LEARNING PROGRAMME

# Equity, Diversity and Social Inclusion in Schools (Addressing Disadvantage, Migration and Cultural Diversity)

## 5-DAY COURSE

25 learning hours | Course programme

# Equity, Diversity and Social Inclusion in Schools (Addressing Disadvantage, Migration and Cultural Diversity) – 5-Day Course

## Introduction and Description

This course offers an intensive, research-informed professional development programme addressing the growing complexity of diversity and inequality in contemporary European school systems. Across Europe, teachers are increasingly required to respond to socio-economic disadvantage, migration and refugee experiences, linguistic diversity, and culturally heterogeneous classrooms, while ensuring high-quality education and equal participation for all learners. This course equips educators with the conceptual understanding and practical competences needed to meet these challenges in an equitable and sustainable manner.

Grounded in inclusive education theory, social justice perspectives, and European policy frameworks, the programme critically examines how structural inequalities, poverty, and migration shape learners' educational trajectories, school engagement, and academic achievement. It challenges deficit-based narratives and promotes strength-based, culturally responsive approaches that recognise diversity as a pedagogical resource rather than a limitation. Particular emphasis is placed on understanding how disadvantage is produced and reproduced within school cultures, curricula, assessment practices, and institutional structures.

The five-day format provides a coherent progression from conceptual foundations to applied practice. Participants explore key themes such as socio-economic inequality, migrant and refugee education, multilingualism, culturally responsive pedagogy, and intersectionality, while analysing their implications for classroom teaching and whole-school development. Through case studies drawn from European contexts, collaborative reflection, and guided practical tasks, participants develop inclusive strategies that foster belonging, participation, and learner agency.

The course further supports educators in positioning themselves as active contributors to inclusive school cultures and democratic educational environments. By translating inclusive values into concrete pedagogical and organisational actions, participants strengthen their capacity to promote equity, social cohesion, and educational fairness within their own institutions. The programme aligns closely with the priorities of Erasmus+, supporting professional development, school improvement, and social inclusion across diverse European contexts.

# Methodology and Assessment

The course employs a participatory, learner-centred methodology grounded in adult education and reflective practice. Learning activities include expert input sessions, collaborative workshops, European case study analysis, guided reflection, and practical design tasks. Participants actively link theory to practice through peer exchange and structured application to their own school contexts.

Assessment is formative and developmental, focusing on professional learning rather than summative testing. It includes continuous observation of participation, reflective tasks, peer feedback, and the development of an individual or small-group inclusion action plan. Self-assessment and facilitated reflection support participants in evaluating their learning progress and readiness to transfer course outcomes into sustainable school practice.

# Learning Objectives

## 1. Foundations of Equity, Diversity, and Social Inclusion

- Develop a critical understanding of equity, diversity, inclusion, and social justice in education.
- Distinguish between equality-based and equity-oriented approaches in school practice.

## 2. Socio-Economic Disadvantage and Educational Inequality

- Analyse the effects of poverty and socio-economic disadvantage on learning, wellbeing, and participation.
- Apply inclusive pedagogical strategies that address disadvantage while maintaining high expectations.

## 3. Migration, Refugees, and Linguistic Diversity

- Understand the educational experiences and needs of migrant and refugee learners in European schools.
- Implement inclusive strategies to support multilingualism, access to the curriculum, and learner belonging.

## 4. Culturally Responsive and Intersectional Pedagogy

- Strengthen competences in culturally responsive teaching and reflective professional practice.
- Recognise and address intersecting forms of disadvantage related to culture, language, gender, and socio-economic status.

### 5. Inclusive School Cultures and Professional Action

- Contribute to whole-school approaches that promote equity, participation, and democratic values.
- Design context-specific action plans to embed inclusive and socially just practices in participants' own schools.

## Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

## Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

## Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

## Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

## Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

## Fee: 400 €

## Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

| TENTATIVE PROGRAMME (25 didactic hours - 5*45min per day) Monday to Friday | |
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| Day 1 | Foundations of Equity, Diversity, and Inclusion in European Education |
| 09.00 - 09.45 | Introductions & Icebreakers |
| 09.45 - 10.30 | Course Overview & Learning Agreement |
| 10.30 - 11.15 | Key concepts: equity vs equality, diversity, inclusion, and social justice |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Social inclusion in European education systems |
| 12.15 - 13.00 | Understanding disadvantage in schools |
| Day 2 | Socio-Economic Disadvantage and Educational Inequality |
| 09.00 - 09.45 | Poverty and learning |

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| 09.45 - 10.30 | School-level responses to socio-economic disadvantage |
| 10.30 - 11.15 | Inclusive classroom strategies for disadvantaged learners |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Strength-based approaches and learner empowerment |
| 12.15 - 13.00 | Analysing effective practices from European schools |
| Day 3 | Migration, Linguistic Diversity, and Belonging |
| 09.00 - 09.45 | Migration, refugees, and education in Europe |
| 09.45 - 10.30 | Educational pathways of migrant and refugee learners |
| 10.30 - 11.15 | Linguistic diversity and access to the curriculum |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Inclusive strategies for multilingual classrooms |
| 12.15 - 13.00 | Designing inclusive induction and language-support strategies |
| Day 4 | Culturally Responsive Pedagogy and Intersectionality |
| 09.00 - 09.45 | Culture, identity, and learning |
| 09.45 - 10.30 | Principles of culturally responsive teaching |
| 10.30 - 11.15 | Teacher reflexivity and implicit bias |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Intersectionality and multiple disadvantage |
| 12.15 - 13.00 | Teachers as agents of social inclusion |
| Day 5 | Individual support, presentations & Closing |
| 09.00 - 09.45 | Revisiting key concepts and learning outcomes |
| 09.45 - 10.30 | Preparing the final presentations and individual support |
| 10.30 - 11.15 | Final presentations and feedback |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evaluation & Reflection |
| 12.15 - 13.00 | Validation of learning outcomes and certification |

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.

**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.