

**every student matters,  
every teacher matters!**

# SEMINAR

## Education Trade Unions and Inclusive Schools: **Embracing Diversity in Education**

18 January 2021



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AND INCLUSIVE  
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**EMBRACING  
DIVERSITY  
IN EDUCATION**

# Welcome message

Susan Flocken, European Director



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# Introduction of the project

Ekaterina Efimenko, ETUCE



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# Project background

- ETUCE extensive work on Equality and Inclusion in education (e.g. Standing Committee for Equality);
- ‘EU CONVINCe – EU Common Values Inclusive Education’ (2018-2020);
- ‘European Sectoral Social Partners in Education promoting effective integration of migrants and refugees in education’ (2017-2019);
- ‘Developing non-discriminatory quality education for Roma children’ (2004-2006);
- Various ETUCE projects on gender equality



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# Project objectives

**Build the capacity** of education trade unions to prepare their affiliates to **address the diversity** in the classroom and in the society and to support them in **implementing inclusive learning environments** enabling for every student and teacher to achieve their full potential

1. A **concrete and practical strategy for implementing** ETUCE Action Plan on Equality, Diversity and Inclusion
2. **Ensure** that teachers, academics and other education personnel are **adequately supported** in working with the diverse classroom and implementing inclusive education
3. **Raise awareness on the lack of funding and supportive policy frameworks** for inclusive education
4. **Impact of changes in modern society**
5. **Disseminate successful good practices**



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# Project activities

- **Project research:** Online Survey among ETUCE members + Collection of Good Practices



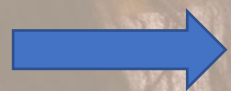
- **Research Report** with Annex (EN, FR, RU; online and in hard copies)
- **Factsheets** (EN, FR, RU; online and in hard copies)
- **Catalogue of Good Practices** on building and maintaining sustainable inclusive learning environments (EN, FR; online and on USB)
- **[ETUCE Database of Good Practices \(csee-etuice.org\)](https://csee-etuice.org)**

- **Seminar (18 January 2021)**

- **3 interactive training webinars (March-April 2021):**

EN, FR, RU; recorded and publicly available

- **Closing Conference (4-5 October 2021)**



**Practical Strategy for implementing ETUCE Action Plan on Equality, Diversity and Inclusion**



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# Project activities

- Series of **European and national action days** to raise awareness about the professional needs of teachers, academics and other education personnel when it comes to addressing diversity in the classroom and in society:
  - **3rd December 2020** – International Day of Persons with Disabilities
  - **18th December 2020** – International Migrants Day
  - **8th March 2021** – International Women’s Day
  - **17th May 2021** - International Day Against Homophobia, Transphobia and Biphobia
  - **5th October 2021** – World Teacher’s Day

➤ [Education Trade union actions](#)

➤ [Testimonies from teachers](#)

➤ [ETUCE Social Media](#)



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every student matters,  
every teacher matters!

There are no disabilities.  
Just different abilities.

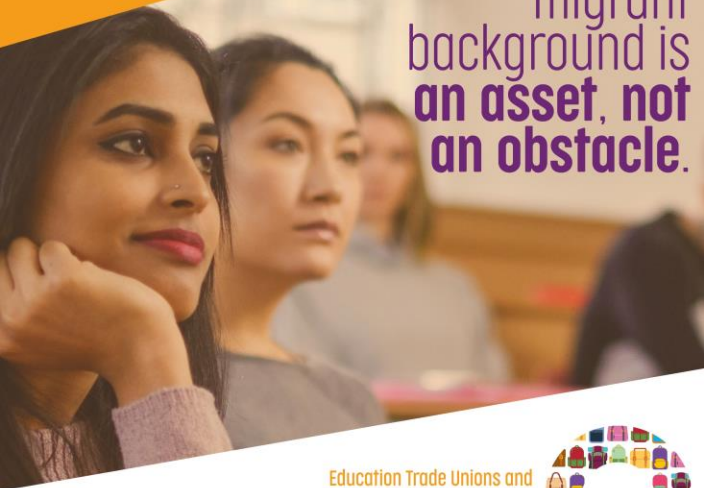


Education Trade Unions and  
Inclusive Schools  
Embracing Diversity in Education



every student matters,  
every teacher matters!

Having a  
migrant  
background is  
an asset, not  
an obstacle.



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ETUCE European Trade Union Committee ...

2,884 Tweets

Follow



Watch the documentary (EN, FR, RU, EL, ES) of our project on integration of migrants in education "Education without borders" [bit.ly/39S1RT2](https://bit.ly/39S1RT2)

#SupportTeachersForInclusion



Education Without Borders - A documentary about ...  
Education is both a fundamental right for all human beings and a powerful tool for social inclusion: two ...  
[youtube.com](https://youtube.com)



4

4



ETUCE European Trade Union Committee for Educ... · Dec 18, 2020

Migrant teachers are crucial for inclusive education!

[bit.ly/38cjP0k](https://bit.ly/38cjP0k)

Today on #MigrantsDay, we demand better recognition of qualifications and continuous professional development for all education personnel with a migrant background.

#SupportTeachersForInclusion



YOUTUBE.COM

Dived Diverse students, diverse teachers

every student matters,  
every teacher matters!



Mary  
Osei-Oppong

Author of  
"For The Love Of  
Teaching; The Anti-  
Racist Battlefield  
in Education",  
Scotland

#SupportTeachersForInclusion

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every student matters,  
every teacher matters!



Maggie  
Greene

teacher living  
with MS,  
primary  
education,  
Ireland

#SupportTeachersForInclusion

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# Project research '*Embracing diversity in education*'

Dominique Danau, SAGO Research



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# Stretching break

*Please, do not leave the Zoom meeting*



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# Panel discussion:

## *Key elements of inclusive education and conditions for their implementation*

**Chair:** Alison Gilliland, INTO, Ireland

*Conceição Nunes, SINDEP, Portugal*

*Igor Radeka, IURHEEC, Croatia*

*Lyhykäinen Päivi, OAJ, Finland*



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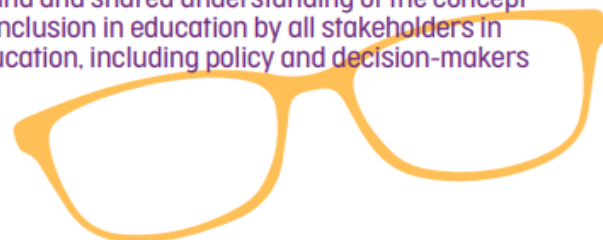
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# KEY ELEMENTS AND CONDITIONS FOR THE IMPLEMENTATION AND MAINTENANCE OF INCLUSIVE EDUCATION

Carefully built **inclusive learning environments** are the basis of education meeting the needs and interests of all learners and education personnel, **regardless of their background**. Respondents of the ETUCE Diversity in Education survey (2020) identify various **key elements and conditions for the implementation of inclusive education**. Based on the same survey, **gaps** are identified between the necessary conditions and the extent to which these conditions are in place

## A **clear vision of inclusive education**

embedded in policy frameworks and including a sound and shared understanding of the concept of inclusion in education by all stakeholders in education, including policy and decision-makers



A **democratic culture in educational institutions**, including the meaningful participation of teachers and other education personnel as well as learners in decision-making processes, evaluation and improvement processes in educational institutions



The **necessary policy frameworks** and mechanisms in place to support the implementation of inclusive education, accompanied by sufficient resourcing and public funding. *Investing in education is investing in people*



**Embracing diversity**: every learner has unique characteristics, interests, abilities and learning needs. *Particular challenges are identified related the implementation of inclusive education for specific groups, like e.g. Roma students, LGBTI students, migrant and refugee students, learners with mental health issues*



**Initial education and continuing professional development of all educational professionals**





## EDUCATION TRADE UNIONS AND INCLUSIVE SCHOOLS EMBRACING DIVERSITY IN EDUCATION

### Sufficient time within their working hours

for teachers, trainers, academics and other education personnel to implement an inclusive education approach



### Adequate recruitment and retention policies

for teachers and other education personnel reflecting the diversity in the education sector and in society

**Designing appropriate teaching-learning aids, equipment and approaches** (e.g. differentiated curricula, classroom arrangements and teaching strategies)



### Safe and healthy working and learning environments

free from harassment and bullying, including cyber-bullying. 93% of the respondents argues that (urgent) training action is needed in this area for teachers, academics and other education personnel. ETUCE Survey 2020



### Availability of teacher support personnel and mechanisms:

Smaller number of students for teachers to meet specific needs of students

- support **personnel** (including teacher assistants, psychologists and linguistic support personnel, remedial teachers).
- support **mechanisms** (including support in identifying learners' needs, opportunities for mutual learning and exchange)



**Cooperation** as an essential component in implementing inclusive education meaningfully and effectively (between education professionals, between leadership and education professionals, between various sectors and education, between education professionals and families, carers)



### Adequate governance models

at education institutional level and the whole-school approach. Leaders in educational institutions need to be knowledgeable and well prepared to meet the diverse needs of their learners. Professional support to leadership in taking up their responsibility is essential



### Adequate assessment and monitoring systems:

(National) tests still focus too much on performance, attainment, exams and qualifications, rather than promoting learning for all.

**At the level of education institutions** to track progress in the implementation of inclusive education against the existing regional/national frameworks.

**At the level of the learning process of students:** assessment systems that avoid reproduction of inequalities and promote learning for all, as well as take into account innovative pedagogical methods.



# Discussion on the national contexts of inclusive schools



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# Lunch break

*Please, do not leave the Zoom meeting*

***Come back at 13:50***



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## Break-out group discussion

*Multi-lingual group remains in plenary,  
participants of 2 'only English' groups are  
re-directed automatically*





## Reporting from break-out groups

How can education trade unions contribute to and ensure the implementation of discussed key elements and conditions for the implementation of inclusive education?

What do trade unions need in order to fulfil their role in implementing these conditions?



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# Good practices on creating and maintaining sustainable inclusive learning environments

*Maija Yli-Jokipii, Tampere University, Faculty of Education and Culture, Finland*

*Tatjana Babrauskienė, LESTU, Lithuania*

*Judy Ellerby, NEU, UK*



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# Concluding remarks

Susan Flocken, European Director



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# Thank you for your attention!

## And few more announcements:

- *We will send you **all slides** presented today;*
- *Please fill in the **evaluation form** that will be sent to you after the seminar;*
- *For sharing **trade union actions and teacher testimonies**, please contact*

*Ekaterina Efimenko*

*([Ekaterina.Efimenko@csee-etuce.org](mailto:Ekaterina.Efimenko@csee-etuce.org))*



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