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DOCUMENT Course Description
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COURSE DESCRIPTION

Outdoor Education for Inclusive Learning

Outdoor education quietly assumes everyone can walk the trail, see the marker and hear the instruction over the wind. Five days of rebuilding outdoor sessions so more students can do the real work of them — not a smaller version of it.

DURATION	LANGUAGE	GROUP SIZE
5 days · 25 hours	English (B1+)	Max 20 participants

DAILY SCHEDULE	CERTIFICATE
09:30–15:00 Monday to Friday, with a break for lunch	Attendance + Europass Mobility

AUDIENCE
All school levels — including staff who run trips, fieldwork and outdoor lessons
No specific prerequisites — open to all teachers and school staff.

COURSE CENTRES
Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome
Dates and cities of the scheduled sessions are listed on the course page.

01 Overview

This week you take one outdoor session you already run and rebuild it so more students can do the real work of it, not a smaller version watching from the side.

- **Monday** — you stand in the outdoor space the course is running in and list everything a session there takes for granted.
- **Tuesday** — you rework how instructions travel outdoors, past wind, glare and distance.
- **Wednesday** — you build one activity with three different ways in, then check that none of them is a token.
- **Thursday** — you name who is struggling outdoors without it showing, and plan for them before the trip.
- **Friday** — you sort the week's fixes into what's yours to change, what needs a colleague, and what only leadership can approve.

You go home with a filled-in access audit of a session you actually run, that session rebuilt, one activity with three genuine routes through it already tested by people who didn't design it, a pre-trip plan with the note that goes home, and a one-page request addressed to whoever can actually approve what you can't. The audit, the rebuild and the sort all start with the session and the group you already have.

02 Course description

Inclusion tends to stop at the classroom door. Schools that think carefully about access indoors go outside and quietly assume everyone can read a worksheet in bright sun, keep up on uneven ground, and afford the boots. The usual fix comes at the end, as an adaptation for the students who need one. Universal Design for Learning starts from the other end — design for the range of people who will actually be there, and there is far less left to adapt afterwards.

The week works from the current version of that framework, CAST's UDL Guidelines 3.0, published in 2024. Its three principles set the shape of the week: how information gets across, how students move through a space and show what they know, and what makes someone want to be out there at all. Version 3.0 also names barriers at individual, institutional and system level — which is exactly where the ones outdoors sit. A gravel path is not a student's problem.

Monday audits, in the actual outdoor space the group is standing in, what a session takes for granted. Tuesday rebuilds outdoor instructions so they survive wind, glare and distance. Wednesday is the heart of it: designing one activity with three genuine routes through it, then testing whether any of them is really a lesser version. Thursday is for the students who are quietly not coping outdoors and mostly look fine. Friday works the honest limit case, and sorts everything the week produced into what you can change alone, what needs a colleague, and what only your leadership can authorise.

The difference from most outdoor training is when access enters the plan. Access is not a caveat added once the activity already exists; it is the constraint the activity gets designed around from the first minute — which is how UDL treats an ordinary classroom, and what outdoor education tends to drop the moment the group leaves the building.

One boundary, so you can tell the two apart: this week is about access and design. What being outdoors does to attention — and what the evidence for that actually supports — is the subject of a different course, *Outdoor Education: Reconnecting with Nature*.

03 Learning outcomes

01 Audit an outdoor session for what it silently assumes about who can take part, sorted under the three UDL principles.

02 Rebuild a set of outdoor instructions so they still work in wind, glare and at distance.

03 Design one outdoor activity with three genuine routes through it — and test that none of them is a lesser version.

04 Plan the layer that sits before a trip: real choices, opt-in roles, rest that isn't a punishment, and kit that doesn't sort your class by income.

05 Sort the week's work into what you can change alone, what needs a colleague, and what only your leadership can authorise — with the last of the three written up as a one-page request.

04 Methodology

Audit before design	No session is redesigned until the group has stood in the space and said out loud what it assumes about who can take part. The audit, not the redesign, is what produces the surprises.
Every design is run outdoors before it goes home	Designs are tested in an outdoor space at or near the centre — uneven ground, wind, glare and distance included — and by participants who did not write them.
The no-token-participation rule	A route only counts when the student taking it is doing the real work of the activity, not a quieter version of it on a bench. Where that turns out to be genuinely impossible, the week says so plainly instead of dressing it up — Friday is built around exactly those cases.

05 Daily programme

Day 1

What the Trail Takes for Granted

- **Opening and introductions:** each participant names one student they teach or take outdoors — no names used — who would find the next school trip hardest, and says why in one sentence. That sentence is the case they test their own designs against all week
- UDL Guidelines 3.0 (CAST, 2024): the three principles — Engagement, Representation, Action & Expression — and the shift that matters here, that barriers are described at individual, institutional and system level rather than located in the student
- **Straight outside:** the group audits the space it is standing in — not only the obvious physical questions of surface, gradient, shade and distance, but what the space also asks of attention, memory and communication. Where does an instruction stop being audible? What does a trail marker assume you can see, read, or already know?
- Each participant describes one outdoor session they already run and lists what it assumes: that you can walk it, see it, hear it over wind, read the sheet, hold three instructions in your head at once, ask for help in front of everyone, tolerate the heat, and own the kit
- **Output:** an audit of one real session, its assumptions sorted under the three principles

Day 2

Getting the Information Across (Representation)

- **Warm-up:** in pairs, one participant describes a route through the site using words alone — no pointing, no drawing, no walking it — while the other tries to follow it, then they swap. Single-channel instruction fails fast, which is the day's subject
- What happens to Perception, Language & Symbols and Building Knowledge (how students take in information and make sense of it) the moment you leave the room: instructions given once, while walking, into the wind; a worksheet in glare; a trail marked by colour alone; a new key term introduced outdoors where nobody can look it up
- **Rebuild:** each group takes one set of outdoor instructions from a member's own Day 1 audit and works out how the same content can arrive by more than one route at once — demonstrated, spoken, shown, mapped, or handed over as something to hold — choosing what that particular instruction needs rather than filling three boxes
- **Field test:** one group gives its instructions at distance and in wind, another follows them exactly as given. The gap between what was meant and what was done is the finding, and it is usually larger than anyone expects
- **Output:** one instruction set that survives being outdoors

Day 3

Routes and Ways of Showing (Action & Expression)

- Guideline 4, Interaction — the guideline about moving and taking part in a physical space, which outdoors is the whole problem: gradients, distance, rest points, and what happens when a group moves at the pace of its fastest member — plus what the guideline's second half asks: whether the aids and materials a student depends on actually work in wind, glare and on uneven ground
- Designing three genuine routes through one activity from a participant's own session: same task, same learning, three ways in — then the honest test of whether one of them is really a lesser version with a friendly name

- Expression & Communication and Strategy Development (how students show what they know and plan their work) outdoors: showing what you learned without a clipboard and a worksheet — a photograph, a recorded description, a collected specimen, a drawing, an explanation given to a partner who has to act on it
- **Run it:** groups take each other's activities and do them, including the routes they did not design and would not have chosen — and each designer checks the three routes against the student they described on Day 1
- **Output:** one outdoor activity with three routes, tested by people who did not write it

Day 4

Who Is Quietly Not Coping (Engagement)

- Welcoming Interests & Identities, Sustaining Effort & Persistence and Emotional Capacity (why students engage and keep going) — the day that gets skipped, because a student struggling outdoors often looks fine from a distance
- **The real list, built by the group:** fear of insects, dogs or water; heat and sun; the sensory load of wind and noise; a child who has never been in a forest; kit that costs money and quietly marks out who has it; clothing, modesty and body image on a hike; the student who cannot keep up and knows everyone can see it
- The identity dimension 3.0 added, used as intended — not a separate session about diversity, but a question asked of each of the three principles
- **Building the layer that sits before the trip:** choices that are real rather than cosmetic, roles someone can opt into rather than out of, a rest that isn't visibly a punishment, and what the school provides so that equipment is not a sorting mechanism
- **Drafting the note that goes home:** what the day involves, what is provided, what is genuinely optional, and who to tell about what — written so a family does not have to disclose anything private to get it right
- **Output:** an engagement plan for one participant's real trip, and the note that goes with it

Day 5

The Limit Case, and What You Can Actually Change

- **Cross-audit:** groups swap the activities they built and check them against a short list drawn from the three principles — not "is this nice" but "who is still doing a lesser version"
- **The limit case, worked honestly:** an outdoor activity that cannot be made accessible without becoming a different activity. The options are to redesign it, to replace it, or to run it and be explicit about who it leaves out — and why inventing a token role is the worst of the three
- Sorting the week's work by the three levels of barrier: what you can change alone in your own sessions, what needs one colleague or a department, and what only your leadership or local authority can change — surfacing, transport, funded equipment, staffing ratios
- **Writing the third pile up:** outdoors it is almost always physical or financial — a path surface, a minibus, a set of school-owned boots, a second adult. The request names one person, one thing, what it costs, which sessions it unlocks, and the work already done that needed none of it
- **Output:** the week's findings sorted into three piles, and a one-page request for the third, addressed to a named person
- **Closing:** certificates, course evaluation and event survey

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 UDL Guidelines 3.0 (CAST, 2024) — the framework the week is organised around, read directly from CAST's own free site and worked with on all five days
- An outdoor access audit sheet, built on Day 1 against a real space and reused on Day 5 to sort each finding by the level it actually sits at
- A three-route activity template, filled in by the group on Day 3 — and a cross-audit checklist used on Day 5 against each other's designs
- A trip-planning outline covering choices, roles, rest and equipment, filled in on Day 4 alongside the draft note home
- A one-page request outline for Day 5 — one person, one thing, what it costs, which sessions it unlocks, and what has already been done without it
- An outdoor space at or near the centre, used as the week's test site rather than a backdrop, and each participant's own session, described on Day 1 and rebuilt across the week

07 How to prepare

- Nothing needs preparing on paper. It helps to arrive with one outdoor session you already run somewhere in your mind — even a rough one, even one you were never happy with — because that is what you will be rebuilding. If you don't have one, you will work from the site here; nobody is left without material.
- Practically: a good part of the week happens outside, so closed comfortable shoes, something for sun and something for wind, and a refillable water bottle will make the days easier. If you use a mobility, hearing or vision aid outdoors, or if there is anything about walking, heat or terrain we should plan around, tell us when you book — it changes the route we choose, not whether you take part.

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

The Erasmus+ Programme Guide names inclusion and diversity as a horizontal priority, stating that "when designing their projects and activities, organisations should have an inclusive approach, making them accessible to a diverse range of participants" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 7). The Guide also describes disability as covering impairments "which, in interaction with various barriers, may hinder someone's full and effective participation" — placing the problem exactly where this week does: not in the student, but in the interaction

between the student and how the session was designed. Most schools already have inclusion language for the classroom; far fewer have anything for the trip, the fieldwork day or the site visit, which is where participation quietly narrows. This week produces that missing material — sessions audited against what they assume, activities with more than one genuine way in, and a written case for the changes one teacher cannot make alone.

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

erasmusmobilityacademy.com/courses/outdoor-education-for-inclusive-learning

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.