



Education Trade Unions
and Inclusive Schools:
Embracing Diversity in Education

RESEARCH RESULTS

Safe and healthy
learning and
working
environment

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SAGO Research

Elements of the presentation

Objectives and approach of the research

Opportunities and challenges of education systems

What is inclusive education?

13 key elements of inclusive education and conditions for implementation

Safe and healthy learning and working environment

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graph LR; A[Objectives and approach of the research] --- B[Opportunities and challenges of education systems]; B --- C[What is inclusive education?]; C --- D[13 key elements of inclusive education and conditions for implementation]; D --- E[Safe and healthy learning and working environment];
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Objectives of the research and outputs



Identify **impact of changes** in the society on professions in education and training



Identify **training needs** to support teachers, academics and other education personnel in working with a diverse classroom and implementing inclusive education



Identify **good practices** of creating and maintaining sustainable inclusive learning environments



Research report

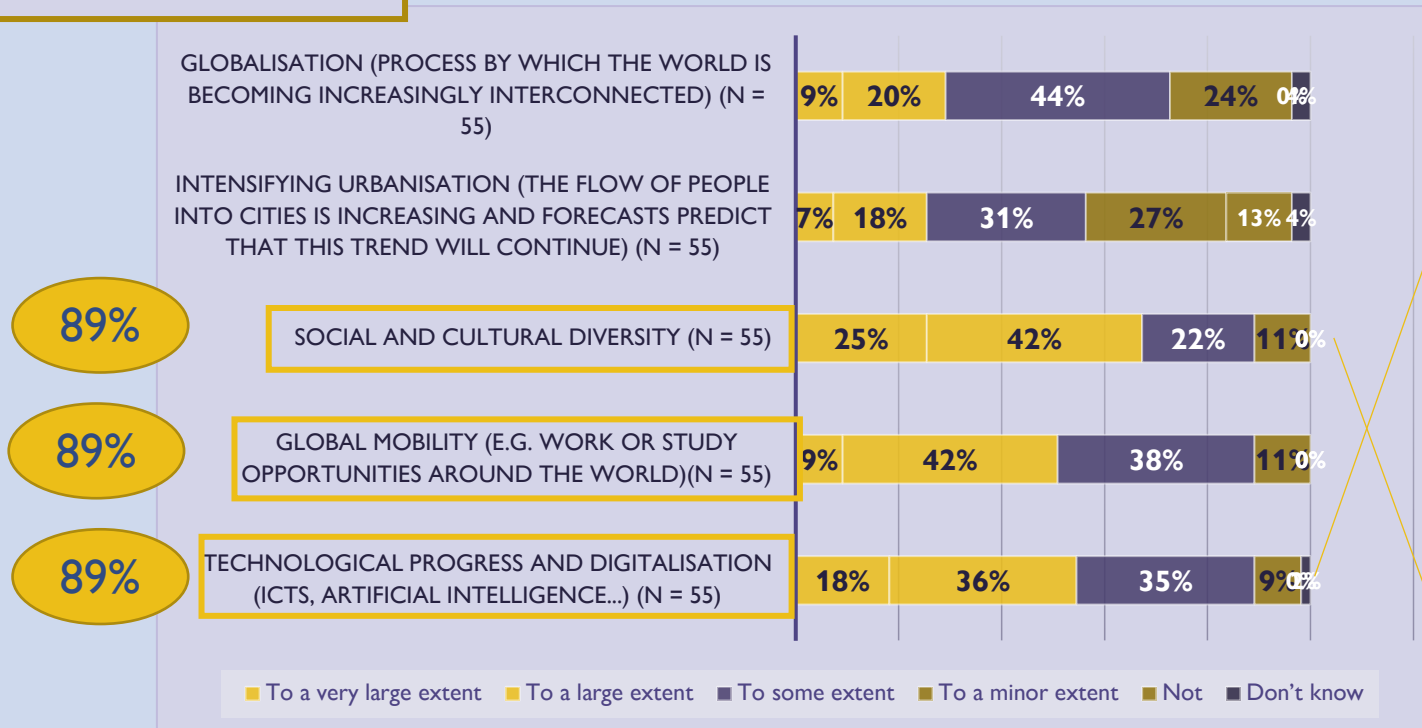
Good practices catalogue

Approach of the research

- **Online questionnaire** input from 61 respondents representing 60 ETUCE member organisations from 38 countries (about 50% response rate).
- **Desk-research** to provide background.
- **A template to gather good practices** (about 45).

Opportunities and challenges

Opportunities for education systems



Challenges for education systems

- **Technological** progress and digitalisation (96%)
- **Under-resourcing** of public education (91%)
- Rising **inequalities** in living standards (89%)
- **Cyber security** and data protection (88%)
- Continuous increasing **workload** of education personnel (86%)
- Social and cultural **diversity** (83%)
- **Violence and harassment** (including cyber-harassment (80%))

Inclusive education.....

Process of strengthening the capacity of the education system to reach out to all learners : “every learner matters and matters equally”.

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

Implementation of inclusive education

- **Implementation gaps:** difference between what is on paper and reality (because of under-resourcing, absence of embedding voice of education professionals in all stages of inclusive education development and implementation, lack of guidance, lack of adequate preparation, lack of support).

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).

Key elements of inclusive education and conditions for implementation (1)

1. A **clear vision of inclusive education based on a shared understanding** of the concept of inclusion in education by all stakeholders involved.
2. **Policy frameworks and mechanisms** in place, accompanied by **sufficient public funding**. *Investing in education is investing in people.*
3. **Embracing diversity** – diversity as an asset ≠ diversity as a problem.
4. Availability of **teacher support personnel and mechanisms**:
 - Personnel: e.g. teacher assistants, linguistic support, remedial teachers.
 - Mechanisms: e.g. opportunities for mutual learning and peer exchange*Smaller number of students for teachers to enable meeting specific needs.*
5. **Meaningful participation** of teachers/other education personnel and learners (who, when, how).
6. **Initial education and continuing professional development** of all education personnel.

Key elements of inclusive education and conditions for implementation (2)

7. **Sufficient time within working hours** to implement inclusive education (preparation, consulting with colleagues and professionals, etc.).
8. **Adequate recruitment and retention policies** for teachers and other education personnel reflecting diversity.
9. **Designing and implementing appropriate teaching-learning aids, equipment and approaches** and support in this.
10. **Cooperation** (between education professionals, leadership and education professionals, various sectors and education, education professionals and families/carers, etc.).
11. **Adequate governance models** at education institutional level and the key role of leadership (whole school approach, distributive leadership).

Key elements of inclusive education and conditions for implementation (2)

12. Adequate assessment and monitoring systems:

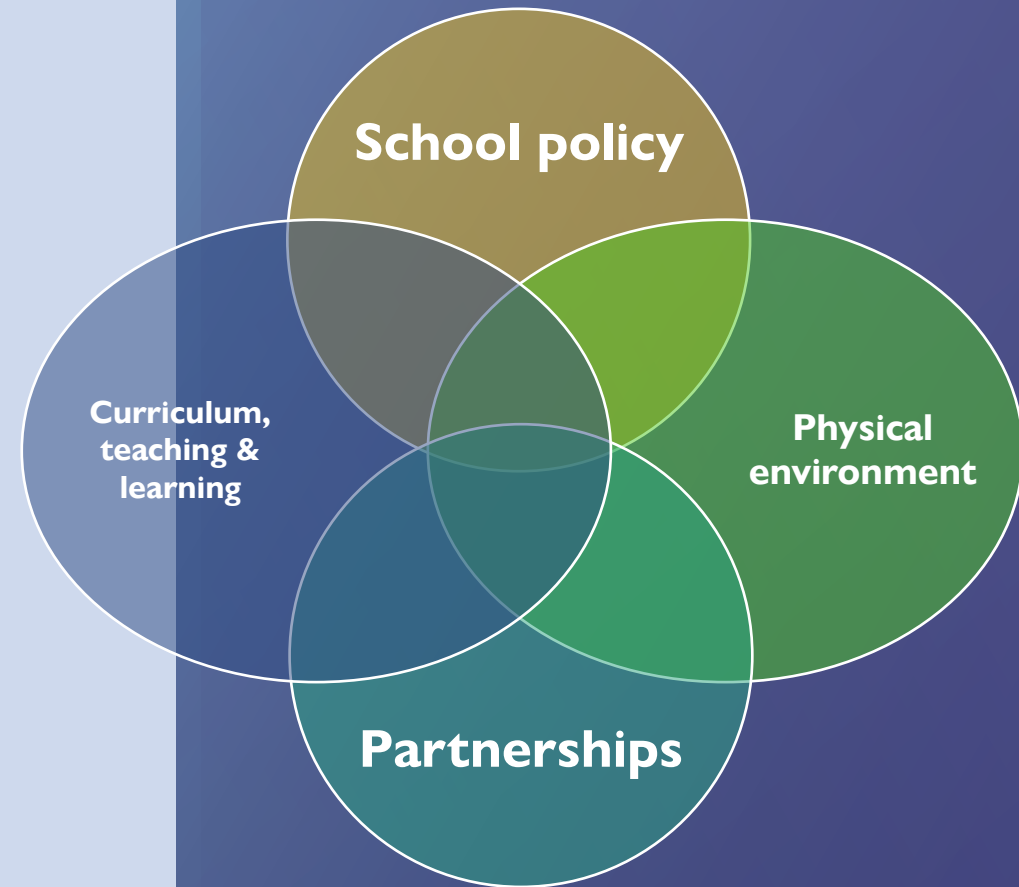
- At level of education institutions: track progress in the implementation of inclusive education against existing regional/national frameworks.
- At level of learning processes of students: still too much focus on performance, exams, reproduction of inequalities, and not so much taking into account of innovative pedagogical methods.

13. Safe and healthy working and learning environments free from harassment and bullying, including cyber-bullying.

A safe and healthy learning and working environment

Multi-dimensional: mental well-being, physical well-being, e-safety, ... encompassing various building blocks:

- **School policy**, e.g. shared vision on what a safe and healthy learning environment is, promotion of health and well-being of students and personnel, work-life balance policy, anti-bullying policy
- **Curriculum, teaching & learning:** e.g. integration of health and safety issues across the curriculum, cooperative learning strategies to understand mutual needs
- **Physical environment:** school facilities & infrastructure like buildings and outside spaces, transport
- **Community partnerships:** networking with health and social services, cooperating with parents

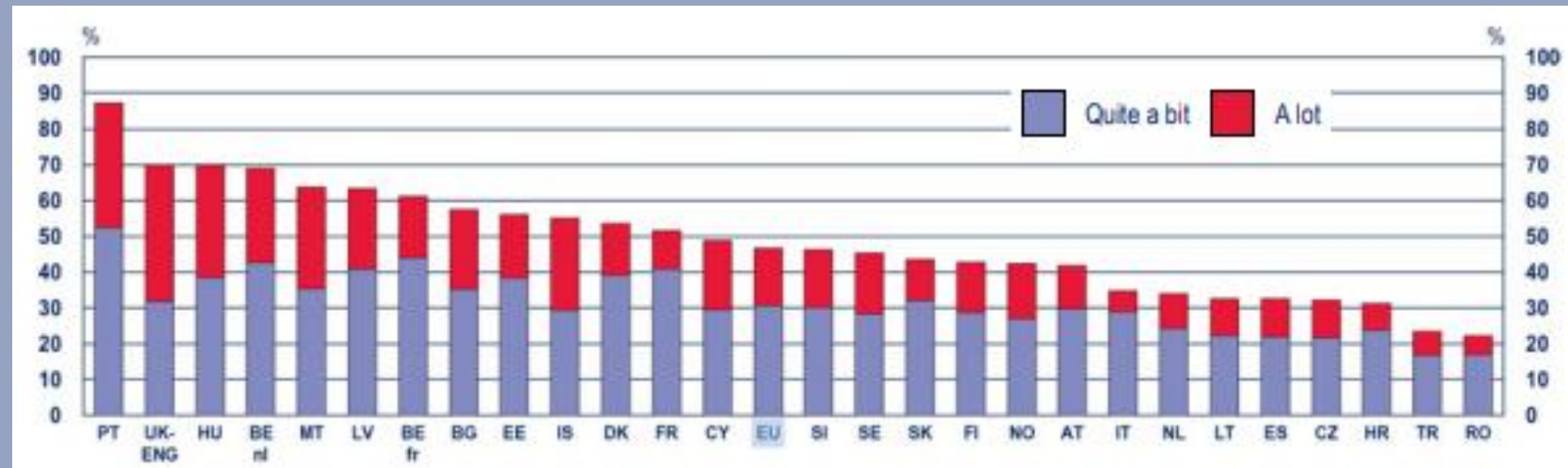


Some figures...

93% (urgent) action: training of education personnel in relation to creating a safe and healthy learning and working environment (ETUCE online survey 2020)

90% (urgent) action: training of education personnel in relation to appropriately manage an increased workload. (ETUCE online survey 2020)

Proportion of lower secondary teachers experiencing stress at work, 2018



Source: European Commission/EACEA/Eurydice, 2021. Teachers in Europe: Careers, Development and Well-being. Eurydice report. Luxembourg: Publications Office of the European Union

Examples

- 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.
- 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*).
- A safe and healthy working environment for the whole education community (*Portugal*) was stressed, also in the light of the COVID-19 pandemic.
- 'Schools without Racism – Schools with Courage' is a large 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.

Examples

- *Romania*: In 2007, the National Strategy was approved on reducing the phenomenon of violence in schools. The strategy establishes Principles and guidelines on Preventing and Combating general violence in schools, roles and functions of the educational institutions system framework.
- *Ireland*: The first Action Plan for Online Safety was launched in 2018 whereby the key objective is improved digital citizenship through schools. Schools are supported through the prescription of a school curriculum that contributes to overall student learning and more specifically to the development of skills and competences necessary to life in contemporary societies, which includes being safe online.
- *UK*: The NASUWT LGBTI Conference, held on 26th June 2018, called for urgent action to secure equality for LGBTI teachers in schools and colleges, including action to: challenge bullying, harassment and discrimination in schools and colleges; secure compulsory LGBTI equality training for all staff in schools and colleges; campaign for greater accountability of employers to ensure a safe working environment for LGBTI teachers; and campaign for greater accountability of employers to exercise their duty of care for the wellbeing of LGBTI teachers.

Examples

- *France* (SNES-FSE): Developing and implementation of a global package of measures e.g. annual brochures on gender equality, preventing violence and sexual harassment in the workplace for teachers and pupils, equality protocols, gender-friendly forms of recruitment, etc.
- *Cyprus*: National Strategy for the Prevention and Management of Violence in School 2018-2022.
- *Germany* (VBE): A manifest 'Attitude counts' (Haltung zählt) was developed in the land of Bavaria, which is part of an ongoing campaign against hatred and violence in educational settings.

ENETOSH: The European Network Education and Training in Occupational Safety and Health (ENETOSH) offers a platform for systematic knowledge-sharing on issues concerning education and training in occupational safety and health.

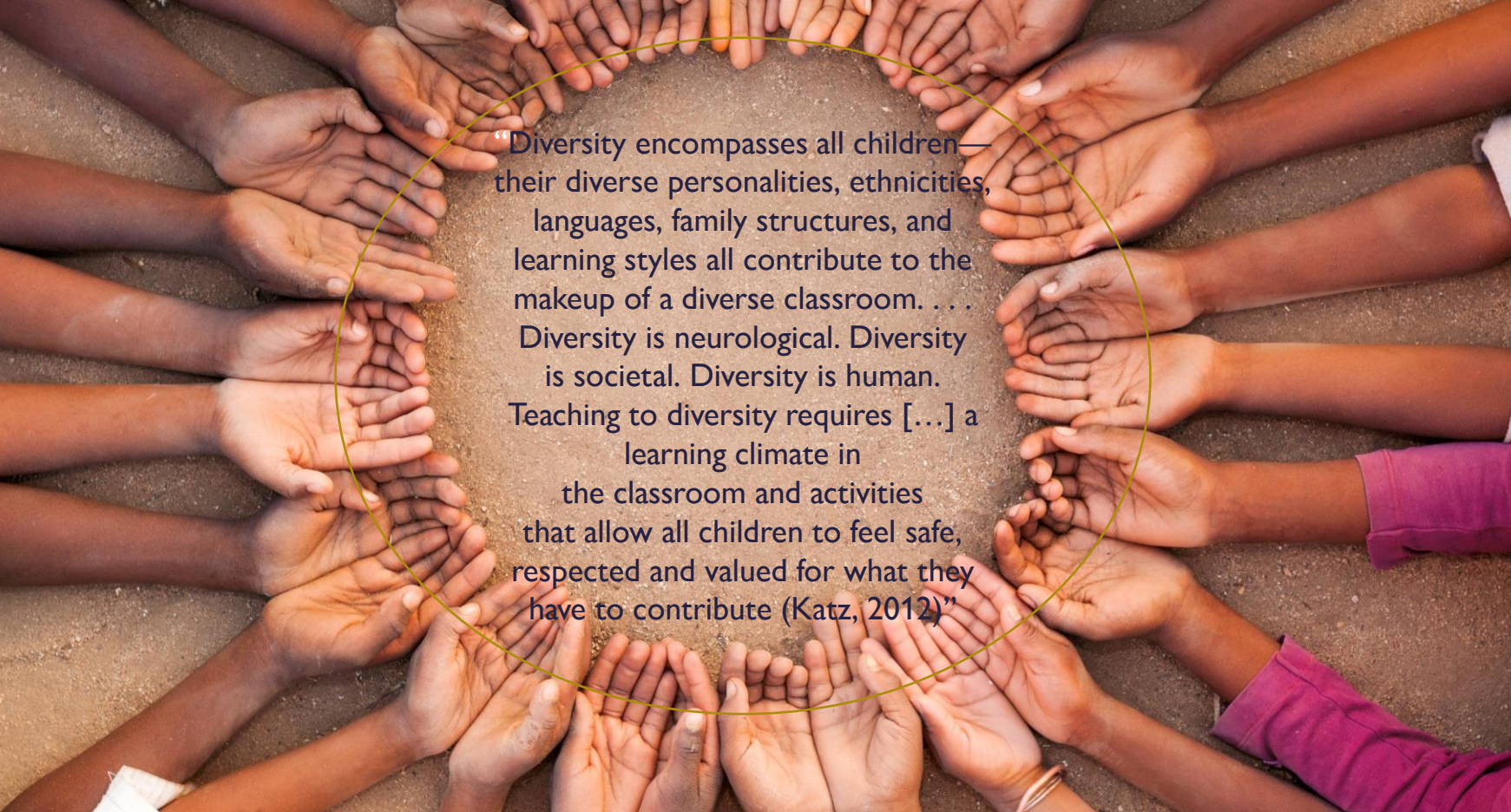
ETUCE material – some examples

- Joint statement of ETUCE, OBESSU and EPA (May 2020) about a safe return to school
- Updated ETUCE Action Plan on teachers' work-related stress (2009)
- Joint ETUCE-EFEE statement (June 2020) on the impact of the COVID-19 crisis on sustainable education systems at times of crisis.
- Updated ETUCE Action Plan on preventing and tackling violence in schools (November 2010)
- High-level discussion – webinar on the state of play on COVID-19 for education trade unions in Europe (October 2020)
- Implementation guide developed by ETUCE-EFEE on how to prevent and mitigate third-party violence and harassment in schools

**A safe and
healthy
learning and
working
environment**

COVID-19 adding a dimension...

Amplification of existing issues like bullying and harassment through online education, increasing workload of teachers, a healthy and safe learning and working environment as a challenge, etc.



“Diversity encompasses all children—their diverse personalities, ethnicities, languages, family structures, and learning styles all contribute to the makeup of a diverse classroom. . . . Diversity is neurological. Diversity is societal. Diversity is human. Teaching to diversity requires [...] a learning climate in the classroom and activities that allow all children to feel safe, respected and valued for what they have to contribute (Katz, 2012)”



A participative learning journey.....



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