



INTEGRATING LGBTQI+ CONSIDERATIONS INTO EDUCATION PROGRAMMING



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TERMINOLOGY/ACRONYMS

“**Educators**” refers to all education professionals and paraprofessionals working in educational settings, from pre-primary through higher education, including principals or other heads of a school, teachers, faculty, other professional instructional staff (e.g. staff involved in curriculum development, staff development, or operating library, media and computer centers), pupil support services staff (e.g. guidance counselors, nurses, speech pathologists, etc.), other administrators (e.g. assistant principals, deans, discipline specialists.), and paraprofessionals (e.g. assistant teachers, instructional aides).

“**Equity**” is the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment. Furthermore, equity addresses the specific and proportionate needs of certain persons or populations to attain fair and just treatment and outcomes, as opposed to equality, which emphasizes the same or equal treatment for all persons or groups regardless of specific circumstances or needs.

“**GSM**” is an acronym that stands for **gender and sexual minorities**. It is an umbrella term that refers to *all* people who are minorities based on their sexual orientation, gender identity and/or expression, and/or sex characteristics. LGBTQI+ people are GSM: Lesbian, gay, and bisexual people are minorities based on their sexual orientation; transgender people are minorities based on their gender identity and/or expression; and intersex people are minorities based on their sex characteristics.

It is important to note that while all LGBTQI+ people are GSM, not all GSM identify with or use the term LGBTQI+. GSM may describe themselves in a variety of ways depending on culture, language, and local context. Examples include “men who have sex with men” (MSM), “women who have sex with women” (WSW), non-binary people, and specific populations that do not neatly fit into the LGBTQI+ label (some people who are considered “third-gender” but don’t necessarily fit under LGBTQI+ are referred to as “hijra” in India, “khawaja sarra” in Pakistan, “waria” in Indonesia, and “fa’afafine” in Samoa).

USAID uses the term “LGBTQI+” for consistency with the U.S. Government. That said, USAID’s programming aims to support all GSM (including those who do not use or identify with the LGBTQI+ label).

“**LGBTQI+**” is an acronym that stands for lesbian, gay, bisexual, transgender, queer, intersex, and other people of diverse genders and sexualities. Variations of this acronym (that add or drop letters, like A for “asexual”) exist as well.

“**Lesbian**” refers to women who are emotionally and romantically attracted to other women.

“**Gay**” refers to men who are emotionally and romantically attracted to men, and is often used as an umbrella term for all people who experience same-sex attraction.

“Bisexual” refers to individuals who are emotionally and romantically attracted to both men and women.

“Transgender” is an umbrella term that refers to all people whose gender identity (a person’s deeply felt internal and individual experience of gender based on societal expectations) differs from their biological sex (chromosomal, hormonal, and anatomical characteristics used to classify an individual as female, male, or intersex). The best way to explain this is through an example. Let’s say a baby is born and the doctor looks at the baby’s body and says, “It’s a girl.” In this case, we say the individual was “assigned female at birth.” However, as that baby grows into an infant, child, adolescent, and adult they realize that even though they might have female-typical body parts on the outside, on the inside they identify as a man - and that their thoughts, emotions, and feelings are those of a man. This is an example of a transgender man. Sometimes transgender people take steps to align their external appearance with their gender identity. Note that **“cisgender”** refers to a person whose gender identity is the same as their sex assigned at birth (i.e., not a transgender person).

“Queer” is an umbrella term that is used by some people to refer to identities within the broad spectrum of sexual orientations and gender identities and expressions that are considered outside of the mainstream, typically meaning non-heterosexual and/or not cisgender. Historically the term was used as a slur against LGBT people, but it has been reclaimed by the LGBTQI+ community. However, some people may still find the term offensive. “Queer” now has particular relevance for individuals who reject binary definitions of male/female, gay/straight, masculine/feminine, and any other type of identity label (usually related to sexual and gender identity).

“Intersex” refers to people whose biological sex does not fit the typical definitions of male or female. For example, some people are born with external organs that are typical of males but internal organs that are typical of females - or vice versa; anatomy that appears to be in-between typical male and female anatomy; or chromosomes that aren’t typical of either male or female.

“Inclusive Development” is the concept that every person, regardless of identity, is instrumental in the transformation of their own societies and their inclusion throughout the development process leads to better outcomes.

“School-Related Gender-Based Violence” refers to acts or threats of physical, sexual, or psychological violence or abuse that are based on gendered stereotypes or that target students on the basis of their sex, sexuality, or gender identities. School-related gender-based violence reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and other forms of non-sexual intimidation or abuse such as verbal harassment or exploitative labor in schools.

“SOGIESC” is an acronym that stands for sexual orientation, gender identity, gender expression, and sex characteristics. Variations of this acronym (that drop letters) exist as well.

“Sexual orientation” is about who a person is attracted to physically, spiritually, and emotionally. Categories include heterosexual, bisexual, and homosexual.

“Gender identity” is a person’s deeply felt internal and individual experience of gender. Examples are that a person could identify with the societal role of a woman, a man, or neither.

“Gender expression” is about how a person demonstrates their gender through, for example, the way they act, dress, behave, and interact socially. Examples include being feminine, masculine, or neither.

“Sex characteristics” refers to the chromosomal, hormonal, and anatomical characteristics used to classify an individual as female, male, or intersex.

PART I: INTRODUCTION

PURPOSE

The purpose of this document is to support USAID’s staff working in the education sector to integrate lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI+¹) considerations into programming and across the Program Cycle. It is based on desktop research on international standards and the efforts of other development organizations, and interviews with development professionals working in the sector.

This document identifies some of the challenges and obstacles that LGBTQI+ individuals can face in the education sector, provides approaches that can be used to integrate LGBTQI+ considerations into the education sector, and highlights best practices and several programmatic examples from USAID Missions.

BACKGROUND

INCLUSION AND INCLUSIVE DEVELOPMENT

Inclusion is one of USAID’s core values. USAID promotes a nondiscriminatory and inclusive approach to development that ensures that all people – including those who face discrimination and thus may have limited access to a country’s benefits, legal protections, or social participation – are fully included and can participate in and benefit from development processes and activities.

Inclusive development is the concept that every person, regardless of identity, is instrumental in the transformation of their own societies. A growing body of evidence demonstrates that an inclusive development approach leads to better development outcomes.²

OVERVIEW OF LGBTQI+ ISSUES

Violence, discrimination, [stigma](#), and [criminalization](#) negatively affect the lives of millions of LGBTQI+ people around the world and contribute to poverty. LGBTQI+ people face criminalization in approximately 70 countries – several of which can impose the death penalty – and anti-LGBTQI+ violence can be life-threatening. Access to essential services such as education and health is often denied to LGBTQI+ people.

USAID works to help protect LGBTQI+ people in developing countries from violence, discrimination, stigma, and criminalization. As noted in the [LGBT Vision for Action](#), USAID’s vision is a world in which the human rights of LGBTQI+ persons are respected and they are able to live with dignity, free from discrimination, persecution, and violence. In this world, the human rights of LGBTQI+ persons are upheld; they are able to participate fully in democratic decision-making in their households, communities and countries; they have equal access to sustainable livelihoods, economic assets, and resources; and they are not barred from accessing the education, health, and

¹ “LGBTQI+” is the acronym currently used by the U.S. Government. Variations of this acronym (that add or drop letters, like A for “asexual”) exist as well. This document tends to use “LGBTQI+” though occasionally uses other acronyms to refer to documents or when referencing some data/studies that use other versions of the acronym.

² ADS 201 - Suggested Approaches for Integrating Inclusive Development Across the Program Cycle in Mission Operations. https://usaidlearninglab.org/sites/default/files/resource/files/additional_help_for_ads_201_inclusive_development_180726_final_r.pdf

other services that are enjoyed by their fellow citizens and that are essential for personal wellbeing and growth.

The most recent research indicates that LGBTQI+ people and gender and sexual minorities (GSM) broadly make up approximately 3-5% of the global population, and that they exist in every country and are part of every religion, culture, and society.³ Using this estimate, there are between 180-300 million LGBTQI+ people living in countries where USAID has programming. Often – due to the violence, discrimination, stigma, and criminalization they face – LGBTQI+ people are an “invisible population” and have a limited ability to access essential services and participate fully in development programs.

Despite the extremely difficult realities LGBTQI+ people face, there are brave, smart, strategic, passionate, and resilient LGBTQI+ leaders and civil society organizations (CSOs) in nearly every country who work tirelessly to protect LGBTQI+ people from violence, discrimination, stigma, and criminalization. It is due to their efforts that meaningful change is possible.

It is worth noting that LGBTQI+ individuals are not a homogenous group, and different sub-populations may face different challenges in education settings. USAID recognizes that there is significant diversity among LGBTQI+ people. While many LGBTQI+ people face common barriers and issues in the education sector, certain sub-populations (i.e., lesbians, transgender people, LGBTQI+ persons with disabilities, LGBTQI+ members of ethnic or religious minorities) may face specific barriers and issues. Data on the experiences and needs of specific LGBTQI+ sub-populations is very limited, and as a result this document does not attempt to identify and propose ways to address all issues faced by all sub-populations of the broader LGBTQI+ population.

DEVELOPMENT AND REALIZATION OF ONE'S SEXUAL ORIENTATION AND GENDER IDENTITY

The development and realization of one's sexual orientation and gender identity is a process, rather than a singular event. This implies that self-identification of sexual orientation and gender identity may change over time and may not be congruent, and young people may need varying levels of support, space, and attention during this process. Research shows that LGBTQI+ people tend to become aware of their sexual orientation and gender identity early in life, typically during their adolescence, but sharing that identity with others may come later in life.

In 2013 the Pew Research Center asked Americans who identify as LGB how old they were when they first realized they might not be straight or heterosexual. The median age respondents said they were first aware of their sexual orientation was 12 years old, (although there were meaningful differences within and between sub-groups). Gay men reported that they realized at around age 10 that they might not be heterosexual (with 38% of respondents stating they were aware of their orientation before the age of 10). For both lesbians and bisexual respondents, the median age was 13. After realizing their sexual orientation, it took some time for most people to share that

³ To date there has not been a definitive/fully conclusive study on the proportion of the global population that is LGBTQI+/GSM. The best and most recent country-, region-, and global-level studies show population ranges of 1.2-6.8%, with the vast majority clustering in the 3-5% range. Issues that undermine this research and data collection include safety/security concerns that can impact an individual's willingness to identify as LGBTQI+/GSM on a survey, and culture/language-specific terminology that can influence how people from different parts of the world respond to survey questions.

information with others. The average age for “coming out” to friends and family among the respondents was 18 for gay men, 21 for lesbian women, and 20 for bisexual people (Pew 2013). Research examining sexual identity among ethnically diverse sexual-minority adolescents in the USA suggests that the process may differ as adolescents navigate both ethnic and sexual orientation identities (Institute of Medicine 2011). Indeed, these individuals may possess unique challenges or different experiences than individuals from a country's majority ethnic, religious, or other identity group.

While the above Pew study's sample of transgender respondents was too small to provide accurate data, it appears that some people may be aware that their gender identity is different from their peers as early as ages 3-5 (The Atlantic). According to The American Academy of Pediatrics, while children may start to notice that their gender identity is “different” around age 6, many do not come to a full awareness until they are teens or adulthood. Additional research indicates that a relatively small percentage of gender variant children may develop adult transgender identity (Institute of Medicine 2011), thereby suggesting the importance of creating an open, welcoming, and safe space for exploration of self-identification.

THE INTERSECTION OF EDUCATION AND LGBTQI+ ISSUES

LGBTQI+ students and educators in developing countries can face violence, discrimination, and stigma in the education sector. This can cause LGBTQI+ students to obtain lower educational outcomes and face reduced job and growth opportunities over the course of their lifetimes. It can also cause LGBTQI+ educators to suffer loss of employment or worse.

LGBTQI+ students may face many challenges that can undermine their educational experience and outcomes. For example, LGBTQI+ students may be denied school enrollment. In Serbia, “feminine boys” (perceived as being gay) were at least three times more likely to be refused enrollment in primary schools compared to boys not perceived to be feminine (Koehler, 2018). Additionally, students who identify as LGBTQI+ or who are perceived to be LGBTQI+ are more likely than their peers to experience harassment; be subjected to verbal, sexual, physical abuse, and other forms of trauma; and be victims of school-related gender-based violence including, but not limited to, bullying (World Bank 2019, GLSEN 2017). According to a study, LGBTQI+ students experience discrimination from peers (29.8%), from their family (51.2%), and within their schools (61.2%) (UNESCO 2016).

Due to anti-LGBTQI+ stigma, LGBTQI+ students often do not have the support of educators to help address anti-LGBTQI+ violence or bullying. LGBTQI+ students are more likely to feel unsafe at school and therefore avoid school activities, drop out of school, and underperform academically compared to their peers (OHCHR, 2019). Relatedly, LGBTQI+ students are more likely than their peers to suffer from depression and are more likely to drop out of school and become homeless (Ragg, 2006), and they are two to three times more likely than their peers to attempt suicide (Gibson, 1989).

Moreover, anti-LGBTQI+ discrimination in education settings can result in LGBTQI+ students having higher absentee and dropout rates, attaining lower learning outcomes, experiencing mental and physical health problems, and underinvesting in their own education. A World Bank study showed higher drop-out, suicide, and homelessness rates among LGBTQI+ students globally (Cortez, 2019).

In some countries, academic transcripts contain gender markers that are unable to be updated or changed, forcing transgender students to continue to use transcripts with gender markers that do not reflect their lived gender. This can unintentionally “out” transgender people and in some instances discredit or cause lack of recognition of academic achievements.

LGBTQI+ educators may also face discrimination in educational settings. An Australian study from 2018 showed that 43% of educators who identified as LGBTQI+ reported harassment or discrimination in the workplace (Ullman 2018). In the United States, educators in 28 states have limited legal protection and can lose their jobs due to their sexual orientation/gender identity (Wright 2019). While the challenges facing students are frequently discussed, the obstacles faced by LGBTQI+ educators around the world should not be overlooked.

USAID supports quality, inclusive, equitable education by fostering a culture of safety, respect, and belonging in school. These attributes are reflected in the two principal objectives stated in the [U.S. Government Strategy on International Basic Education for Fiscal Years 2019-2023](#): 1) improve learning outcomes; and 2) expand access to quality basic education for all, particularly marginalized and vulnerable populations. [USAID’s Education Policy](#), notes as a priority that *“Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.”*

[USAID’s Education Policy](#) further supports partner country education systems in enabling all children and youth to acquire the education and skills needed to be productive members of society. Promoting equity and inclusion is a key principle of the Policy and reflects USAID’s commitment to reach marginalized populations. Specifically, USAID has outlined the following priority area for programming and investment: “Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being.”

Efforts to improve the learning outcomes and expand access to quality, equitable, and inclusive education of LGBTQI+ students across the education continuum directly support the U.S. Government Strategy on International Basic Education and USAID Education Policy.

USAID’s position is that every student, no matter their sexual orientation or gender identity/expression, should have equal access to quality, equitable, and inclusive education without fear of violence, discrimination, or stigma. USAID can create stronger, more inclusive education programming by carefully taking into consideration the discrimination and barriers faced by LGBTQI+ students and educators and designing programs that remove or mitigate such barriers.

PART 2: APPROACHES FOR LGBTQI+ INCLUSION

USAID'S COMMITMENT TO LGBTQI+ INCLUSION

USAID is committed to inclusive development. In 2014 USAID released its [LGBT Vision for Action](#), a document that reflects USAID's commitment to protect LGBTQI+ people from violence, discrimination, stigma, and criminalization and to advance their human rights. The LGBT Vision for Action establishes the following engagement objectives: 1) to account for country and cultural context, 2) to ensure openness and safety for dialogue, 3) to integrate LGBTQI+ issues into USAID's work, 4) to support LGBTQI+ communities, and 5) to build partnerships and create allies and champions.

USAID has a long history of advancing human rights through support and assistance to marginalized populations. USAID supports the human rights of LGBTQI+ people in particular through the integration of inclusion and nondiscrimination principles into USAID's policies and programming, and through programs that specifically address anti-LGBTQI+ violence, discrimination, stigma, and criminalization.⁴

GUIDING PRINCIPLES

When working on LGBTQI+ issues USAID follows two guiding principles: "do no harm" and "do nothing about them without them."

1. **"Do no harm"** means taking measures to ensure that USAID's efforts do not put LGBTQI+ individuals or groups at increased risk of harm or raise their public profile in a way that could lead to backlash. This principle is especially important when working in contexts in which LGBTQI+ people are subjected to violence, discrimination, stigma, and/or criminalization. "Do no harm" does *not* mean "do nothing." Instead, it means that USAID should take into consideration the safety and security concerns of the beneficiaries that USAID seeks to support. Examples of the "Do no harm" principle include holding meetings with LGBTQI+ stakeholders in safe/secure settings, not sharing/using the names or photographs of LGBTQI+ beneficiaries or groups, ensuring good digital and technical hygiene⁵, utilizing marking and branding exemptions for LGBTQI+-related activities, and [training implementing partners engaging on LGBTQI+ issues on how to ensure safety/security for both staff and beneficiaries](#).
2. **"Do nothing about them without them"** means that USAID should consult with LGBTQI+ individuals and groups before and throughout any engagement designed to

⁴ While this document focuses on integrating LGBTQI+ considerations into broader programming, USAID's approach to LGBTQI+-specific programs includes 1) data collection/research to influence policy, 2) social/behavior change communications to reduce stigma, 3) country-level projects to respond to real-time needs, and 4) emergency response. More information can be found here: <https://www.usaid.gov/LGBTQI>

⁵ This includes, but is not limited to, password protecting and maintaining control of electronic devices; encrypting and password protecting attachments sent via e-mail; carefully considering who receives emails/documents related to LGBTQI+ issues; and advising LGBTQI+ individuals and organizations to use two-factor authentication, disable geo-location tagging, and increase privacy settings on social media/digital accounts.

support them. Instead of holding preconceived notions of what is needed or advancing a pre-set agenda, USAID should see itself as an ally to local groups and should seek to support their efforts. In practice, this means that USAID should engage in a thoughtful and continuous process of stakeholder consultations with a diverse array of LGBTQI+ individuals and groups to understand their needs, priorities, concerns, and guidance. These stakeholder consultations enhance the effectiveness of our engagement and reinforce the principle of “Do no harm.” Examples of following the “Do nothing about them without them” principle include only making public statements on LGBTQI+ issues when local groups support it, asking a wide array of LGBTQI+ groups what type of USAID support would be most helpful and proceeding accordingly, and checking in with LGBTQI+ groups and individuals throughout project implementation to ensure that our efforts are being helpful and effective.

STAKEHOLDER CONSULTATIONS

The principles of “do no harm” and “do nothing about them without them” should inform LGBTQI+ integration efforts. Often the most effective way to identify where and how LGBTQI+ integration would be most effective, safe, and welcome is to speak with local LGBTQI+ groups/stakeholders and ask them what they see as the priorities and needs for LGBTQI+ integration in a given sector.

Consult with local LGBTQI+ CSOs⁶, leaders, and members in a broad and inclusive manner to ensure that 1) USAID understands local priorities and needs, 2) USAID’s efforts do not raise the risk of harm or backlash, and 3) USAID’s support is welcomed by local groups and designed to be most effective. Meaningful engagement with these local LGBTQI+ stakeholders often requires building rapport and trust, which can take time and commitment. Establishing and nurturing trusting relationships with local LGBTQI+ stakeholders helps USAID understand the local context and can lead to better long-term partnership and collaboration opportunities.

LGBTQI+ stakeholder engagements should be conducted in a safe and secure manner. As with other populations that experience high incidence of trauma, engagement should also be trauma-informed, meaning that it is sensitive to safety and security concerns and mitigates the risk of unintentionally triggering or exacerbating the emotional effects of trauma that the LGBTQI+ stakeholders may have experienced. Throughout the consultation process carefully manage stakeholder expectations (i.e., do not promise or lead groups to expect funding or programming). Also, make it clear that USAID aims to address local needs and support local priorities.

⁶ There are several ways to get in touch with local LGBTQI+ CSOs. Each Mission should have an LGBTQI+ focal point who should be familiar with local LGBTQI+ CSOs working in-country. You can also contact Anthony Cotton (acotton@usaid.gov), USAID’s LGBTQI+ Coordinator, or Stephen Leonelli (sleonelli@usaid.gov), USAID’s LGBTQI+ Program Analyst, who may be able to connect you with local LGBTQI+ CSOs. Also, several implementing partners and international organizations such as the Astraea Foundation (info@astraeafoundation.org), Outright Action International (hello@outrightinternational.org), and the International Lesbian, Gay, Bisexual, Trans and Intersex Association (info@ilga.org) may be willing to connect you with LGBTQI+ CSO contacts.

PART 3: HOW TO INTEGRATE LGBTQI+ CONSIDERATIONS IN EDUCATION PROGRAMMING

CHALLENGES/ISSUES

There are many challenges to advancing LGBTQI+ inclusion in the education sector. LGBTQI+ students at all levels may face extra challenges not faced by their heterosexual and cisgender peers. These include:

- **Violence, discrimination, and stigma**
 - LGBTQI+ students may be subject to higher levels of school-related gender-based violence (SRGBV)⁷, discrimination, harassment, and stigma based on real or perceived sexual orientation or gender identity.
 - Violence, discrimination, and stigma may be perpetuated by peers and/or by educators, administrators, staff, sports teams coaches, and parents.
 - Students who suffer from violence, discrimination, and stigma based on sexual orientation and gender identity/expression are often penalized, targeted, and/or scrutinized when incidents are reported. Rather than penalize or hold perpetrators accountable, survivors may be expelled or otherwise penalized and given insufficient support.
 - In many countries, consensual same-sex sexual acts are criminalized, non-normative gender expression is criminalized, and/or dissemination of information related to the diversity of sexual orientations and gender identities and expressions is criminalized. In these contexts, LGBTQI+ students and LGBTQI+ educators are likely vulnerable to increased violence, discrimination, and stigma.
- **Bullying**
 - Students who identify as or who are perceived as LGBTQI+ report higher prevalence of bullying than their peers, feel unsafe at school, and are more likely to drop out of school (UNESCO 2016).
 - A [UNESCO report](#) found that more than half of LGBTQI+ students reported bullying based on their actual or perceived sexual orientation or gender identity/expression in the countries surveyed, including Chile (68%), Guatemala (53%), Mexico (61%), and Peru (66%).
 - A survey of 2,500 teachers in the U.S. found that teachers were less comfortable intervening to stop or prevent bullying based on sexual orientation and gender identity than with bullying based on race, ability, and religion (Minero, 2018).
- **Curriculums where LGBTQI+ issues are invisible or demonized**

⁷ SRGBV is defined as acts or threats of physical, sexual, or psychological violence or abuse that are based on gendered stereotypes or that target students on the basis of their sex, sexuality, or gender identities. SRGBV reinforces gender roles and perpetuates gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and other forms of non-sexual intimidation or abuse such as verbal harassment or exploitative labor in schools.

- Students may be learning from curriculums that have little or no representation of LGBTQI+ individuals or reference to LGBTQI+ issues.
 - Students may be learning from a curriculum that portrays LGBTQI+ individuals or issues in a negative or highly stereotypical manner.
 - Sexual health curricula widely ignore or contain inaccurate information regarding the sexual health of LGBTQI+ people, leading to a lack of informed sexual health decision-making by LGBTQI+ youth.
- **Educators who don't understand, are unprepared, or are biased against LGBTQI+ individuals**
 - Educator training may not cover LGBTQI+ inclusion; as a result, educators may not understand or be prepared to provide support on the issues/challenges faced by LGBTQI+ students.
 - Some educators may be biased or judgmental against LGBTQI+ students, and may not be able to create an inclusive environment or provide support for LGBTQI+ students (i.e. educators whose personal or religious beliefs do not support LGBTQI+ inclusion, educators who believe LGBTQI+ inclusion is not an appropriate subject).
 - A study in India and Bangladesh found that 50% of LGBTQI+ students experienced harassment from students *or teachers* in school or college (UNESCO 2012).
- **Educators who may experience stigma, discrimination, or violence based on their sexual orientation or gender identity.**
 - Most research on LGBTQI+ issues in education overlooks or only briefly mentions the experiences of educators who identify as LGBTQI+. That said, LGBTQI+ educators may feel pressure (i.e., from society, due to local laws, or based on direct statements from peers/supervisors) to remain closeted about their identity, which can result in anxiety (Gray, 2016).
 - In many countries LGBTQI+ educators may be fired or forced to resign if their sexual orientation and/or gender identity is made known.
- **An unsafe learning environment**
 - Educators may fail to act in response to violence and/or bullying rooted in discrimination based on perceived or actual sexual orientation or gender identity.
 - Few schools (including higher education institutions) collect data on the nature, prevalence, or impact of anti-LGBTQI+ violence in schools, which contributes to low awareness of the problem and a lack of evidence for planning effective responses.
- **Lack of Access to Facilities**
 - Educators may be unable to properly accommodate transgender students in their use of restroom facilities and/or changing room facilities.
 - Transgender students may be required to use single-use bathrooms, which can isolate or marginalize them, and expose them to bullying and/or harassment.

- **Lack of support for LGBTQI+ students**
 - Students exposed to anti-LGBTQI+ bullying or violence may lack access to support systems.
 - Some LGBTQI+ students who have been bullied may turn to educators for support only to find the educators themselves are unsupportive or biased.
 - Prescriptive dress codes based on sex assigned at birth may marginalize and isolate transgender students. Laws, policies, and practices that prohibit students from dressing or presenting themselves in a way that enables gender expression can cause considerable anxiety among LGBTQI+ youth.

- **Suspension/expulsion from school**
 - Discrimination is often reflected in disciplinary policies and procedures. Marginalized learners, like LGBTQI+ learners, may be unfairly and disproportionately disciplined, suspended, or expelled.
 - There have been incidents in the U.S. and across the globe of LGBTQI+ students facing unwarranted discipline or expulsion because of their real or perceived sexual orientation or gender identity.
 - Multiple studies have shown LGBTQI+ youth are suspended from school at roughly twice the rate of heterosexual and cisgender children (O'Malley, 2018).

BEST PRACTICES FOR LGBTQI+ INCLUSION IN EDUCATION

When designing LGBTQI+-inclusive education programs, consider encouraging USAID's implementing partners to incorporate some of the following strategies in programs. Not all of these strategies will be relevant or appropriate in every country-context, and that strategies should only be implemented when they will not cause additional harm to beneficiaries. Additionally, some of the potential strategies may be more or less relevant in different levels of the education continuum (i.e., pre-primary, primary, lower secondary, upper secondary, higher education, workforce development). Any strategy should be tailored to both the local context and be deployed in a manner that is appropriate for the age and development of the learners.

- I. **Promote the concepts of diversity, inclusion, and respect.** Educators can help students understand and accept the diversity of humanity (i.e., in race, religion, sex, age, sexual orientation, identity, ability, socioeconomic status, etc.) and promote inclusion and respect of all people, in celebration of differences. School curricula, events, and discussions can reinforce these concepts and encourage students to challenge stereotypes and assumptions they make about people based on their differences.

Examples of how to promote diversity, inclusion and respect for younger learners from “Ready, Set Respect” (GLSEN 2016):

- Expand students’ knowledge of diversity by exposing them to diverse role models through literature, lessons, and classroom guests.
- Intervene when students make negative comments about how another student looks, acts, or is different.
- Ensure that analogies, examples, and word problems contain a diversity of individuals (i.e., persons with disabilities, people with different family structures, members of different ethnic and religious groups).
- In choice activity time, ensure that students are not forced to segregate themselves by gender, race, religion, or other form of identity.

2. **Address school-related gender-based violence, including harassment, bullying, and victimization.** Track anti-LGBTQI+ bullying in school and education settings to understand the full extent, nature, and impact of the problem. Provide educators with guidance and skills on what to do if they witness, suspect, or are informed about incidents of social stigma and anti-LGBTQI+ bullying. Establish procedures to report violence and abuse. Develop a safe space where students can report bullying. See this [UNESCO report](#) or the [UNGEI Resource Page](#) for more best practices to combat anti-LGBTQI+ bullying.

The concept of creating “safe spaces” for LGBTQI+ students is born out of the recognition that although we can never ensure that an education institution is going to be “safe” and affirming one hundred percent of the time, the existence of a group, community, or place that is intentionally working to support LGBTQI+ people will help reduce fear and promote inclusion. Generally speaking, “safe spaces” include:

- Training for supportive adults (teachers, administrators, or other staff) regarding the unique challenges and needs for LGBTQI+ students.
- An image, icon, or other emblem to designate an office space, classroom, group, or individual as supportive to students.
- Resources to share with students and educators on LGBTQI+ topics.

For more information, see GLSEN’s Safe Space Toolkit and GSA Network’s Advisor Handbook - both linked in the References section.

3. **Provide inclusion-focused professional development programs for educators.** In both pre-service and in-service training programs, train educators to understand the issues facing LGBTQI+ students and provide them with appropriate support. These programs should provide educators with an understanding of the diverse issues facing LGBTQI+ students, and strategies to support their safety and full participation in school.
4. **Teach/use preferred and inclusive terminology.** Promote awareness of terminology preferred by LGBTQI+ students and educators- and explain which terms are considered offensive or inappropriate for a school setting. Train educators and students regarding how to ask about the name and pronouns (i.e., she/her/hers; he/him/his; they/them/theirs) an individual uses. Where appropriate, encourage education institutions to consider updating forms that reference students’ parents to use “parent/parent” or “parent/guardian” as

opposed to “mother/father” (which would not be accurate for students with same-sex parents).⁸ Train educators to model the use of inclusive language (i.e., names, pronouns, descriptors) appropriately in school settings.

5. **Promote antidiscrimination laws or policies applicable to education or workforce development.** This can be done at a number of different levels. It may involve explicitly addressing discrimination within the school and educational settings by establishing policies that prohibit discrimination on the grounds of actual or perceived sexual orientation or gender identity. This could also include working at the sub-national or national level to advance policies or legislation that prevent discrimination in education based on sexual orientation and gender identity.
6. **Create an inclusive curriculum and learning material.** Encourage removal of books and content from curricula that negatively stereotype or demonize LGBTQI+ people. Where appropriate, work with host country government partners to create learning material (and images in classrooms and hallways) which reflects a diversity of individuals and family structures, and support host country counterparts to see the benefits of inclusivity. Where appropriate and relevant, consider including examples of openly LGBTQI+ individuals from the host country/region in the curriculum (note: do this only with the consent of the individuals).
7. **Ensure that information related to self-identification, general health, sexual health, relationships, and family formation is inclusive of LGBTQI+ people and identities.** Information on diverse sexual orientations and gender identities should be included in sex education and family formation curriculums. When sexuality, gender development, and sexual health is taught, educators should endeavor to include content on LGBTQI+ people, diversity, and consent⁹. This content should not be treated separately (or on a different timeline) from other content. All content related to self-identification, sexual health, relationships, and family formation should be presented in a manner and level of detail that is appropriate for the age of the learners.
8. **Make schools safe for all.** Identify unsafe areas and consider how schools can be made safer outside the classroom, for example, in corridors, outlying areas, sports facilities, and during break times. Develop a system for monitoring all areas of the school where bullying and violence has taken place. Ensure that counselors, teachers, and other supervisors are sensitively enquiring about violence, stigma, and discrimination experienced by LGBTQI+ students and educators beyond the school setting, as these experiences impact teaching and learning. All adults interacting with students should be prepared to fully support, listen to, and give resources to LGBTQI+ youth that are exploring their identities, in a way that embraces uncertainty and celebrates diversity.

⁸ This may be particularly relevant in countries that legally recognize same-sex marriage (i.e., Colombia, Ecuador, South Africa).

⁹ More detailed information and guidance can be found at [Sexuality and Social Justice: A Toolkit](#).

9. **Protect students' privacy.** Ensure that education officials do not reveal a student's sexual orientation or gender identity without the student's permission - even to the student's family. Students may elect to hide their sexual orientation or gender identity from family and close friends, which makes it imperative that educators respect students' right to privacy.
10. **Engage with local LGBTQI+ CSOs.** Engage with local LGBTQI+ groups or CSOs, where they exist. These groups will have country-specific and culturally-resonant resources that can address anti-LGBTQI+ violence, discrimination, and stigma. They may also have tools and support services that can help increase attendance and improve the experience of LGBTQI+ students.
11. **Refrain from prescriptive policies based on a gender binary.** School policies that are strictly based on a binary understanding of gender (i.e. only cisgender boys and girls or cisgender men and women) are detrimental to transgender, third-gender, and gender non-conforming students and educators. For example, dress codes that only offer two clothing options and are determined by sex assigned at birth, or policies that prohibit long hair or long nails for some students, can isolate and marginalize transgender, third-gender, and gender non-conforming students and educators. Students who want to express a different gender than what was assigned at birth should be supported to do so.

Sample policies to address discrimination in education on the grounds of sexual orientation and gender identity:

El Salvador

Presidential Decree 56 prohibits direct or indirect discrimination on the grounds of sexual orientation or gender identity within the public sector. The Secretariat for Social Inclusion and Ministry of Education raise awareness of bullying and encourage school principals to address cases of anti-LGBTQI+ discrimination and bullying.

Taiwan

The Gender Equity Education Act 2003 addresses equal opportunity in education. It prohibits discrimination on the basis of sexual orientation in schools and identifies LGBT students as ‘disadvantaged’ and mandates special assistance for them.

Sample policies and programs that address anti-LGBTQI+ bullying in schools:

Brazil

The “Brazil without Homophobia Program” was initiated by the Government of Brazil in 2004. In 2008, the Ministry of Education started “Schools without Homophobia,” a program to support regional meetings with state leaders, qualitative research in state capitals about anti-LGBTQI+ stigma, developing training kits for schools, and revising the curricula to include sexual and gender diversity and training.

Ireland

The Education Act 2000 and the Equal Status Act 2000-2008 state that schools have a responsibility to address anti-LGBTQI+ bullying and respect difference and diversity when addressing bullying.

Finland

The Ministry of Education created a program to address bullying, including anti-LGBTQI+ bullying.

United Kingdom

Under the “Safe School Policy,” schools are legally obliged to address anti-LGBTQI+ bullying. The anti-bullying team of the Department for Education drafted anti-bullying advice for schools and the official school inspection body includes consideration of anti-LGBTQI+ bullying and safety of LGBTQI+ students.

Australia

“Safe Schools Coalition Australia” is a nationwide program launched in 2014 that aims to eliminate anti-LGBTQI+ abuse or bullying.

EXAMPLES OF LGBTQI+ INCLUSIVE EDUCATION PROGRAMS

USAID aims to promote equality and inclusion in its education programming. Some examples of USAID LGBTQI+ inclusive education programs are listed below:

1. Kosovo

Under USAID's Basic Education Program, over 140 principals in Kosovo participated in training on LGBTQI+ rights and inclusion through its annual School Management and Leadership Program. The program aims to increase school directors' awareness of the challenges faced by LGBTQI+ students and teachers, and their duty of care for students and staff.

2. Honduras

USAID/Honduras's program *Empleando Futuros* aims to increase employment and income-generating opportunities for at-risk youth in Honduras' high-crime urban areas. It also supports the Honduras National Institute for Professional Training. The program sensitized youth and educators on the rights of LGBTQI+ people and ethnic and indigenous communities to enroll in formal and non-formal education services and promotes non-discrimination in employment.

3. Jamaica

USAID/Jamaica supported the development of a university program to promote respect and social tolerance, inclusive of LGBTQI+ persons. The aim of the program is to build respect and social tolerance for diversity through public awareness initiatives and student engagement activities. The program conducted seminars and focus groups on stigma and discrimination, four debates on respect and tolerance in public forums, publication of 18 student articles, erection of sculptures and murals on campus, and an Essence of Humanities Award Ceremony. Additionally, the project helped to advance an LGBTQI+-inclusive non-discrimination policy at a local university.

ILLUSTRATIVE CUSTOM INDICATORS FOR EDUCATION PROGRAMS^{10 11 12}

- Number of educators and administrators who complete professional development on issues facing LGBTQI+ students and how to address their needs
- Number of participants in pre-service and/or in-service teacher training programs trained on how to address issues facing LGBTQI+ students and create LGBTQI+-inclusive educational settings
- Number of school LGBTQI+-inclusive anti-bullying programs/initiatives
- Number of LGBTQI+-inclusive anti-bullying training programs for educators, staff, and administrators
- Number of reports of anti-LGBTQI+ violence and discrimination in school settings in a given time period
- Number or percentage of schools that have policies to prevent and address anti-LGBTQI+ violence, bullying, and discrimination
- Presence of a law, constitutional provision, policy, or regulation preventing and addressing anti-LGBTQI+ violence, bullying, and discrimination in the education system / education settings

¹⁰ At this time, we do not recommend using indicators that require any student to self-identify as LGBTQI+. While it is possible to conduct anonymous surveys, data security remains a concern.

¹¹ Toolkit for Integrating LGBT Rights Activities in the Programming in the E&E Region. USAID.

¹² UNDP LGBTI Inclusion Index 2016

- Existence of concrete national or local mechanisms for reporting cases of anti-LGBTQI+ violence, bullying, or discrimination toward students, including incidents perpetrated by educators, administrators, and other school staff
- Number of negative portrayals of LGBTQI+ issues/individuals removed from curricula
- Number or percentage of school curricula that includes age-appropriate information on diversity of sexual orientation and gender identity

PART 4: CONCLUSION AND RESOURCES

Education is a sector in which development programs can either amplify existing inequalities experienced by LGBTQI+ students and educators, or actively work to address and improve the situation. The impact of violence, discrimination, stigma, criminalization, and bullying on LGBTQI+ students and educators in an education setting are far reaching. It can contribute to a hostile or unsafe educational climate, and can put LGBTQI+ students and educators at a greater risk of physical and mental health problems including substance abuse, depression and anxiety, and suicidal ideation and behavior. These negative impacts during education can lead to life-long effects on employment, economic well-being, mental health, and inclusion in society.

Supporting LGBTQI+ inclusion and inclusive education can support LGBTQI+ students and educators, and lead to better educational outcomes for all. By addressing LGBTQI+ considerations in education projects, USAID has an opportunity to help build a world where LGBTQI+ students and educators are able to live with dignity, free from discrimination, stigma, and violence.

Contact Information:

For Further information on inclusive education, contact Joshua Josa, Disability Inclusive Education Portfolio (jjosa@usaid.gov) or Beth Johnson, Gender and Policy Portfolio (bejohnson@usaid.gov).

USAID'S EDUCATION POLICY - HIGHLIGHTS

Principles

- Prioritize country-focus and ownership
- Focus and concentrate investments on measurably and sustainably improving learning and educational outcomes
- Strengthen systems and develop capacity in local institutions
- Work in partnership and leverage resources
- Drive decision-making and investments using evidence and data
- ***Promote equity and inclusion***

Priorities

- ***Children and youth, particularly the most marginalized and vulnerable, have increased access to quality education that is safe, relevant, and promotes social well-being***
- Children and youth gain literacy, numeracy, and social-emotional skills that are foundational to future learning and success
- Youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society
- Higher education institutions have the capacity to be central actors in development by conducting and applying research, delivering quality education, and engaging with communities

To support these priority learning and educational outcomes, USAID places a strong emphasis on a select group of key issues and approaches. These issues are interwoven and highlighted throughout the policy, and they are relevant to each of the priority areas.

- ***Educating children and youth who are facing adversity***, conflict, and crisis, particularly girls and those who are displaced
- Engaging with non-state actors and the promotion of finance and delivery innovations to expand access to quality education
- Investing directly in local institutions
- Strengthening country capacity to generate and use education data to drive transparency, accountability, and informed decision-making
- Transforming teacher policies and professional development systems to increase the availability of qualified teachers and improve instruction

DEFINITION OF EDUCATION STAGES (FROM USAID'S EDUCATION POLICY)

Pre-Primary Education: Characterized by interaction with peers and educators, through which children improve their use of language and social skills, start to develop logic and reasoning skills, and talk through their thought processes. They are also introduced to alphabetical and mathematical concepts and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e. physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy, and school readiness.

Primary Education Programs: Programs typically designed to provide students with fundamental skills in reading, writing, and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal, and social development, in preparation for lower secondary education. These focus on learning at a basic level of complexity with little, if any, specialization.

Lower Secondary Education Programs: Programs typically designed to build on the learning outcomes from primary education level. Usually, the aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Some education systems may already offer vocational education programs at this level to provide individuals with skills relevant to employment. Programs at this level are usually organized around a more subject oriented curriculum, introducing theoretical concepts across a broad range of subjects. Teachers typically have pedagogical training in specific subjects and, more often than at the primary education level, a class of students may have several teachers with specialized knowledge of the subjects they teach.

Upper Secondary Education Programs: Programs typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Programs at this level offer students more varied, specialized, and in-depth instruction than programs at the lower secondary level. They are more differentiated, with an increased range of options and streams available. Teachers are often highly qualified in the subjects or fields of specialization they teach, particularly in the higher grades.

Higher Education: A higher education institution is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher/tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. This may include public or private universities, colleges, community colleges, academically affiliated research institutes, and training institutes, including teacher training institutes.

Workforce Development Programs: Includes a range of interventions to assist individuals in acquiring knowledge and developing skills and behaviors to find jobs, establish viable self-employment ventures, and/or stay employed and productive in a changing economy, including through creation of policies, programs, and systems that respond to labor market demands in the formal and informal sector.

NONDISCRIMINATION FOR BENEFICIARIES

Nondiscrimination is a basic principle of development. USAID has strong and comprehensive nondiscrimination policies pertaining to beneficiaries in its contracts and grants. Historically there have been credible reports of USAID implementers discriminating against beneficiaries in accessing services, particularly with respect to LGBTQI+ individuals.

Under these policies, USAID employees, contractors, and grant recipients are explicitly prohibited from discriminating against any foreign aid beneficiaries on the basis of any factor not expressly stated in the award. That means all beneficiaries should be able to participate in USAID programs without discrimination based on their race, color, religion, sex (including gender identity, sexual orientation, and pregnancy status), national origin, disability, age, genetic information, marital status, parental status, political affiliation, or veteran's status.

These policies apply to all contracts and grants (and their sub-contracts and sub-grants). Discrimination against a beneficiary is considered noncompliance and can be treated as such. These policies can be found in ADS 200 (USAID employees), ADS 302 (contractors), and ADS 303 (grant recipients). More information can be found at [policies on nondiscrimination for access to services for beneficiaries](#).

FREQUENTLY ASKED QUESTIONS

Nature or nurture? What does the data say regarding whether same-sex attraction is innate (i.e., there is a biological determinant) and/or influenced by one's upbringing/environment?

Historians and academics have shown that same-sex attraction has existed in every studied culture. However, there is not a scientific consensus regarding whether (and to what extent) same-sex attraction is innate (i.e., there is a biological determinant) or influenced by one's upbringing/environment. Over the last 25 years many studies have explored potential determinants of same-sex attraction. Studies have explored the potential influence of a variety of factors on same-sex attraction including – but not limited to – specific characteristics of the X chromosome, the effects of a protein in fetal brain development, neurodevelopmental traits, and sibling birth order. The findings have been largely inconclusive, and the studies have generally not been independently reproduced. That said, taking the studies as a whole, it appears that there is at least some biological determinant of same-sex attraction – though it is not possible to identify the specific determinant nor how influential it is.

Some studies have suggested that same-sex attraction is at least partially explained by one's genetic makeup. However, these studies generally had weak research methodology and had small sample sizes, among other issues. That said, data availability and research methodology is improving. In 2019 Science published the largest-ever study on the interplay between genetics and sexual attraction. The study compared genetic and behavioral data of 500,000 individuals and found some specific differences in the DNA sequences of those participants with same-sex attraction. The findings suggest that these specific genetic factors could explain 8-25 percent of same-sex attraction (the remaining 75-92% could be biological, cultural, or a mix of both). Clearly, much more research needs to be done before there is a scientific consensus.

The exploration of potential biological determinants of same-sex attraction is not without controversy. Some fear that the identification of a specific biological or genetic trait associated with same-sex attraction could lead society to further pathologize lesbian, gay, and bisexual (LGB) people, and encourage efforts to “find a cure” for same-sex attraction (despite extensive evidence that demonstrates the inefficacy and harm of conversion attempts or “therapies”). That said, proponents of such research emphasize that better understanding the determinants of same-sex attraction can help reduce stigma and discrimination against LGB people, especially as the research findings to date suggest that, while we do not yet fully understand the determinants of same-sex attraction, it appears to be a natural part of the human experience found in every culture and society.

Nature or nurture? What does the data say regarding whether non-normative gender identity/expression is innate (i.e., there is a biological determinant) and/or influenced by one's upbringing/environment?

People whose gender identity and/or gender expression do not align with their biological sex (or “sex assigned at birth”) are said to have non-normative gender identity/expression. While there are countless examples of people with non-normative gender identity/expression documented throughout history in societies all around the world, there is not a scientific consensus as to whether

(and to what extent) non-normative gender identity/expression is innate (i.e., there is a biological determinant) or influenced by one's upbringing/environment.

There has been a growing body of research investigating the determinants of non-normative gender identity/expression in the last several years. A subset of this research has focused on investigating potential biological determinants including utilizing family and twin-based studies as well as genetic studies.

Studies focused on same-sex twin sibling pairs have found that genetic factors appear to contribute to the variation in the gender identities/expressions of participants. A recent study found that one third of the variation in gender identity/expression was explained by genetic factors (the remaining two thirds could be biological or environmental, or a mix of both). Several genetic studies have explored whether specific genes are associated with one's gender identity/expression, but these studies have not yielded conclusive findings to date, in part due to the small sample sizes.

Around the world gender minorities face violence, discrimination, stigma, and criminalization. Having a more nuanced understanding of the determinants of gender identity and expression can help address the systematic marginalization experienced by this group by demonstrating that variation in gender identity is a natural part of human experience.

Are LGBTQI+ issues a Western import? Is advocating for protections for LGBTQI+ people a form of cultural imperialism?

The idea that LGBTQI+ issues are a Western import or a form of cultural imperialism is not accurate because LGBTQI+ people, and GSM more broadly, exist in every country and culture - and have existed throughout history. In pre-colonial times it appears that there were local understandings that gender and sexual diversity was part of the reality of humanity. While people did not use today's "LGBTQI+" terminology, there are many historical documentations of people who were gender and sexual minorities in all parts of the world.

Most countries did not have laws that criminalized LGBTQI+ status or conduct prior to colonization. Instead, it was colonial era penal codes (i.e., the British penal code) that spread and codified the criminalization of LGBTQI+ people. Post-independence, most countries retained the colonial-era penal codes, and therefore criminalization of LGBTQI+ people remained.

In every country local LGBTQI+ people advocate for protections from violence, discrimination, stigma, and criminalization. These local efforts have been ongoing and will continue regardless of the United States' position and engagement. Today some nations aim to support local actors in their efforts to undo the colonial legacy of criminalization, as well as reduce anti-LGBTQI+ violence, discrimination, and stigma.

RESOURCES AND TOOLS

USAID's LGBT Vision for Action. A foundational document that communicates USAID's position on LGBTQI+ issues, both internally and externally.

USAID's LGBTQI+ Inclusion Fact Sheet. A document that highlights the issues faced by LGBTQI+ people in developing countries and outlines USAID's approach to LGBTQI+ inclusion.

Administration Statements on Global LGBTQI+ Issues. This document contains quotes on global LGBTQI+ issues from senior level members of the Administration, including the President, Secretary of State, and USAID Administrator.

Memorandum on Advancing the Human Rights of LGBTQI+ Persons Around the World. This memorandum directs executive departments and agencies engaged abroad to ensure that United States diplomacy and foreign assistance promote and protect the human rights of LGBTQI+ persons everywhere.

Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations. This document explains what Inclusive Development is and why it is important to USAID's work. It serves as a framework for applying various USAID policies and guidance that promote inclusion of marginalized groups, and provides guidance to help Missions and Operating Units to integrate Inclusive Development across the Program Cycle and operations.

Nondiscrimination for Beneficiaries. Frequently asked questions on USAID's policy on nondiscrimination for beneficiaries. USAID has a robust Nondiscrimination Policy for Access to Services for Beneficiaries; it includes protections on the basis of sexual orientation and gender identity.

Toolkit for Integrating LGBT Rights Activities into Programming in the E&E Region. This guidance document highlights tactics and tools for advancing LGBTQI+ rights in the E&E region, focusing on specific approaches for various sectors and illustrated through in-depth case studies.

School-Related Gender-Based Violence Measurement Toolkit. This toolkit provides a survey to measure all forms of SRGBV— specifically bullying, corporal punishment, and sexual violence. In addition, the survey helps identify and measure the risk factors and drivers of SRGBV, such as gender attitudes and beliefs, school climate, and teacher disciplinary practices.

A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials. This document provides guidance on how to represent members of all subgroups of a society in teaching and learning materials in equitable and non-stereotypical ways.

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