Global teacher training and inclusion survey

Report for UNICEF Rights, Education and Protection Project (REAP)

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October 2012

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Acronyms

CSO	Civil Society Organisation
DPO	Disabled Persons' Organisation
EENET	Enabling Education Network
NGO	Non Government Organisation
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNICEF	United Nations Children's Fund
VSO	Voluntary Service Overseas

Foreword

The aim of this survey was to give us, as a project team, a snapshot of the attitudes of teachers and educationalists to inclusion and the inclusion of children with disabilities, and to get respondents' views of relevant training, as well as to identify what is working well and what the gaps are. It was also a means of identifying promising practice not in the literature which could be followed up; and to kick start a community of practice around the inclusive education of children with disabilities.

Over 5000 questionnaires were sent out by e-mail and got an 18% response rate. In the end 603 questionnaires were complete and were used for the analysis. Respondents were from 111 countries with a good spread across the regions. The timescale was short and the sending out of the French and Spanish versions was on an even shorter timescale, but we have received many examples of promising practice and offers to join the community of practice.

The following issues were highlighted in the survey results:

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

The most common reported experience was that inclusive principles are increasingly being articulated within policy and teacher training curricula, but that translating these principles into practice is not widespread for various reasons. These reasons include trainers with a lack of experience of inclusive strategies, not enough investment in time and resources for practice-focused training, and, mainly in Sub-Saharan Africa, major challenges with education infrastructure and resourcing, which are making the basic conditions for inclusion difficult to realise.

With support from the Australian Government, UNICEF Education is undertaking the Rights, Education, and Protection (REAP) project aimed at enhancing education and child protection systems to be sensitive, responsive and inclusive of children with disabilities. REAP is enabling UNICEF to strengthen its approach, as well as provide guidance to countries and implement new programmatic responses on including children with disabilities in quality education settings. The project is strategically targeting a gap in teacher education for children with disabilities as a priority for action. Including children in education will require instituting relevant teacher education. Therefore, through the REAP project, UNICEF has agreed to develop globally relevant guidance on teachers' education for children with disabilities. This guidance is intended to cover initial teacher training, in-service training for current teachers and advanced leadership training for principals and school leaders, as well as teacher trainers themselves. The guidance will be grounded on evidence-based theories and existing knowledge on teacher education for children with disabilities. This survey is an important part of that evidence gathering.

Other parts of this project include an extensive literature review and practical guidance of what tools and materials are available to enhance the education of children with disabilities, scoping with regional and country officers, an analysis of the current situation and recommendations, and training materials to take forward the recommendations.

Helen Pinnock, assisted by Hayley Nicholls, are to be congratulated in developing such a comprehensive survey, analysing its findings and producing this report in such a short time scale.

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Background

During September 2012 a global survey was distributed to teaching and teaching and teacher training professionals involved with inclusive education, mainly in lower and middle income countries. The survey was a component of UNICEF's Rights Education and Protection Project (REAP) research into inclusive teacher training, funded by AUSAID. The survey was sent in English, French and Spanish to over 5000 recipients worldwide, with a particular focus on Asia, Sub-Saharan Africa and Latin America. 940 people responded, an overall response rate of over 18%.

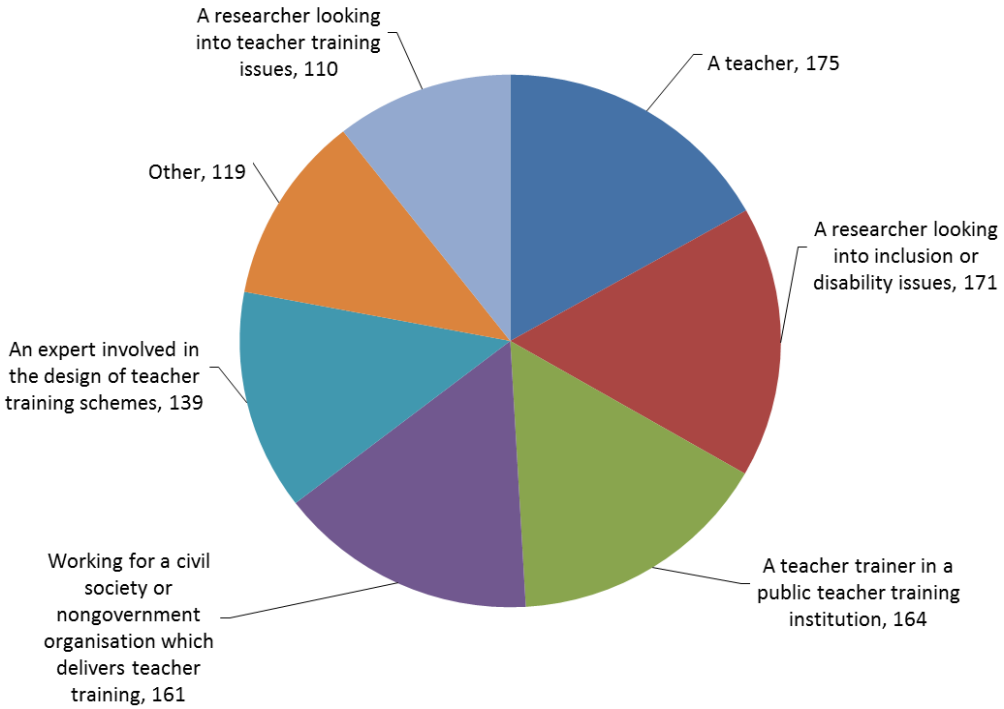
The intention behind the survey was twofold. First, it aimed to find out whether any examples of good practice in inclusive teacher training were available outside the scope of a literature review also taking place for REAP. The intention was to identify practitioners who would have useful case studies to share which could be followed up subsequent to the survey. The second aim was to capture the views of people working at the frontline of teaching and teacher education on the strengths and gaps in current teacher training from an inclusion standpoint.

A secondary purpose was to kick-start a global UNICEF community of practice around inclusive teaching and teacher development. In keeping with this intention, questions were designed to encourage reflection and inspire practitioners to consider taking further steps to promote inclusive teaching. The survey took a 'twin track' approach to inclusion: it was designed to reflect both a general inclusive education perspective and a focus on inclusive education which specifically improves the participation of learners with disabilities. This was made explicit in the explanations to survey questions (see Annex 2).

Profile of respondents

Targeted recipients were selected as being involved in basic education, either as teachers or teacher trainers, or as researchers and experts engaged in strengthening inclusive education. Several respondents saw themselves as fulfilling two professional roles, combining teacher status with teacher training, or training with research. 20% of respondents described themselves as having a disability (see Annex 1).

Figure 1. Range of professional roles held by survey respondents

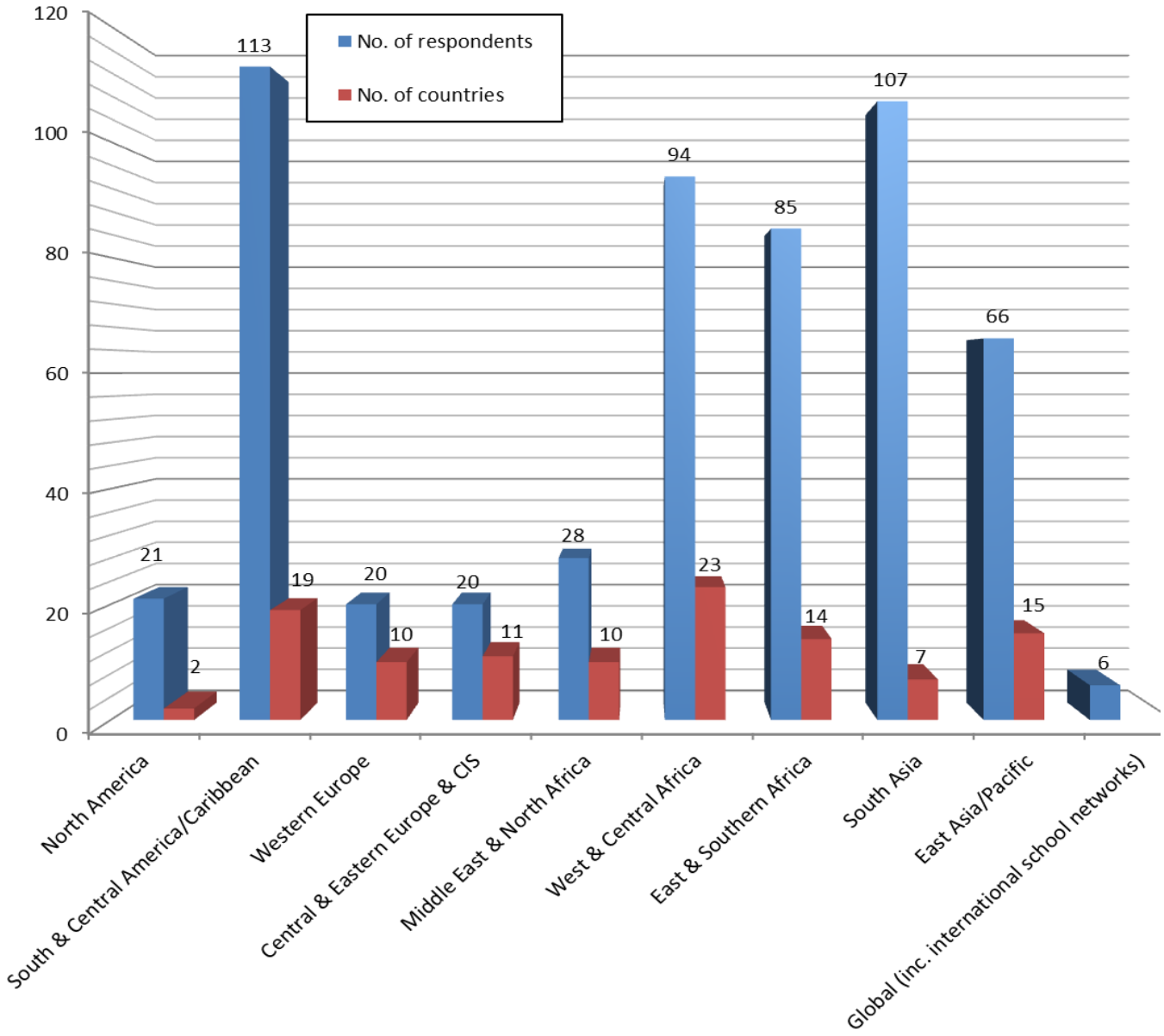


Respondents were asked which country they had most professional interest in. A wide range of focus countries from all seven regions were identified; 111 countries in total, across nine regions (see Figure 2).

Countries described ranged from low income to high income, with a strong focus on middle and low income countries and included conflict affected fragile states.

A small number of respondents (under 10) were based in international schools, and provided some useful insights into the high priority given in some international schools networks to inclusion issues.

Figure 2. Survey respondents' main focus countries and regions



73% of respondents had been working in education for more than ten years, indicating high levels of commitment and experience. Respondents generally indicated strong understandings of inclusive education principles. However, a few expressed doubts about the extent to which children with disabilities could be included in mainstream schools in their context.

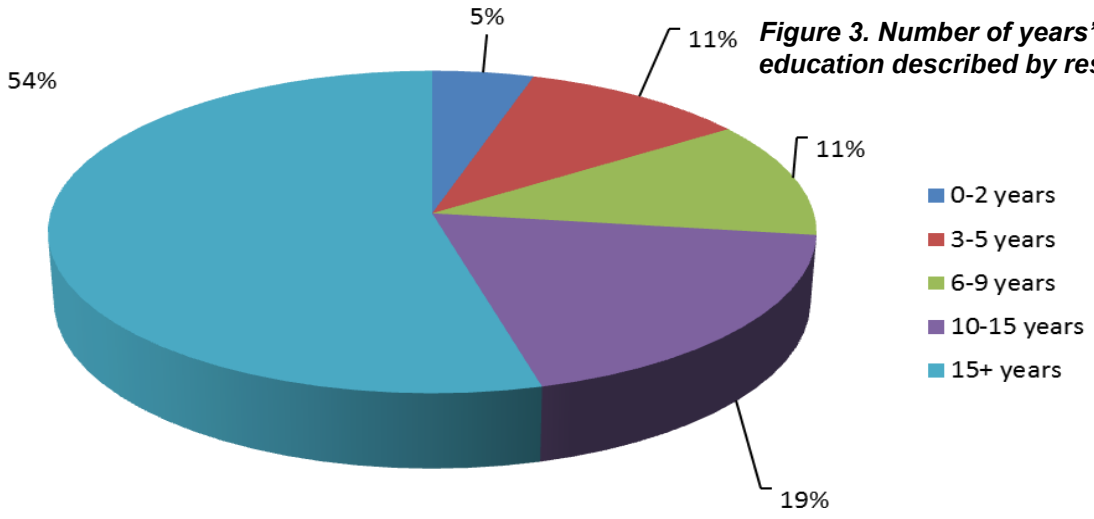


Figure 3. Number of years' experience in education described by respondents

Survey limitations

Several respondents did not complete the survey, particularly when they had not apparently had recent experience of teacher training. Approximately two-thirds of survey respondents answered all the compulsory questions, however, giving an average survey response of 12% (603).

Initially, separate regional surveys were considered, but this was rejected as being potentially misleading, due to likely high numbers of people based in one region but professionally active in another; or working in several countries across regional lines. It was also not possible to include teacher trainees in the survey, as email addresses were not internationally available. This meant that a 'clients' view' of the extent to which training addresses inclusion was not possible.

In the limited time available for analysis it was not possible to quantitatively analyse individual responses and compare by location or job role; only qualitative individual responses could be examined in depth. The survey used international rather than local languages, which may have affected the extent to which the respondents understood the questions and the various answer options.

Some optional questions asked respondents to give details about teacher training schemes which they had been involved with. These answers formed the basis of selections for future case studies. A relatively high proportion of respondents who answered these questions were involved with NGO or UN work, providing in-service training as part of assistance programmes. The survey was sent to significantly more schools and government agencies than NGOs, but a number of those email addresses were no longer active. Nevertheless, over 50% of respondents showed involvement in formal government teacher training schemes (see Figure 8). It may be that respondents working with government schemes had less confidence or times to describe training programmes in depth, or were less happy with the content of training programmes they were involved with.

Many respondents displayed strong insight into of the training they had been involved with, demonstrating high levels of expertise and awareness improvements needed in teaching practice. However, it is possible that respondents with strong knowledge of inclusive education are highly perceptive of gaps and weaknesses. Similarly, many narrative descriptions of positive teacher training practice were supplied by people who had apparently been involved in developing the training programme concerned, which may have led to positive bias about quality or effectiveness.

Findings

Practitioners surveyed were almost all supportive of the need to improve training systems to advance inclusive education in their contexts. There was strong agreement that progress is being made in promoting inclusive education focused on people with disabilities, and respondents saw the prospects for building further positive change as relatively good. However, the majority of responses indicated that inclusive education was not covered to a satisfactory extent in teacher training.

How well are general principles of inclusive education integrated into teacher training?

33% of respondents stated that inclusive education was not covered in the delivery of teacher training, which suggests strong cause for concern. Over half of these felt that inclusive education had been included in the design of training, but this was not realised in practice. Several comments provided insight into this issue, referring to trainers' lack of experience in inclusive practice, meaning they could not translate inclusive principles in training into useful practical guidance for trainees.

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

Lack of allocated time and space within teacher training for inclusive approaches was mentioned several times as a factor preventing teachers from having a meaningful focus on inclusion in practice.

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

Figure 4. How much were general inclusive education approaches present in teacher training?

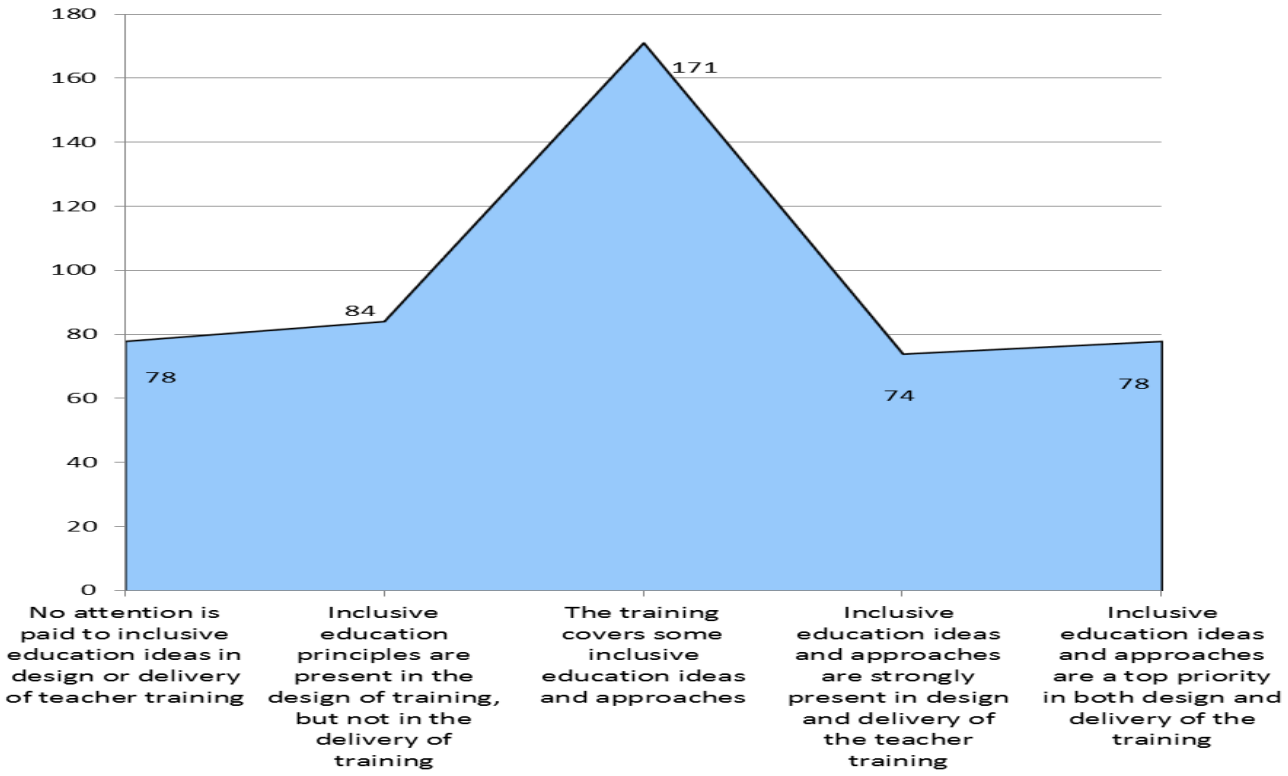
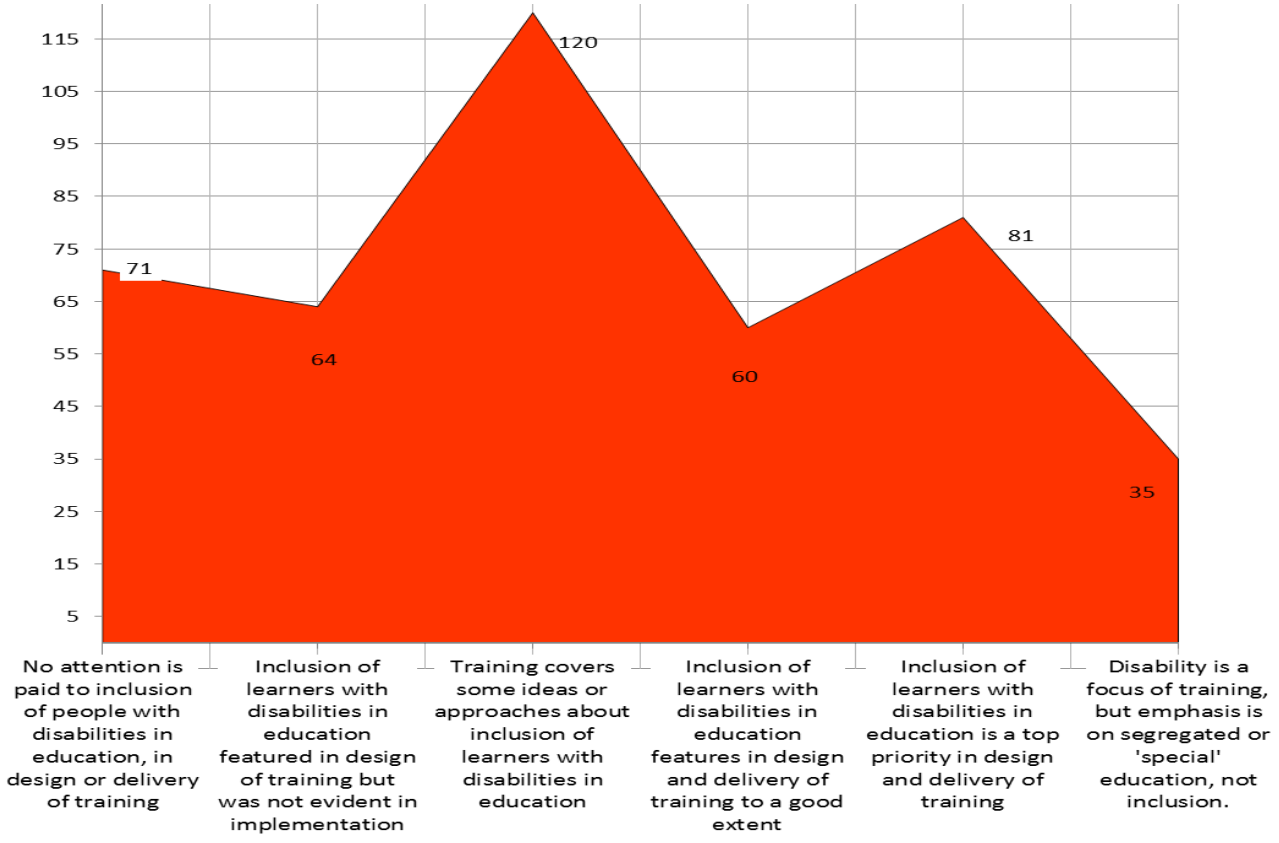


Figure 5. How far did training focus on inclusion of people with disabilities?



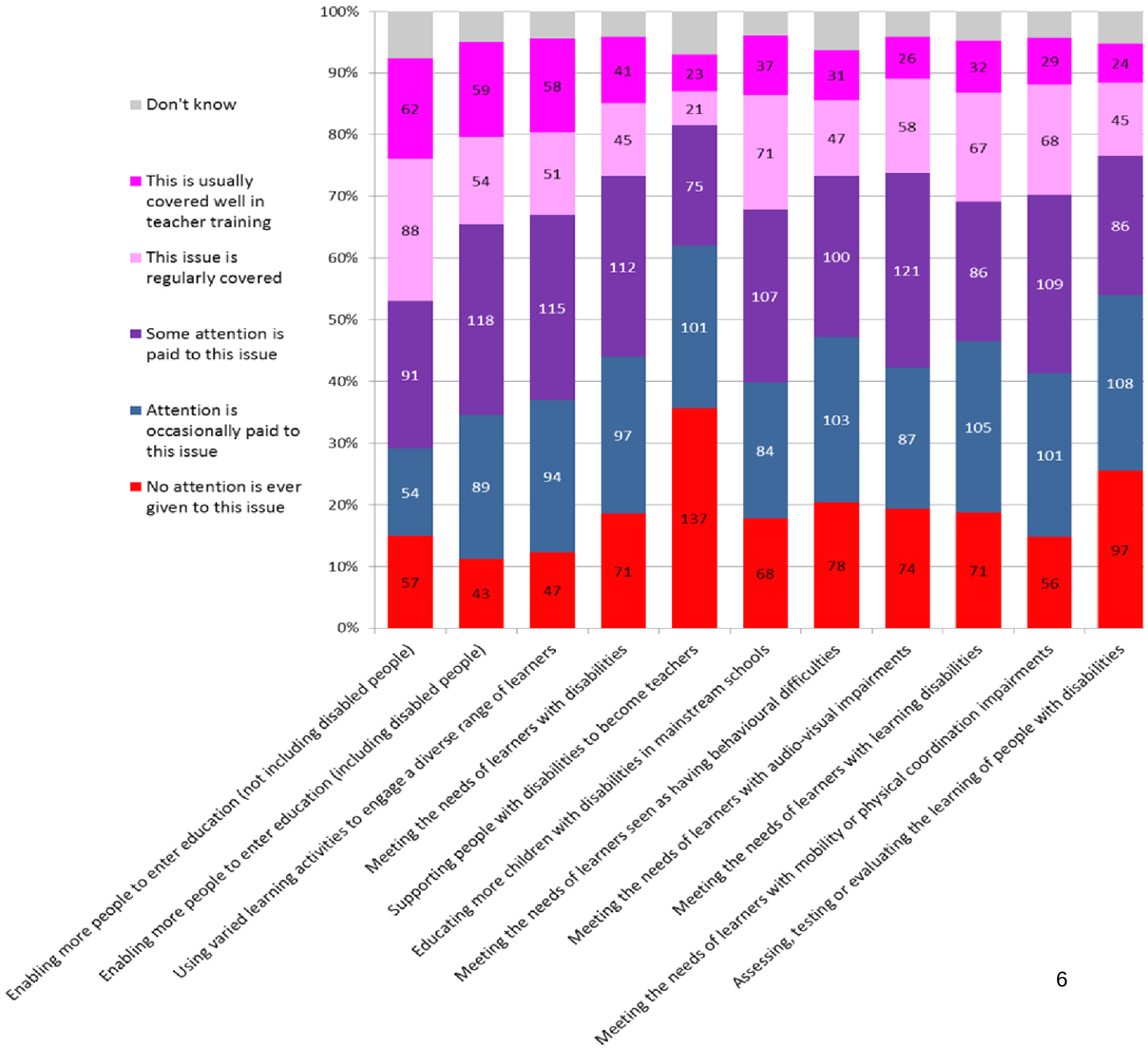
How far does training address inclusion strategies for people with disabilities?

When asked about the extent to which teacher training focused on people with disabilities specifically, a slightly more positive range of answers was produced (Figure 5). A healthy 69% of respondents felt that disability issues were present in teacher training, including 8% who felt that training focused only on segregated or 'special' education for people with disabilities. This suggests that, where inclusion is part of teacher training, it has a reasonably strong focus on disability.

31% felt that disability was not present in the delivery of teacher training, but in this case a slightly higher proportion of those respondents (53%) saw the gap as down to lack of attention in both design and delivery, rather than simply being down to failure to implement training design. 18% felt that inclusion of learners with disabilities in education was a top priority in teacher training. These results may indicate a slight polarisation, where in some contexts disability is entirely absent from thinking about teaching, and in others where it has quite a strong focus.

Again, several practitioners raised the issue of a lack of detail and practicality when disability was included in training: *"Only types of disability were mentioned, practical methods and knowledge required to help children with disabilities were not included."*

Figure 6. Range of disability & inclusion topics covered in pre-service teacher training.



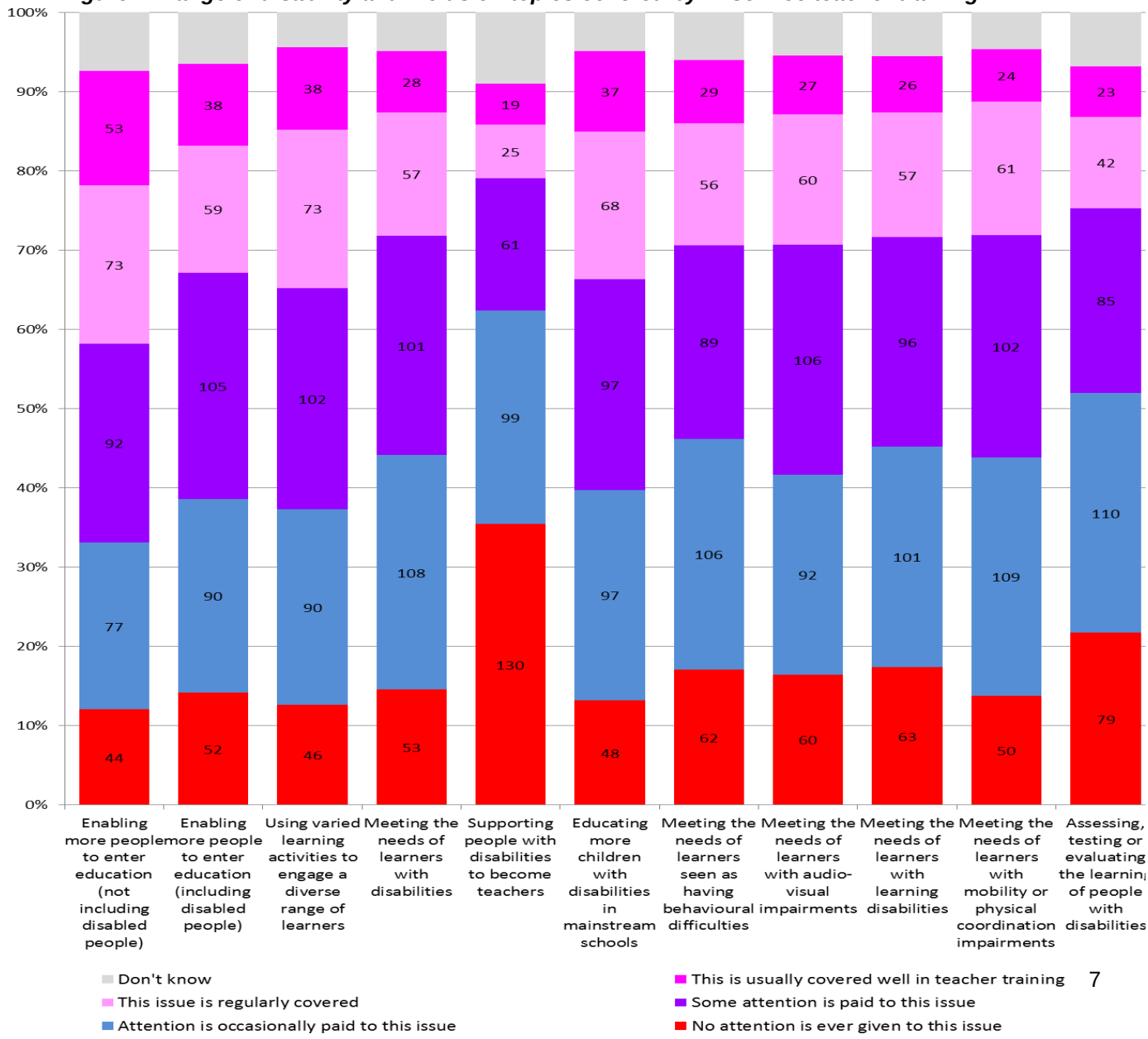
Respondents were also asked about the extent to which specific curriculum topics important for enabling the inclusion of people with disabilities in education were present (Figures 6 & 7). One of these topics was strategies for getting more people into education. For pre-service training, respondents felt this topic was well covered, albeit with slightly less focus on disabled people specifically than on general access. Few of the other topics put forward were considered to be well covered by pre service training; but the topics of addressing mobility impairments and the needs of people with disabilities in mainstream schools were considered to be relatively well covered.

Topics most often reported as missing in pre- and in-service training were 1) getting disabled people into teaching itself; and 2) learning assessment appropriate to the needs of people with disabilities. Focus on supporting learners with behavioural differences was also seen as relatively weak; as was supporting learners with audio or visual impairments, and with learning difficulties.

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

Audio & visual impairments were reported as having a slightly higher focus within in-service training than in pre-service. Autism was mentioned by two commenters as getting neglected in teacher training.

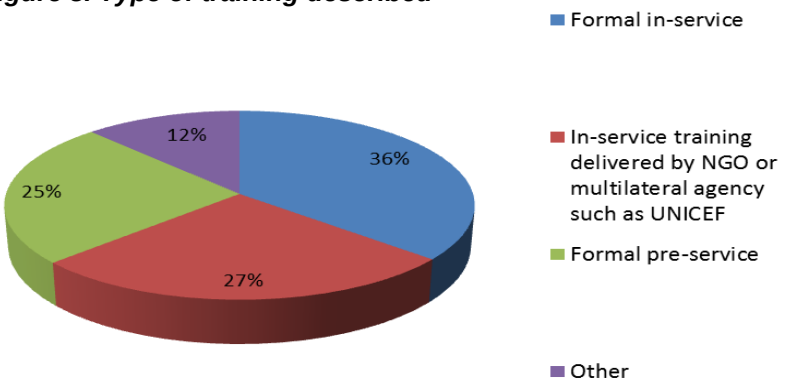
Figure 7. Range of disability and inclusion topics covered by in-service teacher training.



In both pre service and in service training, most respondents stated that strategies for using varied learning activities to engage a range of learners were included - but very few reported this area as being well covered. Given that there has been a focus on learner centred pedagogy in teaching policy and curricula for many years in middle and low income countries, it suggests that progress in fully implementing these methods is lagging behind. Where respondents had come across differentiated teaching and learning methods, many commented on how useful these were for supporting inclusion.

Several respondents involved with UNICEF's child friendly schools model expressed confidence that the approach placed sufficient emphasis on inclusive education to generate positive results.

Figure 8. Type of training described



In-service teacher training made up 63% of the training schemes described by survey respondents.

Recent progress towards inclusive teacher training

The picture given from analysis of quantitative and qualitative responses was that the conditions to support inclusive teacher training were increasingly in place, although large scale change in teacher training had not been achieved. A number of teacher training programmes, national strategies or policies on inclusive education were reported as having recently been approved by central authorities, as well as legislation around disabled people's rights having been passed. Surveys and research projects had been carried out to understand awareness and extra qualifications or modules within teacher qualifications have been introduced. Pre and post evaluation reports that have been carried out showed a greater capacity and positive attitude in teachers who attended training.

A variety of initiatives were reported in the survey as advancements, covering a wide spectrum rather than pointing to one or two main trends. Interactive workshops on inclusive education with various stakeholders were frequently reported, as well as pilot training of trainers projects around inclusive education. Commenters gave frequent mention of recent incorporation of inclusive education into formal teacher training curricula and NGO training programmes, most often as short modules. There was one mention of a regular 4-hour per week inclusive education session throughout a pre-service training programme, which would be consistent with best practice.

Examples of recent improvements described by practitioners

- *Cameroon - The workshop was designed and implemented to develop child centred methodologies. Inclusive education was central. Trainees were exposed to approaches of identifying and including children's capacities in their planning, teaching, evaluating, etc.*
- *Mali - Just finished my report showing that it is possible to train teachers for inclusive classrooms for children with disabilities in the school, special classrooms and children in small groups in regular classrooms - teachers are inspired and start with more active teaching in regular classrooms too*
- *USA - We have hosted a number of professional conversations to support international schools in becoming more inclusive of children with special needs and with disabilities. We have had support from the Office of Overseas Schools, US Dept. of State, although the project is becoming self-sustaining. It is now time to take it to the next level and bring on board the different accrediting bodies worldwide.*
- *Australia: All teacher training courses at my university have a compulsory topic on inclusion and special needs. From 2014 all universities in Australia must include content on inclusion and special*

needs in all teacher preparation awards. I have also worked with the Singapore government on designing and delivering teacher training on special needs in primary and secondary schools, but at an in service level.

- *Iraq - Courses run are exclusively about inclusive education and education for all and are either part of a larger training event or to provide teachers (already trained) with awareness of the specific issues.*
- *Thailand/Burma Border - Over the past four years we have focused our teacher training developments on inclusive education - child centred, active learning, and raising awareness of the needs of disabled children's access to mainstream education.*
- *Vietnam - IE classroom teachers received 5 day thematic training on meeting the real needs of students with disabilities, such as hearing impairment, vision impairment, intellectual disability, language and specific learning difficulties.*
- *Papua New Guinea: Undergraduate and post-graduate teacher training programs include an emphasis on inclusive education principles and approaches*
- *Timor-Leste: One teacher training institution includes a special education unit that promotes inclusive education in mainstream schools*
- *University of the South Pacific: Teacher training programs include emphasis on provision of a range of educational options for children with disability and their families, including special schools, specials unit in mainstream schools, and inclusion in mainstream classes*
- *Sierra Leone - Recently supported training of teachers of visually impaired children in mainstream secondary schools. This training was planned and implemented with the Ministry and the project partner*
- *Hong Kong - I am the Principal in an international school in Hong Kong, and we have a very strong inclusion program. Roughly 20% of our students have special learning needs. We do a tremendous amount of work with our staff on differentiated teaching techniques.*
- *Tanzania - We are promoting inclusive education by training teachers inclusive education practices (in-service training). In this year we have trained a total of 320 teachers in 3 regions in Tanzania Mainland. The training covers; types of disabilities, causes of disabilities, identification, assessment, placement in classroom, teaching methodology, friendly school environment, appropriate teaching/learning materials and how to prepare them, assistive devices and roles of parents, communities, CSOs, schools and local government in making schools inclusive.*
- *Uganda - An inclusive education workshop especially organized for teachers, but attended by local leaders; it was surprising that the local politicians requested for their own workshop. Inclusion, therefore, became a societal issue other than an education issue in the domain of teachers. The district became the center of attraction and a reference point by the Ministry of education.*
- *Burundi - A booklet has been developed by a team of primary school teachers and educators from special education centres for principals and teachers on how to include children with disabilities in mainstream schools at different stages: during their registration, in class sessions, evaluation process, in games, at breaks...The guide has been submitted to the education minister's office for preface before distribution of the booklets to school.*
- *Handicap International conducted a survey on its teacher training work in 2011, and the result is a new manual for partners to use in this field.*

UN involvement

Several respondents described how countries and professionals are working in partnership with a UN agency – mainly UNICEF - to gain awareness, technical advice, training materials and training support in inclusive education. Some examples of how this is happening are reproduced below. Most examples represent partial progress, describing relatively early-stage trainings, but accessing trainers and institutions responsible for more widespread training.

- Mozambique - MINED is making efforts to develop a national strategy for in-service training of teachers on inclusive education with UNICEF's support. However, UNICEF requires access to technical expertise to lead this process.
- Rwanda - UNICEF Rwanda: Active Teaching and Learning Manual to be rolled out in all teacher training institutions across the country has a section on inclusive education. UNICEF also supported NGO training of teachers in a selection of child-friendly schools to include children with disabilities and to apply participatory teaching methods and techniques and making stimulating classrooms.
- Burkina Faso - INGO and UNICEF joined in advocating for inclusive education. Development of a

basic module (with Handicap International) by the Service for the Promotion of Inclusive Education of the Ministry of National Education, still to be officially integrated in the teacher training curriculum.
- Cambodia – UNICEF provided education expertise for training design with NGOs for preschool teacher training with inclusive education.
- Afghanistan - Under the Child Friendly Schools approach, inclusiveness forms part of training of Ministry of Education staff and community management committees. 1500 schools are in a plan to be covered by this program. UNICEF is working with Teacher Education agencies for incorporation of the child friendly schools approach into the teacher training college curriculum. School construction under UNICEF is being done with inclusive facilities and UNICEF supported a study on ethnic minority education issues.
- Brazil: Core materials used in teacher training projects included the UNESCO Pack Teacher Training Special Needs in the Classroom; UNESCO Curriculum Differentiation.
- Uzbekistan - The Child-Friendly School approach includes inclusive education principles and they are represented in UNICEF training. We have also done separate trainings on inclusive education jointly with UNDP for teachers and methodologists.
- Madagascar - Ministry of Education, special schools, DPOs and UNICEF have just implemented trainings on inclusion of children with disabilities in September 2012. It is about inclusion of children with hearing, visual, physical and intellectual disabilities.
- South East Asia - introduction of UNESCO's toolkit "creating inclusive learner friendly environments" and UNICEF's "child friendly schools" approach have influenced those developing teacher training programmes to consider inclusion.
- Macedonia - UNICEF Macedonia has supported in-service teacher training through the development of five modules (concept of inclusive education, assessment of special educational needs, school inclusion teams, inclusive education plans, and out of school children). Training of national trainers has been delivered based on these.

Challenges to inclusive teaching: what factors are affecting teachers' ability to work inclusively?

Respondents were asked to what extent they agreed with statements about the environment for inclusive teaching; in policy, teaching conditions, and training focus (Figure 9). The strongest agreement was found with the view that education policy is supportive of inclusive education for people with disabilities. However, a challenge discussed by respondents was that supportive policy was often not supported through to implementation, lacking the political commitment and resource mobilization from government needed to realise policy.

Another challenge cited in several comments was the lack of opportunities for hands on experience for teachers and trainers in inclusive practice and disability issues. A large proportion of respondents felt theoretical knowledge contained in training schemes did not translate to classroom practice to support teachers when dealing with real challenges day to day. It was not possible to determine whether teacher training in general was considered too theoretical, or only the components related to inclusion.

"Training that was delivered by volunteers with VSO included some inclusive strategies which the students received well and were keen to try in their teaching. Local trainers did not use their knowledge of these strategies in teaching the students and used far fewer strategies in their teaching, and their understanding of inclusion was limited to physical access."

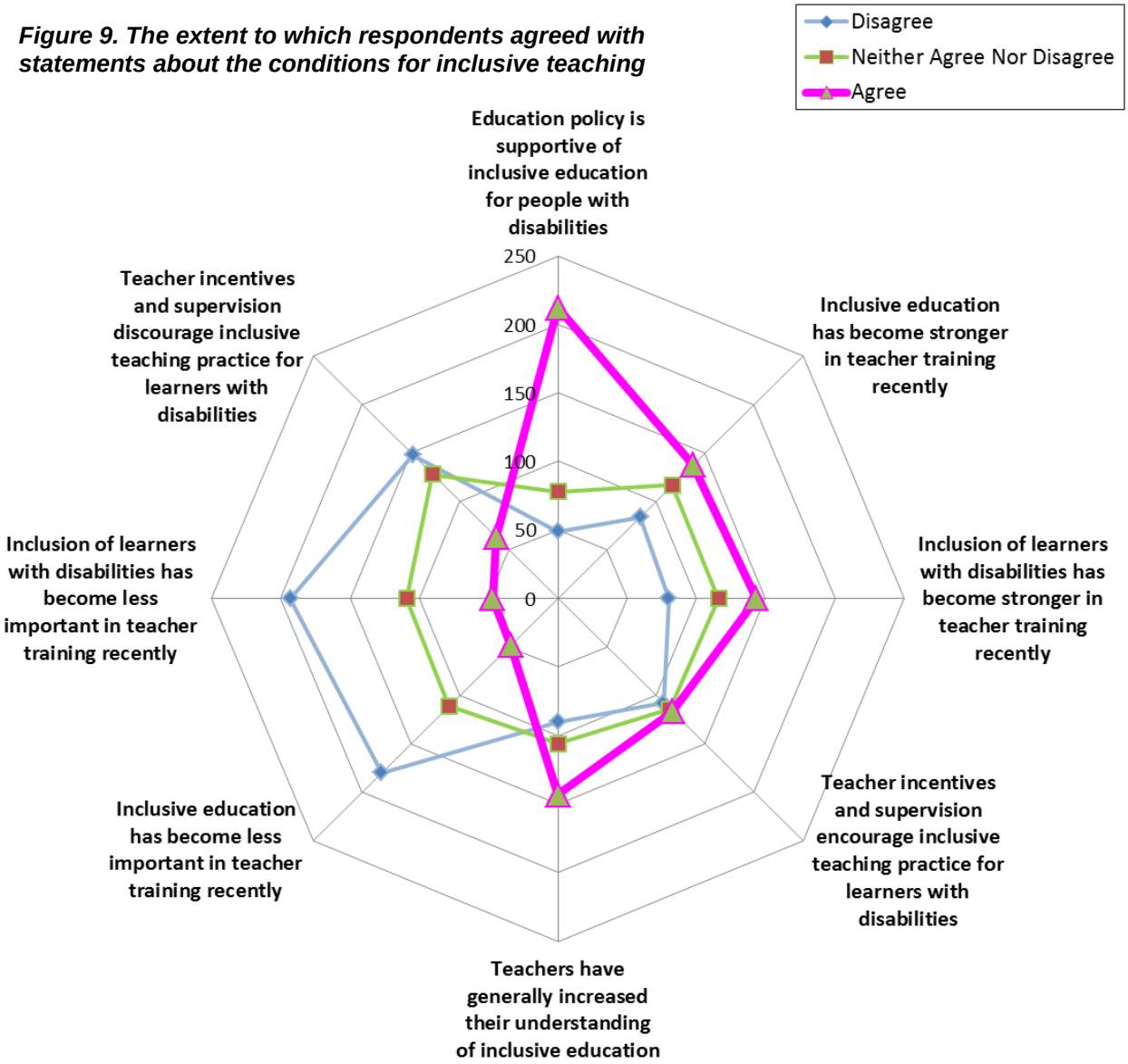
For some respondents, teaching conditions at school level were felt to be quite supportive, but for many others the reverse was true. There may well be large variations in the extent to which the operational conditions for teaching enable or block inclusive practice in different countries. Some respondents felt that student to teacher ratio was not conducive for inclusive education activities, with 'too many' students per class. Similarly, concerns about lack of funding to supply schools with equipment and resources were raised. Some schools had been able to act on the need for resources and provided leaflets and books and materials on inclusive education for use by staff. Nevertheless, the totality of comments reflected concerns that teachers had limited scope to implement ideas gained through training.

Another challenge mentioned in comments was that more focus was needed on generating interest and enthusiasm among trainees for inclusion and the rights of people with disabilities.

On the positive side, it was strongly felt that inclusion of learners with disabilities had become stronger recently within teacher training. This may reflect a recognition that introducing broad inclusive education principles on their own has not been delivering the outcomes for people with disabilities that were hoped for. A good proportion of respondents also felt that teachers' understanding of inclusive education had been increasing. The suggestion that there was a strong urban-rural divide in access to inclusive teacher training was much less accepted.

157 respondents (26% of respondents who completed the survey) cited useful materials offering guidance on inclusion and/or disability. Popular sources of information included EENET, UNICEF and UNESCO, as well as national policy statements. Approximately 30 stated that they felt they had no access at all to useful materials. This may indicate that, rather than a lack of materials overall, there is an issue with getting the right materials to the right people. This in turn could suggest that teachers and teacher trainers are not getting the resources they need to keep up to date with key practice issues, including inclusive education. There was enthusiasm for joining the proposed new REAP community of practice to share knowledge and motivation on inclusive teaching, with 293 respondents signing up.

Figure 9. The extent to which respondents agreed with statements about the conditions for inclusive teaching



Prospects for the future

In keeping with the rest of the survey findings, most respondents were cautiously optimistic about the prospects for making further improvements towards widespread inclusive teacher training approaches which reach children with disabilities. 46% felt that prospects were good or reasonably good for large scale teacher training on inclusion to be established (Figure 10).

Nevertheless, 14% of respondents could see no prospects for establishing inclusive teacher training in their contexts. This may highlight some questions of prioritisation: would it be better to focus efforts to strengthen inclusive teacher training in areas of greatest need, or on areas where more supportive conditions are already in place to boost large scale progress?

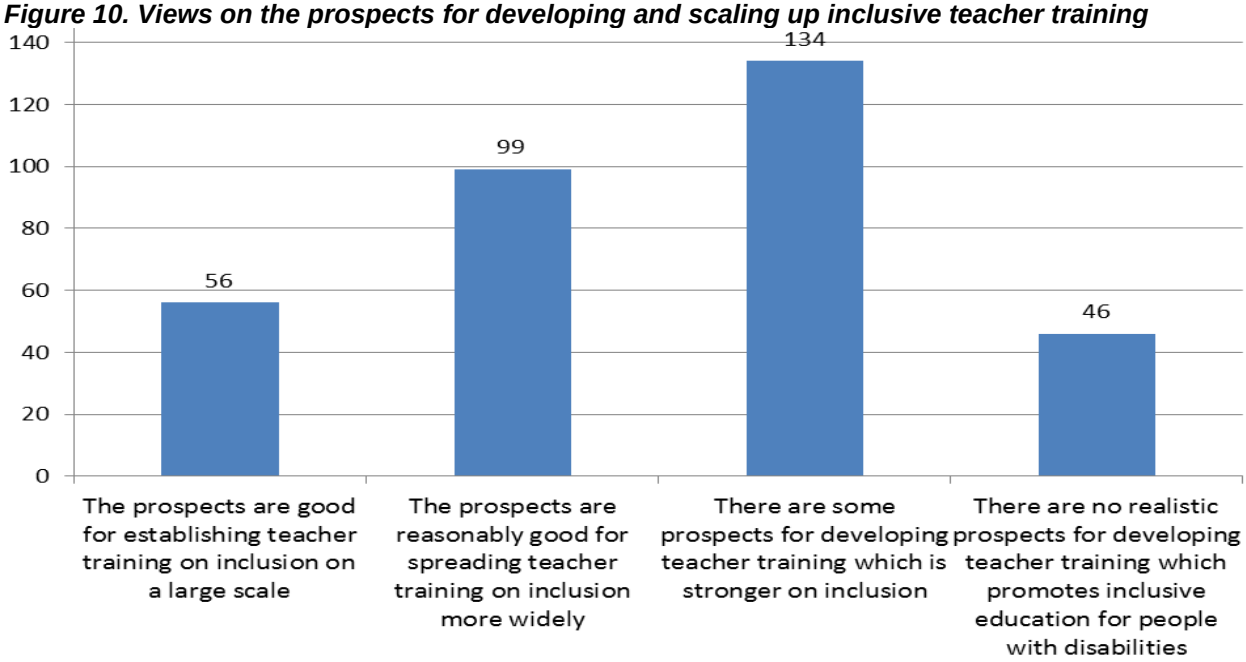
Interestingly, the distribution of places where the future looked bleakest was not always along the lines of lowest resources or greatest situations of crisis. Although South Sudan was reported as having major gaps, several respondents from Tanzania reported very difficult barriers towards inclusive education, apparently due often to attitudinal issues. While the sample of respondents from individual countries was too small to determine how representative these opinions were, it may be worth investigating whether any particular countries which have relatively good resources and capacity for pursuing inclusive teaching are in fact 'inclusion blackspots'.

Similarly, there may be upcoming opportunities to 'turn a corner' in certain countries - several respondents from Liberia indicated major weaknesses, but also opportunities for new policy and practice on inclusive teaching as part of current education reform. Respondents from Rwanda and Burundi described an encouraging story of integrating inclusion policy into training curricula and school systems.

There was very strong agreement that improved emphasis on inclusion and disability in teacher training would have a positive effect on educational inclusion for people with disabilities. There was also broad, although far from universal, agreement that current weaknesses in teachers' capacities pose a major barrier to making progress on inclusion. However, a strong majority agreed that there were pockets of good practice in training teachers to be inclusive and meet the needs of learners with disabilities.

The statement which gained the second strongest level of agreement was that exposing more teachers to inclusive practice would make a major difference to the inclusion of learners with disabilities. Respondents also agreed strongly with the view that more funding is urgently needed to deliver impact on teachers' capacity to work inclusively and include disabled people (see Annex 1 for more detail).

Figure 10. Views on the prospects for developing and scaling up inclusive teacher training



Recommendations for improving inclusive teaching

Respondents provided a range of recommendations for strengthening teacher training and practice from an inclusion perspective. At least one third of recommendations did not specifically relate to teacher training, as a number of respondents felt that lack of support from government in implementing inclusive education policy needed to be addressed as a greater priority. Many respondents valued strong or improved policy statements in support of inclusive education as a good starting point for future change in practice. Some requested greater joint work between INGOs, the UN, central government and ministries

to encourage policy change and national frameworks, as well as suggestions about working in partnership with the UN agencies and NGOs to capacity build and provide resources.

Training-related recommendations included requests for short 'top up' trainings for teachers on specific disability issues and teaching aids. Similarly, suggestions were made to develop 'refresher' training for teachers who had missed out on exposure to inclusive education before new policy was put in place. Other recommendations included greater consideration at training design stage for teachers' existing beliefs and attitudes which may affect inclusion, and a proposal to start discussing and developing inclusive school curricula to avoid conflicts between teaching methodology and content. One suggestion was for an inclusive education advisor in each region to input into teacher training programmes.

Several respondents who provided comments felt that a necessary solution would be to mainstream inclusive education within all levels of teacher training curricula, as well as having specific compulsory inclusion modules. Ensuring that the managers and trainers of teachers receive appropriate practical training and exposure to inclusive teaching approaches was strongly recommended.

Consistent with concerns that many teachers were unable to implement inclusive training due to unsupportive teaching conditions, several respondents called for greater provision of classroom level tools, equipment, resources, guidelines and support to enable the participation of all learners.

A substantial portion of recommendations centred around advocating for a better understanding of inclusion among all stakeholders – parents, children, governments, education professionals - to enhance awareness and practice. One respondent suggested engaging with people with disabilities to be actively involved in every stage of the planning, implementation and evaluation of teacher training.

Conclusions and next steps

To summarise, the following issues were highlighted in survey results:

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

The most common reported experience was that inclusive principles are increasingly being articulated within policy and teacher training curricula, but that translating these principles into practice is not widespread for various reasons. These reasons include trainers with a lack of experience of inclusive strategies, not enough investment in time and resources for practice-focused training, and, mainly in of Sub-Saharan Africa, major challenges with education infrastructure and resourcing, which are making the basic conditions for inclusion difficult to realise.

These results may be read as confirming the experience of many practitioners in the field of inclusive education; that progress is being made; that conditions are reasonably good for achieving greater change in the future; and that more pushing is needed on financing. Perceived attitudes among policy makers appear be supportive of inclusive education in general.

Perceptions that policy is now often supportive of inclusive education and the rights of people with disabilities, yet often not implemented, may indicate increased efforts to engage with education practice are now appropriate, with policy gaps having perhaps been dealt with successfully in many places.

Disability appears to be receiving good emphasis in policy and overall training topics. However, effective strategies to overcome the barriers which disabled people face to education are not apparently widespread within teacher training. The inclusion of children with disabilities in school is extremely low, with UNESCO's estimate at 1/3 of all children out of school[1]. Is it, then, the case that teacher training is 'doing its bit' for disability, and other factors are stronger in preventing inclusion of people with disabilities? Or is teacher training, while focused on disability in many settings, not yet effective in

[1] UNESCO (2009), Education for All Global Monitoring Report 2010: Reaching the marginalized. Paris: UNESCO

delivering the strategies needed to get disabled children into school and learning? Have changes towards more inclusive approaches started too recently to be affecting practice on a large scale? Comments and examples provided by respondents suggest that the latter possibilities are worth exploring.

Gaps identified by respondents fell mainly around experience of 'what inclusive education looks like in practice', particularly when trainers have little relevant experience. This issue could be a productive area around which to focus new teacher training design.

One option could be to ensure that more training materials provide detailed practical exercises for trainers to use with trainees in exploring the choices and strategies which teachers can use to promote inclusion.

The findings suggest that UNICEF's efforts in promoting inclusive teacher training and development would do well to focus on the environment in which teacher training is delivered and acted on, as much as on the content of training.

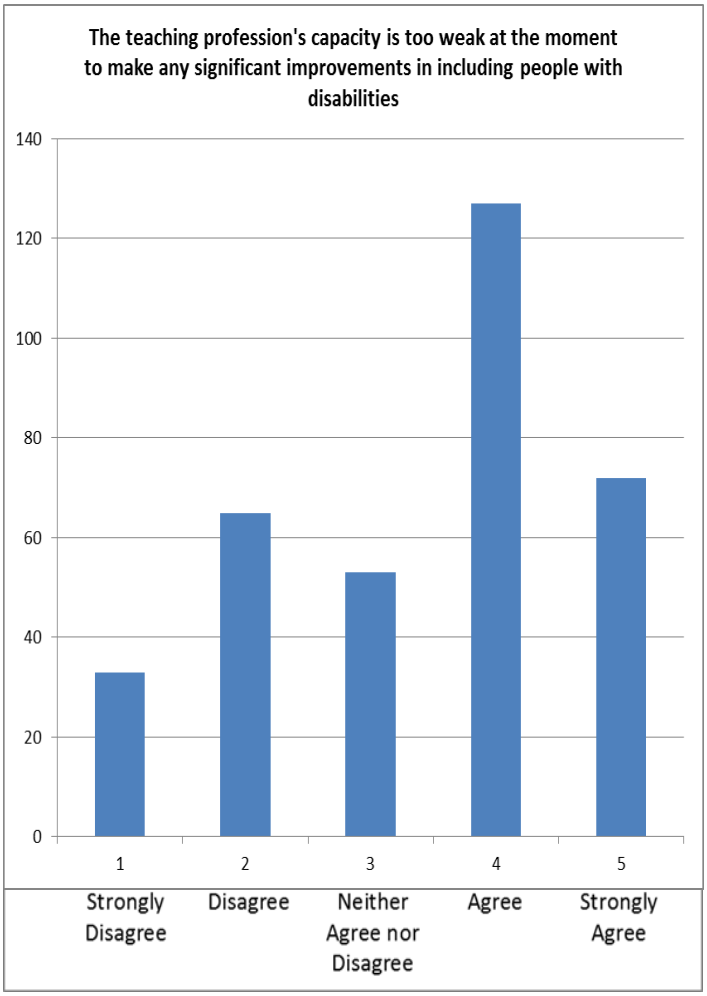
In some contexts, particularly conflict affected and very low income settings, lack of resources to provide the basic conditions to foster inclusive teaching were a pressing issue for respondents. This should receive attention as a crosscutting but fundamental component of efforts to improve teacher training and development.

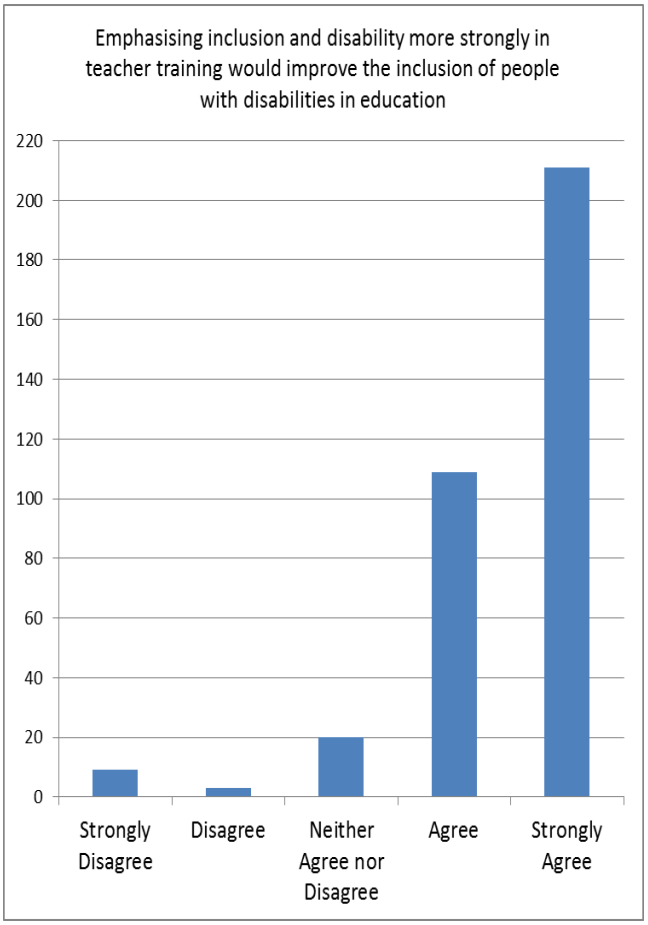
Several case studies offering promising practice in inclusive teacher training have been selected for follow up. Further investigation of these case studies should ideally attempt independent, comparative assessment to capture how well they measure up to standards of best practice.

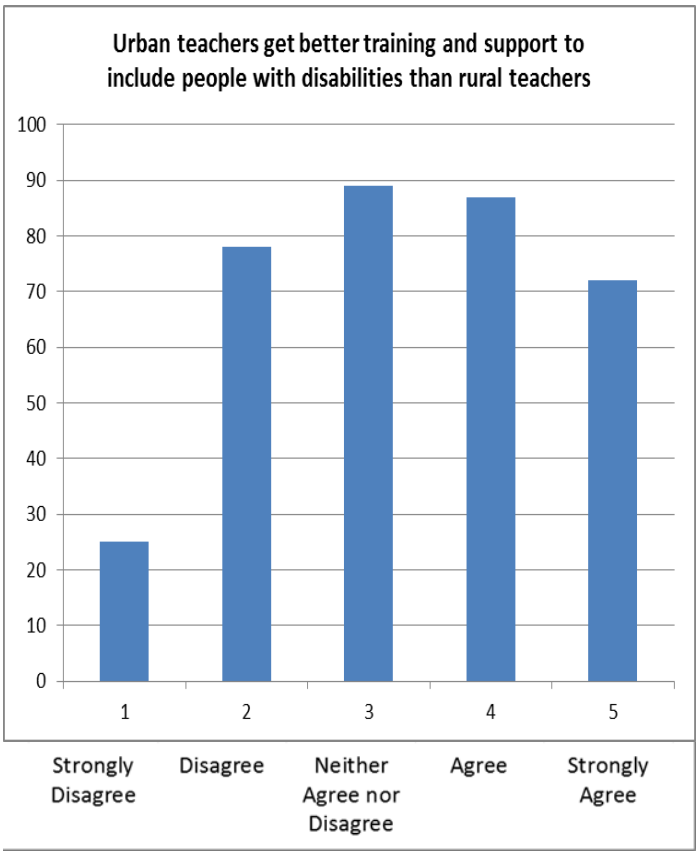
Regarding the lack of trainees' views of how well their needs are being met around inclusion, further investigation to establish how teacher trainees feel they could be supported to address inclusion issues would also be useful.

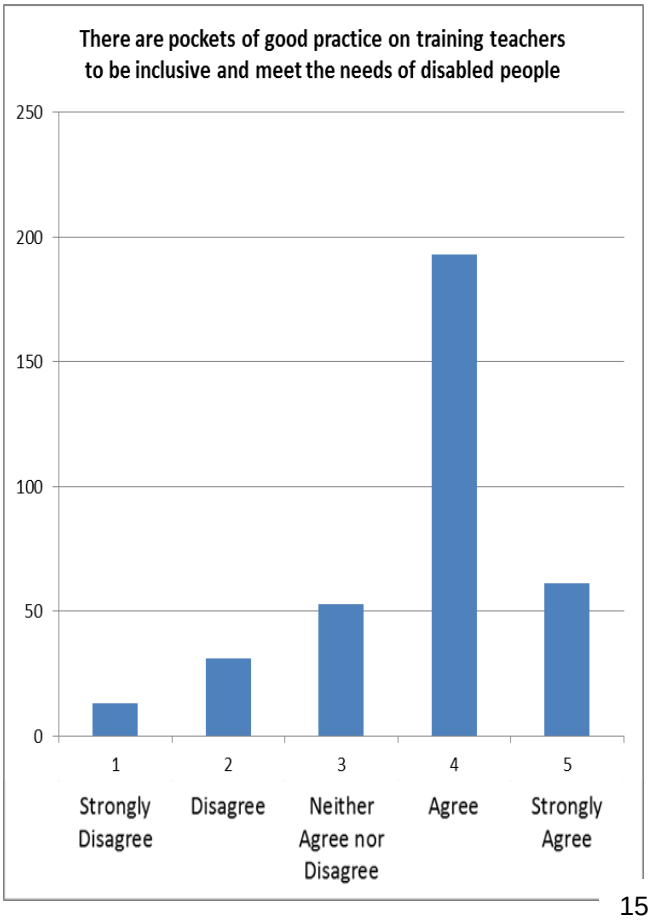
Annex 1 Graphs showing further survey data

Agreement with statements describing conditions for progress in inclusive teaching

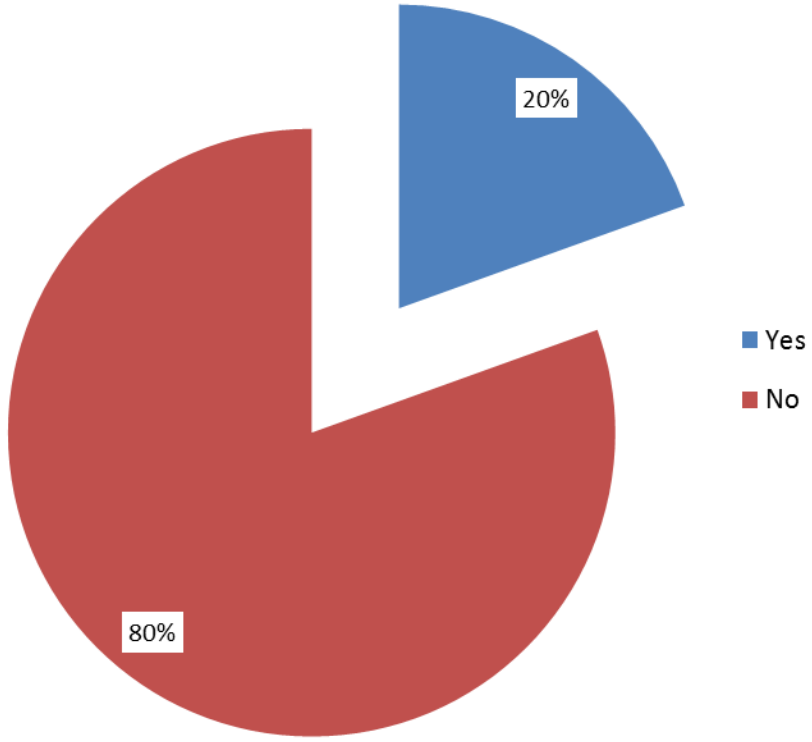








Do you consider yourself to have a disability?



Annex 2 Survey questions

UNICEF Inclusive Teacher Development Survey

Welcome to the UNICEF global Teacher Training and Inclusion survey, developed under the AusAID REAP (Rights, Education, and Protection) Project.

UNICEF will be developing globally-relevant guidance on teacher education for children with disabilities. It will cover initial teacher training, in-service teacher training, and leadership training for principals, school leaders and teacher trainers. The guidance will be based on evidence and experience from teacher education for children with disabilities around the world.
We are a team of researchers helping UNICEF capture this learning. As you are involved with achieving equality in education, we would be very grateful for your help in sharing experience and ideas to inform the new guidelines.

We would appreciate your time in completing these 21 short questions, which will take 15-20 minutes to complete. Thank you for your help, time and effort.

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1) Please describe your professional role (choose as many options as required). Are you:*
[ ] A teacher
[ ] A teacher trainer in a public teacher training institution
[ ] An expert involved in the design of teacher training schemes
[ ] Working for a civil society or nongovernment organisation which delivers teacher training
[ ] Working for a multilateral organisation which delivers teacher training
[ ] A researcher looking into teacher training issues
[ ] A researcher looking into inclusion or disability issues
[ ] Other
* *compulsory question*

2) Please tell us which country or region you focus most on in your work.*

3) How long have you been working in education?*
( ) 0-2 years
( ) 3-5 years
( ) 6-9 years
( ) 10-15 years
( ) 15+ years

4) Do you consider yourself to have a disability?
( ) Yes
( ) No

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5) Please think about a recent teacher training scheme you have been involved with in the above country or region. Please rate to what extent inclusive education concepts and approaches were present in the training scheme.
Inclusive education is "a process that involves the transformation of schools and other centres of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning" (UNESCO, 2009). Professor Mel Ainscow emphasises that promoting all learners' "presence, participation and achievement" is important for inclusive education. *

( ) No attention is paid to inclusive education ideas in design or delivery of teacher training
( ) Inclusive education principles are present in the design of training, but not in the delivery of training
( ) The training covers some inclusive education ideas and approaches
( ) Inclusive education ideas and approaches are strongly present in design and delivery of the teacher training
( ) Inclusive education ideas and approaches are a top priority in both design and delivery of the training

6) Please share any examples from your experience to illustrate the rating you have chosen:

7) Is this training:*
( ) Formal pre-service
( ) Formal in-service
( ) In-service training provided by NGO or multilateral agency such as UNICEF
( ) Other

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8) Think about a recent teacher training scheme you have been involved with in this country or region. Please rate to what extent inclusion of people with disabilities in education was addressed in the training scheme. We are defining inclusion of people with disabilities in education as "a student with disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community" (Antia et al, 2002). *

( ) No attention is paid to inclusion of people with disabilities in education, either in design or delivery of training
( ) Inclusion of learners with disabilities in education featured in the design of the training but was not evident in the implementation
( ) The training covers some ideas or approaches about inclusion of learners with disabilities in education
( ) Inclusion of learners with disabilities in education is featured in design and delivery of training to a good extent
( ) Inclusion of learners with disabilities in education is are a top priority in both design and delivery of training
( ) Disability is a focus of the training, but emphasis is placed on segregated or 'special' education, rather than inclusion.

9) Please share any examples to help illustrate the rating you have chosen:

10) Is this training:*
( ) Formal pre-service
( ) Formal in-service
( ) In-service training delivered by NGO or multilateral agency such as UNICEF
( ) Other

11) In your experience, to what extent are the following topics covered by pre-service teacher training in the country or region you are focusing on?*

	No attention ever given to this	**Attention occasion-ally paid to this**	**Some attention is paid to this issue**	**This issue is regularly covered**	**This is usually covered well**	**Don't know**
Enabling more people to enter education (not including disabled people)	( )	( )	( )	( )	( )	( )
Enabling more people to enter education (including disabled people)	( )	( )	( )	( )	( )	( )
Using varied learning activities to engage a diverse range of learners	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with disabilities	( )	( )	( )	( )	( )	( )
Supporting people with disabilities to become teachers	( )	( )	( )	( )	( )	( )
Educating more children with disabilities in mainstream schools	( )	( )	( )	( )	( )	( )
Meeting the needs of learners seen as having behavioural difficulties	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with audio-visual impairments	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with learning disabilities	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with mobility or physical coordination impairments	( )	( )	( )	( )	( )	( )
Assessing, testing or evaluating the learning of people with disabilities	( )	( )	( )	( )	( )	( )

12) In your experience, to what extent are the following topics covered by in-service teacher training in the country or region you are focusing on?*

	No attention is ever given to this issue	**Attention is occasionally paid to this issue**	**Some attention is paid to this issue**	**This issue is regularly covered**	**This is usually covered well**	**Don't know**
Enabling more people to enter education (not including disabled people)	( )	( )	( )	( )	( )	( )
Enabling more people to enter education (including disabled people)	( )	( )	( )	( )	( )	( )
Using varied learning activities to engage a diverse range of learners	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with disabilities	( )	( )	( )	( )	( )	( )
Supporting people with disabilities to become teachers	( )	( )	( )	( )	( )	( )
Educating more children with disabilities in mainstream schools	( )	( )	( )	( )	( )	( )
Meeting the needs of learners seen as having behavioural difficulties	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with audio-visual impairments	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with learning disabilities	( )	( )	( )	( )	( )	( )
Meeting the needs of learners with mobility or physical coordination impairments	( )	( )	( )	( )	( )	( )
Assessing, testing or evaluating the learning of people with disabilities	( )	( )	( )	( )	( )	( )

13) Please give your level of agreement with each of the following, for the country or region you focus most on:*

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
Emphasising inclusion and disability more strongly in teacher training would improve the inclusion of people with disabilities in education	( )	( )	( )	( )	( )
Urban teachers get better training and support to include people with disabilities than rural teachers	( )	( )	( )	( )	( )
The teaching profession's capacity is too weak at the moment to make any significant improvements in including people with disabilities	( )	( )	( )	( )	( )
There are pockets of good practice on training teachers to be inclusive and meet the needs of disabled people	( )	( )	( )	( )	( )
Exposing more teachers to inclusive classroom practice would lead to major improvements in their capacity to teach inclusively	( )	( )	( )	( )	( )
Much more funding is needed to make any improvements in teachers' capacity to include people with disabilities in education	( )	( )	( )	( )	( )

14) Please share any examples or further points to help illustrate your answers to the previous question:

15) Please indicate your level of agreement with each of the following, for the country or region you focus on most:*

	Disagree	**Neither Agree Nor Disagree**	**Agree**
Inclusive education has become stronger in teacher training recently	( )	( )	( )
Inclusive education has become less important in teacher training recently	( )	( )	( )
Inclusion of learners with disabilities has become stronger in teacher training recently	( )	( )	( )
Inclusion of learners with disabilities has become less important in teacher training recently	( )	( )	( )
Education policy is supportive of inclusive education for people with disabilities	( )	( )	( )
Teachers have generally increased their understanding of inclusive education	( )	( )	( )
Teacher incentives and supervision encourage inclusive teaching practice for learners with disabilities	( )	( )	( )
Teacher incentives and supervision discourage inclusive teaching practice for learners with disabilities	( )	( )	( )

16) Please describe any recent improvements to teacher training in your country or region which strengthen teachers' capacity to include people with disabilities in education.

17) Over the next three years, what are the prospects for establishing teacher training which prioritises inclusion of people with disabilities on a large scale in your country or region? Please choose the option closest to your view.*

( ) The prospects are good for establishing teacher training on inclusion on a large scale
( ) The prospects are reasonably good for spreading teacher training on inclusion more widely
( ) There are some prospects for developing teacher training which is stronger on inclusion
( ) There are no realistic prospects for developing teacher training which promotes inclusive education for people with disabilities

18) Please share at least two recommendations for improving teachers' capacity to include people with disabilities in education.*

19) Can you recommend any documents which describe good practice in training teachers to include people with disabilities in education? Please provide either titles and authors or web addresses below.

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20) Out of the REAP project UNICEF will be seeking to establish a community of interest about the inclusion of children with disabilities. Please tick below if you would like to be included:*

	Yes	**No**
I would like to be part of the Community of Interest and am happy for my contact details to be shared.	( )	( )
I am happy to be contacted about the development of inclusive education, but I do not want my contact details to be shared.	( )	( )

21) If you would like to be included in the community of interest, please give us your email address:

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Thank You!
Thank you for taking the time to complete this survey! Your response will help to strengthen teacher training worldwide. The survey results will be available by December 2012 at www.eenet.org.uk

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