UNESCO Bangkok Expert Writers’ Workshop for the Development of Guidelines for the Inclusion of Children with Disabilities in Schools and in EFA Monitoring
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Summary Recommendations

Topic Four: Teacher Training and Professional Development

Recommendations for teacher training and professional development:

BR4. 1 BRUNEI

BR4.1.1 Job descriptions for head teachers (or principals) and regular teachers should include mention of their responsibilities for special education (with precise details on percentage of time needed to dedicate to these students).

BR4.1.2 The Ministry of Education or Health should create Continuous Professional Development (CPD) programs (e.g. in Brunei, 10 percent of bonus depends on having 100 hours of training per year). To qualify as appropriate work training, courses must result in personal capacity building and improved work productivity and contribute to the overall effectiveness of the organization.

BR4.1.3 Teachers and professionals should be required and motivated to continuously undertake training courses.

BR4.1.4 Individual teachers should have in-depth disability-specific training (in only one or two specialties) along with general familiarity with other disabilities.

BR4.1.5 Special education teachers, mainstream teachers and guidance counselors should be responsible for family counseling and support. Discipline and coercion in any form should be replaced by encouragement and positive feedback.

BR4.1.6 Universities and Ministries of Education should provide different kinds of training for persons with different job responsibilities. (1) New teachers can be trained in pre-service training, (2) on-the-job training or competency-based training for disabilities of a specific type and (3) training for regular teachers, head teachers and assistant teachers to have training in specific skills, awareness and acceptance.

BR4.1.7 Universities and Ministries of Education should assure that special education teachers have well-developed specialties appropriate for certain disabilities (competencies in certain skills). These could be grouped by similar types of skills for assistance of children with similar disabilities (i.e. for learning
disabilities, for sign language, for Braille and blind students, for counseling of children).

►►BR4.1.8 Statistics departments should collect data on the types and numbers of children with disabilities and/or YWD. This data can be used in planning for human resource training.

BR4.1.9 Ministries should prepare interim solutions if highly qualified specialists are not available for all schools. (*i.e.* Trainers at the central level should prepare short courses for in-school teachers or helpers while teachers are also being prepared in longer in-service and pre-service courses)

BR4.1.10 Ministry of Education, or others, should include opportunities to give feedback and recommendations within their own systems. (This could be on the IEP itself to underline the gaps specific to the child's case.)

BR4.1.11 University and teacher training colleges should take into account the entire school environment when preparing training courses for teachers. Inclusive education demands that other students, other teachers and school principals and even parents of all children be made aware of the importance of education for children with disabilities.

►►BR4.1.12 Teachers or schools could organize sharing of best practices among teachers themselves in addition to other practical skills. Teacher training should include on-the-job coaching in the classroom.

BR4.1.13 Teacher’s associations could be advocates on behalf of teachers for greater resources in the classroom, smaller class size and for volunteers in the system.

BR4.1.15 Ministries of education should consult with teachers and others (DPOS, Parents Groups) in strategic planning and for important policy decisions.

CM4.1 CAMBODIA

CM4.1.1 Ministries of Education should ensure that all general pre-service training courses for teachers (*i.e.* pre-school, primary, secondary, tertiary etc.), include components which develop teachers’ knowledge of disability issues, their technical knowledge relating to specific disabilities and their skills relating to the practical adaptations needed in order to effectively include and teach children with disabilities in classrooms. In-service programs for current teachers also need to be developed.

CM4.1.2 Specific courses addressing the needs of children with disabilities in more detail should also be developed and delivered to all teachers, on a phased basis, through a variety of channels practical for particular schools, (*e.g.* self-study, school/staff development, school vacations).
CM4.1.3 Teacher training departments should ensure that there is a practical component to pre-service teacher training. (i.e. through an appropriate teaching practice placement). This component should be mandatory with a practical assessment that students must pass before certification.

CM4.1.4 Ministries of education must ensure that in both in-service and pre-service training courses, teachers also receive adequate practical support and instruction in realistic on the job situations to help teachers bridge the theory-practice gap.

CM4.1.5 Ministries of Education must ensure that teachers are set up to succeed in their efforts to follow government policies on inclusion for children with disabilities. Adequate systems, structures and supports must be put in place so that motivated teachers can effectively meet the needs of children with disabilities in their inclusive class.

►►CM4.1.6 Ministries of Education should provide training to all teachers who provide education for children with disabilities, including teachers of special schools currently administered by NGOs.

CM4.1.7 In certain countries, like Cambodia, governments and Ministries of Education must work to ensure that teachers are paid an adequate salary. Ministries of Education must work to address the basic personal and professional needs of teachers, thereby enabling them to focus adequately on the significant task of being a teacher of an inclusive class.

CM4.1.8 Ministries of Education should recognize and seek to utilize the expertise currently residing in staff of special schools and other providers of education services to children with disability. These staff can be developed to assume teacher training roles and advisory roles to teacher training departments, etc.

CM4.1.9 Ministries of Education should seek to put in place structures, processes, etc. that encourage teachers to develop their expertise in relation to teaching students with special needs. This should include short courses as well as longer courses.

CM4.1.10 Government and Ministries should support teachers to have external and internal study visits to share experience and to see for themselves best practices in teaching children with disabilities.

CM4.1.11 Ministries of Education could include developing teachers’ capacity to meet the needs of all children, including children with disability, as a quality improvement initiative. The issue can then be addressed throughout the education system on the basis of quality improvement also.
CM4.1.12 Relevant government ministries must ensure that personnel delivering education services in non-formal settings also have adequate capacity to meet the needs of children with disabilities within these settings also.

SM4.1 SAMOA
(Acronyms: NUS = National University of Samoa; FOE = Faculty of Education, SNE=Special Needs Education)

SM4.1.1 ALL NUS/FOE teacher trainees will have a SNE component in each of their practicum assignments.

SM4.1.2 For all SNE teacher trainees, the practicum will be clearly negotiated/agreed between the SNE lecturer and the Associate Teacher

SM4.1.3 NUS should expand and further develop the capacity of the FOE in regards to Special Education

SM4.1.4 NUS/FOE should continue to develop its curriculum to include SNE teacher training in secondary school

SM4.1.5 NUS/Samoa Polytechnic should work together to develop programs in vocational and tertiary studies for students with disability

SM4.1.6 MESC should conduct on-going in-service training for ALL teachers to ensure a common understanding of inclusive education concepts and practices.

SM4.1.7 PWD and family members should be regularly invited as guest speakers and resource personnel to the compulsory Inclusive Education courses taught to all teacher trainees at NUS.

TH4.1 THAILAND

TH4.1.1 Teacher training programs will utilize examples of good practice on video, CD and other technologies, so that students may get a clear understanding of inclusive education, which is still a relatively new concept in Thailand, and may see examples of good practice.

TH4.1.2 a) GO should continue pre-service and in-service basic training that consists of:
- Short courses 1-day, 3-days and 15-days
- 1 year Certificate training for Special Education, taught on weekends
- 2 year Masters Degree in Special Education, can be studied full-time or part-time

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b) GO should provide scholarships or allowances to all teachers who attend in-service training.

c) If possible GO should consider providing this training with some teaching cover and day or full-time release.

TH4.1.3 GO should increase availability of short-term training, 1 and 3 day training.

TH4.1.4 GO should allow parents, village community worker, volunteer, CBR worker to sit in and attend short-term training.

TH4.1.5 GO should provide a new mobile service with trained personnel to visit village level to raise awareness, and teach village level community to find out-of-school children and mobilize community support for families of CWD, YWD, and to link family with nearest SEC. This mobile unit should work closely with CBR and other community workers and all link to SEC for all follow-up action necessary to ensure CWD receives EI, pre-school or school education, with support to family. It should also use media and loudspeaker to attract attention to its message. *(COMMENT: This is an innovative idea but where should it be placed? Village volunteers and NGOs (village level) to fill the gap as special education centres are under-resourced.)*

TH4.1.6 Teacher training for all regular teachers, (pre-service and in-service) needs to have a very practical skills component to ensure teachers have the skills and competencies to teach children in their classes with diverse abilities.

TH4.1.7 Rajapat Universities and/or SEC should formulate plans to enable schools to exchange examples of good practice in the teaching of children with CWD so that teachers will teach each other, including assisting each other with problem solving.

TH4.1.8 SEC and Ministry of Education should institute a programme for teachers from one school to visit other schools in their own or other districts and provinces to see good practice to exchange ideas and to learn from them. This programme could be extended to local, regional and international level.

TH4.1.9 Present system of GO community training should include training to community volunteers on the issue of disability, particularly to find out-of-school children and to provide support to families and to link them to support services and education.

TH4.1.10 GO should look at a system of Teacher Awards for teachers who do outstanding work in the field of inclusion. This must include evidence of classroom practice.
Comment from Khun Prayat: Teacher training today must include a strong component on technology and devices for the success of education for CWD.

TH.4.1.11 Monks can also assist in awareness-raising at the community-level for the education of CWD, if we can give them the necessary information and strategies to convince the parents to send their children to school.

VT4.1 VIET NAM

VT4.1.1 The Ministry of Education and Training should include a module on Inclusive Education in pre service teacher training for pre-school, primary school and secondary school teachers.

VT4.1.2 MoET should plan and budget for regular in-service and on-the-job training, and guide provincial Education support Centers on conducting this training as well as follow-up actual implementation.

VT4.1.3 MoET should endorse standard curricula for pre-service education for Inclusive Education, such as:
- BA in special education (disability specific including skills for early intervention)
- BA in inclusive education (for all disabilities)
- Subject specific BA (eg maths, physics etc) including module on disabilities (secondary education teachers)

VT4.1.4 MoET should include a module on Inclusive Education in the in-service training program for education managers;

VT4.1.5 MoET should plan and budget for regular training for education inspectors on Inclusive Education;

VT4.1.6 Provincial Education Departments should plan and budget for exchange workshops for Inclusive Education teachers and education managers to enhance sharing and learning;

VT4.1.7 The role and function of Provincial Education support centers in providing in-service training and on-the-job support for IE teachers and school managers should be clearly described by the MoET; Based on these guidelines localities should plan and budget for training and follow-up activities.

VT4.1.8 The MoET and teacher training institutions should collect regular feedback on the quality and outcome of the training from institutions that employ teachers;
VT4.1.9 Teacher training colleges and education support centers should actively look out for and collect reference materials from all sources. (If these are international documents they should be translated and adapted to the local context and tested.)

VT4.1.10 Governments should develop and establish a structure for teacher training on inclusive education that responds to the need for trained teachers at all levels (special education faculties at educational universities, teacher training colleges, etc).

VT4.1.11 The MoET should ensure that adequate human resources are available at all levels to plan, monitor and guide training activities in education for CWD nation-wide.

VT4.1.12 A strategy for human resources development for education for CWD’s should be developed by the Ministry of Education, in line with the national action plan for education for CWD as well as the targets in the National Education Development Strategy.

VT4.1.13 Provincial Education Departments should ensure that each district has a team of key specialized teachers with expertise on the main types of disabilities, who are available to provide support for classroom teachers when needed. This team will receive more in-depth training and will have some allocated time to respond to requests for support from the classroom teachers.

VT4.1.14 The district education departments should plan and conduct trainings for parents of CWD. The training courses will be disability specific, focus on concepts and awareness building as well as more technical issues like sign language and Braille. The training should consist of a range of one or two-day sessions and include trainers from the education as well as the health and social sector. The parents should be provided with easy to understand materials and they should have the opportunity to ask questions and advice and provide feedback on the contents of the sessions.

SCH4.1 SCHOOLS 1 and 2
SCH4.1.1 The curricula in the universities or teacher training institutions should have core (course) content on disabilities and provision for specialization.

SCH4.1.2 All teacher-trainees, even those who are not majoring in special education should learn about special education for a year; in particular about inclusive education.

SCH4.1.3 The Ministry of Education should provide on-going in service training for regular teachers and new staff in special schools.
SCH4.1.4 The Ministry of Education should continue providing scholarships for the teachers (both general and special education teachers), on an incremental basis until human resource requirements are adequately met.

SCH4.1.5 There should be competency based training for teachers involved in the education of children with disabilities.

SCH4.1.6 Trained personnel must be appropriately placed and not reallocated to positions where their special skills will not be appropriately used. (Comment: This applies to teachers who should be posted in an area they have been trained for.)

SCH4.1.7 If a specialist is posted to school to teach children with different disabilities then that individual should be given immediate training in that particular field.

SCH4.1.8 It is recommended that applicants for specialist training courses should be thoroughly assessed for their motivation and commitment.

►► (Comments: What are the guidelines for the physical design of schools? Specific designs in schools should be created for specific disabilities, for example, toilets for children in wheelchairs or libraries for blind children. In previous sessions, one recommendation made was that all schools should be made disability friendly for all. Bill: There are building bylaws and international standards. These should be reviewed and incorporated by countries. Penny: It is also very important that we don’t limit which children can go to which school by designing specific disability-specific schools. Government should consult specialists and practitioners to ensure structures are appropriate.)

NGO4.1 COMMUNITY/NGO

NGO4.1.1 All teacher training facilities should include a compulsory inclusive education course/paper/module for ALL teacher trainees.

NGO4.1.2 The Ministries of Education should utilize teachers who become “specialist teacher” (i.e. teachers of the deaf, etc.) as resource people for classroom teachers, parents, etc. working within the regular, inclusive classroom environment.

NGO4.1.3 Teacher Trainee facilities/institutions should use competency-based training. This means that the contents of the training are based on the actual skills the teachers will need and must be required to demonstrate their practical skills and knowledge.

NGO4.1.4 The Ministries of Education must provide regular opportunities for Professional Development for ALL education employees in the area of inclusive education.
education concepts and practices.

**NGO4.1.5** A performance appraisal system (performance measurement program) must be developed for all teachers as a way of providing regular feedback and learning opportunities for the teacher. This process should include the roles/responsibilities and expectations of the teacher, the principal, the family and other relevant partners.

**NGO4.1.6** There should be national guidelines regarding teacher trainees’ practicum experiences that include agreements of assignments, supervision, assessment and feedback.

►►**NGO4.1.7** Importance of sharing good practice – methods to do this – use of video. Talk about itinerant training (non-formal = village volunteers) *(Comment: to get community to be part in the inclusion of CWD)*

**G4.1 GOVERNMENTS**

**G4.1.1** Teachers and assistants should be competent to use grouping strategies which enable stronger students to work on their own while small group or individual attention from teachers can be given as needed.

**G4.1.2** Teachers should choose student helpers to assist other students and reward or motivate their participation.

**G4.1.3** Faculties of Education should be supported by teachers and schools in developing practical training courses.

**G4.1.4** Every teacher-training practicum in formal teacher-training courses should include a special education component for all teachers. Students majoring in special education should have a more in-depth practicum.

**G4.1.5** Ministries of Education should ensure that sufficient good practice classrooms are available for practical teaching experience for student teachers with supervision and reinforcement by practicing teachers.

**G4.1.6** Faculties of Education should include training for secondary teachers of students with disabilities.

**G4.1.7** Ministries of Education can use successes in inclusion (statistics on numbers of students with disabilities included etc.) as indicators of quality of the school system.

**G4.1.8** Ministries of Education can motivate and reward teachers for further training or require a minimum number of hours per year.
G4.1.9 Peer teaching should be encouraged within a school or among schools. Mentoring could be instituted through specific pairing of more experienced teachers and newer trainees or graduates. Support and advice can be given on teaching methods, curriculum, materials, or other topics.

G4.1.10 Ministry of Education should approve standard curricula for teacher-training (1) specialized (2) inclusive (3) subject and inclusive courses. Courses can be of different lengths (2-year, 3-year and 4-years).

G4.1.11 Ministry of Education should officially approve curricula for in-service, on-going training. All new teachers should have a course on inclusive education in their formal pre-service training.

G4.1.12 Ministry of Education should budget for in-service training.

G4.1.13 Ministry of Education should provide in-service training for education managers (i.e. principals or education officers) should be provided.

G4.1.14 Teacher-training colleges should have resource libraries available for students on special education topics. In-service teachers should also be welcome to visit this library.

G4.1.15 National coordinating councils should be responsible for advocating for and the monitoring of availability of teachers in sufficient quantity to meet needs of all students. (Comment: Refers to national disability councils, either in the MoE only or the Department of Statistics, depending on each country.)

G4.1.16 Ministries of Education should mainstream special education training into basic teacher training courses.

G4.1.17 Some aspects of in-service training can take place in schools and in the classroom and can include teaching support and on-the-job coaching for new or less experienced teachers.

G4.1.18 Performance assessments for promotions should include a component evaluating extent of professional development courses undertaken.

G4.1.19 Training departments of Ministries of Education should ensure that all teachers have opportunities to participate in in-service training. Information about training opportunities should be made available to all relevant schools and teachers.

G4.1.20 Combined with above.

G4.1.21 Ministry of Education should support training activities through scholarships and other forms of financial aid.
G4.1.22 Ministries of Education should encourage persons with disabilities to become teachers. Any obstacles to the achievement of this goal should be removed.

G4.1.23 Schools should require teachers to be certified in order to increase quality of education.

G4.1.24 Teachers teaching children with disabilities in regular and special classes should be recognized for their work.

G4.1.25 GO should build systems of incentive to encourage teachers to engage in further training (e.g. through links to promotion and/or recognition, etc.)

G4.1.26 Regional organizations of Ministers of Education should encourage teacher training exchange programmes between countries and institutions, such as study tours, study attachments and exchanges.