



Teachers' upskilling aiming at a holistic inclusivity in learning

D2.2. Existing Status Report



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Abstract:	In this report, we summarise the findings from the national and EU existing status reports and provide recommendations to produce adequate curricula to address content on LGBTQI+ people, migrants and refugees, and people from socioeconomically disadvantaged background.
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Introduction

The TUTOR project is a dynamic 36-month endeavor driven by the paramount objective of cultivating a European and international perspective within the domain of teacher education, with a strong emphasis on inclusivity. At its core, this initiative aspires to forge robust partnerships between teacher education and training providers, laying the groundwork for the establishment of Teacher Academies. These academies are envisioned as bastions of inclusive education, dedicated to aligning their efforts with the overarching objectives set forth by the European Education Area.

Central to the mission of the TUTOR project is the recognition of the imperative need for tutors to enhance their foundational skills. This involves equipping them with the essential abilities to comprehend, analyse, and formulate strategic responses to the rich tapestry of diversity within their classrooms, all in service of creating a more inclusive and equitable learning environment. This report explores the existing skillset of teachers and stakeholders in relation to inclusive education, based on four national reports conducted in Austria, Greece, Ireland, Turkey, and one regional report covering the entire European Union

This **Existing Status Report** is structured in 3 sections:

Section 1 describes the methodology. The report provides a narrative of the methods used in this research: online questionnaires, focus groups, and interviews with teachers and stakeholders. The section also summarises the number of participants and their profiles in each of the tools used.

Section 2 focuses on the analysis of the existing status report of inclusive education according to the findings of the open consultation process conducted by TUTOR partners in Greece, Austria, Turkey, Ireland, and in Europe during December 2022 and June 2023 with teachers in second level, Vocational Education and Training, and Further Education and Training as well as with stakeholders in education in the partner countries. The field research open consultation process reflected upon key themes outlined in the Desired Status Report, such as inclusive education, competencies, intersectionality, or marginalisation awareness, and provides information about the different targeted groups of this project (i.e., LGBTQI+ people, migrants, people from ethnic minorities, and people from a socioeconomic disadvantage background). TUTOR field research engaged a total of 800 participants using an online survey (671), focus group meetings with teachers (32) and interviews with teachers and stakeholders in the education sector (97). Section 2 provides a synopsis of the discussion and is organised to reflect the key themes outlined above.

Section 3 reports on a set of conclusions and recommendations from the research with participants. These recommendations will be used to build up the curricula in the next stages of the project.

Section 1. Methodology

To gather information from teachers and relevant stakeholders, this project used three different methods to obtain information: online questionnaires, focus groups and interviews. Information about the research was circulated by partners across their educational networks



and spaces, with participants self-selecting to participate in the research. This holds the benefits of participants actively choosing to engage with the TUTOR research, but also limitations in terms of who chose to respond, with a potential bias towards those interested in inclusive education.

It is important to note that throughout this study, terminology may vary across different countries and regions. In Ireland, for instance, terminology typically refers to 'Travellers' and 'Roma' communities, as well as 'LGBTQI+' individuals. However, it is crucial to acknowledge that terminology used to describe marginalised groups and identities may differ widely. This variation should be recognised and addressed with the aim of maintaining sensitivity and accuracy in language. This acknowledgment serves as a reminder of the diverse and dynamic nature of inclusivity and the importance of understanding local context when discussing issues related to marginalised backgrounds. Therefore, terminology choices in this report are meant to reflect the most respectful and inclusive language available within the relevant cultural and regional context.

1. Online questionnaires

The online questionnaire was designed to gather data from secondary education teachers, vocational education and training (VET) instructors, and related professionals seeking to enhance inclusivity in classroom instruction. Participants were assured of anonymity, and completion took around 15 minutes, with optional sections for non-applicable questions. The questionnaire focused on inclusivity within teacher education, emphasising students from marginalised backgrounds, including those related to migration, socio-economic status, and LGBTQI+.

The questionnaire was structured to collect demographic information, assess participants' knowledge of inclusive education, evaluate their competencies, identify training needs, and explore challenges and supports related to inclusivity. The questionnaires adhere to strict ethical principles, with participant anonymity and informed consent at the forefront.

Data collection: Austria's questionnaire gathered insights from 196 respondents, primarily teachers, offering a comprehensive view of the Austrian education landscape. Greece's questionnaire had 127 respondents. Ireland collected data from 136 individuals, with the majority identifying as teachers. Meanwhile, Turkey's survey involved 110 teachers from various branches and schools. The EU Survey collected responses from 102 participants.

2. Focus Groups

The focus groups were used as a platform for comprehensive discussions among educators, facilitating an exploration of inclusivity within the educational landscape. These discussions were meticulously conducted, focusing on contextual details such as the format (in-person or online, using platforms like Teams or Zoom), session date, time, and the overseeing partner organisation's identity. Participant information, including professional roles and qualifications, was also documented.

Structured discussions within these focus groups aimed to elicit meaningful insights. They started the group discussion by exploring the concepts of "inclusive education" and "intersectionality". In the group, participants also explored their views of diversity within



educational settings, including classrooms and placements. The focus group discussions also encompassed three critical dimensions: Initial Teacher Education (ITE), Continuous Professional Development (CPD), and Teaching Practice. ITE discussions delved into participants' experiences and perceptions of inclusive education during their initial training. The CPD dimension investigated educators' engagement in continuous professional development and its impact on their comprehension and implementation of inclusivity. Within the Teaching Practice segment, educators explored their strategies and obstacles in applying inclusive education principles. Finally, specific key themes were examined, including the specific needs of LGBTQI+ students, migrants and refugees, and socio-economically disadvantaged students. These themes provided a focused lens to explore approaches to inclusivity.

Data collection: In Austria, an online focus group convened in December 2022 involved seven teachers and three stakeholders, with participants hailing from both rural and urban regions, teaching various subjects and age groups. Greece's virtual focus group comprised six secondary education teachers with diverse specialisations. Ireland's in-person meeting in December 2022 included six qualified teachers working in different educational settings. The virtual focus group in Turkey was conducted in December 2022 and included ten secondary education teachers with diverse specialisations and experiences.

3. Interviews

For this project, two interview categories were conducted: teacher-focused and stakeholder-focused. These interviews were semi-structured and covered several dimensions.

Teacher-Focused Interviews: These interviews, spanning approximately 45 minutes, targeted educators in secondary and vocational education and training. Interviews started with the distribution and validation of TUTOR documents, ensuring consistency in project information and consent procedures. Information pertaining to participants' professions, qualifications, and affiliations with marginalised communities was also gathered. Educators were probed on their familiarity with inclusive education concepts, training experiences, and the relevance of such training to their professional practice. Additionally, educators self-reported skills developed when working with diverse students, described methodologies or literature they employ for inclusive education, explored supports available within schools, and explained in detail challenges encountered. The interviews concluded with an invitation for participants to provide final comments or suggestions and to express their interest in further project activities.

Stakeholder-Focused Interviews: These interviews also lasted 45 minutes and engaged stakeholders involved in teacher education and inclusivity. Stakeholders' professions, qualifications, and affiliations with marginalised communities were initially recorded. Subsequently, stakeholders' perspectives were sought on inclusive education concepts, the guidance provided to schools and teachers, and their perceptions of intersectionality and policy support. The interviews further explored the training teachers receive, its relevance, and the main themes covered. Stakeholders provided insights into their observations of teachers' skills, methodologies or literature used for inclusive education, available supports, and any challenges faced. The section concluded by requesting final comments, suggestions, and the stakeholders' interest in future project activities.



Data collection: In Austria, a total of 20 participants, including both educators and stakeholders, took part. Unlike the other countries, Austria adopted a unique approach, not differentiating between teachers and stakeholders, thus treating them as a single dynamic group. This approach highlighted several role overlaps, with individuals who serve both as teachers and stakeholders, contributing to a multifaceted perspective on education within the Austrian context. Greece conducted separate interviews with 10 teachers and 10 stakeholders. Ireland adopted a similar approach, conducting interviews with 10 teachers and 10 stakeholders representing various educational organisations. Turkey also conducted interviews with 10 teachers and 10 stakeholders. Across the EU region, 7 interviews were conducted with teachers, and 10 were conducted with other European stakeholders.

Section 2. Analysis of the national existing status reports

1. Questionnaires

1.1. Austria

1.1.1. *Teachers' Diversity*

The objective of the questionnaire was to gain insights into the existing skills and attitudes of secondary school teachers interested in enhancing the inclusivity of their teaching practices. The online and anonymous questionnaire provided a comprehensive understanding of participants' perspectives on inclusion as an educational issue. The respondents, totalling 196, encompassed a range of roles within the education sector, with the majority (80.6%) identifying as teachers across different levels of schools, including vocational and technical schools. Additionally, there were participants who held roles as trainers, coaches, directors, or school managers.

The demographic section sheds light on the Austrian participants' connections to marginalised groups, including those who identify as LGBTQI+, individuals with a migration background, people facing economic disadvantages, and ethnic minorities like Roma and Sinti. It is worth noting that while a significant portion of the participants (14.8%) align themselves with at least one of these groups, this portrayal could be influenced by personal understandings of identity, which can vary.

In particular, the idea of having a migration background can be interpreted differently based on where someone comes from, potentially leading to the unintentional exclusion of individuals from specific backgrounds, like North America or Western Europe.

Furthermore, when it comes to disclosing their LGBTQI+ identity, it is a complex and evolving situation, depending on how comfortable teachers feel. The insights from interviews emphasise that teachers often feel freer to be open about their identities among colleagues and peers. However, this openness tends to be more limited when interacting with students. This is especially true in an educational environment where there might be a prevailing sense of homophobia.



The extent of contact with students emerged as a significant factor, with a large majority (95.9%) reporting frequent interactions. This emphasises teachers' central role in students' lives and underscores their potential to drive inclusive practices in the classroom. A small fraction (3.6%) indicated frequent contact, while a single participant (0.5%) stood as an exception, never engaging with students. The results underscore the importance of equipping teachers with inclusive teaching strategies, given their substantial presence in students' educational journeys.

1.1.2. Inclusive Education

1.1.2.1. Teachers' Familiarity

This section presents the outcomes derived from the analysis of the questionnaire, which aimed to assess participants' familiarity with the concept of "inclusive education" and their understanding of various target groups. The questionnaire outcomes unveiled a notable level of intimacy among The Austrian participants with the idea of inclusive education. Out of the respondents, 97 participants (49.7%) indicated being familiar with the topic, while nearly equal numbers expressed being very familiar (23.1%) or not so familiar (20.5%). A minority of 13 participants (6.7%) acknowledged having no familiarity with the concept of inclusive education. These findings underscore a substantial awareness and comprehension of inclusive education within the surveyed group.

To assess participants' familiarity with specific target groups, the questionnaire explored their understanding of LGBTQI+, migration background, socioeconomic disadvantage (including risk of poverty, educational disadvantage, and geographic barriers), and ethnic minority (including Roma and Sinti).

The term "LGBTQI+" garnered high familiarity among participants, with 40.1% of respondents identifying as "very familiar" and 38.5% as "familiar." However, it is noteworthy that 13.4% of participants indicated no familiarity with this term. The term "migrant" exhibited even greater familiarity, with 65.6% of participants expressing that they were "very familiar" and 31.8% considering themselves "familiar." In contrast, only a tiny percentage (2.1%) stated that they were "not so familiar," and an outlier of 0.5% claimed no familiarity. Similarly, respondents displayed a robust understanding of "socioeconomic disadvantaged" individuals, with 45.6% considering themselves "very familiar" and 41% as "familiar." However, a minor proportion (12.3%) acknowledged being "not so familiar," and 1% had no familiarity. Conversely, the term "Roma and Sinti" revealed the lowest level of familiarity among participants. While 28.4% identified as "very familiar" and 32.1% as "familiar," a notable 35.3% indicated being "not so familiar," and 4.2% claimed no familiarity at all.

Pooling the familiarity results for all target groups and inclusive education, an interesting pattern emerged. The data highlighted the highest levels of familiarity with "migrant" and "socioeconomic disadvantaged" individuals. Moreover, participants exhibited substantial familiarity with "inclusive education," with most categorising themselves as "familiar." The terms "Roma" and "Sinti" had the lowest familiarity levels among the identified groups.

Further analysis revealed varying degrees of familiarity among participants regarding different target groups. The data pointed to teachers' familiarity with migrants, individuals from socioeconomically disadvantaged backgrounds, and LGBTQI+ individuals. However, the term



"LGBTQI+" also saw the highest percentage (13.4%) of respondents indicating "not familiar at all."

1.1.2.2. Visibility

The analysis of the questionnaire data provides significant insights into Austrian participants' perceptions of student visibility across various backgrounds within educational environments. The results shed light on the levels of visibility attributed to different student groups and reveal interesting correlations between familiarity and visibility. Participants were questioned about the visibility of students from diverse backgrounds, including LGBTQI+, students with a migrant background, those facing socio-economic disadvantages (including poverty, educational disadvantage, and geographical barriers), and marginalised ethnic groups (including Traveller and Roma, referred to as "Roma and Sinti").

The data indicates that LGBTQI+ students are predominantly perceived as "not so visible" (39.1%). A similar proportion views them as "visible" (26.8%), while a comparable number consider them "not really visible [at all]" (26.3%). Only a minority (7.8%) perceive LGBTQI+ students as "very visible."

In contrast, students with a migrant background are notably visible, with 42.4% of teachers indicating they are "very visible" and 40.3% reporting them as "visible." A smaller percentage (10.5%) sees them as "not so visible," and an even smaller proportion (6.8%) perceive them as "not visible at all."

Responses regarding students facing socio-economic disadvantages exhibit a more evenly distributed pattern. While 38.8% view this group as "visible," 36.2% consider them "not so visible." A notable proportion (13.8%) find them "very visible," while 11.2% believe them to be "not really visible."

Marginalised and ethnic groups, including Traveller and Roma ("Roma and Sinti"), are perceived with lower visibility. A significant majority (40.4%) regard them as "not really visible [at all]," and 39.4% consider them "not so visible." In contrast, only 15.5% view them as "visible," and a mere 4.7% perceive them as "very visible."

The analysis uncovers a notable interlinking between familiarity and visibility perceptions. Participants tend to associate higher visibility with higher familiarity and vice versa. For instance, students with migrant backgrounds, who are perceived as most visible, are also familiar to a great majority of participants. Conversely, while participants exhibit a high degree of familiarity with LGBTQI+ students, they tend to perceive them as less visible.

Similar dynamics are observed with students facing socio-economic disadvantages. Most participants are familiar with this group, but opinions are divided on their visibility.

Comparing visibility and familiarity further unveils intriguing contrasts. Students with migrant backgrounds are notable exceptions, as familiarity and visibility tend to be in tandem – from very familiar/visible to familiar/visible. However, a significant correlation emerges among participants with limited familiarity with a specific group. These participants often also perceive these groups as less visible or not visible at all.



1.1.3. Competencies

1.1.3.1. Training Gaps

The questionnaire aimed to determine whether teachers had received any training related to inclusive education or diversity, either during their formal education or through informal means. The results revealed a clear trend: 40.7% of Austrian participants had undergone relevant training, while the majority, 59.3%, had yet to.

The questionnaire delved into the training themes, and participants' responses led to the identification of seven distinct categories:

- Language and Communication (16.7%)
- Disabilities (9.7%)
- Inclusion (23.6%)
- Diversity and Gender (23.6%)
- Migration (6.9%)
- Social Justice (9.7%)
- Other (9.7%)

This categorisation showcased a wide range of topics covered in the training modules. While participants discussed various issues, the classification provided a comprehensive overview of the main points covered during their training. The questionnaire also explored how relevant participants found the training to their professional needs. About 70% of respondents recognised the relevance of the training. The breakdown of responses was as follows:

- "Very relevant": 36.9%
- "Relevant": 34.5%
- "Not so relevant": 24.4%
- "Not relevant at all": 4.2%

An interesting connection emerged between the primary training themes and participants' perceptions of its relevance. Among the 71 participants who identified with the main theme categories, a significant majority (25 responses) found the training "very relevant," while 37 responses considered it "relevant." A smaller group found it "not so relevant" (9 responses), and two responses deemed it "not relevant at all." This connection highlights that teachers who underwent training were likelier to see its importance in their student interactions.

1.1.3.2. Teachers' Inclusivity Competencies

The analysis of the questionnaire data provided valuable insights into the self-assessed competencies of teachers in inclusive education. Participants were asked to rate their skills on a scale from 0 (least) to 10 (most) across various parameters. The findings revealed a pattern where most teachers expressed confidence in their abilities, often leaning towards the higher end of the scale.

Empathy emerged as a particularly strong skill among the responding teachers from Austria, with 32.1% of respondents awarding themselves a perfect score of 10. A notable proportion, 20.9%, rated themselves at 9, while 27.6% placed themselves at 8. This trend indicates that teachers highly regard their empathetic capabilities, which are crucial for fostering inclusive learning environments.



Similarly, communication skills were highly esteemed, as nearly 70% of respondents assessed themselves between 6 and 10 on the scale. Notably, 30.3% of teachers rated their communication skills at 8, while approximately 20-21% evaluated themselves at 7 and 9, respectively. This distribution highlights the teachers' confidence in their ability to convey information and connect with students effectively.

Conversely, knowledge about inclusive education exhibited a more even distribution across the scale. Over 70% of responses fell within the range of 4 to 8. Specifically, 19.6% indicated a rating of 7, followed closely by 15.5% at 5 and 14.4% at 8. This finding underscores the potential need for further training and development in this domain, indicating a less uniform understanding of inclusive education principles.

The questionnaire also unveiled that teachers perceive themselves as adept at self-reflecting on internalised bias. Over half of the respondents rated their self-reflection abilities between 8 and 10 on the scale, with 27.6% at 9 and 25.5% at 10. This self-awareness is crucial for educators to continuously evaluate and address their biases in creating inclusive classrooms.

Active listening skills were another area where teachers displayed confidence, with approximately 70% of respondents assigning themselves scores between 8 and 10. Notably, 32.7% rated themselves at 10, followed by 25.5% at 9. This aptitude for active listening suggests a strong commitment to understanding students' perspectives and needs.

The questionnaire also explored teachers' proficiency in facilitating cultural consciousness and multicultural understanding. This skill, which is closely linked to professional training, exhibited a pattern similar to the other competencies. About 70% of the responses ranged between 7 and 10, with 21.9% indicating a score of 8, followed by 20.9% at 9 and 18.4% at 10.

Dealing with ambiguity was found to be a more evenly distributed competency, with teachers assigning themselves scores across the spectrum. Notably, 26.9% of respondents rated themselves at 8, while 15.1% selected 7. This variation suggests that teachers may have differing levels of comfort when navigating uncertain situations.

Appreciation of diversity emerged as a strong point among teachers, with an overwhelming 81.6% of participants assigning themselves scores between 8 and 10. Specifically, 37.2% rated their appreciation of diversity at 10, followed by 27.6% at 9. This result underscores the teachers' recognition of the importance of embracing and celebrating differences within the classroom.

The use of inclusive language showed a more diverse pattern, with three distinct clusters. Around 30% of respondents rated themselves between 5 and 7, while a majority of 51.6% fell between 8 and 10. This skill exhibited a somewhat different distribution compared to the other competencies.

Regarding available support for inclusive teaching, the questionnaire revealed that 37.2% of Austrian teachers acknowledged such support within their schools, while 62.8% indicated a lack thereof. Among those who did recognise support, challenges included insufficient qualified personnel, time constraints, and resource limitations.



1.1.3.3. Inclusive Methodologies, Techniques, and Resources

The data from the questionnaire shines a light on a noticeable gap in understanding regarding inclusive education methods. Most participants (80.8%) admitted that they weren't familiar with such approaches. This highlights the urgent need to share more information and useful materials about how inclusive education works. However, there is a positive side too. Some respondents who knew about specific methods (29.6%) mentioned that using multiple languages and being sensitive to language differences is important.

1.1.3.4. Schools' Support for Inclusive Education and Challenges

The questionnaire findings bring to light a nuanced perspective on inclusive teaching support. While 37% of Austrian participants acknowledge some existing school-level support for inclusive practices, a larger 63% majority indicates a lack of such provisions. Three main support categories emerge in the qualitative responses: 60% highlight the value of assistance from individuals, such as colleagues or specialists; 23% emphasise the role of acquired skills from workshops or personal development. Additionally, a consistent 14% stress the importance of having more time for effective implementation. Challenges in utilising available support are also apparent, with 36% mentioning a shortage of qualified personnel, 25% grappling with time constraints, and 17% facing limitations in resources and budget.

1.1.4. Marginalisation Awareness

The findings from this questionnaire shed light on the prevalent challenges of diversity and intersectionality within the school environment. A substantial 64.8% of Austrian respondents have observed students experiencing marginalisation, suggesting a widespread occurrence of such behaviour. This recognition implies an important level of awareness among participants regarding these acts of marginalisation. Furthermore, the data reveals that 77.9% of respondents have witnessed tensions or conflicts between students due to their differences, while 38% have noted similar conflicts between students and teachers.

The reactions of the teaching staff to these tensions and conflicts varied, as revealed in the open-text responses. Approximately 41.3% of participants perceived neutral or positive reactions, indicating instances where fellow teachers effectively addressed and resolved conflicts. Conversely, 31% of responses conveyed negative observations, highlighting unprofessional or inappropriate reactions from teachers that ranged from ignorance to overt devaluation.

The exploration of bullying and targeting based on identity characteristics provides nuanced insights. While responses concerning "gender identity" and "socio-economic background" were closely split between perceived bullying/targeting and not, characteristics like "sexual orientation," "ethnicity," and "migrant status" were perceived by approximately 54%-57% of participants to be targeted. Notably, a notable division emerged in the case of "sex characteristics," with 58% responding that it is not a characteristic prone to bullying/targeting, which is the most distinct division. A comparable pattern was observed with "migrant status," where a majority of 57.4% perceived it as a characteristic susceptible to bullying/targeting, compared to 42.6% who disagreed.

1.1.5. Training Needs

The Austrian questionnaire results about training needs in various areas reveal a balanced distribution of respondents' preferences. Participants exhibited comparable interest levels



across all listed topics requiring further education. "Socio-economic disadvantage [background]" garnered the highest response rate, with 65.3% of participants expressing their desire for more training in this domain. Meanwhile, "ethnic minorities" garnered the least response, at 40.7%. The remaining topics, including "gender and sexual diversity," "age-related challenges," and "disability inclusion," gathered responses ranging from 53% to 59%. The way respondents evenly expressed their interest in various areas for further education shows that they recognise the ongoing need to keep learning about different aspects of diversity. This highlights their shared goal of growing comprehensively and making their educational practices more inclusive.

1.1.6. Conclusions and recommendations

The findings from the questionnaire strongly highlight the urgent requirement for the TUTOR project within the Austrian education system. The responses reveal a considerable commonality among participants, with many not openly identifying with the specific groups under consideration. While respondents generally possess a basic understanding of inclusivity matters, a closer look at their answers uncovers gaps in both attitude and skills needed to effectively navigate the ever-evolving educational landscape and cater to the needs of a diverse student body. Encouragingly, most participants expressed a strong interest in further training, often taking the initiative for self-study.

However, an interesting trend emerges where familiarity with certain topics seems linked to scepticism about them. Those less familiar with these topics tend to show less enthusiasm for further training and perceive the relevance of these groups to be lower. Interestingly, there is a tendency for participants to overestimate their communication skills, emphasising the importance of tailored training programmes to enhance educators' self-awareness and competence.

Based on these insights, a few key recommendations come to the forefront. Firstly, there is a critical need for a comprehensive training programme. This programme should cover a wide range of TUTOR-related aspects, promoting an approach that considers multiple factors and addresses gaps in knowledge and skills. This initiative aims to equip educators with the necessary tools to effectively support the diverse needs of their students.

Moreover, targeted awareness campaigns are essential, especially considering that many participants do not openly identify with the groups under consideration. By actively promoting awareness about inclusivity and diversity through specific efforts, broader support and engagement can be fostered. Lastly, enhancing accurate self-assessment methods is crucial. Providing workshops and assessments that offer educators a clearer understanding of their strengths and areas for improvement can significantly enhance the quality and effectiveness of further training.

1.2. Greece

1.2.1. Teachers' Diversity

Out of 127 respondents, a significant majority (119) chose not to respond to questions regarding their membership in marginalised communities or groups. This non-response prompts intriguing considerations, suggesting that some teachers may have been hesitant to



disclose personal information of this nature or may not identify with any specific marginalised group.

Among the teachers who did respond, a significant proportion (62.5%) acknowledged being part of the marginalised group of socio-economic disadvantaged individuals. This finding sheds light on the challenges faced by teachers who perceive themselves as at risk of poverty, experiencing educational disadvantages, or encountering geographical barriers. Understanding their circumstances becomes crucial in addressing the needs of these educators and their students.

Furthermore, a quarter of the teachers (25%) identified themselves as LGBTQI+. This significant representation of sexual and gender minorities highlights the diversity within the teaching profession. It underscores the importance of recognising and addressing the experiences and needs of LGBTQI+ teachers to foster a truly inclusive educational environment.

The questionnaire also revealed that 12.5% of participating teachers reported having a migrant or refugee background. This finding brings attention to the personal experiences and backgrounds related to migration and displacement among educators. Gaining insights into the perspectives and challenges faced by teachers from migrant or refugee backgrounds is essential for creating inclusive and supportive spaces for teachers and students with similar backgrounds.

Moreover, a substantial majority of teachers (85.2%) reported having very frequent interactions with students in their profession. This significant level of engagement underscores the pivotal role teachers play in the lives of their students, demonstrating the inherently interactive nature of the teaching profession. It emphasises the importance of understanding the dynamics of teacher-student relationships and highlights the potential influence and impact that educators can have on the educational journey of their students.

1.2.2. Inclusive Education

1.2.2.1. Teachers' Familiarity

Insights into teachers' familiarity revealed that a majority (38.3%) demonstrated a high level of familiarity with inclusive education, showcasing their knowledge and understanding in this crucial domain. Additionally, 37.5% reported being moderately familiar, while 21.7% indicated a lower level of familiarity. Only a small percentage (2.5%) admitted a lack of experience or knowledge in inclusive education. These findings highlight a significant portion of surveyed teachers who possess a foundational understanding and awareness of inclusive education practices.

Exploring the LGBTQI+ communities, it became evident that a considerable portion of teachers (35.3%) indicated they were either very familiar or just familiar with the term. However, a notable percentage (19.8%) expressed a lesser degree of familiarity, while 9.5% admitted a complete lack of familiarity. This finding suggests that teachers have heard of the term LGBTQI+ in a general sense, but they may not possess in-depth knowledge of its specific aspects and detailed information. Additionally, they may often struggle to understand it or



may be uncertain about how to practically address LGBTQI+ matters. This nuanced picture highlights the need for further education and awareness, particularly regarding the experiences and needs of LGBTQI+ individuals within educational contexts.

Turning our attention to the term 'migrant,' a significant majority of teachers (51.7%) declared being very familiar, with an additional 35.8% reporting a general sense of familiarity with the term and migrant students. Conversely, a smaller percentage (10.8%) indicated a level of neutrality, neither affirming nor disclaiming familiarity, while a mere 1.7% expressed complete unfamiliarity. These findings suggest that a substantial number of teachers possess an understanding of the term and the concept of migration, possibly due to the presence of migrant students in their classrooms.

A significant portion of teachers (52.1%) reported being very familiar with socio-economic disadvantaged individuals, including those at risk of poverty. Furthermore, 39.7% stated being familiar, while 6.6% admitted being not so familiar. Only a minimal percentage (1.7%) indicated complete unfamiliarity. These findings underscore a growing awareness among teachers regarding the challenges commonly faced by socio-economically disadvantaged students.

When it comes to the term "Roma," teachers expressed varying degrees of familiarity. Approximately 35.3% reported being very familiar, with an additional 33.6% stating being just familiar. However, a significant percentage (23.5%) expressed being not so familiar, and a smaller portion (7.6%) confessed complete unfamiliarity. These findings emphasise the importance of further enhancing understanding and familiarity with the Roma community among teachers, indicating a potential area for focused training and awareness initiatives.

To summarise, the questionnaire findings underscore the prevalence of familiarity among Greek secondary education teachers with topics related to socio-economic disadvantage and migration/refugee contexts. However, teachers exhibited a relatively lower level of familiarity with LGBTQI+ issues and the Roma community. These insights highlight the need to develop comprehensive professional development programmes that address the specific needs of teachers regarding LGBTQI+ issues and the Roma community, aiming to enhance their familiarity and understanding in these areas. Additionally, it is crucial to encourage an inclusive and supportive school environment by providing ongoing training and resources that promote awareness of socio-economic disadvantages and migrant/refugee experiences. This will enable teachers to effectively support and engage with students facing these challenges.

1.2.2.2. Visibility

The data reveals that a significant percentage of Greek teachers (43.1%) consider LGBTQI+ students to be not so visible, highlighting a potential lack of awareness and recognition within the school context. This finding emphasises the need for increased visibility and understanding of LGBTQI+ issues among teachers to foster a more inclusive environment for these students.

The questionnaire indicates that a substantial number of teachers (47.5%) perceive students with a migrant/refugee background as visible, demonstrating a relatively higher level of recognition within the school community. This suggests that schools may have made progress in acknowledging and supporting the needs of this student group.



The visibility of students facing socio-economic disadvantages is perceived differently by teachers, with 38.1% considering them visible and 36.4% perceiving them as not so visible. This indicates a varying level of awareness and recognition among teachers regarding the challenges faced by socio-economically disadvantaged students.

The questionnaires reveal that ethnic groups, specifically Traveller and Roma students, are relatively visible according to a significant number of teachers (35.3%). However, it is important to note that a notable percentage (26.1%) still considers them not so visible. This highlights the need for further efforts to enhance the visibility and inclusion of ethnic minority students in the school community.

In summary, the data underscores the importance of enhancing the visibility and understanding of marginalised student groups in the Greek school context. While progress has been made in recognising students with a migrant/refugee background and certain ethnic groups, there are areas that require greater attention, such as LGBTQI+ students, socio-economically disadvantaged students, and other less visible ethnic groups.

1.2.3. Competencies

1.2.3.1. Training Gaps

The questionnaire findings indicate that a significant majority of Greek secondary education teachers (66.1%) have never received teacher training on inclusive education. This suggests a potential gap in the professional development opportunities provided to teachers in terms of inclusive education practices. However, it is worth noting that a notable percentage (33.1%) of teachers reported having received training in terms of inclusiveness in education, indicating some level of exposure to inclusive education concepts and strategies.

Teachers who received inclusive education training mentioned various thematic areas and topics covered in their training. The majority of teachers referred to training on migration and refugee issues, intercultural learning methods and techniques, differentiated learning processes, and special education. However, fewer teachers mentioned their training in gender equality and sex education. This finding suggests that while certain areas of inclusive education have been addressed in training, there may be a need to further develop teacher competencies in gender equality and sex education.

When it comes to the alignment of their teacher training with their professional and practical needs within the school context, (47%) consider their training relevant, with an additional 38.5% regarding it as very relevant. However, a smaller percentage (11.1%) find the training not particularly relevant, and 2.6% consider it not relevant at all. These results point to the fact that while a substantial portion of teachers in Greece view their training as pertinent, there is an opportunity for enhancement to better address the evolving and diverse needs of students and school communities. It's noteworthy that teachers generally perceive their training as relevant, particularly in areas associated with inclusive education that translates as support of students with special educational needs, or those with conditions such as ADHD.

In conclusion, the findings underscore the imperative for more comprehensive and widespread teacher training in inclusive education within the secondary education context in Greece. While significant number of teachers answered that they are aware of the concept of inclusive education, there is a notable gap when it comes to their awareness of the specific



marginalised groups addressed in the project. This indicates that some teachers may not fully realise what they need to know or may hold misconceptions about the scope of inclusive education.

Furthermore, the findings reveal that many teachers who have received training mention a range of thematic areas covered, albeit with varying levels of attention to different topics. This underscores the need for tailored and well-rounded teacher training programmes. Moreover, the results highlight that a significant portion of teachers view their training as relevant to their professional and practical needs, emphasising the importance of continuous professional development that aligns with the ever-evolving requirements of students and the school community. To bolster inclusive education practices, it is essential to expand training opportunities, address specific thematic areas, and ensure that training remains pertinent to teachers' day-to-day experiences in the classroom.

1.2.3.2. Teachers' Inclusivity Competencies

The questionnaire findings indicate that responding teachers from Greece have varying levels of self-assessed competence in specific inclusivity skills and competencies. Teachers feel highly competent in appreciating diversity, with 30.5% considering themselves highly skilled in this area. Other skills where teachers feel relatively competent include empathy (23.3%), active listening (18.2%), cultivating cultural awareness and multicultural understanding (10.1%), and effective communication (10.1%). However, there is a limited number of survey participants who consider themselves highly skilled in abilities, such as reflecting on internalised bias (9.9%), having knowledge about inclusive education (5%), managing ambiguity (4.2%), and using inclusive language (4.2%).

The findings also indicate that teachers consider themselves moderately competent in several inclusivity skills. Active listening (33.1%), effective communication (31.9%), empathy (30.8%), and cultivating cultural awareness and multicultural understanding (24.8%) are the skills where teachers perceive themselves as just competent. A reduced number of teachers feel competent in skills such as reflecting on internalised bias (21.5%), managing ambiguity (16.1%), and having knowledge about inclusive education (14.9%).

It is noteworthy that a small percentage of teachers mentioned being completely inept in various skills. This suggests that some teachers may have limited confidence or experience in certain aspects of inclusivity skills.

In conclusion, the findings reveal a range of self-assessed competence levels among Greek teachers in specific inclusivity skills and competencies. Teachers feel more competent in appreciating diversity, empathy, active listening, and cultivating cultural awareness and understanding. However, there is a need for further development in areas such as reflecting on internalised bias, knowledge about inclusive education, managing ambiguity, and using inclusive language. The findings highlight the importance of ongoing professional development and support to enhance teachers' competence and understanding of inclusive education practices.



1.2.3.3. Inclusive Methodologies, Techniques, and Resources

The findings indicate that a significant majority of responding teachers from Greece (82.5%) expressed that they are not aware of methodological frameworks and official documents related to inclusive education. Only a small percentage (17.5%) of teachers reported having preliminary knowledge of inclusive education methods and techniques. This suggests a potential lack of awareness and familiarity with established methodologies and resources for implementing inclusive education in the classroom.

The available literature and resources mentioned by the survey respondents primarily focus on the inclusivity parameter of special education. The provided resources in Greece include documents and studies related to autism spectrum disorder (ASD), intercultural education, gender-neutral language, and special inclusive education. While there are some documents highlighting the inclusivity parameter of LGBTQI+ and migrants/refugees, the focus appears to be primarily on students living with disabilities or in need of special education.

According to the findings, the available resources in Greece include the following:

- "Parents' opinions growing up children of mainstream education about the children having autism spectrum disorder (ASD)" by Rousou, Syriopoulou-Delli, and Agaliotis (2014)
- Bibliography of Open Hellenic University in the field of Intercultural Education
- "Neutral language in terms of gender" (2018) by the Council of Europe
- "Special Inclusive Education of 2027" by D. Stasinou (2020)
- Teach4Integration, a training programme focusing on teachers working with students having a migrant and refugee background (available at <https://www.teach4integration.gr/vivliothiki/>)

1.2.3.4. Schools' Support for Inclusive Education and Challenges

The questionnaire findings indicate that a majority of Greek teachers (85.6%) mentioned that they do not receive assistance in the implementation of inclusive education. Only a small percentage (14.4%) expressed that they do receive the necessary help and support to teach in an inclusive way. However, the respondents provided information about positive developments in secondary education schools, such as the inclusion of psychologists, school life counsellors, and school coordinators to foster a more inclusive environment. Info days, seminars, conferences, and Integration Classes for migrants/refugees were also mentioned as essential support in the implementation of inclusivity in education.

As for the challenges related to utilising available supports, the majority of teachers (78.4%) do not encounter any difficulties in accessing supporting tools and resources for the implementation of inclusive education. However, a notable percentage of teachers (21.6%) reported facing challenges in effectively utilising available supports. These teachers identified key obstacles in the secondary education context in Greece, such as time constraints in covering core curricula, a lack of essential materials, resources, and technologies, as well as the absence of Integration Classes in all secondary schools. These challenges have the potential to impede the successful implementation of inclusive education practices and hinder effective communication with students from diverse cultural backgrounds.



In conclusion, the Greek findings reveal a lack of awareness among teachers regarding methodological frameworks and official documents related to inclusive education. The available literature and resources primarily focus on special education, with some attention given to LGBTQI+ students and migrants/refugees. There is a need for increased support and resources for teachers in implementing inclusive education practices, particularly in addressing the challenges of limited time, lack of materials and technologies, and the absence of Integration Classes. Efforts should be made to enhance teacher awareness, provide necessary support, and create an inclusive environment in secondary education schools to facilitate the effective implementation of inclusive education practices.

1.2.4. Marginalisation Awareness

The findings indicate that a significant majority of teachers (74.2%) have noticed inappropriate comments and/or behaviours that marginalise some students in the school context. This suggests that incidents of marginalisation and discrimination occur within the school community in Greece. These behaviours may contribute to a negative and exclusionary environment for certain students.

The findings show that a majority of teachers (76.1%) have observed conflicts among students due to their differences. This indicates that students may experience disagreements and tensions based on various identity characteristics. These conflicts can potentially impact the well-being and inclusivity of the school community.

A notable percentage of teachers (41.7%) have identified tensions between students and teachers, while the majority (58.3%) reported a lack of conflicts between the teaching workforce and students. This suggests that while conflicts between students and teachers exist, they are not as prevalent as conflicts among students themselves. Schools that have psychologists aim to involve them in conflict resolution and seek their consultation for identifying solutions and proposals.

The findings indicate that students in Greece experience bullying and discrimination based on various identity characteristics. The majority of teachers perceive gender identity and expression, sexual orientation, sex characteristics, ethnicity, and migration as elements of discrimination in the school community. The students dealing with these characteristics are more likely to face discrimination and intolerance. However, socioeconomic status is perceived as having a lower incidence of discriminatory incidents.

The majority of teachers (65.7%) reported that there are no other categories linked to discrimination in addition to the ones mentioned. However, 34.3% mentioned that there are other categories related to bias. Specifically, teachers indicated that students with disabilities and special education needs, such as those with autism or cognitive impairments, as well as students with lower grades, often experience discrimination and intolerance.

In conclusion, the Greek questionnaire findings highlight the presence of marginalisation and inappropriate behaviours in the school community, as observed by the majority of teachers. Conflicts among students based on differences are also prevalent, while conflicts between students and teachers are reported to a lesser extent. Students face discrimination and bullying related to various identity characteristics, with gender identity and expression, sexual



orientation, sex characteristics and ethnicity being the most prominent. The findings underscore the need for efforts to promote inclusivity, address conflicts, and combat discrimination within the school environment.

1.2.5. Training Needs

The questionnaire findings indicate that the responding teachers from Greece have identified specific training needs in terms of inclusive education and its various parameters. Based on this, the highest training need identified by teachers is in the LGBTQI+ topic area, with 81.2% of teachers expressing the need for training in this area. The training needs related to the inclusion of students facing socio-economic disadvantages (76.1%), students with a migrant background (71.8%), and students from marginalising ethnic groups (70.1%) are also significant. While the training need related to the inclusion of students from marginalising ethnic groups ranks lower on the list, it is still considered of equivalent significance for teachers' training in terms of inclusiveness.

The findings highlight the high training need in the LGBTQI+ topic area, suggesting that teachers recognise the importance of enhancing their understanding and ability to create inclusive environments for LGBTQI+ students. Additionally, the training need related to the inclusion of students facing socio-economic disadvantages indicates teachers' recognition of the importance of addressing the specific challenges faced by these students, including poverty, educational disadvantages, and geographical barriers.

Teachers also express a significant training need related to the inclusion of students with a migrant background. This reflects the recognition of the unique needs and experiences of migrant students and the importance of creating inclusive educational environments for them. The training needs related to the inclusion of students from marginalising ethnic groups, such as Roma and Travellers, are considered of equivalent significance, highlighting the importance of addressing the specific needs and challenges faced by these students in the educational context.

In conclusion, the Greek findings indicate specific training needs identified by teachers in terms of inclusive education and its parameters. Teachers express a strong need for training in the LGBTQI+ topic area, followed by the inclusion of students facing socio-economic disadvantages, students with a migrant background, and students from marginalising ethnic groups. These findings emphasise the importance of providing targeted training and professional development opportunities to address the unique needs and challenges associated with these areas of inclusivity.

1.1.6. Conclusions and recommendations

The questionnaire findings indicate that secondary education teachers in Greece possess certain skills and awareness related to inclusiveness, particularly in areas such as migrant/refugee inclusion. However, there is a significant lack of knowledge and training in the LGBTQI+ topic area. This suggests a need for targeted training programmes to enhance teachers' understanding and competence in creating inclusive environments for LGBTQI+ students.

The findings reveal that students face a high number of marginalising incidents based on their gender identity, expression, and sexual orientation. This highlights the importance of



addressing and combating discrimination, intolerance, and marginalisation in the school environment. Teachers play a crucial role in fostering inclusivity and creating safe spaces for all students.

Teachers emphasise the need for unity and cooperation among educators to promote inclusivity and create a more inclusive school environment. Collaboration and shared knowledge can contribute to the development and implementation of effective inclusive education practices.

The findings underscore the importance of continuous teacher training on marginalised groups and their identities and characteristics. This includes providing training on various inclusivity parameters and adopting an intersectional approach. Teachers express the need for practical-based training programmes that focus on experiential learning and the practical implementation of inclusive education methods and techniques.

The recommendations from teachers suggest the creation of a holistic inclusivity training programme that addresses all inclusivity parameters. Such a programme should foster learning and inclusion for marginalised and non-marginalised groups alike. It should provide teachers with the necessary knowledge and skills to create inclusive learning environments and cater to the diverse needs of their students.

In conclusion, the findings highlight the need for comprehensive teacher training programmes to enhance inclusivity in secondary education in Greece. This includes addressing the training gap in the LGBTQI+ topic area, raising awareness of marginalising incidents, promoting teacher cooperation, and providing practical-based training opportunities. By developing and implementing such training programmes, educators can play a crucial role in creating inclusive and supportive learning environments where all students feel valued, respected, and able to express their identities freely.

1.3. Ireland

1.3.1. Teachers' Diversity

Out of the 136 individuals who completed the questionnaire, a wide range of professions within the education sector were represented. The majority of respondents from Ireland (91) identified themselves as teachers. Other recorded professions included principals, deputy principals, tutors, guidance counsellors, education administrators, adult educators, resource persons, adult literacy organisers, FET literacy coordinators, healthcare and ESOL tutors, psychologists, lecturers, and community education facilitators.

Respondents were asked to identify if they belonged to any marginalised communities. The responses revealed that the majority of participants (60.7%) selected socio-economic background as a marginalised community they belong to. Additionally, 42.9% identified as LGBTQI+, 25% identified as belonging to an ethnic minority background, and 14.3% identified as having a migrant background. It is worth noting that some respondents indicated belonging to multiple marginalised communities, resulting in a total of 142.9%. This finding suggests a higher level of diversity among the surveyed teachers compared to the typical composition of



the Irish teaching profession (Keane and Heinz, 2015), indicating a group of educators motivated to participate in research on inclusive education.

Respondents were asked about the frequency of their interactions with students in their profession. The majority of participants (92.6%) reported meeting students very often, while a smaller percentage (3.7%) indicated meeting students often and sometimes. This finding demonstrates the high level of engagement and regular interaction between teachers and students within the education system.

1.3.2. Inclusive Education

1.3.2.1. Teachers' Familiarity

The responses indicate that a significant majority of respondents (68.9% or 93 individuals) are very familiar with the concept of inclusive education. This high level of familiarity can be attributed to the lived experiences of teachers, especially those who identified as being from marginalised backgrounds.

The findings reveal varying degrees of familiarity with different terms related to inclusivity:

LGBTQI+: The majority of respondents in Ireland (72.4% or 97 individuals) reported being very familiar with the term LGBTQI+, while 23.1% (31 respondents) stated they were familiar with it. However, a small percentage (3%) indicated being not so familiar, and an additional 1.5% (2 respondents) reported not being familiar at all with the term. This suggests the need for ongoing education and awareness efforts regarding LGBTQI+ issues.

Migrants: Most respondents (94.7%) reported being very familiar or familiar with the term migrants, indicating a high level of awareness and understanding of the challenges faced by migrant communities.

Socio-economic Disadvantage: For the term socio-economic disadvantage, the majority of respondents (84.6%) stated being very familiar, and 12.9% reported being familiar with it. This demonstrates a strong grasp of the concept and its implications for inclusive education.

Traveller and Roma: While the majority of respondents (69.6%) reported being very familiar with the terms Traveller and Roma, a notable portion (8.1%) indicated being not so familiar or not familiar at all. This finding highlights the importance of further education and awareness initiatives to ensure that teachers are equipped to provide inclusive support to students from Traveller and Roma backgrounds.

1.3.2.2. Visibility

Respondents from Ireland provided insights into the visibility of students from various marginalised backgrounds:

LGBTQI+: Respondents indicated that students from LGBTQI+ backgrounds are perceived as very visible (24% or 32 individuals) or visible (46% or 62 individuals). However, a significant number (24% or 32 individuals) reported that they are not so visible, and a smaller portion (6% or 8 individuals) mentioned that they are not visible at all. This suggests the need for increased awareness and visibility of LGBTQI+ students within the education system.

Migrant Backgrounds: According to respondents, students from migrant backgrounds are generally considered very visible (24% or 57 individuals) or visible (39% or 52 individuals).



However, a notable percentage (13% or 17 individuals) reported that they were not so visible, and a small portion (6% or 8 individuals) indicated that they were not visible at all. This finding highlights the importance of addressing visibility issues and fostering inclusivity for students from migrant backgrounds.

Socio-economic Disadvantage: Respondents indicated that students from socio-economic disadvantaged backgrounds are perceived as very visible (40% or 53 individuals) or visible (32% or 43 individuals). However, a significant number (26% or 35 individuals) reported that they are not so visible, and a small portion (2% or 3 individuals) mentioned that they are not visible at all. This underscores the need for increased attention and support for students facing socio-economic disadvantages to ensure their inclusion.

Ethnic Minority Groups (including Traveller and Roma): According to respondents, students from ethnic minority groups, including Traveller and Roma communities, are considered very visible (28% or 37 individuals) or visible (39% or 52 individuals). However, a notable percentage (13% or 17 individuals) reported that they were not so visible, and a small portion (6% or 8 individuals) indicated that they were not visible at all.

Student Cohorts: Respondents mentioned various other student cohorts, indicating the broader range of students with specific needs within the education system. The mentioned cohorts include students with physical and intellectual needs, such as those with mobility needs, disabilities, autism spectrum, learning needs, and intellectual or physical disabilities. Additionally, respondents highlighted specific cohorts like refugees, students over 25 years old, those who have experienced complex trauma, elderly individuals, early school leavers, and adults with learning difficulties, among others. This comprehensive list demonstrates the multifaceted nature of student diversity and the need for tailored support and inclusive practices to address the specific needs of these cohorts.

1.3.3. Competencies

1.3.3.1. Training Gaps

Respondents were asked about their participation in training related to inclusive education or diversity in education. The findings show that a significant majority, 70% (or 94 individuals), have engaged in such training. This demonstrates a positive commitment among Irish educators to enhance their knowledge and skills in promoting inclusive practices within the classroom.

Respondents were asked to identify the main themes explored within their training modules. The responses indicated a diverse range of themes, including intersectionality, racism, diversity, anthropology, English as an additional language (EAL), LGBTQI+ issues, unconscious bias, creating safe and supportive school environments, cultural competency, migration, trauma-informed practices, socio-economically disadvantaged groups, special educational needs (SEN) inclusion, gender, race, ASD awareness, behaviour management, differentiation, celebrating differences, models of inclusion, supporting gifted students, disability inclusion, equality, managing racism in the classroom, minority groups, Traveller community, refugee awareness, inclusive language use, classroom activities, yellow flag criteria, dyslexia and dyspraxia support, embracing different cultures, and the social and political context of education, among others. These themes reflect the wide range of areas covered in training to promote inclusivity and address diverse student needs.



Respondents provided feedback on their Initial Teacher Education (ITE) and Continuous Professional Development (CPD) experiences. Some expressed concerns about the depth of coverage and lack of sufficient focus on inclusion and diversity in their training modules. They mentioned the need for more comprehensive coverage of complex issues arising from overlapping needs, such as socio-economic or migrant backgrounds, mental health, and other challenges faced by students. Additionally, the use of inclusive language was highlighted as a challenge for some teachers, particularly when working with EAL students and using non-binary pronouns. This feedback highlights the importance of addressing these gaps and challenges in teacher training to ensure educators are equipped to support the diverse needs of their students effectively.

When asked about the relevance of the training they received, the majority of respondents, 62.7% (94 individuals), considered the training to be very relevant, while 29.4% felt it was relevant. A smaller percentage, 6.3%, selected the "not so relevant" category, and only 1.6% indicated that the training was not relevant at all. This indicates an overall positive perception of the relevance of the training programmes, with a majority finding them to be highly relevant to their professional practice.

1.3.3.2. Teachers' Inclusivity Competencies

Respondents were asked to self-assess their competencies across various categories. The findings indicate the following:

Empathy: The majority of respondents rated their capacity for empathy highly, with self-assessment scores ranging from 5 to 10. A significant portion of respondents (majority) indicated scores between 8 and 10, demonstrating a strong sense of empathy among the surveyed educators.

Knowledge about Inclusive Education: Respondents' self-assessment of their knowledge about inclusive education varied across the scale, with the majority indicating a score of 8. Furthermore, 13% of respondents rated themselves at the highest level of competency, with a score of 10.

Effective Communication: Most respondents (33%) self-assessed their effective communication skills with a rating of 8, while 18% gave themselves a top score of 10.

Capacity to Self-reflect on Internalised Bias: Respondents rated themselves between 5 and 10 for their ability to self-reflect on internalised bias, with the majority (21%) indicating a high score of 9.

Active Listening: Respondents rated themselves across the scale from 4 to 10, with a significant portion (29%) indicating a high score of 9 and 15% (20 respondents) giving themselves a score of 10.

Cultivating Cultural Awareness and Multicultural Understanding: Competency in this area varied, with respondents providing self-assessment scores from 0 to 10. While 21 individuals self-assessed their competencies at 5 and below, scores between 6 and 10 were also reported across the spectrum.



Managing Ambiguity: Respondents self-assessed their competency in managing ambiguity between 2 and 10, with a relatively lower number (8) giving a self-assessment score of 10 compared to other competencies. However, a combined percentage of 57% (76 individuals) rated themselves fairly highly on a scale of 7, 8, and 9 overall.

Appreciating Diversity: The majority (34%) of respondents scored themselves at the higher end of 10 for their competency in appreciating diversity, with most respondents falling on a scale between 5 and 10. However, 2 individuals provided a self-assessment score of 3.

Using Inclusive Language: Respondents' self-assessment scores for using inclusive language ranged from 1 to 10. The majority (33%) indicated a score of 8, while a combined 9% self-assessed at 5 and below on the scale.

1.3.3.3. Inclusive Methodologies, Techniques, and Resources

When asked if they knew of any methodology/literature for practising inclusive education, 44% of respondents replied "yes," while the majority (56%) answered "no." Of those who indicated familiarity, various methodologies and resources were mentioned, including Universal Design for Learning (UDL), Assessment for Learning (AfL), cooperative learning, visual aids, careful planning and language use, NEPS, prescribed texts, PGDE in inclusive education and SEN needs, scenario case studies, relevant websites, Access All Areas, Lámh sign language, pragmatic pedagogy, resources from organisations like BelongTo, reverse integration, effective group work, community of support, SPHE, and more. These resources reflect the diverse range of methodologies and literature available to support inclusive education practices.

1.3.3.4. Schools' Support for Inclusive Education and Challenges

Respondents outlined various types of support available to them. They mentioned supports included FET centre philosophy, Professional Development Services for Teachers (PDST) sustained school support for English as an additional language, management supports, CPD, assistive technology, Universal Design for Learning, BelongTo, creative schools initiatives, safe and supportive schools, Delivering Equality of Education in Schools (DEIS), Home School Community Liaison Officers (HSCL), school meetings, co-teaching, online resources, positive behaviour codes, student support teams, parental contact, diversity celebration weeks, Curriculum Development Unit, Further Education Support Service (FESS), TEL tools, C pens, multimedia support, visual presentations, alternative assessment methods, VLE-Moodle, and co-teaching hours. These supports reflect the multifaceted approaches and resources that educators can access to promote inclusivity in their classrooms.

1.3.4. Marginalisation Awareness

The questionnaire explored the visibility of various student cohorts within educational settings. The findings indicate the following:

LGBTQI+ Students: Approximately 70% of participants reported that LGBTQI+ students were visible, with 24% stating that they were very visible and 46% indicating they were visible. However, a notable portion (30%) mentioned that LGBTQI+ students were not so visible (24%) or not visible at all (6%). These findings underscore the importance of creating more inclusive and supportive environments for LGBTQI+ students.



Students from Migrant Backgrounds: Students from migrant backgrounds were the most visible among the three cohorts, with 81% of participants reporting their visibility. Among them, 42% stated that students from migrant backgrounds were very visible, and 39% mentioned their visibility as visible. However, a small portion (13%) indicated that these students were not so visible (10%) or not visible at all (3%). These findings emphasise the need to further address the experiences and support systems for students from migrant backgrounds.

Students from Socio-economic Backgrounds: A significant proportion of participants (72%) reported the visibility of students from socio-economic backgrounds, with 40% stating they were very visible and 32% indicating their visibility as visible. However, 28% mentioned that these students were not so visible, and a small portion (2%) stated they were not visible at all. These findings highlight the importance of addressing barriers faced by students from socio-economic backgrounds and promoting inclusive practices that support their educational experiences.

Students from Ethnic Minority Backgrounds: Approximately 57% of participants reported the visibility of students from ethnic minority backgrounds, with 28% stating they were very visible and 29% indicating their visibility as visible. However, 35% mentioned that these students were not so visible, suggesting a need to enhance the visibility and inclusion of students from ethnic minority backgrounds, including Travellers and Roma.

1.3.5. Training Needs

The questionnaire findings reveal that respondents from Ireland have identified several areas in which they require training to enhance their inclusive practices. The insights gained from the data are as follows:

Inclusion of LGBTQI+ Students: A significant majority of respondents, 79 people or 64% of participants, expressed the need for training in the inclusion of LGBTQI+ students. This finding highlights the recognition among educators of the importance of creating safe and inclusive environments for LGBTQI+ students and the need for specific knowledge and skills to support their unique needs.

Migrant Backgrounds: The data indicates that 83 people, or 67% of participants, expressed the need for training in addressing the needs of students from migrant backgrounds. This insight emphasises the importance of cultural sensitivity, understanding the challenges faced by students from migrant backgrounds, and acquiring strategies to support their successful integration and educational experiences.

Socio-economic Disadvantage: A significant proportion of respondents, 77 people or 62% of participants, identified the need for training in addressing socio-economic disadvantage. This finding highlights the recognition of the unique challenges faced by students from socio-economically disadvantaged backgrounds and the need for educators to develop strategies to promote equity and provide effective support to enhance their educational opportunities.

Ethnic Minority (including Traveller and Roma) Inclusion: The findings indicate that 81 people, or 65% of participants, expressed the need for training in the inclusion of ethnic minority students, including Traveller and Roma communities. This insight emphasises the importance



of cultural competence, understanding the specific needs and challenges faced by these students, and developing inclusive practices that promote their educational success.

1.3.6. Conclusions and recommendations

The responses indicate that inclusive education is a topic that deeply engages teachers in Ireland. The survey revealed a level of diversity among the teaching population which is higher than the overall diversity typically observed within the Irish teaching profession. This suggests that teachers participating in the survey are motivated by their own experiences of diversity and are eager to contribute to inclusive education practices.

Despite some respondents indicating that they had already received training and had support available in their schools, there is a clear need for further training on inclusive education. This need is highlighted across all student cohorts, emphasising the rapidly changing demographics within the school system and the necessity for continuous upskilling to effectively include all students. The identified competencies show that teachers generally self-assess themselves as competent or highly competent, but some areas, such as cultivating cultural awareness and multicultural understanding, managing ambiguity, and knowledge about inclusive education, received more varied responses.

Teachers reported high levels of visibility for all the student cohorts mentioned in the TUTOR project. This suggests that teachers are actively aware of the diverse backgrounds and identities of their students, highlighting the importance of creating inclusive and supportive classroom environments.

Based on the questionnaire findings and conclusions, it is recommended to develop comprehensive training programmes addressing inclusive education for LGBTQI+ students, students from migrant backgrounds, socio-economically disadvantaged students, and ethnic minority students. This should foster a culture of continuous professional development to ensure teachers stay updated with best practices. Providing teachers with accessible resources that promote diversity and inclusion is vital and facilitating collaboration among teachers for sharing best practices and fostering a supportive community. There are opportunities to respond positively to teachers' expressed interest in future TUTOR activities, providing them with additional information. These recommendations aim to create inclusive school environments that effectively meet the diverse needs of students and support the professional growth of teachers.

1.4. Turkey

1.4.1. Teachers' Diversity

The survey involved 110 teachers from various branches and schools, allowing for a diverse representation of opinions. In examining the demographics, the primary participants were teachers, constituting the core workforce under investigation. The survey also inquired whether participants identified with marginalised communities. A noteworthy observation emerged from this aspect of the study: teachers perceived connections among various marginalised groups. Specifically, 36 individuals identified themselves as belonging to the Roma community, 56 indicated experiencing socio-economic challenges, 52 identified as immigrants, and one individual recognised their affiliation with the LGBT community.



A significant aspect of the study delved into the interaction patterns between teachers and their students. The findings indicated a spectrum of engagement frequencies. Out of the surveyed educators, 48 reported being in frequent contact with their students, while 55 teachers maintained regular communication. A smaller segment, comprising six teachers, indicated occasional interactions, and interestingly, one teacher mentioned rare contact with students.

1.4.2. Inclusive Education

1.4.2.1. Teachers' Familiarity

Within the realm of inclusive education, the questionnaire explored the extent to which teachers are acquainted with this concept. A majority of teachers (51%) revealed a strong familiarity with inclusive education, underscoring their awareness of its importance in the educational landscape. Additionally, 40% of teachers indicated being moderately familiar, signifying a widespread recognition of the concept. A smaller percentage (8%) expressed a lesser familiarity, while only a minimal portion (1%) noted having no experience or familiarity with it.

Delving deeper, the survey examined teachers' familiarity with specific terms related to inclusive education. Starting with the understanding of "LGBTQI+ people," the findings indicated a varied level of awareness. A mere 2% of teachers identified as very familiar with this term, while 5% recognised it to some extent. On the other hand, a significant 40% indicated limited familiarity and a notable 43% admitted not being familiar at all with the term.

The term "migrants" also came under scrutiny, revealing that a substantial portion of teachers have familiarity with it. A significant 49% of teachers claimed a high level of familiarity with the term, while 41% expressed a general understanding, particularly in the context of migrant students. Comparatively, a smaller portion, comprising 8%, acknowledged being somewhat familiar, and a mere 1% expressed no familiarity at all.

The survey delved into teachers' awareness of socio-economic disadvantages, including the risk of poverty. An encouraging finding was that a majority of teachers (53%) reported a high degree of familiarity with this aspect. Additionally, 39% indicated familiarity, reflecting a significant portion acknowledging its presence. A smaller segment (6%) expressed a limited familiarity, while a mere 2% confessed to having no awareness at all.

Lastly, the survey explored teachers' familiarity with the term "Roma people." The results showcased a range of familiarity levels. A notable 28% indicated being very familiar, while an even more substantial 32% expressed a high degree of familiarity. In contrast, 27% of teachers indicated a moderate level of familiarity, and a smaller portion (13%) expressed no familiarity at all.

1.4.2.2. Visibility

The questionnaire explored the visibility of students from various backgrounds within educational settings, starting with LGBTQI+ students. The results indicated a nuanced range of visibility levels. A small 1% of teachers perceived these students as highly visible, while 5% recognised them as visible in the school context. In contrast, a notable 33% of teachers



considered them not visible at all. The majority, comprising 62%, mentioned that students' visibility levels in this regard were not visible, suggesting an area that warrants special attention to ensure these students are recognised and supported.

Turning to students with migrant or refugee backgrounds, the findings underscored varying levels of visibility. Notably, 28% of teachers regarded these students as very visible, while an equal 32% recognised them as visible. On the other hand, 26% perceived them as not so visible, and a smaller percentage, 14%, considered them not observable at all, suggesting an area that could benefit from increased awareness and visibility initiatives.

The questionnaire delved into the visibility of students facing socio-economic disadvantages, including poverty, educational disadvantages, and geographical barriers. A considerable 39% of teachers regarded these students as very visible. An even larger portion, 49%, deemed them as visible. However, 10% of teachers noted that these students were not so visible, revealing an area that could benefit from enhanced attention and support. A minor 2% expressed the belief that these students were not visible at all.

Lastly, the study explored the visibility of students from marginalised and ethnic groups, which encompassed Traveller and Roma communities. The findings painted a multifaceted picture of perceptions. Notably, a significant 35% of teachers categorised these groups as very visible, signifying a positive recognition of their presence. A larger majority, comprising 51%, considered them visible, indicating a prevalent awareness. On the other hand, 13% described them as not so visible, suggesting a potential area for increased inclusivity efforts. Only a marginal 1% considered them not visible at all, highlighting the overall acknowledgement of these groups.

1.4.3. Competencies

1.4.3.1. Training Gaps

Within the realm of teacher training and competencies, the study aimed to understand the engagement of educators in training or modules related to inclusive education or diversity. The results revealed that out of the total respondents (109), 85 teachers did not partake in such training. This finding signals a potential gap in equipping teachers with the skills needed to address diverse student needs effectively.

For the teachers who did engage in inclusive education or diversity training (24 teachers), their experiences encompassed a variety of themes. These included honing communication skills, delving into inclusive educational practices, understanding effective communication with students with disabilities, crafting Individualised Education Plan (IEP) strategies, promoting equality and fairness, and cultivating an overall awareness of educational diversity.

The questionnaire also assessed the perceived relevance of the training to teachers' professional and practical needs. The findings indicated that a significant majority of teachers (82%) viewed the training or modules as not entirely relevant to their needs in inclusive education or diversity. This sentiment highlights the possible mismatch between the content of the training and the practical requirements of educators in the classroom.

These insights highlight a two-fold aspect of teacher training: the significant number of educators who haven't engaged in inclusive education or diversity training and the perception



that existing training might not fully meet their practical needs. These findings emphasise the importance of designing and delivering training that resonates with teachers' day-to-day challenges and requirements.

1.4.3.2. Teachers' Inclusivity Competencies

The questionnaire examined teachers' competence levels across various inclusivity skills based on their self-assessments. The provided data indicates that teachers feel competent in appreciating diversity (25%) and empathy (25%), which suggests a strong recognition of diverse backgrounds and the importance of understanding students' feelings. Furthermore, 15% of teachers consider themselves competent in active listening, which is indicative of an effort to truly engage with students' voices. Similarly, 15% believe they have cultivated cultural awareness and multicultural understanding.

However, there are areas where competence appears to be less widespread. A limited number of teachers (8%) reported being skilful at reflecting on the internalised bias. Additionally, a mere 5% expressed confidence in their knowledge about inclusive education, underscoring a potential need for more training and awareness.

Some skills seem to require additional attention: 4% of participants felt highly competent in their ability to manage ambiguity, and only 3% believed they were proficient in using inclusive language. These findings indicate that enhancing these particular skills could contribute to more inclusive and effective communication in the classroom.

1.4.3.3. Inclusive Methodologies, Techniques, and Resources

The questionnaire probed teachers about their familiarity with existing methodologies and bibliography pertaining to inclusive education. An overwhelming 88% of the teachers in Turkey expressed that they lack awareness of methodological frameworks and official documents that could aid in implementing inclusive education methodologies in their classrooms. Conversely, 12% of teachers indicated possessing a preliminary knowledge of inclusive education methods and techniques.

These findings suggest that there is a significant opportunity to bridge the awareness gap regarding existing methodologies and resources for inclusive education. The majority of teachers' lack of awareness may underscore the need for better dissemination of relevant information and resources. Encouragingly, the small percentage of teachers with preliminary knowledge shows that there is potential for broader awareness and implementation.

1.4.3.3. Schools' Support for Inclusive Education and Challenges

The survey inquired whether participants received assistance in implementing inclusivity in education. The findings indicate that a significant majority, 89%, do not receive the necessary help and support to teach inclusively. In contrast, a smaller portion, 11%, expressed that they do receive assistance in embracing inclusive teaching practices.

In order to uncover the elements contributing to successful and supportive environments in secondary education, researchers delved deeper. Respondents shed light on the emerging trend of secondary education schools incorporating psychologists, school life counsellors, and school coordinators.



Despite the availability of supportive tools and resources for implementing inclusive education, there seems to be a disparity in teachers' experiences. A majority of teachers (85%) reported no challenges in utilising these resources to enhance inclusivity in education. However, a notable 15% of educators expressed encountering challenges in capitalising on available supports. This finding underscores the importance of not only providing resources but also ensuring that they are easily accessible and adaptable to diverse classroom contexts.

1.4.4. Marginalisation Awareness

The questionnaire delved into the secondary education teaching workforce's awareness of cases where students and/or teachers marginalised their peers. Notably, 20% of respondents from Turkey reported having noticed inappropriate comments and/or behaviours directed towards certain students. In contrast, a substantial 80% of respondents did not observe any instances of marginalisation within the school context. This suggests a mix of awareness levels regarding the treatment of diverse students.

The questionnaire also probed the presence of conflicts among students due to their differences. The findings indicate that 26% of teachers acknowledged the existence of disagreements stemming from diversity, whereas the larger majority, comprising 74%, reported that no such conflicts were evident.

In terms of potential conflicts between students and teachers, only 9% identified tensions between the two groups. A significant 91% indicated that there were no conflicts between the teaching workforce and the students.

The questionnaire asked teachers about whether they perceived discrimination in their school community based on certain identity characteristics. The findings from the survey revealed that not all students were experiencing bullying related to these identity traits. The results showed that a small percentage of teachers (9.5%) thought that discrimination based on gender identity and expression was present, while a larger majority (90.5%) did not. Similarly, a small portion (7%) believed there was discrimination related to sexual orientation, and most (93%) did not. Around 9% saw discrimination based on gender characteristics, and 91% did not. However, a larger portion (30%) noted discrimination based on ethnicity and immigration, whereas 70% did not observe it. In terms of socioeconomic status, 25% perceived discrimination, while 75% did not. These findings suggest that the teachers' perspectives indicate a relatively low prevalence of identity-based discrimination in the surveyed schools, and their responses reflect their observations and experiences with their current students.

On the other hand, characteristics related to sex (9%: yes, 91%: no), ethnicity (30%: yes, 70%: no), migration (30%: yes, 70%: no), and socioeconomic status (25%: yes, 75%: no) were reported as elements of discrimination to varying degrees.

1.4.5. Training Needs

The questionnaire delved into the training needs of teachers in the context of inclusive education. The findings for Turkey indicate a significant requirement for enhanced training in this area. Specifically, a substantial 85% of the teachers expressed the need to bolster their skills in inclusive education.



Within this overarching need for training, the survey further uncovered specific areas where teachers felt they required additional support. Out of the total 110 teachers who participated in the survey, 15 teachers expressed a specific need for guidance on involving LGBT students. Furthermore, 83 teachers identified the need for training on involving migrant students, and 95 teachers indicated the need for training on involving socio-economic disadvantaged students. Lastly, 51 teachers stated their need for training involving Travellers and Roma students.

1.4.6. Conclusions and recommendations

As the questionnaire concluded, teachers were given the opportunity to share their thoughts and suggestions on inclusive education and its methodologies. Their feedback centred on several key themes, including the current state of teacher training programmes, the inclusion of students belonging to targeted groups, and recommendations for teacher training needs.

A recurring sentiment among participating teachers was the importance of collaboration. They expressed that teachers should adopt a more complementary approach, emphasising that collective efforts can lead to the creation of a more inclusive school environment. Teachers' foremost desire was for training that addresses their lack of knowledge and experience in inclusivity parameters, particularly pertaining to LGBTQI+ individuals, migrant backgrounds, and socio-economic advantages.

The questionnaire's broader conclusions suggest that many Turkish teachers are keen on engaging with disadvantaged students but often lack the necessary guidance on how to approach this effectively. The findings highlight the potential benefits that the TUTOR project can bring to both teachers and their students. By bridging the knowledge gap and providing targeted training, the project has the potential to empower teachers to create inclusive and supportive environments for all students.

1.5. EU Survey

1.5.1. Teachers' Diversity

This questionnaire aimed to deeply explore inclusion in education across various dimensions and challenges. It covered both theoretical and practical aspects of inclusive teaching, investigating educators' approaches, perceptions of policies, and the impact of practices on diverse student groups.

To ensure efficiency, the questionnaire was designed to be completed within around 30 minutes. It was targeted at secondary school teachers and distributed widely across Europe, reflecting the continent's diverse educational systems and cultures.

The TUTOR questionnaire aimed to identify the skills of secondary and VET (Vocational Education and Training) teachers interested in inclusive classroom teaching. It sought diverse perspectives on inclusive education challenges and was conducted across Europe from March to June 2023. European umbrella associations and educational organisations promoted the survey through social media and direct emails, leading to 102 completed responses.

Demographically, the data highlights the underrepresentation of marginalised communities. Few respondents identified with ethnic or LGBTQI+ groups, suggesting a lack of diversity



within the teaching workforce. Only eight respondents reported socio-economic disadvantage, indicating limited representation from lower socio-economic backgrounds. Similarly, ethnic minorities were only 15.8% of participants, showcasing a lack of cultural responsiveness in education.

71.7% of respondents reported active student engagement, while 15.2% engaged often, 6.1% sometimes, and 5.1% rarely. However, 2% indicated no contact, revealing a limitation: the survey included non-target group participants. This deviation raises concerns about the data's generalisability and representation accuracy.

1.5.2. Inclusive Education

1.5.2.1. Teachers' Familiarity

The questionnaire's findings unveil participants' familiarity with "inclusive education." A substantial 43.4% claimed to be "very familiar" with it, showing commendable comprehension. Moreover, 47.5% expressed being "familiar," reflecting a majority with some understanding. However, 8.1% admitted to being "not so familiar," highlighting a need for more exposure and training. Overall, the data suggests a promising level of familiarity but underscores the necessity of ongoing support to implement inclusive education effectively.

The questionnaire gauged teachers' familiarity with "LGBTQI+." Notably, 40.4% were "very familiar," and 37.4% were "familiar," indicating a strong understanding among a significant proportion. However, 19.2% were "not so familiar," and 3% were "not familiar at all," emphasising the importance of increasing awareness and education about LGBTQI+ issues among educators.

Regarding "Migrants," 52.5% claimed to be "very familiar," and 35.4% were "familiar." This suggests a substantial grasp of the concept among teachers. Yet, 10.1% were "not so familiar," and 2% were "not familiar at all," indicating the need for further education to ensure comprehensive understanding.

Teachers' familiarity with "socio-economic disadvantage" was examined. A majority (55.6%) claimed to be "very familiar," while 29.3% were "familiar," revealing a solid awareness. Still, 13.1% were "not so familiar," and 2% were "not familiar at all," suggesting room for enhancing understanding and addressing challenges related to students from socio-economically disadvantaged backgrounds.

The questionnaire revealed varying familiarity levels with "Traveller and Roma." A notable portion (24.2%) were "very familiar," and 28.3% were "familiar." However, 31.3% were "not so familiar," and 16.2% were "not familiar at all," indicating that additional education and training are necessary to improve awareness and cultural sensitivity toward these communities.

1.5.2.2. Visibility

The questionnaire indicates that while a minority (13.4%) of teachers perceive LGBTQI+ students as "Very visible," a significant majority (46.4%) believe they are "Not so visible." This suggests challenges in recognising LGBTQI+ students due to various factors such as disclosure concerns or a lack of safe spaces. Some teachers (19.6%) do find them "Visible," but a small



portion (20.6%) consider them "Not visible at all," underlining the need for more inclusive environments.

For students from migrant backgrounds, a notable 33.7% are seen as "Very visible" and 44.2% as "Visible." However, concerns arise as 12.6% of teachers view them as "Not so visible," possibly indicating a lack of attention, and 9.5% perceive them as "Not visible at all," raising questions about underrepresentation and marginalisation.

Regarding students facing socio-economic disadvantages, most (35.1%) are considered "very visible." However, 37.1% view them as only "Visible," suggesting room for improvement in providing the needed attention and support. Additionally, 20.6% find them "Not so visible," potentially indicating an awareness gap.

Students from ethnic minority groups, such as Traveller and Roma communities, face visibility challenges, as reported by a considerable number of respondents. Challenges could arise from cultural biases and social marginalisation. Similarly, religious minorities and students with psychosomatic disorders were perceived as less visible by questionnaire participants.

Visibility of students from "other" backgrounds varies, with 20.6% perceiving them as "Very visible" and 23.5% as "Visible." A significant portion (35.3%) considers them "Not so visible at all," emphasising the need for a comprehensive approach to ensuring equitable visibility for all students.

1.5.3. Competencies

1.5.3.1. Training Gaps

The questionnaire investigated whether teachers engaged in training/modules related to inclusive education or diversity. The results showed that 45.4% of respondents (44 individuals) had participated in such training, while 54.6% (53 individuals) had not. These findings highlight a significant gap in providing teachers with the necessary training to effectively address inclusivity and diversity in education.

Participants who received training/modules in inclusive education or diversity reported various themes and programmes covered. These included 'Gender and Diversity,' LGBTQI+ themes, inclusive language, multiculturalism, migrant integration, gender mainstreaming, social inclusion, students with special needs, and gender equality.

Regarding the relevance of training to teachers' professional development needs, a substantial 49.5% of respondents found the training "very relevant." This indicates the significance of these initiatives in creating an inclusive environment and providing educators with essential tools and knowledge. Another 33.7% considered the training "relevant," suggesting a significant recognition of the training's value.

However, 15.8% of respondents found the training "not so relevant." While this group is relatively small, it signifies the presence of diverse perspectives among educators regarding the efficacy and impact of the training. This suggests room for improvement in aligning training programmes more closely with educators' needs and concerns.

The questionnaire findings underscore the importance of delivering relevant training to teachers to foster inclusivity in classrooms. The positive response regarding training relevance



reflects a positive trend in meeting teachers' professional and practice needs. Nevertheless, the results also emphasise the need for improving existing professional development programmes to ensure they are comprehensive, tailored, and capable of addressing any concerns or gaps in current practices.

1.5.3.2. Teachers' Inclusivity Competencies

Questionnaire results reveal a range of self-assessed empathy levels among teachers. A small percentage (2%) rated themselves with very low empathy (1), which is concerning given their direct interaction with students. Conversely, 10.2% rated themselves moderately high (7), and a substantial 36.7% rated themselves at the highest level (10), indicating a wide variation in empathy levels.

While 32.6% rated themselves at the highest level (10) for effective communication, troublingly, some (5 respondents) rated themselves below the midpoint (5), with one teacher even rating themselves a 1. These findings underscore the need for improvement in communication skills and room for growth in this crucial area.

Teachers' self-assessed knowledge about inclusive education varies widely. A small percentage (2%) rated themselves with minimal knowledge (1), while 15.2% rated themselves highly knowledgeable (9 or 10). The range of responses indicates diversity in teachers' perceptions of their knowledge, though self-assessment might not fully reflect actual expertise.

Only 15.3% rated themselves at the highest level (10) in self-reflecting on internalised bias. This suggests that many educators may struggle with addressing their biases. Professional development programmes are needed to promote self-reflection, cultural competency, and awareness of bias. Responses on active listening skills vary widely. One teacher (1%) rated themselves with minimal proficiency (1), while substantial numbers rated themselves at 7 (14.3%) and 9 (27.6%), and 24.5% rated themselves at the highest level (10).

Most teachers (29.3%) marked themselves as having strong proficiency (9) in cultivating cultural awareness and multicultural understanding. However, only 1% rated themselves at the lowest level (1), highlighting a broad range of self-perceived skills in this area. A significant proportion (17.3%) found managing ambiguity challenging, implying a need for support in adapting and making decisions in unpredictable classroom situations.

Most teachers (33.7%) rated themselves at the highest level (10) in appreciating diversity. However, a small proportion (1%) rated themselves at the lowest level (1). Inclusive language proficiency varies, with only a moderate percentage (21.2%) rating themselves highest (10). This suggests room for improvement in using language that promotes inclusivity.

The findings suggest disparities in teachers' skills related to inclusivity. While many exhibit proficiency, the presence of lower self-assessed skills raises concerns about creating inclusive environments. Varied perceptions of diversity appreciation also indicate a need for targeted professional development to equip educators with the necessary skills. These results emphasise the need for initiatives like TUTOR to address these gaps and enhance educators' inclusivity competencies.



1.5.3.3. Inclusive Methodologies, Techniques, and Resources

Questionnaire participants were asked if they were familiar with any methodology or literature they used to implement inclusive education. Out of all respondents, 30 individuals (30.6%) indicated their familiarity with a methodology or literature for practising inclusive education. A significant observation emerges from the data—69.4% of surveyed teachers seem to have limited engagement with explicit methodologies or referenced literature related to inclusive education. The findings underline the need for targeted efforts to raise awareness about inclusive education methodologies and literature among educators. Encouraging more teachers to familiarise themselves with these approaches could lead to broader implementation of inclusive practices.

1.5.3.4. Schools' Support for Inclusive Education and Challenges

Questionnaire participants were asked about the availability of supports within their schools to enable inclusive teaching. The responses provided insights into the presence and effectiveness of resources for promoting inclusivity in educational settings.

Out of all respondents, 26% indicated that they had access to support aimed at enhancing inclusive teaching in their classrooms. A significant majority of respondents, 74%, expressed a lack of such resources within their schools. This notable disparity between the availability of support and the majority of respondents' perceptions raises critical questions about the practical implementation of inclusive education resources and assistance within educational institutions.

The overwhelming majority of respondents expressing a lack of support indicates a potential gap between the aspiration of inclusive education and its actual execution within schools. The findings underscore the need for further investigation into the factors contributing to this gap and its implications for students, educators, and the overall inclusivity of the educational system.

Respondents were also asked about challenges in utilising the available supports. A notable portion, 21.3% of all responses, indicated facing difficulties in leveraging the supports. However, the majority of respondents (78.7%) reported no difficulty in accessing available support.

The challenges highlighted by respondents encompassed various aspects. Firstly, a lack of receptiveness was observed, as certain teachers faced resistance within their educational settings when attempting to adopt inclusive education. This resistance impeded the seamless implementation of the existing support mechanisms. Furthermore, biases and reluctance were identified as substantial hurdles. Particularly, in addressing delicate subjects such as LGBTQI+ education, respondents noted the presence of biases and hesitance among educators, ultimately curbing the efficacy of available resources. Financial constraints emerged as another formidable obstacle, significantly curtailing teachers' capacity to access and apply the provided support. Simultaneously, the constraint of time emerged as a critical issue. Educators struggled to allocate sufficient time to utilise the available support effectively, underscoring the need for improved time management strategies within the realm of inclusive education.



1.5.4. Marginalisation Awareness

The questionnaire aimed to scale teachers' observations regarding instances of marginalisation and inappropriate comments within the school environment. A significant proportion of teachers, 59.8%, reported that they have noticed colleagues or students engaging in actions that marginalise certain students or make inappropriate comments.

On the other hand, 40.2% of teachers reported that they had not noticed any instances of marginalisation or inappropriate comments. This suggests that not all teachers might be aware of such incidents or may not have observed them within their classrooms or schools.

The questionnaire findings reveal that a significant majority of teachers, 67.7%, have observed tensions or conflicts between students arising from their differences. This indicates that such conflicts are not uncommon within educational settings and require appropriate attention.

Conversely, 32.3% of teachers reported that they had not observed tensions or conflicts related to differences among students. This suggests that while the issue exists, some classrooms or schools might have effective strategies in place to foster positive relationships and understanding among students.

Teachers were asked if they had observed tensions or conflicts between students and teachers due to differences. The questionnaire results indicate that a notable percentage of teachers have observed such tensions or conflicts.

The questionnaire responses from teachers and technical staff indicated various approaches used to address tensions and conflicts related to oppressive and discriminatory behaviours within educational settings. These approaches included training and values communication, intervention methods like group discussions or one-on-one dialogues, addressing offenders' reactions, promoting respect, active listening, and establishing dialogues.

The questionnaire results showed that a significant proportion of respondents reported witnessing bullying or targeting based on various identity characteristics. The highest prevalence of reported incidents was related to ethnicity (50%), followed by gender identity and gender expression (49%) and sexual orientation (47%).

Based on additional questionnaire responses, it is evident that students or colleagues experience bullying or targeting based on various identity characteristics and other factors, including neurodiversity, disabilities, physical appearance, and school performance.

The data underscores the importance of addressing and combatting discriminatory behaviours, fostering a culture of respect and inclusion, and implementing policies and programmes that promote diversity and combat bullying. Creating a safe and supportive environment for all students and colleagues is crucial for their well-being and academic success.

1.5.5. Training Needs

This section of the questionnaire focuses on assessing the training needs of educators in order to enhance teacher education and promote inclusive practices within educational settings. Questionnaire responses in this section clearly indicate that a significant percentage of



participants recognise the importance of inclusivity in education and identify specific areas where they feel the need for training.

More than half of the respondents (56.7%) expressed the need for training in supporting LGBTQI+ students, reflecting an understanding of the unique challenges these students may face and a desire to foster a safe and inclusive environment for them. Additionally, over half of the respondents (54.4%) identified the importance of receiving training in supporting students with a migrant background, indicating a willingness to better understand and accommodate the unique needs of students from diverse cultural backgrounds.

Moreover, a majority of respondents (60%) expressed the need for training in supporting students facing socio-economic disadvantages, highlighting a conscious awareness of the challenges these students may encounter in their educational journey. Notably, the highest percentage of respondents (61.1%) identified the need for training in supporting students from ethnic minority groups, including communities like Traveller and Roma, indicating a strong recognition of the significance of effectively integrating students from diverse ethnic backgrounds into the educational setting.

The questionnaire's supplementary responses offer deeper insights into the complexities of inclusivity and the necessity for specialised training in certain areas. Some respondents emphasised the importance of focusing on students with disabilities, particularly those dealing with mental health challenges, which underscores the need for appropriate support and accommodations.

The questionnaire responses also address specific challenges faced by marginalised communities, such as the Roma community in Portugal. These challenges include cultural differences, perceptions of aggression, and feelings of separation from society, highlighting the intricacies of addressing cultural disparities and the inclusion of marginalised groups.

Conversations around language and communication are also notable. One respondent expressed their refusal to alter their language regarding pronouns and other communication aspects that could impact interactions negatively. Conversely, several respondents expressed enthusiasm to learn more about inclusive education and the necessity for further training in this area, signalling a commitment to personal and professional growth in fostering inclusive practices.

1.5.6. Conclusions and recommendations

The questionnaire reveals significant gaps in European educators' professional development concerning inclusive and diversity education. Most teachers lack essential training in these areas, emphasising the need to integrate them into teacher education curricula. Equipping teachers with inclusive education skills is vital to creating classrooms that cater to diverse student needs, fostering an inclusive atmosphere.

While teachers show a promising level of familiarity with inclusive education, continuous support and training are necessary for better implementation across European educational settings. The survey points out to the underrepresentation of LGBTQI+ and minority students, indicating the need for increased visibility and support. Educators struggle with self-reflection on internalised biases and ambiguity management, necessitating regular introspection and implicit bias training. Offering personalised training options is crucial, as many educators find



current inclusivity training irrelevant to their needs. A significant portion of teachers lack knowledge of inclusive education methodologies and face multiple challenges in taking advantage of available support which hinders classroom inclusivity efforts. These challenges encompass attitudinal barriers, logistical constraints, and resistance to addressing sensitive topics. Addressing these issues is crucial to empowering teachers and creating effective, inclusive educational systems.

Questionnaire responses highlight educators' commitment to inclusivity, recognising the need for training to support diverse student identities and backgrounds. Providing meaningful training can lead to more inclusive learning environments, benefiting all students' academic and emotional well-being.

Educators acknowledge the importance of supporting diverse student needs, including those with disabilities and mental health concerns, as well as addressing cultural disparities. A further desire for training demonstrates their dedication to fostering inclusive environments.

Inclusive education and diversity training are essential for European educators. Beyond training, nurturing an accepting culture, anti-bullying measures, self-reflection on biases, and relevant professional development are critical for equitable and inclusive educational systems.

2. Teachers' Focus Groups

2.1. Austria

2.1.1. Context

On December 7, 2022, an online Teacher and Stakeholder Focus Group was convened, aiming to explore the realms of inclusive education and diversity. The discussion sought to delve into the current state and desired future of inclusive education, involving participants from various roles and backgrounds.

The participants, including seven teachers and three stakeholders, engaged in a comprehensive discussion. Teachers, spanning rural and urban regions of Austria work with heterogeneous student groups, often including those with migration backgrounds. This focus group aimed to leverage the perspectives of both teachers and stakeholders, synergising their overlapping roles for a dynamic exchange of ideas.

To maximise the two-hour session, participants were well-informed about the TUTOR project prior to the meeting. The chat feature in the Zoom interface facilitated explanations of key terms, fostering effective communication. The online environment fostered a relaxed atmosphere as participants addressed each other informally. Discussions were recorded, transcribed, and analysed to generate the data.

The participating teachers hailed from diverse backgrounds, encompassing various subjects and age groups. Among them were a Roma-School Mediator, teaching students in advanced training, educators from adult education centres, grammar schools, and more. Their collective insights provided a rich tapestry of perspectives on inclusive education.



Inclusive education in Austria predominantly focuses on students with disabilities or special needs. However, the term "inclusion" is envisioned as a broader concept, emphasising equal opportunities, the celebration of diversity, and the recognition of individual needs. While engaged teachers strive for inclusivity, there is the acknowledgement that challenges arise due to limited resources and diverse student needs.

A noteworthy aspect of inclusive education is the coexistence of students with diverse identity characteristics without any disadvantages. Unfortunately, this aspect often remains unfulfilled in Austrian standard schools. The need for flexibility and adaptation to the evolving societal and student landscape is underscored. Moreover, intersectionality, though recognised, is inadequately integrated into the education system.

The overarching goals of inclusive education encompass equal opportunities, the rejection of exclusion, and the embrace of diversity. For the targeted student cohorts, recognition, individuality, flexibility, and mutual respect are key. The path to inclusivity involves fostering a reflective environment that addresses diverse aspects like gender, sexual orientation, ethnicity, and more. This encourages a sense of responsibility and empathy among teachers and students alike.

At various levels—personal, institutional, and policy—attitudinal shifts are necessary. Teachers are urged to recognise the opportunity inherent in inclusive education. Schools need to evolve, offering diverse and adaptable educational approaches. The education policy system should be more inclusive, involving network partners and experts to guide implementation.

While the focus group did not directly inquire about student diversity, it is evident that participants work within heterogeneous educational environments. Commercial schools, for instance, highlight the challenges of teaching in diverse classrooms, particularly those with high migrant representation. Discrimination and intolerance remain pressing concerns, often centred around religious and LGBTQI+ intolerance.

Interestingly, the diversity among teachers also emerges as a topic of concern. Discriminated and marginalised groups find it challenging to progress within the education system. For instance, non-citizens face obstacles in becoming teachers. The stories shared by LGBTQI+ teachers illuminate the intricate balance they navigate between their personal identities and their professional roles as educators, underscoring the challenge of openly expressing their sexual orientation or gender identity within their work environment due to concerns of potential repercussions.

2.1.2. Key Findings

The focus group discussions shed light on some important aspects of inclusive education. Inclusion in education means making sure that all students, regardless of their differences, have a fair chance to learn and succeed.

One key idea that came up is that equality does not always mean treating everyone exactly the same. Inclusive education recognises that each student has different needs, and it is about giving them the right support to help them do their best. This is more important than simply giving everyone the same things.



An interesting point was raised about LGBTQI+ representation in schools. It turns out that there is a lack of representation of LGBTQI+ topics in textbooks and lessons. This absence can contribute to misunderstandings and even prejudice. Inclusion means that all types of people, including LGBTQI+ individuals, should be seen and talked about positively in schools.

There is a difference between integration and inclusion. Integration means bringing different groups of students together, while inclusion goes a step further by creating an environment where everyone can coexist comfortably, respecting each other's differences.

The focus group also highlighted the need for better training for teachers. Many felt that their initial training did not prepare them well enough to address diverse student needs, especially those related to LGBTQI+ topics. Continuous learning for teachers is crucial. This could include learning how to handle conflicts, adapting teaching methods, and making sure every student feels like they belong.

Teachers play a big role beyond just teaching subjects. They can stand up against discrimination and create spaces where students feel safe to talk openly. Collaboration between teachers, parents, and students was stressed as important. Having teachers from different backgrounds can provide valuable perspectives and role models for students.

To sum it up, the focus group discussions highlighted the importance of creating a fair and supportive education for all students. This involves giving individual help, representing all kinds of people in education, and making sure teachers are well-prepared to address diverse needs. It is about working together to make sure every student feels valued and has the opportunity to learn and grow.

2.1.3. Marginalised Groups

The focus group's discussions illuminated key themes regarding LGBTQI+, migrant, ethnic, and socio-economic disadvantaged students, providing valuable insights into establishing more inclusive educational environments.

A foundational principle was the advocacy for diverse learning structures within heterogeneous groups, moving away from grouping students based solely on arbitrary categories such as age, origin, language, grading, disability, and gender. The focus group's findings underscored the advantages of fostering a classroom setting where students with diverse backgrounds could learn from each other's distinct perspectives.

An essential factor in achieving inclusivity is the secure funding of educational institutions and projects. Adequate financial support would enable the implementation of personalised teaching methods like team teaching, facilitating the adaptation of instruction to cater to students' varied interests, talents, and needs. Furthermore, such funding would facilitate the establishment of psychological and social support services, addressing students' holistic well-being beyond academic accomplishments.

The focus group emphasised the need for educators to transcend their subject areas and equip students with the tools to navigate intricate social issues. Teachers were seen as facilitators who could steer discussions on diversity and inclusion, nurturing empathy and promoting open dialogue among students.



Additionally, a strong recommendation arose for the integration of education about different minority groups into the curriculum. This initiative aimed to foster a deeper comprehension among students about the challenges faced by marginalised communities, dispelling stereotypes and contributing to a more inclusive society.

Systemic thinking emerged as a crucial skill within this context. The focus group's insights highlighted the importance of introducing students to systemic approaches, enabling them to critically analyse complex societal problems and empowering them to effect positive change in their communities.

The focus group also advocated for practical, action-oriented lessons that bridged theoretical knowledge with real-world experiences. By designing lessons that resonated with students' lived realities, education became more relevant and engaging.

Within this framework, teachers assumed the roles of coaches and advisors, guiding students through their learning journey. The focus group's findings emphasised that educators should facilitate a process wherein students actively engage in resourceful problem-solving, encouraging a sense of autonomy and empowerment.

Significantly, the focus group discussions underscored the transformative impact of educators who themselves hailed from marginalised backgrounds. These role models served as inspirations to students, particularly when they belonged to groups that had historically faced discrimination.

The insights from the focus group provided a roadmap for cultivating inclusive educational environments. By celebrating diversity, securing adequate funding, promoting awareness of inclusion, exploring the experiences of minority groups, fostering systemic thinking, and prioritising practical, experiential learning, we could establish classrooms where every student felt valued and respected.

2.1.4. Conclusion

In exploring ways to make schools more inclusive, the focus group uncovered a promising path through greater school autonomy. This means that schools have the freedom to create an environment that embraces diversity and responds to the unique needs of all students. However, this transformation goes beyond just administrative control – it requires a change in how we think and act.

A critical step is ensuring that everyone in the school community understands and supports the idea of inclusion. The findings from the focus group discussions emphasise the need for school leaders to actively promote awareness and understanding, especially among colleagues who may have reservations about these concepts. By doing this, we build a strong foundation for inclusive practices.

A significant takeaway is the importance of clearly defining inclusion as a shared goal. When everyone in the school community commits to this goal, it becomes a guiding principle for decision-making and action. Furthermore, having a diverse teaching staff helps showcase the value of diversity and reinforces the idea that each student's experience matters.



Language plays a vital role in shaping attitudes and perceptions. The focus group discussions highlight the significance of using inclusive language and ensuring its consistent use among school staff. Inclusive language isn't just about words – it is about creating an atmosphere of respect and understanding.

A key shift in mindset is recognising and celebrating diversity as a normal part of our community. This means providing support that is tailored to each student's unique needs and strengths. By focusing on what students can do rather than what they cannot, we boost their self-confidence and self-esteem.

The focus group also highlighted that teaching should not happen in isolated silos. Instead, a more effective approach involves integrating different subjects and real-life situations. This helps students see how their learning connects to the world around them and prepares them for the complexities of the future.

By giving schools more autonomy, promoting awareness, setting a shared goal of inclusion, embracing diversity, using inclusive language, and adopting a holistic teaching approach, we have the potential to shape a brighter future for all learners.

2.2. Greece

2.2.1. Context

The main purpose of the Teachers' Focus Group was to identify and understand teachers' existing skills in terms of inclusiveness in secondary education and vocational education and training. The focus group in Greece was delivered virtually via Microsoft Teams Platform, lasting approximately two hours.

The focus group consisted of six secondary education teachers with diverse specialisations, years of teaching experience, and interactions with students of multiple identities. The majority of them worked in secondary vocational education and training, while one participant was a school psychologist collaborating with secondary education teachers.

The facilitators of the focus group were researchers from the Greek partners of the TUTOR project, specifically AKMI, SYMPLEXIS, and ASPETE. They played complementary roles to ensure a friendly environment and an efficient discussion. The facilitators of the focus group were experienced researchers in the field of education, all of whom had previous experience working as teachers and interacting with a diverse range of students. Additionally, they provided teaching qualifications for individuals seeking employment in secondary education.

2.2.2. Key Findings

According to the participants in the teacher focus group, inclusive education primarily focuses on including people with disabilities and special educational needs. However, there is also an effort to include students with migrant/refugee backgrounds and those who identify as part of the LGBTQI+ community. However, the participants mentioned that they lack awareness of how to foster an intersectional approach to promoting holistic inclusivity in learning, which implies addressing multiple layers of diversity and identity.



The general opinion among the focus group participants is that every student should be accepted and treated equally. Examples of minority groups that should be included were provided, such as war victims, migrants, Roma, and Albanians. Various suggestions were made to promote inclusion, including activities exploring commonalities, small group activities, language learning, psychosocial support, involving guest specialists in learning, and exploring students' needs. Participants also recommended implementing methodologies, knowledge, and policies to handle differences and eliminate discrimination.

All focus group participants agreed that school staff should receive regular and timely training to develop an inclusive school environment. They emphasised the importance of enjoyable activities for all students, with appropriate instructional materials for inclusion activities. Challenges around gender equality were acknowledged, and participants expressed a need for support from educational programmes and training, including case studies. Addressing sexual orientation was seen as the most challenging, as some educators lacked familiarity with relevant vocabulary and stereotypes.

Secondary education teachers in Greece often lack adequate training on inclusive education during their initial teacher education programmes. In some cases, they receive initial training during their studies or in after-graduation programmes, but themes related to inclusion and special training in this area are often absent. However, some teachers choose to attend pedagogical programs provided by nationally authorised educational providers to address this gap.

Many secondary education teachers are not fully aware of training programmes fostering inclusive education in Greece, and they have not participated in such programmes. While some NGOs and public universities have developed specific training programmes on inclusive education, not all marginalised groups and their needs are covered. Teachers expressed a need to look for training opportunities beyond official public structures.

Focus group participants were aware of the challenges related to inclusivity and discussed measures for classroom management. They highlighted the lack of adequate teaching materials that reflect holistic inclusion and the insufficient support from experts like school psychologists and social workers in secondary education schools. They stressed the importance of good coordination among school instructors, teacher councils, and teacher-parent councils to address these difficulties effectively.

In conclusion, the teacher focus group provided valuable insights into the current state of inclusive education in Greece. While efforts are being made to include students with various identities and backgrounds, there is a need for further training, support, and resources to foster a truly inclusive and intersectional approach. Addressing the challenges related to gender equality and sexual orientation was particularly emphasised, and teachers' continuous professional development was identified as a critical factor in creating an inclusive school environment.

2.2.3. Marginalised Groups

Teachers from Greece find it challenging to include LGBTQI+ students in their classes. Identifying LGBTQI+ students can be difficult, as adolescents may still be in the process of understanding and exploring their sexual identities. Some students may not feel comfortable

with their registered names and prefer to be called by names that indicate a different gender. Teachers may hesitate to start conversations about this topic and often only get involved when issues arise. Prejudiced behaviour, exhibiting unkindness, and the use of offensive slurs and language by classmates are widespread issues that further complicate the situation, making it challenging to initiate dialogue on LGBTQI+ topics.

NGOs in Greece play a crucial role in supporting the inclusion of marginalised groups, including migrants. They create informal learning materials and resources and implement activities to aid the inclusion of migrant and refugee students. One essential aspect of their actions is the development of materials for teaching the Greek language, which is often utilised by secondary education and vocational education teachers with a high number of migrant/refugee students in their classrooms.

Teachers are usually aware of the difficulties faced by socio-economically disadvantaged students. The economic crisis of 2010 has prompted them to take action to address the issue. Some schools in poor suburbs have been designated as "Zones of Educational Priority" (ZEP) and developed with a focus on supporting disadvantaged students. However, the data indicates that there is no specific training for teachers on how to effectively include socio-economically disadvantaged students despite the recognition of their unique challenges.

2.2.4. Conclusion

Despite the absence of formal legislation and applicable methodology on inclusive education in Greece, secondary education teachers demonstrate a strong willingness to be constantly updated about the core elements of inclusive education. They are eager to understand the emerging needs of students and provide equal opportunities to all. This willingness indicates a positive attitude towards fostering an inclusive learning environment.

In the absence of formal training on holistic inclusivity in learning, teachers rely on practical methods, techniques, and strategies from their experience as educators. They engage in a process of testing and validation to find approaches that work best for inclusion. However, this also highlights the need for structured training and support to enhance their skills in fostering inclusivity effectively.

Teachers recognise the necessity for appropriate teaching materials and assistance from specialised staff to support inclusive education. The lack of resources and training may hinder their ability to effectively intervene and prevent bullying and discriminatory behaviour among students.

The focus group participants mentioned that inclusivity is viewed as an "extra burden," suggesting that some teachers may not prioritise it in their classrooms. Time constraints might be one of the reasons for this perspective. Additionally, some teachers may not be fully aware of the appropriate actions to take, leading to a lack of personal responsibility for fostering an inclusive environment.

The teachers did not report the discriminatory behaviour of other teachers in their environment, which contradicts certain literature findings. This could imply that there might be unreported incidents or a need for a more comprehensive assessment of the situation.



The data underscores the necessity of enhancing teachers' education both in Initial Teacher Education (ITE) and Continuous Professional Development (CPD) to prepare them as inclusive teachers. Providing training and support in inclusive education will contribute to creating inclusive learning environments where all students can thrive and flourish.

In conclusion, the data indicates a positive attitude among secondary education teachers in Greece towards inclusive education despite the lack of formal legislation and established methodologies. Their willingness to stay updated on inclusive education practices demonstrates their commitment to providing equal opportunities to all students. However, there are challenges related to limited resources, time constraints, and the need for appropriate training and support to effectively implement inclusive practices.

To foster a truly inclusive learning environment, it is crucial to invest in teachers' education, both during their Initial Teacher Education and throughout their Continuous Professional Development. This investment will equip teachers with the necessary knowledge, skills, and strategies to create an inclusive and supportive atmosphere for all students, where diversity is celebrated and everyone can thrive. Additionally, addressing issues of bullying and discriminatory behaviour requires a comprehensive approach involving not only teachers but also specialised staff and appropriate teaching materials to effectively prevent and manage such incidents.

2.3. Ireland

2.3.1. Context

The focus group meetings were conducted by Maynooth University, led by Principal Investigator Dr. Bernie Grummell and Researcher Dr. Margaret Nugent, in December 2022. The meetings took place in person at the School of Education, Maynooth University, lasting for 90 minutes from 4:30 to 6 p.m. on Thursday, 1st December. The discussions were recorded on Teams, with consent from all participants.

Invitations to teachers and stakeholders were sent out through word of mouth and email, including information about the TUTOR Project and consent forms for the focus group meetings. The invitations were widely circulated through various channels, including the TUTOR Advisory group, the Department of Adult and Community Education, the Department of Education, and extensive education networks. As a result of the invitations, 20 people expressed interest in participating, and 6 qualified teachers from second-level and further education and training colleges eventually attended the focus group. Ireland also conducted a focus group with 5 stakeholders.

The focus group comprised six qualified teachers working in different educational settings, including second-level and further education and training colleges. The participants had diverse professional backgrounds and worked in urban, suburban, and rural areas.

2.3.2. Key Findings

The focus group for teachers explored their understanding of inclusive education and intersectionality. They shared practices for supporting inclusivity and made recommendations for inclusive education, particularly for specific student cohorts' lived realities. The discussions



also covered the importance of initial teacher education (ITE) and continuous professional development (CPD) in promoting inclusivity.

The teachers participating in the focus group are managing diverse student cohorts in various educational settings. They recognise the need to upskill themselves to create inclusive learning environments that foster a sense of belonging and respect for all aspects of human beings. They expressed a desire to open up discussions about inclusivity among both their peers and students.

The teachers envisioned diversity within educational contexts as spaces where awareness of differences and respect for everyone in the classroom are realities rather than just policy ambitions. They noted that it is easier to have discussions on inclusion in Further Education and Training (FET) due to its discussion-based pedagogy, whereas mainstream second-level education may require small group discussions as a starting point before integrating them into the wider student cohort.

The curriculum was highlighted both as a barrier and a potential enabler of greater inclusion. Teachers suggested revising the curriculum content, textbooks, references, images, and symbolism to fully represent diversity and respect students' gender identity, cultural, ethnic, and socio-economic backgrounds. The physical environment was recognised as crucial in reinforcing a sense of belonging and respect for all students. Building equity and trust among the student community were seen as essential to foster an inclusive environment.

Teachers emphasised the need for a Whole of School approach to inclusion involving parents, school governance, the government department, the private sector, and students. They pointed to successful programmes like Ireland's Yellow Flag School Programme, the Supporting Traveller and Roma (STAR) project, and the Youthreach programme as examples of good practice.

During the focus group discussions, participants noted a lack of instruction on inclusive education within ITE. There was a call for greater emphasis on understanding intersectionality and inclusive education as concepts. A "train the trainers" programme on inclusive education was suggested for ITE and CPD providers to integrate inclusive education into teacher education provision.

Teachers responded positively to the opportunity for CPD on cultural competency and diversity in education. However, barriers to participating in CPD were highlighted, including the demands of the curriculum and the structure of the school day. The teachers welcomed a "Train the Trainers" approach for greater inclusivity and highlighted the need for more resources to support students and teachers.

Peer support was identified as critical in dealing with sensitive issues and difficult conversations. The curriculum was seen as needing better guidance and relevance to reflect the changing student and community demographics.

In conclusion, the data highlights the teachers' commitment to fostering inclusive education environments and their recognition of the challenges and opportunities in this endeavour. Addressing intersectionality and promoting inclusivity requires significant attention in both initial teacher education and continuous professional development. Teachers expressed a



desire for greater support, resources, and flexibility in CPD to effectively address the ever-changing needs of diverse student populations. Peer support and a Whole of School approach were identified as important factors in creating an inclusive education system that goes beyond rhetoric and policies to become a reality at the level of practice.

2.3.3. Marginalised Groups

The focus group discussions took a holistic, humanistic approach to inclusion rather than pinpointing specific student cohorts. However, the teachers acknowledged that students can face targeting, bullying, and exclusion based on their differences. External support for students' mental health may be outsourced, but teachers recognise the need for in-school personnel to ensure the well-being of the general student population.

Exclusion was viewed as a process that permeates and has lasting impacts on students. Initiatives intended to counteract exclusion may not be as effective as creating an inclusive environment within the school.

Teachers emphasised the need for dedicated time in the timetable to facilitate small group discussions about inclusion. This requires additional teachers and guidance counsellors to integrate support for students into the daily life of the school. Understanding students and their needs, including correctly pronouncing their names, was seen as crucial for building relationships and fostering inclusivity.

The current trend in education, based on differentiation and streaming, can disadvantage migrants and ethnic minorities. Some students from minority groups may be placed in classes with lower academic expectations, affecting their educational experiences.

The general approach to differentiation was discussed, and teachers concluded that it might not be sufficient for addressing all differences among students. While language support may be needed, other differences require alternative strategies to promote inclusion.

Creating spaces for intercultural activities on the school calendar was seen as a useful way to understand and include students from diverse backgrounds. Inviting students' families into the school environment to share their cultures and learn from each other fosters a more inclusive school community.

Representation of diversity within the teaching profession was noted as essential, with teachers ideally being representative of their students. There is a need to improve representation, particularly of migrants and ethnic minorities, across the education system. Representation of parents in decision-making forums is also essential to reinforce the message of inclusion.

In conclusion, the focus group discussions reveal a deep commitment among teachers to foster an inclusive education environment. Their holistic approach emphasises the importance of creating a school culture that values and respects diversity and promotes well-being for all students. It is clear that additional time and resources are necessary to support teachers in their efforts to provide inclusive education.

To enhance inclusive practices, schools should prioritise creating spaces for intercultural activities and building understanding and acceptance among students from various



backgrounds. Representation of diversity within the teaching profession and parental involvement in decision-making forums can reinforce the message of inclusion and create a more welcoming and inclusive school community.

Efforts to address differentiation challenges and reduce the impact of streaming on disadvantaged student groups are crucial to achieving equity and inclusivity. By implementing these insights and recommendations, schools can move closer to realising the goal of inclusive education for all students.

2.3.4. Conclusion

The focus group discussion highlighted the need for a greater understanding of intersectionality and its impact on creating multiple exclusions. While intersectionality is relatively little understood as a concept, its effects are enormous and widespread. Teachers recognise that addressing intersectionality is essential in promoting an equitable classroom environment.

Although progress has been made to create a more equitable environment, teachers acknowledge the need for more efforts to counteract growing exclusion at the margins of society. The school environment, as a microcosm of society, has a responsibility to denounce intolerance and discrimination and fully embrace inclusive education.

Teachers emphasise the importance of teachers working together and supporting each other to handle sensitive issues and embrace diversity among student cohorts. Collaboration fosters a more accepting environment and opens up difficult conversations, requiring teachers to "be brave" in addressing inclusivity.

The focus group recognises that teachers need to be equipped with inclusive education skills from the beginning of their careers. Integrating inclusive education meaningfully across ITE programmes and modules is essential to empower teachers to address diverse student needs effectively.

Teachers suggest the need for "Train the Trainer" programs that focus on inclusive education to support a shift in the curriculum design of teacher education programmes. This approach can enhance the quality of instruction provided to aspiring teachers and promote inclusive practices.

Providing opportunities for teachers to participate in CPD is crucial for enhancing their understanding of inclusive education. However, CPD must be flexible, time-sensitive to teaching demands, and valued by school management and government to encourage teacher participation.

2.4. Turkey

2.4.1. Context

In the context of understanding teachers' existing skills related to inclusiveness, focus group meetings were conducted to bring together experienced educators from secondary education and vocational training to engage in interactive discussions about inclusive education. In Turkey, a virtual focus group was held on April 12, 2023, involving 10 secondary education



teachers with diverse specialisations and experiences. Facilitated by researchers from Turkish partner organisations, the focus group used a structured approach to address various questions related to inclusiveness in education.

The Turkish focus group discussions shed light on the concept of inclusive education and its significance in the country. Inclusive education in Turkey aims to provide equal educational opportunities for all children, including those who are marginalised or have disabilities. Government efforts have been made to ensure the inclusion of children with disabilities in mainstream schools, and programmes have been initiated to support disadvantaged groups, such as children from low-income families and rural areas. However, challenges remain in achieving quality education for all.

The concept of intersectionality, which recognises the complex ways that different social identities intersect and impact experiences, was also explored in the focus group. The discussions highlighted how intersectionality plays a crucial role in understanding the barriers that different groups of children face in accessing inclusive education. For instance, girls with disabilities from low-income rural families or refugee children with disabilities might face multiple layers of discrimination that hinder their access to education.

In the context of diverse classrooms in Turkey, the focus group discussions emphasised the need to create safe and welcoming environments that celebrate individual differences and promote respect. Teachers recognised the importance of inclusive teaching methods that cater to diverse learning styles and needs. Additionally, addressing negative attitudes and stereotypes towards marginalised groups was highlighted as a crucial step in fostering inclusivity. Building strong relationships with students, families, and the wider community was also deemed essential for a sense of belonging.

The focus group also discussed the necessity of providing appropriate support and accommodations for students with disabilities and special needs to ensure their success and participation in education. Furthermore, the broader educational vision in Turkey was touched upon, acknowledging the country's rich cultural heritage and the increasing diversity in linguistic, ethnic, identity, and religious backgrounds. In response, teacher training initiatives have been launched by the Ministry of National Education to promote inclusiveness and adapt to the changing educational landscape.

2.4.2. Key Findings

The participants of the focus groups emphasised several key findings that are crucial for the development of an inclusive educational environment. Turkish teachers shared their insights on promoting inclusive education, which was discussed during a recent meeting aimed at improving inclusive practices within schools.

One significant finding highlighted the urgent need for greater awareness and understanding of inclusive education among teachers, school administrators, and parents. Many teachers expressed that they lack the necessary training and knowledge to effectively support students with diverse learning needs and backgrounds. They stressed the importance of continuous professional development opportunities and support from school leadership to foster inclusive practices.



Creating an inclusive culture and environment within schools emerged as another key finding. Teachers emphasised the importance of developing a school culture that values respect, understanding, and inclusion for all students, regardless of their backgrounds or abilities. They also underscored the significance of crafting a physically welcoming and accessible environment.

Furthermore, teachers emphasised the necessity for targeted support for students with disabilities or special needs. Many reported that they lack the essential resources and assistance to effectively address the diverse needs of these students. They highlighted the importance of providing appropriate accommodations, such as assistive technology and specialised instruction, to facilitate the success of these students' education.

Collaboration and partnership with families and the wider community also stood out as an important theme in promoting inclusive education. Teachers stressed the value of building strong relationships with families and involving the community in efforts to champion diversity and inclusion.

Regarding Initial Teacher Education (ITE), teachers noted that diversity and multiculturalism were not sufficiently covered in their initial teacher training. They discussed the need for ITE programmes to offer greater instruction and hands-on experience in inclusive education, including special education and culturally sensitive teaching methods. Participants highlighted the importance of diversity and cultural competency in ITE, emphasising the need to equip aspiring teachers to work with a variety of student groups.

In terms of Continuous Professional Development (CPD), it was evident that many teachers lacked exposure to inclusive education training programmes. Teachers expressed the need for in-service training and CPD activities to enhance their understanding of innovative teaching methods and techniques for inclusive education. They suggested that workshops, seminars, and online modules offered by the Ministry of Education, as well as collaboration with educational institutions, could play a significant role in their professional development.

Teachers also discussed the teaching practices commonly observed in Turkish classrooms, noting that traditional teacher-centred approaches and didactic instruction were prevalent. However, there is a growing recognition of the importance of shifting towards student-centred approaches that foster active participation, critical thinking, problem-solving, and collaborative learning.

While teachers showed a clear understanding of classroom management and strategies for fostering inclusion, they expressed the need for more assistance in counselling diverse student groups, particularly in handling significant problems that may arise. The participants recognised the increasing number of students from target groups and their specific challenges, highlighting the importance of visible and effective solution techniques.

In conclusion, the insights from the focus groups underscored the importance of greater awareness, continuous professional development, creating an inclusive culture, targeted support, collaboration with families, and shifting towards student-centred approaches to promote inclusive education in Turkey.



2.4.3. Marginalised Groups

The discussions from the focus groups highlighted key themes concerning LGBTQI+, migrant, ethnic, and socio-economic disadvantaged students. The teachers who participated in the interviews acknowledged that they had limited or no experience dealing with LGBTQI+ students due to the absence of legislative or cultural support for this group in Turkey. Some types of LGBTQI+ identities are less visible, while others face strong resistance due to prevailing societal norms and religious beliefs. Unfortunately, the discussions did not yield substantial insights about interactions with LGBTQI+ students within schools, both in face-to-face and virtual settings.

Among the participants, several teachers had experiences with migrant students, including those from Roma, Syrian, and Ukrainian backgrounds, especially in Vocational Education and Training (VET) schools. The Turkish education system does not have separate programmes for migrant students; they receive education like their peers. Roma and migrant students feel comfortable expressing themselves at schools, and discrimination based on their identities appears to be minimal. Particularly for large migrant groups, such as Syrians, educational programmes have been jointly organised by the EU-UNICEF and the Turkish National Education Ministry for over a decade. This common education programme is available in both camp and regular school settings. Turkish language courses are provided for migrants, and ethnic and religious minority students have equal access to education without any religious curriculum imposition.

A significant portion (70%) of the participating teachers indicated that they worked with VET students, often from rural areas, while the remaining (30%) were from general high schools primarily situated in urban regions. The government offers free books, accommodation, and transportation to socio-economically disadvantaged students. Education is free for all students in Turkey. While the teachers noted that socio-economic disadvantage can impede individual progress, social engagement, and mobility, they stressed that no discrimination exists in Turkey against these groups within the educational context.

2.4.4. Conclusion

Inclusive education is a prominent focus of the Turkish government's initiatives to enhance educational opportunities for all children, particularly those marginalised or with disabilities. Despite this commitment, there remain challenges that require attention to ensure equitable access to quality education for all.

The concept of intersectionality emerges as a vital factor in comprehending and addressing the barriers that various groups of children encounter in Turkey's pursuit of inclusive education. Acknowledging the interconnectedness of social identities, including race, gender, class, and ability, empowers policymakers and educators to craft effective strategies and programmes for fostering inclusivity.

Turkish educators recognise the paramount significance of inclusive education and have identified key insights and actions that promote inclusion. These include bolstering awareness and comprehension of inclusive education, cultivating an inclusive atmosphere within schools, delivering tailored assistance for students with disabilities, and nurturing partnerships with families and the broader community.



Initial teacher education programmes in Turkey need refinement in incorporating themes of diversity, multiculturalism, and inclusive education. A comprehensive revamp should encompass extensive training on inclusive education, cultural competence, and special education within these programs.

Continuous professional development opportunities emerge as a lifeline for educators to augment their knowledge and skills in inclusive education. Striving to offer teachers well-structured training initiatives, workshops, and resources covering topics such as inclusive education, technology integration, assessment and evaluation, and diversified teaching methodologies is essential.

In Turkey, there is a significant lack of comprehensive data regarding LGBTQI+ students in the educational system. Teachers have notably mentioned their limited interactions with students belonging to this demographic. This highlights the profound challenges faced by LGBTQI+ students and educators, who often grapple with issues related to invisibility and the fear of disclosing their identities. Additionally, there exists a deficiency in teachers' awareness of LGBTQI+ matters, largely due to the prevailing religious and cultural values in the country. Consequently, this particular group remains relatively unseen and overlooked. The stringent adherence to traditional norms by the broader society in Turkey significantly affects the degree of engagement and inclusion of LGBTQI+ individuals within their communities.

Migrant students' experiences in Turkey generally entail integration into the education system, though room for improved communication and understanding exists. The successful implementation of ethnic diversity within Turkey's education system has fostered effective respect and harmony within schools.

Socio-economically disadvantaged students form a substantial segment of Turkey's student population. The presence of poverty and associated socio-cultural hurdles poses significant barriers to their education. Initiatives by the government, NGOs, and community associations are directed toward overcoming these challenges, providing additional assistance to underprivileged students and fostering their academic journey.

3. Interviews

3.1. Austria

3.1.1. Context

The interviews featured a diverse range of perspectives, primarily composed of female participants, with two male contributors. Most interviewees possessed extensive professional experience and expertise within the educational context. Their proficiency extended to key areas such as inclusion, aligned with Austria's evolving approach, which transitioned towards a more holistic and practically comprehensive framework. This transformation was also evident in the realm of gender issues, initially centred on equality for female participants but broadening to encompass diverse gender dimensions. Notably, one interviewee openly identified as part of the LGBTQI+ spectrum, without explicit questioning on this topic. Additionally, two participants were affiliated with the Roma community, enhancing the diversity of viewpoints.

The interviews adhered to the Chatham House Rule, ensuring the confidentiality of participants' identities and affiliations while enabling the analysis of shared insights.



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Participants were reminded of their right to access data resulting from their involvement and the freedom to withdraw from the research at their discretion. Encouragement was given for open communication with the project manager to address any concerns or issues related to the research process.

Interviewers explained project objectives clearly, providing an information sheet and contact details of project coordinators for further inquiries. Participants were assured that their data would be handled in compliance with the General Data Protection Regulation (GDPR), used only for project-related purposes, and kept confidential. Data security measures included storing information on password-protected systems and files, with secure destruction after the project's conclusion. Participants' confidentiality and anonymity were maintained throughout the research.

A total of 20 interviews were conducted with diverse stakeholders, including representatives from feminist education models, inclusive education leadership, school administration, parent associations, Roma community entities, and a range of teachers with varied roles.

3.1.2. Key Findings

3.1.2.1. Inclusive Education

The findings from the interviews shed light on diverse perspectives regarding inclusive education in Austria. Interviewees emphasised the principle of teaching all children together, regardless of background or prerequisites. The concept of "inclusion 2.0" emerged, highlighting the need to discard presupposed norms and identities, and instead create a fundamentally open environment. Inclusive education was described as a way to embrace the realities of students' lives, focusing on individual support and creating a comfortable atmosphere. However, it was stressed that despite understanding the concept, there might not be a strong will to implement it fully. Challenges such as large class sizes and limited resources were acknowledged as barriers to ideal implementation.

Notably, interviewees acknowledged a range of understandings about inclusion within Austrian schools and authorities. Inclusion was often associated with special education and needs, as reflected in school structures and teacher training departments. While efforts were made in elementary education, including alternative approaches, integrating students with migration backgrounds was more common than true inclusion. Intersectionality, although not explicitly addressed, was seen as needing improvement across various contexts.

Student participation emerged as a valuable support for inclusive education, with examples of how students' voices are considered in shaping curricula and educational policies. There was a noticeable perception shift among teachers depending on age and the timing of their training. Experienced teachers were believed to possess the ability to update outdated notions about inclusion.

3.1.2.2. Training

Teacher training in Austria was found to vary across regions and universities, making it challenging to generalise. Inclusion was integrated as a selectable focus, and there were some seminars and lectures related to inclusion within educational science fundamentals. Internships were deemed essential for gaining practical experience and insights into different school environments.



The interviewees expressed concerns about the imbalance between subject didactics and personal development in teacher training. Many teachers entered the profession without diverse life experiences, leading to unconscious unequal treatment of students. The need for teachers to possess a strong understanding of students' diverse needs and effective methods to address them was stressed. However, specific methods were lacking, and some assignments were seen as inappropriate due to their potential exclusion of certain students.

Suggestions were made to incorporate developmental psychology and LGBTQI+-related topics into teacher training. Continuous professional development was highlighted as crucial for improving knowledge, skills, and attitudes towards inclusive education. Although there were existing courses on gender and inclusion topics, they were often optional, and deeper reflection and sensitisation were lacking.

A gap in awareness about inclusion issues was identified, with existing superficial knowledge seen as sufficient by teachers. The potential for peer learning among teachers was also highlighted. Overall, interviewees emphasised the need for comprehensive training that extends beyond introductory topics to address the complexity of inclusive education effectively.

3.1.2.3. Competencies

These interviews offer a window into the multifaceted responsibilities of teachers beyond conventional classroom instruction. It is evident that teachers play a pivotal role in shaping not only academic growth but also students' personal development. This becomes particularly significant in classrooms enriched with diversity, where students from various backgrounds converge. The influence of school principals in fostering an inclusive culture is underscored. Despite the freedom granted to individual schools, there seems to be room for greater utilisation of inclusive practices. A collective effort involving school leadership and individual dedication is essential. The interviews also highlight positive practices, such as schools actively promoting inclusivity, effective peer mentoring initiatives, and innovative curriculum designs that empower students to lead their learning journeys. The need for pedagogical shifts towards student-centred, interdisciplinary approaches is evident, aligning education with inclusive values.

Celebrating Diversity and Acknowledging Challenges: The interviews shed light on the changing demographics within Austrian classrooms, particularly emphasising students with diverse backgrounds, including those with migration experiences. While there is a noticeable increase in diversity among teachers, a noticeable gap remains between teaching staff and the broader societal makeup. Factors like entry requirements and training structures are influencing this discrepancy, suggesting the need for systemic adjustments to enhance inclusivity. The term "diversity" elicits varied interpretations, from considering it in terms of ethnicity and social class to embracing a broader scope that includes gender and other aspects of identity. Managing classroom diversity poses challenges, further complicated by resource constraints and the intricacies of maintaining an optimal learning environment. It is clear that addressing sensitive subjects like classism, racism, sexism, and LGBTQI+ issues within classrooms is vital. However, teachers often lack the tools and knowledge to navigate these conversations effectively.



Steering Toward Inclusivity and Diversity: In summary, these interview insights provide a deeper look into Austria's educational landscape, highlighting critical aspects of inclusivity, diversity, and intersectionality. The findings underscore the ongoing need for teacher training and development. They also stress the importance of harnessing school autonomy to effectively implement inclusive practices. The path forward involves a twofold approach: adapting structural elements and fostering individual commitment. The interviews emphasise the potential of external collaborations, workshops, and international best practices to drive positive change. By embracing such strategies, Austria's education system can create an environment where inclusivity, diversity, and sensitivity flourish, promoting the holistic growth and success of all students.

3.1.2.4. Diversity and Intersectionality

The interviews shed light on the changing demographics within Austrian classrooms, particularly emphasising students with diverse backgrounds, including those with migration experiences. While there is a noticeable increase in diversity among teachers, a noticeable gap remains between teaching staff and the broader societal makeup. Factors like entry requirements and training structures are influencing this discrepancy, suggesting the need for systemic adjustments to enhance inclusivity. The term "diversity" elicits varied interpretations, from considering it in terms of ethnicity and social class to embracing a broader scope that includes gender and other aspects of identity. Managing classroom diversity poses challenges, further complicated by resource constraints and the intricacies of maintaining an optimal learning environment. It is clear that addressing sensitive subjects like classism, racism, sexism, and LGBTQI+ issues within classrooms is vital. However, teachers often lack the tools and knowledge to navigate these conversations effectively. The interviews also emphasise the potential of external collaborations, workshops, and international best practices to drive positive change.

3.1.3. Conclusions

Taking a look at the interviews, it is clear that there is a bit of a gap between the aspirations for inclusive education and the reality in Austrian schools. What teachers are taught and what is actually happening seem to be a bit out of sync. The interviews highlighted several issues that aren't exactly helping the cause of inclusion. However, there is a sense that while we might not be able to fix everything immediately, there are still steps we can take right now to make things better.

The individuals we spoke with had some suggestions on how to make improvements. They stressed the need for enhancing teacher training, particularly the practical aspect. They also proposed changes in teaching methods and school structures to make them more inclusive. A common theme was the importance of providing teachers with better support and resources. Shifting mindsets to embrace the concept of inclusive education is also a significant component that should be integrated at all levels of the education system.

A notable aspect of this change involves introspection and a willingness to learn. Some participants noted that it is important for educators to be comfortable acknowledging that they don't have all the answers and that they might make mistakes. This is a foundational step toward discussing sensitive topics like racism, socioeconomic differences, and gender issues. Recognising our own biases is a crucial starting point for personal growth and development.



Furthermore, there is a need to broaden the understanding of "inclusive education." Currently, it is often associated solely with students who have special needs. However, the concept needs to expand to encompass the idea that diversity enriches our educational environment. The influence of teachers on students' growth and their interactions with each other cannot be underestimated. Building strong teacher-student relationships is a cornerstone of inclusive education.

The use of inclusive language emerged as another critical element. Grasping how our words and phrases impact others is essential. For example, employing language that is inclusive of all genders is of significance.

The notion of having smaller class sizes and fostering teacher collaboration was a recurring theme. Yet, this poses a challenge due to the shortage of teachers in some instances. Hence, it becomes imperative to explore ways to maximise the available resources.

Collaboration and the exchange of ideas were consistently emphasised. Respondents highlighted the necessity for teachers from various subjects to communicate more effectively and learn from one another. Additionally, involving students in this process can inject fresh perspectives.

Lastly, there is a question about the structure of our educational approach. It is suggested that we consider experimenting with shorter and more diverse lessons and reconsider how we evaluate students in a way that reflects their learning across different subjects.

3.2. Greece

3.2.1. Teachers

3.2.1.1. Context

The TUTOR partnership conducted 10 interviews with teachers from both vocational education and training (VET) schools and secondary education schools in Greece. The participants were experienced teachers with knowledge of secondary education.

The interviews were conducted online via Microsoft Teams, with an average duration of 45 to 60 minutes. The questions were tailored to the profile, role, and profession of each interviewee. The researchers introduced the TUTOR project and its major activities, and participants were given detailed guidelines and instructions on GDPR principles and consent forms.

The 10 research participants consisted of 7 VET teachers with diverse specialities and 3 secondary education teachers. They have attended pedagogical training programmes and had considerable experience, with most of them working in secondary education for more than 7 years.

3.2.1.2. Key Findings

The teachers interviewed displayed varying levels of understanding and awareness of inclusive education. While most considered themselves acquainted with the term, some lacked a clear understanding of its parameters, and a minority had no idea about inclusive education. Some teachers primarily associated inclusive education with supporting students



with disabilities and special educational needs. However, they also acknowledged the need to promote diversity, acceptance, tolerance, and freedom of speech and thinking, involving all students regardless of their identities, origins, and status.

The teachers mentioned that their initial teacher training programmes do not adequately address inclusive education. However, some teacher training programmes, from the School of Pedagogical and Technological Education (ASPETE) include general principles of inclusive education, though they may be more abstract and less relevant to daily classroom needs. Continuous professional development in inclusive education is largely driven by teachers' personal incentives and initiatives for lifelong learning. They have expressed a desire for more holistic and intersectional approaches to inclusive education training.

The teachers have developed several competencies, such as communication skills, digital competencies, empathy, cooperation, and active listening. However, they feel less competent in using inclusive language and terminology. They expressed a strong interest in learning specific methodologies and techniques relevant to the inclusivity parameters of the TUTOR project.

The teachers identified several challenges in fostering inclusivity in classrooms, including the lack of practical-based approaches to support implementation and the absence of professionals (e.g., psychologists and counsellors) to provide help and guidance to marginalised students. The pressure of exams and focus on subject matter often overshadow the multidimensional needs and identities of students.

The majority of teachers are aware of students' diversity and multiple identities but are less aware of teachers identifying themselves within marginalised groups. They are more familiar with students from migrant, refugee, and socio-economic disadvantaged backgrounds, while LGBTQI+ students remain less visible and understood. Teachers who are close to retirement and working in secondary education schools may be less familiar with LGBTQI+ issues, contributing to the challenge of recognising students' identities.

Teachers reported a lack of concrete guidelines on delivering inclusive education in classrooms. Despite their varying levels of awareness, many teachers aim to apply practices and techniques that foster inclusivity, such as creating a friendly and trustworthy classroom environment, including marginalised students in discussions, and offering support to students after class.

In conclusion, the interviews with teachers highlighted the need for further understanding and training in inclusive education, particularly regarding intersectionality and the diverse needs of students. Teachers expressed the desire for practical and relevant training that addresses the challenges they face in creating inclusive learning environments. Integrating students' involvement in the design and development of training courses was suggested, and the support of psychologists, social workers, and special education teachers with expertise in specific cohorts was recommended. By addressing these insights, the TUTOR project can effectively promote inclusive education and contribute to a more equitable and supportive learning environment for all students.



3.2.2. Stakeholders

3.2.2.1. Context

The TUTOR partnership conducted 10 interviews with stakeholders who have extended experience and knowledge in secondary education and vocational education and training. The interviews were conducted online via Microsoft Teams, with an average duration of 45 to 60 minutes. The interview questions were adapted based on the profile, role, and profession of each stakeholder. The interviewers presented the TUTOR project and its major activities and provided detailed guidelines and instructions on GDPR principles and consent forms.

The research participants held various professional roles in education, including school counsellors, directors of 2nd chance schools, engineers, vocational high school teachers, and educators with experience in educational management. Some stakeholders had backgrounds in psychology and specialised in cognitive behavioural therapy. They had diverse responsibilities, including providing counselling support to schools, working with students, teachers, and parents, and implementing teacher training.

3.2.2.2. Key Findings

The stakeholders participating in the interviews consider themselves very familiar with the term and context of inclusive education. They have attended seminars and courses, following recent European Commission trends to deepen their knowledge of inclusiveness. However, some stakeholders still associate inclusive education primarily with the inclusion of students with special education needs, indicating a potential need for further understanding of its broader scope.

While the responsible authorities have set a legislative framework for promoting diversity and tolerance in the school context, there is a lack of applied methodologies and processes for the delivery of inclusive education in the learning process. Teachers' support in terms of inclusivity varies, with some schools providing resources and training while others prioritise exam preparation over fostering social skills and inclusivity.

The majority of initial teacher training programmes do not include specific training on inclusive education. Inclusivity training is often linked to teachers' personal interest and willingness to get acquainted with inclusive education parameters. Continuous professional development training is limited due to teachers' extensive workload, but when conducted, experiential learning and hands-on teaching skills are preferred. The training often focuses on separate marginalised groups rather than adopting an intersectional approach.

Teachers generally aim to act inclusively and support all students, but they may face challenges in identifying suitable actions to resolve conflicts among students. Teachers are more experienced in handling students from socio-economic disadvantaged backgrounds and Roma students. However, they may lack familiarity with appropriate communication and language when dealing with LGBTQI+ students.

There is a higher number of documents and methodologies related to students with disabilities and special educational needs compared to other marginalised groups, such as LGBTQI+ students, migrants, and socio-economic disadvantaged students. Teachers often rely on their teaching experience and testing to define techniques for implementing inclusive education.



Schools with psychologists and counsellors play a crucial role in supporting the implementation of inclusive education. However, there is a need for more constant and structured support across all subjects and learning processes. Challenges affecting inclusive education include teachers' lack of knowledge and skills to handle diverse classes, non-inclusive school books, and excessive teacher workloads.

Schools are becoming more diverse, and the topic of fostering an inclusive learning environment is gaining importance. Incidents of marginalisation have been reported for migrant/refugee students and Roma students, but some regions show more inclusive attitudes due to long-standing coexistence. Awareness of intersectionality is limited among stakeholders, but efforts to explain the concept have led to a better understanding of the interconnectedness of identities.

In conclusion, the interviews with stakeholders provide valuable insights into the state of inclusive education in secondary education and vocational training in Greece. Stakeholders show varying levels of familiarity with inclusive education, and there is a need for more comprehensive training programmes that encompass an intersectional approach. Providing consistent and structured support to teachers, fostering inclusivity, and addressing challenges such as workload and lack of inclusive resources are essential to creating an inclusive learning environment for all students.

3.2.3. Conclusions

The interviews have revealed that both teachers and stakeholders have a partial awareness and familiarity with inclusive education. The initial thought that comes to their minds is often related to students with disabilities or special educational needs. This indicates a need for further education and training to broaden their understanding of inclusive education and its broader scope.

The concept of intersectionality is easily misunderstood, and there is a low level of awareness regarding its definition and application in the learning process. This highlights the importance of providing clearer explanations and guidance on the concept to promote a more inclusive approach to education.

Both teachers and stakeholders have acknowledged that there is a lack of adequate and mandatory training to equip teachers with comprehensive skills and competencies in inclusive education and the inclusion of specific marginalised groups. Currently, teachers' awareness and implementation of inclusivity techniques rely on their personal interests, incentives, and experience in education. A more structured and holistic teacher training programme is needed to empower teachers to create an inclusive learning environment effectively.

The TUTOR project's marginalised groups, including migrants, refugee students, Roma students, and students facing socioeconomic difficulties, are visible in secondary and vocational education schools. However, the visibility varies depending on teachers' age, awareness of emerging needs, and experience. LGBTQI+ students, on the other hand, are less visible and face extreme marginalisation when identified by the school community.



More schools now have the opportunity to receive instructions and suggestions from school psychologists and school life counsellors. However, teachers who have the most interaction with students should increase their consciousness of inclusivity during the learning experiences to provide better support to marginalised students.

Both teachers and stakeholders recognise that comprehensive teacher training in inclusive education will help teachers acquire the necessary skills and competencies. Such training can act as a catalyst for creating an inclusive learning environment where all students feel accepted and supported.

In conclusion, the interviews with stakeholders and teachers provide valuable insights into the perception and awareness of inclusive education in secondary education and vocational training in Greece. The findings suggest a need for more comprehensive and structured teacher training programmes to enhance teachers' understanding and implementation of inclusivity techniques. Addressing misconceptions about intersectionality and raising awareness about the visibility and challenges faced by different marginalised groups can contribute to creating a more inclusive educational environment.

3.3. Ireland

3.3.1. Teachers

3.3.1.1. Context

The interviews involved 10 teachers working in diverse settings throughout Ireland, including both rural and urban areas. They teach various subjects such as science, chemistry, biology, English, French, History, and Civic, Social and Political Education (CSPE). The schools they work in have diverse student cohorts, including those from socio-economically disadvantaged backgrounds, and they are present in both denominational and community schools.

All the interviews were conducted online through TEAMS and were recorded with the consent of the interviewees. The teachers received information about the TUTOR project in advance, along with a link to the website and a consent form.

All the teachers who were interviewed are qualified teaching professionals who have undergone Initial Teacher Education and are actively engaged in Continuous Professional Development. The interviews addressed the teachers' experiences with various student cohorts, including LGBTQI+ students, migrant students, and those facing socio-economic disadvantages, including ethnic minorities, Travellers, and Roma students. The teachers were also asked to provide recommendations for inclusive practice.

3.3.1.2. Key Findings

Teachers identified a need to overhaul the curriculum to ensure it is intercultural and inclusive. They emphasised the importance of understanding students' diverse backgrounds, experiences, and economic situations. Tailoring class material to provide opportunities for students to express their opinions and engage in discussions on sensitive topics was considered vital.

Teachers noted difficulties at a systems and societal level, leading to a lack of diversity in the teaching profession. Some teachers reported hearing colleagues making racist comments



about students, which they found concerning. They acknowledged challenges in responding to difficult situations and promoting inclusivity in schools.

Teachers expressed the need for additional training from Initial Teacher Education (ITE) providers to better prepare them for handling diverse student cohorts. They highlighted the need for training that goes beyond surface-level approaches and provides real dialogue and reflection on inclusive education. The lack of integration of mental health strategies and societal issues in the curriculum was also noted.

Teachers identified key competencies needed to teach inclusively, including effective communication, interpersonal skills, relationship building, empathy, inclusive language, and facilitating group work activities. They highlighted the importance of using differentiated teaching strategies, especially for students from migrant backgrounds with English as an additional language.

Teachers discussed the challenges of inclusion and exclusion within the student cohort. The school's ethos and leadership were seen as critical drivers of inclusion, along with up-to-date programmes and curriculum. Some teachers noted the presence of bullying and discrimination among students and emphasised the importance of school leadership in fostering an inclusive environment.

Teachers mentioned systemic constraints from management, school culture, and the education system, hindering their ability to engage in innovative work and inclusive practices. They highlighted the need for more resources, time, and support to develop extra projects and foster inclusivity.

3.3.1.3. Conclusions on Teachers' Interview Data

Teachers expressed concerns about the inadequacy of initial teacher education and continuous professional development (CPD) in inclusive education. They feel ill-prepared to handle diverse student cohorts and address sensitive topics effectively. Teachers highlighted the lack of time and space to engage in critical conversations with colleagues and students. This limitation perpetuates discomfort with addressing issues related to inclusivity as they arise in both the staff room and the classroom. Teachers reported feeling unprepared to manage difficult conversations that arise in the staff room and classroom concerning racism and intolerance toward students who are perceived as different.

3.3.2. Stakeholders

3.3.2.1. Context

Stakeholders were selected due to their involvement in inclusive education, intercultural education, and representation of various marginalised groups in the education system. These interviews focused on their roles and understanding of the TUTOR target groups, which include LGBTQI+ individuals, socio-economically disadvantaged individuals, migrants, and ethnic minorities.

The interviewed stakeholders had a diverse range of qualifications, primarily undergraduate and master's degrees in their respective areas. They have also engaged in continuous professional development to enhance their expertise. These stakeholders have been involved in their respective sectors for several years, with some holding positions for over 20 years.



Their roles include education and policy officers, intercultural and migrant support officers, education and research officers, programme coordinators, and various management and facilitator roles. Many have previous advocacy experience in other organisations related to inclusive education.

The interviews were conducted with 10 stakeholders who represent national education agencies, trade unions, and representative organisations for the TUTOR project's target groups. These stakeholders shared insights from their experiences in these organisations as well as their previous experiences in similar roles.

All interviews were conducted online using platforms like TEAMS and ZOOM and were recorded with the stakeholders' consent. Prior to the interviews, stakeholders were provided with an information sheet about the TUTOR project and a consent form.

The interviews followed a structured pattern, exploring the stakeholders' understanding of and recommendations for inclusive education systems. They also provided insights and recommendations for including specific cohorts like LGBTQI+ individuals, socio-economically disadvantaged individuals, migrants, and ethnic minorities. Additionally, stakeholders shared their perspectives on Initial Teacher Education and Continuous Professional Development.

3.3.2.2. Key Findings

Stakeholders have different interpretations of inclusive education. While some see it as a philosophy that involves removing barriers for students accessing education, others focus on widening participation for underrepresented target groups. Some stakeholders define inclusive education in terms of the environment, culture, relationships, and pedagogy of education. They emphasise the need to tailor the educational experience to the diverse needs and backgrounds of students, including LGBTQI+ individuals from different backgrounds. The representation of diverse identities within the curriculum is also seen as crucial for meaningful engagement.

Some stakeholders draw on theoretical models like Russell's pyramid approach to inclusive education, which addresses visibility, curriculum, and policy practice. Others apply specific frameworks like decolonial and anti-racism theories or content and language-integrated learning. These theoretical approaches help educators understand and implement inclusive practices effectively.

Stakeholders emphasise the need for additional training and spaces for teachers to learn about inclusive education and share practices. Current training is often practical and may focus on specific issues faced by schools. Stakeholders express the desire for deeper and more comprehensive training, including building inclusion within specific subjects and addressing issues like bullying prevention and trauma-informed approaches.

Stakeholders highlight the complex and often invisible role of teachers in supporting students with diverse identities and experiences. Teachers need to be equipped with key concepts and frameworks related to inclusive education. Competencies in interpersonal engagement, active listening, and understanding students' contexts are crucial. Teachers must also become more comfortable discussing and supporting topics related to diversity, including LGBTQI+ issues and other personal identities.



Stakeholders recognise diversity as a core component of contemporary education. They stress the importance of providing inclusive learning environments for all students, with additional resources allocated as required. Understanding intersectionality is seen as crucial in addressing the complexities faced by marginalised students who may experience multiple intersections of identities. Some stakeholders call for proactive modelling of inclusive behaviour and communication by teachers.

Stakeholders acknowledge the role of national policies and guidelines in promoting inclusive education. Initiatives like the Yellow Flag and Schools of Sanctuary are cited as examples of positive approaches to creating an inclusive culture in schools and educational institutions. However, there may be challenges in bridging the gap between official policies and their implementation within schools.

3.3.2.3. Conclusions on Stakeholders' Interview Data

Stakeholders note the need to individualise responses to issues that arise from the inclusion of diversity. Addressing concerns about specific students without systemic changes can leave vulnerable individuals exposed to bullying and discrimination. Representative advocacy organisations focus on prevention and education measures to avoid mental health difficulties for marginalised individuals who may experience discrimination and bullying. Stakeholders emphasise the importance of a systemic response, particularly in schools with religious patronage, and call for guidance and support from the State Department of Education to manage tensions.

Stakeholders perceive a lack of diversity among teachers, which raises a concern about unconscious bias and discrimination affecting teacher-student interactions. However, in the survey conducted with teachers there was an important representation of the different marginalised groups addressed in this project: LGBTQI+ people (42.9%), ethnic minorities (25%), people with a migrant background (14.3%) and people from a socioeconomically disadvantaged background (60.7%). While these figures may not give a representative number of the diversity among teacher in Ireland, these numbers show that stakeholders may have a preconceived idea of teachers' diversity that may not be accurate. Based on this perception, stakeholders call for improvements in teacher accreditation processes and the need to review and expand current supports for a more inclusive teaching profession. Creating an inclusive school culture requires a whole-school approach, with principals playing a key role. Building open cultures and support networks among teachers is vital to addressing unconscious bias, discrimination, and societal pressures.

Stakeholders recognise confusion surrounding the implementation of inclusive legislation policies, particularly concerning the rights of transgender youth, school principals, and parents. Clarity is needed to ensure proper support for all stakeholders. The curriculum is predominantly Western-centric, lacking representation of diverse cultures and experiences. Stakeholders advocate for the inclusion of materials from various backgrounds, allowing students to recognise and respect their cultures.

The impact of broader social divisions, such as those related to migration and race, can influence classroom interactions. Stakeholders emphasise the need for active citizenship courses to provide learners with the tools to make informed decisions and foster a democratic



space within the classroom. They also stress the importance of involving learners in decision-making and reviews to empower underrepresented groups and ensure their voices are heard.

3.4. Turkey

3.4.1. Teachers

3.4.1.1. Key Findings

The interviews aimed to determine the needs of teachers and strategies to enhance their skills related to inclusive education. Inclusive education, a fundamental principle, recognises the importance of providing equitable access to education for all children, regardless of their background or abilities. Teachers unanimously emphasise the significance of inclusive education in ensuring each child's opportunity to learn, develop, and participate in school and society. They also commend the Turkish government's efforts to improve educational opportunities for marginalised groups, including LGBTQI+, migrant, ethnic, and socio-economically disadvantaged students. Understanding intersectionality and its role in dismantling barriers is another key point raised. However, challenges remain, including the need for heightened awareness, comprehensive training, and sufficient resources to cater to diverse student needs. Creating an inclusive environment and adopting teaching methods that accommodate various learning styles are also underscored.

Central to advancing inclusive education in Turkey is the comprehensive training provided to educators. The government's dedication is evident through the enactment of laws and policies and the allocation of funds for teacher development. Various training initiatives have been introduced to equip teachers with the necessary skills, knowledge, and attitudes for fostering inclusive learning environments. These programmes stress the integration of inclusive education principles into lessons, encouraging the use of teaching methodologies adaptable to diverse learner needs. Cultural, linguistic, and personal diversity are priorities, reflected in the incorporation of resources catering to these aspects. Collaboration and networking among teachers foster a supportive community of practice, enriching the implementation of inclusive practices across schools and regions. An experiential learning approach allows teachers to immediately apply their acquired skills in actual classrooms, creating inclusive environments that promote engagement and participation. Continuous professional development is vital, ensuring educators remain updated with evolving pedagogies and insights.

The competencies of teachers are pivotal in realising effective inclusive practices and providing quality education to all students. Excelling in inclusive education demands a profound grasp of inclusive principles, diverse learning needs, cultural backgrounds, and socio-economic factors affecting education access. Adaptable pedagogical skills catering to diverse learning styles are crucial. Collaborative abilities to engage students, parents, administrators, and support staff are vital, enabling effective teamwork. Skilful classroom management fosters an inclusive culture, with strategies to nurture respect, manage diverse behaviours, and create a sense of belonging. Proficiency in assessment strategies helps track progress and adapt teaching plans, ensuring every student's active participation and success. Cultural competency enables teachers to respect and value diverse backgrounds, adjusting teaching approaches accordingly. A commitment to ongoing professional development is non-



negotiable in this evolving field, allowing educators to remain adaptable and well-equipped to support diverse learners.

Turkey's rich cultural and ethnic diversity is mirrored in its classrooms, offering an opportunity for teachers to cultivate inclusivity and understanding among students. Socioeconomic diversity is also pronounced, necessitating teachers' awareness of students' diverse needs. Gender diversity and intersectionality are embraced, with teachers having a role in challenging stereotypes and fostering respect and acceptance. Special educational needs further underline the need for tailored support, with teachers catering to a wide range of abilities and disabilities. Inclusive education's spirit lies in recognising individual needs and fostering a collaborative environment that empowers every student to thrive.

3.4.1.2. Conclusions on Teachers' Interview Data

The findings from the data underscore a growing recognition of the importance of inclusive education in Turkey. One key takeaway is the significance of training programmes in equipping teachers with the knowledge and skills needed to effectively implement inclusive practices. These programmes play a crucial role in helping educators understand diverse learning styles, adapt lesson plans, create inclusive classroom environments, and collaborate with different stakeholders. While progress has been made through these training initiatives, there is still plenty of room for further improvement.

To enhance teachers' confidence and capabilities in inclusive education, it is essential to provide ongoing professional development opportunities that cater to their specific needs. Encouraging peer collaboration, organising workshops and in-service training sessions, offering access to relevant resources, and establishing support networks have all proven to be effective ways of achieving this.

A significant aspect of advancing inclusive education is acknowledging the rich diversity among Turkish teachers. These educators come from various cultural, linguistic, and experiential backgrounds, which greatly enriches the learning environment and fosters inclusivity. Embracing a teaching approach that respects and values the unique experiences and identities of both teachers and students is vital. This diversity should be celebrated as a cornerstone of creating an environment of respect and understanding.

Furthermore, recognising and addressing the complex dimensions of diversity is of utmost importance. Teachers need to be attuned to the intersecting identities and needs of their students, such as gender, ethnicity, socioeconomic status, and disability. By doing so, educators can cultivate classrooms that are genuinely inclusive, where every student feels safe, valued, and supported.

The trajectory of inclusive education in Turkey will greatly benefit from continued investments in comprehensive training programmes aimed at enhancing teachers' proficiency in inclusive teaching methods. Concurrently, a steadfast commitment to embracing diversity and intersectionality is crucial. Through these efforts, we can envision more equitable and welcoming learning environments, ensuring that all students have an equal opportunity to thrive and succeed. As we continue on the path toward inclusive education, the collaborative endeavours of all stakeholders hold the potential to reshape the educational landscape for the better, creating a brighter future for learners of all backgrounds.



3.4.2. Stakeholders

3.4.2.1. Context

This section revolves around engaging stakeholders in the TUTOR project through face-to-face interviews, aiming to gain valuable insights into enhancing inclusivity in educational settings. Ten key decision-makers representing diverse roles within the education sector participated in these interviews. This group encompassed principals and assistant principals from vocational and technical high schools, district national education directors, district national education assistant directors, and education experts.

During the interviews, researchers visited each participant's school to introduce the project's objectives before posing a series of questions. These interactions were recorded using cameras, and official usage permits were obtained, aligning with the project's guidelines. The central purpose of these interviews was to gather perspectives from decision-makers regarding the enrichment of school environments, policy documents, legal frameworks, and overall educational contexts, with the overarching goal of fostering greater inclusivity.

The participants' spectrum spanned a range of roles and qualifications within the education realm. It included the Director of National Education, who serves as the apex education manager within provincial Ministry of National Education branches. District Branch Managers responsible for specialised education fields were also part of the interviews. School Principals, both from vocational and technical high schools and general high schools, added their insights. Teachers, Guidance Teachers specialising in academic counselling, and Education Experts with hands-on experience in teaching and administration also contributed their perspectives.

3.4.2.2. Key Findings

The significance of inclusive education is evident from the viewpoints of educational decision-makers. They acknowledge the growing diversity within education and the need to ensure that schools are equipped to accommodate a broader range of students. Collaboration among administrators, parents, and teachers is seen as pivotal for fostering inclusive school environments, with continuous support for teachers being crucial.

A series of interviews with school principals, the Serik district education director, and the deputy of the Serik district education unveiled valuable insights into the promotion of inclusive practices. School principals play a pivotal role by crafting inclusive policies, facilitating teacher training, allocating resources, and fostering collaboration within the school community. The district education director takes a broader stance by focusing on policy development, professional development, and monitoring the progress of inclusive education initiatives at the district level. The deputy of the district education director further amplifies these efforts through advocacy, support, and collaboration, leveraging partnerships to create a comprehensive network for inclusive education.

Furthermore, an important aspect lies in the competencies of educators. Teachers must possess deep subject matter knowledge, pedagogical skills, effective classroom management abilities, and expertise in differentiation and individualisation. They should also excel in assessment techniques, collaboration, and reflective practice. The context of diversity is crucial, and cultural competence, language skills, and inclusive pedagogy are fundamental for addressing diverse student needs. Acknowledging the intersectionality of students' identities, encompassing factors like race, gender, and socio-economic status, is essential. Training and



professional development play a key role in fostering inclusive pedagogies and cultivating an understanding of intersectionality.

3.4.2.3. Conclusions on Stakeholders' Interview Data

The interviews conducted shed light on several key conclusions that underscore the paramount importance of teacher training in enhancing the quality of education. A consensus emerged among school principals, district education directors, and deputy directors, emphasising the indispensability of continuous professional development for educators. Such opportunities were found to be instrumental in refining instructional methods, staying attuned to modern teaching approaches, and effectively catering to the diverse needs of students.

A recurring theme in these discussions was the necessity for a collaborative approach to teacher training. Stakeholders unanimously recognised the value of fostering a supportive environment that encourages collaboration, the sharing of knowledge, and the exchange of best practices among educators. This approach, they agreed, enriches the educational landscape and benefits both teachers and students alike.

An imperative notion arising from the interviews is the need for tailored training programmes that align with the specific requirements of teachers and schools. Stakeholders emphasised the importance of contextualising training to the unique challenges and circumstances within the district. Such tailored programmes, they believe, will yield more effective outcomes and empower educators to navigate their specific teaching environments more adeptly.

Inclusivity took centre stage in these discussions as well. Stakeholders acknowledged the burgeoning focus on inclusive education within teacher training. This recognition stems from the understanding that teachers must be equipped with the tools to foster inclusive classrooms that cater to the diverse needs of all students, including those with disabilities, varying learning abilities, and distinct cultural backgrounds.

While discussing the optimal implementation of teacher training, stakeholders highlighted the necessity of supportive policies and adequate resources. The interviews underscored the importance of allocating ample financial resources, providing access to pertinent teaching materials and technologies, and establishing a framework for continuous professional development to ensure the efficacy of teacher training initiatives.

A significant departure from conventional perceptions was the notion of viewing teacher training as an ongoing and enduring commitment, not merely a one-time occurrence. Stakeholders underscored the need for sustained support and follow-up activities to reinforce the knowledge and skills acquired during training sessions and to guarantee their seamless integration into classroom practices.

The significance of monitoring and evaluation was also prominently featured. Stakeholders stressed the value of systematic evaluation mechanisms to gauge the impact of teacher training programmes on teacher performance, student outcomes, and the overall advancement of schools.

In light of these findings, recommendations for future action can be formulated. These may encompass augmenting funding for teacher training programmes, fostering increased



collaboration between schools and educational authorities, integrating technology into training endeavours, and establishing a feedback loop to perpetually enhance the efficacy of teacher training initiatives. Through these actions, the educational landscape can further evolve to provide students with the best possible learning experiences.

3.5. EU Interviews

3.5.1. Teachers

3.5.1.1. Context

To ensure a well-rounded perspective, efforts were made to include participants from diverse geographic locations and educational systems within Europe. However, the language barrier, particularly English language proficiency, presented a challenge during the invitation process, narrowing the pool of potential interviewees. Despite this hurdle, the interview invitations were thoughtfully designed, explicitly outlining the interview objectives, session duration, and modality. Importantly, each invitation included a consent form to ensure informed and voluntary participation.

Ultimately, seven interviews were successfully conducted, focusing on secondary school teachers who could contribute significantly to the TUTOR research objectives. The interviews took place on the Zoom platform, enabling global collaboration but also introducing the language constraint of English. These semi-structured sessions allowed for flexibility and in-depth exploration of relevant topics. Detailed notes were taken during the interviews, and with participants' consent, the sessions were recorded to ensure precise data collection. Subsequently, the recorded interviews and notes underwent meticulous transcription and analysis to identify recurring themes, key insights, and emerging patterns.

The research participants comprised a diverse group of educators, all women from various nationalities, who played pivotal roles in shaping the TUTOR research project's direction. Among them were an experienced English teacher in a high school, a lecturer in the English department of a secondary school, and a teacher of Romanian language and literature with some English teaching experience at a technological high school. Additionally, there was an English teacher at another high school and one working in a school encompassing various educational levels, including primary, secondary, high schools, and vocational education. A chemistry teacher with extensive teaching experience, spanning about three decades, also participated.

3.5.1.2. Key Findings

In this section, we gain insights into seven educators' understanding of inclusive education and the challenges they encounter when implementing inclusive practices. These teachers come from diverse backgrounds and experiences, shedding light on the complexities and benefits of embracing inclusivity in the classroom.

Teacher 1 spoke about providing free lessons to marginalised communities, focusing on students struggling with English. Although they lacked formal training in inclusive education, they recalled a university course that introduced strategies for inclusivity.



Teacher 2 found the concept of inclusive education somewhat unfamiliar but understood it as integrating diverse students into one classroom. They recognised the challenge of meeting individual needs while ensuring equal opportunities.

Teacher 3 acknowledged the newness of inclusive education in Romania. They highlighted efforts to support students from low-income families and foster emotional intelligence, despite resource limitations.

Teacher 4 was familiar with inclusive education and had received training. They worked with students with learning difficulties, using differentiated exercises. Collaboration with other teachers enriched their teaching approaches.

Teacher 5 had a comprehensive understanding of inclusive education, particularly in the context of using inclusive language. They integrated inclusive language in teaching to create an accepting environment.

Teacher 6 defined inclusive education as accommodating students with diverse backgrounds, including those with mental health issues.

Teacher 7 possessed extensive experience in inclusive education through projects and training courses, emphasising the importance of inclusive methods and international interactions.

Teachers' experiences with inclusive education varied, with some having formal training in inclusive education, while others relied on self-learning and local-level training courses. Challenges in supporting students from economically disadvantaged backgrounds, language barriers, and limited government support were common themes. However, all teachers emphasised the importance of creating an inclusive and supportive learning environment, highlighting effective communication, cultural awareness, and self-reflection in their teaching practice. Despite challenges, these dedicated educators showed a commitment to their students' well-being and continuous professional development. They recognised the need for ongoing learning and adaptation to effectively meet the diverse needs of their students.

Teachers shared their experiences and strategies for embracing diversity among students. They emphasised the importance of differentiated instruction, patience, and encouragement in supporting students with diverse backgrounds. Inclusive education was seen as extending beyond accommodating disabilities, with an emphasis on combating social status differences among students. Teachers also raised concerns about the lack of openness and acceptance towards LGBTQI+ individuals within the school community. They advocated for creating a safe space for students to express themselves and appreciate diverse opinions and backgrounds.

Educators discussed diversity within their educational settings and approaches to the subject in the curriculum. While some noted limited diversity, others recognised the presence of students from various backgrounds, emphasising the importance of recognising and addressing their unique needs. Inclusive teaching methods were highlighted as a means of promoting peer learning and providing a safe and accepting space for LGBTQI+ students. Educators prioritised understanding, patience, and adaptability when teaching students with special needs, immigrants, and those from low socioeconomic backgrounds. Despite challenges, they expressed a strong commitment to facilitating learning for students with diverse backgrounds.



3.5.1.3. Conclusions on Teacher's Interview Data

The educators' strong commitment and enthusiasm, evident in their willingness to participate in future inclusive education activities, highlight their dedication to advancing inclusive practices in education. Their interest in these future endeavours signifies their belief in continuous learning and improvement, crucial for creating a more inclusive and fair educational system.

In the ever-changing educational landscape, raising awareness, providing focused training, and encouraging open dialogues are paramount. These elements work together to create a genuinely inclusive learning environment where every student feels recognised, valued, and supported. These educators, in a broader context, embody the essence of inclusive education. Their experiences and practices emphasise the essential roles of empathy, understanding, and adaptability in fostering an educational environment that warmly embraces diversity. These educators are true champions of inclusivity, and their insights showcase their unwavering commitment to weaving an educational fabric that truly encompasses all perspectives.

In conclusion, the educators' responses serve as a beacon of unwavering commitment to nurturing inclusive educational environments, where diversity is not just acknowledged but celebrated. Whether students come from immigrant backgrounds, have disabilities, or identify as LGBTQI+, these educators are deeply dedicated to fostering a profound sense of belonging and support. Their collective efforts drive the academic and personal growth of every student within our diverse educational landscape, making it truly inclusive and equitable.

3.5.2. Stakeholders

3.5.2.1. Context

In the efforts to engage European stakeholders in discussions on inclusive education, a variety of outreach methods were employed, including email invitations and word-of-mouth communication. The aim was to identify stakeholders with a direct interest or impact on the TUTOR research actions. Specifically, stakeholders with sufficient knowledge about the skillset of secondary and vocational education teachers concerning inclusivity were sought out. The selection of stakeholders was diverse, encompassing various service scopes and sizes. This included European organisations dedicated to enhancing Teacher Education quality in Europe, the European Federation of Education Trade Unions, umbrella organisations actively involved in education, training, and youth, such as LLLP, and the European Association of History Educators. Additionally, administrators and staff from VET schools in Greece, Italy, Belgium, and Portugal were reached out to. The invitations provided comprehensive information about the TUTOR project and the online interview process, including objectives, expected duration, and consent procedures. While invitations were extended to 20 stakeholders, 10 accepted, while others either did not respond or could not participate due to various reasons, such as workload constraints.

The majority of interviews were conducted online via Microsoft Teams, with the exception of one conducted in person at a school setting. Ahead of the interviews, essential information



about the TUTOR project and the consent form was shared with the interviewees. The interviews were primarily conducted in English, with one conducted in Italian. The interviews were scheduled to accommodate the participants' availability, commencing on March 10th and concluding on May 12th. On average, each interview lasted approximately 45 minutes.

The stakeholder interviews represented a diverse cross-section in terms of gender, nationality, occupational roles, and age. A significant proportion of interviewees identified as women and held positions within European network organisations actively engaged in advocating for inclusive education and equal access to education and training. In terms of their professions, interviewees included heads of Qualifications Departments at VET providers, coordinators responsible for Working Conditions, Human Rights, Equality, and the Environment at ETUCE, Deputy Directors of the European Association for History Educators, Project and Policy Coordinators, and Heads of Training Units at VET centres. None of the respondents identified as part of the LGBTQI+ group or belonging to social groups facing socio-economic disadvantages or ethnic/racial marginalisation. However, one respondent identified as a migrant, and nearly 90% of the respondents indicated frequent contact with teachers in their respective roles.

3.5.2.2. Key Findings

Most respondents displayed a strong familiarity with the concept of inclusive education. In their view, inclusive education encompasses creating barrier-free learning environments for all students, removing social, economic, structural, and legal barriers to access quality education. Furthermore, they emphasised the importance of free access to education without hidden costs and a learner-centered approach. Inclusive education, they noted, should embrace the diversity of both students and teaching staff as an asset rather than a problem to be solved. Individualised targeted support for students was considered crucial to ensure equal and personalised opportunities for educational progress. However, despite this comprehensive understanding of inclusive education, there were disparities in its practical implementation.

Guidance for schools and teachers in promoting inclusivity showed significant variation across European countries and educational systems. While some common principles and resources exist, such as national policies and curriculum guidelines, offering suggestions on inclusive teaching approaches and pedagogy, standardised guidance at the EU level is currently lacking. Respondents highlighted that the Council Recommendation of 2018 plays a strategic role in fostering inclusive education but also pointed out the absence of clear guidelines for implementing inclusive education policies in practice.

Intersectionality, the understanding that learners' identities and experiences are shaped by multiple factors like race, sexuality, and gender identity, emerged as a relatively new concept for European teachers. The awareness of intersectionality among European teachers was found to vary depending on factors such as age, educational background, and professional development opportunities. Teachers engaged in social justice issues or belonging to the new generation were more receptive to this concept, showcasing the need for further education and awareness efforts.



While many European countries have developed policies to support inclusive education, their actual implementation varies widely. Policies often focus on specific types of exclusion, such as students with special needs or those from migrant backgrounds, without incorporating an intersectional understanding of inclusivity. Respondents highlighted that teachers lack practical training on implementing inclusive approaches, leading to fragmented or one-sided conceptualisations of student identity.

Teacher training in inclusive education and diversity exhibited significant variations across European countries. Some nations, such as the Netherlands, Finland, and Norway, offer mandatory classes in supporting students with diverse backgrounds. However, in Eastern European countries, the integration of inclusive education and diversity topics into teacher education programmes is notably poor. Additionally, teachers often struggle with overcrowded classrooms, creating stress for both educators and learners, hindering the provision of individualised approaches.

Teachers' competencies in teaching and interacting with students from diverse backgrounds, such as migrants, LGBTQI+ students, and those facing socio-economic disadvantages, appeared to be limited. Teachers often lacked awareness, training, and support for recognising and addressing bullying incidents related to diversity, indicating the need for further training and awareness initiatives.

The methodologies and literature used by teachers in practice varied widely, with many teachers lacking familiarity with available resources at the European level. Scalability and transnational use of materials were often limited due to their contextual irrelevance. Additionally, teachers reported challenges associated with inadequate training in using ICT tools, which have gained importance, especially since the COVID-19 pandemic.

Support systems for teachers in making their classrooms more inclusive were found to be available in some European countries. However, teachers faced obstacles such as heavy workloads, time constraints, and teaching staff shortages, which hindered their ability to participate in training courses. Furthermore, the content of available training was often perceived as generic and not tailored to teachers' needs.

The diversity of the teaching staff across Europe was noted to be limited, with most teachers being white, middle-class females. Teachers from migrant backgrounds or ethnic minorities were underrepresented, as were young teachers. This lack of diversity in the teaching workforce was identified as a challenge in creating truly inclusive learning environments.

A whole-school approach to inclusive education, when implemented, proved effective. Such an approach involves all members of the school community in embedding the vision of inclusion into their practice. However, textbooks often fail to reflect diversity, perpetuating Eurocentric perspectives.

Incidents of marginalisation based on ethnicity, cultural background, and gender identity were reported as common in schools. These incidents manifested as bullying, prejudice, stereotypes, and exclusion within the school environment. To address these issues, respondents recommended comprehensive anti-bullying policies, support systems for marginalised students, clear reporting mechanisms, and the incorporation of restorative approaches to support teachers in dealing with these challenges.



3.5.2.3. Conclusions on Stakeholders' Interview Data

The survey results underscore significant gaps in the professional development of European teachers concerning inclusive education and diversity education. It is evident that initial teacher education programmes across Europe often fall short in equipping teachers with the necessary skills and competencies to manage diverse classrooms effectively, cater to the needs of diverse learners, and foster cross-cultural understanding. The need for relevant teacher training on various topics emerged prominently, including delivering inclusive support to migrant and refugee learners, addressing embedded stereotypes in learning materials, implementing learner-centered approaches, and creating bully-free learning environments. Respondents emphasised that these competencies were lacking among teachers, particularly in multicultural settings where intercultural situations needed effective management and intercultural dialogue.

Challenges abound for teachers seeking to access available support to make their classes more inclusive. These obstacles encompass inadequate resources, large class sizes, time constraints, increasing workloads, and systemic barriers. Regarding the concept of intersectionality, while some teachers displayed basic awareness, they often lacked a clear understanding of how to integrate intersectionality into their practice as a pathway to inclusive education.

A suggested solution to enhance teacher training is the active involvement of teachers in the planning and design of professional development programmes. Their firsthand knowledge of students and communities can ensure that these programmes align with contextual factors and teachers' day-to-day experiences. Consequently, programme content should be tailored to address the specific needs and realities teachers encounter within their unique contexts. Such tailored content should include practical guidance on implementing a whole-school approach to inclusive education within the classroom setting.

Furthermore, the collected data advocate for improving diversity and inclusion within the teaching workforce across Europe. Achieving this goal involves adopting inclusive recruitment practices and providing targeted support or mentoring for aspiring teachers from underrepresented groups. Diverse teaching staff can better represent and understand the needs of students from various backgrounds, contributing to a more inclusive learning environment.

At the Member State level, existing inclusive education policies were found to lack an intersectional approach. Instead, they often embodied a fragmented conceptualisation of student identities, disregarding the interconnected nature of structural inequalities. The incorporation of an intersectional perspective into these policies is deemed crucial to address overlapping forms of discrimination and effectively meet the needs of all students, especially those from marginalised and underrepresented groups. An intersectional lens encourages the examination of structural factors perpetuating educational inequalities and equips teaching staff to identify and address systemic barriers.



Section 3. Conclusions and Recommendations

The blend of insights and recommendations from diverse reports across various European countries paints a vibrant picture of the pressing need to champion inclusive education for teachers across different academic landscapes. While each context adds its unique colours, a shared melody of advocating for fairness, diversity, and effective teaching echoes through all these findings.

This report shows that providing teachers with comprehensive professional development programmes is vital. These programmes should cover a range of teaching techniques, inclusive practices, understanding intersectionality, and adeptly managing classrooms. Collaborative partnerships with higher education institutions, as showcased by Turkey, infuse teacher training with the latest research and top-tier practices, adapting to the dynamic shifts in needs and challenges.

Reports from both Turkey and the EU illuminate the importance of integrating technology-driven learning into teacher training. Equipping educators with digital skills adjusts their teaching methods and prepares them for the intricacies of online and blended learning settings. Significantly, this technological evolution should also centre on inclusivity, ensuring that teachers are adept at addressing diverse learning needs and nurturing an environment of belonging and mutual respect.

The spotlight on mentoring and peer support programmes, highlighted in Turkey and Greece reports, emerges as a key strategy. Linking seasoned educators with newcomers fosters a tapestry of two-way knowledge sharing, classroom observations, and constructive feedback. This cooperative approach enriches professional growth, especially when tailored to meet the unique challenges each country's education landscape poses.

Greece, Austria, and Ireland emphasise the significance of acknowledging and embracing intersectionality and diverse representation. Teachers need to be tuned into the stories of various marginalised groups spanning different cultural backgrounds, socioeconomic statuses, sexual orientations, gender identities, and abilities. The curriculum and learning materials should be updated to be more inclusive, reflecting the experiences and cultures of all students.

In Ireland, the pivotal role of school principals in nurturing inclusive cultures shines through. Principals should encourage open conversations, collaborative networks, and supportive environments that empower teachers to tackle discrimination, bias, and complex topics effectively. The idea of resilience training, as proposed in Austria and Ireland, should equip educators with the tools to navigate challenges, confront biases, and facilitate open dialogues.

Reports from the EU-wide and Ireland underscore the significance of comprehensive policy frameworks. Governments should understand that promoting inclusive education requires clear guidelines, funding, and incentives for both teacher training and curriculum development. Adequate allocation of resources—whether financial, time-related, or infrastructural—is essential to ensure sustainable progress.

The call for systematic monitoring and evaluation mechanisms, echoed in reports from Turkey and the EU, underscores the need to gauge the effectiveness of teacher training programmes.



Regular assessments help fine-tune strategies, align training with evolving needs, and address gaps in implementation.

As emphasised in the Austrian report, educators should be equipped with inclusive language skills and strategies to create safe, accepting environments. Anti-bullying policies and interventions, as highlighted in EU-wide research, are vital to combat discrimination and harassment based on various factors. These policies should follow a Whole School Approach, as mentioned by Ireland. This information aligns with international standards to address and prevent discrimination in educational settings, which describe Whole School Approach responses to violence and discrimination as the most effective¹. This approach includes six elements: effective policies, relevant curricula and learning materials, training and support for staff, support for students and families, information and strategic partnerships, and monitoring of discrimination and violence and evaluation of responses.

The Irish, Austrian and EU-wide reports emphasise the importance of involving students in decision-making processes and creating a democratic classroom space. Curricula should be updated to include diverse voices, cultures, and experiences, making learning meaningful and inclusive.

A cross-cutting analysis through all the reports shows a gap between teachers' understanding of the need to work in diversity and their awareness of those issues. In countries lacking awareness or representation of certain groups among teachers, there is also the tendency to have no major concerns about discrimination of those groups among teachers. For example, in Turkey, where there is no representation of LGBTQI+ teachers, data also shows that they think there is no need to work on LGBTQI+ content. However, International data² on this particular topic shows that the current social environment is challenging for LGBTQI+ in this country. Therefore, there is a need to develop tailored made programmes for teachers, depending on their level of awareness of each of the specific communities covered by this project: LGBTQI+ people, migrants and refugees, and people from socioeconomically disadvantaged backgrounds.

From this quilt of diverse European contexts emerges a robust blueprint for promoting inclusive education among educators. Bringing together the valuable insights shared across these diverse European reports, it clear that there is an urgent call to prioritise inclusive education for educators. By honing professional development, embracing technology, celebrating diversity, and ensuring that policies are in sync, teachers can genuinely lead the way in fostering an inclusive, diverse, and equitable educational experience that truly resonates with students from all walks of life.

¹ For a better understanding of the Whole School Approach and how to apply it to prevent discrimination in schools, refer to UNESCO's [reports on school violence and discrimination](#).

² See, for example, IGLYO's [LGBTQI Inclusive Education Report](#) (2022), where there is an in-depth analysis of the education context in Turkey. Further analysis of the situation can also be found in the section about education of the LGBTI Equal Rights Association [national review](#) about Turkey.



