in the Flanders region of **Belgium**, schools provide referrals to a network of psychologists and councillors who are trained to support LGBT students.

In **the Netherlands**, secondary schools have a "care and advice team" to support students experiencing violence, but also substance abuse, with mental health issues, etc. These units may refer students to specialised support outside of school.

And in **Sweden**, the Education Act mandates that health services be accessible to students at all levels, from pre-primary to upper secondary education. They must be provided by school doctors, nurses, psychologists and counsellors, and include medical, psychological, psychosocial and special education help.

And finally, some education sectors provide **integrated multi-level support**.

In **Malta**, National School Support Services look after the implementation of the national anti-bullying policy. Its nine staff members coordinate support, training and information services through clusters of schools. Support may include class interventions, and meetings with students affected by violence and/or their families. In partnership with NGOs, the service also provides support to transgender and intersex students, helping teachers and other educational staff understand and address specific issues related to gender identity/expression.

And in **Spain**, some primary and secondary schools in the regions of Andalucía, Madrid and Tenerife provide various forms of support to LGBT students [13].

Spain: Madrid's Duque de Rivas secondary school

The LGBT mentoring programme launched in this school in 2005 still exists today. It provides information and support to any student who has questions related to sexual, gender or family diversity. The programme offers emotional and practical support, and organises workshops on sexual orientation, gender identity, HIV/AIDS, and human rights and violence, among other subjects. The school also marks the International Day against Homophobia, Transphobia and Biphobia; the School Day of Nonviolence and Peace; and World AIDS Day. It has held a three-day LGBT Culture Conference annually for the last ten years. It also publishes an award-winning blog on LGBT issues.

Support outside of educational institutions

Some education sectors also respond to violence by providing support outside of schools. This can be beneficial in situations where students feel their institution may be part of the problem, or when they don't want to seek support from adults. (However, this approach may also imply to educational communities that LGBTI issues don't belong in school, whereas they do.)

This support can take the form of **ombudsman services**, to which students can turn for impartial advice and non-punitive justice.

> For example in the Flanders region of **Belgium**, students can contact the ombudsman service, which registers complaints and offers mediation.
>
> In **Portugal**, university students can report incidents or file complaints with the student ombudsman, who defends students' rights and interests impartially and confidentially.
>
> In **Sweden**, both the Equality Ombudsman and the Swedish School Inspectorate receive reports on homophobic and transphobic violence. Both students and staff can contact these services for support.

It can also take the form of call-in support services, such as **phone helplines**.

> In **Belgium**, the Ministry of Education in Flanders runs a phone helpline for students affected by violence, including by SOGIE-based violence.
>
> In **France**, the national Ministry of Education offers a free phone helpline to help students, parents and educational staff deal with school-based violence, including SOGIE-based violence – and another helpline, specific to online violence. (Other helplines run by civil society also exist in both member States.)

Finally, it can also consist in walk-in services, such as **support centres**.

> In **Portugal**, the government, in partnership with municipalities, in 2016, set up specific support centres for LGBT individuals offering, psychological, social and legal support to LGBT young people who have experienced SOGIE based violence and discrimination.

Additional support is often also available from LGBTI and/or youth organisations. In several members States, they provide online advice, psychological or psychosocial support, or walk-in services for young people.

Support online

Finally, education sectors also increasingly respond to violence online (whether or not the violence itself occurs online). Advantages include a lower cost per individual supported or reached, and the ability to reach individuals in otherwise isolated locations (especially smaller or rural locations, where information about LGBTI issues may be less available than in large cities).

Providing support online starts by publicly establishing the education sector's commitment to preventing and addressing SOGIESC-based violence.

> This review identified LGBTI-inclusive information and resources on the websites of ministries and other education sector bodies in 10 member States (Belgium, France, Germany, Ireland, Italy, Luxemburg, the Netherlands, Norway, Sweden and the United Kingdom).

In addition to information alone, some member States' education sectors also offer substantial support online to those affected by SOGIESC-based violence. These include efforts to teach students to be safe online.

> For example in **France**, the Ministry of Education runs the information website "No to harassment" (www.nonauharcelement.education.gouv.fr) offering targeted guidance for students (victims, but also perpetrators and bystanders), parents (of victims, but also of perpetrators and bystanders), and staff. The website is for school-based violence in general, but also offers a thematic guide on understanding and responding to homophobic violence.
>
> In **Malta**, the policies "Anti-Bullying" and "Trans, Gender-Variant and Intersex Students in Schools" recommend schools organise "Be Smart Online" classes to help students prevent, identify and respond to cyberbullying.
>
> In **Norway**, the Department for Children, Youth and Family Affairs runs a public information website and support channel for young people (www.ung.no). The site features a comprehensive hotline for children and young people; information on education, employment, family and relationships, puberty and mental health; and expert panels (comprising family therapists, psychologists, mediators, lawyers and educational advisors) answering anonymous questions in a public forum.

In the United Kingdom, the Government Equalities Office launched the website Stop Online Abuse (www.stoponlineabuse.org.uk) to support victims of cyberbullying, and encourage them to report incidents; the website makes specific references to women, girls and LGBT people.

7. PARTNERSHIP WITH CIVIL SOCIETY (COMPONENT 5)

Civil society including LGBTI NGOs, trade unions, youth groups, parent groups and faith groups can greatly contribute to effective responses to SOGIESC-based violence in education [3], [47].

In States with the lowest legal and social protection of LGBTI people, civil society is often the single driver for change in the field of education. This appears to be the case, for example, in Armenia, Bulgaria, Georgia, Lithuania, the Russian Federation and Turkey [49], [82]–[86].

> In Europe, the decade 2007–17 saw a notable increase in education professionals' willingness to collaborate with expert civil society in some member States. This review found formal partnerships between education sectors and civil society in 22 member States (Albania, Andorra, Belgium, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Luxemburg, Malta, Montenegro, the Netherlands, Norway, Portugal, Slovakia, Spain, Sweden and the United Kingdom).

Three conditions are likely to help make these partnerships successful:

- When the education sector and civil society share the same understanding of how SOGIESC-based violence affects educational communities, including both LGBTI and non-LGBTI children [3];
- When the education sector and civil society both understand responses to SOGIESC-based violence as part of wider human rights efforts;
- When these partnerships benefit from strong political will and leadership to provide sufficient resources and defend them from criticism.

Collaboration between education sectors and civil society occurs in relation to many types of responses to SOGIESC-based violence. For example, education sectors may cooperate with civil society to help define the contours of a new anti-violence **policy**, or to review existing policies.

For example in **Belgium**, the Flemish Ministry of Education consults civil society (including LGBT organisations, youth and student organisations, and representatives from schools and from the ministry) through an anti-bullying platform to explore how the education sector could better respond to SOGIE-based violence.

Civil society also helps education sectors by contributing to the **curriculum** with **activities** and **learning materials**, for example by coming into schools to complement class contents.

For example in **Albania**, the Ministry of Education and Sciences signed a cooperation agreement with one LGBT organisation in 2015, allowing the organisation to provide lectures, presentations and other activities in secondary schools (although how many interventions have taken place to date isn't clear).

In **Denmark**, the Ministry of Education financially supports an organisation working on sexual health to organise an annual week-long series of activities on health and sex education in primary and lower secondary schools.

In **Spain**, primary and secondary schools in Sevilla, Madrid and Tenerife work with local LGBT organisations to incorporate sexual, gender and family diversity in class contents and extra-curricular activities [13].

Civil society's expertise on SOGIESC issues is often useful to education sector professionals, who may ask for help **training teachers and supporting schools** in dealing with SOGIESC-based violence.

For example in **Belgium**, the Flemish Ministry of Education funds several NGOs to develop training materials and courses for teachers, and guide schools to become more inclusive.

In **Cyprus**, in 2016 an LGBT NGO organised a training workshop for teachers with the support of the Minister of Education and Culture.

In **Iceland**, the Hafnarfjörður municipality commissioned a national LGBT organisation to train the teachers and staff in its elementary schools. This accompanied the municipality's becoming the first in Iceland to feature sexual and gender diversity as part of sexuality education in upper primary schools.

In **Italy**, the National Office against Racial Discrimination (UNAR, with responsibility for LGBT discrimination too) partnered with an organisation in 2014 to create a "Rainbow Laboratory" in the Lazio region: the authority and NGO worked with schools to better prevent SOGIE-based violence.

In **Montenegro**, one LGBT NGO delivered a first training on the human rights of LGBT people to pre-primary education professionals in 2017 [35].

In **Portugal**, the education sector relies heavily on civil society to train teachers: in 2017, LGBT NGOs delivered 40 workshops about SOGIE-based violence in secondary schools nationwide.

In **Sweden**, the Agency for Youth and Civil Society works closely with a national NGO to develop support materials and guidance for educational staff.

And in the **United Kingdom**, the Government Equalities Office and Department for Education fund NGOs to help schools prevent and address violence (see the box "United Kingdom: Evaluating different responses prior to funding"). The Scottish Equality Unity also recently funded the production of transgender-specific guidance for educational staff, authored by two LGBT NGOs [87].

This same expertise has led education sector professionals to officially turn to civil society to **support students.**

For example, in **Luxemburg**, in 2013 the national Psychological Centre for Schools launched a series of information seminars for parents of LGBTI children, in partnership with civil society.

And in **Malta**, the National School Support Services cooperate closely with local and national NGOs to provide in-school support, particularly in cases involving transgender and intersex children.

France: Relaying cases of transgender and intersex discrimination to trade unions

Several education trade unions collaborate to help educational staff understand, weigh, and respond to the needs of transgender and intersex students in schools. Although trade unions aren't part of the education sector per se, the Ministry of Education redirects teachers and other staff seeking help in these situations to this inter-trade union collaborative.

Education sectors sometimes also rely on civil society to help disseminate **information and campaigns** linked to SOGIESC-based violence.

For example in **France**, both the Ministry of Education and the inter-ministerial mission to combat racism, anti-Semitism and homo- and transphobia fund civil society projects informing the public of SOGIE-based violence.

In **Ireland**, under the national Anti-Bullying Action Plan, the Department of Education and Skills supports several informative projects with a focus on SOGIE-based violence [88].

In **Norway**, the ministries for children and equality and education and research fund several organisations working on LGBT issues in schools, as well as the Norwegian national archive for queer and LGBT history.

In **Portugal**, the first government-backed campaign against SOGIE-based violence in schools launched in 2013 (www.dislikebullyinghomofobico.gov.pt, "Dislike homophobic bullying"). Organised biannually, the campaign is coordinated by the Commission for Citizenship and relies on a partnership between the Ministry of Education and several local and national NGOs.

Finally, in addition to partnering with civil society to design or implement standalone responses to violence, education sectors also use partnerships to design **comprehensive responses**. In these cases, education sectors tend to design detailed and sustainable responses to SOGIESC-based violence.

For example in **Finland**, the Ministry of Education and Culture funds LGBT rights organisations to support schools, teachers and LGBT students; endorsed a pedagogical guide for teachers about sexual and gender diversity; and funded a study to survey young LGBT people's wellbeing.

In the state of Berlin in **Germany**, the State Office for Equal Treatment and against Discrimination and two other regional agencies support LGBT NGOs to carry out actions mandated by the 2013 Berlin LGBT Action Plan. This includes regularly offering training courses on LGBT topics for school staff, including and child and youth welfare workers; and organising the annual Queer History Month and other campaigns to address LGBT issues in schools.

Ireland: A civil society campaign endorsed by the Department of Education

The LGBT youth NGO BeLonGTo launched the "Stand Up!" campaign in 2010 (www.belongto.org/campaign.aspx), inviting students to "stand up" for their LGBT peers who may fall victim to violence. The campaign seeks to increase peer friendship and support for LGBT students; raise students', teachers' and other staff's awareness that some students are LGBT; and encourage LGBT students to report violence.

In 2013, the Department of Education and Skills published the national Action Plan on Bullying. The plan specifically mentions "Stand Up!" as a good practice to prevent and address homophobic and transphobic bullying in schools. By specifically referring to the campaign in the national plan on bullying, the ministry recognised its relevance and potential impact, and renewed its commitment to support the initiative.

As part of the 2016 edition (officially launched by the Minister for Education and Skills), BeLonGTo sent pedagogical packs to every secondary school and youth project nationwide. The pack helps educational communities organise activities, including displaying the campaign posters, showing its videos, and doing activities designed for class. BeLonGTo also trained teachers and youth workers to increase their confidence in discussing SOGIE-based violence. The campaign was recently updated to include new materials.

Norway: Documenting LGBT history

The Ministry of Education and Research finances the national archive for queer and LGBT history, "Skeivt Arkiv". In addition to personal and organisational archives, books, and journals, the archive also offers original documentary interviews with people identifying as LGBT or queer who share stories about their experience. It articulates its contents for an audience seeking to educate itself about sexual and gender diversity.

To the ministry, supporting this project is extremely important as it normalises LGBT individuals and identities, increases the visibility of a minority, and contributes to changing attitudes towards them. Importantly, the project also contributes to improving LGBT young people's self-esteem.

Iceland: A municipality partners with civil society on LGBT issues in compulsory education

Following strong political momentum in favour of addressing LGBT issues in education, in 2015 the Hafnarfjörður municipality started working with LGBT NGO "Samtökin 78" to make the curriculum more inclusive in compulsory education (ages 6–16).

The initiative was met with both positive and negative reactions from the public. Later that year, the municipal education board approved the proposal and commissioned the NGO to review the curriculum and develop a training programme for teachers. The updated curriculum and training modules were introduced in 2016, and are currently being delivered. They include three main elements:

- A full day of voluntary training for teachers and all educational staff on issues related to sexual orientation and gender identity/expression. All new staff go through the training at school year's start, and around 480 staff members received this training in 2016–17.
- A mandatory two-hour lesson on LGBT issues for 13-year-olds. Approximately 20 lessons reach all 8th-grade students in the municipality annually.
- A counselling service, helpline, and individual support for both students and parents, run by the NGO.

This initiative inspired similar actions in neighbouring municipalities, where local education sectors are now keen to address LGBT issues in their schools systematically.

8. MONITORING VIOLENCE AND EVALUATING RESPONSES (COMPONENT 6)

Public policy must be developed and implemented on evidence. When it comes to SOGIESC-based violence, monitoring it and evaluating responses to it are the two steps necessary to build that evidence.

Only 9 member States monitor SOGIESC-based violence, and 3 evaluate their responses to it. This suggests a lack of interest or commitment on the part of education politicians or policy-makers, or their reluctance to recognising SOGIESC-based violence as problematic and harmful [3].

Regardless of the reason, there are gaps in knowledge on the precise prevalence and impact of this violence. This might erroneously suggest that such violence doesn't exist, or doesn't warrant attention – a suggestion reinforced by LGBTI students being invisible, and SOGIESC-based violence being severely under-reported [3], [47].

It is crucial that member States' education sectors start systematically monitoring SOGIESC-based violence if they don't currently. For those already responding to violence, it is crucial that they start evaluating their responses.

Monitoring violence

Although many member States have laws and policies to prevent and address SOGIESC-based discrimination and/or violence, only a few systematically monitor this violence [89].

> 10 member States appear to monitor or have monitored SOGIESC-based violence (Albania, Belgium, Finland, France, some regions of Germany, Ireland, Norway, the Netherlands, Sweden and the United Kingdom).

These studies and surveys vary greatly and can't be compared exactly. They have different scopes (e.g. the educational levels they study); numbers and ages of respondents; data collected (quantitative, qualitative or both); analytical approaches; and include different forms of violence (e.g. psychological, physical, sexual, and/or online violence).

While some surveys focus on young people's ongoing or most recent experiences of violence, others collect data from adults reporting incidents from earlier years.

Surveys commissioned or conducted by governments and their education sectors often use large (in the several thousand respondents) or randomised population-based samples, making it easier for their findings to inform policy [90].

> For example in **Belgium**, the Federal Centre for Equal Opportunities (Unia) encourages students, bystanders and teachers to report SOGIE-based violence in schools, and monitors these reports. The anonymised data is published in a yearbook which feeds into policy recommendations.
>
> In **Ireland**, several departments commissioned research documenting LGBT students' experience of violence and discrimination between 2005 and 2009 [12], [91], [92]. In 2013, this research informed the development of the national Action Plan on Bullying [36].

When repeated in longitudinal or regular studies (e.g. every five years), data from these surveys can be used to measure trends and patterns over time.

> For example in **Belgium**, the equality body Unia introduced the Diversity Barometer on Education in 2017 to measure diversity and discrimination in educational institutions following the grounds protected from discrimination under law – including sexual orientation and gender identity. This monitoring will take place every six years, and will review existing research, diversity policies, and practices related to diversity in education [93].
>
> In **the Netherlands**, a biennial survey on social safety in schools measures students' perception of safety, and their experience of violence and discrimination [94]. Findings disaggregated by sexual orientation and gender identity support the Ministry of Education, Culture and Science in shaping national policy related to gender and sexual diversity.
>
> In the **United Kingdom**, the Department for Education monitors and documents bullying (including on grounds of sexual orientation or gender identity) through longitudinal surveys in England and Wales [95], [96]. These surveys' methodology and number of respondents make them meaningfully representative, producing an accurate picture of the proportion of parents, teachers and students observing or experiencing bullying in these regions. These periodic surveys will allow monitoring trends over time.

Education sectors may also lack the adequate funding to undertake such research. Of note, some education sectors have used data generated by other governmental sectors, such as the health sector.

> For example in **Ireland**, the National Office for Suicide Prevention funded a recent study (2016) exploring the links between negative treatment of LGBT people and increased mental health risks. The study includes detailed data on secondary school and university students' experience of SOGIE-based violence [37].

Others have published reviews of existing research, saving the efforts required by new original research.

> For example in **Sweden**, the agency for public health reviewed existing research and published two reports on the health and wellbeing of LGBT people aged 16–84 for the period 2005–12. The reports, published in 2014 (for lesbian, gay and bisexual individuals) [97] and 2015 (for transgender individuals) [98], included a section on nature and prevalence of SOGIE-based violence in schools.

And others yet have funded universities or research institutes to research SOGIESC-based violence.

> For example in **Albania**, in 2016 the Commissioner for Protection from Discrimination and the Ministry of Education and Sports supported a national study on students' experiences of discrimination at school. The study specifically referred to LGBT students' experience of discrimination and violence.

In **Finland**, the Ministry of Education and Culture funded an extensive online survey on the wellbeing of young LGBTIQ people in 2013. The study was part of the government's Child and Youth Policy Programme 2012-15, and included a thematic section on the experience of students who suffered SOGIE-based discrimination and violence [99].

In some cases, this research may not offer a complete insight into LGBTI students' experience of violence due to methodological shortcomings or official decisions, for example.[29]

For example, in **France**, the Ministry of Education records violent incidents in schools through an annual survey of head teachers. While the survey includes homophobia as a motive, very few such incidents are reported. In practice, respondents to the survey tend to focus on serious incidents, leaving out incidents of psychological violence or bullying [100].

In **Norway**, an annual survey of students measured bullying and negative behaviour based on sexual orientation from 2007 until 2012. After 2012, the survey stopped including indicators measuring SOGIE-based violence or discrimination. However, in 2014 the National Centre for Sexual Orientation, Gender Identity and Gender Expression (a governmental knowledge centre working with all departments and agencies) published a factsheet summarising research on LGBT people in Norway, including a section on LGBT students' experience of violence [101].

Very little data is available on the experiences of adolescents aged 10–14, although recent studies in the United Kingdom suggest lesbian, gay and bisexual youth are victims of SOGIE-based violence at an early age [79], [102].

Studies by civil society and academia

In Europe, civil society collects most of the existing data on SOGIESC-based violence in the education sector: international, national, regional and local non-governmental organisations; universities; and research institutes. Community-based studies often provide detailed insights into the experiences of LGBTI children and young people in schools. However, they often rely on fewer respondents than official surveys, and use targeted or self-selected respondents. These limitations may hinder the validity and credibility of such studies.

In its 2016 global report, UNESCO recognised that, despite limitations, data generated by civil society and academia can provide valuable insights into the nature and impact of school-based violence and bullying. Where no other data is available, the report strongly recommends taking community-based research into consideration, including for policymaking [3], [103].

Education professionals seeking to start or improve their sector's monitoring efforts should consult the next chapter for recommendations.

Evaluating responses

Once responses are being or have been implemented, education sectors should evaluate them to find out whether they have the intended effects, and to ensure they do no harm.

In line with international standards for evaluating public interventions, responses should broadly be evaluated for the five OECD criteria of relevance (whether a response was adequate), effectiveness (whether it achieved its objectives), efficiency (whether it was a good use of resources), impact (its long-term effects), and sustainability (whether it can carry on over time) [104].

Education sectors in 3 member States have evaluated their response to SOGIESC-based violence (Malta, the Netherlands and the United Kingdom).

These three examples suggest that evaluation can inform various aspects of a comprehensive response to SOGIESC-based violence.

For example, evaluation may help establish how effective anti-violence policies have been.

In **Malta**, an inter-agency group (comprising the Ministry for Social Dialogue, Consumer Affairs and Civil Liberties; the Ministry for Education and Employment; and civil society) evaluated the efficiency of the national policy "Trans, Gender-Variant and Intersex Children" adopted in 2015. The review examined what barriers transgender, gender-variant and intersex students faced prior to the policy's launch, and again one academic year after the launch.

29. In both cases, education sectors were aware of these gaps and tried to address them.

It can also help assess the impact of a SOGIESC-inclusive curriculum.

> In **the Netherlands**, the national Social Research Institute undertook a pilot study on the social safety of LGBT children in secondary schools in the 2012–13 and 2013–14 years. The study sought whether the new curriculum had effectively increased LGBT students' feeling of safety [3].

Or it can help assess the effectiveness of different responses to violence before starting a funding programme (see the box "United Kingdom: Evaluating different responses prior to funding" below).

In all three cases, evaluation generated new evidence.

> In **Malta**, the research found that the anti-violence policy had positively supported legal document change and the transition process for transgender, intersex and gender-variant students. However, it also found the policy had had a more limited impact in reducing SOGIE-based violence, and that SOGIE-based bullying remained under-reported [78].
>
> In **the Netherlands**, the research found that including sexual and gender diversity in core educational objectives had measurably increased students' feelings of safety, and that leadership from the schools, teachers and LGBT NGOs had been central to this success [3].

United Kingdom: Evaluating different responses prior to funding

In 2014, the Government Equalities Office commissioned a review of evidence on the effectiveness of responses to address bullying based on sexual orientation or gender identity [7], [77]. The research reviewed suggested that whole-school approaches and staff training were the most effective approaches to combat SOGIE-based violence.

Following the review's key findings, in 2015–16 the office provided initial funding for civil society organisation to pilot different approaches, such as training for staff, awareness-raising and education activities for students, cascaded learning,[30] and whole-school (or comprehensive) approaches.

Based on these findings, the Department for Education designed the Anti-Homophobic, Biphobic and Transphobic Bullying programme for 2016–19. The programme seeks to help schools fulfil their duty under the Equality Act 2010, which mandates them to prevent and address SOGIE-based violence. Ultimately, the programme aims to sustainably shift how the education sector responds to SOGIE-based violence.

It foresees providing GBP 3m in funding, for civil society organisations to provide whole-school interventions and staff training to at least 1,200 schools across England and Wales. Interventions will include a training for trainers to disseminate learning for staff; an ambassador scheme for students; support to mediate conflicts; a modular award scheme for schools; and specific work with faith-based schools. Support will go to schools that have no or ineffective measures in place to prevent and address SOGIE-based violence.

While the programme is implemented, the Equalities Office and Department for Education have commissioned independent evaluators to assess its effectiveness. Evaluators will survey both teachers and students, and consider specific examples and case studies.

Education professionals seeking to start or improve their sector's monitoring efforts should consult the next chapter for recommendations.

Indicators for monitoring and evaluation

Member States considering starting or reviewing their monitoring and evaluation efforts should consider using indicators already in use in other countries. This will enable comparing their data with other countries', and help tracking their evolution over the years.

Readers should consult the review of indicators in UNESCO's 2016 global report, as well as forthcoming work by UNESCO, the United Nations Development Programme and the World Bank (due for publication in 2018).

30. Cascaded learning means training a group of individuals who then pass on their knowledge to their peers.

Chapter 4

Recommendations to member States' education sectors

Member States' education sectors should consider implementing the following seven recommendations. They will help member States effectively implement the Recommendation of the Committee of Ministers to member States CM/Rec(2010)5 on measures to combat discrimination on grounds of sexual orientation or gender identity, which enjoins them to "take appropriate legislative and other measures, addressed to educational staff and pupils, to ensure that the right to education can be effectively enjoyed without discrimination on grounds of sexual orientation or gender identity".

Successful and sustainable responses to SOGIESC-based violence must rest on the six pillars described in the previous chapter, declined in the following eight recommendations. These recommendations partly echo those made by UNESCO in its 2016 global report.

1. SYSTEMATICALLY MONITOR VIOLENCE

Member States' education sectors must systematically monitor violence on grounds of sexual orientation, gender identity/expression or sex characteristics. Although responses can be developed based on past practice and research, consistent monitoring of violence alone allows developing responses that are sustainable and have an impact over time. It also suggests that the education sector cares about preventing and addressing this violence.

This monitoring should ideally take place at the level responsible for education policy-making (i.e. nationally in most member States; regionally in some member States).

	At the political & policy level	In educational institutions
Require that data on SOGIESC-based violence be generated at regular intervals, budgeting the necessary resources to do so. Ensure that data is disaggregated by age, gender, sexual orientation, gender identity/expression, and sex characteristics. If no such data exists yet, start collecting it to generate a baseline.	X	
Review data produced by academia and civil society, and consider what findings imply for education policy and educational institutions.	X	X

Where to start

- In member States with their own school climate or student wellbeing surveys, education professionals at the relevant levels (national or regional) should consider including questions about the nature and prevalence of SOGIESC-based violence, ensuring results can be disaggregated by age, gender, sexual orientation, gender identity/expression and sex characteristics.
- In member States without their own school climate or student wellbeing surveys, education sector professionals at the relevant levels should consider joining the Health Behaviour in School-Aged Children Survey (HBSC), and ensure specific questions are asked about the nature and prevalence of SOGIESC-based violence. At minimum, they should ensure that at least one of the two questions on sexual practices and sexual orientation from the Global School-based Student Health Survey (GSHS) is included in their national survey. They should ensure results can be disaggregated by age, gender, sexual orientation, gender identity/expression and sex characteristics.

2. ADOPT AND ENFORCE COMPREHENSIVE POLICIES TO PREVENT AND ADDRESS VIOLENCE

Member States' education sectors must adopt comprehensive, evidence-based policies to prevent and address violence based on sexual orientation, gender identity/expression or sex characteristics effectively. These policies may be standalone policies on SOGIESC-based violence, or – more likely – the grounds of sexual orientation, gender identity/expression and sex characteristics may be included in wider anti-violence or anti-bullying policies. In any case, policies must mention these grounds explicitly, and address the specificities of this type of violence, including issues of privacy and discrimination. Policies must pay attention to all forms of violence, but particularly verbal harassment, bullying and online bullying.

	At the political & policy level	In educational institutions
Establish a clear standard that violence on any ground, explicitly including on grounds of sexual orientation, gender identity/expression or sex characteristics, is unacceptable. Repeat and reinforce the same message after noteworthy incidents in all relevant political and educational communities.	X	X
Provide clear guidance on ways to prevent SOGIESC-based violence, and address it when it occurs. Provide unconditional backing to educational staff seeking to address violence.	X	X
Adopt policies specific to transgender and intersex students, ensuring their full participation in the life of their educational communities (for example, including the use of preferred names and pronouns and gender-neutral uniform policies).	X	X
When developing or reviewing policies, actively involve LGBTI students (and possibly LGBTI civil society) to ensure their needs are met.	X	X

Where to start

- Consider start-of-year opportunities to clearly establish that violence on any ground, explicitly including on grounds of sexual orientation, gender identity/expression or sex characteristics, is unacceptable. At the political or policy level, this may be an annual letter to head teachers at the start of the year. In educational institutions, it may be through an announcement to the school community at the start of the year, in a letter to parents, and/or during a school assembly.
- In member States or educational institutions without a policy against violence or bullying, contact a national LGBTI NGO or consult references from examples in this report.

3. REVIEW AND ADAPT CURRICULA AND EDUCATIONAL MATERIALS

Member States' education sectors must review their curricula at the relevant level (whether national, regional or otherwise) to ensure they include factual and non-judgmental information about sexual and gender diversity. At minimum, curricula must refer to equality and non-discrimination on all grounds. Ideally, curricula must explicitly mention the grounds of sexual orientation and gender identity/expression or sex characteristics. At best, curricula must explore specific issues related to sexual and gender diversity across several topics (such as citizenship education; history, politics, and sociology; or personal, health and sexuality education).

	At the political & policy level	In educational institutions
Review existing curricula and educational materials – both in text and imagery – to erase negative, stereotypical or outdated mentions of lesbian, gay, bisexual, transgender or intersex individuals, or false normative statements such as "normal" vs "abnormal" families, individuals or sexualities in relation to LGBTI people.	X	X

Mandate the inclusion of equality and non-discrimination principles from an early age, in an age-appropriate way.	X	
Review existing curricula and textbooks to include sexual and gender diversity in topics including citizenship education; history, politics and sociology; and personal, health and sexuality education.	X	
Encourage or mandate the use of diverse learning resources, including lesson plans, books, posters, multimedia supports and multi-support lessons, to explore sexual and gender diversity in an age-appropriate manner at all levels.	X	X

Where to start

- Education sector professionals who are unsure whether problematic contents still exist in curricula or educational materials should commission a review of all relevant materials, for example from a research institute, university, NGO or internal department. In educational institutions, staff should review the use of textbooks, posters, lesson plans, and any other materials for outdated or harmful content.
- At the political and policy level, education sector professionals should seek recommendations for possible ways to include sexual and gender diversity in the curriculum. In educational institutions, staff should obtain existing lesson plans on sexual and gender diversity in their country, seek inspiration from other member States using promising practices in this area,[31] or ask national or international NGOs for advice.
- If sexual and gender diversity doesn't yet feature in the curriculum, consider the subjects of health and personal education, or civics, as a first entry point.

4. SUPPORT TEACHERS AND OTHER EDUCATIONAL STAFF

Member States' education sectors must provide the support, including training, guidance and resources, for teachers and other educational staff to prevent and address SOGIESC-based violence. This entails offering teachers both pre- and in-service training on preventing and addressing violence, and on discussing topics related to sexual and gender diversity.

	At the political & policy level	In educational institutions
Mandate that future teachers follow pre-service training on preventing and addressing violence, including SOGIESC-based violence specifically.	X	
Provide access to, and encourage the use of, in-service training on preventing and addressing violence, including SOGIESC-based violence specifically.	X	X
Encourage teachers and other educational staff to review their own understanding and use of gender-related stereotypes, and knowledge of issues related to sexual and gender diversity.		X

Where to start

- At the political and policy levels, education sector professionals should make quality teaching resources and guidance available to teachers, for example through a dedicated page on their intranet.
- In educational institutions, a member of staff could be appointed as a resource person on sexual and gender diversity, and provide a list of resources to teachers and other colleagues.

31. The Council of Europe's Sexual Orientation and Gender Identity (SOGI) Unit may help civil servants identify such promising practices in other member States.

5. SUPPORT STUDENTS

Member States' education sectors must ensure all students affected by SOGIESC-based violence – victims, perpetrators, victim-perpetrators and bystanders – have adequate access to protection, support and redress.

	At the political & policy level	In educational institutions
Consult and partner with relevant governmental sectors (health, youth, family, social services) to provide needs-based support to young people affected by SOGIESC-based violence.	X	X
Ensure policies foresee – and effectively provide – protection, support and redress for those affected by SOGIESC-based violence.		X
Provide safe and anonymous ways to report incidents of violence, both within and outside of educational institutions.	X	X

Where to start

- At the political and policy levels, education sector professionals should contact colleagues in relevant sectors to consider what resources – existing or new – should be made available to victims of SOGIESC-based violence.
- In educational institutions, staff should ensure clear policies guide responses to violence, including SOGIESC-based violence, and that safe and effective support is available to all affected students.

6. INFORM ABOUT DIVERSITY

Member States' education sectors must provide information to educational communities – including students, parents, educational staff, contractors – on equality and non-discrimination for all, including on grounds of gender, sexual orientation, gender identity/expression and sex characteristics. Information campaigns, for example, are a good way disseminate information.

	At the political & policy level	In educational institutions
Review what information educational communities received in previous years concerning discrimination on SOGIESC-based violence or discrimination. If any information was shared, review whether it was rights-based, gender-responsive and transformative, evidence-based, age-appropriate and specific, and context-specific and culturally sensitive.	X	X
Regularly carry out or support information campaigns promoting equality and non-discrimination on grounds of gender, sexual orientation and gender identity/expression and sex characteristics to educational communities.	X	X

Where to start

- At the political and policy level, education professionals should consider supporting and relaying initiatives by LGBTI youth organisations, LGBTI organisations, youth organisations and/or trade unions, either financially or through other means (e.g. by providing public support), or creating their own initiatives or information campaigns.
- In educational institutions, educational staff should relay information and campaigns (that are rights-based, gender-responsive and transformative, evidence-based, age-appropriate and specific, and context-specific and culturally sensitive) to their educational communities, or initiate their own local versions of it.

7. PARTNER WITH CIVIL SOCIETY

Member States' education sectors should partner with civil society to benefit from their expertise in preventing and addressing SOGIESC-based violence. As education sectors acquire experience with the topic, their partnerships with civil society organisations should evolve to continue complementing official responses to violence.

	At the political & policy level	In educational institutions
Establish partnerships with relevant and capable civil society organisations to help monitor SOGIESC-based violence, prevent it, and closely inform education sector responses to it.	X	X

Where to start

- At the political and policy level and in educational institutions, education sector professionals should consult LGBTI youth organisations, LGBTI organisations, youth organisations and/or trade unions about priority actions to prevent and address SOGIESC-based violence.
- In educational institutions, professionals should consider inviting vetted organisations to address sexual and gender diversity with students and staff.

8. EVALUATE RESPONSES TO VIOLENCE

Member States' education sectors must systematically evaluate their response to violence based on sexual orientation, gender identity/expression and sex characteristics. At minimum, evaluations must reliably assess responses' relevance (whether they were adequate), their effectiveness (whether they effectively took place), and their impact (whether they had the intended effects). At best, evaluations must also reliably assess responses' efficiency (whether they were a good use of resources), and their sustainability (whether they can carry on over time).

	At the political & policy level	In educational institutions
When designing and implementing responses, plan how and by whom they will be evaluated for their relevance, effectiveness, efficiency and impact over time, using internationally-agreed indicators.	X	X
When designing and implementing responses in educational institutions, plan for small-scale and non-resource-intensive evaluations such as short anonymous surveys to generate insights about whether responses worked as planned.		X

Where to start

- In member States with existing responses to violence, at the political and policy levels, education sector professionals should list current responses to violence, and partner with a research institute, university, NGO or experienced consulting firm to assess their relevance, effectiveness, impact, efficiency and sustainability.
- In educational institutions with existing responses to violence, staff should partner with a local research institute, university, NGO or consultants to assess their relevance, effectiveness, impact, efficiency and sustainability in a simple and usable way.
- Where no responses currently exist, education professionals at the political and policy levels and in educational institutions should carefully design new and future responses so they can be evaluated for their relevance, effectiveness, efficiency and impact over time.

Annex 1 – Country data on the extent of SOGIESC-based violence in education

This table is based on national and local studies done in Council of Europe member States between 2010 and 2017, and available online. Because studies have different scopes, samples, designs and analyses, they are not comparable.

Albania	In a 2017 study of 1,438 students and 248 teachers from six cities, 25% of students stated that they could not accept the sexual orientation or gender identity of their LGBT peers, while 64% said they did not respect their LGBT friends at school and 5% reported feeling discriminated because of their gender identity [1]. In 2015, a national LGBT NGO documented 38 incidents of discrimination in schools from 10 LGBT individuals. None of the incidents were reported to the authorities [2].
Andorra	
Armenia	
Austria	In its 2013 survey of 2,543 LGBT individuals, the EU Agency for Fundamental Rights found that 61% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 31% had "always" or "often" experienced such negative comments or conduct [3]. A 2010 study surveyed 468 gay and bisexual men, of which 57% were 25 years old or younger. 35% of respondents felt that they were not, or probably not, accepted at school. 69% chose not to disclose their sexual orientation in school. And 31% reported having experienced homophobic harassment by peers [4].
Azerbaijan	
Belgium	A 2013 study surveyed 259 LGBT respondents, of which 60% were 30 years old or younger. 47% reported at least one experience of homophobic or transphobic bullying or discrimination at school. Transgender (male-to-female) young people and gay male students were found to be the most vulnerable [5]. In its 2013 survey of 2,901 LGBT individuals, the EU Agency for Fundamental Rights found that 61% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 37% had "always" or "often" experienced such negative comments or conduct [3]. A 2010 study examined the negative school experiences of 93 transgender respondents. 66.7% were subjected to criticism for their appearance or behaviour; 63.4% were made fools of; and 47.3% experienced verbal violence. Negative or discriminatory behaviour came from peers in most cases [6]Belgium», «title» : «Being transgender in Belgium: Mapping the social and legal situation of transgender people», «type» : «report» }, «uris» : [«http://www.mendeley.com/documents/?uuid=75cf612b-d998-489c-8dd9-2310f9163503»] }], «mendeley» : { «formattedCitation» : «[6]», «plainTextFormattedCitation» : «[6]», «previouslyFormattedCitation» : «[6]» }, «properties»: { }, «schema» : «https://github.com/citation-style-language/schema/raw/master/csl-citation.json» }.
Bosnia and Herzegovina	In a 2016 study of 17 transgender respondents, 30% experienced discrimination in education; 45% reported suffering at least one form of SOGIE-based violence or harassment; and all respondents were subjected to psychological or emotional violence. Violence and harassment came from peers in most cases [7].

Bulgaria	In its 2013 survey of 1,033 LGBT individuals, the EU Agency for Fundamental Rights found that 75% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 41% had "always" or "often" experienced such negative comments or conduct [3].
Croatia	In its 2013 survey of 1,197 LGBT individuals, the EU Agency for Fundamental Rights found that 73% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 33% had "always" or "often" experienced such negative comments or conduct [3]. In a 2012 study surveying 322 students, 32.4% of respondents admitted they had verbally and/or physically abused peers due to their perceived sexual orientation or gender identity [8].
Cyprus	In its 2013 survey of 265 LGBT individuals, the EU Agency for Fundamental Rights found that 84% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 47% had "always" or "often" experienced such negative comments or conduct [3].
Czech Republic	In its 2013 survey of 2,469 LGBT individuals, the EU Agency for Fundamental Rights found that 49% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 32% had "always" or "often" experienced such negative comments or conduct [3].
Denmark	In its 2013 survey of 1,710 LGBT individuals, the EU Agency for Fundamental Rights found that 50% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 31% had "always" or "often" experienced such negative comments or conduct [3].
Estonia	In its 2013 survey of 374 LGBT individuals, the EU Agency for Fundamental Rights found that 57% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 30% had "always" or "often" experienced such negative comments or conduct [3].
Finland	In its 2013 survey of 3,439 LGBT individuals, the EU Agency for Fundamental Rights found that 55% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 31% had "always" or "often" experienced such negative comments or conduct [3].
France	In 2015, France undertook the first national school climate survey, filled in by students themselves. In upper high schools (16–18), 30% of all students reported witnessing homophobic violence [9]. In its annual report for 2016, a LGBT NGO recorded 74 reports of homophobic and transphobic violence in educational settings (down from 67 in 2015 and 98 in 2014) [10]. In 2012, 158 cases of homophobic violence were recorded through a national annual survey of head teachers on safety in schools; SOGIE-based incidents represented 1% of all reported incidents [11]. In its 2013 survey of 8,375 LGBT individuals, the EU Agency for Fundamental Rights found that 64% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 38% had "always" or "often" experienced such negative comments or conduct [3].
Georgia	
Germany	In its 2013 survey of 2,271 LGBT individuals, the EU Agency for Fundamental Rights found that 62% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 34% had "always" or "often" experienced such negative comments or conduct [3]. A 2011 survey of 787 Berlin students in 6th and 9–10th grades, 54–62% heard "gay" or "fag[got]" used as a swearword in the 12 months preceding the survey. 22–40% heard "lesbian" or "dyke" used. And 49–61% saw peers making fun of a student because they behaved as the other gender [12].

Greece	In its 2013 survey of 2,760 LGBT individuals, the EU Agency for Fundamental Rights found that 84% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 49% had "always" or "often" experienced such negative comments or conduct [3].
Hungary	In its 2013 survey of 2,267 LGBT individuals, the EU Agency for Fundamental Rights found that 62% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 29% had "always" or "often" experienced such negative comments or conduct [3].
Iceland	
Ireland	In a 2016 study of 2,264 LGBTI respondents, 47.5% of all young respondents (795) reported having experienced SOGIE-based bullying. Intersex and gay male respondents were most likely to report this, with 75% of intersex people and 59% of gay boys reporting it [13]. In a 2016 study of 161 transgender 14-25-year-olds, only 27% reported that their name and pronouns were generally respected, including for official purposes, in their educational institutes. Only 16% said they could wear a uniform corresponding to their gender identity, and only 18% felt their gender was respected when it came to using gender-segregated facilities [14]. In its 2013 survey of 1,625 LGBT individuals, the EU Agency for Fundamental Rights found that 77% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 46% had "always" or "often" experienced such negative comments or conduct [3].
Italy	In its 2013 survey of 13,255 LGBT individuals, the EU Agency for Fundamental Rights found that 73% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 37% had "always" or "often" experienced such negative comments or conduct [3].
Latvia	In its 2013 survey of 501 LGBT individuals, the EU Agency for Fundamental Rights found that 62% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 33% had "always" or "often" experienced such negative comments or conduct [3].
Liechtenstein	
Lithuania	In a 2015 study surveying 152 LGBT students, 79% of respondents reported bullying based on their sexual orientation in school. The most prevalent forms of bullying reported in the study were: slander, often or almost daily experienced by 43.2% of the respondents; jokes (35.3%); name-calling (23.6%); and teasing (21.5%) [15]. In another 2015 survey of 296 secondary school students, 37% had at least one experience of bullying and harassment based on their actual or alleged sexual orientation or gender identity. 30% of heterosexual respondents and 71 % of LGBT respondents indicated they had experienced verbal homophobic bullying. Male respondents were twice as likely to be insulted (72%) than their female peers (30%) [16]. In its 2013 survey of 821 LGBT individuals, the EU Agency for Fundamental Rights found that 63% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 37% had "always" or "often" experienced such negative comments or conduct [3].
Luxemburg	In its 2013 survey of 318 LGBT individuals, the EU Agency for Fundamental Rights found that 62% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 39% had "always" or "often" experienced such negative comments or conduct [3].

Malta	In its 2013 survey of 358 LGBT individuals, the EU Agency for Fundamental Rights found that 75% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 41% had "always" or "often" experienced such negative comments or conduct [3]. In a 2011 study of 140 LGBT people, 53.3% of young people reported suffering psychological harassment from peers at least three times during their schooling, and 13.3% reported experiencing physical violence at school [17].
Monaco	
Montenegro	A 2013 survey of 1,599 secondary school students found that 44.2% would not accept a friend from class if they found out that they were LGBT. They showed even lower acceptance for members of their own family (54%). 57.3% stated that derision or humiliation and bullying were daily phenomena at school. 16.7% confirmed that students attacked each other daily. 63% of high school students stated that they had heard other persons being ridiculed for presumably being members of the LGBT community, and that they were exposed to insults, assaults and threats [18].
Netherlands	A biennial national survey on social safety in schools (2010–14) found that 23% of lesbian, gay and bisexual students reported being bullied at school, compared to 11% of the general student population. This figure rose to 26% for transgender students. 21% of LGBT students reported being reluctant to disclose their sexual orientation and/or gender identity in the school environment [19]. In its 2013 survey of 3,175 LGBT individuals, the EU Agency for Fundamental Rights found that 56% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 32% had "always" or "often" experienced such negative comments or conduct [3].
Norway	In a study from 2013, 25% of gay students had been harassed by their teachers the past year; more than three times the frequency for heterosexual male students. Gay male students also experienced more than double the amount of harassment from peers (37%) by comparison with heterosexual males (16%) [20].
Poland	In its 2013 survey of 2,790 LGBT individuals, the EU Agency for Fundamental Rights found that 69% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 30% had "always" or "often" experienced such negative comments or conduct [3]. In a 2012 survey of 585 LGBTI students, 75% had witnessed homophobic insults at school. Over 58% reported witnessing verbal abuse at school 11 or more times in the previous three years, and 26% reported witnessing incidents of physical violence. 45.9 % reported that boys behaving in "feminine" and "unmanly" ways were most likely to be targets of violence [21]. A 2010–11 study of 11,144 individuals (48.2% aged 18–25) showed that 69% of young respondents hid their sexual orientation at school [22].
Portugal	In its 2013 survey of 2,125 LGBT individuals, the EU Agency for Fundamental Rights found that 75% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 40% had "always" or "often" experienced such negative comments or conduct [3]. In a 2012 study of 184 LGBT people, 48% of respondents reported experiencing at least one form of homophobic violence at school, as did 33% of bisexual respondents. Boys were also more likely to suffer homophobic violence than girls [23].
Moldova	

Romania	The report "Safe high school for all" released in February 2017 showed that 7 in 10 LGBT high school students think they are not safe at school. 6 in 10 students witnessed or were victims of violence, but 5% said they would ask for help from a teacher or head teacher if they saw someone being bullied because of their sexual orientation. 2 in 5 students interviewed believe that gay men and lesbian women should not teach in schools [1]. In its 2013 survey of 1,260 LGBT individuals, the EU Agency for Fundamental Rights found that 64% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 31% had "always" or "often" experienced such negative comments or conduct [3].
Russian Federation	
San Marino	
Serbia	
Slovakia	In its 2013 survey of 1,000 LGBT individuals, the EU Agency for Fundamental Rights found that 57% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 36% had "always" or "often" experienced such negative comments or conduct [3].
Slovenia	In a 2014 study of 1,145 respondents, 42.8% of those between 15 and 30 years old, reported at least one experience of homophobic harassment or bullying during their schooling [24]. In its 2013 survey of 636 LGBT individuals, the EU Agency for Fundamental Rights found that 59% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 30% had "always" or "often" experienced such negative comments or conduct [3].
Spain	A 2014–15 study analysed the experience of 5,605 students in 39 education centres across the Madrid region. 7% had witnessed homophobic physical violence in their education centre; and 59.6% had witnessed verbal violence [25]. In its 2013 survey of 6,388 LGBT individuals, the EU Agency for Fundamental Rights found that 71% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 42% had "always" or "often" experienced such negative comments or conduct [3].
Sweden	In its 2013 survey of 2,464 LGBT individuals, the EU Agency for Fundamental Rights found that 60% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 33% had "always" or "often" experienced such negative comments or conduct [3].
Switzerland	
The Former Yugoslav Republic of Macedonia	
Turkey	In a 2015 national study of 2,875 LGBT individuals, including 49.8% aged 18–25, 67.4% reported having been discriminated on the basis of their sexual orientation and/or gender identity in their pre-18 education. 8.3% dropped out of school before 18 because of the discrimination or violence they faced. 51.7% had received negative comments or reactions at university because of their sexual orientation and/or gender identity, and 4.7% dropped out of university because of this [26].
Ukraine	

United Kingdom	In England, a 2017 study of 3,713 LGBT young people aged 11–19 found that 45% of LGB and 64% of transgender students had been bullied for being LGBT at school; 52% heard homophobic language "often" or "frequently", and 9% of transgender students received death threats at school. The study also found 45% of bullying victims never told anyone [27]Stonewall launched the first School Report, a ground-breaking study into the experiences of 1,100 lesbian, gay and bi pupils in Britain's schools. Published four years after the repeal of Section 28, it revealed a startling picture: two in three lesbian, gay and bi pupils had been bullied at school because of their sexual orientation, and just one in four schools said this bullying was wrong. In response, over the past decade Stonewall has worked with governments, schools and local authorities across Britain to help them combat this bullying and create inclusive schools. In 2015 Stonewall extended its remit to campaign for trans equality, and I am delighted that this report includes the specific experiences of trans pupils. School Report 2017, a study of over 3,700 lesbian, gay, bi and trans (LGBT. In England, a 2014 study of over 6,500 young people aged 16–25 found that 56% reported name-calling because they were or were perceived as LGBTI, and 20% reported physical violence at school [28]. In a 2014 national study of 4,240 university students, 20% of lesbian, gay or bisexual students and 33% of transgender students said they had experienced at least one form of violence on campus [29]. In a survey of 158 lesbian, gay and bisexual pupils in Scottish schools, 52% had experienced homophobic or biphobic bullying directly [30]. Another study with 350 lesbian, gay, bisexual and transgender young people in Scotland found that 69% of all respondents had experienced homophobic or biphobic bullying in school [31]. And in its 2013 survey of 6,759 LGBT individuals, the EU Agency for Fundamental Rights found that 78% of respondents had "always" or "often" heard or seen negative comments or conduct because of schoolmates' sexual orientation or gender identity, and 50% had "always" or "often" experienced such negative comments or conduct [3].

Annex 2 – References

[1] Council of Europe, "Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity," 2010. [Online]. Available: https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cf40a. [Accessed: 07-Jan-2017].

[2] UNESCO, "Out In The Open: Education sector responses to violence based on sexual orientation and gender identity/expression," UNESCO, Paris, France, 2016.

[3] UNESCO, "School Violence and Bullying: Global Status Report." UNESCO, Paris, France, p. 56, 2017.

[4] F. Leach, M. Dunne, and F. Salvi, "School-Related Gender based Violence: A global review of current issues and approaches in policy, programming and implementation responses to School-Related Gender-Based Violence (SRGBV) for the Education Sector," UNESCO, 2014.

[5] B. Perry and S. Alvi, "'We are all vulnerable': The in terrorem effects of hate crimes," *Int. Rev. Vict.,* vol. 18, No. 1, pp. 57–71, Jan. 2012.

[6] LGBT YS and LTS, "Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools," LGBT Youth Scotland, Glasgow, 2009.

[7] P. Downes and C. Cefai, "How to Prevent and Tackle Bullying and School Violence: Evidence and Practices for Strategies for Inclusive and Safe Schools, NESET II report," Publications Office of the European Union, Luxembourg, 2016.

[8] A. Guasp, "The School Report: The experiences of gay young people in Britain's schools in 2012," Stonewall UK, Centre for Family Research - University of Cambridge, Cambridge, UK, 2012.

[9] A. Guasp, G. Ellison, and T. Satara, "The Teacher's Report 2014: Homophobic Bullying in Britain's Schools," Stonewall UK, London, UK, 2014.

[10] G.-K. Charonis, A. Kokkinou, D. Prisacariu, and E. Tamulionyte, "Teacher's Guide to Inclusive Education," International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organisation, Brussels, Belgium, 2015.

[11] I. Rivers and N. Noret, "Potential suicide ideation and its association with observing bullying at school," *J. Adolesc. Heal.,* vol. 53, No. 1 SUPPL, pp. S32–S36, 2013.

[12] D. M. Frost and I. H. Meyer, "Internalized homophobia and relationship quality among lesbians, gay men, and bisexuals.," *J. Couns. Psychol.,* vol. 56, No. 1, pp. 97–109, 2009.

[13] S. Aerts, M. Van Houtte, A. Dewaele, N. Cox, and J. Vincke, "School Motivation in Secondary Schools : A Survey of LGB and Heterosexual Students in Flanders," *Youth Soc.,* vol. 47, No. 3, pp. 412–437, 2015.

[14] S. Aerts, M. Van Houtte, A. Dewaele, N. Cox, and J. Vincke, "Sense of Belonging in Secondary Schools: A Survey of LGB and Heterosexual Students in Flanders," *J. Homosex.,* vol. 59, No. 1, pp. 90–113, 2012.

[15] Çavaria, "National Report on Homophobic Attitudes and Stereotypes among Young People in Belgium," NISO Project, 2013.

[16] The Danish Institute for Human Rights, "Study on Homophobia, Transphobia and Discrimination on Grounds of Sexual Orientation and Gender Identity Sociological Report: Montenegro," p. 14, 2009.

[17] GISH, "Survey Research with the LGBT Community in Albania." GISH, Tirana, p. 6, 2006.

[18] ECRI, "ECRI report: Bulgaria," Council of Europe, 2014.

[19] A. Gencheva, "Bulgaria: The Status of Lesbian, Gay, Bisexual and Transgender Rights: Submission to the United Nations Human Rights Council for its Universal Periodic Review of Bulgaria (9th Session)," 2010.

[20] L. Kuyper, "Young people and sexual orientation: Summary and discussion," The Dutch Institute for Social Research, Amsterdam, the Netherlands, 2015.

[21] KPH, "Violence Motivated by Homophobia." KPH - Kampania Przeciw Homofobii, Warsaw, Poland, p. 106, 2011.

[22] A. Higgins et al., "The LGBTIreland Report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland." GLEN and BeLonGTo, Dublin, Ireland, p. 310, 2016.

[23] S. Aerts, A. Dewaele, N. Cox, and M. Van Houtte, "Homonegativity in the Technical and Vocational Track: A Survey of Secondary School Students in Flanders," *J. LGBT Youth,* vol. 11, No. 2014, pp. 364–387, 2014.

[24] M. Ploederl, G. Faistauer, and R. Fartacek, "The Contribution of School to the Feeling of Acceptance and the Risk of Suicide Attempts among Austrian Gay and Bisexual Males," *J. Homosex.,* vol. 57, No. 7, pp. 819–841, 2010.

[25] NUS, "Education Beyond the Straight and Narrow: LGBT student's experience in higher education," National Union of Students, UK, 2014.

[26] METRO, "Youth Chances Survey of 16-25 year olds: First Reference Report," METRO Youth Chances, London, UK, 2014.

[27] M. Makuchowska and M. Pawlęga, "Situation of LGBT Persons in Poland: 2010 and 2011 Report," Kampania Przeciw Homofobii, Warsaw, Poland, 2012.

[28] R. Scholte, W. Nelen, W. de Wit, and G. Kroes, "Sociale veiligheid in en rond scholen: Primair (Speciaal) Onderwijs 2010-2016, Voortgezet (Speciaal) Onderwijs 2006-2016," No. december. Praktikon B.V., Nijmegen, The Netherlands, p. 166, 2016.

[29] E. Formby, "The impact of homophobic and transphobic bullying on education and employment: A European survey 2013," IGLYO and Sheffield Hallam University, Sheffield, UK, 2013.

[30] B. L. Lough Dennel and C. Logan, "Life in Scotland for LGBT Young People: Education Report," LGBT Youth Scotland, Glasgow, 2012.

[31] M. Badgett, A. Hasenbush, and W. Luhur, "LGBT Exclusion in Indonesia and Its Economic Effects." The Williams Institute, Los Angeles, p. 40, 2017.

[32] ILGA-Europe, TGEU, and OII Germany, "Joint contribution by ILGA-Europe, Transgender Europe and OII-Germany towards the European Commission's assessment of the state of affairs vis-à-vis gender discrimination in education and the provision of financial services." ILGA Europe, TGEU, Oii, Brussels, Belgium, 2010.

[33] TENI, "Transforming the Classroom: Supporting Trans Young People in Schools." Transgender Equality Network Ireland, Dublin, Ireland, 2016.

[34] L. Henzel, "BACK ME UP! Rights of Trans Children under the Convention on the Rights of the Child," No. 13. Humboldt Law Clinic and Transgender Europe, 2016.

[35] D. C. Ghattas, "Standing up for the human rights of intersex people: how can you help?," No. December. OII Europe, ILGA Europe, Brussels, Belgium, p. 36, 2015.

[36] CoE, "Human rights and intersex people: Issue paper." Council of Europe Commissioner for Human Rights Human, Strasbourg, France, p. 62, 2015.

[37] R. Kuhar, "Raziskava o pravni podinformiranosti LGBT skupnosti in vsakdanjem življenju gejev in lezbijk," Društvo informacijski center Legebitra, Ljubljana, Slovenia, 2014.

[38] FRA, "EU LGBT survey: Main results." European Union Agency for Fundamental Rights, Vienna, Austria, p. 144, 2014.

[39] ILGA-Europe, "Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans and Intersex People in Europe 2017." ILGA-Europe, Brussels, Belgium, p. 184, 2017.

[40] V. Yılmaz and İ. Göçmen, "Summary Results of the Social and Economic Problems of Lesbian, Gay, Bisexual and Transsexual (LGBT) Individuals in Turkey Research," 2015. [Online]. Available: http://researchturkey.org/summary-results-of-the-social-and-economic-problems-of-lesbian-gay-bisexual-and-transsexual-lgbt-individuals-in-turkey-research/. [Accessed: 10-Oct-2016].

[41] Pink Armenia, "From Prejudice to Equality: Study of Societal Attitudes towards LGBTI People in Armenia." PINK Armenia - Public Information and Need of Knowledge NGO, Yerevan, Armenia, p. 69, 2016.

[42] The Danish Institute for Human Rights, "Study on Homophobia, Transphobia and Discrimination on Grounds of Sexual Orientation and Gender Identity - Sociological Report: Russian Federation," p. 14, 2010.

[43] A. Carroll, "Testing the Waters: LGBT People in the Europe & Eurasia Region." USAID, p. 95, 2014.

[44] N. Anderssen and K. Malterud, "Seksuell orientering og levekår," Uni Health, Bergen, Norway, 2013.

[45] R. Sijbers, D. Fettelaar, W. De Wit, and T. Mooij, "Sociale veiligheid in en rond scholen," Praktikon B.V., Nijmegen, The Netherlands, 2014.

[46] J. Bradlow, F. Bartram, A. Guasp, S. Dr, and V. Jadva, "The experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017." Stonewall UK, London, UK, 2017.

[47] MGRM, "LGBT Discrimination in Malta: A survey on sexual orientation and gender identity discrimination against lesbian, gay, bisexual and transgender persons in Malta, 2006- 2008." Malta Gay Rights Movement, Mosta, Malta, p. 52, 2011.

[48] J. Swierszcz, "Summary Report Equality Lesson Attitudes and Needs of School Staff and Youth Towards Homophobia in School," Kampania Przeciw Homofobii, Warsaw, Poland, 2012.

[49] LGBT YS and Scottish Trans Alliance, "Supporting Transgender Young People: Guidance for Schools in Scotland." LGBT Youth Scotland, Scottish Trans Alliance, Edinburgh, Scotland, 2017.

[50] METRO, "Youth Chances Summary of First Findings: The Experiences of LGBTQ Young People in England," METRO Youth Chances, London, UK, 2014.

[51] E. Paterson, F. McMillan, and S. Maljevac, "Challenging homophobia together: A guide to developing Strategic Partnerships in Education," LGBT Youth Scotland, Edinburgh, 2011.

[52] K. Larchet, "Les injures à caractère homophobe: Exploitation des enquêtes Cadre de vie et sécurité." Institut National des Hautes Études de la Sécurité et de la Justice, Paris, France, 2017.

[53] ECHR, "Factsheet - Gender Identity Issues." European Court of Human Rights, Strasbourg, France, 2016.

[54] ECHR, "Factsheet - Sexual Orientation Issues." European Court of Human Rights, Strasbourg, France, 2016.

[55] UNESCO et al., "Education 2030: Incheon Declaration and Framework for Action Towards inclusive and equitable quality education and lifelong learning for all." p. 51, 2015.

[56] UN, "Joint UN statement on ending violence and discrimination against lesbian, gay, bisexual, transgender and intersex people." UN Human Rights Office of the High Commissioner, 2015.

[57] CoE, "European Social Charter: Collected texts (7th edition) (updated to 1st January 2015)." Council of Europe, Strasbourg, France, 1961.

[58] Steering Committee for Human Rights (CDDH), "Report on the implementation of the Committee of Ministers' Recommendation CM/Rec(2010)5 on measures to combat discrimination on grounds of sexual orientation or gender identity (R77 Addendum VI)," No. March. Council of Europe, Strasbourg, 2013.

[59] M. Barron, "LGBT young people and homophobic and transphobic bullying – The European and international human rights context," in *Perspectives on Youth,* No. Volume 3, Strasbourg: Council of Europe Publishing, p. 107120.

[60] Plan, "Learn Without Fear: The global campaign to end violence in schools." Plan Limited, Woking, Surrey, 2008.

[61] UNESCO, "Teaching Respect for All." UNESCO, Paris, France, p. 285, 2014.

[62] A. M. Mitchell, M. Gray, K. Green, and K. Beninger, "What works in tackling homophobic, biphobic and transphobic (HBT) bullying among and young people? Evidence review and typology of initiatives," Government Equalities Office, London, UK, 2014.

[63] UNICEF, "Tackling Violence in Schools: A global perspective Bridging the gap between standards and practice," Office of the Special Representative of the Secretary General on Violence against Children, New York, 2012.

[64] J. F. Richard, B. H. Schneider, and P. Mallet, "Revisiting the whole-school approach to bullying: Really looking at the whole school," *Sch. Psychol. Int.,* vol. 33, No. 3, pp. 263–284, 2012.

[65] A. Lodge and K. Lynch, "Diversity at School." Dublin, Ireland, p. 143, 2004.

[66] D. Chambers, E. Arensman, J. Connolly, P. Corcoran, and R. Corcoran, "Irish National Strategy for Action on Suicide Prevention 2005 - 2014," Dublin, Ireland, 2005.

[67] J. Norman and M. Galvin, "Straight Talk : An Investigation of Attitudes and Experiences of Homophobic Bullying in Second-Level Schools." School of Education Studies Dublin City University, Dublin, Ireland, 2006.

[68] J. I. Pichardo Galan, M. de Stefano Barbero, J. Faure, M. Saenz, and J. Williams Ramos, "Embracing Diversity: Proposals for an Education Free of Homophobia." Instituto de la Mujer y para la Igualdad de Oportunidades, Madrid, Spain, p. 120, 2015.

[69] DfEE, "Sex and Relationship Education Guidance," No. July. Department for Education and Employment, London, UK, pp. 1–34, 2000.

[70] ILGA Europe, "Rainbow Europe," 2017. [Online]. Available: http://rainbow-europe.org/. [Accessed: 08-Oct-2015].

[71] Assembleia da República, "Lei n.o 51/2012 - Aprova o Estatuto do Aluno e Ética Escolar," 2012. [Online]. Available: https://www.citius.mj.pt/portal/article.aspx?ArticleId=1216. [Accessed: 02-Dec-2017].

[72] "Plan d 'Action Interfédéral Contre Les Violences Homophobes Et Transphobes." IVGVM, Brussels, Belgium, 2014.

[73] LADS, "'Berlin supports self-determination and the acceptance of sexual diversity!' Berlin Senate Resolution of 16th of February 2010," Berlin, Germany, 2010.

[74] Ministerium für Gesundheit Emanzipation Pflege und Alter des Landes Nordrhein-Westfalen, "NRW-Aktionsplan für Gleichstellung und Akzeptanz sexueller und geschlechtlicher Vielfalt - gegen Homo- und Transphobie." Ministerium für Gesundheit, Emanzipation, Pflege und Alter des Landes Nordrhein-Westfalen, Düsseldorf, Germany, 2012.

[75] Ministry for Social Dialogue Consumer Affairs and Civil Liberties, "LGBTIQ Action Plan 2015-2017." Ministry for Social Dialogue Consumer Affairs and Civil Liberties, Valetta, Malta, 2017.

[76] Department of Children and Youth Affairs, "LGBTI+ National Youth Strategy: Celebrating the launch of the Youth Consultation Report: Pride, Pals, and Perspectives," 2017. [Online]. Available: https://www.dcya.gov.ie/docs/Have-your-say-in-the-new-LGBTI-National-Youth-Strategy/4178.htm. [Accessed: 20-Nov-2017].

[77] Vlada za ljudska prava i zaštitu od diskriminacije, "Strategija za unapređenja kvaliteta života LGBT osoba za period 2013 – 2018. godine." Vlada za ljudska prava i zaštitu od diskriminacije, Podgorica, Montenegro, 2013.

[78] The Government of the Republic of Serbia, "Anti-Discrimination Strategy for 2013 - 2018." The Government of the Republic of Serbia, Belgrade, Serbia, 2013.

[79] Council of Europe, "The launching of the LGBTI National Action Plan," 2016. [Online]. Available: https://www.coe.int/en/web/sogi/news/-/asset_publisher/fmIWyzADpL08/content/the-launching-of-its-lgbti-national-action-plan?_101_INSTANCE_fmIWyzADpL08_viewMode=view/. [Accessed: 10-Oct-2017].

[80] Republic of Lithuania, "Law on the Protection of Minors against the Detrimental Effect of Public Information." Republic of Lithuania, Vilnius, Lithuania, 2009.

[81] LGL, "Action plan on non-discrimination of LGBT* People in Lithuania (2015-2020)." Lithuanian Gay League, Vilnius, Lithuania, p. 84, 2015.

[82] ILGA Europe, "Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans and Intersex People in Europe 2016." ILGA-Europe, Brussels, Belgium, p. 184, 2016.

[83] A. Carroll and P. Itaborahy, "State-Sponsored Homophobia: A World Survey of Laws: Criminalisation, protection and recognition of same-sex love." ILGA, Geneva, Switzerland, p. 129, 2015.

[84] M. Barron and L. O'Hagan, "LGBT Safe & Supportive Schools Toolkit Creating schools that are fully inclusive of Lesbian, Gay, Bisexual and Transgender Young People." BeLonGTo, Healthy Ireland, Dublin, Ireland, p. 29, 2016.

[85] Human Dignity Trust, "Briefing on Russia: The Anti-Propaganda Law." Human Dignity Trust, 2014.

[86] ECRI, "ECRI Report on Lithuania (fifth monitoring cycle)," Council of Europe, 2016.

[87] LGBT ERA, "Turkey," 2015. [Online]. Available: http://www.lgbti-era.org/content/turkey. [Accessed: 15-Oct-2017].

[88] La Presidenta de la Comunidad deMadrid, "EY 3/2016, de 22 de julio, de Protección Integral contra la LGTBifobia y la Discriminación por Razón de Orientación e Identidad Sexual en la Comunidad de Madrid." La Presidenta de la Comunidad deMadrid, Madrid, Spain, 2016.

[89] DES, "Anti-Bullying Procedures for Primary and Post-Primary Schools," Department of Education and Skills, Ministry for Education and Skills, Dublin, Ireland, 2013.

[90] MoEE, "Trans, Gender Variant and Intersex Students in Scools: Procedures." Ministry of Education and Employment, Valetta, Malta, p. 12, 2015.

[91] S. Agius, R. Koehler, S. Aujean, and J. Ehrt, "Human Rights and Gender Identity: Best Practice Catalogue." ILGA Europe, Brussels, Belgium, p. 68, 2011.

[92] Staff, "Icelandic elementary school adopts a gender-neutral policy, removing gendered restroom signs," *Iceland Magazine,* 2016. [Online]. Available: http://icelandmag.visir.is/article/icelandic-elementary-school-adopts-a-gender-neutral-policy-removing-gendered-restroom-signs. [Accessed: 01-Nov-2017].

[93] MoEE, "Trans, Gender Variant and Intersex Students in Schools: Policy." Ministry of Education and Employment, Valetta, Malta, p. 24, 2015.

[94] Universidad Complutense Madrid, "Oficina de Diversidad Sexual e Identidad de Género," 2017. [Online]. Available: http://www.ucm.es/entiende. [Accessed: 25-Nov-2017].

[95] J. Kosciw, E. Greytak, N. Giga, C. Cillenas, and D. Danischewski, "The 2015 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools." GLSEN, New York, p. 174, 2016.

[96] FRA, "Professionally speaking: challenges to achieving equality for LGBT people." European Union Agency for Fundamental Rights, Vienna, Austria, 2016.

[97] M. Pisankaneva, "Schools for All? The Status of LGBTI Students and Teachers in Bulgarian Schools," Bilitis Resource Center, Sofia, Bulgaria, 2015.

[98] K. Gasinska, "Homophobic bullying in Lithuanian Schools: Survey results and Reccomendations." Lithuanian Gay League, Vilnius, Lithuania, p. 24, 2015.

[99] S. Maljevac and J. Magić, "No Place for Faggots: Homophobic Violence in Schools," *J. Contemp. Educ. Stud.,* vol. 60, No. 4, pp. 90–104, 2009.

[100] IDAHOT, "International Day Against Homophobia Transphobia & Biphobia: A Worldwide Celebration of Sexual and Gender Diversities." IDAHOT, 2017.

[101] The Committee of Ministers, "Resolution CM ResChS(2009)7 Collective complaint No. 45/2007 by the International Centre for the Legal Protection of Human Rights (INTERIGHTS) against Croatia," 2009. [Online]. Available: http://hudoc.esc.coe.int/eng/#%7B%22ESCDcIdentifier%22:[%22reschs-2009-7-en%22]%7D.

[102] ECSR, "International Centre for the Legal Protection of Human Rights (INTERIGHTS) v. Croatia Complaint No. 45/2007 Report to the Committee of Ministers." [Online]. Available: https://rm.coe.int/16805d1689. [Accessed: 02-Dec-2017].

[103] Interights, "Interights vs. Croatia," 2010. [Online]. Available: http://www.interights.org/croatia-sex-ed/index.html. [Accessed: 12-Sep-2015].

[104] E. Aghdgomelashvili, "From Prejudice to Equality: Study of Societal Attitudes, Knowledge and Information Regarding the LGBT Community and their Rights in Georgia." Women's Initiatives Supporting Group, Tbilisi, Georgia, 2016.

[105] LGBT ERA, "Macedonia," 2015. [Online]. Available: http://www.lgbti-era.org/content/macedonia. [Accessed: 10-Nov-2017].

[106] UNESCO, "Stopping Violence in Schools: A guide for Teachers." UNESCO, Paris, France, p. 35, 2011.

[107] Berlin State Office for Equal Treatment and against Discrimination, ""Berlin supports self- determination and acceptance of sexual diversity"." Senate Department for Labour, Integration and Women's Issues, Berlin, Germany, 2013.

[108] ILGA-Europe, "Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans and Intersex People in Europe 2015." ILGA-Europe, Brussels, Belgium, p. 184, 2015.

[109] L. Rodrigues, A. Brás, C. Cunha, P. J. Petiz, and C. Nogueira, "Teachers' Discourses on Young Lesbians in the Portuguese School Context," *Rev. Electrónica Actualidades Investig. en Educ.,* vol. 15, No. 2, pp. 1–19, 2015.

[110] J. Magić, "Homophobia in our school? A report on teachers' experiences with homophobia in Slovene secondary schools." Information Centre Legebitra, Ljubljana, Slovenia, p. 51, 2012.

[111] Z. Sloboda and I. Smetáčková, "Czech Schools Through the Looking Glass: National Research on Homophobia and Transphobia." Prague, Czech Republic, 2016.

[112] S. Marinus and M. Kluit, "Waar Begin Je?" Stichting School & Veiligheid, 2017.

[113] Eduscol, "Agir à l'école contre l'homophobie : autres leviers et ressources utiles," 2017. [Online]. Available: http://eduscol.education.fr/cid113565/agir-a-l-ecole-contre-l-homophobie-autres-leviers-et-ressources-utiles.htm. [Accessed: 06-Dec-2017].

[114] Çavaria, "Bank Vooruit: Op Naar Een Holebivriendelijke School." Çavaria, Brussels, Belgium, 2009.

[115] J. Motmans and E. Frans, "Educational Tool on Gender Diversity and Transgender: Gender in The Blender." Policy Research Centre on Equal Opportunities, Leuven, Belgium, 2010.

[116] Çavaria, "Er was eens... een Regenbog: Diversiteit in de klas." Çavaria, Brussels, Belgium, 2013.

[117] GLEN, "Being LGBT in School: A Resource for Post-Primary Schools to Prevent Homophobic and Transphobic Bullying and Support LGBT Students." GLEN, Dublin, Ireland, pp. 1–73, 2016.

[118] "Respect: Guidelines for primary teachers in addressing homophobic and transphobic bullying." The Irish National Teachers' Organisation, INTO LGBT Teacher's Group, GLEN, Dublin, Ireland, pp. 1–8.

[119] DfE, "The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities." Department for Education, 2014.

[120] M. Mitchell, M. Gray, and K. Beninger, "Tackling homophobic, biphobic and transphobic bullying among school-age children and young people: Findings from a mixed method study of teachers, other providers and pupils," Government Equalities Office, London, UK, 2014.

[121] N. Falzon, "Sensitivity, Safety and Strength: An Inter-agency Review of Malta's Policy on Trans, Gender Variant and Intersex Students." Malta Gay Rights Movement, Mosta, Malta, 2016.

[122] MECC, "Best practices from The Netherlands: OHCHR request as follow up to Res. 27 /32 (Human rights, sexual orientation and gender identity)." Ministry of Education Culture and Science, Amsterdam, Netherlands, 2014.

[123] G.-J. Edelenbosch, M. Emmen, and M. Ricardo, "Gay-Straight Alliances at Secondary Schools." COC Netherlands, Amsterdam, the Netherlands, p. 40, 2013.

[124] D. Yashenkova and K. Kirichenko, "Violation of Transgender People's Rigths in Russia: research results." Transgender Legal Defense Project, Saint Petersburg, Russia, p. 92, 2016.

[125] S. Amankavičiūtė, "Sexual orientation and gender identity based bullying in Lithuanian schools: survey data analysis." House of Diversity and Education, Vilnius, Lithuania, p. 32, 2015.

[126] IF, "Documenting LGBT Rigths Violations in Georgia: First Steps," Inclusive Foundation, 2016.

[127] B. Collins, S. Keating, and M. Morgan, "All Together Now! An Educational Awareness Programme on Homophobic and Transphobic Bullying in Primary Schools Piloted in 2016." BeLonG To Youth Services, St. Patrick's College, Dublin City University, Dublin, Ireland, 2016.

[128] K. Kozai and E. Coliver, "Establishing an Effective Framework to Address School-Related Gender Based Violence," Human Rights Advocates, Berkley, USA, 2013.

[129] S. J. Minton, T. Dahl, A. M. O' Moore, and D. Tuck, "An exploratory survey of the experiences of homophobic bullying among lesbian, gay, bisexual and transgendered young people in Ireland," *Irish Educ. Stud.*, vol. 27, No. 2, pp. 177–191, 2008.

[130] P. Mayock, A. Bryan, N. Carr, and K. Kitching, "Supporting LGBT Lives: A Study of the Mental Health and Well-being of Lesbian, Gay, Bisexual and Transgender People." GLEN, BeLonGTo, Health Service Executive's National Office for Suicide Prevention (NOSP), Dublin, Ireland, p. 188, 2009.

[131] UNIA, "Unia's statistical studies," 2016. [Online]. Available: http://unia.be/en/publications-statistics/statistics/unias-statistical-studies. [Accessed: 02-Dec-2017].

[132] S. Panayiotou and S. Newton, "Omnibus survey of pupils and their parents / carers," No. January. Department for Education, London, UK, 2017.

[133] NFER, "Teacher Voice Omnibus survey," 2017. [Online]. Available: https://www.nfer.ac.uk/what-we-do/omnibus-surveys/. [Accessed: 02-Dec-2017].

[134] Folkhälsomyndigheten, "Utvecklingen av hälsan och hälsans bestämningsfaktorer bland homo- och bisexuella personer: Resultat från nationella folkhälsoenkäten Hälsa på lika villkor." Folkhälsomyndigheten, Halmstad, Sweden, 2014.

[135] Folkhälsomyndigheten, "Hälsan och hälsans bestämningsfaktorer för transpersoner: En rapport om hälsoläget bland transpersoner i Sverige." Folkhälsomyndigheten, Halmstad, Sweden, 2015.

[136] R. Taavetti, K. Alanko, and L. Heikkinen, "Wellbeing of LGBTIQ Youth research project: Summary of results." Seta ry, Helsinki, Finland, p. 37, 2015.

[137] M. Teychenné, "Discriminations LGBT-phobes à l'école : État des lieux et recommendations." Ministre de l'éducation nationale, Paris, France, p. 82, 2013.

[138] LHBT, "Factbooklet: Summary of Research on Living Conditions and Quality of Life for Lesbian, Gay, Bisexual and Transgender People in Norway." The LGBT Knowledge Centre, Norwegian Directorate for Children, Youth and Family Affairs, Tønsberg, Norway, p. 31, 2014.

[139] R. Depalma and M. Jennett, "Homophobia, transphobia and culture: deconstructing heteronormativity in English primary schools," *Intercult. Educ.,* vol. 21, No. 1, pp. 15–26, 2010.

[140] UNESCO, "Education sector responses to homophobic bullying," UNESCO, Paris, France, 2012.

[141] OECD, "Glossary of Key Terms in Evaluation and Results Based Management," No. 6. Organization for Economic Cooperation and Development, Paris, France, p. 38, 2010.

[142] ILGA-Europe and ERA, "Annual LGBTI Enlargement Review 2016," ILGA-Europe, ERA, Brussels, Belgium, 2016.

[143] J. Motmans, I. de Biolley, and S. Debunne, "Being transgender in Belgium: Mapping the social and legal situation of transgender people," Institute for the equality of women and men, Brussels, Belgium, 2010.

[144] D. Banović, J. Čaušević, S. Dekić, and R. Finn, "Život van zadatnih normi: Transrodnost u Bosni i Hercegovini." Sarajevski Otvoreni Centar, Sarajevo, Bosnia and Herzegovina, p. 73, 2015.

[145] A. Hodžić and N. Bijelić, "Izvještaj istraživanja o mišljenjima i stavovima prema homoseksualnosti u srednjim školama u zagrebu," Queer Zagreb, Zagreb, Croatia, 2012.

[146] F. Rosenwald, "Neuf élèves sur dix déclarent se sentir bien dans leur lycée." Direction de L'évaluation, De La Prospective et de la Performance, Paris, France, pp. 35–38, 2015.

[147] SOS Homophobie, "Rapport sur l'homophobie 2015," SOS Homophobie, Paris, France, 2015.

[148] U. Klocke, "„Dyke! Fag! So gay!": Homophobia and transphobia in schools and how can we reduce it," Berlin, Germany, 2014.

[149] LGBT ERA, "Montenegro," 2015. [Online]. Available: http://www.lgbti-era.org/content/montenegro. [Accessed: 04-Dec-2017].

[150] R. António, T. Pinto, C. Pereira, D. Farcas, and C. Moleiro, "Bullying homofóbico no contexto escolar em Portugal," *Psicologia,* vol. 26, No. 1, pp. 17–32, 2012.

[151] COGAM, "LGBT-phobia in the classrooms 2015. Are we educating in sexual-affective diversity?" COGAM, Madrid, Spain, 2016.

[152] B. L. Lough Dennel and C. Logan, "Life in Scotland for LGBT Young People: Health Report." LGBT Youth Scotland, Glasgow, Edinburgh, 2013.

Annex 3 – Survey

Question	Label	Answer type
1	Member State represented	Short text
2a–e	Respondent's name, position, department, e-mail, telephone number	Long text
	Section 1 – Nature, prevalence and impact of violence	
3a	In your member State, does a government department, an agency or a government contractor (e.g. a university or company paid by a government department or agency) collect data on the nature, prevalence or impact of **violence based on sexual orientation or gender identity/expression** targeting students in educational institutions?	Yes/No/Unsure
3b	**If Yes,** which institution does this, and how often? If possible, please provide a link to their latest report or their website.	Long text
3c	**If No/Unsure to 3a In your member State,** does a government department, an agency or a government contractor collect data on the nature, prevalence or impact of **gender-based violence** in educational institutions?	Yes/No/Unsure
3d	**If Yes,** who does this, and how often? If possible, please provide a link to their latest report or their website.	Long text
4a	In addition to any reports or websites you provided above, please provide online links for up to 3 recent reports, summaries or studies that include data on violence based on sexual orientation or gender identity/expression in educational institutions. Preferably, these should be (co-)authored or commissioned by a government department or an agency. If the data above isn't available or doesn't exist, please provide online links for up to 3 recent reports, summaries or studies that include data on gender-based violence in educational institutions. Preferably, these should be (co-)authored or commissioned by a government department or an agency. Please clearly indicate which type of violence resources refer to.	1. Institution or authors 2. Link/attachment 3. Type of violence: SOGIE-based or gender-based
5	If the reports/summaries/studies referred to above aren't available in English or in French, please provide the following key findings when available:	N/A
5a	The **nature** of SOGIE- or gender-based violence in educational institutions (what it is, for example bullying or hitting).	Long text
5b	The **prevalence** of SOGIE- or gender-based violence in educational institutions (how much of it there is, for example % or number of students who report or suffer from violence).	Long text
5c	The **impact and consequences** of SOGIE- or gender-based violence in educational institutions (what it causes). This may include impacts on victims' and/or perpetrators' mental or physical health (e.g. suicide ideation, substance use), well-being, educational achievements (e.g. grades), educational barriers (e.g. dropping out of school), etc.	Long text

	Section 2 – Education sector responses to SOGIE-based violence	
	2.1 Policies	
6a	In your member State, does legislation (for example anti-discrimination or equality laws, or laws on education) protect students from violence in educational institutions? Please tick all that apply.	Multiple answers possible: Yes, and it refers explicitly to sexual orientation Yes, and it refers explicitly to gender identity/expression Yes, and it refers explicitly to gender Yes, and it refers to violence on any ground No Unsure Some or all of the above is managed under regional laws
6b	**If Yes,** please provide the titles and references of these laws. If possible, please include the specific provisions relating to SOGIE-based violence where they exist, or gender-based violence where they exist. Finally, please provide links to online versions of the documents, or any summaries/translations available in English or in French. **Sub-question for regional laws:** Please indicate how many regions have laws protecting students from violence based on sexual orientation or gender identity/expression; how many regions have laws protecting students from gender-based violence; and how many regions have laws protecting students from violence in general. Where possible, please indicate the titles and references of these laws.	Long text/links/attachments
6c	In your member State, do policies (for example anti-violence policies) protect students from violence in educational institutions? Please tick all that apply.	Multiple answers possible: Yes, and it refers explicitly to sexual orientation Yes, and it refers explicitly to gender identity/expression Yes, and it refers explicitly to gender Yes, and it refers to violence on any ground No Unsure Some or all of the above is managed under regional laws
6d	**Same question as 6b**	Long text/links/attachments

7a	To your knowledge, do educational institutions have their own policies to protect students from … ?	Grid checkboxes: LINES: ► Violence in general or on any ground ► Gender-based violence ► Violence based on sexual orientation ► Violence based on gender identity/expression COLUMNS: ► All institutions ► Most institutions ► Some institutions ► No institutions ► Unsure
7b	**If Yes to 7a** Please briefly explain or provide links to any available research or overview of these policies in educational institutions.	Long text/links
8a	Are you aware of any national or regional policies, or of policies in individual institutions, that specifically include the needs of transgender or intersex students (e.g. referring to students' ID cards, psychological support, use of bathrooms, dress codes, gender references on diplomas…)?	Yes/No/Unsure
8b	**If Yes to 8a** Please briefly explain or provide links to any available research or overview of these policies in educational institutions	Long text/links
	2.2 Curricula and learning materials	
	"Sexual diversity" means teaching students, in an age-appropriate way, that different sexual orientations exist and that all individuals have human rights, regardless of whether they are lesbian, gay or bisexual. *"Gender diversity" means teaching students, in an age-appropriate way, about the differences between girls and boys, equality between them, and encouraging students to understand the different roles and societal expectations related to gender.*	
9a	Currently, do curricula or official pedagogical guidance refer to sexual or gender diversity? Please tick all that apply.	Grid checkboxes (only one tick possible per line): LINES: ► Curricula mention sexual diversity ► Curricula mention gender diversity COLUMNS: ► At the national level ► At regional level (in all regions) ► At regional level (in some regions) ► At regional level (in no regions) ► Not at all ► Unsure

9b	**If yes to 9a** Please provide details of these curricula or pedagogical guidance. What does it include? In what classes are the issues discussed (history, civic education, sexuality education…)? Is it for students in pre-primary, primary, secondary, or tertiary/higher education? Does it apply to non-public institutions? Does it differ in different parts of the country? Please provide a link to examples of these materials (in any language) if they are available.	Long text
10a	Are you aware of any other learning materials or teaching guidance that refer to sexual or gender diversity and that are supported by a governmental department, a government agency, a regional department, or educational institutions?	Yes/No/Unsure
10b	**If Yes to 10a** Please provide details of these materials or guidance. What does it include? What classes are they for (history, civic education, sexuality education…)? Is it for students in pre-primary, primary, secondary or tertiary/higher education? Please provide a link to examples of these materials (in any language) if they are available.	Long text/links
11a	Are you aware of any curricula, pedagogical guidance or learning materials that prohibit the discussion of LGBTI issues, or that negatively refer to "non-conforming" sexuality, sexual orientation, gender identity or expression?	Yes/No/Unsure
11b	**If Yes to 11a** Can you give a brief overview of these curricula, guidance or materials, and provide links to them?	Long text/links
	2.3 Training and support for staff	
12a	Are there training courses or professional support to help teachers and future teachers recognise, prevent or address violence?	Grid checkboxes (several ticks possible per line): LINES: ► For future teachers (pre-service training) ► For existing teachers (in-service training) COLUMNS: ► For violence based on sexual orientation or gender identity/expression ► For gender-based violence ► For violence in general ► None ► Unsure
12b	**If Yes to 12a** Please provide details for this training or support. Is it compulsory? Is it supported, funded or recommended by a government department, an agency, a regional department or individual educational institutions? Who provides it (NGOs, a university…)? How common is it for teachers or future teachers to attend these trainings? Are they available in specific parts of the country? Where possible, please provide a link to these trainings or provide related materials (in any language).	Long text + links/attachments

	2.4 Support for students and families	
13a	Are there national or regional policies that recommend access to support services for students affected by violence (e.g. in-school counsellors, LGBTI youth services, social workers, student "safe zones", peer counselling or clubs, parent support groups…)?	Multiple checkboxes: Yes, with specific references to violence based on sexual orientation Yes, with specific references to violence based on gender identity/expression Yes, with specific references to gender-based violence Yes, but without references to these causes of violence No Unsure
13b	Regardless of national or regional policies (or the absence of policies), do individual educational institutions provide support services to students affected by violence?	Grid checkboxes: LINES: ► Violence in general or on any ground ► Gender-based violence ► Violence based on sexual orientation ► Violence based on gender identity/expression COLUMNS: ► All institutions ► Most institutions ► Some institutions ► No institutions ► Unsure
13c	**If Yes to 13a or 13b** Please provide details of this support. What does it include? Is it for students in primary, secondary or tertiary/higher education? Does it differ in different parts of the country? Is there research into how often they exist and their effects? You can provide a link to this research (if it is in English of French), or provide its key findings.	Long text/links
	2.5 Information campaigns and partnerships with civil society	
14a	In the last 5 years, have educational authorities (a government department, an agency, a government contractor, a regional department, a school district, or an educational institution) organised or supported information campaigns about sexual diversity/SOGIE-based violence, or gender equality/gender-based violence in educational institutions?	Multiple checkboxes: Yes, with regards to sexual diversity or SOGIE-based violence Yes, with regards to gender equality or gender-based violence No Unsure

14b	**If Yes to 14a** Please provide details for up to 3 information campaigns. For example, what was it about? Who initiated or ran it? Was it in primary, secondary or tertiary/higher education? Did it feature educational materials, or classes, or specific events? Did it take place in specific parts of the country? If possible, please provide a link to the contents or a presentation of these campaigns (in any language).	Long text/links
15a	In the last 5 years, have educational authorities (a government department, an agency, a government contractor, a regional department, a school district, or an educational institution) worked together with civil society (e.g. teachers' unions, organisations working on youth, gender equality, LGBT issues, human rights or others) to address sexual diversity or SOGIE-based violence in educational institutions?	Multiple checkboxes: Yes, to help develop or implement policies Yes, to help develop or implement curricula or learning materials Yes, to help develop or deliver training for staff Yes, to provide information / support for students and families Yes, to help develop or implement information campaigns Yes, to help collect data on SOGIE-based violence in educational institutions No Unsure
15b	**If Yes to 15a** Please provide details for these partnerships. For example, which authorities collaborated with which non-governmental organisations? What did they do together? How long did it last? Was it in primary, secondary, or tertiary/higher education? Did it take place in specific parts of the country? You can provide a link to the contents or a presentation of these partnerships (in any language).	Long text/links
	2.6 Evaluating responses	
16a	Has any education sector response to SOGIE-based violence (a policy, curriculum or learning material, staff training, support for students and families, or information campaign related to sexual diversity or SOGIE-based violence) been evaluated for its efficiency?	Yes/No/Unsure
16b	**If Yes to 16a** Please provide details for this (these) evaluation(s). For example, what was evaluated and how? Was it in primary, secondary or tertiary/higher education? Who evaluated it? Are the results available? Have the results informed future responses? If research or evaluations are available in English or French, you can provide a link to it. If it is available in any other language, please include key findings.	Long text/links
	Section 3 – Miscellaneous	
	Finally, is there anything that should have been covered under this questionnaire, but wasn't mentioned yet?	Long text

All children have the right to safe and quality education, regardless of their sexual orientation, gender identity/expression or sex characteristics. In the last decade, national education sectors in most Council of Europe member States started or continued responding to violence based on sexual orientation, gender identity/expression or sex characteristics (SOGIESC-based violence). This report provides an overview of this violence in European schools, explores how member States seek to prevent or address it, and makes recommendations to national education sectors to better do so.

PREMS 125718

ENG

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE