



DAILY PROGRAMME

Inclusive Education for Diversity and Equality

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Where Your School Actually Stands	DAY 2 Naming the Change: Working with the Descriptors	DAY 3 Monitoring and Evaluation: Making It Measurable	DAY 4 Writing the Project So It Survives Contact with a School	DAY 5 Presentation, Challenge and Course Close
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Day by day

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.

ISSUED BY

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COURSE PAGE

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