



Call for Inputs:

[Report on the human right to education and the protection against violence and discrimination based on sexual orientation and gender identity \(SOGI\)](#)

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Input on the human right to education and the protection against violence and discrimination based on sexual orientation and gender identity (SOGI)

Independent Expert on Sexual Orientation and Gender Identity

April 21, 2025

Outright International works with partners around the globe to strengthen the LGBTIQ human rights movement, document and amplify human rights violations against LGBTIQ people, and advocate for inclusion and equality. Founded in 1990, Outright works with civil society organizations, the United Nations, regional human rights monitoring bodies, governments, humanitarian and development institutions, and philanthropic and corporate partners to create lasting change. With staff in twenty countries, Outright holds consultative status at the United Nations, where it serves as the secretariat of the UN LGBTI Core Group.

This submission is informed by ongoing Outright research on lesbian, gay, bisexual, trans, intersex, and queer learners' right to education. This research includes a collation of positive and negative laws and policies in all 193 UN member states and in-depth case studies including Kenya, South Africa, Hungary, Iran, Trinidad and Tobago, Paraguay, and Jamaica. Outright's research has found that although the right to education for all learners is protected under regional and international human rights frameworks, exclusionary practices and policies derail access to education for LGBTIQ learners.



Discrimination and Violence Against LGBTIQ Learners in Schools

Bullying, violence, and discrimination in school settings disproportionately harm LGBTIQ learners, especially transgender, gender-diverse, and intersex students.¹ Widespread school violence based on diverse sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC) has been previously documented in countries including **Burundi, Kenya, Jamaica, Iran, Vietnam, the Philippines, Myanmar, Mongolia, India, China, Benin, Malaysia, Mozambique, and Belarus.**²

¹ Kerith J. Conron, Kathryn K. O'Neill, and Luis A. Vasquez, Educational Experiences of Transgender People, (UCLA Williams Institute, April 2022), <https://williamsinstitute.law.ucla.edu/wp-content/uploads/Trans-Higher-Ed-Apr-2022.pdf>.

² Irwin Iradukunda and Roselyn Odoyo, *Une Analyse de Paysage des Droits Humains des Communautés des Professionnels du Sexe et LGBT au Burundi*, 2016, UHAI EASHRI, https://globalphilanthropyproject.org/wp-content/uploads/2016/03/Burundi-Baseline_FRE.pdf; Christine Kahura, "Retreating on the Right to Basic Education: A Slippery Slope into Criminalising LGBT Students," *Oxford Human Rights Hub*, February 28, 2022, <https://ohrh.law.ox.ac.uk/retreating-on-the-right-to-basic-education-a-slippery-slope-into-criminalising-lgbt-students/>; Carlene Davis, "J-FLAG: Schools Not Taking Bullying of LGBT Students Seriously," *The Jamaica Gleaner*, May 6, 2019, <https://jamaica-gleaner.com/article/lead-stories/20190506/editors-forum-j-flag-schools-not-taking-bullying-lgbt-students>; 6RANG (Iranian Lesbian and Transgender Network), *Cultural Dimension of the Right to Education in Iran – Submission to the UN Special Rapporteur on the Right to Education*, 2020, <https://www.ohchr.org/sites/default/files/Documents/Issues/Education/CulturalDimension/Civil-society/23-Rang.pdf>; Human Rights Watch, "Vietnam: LGBT Youth Unprotected – Myths About Sexual Orientation, Gender Identity Undermine Rights," February 12, 2020, <https://www.hrw.org/news/2020/02/12/vietnam-lgbt-youth-unprotected>; Human Rights Watch, 'Just Let Us Be': Discrimination Against LGBT Students in the Philippines, June 22, 2017, <https://www.hrw.org/report/2017/06/22/just-let-us-be/discrimination-against-lgbt-students-philippines>; Kaung Zaw Htet and Theo Maung, "At an Impasse: How Decade-Long Dictatorship, Systemic Oppression and Social Conservatism Empowered (or Fueled) Discrimination and, Stigma Towards LGBTI People in Myanmar," *ILGA Asia*, 2021, <https://static1.squarespace.com/static/5a84777f64b05fa9644483fe/t/60fe31ceb6530a7c4753932d/1627271651728/ILGA+Asia+Country+Report+Myanmar+2021.pdf>; Dorjantsan Ganbaatar, Enkhmaa Enkhbold and Oulen Munkhbat, "Being Trans* Students at School in Mongolia: Collectie Case Studies," *Ulaanbaatar*, 2023, https://www.uih.mn/upload/sudalgaa/files/276_1337540.pdf; Kyle Knight, "Section 377 is History but Young LGBT Indians Need Concrete Policies to Protect them from Bullying," *Human Rights Watch*, June 24, 2019, <https://www.hrw.org/news/2019/06/24/section-377-history-young-lgbt-indians-need-concrete-policies-protect-them-bullying>; Vincent Ni & Helen Davidson, "Chinese University Appears to Ask for Lists of LGBTQ+ Students For 'Investigation'," *The Guardian*, August 29, 2021,



Outright's research on LGBTIQ people in educational settings finds that human rights violations against LGBTIQ students include physical abuse, verbal abuse, sexual harassment and abuse, denial of the right to education in the form of arbitrary expulsions and suspensions, and isolation. In **Paraguay**, a trans activist informed Outright that their organization has documented cases of bullying against trans students in rural areas that involve discriminatory treatment from teachers and school administrators.³ Teachers may out students to their parents, leading to further violence from parents. Achie S. (pseudonym), a Kenyan nonbinary individual, told Outright:

If you were found in the other gender's washroom, it would be a case where your parents would have to come to school. They'd [teachers and parents] beat you up. There were a lot of beatings in our school. That was something that made a lot of students drop out because it was really bad. I was beaten too by teachers and sometimes even prefects. Teachers would find a way to bring me into every issue and I was suspended [several times].⁴

Bullying and harassment lead many LGBTIQ students to drop out of school. One nonbinary intersex interviewee from **Iran** said they endured verbal and physical abuse as a result of their peers' speculation about why they had been transferred from a girls' to a boys' school. They said,

<https://www.theguardian.com/world/2021/aug/29/chinese-university-appears-to-ask-for-lists-of-lgbt-q-students-for-investigation>; Educ'Action, "Homosexuality in Schools and Universities: Gay and Lesbian Dropouts Open Up," March 22, 2021, <https://eduactions.org/homosexualite-en-milieu-scolaire-et-universitaire-des-descolarises-gays-et-esbiennes-souvrent/>; Human Rights Watch, *'I Don't Want to Change Myself': Anti-LGBT Conversion Practices, Discrimination, and Violence in Malaysia*, August 10, 2022, <https://www.hrw.org/report/2022/08/10/i-dont-want-change-myself/anti-lgbt-conversion-practices-discrimination-and>; Club of Mozambique, "Mozambique: Two-thirds of Young Homosexuals Suffer Some Form of Discrimination in Education Environment – Lambda," May 20, 2021, <https://clubofmozambique.com/news/mozambique-two-thirds-of-young-homosexuals-suffer-some-form-of-discrimination-in-education-environment-lambda-192653/>; Outright Interview with Sasha (pseudonym), Virtual, September 25, 2023

³ Outright interview with Yren Rotela, Virtual, September 2024

⁴ Outright interview with Achie S. (pseudonym), gender nonbinary and queer 20-year-old, Kenya, 23 November 2023



In my third year of high school, after second-semester exams, because of the pressures I was under and the bullying I experienced from other pupils and teachers, I didn't like going to school anymore....At school, one of my anxieties was that of boys kicking the door open when I was in the bathroom, because of their curiosity, to try and see my sexual organs. I worried about other kids finding out that I was intersex. I really used to work on this - behave manly, dress manly, speak manly, and it was really tough, as if you're playing a role, and I would mess things up. I was under psychological pressure, so I left school and started working. Now I am also really tired of working too.⁵

Generally, LGBTIQ students who have been bullied and harassed mentioned that they often do not find recourse or may choose not to report such incidents. **Jamaican** interviewees remarked how ostracized they had felt from bullying and harassment, heightened by a lack of action when they reported such incidents in school.⁶ In one case in **Kenya**, a queer interviewee was expelled from school after reporting another student for bullying.⁷ LGBTIQ students or those perceived as such may also fail to report such incidents for fear of their identities being discovered and for fear of being further singled out by their bullies. An intersex man from **Nepal**, in response to a survey by Outright, described that despite being bullied by several teachers and students for his differing sex characteristics, he did not report such bullying: "[If] I reported it, everyone would know, and I would have to face discrimination from everyone."⁸

Effectuating comprehensive non-discrimination and anti-harassment laws and policies should encompass training for teachers and staff in educational settings, as well as state-wide collection of data on cases of discrimination and violence against LGBTIQ people in academic settings.⁹ Notably, IGLYO has found that while 24 European countries have some training for educators on the inclusion of LGBTIQ

⁵ Feminist Spectrum interview with Simon I. (pseudonym), on behalf of Outright, November 2024.

⁶ Outright Interviews with 32 LGBTIQ individuals and rights activists in Jamaica, held from September to October 2024.

⁷ Outright interview with Nick O. (pseudonym), Mombasa, 30 November 2023.

⁸ Outright Right to Education Survey Response 345

⁹ IGLYO, "LGBTI Inclusive Education Report, Map & Index 2022," 5 May 2022, <https://www.iglyo.org/resources/ie-2022>



students, only two—**Norway and Sweden**—have mandatory training for all educators.¹⁰ **Malta** has also included mandatory pre-service training on the inclusion of LGBTQI students. However, this is not extended to those who did their pre-service training before the passing of the policy.¹¹

Exclusion of Transgender, Gender-Diverse, and Intersex People in Schools

Enforcement of strict gendered norms in schools often affects transgender, intersex, and gender-diverse learners' educational experiences. This is exacerbated by the non-recognition of transgender, intersex, and gender-diverse persons. Globally, only twenty countries have adopted legal gender recognition based on self-determination, though even among these twenty, some still restrict legal gender recognition for transgender youth and do not recognize nonbinary identities.¹² Due to this lack of recognition by states, trans, intersex, and nonbinary students are also often not recognized as who they are in educational institutions. Notably, in **Jamaica**, staff and school administrators may insist on referring to students by their birth names even when they have requested otherwise.¹³

Gendered Uniforms

In **Kenya**, interviewees spoke about the restrictive enforcement of gendered uniforms, including in tertiary institutions. One nonbinary intersex person shared that they were very uncomfortable in school uniform, and they would dress in different clothing before they got to the school gate.¹⁴ In **Iran**, schools are often gendered, and there is strict enforcement of uniforms, especially for those assigned female at birth

¹⁰ IGLYO, "LGBTI Inclusive Education Report 2022," 5 May 2022 pg 25
<https://www.education-index.org/wp-content/uploads/2022/05/IGLYO-LGBTQI-Inclusive-Education-Report-2022-v3.pdf>

¹¹ *ibid*

¹² Rikki Nathanson et al, "Empowering Identity: The Case for Self-Determined Legal Gender Recognition." *Outright International* November 21, 2024
https://outrightinternational.org/sites/default/files/2025-04/Empowering%20Identity%20Report-Outright-2025%20%281%29_1.pdf

¹³ Outright Interviews with 32 LGBTIQ individuals and rights activists held from September to October 2024

¹⁴ Outright interview with Tetra I. (pseudonym), Kenya, 23 November 2023.



who are required to wear a manteau. Simon I. (pseudonym), a nonbinary intersex person who was assigned female at birth, relates how wearing the manteau was especially difficult for them while they were in a girls' school, describing wearing it being akin to "putting a big fridge box around myself, like a cage...."¹⁵ Their refusal to wear the gendered school uniform inspired discriminatory treatment from teachers who refused to test Simon, saying,

there's no need for you to study at all, there's no point in testing you anyways, your future is clear from now already. You take off your manteaux now, later you'll do other stuff too....¹⁶

Simon also reported having experienced physical abuse from their father as a result of their refusal to wear the manteaux to school.

Interviewees in **Jamaica** noted that uniform restrictions are also pervasive. One Jamaican interviewee remarked that their school's hair length policy was not only gendered but was also racist, as it was only enforced strictly on black students.¹⁷

Gendered Bathrooms

Where social areas such as bathrooms are gendered, students are often required to use bathrooms according to their sex assigned at birth. This situation is even more confounding for intersex learners who have their sex erroneously assigned at birth and later present differing characteristics and identities to those reflected in their documents. Notably, in **Jamaica**, lesbian, gay, bisexual, and queer students are also affected by gendered bathrooms, where students reported always being suspected by teachers of engaging in same-sex sexual activity.¹⁸ One intersex interviewee in **Kenya**, while at a sports event in a neighboring school, was denied use of the girls'

¹⁵Simon I. Interview

¹⁶ Simon I. Interview.

¹⁷ Outright interview with Ky M. (pseudonym), pansexual gender nonbinary student, Jamaica, October 2024

¹⁸ Outright Interviews with 32 LGBTIQ individuals and rights activists from September to October 2024



washroom by a security guard despite attending a girls' boarding school at that time.¹⁹

The situation in gendered bathrooms is often exacerbated when these bathrooms offer little to no privacy. In **Iran**, for instance, LGBTIQ students reported having to hold onto bathroom doors to prevent other students from trying to open them.²⁰

Gendered Extracurricular Activities

Interviewees in **Kenya, Jamaica, Iran, and Belarus** highlighted that sports are gendered in their countries. In **Jamaica, Belarus, and Iran**, however, teachers may authorize some students to participate in sports in accordance with their gender identities, though this is often sporadic. A challenge, particularly for intersex learners, is invasive searches during sports competitions, as was the case for one intersex interviewee in **Kenya** who was forced to undergo a strip search to supposedly confirm their gender during a football match.²¹ An interviewee in **Jamaica** expressed their discomfort at required gendered sports classes, where they often missed such courses.²² To opt out of gendered sports, a trans woman from **Iran** mentioned that she had to clean the classrooms to receive the required sports grade.²³

Disruption of Education for LGBTIQ Learners

The criminalization of same-sex intimacy and gender diversity is often used to justify disciplinary action against learners of diverse SOGIESC in the form of expulsions and suspensions. In **Burundi**, for instance, a law mandates the expulsion or

¹⁹ Tetra I. Interview

²⁰ Anna Interview; Simon Interview

²¹ Tetra I. Interview; See discussion on the incompatibility of disproportionate strip searches with international human rights obligations under the right to freedom from torture, and other forms of ill treatment in Special Rapporteur on torture, and other cruel, inhuman or degrading treatment or punishment, "Report of the Special Rapporteur on torture and other cruel, inhuman or degrading treatment or punishment" Human Rights Council 31st Session A/HRC/31/57, January 5, 2016 paras 23, 36 and 70

https://www.ohchr.org/en/HRBodies/HRC/RegularSessions/Session31/Documents/A_HRC_31_57_E.doc

²² Outright interview with Jesse J. (pseudonym), cisgender bisexual man, Jamaica, October 2024

²³ Anna Interview



non-admission of “homosexual” students.²⁴ In **Kenya**, while it is not part of official government policy, the former Cabinet Secretary of Education called for the expulsion of “homosexuals” from boarding schools.²⁵ It has since then been implicitly accepted by the Kenyan Courts as a valid reason for disciplinary action.²⁶ In **Uganda**, LGBTIQ students may similarly be affected by accusations of “homosexuality,” which is an expellable offense in schools' constitutions.²⁷

Such disciplinary actions are commonplace even in countries with no official government or school policies mandating or allowing for such disciplinary actions based on non-normative sexual orientation or gender identity or expression, such as

²⁴ Immigration and Refugee Board of Canada, “Burundi: Treatment of Sexual Minorities, Including Legislation, State Protection and Support Services (2009–February 2013),” *UNHCR*, February 18, 2013, <https://web.archive.archive.unhcr.org/20230519123457/https://www.refworld.org/docid/530372134.html>.

²⁵ Christine Kahura, “Retreating on the Right to Basic Education: A Slippery Slope into Criminalising LGBT Students | OHRH,” *OHRH Blog* February 28, 2022, <https://ohrh.law.ox.ac.uk/retreating-on-the-right-to-basic-education-a-slippery-slope-into-criminalising-lgbt-students/>.

²⁶ FN (Suing as the father and the next friend of MWN Minor) & another v Board of Management Senior Chief Koimange High School & 3 other High Court at Kiambu, Petition E004 of 2022 [2023] eKLR (Judgment) <https://new.kenyalaw.org/akn/ke/judgment/kehcc/2023/22316/eng@2023-09-21/source>; FW (Suing on behalf of AWW, a minor) v Board of Directors of St Hannah's Girls School & another High Court at Nairobi Petition E214 of 2023 [2024] eKLR (Judgment) <https://new.kenyalaw.org/akn/ke/judgment/kehcc/2024/10048/eng@2024-08-12>

²⁷ Soita Wepukhulu, “LGBTIQ Students Kicked out of School in East Africa Are Fighting Back,” *OpenDemocracy*, February 11, 2021 <https://www.opendemocracy.net/en/5050/lgbtiq-students-kicked-out-of-school-in-east-africa-are-fighting-back/>



Iran, Liberia, Ghana, Benin, and China.²⁸ These disciplinary actions could be effected out of mere suspicion owing to students' gender expression, such as in **Ghana.**²⁹ These disciplinary actions or threats of such can also be used to limit LGBTIQ students' freedom of expression. In **China,** a learner was expelled for delivering a speech on ending homophobia in schools, while other students received warning letters for waving rainbow flags.³⁰ In **Turkey,** university students have been threatened with expulsion for planning Pride events.³¹

Enforcement of laws criminalizing same-sex intimacy may even lead to arrests of students from schools, as was the case in **Morocco.**³² Students who are not expelled may be suspended instead and mandated to undergo "rehabilitative counseling," as was the case for LGBTQ students in **Kenya.**³³

²⁸ 6RANG (Iranian Lesbian and Transgender Network), "Cultural Dimension of the Right to Education in Iran: Submission to the UN Special Rapporteur on the right to education" February 2024 <https://www.ohchr.org/sites/default/files/Documents/Issues/Education/CulturalDimension/Civil-society/23-Rang.pdf>; Gboko Stewart, "Liberia: Access to Justice Remains a Top Concern for the LGBTQ+ Community in Liberia." *All Africa* October 14, 2023 <https://allafrica.com/stories/202310150103.html>; Centre for Popular Education and Human Rights, Ghana (CEPEHRG), "LGBT Persons in Ghana and Poverty," https://www.ohchr.org/sites/default/files/Documents/Issues/EPoverty/Ghana/CEPEHRG_LGBT.pdf; "Homosexualite en milieu scolaire et universitaire: Des descolarises gays et lesbiennes souvrent" *Educ'Action* March 21, 2021 <https://eduactions.org/homosexualite-en-milieu-scolaire-et-universitaire-des-descolarises-gays-et-lesbiennes-souvrent/>; "China's Tsinghua University Punishes Students for LGBTQ Flags," *Bloomberg*, July 20, 2022, <https://www.bloomberg.com/news/articles/2022-07-20/china-s-tsinghua-university-punishes-students-for-lgbtq-flags>; "LGBT权促会 | 那个被劝退的同性恋学生, 决定起诉学校" *China Digital Times* April 28, 2021 <https://chinadigitaltimes.net/chinese/665398.html>

²⁹ Centre for Popular Education and Human Rights, Ghana (CEPEHRG), "LGBT Persons in Ghana and Poverty," https://www.ohchr.org/sites/default/files/Documents/Issues/EPoverty/Ghana/CEPEHRG_LGBT.pdf;

³⁰ "China's Tsinghua University Punishes Students for LGBTQ Flags," *Bloomberg*, July 20, 2022, <https://www.bloomberg.com/news/articles/2022-07-20/china-s-tsinghua-university-punishes-students-for-lgbtq-flags>; "LGBT权促会 | 那个被劝退的同性恋学生, 决定起诉学校" *China Digital Times* April 28, 2021 <https://chinadigitaltimes.net/chinese/665398.html>

³¹ KAOS GL, "Human Rights Of LGBTI+ People In Turkey Annual Review 2018," 2019 pgs 92-100

<https://kaosgldernegi.org/images/library/2019human-rights-of-lgbti-people-in-turkey-2018.pdf>

³² Hicham Tahir, "Maroc : Deux étudiants arrêtés pour homosexualité - tête." *Tetu*, November 1, 2016 <https://tetu.com/2016/01/11/maroc-deux-nouveaux-jeunes-etudiants-arretes-pour-homosexualite/>.

³³ Outright interviews in Kenya of 52 LGBTIQ individuals and human rights experts from November to December 2023.



Where parents contribute to school fees, LGBTQ students may be forced to drop out when such parental support is discontinued. Outright has identified cases in **Kenya** where LGBTQ persons have had to suspend their education after being disowned by their families.³⁴ In **Jamaica**, interviewees remarked on limiting their expression and identities at home for fear that their parents would stop paying their school fees.³⁵

Comprehensive Sexuality Education

According to Outright's research, comprehensive sexuality education that includes teaching about sexual and gender diversity is quite rare. In **Mongolia**, where comprehensive sexuality education is a part of the curriculum, students in some private schools have reported that CSE is at times not covered by teachers.³⁶ In the European context, mandatory sexuality education inclusive of sexual orientation and gender identity is only present in 12 countries, and of those, only three—**Malta, Portugal, and Belgium**—adequately include intersex education.³⁷

Political leaders have weaponized anti-gender rhetoric to fearmonger about comprehensive sexuality education, which they claim promotes “gender ideology” and the “indoctrination” of children. This mischaracterization of comprehensive sexuality education has led to the adoption of laws that ban teaching related to “non-traditional’ sexual relations,” with the first of such laws being passed in **Russia**.³⁸ Similar laws have also been adopted in **Hungary, Georgia, Poland,**

³⁴ *ibid*

³⁵ Outright Interviews in Jamaica of 32 LGBTIQ individuals and human rights experts from September to November 2024

³⁶ Dorjjantsan Ganbaatar, Enkhmaa Enkhbold and Oulen Munkhbat, “Being Trans* Students at School in Mongolia: Collectie Case Studies,” *Ulaanbaatar*, 2023, https://www.uih.mn/upload/sudalгаа/files/276_1337540.pdf

³⁷ IGLYO, “LGBTI Inclusive Education Report, Map & Index 2022,” 5 May 2022, <https://www.iglyo.org/resources/ie-2022>

³⁸ The Russian Federation, Amendments to Article 5 of the Federal Law “On the Protection of Children from Information Harmful to their Health and Development”, and Miscellaneous Legislative Acts of the Russian Federation for the Purpose of Protecting Children from Information that Promotes the Rejection of Traditional Family Values, Federal Law No. 135-FZ of 2013, 2013 <https://www.refworld.org/legal/legislation/natlegbod/2013/ru/102781>

Bulgaria, and **Kyrgyzstan**.³⁹ This is not unique to Russian-influenced European countries, as laws banning the inclusion of LGBTIQ topics in education have also been passed in **Uganda**, **Nigeria**, **Paraguay**, **Latvia**, **Peru**, and the **United Arab Emirates**.⁴⁰ Attempts at adopting comprehensive sexuality education in **Ghana**, **Mali**, and **Moldova** have failed due to anti-gender actors' politicization of CSE.⁴¹

³⁹ European Parliament, "LGBTI rights in the EU, recent developments following the Hungarian law" June 2021

[https://www.europarl.europa.eu/RegData/etudes/ATAG/2021/690707/EPRS_ATA\(2021\)690707_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/ATAG/2021/690707/EPRS_ATA(2021)690707_EN.pdf);

Nini Gabritchidze, "Georgian Dream's Oppressive Anti-LGBT Law Comes into Effect" *Civil Georgia*

December 2, 2024 <https://civil.ge/archives/640509> ; "Projekt "Chrońmy dzieci". Sejm uchwałił nowelizację prawa oświatowego" *Polskie Radio 24*, August 17, 2023

https://polskieradio24-pl.translate.google.pl/artykul/3226582.projekt-chronmy-dzieci-sejm-uchwalil-nowelizacje-prawa-oswiatowego?x_tr_sl=auto&x_tr_tl=en&x_tr_hl=nl&x_tr_hist=true; ILGA Europe,

"Bulgaria Passes Anti-LGBTI Propaganda Law," August 7, 2024

<https://www.ilga-europe.org/press-release/bulgaria-passes-anti-lgbti-propaganda-law/>; Anna Lelik,

"Kyrgyzstan: Anti-LGBT Bill Hits the Buffers" *Eurasianet* May 24, 2016

<https://eurasianet.org/kyrgyzstan-anti-lgbt-bill-hits-buffers>

⁴⁰ Uganda Communications Commission, Standards for General Broadcast Programming in Uganda, 2019, articles 5,6&8

<https://www.ucc.co.ug/wp-content/uploads/2023/10/STANDARDS-FOR-GENERAL-BROADCAST-PROGRAMMING-IN-UGANDA.pdf>; Nigeria, Same Sex Marriage (Prohibition) Act, 2013, art 4(2)

<https://www.refworld.org/legal/legislation/natlegbod/2013/en/19556>; Ministerio de Educación y

Ciencias de Paraguay. Resolución 29664-2017 por la cual se prohíbe la difusión y la utilización de materiales impresos como digitales, referentes a la teoría y/o ideología de género, en instituciones educativas dependientes del Ministerio de Educación y Ciencias.

https://www.mec.gov.py/cms_v4/documentos/ver_documento/?titulo=29664-2017-RIERA1; "Saeima approves lessons in 'constitutional morality' for schoolchildren" *LSM+* June 18,

2015 <https://eng.lsm.lv/article/society/society/saeima-approves-lessons-in-constitutional-morality-for-schoolchildren.a134466/>; Cristian González Cabrera, "Peru Is Threatening Human Rights Education"

Human Rights Watch January 24, 2023

<https://www.hrw.org/news/2023/01/24/peru-threatening-human-rights-education>; Jennifer Holleis,

"UAE increasingly dangerous for international LGBTQ community" *DW* September 27, 2022

<https://www.dw.com/en/uae-is-becoming-increasingly-hostile-to-the-lgbtq-community/a-63257963>.

⁴¹ Nellie Peyton, "Ghana sex education program sparks anti-LGBT+ outrage" *Reuters* October 1, 2024

<https://www.reuters.com/article/us-ghana-education-lgbt-idUSKBNIWG4LB/>; "Mali: la réforme de

l'éducation sexuelle continue de faire des vagues à Bamako" *RFI* December 24, 2018

<https://www.rfi.fr/fr/afrique/20181224-mali-reforme-education-sexuelle-vagues-bamako> <https://www.rfi.fr/fr/afrique/20181224-mali-reforme-education-sexuelle-vagues-bamako>; "Outcry in Moldavia about

new LGBT campaign in schools" November 14, 2022

<https://cne.news/article/2023-outcry-in-moldavia-about-new-lgbt-campaign-in-schools>.



Policy Recommendations

- **Local and national governments** should enact and implement comprehensive school anti-bullying and anti-discrimination policies that are explicitly inclusive of sexual orientation, gender identity, gender expression, and sex characteristics.
- **Ministries of education and school districts** should repeal policies that require mandatory gendered uniforms or gendered attire in schools.
- **Local and national governments** should work with local stakeholders—including teachers, caregivers, and LGBTIQ activists—to develop SOGIESC-inclusive and age-appropriate comprehensive sexuality education curricula. CSE should reflect the range of human diversity, including same-sex attraction, diverse gender identities, and intersex people’s lived realities.
- **Ministries of education and school districts** should train school administrators and staff to create inclusive and safe environments for all students, including LGBTIQ students. Trainings should be conducted in collaboration with LGBTIQ civil society organizations.
- **Ministries of education and school districts** should create and fund mechanisms to document and address complaints from stakeholders, including students and staff, regarding bullying and discrimination in schools based on sexual orientation, gender identity, gender expression, and sex characteristics.
- **Ministries of education and school districts** should repeal laws and policies prescribing disciplinary measures such as withholding admission, expulsion, and suspension of students based on sexual orientation, gender identity, and gender expression.
- **Governments** in jurisdictions where there are single-sex schools should consider whether the existence of single-sex schools can be compatible with full respect for the rights and dignity of students with a diversity of gender identities and sex characteristics, including intersex students. To the extent that single-sex schools are maintained, education authorities should adopt explicit and inclusive policies that allow transgender and intersex students to



matriculate in single-sex schools on the basis of their gender identity and that prohibit any student from being expelled from a single-sex school as a result of gender transition.

- **Local and national governments** should repeal laws criminalizing consensual same-sex conduct between adults, gender diversity, so-called propaganda supporting LGBTIQ people's human rights, and other such laws negatively targeting LGBTIQ populations.
- **Governments, academic institutions, and civil society organizations** should regularly collect and analyze data on LGBTIQ persons' experiences in school settings, noting context-specific barriers and best practices and providing and implementing relevant recommendations.
- **International financial institutions** should ensure that loans to a borrowing country's education sector do not contribute to or reinforce discrimination on the basis of sexual orientation, gender identity, gender expression, or sex characteristics.
- As part of its 11th consultation on the implementation of the 1960 Convention and Recommendation against Discrimination in Education, **UNESCO** should issue recommendations that explicitly address the impact of anti-gender rhetoric and policies on the right to education of LGBTIQ persons, particularly trans, gender-diverse, and intersex youth.