



COURSE DESCRIPTION

Inclusive Education for Diversity and Equality

Build a diversity and equality project for your own school around the Council of Europe's competence descriptors — and decide how you will measure it before it starts, not after someone asks whether it worked.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

A school's equality work rarely fails for lack of good intentions; it fails because nobody built a way to find out whether it worked. This week you build one small plan, with its measurement, for the students your own school is currently leaving behind. You come with one school in mind: your own, or the part of it you know best.

- **Monday** — you look honestly at where your school stands today.
- **Tuesday** — you choose the one change it needs, and record where you are starting from.
- **Wednesday** — you decide what you will count to know whether the change happened. Where a host school agrees, the morning at our centres in Türkiye is spent inside a working school.
- **Thursday** — you write the plan: what happens, who does it, by when.
- **Friday** — you present it, and the group helps you find the weak spots before your school does.

You go home with a small plan in two parts: the changes you can start yourself, which need no budget or permission, and a one-page brief for your head teacher about the part that needs a decision. You also take the few numbers you will use to judge it.

02 Course description

A school decides to tackle inequality: a new anti-bullying policy, a diversity assembly, a poster campaign. Six months later nobody can say whether any of it changed a single outcome for the students it was meant to help. Nobody had built a way to find out. The intentions were real. What was missing was an instrument.

Two instruments do the main work during the week, and neither of them belongs to us. The first reads the pupil. The Council of Europe's Reference Framework of Competences for Democratic Culture sets out twenty competences in four clusters: values, attitudes, skills, and knowledge and critical understanding. Then it does something most frameworks do not. It describes each competence in plain sentences about what a person can be observed doing, which is what makes it possible to say where a class stands now and where it stands a year from now.

The second instrument reads the school. Booth and Ainscow's Index for Inclusion reviews three dimensions — inclusive cultures, inclusive policies and inclusive practices — with indicators and questions aimed at arrangements a school has long since stopped noticing.

The week runs both instruments over your own school: an honest review of where it sits across the three dimensions, the handful of descriptors that name the change it needs, and then measurement, turning those descriptors into a few indicators from classroom observation, pupils' own self-assessment and data the school already holds, without turning children into a dataset. Where a host school agrees to receive the group, part of Wednesday is spent reading a working school through the same three dimensions. Thursday is the writing, and on Friday the group helps you find the weak spots before your school does.

Not everyone who comes can make decisions about the whole school, and the week does not pretend otherwise. Every participant sorts the project into what they can do alone, what needs one colleague, and what they must ask school leadership for. The one-page brief is written for that last part. What you can do alone needs neither budget nor approval.

This week is the school-level project. Teaching repertoire for individual learners is the work of Every Child is Special, the teacher's own competence profile is the work of Inclusive Education and Special Needs, classroom social and emotional teaching is the work of Social and Emotional Learning (SEL) for Inclusive Schools, and newly arrived refugee and migrant pupils are the work of Refugees & Migration and Education.

The project is narrow on purpose — one school, one change. Its evaluation is already designed, and its first data collection is already scheduled: which figure, from which record, collected by whom, in the first month back at school. Twelve months later, the meeting where this comes up again is a short one. The project is already running, the indicators were agreed before it started, and the only open question is which of them to raise next year.

03 Learning outcomes

- 01 Review your own school across the Index for Inclusion's three dimensions — cultures, policies and practices — and state in writing where it currently stands.
- 02 Select the RFCDC competence descriptors that name the change your school needs, and record a starting proficiency level against each one.
- 03 Convert those descriptors into a small set of indicators in two layers — classroom observation and pupils' self-assessment for the competences, records the school already holds for its arrangements — with the ethical limits agreed in advance.
- 04 Produce a complete diversity-and-equality project document with its monitoring plan, sorted into what you can do alone, with a colleague, or must ask school leadership for, and put the last part in a one-page brief a head teacher can approve or reject.

04 Methodology

Your Own School Is the Case Study

The review, the descriptor selection and the finished project document are all built around your own school, and name the classes, roles and constraints you know. The one exception is the measurement practice, which is worked on the course's invented sample records, so that no real pupil data ever leaves your school.

Frameworks Used as Instruments, Not Slides	The RFCDC descriptor bank and the Index for Inclusion's three dimensions are worked with directly, page by page, as tools for making decisions — not presented as background theory and then set aside.
The Measurement Is Designed First	A full day goes to indicators, baselines and data ethics before a word of the project document is written, so evaluation is part of the plan rather than something bolted on when someone finally asks for results.

05 Daily programme

Day 1

Where Your School Actually Stands

- **Warm-up:** in one sentence and without names, each participant writes what their school currently serves least well; the sentences are grouped by the Index for Inclusion's three dimensions
- What inclusive education means at school level rather than classroom level, and where good intentions usually stall
- **The Council of Europe's RFCDC:** the butterfly model, twenty competences in four clusters — values, attitudes, skills, and knowledge and critical understanding (model approved April 2016, volumes published April 2018)
- The Index for Inclusion's three dimensions — inclusive cultures, inclusive policies, inclusive practices — introduced as a review lens
- **Practicum:** each participant runs a first honest review of their own school against the three dimensions and names the weakest one; then sorts what would need to change into three columns: what you can do alone, what needs one colleague, and what you must ask school leadership for

Day 2

Naming the Change: Working with the Descriptors

- **Warm-up:** "Can change / cannot change" — in pairs, sort a set of cards about a school (start times, seating, assemblies, grouping, homework rules) by whether a school could change it; the disagreements open the day
- **Equality of opportunity in education:** what a school can change, what it cannot, and where that line usually falls
- **Working session with the RFCDC descriptor bank:** from the 135 key descriptors, selecting the small number that name the change identified on Day 1
- Recording a starting proficiency level — basic, intermediate or advanced — against each selected descriptor, for a class or a sample of pupils rather than for the whole school
- **Group work:** scoping the project — a policy change, a peer-mentoring scheme or a curriculum adjustment — and testing each option against the descriptors chosen

Day 3

Monitoring and Evaluation: Making It Measurable

- Why most inclusion projects cannot answer "did it work?", and what that costs a school the next time it asks for budget
- School visit, half a day inside a working school: at our centres in Türkiye, where a host school agrees to receive the group, the morning is spent in a local school, reading it through the Index for Inclusion's three dimensions. The point is not a model to copy — it is to calibrate the lens on a building you are standing in before you turn it on your own school from memory. Participants also put the week's central question to the host school's own staff: which records do you keep, and could you use them to show whether something you changed actually worked? At our centres outside Türkiye, and wherever no host school is available, the same session runs in the room, worked on the sample set of anonymised, invented school records supplied by the course.
- **Turning descriptors into indicators in two layers:** what shows a descriptor has moved (classroom observation, pupils' own self-assessment) and what shows the school has moved — attendance, exclusions, participation in clubs and representation structures, existing pupil-survey items
- **The ethics of measuring pupils:** consent, anonymity, and which indicators a school should decide not to collect at all
- **Group work:** building a simple tracking sheet and a monitoring schedule, and writing the data-collection plan — which figure, from which record, pulled by whom, in the first month back

Day 4

Writing the Project So It Survives Contact with a School

- **From plan to document:** aims, activities, timetable, and a named owner for every step
- The one-page brief for the part that needs school leadership: something a head teacher can approve, refuse or fund in five minutes, next to the part you can start yourself without approval
- Bringing colleagues in rather than announcing the project at them — the Council of Europe's RFCDC Teacher Self-Reflection Tool as the staff-development component
- **Realism session:** budget, timetable and staff-workload constraints, and cutting the project until it fits inside them
- **Dissemination:** who else in the school needs to know, and at what point

Day 5

Presentation, Challenge and Course Close

- **Project review in small groups:** each participant presents their project document and its indicators to three colleagues, in a fixed ten minutes each
- **Structured peer feedback:** the group helps find the weak spots in each project before the school does — then two projects, volunteered by their authors, are taken to the whole room
- **Revision time:** participants amend their own documents in response before they take them home
- General course evaluation and feedback survey
- Discussion of future projects, collaborations and partnerships
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Council of Europe RFCDC, Volume 2 — the descriptor bank worked with directly on Day 2. It is a long document, and the week uses it the way it is meant to be used: you read the section that matches your school's problem and select a handful of statements from it.
- Council of Europe RFCDC Teacher Self-Reflection Tool — worked with on Day 4 as the staff-development component of the project
- Booth and Ainscow's Index for Inclusion (a published book) — its three review dimensions and indicator questions, used as the Day 1 school-review framework
- A sample set of anonymised, invented school records, supplied by the course for the measurement work on Day 3
- A project document and a monitoring tracking sheet, both written during the week and taken home
- A one-page brief for presenting the project to a head teacher, drafted on Day 4

07 How to prepare

- There is nothing you need to bring: the course supplies a sample set of anonymised, invented school records for the measurement work. If your school shares its figures openly you may rehearse with them, but no pupil-level data is ever needed.
- No prior knowledge of the Council of Europe's framework is needed. It is introduced on Day 1 and worked with directly from Day 2.
- It helps to have one problem in mind that your school has argued about, but a general one is enough; no names or details are needed.
- The Day 3 school visit depends on the host school being in session and on its own agreement, so the exact school and morning are confirmed shortly before the course rather than in advance. Bring shoes you can walk in.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

Inclusion and diversity is the first horizontal priority listed in the Erasmus+ Programme Guide, which states that "the Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 7). The Guide also names

supporting the professional development of teachers, school leaders and other school staff among the objectives of mobility in the field of school education. The output of this course — a school-level project with its monitoring plan already designed — is the kind of institutional result those objectives describe.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.