

Education

ALBANIA

Educational environments continue to be perceived as unsafe for LGBTI students. According to the 2024-2025 nationwide [survey](#) of Aleanca LGBTI, 73% of respondents described Albanian schools as unsafe for marginalised groups, including LGBTI students, while only 4% considered schools safe. Respondents linked this perception to harassment, verbal abuse and social exclusion. Among respondents currently in education or who had recently attended school, 25% reported difficulties accessing or attending secondary or vocational education during the past year due to their sexual orientation, gender identity or sex characteristics. In addition, 46% stated that they knew at least one other LGBTI person who had faced similar barriers. Approximately 2% of respondents reported not completing compulsory education, citing family rejection and persistent bullying. During parliamentary debate on the draft Law "On Gender Equality", the role of education in addressing gender stereotypes and promoting equality was publicly contested. Political and non-state actors framed gender education initiatives as harmful to children, contributing to resistance against inclusive school policies

The Needs [Assessment](#) of Trans People in Albania found that trans people face systemic social and institutional barriers within the education system. While 70.5% of respondents reported having completed primary education, a significant proportion indicated that they were unable to progress to higher levels of schooling. The assessment identified bullying and discrimination as primary drivers of educational discontinuation, with 63.6% of respondents reporting that they ceased their education due to peer bullying. Institutional discrimination further affected educational trajectories: 41% of respondents reported changing schools due to discrimination, 64.7% discontinued further education as a result of discriminatory treatment, and 60% of those who reported discrimination stated that their situation remained unchanged.

AUSTRIA

In February, Austria's Ministry of Education introduced [new rules](#) governing outside providers

of sex education sessions. Under the updated guidelines, only organisations that receive approval via a dedicated Office for Sex Education platform may offer such programs in schools. The reform was prompted by controversy surrounding the Christian group TeenSTAR, whose earlier materials - now allegedly revised - depicted homosexuality as a condition to be "cured" and masturbation as harmful.

BELGIUM

In April, a [study](#) conducted by the Jeugdonderzoek-platform (JOP) in Flanders showed that, compared to the results of a similar survey in 2018 and 2013, students in secondary school aged 16 to 18 are significantly less accepting of lesbian and gay (LG) people. The data highlighted that 1 in 5 surveyed people found aggression against a LG person acceptable. In 2018, it was less than 1 in 10.

BOSNIA AND HERZEGOVINA

In June a book titled "[The History of Queer Life in Bosnia and Herzegovina](#)" was released. The book traces the experiences of LGBTI people from the Middle Ages through the Ottoman period, the Yugoslav Kingdom, and Socialist Yugoslavia, and is regarded as the first book of its kind in the country.

BULGARIA

In August, one year after Bulgaria's parliament banned the discussion of LGBTI issues in schools, students and teachers [reported](#) that the law has deepened fear and anxiety in the classroom. The amendments prohibit so-called "propaganda" of "non-traditional sexual orientation" in schools. Educators, experts, and international organisations had warned that the law was vague, unnecessary, and likely to fuel bullying rather than prevent it. Students interviewed by national news outlets reported the law has instead introduced more stress into schools without addressing any real problems.

Previously, in February, the Prosecutors pardoned members of the Revival Party for blacklisting teachers by posting calls on Facebook to hold teachers accountable for opposing the law amendments. In September, LGBTI organization Deystvie, Single Step Foundation and Assoc. Prof. Deyana Marcheva submitted a formal request to the Ombudsman of the Republic of Bulgaria insisting on

referring the law to the Constitutional Court in order for it to be repealed.

CZECHIA

In February, an amendment to the Higher Education Act introduced a new provision enabling people who have changed their gender marker on official ID to obtain university diplomas reflecting their current personal data as of March. While this represents a positive step toward legal recognition, gaps in the implementing framework remain and efforts are ongoing to address these issues through engagement with higher education institutions.

In April, Jan Gregor, vice-chairman of the Alliance for Family party filed a complaint against Czech television after the company aired a Norwegian children's series that included scenes celebrating the participation of children in Pride marches. Gregor accused the broadcaster of using public funds to promote what he described as "LGBT ideology" and called for a "fundamental review" of state funding for political non-profit organisations involved in such initiatives.

In November, the newly formed government coalition stated in its programme declaration, under Section 9 (Education), that non-profit organisations should not impose political or ideological positions within the education system. Within this framework, education – particularly education addressing LGBTI issues – has been explicitly referenced as part of this narrative.

FRANCE

In February, the Official Gazette published an update to the National Education curriculum, strengthening comprehensive sexuality education to better support students in their personal and relational development. The program, mandatory since 2001 but previously little applied, is structured around current issues and covers sexual orientation, gender identity, and related discrimination.

In March, anti-Semitic, homophobic, and racist graffiti, including Nazi symbols, were found on the facade of Merleau-Ponty High School in Rochefort (Charente-Maritime). Some of the inscriptions contained explicit

calls for violence. Local authorities and civil society condemned the incident, with the mayor stressing that hate and racism have no place in schools or in the country, and anti-discrimination activists linking the episode to broader patterns of bias-motivated hostility.

In June, in the Landes, a sports educator was suspended from all management duties for six months following a report to the departmental youth and sports service. The report cited repeated harassment and homophobic remarks directed at both athletes and colleagues.

IRELAND

In November, Belong To – LGBTQ+ Youth Ireland held its annual Stand Up Awareness Week from 3 to 7 November, aiming to reduce homophobic, biphobic and transphobic bullying in schools and youth services. Record levels of participation were reported, with around 75% of post-primary schools nationwide engaging in the initiative by hosting talks, presentations and dedicated lessons on LGBTQ+ inclusion and respect. The campaign received official support from Ireland's Minister for Education and Youth, Helen McEntee, and was formally endorsed by major education unions, including the Association of Secondary Teachers, Ireland and the Teachers' Union of Ireland, reflecting broad institutional backing for inclusive practices in educational settings.

ITALY

In October, the Culture Committee of the Chamber of Deputies approved an amendment further restricting access to sexuality and relationships education in schools. The amendment, introduced by League MP Giorgia Latini, expanded a government proposal by Education Minister Giuseppe Valditara, which already required written parental consent for school activities related to sexuality in secondary education. While the initial proposal banned such education in kindergarten and primary schools and imposed consent requirements in upper secondary schools, the amendment sought to extend these restrictions to lower secondary schools as well, citing concerns about so-called "gender ideology" and emphasising parental control.

In December, the Chamber adopted the bill with 151 votes in favour, 113 against, and one abstention. The final text did not include a ban on sexuality and relationships education in lower secondary schools, but it confirmed the obligation for schools to obtain written parental consent before organising such activities in both lower and upper secondary education. Schools are also required to inform families in advance about the content of programmes, teaching materials, and the qualifications of any external educators involved. The bill was subsequently transmitted to the Senate for further consideration.

KAZAKHSTAN

In January, it emerged that Kazakhstan's Ministries of Health and Education had submitted to the government a purported review of international research on the alleged impact of LGBTI issues on children. The analysis reportedly relied heavily on a Russian-language article critical of LGBTI equality. These materials have since been used in government deliberations on whether to introduce legislation restricting what authorities describe as LGBTI propaganda. The review followed developments in the previous summer, when the Ministry of Culture partially endorsed a public petition calling for restrictions on "LGBTI propaganda," agreeing to limit the circulation of sexualised content involving minors. At that time, the Ministries of Science, Health, and Education were instructed to assess the claimed impact of LGBTI issues on children and to prepare an official report.

LUXEMBOURG

In January, following two opposing public petitions - one calling for the removal of LGBTIQ+ topics from schools and a counter-petition advocating for a more consistent integration of queer topics into the curriculum - both initiatives reached the required number of signatures and were referred to the competent parliamentary committee. On 28 January, their respective initiators, accompanied by experts, presented their positions at a public hearing before the committee.

On 29 January, Education Minister Claude Meisch met with representatives of the LGBTIQ+ community,

including Rosa Lëtzebuerg, ITGL, the Centre LGBTIQ+ CIGALE, LEQGF and queer loox, to discuss how queer topics could be integrated into education policy in a more consistent and age-appropriate manner, with a focus on the best interests of students.

MALTA

In January, a couple withdrew their children from St Clare College Primary School in San Ġwann after learning that their son's teacher was gay. The parents argued this went against their Christian values, telling the school they did not want their children mixing with people who are not straight. The incident sparked wide criticism. Equality Parliamentary Secretary Rebecca Buttigieg said it showed how much work remained to change mentalities, while Education Minister Clifton Grima thanked the school for supporting the teacher. By late January, Grima confirmed that the parents had decided to keep their children enrolled at the school.

MOLDOVA

In March, Vladimir Odnostalko, a deputy from the Bloc of Communists and Socialists, proposed draft amendments to the Law on the Protection of Children from Harmful Information. The proposal aimed to ban so-called "LGBT propaganda" and pornography in media accessible to children. In justifying the initiative, Odnostalko criticised what he described as the influence of "civilised Europe" and argued that legislative intervention was necessary to shield children from such content. The initiative was submitted for inclusion on the parliamentary plenary agenda but was rejected by the parliamentary majority (see also under Freedom of Expression).

NORWAY

In December, FRI, Queer Youth and PKI formally handed over more than 25,000 signatures to the Minister of Children and Families in support of FRI's appeal "Protect queer children and young people." The petition calls for stronger measures to ensure that all staff in schools and kindergartens have solid knowledge of the lives and living conditions of queer youth.

In June, the Directorate of Education instructed Christian independent schools to cease teaching

content that portrays same-sex relationships or diverse sexual orientations as sinful or morally wrong. The directive follows an inspection of four schools affiliated with the Church of the Society in Kristiansand and Egersund, which found multiple violations of the Education Act. The report specified that schools must revise teaching materials on topics including same-sex relationships or diverse sexual orientations, cohabitation, sin and fear, gender equality, democracy, critical thinking, and creation.

In December, Norway's Equality and Anti-Discrimination Tribunal (Diskrimineringsnemnda), sitting in an extended panel, issued opinions on complaints about [Drammen](#) municipality's Pride/rainbow-flag marking in schools and kindergartens. The majority found no unlawful discrimination.

POLAND

In late August, Poland's Catholic Church [appealed](#) to parents to withdraw their children from the new, [non-mandatory](#) school subject "health education," introduced from 1 September. In a statement, the Polish Episcopal Conference (KEP) described the curriculum, which includes elements of sexuality education, as "anti-family" and "gender destabilising," claiming it would undermine traditional family values and promote "gender ideology." The conservative think tank Ordo Iuris also criticised the reform, accusing Education Minister Barbara Nowacka of introducing sex education under the guise of health lessons, and objecting to content addressing contraception, abortion, sexual orientation, gender identity and LGBT rights.

In February, the Court of Appeal in Warsaw upheld a September 2023 [ruling](#) in favour of the Campaign Against Homophobia (KPH) and the Society for Anti-Discrimination Education (TEA) in a case against the Association of Large Families of Warsaw and Mazovia (SRWWiM). The courts found that SRWWiM had disseminated false and homophobic claims in publications and letters to schools in 2016–2017, alleging that anti-discrimination education promoted LGBTI behaviour and undermined social norms. The statements were held to be untrue and harmful to the plaintiffs' personal rights. SRWWiM was ordered to remove the publications, issue public apologies,

submit a statement to the Ministry of National Education, and pay PLN 3,000 in damages to KPH. The appellate ruling made the judgment final.

PORTUGAL

In July, the Minister of Education and Science [announced](#) that content on "sexuality" and "sexual and reproductive health" would be removed from the Citizenship and Development curriculum. The decision, which replaces the existing 2017 scripts and references, drew sharp criticism for leaving the topic of sexuality absent from all years of schooling. This shift follows the Prime Minister's promise last October to "free [the Citizenship discipline] from the ties of ideological projects," appeasing more conservative sectors.

SERBIA

In 2024, the [European Commission against Racism and Intolerance \(ECRI\)](#) recommended that Serbian authorities urgently establish a comprehensive system for effectively monitoring racist and LGBTI-phobic incidents in schools, including clear procedures for reporting, sanctioning perpetrators, and supporting victims. Serbia has since developed the national platform "[Čuvam te / ! Protect You](#)" to prevent and respond to violence involving children, but the platform fails to explicitly recognise or address violence and discrimination based on sexual orientation, gender identity, or expression.

SPAIN

In January, the Government of Navarre's Department of Education [approved](#) a new Coeducation Plan aimed at preventing sexist violence and promoting equality in schools. The Plan defines coeducation as fostering equal opportunities and explicitly rejects sexist, homophobic, biphobic, and transphobic stereotypes within the education system.

In March, the Vox party [presented](#) a non-binding parliamentary initiative calling for the creation of a new criminal offence targeting what it described as the "inclusion of gender ideology in the classroom." The proposal framed such content as harmful to minors and sought parental authorisation requirements for educational activities addressing sexuality or moral and religious issues.

In March, the Federation of Evangelical Religious Entities of Spain (FEREDE) published a [report](#) criticising regional education protocols that allow social transition measures for trans pupils without parental consent. FEREDE argued that practices such as recognising a student's chosen name or gender identity in schools undermine parental authority and religious freedom.

In April, concerns [resurfaced](#) regarding a teacher in Alaquàs accused of subjecting students to conversion practices. Despite earlier assurances that he had been reassigned, testimonies indicated his continued presence at the school, prompting calls for full suspension. The case, which began in 2024, was referred to the Prosecutor's Office, and in September the teacher was formally [suspended](#) from his position.

In June, the High Court of Justice of Navarre [ruled](#) against the implementation of the SKOLAE programme, declaring it unlawful. SKOLAE is a regional equality education programme that includes content on gender equality, diversity, and sexual orientation and gender identity, and is implemented across different educational stages. The programme had previously received international recognition, including the UNESCO Award for Education of Girls and Women in 2019.

In September, FELGTBI+ published a [report](#) on experiences of LGBTI students in secondary education, which found that more than half of LGBTI respondents had experienced hate or discrimination at school. The findings were later [cited](#) by the organisation in October in the context of calls for measures to address hate speech, misinformation, and bullying affecting young people.

TURKEY

The İzmir Provincial Directorate of National Education has imposed disciplinary sanctions in the form of [reprimands](#) on three teachers for giving lessons on gender equality in schools on the occasion of International Women's Day on March 8, following a decision by the Education and Science Workers' Union.

In April, Minister of National Education Yusuf Tekin declared his [opposition](#) to LGBTI inclusion in education and added that the government is firmly "against LGBT imposition."

In July, Hacettepe University [shut down](#) the Hacettepe Queer Studies Club, citing vague allegations of misconduct and claiming that the club was employing public funds to promote LGBTI propaganda. The decision was issued by the Student Clubs Establishment and Functioning Commission, which claimed it had received complaints about the club and, after evaluation, opted for closure. In its reasoning, the Commission accused the club's activities and members of "opposing religious, national, and social values" and "acting against social harmony." The club had first been shut down in 2023 but reopened in early 2025.

In August, a group of trans women living in Beyoğlu were [attacked](#) by an intoxicated man in the middle of the night. After footage showing the women chasing the attacker circulated on social media, trans people became targets of further online hostility. Trans Blok reported that the man had persistently harassed the women, assaulted one of them, and attacked nearby shopkeepers. They stated that police collected camera footage the following morning, and that the recordings clearly showed the man's aggression. Despite this, the women were taken to the police station and were arbitrarily kept waiting for a prolonged period of time.

UNITED KINGDOM

In January, the University of Brighton launched a new PhD [scholarship](#) dedicated to advancing trans and non-binary inclusion. The scholarship is designed to support a researcher committed to improving the wellbeing and dignity of trans and non-binary people by providing financial assistance and access to resources.

In July, the UK Government published its [update](#) to the Relationships, Sex and Health Education (RSHE) guidance for England. The guidance, which will become statutory in September 2026, introduces expanded content on consent, respectful relationships, and

mental health. The document reaffirms that schools must teach about different kinds of relationships, including same-sex relationships, and that this should be delivered in an age-appropriate and respectful manner. However, the new framework adopts more cautious language when addressing gender identity. LGBTI organisations have welcomed the continued commitment to ensuring that same-sex relationships are part of the curriculum, but have also voiced concern that the softened language around gender identity could embolden schools to avoid or minimise trans-inclusive education.

UZBEKISTAN

In February, a secondary school teacher organised an extracurricular lesson titled "Human Rights and Everyone's Dignity," aimed at promoting respect, discussing women's rights, and addressing bullying, including of pupils perceived as different. Shortly afterwards, the parents of two students submitted complaints to the local Department of Public Education, alleging that the lesson promoted LGBTI "ideas" and "Western values." Following an order to investigate the complaints, the teacher was summoned to the district education office, where officials reportedly warned that such discussions could harm the moral development of young people.