

Shared Concept of “School for All”



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About EUPeace

EUPeace is the European University for Peace, Justice, and Inclusive Societies.

Our mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice, and Inclusive Societies. We explicitly address all sciences and fields, from the humanities and social sciences to the natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar – the symbol in our logo – as a testament to how dialogue can overcome conflict.

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Executive Summary

Towards an EUPeace Concept of “School for All”

In an era where societal fractures are becoming increasingly evident, the urgency to cultivate environments that foster peace, justice, and inclusivity cannot be overstated. The EUPeace consortium, comprising nine European universities, embarks on this mission with the “School for All” initiative, a pioneering effort aimed at integrating these core values into the educational fabric of our societies. This document outlines the consortium’s vision, approach, and strategic objectives for realising an educational paradigm where every student, regardless of background or ability, can thrive.

The initiative arises from a critical need to address the growing diversity in classrooms across Europe and the challenge of ensuring equitable educational opportunities for all. Despite the legal frameworks and international agreements advocating for inclusive education, practical implementation faces hurdles ranging from inadequate teacher preparation to entrenched societal biases and infrastructural limitations. “School for All” seeks to confront these challenges head-on, proposing a multifaceted strategy that encompasses curriculum development, teacher training, and policy advocacy.

Central to the project’s objectives is the enhancement of teacher competencies in inclusive pedagogy. Recognising that teachers are the linchpins of educational transformation, the consortium prioritises the internationalisation of teacher education. This involves not only embedding global and intercultural perspectives into teacher training curricula but also promoting mobility and exchange among educators to foster a broader understanding and appreciation of diversity.

The value of the “School for All” concept extends beyond the immediate goal of educational inclusion. It embodies a holistic approach to societal well-being, acknowledging that schools are microcosms of the larger social fabric. By cultivating environments that respect and celebrate diversity, we lay the groundwork for more peaceful, just, and inclusive societies. The initiative’s emphasis on digital courses, internships abroad, and collaborative research further enriches the learning experience, equipping future educators with the tools to navigate and shape a complex, interconnected world.

Moreover, the consortium’s approach to inclusive education is grounded in innovative practices and concepts such as universal design for learning (UDL), design thinking, whole institutional approach and blended mobility. These methodologies not only accommodate diverse learning needs but also ensure that inclusion is woven into the very DNA of educational systems. The strategic partnerships with local communities and international bodies underscore the project’s commitment to a collective effort in dismantling barriers to education.

As you are about to discover throughout this document, the “School for All” initiative represents a significant step forward in the quest for educational systems that serve everyone equitably. Its comprehensive framework, spanning curriculum development, teacher training, and policy advocacy, offers a blueprint for educational reform that is both inclusive and transformative. By championing the principles of peace, justice, and inclusivity, the EUPeace consortium not only addresses the immediate challenges facing our schools but also contributes to the broader vision of a more harmonious, equitable world.



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Glossary & Abbreviations

AStA	Allgemeiner Studierendenausschuss (General Student Committee)
CU	Çukurova University
EEA	European Education Area
EHEA	European Higher Education Area



EUPeace	European University for Peace, Justice, and Inclusive Societies
INSPE	Institut National Supérieur du Professorat et de l'Éducation (National Higher Institute of Teaching and Education, France)
JLU	Justus-Liebig-Universität Gießen (Justus Liebig University Giessen, Germany)
SAAEH	Service d'Accueil et d'Accompagnement des Etudiants Handicapés (Reception and Support Service for Students with Disabilities, University of Limoges)
SDGs	Sustainable Development Goals
STEM	Science, technology, engineering, and mathematics
UDL	Universal Design for Learning
UM	University of Mostar
UMR	Marburg University
UN	United Nations
UNICAL	Università della Calabria (University of Calabria, Italy)
UNILIM	Université de Limoges (University of Limoges, France)
UPC	Universidad Pontificia Comillas (Comillas Pontifical University, Spain)
US	University of Sarajevo
UWB	Západočeská univerzita v Plzni (University of West Bohemia, Czechia)
WP	Work Package

Definitions

Accessibility: Refers to the design of products, devices, services, or environments for people with disabilities. In the educational context, it encompasses the physical and digital accessibility of resources and facilities to ensure all students, regardless of their abilities, can participate fully.

Anti-Discrimination Guideline: Policies or regulations set by institutions to prevent and address discrimination based on race, gender, disability, or other characteristics, ensuring equal treatment and opportunities for all members.

Blended Mobility: A combination of physical mobility and virtual exchange that allows participants to engage in learning experiences both online and in-person. This approach aims to enhance accessibility and inclusiveness of international educational experiences.



Conflict Resolution: A key component of peace education, referring to methods and processes involved in facilitating the peaceful ending of conflict and retribution. It emphasises understanding, dialogue, and negotiation to achieve peace in interpersonal or community conflicts.

Cultural Heterogeneity: The diversity within a population that arises from different cultures, ethnicities, languages, and social backgrounds. In educational settings, addressing cultural heterogeneity involves incorporating multicultural perspectives and promoting inclusivity.

Democratic Civic Education: Education that prepares students to participate fully in democracy by understanding democratic principles, values, and institutions. It emphasises critical thinking, active participation, and the development of civic competencies.

Digital Inclusion: Efforts to ensure that all individuals have access to and can effectively use information and communication technologies. In education, this involves providing equitable access to digital resources and training for all students.

Disability Inclusion: Practices and policies designed to ensure full participation of people with disabilities in all aspects of society, including education. It focuses on removing barriers, providing reasonable accommodations, and fostering an inclusive environment.

Diversity: The recognition that every individual is different, be it the colour of their skin, their religious beliefs, sexual orientation, socio-economic stratum, etc., and the subsequent effort to learn about, learn from and value such differences.

Educational Equity: The principle that all students have the right to receive a high-quality education, regardless of their socio-economic status, ethnicity, background, or physical abilities. It involves addressing disparities and removing barriers to learning.

Educational Inclusion: The practice of educating all students, including those with diverse backgrounds, abilities, and needs, in mainstream classrooms. It is based on the belief that every student has the right to equitable educational opportunities.

Empowerment: In the context of inclusive education, empowerment refers to the process of enabling all learners, especially those from marginalised groups, to gain the skills, knowledge, and confidence to fully participate in educational and social activities.

Environmental Interdependencies: The complex relationships and dependencies among various environmental factors and human activities. Understanding these interdependencies is crucial for addressing environmental challenges and promoting sustainable development.

Functional Diversity: A perspective on diversity that focuses on the different functions or abilities of individuals, rather than categorising them based on disability. It emphasises the variability of human capabilities and the importance of creating inclusive environments that accommodate this diversity.

Inclusive Societal Outreach: Efforts by educational institutions to engage with and contribute to the wider community in a way that promotes inclusivity, diversity, and social justice. This includes community service, public engagement initiatives, and partnerships with community organisations.

Interdisciplinary Collaboration: A collaborative approach that involves experts from different disciplines working together to address complex issues, such as inclusion and diversity in education. This collaboration can lead to more comprehensive and effective solutions.

Inclusive Education: A model of education that aims to accommodate all learners, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This approach seeks to remove barriers to learning and participation and to ensure the fullest possible development of every student.

Inclusive Pedagogy: Teaching strategies that are designed to include students of all backgrounds, abilities, and interests. This approach involves adapting teaching methods to meet the diverse needs of learners within the classroom.

Inclusive Societies: Societies that value and practice inclusivity, ensuring equal opportunities, rights, and participation for all their members, regardless of their backgrounds, abilities, or other characteristics.

Internationalisation of Teacher Education: The process of integrating an international, intercultural, or global dimension into the preparation of future teachers. This involves incorporating international content, promoting foreign language skills, and encouraging mobility among teacher education students and staff.

Mobility: In the context of education, mobility refers to the movement of students and educators across borders for the purpose of learning or teaching. This can include study abroad programmes, internships, and faculty exchanges.

Participation Processes: Activities and mechanisms that enable individuals and groups to take part in decision-making, learning, and other activities that affect their lives. Ensuring inclusive participation processes means removing barriers to participation for marginalised or under-represented groups.

Peace, Justice, and Inclusive Societies: Core values promoted by the EUPeace consortium, reflecting the principles of fostering peaceful, just, and inclusive communities through education, research, and community engagement.

School for All: A concept emphasising that education should be accessible and equitable to all students, fostering an environment where diversity is embraced, and every student has the opportunity to succeed.

Universal Design for Learning (UDL): A framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn. UDL guides the design of instructional goals, assessments, methods, and materials that can be customised and adjusted to meet individual needs.

Virtual Exchanges: The use of online communication tools to engage students in intercultural learning experiences with peers from different countries or cultures. These exchanges can complement or substitute for physical mobility programmes.

1. Introduction

1.1. About EUPeace

Our Vision & Mission

Tragically, the values of peace, justice, and inclusive societies cannot simply be taken for granted. They must be continuously cultivated, studied, and shaped to define the road to an ambitious and challenging socio-political goal. In this, universities have a key role to play. They are at the heart of societies, providing the insights and techniques necessary to address the environmental, technical, political, and social challenges the next generation has to face. Through research and education, they connect people of all generations; they can be model places for protecting and strengthening the values of mutual respect, justice, and inclusion. As such, they are powerful instruments for building peaceful communities.

EUPeace's mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice, and Inclusive Societies.

We explicitly address all sciences and fields, from the humanities and social sciences to the natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar – the symbol in our logo – as a testament to how dialogue can overcome conflict.

Our Profile

The commitment to Peace, Justice, and Inclusive Societies is at the core of the European ideal and needs to be continuously cultivated. We argue that peace cannot flourish unless a set of enabling conditions are firmly in place: it goes hand in hand with a deep commitment to justice and inclusion.

EUPeace is comprised of 9 institutions that are similar in size, location and mission within their respective national ecosystems. We are a synergetic mix of universities, characterised by our territorial embeddedness, concern for impact and deep attention to the quality of student life within and beyond our campuses. We have come together, based on long-standing cooperation experiences as well as newly formed ties within the EUPeace universities. We are Marburg University (Germany), Justus Liebig University Giessen (Germany), University of Limoges (France), University of Calabria (Italy), Comillas Pontifical University (Spain), University of West Bohemia (Czechia), University of Mostar (Bosnia and Herzegovina), Çukurova University (Türkiye), University of Sarajevo (Bosnia and Herzegovina) as well as our associated partners in Europe and beyond.

We are embracing and fostering our unique geographic distribution and the implications these geographic roots bring to EUPeace: our institutions are located in regions with a lot of internal diversity and sometimes a still recent history of conflict.



Our Approach

EUPeace is about strengthening the enabling conditions for peace: understanding them better through research, nurturing them actively through education, and fostering them broadly through societal outreach and innovative practices.

We develop joint and innovative teaching and learning experiences in which students learn to understand ultimate as well as proximate causes of conflict situations – including aspects of technological and environmental interdependencies – gain experience in how to manage conflicts effectively, and how to implement solutions to conflicts.

We bring our entire academic communities together to generate knowledge, competence and innovative approaches to fostering peace, justice, and inclusive societies. All fields and sciences are required to grasp the conditions of conflict prevention, forecasting and resolution, in a world where material, technical and socio-political arrangements are intimately connected.

We come together with our partners from our local communities and international networks to co-construct concrete practices and solutions to turn these competencies into impact beyond academia. To achieve this, the exploration of innovative leverage points for impact, such as our focus on teacher training, is key.

1.2. Context & Objectives

Wishing peace and respect for all in today's world is a real challenge. The team developing the "School for All" concept undertakes to do its utmost to provide ideas and inspiration for pupils, practitioners and policy-makers to develop inclusiveness, non-discrimination and citizenship in education in order to participate in a tangible change in societies. Indeed, doing one's best to promote those fundamental rights and democratic values should help children and young people, the world's future citizens, to understand, acquire and share civic, social and intercultural competences, steps towards Peace, Justice and Inclusive Societies.

Context

Teachers are key multipliers and role models for European values and concepts. In order to promote pupils' developing attitudes and skills as well as acquiring knowledge for European citizenship, student teachers, practicing teachers and teacher trainers themselves need to develop skills and build knowledge, fundamental to a democratic European society in the 21st century. Therefore, the need to define activities for a comprehensive skill set for (future) teachers regarding intercultural learning, diversity, inclusive teaching and the concept of global citizenship remains a task of the entire EUPeace community, especially under Work Package 3, Internationalisation of Teacher Education, of the EU-funded project of EUPeace under the European Universities initiative.

Objectives

The “School for All” concept as Work Package deliverable D3.1 especially covers two of the four principal objectives concerning the internationalisation of teacher education at the consortium’s universities, as well as within continuing professional development and training for in-service teachers.

These include:

- **enhancing international and intercultural competencies** of future as well as practicing teachers to prepare students for acting in diversity-friendly, value-conscious and democracy-conscious ways, and;
- **promoting inclusion**, a vital element in teacher education, in daily teaching practices.

Nonetheless the “School for All” concept as deliverable D3.1 is also extremely pertinent for the other two objectives of the whole Work Package 3, namely:

- **increasing mobility** from currently very low levels in teacher education as a whole, including at the EUPeace universities. This is a major issue for teacher training internationally, as it is such a heavily regulated domain and;
- **increasing the attractiveness of the teaching profession** and the professionalisation of pre-service teachers through curricular and extracurricular initiatives and in-service teachers with on-the-job training on democratic culture in Europe.

Since all members within EUPeace offer teacher education, the mutual exchange about how future teachers are educated in diverse European societies and settings will be highly beneficial for the Alliance’s overall objectives.

The aim of this task is to develop an Alliance-wide concept of “School for All” which is open to primary and secondary education student-teachers and practicing teachers and focuses on establishing principles and standards for the development of a school for all, which will lead to an evolution of mind-set concerning inclusion. This is done through common elements of teacher education.

To start, primary school is the place where all social groups meet. Primary school teachers, in particular, have to deal with the variety of learning (dis)abilities, with linguistic as well as cultural heterogeneity of their students and their families. Although inclusion appears as a topic in national curricula of teacher education, the global and comparative perspective is lacking.

Beyond our conceptual work, students will have the opportunity to participate in joint digital courses concerning “School for All”; this approach will also be systematically promoted through internships abroad at a school in a partner country and dedicated sessions of joint summer schools. The international contacts will also be used for joint preparatory activities and research studies (e.g. observations, and interviews with teachers). This is the starting point for further curriculum development which could lead to a joint module and can form the basis for planning a joint international master’s degree.



To sum up our main ideas, we wish to focus on:

Empowering Educators: Equip educators with the skills and knowledge to implement inclusive pedagogies, using a blend of professional development workshops, online courses, and peer-learning networks.

Fostering an Inclusive Mindset: Cultivate an inclusive culture within educational communities through awareness campaigns, curriculum development, and student-led inclusivity projects.

Enhancing Accessibility: Ensure that learning environments and resources are accessible to all students by adopting Universal Design for Learning principles and leveraging assistive technologies.

Promoting Global Perspectives: Enrich the educational experience by facilitating international exchanges and internships for educators and students, broadening their understanding of global inclusivity challenges and solutions.

1.3. Approach & Methodology

At the end of January 2024, a Kick Off Meeting in Limoges gathered about 30 representatives from EUPeace partnering institutions. During the three-day seminar, experts in education sciences, teacher training and inclusive education exchanged in-depth information on their respective education systems, teacher training programmes and approaches to inclusive education. The meeting also benefited from an intensive co-designing preparatory process through a collaborative online tool "School for All Concept board", as well as exchanging on respective school and higher education systems using a common framework.

This workshop launched the process of working on the "School for All" concept as a deliverable of the EU-funded project of EUPeace and it undoubtedly played a key role in meeting the original deadline of April 2024.

"Inclusion" can be approached through a broader perspective or a more specific/narrower interpretation. The broader concept of inclusion encompasses any form of discrimination that would lead to the exclusion of learners from educational pathways and social discourse. These are often rather subtle and difficult to confirm as well as challenging to address. In order to raise (future) teachers' awareness for these, democratic civic education, for instance, deals with them in teacher education at university. In a narrower sense of understanding inclusion, persons with disabilities are focused in their exclusion from regular schooling and therefore also from educational pathways and social participation.

In a broader understanding of inclusion, schools and teachers need to take account of the fact that increasing diversity is not yet seen and included as the driving force behind the exclusion of marginalised social groups concerning educational, social and political participation. In fact, growing anti-democratic trends and economic inequalities are evident in European countries and internationally.

These trends challenge schools to include all students in order to give them the best possible chance to participate and get the best possible education.

Inclusive democratic civic education is a perspective for science as well as for practical civic education that contributes to the expansion of civic rights and the participation of people affected by exclusion. Inclusive democratic civic education aims to empower pupils, university students and future teachers to analyse and critically assess power and inequality relations and to develop strategies for action in order to challenge them. Inclusive democratic civic and citizenship education can be understood as a concept and an opportunity to meet social challenges by promoting participation processes and strengthening democracy both in the higher education system and in schools.

At the end of the workshop, a preliminary draft was drawn up with the following content:

- An overview of inclusion policies at partner level
- Inclusion policy at consortium level
- Emphasis on equality and equal opportunities
- Accessibility and support services
- Training programmes for staff
- Scholarships and financial support
- Awareness-raising and prevention
- Focus on diversity
- Teacher education
- Inclusive learning materials and technologies
- “School for All” in teacher education programmes

This draft was then transferred to a collaborative document online, completed by regular online meetings of the working group.

Difficulties/challenges

Some, but not all, members of the partner universities had been working in the EUPeace context right from the start in 2022, prior to receiving EU funding through the European Universities initiative at the end of 2023, so one of the main challenges was the fact that certain member institutions had not yet fully set up their teams for WP3. This makes it difficult to subsequently distribute tasks among the members.

The kick off meeting was a challenge in some ways as we had to learn to listen to and work with each other. This was definitely a learning curve for us all. In particular, we needed to collectively reach a consensus on what the concept of “School for All” should be as outcome D3.1. In other words, the outcome should be, on the one hand, a first key achievement: defining a common approach and a shared glossary, identifying our common challenges and our main national and institutional differences, being a cornerstone for future activities, including workshops for teacher educators; on the

other hand, this “School for All” concept is also a solid starting point for a multifaceted collaboration on the internationalisation of teacher education that will be continuously updated, enriched by our practices and further action research.

Echoing our specific objectives, we decided to be consistent with the following methodological approaches:

To empower educators, we will deploy an innovative digital platform offering modular training in inclusive pedagogy, complemented by live webinars and virtual classrooms. This platform will feature adaptive learning paths to cater to the diverse needs of educators.

Our approach **to fostering an inclusive mindset** involves the development of a comprehensive toolkit for schools, containing resources, lesson plans, and case studies on inclusivity. This toolkit will be co-created with educators, students, and community members to ensure relevance and applicability.

In enhancing accessibility, we will conduct audits of educational spaces and digital resources to identify and address barriers to access. Following this, we will implement tailored solutions, ranging from infrastructural modifications to the development of accessible learning materials.

To promote global perspectives, the consortium will establish a network of partner schools across Europe, facilitating reciprocal exchanges and internships. This network will also serve as a platform for collaborative research and innovation in inclusive education practices.

Through these objectives and methodologies, the “School for All” initiative aims not just to transform educational environments but to inspire a broader cultural shift towards inclusivity and equity in education. By weaving together the expertise and resources of our consortium members, we are committed to pioneering an educational paradigm that truly embodies the principle of “School for All”.

2. Towards an EUPeace concept of “School for All”

2.1. Introduction

“School for All” is at the heart of peace, justice and inclusive societies, in other words, at the heart of EUPeace. Indeed, ‘conflict resolution’ (EUPeace Mission Statement, p. 2) is based on our ability to listen openly and to evaluate objectively, two skills that are themselves based on the repertoire of literacies and understandings, as well as on the skills and abilities that we acquire through successful schooling, beyond purely academic expectations.

The “School for All” document is a comprehensive guide that describes the vision, objectives and activities of the EUPeace consortium in promoting inclusive education, peace, justice and social inclusion within European universities. It serves as a roadmap for the development and implementation



of a common European curriculum that integrates these principles across a range of disciplines. The document emphasises the importance of regional and cultural diversity, internationalisation and mobility, engagement with external partners and the transformation of curricula to promote inclusion and respect for diversity. By implementing the strategies and initiatives described in this document, the EUPeace consortium aims to create a more inclusive and equitable educational experience for all participants.

Article 28 of the UNICEF Convention on the Rights of the Child states clearly that every child has the right to an education which develops the skills they need to fulfil their full potential (www.unicef.org/media/52626/file).

“School for All” aims to provide quality education that meets the needs of everyone. Children should receive a response that is adapted to their needs, enabling them to achieve personal fulfilment and use their intellectual as well as their social skills in a single place: school. The school must provide a holistic response, which means that personal development and learning must not be separated. Consequently, anyone working with children/adolescents should pay particular attention to their personal, social, emotional and physical well-being, as well as their cognitive functioning.

Schools must be accessible to everyone, based on an analysis of needs and skills, especially as meeting children’s needs, based on their potential, would ‘erase’ the pre-established categorical aspect. The key idea is to start by thinking about the development of universal accessibility, only to deploy individual compensations if necessary at a later stage.

“School for All” means providing the appropriate support for each individual and, in so doing, encouraging everyone to participate fully and to fulfil their potential, while at the same time ceasing to establish the preconditions required of a person in order to ‘enable’ them to be included. It is essential to think and reflect upstream on the framework, methods and supports according to the needs of the people we welcome.

Inclusive education means that all students learn together in their local school, providing real learning opportunities for traditionally excluded groups. This approach values the unique contributions of students from all backgrounds and enables diverse groups to develop, side by side, for the benefit of all.

Key actions to promote inclusive education include training and supporting teachers in universal design for learning (UDL), accessibility, renovating buildings to make them accessible, and ensuring that the school has the necessary medical and social staff to respond to the needs of each child. A more open school also means a place where families, guardians and extra-curricular staff are invited to share what they know that could be useful to children and teenagers, the reduction of stigmatisation at community level and the alignment of laws and policies with international conventions such as the Convention on the Rights of Persons with Disabilities (New York, 2006).

The concept of “School for All” is best understood through the lens of inclusive education with evidence-based practices that improve learning outcomes for all students, regardless of background or

ability. It is aimed at primary and secondary school pupils and focuses on establishing principles and standards for the development of an inclusive and internationally friendly school.

This approach aims to change the mindset about inclusion and to provide a global and comparative perspective on teacher training, the opportunity to share and challenge (good) practices; the chance, within this community under construction, to learn from the experience of others.

Inclusive schooling goes well beyond the boundaries of the school to extend to an inclusive society, a society in which human beings (individually but also collectively) are the foundation.

In fact, we can draw on Rousseau and Prud'homme's definition of inclusive education (2010, p. 10): *"The inclusive school is one that goes beyond normalisation. Its mission is to ensure the full development of each student's potential. To do this, the school relies on each of the local players who gravitate within its walls and on the distant players who are welcome there. In this school, the expression "full potential" is not limited to academic potential, but also includes all forms of intellectual expression. It is characterised by the ability to innovate, to challenge oneself and to use a range of strategies that do not aim to make differences disappear, but rather to tame them. It is dynamic and relies on the expertise of everyone involved. Inclusive schools are the complete opposite of static schools where all the rules, roles and records of success are set in stone. Inclusive schools are also the antithesis of schools where we try to turn people with special challenges into people like everyone else"* (Bergeron et al. 2011, p. 90).

To conclude, inclusive education is thus tending to develop with the aim of giving everyone a place while respecting everyone's needs. EUPeace is committed to ensuring that the values and commitments we share do not stop at the school gates, but have repercussions in all spheres of our lives. This is a real step towards more inclusive societies and, by extension, a step towards peace.

Key points about the 'School for All approach' in this project:

Teachers are at the core of schooling and therefore game changers for inclusive innovations. Their mindsets and their ability to address the needs of all pupils is crucial for a "School for All". To fulfil this highly demanding professional profile, universities need to offer their student teachers the opportunities that will help them acquire these necessary competencies.

1. **Focus on primary and secondary education:** The approach specifically targets primary and secondary schools, as these are the places where students from all social groups come together.
2. **Dealing with diversity across all levels:** Primary school teachers are at the forefront in teaching children about accepting diversities, be these their own or differences in others, and be these differences related to learning abilities, linguistic and/or cultural differences. In addition, as we progress into secondary education, subject-specific-*concepts* become increasingly more complex, as also the subject-specific-*discourse* within which those concepts are embedded. As such, secondary school teachers have the additional task of "the language of

schooling”: Students whose home-language-landscape is void of academic ways of “using language”, and there are many, are often excluded from schooling as we know it today. For secondary-level students to succeed, they need teachers who can help them master academic ways of “linguaging”, and thus reasoning and thinking, so to build the “knowledge repertoire” needed to become knowledgeable and informed citizens. EUPeace aims to equip teachers at all levels with the necessary skills and knowledge to not only effectively address level-specific challenges, but also adopt a unified and vertically informed perspective on education that prepares all learners to become literate and informed citizens.

3. **Global and comparative perspective:** While inclusion is already a topic in national curricula of teacher education, our approach emphasises the need for a global and comparative perspective. It seeks to go beyond the national context and incorporate international perspectives on inclusion and diversity.
4. **Common elements of teacher education:** The approach involves the development of a shared concept of “School for All” that will be integrated into the teacher education programmes of the participating universities. This includes both theoretical and practical components to ensure that future teachers are prepared to teach in diverse settings.
5. **Digital courses and internships abroad:** Students will have the opportunity to participate in joint digital courses on “School for All” and engage in internships at schools in partner countries. These experiences will provide them with practical exposure to inclusive teaching practices and intercultural learning.
6. **Curriculum development and joint master’s degree:** The concept of “School for All” will serve as the basis for further curriculum development, potentially leading to the creation of a joint module and a joint international master’s degree in education.

2.2. An overview of inclusion policies at partner level

The inclusion and diversity policies at **Marburg University** emphasise mutual respect and the appreciation of diversity as guiding principles. The university has developed an inclusive diversity strategy through a participatory process as part of a Diversity Audit, which was successfully certified in 2023. The strategy aims to integrate and intertwine structures and measures in the fields of non-discrimination, diversity, and equality. The university believes that achieving equality and eliminating discrimination are inherent tasks and prerequisites for a diversity-sensitive and appreciative interaction among all members. They recognise that diversity is a societal reality and enrichment, while also acknowledging societal structures and inequality ratios that organise evaluations and inclusions/exclusions based on various diversity characteristics. The university is committed to creating a diversity-sensitive environment that improves study, work, and research conditions for everyone. They reflect on university structures and processes to reduce long-term risks of discrimination and enable equal participation for all, regardless of gender, religion/worldview, age, sexual orientation, disability or chronic illness, ethnic or social origin, racial attributions, social background, or appearance. The

university supports existing measures in awareness and prevention and develops new measures to provide all members with the necessary knowledge and tools for learning, teaching, and working in a diverse institution. They also emphasise the importance of anti-discrimination and equal opportunity structures and the protection and support of those affected by discrimination. The university envisions itself as a place of lived diversity, characterised by interaction on an equal footing, respect, and appreciation. It aims to become an even more welcoming place where everyone feels included. It also offers various service points and contact persons that support anti-discrimination and diversity work at the university. Additionally, it highlights the importance of diversity and inclusion in teacher education and the university's efforts to create learning opportunities that include diverse circumstances and develop competencies in including future pupils at school. The university also focuses on internationalisation in teacher education through various initiatives.

Justus Liebig University Giessen (JLU) has a strong policy regarding inclusion, diversity, and anti-discrimination, in accordance with the legal requirements of Germany and the state of Hesse. JLU promotes equal cooperation between its members, affiliates and guests at all levels of function in service, study, teaching and research. It attaches great importance to trusting cooperation and respectful and appreciative interaction. In the JLU's self-image, the totality of persons includes not only men and women but also all those who do not identify with these categories. The recognition of individual and cultural diversity includes protection against discrimination on the grounds of ascribed race or ethnic origin, gender, religion or worldview, disability, age or sexual identity as well as the promotion of equal opportunities based on life phases and family orientation (Anti-Discrimination Guideline, Preamble). The university is committed to enabling non-discriminatory studies and professional and academic activities for all members. They develop concepts for dealing constructively with diversity and make it easier for their members to balance family, care, studies, and work (Audit + Re-Audit Family-Friendly University). JLU considers the special needs of students with children and those with a migration background. They also work to ensure that their members and affiliates can access university services without barriers and promote integration and inclusion. The university ensures that students and applicants with disabilities or chronic illnesses are not disadvantaged. JLU has centralised and decentralised units responsible for implementing these policies and supporting all status groups at the university. JLU also has an Equal Opportunities Concept and an Anti-Discrimination Guideline. The Central Women's and Equal Opportunities Officer, supported by decentralised officers, provides funding for gender-sensitive teaching. JLU has a counsellor for students with disabilities/chronic illnesses and counsellors for studying with child/family caring responsibilities. As executive body of the consolidated student body, JLU's General Student Committee (AStA) represents the interests of the students organised in several departments; among them are Anti-Fascism and Anti-Discrimination, the Unit for Students with Disabilities and Chronic Illnesses, the Bi*GayTrans*Queer Unit, the Autonomous Family Unit, the Queer Feminist Women Department, the Autonomous Unit for Empowerment and Anti-Classism. In terms of teacher education, the topics "inclusion", "integration of students whose native language is not German", and "democracy education" are considered cross-sectional tasks for all subject areas (Hessian Teacher Training Act, § 1). JLU has four chairs specialising in inclusion within the Institute for Special Needs Education and Inclusive Education. They

offer a master's degree programme in Inclusive and Elementary Education. The Centre for Teacher Education and the Institute for Special Needs Education and Inclusive Education provide textbooks and teaching materials for students in learning workshops.

University of Limoges: The higher education policy for students with disabilities emphasises the principle of equality, ensuring that they can enrol and attend courses on an equal footing with other students. It also highlights the accessibility of training courses and the availability of compensation, human and technical aids, which extend to examinations and competitive examinations. The facilitation of access to higher education through initiatives such as the *Parcoursup* system (the national higher education entrance platform) and the doctoral contract for the disabled is available. At the University of Limoges, the institution has committed to a cross-disciplinary approach to disability, acting in areas such as individual support for disabled students, support for disabled staff, and the development of accessibility in services offered. The university has established the Reception and Support Service for Students with Disabilities (SAAEH), which provides individualised support, student assistants, administrative and legal assistance, exam accommodations, and support for integration into the workforce. There are also various training courses for staff to promote inclusion, covering topics such as understanding disability, tutoring disabled individuals, and managing teams with disabled employees. Concrete actions in the field of inclusive education at the University of Limoges include the Master MEEF course (*métiers de l'enseignement, de l'éducation et de la formation*, or teaching, education, and training professions), conferences on inclusive schools, an inclusive education pathway, an inclusive school centre, and the creation of a University Diploma for inclusive education.

The **University of Calabria (UNICAL)**, located in one of the least economically developed regions in Italy and Europe, has a strong commitment to providing access to higher education for all, especially for students from disadvantaged backgrounds. The university promotes diversity and the creation of an inclusive educational environment. It offers scholarships and campus housing to make education affordable for Calabrian families. UNICAL's approach to inclusion goes beyond the traditional understanding and embraces a broad definition of inclusion, where "School for All" is taken literally. The institution's policy highlights three fundamental considerations underlying UNICAL's conceptualisation of "School for All": the importance of knowledge gained through schooling for peace, justice, and inclusion; the need to shine the inclusion spotlight on learners who face language barriers in academic settings; and the design of instruction based on research on how students learn. UNICAL offers faculty training programmes on gender equality and combating sexism and homophobia, as well as support for students with disabilities and specific learning disabilities. The university also provides coursework on inclusion for student teachers, focusing on topics such as regulations of inclusion, psychology of disabilities, and pedagogy for special education. UNICAL has developed internationally recognised instructional materials and leverages educational technologies to promote inclusive and student-centred learning.

The inclusion policies and training programmes at **Comillas Pontifical University** emphasise the importance of creating an inclusive educational environment that supports diversity. The university is open to gender diversity, cultural diversity, functional diversity, social diversity, or any type of

diversity as long as the university's general regulations are followed. To support talented individuals who want to study at Comillas, the university offers scholarships of up to 95 % discount on tuition and monthly fees based on the student's economic situation. Additionally, the university has a department called *Comillas Contigo* (Comillas With You) that provides psycho-pedagogical guidance and psychological support services to students who require it. The university also offers training programmes available for teachers to develop inclusive skills, such as courses on didactic strategies, gamification, tutoring, assessment and evaluation, inclusion and diversity in teaching, emotional intelligence, transformative education, and service learning. Student teachers receive education on inclusion in some subjects during their degree, including inclusive education, tutorial action, inclusive physical education, and learning and development disabilities. The concept of diversity is discussed, emphasising that diversity encompasses various aspects such as gender, linguistic, cultural, functioning, schooling, sexual orientation, learning, and personal characteristics. The university acknowledges that barriers to inclusion may exist, such as prejudices, fears, lack of empathy, or resistance to change, and highlights the importance of providing teachers with sufficient training, support, and resources to ensure the participation of all students. The goal of inclusive education is for each student to develop their talents and potentials.

Inclusion of all persons, especially staff and students, regardless of the categorisation, is an important part of policy and practice at the **University of West Bohemia (UWB)**. The admission criteria for students makes it possible for all interested parties to have equal opportunity. Students from disadvantaged backgrounds are provided with specific supports upon request, over and above the fact that tuition fees for all students who study in the Czech language is paid for by the government, making it a lot more inclusive for students from socially disadvantaged backgrounds. Psychosocial support in Czech is provided for all who need it. One might say that this needs to be expanded to cover non-Czech speaking members of the university community. The welcome centre of the university specifically ensures that those that join the university are included in the UWB community. The environment is being made as inclusive as possible to accommodate students with mobility challenges. Students taking courses in education have the opportunity to study inclusive education. In line with the Education Act update (2024), the university stresses an inclusive approach in all areas of operations. An ombudsman office was established to protect the rights of students, employees, potentially endangered by discriminatory acts or practices within the institution, such as: discrimination, unequal treatment, bullying, aggression, or sexualised and gender-based violence. Overall, all university systems and practices are being made as inclusive as possible in consideration of the evolving nature of individual needs.

The University of Mostar (SUM), as a centre of knowledge and education, lays the foundations of inclusivity, and pays special attention to students with disabilities, whose experiences and successes enrich all aspects of university life and community. By listening to the needs of students with disabilities studying at the University of Mostar, it was determined that spatial adaptations are necessary to ensure an equal study experience for all students. A university that supports students with disabilities not only fulfils its fundamental mission of education but also strengthens its social and moral capital. By integrating inclusivity into all aspects of university life, an environment is created where

all students, regardless of their abilities, feel welcome and supported in their journey towards knowledge and personal growth. Relying on international documents and current legislation in Bosnia and Herzegovina, which ensure basic human rights, including the right to education, the University of Mostar wants to ensure conditions for equal access, active participation in higher education for all. The body that was established with this goal is the Office for Students with Disabilities whose main task is to provide help, support and develop an inclusive approach to this category of students. The office for students with disabilities was created as part of the Tempus project “Equal opportunities for students with special needs in higher education”. The office is intended to improve access, meet the needs and rights, and improve the study experience of students with disabilities. Students with disabilities are considered a heterogeneous group of people that includes students with motor disorders, visual impairment, language-speech-communication difficulties (voice disorders, speech fluency disorders: stuttering and impulsivity, autism spectrum disorder, social communication disorders, language disorders, motor speech disorder, hearing impairment), specific learning difficulties (dyslexia, dysgraphia, dyscalculia), psychological disorders and intellectual disabilities, chronic diseases and other forms of disability that put students at a disadvantage compared to their colleagues. The office provides support in several different areas:

- advising students with disabilities when planning and implementing studies,
- providing support in everyday life and in situations where certain difficulties may arise (e.g. when taking exams, housing, relationships with other students, etc.),
- providing the necessary information and support in the Office and other areas of the University (in person, by phone, e-mail or via the website and printed brochures),
- with enabled access to assistive technology and counselling by academic and non-academic staff,
- informing academic and non-academic staff about the impact of disability on learning processes and accordingly adapting them to these needs,
- eliminating stereotypes, prejudices and achieving understanding of the problems of persons with disabilities on the part of teaching and non-teaching staff and students, etc.

Students with disabilities, regardless of the degree of physical impairment, have the right to request an individually adapted way of taking exams and colloquiums during their studies. Also, the Office has equipment for students with visual and hearing impairments, which allows them access to literature and easier monitoring of classes.

Çukurova University’s policy focuses on reducing inequalities and promoting inclusivity in education. The university is committed to providing equal opportunities to individuals from all segments of society without discrimination, in accordance with Article 42 of the Constitution of the Republic of Turkey. To achieve this, the university has implemented several measures. Firstly, it ensures equal education opportunities for individuals from all segments of society in all associate, undergraduate, and graduate education programmes. It also provides easy access to educational materials and equal educational opportunities to students with insufficient income, different ethnic origins, and mental and physical disabilities, regardless of language, religion, race, gender, and colour. The university has

established policies to prevent discrimination, sexual assault, and harassment, and supports its academic and administrative staff and students through the Support Unit against Sexual Harassment and Sexual Assault. Additionally, the university organises various scientific, cultural, and social activities to raise awareness about discrimination, gender equality, sexual harassment, and sexual assault. It ensures that its physical and social structures are accessible to disabled individuals, supporting their right to equal education. The university also aims to inform its academic and administrative staff and students about discrimination that deprives individuals of the right to education. It provides online and face-to-face seminars on social inequalities to its students after graduation. Furthermore, during the COVID-19 outbreak, the university has worked to ensure that students receive equal education in online formats and has opened its doors to students who do not have this opportunity within the scope of pandemic measures. Overall, Çukurova University is dedicated to protecting the right to education for every individual and strives to eliminate inequalities in education at local, national, and international levels through targeted and conducted studies.

University of Sarajevo as the largest and most prestigious academic institution in Bosnia and Herzegovina is a great example of inclusive culture. Established with a vision to foster an environment where education thrives beyond boundaries, the University of Sarajevo is committed to nurturing a diverse academic community. This commitment is deeply embedded in our inclusive policies, which are designed to ensure that every student, faculty, and staff member is welcomed, respected, and supported irrespective of their religion, race, ethnic background, gender identity, sexual orientation, or abilities. At the University of Sarajevo, we believe that diversity is our strength. It enriches our community, enhances the educational experience, and prepares our students to thrive in a globalised world. Our inclusivity policies are not just about adherence to laws or regulations, they are about creating a culture where every individual feel valued and included. In line with our inclusive policies, the University of Sarajevo is one of few universities that have a whole structural unit devoted to supporting all students called *Department for Supporting Students*. The main services offered at the Department are:

- assistance in choosing a study programme,
- support in improving access to education,
- ensuring conditions for meeting needs and enjoying rights,
- psychological support,
- informing and educating students,
- enhancing the study experience of students with disabilities,
- research activities,
- organisation and realisation of training for academic staff,
- participation in the creation and amendment of legal and sub-legal acts related to education.

Within the Department we have four different Units:

- Unit for legal support
- Unit for psychological counselling
- Unit for students with disabilities
- Unit for career guidance.



We actively work towards eliminating barriers to education and participation that can affect under-represented groups, including but not limited to racial and ethnic minorities, members of religious communities, students with disabilities etc. Our comprehensive approach includes targeted recruitment efforts, scholarship programmes, sensitivity training for faculty and staff, and a curriculum that reflects the diverse world in which we live. A cornerstone of our commitment to inclusivity is our unwavering support for students with disabilities. The University of Sarajevo recognises the challenges that students with disabilities may face in accessing higher education. In response, we have implemented a range of policies and initiatives designed to ensure that all students have the opportunity to succeed.

Infrastructure and Accessibility: Understanding that physical accessibility is crucial, we have undertaken significant efforts to make our campus more accessible. This includes the installation of ramps, elevators, and accessible restrooms across all buildings. Our ongoing infrastructure projects are guided by principles of universal design, ensuring that new facilities and renovations address the needs of individuals with a wide range of disabilities.

Academic Accommodations and Support Services: Recognising that students with disabilities may have unique learning needs, the university offers a variety of academic accommodations. These accommodations are tailored to each student's needs and can include extended time for exams, note-taking assistance, alternative formats for course materials, and the use of assistive technology. Our Disability Support Services office works closely with students to identify and implement effective accommodations, ensuring that they have equal access to educational opportunities.

Specialised Programmes and Resources: Beyond accommodations, the University of Sarajevo offers programmes and resources designed to support the academic, social, and personal development of students with disabilities. This includes mentorship programmes, where upper-year students help incoming students with disabilities navigate university life, and workshops on topics such as self-advocacy and time management. We also provide access to counselling and psychological services, recognising the importance of mental health support.

Building an Inclusive Campus Culture: Inclusive education goes beyond policies and programmes, it requires a campus culture that embraces and celebrates differences. To this end, the University of Sarajevo encourages all members of our community to participate in diversity and inclusion training sessions. These sessions cover a wide range of topics, including understanding disabilities, challenging stereotypes, and creating inclusive environments.

Engaging with the Broader Community: Our commitment to inclusivity extends beyond our campus borders. We actively engage with the broader community through public lectures, cultural events, and partnerships with organisations working on disability rights and inclusion. These activities not only raise awareness about the importance of diversity and inclusion but also allow our students to apply their knowledge and skills in real-world settings.

Looking Forward: As we look to the future, the University of Sarajevo remains dedicated to advancing our inclusive policies and practices. We are constantly seeking ways to improve, whether through

enhancing our support services, engaging in new research on diversity and inclusion, or strengthening our community partnerships. Inclusivity is a journey, not a destination. It requires ongoing effort, reflection, and commitment. At the University of Sarajevo, we are proud of the steps we have taken to create a more inclusive university. However, we recognise that there is always more work to be done. We are committed to this continuous process of improvement, guided by our values and the needs of our diverse community.

In conclusion, the University of Sarajevo embraces everyone, regardless of their background or abilities, with open arms. Our inclusive policies are a testament to our belief that diversity enriches us all. We invite you to join us in this mission to create a university, and a world, where everyone is valued, supported, and empowered to achieve their full potential.

2.3. Inclusion policy at consortium level

The purpose of this Inclusion Policy is to ensure that the EUPeace initiative promotes and upholds principles of inclusivity in all its activities, including teaching, research, and outreach. The consortium recognises the importance of creating an inclusive environment that respects diversity and fosters equal opportunities for all individuals involved in the project.

The common points regarding inclusion policies at the partner universities:

Emphasis on equality and equal opportunities: All universities prioritise the provision of equal opportunities for students and staff with disabilities, ensuring they can enrol, attend courses, and participate in examinations on an equal footing with other students.

Accessibility and support services: The universities have established support services and facilities to ensure accessibility for disabled individuals. These services include individualised support, student assistants, administrative and legal assistance, exam accommodations, and support for integration into the workforce.

Training programmes for staff: The universities offer training programmes for staff to promote inclusion and develop inclusive skills. These programmes cover topics such as understanding disability, tutoring disabled individuals, managing teams with disabled employees, didactic strategies, gamification, inclusion and diversity in teaching, emotional intelligence, transformative education, and service learning.

Scholarships and financial support: Some universities, such as Comillas Pontifical University, the University of Limoges and the University of Calabria, offer scholarships and financial support to students based on their economic situation, aiming to make education affordable for students from disadvantaged backgrounds.

Awareness-raising and prevention: The universities organise various activities, seminars, and initiatives to raise awareness about discrimination, gender equality, sexual harassment, and sexual

assault. They also have policies and support units to prevent discrimination, sexual assault, and harassment.

Focus on diversity: The universities recognise and appreciate diversity in all its forms, including gender diversity, cultural diversity, functional diversity, social diversity, and more. They aim to create inclusive educational environments that support diversity and provide equal education opportunities to individuals from all segments of society.

Teacher education: Inclusion is considered a cross-sectional task in teacher education at the universities. They offer courses and programmes that focus on inclusive education, pedagogy for special education, and developing competencies to include diverse circumstances and future pupils at school.

Inclusive learning materials and technologies: The universities develop instructional materials and leverage educational technologies to promote inclusive and student-centred learning.

2.4. “School for All” in teacher education programmes

The integration of inclusive education in teacher education programmes is a multifaceted endeavour that requires comprehensive approaches, systemic changes, and shifts in pedagogical understanding. UNESCO’s Guide for Ensuring Inclusion and Equity in Education (2017) underscores the global imperative for inclusive education practices, advocating for teacher education programmes to embed inclusive pedagogies. It emphasises addressing the diverse learning needs of all students to ensure equitable access to education. The guidelines suggest practical strategies for curriculum development, teaching methodologies, and assessment techniques that accommodate the variability of learners. It positions inclusive education as a foundational principle for achieving equity and quality in education for all students, regardless of their backgrounds or abilities.

In their study on preparing teachers for inclusive education, Florian & Linklater (2010) explore the concept of inclusive pedagogy, arguing that preparing teachers for inclusive education demands a paradigm shift in how educators perceive their roles. Instead of viewing teaching through the lens of addressing the needs of students with special educational requirements alone, inclusive pedagogy calls for a broader approach. This approach entails designing teaching strategies that benefit all learners, thus requiring teachers to adapt and innovate in their teaching practices. This study highlights the importance of fostering a pedagogical ethos that embraces diversity as a norm within the classroom.

Within the same line of reasoning, Forlin and Chambers (2011) examine the effects of inclusive education courses on pre-service teachers’ attitudes, concerns, and self-efficacy. While their study finds that such courses significantly enhance knowledge about inclusive education, it also reveals that these courses can raise concerns among pre-service teachers regarding their ability to implement these practices effectively. The research indicates the necessity for teacher education programmes

to not only provide knowledge but also to support the development of practical skills and confidence to apply inclusive practices in real classroom settings.

In its report on Teacher Education for Inclusion Across Europe, the European Agency for Special Needs and Inclusive Education (2011) offers a panoramic view of teacher education for inclusion across Europe, identifying diverse challenges and opportunities. It calls for systemic changes to foster the development of inclusive practices in teacher education, including reforms in policy, curriculum, and professional development. The agency points out that while progress has been made, consistent efforts are needed to ensure that teacher education programmes are fully equipped to prepare educators for the demands of inclusive education.

The collective insights from earlier initiatives highlight a critical transition in teacher education towards more inclusive practices. The essence of this shift lies not only in augmenting knowledge and skills related to special education needs but in fundamentally rethinking pedagogical approaches to accommodate all learners. Challenges such as ensuring the effectiveness of inclusive education courses, addressing pre-service teachers' concerns, and fostering systemic support for inclusive practices are paramount. Nonetheless, the overarching consensus underscores the importance of inclusive education as a cornerstone for achieving educational equity and excellence for all students.

3. Main challenges in teaching, training and mobility

In order to be able to move forward collectively and in the spirit of a school for all, it seemed appropriate to identify the difficulties encountered on the ground within our schools and institutions so as to identify common challenges.

3.1. Overview

Inclusive Mindset as a Catalyst for Change: Institutions emphasise the importance of developing an inclusive mindset among teachers, not merely as a regulatory requirement but as a transformative approach to education. This challenge underlines the need for systemic changes in how teachers perceive their role in fostering inclusivity.

Teacher Preparedness and Training: A recurring challenge across the partner countries is the lack of sufficient training for teachers to handle diverse classrooms effectively, especially those including students with special needs or from multicultural backgrounds.



Societal Attitudes Towards Inclusion: Societal misconceptions and resistance, particularly evident in areas hosting refugees, highlight the need for greater awareness and sensitivity towards multicultural education practices.

Mobility Challenges: The document discusses the difficulties in mobilising teachers and students for international exchanges, compounded by financial constraints and the need for tailored mobility packages.

3.2. Solutions proposed

Once the common challenges were identified, we had to consider what we could do to overcome them, regardless of our institutions. Here are the first ideas for action:

Workshops and Seminars: For both pre-service and in-service teachers at all levels regarding topics such as:

- Inclusive teaching sequences which address all students' needs thinking in terms of accessibility rather than individualisation
- Universal Design for Learning (UDL)
- The design of student-centred instructional tasks and materials
- Cognitive load theory of learning as applied to post-primary level academic learning.

Building Bridges Among Stakeholders: a more coherent implementation of inclusive education policies through collaboration among education stakeholders.

Establishing an Alliance Network: which could be an opportunity to collect, share and learn from examples of good and weak inclusive education practices throughout the various contexts of the Alliance. Indeed, although contexts may appear to differ significantly, understanding the strengths and weaknesses of each other's context(s) will be a first step towards an Alliance which embraces diversity and benefits from it.

Global Inclusive Education Initiative: suggesting an international collaboration titled "Bridging Borders", aiming to address teacher preparedness and societal attitudes towards inclusion through shared training modules, exchange programmes, and joint research efforts.

As we have just seen, this collaborative document reveals a consensus on the necessity of an inclusive education system which answers all students' needs. While challenges such as teacher preparedness and societal resistance are significant, the proposed solutions should reflect a collective commitment to overcoming these obstacles through collaboration, innovation, and shared experiences. A critical insight is the acknowledgement that inclusivity in education not only benefits students with special needs but enriches the learning environment for all, thereby enhancing the overall quality of education. However, even if each country establishes laws and each institution tries their best to



answer the question of inclusive education (see section 2.2), reality differs from theory and some learners are left aside.

In order to better understand shared challenges met in different contexts, the following section gives examples of real-life classroom situations called “vignettes” and also suggests how these illustrations can be used to illustrate inclusive education as a collective work in progress.

3.3. Vignettes

Vignette 1: Inclusive Mindset as a Catalyst for Change

Narrative: A faculty member at an Alliance university reported his first experience with a student who is “hypo-visual”, not blind, but requires special assistance. To help this student understand complex upper-level STEM topics, this faculty realised that he must no longer “just lecture” and that “writing on the board” should not just be writing on the board. He found himself undertaking the following changes: Speaking slower; articulating better; writing bigger; using large fonts on slides, etc. Although this student sat in the front and had no hearing problems, all these changes clearly also helped students with 20/20 vision sitting in the back of the classroom.

Challenge: This vignette illustrates how an inclusive mindset quite naturally catalyses rather significant changes in how content experts conceptualise their profession, so that not only does schooling become for “ALL”, but also potentially, for many professions also.

Vignette 2: Teacher Preparedness and Training

Narrative: Mr. Luca, a new maths teacher, felt overwhelmed by the prospect of teaching a class that included several students with so-called special educational needs. Despite his passion for teaching, he realised his teacher training programme had not fully equipped him to meet these students’ unique learning requirements. The turning point came when he participated in a professional development programme focused on Universal Design for Learning (UDL) and on accessibility. This experience transformed his approach, enabling him to create more engaging and accessible maths lessons that catered to the entire spectrum of learners in his classroom.

Challenge: Ensuring teachers are well-prepared to handle the complexities of inclusive classrooms so that no pupil is left aside, whatever his/her (momentary) needs.

Vignette 3: Societal Attitudes Towards Inclusion

Narrative: The town of Harmonville had recently welcomed a significant number of refugee families, leading to a noticeable shift in the student population of the local primary school. Initially, there was resistance from some parents and students, rooted in misconceptions and a lack of understanding about the refugees' experiences. The school responded by launching an "Inclusion Ambassadors" programme, where students from diverse backgrounds collaborated on projects celebrating their cultures and shared experiences. This initiative not only fostered a more inclusive school climate but also played a pivotal role in transforming community attitudes toward inclusion.

Challenge: Combatting societal misconceptions and resistance to inclusion, especially in communities hosting refugees, migrants, newcomers...

Vignette 4: Mobility

Narrative: An extremely motivated first year student teacher enrolled for a 3-week placement in a primary school in the UK. Despite pooling her earnings from a student job, along with a minimal amount of financial aid from her teaching college (paid once she had returned from the placement), she struggled to pay for her accommodation and food bills.

Challenge: The benefits of such an experience abroad (linguistic, cultural, pedagogic...) could never be replaced by virtual courses. This emphasises the need to find, thanks to our network, ways of supporting real mobility for students.

With these vignettes, we have seen the extent to which challenges and solutions underscore the multifaceted nature of implementing inclusive education across different cultural and institutional contexts. The EUPeace universities' commitment to sharing experiences, proposing actionable solutions and fostering an inclusive educational environment is, therefore, a first positive step. Evidently, continued collaboration and innovative approaches are essential in making inclusive education a reality for all students, irrespective of their backgrounds or abilities.

4. Conclusion: From theory to practice, implementing the EUPeace concept of "School for All"

On the one hand, inclusion requires human and material resources in schools, but, on the other hand, it also needs to be anchored in teacher training in terms of educational policy, which makes



the topic of inclusion an issue for all teacher training branches, within all subjects and internships. Above all, a close interlinking of theory-practice and empiricism is needed in order to change professional beliefs and orientations that have been brought along, since so far only a few students have had experience with an inclusive school system.

In order to encompass these topics, it is important to recognise and reflect on the connection between school and society and in particular concerning social exclusion mechanisms.

To this end, EUPeace offers the opportunity to provide student teachers and in-service teachers, in an intercultural and collaborative way, with various approaches to inclusion and democracy education as cross-sectional tasks. They will be enabled to cultivate reflection and changes in perspectives with reference to relevant educational, social and educational theories from various scientific and cultural backgrounds. These may help to reflect on their significance for school development processes and procedures as well as for pedagogical and didactic action.

Finally, despite the long process that inclusion requires, even if we are aware that each context (may) differ from one country to another, we all agree that we have joined the EUPeace initiative to find solutions to respond to diversity and to identify and remove barriers so that the participation and success of all students is made effective. In this way, we can also be part of a more global vision for humanity and the planet, aligning ourselves with Goal 16 of the 2030 Agenda for Sustainable Development thus titled: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”.

The concept of “School for All” is the cornerstone for the implementation of the entirety of EUPeace WP3 activities. Without this common understanding among the consortium members, the internationalisation of primary and secondary school teacher education would lack substance.

5. Plan of Action

Specific activities

The Alliance members will develop a handbook for teacher education within the EUPeace Alliance and beyond. The handbook will especially consider the fostering of lifelong learning processes of democratic competencies, peace, justice, and inclusion from primary education to teacher education at the university level. It will integrate the concept of “School for All”.

This shared concept will become an integral part of teacher education curricula in the member universities. This will be incorporated from both a theoretical and practical basis to enable student teachers to better apprehend diverse settings.

As part of their collaborative teaching and learning offers, EUPeace WP3 stakeholders will develop lecture series, which will focus on topics including research on inclusion in teacher education,

democratic education, multilingualism, digital teaching, and sustainability. Lectures will be held every winter term by lecturers from partner universities and hosted by different partners.

The lectures may be recorded and digitally distributed within the Alliance and beyond (see Open Science Policy, to be developed). The lecture series will help to reach even more students, in-service teachers and lecturers from various countries. All collaborative and joint modules will be open to all students within the Alliance and whenever appropriate to associated schools.

Digital courses on “School for All” and internships in schools in partner countries will be made available for student teachers thus allowing intercultural learning and practical experience of inclusive teaching practices.

The “School for All” concept will serve as the foundation for further curriculum development leading to the creation of a joint module and a joint international master’s degree in education.

[Link to other work packages](#)

The “School for All” concept will play a vital role in Work Package 2, Transforming Curricula, especially T2.2 “European Track (European Core Curriculum)”. It will also be of importance for Work Package 4, Facilitating Mobility. Work Packages 5 Campus and Student Life and 6 Research Hubs and Doctoral Studies will also benefit from this project. Work Package 8 Impact and Dissemination will support the visibility of WP3 results.

[Link to events etc.](#)

A Kick Off Meeting, *Teacher Onboarding* project, was held at the INSPE in Limoges, France from 23rd to 25th January 2024. The meeting gathered all 9 EUPeace partner institutions, as well as some associated partners. There was particular focus on the deliverable “School for All” concept.

This meeting proved to be an excellent starting point for setting up and organising a working group of experts for the EUPeace WP3. It was an excellent way for participants to get to know one another and their respective working contexts better. It was also a cornerstone in the process of carrying out the first deliverable of EUPeace’s EU-funded project under the European Universities initiative on time.

The “School for All” concept will be the underlying basis for the organisation of summer/winter schools, the first being held in January 2025, hosted by our German partners.

As mentioned above, student teachers will be encouraged to carry out internships in partner country schools.

How should it be used in the future and outside of the current project?

The “School for All” concept, pioneered by the EUPeace consortium, represents a transformative approach towards creating inclusive, equitable, and diverse educational environments. As this concept evolves within the scope of the current project, its foundational principles and methodologies offer immense potential for broader application and impact in the future. Below, we expand upon the initial suggestions from project partners and propose additional, innovative strategies for extending the reach and effectiveness of the “School for All” concept beyond the current project framework.

Continued Training for Student Teachers

The training of student teachers using the “School for All” concept should not only continue but evolve, integrating emerging technologies and pedagogical strategies. Future programmes could incorporate augmented and virtual reality to simulate diverse classroom environments, enabling student teachers to develop and refine their inclusive teaching practices in a risk-free setting. Additionally, leveraging big data and artificial intelligence could personalise teacher training, adapting scenarios and challenges to match individual learning needs and teaching styles.

Engagement with Local Authorities

Local authorities play a critical role in the implementation of inclusive education policies. Collaborating with them can ensure that the “School for All” concept is grounded in local needs and cultural contexts. Future projects could involve co-creating inclusive education policies with local governments, ensuring that they are not only informed by the latest research but also adaptable to local conditions. Moreover, local authorities can facilitate the scaling of successful pilot initiatives, embedding them into regional or national education strategies.

Enhancing Exchanges and Internships

Exchanges and internships are vital for exposing student teachers to diverse educational settings and practices. Expanding these opportunities to include non-traditional destinations, such as schools in rural or underprivileged areas, can offer valuable insights into overcoming challenges in resource-constrained environments. Future exchanges could also leverage technology to create virtual internships, allowing student teachers to engage with and learn from educators and students across the globe, even in the absence of physical mobility.

Preparation for Further Projects

The “School for All” concept provides a solid foundation for the development of future educational projects. These projects should aim to address emerging challenges such as digital exclusion and the educational needs of displaced populations. Collaborative research initiatives could explore the integration of sustainable development goals (SDGs) into the curriculum, preparing students to tackle



global challenges. Additionally, projects focusing on teacher well-being and resilience are essential, as these factors significantly impact the sustainability of inclusive practices.

Future-Forward Strategies for Expanding “School for All” Beyond the Horizon

Community-Led Educational Design: Engaging local communities in the co-design of curricula can ensure that education is relevant, inclusive, and responsive to local needs. This approach can foster a sense of ownership and engagement among all stakeholders, enhancing the impact of educational initiatives.

Digital Inclusion Labs: Establish labs within educational institutions to continuously explore, develop, and implement digital tools and resources that enhance accessibility and inclusivity in learning. These labs can serve as incubators for innovative educational technologies that support the “School for All” principles.

Global Inclusive Education Network: Establish a network of institutions, educators, and researchers committed to the “School for All” concept, facilitating knowledge exchange, joint research, and advocacy on a global scale. This network can amplify the voice and impact of inclusive education initiatives, influencing policy and practice worldwide.

By expanding and elaborating on these strategies, the “School for All” concept can continue to evolve and adapt, ensuring its relevance and effectiveness in promoting inclusive education. The future implementation of this concept, both within and beyond the current project, offers the opportunity to significantly advance the cause of educational equity and inclusivity across Europe and the globe.

As a final result of WP3 activities within the current project frame, a roundtable will be organised in Brussels to discuss the EUPeace Alliance position and development paper on the internationalisation of teacher education and exchange with European experts, policy-makers, educational authorities and agencies and potential new European Education Area/EEA and European Higher Education Area/EHEA/Bologna Process partners on lessons learned, best practices, and synergies.

Annexes

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