SEMINAR
Education Trade Unions and Inclusive Schools: Embracing Diversity in Education
18 January 2021
Welcome message

Susan Flocken, European Director
Introduction of the project

Ekaterina Efimenko, ETUCE
Project background

• ETUCE extensive work on Equality and Inclusion in education (e.g. Standing Committee for Equality);

• ‘EU CONVENCE – 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
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**
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-etuce.org](http://csee-etuce.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
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**
Watch the documentary (EN, FR, RU, EL, ES) of our project on integration of migrants in education “Education without borders” 📀 bit.ly/3951RT2

#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

ETUCE European Trade Union Committee for Educ...
Migrant teachers are crucial for inclusive education! 📀 bit.ly/38gP0k

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

#SupportTeachersForInclusion

Diverse Diverse students, diverse teachers
Project research ‘Embracing diversity in education’

Dominique Danau, SAGO Research
Stretching break

Please, do not leave the Zoom meeting
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
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.

**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, LGBTQI students, migrant and refugee students, learners with mental health issues.

**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.

**Initial education and continuing professional development of all educational professionals**.
Safe and healthy working and learning environments. Free from harassment and bullying, including cyberbullying. 93% of the respondents agree that (urgent) training action is needed in this area for teachers, academics and other education personnel. ETUCE Survey 2020

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.

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.

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).

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

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.

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).

This fact sheet is based on the project research report: Embracing diversity in education: 2021
Discussion on the national contexts of inclusive schools
Lunch break

Please, do not leave the Zoom meeting

Come back at 13:50
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?
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
Concluding remarks

Susan Flocken, European Director
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)