SYNTHESIS REPORT

Contextualisation of the TE_REG Manifesto
Across Six Partner Institutions

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WP 3.1 Reports — Six-Country Analysis

Montenegro · Portugal · Germany · Belgium (UCLL) · Belgium (KU Leuven) · Finland

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Contents

1. Introduction

This analysis examines six WP 3.1 reports produced within the ERASMUS+ project 'Teacher Education Regenerated (TE_REG): Beyond Competencies. Rethinking and Redesigning Teacher Education Curricula in the GenAI Era' (Reference: KA220-HED-CF9D94FC). Each report documents how the TE_REG Manifesto - a collaboratively developed European guidance document on teacher education in the era of generative artificial intelligence (GenAI) - was contextualised within a specific national and institutional setting between November 2025 and February 2026.

The six partner institutions represent a diverse range of national contexts, educational levels, and institutional types: the University of Montenegro (Faculty of Philosophy); the Centro de Formação Dr Rui Grácio in Portugal; the Studienseminar für Gymnasien in Marburg, Germany; the UCLL University of Applied Sciences in Leuven, Belgium; the KU Leuven (Master of Teaching Behavioural Sciences, EMAGW), Belgium; and the University of Helsinki's Viikki Teacher Training School, Finland.

This comparative analysis was conducted through a systematic review of the six WP 3.1 contextualisation reports. We were assisted in the content analysis and data organisation by AI tools such as *Claude AI* and *Microsoft Copilot.* Each report was examined against a common analytical framework covering institutional context, objectives, methodology, stakeholder engagement, student involvement, reception of the Manifesto, key themes, concrete outputs, assessment concerns, national policy linkages, and acknowledged limitations. Findings were subsequently synthesised into a comparative table enabling cross-institutional comparison, and a cross-sectional analysis was conducted to identify convergent patterns, significant divergences, and shared gaps across all six contexts. The methodologies employed by partner institutions were predominantly qualitative and deliberative, encompassing Quality Commission meetings and focus groups (Montenegro), multi-level focus groups supported by digital tools (Portugal), relevance surveys and AI Focus Days (Germany), close-reading workshops (Belgium/UCLL and KU Leuven), and whole-personnel strategy sessions (Finland). Whilst all six reports offer substantive qualitative accounts and concrete proposals. Stakeholders included teacher educators, student teachers, school leaders, curriculum developers, researchers, and in some cases media and external partners, as GenAI experts and Unesco Professors.

Across all six reports, the Manifesto was received constructively, affirmed as broadly aligned with existing institutional values, and recognised as a meaningful reference framework for regenerative teacher education. Common themes emerging from the contextualisation processes include: the centrality of human-centred pedagogy and relational teaching; the need for critical AI literacy and ethical engagement with GenAI; the importance of teacher dispositions (contextualising, inquiring, designing, collaborating, enacting) over narrow competency frameworks; the challenges of authentic assessment in AI mediated educational settings; and the imperative of collaborative, participatory processes in curriculum development.

2. Individual Report Analyses

2.1 Montenegro - University of Montenegro, Faculty of Philosophy

Country: Montenegro

Institution: University of Montenegro, Faculty of Philosophy

Authors: Dijana Vučković, Tatjana Novović, Veselin Mićanović, Jovana Marojević

Objectives

The primary objective was to use the TE_REG Manifesto as a strategic and ethical framework guiding the Faculty's accreditation process for teacher education programmes, initiated in November 2025. The Manifesto was employed to steer curriculum development, professional judgement, and reflective teaching practice in the context of GenAI, aligned with the Montenegrin Strategy for Education Reform 2025–2035.

Context and Methodology

Montenegro's higher education landscape is shaped by national reform imperatives. The Faculty houses nine teacher education programmes (three bachelor's, six master's). The contextualisation methodology combined deliberative Quality Commission meetings, programme-level focus-group-style sessions (2–3 hours each, typically 8+ members per programme), and a professional learning and development (PLD) session (approximately 25 participants) structured as a focus group with thematic inputs and moderated discussion.

Types of Sessions and Stakeholders

Sessions were structured as a series of deliberative institutional meetings: an initial Quality Commission meeting (15 members, November 2025), programme-based discussion sessions (November–December 2025), a cross-programme follow-up (December 2025), a concluding deliberative session (January 2026), a focus-group PLD session (December 2025, ~25 staff, media present), and an accreditation plan finalisation meeting (January 2026, ~25 participants including leadership, coordinators, and administrators).

Proposals and Conclusions

The process yielded three concrete structural changes: expansion of reflective practice to 30 ECTS across all teacher education tracks; introduction of at least two new courses per programme within a Digital Technologies in Education theme (including a 15 ECTS AI module for class teacher programmes); and expansion of collaboratively taught courses designed by at least two instructors. The Manifesto's five dispositions (collaboration, contextualisation, design, enactment, inquiry) were explicitly embedded in curriculum planning. The report concludes that the Manifesto served as both a moral compass and a practical framework, supporting a shift away from transmissive, banking-model approaches.

Highlights

On the role of the Manifesto as ethical compass:

> *"At every stage, the TE_REG Manifesto served as a compass, reminding participants of the values of ethical responsibility, relational pedagogy, care, and human-centred education."*— Vučković et al., 'WP 3.1 Report: Manifesto Contextualisation, Montenegro', University of Montenegro, Faculty of Philosophy, 2026, p. 6

On challenging transmissive models:

> *"Faculty staff approached the process not merely as a technical exercise, but as an opportunity to critically examine existing teaching practices, challenge transmissive or 'banking' models of education, and cultivate a holistic and reflective culture for teacher education."*— Vučković et al., 2026, p. 6

2.2 Portugal - Centro de Formação Dr. Rui Grácio

Country: Portugal

Institution: Centro de Formação Dr Rui Grácio / Agrupamento de Escolas Júlio Dantas, Lagos

Authors: Ana Cristina Madeira, Maria da Glória Paula, Violante Romão

Objectives

Three study objectives were articulated: (1) to analyse results from contextualising and discussing the Manifesto within teacher education territories associated with CFAE Rui Grácio; (2) to anticipate challenges facing initial and continuing teacher education under widespread GenAI use; and (3) to contribute to the discussion on what it means to be a teacher in the GenAI era.

Context and Methodology

The Portuguese context is characterised by a lack of AI literacy among teachers, rapid technological transformation and structural constraints, including fragmented competency frameworks and unequal access to technology. The methodology was qualitative, employing three focus groups at different levels: local (CFAE Rui Grácio, 11 participants, in-person, 6 November 2025); regional (ESEC, University of the Algarve, 10 participants, online, 7 January 2026); and national research level (STudIE, Institute of Education, University of Lisbon, 10 researchers, online, 15 December 2025). Digital tools (Padlet, Mentimeter, Zoom, AI tools including DeepL and NotebookLM) were used to support data processing.

Types of Sessions and Stakeholders

Sessions ran 2–3 hours each and included dialogued presentations, individual reflection (keyword identification), collaborative pair work on each of the Manifesto's five axes, plenary debates, and collective co-creation of internal frameworks. Stakeholders spanned teacher trainers, practising teachers, university lecturers, initial teacher education students (master's level), school management, curriculum leaders, evaluators, and education researchers from Portugal, Spain, and Brazil (STudIE network).

Proposals and Conclusions

The report proposes a three-strand action plan for CFAE: co-creation of a Framework on AI and Continuing Teacher Education; co-creation of a Framework on AI and Teaching-Learning for associated schools; and design, implementation, and evaluation of continuing professional development programmes on Ethical and Pedagogical Uses of AI in Schools. Conclusions emphasise structural and organisational barriers (equity gaps, insufficient teacher training, digital immaturity among families, lack of institutional guidance) alongside recognition of the Manifesto's innovative integration of AI literacy as a structuring component of curriculum design.

Highlights

On AI and the teacher's distinctive role:

> *"The machine does better what is processing information, doing routine tasks, generating lists, supporting more mechanical tasks and leaving to the teacher what is fundamentally human: critical spirit, judgement, discussion, ethical questions, sensitivity, aesthetics."*— Participant A, Focus Group 2, in Madeira, Paula & Romão, 2026, p. 12, 'WP 3.1 Report: Emergence of AI in Teacher Education', Centro de Formação Dr Rui Grácio.

On regenerative education as a novel concept:

> *"The very 'idea of regenerative education (and not merely formative)' is an 'innovative' concept because it goes beyond incremental improvement; it implies repairing, rebuilding and (re)humanising teacher education."*— Participant F, Focus Group 2, in Madeira, Paula & Romão, 2026, p. 10

2.3 Germany — Teacher Training College, Marburg (Hesse)

Country: Germany (State of Hesse)

Institution: Studienseminar für Gymnasien, Marburg (second-phase teacher education)

Author: Dr. Christof Peter

Objectives

The report aims to examine the extent to which the Manifesto's principles have implications for the second phase of teacher education in Hesse, to analyse how the emergence of AI affects training content and teacher competency profiles, and to develop concrete pilot project perspectives for the GenAI era.

Context and Methodology

Marburg's context is distinctively second-phase: this is post-university trainee teacher (Lehramtsanwärter/in, LiV) formation. The methodology comprised three steps: (1) a relevance survey (scale 1–6) on all Manifesto theses (Chapter 2) distributed to all 35 teacher educators, evaluated by nine and distributed to 14 trainee teachers and evaluated by all of them; (2) a general assembly workshop with all 35 teacher educators in which the educators selected one of six highest-rated theses, reflected on experience, derived perspectives, and produced one-minute video statements; and (3) two-day voluntary AI Focus Days (FFKI) with external experts, involving workshops, keynote presentations (on AI and learning; image-generating AI), and involvement of trainee teachers.

Types of Sessions and Stakeholders

Sessions were mixed-format: quantitative survey (teacher educators and trainee teachers); deliberative working-group assembly; and open workshop/keynote event. Stakeholders included 35 teacher educators, 20 trainee teachers, and two external contributors (Hauke Pölert and Nils Pooker).

Proposals and Conclusions

Pilot projects were proposed in five areas: AI-supported counselling (chatbot integration into human advisory settings); AI-mediated student feedback (DFB module); AI text analysis in German-language subject training; AI-assisted lesson planning in mathematics; and a joint

AI image-generation art project. Conclusions affirm that teacher educators retain responsibility and agency; AI does not replace empathetic human teaching; AI literacy requires political competencies (understanding AI development actors and interests); synergies between teachers and GenAI remain weakly evidenced so far; and the 'pedagogical double-decker' model can integrate AI for deeper understanding rather than mere material production.

Highlights

On AI and empathy:

> *"AI cannot replace a truly warm, empathetic human counterpart; teacher educators must act as imperfect, empathetic reference persons who open reflective spaces in which conflicts and asymmetries are addressed."*— Peter, 2026, p. 5, 'WP 3.1 Report: Integrating AI into Teacher Education — Marburg', Studienseminar Marburg.

On AI literacy as political competency:

> *"Supporting teachers in developing AI literacy is a complex and difficult field that requires basic political competencies — for example, understanding who develops AI and what data and interests lie behind it."*— Peter, 2026, p. 5

2.4 Belgium (UCLL) — UCLL University of Applied Sciences, Leuven

Country: Belgium (Flemish Region)

Institution: UCLL University of Applied Sciences — VOB (Accelerated Bachelor of Education in Pre-Primary and Primary Education)

Authors: Mieke Van Ingelghem, An Verburgh

Objectives

The activity aimed to contextualise the TE_REG Manifesto within the developing VOB accelerated programme, foster shared understanding and collective ownership of the Manifesto among teacher educators, and establish a direct bridge to subsequent TE_REG curriculum development activities (WP 3.2).

Context and Methodology

The VOB is a career-change pathway (for holders of a prior higher education qualification) preparing teachers for pre-primary and primary education at EQF Level 6. The programme, scheduled to commence September 2026, is in active curriculum development. The contextualisation process unfolded through five consecutive steps: (1) Dutch translation of the Manifesto (7 November 2025); (2) presentation to programme director and coordinator (26 November 2025); (3) deliberative close-reading discussion with the curriculum development team (1 December 2025); (4) specialist discussion with four colleagues including GenAI experts (17 December 2025); (5) introduction of the contextualised Manifesto to the full VOB programme team (27 January 2026).

Types of Sessions and Stakeholders

Sessions used a close-reading approach: participants pre-selected keywords from the Manifesto text, which then anchored collective reflection. Stakeholders included the programme director, VOB programme coordinator, curriculum development team members,

GenAI specialist colleagues, and the full VOB programme team. Student participation was indirect by engagement design questions raised by the team.

Proposals and Conclusions

Six key concepts were identified as the programme's contextualised Manifesto priorities: collective learning (designing optimal on-campus and online interaction); human modelling (teacher professional 'being' as the core of learning); assessment practices (redefining validity under GenAI); teacher dispositions (expanding the Manifesto's five dispositions to include future primary school challenges); future orientation (integrating scenario thinking and speculative design); and physical presence (articulating the value of face-to-face schooling). The process did not produce fundamental revisions to the Manifesto but refined its applicability to a programme-in-development. The contextualised Manifesto was adopted as a key reference framework for the new VOB curriculum.

Highlights

On the teacher's professional 'being':

> *"It is not only their competences that enable learning, but their professional 'being' — their embodied commitment, attitudes, wondering, passion and ways of engaging — that ultimately create the conditions in which learning can take place."*— Van Ingelghem & Verburgh,2026, p. 5 , 'WP 3.1 Report: Contextualisation of the TE_REG Manifesto at UCLL', UCLL.

On the Manifesto's abstraction:

> *"The discussion revealed a degree of abstraction characteristic of many contemporary vision texts on GenAI in education, described by one team member as being 'somewhere out there'."* Van Ingelghem & Verburgh, 2026, p. 4

2.5 Belgium (KU Leuven) — Master of Teaching Behavioural Sciences (EMAGW)

Country: Belgium (Flemish Region)

Institution: KU Leuven, School of Education — Master of Teaching Behavioural Sciences (EMAGW)

Authors: Stijn Dhert, Jan Elen, Machteld Vandecandelaere

Objectives

The report demonstrates how the TE_REG Manifesto was interpreted, discussed, adapted, and anchored within the EMAGW context (EQF Level 7), and offers explicit reflection on what this contextualisation reveals about the programme and the Manifesto's role as a guiding framework for further curriculum development, particularly around a planned distance-learning trajectory.

Context and Methodology

The EMAGW had a significant head start: prior to TE_REG, the programme had developed a position paper (Dhert & Elen, 2023) with strong emphasis on dispositional approaches — directly aligned with the Manifesto's core tenets. The contextualisation process proceeded through: (1) Dutch translation (October 2025); (2) approval by coordination team; (3) deliberative team meeting with all EMAGW colleagues (13 November 2025, 11 of 13

present), using subgroup annotation of the translated text and plenary reporting; (4) presentation to the Educational Committee (OC, 10 December 2025), which includes students, alumni, academic and practice-oriented staff; (5) final team approval meeting (14 January 2026, 12 of 13 present).

Types of Sessions and Stakeholders

Methodologically, sessions were qualitative and deliberative: annotated close-reading, subgroup work, plenary exchange, and policy-level committee review. Stakeholders included 13 EMAGW team members (broad role representation), the Educational Committee (academic staff, practice educators, students, alumni, faculty representatives), and institutional governance bodies. Student involvement was structural (via OC representation) rather than participatory in design.

Proposals and Conclusions

The contextualised EMAGW Manifesto (published 16 January 2026, Dutch and English) retains the Manifesto's core ideas while enhancing readability and relevance for the behavioural sciences master's context. The distance-learning trajectory for EMAGW was designated as the concrete case for WP 3.2/3.3 curriculum interventions. The team noted that the Manifesto largely reinforced existing convictions and that its relevance transcended the GenAI dimension, underscoring care, human-centred pedagogy, and professional judgement more broadly.

Highlights

On the Manifesto and existing convictions:

> *"Several colleagues noted that many of the principles articulated in the Manifesto were already present in the EMAGW programme. In that sense, the Manifesto did not introduce an entirely new direction, but rather articulated and reinforced existing practices and convictions."*— Dhert, Elen & Vandecandelaere, 2026, p.14, 'WP 3.1 Report: Contextualisation of the TE_REG Manifesto @ KU Leuven', KU Leuven.

On the Manifesto's relevance beyond GenAI:

> *"It was observed that the relevance of the Manifesto was not solely or even primarily dependent on the emergence of (Gen)AI. The text was perceived as meaningful even without explicit reference to (Gen)AI."*— Dhert, Elen & Vandecandelaere, 2026, p.14.

2.6 Finland — University of Helsinki, Viikki Teacher Training School

Country: Finland

Institution: University of Helsinki, Viikki Teacher Training School

Authors: Sari Muhonen, Perttu Ervelius, Anni Loukomies

Objectives

The report describes how the Manifesto was introduced, utilised, and elaborated within the Finnish context in support of the Viikki Teacher Training School's ongoing strategy and vision process for 2026–2030 (initiated 27 November 2024, officially released 21 January 2026).

The Manifesto served as one of several reference frameworks in a broader institutional strategy development, connected to the University of Helsinki Strategy & Vision 2021–2030.

Context and Methodology

Finland's teacher education context is characterised by strong emphasis on research-based practice, professional autonomy, and holistic assessment. Competency fragmentation is not identified as a central challenge; however, assessment bottlenecks at master's-level practicum represent a notable concern. The contextualisation process was integrated into the school's nine-phase strategy development (November 2024–January 2026). The Manifesto was specifically discussed at strategy implementation sessions in November–December 2025 and January 2026, including a large-scale Teams session (10 December 2025, 70 participants from two teacher training schools) presenting the Manifesto alongside GenAI legislation.

Types of Sessions and Stakeholders

Sessions included subject-group and grade-level team discussions (5 and 12 November 2025, 70 participants); a collaborative sharing session (26 November 2025, 70 participants); a hybrid inter-school session on supervision practices (17 January 2026, 36 participants); a specialist planning session on evaluation (20 January 2026, 4 participants); a large-scale PLD Teams session (December 2025/early 2026, 70 participants, two schools); and the strategy launch event (21 January 2026, ~80 participants). Stakeholders spanned classroom and subject teachers, teacher trainers, principals, special educators, practice coordinators, and teaching assistants.

Proposals and Conclusions

Two major development foci were confirmed for Activity 3.2: (1) a multi-strand GenAI development programme; and (2) co-design of a needs-based evaluation tool for class-teacher master's practicum periods, in collaboration with the teacher education department, partner schools, and master's students. The published Vision and Strategy 2026–2030 of Viikki Teacher Training School ('Education, Joy, and Inclusive Community') is included as Annex material. The report concludes that the Manifesto functions as a meaningful reference in the Finnish context and provides a grounded point of departure for curriculum analysis in Activity 3.2.

Highlights

On institutional guidance:

> *"The Manifesto's emphasis on collective responsibility is locally interpreted as requiring institutional coherence to support consistent supervision and modelling of professional conduct."*— Muhonen, Ervelius & Loukomies,2026, p. 5, 'WP 3.1 Report: Manifesto Contextualisation, Finland', University of Helsinki / Viikki Teacher Training School

On assessment under GenAI:

> *"GenAI introduces ambiguity that calls for shared assessment principles and supervisory practices rather than technical solutions alone."*— Muhonen, Ervelius & Loukomies, 2026, p. 6.

3. Comparative Table

The following table summarises key dimensions across the six partner reports.

Table 1. Key dimensions across the six partner reports

Dimension	Montenegro	Portugal	Germany	Belgium (UCLL)	Belgium (KU Leuven)	Finland
Institution	Univ. of Montenegro, Faculty of Philosophy	CFAE Dr Rui Grácio / ESEC UAlg / Univ. Lisbon	Studienseminar Gymnasium, Marburg	UCLL (VOB programme)	KU Leuven (EMAGW)	Univ. Helsinki, Viikki Teacher Training School
Education Level	Undergraduate & Masters (initial TE)	Continuing & Initial TE (multi-level)	Second-phase TE (post-university trainee)	Bachelor (accelerated, career changers)	Master of Teaching (EQF 7)	University-affiliated teacher training school (all levels)
Primary Objective	Accreditation-driven curriculum reform	Analyse Manifesto fit for Portuguese context; anticipate GenAI challenges	Assess Manifesto relevance for 2nd-phase TE; develop pilot projects	Contextualise Manifesto for new programme development (VOB)	Contextualise Manifesto; prepare distance-learning curriculum case	Integrate Manifesto into institutional strategy 2026-2030
Methodology	Deliberative QC meetings + focus-group sessions + PLD session	Three qualitative focus groups (local, regional, national)	Relevance survey + deliberative assembly + AI Focus Days (FFKI)	Five-step close-reading process with deliberative discussions	Dutch translation → team annotation → Educational Committee review → team approval	Integration into nine-phase strategy process + PLD Teams session
Session Types	QC meetings, programme-level sessions, PLD focus group	Focus groups (in-person & online), pair work, plenary debates	Survey, workshop assembly, two-day FFKI with keynotes	Close-reading workshops, bilateral meetings, full team session	Subgroup annotation, plenary review, OC policy discussion	Subject-group sessions, plenary sharing, hybrid inter-school, PLD Teams session, strategy launch
No. Participants	~70+ (across all sessions)	~31 (focus groups) + research community	35 educators + 20 trainee teachers + 2 external	VOB team (~10-15, unspecified total)	13 EMAGW staff + OC members (students, alumni, staff)	~70-80 per session (two teacher training schools)
Stakeholders	Faculty staff, students, QC members, administrators, media	Teacher trainers, teachers, university lecturers, TE students, researchers	Teacher educators, trainee teachers (LiV), external experts	Programme director, coordinator, curriculum developers, GenAI specialists, Teacher Educators	Academic & practice educators, students, alumni, governance bodies	Subject & classroom teachers, teacher trainers, principals, special educators, administrators
Student	Yes -	Yes -	Yes - trainee	Indirect -	Structural -	Yes - implicit in

Dimension	Montenegro	Portugal	Germany	Belgium (UCLL)	Belgium (KU Leuven)	Finland
Involvement	representatives in QC and programme sessions	master's students in Focus Group 2	teachers (LiV) surveyed	addressed as design question by team	via OC representation (limited)	strategy sessions (teacher training students)
Manifesto Reception	Fully embraced as ethical and strategic framework	Positively received; tension with structural constraints noted	High relevance ratings across all theses; synergy thesis rated lowest	Broadly aligned; abstraction noted	Largely reinforced existing convictions; relevance beyond GenAI noted	Constructively received; integrated into strategy as reference framework
Key Themes Emphasised	Dispositions, reflective practice, ethical GenAI, human-centred pedagogy, collaborative teaching	Critical AI literacy, holistic approach, equity, bottom-up vs. top-down, family involvement	Teacher responsibility, AI literacy (political dimension), agency, empathy, double mediation	Collective learning, human modelling, assessment validity, dispositions, future orientation, physical presence	Dispositions, professional judgement, care, human-centred education, distance learning	Trust, autonomy, collaboration, assessment reform, ethics of AI use, scenario thinking
Concrete Outputs	30 ECTS reflective practice; 2+ new courses/ programme; 15 ECTS AI module; collaborative teaching expansion	Proposals for three CFAE action programmes (frameworks + CPD); internal AI frameworks	Pilot projects in 5 areas (counselling, feedback, German, maths, art/AI image)	Six contextualised key concepts; Manifesto adopted as VOB curriculum framework	Contextualised EMAGW Manifesto (published 16 Jan 2026); distance-learning trajectory as WP 3.2 case	Vision & Strategy 2026-2030 published; two WP 3.2 foci confirmed (GenAI programme + evaluation tool)
Assessment Concerns	Fairness, transparency, AI opaqueness in student work	Assessment redesign for meaningful learning and AI-human distinction	AI-generated outputs of insufficient quality; agency risk	Redesign assessment; proofing achievement in practice contexts	Assessment implications of dispositions still to be explored	Assessment bottlenecks at master's practicum; shared principles needed
National Policy Link	Strategy for Education Reform 2025-2035	Ministry of Education, Science and Innovation guidelines	Hessian teacher training regulatory framework	Flemish teacher education structure (EQF 6); UNESCO ASPnet 2025-2030	Flemish teacher education (EQF 7); KU Leuven School of Education; UNESCO ASPnet 2025-2030	University of Helsinki Strategy 2021--2030; Finnish teacher education tradition
Gaps / Limitations Noted	None explicitly stated; accreditation dossier still in progress	Equity gaps; insufficient AI literacy; top-down/ bottom-up tension; family digital immaturity	Weak evidence for teacher-GenAI synergy; risk of agency loss in trainees	Programme not yet started; implications for formal assessment still to be explored	Limited student involvement; abstraction of Manifesto text; dense Dutch translation	Assessment bottlenecks; need to refine magister practice evaluation; strategy still entering implementation

4. Cross-sectional analysis

4.1 Convergencies

The most pronounced cross-sectional convergence concerns the universal affirmation of human-centred pedagogy. All six reports reject purely technocratic responses to GenAI and consistently position the teacher as an irreplaceable relational, ethical, and professional agent. This is perhaps most concisely expressed in the German report's summation: 'AI cannot replace a truly warm, empathetic human counterpart' (Peter, 2026, p. 5), but is equally articulated in Montenegro's emphasis on 'ethical, human-centred pedagogy' (Vučković et al., p. 2) and Finland's vision of 'ethical interactions that support both individual and communal growth' (Muhonen et al., 2026, p. 6).

A second pattern is the strong cross-context resonance of the Manifesto's dispositional framework. All reports engaged with the five Manifesto dispositions (contextualising, inquiring, designing, collaborating, enacting). Montenegro embedded them as explicit curriculum goals; UCLL expanded them to address future primary school challenges; KU Leuven's EMAGW programme had pre-theorised a dispositional approach in its position paper; Germany referenced dispositions in discussions of professional agency; Portugal prioritised collaboration and design; and Finland embedded inquiry, collaboration, and contextualisation in its strategy process.

Third, concerns about assessment validity and fairness under GenAI conditions were raised in all six reports, albeit with differing emphases. Assessment emerged as the most operationally urgent site for Manifesto contextualisation - the point at which abstract principles most clearly demand concrete institutional responses. This is particularly visible in UCLL's identification of 'assessment practices' as one of its six key concepts, Germany's attention to the inadequacy of AI-generated outputs, and Portugal's call to redesign assessment to distinguish human from machine contributions.

Fourth, collaborative, participatory methodology was consistently privileged. No report relied solely on top-down communication; all involved multiple stakeholder groups and used iterative discussion formats. This methodological convergence mirrors the Manifesto's own principles regarding shared responsibility and collective professional judgement.

4.2 Divergences

A significant divergence lies in the degree of structural embeddedness achieved during the reporting period. Montenegro stands out as the institution that translated the Manifesto most directly into accreditation-driven curriculum change (30 ECTS reflective practice, new AI courses, collaborative teaching requirement). By contrast, the Finnish and KU Leuven processes yielded primarily discursive alignment and strategic direction-setting, with concrete curriculum interventions deferred to Activity 3.2.

A second divergence concerns the relationship between the Manifesto and pre-existing institutional frameworks. KU Leuven's EMAGW (Master of Teaching Behavioral Sciences) had a directly preceding position paper on dispositions; the Manifesto was largely confirmatory rather than transformative. In Montenegro and Portugal, the Manifesto functioned more disruptively, challenging transmissive models and prompting explicit critique of banking-model pedagogy.

The level of student involvement also varies markedly. Montenegro and Portugal included students as active participants (QC representatives and master's students in focus groups respectively), whilst UCLL addressed students principally as a design consideration and KU Leuven's student involvement was structurally mediated through the Educational Committee.

The national policy alignment diverges in depth and formality. Montenegro's accreditation process created a regulatory mechanism for Manifesto embedding. Portugal's CFAE operates within Ministry guidelines that are referenced but not binding. Germany's Hessian second-phase framework was noted primarily as context rather than driver. Belgium and Finland engaged in national policy through the lens of institutional strategy and UNESCO ASPnet commitments.

Finally, key divergences relate to structural constraints (particularly in Portugal and Germany), the degree to which AI integration is already embedded in institutional practice, and whether contextualisation resulted in concrete curriculum change (as in Montenegro) or primarily in shared discursive alignment (as in Finland and KU Leuven). Gaps include the limited formal involvement of students in most processes and the absence of systematic follow-up evaluation frameworks.

5. Priorities for Recommended Actions

The following priority actions are derived from the conclusions of each report and the cross-sectional analysis.

5.1 Montenegro

- Finalise and submit accreditation dossier by September 2026, ensuring all new course curricula explicitly embed the five Manifesto dispositions.
- Develop shared assessment frameworks for the expanded reflective practice component (30 ECTS) that address AI-related fairness and transparency concerns.
- Systematically document and evaluate the impact of collaboratively taught courses on faculty culture and student learning outcomes.
- Publish the 15 ECTS AI and Didactics module design as a transferable model for partner institutions.

5.2 Portugal

- Co-create and pilot the proposed Framework on AI and Continuing Teacher Education with CFAE - associated schools.
- Design and implement the Study Circle for a Framework on AI and Teaching-Learning, ensuring participation from pedagogical teams at all education levels.
- Design, implementation, and evaluation of a CPD - Continuing Professional Development programme on Ethical and Pedagogical Uses of AI in Schools.
- Establish cross-institutional dialogue (CFAE, ESEC, STudIE) to sustain the analysis of the above curricula proposals and its final products.

5.3 Germany

- Implement and evaluate the five pilot projects (counselling AI, student feedback, German text analysis, mathematics lesson planning, AI image art) within the forthcoming semester.

- Develop explicit guidance on AI literacy as political literacy, incorporating understanding of AI development actors, data interests, and digital capitalism into training curricula.

- Establish a protocol for the 'pedagogical double-decker' model integrating the SMR reflection framework for AI tool evaluation.

- Collect systematic evidence on teacher-GenAI synergies. In doing so, special consideration should be given to how trainee teachers can use AI to act responsibly an reflectively.

5.4 Belgium (UCLL)

- Complete the VOB (Accelerated bachelor's degree program in Pre-Primary and Primary Education) curriculum development for the September 2026 launch, using the six contextualised key concepts (collective learning, human modelling, assessment, dispositions, future orientation, physical presence) as curriculum design principles.

- Develop a shared language and observable indicators for 'human modelling' as a teachable professional disposition.

- Design and test scenario-thinking and speculative design activities that prepare student teachers for uncertain educational futures.

- Establish explicit criteria for what makes on-campus collective contact moments pedagogically distinctive from individual online learning.

5.5 Belgium (KU Leuven)

- Design and implement the distance-learning trajectory for EMAGW (Master of Teaching Behavioral Sciences) as the WP 3.2/3.3 curriculum intervention case, using the contextualised Manifesto as the guiding framework.

- Develop formal assessment instruments aligned with the expanded dispositional framework, moving from conceptual articulation to evaluable learning outcomes.

- Increase direct student involvement in curriculum development processes beyond structural committee representation.

- Explore ways to operationalise the Manifesto's principles at the level of individual course design within the EMAGW programme.

5.6 Finland

- Launch the multi-strand GenAI development programme as planned for spring 2026, ensuring coverage of ethical, pedagogical, and institutional dimensions across both teacher training schools.

- Co-design and pilot the needs-based evaluation tool for class-teacher master's practicum periods, addressing identified assessment bottlenecks.

- Develop a shared GenAI use policy spanning both teacher training schools (Viikki and Normal Lyceum), addressing tool acceptability, data use, age-related restrictions, and legal responsibility.

- Allocate structured time for research-informed professional reflection as part of the strategy implementation plan.

6. Suggestion of indicators for monitoring recommended actions

The following indicators are proposed to support systematic monitoring and evaluation of the recommended actions. They are organised by domain and applicable across partner contexts, with specific notes where relevant.

Table 2. Suggested Indicators for Monitoring Recommended Actions

Domain	Indicator	Data Source / Method	Institutional Reference
Curriculum Integration	Number of new courses/modules explicitly incorporating Manifesto dispositions	Course catalogue review per institution (annual)	Montenegro (30 ECTS, new AI modules); UCLL (VOB launch Sept 2026)
AI Literacy Development	Proportion of teacher educators who have completed structured GenAI literacy training	Pre/post surveys or training completion records	All institutions
Assessment Practices	Degree to which revised assessment frameworks address AI - mediated work (scale or rubric)	Curriculum document analysis; educator self-assessment	Germany, UCLL,(assessment frameworks) Portugal (referentials) Finland (practicum evaluation tool)
Student-teachers Involvement	Proportion of contextualisation or curriculum development sessions with student participants	Session records; governance minutes	Cross-institutional; Proposals and programs evaluation
Professional Dispositions	Self-reported and observed disposition development among student teachers (contextualising, inquiring, designing, collaborating, enacting)	Portfolio evidence; supervisor observation; standardised disposition scale	UCLL (VOB dispositions framework); KU Leuven (EMAGW position paper)
Institutional Policy	Formal institutional policy or guidelines on GenAI use in teacher education adopted	Policy document audit	Finland (inter-school policy under development); Germany (Hessian framework)
Equity of AI Access	Proportion of student teachers and partner schools with consistent access to GenAI tools	Survey of student teachers and partner schools	Equity of AI Access monitoring in all institutions
Pilot Project Outcomes	Completion rate and qualitative evaluation of pilot projects per institution	Pilot project reports; trainer/educator and student feedback	All institutions

Conclusions

Across six diverse European contexts, the TE_REG Manifesto has emerged as a unifying and generative framework for rethinking teacher education in the era of generative artificial intelligence. Although each institution approached the Manifesto from its own historical, cultural and organisational standpoint, the synthesis report reveals a striking convergence: the Manifesto resonates because it speaks to long-standing pedagogical values while offering a forward-looking language for navigating rapid technological change.

Partners consistently described the Manifesto as both **robust and adaptable** - a document that provides ethical and pedagogical orientation without prescribing uniform solutions. Its non-normative character allowed institutions to interpret and apply it in ways that made sense for their own systems, whether in accreditation reform, curriculum redesign, professional development, or strategic planning. This flexibility proved essential for fostering genuine ownership and meaningful dialogue.

A central insight emerging across all reports is the shared recognition that teacher education benefits thinking beyond fragmented competences and **integrating a more holistic view** (e.g. the use of integrated professional dispositions). The Manifesto's five dispositions offered a common vocabulary for articulating what teachers need to navigate complexity: the capacity to judge, to contextualise, to collaborate, to design, and to enact with care and responsibility. These dispositions served as a bridge between ethics, pedagogy and technology, and provided a foundation for rethinking assessment, supervision, and professional learning.

The role of AI was never reduced to a technical matter. Instead, partners framed generative AI as a **pedagogical, ethical and political phenomenon**, one that demands critical literacy and an understanding of the broader sociotechnical forces shaping education. Across contexts, there was a strong reaffirmation of the irreplaceable nature of human relationships in teaching, and a shared concern for safeguarding teacher agency in AI mediated environments.

Assessment emerged as the area under greatest pressure and, simultaneously, the **greatest opportunity for innovation**. Institutions highlighted the need to rethink validity, authorship, and evidence of learning in ways that align with dispositional and reflective approaches. The report underscores the urgency of developing transparent, ethically grounded assessment models capable of responding to the realities of AI supported learning.

Another cross-cutting conclusion is the importance of **participatory processes**. Whether through focus groups, closereading workshops, quality commissions or strategy sessions, the Manifesto became a catalyst for collective reflection. Appropriation was deepest where time, dialogue and collaborative inquiry were prioritised, reinforcing the coherence between the Manifesto's content and the participatory ethos of the TE_REG project itself.

Finally, the synthesis shows that the Manifesto operates effectively across multiple systemic levels - from initial and continuing teacher education to institutional strategy and national policy frameworks. Its versatility positions it as a credible reference point for medium - and long-term European collaboration. At the same time, persistent structural challenges - such as inequities in digital access, limited AI literacy, and the need for more systematic evaluation tools - highlight the importance of sustained engagement beyond the project's immediate scope.

Taken together, the findings affirm that the TE_REG Manifesto is not merely a document but a **catalyst for regenerative thinking in teacher education.** It invites institutions to recentre human judgement, care and relational pedagogy while engaging critically and creatively with the possibilities and risks of generative AI.

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