



EMBRACING DIVERSITY IN EDUCATION

ANNEXES

Dominique Danau, SAGO Research



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Table 1: Region/country where the organisation of the respondents to the online survey is based (n = 61)

Albania	1	Lithuania	1
Armenia	1	Luxembourg	1
Belgium	3	Malta	1
Bosnia-Herzegovina	1	The Netherlands	1
Bulgaria	1	Norway	1
Croatia	2	Poland	3
Cyprus	3	Portugal	3
Czech Republic	1	Romania	2
Denmark	2	Scotland	1
Iceland	1	Serbia	1
Ireland	3	Slovakia	2
Israel	1	Slovenia	1
Italy	2	Spain	3
Hungary	1	Sweden	1
Finland	1	Switzerland	1
France	4	Tajikistan	1
Germany	2	Turkey	1
Greece	1	UK	2
Kazakhstan	1	Ukraine	1
Latvia	1		

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Figure 1: Level of education represented by respondents of the online survey (n = 61) (more than 1 answer possible)

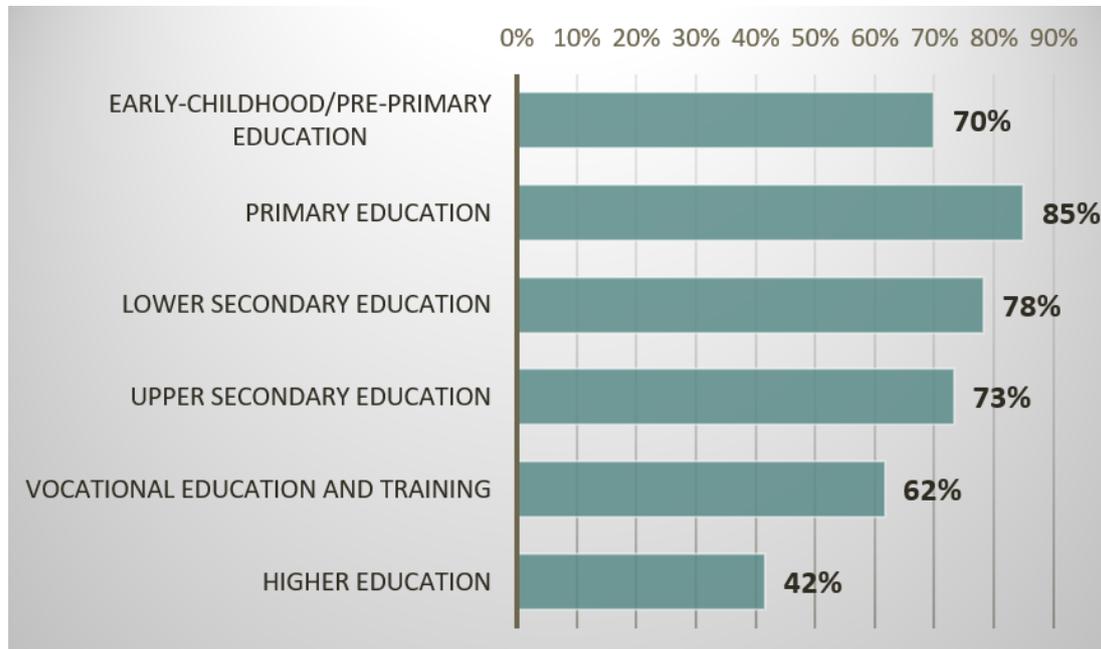
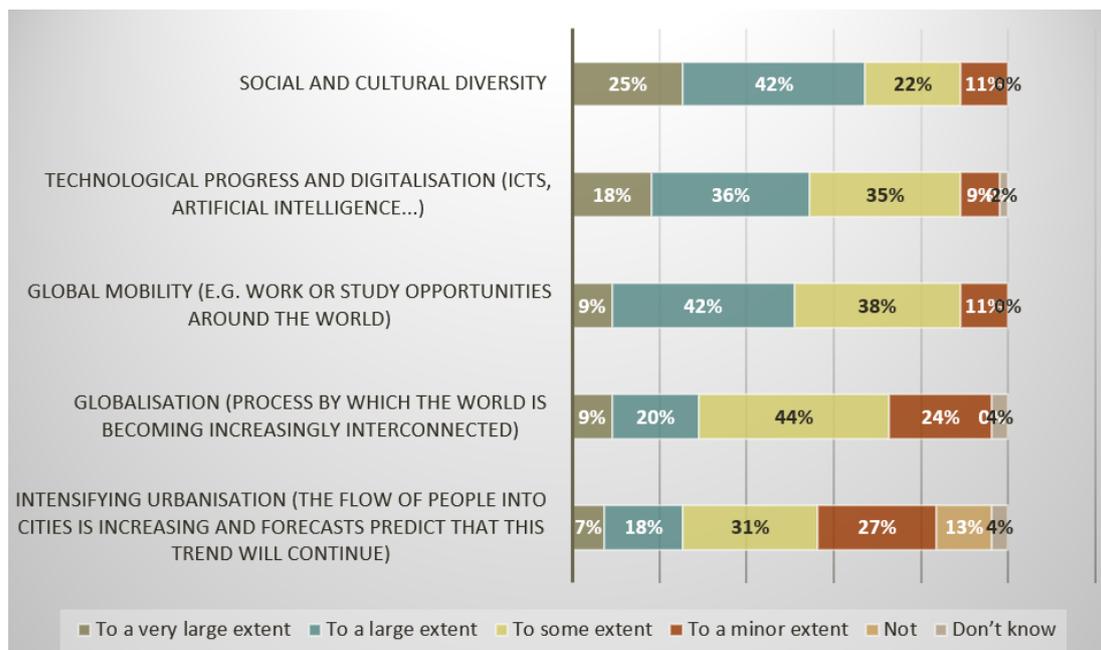


Figure 2: Opportunities for education systems (question 13) (n = 55)



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Table 2: Challenges for education systems (question 12)

	To a very large extent	To a large extent	To some extent	To a minor extent	Not	Don't know	Total
Under-resourcing of public education. (n = 55)	28	13	9	2	3	0	55
Continuous increasing workload and demands for increasing productivity in education sector. (n = 56)	21	18	9	5	2	1	56
Rising inequalities in living standards. (n = 56)	14	24	12	5	1	0	56
Technological progress and digitalisation (ICTs, artificial intelligence...). (n = 55)	13	24	16	1	1	0	55
Under-resourcing of all public services. (n = 56)	17	17	10	8	3	1	56
Eroding trust and confidence in government/politics. (n = 56)	15	15	7	12	6	1	56
Social and cultural diversity. (n = 55)	9	20	17	6	2	1	55
Cyber security and data protection. (n = 56)	9	19	21	5	2	0	56
Unequal access to public services (e.g. education, health). (n = 56)	10	17	16	7	6	0	56
Growing individualism in society. (n = 56)	11	14	15	14	2	0	56
Populist politics. (n = 56)	13	11	16	11	5	0	56
Environmental challenges (climate emergency and the depletion of natural resources). (n = 56)	10	14	14	11	6	1	56
Privatisation and commercialisation of all public services. (n = 56)	15	9	20	5	6	1	56

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	To a very large extent	To a large extent	To some extent	To a minor extent	Not	Don't know	Total
Privatisation and commercialisation of education. (n = 56)	14	9	19	13	3	1	56
Violence and harassment (including cyber-harassment). (n = 55)	5	17	22	7	4	0	55
Migration and global mobility (e.g. work or study opportunities around the world). (n = 56)	10	11	20	9	4	2	56
Providing education as a mass product to reach masses of people without taking into account the crucial aspect of quality of education. (n = 56)	5	16	18	9	8	0	56
Rise of far-right (discourse). (n = 55)	11	9	13	9	9	4	55
Ageing societies. (n = 56)	10	10	19	13	3	1	56
Intensifying urbanisation (the flow of people into cities is increasing and forecasts predict that this trend will continue). (n = 56)	4	14	18	12	7	1	56
Xenophobia. (n = 56)	6	12	14	16	8	0	56
Housing precarity and homelessness. (n = 55)	6	11	12	13	12	1	55
Globalisation (process by which the world is becoming increasingly interconnected -see glossary). (n = 56)	3	12	15	15	8	3	56
Conflicts and insecurity at global level. (n = 55)	2	9	18	17	9	0	55

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Table 3: Integration of the concept of inclusion in the legislative context, policies and strategies (question 8)

	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
The concept of inclusion in education is <u>clearly defined in legislation</u> in my country/region. (n = 57)	14	27	14	1	1	57
Where the concept of inclusion in education is clearly defined in legislation in your country/region: this is <u>in line with the principles of relevant international legislation on equality, anti-discrimination and human rights</u> (e.g. the UNCRC and the UNCRPD). <i>Where the concept of inclusion in education is not clearly defined in legislation please tick the box 'don't know/not applicable' for this item.</i> (n = 60)	16	30	11	0	3	60
Where the concept of inclusion in education is clearly defined in legislation in your country/region: this is <u>consistent with the principles of relevant European equality, anti-discrimination and human rights legislation</u> . <i>Where the concept of inclusion in education is not clearly defined in legislation please tick the box 'don't know/not applicable' for this item.</i> (n = 59)	14	27	12	1	5	59
The concept of inclusion in education is clearly defined in legislation in my country/region and <u>also adapted for different education sectors (primary education, secondary education, etc.)</u> . <i>(please provide concrete examples in the 'comments box')</i> (n = 59)	11	26	14	5	3	59

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	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
Policies in my country/region aim to <u>broaden access to education</u> and promote full participation and opportunities for all learners to realise their potential. (n = 59)	16	21	18	3	1	59
In my country/region there are <u>strategies and action plans in place to support inclusion in education</u> (e.g. strategy on integration of migrant students, strategy on promoting gender equality through education, etc.). <i>(please provide concrete examples in the 'comments box')</i> (n = 59)	10	21	20	6	2	59
In my country/region, <u>the curriculum framework</u> supports the effective use of teaching approaches that engage all learners and enable their active participation in learning. (n = 59)	10	20	19	9	1	59
In my country/region, there are mechanisms to ensure that all educational professionals' voices are listened to in decision-making that affects them. <i>(please provide concrete examples in the 'comments box')</i> (n = 58)	7	12	24	13	2	58
In my country/region, there are <u>strategies and policies in place to support all school leaders to adopt an inclusive approach, create a welcoming ethos and value diversity among staff as well as learners.</u> <i>(please provide concrete examples in the 'comments box')</i> (n = 59)	6	13	22	17	1	59

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	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
In my country/region, there is <u>regular monitoring</u> to ascertain the implementation and compliance with inclusive education policy. (n = 58)	5	12	16	22	3	58
In my country/region, there are <u>strategies and policies in place</u> for implementing inclusive workplaces in the education sector. (please provide concrete examples in the 'comments box') (n = 59)	3	16	20	17	3	59
In my country/region, there are <u>strategies and policies in place</u> for school infrastructure and environment that encompass the different aspects of diversity within the school community. (please provide concrete examples in the 'comments box') (n = 59)	3	20	17	18	1	59
In my country/region, there are <u>clear learning assessment guidelines</u> which take into account different needs and previous achievements (e.g. migrant children) of learners. (n = 59)	3	17	19	18	2	59

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Table 4: Funding of the implementation of inclusion (question 10)

	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
In my country/region, the public financial support for schools includes a budget to develop plans and actions for inclusive education. (please provide concrete examples in the 'comments box') (n = 59)	3	20	18	16	2	59
In my country/region, there are (extra) public financial supports for schools to develop plans and actions for inclusive education (on top of the generic public financial support). (n = 58) (please provide concrete examples in the 'comments box')	4	12	16	24	2	58
In my country/region there is other (than financial) public support to allow all schools to develop plans and actions for inclusive education. (please provide concrete examples in the 'comments box') (n = 58)	5	12	14	24	3	58
In my country/region schools can use public funding in a flexible way within agreed parameters with the relevant national/regional/local authority to accommodate needs related to inclusive education. (please provide concrete examples in the 'comments box') (n = 58)	4	12	22	18	2	58
In my country/region, EU or international funding is being used to support inclusion in education. (N = 59)	7	13	14	11	14	59

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Table 5: Teaching and learning environments for inclusive education (question 11)

	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
In current teaching and learning environments in my country/region, <u>mechanisms are implemented to support the effective implementation of inclusive education</u> (e.g. support system for refugee children, for disabled children, etc.). <i>(please provide concrete examples in the 'comments box')</i> (n = 59)	5	24	22	7	1	59
In my country/region, current teaching and learning environments <u>address learners' individual needs</u> . (n = 59)	4	19	28	7	1	59
In current teaching and learning environments in my country/region, <u>support mechanisms are implemented to address teachers', trainers', academics' and other education personnel's individual needs</u> (both in relation to their own development needs and teaching/teaching support needs). (n = 59)	2	10	30	17	0	59
In current teaching and learning environments in my country/region, <u>mechanisms are implemented to systematically monitor learners who are at risk of exclusion from learning opportunities</u> . (n = 58)	4	15	18	20	1	58
In current teaching and learning environments in my country/region, <u>mechanisms are implemented to address underachievement and drop-out of learners, especially for learners from vulnerable groups</u> . (n = 57)	5	18	25	9	0	57

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	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
In current teaching and learning environments in my country/region, the overarching instructional strategy is active learning i.e. promoting the engagement of learners in their own learning. (n = 59)	8	18	19	13	1	59
In current teaching and learning environments in my country/region, <u>mechanisms are implemented to identify learners' support needs</u> as early as possible. (please provide concrete examples in the 'comments box') (n = 59)	3	21	21	12	2	59
In current teaching and learning environments in my country/region, <u>mechanisms (including tools) are implemented</u> to ensure that teachers, trainers, academics and other education personnel benefit from <u>specialist support</u> to address learners' individual needs. (please provide concrete examples in the 'comments box') (n = 59)	4	9	29	15	2	59
In current teaching and learning environments in my country/region, the concept of inclusion in education is <u>sufficiently integrated</u> in the initial and continuous professional development of teachers, trainers, academics and other educational personnel. (please provide concrete examples in the 'comments box') (n = 58)	0	13	21	23	1	58
In current teaching and learning environments in my country/region, there are <u>mechanisms and guidelines</u> in place for <u>cooperating with and educating parents/guardians, carers and families</u> as valuable partners in promoting inclusion in education. (please provide concrete examples in the 'comments box') (n = 57)	6	13	18	20	0	57

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	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
In my country/region, education social partners are consulted on all education policy reforms and developments at all levels. (n = 58)	10	14	18	15	1	58

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Table 6: Conditions that are necessary to implement and maintain inclusive education (question 18)

	Necessary conditions [scale from 4 = absolutely necessary to 1 = not necessary at all]					Total	Average score
	4	3	2	1	Don't know		
Clear understanding of the concept of inclusion in education by all stakeholders in education.	42	6	3	2	0	53	3,66
Adequate evidence-based national/- regional/- institutional policy framework/- strategy on inclusive education.	29	15	6	2	0	52	3,37
Evidence-based strategies appropriate for implementing and maintaining inclusive education.	32	15	3	2	0	52	3,48
Sufficient time within the curriculum to implement, monitor and evaluate inclusive education approach.	33	15	5	0	0	53	3,53
Adequate public financial resources for implementing inclusive public education for all.	47	4	2	0	1	54	3,78
Possibility to use education public funding in a flexible way within agreed parameters with the relevant national/ regional/local authority to accommodate needs related to inclusive education.	24	18	6	3	2	53	3,23 (based on 51)

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	Necessary conditions [scale from 4 = absolutely necessary to 1 = not necessary at all]					Total	Average score
	4	3	2	1	Don't know		
Availability of teacher support personnel, including teacher assistants, psychologists and linguistic support personnel	39	10	3	1	1	54	3,57
Adequate assessment systems designed for inclusive education that are user-friendly and not too time consuming.	23	17	10	2	2	54	3,17 (based on 52)
Inclusive educational and research materials and curricula representing the diversity in society.	25	19	7	2	1	54	3,20
Cooperation among education institutions.	26	19	8	0	1	54	3,28
Opportunities to exchange with peers and other professionals who can provide support on the implementation of inclusive education.	25	22	6	0	1	54	3,30
Enough time and space within their working hours for teachers, trainers, academics and other education personnel to provide additional assistance to some students (e.g. linguistic assistance, cultural assistance)	36	14	1	2	0	53	3,58
Leadership of education institutions supporting inclusive education.	29	15	6	3	0	53	3,32
Cooperation with parents/guardians/carers/families.	28	21	4	0	0	53	3,45

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	Necessary conditions [scale from 4 = absolutely necessary to 1 = not necessary at all]					Total	Average score
	4	3	2	1	Don't know		
Adequate and accessible initial training opportunities for teachers, trainers, academics and other educational personnel to implement inclusive education.	39	14	1	0	0	54	3,70
Adequate and accessible continuous professional development opportunities for teachers, trainers, academics, and other educational personnel to implement inclusive education.	37	15	2	0	0	54	3,65
A curriculum that allows for professional adaptation to the needs of learners and the use of different teaching methods to support learners' needs.	27	19	5	3	0	54	3,30
Adequate recruitment and retention of teachers that reflect the diversity in the education sector and in society as a whole.	28	16	6	1	3	54	3,30 (based on 51)
Opportunities for flexible allocation of teachers to provide support in classes/ in the school where needed, to ensure both the inclusion of all learners and a high quality education system.	18	15	13	5	3	54	2,90 (based on 51)
Multi-agency approach (see glossary) with adequate personnel and funding.	15	16	12	5	5	53	2,85 (based on 48)

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Table 7: Conditions for the implementation and maintenance of inclusive education (question 19)

	Conditions are in place	Conditions are partially in place	Conditions are missing	Do not know	Total
Clear understanding of the concept of inclusion in education by all stakeholders in education. (n = 55)	7 Ireland, Cyprus, Croatia, Albania, Kazakhstan, Tajikistan, France	36	12 Czech Republic, Turkey, Cyprus (x2), Sweden, Latvia, Slovakia, Portugal, Spain (x2), Germany, Poland	0	55
Adequate evidence-based national/regional/institutional policy framework/strategy on inclusive education. (n = 55)	12 Czech Republic, Scotland, Ireland, Malta, Finland, Cyprus, France (x2), Slovenia, Croatia, Kazakhstan, Tajikistan	28	13 Netherlands, Greece, Turkey, Germany, Cyprus, Sweden, Latvia, Poland, Serbia, UK, Cyprus, Romania, Ukraine	2	55
Evidence-based strategies appropriate for implementing and maintaining inclusive education.	7 Czech Republic, Israel, Finland, Cyprus, France, Croatia, Kazakhstan	24	21 Netherlands, Denmark, Greece, Turkey, Germany (x2), Cyprus (x2), Sweden, Lithuania, Latvia, UK (x2), Slovakia, Hungary, Portugal, Poland (x2), Spain, Serbia, Romania	2	54

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	Conditions are in place	Conditions are partially in place	Conditions are missing	Do not know	Total
Sufficient time within the curriculum to implement, monitor and evaluate inclusive education approach.	2 Iceland, Israel	20	31 Scotland, Italy, Netherlands, Denmark (x2), Armenia, Greece, Portugal, Germany, Ireland (x2), BiH, Cyprus (x2), Sweden, Latvia, Malta, UK (x2), Slovakia (x2), Finland, Portugal (x2), France (x2), Spain, Serbia, Ireland, Albania, Croatia,	1	54
Adequate public financial resources for implementing inclusive public education for all.	1 Iceland	22	32 Denmark (x2), Armenia, Greece, Scotland, Italy, Portugal (x3), Romania (x2), Germany, Ireland (x2), BiH, Cyprus (x2), Sweden, Latvia, Malta, UK (x2), Finland, Slovakia, France, Spain (x2), Serbia, Poland, Albania, Croatia, Ukraine	0	55

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	Conditions are in place	Conditions are partially in place	Conditions are missing	Do not know	Total
Possibility to use education public funding in a flexible way within agreed parameters with the relevant national/regional/local authority to accommodate needs related to inclusive education.	6 Netherlands, Czech Republic, Iceland, Israel, Sweden, Kazakhstan	24	21 Armenia, Greece, Scotland, Romania (x2), Germany (x2), Cyprus (x2), Malta, Slovakia, Portugal (x2), France, Spain, Ireland, Serbia, United Kingdom, Albania, Croatia, Ukraine	4	55
Availability of teacher support personnel, including teacher assistants, psychologists and linguistic support personnel	4 Czech Republic, Israel, Poland, France	28	22 Armenia, Italy, Portugal (x2), Iceland, BiH, Cyprus (x2), Malta, Slovakia, Finland, France, Spain, Serbia, Germany, Poland, UK, Ireland, Croatia, Portugal, Romania, France	1	55
Adequate assessment systems designed for inclusive education that are user-friendly and not too time consuming.	1 Israel	31	16 Armenia, Scotland, Portugal (x2), Iceland, Cyprus (x2), Malta, UK (x2), France, Spain, Germany, Croatia, Albania, France	6	54

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	Conditions are in place	Conditions are partially in place	Conditions are missing	Do not know	Total
Inclusive educational and research materials and curricula representing the diversity in society.	5 Sweden, Finland, Cyprus, Portugal, Kazakhstan	26	18 Armenia, Denmark, Greece, Turkey, Portugal, Cyprus (x2), Malta, Slovakia (x2), Hungary, Poland, Spain, Serbia, UK, Croatia, Albania, Romania	6	55
Cooperation among education institutions.	3 Czech Republic, Israel, Cyprus	33	16 Denmark, Armenia, Turkey, Cyprus, Lithuania, UK (x2), Slovakia, Portugal (x2), Poland (x2), Spain, Serbia, Albania, France	3	55
Opportunities to exchange with peers and other professionals who can provide support on the implementation of inclusive education.	3 Iceland, Sweden, Cyprus	35	15 Netherlands, Armenia, Scotland, Cyprus (x2), Lithuania, UK (x2), Slovakia, Portugal (x2), Albania, Spain, Romania, France	1	54

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	Conditions are in place	Conditions are partially in place	Conditions are missing	Do not know	Total
Enough time and space within their working hours for teachers, trainers, academics and other education personnel to provide additional assistance to some students (e.g. linguistic assistance, cultural assistance)	2 Iceland, Poland	17	34 Netherlands, Denmark (x2), Belgium/Flanders, Armenia, Scotland, Italy, Portugal (x3), Germany, Ireland (x3), BiH, Cyprus (x2), Sweden, Lithuania, Latvia, Malta, UK (x2), Slovakia, France (x2), Spain (x2), Serbia, Norway, Croatia, Slovenia, Albania, Romania	1	54
Leadership of education institutions supporting inclusive education.	7 Czech Republic, Israel, Slovakia, Ireland, Croatia, Kazakhstan, France	35	13 Netherlands, Armenia, Cyprus (x2), Slovakia, Hungary, Portugal, Spain (x2), Germany, Poland, Croatia, France	0	55
Cooperation with parents/guardians/carers/families.	8 Czech Republic, Israel, Sweden, Finland, Cyprus, Croatia, Slovenia, Kazakhstan	38	8 Armenia, Iceland, UK, Slovakia, Portugal, Germany, Croatia, Cyprus	1	55

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	Conditions are in place	Conditions are partially in place	Conditions are missing	Do not know	Total
Adequate and accessible initial training opportunities for teachers, trainers, academics and other educational personnel to implement inclusive education.	7 Italy, Iceland, Israel, France, Kazakhstan, Ukraine, Tajikistan	25	23 Czech Republic, Armenia, Denmark, Greece, Romania, Cyprus (x2), Lithuania, Malta, UK (x2), Slovakia, Hungary, Portugal (x2), Spain, Serbia, Poland, Croatia (x2), Slovenia, Romania, France		55
Adequate and accessible continuous professional development opportunities for teachers, trainers, academics, and other educational personnel to implement inclusive education.	5 Iceland, Israel, Sweden, Cyprus, France	31	19 Netherlands, Armenia, Denmark, Italy, Lithuania, UK (x2), Slovakia, Portugal (x2), Spain, Ireland, Serbia, Poland, Croatia (x2), Cyprus, Romania, France	0	55
A curriculum that allows for professional adaptation to the needs of learners and the use of different teaching methods to support learners' needs.	9 Denmark, Czech Republic, Ireland (x2), Sweden, Finland, Cyprus, Norway, Slovenia	30	15 Armenia, Portugal (x2), Cyprus (x2), Lithuania, Malta, UK (x2), Slovakia, France (x2), Spain, Serbia, Romania	0	54

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	Conditions are in place	Conditions are partially in place	Conditions are missing	Do not know	Total
Adequate recruitment and retention of teachers that reflect the diversity in the education sector and in society as a whole.	3 Iceland, Finland, Albania	44	24 Netherlands, Belgium/Flanders, Armenia, Denmark, Scotland, Italy, Germany (x2), BiH, Cyprus (x2), Sweden, Malta, UK (x2), Slovakia, Hungary, Spain, Serbia, Poland, Ireland, Croatia, Cyprus, Portugal, Romania	4	55
Opportunities for flexible allocation of teachers to provide support in classes/in the school where needed, to ensure both the inclusion of all learners and a high quality education system.	5 Denmark, Czech Republic, Portugal, Iceland, Finland	26	17 Belgium/Flanders, Armenia, Romania, Cyprus (x2), Sweden, Malta, UK (x2), Hungary, Spain, Ireland, Serbia, Germany, Poland, Portugal, Romania	7	55
Multi-agency approach (see glossary) with adequate personnel and funding.	3 Portugal, Iceland, Sweden	26	18 Armenia, Scotland, Italy, Romania, Cyprus (x2), Lithuania, UK (x2), Slovakia, Hungary, Poland, France, Spain, Ireland, Germany, Romania, Ukraine	8	55

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Table 8: Organisation and implementation of assessment of learning in inclusive education (question 9)

	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
N	6	21	22	7	3	59
In my region/country, learning assessment systems/procedures aiming to celebrate 'diversity' by identifying and valuing all learners' learning progress and achievements, are implemented. (n = 59)	1	21	19	17	1	59

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Table 9: Actors involved in a leading role (question 20)

	Government	Education authorities (national, regional, local)	Education employers	Education trade unions	School leaders	Teachers, trainers, academics, and other education personnel	NGO and other civil society actors	Don't know
Clear understanding of the concept of inclusion in education by all stakeholders in education.	40	40	21	24	23	22	13	0
Adequate evidence-based national/regional/institutional policy framework/strategy on inclusive education.	33	37	13	21	12	10	4	2
Evidence-based strategies appropriate for implementing and maintaining inclusive education.	30	38	15	20	17	15	6	2
Sufficient time within the curriculum to implement, monitor and evaluate inclusive education approach.	27	38	21	19	21	15	2	0
Adequate public financial resources for implementing inclusive public education for all.	46	32	14	14	9	3	4	0
Possibility to use education public funding in a flexible way within agreed parameters with the relevant national/regional/local authority to accommodate needs related to inclusive education.	34	37	16	18	14	3	1	1
Availability of teacher support personnel, including teacher assistants, psychologists and linguistic support personnel	36	35	22	17	16	5	3	0
Adequate assessment systems designed for inclusive education that are user-friendly and not too time consuming.	22	38	18	20	16	15	3	3

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	Government	Education authorities (national, regional, local)	Education employers	Education trade unions	School leaders	Teachers, trainers, academics, and other education personnel	NGO and other civil society actors	Don't know
Inclusive educational and research materials and curricula representing the diversity in society.	25	38	18	17	18	26	10	0
Cooperation among education institutions.	22	35	23	27	26	19	11	1
Opportunities to exchange with peers and other professionals who can provide support on the implementation of inclusive education.	11	24	20	26	32	27	16	1
Enough time and space within their working hours for teachers, trainers, academics and other education personnel to provide additional assistance to some students (e.g. linguistic assistance, cultural assistance)	22	30	26	27	33	16	4	0
Leadership of education institutions supporting inclusive education.	22	33	21	23	32	11	3	1
Cooperation with parents/guardians/carers/families.	15	22	21	18	42	35	15	1
Adequate and accessible initial training opportunities for teachers, trainers, academics and other educational personnel to implement inclusive education.	36	38	19	24	19	15	6	0
Adequate and accessible continuous professional development opportunities for teachers, trainers, academics, and other educational personnel to implement inclusive education.	28	41	19	29	25	20	6	0
A curriculum that allows for professional adaptation to the needs of learners and the use of different teaching methods to support learners' needs.	30	38	19	22	20	16	5	0

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	Government	Education authorities (national, regional, local)	Education employers	Education trade unions	School leaders	Teachers, trainers, academics, and other education personnel	NGO and other civil society actors	Don't know
Adequate recruitment and retention of teachers that reflect the diversity in the education sector and in society as a whole.	29	33	22	23	22	5	1	2
Opportunities for flexible allocation of teachers to provide support in classes/in the school where needed, to ensure both the inclusion of all learners and a high quality education system.	20	29	20	18	22	8	2	5
Multi-agency approach (<i>see glossary</i>) with adequate personnel and funding.	27	33	16	14	17	7	7	8

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Table 10: Themes for public training for teachers, trainers, academics and other educational personnel (question 14)

	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
Learners with special needs. (n = 55)	32	16	6	1	0	55
Models and approaches of learning to support inclusive education. (n = 55)	30	18	7	0	0	55
Refugee/migrant learners. (n = 55)	29	14	10	1	1	55
Pedagogies to address needs of the wide diversity of all learners. (n = 55)	28	16	8	1	2	55
Learners from ethnic minority group. (n = 55)	27	11	14	2	1	55
LGBTI (see glossary) related issues. (n = 54)	26	12	12	1	3	54
Learners with a different mother tongue than the instruction language. (n = 55)	23	16	12	4	0	55
Gender related issues. (n = 53)	22	17	12	1	1	53
Learners from a disadvantaged socio-economic background. (n = 55)	21	17	14	2	1	55
Diversity among learners. (n = 55)	21	20	10	2	2	55
Diversity among education personnel. (n = 55)	18	18	12	5	2	55
Learners from different religious practices/ backgrounds. (n = 55)	17	12	15	8	3	55

ANNEX 1 TABLES AND FIGURES

Table 11: Current (most pressing) training needs of teachers, trainers, academics and other education personnel to respond to challenges (question 16) (n = 47)

ACTIONS	Training needs for teachers			
	Urgent action is needed. Please choose maximum 7 and rank them in order of importance, 1 being the most important, 2 second most important, etc.	Action is needed	No action is needed	Don't know
To deliver more inclusive support for children with special needs.	41	22	4	0
To provide supports on how to manage 'difficult situations' in the classroom (addressing disruptive behaviour, bullying, etc.).	34	19	3	1
To appropriately manage an increasing workload.	34	20	5	1
To teach in a multicultural learning setting and manage and encourage intercultural dialogue (e.g. better understand interaction between learners from different cultures and religions.).	32	16	5	3
To recognise and better understand hidden biases and stereotypes in curricula, educational and research material.	31	25	5	0
To implement a whole-school approach (see glossary) for inclusive education.	31	20	4	3
To create a safe and healthy learning and working environment free from harassment and bullying, including cyber-bullying.	31	22	3	1
To use ICT tools, digital technologies and media to foster inclusion in education.	31	22	4	1
To implement participatory and collaborative learning approaches with the view to strengthen the joint work of learners from diverse backgrounds.	30	17	8	2
To empower students to take initiatives and get involved in decision-making, policy matters, issues and activities that concern them.	30	22	6	1

ANNEX 1 TABLES AND FIGURES

ACTIONS	Training needs for teachers			
	Urgent action is needed. Please choose maximum 7 and rank them in order of importance, 1 being the most important, 2 second most important, etc.	Action is needed	No action is needed	Don't know
To implement cooperative teaching (receiving support from and cooperating with a range of colleagues and other education-related professionals like social workers).	30	22	4	3
To provide psycho-social support to learners, in cooperation with other professionals.	30	22	4	1
To appropriately manage standardisation in education when implementing inclusive education.	30	16	7	7
To ensure the participation of all learners in the classroom and the implementation of a 'balance of rights' approach (see glossary) in the classroom.	29	24	6	3
To develop and implement a curriculum representing diversity in society (inclusion of diversity in the curriculum)	29	22	5	2
To develop and use assessment methods that take social and emotional as well as academic learning into account.	29	22	6	2
To communicate effectively with parents/guardians and carers (e.g. how to involve parents in the learning process without undermining the professional autonomy of educational personnel).	28	18	6	3
To develop and implement citizenship and human rights education.	27	20	8	0
To manage relationship between staff and school leadership with the view of implementing inclusive education.	26	22	5	1
To support and manage relationships with trade unions.	26	18	9	1
To use gender neutral language.	25	19	11	2
To teach controversial and sensitive issues.	25	18	6	2

ANNEX 1 TABLES AND FIGURES

ACTIONS	Training needs for teachers			
	Urgent action is needed. Please choose maximum 7 and rank them in order of importance, 1 being the most important, 2 second most important, etc.	Action is needed	No action is needed	Don't know
To organise a school infrastructure and environment that encompass the different aspects of diversity within the school community (e.g. accessibility, classroom setup, dietary diversity, celebrations, holidays, etc.).	25	18	9	1
To develop and use formative and summative assessment that supports learning and does not stigmatise or lead to negative consequences for learners	25	22	4	1
To address linguistic challenges for education personnel working with learners whose first languages is not the instructional language.	24	21	9	0
To support school placement, e.g. of newly arrived children from ethnic minorities or children with special needs.	24	18	7	2
To be self-reflective (systematically evaluating one's own performance) as a learner.	24	21	3	6
To create an LGBTI inclusive school.	23	19	9	3
To be self-reflective (systematically evaluating one's own performance) as a teacher or trainer of other education personnel.	23	20	4	5
To address the temporality of education experienced by refugees and asylum seekers (e.g. how to motivate students and their families who may move on within a very short time frame).	22	18	11	3

ANNEX 1 TABLES AND FIGURES

Table 12: Themes for training for school leaders (question 15)

	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable	Total
Education personnel with special needs. (n = 56)	24	16	10	3	3	56
Education personnel from minority group. Please specify in the comments box. (n = 56)	19	12	13	4	8	56
Accommodating diversity among education personnel. (n = 56)	19	17	16	2	2	56
Education personnel with a different mother tongue than the instruction language. (n = 56)	15	13	14	7	7	56
Education personnel from a disadvantaged socio-economic background. (n = 56)	14	14	16	5	7	56
Education personnel from different religious practices/backgrounds. (n = 55)	13	13	15	8	6	55

ANNEX 1 TABLES AND FIGURES

Table 13: How can the conditions be established? (question 21)

		Conditions are in place
Clear understanding of the concept of inclusion in education by all stakeholders in education.	<ul style="list-style-type: none"> ■ The government should provide clear guidelines on inclusive education: what it means, why it is necessary, how to implement it, what the implications are for the various parties involved (children, parents, school leaders, etc.). ■ Reference is made to the Index for Inclusion a comprehensive approach to inclusive education. It is a self-evaluation tool that was first published in 2000 and which has been designed to support and assist with the process of developing inclusive education. The tool is structured around three dimensions, i.e. cultures, policies and practices (EASPD, 2012; Booth and Ainscow, 2011). ■ It is useful to get inspiration from other countries how they operationalise the concept and implement it in practice. ■ Regular round table discussions involving all educational stakeholders are needed to better understand the different perceptions of inclusion and building agreements on the possible implementations of this concept. ■ Clarification on the concept is essential for the development of an appropriate legal framework. ■ Governments need to work with school leaders and parents to listen to their concerns in order to implement inclusive education based on needs and to allocate sufficient means. 	Czech Republic Germany Portugal Spain Israel UK
Adequate evidence-based national/regional/institutional policy framework/strategy on inclusive education.	Based on social dialogue and guaranteeing a follow-up committee so it can be more effective and realistic.	Spain

ANNEX 1 TABLES AND FIGURES

		Conditions are in place
Evidence-based strategies appropriate for implementing and maintaining inclusive education.	Schools need visible evidence of strategies for implementing and maintaining inclusive education that function as inspiration sources for them to make their own action plans and strategies. This evidence and these examples should be realistic and should (also) cover public classes with 28-30 students with special needs and who are vulnerable.	Portugal
Sufficient time within the curriculum to implement, monitor and evaluate inclusive education approach.		
Adequate public financial resources for implementing inclusive public education for all.	<ul style="list-style-type: none"> ■ A more adequate funding of education is needed (reference is made to the medium level of public education budget in the EU). ■ Cooperation between government, school leaders and trade unions is necessary to better understand where funding is needed to implement inclusive education. 	Italy Spain Portugal Finland UK Portugal Slovakia Denmark Iceland Scotland
Possibility to use education public funding in a flexible way within agreed parameters with the relevant national/regional/local authority to accommodate needs related to inclusive education.	<ul style="list-style-type: none"> ■ Agreements are needed between the relevant authorities (national, regional, local), trade unions and school leadership to determine needs related to inclusive education. 	Portugal
Availability of teacher support personnel, including teacher assistants, psychologists and linguistic support personnel	<ul style="list-style-type: none"> ■ The number of students per teacher needs to be decreased in order to enable the possibility to meet specific needs of students in an appropriate way. Trade Unions should advocate for this. ■ Adequate multi-annual recruitment plans need to be put in place. ■ All education personnel needs adequate training. 	Spain Italy Germany Portugal Finland

ANNEX 1 TABLES AND FIGURES

		Conditions are in place
Adequate assessment systems designed for inclusive education that are user-friendly and not too time consuming.	<ul style="list-style-type: none"> Assessment systems for inclusive education should be user-friendly and not too time consuming. Bureaucracy should be reduced in order for teachers to have more time to spend on students' needs. 	Spain
Inclusive educational and research materials and curricula representing the diversity in society.		
Cooperation among education institutions.	<ul style="list-style-type: none"> Cooperation with trade unions and school leaders is necessary as well. It could be considered to apply a methodology of 'learning communities', including various professional actors. 	Serbia Spain
Opportunities to exchange with peers and other professionals who can provide support on the implementation of inclusive education.	<ul style="list-style-type: none"> Participation in exchange and cooperative networks is important for the continuous professional development of teachers. Teachers should have sufficient time to take part in peer exchange (exchange of good practice, share materials and experiences). The potential role of NGOs and education trade unions needs to be considered in implementing inclusive education. 	Spain Serbia Czech Republic
Enough time and space within their working hours for teachers, trainers, academics and other education personnel to provide additional assistance to some students (e.g. linguistic assistance, cultural assistance)	<ul style="list-style-type: none"> Reference is made to the 'Time to Tackle Workload' campaign in Scotland, suggesting a maximum of class contact time. The organisation and funding of education should be reviewed to identify possible time savings to focus on the core assignment of teaching staff. Collective bargaining is an important instrument in this discussion. Sufficient time and space are necessary to provide assistance to some students (e.g. linguistic assistance). This additional assistance is currently often done in the teachers' direct time, which should not be the case. A clear vision and commitment of the policy and decision makers is necessary to make inclusive education happen, and not to implement a make-believe inclusive education. This will result in the necessary support measures. This extra support is needed to have the full commitment of teachers. 	Scotland Belgium/Flanders Germany Italy Portugal

ANNEX 1 TABLES AND FIGURES

		Conditions are in place
Leadership of education institutions supporting inclusive education.	<ul style="list-style-type: none"> ■ Dedicated seminars need to be organised for school leaders as well as specific training to become a school leader. ■ It is a necessary condition that school leaders are committed to inclusive education in order to instigate change. 	Slovakia Belgium/Flanders Spain
Cooperation with parents/guardians/carers/families.	<ul style="list-style-type: none"> ■ Meetings, online and face-to-face, with parents, carers, families is necessary. 	Slovakia.
Adequate and accessible initial training opportunities for teachers, trainers, academics and other educational personnel to implement inclusive education.	<ul style="list-style-type: none"> ■ Initial teacher training should sufficiently include real life practice in schools, with feedback from a mentor. This mentor who is appointed at the start of their teaching career can help them to fit into the teaching profession. ■ A fundamental change in curricula for training of teachers is necessary to enable the implementation of inclusive education. ■ Every teacher need training to adequately respond to 'special needs', 'diversity' as well as knowledge in language based education. 	Czech Republic Spain Finland
Adequate and accessible continuous professional development opportunities for teachers, trainers, academics, and other educational personnel to implement inclusive education.	<ul style="list-style-type: none"> ■ Continuous Professional Development should be encouraged by the employer. ■ Reflection on how the content of the training is used in real life teaching is necessary. ■ Reflection is needed on a long-term programme taking into account social and professional needs of teachers. ■ In-training should be available for all levels of education at proper hours and respecting the teachers' leisure time. ■ Schools should be provided with relevant NGOs and other agencies with whom they can cooperate to implement inclusive education. Currently, teachers lose too much time looking for contacts and stakeholders to develop common projects. ■ Continuous Professional Development should consider to tackle partnerships between schools, NGOs and other agencies to turn the work of teachers a bit easier. 	Scotland Czech Republic Israel Portugal

ANNEX 1 TABLES AND FIGURES

		Conditions are in place
A curriculum that allows for professional adaptation to the needs of learners and the use of different teaching methods to support learners' needs.	<ul style="list-style-type: none"> All education professionals (principals, teachers, trainers, counsellors, etc.) should work together on building the curriculum and deciding on a timetable to examine the efficiency and accessibility of the curriculum to meet the (special) needs of all students. 	Israel
Adequate recruitment and retention of teachers that reflect the diversity in the education sector and in society as a whole.	<ul style="list-style-type: none"> Measures are necessary to guide (young) people to the initial teacher training. Attractive working conditions and salary are necessary in a full-fledged job and initial guidance during working time. 	Belgium/Flanders Denmark
Opportunities for flexible allocation of teachers to provide support in classes/in the school where needed, as needed, to ensure both the inclusion of all learners and a high quality education system.	<ul style="list-style-type: none"> Schools in socio-economically disadvantaged areas should have the possibility to claim more staff/teachers and assistants who in turn have shorter workloads of direct teaching, in order to deal with smaller groups of students and to provide individual support and help their students. 	Czech republic
Multi-agency approach (see glossary) with adequate personnel and funding.		

ANNEX 2

INTERNATIONAL AND EUROPEAN FRAMEWORKS AND NATIONAL LEVEL TOOLS FOR INCLUSIVE EDUCATION

At **international level**, the right to education has long been recognised in documents such as the [Universal Declaration of Human Rights](#) (1948), the [International Covenant on Economic, Social and Cultural Rights](#) (entered into force in 1976) and the [United Nations Convention on the Rights of the Child](#) (UNCRC) (entered into force in 1990).

The [2030 Agenda for Sustainable Development](#), adopted by all UN Member States in 2015, encompass 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries and provide a shared blueprint for peace and prosperity for people and the planet, now and in the future. The Sustainable Development Goal for Education (SDG4) calls for “*inclusive and quality education for all*” by 2030.

UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHRC organised the World Education Forum in 2015 during which the Incheon [Declaration for Education 2030](#) was adopted. This Declaration sets out a new vision for education for the next 15 years. This new vision is fully captured by the proposed SDG 4, i.e. ‘[Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all](#)’ and its corresponding targets. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. It reaffirms that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. Efforts are focused on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach. In 2005, UNESCO developed its [Guidelines for Inclusion: Ensuring Access to Education for All](#).

At **EU level**, the recent [Council Recommendation on promoting common values, inclusive education and the European dimension of teaching](#) (2018) underlines the importance of quality inclusive education with support for all learners. The European Commission’s [A New Skills Agenda for Europe](#) communication sets out a joint agenda for the EU, member states and stakeholders at all levels, aiming to: “... *reach shared vision and commitment to work together on improving the quality and relevance of skills formation in order to keep step with the rapidly changing skills requirements of the labour market, equip everyone with a minimum set of basic skills and make qualifications easier to understand*” (European Commission, 2016, p. 16). The [Conclusions on Inclusion in Diversity to Achieve a High Quality Education for All](#) invite Member States to promote democratic, stimulating, nurturing and inclusive educational environments. These environments must value diversity and provide flexible pathways for all learners, allowing them to realise their full potential (Council of the European Union, 2017).

The [European Agency for Special Needs and Inclusive Education](#) was established in 1996 as an initiative of the Danish Government, endorsed by the member states’ Education Ministers. The establishment of the Agency took place at the end of the EC’s Helios II programme and reflected the need for a permanent and systematic structure for European collaboration in the field of special needs and inclusive education. Inclusive education is a focus of the work of the Agency, e.g. the project on ‘[Raising the Achievement of all learners Inclusive Education](#)’ (European Agency, 2017)¹ and the project on ‘[Organisation of provision to support Inclusive Education](#)’ (European Agency, 2013)². These projects emphasise that building school capacity and combating school failure are crucial steps towards more inclusive education systems. For example, the [Evidence of the Link Between Inclusive Education and Social Inclusion project](#)³ found that attending and receiving support within inclusive education settings is linked with better academic and social outcomes and improved life chances for education, employment and independent living (European Agency, 2018).

The [European Union Agency for Fundamental Rights](#) (FRA) is an independent centre of reference for the promotion and protection of human rights in the EU. Part of their work is research to collect evidence on the state of fundamental rights in the EU, amongst others in relation to LGBTI (European Union Agency for Fundamental Rights, 2019)⁴ and minorities and discrimination (European Union Agency for Fundamental Rights, 2017)⁵.

Various **tools and guides** have been developed to map and implement inclusive education policies (*see Annex 2 for some examples*). , e.g. the [guide for ensuring inclusion and equity in educational policy](#) published by UNESCO in 2017, to support countries in embedding inclusion and equity in educational policies. Furthermore, there is the [analytical framework](#) published in 2018 by the European Agency for Special Needs and Inclusive Education to map inclusive education policies. This framework presents available evidence on country policies for inclusive education. In the same year the European Agency published a [self-review tool addressing financing policies](#) for inclusive education systems.

In the Good Practices database, also national policy frameworks are included to serve as a context for the Good Practices.

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- 1 European Agency for Special Needs and Inclusive Education, (2017), Raising the Achievement of All Learners in Inclusive Education: Final Summary Report. (V. J. Donnelly and A. Kefallinou, eds.). Odense, Denmark. <https://www.european-agency.org/projects/raising-achievement-all-learners-inclusive-education> (accessed 24 April 2020).
 - 2 <https://www.european-agency.org/projects/organisation-provision-support-inclusive-education>
 - 3 European Agency for Special Needs and Inclusive Education, (2018), Evidence of the Link Between Inclusive Education and Social Inclusion: A Review of the Literature. (S. Symeonidou, ed.). Odense, Denmark. <https://www.european-agency.org/news/examining-evidence-link-between-inclusive-education-and-social-inclusion> (accessed 24 April 2020)
 - 4 European Union Agency for Fundamental Rights, (2019), A long way to go for LGBTI equality
 - 5 European Union Agency for Fundamental Rights, (2017), Second European Union Minorities and Discrimination Survey Main results

ANNEX 3

FUNDING OF EDUCATION

ANNEX 3 FUNDING OF EDUCATION

Some issues in relation to funding of inclusive education are highlighted by respondents:

a. MULTI-LEVEL FUNDING SYSTEM

Respondents from various countries report a **multi-level funding system** for inclusive education (e.g. *Belgium-Flanders*, *Finland* e.g. 'positive discrimination in inclusive education' in Helsinki and *Italy*). In *Italy*, the State, regions and municipalities provide school funding. Educational institutions receive funds defined in the national collective agreement to support curricular activities, including activities targeting inclusion. More funds can be allocated by regional or local authorities for special projects e.g. for language assistant teachers for migrant students. In some cases, national agencies provide specific support, like in *Sweden*, where through the National Agency for Special Needs Education and Schools, the state offers special needs support, education in special schools, accessible teaching materials and government funding. Also private entities providing support to schools and specific projects in schools are mentioned for which extra financial support is provided (e.g. *Netherlands*). An example of public funding available to support local communities with high concentrations of deprivation is the Attainment *Scotland* Fund, focusing on improvement activity in literacy, numeracy, health and well-being.

b. BUDGET MODELS

Devolved budgets⁶ are not necessarily the answer it is argued by some respondents. Inclusive education can be implemented successfully also if all educational institutions are required to operate within a national framework and budget. Respondents explain that competition for budgets often just results in 'gaming of the system' which does not help students be more included. In fact it can lead to the opposite especially in the context of ranking tables (*Ireland*). For example, in *Ireland*, as part of the Delivery of Equality of Opportunity in Schools (DEIS) programme, support is foreseen for pupils who are considered most at risk and is addressing educational disadvantage through a focused response. It is based on a multiple stakeholder approach: various actors cooperate to improve attendance, participation and retention in education for the most marginalised and educationally disadvantaged pupils. In Norway schools receive a 'bulk or lump-sum' budget with which they have to cover all their obligations. Yet, extra financial support is possible through the Educational and Psychological Counselling Service (PPT) and the *Norwegian* Support System for Special Needs Education (Statped), and this on the basis of an expert assessment. In primary education in *Belgium-Flanders*, the lump-sum system allows for the appointment of a special needs coordinator in mainstream education. This person coordinates special needs provision within a school and supports learners, offers guidance to pupils and teachers and can form the link between the pupils, educational institutions, parents, and other bodies that can provide pupils with enhances support amongst other the Pupil Guidance Centre (Centrum voor Leerlingbegeleiding - CLB). In cases where funding follows a lump-sum approach, some respondents argued that there are no parameters for spending and that in this way schoolboards might have too much freedom in using public financial support (e.g. *Netherlands*).

c. EUROPEAN PROJECTS

Respondents refer to the opportunity offered through **European projects** to provide support to inclusive education. Yet, it is also argued that in order for these projects to instigate change, they needed to be supported with and embedded in a favourable policy setting.

6 Devolved budgeting assumes that those who are closest to implementation or delivery of education are in the best position to make informed choices between alternatives.

ANNEX 4

INDEX FOR INCLUSION

ANNEX 4 INDEX FOR INCLUSION

The [Index for Inclusion](#) was first published in 2000. It was developed by the Centre for Studies on Inclusive Education (UK) over a three year period in cooperation with teachers, parents, governors and researchers, who together had wide experience of encouraging the inclusive development of schools. The tool is further developed and managed by the Index for Inclusion Network, a not-for-profit organisation to support the participatory development of education systems, schools, pre-schools, higher education and other community settings according to inclusive values. The tool has been used amongst others in hundreds of schools in the UK.

The Index for Inclusion is a set of materials to support the self-review of all aspects of a setting, including activities in playgrounds, staff rooms and classrooms and in the communities and environment around the setting.

Dimension A: Creating inclusive cultures

A1: Building community

- 1 Everyone is welcomed.
- 2 Staff co-operate.
- 3 Children help each other.
- 4 Staff and children respect one another.
- 5 Staff and parents/carers collaborate.
- 6 Staff and governors work well together.
- 7 The school is a model of democratic citizenship.
- 8 The school encourages an understanding of the interconnections between people around the world.
- 9 Adults and children are responsive to a variety of ways of being a gender.
- 10 The school and local communities develop each other.
- 11 Staff link what happens in school to children's lives at home.

ANNEX 4 INDEX FOR INCLUSION

A2: Establishing inclusive values

- 1 The school develops shared inclusive values.
- 2 The school encourages respect for all human rights.
- 3 The school encourages respect for the integrity of planet earth.
- 4 Inclusion is viewed as increasing participation for all.
- 5 Expectations are high for all children.
- 6 Children are valued equally.
- 7 The school counters all forms of discrimination.
- 8 The school promotes non-violent interactions and resolutions to disputes.
- 9 The school encourages children and adults to feel good about themselves.
- 10 The school contributes to the health of children and adults.

Dimension B: Producing inclusive policies

B1: Developing the school for all

- 1 The school has a participatory development process.
- 2 The school has an inclusive approach to leadership.
- 3 Appointments and promotions are fair.
- 4 Staff expertise is known and used.
- 5 All new staff are helped to settle into the school.
- 6 The school seeks to admit all children from its locality.
- 7 All new children are helped to settle into the school.
- 8 Teaching and learning groups are arranged fairly to support all children's learning.
- 9 Children are well prepared for moving on to other settings.
- 10 The school is made physically accessible to all people.
- 11 The buildings and grounds are developed to support the participation of all.
- 12 The school reduces its carbon footprint and use of water.
- 13 The school contributes to the reduction of waste.

ANNEX 4 INDEX FOR INCLUSION

B2: Organising support for diversity

- 1 All forms of support are co-ordinated.
- 2 Professional development activities help staff respond to diversity.
- 3 English as an additional language support is a resource for the whole school.
- 4 The school supports continuity in the education of children in public care.
- 5 The school ensures that policies about 'special educational needs' support inclusion.
- 6 The behaviour policy is linked to learning and curriculum development.
- 7 Pressures for disciplinary exclusion are decreased.
- 8 Barriers to attendance are reduced.
- 9 Bullying is minimised.

Dimension C: Evolving inclusive practices

C1: Constructing curricula for all

- 1 Children explore cycles of food production and consumption.
- 2 Children investigate the importance of water.
- 3 Children study clothing and decoration of the body.
- 4 Children find out about housing and the built environment.
- 5 Children consider how and why people move around their locality and the world.
- 6 Children learn about health and relationships.
- 7 Children investigate the earth, the solar system and the universe.
- 8 Children study life on earth.
- 9 Children investigate sources of energy.
- 10 Children learn about communication and communication technology.
- 11 Children engage with, and create, literature, arts and music.
- 12 Children learn about work and link it to the development of their interests.
- 13 Children learn about ethics, power and government.

ANNEX 4 INDEX FOR INCLUSION

C2: Orchestrating learning

- 1 Learning activities are planned with all children in mind.
- 2 Learning activities encourage the participation of all children.
- 3 Children are encouraged to be confident critical thinkers.
- 4 Children are actively involved in their own learning.
- 5 Children learn from each other.
- 6 Lessons develop an understanding of the similarities and differences between people.
- 7 Assessments encourage the achievements of all children.
- 8 Discipline is based on mutual respect.
- 9 Staff plan, teach and review together.
- 10 Staff develop shared resources to support learning.
- 11 Teaching assistants support the learning and participation of all children.
- 12 Homework is set so that it contributes to every child's learning.
- 13 Activities outside school lessons involve all children.
- 14 Resources in the locality of the school are known and used.

ANNEX 5

**LIST OF
RELEVANT
ETUCE POLICIES,
STATEMENTS
AND POSITIONS**

RESOLUTIONS

[Campaigning to enhance the Teaching Profession for Solidarity, Democracy, Equality and Sustainability \(2020\)](#)

[Setting the priorities to develop the ETUCE Action Plan for Equality \(2018\)](#)

[Reinforcing Equalities within Education and Education Trade Unions In A Fast Changing World \(2016\)](#)

[Education Trade Unions on the Refugee Situation in Europe: Promoting Education as the Key to Integration and Inclusion \(2016\)](#)

[Refugees and Displaced Children \(2016\)](#)

[Resolution on Privatisation and Educational Inequality \(2012\)](#)

POLICY PAPERS

[ETUCE Action Plan on Gender Equality \(2020\)](#)

[ETUCE Action Plan on: Preventing and Tackling Violence in Schools \(2010\)](#)

STATEMENTS

[ETUCE Statement on EU strategy on the rights of the child \(2020\)](#)

[ETUCE Position on "Right to quality and inclusive education and sustainable public investment must be the key of the European Education Area 2025" \(2020\)](#)

[ETUCE Statement on the Action Plan on the integration and inclusion of migrants and people with a migrant background \(2020\)](#)

[ETUCE Statement on the road to recovery from the COVID-19 crisis \(2020\)](#)

[Education Trade Unions in Solidarity with Refugees in Times of COVID-19 \(2020\)](#)

[ETUCE's views on the EU post-2020 Roma equality and inclusion policy \(2020\)](#)

[Joint ETUCE/EFEE Statement on Multiculturalism, Democratic Citizenship and Social Inclusion in Education 'Quo Vadis Europa, Quo Vadis Education' \(2019\)](#)

[ETUCE and EFEE Proposal for a Quality Framework for an Effective Inclusion of Migrants and Refugees in Education \(2019\)](#)

[ETUCE's views on the public consultation on the implementation of the European disability strategy 2010-2020 \(2019\)](#)

[EU CONVINCe Partners Joint statement on Inclusive Schools Within the Context of Diverse Societies \(2019\)](#)

[ETUCE's views on Public consultation regarding the current situation of gender equality in the EU and priorities for the next five years \(2019\)](#)

[ETUCE's views on Public consultation on "EU funds in the area of migration" \(2018\)](#)

[ETUCE statement on digitisation, employability and inclusiveness \(2017\)](#)

[ETUCE's views on Public consultation on Legal migration by non-EU citizens \(2017\)](#)

[ETUCE Position Paper on Public consultation towards a "Council Recommendation on Promoting social inclusion and shared values through formal and non-formal learning" \(2017\)](#)

[Refugees & Education: Human Rights for All \(2015\)](#)

[Joint ETUCE-ETUC-ILGA Statement against Homophobic bullying \(2012\)](#)

[ETUCE contribution to the EU Anti-discrimination policy: special focus on ethnic and racial origin grounds \(2006\)](#)

RECOMMENDATIONS

[ETUCE-EFEE Joint Practical Guidelines on how to promote effective integration of migrant and refugee learners in the education and socio-economic environment of the host countries through joint social partner initiatives at national, regional and local level \(2019\)](#)

[ETUCE Standing Committee for Equality Recommendations on Securing Diversity in Education \(2017\)](#)

[ETUCE Standing Committee for Equality Recommendations on Social Dialogue and Equal opportunities \(2015\)](#)

[ETUCE Standing Committee for Equality Recommendations on Mainstreaming Diversity and Tackling Inequalities \(2014\)](#)

[Practical Guidelines for Teacher Unions for the Further Implementation and Reinforcement of Teacher Union Actions on Gender Equality in Times of Austerity \(2014\)](#)

[ETUCE Guidelines on how teacher unions can contribute to mitigating and tackling gender stereotypes in education and gender segregation in the labour market \(2013\)](#)

[How to Prevent and Mitigate Third-Party Violence and Harassment in Schools: Implementation Guide for the Education Sector of the Multi-Sectoral Guidelines to Tackle Third-Party Violence and Harassment Related to Work \(2013\)](#)

ANNEX 6

**LIST OF
PARTICIPATING
ETUCE
MEMBERS IN
THIS RESEARCH**

Algemene Onderwijsbond - AOb	Netherlands
Bulgarian Union of Teachers - SEB	Bulgaria
The Danish Union of Early Childhood and Youth Educators - BUPL	Denmark
CGSP-Enseignement	Belgium (Wallonia)
Christelijk Onderwijzersverbond - COV	Belgium (Flanders)
CISL-Scuola, CISL-S	Italy
Czech and Moravian Trade Union of Workers in Education - ČMOS PŠ	Czech Republic
Branch Republican Union of Trade Union Organizations Workers of Education and Science of Armenia - CRSTESA	Armenia
The Danish Union of Teachers - DLF	Denmark
DOE Greek Primary Teachers' Federation	Greece
Educational Institute of Scotland	Scotland
Syndicat des Fonctionnaires Publics du Secteur d'Education - EĞİTİM SEN	Turkey
Federación de Enseñanza - FECCOO	Spain
Federazione UILSCUOLA RUA	Italy
Federação Nacional dos Professores - FENPROF	Portugal
Fédération des Syndicats Libres de l'Enseignement - FSLE	Romania
Gewerkschaft Erziehung und Wissenschaft - GEW	Germany
Icelandic Teacher Union	Reykjavik
Irish National Teachers' Organisation	Ireland
Israel Teachers Union	Israel
Independent Trade Union of Primary Education Workers of Bosnia and Herzegovina - ITUPEW	Bosnia and Herzegovina
KSN NSZZ "SOLIDARNOSC"	Poland
Cyprus Turkish Teachers' Trade Union - KTOS	Cyprus
Swedish Teachers' Union - Lärarförbundet	Sweden
Lithuanian Teachers, Education and Science Trade Union - LESTU	Lithuania
Latvian Educational and Scientific Workers' Trade Union - LIZDA	Latvia
Malta Union of Teachers - MUT	Malta
National Education Union	United Kingdom
Union of Education and Science Workers of the Independent Christian Trade Unions of Slovakia - NKOS, ZPŠaV NKOS	Slovakia

OAJ Trade Union of Education in Finland	Finland
Organisation of Secondary School Teachers of Cyprus - OELMEK	Cyprus
Trade Union of Workers in Education & Science - OZPŠaV of Slovakia	Slovakia
PSZ-SEHUN	Hungary
Sindicato Nacional e Democrático dos Professores - SINDEP	Portugal
National Education Section NSZZ - SKOİW "Solidarność"	Poland
Syndicat National des Enseignants - SNE/CGFP	Luxembourg
Syndicat National des Enseignements de Second Degré - SNES-FSU	France
Syndicat National Unitaire des instituteurs, professeurs des écoles et PEGC - SNUipp-FSU	France
STERM Intersindical	Región de Murcia/Spain
Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza - Intersindical - STES-i	Spain
Syndicat des enseignants romands	Switzerland
Teachers' Union of Ireland	Ireland
Teachers Union of Serbia	Serbia
Union of Education Norway - UEN	Norway
Verband Bildung und Erziehung - VBE	Germany
Polish Teachers' Union - ZNP	Poland
Syndicat Libre de la Fonction Publique - Enseignement	Belgium
NASUWT Teachers Union	United Kingdom
Irish National Teachers' Organisation - INTO	Ireland
Croatian Teacher's Union	Croatia
Education and Science Trade Union of Slovenia - ESTUS	Slovenia
Independent Trade Union of Education of Albania	Albania
Independent Union of Research and Higher Education Employees of Croatia	Croatia
Cyprus Turkish Secondary Education Teachers' Union - KTOEÖS	Cyprus
	Portugal
Alma Mater NTUF	Romania
Kazakhstan branch Trade Union of Education and Science Worker - KTUESW/COPROIN KTUESW	Kazakhstan
Trade Union of Education and Science of Ukraine	Ukraine
ПРОНРТ/PRONRT	Tajikistan