



jeunes gais lesbiennes bi et trans



Thematic Report

Inclusive education and access to health of LGBTI+ youth in China

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.

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Thematic report on LGBTI+ youth in China 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 from China, 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 (94.39%) survey respondents from China reported being able to foresee their future as LGBTI+ persons in their country, while one out of ten (89.63%) 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 China 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 Mandarin 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 Mandarin was assured by a native speaker from the MAG Jeunes LGBT network.

1.3 Dissemination of survey questionnaire

The Mandarin version of the survey questionnaire was put online between June 24th, 2018 and July 12th, 2018 (12:00 am CEST), for 18 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 Weibo, Twitter, Instagram and Facebook), but local LGBTI organizations were specifically contacted for their capacities to reach China respondents for the consultation.

1.4 Sample presentation

After data clean-up where respondents who had not answered all the survey questions were eliminated, 12,506 respondents remained in the China sample, including 12,494 from China Mainland, 10 from the Hong Kong Special Administrative Region, and 2 from Macao Special Administrative Region. This very large participation of Chinese respondents resulted in an over-representation of the Asia and Pacific region in the overall sample (59.46% of respondents).

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 Chinese sample therefore comprises youths who were living in China. They may not all have been born in China. Other Chinese respondents who have immigrated in other countries may have testified on their experiences in these countries as well. Finally, the vast majority of China survey respondents (12,504) completed the survey in Mandarin, while two respondents chose to complete its English version.

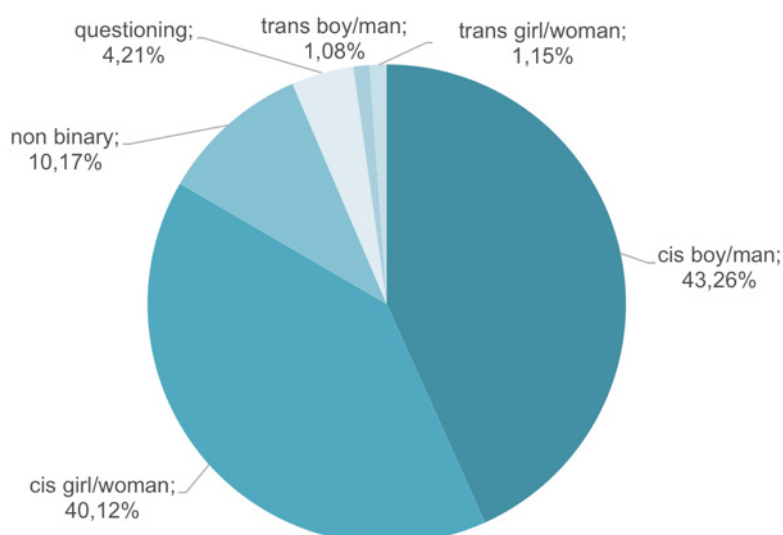
In terms of age, a very small minority of respondents (0.57%) were youth under 15 years of age. Roughly a tenth (9.02%) of respondents were aged between 15 and 18, while the majority (90.41%) reported being 18 and over. Most respondents reported being students (74.28%), while a fourth of the sample (23.46%) were employed. Only 2.26% of youth surveyed declared 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. 50.54% of them declared having been assigned female; 49.12%, male; and 0.34%, intersex¹. In terms of gender identity, 83.38% of youth reported being cisgender, and 2.23%, transgender. 10.17% of the sample reported being non-binary, while 4.21% declared questioning their gender identity at the time of the survey completion.

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, China respondents



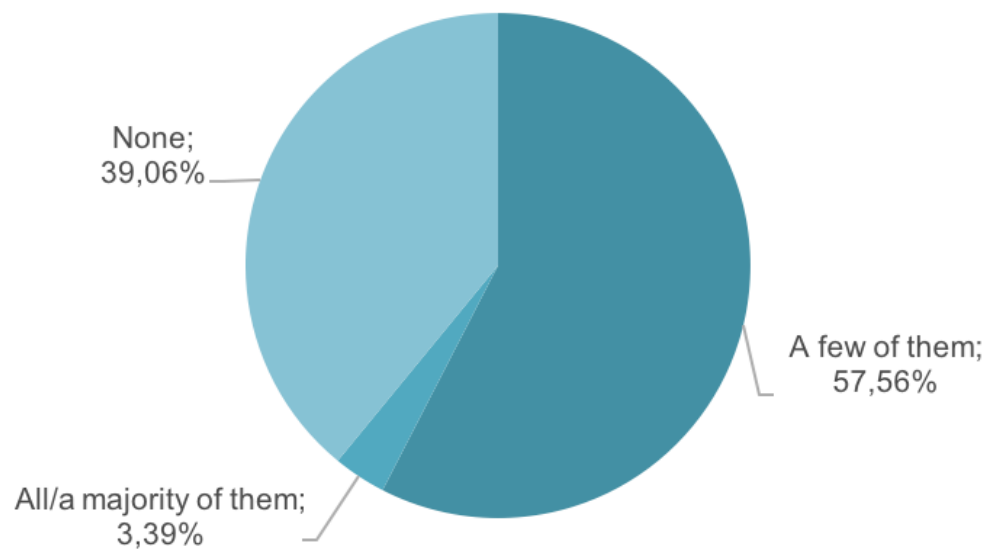
In terms of sexual orientation, a majority of youth (62.12%) declared being homosexual (41.47% gay, and 20.65%, lesbian). Less than a fifth (17.56%) identified as bisexual, 10.45%, as queer/pansexual, and 5.80%, as questioning. Finally, 1.90% of respondents identified as heterosexual.

Table 1. Sexual orientation of respondents, China respondents

Sexual orientation	% of respondents
Gay	41.47
Lesbian	20.65
Bisexual	17.56
Queer/Pansexual	10.45
Questioning	5.80
Heterosexual	1.90

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 (57.56%) declared that “a few” of their friends and relatives knew about the fact that they were LGBTI+. More than a third (39.06%) declared that they had disclosed their status to “none of them”, while 3.39% considered being out to “all or a majority” of their friends and relatives. This is significantly below the average for non-China respondents. In fact, non-China respondents are 13 times more likely than China respondents to report being out to “all or a majority of [their] friends”. China respondents present 25 more odds than non-China respondents to report being out to no one at all.

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



2

LGBTI+ youth inclusion in education

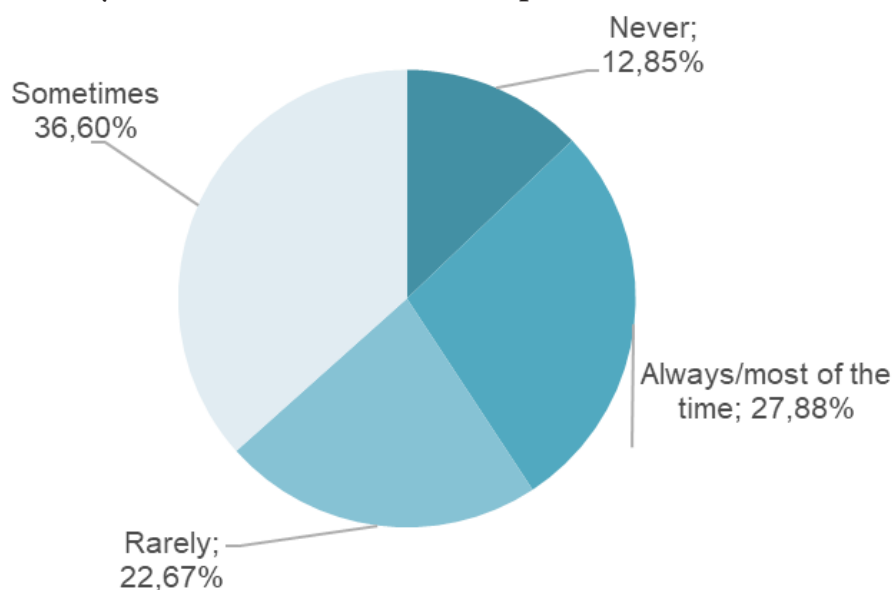


Inclusion in education for LGBTI+ youth was assessed by four indicators: reported feelings of safety at school, experiences of bullying, considering leaving school because of SOGIE status, and needs addressed by education policies and learning materials.

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. Less than a third of respondents (27.88%) reported feeling safe “always or most of the time” in their learning environment, while 36.60% considered it was “sometimes” the case. More than one out of three respondents (35.52%) declared feeling “rarely” (22.67%) or “never” (12.85%) 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, China respondents



In terms of sexual orientation and gender identity, results appear relatively consistent between youth with regards to feeling of safety. Disaggregation by assigned sex shows that intersex youth are twice more numerous than their non-intersex peers to report feeling unsafe at school, with 46.52% of them reporting “never” or “rarely” feeling safe at school. More analysis is required, since “only” 43 youths reported as intersex in our China sample.

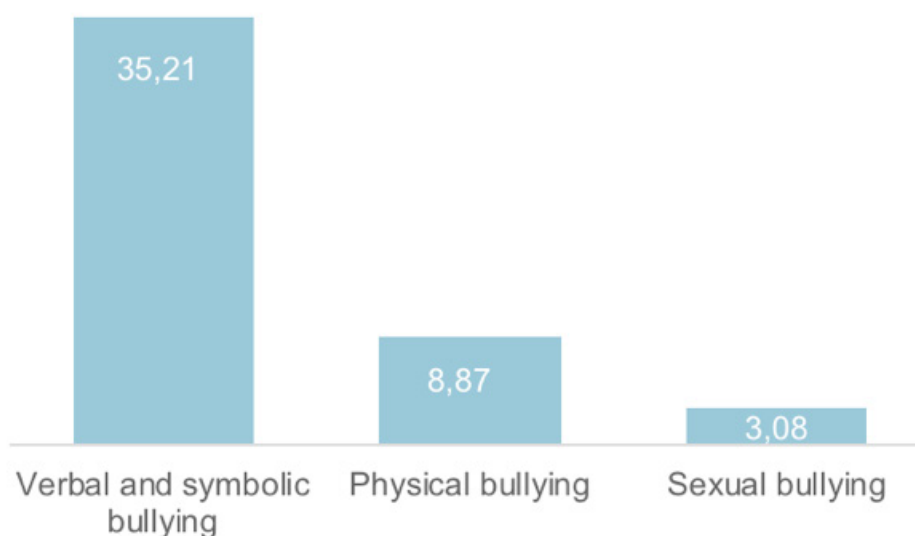
2.2 Experiences of school “bullying”

35.21% of China respondents reported having been ridiculed, teased, insulted or threatened at school because of their SOGIE status – the majority of them (32.32%), by their peers. Less than a tenth (8.87%) of LGBTI+ youths have been physically assaulted at school because of their SOGIE status – again, most of the time (6.10%) by their peers – while 3.08% of them 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.

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. When all SOGIE statuses are considered, it is trans girls/women who consistently report the highest rates of bullying, whether it be verbal (48.95% have been verbally victimized), physical (25.00%) or sexual (9.03%). In terms of sexual orientation, gay boys/men report in higher numbers all types of violence: 43.74% of them have been verbally victimized; 13.39%, physically assaulted; and 4.68%, targeted by sexual violence. In terms of gender identity, besides trans girls/women, trans boys/men (43.70%, 12.03% and 4.48% respectively report verbal, physical and sexual violence), non-binary youth (38.03%; 11.96%; 4.19%), as well as cis boys/men (41.08%; 11.67%; 4.37%) all report higher rates of bullying.

Disaggregation by assigned sex shows intersex youths are reporting the highest rates of verbal/symbolic (44.19% of them reported having been targeted) and physical bullying (18.60%). Boys/men report the second highest rates for these types of violence (respectively 42.21% and 13.11%), and the highest rates of sexual bullying (4.76% vs 4.65% for intersex youth). This requires more analysis, as sample size of intersex respondents is very small.

Graph 4. Experiences of school bullying, China respondents



2.3 Considering leaving school because of SOGIE status

8.20% of China 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 notably the case for trans girls/women: a fourth of them (25.00%) consider leaving school because of their SOGIE status. More than one out of ten trans boys/men (11.85%), intersex youth (11.63%), and gay boys/men (11.27%) also report wanting to leave school. Disaggregation by assigned sex shows male respondents (11.15%) are twice as likely as female respondents (5.31%) to consider leaving school because of their SOGIE status.

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

	%
Gay	11.27
Heterosexual	9.09
Lesbian	6.34
Queer/Pansexual	6.24
Questioning	5.84
Bisexual	5.16

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

	%
Trans girl/woman	25.00
Trans boy/man	11.85
Intersex	11.63
Cis boy/man	10.29
Non-binary	9.71
Questioning	9.14
Cis girl/woman	4.86

2.4 Needs addressed by education policies and learning materials

78.63% of China respondents feel their needs as LGBTI+ persons are “never” (54.28%) or “almost never” (24.35%) addressed by education or school policies. Opinions about educational policies are influenced by the respondents’ SOGIE status. For example, respondents reporting their needs are “never” or “almost never” addressed are in higher proportions trans girls/women (83.22%), gay boys/men (80.88%), youth questioning their gender identity (80.65%), and non-binary youth (80.36%). Respondents who were not attending school at the time of survey completion (and who identified as “workers” or “not in education, employment or training”) also reported in higher numbers not having had their needs addressed at school (respectively 84.74% and 80.43%) than their student peers (76.63%).

When it comes to having one's needs as a LGBTI+ person addressed in the curriculum or learning materials, a majority of respondents (77.21%) declare it is "never" (54.59%) or "almost never" (22.62%) the case for them. In terms of SOGIE status, youths questioning their gender identity stand out: 84.49% of them report not having their needs addressed in the curriculum or learning materials. Out-of-school youths also report in higher numbers not having had their needs as LGBTI+ students considered (83.28% of working youths, and 80.00% of youths "not in education, employment or training).

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. Little more than half (54.06%) of LGBTI+ youth surveyed reported receiving some form of sexuality education during their schooling, which is consistent with global results. Respondents were questioned on the content of the sexuality education they had received at school. Only 7.27% of them reported it included LGBTI-related information, while a little less than a third of them (35.96%) declared having received information on HIV and/or on sexually transmitted infections (STIs). In total, one out of twenty youths surveyed (5.76%) 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 (10.88%) of them answered positively.

Among respondents who had talked about their SOGIE status with a medical service provider, only 7.17% felt welcomed and safe in doing so, while the other 92.83% reported the experience as not entirely positive. In fact, 65.43% 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, 27.35% 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, 68.08% 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 (35.66%) or that they would be judged (31.19%). A fourth (27.09%) estimated no specialists were available to them as LGBTI+ people, while 10.06% reported no specialists were available for anyone. One out of five respondents (22.67%) 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, China respondents

Motive	%
No need to talk about SOGIE status with a medical service provider	68.08
Afraid of personal information disclosed to others	35.66
Afraid of being judged	31.19
No specialists available for LGBTI+ people	27.09
Afraid of being attacked	22.67
No specialists available for anyone	10.06

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.

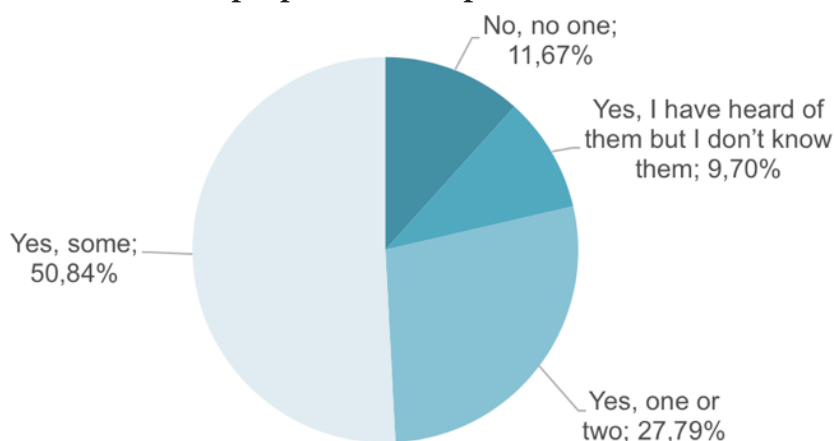
4.1 Feeling considered

Nine out of ten LGBTI+ youth surveyed (89.63%) 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 (56.44%) 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 a majority (54.83%) of them reported knowing “some” LGBTI+ people, one out of five (20.05%) declared not knowing anyone who identified as such.

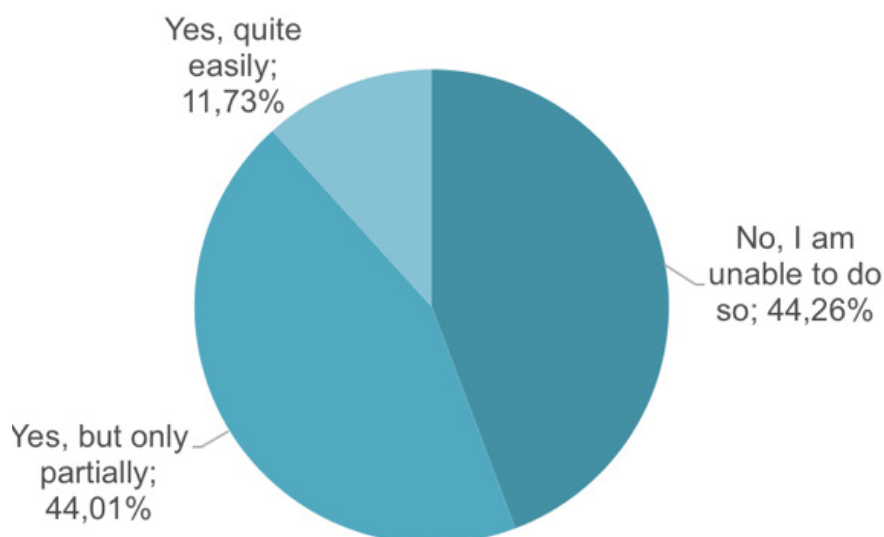
Graph 5. Knowledge of other LGBTI+ people, China respondents



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

Almost half of China respondents (44.26%) 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 (44.01%) estimated they could, but only partially. In other terms, only one out of twenty (5.61%) survey respondents reported being 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, China 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 (Mandarin version)

问卷概况

- 此份问卷由 MAG Jeunes LGBT (法国)在联合国教科文组织支持下制作。问卷调查是关于性少数青年人权状况国际咨询会的一部分。您的答案将帮助 MAG Jeunes LGBT 和联合国教科文组织更好地理解性少数青年的是否被包容与教育和健康中，您的帮助将使他们的声音传到国际社会。

- 这份问卷有20个问题，大概需要10分钟填写。

1. 你的年龄？（下翻）

2. 你所居住的国家（下翻）

3. 你的主要职业（下翻：学生；工作者；无业）

4. 性取向指的是一个人所感受到的性和浪漫的吸引。哪一种最能描述你的性取向？

-我是男同性恋：我是男性并且大多或仅仅对男性感受到性或浪漫的吸引。

-我是女同性恋：我是女性并且大多或仅仅对女性感受到性或浪漫的吸引

-我是双性恋：我对同性或者异性感受到性或浪漫的吸引

-我是异性恋：我大多或仅仅对异性感受到性或浪漫的吸引-如果我是男性，对女性感受到吸引；如果我是女性，对男性感受到的吸引

-我感受到被他人吸引无论他们是什么性别

-我感受不到被他人吸引

-我正在探索自己的性倾向

5. 那种性别是你的出生时的性别？

- 女性

- 男性

- 我同时具备男性和女性的生理特征（间性）

6. 性别认同指的是自身所定义的性别。哪一种可以更好的描述你的性别认同？

- 我自我定义为女性

- 我自我定义为男性

- 我的自我定义既不是男性也不是女性

- 我的自我定义是男性和女性

- 我不知道/我在探索自己的性别

7. 在这份问卷里，我们会把女同性恋、男同性恋、双性恋、跨性别和间性人成为性少数（LGBTI）

。在你的亲友中有多少人知道你是性少数？

-我的亲友大多或全部都知道

-只有一些亲友知道

-我从未告诉他人我是性少数

8. 在你现在或最近（如毕业）的学校中，你作为性少数觉得安全么？

- 是的，我一直/通常觉得安全
- 有时候觉得安全
- 很少觉得安全
- 从未觉得安全

9. 你有因为性少数的身份被戏弄、嘲笑、侮辱或者威胁过么？（可多选）

- 是的，被我的同学
- 是的，被我的老师或学校职工
- 不是，从没有

10. 你有因为性少数身份遭遇过身体的欺凌么？（可多选）

- 是的，被我的同学
- 是的，被我的老师或学校职工
- 不是，从没有过

11. 你有因为性少数身份被性侵犯过么？（可多选）

- 是的，被我的同学
- 是的，被我的老师或学校职工
- 不是，从没有过

12. 你曾经或者现在有考虑过因为自己是性少数而离开学校么？

- 是的
- 不是

13. 你认为自己作为性少数的需求有被学校的政策满足么？

- 是的，一直或者大多被满足
- 有时被满足
- 很少被满足
- 从未被满足

14. 你认为自己作为性少数的需求有被学校的课程满足么？

- 是的，一直或者大多被满足
- 有时被满足
- 很少被满足
- 从未被满足

15. 你在学校有接受性教育课程么？（可多选）

- 是的，而且课程包括性少数的内容
- 是的，但是课程不包括性少数的内容
- 是的，而且课程包括艾滋病和性传播疾病的内容
- 是的，但是课程不包括艾滋病和性传播疾病的内容
- 不是，我没有上过这样的课程

16. 你有和医务工作者（医生，妇科医生，泌尿科医生，护士，咨询师，心理医生）说过你是性少数么？

- 有
- 没有

16a. 如果回答“有”）当你谈到自己是性少数的时候，觉得受欢迎和安全么？

- 是的，非常受欢迎和安全
- 是的，但是他们缺乏性少数的知识
- 有时候觉得自己不受欢迎或不安全
- 不，我并不觉得受欢迎或安全

16b. （如果回答“没有”）为什么没有和医务工作者说自己是性少数？（可多选）

- 我害怕会被评论
- 我害怕会被攻击
- 我害怕个人信息会泄漏
- 没有给性少数服务的专家
- 没有给任何人服务的专家
- 我不觉得有需要向医务工作者说我是性少数

17. 你觉得你的政府重视性少数青年么？

- 是的，一直或大多数时候重视
- 有时候重视
- 几乎没重视过
- 从来不重视

18. 在你的学校或社区中，你知道其他的性少数么？

- 我听说过但是不认识他们
- 我认识一些性少数
- 我认识一个或者两个性少数
- 不，我不认识任何其他的性少数

19. 你可以想象到自己作为性少数青年在你的国家有怎样的未来么？

- 是的，很容易
- 只能想象到一部分
- 无法想象

20. 在你的国家，性少数青年如何才能感觉好一点？

谢谢填写！

This publication presents the main findings on China 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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