

# IGLYO Submission to the UN Independent Expert on protection against SOGI-based violence and discrimination

## Response to the Call for input to a thematic report:

### Gender, sexual orientation and gender identity

March 2021

## About IGLYO

The International LGBTQI Youth & Student Organisation (IGLYO) is a member-based youth and student network, with over 100 members in 40 Council of Europe countries. IGLYO's vision is a world where we, young people in all our diversity, are able to express and define our own sexual orientations, gender identities, gender expressions and variations in sex characteristics, and are able to participate fully in all aspects of life, rise to our full potential, and enjoy respect and positive recognition. IGLYO strives to ensure the voices and experiences of LGBTQI young people are present and heard by decision-makers at European and international levels, by implementing and designing research and policy work in areas such as inclusive education. To create an influential collective of young activists, IGLYO also builds the confidence, skills and experience of LGBTQI youth through cross-cultural exchange and peer learning activities.

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## 1. Introduction

Over the last few years, the International LGBTQI Youth & Student Organisation (IGLYO) has collected data to assess to which extent Council of Europe Member States have implemented laws, policies and concrete practices to make schools and other educational environments inclusive and safe for LGBTQI youth. In 2018, IGLYO published the first edition of the LGBTQI Inclusive Education Report<sup>1</sup>: an in-depth account of the current situation on LGBTQI inclusive education in each Council of Europe Member State, as well as Belarus and

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<sup>1</sup> Ávila R (2018). *LGBTQI Inclusive Education Report*. IGLYO, Brussels. Available from [https://www.education-index.org/wp-content/uploads/2018/11/Education\\_Report\\_April\\_2018-4.pdf](https://www.education-index.org/wp-content/uploads/2018/11/Education_Report_April_2018-4.pdf)



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Kosovo. The report is organised in two different chapters: “LGBTQI Inclusive Education Research” and “Country Files”. The first chapter examines several aspects of this project: Section 1 (Introduction) briefly defines the problem, followed by a general overview of the Member States’ global commitments. Section 2 describes the methodology. Section 3 outlines an extended definition of each of the indicators used in this research, followed by an explanation of the scores used to create the index. Finally, section 4 (General overview) describes Member States’ main trends, focusing on the information obtained for each of the indicators. The second chapter contains the country files of the 47 Council of Europe countries, together with Belarus and Kosovo.

Over 2020, IGLYO has worked with its Member Organisations to produce an updated version of the LGBTQI Inclusive Education Report. Although the second edition will only be ready in May 2021, the current document aims to answer question n.4 of the Call for inputs (i.e., **Is comprehensive sexuality education taught in schools?**). If the Independent Expert needs further information, please contact IGLYO’s Policy & Research team.

## 2. Comprehensive sexuality education across Europe

Despite the progress made by some Member States on inclusive Education, most school curricula and learning materials still do not convey positive messages or avoid negative representations and stereotypes of LGBTI people, which risks misinforming and fueling hate against the LGBTI community. Although the latest Eurobarometer<sup>2</sup> shows that the vast majority of European citizens would support curricula discussing SOGIGESC, only 13 EU Member States ensure that their national curricula convey positive representations of LGBTI people.<sup>3</sup> The 2019 FRA LGBTI Survey II also shows that only 13% of respondents going to school at the time of completing the questionnaire were constantly receiving positive information about LGBTI identities, while 47% of respondents were not receiving any information.<sup>4</sup>

Overall, there is a severe lack of implementation of comprehensive and inclusive sex and relationship education. As detailed in this document, throughout the Council of Europe region, there is no consistent practice regarding the teaching of comprehensive sexuality education in primary and secondary schools. Most countries implementing sex and relationship education discuss the curriculum as part of the health or biology subjects, failing to include SOGIGESC information.

Only a minimal number of countries has implemented sex and relationship education in stand-alone modules very recently. Some educational authorities in countries (such as Albania, Austria, Cyprus, Iceland and Romania) have implemented general directives to include LGBTQI-related topics in the curriculum without providing a detailed curriculum or an oversight of the implementation of such messages. Although it is encouraging that some Council of Europe Member States explicitly refer to sexual and gender diversity in their curricula, in practice, these issues are often mentioned to varying degrees. Civil society organisations report that implementation is highly dependent on each school and teacher, and countries often lack a consistent practice. Similarly, in those countries where the sex and relationship education curricula are included within other subjects, LGBTQI-related subjects are often skipped by teachers, and there is little monitoring.

<sup>2</sup> [Special Eurobarometer](#), 493. *Report on Discrimination in the European Union*, 2019.

<sup>3</sup> Ávila R (2018). *LGBTQI Inclusive Education Index*. IGLYO, Brussels. Available from <http://education-index.org>

<sup>4</sup> FRA (2020). *A long way to go for LGBTI equality*. Luxembourg: Publications Office of the European Union.



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According to the information we gathered, only Malta, France, Portugal and Sweden have included in their compulsory teacher training programs a module or lesson on LGBTQI awareness in the Council of Europe. To fill this gap, civil society organisations in the region undertake significant efforts to provide voluntary training to teachers in collaboration with school authorities and as voluntary modules throughout their training. However, the voluntary element of the training, paired with a lack of oversight by education authorities on sex and relationship education, leaves significant gaps in the teaching of inclusive sex and relationship education.

### 3. Country files

Below, you can find a summary of the most updated information on each of the Council of Europe Member States, as well as Belarus and Kosovo. This information can be complemented with the first edition of the LGBTQI Inclusive Education Report<sup>5</sup> and with the Council of Europe SOGI Unit report on this same topic<sup>6</sup>.

#### Albania

The National Action Plan on LGBTI People 2016-2020<sup>7</sup> states that schools should ensure inclusive curricula and teacher training. However, civil society organisations report that this continues not to be correctly implemented. Article 13 of the Law on Prevention and Control of HIV/AIDS/STIs<sup>8</sup> compels the Ministry of Education and Science to include curricula and textbook regarding the prevention and control of HIV/AIDS in the national education program on sexual and reproductive health.

Within the National Strategy for Gender Equality 2016-2020, the Ministry of Education, the Municipality of Tirana and the civil society organisation 'Aleanca LGBT' began a series of workshops in public schools in March 2018.<sup>9</sup> The campaign was met with hostility from media and social media, including from public officials. The Ministry of Education consequently cancelled the program and stopped the anti-bullying activities in schools.

Although the National Action Plan on LGBTI People 2016-2020 establishes that teacher training on LGBTI awareness should be in place, this is not mandatory.

#### Andorra

Civil society organisations report that, although there are no comprehensive sexuality education curricula, the Physical and Natural sciences program includes specific contents on sexuality and sexual orientation. The national Anti-Bullying Action Plan developed in 2016 and renewed in 2018 provides awareness campaigns

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<sup>5</sup> Ávila R (2018). *LGBTQI Inclusive Education Report*. IGLYO, Brussels. Available from [https://www.education-index.org/wp-content/uploads/2018/11/Education\\_Report\\_April\\_2018-4.pdf](https://www.education-index.org/wp-content/uploads/2018/11/Education_Report_April_2018-4.pdf)

<sup>6</sup> Council of Europe (2018). *Safe at school: Education sector responses to SOGIGESC-based violence in Europe*. Strasbourg: SPDP Editorial Unit (pp. 37-43). Available from <https://rm.coe.int/prems-125718-gbr-2575-safe-at-school-a4-web/16809024f5>

<sup>7</sup> Ministry of Social Welfare and Youth of the Government of Albania, *National Action Plan on LGBTI people in the Republic of Albania 2016-2020*. Tirana, October 2016.

<sup>8</sup> *Law Nr. 9952 on the Prevention and Control of HIV/ AIDS/STIs*, Official Journal of the Republic of Albania, 14 July 2008. [https://www.ilo.org/dyn/natlex/natlex4.detail?p\\_isn=85323&p\\_lang=en](https://www.ilo.org/dyn/natlex/natlex4.detail?p_isn=85323&p_lang=en) [Accessed 24 February 2021]

<sup>9</sup> Ilga Europe 2019 Annual Report



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and school training to raise awareness against bullying.<sup>10</sup> Bullying based on SOGIESC is not explicitly mentioned. Civil society organisations report that it is addressed throughout the programmes.

Civil society organisations report that teacher training programs do not include mandatory components on LGBTQI-related issues.

## Armenia

The country has a sex and relationship education curriculum. While the government states that primary schools' curricula include subjects related to sexual matters and address discrimination, ECRI notes that topics related to sexual orientation and gender identity are not adequately covered in the sex education curricula.<sup>11</sup>

There is currently no mandatory teacher training on LGBTQI awareness.

## Austria

The Fundamental Decree on Sexual Pedagogy (2015)<sup>12</sup> issued by the Ministry of Education determines that inclusive sex education should be included in the program as a cross-disciplinary and be oriented by the principles of gender equality and diversity. The decree does not determine a specific number of hours dedicated to the curriculum or a detailed program. A research carried out by TGEU in 2015 indicates that LGBTQI issues were not addressed systematically in schools even though sexual Education is part of the curriculum.<sup>13</sup>

Civil society organisations report that compulsory nation-wide teacher training continues to not include specific material on discrimination.

## Azerbaijan

There is no comprehensive sex and relationship education to the best of our knowledge, and teacher training does not include LGBTQI awareness-raising.

## Belgium

The inter-federal Action Plan against homophobic and transphobic violence, first adopted in 2013 and subsequently renewed in 2018, states that schools should raise awareness on discrimination based on SOGIE.<sup>14</sup> Sex and relationship education is planned according to the action plan in different linguistic communities.

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<sup>10</sup> *Butlletí del Consell General Nr. 68/2016*, Consell General Principat d'Andorra, 14 October 2016. Available: <http://www.consellgeneral.ad/ca/newsletters/butlleti-del-consell-general/bcg-68-2016-14-octubre-2016-3> [Accessed 8 April 2018]

<sup>11</sup> European Commission against Racism and Intolerance. *ECRI Report on Armenia (fifth monitoring cycle)*. Council of Europe, Strasbourg, 2016 available at <https://rm.coe.int/fourth-report-on-armenia/16808b5539>

<sup>12</sup> Bundesministerium für Bildung und Frauen, Grundsatzentwurf Sexualpädagogik. Medieninhaber, Verleger und Herausgeber: Bundesministerium für Bildung und Frauen, Vienna, 2015

<sup>13</sup> ECRI and TGEU, *Trans specific recommendations extracted from the ECRI's reports*. European Commission against Racism and Intolerance and Transgender Europe, 2015. Available: <https://tgeu.org/wp-content/uploads/2016/07/Austria.pdf>

<sup>14</sup> *Interfederaal Actieplan Tegen Homofobie En Transfoobie Geweld*, 31 January 2013



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The Flemish community introduced mandatory Education on gender and sexuality in 2019 for first-year students in high school. The school inspectorate authorities control the correct implementation of the curricula.<sup>15</sup>

The French Community has published a teaching guide<sup>16</sup> that proposes a set of actions within the framework of extra-curricular activities. This community has an interdepartmental decree to mainstream education for relational, emotional and sexual life (EVRAS) in schools<sup>17</sup>, and the document refers to LGBTQI diversity. However, civil society organisations report that the effectiveness of this protocol is complicated to evaluate.

In the Flemish community, the compulsory teacher training does not include LGBTQI awareness. However, there are specific courses available for teachers to follow, and the civil society organisation Cavaria provides activities for teachers in collaboration with the Ministry of Education.

The French-speaking community has a mandatory course entitled ‘theoretical and practical approach to cultural diversity and the gender dimension’, which addresses LGBTQI-related issues.

## Bosnia

Civil society reports that sex and relationship education is not included in the national curricula.

## Bulgaria

Civil society organisations report that sex education is not part of the compulsory curriculum. On the other hand, civil society reports that the “anti-gender” movement has impacted the work on inclusive education, and consequently, the University of Burgas deleted gender-related courses from its curriculum.

## Croatia

The national curricula do not include a compulsory Sex and Relationship subject. Some elements of reproductive health are included in the cross-curricula topic of Health.<sup>18</sup> Within this framework, only the medical component of Sex and Relationship education is discussed, and civil society organisations report that topics such as gender identity, sexual orientation and sex characteristics are absent from the curricula.

Civil society organisation report that the teacher training curricula do not include LGBTQI awareness training.

## Cyprus

The education reform implemented in 2012 establishes that sexual orientation and gender identity should be discussed as part of compulsory education at all educational levels. In secondary Education, sexual health

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<sup>15</sup> <http://docs.vlaamsparlement.be/pfile?id=1430279>

<sup>16</sup> Et toi, t'es casé-e? [Online]. Available: <http://www.ettoites-case-e.be/outils-et-ressources-pedagogiques.php> [Accessed 8 April 2018]

<sup>17</sup> [Online]. Available: <http://gouvernement.cfwb.be/proto-col-of-agreement-between-the-french-community-walloon-and-the-community-commission-franease-of-the-r-region> [Accessed 8 April 2018]

<sup>18</sup> Ministry of Science and Education, Decision on the adoption of the curriculum for the cross-curriculum topic of Health for primary and secondary schools in the Republic of Croatia (29/1/2019) [https://narodne-novine.nn.hr/clanci/sluzbeni/2019\\_01\\_10\\_212.html](https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_10_212.html)



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topics are interdisciplinary and covered in biology and health education. Civil society organisations report that some teachers avoid discussing LGBTQI-related issues.

There is no mandatory teacher training on LGBTQI awareness. The organisation ACCEPT LGBT Cyprus co-organises a series of voluntary training for teachers on LGBTQI-related issues.

## Czech Republic

The country is currently undergoing a revision of the national curricula. There are no national education curricula, but each school creates its own School Education Plan based on a national curricular framework. Currently, sex and relationship education is taught within the cross-disciplinary subjects of “Humans and Health” and “Human and its World” at the primary education level. In secondary Education, it’s included in the subject area of “Family Education”. Due to the structure of the education system, the depth to which LGBTQI-related issues are discussed is highly dependent on each school.

There is currently no mandatory teacher training on LGBTQI awareness. The National Education Institute provides a voluntary 8-hour long training for teachers on homo-transphobia. Civil society reports that several Schools of Education university departments have programmes on this topic.

## Denmark

The education laws in Denmark rarely focus on the curriculum but instead on learning goals and objectives that schools and teachers thereafter can choose curricula to meet. The national curricula include sex and relationship education amongst educational purposes to be achieved. The broad curricula include the discussion of sexual orientation but omit the discussion of gender identity and expression and sex characteristics. The sex and relationship curricula are taught between grades 6<sup>th</sup> and 9<sup>th</sup> (ages of 12 and 16). However, since it’s up to the teacher to structure the lessons, sex and relationship education are based on the teachers’ interests. A survey showed that by the time of 7<sup>th</sup> grade, only 33% of the students had learned about different forms of sexuality.<sup>19</sup>

There is no compulsory national training curriculum for teachers in Denmark. However, teacher training programmes are required to offer courses regarding health and sexuality and family education.<sup>20</sup>

## Estonia

The country’s national curriculum<sup>21</sup> includes a sex and relationship education subject in lower and upper secondary schools. Whilst it positively refers to sexual orientation, it does not mention gender identity, gender expression or sex characteristics.

There is currently no mandatory teacher training on LGBTQI awareness.

<sup>19</sup> <https://www.uvm.dk/publikationer/2019/190118-sundheds--og-seksualundervisningen-halter-efter-i-grundskolen>

<sup>20</sup> Executive Order on the education of professor bachelors as a teacher in primary school [Denmark] Board of Higher Education, 8 September 2015. Available: <https://www.ret-sinformation.dk/Forms/R0710.aspx?id=174218> [Accessed 8 April 2018]

<sup>21</sup> *National curriculum for basic schools* [Estonia], 22 September 2011, Available: <https://www.riigiteataja.ee/en/eli/524092014014/consolide> [Accessed 8 April 2018]



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## Finland

Civil society organisations report that although the country has a national sex and relationship education curricula, it does not address sexual orientation, gender identity, gender expression or sex characteristics.

Teacher training does not include compulsory LGBTQI awareness components. Each university formulates its programmes. Training to tackle human rights education and LGBTQI topics – including teacher training – are organised by SETA, a national human rights NGO advocating LGBTQI rights in Finland<sup>22</sup>

## France

The country has compulsory sex and relationship education curricula. The Ministry of Education published guidelines establishing that sex education must be taught to opposes homophobic violence.<sup>23</sup> Civil society reports that there is no detailed curriculum.

There is currently no mandatory teacher training on LGBTQI awareness.

## Georgia

The national curricula<sup>24</sup> do not include a compulsory sex and relationship education subject.

There is furthermore no mandatory teacher training on LGBTQI awareness.

## Germany

The country does not have a national compulsory curriculum. Each state has its curriculum, and the practice regarding sex and relationship education is not consistent throughout the national territory.

The content included in the teacher training programmes is highly dependent on each state.

## Greece

The curriculum does not have any mandatory content on sexual orientation, gender identity and expression or variations in sex characteristics. Civil society organisations report that when included, the content can reinforce gender stereotypes.

There is currently no mandatory teacher training on LGBTQI awareness

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<sup>22</sup> Koulutus [Online]. Available: <http://seta.fi/koulutus> [Accessed 8 April 2018]

<sup>23</sup> *Enseignements Élémentaire Et Secondaire. Circulaire N°2003-027 L'éducation À La Sexualité Dans Les Écoles, Les Collèges Et Les Lycées* [France] 17 February 2003

<sup>24</sup> <http://www.mes.gov.ge/content.php?id=7056&lang=eng>



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## Hungary

A Ministerial Decree issued in 2017 eliminated all content related to gender, gender diversity, gender identity and sexual orientation from the curricula. According to this decree, only biological sex differences between men and women and complementary gender roles are supposed to be discussed in school.

## Iceland

The national curriculum in Iceland is general and not specific. It is up to each school to develop its programmes. The national curriculum only sets forth general guidelines.<sup>25</sup> However, six pillars of Education are identified, which are supposed to be embedded within all teaching. One of the cornerstones is equality: equality includes sex and sexual orientation. Sexual orientation is therefore considered to be included throughout teaching in elementary and secondary schools. However, there are no further guidelines on how to include it, nor is there any follow-up to ensure this is happening.

Civil society organisations report a severe lack of teaching and learning material that includes LGBTQI content in Icelandic. There is no LGBTQI awareness program as part of the compulsory teacher training.

## Ireland

The country has a national education curriculum that includes Sex and Relationship education. However, it does not include the discussion of sexual orientation, gender identity or expression and sex characteristics. The National Council for Curriculum and Assessment is currently reviewing the sex and relationship education curricula.<sup>26</sup>

There is currently no mandatory teacher training in LGBTQI awareness.

## Italy

There is no comprehensive sex and relationship education to the best of our knowledge, and teacher training does not include LGBTQI awareness-raising.

## Latvia

The current compulsory curricula do not include sex and relationship education.<sup>27</sup> The curriculum review within the framework of 'Schools 2030' does not mention sex and relationship education.<sup>28</sup>

There is currently no mandatory teacher training on LGBTQI awareness.

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<sup>25</sup> Ministry of Education, Science And Culture, The Icelandic National Curriculum Guide For Compulsory Schools With Subjects Areas. Menntaog menningarmálaráðuneyti, Reykjavík, 2014

<sup>26</sup> <https://ncca.ie/en/junior-cycle/subjects-in-development/social-personal-and-health-education-relationships-and-sexuality-education/>

<sup>27</sup> Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes <https://likumi.lv/ta/id/309597>

<sup>28</sup> School 2030 <https://skola2030.lv/lv/par-projektu>



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## Liechtenstein

There is no comprehensive sex and relationship education to the best of our knowledge, and teacher training does not include LGBTQI awareness-raising.

## Lithuania

The country has a national curriculum<sup>29</sup> that includes Sex and Relationship education. However, it does not include a discussion of SOGIESC.

There is no mandatory teacher training on LGBTQI awareness.

## Luxemburg

The country has a national education curriculum that includes a Sex and Relationship Education program. The program consists of a positive discussion and representation of sexual orientation and gender identity. Sex and Relationship Education is given each school year to students of all ages. Sex and Relationship Education manual for primary school includes the explanation that some children are born with varieties of sex characteristics and same-sex relationships as a topic and gender-neutral visual representation of children.

Throughout secondary school, students will experience a general Sex and Relationship Education each year on a different level. Specific Social Studies sections in High School and vocational education path to become an educator include more specific SOGI-related curricula in terms of sexuality and sexual orientation, social inclusion and equality principles, diversity and gender education.

There is currently no mandatory teacher training on LGBTQI awareness.

## Malta

The current guidelines of Sex and Relationship Education<sup>30</sup> are being reviewed. The country has a national curriculum that includes sex and relationship education. The curricula include a positive representation of sexual orientation and gender identity and sex characteristics. The sex and relationship education starts in year 3, at the age of 7.

Overall, the inclusion of LGBTQI issues in teacher training is limited and sporadic.

Until recently, teacher training generally involved a module addressing diversity in the classroom, which contained some input on including LGBTQI learners. The equality body delivered these sessions, and LGBTQI organisations were not informed of specific content covered. Since October 2016, the teacher training format changed considerably with the setting up of the Master in *Teaching and Learning*. This includes Social and Cultural Diversity as one of its themes.

Although this includes some LGBTQI content, it is doubtful that it sufficiently provides students with the knowledge and skills to effectively address LGBTQI issues in the classroom or broader school environment.

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<sup>29</sup> <https://www.skvc.lt/default/en/education-in-lithuania/general>

<sup>30</sup> <https://education.gov.mt/en/resources/Documents/Policy%20Documents%202014/Guidelines%20on%20Sexuality%20book-let.pdf>

Since 2018, the SOGIGESC Unit within the Human Rights Directorate has provided teacher training to the personal and career development teachers in primary and middle schools. Starting from the 2020-2021 school year, the Unit will also be targeting teachers in Secondary schools.

## Moldova

The national curricula, set within the Education Code of Moldova (224/2014),<sup>31</sup> do not include a compulsory sex and relationship education subject. However, sex and relationship education is one of the components of health education and is carried out throughout various disciplines. The modules on sex and relationship education do not include SOGIESC issues.

There is no mandatory teacher training on LGBTQI awareness in Moldova.

## Montenegro

There is currently no inclusion of SOGIESC issues in the compulsory curriculum. Civil society organisations' Centre for Civic Education' and 'LGBT Forum Progress' have created an in-depth analysis of the Montenegrin educational system about LGBTQI inclusion.<sup>32</sup> The research shows that the inclusion of human rights education within the school curriculum is relatively low, including non-discrimination based on sexual orientation and gender identity.

There is no evidence of mandatory teacher training, including LGBTQI awareness programmes.

## Netherlands

Sex and relationship education is included in the compulsory curriculum and part of the core goals for Education set by the Ministry of Education.<sup>33</sup> These core goals provide guidelines and minimum requirements for Education and the level of knowledge and skills by mentioning what students should know at the end of their school time. According to this guideline, schools must give information about sexual and gender diversity. A recent debate regarding sanctions and consequences for non-compliant schools has drawn national attention.<sup>34</sup>

Teacher training on LGBTQI awareness is not mandatory, and its implementation is not included in national guidelines

## North Macedonia

The national curricula do not include a sex and relationship education inclusive of SOGIESC issues. The teacher training curricula does not include LGBTQI awareness modules.

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<sup>31</sup> *Education Code of Moldova (224/2014)* [Republic of Moldova] 23 November 2014. Available: <http://lex.justice.md/md/355156/> [Accessed 8 April 2018]

<sup>32</sup> A. Sasa Zekivic, *Montenegrin Educational Policy and Sexual Orientation: Representatiopn of LGBT Topics in School Curricula and Textbooks*. Center for Civic Education, Podgorica, 2013. Available: <http://media.lgbtprogres.me/2011/03/LGBT-analyses-ENG-11.pdf> [Accessed 8 April 2018]

<sup>33</sup> [www.schoolveiligheid.nl/po-vo/thema/seksuele-diversiteit](http://www.schoolveiligheid.nl/po-vo/thema/seksuele-diversiteit)

<sup>34</sup> <https://www.coc.nl/jong-school/scholen-worden-verplicht-om-te-zorgen-voor-lhbt-acceptatie-in-de-klas>



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## Norway

The country does not have compulsory sex and relationship education to the best of our knowledge. However, civil society reports that issues related to sex and relationship education are included throughout the curricula. Furthermore, issues related to LGB communities and history are visible throughout the curriculum, notably in the Norwegian and English curricula.<sup>35</sup>

Civil society reports that the teacher training curricula include modules on equal opportunities and gender issues.

## Poland

There is no comprehensive sex and relationship education to the best of our knowledge, and teacher training does not include LGBTQI awareness-raising.

## Portugal

Civil society organisations report that the national curricula include compulsory Sex and Relationship Education. The SRE curricula have a positive representation of different sexual orientation but lack representation and discussion of gender identity and expression and sex characteristics. For ages between 6 to 10 years old (first six years of school), at least 6 hours in a school year are mandatory. For ages 11 and 18 (third primary and secondary level), at least 12 hours. The curricula are not an independent subject, and it is distributed within different issues along the school year, with one responsible coordinator for school or group of schools. Law n. 38/2018 on Education states that schools must adopt guidelines for the inclusion of trans and intersex students, including the use of preferred names and raising awareness on SOGIESC issues.<sup>36</sup>

Training in the civic education curriculum regarding the non-discrimination component includes LGBTQI issues in the context of discrimination. There is no specific training on SOGIESC issues.

## Romania

Although there are no comprehensive Sex and Relationship education curricula, the law on Education<sup>37</sup> stipulates that all children must benefit from sex and healthy relationship education. There is no specification on the means and methods of implementing such a directive.

There is no mandatory teacher training on LGBTQI awareness.

## Russia

There is no comprehensive sex and relationship education to the best of our knowledge, and teacher training does not include LGBTQI awareness-raising.

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<sup>35</sup> <https://journals.oslomet.no/index.php/nordiccie/article/view/2208>

<sup>36</sup> <https://dre.pt/web/guest/pesquisa/-/search/123962165/details/normal?q=Despacho+n.%C2%BA%207247%2F2019>

<sup>37</sup> Law on Education n. 1/2011, last amended in 2021



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## San Marino

There is no comprehensive sex and relationship education to the best of our knowledge, and teacher training does not include LGBTQI awareness-raising.

## Serbia

There is no comprehensive sex and relationship education. Civil society organisations report that in 2014 several schools attempted to introduce sex and relationship education, but the government halted these efforts. Teacher training does not include LGBTQI awareness-raising.

## Slovak Republic

The national educational framework contains an inter-subject non-compulsory course (Education to Marriage and Parenthood) that includes sex and relationship education elements. While there is a curriculum for the inter-subject, it is not taught via one single school subject but is part of other subjects such as Biology, Ethics and Religion. Generally, schools can choose to include Education to Marriage and Parenthood within their Biology, Ethics or Religion classes. When it comes to the Ethics curriculum, the topics of sexual orientation, gender identity and sex characters have been present in a general and neutral way for public secondary schools. In 2019, the Ethics curriculum was updated for secondary vocational schools. It now contains the topic of “diversity and sexual orientation”, whereby the students discuss “the acceptance of difference in beliefs, sexual orientation, traditions and culture”.<sup>38</sup> Nevertheless, there is evidence that the Religion curriculum is predominantly heteronormative and dismissive of LGBTIQ identities.<sup>39</sup>

Teacher training does not include LGBTQI awareness modules.

## Slovenia

There is no comprehensive sex and relationship education to the best of our knowledge, and teacher training does not include LGBTQI awareness-raising.

## Spain

The curriculum in Spain varies from school to school. Some regional governments have implemented anti-discrimination laws or policies in the education curriculum, stating that school content should include LGBTQI people. More specifically, Andalusia has become a national and international role model due to the Action Protocol’s production on Gender Identity in Andalusia’s Education System, which is notable for addressing trans realities in schools in a detailed, comprehensive and pathologising manner. Catalonia also has a Law to grant the rights of LGBTI people and to eradicate homophobia, biphobia and transphobia. It contains measures that school must implement to be inclusive (such as inclusive education curricula). Extremadura has approved a Law of social equality for LGBTI people and public policies against discrimination on the grounds of sexual orientation and gender identity in the Autonomous Community of Extremadura, which includes a specific chapter on measures to be taken in the educational environment. The Canary Islands’ Board

<sup>38</sup> [https://siov.sk/wp-content/uploads/2019/02/eticka\\_vychova\\_-SOV.pdf?fbclid=IwAR1iE8Hjz6gRcqAWC4cgQPEW-IP713Um-LEYofCvOK2xZH0XS93h5X0PYFIU](https://siov.sk/wp-content/uploads/2019/02/eticka_vychova_-SOV.pdf?fbclid=IwAR1iE8Hjz6gRcqAWC4cgQPEW-IP713Um-LEYofCvOK2xZH0XS93h5X0PYFIU)

<sup>39</sup> [https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/nabozenska\\_vychova\\_nabozenstvo\\_evanjelicka\\_cirkev\\_g\\_4\\_5\\_r.pdf](https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/nabozenska_vychova_nabozenstvo_evanjelicka_cirkev_g_4_5_r.pdf)



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of Education has transversally incorporated the prevention and identification of homophobic and transphobic bullying into all its courses of action, producing a teachers' Equality Accreditation. The Basque Country's government considers Education as one of the areas for priority action and proposes various specific measures for the educational environment.

There is currently no mandatory teacher training on LGBTQI awareness.

## Sweden

Sex and relationship education is part of cross-subject curricula placed under the responsibility of the headteacher.<sup>40</sup> The curriculum is organised in gender-neutral terms, allowing students to explore and discuss sexuality, gender identity and sexual orientation comprehensively. LGBTQI contents tend to be included in the discussions and comprehensive explanations. The curriculum also discusses gender roles and gender patterns across a wide range of subjects. The syllabus also provides information about human puberty, sexuality, questions concerning identity, relationships, love and biology.

Compulsory teacher training incorporates a module on norm-critical approaches, which explicitly addresses the inclusion of LGBTQI people in the classroom. The National Agency teaches the module for Education.

## Switzerland

The curriculum is highly dependent on each canton and municipality. The core curriculum for the French-speaking cantons, for example, does not include comprehensive sex and relationship education. There is, therefore, no consistent practice regarding the implementation of inclusive sex and relationship education.

There is currently no mandatory teacher training on LGBTQI awareness.

## Turkey

There is no comprehensive sex and relationship education. The government has halted efforts by schools to introduce sex and relationship education programmes.

Teacher training does not include LGBTQI awareness-raising.

## Ukraine

Sex and relationship education is not included in the compulsory curriculum.

There is currently no mandatory teacher training on LGBTQI awareness.

## United Kingdom

In 2019 a Directive was published introducing new regulations for teaching sex and relationship education in England, mandating the inclusion of LGBTQI issues in the existing curricula.<sup>41</sup>

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<sup>40</sup> <https://www.skolverket.se/download/18.31c292d516e7445866a218f/1576654682907/pdf3984.pdf>

<sup>41</sup> <https://www.stonewall.org.uk/lgbt-inclusive-education-everything-you-need-know>



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The Welsh education system has undergone a review of sex and relationship education, and new LGBT-inclusive curricula will be implemented from 2022. The Scottish government has announced new curricula for LGBT-inclusive sex and relationship education.<sup>42</sup> Civil society organisations report that although Northern Ireland has some guidelines regarding the inclusion of LGBT-related content in sex and relationship education, this is not monitored, and as a result, many schools fail to implement the curricula.

There is currently no mandatory teacher training on LGBTQI awareness

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<sup>42</sup> <https://www.gov.scot/publications/lgbti-inclusive-education-working-group-report/pages/3/>



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