



Tool 3

Executive Summary

Framework for a Training Module on SOGIESC for Educators

What is this tool?

Developed by the Council of Europe SOGIESC Unit in partnership with IGLYO, this tool is part of a three-part toolkit supporting LGBTQI-inclusive education in schools. **Tool 3 – Framework for a Training Module on SOGIESC for Educators** sits alongside:

- **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.

Together, the three tools form a coherent package that connects **policy frameworks**, **narrative resilience** and **educators’ competences** into a systemic approach to advancing LGBTQI-inclusive education.

Who can use this tool?

Tool 3 is primarily aimed at **education authorities**, **teacher-training institutions**, **universities** and **civil society organisations** involved in the development or delivery of teacher-education modules that integrate LGBTQI inclusion. It can also inform the work of **ministries of education**, **equality bodies**, **teacher unions** and **international organisations** seeking to embed SOGIESC inclusion within broader education strategies and policies, as well as **school leaders**, **counsellors**, **psychologists** and other education professionals who play key roles in preventing bullying and fostering inclusive school cultures.

Why is this tool necessary?

Educators are at the frontline of making schools safe, inclusive and rights-respecting. Yet across Europe, LGBTQI-related training for educators remains rare, optional or fragmented. According to IGLYO’s [LGBTQI Inclusive Education Report 2025](#), mandatory teacher training that explicitly addresses LGBTQI inclusion remains the exception rather than the norm, leaving most education systems without a systematic and institutionalised approach to integrating LGBTQI inclusion into teacher education and professional development.

In many contexts, restrictive laws and escalating anti-rights narratives further constrain what educators feel able to say or do. Even in more supportive environments, political polarisation and organised opposition create uncertainty and pressure at school level. As a result, educators frequently report feeling ill-equipped to address SOGIESC-based

bullying, use inclusive language, support trans and non-binary students or reflect diversity in curricula – and some avoid these topics altogether for fear of backlash.

Developed in response to these realities, Tool 3 offers a structured blueprint to support education systems in embedding LGBTQI inclusion within mainstream teacher education (and the training of other allied professionals) and professional development pathways.

What does this tool do?

This framework is primarily aimed at education authorities, teacher-training institutions, universities and civil-society organisations involved in the development or delivery of teacher-education modules that integrate LGBTQI inclusion. It also serves as a reference for ministries of education, equality bodies, teacher unions and international organisations seeking to integrate SOGIESC inclusion within broader education strategies and policies, as well as for school leaders, counsellors, psychologists and other education professionals who play key roles in preventing bullying and fostering inclusive school cultures.

The framework is a **practical and flexible guide** for developing, adapting or strengthening educators' training modules on LGBTQI inclusion in schools and curricula. It does not provide a ready-made curriculum. Instead, it supports education systems and training providers by:

- **Establishing a shared conceptual and pedagogical foundation for LGBTQI-inclusive training for educators**, grounded in human rights, equality and student-centred approaches, to ensure a common baseline across diverse institutional and national contexts;
- **Translating these principles into competence-based guidance for training for educators**, clarifying the knowledge, skills, attitudes and values that training modules should aim to develop, and how these can be reflected in learning objectives, outcomes and assessment;
- **Supporting the coherent design and accreditation of training for educators modules**, by providing structured guidance on module planning, pedagogy, assessment approaches, trainer profiles and alignment with teacher education and continuing professional development systems;
- **Providing practical guidance for safe, context-sensitive and sustainable implementation**, including coordination, partnerships, participant recruitment, contextual adaptation, safeguarding, risk mitigation and funding, with particular attention to politically sensitive or restrictive environments;
- **Positioning monitoring, evaluation and follow-up as tools for learning and institutional change**, enabling providers to assess impact, refine delivery and strengthen the long-term integration of LGBTQI inclusion within teacher education systems.

Core Insight: Competence-based teacher education

The framework's central message is clear: **lasting LGBTQI inclusion in schools requires competence-based teacher education grounded in human rights and supported by institutional systems**. It cannot be achieved through isolated workshops, short-term projects or reliance on individual teachers' goodwill. Sustainable change depends on how teachers are prepared, supported and recognised over time.

Four key messages emerge from this insight:

- 1. Start from rights, not add-ons:** LGBTQI-inclusive teacher education must begin with a clear rights-based and pedagogical foundation. Child-centred, human-rights-based, intersectional and intercultural principles must shape both content and delivery. Training must model inclusive, participatory, safe and norm-critical pedagogy, so teachers experience the practices they are expected to apply in classrooms.
- 2. Turn values into competences:** Inclusion becomes real in practice only when human-rights principles are translated into concrete competences across knowledge, skills, and attitudes. These competences must be reflected coherently in learning objectives, pedagogy, assessment and accreditation, drawing on competence-based frameworks such as the Council of Europe's Reference Framework of Competences for Democratic Culture.
- 3. Take implementation seriously:** Design alone is not enough. LGBTQI-inclusive teacher education must address the institutional and political realities of delivery. Coordinated planning, transparent recruitment, contextual adaptation, strong partnerships (including youth-led LGBTQI organisations and other LGBTQI organisations), well-prepared trainers and robust safeguarding and risk-mitigation measures are essential, particularly in politically sensitive or restrictive environments.
- 4. Build for continuity, not projects:** Training has lasting impact only when it is sustained over time. Monitoring, evaluation and follow-up must be used as tools for learning and improvement, strengthening content, supporting trainers and enabling long-term integration within teacher education and professional development systems.

When these conditions are met, teacher education becomes a lever for systemic change. It strengthens educators' professional identity, supports the protection of learners' rights and contributes to safer, more inclusive and democratic school cultures.

What will you find inside?

The framework is organised into **four main steps**. Each step combines conceptual orientation with practical guidance, examples and tools that can be adapted to different

contexts. Together, the steps reflect the full lifecycle of teacher education, from foundations and design to delivery, learning and sustainability

Step 1 – Conceptual and pedagogical foundations

Step 1 establishes the normative and pedagogical basis on which LGBTQI-inclusive teacher education should be built. It clarifies that training must be grounded in a child-centred, human-rights-based approach, recognising learners as rights holders and educators as duty bearers within education systems.

This step introduces key guiding principles, including intersectionality and interculturality, and invites training providers to consider how SOGIESC characteristics interact with other dimensions such as disability, migration background, socio-economic status or cultural context in shaping learners' experiences. It also emphasises inclusivity, safety and participation as foundational conditions, underlining that teacher training itself must model the respectful, democratic and protective practices expected in schools.

In parallel, Step 1 sets out a pedagogical approach aligned with competence-based teacher education. Rather than treating LGBTQI inclusion as purely theoretical content, it promotes experiential, interactive and reflective learning methods, such as case studies, testimonies, role plays and structured reflection, that enable participants to examine assumptions, practice inclusive responses and learn collaboratively in a supported environment.

Step 2 – Development and planning

Step 2 supports institutions in translating these foundations into a coherent and recognisable training module. It guides users through clarifying the module's purpose, target groups and positioning within initial teacher education or continuing professional development systems, including alignment with national priorities such as inclusive education, learner well-being, bullying prevention or democratic citizenship.

This step then addresses the core architecture of the module. It provides guidance on defining learning objectives and competence areas across knowledge, skills, attitudes and values, and on translating these into concrete learning outcomes and thematic units. Examples include competences related to understanding SOGIESC concepts and human-rights standards, responding to anti-LGBTQI bullying and designing inclusive pedagogical practices.

Step 2 also covers key design elements that support formal recognition and quality assurance. These include guidance on assessment and accreditation approaches, tutor and trainer profiles and preparation, and the selection of reading materials and resources. Together, these elements help ensure that LGBTQI-inclusive teacher training is structured, credible and compatible with existing education and professional-development frameworks.

Step 3 – Implementation

Step 3 focuses on turning the planned module into a high-quality, safe and context-sensitive learning experience. It highlights the importance of clear coordination and operational readiness, including role allocation between institutions and partners, logistical and administrative arrangements and integration into existing calendars and accreditation systems.

Beyond logistics, Step 3 places strong emphasis on implementation conditions. It addresses participant recruitment and selection, contextual adaptation to national or local realities, and the role of partnerships, particularly with youth-led LGBTQI organisations and other LGBTQI organisations, equality bodies and teacher unions, in ensuring relevance, legitimacy and lived-experience input.

A distinctive feature of this step is its attention to safety, safeguarding and risk mitigation. The framework explicitly recognises that LGBTQI-related teacher education may take place in politically sensitive or restrictive environments and provides guidance on managing visibility, addressing resistance, protecting trainers and participants, and maintaining institutional support throughout delivery.

Step 4 – Monitoring, evaluation and follow-up

Step 4 positions monitoring, evaluation and follow-up as integral to responsible and effective teacher education, rather than as a procedural add-on. It proposes a proportionate and pragmatic approach, helping institutions identify what information is needed to assess progress and how to collect it.

The framework encourages users to consider monitoring at three interconnected levels: participant learning and development, the quality of module design and delivery, and broader institutional or systemic outcomes. It then outlines ways to use this information for reflection and improvement, ultimately refining content and pedagogy, strengthening trainer preparation, and informing decisions on scaling, replication or integration into standard provision. Through this step, monitoring and evaluation are framed as tools for learning, continuity and institutional uptake, supporting the long-term sustainability of LGBTQI-inclusive teacher education.

Annexes

The annexes provide reference materials that inform the framework, including key international standards and guidance such as the [Council of Europe's Reference Framework of Competences for Democratic Culture](#), [EU/Eurydice reports on diversity and inclusion in schools](#), UNESCO resources on [inclusion](#) and [curriculum development](#), and [OECD analysis on LGBTQI students' inclusion](#). They also include illustrative case examples of national approaches to LGBTQI-inclusive teacher training, which are intended to inspire reflection and adaptation rather than serve as prescriptive models.

Closing perspective

This framework positions teacher education as a strategic driver of LGBTQI-inclusive schooling. By offering a structured yet adaptable blueprint, it supports education authorities, training institutions and civil-society partners in moving beyond isolated initiatives towards competence-based teacher education that is integrated within education systems and resilient to political shifts.

Used alongside Tool 1 (on anti-LGBTQI bullying) and Tool 2 (on countering anti-rights discourse), the framework helps align:

- The **human rights and policy obligations** of states;
- The **professional competences, confidence and responsibilities** of teachers;
- The **everyday realities** of classrooms, school cultures and community relations.

The underlying premise is straightforward: **LGBTQI-inclusive education is both a human-rights requirement and a professional standard**. Equipping teachers with the competences, support and institutional backing to meet this standard is not an optional add-on, but a core component of quality and equal education. When teacher training is designed and delivered with this in mind, it can help ensure that every learner, including LGBTQI children and young people, experiences school as a place of safety, respect and genuine belonging.



Educators are essential to building safe, and inclusive schools that respect human rights standards. However, training on LGBTQI 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 LGBTQI 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 and classrooms**, 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.](#)”

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