



EDUCATION
TRADE UNIONS
AND INCLUSIVE
SCHOOLS
**EMBRACING
DIVERSITY
IN EDUCATION**

KEY ELEMENTS AND CONDITIONS FOR THE IMPLEMENTATION AND MAINTENANCE 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**. Respondents of the ETUCE Diversity in Education survey (2020) identify various **key elements and conditions for the implementation of inclusive education**. Based on the same survey, **gaps** are identified between the necessary conditions and the extent to which these conditions are in place

A **clear vision of inclusive education** embedded in policy frameworks and including a sound and shared understanding of the concept of inclusion in education by all stakeholders in education, including policy and decision-makers



A **democratic culture in educational institutions**, including the meaningful participation of teachers and other education personnel as well as learners in decision-making processes, evaluation and improvement processes in educational institutions



The **necessary policy frameworks** and mechanisms in place to support the implementation of inclusive education, accompanied by sufficient resourcing and public funding. *Investing in education is investing in people*



Embracing diversity: every learner has unique characteristics, interests, abilities and learning needs. *Particular challenges are identified related to the implementation of inclusive education for specific groups, like e.g. Roma students, LGBTI students, migrant and refugee students, learners with mental health issues*



Initial education and continuing professional development of all educational professionals





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Sufficient time within their working hours for teachers, trainers, academics and other education personnel to implement an inclusive education approach



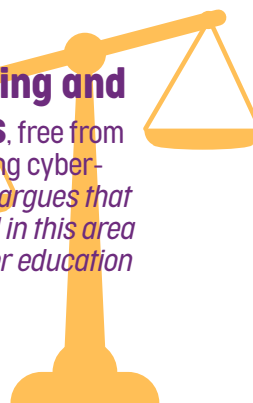
Adequate recruitment and retention policies for teachers and other education personnel reflecting the diversity in the education sector and in society

Designing appropriate teaching-learning aids, equipment and approaches (e.g. differentiated curricula, classroom arrangements and teaching strategies)



Safe and healthy working and learning environments

free from harassment and bullying, including cyber-bullying. *93% of the respondents argues that (urgent) training action is needed in this area for teachers, academics and other education personnel. ETUCE Survey 2020*



Availability of teacher support personnel and mechanisms:

Smaller number of students for teachers to meet specific needs of students

- support **personnel** (including teacher assistants, psychologists and linguistic support personnel, remedial teachers),
- support **mechanisms** (including support in identifying learners' needs, opportunities for mutual learning and exchange)



Cooperation as an essential component in implementing inclusive education meaningfully and effectively (between education professionals, between leadership and education professionals, between various sectors and education, between education professionals and families, carers)



Adequate governance models

at education institutional level and the whole-school approach. *Leaders in educational 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*



Adequate assessment and monitoring systems:

(National) tests still focus too much on performance, attainment, exams and qualifications, rather than promoting learning for all.



At the level of education institutions to track progress in the implementation of inclusive education against the existing regional/national frameworks.

At the level of the learning process of students: assessment systems that avoid reproduction of inequalities and promote learning for all, as well as take into account innovative pedagogical methods.



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'[Embracing diversity in education](#)',
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