



jeunes gais lesbiennes bi et trans



# Thematic Report

**Inclusive education and access to health of  
LGBTI+ youth in Russia, Ukraine,  
Belarus & Kazakhstan**

**From the global consultation of MAG Jeunes LGBT  
With the support of UNESCO**

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MAG Jeunes LGBT is the leading national LGBTI youth organisation in France that represents and empowers LGBT+ youth. Established in 1985, MAG Jeunes LGBT provides to LGBTI youth all opportunities for dialogue to better live and fulfil their sexual orientation or gender identity. The organisation fights against the manifestations of rejection, hatred, violence and discrimination that LGBT+ youth could face, including fighting against homophobia, biphobia, transphobia and sexism. For more information on our resources, research, public policy agenda, or development initiatives, visit [www.mag-jeunes.org](http://www.mag-jeunes.org).

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# **Thematic report on LGBTI+ youth in Russia, Ukraine, Belarus and Kazakhstan from the Global consultation on the inclusive education and access to health of LGBTI+ youth around the world**

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## FOREWORD

The state of lesbian, gay, bisexual, trans and intersex (LGBTI) youth's human rights is an essential concern that still remains a marginalized issue in many decision-making spheres. Since 1985, MAG Jeunes LGBT has been working for the inclusion of LGBTI+ youth and fighting all types of discrimination that may occur. We acknowledge the need for inclusive societies where our voices are heard.


The data collection from the global consultation on inclusive education and access to health of LGBTI+ youth around the world, realised by MAG Jeunes LGBT with the support of UNESCO, represents the first time that qualitative information has been collected on the inclusion and exclusion experiences of the world's LGBTI+ youth on this scale.

With this thematic report, we aim at presenting the voices and vision of LGBTI+ children and young people in Russia, Ukraine, Belarus and Kazakhstan, to assist on the creation of a roadmap on how to make the 2030 Agenda for Sustainable Development more inclusive in human rights' recognition, with a special focus on sustainable development goals (SDG) 4 (quality education) and SDG 3 (good health and well-being). We truly believe that this agenda is a landmark opportunity to advance in human right's recognition and fulfillment.

On a daily basis, LGBTI+ youths face discrimination and marginalization. It remains a reality that LGBTI+ youths continue to be under-represented in both civil society and policy-making. Indeed, only one out of twenty (5.61%) survey respondents from Russia, Ukraine, Belarus and Kazakhstan reported being able to foresee their future as LGBTI+ persons in their country, while nine out of ten (94.75%) surveyed reported feeling that LGBTI+ youths were "never or almost never" considered in policy-making.

It is undeniable that the challenges are many, from converting these indicators into meaningful policy proposals, to continue championing and amplifying the voices of young LGBTI+ people. We are sure that by using the current data, all stakeholders, from civil society to governments, can work on promoting the inclusion of LGBTI+ youth.

It is essential considering the present results that LGBTI+ youth are taken into account in both civil-society and policy-making. We envision a brighter future where all LGBTI+ youth can have access to equal opportunities and equal rights. A world where LGBTI+ youth can aim and achieve their dreams without fear of exclusion or marginalization. As this document presents, the first step towards that goal is to listen to them.



Omar Didi  
Co-President

## ACKNOWLEDGMENTS

MAG Jeunes LGBT would like to thank UNESCO for its continued work on preventing and addressing homophobic and transphobic bullying in the education sector, and more particularly for its generous financial support for the inclusion of LGBTI youth in the Sustainable Development Agenda that permitted the publication of the present summary report.

We would also like to also thank our individual partners at UNESCO who have supported us during the entirety of the project, specially Christophe Cornu, Senior Programme Specialist, for the invaluable input and support he provided during all the process of the project. We thank Christopher Castle, Chief of the Section of Health and Education, for his continuous support for this initiative, including its dissemination at the Equal Rights Coalition Conference. As part of the team that assisted us in the Health and Education Section, we would like to thank Eunice den Hoedt, Specialist on SOGIE, Yongfeng Liu, Programme Specialist, and Camilo Garcia, Intern, for contributing with their great knowledge and skills in the process of developing this instrument. We also thank Cara Delmas, Communication and Advocacy Specialist, for the relevant feedback in the creation of the survey communication campaign.

We are also particularly grateful to the states, organizations and individuals who contributed to the dissemination of the questionnaire that allowed us to gather more than 20,000 responses to our survey. We thank the Permanent Canadian Delegation to UNESCO and Elaine Ayotte, the Ambassador, the UNESCO field offices and our LGBTI+ civil society partners all around the world.

MAG Jeunes LGBT would like to thank the Equal Rights Coalition (ERC), more particularly the Canadian and Chilean Governments for hosting the second ERC conference in Vancouver in which we presented the preliminary results of the survey.

The elaboration of the present summary report was coordinated by Omar Didi, Co-Chair of MAG Jeunes LGBT, with Gabrielle Richard, PhD, as the lead researcher and author of the present report. MAG Jeunes LGBT would like to thank Mohamed Al-Borgi, Julia Caufour, Tatjana Lehatkova, Vincent Moussie and Yang Shi, our competent translators who also played a great part in disseminating the survey. We would also like to thank Antonin Meyer who created the survey communication campaign and the layout of the present report.

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# 1

## Introduction



### 1.1 Presentation and objectives

The following data on Russia, Ukraine, Belarus and Kazakhstan (RUBK) result from a global consultation on the inclusive education and access to health of LGBTI+ (lesbian, gay, bisexual, trans, intersex, as well as non-binary, queer, pansexual and questioning) youth around the world. This initiative from French association MAG Jeunes LGBT, with the support of UNESCO, aimed at presenting the voices of LGBTI+ children and young people and their vision on how to make the 2030 Agenda for Sustainable Development more inclusive for themselves, with a special focus on sustainable development goals 4 (quality education) and 3 (good health and well-being).

This global data collection represented the first time that qualitative information was collected on the inclusion/exclusion experiences of the world's LGBTI+ youth on this scale. Since this is a usually underrepresented group in both civil society and policymaking, this report will help advance the awareness of the needs of LGBTI+ children and young people in relation to education and health by sharing their ideas.

### 1.2 Methodology

Because of short data collection delays (20 days), and since the aim of the survey was to gather information on a large variety of LGBTI+ youth experiences around the world, the questionnaire was purposely created short (20 questions, including 6 sociodemographic questions) and quick to complete (estimated time 5-10 minutes). The English and Russian versions of the survey questionnaire are available in Annexes 1 and 2.

The survey questionnaire was pre-tested in June 2018 by twelve youth members of MAG Jeunes LGBT. These youth, aged from 15 to 26, identified as LGBTI+ and/or non-binary. Members of Welcome Out, the MAG group of asylum-seekers and refugees also took part in the pre-test.

Translation in Russian was assured by a native speaker from the MAG Jeunes LGBT network.



## 1.3 Dissemination of survey questionnaire

The Russian version of the survey questionnaire was put online between June 26th, 2018 and July 12th, 2018 (12:00 am CEST), for 17 days of data collection. In order to qualify for the survey, respondents had to identify as LGBTI+ (or the equivalent in their language/culture) and be aged between 12 and 26 inclusively. The questionnaire was largely disseminated (via an online communication campaign on Twitter, Instagram and Facebook), but local LGBTI organizations were specifically contacted for their capacities to reach RUBK respondents for the consultation.

## 1.4 Sample presentation

After data clean-up where respondents who had not answered all the survey questions were eliminated, 3.987 respondents remained in the sample: 3.359 from Russia, 310 from Ukraine, 238 from Belarus and 80 from Kazakhstan. Since the survey questionnaire is on experiences of inclusion/exclusion in education and in health, we have focused on respondents who were living in each country at the time of completing the survey. The RUBK sample therefore comprises youths who were living in Russia, Ukraine, Belarus and Kazakhstan. They may not all have been born there. Other RUBK-born respondents who have immigrated in other countries may have testified on their experiences in these countries, for example. The vast majority of RUBK respondents (3.985) completed the survey in Russian, while two respondents chose to complete its English version.

In terms of age, a little more than half of respondents (53.32%) were aged between the ages of 15 and 18, with roughly a fourth being youth under 15 years of age (22.55%) and another fourth being 18 and over (24.13%). A large majority of respondents reported being students (86.86%), while 9.48% were employed, and 3.66% reported being “not in education, employment or training”.

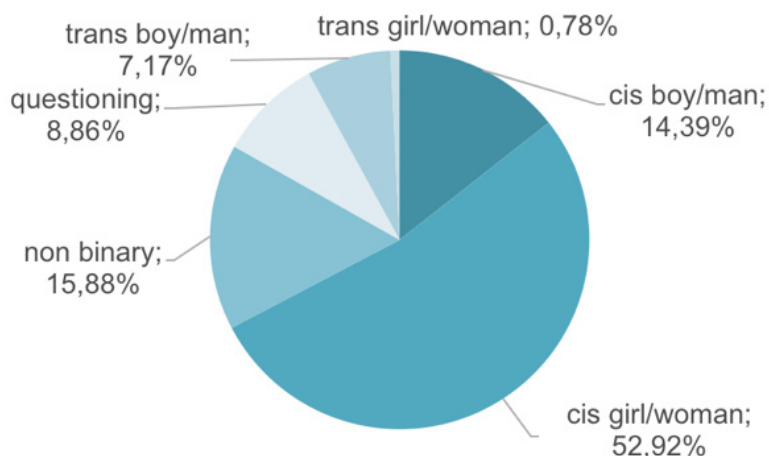
### **Assigned sex, gender identity and sexual orientation of respondents**

Respondents were questioned on the sex that was assigned to them at birth. Eight out of ten youths surveyed (80.91%) declared having been assigned female; 17.53%, male; and 1.56%, intersex<sup>1</sup>. In terms of gender identity, 67.31% of youth reported being cisgender, and 7.95%, transgender. 15.88% of the sample reported being non-binary, while 8.86% declared questioning their gender identity at the time of the survey completion.

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1 In terms of methodology, multiple answers were made possible to this question. Whenever a respondent reported being assigned both “intersex” and one of the two commons genders, they were classified as being “only” intersex.

**Graph 1. Gender identity of respondents, RUBK respondents**



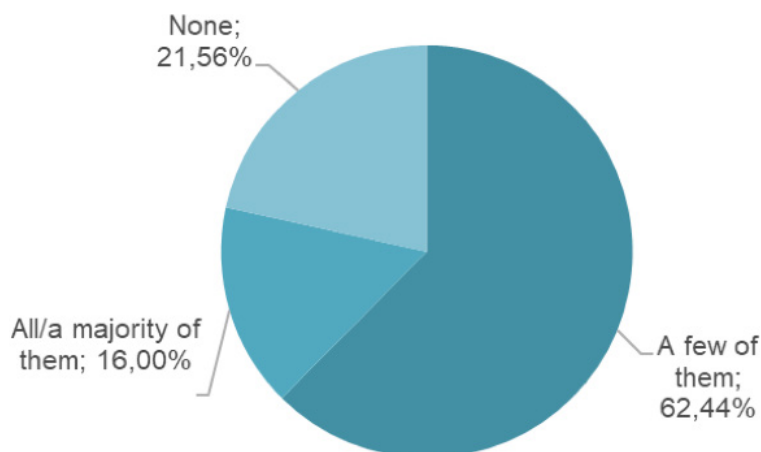
In terms of sexual orientation, more than a third of respondents declared being bisexual (35.64%), while another third (29.43%) reported being homosexual (11.71% gay, and 17.72% lesbian). 19.46% identified as queer/pansexual, and 10.25%, as questioning. Finally, 5.23% of respondents identified as heterosexual.

**Table 1. Sexual orientation of respondents, RUBK respondents**

Sexual orientation	% of respondents
Bisexual	35.64
Queer/Pansexual	19.46
Lesbian	17.72
Gay	11.71
Questioning	10.25
Heterosexual	5.23

We asked respondents about the proportion of their friends and relatives that knew about their SOGIE (sexual orientation, gender identity and expression) status. Over half of them (62.44%) declared that “a few” of their friends and relatives knew about the fact that they were LGBTI+. A fifth of respondents (21.56%) declared that they had disclosed their status to “none of them”, while 16.00% considered being out to “all or a majority” of their friends and relatives.

**Graph 2. Degree of “outness” of SOGIE status to friends and family members, RUBK respondents**



# 2

## LGBTI+ youth inclusion in education

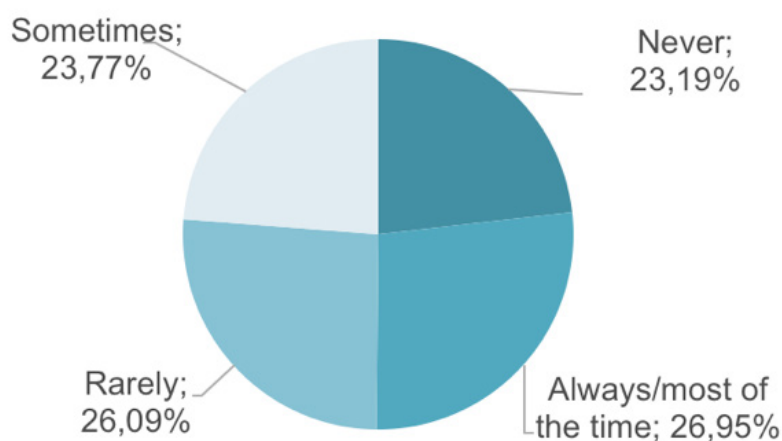


Inclusion in education for LGBTI+ youth was assessed by four indicators: reported feelings of safety at school, experiences of bullying, considering leaving school because of SOGIE status, and needs addressed by education policies and learning materials.

### 2.1 Feelings of safety

Participants were asked if they felt safe at school or university (or had felt safe when they attended) as a LGBTI+ student. A fourth of respondents (26.95%) reported feeling safe “always or most of the time” in their learning environment, while 23.77% considered it was “sometimes” the case. Half of LGBTI+ youths surveyed (49.28%) declared feeling either “rarely” (26.09%) or “never” (23.19%) safe at school. Feelings of safety appear to change little as participants age. Furthermore, respondents who had left school at the time of the survey (and who reported either being «not in education, employment or training» or working) reported having felt less safe at school than LGBTI+ youth who were still students.

Graph 3. Feelings of safety as LGBTI+ student, RUBK respondents



In terms of SOGIE status, results appear relatively consistent between youth with regards to feeling of safety, with the notable exceptions of gay boys/men and trans boys/men, who report significantly less than their peers feeling safe at school. Disaggregation by assigned sex shows that male youths report in larger proportions feeling unsafe, with 59.62% of them reporting “never” or “rarely” feeling safe at school (as opposed to 46.91% for female youths, and 54.84% for intersex youths).

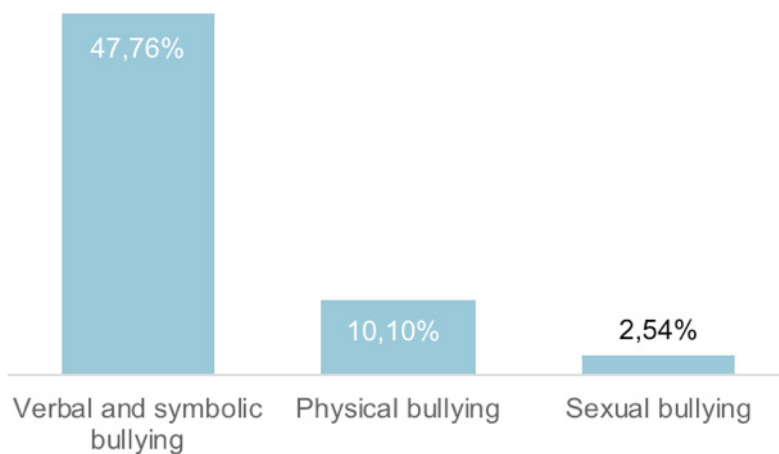
## 2.2 Experiences of school “bullying”

47.76% of RUBK respondents reported having been ridiculed, teased, insulted or threatened at school because of their SOGIE status – the majority of them (43.20%), by their peers. A tenth (10.10%) of LGBTI+ youths have been physically assaulted at school because of their SOGIE status – again, most of the time (9.60%) by their peers – while 2.54% of respondents report having been sexually assaulted in their learning environment. Disaggregation of results by age group and occupation shows no distinct effect of age on the likelihood of having been bullied at school. Respondents who declared being workers reported having been bullied in higher proportions than their peers.

In terms of SOGIE status, all three types of bullying (verbal/symbolic, physical and sexual) and strongly linked to sexual orientation, to gender identity and to assigned sex. In terms of sexual orientation, gay boys/men report in higher numbers all types of violence: 67.40% of them have been verbally victimized; 32.07%, physically assaulted; and 5.78%, targeted by sexual violence. In terms of gender identity, trans girls/women, trans boys/men and cis boys/men report higher levels of all types of bullying. 70.37% of trans girls/women report verbal bullying, and 33.33%, physical violence. 69.83% of trans boys/men report verbal bullying; 25.00%, physical bullying; and 4.95%, sexual bullying. 57.88% of cis boys/men report verbal bullying; 26.41%, physical; and 4.57%, sexual bullying.

Disaggregation by assigned sex shows intersex youths are reporting the highest rates of verbal/symbolic (65.38% of them reported having been targeted), physical (24.19%) and sexual (9.68%) bullying. Boys/men report the second highest rates for these types of violence (respectively 60.14%, 28.35% and 5.16%). This requires more analysis, as sample size of intersex respondents is very small.

**Graph 4. Experiences of school bullying, RUBK respondents**



## 2.3 Considering leaving school because of SOGIE status

11.27% of RUBK LGBTI+ respondents are considering or have considered leaving school because of their SOGIE status. Respondents who report more bullying are more likely to report considering or having considered it. This is very notably the case for trans youth: a third of trans girls/women (32.26%) consider or have considered leaving school because of their SOGIE status, while it is the case for more than a fourth (28.17%) of trans boys/men. A fifth of gay boys/men (21.60%) and of intersex youth (19.35%) also report the desire to leave school. Disaggregation by assigned sex shows male respondents (17.24%) report in higher proportions than female respondents (9.81%) considering leaving school because of their SOGIE status.

**Table 2. Percentage of respondents considering/having considered leaving school because of sexual orientation, RUBK respondents**

	%
Gay	21.60
Queer/Pansexual	12.57
Questioning	10.46
Lesbian	10.13
Bisexual	8.64
Heterosexual	7.14

**Table 3. Percentage of respondents considering/having considered leaving school because of gender identity/assigned sex, RUBK respondents**

	%
Trans girl/woman	32.26
Trans boy/man	28.17
Intersex	19.35
Cis boy/man	14.61
Non-binary	14.17
Questioning	11.68
Cis girl/woman	6.61

## 2.4 Needs addressed by education policies and learning materials

88.95% of RUBK respondents feel their needs as LGBTI+ persons are “never” (65.98%) or “almost never” (22.97%) addressed by education or school policies. Opinions about educational policies are somewhat influenced by the respondents’ SOGIE status. For example, respondents reporting their needs are “never” or “almost never” addressed are in higher proportions trans boys/men (954.36%), gay boys/men (92.67%) and queer/pansexual youth (92.61%).

When it comes to having one’s needs as a LGBTI+ person addressed in the curriculum or learning materials, a large majority of respondents (89.33%) declare considering it is “never” (67.95%) or “almost never” (21.38%) the case. Results are consistent across SOGIE status and occupation.

# 3

## LGBTI+ youth inclusion in health



We assessed the inclusion in health of LGBTI+ youth through two questions. In the first question, they were asked whether they had received sexuality education in the school or university they were currently attending – or had most recently left – and if this education had included information on LGBTI issues or on HIV/STIs. The second question aimed at documenting how “open” these youth felt they could be with their medical service provider regarding their SOGIE status. Sub-questions included, for participants who had revealed their SOGIE status, whether they had felt welcomed and safe in doing so. Participants who had not revealed their SOGIE status were asked about the reason(s) they felt were preventing them from doing to.

### 3.1 Sexuality education

At the crossroads of education and health lies sexuality education provided at school or at university. Less than a third (31.42%) of LGBTI+ youth surveyed reported receiving some form of sexuality education during their schooling.

Respondents were questioned on the content of the sexuality education they had received at school. Only 0.45% of them reported it included LGBTI-related information, while 17.13% declared having received information on HIV and/or on sexually transmitted infections (STIs). In total, only one out of twenty youths surveyed considered their sexuality education had included information both on LGBTI+ topics and on HIV/STIs.

### 3.2 Visibility and feeling of safety with medical service provider

Youth were asked if they had ever talked about the fact that they were LGBTI+ to a medical service provider, whether it be a doctor, a gynecologist, a urologist, a nurse, a counsellor, a psychologist, etc. Only around a tenth (11.70%) of them answered positively.

Among respondents who had talked about their SOGIE status with a medical service provider, 19.83% felt welcomed and safe in doing so, while the remaining 80.17% reported the experience as not at all, or not entirely, positive. In fact, 61.85% of youth who had made their SOGIE status visible reported some degree of feeling unwelcomed or safe during this health encounter, with younger respondents feeling less welcomed and safe than their older peers. Furthermore, 18.32% of these “visible” LGBTI+ respondents estimated their health provider lacked knowledge on LGBTI issues.

We asked respondents who reported not having talked about the fact that they are LGBTI+ with a medical service provider why they considered it was the case. Respondents could check as many answers as needed. As shown in Table 4, 68.70% of youth reported having no need to talk about their SOGIE status with a medical service provider. Around a third of respondents reported being afraid that their personal information would be disclosed to others (32.08%) or that they would be judged (33.22%). 11.93% estimated no specialists were available to them as LGBTI+ people, while only 1.62% reported no specialists were available for anyone. One out of ten respondents (10.48%) declared they feared being attacked if they were to talk about their SOGIE status with a medical service provider.

**Table 4. Motives for not talking about SOGIE status with medical service provider, RUBK respondents**

Motive	%
No need to talk about SOGIE status with a medical service provider	68.70
Afraid of being judged	33.22
Afraid of personal information disclosed to others	32.08
No specialists available for LGBTI+ people	11.93
Afraid of being attacked	10.48
No specialists available for anyone	1.62

# 4

## LGBTI+ youth social inclusion



Three questions aimed at documenting the degree to which LGBTI+ youth felt included in their society. These questions aimed at documenting their feeling of being considered by their country’s authorities (of “mattering”), their knowledge of other LGBTI+ people, and their ability to envision the future as a LGBTI+ adult in their country.

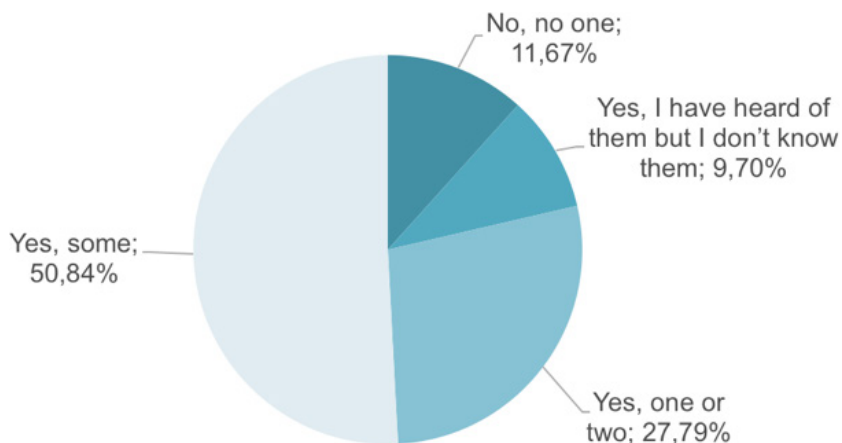
### 4.1 Feeling considered

More than nine out of ten LGBTI+ youth surveyed (94.75%) reported feeling that LGBTI+ youth were “never” or “almost never” taken into account by their country’s authorities when they made decisions, with a majority (77.50%) considering that it was “never” the case.

### 4.2 Knowledge of other LGBTI+ people

We asked respondents if they knew of other people who also identified as LGBTI+ in their immediate surroundings – school, university or community. While half of respondents (50.84%) reported knowing “some” LGBTI+ people, more than a tenth (11.67%) declared not knowing anyone who identified as such.

Graph 5. Knowledge of other LGBTI+ people, RUBK respondents

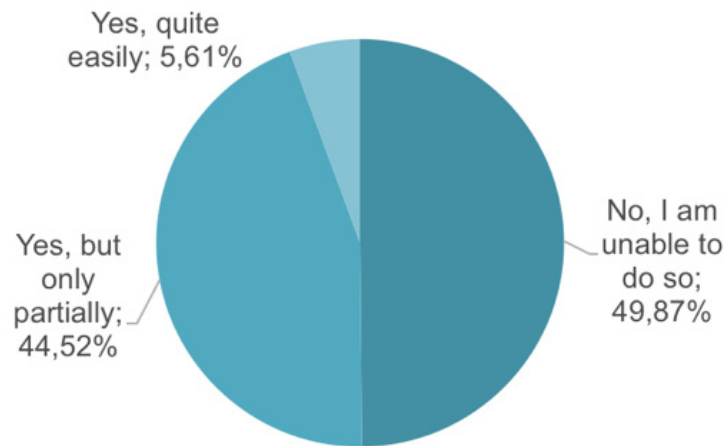




### 4.3 Ability to envision the future as a LGBTI+ adult in their country

Half (49.87%) of all youth surveyed considered they were unable to envision their future as a LGBTI+ person in the country where they lived at the time of the survey, while a similar proportion (44.52%) estimated they could, but only partially. In other terms, only one out of twenty (5.61%) survey respondents reported being quite easily able to foresee their future as LGBTI+ persons in their country.

**Graph 6. Ability to envision the future as a LGBTI+ adult in their country, RUBK respondents**



# ANNEX 1: SURVEY QUESTIONNAIRE ON LGBTI+ YOUTH INCLUSION (English version)

Who is targeted?

- Youth aged 26 years or younger
- Identify as LGBTI (lesbian, gay, bisexual, transgender, intersex), queer or gender-conforming

## General introduction

- This survey is conducted by MAG Jeunes LGBT (France), with support from UNESCO. It is part of an international consultation on the human rights of LGBTI+ youth. By helping MAG Jeunes LGBT and UNESCO better understand LGBTI+ young people's realities when it comes to inclusion in education and in health, your answers will assist them in bringing their voices to the international stage.
- This survey contains 20 questions and takes approximately 10 minutes to complete.

1. How old are you? (scroll down)

2. Which country do you live in? (fill out)

3. What is your main occupation? (scroll down: student; worker; not in education, employment or training)

4. Sexual orientation refers to the sexual and/or romantic attractions one feels. What would best describe your sexual orientation?

- I am gay or homosexual: I am a boy/man and I am sexually and/or romantically attracted mostly or only to boys/men
- I am a lesbian or homosexual: I am a girl/woman and I am sexually and/or romantically attracted mostly or only to girls/women
- I am bisexual: I am sexually and/or romantically attracted to both people who are the same gender as me and to people who are a different gender than me
- I am heterosexual: I am sexually and/or romantically attracted mostly or only to members of the opposite sex – to boys/men if I am a girl/woman, or to girls/women if I am a boy/man
- I am sexually and/or romantically attracted to people however they identify
- I don't have sexual and/or romantic attractions
- I am questioning my sexual orientation

5. Which gender was assigned to you at birth? (multiple answers possible)

- I was assigned female
- I was assigned male
- I was born with physical or biological characteristics that are not strictly female or male (intersex)

6. Gender identity refers to the way one identifies oneself. What would best describe how you identify?

- I identify as a girl/woman
- I identify as a boy/man
- I identify as neither girl/woman nor boy/man
- I identify both as girl/woman and as boy/man
- I don't know/I am questioning my gender identity

7. In this survey, we will refer to persons who identify as lesbian, gay, bisexual, transgender and intersex as LGBTI+. What proportion of your friends and relatives know that you are LGBTI+?

- All or a majority of my friends and relatives
- A few of my friends and relatives
- I have not told anyone about the fact that I am LGBTI+

8. Do you feel safe as a LGBTI+ person in the school or university you are attending? / Did you feel safe as an LGBTI+ person in the school or university you were most recently attending?

- Yes, always or most of the time
- Yes, sometimes
- Yes, but rarely
- Never

9. Have you ever been ridiculed, teased, insulted or threatened because you are LGBTI+? (multiple answers possible)

- Yes, by my peers
- Yes, by my teachers or other members of the school staff
- No, I have not

10. Have you ever been physically assaulted because you are LGBTI+? (multiple answers possible)

- Yes, by my peers
- Yes, by my teachers/by school staff
- No, I have not

11. Have you ever been sexually assaulted because you are LGBTI+? (multiple answers possible)

- Yes, by my peers
- Yes, by my teachers/by school staff
- No, I have not

12. Are you considering/have you considered leaving school because you are LGBTI+?

- Yes
- No

13. Do you feel that your needs as a LGBTI+ person are/were addressed by education or school policies?

- Yes, always or most of the time
- Yes, sometimes
- No, almost never
- No, never

14. Do you feel that your needs as a LGBTI+ person are/were addressed by your school or university's curriculum or learning materials?

- Yes, always or most of the time
- Yes, sometimes
- No, almost never
- No, never

15. Do/did you receive sexuality education in your school or university? (multiple answers possible)

- Yes, and it includes LGBTI-related information
- Yes, but it does not include LGBTI-related information
- Yes, and it includes information on HIV and STIs (sexually transmitted infections)
- Yes, but it does not include information on HIV and STIs (sexually transmitted infections)
- No, I do/did not receive any sexuality education

16. Have you ever talked about the fact that you are LGBTI+ with a medical service provider (doctor, gynecologist, urologist, nurse, counsellor, psychologist, etc.)?

- Yes
- Non

16a. (If respondent answered yes) When you talked with a medical service provider about the fact that you are LGBTI+, did you feel welcomed and safe?

- Yes, absolutely
- Sometimes I felt unwelcomed or unsafe
- No, I didn't feel welcomed or safe

16b. (If respondent answered no) Why have you not talked to a medical service provider about the fact that you are LGBTI+? (multiple answers possible)

- I was afraid of being judged
- I was afraid of being attacked
- I was afraid that my personal information would be disclosed to others
- There are no specialists available for me as an LGBTI+ person
- There are no specialists available for anyone
- I don't feel like I need to talk about the fact that I am LGBTI+ with a medical service provider

17. Do you feel that LGBTI+ youth are taken into account by your country's authorities when they make decisions?

- Yes, always or most of the time
- Yes, sometimes
- No, almost never
- No, never

18. Do you know of other people who also identify as LGBTI+ in your school, university or community?

- Yes, I have heard of them but I don't know them
- Yes, I know some LGBTI+ people
- Yes, I know one or two LGBTI+ persons
- No, I don't know anyone who identifies as LGBTI+

19. Are you able to envision your future in your country as a LGBTI+ youth?

- Yes, quite easily
- Yes, but only partially
- No, I am unable to do so

20. How could you feel better in your country as a LGBTI+ youth?

Thank you very much for your time!

## ANNEX 2. SURVEY QUESTIONNAIRE ON LGBTI+ YOUTH INCLUSION (Russian version)

Опрос по вопросам инклюзивности образования и здравоохранения для ЛГБТИ-молодежи

### Общая информация

- Этот опрос проводится организацией MAG Jeunes LGBT (Франция) при поддержке ЮНЕСКО. Он является частью международной консультации по правам человека в области прав ЛГБТИ-молодежи. Заполнив этот опросник, вы поможете MAG Jeunes LGBT и ЮНЕСКО лучше понять реальную ситуацию ЛГБТИ-молодежи в вопросах образования и здравоохранения, а также донести ваш голос до международных инстанций.

- Опросник содержит 20 вопросов, что займет примерно 10 минут на заполнение.

1. Сколько вам полных лет?

2. В какой стране вы живете?

3. Чем вы занимаетесь? (учитесь, работаете, не учитесь и не работаете)

4. Сексуальная ориентация — это сексуальное и/или романтическое влечение, которое человек испытывает. Что лучше описывает вашу сексуальную ориентацию?

- Я гей или гомосексуальный мужчина: я парень/мужчина и меня сексуально и/или романтически привлекают преимущественно или только парни/мужчины

- Я лесбиянка или гомосексуальная женщина: я девушка/женщина и меня сексуально и/или романтически привлекают преимущественно или только девушки/женщины

- Я бисексуален/бисексуальна: меня сексуально и/или романтически привлекают люди моего гендера или разных гендеров

- Я гетеросексуален/гетеросексуальна: меня сексуально и/или романтически привлекают преимущественно или только люди противоположного пола — парни/мужчины, если я девушка/женщина, и девушки/женщины, если я парень/мужчина

- Меня сексуально и/или романтически привлекают люди любой идентичности

- У меня нет сексуального и/или романтического влечения

- Я не уверен(а) в своей сексуальной ориентации

5. Какой гендер был вам приписан при рождении?

- Женский

- Мужской

- Я был(а) рожден(а) с половыми характеристиками, которые не являются в полной мере мужскими или женскими (интерсекс)

6. Гендерная идентичность — это то, как человек себя идентифицирует. Что лучше всего описывает вашу гендерную идентичность?

- Я идентифицирую себя как девушка/женщина
- Я идентифицирую себя как парень/мужчина
- Я не идентифицирую себя ни как девушка/женщина, ни как парень/мужчина
- Я идентифицирую себя и как девушка/женщина, и как парень/мужчина
- Я не знаю/не уверен(а) в своей гендерной идентичности

7. В этом опроснике мы обращаемся к людям, которые идентифицируют себя как лесбиянки, геи, бисексуалы, трансгендеры и интерсекс-люди (ЛГБТИ). Как много людей из ваших друзей и близких знают о вашей принадлежности к ЛГБТИ-людям?

- Все или большинство моих друзей и родственников
- Немногие из моих друзей и родственников
- Я никому об этом не говорил(а)

8. Как ЛГБТИ-человек, чувствуете ли вы себя в безопасности в школе или университете, в которых учитесь? / Как ЛГБТИ-человек, чувствовали ли вы себя в безопасности в школе или университете, в которых учились?

- Да, всегда или большую часть времени
- Да, иногда
- Да, но редко
- Никогда

9. Вас когда-либо высмеивали, дразнили, оскорбляли или угрожали в связи с принадлежностью к ЛГБТИ? (возможны несколько вариантов ответа)

- Да, мои ровесники
- Да, мои учителя или сотрудники школы
- Нет

10. Вам когда-либо причиняли физический вред в связи с принадлежностью к ЛГБТИ? (возможны несколько вариантов ответа)

- Да, мои ровесники
- Да, учителя или сотрудники школы
- Нет

11. Вы когда-либо подвергались сексуальному насилию в связи с принадлежностью к ЛГБТИ? (возможны несколько вариантов ответа)

- Да, мои ровесники
- Да, учителя или сотрудники школы
- Нет

12. Вы когда-либо думали (думаете сейчас) бросить школу из-за принадлежности к ЛГБТИ?

- Да
- Нет

13. Вы чувствуете, что ваши потребности как ЛГБТИ-человека учитываются (учитывались) системой образования и школьной политикой?

- Да, всегда или большую часть времени
- Да, иногда
- Нет, почти никогда
- Нет, никогда

14. Вы чувствуете, что ваши потребности как ЛГБТИ-человека учитываются (учитывались) учебной программой и материалами?

- Да, всегда или большую часть времени
- Да, иногда
- Нет, почти никогда
- Нет, никогда

15. В вашей школе/университете была программа сексуального образования?

- Да, и она включала информацию об ЛГБТИ
- Да, но она не включала информацию об ЛГБТИ
- Да, и она включала информацию о ВИЧ и ИППП (инфекциях, передающихся половым путем)
- Да, но она не включала информацию о ВИЧ и ИППП (инфекциях, передающихся половым путем)
- Нет, у нас не было программы сексуального образования

16. Вы когда-либо говорили о том, что вы ЛГБТИ-человек, медицинским работникам (врачам, гинекологам, урологам, медсестрам, психотерапевтам, психологам и т. д.)?

- Да
- Нет

16а. (Если ответили «Да»). Когда вы сообщали медицинским работникам о том, что вы ЛГБТИ-человек, вы чувствовали себя в безопасности?

- Да, абсолютно
- Да, но у них не хватало информации по вопросам ЛГБТИ
- Иногда я чувствовал(а) себя небезопасно и некомфортно
- Нет, я чувствовал(а) себя небезопасно и некомфортно

16б. (Если ответили «Нет»). Почему вы не сообщали медицинским работникам о том, что вы ЛГБТИ-человек? (возможны несколько вариантов ответа)

- Я боялся/боялась осуждения
- Я боялся/боялась нападения
- Я боялся/боялась, что моя личная информация будет открыта другим людям
- У нас нет медицинских специалистов, доступных мне, как ЛГБТИ-человеку
- У нас нет медицинских специалистов, доступных кому-либо
- Я не чувствую, что мне нужно сообщать медицинским работникам о своей принадлежности к ЛГБТИ

17. Чувствуете ли вы, что власти вашей страны учитывают ЛГБТИ-молодежь при принятии решений?

- Да, всегда или большую часть времени
- Да, иногда
- Нет, почти никогда
- Нет, никогда



18. Знаете ли вы других людей, которые идентифицируют себя как ЛГБТИ в вашей школе, университете или сообществе?

- Да, я о них слышал(а), но незнаком(а)
- Да, я знаю некоторых ЛГБТИ-людей
- Да, я знаю одного-двух
- Нет, я не знаю никого, как я

19. Можете ли вы представить свое будущее как ЛГБТИ-человека в вашей стране?

- Да, легко
- Да, частично
- Нет, не могу

20. Что вы вам помогло лучше чувствовать себя в своей стране как ЛГБТИ-человеку?

Спасибо за уделенное время!







This publication presents the main findings on Russia, Ukraine, Belarus and Kazakhstan of a global consultation on the inclusive education and access to health of lesbian, gay, bisexual, trans, intersex, (LGBTI) as well as non-binary, queer, pansexual and questioning youth around the world.

This consultation, an initiative of French association MAG Jeunes LGBT with the support of UNESCO, represents the first time that qualitative information is collected on the inclusion and exclusion experiences of the world's LGBTI+ youth on this scale. Since they constitute an underrepresented group in both civil society and policymaking, this report will help raise awareness of their needs in relation to education and health.



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