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*Inclusion and education*

# TEACHER EDUCATION FOR INCLUSION: FIVE COUNTRIES ACROSS THREE CONTINENTS

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## 1. ABSTRACT

The UNCRPD urges UN member states to ensure provision for teachers' pre- and in-service education to facilitate the transition to an inclusive education system. Teachers also need ongoing support for implementing pedagogies for inclusive education, including diversification of methods, redefinition of teacher-student relationships and co-development of curriculum (UNESCO, 2013).

Most governments have paid attention to the importance of teacher education in their quality improvement efforts and many have integrated courses on inclusive education or special needs education in the regular teacher education curriculum or developed collaborative practices for special needs education and regular teacher education. In this paper, we have analysed teacher education for inclusion in five countries: Argentina, Ethiopia, Ghana, Laos and Zanzibar. The countries were selected on the basis of our existing collaborations and specific issues that we have identified as important to share with the GEMR 2020 readers for their inspiration (see highlighted case reports in Annexes).

## 2. FIVE APPROACHES TO TEACHER EDUCATION FOR INCLUSION

Definitions of inclusive education and national legal and policy frameworks guide teacher education approaches and programmes. Purposefully, we have avoided direct comparisons of details and preferred to discuss some differences and to focus on the key characteristics of the definitions in each country as well as the important connections between definitions of inclusive education, national legal and policy frameworks, and organization and implementation of teacher education. In the final section, we will discuss the five country cases (Argentina, Ethiopia, Ghana, Laos and Zanzibar) in relation to wider international trends. Additionally, we bring insights of development needs and trends in teacher education for inclusion from Finland, where we coordinated the collaborative writing of this background paper.

### 2.1 Definitions of inclusive education

Formal definitions in each of the five countries suggest a political will to understand inclusion as a part of the education system (not as a separate, segregated or parallel system serving only targeted special groups of learners), see Table 1. Due to the differences in terms of contexts (geographical, socio-economic, cultural), the definitions of inclusive education, needs of diverse learner groups and approaches in teacher education differ in the five countries – however, each aims to improve the quality of education and also develop inclusive education as a part of their general education systems (Table 1). Argentina emphasizes inclusion as a process that advances social justice, while Ethiopia and Ghana envision a system that succeeds in providing education for all. Laos underlines inclusion as improving quality, and Zanzibar makes a difference between inclusion of children and of adults in education. Inclusive education is understood in a broad perspective, in

line with the UNESCO (2017) *Guide for Ensuring Inclusion and Equity in Education* while also referring to their commitment to the UNCRPD, and thus recognizing the right to education of persons with disabilities.

**TABLE 1. SUMMARY OF GUIDING DEFINITIONS OF INCLUSIVE EDUCATION IN FIVE SELECTED COUNTRIES.**

Country	Definition of inclusive education (IE)
<b>Argentina</b>	The <b>National Education Law N ° 26.206 (2006)</b> defines inclusion as a philosophical, social, political, economic and especially pedagogical approach, as well as a process: a permanent search for the best way to respond to differences. The Law (Articles 11 and 79) establishes that educational inclusion must be guaranteed through universal policies and pedagogical strategies, and the allocation of resources that give priority to the sectors that need it most. These are measures aimed at facing situations of injustice, marginalization, stigmatization and other forms of discrimination derived from socioeconomic, cultural, geographical, ethnic, gender or other factors that affect the full exercise of the right to education, ensuring a quality education with equal possibilities, without regional imbalances or social inequities.
<b>Ethiopia</b>	The aim is an education system that is open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and disabilities. ‘The Ethiopian Government is committed to bringing all children to school following the philosophy of inclusive education. Inclusive education implies educational arrangements in regular schools, in and out of classrooms settings, that children and youth with special educational needs can be taught integrated with others with particular support provided according to their needs.’ ( <b>Master Plan for Special Needs Education/Inclusive Education in Ethiopia 2016-2022</b> , p. 5).
<b>Ghana</b>	The system of ensuring access and learning for all children, particularly those: disadvantaged from linguistic, ethnic, gender, geographic or religious minority; from an economically impoverished background; or children with special needs including those with disabilities ( <b>Inclusive education policy 2015</b> ).
<b>Laos</b>	The Ministry of Education and Sports (2011) aims to provide appropriate, adapted and quality education that addresses the barriers to education experienced by many learners.  <b>The 2011-2015 National Strategy and Plan of Action on Inclusive Education</b> describes the goal of inclusive education to ‘eventually eliminate disparities in access to education of disadvantaged

	groups, especially girls and women, ethnic groups, people with disabilities and people in socio-economic difficulty.’ (p. 1).
<b>Zanzibar</b>	<p>‘Inclusive education is understood to embrace all children who are at risk at whatever level of education and so includes children who are challenged physically and with specific learning difficulty, those children not covered at all such as rural marginalized communities, the poor and girls. It also includes mechanisms to identify children at risk of falling behind in learning (and so providing teachers with strategies to identify and manage) and resources to respond effectively’</p> <p><b>Zanzibar Education Development Plan II</b> (p. 35)</p> <p>‘IE for children means education where all children are in school and study together with other learners of their age in their community, irrespective of their abilities or disabilities; socio-economic, cultural or ethnic background; language; religion or gender. IE for adult learners means education where all adults are given opportunities to learn according to their needs and can study together with other adults irrespective of their abilities or disabilities; socio-economic, cultural or ethnic background; language; religion or gender.’ <b>Zanzibar Inclusive Education Policy</b> (2019 draft).</p>

Sources: Argentina Presidency of the Nation (2006); Ethiopia Government Ministry of Education (2016); Ghana Ministry of Education (2015a); Lao Ministry of Education & Sport (2011); Ministry of Education and Vocational Training (2018).

## 2.2 National legal and policy framework on teacher training for inclusion

The need for trained and qualified teachers to implement inclusion in education is clearly recognized in all the countries. However, plans, methods and the extent to which teacher education programmes provide courses on inclusion and teacher training in inclusion differ. For instance, Ghana and Argentina have country-wide teacher training plans and programmes focusing on inclusion.

Ghana, with the support of UKAid, has set up a six-year programme called ‘Transforming Teacher Education and Learning (T-TEL)’ to ensure that teachers are equipped to deliver high quality, inspirational teaching and learning in schools. The Ministry of Education, its regulatory agencies, all 46 public Colleges of Education and five public universities – namely, the University of Cape Coast, University of Education Winneba, University of Ghana, University of Development Studies and Kwame Nkrumah University of Science and Technology – are collaborating with T-TEL to strengthen pre-service teacher education.

Argentina’s National Teacher Training Plan (2016-2021) aims to contribute to the achievement of the central objective of the National Strategic Plan (2016-2021) – titled *Argentina teaches and learns* – of the Ministry

of Education and Sports and the Plan of the Federal Network for the Improvement of Learning, of the Secretariat of Innovation and Educational Quality.

The national legal and policy frameworks on teacher training show two-fold simultaneous means for inclusion: integrating principles of inclusion in the broad term in regular teacher education programmes, while also ensuring specialized expertise to support inclusion in schools, see Table 2. As an example, the process of developing the frameworks in Zanzibar is described in Annex 1.

The importance of training school leadership for inclusion is recognized. The need for training student teachers and practising teachers in *collaborative teaching* (co-teaching) approaches, i.e. collaboration between regular classroom teachers and teachers with specialization training has not yet been included in teacher education policies and programmes. Recent research has, however, suggested teacher development for inclusion should focus on collaboration within schools.

**TABLE 2. NATIONAL LEGAL AND POLICY FRAMEWORKS ON TEACHER TRAINING FOR INCLUSION**

Country	Legal and policy frameworks
<p><b>Argentina</b></p>	<p>The <b>National Teacher Training Plan</b> (until 2021) both directly and indirectly addresses inclusion with the aims to:</p> <ul style="list-style-type: none"> <li>-Improve the <i>quality of initial teacher training</i>: the vision is that all new teachers have the knowledge, skills and fundamental attitudes needed to guarantee priority learning and the inclusion of all students.</li> <li>-Strengthen the research function of the training system through applied research and action research. The purpose is to analyse and solve problems of practice through reflection and the generation of new strategies that allow transformation and pedagogical innovation in training of teachers.</li> </ul> <p>The National Institute for Teacher Training (INFD) proposes to enhance the <i>situated formation</i>, thus recognizing teachers’ impact on learning and students’ trajectories.</p>
<p><b>Ethiopia</b></p>	<p><i>Capacities and human resources</i> is one of the six pillars of the <b>Master Plan for Special Needs Education/Inclusive Education in Ethiopia</b> (2016-2022) which aims to develop teachers’ pre-service and in-service training and leadership training at all levels (from undergraduate to postgraduate).</p>

	The plan states that the Teacher Development Policy is to be revised to cover inclusiveness and special needs education in early childhood care and education, primary, secondary, technical-vocational education and training, adult education and higher education.
<b>Ghana</b>	<p>The <b>Inclusive Education Policy</b> of Ghana states the development of a well-informed and trained <i>human resource team</i> for the quality delivery of inclusive education throughout the country as a priority.</p> <p>It refers to the Inclusive Education Implementation Plan (2015-2019) and Article 25 of Ghana’s 1992 Constitution which enshrines the right and access to education for all.</p>
<b>Laos</b>	<p>The <b>Education Sector Development Plan</b> (2016-2020) aims to <i>increase in-service and pre-service training</i>, particularly in regards to preparing teachers for learners with diverse learning needs.</p> <p>The 2011-2015 National Strategy and Plan of Action on Inclusive Education describes the goal of inclusive education to ‘eventually eliminate disparities in access to education of disadvantaged groups, especially girls and women, ethnic groups, people with disabilities and people in socio-economic difficulty’ (p. 1).<sup>1</sup></p>
<b>Zanzibar</b>	<p>The commitment of the <b>Zanzibar Education Policy</b> (2006) towards inclusion is indicated in its mission: ‘to strive for equitable access, quality education for all and promotion of life-long learning’ (p. 4).</p> <p>The new Zanzibar Inclusive Education Policy (2019 draft) addresses the issue of inclusive education principles in the <i>pre-service and in-service teacher education curricula</i>.</p>

*Sources:* Argentina National Institute of Teacher Training (2016); Ethiopia Federal Government Ministry of Education (2015); Ghana Ministry of Education (2015a); Lao Ministry of Education and Sports (2011); Zanzibar Ministry of Education and Vocational Training (2006); Ministry of Education and Vocational Training (2019 draft).

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<sup>1</sup> The 2016-2020 plan is drafted but not yet finalized. It will be built on the 2011-2015 IE plan.

## 2.3 Pre-service teacher training on inclusion, across education levels

In each of the five countries, there are efforts to cover inclusive education as a crosscutting theme or to provide specific courses in pre-service teacher education. The pre-service teacher education programmes and courses seem to introduce inclusive education as a broad concept, in line with the UNESCO (2017) Guide, while addressing also special needs, disabilities or special education.

In the five countries, there is a clear trend to extend teacher development for inclusion to cover also early childhood care and education, secondary schooling, and even adult and higher education. This trend shows efforts towards a whole school approach and entire education system transformation that aims to build inclusive school communities and culture. Furthermore, cross-sectoral collaboration is mentioned. Zanzibar, for instance, has introduced inclusive education also for teacher training in early childhood education as an optional course. Argentina's National Teacher Training Plan (2016-2021) addresses inclusion at different levels of the education system, and several teacher education institutions provide courses in inclusion and special education (see Annex 2). In Laos, all Teacher Training Colleges have included an IE module in their programmes and have access to a teachers' handbook on inclusion (see Annex 3).

There are reports on courses and contents, but coverage such as numbers of teachers trained in inclusive education is seldom available. Furthermore, there is a need to follow up on how the pre-service training has supported inclusion in practice and to bridge pre-service and in-service teacher education to ensure implementation of inclusion in schools.

### 2.3.1 Zanzibar

So far, inclusive education has not permeated all teacher training curricula. Only the State University of Zanzibar (SUZA) offers a pre-service teacher education programme on inclusive education, while the majority of teacher training curricula are devoid of inclusive principles and practices. Inclusive education is offered as a standalone optional course but is not yet mandatory for all teacher trainees. Since 2014, SUZA has offered a two-year optional programme, Diploma in Inclusive and Special Needs Education, which prepares secondary school teachers. The programme consists of 29 courses which are spread over a span of four semesters in two academic years<sup>2</sup>. Sixteen of these courses are about inclusive education or special needs education; four have a clear focus on inclusive education:

- Introduction to Inclusive Education

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<sup>2</sup> *The State University of Zanzibar (2018). Diploma in Inclusive and Special Needs Education: Reviewed Curriculum Document.*



- Guidance and Counselling in Inclusive Settings
- Community Based Inclusive Development
- Inclusive Pedagogy

Furthermore, SUZA provides a Master's level optional course, Inclusive Education, and the two-year diploma programme in Early Childhood Education contains a course titled Inclusive Education for Early Years.

Inclusive education principles and special needs education are introduced also in a two-year pre-service teacher education programme, Certificate in Early Childhood Education, organized by an NGO, Madrassa Early Childhood Programme-Zanzibar<sup>3</sup>. The content covered includes:

- Inclusive education
- Learning disabilities
- Children with Special Needs
- Learning difficulties: Cerebral palsy; Autism; Down syndrome; Dyslexia; Communication and stammering. Services for children with special needs.
- Causes of disabilities
- Assessment of children with special educational needs.

### 2.3.2 Argentina

The National Teacher Training Plan (2016-2021, see p. 3) is implemented in line with the National Curricular Guidelines (2007, Res. CFE 24/07) which regulate teacher education curricula. The overall goal of teacher education is to overcome the fragmentation of education, to counteract the growing inequality and to build a 'new school' that forms citizenship for a more just society. Each jurisdiction is to design their teacher training following the guidelines, and then universities adjust their curricula accordingly. Whatever the level, specialty or modality, teacher education curricula should be organized around three basic fields of knowledge:

- General training: aimed at developing a solid humanistic foundation in the domains of conceptual thinking, interpretation and values for the analysis and understanding of factors including culture,

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<sup>3</sup> Madrassa Early Childhood Programme, Zanzibar (2006). Curriculum for Certificate in Early Childhood Education.

time and context, histories, education, teaching, learning, and training in order to develop professional judgment for acting in different sociocultural contexts.

- Specific training: directed to the study of the discipline(s) specific to the teacher's specialty, didactic and educational technologies, as well as understanding the characteristics and needs of students at the individual and collective level as well as at the level of the education system.
- Training in professional practice: oriented to learning the skills needed for teaching in educational institutions and classrooms, through participation and progressive incorporation into different socioeducational contexts.

The National Institute of Teacher Training (INFD) organizes teacher training and professional development in special education to build an inclusive school culture that requires understanding of curricular design and accommodations. All teacher students and teachers are required to have basic knowledge of inclusion, special education and disabilities<sup>4</sup>. Within general teacher education, the curricula may have an introduction to inclusion and special education as well as specific themes, depending on identified needs. Pre-service teacher education programmes provide also pedagogical tools and resources for the elimination of barriers that limit learning and participation. With the aim to improve teaching-learning processes, accompaniment and assistance, there are targeted programmes and courses for teacher students such as Integral Sexual Education (ESI) and Programme for the Improvement of Rural Education (PROMER), among others, in order to complement the educational system.

Through different teacher training institutions with parallel curricula, special education teachers can specialize in teaching students with disabilities with a focus on visual impairment, hearing impairment, neurological-motor disability, intellectual disability and/or other issues. The specializations are defined in accordance with international conventions. The overall aim is to support students' educational trajectories by promoting inclusion or integration in mainstream education and to ensure shared curricular spaces between students with and without disabilities.

The Primary Level Initial Teacher Training in the Province of Rio Negro has an annual multidisciplinary course focused on inclusion during the third year of studies<sup>5</sup>. The course 'Teaching in the inclusive school' comprises of five key components:

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<sup>4</sup> National Management of Special Education (2019)

<https://www.argentina.gob.ar/educacion/gestioneducativa/direccionnacionaldegestioneducativa/especial>

<sup>5</sup> Ministry of Education and Human Rights Province of Rio Negro. 2015. Diseño Curricular para la Formación Docente del Nivel Primario [Curricular Design for Primary Level Teacher Training]. Rio Negro, Argentina, Direction of Planning,

- 1) The school (and class) is a culturally situated educational social practice where the recognition of diversity is expressed by applying multiple senses, which requires negotiations in terms of learning and teaching.
- 2) The validity, selection and organization of the learning and teaching content has to respond to the characteristics and needs of the school or class, to the curricular requirements, and to cultural and social representations.
- 3) The school or class is a field where work hypotheses are tested, and it is possible to produce pedagogical knowledge and, in particular, didactic knowledge.
- 4) Teaching as intervention implies the elaboration of a methodological design that makes possible the intersubjective construction of knowledge.
- 5) The practice of evaluation is a process through which the characteristics and conditions of learning, the teaching, and the context are analysed and assessed to inform pedagogical and political decisions.

Thus, the course applies elements of collaborative action research with creating inclusive schools as the aim. It engages teacher students not only in studying learning and teaching but moreover, in collaborative knowledge creation for further development.

The Primary Level Initial Teacher Training has a four-month seminar 'Socio-educational Problems in the Primary Level' during the fourth year of studies (Ministry of Education and Human Rights Province of Rio Negro, 2015). The seminar provides a space for students to reflect on relevant problems in education settings (schools) and to discuss educational trajectories, inclusion and citizenship. The axes of 'Educational Inclusion' that guide reflections are related to:

- identity, difference, stigma and stereotypes
- experience and otherness in education
- interculturality as an epistemological, ethical and political problem
- political dimension of education as a space of power and construction of equality or inequality
- relationship between legislation and educational inclusion

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Higher Education and Formation. (In Spanish.) [https://educacion.rionegro.gov.ar/admarchivos/files/seccion\\_242/disenocurricular-profesorado-educacion-primaria-anexo-i.pdf](https://educacion.rionegro.gov.ar/admarchivos/files/seccion_242/disenocurricular-profesorado-educacion-primaria-anexo-i.pdf)

- emerging forms of exclusion and segregation.

Overall the seminar intends to promote alternative approaches to educational practices, questioning and giving meaning to the constant tensions in the inclusion - exclusion relationship. Thinking about the inclusive school implies assuming an ethical position of recognition of the other as subject, of hospitality and responsibility for and before the other, a way of making a justice policy effective.

### 2.3.3 Laos

Based on the recommendation of the final report of Education Sector Development Programme 2011-2015, inclusive education has been integrated throughout courses as a stand-alone subject in teacher training programmes. Since 2012, Teacher Training Colleges (TTCs) have included an IE module designed with development partners, although teachers report it is difficult to implement. In a previous project, teachers (N=130) who had participated in in-service training for inclusion emphasized the importance of reflective practice and learning through collaboration, which could guide also pre-service training (Grimes, 2009). Drawing from experiences in previous programmes and projects, the Ministry of Education and Sports, in collaboration with its partners (Catholic Relief Services, World Education, USAID and APC), developed an Inclusive Communities Project which has resulted in the creation of an 'Inclusive Education Teacher Training Handbook' (2016, see Annex 3). The Handbook is meant for student teachers, in-service teachers, pedagogical advisers and teacher educators. It states that though 'targeting students with disabilities the methods can be used with all students in the class to improve quality of teaching and facilitate effective, inclusive learning for all' (p. 4).

### 2.3.4 Ghana

The inclusive education policy of 2015 seeks to promote a universal design for learning or learner friendly school environments. In that regard, five public universities in Ghana – to which the 46 Colleges of Education are affiliated – have developed a four-year bachelor's degree curriculum for teacher training (Ministry of Education, 2015a; Ministry of Education, 2017c). University of Cape Coast is known to have a draft curriculum soon to be fully accredited for implementation, while University of Ghana and the other three universities that were part of the collaborative effort in May 2018 have the fully accredited 2018 Initial Teacher Education Curriculum for early grades, upper primary and junior high school. The development was and is still being supported by the national T-TEL programme (see section 2.2 in this document, p. 6-7) supporting the review, revision and adaption of the national curriculum in order to make the content more representative and responsive to diversity. The curriculum is based on four key principles, namely: setting suitable learning targets; including a focus on diversity and its strengths and benefits in the appropriate subjects and/or

curriculum themes; responding to learners' diverse needs; and ensuring accessibility for learners with disabilities and overcoming barriers to learning for individuals and groups of learners.

Subsequently the 2018 curriculum suggests that tutors guide student teachers to be diligent in identifying, assessing and analysing the needs of children, taking into account any issues of background and experience (University of Education, Winneba, 2018). It points to value and attitude as vital characteristics of teachers practising inclusive teaching. The content directs student teachers to identify social, school and student characteristics that act as barriers to learning so that they can manage them. The aim is to enhance inclusion, value learner diversity and recognise it as a resource that boosts learning opportunities and adds value to schools, local communities and society. For example, the KG-P3 curriculum offers student teachers opportunities to explore diversity in daily life, reflect on personal bias and analyse the impact of institutional discrimination on early childhood. In the junior high school teacher education curriculum, content leads students to explore personal bias and stereotypes as well as institutional discrimination within the subject and create learning opportunities that target specific themes in the subject matter.

### **2.3.5 Ethiopia**

There are over 400,000 teachers and school leaders in primary and secondary education. Their qualifications vary from one-year certificates to master's degrees. The government has introduced a three-year diploma level teacher training and made efforts to increase the number of qualified teachers at all levels of the education system. In 2013/14, 70% of primary education teachers were qualified (Ethiopia Federal Ministry of Education, 2015). However, according to the Master Plan for Special Needs Education/Inclusive Education (Ethiopia Federal Ministry of Education, 2016), teachers' pedagogical skills are insufficient for ensuring quality of education for all. The Master Plan refers to the Government's Education Statistics Annual Abstract for 2007 E.C. (2014/15) which reports that there is a total of 228,586 teachers trained in special needs education; among them 191,444 for primary education and 155,483 for secondary education. The situation differs, however, among the regional states in terms of qualified teachers as well as teachers trained in special needs education/inclusive education. For instance, the regions of Oromia and SNNPR have the highest numbers of teachers trained in special needs education/inclusive education; these numbers are in fact higher than the figures of pupils and students registered with special educational needs in the entire country. The Master Plan (2016, p. 12) states that this shows a systematic error in registering information. Therefore, the Plan (2016, p. 28) aims to define qualification requirements and job specifications for teachers and support staff for inclusion, develop standards at the minimum levels of human resources to provide special needs education, and introduce regional initiatives of incentive mechanisms for staff retention, especially for disadvantaged areas.

## 2.4 In-service training of teachers on inclusion

Drawing from the findings of the Inclusive Education Project in Laos, Grimes (2009, p. 139) explains the importance of professional development through reflective practice: ‘facilitating teachers to visit and observe each other, enabling joint learning to take place and encouraging schools to try out new ideas for themselves and then to share and discuss their experiences with others. Developing reflective practice in schools will support the development of professionalism and help to drive the move towards the introduction of more inclusive practices.’

In Argentina, the National Continuing Education programme was created as a universal, free and in-service plan for all compulsory education institutions and institutes of higher education, public and private (Ministry of Education, 2016). According to the National Institute for Teacher Training, during 2017 more than 1,200,000 teachers, professors and executives participated in institutional conferences and 350,000 in didactic meetings where they reflected collectively on the didactic sequences they develop in the classroom. Resources on special education training provided to school communities in 2018 through Athenaeum activities are free to access on the ‘Nuestra Escuela’ website<sup>6</sup>. Some challenges remain, for instance, low graduation rates and variation in knowledge and skills. Additionally, public and private teacher education institutions may emphasize different issues in training, and therefore follow up or quality assurance measures would be important.

In Laos, online professional development (in-service training) courses have been offered by the University of Oregon (U.S.) in partnership with the Ministry of Education and Sports, funded by USAID. The courses are open to anyone interested. The focus has been on primary education with the goal to ‘promote inclusion of children with disabilities in school in Laos’ (IE in Laos, n.d.). The eight course modules have been made available in both English and Lao:

- (1) Definition and Values of Inclusive Schools
- (2) Principles and Methods for Inclusive Teaching
- (3) Individualized Education Plans (IEP) Overview and Definitions
- (4) Developing and Writing IEP Goals
- (5) Children with Intellectual Disabilities (ID)
- (6) Autism Spectrum Disorder: Introduction and Educational Needs

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<sup>6</sup> <http://nuestraescuela.educacion.gov.ar/>

(7) Supporting the Learning of Children with Autism in the Classroom

(8) Inclusive Teaching and Learning with Free and Low Cost Supplies.

In addition to the courses, presentations have been made available on various topics of interest such as children with motor impairments, creating IE environments, building community and designing teaching strategies. The online courses have been complemented by workshops organized on increasing literacy in children with disabilities, learning about autism and helping educators learn how to teach more inclusively. In total 37 teachers, teacher educators, regional education administrative staff and Catholic Relief Services staff have participated in workshops at the University of Oregon.

In Zanzibar, there has been a new phase of the provision of in-service teacher training since 2016. The whole-school (or immersion) approach has meant that all teachers have been required to attend the same training at the same time. By 2019, the training has been delivered to eight schools to a total of 178 teachers (0.01%). The MoEVT aims to roll out this training to at least 50% of Zanzibar schools by the end of 2024. The training has been organized in collaboration with the Enabling Education Network through the financial support of the Norwegian Association of Persons with Intellectual Disabilities and the Norwegian Association of the Disabled. A *Train the Trainer* (ToT) model has been applied, whereby about 40 trainers were drawn from:

- Teacher Centres (TCs)
- Pre-service teacher education institutions including Chuo Cha Kiislamu (CCK), the State University of Zanzibar (SUZA), and Aga Khan Madrasa Early Childhood Programme Zanzibar (MECPZ)
- Zanzibar Institute for Education (ZIE)
- The Department of Teacher Education
- The Inclusive Education and Life Skills (IELS) Unit personnel (see 2.5. *Training of head teachers and education personnel*)

During the ToT, seven teacher education modules were developed. Each module was provided for three days, and then teacher trainers had the opportunity to deliver the training to the schools and put their knowledge and skills in practice. The training package contains seven modules:

- (1) An Introduction to Inclusive Education
- (2) School Inclusion Teams
- (3) Identifying Out-of-School Children
- (4) Screening and Identification of Learning Needs

- (5) Creating Individual Education Plans
- (6) Exploring the Role of a School Inclusive Education Coordinator
- (7) Promoting Active Learning in the Classroom.

In Ethiopia, one example of targeted in-service training is an outreach project of the School for the Deaf in Hossana that provides successive in-service training for regular teachers and teachers of special educational needs, as well as awareness raising programmes for families, education officials and community members. The project focuses on teaching and learning of deaf and hard-of-hearing students (DHH) throughout the country. The aim is to improve the quality of education in inclusive classrooms and to create access to education for those DHH children who are out of school. The project is coordinated by the school and implemented in collaboration with the Finnish Evangelical Lutheran Mission<sup>7</sup>.

Ghana has engaged in ongoing efforts to provide a more harmonized and strategic approach to planning and implementation of IE policy on a wide scale in order to reach all learners with special educational needs. These include activities on research and development of IE materials, public sensitization programmes and efforts, training of teachers and screening of school children (Annex 4).

There is a clear need for continuous professional development. Follow-up measures are necessary to assess the extent to which teachers who have participated in training have used their knowledge and skills in their schools and how inclusion is implemented at school and classroom levels. Another issue is overall quality assurance across different schools and in-service training activities. In the case of Argentina, teachers in public state schools and private schools tend to choose which programme they participate in, or the schools send their teachers to different in-service programmes. This may mean that inclusion is approached a variety of ways. Also, incentives may differ, and training may or may not contribute as additional qualifications.

An important issue that requires further attention is professional development of teacher educators. For this, the training of trainers, combined with practical implementation and feedback, and online courses are important. However, as there is a trend to upgrade teacher education to higher education levels, teacher educators' professional development needs to include also university education and researcher training that leads to academic qualifications (e.g. master's and doctoral degrees).

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<sup>7</sup> Mulat, M.. 2018. The self-concept and socio-emotional development of deaf and hard-of-hearing students in different educational settings and their hearing peers in Ethiopia. JYU Dissertations 41. Jyväskylä: University of Jyväskylä, <http://urn.fi/URN:ISBN:978-951-39-7617-0>.



In Ethiopia and Ghana, teachers of vocational education and training (VET) have been offered professional development in inclusive education and disability. In Ghana, the Special Education Division has organized vocational skills training for 26 unit schools for teachers of students with intellectual disabilities with support from Columbia University in New York City to improve their skills and share good practices. This will enable them to support the transition process of the students from school to working life (Ministry of Education, 2017b). In Ethiopia, the Federal Technical and Vocational Education Institute (FTI) and its satellite campuses are responsible for TVET teacher education. An outcome of an international institutional capacity building project (TECIP-Teacher Educators in Higher Education as Catalysts for Inclusive Practices), the teacher training institute developed its educational structures in terms of inclusion in TVET and has curricula on inclusive education and related modules for pre- and in-service TVET teacher programmes (see Annex 5).

## 2.5 Training of head teachers and education personnel on inclusion

A recent trend in each of the five countries seems to be that in-service training (professional development) is aimed at not only teachers but also head teachers, other educational leadership and personnel. This suggests that there are clear attempts towards systemic transformations that emphasize a whole school approach, collaboration and development of inclusive school culture. Essentially, the systemic transformation requires clear negotiations and definitions of responsibilities, measures of accountability and efforts at all levels of education management and administration. In addition to leadership, other personnel and parents – as key stakeholders – need training. Usually, training activities have been organized in partnerships, in most cases with international partners.

### 2.5.1 Ghana

In Ghana, promoting the development of a well-informed and trained human resource team for quality delivery that ensures inclusion has taken the form of capacity building. All head teachers and a minimum of one teacher from each basic school in the 20 UNICEF supported districts have received training on IE policy, screening and referral processes, IE monitoring tools, and data collection and analysis (Ministry of Education, 2017b). This is purported to enable the head teachers and teachers to carry out implementation of IE activities in their schools. By 2019, monitoring of all schools in 14 UNICEF supported districts has been carried out to assess the status of Inclusive Education implementation (Ministry of Education, 2017b). Special education and general school teachers, district coordinators, administrators and the Central Region Chapter of the Ghana Federation of Disability Organisations in Cape Coast were trained on Universal Design for Learning (UDL) in March 2018 to aid in the enhancement of participants' knowledge and capacity to meet the needs of learners in an inclusive environment (Arkoh, 2018).

Reported cases of violence in Special Education schools in Ghana have been tackled by the Special Education Division of GES. The division, with financial support from UNICEF, is modifying portions of the existing Safe School Resource Pack to help curb school related violence in these schools. A consultative meeting with stakeholders resulted in the development and multiple review of a draft document. This document will soon be tried and evaluated for improvement, and once validated, used for training of teachers.

### 2.5.2 Ethiopia

In Ethiopia, the Master Plan for Special Needs Education/Inclusive Education (Ethiopia Federal Ministry of Education, 2016) aims to ensure that the Leadership and Management Programme for school principals and supervisors as well as the teacher educators' Higher Diploma Programme covers special needs education/inclusive education. This is to be carried out by providing study modules as part of the training programmes. The Master Plan emphasizes further development of collaboration between teacher education colleges and cluster schools with resource centres to support inclusive practices in schools. Furthermore, the plan mentions overall school improvement through leadership practices and introducing professional development plans for teachers.

### 2.5.3 Argentina

In Argentina, the National Teacher Training Plan (2016) includes *pedagogical management* offered to district education management and inspectors, involving the supervision and management teams in the actual implementation process. The plan outlines a vision of ensuring that all teachers and directors regularly participate in training that allows them to develop the fundamental abilities of the students, promoting educational justice. Several institutions and organizations in different parts of the country provide training activities (see Annex 2).

### 2.5.4 Laos

In Laos, the Inclusive Education project (1993-2009) provided in-service training for principals. The follow-up interviews of 26 principals showed how knowledge of inclusion, collection and use of information for quality improvement significantly contributed to developing inclusive practices in schools. Parents appreciated the *whole school approach* and were satisfied with the schools' functions (Grimes, 2009).

In 2014, Catholic Relief Services started a programme called Right to Learn that provided in-service training for head teachers and school personnel. Their work was continued by World Vision Laos, who developed short workshops for the District Education and Sports Bureaus on special needs and low-cost teaching aids. The training workshops were followed up by visits to the 22 participating schools and feedback workshops. Additionally, district education bureau staff have participated in the online courses and workshops provided by the University of Oregon (see 2.4. *In-service training of teachers on inclusion*). Furthermore, Humanity & Inclusion offered two-day workshops for teachers and parents of 10 children at the start of the second

semester, focused on coaching in the usage of Individual Education Plans. The involvement of teachers and parents shows an important attempt towards inclusive school culture and a holistic approach.

### **2.5.5 Zanzibar**

Zanzibar has extended in-service training in inclusive education to all levels of the education system and to educational stakeholders. This systemic approach has meant that personnel at all levels have received training. In January 2015, the Ministry of Education and Vocational Training appointed one member of staff from each department as an inclusive education focal person. These 15 focal persons have participated in training in inclusive education. By May 2019, nearly 40 (about 70%) school inspectors have attended short-term (between one and three days) training on inclusive education delivered by the IELS Unit of the Ministry. Also a significant minority of examiners and curriculum developers have attended these short term trainings.

Between 2010 and 2019, 15 subject advisers (about 50%) attended workshops on inclusive education. These subject advisers support teachers with various issues related to their academic subjects. In schools, head teachers have attended the training together with other teachers. The trainings facilitated by the Inclusive Education and Life Skills Unit usually lasted one to three days covering inclusive education concepts, principles, and practices. The short-term in-service trainings, though important, tend to be irregular and sporadic, in the form of workshops without follow up mechanisms.

More intensive training has been provided for national level inclusive education advisers (N=2), local level resource teachers or advisers (N=14) and their assistants (N=14) who were appointed in 2015. Their training package comprised of: the seven study modules developed for in-service training as a part of the Train a Trainer programme (see 2.3 *Pre-service teacher training*); a workshop on screening, identification, assessment and support for learners; a six-week introduction to sign language; and a six-week workshop on introduction to Braille.

## **2.6 Cooperation between mainstream and special needs' teachers and school personnel**

In terms of the systemic school approach that seems to take place in the five countries in this case study, the question of cooperation between different types of teachers and school personnel has become relevant. The approach emphasizes collaboration and shared responsibility guiding inclusive practices. Its results require, however, further follow up, involving the schools with their stakeholders.

One example is from Zanzibar, where inclusive education committees (also called school inclusion teams) are established<sup>8</sup>. In each of 152 schools which practice inclusion, the committee consists of about 10 to 15 people: teachers, parents, students, community members, education/ health specialists and influential people around the school environment. Some of the committees include special needs education specialists. Most of the members have attended training in: inclusive education; creating school inclusion teams; screening, identification and assessment; and support for learners. Also, there are eight regular schools which have special classes (called special units) attached to the schools and designated for learners with special educational needs. However, there is little cooperation between the mainstream teachers and teachers from the special units.

In another example from Laos, teachers at the schools for hearing impaired and blind students in Vientiane and Luang Prabang received training in Braille and sign language (Ministry of Education and Sport, 2018). Pre- and in-service teachers have the option to study these subjects, and it has been suggested that these two schools become demonstration schools and training centres for future teachers to complete their practicums and build skills in Braille and sign language. Additionally, limited financial and human resources make it difficult to open more 'special schools' for children with disabilities (Ministry of Education and Sport, 2018). The special schools are intended only for students with 'complex disabilities' (Ministry of Education and Sport, 2011, p. 16). Because of this, future national education plans must allocate more funding to make all classrooms inclusive to students with disabilities.

In Argentina, educational teams of all levels and modalities are to guide and accompany the school trajectories of students with disabilities (Ministry of Education and Sports of the Nation, 2016). The task of the interdisciplinary teams, supervisors, managers and teachers is to inform decisions regarding students' trajectories. They share the responsibility for making necessary, reasonable adjustments in support of inclusion. This work intends to strengthen inclusive practices and design reasonable adjustments according to the barriers present in the institution and the individual needs of children with disabilities.

### **3. CONCLUSION: KEY ISSUES AND RECOMMENDATIONS**

Inclusion is defined as aiming to transform the entire education system or school. The policies refer to international conventions, global policy goals and UNESCO (2017) guidelines for inclusion in education, while also showing that governments have reconfirmed their constitutional right to education and identified their

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<sup>8</sup> Inclusive Education and Life Skills Unit, Annual Report 2018

national challenges and needs for improvement. The connections between teacher education, quality of education in terms of learning (achievements) and social justice are evident in the education policies.

The national strategies emphasize teacher development for improving the overall quality of education. Increasingly, both pre-service and in-service training programmes offer, at least, optional courses in inclusion or special needs. There are promising initiatives for introducing inclusion at all levels and types of teacher education. In addition, head teachers or, more broadly, educational leadership (planners, curriculum designers, decision-makers, inspectors) in local and national levels are provided in-service training in inclusion. In Laos, workshops have been provided for teachers and parents, thereby emphasizing a participatory approach that reaches beyond schools.

An important area for further development is training of teacher educators and research-informed development. In Argentina, action research involving teacher educators, teacher students and teachers in schools is promoted to support systemic transformation. Also the government has recognized the importance of providing incentives for teachers to participate in in-service training. Research shows that teacher development, leadership training and reflective and collaborative approaches that engage the whole school community as well as parents and students efficiently advance inclusion (e.g. Florian and Spratt, 2013; Howes, Davies and Fox 2009; Howes, Grimes and Shohel, 2011). In Finland, the identified needs for developing pre-service and in-service teacher education programmes are the mentoring of newly deployed teachers and collaboration between regular classroom or subject teachers and special needs education teachers, for instance by co-teaching (see Annex 6).

Recommendations:

- The systemic transformative approach to inclusion in education requires new approaches in teacher education, both pre- and in-service training. Strong participation of teacher education structures in the process is invaluable.
- Inclusion in education as a systemic change requires engagement and training of educational leadership and school personnel at all levels.
- Apart from numbers of leaders, teachers and other school personnel who have participated in training, it is important to report on how inclusion is implemented in schools and other educational institutions – for this, teacher educators and teacher students can provide the required human resources. However, coordinated efforts are necessary to produce reliable data for informing further transformation and decisions.
- Involvement of parents and families as key stakeholders in teacher training and in cross-checking inclusion of ALL in collaboration with health sector and social protection.

- The cases and examples presented in this paper aim to inspire other countries and actors. Furthermore, instead of direct comparison, it may be important to create opportunities for policy-practice learning and peer reviews of promising approaches.
- International partnerships are essential for teacher training and existing partnerships can be developed to broaden their reach, for instance by coordinated blended learning and digital platforms of teacher education for inclusion.

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## ANNEX 1: ZANZIBAR: DEVELOPMENT OF LEGAL AND POLICY FRAMEWORK

The right to education in Zanzibar is protected by **Article 11(2)** of the **1977 Tanzania's constitution** (amended in 1984). Article 11(2) states that *'every person has the right to access education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability.'* Furthermore, the **Zanzibar Constitution (1984)** guarantees the right to education for all Zanzibaris regardless of their differences and safeguards the provision of equal access to adequate education for all as described in Article 10(6).

**Zanzibar Vision 2020** addresses inclusion in education through its broad aim to increase access to education for all Zanzibaris including marginalised groups, girls, persons with disabilities and poor household members.

Another national instrument which is supportive of inclusion is the **Zanzibar Strategy for Growth and Reduction of Poverty III** (2016/2017-2020/2021), popularly known in Kiswahili as MKUZA III. In its Key Results Area C2, MKUZA III shows the government's commitment to the development of education and improvement of the quality and accountability of teachers and the school system by increasing inclusive and equitable access to quality education. This is to ensure that all citizens (children, youth, women, men and people with disabilities) have basic literacy and numeracy competencies, and school graduates acquire a good foundation for further education or skills to contribute to the workplace following their education.

**Zanzibar Education Development Plan II** (2017/2018-2021/2022) has a specific theme for education, with the outcome of: 'Inclusive and equitable access to quality education and skills training to enhance human capacity for sustaining national development'.

The commitment of the **Zanzibar Education Policy (2006)** towards inclusion is indicated in its mission: 'to strive for equitable access, quality education for all and promotion of life-long learning' (MoEVT, 2006, p. 4). One of the strategies in improving the quality of in-service teacher training is the use of national teacher resource centre and zonal teacher centres. Through the teacher centres the policy includes strategies of supporting teachers to be responsive to learners' special educational needs. The recruitment of inclusive education and life skills advisers based in all the teacher centres since 2015 is part of the implementation of the Zanzibar Education Policy.

**People with Disabilities Act No.6 (Rights and Privileges) (2009)** protects the right to inclusion of people with disabilities in the provision of education in Zanzibar.

**Policy for People with Disability (2018 draft)** envisages to promote quality inclusive education at all levels of education to ensure the provision of accessible and affordable social services to all Zanzibaris.

**Article 46(1) of The Education Act (2018 draft)** provides for the Minister responsible for management of education to ensure the establishment and implementation of inclusive education in all schools.

**Zanzibar Inclusive Education Policy (2019 draft)** addresses the issue of inclusive education principles in the pre- and in-service teacher education curricula. It acknowledges that there still appears to be a significant minority of children who are at risk or who have dropped out of basic and compulsory education. The policy includes strategies to track progress in reducing drop-outs nationally in order to take steps to ensure all children stay in school until they complete at least the basic and compulsory level.

**The Zanzibar National Framework for Continuous Teacher Professional Development (2019 draft)** notes the need to prepare and support teachers to respond to increasing student diversity, acquire 21<sup>st</sup> century skills, knowledge and attitudes, and take on leadership responsibilities. In line with SDG 4, the framework also emphasizes that head teachers and teachers need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all in their schools and classrooms. Furthermore, the framework mentions inclusiveness and gender-responsive pedagogy as among the key factors for the framework to function optimally.

## **ANNEX 2: ARGENTINA: OVERVIEW OF THE TEACHER EDUCATION INSTITUTIONS' COURSES IN INCLUSION AND SPECIAL EDUCATION**

### **National Institute of Teacher Training (INF<sup>9</sup>): On-line courses on Pedagogical Challenges**

INF<sup>9</sup> 'Pedagogical challenges' is a national online platform which currently focuses on issues related to the daily work of teachers, management teams and other roles of the education system. 'Diversity' challenge offers the course '*Focus education from diversity: an alternative for inclusion in elementary school*', organized through a 12-week virtual, tutored and collaborative approach. Designed for teachers in practice at the elementary level, the course mainly focuses on diversity as a value in a heterogeneous classroom. Following a similar teaching approach, '*Warning signs in the development, observation patterns and intervention at the initial level*' is a course intended for teachers in early childhood education. The content is related to early childhood detection of atypical signs in students' development, offering school intervention strategies and communication with school guidance teams and families.

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<sup>9</sup> <https://infod.educacion.gob.ar/desafios/14>

## School of Government of Chaco

During 2018, the School of Government of Chaco<sup>10</sup> led a four-month training programme for directors of secondary level educational establishments. It was organized through 4 modules with an extension of 40 contact hours. The module 'The work of the director in the care of educational trajectories' addressed topics such as 'Inclusion as a tactic and equality as a strategy' and correlated with 'Current debates on educational quality'. Overall, the training course focused on the institutional practices and projects of the schools themselves, their questions and tensions, their learning, and challenges for the governance of the institutions.

## Union of Educators of the Province of Córdoba –UEPC

UEPC<sup>11</sup> is a large teacher union in Córdoba, which yearly offers a broad and qualified training proposal for teachers of the 26 departments in the province. In 2019, this entity has held two-month (40 hour) courses related to inclusion such as: *'Towards the School we want: Strategies and Intervention Devices to build Inclusive Schools'* and *'How to design the curriculum in the school facing the challenges of heterogeneity?'*, aimed at teachers of initial, primary and secondary education, institutional technical teams, and directors of all levels in mainstream, special and professional technical education systems.

## National Institute of Technological Education-INET

INET<sup>12</sup> (National Institute of Technological Education), in partnership with INTI (National Institute of Industrial Technology) and the Ministry of Education organized *Technology for Inclusion Workshops* within the programme *'Build inclusion in Professional Technical Education'*. These workshops have been given in different stages and jurisdictions. The topics discussed were the true meaning of inclusion and the need for institutions of technical professional education to rethink their management.

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<sup>10</sup> <http://escueladegobierno.chaco.gov.ar/index.php/2016-11-29-15-49-14/cursosyseminarios/vigentes/item/292-programa-de-formacion-para-directores-de-escuela-secundaria>

<sup>11</sup> <http://www.uepc.org.ar/conectate/cursos-por-delegacion/>

<sup>12</sup> <http://www.inet.edu.ar/index.php/niveles-educativos/formacion-profesional/pretis/>



## ANNEX 3: LAOS: INCLUSIVE EDUCATION TEACHER TRAINING, TEACHER HANDBOOK

The second edition of the handbook, Teaching Methods and Individual Education Plans (IEP) for the Inclusion of Children with Disabilities, was released in 2016. The first handbook was created in 2014 and piloted in Xaybouathong, Khammouane Province as part of the Catholic Relief Services Right to Learn Project. It expanded in 2015 to Savannakhet Province as part of the LEAPS project. As of the publication of this edition, 517 teachers had been trained through this programme. The trainings are aimed at in-service teachers, student teachers, pedagogical advisers and teacher education lecturers, largely focused on pre-primary and primary education and schools with limited resources.

The teaching methods addressed in the handbook are specifically targeted at Children with Disabilities, but can be used to improve the teaching of all students. Intended to be covered over a five day intensive workshop, the training is divided into eight sections: (1) Introduction to Inclusive Education, (2) Impairment and disability, (3) Communication, (4) Inclusive physical education, (5) Literacy, (6) Mathematics, (7) Individual Education Plans (IEP) and (8) Disability Inclusive Education Teacher Toolkit.

The objectives of the workshop include:

- Understanding the meaning and purpose of Inclusive Education, IE teaching methods, IEPs, and different barriers to learning
- ‘Promote positive attitudes’ towards working with all students (p. 4)
- Learn methods of communication and support for CWD and their parents
- ‘Develop skills on how to produce and use teaching aids to support reading, writing and mathematics’ (p. 5)
- Develop understanding of and strategies for ‘Inclusive Physical Education

By the end of the workshop, teachers should be pro-active in lesson planning to meet the needs of all students and increase participation. Additionally, principals and teachers should be ready for school-wide implementation of IEPs. The workshop also emphasizes the engagement of students, parents, and community members in the inclusion of CWD, as well as the creation of learner friendly environments where students are at the centre of learning. Relationships and communication are highlighted as important aspects of inclusive education that extend beyond the traditional view of communication as only speaking.

Throughout the workshop and handbook, teachers have many opportunities to compare inclusive learning classrooms to traditional classrooms and confront the negative attitudes people – including teachers,

families, parents, communities, and even the child themselves – may hold about CWD. In the second section, teachers learn about different types of disabilities, impairments and barriers to participation, both physical and non-physical. Teachers are asked to consider how these may affect student participation and what actions can be taken by teachers.

Each section also includes example case studies to allow teachers to consider specific modifications and teaching strategies they may implement. For example, when communicating with students, teachers may want to use communication boards with pictures for students with hearing or speaking difficulties. In physical education, teachers may use parallel games, class-wide adapted games, or games modified for the student with a disability. Teachers also learn specific materials they can provide or create for students, including things like reading guides and tactile learning materials.

Finally, teachers learn to create IEPs for students. The handbook emphasizes that an IEP should be created for all students with disabilities and should include specific learning targets. It covers the key components of an IEP and how to complete each section, then provides an opportunity to practice writing an IEP for a case study. The Disability Inclusive Education Teacher Toolkit includes templates of IEPs and an IEP Monitoring Form.

Relevant Links:

- About Right to Learn Project: <https://www.crs.org/our-work-overseas/research-publications/right-learn>
- Resources on IE in Laos (available in English and Lao): <http://ieinlaos.com/resources-english/>
- Ministry of Education and Sports. (2016) Inclusive education teacher training teacher handbook: Teaching methods and Individual Education Plans (IEP) for the inclusion of children with disabilities. Retrieved from [http://ieinlaos.com/wp-content/uploads/2016/06/ENG-Teacher-Handbook\\_IEP\\_FINAL-13052016-289iiw3.pdf](http://ieinlaos.com/wp-content/uploads/2016/06/ENG-Teacher-Handbook_IEP_FINAL-13052016-289iiw3.pdf)

## **ANNEX 4: CURRENT ACTIVITIES OF SPECIAL EDUCATION DIVISION OF GHANA EDUCATION SERVICE**

Ghana has ongoing efforts to provide a more harmonized and strategic approach to planning and implementation of IE policy on a wide scale in order to reach all learners with special educational needs. An unpublished report drafted mid-June 2019 by the Special Education Division of Ghana Education Service renders an account of ongoing IE activities. These activities may be categorized into four sections, namely, research and development of IE materials, public sensitization programmes/efforts, training of teachers and screening of school children.

## Research and Development of IE Documents

The findings of a study conducted by USAID and fhi360 under the Learning Project indicated that, although most early grade learners in Ghanaian schools are beginning to acquire foundational literacy and numeracy skills, there is still a considerable portion of learners who have learning difficulties. As a result of this, the Special Education Division, with financial and technical support from UNICEF, is conducting research in order to design and develop an instructional model that will help improve learning outcomes for children with learning difficulties in literacy and numeracy. Currently, the data collection instrument has been developed and will be used in selected schools.

Another issue being tackled by the Special Education Division of GES is reported cases of violence in special education schools in Ghana. The division, with financial support from UNICEF, is modifying portions of the existing Safe School Resource Pack to help curb school related violence in these schools. A consultative meeting with stakeholders resulted in the development and multiple review of a draft document. This document will soon be tried and evaluated for improvement and subsequent validation for use in training of teachers.

## Public Sensitization/Efforts

STAR-Ghana, through the Ghana National Education Campaign Coalition (GNECC), is financially supporting the division to promote effective implementation of IE through some selected media houses. The houses organize and air programmes that focus on acquainting the general public with the IE policy, the role of stakeholders in promoting the full implementation and compliance of the policy, minimum standards and guidelines, and importance and benefits of IE for the child with special educational needs and for society. Programmes also involve discussions on issues cropping up from IE practices in schools. It is hoped that the discussions will increase participation by the Ghanaian citizenry.

Furthermore, the Special Education Division is mapping out all civil society organizations, non-governmental organizations and development partners in order to track and render comprehensive reports on their activities in supporting the implementation of IE in the country. Preparations in the form of scouting and consultative meeting preparation are currently in progress.

## Training of teachers

Stakeholders such as the Ghana National Association of the Deaf and the United State Peace Corps, in collaboration with the division, have developed a harmonized Ghanaian Sign Language dictionary to promote effective teaching, learning and common communication in schools for hearing impaired learners. The

dictionary also aims at promoting general public interest in learning and use of sign language to communicate. One thousand copies are being printed. The target is that all one thousand copies of the dictionary will be ready by end of July 2019 for distribution and training of teachers beginning August 2019.

Another training material that has been developed is the Pre/In Service Education Training (INSET) Module. This module is for training teachers on concepts and practices of inclusive education and is financed and technically supported by UNICEF. Printing of 50,000 copies of the module has begun, with 30% supplied to the Special Education Division as of June 2019. The remaining 70% is scheduled for completion at the end of August 2019. The materials will then be used to train teachers for implementation by the beginning of the new academic year.

Comprehensive Sexuality Education (CSE) materials, which are age-appropriate and culturally sensitive, have also been developed for use in special education schools. This was done in collaboration with School Health Education Programme Unit (SHEP) with financial support from UNESCO. The materials are in the form of flyers, DIVA books, one-page information sheets, posters and flipcharts, and audio recording. Training of special education teachers on how to incorporate the teaching learning materials into their lessons is currently in progress nationwide.

## Screening of School Children

According to an unpublished report by the Special Education Division of Ghana Education Service, the Ministry of Education has planned to institutionalize screening of newly enrolled school children at the various entry points in both private and public schools at the beginning of each academic year (September). In light of this development, the division, together with School Health Educational Programme Unit of Ghana Education Service (GES) and Ghana Health Service (GHS), is the implementing agent for the screening of KG1 pupils across the country beginning 2019/20 academic year. The division reports that the development of the guidelines for the exercise is near completion, and preparation for the training of personnel from GHS and GES is also ongoing.

For blind and partially sighted learners, the division, in collaboration with Presbyterian Health Service and Visio International, is training teachers in all schools for blind and partially sighted and the various units for blind and partially sighted students within schools for hearing impaired learners in the country. A total of twenty teachers were trained in February and a new set of twenty teachers were scheduled to be trained in June 2019. The goal is to train 110 teachers by the end of 2019 so that teachers are able to detect early signs of childhood visual impairment, screen, and give proper referrals of children six years and below in schools.

## **ANNEX 5: TVET TEACHER EDUCATION IN ETHIOPIA: CASE 'TECIP' (TEACHER EDUCATORS IN HIGHER EDUCATION AS CATALYSTS FOR INCLUSIVE PRACTICES)**

'Ethiopia aims at an education system that is open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and disabilities' (Master Plan 2016-2022). However, according to the Education Statistics Annual Abstract (ESAA), 72% of learners with special educational needs and disabilities are attending lower grades of 1 to 4 while 28% are in grades 5 to 8. This indicates a high dropout and repetition rate within this group of students. Similarly, the enrolment rate of students with special education needs and disabilities in formal vocational education programs is 0.58%; in non-formal vocational education programme it is 0.52%. The report did not include the dropout rate (TVET Agency Report April 2018). Regardless of this discouraging rate of students with special needs and disabilities in vocational education, the Ethiopian government has made encouraging progress: disability issues are part of the activities of the Federal TVET Agency and the issue has been included in the planning and reporting format of the programme.

The TVET Strategy Plan (2008) set as its objective to train competent, motivated, adaptable and innovative lower and middle level professionals. This would contribute to poverty reduction and social and economic development by facilitating demand driven, quality TVET and development of skills related to in-demand technology. The policy has put basic guidelines for skill training to be inclusive for both urban and rural communities, for students with academic success, for dropouts, for people with special needs and to improve gender parity so that more equitable access to TVET can be achieved.

Despite the policies, vocational education is not considered an attractive option among students, parents and employers due to the stigmatization of the TVET system as a system for academic losers and dropouts. That is why there is a shortage of competent and motivated trainers in vocational education. The trainers are largely recruited from graduates of TVET institutions and universities with no industrial experience. Additionally, most trainers do not have adequate pedagogical preparation.

The Ethiopian Ministry of Education has drafted a plan, Education Development Roadmap (2018-30) including responsibilities for the TVET education sector to become more inclusive. The roadmap calls for the modernization of teacher education in Ethiopia and to prepare and launch a comprehensive teacher preparation and development policy which covers key issues related to recruitment, selection, in-service training, certification and continuous professional development of teachers. The new Education Development Roadmap pays attention to the development of inclusive education and to the quality of teacher education.

At the moment, the Federal Technical and Vocational Education Institute (FTI) and its satellite campuses is responsible for TVET teacher education. That is why the TECIP-project (Teacher Educators in Higher Education as Catalysts for Inclusive Practices) started a collaborative project with FTI aiming at promoting inclusion in TVET education in Ethiopia. Because administration is actively engaged in the promotion of inclusive education in the TVET sector, the Federal TVET Agency was included into the project for sustainability reasons. The project's target groups were TVET teacher trainers, TVET administration and TVET teachers at the grassroots level at vocational colleges. The mission of the project was to equip the TVET teacher training providers at the national, regional and local levels with the necessary skills and knowledge of inclusive practices to support national development efforts towards inclusive TVET education in Ethiopia. As an outcome of the project, the teacher training institute, FTI, developed its educational structures in terms of inclusion in TVET and has curricula on inclusive education and related modules for pre- and in-service TVET teacher programs. As the modules developed in the project are part of the curricula, the results are sustainable as they reach a new generation of teachers. Additionally, a new in-service training model is being developed for FTI and piloted for future use. The project scope involves all regions in Ethiopia via the in-service training model. Because teachers have a key role in enacting reforms, the development of TVET teacher education is the prime objective for ensuring people with special educational needs and disabilities can gain access to and participate in TVET education.

It is essential to combine educational and administrative development and ensure their cooperation towards sustainable goals. In order to mobilise the developmental process towards inclusion in TVET colleges, awareness-raising events and trainings were organized for TVET administration and heads of TVET colleges in five regions.

The pedagogical intervention included awareness raising of all teacher trainers at the Federal TVET Institute. Additionally, seventeen teacher trainers were trained to work as focus persons in inclusion in their departments: inclusive pedagogy, identification of special needs and good practices in inclusive education in TVET. New curriculum was created for the TVET pre- and in-service teacher training.

To ensure the sustainability of the developmental results, one hundred TVET teachers at the grassroots level were offered training for two weeks in two rounds. Among the 75 trainees, only 13.3% were females, implying low level of female participation in the TVET system. Regarding qualification of instructors or teachers in TVET Colleges, most of the participants (73.3%) were revealed to have only their first degree, below the minimum policy standard used in specialized institutes like TVET Colleges.

The role of all teachers is important in inclusive education. Therefore, the TECIP-project concentrated on improving skills and knowledge of TVET teacher educators and TVET teachers across the country. Competence development was regarded as very personal; the project seemed to increase empowerment

and awareness of trainees. The respondents referred to 'an alternative approach in teaching,' which was new for them. The dialogue increased the participants' possibilities to adopt new knowledge and build networks. The self-evaluation technique enhanced new learning, as did systematic planning.

Ethiopia is undergoing big economic and social changes at the moment. In fact, the change from agricultural industry towards a technology-based society is one of the fastest developments in Africa. Therefore, the role of TVET education is important in training competent, motivated and innovative professionals who can contribute to poverty reduction and social and economic development.

## **ANNEX 6: FINLAND: DEVELOPMENT NEEDS AND TRENDS IN TEACHER EDUCATION FOR INCLUSION**

The Finnish education system has a strong base of social justice and equity, which are key elements in inclusion. Quality of education has been associated with research-based and high quality teacher education. Teacher education has, however, been weak in promoting inclusion. One of the reasons is that Finnish universities have separate teacher education programmes for kindergarten teachers (early childhood education and care), class teachers (primary school), subject teachers (secondary school) and special education teachers. Teacher students in these programmes seldom study together and, in the regular teacher education programmes, special education is taught as isolated courses lacking links to the other subjects and courses.

Partly due to the way teacher education programmes are structured in addition to working culture, schools tends to lack collaboration between teachers. Furthermore, teacher students have doubts about inclusion (Takala et al., 2012). Research suggests that teacher students who conduct research, learn about diversity in school environments and are mentored to enact inclusive practices develop capacities for inclusive pedagogy (Florian & Spratt, 2013).

Teacher education needs to be structured so that teacher students in regular and special education programmes learn to collaborate, while also including more special education knowledge and skills for all teachers. Also, the role of consultations at schools is to be underlined more; special teachers consulting other teachers will spread the special educational know-how (Sundqvist & Ström, 2015).

Important approaches to enhance inclusion are team work and co-teaching, e.g. a class teacher teaching together with a special teacher in a class (Flujit *et al.*, 2016; Friend *et al.*, 2010; Rytivaara and Kershner, 2012). There are several positive consequences of this, both for the teacher and for the pupils: pupils receive more support and time from an adult, and teachers learn from each other and share evaluation and the joy of

teaching (Takala & Uusitalo-Malmivaara, 2012; Sirkko & Takala, 2018). Co-teaching is taught and practiced during teaching practice in some university teacher education programmes, but on a small scale.

Suggestions to make teacher education more inclusive in Finland include:

- a combined teacher education programme consisting of general teacher education and special education knowledge and skills ,
- teacher students conducting research projects on inclusion,
- co-teaching as a compulsory part of teaching practice, and
- more co-operation between universities with regards to research and practice for inclusion.

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