Promoting Inclusive Teacher Education

Materials

4

ADVOCACY GUIDE

Promoting Inclusive Teacher Education
Materials

Ian Kaplan and Ingrid Lewis

Contents

Introduction

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

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

What do we mean by teacher education materials?

Teacher education materials cover a wide range of materials, including those used by teacher educators as an aid to teaching, and those used by student teachers as an aid to learning. Within this advocacy guide, we are looking specifically at the teaching and learning materials that are used during teacher education, as opposed to the materials that are used by teachers and children at the school level.

Examples of teacher education materials include:

- Textbooks
- Workbooks, handouts, checklists, etc.
- Reference materials
- Posters and other display materials
- Models and other visual and tactile representations
- Video and audio materials
- Computer software.

Teacher education materials should closely complement the curriculum, and help teacher educators to deliver it. Despite their close links, however, the teacher education curriculum and teacher education materials are not exactly the same thing. The curriculum is a way of organizing and sequencing learning experiences, with the aim of achieving specified learning outcomes. It guides what will be learned, and why, and how this learning is facilitated. The materials support this process, although it is possible to have a situation in which the materials used do not match or reinforce the overall curriculum.

Why are teacher education materials an important advocacy issue?

In any teaching and learning situation, materials are important. For student teachers, materials offer valuable insights into key theoretical concepts, and should convey practical, real-life experiences that help to put the theories into context.

In an ideal situation, teacher educators are supporting the development of new teachers who think critically and independently, and who read materials but are also able to draw their own conclusions about the relevance and applicability of what they are reading. Even when student teachers are confident at critiquing what they read, however, it is still important that teacher education materials are student-friendly, high quality, contextually relevant and accessible.

Therefore, alongside any efforts to reform teacher education curricula to prepare teachers for inclusive education, there needs to be matching revision of the materials used in teacher education programmes.

Challenge 1

Appropriate materials

Analysing the situation

There is an overall shortage of materials on inclusive education

Many contexts lack teaching and learning materials generally – for schools and for teacher education institutions. It is perhaps not surprising, therefore, that there is a lack of teaching and learning materials about inclusive education in many teacher education institutions. However – as we saw with the issue of curricula in *Advocacy Guide 3* – an effective approach does not necessarily require separate courses (and therefore separate materials) about inclusive education, but rather requires us to ensure that inclusive education is an integral and cross-cutting message across all textbooks and teacher education materials.

UNESCO Bangkok's recent review of teacher education highlighted that this is often not happening. For instance, in some countries, an analysis of teacher education textbooks and related materials indicated that inclusive education and inclusive education concepts were not mentioned, or otherwise addressed.[1] Core teacher education materials are frequently missing the opportunity to convey messages of equality and inclusion.

Materials often do not reflect a broad understanding of inclusive education

Where inclusive education materials are available (either as separate resources or embedded in core materials), they may not explore inclusive education comprehensively as a broad issue, but rather focus more narrowly on disability or 'special needs'. This again reflects approaches found in many teacher education curricula.

For instance, in one country that was recently researched, it was noted that: "…handouts are mainly used as training materials and these emphasize the challenges faced [by] children with special needs, but they do not take a broader approach to IE [inclusive education]".[2]

This may be because funding has not been dedicated for regular reviewing and updating of teacher education materials, or because the importance of such updating processes has not been acknowledged and included in the strategies and budgets of ministries and/or teacher education institutions. It may also reflect a lack of continued professional development among those responsible for planning or developing teacher education materials – they remain unaware of the need for change, or uncertain about how to make the changes.

Materials are often not relevant to local contexts

A number of teacher education materials originate outside particular student teachers' contexts. For instance, books published in Europe, the United States of America or Australia may be used across Asia. While these may contain excellent inclusive education messages, they may also convey ideas that student teachers will struggle to implement in their own situation, especially where there are significant differences in resourcing, culture, etc. This can lead to student teachers feeling that inclusive education is an imported approach that does not suit their country; or to them investing a lot of effort in learning and trying to implement practices that do not suit their specific situation.

---

1 Forgacs, R. 2012. *Strengthening Teacher Education to Achieve EFA by 2015. How are student teachers prepared to adopt inclusive attitudes and practices when they start teaching? Synthesis and analysis of the reviews of pre-service teacher education systems in Bangladesh, Cambodia, China, Lao PDR, Mongolia, Nepal, Thailand and Viet Nam (2008-2011)*. Bangkok, UNESCO, p. 33.

2 Ibid., p. 34.

Teacher education materials from other countries and regions can be useful for offering comparisons between different ideas and approaches. However, often teacher educators and/or student teachers are not given the advice and support they need to interpret and adapt these ideas or examples from other contexts so that they suit their own situation.

Further, imported materials may remain in English, or at best have been translated into a majority national language, but are unlikely to have been translated into minority languages, limiting their accessibility to all student teachers.

Even locally produced teacher education materials may not be relevant to the context in which they are used. Developers of teacher education materials (like curriculum developers) do not necessarily represent the diversity of people in their country, in terms of gender, disability, ethnicity, language, and rural/urban backgrounds. Those preparing teacher education materials, therefore, may (unconsciously) reflect and perpetuate within their materials the common cultural biases or stereotypical views about disadvantaged groups that persist in society.

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

- In general, do teacher education institutions and student teachers have access to teaching and learning materials in sufficient quantities? Is there a well-stocked library, and/or affordable books for purchase in the institution's bookshops?

- How many teacher education materials (a) have a specific focus on inclusive education; and (b) mention inclusive education whilst discussing other matters?

- Is there congruence between curriculum and materials?

- Do those teacher education materials that cover inclusive education convey a comprehensive view of the concept, or do they focus only on disability and special needs? Do they encourage all student teachers to think about special needs and disability issues, and other issues of diversity and discrimination, or are such materials intended only for student teachers on specialist courses?

- Are there teacher education materials that specifically discuss the challenges of (a) teaching children of different age groups, (b) ensuring that all children are included in learning in large classes, (c) removing gender biases from teaching methods, and (d) teaching in multilingual classrooms and in the mother tongue? Do teacher education materials also offer practical guidance on these issues?

- How many or which teacher education materials that cover inclusive education are published locally/nationally, and how many or which are published beyond your region?

- Where do the non-local materials come from? How are they identified and selected?
- Have non-local materials been reviewed for contextual relevance before being added to the list of approved/recommended teacher education materials; and/or have teacher educators been given guidance on how to adapt them to suit the local context?
- How many teacher education materials that cover inclusive education (specifically or through embedded messages) are published in local or national languages?
- Are people from different groups in society (men, women, with and without disabilities, from different ethnic and linguistic backgrounds, and from rural and urban areas) involved in developing and designing teacher education materials on inclusive education? Are they involved as the authors of materials and/or the artists who illustrate such materials? Or are they involved via stakeholder consultation processes? Or both?

Advocacy goals

In any situation, we could call for more resources and more teaching and learning materials to be available. In relation to advocacy for inclusive teacher education and inclusion, it is important to be clear about the type and quality of teacher education materials that are needed – it is not just a quantity issue.

Teacher education materials advocacy message 1

"Inclusive education should be addressed through specific teacher education materials and by embedding the issue into all teacher education materials."

Student teachers and teacher educators need access to a wide range of materials on inclusive education – both through materials that are dedicated to inclusive education, and through core and subject-specific teacher education materials that have inclusive education messages embedded in them (e.g. inclusive education issues raised in teacher education materials focusing on mathematics, science, history, etc.).

These materials need to offer a comprehensive interpretation of inclusive education; supporting student teachers to understand the importance of whole-school changes as well as helping them to gain skills and confidence in responding to specific individual learning needs. Teacher education materials also need to more clearly and accurately indicate whether they are educating student teachers about inclusive education, or whether they are focusing only on a particular group, such as learners with disabilities.

Teacher education materials advocacy message 2

> *"Teacher education materials need to be developed at the national/regional level, and contain contextually relevant and up-to-date information and examples on inclusive education. Imported teacher education materials need to be used more innovatively and critically."*

Teacher educators and student teachers need access to more inclusive education materials that are contextually relevant. More materials need to be developed in-country and regionally, featuring local case studies and examples to which the teacher educator and student teachers can relate. Further, more teacher education materials are needed in local and national languages – not just through basic translations of imported materials, but by having materials that are written specifically for use in those languages.

Teacher education materials imported from other countries should be selected for their ability to offer additional insights, new developments, global perspectives and comparisons, but they should not form the bulk of student teachers' reading. There should also be greater guidance given to teacher educators and their students regarding how to interpret and adapt non-local materials. In particular, teacher educators need support to develop the skills and confidence to be critical, selective and creative in the use of teacher education materials. For instance, when using books published in other countries they need to be skilled at supporting student teachers to reflect on when and how to adapt ideas to their own context; they need to be able to find local case studies to supplement or replace foreign examples, and so on.

These points have personnel capacity implications, leading to a further advocacy message.

Teacher education materials advocacy message 3

> *"Staff responsible for selecting and/or developing teacher education materials need ongoing professional development inputs, and need to share experiences within and between countries. Teacher education material development teams also need to represent the diversity of their country."*

Staff within ministries of education and/or teacher education institutions, who are responsible for selecting or designing teacher education materials, need to be well informed about inclusive education. Inclusive education experience, knowledge and skills should, ideally, be recruitment criteria for new personnel. There also needs to be continuous professional development for existing and new developers of teacher education materials, so that they stay up-to-date with inclusive education debates and practice. Linked to this, it is also important that material developers are not working in

isolation. They need to be linked in with other teacher education material and curriculum developers regionally and globally, and have opportunities to share ideas and examples of their work.

....

Challenge 2

Materials with a practical focus

Analysing the situation

Documenting and sharing of practical experiences remains challenging

Teacher education materials (like teacher education curricula) are often heavily theoretical. They may contain few case studies, and/or have insufficient focus on advising student teachers how to turn theory into practical action.

In some ways this is part of a vicious cycle. Globally there is a lack of well-documented case studies about 'how to do' inclusive education. Those who might be best placed to document practical experiences of inclusive education – the teachers, learners, parents, etc. – often lack the skills, confidence, time or support to do so.[3] Without such case studies, and supportive, accessible mechanisms for documenting them, student teachers and teachers often struggle to 'visualize' the theory, implement new ideas, and share these ideas with others, with the result that there remains a lack of innovative stories for use in teacher education.

Teacher education material developers may lack practical experience

The lack of practical focus in teacher education materials may reflect a lack of practical experience of inclusive education among the material developers (who may include text writers, illustration artists or photographers, and even filmmakers). They may understand and be able to present clearly the theoretical aspects of inclusive education, but lack extensive practical experience to draw on when explaining how to implement inclusive education. Meanwhile, those who do have practical experience of inclusive education (teachers, head teachers, parents, learners, representatives of minority groups, etc.) rarely participate in the process of planning, creating or reviewing teacher education materials.

---

3 Organizations like the Enabling Education Network (EENET) are working to support more education stakeholders to record and share their practical inclusive education experiences: www.eenet.org.uk.

- Who is responsible for planning, writing, editing and reviewing teaching and learning materials for use in teacher education? How are they identified and selected? Are they representative of the diversity found in the country?
- How much or what type of practical experience do teacher education material developers have in inclusive education?
- What systems exist to help material developers find and use contextually relevant, practical examples of inclusive education from their own country and from other countries where promising practices are happening?
- What is the process for identifying, reviewing and selecting externally prepared materials, and ensuring they contain a relevant practical focus?
- Do education stakeholders have a role in the development of teacher education materials on inclusive education? If so, how do they contribute their experiences to planning, writing, designing or reviewing processes?

Advocacy goals

Teacher education materials advocacy message 4

"Teacher education materials need to be informed by and include more examples of real-life practice in inclusive education in different education settings."

As we saw in *Advocacy Guide 3*, teacher education curricula need to enable student teachers to have plenty of hands-on experience if they are to understand inclusive education and gain the skills and confidence to implement it in real-life education settings. This practical aspect of teacher education is also vital when student teachers are preparing for work in schools that use multigrade teaching approaches, where they will need to be able to respond to the learning needs of different age groups. Consequently, the materials used to support student teachers' preparations also need a practical focus.

Teaching and learning materials for teacher education need to:

a) offer examples of practice and case studies so that student teachers can see how other people have tackled real-life challenges in different education settings, and can reflect on how such ideas could be adapted to work in their own contexts;

b) support student teachers in their own practical activities, by providing guidance, checklists, etc.

To achieve this, there needs to be a growing body of examples of inclusive education in action, which teacher education material developers and teacher educators can draw on

when preparing materials. This in turn requires more support for education stakeholders to document and share their practical experiences. There are many examples of inclusive education projects that have documented their experiences (and, alas, many that have not). But there is a need for more joined-up action, so that more schools or education projects record their inclusive education experiences, and these documented experiences feed more directly and routinely into teacher education initiatives. Alongside text based case studies, sound recording, photography, and video are vital, engaging and increasingly accessible means of documenting and sharing experience.

Teacher education materials advocacy message 5

> *"Stakeholders need to play a stronger role in informing and reviewing the inclusive education related content in teacher education materials."*

Stakeholders need to be more directly engaged in the process of developing teacher education materials (we saw in *Advocacy Guide 3* that they also need to be involved in curriculum development processes). Teachers, parents, learners, representatives from marginalized groups, etc., should all be consulted during the process of planning, writing and designing teacher education materials. In-service teachers can give their opinions on the practical use of the materials, while other stakeholders can share ideas for what they think teachers need to know or do, and any positive or negative examples from their experience that could guide teachers in what to do or avoid.

Example from Zambia
Teachers develop materials for use in educating other teachers

This example illustrates a collaborative effort to enable education stakeholders to reflect on, document and publish their practical experiences of developing inclusive education. A cluster of schools in Mpika district of Zambia were involved in an action research project initiated by the Enabling Education Network (EENET). The project sought to pilot ways for in-service teachers to become more reflective practitioners, and be able to better understand and document their practices (and the changes they were making to their practices) more effectively. The project teachers were already involved in initiatives to make their schools more inclusive and to improve the quality of teaching and learning, but their experiences were not being captured for a wider audience and were thus not really benefiting other teachers or student teachers.

Through a series of action research activities (workshops, interviews, focus groups, etc.), facilitated by external and local facilitators, the teachers began developing case studies detailing the investigations they had made and the actions they had taken to

address challenges of inclusion and exclusion. Their local action research facilitator sent a large collection of handwritten case studies to EENET for publishing. Initially, most of the case studies seemed unsuitable for publishing. However, through a process of dialogue with the teachers, via their local facilitator, ambiguities in the accounts were clarified and missing information was provided.

The case studies were published in a book called *Researching our Experience.*[4] The participating teachers subsequently asked all new teachers joining their schools to read the book, so that they could share the school community's experiences so far.

Challenge 3

Flexibility in developing and using materials

Analysing the situation

As we saw above, materials used for educating student teachers about inclusive education are often not up-to-date, practical or informed by real-life experiences. They may not help student teachers to understand, respond to and welcome the diversity of learners they meet in an education setting. The materials may also originally have been developed for use in other countries.

A further problem – which may reflect the state of teaching and learning materials across all levels of the education system – is that teacher education materials can be too rigid and prescriptive. Teacher education materials, as with textbooks used to teach children, often present fixed messages and prescribe set activities. It may be difficult (or sometimes even forbidden) for teacher educators to deviate from or adapt the authorized materials. In many countries, rigid examination systems also mean that teacher educators have little flexibility in terms of introducing materials that are not prescribed in the curriculum.

This lack of flexibility may make it harder for teacher educators to be innovative with materials or adapt non-local materials to their context and their student teachers' needs. Inflexible materials may also make it more difficult for teacher educators to use participatory, active, student-centred teaching and learning methods – especially if the teacher educators lack experience or skills in teaching in a flexible and responsive way.

---

4 EENET. 2003. *Researching our Experience: A collection of writings by teachers from Chitulika School, Kabale Basic School, Mpika Basic School, Musakanya Basic School, and Nyanji Middle Basic School in Mpika, Zambia.* Manchester. EENET http://www.eenet.org.uk/resources/docs/rsrching_experience.pdf (Accessed 17 April 2013.)

There are fundamental contradictions in many teacher education systems – student teachers are expected to learn about inclusive education, while the materials (and curriculum and teaching methodologies) they are exposed to during their pre-service teacher education are often far from inclusive.

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

- Have the materials used in teacher education for inclusive education been reviewed recently to assess how easy they are for teacher educators to use and adapt?
- Are teacher educators allowed to make their own decisions about which materials to use, when and how (within the boundaries of achieving certain curriculum learning objectives)? Or are there restrictions placed on teacher educators' use of materials?
- Do teacher educators have the skills and experience to make effective decisions about adapting the content of, and how they use, teacher education materials?

Advocacy goals

Teacher education materials advocacy message 6

"Teacher educators need to be given the freedom and skills to select, adapt and use teacher education materials in a flexible way."

Inclusive education – as we saw in *Advocacy Guide 1* – is a process of change, problem-solving and experimentation. To educate teachers to implement inclusive education effectively, therefore, we need a curriculum that facilitates and demonstrates flexible approaches to teaching and learning (see *Advocacy Guide 3*). This, in turn, needs to be supported by materials that can be adapted to suit local contexts and student teachers' specific learning needs.

Not all teacher education materials on inclusive education will be perfect. Not every government or teacher education institution will have the resources to initiate a rapid, large-scale revision of all their teacher education materials so that they do address inclusive education appropriately. Therefore, it is vital that teacher educators have the skills and freedom to find and try out new materials, to develop their own materials, or to make significant adaptations to existing materials. They also need to have support (from each other and/or from experienced advisers), so that they can share their experiences of finding, making and adapting teacher education materials (this is discussed further in *Advocacy Guide 5 - Methodology*).

In many contexts, giving teacher educators this freedom and equipping them with the necessary skills and support will require significant policy changes, for instance to move away from a centrally dictated, fixed teacher education curriculum and set of materials.

Teacher education materials advocacy message 7

"Teacher education materials need to reflect inclusive practice by enabling teacher educators to model inclusive practice in their own work with student teachers."

Teaching and learning materials for use in teacher education need to be designed so that they:

- actively promote independent and critical thinking by student teachers (and teacher educators);
- give teacher educators opportunities to be selective, and to adapt or replace activities, case studies, etc.;
- enable teacher educators to use varied techniques such as peer learning, self-study, collaborative team projects, etc.; and
- guide and support teacher educators to use innovative approaches for meeting diverse learning needs, with which they may have limited familiarity.

This inevitably needs to be linked with work to give teacher educators enhanced education and support with revising their methodological approaches (see *Advocacy Guide 5*).

Teacher education materials advocacy message 8

"Teacher education materials need to be planned, written, designed and reviewed by people who have first-hand experience of active learning approaches and adapting materials."

Those who select and develop teacher education materials need to understand active, student-centred, participatory approaches to teaching and learning, and how the quality and content of available materials can help or hinder the use of such approaches. Material developers need to have practical skills and experience of teaching in a flexible and responsive way, so they can give teacher educators practical advice and guidance through the teacher education materials.

Challenge 4

Avoiding exclusive materials

Assessing the situation

As we saw in *Advocacy Guide 3*, the teacher education curriculum (and the materials used to teach the curriculum) can fail to challenge stereotypes and discrimination within teacher education and among teachers. Teacher education materials can perpetuate the stereotypes and discrimination common in society, and can go so far as to exclude certain student teachers from the learning process, because of the messages conveyed, or the language and format used.

Poor recognition of ethnolinguistic diversity in teacher education materials

Across the Asia and Pacific region, there is a growing focus on mother tongue-based multilingual education (MTB-MLE) and supporting mother tongue education in schools (see the text box on the next page for more information about MTB-MLE). However, teacher education curricula and materials may still fail to acknowledge the importance of linguistic diversity and thus may not educate student teachers to implement methodologies that use the languages of the learner. There remains a general lack of focus on language and culture within pre-service teacher education materials. This limits student teachers' opportunities to develop skills for using both local and national languages in the classroom.

Often there are few teacher education materials available in minority languages. For instance, UNESCO Bangkok's review of teacher education found that in one country, "… [teacher education] textbooks are not available in the languages of the minority groups", and in another country "… there is very limited availability and use of materials produced in languages other than (the majority language) in most TTCs [teacher training colleges]".[5] Where minority language materials do exist, they may be direct translations of existing materials, rather than books that have been translated and adapted to the local context, or books that have been created specifically for use in that language.

Student teachers from minority language groups may find themselves excluded from the learning process due to a lack of materials in their own language, and due to the lack of recognition of language and ethnic diversity across the teacher education curriculum and materials. Teacher education materials, for instance, may fail to fairly represent people

---

5 Forgacs, 2012, p. 36.

from ethnic minority groups, or may even perpetuate negative stereotypes. Related to this, teacher education materials may also fail to represent equally people from rural and urban areas.

Mother tongue-based multilingual education

Mother tongue-based multilingual education (MTB-MLE) is a structured programme of language learning and cognitive development that begins in the learners' first or home language. It helps learners build fluency and confidence in the official school language – and additional languages, as required – and encourages them to use both their own and the official language to achieve a quality education.

Appropriate and effective MTB-MLE is based in the child's own known environment and systematically creates bridges to the wider world. Ideally, this requires teachers who share the language and culture of the children and who have the flexibility to adopt learner-centred approaches to curriculum design and delivery. When teachers are professionally trained and have access to quality materials in both the students' home language and the official language, the process and pace of language education can be flexible. However, experiences in Asia and the Pacific have shown that when teachers lack professional training, when there are few teaching and learning materials and when the students have little exposure to the new language outside of school, it is best to proceed more slowly, so that neither students nor teachers are overwhelmed.

Teacher education materials may be inaccessible and/or promote negative stereotypes around disability

Even when teacher education programmes include courses and/or embedded messages about inclusive education and education for learners with disabilities, the programmes may exclude student teachers with disabilities if the materials that are used or available are inaccessible. For instance, UNESCO Bangkok's review of teacher education in selected Asia and Pacific countries found a lack of teacher education materials in alternative formats such as Braille.[6] This is a global problem, reiterated by the following personal account from a Kenyan student teacher:

"As a blind [teacher] trainee, I use Braille, but we lack Braille reading materials and sometimes there is a shortage of Braille paper. There is also a lack of mathematical equipment which makes it impossible for visually impaired students to be examined

---

6 Forgacs, 2012, p. 37

in this subject. There are no qualified lecturers in special education, and only one knows Braille, so there can be challenges when it comes to transcribing and marking exams.[7]

The review also found that people with disabilities were not routinely featured in teacher education materials. For instance, in the textbooks reviewed in one country, only 0.35 per cent of people featured had a disability. Further, any people with disabilities featured in the books were often given negative characterizations.[8]

Both the lack of accessible teacher education materials, and the negative portrayal of people with disabilities in teacher education materials, can perpetuate a stereotypical view that people with disabilities are not a positive part of regular life and/or are not expected to become teachers.

Teacher education materials may promote negative stereotypes around gender

We saw in *Advocacy Guide 3* that teacher education curricula often perpetuate gender discrimination. This is also reflected in the materials used in teacher education, which may fail to cover gender issues comprehensively, may portray female and male characters in stereotypical roles, and may largely be written by men.

UNESCO Bangkok's review found that in one country, "… there are very few [teacher education] materials that promote gender equality and some illustrations show an imbalance between men and women. There are no specific [teacher education] resources on gender mainstreaming".[9]

The general lack of gender equality within teacher education materials, and the persistence of gender stereotypes will not help in encouraging student teachers to become more gender-responsive teachers, and may contribute to at least some women feeling isolated within, or discouraged from continuing, teacher education.

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

- How many or which teacher education materials are available in minority languages in your country? Are these readily available to any student teachers who need them? Are student teachers learning how to teach in their mother tongue/minority language as well as in the majority/national language?

---

7 Mwanyalo, P. with Lewis, I. 2012. 'Striving for better teaching. The EENET interview with Peter Mwanyalo, Kenya'. *Enabling Education Review newsletter.* Issue 1. December 2012. p. 15.

8 Forgacs, p. 37.

9 Ibid., p. 35.

- How many or which teacher education materials feature minority ethnic/linguistic groups, people with disabilities, people from rural and urban areas, and from poor or better-off background, etc.? Are the characters portrayed fairly, as equal citizens and/or in positions of responsibility, etc.?

- Are men and women/boys and girls equally portrayed in teacher education materials, and given a balance of powerful and less powerful roles?

- Who provides input into the development of teacher education materials? Are there mechanisms for ensuring that material developers come from diverse backgrounds and/or consult stakeholders from different groups in society?

Advocacy goals

Teacher education materials advocacy message 9

"Teacher education materials need to be accessible to and inclusive of all student teachers."

It is no good striving for inclusive education within schools if the education that student teachers receive is not also inclusive. It is therefore vital that the materials used in teacher education demonstrate 'inclusive education in action'.

Teacher education material developers need to understand approaches for developing materials in local languages, both in terms of creating suitable new materials in those languages and effectively translating and adapting materials from other languages. Teacher education materials also need to be critically reviewed by stakeholders (teachers, student teachers, community members, etc.) from different linguistic groups.

Efforts are needed to make teacher education materials accessible to student teachers with disabilities. This means following the principles of 'universal design'. This might mean, for instance creating audio, large print or Braille format materials; using book bindings that allow a book to stay open on the table rather than having to be held open; adding subtitles to video materials; developing or advising teacher educators on how to create tactile materials, and so on. Stakeholders with disabilities, including student teachers and in-service teachers, need to be consulted about format options for teacher education materials, to ensure that limited resources are used most effectively. Non-governmental organizations and disabled people's organizations also need to be consulted, for advice on formats and on funding the production of alternative format teacher education materials.

Teacher education materials advocacy message 10

> *"Teacher education materials need to convey non-discriminatory messages, actively challenge stereotypes, and encourage all student teachers to feel valued and included, regardless of their background."*

As previously mentioned, diverse stakeholders need to be consulted about teacher education material development. Material development teams need to have members who represent diverse groups in their country, and need to be trained in identifying and tackling discrimination in teacher education materials. All consulted stakeholders and material developers need to be facilitated to speak out about examples of stereotypes and discrimination they find in the materials, and know that their views will be respected and taken seriously.

All teacher education materials, whether specifically about inclusive education or not, need to be reviewed/audited to identify instances of stereotypes and discrimination, and instances where stereotypes and discrimination have been actively challenged. Materials then need to be revised to remove the former and expand on the latter.

Given that comprehensive revision of all teacher education materials is expensive and time-consuming, it will likely happen slowly. In the meantime, teacher educators need to be educated in how to identify and actively challenge examples of stereotypes and discrimination within the materials they use – turning a negative example into a useful learning opportunity or discussion point for their student teachers. This reflective process should particularly be focused on ensuring that remaining biased content does not negatively impact on any student teachers' perceptions of themselves or their peers, and does not discourage anyone from continuing with their studies.

How to tell if the advocacy is having a positive effect

Advocacy Guide 1 highlighted that when planning advocacy, you will also develop indicators to help you monitor the process and the impact of your work. The indicators you will create will depend on the details of your advocacy objectives. Indicators, like plans, should be developed through a participatory process that involves a range of stakeholders.

The following list suggests some potential indicators. Advocacy that calls for improvements in teacher education materials, so as to better prepare student teachers for inclusive education, could be considered effective if:

- Those responsible for planning and financing teacher education materials increase the supply of (good quality) materials that focus on inclusive education for use in teacher education.

- Material developers revise the content of materials, resulting in a greater proportion of teacher education materials conveying a comprehensive view of inclusive education, not restricted to a special needs or disability-only interpretation.

- More high quality inclusive education-related teacher education materials are developed and published locally/regionally, resulting in teacher educators and student teachers having access to more contextually relevant materials.

- Education policies are revised, where necessary, resulting in teacher educators having greater freedom and support to develop the skills, to find or make their own materials and/or adapt existing materials.

- The ministry of education and teacher education institutions prepare practical guidance for teacher educators, resulting in more effective and flexible use and adaptation of local and non-local materials within their context.

- Teacher education materials are revised to feature an increased proportion of practical content on inclusive education, resulting in student teachers gaining greater understanding of how inclusive education theory translates into reality.

- A greater number of inclusive education practice examples and case studies are identified and documented locally (by various education stakeholders) and shared through teacher education materials, resulting in student teachers gaining more ideas and confidence for implementing inclusive education in practice.

- Professional development programmes are developed, or improved resulting in greater awareness and understanding of inclusion, diversity and non-discrimination among those responsible for developing teacher education materials.

- Mechanisms are established through which stakeholders (e.g. experienced teachers, parents, students, representatives from diverse and especially marginalized groups in the community) provide inputs into teacher education materials, resulting in student teachers having access to materials which more accurately represent the diversity in their context.

- An increasing proportion of teacher education materials are written and reviewed by people who have direct, practical experience of using active learning

methods and of teaching in learner-centred, inclusive settings, resulting in teacher educators using the materials in more innovative ways.

- Mechanisms are established within the ministry of education and teacher education institutions through which all teacher education materials are reviewed and revised to remove discriminatory content, and include content that promotes equality, diversity and inclusion, resulting in the development of an ongoing reflective process of teacher education materials review and ultimately more inclusive materials.

- An increased proportion of teacher education materials are developed in minority languages, and published in alternative, accessible formats, resulting in a greater sense of equality and inclusion among student teachers from minority language groups and with disabilities, and in all student teachers experiencing inclusive principles in action.

Appendix

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

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"Inclusive education should be addressed through specific teacher education materials and by embedding the issue into all teacher education materials."	• Ministry of education personnel responsible for teacher education, and teacher education materials • Government department(s) responsible for budgeting and procurement of materials • Staff in schools of education/teacher education institutions involved in selecting, procuring, commissioning or writing/designing materials • Student teachers who can demand access to different materials	

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

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"Teacher education materials need to be developed at the national/regional level, and contain contextually relevant and up-to-date information and examples on inclusive education. Imported teacher education materials need to be used more innovatively and critically."	• Ministry of education personnel responsible for teacher education, and teacher education materials • Government department(s) responsible for budgeting and procurement of materials • Staff in schools of education/teacher education institutions involved in selecting, procuring, commissioning or writing/designing materials • Personnel who are responsible for educating the teacher educators (e.g. to support teacher educators to use materials more innovatively and critically) • Student teachers who can demand access to different materials	
"Staff responsible for selecting and/ or developing teacher education materials need ongoing professional development inputs, and need to share experiences within and between countries. Teacher education material development teams also need to represent the diversity of their country."	• Ministry of education or heads of teacher education institutions responsible for recruiting, training and managing teacher education material developers • Teacher education material developers/selectors • Student teachers who can demand access to contextually relevant materials • Diverse stakeholder representatives who can demand a voice in the process of developing/selecting teacher education materials	

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

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"Teacher education materials need to be informed by and include more examples of real-life practice in inclusive education in different education settings."	• Staff in ministries of education and/or teacher education institutions who plan, write, design and review teacher education materials • Government and NGO staff responsible for supporting inclusive education projects/ inclusive schools, and who are in a position to do more to support the documenting and sharing of these experiences • Student teachers who can demand access to more contextually relevant, practice-based materials • In-service teachers and other education stakeholders who can demand support in documenting their experiences for use in improving teacher education	
"Stakeholders need to play a stronger role in informing and reviewing the inclusive education related content in teacher education materials"	• Staff in ministries of education and/or teacher education institutions who plan, write, design and review teacher education materials • Government and NGO staff responsible for supporting inclusive education projects/ inclusive schools, and who are in a position to facilitate stakeholder involvement in teacher education material development processes • Student teachers who can demand access materials that have been developed with stakeholder inputs • Stakeholders who can demand that their views and experiences of inclusive education are captured and used in teacher education materials	

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

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"Teacher educators need to be given the freedom and skills to select, adapt and use teacher education materials in a flexible way."	• Staff/departments within ministries of education who are responsible for teacher education policy decisions • Heads of teacher education institutions who are responsible for implementing teacher education policies • Teacher educators and student teachers who could demand policy changes to allow greater flexibility in the selection and adaptation of materials they use	
"Teacher education materials need to reflect inclusive practice by enabling teacher educators to model inclusive practice in their own work with student teachers."	• Staff in ministries of education and/or teacher education institutions who plan, write, design and review teacher education materials • Staff in ministries of education and/or teacher education institutions who are responsible for providing continuous professional development to teacher educators (so that they are skills and willing to model the inclusive practice outlined in teacher education materials • Student teachers who can call for teacher educators to develop enhanced skills with modelling inclusive practice	

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

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"Teacher education materials need to be planned, written, designed and reviewed by people who have first-hand experience of active learning approaches and adapting materials."	• Staff in ministries of education and/or teacher education institutions who are responsible for recruiting and educating material developers • Teacher educators and student teachers who can call for the materials they use to have greater practical focus as a result of being developed by experienced practitioners	
"Teacher education materials need to be accessible to and inclusive of all student teachers."	• Staff in ministries of education and/or teacher education institutions who develop teacher education materials, and who are responsible for recruiting material developers • Government department(s) responsible for budgeting and procurement of materials • Student teachers who can call for materials in their languages and for materials in accessible formats • Disabled people's organizations and NGOs who can add to the student teacher voices, and provide technical, financial or advocacy assistance	
"Teacher education materials need to convey non-discriminatory messages, actively challenge stereotypes, and encourage all student teachers to feel valued and included, regardless of their background."	• Staff in ministries of education and/or teacher education institutions who develop teacher education materials, and who are responsible for recruiting material developers • Student teachers who can call for materials to be reviewed and revised • Stakeholders from diverse groups who can call for materials to be reviewed and revised	

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

Promoting Inclusive Teacher Education is a series of 5 Advocacy Guides
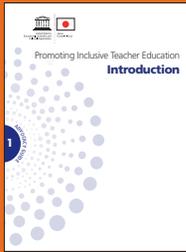
Advocacy Guide 1: Introduction

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

Advocacy Guide 2: Policy

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

Advocacy Guide 3: Curriculum

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

Advocacy Guide 4: Materials

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

Advocacy Guide 5: Methodology

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