

ETUCE Project

“Education Trade Unions and Inclusive Schools:
Embracing Diversity in Education”

Aim:

to build the capacity of education trade unions to prepare their affiliates to address the socio-economic, cultural, linguistic and other types of diversity in education and in the society and to support them in implementing inclusive learning environments.



Project research report



ETUCE Online Database
of Good Practices



Catalogue of Good Practices on
Inclusive Schools



3 webinars

A series of
national, local
and European
actions



More on the Project:



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Manifesto For INCLUSIVE EDUCATION

**EVERY LEARNER MATTERS,
EVERY TEACHER MATTERS!**

*#SupportTeachersForInclusion
#InclusiveEducationForAll
#WorldTeachersDay*



with support from the
European Commission

Teachers, trainers, academics and other education personnel need support in implementing inclusive education!

1

They need:

- Relevant initial and continuous professional development
- Specialised assistants
- Smaller classes
- Professional support and materials
- Assistive technologies



“

I write, arrange, teach, print, take pictures, program, manage, advise, hold, bake, hang, cut, paste, promote, recommend and think. But most of all - I love”

Kisufit Kablan.
Kindergarten principal, ITU, Israel

Governments and education authorities are responsible for implementing inclusive education!

2

They have to ensure:

- Sustainable public funding
- Real and efficient social dialogue
- Safe and healthy learning and working environment
- Decent pay and working conditions for all education personnel
- More diversity among education personnel



“

Teachers are ambassadors for migrant children, and politicians must act responsibly and combat the hostile rhetoric on migration and refugees in society”

Charlotte Holm.
Teacher to students with refugee and migrant background, DLF, Denmark

Inclusive education should not be left to a good will of individuals but requires a **systemic approach!**

3

It must include:

- Education built on the concept of support-based inclusion and whole-institution approach
- Adequate assessment of students' learning needs
- Use of the students' diverse background to benefit their learning



“

It is important to highlight the inequalities of the education system which means our institutions have an unspoken yet deeply influential heteronormative bias”

David Dick.
Nursery Teacher, Excellence and Equity Lead, Cathkin Community Nursery, Glasgow