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# Promoting Inclusive Teacher Education **Curriculum**

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**ADVOCACY GUIDE**



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ADVOCACY GUIDE

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# Contents

<b>Introduction .....</b>	<b>1</b>
<b>Challenge 1: Making inclusive education an integral part of pre-service teacher education curricula.....</b>	<b>3</b>
Analysing the situation . . . . .	3
Advocacy goals. . . . .	5
<b>Challenge 2: Moving from special needs education to a broader paradigm of inclusive education.....</b>	<b>7</b>
Analysing the situation . . . . .	7
Advocacy goals. . . . .	9
<b>Challenge 3: Maintaining balance between theory and practice .....</b>	<b>11</b>
Analysing the situation . . . . .	11
Advocacy goals. . . . .	13
<b>Challenge 4: Building capacity and expertise in curricula development and delivery .....</b>	<b>18</b>
Analysing the situation . . . . .	18
Advocacy goals. . . . .	19
<b>Challenge 5: Challenging biases, inequality, discriminatory practices and stereotypes ....</b>	<b>22</b>
Analysing the situation . . . . .	22
Advocacy goals. . . . .	24
<b>How to tell if the advocacy is having a positive effect .....</b>	<b>25</b>
<b>Appendix.....</b>	<b>27</b>

# Introduction

This advocacy guide on *'Curriculum'* is the third in a series of five guides devoted to 'Promoting Inclusive Teacher Education'. It can be used on its own or in combination with the four other advocacy guides which are: *'Introduction'*, *'Policy'*, *'Materials'*, and *'Methodology'*.

This guide focuses on challenges and barriers in the area of pre-service teacher education curricula. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive curricula.

## What do we mean by curriculum?

In the context of this advocacy guide we are talking about the curriculum for educating pre-service teachers, rather than the curriculum used by teachers in schools for educating children.

The curriculum is a way of organizing and sequencing learning experiences with the aim of achieving specified learning outcomes. It guides what will be learned, and why, and how, this learning is facilitated. The curriculum reflects connections between society, politics and schools/teachers, so the development of inclusive curricula reflects a desire to develop an equitable, non-discriminatory society.<sup>1</sup>

This advocacy guide will discuss inclusive teacher education in relation to the curriculum. It will look at:

- Inclusive curriculum – ensuring that the content and methods used in teacher education courses convey clear messages about inclusive education, use inclusive, learner-centred approaches, and are flexible and responsive to learners' needs and experiences
- Inclusive approaches to curriculum development – ensuring that the process of developing teacher education curricula is inclusive and participatory and takes account of diverse stakeholder perspectives (e.g. teachers, students, teacher educators, parents and carers who are male and female, with and without disabilities, from majority and minority language groups, from rural and urban locations, and so on).

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<sup>1</sup> Braslavsky, C. 1999. Cited in: UNESCO. 2008. 'Interregional discussions around inclusive curriculum and teachers in light of the 48<sup>th</sup> International Conference on Education. Ref 2011.5.' Geneva, UNESCO-IBE.

## Why is the pre-service teacher education curriculum an important advocacy issue?

The curriculum followed in teacher education – especially during pre-service programmes – shapes teachers’ attitudes, knowledge and competencies, and influences their subsequent work with their own students. If we want to promote inclusive education, therefore, it is vital that teachers are learning about, experiencing and practising inclusive approaches to teaching and learning from day one of (and throughout) their professional development.

In many countries, investments are made in in-service teacher education programmes to ‘upgrade’ teachers’ competencies and knowledge, and influence their attitudes towards inclusive education. Such ongoing professional development will always be needed, both to support teachers who have not accessed inclusive pre-service teacher education, and to facilitate commitment to continuous improvement towards inclusive education among all teachers. However, there needs to be a balance between pre-service and in-service teacher education, so that there is an effective mix of initial learning via a core teacher education curriculum, and further learning through supplementary (in-service) curricula. Advocating for inclusive education to be incorporated into the pre-service teacher education curriculum in your country or teacher education institution is, therefore, an essential part of moving forward with inclusive education.

However, we need to do more than just call for inclusive education in pre-service teacher education curricula. A range of curriculum-related challenges need to be addressed. In the following sections of this guide we will look at some of these key challenges, identified through recent research.<sup>2</sup>

These include:

- inclusive education being treated as a separate component, rather than as an integral part of the core teacher education curriculum;
- inclusive education curriculum components focusing narrowly on disability and special needs, rather than on a more complete interpretation of inclusive education;
- inclusive education being delivered via theory-dominated curricula, rather than through more effective practice-based curricula;

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<sup>2</sup> For instance: (i) Forgacs, R. 2012. *Strengthening Teacher Education to Achieve EFA by 2015. How are student teachers prepared to adopt inclusive attitudes and practices when they start teaching? Synthesis and analysis of the reviews of pre-service teacher education systems in Bangladesh, Cambodia, China, Lao PDR, Mongolia, Nepal, Thailand and Viet Nam (2008-2011)*. Bangkok, UNESCO; and (ii) The Enabling Education Network (EENET) has been supporting World of Inclusion to carry out a mapping of teacher education in relation to children with disabilities as part of the United Nations Children’s Fund (UNICEF) Rights, Education, and Protection (REAP) project which aims to enhance education and child protection systems so that they are sensitive, responsive and inclusive of children with disabilities. This mapping process has revealed many issues relevant to advocacy around inclusive education in pre-service teacher education.

- lack of inclusive education expertise among curriculum developers and teacher educators, which hinders the potential for integrating inclusive education throughout core teacher education curricula; and
- problems of bias, stereotypes and discrimination within the content and structure of the teacher education curriculum.

As with any advocacy work, you will need to investigate exactly which challenges exist in your own unique context and therefore what changes you need to push for. The information we provide here is a guide to advocacy on inclusive teacher education curricula, not a prescription.

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## Challenge 1

Making inclusive education an integral part of pre-service teacher education curricula

### Analysing the situation

#### ***Inclusive education is too often treated as a stand-alone topic***

In many contexts, teachers do not automatically learn about inclusive education during their pre-service programmes – it is not part of the teacher education core curriculum. Where teacher education institutions do offer training on inclusive education, it is often provided as a stand-alone course/module (which may refer more to ‘special needs education’ or ‘education for children with disabilities’ – see also *Challenge 2*). As such it may be an optional course and/or a course that does not contribute significantly to the overall grade/mark students receive, resulting in many students opting not to take the course.

This situation reinforces entrenched beliefs that inclusive education is a separate, specialist issue within education, rather than something that every teacher needs to know about and take action on. As a result, when teachers start working in schools or other education settings, they are often not fully prepared (or may be unwilling) to welcome diversity and address the challenges that a diverse class of learners may present. Their students may be diverse in terms of their age, ethnicity and language, ability, gender, socio-economic status, etc.

### ***Pre-service curriculum weaknesses lead to reliance on in-service teacher education for inclusive education***

Because the core curriculum of pre-service teacher education programmes in many countries does not cover inclusive education in a comprehensive way, in-service teacher education often seeks to fill gaps in teachers' knowledge, skills, commitment and confidence with regard to inclusive education. Relying heavily on such a 'catch-up' approach is likely to be less efficient and effective than incorporating inclusive education into initial teacher education.

It costs more to provide in-service courses (both in terms of the cost of the training and the costs to schools when staff are taken away from core duties to attend courses). Because of the cost and logistical implications, such programmes are usually not available to every teacher in a given country. While 'cascade' training<sup>3</sup> is popular, because of its ability to reach larger numbers of teachers at relatively low cost, there is growing evidence that relying heavily on this sort of in-service teacher education alone is not an effective way to educate teachers about inclusive education.

An in-service teacher education programme on inclusive education, consisting of a week-long course, was provided by Catholic Relief Services and Viet Nam's Ministry of Education and Training. By 2008 the programme had trained 2.8 per cent of more than 944,000 serving teachers.<sup>4</sup> This represents a large number of teachers trained (over 26,000), but the example clearly shows the scale of the challenge of reaching all teachers through in-service provision, and thus the importance of 'spreading the load' by ensuring that all teachers also learn about inclusive education at the pre-service stage.

In-service training on inclusive education may be met with resistance from teachers, in a way that may not happen when introducing concepts of inclusive education through the core pre-service teacher education curriculum. Experienced teachers may feel they know their jobs and resent any implication that they have significant gaps in their competence. They may not welcome the 'new' expectation that they will teach students from difficult circumstances or with disabilities. They may also be concerned that they will be asked to take on what they perceive to be extra duties once they embrace inclusive education.

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3 This takes various forms. Trainers at one level may be taught to pass on the training to others at a lower level. In other cascade systems, small numbers of teachers receive training and are expected to pass this on to multiple colleagues.

4 Forlin, C. and Nguyet, DT. 2010. A National Strategy for supporting teacher educators to prepare teachers for inclusion, in Forlin, C. 2010. *Teacher Education for Inclusion*, London, Routledge (cited in Rieser, R. 2012 'Inception Report: Mapping, Scoping and Best Practices Exercise: Teacher Education for Children with Disabilities', prepared for UNICEF as part of the Rights, Education and Protection (REAP) project.)



### Questions you can ask to help you analyse the situation in your context

- Are there stand-alone courses/modules on inclusive education within teacher education programmes? What do such courses usually include? Or are approaches to inclusive education integrated throughout all courses/modules?
- Is it compulsory for student teachers to take courses/modules on inclusive education?
- Do inclusive education courses/modules contribute equal scores/credits as other courses within student teachers' overall grades/marks?
- How much of your country's teacher education on inclusive education is done through pre-service programmes, and how much through in-service courses? How many teachers/student teachers are being reached through each approach?
- Have in-service programmes on inclusive education been evaluated? For instance, do you know to what extent the programmes have been well-received by teachers; and the nature and extent of improvements to teaching and learning made as a result? What about pre-service teacher education?

## Advocacy goals

### Curriculum advocacy message 1

*"All pre-service teacher education institutions, universities or colleges need to educate all prospective teachers about inclusive education."*

Understanding and responding to diversity in education should not be an optional learning objective for a minority of student teachers, e.g. those who perhaps have an existing interest in inclusive education, special needs, disability or other marginalized groups. Instead, inclusive education needs to be recognized as an essential learning objective for all student teachers, regardless of which level they will teach at, which subject(s) they will teach, or where in the country they are likely to be deployed. Pre-service teacher education curricula therefore need to be revised or developed so that all student teachers are aware of, and supported towards, inclusive education learning goals.

Some student teachers may already believe in inclusion and equality in society and just need support to translate their principles into action. Others will find the idea of including all children and young people, especially those whom society traditionally marginalizes, to be a totally new (and potentially confusing or frightening) concept. Pre-service teacher education curricula need to be revised or developed to be responsive to the range of beliefs and experiences among all student teachers – helping them to reflect on and change attitudes where necessary, and then move on to building practical skills and confidence.

## Curriculum advocacy message 2

*“Every course or module in teacher education needs to actively promote and demonstrate equality, inclusion and human rights.”*

To educate all student teachers about inclusive education requires more than just an expansion of existing stand-alone inclusive education courses/modules. Even making such courses compulsory for student teachers is not enough. Inclusive education ultimately needs to be seen as an integral part of education – which means in turn that inclusive education needs to be woven into every element of teacher education.

Every course or module needs to promote messages for equality and inclusion, and demonstrate inclusive teaching and learning in practice. Every course needs to encourage student teachers to reflect on how each subject or situation can be made inclusive for every learner, regardless of their background. If teachers hear such messages routinely throughout their initial training, and if they see their tutors demonstrating inclusive practice, there is a greater chance that inclusive practice becomes the norm, not the exception. Pre-service teacher education on inclusive education is therefore likely to meet with less resistance or scepticism, and result in more flexible and creative teachers entering the profession.

Inevitably, to achieve such an ‘embedded’ approach to inclusive education throughout the teacher education curriculum will require radical and large-scale revision of teacher education programmes in many countries. It will also necessitate a big push towards building the capacity of those who design teacher education curricula, and those who deliver the curricula.

Achieving the levels of reform needed in the development and delivery of teacher education curricula cannot happen in one easy step. Breaking down ‘curriculum advocacy message 2’ into a series of smaller, shorter-term, achievable goals will be necessary in most contexts. It is also important to remember that advocacy goals do not exist in isolation. There are strong links, for instance, between this advocacy goal and the goals outlined in *Challenge 4* (relating to building the capacity of curriculum developers and teacher educators). The development of strategic, holistic advocacy plans for teacher education curriculum reform is therefore essential.

## Challenge 2

Moving from special needs education to a broader paradigm of inclusive education

### Analyzing the situation

#### *Superficial changes*

Ministries of education and teacher education institutions may increasingly offer ‘inclusive education’ courses as part of the pre-service curriculum, but often these would be more accurately described as courses in ‘special needs education’, or ‘education for learners with disabilities’. The courses/curricula may have changed name, but often they do not embrace the holistic view of inclusive education for all learners that we outlined in *Advocacy Guide 1*. UNESCO Bangkok’s recent review of teacher education highlighted in general a “lack of ‘inclusive education’ as an overarching concept in pre-service teacher education curricula.”<sup>5</sup> In certain countries, ‘inclusive education’ in the [teacher education] curriculum refers to specific topics in relation to ‘children with special needs’ or ‘children with developmental retardation.’<sup>6</sup>

In particular, issues of gender equality and multilingual education are noticeably absent from the curricula of inclusive education programmes in many countries.<sup>7</sup> For instance, in some countries, gender is not included in the curriculum of teacher education institutions, or is only addressed in a specific course, rather than integrated more widely in the curriculum.<sup>8</sup>

In some cases neither the name of the course/module nor the content has changed. The review indicated that in some countries, ‘special education’ courses with a clear focus on “deficit remediation” are offered to teachers, but none that are about (or even purport to be about) inclusive education.<sup>9</sup>

Teacher education institutions are by no means alone in perpetuating a narrow disability/special needs interpretation of inclusive education within their teacher education curricula. Such interpretations remain widespread within government and NGO education initiatives, policies and guidance documents. Inclusive education evolved from the disability rights movement, and it is vital that it retains a clear focus on supporting learners with

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5 Forgacs, 2012, p. 29.

6 Ibid., p. 30.

7 UNESCO. 2012. *Regional Expert Meeting Report: Inclusive Education through Quality Teacher Education in Asia-Pacific*. Bangkok, UNESCO, p. 23.

8 Forgacs, 2012, p. 32.

9 Ibid., p. 30.

disabilities. However, it is also important for education decision-makers and practitioners to understand inclusive education as a process of change that supports all learners, not just those with disabilities, and for this to be reflected in the curricula.

A review of government policies/strategies (including those discussing curricula) in four countries in Africa and Asia noted: “The documents indicate common confusions between inclusive, integrated and special education, as well as misunderstandings about inclusive education being primarily a programme for the education of disabled children.”<sup>10</sup>

### **Resistance to curriculum changes**

The way in which teacher education about special needs is handled often reinforces a perception that it is a separate, specialist focus, not intended for every teacher:

“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 only of those who have undertaken specialist courses.”<sup>11</sup>

Issues of power can play a role in perpetuating this situation. Some teacher education institutions may specialize in preparing teachers for special schools and for teaching children with disabilities. A move towards inclusive education – with every institution preparing every teacher for the challenge of working with all children (including those with disabilities or ‘special needs’) – may not always be welcome, and may even be perceived as a direct threat to established specialist teacher education institutions/courses and their staff. If these specialist institutions already have a powerful voice in influencing teacher education decisions in their country, it can be particularly challenging to counter their pro-special education argument and bring them on board with delivering inclusive education programmes to all student teachers.

Even in teacher education institutions that do offer ‘inclusive education’ courses, teacher educators may resist the suggestion that their course curricula need to be revised in line with a broader interpretation of inclusive education (to take on board gender equality, language issues and human rights for all marginalized groups). They may feel comfortable with the disability/special needs focused courses, and be nervous of branching out.

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10 Lewis, I. 2007. *Report to NORAD on desk review of inclusive education policies and plans in Nepal, Tanzania, Vietnam and Zambia*. p. 14. [http://www.eenet.org.uk/resources/docs/Policy\\_review\\_for\\_NORAD.pdf](http://www.eenet.org.uk/resources/docs/Policy_review_for_NORAD.pdf) (Accessed 4 April 2013.)

11 EADSNE. 2010. *Teacher education for inclusion: International literature review*. Odense, European Agency for Development in Special Needs Education, p. 21, citing Florian and Rouse (2009, p. 596).

### Questions you can ask to help you analyse the situation in your context

- Do courses/modules that are called ‘inclusive education’ convey a broad interpretation of inclusive education for all learners? Or are they primarily still special needs/disability focused courses?
- Is there cooperation between institutions/teacher educators who specialize in special needs/disability and those whose remit is general teacher education? Or is there competition and suspicion between them?
- Do teacher educators, and those in charge of teacher education institutions, have a positive attitude towards change, or is there resistance to any suggestions that their courses need to be improved, changed or replaced?

## Advocacy goals

### Curriculum advocacy message 3

*“Teacher education curriculum developers/teacher educators need to improve their understanding of the special needs and inclusive education paradigms.”*

Misunderstandings about inclusive education are pervasive and persistent, and will continue to be so as long as student teachers are receiving inaccurate or mixed messages about inclusive education and the education of learners with disabilities or special needs.

Teacher educators (and those who develop the curricula they work with) therefore need to be involved in an ongoing process of sharpening their understanding of inclusive education.

This might require:

- involvement in more (and better quality) education research, feeding a stream of new experiences more effectively into the curricula of teacher education courses; and
- regular and more stringent ‘upgrading’ of teacher educators’ knowledge and skills, so that they can more effectively adapt and deliver curricula focused on inclusive education for their student teachers.

### Curriculum advocacy message 4

*“Teacher education institutions need to develop a commitment to innovation and change within their own institution, and develop curricula which reflect these commitments.”*

Teacher education has the potential to take a lead in bringing innovation to education, and equipping the next generation of teachers with new ideas and skills. However, this requires a commitment to change within the teacher education institutions themselves, and for a culture of innovation to be reflected in the curricula they offer to student teachers. Openness to change needs to be encouraged and resistance to change needs to be effectively (yet sensitively) addressed.

This might require:

- investment in alternative learning opportunities for teacher educators, to enable them to keep their curricula fresh and innovative;
- improved opportunities for teacher educators to learn from other institutions/countries and to engage in international debates on how to cover inclusive education within teacher education;
- facilitating teacher educators to gain more first-hand experience of working with people with disabilities and diverse groups of people, and thus more confidence with delivering advice and support to their student teachers; and
- greater recognition of, and mechanisms for sharing, teacher educators' research, curriculum or pedagogy innovations, etc.

### Curriculum advocacy message 5

*"Governments need to develop standards for teacher education which require all teacher education institutions to develop/use curricula that educate every teacher about inclusive education."*

Governments need to take a strong and committed stance in ensuring that curricula in all teacher education institutions prepare all student teachers for inclusive education, through a mixture of embedded messages and dedicated courses. Specialist courses that enable students to 'dig deeper' into education issues for children with disabilities, children from ethnolinguistic minorities, etc., may still exist within the curriculum, but the bottom line should be that inclusive education is delivered as part of the core teacher education curricula for every student teacher.

Governments may need a great deal of encouragement, support and capacity building in order to be able to take such a strong stance. As with many advocacy goals, therefore, we may need to break it down into smaller steps. For instance, we might first need to advocate for ministry of education personnel to engage in a professional development programme around inclusive education so that they are able to give informed advice on inclusive education for curriculum development and make informed judgements about the standards they expect from teacher education institutions.

## Challenge 3

### Maintaining balance between theory and practice

#### **Analysing the situation**

##### ***Courses are dominated by theoretical learning***

Too often, the teacher education curriculum relating to inclusive education is heavily theoretical. It is of course vital for teachers to grasp the theory behind a concept. Inclusive education is not a simple concept, and time can usefully be spent analysing and reflecting on what it means, how it differs from 'special education' and other education approaches, and so on.

However, the concept of inclusive education often only fully makes sense once we see it 'in action'. Yet across the region (and globally) teacher education curricula rarely give student teachers an opportunity to experience inclusive education, or practise learner-centred, inclusive and active approaches to teaching and learning, before they embark on teaching a diverse group of learners.

As noted in a report from UNESCO Bangkok's review of teacher education: "[teacher education] curricula seem to be mainly content-focused rather than aiming at building also the competencies of teachers".<sup>12</sup> This was reiterated by participants at UNESCO's regional expert meeting ('Inclusive Education through Quality Teacher Education in Asia-Pacific' in July 2012). For instance, in certain countries it was noted that, "... there is a tendency to pay too much attention to theory in [teacher education on] inclusive education. Therefore there is a gap between what new teachers have learned in the curriculum and what they are facing in the classroom".<sup>13</sup>

An issue with the use of education and related social theory in teacher education, globally, is that often student teachers are not supported to understand and critically evaluate theory in relation to their own lives and contexts.

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<sup>12</sup> Forgacs, 2012, p. 31.

<sup>13</sup> Kaplan, 2012, p. 17.

### ***Student teachers lack support in practical problem-solving***

Because inclusive education is not a simple, fixed product but an ongoing process of change and improvement, those who implement it do not necessarily need to be inclusive education experts who know how to do everything up front. Instead they need to be proficient at identifying and solving unique problems when they arise, and recognizing promising practices that can be built on.

Problem-solving is not something that can be taught only through lectures and by reading books – it is a skill that needs to be developed and fine-tuned through practice. Teacher education curricula, especially on inclusive education, but also in general, often do not provide student teachers with enough practical opportunities for observation and hands-on experience. Practice-based learning may be considered peripheral to the main (theory-based) teacher education curriculum, and may not contribute significantly to student teachers' credits or final marks (often determined by written examinations).

Initial programmes may also not offer student teachers sufficient practical guidance on how to identify and support individual children's learning needs and strengths. There may be specialist courses on the technicalities of identifying and supporting learners with disabilities (perhaps taken only by student teachers who specifically wish to work in 'special needs' education or special schools); but limited attention paid to preparing teachers to identify and address individual learning needs among a diverse, mainstream group of learners.

Effective problem-solving is dependent upon student teachers' ability to think critically and reflectively about the social and education contexts they live and work in and their own roles and practices within such contexts.

### ***The curriculum does not practise what it preaches***

One of the best ways to learn about inclusive education is to experience it! Unfortunately, student teachers are often told about inclusive education using teaching approaches that are far from inclusive (e.g. through teacher-centred lectures). The teacher education curriculum may contain adequate messages about inclusive education, but the means for delivering this curriculum content are not inclusive or learner-centred. The curriculum may be designed so that teacher educators are not encouraged or given space to demonstrate inclusive teaching and learning approaches, or to facilitate hands-on learning among their student teachers. Where curricula do give space for demonstration and practice-based learning, there is still a significant chance that teacher educators will lack the experience and skills needed to deliver the curriculum in an active, inclusive way, in part because they are often disconnected from the reality of 'education on the ground'.



Further, the mechanisms for assessing student teachers' progress through the curriculum may be limited to exams, written papers, etc. Not only does this conflict with the inclusive principles being taught, but it may do little more than measure ability to reproduce theoretical arguments without assessing the students' abilities to teach inclusively.

(We will look in more detail at the issues of teacher education methodology in *Advocacy Guide 5*).

### Questions you can ask to help you analyse the situation in your context

- How much time (or what percentage of their time) do student teachers spend in lectures, observing other teachers/each other, or practising teaching with mock classes or real classes?
- Are practical sessions in classrooms/schools an integral and compulsory part of the curriculum?
- How is practice-based learning assessed, and does it carry equal weight in the curriculum as the theory-based learning assessment?
- How much of the curriculum is focused on reflective practice and problem-solving, as opposed to more traditional learning of facts?
- How does the curriculum promote the development of problem-solving among student teachers?

## Advocacy goals

### Curriculum advocacy message 6

*"The teacher education curriculum needs to place greater emphasis on practice-based learning."*

*Inclusive education* – like many aspects of good teaching – cannot be taught effectively through theory-based approaches alone.

The teacher education curriculum therefore needs to be designed and delivered so that it enables student teachers to:

- observe and discuss with experienced teachers and reflect on issues of inclusion and exclusion raised by the observations and discussions. Special effort may be needed to find experienced teachers who have promising practices to demonstrate and useful stories of experience to share. These teachers may in turn need some initial help with reflecting on what experiences to share or what approaches to demonstrate;

- carry out extensive teaching practice, with a specific focus on responding to the needs of a diverse group of learners, and developing problem-solving skills. Where challenges exist in offering relevant teaching practice, the curriculum needs to build in simulated practical experiences, video-based learning, and opportunities to learn key skills in other settings (for instance, learning to work with people with disabilities through a creative arts project – see the example from Cambodia on the next page);
- observe each other during teaching practicum, and provide critical reflections on what was inclusive/what could be more inclusive; and
- engage in action research projects on issues of inclusion and exclusion, helping the student teachers to gain practical skills that will be useful when they start work, while also feeding into any research requirements for their course.

### **Curriculum advocacy message 7**

*“The teacher education curriculum needs to support student teachers to understand the connections between inclusive education theory and the reality of teaching.”*

Curricula need to have a stronger focus on supporting student teachers to see and understand the connections between the theory of inclusive education and the reality of what happens in schools/classrooms and communities. It is not sufficient to have isolated theory sessions and practical sessions – the two types of learning need to complement each other. Student teachers need to understand and witness how a theory manifests in reality, and be able to analyse their practical experiences in relation to the theories they have learned about.

Finally, the teaching and facilitation approaches that teacher educators use to deliver the curriculum need to be inclusive and learner-centred. We will look at this in more detail in *Advocacy Guide 5*.

## Example from Cambodia

### *Creative partnerships to bring practical elements into pre-service teacher education*

This collaboration between an NGO, Epic Arts, and a teacher training college in Kampot, Cambodia aimed to help student teachers gain a better understanding of disability, interact with students with disabilities and gain some empathy for their experiences. It also gave them a chance to learn games and activities that could be used in class to include all learners.

The college became aware of Epic Arts as the organization was producing a play about disability for the local community. The deputy director of the college, a VSO volunteer education advisor placed at the college, and the Epic Arts staff got together to work on an initiative for student teachers.

It was not easy for the college or the NGO to find time for the activity, due to existing heavy workloads. But they managed to arrange for the first and second year student teachers to attend a half-day session to gain experience of working with learners with disabilities that they could later draw on when making decisions in the classroom.

Pre- and post-training questionnaires enabled student teachers to compare their attitudes and learning and the changes that took place after this short session of practical activities with learners with disabilities. They noted a new realization that learners with disabilities often face social problems (e.g. bullying) rather than educational problems. They also came up with new ideas for how learners with disabilities could participate in classes, and said it was easier to think of these ideas once they had worked with these students and learned from them.

Plans were drawn up for this collaboration to continue, enabling all first year student teachers to gain practical and creative experience of working with learners with disabilities. Student teachers also asked to learn sign language so the college and Epic Arts agreed to arrange for a sign language teacher to provide evening lessons at the college.<sup>14</sup>

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<sup>14</sup> Source: Entry from Charlene Bredder, VSO Education Adviser, Cambodia into UNESCO's 'Inclusive Education into Action' website, [www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=113](http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=113). Example reference number: 002EN (Accessed 8 March 2013.)

## Example from Mozambique

### *Supporting students to connect theoretical learning with the reality of their school community*

The Pedagogical University in the Inhambane Province of Mozambique was piloting a course on inclusive education, led by a VSO volunteer teacher educator. The students chosen to take part in the pilot course were first year student teachers of English. The course was designed to help them learn about inclusive education by experiencing it for themselves, so the teacher educator used participatory, active learning techniques throughout.

The first few sessions of the course focused on raising awareness and children's rights. The student teachers quickly started to think about and discuss their own communities and the attitudes of the people. Most of them came from small villages where everyone knew each other, and they all seemed to know children who weren't in school. These were children with disabilities, girls who were home-based carers, children whose parents didn't think education was important, etc. The student teachers suddenly realized this was a big problem and it was something they had never really thought about before. They began asking themselves why.

The student teachers decided to investigate further and to find out what barriers to education these children were facing and what strategies could be used to overcome them. So a plan for carrying out some action research activities was incorporated into the course.

They decided to implement awareness raising activities, first in their own university and then in the surrounding schools. Their idea was to raise awareness and at the same time find out what the barriers were. They started a programme of cascade training to sensitize groups of people with disabilities in the area along with other NGOs and stakeholders. Parents meetings were held in each community and information was given out about children's rights and inclusive education. However, during the first review stage of the action research process the student teachers realized that the children and parents/carers had not been involved from the initial planning stage and consequently did not have enough voice in the activities. The omission of church involvement was also identified as something that needed to be amended.

The student teachers realized they had been trying to run before they could walk – their ideas were excellent but their planning needed more thought. The whole process began again, but this time with community meetings where everyone contributed ideas – the aim was to build up a support network to raise awareness throughout the province.

Ongoing feedback was given to the university in the form of student teacher/staff meetings where ideas and strategies were shared. The awareness-raising activities, which were constantly being reviewed by the student teachers, eventually led to the facilitation of an inclusive education conference, to which student teachers from a sister university in Maputo were invited.

The pilot had not initially been planned with this significant focus on action research, but the teacher educator noticed the small seed of interest among the student teachers. She therefore flexibly restructured the course to enable them to use their interests to develop action research skills, whilst at the same time learning how inclusive education theory linked to the reality of their local schools/communities, and enabling the community to engage more in educational improvements too.

As a result of this innovative pilot, the course is now incorporated into the Teacher Training Programme at the Sagrada Familia University, and the inclusive education conference is part of the university's annual work plan.

*"Everyone on the course talked in class about our different attitudes and our change of behaviour. The class was very open and we could discuss how things are in our communities; how children are hidden away, etc.*

*We talked about how we could help to change things – open people's eyes – so they can help with inclusion. We all know it's very important to involve the community."* (Joana Carolina Jaime – Student Teacher).<sup>15</sup>

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<sup>15</sup> Case study provided to EENET by Diane Mills.

## Challenge 4

Building capacity and expertise in curricula development and delivery

### **Analysing the situation**

#### ***Teacher education curriculum developers may lack expertise***

Designing a teacher education curriculum that prepares student teachers for inclusive education and offers an effective balance of theory and practice requires a high degree of familiarity with, and practical experience of, inclusive education among curriculum developers. Government-level curriculum development bodies and/or in individual teacher education institutions, however, often do not have this balance of theoretical knowledge and practical experience on inclusive education. There may be a body of expertise on special needs education, and the development of specific (separate) curricula on teaching learners with disabilities; but this may not have evolved into expertise in how to integrate a full range of inclusive education issues throughout the entire teacher education curriculum.

#### ***Participatory and inclusive processes for curriculum development may not exist***

There is often a lack of diverse representation from men and women, with and without disabilities, from different ethnic, linguistic and religious groups within curriculum development teams, at national or institutional levels. Without such representation, it can be challenging for curriculum development teams to accurately address inclusive education issues and provide teacher educators and student teachers with locally relevant information and learning opportunities. It may also be easier for inclusive education issues to be forgotten.

In addition to weaknesses in the composition of curriculum development teams, these teams often still do not routinely consult education stakeholders as part of the process of developing or revising teacher education curricula. Stakeholder consultations can be important for designing contextually relevant teacher education curricula that address the education issues facing the learner groups with whom the student teachers will eventually work. Such consultations can be particularly important when the curriculum design process is centralized and there is not much scope for localized adaptations by teacher educators at a later date.

### ***Teacher educators who deliver the curriculum may lack expertise***

The absence of a centrally developed inclusive teacher education curriculum need not be a major barrier, if the staff within teacher education institutions have the capacity to adapt curricula and weave inclusion messages and experiences throughout their work. Unfortunately, teacher educators do not always have this capacity – perhaps because they lack first-hand experience of (and confidence in) inclusive education, or because they have not been widely exposed to new ideas in education and often ‘teach as they were taught’.

#### Questions you can ask to help you analyse the situation in your context

- Who develops the curricula that guide teacher education? What practical experience do they have in inclusive education?
- Is there a team/department of curriculum developers and do they represent diverse groups from across your country? Who is not represented in the curriculum development team/department?
- Is there a process for seeking stakeholder inputs into teacher education curricula, and if so, who is involved and how?
- Are teacher educators allowed to adapt the curricula to suit student teachers’ learning needs and to introduce new ideas; and do they have the skills/confidence to do this?
- What sort of reference resources are available in your country for those seeking more information on curriculum development and adaptation?

## **Advocacy goals**

### **Curriculum advocacy message 8**

*“Teacher education curriculum developers with existing knowledge and practical experience of inclusive education need to be selected. There also needs to be ongoing training provided to curriculum developers, and they need to be encouraged to consult stakeholders throughout the curriculum development process.”*

Those who develop teacher education curricula – at a national or institutional level – need to be ‘ahead of the game’. They need to understand inclusive education from the perspective of broad systemic change and individual learner support. They also need to know how to integrate inclusion, equality and rights issues throughout all teacher education, and they need to be innovative. Teacher educators should be constantly investigating new developments in teacher education and inclusive education, and reflecting on how to adapt appropriate new ideas to improve their own teacher education curriculum.

Key personnel issues therefore include:

- selecting suitably experienced, knowledgeable and creative personnel for curriculum development teams/departments;
- creating curriculum development teams/departments comprising diverse membership (men, women, with and without disabilities, from different linguistic and other backgrounds, and from rural and urban contexts);
- reviewing the composition and performance of curriculum development teams/departments on a regular basis, and actively searching for personnel to fill any identified skills/experience gaps; and
- ensuring there is an education programme for curriculum developers, addressing inclusive education (with exposure visits to inclusive education settings, not just learning through theory); and inclusive/participatory teaching and learning methods.

Key process issues include:

- ensuring that curriculum development teams understand the importance and relevance of seeking stakeholder views with regard to teaching and teacher education, and have the necessary skills for facilitating such consultations;
- developing accessible mechanisms through which stakeholder views can be heard (e.g. through representative advisory panels or focus groups); and
- monitoring of teacher education curriculum developers by the government/ministry of education to ensure that they are seeking, respecting and using stakeholder perspectives in their work.

### **Curriculum advocacy message 9**

*“The selection process for new teacher educators needs to include requirements for inclusive education knowledge and experience. Ongoing professional development for inclusive education is also needed for all existing and new teacher educators.”*

Teacher educators need to be able to understand, deliver in an inclusive way, and adapt an inclusive teacher education curriculum. Therefore, teacher educators ideally need to be recruited/selected at least in part for their understanding of (or capacity to learn about and commitment to) the principles of inclusion, equality and rights. Recruitment processes also need to consider candidates’ ability to innovate, so that they can respond spontaneously to their students’ learning needs (for instance, by creating new ways to support student teachers to turn theory into practice, which may not be directly prescribed in the teacher education curriculum).



As with the teacher education curriculum developers, there also needs to be an ongoing professional development programme for teacher educators, so that they understand the concept of inclusive education, are regularly exposed to first-hand experiences with inclusive education settings, and also tap into national and global debates on inclusive teacher education. Inclusive education should be seen as a vital aspect of lifelong learning and professional development.

### Example from Viet Nam

#### *Ensuring that teacher educators are able to train effectively on inclusive education*

Having made a policy commitment to inclusive education, the Ministry of Education and Training (MOET) in Viet Nam worked with Catholic Relief Services (CRS) to develop a national curriculum so that all student teachers in universities and colleges would receive a quality training that prepared them for teaching in inclusive settings. However, a lack of suitably experienced teacher educators held back progress in this initiative. Further work was therefore developed to improve the attitudes, knowledge and practical skills of teacher educators, so that they could deliver the training curriculum, using appropriate pedagogy.

Forty-seven teacher educators from eight cities/provinces, along with MOET and CRS personnel, received 40 hours of training. The training introduced them to the curriculum they would need to follow, but importantly gave them opportunities for personal reflection, for debates and to practice the pedagogical skills needed for teaching an inclusive curriculum. These teacher educators would then become resource experts to support colleagues in their own and other teacher education institutions.

Even though this intensive training enabled teacher educators to develop a more positive attitude towards inclusive education and some skills for supporting their own student teachers, the teacher educators still identified areas where they felt they would need more help in future, particularly with regard to children with disabilities. Further training was therefore planned.

This example highlights the importance of building capacity at all levels in the teacher education system. There is little point in having a teacher education programme on inclusive education if those who train the student teachers are not skilled, experienced and confident in inclusive education, participatory/active pedagogy, etc.<sup>16</sup>

<sup>16</sup> Entry from: Professor Chris Forlin, Hong Kong Institute of Education and Dinh Thi Nguyet, Catholic Relief Services, Viet Nam, into UNESCO's 'Inclusive Education into Action' website: [www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=140](http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=140). Example reference number: 006EN (Accessed 8 March 2013.)

### Example from Nepal

#### *Involving diverse stakeholders in curriculum development*

In 1996, the Faculty of Education of Tribhuvan University introduced a three-year Bachelor of Education degree. Since then, teachers and other experts have been brought together in a participatory process to develop the teacher education curriculum. In 2009 this process was further strengthened with a needs analysis involving different stakeholders. This sought insights into possible content for inclusive education in the teacher education curriculum. The Faculty of Education also for the first time organized workshops during which teachers could develop curriculum material to be used in their courses. This overall approach resulted in increased ownership by the teachers and increased classroom teaching.

Based on the needs assessment, the Faculty of Education revised the curriculum for teacher education and this has been inspirational for other faculties. The pre-service teacher education curriculum has been changed to address cross-cutting issues (diversity, ethnicity, disadvantaged groups, multilingual education, social justice, rights-based education and inclusion).<sup>17</sup>

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## Challenge 5

Challenging biases, inequality, discriminatory practices and stereotypes

### Analysing the situation

Student teachers learn about the principles and the reality of inclusive education not just through explicit messages, but through the overall tone of the course they are studying – i.e. whether the teacher education curriculum generally challenges stereotypes and promotes equality.

Teacher education curricula (like many school curricula) are not always free from bias. For instance, the reading materials prescribed in the curriculum may perpetuate gender stereotypes in the case studies, examples or images used, or may reflect bias towards the country's majority language or ethnic group. (We will look in more detail at teacher education materials in *Advocacy Guide 4*).

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<sup>17</sup> Forgacs, 2012, pp. 45-46.

Curriculum content, activities and structure may favour some student teachers over others. For example, there may be content that is less accessible/easy to understand for student teachers from minority language groups; or curriculum activities that are exclusive of student teachers with sensory or physical impairments, or that male student teachers feel more comfortable with male student teachers than female student teachers. The schedule of learning required by the teacher education curriculum may also exclude some candidates from becoming student teachers. For instance, intensive full-time study may not be possible for poorer candidates who have to continue working to earn money, or for mothers who struggle to arrange childcare; while prolonged study over many years may not suit other student teachers who, for financial or social reasons, need to be able to start their working career as soon as possible.

In general, teacher education curricula – as well as missing vital opportunities to integrate explicit inclusive education messages throughout – fail to tackle the entrenched discrimination that is found in the wider society.

### Questions you can ask to help you analyse the situation in your context

- Do student teachers and teacher educators represent the wider national and regional population?
- Overall, is the teacher education curriculum responsive to issues such as gender equality, disability, language, ethnicity, religion and poverty? If not, what evidence of discrimination is there?
- Does the curriculum get reviewed by people who know about equality and non-discrimination?
- Are teacher educators trained and supported to recognize and deal with any discrimination that may still exist in the curriculum?
- Are teacher educators given opportunities to confront and reflect on their own attitudes and values?

## Advocacy goals

### Curriculum advocacy message 10

*“Teacher education curricula need to be critically reviewed and, where necessary, revised – with input from diverse stakeholders – so that they explicitly tackle discrimination.”*

All teacher education curricula need to be developed and revised so that they explicitly promote equality and tackle stereotypes and discrimination. This means reviewing and revising content, materials, case studies and example, images, training activities, structure and scheduling, and removing or changing any elements that do not comply with high anti-discrimination standards.

All teacher education curricula need to be developed by with those who represent the people and the communities in areas where the curriculum will be used, and have input from experts in gender equality, minority language issues, ethnicity, disability rights and access, and so on. There may need to be extensive periods of review and/or multiple revisions over a period of time, to ensure that all elements of bias are removed from the curricula and all opportunities for promoting an anti-discrimination approach among student teachers are maximized.

### Curriculum advocacy message 11

*“Teacher educators need to learn to recognize and challenge any discrimination that persists in the curricula they use.”*

Even revised or newly developed teacher education curricula may not be perfect or fully suited to each specific situation in which they are used. Teacher educators therefore need to be skilled so that they can recognize any discriminatory messages, activities, etc., that may remain within the teacher education curriculum, and respond positively to remove or change them. They also need to be able to actively highlight any such challenges in the teacher education curriculum and use them to educate student teachers about preventing discrimination.

# How to tell if the advocacy is having a positive effect

As we mentioned in *Advocacy Guide 1*, when planning advocacy you will develop indicators to help you monitor the process and the impact of your work. The exact indicators you will create will depend on the details of your advocacy objectives. Importantly – as with your plan – indicators should be developed through a participatory process that involves a range of stakeholders.

However, the following list suggests some potential indicators. Advocacy that calls for changes to the teacher education curriculum, so as to better prepare teachers for inclusive education, could be considered effective if:

- Ministry of education officials engage in dialogue about the importance of improving the way all teachers learn about inclusive education.
- Ministries of education develop and implement national guidance and standards for teacher education which call for: (a) inclusive education to be an integral part of all teacher education; (b) any additional separate inclusive education courses to more accurately reflect a broad interpretation of the concept (as a twin-track process of systemic change alongside supporting individual learners' needs; and (c) for courses that focus very specifically on learners with disabilities, or learners from other marginalized groups, to be more accurately named (i.e. not given the title of inclusive education).
- Ministries of education and/or teacher education institutions develop and implement clear recruitment specifications for teacher educators and for curriculum developers. These specifications should ensure that the appointed teacher educators and curriculum developers represent the diversity of the country's population, and understand, respect and can implement teacher education with a strong focus on inclusion, equality and rights.
- A well-planned programme of training and practical exposure is developed for existing and new teacher educators and curriculum developers, to ensure their continuing professional development for inclusive education.
- Teacher education institutions initiate a process of reviewing their existing courses (a) to establish the extent to which separate 'inclusive education' courses are actually about addressing equality, inclusion and rights as opposed to special needs or disability; and (b) to establish the extent to which the full range of teacher education courses tackle issues of inclusion, equality and rights.

- Teacher education institutions take decisive action following such a review, to revise their courses and/or develop new courses which integrate inclusion, rights and equality throughout.
- Directors and educators within teacher education institutions explicitly acknowledge their responsibility for ensuring that all teachers learn about inclusive education, not just those who choose to take an optional/extra course in the subject.
- Teacher education institutions increase/improve the amount and quality of research they carry out related to inclusive education; and/or develop stronger links with other researchers whose work can feed into an ongoing process of reviewing and improving teacher education curricula.
- Student teachers confirm that they are learning about inclusive education through more than just separate and/or theoretical courses/modules.
- Student teachers spend a much higher proportion of their time engaged in practical and observation activities, rather than in purely theoretical learning activities.
- Student teachers are (a) able to explain the theory of inclusive education as it relates to real-life examples; and (b) more skilled at thinking reflectively about the inclusiveness of their own experiences and practices.
- Student teachers are confident and skilled to actively challenge any discrimination they encounter during their training and subsequent work within education settings.
- All curricula used for educating teachers (for any grades, subjects, schools) are responsive to issues such as gender equality, disability, language, ethnicity, religion, and poverty, and have a strong focus on equality and rights for all groups in society.
- All curricula used to educate teachers actively demonstrate or model 'inclusive education in action', through insisting on the use of participatory, active, learner-centred teaching and learning methods.

# Appendix

In this table we suggest possible targets for each of the advocacy messages mentioned in the five challenges. There is also space for you to enter ideas about which advocacy methods and media you could use to convey these messages to key targets in your context. You should aim to develop these ideas through a process of consultation with colleagues and other stakeholders. Further advice on advocacy, and on methods/media, can be found in *Advocacy Guide 1*.

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
<p><i>"All pre-service teacher education institutions, universities or colleges need to educate all prospective teachers."</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Heads of teacher education institutions</li> <li>• Staff in teacher education institutions, universities and research institutions who are responsible for developing curricula</li> <li>• Student teachers, who can demand their right to a quality education, which includes being prepared/supported to teach in diverse, inclusive settings</li> </ul>	
<p><i>"Every course or module in teacher education needs actively to promote and demonstrate equality, inclusion and human rights."</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Heads of teacher education institutions</li> <li>• Staff in teacher education institutions, universities and research institutions who are responsible for developing curricula</li> <li>• Educators who deliver courses to student teachers</li> <li>• Student teachers, who can demand their right to a quality education, which includes being prepared/supported to teach in diverse, inclusive settings</li> </ul>	

\*Insert your own ideas based on the advice given in *Advocacy Guide 1*

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
<p><i>"Teacher education curriculum developers/ teacher educators need to improve their understanding of the special needs and inclusive education paradigms."</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets, and who can influence/support the professional development of teacher education curriculum developers/teacher educators</li> <li>• Heads of teacher education institutions who can influence/support the professional development of teacher education curriculum developers/ teacher educators</li> <li>• Educators who develop and deliver courses to student teachers</li> <li>• Staff in teacher education institutions who can demand appropriate professional development</li> <li>• Researchers working on inclusive education who could be supporting teacher educators to better understand inclusive education</li> </ul>	
<p><i>"Teacher education institutions need to develop a commitment to innovation and change within their own institution, and develop curricula which reflect these commitments."</i></p>	<ul style="list-style-type: none"> <li>• Heads of teacher education institutions who can influence the 'culture of learning' within their institution</li> <li>• Staff in teacher education institutions who are responsible for developing teacher education curricula, and who can demand more opportunities to learn, innovate and share</li> </ul>	
<p><i>"Governments need to develop standards for teacher education which require all teacher education institutions to develop/use curricula that educate every teacher about inclusive education."</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Local/regional ministry of education personnel who would be responsible for monitoring teacher education standards</li> <li>• Donors or NGOs who are in a position to support the necessary government capacity development</li> </ul>	

\*Insert your own ideas based on the advice given in *Advocacy Guide 1*



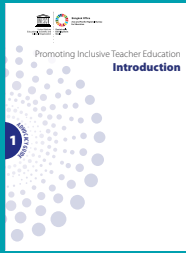
What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
<p><i>“The teacher education curriculum needs to place greater emphasis on practice-based learning.”</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Heads of teacher education institutions</li> <li>• Staff in teacher education institutions who are responsible for developing and delivering curricula</li> <li>• Staff in schools where practical teacher education could take place</li> <li>• NGOs who may be able to facilitate or help to fund practical work for student teachers in schools</li> <li>• Student teachers, who can demand opportunities for practical learning opportunities</li> </ul>	
<p><i>“The teacher education curriculum needs to support student teachers to understand the connections between inclusive education theory and the reality of teaching.”</i></p>	<ul style="list-style-type: none"> <li>• Heads of teacher education institutions</li> <li>• Staff in teacher education institutions who are responsible for developing and delivering curricula</li> <li>• Researchers working on inclusive education who could be supporting teacher educators to better understand the interconnections between the research/theory and practice</li> </ul>	
<p><i>“Teacher education curriculum developers with existing knowledge and practical experience of inclusive education need to be selected. There also needs to be ongoing training provided to curriculum developers, and they need to be encouraged to consult stakeholders throughout the curriculum development process.”</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Heads of teacher education institutions</li> <li>• National/local/regional government personnel who may make curriculum developer recruitment decisions</li> <li>• Teachers and other ‘grassroots’ education stakeholders who can demand that their perspectives are considered in the teacher education curriculum development process</li> </ul>	

\*Insert your own ideas based on the advice given in *Advocacy Guide 1*

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
<p><i>"The selection process for new teacher educators needs to include requirements for inclusive education knowledge and experience. Ongoing professional development for inclusive education is also needed for all existing and new teacher educators."</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Heads of teacher education institutions</li> <li>• National/local/regional government personnel or administrators of teacher education institutions who may make teacher educator recruitment decisions</li> <li>• Teacher educators who are either experienced in inclusive education and have the potential to help educate their peers; or who do not have inclusive education experience and need to recognize their own need for professional development in this area</li> </ul>	
<p><i>"Teacher education curricula need to be critically reviewed and, where necessary, revised – with input from diverse stakeholders – so that they explicitly tackle discrimination."</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Heads of teacher education institutions</li> <li>• Representatives from civil society groups who could advise and support equality monitoring in curriculum development</li> </ul>	
<p><i>"Teacher educators need to learn to recognize and challenge any discrimination that persists in the curricula they use."</i></p>	<ul style="list-style-type: none"> <li>• Ministry of education personnel who oversee teacher education policies, programmes and budgets</li> <li>• Heads of teacher education institutions</li> <li>• Personnel responsible for educating and supporting the teacher educators</li> </ul>	

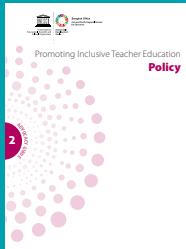
\*Insert your own ideas based on the advice given in *Advocacy Guide 1*

## Promoting Inclusive Teacher Education is a series of 5 Advocacy Guides



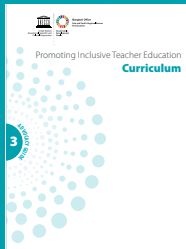
### Advocacy Guide 1: Introduction

This introduction puts the advocacy guides in context and offers a background to their development. It introduces inclusive teacher education and addresses what makes effective advocacy, who can do it and how it can be done. This introduction also provides an overview of the guidebooks on policy, curriculum, materials, and methodology.



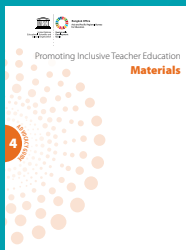
### Advocacy Guide 2: Policy

This advocacy guide focuses on challenges and barriers in the area of teacher education policies. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development, and implementation of inclusive policies.



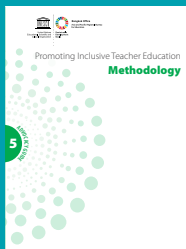
### Advocacy Guide 3: Curriculum

This advocacy guide focuses on challenges and barriers in the area of pre-service teacher education curricula. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive curricula.



### Advocacy Guide 4: Materials

This advocacy guide focuses on challenges and barriers in the area of teaching/learning materials used in teacher education. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive teaching/learning materials.



### Advocacy Guide 5: Methodology

This advocacy guide focuses on challenges and barriers in the area of teaching methodologies used at teacher education institutions. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive teaching methodologies.

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