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Access to Inclusive Education

KEY FINDINGS

Canada and Costa Rica are the countries that have come the furthest in prohibiting discrimination, bullying, cyberbullying, and harassment based on sexual orientation and gender identity (SOGI) in educational settings and school admissions.

Countries tend to have more inclusive laws related to broader forms of discrimination, such as bullying, in educational settings than nondiscrimination prevention and training.

Only Canada, Japan, and Uruguay have laws or regulations that explicitly mandate the revision of national textbooks/national curricula to eliminate discriminatory language in educational settings.

Five countries provide concrete mechanisms for reporting cases of SOGI-related discrimination, violence, and bullying against students.

Five countries mandate training of primary and secondary school teachers and staff on antidiscrimination against students who are sexual and gender minorities, or those perceived as such.

It is advised that countries introduce progressive legislation and effective legal protections to combat discrimination, bullying, cyberbullying, and harassment in educational settings and create more inclusive educational systems for students.

Importance of the Access to Inclusive Education Indicator Set

Education is one of the most critical factors in determining a society's progress. It can break the cycle of poverty, reduce income inequality, and drive sustainable development by improving people's quality of life and enabling them to develop innovative solutions to the world's greatest problems.¹

If LGBTI people are prevented or hindered by discrimination from pursuing formal education or by lower returns to human capital investments, then economic losses from lost human capital investments are very likely.

—Badgett (2014)

Education allows people to acquire the skills, knowledge, and abilities to prosper in life and compete with their peers, driving productivity and economic growth.² By enriching one's understanding of the world, education also allows people to build confidence, self-esteem, and a greater understanding of themselves and their societies. Equal access and a higher level of education are also linked to reduced crime rates (Moretti 2005). Moreover, education promotes entrepreneurial and technological advances. Education is one of the most powerful tools in lifting socially excluded children and adults out of poverty (UNESCO 2018b). Equal access to quality education plays a crucial role in advancing economic and social progress, improving income distribution, and enhancing economic growth (Ozturk 2001).

The UN Sustainable Development Goal 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

—UNESCO (<https://en.unesco.org/themes/education>)

Depriving people of education based on their SOGI can have substantial negative effects on sustainable development and economic growth (Badgett, Waaldijk, and van der Meulen Rodgers 2019). Exclusion due to SOGI-related discrimination can also have negative personal effects across all ages and translate into broader societal problems. Moreover, exclusion may

cause children and adolescents to suffer disproportionately, especially as this is the age of self-discovery in terms of personality and identity. Sexual and gender minorities facing discrimination, bullying, or stigmatization are statistically more likely than their non-LGBTI (lesbian, gay, bisexual, transgender, and intersex) peers to drop out of school, reducing their level of education.³ Similarly, sexual and gender minorities often cut back on class participation and school attendance due to discriminatory practices, resulting in lower learning levels in school and absenteeism.⁴ In sum, the exclusion of sexual and gender minorities from educational facilities and opportunities diminishes their human capital—and subsequently their productivity and contribution to the economy—resulting in stunted economic growth.⁵

Providing every child with access to education and the skills needed to participate fully in society would boost GDP by an average 28 percent per year in lower-income countries and 16 percent per year in high-income countries for the next 80 years.

—OECD, Hanushek, and Woessmann (2015)

The access to the inclusive education indicator set examines the existence of national laws, constitutional provisions, and/or regulations that protect sexual and gender minorities from discrimination in education based on sexual orientation, gender identity, gender expression, or sex characteristics. It measures several aspects of discrimination in schools—from laws or regulations in school admissions in both private and public schools to laws or regulations preventing and addressing bullying and harassment against students and/or teachers in the educational system. The indicator set also explores the existence of SOGI-inclusive sex education in schools and SOGI-inclusive language in textbooks. Finally, it attempts to identify laws or regulations that mandate antidiscrimination training of schoolteachers and other school staff, as well as the existence of concrete mechanisms for reporting cases of SOGI-related discrimination, violence, and bullying. Access to inclusive education during times of crisis, such as the COVID-19 pandemic, have been shown to be crucial (box 2.1).

A 22-year-old student in her final year was expelled from a Nigerian university for committing “lesbianism.” The university argued that the student’s sexual orientation was disturbing and could ruin the school’s reputation.

—Okanlawon (2017)

BOX 2.1 Links between Access to Inclusive Education Data and COVID-19

Schools and teachers provide critical structure to children's lives during times of crisis, including the COVID-19 pandemic. Children and youth who are (or are perceived to be) sexual and gender minorities are at higher risk for victimization, bullying, and attempting suicide than their heterosexual classmates. Isolation can significantly increase these risks. Educators are uniquely positioned to provide support and resources to students who are (or are perceived to be) sexual and gender minorities. Furthermore, supportive teachers; the existence of inclusive textbooks/national curricula; sexual orientation and gender identity (SOGI)-inclusive sex education courses; the availability of training for schoolteachers; and reporting mechanisms for SOGI-related discrimination, violence, and bullying toward students are a lifeline.^a Strengthening these aspects is more important than ever during this period of emergency online learning and can ensure a safer transition back to in-person classes. However, it is difficult for advocates, policy makers, and researchers to fully understand the education-related challenges facing sexual and gender minorities during the pandemic without reliable data.

Discriminatory teaching materials tend to perpetuate negative stereotypes and contribute to homophobic and transphobic violence. The effects of discriminatory teaching materials during online learning can contribute to cyberbullying. The *Equality of Opportunity for Sexual and Gender Minorities* (EQOSOGI) report found that only 2 of the 16 countries measured have laws or regulations that mandate sex education courses in a manner inclusive of sexual and gender minorities. Only three countries have laws that explicitly require the revision of national textbooks/national curricula to eliminate discriminatory language in education settings.

Educators, schoolteachers, and counselors can signal support in many ways to sexual and gender minority students who may be in unaccepting environments during the pandemic. Schools need to provide training to schoolteachers and staff on discrimination against sexual and gender minorities or those perceived as such, including cyberbullying; find ways to support students to combat feelings of social isolation or isolation from accepting communities; practice empathy and listen without judgment in an online environment; foster the creation of safe, accepting online learning environments; and share helpful health and self-care resources with students. During the pandemic, countries should also provide concrete mechanisms for reporting cases of SOGI-related discrimination, violence, bullying, and cyberbullying against sexual and gender minority students or those perceived as such.

The EQOSOGI report found that only five countries provide concrete mechanisms for reporting cases of SOGI-related discrimination, violence, and bullying against students. Just four countries mandate training of schoolteachers and staff on discrimination against students who are or are perceived to be sexual and gender minorities.

a. See details about the Trevor project, which provides resources to lesbian, gay, bisexual, transgender, and intersex (LGBTI) youth who may have nowhere else to turn, at <https://www.thetrevorproject.org/>.

Discrimination in Education and Lack of Reporting Mechanisms

Equal and anti-discriminatory access to education fosters an inclusive and welcoming environment where students can reach their full potential.⁶ Students and teachers are not targeted because of their sexual orientation or gender identity because everyone is treated equally. Conversely, homophobic, transphobic, and interphobic environments lead to violence against students and educational staff. Such violence occurs in classrooms, toilets, changing rooms, on playgrounds, the way to and from school, and online.⁷ Students experiencing discrimination, bullying, and stigmatization might drop out of school, limiting their ability to enter higher education institutions, which can later affect their ability to find work or limit their options to lower-skilled professions. This exclusion can thus curtail a country's human capital, directly affecting economic growth (Badgett 2014).

Most countries covered by this study do not prohibit SOGI-related discrimination in educational settings or school admissions. Only Canada, Costa Rica, India, Kosovo, Mexico, South Africa, and Uruguay prohibit SOGI-related discrimination in educational settings and school admissions (figure 2.1). Of these seven countries, only six (Canada, Costa Rica, India, Kosovo, South Africa, and Uruguay) offer sexual and gender minorities additional protections from bullying and harassment. Kosovo prohibits all forms of discrimination, bullying, and harassment that might endanger students' equal access to education.⁸ India's progress in recent years is also noteworthy. The new Transgender Persons (Protection of Rights) Act provides for an inclusive education without discrimination and harassment against transgender and intersex students.⁹ In 2015, the India's Central Board of Secondary Education, a national-level board of education for public and private schools, issued "Guidelines for Prevention of Bullying and Ragging in both Primary and Secondary Education Schools." The guidelines provide for measures to be taken by schools to prevent bullying.¹⁰ And in 2016, the Indian University Grants Commission amended the Anti-Ragging Regulation, which now prohibits physical or mental abuse (including bullying and exclusion) based on SOGI.¹¹

Even fewer countries—Canada, Costa Rica, India, Kosovo, and Uruguay—explicitly protect gender identity in education. South Africa and Mexico do not have such a provision. However, legal protections against discrimination based on sexual orientation do not always translate into application in practice.¹² For example, although Costa Rica's Ministry of Education has taken steps to protect students and teachers from discrimination based on SOGI, several contributors reported that influential conservative groups still prevent *de facto* application. Similarly, the Indian Constitution prohibits discrimination (albeit without specific reference to SOGI grounds) in access to education, but only in state-run schools (private schools are exempted).¹³ However, progress has been made. For example, in 2014, the Indian Supreme Court ruled that sexual orientation and gender identity are protected grounds under the category of "sex."¹⁴ Additionally, the recently adopted Transgender Persons (Protection of Rights) Act in India explicitly bans discrimination against transgender and intersex people in both public and private educational institutions.¹⁵ Furthermore, the Right to Education Act—which does not explicitly refer to sexual orientation, gender identity and expression, or sex characteristics—has inspired

several Indian states to issue government notifications incorporating transgender and gender nonconforming children into the category of “disadvantaged groups,” which, according to the Act, are entitled to 25 percent of available spots in private schools.¹⁶

Discrimination, bullying, and harassment in educational settings affect both the concerned individuals and the relevant country, but only a minority of countries studied for this report specifically prohibit such conduct. Most countries generally prohibit discrimination on the basis of sex, race, gender, and religion, but sexual and gender minorities are left vulnerable. Bangladesh, where the public does not generally recognize the concept of “sexual orientation,” is making some progress in this regard. The Ministry of Law, Justice and Parliamentary Affairs is reviewing a draft Anti-Discrimination Law prepared by the National Human Rights Commission of Bangladesh (Sarwar 2017). This draft law includes protections for the “third gender of *hijra*” and “gender identity” as prohibited grounds for discrimination.¹⁷

Bangladesh’s approach is uncommon. In Indonesia, some religious and coeducational schools routinely impose restrictive admission requirements on students who are sexual and gender minorities and deny them access. In 2016, Indonesia’s Minister of Technology, Research and Higher Education stated that sexual and gender minorities should be barred from university campuses (Maketab 2016). Subsequently, in 2017, Andalas University in West Sumatra attempted to introduce policies to deny admission to students who identified as sexual and gender minorities (Eaton 2017). In Lebanon, the constitution states that access to education should be free to everyone as long as it is not contrary to public order and morals, and it does not affect the dignity of any of the recognized religions or sects.¹⁸ However, no law specifically prohibits discrimination against students and staff who are sexual and gender minorities.

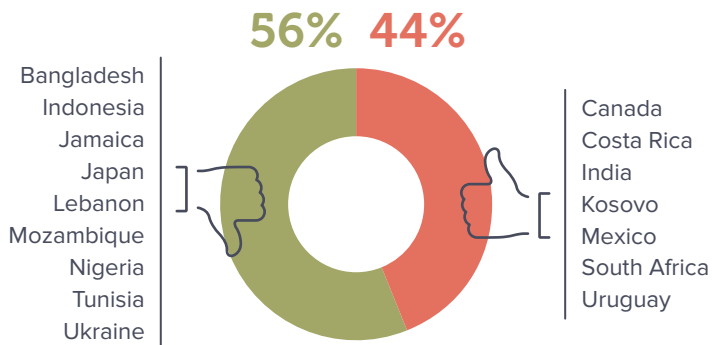
To address this gap, some institutions have taken matters into their own hands.¹⁹ For example, the Lebanese American University (LAU) independently launched a Discrimination, Harassment, and Sexual Misconduct Prevention Policy that prohibits discrimination based on sexual orientation and gender identity, applying it equally to LAU staff, faculty, and students. The policy also includes procedures to notify LAU of infringements and prohibits retaliation against persons notifying LAU of prohibited acts (LAU 2019). In addition, contributors from Nigeria underscored that the Same-Sex Marriage Prohibition Act indirectly allows discrimination against students based on their SOGI.²⁰ Finally, none of the countries analyzed explicitly prohibit discrimination on the grounds of sex characteristics, thus leaving intersex people legally unprotected (figure 2.1).

Reporting mechanisms are important to ensuring equal and inclusive access to education. Such mechanisms ensure a safe and dynamic learning environment in which all students can thrive. The existence of such measures is scarce among the analyzed countries—only Canada, Costa Rica, India, Mexico, and South Africa provide concrete mechanisms for reporting cases of discrimination, violence, and bullying on the basis of SOGI (figure 2.2).

The approaches taken by the studied countries are diverse. For example, Costa Rica and Mexico prohibit teachers and educational institutions from discriminating against students based on SOGI, and disciplinary procedures for violators are in place.^{21,22} In India, victims

FIGURE 2.1

Analyzed Countries with Legal Protections against SOGI-Related Discrimination in Education, 2021

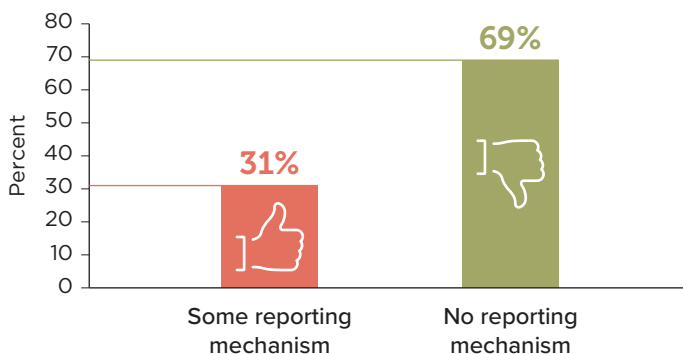


Source: World Bank Group, Equality of Opportunity database.

Note: SOGI = sexual orientation and gender identity.

FIGURE 2.2

Number of Analyzed Countries with a Reporting Mechanism for SOGI-Related Discrimination, 2021



Source: World Bank Group, Equality of Opportunity database.

Note: SOGI = sexual orientation and gender identity.

of discrimination and harassment can submit their claims with the National Human Rights Commission, a statutory body established under the Protection of Human Rights Act 1993,²³ which has set up a core group to protect the rights of sexual and gender minorities. India also established a toll-free national anti-ragging helpline following a 2009 Supreme Court judgment. In 2017, an anti-ragging mobile application was developed by the University Grant Commission for filing complaints and maintaining a database.²⁴ In addition, the 2015 Central Board of Secondary Education mandates the creation of anti-bullying committees in schools to respond to such forms of harassment.²⁵ Finally, the recently adopted Transgender Persons (Protection of Rights) Act mandates the designation of compliance officers in order

for transgender and intersex people to be able to lodge their complaints.²⁶ Following a similar mandate, the South African Human Rights Commission is authorized to enforce the provisions of the constitution, including its antidiscrimination protections, as they relate to SOGI.²⁷ In Ontario, Canada, teachers and other school staff receive training and information on how to address bullying and harassment of students on the basis of sexual orientation, gender identity, and expression.²⁸

It is advised that countries adopt the following good practice policy actions:

- Introduce progressive legislation and effective legal protections to combat discrimination, bullying, cyberbullying, and harassment in educational settings and create more inclusive educational systems for students and teachers who are sexual and gender minorities.
- Amend existing sexual orientation laws to protect gender identity and expression and sex characteristics from discrimination in educational settings.
- Introduce antidiscrimination training for teachers and school staff to recognize SOGI issues and implement more inclusive practices for classrooms and schools.
- Carry out studies in the area of discrimination, bullying, cyberbullying, and harassment against students and teachers who are sexual and gender minorities, and their adverse socioemotional effects and risks.
- Raise awareness among school staff, teachers, students, and parents, and provide awareness training opportunities, particularly for students, to prevent peer-to-peer bullying, cyberbullying, and social exclusion.

Homophobic and Transphobic Textbooks and Curricula

In schools worldwide, students experience violence and abuse because of their actual or perceived SOGI (Human Rights Watch 2016). When students feel unsafe at school, they tend to be absent more often, perform worse, and eventually drop out of school, negatively impacting their education, employment prospects, and general well-being (UNESCO 2018a). The education sector is responsible for providing a safe and inclusive environment that allows all young people access to quality education (UNESCO 2016). As mentioned above, protection against exclusion from education and harassment in the school setting is paramount for students who are sexual and gender minorities to reap the benefits of education.

In addition to an inclusive learning environment, teaching materials should be nondiscriminatory.²⁹ Authorities should eliminate discriminatory teaching materials from curricula,

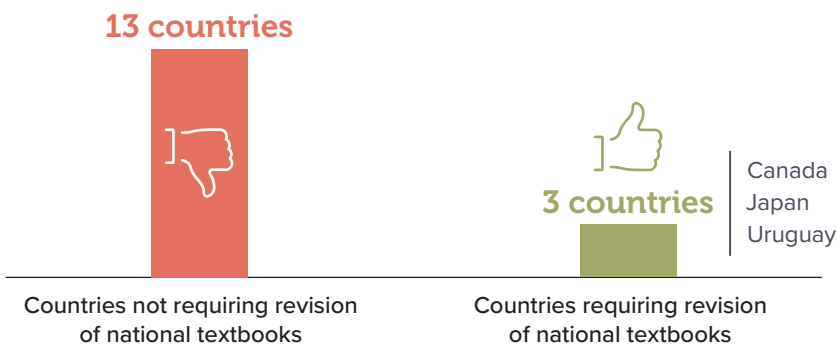
particularly discriminatory language in textbooks, which tend to perpetuate negative stereotypes and contribute to homophobic and transphobic violence in many countries (UNESCO 2016). For example, in Kosovo, same-sex relations are equated with “. . . disorders, [and] criminal behavior . . .” and are described as “deviant behavior” in some secondary-level textbooks (Binaku and others 2017).³⁰ The elimination of discriminatory language in textbooks and curricula can be achieved only through robust national legal and policy frameworks. Strong legislation is necessary for curriculum reform to address and eliminate discriminatory language in instructional materials (UNESCO 2014).

Most of the examined countries lack laws or regulations requiring the revision of national textbooks/national curricula in primary and secondary education to eliminate discriminatory language or create new textbooks that promote the inclusion of SOGI students. Only Canada, Japan, and Uruguay have laws or regulations that mandate the revision of national textbooks/national curricula to ensure that nondiscriminatory language is barred and inclusion of SOGI issues is promoted in primary and secondary education. In Canada, federal legislation does not require schools to eliminate discriminatory language. However, Ontario supports “equity and inclusive education” through textbooks depicting sexual and gender minorities.³¹

Japanese schools have also included SOGI issues in textbooks, which introduce a nonbinary approach to sexual orientation and gender identity. In 2016, the Japanese Ministry of Education issued a *Guidebook for Teachers* advising educators on how to address the issues and needs of sexual and gender minority students in schools (Japan, Ministry of Education 2016). In March 2017, the Japanese Ministry of Education announced a revised national bullying prevention policy that includes students who are sexual and gender minorities (*Migalhas International* 2018). Uruguay’s laws provide for the inclusion of sexual and gender minorities in all aspects of social life, including education. Specifically, the Law on Education (Ley General de Educación) regulates the elimination of sexual orientation stereotypes in education;³² the Law on Transgender

FIGURE 2.3

Number of Analyzed Countries That Legally Mandate Revisions to Textbooks/ Curricula to Exclude Discriminatory Language, 2021



Source: World Bank Group, Equality of Opportunity database.

People (Ley Integral Para Personas Trans) protects students who are gender minorities from discrimination based on gender identity or expression.³³

The other 13 countries (Bangladesh, Costa Rica, India, Indonesia, Jamaica, Kosovo, Lebanon, Mexico, Mozambique, Nigeria, Tunisia, South Africa, and Ukraine) lack laws requiring the elimination of discriminatory language from national textbooks (figure 2.3). In South Africa, discrimination on the basis of sexual orientation is prohibited by the constitution and the Promotion of Equality and Prevention of Unfair Discrimination Act, but the South African Schools Act forbids only the practice of racial discrimination in the implementation of the standard of language policy in public schools.³⁴ Similarly, in Ukraine, the Ministry of Education issued a Ministerial Order and established a commission to analyze state-sponsored textbooks to address antidiscrimination specifically. However, the list of protected characteristics in the Ministerial Order fails to mention SOGI explicitly. Instead, it follows the list of grounds provided in the antidiscrimination law, which does not cover SOGI.³⁵ India's draft National Education Policy of 2019 includes a section on the education of transgender children. The draft policy states that the authorities will reorient curriculum and textbooks to address issues related to transgender children and their concerns, and to offer approaches to help meet their learning needs. In addition, teachers will be sensitized to the issues related to transgender children and their concerns and learning needs (India, Ministry of Human Resources Development 2018).

It is advised that countries adopt the following good practice policy actions:

- Introduce laws or regulations to establish inclusion-supportive curricula.
- Mandate the revision of national textbooks to eliminate discriminatory language and provide adequate learning and teaching materials.
- Promote universal language for inclusion and nondiscrimination in national textbooks.
- Ensure that curricula and learning materials convey positive messages about sexual and gender minorities and include sexual orientation, gender identity, and expression in national textbooks.

Training Educators to Recognize Discrimination in Schools

School teachers and school staff often lack adequate training to understand and address the harms of homophobic and transphobic violence, bullying, and discrimination. Some countries have invested in training educational staff to tackle this problem, but many have not.³⁶ Countries that have attempted to provide resources to educators have often done so on a small scale, even though such training would create a safer environment for all students (UNESCO 2016).

Only 5 of the 16 countries analyzed (Canada, Costa Rica, India, South Africa, and Uruguay) require training of primary and secondary school teachers and staff on antidiscrimination against students who are sexual and gender minorities (or those perceived as such). The remaining three-quarters do not provide such training (figure 2.4).

In Canada, the Accepting Schools Act (“Bill 13”) was enacted in 2012 to amend the Education Act to address bullying actively.³⁷ Bill 13 instructs schools to create a positive and safe environment that is inclusive and accepting, “regardless of race . . . sex, sexual orientation, gender identity, gender expression . . . [and/or] disability.” Bill 13 specifically advocates for more equitable and inclusive communities and schools, especially toward sexual and gender minorities. Annual professional development programs are established under the bill to educate schoolteachers and staff about bullying prevention and about promoting a positive school environment. In Uruguay, the country’s antidiscrimination law promotes the design of educational campaigns inclusive of social, cultural, or religious differences, as well as sexual orientation and gender identity. The law also prohibits racist, xenophobic, or discriminatory behavior.³⁸

In 2008, the Costa Rican Ministry of Education introduced a protocol to address SOGI-based discrimination and the bullying of students perceived as sexual and gender minorities. The protocol established guidelines and good practices for school staff and teachers aimed at combatting discrimination in schools (Costa Rica, Ministry of Public Education 2018). In South Africa, the Department of Basic Education developed a “school charter against homophobic bullying” in 2015, encouraging schools to design their own Codes of Conduct for students facing bullying, including on SOGI grounds (South Africa, Department of Basic Education 2016; UNESCO 2016). On September 25, 2020, the Ministry of Social Justice and Empowerment of India issued the Transgender Persons (Protection of Rights) Rules of 2020, which provide for the sensitization of educational institutions, teachers, and faculty in schools and colleges to foster respect for equality and gender diversity.³⁹

Mexico has not introduced mandates and guidelines in this area. However, the country’s Education Law (Ley General de Educación) generally stipulates that education services should

FIGURE 2.4

Number of Analyzed Countries That Do Not Provide Training to Educational Staff on SOGI-Related Discrimination in Primary and Secondary Education, 2021



Source: World Bank Group, Equality of Opportunity database.

Note: SOGI = sexual orientation and gender identity.

be provided with equity and excellence; it includes measures addressing minority groups, including students discriminated against based on their sexual orientation.⁴⁰

It is advised that countries adopt the following good practice policy actions:

- Introduce laws or regulations that mandate training of primary and secondary school teachers and staff on antidiscrimination related to students who are sexual and gender minorities or those perceived as such.
- Raise awareness of the importance of equal access to education by training teachers and other school staff to identify, prevent, and address homophobic and transphobic violence, bullying, and cyberbullying in educational settings.
- Provide pre-services and in-services, as well as continuous professional training and development, to equip educational staff with the right tools to create a discrimination-free environment and establish mechanisms for students to report homophobic and transphobic incidents (UNESCO 2012).

Sex Education about Sexual Orientation and Gender Identity in Schools

Sex education is an important factor in protecting the health and well-being of young people. However, sex education courses often lack information or materials on SOGI issues.⁴¹ Instead, sex education literature usually uses a binary approach to discuss sexual orientation and gender identity, thereby inadequately representing students who are gender minorities. Creating sex education courses that show a nonbinary approach to sexual orientation and gender identity would ensure the inclusion and equality of all students (Slater 2013). Inclusive sex education in schools can also reduce uneducated, risky behaviors and support positive sexual health outcomes, such as reducing the rate of teen pregnancy and sexually transmitted infections (Advocates for Youth, Answer, GLSEN, Human Rights Campaign, Planned Parenthood 2015).

Despite the importance of inclusive sex education for sexual and gender minorities, only Costa Rica and Uruguay have laws or regulations that mandate inclusive sex education courses in secondary and tertiary education (figure 2.5). For example, Costa Rica introduced SOGI-inclusive courses and good practices as part of its integral sexuality protocol. The protocol provides guidance on educating students on SOGI issues in primary and secondary educational institutions (Costa Rica, Ministry of Public Education 2017). The Education Law (Ley General de Educación) in Uruguay also mandates that sex education include teaching on sexual orientation,⁴² while the country's Law for Transgender People (Ley Integral Para Personas Trans) mandates the inclusion of gender identity teaching in educational settings.⁴³

In contrast, the Education Ministry in Ontario, Canada, recently nullified an inclusive sex education curriculum, eliminating the requirement for teachers to teach students about sexual orientation and gender identity. This departure was the result of a widespread public protest against a SOGI-inclusive curriculum. In 2015, the Constitutional Courts in Indonesia rejected an application submitted by the Indonesian Family Planning Group to include sex education in the curriculum (*Jakarta Post* 2015).

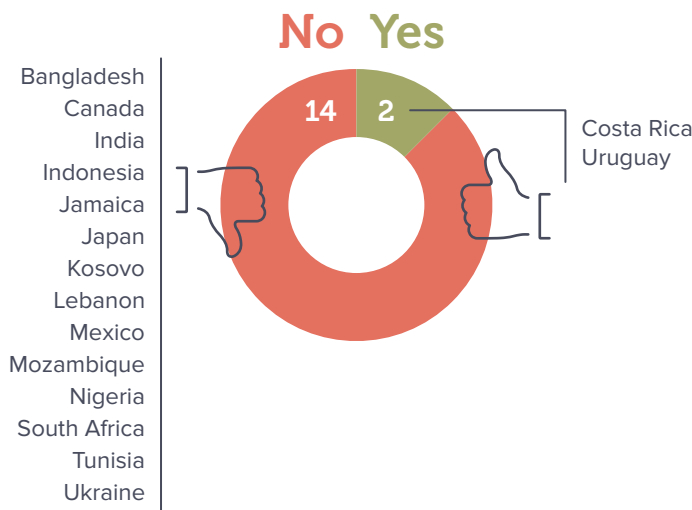
Excluding SOGI issues from sex education in schools ignores the self-identities of students who are sexual and gender minorities. The resulting environment—in which educators, school staff, and students lack access to much-needed information—can be unsafe and result in discrimination due to the lack of representation in the curriculum and learning materials.

It is advised that countries adopt the following good practice policy actions:

- Enact laws that promote courses on sex education in the national curriculum and establish sex education materials that include SOGI issues.
- Eliminate inaccurate and discriminatory information and language concerning sexual and gender minorities that could make students susceptible to discrimination, violence, bullying, and cyberbullying.

FIGURE 2.5

Analyzed Countries That Require Sex Education Courses to Include Sexual and Gender Minorities: Costa Rica and Uruguay, 2021



Source: World Bank Group, Equality of Opportunity database.

Notes

1. For more information, see the United Nations Sustainable Development Goals website for “Quality Education” at <https://www.un.org/sustainabledevelopment/education>.
2. Psacharopolous and Patrinos (2018, abstract) find that the average global rate of return to one extra year of schooling is about 9 percent a year for the individual. Moreover, social returns to schooling are above 10 percent at the secondary and higher education levels. The paper states that “. . . investing in education has a quantifiable and high pay-off, both for the individual and society.”
3. According to the United Nations, between one-half and two-thirds of LGBTI youth experience bullying in childhood, forcing one of every three to skip or even drop out of school. For more information, see the website of the United Nations Free and Equal Campaign: End Bullying at <https://www.unfe.org/end-bullying>.
4. See the United Nations Free and Equal Campaign, *Bullying and Violence in Schools*, available at <https://www.unfe.org/wp-content/uploads/2017/05/Bullying-and-Violence-in-School.pdf>.
5. See the United Nations Free and Equal Campaign: End Bullying, available at <https://www.unfe.org/end-bullying>. See also <https://www.unfe.org/learn-more/>.
6. Questions addressing discrimination in education and lack of reporting mechanisms in this indicator set are: Are there any laws, constitutional provisions, and/or regulations that prohibit discrimination against students and/or teachers in educational settings based on sexual orientation, gender identity, gender expression, and sex characteristics? Are there any laws and/or regulations that prohibit discrimination in school admission based on SOGI? Are there any laws and/or regulations preventing and addressing bullying and harassment against students and/or teachers in the educational system that include students based on actual or perceived SOGI? Are there any concrete mechanisms (national or local) for reporting cases of SOGI-related discrimination, violence, and bullying toward students, including incidents perpetrated by representatives of the education sector such as teachers and other school staff?
7. The United Nations has established a campaign to end such bullying and violence; see the United Nations Free and Equal Campaign: End Bullying, available at <https://www.unfe.org/end-bullying/>.
8. Kosovo, Law No.05/L-021 on Protection from Discrimination. 2015. Article 1 provides that “[t]he purpose of this law is to establish a general framework for prevention and combating discrimination based on nationality, or in relation to any community, social origin, race, ethnicity, color, birth, origin, sex, gender, gender identity, sexual orientation, language, citizenship, religion and religious belief, political affiliation, political or other opinion, social or personal status, age, family or marital status, pregnancy, maternity, wealth, health status, disability, genetic inheritance or any other grounds, in order to implement the principle of equal treatment.” Article 2 adds that “[t]his law applies to all acts or omissions, of all state and local institutions, natural and legal persons, public and private sector, who violate, violated or may violate the rights of any person or natural and legal entities in all areas of life.” Article 24 of the Constitution states that “[n]o one shall be discriminated against on grounds of race, color, gender, language, religion, political or other opinion, national or social origin, relation to any community, property, economic and social condition, sexual orientation, birth, disability or other personal status.”
9. India, Transgender Persons (Protection of Rights) Act. No 40 of 2019 (entered into force on December 5, 2019). Section 2: “In this Act, unless the context otherwise requires, . . . (d) ‘inclusive education’ means a system of education wherein transgender students learn together with other students without fear of discrimination, neglect, harassment or intimidation and the system of teaching and learning is suitably adapted to meet the learning needs of such students; . . . (k) ‘transgender person’ means a person whose gender does not match with the gender assigned to that person at birth and includes trans-man or trans-woman (whether or not such person has undergone Sex Reassignment Surgery or

- hormone therapy or laser therapy or such other therapy), person with intersex variations, genderqueer and person having such socio-cultural identities as kinner, hijra, aravani, and jogta.”
10. India, Guidelines for Prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012 -RMSA-I). 2015. Available at http://cbseacademic.nic.in/web_material/Circulars/2015/17_Prevention%20of%20Bullying%20&%20Ragging%20in%20Schools.pdf.
 11. India, University Grants Commission. UGC Regulation on Curbing the Menace of Ragging in Higher Educational Institutions (Third Amendment). 2016. Article 3 (j): “Any act of physical or mental abuse (including bullying and exclusion) targeted at another student (fresher or otherwise) on the ground of color, race, religion, caste, ethnicity, gender (including transgender), sexual orientation, appearance, nationality, regional origins, linguistic identity, place of birth, place of residence, or economic background.” Available at https://www.ugc.ac.in/pdfnews/7823260_Anti-Ragging-3rd-Amendment.pdf.
 12. This information comes from contributors to the Equality of Opportunity for Sexual and Gender Minorities survey in those countries.
 13. India, Constitution of India. 2007. Article 15 (1) of the Constitution: “The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.” Article 21A states that “[t]he State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State may, by law, determine.” Article 29 (2) provides that “no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.”
 14. National Legal Services Authority v. Union of India, WP (Civil) No. 400 of 2012. In 2014, the Supreme Court of India directed the central government and state governments to ensure treatment of “hijras”/“eunuchs” (transgenders) as a third gender as opposed to male or female so as to afford them the same protections of fundamental rights, including those under Article 14 (Right to Equality) and Article 15 (Prohibition of Discrimination). Justice K. S. Puttaswamy (Retd.) and Anr. v. Union Of India And Ors., WP (Civil) No 494 of 2012. In 2017, the Supreme Court of India declared that the sexual autonomy is inherent in the Right to Privacy protected under Article 21 of the Constitution of India (“Right to Life and Liberty”). Therefore, the protection of the rights and interests of the people belonging to the LGBTI community is ensured by the constitution. Navtej Singh Johar v. Union of India, WP (Crl.) No 76 of 2016, affirmed the principles upheld earlier, the court in a 2018 judgment stated that the word “sex” under Article 15 (Prohibition of Discrimination) and Article 16 (Equality of Opportunities) of the Constitution has to be read widely to include gender and sexual minorities.
 15. India, Transgender Persons (Protection of Rights) Act. 2019. Section 2: “In this Act, unless the context otherwise requires, ... (e) ‘institution’ means an institution, whether public or private, for the reception, care, protection, education, training or any other service of transgender persons; ... (k) ‘transgender person’ means a person whose gender does not match with the gender assigned to that person at birth and includes trans-man or trans-woman (whether or not such person has undergone Sex Reassignment Surgery or hormone therapy or laser therapy or such other therapy), person with intersex variations, genderqueer and person having such socio-cultural identities as kinner, hijra, aravani and jogta.” Section 3: “No person or establishment shall discriminate against a transgender person on any of the following grounds, namely: (a) the denial, or discontinuation of, or unfair treatment in, educational establishments and services thereof.” Section 13: “Every educational institution funded or recognised by the appropriate Government shall provide inclusive education and opportunities for sports, recreation and leisure activities to transgender persons without discrimination on an equal basis with others.”
 16. India, Right of Children to Free and Compulsory Education Act. 2009. Article 2: “In this Act, unless the context otherwise requires, (n) ‘school’ means any recognised school imparting elementary education and includes (ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority; (iii) a school belonging to specified category; and (iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority.” Article 12: “(1) For the purposes of this Act, a school, (b) specified

- in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of 25 percent; (c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least 25 percent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighborhood and provide free and compulsory elementary education till its completion.” See also <https://indianexpress.com/article/cities/delhi/reserved-seats-for-transgender-children-in-schools/>, http://14.139.60.153/bitstream/123456789/10222/1/TEACHER%20RELATED%20GOVERNMENT%20ORDER%20TAMIL%20NADU_D-14674.pdf.
17. Bangladesh, Draft of Proposed Anti-Discrimination Act. 2014. <http://www.nhrc.org.bd/site/notices/12c79873-4144-47fa-9885-bd7b86f3a090/Draft-of-proposed-Anti-Discrimination-Act>.
 18. Constitution of Lebanon 1926 (amended 1995). Article 10 of the Constitution provides that “. . . education shall be free insofar as it is not contrary to public order and morals and does not affect the dignity of any of the religions or sects. There shall be no violation of the right of religious communities to have their own schools provided they follow the general rules issued by the state regulating public instruction.”
 19. See, for example, the Policies and Procedures of the Phoenicia University (<https://www.pu.edu.lb/policies-and-procedures>) and the American University of Beirut (<https://aub.policytech.eu/dotNet/documents/?docid=1569&public=true>), specifically mentioning gender identity and sexual orientation as protected grounds.
 20. Nigeria, Same-Sex Marriage Prohibition Act. 2013. Section 1 of the Act: “(1) A marriage contract or civil union entered into between persons of same sex: (a) is prohibited in Nigeria; and (b) shall not be recognized as entitled to the benefits of a valid marriage.” Section 5: “(1) A person who enters into a same sex marriage contract or civil union commits an offence and is liable on conviction to a term of 14 years imprisonment.”
 21. Costa Rica, Decreto Ejecutivo 38999. Política del Poder Ejecutivo para erradicar de sus instituciones la discriminación hacia la población LGBTI. 2015 (Amended 2017). Article 12: “1. Cuando una persona usuaria sufra de discriminación por motivos de orientación sexual o identidad de género, podrá plantear denuncia oral o escrita ante la Oficina de Gestión Institucional de Recursos Humanos o ante la Oficina de Asesoría Jurídica Institucional o aquella instancia que por vía reglamentaria haya sido designada por parte de la Institución para tales efectos. El plazo para interponer la denuncia será de un año y se computará a partir del último hecho consecuencia de la discriminación por razones de orientación sexual o identidad de género o a partir de que cesó la causa justificada que le impidió denunciar. 2. Al plantear la denuncia se le debe indicar al usuario la posibilidad hacerse representar por patrocinio letrado y por apoyo emocional o psicológico de su confianza en las diversas fases del procedimiento. 3. Además, se le indicará al usuario denunciante los plazos del procedimiento y se le solicitará un medio por el cual pueda ser contactado y recibir notificaciones.” http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?param1=NRTC&nValor1=1&nValor2=79466&nValor3=108740&strTipM=TC.
 22. Costa Rica, Decreto Ejecutivo N. 5771-E, Reglamento Autónomo de Servicios del Ministerio de Educación Pública. 2013 (Amended 2015). Article 46: “Además de lo dispuesto en el Código de Trabajo, Estatuto de Servicio Civil y su Reglamento y otras normas del presente Reglamento, queda absolutamente prohibido a los empleados: . . . r) Realizar cualquier forma de discriminación, en razón de género, etnia, credo, orientación sexual, nacionalidad, preferencia política o condición social.” http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?param1=NRTC&nValor1=1&nValor2=80623&nValor3=102375&strTipM=TC.
 23. Mexico, Ley Federal para Prevenir y Eliminar la Discriminación. 2003. Article 20IX: “Investigar presuntos actos y prácticas discriminatorias, en el ámbito de su competencia.”

24. India, Protection of Human Rights Act. 1993. <http://nhrc.nic.in/acts-&-rules/protection-human-rights-act-1993-1>. India, National Human Rights Commission, Annual Action Plan, 2019-2020. <http://nhrc.nic.in/activities/annual-action-plans>.
25. See <https://www.antiragging.in/Site/Aboutus.aspx>.
26. India, Guidelines for Prevention of Bullying and Ragging in Schools, Reg: (D.O. No. 12-19/2012 -RMSA-I). 2015. http://cbseacademic.nic.in/web_material/Circulars/2015/17_Prevention%20of%20Bullying%20&%20Ragging%20in%20Schools.pdf.
27. India, Transgender Persons (Protection of Rights) Act. 2019. Section 2: “In this Act, unless the context otherwise requires, (k) ‘transgender person’ means a person whose gender does not match with the gender assigned to that person at birth and includes trans-man or trans-woman (whether or not such person has undergone Sex Reassignment Surgery or hormone therapy or laser therapy or such other therapy), person with intersex variations, genderqueer and person having such socio-cultural identities as kinner, hijra, aravani, and jogta.” Section 11: “Every establishment shall designate a person to be a complaint officer to deal with the complaints relating to violation of the provisions of this Act.”
28. South African, Human Rights Commission Act 54. 1994.
29. Canada, Ontario, Accepting Schools Act, S.O. 2012, c. 5 - Bill 13. 2012. <https://www.ontario.ca/laws/statute/s12005>.
30. The question addressing homophobic and transphobic textbooks and curricula discrimination in this indicator set is: Are there any laws and/or regulations that mandate the revision of national textbooks/ national curriculum in primary and secondary education to eliminate discriminatory language (homophobic or transphobic language, for example)?
31. See also Berisha and others (2016); Bajraktari and others (2015); and Mato and Shatri(2015).
32. See “Teaching Human Rights in Ontario – A Guide for Ontario Schools,” which is available from the Ontario Human Rights Commission at <http://www.ohrc.on.ca/en/book/export/html/10772>.
33. Uruguay, Ley General de Educación No. 18.437. 2008. Article 3: “La educación estará orientada a la búsqueda de una vida armónica e integrada a través del trabajo, la cultura, el entretenimiento, el cuidado de la salud, el respeto al medio ambiente, y el ejercicio responsable de la ciudadanía, como factores esenciales del desarrollo sostenible, la tolerancia, la plena vigencia de los derechos humanos, la paz y la comprensión entre los pueblos y las naciones.” Article 18: “El Estado brindará los apoyos específicos necesarios a aquellas personas y sectores en especial situación de vulnerabilidad, y actuará de forma de incluir a las personas y sectores discriminados cultural, económica o socialmente, a los efectos de que alcancen una real igualdad de oportunidades para el acceso, la permanencia y el logro de los aprendizajes. Asimismo, estimulará la transformación de los estereotipos discriminatorios por motivos de edad, género, raza, etnia u orientación sexual. El Estado asegurará a los educandos que cursen la enseñanza pública obligatoria, el acceso a las tecnologías de la información y la comunicación. Promoverá su máximo aprovechamiento para la educación, su uso con sentido y su apropiación por parte de los educandos.”
34. Article 18: “El Estado brindará los apoyos específicos necesarios a aquellas personas y sectores en especial situación de vulnerabilidad, y actuará de forma de incluir a las personas y sectores discriminados cultural, económica o socialmente, a los efectos de que alcancen una real igualdad de oportunidades para el acceso, la permanencia y el logro de los aprendizajes. Asimismo, estimulará la transformación de los estereotipos discriminatorios por motivos de edad, género, raza, etnia u orientación sexual. El Estado asegurará a los educandos que cursen la enseñanza pública obligatoria, el acceso a las tecnologías de la información y la comunicación. Promoverá su máximo aprovechamiento para la educación, su uso con sentido y su apropiación por parte de los educandos.”
35. Uruguay, Ley Integral Para Personas Trans. 2018. Article 15: “Sin perjuicio de lo dispuesto por los artículos 202 y 204 de la Constitución de la República, los órganos y organismos responsables de las políticas educativas de todos los niveles, en el ámbito de sus competencias, asegurarán la inclusión

- de las personas trans a lo largo de su vida educativa, conforme a los principios previstos en la Ley N° 18.437, de 12 de diciembre de 2008 (Ley General de Educación).”
36. South African Schools Act. 1996. Article 6 (3): “No form of racial discrimination may be practiced in implementing policy determined under this section.”
 37. Ukraine, Ministry of Education and Science. Order No. 713 of July 3, 2015. Provisions on Competitive Selection of Textbook Projects for 1-2 Grade Secondary Education. <https://zakon.rada.gov.ua/laws/show/z0359-18/ed20180316#n27>.
 38. The question addressing training educators to recognize discrimination in schools in this indicator set is: Are there any laws and/or regulations that mandate training of schoolteachers and other school staff in primary and secondary education on antidiscrimination of students who are sexual and gender minorities, or those perceived as such?
 39. Canada, Ontario, Accepting Schools Act, S.O. 2012, c. 5 - Bill 13. 2012. <https://www.ontario.ca/laws/statute/s12005>.
 40. Uruguay, Law 17817. 2004. Article 2: “A los efectos de la presente ley se entenderá por discriminación toda distinción, exclusión, restricción, preferencia o ejercicio de violencia física y moral, basada en motivos de raza, color de piel, religión, origen nacional o étnico, discapacidad, aspecto estético, género, orientación e identidad sexual, que tenga por objeto o por resultado anular o menoscabar el reconocimiento, goce o ejercicio, en condiciones de igualdad, de los derechos humanos y libertades fundamentales en las esferas política, económica, social, cultural o en cualquier otra esfera de la vida pública. Article 5: D) Diseñar e impulsar campañas educativas tendientes a la preservación del pluralismo social, cultural o religioso, a la eliminación de actitudes racistas, xenofóbicas o discriminatorias y en el respeto a la diversidad.”
 41. India, Ministry of Social Justice and Empowerment, Transgender Persons (Protection of Rights) Rules of 2020, Article 10 (7): “The appropriate Government shall also provide for sensitization of institutions and establishments under their purview, including: (a) sensitization of teachers and faculty in schools and colleges, changes in the educational curriculum to foster respect for equality and gender diversity.”
 42. Mexico, Ley General de Educación. 2019. Article 8: “El Estado está obligado a prestar servicios educativos con equidad y excelencia. Las medidas que adopte para tal efecto estarán dirigidas, de manera prioritaria, a quienes pertenezcan a grupos y regiones con mayor rezago educativo, dispersos o que enfrentan situaciones de vulnerabilidad por circunstancias específicas de carácter socioeconómico, físico, mental, de identidad cultural, origen étnico o nacional, situación migratoria o bien, relacionadas con aspectos de género, preferencia sexual o prácticas culturales.”
 43. The question addressing sex education about sexual orientation and gender identity in schools in this indicator set is: Are there any laws and/or regulations that mandate the creation of courses on sex education in a SOGI-inclusive manner in secondary and tertiary education?
 44. Uruguay, Ley General de Educación No. 18.437. 2008. Article 40: “El Sistema Nacional de Educación, en cualesquiera de sus modalidades contemplará líneas transversales entre las cuales se encuentran: (H) La educación sexual, (I) La educación física, la recreación y el deporte, de acuerdo a los lineamientos que se especifican: (8) La educación sexual tendrá como propósito proporcionar instrumentos adecuados que promuevan en educadores y educandos, la reflexión crítica ante las relaciones de género y la sexualidad en general para un disfrute responsable de la misma.”
 45. Uruguay, Ley 19684 Integral Para Personas Trans. 2018. Article 15: “Sin perjuicio de lo dispuesto por los artículos 202 y 204 de la Constitución de la República, los órganos y organismos responsables de las políticas educativas de todos los niveles, en el ámbito de sus competencias, asegurarán la inclusión de las personas trans a lo largo de su vida educativa, conforme a los principios previstos en la Ley N° 18.437, de 12 de diciembre de 2008 (Ley General de Educación).”

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