EMBRACING DIVERSITY IN EDUCATION

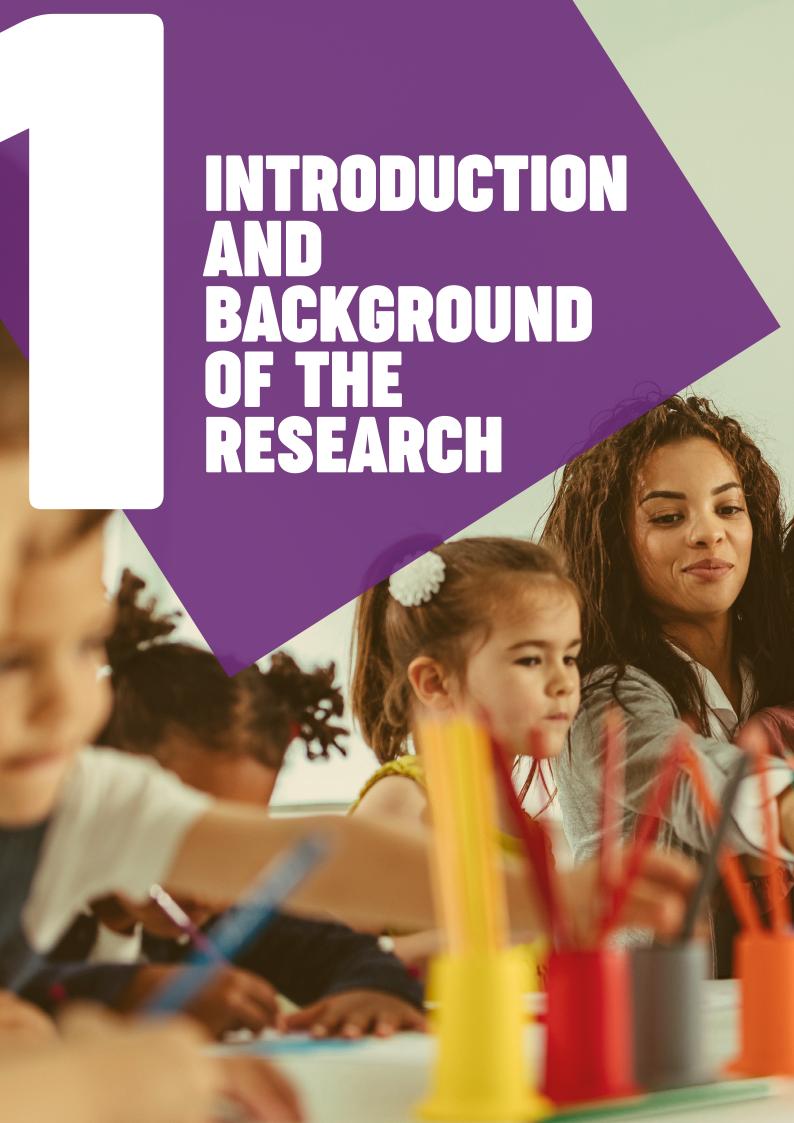# EMBRACING DIVERSITY IN EDUCATION

Dominique Danau, SAGO Research

ETUCE-CSEE

Boulevard Bischoffsheim 15, B- 1000 Brussels
secretariat@csee-etuce.org

WWW.CSEE-ETUCE.ORG

CONTENTS

1

INTRODUCTION AND BACKGROUND OF THE RESEARCH

Following up on the objectives of the ETUCE Work Programme 2017-2020 on equal opportunities and the priorities of ETUCE Resolution 'Setting the priorities to develop the ETUCE Action Plan for Equality, Diversity, and Inclusion', the **overall objective of the ETUCE project** 'Education trade unions and Inclusive Education: Embracing diversity in education' is to reinforce the capacity of education trade unions to prepare their affiliates to address the socio-economic, cultural, linguistic and other types of diversity in the classroom and in society and to support them in implementing inclusive learning environments enabling for every student and teacher to achieve their full potential.

The **project partners** ETUCE, SINDEP (Portugal), FSLE (Romania), INTO (Ireland), OAJ (Finland), DOE (Greece) and IURHEEC (Croatia)[1] cooperate in this project to achieve this objective. For further information, the project website can be consulted.

THE
RESEARCH
OBJECTIVES
AND
APPROACH

2

This report presents the research findings of the project, which are complementary to the results of the other project activities. The main objectives of this research are:

- to identify **national findings related to the impact of the changes in society and the labour market** linked to the diversification of the population, globalisation, increased migration, technological progress and digitalisation, intensification of poverty and territorial disparities, **on the education and teaching profession**.

- to identify **specific training needs and interests of education trade unions** regarding the support for teachers, academics and other education personnel in working with a diverse student population and implementing inclusive education.

- to identify **successful, innovative and transferrable good practices** of creating and maintaining sustainable inclusive learning environments **in various national and local contexts**.

To achieve these objectives the following **data-gathering instruments** were used:

- An **online questionnaire** distributed among ETUCE members in EU/EFTA and candidate countries (period April – September 2020).

- **Desk research** to provide background for the interpretation of the data.

- A **template** was sent to ETUCE members in EU/EFTA and candidate countries to gather good practices on diversity in education. Whenever necessary respondents were contacted for elaboration of the responses and material they sent.

PROFILE OF THE RESPONDENTS

This research report is based on the input of **61 respondents** representing **60 ETUCE member organisations**, coming from **38 countries**. The group of respondents covers the different education levels whereby the largest group of respondents represents primary education (85%), followed by lower secondary education (78%); the smallest group of respondents represents higher education (42%). 59% of the respondents have a leadership/management function. *See Annex 1, Table 1 and Figure 1.*

Furthermore, **30 good practices** have been sent in the period November-December 2020, coming from 11 ETUCE member organisations, located in 10 countries. These practices are to be presented in the **Good practices on Inclusive Schools Catalogue** (to be published in 2021) together with other education trade unions' initiatives from previous ETUCE research on building and maintaining sustainable inclusive learning environments in various national and local contexts.

HOW TO NAVIGATE THIS REPORT?

There are many publications about inclusive education and diversity in education. The specificity of this research is that it is based on views, participation and facts provided by ETUCE member organisations. Expert literature was used to support these findings. After two introductory chapters on the background of the research as well as the objectives and methodology used, chapters 3 to 6 present the findings. Chapter 4 reports on the key elements of inclusive education, accommodating diversity in educational settings, including recommendations for implementation proposed by the respondents. The conclusions and recommendations of the researcher and author of this report are presented in chapter 7, whereby input is used from proposals for improvement made by respondents.

More detailed figures related to the findings are available in a separate annex (Annex 1).

Due to the richness of the data provided by ETUCE members, separate Fact Sheets are made available with more detailed data on different topics (introduction on the theme of diversity in education, key elements and conditions for inclusive education, training needs of teachers, academics and other education personnel in relation to diversity in education, the role of trade unions in inclusive education).

A description of the Good Practices is presented in a separate Catalogue, that will be available online as well as in the ETUCE database with Good Practices. In the text reference is made to this Good Practice Catalogue (GP Catalogue), whenever relevant.

DIVERSITY AND THE CONCEPT OF INCLUSIVE EDUCATION

3

3.1. THE MANY FACETS OF DIVERSITY

European societies are becoming increasingly diverse due to **intra-European mobility, international migration and globalisation**. These drivers of diversity offer both challenges and opportunities to a varying degree:

■ For 89% respondents to the survey, global mobility represents an opportunity and for 73% a challenge.

■ Social and cultural diversity offers for 89% of the respondents an opportunity and for 84% it represents a challenge.

Respondents explain that the challenge of social and cultural diversity is not strictly related to classroom settings but are also related to the broader living environment of students. For example in relation to gender equality, empowerment of girls can be an important lever for gender equality but educational institutions often lack strategies for this.

> *Diversity implies moving beyond the idea of tolerance to a genuine respect for an appreciation of difference" (Gollob, R., and P., Krapf, (2008), Living in democracy)*

These societal changes are accompanied by challenges for implementing inclusive education. **Technological progress and digitalisation** (96% of the respondents), **rising inequalities** (89%) and **cyber-security and data protection** (88%) challenge the educational landscape and organisation and have a lasting effect on education institutions across the continent and beyond. (*Figures 2 and Table 2 in Annex 1 on trends, challenges and opportunities*). Furthermore, **marketisation and privatisation of education** are global phenomena, going hand in hand with a changing view about education from a fundamental social right to a commodity on a market (ETUCE, 2019; Dahlstedt, M., & Fejes, A. (ed), 2019; EI, 2014)[2], which was also highlighted by the respondents. Such developments are accompanied with changing views about what education is, what education is for, and how it should be shaped. New public management[3] thinking is experienced as a trend also in public schools, which might affect the quality work of the teachers (Finland, Norway). **Privatisation and commercialisation of education are considered by 75% of the respondents as a current challenge in education**. Furthermore, applying market mechanisms to the provision of education leads to a growing segregation of students and negatively impacts the quality of education. It is accompanied by competition, whereby the hope for an increase in quality, equality and reduced costs was not accomplished. On the contrary, research shows that educational inequalities have drastically increased (OECD, 2016; Dahlstedt, M., & Fejes, A. (ed), 2019)[4].

Populist politics and the rise of far-right discourse are increasing in some countries and are therefore considered as main challenges by some respondents (e.g. *Portugal, Cyprus, Bosnia and Herzegovina, Poland, Spain, Turkey*). The **growing individualism** in society should not be underestimated; people are less active in fighting for their rights. Moreover, with the COVID-19 pandemic situation and teleworking, people are more isolated, which does not facilitate collectivism and solidarity.

Furthermore, the COVID-19 pandemic has unleashed an unprecedented health, social and economic crisis across Europe. The European Union Agency for Fundamental Rights (FRA)[5] research carried out at the beginning of the pandemic (April 2020) stressed the disruption of education for many disadvantaged students, including migrant students and students with special needs (FRA, 2020)[6]. This COVID-19 outbreak has affected Europe's education personnel in many aspects of their work (see for more information the ETUCE dedicated website pages). One of the issues mentioned by respondents is the **digital gap**: education staff experienced already a lack of training on digital skills, digital pedagogy and IT tools before the crisis in most countries. According to 91% of the respondents to this survey, (urgent) training action is needed for teachers, academics and other education personnel in relation to the use ICT tools, digital technologies and media to foster inclusion in education. This pandemic affected some individuals and groups more than others, hitting the most vulnerable the hardest (ETUCE, 2020)[7]. Yet, existing social inequalities are magnified, amongst others due to a lack of appropriate access to digital courses for learners and availability of parents/carers to support them. While remote teaching during the pandemic exposed many systemic deficiencies, respondents argue that new technologies could also be of great help in implementing inclusive education.

> **In Poland, ZNP runs an information campaign on social media and facilitates a Facebook support group for teachers, providing remote education "IT for Education". This campaign started as a response to the COVID-19 pandemic. (ETUCE GP Catalogue)**

Working with **diverse student populations** is no longer an exception in educational settings (TALIS 2018)[8]. Depending on the aspect of diversity under consideration, 17% to 31% of the teachers on average across the OECD, work in educational institutions with a diverse student composition as reported by school principals. Since it is unlikely that the same schools assemble all forms of diversity at the same time, the proportion of teachers working with a diverse student population is probably much higher. These averages, however, cover significant cross-country variations (TALIS 2018)[9]. According to the Education and Training Monitor 2019[10], 34% of teachers in the EU work in schools with at least 10% of special needs students; 24% of teachers work in schools with at least 10% non-native-speaking students; 32% of teachers work in schools with at least 1% refugee students; and 19% of teachers work in schools where more than 30% of students come from a socio-economically disadvantaged background.

> " *Before we can begin to celebrate diversity, there must first be equality of access to, and provision of, learning opportunities which will enable wider achievement pathways to be recognised and valued". (respondent ETUCE online survey 2020)*

Meanwhile, the diversity in the student body is not reflected by the teaching staff. Based on limited data available, **teachers and students in initial teacher education with a migrant background**[11] are generally under-represented compared to the actual diversity of the learners. There are a few exceptions, i.e. countries where both the share of learners and teachers with a migrant background are very low (e.g. *Hungary and Slovakia*). The data available on teachers with a minority background[12] show a slightly different picture. In Central and Eastern European Member States with a high proportion of students from minorities, the diversity of learners seems to be more closely matched to a proportionate diversity of teachers from minority groups (Donlevy, et al, 2016)[13]. The low level of diversity of the teaching workforce in relation to migrant and/or minority background can be explained by the wide range of barriers that aspiring and practising teachers with a migrant/minority background face at the key points in their career path, i.e. accessing initial teacher education; finalising and graduating from initial teacher education; entering the teaching profession; and, staying in the teaching profession. Various initiatives and measures are in place towards bigger teacher diversity, amongst others supporting people of migrant/minority origin to access the teaching profession and providing support once in the profession (Donlevy, et al, 2016)[14], though the challenge remains persistent. Teachers **with disabilities** are mentioned by respondents in relation to COVID-19 and the concern and worries about returning to the classroom because of their increased risk of being seriously ill when catching the virus. Furthermore there is also the issue of working conditions of teachers with disabilities, i.e. the lack of adequate equipment in the classroom.

Figures describing the **teacher population** in Europe (OECD, 2019)[15] show amongst others that **women** tend to be significantly predominant in early childhood and primary education and under-represented in tertiary education. Despite their over-representation in the sector overall, women are under-represented in leadership positions in education institutions (ETUCE, 2019)[16]. Women account for 68% of the teacher workforce, while only 47% of principals are women (TALIS 2018 - OECD 2019)[17].

The **ageing population of teachers** is a concern, leading to shortages in the teaching workforce. On average across OECD countries less than 15% of teachers are aged below 30 years, at all levels from primary to upper secondary (OECD, 2019)[18]. The OECD estimates that EU countries will have to renew about one out of three members of their teaching workforce over the next decade or so (EC, 2019)[19].

Teacher shortages are according to some respondents amongst others related to the composition of the groups of students: education institutions with many students coming from **vulnerable socio-economic backgrounds** find difficulties in recruiting teachers, which makes these education institutions even more vulnerable. Special allowances and incentive mechanisms to reinforce the attractiveness of the teaching profession, especially in these settings are needed.

Respondents to this survey argue that not only educational institutions should recruit and retain teachers that reflect the diversity in education sector and in society, but also education trade unions should. The composition of the membership of the trade union radiates on the education sector.

3.2. ADDRESSING DIVERSITY THROUGH EDUCATION

Diversity describes the range of human differences and variations, whether they are inherent (by birth) or acquired. These differences can be the basis for different types of exclusion and can result in different forms of discrimination. Increasingly complex and diverse societies require more and targeted efforts to tackle all kinds of discrimination to improve equality and to use diversity as an asset. These efforts are especially important in education as it is a **fundamental human right**, i.e. every person has the right and the entitlement to education. Furthermore, education is a public good **which should be accessible to everyone** regardless of the student's gender, sexual orientation, abilities and educational needs, economic status, ethnic origin, language, religion, and migratory and citizenship status. In the UNESCO report (2017)[20], the central message is simple and clear: "*every learner matters and matters equally*" (p12).

Relevant for this research, are the different **paradigm shifts** that can be identified over the years in relation to diversity and inclusive education. A first paradigm shift is from **homogeneity, heterogeneity to diversity** as an asset and opportunity (MASDIV project, 2019)[21].

Figure 1: Paradigm shift from homogeneity to heterogeneity and diversity

| Homogeneity | ■ Differences are not acknowledged. |
| | ■ Learners grouped in an educational institution/setting are perceived to be similar and therefore receive the same approach and support. |

| Heterogeneity | ■ Differences are seen as challenges to be dealt with. |
| | ■ Learners are perceived to be different. Adjustments are made to come to terms with their different needs. |

| Diversity | ■ Differences are seen as an asset and opportunity. |
| | ■ Learners are perceived to be different. Their difference serves as a resource for individual and mutual learning and development. |

Source: MASDIV, (2019), Professional Development Course – Module 2, STEM, diversity and achievement/WP2, University of Education Freiburg, International Centre for STEM Education (ICSE), : Erasmus+, Key Action 3 (KA3) – Support for policy reform[22].

A second shift relates to the definition of **'inclusive education' from 'special needs education'[23]' to 'inclusive of everyone's potential', or 'education for all'**. While the educational framework of inclusion is essentially about the participation of all students in the educational system (UNESCO, 2005[24], 2017[25]), the concept of inclusive education has competing definitions that vary from nation to nation (Waitoller and Kozleski, 2013)[26]. For this research, the definition of the EC Training 2020 Working Group on Promoting Citizenship is used for **inclusive education**: "*Inclusive education aims to allow all learners to achieve their full potential by providing good quality education to all in mainstream settings with special attention to learners at risk of exclusion and underachievement by actively seeking out to support them and responding flexibly to the circumstances and needs of all learners, including through individualised approaches, targeted support and cooperation with the families and local communities*". Yet, the researcher is fully aware of the reality in different contexts and systems particularly with regard to the accommodation of special education needs.

A study commissioned by the EC DG EAC (2017)[27] shows that **many European countries still approach diversity from a deficit angle** in their educational policies. Policy priorities tend to build on a compensatory approach, rather than building education processes on the opportunity of diversity. The difficulties that have to be overcome in promoting diversity stem amongst others from a lack of awareness and knowledge about the various dimensions of diversity, but also from prejudices and stereotypes, sometimes unacknowledged and/or unknown as well as from anxiety about the 'unknown'(Billingsley, 2004)[28]. **Approaching diversity from an assets perspective**, calls for **inclusive education**, valuing diversity and the unique contribution that each learner and each education professional brings to the classroom and to the educational institution. Teachers, academics and other education personnel from diverse backgrounds, age groups and gender, with different strengths and talents, are needed to connect to students and their families and to reduce stereotyping and provide positive role models (European Agency, 2015)[29].

The implementation of inclusive education as such, is by respondents still recognised as an important challenge whereby **the inclusion of students (and teachers) with special needs is probably an area to which particular attention is given**. For example, in higher education, disability of students is addressed by a majority (92%) of higher education institutions, compared to educational background (addressed by 61% of the institutions) or sexual identity (addressed by 65% of the institutions) (Claeys-Kulik, et al, 2019)[30]. Also in this research, many of the narratives provided by respondents are related to the inclusion of students with special needs.

Inclusive education is not implemented in a vacuum, "*educational institutions are enveloped in socio-historical gravity*" (Erickson 2004 in Kozleski, Artiles, and Waitoller 2014)[31], p239). The intersections of identity and the wider society calls for a discourse about inclusive education at the crossroads of different identity markers of learners (Bešić, 2020)[32]. **Intersectionality**[33] is increasingly a topic of consideration for equality and diversity practitioners as it is helps to explain how and why certain students (e.g. a refugee student with a disability) encounter varying levels of exclusions in education institutions because of the lack of addressing the intersection of their identities and instead responding to only one aspect of their needs (Waitoller and Kozleski, 2013)[34].

The development of inclusive education should not be undertaken in isolation as it is difficult to realise when other aspects of the education, social and health systems remain exclusive in their effects. **Inclusive education should be considered to be part of a wider aim to create a more inclusive society** (UN, 2008)[35]. It entails "*looking far beyond education to tackle the broader factors that can inhibit participation and learning for the disadvantaged and marginalized*" (International Commission on Financing Global Education Opportunity, 2016)[36].

3.3. INCLUSIVE EDUCATION IN POLICY FRAMEWORKS AND STRATEGIES

At **international level**, the right to education has long been recognised in various Declarations, Conventions and Agendas. *An overview of these is listed in Annex 2 to this report.*

EU competence on education in the Member States is rather limited, and so EU secondary law[37] in this area is practically non-existent. The EU's powers in the area of education are mainly related to contributing to the development of quality education by encouraging cooperation between Member States as outlined in Article 165 of the Treaty of the Functioning of the EU, which states that (FRA, 2016)[38]. *For the Council Recommendation on inclusion education (2018), the European Skills Agenda (2016) and other relevant EU level frameworks, see Annex 2 for an overview.*

These international and European frameworks 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 (Meijer and Watkins, 2016)[39]. Systems for inclusive education are directed by both general and specific 'special needs education' frameworks of legislation and provisions that exist in individual countries (European Agency, 2014)[40]. The European Agency work calls for inclusive policy frameworks at national and local levels to effectively enable education institutions to include all learners, prevent failure and ensure learners' success in school and life (European Agency for Special Needs and Inclusive Education, 2017)[41]. Various tools and guides have been developed to map and implement inclusive education policies (*see Annex 2 for some examples*).

> ❝ *The role of the education system is to educate individuals to participate actively in the community and to shape and maintain a constantly changing society and culture so that everyone is given an equal opportunity to study on the basis of each individual regardless of place of residence, age, gender, education, origin, economy and status. Multicultural schooling which welcomes the diversity and diversity of the student group and builds on the resources and strengths of children and young people will become the hallmark of the school system". (respondent of the ETUCE online survey 2020)*

4

KEY ELEMENTS AND CONDITIONS FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Carefully built inclusive learning environments are the basis of education meeting the needs and interests of all learners and education personnel, regardless of their background. The Joint Statement on Inclusive Schools, written by ETUCE in partnership with EFEE[42] and ESHA[43] outlines key elements of inclusive schools within the context of diverse societies, i.e.:

- **Safe physical, social and emotional learning environments** respecting freedom of opinion and expression.

- **Teachers and other education personnel who are prepared and supported** in managing the diversity in the education institution and intercultural dialogue.

- **Leadership** of education institutions committed to creating an enabling, supportive learning and teaching environment and **democratic governance of the educational institution**.

- **Education authorities with a holistic perspective** on education systems.

- **The involvement and full commitment of all relevant stakeholders** to maintain inclusive education institutions and promote diversity, mutual respect and intercultural dialogue in education.

> *Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens" (OECD, (2018), The future of education and skills. Education 2030. The future we want, p4)*

These key elements and conditions for implementation are further operationalised and developed in the research and explained in the following paragraphs. When respondents have presented recommendations for the implementation of inclusion education, these are presented under the respective components and are marked with an arrow (➡). These findings are complemented with relevant literature (Save the Children, 2016; Ast, 2018; British Council, 2019; UNESCO, 2020)[44]:

1. A CLEAR VISION AND DEFINITION OF INCLUSIVE EDUCATION

A clear vision about and a belief in inclusive education, whereby (national/regional) education authorities have a pivotal role to play in giving direction to education institutions, teachers and concerned actors, in terms of policy formulation and provision of guidelines on the implementation of inclusive education in education institutions is considered to be an important basis (*Lithuania, Spain, Turkey*). The education system should be built on clear learning outcomes, using active pedagogy and defining action plans to achieve its objectives with the support of experts (*Portugal*).

According to all respondents, except one, the **concept of inclusion** in education is (clearly) defined in legislation in their country/region, though in a varying degree of clarity (25% of the respondents agree only to a certain degree with the statement). The concept is in the respective countries adapted to different education sectors/levels according to a majority of respondents (86%) and is overall in line with the principles of relevant international legislation on equality, anti-discrimination and human rights (e.g. UNCRC and UNCRPD) (95% of the respondents) and according to a majority of respondents consistent with the principles of relevant European equality, anti-discrimination and human rights legislation (90%).

Inclusive education is defined in a narrow sense in some countries as argued by some interviewees, i.e. referring only to learners with special needs, or learners with disabilities (*Tajikistan*). Yet, in some cases this narrow definition is complemented with a legislative context for equal opportunities e.g. in *Belgium-Flanders*. In *Ireland* different policies exist, aiming to broaden the access to education amongst which policies aiming to advance special education provisions and legislation for individuals with disabilities and special needs. Besides this, there is also the Delivering Equality of Opportunity in Schools, an action plan for delivering inclusive education, published in 2005 and serving as the main policy framework to tackle educational disadvantages.

A large majority of respondents (95%) indicate that in their country/region **mainstream education as well as special needs education** are delivered for learners who need temporary or permanent specific support.

*This vision of inclusive education needs to be based on **a clear and common understanding of the concept of inclusion** in education by all stakeholders in education. 83% of the respondents consider this as an (absolutely) necessary condition. Clarification of the concept is essential for the development of an appropriate (legal and policy) framework. The education authority has a role to play in **providing clear guidelines** on the concept of inclusive education, whereby input from the various actors is necessary.*

2. THE EXISTENCE OF FRAMEWORKS AND MECHANISMS TO SUPPORT THE IMPLEMENTATION OF INCLUSIVE EDUCATION, ACCOMPANIED BY SUFFICIENT RESOURCING

POLICIES AND FRAMEWORKS

93% of the respondents declare that **policies** in their countries/regions aim to broaden access to education and promote full participation and opportunities for all learners to realise their potential, yet to a varying degree (31% of the respondent only agree to a certain degree with this statement). Strategies and action plans are in place to support inclusion in education (like e.g. a strategy on promoting gender equality through education or strategy on integrating migrant students) according to 86% of the respondents (34% agree only to a certain degree). *These percentages need to be interpreted with care, since they reflect various degrees of agreement amongst respondents. More detail is to be found in Table 3 in Annex 1.*

Various examples are given of **legal frameworks at national or regional level**, like e.g. in *Czech Republic* where in 2016 the government implemented major amendments to the Education Act of 2015 which significantly modified the rules for education, especially regarding inclusion. This included amongst others a Decree on the education of students with special educational needs and talented students. This Decree regulates the implementation of inclusive education, for example, in using support measures, individual educational plans, etc. In *Norway*, the legislation states that every student is entitled to attend the nearby educational institution and that this should be equipped to meet the needs of every child (also in terms of teacher qualifications). Though some parents choose for a special school as they believe that it is better adapted to the needs of their child. In *Iceland*, stakeholders share the view that inclusive education is an important goal for economic and social well-being. Legislation and policy do support the goals and aims of inclusive education, though many staff of educational institutions do not feel that the education system fully enables them to think and act inclusively in their daily practice. In *the Netherlands*, 'suitable education' aims to provide all learners with the best fitting educational context, which might be mainstream or special education. It means that learners with special educational needs can be placed in mainstream schools, following the mainstream programme while receiving the specific support they need. In this way, education becomes more customised. It is therefore necessary that mainstream schools co-operate intensively with schools for special education and other professionals. In *France*, there has been a law since 2005 on the obligation of inclusion, in particular for students with disabilities. Since then, the country has made substantial progress, in particular by making inclusion an important axis of educational policy. Inclusion is mandatory and many specific structures exist for students with disabilities, autistic people, migrant students or dropouts for example. There are many specialist teachers and the question of teacher training remains an important subject. In *Tajikistan*, since 2011 the education of students with disabilities in general education has been promoted through the National Concept of Inclusive Education for Children with Disabilities. This Concept emphasises the obligations of educational institutions in ensuring that students with disabilities have access to and participate in education without discrimination.

Policies and frameworks are in place though practices show a different reality. These **implementation gaps** (gaps between what is regulated and the actual identified practice), are by respondents explained as being related to under-resourcing, The voice of teaching professionals in not being listened to or embedded in all stages of inclusive education, lack of guidance for education institutions on how to implement existing policies and frameworks and lack of adequate preparation of teachers, academics, leaders of education institutions and other education personnel and a lack of support to them to implement inclusive education. Some respondents report that the **implementation of policies and frameworks is left to education institutions** without clear guidelines, leading to variations in results. Yet, the content of policies and frameworks related to inclusive education are not always known by the administrations of the education institutions and as a consequence not applied. Furthermore, the **existence of multiple strategies at national/regional/local level** related to inclusive education is reported, leading to inactivity and incoherence (e.g. *Romania*).

> *There is a well-evidenced gap between theories of inclusion, the law and policy on children's rights, and the daily practice in our schools" (respondent ETUCE online survey 2020).*

> *Formal procedures for inclusion in the education system have been met. In practice, access to children with disabilities, in part to children belonging to national minorities, is somewhat better. Gifted children and especially children of migrants are still neglected. LGBTI diversity is ignored in the education system" (respondent ETUCE online survey 2020).*

The policy framework in place (regardless the level it is addressing), needs to exhibit the necessary **flexibility** to respond to changes in the socio-economic environment. Reference is made by respondents to the significant delays in the replying to challenges related to migration. Moreover, the educational goals should be sufficiently broad for the adaptation to the needs of learners and the use of various teaching methods to support learners' needs (*Belgium/Flanders*).

A coherent vision and commitment of policy- and decision makers is necessary to make inclusive education happen and needs to be accompanied by adequate support measures. This additional support is needed for the full commitment of teachers. The development of frameworks and strategies for inclusive education needs to be based on social dialogue and needs to serve as inspiration source and foundation for education institutions to develop their own action plans. Guidelines are indispensable to support education institutions in this.

NECESSARY RESOURCES

Investing in education is investing in people. In 2017, total public expenditure on primary to tertiary education as a percentage of total government expenditure for all services averaged 11% in OECD countries. However, this share varies across OECD and partner countries, ranging from around 7% in Greece to around 17% in Chile. Related to their gross domestic product (GDP), OECD countries spent in 2017 on average 4,9% on education institutions from primary to tertiary levels. On average, the share of national resources allocated to education institutions in non-tertiary education (primary, secondary and post-secondary non-tertiary levels) was 3,5% of GDP. The share of national resources devoted to tertiary education was 1,4% of GDP (OECD, 2020)[45]. Yet, it should be considered that public funds account for a larger share of the total spending at primary, secondary and post-secondary non-tertiary level (90%) than at the tertiary level of education (68%). Between 2010 and 2016, **total expenditure on primary to tertiary educational institutions as a share of GDP decreased in more than two-thirds of OECD and partner countries**, mainly due to public expenditure on education institutions increasing more slowly than GDP (OECD, 2019)[46]. Furthermore, in the period between 2008 and 2015, many European countries experienced nominal cuts to education funding in one or more financial years in that period (Stevenson, et al, 2017)[47]. **Privatisation in education also** has had an impact on public spending. Between 2012 and 2017, the share of expenditure coming from private sources on education institutions from primary to tertiary level increased by 0,5%, while the share from public sources decreased by almost the same amount on average across OECD countries (OECD, 2020)[48].

> *In my country inclusive school is compulsory. Though efforts must be made in relation to training of personnel, in adapting the premises and in relation to cooperation with families. It is also necessary to create jobs for specialised teachers and school psychologists to cover all the territories (urban and rural), which therefore means significant budgets for inclusion." (respondent ETUCE online survey 2020).*

Adequate public funding is essential in order to provide the necessary staff resources in the classroom as well as for support in educational settings like digital learning resources and **education support personnel** (*Hungary, France*). Because of funding crises in education institutions, support staff in some cases lost their employment, leaving the support for students with 'special needs' inadequately provisioned. Families have to seek special schools because mainstream schools cannot support students appropriately in the current climate without well qualified support staff working alongside teachers (*UK*). Necessary funding is also required to implement **an adequate student-teacher/ratio**. (*Denmark, Spain, Portugal, Italy*).
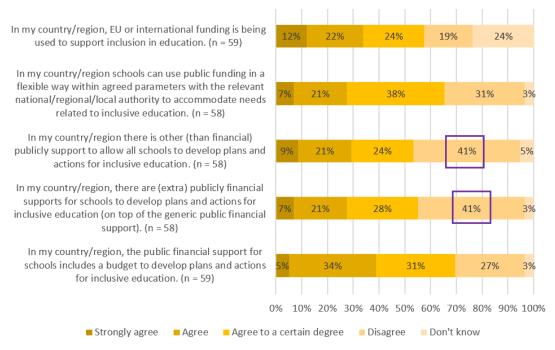
Yet, **systematic and sustained under-resourcing** inhibits the implementation of mechanisms in place to support inclusive education and is for 91% of the respondents a major challenge in education. **Adequate public financial resources** for implementing inclusive public education is by 94% of the respondents considered as an (absolute) necessary condition; for 58% of the respondents this condition is missing in their region/country.

With the German, "Yes 13 – because primary teachers earn it" campaign, GEW aims to achieve broad public support for the demand for primary school teachers to be paid at the same level as secondary school teachers. (ETUCE GP Catalogue)

Based on data of 2016 in the European Agency report[49], the trend shows that the **implementation of inclusive education is directly affected by funding systems**, i.e. **how funds are distributed, whom they address and the extent to which they enable stakeholders to act inclusively** (European Agency, 2016 and 2018)[50]. **Flexibility** is considered to be a key lever for inclusive education when providing the necessary means to act inclusively and when they empower teachers to meet a diversity of educational needs (respondents from *Belgium-Flanders, Finland, Spain, Italy, Ireland, Sweden, Romania, Latvia* and confirmed in Ebersold and Meijer, 2016)[51]. Yet, respondents to the survey argue that the concept of 'flexibility' needs some specific attention. It might entail the risk that the available resources (human and financial) are used on all and no one gets their rights fully. Flexibility should mean that there are sufficient resources and that these can be used in a flexible way to support all who need extra help (*Norway*).

Based on the survey findings, it can be concluded that the funding of the implementation of inclusive education varies along a wide spectrum in Europe. There is, however, a lack of data about the cost of inclusive education compared to special needs education[52]. Yet, there is a general understanding that **inclusive education systems cost less to implement and maintain than special education models** (e.g. Barrett, 2014; UNICEF, 2015)[53]. Moreover, UN, OHCHR and IPU (2007)[54] state that inclusive models of education are less expensive than segregated ones (European Agency, 2016)[55]. *However, these resources are mainly based on work in or comparisons with inclusive education systems focusing on students with disabilities*. Though, an **economic justification for inclusive education is not sufficient**. Inclusion is a moral imperative and also a condition for achieving all Sustainable Development Goals (SDGs). It is an expression of justice and not of charity (UNESCO, 2020)[56].

Figure 2: Funding of the implementation of inclusive education - ETUCE online survey results
(Table 4 - Annex 1)

In Annex 3 some issues in relation to funding of inclusive education are highlighted by respondents of the survey.

Cooperation between education authorities, leaders of education institutions and trade unions is necessary to better understand how funding can be organised and budgets can be allocated to implement inclusive education in an effective and efficient way.

3. EMBRACING DIVERSITY

Every learner has unique characteristics, interests, abilities and learning needs. Currently, **education is not being sufficiently adapted to the diverse needs of students** despite various measures in place.

In *the Netherlands*, despite the 'suitable education' approach introduced in 2014, it is ascertained that more students stay at home because there is no education institution that can provide the education they need[57]. Initiatives like these are considered by some as a way to cut back on the education budget. Special schools have smaller groups and specialised staff and are therefore more expensive. Yet, while student tracking systems in place might address individual needs of learners, the number of students in a classroom and the range of their needs, makes it difficult to address these needs, according to respondents. Some respondents explain that current teaching and learning environments address learners' individual needs, if those needs are related to 'basic' learning disabilities or to students with special needs, since this has been catered for, for quite a long time. For emerging needs (e.g. refugee student) or more complex learning disabilities, teachers do not receive the necessary support. Teachers cannot cope by themselves with that many individual plans and with difficult disorders in the classroom.

In Portugal, a project about "Stereotypes and Prejudices" was implemented by secondary school students in the outskirts of Lisbon. Stereotyped portraits were used to draw the attention to the issue. (ETUCE GP Catalogue)

Particular challenges are described related to the implementation of inclusive education for **specific groups**, like e.g. Roma in *Hungary*, as well as specific support for specific needs. This is for example the case in *Israel* where there are special classes with acoustic adaptation for children with hearing impairment; for students and teachers with physical disabilities there are means to enhance accessibility e.g. through elevators, special signs, etc. Challenges also arise in seeking to support students and youth with **mental health** problems. The waiting lists and barriers to access support are reported by respondents (e.g. *Scotland*).

In Scotland, the EIS Anti-Racist Strategy 2020-2021 aimed at engaging the membership in anti-racist issues and building expertise on how to respond to it. (ETUCE GP Catalogue)

Inclusive education places the adaptation on the education system, rather than on the individual child. It aims to ensure that every child is supported to meaningfully participate and learn and to develop his/her full potential. This can mean to provide targeted attention to specific groups of learners. From respondents' feedback it is apparent that education institutions face challenges with providing an inclusive environment for their student population. Difficulties and tensions in relation to the inclusion of **LGBTI students** are mentioned by various respondents (*Ireland, Croatia, Poland*), as well as with **migrant and refugee students** (*Croatia, the Netherlands, Scotland*)[58].

> *We need to disrupt gender stereotyping to support greater gender equality - understanding the impact of gender neutral language is a step in the right direction, while tensions regarding LGBTI inclusion need to be addressed and the creation of more LGBTI inclusive schools supported. While our trade union is working with members in this area, public national support is needed to mainstream LGBTI inclusion. Education personnel is drowning in paperwork and accountability demands and need support either devise/propose a system that is less demanding on them or devise/propose a more effective way of managing workload" (respondent ETUCE online survey 2020).*

In relation to gender equality, while enshrined in EU Treaties and legislation for a long time, the reality shows different. Respondents refer to issues related to[59]:

- **Gender in employment** in the education sector (*Turkey, Poland, Ireland*), amongst other the under-representation of women in decision-making structures while an over-representation in the sector overall, work-life balance, under-representation of male teachers in pre-primary and primary education and under-representation of women in tertiary education in particular, having implications on role-models in education.
- The role of education in **addressing gender stereotypes** in society (*Cyprus, Ireland*).
- The **integration of gender issues in curricula** (e.g. use of gender neutral language) (*Ireland*)

See Annex 5 to find a list of ETUCE work on support to specific groups of learners.

> *In Flanders (Belgium), an action was launched by ACV to raise awareness about the use of gender stereotypes in education. (ETUCE GP Catalogue)*
>
> *In Spain, STES-I developed educational material making visible what the role is of women in history. (ETUCE GP Catalogue)*

4. A DEMOCRATIC CULTURE IN EDUCATION INSTITUTIONS, INCLUDING THE MEANINGFUL PARTICIPATION OF TEACHERS AND EDUCATION PERSONNEL AS WELL AS LEARNERS IN DECISION-MAKING PROCESSES AND IN EVALUATION AND IMPROVEMENT PROCESSES IN EDUCATION INSTITUTIONS

Research shows that education institutions with a democratic culture, create a participative culture of citizenship and nurture the critical capacities of students (Audsley, et al, 2013; Dobozy, 2007)[60]. More involvement of teachers, academics, and other education personnel and leaders of education institutions in policy development as well as exchange between education institutions to develop the most appropriate approach to inclusive education, is considered as essential.

> *Teacher involvement implies more than consultation; it should substantively engage teachers in identifying in practice (implementation phase) the changes necessary to enhance education quality" (UNESCO, (2015), Teacher policy development guide: summary. International Task Force on Teachers for Education for All, p28)*

The **voice of professionals not being listened to** when developing policies and frameworks and in the implementation of these is mentioned by respondents. 22% of them disagree with the statement that in their country/region, there are mechanisms to ensure that all teaching professionals' voices are listened to in decision-making that affects them. 42% of the respondents are of the opinion that they can agree with this statement to a certain extent. When there are mechanisms to ensure that teaching professionals' voices are listened to in decision-making that affects them, practice turns out less promising in some cases (e.g. *Romania*), sometimes related to an issue of timing, i.e. new legislation coming out in July to be implemented in September, leaving no room for involvement of teaching professionals. Further work needs to be done in **embedding the teachers' voice and strengthening principles of teacher empowerment** at the level of the education institutions to ensure that this impacts on and pervades all decision making processes.

Consultation takes place to support the implementation of inclusive education, e.g. with social partners, though it is not clear what happens with the results of this consultation (*Italy, Norway*), or when agreements are made on topics, the decision later on issued by government is different (*Romania*). Some respondents refer to **'informed', rather than being 'consulted'**: social partners are informed about education reforms and not consulted (*Portugal*).

5. INITIAL TEACHER TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT OF ALL TEACHING PROFESSIONALS, WHEREBY LEARNING ABOUT AND PRACTICING INCLUSIVE EDUCATION IS KEY

For 98% of the respondents adequate and accessible initial training is an (absolute) necessary condition and for 96% of the respondents, adequate and accessible continuous professional development is an (absolute) necessary condition (*Belgium – Flanders, Bulgaria, Denmark, Norway, Turkey, Scotland*). It is conceived by respondents as perhaps the **most critical lever for improving the quality of inclusive education**. Adequate and accessible initial training opportunities for teachers and other education personnel to implement inclusive education in a meaningful way **is missing according to 42% of the respondents**. For 35% of the respondents, adequate and accessible continuous professional development for teachers and other education personnel to implement inclusive education is missing. This training and professional development should be needs-based (*Romania*) and hands-on to accommodate present necessities and priorities (*Portugal*). Currently, working in a diverse environment is not sufficiently integrated in teacher training, especially in relation to taking into account the situation in a specific regional setting (e.g. Roma in *Hungary*). Respondents report that the **basic teacher training** does not always provide sufficient tools to teach special needs students (in the broad sense). Novice teachers need be made aware of the issues involved and need to have/develop an interest in addressing diversity in the classroom. Recent re-conceptualisation of initial teacher training in *Ireland* requires that all graduates complete modules on inclusive education. Yet, the level of professional preparation is limited and not sufficient to sustain teachers throughout their career.

Initial teacher training and continuous professional development should sufficiently include real life practice in education institutions with feedback from a mentor. This mentor appointed at the start of the career of a teacher can help to further grow and develop in the teaching profession. Reflection on how the training is used in real life teaching is necessary.

Continuous professional development should be available for all levels of education at working hours and respecting leisure time of teachers and education personnel. Sufficient substitution needs to be available for teachers to enable this further professionalisation. Partnerships between education institutions, NGOs and other agencies to ease and enrich the work of teachers and education personnel should be considered in the framework of professional development.
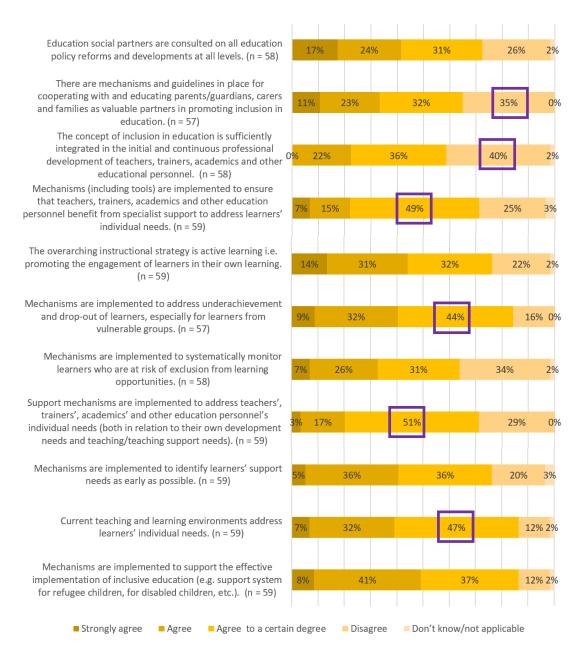
6. AVAILABILITY OF TEACHER SUPPORT PERSONNEL AND MECHANISMS

Availability of teacher support personnel, including teacher assistants, psychologists and linguistic support personnel is an **(absolute) necessary condition** for 91% of the respondents. The lack of availability of support in education institutions to teachers and leadership in education institutions, in particular in case of learners with special needs in the widest sense, is according to respondents **a critical issue** in education systems and is reported by various respondents (*Ireland, Italy, Spain, France, Latvia, Poland*). A lack is reported of teachers with specialised knowledge (*Sweden*), remedial teachers (*Sweden*), as well as a lack of support mechanisms in identifying learners' support needs. A comprehensive support system for teachers and leadership in education institutions (including the opportunity of mutual learning and exchange) is necessary to implement inclusive education (*France*). Teachers are often overwhelmed with too many students per class, formative assessment procedures and bureaucratic work (e.g. *Portugal*). As a result, examples are reported of teachers in classes with several students with special needs, often lowering requirements, instead of an adapted curriculum as a working method. These teachers explain that they do not have sufficient time to implement adapted methods without the support of e.g. an assistant (e.g. *Poland*).

The number of students per teacher need to be (re)considered in the context of inclusive education, to enable the possibility to meet specific needs of students in an appropriate way. Respondents argue that trade unions have an important advocacy role in this.

Figure 3: Teaching and learning environments of inclusive education – ETUCE online survey results (Annex 1 – Table 5)

Statement	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable
Education social partners are consulted on all education policy reforms and developments at all levels. (n = 58)	17%	24%	31%	26%	2%
There are mechanisms and guidelines in place for cooperating with and educating parents/guardians, carers and families as valuable partners in promoting inclusion in education. (n = 57)	11%	23%	32%	35%	0%
The concept of inclusion in education is sufficiently integrated in the initial and continuous professional development of teachers, trainers, academics and other educational personnel. (n = 58)	0%	22%	36%	40%	2%
Mechanisms (including tools) are implemented to ensure that teachers, trainers, academics and other education personnel benefit from specialist support to address learners' individual needs. (n = 59)	7%	15%	49%	25%	3%
The overarching instructional strategy is active learning i.e. promoting the engagement of learners in their own learning. (n = 59)	14%	31%	32%	22%	2%
Mechanisms are implemented to address underachievement and drop-out of learners, especially for learners from vulnerable groups. (n = 57)	9%	32%	44%	16%	0%
Mechanisms are implemented to systematically monitor learners who are at risk of exclusion from learning opportunities. (n = 58)	7%	26%	31%	34%	2%
Support mechanisms are implemented to address teachers', trainers', academics' and other education personnel's individual needs (both in relation to their own development needs and teaching/teaching support needs). (n = 59)	3%	17%	51%	29%	0%
Mechanisms are implemented to identify learners' support needs as early as possible. (n = 59)	5%	36%	36%	20%	3%
Current teaching and learning environments address learners' individual needs. (n = 59)	7%	32%	47%	12%	2%
Mechanisms are implemented to support the effective implementation of inclusive education (e.g. support system for refugee children, for disabled children, etc.). (n = 59)	8%	41%	37%	12%	2%

■ Strongly agree ■ Agree ■ Agree to a certain degree ■ Disagree ■ Don't know/not applicable

7. SUFFICIENT TIME TO IMPLEMENT AN INCLUSIVE EDUCATION APPROACH

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) is an (absolute) necessary condition for 94% of the respondents, but it is not in place according to 71% of the respondents. Teachers are overloaded with work, including administrative tasks. Continuous **increasing workload and demands for increasing productivity** in the education sector are considered by **70%** of the respondents as a major challenge.

Reflection on the organisation and funding of education is needed to consider how working time of teachers and education personnel can be used in the most meaningful way while respecting their work-life balance and health and safety requirements. Education institutions in socio-economically disadvantaged areas should have the possibility to claim more staff/teachers and assistants who in turn have smaller workloads of direct teaching, in order to deal with smaller groups of students and to provide individual support and help their students.

Examples are given of campaigns by trade unions to accommodate this, e.g. the Time to Tackle Workload campaign of EIS in *Scotland* addressing the unsustainable amount of work and overtime of teachers and the impact of this on their health and well-being. A safe and healthy working environment for the whole education community (*Portugal*) was stressed, also in the light of the COVID-19 pandemic The causes of work-related stress and burnout among teachers need to be investigated and changes in their working environment should be based on evidence (*Iceland*).

8. RECRUITMENT AND PERSONNEL RETENTION POLICIES IN THE EDUCATION SECTOR

Human Resource policies for education institutions are about creating conditions in which teachers, academics, leaders in education institutions and other education personnel, can best support student learning. This entails amongst others **recruitment policies**. In almost three quarters of the European countries, open recruitment is the dominant method, implying that the responsibility for advertising vacant posts, requesting applications and selecting the best candidate is decentralised and usually managed by education institutions, in some case in cooperation with the local authority (EC-Eurydice, 2018)[61].

Adequate recruitment and retention policies for teachers and other education personnel reflecting the diversity in the education sector and in society as a whole is considered to be an important condition (according to 52% of the respondents an absolute necessary condition), that is still lacking according to 44% of the respondents. Specific initiatives are necessary to attract candidates from various backgrounds (*Belgium/Flanders, Ireland*) as some respondents report shortages of specific teacher profiles, e.g. special education teachers (*Finland*), teachers from an immigrant background (*Finland*), teachers with the home country language as second language (*Finland*). To truly understand the needs of students from diverse backgrounds, educational institutions should also pursue diversity in their teams and schoolboards (*The Netherlands*). Initiatives are mentioned of organisations of respondents increasing the awareness of government about the importance of a diverse education workforce (*UK*).

9. DESIGNING APPROPRIATE TEACHING-LEARNING AIDS, EQUIPMENT AND APPROACHES

Differentiated curricula, classroom arrangements and teaching strategies to accommodate different styles of learning and ensuring quality education for all are a necessity within an inclusive education approach. Teachers need to be able to select from a wide variety of teaching techniques and active learning strategies in order to work effectively with diverse groups of students with different learning needs and preferences (*School Education Gateway website*)[62]. This relates to the academic freedom and professional autonomy of teachers and other education personnel as one element of the sustainable development of education and of the European society at large (see Resolution on Campaigning to enhance the Teaching Profession for Solidarity, Democracy, Equality and Sustainability, adopted at the ETUCE Regional Conference, 1-2 December 2020).

Extensive research demonstrates that **cooperative learning** is an effective strategy for maximising learning outcomes of all students (e.g. Danau and Pauly, 2019)[63] and is considered to be an inclusive pedagogy encouraging a democratic classroom environment (Ferguson-Patrick, 2012)[64]. Respondents argue that cooperative teaching should be promoted in order to avoid competitive and individual approaches (*Spain*). Collaborative learning approaches with the view to strengthen the joint work of students from diverse backgrounds to provide students with opportunities to experience different cultures and different opinions and what it means to be an active citizen and to be responsible for other people is included in the Joint Statement on Inclusive Schools adopted by the EU-CONVINCE project partners (Danau and Pauly, 2019). Inclusive pedagogy is presented by respondents as a possible approach to the difficulty of meeting the complexity of needs in the classroom, sometimes by those advocating for more universalism and less specialist support for specific groups of learners, though argue at the same time that some learners will always require specialist support.

'Schools without Racism - Schools with Courage' is the largest school network in Germany committing to engage students and teachers in confronting any form of discrimination, bullying and group-targeted violence. To become part of the network, 70% of the school's students and teachers have to sign a contract in which they commit amongst others to take responsibility to actively contribute to a school climate, free of discrimination and violence. (ETUCE Good Practices database)

10. SAFE AND HEALTHY WORKING AND LEARNING ENVIRONMENTS, FREE FROM HARASSMENT AND BULLYING

93% of the respondents argues that (urgent) training action is needed in this area for teachers, academics and other education personnel. Occupational health and safety problems can thus be harmful not only for the workforce (teachers and other staff in education) but can indirectly harm the students and put at risk the quality and efficiency of the education provided. A safe, supportive and healthy climate can make a great difference in students' lives (OECD, 2019)[65].

11. COOPERATION AS AN ESSENTIAL COMPONENT IN IMPLEMENTING INCLUSIVE EDUCATION MEANINGFULLY AND EFFECTIVELY

The implementation of inclusive education is not solely the responsibility of the Ministry/ Department of Education. Joint cooperation of education key actors is crucial to enhance effectiveness and relevance. Key actors include education social partners, teachers, academics, leaders in education institutions and other education personnel, students, families and the broader education community, including social workers, NGOs, community-based organisations, local authorities and local businesses). The Joint Statement on Inclusive Schools (EU-CONVINCE project 2019), declares that the **joint cooperation of education social partners and other education stakeholders is key** to developing and promoting inclusive educational institutions. Cooperation can encompass different forms of teamwork, networking, inter-agency work and can be based on a formal structure or more flexible arrangements. Cooperation with civil society is sometimes hindered by national/regional policies, like e.g. cooperation with the LGBTI communities in some countries (e.g. *Poland*).

Actively **engaging families and communities** is essential in providing adequate support. Parents/carers and families have an important impact on the learning and development process of their children. A stimulating home environment that encourages learning as well as parental engagement in school activities are key for the cognitive, social and emotional development of students. However, the relationship between schools, parents/carers and families may be challenging. Some parents may feel unfamiliar with the current school system and distant from the school culture and its 'language'. Other parents (e.g. from migrant background) may feel lacking linguistic skills to communicate with schools or in helping their children. Teachers may lack time and/or experience to communicate or to engage with parents from diverse backgrounds. Effective family-education institution partnerships need to be based on mutual respect and acknowledgement of each other's values, assets and expertise.

Parental participation is e.g. strongly emphasised in the *Norwegian* approach of inclusive education. Participation of immigrant parents needs specific attention. Besides the provision of sufficient resources, inter-agency and partnership working around the child, including teachers, health workers, other professionals and parents are needed to identify suitable support needs at an early juncture. E.g. in *Scotland* the 'Empowering Schools' agenda emphasises the importance of a culture of collaboration, collegiality and inclusion in improving the outcomes for students.

The *Lithuanian* education and science trade union is one of the partners in the Erasmus+ ECO-IN project, aiming at the improvement of inclusive education policies and practices from primary to lower secondary school, through the active involvement of all the main educational stakeholders (e.g. teachers, school heads, educational staff, parents, public authorities). Training and supporting actions are provided to enable teamwork combating segregation and radicalisation thus enabling more qualitative and quantitative measures to implement, monitor and assess inclusiveness at school.

12. ADEQUATE GOVERNANCE MODELS AT EDUCATION INSTITUTIONAL LEVEL AND WHOLE-SCHOOL APPROACH

"Governance refers to the process of distribution of social (public) goods, including mechanisms of social inclusion/exclusion, through sets of institutions, networks, representations and actors, drawn from within but also beyond government" (Lindblad and Popkewitz 1999)[66]. Since governance is the regulation of access to (amongst others) public goods, its role with regard to inclusion and exclusion is critical.

Addressing adequately the needs of learners, teaching professionals and the wider community is central to the whole-school approach. From different perspectives, **the whole-school approach is interwoven with inclusive education**: the rationale of the whole-school approach is to provide learning opportunities for all students in every aspect of their school life. **A whole-school approach recognises that teaching, learning and wellbeing are intimately linked** and that all aspects of the school community (school policy, partnerships with the community, curriculum, learning and teaching, facilities and infrastructure) can impact the wellbeing of students and staff (Danau and Pauly, 2019)[67].

Yet, 31% of the respondents disagree with the statement that 'in their country/region **strategies and policies for school infrastructure and environment** are in place that encompass the different aspects of diversity within the school community. For 29% of the respondents this is the case to a certain degree.
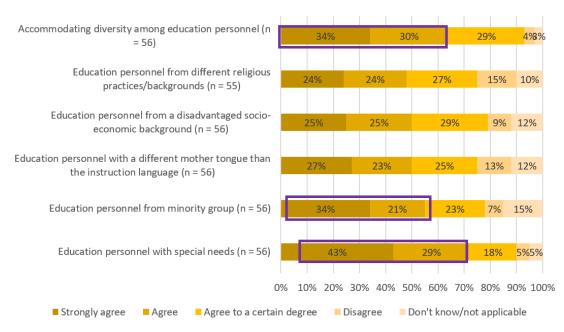
Respondents argue that **multi-agency approaches** are needed at the level of education institutions, not at the level of classrooms (*Finland*). Cooperation at the local level fits within the **whole-school approach** whereby working together with parents is considered important, especially from families at risk (*Bulgaria, Hungary, UK*). Education institutions could provide teachers, trainers and academics with the necessary contacts for cooperation (e.g. with NGOs) in order for them to use their working hours in the most efficient way (*Portugal*). A multi-disciplinary team is necessary to meet the needs of a diverse classroom, e.g. therapeutic support is beyond the remit of the teacher and require an in-school arrangement (*Ireland*), though other professionals should not take over the tasks of teachers (*Finland*). Cooperation, exchange and mutual learning between teachers, trainers, academics and other education personnel is considered to be essential (*Germany*) to share best practices and to discuss potential improvements (*Ireland*).

Leadership commitment is considered a key factor for success in inclusive education (Claeys-Kulik, et al, 2019)[68]. *"It [leadership] plays an important role in improving outcomes of educational institutions by influencing the motivations and capacities of teachers, as well as the climate and environment of the educational institution. Effective leadership in educational institutions is essential to improve the efficiency and equity of schooling"* (OECD, 2008, p32)[69]. Leaders in education institutions operate at the interface between education policies and their implementation in education institutions.

The link between **distributed leadership**[70] practices and the effective implementation of inclusive practices in education institutions has also been established in literature (Miškolci, Armstrong, & Spandagou, 2016; Mullick, 2013)[71]. Distributed leadership is important for sharing leadership to support both human and organisational development. It promotes teamwork and multi-disciplinary and professional collaboration among teaching and non-teaching staff, other stakeholders, professionals and services (European Agency, 2018)[72]. The preparation and professional support of leaders in educational institutions is crucial for the development and implementation of effective inclusive educational institutions. Many teachers consider the lack of adequate preparation of leaders in education institutions to deal with the current challenges problematic. Policies to support leaders in education institutions in fulfilling their roles could include providing access to networks of professionals, opportunities for coaching, but also reducing complex administrative duties (European Agency, 2018)[73].

According to the respondents, themes for **training for leaders in education institutions** most needed are related to:

- Education personnel with special needs (**71%** of the respondents).
- Accommodating diversity among education personnel (**64%** of the respondents).
- Education personnel from minority groups (**55%** of the respondents).

Figure 4: Training needs of leaders in educational institutions - ETUCE online survey results
(Annex 1 - Table 12)

29% of the respondents disagree with the statement that strategies to support leaders in education institutions in adopting an inclusive approach and to create a welcoming ethos and value diversity among staff members as well as learners are currently in place. According to 37% of the respondents, these strategies are only in place to a certain degree.

It is crucial that leaders in education institutions are committed to inclusive education to instigate change. Continuous professional development in relation to diversity in education institutions for leaders of education institutions is necessary whereby in-service training is recommended as well as training customised to the needs of the region/community (Norway, Spain, Sweden).

13.   ADEQUATE ASSESSMENT AND MONITORING SYSTEMS

This issue encompasses two dimensions: monitoring and assessment of the performance of education institutions in relation to inclusive education and monitoring and assessment of the learning processes of students.

MONITORING AND ASSESSMENT OF THE PERFORMANCE OF EDUCATION INSTITUTIONS

Regular monitoring of the implementation of inclusive education in education settings and its compliance with inclusive education policy is not in place according to 38% of the respondents and is only in place to a certain degree according to 28% of the respondents. When monitoring mechanisms are in place, they are in some cases procedural (having done this or that on time) and not supportive to help education institutions to improve their inclusive education approach. The **absence of a coherent approach and framework** to assessment of inclusive education, aligned to the values underpinning the inclusive education approach is reported by some respondents, despite the progress made in some countries on celebrating diversity in education institutions and classrooms (e.g. *Spain*). Furthermore, differences are reported in progress made in the different levels of education within one country (e.g. *Ireland* where more progress is made in vocational education and training (VET) and tertiary education). Evidence exists that education institutions that undertake a period of self-review and development have improved educational outcomes for all learners relative to education institutions that do not (Squires, 2010)[74].

MONITORING AND ASSESSMENT OF THE LEARNING PROCESS OF STUDENTS

The European Agency (2017) argues that **monitoring and evaluation systems for learning** should focus on actionable factors rather than assuming learner deficits. Examples of monitoring systems related to inclusive education include the Index for Inclusion (Booth and Ainscow, 2002 – see also Annex 4)[75] and the Agency's self-review tool (European Agency, 2017)[76].

Respondents state that (national) **tests still focus too much on performance, attainment, exams and qualifications, reproducing inequalities, rather than promoting learning for all**. (*Italy, Scotland, Turkey*) In other cases, the assessment system in place should in theory impact on the promotion of learning for all, yet as a result of under resourcing, gaps (lack of necessary investments in both teaching and professional support staff to meet the array of requirements) are identified between theory and practice (*Scotland*); information gathered from assessments cannot be effectively implemented (*Scotland*). The lack of resources and capacity of teachers, trainers and academics (time and competences) to implement assessment systems on paper is mentioned by respondents (*Portugal, Poland*).

This relates according to some respondents to a narrow view of learning, underpinning the lack of a vision of success for students which would value all learners' learning, progress and achievements. Some respondents refer to a situation where the assessment system serves more to tell how well an education institution is doing, rather than actually focusing on identifying learner achievements and progress (*UK, Portugal*). A majority of respondents (83%) confirm that in their region/country **assessment systems/procedures** for learning are used to inform and promote learning for all, though to a varying degree (for 37% of the respondents to a certain degree). For 29% of the respondents, in their region/country there are no learning assessment systems/procedures implemented, aiming to celebrate diversity by identifying and valuing all learners' progress and achievement (Table 8 - Annex 1). Furthermore, evaluation results at individual learners' level could be used at an aggregate school or school cluster level as input into evidence-based policy development. This is currently often lacking (*France*).

The **varying degree of autonomy of teachers in the assessment process** is put forward by a number of respondents.

In *Denmark*, the decision as to whether a student's development requires special consideration or support rests upon teachers' and parents' experience with the educational process and can be followed by a specific assessment in each individual case. They can cooperate for this with other teachers and experts but also cooperation with parents/carers is important in determining needs as well as planning and implementing support measures. More detailed guidelines for assessment in the national curriculum will be implemented from 2021 onwards. Also in *Norway* the communication with the student and parents is reported as an important element in the assessment process on how to achieve better learning outcomes.

Some respondents refer to **support agencies** having a role in the assessment of learning in inclusive education.

In *Belgium-Flanders* for example, one of the tasks of the Pupil Guidance Centre (Centrum voor Leerlingbegeleiding) is to carry out assessments when students are confronted with participation problems in education. The Centre can both work in a demand-driven way (taking initiatives at the request of parents or a teacher) and in a supply-driven way, following a multi-disciplinary consultation. In the *Czech Republic*, pedagogical-psychological advice centres, special pedagogical centres, centres of educational care and diagnostic institutes within the educational sector carry out educational needs assessment. They are entitled to describe the required support provisions. The centres communicate both with education institutions and parents.

The issue of **diagnosis** is presented by some respondents: due to the insufficient number of guidance and counselling centres for students, some learners have no access to a comprehensive and professional diagnosis, which may impact equality in their access to education and on their education path. Waiting times for the diagnosis by specialists is very long. In the meantime, the student does not receive adequate support (*Poland*). In *Finland* assessing (support) needs and offering the necessary support are integral part of the work of the teacher.
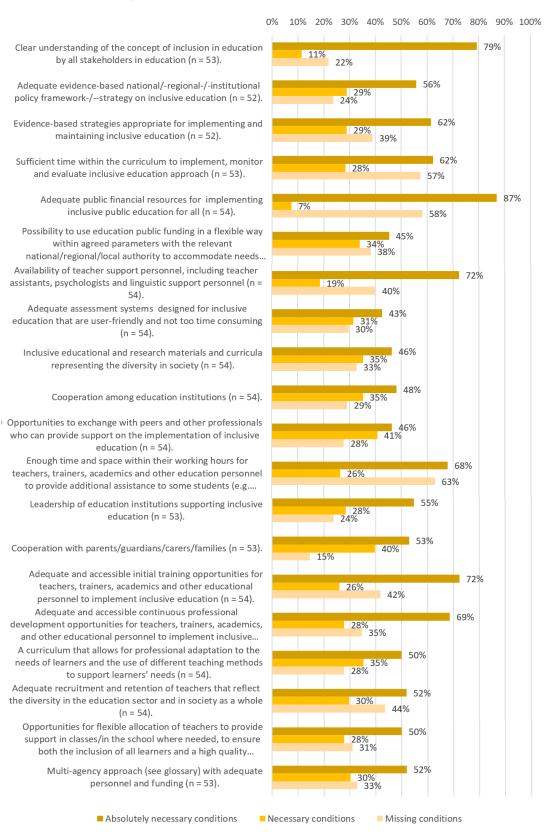
In some countries/regions **adjusted monitoring and assessment methods** are used for learners from disadvantaged backgrounds (e.g. *The Netherlands*[77]). This gives more space to educational institutions to place learners in higher educational tracks and hence opportunities without the risk of poor ratings. In some countries, the system of external examinations encompasses facilities for students with special needs, e.g. extended examination time, the possibility of using a support teacher, tests in their own language (national minorities), etc. (*Poland*). In other countries, staff in special needs schools have the opportunity to assess students in a more individual way relating to their own goals and progress (e.g. *UK*).

Monitoring and assessment systems (regional/national level) do **not always take into account innovative pedagogical methods used in the classroom** (e.g. using group work in the classroom, though students are assessed in a national exam that does not take into account competences acquired during group work). Students have to know the content – full stop. It is argued that it is probably easier to implement assessment systems/procedures, aiming to celebrate diversity by identifying and valuing all learners' progress and achievement for topics not assessed at national level (*Portugal*).

Clear learning assessment guidelines which take into account different needs and previous achievements of learners are important, but currently not in place according to 31% of the respondents. Assessment and monitoring systems related to learning processes of students and performance of education institutions in relation to inclusive education needs to be user-friendly and not too time consuming. Bureaucracy need to be reduced to a minimum; assessment and monitoring should be an instrument and not a goal in itself.

Figure 5: (Absolutely) necessary conditions and key elements to implement and maintain inclusive education – ETUCE online survey results (Annex 1 – Table 6 and Table 7)

Clear understanding of the concept of inclusion in education by all stakeholders in education (n = 53). — 79%, 11%, 22%

Adequate evidence-based national/-regional-/-institutional policy framework-/--strategy on inclusive education (n = 52). — 56%, 29%, 24%

Evidence-based strategies appropriate for implementing and maintaining inclusive education (n = 52). — 62%, 29%, 39%

Sufficient time within the curriculum to implement, monitor and evaluate inclusive education approach (n = 53). — 62%, 28%, 57%

Adequate public financial resources for implementing inclusive public education for all (n = 54). — 87%, 7%, 58%

Possibility to use education public funding in a flexible way within agreed parameters with the relevant national/regional/local authority to accommodate needs… — 45%, 34%, 38%

Availability of teacher support personnel, including teacher assistants, psychologists and linguistic support personnel (n = 54). — 72%, 19%, 40%

Adequate assessment systems designed for inclusive education that are user-friendly and not too time consuming (n = 54). — 43%, 31%, 30%

Inclusive educational and research materials and curricula representing the diversity in society (n = 54). — 46%, 35%, 33%

Cooperation among education institutions (n = 54). — 48%, 35%, 29%

› Opportunities to exchange with peers and other professionals who can provide support on the implementation of inclusive education (n = 54). — 46%, 41%, 28%

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.… — 68%, 26%, 63%

Leadership of education institutions supporting inclusive education (n = 53). — 55%, 28%, 24%

Cooperation with parents/guardians/carers/families (n = 53). — 53%, 40%, 15%

Adequate and accessible initial training opportunities for teachers, trainers, academics and other educational personnel to implement inclusive education (n = 54). — 72%, 26%, 42%

Adequate and accessible continuous professional development opportunities for teachers, trainers, academics, and other educational personnel to implement inclusive… — 69%, 28%, 35%

A curriculum that allows for professional adaptation to the needs of learners and the use of different teaching methods to support learners' needs (n = 54). — 50%, 35%, 28%

Adequate recruitment and retention of teachers that reflect the diversity in the education sector and in society as a whole (n = 54). — 52%, 30%, 44%

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… — 50%, 28%, 31%

Multi-agency approach (see glossary) with adequate personnel and funding (n = 53). — 52%, 30%, 33%

■ Absolutely necessary conditions ■ Necessary conditions ■ Missing conditions

5

TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS

Both initial teacher education and continuous professional development are critical to ensure that teachers acquire the competences, skills and knowledge that allow them to respond to diversity in the classrooms and implement inclusive education. This was also a core finding of the ETUCE EU-CONVINCE project in 2019. The EU-CONVINCE project findings concluded that teachers, academics, leaders in educational institutions and other education personnel faced a lack of support or inclusion, e.g. through teaching assistants or intercultural mediators. In the Joint Statement on Inclusive Schools adopted by the project partners (2019), a plea is made to provide free of charge initial and continuous teacher training on democratic citizenship and inclusive education which equips teachers with the relevant and updated skills and competences for managing a diverse classroom and promoting mutual respect, cross-cultural understanding and intercultural dialogue.

Various attempts have been made to define key competences for teachers in inclusive education settings. One example is the profile of inclusive teachers, developed by the European Agency in 2012 as a result of a three-year project (2009-2012). The profile was developed with the involvement of teachers and other experts from 25 countries and as a guide for the design and implementation of initial teacher education programmes, around core values and areas of competence (European Agency, 2012)[78]:

- **Valuing learner diversity**. The areas of competence within this core values relate to conceptions of inclusive education and the teacher's view of learner difference.

- **Supporting all learners**. Areas of competences within this core value relate to promoting the academic, practical, social and emotional learning of all learners and effective teaching approaches in heterogeneous classes.

- **Working with others**. Areas of competences related to this are working with parents and families [as well as carers] and working with a range of other teaching professionals.

- **Personal professional development**. Areas of competence within this core value relate to teachers as reflective practitioners and initial teacher education as a foundation for ongoing professional learning and development.

Without well-qualified, motivated and strong teachers, high quality and inclusive education is not achievable" (Hollenweger, J., et al, (2015), Tool to upgrade teacher education practices for inclusive education, Brussels/Strasbourg: European Union/Council of Europe, p10).
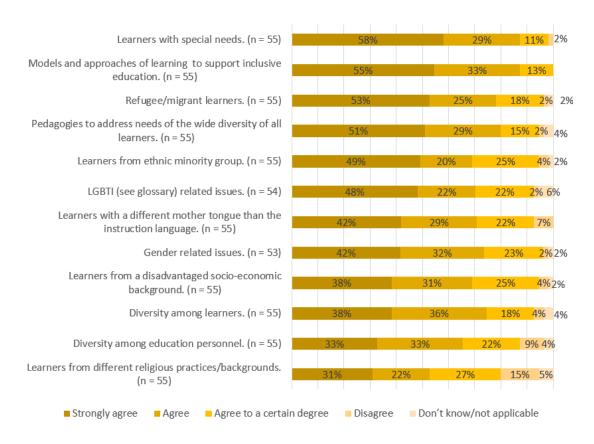
Furthermore, as part of a joint European Union and Council of Europe project 'Regional Support for Inclusive Education' in South-East Europe, a tool was developed to upgrade teacher education practices for inclusive education[79]. The aim of the tool was to strengthen teacher professionalism, draw attention to practices in education institutions, facilitate dialogue between education institutions and teacher training, and to highlight the need for capacity building in education. The tool targets individuals, education institutions and organisations involved in teacher training for inclusion and can be used across multiple teacher education settings. The tool provides for self-reflection, identification of needs, evaluation of teacher training activities and for programming of teacher training.

> *The teacher training programmes pay insufficient attention to diversity in the classroom and inclusion. There are unfortunately still too many teachers who have lower expectations of their pupils and students with an ethnic background. This is a problem that our union tries to tackle by creating more attention, but frankly addressing diversity and inclusion is also for our organisation a real challenge. The majority of the colleagues is not interested in this subject" (respondent ETUCE online survey 2020).*

Survey findings reveal that themes for **public training for teachers, trainers, academics and other education personnel** most needed, are:

- Models and approaches of learning to support inclusive education (**88%** of the respondents strongly agree/agree).
- How to accommodate for learners with special needs (**87%** of the respondents)
- Pedagogies to address needs of the wide diversity of all learners (**80%** of the respondents).

Figure 6: Training needs of teachers, trainers, academics and other educational personnel – ETUCE online survey results (Annex 1 – Table 10)

	Strongly agree	Agree	Agree to a certain degree	Disagree	Don't know/not applicable
Learners with special needs. (n = 55)	58%	29%	11%		2%
Models and approaches of learning to support inclusive education. (n = 55)	55%	33%	13%		
Refugee/migrant learners. (n = 55)	53%	25%	18%	2%	2%
Pedagogies to address needs of the wide diversity of all learners. (n = 55)	51%	29%	15%	2%	4%
Learners from ethnic minority group. (n = 55)	49%	20%	25%	4%	2%
LGBTI (see glossary) related issues. (n = 54)	48%	22%	22%	2%	6%
Learners with a different mother tongue than the instruction language. (n = 55)	42%	29%	22%		7%
Gender related issues. (n = 53)	42%	32%	23%	2%	2%
Learners from a disadvantaged socio-economic background. (n = 55)	38%	31%	25%	4%	2%
Diversity among learners. (n = 55)	38%	36%	18%	4%	4%
Diversity among education personnel. (n = 55)	33%	33%	22%	9%	4%
Learners from different religious practices/backgrounds. (n = 55)	31%	22%	27%	15%	5%

■ Strongly agree   ■ Agree   ■ Agree to a certain degree   ■ Disagree   ■ Don't know/not applicable

The **most pressing training needs** of teachers, trainers, academics and other education personnel to respond to various challenges for which **urgent action is needed** are (Annex 1 – Table 11):

- To deliver **more inclusive support for students with special needs** (**61%** of the replies).

- To provide **support on how to manage 'difficult situations'** in the classroom (addressing disruptive behaviour, bullying, etc.) (**60%**). Various respondents report that practice shows that teachers are not well equipped to deal with misbehaviour in the classroom and in schools (violence amongst students or against educational personnel, hate speech, fake news, etc.) (*Italy*).

- To appropriately **manage an increasing workload** (**57%**).

- To **teach in multicultural settings and manage and encourage intercultural dialogue** (e.g. better understand interactions between learners from different cultures) (**56%**).

- To **create a safe and healthy learning and working environment free from harassment and bullying, including cyber-bullying** (**54%**).

- To implement **a whole-school approach** for inclusive education (**53%**).

- To use **ICT tools, digital technologies and media** to foster inclusion in education (**53%**).

- To implement **participatory and collaborative learning approaches** with the view to strengthen the joint work of learners from diverse backgrounds (**53%**).

- To **recognise and better understand hidden biases and stereotypes** in curricula, educational and research material (**51%**). Respondents argue that curricula are full of stereotypes that should be avoided in order to have a better educative justice (*Spain, UK*). For some it is an urgent and initial step in understanding personal and institutional biases and perceptions that influence and inform non-inclusive practices.

Respondents state that the various issues that were presented to them in the questionnaire in relation to initial teacher training and professional development needed by teachers, are interrelated and not easy to prioritise. **Sex education** is considered to be an important element to be embedded in teacher training and professional development programmes as being part of public health issues, interpersonal relationship and psychosocial issues. Though some respondents mention this as an issue in some countries (*Poland*).

Respondents report the need to cover the various issues mentioned, as currently these are treated superficially in initial teacher training and more in-depth attention in education is needed to fully realise inclusive education. Yet, **demands on teachers are high and continue growing**. Teachers are today increasingly expected to perform tasks that fall beyond their core job description. These tasks are related to assessment and monitoring, management, peer evaluation, they need to have knowledge about how to develop action plans and strategic plans. For some respondents this is a dynamic list as some issues become urgent or less urgent for certain groups of teachers working with specific groups of students or depending on changes in society (e.g. the COVID-19 pandemic). The variations in responses relate to the context in which the respondents operate, e.g. in context with less refugee/migrants learners, training needs in this areas are obviously not that much present. Furthermore, respondents argue that issues related to the education of students with special needs resulting from disability are best recognised, while issues related to the **education of students from other 'vulnerable' groups like LGBTI, disadvantaged socio-economic background, are less recognised**. Hence the biggest needs in teacher training and development might be here (*Poland*). This shows the necessity to have flexible and adaptable system of training and professional development.

6

THE ROLE OF TRADE UNIONS IN ENHANCING DIVERSITY

In order to meet the conditions for implementation of inclusive education, the involvement of different actors is needed, yet the role of the various actors depends on the structure and the organisation of education in a given country (see e.g. EC-EURYDICE, 2019)[80]. **Cooperation** is key when it comes to the implementation and sustainability of inclusive education, whereby assessments need to be made at what level what cooperation is the most effective and relevant.

See Annex 1 - Table 9 for figures in relation to the role of various actors in the implementation of inclusive education.

Through **social dialogue** social partners reach an agreement to work together on policies and activities. This social dialogue can involve workers and employers (bipartite) and besides the two parties also government (tripartite) and takes place at local, regional, national and sectoral as well as European level. Social dialogue in itself plays an important role in making education more inclusive and contributing to the quality of education (European Commission, 2019; ETUCE, 2018)[81].

Respondents stress that **trade unions** need to be involved in discussions and negotiations concerning all aspects of inclusive education, including but not limited to:

- All discussions related to **working conditions** of teachers and other educational personnel. This is for example linked to time and space needed within the working hours of teachers and other education personnel to provide the necessary additional assistance to some students (e.g. linguistic support).

- Discussions and negotiations about **shaping the initial and continuous professional development** of teachers and other education personnel to ensure high quality education. The involvement of teaching professionals in training and professional development programmes is key to improve their initial teacher training and continuous professional development (see also earlier research for ETUCE by Stevenson, 2018)[82].

- **Recruitment and retention** of teachers, reflecting the diversity in the education sector and society as a whole.

- **Opportunities to exchange** with peers and other professionals who can provide support on the implementation of inclusive education.

- Discussions on **funding** of (inclusive) education to better understand e.g. where funding is needed in mainstream schools to support special education needs and disabilities or in relation to the possibility to use education public funding in a flexible way within agreed parameters (with the relevant local, regional or national authority) to accommodate needs related to inclusive education.

"

The fragmentation of the education system through privatisation and the increase in academies has had a major effect on the negotiating powers of trade unions to ensure a high quality of education and entitlement for all children across the sector". (respondent ETUCE online survey 2020)

Furthermore, respondents suggest **clarifying the role of trade unions**, especially to younger and novice teachers and other education personnel (*Latvia*). Respondents propose that trade unions also explain their point of view about issues like diversity and inclusion more clearly, e.g. on their websites, magazines, etc. (*The Netherlands*). Trade unions could also take action in education institutions where members have to deal with racism and discrimination (*The Netherlands*).

Based on the survey results, **education authorities** at national, regional and/or local level have a major role to play in the development of adequate **evidence-based policy frameworks and strategies** on inclusive education, encompassing adequate working conditions and resources for implementing inclusive public education for all. These frameworks and policies need to be based on:
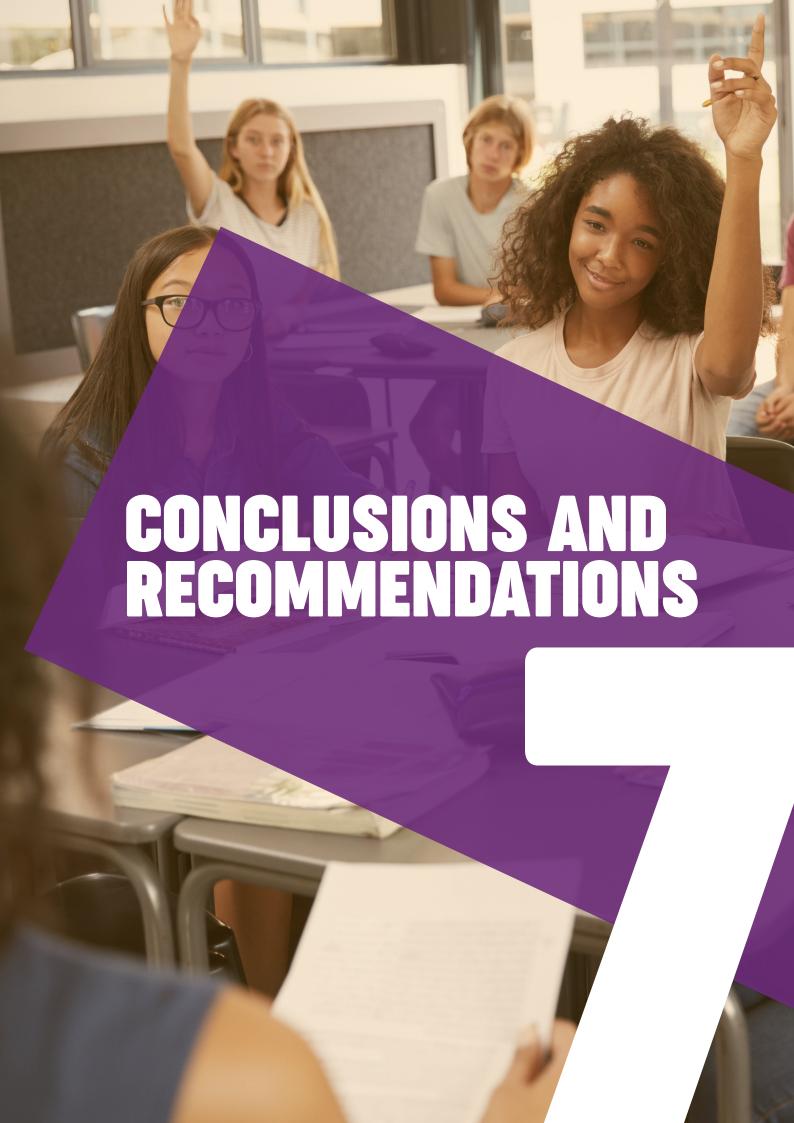
- A clear understanding of the concept of inclusion in education by all stakeholders in education (discussion in which education authorities need to play an initiating and facilitating role).

- Social dialogue and should be accompanied by evidence-based strategies for implementation.

In Ireland, the INTO LGBT+ Teachers' Group provides support for the LGBT+ members and campaigned with INTO on equality legislation. Also, an online professional development course was developed called "Creating an LGBT+ Inclusive School".
(ETUCE GP Catalogue)

The **government** needs to 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 (students, parents, teachers, leaders in education institutions, etc.). **Exchange with other countries** to find inspiration on how they operationalise the concept of inclusive education is recommended by respondents. Regular round table discussions involving all education stakeholders are needed to better understand the different perceptions of inclusion and building agreements on the possible implementations of this concept. 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) and exchange with other professionals.

The government needs to provide **adequate public financial resources** for implementing inclusive public education for all, including provision of sufficient teacher support personnel. Cooperation between government, education employers, leaders in educational institutions and trade unions is necessary to better understand where funding is needed to implement inclusive education.

Education authorities, together with **education employers and trade unions** play a role in the development of adequate and user-friendly assessment systems for inclusive education that are not too time-consuming, while **NGOs** can support the development of inclusive education and research materials, representing the diversity in society.

CONCLUSIONS AND RECOMMENDATIONS

7

European societies are becoming increasingly diverse which represents both challenges and opportunities for education. **Intra-European mobility, international migration and globalisation** are drivers of a diverse society that are accompanied by challenges for implementing inclusive education, i.e. technological progress and digitalisation, rising inequalities, cyber-security and data protection, marketisation and privatisation of education, the rise of far-right discourse, growing individualism and more recently the current COVID-19 pandemic. The crisis resulting from this pandemic led amongst others to disruptions in the education sector, affecting teachers, academics, leaders of education institutions and other education personnel in many aspects of their work (e.g. health, well-being and safety, working conditions, distance teaching and learning). Social inequalities are magnified amongst others due to a lack of equal access to technology for learners.

Increasing diversity among learners and education personnel coming from different realities and cultural backgrounds demands for **inclusive learning environments that value diversity**, address the needs of all learners and promote knowledge and understanding of shared values and principles (ETUCE, 2019)[83]. **Approaching diversity from an assets perspective**, calls for **inclusive education** which values the unique contribution that each learner and each education professional brings to the classroom, to the education institution and to society. Yet, an important condition for the implementation of inclusive education is that the necessary support is available at all levels which becomes apparent in the findings of this research when identifying **key elements** of the realisation of inclusive education.

Based on the research, the following **recommendations** are presented:

1. A CLEAR VISION OF INCLUSIVE EDUCATION EMBEDDED IN POLICY FRAMEWORKS, SUPPORTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION

A clear vision and commitment of the policy and decision makers is necessary to make inclusive education happen. This vision should include a **sound and shared understanding of the concept of inclusion** in education by all stakeholders in education. Regular round table discussions involving all education stakeholders are needed to better understand the different perceptions of inclusion and building agreements on the possible implementations of this concept. Clarification of the concept is essential for the development of appropriate (legal and policy) evidence-based frameworks. Educational authorities have a key role in providing **clear (evidence-based) guidance on the implementation of this policy framework**. Part of this needs to be guidance on adequate recruitment and retention policies, reflecting the diversity in the education sector and in society as a whole. Specific initiatives will be necessary to attract candidates from various backgrounds since currently shortages are reported of specific teacher profiles.

While in European countries national policies and frameworks are in place to support the implementation of inclusive education, many respondents report **implementation gaps**, i.e. gaps between what is on paper and the actual identified practice. Explanations for the deficiencies in implementation of inclusive education, are related to under-resourcing, absence of listening and embedding the voice of teaching professionals in the all stages of inclusive education, lack of guidance on how to implement existing policies and frameworks and lack of adequate preparation of teachers, academics, leaders of education institutions and other education personnel and a lack of support to them to implement inclusive education, as well as the existence of multiple strategies at national/regional and local level leading to inactivity and incoherence.

2. THE MEANINGFUL INVOLVEMENT OF TEACHERS, ACADEMICS AND OTHER EDUCATION PERSONNEL IN DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF INCLUSIVE EDUCATION FRAMEWORKS AND STRATEGIES AT ALL LEVELS

Whether and how key stakeholders are recognised and involved in the development and implementation processes is crucial to its effectiveness. E.g. engaging education trade unions in discussions early in the policy cycle will have long-term benefits. Development of policy frameworks on inclusive education needs to be based on **social dialogue** and should be accompanied by evidence-based strategies for implementation. Educational professionals should not be just 'informed' but should be a key partner in shaping educational frameworks and strategies.

3. THE PROVISION OF INITIAL TEACHER TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT OF ALL TEACHING PROFESSIONALS REFLECTING PRIORITIES TO ACCOMMODATE WORKING IN A DIVERSE EDUCATION SETTING

Adequate initial teacher training and continuous professional development of all teaching professionals is a critical lever for improving the quality of inclusive education. This should be needs-based and hands-on reflecting present priorities and challenges related to working in a diverse educational setting. Real life practice in educational institutions need to be part of this training and continuous professional development, whereby a mentor-approach could be envisaged. The necessary conditions need to be in place in order to allow continuous professional development in relation to the implementation of inclusive education for all levels of education personnel throughout their career, i.e. learning needs to be embedded in the professional lives and working conditions of education personnel acknowledging the context, e.g. training during working hours and sufficient substitution for teachers and other education personnel when following professional development courses. Furthermore, resources and support need to be accessible. Opportunities for mutual learning, collaborative work and learning need to be made available, including formal and informal learning formats. For a more sustainable approach of training and continuous professional development of teachers, trainers, academics and other education personnel, education institutions can be approached as **professional learning communities** for students and personnel, including reflective dialogue, feedback on instruction (through observation), collaborative activity, a shared sense of purpose and a collective focus on (student) learning (OECD, 2013; Admiraal, et al, 2019)[84].

4. THE PROVISION OF ADEQUATE SUPPORTING MECHANISMS TO ALL TEACHING PROFESSIONALS ENABLING THE IMPLEMENTATION OF INCLUSIVE EDUCATION APPROACHES

- Teachers and other education personnel are professionals who know the best the needs of their students. **Academic freedom and professional autonomy** for teachers and other education personnel is an inherent element of sustainable development of education and of the European society at large.

- A comprehensive support system for teachers and other education personnel, including leadership in education institutions is necessary to implement inclusive education. This includes education support personnel (including teacher assistants, psychologists and linguistic support personnel, remedial teachers) as well as **support mechanism** (including support in identifying learners' needs, opportunities for mutual learning and exchange) The number of students per teacher need to be (re)considered in the context of inclusive education, to enable the possibility to meet specific needs of students in an appropriate way.

- Reflection on the organisation and funding of education is needed to consider how working time of teachers and other education personnel can be used in the most meaningful way while respecting their work-life balance as well as **health and safety** requirements.

- Education institutions in **socio-economically disadvantaged areas** should have the possibility to claim more staff/teachers and education support personnel who in turn have smaller workloads of direct teaching, in order to deal with smaller groups of students and to provide individual support and help their students.

- Social dialogue needs to include attention for **time and space** needed within the working hours for teachers, trainers, academics and other education personnel to provide additional assistance to students when needed.

- Differentiated curricula, classroom arrangements and teaching strategies to accommodate different styles of learning and ensuring quality education for all are key within an inclusive education approach. **Collaborative work and learning approaches** are considered to be effective for quality education for all.

5. MULTI-AGENCY APPROACHES FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Joint work enhances the effectiveness of implementation of (mainstream) inclusive education. Due to the multi-faceted nature of inclusive education, cooperation between various actors is necessary to accommodate for the diversity of needs of learners. Different services and teams of professionals and other education personnel need to work together to provide the services that fully meet the needs of students, young people and their parents or carers. Collaboration and exchange is needed at various levels: between teaching professionals in educational settings (collaborative learning, shared work, mutual learning), between leadership and teaching professionals, between teaching professionals and other professionals to provide the most adequate support to learners, between teaching professionals and families/carers and between teaching professionals and other local community actors (like NGOs). The promotion of education institutions built on principles of equality and inclusion, shared governance and democratic culture, teamwork and peer support, academic freedom, freedom of opinion and expression and pedagogical and professional autonomy of teachers and other education personnel is also expressed in the recently adopted [ETUCE Resolution on enhancing the Teaching Profession for Solidarity, Democracy, Equality and Sustainability](#).

6. LEADERSHIP COMMITMENT AND SUPPORT TO LEADERSHIP

Leaders in education institutions operate at the interface between education policies and their implementation in education institutions. Effective leadership and commitment to inclusive education are key elements in the implementation of inclusive education. Leaders play a crucial role in creating **safe and healthy working and learning environments, free from harassment and bullying**, a necessary condition to ensure inclusion and equity. Leaders in education institutions need to be knowledgeable and well prepared to meet the diverse needs of their learners. Professional support to leadership in taking up their responsibility is essential. Policies to support leaders in education institutions in fulfilling their roles could include providing access to networks of professionals as well as opportunities for coaching. In-service training is recommended as well as training customised to the needs of the region/community.

7. SUITABLE AND PURPOSEFUL ASSESSMENT AND MONITORING SYSTEMS

Assessment and monitoring systems are necessary:

■ **At the level of education institutions** to track progress in the implementation of inclusive education against the existing regional/national frameworks that are in line with European and international frameworks. This monitoring should help education institutions to improve their inclusive education approach.

■ **At the level of the learning process of students:** assessment systems are necessary that avoid reproduction of inequalities and promote learning for all, as well as taking into account innovative pedagogical methods. (National) tests still focus too much on performance, attainment, exams and qualifications, rather than promoting learning for all. Assessment should be useful for students, teachers as well as for the education institution and **should not be an end in itself.**

8. ROLE OF EDUCATION TRADE UNIONS IN ACCOMMODATING DIVERSITY IN EDUCATIONAL SETTINGS

In relation to inclusive education, education trade unions need to be involved in discussions and negotiations concerning all aspects of inclusive education, including discussions in relation to working conditions of teachers, trainers, academics and other education personnel; recruitment and retention whereby the diversity in the education sector needs to be reflected, discussions on shaping the initial training and continuing professional development of teachers, trainers, academics and other education personnel, as well in discussions on funding of inclusive education (how and where).

Furthermore for novice teaching and other education personnel it is important to know what the role of the education trade union is in relation to inclusive education.

BIBLIOGRAPHY

Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., and H., Sligte (2019), *Schools as professional learning communities: what can schools do to support professional development of their teachers?*, in: Professional Development in Education, September 2019

Ast., F., (2018), *Study on inclusive education in Europe and in the Republic of Moldova: reasonable accommodation, access to education and non-discrimination*, The joint European Union and Council of Europe project „Supporting national efforts for prevention and combating discrimination in the Republic of Moldova", part of the Partnership for Good Governance programme

Audsley, J., Chitty, C., O'Connell, J., Watson, D., and J., Willis, (2013), *Citizen Schools. Learning to rebuild democracy. Institute for Public Policy Research*. London

Barrett, D., (2014), *'Resourcing Inclusive Education'*, in C. Forlin and T. Loreman (eds.), *Measuring Inclusive Education* (*International Perspectives on Inclusive Education*, Volume 3. Emerald Group Publishing Limited; UNICEF, (2015), The Investment Case for Education and Equity. New York: UNICEF.

Bešić, E., (2020), *Intersectionality: A pathway towards inclusive education?* In: Prospects (2020), https://doi.org/10.1007/s11125-020-09461-6

Billingsley, R., (2004), *Fostering Diversity in the Classroom: Teaching by Discussion*, in: On Diversity in Teaching and Learning: A Compendium, University of Colorado at Boulder, p3-6

Booth, T. and Ainscow, M., (2002), *Index for Inclusion: developing learning and participation in schools*. Manchester: Centre for Studies on Inclusive Education

Bunar, N., (2019), *Promoting effective integration of migrants and refugees in education. Second Edition*, for ETUCE and EFEE

Claeys-Kulik, A-L., Jørgensen, T.E., and H., Stober, (2019), *Diversity, Equity and Inclusion in European Higher Institutions. Results from the INVITED project*

Clarke, J. and J. Newman (1997), *The Managerial State: Power, Politics and Ideology in the Remaking of Social Welfare*, London: Sage Publications Ltd

Collins, P H, (2015), *Intersectionality's Definitional Dilemmas*. www.annualreviews.org/doi/abs/10.1146/annurevsoc-073014-112142

Dahlstedt, M., & Fejes, A. (ed) (2019) *Neoliberalism and market forces in education: Lessons from Sweden* (pp. 1- 12), London: Routledge

Danau, D., and F., Pauly (2019), *Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education*, EU-CONVINCE project, Research report, ETUCE

Dobozy, E., (2007), *Effective learning of civic skills: democratic schools succeed in nurturing the critical capacities of students*, in: Educational Studies, Volume 33, Issue 2

Donlevy, V., Meierkord, A., and A., Rajania, (2016), *Study on the diversity within the teaching profession with particular focus on migrant and/or minority background*, ECORYS for the EC, Directorate-General for Education and Culture

Ebersold, S. and Meijer, C., (2016), '*Financing Inclusive Education: Policy Challenges, Issues and Trends'*, in A. Watkins and C. Meijer (eds.), *Implementing Inclusive Education: Issues in Bridging the Policy-Practice Gap* (*International Perspectives on Inclusive Education*, Volume 8). Bingley: Emerald Group Publishing Limited

ETUCE, (2019), *Education trade unions addressing gender equality through Social Dialogue*, study by I. Pavlovaite and M. Weber

ETUCE, (2019), *ETUCE Statement "Turn the tide: Invest in Education" to the Joint Council meeting of the Economic and Financial Affairs Council and the Education Council on 'Investing in people's competences'* - Brussels, 8 November 2019 Adopted by the ETUCE Committee on 5 November 2019

European Agency for Development in Special Needs Education, (2012), *Teacher Education for inclusion. Profile of Inclusive Teachers*

European Agency for Special Needs and Inclusive Education, (2014), *Organisation of Provision to Support Inclusive Education - Summary Report*, (V. Donnelly and M. Kyriazopoulou, eds.), European Agency, Odense, Denmark, 2014,

European Agency for Special Needs and Inclusive Education, (2015), *Empowering Teachers to Promote Inclusive Education. A case study of approaches to training and support for inclusive teacher practice.* Odense, Denmark: European Agency for Special Needs and Inclusive Education

European Agency for Special Needs and Inclusive Education, (2016), *Financing of Inclusive Education: Background Information Report.* Odense, Denmark: European Agency for Special Needs and Inclusive Education

European Agency for Special Needs and Inclusive Education, (2017), *Raising the Achievement of All Learners: A Resource to Support Self-Review.* (V. J. Donnelly and A. Kefallinou, eds.). Odense, Denmark. www. europeanagency.org/resources/publications/raising-achievement-all-learners-self-review (Accessed 24 April 2020)

European Agency for Special Needs and Inclusive Education, (2018), *Financing Policies for Inclusive Education Systems: Project Conceptual Framework.* (E. Óskarsdóttir, A. Watkins and S. Ebersold, eds.). Odense, Denmark

European Agency for Special Needs and Inclusive Education, (2018), *Supporting Inclusive School Leadership: Policy Review.* (V. J. Donnelly, M. Turner-Cmuchal and E. Óskarsdóttir, eds.). Odense, Denmark

European Agency for Special Needs and Inclusive Education, (2019), *Preventing School Failure: A Review of the Literature.* (G. Squires and A. Kefallinou, eds.). Odense, Denmark

European Commission, (2019), *Education and Training Monitor 2019*, DG for Education, Youth, Sport and Culture

European Commission, (2019), *Employment and Social Developments in Europe 2019, Sustainable growth for all: choices for the future of Social Europe*

European Commission/EACEA/Eurydice, (2018), *Teaching Careers in Europe: Access, Progression and Support.* Eurydice Report. Luxembourg: Publications Office of the European Union

European Commission/EACEA/Eurydice, (2019), T*he Structure of the European Education Systems 2019/20: Schematic Diagrams.* Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

Ferguson-Patrick, K., (2012), D*eveloping an inclusive democratic classroom "in action" through cooperative learning*, Joint AARE APERA International Conference, Sydney 2012

Fundamental Rights Agency, (2016), *Professionally speaking: challenges to achieving equality for LGBT people*, European Union Agency for Fundamental Rights

Fundamental Rights Agency, (2020), *Coronavirus Pandemic in the EU - Fundamental rights implications*, Bulletin #1 (https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-coronavirus-pandemic-eu-bulletin_en.pdf)

Hollenweger, J., Pantić, N., & Florian, L. (2015). *Tool to upgrade teacher education practices for inclusive education.* Brussels | Strasbourg: European Union | Council of Europe.

Hood, C., (1991), *A public management for all seasons?* In: Public Administration. 69(1): p3-19.

International Commission on Financing Global Education Opportunity, (2016), *The Learning Generation. Investing in education for a changing world*, https://report.educationcommission.org/report/

Kozleski, E., Artiles, A., & Waitoller, F. (2014, . *Equity in inclusive education: A cultural historical comparative perspective.*, in L. Florian (Ed.), The SAGE handbook of special education (Vol. 2, pp. 231-249), London: SAGE Publications. https ://doi.org/10.4135/97814 46282 236.n16, Erickson, 2004, cited on p239

Ledoux, G., Waslander, S., and T., Eimers, (2020), *Evaluatie passend onderwijs.* Eindrapport. Amsterdam: Kohnstamm

Lindblad S. and Popkewitz T. S. (1999), *Education Governance and Social Integration and Exclusion: National Cases of Educational Systems and Recent Reforms*, Uppsala Reports on Education, No. 34.

Louis, K.S., Marks, H.M., and S., Kruse, (1996), T*eachers' professional community in restructuring schools*, in: American Educational Research Journal, Vol. 33/4, Sage, London, pp 757-798, in: OECD, (2016), S*chool leadership and professional learning communities*, in: School Leadership for Learning: Insights from TALIS 2013

MASDIV, (2019), *Professional Development Course - Module 2, STEM, diversity and achievement/WP2,* University of Education Freiburg, International Centre for STEM Education (ICSE), : Erasmus+, Key Action 3 (KA3) - Support for policy reform

Meijer, C. and Watkins, A., (2016), '*Changing Conceptions of Inclusion Underpinning Education Policy',* in A. Watkins and C. Meijer (eds.), Implementing Inclusive Education: Issues in bridging the policy-practice gap (International Perspectives on Inclusive Education: Volume 8), Emerald Group Publishing Limited, Bingley, pp. 1-16

Miškolci, J., Armstrong, D., & Spandagou, I. (2016), *Teachers' perceptions of the relationship between inclusive education and distributed leadership in two primary schools in Slovakia and New South Wales (Australia). Journal of Teacher Education for Sustainability, 18*(2), 53-65. doi:10.1515/jtes-2016-0014

Mullick, J. (2013), *Development of the Distributed Leadership Practice for Inclusive Education (DLPIE) Scale. Asian Journal of Inclusive Education, 1*(1), 31-46.

OECD (2016), PISA 2015 Results (Volume I): E*xcellence and Equity in Education*, PISA, OECD Publishing, Paris, https://doi.org/10.1787/9789264266490-en

OECD (2020), *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris, https://doi.org/10.1787/69096873-en.

OECD, (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris, https://read.oecd-ilibrary.org/education/education-at-a-glance-2019_f8d7880d-en#page3

OECD, (2019), *TALIS 2018 Results (Volume I). Teachers and School Leaders as lifelong learners*, TALIS, OECD Publishing, Paris

OECD, (2019), PISA 2018 Results (Volume III): *What School Life Means for Students' Lives*, PISA, OECD Publishing, Paris, https://doi.org/10.1787/acd78851-en.

Pavlovaite, I. and M. Weber, (2019), *Education trade unions addressing gender equality through social dialogue. Research report, for ETUCE*

Pont, B., Nusche, D., and H., Moorman, (2008), *Improving School Leadership. Volume I: Policy and practice*, OECD

PPMI, (2017), *Preparing teachers for diversity: the role of initial teacher education.* Final report to DG Education, Youth, Sport and Culture of the EC

Save the Children, (2016), *Effective schools are educationally and socially inclusive schools. Inclusive education: what it is and what it is not*

Squires, G., (2010), *'Analysis of Local Authority Data to Show the Impact of being Dyslexia Friendly on School Performance'* Staffordshire School Governors Newsletter, Autumn 2010, 9

Stevenson, H., Hagger-Vaughan, L, Milner, A., and E., Winchip, (2017), *Education and training policy in the European Semester. Public Investment, Public policy, Social dialogue and privatisation patterns across Europe,* published by ETUCE

Stevenson, H., Milner, A., and E., Winchip, (2018), *Strengthening the capacity of education trade unions to represent teachers' professional needs in social dialogue*

UN, (2008), *Inclusive education: the way of the future*, International Conference on Education, International Conference Centre, Geneva, 25-28 November 2008, Forty-eighth session - UN Educational, Scientific and Cultural Organisation

UNESCO, (2005), *Guidelines for inclusion: Ensuring access to education for all.* Paris: UNESCO

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

UNESCO, (2020), Global Education Monitoring Report Summary 2020: *Inclusion and education: All means all.* Paris, UNESCO.

United Nations, Office of the United Nations High Commissioner for Human Rights and Inter-Parliamentary Union, (2007), *From Exclusion to Equality: Realising the Rights of Persons with Disabilities. Handbook for Parliamentarians.* Geneva: United Nations. http://www.ohchr.org/Documents/Publications/training14en.pdf (accessed 26 March 2020)

Urban, M., and C.I., Rubiano, (2014), *Privatisation in Early Childhood Education (PECE) An Explorative Study on Impacts and Implications,* Educational International

Waitoller, F. R., and Kozleski, E. B., (2013), *Working in boundary practices: Identity development and learning in partnerships for inclusive education*, in: Teaching and Teacher Education, 31, p35-45.

ENDNOTES

1 SINDEP (Sindicato Nacional E Democratico dos Professores), FSLE (Fédération des Syndicats Libres de l'Enseignement), INTO (Irish National Teachers' Organisation), OAJ (Opetusalan Ammattijärjestö), DOE (Greek Primary Teachers Federation), IURHEEC (the Independent Union of Research and Higher Education Employees of Croatia).

2 ETUCE, (2019), _ETUCE Statement "Turn the tide: Invest in Education" to the Joint Council meeting of the Economic and Financial Affairs Council and the Education Council on 'Investing in people's competences'_ - Brussels, 8 November 2019 Adopted by the ETUCE Committee on 5 November 2019, Dahlstedt, M., & Fejes, A. (ed) (2019) Neoliberalism and market forces in education: Lessons from Sweden (pp. 1- 12), London: Routledge; Urban, M., and C.I., Rubiano, (2014), _Privatisation in Early Childhood Education (PECE) An Explorative Study on Impacts and Implications_, Educational International

3 New public management emerged in the 1980s as efforts to control expenditure and related attempts to exert managerial control over public services (Hood, 1991). Hood C., (1991), _A public management for all seasons?_ In: Public Administration. 69(1): p3-19. The defining features of new public management are in particular (1) policies and practices that have prioritised marketization and choice, (2) the use of management techniques developed in the private sector and (3) the measurement of performance (Clarke and Newman, 1997). Clarke, J. and J. Newman (1997), _The Managerial State: Power, Politics and Ideology in the Remaking of Social Welfare_, London: Sage Publications Ltd

4 OECD (2016), _PISA 2015 Results (Volume I): Excellence and Equity in Education_, PISA, OECD Publishing, Paris, https://doi.org/10.1787/9789264266490-en, Dahlstedt, M., & Fejes, A. (ed) (2019), _Neoliberalism and market forces in education: Lessons from Sweden_ (pp. 1- 12), London: Routledge;

5 European Union Agency for Fundamental Rights

6 Fundamental Rights Agency, (2020), _Coronavirus Pandemic in the EU – Fundamental rights implications_, Bulletin #1 (https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-coronavirus-pandemic-eu-bulletin_en.pdf)

7 https://www.csee-etuce.org/en/policy-issues/covid-19/3745-covid-19-and-distance-teaching-must-not-widen-inequalities-in-education

8 OECD, (2019), _TALIS 2018 Results (Volume I). Teachers and School Leaders as lifelong learners_, TALIS, OECD Publishing, Paris

9 OECD, (2019), _TALIS 2018 Results (Volume I). Teachers and School Leaders as lifelong learners_, TALIS, OECD Publishing, Paris

10 European Commission, (2019), _Education and Training Monitor 2019_

11 Defined in the EC study (Donlevy, et al, 2016) as those who are either themselves born outside the reference country (i.e. first generation migrants) or whose parents are born outside the reference country (i.e. second generation migrants).

12 Defined in the EC study (Donlevy, et al, 2016) as those teaching or learning in other (minority) languages than the reference language.

13 Donlevy, V., Meierkord, A., and A., Rajania, (2016), _Study on the diversity within the teaching profession with particular focus on migrant and/or minority background_, ECORYS for the EC, Directorate-General for Education and Culture

14 Donlevy, V., Meierkord, A., and A., Rajania, (2016), _Study on the diversity within the teaching profession with particular focus on migrant and/or minority background_, ECORYS for the EC, Directorate-General for Education and Culture

15 OECD, (2019), _Education at a Glance 2019: OECD Indicators_, OECD Publishing, Paris, https://read.oecd-ilibrary.org/education/education-at-a-glance-2019_f8d7880d-en#page3

16 ETUCE, (2019), _Education trade unions addressing gender equality through Social Dialogue_, study by I. Pavlovaite and M. Weber

17 OECD, (2019), _TALIS 2018 Results. Teachers and School Leaders as lifelong learners_

18 OECD, (2019), _Education at a Glance 2019: OECD Indicators_, OECD Publishing, Paris, https://read.oecd-ilibrary.org/education/education-at-a-glance-2019_f8d7880d-en#page3

19 European Commission, (2019), _Education and Training Monitor 2019_, DG for Education, Youth, Sport and Culture

20 UNESCO, (2017), _A guide for ensuring inclusion and equity in education, Education 2030_, Paris

21 MASDIV, (2019), _Professional Development Course – Module 2, STEM, diversity and achievement/WP2_, University of Education Freiburg, International Centre for STEM Education (ICSE), : Erasmus+, Key Action 3 (KA3) – Support for policy reform

22 https://icse.eu/wp-content/uploads/2018/SonstigePDFs/MaSDiV_PD_module_3_culture_final.pdf

23   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

24   UNESCO, (2005), *Guidelines for inclusion: Ensuring access to education for all.* Paris: UNESCO

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

26   Waitoller, F. R., and Kozleski, E. B., (2013), *Working in boundary practices: Identity development and learning in partnerships for inclusive education*, in: Teaching and Teacher Education, 31, p35-45.

27   PPMI, (2017), *Preparing teachers for diversity: the role of initial teacher education.* Final report to DG Education, Youth, Sport and Culture of the EC

28   Billingsley, R., (2004), *Fostering Diversity in the Classroom: Teaching by Discussion*, in: On Diversity in Teaching and Learning: A Compendium, University of Colorado at Boulder, p3-6

29   European Agency for Special Needs and Inclusive Education, (2015), *Empowering Teachers to Promote Inclusive Education. A case study of approaches to training and support for inclusive teacher practice.* Odense, Denmark: European Agency for Special Needs and Inclusive Education

30   Claeys-Kulik, A-L., Jørgensen, T.E., and H., Stober, (2019), *Diversity, Equity and Inclusion in European Higher Institutions. Results from the INVITED project*

31   Kozleski, E., Artiles, A., & Waitoller, F. (2014, . *Equity in inclusive education: A cultural historical comparative perspective.*, in L. Florian (Ed.), *The SAGE handbook of special education* (Vol. 2, pp. 231–249), London: SAGE Publications. https ://doi.org/10.4135/97814 46282 236.n16, Erickson, 2004, cited on p239

32   Bešić, E., (2020), *Intersectionality: A pathway towards inclusive education?* In: Prospects (2020), https://doi.org/10.1007/s11125-020-09461-6

33   Intersectionality is defined "*the understanding that social inequalities are mutually constituting: race, class, gender, sexuality, ethnicity, nation, ability, and age operate not as unitary, mutually exclusive entities, but rather as reciprocally constructing phenomena*" (Collins, 2015). Collins, P H, (2015), Intersectionality's Definitional Dilemmas. www.annualreviews.org/doi/abs/10.1146/annurevsoc-073014-112142

34   Waitoller, F. R., & Kozleski, E. B. (2013). *Working in boundary practices: Identity development and learning in partnerships for inclusive education. Teaching and Teacher Education*, 31, p35-45.

35   UN, (2008), *Inclusive education: the way of the future*, International Conference on Education, International Conference Centre, Geneva, 25-28 November 2008, Forty-eighth session - UN Educational, Scientific and Cultural Organisation

36   International Commission on Financing Global Education Opportunity, (2016), *The Learning Generation. Investing in education for a changing world*, https://report.educationcommission.org/report/

37   Regulations, directives and decisions, derived from the principles and objectives set out in Treaties (primary legislation).

38   FRA, (2016), *Professionally speaking: challenges to achieving equality for LGBT people*, European Union Agency for Fundamental Rights

39   Meijer, C. and Watkins, A., (2016), '*Changing Conceptions of Inclusion Underpinning Education Policy*', in A. Watkins and C. Meijer (eds.), Implementing Inclusive Education: Issues in bridging the policy-practice gap (International Perspectives on Inclusive Education: Volume 8), Emerald Group Publishing Limited, Bingley, pp. 1-16

40   European Agency for Special Needs and Inclusive Education, (2014), *Organisation of Provision to Support Inclusive Education - Summary Report*, (V. Donnelly and M. Kyriazopoulou, eds.), European Agency, Odense, Denmark, 2014,

41   European Agency for Special Needs and Inclusive Education, (2019), *Preventing School Failure: A Review of the Literature.* (G. Squires and A. Kefallinou, eds.). Odense, Denmark

42   EFEE: European Federation of Education Employers

43   ESHA: European School Heads Association

44   Save the Children, (2016), *Effective schools are educationally and socially inclusive schools. Inclusive education: what it is and what it is not*; Ast., F., (2018), *Study on inclusive education in Europe and in the Republic of Moldova: reasonable accommodation, access to education and non-discrimination*, The joint European Union and Council of Europe project „Supporting national efforts for prevention and combating discrimination in the Republic of Moldova", part of the Partnership for Good Governance programme; UNESCO, (2020), *Global Education Monitoring Report Summary 2020: Inclusion and education: All means all.* Paris, UNESCO.

45   OECD (2020), *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris, https://doi.org/10.1787/69096873-en.

46   OECD, (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris, https://read.oecd-ilibrary.org/education/education-at-a-glance-2019_f8d7880d-en#page3.

47   Stevenson, H., Hagger-Vaughan, L, Milner, A., and E., Winchip, (2017), *Education and training policy in the European Semester. Public Investment, Public policy, Social dialogue and privatisation patterns across Europe*, published by ETUCE

48   OECD (2020), *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris, https://doi.org/10.1787/69096873-en.

49   European Agency for Special Needs and Inclusive Education, (2016), *Financing of Inclusive Education: Background Information Report*. Odense, Denmark: European Agency for Special Needs and Inclusive Education

50   European Agency for Special Needs and Inclusive Education, (2018), *Financing Policies for Inclusive Education Systems: Project Conceptual Framework*. (E. Óskarsdóttir, A. Watkins and S. Ebersold, eds.). Odense, Denmark
European Agency for Special Needs and Inclusive Education, (2016), *Financing of Inclusive Education: Mapping Country Systems for Inclusive Education*. (S. Ebersold, ed.). Odense, Denmark. www.european-agency.org/resources/publications/financing-inclusive-education-mapping-country-systems-inclusive-education.

51   Ebersold, S. and Meijer, C., (2016), '*Financing Inclusive Education: Policy Challenges, Issues and Trends*', in A. Watkins and C. Meijer (eds.), Implementing Inclusive Education: Issues in Bridging the Policy-Practice Gap (International Perspectives on Inclusive Education, Volume 8). Bingley: Emerald Group Publishing Limited

52   The International Standard Classification of Education (ISCED) defines special needs education as: Education designed to facilitate learning by 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 education programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. (UNESCO/UNESCO Institute for Statistics, 2012, p. 83)

53   Barrett, D., (2014), '*Resourcing Inclusive Education*', in C. Forlin and T. Loreman (eds.), *Measuring Inclusive Education (International Perspectives on Inclusive Education, Volume 3*. Emerald Group Publishing Limited; UNICEF, (2015), The Investment Case for Education and Equity. New York: UNICEF.

54   United Nations, Office of the United Nations High Commissioner for Human Rights and Inter-Parliamentary Union, (2007), *From Exclusion to Equality: Realising the Rights of Persons with Disabilities. Handbook for Parliamentarians*. Geneva: United Nations. http://www.ohchr.org/Documents/Publications/training14en.pdf (accessed 26 March 2020)

55   European Agency for Special Needs and Inclusive Education, (2016), *Financing of Inclusive Education: Background Information Report*. Odense, Denmark: European Agency for Special Needs and Inclusive Education

56   UNESCO, (2020), *Global Education Monitoring Report 2020: Inclusion and education: All means all*. Paris

57   The evaluation of the initiative 'suitable education' in 2020 showed that in most regions there is a "comprehensive offer": there are sufficient facilities to support different groups of students. However, there are still gaps, for example for students with multiple limitations and for students who have both a high cognitive level and behavioural problems. Reducing the numbers of pupils staying at home because there is no suitable offer, appears to be more difficult than expected. Ledoux, G., Waslander, S., and T., Eimers, (2020), *Evaluatie passend onderwijs. Eindrapport*. Amsterdam: Kohnstamm

58   See also findings in Bunar, N., (2019), *Promoting effective integration of migrants and refugees in education. Second Edition*, for ETUCE and EFEE

59   See also Pavlovaite, I. and M. Weber, (2019), *Education trade unions addressing gender equality through social dialogue. Research report*, for ETUCE

60   Audsley, J., Chitty, C., O'Connell, J., Watson, D., and J., Willis, (2013), Citizen Schools. Learning to rebuild democracy. Institute for Public Policy Research. London; Dobozy, E., (2007), *Effective learning of civic skills: democratic schools succeed in nurturing the critical capacities of students*, in: Educational Studies, Volume 33, Issue 2

61   European Commission/EACEA/Eurydice, (2018), *Teaching Careers in Europe: Access, Progression and Support*. Eurydice Report. Luxembourg: Publications Office of the European Union, https://www.zrss.si/ups/wp-content/uploads/Teaching-Careers-in-Europe-Access-Progression-and-Support-2018.pdf.

62   https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/area.cfm?a=4 (accessed on 20.07.2020)

63   Danau, D., and F., Pauly (2019), *Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education*, EU-CONVINCE project, Research report, ETUCE

64   Ferguson-Patrick, K., (2012), *Developing an inclusive democratic classroom "in action" through cooperative learning*, Joint AARE APERA International Conference, Sydney 2012

65   OECD, (2019), *PISA 2018 Results (Volume III): What School Life Means for Students' Lives*, PISA, OECD Publishing, Paris, https://doi.org/10.1787/acd78851-en.

66   Lindblad S. and Popkewitz T. S. (1999), *Education Governance and Social Integration and Exclusion: National Cases of Educational Systems and Recent Reforms*, Uppsala Reports on Education, No. 34.

67   Danau, D., and F., Pauly, (2019), *Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education*, EU-CONVINCE project, Research Report

68   Claeys-Kulik, A-L., Jørgensen, T.E., and H., Stober, (2019), *Diversity, Equity and Inclusion in European Higher Institutions. Results from the INVITED project*

69   Pont, B., Nusche, D., and H., Moorman, (2008), I*mproving School Leadership. Volume I: Policy and practice*, OECD

70   See for definitions: https://www.esha.org/leadership-2/   and   https://www.oecd.org/education/school/44339174.pdf

71   Miškolci, J., Armstrong, D., & Spandagou, I. (2016), *Teachers' perceptions of the relationship between inclusive education and distributed leadership in two primary schools in Slovakia and New South Wales (Australia). Journal of Teacher Education for Sustainability*, 18(2), 53–65. doi:10.1515/jtes-2016-0014; Mullick, J. (2013), *Development of the Distributed Leadership Practice for Inclusive Education* (DLPIE) Scale. Asian Journal of Inclusive Education, 1(1), 31–46.

72   European Agency for Special Needs and Inclusive Education, (2018), *Supporting Inclusive School Leadership: Literature Review.* (E. Óskarsdóttir, V. J. Donnelly and M. Turner-Cmuchal, eds.). Odense, Denmark

73   European Agency for Special Needs and Inclusive Education, (2018), *Supporting Inclusive School Leadership: Policy Review.* (V. J. Donnelly, M. Turner-Cmuchal and E. Óskarsdóttir, eds.). Odense, Denmark

74   Squires, G., (2010), '*Analysis of Local Authority Data to Show the Impact of being Dyslexia Friendly on School Performance*' Staffordshire School Governors Newsletter, Autumn 2010, 9

75   Booth, T. and Ainscow, M., (2002), *Index for Inclusion: developing learning and participation in schools.* Manchester: Centre for Studies on Inclusive Education

76   European Agency for Special Needs and Inclusive Education, (2017), *Raising the Achievement of All Learners: A Resource to Support Self-Review.* (V. J. Donnelly and A. Kefallinou, eds.). Odense, Denmark. www.europeanagency.org/resources/publications/raising-achievement-all-learners-self-review (Accessed 24 April 2020)

77   To conduct this judgement, a metric is used, taking into account issues such as the period the mother is living in the Netherlands, income, education level of parents, whether the parents are in debt restructuring, etc.

78   European Agency for Development in Special Needs Education, (2012), *Teacher Education for inclusion. Profile of Inclusive Teachers*

79   Hollenweger, J., Pantić, N., & Florian, L. (2015). *Tool to upgrade teacher education practices for inclusive education.* Brussels | Strasbourg: European Union | Council of Europe.

80   European Commission/EACEA/Eurydice, (2019), *The Structure of the European Education Systems 2019/20: Schematic Diagrams. Eurydice Facts and Figures.* Luxembourg: Publications Office of the European Union.

81   European Commission, (2019), *Employment and Social Developments in Europe 2019, Sustainable growth for all: choices for the future of Social Europe*; ETUCE project on Teachers' Professional Needs in Social Dialogue (2017-2018) https://www.csee-etuce.org/en/social-dialogue/29-european-sectoral-social-dialogue-in-education-essde/1879-activities-2.

82   Stevenson, H., Milner, A., and E., Winchip, (2018), *Strengthening the capacity of education trade unions to represent teachers' professional needs in social dialogue*

83   *Joint statement on inclusive schools within the context of diverse societies*. A joint initiative on promoting EU Common Values and Inclusive Education, CONVINCE project (2018-2019), ETUCE, FLC-CGIL, SNES-FSU, ZNP, ESHA, EFEE, Waterford Institute of Technology, in associated partnership with COFACE Families Europe and OBESSU, an Erasmus+ project

84   Louis, K.S., Marks, H.M., and S., Kruse, (1996), *Teachers' professional community in restructuring schools*, in: American Educational Research Journal, Vol. 33/4, Sage, London, pp 757-798, in: OECD, (2016), *School leadership and professional learning communities*, in: School Leadership for Learning: Insights from TALIS 2013; Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., and H., Sligte (2019), *Schools as professional learning communities: what can schools do to support professional development of their teachers?*, in: Professional Development in Education, September 2019

ABBREVIATIONS

EC (DG EAC)	European Commission (Directorate General for Education and Culture)
ETUCE	European Trade Union Committee for Education
EU	European Union
EFTA	European Free Trade Association
FRA	European Union Agency for Fundamental Rights
GDP	Gross domestic product
ICT	Information and Communication Technology(gies)
IPU	Inter-Parliamentary Union
LGBTI	Lesbian, gay, bisexual, transgender/transsexual and intersex
OECD	Organisation for Economic Co-operation and Development
OHCHR	Office of the United Nations High Commissioner for Human Rights
SDG	Sustainable Development Goal(s)
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities

ETUCE-CSEE

Boulevard Bischoffsheim 15, B- 1000 Brussels
secretariat@csee-etuce.org

WWW.CSEE-ETUCE.ORG