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

Aim:

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

More on the Project:

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ETUCE Project

Catalogue of Good Practices on Inclusive Schools

Project research report

ETUCE Online Database of Good Practices

3 webinars

A series of national, local and European actions

Manifesto For INCLUSIVE EDUCATION

EVERY LEARNER MATTERS, EVERY TEACHER MATTERS!

#SupportTeachersForInclusion #InclusiveEducationForAll #WorldTeachersDay
**They need:**
- Relevant initial and continuous professional development
- Specialised assistants
- Smaller classes
- Professional support and materials
- Assistive technologies

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

**It must include:**
- Education built on the concept of support-based inclusion and whole-institution approach
- Adequate assessment of students’ learning needs
- Use of the students’ diverse background to benefit their learning

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

**Governments** and education authorities are responsible for implementing inclusive education!

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

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

Kisufit Kablan
Kindergarten principal, ITU, Israel

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

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

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

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