



# Asia-Pacific Consultation on School Bullying based on Sexual Orientation and Gender Identity/Expression

## MEETING REPORT

15-17 June 2015

Bangkok, Thailand



Bangkok Office  
Asia and Pacific Regional Bureau  
for Education



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## Acknowledgments

This report documents the presentations and discussions made during the Asia-Pacific Consultation on School Bullying based on Sexual Orientation and Gender Identity/Expression held from 15-17 June 2015 at the Pullman King Power Hotel in Bangkok, Thailand.

The organizers would like to gratefully acknowledge all participants and resource persons for their valuable participation and viewpoints, and in particular Arushi Singh who assisted in the overall facilitation of the consultation. A list of participants is included in Annex 2 of this report.

The meeting partners would like to recognize Aranyaporn Tachajaroenwong, Ngo Thanh Loan and Pranee Threekul for their outstanding logistical and administrative support.

Justine Sass, Karen Humphries-Waa, Hunter Gray and Do-Hyeong Myeong from UNESCO's Asia-Pacific Bureau for Education; and Edmund Settle, Jensen Byrne, Nadia Rasheed and Huey Nhan-O'Reilly from UNDP Bangkok Regional Hub developed the concept and the programme for the consultation, and finalized this report which was led by Karen Humphries-Waa.

This consultation was made possible with generous support from the Ministry of Education, Science and Culture of the Government of the Netherlands to the UNESCO "Education and Respect for All: Preventing and Addressing Homophobic and Transphobic Bullying in Educational Institutions" project, as well as from UNDP under the 'Being LGBT in Asia' initiative. 'Being LGBT in Asia' is a multi-country initiative which aims to address inclusive participation of LGBTI people in Asia and is supported by UNDP, the Embassy of Sweden in Bangkok and USAID.

## Glossary

<b>GBV</b>	Gender-based violence
<b>GSA</b>	Gay-Straight Alliance
<b>GSHS</b>	Global School-based Student Health Surveys
<b>LGBT</b>	Lesbian, Gay, Bisexual and Transgender
<b>LGBTI</b>	Lesbian, Gay, Bisexual, Transgender and Intersex
<b>MSM</b>	Men who have sex with men
<b>NGO</b>	Non-governmental organization
<b>SOGI</b>	Sexual orientation and gender identity
<b>SOGI/E</b>	Sexual orientation and gender identity and expression
<b>SRGBV</b>	School-related gender-based violence

## Background - Why was this consultation held?

The right to education is a basic human right. All children and young people have the right to access quality education and the right to respect within the learning environment. However, all over the world young people are missing out on education due to their actual or perceived sexual orientation or gender identity/expression. In many instances lesbian, gay, bisexual, transgender and intersex (LGBTI) learners suffer exclusion, harassment and discrimination including bullying from other students and even school staff. In the same way as discrimination based on race, sex, colour, disability or religion is unacceptable, so is discrimination based on sexual orientation or gender identity/expression.

In December 2011 UNESCO convened an international consultation to address school bullying on the basis of sexual orientation and gender identity/expression with ministries and departments of education and academia from more than 25 countries, UN agencies, and non-government organizations (NGOs). The findings of the consultation were combined into a publication entitled [Education Sector Responses to Homophobic Bullying](#).

This issue has gained ground within the United Nations, and the UN Secretary-General has called bullying a *“moral outrage, a grave violation of human rights”* and urged countries to *“take the necessary measures to protect people – all people – from violence and discrimination, including on grounds of sexual orientation and gender identity”*.

UNESCO’s three-year project “Education and Respect for All: Preventing and Addressing Homophobic and Transphobic Bullying in Educational Institutions” with financial support from the Ministry of Education, Science and Culture of the Netherlands has strengthened evidence generation and advocacy in Asia and other regions. UNDP’s ‘Being LGBT in Asia’ initiative, funded by USAID and the Embassy of Sweden in Thailand, has also generated attention to these forms of exclusion and violence as human rights violations.

Through these initiatives and partnerships, the Asia-Pacific regional offices of UNESCO and UNDP hosted the first ever Asia-Pacific Consultation on School Bullying on the Basis of Sexual Orientation and Gender Identity/Expression (SOGI/E), on 15-17 June 2015, in Bangkok, Thailand.

## Objectives

The objectives of the Consultation were to:

- Broaden awareness and understanding of bullying based on SOGI/E in Asia-Pacific educational institutions, and other issues contributing to LGBTI discrimination and exclusion in education.
- Identify and share examples of good practice to prevent and address bullying on the basis of SOGI/E including in: data and research; policy/legal and regulatory frameworks; curriculum and learning materials; teacher training and support; and other aspects of support for learners.
- Facilitate action in select countries to prevent and address school-related bullying on the basis of sexual orientation and gender identity/expression through the identification and discussion of effective responses and the development of collaborative relationships between civil society and government ministries.

## Participants

This three-day meeting received overwhelming interest from around the region. Country delegations were prioritised, and typically included representatives from: governments, specifically from Ministries/Departments of Education or Child Protection, as well as human rights institutions; non-governmental organizations (NGOs); academic or research institutions; and UN agencies.

One hundred (100) participants attended the consultation. Thirteen (13) Asia-Pacific countries were represented, namely Australia, Cambodia, China, Fiji, India, Indonesia, Myanmar, Nepal, Philippines, Samoa, Thailand, Tonga and Viet Nam.

Delegates from regional and international organizations such as ActionAid International, Gay, Lesbian and Straight Education Network (GLSEN), Human Rights Watch and Plan International also participated and in some cases, supported technical discussions, information sharing and provided broader links to global and regional initiatives.

Funders for the consultation, including representatives from the Embassies of the Netherlands and Sweden in Thailand, and the USAID Asia-Pacific Regional Mission were also present and acknowledged during the meeting.



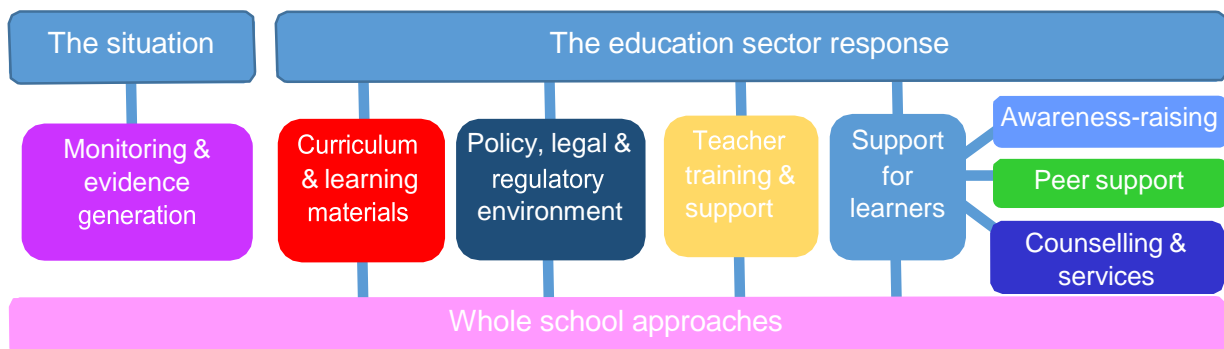
Delegation from Cambodia



Delegation from India

## Consultation design

The consultation was designed to cover major themes on this issue, in the following blocks:



Participants were asked to do preparatory work prior to the consultation including:

- Reviewing a draft regional situation-analysis report, *Beyond Bias & Bullying: Education Sector Responses to Homophobia and Exclusion in Asia-Pacific*, prepared by UNESCO on the issue as background reading, and to provide further information on the country situation and response for report finalisation;
- Completing country worksheets on the available evidence on SOGI/E bullying and exclusion in education settings as well as on broader school-related gender based violence (SRGBV), and the response of countries in the areas defined above.
- Preparing fact sheets, which UNESCO then made into posters and displayed during the consultation. More than 40 posters around the different themes were prepared, printed for display at the consultation, and provided at the end of the Consultation on USB/flash drives for all participants.



**Some of the country delegations with their posters**

The consultation sessions were varied in design, with a mixture of plenary “talk show” sessions, break out panel discussions, interactive exercises, group work and country-based discussion and planning sessions. Each issue covered during the consultation was prepared based on a desk review and stakeholder inputs on the available evidence, and used programme examples from the region. All sessions also ended with recommendations drawn from the regional review as well as good practice identified by participants during the consultation.



**Delegates actively participated in a variety of sessions during the Consultation**



A series of short videos were also screened during the consultation to inform discussions and included:

- *“Imagine That”* which puts viewers into the shoes of LGBTI youth in Asia-Pacific facing bullying, violence and exclusion in schools and calls for action for a better future.
- *“Bias & Bullying: Testimonies from Asia-Pacific Classrooms”* which draws on personal accounts of teachers, students and LGBTI activists to reveal the ways in which bullying based on SOGI/E manifests itself in schools and its toxic effects.
- *“Teacher Training & Support”* which demonstrates how caring and compassionate teachers can be part of the solution, and the support they need to be strong role models, and trusted sources of information.
- *“You Are Loved”* speaks directly to LGBTI youth facing bullying, violence and exclusion in schools, providing inspirational messages of support, encouragement, and love.



An interactive display, the Tree of Hope, also enabled participants to share their own messages of hope for LGBTI youth, and was a launching pad for the #PurpleMySchool campaign (see next page for more on this campaign). Another art project on SOGI/E which was developed for IDAHOT Thailand was also on display for partners to engage with.



**Tree of Hope**



**Interactive SOGI/E art exhibit**

A resource table was also provided with different infographics, research reports, toolkits and advocacy materials. Participants were also encouraged to share their own resources here, as well as on a USB key provided to all delegates at the end of the meeting.



**Resource table with materials on related issues**

## #PurpleMySchool

The #PurpleMySchool online campaign was also launched on the final day of the consultation. The campaign, run by UNESCO, UNDP and 'Being LGBT in Asia' seeks to raise awareness of school bullying of LGBTI people based on their sexuality or gender identity.

Participants can click to support the campaign and also submit photos via <http://www.campaign.com/PurpleMySchool> or by using #PurpleMySchool in postings on Instagram. The PurpleMySchool site is currently in English but will be available in Bahasa Indonesia, Mandarin Chinese, Hindi, Thai and Vietnamese in July 2015.

The campaign will run through International Human Rights Day, 10 December 2015.

A selection of the best photographs will be showcased in a new publication on LGBTI bullying from UNESCO, UNDP and 'Being LGBT in Asia', which will be presented to education ministers at an *International Meeting of Ministers of Education: Education Sector Responses to Homophobic Violence* that will take place at UNESCO Headquarters in Paris in May 2016.



[www.campaign.com/PurpleMySchool](http://www.campaign.com/PurpleMySchool)



Delegates showed support for #PurpleMySchool campaign by wearing purple

## Highlights

### Opening

The Consultation was opened by Gwang-Jo Kim, Director of UNESCO Asia-Pacific Bureau for Education, who urged participants to address the issue of bullying on the basis of SOGI/E, stating *“We know that exclusion, bullying and violence have immediate, long-term and intergenerational effects. This includes school attendance, performance, and completion...“And for those that think that bullying based on sexual orientation and gender identity only affects LGBTI youth? This is wrong. It affects the whole climate of the school and community”.*



Caitlin Wiesen, Chief, Regional Policy and Programme Support for Asia and the Pacific, UNDP, emphasised the need for inclusive education and for all marginalised populations to be actively encouraged and supported to achieve full realisation of their rights. She said that the Consultation *“represents a vital part of the UN’s mission to tackle the discrimination and marginalisation of LGBTI people in the Asia-Pacific region”,* and added *“UNDP believes that for development to be effective, it must be inclusive. In order to be inclusive we must proactively ensure that all marginalised populations are actively encouraged and supported in achieving the full realisation of their rights”.*



In an interactive exercise, participants explored their own expectations, experience and knowledge of the issue while also having a chance to meet one another. Participants highlighted the importance of engaging on issues related to populations who are often overlooked, including intersex people and transmen. In addition, the importance of language was noted, in particular, that some people with diverse sexual orientation or gender identities do not identify as LGBTI but may use other terminology including local terms. It was noted as important to recognise the diversity of populations and language used to reflect them.

*“We need to recognise all of the communities, but slowly, and by making the government and institutions understand the issue and change their minds.”*

Dr. Saroj Yadav, Dean and Project Coordinator, Adolescence Education Programme, National Council of Educational Research and Training, India



### Regional Situation Overview

In a session moderated by Nadia Rasheed, Team Leader of the HIV, Health and Development Unit at UNDP, Justine Sass, UNESCO’s Regional HIV and Health Education Adviser for Asia and the Pacific, presented a regional overview of school bullying, violence and exclusion on the basis of SOGI/E in Asia-Pacific schools, drawing on the draft review shared prior to the consultation. Justine noted that the growing data on violence against children in the last decade focused largely on physical violence, including corporal punishment in schools, and provides only part of the picture. She reported that bullying is one of the most widely documented types of violence, as demonstrated in the findings from Global School-based Health Surveys (GSHS), but noted this data may underrepresent the problem since many students may not consider verbal/psychosocial abuse as “bullying”. In addition much of the research on violence in schools neglects to explore the role of gender even though most forms of school violence are deeply rooted in unequal gender relations, gendered social norms and discriminatory practices.



Research on SRGBV in countries in the region is addressing this gap by building the evidence base on the prevalence of acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics. She situated the research on school bullying and violence on the basis of SOGI/E within SRGBV research, as a gendered form of a violence also linked to cultural stereotypes and expectations

on sexuality, and in particular heteronormativity. She noted that this bullying not only affects those who self-identify as being same-sex attracted or gender diverse – it is the perception of difference which often determines who is likely to be affected.

Justine reported that there was growing interest in understanding how gender relations, gender norms and gender discrimination intersect with school violence but that there were no standard instruments currently in use in the region or globally. She indicated that many governments are moving beyond the idea that these issues are “too sensitive” or “too new”, and shared a story about a Ministry of Education staff in the region that, resolving to undertake such a review, said “it will always be sensitive or new if we never do anything about it”.

Data from the regional review were shared, suggesting high levels of bullying (verbal, physical and social forms) among same-sex attracted and gender diverse youth. Verbal bullying and exclusion were more reported than physical bullying or sexual violence but the forms are not exclusive, and rather overlapping and compounding. Based on limited data, transgender youth appear to face the greatest challenges, and in particular gender non-conforming females or trans\*men. This included not only peer victimization but also bullying by teachers and other schools staff. Research is also underway on intersex people in Australia which will inform programming in education and other sectors. This research has implications also beyond Australia, and has the potential to inform data collection on intersex people in other countries.

There is also a growing body of evidence on institutional discrimination, exclusion and violence. This includes textbook analyses demonstrating the invisibility of LGBTI persons or issues, or inclusion of stigmatizing language and images, in curricula. Regulations on gender expression and gender-specific facilities, including haircuts, gendered school uniforms, and toilets, are also being increasingly challenged as being barrier to education among some learners, with important implications on educational choices and employment options, with lifelong implications.

#### Key points:

- There is a growing interest in understanding how gender relations, gender norms and gender discrimination intersect with school violence.
- Limited examples of systematic data collection (Australia exception) to measure trends in the region; surveys often by universities/NGOs as opposed to MOE-led / partnerships.
- Many online studies give important snapshots of the situation, and are good for advocacy.
- Data gaps, with limited information in specific countries and in some sub-regions (e.g. the Pacific), among younger adolescents (aged 10-14); among intersex learners; and cyberbullying. Not much is known also about violence among same-sex attracted or gender diverse teachers or other education sector staff.

## Regional Response Overview

In a linked session moderated by Dr Joseph Kosciw, Chief Research and Strategy Officer at GLSEN, Justine then provided a brief framework of the education sector responses to prevent and respond to school bullying on the basis of SOGI/E. She situated the sector response within a broader context of national laws and policy, societal influences including religion and culture, and other sector responses including those in health and child protection. The schema shown to demonstrate this emphasised the importance of creating a “web of support” for learners with areas of support in the school, within the education sector, and outside of the sector (see below).

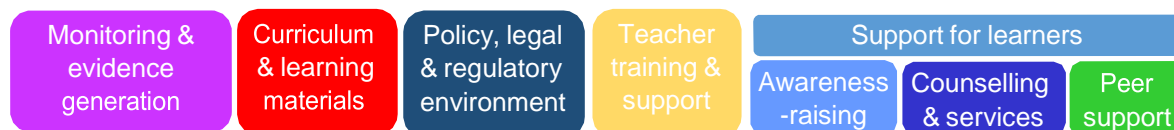


### A framework for reviewing education sector responses in the consultation

The presentation did not aim to present the sector response in the region, but the overall framework for the remaining sessions. Justine noted there are universal entry points which are possible regardless of legal/social contexts, including those based upon the right to education for all in a safe and secure learning environment; respect for all, non-discrimination, human rights; inclusive education; gender equality and harmful gender norms; and prevention of gender-based violence. In addition where sexuality, sexual and reproductive health are included in the school curriculum, comprehensive sexuality education is an important entry point to discuss sexual and gender diversity.

In general, the review found that countries are approaching the issue of bullying on the basis of SOGI/E from different entry points and at different rates. A handful of countries such as Australia and New Zealand have institutionalised whole school approaches to promote SOGI/E inclusive safe learning environments. Some countries, such as India and Japan, have made policy commitments whilst others such as Nepal, have integrated SOGI/E content into the curriculum and are supporting teacher training. In many countries school practice is advancing before policy or sector changes, often with support by LGBTI organizations.

The Consultation then broke into country groups to discuss the findings from their situation-analysis country worksheets completed prior to the workshop. These worksheets asked for information on data on bullying and violence among children, in schools, and on the basis of SOGI/E in respective countries as well as the sector responses in the areas of:



Over the course of the workshop, participants were asked to place their findings on a grid in the meeting area. Each country indicated their progress on the key points using cards of different colours indicating:



- Green = Yes, we have this information / this response exists nationwide
- Yellow = Yes, we have some information / some response, but it is *ad hoc* or only in select areas and/or is not directly used to address SOGI/E issues
- Red = No, we don't have this yet

During the course of these discussions most countries identified many opportunities for further work to address bullying and violence on the basis of SOGI/E resulting in a veritable 'sea of yellow' as shown in the photos below.



**Country grids on situation-response on school bullying on SOGI/E**

## Policies and Laws

Dr. Tiffany Jones, Senior Lecturer in Contextual Studies in Education from the University of New England in Australia, led a panel discussion that considered policies, laws and regulatory frameworks to prevent and address school bullying and violence on the basis of SOGI/E.



Dr. Sunita Siwach, Deputy Secretary of the University Grants Commission (UGC) in India, discussed the Supreme Court ruling in 2014 calling for all universities to recognise transgender students and include a transgender category on all application forms, academic testimonials and other relevant documents. Universities are also now required to develop infrastructure such as gender-neutral toilets. In addition, UGC is offering funding to encourage universities to undertake research on transgender issues to gain a better understanding of the situation. Dr. Siwach noted that these initiatives began at a state level in Tamil Nadu and that there are plans to learn further from good practice to scale it up to national level. She also indicated that there has already been a positive response to these policies and that for the first time UGC is receiving fellowship applications from transgender people.

Leah Patricia Magdaleno-Galgo, Child Protection Officer, from the Philippines Department of Education, then went on to discuss the Philippines Anti-Bullying Act of 2013. This policy was developed to protect students from all forms of bullying and abuse in schools. The anti-bullying act has also provided an entry point to address cyberbullying, school-related gender based violence and bullying towards students based on SOGI/E. The policy requires implementation and monitoring in all schools including the requirement for schools to organise child protection committees comprised of school administrators, teacher representatives, student representatives, and parents. The act also includes intervention programmes for the victim, bully and bystanders as well as engagement with families and the community.

A short video message filmed by Tomohiro Tsubota from the Ministry of Education, Culture, Sports, Science and Technology of Japan, translated with support of the Human Rights Watch Office in Tokyo was shown. He shared recent guidelines initiated by the Ministry which inform schools of their responsibilities to provide special support to students with 'gender-identity disorder'. This may include cooperation with medical institutions, parents and guardians, and special consideration of facilities such as changing rooms, restrooms and sleeping arrangements on trips.



This use of medical terminology stimulated considerable discussion amongst delegates. A number of countries, including Australia, China and Thailand indicated that there had been changes in international and national medical classifications so that people of diverse gender identity were not considered as having a disorder. It was noted that in some countries the term gender dysphoria is used, whilst in others that even when medical classifications have progressed, this may not always be reflected in medical or psychology textbooks.

There was also considerable discussion regarding entry points for policies that provide an enabling environment to address bullying on the basis of SOGI/E. In some countries, such as Thailand, the forthcoming Gender Equality Bill 2015 explicitly includes attention to SOGI/E. Other delegates

confirmed that gender-mainstreaming policies would provide a good entry point for SOGI/E issues in their countries. Other laws and policies identified as good entry points included: constitutional changes; non-discrimination laws; laws on physical violence; health, reproductive health and HIV policies; national youth, child welfare and child protection policies; social welfare acts; and education policies including policies regarding curricula and sexuality education, Health Promoting Schools and Child Friendly Schools, anti-bullying policies and teacher's guidelines/codes of conduct.

A number of key components for successful policies were identified. These included a clearly stated goal and definition of prohibited conduct. The scope of policies needs to include not only educational institutions but also the surrounding environment, computers and travel to and from school. The consequences of inappropriate behaviour need to be stated and enforced and there should be provision for counselling and support for those targeted. Communication and implementation at the sub-national level are key and action should include preventative measures and awareness raising with education stakeholders and the wider community. Continued monitoring and evaluation of policies is pivotal to ensure they continue to be effective.

The development of regional/sub-national policies, such as in Australia and India, was reported to often be easier and a good foundation for the creation of national policies. Even in countries with excellent policies, implementation was noted to be a challenge and that mainstreaming of LGBTI issues across multiple policy areas, not simply education, was recognised as the best outcome. It was also noted that the economic case for LGBTI inclusion in education is a powerful argument for policy development. Research and discrimination-based litigation can be motivators for action. Finally it was noted that this is a good time for civil society organizations to lobby for attention to SOGI/E issues since many countries throughout the region are currently in the process of drafting policies.

*"My study of 3,134 LGBTI students' (aged 14-21) experiences of education showed that schools with protective policies in place directly naming homophobic bullying significantly reduced violence and halved their risk of suicide. I would like to see more policy protection in Asia-Pacific schools."*

Dr Tiffany Jones, Senior Lecturer, UNE & LaTrobe Universities



### Key points:

- Policies, laws and regulatory frameworks contribute to an enabling environment to address school violence and bullying on the basis of SOGI/E and can be included in the areas of human rights, gender equality, health and HIV, social welfare and child protection and education.
- Policies should clearly include a purpose and scope, a definition of inappropriate conduct, consequences for such behaviour, and implementation arrangements, and be widely communicated and allow for monitoring and evaluation.
- Regional or sub-national policies often advance quicker than national policies.
- Financial or business cases may provide a powerful motivator for governments to address the issues.
- Implementation and enforcement of laws and policies are key to success.



## Curriculum and learning materials

A panel discussion chaired by Arushi Singh, a sexuality and rights consultant from India, provided a range of different curricular approaches to promoting understanding of sexual and gender diversity and preventing violence based on SOGI/E, with a mixture of NGO and government-led initiatives.



Chen Du, Director of the Gay and Lesbian Campus Association of China (GLCAC), discussed the importance of curriculum textbooks providing accurate information and appropriate support for LGBTI students. He described the GLCAC review of medical and psychology/mental health textbooks that found the vast majority portray homosexuality as a sickness and often recommend conversion therapy. Curriculum reviews were also undertaken in Thailand, and were seen by participants as an important starting point to review and to remove, in the first instance, discriminatory or inaccurate information and images and to ensure inclusion of appropriate content on sexuality and gender diversity.

Anna Arifin, Programme Coordinator for Arus Pelangi, Indonesia provided a good example of an NGO initiative providing SOGI/E inclusive curricula and materials. The Arus Pelangi initiative includes a manual for training on SOGI/E, *Seksualitas Rasa Rainbow Cake*, and a training of trainers programme that includes content on diversity, human rights, safety and security. Upon graduating from the programme, the trainers then approach educational institutions directly, delivering education sessions to students in schools.

Yung Kunthearith, Deputy Director of the Department of School Health, Ministry of Education, Youth and Sport, Cambodia, discussed their sexuality education curricula for grades 7-10. He emphasised the collaborative process involved in developing the curriculum which involved NGOs, community groups, and schools, working together to design the curriculum through workshops. He stressed that it was important that the needs of young people be the main motivator for curricula change.

Badri Bahadur Pathak, Under Secretary of the Ministry of Education, Nepal, reported on the SOGI/E related content which has been introduced into the Nepalese curriculum. This curriculum is taught to all children and includes attention to the sexual and reproductive health of same-sex attracted and *hijra*<sup>1</sup> populations in health and physical education from grades 6-9 as well as in other subject areas. Textbooks and teaching materials are also being developed, including a school toolkit, which provide basic information about sexuality and gender issues including problems such as bullying and harassment.

Arushi noted that it was important that the curriculum and learning activities be informed by research on effective teaching about gender, violence prevention and life skills. The content should seek to provide knowledge and foster critical-thinking; enhance pro-social attitudes (equality, respect, rights); develop skills; and motivate action. She also noted that it was vital that the curricula not contain negative stereotypes, myths or incorrect information regarding LGBTI people but include positive examples of these populations.

There was considerable discussion regarding how and when SOGI/E issues may be incorporated into the curriculum. It was noted that there are numerous entry points where inclusion is possible, including social studies, human rights, citizenship and civics education or in health and life-skills curricula, including HIV prevention, sexuality and reproductive health education. In addition appropriate content regarding LGBTI people could be covered in core subjects such as art, history and literature.

Programmes to address bullying in general may include attention to issues of diversity and discrimination including that based on sexual orientation and gender identity. It was noted that relevant activities may be integrated without curricula reform.

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<sup>1</sup> *Hijra* is a self-identified term used, in some parts of South Asia, by those assigned male at birth who define themselves as a not “man” or not “woman”, but a third gender.

Since values and attitudes form early, the importance of introducing age-appropriate content to younger learners was highlighted. Whilst education regarding sexuality was more commonly introduced into secondary curricula, there were examples of content regarding SOGI/E being discussed in some primary schools in Australia and China. It was noted that there may be challenges to the introduction of such content particularly at early ages. Conservative families and community groups may oppose advances in curricula and teachers themselves may struggle with addressing these topics. Themes of diversity, inclusion, empathy and respect were seen as entry points for related topics.

It was noted as very important to support and train teachers to deliver curricular content related to SOGI/E including in sensitisation workshops, pre-service and in-service training. The support of school leadership is also vital, particularly when content may be seen as controversial.

The importance of utilising extra-curricular approaches, as well as curricular content, to raise awareness and improve knowledge was also discussed. Teaching materials can be complemented by extension activities (homework) to support broader learning and discussions with parents. Viet Nam, in particular, discussed extra-curricular activities, which have been introduced to address SRGBV. The value of non-formal education through the internet and social media was also emphasised as being important, for not only young people but also the wider community. Peer education was considered invaluable in increasing understanding among young people and encouraging them to take a stand against bullying and discrimination based on SOGI/E.

Professor Sylvia Estrada Claudio, University of the Philippines, noted that curriculum that addresses *“cognitive and emotional skills that young people need to learn will help a large range of bullying issues”*.



### Key points:

- Collaboration and partnerships with local civil society organizations often assist in reviewing and developing appropriate curriculum content regarding SOGI/E.
- There are many different curriculum entry points for content regarding SOGI/E including social studies, human rights, citizenship or civics education; anti-bullying programmes; and health, life skills, HIV prevention, reproductive health or sexuality education.
- Reviewing current textbooks for inaccurate or stigmatising content may be a good first step in this process.
- There is a need for a tool that countries may utilise to review curriculum content to ensure it meets “minimum standards” regarding SOGI/E content.

## Teacher training and support

Chemba Raghavan, Education Officer/Gender Focal Point for UNICEF East Asia Pacific Regional Office, moderated a panel discussion regarding teacher training and support. She noted that it is important that teachers understand their own attitudes and biases and the negative impact these may have on students. She highlighted that many teachers *“want to support students”* but that they may not have the necessary knowledge or skills to deal with issues related to SOGI/E.

The panel discussion reviewed different areas of support for teachers. Pawana Wienrawee, Director of Path2Health in Thailand, discussed the value of sensitising teachers to SRGBV. She noted that many do not initially recognise the issue of verbal violence, and that sensitisation workshops provide a good forum to address issues. She highlighted the value of working across sectors to prepare schools and teachers for areas with which they may be unfamiliar or require additional support. She shared an example of workshops she is hosting now with teachers where she brings in a psychiatrist from an adolescent clinic in Bangkok to speak about the trauma they see in the clinic caused by bullying and name-calling. This has been a powerful motivator for encouraging teachers to address these issues.



### Teacher training panel discussion

Professor Peng Tao, Executive Director of the Research and Education Center in Sexual Health, at Harbin Medical University, China described their programme to improve the capability of sexuality educators so that they may be better able to overcome prejudice and address homophobia and transphobia. The training enhances educators' understanding of the rationale for integrating gender into sexuality education, both in their teaching and counselling work, and aims to provide a more gender friendly campus culture with awareness raising and peer support. He noted there had been many challenges to the implementation of this training including the lack of policy, resources and support from education authorities but despite this the training had been well-received and lead to improvements in participants' perceptions regarding gender diversity and motivated them to change their way of teaching.

Pinky Gurung, President of the Blue Diamond Society (BDS) provided an example of the work of a NGO in supporting teacher training. Following extensive advocacy work by BDS with the Ministry of Education, SOGI/E related content was incorporated into the national curriculum in health and physical education, social studies and population education for years 6-9. BDS recognised that teachers need support to teach this new content. In response, BDS developed a teacher training toolkit and frequently asked questions booklet. The toolkit has been used in trainings to sensitise teachers and increase their knowledge of issues related to SOGI/E and support them to implement the SOGI/E curriculum. BDS has trained 176 teachers in the central, eastern and western regions of Nepal, with support from the World Bank. These teachers have then trained 600 teachers. She described the positive response from teachers to training; their pledge to better support LGBTI students in schools; and how they have gone on to be advocates for this work.

Delegates called for attention on these issues in national educational competencies, along with respect for all learners. In most instances implementation of such training will require lobbying and sensitising of politicians to achieve a national change. It was concluded that there are many effective strategies to build the capacity of teachers regarding issues related to bullying on the basis of SOGI/E including a systematic curricula approach; a more subtle approach to sensitise teachers including awareness-

raising; LGBT teachers as roles models; evidence building; in-service and pre-service training. There is however a need for analysis of these different modalities to determine which are most effective.

The delegation then broke into groups to review curricula and teacher training and support programmes from around the region. In one session, Sally Richardson, National Programme Director of Safe Schools Coalition Australia, discussed how the programme supported teachers. She noted the importance of engaging school leadership in the planning process and the value of teacher and student audits to gain a clear picture of the situation and monitor progress. This enables them to tailor professional development to the school and their staff needs. Teachers often do not feel empowered, confident or supported to challenge homophobia or transphobia in their school and ask for help. *All Of Us* is a collection of short videos, teaching activities (lesson plans and unit guide) and teachers notes designed to develop understanding of gender diversity, sexual diversity and intersex topics. These tools support teachers to challenge discrimination and support their LGBTI students as they would any other student. The videos capture the real lives of young LGBTI Australians in order to bring their stories into the classroom. Learning activities are built around the personal stories and experiences of these young people in order to facilitate genuine discussion and generate understanding.



In another breakout group, Professor Liu Wenli, of Beijing Normal University, discussed a pilot school programme she developed that provides comprehensive sexuality and life-skills education with attention to SOGI/E into 19 schools for children of migrant workers in Beijing. She noted that the materials were seen as innovative and powerful but were also seen as controversial since they include sensitive issues including sexual and gender rights and gender identity. The curriculum is introduced at primary level and it builds slowly on concepts of love and acceptance using drawings and graphics. Pre-service training for teachers was identified as being pivotal to its successful implementation and teachers received training and on-going support on essential knowledge and teaching skills to deliver the curriculum. The project team is in the process of mobilising resources and support to develop a similar project for middle school students. The approach would be similar, and include curriculum and materials development, teacher training and support, parents and community involvement and action research.



In the third breakout group, Pinky Gurung expanded further on the BDS teacher toolkit and teacher trainings in Nepal. The toolkit was shared with participants, and includes tools for principals, teachers, parents and students. It encourages a needs assessment to understand issues in schools, and draws on a wide range of resources for different targets. Working with the Chetna Teachers Association in Nepal was also seen to be critical. The Teachers Association had been doing work on marginalisation, and bullying on other parameters such as ethnicity, economic status, and was able to easily incorporate this work. Pinky noted the need for the Ministry of Education to provide greater support for training teachers on issues related to SOGI/E.



The groups identified a number of key strengths in these programmes. It was noted that an approach based on data and evidence was preferable and that curriculum and materials should use positive approaches. The use of real life stories and examples of inclusion in a range of settings was deemed useful. It was also noted that simple resources such as booklets that answer 'Frequently Asked Questions' can be invaluable. The wider availability of support materials online was also viewed as an advantage.

Teachers require guidance on what to do when confronted by homophobic and transphobic bullying or violence. They need to be aware that they are role models for students in their attitudes and behaviour. Continued support is needed and the development of teacher/school networks to meet, train others and exchange ideas is invaluable. It is also important to engage school leadership in programmes and incorporating materials and support into the national curriculum and teacher training was seen as a goal. The session concluded with a gallery walk where key insights were presented.



**Group discussion in breakout session**



**Sharing insights from the breakout**

*“Teachers can also be part of the problem. To be part of the solution, teachers and other staff need to review their values, attitudes and beliefs about sexuality and gender and to understand their roles in creating safe and respectful environments.”*

-Justine Sass, UNESCO’s Asia-Pacific Regional HIV and Health Education Adviser for Asia-Pacific

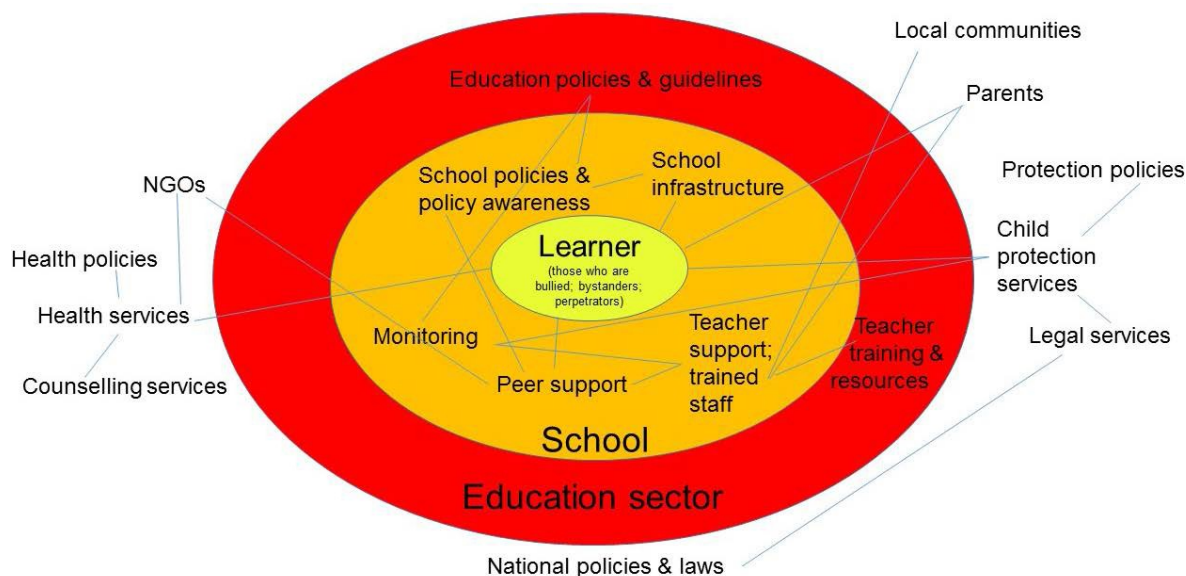


### **Key points:**

- There are a range of ways to sensitise teachers to issues related to SOGI/E and to support the implementation of inclusive curricula.
- Hard copy and online resources including videos, teacher/school networks, pre-and in-service training are needed.
- Student stories and research can be a powerful motivator for teachers to change their approach.
- Teacher training may be implemented with support from civil society including youth organizations.
- Direction and leadership from Ministries/Departments of Education are needed to ensure sustainability and coverage.

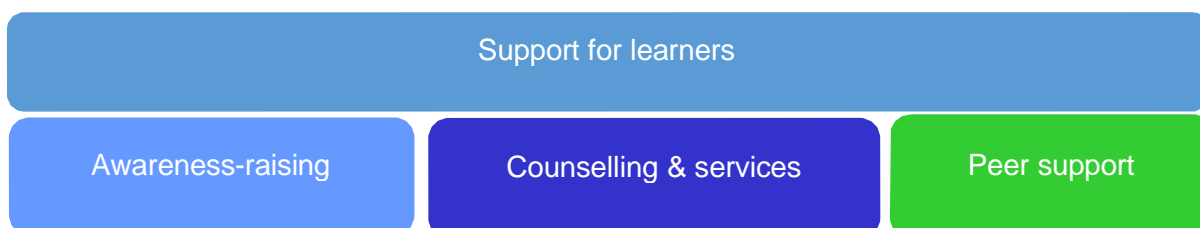
## Support for learners

Arushi Singh introduced the session on Support for Learners and noted that there were many facets to a supportive environment for LGBTI students. These include relevant school policies and infrastructure; training of education sector staff (administrators, drivers, teachers and other staff) so they understand the dynamics of bullying and how to respond; counselling and support services; development of peer support; and regular assessment of the school climate. Policies and infrastructure relevant to LGBTI learners may include gender-neutral toilets, flexible uniform policies and safe spaces or appropriate monitoring of settings known to be 'hot spots' for bullying. She noted that support is needed not only for those learners who are bullied but also for perpetrators and others who may witness bullying. Bystanders need to be empowered to take action, intervene or report bullying. Arushi noted that not all interventions are required to be provided directly by the school and that partnerships and links with external services (health, legal, community, support groups, etc.) can assist.



### A framework for support to learners, extracted from the sector response framework

Participants selected one of three breakout groups in the areas of awareness-raising, peer support, counselling and support services. Each group included three to four presentations on the thematic area. Participants were invited to consider the elements of good practice emerging from these examples, and their own experience of work in this area. These were shared in plenary following the breakout sessions.



## Awareness-raising

Three examples of awareness-raising activities were shared in this session moderated by Jensen Byrne, LGBTI Human Rights and Projects Officer, at UNDP. Lionel Rogers, of the Drodolagi Movement in Fiji, discussed Youth Champions 4 Mental Health, which seeks to build positive mental attitudes and resilience among young people and communities. It aims to create a community of care and acceptance by developing hope, empathy, positive attitudes using creative and strength based approaches. As he shared, “we talk about the individual identity of each person and how we are all uniquely special.” He noted the need to bridge traditional, conservative values and the use of art and drama to provide LGBTI inclusive advocacy. Activities have included the ‘Silencing Stigma’ street advocacy that sought to address negative attitudes towards mental illness and fund raise; a play by a transgender troupe; as well as use of social media to reach out to young people.



Tran Khac Tung, Director of ICS in Viet Nam discussed their programme to empower and support LGBTI young people, showing a short film of their activities. ICS supports young people in their demand for relevant sexuality education, and gives the message “we are here and we are your friends”. He noted that discussion of SOGI/E issues was previously considered taboo with no information being provided in schools. In 2009 the organization toured 10 universities in Hanoi to raise awareness of LGBTI people among students and young people. In 2012 it was determined that the time was right for ‘coming-out’, which involved a series of public events targeting LGBTI young people and allies. Activities have included contemporary dance performance, LGBTI young people and their parents sharing personal stories, training of journalists, supporting LGBTI youth leaders, building alliances with other organizations, including PFLAG and B-Change and social media activities. Work within schools has included implementing ‘Wear Purple Day’ to demonstrate support for LGBTI learners and tackle bullying and talk shows for students to improve their knowledge and understanding.



Chhoeurng Rachana, Project Leader of Cambodian Women and Choices CamASEAN Youth’s Future described their activities to raise awareness for LGBTI young people. She reported their work on social media, particularly with Facebook and social media videos, to raise awareness in the community. In addition, CamASEAN hosts events for teachers and students in high schools to assist in identifying issues for LGBTI students and lead problem-solving discussions. Chhoeurng noted that there have been positive trends recently with the media speaking more positively about LGBTI people, more parental support, including regarding flexible uniform policies and that the Ministry is considering providing a television platform for LGBTI people.



Delegates in the breakout group discussed these activities and identified good practices. Data collection was identified as being an important tool for raising awareness of the problem of bullying not only with education sector stakeholders but also with the wider government and the community. It was also noted that continued dialogue with community policy-makers, psychologists, sociologists, and medical professionals including doctors, was vital. Social media was highlighted as a very relevant medium for young people, offering opportunities to promote positive messages to combat bullying, encourage allies, mobilise community action, chat with young people and answer questions. However it was noted that online activities are not sufficient. Community-based activities identified as good practice in raising general awareness included radio talk shows, theatre and other performing arts, art exhibitions, film

festivals and children's cartoons. It was pointed out that the value of involving celebrities and community elders should not be underestimated.

*"Ideas for awareness raising are only limited by your imagination. We need to reach the rural, the indigenous, the older people in our communities, the harder to reach but often those most in need of increased awareness on these issues. This can't be done if we only do online campaigning we must include offline".*

Jensen Byrne, LGBT Human Rights and Project Officer, UNDP BRH



### Key points:

- Data collection regarding bullying and violence is an important tool to raise awareness and generate support.
- Awareness-raising needs to reach out to education stakeholders but also to policy makers and those in other sectors including sociologists, psychologists and the medical profession.
- Social media is a good channel for communication; however needs to be supported by offline and community-based activities.
- Community-based activities should engage and allow for interaction. Good examples include the use of talk shows, creative arts, celebrities and community leaders.

### Counselling and services

Three examples of programmes addressing counselling and services were provided in this session moderated by Andrea Pastorelli, Policy Analyst at UNDP China. Sunil Menon, from India, spoke of the counselling and support services provided by the MSM (men who have sex with men) NGO Sahodaran in Tamil Nadu, India. Sahodaran runs a drop-in centre with onsite counselling, largely for men who have sex with men and transgender people over the age of 18 (for legal reasons.) Representatives from Sahodaran also do home visits, where requested, to families of young people who contact the service via their hotline or website. At times when it is difficult to send a member of the MSM or transgender community a heterosexual female ally is engaged to assist with workshops and counselling. The organization also does crisis intervention work with young people at risk, their families and law enforcement. Sahodaran provides sensitivity workshops to the police, colleges, medical institutions and the media. Online support is also provided through the Planet Romeo Facebook page and there is a plan to further utilise SMS technology to send messages to their contact base. Sunil highlight the importance of reaching young people, saying *"they will be the coming generation of sensitised and sensitive students of the country....they will facilitate an enabling environment in larger society".*



Timo Ojanen of Mahidol University in Thailand drew on the evidence base in Thailand to demonstrate the need for counselling services. In a 2013 study, more than half of the LGBTI students surveyed had been bullied in the last month but 2/3 of these students took no action. In the study, teachers tended to be dismissive of bullying, and only 0.3% of students consulted with a NGO, despite there being many such organizations around Thailand. Timo indicated that there are significant barriers to using counselling services particularly stigma and discrimination, both actual and anticipated, associated with being LGBTI and with mental health issues.





He then spoke of the online counselling services available in Thailand including the Sai Sabai hotline (mainly for MSM), and TLBZ Sexperts (mostly for transgender women). Timo then described the regional B-Change initiative, which offers online counselling and other services. The website is for LGBTI youth and people unsure of their identity, available in English and five Asian languages, and provides online chat and a peer support forum. He indicated the importance of standard operating procedures when providing such a service and the availability of resources and referral systems to which a young person can be directed. The B-Change site includes maps with service providers in the five major cities, Bangkok, Jakarta, Kuala Lumpur, Manila and Singapore. He noted that the B-Change site is not currently used a lot for bullying, and there is a need for additional training of counsellors to address the issues. Timo also indicated the need for stronger referral links outside of major cities and increased awareness among target groups including teachers.

Sally Richardson from Australia spoke of how Safe Schools Australia supports young LGBTI people. She indicated that whilst the government provides funding for counselling in schools in some instances this is provided by chaplains or by teachers who are inadequately trained. A lot of schools recognise they are unable to meet all the support needs of LGBTI students and in these instances Safe Schools Australia assists them to build relationships with vetted community services. In Australia, youth mental health services have a large number of LGBTI young people as clients due to poor school and family experiences. Sally reported that their organization also supports school counsellors with school surveys, planning with school leadership, professional training, consultation and guidance on individual cases. Safe Schools Australia also assist schools in establishing gay-straight alliances and have many print and digital resources including counselling guides.



The group discussed good practice regarding counselling and support services. They noted that these services may not always be available in schools and there is a need to create strong links with hotlines, hospitals, and child protection services. It was noted that in some instances existing networks can be adapted to provide appropriate support for young people including crisis centres, health and HIV services, and existing peer networks. Social media can provide online counselling and link people to support. The importance of counselling perpetrators and witnesses of bullying and violence was also noted.

Links to peer support was also highlighted, not only for students but also for counsellors and school leaders who require additional training but also support to deal with difficult cases.

*“I am facing these difficulties in my work as a counsellor, as someone working on anti-bullying. At times I need support myself.”*

Diena Haryana, Founder, Yayasan Sejiwa, Indonesia



### Key points:

- There are many means by which counselling and services may be provided including through school counsellors, referral to external services, drop in centres, hotlines, crisis intervention, peer support or online services.
- Links between schools and external services are vital including to counselling services, peer support networks, appropriately trained medical professionals.
- Online services can provide valuable links to community counsellors.
- Services are needed in rural as well as urban areas.
- Support and counselling for families and the perpetrators of violence is also important.
- Counsellors need to be provided with resources, training and support so that they may in turn support learners effectively.

## Peer support

Four examples of peer support programmes were provided in this session moderated by Hendri Wijaya, at UNDP Indonesia.

Jonas Bagus, Executive Director of the TLF Share Collective spoke of their initiatives to support LGBTI youth in the Philippines. He noted that only 12.5% of those who receive unfair treatment in schools report it to the authorities. Most do not report due to fear of bullying, and the inability of schools to respond to the issue. Jonas indicated that peer support was stronger in tertiary education and that in many instances alumni provide support to sustain such organizations within the institution or continue to expand these services in the community. He noted that such groups become valuable local resources for school authorities and that collaboration between LGBTI community groups and educational authorities is critical. *“Community groups understand the situation and the necessary response, but do not have the capacity – educational authorities have the capacity but have limited understanding of the situation”*.



He warned that some anti-bullying initiatives can have unintended consequences such as unwanted disclosure, misgendering, censorship of LGBTI, or the application of gender-based punitive policies. He also noted that all things are not equal in the LGBTI community. In his opinion, it is often easier for gay men than it is for lesbians, transgender people often face hostility, and bisexual people are generally invisible. He also noted the challenges in dealing with private and religious schools and the issues of reaching minors.

Quach Thu Trang of CCIHP Viet Nam spoke of their programme to promote love, respect for diversity, and safe and friendly schools for LGBTI learners. CCIHP uses the entry points of friendly schools, proactive students and gender-based violence to address the issue of homophobic bullying. They survey all students in a school and then provide sensitising workshops based on the results. CCIHP also work with youth on sexuality education, using peer leadership and arts-based activities to generate creative participation and interaction. Peer leaders facilitate communication sessions and small group discussions to provide inspiration and support. Next steps for the programme include peer support through a network of secondary students leading campaigns on gender-based violence, bullying prevention and involving secondary students in peer online counselling for youth on sexuality and rights.



Xu Bin, of Common Language China, spoke of peer support youth activist training and empowerment. She reported that Common Language generally trains 10-15 young people in three one-day sessions over two months, encouraging participation from two people from each school. They assist in the development of an action plan which is supported with a mini-grant. Graduate students from the programme then go on to become tutors themselves. Other activities include peer guest speakers sharing their stories, international awareness and theme days such as IDAHOT and 16 Days of Activism, as well as photo exhibitions.



The group identified many different ways through which peers may provide support for LGBTI learners including peer counselling, referral to counselling services, training other peer leaders, safety plans for coming out, leading discussions within the school, sharing stories, activism and advocacy, and more creative community-based activities. Activities to raise awareness of bullying and violence, such as research and the sharing of stories, were identified as important to garner support not only from peers but also parents, teachers and school leaders. Community engagement was also noted as particularly important, including collaboration with parents of LGBTI young people and older LGBTI mentors.

In identifying other good practice elements of peer support it was recognised that such groups must be trustworthy, non-judgemental and empathetic in order to be effective. Such support should be based upon peer-led interpersonal communication, and provide positive representations of LGBTI young people which are relevant to many youth. It was noted that social media should be used cautiously for peer support due to issues of privacy. The use of existing peer groups, which may be extended to offer support for LGBTI young people, should also be considered.

### Key points:

- Awareness-raising and research can be useful for generating peer support and for motivating the wider school community and leadership to support peer support groups.
- Peer support groups may operate in schools and/or in the community and may include parent groups and older LGBTI mentors.
- Student councils or leadership groups have a role to play, LGBTI learners need to be visible and valued members of these groups.
- Peer leaders may provide support through leading discussions, training others, sharing stories, activism and advocacy, counselling, referral and more creative community-based activities.
- Collaboration between educational institutions and LGBTI community organizations is important to the effective provision of peer support for learners.

## Whole school approaches

Sally Richardson, National Programme Director from Safe Schools Australia presented her organization's whole school approach to address homophobic and transphobic bullying in schools. She noted the importance of research in raising awareness, creating demand and sensitising the community. Sally indicated that developing support from ministers of education and parents groups was pivotal to counter conservative factions who may oppose interventions. She emphasised the importance of building relationships with other community organizations and influential people and engaging them with a pledge of support to reduce homophobia and transphobia.

Sally noted that in Australia there has been a process of constant negotiation with conservative governments and dealing with accusations of 'lifestyle promotion' from opposition groups. She indicated that it has been important to discuss programmes in terms of safety and inclusion and connect activities with enhanced academic performance, reductions in student dropout and improvements in the mental health of young people. She advised it was pivotal to identify what is relevant to the government and schools and adapt language appropriately.



Sally indicated that, as in Australia, it may be easier to start small, at a local level, and grow a programme gradually until it reaches national implementation. She highlighted the importance of a high quality and consistent programmatic approach as being vital to sustainability. Programme implementers should work closely with schools to ensure they are using the relevant resources and are well supported. She noted, that in Australia, they have promoted the Safe Schools programme using a variety of media, both offline and online, including via a website, Facebook page, Twitter, as well as hard copy resources (booklets, posters etc.) and personal visits to schools and communities. The convening of annual meetings to share experiences and progress has proved invaluable and data and evaluation has been used to prove the programme's worth, plan for improvements, and secure future funding. Sally advised that addressing the diversity involved in a national programme is considerably more challenging than local initiatives however *"from little things grow great things"*.

The presentation stimulated interesting discussion. Sarita Jadav, UNESCO New Delhi, enquired about the use of baseline research in the Safe Schools Australia programme. Sally replied that they used in-school survey and online research and noted the value in examining research from other countries when developing your own. Li Hongyan, UNESCO Beijing, asked what advice Sally had for countries in which there has not been much work done and whether it is better to start by addressing bullying in general and move onto SOGI/E. Sally recommended that if a general programme to address bullying and violence in schools is being implemented it is important to ensure that students of diverse sexuality and gender identity are specifically included. She advised that if LGBTI students are not specifically mentioned then bullying on the basis of SOGI/E will likely not be addressed.

Country delegations were asked to then consider the steps outlined by Sally to develop a whole school programme as follows:

1. Research what is happening elsewhere
2. Gather evidence from own country & similar countries
3. Write up own model for whole school support program
4. Gather existing material together
5. Get support from wherever you can
6. Start small and build gradually!

On each of those areas they were asked to consider their progress and what would need to happen to achieve such a comprehensive approach.

- Green = we can do this / we've done this already
- Yellow = needs further advocacy / research / time / awareness-raising / etc.
- Red = we can't do this because...(and to specify why)

During the course of these discussions most countries identified that they'd taken steps to review the data, that they were expanding their awareness of other tools and programmes and that there were opportunities for further work to address bullying and violence on the basis of SOGI/E. This discussion provided a valuable foundation for the identification of next steps later in the day.



### Key points:

- Basing programmes on safety and inclusion and highlighting the benefits to academic performance, reducing drop out and improving the mental health of young people, are powerful motivators for change.
- There will always be some opposition from some community members and it is important to garner support from parents and government officials.
- Programmes to addressing SOGI/E bullying can use entry points of respect for diversity, school safety, or other entry points but to have a meaningful effect on SOGI/E outcomes need to specifically mention students of diverse sexuality and gender identities.
- Quality control and programme review are essential.

## Improving monitoring of violence and bullying based on SOGI/E

Justine Sass introduced the session on monitoring of violence and bullying based SOGI/E. She noted that the consultation began with this topic, and the importance of data and strategic information to understand the extent, nature and impact of school violence, risk and protective factors and drivers as well to understand effective programmatic responses.

She repeated the points emphasised on Day 1, namely that current monitoring of school violence focuses largely on the prevalence of physical violence with limited focus on the consequences of violence, or on protective factors and those that build resilience. There is also little data regarding the impact on the role of bystanders and teachers. Most research available in the region regarding school violence and bullying based on SOGI/E cannot be generalised nationally and there are few studies that allow for trend analysis or disaggregation by population.

The panel discussion examined different practice from around the region and beyond in terms of methods to collect and monitor data on this issue.



Professor Liu Wenli from Beijing Normal University in China discussed online studies of LGBT adults and youth in China. The survey was developed following literature and peer review of similar research, including translations of surveys from other countries including the GLSEN school climate survey. The final survey was posted online and the researchers worked with different LGBTI organizations on Weibo, WeChat and other social media channels to recruit respondents. A total of 721 responses (aged 16-28 years) were used in the final analysis.

Nguyen Thi Hoang Yen, presently with the National Institute of Education Management and formerly with the Vietnamese National Institute of Education Sciences, reported on school-based quantitative and qualitative data collection on SRGBV in Viet Nam. This was a government lead initiative and the research group worked closely with the Ministry of Education and Training. The goal was to look at gender-based school violence and cyberbullying, as well as to investigate social stigma. The methods were a mixture of quantitative and qualitative including school-based surveys, in-depth interviews, and focus groups as well as an online survey outside of the school setting. Parental consent was gained before students participated in the research.

Joe Kosciw, Chief, Research and Strategy Officer, discussed the GLSEN school climate surveys in the USA, which have been carried out every two years since 2001. Whilst the surveys have stayed much the same in terms of content, he noted that some language and focus has been altered to reflect the trends and politics of the time. They have also migrated from a paper-based questionnaire to being fully online. He noted that online surveys are particularly useful in reaching students where there may be little or no school support. Joe reported that there are currently no government surveys that investigate SOGI/E related issues in education and that GLSEN is the main source of national data. He detailed how the organization works hard to repackage the information gained from surveys for different audiences, whether they be students, parents, teachers or government officials. Joe also mentioned that they go to great efforts to honour the many different sexual and gender identities that exist by providing check boxes of all of the terms they are aware of and also offer a space for respondents to include their own. He finished by indicating that GLSEN is interested in partnering with universities in other countries to conduct transnational and comparative research.

Literature reviews were highlighted as critical inputs to inform data instruments. Collaboration between organizations including government, research institutions and NGOs with research capacity can be effective models. LGBTI organizations can provide technical expertise to ensure instruments are sensitive and that the terminology is relevant. These partnerships can also be useful in promoting surveys and recruiting participants. Expert guidance and the piloting of data collection tools is also important to test their validity and reliability. Mixed methods, both quantitative and qualitative, are valuable to provide comprehensive data. Research should also seek to understand the consequences of bullying and violence and what support is currently available for students. There is a need for more research on protective/risk factors and resilience and on effective interventions.

Justine noted that governments regularly collect data or evaluation research on youth/education/violence and these instruments should be reviewed for opportunities to include items that address SOGI/E or experiences of LGBTI youth. Where possible, measures may be incorporated into existing tools to enable systematic and regular data gathering. Very few governments (Australia being the exception) fund large-scale surveys to examine trends and inform policies and programmes for same-sex attracted and gender diverse youth. Small-scale surveys and qualitative studies provide important initial data for advocacy, but need to be of quality and rigorous. Online surveys can also be useful to collect information on hard-to-reach populations, including LGBTI youth. She cautioned that research must have clearly defined ethical protocols and avoid further stigmatisation or exposure to harm. Finally she emphasised the importance of comprehensive analysis and promotion of the results as being pivotal to garnering support from stakeholders, particularly from governments.

*“Since there is still a lack of comprehensive data on SOGI/E based bullying at school, the partners are excited to conduct retrospective qualitative research with students, teachers, and if possible, parents”.* Hendri Wijaya, UNDP Indonesia



#### Key points:

- Monitoring of violence and bullying based on SOGI/E is important to understand its extent, nature and impact and to evaluate programmatic initiatives.
- Collaboration with LGBTI NGOs can be invaluable for instrument design.
- Existing tools may be revised to include relevant measures.
- The resulting data may be used to raise awareness, garner support and advocate for change.

## Looking forward – Next steps and action planning

Over the course of the consultation delegates were given time at the end of each day to develop country action plans. Participants were encouraged to consider actions that:

- Improve understanding of the situation of school bullying and violence on the basis of sexual orientation and gender identity/expression,
- Help prevent bullying and violence from occurring in and around schools and other educational institutions,
- Promote positive social norms around acceptance of gender and sexual diversity,
- Provide support to those who may be affected by school bullying and violence, including same-sex attracted and gender diverse learners.

They were asked to realistically and critically consider actions that could be linked to their current work, including adaptations of existing programmes or possible synergies. Both short-term (e.g. within the next six months) and more long-term activities were considered to address gaps in data and evidence on the issue, or in policy and programming. Delegates were asked to determine whether these actions would be carried out by their organization or other partners or alliances, with their support and advocacy and information-sharing. Finally they were asked to think about whether these activities could be funded from their current budget or whether they would require further funds.

These country plans were put into a template and collected by conference organisers to identify areas of technical support that could be provided from the regional level to support country actions.

Many countries recognised the need to engage other stakeholders beyond those that participated in the consultation to realise their action plans, and suggested sharing of information from the meeting as a first step upon their return. Some delegations (for example, China, the Philippines and Viet Nam) suggested that participants could form an overall Technical Working Group to lead this work further with additional stakeholders.

This section does not provide the depth and breadth of the actions put forward by delegates, but extracts some highlights of areas identified to advance this work.

In **Australia**, there are plans to expand the Safe Schools whole-school approach to bullying on the basis of SOGI/E into additional states and schools. This will include increased support for teachers in implementing SOGI/E issues into curricula and plans to incorporate these issues into sexuality and life skills education in some states. There are also plans to develop a curricular module for psychologists on SOGI/E. In addition, research is also underway on intersex people which will inform programming in education and other sectors. This research has implications also beyond Australia, and has the potential to inform data collection on intersex people in other countries.

The delegation from **Cambodia** indicated that there is a plan to review existing data to identify what is currently known about bullying on the basis of SOGI/E and gaps in knowledge. There are also plans to review existing policies and guidelines to identify what currently exists and potential entry points for LGBTI policy. In addition a working group led by CCHR and Cam ASEAN Youth Future, in partnership with technical experts from the Ministry of Education, Youth and Sport, plan to review current textbooks for positive messages and inappropriate references to SOGI/E. The Ministry also plans to train 1,000 teachers regarding the comprehensive sexuality education curriculum including a technical session on SOGI/E (yet to be designed).

**China** is considering approaching the broader issue of school-related violence and then exploring the negative gender norms that drive violence in schools. This would allow the issue of school bullying on the basis of SOGIE to be highlighted. With respect to implementation, a positive approach was viewed as being the most appropriate to mobilise participation and support, in particular 'building respectful relationships'. The need to do more research regarding school bullying in China was also recognised as important.

In **India** there are plans to develop an umbrella scheme for scholarships for transgender students to attend secondary, higher secondary, and vocational training. Furthermore the integration of bullying

and SOGI/E issues was planned for consultation meetings regarding the New Education Policy. Curriculum reform was also identified as an opportunity to review the inclusion of issues related to SOGI/E.

The **Indonesian** delegates were excited to discuss the possibility of retrospective qualitative research with students, teachers, and if possible, parents. There are plans to raise awareness through a consultation meeting with the Counselling Teachers Association to map out possible strategies to mainstream anti-bullying against LGBTI students. The partners also expressed a desire to review the existing textbooks to evaluate how SOGI/E issues may be integrated.

**Myanmar** recognised the potential to integrate SOGI/E into different policies currently under development. The current curriculum review also offers an opportunity particularly in the area of life-skills education. There has also been discussion of the inclusion of questions regarding SOGI/E and school bullying as part of the healthy and safe environment dimension in the up-coming Child Friendly School Evaluation and School Based In-Service Teachers Education Evaluation. Sensitisation and awareness-raising activities were felt to be needed for stakeholders across the sector including curriculum developers and teacher educators.

In **Nepal**, BDS intends to lobby the Government of Nepal to implement data collection starting initially with a pilot study and focus group discussion. There are also plans to review and analyse existing policies that address SOGI/E issues with circulation of the results to concerned agencies and relevant stakeholders. The current teacher-training programme needs to be extended to provide improved coverage in the western and mid-western regions and there are plans to support the development of LGBTI student groups and parent support groups.

In the **Pacific, Fiji** and **Tonga** delegations voiced interest in getting more data on the issue through surveys. In addition there are opportunities in the Pacific for extension of the curricula to include more SOGI/E relevant content including in the **Fijian** Family Life Education programme and in the CSE curriculum to be developed in **Samoa**.

The **Philippines** delegation agreed there was a need to map existing research regarding violence and bullying on the basis of SOGI/E and to determine possible entry points in the existing human rights, gender and peace education curricula and learning materials to address SOGI/E based bullying. There is also a proposal for a national multi-stakeholder consultation to develop consolidated measures across government agencies, including the Department of Education, Department of Interior and local government. As a starting point a technical working group of representatives from government, NGO and academic representatives will be formed to consider the issues. This group will include staff from the Department of Education, the National Youth Commission, ASEAN SOGIE Caucus, TLF, Psychological Association of the Philippines, UNDP and other interested groups.

In **Thailand** there are plans to disseminate the recent health education textbook review and advocate with the Bureau of Academic Affairs and Educational Standards to correct negative messages and include an anti-bullying message in health education curricula. There is also a proposal for an inter-ministerial meeting on bullying and LGBTI issues with creation of focal points, at the Department of Children & Youth, Department of Women's Affairs and the Family Institution, and the Ministry of Education (OBEC), to address the issues. MPlus, Path2Health, Plan and UNESCO will also be working to integrate anti-bullying messages in guidance counselling, civics education and other optional subjects in schools participating in their 3 year "Respect for All" project.

The **Viet Nam** delegation determined that the findings of the recent SRGBV study need to be published and disseminated more widely, including through workshops, advocacy and mass media. The group agreed there is a need to review both macro- and micro-level policies related to gender and/or SOGI/E. There is also opportunity in the upcoming curriculum reform and CSE curriculum pilot and in secondary schools for training of teachers on gender sensitivity and SOGI/E.



**Regional** level support has already identified a number of areas to support shared by participants including:

- the **#PurpleMySchool** campaign which will support social media and online engagement throughout the region, and include a list of resources for further support,
- support to national consultation meetings in the programmatic countries of the 'Being LGBT in Asia' programme, in **China, Indonesia, Philippines, and Thailand,**
- the finalisation of the regional review shared at the consultation, drawing on the additional information shared at the meeting and by peer reviewers,
- technical support to efforts to advance the evidence base in this area, including in the **Pacific** and in **Viet Nam**, as well as the compilation of survey instruments and tools that could be useful for further country reviews,
- the development of a tool that countries could use to assess the integration of SOGI/E issues into their curriculum,
- further support for knowledge sharing to conference delegates through the creation of an informal listserv and the periodic distribution of relevant information to participants.

At the **global** level, an *International Meeting of Ministers of Education: Education Sector Responses to Homophobic Violence* will take place at UNESCO Headquarters in Paris in May 2016. This meeting will bring together high-level representation including Ministers of Education to:

- Affirm their political commitment to ensure the right to education in a safe and healthy learning environment for all learners, including LGBTI children and young people, and those perceived as non-conforming to existing gender norms; and
- Discuss how to strengthen and scale up evidence-based national education sector responses to discrimination and violence, including homophobic and transphobic discrimination and violence including bullying.

Country delegations were asked to mobilise their ministries to undertake further work in this area and to participate in the meeting. Formal invitations will be issued in due time.



UNESCO and UNDP closed the meeting affirming their commitment to support identified country actions. The meeting closed with delegates and organisers feeling tired but inspired and motivated. Many reported feeling positive and looking forward to future action with many new contacts, resources ideas and plans now in hand. In the words of one participant, *"Feeling positive...inspired and hopeful of the way forward. India has a long way to go ... yet it's an informed and educated beginning"*. Sunil Menon, Sahodaran

## Annex 1: Consultation Agenda

Day 1: 15 June 2015			
Time	Session	Session content	Facilitator/Moderator/Presenter
8:30-9:00	Registration	Registration and pick up folders (at the Infinity room).	
9:00-9:45	Opening and introduction	Short film: "What If?"	
		Official opening remarks	Gwang-Jo Kim, Director of UNESCO's Asia-Pacific Bureau for Education  Caitlin Wiesen, Chief, Regional Policy and Programme Support for Asia and the Pacific, UNDP Bangkok Regional Hub
		Introduction to the consultation and self-introduction	Arushi Singh
9:45-10:45	Regional overview of school bullying and violence on the basis of SOGIE in schools	Overview of the manifestations, scope and impact of bullying and other violence in schools on the basis of sexual orientation and gender identity in Asia-Pacific	Justine Sass, moderator Nadia Rasheed
10:45-11:15	Morning coffee, tea and health break		
11:15-12:30	Regional overview of education sector responses to school bullying and violence on the basis of SOGIE	Overview of entry points, approaches and key elements of education sector responses to prevent and respond to school bullying and violence on the basis of SOGIE	Justine Sass, moderator Joe Kosciw
		Group work in country delegations to map out the current situation (data) and the response, drawing on participants' completed worksheets	Country delegations
12:30-13:30	Lunch		
13:30-14:45	Policies and laws to prevent and respond to prevent and address school bullying and violence on the basis of SOGIE	Panel discussion providing examples of legal and policy approaches to address exclusion and discrimination of same-sex attracted and gender diverse learners, and school bullying and violence on the basis of SOGIE. Part 1 of 3 sessions on this issue.	Panel discussion, moderator Dr Tiffany Jones, University of New England <ul style="list-style-type: none"> <li>• Dr Sunita Siwach, University Grants Commission, India</li> <li>• Tomohiro Tsubota, Ministry of Education, Culture, Sports, Science and Technology, Japan (video message)</li> <li>• Leah Patricia M Galgo, Department of Education, Philippines</li> </ul>

		Group work in country delegations to analyse national legal/policy instruments, standards, guidelines and school regulations that explicitly address, or could be used to address, school bullying and violence on the basis of SOGI/E	Breakout sessions with 4-5 countries working in country delegations
<b>14:45-15:15</b>	<b>Afternoon coffee, tea and health break</b>		
<b>15:15-15:45</b>	<b>(continued)</b>	Group work feedback, recommendations on good practice in plenary.	Dr Tiffany Jones
<b>15:45-16:30</b>	<b>Curriculum and learning materials (Part 1)</b>	Panel discussion providing examples of curricular approaches that integrate sexual and gender diversity and prevent school bullying and violence, including integration into existing curricula, and creation of new materials. Advocacy for curriculum reform will also be covered in this session, drawing on textbooks analysis. Part 1 of 3 sessions on this topic.	Panel discussion, moderator Justine Sass <ul style="list-style-type: none"> <li>• Chen Du (Allen), GLCAC, China</li> <li>• Anna Arafin, Arus Pelangi, Indonesia</li> <li>• Yung Kunthearith, Ministry of Education, Cambodia</li> <li>• Badri Bahadur Pathak, Ministry of Education, Nepal</li> </ul>
<b>16:30-17:00</b>	<b>Programming implications</b>	Country delegations review learnings and programming implications in respective countries.	Arushi Singh
<b>17:00-17:15</b>	<b>Daily feedback and conclusion</b>	Brief evaluation and conclusion	Edmund Settle

<b>Day 2: 16 June 2015</b>			
<b>Time</b>	<b>Session</b>	<b>Session content</b>	<b>Facilitator/Moderator/Presenter</b>
<b>9:00-9:15</b>	<b>Review and look forward</b>	Recalls major themes and messages, clarifies queries, introduces Day 2	Arushi Singh
<b>9:15-10:00</b>	<b>Teacher training and support</b>	Panel discussion providing examples of teaching training approaches to support sexual and gender diversity and to prevent school bullying and violence on the basis of SOGI/E. Discussion to address pre- and in-service training, values/attitudinal clarification for teachers, resource materials, as well as broader support from school administration. Part 1 of 3 sessions on this topic.	Chemba Raghavan, UNICEF, moderator <ul style="list-style-type: none"> <li>• Pawana Wienrawee, Path2Health, Thailand</li> <li>• Prof. Peng Tao, Harbin Medical University, China</li> <li>• Pinky Gunjab, Blue Diamond Society, Nepal</li> </ul>

10:00-11:00	<b>Group work: Curriculum and teacher training</b>	In three groups, participants analyse curricula and teaching materials from countries that have included relevant content.	3 breakout sessions
11:00-11:30	<b>Morning coffee, tea and health break</b>		
11:30-12:30	<b>(continued)</b>	Group work feedback, recommendations on good practice in plenary.	Justine Sass
12:30-13:30	<b>Lunch</b>		
13:30-14:00	<b>Support for learners: Overview</b>	Overview of approaches to provide support to learners including school-based and referrals to outside services, as well as parent and community engagement. Introduction to breakout sessions.	Arushi Singh
14:00-14:45	<b>Breakout sessions</b>	<b>Awareness-raising</b>	Country presentations to explore how awareness-raising interventions in schools, linked to schools, or more broadly can help promote understanding and acceptance of sexual and gender diversity and to prevent violence on the basis of sexual orientation and gender identity/expression.
		<b>Counselling and services</b>	Country presentations to explore how schools can support affected learners get access to counselling and other services (either school-based, through referrals, or through web-based platforms), and partnerships required across sector ministries, e.g. health, education and protection, or with NGOs to support mental health, legal protection and broader well-being. .
		<b>Peer support</b>	Country presentations to explore the role of peers (learners) to create a secure learning environment, promote acceptance of sexual and gender diversity, support access to care among those affected, and create alliances in and out of schools.
14:45-15:15	<b>Afternoon coffee, tea and health break</b>		

15:15-16:00	Part 2	Awareness-raising	Part 2: In same groups, participants identify good practice elements from examples and other knowledge and experience in these areas	Jensen Byrne and Joe Kosciw, facilitators
		Counselling and services		Hendri Wijaya and Edmund Settle, facilitators
		Peer support		Hendri Wijaya and Arushi Singh, facilitators
16:00-17:00	Gallery walk and good practice / recommendations	Gallery walk to review outcomes of breakout sessions, finishing in plenary with overall recommendations	Groups visit two other stations, moderators present briefly examples and good practice	
17:00-17:30	Programming implications	Country delegations review learnings and programming implications in respective countries	Arushi Singh	
17:30-17:45	Daily feedback and conclusion	Brief evaluation and conclusion	Justine Sass	

Day 3: 17 June 2015			
Time	Session	Session content	Facilitator/Moderator/Presenter
9:00-9:15	Review and look forward	Recalls major themes and messages, clarifies queries, introduces last day	Justine Sass
9:15-10:30	Whole school approaches	Case study: Presentation of a whole school approach to address school bullying and violence on the basis of SOGI/E  Group work reflecting on country context and good practice identified in the session	Arushi Singh, moderator Sally Richardson, Safe Schools Coalition, Australia
10:30-11:15	How to improve monitoring of school bullying and violence on the basis of SOGI/E	Panel discussion providing examples of approaches to collect data on school bullying and violence on the basis of SOGI/E	Justine Sass, moderator <ul style="list-style-type: none"> <li>Nguyen Thi Hoang Yen, National Institute of Education Management</li> <li>Assoc. Prof. Liu Wenli, Beijing Normal University</li> <li>Joe Kosciw, GLSEN</li> </ul>
11:15-11:45	Morning coffee, tea and health break		
11:45-12:30	Group work: How to improve monitoring of school bullying and violence on the basis of SOGI/E	In country groups, participants identify current data collection mechanisms that <i>are</i> or that <i>could</i> collect relevant monitoring data.	Breakout sessions with 4-5 countries working in country delegations
12:30-13:30	Lunch		
13:30-14:00	Good practice and recommendations on monitoring	Group work feedback, recommendations on good practice in plenary.	Joe Kosciw, GLSEN
14:00-14:45	Looking forward	Priority actions identified at country, regional and global	Small table discussions

		levels, drawing on programme implications sessions on Day 1 and 2 and situation analyses prior to, and at the consultation.	
<b>14:45-15:15</b>	<b>Afternoon coffee, tea and health break</b>		
<b>15:15-16:30</b>	<b>Review and reflections on next steps</b>	Review and discussion of next steps, and links to global and regional level initiatives.	Justine Sass
		Introduction to #PurpleMySchool campaign	Huey Nhan-O'Reilly
<b>16:30-17:00</b>	<b>Evaluation and closing</b>	Participants complete end-evaluation, closing remarks	Edmund Settle

## Annex 2: Participant List

Country	Name and Organization
Australia	<b>Tiffany Jones</b> Senior Lecturer, Contextual Studies in Education School of Education, University of New England
	<b>Sally Richardson</b> National Program Director Safe Schools Coalition Australia The Foundation for Young Australians
Cambodia	<b>Eng Kimly</b> Director, Department of Curriculum Development, Ministry of Education, Youth and Sport
	<b>Yung Kunthearith</b> Deputy Director, Department of School Health Ministry of Education, Youth and Sport
	<b>Nuon Sidara</b> Coordinator, Sexual Orientation and Gender Identity Project The Cambodian Center for Human Rights
	<b>Chhoeurng Rachana</b> Project Leader, Cambodian Women and Choices CamASEAN Youth's Future
	<b>Nimol Soth</b> National Programme Officer for HIV/AIDS UNESCO Phnom Penh
	<b>Srun Srorn</b> Founder, CamASEAN Youth's Future
China	<b>Chen Du (Allen Chen)</b> Director Gay and Lesbian Campus Association in China (GLCAC)
	<b>Chen Yang</b> UNESCO Beijing
	<b>Jia Nan</b> Program Officer, Chinese National Commission for UNESCO
	<b>Li He</b> Chief Officer Office of National Working Committee on Children and Women under the State Council
	<b>Li Hongyan</b> National Programme Officer UNESCO Beijing
	<b>Prof. Liu Wenli</b> Beijing Normal University
	<b>Andrea Pastorelli</b> Policy Analyst UNDP China
	<b>Prof. Peng Tao</b> Executive Director, Research and Education Center in Sexual Health School of Public Health, Harbin Medical University
	<b>Xu Bin</b> Director Common Language
	<b>Yang Xiumei</b> Director, Basic Education Department Ministry of Education

	<p><b>Yang Zhen (James Yang)</b> National SOGI Programme Analyst UNDP China</p> <p><b>Wang Jing</b> Vice Director, Center for Human Rights Party School of the Central Committee of C.P.C</p>
<b>Fiji</b>	<p><b>Josua Nakatasavu Naisele</b> Senior Advisor Health, National Substance Abuse Advisory Council Ministry of Education</p> <p><b>Lionel Rogers</b> Drodolagi Movement</p>
<b>India</b>	<p><b>Dr. Shri Sanjay Gupta</b> Under Secretary, Department of School Education and Literacy Ministry of Human Resource Development</p> <p><b>Sarita Jadav</b> UNESCO focal point UNESCO New Delhi</p> <p><b>Sunil Menon</b> Sahodaran</p> <p><b>Dr. Sunita Siwach</b> Deputy Secretary University Grants Commission</p> <p><b>Dr. Saroj Bala Yadav</b> Dean and Project Coordinator, AEP National Council of Educational Research and Training</p>
<b>Indonesia</b>	<p><b>Anna Arifin</b> Program Coordinator Arus Pelangi</p> <p><b>Diena Haryana</b> Founder/Advisor Yayasan Sejiwa</p> <p><b>Susanto</b> Commissioner Indonesian Commission on Child Protection (KPAI)</p> <p><b>Setia Perdana</b> National Coordinator Fokus Mudah</p> <p><b>Dr. Nanik Suwaryani</b> Deputy Director of Early Childhood Development and Nonformal Education, Center for Curriculum and Development, MoEC</p> <p><b>Hendri Yulius Wijaya</b> UNDP Indonesia</p>
<b>Japan</b>	<p><b>Tomohiro Tsubota (video message)</b> Director, Student Affairs Division, Elementary and Secondary Education Bureau Ministry of Education, Culture, Sports, Science and Technology</p>
<b>Myanmar</b>	<p><b>Dr Pyi Pyi Phy</b> UNESCO focal point UNESCO Yangon Project office</p> <p><b>Khin Thin Phyu</b> Assistant Director Department of Myanmar Education Research Bureau</p> <p><b>Hla Myat Tun</b> Program Manager Colors Rainbow/Equality Myanmar</p> <p><b>Dr. Htay Htay Win</b> Staff Officer Department of Myanmar Education Research Bureau</p>



<b>Nepal</b>	<b>Sanjib Gurung (Pinky)</b> President Blue Diamond Society
	<b>Badri Bahadur Pathak</b> Under Secretary Ministry of Education
<b>Philippines</b>	<b>Jonas Bagas</b> Executive Director TLF SHARE Collective
	<b>Maria Fe Cabral</b> Programme Associate UNDP Philippines
	<b>Dr. Sylvia Estrada Claudio</b> Professor, Department of Women and Development Studies College of Social Work and Community Development, University of the Philippines
	<b>Ricardo Ador Dionisio</b> Education Program Specialist II Bureau of Secondary Education Department of Education
	<b>Leah Patricia Magdaleno-Galgo</b> Child Protection Officer Office of Legal and Legislative Affairs Department of Education
	<b>Ryan V. Silverio</b> Regional Coordinator, ASEAN Sexual Orientation and Gender Identity/Expression Caucus (ASC) Senior Lecturer, International Studies Department Miriam College
	<b>Andrew Peteru</b> National HIV Programme Officer UNESCO focal point for the Pacific UNESCO Apia
<b>Samoa</b>	
<b>Thailand</b>	<b>Pongthron Chanlearn</b> Executive Director M Plus Foundation
	<b>Kathryn Goldman</b> Director of Programming and Training US Peace Corps Thailand
	<b>Sabine Maura</b> Project Assistant Plan International Thailand
	<b>Pompran Netayavichitr</b> Project Manager Plan International Thailand
	<b>Timo Ojanen</b> Researcher, Faculty of Social Sciences and Humanities Mahidol University
	<b>Thawatchai Pachun</b> Project Staff Path2Health Foundation
	<b>Prempreeda Pramoj Na Ayutthaya</b> National HIV Programme Officer UNESCO Bangkok
	<b>Dr. Saipan Sripongpankul</b> Office of the Basic Education Commission Ministry of Education

	<p><b>Cheera Thongkrajai</b> Social Development Officer, Bureau of Gender Equality Promotion Office of Women's Affairs and Family Development Ministry of Social Development and Human Security (MSDHS)</p> <p><b>Chadchaya Wattana</b> Programme Director (TEFL programme) US Peace Corps Thailand</p> <p><b>Pawana Wienrawee</b> Director Path2Health Foundation</p> <p><b>Somchai Yensabai</b> UNDP Bangkok</p>
<b>Tonga</b>	<p><b>Joleen Mataele</b> Tonga LEITIS Association (TLA)</p>
<b>Viet Nam</b>	<p><b>Bui Thanh Xuan</b> Head of General Research Dept., Research Center for Non-formal Education Vietnam Institute of Educational Sciences Ministry of Education and Training</p> <p><b>Nguyen Thi Hoang Yen</b> National Institute of Education Management</p> <p><b>Pham Minh Muc</b> Vice General Director, Vietnam Institute of Educational Sciences Ministry of Education and Training</p> <p><b>Quach Thi Thu Trang</b> Vice Director, Center for Creative Initiatives in Health and Population</p> <p><b>Tran Huy Hoang</b> Vice General Director Vietnam Institute of Educational Sciences, Ministry of Education and Training</p> <p><b>Tran Khac Tung</b> Director, ICS Center</p> <p><b>Tran Thi Phuong Nam</b> Board for Advancement of Women</p> <p><b>Vu Nguyet Minh</b> National HIV Program Officer UNESCO Ha Noi</p>
<b>Embassy and Missions Delegates</b>	
<b>Embassy of Sweden</b>	<p><b>Camilla Monsine Ottosson</b> First Secretary, Regional Program Manager Democracy and Human Rights Embassy of Sweden in Bangkok</p>
<b>Embassy of the Kingdom of the Netherlands</b>	<p><b>Nick Peulen</b> Policy Advisor Political and Economic Department Embassy of the Kingdom of the Netherlands</p>
<b>USAID</b>	<p><b>Tinaflor Chaingam</b> Project Management Specialist USAID Regional Development Mission in Asia (RDMA)</p> <p><b>Richard Nyberg</b> Supervisory Regional Development Outreach and Communication Specialist USAID/RDMA</p> <p><b>Montakan Tanchaisawat</b> Development Outreach &amp; Communications Specialist USAID/RDMA</p> <p><b>Jessica Zaman</b> Governance and Vulnerable Population Office Director USAID/RDMA</p>

<b>Global Delegates</b>	
<b>Germany</b>	<b>Kyle Knight</b> Researcher, Human Rights Watch
<b>United States</b>	<b>Dr. Joseph Kosciw</b> Chief Research and Strategy Officer GLSEN
	<b>Noreen Giga</b> GLSEN
<b>Regional Delegates</b>	
<b>Action Aid</b>	<b>Tanvir Muntasim</b> International Policy Manager ActionAid International
<b>Plan International Regional Office</b>	<b>Divya Lata</b> Early Learning & Education Advisor Plan Asia Regional Office,
<b>UN Women</b>	<b>Anna-Karin Jatfors</b> UNiTE Coordinator UN Women
<b>UNICEF EAPRO</b>	<b>Grace Agcaoili</b> UNICEF East Asia and the Pacific Regional Officer (EAPRO)
	<b>Stephen Blight</b> Child Protection Chief UNICEF EAPRO
	<b>Chemba Raghavan</b> Education Officer/ Gender Focal Point UNICEF EAPRO
	<b>Laura Devos</b> UNGEI coordinator UNICEF EAPRO
<b>Meeting Organizers</b>	
<b>UNDP Bangkok Regional Hub (UNDP Bangkok)</b>	<b>Jensen Byrne</b> LGBT Human Rights Officer, UNDP Bangkok
	<b>Katri Kivioja</b> Consultant, Being LGBT in Asia Project, UNDP Bangkok
	<b>Ian Mungall</b> Knowledge Management and Strategic Information Officer UNDP Bangkok
	<b>Huey Nhan-O'Reilly</b> UNDP Consultant
	<b>Nadia Rasheed</b> Team Leader, HIV/Health and Development Unit UNDP Bangkok
	<b>Edmund Settle</b> Policy Advisor, HIV/Health and Development Unit UNDP Bangkok
	<b>Nicholas Booth</b> Rule of Law and Human Rights Advisor UNDP Bangkok
<b>UNESCO Asia-Pacific Bureau for Education</b>	<b>Hunter Gray</b> Intern, Social and Human Sciences Unit UNESCO Bangkok
	<b>Karen Humphries-Waa</b> Consultant, HIV Prevention and Health Promotion (HP2) Unit UNESCO Bangkok

<b>(UNESCO Bangkok)</b>	<b>Do-Hyeong Myeong</b> Intern, HP2 Unit UNESCO Bangkok
	<b>Thanh Loan Ngo</b> Information Assistant, HP2 Unit UNESCO Bangkok
	<b>Justine Sass</b> Regional HIV and AIDS Adviser for Asia and the Pacific Chief, HP2 Unit
	<b>Arushi Singh</b> UNESCO Consultant (Facilitator) Goa, India
	<b>Aranyaporn Tachajaroenwong</b> UNESCO Bangkok, HP2 Unit
<b>Observers</b>	
	<b>Alice McDowell</b> Film Maker Galway Film Centre
	<b>Piotr (Peter) Pawlak</b> Consultant Gender Equality, GBV, Male Engagement PhD Candidate, Mahidol University, Thailand

## Annex 3: Evaluation results

Using the below scale please rate the:

	Very poor	Poor	Average	Good	Very good
1. Overall quality of the consultation (average: 4.4)	-	-	1.7%	51.7%	46.6%
2. Overall utility of the consultation (average: 4.4)	-	-	3.5%	52.6%	43.9%

Using the below scale please rate to what extent the consultation:

	Not at all	A little	Some-what	Much	Greatly
3. Fulfilled <b>your learning needs</b> on SOGI-related bullying? (average: 4)	-	-	22.8%	50.9%	26.3%
4. Achieved <b>its stated objectives</b> ? (per the below)					
4a. To broaden awareness on the nature and extent of bullying on the basis of SOGI in educational institutions, and other issues related to LGBT discrimination and exclusion from education in Asia-Pacific region(average: 4.1)	-	1.7%	17.2%	50.0%	31.0%
4b To share good practice in terms of research and strategic information; policy frameworks; and interventions and practical tools to prevent and address bullying on the basis of SOGI in educational institutions. (average: 4.1)	-	-	25.9%	37.9%	36.2%
4c To identify and discuss effective responses and the development of collaborative relationships between civil society and government ministries. (average: 3.9)	-	5.2%	24.1%	50.0%	20.7%
4d. To facilitate action in select countries to prevent and address school-related bullying on the basis of SOGI (average:4)	-	5.2%	13.8%	53.4%	27.6%
5. Was <b>relevant</b> to your work? (average: 4.3)	-	3.4%	10.3%	43.1%	43.1%
6. Was presented in a <b>logical manner</b> ? (average: 4.3)	-	1.7%	8.6%	46.6%	43.1%
7. Used appropriate <b>methods</b> ? (average: 4.2)	-	-	19.6%	42.9%	37.5%
8. Was reinforced by relevant <b>reference materials</b> ? (average: 4.2)	-	1.7%	8.6%	62.1%	27.6%
9. Was led by consistently <b>well-prepared</b> facilitators? (average: 4.3)	-	1.7%	12.1%	37.9%	48.3%
10. Offered the opportunity to <b>share my own experience and knowledge</b> ? (average: 4.1)	-	1.7%	27.6%	36.2%	34.5%
11. Offered opportunities to <b>interact with other participants</b> ? (average: 4.1)	-	3.4%	10.3%	60.3%	25.9%

	Not at all	A little	Some-what	Much	Greatly
12. Led to the <b>following results</b> for you as a participant:					
12a. Greater depth of knowledge about the issue (average: 3.9)	-	3.4%	22.4%	53.4%	20.7%
12b. Increased skills to analyse the issue from different perspectives (average: 3.9)	-	3.6%	19.6%	55.4%	21.4%
12c. Increased understanding of entry points and approaches to prevent and respond to the issue (average: 4.2)	-	1.7%	10.3%	53.4%	34.5%
Other results (please specify):					
<ul style="list-style-type: none"> <li>• Meeting up with collaborators for future work</li> <li>• New terminologies on SOGI</li> <li>• Opinions from the society and their act</li> <li>• Facilitation skills</li> <li>• Ideas and directions to do things properly</li> <li>• Good starting point for a new issue</li> </ul>					

13. What knowledge acquired from the meeting will you now apply on the job (*List the 3 most important*)

- Curriculum and teaching and learning materials (19 responses)
- Data collection (19 responses)
- Entry points (16 responses)
- Knowledge and skills (14 responses)
- Policy and legislation (14 responses)
- Strengthened collaboration, partnerships and networks (13 responses)
- Awareness-raising (10 responses)
- Teacher Training (10 responses)
- Peer / Parent / Community Support (3 responses)
- Whole school approaches (4 responses)
- Counselling and services (3 responses)
- Next steps (3 responses)
- Others (8 responses; no grouping possible)

Using the below scale please rate each question below:

	Very poor	Poor	Average	Good	Very good
14. How would you rate the <b>meeting venue?</b> (average: 4.6)	-	-	1.7%	37.9%	60.3%
15. How would you rate the <b>meeting logistics and administration?</b> (average: 4.6)	-	-	3.5%	29.8%	66.7%

16. What type of **support** would you need to apply any newly acquired knowledge from the consultation?

- Technical support (10 responses)
- Tools, data and materials (12 responses)
- Future consultations, more opportunities to interact with other organizations (9 responses)
- Technical and financial support (8 responses)
- Greater UN involvement/support with government at country level (6 responses)
- Further guidance (5 responses)
- Others (5 responses; no grouping possible)

17. What would you **recommend** to have improved or strengthened this consultation?

- More time (15 responses)
- More resources (8 responses)
- Future meetings (4 responses)
- Follow-up (3 responses)
- Better facilitation (2 responses)
- Technical issues (2 responses)
- Other (8 responses): inviting countries out of the region to share experiences and good examples; proposals to influence ASEAN policy frameworks; LGBT students need to be involved in this process; more representation from other related ministries; why sexual orientation differs from social and cultural norms; space for regional actors to meet and discuss rather than integrating regional groups into country level delegations; Thank you for your hard work and excellent organizations; Thought it was fantastic!







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