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## Training and transferability guide: Schools as inclusive hubs

Bengs, Anette; Borgmästars, Sage; Acquah, Emmanuel

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TRANSFORMING SCHOOLS INTO  
**INCLUSIVEHUBS**

**TRAINING & TRANSFERABILITY GUIDE**

# SCHOOLS AS INCLUSIVE HUBS

*A guide for educators on how to adopt the Schools as Inclusive Hubs Curriculum, pedagogic strategies, and sources of information etc. to provide training in how to transform schools into inclusive hubs.*

[www.inclusivehubs.eu](http://www.inclusivehubs.eu)



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## 1. ABOUT THE PROJECT: A WHOLE SCHOOL APPROACH TO TRANSFORM SCHOOL INTO INCLUSIVE HUBS

The purpose of the INCLUSIVE HUBS project is to empower schools to transform into places for inclusion where all learners feel welcome, respected, and valued; particularly groups with greater barriers to learning, such as migrants. Throughout the project's implementation, we support holistic approaches to teaching and learning as well as collaboration among all actors relevant to schools (school staff, communities, migrant learners, and their families) to transform schools into inclusive hubs. According to the European Commission, low proficiency and early school leaving can result from struggles in learning and social exclusion, a phenomenon present in many European areas. Several European Union (EU) countries have already developed national strategies to facilitate stronger communication between schools and local communities and provide measures to foster inclusion. Therefore, the project has contributed to those efforts by developing materials and tools focused on wellbeing, inclusion, mental health, and personal development.

### OBJECTIVES

- Develop an evidence-based whole school and community program to transform schools into inclusive hubs.
- Build the capacity of school leaders, teachers, school staff, and local actors to better support migrant learners' inclusion in the education system and society at large.
- Develop the wellbeing, and resilience of migrant learners and their families.
- Build the capacity of migrant parents and other interested stakeholders to act as cultural mediators and interpreters in local schools.
- Transform one school per partner country into an inclusive hub.

### PROJECT PARTNERS

1. Åbo Akademi University: Åbo, Finland <https://abo.fi/en/>
2. Center for the Advancement of Research and Development in Educational Technology (CARDET): Nicosia, Cyprus <https://cardet.org>
3. City of Närpes, Finland <https://www.narpes.fi>
4. Institute of Development N. Charalambous: Nicosia, Cyprus <https://iodevelopment.eu/>
5. KMOP Education & Innovation Hub: Athens, Greece <https://education-hub.kmop.org/>
6. RightChallenge: Porto Portugal <https://rightchallenge.org/>



## 2. INTRODUCTION

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# ABOUT THIS GUIDE

Welcome to the Training and Transferability Guide for the Schools as Inclusive Hubs Curriculum. This guide is designed to support trainers, experts, schools, and local actors in transforming educational institutions into inclusive hubs through a whole-school approach. Our curriculum provides hands-on training and practical materials to facilitate this transformation, ensuring that every learner has access to quality education in an inclusive environment. It comprises a set of modules focusing on key thematic areas to support target groups' upskilling and guide them as to how schools and local actors can act as multipliers in the inclusion of migrants. This guide outlines how to effectively use the Schools as Inclusive Hubs Curriculum, adjusting it to meet the specific needs of each learning process, ultimately benefiting migrants, learners, and the local community. It provides an overview of the curriculum, suggestions on how to deliver it, a sample timetable and useful resources.

## OPEN EDUCATION RESOURCES

The Schools as Inclusive Hubs Curriculum is an open education resource (OER). Open education resources (OERs) are teaching, learning and research materials in any medium digital or otherwise that reside in the public domain or have been released under an open license with cost-free access, use, adaptation and redistribution by others with no or limited restrictions.

The Schools as Inclusive Hubs Curriculum has been developed under the bounds of Creative Commons licensing, which means that the content can be:

- reused in its unaltered original format;
- retained for personal archives or reference;
- modified or altered to suit specific needs;
- translated;
- adapted with other similar content to create something new;
- shared with anyone else in its original or altered format.

OERs are freely available, high quality learning materials that can be downloaded, edited, and shared to better serve all learners. The promotion of OERs is based on the fundamental principle that the world's knowledge is a public good. It endorses the idea that rather than consumers of information, learners are producers of knowledge and free to access content in the ways that best suit their learning styles.<sup>1</sup>

<sup>1</sup><https://news.library.virginia.edu/2020/10/20/open-educational-resources-aid-in-equity-and-inclusion/>



# OBJECTIVES OF THE CURRICULUM

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The general purpose of the curriculum is to provide hands-on training and practical materials for trainers, experts, schools, and local actors, as guidance to the transformation of schools into inclusive hubs. The curriculum consists of a set of open educational resources created for teachers and lecturers, published online and free to download and use. All modules have the option to be delivered in face-to-face, fully online, blended, or self-paced modes, depending on the learning outcomes and competence level. The Schools as Inclusive Hubs Curriculum and corresponding course materials are intended to enable educators to deliver in-person, hybrid or online training to pre- and in-service teachers, school support staff, cultural mediators, etc. All the necessary resources and materials are provided to successfully deliver the course in several settings and formats.

## OBJECTIVES

- Create a transformative, sustainable approach to delivering education on the transformation of schools into inclusive hubs.
- Provide educators with new knowledge, skills, and a new training programme, including a comprehensive and relevant curriculum to be delivered to the target demographics.
- Educate participants to identify and tackle barriers that migrants frequently encounter to their access and participation in education and their local community.

Educators can easily adapt the training materials and resources to design and deliver training sessions using high-quality content which has been developed, tested and reviewed in Cyprus, Finland, Greece, and Portugal.

## LEARNING OUTCOMES

The modules included in the curriculum will provide learners with knowledge and skills related to:

- Inclusive education and the implementation of strategies that support diverse learning needs among migrant pupils.
- How to foster strong connections between the school, families, and the community.
- How to promote the physical, emotional, and mental wellbeing of all students.
- Enhance cultural understanding and mediation within the school community.



# GENERAL INSTRUCTIONS



The modules can be downloaded, modified, shortened, mixed up or become part of an existing or new curriculum. Please note that for copyright purposes not to remove any project branding or copyright. For those limited to technology and digital resources, the modules can be downloaded and printed or accessed via student mobile devices.

Also consider the following:

- Adapt educational content with case studies and details on support available for local initiatives.
- Ensure sufficient time is allocated for sessions and key class discussions.
- Set aside regular intervals for reflection throughout the course.

## RESOURCES REQUIRED FOR DELIVERING THE CURRICULUM

The resources required depend on what is available, what your learner's individual needs are and the format of delivery. At a minimum, you will need a reliable mobile, laptop or computer device with internet access and a comfortable environment with a chair and working space for each learner. Other optimal resources; printer and paper, earphones, traditional school supplies, television screen, white screen, whiteboard with markers and butcher paper.

## ELEMENTS OF THE CURRICULUM

- **PowerPoint-based Training Materials:** These materials are created in PowerPoint and can be easily customized to meet specific training needs due to their editable nature.
- **Video Content:** Videos are utilized to clarify certain sections of the training material and to present case studies for group discussions.
- **Interactive Exercises:** These exercises promote both group and individual learning, adding a practical dimension to the content.
- **Engaging Activities:** Activities encourage learners to explore various resources such as articles, podcasts, and books.
- **Case Studies:** Case studies are used to illustrate key themes and concepts.

**Localized Examples:** Educators can replace any of these elements with localized examples that best fit the needs of their specific target group, making the resources highly adaptable.



# GENERAL INSTRUCTIONS

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## TRANSLATING YOUTUBE VIDEOS

Here is a short guide on how to translate a YouTube video into your preferred language:

- Open the YouTube video you want to translate in a web browser.
- Click on the 'Closed Captions' (CC) icon.
- Click on the settings cog (gear icon) next to the Closed Captions icon.
- In the settings menu, select 'Subtitles'.
- Choose the 'Auto Translate' option.
- Select your preferred language from the list. For example, if you want to translate to Spanish, find and click on 'Spanish'.
- Play the video - the subtitles should automatically be translated into your chosen language.

## INCLUSIVE EDUCATION

Participation and the inclusion of all is at the core of the Schools as Inclusive Hubs Curriculum. Revisit the Schools as Inclusive Hubs module on Inclusive Education and [Schools as Inclusive Hubs Toolkit](#) to find guidelines and good practices for inclusive education. For instance, Universal Design for Learning provides three guiding principles for the design and implementation of flexible curriculum goals, materials, methods, and assessment:

- **Multiple means of representation.** This principle addresses the “what” of learning, accounting for the different ways in which learners perceive and understand information, and guides teachers to present information in various, flexible formats.
- **Provide multiple means of action and expression.** This principle addresses the “how” of learning, accounting for the different ways by which students navigate the learning activity and express their knowledge.
- **Multiple means of engagement.** This principle targets the “why” of learning, addressing the various ways in which students’ interest can be attracted and sustained, while also guiding teachers to build into a particular learning activity various sources of motivation and engagement.





### 3. OVERVIEW OF CURRICULUM CONTENT

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# THE MODULES

The Schools as Inclusive Hubs Curriculum comprises four modules, covering one key theme each.



**MODULE 1  
INCLUSIVE  
EDUCATION**



**MODULE 2  
SCHOOL, FAMILY, &  
COMMUNITY  
ENGAGEMENT**



**MODULE 3  
STUDENT HEALTH  
WELLBEING &  
RESILIENCE**



**MODULE 4  
CULTURAL  
MEDIATION**

The modules are available in English, Greek, Finland-Swedish and Portuguese and they can be freely translated to other languages as well by the user. The current language versions are available for download on the Schools as Inclusive Hubs website:

- English: <https://inclusivehubs.eu/curriculum/s>
- Greek: [https://inclusivehubs.eu/curriculum\\_gr/](https://inclusivehubs.eu/curriculum_gr/)
- Portuguese: [https://inclusivehubs.eu/curriculum\\_pt/](https://inclusivehubs.eu/curriculum_pt/)
- Finland-Swedish: [https://inclusivehubs.eu/curriculum\\_se/](https://inclusivehubs.eu/curriculum_se/)

The estimated duration of each module is 3 hours. We recommend following the course sequence as outlined for the most comprehensive learning experience. However, the modules are designed to be flexible, allowing you to adjust the order or access them independently based on your needs.



# SECTIONS OF THE MODULES

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Each of the four modules have the following structure:

## INTRODUCTION

- Module overview
- Learning outcomes
- Estimated duration

## THEORETICAL SECTION

- Definitions of key concepts
- Factors of impact
- Strategies and practices
- Real-life examples

## ACTIVITY SECTION

- Watch and Learn
- Read and Learn
- Listen and Learn
- Reflection
- Case study exercises

## SUMMARY

This section provides a summary of the module..

## REFERENCES

This section contains references, bibliography and credits for images and videos.



# MODULE 1 - INCLUSIVE EDUCATION

Module 1	Inclusive Education
Overview	This Module focuses on the topic inclusive education for the promotion of social inclusion of pupils with diverse linguistic and cultural backgrounds and their families.
Learning objectives	By the end of this module, learners should be able to: <ul style="list-style-type: none"><li>➤ define inclusive education and related terminology</li><li>➤ identify elements of an inclusive classroom</li><li>➤ identify and list 3 strategies for creating inclusive classrooms</li><li>➤ orchestrate and implement inclusive classrooms</li></ul>
Topics covered	<ul style="list-style-type: none"><li>➤ Factors influencing inclusive education</li><li>➤ Strategies to create inclusive classrooms<ul style="list-style-type: none"><li>• Culturally Responsive Teaching</li><li>• Universal Design for Learning</li></ul></li></ul>
Suggested learning activities	<ul style="list-style-type: none"><li>➤ Reflecting on current practices</li><li>➤ Listening, reading and watching exercises</li><li>➤ Case study exercise</li></ul>



# MODULE 2 - SCHOOL, FAMILY, & COMMUNITY ENGAGEMENT IN INCLUSIVE EDUCATION

Module 2	School, Family, & Community Engagement
Overview	This Module focuses on the topic of school, family and community engagement for the promotion of social inclusion of students of migrant backgrounds and their families. It explores the concepts of school, family and community engagement with regard to pupils with different cultural and linguistic backgrounds. .
Learning Objectives	By the end of this module, learners should be able to: <ul style="list-style-type: none"> <li>➤ Understand the concept of community engagement and its significance for schools and Social inclusion.</li> <li>➤ Analyse the main factors that influence community engagement.</li> <li>➤ Apply strategies of community engagement in their schools and local communities.</li> </ul>
Topics Covered	<ul style="list-style-type: none"> <li>➤ Schools and their special role in family and community engagement</li> <li>➤ Factors impacting community engagement at schools</li> <li>➤ Strategies for enhancing engagement</li> </ul>
Suggested Learning Activities	<ul style="list-style-type: none"> <li>➤ <a href="#">Listening</a>, <a href="#">reading</a> and <a href="#">watching</a> exercises.</li> <li>➤ Reflecting on current practice and developing an Action Plan for their institutions.</li> <li>➤ Case study exercises</li> </ul>



# MODULE 3 – STUDENT HEALTH, WELLBEING & RESILIENCE

Module 3	Student Health Wellbeing & Resilience
Overview	<p>This Module focuses on the topic of health, well-being and resilience of students with different cultural and linguistic backgrounds.</p>
Learning Objectives	<p>By the end of the module learners should be able to:</p> <ul style="list-style-type: none"> <li>➤ Define the concepts of resilience and psychological well-being</li> <li>➤ Analyse the components and dynamics of emotional strength and mental health resilience in the school for students.</li> <li>➤ Implement strategies that enhance immigrant student’s resilience in the school.</li> <li>➤ Develop personalized plans for school and students in enhancing well-being and resilience, considering individualized strengths and weaknesses.</li> </ul>
Topics Covered	<ul style="list-style-type: none"> <li>➤ Factors influencing resilience and well-being</li> <li>➤ Strategies to foster students’ resilience in schools</li> </ul>
Suggested Learning Activities	<ul style="list-style-type: none"> <li>➤ Reflection of key concepts and their importance, challenges related to the topic, as well as ways to address them.</li> <li>➤ Watching, listening and reading exercises</li> <li>➤ Case study exercise</li> </ul>



# MODULE 4 – CULTURAL MEDIATION

Module 4	Cultural Mediation
Overview	This Module focuses on the topic of intercultural mediation of students with different cultural and linguistic backgrounds.
Learning Objectives	By the end of this module learners should be able to: <ul style="list-style-type: none"><li>➤ Understand (inter)cultural mediation</li><li>➤ Explore interculturalism and address social exclusion</li><li>➤ Analyse case studies to understand how cultural institutions employ mediation strategies</li></ul>
Topics Covered	<ul style="list-style-type: none"><li>➤ Intercultural mediation and the roles of intercultural mediators</li><li>➤ Mediation in schools</li></ul>
Suggested Learning Activities	<ul style="list-style-type: none"><li>➤ <a href="#">Listening</a>, <a href="#">reading</a> and <a href="#">watching</a> for more information.</li><li>➤ Recalling the established characteristics of effective mediation and reflecting on strategies for overcoming challenges in specific settings.</li></ul>





## 4. OPTIONS FOR DELIVERING THE CURRICULUM

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# IN-PERSON FORMAT

In-person sessions provide a dynamic and interactive learning environment where participants can engage directly with educators and peers. These sessions are typically face-to-face and takes place in a fixed time and place. The sessions are designed to foster collaboration, hands-on practice, and immediate feedback.

To deliver the Schools as Inclusive Hubs modules in an in-person format you will need:

Tools	Use	Technology
Powerpoint presentation	The modules are available in Powerpoint and should be displayed on a large screen.	Laptop/Computer Large screen Projector or other solution to show the ppt on the screen
Video	Can be used to explain concepts and strategies and to present case studies.	Audio/sound system
Whiteboard & pen or similar online tool	Can be used for reflection activities, group exercises etc.	

# HYBRID FORMAT

Hybrid training combines the best of both in-person and online learning. This flexible approach allows participants to attend sessions in person or online. Alternatively, it allows for a combination of in-person sessions focusing on interactive activities, group work, and hands-on practice, while the online modules providing theoretical content, self-paced learning opportunities, and digital resources. This format is good for those who need the flexibility of online learning but also value the benefits of face-to-face interaction and collaboration.

In addition to the tools and technology presented above, delivering a hybrid course has some additional requirements, including:

- A video conferencing tool
- A Learning Management System (LMS) (e.g., Google Classroom, Microsoft Teams) to organize course materials, assignments, and communications



# ONLINE FORMAT



The online format of delivering the courses offers a fully digital learning experience that can be accessed from anywhere, at any time. Online Learning as a delivery method leverages internet technologies integrated into the Schools as Inclusive Hubs learning platform (<https://www.inclusivehubs.eu>) to offer a wide range of solutions that support learning. The course materials are available online and include a variety of resources such as readings, videos, and practice exercises. These materials can be accessed at any time.

## REMOTE DELIVERY

The Schools as Inclusive Hubs Curriculum can be delivered fully remotely, as an online course. In this format participants have the opportunity to engage with trainers and peers through virtual meetings, online discussions, and collaborative projects. When delivering the Schools as Inclusive Hubs Curriculum remotely, consider the following:

- Ensure all students have stable internet access and necessary equipment like computers, tablets, webcams, and microphones.
- Use a Learning Management System (LMS) such as Google Classroom, Microsoft Teams, or Moodle to organize materials, assignments, and communications.
- Combine synchronous learning (live sessions via Zoom or Microsoft Teams) with asynchronous learning (recorded lectures, readings, and assignments).
- Utilize interactive tools like Kahoot!, Padlet, and discussion forums to boost engagement.
- Offer virtual office hours for additional support and facilitate ongoing conversations and peer interactions through discussion forums.
- Incorporate interactive elements in live sessions, such as polls, breakout rooms, and Q&A segments

## SELF-STUDY

In addition, the Schools as Inclusive Hubs Curriculum is available as a self-study course designed for maximum flexibility, allowing for learners to learn at their own pace and their own schedule. While there is no direct interaction with an instructor or peers, the course is designed to be comprehensive and self-explanatory, providing all the information a learner needs to succeed. This format is ideal for those who need flexibility and are comfortable with independent study. It provides direct access to all stakeholders, including adult educators, trainers, and others interested in acquiring new skills. This program aims to support individuals seeking resources:

- for upskilling in inclusive education, school, family, and community engagement, student health, wellbeing and resilience and cultural mediation
- To enhance and update existing educational programs in the same field.

The learners progress through the modules as quickly or slowly as they like. Reflection exercises and case study exercises are provided to help learners monitor their progress and reinforce your learning.

# TEACHING METHODOLOGIES

Here we present a few teaching methodologies that may be relevant for delivering the Schools as Inclusive Hubs Curriculum. Additional methodologies can be found online, for instance in this blog post: [15 Modern Teaching Methods for Modern Teachers with Examples](#)

## FLIPPED CLASSROOM

In a Flipped Classroom learners study module content prior to class with a focus on exercises and assignments in class. If applied in the delivery of the Schools as Inclusive Hubs Curriculum, the students read the lecture material, watch videos, listen to pods, read materials, and complete preliminary assignments to understand the basic concepts at home. During the lesson the time is used for discussions, questions, problem-solving, and group activities etc.

## BLENDED LEARNING

Blended learning combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It allows for meeting diverse student needs.

## COLLABORATIVE LEARNING

Collaborative learning is an educational approach to teaching and learning that involves learners working together in groups to solve problems, complete tasks, or create projects. Collaborative exercises and group discussions are embedded in the Schools as Inclusive Hubs Curriculum. For instance, we recommend that the reflection tasks are discussed and presented in pairs or groups. The case study exercises may also be completed as small group work, and presented and discussed with the whole group. Examples for boosting collaborative and peer-to-peer learning are Peer review Peers in the classroom are brought together to jointly evaluate the work by one or more people Different types of online tools can be used to facilitate the work, as learners can work together at the same time, regardless of location or device. This also enables the learners in a group to review the document and to share resources with each other.





# SAMPLE TIMETABLE

To allow for embedded and deep progressive learning, you can choose to spread the delivery of the modules across the week, for example one day per week.

Below is an example of how to deliver the complete Schools as Inclusive Hubs modules. The modules can be delivered as independent courses as well.

## DAY 1 – MODULE 1

Part 1 (1,5 h) – Theoretical section

Part 2 (1,5 h) – Activity section

## DAY 2 – MODULE 2

Part 1 (1,5 h) – Theoretical section

Part 2 (1,5 h) – Activity section

## DAY 3 – MODULE 1

Part 1 (1,5 h) – Theoretical section

Part 2 (1,5 h) – Activity section

## DAY 4 – MODULE 1

Part 1 (1,5 h) – Theoretical section

Part 2 (1,5 h) – Activity section

The modules can be delivered as independent courses as well. As previously mentioned the modules can be downloaded, modified, translated, shortened, mixed up or become part of an existing or new curriculum. Please note that for copyright purposes not to remove any project branding or copyright. For those limited to technology and digital resources, the modules can be downloaded and printed or accessed via student mobile devices.



# TRANSFORMING SCHOOLS INTO INCLUSIVEHUBS

## Authors:

Anette Bengs  
Sage Borgmästars  
Emmanuel Acquah

## Contributors:

Michaela Protopapa  
Andri Agathokleous  
Stavros Delavinias  
Filipa Baptista



[www.inclusivehubs.eu](http://www.inclusivehubs.eu)

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