Ensuring that all students are able to learn and thrive needs to be a priority to achieve the Sustainable Development Goals and targets in the region and globally.

From Insult to Inclusion calls for scaled up action to:

1. Analyse the situation: Studies are needed to better understand the nature, scope and impact of bullying, violence and discrimination in schools, including forms driven by homophobia, biophobia, transphobia, intersexphobia, heteronormativity and ableism. Adaptation of existing standardized instruments could be cost-effective, while targeted online surveys and evidence-based research are needed to fill immediate evidence gaps. Actions should be part of wider school evaluations and data used to inform interventions.

2. Develop an inclusive policy framework: Education authorities should develop a standardization of policies and procedures to remove barriers to education, including clear definitions of terms and phrases that are used. Budget allocation is required to put in place communication, implementation and enforcement mechanisms, and to monitor the impact. Other policies to remove barriers to education, including gender-neutral uniforms and policies to remove barriers to education, including clear definitions of terms and phrases that are used.

3. Mainstream diversity and inclusion in curricula and learning materials: Materials that are inclusive and respectful should be used in schools to provide students with a better understanding of diversity and the importance of inclusion. Students should be equipped with skills to interact in positive and respectful ways.

4. Support teachers to deliver inclusive education and effective responses to bullying, violence and discrimination: School authorities and incident support teachers should foster respectful relationships and inclusive practices, and provide and address abuse through pre- and in-service training programmes. Teachers also need guidance on what to do if they witness, suspect or are informed about incidents of discrimination and violence.

5. Promote safe and inclusive school cultures and environments: Students should be able to express their preferences for name and gender pronouns to foster respectful relationships and inclusive practices, and prevent and address abuse through pre- and in-service training programmes. Teachers also need guidance on what to do if they witness, suspect or are informed about incidents of discrimination and violence.

6. Build a stronger evidence base: More school evaluations of interventions are needed to report and scale up good practices in the region. Education systems should develop a better understanding of factors that contribute to more inclusive school communities and the benefits that flow from doing so at the individual, school and policy levels.

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Depending on your needs and interests, the report can help you:

- Learn about the situation of LGBTI youth in Asia-Pacific schools and evidence gaps.
- Analyse what is happening in your own context and whether there is an adequate education and health response.
- Advocate for inclusive school environments that respect and value diversity in all its forms.
- Act to improve policy and programmes so that all learners can achieve their right to education.

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School-related gender-based violence includes acts or threats of sexual, physical, psychosocial or verbal violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and reinforced by gender dynamics.

Research on school-based violence, discrimination based on sexual orientation, gender identity and other gender characteristics (SRGBV) occurs greatly across Asia-Pacific. We turn here in this evidence to explore how states have responded to combat SRGBV.

Much of the research on school violence has neglected to explore the role of gender and sexuality. However, most forms of violence in schools are deeply rooted in unequal gender relations, gendered social norms and discriminatory attitudes and practices. For these reasons, this violence is often referred to as discriminatory attitudes and practices. For these reasons, this violence is often referred to as discriminatory attitudes and practices.

• Bullying and harassment do not seek help, as schools have insufficient support or response mechanisms to deal with the issues.

• Perpetrators are largely other students; however, teachers and other education staff are also reportedly involved in perpetrating violence and discrimination.

• Not only self-identified LGBTI students are subject to SRGB-related bullying, violence and discrimination. Some studies show that those who do not conform to gender norms of ‘masculinity’ and ‘femininity’ are also subject to SOGIE-based bullying, violence and discrimination.

• Students who experience violence are more likely to consider suicide, and 22% had self-harmed.

• The majority of LGBTI students report having experienced some form of bullying, violence or discrimination.

• Rates of peer victimization among LGBTI students are higher than among their non-LGBTI peers, and are reported; however psychosocial bullying victimization appears to have a more profound effect.

• Gender discrimination and the lower status of women and girls in society are directly linked to the incidence of violence and discrimination. However, the incidence of violence and discrimination is also influenced by the lower status of women and girls in society.

• Bullying is one of the most widely documented types of SRGBV in the Asia-Pacific region. Students who are self-identified as gay or lesbian are especially susceptible to being targeted for discrimination and bullying.

• Gender identification and status are often higher in women and girls than in men and boys. In some contexts, this can be seen with regard to young people who are non-binary, gender-fluid or intersex.

• In many settings, NGOs and universities are working to implement a new SRGB-inclusive curriculum. Australia provides an example of an NGO-government partnership to strengthen teachers’ ability to implement a new SRGB-inclusive curriculum.

The impacts of this bullying, violence and discrimination are far-reaching. They contribute to both internal and school climate, affecting not only those who are targeted but also those who witness or perpetrate these acts. Those who face violence are at greater risk of physical and mental health problems including depression and anxiety, suicidal ideation and behavior, and substance abuse. For example, in New Zealand, same as both-sex-attracted students were found to be five times more likely to seek treatment for depression than opposite-attracted students. In the Republic of Korea, 18 reported having attempted suicide, while in Japan, approximately half of LGBTI students said they had no one. 10-32% had considered suicide, and 22% had attempted suicide.

“Going to school was an ordeal. I was treated as if I were an object with no feelings. I did not think education was worth all the taunts, jeers and insults I had to face on a daily basis.”

“One of my former classmates… fabricated a lot of rumors… That experience was horrific for me and everyday any thoughts I only had to kill myself… I felt that the whole world has turned against me and nobody was willing to help.”

“24 year-old Ukrainian woman, China

In many settings, NGOs and universities are working to implement a new SRGB-inclusive curriculum. Australia provides an example of an NGO-government partnership to strengthen teachers’ ability to implement a new SRGB-inclusive curriculum.

The education sector response to prevent or address SRGBV is still lacking. Violence and discrimination is manifested at different rates, and using different entry points, across the region. Comprehensive programmes are rare, and while there are many initiatives underway, they are generally focused on existing gender norms, and not on the many innovations underway, such as programs that address homophobia, biphobia and transphobia in some countries.

• Homophobia, biphobia and transphobia.

• Homophobia and transfobia are prevalent, followed by the

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