

WORKING DOCUMENT



EDUCATING TEACHERS for CHILDREN with DISABILITIES

Mapping, Scoping and Best Practices Exercise in
the context of developing inclusive education

RIGHTS, EDUCATION AND PROTECTION (REAP) PROJECT

Australian Government & UNICEF Partnership

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ABBREVIATIONS

ACAMO	Association of the Blind and Partially Sighted in Mozambique
CAPP	Culturally Appropriate Policy and Practice
CBR	community-based rehabilitation
CEE/CIS	Central and Eastern Europe/Commonwealth of Independent States
CEF	Commonwealth Education Fund
CFA	continuous formative assessment
CFS	child-friendly schools
CIDA	Canadian International Development Agency
DET	Disability Equality Training
DPI	Disabled People's International
DPO	disabled people's organization
EADSNE	European Agency for the Development of Special Needs Education
EAPRO	East Asia Pacific Regional Office
ECOSOC	United Nations Economic and Social Council
EENET	Enabling Education Network
EFA	Education for All
EMIS	Education Management Information Systems
ESCAP	Economic and Social Commission for Asia and the Pacific
ETF	Education Training Foundation
GPcwd	Global Partnership on children with disabilities
GPE	Global Partnership for Education
IBE ICE	International Bureau of Education International Conference on Education
ICIDH	International Classification of Functioning, Disability and Health
IDA	International Disability Alliance
IDDC	International Disability and Development Consortium
IMF	International Monetary Fund
INEE	Inter-agency Network for Education in Emergencies
KRT	key resource teacher
MDG	Millennium Development Goal
MENA	Middle East and North Africa
MICS	Multi Indicator Cluster Survey
NFOWD	National Federation of Organisations Working with the Disabled (Bangladesh)
NGO	non-governmental organization
NUT	National Union of Teachers
OECD	Organisation for Economic Co-operation and Development
OOSC	Out Of School Children
PATH	Planning Alternative Tomorrows with Hope
PDR	[Lao] People's Democratic Republic
PIED	Project Integrated Education for the Disabled [India]
PNG	Papua New Guinea
REAP	Rights, Education, and Protection
ROSA	Regional Office South Asia
SADPD	Secretariat of the African Decade of People with Disabilities
SBTD	school-based teacher development
SEN	special educational needs
SIDA	Swedish International Development Cooperation Agency
SNE	special needs education
SSA	Sarva Shiksha Abhiyan [India]

UK	United Kingdom
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNDESA	United Nations Department of Economic and Social Affairs
UNESCO	United Nations Educational, Social and Cultural Organisation
UNICEF	The United Nations Children's Fund
UN PRPD-MDTF	UN Partnership for the Rights of Persons with Disabilities Multi-Donor Trust Fund
UPIAS	Union of Physically Impaired Against Segregation
USA	United States of America
WASH	water, sanitation, hygiene
WHO	World Health Organization

EXECUTIVE SUMMARY

Many countries have adopted and ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Article 24 of the Convention requires the development of inclusive education for all children with disabilities but, in general, there remains a lack of plans for its effective countrywide implementation. Despite remarkable improvements by Education for All programs and Global Partnership for Education (GPE) Fast Track initiatives, children with disabilities make up an ever-increasing proportion of the world's out-of-school children.¹

Education for All, Millennium Development Goal 2, and a post-2015 development framework cannot be realized unless the inclusion of education for children and young people with disabilities is critically addressed. This requires getting children with disabilities into school, keeping them in school, and supporting them to succeed socially and academically. As opposed to segregation or integration wherein children with disabilities must fit into a largely unchanged mainstream school environment, inclusive education is a transformative systems change process. This process entails changing the structure, organization, learning, curriculum and assessment of the education system to accommodate the diversity of pupils. It is therefore based on a paradigm shift from a deficit/medical model of disability to one of social/human rights, which underlies the UN Convention on the Rights of Persons with Disabilities.

Studies have shown that teachers' attitudes, knowledge, skills, and understanding are major factors in the effective inclusion of children with disabilities. This report highlights the key findings carried out as part of UNICEF's Rights, Education, and Protection (REAP) project. The primary objective is to identify ways that teachers are educated, to teach children with disabilities in inclusive environments, and subsequently to make recommendations based upon the findings.

Project stages and outputs:

The research findings are based on:

- A literature review of 400 articles, books and resources, including an annotated bibliography in eight practical implementation areas. This was supplemented by a historical investigation of the origins of special educational needs and the shift to an inclusive and transformative pedagogy;
- An electronic survey questionnaire which sought to capture a global snap-shot of the development of teacher training on inclusion in general, as well as teacher training for children with disabilities in particular;
- An in-depth analysis, supplemented by consultations with key individuals and organizations, of UNICEF and its work on the inclusion of children with disabilities in education at the Global, Regional and Country levels.

Key findings

From the Literature Review

The concept of inclusive education

Evidence from the literature review indicates that there are many challenges to teacher education around inclusion and that programs that lack a solid understanding of inclusion and are based on concepts of segregation or special education, as their conceptual core can often be incongruent with inclusive

¹ Inclusion International. (2009). Better Education for All: When We're Included Too. A Global Report. Spain. Retrieved from http://inclusion-international.org.cluster.cwcs.co.uk/wp-content/uploads/Better-Education-for-All_Global-Report_October-2009.pdf.

education. Stubbs (2008) explains that "many objections and perceived barriers disappear when the underlying concepts of inclusive education are thoroughly understood... Inclusive education represents a shift from being pre-occupied with a particular group to a focus on overcoming barriers to learning and participation" (Stubbs, 2008, p.38).

The scope of inclusive education and its overall meaning are still under debate. The term relates to children with disabilities but also is used in broader terms to refer to all excluded groups. If these interpretations do not meet individual impairment-specific needs this broader conception of inclusive education can sometimes fail to meet the specific needs of children with disabilities.

Teacher Education Practice

Even when countries have adopted strong policies on inclusive education, following the Salamanca Statement (UNESCO 1994) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (UN 2006), there can still be a disconnect between what is taught to pre-service teachers and the practical knowledge and skills necessary to implement inclusive education in the classroom. The European Training Foundation (2010, p.7) states that large discrepancies remain between international understandings of inclusion, as expressed in high-level policies, and understandings conveyed in national or local level teacher education practices and policies.

Part of this difficulty stems from the fact that inclusion needs are sometimes not integrated throughout teacher education but are listed as an optional topic via special education institutes or training courses. Therefore, it is often difficult for mainstream teachers to know how to best to serve all learners.

Educating teachers about inclusive education requires different skills from classroom teaching and there is a real challenge to find teachers with the knowledge to teach about inclusive education because many have had no such preparation themselves. Research from around the world is clear – if teachers are educated to include children with disabilities, then the level and standard of learning for children with disabilities rises, and so do the levels of their non-disabled peers (Ferguson (1992), Baker, Wang and Walberg (1994), Lipsky and Gartner (1997), Ainscow (1999), Allan, (1999), Dyson and Forlin (1999), Armstrong, Armstrong and Barton (2000), Sailor (2002), Thomas and Glenney (2002), Vinneau (2002), Peters (2003) Mittler (2003), MacArthur (2009) Mitchell (2008 and 2010), Alur & Bach(2010)).

There is growing evidence that providing all teachers grounding in disability studies, with the involvement of disabled people's organizations (DPOs), helps them develop strong empathy and a more discursive approach. Rieser (2001) has demonstrated that disability equality training delivered by persons with disabilities for in-service teachers has developed positive attitudes and led to changes in practice. Pre-service teachers who have had regular and systematic course contact with persons with disabilities are more likely to feel positive about including students with disabilities in all classroom activities and learning (Sharma, Forlin, Loreman, 2008, p.783). If for some reason, however, teachers leave training with any negative attitudes, these can be very difficult to shift (Al Zyoudi et al, 2011). It is important to note that studying policy and knowledge about inclusion does not necessarily address teachers' apprehensions about inclusion (Forlin and Chambers, 2011) but being exposed to people with disabilities can.

In low-income countries, it is suggested that expensive 2-or-3-year initial training courses could more effectively be replaced by school-based training. A baseline evaluation of the "School Based Teacher Development" demonstrated major changes as a result of the school based training, particularly for those who had received the direct training (Save the Children, 2012, p.9).

There is also evidence that sustained whole-staff training and professional development works best in transforming schools to be inclusive (Ahuja 1996).

A successful alternative to in-school training is clusters of schools around resource centers. This provides a combination of withdrawal training for in-service staff, backed up by outreach to the classrooms. Stubbs (2008) suggests that district-level support, which can work with school clusters and provide support to whole schools, is more effective than school-based specialist support which leads regular teachers to devolve responsibility, or individual child support, which leads to increases in stigma and labelling. Finding ways to sustain methodological changes in schools is essential for a program's success. In Vietnam, the model of 'key teachers' acting as resource persons with particular competence and interest in inclusive education has been proven successful (Nguyet and Ha, 2010, p.18). Grimes (2009) in Lao PDR points to monitoring and support from District Advisory Implementation Teams as important in creating effective inclusive education in schools. This involved regular visits, collaborative relationships and the creation of school learning networks or clusters (ibid, p.95).

There is a shortage of such skills amongst teachers to provide impairment specific support and this prevents the effective learning and inclusion of many children with disabilities. The analysis of reports to the CPRD Committee (from State Parties) shows that only half of ratifying State Party Reports partly or fully meet this need. When there is provision it is typically inadequate to the demand and often misplaced (i.e. in special schools rather than available through itinerant teachers to all schools).

Global teacher training and inclusion survey

As an important part of the evidence gathering for this report, a survey distributed in 2012 received responses from 603 teaching and teacher training professionals involved with inclusive education in 111 countries. The survey had a particular focus on lower and middle-income countries in Asia, Sub-Saharan Africa and South America. The findings of the survey include five key areas:

The integration of general principles of inclusive education into teacher training:

33% of respondents stated that inclusive education was either not covered in their teacher training, or that it was included in the design but not realized in practice. Nevertheless, over half of the comments gave examples of progress in inclusive practice, while another 40% reported limited progress in inclusive principles.

The extent to which training addresses inclusion strategies for people with disabilities:

69% of respondents reported that disability issues were present in teacher training, although 8% said that training only focused on segregated or special education. On the other hand, 31% reported the absence of disability issues in the delivery of teacher training. These results may indicate a slight polarization – in some contexts disability is entirely absent from teacher teaching, and in others it has a strong focus.

The most important curriculum topics identified for the inclusion of people with disabilities were 1) strategies for getting more people into education; 2) pre-service training; and 3) addressing mobility impairment and the needs of people with disabilities in mainstream schools. Topics most often reported as missing were 1) getting disabled people into teaching; and 2) appropriate learning assessment.

Recent progress towards inclusive teacher training:

The conditions to support inclusive teacher training, such as programs, national strategies or policies on

inclusive education, are increasingly in place, although large-scale changes in teacher training have not yet been achieved. A variety of initiatives covering a wide spectrum were reported as advancements. Interactive workshops, pilot training of trainers projects, and the incorporation of inclusive education into formal teacher training curricula were the most frequently mentioned.

Challenges to inclusive teaching:

Although strong agreement was found with the view that education policy is supportive of inclusive education for people with disabilities, some challenges were also mentioned: supportive policy was often not supported through to implementation; a lack of opportunities for hands on experience for teachers and trainers; theoretical knowledge did not translate to classroom practice; teachers had limited scope to implement ideas; some teachers and teacher trainers reported not having access to the resources they need to keep up with key practice issues; more focus was needed on generating interest and enthusiasm among trainees.

On the positive side, the inclusion of learners with disabilities became stronger within teacher training, while teachers' understanding of inclusive education also increased. 26% of respondents cited useful materials and sources of information.

Prospects for the future:

Most respondents were cautiously optimistic about further improvements towards widespread inclusive teacher training approaches. Among all respondents, 46% felt that prospects were good for large-scale teacher training, but 14% saw no prospects for inclusive teacher training in their contexts. Respondents strongly agree that improved emphasis on inclusion and disability in teacher training will have a positive effect, and that exposing more teachers to inclusive practice will make a major difference.

Recommendations

A clear understanding of the concept of inclusive education is essential to each of the recommendations below. A paradigm shift from a medical/traditional model to a social/rights-based model lies at the heart of this transformation.

1. Promote education policies and sector plans that are inclusive of children with disabilities through UNICEF and its partners. These policies/plans should:
 - Guarantee the capacity development of teachers in inclusive education systems;^a
 - Incorporate a wide range of consultations;
 - Aim toward achievable targets and monitoring that can effectively be implemented.
2. Encourage governments and school leadership to:
 - Ensure that high quality teacher-training materials are made easily available based on the urgent need to disseminate best practices;
 - Establish resource centers in each local district to support the inclusion of children with disabilities in general schools;
 - Provide Disability Equality Training and Disability Studies to all educators;
 - Guarantee career-long education and development programs for teachers on inclusive pedagogy.

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3. Actively recruit of teachers with disabilities so they represent 5% of the teaching staff as the most effective way to promote inclusion is for education personnel themselves to include representatives from marginalized groups at all levels.
 4. Develop inclusion competencies that are redefined as broad-based good teaching competencies rather than 'special'.
 - Allow teachers to develop a child-focused pedagogy;
 - Create approaches to the pedagogy of inclusive education that are transformative and twin-track;
 - Create a test so all teacher trainers can demonstrate their understanding of inclusive education as it relates to children with disabilities;
 - Provide all pre-service teachers a grounding in the principles and practice of inclusive education;
 - Provide elective impairment-specific skills courses for 10-20% of pre-service teachers;
 - Offer in-service training, continuing education and support around the education of children with disabilities and make diploma and master's level qualifications on inclusion available to all teachers;
 - Address the need for adequate training and support for head teachers or school principals who, according to studies, are key catalysts for school improvement.
 5. Create a multilingual and global website for sharing examples of good practice, especially to establish communities of interest for all those involved in developing the education of children with disabilities.
 6. Develop a post-2015 development framework that considers:
 - The proportion of pre-service teachers who have received training on the inclusion of children with disabilities;
 - The proportion of in-service teachers who have undertaken courses for the inclusion of children with disabilities for 5 days, 20 days, 90 days and 1 year;
 - The proportion of children with disabilities, disaggregated by impairment type, who complete primary, lower secondary and upper secondary education. These would be in line with Article 31 of UNCRPD, and help fill the existing data gap.

SECTION 1. INTRODUCTION

Background

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) marks a paradigm shift and clearly reiterates the rights of persons with disabilities. While a majority of countries have adopted and ratified the UNCRPD, there remains a general lack of effective countrywide implementation plans for Article 24 of the Convention on the right to education for all children with disabilities.² The success in many countries of Education for All programs and GPE has led to over 90% of children enrolled in school, with big moves towards gender parity in many countries. Yet, children with disabilities do not appear to be benefiting from these measures. It is estimated that one-third (maybe higher) of the world's out-of-school children have significant long-term impairments.³ As we move nearer to the goal of Education for All, an ever-increasing proportion of those remaining out of school will be children with disabilities (Inclusion International (2009)).

Primary school completion and literacy rates for people with disabilities are consistently far below those of people without disabilities, with literacy rates as low as 3% for adults with disabilities in some countries (Groce and Bakhshi, 2010). Meanwhile, in studies on effective inclusion of children with disabilities, teachers' attitudes, knowledge, skills and understanding of inclusion principles and teaching strategies (or the lack thereof) are identified as major factors. This report aims to establish a baseline on teacher preparation for inclusive education and the strategies needed for the same. The report is based on an extensive literature review, survey results, and consultations carried out as part of the Rights, Education, and Protection (REAP) project, which is undertaken by UNICEF Education with support from Australian Government. The REAP project aims to enhance education and child protection systems to be sensitive, responsive and inclusive of children with disabilities. It also enables UNICEF to strengthen its approach, provide guidance to countries and implement new programmatic responses to include children with disabilities in quality education settings.

Including children with disabilities in education requires instituting relevant teacher education. Therefore, this project strategically targeted gaps in teacher education for children with disabilities as a priority for action. This project will support UNICEF, its partners and other stakeholders to develop relevant guidance on teachers' education for children with disabilities. It is intended to *cover initial teacher training, in-service training for current teachers and advanced leadership training for principals and school leaders, as well as teacher trainers themselves.*

Purpose and Rationale of the Study

This Report is grounded on the understanding of the paradigm shift underlying the United Nations Convention on the Rights of Persons with Disabilities – from a traditional/medical model approach to a social/human rights model – and the need for this shift to be clearly understood and reflected in education. The Convention marks a change in attitudes and approaches to persons with disabilities. It takes the movement of viewing persons with disabilities as 'objects' of charity, medical treatment and social protection to a new level, and moves towards viewing persons with disabilities as 'subjects' with

² Currently (6th April 2013), 155 countries have adopted and 127 plus the European Union have ratified the Convention.

³ UNESCO(2010) Education for All Global Monitoring Report : Reaching the Marginalized. Oxford University Press.

rights, as individuals capable of claiming those rights who make decisions about their lives based on their free and informed consent, and as active members of society.⁴

There is a wide consensus that inclusive education addresses the needs of all excluded and marginalized groups of children and, indeed, all children. For example, UNESCO says: 'Inclusion is seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications ... with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children'.⁵ Inclusion is different from integration or mainstreaming, where the child with disabilities is present but little is changed or adapted, so the child must fit into a school that is largely unresponsive to her/his needs. It is also different from special schools or classes, where the child with disabilities is segregated from pupils without disabilities. In the transition to a fully inclusive education system, children with disabilities need reasonable accommodations, support, physical access, individual programs, appropriate materials and augmented and alternative communication, including Braille, sign language, pictograms, etc. The right of children with disabilities to receive education in a regular school with their peers is accepted as a human right and the moral obligation of duty bearers. Therefore the focus is on *how to implement* inclusion. Identifying teacher education as a key transformational activity that could support the provision of inclusive and quality education for children with disabilities, this study aims to review the global position and establish a baseline from which recommendations are made.

The process of preparing and developing teachers for the inclusion of children with disabilities cannot be examined without looking at the beneficial methods teachers have used to: (i) mobilize their students to assist in the inclusion project; and, (ii) empower and raise the self-esteem of students with disabilities themselves. Peer support is based on the recognition that by actively facilitating and enlisting all the members of a class, far greater forces for social and educational inclusion become available than if only teacher-directed methods are used. Collaborative methods of teaching have been established in many instances to raise the levels of understanding of both disabled and non-disabled peers. Child-to-child methods were developed for health education in the 1970s, but have been extended to enhance inclusive education. "The training is based on the belief that all participants have valuable contributions to make, therefore participatory methodology is the basis of the activities".⁶ Recently, 'Learning Without Limits' (Hart et al, 2004), a pedagogy programme based on co-agency, transformability and trust, has demonstrated that these principles and methods can be used to transform education for all. Therefore, a pertinent question arising from this work is, to what extent are trainee and in-service teachers informed of the value of involving all children in the task of developing inclusive classrooms for children with disabilities? This was addressed throughout, in particular in the child centered Pedagogy section in the Literature Review.

Study methodology

The Study involved various research activities: (a) a literature review and a supplementary report on 'Special educational needs: development, legacy and usefulness in the pedagogy of children with disabilities'; (b) a global questionnaire and mapping exercise; (c) scoping via interviews and a review of current UNICEF practice at Global, Regional and Country levels; (d) discussions with a number of

⁴ UN DESA. <http://www.un.org/disabilities/default.asp?navid=14&pid=150>

⁵ UNESCO (2009) 'Policy Guidelines on Inclusive Education' Paris, UNESCO (Drawing on a 2003 definition).
<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

⁶ <http://www.child-to-child.org/action/index.html>

professionals in the field of teacher education; (e) the drawing together of examples of best practice on inclusion of children with disabilities and the preparation and education of their teachers; (f) suggestions from key members of a global community of interest and the ideas/experiences they will bring to take the development of relevant practice on teacher education for children with disabilities forward.

The first stage of the Study was to develop an orientation, hypothesis and a series of research questions. This was laid out in an overview of what the research team knew to be occurring both in the discourse around international declarations and within organizations seeking to develop policy and implement inclusive education. These were examined with an emphasis on the training and development of teachers.

This led to the formulation of the hypothesis of the literature review and the mapping and scoping exercise.

Research hypothesis

Effective teacher education on the inclusion of children with disabilities needs to be based on the understanding of the paradigm shift from a charity/individual model to a social/human rights model, and needs to take on the values on which this shift is predicated. This approach needs to recognize the difference between integration and inclusion and that inclusion requires children attending their age-appropriate local mainstream school. To be effective, a twin-track perspective needs to be developed and put into practice:

- First, developing a child-centered pedagogy and removing environmental, attitudinal and organizational barriers that affect children with disabilities and other excluded groups in general;
- Second, developing an understanding of the knowledge and skills necessary to provide specific accommodations and support for individual programs within the general classroom. This also involves demonstrating the capability of meeting learning needs of individuals with disabilities, whilst at the same time encouraging their social inclusion with their mainstream peers.

Teacher education methods focused on the above, whether pre-service or directed at professional learning throughout teachers' careers, will be the most effective means of equipping teachers to include children with disabilities.

The research consisted of several stages and outputs: (a) Literature Review of 400 articles, books and resources; (b) an historical investigation of the origin of special educational needs, its negative impact and its replacement by an inclusive and transformative pedagogy; (c) an electronic survey questionnaire; (d) an in-depth analysis of UNICEF and their work on the inclusion of children with disabilities; (e) a report of consultations with key individuals and organizations.

Methodology for Literature review

The literature review identified published literature and grey literature around teacher education for the inclusion of pupils with disabilities. The review looked at teacher training in general, pre-service or initial training, continuing professional development and/or in-service training. Literature was identified through

general internet searches, academic and university library searches, a search of existing bibliographies on relevant topics, a website search of specific organizations or resource collections, and the use of the researchers' own extensive document collections.

Mapping exercise/survey

An electronic questionnaire was distributed in September 2012 to relevant contacts within UNICEF and to contacts identified through other organizations' networks (e.g. Enabling Education Network (EENET), the Global Partnership for Children with Disabilities, International Disability Alliance (IDA), International Disability and Development Consortium (IDDC)). Over 5,000 questionnaires were sent out by e-mail in English, Spanish and French. Further promotion of the online survey via key websites reached an additional unknown number of respondents. There was an 18% response rate to the email. In total, 603 questionnaires were completed and used for the analysis. Respondents were from 111 countries, with a good spread across the regions.

Global and Regional Consultations Scoping Exercise

This exercise sought to find out: (i) what is occurring in this field within UNICEF Regional Offices, Country Offices and respective countries, and what other agencies and NGOs, including any former members of the UNESCO Flagship for the education of children with disabilities, are doing to complement this; (ii) what is needed in the way of guidance, tools and good practice examples to move teacher education forward for the inclusion of children with disabilities in their areas; (iii) recommended countries where the project can be taken forward, with justifications for such recommendations.

Field visits were made to UNICEF East Asia and Pacific Regional Office (EAPRO), UNESCO EAPRO and UN Economic and Social Commission for Asia and the Pacific (ESCAP) Bangkok, as there had been much work on inclusive education in these regions. The UNICEF Central and Eastern Europe/Commonwealth of Independent States (CEE/CIS) Regional Office in Geneva, International Labour Organization, Geneva and the Secretariat of the UN Committee on Persons with Disabilities were also visited. In addition, there were discussions with the various strands in UNICEF Education headquarters. Meetings were held at the UNICEF headquarters in New York, and interviews were conducted with representatives of the main UNICEF Education Programmes. Telephone interviews were conducted with a number of leading academics and consultants.

From the three main research strands (literature review, survey and scoping) examples of promising practice for educating and developing teachers for the inclusion of children with disabilities were gathered.

Limitations of the Study

Value position

The position adopted in this study is based on a human rights perspective and informed by the thinking of the disabled people's movement and its allies. The approach adopted by this study conceptualizes inclusion as a process of whole system/school transformation rather than a fixed state. The position adopted in this work is clearly laid out in Section 2 ('Orientation of the Review') of the Literature Review. It was further developed by examining the development of thinking around special educational needs and searching for a new pedagogy to support the learning of children with disabilities alongside their peers

within an inclusive setting. The transformative approach identified is a method of rejecting the labels of ability, and is based on the idea that all children can learn. This study focuses on the needs of general inclusion schemes and argues that a twin-track approach (Annex 1) is needed for both the inclusion of children with disabilities and the training of their teachers.

Lack of information from state parties

The systematic examination of the ways in which country governments or state parties are developing inclusive education systems for children with disabilities was beyond the scope of this study. One of the recommendations of this study is to develop a directory outlining the measures that governments are taking in the area of inclusive education.

There are several current resources that provide valuable information regarding government support of inclusive education. State Parties from countries that have ratified the Convention have provided reports to the UNCRPD in Geneva.⁷ In addition, Country Reports to the 2008 UNESCO International Bureau of Education International Conference on Education (IBE ICE) Conference, though not specific to children with disabilities, can be found on the UNESCO website⁸.

In order to determine appropriate staff training in various countries, it would be useful to identify the ministry contact person responsible for basic or elementary education in each country. However, this was beyond the capacity of this project.

Lack of information on teacher courses and their nature

There are over 10,000 establishments from around the world that offer courses for teachers, and most have considerable autonomy, although governments can often set the regulations for syllabus content. There is still a need for information on the nature and content of courses offered to teachers at the pre-service, in-service and advanced levels, as many courses for general teaching do not cover children with disabilities. Such information was not readily available for this study and would have required a significantly larger scale research initiative to access.

Time limitations of the project

In total, 150 days were allocated to the project. As highlighted in the above limitations, a great deal remains to be done. Although a large data bank of individuals and organizations interested in taking this work forward has been identified, the grid below highlights only some of the most important possible partners in this pursuit. The development of individual projects would have required additional time.

⁷ <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/CRPDIndex.aspx>

⁸ <http://www.ibe.unesco.org/en/ice/48th-ice-2008/national-reports.html>

SECTION 2. FINDINGS

Before presenting the findings, it is necessary to conceptualize the process of developing inclusive education and teacher preparation.

Diagram 1 A examines the training and development of teachers at the pre-service, in-service, leadership and teacher educator levels, through the lens of the twin track approach and paradigm shift. It includes a list of factors needed to implement these approaches for teachers.

Diagram 1 A

Factors affecting the equal education of children with disabilities 1

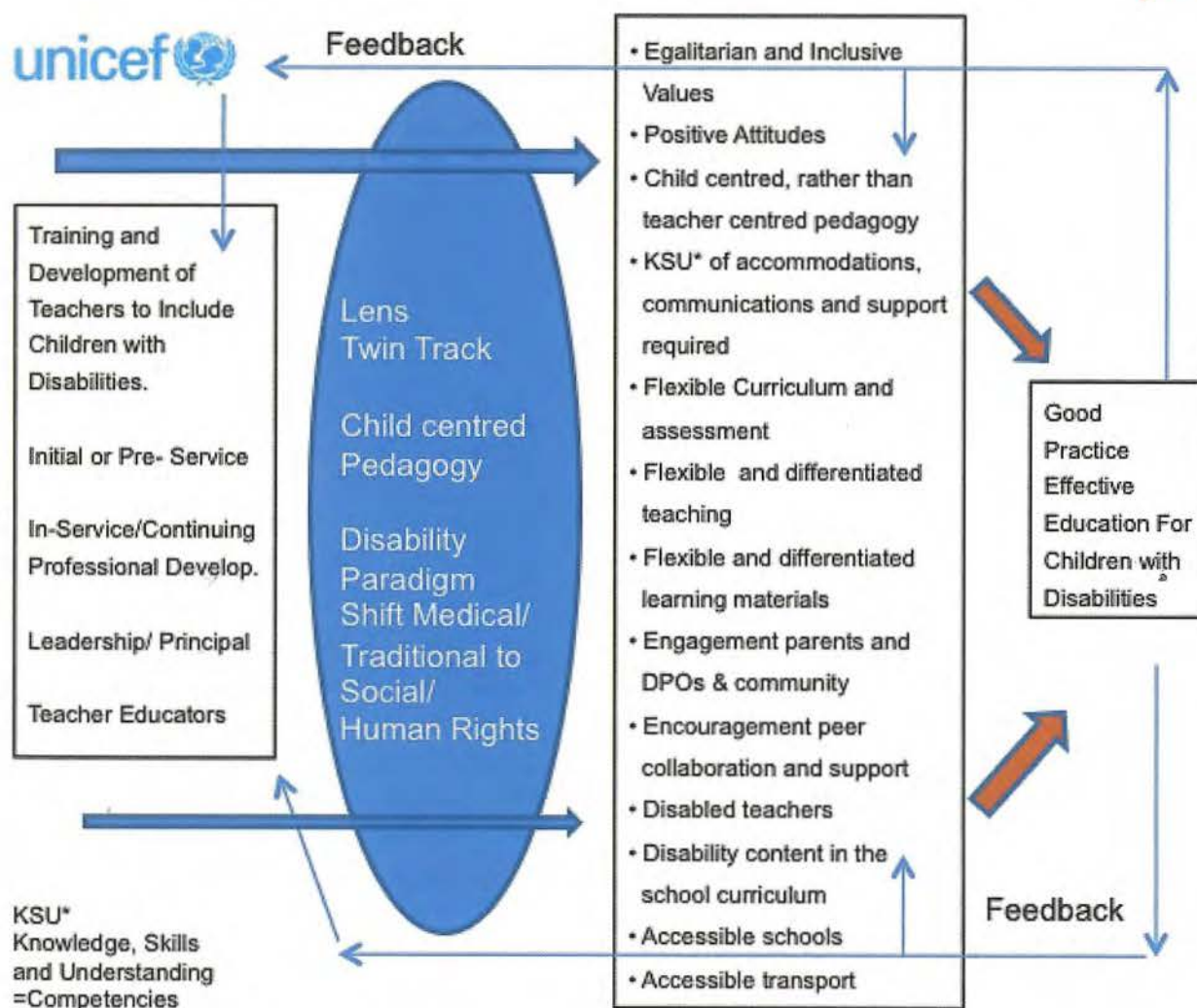
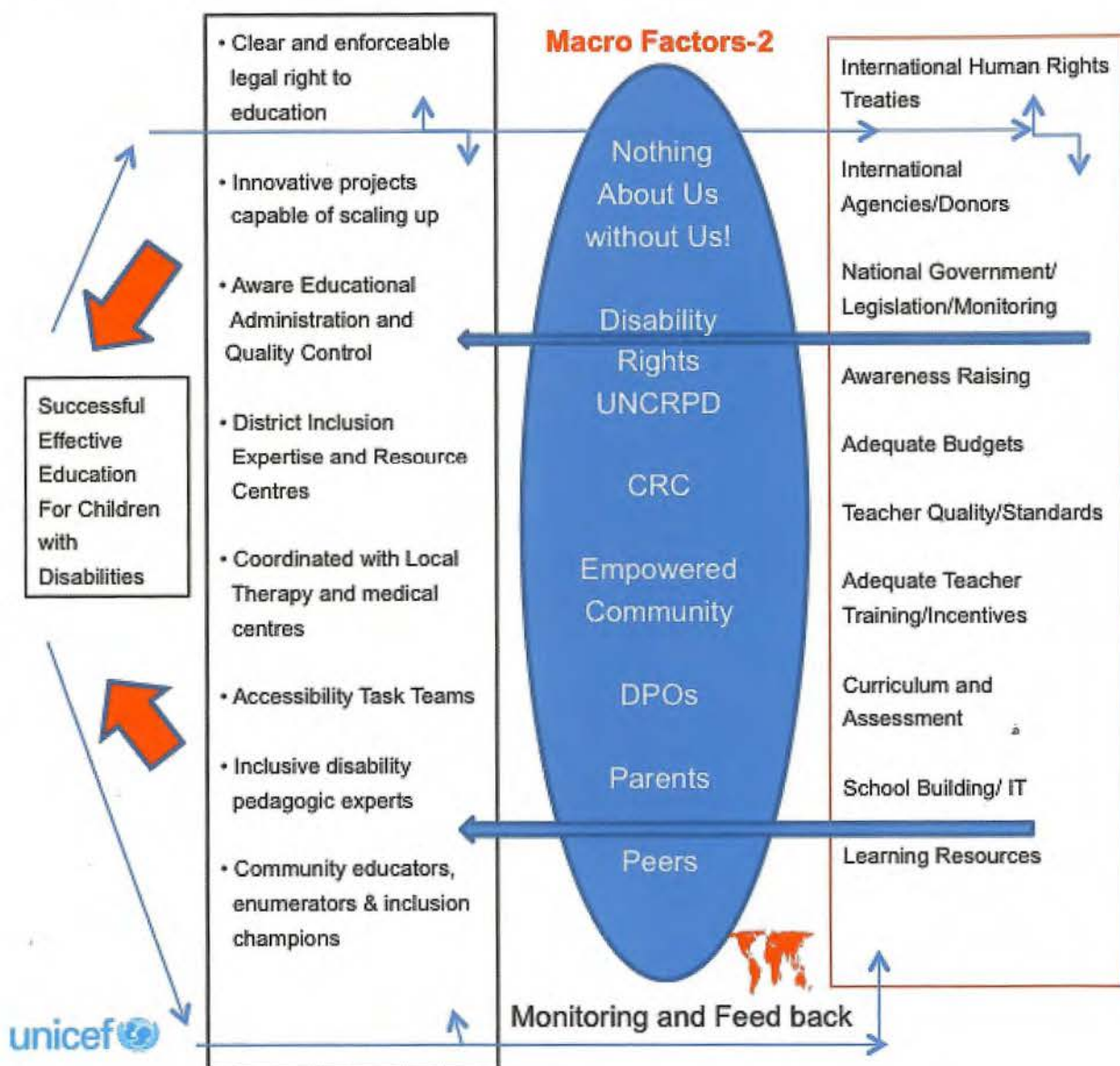


Diagram 1 B shows the macro factors that influence the development of inclusion and inclusive teachers for children with disabilities. The box on the right of the diagram lists factors that influence state parties or provinces. These are then refracted through the lens of the empowerment and rights of DPOs, communities, parents, disabled children and their peers, to produce a second box (left of diagram). The second box details the requirements necessary beyond the school. With monitoring and feedback loops to fine-tune the process, the outcome is successful and effective inclusive education.

Diagram 1 B



Literature review

Key findings from the literature review

1. Understanding inclusive education

1.1 When developing a strategy to transform teacher education for inclusion, a clear and agreed understanding of the following questions is necessary: What is inclusive education? Why is it being proposed? What are the key ingredients?

Inclusive education is a process of changing the school, what is taught, how it is taught and how it is assessed, so that all learners can achieve their full potential. It therefore involves identifying barriers and finding solutions, drawing on the thinking of the disabled people's movement. Inclusive education is both a driver for change and problematic if not specific enough to meet individual impairment-specific needs.

Evidence from the literature review indicates that teacher education around inclusion often lacks this conceptual grounding and that misunderstandings about inclusion can hinder progress. Despite strong rationale from UNESCO's Open File (2001a) which emphasized the importance of teacher training in the development of inclusive education there appears to have been little progress in this crucial area in the last ten years.

"Many objections and perceived barriers disappear when the underlying concepts of inclusive education are thoroughly understood... Inclusive education represents a shift from being pre-occupied with a particular group to a focus on overcoming barriers to learning and participation" (Stubbs, 2008, p.38).

Misunderstandings of a teacher's role in this process can also lead to undesired consequences for learners. One report from Canada showed that in exchange for responding to the specific needs of children with disabilities, some teachers received incentives for labelling pupils (Crawford, 2003, p.7). Similar situations have been recorded in Armenia, where schools may be eligible for additional funding once a certain number of children with disabilities are identified. This results in growing fears that rather than creating an inclusive learning environment, some teachers are pushing for the formal assessment of more children to be labelled as having a disability. A great deal of stigma is possible in this context and some students risk being segregated into special schools, even those who might previously have been getting on well in school (Lewis, 2010). Shaeffer's meta review of policies and practices in South Asia (ROSA) and East Asia Pacific (EAPRO) reaffirmed the presence of training discrepancies (Shaeffer, 2009, p.11) in teacher education institutions.

1.2 The word 'inclusive' originally referred to children with disabilities who had special needs and has broadened to include all excluded groups. Placement in the mainstream is increasingly referred to as 'integration'. There is still no general agreement on the scope of inclusive education or its meaning.

Where countries have adopted strong policies on inclusive education, following the Salamanca Statement (UNESCO 1994) and the UNCRPD (UN 2006), there is still a disconnect between what is taught to pre-service teachers and the practical knowledge and skills necessary to implement inclusive education in the classroom. The European Training Foundation (2010, p.7) states that discrepancies remain between international understandings of inclusion, as expressed in high level policies, and understandings conveyed in national or local level teacher education practices and policies.

The understanding of disability from a human rights/social model approach

Many teachers are still apprehensive about including children with disabilities. Forlin (2012b) describes a global roundtable of teacher educators held in 2010 in which teachers expressed fear, anxiety and reluctance to include learners with special needs and notes that "negative attitudes still prevail" in teacher education for inclusion in all regions. Forlin states that despite responding to global pressures for inclusive policies, "teacher education for inclusion in most regions has been tokenistic at best and non-existent at worse" (ibid, p.4). There is evidence to suggest the position is better than this in many places, though not adequate. More literature that focuses on the importance of input and involvement from students with disabilities and DPOs in the education of teachers for inclusion is needed.

When inclusion needs are not integrated throughout teacher education, but listed as an optional topic, via special education institutes or training courses, it is difficult for mainstream teachers to know how best to address the needs of all learners.

There is growing evidence that giving all teachers grounding in disability studies, with the involvement of DPOs, helps develop strong empathy and a more discursive approach. Rieser (2001) has demonstrated that disability equality training delivered by persons with disabilities for in-service teachers has developed positive attitudes and led to changes in practice. These disability studies with input from persons with disabilities integrated throughout the initial or advanced teacher training courses either as discrete or integrated elements have been very valuable (Peters and Reid (2009), Oyler (2011), and Baglieri and Shapero (2012)).

2. Developing child-focused, inclusive, and effective pedagogy

- a. One key element in creating effective inclusive education programs is school placement. A growing number of studies demonstrate the effectiveness of inclusive education for children with disabilities and their non-disabled peers (Ferguson (1992), Baker, Wang and Walberg (1994), Lipsky and Gartner (1997), Ainscow (1999), Allan, (1999), Dyson and Forlin (1999), Armstrong, Armstrong and Barton (2000), Sailor (2002), Thomas and Glenny (2002), Vinneau (2002), Peters (2003) Mittler (2003), MacArthur (2009) Mitchell (2008 and 2010), Alur & Bach(2010)). Katz and Mirenda (2002) conclude from their meta review that research over the past 20 years has identified many social and academic *advantages* of inclusion for students both with and without disabilities. Jordan et al (2009, p.535) note the performance of students without special education needs may even be slightly enhanced in classes where students with special education needs are included. Taking this further, Florian and Rouse (2009, p.600) have pioneered a teacher education system throughout Scotland which is an example of fully inclusive teacher education based on the premise that *standards and inclusion are not mutually exclusive* and that if all teachers are grounded in an inclusive methodology they become better teachers. In the absence of an inclusive pedagogy, however, school enrolment can lead to non-completion and dropping out, more so in the case of children with disabilities than for other marginalized groups.
- b. Another important element in a child-focused pedagogy is to provide teachers with the skills and understanding on how to actively involve children in their academic and social learning as well as that of their peers. A teacher, Paul Mumba (1999, 2001) explains how these methods were used in 15 schools in the Mpika District of Zambia to good effect. The Child-to-Child project was started in 1998 and aimed to raise awareness within schools and communities about the benefits of inclusive education. Their work was specifically tailored to develop strategies that fully involved children with

disabilities into the school and community life. Recently, 'Learning Without Limits', a pedagogy programme based on co-agency, transformability and trust, has demonstrated that these principles and methods can be used to transform education for all (Hart et al, 2004; Swann et al, 2012).

- c. Person Centered planning tools have proven effective in involving peers and empowering children with disabilities.⁹
- d. A considerable range of teacher training materials exists, although many do not include effective evaluation and monitoring guidelines. Materials range from CAPPI, II and III, developed by Mithu Alur and colleagues (2005) in Mumbai which are based on local experience, to a range of very useful and wide-ranging documents produced by UNESCO. Teaching Children with Disabilities (UNESCO, Bangkok, 2009) is especially useful with regard to impairment specific guidance.

3. Teacher trainers' understanding of inclusive education for children with disabilities

- a. The European Agency for Special Needs Education's (EADSNE) review on teacher education for inclusion in Europe found that teacher educators lacked "knowledge, understanding, commitment and experience" to teach about inclusive education, yet there is generally no formal induction for teacher educators on this subject. Forlin highlights this point and states that it is unrealistic to expect teacher educators to use innovative approaches when they have had no preparation themselves (Forlin, 2012b, p.7). Similarly, reviewing the Indian literature on training for inclusive education, Singal (2005) found there was an over-emphasis on conceptual theoretical models and not enough on practice in schools. In addition, much teacher education focuses on only a single type of impairment. The result is that while teachers may be open to the inclusion of disabled learners in their classrooms, they may lack the necessary skills to work with them effectively. This was also reflected in the survey findings that emerged as part of this scoping on teacher education.
- b. The terrain of teacher training remains largely unchanged and the inclusion of children with disabilities is often relegated to specialist special educational needs courses. Forlin notes that "to reframe teacher education and to ensure a better match between courses at universities and colleges and the reality of teaching multicultural and multi-diverse schools in the 21st century requires extensive dialogue around inclusion employing (WFA) Whole Faculty Approaches." This requires the full collaboration, planning and team teaching between the different subject specialist lecturers and the inclusion/special needs lecturers.¹⁰ The research by Schwillle, Dembele and Schubert (2007) into pre-service teacher education in low-income countries in general also suggests that college-based learning is most often linked to its application in the classroom. This is largely because training is often lecture-based. When trainers lack experience and expertise in inclusion for primary education and have minimal experience with supervised practical teaching and feedback there is often a gap between theory and actual classroom practice. The effect is that the training can become a repetition of secondary education but at several times the cost (Mattson, 2006).

⁹ See http://en.wikipedia.org/wiki/Person-centred_planning. Marsha Forest Centre, Toronto <http://www.marshaforest.com/centreprojects.html>.

Inclusion Press- www.inclusion.com for many useful publications.

Inclusive Solutions have also produced many person centred planning tools for use in schools such as Circles of Friends.

See <http://www.inclusive-solutions.com/circlesoffriends.asp>

¹⁰ Forlin (2010) p10

4. Pre-service teachers education

- a. Pre-service teachers who have had regular and systematic course contact with persons with disabilities are more likely to feel positive about including students with disabilities (Sharma, Forlin, Loreman, 2008, p.783). If those teachers leave training with negative attitudes towards inclusion, these can be very difficult to shift (Al Zyoudi et al, 2011). Studying policies and knowledge about inclusion does not necessarily address teachers' apprehensions about inclusion (Forlin and Chambers, 2011) but being exposed to people with disabilities can.
- b. In low-income countries, it is suggested that the expensive 2-or-3-year initial training courses could more effectively be replaced by school-based training. The MUSTER research project into teacher education in Ghana, Lesotho, Malawi, South Africa and Trinidad and Tobago (Lewin and Stuart, 2003), carried out an in-depth investigation into the teacher education systems in these countries. Faced with a massive shortfall in teachers in Africa and antiquated training that was disconnected from practice, they suggest the following more strategic use of untrained teachers. This strategy would be supported by on-the-job training and distance learning, though this requires sufficiently motivated school-based mentors:
 - Modularize pre-service teacher education and develop skills and competencies through a cumulative model that is linked to a progressive career structure;
 - Use a staircase approach to teacher education that is linked to rewards and embed the training process firmly in schools, helping to overcome the gap between theory and practice;
 - Provide induction and continuing professional development for teacher educators at school and college levels to make them aware of recent developments, such as the inclusion of children with disabilities.Meanwhile, it is worth noting that providing teams of highly trained support teachers is important to this model so existing bad practice on inclusion does not become entrenched.
- c. A UNESCO Bangkok project examined how inclusion policies impacted pre-service teacher training in eight countries in South and South East Asia, and found discrepancies between the concept of inclusive education, as described in international conventions ratified by these governments, and its formulation in national laws and action plans. The use of teacher-centered rather than learner-centered pedagogy/methodology dominated, and there was limited commitment within teacher training institutions to systematically identify barriers to inclusion and actively work towards their reduction (Forgacs, 2012). There was a focus on referring children to special schools rather than on teaching learners with difficulties (Shaeffer, 2009).
- d. The European Agency for Special Needs Education recently completed a major project on educating teachers for inclusive education. They found that "...modules or units on special education in initial teacher education serve to reinforce the sense of separation that characterizes special education, and leads to the belief that such children are the responsibility of only those who have undertaken specialist courses" (EADSNE, 2010). The project report points to four core values relating to teaching and learning that have been identified for those successfully working in inclusive education: (i) valuing pupil diversity; (ii) supporting all learners; (iii) working with others (collaboration and teamwork); (iv) continuing personal professional development –teachers accepting responsibility for their own life-long learning (EADSNE, 2011b). This reflects pioneering teacher education work in Scotland that has the development of inclusive thinking and practice at its core (Florian and Rouse, 2010).

5. In-Service Teacher Training: Addressing the education of serving teachers

- a. An Organization for Economic Co-operation and Development (OECD) study (2009) with teachers in 23 countries found that the most wanted development was on special education needs. There is evidence that sustained whole-staff training and professional development works best in transforming schools to be inclusive. The development of inclusion is a process of joint problem solving, which is enhanced by working with teachers who have additional skills and knowledge about the methods and techniques of including children with disabilities. These teachers can be based at a local resource center covering a cluster of schools, or within a school and also working with staff at surrounding schools. However, the 'cascade' model of school based training, whereby KRTs work with other colleagues in the school to pass on their training, had less impact than had been anticipated (Save the Children, 2012, p.9). Where those taking part in such training are fully committed, it was found to work for the transmission (and rapid spreading) of new ideas and methods. This needed to be reinforced by committed management support if the training was to translate into practice and be transformative.
- b. In low-income countries, school-based training can be cost effective and has proven beneficial. Examining the context of supporting quality teacher development in general, Save the Children (2012) suggests that a school-based training model could be highly effective for beginner teachers and in-service teachers. This model requires support from advisors/inspectors working across clusters, and is often backed up by distance learning (Ahuja, 1996, as cited in Singal, 2005).
- c. Teachers and children with disabilities have been shown to benefit from diploma and Master level courses, in a model utilized by Leonard Cheshire Disability in their inclusion projects in Kenya and Uganda.¹¹ Teachers on such courses benefited from various training methods, such as online courses, audiotapes and study guides, video using different platforms including mobile phones, computers, TV and radio. Distance learning that is backed up by regular face-to-face seminars applying the course ideas in ordinary schools with children with disabilities is useful.
- d. A successful alternative to in-school training is clusters of schools around resource centers. This provides a combination of withdrawal training for in-service staff, backed up by outreach to the classrooms. Stubbs (2008) suggests that district-level support, which can work with school clusters and provide support to whole schools, is more effective than school-based specialist support which leads regular teachers to devolve responsibility, or individual child support, which leads to increases in stigma and labelling. Finding ways to sustain methodological changes in schools is essential for a program's success. In Vietnam, the model of 'key teachers' acting as resource persons with particular competence and interest in inclusive education has been proven successful (Nguyet and Ha, 2010, p.18). Grimes (2009) in Lao PDR points to monitoring and support from District Advisory Implementation Teams as important in creating effective inclusive education in schools. This involved regular visits, collaborative relationships and the creation of school learning networks or clusters (ibid, p.95).
- e. Hernandez (2010) identifies some clear methods for success while reporting on the development of teachers' capacity to successfully include wider diversities of learners in Monterrey, Mexico. He suggests that both in-service and pre-service teachers should work collaboratively with a mentor,

¹¹ http://www.eenet.org.uk/resources/docs/eenet_news8.pdf

so that they can learn to recognize the range of individual differences, be critical of received knowledge and paradigms, be prepared for a diversity of contexts, be cross categorical, and learn a common language of inclusion to communicate with colleagues from different subject backgrounds with a common vision. It was found that these areas were best supported if teachers learned to work with other institutions to build collaborative networks, participated in diverse educational programs, supported collaborative working, increased their impairment specific skills, made suggestions for improvement to the Ministry, and did action research with the University. This list of attributes and competencies are remarkably similar to those developed in Scotland (Florian and Rouse, 2009/2010) and for Europe (EADSNE, 2011c/2012).

6. Developing impairment-specific skills and inclusion competencies for teachers

- a. Lynch et al (2007, 2011) found it necessary to encourage student teachers to take electives that provided higher levels of skills, knowledge and understanding of the commonly occurring impairment groups. They also found it helpful to provide similar short courses that were readily available in different modalities, including online. To ensure an even distribution of skills, teachers with additional qualifications can be allocated to different schools and it is useful to require teachers in small schools to acquire impairment-specific skills.
- b. There is a shortage of such skills amongst teachers, however, and this prevents the effective learning and inclusion of many children with disabilities. The analysis of reports to the CPRD Committee (from State Parties) shows that only half of ratifying State Party Reports partly or fully meet this need. When there is provision it is typically inadequate to the demand and often misplaced (i.e. in special schools rather than available through itinerant teachers to all schools).
- c. Inclusion competencies for teachers are broad-based. Forlin (2012d) succinctly identifies what is needed for effective inclusive education, based on many years of work in Hong Kong, Vietnam and more recently Japan: differentiation and scaffolding, collaborative learning, peer support, flexible curricula and formative assessment, an anti-bias curriculum, effort rather than attainment as a measure of success, and a stimulating and interesting multi-sensory learning environment. All these are in addition to collaborative problem solving and being able to use assistive technologies and individualized learning programs with the right levels of support. It is important to recognize that this can be a slow process for in-service teachers who may hold on to the 'common sense' of how things have been done in the past acting as a barrier to new ways of teaching (Holdsworth, 1997 and 2000).

7. Teacher career development

- a. Successful teacher career development includes providing a range of training and educational opportunities, creating an atmosphere of respect, providing decent remuneration, and ensuring good conditions of service. This should reflect increments for additional training undertaken. In many countries these areas face many challenges and policies are often not aligned with inclusion. The UNESCO report, *Inclusive Education: The Way of the Future* (2009), emphasizes the need to reinforce the role of teachers by working to improve their status and working conditions. The report also discusses the need to develop mechanisms to recruit suitable candidates and retain qualified teachers who are sensitive to different learning requirements.

- b. It is important to ensure that recruitment, incentives and assessment correlate with inclusion policy and practice. In many parts of the world salaries and conditions are inadequate for teachers. This hinders the development of teachers as professionals who are motivated to continually develop throughout their careers.
- c. If teachers want to achieve a pay increase, they often have to leave the classroom to become supervisors or principals, and this fails to keep effective teachers in the classroom. Awards for good practice can work as an incentive to develop good inclusive practice, as outlined by Vaillant (2010) in Latin America.
- d. In order to ensure success around inclusive education, it is necessary to include teachers' unions in discussions around the improvements in compensation, conditions, and the training and development of inclusion plans. Education International supports the development of education and represents more than 30 million teachers worldwide (UNESCO IBE 2008).

8. Adequate training and support for head teachers or school principals

- a. In Lao PDR, committed principals developed more inclusive practices. They attended training and refresher courses, maintained collaboration with district support advisors, networked with other principals, observed teachers, encouraged creativity and innovation, collaborated with teachers, parents and community, and maintained high expectations for themselves and learners (Grimes, 2009, p.94). Government and regional administrations strongly encouraged principals through funding and inspections.
- b. Drawing on the school improvement literature and earlier work developing special needs practice in mainstream schools, Ainscow and Muncy (1989, p.35) identified the following common features of schools experiencing success: "Effective leadership from a head teacher who is committed to meeting the needs of all pupils; Confidence amongst staff that they can deal with children's individual needs; A sense of optimism that all pupils can succeed; Arrangements for supporting individual members of staff; A commitment to provide a broad and balanced range of curriculum experiences for all children; Systematic procedures for monitoring and reviewing progress." (Ainscow, 2004, p.35). Ainscow also identified five common features for good inclusive schools and their teachers to deploy:
 - a. "The emphasis has been on development in the context of particular schools and including classroom-based staff development activities.
 - b. They have been conducted in ways that have encouraged collaboration between colleagues.
 - c. At various stages particular individuals have adopted key roles of leadership and co-ordination.
 - d. Timing was important in the sense that change in practice always seems to take longer than anticipated.
 - e. Continued support for individuals is crucial as they wrestle with new ideas and attempt to develop classroom practice." (Ainslow, 2004, p.37)

The evidence from the above literature suggests that supportive leadership, collaboration and reflective thinking are crucial.

9. Teachers with disabilities

- a. Children with disabilities benefit from having or knowing that there are teachers with disabilities as role models. Their personal insight into living and growing up with impairments can help children with disabilities navigate a life full of barriers (Rieser and Mason, 1990).
- b. A United States perspective provided by the Job Accommodation Bureau (2012) offers a useful list of the many accommodations that can allow teachers and teacher educators with disabilities to carry out their job. The literature highlights the importance of having teacher educators with disabilities who can be role models. In Bangladesh, for instance, a national disability organization and the national umbrella body, National Forum of Organizations Working on Disability (NFOWD), has several trainers who have visual or other impairments, and they are important role models for both teacher trainees and young people.
- c. There are often medical restrictions placed in the way of persons with disabilities becoming teachers even when they are suitably qualified, making it inevitably more difficult for them to become teacher educators. If people with disabilities require access to teaching to become teacher educators. The picture of access to education is very mixed around the world. There are 400 teachers with visual impairment employed as mainstream teachers in Nepal. This follows the change of government in 1989 and pressure by the Association of People with Visual Impairment for their employment. Global Deaf Connection is based in the USA and provides mentoring for trainee deaf teachers of the deaf in Africa, with Kenya being one of the successful examples.
- d. China¹² and Gujarat, India currently have restrictions and or report discrimination on grounds of people with disabilities entering teacher training on medical fitness grounds. The UK also has restrictions, though colleges and schools have to take account of their need and make reasonable adjustments and accommodations.¹³

10. Working collaboratively with community, parents and DPOs

- a. EADSNE (2010, p20) recognizes the wide range of stakeholders who are invaluable to developing inclusive education, and who support a comprehensive approach. Forlin (2012b, p.11) emphasizes the importance of maintaining connections between schools, governments, policy-makers and training institutions. Other reports stress the importance of stakeholder collaboration¹⁴ and "the importance of school learning communities and principals being agents of change, and collaborating with parents is emphasised" (Mirosevic, 2007, p.11).
- b. Members of DPOs experienced the same issues that children with disabilities are currently encountering, and therefore DPOs are huge assets and key stakeholders. However, it is noted that the involvement of DPOs is still a rarity. This is in sharp contrast to the role they played in drafting the UNCRPD. "DPOs, many of which became members of the International Disability Caucus (IDC), contributed enormously and tirelessly to the understanding of human rights issues in the disability context and therewith the drafting of a text strongly focused on the rights of persons with disabilities seen from a disability perspective" (Schulze, 2010, p9).
- c. Inclusion International (2009) argues that parents need to be involved as equal partners in their

¹² http://www.hrw.org/sites/default/files/reports/china0713_ForUpload.pdf

¹³ OHCHR- CRPD/C/GBR/1 (United Kingdom of Great Britain and Northern Ireland, 2011)

children's education and be embraced as allies in inclusive education as their full involvement is critical. This argument also highlights the need for teachers to develop constructive ways of collaborating and involving parents in their children's education. This point was emphasized in a recent study on introducing inclusive education in Lesotho, Tanzania and Zanzibar, where strong community, DPOs and parental involvement were the catalyst for necessary teacher trainings (Mariga, McConkey and Myezwa, 2013).

- d. In order to support the learning of children with disabilities it is important for para-professionals to be respected and educated to work as part of a team. There is evidence that support staff often have less expertise than teachers (Fox, 2005; Forlin, 2012a). Evidence regarding teaching assistants in UK classrooms was ambiguous and showed that the success of assistants' roles depended on team work, joint planning and training (Blachford et al, 2007); Groom and Rose, 2005). In this case the role of teachers is partly to serve as reflective leader and facilitator of adult support and to provide support for the learning of all children in their class.
- e. The WHO guide on community-based rehabilitation (CBR), particularly the guidance on education,¹⁴ amply demonstrates the importance of strong links, support and transition between CBR and schools at a local level. Early childhood education and development provision is essential for building these links. If children with disabilities have sufficient assessment and support in early childhood education they can better develop school readiness early in life.

Survey/mapping

Introduction

Over 5,000 questionnaires were sent out by e-mail to teaching and teacher training professionals, eliciting an 18% response rate. In total, 603 questionnaires were completed and used for the analysis.

Respondents came from 111 countries with a good spread across the regions.

A total of 73% of the respondents had been working in education for more than ten years, indicating high levels of experience. In total 90% of respondents were from the global South.

Key Findings

Almost all practitioners surveyed were supportive of the need to improve teacher education systems in order to advance inclusive education in their contexts. There was strong agreement that progress is being made in promoting inclusive education focused on people with disabilities, and respondents saw the prospects for building further positive change as relatively good. However, the majority of respondents indicated that inclusive education was not covered to a satisfactory extent in teacher training. 33% of respondents stated that inclusive education was not covered in the delivery of teacher training. Over half of these respondents felt that inclusive education had been included in the training design, but not realized in practice. Several comments provided insight into this issue, referring to trainers' lack of experience in inclusive practice, and consequently the lack of capability to translate inclusive principles into useful and practical guidance for trainees.

¹⁴WHO (2010). Community Based Rehabilitation CBR Guidelines: Education. New York: World Health Organisation.
http://whqlibdoc.who.int/publications/2010/9789241548052_education_eng.pdf

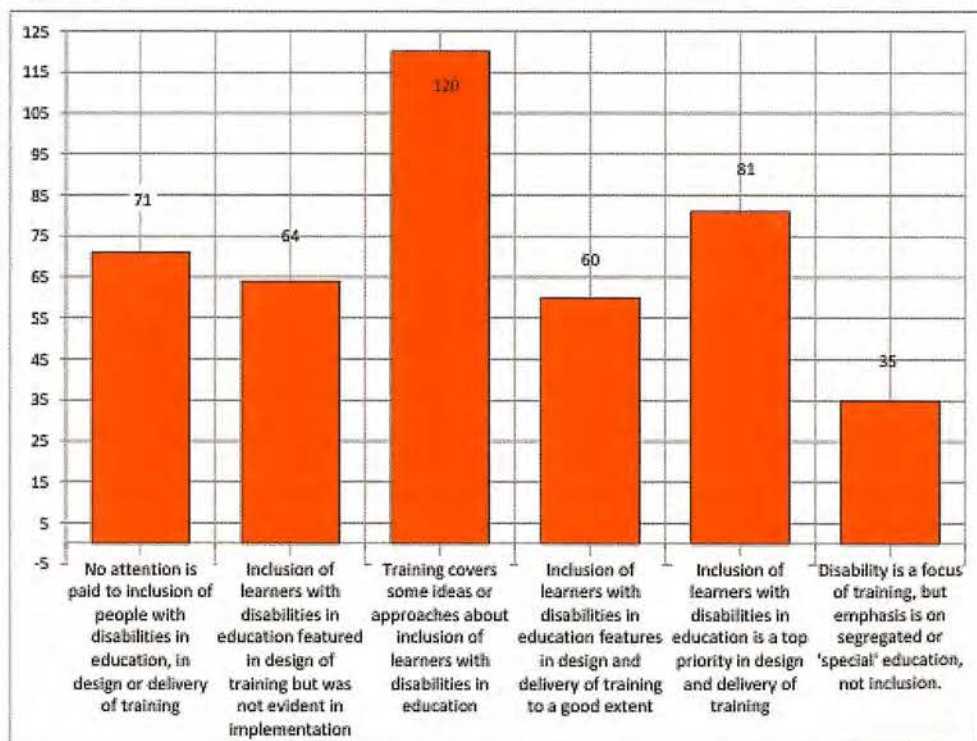
Nevertheless, of the 385 people who provided comments with examples or clarification on pre-service training, over half reported positive examples of inclusive practice. Meanwhile, 10% of the comments painted a very negative picture, and noted a complete lack of attention to inclusion. The analysis of the remaining 40% generally showed scenarios of limited progress, where policy or training curricula had recently incorporated inclusive principles, but implementation was little in evidence.

On the other hand, 16% of total respondents felt that inclusive education was a top priority in teacher training. This was illustrated by a small number of comments, which described training programs that fully integrated inclusive principles and practices throughout. Overall, quantitative and qualitative analysis of these questions points to a substantial minority of training programs that represent good practice, offering useful learning for others.

Focus of teacher training on inclusion of persons with disabilities

When asked about the extent to which teacher training specifically focused on people with disabilities, more positive responses were produced (see Figure 2). A healthy 69% of respondents felt that disability issues were present in teacher training, including 8% who felt that training focused only on segregated or 'special' education for people with disabilities. This suggests that when inclusion is part of teacher training, it has a reasonably strong focus on disability. Among the respondents, 31% felt that disability was not present in the delivery of teacher training, where 53% of them felt the gap was related to lack of attention in both design and delivery, rather than simply a failure to implement training design. In total, 18% felt that the inclusion of learners with disabilities in education was a top priority in teacher training. These results did not have sufficient detail to provide regional contrasts, but may indicate a slight polarization, where in some contexts disability is entirely absent from the thinking about teaching, and in others it has quite a strong focus.

Figure 2



Curriculum focus areas

Respondents were also asked about the importance of specific curriculum topics for enabling the inclusion of people with disabilities in education (See Figures 3 & 4). One of these topic areas pertained to strategies for getting more children with disabilities into school. For pre-service training, respondents felt this topic was well covered, albeit with slightly less focus on people with disabilities specifically than on general access. Few of the other topics put forward were considered well covered, except the ones addressing mobility impairments and the needs of people with disabilities in mainstream schools. Gaps highlighted in pre- and in-service training were: (i) getting persons with disabilities into the teaching profession; and (ii) learning assessment appropriate to the needs of children with disabilities. Also seen as relatively weak was the focus on supporting learners with behavioral differences, learners with audio or visual impairments, and those with learning difficulties.

Figure 3

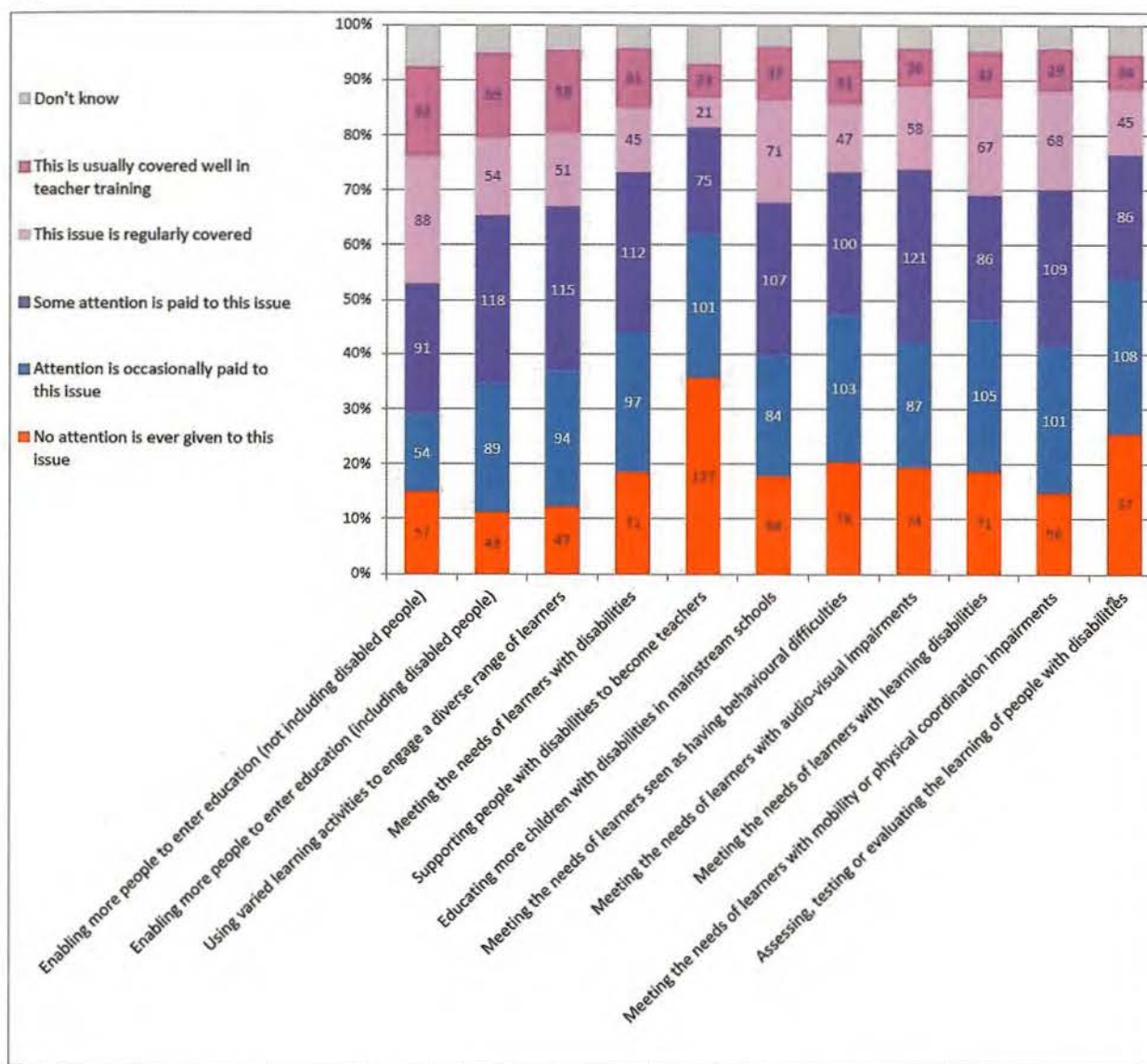
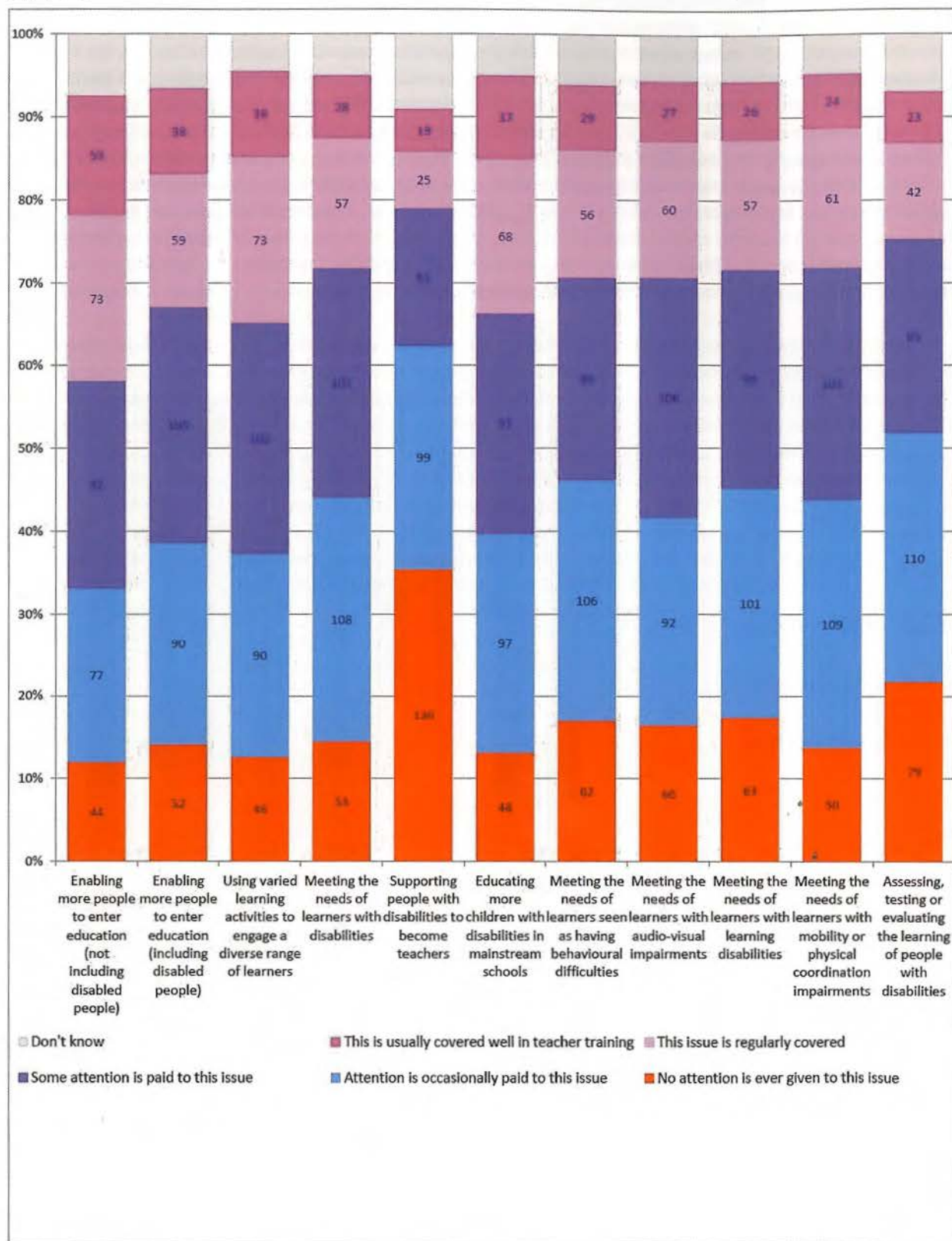


Figure 4



Lack of support for people with disabilities to access teacher training

For both pre-service and in-service training, the lack of inclusivity of teacher training for people with disabilities was highlighted. Two respondents mentioned trainee teachers with disabilities having to drop out of training due to the lack of appropriate adjustments or support. One comment, however, described a teacher training college where "a committee follows the particular needs of students with disabilities to ensure that they are given the support that they may need (e.g. access, writers for exams, etc.), and that they are able to participate in all activities offered by the College - academic and social."

Variety of learning strategies used

In both pre-service and in-service training, most respondents reported the inclusion of strategies for using varied learning activities to engage a range of learners, but very few described this area as well covered. In-service teacher training made up 63% of the training schemes mentioned in responses. Given that there has been a focus on learner-centered pedagogy in teaching policy and curricula for many years in middle and low-income countries, it suggests that the progress in fully implementing these methods is lagging behind. Among the respondents that had come across differentiated teaching and learning methods, many commented on how useful these were for supporting inclusion. Several respondents involved with UNICEF's child-friendly schools model expressed confidence that the approach placed sufficient emphasis on inclusive education to generate positive results.

Recent developments in inclusive teacher training

The picture elicited from the analysis of quantitative and qualitative responses showed the conditions to support inclusive teacher training were increasingly in place, although large-scale change in teacher training had not been achieved. A number of teacher training programs, national strategies or policies on inclusive education were reported as recently approved by central authorities. There were also reports that rights of persons with disabilities were passed in legislation. Surveys and research projects were carried out to understand awareness. Extra qualifications or modules have also been introduced within teacher qualifications. Pre- and post-evaluation reports showed a greater capacity and positive attitude in teachers who attended training.

A variety of initiatives were reported as advancements, covering a wide spectrum rather than one or two main trends. Interactive workshops on inclusive education with various stakeholders were frequently reported, so were the pilot training-of-trainers projects around inclusive education. In addition, many respondents also mentioned recent incorporation of inclusive education into formal teacher training curricula and NGO training programs, most often as short modules. There was one mention of a regular four-hour per week inclusive education session throughout a pre-service training program, which would be consistent with best practice.

Collaborations on teacher preparation with UN organizations, mainly UNICEF¹⁵

- **Mozambique** – MINED is making efforts to develop a national strategy for in-service training of teachers on inclusive education with UNICEF's support.
- **Rwanda** – UNICEF Rwanda is going to roll out the Active Teaching and Learning Manual, which includes a section on inclusive education in all teacher-training institutions across the country. UNICEF also supported teacher-training NGOs in a selection of child-friendly schools to include children with disabilities, apply participatory teaching techniques, and create stimulating classrooms.
- **Burkina Faso** – INGO and UNICEF joined in advocating for inclusive education. Under the joint efforts of Handicap International and the Ministry of National Education, a basic module has been developed, and at the time of research it was waiting to be officially integrated in the teacher-training curriculum.
- **Cambodia** – Together with NGOs, UNICEF provided education expertise for the design of pre-school teacher training on inclusive education.
- **Afghanistan** – Under the child-friendly schools approach, inclusiveness forms part of the training of Ministry of Education staff and community management committees. This program will cover 1,500 schools. UNICEF is working with teacher education agencies to incorporate the child-friendly schools approach into the teacher training college curriculum. Meanwhile, UNICEF is also supporting school constructions with inclusive facilities.
- **Brazil** – The core materials used in teacher training projects included the UNESCO Pack: Teacher Training Special Needs in the Classroom, and the UNESCO Curriculum Differentiation.
- **Uzbekistan** – The child-friendly schools approach includes inclusive education principles, which are also represented in UNICEF training. Together with UNDP, UNICEF supported separate trainings on inclusive education for teachers and methodologists.
- **Madagascar** – The ministry of Education, special schools, DPOs and UNICEF implemented trainings on the inclusion of children with disabilities in September 2012. This includes children with hearing, visual, physical and intellectual disabilities.
- **South East Asia** – The introduction of UNESCO's toolkit, *Creating Inclusive Learner Friendly Environments*, and UNICEF's Child Friendly Schools approach has led the developers of teacher training programs to consider inclusion.
- **Macedonia** – UNICEF Macedonia has supported in-service teacher trainings through the five modules on which the trainings are based: concept of inclusive education, assessment of special educational needs, school inclusion teams, inclusive education plans, and out of school children.

¹⁵ These bullet points present answers provided on the survey forms.

Materials

In total, 157 respondents (26% of those who completed the survey) cited useful materials offering guidance on inclusion and/or disability. Popular sources of information included EENET, UNICEF and UNESCO, as well as national policy statements. In contrast, approximately 30 respondents (4.9% of those who completed the survey) felt they had no access at all to useful materials. This may indicate that, rather than an overall lack of material, there is an issue with getting the right materials to the right people. This in turn could suggest that teachers and teacher trainers are not receiving the resources they need to keep up to date with key practice issues, including inclusive education.

Prospects for the future

In keeping with the rest of the survey findings, most respondents were cautiously optimistic about the prospects for making further improvements towards widespread inclusive teacher training approaches. In all, 46% felt that prospects were good or reasonably good for large-scale teacher training on inclusion. Nevertheless, 14% of respondents could see no prospects for establishing inclusive teacher training in their contexts. This may highlight some questions of prioritization: would it be better to focus efforts to strengthen inclusive teacher training on the areas of greatest need, or on the areas where more supportive conditions are already in place to boost large-scale progress?

Concluding thoughts on the survey

This survey was an attempt to get a global view of trends in teacher education on inclusion in general, the inclusion of children with disabilities in particular, and to determine what was working well, and what else was needed. It was a global snap shot with qualitative results and could not be accurate for any one country. The survey sample is not statistically representative in terms of teaching populations. The use of e-mail, for example, would have excluded many teachers in Africa, Asia and Latin America. The value of the findings lies in the issues raised from a spread of respondents working across many contexts, and examining what useful pathways there may be for future research, either through further analyzing case studies, or producing more in-depth statistically relevant research in a group of countries. In summary, the following issues were highlighted in the survey results:

- There is an encouraging policy environment for inclusive education in many places.
- There are many small to medium scale examples of inclusion and disability issues being included in teacher training programs, across a range of settings.
- A mix of operational barriers is preventing teachers from putting inclusive principles into practice.
- The lack of access to practical information on inclusion for teachers and trainers is a major concern.
- Some good practice in taking more comprehensive approaches is available for further investigation.

SECTION 3. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

From the literature and the good practice, it is clear that regardless of the economic level of the country, there is no 'quick-fix' in the area of teacher education for inclusive education. Instead, it is a career-long education and development process to which there are no fixed answers. Such development takes many forms, ranging from whole-school training (where the whole school staff, under the leadership of the principal or head teacher and/or specialist advisors, change and develop their inclusive practice around particular agreed objectives), to attending courses individually that develop expertise (from local short courses, to award-bearing courses in institutes of higher education). Recently, distance learning – using ICT, radio, and TV combined with seminars through 'Open University-style' organizations – extended the range of educational opportunities for serving teachers. Some of these courses are designed for the leaders of schools and some seek to develop teacher trainers or advisors in a particular aspect of impairment-specific adjustment such as Braille, sign language, or supporting children with autism. No matter how the scenario changes, it is necessary to provide teachers with continuing professional development to ensure the inclusion of children with disabilities.

Addressing the education of all teachers to systematically include children with disabilities is a crucial but largely neglected component for achieving Education for All and Child-Friendly Schools. For many years, this issue has been viewed as 'special education' in separate schools, units, or classes, a specialist study area for the few. A new pedagogy that is non-categorical, transformative, inclusive, and takes account of the impairment specific needs of children with disability is both possible and highly desirable. However, although there is a substantial supply of materials addressing this training need, they have not been widely integrated into teacher education. This is fundamentally about values and attitudes, and there has to be a political will to make this happen.

How should attitudinal change be addressed?

All teachers need to be grounded in understanding the paradigm shift underlying the UNCPRD (UN, 2006), from a charity/medical model to a rights/social model. Reflected both in their pedagogy and practice, such teachers with this training think flexibly and value all their learners. The Convention marks a change in attitudes and approaches to persons with disabilities. It moves from viewing them as 'objects' of charity, medical treatment and social protection, towards viewing them as 'subjects' with rights, who are capable of making decisions about their lives.

Many of the skills, methods and techniques developed under special educational needs still have a role to play, but their conceptual underpinning, application, context and focus need to change to fit the new paradigm.

What is needed in order to "transform schools is to create teachers as change agents who can work individually and collectively for liberatory practices in schools" (Peters and Reid, 2009; Oyler, 2011). DPOs and people with disabilities have developed Disability Equality Training over the last 30 years. Such training challenges thinking and attitudes with the paradigm shift from a medical to a social model. This shift also includes thinking about disabled people in practical interactive training delivered by trainers with disabilities. Rieser (2001, 2008) describes how a DPO in the UK developed this approach for

teachers, and it was shown by independent evaluation to change attitudes and practices among in-service teachers. This needs to be developed as evidence was found in Mali, South Africa, India, Laos, Mozambique, Zanzibar/Tanzania and Uganda of its effectiveness.

The major barriers to the provision of quality education for children with disabilities in all educational contexts include the lack of early identification and intervention services, negative attitudes, exclusionary policies and practices, inadequate teacher training, inflexible curriculum and assessment procedures, inadequate specialist support staff to assist teachers of special and regular classes, lack of appropriate teaching equipment and devices, and failure to make modifications to the school environment to make it fully accessible (Peters, 2004, p.52).

The role of media

The local and national media play a crucial role in challenging negative attitudes and gaining support for the development of inclusive education for children with disabilities. The media has been very well utilised across UNICEF country offices, notably in their interaction during the Day of the African Child (16 June 2012) with its focus on children with disabilities. In CEE/CIS, the campaign held in the media in Montenegro was entitled 'It's About Ability', and reportedly reduced social distance to children with disabilities by 10%.¹⁶ The Americas and Caribbean Regional Office (TACRO) reports that local and national media plays an important role in reinforcing learning, mobilizing support, increasing public awareness, strengthening the image of teachers and the importance of education, and providing families and parents with basic education.

What is to be done?

Many governments have the right policies, but lack specific implementation plans and mechanisms. Areas that urgently need addressing include: lack of accessible buildings; over-rigid curricula/assessments and failure to provide sufficient inclusive teaching materials; lack of mandatory competencies on the twin-track approach in teacher education; insufficient scrutiny of pre-service and in-service teacher education; lack of infrastructure such as resource centers and teachers with additional qualifications on inclusion; and lack of public awareness-raising in the media. Different regions and countries of the world contain diverse customs, attitudes, cultures and history with regards to children with disabilities, but each country needs to develop a plan for implementing inclusive education for children with disabilities in line with Article 24 of the UNCRPD. These plans need to be developed with other stakeholders and be specific, funded, deliverable and monitored. Stakeholders, donors, international agencies and NGOs need to form communities of interest with the state parties to bring the plans to scale. It is better to initiate change locally where communities, schools, teachers, parents and DPOs can take ownership, building on existing social capital (Mariga, McConkey and Myezwa, 2013).

Recommendations

A. Recommendations for Countries, UNICEF, government partners and civil society:

1. Sector Planning and Budgets

UNICEF and its partners can promote Education Sector Plans/Policies that are inclusive and support implementation of Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD)

¹⁶UNICEF CEE/CIS, (2012, p.63 and p.65) for more country examples.

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- 1.1 **National plans that guarantee building the capacity of teachers in education systems** to fully support the inclusive education for all children with disabilities should be developed, resourced and implemented.
 - 1.2 **The plans should be the outcome of wide consultations** involving teachers' unions, teacher training establishments, local education administrators, school directors or principals, local communities, parents' organisations, local and international NGOs, and donor organizations. This process should be co-ordinated by the ministries of education, with input from finance, health and social welfare ministries, as well as regional, district and municipality authorities.
 - 1.3 **The plans should be implementable, with achievable targets and monitoring** for the quality and impact of inputs.
2. **Governance and School Leadership**
 - 2.1 **High quality, evidence-based research materials need to be easily available** for State Parties, head teachers, teachers and teacher trainers, demonstrating that good inclusive schools produce quality education for all.
 - 2.2 **Resource centers are needed in each local district, staffed by experienced and effective teachers engaged in both tracks of inclusion for including children with disabilities.** The role of those working at resource centers includes finding and getting children with disabilities into school; supporting and developing teachers' skills in the district; regularly visiting and supporting schools; and linking with health and other professionals, parents, and local communities to promote the development of inclusive education.
 - 2.3 **All teachers, education administrators and support staff should receive Disability Equality Training and grounding in Disability Studies, with the involvement of DPOs.**
 - 2.4 **Teachers' education should be a process of career-long education and development.** This development would ensure that all teachers have regular opportunities to develop their knowledge, skills and understanding of how to successfully include children with disabilities in their classrooms. Employers and governments should provide incentives to teachers for additional qualifications and career development they receive.
 - 2.5 **Positive action is needed to recruit 5% of teachers with disabilities.** The most effective way to promote inclusion is for education personnel themselves to include representatives from marginalized groups at all levels. Teachers with disabilities should be encouraged by positive action and by relaxing and removing 'medical fitness to teach' criteria. Teacher education also needs inclusive and accessible policies, environments, materials and ethos.
 3. **Teaching (Pedagogy) and Learning (Curricula)**

Inclusion competencies are broad-based. The recognition that inclusion competencies are not 'special' is needed.

 - 3.1 **All teachers need to develop a child-focused pedagogy** for actively involving children in their own and their peers' academic and social learning. This will include the use of child-to-child methods, collaborative learning and peer tutoring as well as peer mediation and 'buddying' to prevent isolation and bullying.
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- 3.2 Approaches to the pedagogy of inclusive education should be both transformative and twin-track.** Making such changes benefits both children and students with disabilities and those without disabilities.
- 3.3 All teacher trainers must demonstrate their understanding of inclusive education of children with disabilities.** Teacher educators in higher education, local districts and schools should be trained to support general inclusive teaching as well as individual impairment-specific training and accommodations.
- 3.4 For pre-service teachers:**
- 3.4.1 All pre-service teachers should have grounding in the principles and practice of inclusive education.** Inclusion needs to be embedded throughout teacher education, not as an optional topic, but as an essential dimension of education in a diverse society.
- 3.4.2 Elective impairment-specific skills courses for 10-20% of pre-service teachers are needed.** Student teachers should be encouraged to take electives that provide higher levels of skills, knowledge and understanding of the commonly occurring impairment groups and needs.
- 3.5 For serving teachers:**
- 3.5.1 Serving teachers are by far the largest group whose education about children with disabilities needs to be addressed** through in-service training, continuing education and support.
- 3.5.2 Diploma and master's level qualifications on inclusion and meeting impairment specific needs should be made widely available to in-service teachers.**
- 3.6 Adequate training and support is needed for head teachers or school principals, who are the key catalysts for school improvement.** Their leadership needs to be mobilized through local head teacher collaboration groups, supported by a major training program and by district administrators so they can provide the flexibility to allow teaching staff to develop.
- 4. Partnerships**
- 4.1 A global multilingual knowledge community sharing resources and examples of good practice is urgently needed.**
- 4.2 Establishing communities of interest of all those involved in developing the education of children with disabilities** and administering and organizing the previously mentioned web sites to be accessible and multi-lingual is an urgent priority. Universities, Ministries of Education, school systems and NGOs should also be linked up so that people can share what works and why.
- 5. UNICEF and its partners should promote the education of children with disabilities in post-MDG Targets:**
- 5.1** The proportion of pre-service teachers who have received training on the inclusion of children with disabilities.
- 5.2** The proportion of in-service teachers who have undertaken courses for the inclusion of children with disabilities for 5 days, 20 days, 90 days and 1 year.
- 5.3** The proportion of children with disabilities disaggregated by impairment type, who complete primary, lower secondary and upper secondary education.
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ANNEX 1

Illustration of how twin track works drawing upon actual practices

The twin tracks of teacher education are the general inclusion track and the impairment specific track to be applied in an inclusive general education setting. Examples of both are listed below.

General Inclusion Track

The **general inclusion track of teacher education** involves developing teaching and learning strategies that support:

- i) **Valuing difference and diversity;**
- ii) **Differentiation of materials and methods;**
- iii) **Collaborative learning** where pupils and teachers work together;
- iv) **Peer support** where pupils help each other academically and socially and challenge negative language and behaviour;
- v) **Flexible curricula as well as the provision of classroom and assessment materials;**
- vi) **An anti-bias curriculum that** challenges traditional gender, tribal , class and disability perspectives;
- vii) **Sufficient time for meaningful learning and rewarding of effort compared to individuals previous achievements;**
- viii) **The creation of a stimulating and interesting multi-sensory learning environment;** and
- ix) **A child centered approach with teacher reflection.**

Impairment Specific Track

The **impairment specific track** recognizes that the above approaches on their own will not work equally for all children with disabilities, as they require reasonable accommodations and support arising from their impairments. These adjustments are specific to the type of impairment a child/young person has. Within this track, the teacher would learn to identify the loss of physical or mental function with a basic screening tool, and have a working knowledge of the range of adjustments that can be implemented in the classroom.

Below is a list, although not comprehensive, of the tools available for teachers to use with their students with disabilities:

- a) **Visually Impaired or Blind** – Glasses, magnification glasses, Braille, tactile maps and diagrams, audio tapes/CDs and text to talk, mobility training, large print documents and paperwork, audio description, modified orientation and creation of fixed points in class, creation of auditory environments, talking instruments, color contrasts, and identification of hazards such as steps;

b) Deaf and Hearing Impaired – Finger spelling and basic sign language, interpretation, Oral-lip reading, basic Hearing Aid maintenance, strong emphasis on visual environment, additional time and support with abstract concepts and maths;

c) Deafblind – Some of the tools listed above in a) and b), Deafblind Language, provision of interpreters, creation of tactile environments;

d) Physical impairments – Adapting doorways and furniture, creation of an accessible infrastructure as well as accessible toilet and washing facilities, maintaining safe storage of equipment, provision of personal assistance, diet and medication resources, and rest time space;

e) Specific learning difficulties – Creation of color overlays and backgrounds, providing easy read texts, story tapes and text to talk, allowing the use of spell-checkers, concrete objects, and breaking activities down into small doable steps;

f) Speech and communication difficulty/impairment – Facilitated Communication, Augmented Communication low and high tech, pointing, switching, talkers, information grids;

g) General cognitive impairment – Pictograms, small steps curriculum, easy read, scaffolding, Makaton, symbols, information grids, concrete objects, individual programme;

h) Mental Health Impairment – Counselling and personal support, differentiated behavior policy, empathy, quiet space, circle of friends;

i) Behaviour impairment – Circle of friends, structured environment and day, differentiated behaviour policy, chill out space and mentoring.

Providing teachers with access to these tools and giving them access to this knowledge and understanding has proven useful in creating new attitudes and values that can improve disability equality training and disabilities studies.

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