BUILDING AN INCLUSIVE SCHOOL FOR ALL 2026

Time	Wednesday 1 April
12:00-14:00 CET	**Online Introductory Session** - Introduction to the course and continuous evaluation process - Presentation to EASPD - Meet the trainers and participants - Introduction to inclusive education

Time	Sunday 19 April
17:00-19:00	**Opening Session and Multicultural Café** - Start of course - Reflection on the meaning of inclusive education - Multicultural Café

Time	Monday 20 April	Tuesday 21 April	Wednesday 22 April	Thursday 23 April	Friday 24 April
9-9:15	**Index for inclusion** *Iva Boneva:* Introduction of the instrument and its application	**Daily Evaluation**	**Daily Evaluation**	**Daily Evaluation**	**Daily Evaluation**
9:15-11:00		**Universal Design for Learning** *Marleen Clissen* *João Canossa Dias* Theoretical introduction and practical examples	**Presentation of the Spanish School System** **Study visits to Inclusive Primary and Secondary Schools**	**Building an Inclusive School for All:** Professional Dialogue	**Change Management** *Annemie Jennes and Marleen Clissen*
11-11:30	Break	Break		Break	Break
11:30-13:00	**Index for inclusion** *Iva Boneva* **One School for All Approach**	**Universal Design for Learning** *Continued*		**Teaching & Co-Teaching in Inclusive Settings** Annemie Jennes Introduction to the 6 models of co-teaching	**Building an Inclusive School for All:** Professional Dialogue
13:00-14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00-16:00	**Building an Inclusive School for All:** Professional Dialogue	**Universal Design for Learning** *Continued*	**Support models and different roles of a support teacher** *Annemie Jennes*	**Teaching & Co-Teaching in Inclusive Settings** *Continued*	**Presentation of the inclusive schools** *Evaluation of the course, presentation of certificates*

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Building an Inclusive School for All: What is professional dialogue?

Professional Dialogue is a process which encourages peer learning and reflection by participants. During the final session of each day, participants will work in a fixed group to apply what they have learnt either by designing their own 'dream school' or by identifying and addressing a real problem or challenge in your school or professional context.

The outcome of these sessions will be presented by each group in the final session of the course. These sessions are an important part of the course for your understanding and application of the course content, your participation and attendance are compulsory.

Meet the trainers

Annemie Jennes

As Senior Policy Officer at Catholic Education Flanders, Ms Annemie Jennes coordinates the learning support centers for special educational needs in mainstream education in Flanders. In her role, Ms Jennes provides in-service training and conducts policy work on inclusive education.

Ms Jennes also regularly participates in international projects in inclusive education working alongside education professionals across Europe. Currently Ms Jennes is serving a 4-year term as Co-chair of EASPD's the Member Forum on Education.

Ms Jennes holds a Master's degree in psychology from the University of Leuven and has worked as a pedagogical staff and afterschool activity coordinator for children with disabilities.

Iva Boneva

Ms Boneva is the founder and CEO of the Centre for Inclusive Education, a Bulgarian NGO, working to support all children getting quality education. She is also a teaching fellow at Sofia University, Department of Education. She worked for UNDP, Catholic Relief Services and as an independent consultant.

Ms Boneva is a Board member and one of the founders of the Bulgarian Platform for International Development and a Division of International Special Education and Services (DISES) Board member.

João Canossa Dias

Mr Dias is the Director of Rehabilitation and Inclusion Services at ARCIL, Portugal. In his role, he manages 9 ongoing rehabilitation and inclusion services for people with disabilities, from Inclusive Education to Independent Living and Professional Inclusion. He also represents the organisation as a project officer in international and national innovation, continuous improvement, and research projects as well as being a professional trainer within in-service continuous education activities and self-advocacy facilitator.

Mr Dias is a Specialised Speech and Language Therapist, in the field of Complex Communication, Language and Speech Support Needs and a Monitoring & Evaluation and Social Impact enthusiast.

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Alongside his role at ARCIL Mr Dias is an Assistant Professor at the University of Aveiro and a teacher/trainer in Higher Education courses in the School of Health Sciences.

Marleen Clissen

As a former Pedagogical staff member at the Catholic Education Flanders, Ms Marleen Clissen has worked in research and international projects to support inclusion and diversity in schools. Prior to this, she was a pedagogical advisor for ASD within the Flemish League for Special Education.

Ms Clissen began her career as a special needs teacher for the Perkins Institute for the Deaf in Boston Massachusetts and has also worked as a Pedagogical coordinator, supporting and advising mainstream schools as they integrated children with Autism in the region of Antwerp.

Currently Ms Clissen works with the Flemish Erasmus+ National Agency (EPOS) to assess KA1 and KA2 applications and final reports.

Ms Clissen holds a BA in Psychology as well as a Master's degree in Education and Special Educational Needs. Ms Clissen has also completed a course from Harvard University in the Universal Design for Learning and Co-productive Processes to Improve Learning and Teaching.

EASPD's Member Forum on Education

Access to education and lifelong learning programmes in mainstream schools and other educational facilities are still far from being the reality for many pupils and learners with disabilities. This is often due to a shortage of qualified staff, a lack of appropriate accessible buildings, facilities/equipment and widespread and persistent prejudice about the skills and potential of persons with disabilities.

The European Association of Service providers for People with Disabilities (EASPD) however is convinced that the goal of inclusive education is real and achievable. A strong leadership from member states and European institutions must provide the legislative framework to encourage local and community actors to shift their attitude and approach towards inclusive settings.

EASPD launched the Member Forum on Education in 2004 to support the work of the organisation in the field of education. Consisting of teachers, school staff, service providers, experts in the field of education and/or training, etc the Member Forum cooperates in projects dealing with education and follows-up the political developments in the field.

Working alongside other important stakeholders the Member Forum uses its know-how and contacts to support the development of an open educational system in Europe. In particular the Member Forum and EASPD commit to:

- Collaborate with networks of other vulnerable groups to present a stronger common position;
- Contribute to a European policy position on inclusive learning, consistent with the obligations of the UNCRPD;
- Provide information, models of good practices and support to member organisations;
- Promote positive attitudes towards inclusion, diversity, partnership and network opportunities;
- Organise and promote training for teachers, educators and other training professionals on inclusive education.

To find out more about the Member Forum on Education and the work that we do contact Rachel Vaughan at rachel.vaughan@easpd.eu.

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