

性与性别少数学生校园环境报告

Chinese LGBTI+ Students' School Environment Research Report

与中国近30家机构合作发布调查
共收集来自全国各地的3400余份问卷
了解因性倾向、性别身份与表达造成的歧视与不公
勾勒中国大陆地区的性少数学生所在的校园环境状况



樂施會
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性与性别少数学生校园环境调查报告

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关于同语

同语是一个民间非营利组织，成立于 2005 年 1 月。同语关注中国在性倾向或性别身份上遭受压迫的群体，旨在通过社群动员、公共教育和政策倡导，推动公众对多元性别议题的认知，消除歧视，争取平等权益。

2008 年，同语获得荷兰妈妈现金基金会“她改变了世界”奖。

同语的核心价值：平等，多元，开放。

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引言:

为什么我们要做性与性别少数学生校园环境调查?

Introduction: Why do we investigate the school environments of LGBTI+ students?

本研究项目旨在调查中国大陆地区性与性别少数学生因为其性倾向、性别身份或表达以及间性状态 (SOGIEI) 所遭遇的校园霸凌和校园歧视。调查的目标人群为在校学生, 包括初高中生、大学生和研究生, 就他们当前的学校环境或过去一年的生活情况进行调查, 因此本研究项目所呈现的校园环境和学生情况是当前的, 而并不包括性与性别少数学生以及其他性与性别少数人群的全部求学经历。

调查问卷以网络问卷的形式进行发放, 从2015年12月15日开始到2016年1月2日共收到有效问卷 (即答卷人为在校学生) 共3452份。

调查样本人群最小12岁, 最大36岁, 平均年龄19.87岁。女生占66.34%, 男生占33.66%。问卷填写人主要是高校学生, 大学本科学生占72.8%, 中学生占12.92%。78.65%的学生出生在城市。

This research project aims to investigate SOGIEI-based (sexual orientation, gender identity/expression, and intersex status) discrimination and school violence against LGBTI+ students in Mainland China. The surveyed sample includes currently enrolled students at the secondary, post-secondary, and post-graduate levels of studies, and the surveyed timeframe is their experience in their school environment in the past year. Therefore, this research is only an representation of the current school environment, and does not include all lived experiences of LGBTI+ students across their academic life.

The research survey was distributed online, from December 15th 2015 to January 2nd 2016, amassing a valid sample (valid sample being a response from a currently enrolled student) of 3452 responses.

In the sample, the youngest respondent is 12 years old, the oldest 36 years old, average age 19.87 years old. 66.34% of the respondents are female, 33.66% are male. Most respondents are currently enrolled in post-secondary education (university and colleges), with undergraduate students at 72.8%. 12.92% of the respondents are in secondary school. 78.65% of respondents were born in an urban setting.

主要概念

Key Concepts

性倾向 Sexual Orientation

在性欲上和情感上被某种性别的人所吸引的倾向。通常，性倾向包括同性倾向、双性倾向和异性倾向三种倾向，此外亦有无性恋和泛性恋的概念，前者指对任何性别的个体均无性欲(但存在情感需求)的个体，后者指不强调恋爱对象的性别，或恋爱对象的性别超越了二元的个体。

Sexual orientation is an enduring pattern of romantic or sexual attraction (or a combination of these) to persons of the opposite sex or gender, the same sex or gender, or to both sexes. These attractions are generally subsumed under heterosexuality, homo-sexuality, and bisexuality, while asexuality (the lack of sexual attraction to others) and pansexuality (pay no attention to the sex or gender of the partner) is sometimes identified as the other kinds of sexual orientation.

性别身份/认同 Gender Identity

指个人在情感上和心理上认为自己属于的某个性别。一个人的性别身份可能是男性、女性、两者皆非或居于其间。性别身份独立于性倾向，但性倾向离不开性别身份。当个人的性别身份与出生时的生理性别不一致时，他/她就属于性别身份上的少数群体。

Gender identity is the gender which the individual think himself or herself belongs to. One's gender identity can be male, female, none of male or female, and between male and female. Gender identity is independent of sexual orientation, but sexual orientation cannot be separated with gender identity. If one's gender identity is different from his or her born sex, he or she belongs to gender minorities.

性别表达 Gender Expression

指的是个人通过衣着打扮、言行举止等外显的方式来表达自己的性别。当个人的性别表达不遵从社会的性别规范时，他/她就属于性别表达上的少数群体。

Gender expression refers to the explicit ways (e.g. clothing, behavior and so on) in which an individual manifest his or her gender. If an individual's gender expression is not consistent with the social gender standards, he or she belongs to gender minorities.

性和性别少数 Sexual and Gender Minorities

包括在性倾向、性别身份或性别表达等方面属于少数群体的所有人，如：同性恋、双性恋、跨性别者、间性人等。

Sexual and gender minorities includes those who belong to the minorities in sexual orientation, gender identity or expression. For instance, homosexual, bisexual, transgender, intersex and so on.

校园霸凌 School Bullying

又称校园欺凌或校园暴力，指的是一种长时间持续的、并对个人的心理和身体产生恶意攻击的行为，且因为欺凌者（施暴者）与受害者（受暴者）之间的权力因素不对等，故后者不敢或无法有效反抗。

校园欺凌者可以是个人，也可以是群体，且其对受害者的伤害往往不可逆转。校园欺凌有的是欺凌者有意识的行为，有的则是无意识的行为。校园欺凌不仅仅发生在校园内，也可以发生在校外，如往返学校的路途中，或是网络上。

School bullying, also called school violence, which means a long-lasting vicious behavior towards others' mentality and body. As the asymmetry between perpetrators and victims in power, victims dare not to resist or cannot resist effectively.

The perpetrator of school bullying can be an individual and also a group, which can lead to irreversible harm. Some school violence is out of the perpetrator's consciousness, while some is unconscious. School bullying occurs not only in the campus, but also occurs outside the school, for example, the way between home and school, or on the Internet.

基于性倾向、性别身份或表达的校园欺凌

School Bullying Based on the Sexual Orientation, Gender Identity or Expression

指的是一个学生个体因其性倾向、性别身份或表达，或者别人对其性倾向、性别身份或表达的判断，而长时间、重复地遭受来自同学、老师或他人的欺凌，对其身心造成伤害。

Because of his or her sexual orientation, gender identity or expression, or someone else's judgement to his or her sexual orientation, gender identity or expression, an individual may suffer long-lasting and repetitive bullying from classmates, teachers or other people, which can cause great harm to his or her body and mentality.

PART 1

性与性别少数学生概况

Overview of LGBTI+ Students

本次调查共收到有效问卷（即答卷人为在校学生）

The research amassed a valid sample (valid sample being a response from a currently enrolled student) of

3,452

份。

responses.

身份证性别 Sex

男
male



33.66%

女
female



66.34%

调查样本人群中，女生比例较大，为66.34%，男生样本占33.66%。

In the sample, the majority is girls (66.34%), 33.66% are male.

出生地 Birth Place

样本中，78.65% 的学生出生在城市，其余出生在县镇或乡村。

In the sample, 78.65% of respondents were born in an urban setting, others were born in towns or villages.



城市 urban

78.65%



县镇或乡村 town or village

21.35%

学历分布 Degree



大学本科生

undergraduate students

72.80%



中学生

middle school students

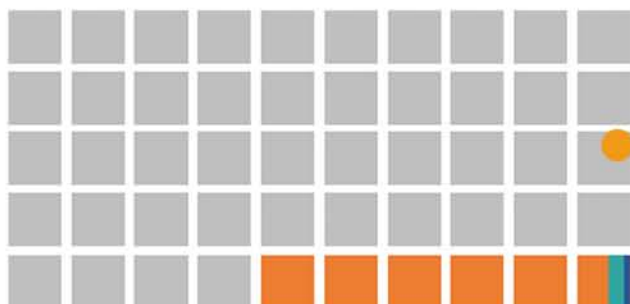
12.92%

问卷填写人主要是高校生，大学本科学生占72.8%，中学生占12.92%。

Most respondents are currently enrolled in post-secondary education (university and colleges), with undergraduate students at 72.8%. 12.92% of the respondents are in secondary school.

Overview of LGBTI+ Students

生理与社会性别 Sex and Gender



顺性别 93.13%
cis-gender

跨性别 5.30%
trans-gender

性别认同不确定 1.48%
gender identity questioning

间性人 0.09%
intersex

在全部3452个有效样本中，93.13%的学生为顺性别，5.3%的学生为跨性别，0.09%的学生（3人）为间性人，另外1.48%的学生对自己的性别认同仍然处于不确定的阶段。

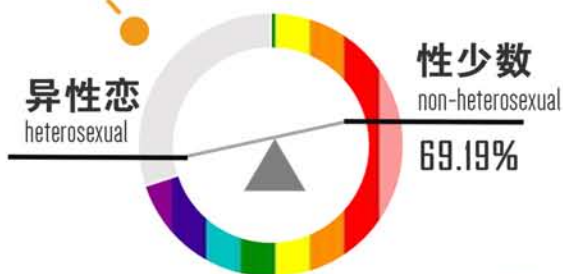
In a total of 3452 valid samples, 93.13% of respondents identify as cisgender, 5.3% identify as transgender, 0.09% (3 respondents) identify as intersex, and 1.48% are questioning/unsure of their gender identity.

性倾向 Sexual Orientation

在性倾向方面，69.19%的学生自我认同为性少数群体（n=2077），包括同性恋、双性恋、泛性恋、无性恋、不确定、其他等等。

On sexual orientation, 69.19% of respondents identify as LGBTI+ (n=2077), including lesbian, gay, bisexual, pansexual, asexual, questioning, and others.

异性恋
heterosexual



性少数

non-heterosexual

69.19%

恋爱经历 Experience of Romantic Relationship



72.65%

性与性别少数学生有恋爱经历

LGBTI+ respondents have had experienced romantic relationship

在自我认同为性少数的2077名学生中，72.65%有过恋爱经历。

Out of 2077 LGBTI+ respondents, 72.65% of LGBTI+ respondents have had experience of a romantic relationship.

Overview of LGBTI+ Students

性与性别少数学生样本：

Sample of LGBTI+ students :

2,077

出柜情况 coming out of the closet



跟学校内的部分人出柜
selectively out at school



没有向任何人进行
任何形式的出柜
not out to anyone at school



在学校完全出柜
completely out at school

在2077名性少数学生中，11.07%在学校完全出柜，70.05%的性少数学生选择跟学校内的部分人出柜，而18.87%的性少数学生在校内没有向任何人进行任何形式的出柜。

Out of 2077 LGBTI+ respondents, 11.07% is completely out at school, 70.05% is selectively out, and 18.87% is not out to anyone at school.

对性倾向的感知 perception of sexual orientation

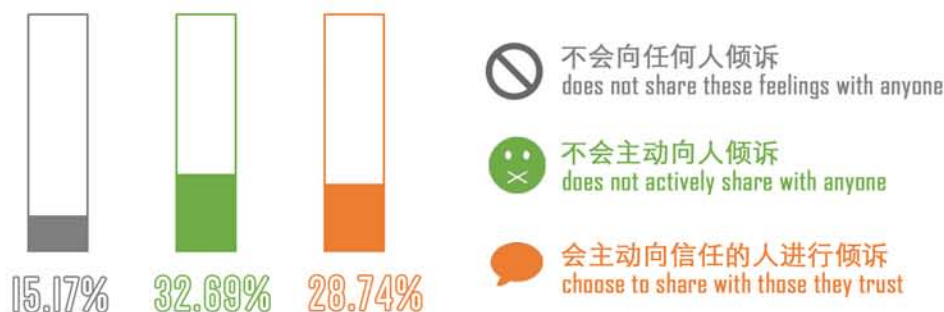


58.98%的性少数学生对自己的性倾向身份有积极的感受(骄傲或接受)，33.7%的学生无特别感受。5.87%的学生对自己的性倾向身份有负面感受，1.44%的学生明确认为自己的性倾向身份很糟糕。

58.98% of LGBTI+ respondents felt positive (proud and/or accepting) of their sexual orientation, 33.7% have neutral feelings, 5.87% have negative feelings about their orientation, and 1.44% explicitly responded that they felt extremely bad about their sexual orientation.

Overview of LGBTI+ Students

遭受认同困惑的解决方式 Solutions while Doubting about Self-identity



当性少数学生遭遇自我认同方面的困惑时，15.17%的学生不会向任何人倾诉，32.69%的学生不会主动向人倾诉。28.74%的学生会主动向信任的人进行倾诉。

When LGBTI+ respondents experience doubt about their SOGIEI identity, 15.17% of respondents does not share these feelings with anyone, 32.69% does not actively share with anyone, and 28.74% choose to share with those they trust.

寻求心理咨询的情况 Psychology Counselling



在所有性与性别少数学生中，仅有83人在过去一年内就性别、性倾向问题向学校的心理咨询师寻求过帮助。



Out of all LGBTI+ respondents, only 83 people (4%) sought help from campus counselling services in the past year in regards to SOGIEI.



Only 4%

“

咨询过程很友好，对我有帮助。
The counselling is friendly and helpful.”

32.53%

仅27人
only 27 persons

44人
44 persons

53.01%

“ 咨询过程很友好，但没有帮助。
The counselling is friendly, but not helpful. ”

”

性与性别少数身份对学习的影响 Impacts of LGBTI+ identity

在2077名性少数学生中，过去一年自我报告因性少数身份而成绩下降的为477人（占比22.96%），270人（13%）旷课，72人（3.46%）转学，72人（3.46%）退学，163人（7.85%）自残，181人（8.71%）试图自杀，318人（15.32%）对他人有肢体或言语上的攻击性行为。

Out of the 2077 LGBTI+ respondents, 477 people (22.96%) responded to underachieving academically due to their SOGIEI in the past year, 270 people (13%) skipped class, 72 people (3.46%) transferred schools, 72 people (3.46%) dropped out of school, 163 people (7.85%) inflicted self-harm, 181 people (8.71%) attempted suicide, and 318 people (15.32%) physically or verbally attacked others as a result.

477
23%

成绩下降

underachieving academically

270
13%

旷课 skipped class

318
15%

对他人有肢体或言语上的攻击性行为
physically or verbally attacked others

试图自杀
attempted suicide

181

163

自残 inflicted self-harm

72

转学
transferred schools

72

退学
dropped out of school

PART 2

整体性行为概况

Overview of Sexual Behavior

在全部 **3,452** 个学生样本中: Out of all valid samples:



59.44%

抚摸性器官
sexual touching



48.84%

口交
oral sex



38.79%

使用安全套的
阴道交或肛交
vaginal and/or anal
intercourse with condom



35.63%

未使用安全套的
阴道交或肛交
vaginal and/or anal
intercourse without condom

19.15%

过去一年曾未使用安全套发生过危险性行为
had high-risk sex without protection in the past year

9.41%

曾在不情愿的情况下与他人发生性行为
had sex with someone unwillingly

8.11%

曾在使用药物或酒精后与他人发生性行为
had sex with someone under the influence of drugs and/or alcohol

1.59%

在过去一年曾感染/传染性传播疾病
contracted STIs (sexually transmitted infections) in the past year

0.55%

在过去一年曾怀孕或使性伴侣怀孕
pregnant or impregnated others in the past year

在成年 (18岁) 以前: Before turning 18 years old:



51.94%

抚摸性器官
sexual touching



47.74%

舌吻
tongue kiss



27.28%

口交
oral sex



18.81%

未使用安全套的
阴道交或肛交
vaginal and/or anal
intercourse without condom



17.57%

使用安全套的
阴道交或肛交
vaginal and/or anal
intercourse with condom

PART 3

针对性与性别少数学生的校园霸凌

Bullying and Violence Against LGBTI+ Students

在全部学生样本中，共有 **1,403** 名
(40.64%) 学生报告其所在校园内发生
过针对性与性别少数学生的校园霸凌。

Out of all 3452 valid samples, 1403 people (40.64%) reported bullying against LGBTI+ students in their schools.



40.64%

根据受调查者报告，常见的校园霸凌方式有 **6** 种：

1



被恐同的言论攻击（包括讽刺、嘲笑、起绰号、蔑视、谩骂、侮辱等语言方式）
Verbally bullied by homophobic remarks (including taunting, mocking, name-calling, isolation, and verbal abuse)

2



被提醒注意自己的言行或形象
told to be careful of their behavior or self-expression

3



自己的性倾向未经同意而被告知他人
forcefully outed (their SOGIEI disclosed to others without consent)

4



被冷漠对待或被故意孤立
isolated

5



被强迫改变自己的衣着打扮或言谈举止
forced to change their behavior or self-expression

6

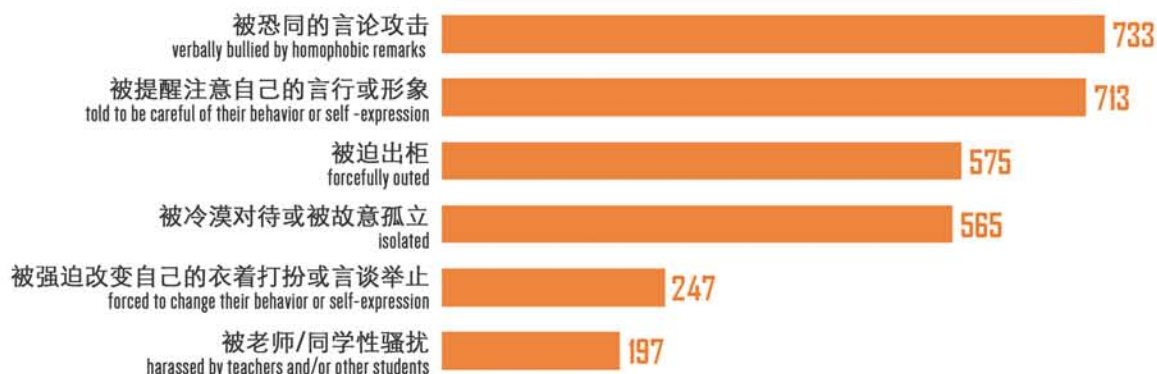


被老师/同学性骚扰（令人不悦、带有性意味的言语或行为，如黄色笑话、身体触碰等）
harassed by teachers and/or other students (uninvited touching, sexual innuendos, etc.)

Bullying and Violence Against LGBTI+ Students

报告校园内存在过这6种欺凌方式的人数：

The amount of people reporting these 6 forms of bullying:



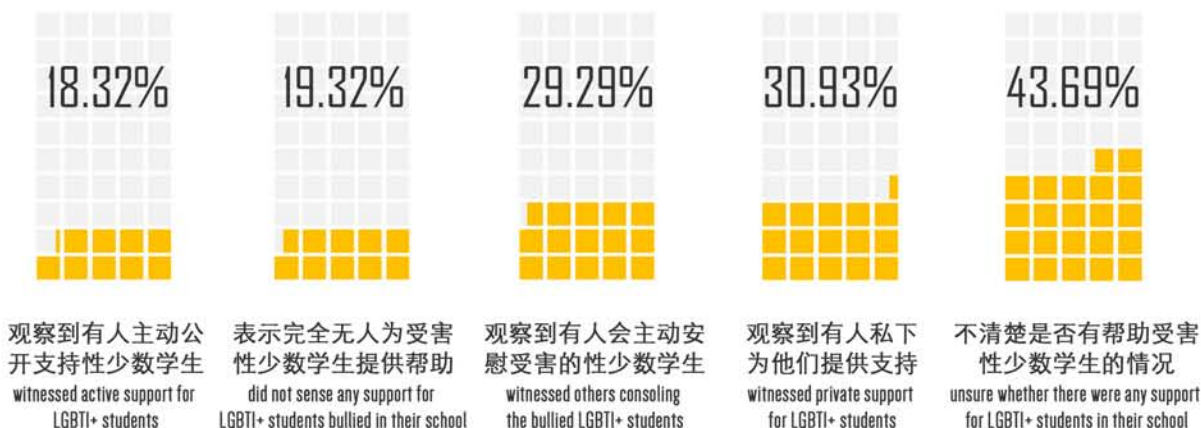
在诸多霸凌形式中，以下2种方式最为严重：

In a variety of bullying behavior, the following 2 kinds of ways are the two most severe forms of bullying:



在报告了霸凌的 1,403 名学生中：

Out of 1403 respondents that reported acts of bullying and violence in their responses:



Bullying and Violence Against LGBTI+ Students

在全部 **2,077** 个性与性别少数学生样本中:

Out of the 2077 LGBTI+ respondents:

8.76%

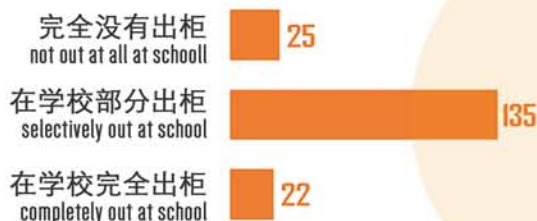


182

名曾在学校因为性与性别少数身份遭受过欺侮或霸凌
bullied or abused in school due to their SOGIE

在这182人中，22人在学校完全出柜，135人在学校部分出柜，余下25人则完全没有出柜。

Out of these 182 people, 22 people were completely out at school, 135 people selectively out, and 25 people were not out at all at school.



根据遭受过校园霸凌的182名性与性别少数学生的报告:

Through the self-reporting of the 182 respondents who experienced bullying:

暴力发生的场所
location where bullying happens

走廊
hallways
39.56%

课堂
classes
29.12%

网络
Internet
28.57%

洗手间
toilet
24.18%

霸凌者
people who bully LGBTI+ students



76.37%
同龄男孩
male peers



15.39%
老师和其他学校员工
teachers and other faculty members

遭到霸凌后的反应
reactions after being bullied



PART 4

学校整体环境

School Environment

同伴群体

PEERS

1. “不可见”的性与性别少数 Invisible LGBTI+ students on campus

23.05%

性与性别少数学生
LGBTI+

63.03%

非性与性别少数学生
non-LGBTI+

不认识其他性与性别少数学生
did not know any other LGBTI+ students on campus

2. 性与性别少数社团的合法性 Validity of LGBTI+ student organization

仅**23%**的学生明确知道学校里有关注性别及性少数的社团组织。

23% of respondents know of sexual and gender diversity student groups.

在这些社团中

Out of those student groups

仅**44.6%**获得注册
Only registered

大部分关注性别及性少数的社团组织在学校处于“地下活动”状态，既无法向学校申请相关社团资金，也无法使用诸如教室或活动中心等以举办活动。

但是这类社团也十分活跃，大多数社团每学期都会举行1-2次活动。

Most sexual and gender diversity student groups operate “underground”, unable to obtain funding and/or activity space from the school administration.

However, these student groups are also active, with most groups at least organizing one or two events per semester.



3. 对性与性别少数学生的态度 Attitude to LGBTI+ students

支持、尊重，提倡权利平等
supported, respected, and have equal rights

80 %

接受并支持同学的性少数身份
accept their schoolmates' SOGIEI

69.55 %

表示无所谓，这是对方的私事
neutral on the issue, responding that SOGIEI is one's private business

21.78 %

学校政策

SCHOOL
POLICY



1. 面向性与性别少数的友善心理服务 Psychology Counseling on LGBTI+ students

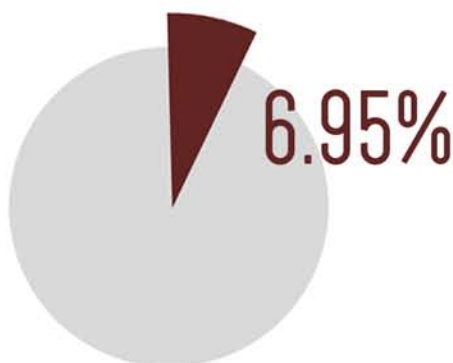


80%学生报告其学校，无论中学或大学都为学生提供了心理咨询辅导，但是其中仅有23%的服务被学生明确定义为“为性少数学生提供了友善的服务”。

80% of respondents reported that their school, both secondary and post-secondary campuses, providing counseling services, but only 23% (approximately 83 people) reported that these counseling services are deemed "LGBTI+ friendly" by students.

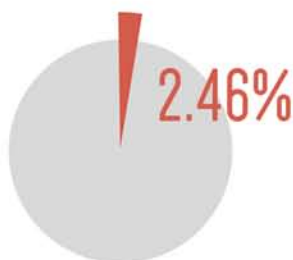
2. 禁止歧视、反对霸凌的学校政策举措

Policies and regulations on anti-bullying and anti-discrimination



6.95%的学生报告学校有禁止歧视霸凌性少数群体的具体举措

6.95% of respondents reported their school has anti-bullying policies that include SOGIEI



仅有2.46%的学生（约85人）报告反对歧视霸凌性少数的学校举措被明确落实在校纪、校规或正式文件

Only 2.46% of respondents reported that SOGIEI-based bullying is explicitly mentioned in school regulations, codes of conduct, and other formal documents

School Environment

教职工

TEACHERS
FACULTY

老师的情况可能比较两极分化，一部分老师无论在私下（16.86%）或者课堂上（31.37%）都会表示对性少数群体的支持，但类似比率的老师却同样也是“恐同”言论的支持者和传播者（私下恐同9.88%，课堂恐同22.83%）。

The attitudes of teachers and faculty are more polarized, some teachers both privately (16.86%) and publically (31.37%) supported LGBTI+ students, but around the same number of teachers are homophobic and spreads homophobia (9.88% privately homophobic and 22.83% openly homophobic).

公共场合
如课堂

in public
e.g. classes

私人场合
如对话

in private
e.g. conversation

支持 supportive 反对 homophobic

31.37% vs 22.83%

16.86% vs 9.88%

支持 supportive 反对 homophobic

课程教学

CURRICULUM

在课程设置方面，27.09%的学校开展过关于性/别议题的公共活动。在这些课程或活动中，31.99%的内容包含了对多元性别友善的知识。

27.09% of respondents reported that their school had events about gender and sexuality, and of those events, 31.99% had positive mentions of sexual and gender diversity.



开展过关于性/别议题的公共活动
had events about gender and sexuality



包含了对多元性别友善的知识
had positive mentions of sexual and gender diversity

School Environment

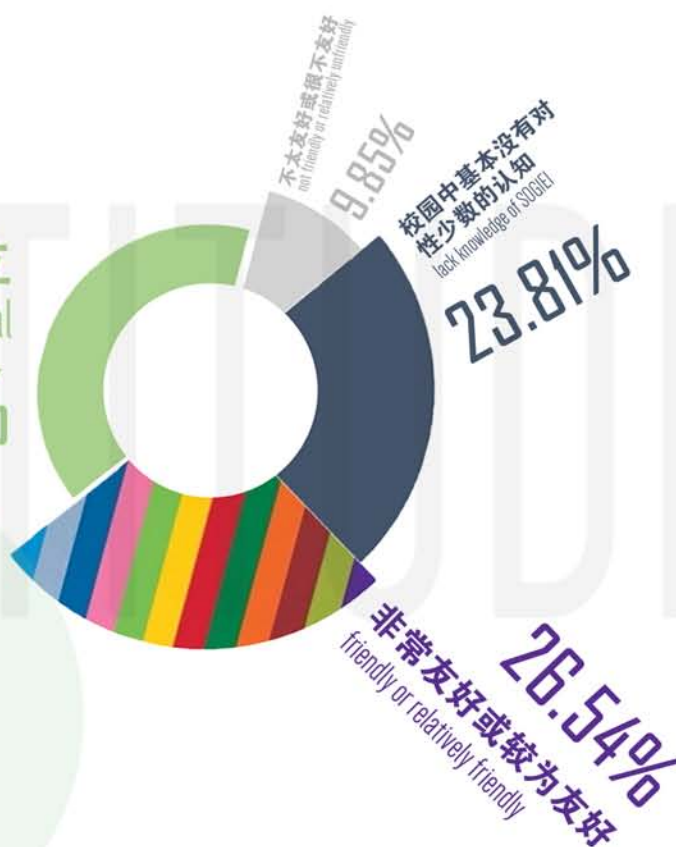
小结

OVERALL

在校园环境总体感受方面，26.54%的学生认为其所在的校园环境对性少数群体学生非常友好或较友好，9.85%的学生认为其所在的校园环境对性少数群体学生不太友好或很不友好，23.81%认为“校园中基本没有对性少数的认知”，我们界定为漠视忽视的态度。39.8%的学生认为其所在的校园环境对性少数群体学生态度中立。漠视忽视与中立的态度难以界定为友好或者不友好，但是在普遍缺乏性别意识和性别教育的中国校园里，漠视忽视与中立的态度也完全可能是恐同的“隐而不见”。

26.54% respondents reported that their campus is LGBTI+ friendly or relatively friendly, 9.85% reported their campus is not LGBTI+ friendly or relatively unfriendly, 23.81% think their campus "lack knowledge of SOGIEI", which we have categorized as isolation and neglect. 39.8% of respondents think their campus is neutral to LGBTI+ students. Neglect, isolation, and neutral-ity is hard to categorize as friendly or unfriendly, but on Chinese campuses, where general awareness of sexual and gender diversity is lacking, neglect, isolation, and neutrality can be seen as invisibility caused by homophobia.

态度中立
neutral
39.8%



PART 5

数据分析的主要发现

Data Analysis and Main Findings

通过对本次校园调查的数据进行分析，发现：

Through data analysis of this research survey, the main findings are as follows:

1

对于性与性别少数学生而言，是否能较好地认同自身性少数身份与这些学生的心理健康和 risk 行为水平有显著的相关关系：调查数据表明，对自己的性与性别少数身份表现出更多的焦虑和负面认知的学生更可能存在负面情绪及发生旷课、逃学、试图自杀及攻击他人等 risk 行为。

For LGBTI+ students, there is a strong correlation between positive self-identification and psychological health and risky behavior: statistics show that students who are anxious/have negative feelings about their SOGIEI have higher percentage of truancy, suicide attempts, and attacking others.

对所有学生（无论其本人是否为性与性别少数）而言，那些亲身遭遇过或曾观察到校园内针对性与性别少数学生的不同形式霸凌的学生，较之同侪有更多负面情绪。此外，调查数据还显示，遭受过校园霸凌的性与性别少数学生与 risk 行为的实践有显著相关。换言之，亲历或观察到霸凌事件的学生可能会经历更多的负面情绪以及更有可能实践 risk 行为。

LGBTI+ students who have been bullied, as compared to students who have not been bullied, have worse psychological health and are more prone to risky behavior. In non-LGBTI+ students, those who have witnessed bullying and school violence also experienced a negative impact on themselves.

2

3

对所有学生而言，校园环境（即对性与性别少数学生友好与否）与该校学生的心理健康水平显著相关，即对性与性别少数学生不友好的校园环境与在校学生（无论是否为性与性别少数学生）的负面情绪显著相关。此外，对于性与性别少数学生而言，如果所在学校的校园环境对性与性别少数群体不友好，他们也更有可能实践更多的 risk 行为。

For LGBTI+ students, their school environment (and how LGBTI+ friendly it is) directly correlates to their psychological health and risky behavior. LGBTI+ students on unfriendly campuses would be more prone to negative feelings and risky behavior. For non-LGBTI+ students, their school environment (and how LGBTI+ friendly it is) also directly correlates to their psychological health, meaning that non-LGBTI+ students are also negatively affected by their unfriendly school environment.

讨论与建议

Discussion and Suggestions

基于上述调查数据的概括和分析发现，我们认为：

Through the aforementioned data analysis and statistics, we posit:

1



同伴群体

PEERS

虽存在针对性与性别少数学生的校园霸凌现象，学生群体仍可能是多元性别教育最好的目标人群之一。

Even though there is bullying, students are still one of the main target groups for sexual and gender diversity education.

超过

50 %

对多元性别议题和活动持积极态度并且有参与的热情

Over

enthusiastic about participating in sexual and gender diversity events

超过

60 %

接受并支持同学的性与性别少数身份

Over

accept and support LGBTI+ peers

超过

80 %

认为应支持尊重性与性别少数群体并提倡平等权利

Over

LGBTI+ students should have equal rights and opportunities

应该在学生群体中通过教学安排、支持社团等方式进行多元性别教育。

There should be both curriculum and student life support for propelling sexual and gender diversity education.

2



学校政策

SCHOOL

POLICY

虽然绝大部分学校向学生提供了制度性的心理咨询和支持服务，但从学生的主观体验来看，多数服务和支持很难称得上是对性与性别少数学生态度友善并且有实际帮助的。专门针对霸凌与歧视的校方政策和实际行动也十分有限。

While most schools provide psychological counseling and support, but from the experience of students, few sessions were helpful. Anti-bullying and discrimination school policies are also limited and often not implemented enough.

为了性与性别少数学生的身心健康和成长发展，无论是心理咨询服务还是反霸凌的校方政策都是学校层面需要加强的方面。

For the psychological wellbeing of LGBTI+ students, school administrations should strengthen both anti-bullying policies and counseling services.

Discussion and Suggestions

3



教职员工 TEACHERS FACULTY

教职人员的两极化态度与他们缺乏多元性别相关认知和培训很可能是相关联的。而也有学生反映，教职人员是校园霸凌的直接施暴者。

The polarized attitudes of teachers and faculty come from lack of professional development and training on sexual and gender diversity issues. Some students report that teachers and faculty are the perpetrators of school violence and bullying.

学校应该开展对于教职人员本身的教育与培训，让教职人员了解多元性别议题和友善的多元性别知识。

Schools should actively organize trainings on sexual and gender diversity for teachers and faculty.

4



性与性别 少数学生 LGBT+ STUDENTS

性与性别少数学生“主观”报告的霸凌情况显著低于所有学生“客观”报告的霸凌情况。这可能是由于校园霸凌的概念在中国大陆学生心目中还比较模糊，相关意识可能仍然比较薄弱，因此一些校园霸凌行为不会被学生自己界定为校园霸凌。这对校园霸凌问题的控制和解决都会产生不小的影响。

LGBT+ respondents' self-reporting produced significantly fewer instances of bullying than their non-LGBT+ counterparts' observations reporting. This is due to the fact that school bullying as a concept is still quite new in Mainland China, and many students are not aware of bullying, therefore unable to categorize their experiences as bullying. This presents a challenge in combating bullying.

在校园进行反霸凌的宣传和教育，提高学生的反霸凌意识是重要的。

Schools should have anti-bullying education to strengthen students' awareness of bullying.

5



所有学生 ALL STUDENTS

本次调查数据表明，针对性与性别少数学生的校园霸凌和对性与性别少数学生不友好的校园环境不仅会影响性与性别少数学生的心理健康状况，事实上也会全面影响所有学生的心理状况，增加其出现负面情绪的可能性。毕竟，当一个“普通”学生目睹自己的同学因为性/别身份而受到老师或者同学的欺侮时，其内心可能因此受到冲击和形成压力并进而产生对自身生活和学习的消极感受，正所谓“覆巢之下，安有完卵”。

This research shows that SOGIEI-based bullying against LGBT+ students affects the psychological wellbeing of all students, increasing the possibility of negative impacts for all. After all, when a non-LGBT+ student witnesses SOGIEI-based bullying against peers inflicted by teachers and other peers, they are also traumatized by the incident, creating pressure.

创建对性与性别少数学生友好的校园环境，对全体学生的身心健康都是有利的。

Creating a LGBT+ friendly school environment is beneficial to all students.

致谢

Acknowledgement

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在调查问卷收集阶段，我们也得到了不少高校老师们对调查问卷的支持和推广。同时，感谢媒体合作伙伴们在问卷推广中的大力协助与支持：北京同志中心、北京四中国际部LGBTQ研究小组、北京女同志中心、北地HoloceneE-poch全新世、Chroma彩镀、重庆milk公益小组、广财大同霓社、广东医学院青春健康同伴社、合肥青卫公共健康服务中心、吉林大学珠海学院、健心房、江西高校彩虹联盟、酷拉时报、酷儿论坛、LESDO、浪都、乐点杂志、玛丽斯特普、南昌乐窝、南大性别性向平等协会、女权之声、YUMMY女性性愉悦社区、女院WoMen小组、青杏、山东大学社会工作协会、山西省长治市蓝色港湾工作组、汕大橘子社、上海骄傲节、the L热拉、同志之声、UNNC、向阳花开·杭州LGBT、新金赛、新媒体女性网络、新苗社工中心、胭脂坡下、中劳彩虹小组（排名不分先后）。

另外，同语2015年度秋季研究实习生王昕熠、艾琳、冰洁、桑青和莉莉为问卷的设计、修改和预调查做了大量扎实有效的工作，在此也特别感谢他们的努力。