



Catalogue of Good Practices on Inclusive Schools



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Chapter 1. Introduction

This Catalogue of Good Practices supports the extensive work that ETUCE has done in the past years on equality and inclusion in education. The **main aim of this Catalogue of Good Practices** is to create a resource on building and maintaining sustainable inclusive learning environments in various national and local contexts with the view to provide education trade unions and their affiliates with concrete and innovative tools and methods of social inclusion in the education and teaching profession.

In Europe's increasingly diverse societies, it is vital to ensure equality and inclusion in education. The need to embrace diversity in education is getting ever more political attention at European level. However, ETUCE research shows that teachers and other education personnel do not feel prepared and supported to teach students from diverse socioeconomic, cultural/racial/ethnic and linguistic backgrounds. These doubts often stem from the lack of relevant and practical teacher training on how to create inclusive teaching and learning environments. Education personnel and school leaders also face a lack of support for inclusion, such as teaching assistants or intercultural mediators. Other challenges highlighted by education personnel include excessive workloads, rigid curricula, the lack of sustainable policy frameworks, accompanied by adequate public funding, to encourage and support the practical implementation of initiative and the backlog in implementing already existing recommendations.

To address these issues, ETUCE initiated and cooperated in various projects on inclusive education, promoting the effective integration of migrants and refugees in education, equality education for Roma children and gender equality. Within these projects good practices are gathered which are now brought together in this Catalogue of Good Practices. With this Catalogue, ETUCE seeks to inspire, support and build the capacity of education personnel and their unions to embrace diversity in education, to address the many forms of diversity they encounter in the classroom and in society and to enhance quality and inclusion. The ultimate goal is the creation and the sustainability of inclusive learning environments where every student and teacher can achieve their full potential. **Social dialogue** can and should continue to play an important role in effective social inclusion, e.g. through making participation in lifelong learning more attractive, feasible and accessible, or through dialogue on the role of education in promoting and implementing social inclusion.

The Catalogue of Good Practices presents a **wide range, yet not an exhaustive overview**, of inspiring practices that have been gathered through various ETUCE projects, implemented in the period 2017-2021. The focus of this Catalogue is on good practices launched by education Trade Unions and/or in which they are/have been involved, including also practices within Trade Union structures (e.g. installation of Equality Commission, study visits to an education Trade Union in another country, training for trade union members). The structure of the Catalogue follows various themes related to inclusive education, starting with an overall chapter on inclusion in education settings, after this introductory chapter. Each of the following chapters focuses on specific themes or target groups and starts with an introduction providing a short overview of the content of the good practices presented. Furthermore, the good practices are structured according to their level of implementation (European, national or regional) and whether education trade unions have been or are involved.

For those good practices in which education trade unions are/were involved, a link is provided to the ETUCE [online Database of Good Practices](#). This online Database of Good Practices contains descriptions and links to practical initiatives on various topics implemented by the ETUCE member organisations. The aim of the work on good practices is to enhance the effective implementation of ETUCE policies by the ETUCE member organisations on national and regional level. This database is to be used by education trade unions as a source of inspiration and as a practical manual of tools and arguments proven successful within education trade unions and in the education sector.

Chapter 2. Inclusion in education settings

In its [guide for ensuring inclusion and equity in education](#)¹, UNESCO (2017) defines inclusive education as the “*process of strengthening the capacity of the education system to reach out to all learners*”. The central message in this guide is simple: “every learner matters and matters equally” (p12). Furthermore, the concept of inclusive education has evolved over the years, from “**special needs education**”² to ‘**inclusive of everyone’s potential**’, or ‘**education for all**’. International and European frameworks³ underpin national policies and provide a frame of reference for national-level work across public and private education sectors and across all levels of education in most European countries. Yet, there are large differences in how these frameworks and their underpinning key principles are translated into national level policies that guide practices for teaching and learning in inclusive settings in European countries. The **good practices at national or regional level** include various educational levels and vary from specific **consultation and support at local level** to **approaches to inclusive education** with a national coverage, **a resource base** about diversity in vocational schools and **a programme to teach students how to deal with the mass information on social**. Furthermore, the practices are mainly implemented by partnerships between various types of stakeholders (Ministries, universities, schools and even museums).

The **good practices at European level** cover a series of themes, more specifically focusing on **combating segregation and radicalisation, teaching controversial issues, tackling hate speech, prevent violence in schools** as well as the **whole-school approach** (e.g. the whole-school social labs). Various outputs are presented with inspiring **practices and tools** on inclusive education.

The **good practices presented by the education trade unions** encompass several types of initiatives to support the implementation of inclusive education, rather than one outstanding support mechanism that can be identified. In some cases, the **creation of an equality structure or function** within the trade union (Scotland, Romania) is set up to operationalise the commitment to equality matters. Furthermore, **teaching methods and printed and online materials** are provided to improve learning outcomes by stimulating creativity (Slovenia) or avoiding stereotyping (B-Flanders). **Support to teachers and students in a diverse educational setting** is provided (Denmark), e.g. through linguistic support. In response to the measures related to the **COVID-19 pandemic** (more in particular online teaching and learning) assistance has been offered to teachers and students (Poland, Hungary). **Research** is used to better understand how to create a welcoming school climate in which students sense a feeling of belonging (UK). Furthermore, **consultations** amongst trade union members have been organised to gather their opinions and views on how to better implement inclusive education (Portugal). A number of good practices are based on **cooperation between trade unions and other key actors**, e.g. cooperation between the trade union and advisory bodies of the government to improve education by providing specific attention for diversity and special needs of students (B-Flanders), cooperation between the trade union and a foundation to support teachers and students in an online working and learning environment (Poland).

1 UNESCO, (2017). A guide for ensuring inclusion and equity in education, Education 2030, Paris

2 Following the UNESCO definition, special needs education is “*education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities*” <http://uis.unesco.org/en/glossary-term/special-needs-education>

3 See for an overview Annex 2 in: Danau, D., (2021), Embracing diversity in Education - Annexes, published by ETUCE, Brussels, project funded with support of the European Commission

Table 1 - National and regional practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
1	<i>Discovering the elephant</i>	Cyprus	Ministry of Education and Culture	Ongoing	'Discovering the Elephant' is a learning guide to explore intercultural diversity and acceptance of others.	<i>Intercultural diversity</i> <i>Teaching material</i>	http://www.moec.gov.cy/dde/diapolitismiki/ilektroniko_yliko/3_3_anakalyptonas_ton_elefanta.pdf
2	<i>Digital education - DUDE</i>	Denmark	Partnership between Carlsbergfondet, University of Copenhagen, TrygFonden, Centre for Information and Bubble Studies, Mehlsen Media, Roskilde local authority	Ongoing	Education programme 'DUDE', based on research, for primary and secondary education to equip students with the skills to find their way in the huge amount of information on social media. A book is available to prepare students to avoid the many pitfalls of digital media.	<i>Research-based education programme</i> <i>Digital skills</i> <i>Teaching material</i> <i>Digital media</i>	https://digitaluddannelse.org/ https://digitaluddannelse.org/wp-content/uploads/2019/03/DUDE--LIKE-INDHOLD-2019-DIGITAL-VERSION-enkelt sider.pdf
3	<i>Support for learning and school attendance</i>	Finland	Valteri, national Centre for Learning and Consulting operating under the Finnish National Agency for Education	Ongoing	The Valteri Centre for Learning and Consulting offers support for learning and school attendance to pupils, their families, teachers and other education staff. Children and young people in receipt of general, intensified and special support benefit from our services. The aim is to enable as many pupils as possible to go to school in their home municipality and in their neighbourhood school.	<i>Inclusion in schools</i> <i>Initial and continuous professional development</i> <i>Support to facilitate access to quality education</i>	Online Database of Good Practices Other links: https://www.valteri.fi/en/
4	<i>What's my name?</i>	Flanders/Belgium	A partnership between museums and schools in the region of Ghent: Richtpunt campus Gent Henleykaai (school), MUS-E Belgium STAM Stadsmuseum Museum Dr. Guislain (museums)	2016-2017	Project 'What's my name': addressing students in the age of 15-16 years in the city of Ghent, to raise awareness about identity in a context of growing diversity and growing polarisation.	<i>Awareness raising on diversity and identity</i> <i>Project</i>	https://www.cultuurkuur.be/project/whats-my-name

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
5	<i>Learning communities</i>	Spain	Partnerships between schools and key stakeholders	Ongoing	Learning community schools (Escuelas de Comunidad de Aprendizaje) : some schools in Spain participate in a project called "Learning community", based on the whole-school approach. 'Learning communities' is based on a set of educational actions aimed at social and educational transformation. Learning Communities involve all people who directly or indirectly influence the learning and development of students, including teachers, family, neighbourhood organizations and locals, etc. The main aim is to achieve successful education for all children and young people, as well as improved social cohesion.	<i>Whole-school approach</i> <i>Cooperation with stakeholders</i> <i>Social cohesion</i> <i>Education for all</i>	https://comunidadesdeaprendizaje.net/centros-en-funcionamiento/lista_cda/ https://comunidadesdeaprendizaje.net/
6	<i>Embracing diversity in vocational schools</i>	The Netherlands	Network on Citizenship MBO Council	2014 onwards	The starting point of the Network on Citizenship in vocational education and training in the Netherlands is that the diversity in vocational schools should be considered as an asset. A dedicated website provides a series of material that can be used in the classroom discuss diversity, citizenship education and inclusive education.	<i>Teaching materials</i> <i>Discuss diversity and inclusive education in the classroom</i>	https://burgerschapmbo.nl/lesmateriaal?filter=lesmateriaal

Table 2 - Education trade unions' good practices

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
7	<i>Mainstreaming diversity in publications</i>	Belgium/ Flanders	Christelijk Onderwijzersverbond (COV)	Ongoing	In every publication of the trade union (member magazine, social media, website, etc.) a balance in gender and diversity is aimed for and stereotyping for pictures, language, people interviewed etc. is avoided. This is evaluated on an annual basis.	<i>Gender and diversity mainstreaming Inclusive education Publications</i>	Online database of Good Practices Other links: https://www.hetacv.be/acv-cov/basis/basis-2020 www.cov.be
8	<i>Representation in Flemish Education Council, in the commissions 'diversity and equal educational opportunities' and 'pupils' guidance' (pupils special educational needs)</i>	Belgium/ Flanders	Flemish Education Council Christelijk Onderwijzersverbond (COV)	Ongoing	The Flemish Education Council (Vlaamse Onderwijsraad - Vlor) is the official advisory body on the education and training policy of the Flemish Community. Representatives of all the different stakeholders in education and training meet in this Council. Together with the different stakeholders, new ways to further improve education and training in Flanders are explored. Commissions of this Council focus on specific issues, like e.g. the Commission on Diversity and Equal Opportunities in Education and the Commission on Students with Special Needs.	<i>Cooperation with other stakeholders Discussion/dialogue/round table Diversity and equality structures</i>	Online database of Good Practices Other links: https://www.vlor.be/spotlights-equal-opportunities-education-recommendation-policy-proposals-strong-equal-opportunities https://www.vlor.be/education-refugees-warm-welcome-smooth-learning-trajectory-and-sustainable-future-perspective https://www.vlor.be/recommendation-diversity-policy-higher-education-11-september-2018
9	<i>Language support in the classroom</i>	Denmark	DLF	Ongoing	The Danish Union of Teachers has a policy regarding the multilingual pupils' right to language support in the class. The policy addresses the teachers' view on the pupils - that they should see and recognize the pupil, rather than the pupil's ethnicity. Diversity is one of the basic values of public schools in Denmark and it can only be maintained if diversity is accepted and appreciated.	<i>Language support in the classroom</i>	https://www.folkeskolen.dk/622414/filersprogethed--en-fordel-eller-en-ulempe-naar-man-skal-laere-sprog

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
10	<i>FORSA Survey: Inclusion 2020</i>	Germany	VBE	2015-2020	The survey analysed the state of affairs of inclusion and the progress made in the period 2015-2020 in German schools, including (partly) the effect of the COVID-19 pandemic. Survey results reveal that inclusion is not improving in German schools. The lack of adequate funding, the big sizes of classes, the shortage of qualified teachers and the unexpected impact of the COVID-19 pandemic are hindering factors.	<i>COVID-19</i> <i>Research</i> <i>Understanding inclusion</i>	Online database of Good Practices
11	<i>Inclusion in emergency situations. Supporting students from a disadvantaged socio-economic background</i>	Hungary	SEH	March-April 2020	The COVID-19 pandemic forced students to online education. Students from disadvantaged background had no/limited access to online education, due to a lack of the necessary equipment (a computer and an internet connection). SEH advocated for an hybrid form of education to broaden access for all.	<i>COVID-19</i> <i>Lobbying</i> <i>Hybrid forms of education</i> <i>Access to education</i>	Online database of Good Practices Other links: http://www.magyardiplo.hu/archivum/2020-januar-december/263-2020-majus/2862-ujratervezes-az-oktatasban-a-covid-19-utan
12	<i>Inclusion in emergency situations. Effect of COVID-19 measures on teachers</i>	Hungary	SEH	September 2020	A survey: 'How do you feel Educator, Teacher?' was conducted by the Teacher's Trade Union concerning the effect of COVID-19 measures on educators and teachers.	<i>COVID-19</i> <i>Survey amongst trade union members</i>	Online database of Good Practices Other links: https://pedagogusok.hu/hir/4129/nem-erzik-magukat-biztonsagban-az-oktatasban-dolgozok-de-hivatastudatuk-meg-erosebb-a-felelemnel
13	<i>The sovereign consults - good law builds: raise level of knowledge among trade union members about policy development processes</i>	Poland	ZNP	2018-2019 onwards	The project 'sovereign consults - good law building' was implemented in 2018-2019, yet the results are used in everyday work. For trade union members at local level it is difficult to follow continuous changes in educational law; not all of the changes are well understood and sometimes teachers and employees in the education sector are not aware of the consequences of the changes for themselves. The aim of the project was to raise the level of knowledge among trade union members about policy development processes and the possibility of participation in law-making. The project was co-funded by European funds.	<i>Policy development</i> <i>Initial and continuous professional development</i> <i>Participation in law-making</i> <i>Professional development of trade union members</i>	Online database of Good Practices Other links: https://znp.edu.pl/projekty/suweren-konsultuje-dobre-prawo-buduje/

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
14	<i>Education during COVID-19 pandemic</i>	Poland	ZNP	2020	ZNP ran amongst others an information campaign on social media about the situation of teachers providing remote education. Within this campaign, materials was published and a support group for teachers providing online education was launched on Facebook.	COVID-19 Online education Support to teachers delivering online education Social media campaign	Online database of Good Practices https://znp.edu.pl/jak-covid-19-zmienil-zwiazkowa-prace/ https://znp.edu.pl/21-edukacyjnych-postulataw-znp-na-czas-pandemii/ https://znp.edu.pl/apel-znp-da-premiera-o-podjecie-dzialan-zwiekszajacych-bezpieczenstwo/ https://znp.edu.pl/zadania-rady-pedagogicznej-w-czasie-pandemii/ https://znp.edu.pl/wsparcie-psychologiczne-dla-nauczycieli/
15	<i>National consultation on inclusive education</i>	Portugal	FNE	2019	A national consultation was organised by FNE in 2019 amongst various education actors related to the implementation of inclusive education in Portugal. More than 600 teachers and educators participated, among them Kindergarten Educators, Teachers, Class Teachers, Class Directors and Special Education Teachers participated in this consultation.	National consultation process Inclusive education	https://fne.pt/pt/noticias/go/comunicados-fne-terminou-na-dia-31-de-maio-a-consulta-nacional-sobre-a-operacionalizacao-do-regime-da-educacao-inclusiva
16	<i>Creating a dedicated department for equality in the union</i>	Romania	FSLE	2012 onwards	The union established an internal structure focussed specifically on the equality issues within the FSLE. The establishment and development of the Equality Department's activities was a gradual process taking place over several years.	Gender equality/equality structure within trade union Equality strategy/action plan	Online database of Good Practices Other links: www.fsli.ro

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
17	<i>National Equality Officer in Trade Union</i>	Scotland	The Educational Institute of Scotland (EIS)	February 2020 onwards	The creation of a dedicated National Equality Officer post within the Union was intended to solidly signal a continued commitment on equality matters and to increase the capacity of the EIS to engage with members in this regard. The approach of creating a new EIS Equality Officer post allowed more sustainability and enhanced capacity for the EIS to service all of the internal committees, sub-committees and networks, respond to consultations and calls for evidence; participate in external meetings which increasingly lay members were struggling to be able to accommodate, allowing the EIS to continue to act with authority, profile and agility as both a professional association and a trade union across a range of equality matters.	<i>Inclusion in trade unions</i> <i>Enhanced capacity for inclusive education</i> <i>Equality structure within trade union</i>	Online database of Good Practices Other links: https://www.eis.org.uk/Equality/Equality
18	<i>Support to teachers and students in the context of COVID-19 pandemic</i>	Tajikistan	Ministry of Education and Science Cooperation with hospitals TUESWRT	Ongoing	A number of COVID-19 regulations were developed by the Ministry of Education and Science, with the involvement of TUESWRT to protect the rights and interests of teachers. The Trade Union also provided financial and material assistance to teachers from a disadvantaged socio-economic background and disseminate information on precautionary measures as well as materials (e.g. masks and antiseptics) in educational institutions in need.	<i>COVID-19</i> <i>Support teachers in emergency situations</i>	Online database of Good Practices Other links: https://www.tuces.tj/
19	<i>Place and Belonging in School: why it matters today</i>	UK	NEU	Ongoing	The NEU commissioned research, 'Place and Belonging in School: why it matters today' offers examples of how a whole-school practice can help create a climate of welcome and belonging in school. Creating a sense of Place and Belonging in schools improves academic achievement, creates a greater sense of well-being and aids staff retention.	<i>Research/data collection</i> <i>Whole-school approach</i>	Online database of Good Practices Other links: https://neu.org.uk/place-belonging PowerPoint Presentation (csee-efuce.org)
20	<i>Blair Peach Award for equality and diversity work by trade union members in schools and trade union structures</i>	UK	NEU	2010 onwards	Blair Peach Award - this was set up to recognise members or groups within the NEU who have done exemplary work in schools and union divisions, on equality and diversity issues. The 2021 winner was Paulo Phillips who has negotiated a menopause policy in his school and won successful collective action on behalf of a disabled staff member.	<i>Award for equality and diversity</i>	https://neu.org.uk/blair-peach-award
21	<i>Relationships and sexual education in schools</i>	UK	NEU	Ongoing (Guidance produced in 2019)	A campaign ran for statutory, age-appropriate and inclusive relationships and sexual education as well as personal, social, health and economic education. The NEU now has comprehensive guidance for members on its website as the statutory RSE curriculum is rolled out in schools.	<i>Campaign</i> <i>Relationships and sexual education in schools</i> <i>Teaching materials</i>	https://neu.org.uk/advice/rse-guidance-members-england

Table 3 - Good practices from European projects

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
22	<i>Coloured Glasses: Expanding Intercultural Education</i>	Europe Council of Europe - European Commission project	European Educational Exchanges - Youth for Understanding (EEE- YFU), Fern Universität in Hagen and seven European national YFU organisations as well as OBESSU	2017-2018	In particular, this project aimed to upscale, disseminate and implement the concept of Coloured Glasses through workshops in secondary schools, both for students and teachers. 'Coloured Glasses' refers to the well-known analogy of the sunglasses which represent the cultural filters through which we observe and interpret reality. One of the main outputs is a manual to run workshops on topics like intercultural understanding, preventing violent radicalisation, etc.	<i>Cultural filters</i> <i>Intercultural understanding</i> <i>Manual</i>	https://www.obessu.org/site/assets/files/1983/coloured_glasses_manual_2016_final_2.pdf
23	<i>No Hate Speech Movement youth campaign compendium</i>	Europe Council of Europe initiative	Council of Europe in partnership with national, regional, local partners	Ongoing	The No Hate Speech Movement is a youth campaign led by the Council of Europe Youth Department seeking to mobilise young people to combat hate speech and promote human rights online. The online compendium presents over 270 resources.	<i>Online campaign</i> <i>Tackling hate speech</i> <i>Online compendium promoting no hate speech</i>	https://www.coe.int/en/web/no-hate-campaign/compendium-of-resources
24	<i>Managing controversy in schools</i>	Europe Council of Europe project	Partners in the project are based in Austria, Cyprus, Ireland, Montenegro, and the United Kingdom with the support of Albania, France and Sweden	2015	EU/ CoE Pilot Projects Scheme on Human Rights and Democracy in Action: Managing Controversy: A Whole-school Training Tool. The aim is to develop a training tool offering practical support to school leaders/senior managers on how to proactively manage and react to controversial issues in and beyond the school.	<i>Whole-school approach</i> <i>Training tool offering support to school leaders and senior managers on manage and react to controversial issues</i>	https://pip-eu.coe.int/en/web/charter-edc-hre-pilot-projects/project-1-managing-controversy-a-whole-school-training-tool
25	<i>Teaching controversial issues developing effective training for teachers and school leaders</i>	Europe Council of Europe project	Partners in the project are based in Cyprus, Ireland, Montenegro, Spain and the United Kingdom with the support of Albania, Austria, France and Sweden	2014	EU/CoE Pilot Projects Scheme on Human Rights and Democracy in Action: Teaching controversial issues developing effective training for teachers and school leaders. The aim is to develop effective training on teaching controversial issues and strengthen the capability and confidence of teachers and school leaders. Various results have been produced, amongst which a teacher training programme and a scoping paper on the importance, principles and processes of effective teaching of controversial issues in citizenship and human rights education.	<i>Controversial issues</i> <i>Training programme on effective teaching of controversial issues for teachers and school leaders</i>	https://pip-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
26	<i>Inclusive School Leadership: A practical guide to developing and reviewing policy frameworks</i>	Europe	European Agency for Special Needs and Inclusive Education	Ongoing	This document offers a framework for all who have a vision of more inclusive and equitable education for all. Its target users are policy- and decision-makers at all education system levels. It sets out a vision, guiding principles, goals, objectives and a framework of standards and supportive policy measures.	<i>Guide to develop and review policy frameworks in view of inclusive education</i>	https://www.european-agency.org/resources/publications/SISL-policy-framework
27	<i>E-Safety Label</i>	Europe	European Schoolnet, Kaspersky Lab, Liberty Global, Microsoft, Telefonica and national partners: Safe.am , Flanders State of the Art, Cyprus Pedagogical Institute, NCBI, Sch.gr , Ktatasi Hivatal, Draugiškas internetas, Malta Communications Authority, Ministry of Education of Portugal and Ora De Net	Ongoing	The eSafety Label is a Europe-wide accreditation and support service for schools, aiming to provide a secure and enriching environment for safe access to online technology as part of the teaching and learning experience. The eSafety Label website aims to be a one-stop shop for teachers, head of schools and ICT administrators when it comes to the evaluation of their school's online safety, to take action to improve and reinforce it and to share best practices amongst peers. Through the eSafety Label Community, schools can review their own online safety infrastructure, policy and practices against national and international standards.	<i>Secure and safe online environment in schools</i> <i>Safety label</i>	https://www.esafetylabel.eu/about
28	<i>Digital Citizenship Education project</i>	Europe	Council of Europe	Ongoing	The aim of this project of the Education Department (DG Democracy) is to contribute to reshaping the role that education plays in enabling all children to acquire the competences they need as digital citizens to participate actively and responsibly in democratic society, whether offline or online. Part of the project is looking at cross-cutting issues that educational institutions are faced with, e.g. cyber-bullying including cyber-misogyny, cyberbullying of teachers, privacy, sexting, digital addiction, student-teacher relationships through social media (Facebook, etc.), digital safe schools, freedom of expression online.	<i>Digital inclusion</i> <i>Cyber-bullying of teachers</i> <i>Student-teacher relationships through social media</i>	https://www.coe.int/en/web/digital-citizenship-education/home?desktop=true
29	<i>Inclusive Education in Action</i>	Europe and globally	European Agency for Special Needs and Inclusive Education	Ongoing	The resource base features a wide range of resources including international normative instruments, national policy and legislative documents, guidelines, research policy papers and practical tools relevant to inclusion and equity in education issued after 2010.	<i>Resource base</i>	https://www.inclusive-education-in-action.org/resources

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
30	<i>Compendium of Inspiring Practices on Inclusive and Citizenship Education</i>	European Commission project	ET 2020 Working Group on Promoting Common Values and Inclusive Education	2021	The compendium presents a comprehensive range of 131 good practices covering the period 2016-2020. The main objective is to provide ideas and inspiration for policy makers and practitioners who want to improve the inclusiveness of education and training systems.	Compendium Promoting intercultural dialogue Supporting disadvantaged learners Fostering social, civil and intercultural competences	https://op.europa.eu/en/publication-detail/-/publication/2edabi32-7fbc-11eb-9ac9-01aa75ed71a1
31	<i>iDecide Toolkit</i>	European Erasmus+ project	Coordinated by Ministry of Education and Culture of Cyprus, partners in Romania, Cyprus, Greece, Ireland and Portugal	2016-2018	The Toolkit invites school leaders and staff to consider cultural differences, disabilities and health issues, geographical obstacles, social and economic obstacles in policy development and decision making. The project aims at reducing disparities in learning outcomes and marginalization by supporting school leaders, education personnel, and policymakers to engage in shared and inclusive decision making	Reducing disparities in learning outcomes Supporting school leaders, education personnel and policy makers Shared and inclusive decision making	https://idecide-project.eu/index.php/en/about
32	<i>The whole-school social labs</i>	European Erasmus+ project	Multi-stakeholder partnership coordinated by an SME Inova+	2018-2021	The aim is to generate a paradigmatic change in the way schools and communities cooperate to foster social inclusion, promoting participatory and empowering tools for creative and sustainable solutions co-designed by, with and for key-stakeholders within a whole-school framework and through local social labs.	Whole-school approach Cooperation with other stakeholders Co-design of approaches of inclusive education Toolkits for school leaders, teachers and local authorities	http://wholeschoolsociallabs.eu/
33	<i>Ensuring Unity and Respect as Outcomes for the People in Europe project</i>	European Erasmus+ project	A partnership coordinated by Fondazione Hallgarten Franchetti - Centro Studi Villa Montesca, with partners in Portugal, Sweden and the Netherlands	2017-2018	The project aims to foster social inclusion, tolerance and other factors that prevent violence in schools, through meditation in schools. Principals, teachers and other education personnel have been trained as well as students and parents.	Preventing violence in schools Meditation Training of leadership, education personnel, students and staff	https://europe-project.org/
34	<i>EU Common Values Inclusive Education - EU CONVINC</i>	European project	A partnership coordinated by ETUCE with EFEE (European Federation of Education Employers) and ESHA (European School Heads Association)	2018-2020	The project aimed to provide teachers, other education personnel, school leaders, as well as the education institution community as a whole with tools and methods to deliver inclusive quality education to all and better deal with citizenship related issues both in the classroom and in extra-curricular activities. The project was a direct answer to the current challenges, but also opportunities, of multiculturalism, diversity and social inclusion. A research was conducted, as well as Joint Statements and workshops.	Inclusive education Research Exchange of information and experiences Joint Statement	https://www.csee-etuice.org/en/projects/eu-convince/2433-education-and-democratic-citizenship

Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
35 <i>Ecological approaches to inclusion (ECO-IN)</i>	European project	University of Perugia, FORMA.Azione, Lithuanian Education Trade Union, ISJ Alba County School Inspectorate-Romania, University of Urbino 'Carlo Bo', Mirada Local SL - LIPA, Solidar Foundation	Ongoing	ECO-IN project (Algorithm for New Ecological Approaches to Inclusion). The purpose of ECO-IN project is the improvement of inclusive education policies and practices in secondary schools, through the active involvement of all the main educational stakeholders - such as teachers, school heads, educational staff, parents and public authorities - by providing them with specific training and supporting actions to concretely act as teamwork combating segregation and radicalization thus enabling more qualitative and quantitative measures to implement, monitor and assess inclusiveness at school.	<i>European project</i> <i>Cooperation with stakeholders</i> <i>Ecological approaches to inclusion</i> <i>Combating segregation and radicalisation</i>	https://eco-in.eu/about-us

Chapter 3. Gender equality

Gender equality is a fundamental right enshrined in international and EU treaties, providing in particular for equal treatment and equal pay for men and women, as well as for protection from gender-based violence and harassment. The [ETUCE Action Plan on Gender Equality](#) (2020) is a policy framework which seeks to enhance the work of ETUCE members on promoting gender equality with a view to provide concrete measures for ensuring the gender equality prospective in policy-making at national, regional and local level. At EU level, the [Gender Equality Strategy 2020-2025](#) presents policy objectives and actions to make significant progress by 2025 towards a gender-equal Europe.

The largest number of good practices provided by the education trade unions are related to this topic of gender equality and encompass a substantial variety of themes, covering well the main issues at stake. A large number of good practices is related to gender differences in working conditions, whereby **gender pay and pension gaps** are prominent (e.g. Belgium/Flanders, Germany, UK). **How to make the professions in the education sector more attractive for both men and women** by tackling horizontal segregation is underlying campaigns implemented by trade unions (e.g. Germany, the Netherlands), but also data collection to better understand and monitor the situation (e.g. Norway).

Social dialogue on improving pay and working conditions (e.g. Bulgaria, Denmark, Armenia), and other cooperation channels with the responsible ministries are presented as an important way forward. The quality of **work-life balance** is an important issue, well recognised by the education trade unions which is reflected in the large number of good practices presented in this area. Poor work-life balance can lead to health and well-being problems and will affect the teaching and learning processes. Various good practices focus on this balancing exercise of teachers and other educational professionals, through the possibility of flexible working time (e.g. Latvia), attention for care responsibilities and credit (e.g. B-Flanders, Malta), improved parental leave options (e.g. Spain, Ireland, Greece, B-Flanders), or improved early childhood education (e.g. Finland).

The **under-representation of women in positions of senior management** within educational institutions continues to be a matter of concern for education trade unions, which is reflected in the good practices related to the issue of gender equality and leadership in education. Training and mentoring programmes are delivered (e.g. UK, Ireland, Germany), recruitment strategies developed (e.g. Austria), awareness raising actions implemented (e.g. Serbia) along with social dialogue contributing to tackling vertical segregation. **Gender-based violence and harassment in schools** of students, teachers and other education personnel in all its forms can have a detrimental impact on the learning and well-being of all concerned. The good practices presented under this theme include research to better understand the scope and nature of the phenomenon (e.g. UK, Norway, Albania), awareness raising on the issue (e.g. Romania), providing support and guidance to educational personnel (e.g. Scotland), prevention campaigns (e.g. France, Sweden) and lobbying activities implemented for changes in the law to strengthen protection for teachers against violence and harassment (e.g. Bulgaria). Within the trade union, good practices are shown of setting up **equality structures or creating dedicated functions** to emphasise the importance and to enable sustainable efforts in this area (e.g. Spain, Serbia, UK, Slovenia).

Table 1 - Education trade unions' good practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
36	<i>Research on level of violence and harassment in schools</i>	Albania	SPASH	2017	SPASH conducted research in 32 school districts with the aim of identifying the main problems related to gender equality in school workplaces and analysing gender-based discrimination and violence in schools. This comprised an analysis of school books and level of violence portrayed within them.	<i>Lobbying education authorities Research/collection of data Gender-based violence and harassment</i>	Online database of Good Practices
37	<i>Wage increases thanks to fruitful social dialogue</i>	Armenia	CRSTESA	Ongoing	Lobbying and social dialogue negotiations at national level to raise wages of teachers, amongst others to enhance the status of the profession.	<i>Lobbying education authorities Social dialogue negotiations on the national level Increasing wages in education sector Enhancing the status of the teaching profession</i>	Online database of Good Practices
38	<i>Training for trade union members on gender sensitive legislation</i>	Armenia	CRSTESA	Ongoing	The principle of gender equality is fixed in the Constitution of the Republic of Armenia and in the Labour Code. Nevertheless, the Labour Code and other legal acts on labour relations still contain too many gaps on equality issues between men and women. Workshops are organised to discuss the gaps in the legislation and trade union actions that can be implemented to prevent inequality at work.	<i>Monitoring the implementation of provisions on gender equality in collective agreements Training/Discussion/Roundtable for trade union members</i>	Online database of Good Practices Other links: https://goodpractices.csee-etu.org/images/Armenia_Gender_Equality_Training_1.JPG https://goodpractices.csee-etu.org/images/Armenia_Gender_Equality_Training_2.JPG https://goodpractices.csee-etu.org/images/Armenia_Gender_Equality_Training_3.JPG https://goodpractices.csee-etu.org/images/Armenia_Gender_Equality_Training_4.JPG

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
39	<i>Recruitment practices in leadership posts</i>	Austria	GÖD	Ongoing	To improve the representation of women in decision-making structures, efforts are made through recruitments strategies e.g. in recruitment ads.	<i>Gender quotas</i> <i>Regulation</i> <i>Legal counselling and/or legal representation of trade union's members</i> <i>Recruitment practices</i> <i>Vertical segregation in the teaching profession</i> <i>Publication</i> <i>Social dialogue negotiations on the national level</i>	Online database of Good Practices Other links: https://www.goed.at/
40	<i>Gender Ambassadors</i>	Belgium	ACV-OD CSC-SP	Ongoing	The union organises after work parties for 'gender ambassadors', aimed at activists who want to know more about what the union is doing on gender equality, gender stereotypes of gender related violence.	<i>Exchanging good practices within trade union/with other actors</i> <i>Trade union actions, i.e. after work events</i> <i>Gender stereotypes</i> <i>Gender-based violence and harassment</i> <i>Work-life balance</i>	Online database of Good Practices Other links: http://www.acv-csc.be/
41	<i>Website on gender equality, parental rights and women's rights</i>	Belgium	SLFP-VSOA	Ongoing	The union launched a website that provides all types of research on gender and equality, parental rights and (wo)men's rights.	<i>Dissemination of data</i> <i>Exchanging good practices within trade union/with other actors</i> <i>Website on gender equality</i> <i>Publication</i> <i>Research/collection of data</i>	Online database of Good Practices Other links: https://www.lucienne.group/
42	<i>Enhanced flexibility for taking parental leave</i>	Belgium	COV	Ongoing	Social dialogue negotiations have taken place at national level about enhanced flexibility for taking parental leave.	<i>Social dialogue negotiations on the national level</i> <i>Work-life balance</i>	Online database of Good Practices
43	<i>Sexism at work</i>	Belgium/ Flanders	Algemeen Christelijk Vakverbond (ACV) - Gender Christelijk Onderwijzersverbond (COV)	Ongoing	The initiative 'sexism at work' was initiated to raise awareness among trade union personnel about the use and the effect of gender stereotypes. In every space where colleagues meet (e.g. lunchrooms, coffee corners) posters are displayed with stereotypical phrases. People see this and start to discuss. Follow-up mails are sent to colleagues with more information about stereotypes and the importance of being alert for it.	<i>Awareness raising campaign on sexism at work</i> <i>Gender equality within trade union</i> <i>Debates/discussions</i>	Online database of Good Practices Other links: https://www.hetacv.be/acv-cov

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
44	<i>Care credit and pension of education personnel</i>	Belgium/Flanders	Algemeen Christelijk Vakverbond (ACV) Christelijk Onderwijzersverbond (COV)	2019 onwards	With care credit, (education) personnel can interrupt their career full time or part time for one of the following reasons: care for a child up to 12 years old, medical assistance, palliative care, take care of a child with a disability, education, while the pension is taken care of.	<i>Social dialogue</i> <i>Legislation</i> <i>Gender pay and pension gap</i> <i>Work-life balance</i>	Online database of Good Practices Other links: https://www.hetacv.be/mijn-loopbaan/werken-in-het-onderwijs/werken-in-het-gesubsidieerd-basisonderwijs/minder-werken/zorgkrediet
45	<i>Elimination of inequality in maternity leave</i>	Belgium/Flanders	Algemeen Christelijk Vakverbond (ACV) Christelijk Onderwijzersverbond (COV)	2020 onwards	As a result of negotiations, inequality was eliminated that left women who, beyond their choice, expelled for maternity protection or fell ill before maternity leave, lost the right to 15 weeks of maternity leave. From 2020 on, these periods are eligible for maternity leave (meaning that these women are entitled to the full 15 weeks of maternity leave). This was made possible by integrating the federal regulation into education regulations.	<i>Social dialogue</i> <i>Legislation</i> <i>Work-life balance</i> <i>Gender pay and pension gap</i>	Online database of Good Practices Other links: https://www.hetacv.be/acv-cov
46	<i>Lobbying government for change in the law to strengthen protection for teachers against violence and harassment</i>	Bulgaria	SEB	2013 onwards	Lobbying activities were implemented for changes in the law to strengthen protection for teachers against violence and harassment. As a result of changes in the penal code, violence against teachers including gender-based violence, has been radically reduced.	<i>Lobbying education authorities</i> <i>Social dialogue negotiations on the national level</i> <i>Protection of teachers against violence and harassment at work</i>	Online database of Good Practices Other links: http://www.sbug.info/sbug.php?page=1&lang=bg http://www.sbug.info/
47	<i>Increasing the attractiveness of the teacher profession and reducing existing gender pay gaps</i>	Bulgaria	SEB	Ongoing	Overall, the various activities of SEB aimed to increase the attractiveness of the teaching profession in general and thus attract also more male young teachers and entrants into the profession. The social dialogue activities have been successful to improve the pay and working conditions of the teachers, and develop successful social partnerships at the national, local and school levels.	<i>Equality strategy/action plan</i> <i>Lobbying education authorities</i> <i>Increase attractiveness of the teaching profession</i> <i>Reduce existing gender pay gaps</i> <i>Monitoring the implementation of provisions on gender equality in collective agreements</i> <i>Social dialogue negotiations on the national level</i> <i>Training/Discussion/Roundtable for trade union members</i>	Online database of Good Practices Other links: http://www.sbug.info/sbug.php?page=17&lang=bg

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
48	<i>Promotion of women in decision-making within trade union structures</i>	Croatia	CTU	Ongoing	CTU organises training seminars for members, during which they can acquire legal and communication skills as well as how to perform decision-making roles in education bodies. Due to the high representation of women in the union, the seminars are largely taken up by female members.	<i>Specific arrangements to facilitate participation in trade union's work and decision-making process</i> <i>Training/Discussion/Roundtable for trade union members</i> <i>Gender equality in decision-making positions in education trade union</i>	Online database of Good Practices Other links: http://www.shu.hr/ https://goodpractices.csee-etu.org/images/Teacher_welfare_at_work_manual_Croatia.pdf https://goodpractices.csee-etu.org/images/Managing_conflict_in_schools_project_materials_Croatia.pdf
49	<i>Lobbying on work-life balance legislation</i>	Cyprus	KTOS	Ongoing	The trade union formulated a recommendation for the government on how to improve work-life balance legislation.	<i>Social dialogue negotiations on the national level</i> <i>Work-life balance</i>	Online database of Good Practices Other links: http://www.ktos.org/
50	<i>Collective agreement on primary teachers' pay and conditions</i>	Denmark	BUPL	2018 onwards	A collective agreement was established on primary teachers' pay and working conditions.	<i>Social dialogue negotiations on the regional level</i> <i>Trade union actions (e.g. demonstration, strike)</i> <i>Gender pay gap</i> <i>Horizontal segregation in the teaching profession</i>	Online database of Good Practices Other links: http://www.bupl.dk/ https://bupl.dk/arbejdsvilkaar/ok18-din-overenskomst/forliget-foldet-ud/ https://bupl.dk/artikel/aftale-om-bupls-egne-krav-de-fleste-paedagoger-faar-lidt-ekstra-i-loen/ https://goodpractices.csee-etu.org/images/Denmark_Collective_Agreement_on_primary_teachers_pay_and_conditions.pdf

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
51	<i>Gender sensitivity in the school</i>	Denmark	DLF	Ongoing	The Danish Union of Teachers has also developed a policy, and a leaflet, regarding gender sensitivity in the school. The leaflet contains advice regarding how teachers can intensify their gender sensitivity, among other things in their usage, arrangement of the classrooms, choice of teaching materials etc.	Diversity Language learning	https://www.dlf.org/media/11270187/dlf-politik-om-koensopmaerksomhed-i-skolen.pdf https://www.dlf.org/media/11386675/dlf-pjecen-er-du-opmaerksom-paa-koen-i-skolen.pdf
52	<i>Parental leaves</i>	Finland	OAJ	Ongoing	Through continuous lobby activities and campaigns the trade union attempts to influence policies aiming for an improved work-life balance via e.g. quotas, longer allowances and shorter home care assistance, more children in early childhood education, etc.	Campaign Lobbying education authorities Gender quotas regulation Work-life balance Social dialogue negotiations on the national level	Online database of Good Practices Other links: https://www.oaj.fi/tyoelamaapas/perhevapaat/
53	<i>Equality road map</i>	Finland	OAJ	2016 onwards	The union has launched (spring 2016) its goals for more equal education to call for a more strategic approach to ensure equality is reflected in all stages of the education system. The union reached out to other stakeholders to involve them in this campaign. One of the aims is to have a National plan for equal education.	Campaign Lobbying education authorities Equality strategy/action plan Dissemination of data Exchanging good practices within trade union/with other actors Cooperation with other stakeholders National plan for equal education Gender equality in decision-making positions in education trade union	Online database of Good Practices Other links: https://www.oaj.fi/gjankohtaista/julkaisut/2016/tasa-arvon-tiekartta/ https://www.oaj.fi/gjankohtaista/uutiset-ja-tiedoitteet/2019/tasa-arvon-vestigapula-paatyi-puolueille/
54	<i>Equality can be learned!</i>	France	SNUipp-FSU	2018	A tool that gives voice to research and school teams to understand the source of inequalities and offer resources for the class.	Awareness raising on sources of inequalities Publication Dissemination of data Gender stereotypes Gender-based discrimination	Online database of Good Practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
55	<i>A global package of measures to improve gender equality in trade union membership</i>	France	SNES-FSU	Ongoing	Development and implementation of a global package of measures e.g. annual brochures on gender equality, preventing violence and sexual harassment in the work place for teachers and pupils, equality protocols, gender-friendly forms of recruitment, etc.	Campaign Gender quotas regulation Social dialogue negotiations on the national level Monitoring the implementation of provisions on gender equality in collective agreements	Online database of Good Practices Other links: https://www.snes.edu/ https://www.snes.edu/IMG/pdf/rapport_final_snes_groupe_femmes.pdf https://www.snes.edu/IMG/pdf/8p_femmes_suppl_786.pdf_bd.pdf
56	<i>YES 13 - because primary school teachers earn it - campaign on equal pay</i>	Germany	GEW	Since 2016 ongoing	Primary school teachers in all German states are paid less than teachers in other types of schools. This constitutes a form of indirect discrimination based on gender (about 90% of primary school teachers are women). The key activities of the 'YES 13' campaign aim to achieve broad public support for the demand to pay primary school teachers better in order to put pressure on the federal state governments.	Campaign Gender-pay gap Horizontal segregation in the teaching profession Gender stereotypes	Online database of Good Practices Other links: www.gew.de/ja13 https://www.gew.de/ja13/a13-stand-der-dinge/
57	<i>Equal pay for teachers and training for increasing the number of women in school leadership functions</i>	Germany	VBE	Ongoing	The union provides training for female teachers for leadership positions and campaigns for equal pay for teachers.	Campaign Training/Discussion/Roundtable for trade union members Vertical segregation in the teaching profession Gender pay and pension gap	Online database of Good Practices Other links: http://www.20billy.de/2020-20akademie/
58	<i>'Girls' Days' and 'Boys' Days'</i>	Germany	VBE	Ongoing	Boy's and Girls' Days are organised by the Government and supported by VBE on gender stereotypes about women's and men's role in the labour market and society.	Campaign Exchanging good practices within trade union/with other actors Gender stereotypes	Online database of Good Practices
59	<i>Regional collective agreement for primary school teachers</i>	Germany	GEW	Ongoing	A regional collective agreement was made aiming at improved salaries for primary school teachers.	Social dialogue negotiations on the regional level Trade union actions (e.g. demonstration, strike) Gender pay gap	Online database of Good Practices Other links: http://www.gew.de/
60	<i>Public campaign to encourage more men into careers in pre-primary education</i>	Germany	VBE	Ongoing	Public campaign to encourage more men into careers in pre-primary education.	Campaign Horizontal segregation in the teaching profession	Online database of Good Practices Other links: https://www.vbe.de/

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
61	<i>A package of measures to address gender inequalities in the teaching profession</i>	Greece	DOE	Ongoing	A package of activities has been developed to achieve equal salaries, equal pensions and equal maternity leaves for all permanent teachers.	<i>Campaign</i> <i>Lobbying education authorities</i> <i>Social dialogue negotiations on the national level</i> <i>Work-life balance</i>	Online database of Good Practices Other links: http://doe.gr/
62	<i>A package of measures to improve work-life balance</i>	Ireland	TUI	Ongoing	A package of measures has been developed to improve work-life balance amongst others negotiating parental leave, aiming to set limits on workloads, etc.	<i>Lobbying education authorities</i> <i>Social dialogue negotiations on the national level</i> <i>Monitoring the implementation of provisions on gender equality in collective agreements</i> <i>Work-life balance</i>	Online database of Good Practices Other links: https://www.tui.ie/ https://www.tui.ie/pay-and-conditions-/leave-provisions.130.html https://hea.ie/assets/uploads/2017/04/hea_review_of_gender_equality_in_irish_higher_education.pdf https://goodpractices.csee-etuice.org/images/TUI.pdf
63	<i>A package of measures to improve work-life balance (research)</i>	Ireland	TUI	Ongoing	The union has been undertaking research to assess the extent of problems related to work-life balance.	<i>Dissemination of data</i> <i>Monitoring the implementation of provisions on gender equality in collective agreements</i> <i>Publication</i> <i>Research/collection of data</i> <i>Work-life balance</i> <i>Social dialogue negotiations on the national level</i>	Online database of Good Practices Other links: http://www.tui.ie/
64	<i>Delivery of training and mentoring for school leadership</i>	Ireland	INTO	Ongoing	Delivery of school leadership preparatory and mentoring programmes for trade union members with the aim to increase the number of women in school leadership positions.	<i>Publication</i> <i>Training/Discussion/Roundtable for trade union members</i> <i>Vertical segregation in the teaching profession</i>	Online database of Good Practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
65	<i>Collective agreements on work-life balance issues</i>	Italy	CISL-S FLC-CGIL UIL-Scuola	2018 onwards	Social dialogue negotiations at national level: to improve work-life balance, well-being, mental health, and leisure time. Moreover, FLC-CGIL, CISL-Scuola and UIL-Scuola are actively lobbying for higher salaries which are closer to the European average in a bid to close the pay gap between the education sector and other industries and obtain higher salaries for the predominantly-female teaching force.	<i>Social dialogue negotiations on the national level</i> <i>Work-life balance</i> <i>Gender pay gap</i>	Online database of Good Practices Other links: https://www.cisl.it/ http://uilscuola.it/contratto-punto-punto/?doing_wp_cron=1606652556.8090040683746337890625 http://www.figil.it/
66	<i>Collective agreements on flexible time and leave arrangements</i>	Latvia	LIZDA	Ongoing	The collective agreement provided assistance in balancing work and life issues for the education sector staff through the provision of the possibility for flexible working time and the introduction of extra paid leave to enable the reconciliation of working and private life demands.	<i>Social dialogue negotiations on the national level</i> <i>Social dialogue negotiations on the regional level</i> <i>Work-life balance</i>	Online database of Good Practices Other links: https://goodpractices.csee-etuice.org/images/Collective_Agreement_on_flexible_time_and_leave_arrangements_Latvia_1.pdf
67	<i>Research 'Prestige of the teaching profession in Latvia'</i>	Latvia	LIZDA	2016	In 2016, LIZDA undertook research called "Prestige of the teaching profession in Latvia" (2016). It showed that in Latvia, there is a very small amount of male teachers and that men do not choose the teaching profession because of limited career opportunities, low pay and low professional prestige.	<i>Dissemination of data</i> <i>Publication</i> <i>Research/collection of data</i>	Online database of Good Practices
68	<i>Collective agreements on reduced hours, parental leave, maternity leave, the right to disconnect, the right to breastfeed at work, and the right to leave to take care of ill relatives</i>	Malta	MUT	Ongoing	Social dialogue negotiations at national and regional level to improve life-work balance, more in particular to tackle work-life balance conflicts for teachers with caring responsibilities.	<i>Social dialogue negotiations on the national level</i> <i>Social dialogue negotiations on the regional level</i> <i>Work-life balance</i>	Online database of Good Practices Other links: https://mut.org.mt/

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
69	<i>Collection of data on female professors</i>	Norway	NAR	Ongoing	Regular data collection and monitoring of the number of female professors and lobbying to ensure the enhance representation of women in the higher education sector.	<i>Dissemination of data</i> <i>Lobbying education authorities</i> <i>Research/collection of data</i> <i>Horizontal segregation in the teaching profession</i>	Online database of Good Practices Other links: https://www.forskerforbundet.no/Documents/statistikk/UH/6_Kvinneandel-vitstillinger_2002-2018.pdf http://kifinfo.no/en/content/committee-gender-balance-and-diversity-research-kif-0 https://dbh.nsd.uib.no/omdbh/about.action https://goodpractices.csee-etuce.org/images/NARs_Policy_Document.pdf
70	<i>Collection of data on gender-based violence and harassment against female professors</i>	Norway	NAR	Ongoing	Following on from the #metoo movement, there is increased awareness on harassment in academia. Questions on harassment and gender-based violence are now being developed and will be included in the annual working environment survey among staff in higher education institutions. The union is represented in the working group developing the questions.	<i>Dissemination of data</i> <i>Exchanging good practices within trade union/with other actors</i> <i>Research/collection of data</i> <i>Gender-based violence and harassment</i>	Online database of Good Practices
71	<i>Trade unions' actions addressing work-life balance challenges and gender pay and pension gap in the teaching profession</i>	Poland	NSZZ SKOiw Solidarność	Ongoing	Social dialogue negotiations took place to address work-life balance challenges and gender pay and pension gaps in the teaching profession.	<i>Social dialogue negotiations on the national level</i> <i>Trade union actions (e.g. demonstration, strike)</i> <i>Work-life balance</i> <i>Gender pay and pension gap</i>	Online database of Good Practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
72	<i>Legal counselling on all types of discrimination</i>	Poland	NSZZ SKOIW Solidarność	Ongoing	Actions were developed to address the challenges of discrimination faced by the education sector staff in Poland. These include e.g. legal counselling and support to employees, training to raise awareness about discrimination.	<p><i>Legal counselling and/or legal representation of trade union's members</i></p> <p><i>Training/Discussion/Roundtable for trade union members</i></p> <p><i>Gender-based discrimination</i></p> <p><i>Legal counselling</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>http://www.solidarnosc.org.pl/biura-eksperckie2/pomoc-prawna-w-nszz-solidarnosc</p> <p>http://www.solidarnosc.gda.pl/prawo/dyzury-prawnikow/</p> <p>http://www.solidarnosc.org.pl/images/files/szkolenia_2/Patologie_w_miejscu_pracy_2.pdf</p> <p>http://www.solidarnosc.org.pl/przebyte-szkolenia/item/9172-w-legnicy-przeciwdzialaja-patologiom-w-miejscu-pracy</p>
73	<i>Campaign against violence and harassment against teachers (movie)</i>	Romania	FSLE	2019 onwards	The aim of the FSLE campaign is not only to raise awareness of the public opinion and the decision-makers on the phenomenon of teacher bullying, but also to launch a national debate on this topic that will lead to a stronger and more accurate media coverage. FSLE made a short film "#No Defense", which was released in May 2019. FSLE made a short film "#No Defense", which was released in May 2019.	<p><i>Campaign</i></p> <p><i>Digital tools</i></p> <p><i>Teacher bullying</i></p> <p><i>Movie</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.youtube.com/watch?v=dl2PufpvW9U</p>
74	<i>Collective agreement on working hours</i>	Romania	FSLE	Ongoing	FSLE is party to a collective agreement which prohibits teachers from being allocated teaching hours in more than two different schools - a practice which in the past has increased work-life balance conflict as in addition to teaching hours, teachers often had to travel long distances between schools.	<p><i>Social dialogue negotiations on the national level</i></p> <p><i>Work-life balance</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>http://www.fsli.ro/</p>
75	<i>Training on gender equality and leadership</i>	Romania	FSLE	2012 onwards	Training is delivered to teachers and trade union activists on gender equality and leadership.	<p><i>Specific arrangements to facilitate participation in trade union's work and decision-making process</i></p> <p><i>Gender equality in decision-making positions in education trade union</i></p> <p><i>Training/Discussion/Roundtable for trade union members</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>http://www.fsli.ro/</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
76	<i>Be bold for change - campaign</i>	Romania	FSLE	2014	A public campaign was developed to address the lack of information about the roles and rights of women in society.	<p><i>Campaign</i></p> <p><i>Dissemination of data</i></p> <p><i>Training/Discussion/Roundtable for trade union members</i></p> <p><i>Gender equality linked to wider societal issues (e.g. ageing, migration, political situation, religion)</i></p> <p><i>Gender equality in the wider labour market</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>http://www.fsli.ro/</p>
77	<i>Guidance on Tackling Sexual Harassment in Educational Establishments</i>	Scotland	EIS	Ongoing	The aim of the publication 'Tackling Sexual Harassment in Educational Establishments' (2019) is to provide members with advice and support in response to recent growing concerns about the prevalence of sexual harassment both for women and girls within educational institutions.	<p><i>Publication</i></p> <p><i>Gender-based violence and harassment</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.eis.org.uk/Content/Images/Equality/Gender/Sexual%20Harassment%20March%202019.pdf</p>
78	<i>Violence against women</i>	Scotland	EIS	Ongoing	The publication: Violence against Women (2020), aimed at providing advice and guidance to members on the subject.	<p><i>Publication</i></p> <p><i>Gender-based violence and harassment</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.eis.org.uk/Content/Images/Equality/Gender/VAW%20Guidance%20January%202020%20-%20final.pdf</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
79	<i>A package of measures to promote gender equality issues in the education system</i>	Scotland	EIS	Ongoing	The union has been undertaking several activities to promote gender equality in the education sector, amongst others lobbying activities, a network of regional Equality Representatives which advises members and works in cooperation with employers around equal opportunity issues in the curricula and campaigning	<p><i>Campaign</i></p> <p><i>Lobbying educational authorities</i></p> <p><i>Social dialogue negotiations on the institutional level</i></p> <p><i>Social dialogue negotiations on the regional level</i></p> <p><i>Publication</i></p> <p><i>Gender pay and pension gap</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.eis.org.uk/</p> <p>https://www.eis.org.uk/Gender-Equality/TacklingSexualHarassment</p> <p>https://www.eis.org.uk/Gender-Equality/Womenworkplace</p> <p>https://www.eis.org.uk/Gender-Equality/GIRFGuidance</p> <p>https://www.eis.org.uk/Gender-Equality/Periodguidance</p> <p>https://issuu.com/eis-sej/docs/decembersej2018_web/12</p>
80	<i>Empowering female union members</i>	Serbia	TUS	Ongoing	This action comprises a series of activities to raise awareness and empowerment of female members of the trade union. A Gender Committee was established in 2011 by the union. The work of the Women's Committee became a regular topic of TUS planning and implementation processes. The question of gender equality became a topic of discussion in trade union work.	<p><i>Gender equality/equality structure within trade union</i></p> <p><i>Lobbying education authorities</i></p> <p><i>Research/collection of data</i></p> <p><i>Exchanging good practices within trade union/with other actors</i></p> <p><i>Gender equality in decision-making positions in education trade union</i></p> <p><i>Vertical segregation in the teaching profession</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://sind-obr.org.rs/</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
81	<i>Gender equality events</i>	Slovenia	ESTUS	Ongoing	ESTUS established a group aimed at promoting a broad awareness of the importance gender equality at all levels of society as part of its last mandate. In 2015, the Committee for Equality made the decision to draw attention to gender inequality and advocate for equality as a fundamental value. The Committee organises various activities, amongst others gender equality events.	<p><i>Equality strategy/action plan</i></p> <p><i>Gender equality/equality structure within trade union</i></p> <p><i>Training/Discussion/Roundtable for trade union members</i></p> <p><i>Awareness raising on importance of gender equality</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.sviz.si/kaksno-je-moc-izobrazbe/</p> <p>https://www.sviz.si/spolno-obcutijiva-raba-jezika/</p> <p>https://www.sviz.si/predavanje-aktivno-drzavljanstvo-enakost-spolov-in-mediji/</p> <p>https://goodpractices.csee-efuce.org/images/Roundtable_Gender_sensitive_use_of_language_invitation.pdf</p>
82	<i>Calendar 'Women's time, women in time'</i>	Spain	STES-i	Ongoing	In this calendar about 'Women's time, women in time', women are made visible in history. Each month year three women who stand out are made visible. Every day of the year an event is highlighted that refers to women and their struggles. Every year the focus is on a different theme. The aim is to provide teachers with material	<p><i>Teaching materials</i></p> <p><i>Curriculum</i></p> <p><i>Calendar</i></p> <p><i>Gender stereotypes</i></p> <p><i>Gender equality in the labour market</i></p> <p><i>Gender-based discrimination</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://organizaciandemujeres.org/category/materiales-didacticos/calendarios/</p>
83	<i>Material related to the International Day against male violence</i>	Spain	STES-i	November every year	As the 25th of November commemorates the International Day against male violence, the Women's Organisation of STES has developed a series of educational material to work on this date in schools, proposing activities for all levels of education and providing them to teachers. Activities are proposed for all educational levels to raise awareness and educate students against male violence, amongst others teacher materials.	<p><i>Teaching materials</i></p> <p><i>Awareness raising on male violence</i></p> <p><i>Gender stereotypes</i></p> <p><i>Gender equality in the labour market</i></p> <p><i>Gender-based discrimination</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://organizaciandemujeres.org/25-de-noviembre-propuestas-didacticas-no-solo-el-virus-mata</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
84	Material related to the International Women's Day	Spain	STES-i	March every year	March 8th is International Women's Day. The Women's Organisation of STES is developing activities that are proposed to educational centres to facilitate the commemoration of this day. Magazines are produced with articles with a gender perspective, e.g. specific problems women face in the labour market. Activities are proposed for different educational levels.	Teaching materials Gender stereotypes Awareness raising Gender equality in the labour market Gender-based discrimination	Online database of Good Practices Other links: https://organizaciondemujeres.org/propuestas-didacticas-8-marzo-2020/
85	<i>Improved leave and flexible working measures</i>	Spain	STES-i	Ongoing	A series of activities has been developed and implemented to facilitate reconciliation of work and family life. The goal is to have improved flexible working policies, amongst others improved parental leave and to encourage more men to use flexible working time and increase their involvement in caring responsibilities.	Equality strategy/action plan Publication Social dialogue negotiations on the national level Work-life balance	Online database of Good Practices Other links: https://issuu.com/confederacion_intersindical/docs/guia_unplanparalaigualdad_stes_f26d8a9db150aa https://issuu.com/confederacion_intersindical/-docs/guiacorresponsabilidad_stes_2013 https://igualeseintransferibles.org/ https://organizaciondemujeres.org/
86	<i>Creation of an equalities department within the trade union</i>	Spain	Fesp-UGT	Ongoing	The trade union created an equalities department which now organises significant campaigns, as well as commissioning and disseminating research, implementing equality plans and arranging regular meetings at trade union level within different regions.	Campaign Social dialogue negotiations at institutional level Monitoring the implementation of provisions on gender equality in collective agreements Work-life balance Gender equality/equality structure within trade union Equality strategy/action plan	Online database of Good Practices Other links: https://www.fespugt.es/areas/mujer-y-politicas-sociales

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
87	<i>Campaign against gender violence: As public service professionals ending sexist violence is our responsibility</i>	Spain	FeSP/UGT	Ongoing	An annual campaign to raise awareness with the fight to eradicate gender-based violence. Campaign material is made available.	<p><i>Campaign</i></p> <p><i>Gender-based violence and harassment</i></p> <p><i>Awareness raising on gender-based violence</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.youtube.com</p> <p>https://www.fespugt.es/areas/mujer-y-politicas-sociales/noticias/26298-firmeza-contralosdiscursos-que-niegan-laviolenciamachista</p>
88	<i>Educating in equality</i>	Spain	FeSP/UGT	Ongoing	The purposes of the Education in Equality campaign (Educando en Igualdad) are amongst others to raise awareness about the importance of educating in equality, prevent violence against girls and women, to provide teachers with theoretical and practical tools, implement the use of non-sexist language, create an online network to encourage reflection and exchange.	<p><i>Educating in equality</i></p> <p><i>Teaching materials and strategies</i></p> <p><i>Campaign</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.educandoenigualdad.com/</p>
89	<i>Gender discrimination in Spanish Education</i>	Spain	FE.CC.OO	Ongoing	Research on discrimination of women in public education at decision-making levels.	<p><i>Research</i></p> <p><i>Gender equality in decision-making positions</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://exterior.fe.ccoo.es/</p>
90	<i>Backadagen</i>	Sweden	Läraryrbundet	Ongoing	A joint project has been launched between Läraryrbundet (Section for School Leaders), The Swedish Association of School Principals and Directors of Education and the students' organizations called the Backa Initiative. This project comprised a nationwide training tour to work with schools to prevent hate speech, sexual harassment and sexual violence in schools, was developed and implemented.	<p><i>Dissemination of data</i></p> <p><i>Exchanging good practices within trade union/with other actors</i></p> <p><i>Prevent hate speech</i></p> <p><i>Prevent sexual harassment and sexual violence</i></p> <p><i>Training/Discussion/Roundtable for trade union members</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://backa.org/</p> <p>https://www.facebook.com/watch/?v=1695108293922305</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
91	<i>Actions to tackle horizontal segregation</i>	The Netherlands	Aob	Ongoing	In the Dutch education sector, women are over-represented, especially in primary education. One of the main reasons for this is the current wage gap between public and private sector and between primary education and other education sector. The union has implemented activities (amongst others strikes, communication campaigns, etc.) for higher salaries across all education levels.	<p><i>Campaign</i></p> <p><i>Lobbying education authorities</i></p> <p><i>Social dialogue negotiations on the national level</i></p> <p><i>Trade union actions (e.g. demonstration, strike)</i></p> <p><i>Gender pay and pension gap</i></p> <p><i>Horizontal segregation in the teaching profession</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://arbeidsmarktplatformpo.nl/professionele-leercultuur/helden-voor-de-klas</p> <p>https://www.zestor.nl/</p> <p>https://www.aob.nl/nieuws/wat-eist-de-aob-per-onderwijssector/</p> <p>https://www.aob.nl/nieuws/wat-eist-de-aob-per-onderwijssector/</p> <p>https://www.csee-etuice.org/en/news/archive/3003-netherlands-widespread-general-strike-in-education</p>
92	<i>Actions to tackle vertical segregation</i>	The Netherlands	Aob	Ongoing	In the Dutch education sector, women are underrepresented in decision-making positions. This situation does not reflect entirely the structure of the membership. Educational institutions are required by law to formulate in their policies how to increase the proportion of women in leadership position (with targets). A series of activities is developed to tackle vertical segregation, amongst others through monitoring the implementation of provisions on gender equality in collective agreements and social dialogue negotiations at institutional and national level.	<p><i>Campaign</i></p> <p><i>Lobbying education authorities</i></p> <p><i>Vertical segregation in the teaching profession</i></p> <p><i>Monitoring the implementation of provisions on gender equality in collective agreements</i></p> <p><i>Social dialogue negotiations on the institutional level</i></p> <p><i>Social dialogue negotiations on the national level</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.aob.nl/</p>
93	<i>Toolkit 'Working through the menopause'</i>	UK	NEU	Ongoing	Support and advice is provided to members through a toolkit 'Working through the menopause'. This toolkit comprises a guide for members, a guide and checklist for health and safety representatives and a guide and checklist for leadership. Furthermore, a 'model policy' is provided.	<p><i>Gender equality</i></p> <p><i>Age-related working conditions</i></p> <p><i>Toolkit</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://neu.org.uk/menopause</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
94	<i>Training programmes for women trade union leaders</i>	UK	NEU	Ongoing	The development and implementation of training programmes to encourage women to come forward for leadership positions. Third sector organisations (voluntary and community organisations) such as WomenED have been set up to help women into leadership positions. Training material is made available.	<p><i>Training/discussion/round table</i></p> <p><i>Training materials</i></p> <p><i>Gender equality in decision-making positions in trade unions</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://neu.org.uk/neu-leadership-membership</p> <p>https://goodpractices.csee-efuce.org/images/womens-development_outline_NEU.pdf</p> <p>https://www.womened.org/</p>
95	<i>Creating a dedicated women's structure in the union</i>	UK	NEU	2017 onwards	Within the trade union, the Equality, Social Justice and International Department was established with two full-time staff members being dedicated to gender equality issues. The focus is both on the challenges of female union members and challenges faced by girls and young women in the education systems. There is also an approach to treat gender issues in an inter-sectional way.	<p><i>Equality strategy/action plan</i></p> <p><i>Gender equality/equality structure within trade union</i></p> <p><i>Research/collection of data</i></p> <p><i>Monitoring the implementation of provisions on gender equality in collective agreements</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://neu.org.uk/equality</p> <p>https://neu.org.uk/</p>
96	<i>Positive actions to empower female unionists</i>	UK	NEU	2016 onwards	One of the key building blocks of the union work has been the Women's Organising Forums set up in 2016, to promote and develop the engagement of women in the Union; share and build on effective practice and advise on policy in relation to respective groups. The work of the Forums is focused amongst others on increasing the involvement of female union members and ensuring that women's members issues are identified and mainstreamed into the policies of the union.	<p><i>Gender equality/equality structure within trade union</i></p> <p><i>Specific arrangements to facilitate participation in trade union's work and decision-making process</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://neu.org.uk/media/3121/view</p> <p>https://neu.org.uk/</p>
97	<i>Campaign against gender-based violence</i>	UK	NASUWT	Ongoing	In the education sector, there are persistent high levels of violence and harassment including gender-based violence. Amongst others surveys are run to determine the extent of the problem in schools.	<p><i>Campaign</i></p> <p><i>Role of social media and mobile phones in gender-based violence at work</i></p> <p><i>Gender-based violence and harassment</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>http://www.nasuwt.org.uk/</p>

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
98	<i>A series of activities aimed at closing the gender pay gap and improving teachers' salaries</i>	UK	NASUWT	Ongoing	The union is working towards changing the pay scales, calling for more equal pay for male and female teachers and supports its members in negotiating salaries.	<i>Campaign</i> <i>Dissemination of data</i> <i>Gender pay gap</i> <i>Exchanging good practices within trade union/with other actors</i> <i>Publication</i> <i>Research/collection of data</i> <i>Social dialogue negotiations on the national level</i>	Online database of Good Practices Other links: http://nasuwt.org.uk/ https://www.nasuwt.org.uk/advice/pay-pensions/pay-progression.html
99	<i>A series of activities aimed at closing the gender pension gap</i>	UK	NASUWT	Ongoing	The NASUWT campaigns for all teachers, including agency workers, to be enrolled in the Teachers' Pension Scheme and for a lower pension age for all working people, including working women.	<i>Campaign</i> <i>Gender pension gap</i> <i>Lobbying education authorities</i>	Online database of Good Practices Other links: http://nasuwt.org.uk/

Table 2 - Good practices from European projects

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
100	<i>GET UP project - promoting gender equality in education</i>	Bulgaria, Italy, Lithuania, Malta	Coordinated by UIL in partnership with Italian Association for People Management, LETU, European Association for Local Democracy, European Research and Development service for the social economy, cooperatives and participative enterprises, FORMA.Azione, the Bulgarian Workers Education and Training College and MUT	2018-2019	Project: GET-UP led by UIL, implemented with 7 other partners, amongst others 2 national trade unions MUT and LESTU. The project aims to address the stereotyping of educational and career choices and to promote gender equality in education, training, career guidance and at the workplace.	<p><i>Exchanging good practices within trade union/with other actors</i></p> <p><i>Transnational project</i></p> <p><i>Addressing stereotyping in educational settings</i></p> <p><i>Research/collection of data</i></p> <p><i>Gender stereotypes</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>http://www.getupproject.eu/project/</p>
101	<i>Promoting gender equality with teacher trade unions and in the teaching profession in Austerity</i>	European region	ETUCE	2013-2014	The project aimed to promote gender equality within teacher unions and in the teaching profession. The principal aim has been to implement and reinforce teacher union actions on gender equality in times of austerity. The project included an online survey, a seminar and a final project conference. ETUCE developed a set of practical guidelines supporting the ETUCE member organisation in carrying out further actions on gender equality in teacher unions and the teaching profession in the particular context of austerity. Various outputs have been produced in the framework of this project.	<p><i>Gender equality within teacher unions</i></p> <p><i>Research</i></p> <p><i>Guidelines for trade unions on gender equality</i></p>	<p>https://www.csee-etuce.org/en/policy-issues/equal-opportunities/159-gender-equality-2/540-implementing-and-reinforcing-teacher-trade-union-actions-on-gender-equality-in-times-of-austerity-2013-2014</p>

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
102	<i>Actions challenging gender stereotypes and gender segregation</i>	European region	ETUCE	2011-2012	The project aimed to fully exploit the potential of the education sector to overcome gendered discrimination in the labour market with a view to promote more gender equality within the teaching profession itself but also to trigger a change in student's future career choices by providing teachers and teacher unions with the know-how and tools necessary to promote a gender sensitive approach in education and consequently in society as a whole. Several activities were implemented, amongst others a Peer Learning Activity, a Training Seminar and a Final Project Conference, all aimed at promoting gender sensitive education to encourage gender equality on the labour market.	<p><i>Gender discrimination in the labour market</i></p> <p><i>Promote a gender sensitive approach in education</i></p> <p><i>Peer learning</i></p>	<p>https://www.csee-etuce.org/en/policy-issues/equal-opportunities/159-gender-equality-2/541-challenging-gender-stereotypes-and-gender-segregation-in-the-labour-market-2011-2012</p>
103	<i>Promoting gender equality within teacher trade unions and in the teaching profession (2008-2009)</i>	European region	ETUCE	2008-2009	The project aimed at informing national teacher trade union organisations on the 50-years-old EU legal framework and on the current EU policy priorities and instruments on gender equality, including its importance for the achievement of the EU Lisbon goals. By improving teacher trade unions' knowledge, understanding and therefore ownership of gender issues, this project tried to enhance teacher organisations' work at national level - but also within their own structures - towards accomplishing gender equality. Various activities were implemented amongst others an awareness raising and information Seminar and an online survey.	<p><i>Awareness raising on gender issues within trade union</i></p> <p><i>Research</i></p>	<p>https://www.csee-etuce.org/en/policy-issues/equal-opportunities/159-gender-equality-2/542-promoting-gender-equality-within-teacher-trade-unions-and-in-the-teaching-profession-2008-2009</p>

Chapter 4. Inclusion of LGBTI persons

Homophobic, biphobic and transphobic bullying and harassment occurs every day within society: in the streets, at work, in the media and in political life. It targets individual children and adults on the basis of their perceived or actual sexual orientation, gender identity or gender expression. It is in this context that education institutions should reinforce their efforts to create safe working and learning environments where education staff can work and students can learn in an atmosphere of respect. The need for an education institution to be a safe learning environment is demonstrated by various research reports, amongst others of [UNESCO](#). The European Commission presented in November 2020 the first [EU Strategy for LGBTIQ equality](#). The Strategy sets out a series of targeted actions around four main pillars, focused on: tackling discrimination; ensuring safety; building inclusive societies; and leading the call for LGBTIQ equality around the world.

Part of creating safe learning and working environments includes the proactive incorporation of LGBTI identities into the school environment and curriculum. Visibility of LGBTI identities, expression and culture sends a strong message of inclusion and protection against discrimination. ETUCE is committed to strengthen the rights of lesbian, gay, bisexual, transgender, queer and intersex people. In particular, ETUCE combats homophobia, biphobia and transphobia in the education sector; that is at school, in education institutions and universities, and supports its member organisation in their activities in this field.

In almost all good practices presented by the education trade union under this theme, **awareness raising actions** on LGBTI inclusion are included complemented by providing support to teachers, encouraging students to explore LGBTI issues in the classroom setting, research, continuous professional development and using gender sensitive language. Furthermore, also **(peer) exchange and networking initiatives** are prominently present amongst the good practices provided (e.g. In Germany, Ireland, Slovenia, UK).

Table 1 - Education trade unions' good practices

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
104	<i>Ongoing campaigns addressing homophobia</i>	France	SNUipp-FSU	2012-2013	Ongoing campaigns addressing homophobia through the drafting of booklet on how to talk about sexual orientation at school and educate against homophobia.	<p><i>Campaign</i></p> <p><i>Awareness raising and understanding on LGBTI issues</i></p> <p><i>Teaching material</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.snuipp.fr/IMG/pdf/eduquer_contre_l_homophobie.pdf</p>
105	<i>School without homophobia, school for diversity</i>	Germany	GEW	2008 onwards	The project 'School without homophobia, school for diversity' was launched in 2008. The aim is to strengthen schools taking action against discrimination of lesbian, gay, bisexual, trans - students and teachers. Schools that want to participate need to commit to a number of activities/obligations, e.g. to perform annual activities, to report activities every year to the coordination unit and to make sure that the label and activities against homophobia and transphobia are visible for the public. A school network has been developed with (currently 45) participating schools in North-Rhine-Westphalia, as well as schools in other regions in Germany.	<p><i>Project</i></p> <p><i>Network of schools</i></p> <p><i>Awareness raising and understanding on LGBTI issues</i></p> <p><i>Safe and healthy working environment for LGBTI teachers, academics, and other education personnel</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>http://www.schule-der-vielfalt.org/</p> <p>www.school-for-diversity.com</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
106	<i>The LGBT+ Inclusive School</i>	Ireland	INTO	December 2019 ongoing	<p>Raising awareness within schools regarding LGBTI inclusion:</p> <ul style="list-style-type: none"> ■ LGBTI Teachers' Group: The INTO LGBT+ Teachers' Group provides support for LGBT+ members and has campaigned with INTO on equality legislation. They hold regular meetings and promote LGBT+ inclusion via their webpages. ■ School competition 'Different Families, Same Love': encouraging classes and teachers to explore LGBT+ and other family diversity in the classroom. ■ LGBT+ Inclusion Conference - presentation of research and screening of docufilm 'Lived Workplace Experiences of LGBT+ Teachers in Ireland'. ■ Member Professional Development Course: an online professional development course for members entitled Creating an LGBT+ Inclusive School. ■ Good LGBTI Inclusion practice animations: to exemplify good LGBTI inclusion practices in schools. ■ INTO policy on pronouns: e.g. using gender inclusive language. ■ INTO Executive, Officers and Staff training. 	<p><i>Research</i></p> <p><i>LGBTI teachers</i></p> <p><i>Continuous professional development of teachers</i></p> <p><i>Curriculum development</i></p> <p><i>Gender inclusion language</i></p> <p><i>Awareness raising on LGBTI inclusion</i></p> <p><i>LGBTI Teachers' Group</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.into.ie/about/our-structure/associated-groups/into-lgbt-teachers-group/</p> <p>w<https://www.into.ie/about/our-structure/associated-groups/into-lgbt-teachers-group/dfs-competition/</p> <p>https://www.into.ie/app/uploads/2019/07/EQ-Conference-Agenda-2020-Web.pdf</p>

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
107	<i>Rainbow Friday</i>	Poland	ZNP	2020 onwards	As part of the so-called Rainbow Friday we encouraged teachers to use lesson scenarios prepared by eminent scientists and intellectuals. This information was also published on social media. The initiative aims to show LGBTI youth that they are accepted and need not fear coming out in the school environment.	<p><i>Campaign</i></p> <p><i>Inclusion of LGBTI young people</i></p> <p><i>Teaching material</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.teczowelekcie.pl/</p> <p>https://glos.pl/znane-profesorzy-i-profesorzy-proponuja-scenariusze-lekcji-o-tematyce-rownosciowej-nie-tylko-na-teczowy-piatek</p> <p>https://glos.pl/nauczyciel-do-malopolskiej-kurator-apeluje-o-wlaczenie-sie-w-walke-w-obronie-przesladowanych-mniejszosci</p> <p>https://glos.pl/krakowscy-nauczyciele-staja-w-obronie-osob-lgbt-nie-godzimy-sie-na-rosnaca-fale-nienawisci</p> <p>https://glos.pl/kuratorki-oswiaty-z-krakowa-i-warszawy-ostrezgaja-przed-strajkami-kobiet-i-teczowym-piatkiem-apele-do-dyrektorow-szkol</p> <p>https://znp.edu.pl/znp-nie-damy-sie-zastraszcyc/</p> <p>https://znp.edu.pl/oswiadczenie-sekretariatu-zg-znp-i-prezesow-okregow-znp/</p>
108	<i>Awareness raising events on LGBTI issues in education</i>	Slovenia	ESTUS	2017	ESTUS regularly organizes roundtables and seminars on the equality and non-discrimination matters. In April 2017, an event was organised on LGBTI issues in education: the role of the educational system in prejudices and stereotypes, and the presence of discrimination, violence based on sexual orientation, gender identity and gender expression of individuals.	<p><i>Training/discussion/Roundtable</i></p> <p><i>Raising awareness and understanding on LGBTI issues</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.sviz.si/pred sodki-se-ne-zmanjsujejo/</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
109	<i>Breaking the mould - Every Child, Every Family</i>	UK	NEU	Ongoing	The NEU worked with five primary schools over two years to consider how 'traditional' gender stereotypes could be challenged in nursery and primary classrooms. The 'Breaking the Mould' series of resources, supports nursery and primary phase teachers to think about what books they are using in their classrooms. The 'Every Child, Every Family' is part of this series and helps to promote LGBTI inclusion through reading.	<i>Initial and continuous professional development</i> <i>Teaching material</i>	Online database of Good Practices Other links: https://neu.org.uk/breaking-mould neu.org.uk
110	<i>Lobbying for LGBTI inclusion in the curriculum</i>	UK	NEU	2017 onwards	NEU lobbies for LGBT+ to be included in the Relationships and Sex Education curriculum, legislation passed in 2017, and Guidance being issued by Government in 2018. (see NEU guidance on SRE-link in practice 22) 2021- NEU passes a motion at its annual conference to produce an LGBT+ Equality Framework for Schools.	<i>Lobbying education authorities</i> <i>Integration of LGBTI issues in curricula</i>	
111	<i>Uniting the fight for LGBTI liberation with the fight against islamophobia</i>	UK	NEU	2017 onwards	NEU proposed an intersectional approach to the fight against homophobia and islamophobia. The Annual Conference 2018 focused on "Uniting the fight for LGBTI liberation with the fight against islamophobia" embracing intersectionality and linking successful LGBT+ initiatives with the Muslim community.	<i>Intersectional approach in fighting homophobia and islamophobia</i>	
112	<i>Inclusion of LGBTI teaching staff</i>	UK	NASUWT	Ongoing	Each year during the UK LGBT+ History Month (February), the NASUWT hosts a UK wide Consultation Conference event for its LGBTI members. These events have been taking place for many years over a non-working/teaching day (weekend) to ensure that members are not at risk of being 'outed' in the workplace for attending an LGBTI event. The Union uses these conferences to shine a light on its internal practices to ensure there are no barriers to participation from LGBTI members and that they are empowered to take up activist roles in the Union. LGBTI Pride in the Union has been a key focus for the NASUWT.	<i>Campaign</i> <i>Discussion/round table</i> <i>Safe and healthy working environment for LGBTI teachers, academics, and other education personnel</i>	Online database of Good Practices Other links: https://www.nasuwf.org.uk/uploads/assets/uploaded/48d119bb-59be-4d8a-8c25c537b7d8571f.pdf https://www.nasuwf.org.uk/being-involved/events/consultation-conferences/lgbt-consultation-conference.html https://www.nasuwf.org.uk/advice/equalities/under-represented-groups/lgbt-teachers/international-day-against-homophobia-transphobia.html

Chapter 5. Inclusion of people with special needs

Education is a basic right inscribed in the Universal Declaration of Human Rights (1948) and enshrined in the UN Convention on Rights of Persons with Disabilities (2006) within which the right of persons with disabilities to education is recognised. A series of international and European frameworks refer to the basic right of the inclusion in education of students with special needs⁴. Furthermore, in March 2021, the European Commission presented the [Strategy for the Rights of Persons with Disabilities 2021-2030](#). The Strategy contributes to the implementation of the [European Pillar of Social Rights](#) which serves as a compass for employment and social policies in Europe. Teachers need training to be able to respond to specific needs of students as well support in implementing educational inclusion of students with special needs at all levels education. Furthermore, adequate public investments are necessary to provide such continuous training as well as the necessary counselling and advice in teaching and in tutoring so as to support personalized learning needs and promote individual equal opportunities of learners with disabilities and special needs at all levels of education. Yet, the perspective of teachers with disabilities in this debate should not be overlooked, for the implementation of a truly inclusive education system.

One European project in this section presents a project in which the Romanian education trade union is involved, and which supports teachers and trainers in their work with students with special needs. Another European practice proposed is research aiming for identifying essential policy elements needed to prepare all teachers to include all learners.

The good practices presented by the education trade unions show a focus on the **support to students with special needs**, more in particular with the aim to empower students and to assure their right to access quality education. These initiatives are complemented with specific **supports for teachers** to guide and motivate their students (material, professional development, peer exchanges). One particular good practice is presented herein, supporting teachers with special needs.

⁴ See for an overview Annex 2 in: Danau, D., (2021), Embracing diversity in Education - Annexes, published by ETUCE, Brussels, project funded with support of the European Commission

Table 1 - National and regional practices

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
113	<i>National concept of inclusive education for children with disabilities</i>	Tajikistan	Government of the Republic of Tajikistan	2011-2015	The National Concept aims to determine the main directions of the development of inclusive education in the Republic of Tajikistan and contributes to ensuring the equal rights of children with disabilities in obtaining education. This Concept makes it possible to create in kindergartens and general schools the conditions necessary for children with disabilities to receive education, which will contribute to the realization of their right to receive a quality education in conditions with minimal restrictions.	<i>Legislation Inclusion of students with disabilities</i>	

Table 2 - Education trade unions' good practices

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
114	<i>Effective support for pupils with special needs in regular schools</i>	Belgium/ Flanders	Christelijk Onderwijzersverbond (COV)	Ongoing	Pupils with special needs in regular schools generate additional resources that schools have to use for the support of these pupils. It is important that these resources are also effectively used for this and that the education personnel from special needs schools can use their experience for this support. In recent years, the trade unions have played an active and persistent role in the committees to achieve this goal.	<i>Social dialogue</i> <i>Legislation</i> <i>Inclusion of students with special needs</i>	Online database of Good Practices Other links: https://www.hetacv.be/acv-cov/campagnes2/m-decreet-en-ondersteuningsmodel
115	<i>Inclusion of students with disabilities in educational institutions.</i>	Israel	ITU	Ongoing	ITU conducts an ongoing social dialogue with the government and educational authorities with the purpose of promoting the rights of these students with disabilities for equal opportunities in education according to their needs. This includes amongst others campaigns, legal backup if needed and media activities. Teachers are supported by the Union in their request for adequate resources to offer quality education to their students.	<i>Students with disabilities</i> <i>Support to teachers working with students with disabilities.</i>	Online database of Good Practices Other links: https://www.itu.org.il/
116	<i>Peer tutoring of persons with intellectual disabilities</i>	Slovenia	ESTUS	Ongoing	Programme on peer tutoring of persons with intellectual disabilities. Tutors (students of level VI of the special programme) transfer knowledge, experience and skills to those being tutored (students of levels I and II of the special programme). The activities are monitored and systematically managed by professionals. The aim is to increase the share of student activity in the activities as much as possible. The teacher has the role of counsellor, guide and motivator, while taking into account the specifics of each student.	<i>Programme on peer tutoring of students with intellectual disabilities</i> <i>Teaching materials/ strategies</i> <i>Inclusion of students with special needs</i>	Online database of Good Practices Other links: https://www.sviz.si/
117	<i>Active inclusion of students with intellectual disabilities in the social environment</i>	Slovenia	ESTUS	Ongoing	The aim of this special education programme is to influence the social adaptability and acceptance of people with intellectual disabilities through various forms of integration into the local environment and situational learning.	<i>Teaching materials/ strategies</i> <i>Inclusion of students with special needs</i> <i>Cooperation with other stakeholders</i>	Online database of Good Practices Other links: https://www.sviz.si/
118	<i>Breaking the Mould - the Full Story</i>	UK	NEU	Ongoing	The 'Full Story' helps to promote disability inclusion and good outcomes for children and young people through reading about the world around us. The material aims to raise awareness of disability in society (part of Breaking the Mould material).	<i>Initial and continuous professional development</i> <i>Awareness raising on inclusion of students with special needs through depictions of disability</i>	Online database of Good Practices Other links: https://neu.org.uk/full-story neu.org.uk

Table 3 - Good practices from European projects

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
119	<i>Magic Sens - Managing Graduated approach and Including balanced Curriculum for Special Educational Needs Students</i>	Europe	A European partnership of instructors from Ireland, Greece, Italy and Romania (FSLI)	2018 onwards	The main objective of MAGIC SENS is to enhance the skills and competences of teachers, trainers and all those subjects from the educational chain in dealing with young people with Special Educational Needs such as specific learning disabilities, specific language problems, etc. The main activities include focus groups with teachers, the development of a toolkit for teachers, online courses for teachers and other material supporting teachers (e-learning platform, website).	<i>Professional development of teachers</i> <i>Support to students with special needs</i> <i>Toolkit</i> <i>Teaching material</i> <i>Digital tools</i>	https://online.magicsens.eu/the-project/
120	<i>Teacher Professional Learning for Inclusion</i>	Europe	European Agency for Special Needs and Inclusive Education	2018-2021	The TPL4I project aims to suggest a policy framework for preparing all teachers to include all learners. It aims to answer the following questions: <ul style="list-style-type: none"> ■ What current policy priorities for TPL can be identified in international and European-level documents and in the research literature? ■ What national policy frameworks for TPL are in place in member countries and how are these situated within different national contexts? ■ What policy elements/frameworks are needed to prepare all teachers to include all learners? ■ What policy priorities for TPL for inclusion need further investigation at European level? 	<i>Policy framework</i> <i>Professional development of teachers to include all learners</i>	https://www.european-agency.org/projects/TPL4I

Chapter 6. Inclusion of people from migrant/refugee background and ethnic minority groups

The first principle of the European Pillar of Social Rights stipulates that high quality and inclusive education must be provided for all, regardless the migratory and citizenship status of a student, his/her/their ethnic origin, language or socio-economic status. Yet, multiple studies (e.g. by [ETUCE](#), [UNICEF](#), [EURYDICE](#) and [OECD](#)) show that migrants, refugees and asylum seekers face serious difficulties in accessing public education and are more prone to early drop-out. Moreover, teachers with a migrant background who could help in this process, themselves face many obstacles in entering the sector, including recognition of qualifications and language barriers.

In September 2020, the European Commission presented a [New Pact on Migration and Asylum](#) aiming to put in place a comprehensive and sustainable policy provide a long-term response to the current challenges related to migration and asylum.

The good practices at national or regional level presented include initiatives **supporting teachers from a migrant/refugee background, supporting students from a migrant/refugee background or ethnic minority group** (e.g. through the provision of hotlines, language support in the classroom, facilitating accessibility to education), **supporting school-wide initiatives** mainly aiming for a welcoming climate for **all**. Furthermore, **nation-wide awareness raising initiatives** are presented (e.g. Spain).

The good practices presented by the education trade unions encompass a panoply of initiatives, whereby **support to teachers and trainers prevail**. This support to teachers is implemented through training and continuous professional development (e.g. Finland, Spain), but also the provision of teaching material to increase awareness (e.g. UK) and sharing of good practices (e.g. Slovenia). Other types of initiatives have a **wider scope**, e.g. anti-racist strategy raising awareness and mobilising the trade union membership in this area (e.g. Scotland), an anti-discrimination campaign (e.g. Germany) or an annual consultation (e.g. UK). Also **cooperation with various stakeholders** is an element present in various good practices provided (e.g. Poland, Serbia, Finland).

The good practices at European level also included projects in which education trade unions are involved, including a good practice specifically addressing **Roma children**, i.e. raising awareness and building capacity to enhance the access to and the quality of education for these children.

Table 1 - National and regional practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
121	<i>PROFO NBM Coach programme - supporting unaccompanied minors in education and transition to the labour market</i>	Belgium/Flanders	PROFO Foundation	Ongoing	The EU-funded PROFO NBM-Coach programme aims helping unaccompanied and separated minors in a dual educational system to develop skills facilitating an easy transition to the labour market. A serious challenge experienced by unaccompanied and separated minors is securing employment as employers assume that their Dutch language skills are insufficient.	<i>Supporting unaccompanied minors in education and in transition to the labour market through education</i> <i>Cooperation with other stakeholders</i>	https://www.profo.be/nl/nbm-coach/index.htm
122	<i>Targeted support for students with migrant/refugee background and ethnic minority groups - OKAN schools (reception education for non-Dutch speaking children)</i>	Belgium/Flanders	Municipality of Antwerp University of Antwerp Solentra	Ongoing	The secondary school in Antwerp has a flexible organization of the classes, as pupils are divided in different clusters based on children's assessed level of knowledge of each subject. The students enrolled in this school have initially participated in one year of intensive Dutch language courses in OKAN schools. The school is, for one year, preparing children for their future path in education or the labour market. Professional development courses helping teachers adapt to the demands of integrating migrants and refugees in education are delivered.	<i>Initial and continuous professional development of teachers, academics and other education personnel</i> <i>Integrating migrants and refugees in education</i>	
123	<i>Training education personnel for inclusion of students with migrant background</i>	Bulgaria	Ministry of Education Bulgarian State Agency for Refugees ETUCE FE.CC.OO	2016-2018	A project on training the education personnel to acquire competences for including and integrating migrants launched in 2016. The project aimed to inform national education policies to successfully motivate, integrate and retain children from vulnerable groups into education. Brochures, adapted programmes and methodological manuals for teachers and learners were disseminated.	<i>Continuous professional development of education personnel for inclusion of migrant students</i> <i>Lobbying education authorities</i> <i>Support to facilitate access to quality education</i> <i>Teaching materials and strategies</i>	
124	<i>Kuulumisia (Affiliations)</i>	Finland	Tampere University Faculty of Education and Culture.	2009 onwards	Kuulumisia is a complementary education programme enabling immigrants, ethnic minorities and Finnish education personnel working with immigrants to qualify as a classroom- and subject teachers by organizing teacher's pedagogical studies and classroom teacher's multidisciplinary studies. The project pays simultaneously attention to educate pedagogical high qualified teachers and the Finnish language.	<i>Initial and continuous professional development</i> <i>Training of teachers with an immigrant background</i> <i>Culturally responsive education</i>	Online database of Good Practices Other links: https://www.unipid.fi/assets/2_2_Majja%20Yli-Jokipii%20Kuulumisia-project%20at%20UTA.pdf https://sites.tuni.fi/kuulumisia/in-english/ https://sites.tuni.fi/kuulumisia/in-english/

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
125	<i>Positive discrimination funding policy</i>	Finland	Helsinki local authority OAJ has a role in this	Ongoing	Helsinki's positive discrimination funding policy, meant to eliminate social exclusion and targeted at specific comprehensive schools in Helsinki. This funding created possibilities to support students from migrant/refugee background and also special needs students in basic education. The Ministry of Education and Culture has set up a working group that is considering whether positive discrimination funding system should be made available nationwide. OAJ has their own participant in the group.	<i>Policy</i> <i>Students from migrant/refugee background</i> <i>Teachers' support in a diverse classroom</i> <i>Positive discrimination funding policy</i>	Online database of Good Practices Other links: https://minedu.fi/en/qualityprogramme https://vatt.fi/en/-/students-in-helsinki-benefit-from-positive-discrimination-funding
126	<i>Awareness raising on racism and cultural and historical societies</i>	France	The Inter-ministerial Delegation on the Fight Against Racism, Anti-Semitism, and Anti-LGBT Hate (DILCRAH), within the Office of the Prime Minister	2016 onwards	The DILCRAH co-ordinates human rights activities within the French Government. DILCRAH's online educational platform, established in March 2016, includes informational videos and documents created by experts on racism, and cultural and historical societies.	<i>Digital tools</i> <i>Teaching materials</i> <i>Integration of culturally sensitive content in curricula</i> <i>Awareness raising on racism</i>	https://www.reseau-canope.fr/eduquer-contre-le-racisme-et-lantisemitisme http://www.gouvernement.fr/dilcrah
127	<i>Schools without Racism – Schools with Racism</i>	Germany	Partnership of actors, including sponsors	Ongoing	Schools without Racism – Schools with Courage is the largest school network in Germany, with more than 2,500 member schools. Schools that are part of the network commit to engage students and teachers in confronting any form of discrimination, bullying and group-targeted violence, creating a school climate that is open, tolerant and inclusive. To become part of the network, 70% of the school's students and teachers have to sign a formal contract in which they promise to act upon their responsibility to actively contribute to a school climate free of discrimination and violence.	<i>Network of schools</i> <i>Teaching materials</i> <i>Acting on discrimination, bullying and group-targeted violence</i> <i>Creation of an inclusive school climate</i>	https://www.schule-ohne-rassismus.org/
128	<i>The Migrant Teacher project</i>	Ireland	Marino Institution of Education	Ongoing	The Migrant Teacher Project aims to increase the participation of immigrant internationally educated teachers in Irish primary and post-primary schools. The project provides information, advice and training to migrant teachers who have qualified outside of Ireland, to help them to continue their profession in Ireland. The project also provides a bridging programme to further enhance teachers' professional development and opportunities for securing employment.	<i>Project</i> <i>Employment of internationally educated teachers</i> <i>Continuous professional development</i> <i>Opportunities to secure employment of migrant teachers</i>	https://www.mie.ie/en/research/migrant_teacher_project/

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
129	<i>Drop-out alert system linked to tailored support to students with migrant/refugee background</i>	Montenegro	Ministry of Education	Ongoing	Provision of free transport to school, school materials and excursions to pre-school and primary school children; training to primary school teachers on social inclusion, and scholarships to secondary or higher education Roma students. The government developed a Montenegrin Education Information System that can flag the possibility of drop out using inputted data. Consequently, children can be offered tailored support.	Support to Roma students Drop-out alert Support to facilitate access to quality education	
130	<i>A guidebook for teachers and education institutions on the inclusion of migrant students</i>	Serbia	Ministry of Education, Science and Technological Development UNICEF	Ongoing	A guidebook for teachers, schools and education institutions on the inclusion of migrant students has been developed starting from existing good practice examples.	Teaching materials and strategies Publication Cooperation with stakeholders Support for teachers working with students from migrant/refugee background and ethnic minority groups	
131	<i>Support for education in refugee reception centres</i>	Serbia	Asylum Protection Centre	Ongoing	The Asylum Protection Centre provides legal and psycho-social support to migrants and refugees in asylum centres. The Centre highlights the necessary work for raising awareness on the situation of migrants, refugees and asylum seekers to gain the local community's support and raise areas of concern, like e.g., lack of specific multicultural competences do deal with migrants' specificities in schools.	Legal and psycho-social support and advice Migrants and refugees in asylum centres Cooperation with other stakeholders	
132	<i>MADAD2 project - Serbian as a foreign language</i>	Serbia	Ministry of Labour, Employment, Veteran and Social Affairs	2017-2018	A key aim of the MADAD2 project is to fund classes with Serbian being taught as a foreign language. The project offered support tailored on teachers' needs. An online platform which is used by schools and teachers to disseminate good practices and fast-stream continuous dialogue. This platform puts forward teachers' needs, and tailor the MADAD2 project for the organization of school visits, peer-learning activities and the dissemination of best practices.	Digital tools Project Dissemination of data Support to facilitate access to quality education Initial and continuous professional development of teachers, academics and other education personnel	https://www.minrzs.gov.rs/sr/projects/migration/madad-fund
133	<i>Support for education in refugee reception centres</i>	Serbia	Asylum Protection Centre	Ongoing	Action of flexibility in scheduling teachings in asylum or reception centres, dialogue with migrant children's parents before school enrolment, use of online platforms to share teaching materials and experiences with other teachers, dedicated teachers' meetings, consultation with psychologists to provide trainings to teachers, and cooperation with the Serbian Commissariat for Refugees.	Digital tools Teaching of migrants and refugees in asylum centres Continuous professional development of teachers	

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
134	<i>Measures for the integration of migrants and refugees in schools</i>	Spain	The Centre of Innovation and Educational Research (CNIEE)	Ongoing	The Centre of Innovation and Educational Research (CNIEE) coordinates measures to be implemented in schools for the integration of migrants and refugees. Among the tools the CNIEE has put in place, there is a telephone hotline for students facing problems, which gives them the chance to talk to counsellors. Besides research, data mining and elaboration of policy proposals, another part of CNIEE's work consists of liaising with different stakeholders dealing with migration and collecting multiple points of view.	<i>Research/collection of data</i> <i>Cooperation with other stakeholders</i> <i>Integration of students with a migrant/refugee background</i> <i>Hotline for students facing problems</i>	
135	<i>Education and Refuge, for the right to education of refugee students</i>	Spain	Partnership between schools in Spain and NGOs	Ongoing	The project 'Education and Refuge, for the right to education of refugee students', involving over fifty Spanish schools and various NGOs to build a narrative on the inclusion of migrants and refugees. The project's five objectives are: defending and upholding the right to education for migrants and refugees, changing people's perception on migrants and refugees, promoting intercultural exchanges in schools, providing training to teachers to assist children in their inclusion, and involving the entire community in catering for children's needs.	<i>Awareness raising on inclusive education for migrant and refugee students</i> <i>Promoting intercultural exchanges in schools</i> <i>Support to teachers in inclusive education</i> <i>Whole-school approach</i> <i>Cooperation with other stakeholders</i>	

Table 2 - Education trade unions' good practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
136	<i>Dived project - language awareness and cultural responsiveness</i>	Finland	A partnership between University of Turku, University of Tampere, University of Oulu, University of Lapland and Åbo Akademi (Swedish), as well as two Universities of Applied Science - DIAK in Helsinki and HAMK in Hämeenlinna and OAJ	Ongoing	The Dived project is a project about language awareness and cultural responsiveness. The project consisted of two strands targeting initial teacher preparation and in-service teachers. Community Ambassadors - one from each university - did needs analyses in several schools in their municipalities. In addition, individual teachers in each area were engaged in action research regarding their own development as linguistically and culturally responsive educators.	<i>Initial and continuous professional development of teachers</i> <i>Action research</i> <i>Needs analysis</i> <i>Cultural responsiveness</i> <i>Cooperation with other stakeholders</i>	https://dived.fi/en/
137	<i>Haltung zählt - Attitude counts</i>	Germany	VBE	Ongoing	In VBE, a manifest 'Attitude counts' (Haltung zählt) was developed in the land of Bavaria, which is part of an ongoing campaign against hatred and violence in educational settings.	<i>Campaign</i> <i>Tackling hate and violence in education settings</i>	Online database of Good Practices Other links: https://www.blv.de/themen/weitere-themen/haltung-zaeht/das-manifest/ https://www.gew.de/aktuelles/detailseite/neuigkeiten/neue-lehr-und-infomaterialien-zum-thema-flucht-und-asyl/ - https://www.gew.de/flucht-und-asyl/material-fuer-die-praxis/ https://www.gew.de/aktuelles/detailseite/neuigkeiten/neues-themenheft-klassismus-diskriminierung-aufgrund-der-sozialen-herkunft/ https://www.gew.de/lehrer-innenbildung/zukunftsforum-lehrer-innenbildung/

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
138	<i>Israeli and German teachers together against racism and anti-Semitism: Confrontation with the Holocaust in education and teaching</i>	Israel	ITU, GEW and Friedrich-Ebert-Stiftung (Foundation)	1968 onwards	15 teachers from both countries meet alternately in Israel and Germany. They hold a joint seminar in which they share their experiences in teaching about the Holocaust and provide didactic and methodological impulses. The seminar is shaped by the participants' own contributions. The seminar is followed by a cultural program in the host country.	<i>Discussion/exchange between teachers</i> <i>Xenophobia, racism and prejudices, antisemitism</i> <i>Integration of culturally sensitive content in curricula</i>	Online database of Good Practices
139	<i>Exploring the situation of migrant students in schools</i>	Malta	MUT	2019	A project was carried out aiming at exploring the situation of migrant students in primary and secondary, to map out experiences, issues, opinions and concerns of migrant students and their parents, Maltese students and parents, teachers and management.	<i>Research</i> <i>Experiences and concerns of migrant students, their parents and teachers</i>	https://mut.org.mt/
140	<i>Teachers mobilise for the rights of refugees</i>	Poland	ZNP	2016-2018	This is a project realised between 2016 and 2018, of which the results are still visible and implemented, i.e. supporting and promoting high quality education for children with migration experiences, including refugee children by a teacher trade union in close cooperation with non-government organizations. Working out model solutions for a complete system of education for children with migration experiences, including refugee children.	<i>Cooperation with other stakeholders</i> <i>Continuous professional development of teachers working with students with a migrant/refugee background</i> <i>Teacher materials</i>	Online database of Good Practices Other links: https://znp.edu.pl/projekty/uczniowie-doswiadczeniem-migracji/
141	<i>Stereotypes and prejudices</i>	Portugal	SINDEP	3 weeks	This Project was developed by the students of the 12th in the subject " Arts Workshop" at a Secondary School in the outskirts of Lisbon. Based on portrait drawings of common stereotypes (e.g. a surfer, a politician, a plumber, a rock star) made by students discussed about the concepts of stereotypes and prejudices at and how these concepts influence the social relationships among people. By exhibiting the drawings in the school building, interaction was facilitated with the larger community.	<i>Prejudices and stereotypes</i> <i>Use of arts in awareness raising</i>	Online database of Good Practices

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
142	<i>Anti-racist strategy</i>	Scotland	EIS	August 2020 – February 2021	Continuing the EIS's commitment to anti-racist work and responding to the opportunities arising from increased awareness of the Black Lives Matter movement in 2020, the EIS Equality Department developed a strategy for engaging the membership on anti-racist issues and organising the work of the Department in this regard. The EIS Anti-racist strategy 2020-2021 included a range of commitments, i.e. raise awareness on racism and knowledge of how to respond to it, mobilise membership for anti-racism, integrate anti-racism in the curriculum, increase Black, Asian and Minority Ethnic representation within education, and the Trade Union.	<p><i>Anti-racist strategy</i></p> <p><i>Tackling xenophobia, racism and prejudices</i></p> <p><i>Targeted support for education personnel from migrant/refugee background and ethnic minority groups</i></p> <p><i>Inclusion of members from migrant/refugee background and ethnic minority groups in trade union work</i></p> <p><i>Targeted learning for anti-racist leadership in education and trade union</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.eis.org.uk/Anti-Racism/EISAntiRacistInitiatives</p>
143	<i>Education of migrant children</i>	Serbia	TUS	Ongoing	<p>After very successful participation in the project on the education of migrant children, Teachers Union of Serbia (TUS) stayed connected with most of stakeholders they cooperated with during project implementation.</p> <p>TUS continued to cooperate with refugee camps - visiting children on the occasion of important days for school children, help them to organize cultural activities and support in the effort to make the life of children better even in these extraordinary circumstances.</p> <p>Furthermore, TUS developed a successful cooperation with NGO Asylum Protection Centre about continuation of education of migrants, with the Ministry of Education and with the Asylum Protection Centre providing information about problems and results.</p>	<p><i>Cooperation with other stakeholders</i></p>	<p>Online database of Good Practices</p>
144	<i>Supporting trade union members in providing good quality education</i>	Slovenia	ESTUS	2016 ongoing	<p>Series of events organised to support trade union members in providing good quality education and educational support to the children of migrants, e.g. sharing good practices between teachers. A particular good practice was the study visit to the Teachers Union of Serbia (TUS) and the Elementary School of Branko Pešić in Belgrade (November 2019). This activity raised awareness on the global challenges of modern education and on maintaining the quality of public education.</p>	<p><i>Discussion/round table</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.sviz.si/vkljucevanje-otrok-priseljencev-v-vzgojo-in-izobrazevanje/</p> <p>https://www.sviz.si/sola-po-meri/</p> <p>https://4d.rtvsllo.si/arhiv/prvi-dnevnik/174650267</p>

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
145	<i>Training for teachers working with students with a migrant/refugee background</i>	Spain	FeSP-UGT	Ongoing	In Spain, migrant and refugee students are concentrated in a few public schools, while local students are leaving those schools to enrol elsewhere with lower density of migrants, being often private. As a result, migrant students often don't progress to tertiary education level. The situation is concentrated into 2 hotspots, Ceuta and Melilla, under the central government responsibility. As regards the situation in Ceuta and Melilla, Spanish trade unions have advocated for amendments to the regulation banning enrolment in education institutions for children who are not in the census. They also provide trainings for teachers working in these two cities.	<i>Lobbying education authorities</i> <i>Initial and continuous professional development of teachers, academics and other education personnel</i>	
146	<i>Aula Intercultural Intercultural classrooms</i>	Spain	FeSP-UGT	Ongoing	Aula Intercultural is a project (co-funded by EU resources) aimed at raising awareness on equal opportunities and intercultural coexistence in education. Based on the positive project results, a follow-up is being prepared (Ithaca). Using digital resources the project helps students becoming engaged. Other disseminating tools to teachers like didactic guides helped to raise awareness and create a sense of community.	<i>Project</i> <i>Awareness raising on equal opportunities and intercultural classrooms</i> <i>Digital tools</i>	Online database of Good Practices Other links: https://aulaintercultural.org/
147	<i>Somos más</i> <i>We are more - addressing hate speech in education</i>	Spain	FeSP-UGT	Ongoing	'We are more' ('Somos mas') is a project conducted in partnership with Google on theme of hate speech. It addresses the need for more citizenship education, which deals more practically with challenges of discrimination and fosters empowerment and trust in institutions. 'Somos mas' aims to empower students and to deal with discrimination. The use of internet and digital devices is central to reach young people directly. Within the project course, students developed games, web pages, didactic materials, an ethics code and were also engaged in a video contest to counter hate speech and prejudices.	<i>Project</i> <i>Counter hate speech and prejudices</i> <i>Digital tools</i>	Online database of Good Practices Other links: http://www.somos-mas.es/ https://www.youtube.com/watch?v=g0hCw9E34G4 https://www.youtube.com/watch?v=Tbjxofpgo0g https://www.youtube.com/watch?v=_W410fx3C8o https://www.youtube.com/watch?v=BoLVAcU3Vvc

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
148	Management and Attention to Diversity in Public Function	Spain	FeSP-UGT Ministry of Inclusion, Social Security and Migrations of Spain	Ongoing	A platform is created as a space for reflection and collective action to incorporate diversity and an intercultural and anti-racist perspective in public administrations.	<i>Intercultural perspectives in public administrations</i> <i>Continuous professional development</i> <i>Discussions and exchange</i>	Online database of Good Practices Other links: https://www.yosoy serviciospublicos.es/ https://www.youtube.com/watch?v=sRe7CLAROV8 https://www.youtube.com/watch?v=STK Cao05yI4&t=IIs
149	<i>Black Teachers' Consultation Conference</i>	UK	NASUWT	Ongoing - annual event	The annual Black ¹ Teachers' Consultation Conference was developed to ensure that the voices and experiences of Black teachers and headteachers/Principles are central to the NASUWT work on campaigning, bargaining as well as its policies and practices. These annual consultation conferences provide a network and 'safe space' for black teachers to come together to discuss their experiences, learn from each other and the Union and to work together on solution to securing racial justice. These are part of the equality consultation conference programme for members from marginalised groups within the Union.	<i>Consultation of teachers</i> <i>Creation of safe spaces for black teachers</i>	Online database of Good Practices Other links: https://www.nasuwt.org.uk/being-involved/events/consultation-conferences/black-teachers-consultation-conference.html https://www.nasuwt.org.uk/news/campaigns/act-for-racial-justice.html https://www.nasuwt.org.uk/article-listing/report-fails-grasp-realities-racial-injustice.html
150	<i>Teaching resources for Black History</i>	UK	NEU	Ongoing	To increase the awareness of Black History and to embed this into the curriculum a teaching resource pack has been developed for lower secondary schools.	<i>Teaching resources</i> <i>Black History awareness</i>	Online database of Good Practices Other links: https://neu.org.uk/black-history-month https://neu.org.uk/media/12306/view https://neu.org.uk/anti-racism-charter

¹ *Note the term 'Black' is an inclusive term for all self-identified Black and Minority Ethnic people who have a shared legacy of racism and racialised oppression. It includes people from Black Caribbean, African and Asian backgrounds

Table 3 - Good practices from European projects

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
151	<i>European Sectoral Social Partners in Education promoting effective integration of migrants and refugees in education</i>	European region	ETUCE EFEE	2017-2019	The project aimed to promote successful methods of migrant education in schools as well as evaluating current policies and practices, resulting in a set of proposals and recommendations for national member organisations and governments. Furthermore, case-studies were conducted as well as research and exchange seminars and a final conference was organised to disseminate the project results.	<i>Integration of students from a migrant or refugee background in education</i> <i>Research</i> <i>Exchange of experiences</i>	https://www.csee-etuce.org/en/projects/migration-education/3453-introduction
152	<i>Developing non-discriminatory quality education for Roma children</i>	European region	ETUCE	2004-2006	The aim of the project was to analyse the situation of Roma children regarding their access to quality education, and to further identify priorities, determine concrete aims, outcomes and necessary activities (preparation phase). The aims of the implementation phase were to raise awareness and build capacity among trade unions, the authorities, parents and educators in order to enhance the quality of education for Roma children as well as to contribute to change policies and legislation.	<i>Access to education of Roma students</i> <i>Raising awareness on quality education for Roma students</i>	https://www.csee-etuce.org/images/Publications/Booklet_on_Roma_project_final_EN.pdf

Chapter 7. Inclusion of people from a disadvantaged socio-economic background

Education plays an important role in making European societies more inclusive. Yet, to accomplish this, education systems must ensure that all young people are able to develop their talents and achieve their full potential, regardless of their (socio-economic) background. Socio-economic background is a key determinant of achievement in education (e.g. [PISA study](#) OECD). Children from lower socio-economic backgrounds are less likely to participate in and benefit from early childhood education and care than children from more advantaged backgrounds, while equal participation in quality early childhood education and care is found to be among the most effective approach to combat socio-economic inequalities in educational achievement (www.schooleducationgateway.eu). A large majority of European education systems have at least one major policy initiative in place to promote equity in education or to support disadvantaged students. Nonetheless, equity levels differ widely across Europe and implementation gaps are common. An example provided in this Catalogue is a **regional practice in Spain** where support centres help students at risk of drop-out.

Education trade unions present practices **primarily supporting teachers and schools**. The support to teachers is in the form of **guidance material** (e.g. in Ireland), **creating a support structure** (for nursery teachers in Scotland) and **professional development** (e.g. on impact of poverty on education in Scotland). Good practices portraying support to schools are a campaign (in Ireland on how to deal with homelessness in schools) and a **school meal programme** (Ireland).

Table 1 - National and regional practices

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
153	<i>Aula de Compensacion Educativa - Educational Compensation Classroom</i>	Spain	Partnership between the local authority and local education centres		ACE "Aula de Compensacion Educativa" les La Senda in Getafe (Madrid). The ACE centres are compensatory schools supporting students at risk of drop-out. Their aim is to compensate for educational inequalities and guarantee schooling for dropouts of people in high school-age. Most of the students attending the ACE centres are coming from disadvantaged socio-economic background, including of migrant origins.	<i>Supporting students at risk of drop-out</i> <i>Addressing educational inequalities</i>	https://cuadernodeorientacion.educa2.madrid.org/ii-oferta-educativa-comunidad-de-madrid/aulas-compensacion-educativa-madrid

Table 2 - Education trade unions' good practices

	Title	Country/ region	Implementing organisation	Period of implementation	Description	Key words	Links
154	<i>Homelessness in the classroom</i>	Ireland	INTO and FOCUS Ireland	2019 - 2020	<p>The publication was produced as a guidance resource for primary school teachers and principals who are supporting learners and families who are homeless or at risk.</p> <p>Furthermore, in 2020 an online campaign was organised to raise awareness of homelessness.</p>	<p><i>Homelessness and education</i></p> <p><i>Publication</i></p> <p><i>Continuing professional development of teachers and principals supporting learners and families at risk or being homeless</i></p> <p><i>Campaign</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>www.focusireland.ie</p> <p>https://www.focusireland.ie/wp-content/uploads/2019/08/Homelessness-in-the-Classroom.pdf</p> <p>https://www.focusireland.ie/get-involved/schools/teaching-resources/service-supports-for-schools/</p> <p>https://sites.google.com/view/globalcitizenshipschool</p>
155	<i>School Meals programme</i>	Ireland	Department of Education Department of Employment Affairs and Social Protection INTO	Ongoing	<p>Every school day, more than a quarter of a million children nationwide benefit from the School Meals programme, providing healthy food that they otherwise would not have access to. Food poverty is an issue that has been brought into a sharper focus in recent months considering the Covid-19 situation. The sudden closure of schools on March 12th 2020 resulted in provision of school meals ceasing for a period, in line with restrictions announced by the Government. Despite this interruption to the programme, teachers in various schools sustained provision of food in innovative ways, to meet the basic needs of pupils and their families.</p>	<p><i>School Meals programme</i></p> <p><i>COVID-19</i></p> <p><i>Health and education</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.rte.ie</p> <p>https://www.into.ie</p>

	Title	Country/region	Implementing organisation	Period of implementation	Description	Key words	Links
156	<i>Unique contribution of teachers in early years campaign</i>	Scotland	EIS	Ongoing	The campaign was developed to address the sustained decline in the number of teachers in early years' settings in Scotland over the last decade and to work for legislative change to provide a statutory minimum level of access to a qualified teacher for all nursery children. Work was undertaken at institutional level to engage with members, teaching in nurseries, to gather data nationally on the provision of early learning and to facilitate local organising activities to promote the value of teachers in this setting. This local engagement then led to the creation of an informal national network, to allow nursery teachers from across the country to share practice, ideology and their ambitions for their sector.	<p><i>Campaign</i></p> <p><i>Cooperation with other stakeholders</i></p> <p><i>Research/data-gathering</i></p> <p><i>Share experiences between nursery teachers</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>www.eis.org.uk</p>
157	<i>Anti-poverty professional learning for the teaching profession - the PACT project</i>	Scotland	EIS	Ongoing	A joint approach of the Scottish Government and EIS to union-led professional learning to enhance the capacity of schools to deliver more equitable outcomes for young people experiencing poverty. Few teachers have direct experience of poverty personally, and while awareness has grown in recent years, few have had the opportunity to consider the issue in sharp professional focus. The Scottish Government has funded the EIS to develop a customised, research-based, professional learning package for teachers on addressing the impact of poverty on education, comprising a blend of online resources and tutorials, paper-based learning materials and school-based inset workshops, underpinned by research, though with a strongly practical focus.	<p><i>Targeted support for students experiences poverty</i></p> <p><i>Research-based professional development of teachers addressing impact of poverty on education</i></p> <p><i>Digital tools (e.g. e-learning platform, MOOC, website)</i></p> <p><i>Training/Discussion/Roundtable for trade union members</i></p>	<p>Online database of Good Practices</p> <p>Other links:</p> <p>https://www.eis.org.uk/Professional-Learning/PACT</p>