

Education
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Toolkit

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TEACHING INCLUSION, BUILDING BELONGING

*A Toolkit for Educators and Education Unions to Promote Inclusion
and End Stigma Related to Leprosy (Hansen's Disease)*

MODULE 5

Inclusion of Education Support Personnel



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SASAKAWA
LEPROSY
HANSEN'S DISEASE
INITIATIVE



About the authors:

Dr Peter Grimes

Dr. Peter Grimes is an international education expert with 40 years' experience advancing equity in Education, Inclusive Education, Child Protection, and Early Childhood Development across the globe, working with organisations including the UN and all major donors. He has supported government reforms and sector planning at every level of the education system, from schools and communities to national and global policy. He is a widely published author whose research has been cited in major international publications.

Dian Soliman

Dian Soliman is an inclusion specialist with expertise in disability inclusive education. She has worked with international organisations and education stakeholders to develop and strengthen policies, strategies, and programmes that advance inclusive and equitable education systems. She has led and contributed to the development of practical tools and resources, as well as capacity-building initiatives, to support stakeholders in advancing inclusion, equity, and non-discrimination.

About the artist (cover art):



Arianne Gaille Perez

"I am an illustrator and visual artist based in the Philippines. I work across digital illustration, sketching, and traditional art, and I enjoy exploring different ways of turning ideas and observations into images.

I am drawn to expressive forms, movement, and thoughtful compositions, often creating artwork that leaves room for interpretation.

Art for me is a way of observing the world, making sense of what I see, and sharing it with others. I am still finding and developing my voice as an artist, but I enjoy the process of experimenting, learning, and discovering where each artwork takes me."

About Education International:

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.

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Acronyms and Abbreviations

ESP	Education Support Personnel
EI	Education International
ILO	International Labour Organization
ICT	Information and Communications Technology



Module Overview

This module examines the role of education support personnel (ESP) in building inclusive, safe, and supportive schools. It builds on earlier modules on inclusive education, stigma and discrimination, collaboration, and whole-school approaches by focusing on the workers whose daily interactions with learners, families, teachers, school leaders, and communities help schools function and learners participate in the most inclusive way. This module considers who ESP are, how their work contributes to identifying and removing barriers and promoting accessibility, enabling all learners and educators to participate on an equal basis, including in relation to access, participation, safety, wellbeing, and learning.

The module explores the importance of recognising ESP as education workers with rights. It also examines the barriers ESP face, including insecure employment, limited professional development, low pay, unclear roles, heavy workloads, health and safety concerns, and limited voice in decision-making. It emphasises that inclusion applies to ESP themselves, including ESP affected by leprosy (Hansen's disease), ESP with disabilities, women ESP, and ESP from other groups that experience stigma or discrimination. ESP are not auxiliary staff on the margins of inclusion, but members of collaborative teams that make inclusion in education possible.

Module Learning Objectives

1. Explain who ESP are and describe how their different roles contribute to quality, inclusive education.
2. Explain how ESP, teachers, school leaders, families, and specialist professionals work collaboratively as part of a whole-school approach to identify and remove barriers to participation and to support inclusive education for all learners.
3. Identify common barriers and difficulties faced by ESP and explain how these barriers can affect learners, education workers, and inclusive school environments.
4. Describe practical ways schools, education authorities, and unions can recognise, support, protect, and include ESP as part of a whole-school approach.
5. Apply an inclusion and rights lens to the experiences of ESP affected by leprosy (Hansen's disease), ESP with disabilities, women ESP, and other ESP who may experience stigma, discrimination, or exclusion.

Units in this Module

Unit 5.1 Understanding the Role of Education Support Personnel

Unit 5.2 How Education Support Personnel Can Be Supported



Unit 5.1. Understanding the Role of Education Support Personnel

Unit Overview

This unit introduces education support personnel as essential members of the education workforce and explores how their everyday roles, professional expertise, and collaboration with teachers and school leaders contribute to inclusive education. It examines the different categories of ESP, the changing nature of their work, and the ways ESP support learners' participation, safety, wellbeing, learning, and connection with the wider school community. The unit emphasises that inclusion is most effective when supported through a whole-school approach in which ESP, teachers, school leaders, families, communities, and specialist professional all work together as collaborative teams, bringing complementary expertise to identify and remove barriers to participation, accessibility, and learning. It also highlights the barriers ESP may face and considers how stigma, disability, leprosy (Hansen's disease), gender, and precarious working conditions can affect ESP participation, recognition, and inclusion.

Unit Learning Objectives

1. Identify different categories of ESP and explain how their roles contribute to learners' access, participation, safety, wellbeing, and learning.
2. Describe how ESP strengthen inclusive education through everyday interactions with learners, families, teachers, school leaders, and communities.
3. Recognise common barriers faced by ESP, including unclear roles, limited professional development, precarious employment, heavy workloads, low pay, limited recognition, health and safety risks, and restricted voice in decision-making.
4. Describe how the rights to inclusion, reasonable accommodation, accessibility, participation, and non-discrimination can be realised for ESP, particularly ESP affected by leprosy (Hansen's disease), ESP with disabilities, women ESP, and ESP from other marginalised groups.

Unit Outline

5.1.1 Role of ESP in Inclusion and Addressing Stigma and Discrimination

5.1.2 Barriers and Difficulties Faced by Education Support Personnel



5.1.1 Role of ESP in Inclusion and Addressing Stigma and Discrimination

Who are education support personnel?

Education support personnel (ESP) are the professional, administrative, technical, health, welfare, and general staff who work across the education sector and contribute to students' learning, safety, wellbeing, and participation.¹ They include teaching assistants and aides, school nurses, counsellors, psychologists, therapists, developmental paediatricians, health care workers, administrative staff, canteen staff, transport staff, security personnel, and others whose work enables schools to function and learners to learn.

ESP are essential actors in providing quality education and have an important role to play particularly in the context of inclusive education. ESP closely interact with disadvantaged learners, families, teachers, school leaders, and communities in many formal and informal ways. Often, they are the first and last persons learners see when they go to and out of school. ESP's everyday work can help identify barriers to participation, support reasonable accommodation, accessibility, and referral pathways, promote respectful language and accurate information, and challenge stigma and discriminatory attitudes toward persons with disabilities and persons affected by leprosy (Hansen's disease). In this way, ESP help schools become communities where all learners and education workers are treated with dignity, protected from exclusion, and supported to participate fully.

Depending on the education system and school set-up, ESP may include the following professions:²

- teaching assistants and/or aides
- administration and clerical personnel
- career guidance and counselling personnel
- documentalists and librarians
- maintenance and skilled trades personnel
- food and nutrition personnel
- health and welfare personnel
- tutors and learning assistants
- security personnel
- technical, technological, and communications personnel
- transport personnel
- specialist professionals, including development pediatricians and therapists



TRY THIS!

Map who supports your school.

List all personnel who contribute to learners' education and well-being, including staff who may not normally be considered part of the "education team". Ask:

- What does each person contribute to learners' education?
- Which roles are visible to learners and families?
- Which roles are often overlooked?
- Are all ESP included in school meetings and planning processes relevant to their work?

The changing role of ESP in education

ESP roles are increasingly connected to the wider educational mission of schools. Their work contributes not only to the day-to-day functioning of schools but also to learners' participation, safety, well-being, learning, and relationships with the wider school community.

The *Carrying the Community* report by Education International (EI) describes ESP work as having pedagogical, material and social dimensions. ESP bring unique skills, relational capacities, and cultural knowledge to educational communities. Their work complements teacher-led instruction and can help schools respond to learners who have traditionally been excluded or marginalised. The report identifies ESP as contributing to student well-being and socialisation, school and community involvement, learning and achievement, and health and safety. It also highlights their role in connecting schools with families and communities. This means that ESP should not be viewed simply as people who perform tasks around teaching. Their everyday work can contribute directly to creating an inclusive, safe, and supportive learning environment.

For example:

ESP role	Contribution to inclusion
Teaching or classroom assistants	Provide additional support to learners, complement teacher-led instruction, and help learners participate in classroom activities. <i>See Annex 1: Role of Teaching Assistants in Inclusive Classrooms, for more information.</i>
School nurses and health personnel	Support learners' health and well-being, identify concerns that may affect participation, and help connect learners and families with appropriate services.
Counsellors and social workers	Provide emotional and psychosocial support, build relationships with learners, and help identify concerns that may affect participation, learning or well-being.
Librarians and information staff	Help learners access information, resources and spaces that support learning and participation.



ESP role	Contribution to inclusion
Administrative and clerical personnel	Help learners and families navigate school processes and access information and services.
Transport personnel	Help learners, including learners with disabilities or mobility difficulties, access school safely and regularly.
Food and nutrition personnel	Contribute to learners' health, well-being, and ability to participate in school by helping ensure access to food and nutrition services.
Cleaners and maintenance personnel	Help maintain safe, healthy, and usable learning environments, including spaces that are accessible to learners with different needs.
Security and safety personnel	Contribute to a safe and welcoming school environment and can help identify situations where learners may need additional support.

These contributions go beyond an ESP's specific job description. The report emphasises the relational and community dimensions of ESP work: ESP often have regular, informal interactions with learners and may develop relationships that are different from those learners have with teachers or school leaders. These relationships can provide valuable opportunities to notice when a learner is experiencing difficulties and to connect the learner with appropriate support.

For example, a transport worker's role may formally be to transport learners safely to and from school. Through regular interaction with learners, however, the worker may establish warm, trusting relationship with learners. A learner may feel more comfortable approaching the transport worker about a difficulty than approaching a teacher or school leader. The ESP may notice changes in the learner's behaviour, recognise that a learner is struggling, or become aware of bullying, exclusion, or accessibility barriers that affect the learner's journey to and from school (e.g., difficulties boarding a vehicle, inaccessible transport arrangements, or obstacles that limit safe and independent travel). With appropriate confidentiality and safeguarding procedures, the ESP can then share the concern with the relevant teacher, school leader, parent, or support service. This can help ensure appropriate support, accessibility improvements, or interventions are considered.

Similarly, a school cleaner, food service worker, librarian, or security personnel may interact with learners outside the formal classroom environment. Through these everyday interactions, they may become trusted adults in learners' lives and important observers of barriers to participation, accessibility, and inclusion.

"The cleaning and security staff talk to students in the hallways. They know a lot of things that teachers don't know because they have more context. Sometimes they can just sit down with a kid who is sad and say, 'What's up, what's wrong?', without having to judge or grade them. Many of them are from the community, which gives them more influence with the students. This is especially important because this neighbourhood has a big drug dealing problem. And once they start using drugs as kids, they tend to do it for life. So, it is important to have staff from the community. They know the kids. They live next door to them. And they can be a positive influence because the kids respect them."

- Representative FNE, Portugal, January 2024, Carrying the Community report



This is particularly important for inclusive education. Learners affected by leprosy (Hansen's disease), learners with disabilities, and other learners who experience stigma or exclusion may face barriers that restrict their participation and that are not always visible during classroom instruction. ESP are often well placed to notice and identify barriers to learner's full participation and to help address them by connecting learners with the people and specialist support services they need.

Inclusion is a shared responsibility. Teachers have an essential role in teaching and learning, but creating an inclusive school requires the contribution of everyone who interacts with learners. Inclusive education is strengthened when teachers, ESP, school leaders, families, and specialist professionals work collaboratively as part of a support team. Different members of the school community may notice different barriers to participation and bring different expertise, perspectives, and relationships that help identify solutions and ensure that learners receive appropriate support.

TRY THIS!

LOOK BEYOND THE JOB DESCRIPTION

When planning for inclusion, ask:

- Who interacts with learners outside the classroom?
- Which ESP have regular contact with learners who may be experiencing difficulties?
- Are ESP aware of how to respond when a learner approaches them for help?
- Do ESP know who to refer concerns to?
- Are there clear and safe channels for sharing concerns while protecting the learner's privacy?
- How can the knowledge and observations of ESP contribute to identifying and removing barriers to participation?

ESP should not be expected to take on responsibilities outside their role or professional competence. Rather, schools should recognise the valuable observations, relationships, and knowledge that ESP may bring and establish appropriate ways for these to contribute to the wider school support system.

The *Carrying the Community*³ report stresses that for ESP to contribute fully in these ways, they need to be integrated into the school's pedagogical project, have clearly defined roles, be able to connect schools with communities, and have opportunities to develop their skills and knowledge. In contrast, ESP face a lot of difficulties in the workplace that can make this integration more difficult.



5.1.2 Barriers and Difficulties Faced by Education Support Personnel

Despite the importance of ESP for quality and inclusive education, they often work under conditions that limit their ability to contribute fully to the school community and may even violate their human rights. The Carrying the Community report identifies several interconnected challenges, including funding shortfalls, privatisation, fragmented workloads, staff shortages, precarious employment, and limited access to professional development that can undermine both the working conditions of ESP and the quality and inclusiveness of education. These barriers affect more than the working conditions of ESP. They can also affect the ability of schools to create inclusive learning environments. Inclusive education depends on effective collaboration among teachers, ESP, school leaders, families, and specialist professionals. When ESP roles are unclear, professional expertise is not recognised, or opportunities for learning and collaboration are limited, schools may be less able to identify and remove barriers to participation, accessibility, learning, and wellbeing. Supporting ESP is therefore an important part of strengthening inclusive education and ensuring that collaborative teams can respond effectively to the diverse needs of learners.

Some of the common barriers faced by ESP include:

1. **Unclear or changing roles** - ESP roles are not always clearly defined. Job responsibilities may change in response to staffing shortages, funding constraints, outsourcing, or other pressures. In some cases, ESP may be expected to take on responsibilities beyond their original role without adequate preparation, support, or recognition. The fragmentation of tasks can also make it difficult for ESP to develop sustained relationships with learners and colleagues. This can make collaboration more difficult and reduce the capacity of school teams to provide coordinated support to learners, particularly those who face barriers to participation or require additional support.
2. **Blurring of professional roles and profiles** - The boundaries between different ESP roles, and between ESP and other education professionals, may become blurred. Some ESP may be expected to perform pedagogical or care-related tasks without having the corresponding training, professional status, or decision-making authority. At the same time, the educational and pedagogical value of their existing work may be overlooked. This can undermine collaborative approaches to inclusion by limiting recognition of the distinct expertise that different professionals bring to identifying barriers and developing solutions with learners.
3. **Limited professional development and capacity building** - ESP play an increasingly important role in supporting the diverse academic, social, health, behavioural, and practical needs of learners. However, they may have limited access to training and professional development, particularly where funding constraints reduce opportunities for staff development. Without adequate training and support, ESP may be less equipped to contribute to inclusive practices, identify barriers to participation and accessibility, and work effectively with teachers and other professionals to support diverse learners. Capacity building should reflect the responsibilities of different ESP roles and may include communication, child safeguarding, inclusive education, disability inclusion, health and wellbeing, recognising when learners need additional support, and referral pathways. Professional development is part of building a capable and inclusive education workforce. ESP should have opportunities to learn alongside teachers and other school personnel and to contribute their own professional expertise to collaborative learning.



"Here in Spain, there have been, I don't exaggerate, 20, 25 years without competitive exams in many categories. I mean, imagine, people who entered a profession when they were 30 years old, and now, they're 50-something years old and they've always been temporary workers. They've always worked, often at the same place, but have never had a permanent position. And because they are temporary and not permanent, they haven't been promoted because promotions are only for permanent staff."

- Representative F.E.CC.OO., Spain, February 2024, Carrying the Community report

may work across different schools, locations, or roles, making it difficult to establish stable relationships with learners and colleagues. These conditions can reduce the time available for collaboration, professional development, and participation in school activities. As a result, opportunities to identify barriers early, coordinate support, and contribute to inclusive planning may be reduced.

- 4. Precarious employment and inadequate compensation** - Outsourcing and funding shortfalls can result in temporary or insecure contracts, stagnant or declining wages, reduced benefits, and uncertainty about continued employment. These conditions can affect ESP's wellbeing, motivation, professional status, and ability to remain in education. High staff turnover and job insecurity can also disrupt the continuity of relationships that ESP build with learners, families, and colleagues. This can make it more difficult for schools to provide consistent support and maintain collaborative approaches to inclusion.
- 5. Heavy and fragmented workloads** - Staff shortages and funding constraints can result in ESP taking on heavier or fragmented workloads. Some ESP
- 6. Low pay and limited career progression** - Pay, benefits and career progression are important dimensions of ESP working conditions. Differences in employment arrangements can also create inequalities between categories of education workers. When ESP roles are undervalued, it can reinforce perceptions that their contributions to learner participation, wellbeing, accessibility, and inclusion are less important than those of other education professionals.
- 7. Limited recognition and voice in decision-making** - ESP work may be undervalued or treated as separate from the core educational work of the school. This can limit ESP's opportunities to participate in professional learning, school decision-making, and discussions about teaching, learning, and student wellbeing. ESP should have opportunities to contribute to decision-making, particularly on issues that affect their work. When ESP voices and expertise are excluded, schools may miss important insights into the barriers, support needs, and accessibility challenges experienced by learners.
- 8. Health and safety concerns** - ESP may face occupational health and safety risks, particularly when working conditions, equipment, staffing or training are inadequate. Health and safety are distinct dimensions of ESP working conditions. Safe and healthy working environments are also important for inclusion because ESP are better able to support learners and participate fully in school life when their own wellbeing and safety are protected.
- 9. Gendered undervaluing of ESP work** - Many ESP roles are associated with care, support, and other forms of work traditionally undertaken by women. The skills and labour involved in support work may be treated as voluntary or natural caring rather than professional work deserving appropriate recognition and compensation. This is particularly relevant when considering the



majority-female composition of many ESP roles and the gendered stigma and discrimination discussed in Module 4. Such undervaluing can weaken recognition of the expertise that many women ESP bring to inclusive education and can limit their participation, leadership, and influence within schools.

- 10. Stigma and discrimination** - ESP may face or fear stigma and discrimination linked to disability, health conditions, age, gender, race, ethnicity, religion, social status, or other aspects of identity. Stigma and discrimination can cause and compound the barriers described above by limiting access to secure work, fair pay, professional development, reasonable accommodation, accessible work environments, safe working conditions, and meaningful participation in school life. Stigma can also silence ESP, making it harder to raise concerns, disclose support needs, or challenge unfair treatment. Inclusive education requires that all members of the education workforce can participate on an equal basis. When ESP experience exclusion or discrimination, schools lose valuable expertise, perspectives, and lived experience that can help identify and remove barriers to inclusion for others.

ESP Affected by Leprosy (Hansen's Disease) and Disability

Inclusion also means inclusion of ESP with disabilities. They should not only be recognised as workers entitled to support and protection, but also as professionals, leaders, experts and advocates whose lived experience can strengthen inclusive education. Their participation in decision-making contributes to valuable knowledge about barriers, accessibility and inclusion. The challenges faced by ESP can be compounded when:

- they experience stigma and discrimination because of leprosy (Hansen's disease) or disability;
- they are not provided reasonable accommodation, when required;
- workplaces, including education institutions, are not designed and organised to be accessible;
- they experience gender-based discrimination or harassment;
- they belong to other groups that experience stigma and discrimination;
- information, facilities, and infrastructure are not accessible; or
- policies and practices are rigid and does not recognise diversity and inclusion.

Barriers associated with stigma, discrimination, inaccessible environments, and precarious employment can compound existing inequalities experienced by some ESP affected by leprosy (Hansen's disease) or disabilities. For example, an ESP affected by leprosy (Hansen's disease) should not be excluded from work because of misconceptions about transmission. Where an ESP has a disability, the school or employer should consider appropriate reasonable accommodation, and accessibility needs so that the person can perform their work and participate fully.

- **Job insecurity and health risks:** ESP with disabilities or those affected by leprosy (Hansen's disease) often require reasonable accommodations, such as flexible hours or time off for medical care and ulcer management. Because ESP roles increasingly lack benefits, paid sick leave, or union protections (due to privatisation), an ESP taking time off for leprosy (Hansen's disease) treatment faces an immediate risk of job loss and poverty.



- **Compounded marginalisation:** ESP roles frequently rely on people from historically marginalised communities. When an ESP already faces societal stigma due to visible impairments from leprosy (Hansen's disease), the professional devaluation of their job compounds their social marginalisation. They are treated as easily replaceable, making them highly vulnerable to discriminatory firing disguised as "budget cuts."
- **Silenced voices:** Precarious workers are often afraid to speak up. An ESP affected by leprosy (Hansen's disease) may hide their diagnosis or endure unsafe working conditions out of fear that requesting accommodations will result in their contract not being renewed by a private employer.

[See Additional Resources](#) at the end of this module. Check the link to Education International's article, "*Education support personnel are key to quality inclusive public education: A call for recognition and fair treatment*," which provides real-school examples of the challenges faced by ESP.

What does this mean for ESP in inclusive education?

The barriers outlined are not only employment issues. They can directly affect learners and the quality of education. When ESP lack adequate time, resources, training, stable working conditions, or opportunities to collaborate, they may have less capacity to provide the support that learners need.

This is particularly important for ESP affected by leprosy (Hansen's disease) and ESP with disabilities. They should not be excluded from professional development, assigned inappropriate duties, or treated differently because of disability or a history of leprosy (Hansen's disease). Schools and unions should consider reasonable accommodations and other measures that enable ESP to participate fully in their work and professional development.

Supporting ESP is part of supporting inclusive education. ESP need clear roles, appropriate preparation, professional development, decent working conditions, and a voice in the school community so that they can contribute fully to the learning, participation, safety, and wellbeing of all learners. This requires positive changes in policies and practices as well as attitudes and culture.



Unit 5.2. Rights and Support for Education Support Personnel

Unit Overview

This unit focuses on how ESP can be recognised, protected, and supported as education workers. It explores practical action on rights, working conditions, professional development, participation, union representation, accessibility, reasonable accommodation, and protection from discrimination, including for ESP affected by leprosy (Hansen's disease), ESP with disabilities, women ESP, and other marginalised ESP.

Unit Learning Objectives

1. Describe how ESP should be recognised as education workers with rights, dignity, professional status, and a voice in decisions affecting their work.
2. Explain how collaboration among ESP, teachers, school leaders, unions, and other education stakeholders support inclusive education and helps realise the rights, participation, accessibility, and inclusion of ESP.
3. Identify key forms of support for ESP.
4. Describe practical actions schools, education authorities, and unions can take to support ESP and strengthen inclusive education.
5. Apply an inclusion and rights lens to support ESP affected by leprosy (Hansen's disease), ESP with disabilities, women ESP, and other marginalised ESP.

Unit Outline

5.2.1 Education Support Personnel Have Rights as Education Workers

5.2.2 How Education Support Personnel Can Be Supported

5.2.1 Education Support Personnel Have Rights as Education Workers

ESP are workers and education professionals whose rights and dignity must be respected. Education International's Declaration on the Rights and Status of Education Support Personnel⁴ recognises ESP as an essential part of education systems, and calls for their status, rights, working conditions, professional development, and participation in decision making to be protected and valued.⁵ These principles are reinforced by ILO Convention No. 190 (C190) and Recommendation No. 206, which recognise the right of everyone to a world of work free from violence and harassment and call for inclusive, integrated and gender-responsive measures to prevent discrimination, violence and harassment and provide protection, support and remedies.⁶

KEY INTERNATIONAL STANDARDS

- ILO Convention No. 190 and Recommendation No. 206: establishes a framework for preventing and addressing violence and harassment in the world of work, including gender-based violence and harassment, and recognise the importance of equality and non-discrimination.
- UN Convention on the Rights of Persons with Disabilities (CRPD): protects equality and non-discrimination and the right of persons with disabilities to work on an equal basis with others, including through reasonable accommodation.
- UN principles on the elimination of discrimination against persons affected by leprosy: recognises that persons affected by leprosy (Hansen's disease) and their family members should enjoy their human rights and fundamental freedoms without discrimination, including in employment and participation in society.

These protections are reinforced by the UN Convention on the Rights of Persons with Disabilities (CRPD), which establishes equality and non-discrimination and recognises the right of persons with disabilities to work on an equal basis with others, including through reasonable accommodation.⁷ Where ESPs affected by leprosy (Hansen's disease) have leprosy-related impairments or disabilities, these rights and protections are particularly relevant. More broadly, persons affected by leprosy should be protected from discrimination and exclusion in employment and participation in society.⁸



For schools and education unions, this means that improving education requires attention not only to teachers and learners, but also to the working conditions, status, voice, safety, accessibility and professional development of ESPs. ESPs affected by leprosy and ESPs with disabilities should be included on an equal basis, with reasonable accommodation, accessible working environment, and other necessary support provided when required.

In practical terms, supporting ESP means addressing:

- fair and decent pay
- secure employment
- reasonable workloads and working hours
- safe and healthy working conditions
- access to benefits and social protection
- professional preparation and continuing development
- opportunities for career progression
- participation in decisions affecting their work
- the right to organise and bargain collectively
- freedom of association and union representation
- protection from discrimination, harassment, and violence
- accessible work environments
- reasonable accommodation where required

These areas should be adapted to national labour laws as well as school and union policies and guidelines. The terms should be applicable to different categories of ESP.

5.2.2 How Education Support Personnel Can Be Supported

Six areas of support for ESP

Area	What ESP need
1. Recognition and status	Recognition as education professionals and essential members of the education workforce
2. Capacity and professional development	Access and participation to relevant training, induction, professional learning, and career development
3. Decent employment	Stable employment, fair compensation, benefits, manageable workloads, and safe working conditions
4. Participation and voice	Meaningful participation in school decision-making and matters affecting their work
5. Collaboration and communication	Clearly defined roles and regular opportunities to work with teachers, school leaders, families, and other professionals
6. Rights and representation	Freedom to organise, union representation, and collective bargaining, with protection against discrimination and exploitation

- 1. Capacity building and professional development** – ESP need to have opportunities to update their skills and knowledge and to participate in collaboration and training. ESP also contribute valuable knowledge and experience to professional learning. Professional development should be collaborative and recognise the expertise that ESP bring to schools. Well-prepared ESP are better able to identify and remove barriers to participation, accessibility, learning, wellbeing, and safety, and to work effectively with teachers and other professionals to support diverse learners. Support can include:

- induction or onboarding for new ESP
- training relevant to their specific roles
- opportunities to participate in school-wide professional learning
- training on inclusive education and safeguarding
- opportunities to learn from teachers and other ESP
- pathways for career progression

ESP can contribute to professional learning by sharing role-specific expertise (e.g., a school nurse can brief teachers and other ESP on health-related topics; an ICT staff can demonstrate accessible digital tools).

- 2. Clear roles and integration into the school** - schools need to integrate ESP into the school's pedagogical project, define their roles clearly, and enable them to build links between schools and communities. Learners benefit when ESP are recognised as part of collaborative support teams, with clear roles and opportunities to contribute their expertise to identifying barriers and planning inclusive responses. ESP should have:



- clearly defined responsibilities
- opportunities to contribute to school planning
- regular communication with teachers and school leaders
- opportunities to share knowledge about learners and families
- appropriate involvement in inclusive education planning

3. National and education-sector policy - The problems experienced by ESP cannot be solved at school level alone. Broader problems arise from inadequate public education funding, outsourcing and privatisation, precarious employment, insufficient staffing, deregulation, and inadequate recognition of ESP. Therefore, EI's broader ESP policy position calls for governments to invest in trained and qualified ESP with good working conditions. Inclusive education depends not only on school-level practices but also on policies, funding, staffing, and employment conditions that enable ESP to participate fully and provide consistent support to learners. Unions can advocate for national or sector-level policies that:

- recognise ESP as an integral part of the education workforce
- provide adequate public funding for ESP positions
- establish minimum employment standards
- regulate outsourcing and precarious employment
- provide professional development
- establish fair compensation and benefits
- protect ESP's rights to organise and bargain collectively

4. Compensation and benefits - Funding and working conditions are closely related. Funding shortfalls can result in increased workloads, reduced benefits, lower wages, precarious contracts and outsourcing. Decent working conditions help attract, retain, and support qualified ESP, enabling schools to maintain stable relationships, continuity of support, and collaborative approaches that benefit learners. At school/union level, this means checking whether ESP receive:

- fair and timely pay
- appropriate overtime compensation
- leave and other employment benefits
- safe working conditions
- reasonable workloads
- protection against arbitrary changes to duties
- job security appropriate to the nature of their work
- required reasonable accommodations
- accessible work environment



5. Collaboration and communication - Schools can establish regular structures for collaboration, clear communication channels, opportunities for ESP to contribute to decisions affecting their roles, and mechanisms for sharing information about learners while respecting confidentiality. Different members of the school community notice different barriers and bring different expertise, and effective collaboration helps ensure that learners receive coordinated and appropriate support. Practical examples include:
 - Teaching assistants and classroom aides can plan with teachers on lesson adaptations and share observations on learner participation.
 - School nurses, health personnel, counsellors, and social workers can work with teachers, leaders, families, and services to address health, wellbeing, safeguarding, or psychosocial concerns.
 - Administrative and clerical personnel can help families navigate school processes and alert leaders when access, documentation, or stigma-related barriers arise.
 - Transport, security, food, cleaning, and maintenance personnel can report practical barriers to access, safety, hygiene, nutrition, mobility, or peer interaction to designated staff.
 - Librarians, ICT, information, and communications personnel can support accessible materials, assistive technologies, inclusive displays, and clear communication for learners and families.
6. **Voice, unionisation, and collective action** - Union action is an important source of resistance to the deterioration of ESP working conditions. The role of unions is beyond simply representing ESP in employment disputes. Inclusive education requires an inclusive education workforce. When ESP, as rights-holders, can collectively advocate for fair working conditions, recognition, accessibility, and protection from discrimination, they are better able to participate fully in school life and contribute their expertise to supporting learners. Strategies for unions to support ESP include:
 - reclaiming a comprehensive definition of public education that recognises teachers and ESP as essential
 - increasing the visibility of ESP and their pedagogical contributions
 - directly improving ESP working conditions through union action
 - building broader coalitions, building capacity, lobbying policymakers and working with researchers and international actors

Supporting ESP affected by leprosy (Hansen's disease) or with disabilities

An inclusive school should ensure that ESP themselves is not excluded because of disability or leprosy (Hansen's disease). ESP with disabilities can also serve as important role models in inclusive schools. Their lived experience can help school communities better understand accessibility, challenge assumptions about disability, and identify and remove barriers that may otherwise be overlooked.



For ESP affected by leprosy (Hansen's disease)

The focus should be on what support the worker needs, rather than assumptions about what the person can or cannot do. Schools and employers should:

- avoid decisions based on misconceptions about leprosy (Hansen's disease) transmission
- maintain confidentiality regarding an individual's health information
- avoid unnecessary exclusion from work or school activities
- provide appropriate support if treatment or impairments affect work temporarily
- address stigma or discriminatory behaviour among colleagues, learners, or families
- recognise and benefit from their professional expertise and lived experience, including their insights into stigma, accessibility, participation, and barrier removal

For ESP with disabilities

Schools and employers should identify and remove barriers and provide reasonable accommodation where required. Accommodation is not preferential treatment. It is a way of removing a barrier so that a person can participate and perform their work on an equal basis. Reasonable accommodation should be determined in consultation with the individual rather than assumed by others. The ILO specifically identifies reasonable accommodation as an important means of ensuring equality and preventing discrimination against workers with disabilities.⁹ Possible accommodations may include:

- accessible workspaces
- adapted equipment
- accessible communication and information
- changes to work schedules or arrangements where appropriate
- additional time for tasks
- mobility or transport support
- other adjustments identified with the worker

Mrs S. Clifford v. Aycliffe Village Primary School (County Durham, UK, Employment Tribunal, 2019). Clifford worked as a teaching assistant in a reception class from 2006, developing fibromyalgia and chronic fatigue syndrome. An occupational health report recommended reasonable adjustments – duties she could do sitting or standing, shifts concentrated in the morning and earlier in the week to allow recovery time. Instead, the headmaster refused to move her from the noisy reception class, telling her when she challenged the decision: "I can do whatever I like." When she later called to arrange her return from sick leave, she was told not to come back until her condition "subsided" — despite explaining it was a disability that wouldn't. She raised a formal grievance and was dismissed shortly after. The tribunal ruled in her favour, finding multiple breaches of the Equality Act 2010.

- Cartmell Shepherd Solicitors, 15 May 2019: <https://www.cartmells.co.uk/headmaster-told-disabled-teaching-assistant-i-can-do-what-i-like/>

Gender inclusion of ESP

Gender is an important consideration in the inclusion of ESP because stigma, discrimination, and inequality are often experienced differently by women and men. Women ESP, particularly those with disabilities or from other margin-



alised groups, may experience compounded forms of discrimination that affect their participation, recognition, safety, working conditions, and opportunities for advancement. This reflects the broader gendered nature of stigma and discrimination in education, discussed in Module 4. In this context, it is important to recognise that many education support roles are highly feminised. EI's work on ESP notes that women ESP often experience low pay, insecure employment, excessive workloads, harassment and violence,¹⁰ highlighting how gender inequalities can shape the experiences of ESP within education systems.

Schools and unions can ask:

- Are women ESP concentrated in the lowest-paid or least secure roles?
- Are women ESP represented in decision-making?
- Are care and support roles appropriately valued?
- Do ESP have safe mechanisms for reporting harassment?
- Are workplace policies responsive to gender-based violence and harassment?
- Are women ESP with disabilities or other marginalised identities experiencing additional barriers?

The aim is not to treat women ESP only as people who need protection. Women ESP are workers, professionals and leaders who should have an equal voice in shaping education.

TRY THIS!

Practical Tips for Educators and School Leaders on Supporting ESP

- Recognise every ESP as part of the education team. Include them in relevant school discussions and activities.
- Clarify roles and responsibilities. Avoid assigning additional responsibilities without discussing workload, preparation and support.
- Ask ESP what they need. Do not assume that school leaders or teachers know what support is required.
- Share information. Ensure ESP receive information relevant to their work, including school policies, safeguarding procedures, and emergency procedures.
- Recognise contributions publicly. Recognition can help challenge the perception that some forms of schoolwork are less valuable than others.
- Check for barriers. Consider physical, communication, attitudinal, and organisational barriers affecting ESP participation.



What can unions do?

Education unions have an important role in ensuring that ESP are not treated as an invisible or secondary workforce. The *Carrying the Community*¹¹ report documents examples of unions responding to ESP challenges through organising, collective action, research, lobbying and efforts to increase the visibility and recognition of ESP. Its recommendations include improving working conditions, increasing recognition, and strengthening research and international connections.

Practical actions for unions may include:

1. Organise ESP

- Identify which ESP are represented and which are not.
- Make union membership accessible to all categories of ESP.
- Establish ESP representatives or focal persons where appropriate, especially women, ESP affected by leprosy (Hansen's disease), and with disability.

2. Include ESP in collective bargaining

- Review pay and benefits across ESP categories.
- Address insecure contracts and outsourcing.
- Negotiate reasonable workloads and safe working conditions.
- Include non-discrimination, reasonable accommodation, and accessibility provisions.

3. Strengthen ESP voice

- Include ESP representatives in relevant union committees.
- Consult ESP before developing policies affecting them.
- Create safe channels for ESP to raise concerns.

4. Build capacity

- Provide training on labour rights, workplace safety, and union organising.
- Ensure training itself is accessible to ESP with disabilities.
- Provide information on discrimination, harassment, and available reporting mechanisms and support.
- Provide leadership development opportunities to ESP especially women, ESP affected by leprosy (Hansen's disease), and with disability.

5. Build alliances

- Work with organisations persons affected by leprosy (Hansen's disease) and organisations of persons with disabilities.



- Engage with community and health organisations on issues affecting ESP and learners.

TRY THIS!

Practical Tips for Education Unions on Supporting ESP

- Include ESP, especially women and persons affected by leprosy (Hansen's disease) and with disability in union membership, leadership, and decision-making structures.
- Collect information on ESP working conditions, including contracts, pay, workload, training, and access to benefits.
- Ensure union meetings, communications, leadership programmes and organising activities are accessible to members with disabilities
- Ensure collective bargaining priorities include ESP rather than focusing only on teaching personnel.
- Monitor whether outsourcing or funding cuts are disproportionately affecting specific categories of ESP.
- Support ESP who experience discrimination, harassment, or unsafe working conditions.
- Work with organisations of persons affected by leprosy (Hansen's disease) and organisations of persons with disabilities to strengthen inclusive workplace policies.

See Annex 2: Ghana's School Kitchen Women, an example of how a union supported women ESP in Ghana's pre-tertiary schools to have better working conditions.



TOOL: ESP Inclusion and Support Checklist

This checklist is designed to help schools, education authorities, and unions assess how well ESP are included, recognised, and supported as part of an inclusive education system. Inclusive education depends on collaborative teams in which teachers, ESP, school leaders, families, and specialist professionals can all contribute their expertise to identifying and removing barriers to participation, accessibility, learning, wellbeing, and safety. The checklist helps identify strengths and gaps in the conditions that enable ESP to participate fully and contribute effectively to inclusive education.

The tool draws on findings from EI's *Carrying the Community* report and can be adapted to different contexts and needs. It is intended as a quick self-assessment and discussion tool rather than a comprehensive review or audit. The checklist can be used as a starting point for reflection, dialogue, and action to strengthen the inclusion and support of ESP within a whole-school approach.

Instructions: For each statement, mark Yes, Partly, or No. Add comments or actions where needed.

Area	Check	Yes	Partly	No	Notes
Recognition and status	ESP are recognised as an integral part of the education workforce.	☐	☐	☐	
	ESP contributions to learner wellbeing, participation and learning are recognised.	☐	☐	☐	
	ESP are included in school activities and professional discussions relevant to their work.	☐	☐	☐	
Roles and collaboration	ESP have clearly defined roles and responsibilities.	☐	☐	☐	
	ESP have regular opportunities to communicate and collaborate with teachers and school leaders.	☐	☐	☐	
	ESP are consulted on decisions that directly affect their work.	☐	☐	☐	
	ESP expertise and perspectives are recognised and directly contribute to support the implementation of inclusive schools.	☐	☐	☐	
Capacity building	ESP receive induction when they begin work.	☐	☐	☐	
	ESP have access to relevant professional development.	☐	☐	☐	
	ESP can participate in appropriate school-wide training and learning activities.	☐	☐	☐	



Area	Check	Yes	Partly	No	Notes
Working conditions	ESP have fair and timely compensation.	☐	☐	☐	
	ESP receive appropriate benefits and leave entitlements.	☐	☐	☐	
	ESP have manageable workloads and appropriate working hours.	☐	☐	☐	
	ESP work in a safe and healthy environment.	☐	☐	☐	
	ESP have appropriate job security and protection from arbitrary dismissal or outsourcing.	☐	☐	☐	
Participation and voice	ESP can raise concerns without fear of retaliation.	☐	☐	☐	
	ESP have meaningful opportunities to participate in school decision-making.	☐	☐	☐	
	ESP with disabilities participate in decisions affecting workplace accessibility, reasonable accommodation, and inclusion.	☐	☐	☐	
	ESP have access to union representation and collective bargaining where applicable.	☐	☐	☐	
	ESP are protected from discrimination and harassment.	☐	☐	☐	
	ESP with disabilities or affected by leprosy (Hansen's disease) receive reasonable accommodation and are not excluded from employment or participation.	☐	☐	☐	
	School facilities, communications, information, technologies, and professional development are accessible to ESP with disabilities.	☐	☐	☐	
	ESP from marginalised groups are treated equitably and their contributions are valued.	☐	☐	☐	
	ESP from marginalised groups are treated equitably and their contributions are valued.	☐	☐	☐	
Policy and accountability	School/union policies explicitly recognise the role and rights of ESP.	☐	☐	☐	
	There is a clear process for raising and resolving workplace concerns.	☐	☐	☐	
	The school/union reviews ESP working conditions and support regularly.	☐	☐	☐	



After completing the checklist: Select three areas requiring the most urgent attention.

Priority area	What needs to change?	Who should act?	First step	Timeline
1.				
2.				
3.				

Practice and Application

My Role in Supporting an Inclusive School

Inclusive education is a shared responsibility. ESP, teachers, school leaders, and education unions have different roles, but each can contribute to creating a school environment where learners and education personnel are valued, supported, and included. This activity helps participants reflect on their own role in creating an inclusive and supportive school environment.

Instructions: Complete the section that applies to your role.

If you are an ESP: Think about your own work and the learners you interact with. Consider how your work contributes to learners' access, participation, safety, learning, or wellbeing.

- What is one thing I already do that helps learners feel included or supported?
- What is one way my work contributes to learners' safety, learning, or wellbeing?
- What is one additional way I could contribute to an inclusive school?
- What support, training, or resources would help me do this?

If you are a teacher: Think about your own role as a teacher, including how you work with ESP to support learners.

- What is one thing I already do that helps learners feel included or supported?
- How do I work with ESP to support learners' learning, participation, safety, or wellbeing?
- What is one thing I could do to strengthen collaboration with ESP?
- What support or resources would help me work more effectively with ESP?
-

If you are a school leader: Think about how your leadership and school systems enable ESP to contribute to inclusive education.

- How are ESP currently recognised as members of the education team?
- What opportunities do ESP have to contribute to discussions about learners' needs and wellbeing?
- What is one thing I could do to strengthen the support, recognition, or participation of ESP?
- What resources, policies, or capacity-building opportunities are needed?

If you are an education union representative: Think about how the union can support and advocate for ESP.

- What issues affecting ESP does the union currently address?
- What is one area where the union could strengthen its support for ESP?
- How can the union ensure that ESP affected by leprosy (Hansen's disease) and ESP with disabilities are included and protected from discrimination?
- What policy, professional development, working condition, or collective bargaining issue could the union take forward?

Reflection: After completing the questions, identify one practical action within your role that you can take to strengthen the inclusion, participation, safety, learning, or wellbeing of learners and ESP.

Unit Summary

- * **ESP are an essential part of quality, inclusive education.** Their roles extend beyond administrative or support tasks and contribute to learners' participation, safety, well-being and learning.
- * **The roles of ESP are changing, but their working conditions have not always kept pace with these changes.**
- * **Common barriers include insecure employment, fragmented or excessive workloads, inadequate preparation, limited professional development, low pay and benefits, poor recognition, health and safety risks, and limited voice.**
- * **ESP are workers with rights.** Supporting them requires action on employment conditions, professional development, health and safety, participation, representation, and protection from discrimination.
- * **Inclusion applies to ESP themselves.** ESP affected by leprosy (Hansen's disease) and ESP with disabilities should not experience exclusion or discrimination because of their health status or disability.
- * **Accessibility, barrier removal, and reasonable accommodation enable ESP with disabilities to participate and contribute on equal basis with others.**
- * **Gender matters.** Education support work is highly feminised and women ESP can face intersecting forms of undervaluation, insecurity, harassment, and discrimination.
- * **Schools and unions share responsibility for ensuring that ESP are recognised, heard, supported, and protected.**
- * **Strengthening ESP rights is also an inclusive education issue:** schools cannot build inclusive learning environments while excluding or undervaluing the people who help make those environments possible.

Additional Resources

1. **Education International, Carrying the Community**, the primary resource for this module. The report examines the changing role of ESP and their pedagogical, material, and social dimensions: <https://www.ei-ie.org/en/item/28615:carrying-the-community>
2. **Education International, Declaration on the Rights and Status of Education Support Personnel** — useful for developing union and workplace commitments concerning ESP rights: <https://www.ei-ie.org/en/item/26434:declaration-on-the-rights-and-status-of-education-support-personnel>
3. **ILO – Violence and Harassment Convention, 2019 (No. 190)** — relevant to workplace protection, reporting, remedies and support, including gender-based violence and harassment. <https://www.ilo.org/resource/ilc/ilc108/violence-and-harassment-convention-2019-no-190>
4. **Education International, Education support personnel are key to quality inclusive public education: A call for recognition and fair treatment**, 2025: <https://www.ei-ie.org/en/item/29921:education-support-personnel-are-key-to-quality-inclusive-public-education-a-call-for-recognition-and-fair-treatment>



Annexes

Annex 1: Role of Teaching Assistants in Inclusive Classrooms

Teaching Assistants in Inclusive Classrooms

Learners affected by leprosy (Hansen's disease) and learners with disabilities have the same fundamental right: to attend their neighbourhood mainstream school and take part in activities alongside their peers. This is the goal every school should be working toward. In practice, some schools are further along that path than others. Resources, staffing, and training vary widely, and a school moving a learner from a separate classroom into partial mainstream participation is real progress, even if full inclusion isn't yet in reach. Segregation – placing learners affected by leprosy in separate institutions, or learners with disabilities in special schools, separate classrooms, or routine one-on-one pull-out teaching – works against this goal and should be avoided wherever the school has the means to do so. Where it currently exists, the aim is to treat it as a starting point to build from, not a permanent arrangement to defend. Inclusive education, at its core, means improving the quality of teaching and learning so that children can learn together — recognising this is usually a gradual shift, not a single decision a school makes overnight.

What the role is — and isn't. Teaching assistant work:

- Is best located inside the mainstream classroom, not a separate room or institution, wherever the school is able to organise it that way
- Focuses on identifying and removing barriers to learning and participation
- Aims to move away from one-on-one remedial teaching as the default approach for helping a learner “catch up”
- Works toward reducing reliance on a “shadow teacher” model, where one assistant sits beside a single learner all day
- Centres on supporting the classroom teacher to adapt environment, pedagogy, curriculum, and learning aids so more learners can be included over time
- Includes working with teachers, parents, learners, and the wider community to build understanding and gradually shift stigma – whether directed at a visible disability or at a learner affected by leprosy



Key Responsibilities

A teaching assistant supports the school in becoming more inclusive over time – for a learner with a physical, sensory, or intellectual disability and for a learner affected by leprosy alike – rather than managing individual children in isolation from their classmates.

Area	What it looks like
Supporting learning and wellbeing	■ helping the school understand and meet each learner's needs ■ working with the principal and teachers on reasonable accommodations ■ co-teaching, small-group support, and modelling strategies ■ monitoring progress for all learners, including those affected by leprosy or disability
Strengthening whole-school practice	■ advising on inclusive policy and practice ■ helping select and adapt learning resources ■ supporting staff training ■ contributing to Child and Family Support Plans/Individual Education Plan
Building partnership	■ involving learners and families in decisions about their own progress ■ liaising with other professionals (social workers, therapists, psychologists) ■ working closely with parents and guardians
General duties	■ safeguarding learner wellbeing ■ supporting outings and activities ■ keeping progress records; preparing and adapting lessons ■ assessing work

Common Misconceptions

Myth	A More Helpful Way to Think About It
The teaching assistant alone is responsible for a learner's education and progress.	Both teachers share that responsibility: planning, delivering, and assessing learning together, for every learner in the room.
Teaching assistants pull learners with disabilities or affected by leprosy out of class for separate, individual instruction.	Support works best inside the classroom where possible, since this helps the learner avoid stigma and stay part of ordinary classroom life. Where a school currently relies more heavily on pull-out support, moving gradually toward more in-class support is a reasonable next step, rather than an all-or-nothing switch.
The teaching assistant sits beside one learner all day, only helping them follow along.	Rotating between whole-class, small-group, and individual support tends to work better than a fixed "shadow teaching" arrangement, which can isolate a learner from classmates. If a school currently uses shadow teaching, it's worth treating as a transitional step rather than the end goal.
Only the teaching assistant manages the Child and Family Support Plan / Individual Education Plan.	The teaching assistant can facilitate the process, but developing and delivering the plan works best as a shared responsibility across the whole team around the child.

See also a short video on the role of educational assistants in inclusive settings: "Rethinking the role of educational assistants": <https://youtu.be/UIH7Dz3wMpQ?si=gla7UrxUk8bVjpd>

Annex 2: Ghana's School Kitchen Women (TEWU's "Green and Safe Kitchen" Campaign)

Teachers and Educational Workers' Union of TUC-Ghana (TEWU) documents the working conditions of women who cook for students in Ghana's pre-tertiary schools: hours in smoke-filled kitchens without proper ventilation or protective equipment, followed by unpaid care work at home, with "limited pathways to promotion, job insecurity, low systemic visibility, and, in some cases, exposure to harassment." TEWU names this explicitly as "not just a safety issue on a job. It is a gender justice issue." TEWU's response — a national campaign for safer, ventilated kitchens paired with fair scheduling, harassment protection, and promotion pathways for women — is an example of how unions can help support women in the workplace.

Source: Amanor, T. D., "The hidden crisis facing women who work in kitchens in Ghana's pre-tertiary schools," Education International, Worlds of Education (13 May 2026). <https://www.ei-ie.org/en/item/32505:the-hidden-crisis-facing-women-who-work-in-kitchens-in-ghanas-pre-tertiary-schools>



Annex 3: Practice and Application – Facilitated Activities

Making ESP Visible

Purpose: To help participants identify how ESP contribute to inclusion and one practical change that can strengthen their participation and rights. Participants should ideally be a mix of ESP, teachers, school leaders, education union representatives.

- 1. Map ESP contributions.** In small groups, choose one school and list the different ESP working there. For each role, discuss:
 - What does this person contribute to learners' education, safety or well-being?
 - What barriers might make it difficult for them to do their work effectively?
 - Are they included in relevant school decisions?
- 2. Identify one gap.** Use the **ESP Inclusion and Support Checklist Tool** to identify one area where the school or union could provide better support.

- 3. Agree on one action.** Complete the following:

Our ESP support priority is: _____

The change we want to see is: _____

Who needs to act: _____

Our first step will be: _____

We will review progress by: _____

Facilitator note: The discussion should include ESP themselves wherever possible. Avoid designing solutions for ESP without their participation.



Endnotes

- ¹ Education International, "Education Support Personnel," April 9, 2021, <https://www.ei-ie.org/en/dossier/1369:education-support-personnel>.
- ² L. Cone and A. Giudici, "Carrying the Community: Addressing the Consequences of Privatization and Funding Shortfalls for Education Support Personnel" (Education International, 2024), <https://www.ei-ie.org/en/item/28615:carrying-the-community>.
- ³ Ibid.
- ⁴ Education International, "Declaration on the Rights and Status of Education Support Personnel," May 16, 2018, <https://www.ei-ie.org/en/item/26434:declaration-on-the-rights-and-status-of-education-support-personnel>.
- ⁵ Cone and Giudici, "Carrying the Community."
- ⁶ International Labour Organization, "Violence and Harassment against Persons with Disabilities in the World of Work," https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40dgreports/%40gender/documents/briefingnote/wcms_738118.pdf.
- ⁷ United Nations, Convention on the Rights of Persons with Disabilities (2006).
- ⁸ UN Human Rights Council, Principles and Guidelines for the Elimination of Discrimination against Persons Affected by Leprosy and Their Family Members (2010), <https://digitallibrary.un.org/record/688344?ln=en&v=pdf>.
- ⁹ ILO, Violence and harassment against persons with disabilities in the world of work. https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40dgreports/%40gender/documents/briefing-note/wcms_738118.pdf
- ¹⁰ UN Human Rights Council, Principles and Guidelines for the Elimination of Discrimination against Persons Affected by Leprosy and Their Family Members (2010), <https://digitallibrary.un.org/record/688344?ln=en&v=pdf>.
- ¹¹ Cone and Giudici, "Carrying the Community."



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TEACHING INCLUSION, BUILDING BELONGING

*A Toolkit for Educators and Education Unions
to Promote Inclusion and End Stigma Related
to Leprosy (Hansen's Disease)*

MODULE 5

Inclusion of Education Support Personnel



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale

Head office

15 Boulevard Bischoffsheim
1000 Brussels, Belgium
Tel +32-2 224 0611
headoffice@ei-ie.org

www.ei-ie.org

[#unite4ed](https://twitter.com/unite4ed)

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