



INCLUSIVE EDUCATION TOOLKIT

PREVENTING AND TACKLING SOGIESC-BASED BULLYING
AND ANTI-RIGHTS DISCOURSE IN SCHOOLS

Framework for a Training Module on SOGIESC for Educators

Tool 3

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IGLYO (2026). Inclusive Education Toolkit: Preventing and Tackling SOGIESC-based Bullying and Anti-Rights Discourse in Schools. *Tool 3: Framework for a Training Module on SOGIESC for Educators*.

The publication has been developed by IGLYO, with the financial support of the European Union and the Council of Europe in the framework of the EU-CoE joint project “Combating anti-LGBTIQ violence and hate speech and strengthening awareness raising and fact-based narratives about LGBTIQ persons”. Its contents are the sole responsibility of the author(s). Views expressed herein can in no way be taken to reflect the official opinion of the European Union or the Council of Europe.

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1. Introduction



1.1. About this Tool

This framework ( **Tool 3**) is part of a set of three complementary tools developed by the Council of Europe Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC) Unit in cooperation with the International Lesbian, Gay, Bisexual, Trans, Queer and Intersex Youth & Student Organisation (IGLYO), under the EU-Council of Europe Joint Project entitled “Combating anti-LGBTIQ violence and hate speech and strengthening awareness-raising and fact-based narratives about LGBTIQ persons.”

The tools were co-developed through two working group meetings bringing together policymakers, education professionals, and civil society representatives, with the aim of supporting more coherent, sustainable, and context-sensitive approaches to SOGIESC-inclusive education across the Council of Europe region.

The three tools are:



 **Tool 1: Policy Guidance on Addressing SOGIESC-based Bullying in Schools**, which provides structural and institutional foundations for safe and inclusive school environments;

 **Tool 2: Countering Anti-Rights Discourse in Education**, which builds resilience against disinformation, polarisation and hostile narratives;

 **Tool 3: Framework for the Development of a Training Module on SOGIESC for Educators**, which supports the design and implementation of competence-based educator training on LGBTIQ-inclusive schools and curricula.

An introductory  **Tool 0: Framework, Principles, and Guidance** also outlines how to understand and use the Inclusive Education Toolkit as a coherent whole.

Together, the three tools form a coherent package that links policy frameworks, narrative resilience, and educator competences into a systemic approach to advancing SOGIESC-inclusive education.

1.2. Purpose of this Tool

This framework provides practical, step-by-step guidance to support the development, implementation, and evaluation of educator-training modules on SOGIESC inclusion in schools and curricula.

Rather than offering a ready-made training module, the framework sets out a structured and flexible blueprint for designing training that is:



Competence-based

Competence-based and professionally grounded.



Aligned with standards

Aligned with Council of Europe and other international standards.



Adaptable to context

Adaptable to diverse national, institutional, and political contexts.



Realistic to deliver

Realistic to deliver with available time, resources, and capacity.

The framework supports the full lifecycle of a training module, from early planning and design decisions, through delivery and pilot testing, to monitoring, evaluation, and long-term sustainability. Throughout, it translates shared principles into concrete design and implementation choices, supported by practical tips, tables, checklists, and examples.

It also supports embedding inclusion in teacher education, as well as the training of other allied professionals.

While grounded in internationally recognised standards for inclusive education, the framework is intentionally non-prescriptive. The guidance is intended to be adapted to different contexts, including in environments where SOGIESC inclusion may be contested or constrained.

1.3. Who this Tool Serves

This framework is primarily intended for education authorities, teacher-training institutions, universities, and civil society organisations involved in developing, adapting, or delivering educator-training programmes.

It can also be used as a reference by ministries of education, equality bodies, teacher unions, and international organisations when integrating SOGIESC inclusion into broader education strategies, policies, and professional standards.

In addition, the framework may inform training for school leaders, counsellors, psychologists, and other education professionals who play a role in preventing SOGIESC-based bullying, fostering inclusive school cultures, and ensuring the well-being of all learners.

1.4. How to Read this Tool

This framework is designed to be used flexibly. It may be applied at different stages of the training lifecycle (planning and design, delivery, or evaluation) and adapted to institutional and national contexts.

The framework is organised to provide a shared conceptual foundation on SOGIESC-inclusive education, followed by practical guidance for designing, implementing, and evaluating training modules (including conditions for safe delivery and follow-up.)

Section 2: Understanding SOGIESC- inclusive Education	This section establishes a shared understanding of SOGIESC-inclusive education, why it matters, and how educator training contributes to safe, inclusive, and respectful school environments. It provides the conceptual foundation for the rest of the framework.
Section 3: Applying the Framework: A Three-step Approach	This section introduces the full training lifecycle and explains how the three steps of the framework — (re-)design and planning, implementation, and monitoring and evaluation — work together.
Section 4: (Re-) Design and Planning	This section supports users to clarify the module's purpose, legal and policy basis, competences, learning outcomes, structure, pedagogy, assessment, trainer profiles, and resources before delivery begins.
Section 5: Implementation	This section supports safe, context-sensitive, and effective delivery, including contextual adaptation, communication, safeguarding, partnerships, sustainability, coordination, trainer preparation, participant recruitment, pilot testing, and rollout.
Section 6: Monitoring and Evaluation	This section supports users to define what to monitor, how to collect information before, during, and after delivery, and methods to use findings to improve future training cycles.
Section 7: Conclusion	This section summarises key messages, reinforces the importance of a systemic approach to inclusion, and encourages iterative use, adaptation, and continuous improvement over time.

1.5. Context for this Tool

Educator training is a critical lever for translating commitments to inclusive education into everyday practice. Even where policies, standards, or curriculum guidance exist, implementation depends on educators' confidence, professional knowledge, and practical skills to create safe learning environments for all learners, prevent and address SOGIESC-based bullying, and respond appropriately to resistance or controversy.

This framework supports the design of training that can be integrated into pre-service teacher education and continuing professional development. It is intended to complement the toolkit's other resources: 🌸 **Tool 1** supports the development and implementation of structural policy measures to prevent and address SOGIESC-based bullying, and 🟢 **Tool 2** strengthens educators' and schools' resilience in the face of anti-rights discourse, polarisation, and coordinated opposition.

Responsibility for education policy, curricula, and teacher education is organised differently across the Council of Europe region. In some systems, decisions are taken primarily at the national or federal level; in others, substantial responsibility sits with regional, local, or school-level authorities, teacher-training institutions, accreditation bodies or professional standards bodies. For this reason, references in this framework to "education authorities," "policymakers," or "training institutions" should be understood flexibly, depending on where responsibility for curriculum, educator training, and professional development sits in each context.

Likewise, current policies on SOGIESC inclusion in education vary significantly across the Council of Europe region. In some settings, SOGIESC-inclusive education is well established; in others, it may be contested or constrained. For that reason, the framework is grounded in recognised standards, but remains intentionally non-prescriptive. It is also intended to be adapted to institutional and national contexts and to be used alongside the practical guidance in *Section 5. Implementation*, especially *Sections 5.1.2.* and *5.1.3.*, on positioning and communication, working in contested or constrained environments, and safe learning environments and risk mitigation.

1.6. Shared Baseline Knowledge

This framework uses specific terminology related to sexual orientation, gender identity and expression, and sex characteristics (SOGIESC). A glossary of key terms is provided in [Tool 0](#) and can be consulted at any point to support clear and consistent language.

The framework is designed to provide a shared conceptual foundation before moving into step-by-step guidance. Section 2. Understanding SOGIESC-inclusive Education, establishes this common starting point by clarifying what SOGIESC-inclusive education is, why it matters, and how educator training can contribute to its implementation.

This tool also assumes that training design and delivery will be approached through a professional, competence-based lens (learning objectives, outcomes, methods, assessment, and follow-up). Where this baseline is not already established within an institution, the framework's steps, tables, and checklists are intended to provide the structure needed to support consistent design choices and quality delivery.

2. Understanding SOGIESC- inclusive Education



Before designing, implementing, or evaluating an educator-training module on SOGIESC inclusion, it is important to establish a shared understanding of what SOGIESC-inclusive education is, why it matters, and how educator training contributes to its implementation. This section provides that common foundation. It clarifies the core principles that underpin this framework and explains the educational purpose that guides all subsequent steps.



2.1. What Is SOGIESC-inclusive Education?

SOGIESC-inclusive education is an approach to education that ensures all learners feel safe, respected, and represented, regardless of their sexual orientation, gender identity or expression, or sex characteristics. It treats diversity as a normal part of school life and reflects this diversity in teaching, learning, and school culture.¹

In practice, SOGIESC-inclusive education means that schools:

- Create environments where children and young people feel safe to be themselves;
- Use inclusive and respectful language, including affirmed names and pronouns;
- Protect students' privacy, including by avoiding outing, deadnaming, or unnecessary disclosure of personal information related to sexual orientation, gender identity, gender expression, or sex characteristics;
- Address lack of information, misinformation, disinformation, and stereotypes related to sexual orientation, gender identity, gender expression, and sex characteristics;
- Ensure that the lived experiences of LGBTQI students and families are visibly and positively represented.

Protecting privacy and confidentiality is central to safe SOGIESC-inclusive education. Coming out refers to a person's own decision to share information about their sexual orientation, gender identity, gender expression, or sex characteristics. It should always be voluntary and controlled by the person concerned. Outing means revealing or sharing this information about someone else, without their consent. Outing can expose learners to bullying, family rejection, social exclusion, or other forms of harm, and should never be treated as a neutral disclosure.

Deadnaming means referring to a person by a previous name that they no longer use. This may happen accidentally where records have not been updated, but it can also be used deliberately to deny a person's gender identity. Schools should use the name and pronouns a learner asks to be used, while also taking care not to disclose information to

¹ Council of Europe, Sexual Orientation and Gender Identity Unit (2018). [Safe at School: Education Sector Responses to Violence Based on Sexual Orientation, Gender Identity/Expression or Sex Characteristics in Europe](#).

peers or staff members who do not need to know. Where legal names must be retained in official records, schools should establish practical safeguards so that learners' affirmed names are used in everyday school life wherever possible.²

SOGIESC-inclusive education is not limited to isolated lessons, awareness days, or optional activities. It should be integrated across subjects, learning materials, assemblies, and everyday school practice, rather than treated as exceptional or symbolic.³

Effective implementation requires a whole-school approach. This includes clear and consistent policies, leadership support, procedures to prevent and respond to bullying, harassment, and discrimination, and continuous learning for educators. Inclusion should be part of ordinary practice and systemically embedded across curricula and school life.



2 Where terms such as “outing” or “deadnaming” do not have direct equivalents in another language, training should explain the underlying practice and harm rather than relying only on the English term. These distinctions are especially important in training and translation. The key principle is that learners should remain in control of personal information about their identity, body or history, and schools should avoid any disclosure that could increase risk or undermine dignity.

3 Stonewall (2022). [Creating an LGBTQ+ Inclusive Secondary Curriculum](#); LGBT Education Scotland. [About LGBT Inclusive Education](#).

2.2. Why Is SOGIESC-inclusive Education Important?

SOGIESC-inclusive education matters because the absence of inclusion has documented and lasting effects on students' well-being, safety, and learning, particularly for LGBTQI children and young people.

Evidence shows that LGBTQI young people face higher risks of bullying, harassment, exclusion, and negative mental health outcomes, including anxiety, depression and suicidal ideation. Inclusive education helps reduce these risks by creating environments where students feel recognised, supported and respected.⁴

When learners see their identities and experiences reflected positively in education, they are more likely to develop confidence, self-esteem, and a sense of belonging. Inclusive practices also reduce the harm caused by lack of information, misinformation, disinformation, stereotypes, or dismissal of students' feelings and identities.

Inclusive education benefits all students, not only those who identify as LGBTQI. When diversity is reflected in curricula and teaching, students are more engaged in learning, develop empathy and respect for difference, and are better prepared to live in diverse societies.⁵

In contrast, when LGBTQI identities and experiences are absent from education, pupils may conclude that these do not exist or should not be discussed. This reinforces stigma, limits understanding, and can negatively affect school climate and peer relationships.⁶

Despite growing recognition of the importance of inclusive education, implementation across Europe remains uneven. Only a small number of countries in the Council of Europe region currently require mandatory training for educators on LGBTQI inclusion. As a result, many education systems lack a systematic approach to embedding SOGIESC inclusion within teacher education and professional development. This gap limits the consistent translation of inclusive education policies into everyday classroom practice.⁷

4 OECD (2023). Fighting homophobia and transphobia in schools: A groundbreaking impact assessment. Paris: OECD Publishing.

5 Stonewall (2022). Creating an LGBTQ+ Inclusive Secondary Curriculum; LGBT Education Scotland. About LGBT Inclusive Education.

6 *Ibid.*

7 IGLYO (2025). LGBTQI Inclusive Education Report. *Third Edition*. Brussels: IGLYO.

Curriculum inclusion shows similar patterns. While some countries address SOGIESC content through voluntary or elective lessons, SOGIESC issues are only fully embedded in compulsory curricula in a limited number of education systems, with particularly weak coverage of issues related to intersex people and variations of sex characteristics. This fragmented approach contributes to continued invisibility, stigma, and inconsistency in how inclusion is addressed in schools.⁸

2.3. How Can Educator-training Modules Contribute to SOGIESC-inclusive Education?

Educators play a central role in creating safe, inclusive, and rights-respecting school environments. However, many report lacking the confidence, knowledge, or institutional support to address SOGIESC-related issues in their professional practice. In some contexts, uncertainty about legal frameworks or concern about potential opposition leads educators to avoid these topics altogether.⁹

Well-designed educator-training modules can help address this gap by enabling educators to:

- Reflect critically on their own assumptions and professional practice;
- Understand SOGIESC concepts and terminology;
- Recognise their professional responsibilities and rights;
- Use inclusive language and teaching practices;
- Respond appropriately to bullying, harassment, discrimination, or exclusion;
- Manage discussions and potential resistance through professional, rights-based approaches.

Training is most effective when it is competence-based, embedded in both pre-service and in-service education systems, supported by institutional leadership, and grounded in professional standards rather than personal beliefs. Where training remains optional, fragmented, or reliant on civil society initiatives alone, its reach and sustainability are limited.¹⁰

⁸ *Ibid.*

⁹ *Ibid.*

¹⁰ UNESCO (2024). Safe to Learn and Thrive: Ending Violence in and through Education. Paris: UNESCO.

Educator training cannot deliver SOGIESC-inclusive education on its own. It must be accompanied by inclusive curricula, clear safeguarding procedures, and supportive leadership. Trained and supported educators ensure that these measures are applied consistently in practice. For this reason, comprehensive and, where possible, mandatory training is widely recognised as a core component of effective inclusive education systems.

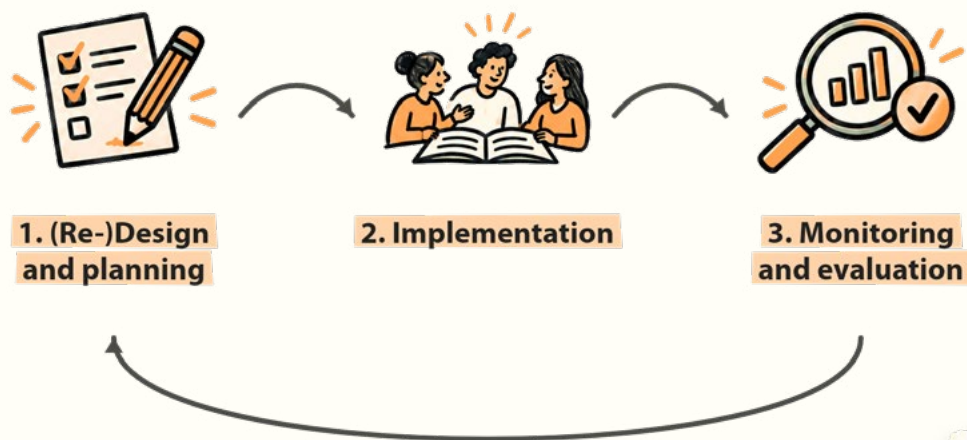
This framework responds to these challenges by providing practical guidance to support the design, implementation, and evaluation of educator-training modules that are coherent, context-appropriate, and aligned with the principles of SOGIESC-inclusive education.

3. Applying the Framework: A Three-step Approach



This framework is organised around three connected steps that support the full lifecycle of a SOGIESC-inclusive training module for educators: (re-)design and planning, implementation, and monitoring and evaluation. Together, these steps help education authorities, teacher-training institutions, universities, civil society organisations, and other relevant actors move from shared principles to practical training decisions, safe delivery, and continuous improvement.

The framework follows a simple logic:



The framework can be used to design a new training module, revise an existing module, or strengthen a broader educator-training programme. It is not intended as a fixed model that must be followed in exactly the same way in every context. Rather, it provides a flexible structure that can be adapted to different education systems, institutional mandates, professional standards, levels of experience, and political or social conditions. In some contexts, users may follow the steps sequentially. In others, they may begin with the section most relevant to their current stage of work, such as adapting an existing module, preparing trainers, strengthening safeguarding measures, or improving monitoring and evaluation.

The three steps are mutually reinforcing. Decisions made during (re-)design and planning shape how the module can be implemented. Experiences during implementation generate evidence about what works, what needs adaptation, and what support educators require. Monitoring and evaluation then feed back into future planning, helping the module become more coherent, effective, and sustainable over time.

The three-step approach can be understood as follows:

Step 1: (Re-)Design and Planning



This step focuses on the decisions that need to be made before delivery begins. It supports users to: clarify the purpose, audience, and context of the module; define the professional competences the training should strengthen; translate these competences into learning outcomes; and make practical decisions about module structure, content, pedagogy, assessment, trainer profiles, and resources.

This step is particularly important because SOGIESC-inclusive educator training should not be reduced to awareness-raising or one-off information sessions. Effective training needs a clear rationale, realistic learning objectives, appropriate methods, and a coherent relationship between what educators are expected to know, what they are expected to be able to do, and how they are supported to reflect on their professional practice. Where training is being revised rather than newly developed, this step can also be used to identify gaps, update content, strengthen safeguarding, and improve alignment with current policy, evidence, and learner needs.



Step 2: Implementation

This step focuses on how the module is delivered safely, responsibly, and effectively in practice. It covers both the enabling conditions that need to be in place and the operational arrangements required for delivery. This includes: adapting the module to the legal, institutional, and socio-political context; communicating the purpose of the training clearly; anticipating risks; putting safeguarding and referral pathways in place; preparing trainers; recruiting and supporting participants; coordinating delivery; and planning pilot testing, refinement, and rollout.

Implementation is not only a technical process. In some contexts, SOGIESC-inclusive education may be contested, misunderstood, or constrained. For that reason, this step emphasises the importance of institutional support, clear roles and responsibilities, careful communication, partnerships, risk mitigation, and the do-no-harm principle. The aim is to ensure that training strengthens educators' professional confidence without placing undue responsibility or risk on individual trainers, educators, LGBTQI learners, or civil society partners.

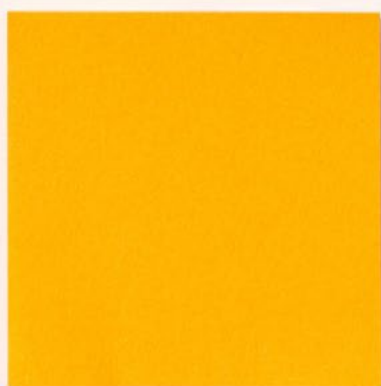


Step 3: Monitoring and Evaluation

This step focuses on learning from delivery and using evidence to improve the module over time. It supports users to assess whether the training is meeting its objectives, whether educators are developing the intended competences, and whether the module is relevant, safe, accessible, and useful for participants in their professional practice.

Monitoring and evaluation should not be treated as a final administrative requirement only. It should be built into the training cycle from the beginning, so that feedback, observation, reflection, and follow-up can inform future revisions. This may include assessing participant learning, trainer reflections, institutional uptake, changes in confidence or practice, barriers to implementation, safeguarding concerns, and additional support needs. Used well, monitoring and evaluation supports quality, accountability, adaptation, and long-term sustainability.

Overall, the three-step framework encourages an iterative approach. Training modules should be designed, implemented, reviewed, and improved in light of experience, evidence, and changing educational contexts. This helps ensure that SOGIESC-inclusive educator training remains professionally grounded, context-sensitive, and connected to the wider goal of creating safe, respectful, and inclusive learning environments for all learners.

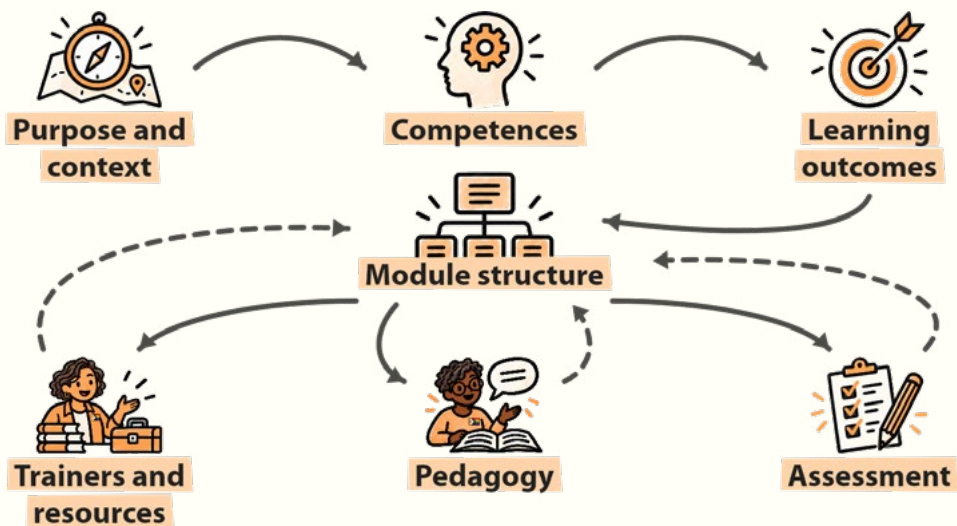


4. Step 1: (Re-)Design and Planning



This step deals with the design and planning of a SOGIESC-inclusive module for educators. The focus is on decisions that need to be made before delivery begins: what the training should achieve, how learning will be structured and assessed, and what capacities and resources are required.

Rather than treating these elements separately, this section is structured around a sequence of linked design decisions. It begins by clarifying the module's purpose and context, before translating these into professional competences, learning outcomes, and a coherent module design, supported by appropriate pedagogical approaches, assessment methods, trainer profiles, and resources.



The design logic in page 27 illustrates how these key elements relate to one another within Step 1. It is intended as a structured overview rather than a rigid sequence. Using this logic helps avoid common design pitfalls and ensures the module is coherent, measurable, and realistic to deliver.

4.1. Module Overview and Rationale

This section helps position the module clearly. The overview does not need to be lengthy, but it should be clear enough to guide all later design choices.

Why is the module needed? This may relate to gaps in educator confidence, inconsistent approaches to SOGIESC inclusion, or new policy or institutional priorities. It should clarify how the module contributes to SOGIESC-inclusive education and aligns with Council of Europe standards, relevant EU frameworks, other international human rights standards, and national, regional, local, or institutional legal and policy frameworks, depending on where responsibility for education sits.

Next, the module should be situated within the wider education system. This includes clarifying how it connects to existing whole-school strategies, educator and teacher-training pathways, or national priorities relating to equality, anti-bullying, or student well-being. Establishing these links helps position the module within broader educational frameworks and demonstrates its relevance.

Who is the module for? The target group, may include pre-service teachers, in-service educators, school leaders, or other education professionals. Any assumptions about prior experience or knowledge should also be indicated.

Finally, it should be outlined how the module is delivered and recognised: e.g. as a stand-alone course, part of a formal qualification, or as a Continuing Professional Development (CPD) training. The expected duration and format, such as face-to-face, blended, or online delivery should also be noted.

Tip: Positioning the module.

Linking the module explicitly to one or two national or institutional education priorities (for example, educational attainment, inclusion, student well-being, or ethical standards) makes approval, uptake, and long-term support more likely.

4.2. Legal and Policy Frameworks

This section identifies the legal and policy frameworks that provide the foundation for the module. These frameworks set the boundaries for professional practice and should be established before learning objectives or content are defined.

The aim is not to turn the training into a legal course, but to ensure that the module is grounded in relevant Council of Europe standards, EU frameworks, other international human rights standards, and national, regional, local, or institutional legal and policy frameworks.

As a starting point, applicable Council of Europe and other international human-rights instruments should be considered, alongside national legislation, education policies, and professional ethics codes. These frameworks give legitimacy to the module and protect educators by clarifying what is expected of them.

Tip: Using legal references effectively.

Include a clear reference to national or regional legislation. Where gaps exist, Council of Europe and other international human-rights standards can serve as the legal anchor for the module.

More detailed guidance on legal and policy standards, including national examples, can be found in  **Tool 1: Policy Guidance on Addressing SOGIESC-based Bullying in Schools.**

4.3. Learning Objectives and Competences

This stage defines what educators should be able to do as a result of the training. The focus is on professional competences, not on how the training will be delivered.

It seeks to identify the core competences the module aims to develop. These competences provide the foundation for learning outcomes, module structure, pedagogy, and assessment.

Using a competence-based approach helps keep the training focused on professional practice rather than abstract knowledge alone. It also supports transparency and consistency when the module is reviewed, accredited, or adapted across different contexts.

Table 1 sets out the core competence areas the training module aims to develop. It defines the scope of knowledge, skills, and attitudes and values that underpin SOGIESC-inclusive professional practice and serves as the reference framework for module design. The competence areas below are indicative and non-exhaustive. They should be adapted to the target group, education level, delivery format, and national, regional, or institutional context.



**TABLE 1. CORE COMPETENCE AREAS
FOR A SOGIESC-INCLUSIVE TRAINING MODULE**

DIMENSION	CORE COMPETENCE AREAS
Knowledge	• Understanding of core SOGIESC concepts and terminology, including sexual orientation, gender identity, gender expression, and sex characteristics. • Understanding of SOGIESC-inclusive education and its relevance for learner safety, dignity, well-being, participation, and educational outcomes. • Understanding of the difference between coming out, outing, and deadnaming, and of the importance of privacy, confidentiality, and non-disclosure. • Knowledge of relevant legal, policy, and institutional frameworks, including educators' professional responsibilities and rights, duty of care, safeguarding obligations, and limits of role. • Knowledge of relevant school-level procedures, reporting pathways, referral mechanisms, support services, equality bodies, and LGBTQI-competent civil society or community organisations. • Knowledge of the lived experiences of LGBTQI persons, informed by relevant data sources, including public attitude surveys such as the EU Special Eurobarometer on Discrimination in the European Union, and evidence on discrimination, harassment, and violence such as the FRA LGBTIQ Survey III. • Understanding of the distinct roles different stakeholders may have in preventing and responding to SOGIESC-based bullying. • Awareness of when specialist support is required, including in cases involving mental-health concerns, online harassment, identity-based targeting, or external pressure on staff or learners.

Skills

- Ability to use inclusive and respectful language, including affirmed names and pronouns.
- Ability to create safe, inclusive, and respectful learning environments in classrooms, online spaces, and wider school life.
- Ability to identify, prevent, de-escalate, and respond to SOGIESC-based bullying, harassment, discrimination, or exclusion, including cyberbullying and non-physical forms of harm.
- Ability to respond appropriately when a learner comes out, while protecting confidentiality and avoiding outing or unnecessary disclosure.
- Ability to protect learners from retaliation, outing, deadnaming, or further harm when responding to incidents.
- Ability to document incidents factually, proportionately, and confidentially, in line with institutional procedures.
- Ability to use reporting, referral, and escalation pathways, including safeguarding leads, school leadership, counselling or well-being staff, equality bodies, teacher unions, or specialist support services where appropriate.
- Ability to integrate SOGIESC-related content into subject teaching, learning materials, classroom examples, co-curricular activities, and whole-school practice, where relevant and contextually possible.
- Ability to facilitate age-appropriate discussions on SOGIESC-related issues, equality, dignity, rights, and respectful relationships.
- Ability to address lack of information, misinformation, disinformation, stereotypes, and hostile narratives using evidence-informed and pedagogically appropriate approaches.
- Ability to use basic media and information literacy routines, such as naming the claim, tracing the source, and testing the evidence, when misinformation, disinformation or anti-rights narratives arise.
- Ability to use restorative, trauma-informed, and safeguarding-aware approaches, including knowing when to pause, document, refer, or escalate an incident.
- Ability to work with school leadership, families, civil society organisations, support services, and other partners within agreed safeguarding and confidentiality boundaries.

Attitudes, values, and reflective practice

- Respect for diversity, inclusion, human dignity, and the equal rights of all learners.
 - Commitment to equality, non-discrimination, learner safety, and well-being.
 - Willingness to reflect critically on personal assumptions, professional practice, language, and classroom norms.
 - Commitment to confidentiality, trust, privacy, and the do-no-harm principle.
 - Recognition that safeguarding and inclusion are shared institutional responsibilities and should not depend on individual educators or affected learners alone.
 - Openness to learning from learners, colleagues, families, civil society, equality bodies, and other relevant partners.
 - Commitment to maintaining professional boundaries, avoiding personalisation of disagreement, and supporting respectful dialogue.
 - Willingness to act within one's professional role in contested situations, while recognising when institutional support, consultation, or referral is needed.
-

For planning purposes, it is important to define indicative competence levels and approximate learning time associated with each competence area. This can support internal planning, accreditation discussions, and resource allocation, particularly for ministries and training institutions.

These indications should remain flexible and be adapted to national requirements, delivery format, and target group. For example, an introductory or awareness-focused module may prioritise foundational competences, while a more practice-oriented module may require additional time for applied learning.

Table 2 maps the competence areas defined in Table 1 onto applied professional practice. It shows what educators are expected to be able to do in everyday school contexts and can be used as a one-page planning and communication tool.

**TABLE 2. INDICATIVE COMPETENCE MAP
FOR A SOGIESC-INCLUSIVE TRAINING MODULE**

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
How SOGIESC concepts relate to students' lived experiences.	Use inclusive language consistently in teaching, communication, and school materials.	Treat diversity as a normal and valued part of school life.
What legal and policy frameworks mean for their professional responsibilities.	Respond promptly and appropriately to SOGIESC-based bullying, harassment, or exclusion.	Take responsibility for creating a safe and respectful learning environment.
How inclusive education principles apply in everyday school settings.	Design lessons and classroom activities that reflect diverse identities and family forms.	Reflect on personal assumptions and remain open to learning.
How school-level policies and procedures support inclusion.	Facilitate appropriate discussions confidently and set clear boundaries when needed.	Willingness to assume professional responsibility, including in contested situations.

This table can be adapted to national priorities, target groups, and delivery formats, or included as a standalone page or annex to support planning and communication.

4.4. Learning Outcomes and Module Structure

This section translates competences into learning outcomes and organises them into a coherent module structure.

Learning outcomes describe what participants will achieve. The module structure explains how learning is organised to support this, typically moving from conceptual understanding to applied practice. Each learning outcome should directly relate to one or more competences defined in *Section 4.3 Learning Objectives and Competences*, and describe what participants will be able to demonstrate by the end of the module.

The module structure should:

- **Break the content into thematic units or sessions**, each linked to specific learning outcomes;
- **Ensure each unit combines learning input and opportunities to apply it in practice**, for example through short presentations, group discussions, and applied exercises;
- **Align the overall workload with national requirements**, such as ECTS or CPD standards;
- **Limit the number of learning outcomes to those reflecting core professional competences**, rather than listing all topics covered.

Tip: Balancing structure and recognition.

National standard modules or CPD templates can be used where possible, ensuring that learning outcomes and activities clearly reflect inclusive values. Familiar structure supports recognition, while inclusive content drives impact.

Modules can be adapted to different formats, including pre-service and in-service training, as well as online or blended delivery.

4.5. Pedagogical Methods and Learning Activities

This section describes how learning will take place in practice. This involves selecting pedagogical methods that support the learning outcomes and competences defined earlier. Pedagogical choices should be guided by the learning outcomes they are intended to support, rather than personal preference or habit. Practical facilitation and delivery are addressed in *Section 5. Step 2: Implementation*.

Effective modules model inclusive, learner-centred pedagogy. Experiential, reflective, and participatory approaches help educators practice the skills they are expected to use in their own classrooms. In practice, most modules combine several methods across sessions to support different learning objectives and stages of learning.

Table 3 illustrates a range of methods that can be adapted to national contexts and resource levels. Method selection should be guided by the extent to which each activity contributes to the module’s intended learning outcomes and competence areas.

TABLE 3. RECOMMENDED PEDAGOGICAL METHODS AND LEARNING ACTIVITIES

METHOD	WHAT THIS SUPPORTS	HOW IT CAN BE USED IN A MODULE
Case studies based on real-life classroom scenarios	Connect theoretical concepts to real educational contexts and develop problem-solving skills and empathy	• Use anonymised examples reflecting local realities (e.g. responding to LGBTQI-phobic language, supporting a trans student.) • Facilitate group analysis followed by reflection on appropriate responses and institutional implications.
Role plays and simulations	Build practical skills for addressing bias, harassment, exclusion, or parental resistance in a safe environment	• Create scenarios representing typical school interactions (e.g. teacher-student, teacher-parent, staff meeting.) • Provide structured debriefs to discuss emotions, communication techniques, and rights-based decision-making.

Testimonies and 'living libraries'	Promote empathy, awareness, and human connection by centring lived experience	• Invite current or former LGBTQI students, parents, or educators to share stories in a moderated setting. • Ensure informed consent of all participants before sharing personal stories, ensure psychological safety, and debrief discussions linking experiences to teaching practice.
Reflective journals or portfolios	Encourage critical self-reflection and consolidate personal and professional learning	• Ask participants to maintain written or digital reflections after each session. • Provide guiding prompts (e.g. "What challenged me most today?" "How does this apply to my classroom?") • Portfolios can contribute to assessment.
Peer learning and group discussion	Foster collaborative learning, collective problem-solving, and exchange of diverse experiences	• Use small groups or learning circles for teachers and educators to discuss challenges and good practices. • Rotate facilitation roles to promote participation and mutual respect.
Co-teaching with civil society experts, equality bodies, or LGBTQI youth	Strengthen authenticity, partnership, and community engagement	• Involve guest trainers or co-facilitators from civil society or equality bodies. • Define roles clearly, ensure equal participation, and integrate their inputs into the overall module rather than as isolated sessions.
Online and blended learning methods	Increase accessibility and continuity of learning, especially in geographically dispersed or restrictive contexts	• Use a mix of live and self-paced online tools (e.g. virtual classrooms, discussion forums, digital reflections.) • Include videos or recorded testimonies when in-person sessions are not possible, while ensuring online safety and confidentiality.

Methods should remain flexible enough to work across different delivery formats while maintaining a safe and respectful learning environment. ● **Tool 2:** Countering Anti-Rights Discourse in Education provides additional guidance on facilitating discussions and responding to questions, concerns, or resistance that may arise during training.

4.6. Assessment and Accreditation

This section describes how learning will be assessed and recognised. Assessment should be directly linked to learning outcomes and aligned with the pedagogical approaches used. Assessment should enable participants to demonstrate the competences acquired.

Competence-based assessment focuses on professional practice rather than personal beliefs. It should allow participants to demonstrate how they would apply inclusive approaches in real educational settings.

At this stage, it is important to define the types of assessment that will be used to assess learning.

Detailed assessment delivery, including marking criteria and grading procedures, is addressed in *Section 5. Step 2: Implementation*.



TABLE 4. EXAMPLES OF ASSESSMENT APPROACHES

ASSESSMENT APPROACH	WHAT IT ASSESSES	INDICATIVE USE
Individual or group projects	Apply knowledge and skills to real or simulated school contexts	Ask participants to design a lesson plan, school initiative, or inclusion strategy using concepts from the module. Projects can be implemented or presented for peer review.
Reflective essays or portfolios	Encourage ongoing reflection and self-assessment of professional development	Participants document key insights, learning challenges, and examples of inclusive practice. Provide prompts (e.g. “How has my understanding of inclusion evolved?”) Portfolios can contribute to accreditation.
Peer or trainer feedback	Develop critical thinking and collaborative learning through constructive dialogue	Organise structured feedback sessions on case studies, role plays, or lesson plans. Encourage feedback focused on inclusive language, safeguarding, and pedagogical effectiveness.
Short written assignments or presentations	Connect theory to classroom realities and assess conceptual understanding	Critically analysing existing legislative frameworks and policies, curricula, or textbooks.

Tip: Designing a meaningful assessment.

Assessment tasks may include at least one activity that produces a concrete output, such as a lesson plan, classroom activity, or inclusion strategy that participants can use in their own schools. A combination of individual and collaborative assessment tasks to capture different competence dimensions (knowledge, skills, attitudes and values), in line with the Council of Europe’s Reference Framework of Competences for Democratic Culture.

Where relevant, the links between assessment and certification, credits, or CPD recognition within national systems should be clearly defined. In some contexts, connections to certification, micro-credentials, or digital badges can support uptake by providing an additional incentive for educators, particularly where participation is voluntary.

Assessment of participants’ learning also provides useful input for monitoring and evaluation, which are addressed in *Section 6. Monitoring and Evaluation*.

4.7. Trainer Profile and Qualifications

This section focuses on defining the trainer profiles needed at the planning stage. Identifying these profiles early helps assess feasibility, plan resources, and ensure the quality and credibility of the training. Practical preparation and ongoing support for trainers are addressed in *Section 5. Step 2: Implementation*.

Trainer profiles typically draw on a combination of professional expertise, subject-matter knowledge, and facilitation and contextual skills. Together, these elements support both effective learning and safe engagement with potentially contested topics.

Table 5 presents practical examples of the types of experience and expertise relevant to the identification of potential trainers.



TABLE 5. EXAMPLES OF TRAINER PROFILE CRITERIA

AREA	WHAT TO LOOK FOR	EXAMPLES IN PRACTICE (ADAPTABLE ACROSS CONTEXTS)
Professional background and experience	Relevant experience in education, training, or facilitation, with familiarity with adult learning and educator training contexts. Formal qualifications may be held by the trainer or complemented through team-based delivery.	• Teacher educator or CPD trainer; • Experienced teacher with a mentoring or training role; • NGO or civil society educator delivering workshops in schools; • Co-facilitation model combining pedagogical and subject expertise.
Subject-matter expertise and values	Knowledge of SOGIESC-inclusive education, including relevant terminology, lived realities, and inclusive pedagogical approaches, alongside a commitment to equality and human-rights principles. Expertise may be built through practice, partnership, or lived experience.	• Staff or volunteers from LGBTQI organisations with education experience; • Educators with experience implementing inclusive school policies; • Trainers drawing on lived experience, supported by pedagogical co-facilitators; • Use of external experts for specific sessions or inputs such as human rights law or policy experts, or psychosocial professionals.
Facilitation and contextual skills	Ability to communicate clearly, manage group dynamics, and navigate contested discussions, with awareness of the local education system and institutional context.	• Facilitators experienced in dialogue-based or values education; • Trainers accustomed to working in constrained or politicised environments; • Use of local co-facilitators to ensure contextual relevance; • Gradual capacity-building approach for new or emerging trainers.

These examples are illustrative and intended to support planning across diverse national and institutional contexts. Trainer profiles and delivery models should be adapted to available expertise, resources, and local realities.

Tip: Selecting trainers.

The combination of educational expertise with strong contextual and political awareness is particularly valuable when identifying trainers. Trainers who understand how to frame inclusion within national education goals and navigate institutional sensitivities are better equipped to deliver the module credibly and safely, particularly in environments where SOGIESC inclusion may be contested.

4.8. Reading and Resource Lists

This section identifies reading materials and resources that support module design and delivery and reinforce learning outcomes.

The training module should include a focused set of core and supplementary resources. Resource selection should combine international and national sources, and prioritise materials that are accessible, relevant, and with a clear link to practice, including resources available in local languages and different formats.

The reading list should remain focused, accessible, and clearly linked to the module's learning outcomes. Where the module targets qualified educators, a short and practical reading list can encourage engagement and help avoid adding unnecessarily to professional workload. In these cases, a small number of high-quality resources that can be used directly during training or adapted for classroom use may be more effective than extensive background reading.

Where the module targets student teachers or pre-service educators, reading lists may include a broader foundation in inclusive education, human rights standards, pedagogy, and SOGIESC-related concepts, while remaining manageable and clearly connected to learning activities. Where possible, one or two key resources can be integrated directly into the training to support active engagement rather than being treated as optional background reading.

Resource lists typically include:

- **Policy and standards:** Council of Europe and national frameworks on equality and non-discrimination, relevant education strategies, and international human-rights instruments (see 🌸 **Tool 1:** Policy Guidance on Addressing SOGIESC-based Bullying in Schools);
- **Pedagogical and academic resources:** Evidence-informed literature on inclusive education, educator competences, and SOGIESC inclusion in curricula;
- **Practical tools and materials:** Lesson plans, inclusive language glossaries, safeguarding, and anti-bullying guidance, and classroom activities developed by educational and civil society actors (see 🟢 **Tool 2:** Combating Anti-Rights Discourse in Education.)



END-OF-STEP CHECKLIST: (RE-)DESIGN AND PLANNING

SECTION	CHECKLIST QUESTION	Yes	No
4.1. Module Overview and Rationale	Clearly defined the module's purpose, target group(s), positioning within the education system, and delivery format.	☐	☐
4.2. Legal and Policy Frameworks	Identified the relevant human rights standards, and national legal and policy frameworks	☐	☐
4.3. Learning Objectives and Competences	Defined the core professional competences the module aims to develop across knowledge, skills, and attitudes and values.	☐	☐
4.4. Learning Outcomes and Module Structure	Translated competences into a clear and limited set of learning outcomes and organised them into a coherent module structure.	☐	☐
4.5. Pedagogical Methods and Learning Activities	Selected pedagogical methods and activities that actively support the learning outcomes and model inclusive practice.	☐	☐
4.6. Assessment and Accreditation	Identified assessment approaches linked to competences and clarified recognition or accreditation arrangements, where relevant.	☐	☐
4.7. Trainer Profile and Qualifications	Defined the trainer profile(s) required, including subject-matter expertise, facilitation skills, and contextual awareness.	☐	☐
4.8. Reading and Resource Lists	Compiled a focused and practical set of reading materials and resources aligned with the module's objectives and context.	☐	☐

5. Step 2: Implementation



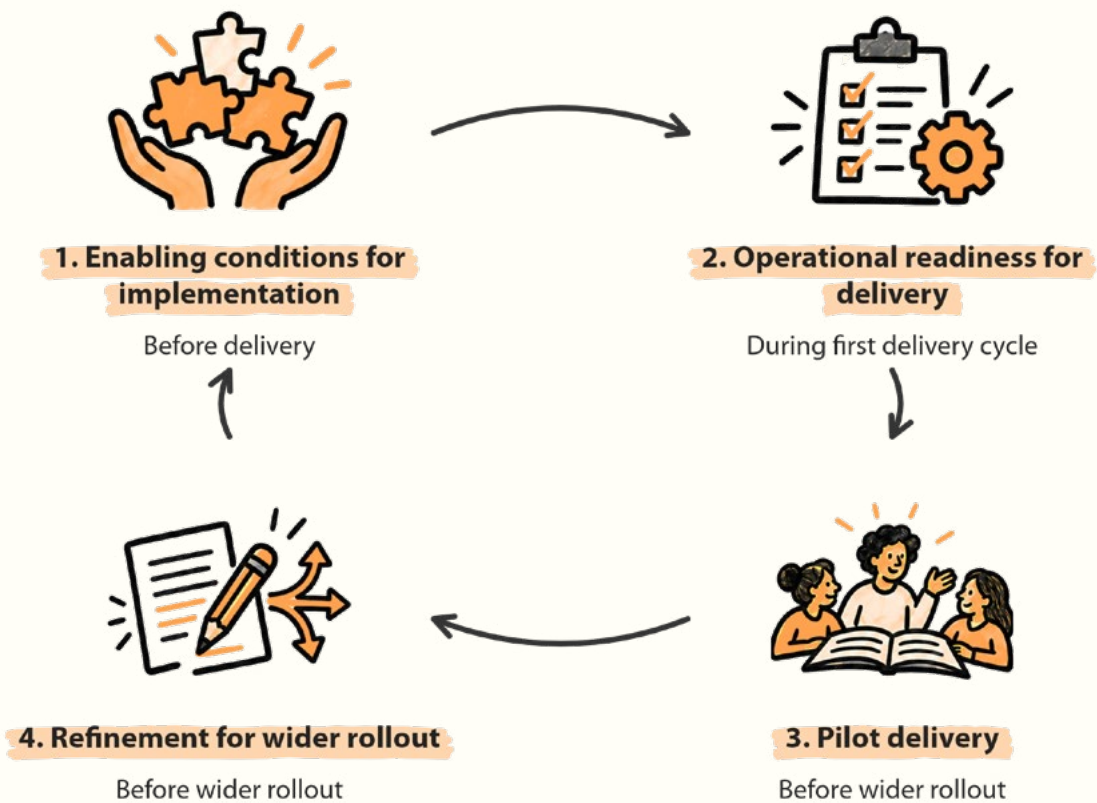
This step translates the training module into practice. The focus is on how the module is delivered in real educational settings, building on the design decisions made in *Section 4. (Re-)Design and Planning*.

This section approaches implementation as a practical and iterative process. It supports preparing the conditions for delivery, organising, and coordinating the training, and applying the module in practice through pilot testing and refinement.

This step brings together two complementary aspects of implementation:

- **Part A.** focuses on the enabling conditions needed for safe, credible, and context-appropriate delivery, including adaptation to local realities, safeguarding, partnerships, and sustainability.
- **Part B.** focuses on the operational steps that translate the module design into concrete learning experiences, such as coordination, trainer preparation, participant recruitment, and pilot delivery.

The implementation logic below illustrates how these elements interact in practice. Some steps take place before delivery begins, while others occur during the first delivery cycle. Together, they form a **continuous implementation process** that supports quality, learning, and improvement.



This step may be used as a whole, or focused on specific sections. This approach contributes to the effective implementation of the module in practice and its continuous improvement over time.

5.1. Part A. Enabling Conditions for Safe and Effective Implementation

Part A focuses on the enabling conditions for safe and effective implementation. The sections in Part A are closely connected. While presented in sequence, considerations related to context, safeguarding, risk, partnerships, and sustainability should inform all aspects of implementation.

5.1.1. Contextual adaptation

This section considers how the training can be adapted to different national, institutional, and educational contexts while maintaining its rights-based foundations. Because delivery contexts vary, contextual adaptation helps ensure that the module remains relevant, feasible, and safe.

Module adaptation should focus on how content is framed and delivered, rather than on changes to its core competences or learning objectives. Adaptation should not dilute the explicit focus on SOGIESC inclusion. Instead, SOGIESC-related topics should be introduced and discussed in ways that resonate with local educational realities and support engagement.

In practice, it may be necessary to:

- **Translate and localise materials** using terminology consistent with international standards, while taking into account legal, institutional, linguistic, or practical challenges to implementation that may exist in the specific context;
- **Integrate locally relevant examples, scenarios, and policies** to make discussions and case studies more relatable;
- **Adjust framing and entry points** by linking inclusion to recognised education goals such as well-being, equality, or democratic citizenship;
- **Adapt delivery formats** (for example online, blended, or modular sessions) to time, resource, or institutional constraints;
- **Review draft sessions or units** with a small group of stakeholders or educators to check clarity, relevance, and contextual fit before wider rollout.

As part of contextual adaptation, a short review can support the identification of areas where adjustments may be needed before delivery. **Table 6** presents a practical checklist for reviewing the module when adapting it to a new context.

TABLE 6. PRACTICAL CHECKLIST FOR CONTEXTUAL ADAPTATION

CHECKLIST QUESTIONS	YES	NO
Is the content understandable and relevant in this context?	☐	☐
Could any term, example, or activity be misinterpreted or create risk?	☐	☐
What local example or case could make this concept more relatable?	☐	☐
Is the delivery format feasible given time, resources, and institutional capacity?	☐	☐

 5.1.2. Establishing and communicating the need for SOGIESC-inclusive education

This section focuses on how to position, communicate, and manage the visibility of the training module when working in contested or challenging environments.

It builds on contextual adaptation by addressing situations where SOGIESC inclusion requires additional care in framing, communication, and exposure. The guidance below supports proportionate, context-specific choices that help deliver the module safely and credibly, while maintaining its rights-based foundations. These measures are not about restricting content, but about supporting sustainable and responsible delivery.

Positioning the training using widely recognised education priorities

Introducing the training through well-established education priorities such as student well-being, educational attainment, positive school climate, respectful communication, and bullying prevention helps to provide legitimacy. These entry points can support constructive engagement by showing how SOGIESC-inclusive education contributes to learners’ safety, participation, and educational outcomes, without compromising the module’s explicit focus on SOGIESC inclusion.

Where appropriate, broader education language may be used in public-facing materials to help avoid unnecessary escalation. This represents a practical positioning choice rather than a dilution of purpose.

Agreeing on clear and consistent messaging

In sensitive environments, unclear or inconsistent communication can quickly lead to misinterpretation. A small set of concise, factual messages explaining the purpose of the training can facilitate confident and consistent communication by trainers and institutions if questions or concerns arise.

Messaging should emphasise:

- The contribution of the training to safe and inclusive learning environments;
- The focus on strengthening educator competences;
- The importance of preparing students to respectfully engage in diverse societies;
- Alignment with national or international educational standards and professional responsibilities.

The prior agreement of these messages contributes to coherence and can help ensure consistency in communication.

Clarifying responsibilities and escalation arrangements

Trainers and participants should not be left to manage concerns or external pressure on their own. Effective implementation requires clarity regarding:

- Responsibility for responding to external queries;
- Procedures for handling and documenting concerns;
- Processes for escalating issues when necessary.

Detailed coordination and delivery arrangements are addressed in Part B, while safeguarding responsibilities are covered in *Section 5.1.3. Safe learning environments and risk mitigation*.

Being deliberate about collaboration and visibility

Collaboration can reinforce legitimacy, but partnerships are often developed progressively, starting with actors who share widely recognised education priorities and expanding over time where it is safe and useful to do so.

This includes making deliberate choices about visibility. For example, consideration may be given to what information is shared publicly, who is named in materials, and how the training is described externally. Further guidance on partnerships is provided

in *Section 5.1.4. Partnerships and collaboration*, and safety and privacy considerations are addressed in *Section 5.1.3. Safe learning environments and risk mitigation*.

Carrying out a brief adaptation check before delivery

Before delivery, a short review can help determine whether the training is positioned, communicated, and prepared appropriately for the current context. This review provides an opportunity to confirm that earlier decisions relating to framing, messaging, visibility, and internal arrangements remain fit for purpose.

Table 7 presents a short checklist to support this process. The aim is not to conduct a formal risk assessment, but to ensure that delivery arrangements remain proportionate and appropriate.



TABLE 7. KEY QUESTIONS FOR ADAPTATION

CHECKLIST QUESTIONS	YES	NO	NOTES OR ADJUSTMENTS
Is the training framed through education priorities that are appropriate and credible in this context (e.g. well-being, school climate, professional responsibilities?)	☐	☐	
Are the agreed key messages clear, consistent, and ready to be used if questions or concerns arise?	☐	☐	
Is it clear who responds to external queries and how concerns would be handled or escalated if needed?	☐	☐	
Does the level of visibility and communication (e.g. publicity, participant lists, trainer names) pose any risks or concerns to the organisation, institution, or individuals involved?	☐	☐	
Are trainers and participants clear about who to contact if concerns or external pressures arise?	☐	☐	
Are there any recent developments (e.g. public debates, incidents, institutional changes) that suggest minor adjustments are needed before delivery?	☐	☐	

5.1.3. Safe learning environments and risk mitigation

This section focuses on creating safe learning environments and on ensuring that concerns can be raised and addressed safely during delivery of the training module.

Creating safe learning environments requires conditions that enable all participants to engage safely, respectfully, and with confidence. In the context of SOGIESC-inclusive training, this includes anticipating and responding to risks such as LGBTQI-phobic views, breaches of confidentiality, discrimination or harassment, emotional distress, or external pressure that may arise during or around delivery.



TABLE 8. EXAMPLES OF SAFE LEARNING ENVIRONMENTS

AREA	WHY THIS MATTERS	WHAT TO DO IN PRACTICE
Shared ground rules	Create a safe, respectful, and trusting learning environment	At the start of the module, agree simple ground rules with participants, such as confidentiality, voluntary sharing, respectful discussion even where opinions and beliefs differ, and zero tolerance for harassment or discrimination.
Confidentiality and data protection	Protect participants' privacy and information	Avoid recording sessions unless strictly necessary. Keep participant feedback anonymous, store data securely, and limit access to personal information.
Reporting and response	Enable concerns to be raised and addressed safely	Provide a simple, confidential channel (e.g. named contact, email address, feedback form) for raising concerns, and assign responsibility for responding promptly and discreetly.
Trainer, partner, and guest contributor selection	Ensure that everyone involved in delivery can support a safe, respectful, and professionally grounded learning environment	Apply clear and proportionate selection or vetting criteria for trainers, external partners, and guest contributors, if relevant. This may include relevant facilitation experience, safeguarding awareness, understanding of confidentiality and the do-no-harm principle, and any institutional or child-protection requirements in place. Clarify roles, boundaries, and response pathways before delivery begins.

Risk mitigation allows users to identify and manage situations where participation in the training could expose individuals to undue risk. The aim is not to eliminate all risk, but to ensure that reasonable protective measures and clear response pathways are in place.

TABLE 9. EXAMPLES OF RISK-MITIGATION MEASURES

AREA	WHY THIS MATTERS	WHAT TO DO IN PRACTICE
Risk awareness check	Anticipate situations that could expose participants or trainers to harm	Identify potential risks such as unwanted disclosure, emotional distress, or online exposure, and agree basic protective measures (e.g. anonymised case studies, secure platforms, clear consent practices.)
Safety and support mechanisms	Respond effectively if tension, distress, or conflict arises	Ensure trainers know how to de-escalate discussions, pause activities if needed, and access immediate support during delivery.
Participant selection	Consider participation in the module and use clear selection procedures	Use transparent and inclusive participant selection or nomination processes. Consider group composition, role relevance, diversity, accessibility, institutional support, and potential risks. Avoid any process that requires participants to disclose personal information about their own SOGIESC or lived experience.

Tip: Keeping learning environments safe.

This should be prioritised as an ongoing, shared responsibility rather than a one-time check. Reviewing these measures with trainers and participants at the start of each module, and revisiting them if new risks or needs emerge, helps build trust, shared accountability, and confidence throughout delivery.

5.1.4. Partnerships and collaboration

This section focuses on how to work with partners in practice when preparing for and delivering the training module, ensuring collaboration is clear, fair, and meaningful.

Strong partnerships help ensure that the training is credible, relevant, and grounded in lived experience, and support a whole-school approach to SOGIESC inclusion so that responsibility does not fall solely on individual teachers or educators.

The decision cards below address key decisions relating to the identification, prioritisation, and engagement of partners when preparing for and delivering the training module.

WHO TO INVOLVE

A manageable mix of partners can realistically support implementation. It is not necessary to work with all possible actors.

Partners may include equality bodies, education authorities, school leadership and staff, academics and researchers, policy experts, professional networks, civil society, youth-led LGBTQI organisations, other LGBTQI organisations, and parents' or caregivers' associations.

DECIDE HOW TO PRIORITISE

Not all partners need to be involved at the same time or in the same way.

Priority may be given to partners who bring relevant expertise, can contribute to delivery, review, outreach, or internal buy-in, and have the capacity and mandate to engage at the required stage.

DECIDE HOW TO WORK WITH YOUTH-LED LGBTQI ORGANISATIONS AND OTHER LGBTQI ORGANISATIONS

These organisations bring essential lived experience but are often over-consulted or under-resourced.

Meaningful involvement may include roles as co-developers, reviewers, or advisors rather than symbolic contributors. Clear expectations, timelines, and compensation arrangements, together with appropriate recognition of expertise, contribute to effective collaboration.

DECIDE WHAT TO DO IF COLLABORATION WITH LGBTQI ORGANISATIONS IS NOT POSSIBLE

In some contexts, direct collaboration may be unsafe, restricted, or unrealistic.

Alternative partners may include equality bodies, legal and policy experts, professional associations, or other trusted organisations aligned with education and human rights values.

DECIDE HOW RESPONSIBILITIES ARE SHARED

Unclear roles can lead to duplication, gaps, or unrealistic expectations.

Responsibilities may include facilitation, outreach, internal communication, assessment, feedback collection, or follow-up. Early agreement on roles and responsibilities can help ensure a shared understanding. Short written summaries or terms of reference are often sufficient for this purpose.

DECIDE HOW COMMUNICATION IS MAINTAINED

Partnerships need light but regular communication to remain effective.

Communication may be maintained through brief check-ins, shared documents, or short debriefs. These mechanisms can help identify issues early and enable partners to adapt their contributions as needed.

Collaboration choices may also be shaped by the broader context in which the training module is delivered. In some settings, decisions about who to involve, how collaboration is structured, and how visible partnerships are, may affect feasibility or safety. In such cases, partnership arrangements should be informed by the considerations relating to positioning, visibility, and proportionate engagement set out in *Section 5.1.2. Establishing and communicating the need for SOGIESC-inclusive education*, alongside measures to create safe learning environments outlined in *Section 5.1.3. Safe learning environments and risk mitigation*.

5.1.5. Sustainability and funding

This section focuses on how to secure the resources and human capacities needed to keep the training module running beyond initial delivery.

In practice, sustainability rests on two closely linked elements: resources (such as funding, staff time, and institutional support) and human capacity (people with the knowledge and mandate to deliver the module over time). In fields related to SOGIESC inclusion, continuity is often affected by short-term funding, staff turnover, and burnout. When delivery depends on a small number of individuals, the loss of knowledge can quickly undermine long-term implementation.

For this reason, sustainability needs to be addressed during implementation. The aim is to reduce reliance on individuals and to put basic structures in place that preserve institutional knowledge and delivery capacity, even as people, funding, or priorities change.

Long-term sustainability is strengthened when the module is hosted, resourced, and maintained within existing educator or teacher-education or professional-development systems, rather than depending solely on time-limited projects or external grants. Anchoring the module in established structures increases continuity, recognition, and resilience to funding or political shifts.

To translate these sustainability considerations into practice, Table 10 outlines key strategies for securing resources, retaining knowledge, and maintaining delivery capacity over time.



TABLE 10. STRATEGIES TO SUPPORT SUSTAINABILITY AND FUNDING

FOCUS AREA	WHY THIS MATTERS	WHAT TO PUT IN PLACE
Institutional integration	Anchors the module beyond individual projects or staff members	Integrate the training module into educator-education programmes, accreditation frameworks, or CPD schemes; Secure formal recognition so delivery does not depend on short-term project cycles.
Clear ownership and hosting	Ensures responsibility for continuation and maintenance	Agree which institution or unit hosts the module, who coordinates delivery, and who is responsible for scheduling and basic updates.
Delivery capacity	Reduces reliance on a small number of individuals	Develop a small pool of trained facilitators and one or more institutional focal points; Document key delivery processes so knowledge is retained if staff change.
Partnership continuity	Shares responsibility and strengthens resilience	Maintain a small number of core partnerships that support legitimacy, outreach, or delivery, building on collaboration established during implementation (see Section 3.4. Partnerships and Collaboration.)
Funding diversification	Provides stability over time	Combine small, recurring allocations (for example from education or CPD budgets) with complementary funding sources where available; Prioritise stable funding over one-off expansion.

Tip: Planning for continuity early.

Sustainability is strengthened when agreement is reached early on where the module will be hosted, who is responsible for delivery, and what recurring resources (such as staff time or CPD budget lines) will support it. Clarity on ownership and capacity helps ensure the module continues beyond any initial project funding.

5.2. Part B: Operational Implementation Steps

Part B focuses on the operational steps needed to deliver the training module in practice. Building on the enabling conditions set out in Part A, it addresses coordination, trainer preparation, participant recruitment, and the use of pilot delivery to strengthen quality and consistency over time.

5.2.1. Coordination and delivery arrangements

This section focuses on how delivery is organised in practice. The aim is to put clear coordination, communication, and logistical arrangements in place so that the training can be delivered smoothly and without avoidable disruption.

This is not about revisiting design choices or enabling conditions set out earlier. Instead, it focuses on activating and confirming practical delivery arrangements immediately before the first session begins.



Key practical delivery arrangements include:

- **Confirming roles and responsibilities for delivery**, clarifying who is responsible for coordination, internal communication, logistics, safeguarding follow-up, and documentation, and making sure everyone involved understands their role during delivery.
- **Setting up internal coordination and communication mechanisms**, and putting simple and reliable tools in place to keep all actors connected during delivery, such as short check-ins, a coordination group, or a shared online workspace. This can include designating a single coordination focal point so trainers and partners know who to turn to if questions or issues arise.
- **Checking that institutional procedures are operational**, and ensuring that attendance tracking, CPD credit registration, venue access, or internal approvals are in place, so the training fits smoothly into existing administrative systems.
- **Finalising logistical arrangements and resources**, making sure venues, accessibility and privacy conditions, equipment, materials, and any online platforms are ready, and sharing final agendas, instructions, and materials with trainers in advance.
- **Carrying out a final, light-touch**, readiness check, reviewing coordination, safeguarding, and support arrangements to identify and address any last practical or risk-related issues before sessions start.

5.2.2. Trainer preparation and support

This section deals with the preparation and support of trainers to enable confident delivery of the module in line with its inclusive aims. Building on the trainer profiles defined in *Section 4.7. Trainer Profile and Qualifications*, the focus here is on creating a shared understanding of the module's purpose and values, while supporting trainers to adapt their facilitation to participants' needs and local realities.

Trainers should be treated as subject-matter and pedagogical experts. Trusting their judgement and experience helps avoid unnecessary micro-management, and supports confident, responsive delivery.

Where multiple trainers are involved, a shared understanding of a small number of non-negotiable elements, such as core messages, safeguarding boundaries, or session structure, can support consistency across delivery while allowing flexibility in facilitation.

Ongoing communication and light-touch support during and after delivery helps maintain quality and coherence, while also supporting trainers' well-being. This includes ensuring that trainers are able to pause, adapt, or redirect activities when discussions become unsafe, unproductive, or emotionally demanding, in line with safeguarding guidance.

Table 11 sets out practical steps for preparing and supporting trainers before, during, and after delivery. These may vary according to institutional capacity and delivery format.

TABLE 11. STRATEGIES TO SUPPORT SUSTAINABILITY AND FUNDING

WHEN	WHAT THIS SUPPORTS	WHAT TO DO IN PRACTICE
Before delivery	Build shared understanding and readiness	• Hold a kick-off meeting to review the module's aims, key materials, and facilitation approach; • Discuss how to handle questions or resistance and agree on shared facilitation principles; • Invite trainers to suggest local examples or methods that fit their teaching style and context; • Review any adapted materials together to ensure they remain consistent with the module's objectives and values; • Make sure trainers have access to all relevant resources and contextual information.
During delivery	Maintain communication, support and well-being	• Make sure trainers know who to contact for operational or safeguarding support during delivery; • Hold brief check-ins at key moments to share updates and address emerging issues; • Where useful and agreed in advance, observe sessions to offer constructive feedback after delivery; • Be available for informal support so trainers can raise concerns or decompress after challenging sessions.
After delivery	Reflect and strengthen future delivery	• Hold a reflection meeting to capture lessons learned and identify improvements for future delivery; • Collect and share updated materials or insights in a shared space so future trainers can build on experience; • Offer optional peer reflection or support spaces, particularly where facilitation has been emotionally demanding.

Tip: Keep trainer support responsive.

Feedback from trainers following each delivery cycle can help identify which forms of support were most useful and where improvements may be needed. Incorporating this feedback into future preparation and support arrangements helps keep the approach practical, proportionate, and grounded in trainers' experience.

5.2.3. Participant recruitment and engagement

The way participants are engaged will depend on how the module is embedded within the teacher-education system. Where it forms part of pre-service education, the priority is to ensure consistent access across relevant cohorts. Where it is offered through continuing professional development or as a stand-alone course, clearer recruitment and participation arrangements may be required. In all cases, access should be organised transparently and in ways that support a safe, inclusive, and reflective learning environment.

Table 12 presents key considerations relating to how participants are reached, recruited, or engaged, depending on whether the module forms part of pre-service teacher education, delivered as CPD, or offered as a stand-alone training opportunity.



TABLE 12. PARTICIPANT RECRUITMENT AND ENGAGEMENT CONSIDERATIONS

PLANNING FOCUS	WHAT TO CONSIDER IN PRACTICE
Embedding in pre-service teacher education	Ideally, SOGIESC-inclusive training should be integrated into pre-service teacher education so that all student teachers receive a shared foundation before entering the profession. In this case, the focus is not on selecting participants, but on ensuring that the module is embedded in the relevant teacher-training pathway, reaches all required cohorts, and is supported by the institution responsible for delivery.
Recruitment for CPD or stand-alone training	Where the module is delivered as continuing professional development or as a stand-alone training offer, recruitment should be based on clear and transparent criteria that reflect the module's objectives, target audience, and intended impact. Recruitment may take place through open calls, institutional nomination, professional networks, teacher unions, education authorities, or teacher-training institutions.
Target group and professional role	Clarify whether the module is intended for classroom educators, school leaders, school administrators, counsellors, psychologists, teacher educators, subject coordinators, inclusion leads, or other education professionals. Where useful, consider whether mixed groups or role-specific cohorts would better support learning and application in practice.
Education level and teaching context	Consider whether the module should include participants from different education levels, such as early childhood, primary, secondary, vocational, or higher education, and from different school contexts, including urban, rural, public, private, or faith-based settings. The aim is to ensure that examples and discussions reflect the realities of the intended audience.

Diversity, accessibility, and representation	Ensure that participation arrangements support diversity and equal access, including across geography, language, disability, type of institution, professional role, and levels of prior experience with inclusion. Recruitment and participation processes should be accessible, inclusive, and communicated in relevant local languages where needed.
Motivation and institutional support	For CPD or voluntary training, consider participants' motivation and interest, while also encouraging institutional support from schools, training providers, or education authorities. Combining personal commitment with institutional backing can help ensure that learning is applied beyond the individual participant.
Potential for wider impact	Where places are limited, prioritise participants who are well placed to support wider change, such as teacher educators, school leaders, subject coordinators, inclusion leads, mentors, or staff with responsibility for safeguarding, curriculum development, or professional learning. This should not replace broader access, but can support phased implementation and future rollout.
Confidentiality and participant safety	Consider whether participation could create personal or professional risks in particular contexts, and ensure that recruitment, communication, and participation arrangements protect confidentiality and do not expose participants unnecessarily. This may include careful handling of participant lists, publicity, trainer names, online platforms, and communication with institutions.
Group size and learning dynamics	Keep group sizes manageable to support interaction, trust, and meaningful exchange. The appropriate size will depend on the delivery format, facilitation capacity, participant profile, and whether the training is introductory, practice-based, or discussion-intensive.

Once selection criteria are agreed, the recruitment process should apply them transparently and support equal access for all potential participants. Key elements may include:

- **Appropriate recruitment channels**, such as open calls, professional networks, or coordination with ministries and educator or teacher-training institutions;
- **A simple application or nomination form** capturing participants' motivation, role, teaching context, and availability;
- **Clear communication selection criteria and participation expectations** in all calls and invitations, including time commitments and learning objectives;
- **Inclusive and accessible recruitment materials**, using gender-sensitive language and relevant local languages;
- **Timely confirmation of participation** to allow selected participants to plan their involvement.

Tip: Broadening educator outreach.

When recruitment relies on school authorities, training providers, or teacher unions, efforts to reach educators beyond the same profiles each time can help broaden participation. This may include involving different departments, subject areas, or schools serving more diverse communities.



5.2.4. Pilot testing, refinement, and full rollout

This section focuses on testing the module in practice, refining it based on lessons learned, and then delivering it more widely. These stages form a single implementation cycle, with each step building on the previous one to strengthen the module before it is rolled out at scale.

1: Pilot testing is the starting point of this cycle. It enables implementation to assess whether the module works as intended in real training conditions before wider delivery. The full module may be piloted, or a representative selection of sessions may be tested with a small and diverse group of educators from the target audience identified during planning. Key aspects of pilot testing include:

- **Delivery of the module using the planned methods**, materials, and timing;
- **Observation or co-observation of selected sessions**, where appropriate and with consent, to understand facilitation, pacing, and participant engagement;
- **Identification of logistical and contextual issues**, such as technology use, venue suitability, accessibility, or privacy;
- **Collection of feedback from participants and trainers** using light-touch methods, such as short reflection cards, brief group discussions, rapid feedback forms, or trainer debrief notes;
- **Consideration of emotional and safety dynamics**, including areas where safeguarding guidance may require strengthening.

The purpose of pilot testing is to identify strengths and areas for adjustment before moving to the next stage.

2: Refinement builds directly on insights from the pilot. The aim is to adjust the module where needed, based on previous learnings.

If the pilot confirms that the module is clear, relevant, and safe, refinement may be limited to minor adjustments or no changes at all. Where the pilot highlights areas for improvement, refinement helps ensure that the module remains accurate, inclusive, safe, and appropriate to local education contexts, while maintaining its core objectives and explicit focus on SOGIESC inclusion.

Table 13 summarises common areas to review when refining the module following pilot testing. Not all areas will require action in every context.

TABLE 13. REFINEMENT PRIORITIES AFTER PILOT

REFINEMENT FOCUS	WHAT TO ADJUST IN PRACTICE
Pacing and flow	Adjust the length or sequence of activities where needed to improve timing, energy levels, and learner flow.
Clarity of content	Clarify terminology, instructions, or examples where participants reported confusion or unfamiliarity.
Contextual relevance	Update case studies or scenarios to better reflect local school realities or education systems.
Facilitation support	Strengthen guidance for trainers where resistance, discomfort, or misinformation emerged during the pilot.
Safeguarding and safety	Integrate safeguarding insights from the pilot, particularly in contexts where SOGIESC-related topics may create personal or professional risks.
Trainer guidance and materials	Update trainer notes or materials where needed to support consistent delivery across facilitators or institutions.

3: Document and summarise any refinements made during pilot testing. This helps trainers and partners understand how the module has evolved and supports institutional learning, continuity, and transparency.

Full rollout builds on the refined version of the module and marks the shift from testing to regular implementation. At this stage, the focus is not on redesigning processes, but on applying the coordination, trainer support, and safeguarding arrangements already in place in a consistent way over time.

During full delivery, it is important to:

- **Use the refined materials and insights from the pilot as the standard** reference for all delivery;
- **Apply existing coordination and communication arrangements** so trainers can raise questions or flag emerging issues;
- **Ensure delivery fits smoothly within institutional procedures**, such as registration, attendance tracking, assessment formats, and CPD accreditation;
- **Encourage trainers to adapt examples where helpful**, while remaining aligned with the module's rights-based foundations;
- **Maintain safeguarding and risk-mitigation practices** throughout repeated delivery cycles;

As rollout continues, practical insights can be captured, and they can be translated into future refinements and into the monitoring and evaluation activities described in *Section 6. Monitoring and Evaluation*, supporting quality, consistency, and long-term institutional uptake.

END-OF-STEP CHECKLIST: IMPLEMENTATION, BEFORE MOVING TO SECTION 6: MONITORING AND EVALUATION

SECTION	CHECKLIST QUESTION	Yes	No
PART A: Enabling conditions for safe and effective implementation			
5.1.1. Contextual adaptation	Adapted the module content, examples, and delivery approach to the specific educational, institutional, and socio-political context.	☐	☐
5.1.2. Establishing and communicating the need for SOGIESC-inclusive education	Assessed potential sensitivities or constraints, and identified practical strategies to deliver the module safely and responsibly.	☐	☐
5.1.3. Safe learning environments and risk mitigation	Put in place measures to create safe learning environments and clear response pathways to prevent and address harm during delivery.	☐	☐
5.1.4. Partnerships and collaboration	Identified relevant partners and clarified how collaboration supports delivery, reach, expertise, or institutional anchoring.	☐	☐
5.1.5. Sustainability and funding	Considered how the module will be resourced, maintained, and sustained beyond initial delivery.	☐	☐
PART B: Operational implementation steps			
5.2.1. Coordination and delivery arrangements	Clarified roles, responsibilities, and coordination mechanisms needed for smooth and reliable delivery.	☐	☐
5.2.2. Trainer preparation and support	Prepared trainers with the guidance, materials, and support needed to deliver the module confidently and consistently.	☐	☐
5.2.3. Participant recruitment and engagement	Designed and applied recruitment and selection processes that support fair, inclusive, and safe participation.	☐	☐
5.2.4. Pilot testing, refinement, and full rollout	Piloted the module, reviewed learning from practice, and confirmed readiness for full rollout.	☐	☐



6. Step 3: Monitoring and Evaluation

This final step aims to assess results and use evidence to strengthen future delivery of the SOGIESC-inclusive training module. The focus is on understanding what the training achieved, how well it was delivered, and how learning can be sustained and embedded over time.

This section presents monitoring and evaluation (M&E) as part of a continuous learning process. The first action is to clarify what to monitor and evaluate, then decide how and when to collect information, and finally use the findings to improve the module, support institutional learning, and strengthen long-term impact.

The learning cycle below shows the recommended order in which to approach these decisions:



This cycle can be applied after each delivery or across multiple delivery rounds, depending on the specific context and capacity. Using this approach helps ensure that monitoring and evaluation remain proportionate, useful, and focused on learning and improvement.

6.1. What to Monitor and Evaluate

This section focuses on identifying what to monitor and evaluate to understand whether the training is achieving its intended objectives and where adjustments may be needed for future delivery.

To keep M&E useful and manageable, this framework focuses on a small number of priority areas rather than detailed or technical metrics. These areas capture:

- Changes in participant learning and confidence;
- The quality and relevance of delivery;
- Longer-term institutional or systemic outcomes.

Together, these levels provide a balanced picture of learning, delivery quality, practice-level change, and institutional sustainability, while keeping M&E proportionate and focused on improvement (see **Table 14**).



TABLE 14. M&E LEVELS FOR A SOGIESC-INCLUSIVE TRAINING MODULE

REFINEMENT FOCUS	WHAT TO ADJUST IN PRACTICE
Participant learning and development	How participants’ knowledge, skills, confidence, and attitudes change as a result of the training. This includes their understanding of SOGIESC concepts, inclusive education principles, safeguarding responsibilities, referral pathways, and their ability to communicate the need for SOGIESC-inclusive education in professional and rights-based ways.
Module delivery and quality	How well the training was delivered, including the relevance and accessibility of content and activities, trainer preparedness, participant engagement, facilitation quality, and the overall learning experience. This level helps identify whether the module is appropriate, usable, and safe for the intended audience and context.
Practice-level and institutional outcomes	Whether the training contributes to changes in professional practice, school procedures, or institutional arrangements. This may include increased use of inclusive language and teaching materials, stronger responses to SOGIESC-based bullying, clearer reporting and referral pathways, improved collaboration with school leadership or support services, and greater integration of SOGIESC-related content into curricula, classroom practice, or whole-school approaches.
Systemic uptake and sustainability	Whether the module is embedded, repeated, or scaled within teacher education, CPD systems, accreditation frameworks, or institutional policies. This may include formal endorsement, allocation of staff time or budget, partnerships with relevant organisations, integration into pre-service teacher education, or adaptation for wider rollout across education systems.

Within each level, it is possible to identify a small set of indicators that are meaningful (clearly linked to the objectives of the training), measurable (possible to track through simple and transparent methods), realistic (feasible given available time and resources), and useful for learning and improvement (supporting decisions about what to retain, adjust or strengthen in future delivery.)

Table 15 presents a non-exhaustive list of practical examples that may be adapted to different institutional, educational, and national contexts.

TABLE 15. EXAMPLES OF POTENTIAL M&E INDICATORS

LEVEL	EXAMPLES OF POTENTIAL INDICATORS
Participant learning and development	• Change in self-reported confidence scores before and after the training (e.g. in a 1-5 scale); • Percentage of participants correctly identifying key SOGIESC concepts; • Percentage of participants reporting that they feel able to apply SOGIESC inclusive language and practices in their teaching; • Percentage of participants reporting increased confidence in effectively communicating the necessity of SOGIESC inclusive practices in education; • Percentage of participants indicating that the training is relevant to their professional role and practice.
Module delivery and quality	• Percentage of participants rating the relevance and clarity of training content as “good” or “very good”; • Trainer self-assessment score on preparedness and confidence in facilitation; • Attendance rate across sessions and proportion of participants actively taking part in at least one interactive activity; • Percentage of participants reporting that materials and learning formats were accessible to them, or number of accessibility issues raised during or after the training.

Institutional and systemic outcomes	• Whether the module has been repeated, adapted, or integrated into an existing educator training or teacher-education or CPD programme within a defined period (e.g. 6-12 months); • Number of institutions or departments formally endorsing, hosting, or commissioning the training; • Number and type of partnerships established or maintained to support module delivery (e.g. with CSOs, equality bodies, or universities); • Inclusion of SOGIESC-related content in institutional training materials, guidance documents, or curricula; • Allocation of ongoing resources (e.g. staff time, budget line, CPD recognition) to support continued delivery of the module.
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6.2. How and When to Collect Information

Once monitoring and evaluation indicators have been identified, the next step is to determine when and how information will be collected in ways that fit specific contexts and available capacities. Simple and consistent methods are often sufficient to support learning and improvement.

Information may be collected at three key moments: before, during, and after the training. Each moment serves a different purpose and provides complementary information across the M&E levels outlined earlier. Early considerations of data collection arrangements can facilitate planning and help ensure that the necessary information is gathered, for example, through the inclusion of baseline questions in registration forms, or the use of a short pre-training survey.

Across all three stages, the same basic methods, such as short surveys, informal reflections, interviews, or trainer debriefs, may be adapted as needed. The value of these methods lies in their ability to provide information on what is working well, where improvements may be needed, and how future delivery can be strengthened.

Table 16 provides examples of simple and manageable data collection methods across the key moments of M&E.

TABLE 16. KEY MOMENTS AND METHODS FOR M&E

STAGE	WHY THIS MATTERS	WHAT TO DO IN PRACTICE
Before the training	Establish a baseline of participants' knowledge, skills, and confidence related to SOGIESC inclusion.	• Short pre-training survey on familiarity and confidence; • Brief set of baseline questions included in the registration or sign-up forms.
During the training	Capture learning, engagement, and delivery quality.	• Quick check-ins or short polls; • Five-minute written reflections or reflection cards; • Informal verbal feedback; • Short trainer debriefs after sessions.
After the training	Assess outcomes, application of learning, and broader impact.	• Short end-of-module feedback form; • Brief follow-up survey or email questionnaire; • Short check-ins or interviews with selected participants or institutions.

Tip: Preserving institutional knowledge.

Monitoring and evaluation information collected at different stages should be stored in a secure, shared location (for example, a protected folder or internal system). This facilitates access and use by those responsible for designing, delivering, and reviewing the training over time, and helps ensure continuity if trainers or staff change.

6.3. Using Results for Learning and Improvement

M&E is valuable only when the information collected is used to inform learning and improvement. The purpose of this step is not simply to produce reports, but to identify what is working, where adjustments may be needed, and how future delivery can be strengthened.

This section builds on the information collected before, during, and after the training. Bringing this information together can support the identification of practical improvements that enhance the quality and impact of future deliveries.

Monitoring and evaluation form part of a continuous learning process. Each delivery of the module provides an opportunity to generate insights and inform adjustments, helping to ensure that the training remains relevant and responsive to participants' needs and contexts.

Table 17 presents examples of how M&E findings can be used in practice.

TABLE 17. APPLYING MONITORING AND EVALUATION RESULTS FOR LEARNING AND IMPROVEMENT

WHAT TO IMPROVE	HOW TO USE THE RESULTS
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Content and methods	• Adjust examples, activities, or timing; • Replace or update case studies or terminology.
Trainer preparation	• Plan short refresher sessions or peer exchanges; • Discuss facilitation challenges and effective approaches among trainers.
Delivery and coordination	• Improve coordination and clarify roles with partners; • Adjust group size, pacing, or delivery format.
Institutional integration	• Use evidence of impact to support embedding the module in CPD or university frameworks.
Scaling and sustainability	• Combine key figures with short examples or quotes that show change; • Use this information to support planning, funding discussions, or policy dialogue.

Tip: Collective reflection on results.

Reviewing M&E findings together with trainers and partners, whenever possible, can strengthen ownership, support quality improvement, and help ensure that M&E remains focused on learning rather than compliance.

END-OF-STEP CHECKLIST: M&E, BEFORE CLOSING THE TRAINING CYCLE

SECTION	CHECKLIST QUESTION	Yes	No
6.1. What to monitor and evaluate	Identified a small and relevant set of indicators covering participant learning, module delivery, and broader institutional outcomes.	☐	☐
6.2. How and when to monitor and evaluate	Selected proportionate and feasible methods to collect information before, during, and after the training.	☐	☐
6.3. Using the results for learning and improvement	Reviewed monitoring and evaluation results and identified clear, practical actions to improve future delivery and support sustainability.	☐	☐

Section 7.

Conclusion



This framework provides practical, step-by-step guidance to support the development, implementation, and continuous improvement of SOGIESC-inclusive training modules for educators. It is designed to help education authorities, training institutions, and civil society actors translate shared principles and standards into concrete, context-sensitive practice, while maintaining a clear focus on professional competences and inclusive educational outcomes.

Educator training is a critical lever for change, but it is most effective when embedded within a broader, systemic approach to inclusive education. Sustainable impact depends on alignment with supportive legal and policy frameworks, inclusive curricula, clear safeguarding procedures, and institutional leadership and accountability. Used alongside ✳️ **Tool 1**: Policy Guidance on Addressing SOGIESC-based Bullying in Schools and 🟢 **Tool 2**: Combating Anti-Rights Discourse in Education, this framework contributes to a coherent approach that connects educator competences, school practice, and system-level change.

The framework is intentionally flexible and adaptable. It can be applied across diverse national, institutional, and political contexts, including environments where SOGIESC inclusion may be contested. Its iterative use supports piloting, reflection, adaptation, and the revisiting of earlier steps in light of experience and evidence. By integrating monitoring, evaluation, and learning into each delivery cycle, the framework supports continuous improvement, institutional learning, and long-term sustainability.

Ultimately, the framework aims to support educators not only to understand SOGIESC inclusion, but to apply it confidently and responsibly in their everyday professional practice. Through iterative use, collaboration, and institutional ownership, it contributes to the creation of safe, respectful, and inclusive learning environments in which all learners can thrive.



**Don't forget
to read the other tools!**

Educators are essential to building safe, and inclusive schools that respect human rights standards. However, training on LGBTIQ inclusion remains rare, optional or fragmented across Europe. Without sustained professional learning, many teachers and other education professionals feel unprepared to prevent bullying, use inclusive language, support trans and non-binary students, or reflect diversity in curricula—especially in contexts shaped by restrictive rules, political pressure or public backlash. Tool 3 supports education authorities, teacher-training institutions, universities, teacher trainers and civil society organisations to embed LGBTIQ inclusion within mainstream initial teacher education and continuing professional development. It offers a structured framework for designing, adapting and accrediting competence-based training modules, with practical guidance for context-sensitive implementation, safeguarding, and monitoring and evaluation.

Tool 3 is part of the Inclusive Education Toolkit for Preventing and Tackling SOGIESC-based Bullying and Anti-Rights Discourse in Schools, developed within the EU–Council of Europe joint project “Combating anti-LGBTIQ violence and hate speech and strengthening awareness-raising and fact-based narratives about LGBTIQ persons.”