



Teachers' upskilling aiming at a holistic inclusivity in learning

D2.3. Training Needs Analysis Report

Project Number: 101056515

Agreement Number: 101056515 — TUTOR —

ERASMUS-EDU-2021-PEX-TEACH-ACA



Work Package:	Work Package 2: Definition of a forward-looking upskilling strategy for Teachers
Type:	R-Report
Title	D2.3. Training Needs Analysis Report
Dissemination level:	PU-Public
Version:	V04.
Delivery date:	15 Dec 2023
Keywords:	Inclusive education, intersectionality, initial teacher education, teaching practices, continuous professional development, LGBTQI+, migrants, ethnic, socio-economically disadvantaged students
Abstract:	In this training needs analysis report the findings of previous tasks will be analysed regarding the desired and current state in terms of inclusiveness.
Authors:	Nora Giannakaki, Symplexis – Task Lead Co-authors: TUTOR partner organisations
Contact Persons:	giannakaki.n@symplexis.eu

Contents

Introduction.....	4
Section 1. Research methodology	4
A. Current State: Where are we now?	7
A.1. Who are the students most at risk of exclusion? How much are they visible to their teachers?	7
A.2. What are the existing competencies (skills, attributes, knowledge) of teachers that are relevant to inclusivity?	11
A.3. Teachers' awareness of students' marginalisation experience	12
A.4. What are the current laws, recommendations/guidelines on and for teachers to practice inclusive education?	13
A.5. To what extent are the existing teacher training programmes relevant to inclusivity?	15
A.6. Existing methodologies and techniques on inclusive education	18
A.7. Best practices - both in and out of school initiatives	20
B. What is the desired state?	23
B.1. What is be inclusive education?	23
B.2. What are the values in relation to inclusivity in schools?	24
B.3. What is the desired status of the policies governing inclusive education in the examined countries?	25
B.4. Which would be the most effective methodologies: teaching approaches and curricula for inclusive education?	26
B.5. Teachers' inclusivity competencies and areas of improvement: What competencies are needed in an inclusive school?	28
C. Actions: What do we need to do to get there?	39
C.1. What actions do we need to take, in terms of inclusivity, within the school setting? What needs to change?	39
C.2. How are we going to get there?	41
C.3. What are the difficulties and challenges: obstacles/ barriers?	43
C.4. How do we overcome the obstacles/ barriers?	45
D. End-Objectives: Where do we need to be? Conclusions and recommendations	47
D.1. Summary of the three (3) Transnational Validation Meetings with educational stakeholders.....	47
D.2. Defining inclusive education and intersectionality	49
D.3. Recommendations	51
References.....	54



Introduction

This section provides a short overview of the report's structure, starting with an outline of the TUTOR Project description and its objectives. It further delineates the research design, data collection, sampling and analysis method employed. Then it delves into the conclusions drawn, and recommendations collected, research limitations, ethical considerations established, references used and appendices accompanying the report.

The TUTOR project is a 36-month endeavour 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 across the EU and Turkey.

The current report **aims** at identifying the gap between current and desired state regarding inclusive education, based on the findings from research conducted by the TUTOR partnership and summarised in two (2) transnational reports, the Desired Status Report and Current (Existing) Status Report. It analyses the findings on teachers' skills gap that were identified from the literature review, focus groups, interviews, surveys, and skills gap maps created. This analysis encompasses insights gathered both by teachers and stakeholders in TUTOR partner countries, namely Greece, Austria, Turkey and Ireland and at the EU-wide level.

Section 1. Research methodology

This research methodology employs a systematic and comprehensive approach to conducting a Teachers' Skills Needs Analysis, ensuring rigor and reliability through the research process and adhering to the following main steps in its conduct: defining the scope of the analysis, identifying key performance indicators to measure, collecting data on current and desired inclusive education practices and outcomes, comparing data and identify gaps across target countries, creating recommendations to address existing gaps.

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them



Co-funded by
the European Union

The current **gap analysis** report aims at measuring actual against expected or desired results to identify skills of teachers, as well as strategies and processes, regarding inclusivity of secondary level and VET schools across Europe that require further capacity building. Furthermore, it aims at quantifying the skills gaps and categorizing them based on priority and severity.

The Gaps Analysis Map document was put through three rounds of 'Thematic Analysis' (Braun and Clarke, 2006; 2019, 2020) using MAXQDA software. The first round generated three themes: (1) Needed Teacher Competencies, (2) Needed Teacher Skills, and (3) Needed Teacher Understandings. The second round generated a number of subcodes in each theme. The third round generated specific areas, skills, theories, competencies, knowledge, and understandings needed, as described in the report below.

The report will serve as a guide for schools at secondary level, Vocational Education and Training/Further Education and Training, and for stakeholders to act towards more inclusive schools and will form the foundation for developing a curriculum in the subsequent stage of the TUTOR project.

The **Transnational Literature Review** - based on the project partners' national and EU-wide research conducted in 2022 - presents a synopsis of the contemporary literature and research in each jurisdiction pertaining to inclusive education at secondary level, Vocational Education and Training (VET) and in the case of Ireland and Austria, includes Further Education and Training (FET). Each of the partner's national literature review sets the context for the legislative basis and policy framework. It also outlines the desired status in relation to inclusive education, diversity and intersectionality, with a focus on the inclusion of LGBTQI+, migrant, ethnic minority and socio-economically disadvantaged students.

The **Transnational Desired Status Report** of inclusive education summarised the findings of the open consultation process conducted during December 2022 and January 2023 with teachers in secondary level, Vocational Education and Training (VET) and Further Education and Training (FET) as well as with stakeholders in education in the partner countries. The field research reflected upon key themes such as inclusive education intersectionality, diversity in education, inclusive education in relation to the specific student cohorts, as well as Initial Teacher Education (ITE) and Continuous Professional Development for teachers. The open consultation process engaged **64 participants using a qualitative methodology**, including focus group sessions with teachers and focus group meetings and interviews with stakeholders in education.

The Transnational **Existing Status Report** on inclusive education summarised the findings from the TUTOR field research, engaging 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).

The last phase of the research was the realisation of **validation consultations** with national experts/stakeholders participating from all implementing countries and at the EU level. In total, three (3) consultations were conducted during October and November 2023 to ensure accuracy and validity of the research methodology and data collected. Experts actively working in the field of inclusive education were informed and consulted together, and the results of these meetings are also a part of this report.

It is important to note that throughout this study, **terminology** may vary across different countries and regions, mainly regarding the groups of at-risk students, including those related to migration, socio-economic status, and LGBTQI+.



A. Current State: Where are we now?

A.1. Who are the students most at risk of exclusion? How much are they visible to their teachers?

The groups focused on during the research were those defined as target groups most at risk of exclusion: students from migrant, LGBTQI+ and lower income or socio-economic backgrounds in secondary education and VET, including ethnic minorities, Roma, and Traveller students.

TUTOR research shows that in all examined countries, there is an awareness of and knowledge about the risk faced by the main TUTOR target groups. The primary focus in State education is on the students with migrant and refugee backgrounds, while there is a lack of information about the numbers and extent of risk and discrimination experienced by LGBTQI+ students and those from lower income or socio-economic backgrounds throughout their school years. Notably, there is a lack of relevant data on LGBTQI+ students in Turkey both from desk and field research. Students with special needs/ skills are also targeted in inclusive education in all countries, many times being a dominant group catered for in policy and practice. There is limited data about Roma and Traveller students' involvement in secondary education, however, they seem to be highly discriminated against in Greece and Ireland. Research in Turkey and at EU level identifies ethnic minorities as at risk. The desk research at the EU level indicated that Roma and Traveller students are seriously affected by school segregation in many member states, so they are not just at risk of exclusion but are actually excluded.

The Irish research raised the attention of **other student cohorts** at risk of exclusion and discrimination. Respondents indicated a broader range of students with special needs, including those with physical and intellectual disabilities and learning needs, students over 25 years old, the elderly, and people with experience of trauma. This diverse list highlights the need for tailored support and inclusive practices matching the students' needs.

When analysing the data per country, the following at-risk groups are listed:

In Greece, the most at-risk groups are Roma and LGBTQI+ students, who often go unnoticed with limited available data, as well as students with learning difficulties. Newcomer migrants/refugees and socio-economically challenged students follow. In Ireland all the above groups are listed as at-risk. In Austria LGBTQI+ students struggle primarily with social exclusion, prejudice or ostracism, while migrants and socio-

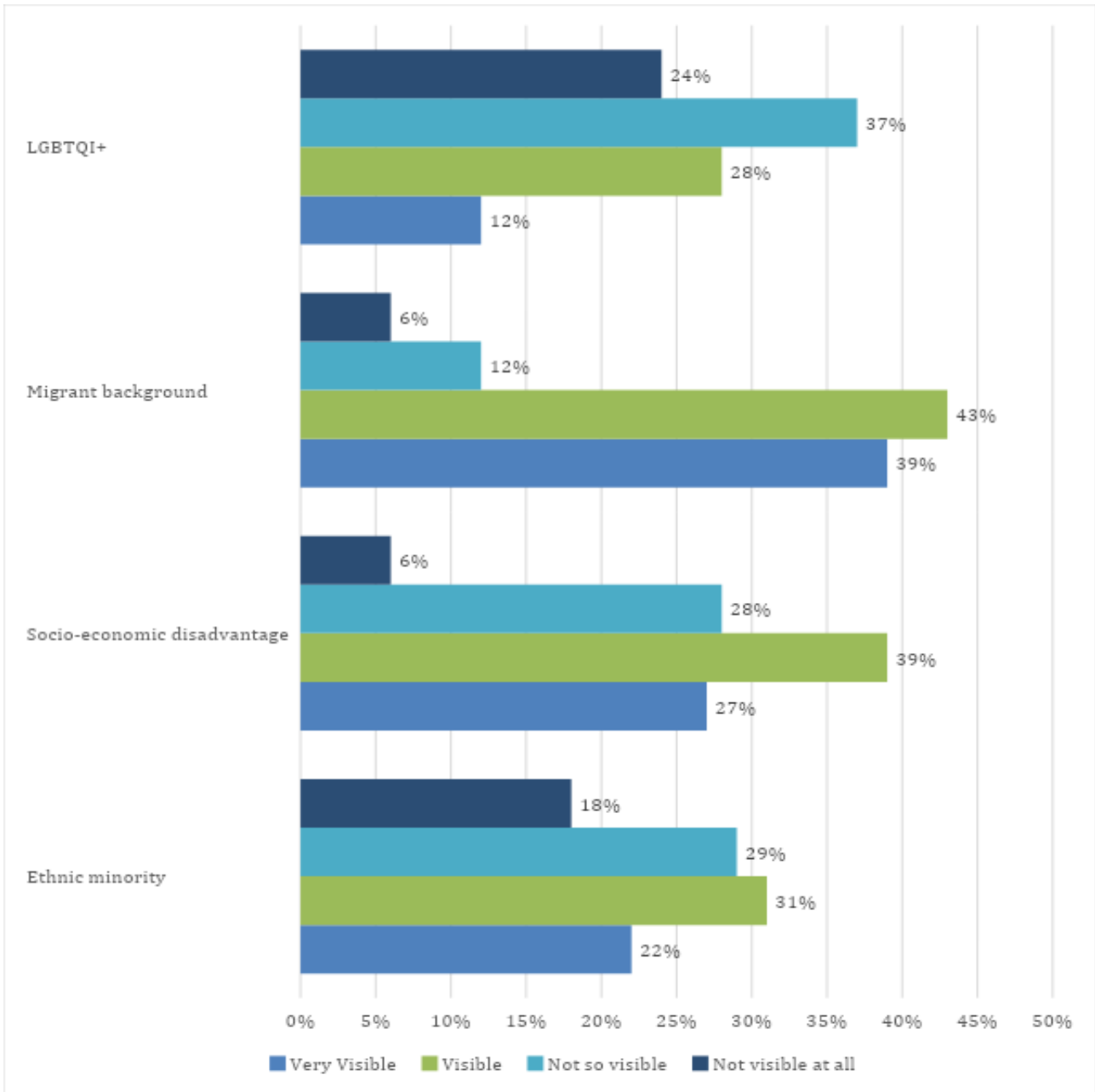
economically disadvantaged students are more economically and structurally excluded, and then ultimately socially excluded. In Turkey, the initial group identified as being at risk comprises immigrants with the current immigrant population in the country standing at 15 million: In Turkey, no major problems have arisen in the use of educational environments by students from ethnic minority backgrounds. 60% of the students in vocational high schools in Turkey come from families with socio-economic difficulties. As for the LGBTQI+ students, since this group is not officially recognized in the country, it cannot be determined how many students there are, nor relevant data from field research could be collected. The questions in this section remained unanswered. The findings of the EU research showed that the most at-risk groups were not only ethnic groups but also LGBTQI+ students.

1. Visibility of targeted students according to teachers and stakeholders' responses

Significant data - from 620-649 survey respondents - was collected about the **visibility** of these students' groups according to the respondent teachers and stakeholders across the examined countries. The findings show that most visible are students from migrant backgrounds, while the less visible are the students belonging to the LGBTQI+ group.



Figure 1. Visibility of students from different backgrounds in all examined countries according to teachers and stakeholders



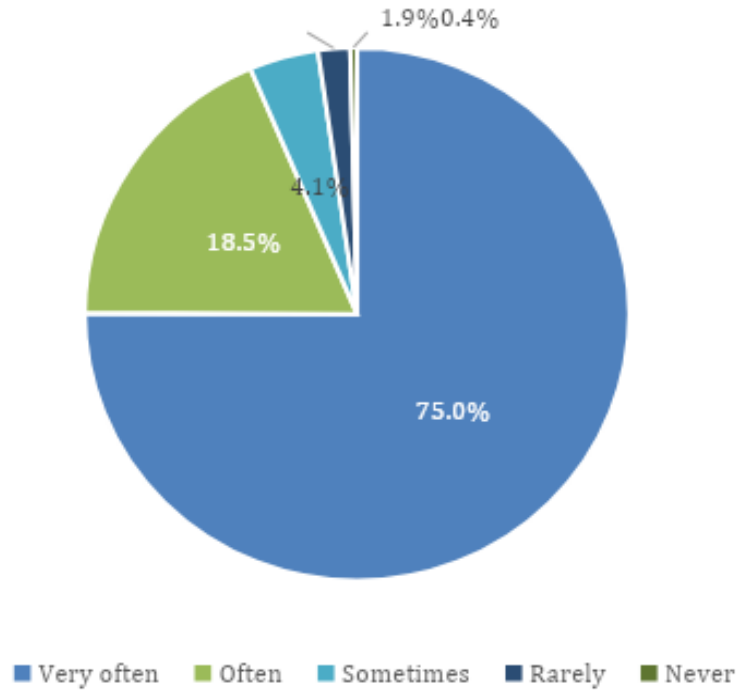
2. Frequency of work contact between research participants and students across the examined countries

It is important to note that 93.5% of the overall research participants (464) responded that they work often or very often (on multiple days per week) with students in school. This finding gives additional validation to the TUTOR research. Findings from interviews in all countries gave additional confirmation of these survey findings.



Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

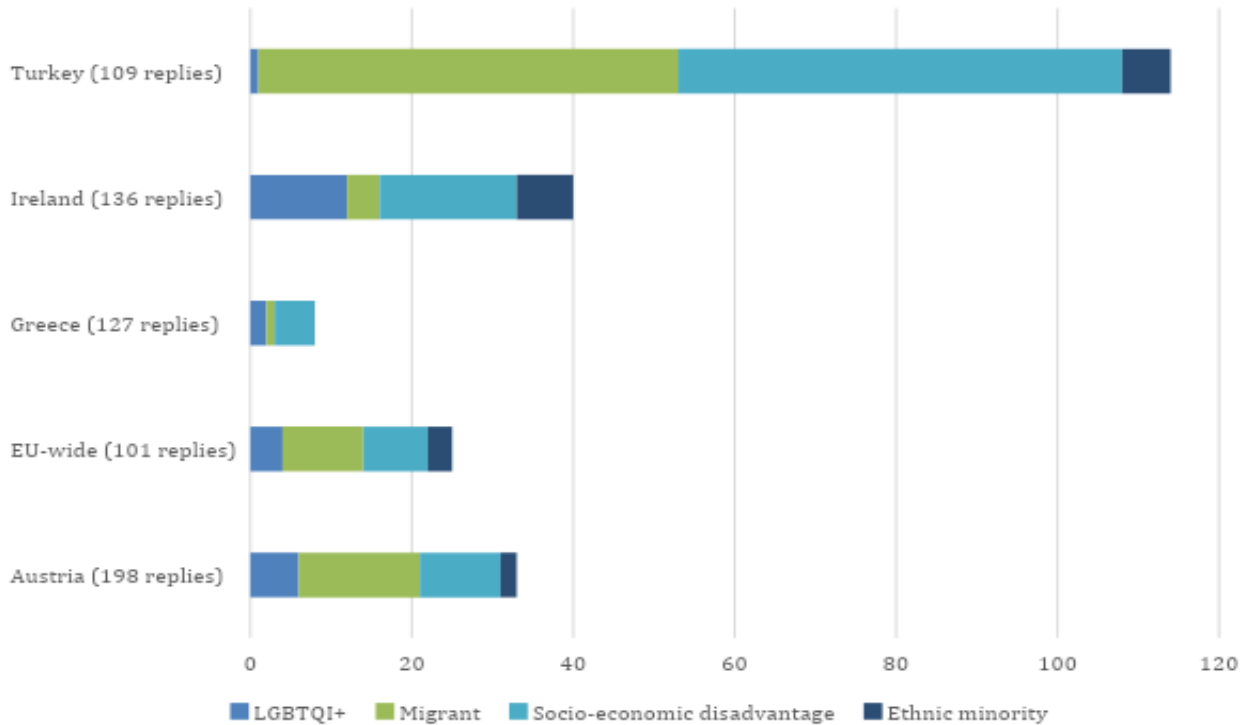
Figure 2. Frequency of work contact between teachers and students in a cross-country analysis



3. Teachers' self-identification about belonging to diverse groups.

The TUTOR research, particularly the survey findings, highlights the presence of diversity challenges. Across countries, these include varied interpretations of identity, potential hesitancy to disclose information, and limited representation from certain marginalised groups.

Figure 3. Teachers' self-identification about belonging to diverse groups.



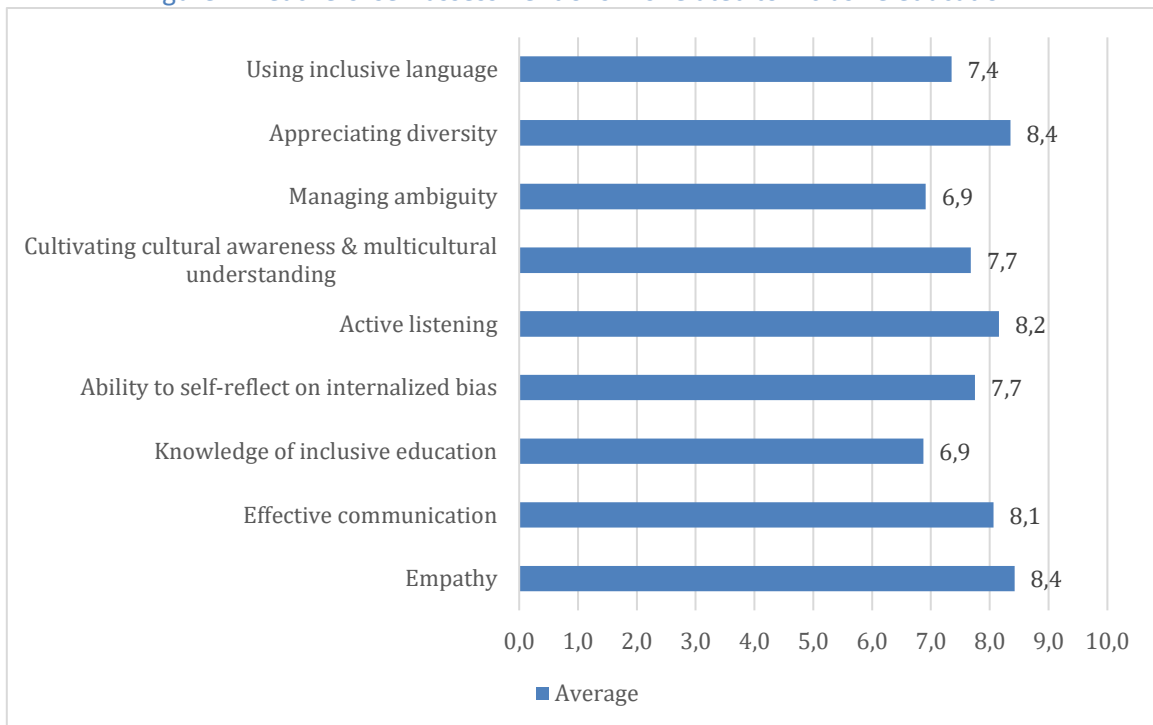
A.2. What are the existing competencies (skills, attributes, knowledge) of teachers that are relevant to inclusivity?

In a cross-country comparative analysis, data showed that familiarity with Inclusive Education is the highest in Ireland (68.9%), followed by the EU level partner organisations (43.4%), Austria, Greece, and Turkey. Ireland stands out with a significant majority being very familiar, while the EU has a promising level of familiarity. This leads to the conclusion that knowledge and awareness about Inclusive Education is much needed across all regions of the TUTOR research.

When it comes to the existing inclusivity competencies of teachers, the research findings show that the most highly rated ones are empathy, active listening, ability to use inclusive language, intercultural and cultural awareness, and communication. There is a recognised lack of knowledge and skills on diversity and management of diverse classes related to all TUTOR target groups, with a particular emphasis on LGBTQI+ students in all countries and at EU level. The existing knowledge about inclusivity is predominately theoretical and teachers lack practical insight into how to implement inclusive practices. Additionally, most teachers are unfamiliar with the approach of intersectionality. Although empathy, understanding and appreciation of diversity are mentioned in most countries, these seem to be confined to cultural contexts rather than

embracing the broader meaning of inclusivity - including gender diversity and social-economic aspects. Greek research mentions lack of motivation in the teaching staff, as a barrier to strengthen inclusive competences. In Ireland, research underscores the significance of agreed upon definitions, as one of the main inclusion competences. Skills to include students with special education needs do exist in all countries but the involvement of these students differ from one country to another. Special educators in Greece view this competency as a good example for inclusive education.

Figure 4. Teachers' self-assessment of skills related to inclusive education.



In addition to the list of competencies outlined in the survey (as shown in the table above), interview and focus group participants named the following existing competences and skills as important and essential to their inclusive practice: motivation, kindness, (inter)cultural competencies, understanding of terminology, respect for agreed-upon definitions, skills needed to work in special education.

A.3. Teachers' awareness of students' marginalisation experience

In this section a brief analysis on teachers' awareness of marginalisation and conflict is given.

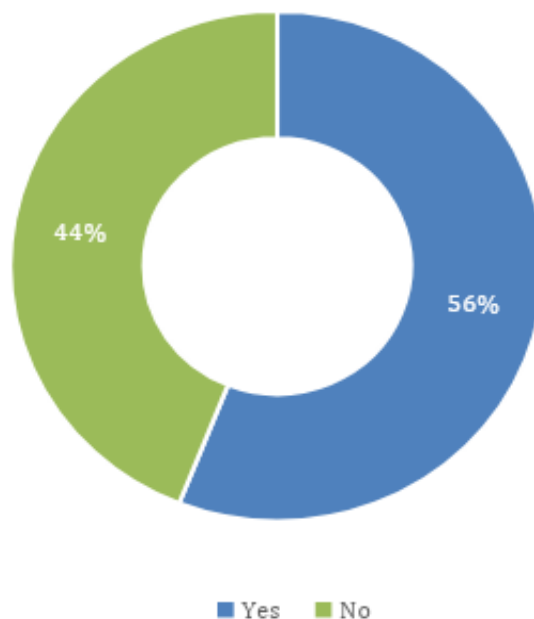
Research findings show that tensions or conflicts between students because of their differences are perceived by most teachers and educational stakeholders. In a cross-country analysis with 654 respondents, 56% (364) stated that the tension is noticeable between students. Additional to the survey findings, most of

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

the interviews and focus group respondents stated that there is ongoing aggression and discrimination in schools and in out-of-school communities.

In summary, while each country has its unique challenges and strengths, common themes across the countries include the need for **inclusivity, addressing conflicts, and combating discrimination**, tackling bullying and prejudices within the school environment. The approaches to these issues may vary, and the findings underscore the importance of tailored strategies for each context.

Figure 5. Perceived tensions or conflicts between students because of their differences



A.4. What are the current laws, recommendations/guidelines on and for teachers to practice inclusive education?

Based on the findings from the Existing and Desired State Reports, the following key points and summary can be drawn about existing legislation, recommendations, and guidelines across the target countries.

With regard to **Inclusive Education strategies**, Ireland and Austria have government strategies and accessible policy guidelines on inclusive education for students targeted by TUTOR, but other researched countries lack such dedicated strategies. National educational guidelines of the countries cover intercultural education but there are notable gaps regarding LGBTQI+ and socio-economic disadvantaged. Turkey has inclusive education legislation but it lacks well-defined guidance processes.

A comparison of **educational approaches** across the countries shows that Ireland has a good practice of Universal Design for Learning, which emphasises lifeworld and action-oriented practical lessons for students. EU-level recommendations stress collaboration among special educators, social workers, psychologists, parents, and community leaders. The use of assistive technologies for students with disabilities is also highlighted.

Important to highlight the aspect of **supporting students with disabilities**, something that is still the main focus of inclusive educational practices in most countries. Ireland, Austria and Greece recommend staff accompaniment of students with mental and learning disabilities (“shadow teachers”, special educators, mental health professionals). Greece is a good example for including students with learning challenges in mainstream classes, providing personalised teaching and testing along with individualised educational plans and assistive technologies. However, analysis of students' needs might still face delays, causing difficulties in implementing the above practices. In Austria, special educational needs are assessed and appropriate support services or forms of teaching are then offered based on the results.

In **support of migrant and refugee students**, all researched countries organize integration or supporting classes which focus on the language of the hosting country for foreign-speaking students. In addition, in Greece, psychologists and social workers facilitate inclusion procedures for refugee/migrant and Roma students.

Common recommendations and conclusion

The review of the literature¹ suggests that the practice and implementation of frameworks for inclusive education is fragmented and varies widely amongst teachers, schools and across partner countries. The main problem seems to be a misalignment between policy and legislation and actual enactment of both, and this represents a significant and critical gap.

A widespread recommendation across countries is to provide teachers' workshops on specific inclusive topics in and out of school. Ireland and Austria stand out with comprehensive government strategies for inclusive

¹ An excessive list of policy instruments at both national and international level was presented in the two reports on desired and existing state regarding inclusivity in the TUTOR WP2.

education, while other countries exhibit gaps. The emphasis on collaboration and assistive technologies at the EU level suggests an effort to provide holistic support for students with diverse needs. The EU level and Irish recommendations also underline the importance of improving teacher's familiarity with concepts of inclusive education and intersectionality, and the need to provide relevant and targeted professional development programmes for teachers to enhance their skills, while knowledge in inclusive education was deemed as essential. Professional development programmes could cover topics, such as inclusive teaching strategies, intercultural sensitivity, intersectionality awareness, bullying prevention, and diversity management. Providing more training and support for teachers to build their capacities in understanding and responding to student's social, cultural, economic and linguistic contexts is crucial for creating learning environments that celebrate diversity and promote equitable educational outcomes for all learners.

The approaches in Ireland, Austria and Greece for students with mental and learning disabilities, as well as the inclusive measures for refugee/migrant and Roma students in Greece and Turkey, showcase positive steps toward inclusive education. However, in Greece there are many obstacles, and implementation of good practices remains difficult. There is a common recommendation for ongoing professional development in addressing diverse educational needs across Europe.

A.5. To what extent are the existing teacher training programmes relevant to inclusivity?

Below, we outline an analysis of teachers' training needs and gaps from a cross-country perspective.

Austria

- Training Gaps: Austria faces a gap with 59.3% of teacher respondents having undergone training, and 40.7% of teachers lacking training in inclusive education or diversity.
- Training Themes: Responses reveal a substantial attention to inclusion and diversity.
- Relevance: 70% found the training relevant, this highlights its importance in professional development.

Greece

- Training Gaps: Greece has a notable gap, with 66.1% lacking training in inclusive education, indicating a need for more comprehensive training.
- Training Themes: Exposure to migration, intercultural learning, and special education, but a need for more emphasis on gender equality and sex education.
- Relevance: High relevance (85.5%), but the positive perception suggests room for enhancement.

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

Ireland

- Training Gaps: A positive trend with 70% engaged in training on inclusive education or diversity, while 30% have not.
- Training Themes: Comprehensive coverage, including intersectionality, LGBTQI+ issues, and cultural competency.
- Relevance: Strong alignment with professional needs (92.1%), indicating a successful training approach.

Turkey

- Training Gaps: A significant gap, with 77.9% of teachers lacking inclusive education or diversity training.
- Training Themes: Varied themes, but a perceived lack of relevance, suggesting a mismatch between content and practical needs.
- Relevance: 82% found the training not entirely relevant, indicating a need for more tailored programmes.

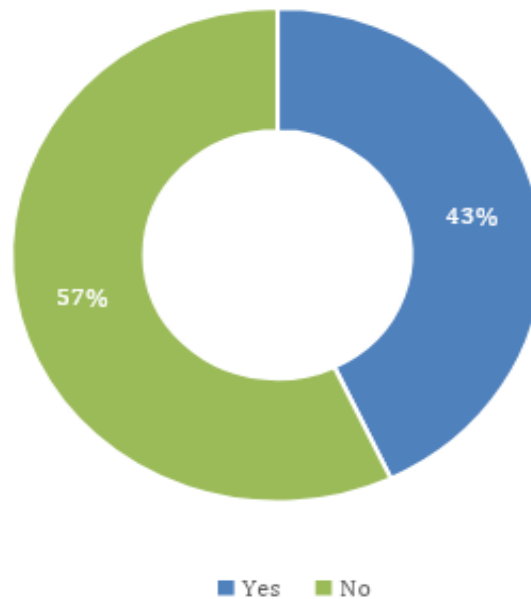
European Union (EU)

- Training Gaps: 54.6% not participating in training, indicating a substantial gap in addressing inclusivity and diversity.
- Diverse Training Themes: A range of themes covered, suggesting a comprehensive approach.
- Relevance: While 83.2% found the training relevant, the 15.8% who found it not so relevant suggest a need for further alignment.

In total across countries: from a total of 653 replies, 57.1% of teachers have not undertaken training on inclusive education, while 42.9% have.



Figure 6. Training gap of teachers



In a cross-country comparison we can conclude that Austria, Turkey, and Greece show notable gaps in training, while Ireland and the EU level organizations exhibit more positive engagement. In Greece and Turkey, there is either no or limited obligatory training on inclusivity while in Ireland and Austria more training opportunities exist.

Training Themes: All countries cover a diverse range of themes, reflecting unique needs and priorities. In Austria almost half of the research respondent teachers received informal training on inclusivity, where priority topics were gender and diversity (23%), inclusion (23%), and language and communication (16%). In both Greece and Turkey, the leading trend in training on inclusion is on special educational needs, with no special focus on the categories examined by the TUTOR project. The same trend can be seen in research conducted at EU level: Training programmes mainly focus on students with special needs, cultural awareness, communication, or psychosocial interventions. While concepts of inclusivity and diversity might permeate professional development programmes, these concepts are not introduced as constitutive elements of teacher education. In all examined countries there is very limited teacher training in the LGBTQI+ topic area. As for the relevance of existing training, varied percentages indicate differences in perception or effectiveness.

Overall cross - country conclusions



Co-funded by
the European Union

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

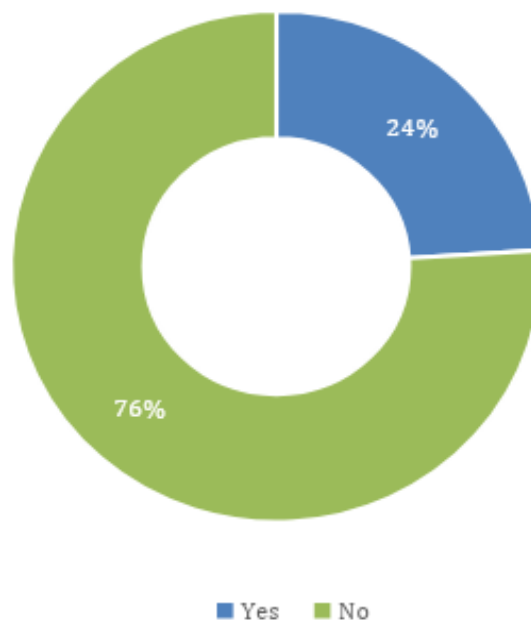
Varying perceptions of training effectiveness and participation highlight the need for ongoing evaluation and improvement to align with practical needs and expectations. A comprehensive analysis reveals both commonalities and distinctions in teacher training across TUTOR target countries, emphasising the need for tailored and adaptable approaches to meet the evolving demands of inclusive education, particularly having in mind that **57.1% of teachers have not** undergone training on inclusive education. Those who attended mentioned that relevant formal or informal training is assessed as theoretical, lacking practical insights, is insufficient, and is either not relevant or too general in terms of inclusion. The knowledge acquired through such training is often limited or does not cover all student needs and accessing existing training programmes proves to be difficult.

Based on the above observations, there is a pressing need for in-depth practical training on inclusivity in all partner countries and across Europe.

A.6. Existing methodologies and techniques on inclusive education

This section provides a cross country overview of the teachers’ **understanding and awareness** of inclusive education methodologies, techniques, as well as **resources** and recommendations on such methodologies.

Figure 7. Teachers’ awareness on literature or methodologies to practice inclusive education across TUTOR countries. Findings from cross-country survey.



Austria

Awareness Gap: The data reveals a significant gap in understanding inclusive education methods, with 80.8% of participants admitting their lack of familiarity.

Positive Aspect: Approximately 29.6% of respondents who were familiar with specific methods emphasized the importance of using multiple languages and being sensitive to language differences.

Gaps: The findings underscore the urgent need for disseminating information and materials about inclusive education in Austria.

Greece

Awareness Gap: A substantial majority (82.5%) of Greek teachers expressed a lack of awareness of methodological frameworks and official documents related to inclusive education.

Resources: Available literature and resources in Greece primarily focus on the inclusivity parameter of special education, with a concentration on Autism Spectrum Disorder (ASD), intercultural education, gender-inclusive language, and special inclusive education, in sum remaining limited.

Ireland

Awareness Gap: A mixed response from Irish teachers, with 44% indicating familiarity with inclusive education methodologies and literature.

Resources: Respondents mentioned various methodologies and resources, reflecting a broad range of practices, including Universal Design for Learning, Assessment for Learning, visual aids, and more.

Implications: The diversity of resources highlights a rich landscape of methodologies and literature available to support inclusive education practices in Ireland.

Turkey

Awareness Gap: An overwhelming 88% of Turkish teachers lack awareness of methodological frameworks and official documents related to inclusive education.

Opportunity for improvement: The small percentage (12%) with preliminary knowledge indicates a potential for broader awareness and implementation.

Need for Dissemination: The findings suggest a significant opportunity to bridge the awareness gap and better disseminate information and resources about inclusive education in Turkey.

European Union level

Awareness Gap and Engagement: The EU summary indicates that 69.4% of surveyed teachers have limited engagement with explicit methodologies or referenced literature related to inclusive education.

Gaps: The data emphasizes the need for targeted efforts to raise awareness about inclusive education methodologies and literature among educators within the EU.

General conclusions

Across all examined countries, there is a theme of a lack of awareness (76% of 653 total respondents) regarding inclusive education methodologies. The results underscore the importance of spreading information and conducting awareness campaigns to promote existing inclusive education practices and to create new ones.

A.7. Best practices - both in and out of school initiatives

In an overall cross-country analysis, we can see that teachers and stakeholders are aware of both out and in-school initiatives which benefit participants, focusing mainly on the integration of migrant/ refugee students, Roma and socio-economically disadvantaged students, students with special skills/ needs, and teachers. In Austria, the example of Pride School is listed as a good practice for raising awareness of diversity and including LGBTQI+ students. EU-funded, international and local community cooperations and projects are mentioned as successful in the EU level research, and in Greece, for strengthening mutual understanding. In Turkey, EU and UN inclusive training initiatives are the most relevant ones. The Irish research results focus on inclusive approaches and school practices in general, rather than naming specific programmes. There is a huge need expressed by the research participants to work with best practices across the regions examined.

The most significant good practices and methodologies identified during the TUTOR field research can be further categorized into three subcategories: organisational, teaching, and student-focused practices. These categories differ in their nature and focus. Organizational approaches focus on the overall school institutions and systems, teaching strategies involve specific classroom methods, while student-centric learning approaches focus on involving more students in their learning experience, while maximizing their potential.

Organizational approaches:



Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

1. Whole School Approach (Ireland) with six elements
2. EU teacher exchange programmes on inclusion
3. Students' needs analysis for inclusive education, including special education
4. Accompaniment of students by specialists
5. Family hosting/international exchange programmes
6. Strong social network, including with families, universities, Church, NGOs, Refugee camps
7. Visiting teachers

Teaching Strategies:

8. Extracurricular activities (music, sports, excursions)
9. Peer teacher collaboration, team teaching
10. Small group discussions
11. Creating safe spaces
12. Physical environment symbolism
13. Holistic and creative approaches
14. Intercultural activities
15. "Pride School" in Austria: a model for educational institutions dedicated to intentionally showcasing visibility and actively -embracing LGBTQI+ solidarity.
16. "Schule-im-Aufbruch" (school on the move): where on Fridays students are more involved in lesson planning and design
17. Workshops by school external experts (e.g., queerconnexion in AT)

Student-Centric Approaches:

18. Collaborative learning
19. Peer-to-peer learning
20. Project-based learning
21. Experiential learning





B. What is the desired state?

B.1. What is be inclusive education?

Inclusive education is defined by teachers and stakeholders involved in the research as follows:

Greece

Inclusive education helps students understand that an inclusive society is feasible, and that it doesn't belong in the realm of imagination: all people can succeed while everybody is together. Schools and educators have all the necessary support to build up an educational environment that equally includes all people no matter what their external characteristics, sexual identities, origins, socioeconomic status, and cultural background.

Ireland

Inclusion in Ireland is based on a holistic approach that emphasizes the importance of creating a school culture that values and respects diversity and promotes wellbeing for all students. This includes the following elements: mediators of inclusion, mentoring programme, reflection and sensitivity, every voice matters, democratic schools, a common goal, mindful of language and semantics, intersectional in nature, with systemic and institutional support for all of the above.

Austria

A new broader target of inclusive education, including not just disability but all differences and students (especially with migrant backgrounds). The term "Intercultural education" is seen as a framework term for the current and future debates about inter-, trans- and multiculturalism. It takes place in the knowledge of multiple, changeable affiliations and identities, as well as being based on an open and diverse concept of culture. It is holistic and focuses on the entire school system. Based on the general principles on inclusive education in Austria (Ministry of Education), it has the following components for ensuring inclusion of all. It is seen as an important contribution to personal development. It starts from the lifeworld, prior experiences and perspectives of all students and uses biographical, linguistic and other appropriate approaches for celebrating diversity. Such an education promotes critical reflection on individual as well as group language use. It conveys a dynamic concept of identity(ies) and questions, stereotyping, and attributions. It contributes to a cooperative school culture and supports all actors within the framework of school partnership. It is cross-curricular and interdisciplinary.

Turkey

All students should have equal opportunities. Teachers, decision makers and administrators’ duties and responsibilities are clearly expressed. Teachers and administrators’ training on inclusivity of exemplary practices are ensured.

EU level research definition

Inclusive education ensures that all learners of any age are provided with meaningful, high-quality educational opportunities. Inclusive education is about barrier-free learning environments for all learners; it is about reducing isolation, poverty, and the risk of exploitation; it is about removing structural barriers; it is about learner-centered approaches; it is about individual targeted support to learners. The EU conceives inclusive education as the right to an equitable high-quality education without discrimination; as an advancement towards more democratic and fair societies; and as an improvement of effectiveness and efficiency of education systems of Member States.

B.2. What are the values in relation to inclusivity in schools?

The values mentioned in relation to inclusivity in schools in the research across the countries reflect a commitment to creating an educational environment that is diverse, inclusive, and supportive of all students. It is important to note that most of the values are common in all countries, with the following values at the top of countries’ lists:



B.3. What is the desired status of the policies governing inclusive education in the examined countries?

This section outlines the desired status of inclusive education policies across the countries participating in the TUTOR project, addressing various aspects to create inclusive learning environments. The focus is on translating policies and intentions into action. The policies mentioned by research participants across the countries include the following main themes: implementation of policies, teacher training, sexuality and gender education, holistic and whole-school education, intersectional approach, supporting services, combating systemic violence and intersectional discrimination, empowering teachers, communication, students' active involvement, inclusive curriculum, integrating more inclusive education into EU policy, cross-country and EU level cooperations, and rights education.

There is a special focus on practical teacher training programmes to ensure that educators are equipped to foster inclusivity in learning. The emphasis on holistic inclusivity indicates a commitment to addressing the needs of both marginalised and non-marginalised groups across all aspects of the educational processes and environments. The inclusion of centrally organised sexuality and gender (equality) and non-discrimination education reflects the importance of these components. There is a need expressed by all countries for specialised support services. The inclusion of intersectionality, as a centric approach, strengthens the understanding that various factors intersect to shape a student's experience and social location within a specific learning environment.

Furthermore, a cross-country list of the main suggestions from teachers on policies follows:

- Creating comprehensive and context-specific policies for the actual implementation and provision of inclusive education
- Incorporating practical teacher training programme on holistic inclusivity in learning and focusing on the inclusion of all marginalised and non-marginalized groups in the same learning experience
- Introducing centrally organised sexuality and gender education
- Inclusion of school psychologists to provide support to teachers in implementing inclusive education
- Creation of an inclusive education strategy focusing on intersectional approach to education
- Provision of policies, educational management, curricula development and revision to promote inclusive education
- Having an all-inclusive model-adequately resourced
- Introducing a whole school approach

- Establishing institutional and systemic support for teachers that recognises and upholds human rights
- Granting autonomy for schools and teachers: “must-haves” and “nice-to-haves” in school curricula
- Establishment of a culture of open discussion
- Involvement of students in decision making
- Adapting a clear attitude in dealing with intersecting violence and sexism
- Enhancing responsibility of school management for inclusive education
- Managing tension between parental rights, religious freedom, state educational goals and equality and non-discrimination principles
- Ensuring the right to equal educational content regardless of gender identity, gender expression, sexual orientation, sex characteristics, religion, social origin, ethnicity, socio-economic status, disability, and other identity markers
- Applying equality -sensitive career guidance and educational information
- Being cognisant of historical and current processes of social change, such as migration movements from the global south to Europe, migration processes in rural regions and population increase in urban areas, diverse biographies and life plans, intergenerational and social aspects, and the associated challenges and opportunities for inclusion in the school and VET systems
- Removal of exclusionary terminologies and Western-centric biases within the scope of making the course contents and curriculum inclusive
- Promoting equity, social cohesion and active citizenship is one of the strategic objectives for cooperation in education and training at national and EU-levels
- EU policy documents are guided by the principle of learners’ rights to an inclusive education; and indicate that practice is to be guided by the principle of promoting wider access to learning experiences which respect individual differences and quality education for all

B.4. Which would be the most effective methodologies: teaching approaches and curricula for inclusive education?

This section is the result of the data analysed in the previous section about teachers’ awareness and knowledge about existing inclusive practices and teachers’ recommendations for the desired state. The **following teaching approaches and sources** were identified by the TUTOR research participants for fostering inclusivity:

- a curriculum that names and incorporates all disadvantaged groups of students, inclusive of LGBTQI+ students and those from migrant and socio-economically disadvantaged backgrounds.
- a practical training approach based on experiential learning and evidence-based approach
- peer learning approach
- small group activities
- revised curricula and tools to reflect diverse cultural experiences
- access to educational specialists
- greater pedagogical support
- develop mutual support among teachers
- co- create spaces where open and honest discussion can take place
- discussion-based pedagogy
- participatory learning experiences
- teachers as positive role models
- autonomy within a context of school/teacher
- sensitised teachers
- creation of personality-building experiential spaces
- resource-oriented instead of deficit-oriented learning
- cross-curricular and cross-thematic teaching with more forms of social learning
- digital inclusion
- involvement of parents and the community
- early identification and remediation of children at risk of failure based on a contextual need analysis
- the term 'inclusive education' needs to be further clarified
- expanding individual scope for action and overcoming gender- and another stereotypical static categorisation
- supporting young people in making reflective decisions about their own career and life plans
- to enable a higher degree of self-determination by students in their own health,
- developing a differentiated thinking beyond binary terms, narrowed gender images and thus to prevent and address LGBTQI+ phobia
- improving the life and career prospects and participation opportunities of young people.
- addressing gender and non-discrimination issues in subject lessons



- education and equality -responsive methodology and didactics
- developing the necessary professional skills of teachers to deal not only with students with special educational needs but also with other students, not to consider immigrant education independent of schools (as in Turkey)
- incorporating an intersectional understanding in the educational curricula, teaching methods and approaches
- collaborative and humanity-driven learning methods to promote peer-interaction,
- project-based learning as a means to practice inclusive education or diversity
- experiential learning approaches to connect learning to real-world contexts and promote inclusivity by making education meaningful for all students
- Bronfenbrenner's Bioecological Model of Human Development: complex reciprocal social-interactional processes between person and environment
- For socio-economically disadvantaged students, Maslow's Hierarchy of Needs could be taken as a theoretical basis in terms of the need to resource and support key needs of students
- According to UNESCO (2009), *Policy Guidelines on Inclusion in Education* (pg. 16): Flexible teaching and learning methods, curricula and assessment adapted to different needs and learning styles, with innovative approaches to teaching aids and equipment as well as the use of IC. *"An inclusive curriculum addresses the child's cognitive, emotional, social and creative development. It is based on the four pillars of education for the twenty-first century – learning to know, to do, to be and to live together."*

B.5. Teachers' inclusivity competencies and areas of improvement: What competencies are needed in an inclusive school?

The two basic categories created during the needs analysis and for cross-country comprehension are: strengths and areas of improvement which are reviewed below in terms of each country.

Austria

Strengths: Empathy: Teachers in Austria display high confidence in their empathetic capabilities, with a significant percentage (32,1%) giving themselves a perfect score of 10. Communication Skills: Most respondents highly rate their communication skills, indicating confidence in conveying information effectively.

Areas for Improvement: Knowledge about Inclusive Education: There is a more even distribution, suggesting a potential need for further training and development in this domain. Use of Inclusive Language: The

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

distribution is more diverse, indicating a need for improvement in using inclusive language. Support for Inclusive Teaching: A significant proportion (62.8%) of Austrian teachers indicated a lack of support for inclusive teaching within their schools, with challenges including insufficient qualified personnel, time constraints, and resource limitations.

Greece

Strengths: Appreciating Diversity: Teachers in Greece feel highly competent in appreciating diversity, indicating a strong recognition of the importance of embracing differences. Empathy and Active Listening: Teachers express competence in empathy and active listening, crucial for creating inclusive environments.

Areas for Improvement: Reflecting on Internalized Bias, Knowledge about Inclusive Education, Managing Ambiguity, and Using Inclusive Language: These areas show lower levels of self-assessed competence, suggesting a need for further development.

Ireland

Strengths: Empathy, Effective Communication, and Active Listening: Most Irish teachers (51%) rate themselves highly in these areas, demonstrating a strong sense of empathy and effective communication skills.

Areas for Improvement: Managing Ambiguity and Using Inclusive Language: these areas have a relatively lower percentage (33%) of teachers self-assessing at the highest level, indicating a need for improvement.

Turkey

Strengths: Appreciating Diversity and Empathy: A significant percentage (25% and 25%) of Turkish teachers feel competent in these areas, recognising the importance of diversity and of understanding students' feelings.

Areas for Improvement: Reflecting on internalised bias and knowledge about Inclusive Education: These areas show lower levels of self-assessed competence, suggesting a need for more training and awareness.

European Union level research

Strengths: Appreciating diversity and cultivating cultural awareness: Many (33.7%) teachers in the EU rate themselves highly in these areas, indicating a strong recognition of diversity and an understanding of multicultural perspectives.

Areas for Improvement: Effective Communication: some (32,6%) teachers rate themselves below the midpoint (5/10), indicating room for improvement in communication skills. Managing Ambiguity: a significant proportion (27.65) finds managing ambiguity challenging, suggesting a need for support in unpredictable classroom situations. Inclusive Language: There is room for improvement in using language that promotes inclusivity. The EU level report equally highlights the need to improve bullying prevention skills.

A summary on general trends across countries

In general, in all target countries, self-assessed competencies vary. Across countries empathy and active listening were identified as Teachers' strengths. Nevertheless, knowledge on Inclusive Education appears to be an area of concern in several countries, indicating a potential need for more training. Knowledge on and use of inclusive language varies across countries, suggesting different levels of proficiency and room for improvement.

The findings underscore the need for targeted professional development, ongoing support, and initiatives to enhance teachers' inclusivity competencies to establish more inclusive learning environments. Addressing areas of self-assessment, such as knowledge about inclusive education and inclusive language use, and managing ambiguity, is crucial for fostering inclusive education practices.

Below, you will find an extensive list of **areas for improvement** identified when summarising desired and existing state report findings across the examined countries:

- inclusive school environment,
- teachers' readiness towards inclusivity,
- teachers' understanding and willingness to learn the competences they lack,
- national/ central guidance on inclusivity,
- create spaces of belonging and open-up dialogue amongst peers, and students for prevailing silences,
- guidance systems to prevent multiple exclusion and reduce incidences of segregation,
- methodologies on managing difference and education of vulnerable groups,
- professional development for those in leadership positions on inclusive education,
- knowledge mobilisation,
- recognition of extended relational and support role for learners that teachers provide,

- improve marginalised students' inclusion,
- curricula focused on basic competences and cross cutting issues, that encourage and allow teachers more flexibility in their teaching practice,
- preparing a school inclusion and diversity plan,
- building a positive school culture,
- Initial teacher education and continuous professional development programmes that are responsive to the changing student demographic,
- allocate more resources to inclusive education programmes at national and European level,
- increase EU funding to support inclusive education projects,

Needed teachers' competencies

During the gap analysis and through coding, three (3) specific categories of competencies, skills and understanding were **identified as needed**, and presented in the following list. It is worth mentioning that the way the categories intersect and interact with each other when developing a particular skill, a competency, a knowledge set, or a value, resulted in some overlaps in topics.

(1) Needed Teacher Competencies:

a. Classroom Management

- Practical Actions for managing and creating diverse classrooms, with active citizenship, adapting inclusive practices and role modelling – creating safe spaces, breaking barriers, fostering belonging.
- Conflict prevention, intervention, and resolution – dealing with bullying, biases, prejudices, violence, sexism etc. as well as general unwanted and harmful behaviours.
- Teaching techniques – facilitating peer learning, small group work, promoting collaboration and peer interaction, supporting students, and using flexible methods.
- Inclusive communication – promoting dialogue and teamwork.

b. Specific Knowledge / Facts

- Agreed Definitions – inclusivity, intersectionality, gender, socio-economic, disadvantage, diversity, equality, etc.



- Cohort specific knowledge – particularly LGBTQI+, practical insights and training, resourcing, cultural and intercultural awareness.
 - Intersectionality – what is it, why is it important, and how to implement an intersectional approach.
 - Inclusivity – why is it important (safe and brave spaces), practical training, Maslow before Bloom.
 - Lived experiences – violence, intersectionality, identity etc.
 - Active citizenship – democratic classrooms, rights-based classroom, Human rights legislation.
 - Social learning – what is it and why is it important, diversity / reflective curricula and resources.
- c. Fostering attitudes and understanding
- How to adapt and use curricula, approaches, and resources to reflect inclusivity, intersectionality, and an understanding and respect for difference and diversity.
 - What practices, resources, and skills are needed to foster inclusive attitudes and understanding in classrooms and schools.
 - How to create cultural awareness, dismantle prejudices / biases, and facilitate safe/brave spaces and prevent bullying.
- d. Pedagogical Methods and Approaches
- Teaching Methods – participatory methods, active learning, collaborative learning.
 - Pastoral role – support students to make informed and reflective decisions, facilitate safe/brave spaces.
 - Inclusion oriented communication – how?
 - Creating, implementing, and maintaining an inclusive, diverse classroom / school – dismantling prejudices and biases, inclusive practices – how?
 - Relevance of curriculum and education – how to make it relevant to the students' lives.
- e. Communication
- Vocabulary and Terminology of inclusion – for teachers and students, how to implement and agree, importance of role modelling, working cross-curriculum and cross thematic.
 - Involvement of parents and community – collaboration, cultural awareness.



- Power of language – how to use it and how to facilitate colleagues and students to understand its power
 - Creating spaces of belonging – curriculum materials, resources, empathy, dialogue, tackling contentious issues, ensuring access to resources.
 - Conflict resolution and mediation – problem solving, reducing pressures and stresses, effective communication methods, bullying prevention, restorative practice.
- f. Curriculum and Resources
- Innovative Approaches – flexible teaching and learning methods, revise curriculum and resources / materials, create new or adapt current resources and materials, assessments, learning styles, teaching aids and equipment (IT), cross-curricular, cross-thematic.
 - Symbolism – reflective materials, inclusive diverse materials and resources, curriculum and materials / resources should reflect diversity (culture, perspectives, experiences).
- g. Social-Emotional Environment
- Supportive environment – how to create, implement, and maintain
 - Safe/ brave spaces – zero tolerance on bullying, violence etc., fostering respect of difference and diversity.
 - Develop spaces of tolerance and acceptance.
 - Humanity driven methods – fostering empathy.
 - Human rights focused approach.
- h. Physical Environment
- Resource oriented – inclusive language observed, diverse, reflective, adaptable materials, and resources.
 - Symbolism – how to create a classroom environment where a student sees themselves reflected? How to develop a sense of belonging?
 - Supportive, safe space – how to create a classroom environment that lets students know they are respected and safe – is it a site of inclusivity?

(2) Needed Teacher Skills

a. Reflective Practice



Co-funded by
the European Union

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

- Develop differentiated thinking skills beyond binaries – embrace intersectionality.
 - Critical thinking skills, active listening, flexibility, self-expression, awareness.
 - Attitudes, motivations, values.
 - Self-care.
- b. Communication
- Dialogue – facilitate, co-create spaces.
 - Manage tensions – balancing parental rights, religious freedoms, human rights, educational outcomes.
 - Use inclusive terminology and language.
 - Mediation and restorative practice skills.
- c. Precision Teaching
- Intercultural activities.
 - Peer learning.
 - Project-based teaching.
 - Practical, experiential teaching activities.
 - Holistic teaching.
 - Inclusive practice.
 - Career guidance.
 - Create personality / identity building experiences and spaces.
 - Identification and remediation of at-risk students.
 - Cohort specific skills (LGBTQI+, Gender, Migrant, Ethnic Minorities, Socio-economic disadvantage).
 - Digital Inclusion.
 - Conflict Management.
 - Mediation and restorative practice.
 - Active Listening.
- d. Restorative Practices
- Space – open and honest dialogue, safe/ brave, inclusive, holistic, active listening, self-expression.
 - Managing tensions – conflict management, mediation, zero tolerance.



- e. Classroom Environment Organisation
 - Physical environment – inclusive, diverse, reflective teaching materials, resources, assistive technologies, adequately resourced.
 - Social-emotional environment – sensitive, inclusive, open dialogue, active listening, responsive materials and behaviours, classroom rules.
- f. Organisational Skills
 - Managing activities -small group discussions.
 - Ability to prioritize.
 - Create an inclusive education strategy focusing on intersectional approach.
 - Ensuring adequate access to teaching materials and assistive technology.
- g. Co-operative Teaching
 - Team teaching
 - Collaborative Practice.
 - Open Communication.
 - Constructive Feedback.

(3) Needed Teacher Understandings

- a. Reflexivity
 - Awareness of their own personal status, privilege, and values – be able to critically reflect upon and articulate them, to understand how they may impact their understandings, interactions, communications, teaching, and relationships.
- b. Global Outlook
 - Understand how the wider world operates and how it impacts on and through the lives and experiences of their students.
- c. Socio-historical-cultural theories of learning
 - Vygotsky etc.
 - How would the history, culture or societal values of a country or a school impact how, what, and who they educate.



- How would the history, culture, or society a student was raised / living in impact their ability to learn.
- d. **Systems Theories**
 - Understand the different systems, biological factors, and time periods that impact how a person develops and lives.
 - Bronfenbrenner
- e. **Language / Definitions**
 - Understand the power of language to enforce and reinforce privilege, power, and oppression.
 - Know how to use inclusive language and definitions.
- f. **Interdisciplinary and Intersectionality**
 - Understand what they are and why they are important – particularly when educating people with marginalised backgrounds.
- g. **Hierarchies of Needs**
 - Know and understand Maslow's hierarchy of needs and how it will impact on a person's educational experience or ability to engage.
- h. **Rights-based teaching and learning**
 - Know what human rights legislation applies and why it is important.
- i. **Empathy / Attitudes**
 - Understand how empathy and teacher attitudes can contribute or limit inequality and shape student experience.
- j. **Motivation**
 - Understand why personal motivation matters – role modelling, proactive in finding inclusive resources, networking and collaboration.
- k. **Trauma Informed**
 - Understand the many ways in which students are affected by their identity, their experiences, and the way they are perceived and treated in the world – impacts on classroom behaviours, motivation to learn, communication, abilities etc.



B.6. What type of support do teachers need?

Availability of support varies across the countries, with most research participants reporting challenges in all countries: including insufficient qualified personnel, time constraints, and resource limitations.

Recommended areas and approaches for supporting teachers:

- professional/career development
- motivation for continuous education
- timely decision on their service location and period
- teaching material and equipment
- provision of practical methods and techniques
- time dedicated to sharing inclusive education practice
- Continuous Professional Development (CPD) that is valued by the education system
- scenarios
- frameworks
- community of practice approach
- networks of practitioners of inclusive education
- greater alignment between language teachers and curriculum subject specialists
- more human and financial resources
- more teachers
- smaller classes
- more psycho-social support in schools
- more support and coordination among teachers
- participatory and clearly defined responsibilities
- to provide school-wide and country-wide practice unions
- to provide more teacher training on the subjects they need
- to develop good and exemplary practices and to support teacher training with practical workshops on inclusivity
- comprehensive and ongoing professional development programmes
- access to teaching materials and assistive technology



- practical tools to implement the learner-centered approach
- supportive leadership and school culture that promote inclusive education
- in-classroom support when dealing with learners with complex needs
- time for planning and individualised instruction to accommodate diverse needs



C. Actions: What do we need to do to get there?

C.1. What actions do we need to take, in terms of inclusivity, within the school setting? What needs to change?

As the challenges and problems are similar in all participating countries, the findings for needed actions are also common. Change is needed both at **institutional and personal levels**. Centrally approved legal frameworks and guidance is needed, targeting and supporting both teachers and students. Intersectionality should be applied across school strategies, learning materials and teacher training materials. More emphasis should be placed on raising awareness of diversity and inclusion, while anti-aggression, anti-violence, anti-bullying and anti-discriminatory strategies should guide the schools' everyday life. Teachers should be equipped with relevant knowledge and skills to implement an inclusive education. Policy frameworks and recommendations are needed towards diversity instead of targeting specific at-risk groups. This way of adopting a whole school approach in implementing inclusive education is critical, involving every member of the school community to embed the vision of inclusion in their practice.

Main actions to be taken are identified as follows:

- Developing strategies to enhance the visibility of students from diverse backgrounds
- Increasing awareness about social, historic, economic and identity related disadvantages of students
- Implementing training and further educational programmes to address teachers' skills gaps in knowledge about marginalized students' groups
- Focusing on creating more inclusive class environments
- Advocate for the explicit definition of inclusion as a common goal
- Promote collaboration among stakeholders and decision-makers
- Provide practical tips and input from experts at all levels
- Address concerns about educational discrimination and facilitate awareness
- Continue efforts to understand and address the diverse needs of students

For these main action areas drawn from the research, a complex plan was created at multiple levels of action. The levels are separated into governmental, institutional, school, and teachers' personal attributes.

Governmental Level:

1. Central (governmental) legal framework towards inclusivity - guidance



Co-funded by
the European Union

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

2. Obligatory training for all school actors
3. Revising curricula and textbooks to reflect diversity - intercultural education
4. Anti-discrimination and anti-prejudice strategy
5. Strategy against microaggressions
6. Anti-bullying strategy
7. No 'othering' privileging of dominant cultures
8. No violence and verbal abuse towards those who are considered 'different'
9. Lobbying for (more) flexibility to face overarching themes such as diversity and inclusion
10. Changing priorities in plans
11. New policy framework towards inclusivity
12. Incorporating an intersectional perspective
13. Policy on the interconnected nature of exclusion and the situational nature of teaching
14. Adopting inclusive recruitment practices for the teaching workforce to address the underrepresentation of ethnic, gender, and sexual minorities within the existing teaching workforce.

Institutional Level:

1. Inclusive school strategy, with guiding documents
2. More up-to-date training towards holistic inclusivity in education; more focused and participatory training for teaching staff
3. More trained personnel (teaching and non-teaching)
4. Strengthen teacher awareness of a holistic view of inclusivity
5. Strengthening an inclusive attitude and language
6. Specific trainings in inclusive education
7. Whole school approach

School Level:



Co-funded by
the European Union

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

1. Inclusive school strategy, with guiding documents
2. More up-to-date training towards a holistic inclusivity in education; more focused and participatory training for teaching staff
3. More trained personnel (teaching and non-teaching)
4. Strengthening teacher awareness of a holistic view of inclusivity
5. Strengthening an inclusive attitude and language
6. Whole school approach
7. Adoption of inclusive recruitment practices for the teaching workforce to address the underrepresentation of ethnic, gender, and sexual minorities within the existing teaching workforce.

Teachers' Personal Attribute Level:

1. Strengthening teacher awareness of a holistic view of inclusivity
2. Strengthening an inclusive attitude and language
3. Specific trainings in inclusive education
4. Adoption of inclusive recruitment practices for the teaching workforce to address the underrepresentation of ethnic, gender, and sexual minorities within the existing teaching workforce.

C.2. How are we going to get there?

This section summarises the TUTOR research findings about the steps needed to make secondary and VET schools inclusive. Different aspects are examined: from teacher training to infrastructure development, and policy recommendations.

1. Teachers' roles and involvement

- Raising awareness of teachers regarding their role as "mediators" of inclusivity.
- Using media for sensitization and awareness among teachers.

2. Infrastructure

- Improvement of equipment, including digital education tools and sports equipment.
- Advocacy for better school buildings, especially in refugee camps.

3. Collaborations

- Involving and engaging parent representatives/groups in the learning process.
- Creating social networks/collaborations with universities, local communities, enterprises, religious institutions, funding entities, and parents.
- Building collaboration with supporting staff such as social workers, psychologists, and special educators.

4. Support for students

- Implementing workshops and participatory classes to ensure more equal skills development.
- Making on-time diagnosis of students and conducting needs analysis.

5. Training programmes

- Providing training for school directors and teaching staff.
- Incorporating inclusivity in all graduate/postgraduate programmes for teachers and school staff.
- Offering resources to teachers, including training on class management, inclusivity, field studies, mentoring programmes, and European exchange programmes.

6. Values

- Emphasising values such as dialogue, symbolism, acceptance, zero tolerance, active learning, critical thinking, problem solving, conflict intervention, mediation, and action research.
- Encouraging opportunities for exchange and reflection, understanding held beliefs, biases, and unconscious prejudices.

7. Pedagogical approaches, methodologies

- Promoting teaching methods that avoid moralising undertones, shame, or blame.
- Teaching acceptance of differences, providing empathy and direction, and using effective communication methods, enduring ambiguities.
- Providing teachers with in-depth skills and involving teaching staff in the design of professional development programmes.

8. Policy Advocacy

- Advocating for the integration of an intersectionality approach in inclusive education at the policy level.



- Advocating for curricula that reflect diverse cultures, perspectives, and experiences.

9. International Collaboration

- Increasing exchange of knowledge programmes for teachers at the EU level on inclusive education.
- Advocating for more European funding to support the implementation of inclusive practices in school settings.

10. Inclusive curriculum design

- Incorporating inclusive design principles into school infrastructure to create accessible and supportive learning spaces

C.3. What are the difficulties and challenges: obstacles/ barriers?

This section will give an overview of challenges and obstacles detected from the findings of the TUTOR research. These can be grouped around seven (7) main categories, as follow:

- Individual efforts vs. central support

Lack of collective initiatives and strategies for inclusivity.

Reliance on individual efforts of directors and teachers rather than a systemic approach, especially in Greece and Turkey.

- Training

Lack of motivation among teachers to undergo training.

Delays in teachers' appointments in schools by government

Delayed or lack of needs analysis for students.

Lack of inclusivity modules in training.

- Cultural and gender diversity barriers

Lack of language knowledge among students and parents

Lack of using inclusive language

Discrimination from society, students' families, and students (e.g., against Muslim students)

Limited communication with families, especially with those experiencing social disadvantage

Lack of knowledge among teachers regarding gender diversity

Discrimination against students with diverse gender identities, especially from older teachers

Increasing number of violent incidents and threats in and after school related to gender diversity

No reports or a limited number, on discriminating incidents

- Systemic challenges

Lack of inclusive content in secondary schools and VET, especially technical schools.

Insufficient and non-practical training, particularly on LGBTQI+ topics and intersectionality.

Focus on addressing only students with disabilities, neglecting broader inclusiveness.

Deficiencies in school plans and attempts to address future problems with current methods.

Financial constraints, including limited funds and equipment.

Too many hours of work – unrelated to inclusivity.

Overcrowded classrooms and increased workload lead to stress for both learners and educators.

- Attitudinal Barriers

Rigid mindsets, resistance, and prejudices of school actors.

Attitudinal barriers and biases among management to embrace inclusivity.

- Lack of clear guidelines at the European level for inclusive education.
- Lack of pedagogical materials on inclusivity.
- Lack of training opportunities for teachers.
- Lack of diversity and representation in curriculum materials.
- Lack of resources
- Lack of competencies
- Lack of skills in teaching marginalised learners.
- Lack of knowledge on combating stereotypes and prejudices.

In conclusion, barriers and difficulties outlined by research participants indicate a need for systemic change, more targeted teacher training, and a shift in attitudes to create an inclusive learning environment. This needs to address biases and ensure financial and human resources.

C.4. How do we overcome the obstacles/ barriers?

One of the most important outcomes of the TUTOR reports is an extended list of teachers and stakeholders' recommendations on how to overcome existing barriers and obstacles to making schools more inclusive.

Challenges can be overcome by:

- collaborating on more research both at country and European level – encompassing desk and field research on inclusivity
- collecting best practices across countries and Europe
- creating teacher alliances/ Academies focused on inclusivity
- raising awareness and eliminating discrimination against students belonging to disadvantaged groups
- providing an accessible, contemporary and updated initial teacher training programme fostering inclusive education
- offering continuous professional development
- implementing inclusive teaching methodologies
- fostering awareness of global perspectives
- adopting a theory of change
- promoting equality and diversity
- providing support at systemic and community level by leaders
- actively recruiting a diverse teaching profession
- using clear wording when presenting the aims of inclusion
- highlighting the benefits of an inclusive classroom
- reducing pressure and stress, promoting healthy ways of dealing with different points of view
- seeking recommendations
- obtaining information on the certification process and seeking certification
- developing common inclusivity meta-policies at European level
- adjusting inclusion strategies according to continuous needs
- facilitating teacher mobility across the EU and its partner countries
- encouraging collaborative interdisciplinary teamwork: among teachers, special educators, support staff, schools, local authorities and parents
- addressing attitudinal barriers through the promotion of awareness and understanding of the benefits of inclusive education



- ensuring access to resources, such as learning materials, and support services to meet the contextual needs of teachers and diverse learners
- fostering an inclusive school culture that embraces difference and promotes a sense of belonging for all teaching staff and students
- adopting comprehensive anti-bullying policies at school level, establishing support systems to assist students who may be marginalised, including counselling services
- creating teaching materials that are diversity sensitive and intersectionality responsive



D. End-Objectives: Where do we need to be? Conclusions and recommendations

1. Summary of the validation meetings with educational stakeholder experts
2. Definition of inclusivity and inclusive education in TUTOR
3. Resources of inclusivity - methodologies, guidelines, strategies, learning material for change

D.1. Summary of the three (3) Transnational Validation Meetings with educational stakeholders

Introductions, overview, and expectation of the meeting

The meetings commenced with advisory members receiving information about research ethics, data safety and confirming their consent for the meeting, including permission for photos and recording. The TUTOR project was introduced, and participant introductions took place from Austria, Greece, Ireland, Turkey, and EU level partners. Participants were encouraged to share thoughts and experiences to validate the TUTOR project's research findings. The meeting aimed to discuss and validate the national *Desired State* research and reports, the *Existing State* reports, and a Needs Analysis Mapping. One stakeholder per country and one at the European level were invited to participate.

In total, three validation meetings were held, due to the unavailability of participants at the same time. The validation meetings were built around the main thematic areas of the previous research delivered in WP2, focusing on various aspects of the TUTOR project, including research methodology, inclusivity in education, target groups' identification, required skills and challenges faced by teaching professionals.

Validation meetings summary

Stakeholders praised the comprehensive methodology and research on issues, particularly concerning intersectionality and a special focus on LGBTQI+ in teacher education. Topics covered stakeholders' impressions of the TUTOR project, low representation of teachers from diverse backgrounds, research methodology, desired state based on research reports. Discussions covered research limitations and target groups, guidelines and recommendations, desired state, and existing difficulties and barriers.

As for the evaluation of the research methodology, participants commended the mixed methods approach and the valuable insights gained from different actors. Satisfaction with the dialogue and knowledge

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA. Neither the European Union nor the granting authority can be held responsible for them

exchange between northern and southern countries was expressed by the participating stakeholders. The meeting highlighted the importance of inclusivity in teacher education, the need for explicit mention of criticality in recommendations, and addressing stereotypes and identity-related tensions.

Existing Difficulties and Barriers

Participants generally agreed with the comprehensive list of difficulties and challenges and emphasised stereotypical beliefs and identity-related tensions. The need for further definition and clarity of socio-economic disadvantage was highlighted.

The difficulties in establishing school - family relationships, the importance of exchange opportunities for teachers and students and suggested safeguarding procedures were emphasised, as areas for improvement.

This discourse also included teacher biases, lack of resources, and policy-practice disconnection. Safeguarding procedures in schools and VET centres as an area for improvement was suggested. Another challenge might be that a person from a dominant background could not easily understand the living reality of people from marginalized backgrounds.

The discussion with the Turkish participant focused on students with Special Educational Needs (SEN), who emphasised the need for a change in attitude and mindsets in the general population and teachers to support inclusive education for SEN students.

The importance of educating teachers, students, and the wider population about diverse needs, including migrants, LGBTQI+, and socio-economic disadvantage, was highlighted by all stakeholders in the meetings. There is a “culture of shame” around marginalized persons. The need to improve empathy, communication, and conflict resolution skills, while addressing intersectionality, and methods and approaches such as problem-based learning, demonstrations/ case studies, experiential learning, and the significance of reflective teaching as well as critical thinking, were acknowledged. There was agreement on the importance of LGBTQI+ support, although cultural challenges were noted in Turkey. The meetings highlighted the need for a holistic approach to inclusivity in teacher education and the importance of collaboration between diverse countries to address common challenges.

General cross-country conclusions

Stakeholders generally praised the project's comprehensive approach but raised concerns about specific issues such as LGBTQI+ support in certain cultural contexts, challenges in data reporting about target groups and further clarification of what socio-economic disadvantage means.

Key recommendations on skills and practices included the importance of continuous teacher training, addressing biases and stereotypes, and fostering empathy and communication skills. A widely holistic approach to inclusivity in teacher education, rather than just skills gap identification, was suggested. The absence of good practices across the countries was noted. The need to create critical spaces for students and a focus on leadership in inclusive education was emphasised. Developing and using inclusive language for teachers was also highlighted. There is a need for contextualized language and guidelines for diverse countries. The concept of 'curriculum makers' was introduced, emphasizing teachers' role in curriculum development.

As for the definition of Inclusivity, participants largely agreed with the definition of inclusive education, emphasizing respect for differences, adding a "strengths-based approach" and highlighted the importance of well-being in the conversation.

D.2. Defining inclusive education and intersectionality

Defining inclusive education

It is important to note that there is no commonly agreed definition of inclusive education in the educational research arena. The outcome from the TUTOR research was that inclusive education is experienced and understood across the partner countries as education that aims mainly to include all students, with a particular focus on disability and special needs.

Inclusive education is to be built around a whole-school approach and based on intersectionality.

A common definition of inclusive education based on the TUTOR research could be as follows:

***Inclusive education** is a comprehensive approach that seeks to create a learning environment where all individuals, regardless of their external characteristics, gender identities, sexual orientation, origins, socioeconomic status, or cultural background, can thrive together.*

In Greece, it emphasises the feasibility of an inclusive society and the belief that everyone can succeed when included.



In Ireland, inclusion is viewed holistically, focusing on creating a school culture that values diversity and promotes well-being through various elements such as mediators of inclusion, mentoring programmes, democratic schools, and institutional support.

Austria broadens the target of inclusive education to encompass all differences, including those related to disability and migrant backgrounds. It is seen as intercultural education, embracing multiple affiliations and identities, fostering a dynamic concept of identity, and promoting critical reflection to combat stereotyping.

In Turkey, the emphasis is on equal opportunities for all students, with clear responsibilities for teachers, decision-makers, and administrators.

At the EU level, inclusive education is defined as ensuring meaningful, high-quality educational opportunities for all learners, creating barrier-free learning environments, reducing isolation and structural barriers, adopting a learner-centered approach, and providing individual targeted support. It envisions the right to equitable education without discrimination, a step towards more democratic and fair societies, and an enhancement of the effectiveness and efficiency of education systems across Member States.

Defining intersectionality

Based on the desk research delivered in the TUTOR project about inclusive education across EU countries and Turkey, the following definition is given on intersectionality:

The relevant literature describes how **intersectionality** is the study of how various forms of oppression, discrimination, domination, power, and other social processes intersect and influence each other. As importantly stressed in the TUTOR Existing Status Report, students can and often belong to more than one marginalised group. Having this in mind, *intersectional education takes various social, historical, and political processes into consideration* to best understand how to support the wide range of experiences of diverse students.

Intersectionality requires policy makers, school policies and teachers to avoid the short-sighted perception of individuals as possessing only one static identity marker and takes the socio-historical gravity of a society into account (Crenshaw, 1989). It recognizes that inclusive education is not implemented in a vacuum. The societies in which inclusion is carried out are historically stratified, in part as the result of the influence of interlocking systems of power. Hence, for reaching intersectionality, inclusive education is essential to

identify the interaction of multiple factors that lead to discriminatory processes in schools' access and participation towards different student groups.

D3. Recommendations

This section provides a summary that outlines the key conclusions and recommendations arising from the research with teachers and stakeholders in Greece, Austria, Turkey, Ireland and at EU level, regarding inclusive education with an emphasis on common themes and needs.

The research emphasizes a shared commitment to **fairness, diversity, and effective** teaching across diverse European contexts. There is a shared focus on the need for **deeper training**, systemic changes, and **collaborative efforts** to create a truly inclusive education system. A consistent theme is the importance of comprehensive professional development for teachers, covering a range of techniques, inclusive practices, and technological skills.

The importance of **using technology in education** was also emphasised by participants in all examined countries. There is a recognition of the role of technology-driven learning in teacher training, adapting educators to online and blended learning settings. The emphasis is not only on technical skills but also on ensuring inclusivity in the use of technology to address diverse learning needs.

Mentoring and peer support are strategies that have important results; these supporting programmes, particularly highlighted in Turkey and Greece, are identified as a key strategy for knowledge sharing among educators and school actors.

Intersectionality and diverse representation are essential elements identified in the TUTOR research for inclusivity to succeed. Acknowledging and embracing intersectionality and diverse representation is seen as crucial in Greece, Austria, and Ireland.

Resilience training for educators: The idea of resilience training, proposed in Austria and Ireland, aims to equip educators with tools to navigate challenges, confront biases, and start dialogue.

Comprehensive Policy Frameworks: the TUTOR reports emphasised the significance of comprehensive policy frameworks, with clear guidelines, funding, and incentives for teacher training and curriculum development, as emerged mainly from the EU level research.

Inclusive language and anti-bullying policies: Educators are encouraged to develop inclusive language skills, and anti-bullying policies, following a Whole School Approach, practiced in Ireland.

Monitoring, evaluation, and self-assessment: help the effectiveness of teacher training programmes and address implementation gaps, as highlighted in reports from Turkey and the EU level research.

School management's supportive role: The role of school principals and management personnel is central in fostering inclusive cultures, encouraging conversations, and providing support to teachers, as concluded in the research in all participating countries and highlighted by the Irish partner organisation.

To conclude, the research findings highlight a robust blueprint for promoting inclusive education among educators across countries. The outlined key themes, such as professional development, technology integration, diversity celebration, and policy alignment, demonstrate that there is a potential for educators across Europe and Turkey to lead the way in fostering an inclusive and just educational experience.

Stakeholders' recommendation regarding the desired state can be summarised as follows:

- Acknowledges lacking policies and laws supporting inclusion in education.
- Recognises the challenge of facilitating students from diverse backgrounds.
- Advocates for training programmes for inclusion in both initial and ongoing professional development.
- Promotes increasing teachers' knowledge of their roles as "**mediators**" of inclusion.
- Calls for continuous teacher training, mentoring programmes, and collaboration with key stakeholders.
- Focuses on integrating diversity in everyday school life reflecting on and handling diversity.
- Identifies three interdependent levels/systems: personal level, school, policy system.
- Highlights the need for practical tips and input from experts at all levels.
- Calls for explicit definition of inclusion.
- Calls for attention to inclusive language.
- Calls for collaboration among policymakers, decision-makers, and teachers.
- Identifies a need for increased awareness and training for teachers.
- Calls for an end to educational discrimination.
- Recommends training programmes to address the lack of knowledge on inclusivity.
- Identifies various needs, both of teachers and students.
- Calls for content, material, and training for teachers to enhance confidence.
- Recognizes the impact of global perspectives on classrooms and the growing diversity in education.

- Envisions diversity in terms of capacities and needs of students.
- Defines inclusive education in a holistic manner, covering issues such as LGBTQI+, accessibility, social and various social minority groups.



References

- TUTOR Desired State Report
- TUTOR Existing State Report
- TUTOR Needs Gap Map
- TUTOR Validation Consultation Meetings Minutes and Summary

QAB Assessment

WP2 Definition of a forward-looking upskilling strategy for teachers (P6: MU & all)		
D2.3 Training Needs Analysis Report		
EVALUATION CRITERIA		D2.3
Fulfilled: F		
Partially fulfilled: PF		
Not fulfilled: NF		
Not applicable: N/A		
1	It follows the Project's visual identity and the publicity rules of EACEA.	F
2	It is relevant and aligned to the Project Description.	F
3	The followed methodological approach was coherent and/or innovative	F
4	It was delivered on time.	F
5	It is in alignment with the European Quality Assurance Framework.	F
6	It uses inclusive language.	F
7	It uses inclusive visuals and graphics.	F
8	It is in alignment with the EU strategic documents examining the different perspectives of teachers' upskilling needs.	F
9	It owns a high level of exploitation potential, multiplication effects and is relevant for end users.	F
Comments of reviewers/Corrective actions proposal in case of partial or not fulfillment of a criterion:		

Reading this report, which outlines in great detail the gaps between the actual and the desired state of Teachers' preparedness to encompass inclusion and diversity in their teaching, was enjoyable for the Quality Assurance Board. The document summarizes the key findings of D.2.1 and D.2.2, permitting a comparative analysis and underscoring the areas where most interventions are required, to enhance inclusivity in secondary education, VET and FET. It also indicates the topics where the Joint Curriculum and Specialization Courses should focus on, connecting WP2 and WP3 in an efficient and cohesive manner.

In terms of the structure, the use of visuals – a note that was left on D.2.2 and was seriously taken into consideration in this deliverable - is welcomed as it simplifies some of the detail for the reader. Brief comments were added (they were addressed before the uploading in the Participant Portal) and some minor typos were changed.

American English is used at times – something that was observed also in previous deliverables. However, this is a European report, thus British English is perhaps more appropriate.

