

STUTOR

Teachers' upskilling aiming at a holistic inclusivity in learning



The Teacher Academy for Inclusive Education

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Welcome note

As the TUTOR project reaches its final stage, this last edition of our newsletter brings together the work, reflections, and conversations that have shaped the project over the past 42 months. Across partner countries, teachers and educators continued to engage with the TUTOR training, contribute to national and European discussions, and share their insights on what inclusive education looks like in practice.

This edition highlights the second round of the course in Austria, where teachers once again brought creativity and critical thinking into their learning. It also shares how the project was introduced to new audiences during ErasmusDays in Türkiye, and how Ireland opened a national dialogue around its own set of policy recommendations. Alongside these national developments, the consortium finalised its EU-level recommendations, aimed at helping education systems and teacher training providers respond to growing diversity in schools.

We also look back at the final partner meeting in Brussels and the project's concluding conference, where teachers, policymakers, researchers, and civil society representatives came together to discuss inclusion from both classroom and system perspectives. Their contributions reflect a shared understanding that inclusive education is built through collaboration, reflection, and sustained support for teachers.

We invite you to explore the stories, insights, and outcomes captured in this final issue, and to continue the conversations that TUTOR has helped to spark across Europe.



TUTOR EDUCATIONAL PROGRAMME FINAL HIGHLIGHTS

Second Round of the TUTOR Course in Austria: *Expanding Perspectives on Inclusion in Austrian Classrooms*

From October to November 2025, ÖJAB and die Berater delivered the second edition of the TUTOR training on diversity and inclusion, once again drawing strong interest from teachers and student teachers across Austria. Developed in cooperation with the Universities of Graz, Salzburg, and Klagenfurt, this round registered around 110 participants — a sign of the growing demand for meaningful learning opportunities on inclusive teaching.

Like the first edition earlier in the year, the course brought together educators at different stages of their careers who were eager to deepen their understanding of how to support diverse learners. Through a blend of online sessions, discussions, and self-study materials, participants explored what inclusion looks like in practice for students with a migration background, LGBTIQ+ students, and those facing socio-economic inequalities. The format encouraged teachers to connect ideas from the course with the realities of their own classrooms and school communities.



The final projects once again stood out. Submissions ranged from concepts for intercultural project days built around students' family traditions to small-scale research activities. Several participants chose to interview learners about their experiences of inclusion at school and the changes they would like to see. These projects showed how participants took the course themes back into their everyday settings and used them as starting points for reflection, inquiry, and conversation.

The strong engagement in this second round suggests that interest in inclusive teaching continues to grow among Austrian educators. With the course materials remaining accessible beyond the training period, the programme is likely to continue supporting teachers as they develop their approaches to inclusion in the months ahead.



TUTOR at ErasmusDays 2025 in Türkiye: *Connecting with Educators and Community Stakeholders*

During ErasmusDays 2025, the TUTOR project was presented at an event hosted in Serik, Antalya, bringing together teachers, school leaders, civil society organisations and local authorities. With around 130 participants — including principals, teachers, and representatives from public institutions — the session created a genuine opportunity to talk about what teachers encounter in increasingly diverse classrooms.



The presentation introduced the TUTOR course structure and its specialisation areas, with a focus on how the training supports teachers working with migrant, multilingual, multicultural and socio-economically disadvantaged learners. The discussion centred on practical questions raised by participants: how to respond to new student arrivals, how to build relationships across linguistic and cultural differences, and how mobility programmes could help teachers access new perspectives.

What stood out was the variety of voices in the room. Teachers spoke about changes in their classrooms; school leaders asked how to integrate inclusive approaches into whole-school planning; and local officials expressed interest in how European initiatives can inform local priorities. The exchange was grounded and shaped by the concerns participants brought with them.

The ErasmusDays session in Türkiye showed that the themes explored in TUTOR connect with issues educators are already navigating. It also reinforced the value of creating spaces where teachers and local actors can reflect together, to share experiences and consider approaches that might help them respond to the realities they see every day.



EU-Level Policy Recommendations: *A Pathway Toward More Inclusive Teacher Education*

Throughout the TUTOR project, the consortium developed a set of EU-level Policy Recommendations designed to support teacher education systems in responding more effectively to today's diverse classrooms. These recommendations bring together the project's collective experience, combining research findings with the perspectives of teachers, trainers, and organisations working closely with learners and schools. Their overall aim is to help ensure that inclusion becomes a consistent part of everyday teaching, rather than something left to individual initiative.



The recommendations are the result of an extensive process of research and consultation. The work began with a comparative review of existing policies and literature on inclusive teacher education and was followed by national consultation rounds held in Austria, Greece, Ireland, and Türkiye between December 2022 and January 2023. These sessions brought together teachers, school leaders, NGOs, and local stakeholders to identify the most pressing challenges and the gaps they experience in their day-to-day work.

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In 2023, the project carried out mixed-methods research across partner countries, gathering evidence from more than 500 survey respondents and over 100 interviews and focus groups. The draft recommendations were then reviewed by the TUTOR Advisory Group, whose feedback helped ensure that the proposals were aligned with broader European priorities in education and inclusion.

Across its ten thematic areas, the recommendations call for tackling structural inequalities in education more directly, aligning national and European policy frameworks around shared principles of inclusion, and embedding anti-discrimination and intersectionality throughout policy frameworks and teacher education. They argue for strengthening teachers' capacities and working conditions, diversifying the teaching workforce so it better reflects the communities it serves, and recognising teachers as active partners in shaping curricula, policies, and institutional change. At the same time, they promote the creation of learning environments built on universal design principles, supported by robust monitoring and whole-community approaches that involve learners, families, schools, civil society, and public authorities in a shared effort to make education systems more inclusive.

For the full version of the document and a complete overview of the methodology, visit [the TUTOR project website to read the full recommendations.](#)

Policy Recommendations

Recommendation 1
Embed an Intersectional Perspective in Inclusive Education Policies at both EU and National Levels

EU institutions and national authorities must guarantee that education policy frameworks explicitly address the ways in which **multiple forms of structural inequality** such as racism, sexism, classism, ableism, and xenophobia interact to shape learners' experiences and opportunities. This requires recognising that race, ethnicity, gender identity and expression, sexual orientation, sex characteristics, socio-economic status, migration background, and disability **intersect within specific social and institutional contexts**. Treating these inequalities separately leads to fragmented policies that overlook the complexity of learners' lives (TUTOR, 2023), while evidence shows that **intersectional approaches** strengthen inclusion (OECD, 2023).

Intersectionality provides a lens to understand how inequalities manifest differently across contexts and should guide the development of **targeted measures** that respond to the diverse identities and needs within specific groups, **without homogenising them**. Policy design must therefore combine intersectional analysis with group-specific and context-sensitive strategies. Intersectionality should be embedded in **curriculum reform, teacher education, and school evaluation systems**. At EU level, the Commission should fund pilot projects, facilitate **mutual learning** among Member States, and include **intersectional indicators** within European Education Area data collection to monitor equity, teacher preparedness, and learner outcomes.

Recommendation 2
Mainstream Inclusive Education and Diversity Throughout Teacher Education and Professional Development

In many Member States, **inclusive education remains peripheral** to teacher preparation, leaving educators under-equipped to manage diverse classrooms. **Inclusion and diversity should become mandatory and integrated** throughout both initial teacher education and continuous professional development. Teacher education curricula should develop **practical competencies** such as **bias recognition, differentiated instruction, trauma-informed and restorative pedagogy, and Universal Design for Learning**. These must be supported by adequate time, mentoring, and institutional backing.

To ensure quality and comparability, the European Commission should **promote common benchmarks** and support innovative models through **current and future EU funding and initiatives related to teacher education and professional development**, including Erasmus+ Teacher Academies, Horizon Europe, and programmes developed under future **Multiannual Financial Frameworks**. This should encourage **transnational cooperation and peer learning** across Member States.

Opening Dialogue on Inclusive Education: Ireland's Policy Launch Event

Maynooth University hosted a national policy event to share Ireland's contribution to the TUTOR Project's work on inclusive education. The gathering brought together educators, researchers, community representatives, and TUTOR Ambassadors to introduce the new policy recommendations and to open a wider conversation about what inclusion should look like in Irish education today.

The panel discussion was at the heart of the event. It brought multiple perspectives into the room—from classroom experience to community advocacy, from research to leadership. Contributors included Dr. Lilian Nwanze-Akobo, whose work focuses on inclusion, social justice, and anti-racism in Irish classrooms; Jamie Kenny, Co-CEO of Dublin LGBTQ+ Pride; Carrie Archer, Assistant Professor at the National College of Ireland and contributor to Universal Design for Learning initiatives; Dr. Melanie Groening-McKenna, researcher on race and ethnicity in education; and Eileen Kenna-Quinn, Adult Literacy Service Manager with Laois Offaly ETB. Together, they reflected on the realities facing learners today and on what educators need in order to respond with confidence and understanding.

The Irish recommendations form part of the project's wider effort to support educators working with increasingly diverse groups of learners. Drawing on evidence gathered throughout the project, they focus on strengthening how teachers and schools respond to the needs of LGBTQI+ students, learners from migrant and minority ethnic backgrounds, and students experiencing socio-economic inequalities.



The recommendations set out practical steps for making inclusion a visible and sustained part of Irish education. They call for national definitions of inclusion to be broadened so they reflect diversity and intersectionality, and for a national online community of practice that connects educators, school leaders and advocacy groups. They propose adapting inspection tools so that inclusive teaching and leadership are recognised through a human-rights lens, alongside strengthening whole-school approaches to LGBTQI+ inclusion through revised guidelines and the BeLong To Quality Mark.

The recommendations also highlight how elements of the TUTOR CPD programme could support Initial Teacher Education and FET pathways, and encourage Education Centres to play a role in delivering this training. Other areas include ensuring that curriculum and professional development represent the diversity of learners, providing regular CPD hours dedicated to inclusive education, funding holistic supports such as wellbeing and pastoral care, and equipping school leadership teams with the staffing and structures needed to sustain inclusive practice. Together, these proposals aim to help schools create environments where all students feel recognised, supported and able to participate fully.

Throughout the event, speakers emphasised how inclusion is not an abstract principle but something shaped by everyday actions, institutional supports, and the confidence teachers bring into their classrooms. As one of the core messages of the report notes, implementing these recommendations has the potential to enhance students' sense of belonging, strengthen relationships across school communities, and improve both academic and social-emotional development.

Visit the TUTOR project website to access the [Irish policy recommendations](#)



CONCLUDING TUTOR: FINAL STEPS AND LASTING IMPACT

Project Closure & Sustainability

As TUTOR concludes its 42-month journey, all final outputs — including the Joint Curriculum, research findings, training resources, policy recommendations and internationalisation materials — will remain available on the [project website](#) for educators, training providers and organisations working on inclusive teaching.

Partners have also ensured that the [e-learning platform](#) and curriculum materials stay accessible beyond the project's lifetime, allowing educators to revisit the training or integrate elements into their practice.



Although the formal project has ended, the approaches, evidence and collaborations developed through TUTOR are intended to continue shaping teacher education, national initiatives and cross-country cooperation.

Partners Convene in Brussels for Project Wrap-Up

Brussels, 20 November 2025

On the day before the Final Conference, the TUTOR consortium met at the EVBB VET House in Brussels for the last transnational partner meeting. After 42 months of collaboration, the meeting offered partners the chance to bring the project's strands together, review remaining responsibilities, and prepare for the formal conclusion of the work.

The discussions ranged across the full scope of the project. Partners reviewed the status of the final deliverables and the preparation of the final technical report, drawing on findings from both quality assurance activities and the external evaluation. The administrative and financial aspects of project closure were also addressed, ensuring that each organisation had clarity on the reporting needed in the final phase.



A significant part of the meeting focused on the project's intellectual outputs. Partners revisited the research generated earlier in the project, reflecting on how the evidence informed the development of the Joint Curriculum and the subsequent pilot testing. Sustainability was an important theme, particularly regarding the long-term use of the curriculum, the internationalisation dimensions, and the ongoing accessibility of the e-learning platform beyond the formal project period.

The exchange continued with reflections from the national pilot implementations. Partners shared feedback from participants, the challenges encountered, and the insights gained from delivering the training in different contexts. These discussions helped consolidate the lessons learned and ensured that all partners were aligned on the finalisation of the pilot-related outputs. Attention then turned to dissemination and exploitation, where partners reviewed outreach efforts, assessed progress against the project's communication objectives, and coordinated the final actions leading up to the conference.

The meeting concluded with an open reflection, giving partners space to look back on the collaboration, acknowledge what had been achieved, and consider how relationships and insights developed during the project might support future initiatives. An informal dinner followed, allowing the group to end the final meeting in a warm and collegial setting. .



TUTOR Final Conference: Conversations That Brought Inclusion Into Focus

Brussels, 21 November 2025

The TUTOR Final Conference, held on 21 November 2025 at the EVBB VET House in Brussels and streamed online, brought together more than 100 participants from across Europe. Teachers, policymakers, education providers, researchers, civil society organisations and student representatives joined the event.

The morning opened with short contributions from project partners, who offered a brief overview of the research underpinning TUTOR, the development of the Joint Curriculum and the experience of delivering the pilot trainings. These inputs set the scene for the more grounded discussions that followed.



The first panel, moderated by Prof. Bernie Grummell, featured Ann Burns, Lukas Maximilian Mayr, Ömer Güleç, and Zoi Belli, educators who benefited from TUTOR educational program spoke openly about the realities they face in their schools.



Ann Burns highlighted that *“diversity is the starting point, not the exception,”* describing inclusion as something built through small everyday interactions. Lukas Maximilian reflected on the TUTOR mobilities, noting how meeting educators from other countries helped him *“change lenses”* and better understand how multiple challenges shape learners’ experiences.

From Türkiye, Ömer Güleç shared how openly acknowledging students’ different identities made them feel *“secure, appreciated and seen.”* Zoi Belli emphasised that teachers cannot carry inclusion alone: *“We need time, space and shared responsibility. Reflection can’t be something we squeeze in between classes.”*



The second panel shifted the discussion from classroom practice to the broader systems shaping it. Representing the European Commission, Nuria Diez Guardia underscored the need for better data to shape responsive policies and stressed the importance of linking policy with classroom realities. Ekaterina Efimenko from ETUCE emphasised that intersectionality must guide all inclusion efforts and that teachers need stronger protection and support.



From the network of teacher educators, Paulo César Martins emphasised that inclusive practice must begin in initial teacher education and continue throughout a teacher's career. *"Inclusion isn't a one-off effort,"* he noted. *"Teachers need time, training and continuity. And they need support to keep classrooms grounded in human rights."*



Annet De Vroey spoke about tools that can support teachers, highlighting the EU's Competence Framework for Inclusive Teachers. She argued that collaboration and continuous reflection among professionals are essential, and pointed to the need to strengthen citizenship education to help schools respond to social change.

Veronica Arduino reminded the audience that inclusive education depends on listening to all education actors: teachers, students, families, and non-teaching staff. *"Policy becomes meaningful when it is shaped by those who live its consequences,"* she said. She also stressed that equity and democracy must remain guiding principles as Europe addresses structural gaps.

In her closing remarks, Victoria Topalidi, the project coordinator, noted that intersectionality, systemic support and shared responsibility are essential for real inclusion. The discussions continued informally after the session, reflecting a shared commitment to carrying this work beyond the project's end.



Closing Note

We would like to thank all teachers, trainers, researchers, partners, community organisations and policymakers who contributed to the TUTOR project. Your insights, feedback and commitment shaped every element of this work from the research and curriculum development to the training activities, national discussions and policy recommendations.

While the project now reaches its conclusion, the relationships, ideas and practices it helped nurture will continue to influence inclusive education across Europe. T

Thank you for being part of this journey.



Meet the Team

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



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