



COURSE DESCRIPTION

Inclusive Education and Special Needs

Four core values, ten areas of competence: Europe's own profile of the inclusive teacher, used here as a mirror for your practice — twice in one week. Not a course of strategies for specific needs: it leaves you with your own development plan.

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

Inclusion is usually taught as something you do to a lesson. This week treats it as something a professional is measured against — using the framework Europe's own agency for inclusive education wrote for exactly that purpose. Four core values, ten areas of competence, and one honest self-assessment you complete twice: at the end of Monday, once the framework has been introduced but before any of it has been worked on, and again on Friday afternoon. Special needs is treated here as part of every professional's competence rather than as a separate specialism; strategies for specific needs are the work of Every Child is Special, Inclusive Classrooms: Educating Students with ASD and ADHD, and Digital Tools for Students with Special Needs.

- **Monday** you take apart what inclusion actually claims — presence, participation and achievement — and look at how you genuinely see learner difference, before anyone tells you how you should.
- **Tuesday** you work on the learning itself: academic, practical, social and emotional, and the teaching approaches you are probably already confident about.
- **Wednesday** goes to well-being and belonging — one of the two areas the framework's authors added because the first version was missing it.
- **Thursday** is the three relationships inclusion actually runs through: the learner whose voice you may not be hearing, the family, and the colleague you share a classroom with.
- **Friday** turns the week on your own professional learning, and builds the plan.

You go home with a completed self-assessment across all ten areas — taken twice, so the change is visible rather than felt — three difficult conversations rehearsed from supplied briefing cards with a partner who pushes back, and a development plan split into what you can change alone, what needs one colleague, and what you will have to ask your school for. This is a week about your own practice, so it does not require your school's permission to be useful.

02 Course description

Ask most teachers what inclusive education requires and the answer points somewhere else in the building — a coordinator, a support assistant, a diagnosis on file. There is a European framework that answers the question differently, and it was written by the body whose whole remit is this: the European Agency for Special Needs and Inclusive Education, an independent, self-governing organisation co-funded by the education ministries of its member countries.

Its Profile for Inclusive Teacher Professional Learning, published in 2022, describes inclusion as a set of competences that belong to every education professional. Not only to teachers, either: the Profile is explicit that it covers pre-service and in-service teachers, mentoring and support teachers, school leaders, teacher educators, teaching assistants and specialists. If you work in a school, the framework has a page with your name on it.

It is built as four core values, each unfolding into areas of competence — ten in all. Valuing learner diversity. Supporting all learners. Working with others. Personal and collaborative professional development. Each area is then described three times over, because the authors treat a competence as three things that only work together: the attitudes and beliefs underneath it, the knowledge and understanding it requires, and the skills that put that knowledge into practice. None of the three, the Profile says, is sufficient on its own — which is why a week of technique alone never quite changes anything.

That structure is what this course runs on. Ten areas, five days, and the framework still in your hands on Friday afternoon. You work with the Agency's own statements rather than a summary of them: reading what it says an inclusive professional believes, knows and can do, and marking honestly where you already stand and where you do not.

Two of the ten areas are newer than the rest, and they are the reason this course is not a repeat of the one you took five years ago. When the Agency revised its 2012 framework, it added exactly two areas of competence: supporting all learners' well-being, and giving learners a true voice. Those additions were not decoration. They are an admission that a version of inclusion which gets a child through the door, and even gets them learning, can still fail them if nobody asks whether they belong there or ever lets them say. Wednesday and Thursday are built on those two.

The week also gives you a working test that comes from the Profile itself: inclusion as the presence, the participation and the achievement of every learner — access to education, quality of the learning experience, and the learning outcomes that follow. Three words that are easy to nod at and uncomfortable to apply to a specific lesson, which is exactly what you will do with them.

This week measures rather than builds, and the difference is worth knowing before you choose it. The Profile contains an area for effective teaching approaches and the flexible organisation of support; here you assess yourself against it, and if that turns out to be your gap, *Every Child is Special* is the week that builds the repertoire. Structured teaching for autistic pupils and pupils with ADHD belongs to *Inclusive Classrooms: Educating Students with ASD and ADHD*. Wednesday's work concerns your professional responsibility for belonging rather than a social and emotional curriculum for students, which is *Social and Emotional Learning (SEL) for Inclusive Schools*. And the output stays personal: a development plan for your own practice rather than a project for your institution, which is what Inclusive Education for Diversity and Equality builds.

Nothing is asked of you in advance. The classroom situations worked on during the week are supplied by the course, no session requires information about a real student, and the only material you are asked to bring is your own honesty about your own practice — which is, in the end, the thing the framework is actually measuring.

03 Learning outcomes

- 01 Describe inclusive education in the terms the European framework uses — the presence, participation and achievement of every learner — and apply that test to a specific lesson rather than to a policy.
- 02 Locate your own practice across all ten areas of competence in the European Agency's Profile, recording separately where your attitudes, your knowledge and your skills currently stand.

- 03 Explain what the 2022 revision of the framework added — learners' well-being and learners' voice — and say what each of them would change in your own week.
- 04 Rehearse and handle the three conversations inclusion depends on: with a learner whose voice is not currently heard, with a family, and with a colleague you share responsibility with.
- 05 Assess your own place in an inclusive professional learning community, and identify the professional learning you still need rather than the training you have already had.
- 06 Produce a personal development plan across the ten areas, split into what you can change alone, what needs one colleague, and what you will ask your school leadership for — with the request itself already drafted.

04 Methodology

Assessed Twice, Not Once

The same self-assessment across all ten areas of competence is completed at the end of Monday, before any of it has been worked on, and again on Friday afternoon, so what the week produced is a visible difference rather than a good feeling.

The Framework in Its Own Words

Participants work directly with the European Agency's published statements of what an inclusive professional believes, knows and can do — not with a trainer's summary of them.

Three Elements, Every Time

Every area is worked through as attitudes, then knowledge, then skills, because the framework treats a competence as all three at once and holds that none of them is sufficient alone.

Rehearsed, Not Discussed

The conversations inclusion actually depends on — with a learner, with a family, with a colleague — are practised out loud from supplied briefing cards, against a partner who pushes back, rather than talked about in the abstract.

05 Daily programme

Day 1

What inclusion claims, and how you actually see difference

- **Icebreaker:** "the word you would never use" — in pairs, name a term used about students in your school that you avoid, and say why; the framework's own section on the language of labelling comes afterwards
- Introduction to the course and participants; presentation of the schools of the participants
- **The framework:** who wrote it, what it is for, and why it covers teaching assistants, school leaders and specialists as well as teachers
- Four core values and ten areas of competence — and the three elements every area is written in: attitudes and beliefs, knowledge and understanding, skills
- **The working test for the whole week:** inclusion as presence, participation and achievement — access to education, quality of the learning experience, and the outcomes that follow
- Area one, conceptions of inclusion, equity and quality education: what the framework says a professional believes here, and what follows from believing it
- **Area two, views of learner difference:** difference as a resource rather than a problem to be managed, and the consequences of the words we use to describe, label and categorise learners

- **Baseline:** each participant completes the self-assessment across all ten areas, once the framework has been introduced but before any of it has been worked on, recording attitudes, knowledge and skills separately
 - **Output:** your starting position on all ten areas, plus one statement per element in areas one and two that you cannot yet honestly claim
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Day 2

Supporting all learners: the learning, and the support around it

- **Warm-up:** "what counts as learning here" — each participant names something a learner they work with learned last term that no assessment recorded — no names, nothing that identifies anyone
 - Area three, promoting academic, practical, social and emotional learning: what it means to be committed to all four rather than to the first one with the others as a bonus
 - Working with the framework's statements for this area, element by element, and marking where your own practice sits
 - Area five, effective teaching approaches and the flexible organisation of support: the area teachers often feel most confident about, assessed honestly against what the framework actually describes
 - **Where the boundary sits:** this week measures this area rather than building it, and names where the building is done
 - **Practicum:** take a supplied lesson and read it through presence, participation and achievement for a specific learner in the accompanying class profile — which of the three is it delivering, and which is it assuming
 - **Output:** one lesson rewritten at the level of decisions, not activities, with the assumption that made it exclusionary named in writing
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Day 3

Well-being and belonging: the area the framework had to add

- Why the revision added this area, and what its absence meant in practice: a learner can be present, and even achieving, and still not belong
- **Area four, supporting all learners' well-being:** the framework's own statements on belonging, achievement and mental health as a single professional responsibility
- **The boundary, stated plainly:** this is your professional responsibility for belonging, not a social and emotional curriculum for students
- **Practicum on the supplied vignettes:** a learner who has stopped participating — working backwards through the possible reasons without reaching for a diagnosis
- What a professional can notice, what a professional should refer, and where the line between the two sits
- Working with the framework's statements for this area, and recording where your knowledge is thinner than your attitudes
- **Output:** a written account of one vignette read through the framework, and your own note on which of the three elements is your weakest here

Day 4

Working with others: the learner, the family, the colleague

- Area six, giving learners a true voice — the second area the revision added: the difference between consulting students and letting what they say change a decision
- **Area seven, working with parents and families:** what the framework expects of a professional here, and what usually happens instead when the meeting is difficult
- Area eight, working with a range of education professionals: shared responsibility with assistants, specialists and colleagues who see the same learner differently
- The three rehearsals, run in small groups from the supplied briefing cards, with a partner who pushes back: asking a learner something you may not want the answer to; a family conversation that has already gone wrong once (a scenario on the card, not one of your own); and asking a colleague to change something that is theirs, not yours
- Debrief on what actually changed the conversation, and what only sounded good
- Working with the framework's statements for all three areas, and recording your position
- **Output:** three rehearsed conversations, with the sentence that worked in each written down while you still remember it

Day 5

Your own professional learning, and the plan

- Area nine, being a member of an inclusive professional learning community: what the framework means by shared responsibility for learning, and why it treats professional learning as collaborative rather than individual
- Area ten, professional learning that builds on initial teacher education: naming the learning you still need rather than listing the training you have already had
- **Re-scoring:** the same self-assessment taken on Monday, completed again across all ten areas, with the two versions side by side
- **Building the plan:** the ten areas sorted into what you can change alone, what needs one colleague, and what you will have to ask your school leadership for, each planned change checked against presence, participation and achievement
- **Drafting the ask:** the one request you will actually make, addressed to a named role, with the reason a school would say yes to it
- **Output:** your Monday and Friday self-assessments side by side, a development plan in three columns, and the one request already drafted
- **Course evaluation:** reflecting on acquired competencies, feedback and discussion
- Issuance of the Certificate of Attendance

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

- The European Agency's Profile for Inclusive Teacher Professional Learning (2022), worked with during the week in its published form — the source of the four core values and ten areas of competence (published open access by the Agency)
- A self-assessment record across all ten areas, completed on Monday and again on Friday and taken home
- A set of classroom vignettes and an accompanying class profile, supplied by the course and used in the practical sessions on Days 2, 3 and 4
- Briefing cards for the three rehearsed conversations, used on Day 4
- Your own development plan across the ten areas, written on Day 5

07 How to prepare

- There is nothing to prepare and nothing to bring — the classroom situations used during the week are supplied by the course.
- No session asks you for information about a real student, and you will not be asked to name anyone.
- The one thing worth arriving with is a willingness to answer honestly about your own practice. The self-assessment is yours, it is not collected, and nobody sees it unless you choose to share it.

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 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 professional development of teachers, school leaders and other school staff" among the objectives of mobility in school education (p. 103) — which is precisely what this course produces: a self-assessment across the ten areas of the European Agency's Profile, taken on Monday and again on Friday, and a development plan built from it rather than a provider's own checklist.

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.