



Teachers' upskilling aiming at a holistic inclusivity in learning

## D3.2: 3 Specialization Courses



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## Table of Contents

Executive Summary.....	5
<b>1. TUTOR Training Course.....</b>	<b>6</b>
1.1. TUTOR Course Target Groups.....	6
1.2. Objectives of the TUTOR Training Course.....	6
1.3. Specific Objectives of the TUTOR Specialization Courses.....	6
1.4. ADDIE Model for the development of the Joint Curriculum on Inclusivity.....	7
1.5 Programme Curriculum.....	11
<b>2. TUTOR Specialization Courses Outlines.....</b>	<b>14</b>
2.1. Specialization Course One.....	15
2.2. Specialization Course Two.....	22
2.3. Specialization Course Three.....	28
<b>3. Implementation.....</b>	<b>34</b>
<b>4. Evaluation.....</b>	<b>35</b>
<b>5. The Structure and Basic Features of the Educational Platform for the TUTOR Training Course.....</b>	<b>35</b>
5.1. Introduction.....	35
5.2. Course Structure.....	36
5.3. Key Features of the Moodle Platform.....	37
5.4. Conclusion.....	38
<b>6. Quality Assurance and Peer Review.....</b>	<b>38</b>
<b>7. Bibliography.....</b>	<b>39</b>



## Executive Summary

Following the demonstration of the methodology for developing the TUTOR Joint Curriculum on Inclusivity (D.3.1), this document focuses on the design of the three Specialization Courses. These three Courses aim to specify the content of the Joint Curriculum and tailor it to meet the specific needs of current and future educators in secondary education and VET/FET with a focus on inclusive education towards students with migrant and ethnic minority background (Specialization Course 1), LGBTQI+ students (Specialization Course 2) and students experiencing socio-economic disadvantage (Specialization Course 3). After being introduced to the main concepts, theories, and tools of inclusive education, teachers will be trained to identify and respond to the potential challenges faced by each group, considering both their specific circumstances and/or their intersecting identities.

This document (Deliverable 3.2), presents the three Specialization Courses designed to support the TUTOR Joint Curriculum on Inclusivity. The curriculum seeks to enhance secondary teachers', VET/FET teachers' and trainers' holistic capacity-building while offering them the necessary skillset to effectively address inclusivity-related challenges. They are based on a combined use of Bloom's Taxonomy (cognitive domain) as revised by Anderson & Krathwohl (2001) and Krathwohl's taxonomy (Krathwohl et al., 1964) for affective domain.

More specifically, Chapter 1 outlines the objectives, theoretical foundation and the overall design of the TUTOR course on inclusivity. As the specialization courses are an integral part of the Joint Curriculum, they have been developed in coherence with the principles and the structure of the Introductory Course (D.3.1). Basic decisions of the design and implementation timeline are also presented in this chapter through detailed tables.

Subsequently, Chapter 2 provides an in-depth look at the three Specialization Courses, covering course descriptions, learning objectives, key evaluation criteria, and course content.

Chapters 3 and 4 focus on the implementation process and the evaluation framework for the three Specialization Courses, detailing the steps and methodologies used.

Chapter 5 provides information about the basic decisions for the construction of the educational learning platform, where the Specialization Courses will be hosted, and describes the basic features of this platform that will support distance learning.

Finally, Chapter 6 addresses quality assurance considerations to ensure the effectiveness and sustainability of the courses.

## 1. TUTOR Training Course

The Joint Curriculum encompasses an Introductory Course (elaborated in D.3.1) and three Specialization Courses (analysed in the current document). Building on the foundation of the Introductory Course, the three Specialization Courses take a more focused approach, delving deeper into the unique challenges associated with each of these potential vulnerabilities. They emphasize the individuality of each learner, acknowledging the diverse and interconnected systems of privilege and discrimination, which are rooted in historical and systemic exclusion and oppression-particularly affecting migrant students, LGBTQI+ students, and students experiencing socio-economic disadvantage -within communities, schools, or classrooms.

### 1.1. TUTOR Course Target Groups

As already described in the curriculum of the Introductory Course, the TUTOR Curriculum is tailored to the needs of the following target groups:

- Secondary education teachers or prospective teachers (in initial training)
- Vocational Education and Training (VET) teachers
- Further Education and Training (FET) trainers

Having acquired a general understanding of the theories, practices and challenges that are associated with turning educational environments into more inclusive spaces for all students in the Introductory Course, the current document helps the identified target groups develop more specific strategies to address the needs of students with migrant background (Specialization Course 1), LGBTQI+ students (Specialization Course 2) and students coming from communities experiencing socio-economic disadvantage (Specialization Course 3) as well as the particular challenges that derive from the intersection of two or more personal identity traits that can lead to “double, multiple or intersectional discrimination” (Crenshaw, 1989).

### 1.2. Objectives of the TUTOR Training Course

The TUTOR Training Course is drawn from the research findings of the TUTOR project. Its purpose is to create a robust training methodology aimed at promoting inclusive education, developing a Joint Curriculum, and preparing training materials for the implementation in teacher training. As one of the project's most lasting contributions, this course reflects the partners' dedication to promoting inclusive education across the European Union and beyond.

### 1.3. Specific Objectives of the TUTOR Specialization Courses

As outlined above, the aim of the Specialization Courses is to deepen and refine the thinking of teachers in the topics covered in the Introductory Course - from the perspective of each defining identity characteristic that corresponds to each of the 3 Courses. In addition to the Introductory Course which establishes an intersectional approach and introduces the learner to the concepts, theories, and skills needed to understand and interrogate the interlinking nature of all three specialisations, the 3 Courses are increasing the visibility of different student groups with a primary common identity characteristic as a source of potential

vulnerability. As an effect, each Course goes a step further in the advanced theories, concepts, and tools that have been explored in the Introductory Course.

The TUTOR Course encompasses all facets of the training process, from curriculum design to practical implementation and follow-up after training, ensuring an effective approach to skill development.

The three Specialization Courses are crafted to work in tandem with the Introductory Course, both constituting the Joint Curriculum and establishing a cohesive methodology and resource foundation for delivering the training course under WP4. Together, these elements promise a holistic and impactful educational experience for all participants.

## 1.4. ADDIE Model for the development of the Joint Curriculum on Inclusivity

As an integral component of the Joint Curriculum on Inclusivity the three Specialization Courses are structured using the ADDIE Model, which comprises five phases: Analysis, Design, Development, Implementation, and Evaluation. As the methodology has been comprehensively delineated in the Joint Curriculum (D.3.1), a synopsis is provided here to facilitate a nexus between the Specialization Courses and the Introductory Course.

### Analysis

Both the TUTOR Introductory Course and the 3 Specialization Courses are informed by research findings from the Training Needs research and analysis carried out in the project, which identifies gaps in inclusive education across Greece, Austria, Ireland, Turkey and at the EU level as well. The focus of the analysis phase was on key questions, such as the goals of the training programme, its alignment with research findings, and the best strategies to address identified needs. The three Specialization Courses also focus on holistic development and interactive training to enhance educators' empathy, critically reflectivity and self-awareness.

### Design

In this phase, the identified learning needs have been transformed into thematic areas and specific learning objectives, with the Specialization Courses then being organized into modules and units, each of which is linked to defined learning objectives. Considerations include the logical arrangement of content, engagement strategies for educators, and course duration. The design process incorporates an intersectional perspective, updated terminology in inclusive education, and best practices outlined in previous reports. The adoption of a modular approach serves to ensure a comprehensive structure that facilitates self-reflection and the practical application of knowledge.

To ensure that the Learning Objectives of the TUTOR Specialization Courses will be in accordance with the Introductory Course, ASPETE, as WP3 Leader, carried out a series of bilateral meetings with the Specialization Course Leaders, where they decided about the distribution of hours among the courses as well as the distribution of hours to the different learning processes (f2f learning, asynchronous learning through the TUTOR Moodle platform, self-directed, complementary learning and Work-Based Learning) within each course. Through several rounds of brainstorming, with ASPETE's guidance, the Specialization Course Leaders developed the respective outlines.

The Specialization Course Leaders were provided with a high level of flexibility to develop the number of modules and the number of units within each module that they deemed necessary in order to cover all the suggested areas that had been identified in the Introductory Course, immersing, at the same time, on the specificities of an inclusivity approach for the respective student sub-group. They were also able to choose the appropriate learning method for each unit. In this regard, they defined learning objectives for the course (Course Learning Objectives-CLOs) in correspondence with the already existing (in the Curriculum Overview) Programme Learning Objectives (PLOs). Moreover, they were consulted to demonstrate which Course Learning Objectives were supported by the different modules and units. It was up to the Course Leaders to select appropriate subjects that can orient the trainees the best way to the accomplishment of learning objectives.

Moreover, the Specialization Course Leaders had to take into account the suggested methodologies (see further in this work) and develop contents that can be treated by trainers and trainees while applying these methodologies. During the discussions between ASPETE and the three leaders who were responsible for the redaction of the Curricula of the 3 Specialization Courses (Die Berater, IGLYO, Symplexis) the interlocutors agreed to some specifications for the redaction of the material.

Within this process, all partners of the consortium took part in this process as authors and as reviewers of the materials. The process was monitored by the three Specialization Course Leaders regarding the respective Course that each one was responsible to lead. The overall process was monitored by ASPETE. Appropriate folders have been created on Basecamp for uploading the reviewed versions of the files. ASPETE also designed the guidelines for the material production. These guidelines were enriched and made more explicit through the process taking into account the partners' questions and the specific demands of the task. It was a collaborative process which last for more than three months.

### Development

The TUTOR Specialization Courses are shaped by decisions made during the analysis and design phases. As in the Introductory Course, the Specialization Courses encompass various learning methodologies and assessment procedures, which will be elaborated upon in subsequent sections of the document.

Table 1 presents an overview of the TUTOR Curriculum, clearly delineating the placement of the three specialisation courses within the joint curriculum. These courses will be the focus of Chapter 2, where they will be the subject of a more detailed description

**Note: The consequence phases of the ADDIE model will be presented in separate sessions (Chapters 3 and 4) of this document after the Chapter 2 where the concrete outlines of the Specialization courses will be presented.**

**Table 1. TUTOR Curriculum Overview**

Programme title	Inclusive Learning Programme			
Duration	180 hours	Months:		Weeks:
180hr of learner effort in total over a period of 3 to 5 months				

**Brief synopsis of the programme**

The Inclusive Education Programme is a comprehensive initiative aimed at VET teachers, FET trainers, secondary school teachers, prospective teachers and students in initial teacher training. The programme aims to equip education professionals with the knowledge, skills and attitudes necessary to promote inclusive practices in diverse learning environments. Targeting three main communities - Migrant and ethnic minorities, LGBTQI+ and socio-economically disadvantaged - the programme focuses on enhancing participants' understanding of inclusive education.

Through a series of Courses and modules, participants will explore the foundations of inclusive learning, delve into specific knowledge related to each community, and develop practical strategies for creating and maintaining inclusive learning environments. The programme places a strong emphasis on self-reflection, identifying and challenging prejudices and cultivating cultural competence. It aims to empower educators to adopt inclusive pedagogies, address social inequalities and promote diversity in educational settings.

**Target learner group**

VET teachers/ VET and FET trainers/ Secondary education teachers or prospective teachers/ students in initial teacher training

**Breakdown of Programme Learner Effort Hours:**

In Class	25 hours (in a series of 5 classes)
Asynchronous	50 hours
Complementary Learning	55 hours
Work-Based Learning	50 hours

**Programme Aims, Objectives, Standards and Programme Learning Outcomes (PLOs)**

**Programme Aim / Purpose**

The Inclusive Education Continuous Professional Development (CPD) programme aims to provide existing education professionals from second level, VET, and FET to gain a more holistic understanding of inclusive education. The programme will provide them with the skills, competencies, and understandings to develop inclusive practice and create and maintain an inclusive learning environment. The programme has three main target groups: (1) Migrant and Ethnic Minority Communities, (2) LGBTQI+ students and (3) students from socioeconomic disadvantaged backgrounds.

**Programme Objectives**

1. To provide learners with an understanding of holistic, inclusive education in relation to Migrant and refugee students, to LGBTQI+ students and to students from socioeconomic disadvantaged backgrounds
2. To enable learners to identify their own values, assumptions, and biases and understand how they are created and reinforced by the systems around them.
3. To provide learners with the strategies, tools, and language to upskill their teaching practice and develop inclusive learning environments.

## **Programme Learning Outcomes (PLOs)**

On completion of this programme, the learner will be able to:

1. Interrogate their own held value systems, beliefs, biases, assumptions, and understandings and understand how these are created and re-enforced by the systems that surround them.
2. Use, understand and explain the specific language, facts, and theories that apply to inclusive education and more specifically to LGBTQI+ communities, Migrant and Ethnic Minority communities, and communities experiencing socio-economic disadvantage.
3. Develop the skills and values to promote inclusion, diversity, and equality within the learning environment.
4. Utilize a range of pedagogical approaches and adult learning perspectives to lead an inclusive learning environment.
5. Develop communication and conflict resolution skills appropriate to creating and maintaining an inclusive learning environment.

## 1.5 Program Curriculum

**Programme Structure - summary** (set out a summary of the programme structure i.e. list of programme modules indicating titles, sequence and approximate duration.)

Course Number	Course Title	Mandatory / Optional	Hours	Approx. Duration (weeks)
1.	Introduction to Inclusive Education	Mandatory	33	3
2.	<b>Specialization One: Migrant students</b>	Mandatory	49	3
3.	<b>Specialization Two: LGBTQI+ students</b>	Mandatory	49	3
4.	<b>Specialization Three: students from socioeconomic disadvantaged backgrounds</b>	Mandatory	49	3

**Typical learning effort hours required for the programme**

Total Learner Effort (Hours)	Directed Learning (Hours Range – include face to face (or synchronous on-line)	Asynchronous	Self-Directed Learning	Work-based Learning
Whole Programme 180h	25	50	55	50

**Indicative timetable**

Module Title	Face to Face	Asynchronous	Self-Directed (Complementary) Learning	Work Based <sup>1</sup>
1. Introduction to Inclusive Learning	7	8	10	8
2. <b>Specialization One: Migrant students</b>	6	14	15	14
3. <b>Specialization Two: LGBTQI+ students</b>	6	14	15	14
4. <b>Specialization Three: students from socioeconomic disadvantaged backgrounds</b>	6	14	15	14

<sup>1</sup>Note: The total hours of Work Based Learning have to be 50. However, the distribution of hours to the 4 Courses may vary per trainee according to the special characteristics of the Work environment.

**Programme teaching and learning strategy**

### The Teaching Learning and Assessment Strategy

The design of the inclusion training program is grounded in a comprehensive Teaching, Learning, and Assessment (TLA) strategy that aims to foster a deep understanding of diverse perspectives, cultivate inclusive teaching practices, and evaluate the acquisition of essential knowledge, skills, attitudes, and competencies. This strategy is aligned with research-based best practices in education and draws upon the principles of adult learning theory to create a transformative and engaging learning experience.

**Teaching Strategies:** The program employs a variety of teaching strategies to cater to different learning

styles and preferences. These include interactive workshops, case studies, role-playing exercises, and collaborative group discussions. The use of real-world scenarios and practical applications allows trainees to connect theoretical knowledge to the complexities they may encounter in educational settings.

**Learning Approaches:** The learning approach is centred on transformative learning principles, encouraging participants to critically examine their assumptions, challenge biases, and embrace a continuous process of reflection and growth. The program emphasizes active participation, encouraging trainees to share their experiences and engage in self-directed exploration of resources to deepen their understanding of inclusive education.

**Assessment Methods:** Assessment in the program is multifaceted and aligned with the principles of formative and summative evaluation. Trainees are assessed through reflective journals, group projects, and individual assignments that require them to apply their learning to practical situations. Formative assessments are integrated throughout the program to provide ongoing feedback, allowing participants to adjust their approaches and continuously improve their inclusive teaching practices.

In summary, the Teaching, Learning, and Assessment strategy of this inclusion training program is designed to be dynamic, inclusive, and reflective. It aims to empower educators with the knowledge, skills, attitudes, and competencies needed to create truly inclusive learning environments that celebrate diversity and promote equity.

### Learning environment:

The learning environment encompasses several dimensions that contribute to the overall educational experience of participants in the inclusive learning course/programme. The learning environment includes aspects related to the physical environment, social interactions, cultural considerations and intellectual engagement. By addressing these elements across the physical, social, cultural and intellectual dimensions, the learning environment is designed to be inclusive, supportive and conducive to the development of the knowledge, skills and attitudes outlined in the programme's objectives and outcomes.

Considerations for the overall learning environment:

- **Feedback mechanisms:** Establish mechanisms for ongoing feedback from participants to continually adapt and improve the programme based on their experiences and needs.
- **Support structures:** Provide support structures, such as mentoring or counselling services, to address any challenges or concerns that participants may encounter during the programme.
- **Personalised learning:** Recognising and responding to the diverse needs and backgrounds of participants, allowing for personalised learning pathways and experiences within the broader framework of the programme.

### Work based learning:

Work-based learning (WBL) in the context of the inclusion training program involves a structured and purposeful integration of real-world experiences into the learning process. This component is designed to bridge the gap between theory and practice, allowing participants to apply the knowledge and skills gained in the training program to authentic educational settings. We list below specific elements and activities that could be included in the Work-based Learning time period:

- Observation and Shadowing,
- Teaching Practicum
- Collaboration with Inclusion Specialists
- Cultural Immersion Activities
- Real Case Studies and Reflective Practice
- Professional Learning Communities (PLCs)
- Communities of Practice created in the weekly f2f trainings

The 50 hours of Work-based Learning, woven into the overall training program, provides participants with authentic experiences, practical skills, and a holistic understanding of inclusive education. This hands-on component is instrumental in preparing educators to navigate the complexities of diverse classrooms and contribute effectively to building inclusive school communities.

## Monitoring of learners learning

Trainers will follow trainees' progress and activities in the f2f sessions and through the online platform and provide feedback.

## Use of formative assessment and feedback:

Formative assessments are integrated throughout the program to provide ongoing feedback, allowing participants to adjust their approaches and continuously improve their inclusive teaching practices. It will be achieved through reflective journals and individual assignments uploaded to the platform and through trainees' engagement to the Bank items (Multiple choice questions).

## Online learning:

It will comprise as exposed above asynchronous learning and complementary (self-directed) learning. Besides a number of f2f sessions will be provided in the form of synchronous distance learning.

## Meeting trainees' needs:

They will be met with the following strategies:

1. Regular feedback
2. Support structures
3. Personalised learning

By implementing these strategies, the programme can foster a dynamic, responsive and learner-centered environment. This approach not only ensures that participants feel heard and supported, but also maximises their potential for success by recognising and addressing their individual needs throughout the duration of the inclusive learning programme.

## Programme assessment strategy

A number of assessment instrument will be used both to provide formative evaluation to the trainees and to create a basis of judgment of the degree that the trainee has been engaged to the activities and achieved sufficient understanding.

### Assessment instruments

1. Bank question items
2. Personal report on complementary learning (uploaded to the platform)
3. Reflective Journal per Course
4. Report on Work-based learning

Among the above instruments these bearing the numbers 2,3 and 4 are on-off criteria so that the trainees get their certificate. All trainees' productions will be monitored through the platform and appropriate encouragement, counselling and feedback will be provided where trainee works do not meet the standards.

The instrument 1 is a means of formative assessment. Information will be provided on the results to the items that the trainee has dealt with. Engaging to all items is a necessary condition so that the trainees get their certificate.

## 2. TUTOR Specialization Courses Outlines

As mentioned above, the Specialization Courses follow a modular approach just as the Introductory Course. Each Module is split into units; the material is unfolded within the units. Course Learning Outcomes (CLOs) are stated at first. Their correspondence with the Programme Learning Outcomes (PLOs) is indicated on table 2 (column: Programme Learning Outcome). CLOs are further developed per module.

In this context, the material and methods are organized as follows (per training part):

- A. Synchronous (f2f/in-class) learning
  - Scenarios for role playing
  - Examination of artifacts (toys, books, and items from popular culture),
  - Arts-based methodologies
  - Facilitated discussions
- B. Asynchronous, individual learning
  - PowerPoint presentations as per the template on Power Point, supported by audio description
  - Videos
  - Infographics
- C. Asynchronous, (individual Self-Directed) complementary learning
  - Assessment tests of each module/unit
  - Case studies
  - Assigned readings
  - Reflective Journal
- D. Work-Based Learning
  - Materials that will be used to support the WBL process (see below section for detailed information)
  - Materials that will be used as evidence for the participation in the WBL process

As an integral part of the Joint Curriculum, the 3 Courses are also based on the Learning Objectives approach (CEDEFOP, 2017); furthermore, they envisage Bloom's Taxonomy (cognitive domain) as revised by Anderson & Krathwohl (2001) and Krathwohl's Affective Taxonomy (Krathwohl et al, 1964) (attitudinal domain) since their main structure has been developed in conjunction with the Introductory Course.

In addition to the materials that will be prepared for each training phase, the partners will design Trainers' and Learners' Guides to facilitate the participants to navigate through the course and its objectives, terms, conditions, and expectations that are linked with each phase.

The Specialization Courses outlines are presented in detail in the following sections:

## 2.1. Specialization Course One

This is designed to equip teachers with the necessary knowledge, skills, competencies, tools and methods to enhance their ability to implement inclusive teaching practices and classroom management. The course aims to foster the creation and maintenance of an inclusive learning environment, with a particular focus on supporting migrant students and students from ethnic minorities.

Inclusion in schools requires not only the addressing of individual prejudice, but also the understanding of systemic and structural barriers encountered by students from marginalised racial and ethnic minority groups face. This course explores, amongst other issues, the impact of systemic racism in education and its potential to result in the segregation and marginalisation of minority students and their families. Through reflection on these structures, teachers can become more aware of how inequalities are (unintentionally) perpetuated.

Banks and Banks (2019) and Gay (2018) offer actionable strategies for integrating students' cultural identities into teaching practices. The moral and legal imperatives for equity in education are established by the Universal Declaration of Human Rights (1948) and the UNESCO Declaration on Race and Racial Prejudice (1978). Spivak's (2004) ethical lens emphasises participatory and reflective approaches to engaging marginalised communities, while Hammond's (2015) integration of neuroscience with culturally responsive teaching highlights the emotional and cognitive dimensions of learning.

By the end of the course, participants will have engaged in a critically reflective process regarding their own enculturation, cultural identities, assumptions, perspectives and biases. This process will lead to heightened self-awareness, particularly with regard to their own identity narratives. Additionally, participants will be able to incorporate culturally sensitive and responsive approaches into the classroom.

### Outline of Specialization Course One

<b>Course title</b>
Specialization One: Inclusivity skills when teaching migrants
<b>Purpose of this Course</b>
<p>This course provides teachers with knowledge, skills, competencies, tools and methods to expand their individual scope for action in terms of practicing inclusive teaching and classroom management, creating and maintaining an inclusive learning environment with specific regard for students from migrant and ethnic minority communities.</p> <p>Transnational migration has turned many classrooms into social spaces that are being constantly reworked through immigrants' simultaneous identity and belonging to more than one society. These are multi-layered and encompass a multitude of spaces (e.g. their homes, schools, social media etc.) connecting different aspects of students' identity with others. Educational environments and classrooms are thus constantly reworked through simultaneous cultural embeddedness of the immigrant students in interaction with their immigrant or non-immigrant teachers, leadership, and classmates.</p> <p>By reflecting on these concepts and practicing effective strategies to bring such reflection into action, the participants will acquire a set of practical tools to expand their <b>intercultural and communication competence</b> in multicultural contexts.</p>

By engaging in a variety of practical activities, participants will also learn to serve as mediators and to **familiarize their learners with intercultural competency**. This will help them create bridges between the different cultures that might co-exist in their classroom, and establish an inclusive atmosphere, where students feel valued, embraced and respected.

By the end of the course, participants will have engaged in a reflective process regarding their own enculturation, cultural identities, assumptions, perspectives and biases, leading to heightened self-awareness, particularly with regards to their own identity narratives. Additionally, participants will be able to incorporate culturally sensitive and responsive approaches into the educational environment and classroom, thus enhancing students' intercultural competence and viewing diversity as a catalyst for enrichment and source of growth, rather than a barrier to academic success.

An important aspect of intercultural proficiency is to consciously move between multiple cultures and to stand up for people from cultures different from one's own or the dominant one.

**Course learning outcomes (CLOs) and relationship to Programme Learning Outcomes (PLOs)**

(It should be possible to see that all the PLOs have been addressed through the totality of CLOs across all the courses)

On completion of this course, a learner will be able to	Related Programme Learning Outcome (PLO) Number:
1. Support migrant, immigrant, asylum seeker, and refugee students;	PLO 3
2. Define intersectionality and its relevance in understanding the experiences of migrant students; 3. Implement an intersectional approach in their classroom management; 4. Discuss and analyse how various aspects of identity such as race, ethnicity, nationality, language, socioeconomic status, gender, and religion intersect to shape the experiences of students.	PLO 2, PLO 3, PLO 1
5. Discover teaching methods that are more appropriate for intercultural classrooms; 6. Lead conversation and dialogue in intercultural settings;	PLO 4, PLO 5
7. Apply different techniques for introducing students to different cultures;	PLO 3, PLO 2
8. Master several activities to make students from different cultures interact with equity and respect;	PLO 4
9. Enhance their students' cultural awareness.	PLO 2
10. Improve intercultural and cross-cultural communication in the classroom	PLO 2, PLO 3
11. Use technology in an inclusive manner to raise their students' engagement and motivation;	PLO 4
12. Adapt their teaching strategies to the different learning approaches of their students.	PLO 4
13. Explain fundamental ideas related to intercultural communication;	PLO 2, PLO 5

**Minimum typical learner effort in hours for this course**

Face to Face	practical activities (hours)	Directed e-learning (hours)	Asynchronous learning (hours)	Self-directed, SD (hours)	Other hours (provider specific directed)	Total effort (hours)

					learning)	
6	N/A	N/A	14	15	*	35

\* Additionally, there will be a Work-Based Learning part in the training (indicative hours 14). See details at the end of the Table. The word indicative is used because in the implementation of Work-Based Learning depending on the work placement a different distribution of hours among the courses may occur. In any case, the total hours of Work-Based Learning of the program will be 50 as scheduled in the overall curriculum.

### Course curriculum

The learner will engage with 6 hours of Face to Face (F2F) learning and in class instruction. They will be introduced to new concepts, methodologies and approaches. The course relies heavily on self-reflection and critical analysis, and learners will be invited to engage actively with the learning materials and with each other. Presentations will be accompanied by discussions and peer-learning activities.

14 hours will concern asynchronous learning, which will mostly be theory-based study and directed exercises.

Further 15 hours are self-directed (SD) learning, which will comprise of assigned readings and journaling, and primarily of a series of exercise on research, analysis and assessment of the local context, as well as the development of strategies to make the classroom more inclusive. Learners who are not active teachers can complete such exercises imagining to be working in a local school.

Course will be assessed through the uploading of these exercises into the online platform – only seen by the trainers.

### Course Content

Module name	Unit Number:	Indicative Content:	CLOs addressed	Indicative Hours		
				F2F	As.	SD
Introduction to a culturally, racially and ethnically diverse classroom		<b>Introduction</b> - Aims and objectives of the course - Outline of the course		2 h		
	1	<b>Introduction to racism as a societal phenomenon and contextualising it within different systems relevant to students</b> ( <i>this builds upon the Introduction Course: "Systems and Structures around us", by exploring the topic in greater depth</i> )  - Racism and intersectional discrimination as pervasive aspects of society linked to systems and structures of power- and hierarchies, rather than isolated incidents. - Examine the systemic barriers and challenges that students from marginalised racial and ethnic groups encounter, including legal issues, limitations on rights, and barriers to agency within society (e.g. education, employment, healthcare) - Explore basics of historical and current migration processes and		0,5 h	0,5	1 h

		<p>related social and political developments</p> <ul style="list-style-type: none"> <li>- Explore how these challenges intersect with other forms of oppression such as classism, sexism, and xenophobia.</li> </ul>				
	2	<p><b>Uncover and understand invisible structures that everyone carries (including well-intentioned ones) in a multi-ethnic, multicultural classroom context</b> (<i>this builds upon the Introduction Course: “Values, Beliefs and Biases”, by exploring the topic in greater depth</i>).</p> <ul style="list-style-type: none"> <li>- Distinction between explicit and implicit (associative) attitudes.</li> <li>- Reflecting on disagreement between one’s own implicit and explicit attitudes and stereotypes.</li> </ul>		0,5 h	0,5 h	1 h
	3	<p><b>Ethnicity – Race and the conceptualisation of the <i>Other</i></b></p> <ul style="list-style-type: none"> <li>- Understand the “Binary Opposition” reinforcing hierarchies of power and privilege</li> <li>- Learn about Racial Macroaggressions and the cumulative impact on individuals</li> <li>- Analyse Ethnic minorities as the other: racialised or ethnicised labels. Stereotypes and prejudices</li> <li>- Explore the complexities and fluidity of identity within these constructs.</li> <li>- Navigate and reflect on definitions of “Migrant” and “Ethnic Minority”. Critically discuss these and reflect supposed similarities and dissimilarities such as: Marginalization, Identity Negotiation, Cultural Adaptation, Historical Context, Legal Status, Voluntary vs. Involuntary Migration, Transnational Identities</li> </ul>		1 h	0,5 h	2 h
	4	<p><b>Enculturalisation and defining “culture”</b></p> <ul style="list-style-type: none"> <li>- Conceptualisation of culture: define culture as a complex system of shared beliefs, values, customs, and behaviours that shape individuals' identities and interactions.</li> <li>- Enculturalisation and the role of a teacher in a heterogenous classroom</li> </ul>				2 h

Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	6 hours
Asynchronous	14 hours
Self-directed	15 hours
Teaching Resources (reading lists etc.)	
Resource Type	Resource Details
Reading and Links	<p>Kumar, R., Zusho, A., &amp; Bondie, R. (2018). Weaving cultural relevance and achievement motivation into inclusive classroom cultures. <i>Educational Psychologist</i>, 53(2), 78-96. <a href="https://doi.org/10.1080/00461520.2018.1432361">https://doi.org/10.1080/00461520.2018.1432361</a></p> <p>van Manen, M. (2015). <i>Pedagogical Tact: Knowing What to Do When You Don't Know What to Do</i> (1st ed.). Routledge. <a href="https://doi.org/10.4324/9781315422855">https://doi.org/10.4324/9781315422855</a></p> <p><a href="https://www.oecd-ilibrary.org/education/educating-teachers-for-diversity_9789264079731-en">https://www.oecd-ilibrary.org/education/educating-teachers-for-diversity_9789264079731-en</a></p> <p>Hammond, Z. (2015). <i>Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Corwin Press. <a href="https://www.corwin.com/docs/default-source/booksamples/241754---2024-03-15t133100-hammond-look-insid.pdf?sfvrsn=8e2d7cc6_0">https://www.corwin.com/docs/default-source/booksamples/241754---2024-03-15t133100-hammond-look-insid.pdf?sfvrsn=8e2d7cc6_0</a></p>
Course Assessment Strategy:	
Learning Journal uploaded onto learning platform	
Some indications of a relevant Work-Based Learning	
<p>Work Based Learning (WBL) will be conducted through 14 hours (indicative) of activities to enrich and deepen the learning of this course.</p> <p>Here are some examples how this could be implemented:</p> <p>The skills acquired in the lessons on critical assessment and on micro-aggression and implicit racism could be put into practice and further developed through a teaching practicum, where participants have the opportunity to actively implement inclusive teaching strategies under the guidance of experienced mentors.</p> <p>The skills learnt during the lesson on managing conflicts and fostering dialogue could be put in practice through parent and community engagement, which could involve attending parent-teacher meetings, participating in community events, and collaborating on initiatives that foster positive relationships between schools and communities.</p> <p>Participants in the course could further benefit collaborations with inclusion specialists, which would provide insights into specialised support services and strategies for successful interventions and best practices for supporting migrant students from an intersectional perspective.</p> <p>Equally valuable would-be participants' engagement in Professional Learning Communities (PLCs) within schools or educational institutions, which would allow participants to collaborate with colleagues, share experiences, and collectively work towards inclusive practices.</p>	

## 2.2. Specialization Course Two

This course provides teachers with knowledge, skills, competencies, tools and methods to expand their individual scope for action in terms of practicing inclusive teaching and classroom management, creating and maintaining an inclusive learning environment with specific regard to LGBTQI+ (lesbian, gay, bisexual, trans, queer, intersex) students.

Children and young people who are, or are perceived to be, lesbian, gay, bisexual, trans, queer or intersex (LGBTQI+) endure hostile conditions at school, experiencing or risking physical violence, bullying, and discrimination. Such violence negatively affects students' health and well-being and leads to worse education outcomes and higher school drop-outs, showing in higher absenteeism and lower educational attainment and aspirations. According to the latest FRA LGBTI Survey (2024), LGBTQI children and young people (aged 15 to 30) experience heightened rates of discrimination and violence in most areas of life, and especially in health and education.

Trans and non-binary learners are often forced to hide or disguise their gender identity in school due to a fear of bullying by peers and/or school staff. Gender Identity and Gender Expression issues in educational settings continue to be neglected across Council of Europe Member States. Studies indicate that the well-being of trans children whose identities are affirmed and supported reached the same level than that of their cis peers ([Olson, 2016](#)). On the contrary, trans youth that are barred from transitioning face alarmingly high rates of anxiety and depression.

An overarching problem across the majority of the 49 countries in this report is that teachers and school staff in Europe lack access to adequate training on LGBTQI issues ([FRA, 2016](#)). This failure translates to the inability to prevent and address bias-motivated violence and bullying on SOGIESC grounds. Additionally, a lack of training also precludes teachers from addressing LGBTQI+-related questions in their classes in a meaningful and inclusive way.

Insufficient teacher training further impacts the level of support that school staff can provide to LGBTQI learners. While in school, according to FRA data, only a third of LGBTQI young people aged 18 to 24 have received systematic support or protection from their teachers. Low levels of support constitute a barrier to creating an inclusive learning environment for all ([FRA, 2020](#)).

Riggs and Due's (2014) offer a critical analysis of the literature surrounding the inclusion of transgender students and identifies the unique needs and challenges associated with their school life. Meyer (2009) focuses on strengthening support for parental and gender diversity, recognizing the importance of changing social norms and cultural awareness within school communities.

The above studies highlight the importance of changing school climate, educating teachers and students, and developing supportive policies to create more inclusive and accepting school communities in which LGBTQI+ students can develop their full potential without fear or discrimination.

On completion of this course, learners will gain a basic knowledge of SOGIESC (Sexual Orientation, Gender Identity, Gender Expression, Sex Characteristics), will understand the

main challenges that LGBTQI+ students face in schools, will gain strategies on how to make the classroom more inclusive and will learn how to react to microaggressions, prevent bullying and mediate conflict.

## Outline of Specialization Course Two

Course title	
Specialization Course Two: Inclusivity skills when teaching LGBTQI+ students	
Purpose of this Course	
<p>This course provides teachers with knowledge, skills, competencies, tools and methods to expand their individual understanding and scope for action in terms of practicing inclusive teaching and classroom management, creating and maintaining an inclusive learning environment with specific regard to LGBTQI+ (lesbian, gay, bisexual, trans, queer, intersex) students.</p> <p>To this end, the course facilitates acquisition of knowledge and skills aimed to develop an in-depth and complex understanding of the obstacles and challenges faced by LGBTQI+ students. The module promotes self-reflection and critical assessment of school policies, educational institution and classroom environment, teaching materials, methodologies, approaches and activities. At the same time, the module presents good practices and positive examples of classroom management and inclusive teaching approaches, especially based on the engagement of LGBTQI+ learners and on increasing their visibility in the classroom.</p> <p>The course, moreover, aims to equip teachers to identify and tackle LGBTQI+-phobic speech and behaviour, including micro aggressions, and to prevent bullying. Another crucial aspect of the module is self-reflection on the attitudes, behaviours and patterns that the teachers may have internalized.</p> <p>Finally, the course equips teachers with skills, knowledge and competences to mediate conflict, foster acceptance and empathy, and involve different stakeholders in creating a more inclusive classroom and education environments.</p>	
Course learning outcomes (CLOs) and relationship to Programme Learning Outcomes (PLOs)	
(It should be possible to see that all the PLOs have been addressed through the totality of CLOs across all the courses)	
On completion of this course, a learner will be able to	Related Programme Learning Outcome (PLO) Number:
1. Identify micro aggressions in the classroom towards LGBTQI+ people and develop strategies to address them.	PLO 4 & 5
2. Promote teaching methods that avoid moralizing undertones, shame, or blame.	PLO 1, 4 & 5
3. Adopt values such as dialogue, symbolism, acceptance of all, zero tolerance to discrimination	PLO 1, 3,4 & 5
4. Identify and implement LGBTQI+ specific anti-bullying strategies at school.	PLO 2, 3, 4 & 5
5. Be able to describe the intersectional nature of a person's identity and how it relates to LGBTQI+ contexts.	PLO 1 & 3
6. Develop and utilize strategies to enhance the visibility of LGBTQI+ people within the resources, classroom, and school.	PLO 1, 3 & 4
7. Demonstrate sensitivity and awareness when working with LGBTQI+ students, colleagues, families, and communities.	PLO 1

8. Incorporate UDL principles to create supportive learning spaces					PLO 2 & 4	
<b>Minimum typical learner effort in hours for this course</b>						
Face to Face	practical activities (hours)	Directed e-learning (hours)	Asynchronous learning (hours)	Self-directed learning (hours)	Other hours (provider specific directed learning)	Total effort (hours)
6	N/A	N/A	14	15	*	35
<p>* Additionally, there will be a Work-Based Learning part in the training (indicative hours 14). See details at the end of the Table. The word indicative is used because in the implementation of Work-Based Learning depending on the work placement a different distribution of hours among the courses may occur. In any case, the total hours of Work-Based Learning of the program will be 50 as scheduled in the overall curriculum.</p>						
<b>Course curriculum</b>						
<p>The learner will engage with 6 hours of Face to Face (F2F) learning and in class instruction. They will be introduced to new concepts, methodologies and approaches. The course relies heavily on self-reflection and critical analysis, and learners will be invited to engage actively with the learning materials and with each other. Presentations will be accompanied by discussions and peer-learning activities.</p> <p>14 hours of asynchronous learning will comprise of recorded presentations accompanied by narration and/or annotated slides. The 15 hours of self-directed learning will comprise of assigned readings and journaling, and primarily of a series of activities on research, analysis and assessment of the local context, as well as the development of strategies to make the classroom more inclusive. Learners who are not active teachers can complete such activities imagining to be working in a local school/ FET or VET centre.</p> <p>The course will be assessed through the uploading of these exercises into the online platform – only seen by the trainers.</p>						
<b>Course Content</b>						
Module name	Unit Number:	Indicative Content:	CLOs addressed	Indicative Hours		
				F2F	As	S.D.

Introduction to LGBTQI+ identities and issues	1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives of the course</li> <li>• Outline of the course</li> </ul> <p><b>SOGIESC 101</b></p> <ul style="list-style-type: none"> <li>• Exploring basic concepts regarding Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC).</li> <li>• Understanding the intersectional nature of SOGIESC.</li> <li>• Recognizing specific challenges faced by LGBTQI+ youth, e.g., lack of access to mental health, homelessness and poverty, hostile home and school environments, lack of access to gender-affirming healthcare, lack of community support, etc.</li> <li>• Interpreting sex, gender and sexuality as historically and socially constructed and culturally dependent.</li> <li>• Looking at how sex, sexuality and gender can be differently constructed and conceptualised in different school systems and curricula.</li> </ul>	5,7	2h	2h	<p>1h reflection on how sex, sexuality and gender are constructed, represented and described in the school curricula and learning materials of the teacher's country.</p>
	2	<p><b>Gender-responsive language</b></p> <ul style="list-style-type: none"> <li>• Comprehending the importance of inclusive language in relation to LGBTQI+ identities.</li> <li>• Learning how to use correct terminology regarding LGBTQI+ identities.</li> <li>• Learning how to adopt gender-responsive language. Gender-responsive language actively addresses and acknowledges gender disparities and inequalities. It involves intentionally choosing words and phrases that challenge and counteract gender norms and biases.</li> </ul>	5,7	1h	2h	<p>2h research on gender-responsive language in their country (exercise)</p> <p>2h analysis of school practices when it comes to inclusive language (exercise)</p>



	3	<p><b>The experience of LGBTQI+ persons in education.</b></p> <ul style="list-style-type: none"> <li>• Putting experience in context: history, culture, societal values, and socioeconomic condition and their impact on the lived experience and school experience of LGBTQI+ youth.</li> <li>• Recognizing specific challenges faced by LGBTQI+ youth, e.g. lack of access to mental health, homelessness and poverty, hostile home and school environments, lack of access to gender-affirming healthcare, lack of community support, etc.</li> <li>• Acknowledging and exploring the experience of LGBTQI+ teachers: obstacles and barriers in the work environment and with school institutions; how are LGBTQI+ teachers seen (in terms of deviation from the norm) and the importance of LGBTQI+ representation among teachers to create a safe space for learners.</li> </ul>	5,7	0	3h	<p><b>2h</b> research on national context (exercise)</p> <p><b>1h</b> reading on specific challenges faced by queer youth</p> <p><b>1h</b> assessment of teacher's workplace in terms of inclusivity towards LGBTQI+ teachers</p>
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Create an inclusive and empowering environment, free from discrimination and violence	1	<p><b>Critical assessment:</b></p> <ul style="list-style-type: none"> <li>Learning to use UDL principles to assess, from a point of view of inclusion and visibility of LGBTQI+ students:                             <ul style="list-style-type: none"> <li>the classroom and school physical and digital environment</li> <li>the teaching materials</li> <li>the activities</li> <li>methodologies and approaches</li> <li>particular attention will be given to teaching materials connected to sex and relationship education, sexuality education, human biology and anatomy.</li> </ul> </li> <li>Seeing which changes or adaptations can be made to such elements (e.g. promote teaching methods that avoid moralizing undertones, shame, or blame).</li> <li>Reflecting, through inclusive design principles, on values to adopt when managing diversity and difference in the classroom (dialogue, symbolism, acceptance of all, zero tolerance to intersectional discrimination).</li> <li>Adopting teaching methodologies and approaches that are inclusive and affirming of LGBTQI+ students' identities and experiences. This may involve using diverse examples and case studies that highlight LGBTQI+ individuals and their contributions, as well as incorporating intersectional perspectives that address the complexities of identity.</li> </ul>	2,3,6,8	1h	2h	2h critical assessment and proposal of changes and adaptations (exercise)  1h self-reflection and journaling (values)
	2	<p><b>Microaggressions and bullying</b></p> <ul style="list-style-type: none"> <li>Identifying microaggressions (including LGBTQI-phobic speech, attitudes and behaviours)</li> <li>Identifying bullying</li> <li>Auditing your environment from the point of view of microaggressions and bullying</li> <li>Developing ad-hoc strategies to address microaggressions and bullying, using inclusive design principles and bystanders' interventions.</li> </ul>	1,4,8	1h	2h	1h bullying and micro-aggressions audit (exercise)  1h development of ad-hoc strategies (exercise)
	3	<p><b>Manage conflicts and foster dialogue: How to talk about LGBTQI+ inclusion</b></p> <ul style="list-style-type: none"> <li>Mapping stakeholders: parents, other teachers, the wider community.</li> <li>Recognising the main arguments and practices used to curtail LGBTQI+ rights in the school system.</li> <li>Developing strategies to facilitate conversations on LGBTQI+ inclusion and to create a space for dialogue in the classroom and in the school.</li> </ul>	7,6	1h	3h	1h stakeholder mapping (exercise)

Mode(s) of Delivery	Proportion (% of Total Directed Learning)
Classroom / Face to Face	6 hours
Asynchronous	14 hours
Self-Directed	15 hours
Teaching Resources (reading lists etc.)	
Resource Type	Resource Details
Reading and Links	<a href="#">Top Tips for creating an inclusive school environment – LGBT Youth Scotland</a> <a href="#">IGLYO Educational Guidelines 2009</a> <a href="#">Developing LGBTQ-Inclusive Classroom Resources - GLSEN</a> <a href="#">Supporting Transgender Pupils In Schools Guidance for Scottish Schools – Scottish Government</a> <a href="#">Trans, Gender Variant and Intersex Students In Schools Policy – Ministry for Education and Employment Malta</a> <a href="#">EqUal iNcluslon of LGBTIQ stUdents in VET: “UNIQUE”</a> <a href="#">Education and LGBTIQ diversity – European Commission</a> <a href="#">Teacher’s guide to inclusive education - IGLYO</a>
Course Assessment Strategy:	
Learning Journal uploaded onto learning platform	
Some indications of a relevant Work-Based Learning	
<p>Work Based Learning (WBL) will be conducted through 14 hours (indicative) of activities to enrich and deepen the learning of this course.</p> <p>The skills acquired in the Units on critical assessment and on microaggression and bullying against LGBTQI+ students could be put into practice and further developed through a teaching practicum, where participants have the opportunity to actively implement inclusive teaching strategies under the guidance of experienced mentors.</p> <p>The skills learnt during the Unit on managing conflicts and fostering dialogue could be put in practice through parent and community engagement, which could involve attending parent-teacher meetings, participating in community events regarding gender identity, and collaborating on initiatives that foster positive relationships between schools and communities.</p> <p>Participants in the course could further benefit collaborations with inclusion specialists, which would provide insights into specialized support services and strategies for meeting the unique needs of LGBTQI+ students. Equally valuable would-be participants’ engagement in Professional Learning Communities (PLCs) within schools or educational institutions, which would allow participants to collaborate with colleagues, share experiences, and collectively work towards inclusive practices.</p>	

### 2.3. Specialization Course Three

Specialization Course 3 aims to empower educators to create inclusive learning environments where all students, regardless of their social or economic background, feel supported, heard and valued. The lack of awareness and understanding about socio-economic disadvantage can lead to the exclusion of students from school and the community.

The inclusion of students coming from socioeconomically disadvantaged backgrounds is a critical challenge for the educational community worldwide. According to the UNESCO Global Education Monitoring Report (2023), education must be accessible and equal for all students, regardless of their social and economic status. The report recognizes that schools are a central pillar for addressing social inequalities, with strategies focusing on improving the quality and accessibility of education for the most vulnerable in society. In its report on 'Equity in Education', the Organization for Economic Co-operation and Development (OECD, 2018) highlights the inequalities created by socio-economic differences and proposes strategies to eliminate these barriers. Chircop (2021) analyses statistics on perpetuated disadvantage in education and training, identifying contributing factors and discussing the role of inclusive education in mitigating these cycles. The European Commission (2024), sets the objective of reducing school failure and social marginalization through education. According to UNICEF, poverty is one of the main factors limiting access to education, and supporting socially vulnerable children is critical to promoting equity and social mobility. The organization recommends implementing policies that ensure equitable access to education for all children, with a focus on strengthening support for the most vulnerable students (UNICEF, 2023). It is clear from these works that education policy should focus on ensuring equal opportunities for all students, regardless of socio-economic status, with their inclusion in the education system as a necessary step towards social and economic progress.

In particular, and in relevance to the Specialization Course 3, teachers will be able after completion of the course to identify social & economic barriers to inclusion in the classroom and community and to develop practical strategies for creating an inclusive learning environment.

### Outline of Specialization Course Three

<b>Course title</b>
Specialization Course Three: Inclusivity skills when teaching learners coming from socioeconomically disadvantaged backgrounds
<b>Purpose of this Course</b>
<p><b>Course description</b></p> <p>Specialization Course three provides teachers with knowledge, skills, competencies, tools and methods to expand their individual scope for action in terms of practicing inclusive teaching with specific regard to students who are currently experiencing, or live in communities that have historically experienced, socio-economic disadvantage.</p> <p>It aims to empower educators to create inclusive learning environments where all students, regardless of their social or economic backgrounds, feel supported, heard and valued. By fostering inclusivity and sensitivity, addressing personal biases, and implementing practical strategies, participants will be equipped to promote students' success and well-being.</p> <p><b>Social and economic disadvantages</b></p> <p>When it comes to inclusion and diversity in education, it is important to ensure that barriers to inclusion are lifted. The TUTOR partnership is dedicated to raising awareness of such potential</p>

barriers and educating teachers about them.

The lack of awareness and understanding about socio-economic disadvantage can lead to the exclusion of students from school and the community. This course (Course 3) is created to support teachers with resources on creating an inclusive classroom, while addressing the following potential barriers (or disadvantages)<sup>1</sup>:

**1. Social barriers:** can stem from family circumstances (e.g. being a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care or social adjustment difficulties, such as limited social competences, anti-social or high-risk behaviours (e.g. former drug or alcohol abusers), or facing social marginalisation.

**2. Economic barriers:** Economic disadvantage (e.g. low living standard, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems) may represent a barrier.

**3. Geographical barriers:** Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, may constitute a barrier.

**4. Disabilities<sup>2</sup>:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in learning and the community.

**5. Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents someone from participating in education.

**6. Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training), minors living with parents/caregivers facing extreme poverty, people with lack of access to healthcare, affordable housing, and social services, or adults with lower-skilled in educational attainment may face barriers. Although other factors may play a role, these educational difficulties, while possibly linked to personal circumstances, mostly result from educational systems which create structural limitations and/or do not fully take into account the individual's particular needs.

There are also potential **barriers linked to cultural differences and gender and sexual orientation**. These are described and discussed in the TUTOR Course 1 and 2. It is important to note that intersectional factors (a combination of two or several of the mentioned kinds of discrimination/barrier) occur in many cases and therefore it is important that an intersectional approach is applied during the learning process.

**Course learning outcomes (CLOs) and relationship to Programme Learning Outcomes (PLOs)**

On completion of this course, a learner will be able to	Related Programme Learning Outcome (PLO)
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1 EU 2024 Erasmus+ Program Guide, EU Educational Programs Priorities: <https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme>

2 Potential barriers related to health problems, disabilities are discussed in the TUTOR project only in relevance to students, who are involved in mainstream education and not special educational institutions.

		<b>Number:</b>				
1. Demonstrate ability to engage students coming from socioeconomically disadvantaged backgrounds		PLO 3				
2. Promote the development of socially and economically disadvantaged learners' digital literacy and learning skills		PLO 4, PLO 3				
3. Demonstrate awareness of factors impinging on students' engagement		PLO 3, PLO 2				
4. Articulate understanding of the needs of disadvantaged learners and provide opportunities for them to fully participate in activities.		PLO 2, PLO 3				
5. Integrate explicit strategies for building relationships with students and families.		PLO 2, PLO 3				
6. Define the universal essentials of classroom management to establish a positive teaching and learning environment.		PLO 2, PLO 5				
7. Implement explicit strategies for making classrooms engaging and learning environments interactive		PLO 4				
8. Implement strategies for handling prejudice and discrimination		PLO 5, PLO 4				
9. Reflect on personal biases & perspectives related to inclusivity & social and economic barriers		PLO 1				
<b>Minimum typical learner effort in hours for this course</b>						
Face to Face	practical activities (hours)	Directed e-learning (hours)	Asynchronous learning (hours)	Self-directed learning (hours)	Other hours (provider specific directed learning)	Total effort (hours)
6	N/A	N/A	14	15	*	35
<p>* Additionally, there will be a Work-Based part in the training (indicative hours 14). See details at the end of the Table. The word indicative is used because in the implementation of Work-Based Learning depending on the work placement a different distribution of hours among the courses may occur. In any case, the total hours of Work-Based Learning of the program will be 50 as scheduled in the overall curriculum.</p>						
<b>Course curriculum</b>						
<ol style="list-style-type: none"> <li>The learner will engage with <b>6 hours of Face to Face (F2F)</b> learning and in class instruction. During this part of the course content will be introduced about new concepts, tools &amp; methodologies. The course relies strongly on the learner's self-reflection &amp; critical analysis, and her/his/its active engagement with their peer learners. Presentations will be accompanied by discussions and peer-learning activities.</li> <li><b>29 hours of asynchronous &amp; self-directed learning</b> will comprise of assigned readings and journaling, and primarily of a series of activities on research, analysis and assessment of the local context, as well as the development of strategies to make the classroom more inclusive. Learners who are not active teachers can complete such exercises imagining being working in a local school.</li> <li>The course will be <b>assessed</b> through the uploading of the above exercises on the TUTOR Online Platform, in an only-for-teachers section.</li> </ol>						
<b>Course Content</b>						
Modules	U	Indicative Content: activities/lessons	CLOs	Indicative Hours		

	ni ts		addressed	F2F	As.	SD
M1 Introduction	1.	<p><b><u>Introducing social &amp; economical barriers to inclusion.</u></b></p> <ul style="list-style-type: none"> <li>• Introducing <b>social &amp; economic barriers</b></li> <li>• <b>Interactive activities</b> for face-to-face sessions</li> <li>• Designing an <b>Inclusivity Afternoon or Week.</b></li> </ul>	1, 3, 7, 8	1h	1h	1h
	2.	<p><b><u>Mapping social and economic disadvantages that students may face.</u></b></p> <ul style="list-style-type: none"> <li>• <b>Mapping</b> Students' Social &amp; Economic Barriers.</li> <li>• <b>Case Studies</b> Analysis</li> </ul>	1, 8, 9		2h	
	3	<p><b><u>Exploring how social and economic factors can create barriers to inclusion in the classroom and community.</u></b></p> <ul style="list-style-type: none"> <li>• Exploring how <b>social &amp; economic factors create barriers</b></li> <li>• <b>Exploring resources</b> and references</li> </ul>	1, 4		1h	1h
M2 Toolbox	1.	<p><b><u>Toolbox for Supporting Disadvantaged Students</u></b></p> <ul style="list-style-type: none"> <li>• <b>Creating a toolbox</b> for supporting socially &amp; economically disadvantaged students (Resources, Relationship building, Advocacy, Empowerment, Professional Development, Reflection, etc.)</li> <li>• <b>Exploring safe school environments</b> for all in the classroom, focusing on the above factors.</li> <li>• <b>Small group activities</b> where participants create action plans for implementing tools from the toolkit in their own classrooms.</li> </ul>	4, 7, 8	1h		2h

	2.	<p><b><u>Students' social skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>Addressing attendance, punctuality and behaviour</b> of disadvantaged learners</li> <li>• <b>Learning about procrastination</b>, types of procrastinators, and time management.</li> <li>• Improving sense of <b>responsibility</b>, self-regulation</li> <li>• <b>Peer exercise</b> on self-categorization into procrastination type. Peer consultation on creating a personal anti-procrastination strategy.</li> <li>• <b>Building up self-esteem</b> through self-appreciation</li> </ul>	1, 2, 3, 7, 9	1h	3h	6h
	3.	<p><b><u>Relationships with students and families</u></b></p> <ul style="list-style-type: none"> <li>• <b>Collecting tools and sources</b> (research, good practices, consultations, etc.) for including families in the learning process.</li> <li>• <b>Role-playing or simulation games</b> focused on building empathy and understanding among students-students &amp; students-parents from diverse social backgrounds and on supporting students effectively.</li> </ul>	5, 6	1h	2h	
<p><b>M3</b> <b>Lesson Planning</b></p>	1.	<p><b><u>Best Practices</u></b></p> <ul style="list-style-type: none"> <li>• <b>Mapping &amp; analysing case studies/ best practices</b> of successful inclusive teaching practices and interventions, in relation to students with social-economic disadvantages.</li> <li>• <b>Group discussion</b> and peer feedback on case studies, identifying key strategies and lessons learned.</li> </ul>	1, 6, 8, 9	1h		2h

	2.	<p><b>Designing lesson plan(s)</b></p> <ul style="list-style-type: none"> <li>• <b>Creation of a Lesson Plan outline</b> based on previous course sections (1-5): brainstorming, planning resulting in a 1-2-page outline.</li> <li>• <b>Creating a presentation</b> of the Lesson Plan (preferably ppt)</li> <li>• <b>Peer-reviewing</b> of Lesson Plans among course participants.</li> <li>• <b>Finalizing &amp; sharing</b> with colleagues the initiated Toolbox (drafted in Unit 2.)</li> </ul>	1, 3, 4, 6, 7, 8, 9	1h	5h	3h				
<b>Mode(s) of Delivery</b>		<b>Proportion (% of Total Directed Learning)</b>								
Classroom / Face to Face		6 hours								
Asynchronous		14 hours								
Self-Directed		15 hours								
<b>Teaching Resources (reading lists etc.)</b>										
<table border="1"> <thead> <tr> <th>Resource Type</th> <th>Resource Details</th> </tr> </thead> <tbody> <tr> <td>Reading and Links</td> <td> <ul style="list-style-type: none"> <li>• EU (2024) <i>Erasmus+ Program Guide, EU Educational Programs Priorities</i>: <a href="https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme">https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme</a></li> <li>• UNESCO (2023) <i>Global Education Monitoring Report</i>. UNESCO GEM Report</li> <li>• UNICEF (2023) <i>Child Poverty and Education: A Global Perspective</i>. UNICEF Child Poverty and Education</li> </ul> </td> </tr> </tbody> </table>							Resource Type	Resource Details	Reading and Links	<ul style="list-style-type: none"> <li>• EU (2024) <i>Erasmus+ Program Guide, EU Educational Programs Priorities</i>: <a href="https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme">https://erasmus-plus.ec.europa.eu/programme-guide/part-a/priorities-of-the-erasmus-programme</a></li> <li>• UNESCO (2023) <i>Global Education Monitoring Report</i>. UNESCO GEM Report</li> <li>• UNICEF (2023) <i>Child Poverty and Education: A Global Perspective</i>. UNICEF Child Poverty and Education</li> </ul>
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<b>Course Assessment Strategy:</b>										
Exercise: Journaling activity prompting participants to reflect on their own biases and experiences.										
<b>Some indications of a relevant Work-Based Learning</b>										
<p>Reflecting on Personal Biases and Perspectives:</p> <ul style="list-style-type: none"> <li>- Work Based Learning (WBL) will be conducted through 14 hours (indicative) of activities to enrich and deepen the learning of this course.</li> <li>- Discussing with inclusion experts the importance of self-reflection and awareness of personal biases related to inclusivity.</li> <li>- The skills learnt during the course could be put in practice through parent and community engagement, which could involve attending parent-teacher meetings, participating in community events regarding families and students coming from socioeconomically disadvantaged backgrounds, and collaborating on initiatives that foster positive relationships between schools and communities.</li> <li>- Participants could further benefit from collaborations with inclusion specialists,</li> </ul>										

which would provide insights into specialized support services and strategies for meeting the unique needs of socio-economically disadvantaged students. Equally valuable would-be participants' engagement in Professional Learning Communities (PLCs) within schools or educational institutions.

As already illustrated above, the Specialization Courses specify the content of the Introductory Course. Their purpose is to enhance teachers' emotional intelligence and self-awareness on the implicit and explicit biases and provide insights on how they can address everyday classroom challenges in a more professional and consistent manner.

As an integral part of the Joint Curriculum, the 3 Courses are also based on the Learning Objectives approach; furthermore, they envisage Bloom's Taxonomy (cognitive domain) and Krathwohl's Affective Taxonomy (attitudinal domain) since their main structure has been developed in conjunction with the Introductory Course.

### 3. Implementation

The implementation of the Introductory Course and the three Specialization Courses will be unified and will be carried out in a pilot form under WP4. To summarize the information already displayed in the 3 tables above, the training activities will be delivered as of below:

1. Asynchronous, individual learning through the e-learning platform and the complementary learning, coordinated by P2-ASPETE. Each implementing country has to enrol at least 200 educators (800 in total) who will be asked to complete the course and go through all the tasks to be granted a certificate.
2. Synchronous learning, the partners will decide at national level if they prefer to organize these sessions face-to-face, online or blended, as per the implementing partners' capacities and the learners' preferences. The multitude of choices provides equal opportunities to educators who are interested in the project and live in rural or remote areas from the place that the face-to-face courses are offered.
3. Work-Based Learning, coordinated by P1-AKMI. The WBL involves a structured and purposeful integration of real-world experiences into the learning process. This component is designed to bridge theory and practice, allowing participants to apply the knowledge and skills gained in the training program to authentic educational settings.

Specifically, this phase refers to the actual delivery of the training which, in our case, will be done through (for each Specialization Course):

- (a) 18 hours of synchronous (in-class) learning (6 hours per Course), delivered in either f2f, digital or blended form
- (b) 42 hours of asynchronous, individual learning (14 per each Course) through a Moodle e-learning platform
- (c) 45 hours of self-directed learning (15 per each Course), carried out through the assessment tests, exercises or self-reflection activities

(d) 42 hours of Work-Based Learning (14 per each Course), implemented at national level

## 4. Evaluation

The Specialization Courses, as part of the Curriculum, will be also evaluated for their quality, relevance and usefulness by the participants as per the mechanism that is described in D.3.3.

The feedback forms will also encompass an impact assessment as it is fundamental to measure the changes in attitudes, perceptions or the confidence gained through the course towards the establishment of a more inclusive secondary education. In order to register the impact in a systematic way a preliminary expectancies' questionnaire will also be asked from the teachers who enrol to the course which will later on be compared with the final assessment. The process is also described in D.3.3.

## 5. The Structure and Basic Features of the Educational Platform for the TUTOR Training Course

### 5.1. Introduction

The TUTOR Training Course is hosted on a dedicated educational platform built on Moodle, a robust and widely adopted open-source Learning Management System (LMS). The platform is designed to deliver an engaging, comprehensive, and flexible learning experience for educators, ensuring accessibility, interactivity, and alignment with the objectives of the TUTOR project. It caters to secondary education teachers, vocational education and training (VET) teachers, and further education and training (FET) trainers, providing tailored content to meet their professional development needs.

As outlined in D.3.1, the platform integrates foundational elements from the introductory courses into specialization courses, reinforcing core concepts while progressively advancing toward specialized content. This structured approach enhances continuity and supports personalized learning trajectories, ensuring participants acquire both fundamental knowledge and domain-specific expertise.

#### *Technical Features of the Moodle-Based Platform*

The TUTOR platform is built on Moodle's modular architecture, ensuring scalability and adaptability. It incorporates:

1. User-Friendly Interface and Course Organization
  - Courses are structured in modules with clear progression paths, allowing participants to track their learning progress.
  - Multimedia-rich content such as video lectures, interactive quizzes, simulations, and case studies enhance engagement.
  - The platform supports mobile accessibility, ensuring learning can take place on various devices.
2. Interactive Learning Tools

- Forums and Discussion Boards: Enable peer collaboration, mentoring, and knowledge sharing.
  - Quizzes and Assessments: Various question formats, including multiple-choice, drag-and-drop, and essay-style responses, with instant feedback options.
  - Assignments with Turnitin Integration: Plagiarism detection tools ensure academic integrity.
  - Gamification Elements: Badges and completion tracking to motivate learners.
3. User Support and Assistance
- Helpdesk: A built-in support system where users can access FAQs.
  - Automated Notifications & Reminders: To keep participants on track with coursework deadlines.
  - Instructor Support: Educators can monitor progress through advanced reporting tools and provide personalized feedback.
4. User Authentication:
- A secure login system ensures that only registered users can access course materials, maintaining the integrity and security of the platform.
5. Data Privacy and GDPR Compliance:
- While the platform's foundational use of Moodle provides a solid framework for data security, it is essential to ensure that the following GDPR compliance measures are actively implemented:
- Data Collection Transparency: Clearly inform users about the types of personal data collected and the purposes for which it is used.
  - User Consent: Obtain explicit consent from users before collecting, storing, or processing their personal data.
  - Data Access and Portability: Allow users to access their personal data and provide options to download or transfer this data upon request.
  - Right to Erasure: Implement procedures to delete a user's personal data upon their request, ensuring compliance with GDPR's "right to be forgotten."
  - Data Protection Measures: Utilize encryption and other security protocols to protect personal data both in transit and at rest.

## 5.2. Course Structure

The platform, as described in D.3.1, hosts four main courses, each divided into units that are logically organized to guide the learner through the training. Each course is designed following the ADDIE model, ensuring a structured approach from analysis to evaluation. The courses are modular, allowing participants to progress through the material in a step-by-step manner. This modularity is crucial as it accommodates different learning paces and ensures that learners can absorb and apply the concepts before moving on to more complex topics.

Each course comprises several units, which are further broken down into specific topics or lessons. These units are designed to build upon each other, starting with foundational knowledge and advancing to more complex concepts. For instance, the introductory unit may cover basic concepts of inclusivity, while subsequent units delve into specific topics such as intersectionality, inclusive environments, and strategies to combat discrimination. This logical progression ensures that learners develop a deep understanding of each topic before moving on to the next.

Before delving into the specific features of the Moodle platform, it is important to note that, as it was presented in D.3.1, the platform's design and functionality are tailored to support a blended learning approach. This approach combines synchronous and asynchronous learning methods to address the diverse needs of participants and enhance the overall training experience.

### 5.3. Key Features of the Moodle Platform

1. **Synchronous and Asynchronous Learning:** The platform supports both synchronous (real-time) and asynchronous (self-paced) learning. As it was presented in D.3.1, synchronous sessions may include live webinars, discussions, and group activities, while asynchronous learning is facilitated through pre-recorded lectures, reading materials, and reflective journaling exercises. This flexibility allows learners to engage with the material at their own pace while still benefiting from real-time interactions when needed.
2. **Interactive Content:** Moodle's capabilities are fully utilized to create interactive content that engages learners. This includes quizzes, discussion forums, role-playing scenarios, and case studies. These interactive elements are designed not only to assess knowledge but also to encourage critical thinking and reflection. For example, the discussion forums enable participants to share their experiences and insights, fostering a collaborative learning environment.
3. **Assessment and Feedback:** The platform includes various assessment tools that allow trainers to evaluate learners' understanding and progress. These tools include quizzes, assignments, and reflective journals. The reflective journals, in particular, are a key feature, allowing participants to document their thoughts, experiences, and learning journey. Trainers can provide feedback directly within the platform, ensuring that learners receive timely and constructive input on their progress.
4. **Resource Accessibility:** The platform hosts a wide range of resources, including articles, videos, infographics, and external links, all accessible within each course unit. These resources are curated to support the learning objectives and provide additional context and depth to the topics covered. Additionally, the platform's mobile-friendly design ensures that learners can access these resources on various devices, making learning more flexible and accessible.
5. **User-Friendly Navigation:** The Moodle platform is designed to be user-friendly, with a clear and intuitive interface. The courses are easily navigable, with each unit and its respective activities clearly outlined. This simplicity in design reduces the cognitive load on learners, allowing them to focus on the content rather than on navigating the platform.
6. **Community Building:** One of the essential features of the Moodle platform is its ability to foster a community of learners. Through forums, group activities, and peer reviews, learners can interact, share experiences, and support each other throughout the course. This community aspect is vital for the TUTOR Training Course, as it aligns with the course's objective of creating inclusive learning environments.

### 5.4. Conclusion

The Moodle-based educational platform for the TUTOR Training Course is a comprehensive and flexible tool designed to meet the diverse needs of educators. By combining structured course content with interactive elements, robust assessment tools, and community-building features, the platform ensures that learners not only acquire the necessary knowledge and skills but also develop the critical and reflective capabilities needed to foster inclusivity in their

professional environments. The thoughtful design and features of this platform make it a key component in achieving the overarching goals of the TUTOR project.

## 6. Quality Assurance and Peer Review

In order to assure the quality of the material production in WP3 a number of practices were put in place such as:

- A collaborative spirit with regard to the specifications of each task. This comprised regular discussions during the partners' meetings, regular on-line discussions regarding the suggestions of the WP3 leader and the Coordinator, intra-course collaborations led by the Specialization Course Leaders and inter-course collaborations led by the WP3 leader.
- A 'Material production guidelines' text was uploaded and it was updated regularly as new questions were generated in the process. Moreover, Basecamp platform was utilized for collaboration, exchange, and for final uploading of the reviewed files.
- Each part of the material production was allocated to a specific partner and a specific reviewer. The reviewing process helped enrich the content and follow in a better way the material production guidelines. All the partners participated to the authoring and reviewing process so that everyone obtained a thorough two-sided experience of the process.
- At the end the material was checked once more by the WP3 leader and the Coordinator in view of achieving a harmonisation of all parts and a re-organisation of the whole structure so that it would fit to the perspective of using this material to the online platform.

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<b>WP3: Design of the Joint Curriculum on the upskilling of secondary education teachers in order to make their classroom teaching more inclusive (P2: ASPETE &amp; all)</b>			
<b>D3.2</b>	<b>3 Specialization Courses</b>		
<b>EVALUATION CRITERIA</b>		<b>D3.2</b>	
Fulfilled: <b>F</b>			
Partially fulfilled: <b>PF</b>			
Not fulfilled: <b>NF</b>			
Not applicable: <b>N/A</b>			
1	It follows the Project's visual identity and the publicity rules of EACEA.		F
2	It is relevant and aligned to the Project Description.		F
3	The followed methodological approach was coherent and/or innovative		F
4	It was delivered on time.		F
5	It is in alignment with the European Quality Assurance Framework.		F
6	It uses inclusive language.	F	
7	It uses inclusive visuals and graphics.	N/A	
8	It is in alignment with the EU strategic documents examining the different perspectives of teachers' upskilling needs.	F	
9	It owns a high level of exploitation potential, multiplication effects and is relevant for end users.	F	
<b>Comments of reviewers/Corrective actions proposal in case of partial or not fulfilment of a criterion:</b>			

A very well-written and interesting account of the three courses. I have made some minor typo changes (in tracked changes for your consideration)
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