Every child needs a well-trained, inclusive teacher

The Global Campaign for Education 2013 highlights the need for every child to have access to a well-trained and supported teacher. The campaign calls for policies and financing focused on filling the massive global shortfall in trained, quality teachers.

IDDC supports the campaign, and wants to ensure that ‘well-trained teachers’ and ‘quality teacher training’ are sensitive to inclusion and to disability.

We believe that:

- a teacher is well-trained if they know how to include all learners and understand how to support learners with disabilities
- teacher training is high quality if it incorporates effective training on inclusion in general and disability inclusion in particular.

All teachers need pre-service and ongoing in-service training on inclusive education. They also need a support system that offers specialist help so that they can ensure all children, including those with disabilities, have access to and participate in quality learning experiences.

In this leaflet we suggest 5 issues to focus on in your efforts to bring inclusion into teacher training and recruitment.
5 things you can focus on to help train, recruit and support teachers for inclusion

1. **Provide all education personnel, from the ministry down, with awareness raising & training.**
   - Address inclusive education in pre- & in-service training, through a mix of separate courses and by mainstreaming the issue into all courses.

2. **A diverse range of people must be encouraged & supported to be teachers.**
   - Every child needs a quality, inclusive teacher.
   - Education policymakers and teacher trainers should fully understand inclusive education.
   - Inclusive education must be integrated throughout all teacher training.

3. **Teacher training for inclusion must balance theoretical & practical training.**
   - People with disabilities must be involved in teacher training processes.

4. **Develop training approaches that help teachers understand the relationship between inclusive theory & classroom practices.**
   - Give people with disabilities a say in teacher training development.
   - Give teachers the opportunity to work with disabled children/adults in & out of school settings.

5. **Carefully monitor cascade training & provide follow-up support to ensure key messages are put into practice.**
   - Review and revise teacher training curricula, materials & methods, with input from diverse stakeholders.

Not all of these issues will be equally relevant in every context. You might want to focus on one or two issues that seem most urgent in your context.