

# STUTOR

Teachers' upskilling aiming at a holistic inclusivity in learning



## The Teacher Academy for Inclusive Education

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## Word from the TUTOR team

### Dear Readers,

Welcome to the fourth edition of the TUTOR Newsletter! As our project continues to evolve, we are excited to share the latest developments in our journey toward fostering inclusive education. Over the past months, we have made significant progress in designing our Joint Curriculum on Inclusivity, developing specialization courses, expanding our network of TUTOR Ambassadors, and strengthening our policy initiatives. This edition provides an overview of these milestones and what lies ahead.

A major highlight of our efforts is the advancement of the TUTOR Joint Curriculum on Inclusivity, designed to equip educators in secondary education, Vocational Education and Training (VET), and Further Education and Training (FET) with the tools needed to create inclusive learning environments. Developed with an intersectional approach, the curriculum blends theory with practical application, ensuring that teachers are well-prepared to support students from diverse backgrounds. As we enter the pilot phase in project countries such as Greece, Turkey, Ireland, and Austria, we look forward to gathering feedback that will enhance its effectiveness across Europe.

To further support educators, we have introduced three specialization courses focusing on the inclusion of migrant students, LGBTQI+ students, and learners experiencing socio-economic disadvantage, as well as students from communities that have historically faced or are currently facing socio-economic challenges. These courses provide educators with practical strategies to create supportive classrooms, tackling barriers that often hinder students' educational success. By combining hands-on learning with theoretical foundations, these programs ensure that teachers are equipped to implement inclusive teaching methodologies.

The TUTOR Ambassadors initiative has also gained momentum, with new ambassadors joining the project to advocate for inclusive education within their professional networks. Their role in promoting awareness and engagement is instrumental in expanding the reach and impact of the TUTOR project. Meanwhile, our Facebook Live Event series has continued to spark important discussions, most recently addressing cultural inclusion and 'race' inequalities in education, offering practical insights for educators striving to foster diversity in their schools.

Another key development is the work of the TUTOR Advisory Group, which recently held its second consultation session to refine policy recommendations aimed at supporting educators. By bringing together experts from across Europe, this initiative ensures that our recommendations are both relevant and actionable, addressing systemic challenges in education. Additionally, the launch of the TUTOR Internationalization Box provides a gateway for educators to explore Erasmus+ mobility opportunities, facilitating knowledge exchange and collaboration on a European scale. As we move forward, we encourage educators to engage with our initiatives, participate in our pilot courses, and contribute to the ongoing transformation of inclusive education.

**Stay connected for more updates and thank you for being part of this journey toward a more equitable learning environment for all.**



## THE TUTOR JOINT CURRICULUM A Milestone for Inclusive Education

Over the past months, the TUTOR partnership has made significant strides in its mission to foster inclusive education across Europe. Led by [ASPETE](#) and supported by other project partners, the consortium has been working on developing a comprehensive joint curriculum. This curriculum is designed to empower educators across secondary education, VET and FET sectors, equipping them with the knowledge and tools needed to create inclusive classrooms. The curriculum specifically addresses the needs of migrant and refugee students, LGBTQI+ students, students experiencing socio-economic disadvantage, and students from communities that have historically faced or are currently facing socio-economic disadvantage. It helps educators understand and respond to the intersectional discrimination and diverse challenges these groups encounter.

The curriculum begins with a foundational Introductory Course, which covers key concepts and theories on inclusivity. Following this, educators will deepen their understanding through three Specialization Courses that explore the unique challenges faced by these target groups. By taking an intersectional approach, the curriculum ensures educators can grasp the complex dynamics of privilege, discrimination, and identity in education. The course design emphasizes participatory collaboration, emotional intelligence, and interactive learning, drawing from both educational and social expertise to equip educators with practical knowledge and self-awareness.



## Blending Theory and Practice: A Comprehensive Learning Experience

The structure of the curriculum is flexible, offering a blend of face-to-face and self-directed learning. Participants will engage in a variety of activities, such as interactive workshops, role-playing, case studies, and collaborative discussions that connect theory with real-world applications. A key feature of the programme is its emphasis on transformative learning, encouraging educators to reflect on their biases and assumptions. Throughout the 180-hour programme, educators will complete reflective journals, group projects, and individual assignments to integrate their learning into practical teaching strategies.

A highlight of the curriculum is the Work-Based Learning (WBL) component, where educators will complete 50 hours of real-world activities such as teaching practicums, shadowing experienced educators, and participating in communities of practice. This hands-on approach ensures that educators not only grasp the theoretical underpinnings of inclusive education but also acquire the practical skills to implement these strategies in their own classrooms.

## Pilot Phase in March: Testing, Refining, and Expanding Across Europe

As the TUTOR Joint Curriculum approaches its pilot phase, the programme will be tested in Greece, Turkey, Ireland, and Austria starting in March. This pilot phase is crucial for refining the curriculum based on feedback and ensuring it is ready for scaling across Europe. Insights gained during this phase will further enhance the curriculum, making it a relevant tool for educators across diverse contexts.

Keep an eye out for updates in future editions of the TUTOR newsletter as we continue to make strides toward inclusive education!



## EMPOWERING EDUCATORS

### The Introduction to Inclusive Learning Course

As part of the joint curriculum, this course was designed by the University of Maynooth in collaboration with TUTOR to provide educators with a comprehensive introduction to inclusive teaching practices. It is tailored for those eager to create classrooms that embrace diversity, addressing the needs of students from marginalized groups, including migrant and refugee students, LGBTQI+ students, and those from disadvantaged socio-economic backgrounds.

This course seeks to equip teachers with the foundational knowledge, tools, and reflective practices required to foster inclusive learning environments. Throughout the course, participants will engage with seven modules that explore key themes in inclusive education. The course examines the power of language and silence, highlighting how communication shapes learning environments. It addresses the impact of educational structures, shedding light on how systemic factors influence student outcomes. Educators will have the opportunity to reflect on their own identities and biases, encouraging self-awareness in teaching practice. Intersectionality is explored to help educators understand how multiple aspects of identity create unique challenges for marginalized students. Finally, practical strategies are provided to support the implementation of equitable learning spaces.

The course is thoughtfully structured to blend theory with hands-on learning. It includes 7 hours of face-to-face instruction, where participants will engage in lively discussions, role-plays, and creative exercises that bring inclusivity to life in the classroom. The interactive learning experience is further enriched by 18 hours of asynchronous self-directed study, giving educators the flexibility to explore pre-recorded lectures, readings, and reflective journaling at their own pace. Educators will also spend 8 hours in real-world educational settings, where they will gain practical experience through activities such as teaching practicums and shadowing seasoned educators. This combination of theory, reflection, and real-world application ensures that participants not only learn about inclusive education but also gain the hands-on skills to apply these strategies effectively in their own classrooms. By the end of the course, educators will be equipped with the knowledge and skills to create inclusive classrooms.



## NAVIGATING INCLUSION

### A Specialization Course on Migrant Student Inclusion

As Europe's classrooms grow increasingly diverse, students from migrant and ethnic minority backgrounds face significant challenges, including language barriers, cultural differences, and systemic inequalities. These obstacles often hinder their educational progress, not due to a lack of ability, but because the system may not fully address their needs. To bridge this gap, [Die Berater](#), in collaboration with TUTOR partners, has spent the past few months developing the Specialization Course: Supporting Migrant Students.

This course is designed to provide teachers with practical strategies to create culturally responsive classrooms. Educators will explore systemic barriers and racial bias, gaining a deeper understanding of how intersectional inequalities shape educational experiences. They will develop intercultural competence to recognize and address implicit biases as well as integrate students' cultural identities into their teaching practices. The course also introduces the Universal Design for Learning (UDL) framework, equipping teachers with methods to design inclusive lesson plans that accommodate diverse learning styles. Additionally, digital tools for inclusion are examined, particularly for language support and engagement with migrant students.

Designed for secondary school teachers, VET teachers, and FET trainers who have completed the TUTOR Introductory Course, this specialization combines face-to-face workshops, self-directed learning, real-world case studies, and work-based applications. By equipping educators with both theoretical knowledge and hands-on strategies, the course helps create classrooms where migrant and ethnic minority students feel safe, valued, and supported.



## INCLUSION OF LGBTQI+ STUDENTS IN THE CLASSROOM

### A course for (prospective) teachers

Over the past months, the TUTOR partnership, under the leadership of [IGLYO](#) have been working on the development of the Specialization Course: LGBTQI+ Inclusion in Education. Designed to assist teachers and trainers, this course equips them with the tools to foster learning environments that embrace all students, ensuring they are treated with dignity and respect, regardless of their gender identity, gender expression, sexual orientation, or sex characteristics (SOGIESC).

Many teachers have witnessed bullying, microaggressions, or LGBTQI+-phobic speech in their classrooms but may not always feel confident in addressing these issues. Others may have LGBTQI+ students in their classes but lack the knowledge or resources to create an affirming space for them. This course aims to fill that gap, equipping educators with the tools and strategies to promote inclusion and prevent discrimination.

Mainstreaming LGBTQI+ inclusion in education is crucial. Children and young people who are, or are perceived to be, LGBTQI+ often endure hostile conditions at school, facing bullying, discrimination, and even physical violence. These experiences negatively impact their well-being, academic performance, and future aspirations, leading to higher absenteeism and dropout rates. Teachers and trainers play a key role in creating inclusive and safe school environments, yet many across Europe lack access to adequate training on LGBTQI+ issues ([FRA, 2016](#)). This absence of training limits their ability to prevent and address bias-motivated violence and bullying based on SOGIESC. It also restricts their capacity to respond meaningfully to LGBTQI+-related questions in the classroom. Insufficient teacher training directly affects the level of support school staff can provide to LGBTQI+ students.

While in school, only a third of LGBTQI+ young people aged 18 to 24 have received systematic support or protection from their teachers ([FRA, 2020](#)). By offering targeted training on SOGIESC and LGBTQI+ inclusion, this course aims to bridge this critical gap in educators' skillsets.



This course covers essential topics such as understanding LGBTQI+ identities, addressing bias and discrimination, and implementing inclusive teaching strategies. Using interactive learning, self-reflection, case studies, and practical exercises, participants will develop both the theoretical knowledge and the practical skills necessary to create inclusive classrooms. By the end of the course, teachers will be able to describe the intersectional nature of identity from a SOGIESC perspective, demonstrate sensitivity and awareness when working with LGBTQI+ students, and adopt values such as dialogue and zero tolerance for discrimination. Educators will learn to enhance LGBTQI+ visibility in classroom materials and school environments, apply UDL principles to create supportive learning spaces, and implement LGBTQI+-specific anti-bullying strategies. They will also gain the confidence to respond to microaggressions and foster a culture of respect and inclusion within their schools.

By participating in this course, educators will not only develop their own awareness and confidence in handling LGBTQI+ topics but also contribute to a more supportive education system for all.

## **SPECIALIZATION COURSE THREE: Inclusivity Skills When Teaching Learners from Socioeconomically Disadvantaged Backgrounds**

Developed by [Symplexis](#) in collaboration with TUTOR partners, this course addresses the unique challenges faced by learners experiencing socio-economic disadvantage, as well as students from communities that have historically faced or are currently facing socio-economic challenges. As part of the TUTOR joint curriculum, it provides educators with tools to better recognize the socio-economic barriers these students face.

Education plays a crucial role in fostering an equitable society, yet many students are hindered by socio-economic barriers. These challenges, often less visible than other forms of discrimination, can go unnoticed, leaving students marginalized both within schools and the broader community. Specialization Course Three addresses these issues head-on by providing educators with the skills to support disadvantaged learners and ensure every student feels valued, heard, and empowered to succeed.

The course focuses on empowering teachers with strategies for supporting students facing not only social and economic hardships but also those with disabilities or health-related challenges. It tackles key barriers such as family circumstances, low income, homelessness, and rural isolation, offering practical tools to foster inclusive learning environments.





To address these challenges effectively, the course is structured into three core modules. The first module, Introduction to Social and Economic Barriers, delves into the factors that hinder inclusion and equips teachers with tools to identify students' unique challenges. The second module, Toolbox for Supporting Disadvantaged Students, provides actionable strategies for building relationships, advocating for students, and empowering them to overcome obstacles. The final module, Lesson Planning for Inclusivity, guides educators in crafting inclusive lesson plans and applying best practices to create engaging learning environments.

Blending face-to-face instruction, self-directed learning, and practical activities, the course enhances teachers' ability to recognize and address personal biases, apply inclusive teaching methods, and develop meaningful connections with students and their families. A key feature of the course is its emphasis on an intersectional approach, understanding that socio-economic challenges often intersect with other barriers, requiring individualized responses.

By joining this course, educators will become champions of change, helping to break down barriers and create classrooms where every student regardless of their background can thrive. We invite teachers across Europe and beyond to take part in this vital initiative and contribute to building a more equitable education system



## TUTOR INTERNATIONALIZATION BOX

### Your Gateway to Erasmus+ Mobility and Collaboration

One of the objectives of the TUTOR project is to create a wider, more nuanced awareness of inclusive education and the building of a vibrant community of educators across Europe. A key initiative in this effort is the [Internationalization Box](#) - a central hub designed to help educators explore Erasmus+ mobility opportunities, share resources, and collaborate on inclusive teaching practices.

Erasmus+ is one of the most impactful programmes for promoting student and staff mobility in Europe, funding millions of exchanges, internships, and collaborative academic projects across various disciplines. It is expected that the Internationalization Box will act as a central hub for Europe-wide teacher exchanges, sharing of resources, and communities of practice focused on integrating innovative pedagogies and inclusive teaching practices to support educators from for second level schools and Further Education & Training / Vocational Education & Training institutions to develop their capabilities in understanding and developing more inclusive learning environments through the Erasmus+ programmes.

The Internationalization Box sits within the TUTOR project website. In it you will find how to explore Erasmus+ opportunities, such as how to find an existing mobility or acquire funding to travel and learn. There are pages that explore how to find out information as an individual educator or an education provider / institution from Ireland, Austria, Greece or Turkey. These pages will direct you to each country's national office with links and contact information. School or Education mobility projects are explained, including key information for those who want to travel or host, and how you can get involved as a school, training provider, or as an educator.

A key feature is the "Existing Institutions" page, which will list schools, FET and VET centers, and other providers already engaged in mobility programs—or those interested in hosting exchanges or forming bilateral agreements with European institutions. This section is still under development, and educators or institutions interested in being featured can reach out to [sinead.matson@mu.ie](mailto:sinead.matson@mu.ie) for more details.

Additionally, the Internationalization Box supports research collaboration, featuring a dedicated page for institutions seeking research partners across Europe. This section will showcase organizations interested in joint research projects, highlighting funding opportunities, research priorities, and contact details for potential partnerships.



At its core, the Internationalization Box is designed to enhance international cooperation, build trust among participating organizations, and streamline access to Erasmus+ resources. By fostering exchange visits, knowledge transfers, and cross-border learning opportunities, it helps educators connect with peers and institutions that share their commitment to inclusive education.

If you're looking to expand your professional network, explore Erasmus+ opportunities, or collaborate on innovative educational projects, the Internationalization Box is your gateway to new possibilities. Start your journey today and be part of a more inclusive European education community!

## TUTOR AMBASSADOR SPOTLIGHT

### Fostering Inclusive Education Across Borders

The TUTOR Project continues to expand its network of TUTOR Ambassadors, welcoming passionate educators who actively promote the project and its impact within their professional circles and beyond.

### Meet Our New TUTOR Ambassadors!

As Austria's newest addition to our TUTOR Ambassador. With over two decades of experience in education, Martin Wegscheider brings deep expertise and commitment to fostering inclusive learning environments. Since 1999, he has been teaching commercial subjects at HAK/HAS Imst, while also taking on administrative responsibilities since 2004, contributing to the school's development and daily operations. Beyond his work in the classroom, Martin has played a key role in entrepreneurship education in Tyrol. Since 2006, he has served as the provincial coordinator for entrepreneurship education, helping students develop business and innovation skills to navigate the challenges of the modern economy.



**Martin Wegscheider**

His dedication extends to teacher training as well. Since 2019, Martin has been working at the University of Teacher Education Tyrol, where he supports the professional growth of future educators. Inspired by his personal motto, "Be the change you wish to see in the world" (Mahatma Gandhi), he leads by example, striving to make a meaningful impact in education. As a TUTOR Ambassador, Martin brings a wealth of experience, enthusiasm, and a strong commitment to inclusive education, inspiring both students and fellow educators.



**Fatlinda Ibraimi**

With a strong background in non-formal education, Fatlinda Ibraimi is dedicated to supporting teachers and promoting educational equity. As a trainer and coach at Teach for Austria, she plays a crucial role in preparing educators to create inclusive and effective learning environments.

At Teach For Austria, Fatlinda leads training programs in Upper Austria and Vienna, providing guidance and mentorship to teachers throughout their two-year journey. Her expertise in classroom management, teaching strategies, and inclusive education helps educators develop the skills needed to support diverse student populations.

Passionate about ensuring that all children regardless of their background have access to quality education, Fatlinda contributes to building a more equitable school system.

Through her role as a TUTOR Ambassador, she continues to advocate for inclusive teaching practices and empowers educators to foster positive change in their classrooms.

We are excited to introduce Melanie Groening-McKenna as the newest TUTOR Ambassador from Ireland. Melanie is a Doctoral Researcher and Occasional Lecturer at the Department of Education, Maynooth University, where she focuses on Race and Ethnicity in Education. As an advocate for inclusive and anti-racist education, she brings a wealth of knowledge and passion to her work, making her an invaluable addition to the TUTOR community.

In her research, Melanie explores the experiences of Black, Asian, and Irish Traveller students facing racial microaggressions in schools across Ireland.

**Melanie Groening-McKenna**

Using critical race theory, her work critically examines the impact of these experiences on students' educational journeys and challenges systemic racial inequalities within the education system.

As part of her role as an educator, Melanie lectures on Social Justice, Global Citizenship Education, Anti-racism, and Academic Writing, working with future teachers in the Professional Master of Education and Bachelor of Education programs. She is committed to fostering inclusive teaching practices and believes that teachers play a powerful role in addressing racial inequalities in classrooms and society.

Through her work with TUTOR, Melanie aims to continue advocating for inclusive teaching practices, and disrupt racial inequalities in education.

## DID YOU KNOW?

Our TUTOR Ambassadors are at the forefront of expanding the project's reach. Through Facebook Live Events, networking with national influencers, and participation in training activities, they actively promote inclusive education and drive meaningful change in their communities. Stay tuned as they continue to champion the mission of the TUTOR Project!

### **TUTOR PROJECT FACEBOOK LIVE EVENTS CULTURAL INCLUSION IN THE CLASSROOM Hands-on Tips for Teachers**

In December 2024, the TUTOR Project partners, ÖJAB & Die Berater, hosted an insightful Facebook Live event aimed at equipping educators with strategies for fostering inclusive learning environments. The session focused on helping teachers create classrooms where every student, regardless of background, feels welcomed and supported.

With extensive experience in non-formal education, Fatlinda Ibraimi, a TUTOR Ambassador and coach at Teach for Austria, led the discussion. In her role, she supports educators through targeted training programs, mentoring, and workshops, emphasizing inclusive teaching practices. Drawing from her expertise, she provided valuable insights into cultural diversity in education and how teachers can address the challenges of inclusion effectively.

A key theme of the event was the distinction between integration and cultural inclusion. Fatlinda highlighted the importance of inclusive language in educational settings and its impact on student engagement and success. She also introduced practical methods for creating a welcoming classroom environment, from adapting teaching materials to recognizing and addressing implicit biases that may influence interactions with students.

Teachers gained hands-on strategies to support diverse learners, incorporating inclusive techniques into their daily teaching. The session also encouraged reflection on how representation in learning materials can shape students' sense of belonging.

The interactive format of the event allowed participants to engage in a dynamic Q&A session, where they shared experiences and discussed challenges in fostering cultural inclusion.

This session reinforced the importance of equipping educators with practical tools to build classrooms where all students can thrive. By promoting cultural inclusion, teachers play a crucial role in ensuring that every child, regardless of background, has the opportunity to succeed.



**Inklusiver Ansatz des TUTOR-Projekts**

Schüler:innen aus der LGBTQ+ Gemeinschaft

Schüler:innen mit Migrationsbiographie

Schüler:innen, die sozioökonomische Benachteiligung erfahren

**Intersektionaler Ansatz**

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**Integration oder Inklusion?**

**TFA**

EXKLUSION      INTEGRATION      INKLUSION

## PERFECTION IS THE TOOL OF THE OPPRESSOR

### TEACHING TO TRANSGRESS

#### Towards Racially Inclusive Education

On January 30th, 2025, Ireland hosted its final Facebook Live webinar under the TUTOR Project, titled Teaching to Transgress: Towards Racially Inclusive Education. This thought-provoking session was led by Melanie Groening-McKenna, the newest TUTOR ambassador. As a final-year Doctoral Researcher and Occasional Lecturer at Maynooth University's Department of Education, Melanie specializes in Race and Ethnicity in Education, employing Critical Race Theory to examine racial inequalities within the system.

The event aimed to challenge and inspire educators in second-level and Further Education and Training (FET) by questioning the deep-seated structures of power, inclusion, and exclusion in Ireland's education system. Melanie guided the discussion with thought-provoking questions, drawn from her own PhD research, urging educators and institutional leaders to consider how they might actively dismantle barriers to racial equity.

The panel brought together a diverse group of experts with extensive experience in anti-racism work, social justice, and education policy:

- **Dr. Lilian Nwanze-Akobo**, co-Director of the Higher Diploma in Further Education and the Turn to Teaching Programme at Maynooth University, and a member of the Higher Education Authority (HEA) Anti-Racism Advisory Group. Her work focuses on inclusion, social justice, cultural competence, and anti-racism in the classroom.
- **Siphiwe Moyo, M.A.**, a trained community worker specializing in refugee integration, currently working with Empower and serving on the board of UNHCR. She is an experienced anti-racism trainer for community organizations and companies.
- **Dr. Audrey Bryan**, an Associate Professor of Sociology at Dublin City University's Institute of Education (DCU IoE), whose teaching and research focus on the sociology of childhood, education, advanced research methods, and sustainability.



## BREAKING THE SILENCE

### Language, Fear, and the Role of Educators



One of the key takeaways from the discussion was the critical need for educators and leadership to recognize that racism and bullying are not the same and must be addressed differently. The panel emphasized that a lack of vocabulary to discuss racial issues fosters silence, which, in turn, deepens the pain experienced by students and their families. Dr. Lilian Nwanze-Akobo highlighted the importance of acknowledgment, urging educators to “acknowledge the pain first, even if you do not know what to do.” While vocabulary around race and inclusion can be taught, the fear of addressing racial issues—of saying the wrong thing—must be overcome individually.

## EMBRACING MISTAKES THE FALLACY OF PERFECTIONISM

A key message from the webinar was the necessity of embracing imperfection in the pursuit of racial equity. The panel agreed that perfectionism, the fear of making mistakes, and the reluctance to engage in difficult conversations only serve to maintain oppressive structures. They encouraged educators to adopt a mindset of continuous learning, emphasizing that “educators do not know what they do not know, and they cannot get it right until they know better.”

The panel’s resounding advice to educators and institutional leaders was clear: abandon perfectionism, because perfection is the tool of the oppressor. Instead, focus on progress, learning from mistakes, and taking meaningful steps towards a more inclusive and equitable education system.

## A CALL TO ACTION

The Teaching to Transgress webinar underscored the urgent need for educators to move beyond performative inclusion and actively work towards systemic change. By fostering open dialogue, acknowledging historical and contemporary racial inequalities, and taking actionable steps, educators can create truly inclusive learning environments where all students feel seen, heard, and valued.

As Ireland continues to evolve in its commitment to educational equity, the insights shared during this event serve as a crucial reminder that transgressing oppressive structures is not about achieving perfection, it is about showing up, making mistakes, and doing better every step of the way.





## SECOND CONSULTATION SESSION WITH MEMBERS OF THE TUTOR ADVISORY GROUP

On November 29th, 2024, the TUTOR project reached a significant milestone with its second consultation session, convening the members of the TUTOR Advisory Group for an insightful discussion facilitated by EVTA. This key event brought together a distinguished group of experts from across Europe, all committed to refining the national and European-level policy recommendations drafted by the TUTOR partnership.

As the educational landscape continues to evolve, the policies that support it must adapt in tandem. The TUTOR project is dedicated to ensuring that the policy recommendations it presents not only address the current challenges faced by educators but also anticipate and prepare for future ones.

### Fostering Inclusivity Through Policy

The primary objective of this consultation session was to gather expert insights that would help shape a set of policy recommendations, with a particular focus on supporting the upskilling of educators in inclusivity. Throughout the session, members of the Advisory Group offered valuable perspectives on how these recommendations could be tailored to the unique needs of various national education systems. This exchange underscored the diversity of educational environments across Europe, reaffirming the importance of personalized, context-sensitive solutions in driving meaningful change.



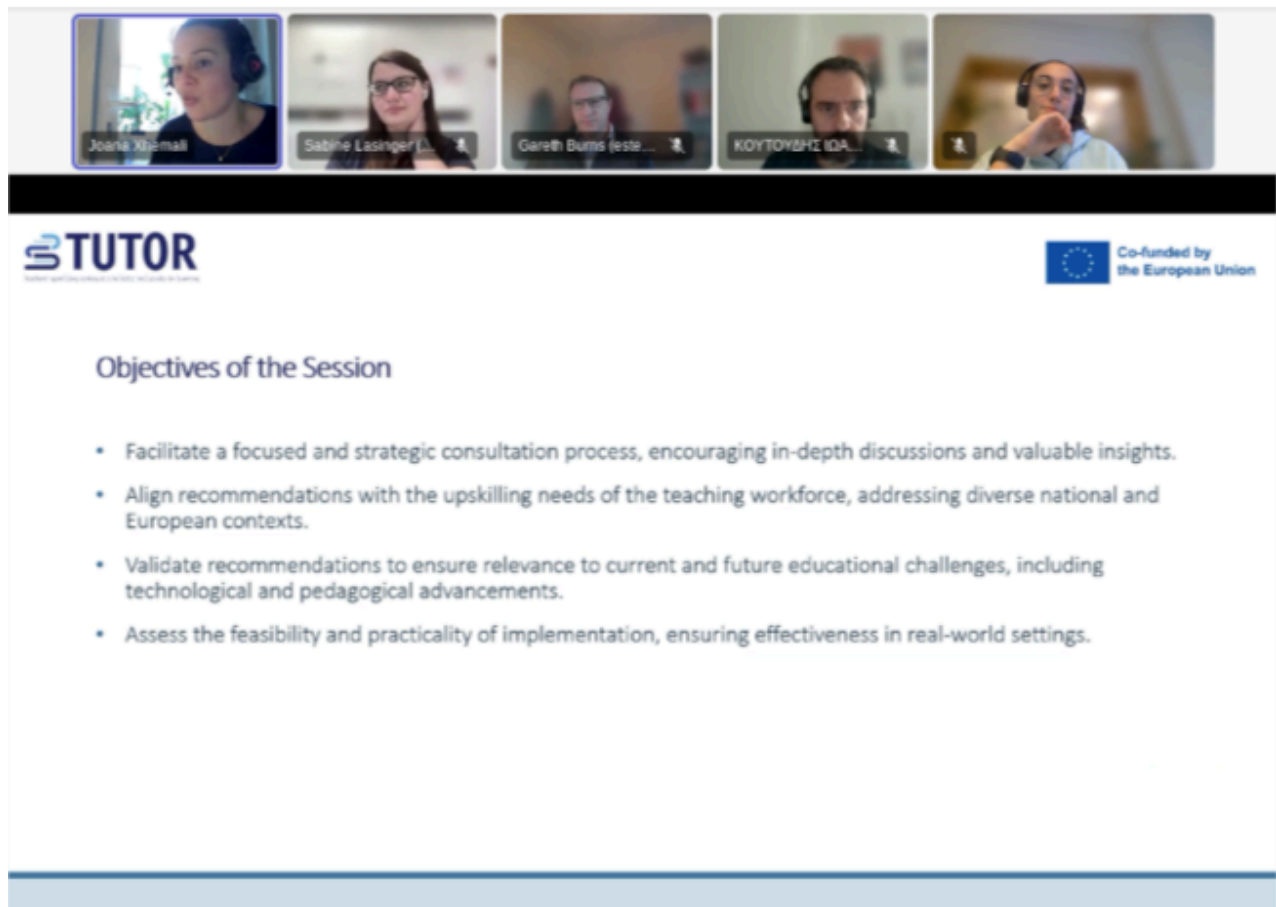
### Shaping Effective, Relevant Recommendations

The discussion centred around ensuring that the draft policy recommendations are both relevant and impactful in addressing the inclusivity challenges educators face today. A key concern raised was the accessibility of resources and tools to assist teachers in meeting the demands of diverse classrooms. Participants emphasized that educators must be equipped with not only knowledge but also practical tools that enable them to foster inclusive learning environments.

A critical theme that emerged was the adaptability and feasibility of the recommendations. The group explored how these guidelines could be effectively implemented across various educational systems, acknowledging that what works in one context may need to be adjusted for another. Furthermore, the session delved into potential barriers to implementation, with members proposing strategies to overcome these challenges. The goal is to ensure that any policy recommendations put forth by the TUTOR partnership are actionable, regardless of the size or diversity of the school system.

## Looking Ahead

The insights gathered from this second consultation session are helping to shape the next steps for the TUTOR project. The input from the Advisory Group is instrumental in refining the policy recommendations drafts, ensuring they are well-aligned with the real-world challenges educators face across Europe. As the recommendations undergo further revisions, informed by the pilot phase of the training programs, the collaborative effort will continue to ensure that the final recommendations are relevant and implementable.



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### Objectives of the Session

- Facilitate a focused and strategic consultation process, encouraging in-depth discussions and valuable insights.
- Align recommendations with the upskilling needs of the teaching workforce, addressing diverse national and European contexts.
- Validate recommendations to ensure relevance to current and future educational challenges, including technological and pedagogical advancements.
- Assess the feasibility and practicality of implementation, ensuring effectiveness in real-world settings.

## RESOURCES ON INCLUSIVE EDUCATION

### Promoting Diversity and Inclusion in Schools in Europe

[Learn more](#)

### Report on Inclusive Education in Post-Secondary Institutions in Selected European Countries

[Learn more](#)

### Addressing Educational Needs of Teachers in the EU for Inclusive Education in a Context of Diversity

[Learn more](#)

# Meet the Team

**Partners**  
11 partners from 5 countries:  
Greece, Ireland, Austria, Turkey, Belgium



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