Promoting Inclusive Teacher Education
Introduction

ADVOCACY GUIDE

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Foreword

Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing their participation in learning, enhancing their learning experiences and outcomes, and reducing exclusion within and from education. Working towards inclusive education calls for significant changes and modifications in teaching and learning content, approaches, processes, structures and strategies, with a common vision of Education for All (EFA). Teachers have an indispensable role to play in this process.

Pre-service teacher education must provide future teachers with the necessary knowledge, competencies and values so that they are able to create and develop inclusive learning environments. However, a recent multi-country review of pre-service teacher education in the Asia-Pacific region, led by UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok), revealed that pre-service teacher education in many countries in the region still had a long way to go to fully prepare their graduates to effectively address and embrace the diversity of learners.

It is against this background that this UNESCO publication set, ***Promoting Inclusive Teacher Education: Advocacy Guides***, was developed. It includes five booklets: Introduction, Policy, Curriculum, Materials, and Methodology. They are intended to support anyone who wants to engage in advocacy in order to bring about changes and improvements in pre-service teacher education towards more inclusive education. These guides are not prescriptive manuals; rather, they outline ideas for advocates to consider and adapt according to their specific contexts and needs.

It is my hope that this publication set will help improve and strengthen teacher education in Asia and the Pacific towards the development of more inclusive and quality education systems.

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Acknowledgements

Contents

Introduction

'Promoting Inclusive Teacher Education' is a series of five advocacy guides. The guides discuss challenges and barriers to inclusive education in different areas of teacher education and offer related strategies and solutions for effective advocacy towards more inclusive practices.

The series begins with this introductory guide. It provides an overview of inclusive teacher education and of what advocacy means in this context. It also provides an introduction to the topics covered in the four other guides in the series. These are *'Policy'*, *'Curriculum'*, *'Materials'*, and *'Methodology'*.

Who are the advocacy guides for?

These advocacy guides are for anyone who wants to do advocacy to bring about improvements in pre-service teacher education towards more inclusive education.

Advocates on this issue might include:

- policy-makers – who may be advocating for greater support and guidance within the government for teacher education reform; and/or advocating for teacher education institutions to embrace new ideas, reform their practices, or implement new policies
- Heads of teacher education institutions – who may want to lobby the government for policy change on teacher education and/or for support in reforming teacher education practices in the institutions; and/or who may want to do 'internal advocacy' to encourage more teacher educators to support change in the teacher education system
- teacher educators – who may want to convince their teacher education institution directors (or colleagues) of the need for change; and/or who may want to join in a call for change at government policy level
- international NGO and agency staff – who may want to directly lobby the government for teacher education reform; and/or support other stakeholders to call for and implement changes
- teachers and student teachers – who may want to push for improvements in the pre-service teacher education that they and their future colleagues receive, so as to better prepare them for the realities of increasingly demanding and diverse classes
- learners and their communities – who may want to focus on teacher education as part of their calls for improvements in the way they are educated.

How should the advocacy guides be used?

This publication set is intended as a guide outlining ideas, not as a prescriptive manual. All advocates need to adapt messages, targets and media according to assessments of their own specific context and needs.

Each of the advocacy guides indicates where the reader could consider their own context and makes suggestions for where consultations with other stakeholders would be useful when making key decisions in the advocacy process.

What do these advocacy guides address?

There are five advocacy guides addressing different topics, as follows:

■ **Advocacy Guide 1: Introduction** – This introductory guide begins by providing a brief introduction to inclusive education. Readers should not, however, see this introductory guide as their only guide for understanding inclusive education. It is assumed that advocates will either have existing knowledge of inclusive education or will refer to other more comprehensive sources of information to learn about the concept.

This guide goes on to explain the benefits of integrating awareness and understanding of inclusive education throughout pre-service teacher education. Finally, it provides a practical introductory guide to advocacy.

The other four advocacy guides look at advocacy to promote change in four key areas of pre-service teacher education:

■ **Advocacy Guide 2: Policy** – raising awareness of existing policies for inclusive education and changing/adapting policies at different levels in the education system (e.g. at the ministry, teacher education institution and school levels).

Policy refers mainly to the guiding rules, laws and principles of education at the national level and within teacher education institutions. Policy guides the practices of individuals, groups and institutions on various inclusive education issues.

■ **Advocacy Guide 3: Curriculum** – changing the overall organization and sequencing of teacher education.

Curriculum refers to the overall courses of study at pre-service teacher education institutions. A 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 curriculum reflects connections between society, politics and schools/teachers, so the development of inclusive curricula reflects

a desire to develop an equitable, non-discriminatory society[1] through attention to the overall structuring of teaching and learning within teacher education.

■ **Advocacy Guide 4: Materials** – changing the materials that are used to support teaching and learning within teacher education.

Materials refer to the resources (e.g. textbooks) which are used in pre-service teacher education institutions. Teacher education utilizes 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.

■ **Advocacy Guide 5: Methodology** – changing teaching methodology within teacher education institutions.

Methodology refers to the theory and practice of teaching and learning. This addresses how teaching and learning is understood, organized, and conducted. Methodology, then, is the overall framework or approach to teaching which encompasses specific teaching methods. For example, an overall inclusive teaching methodology involves specific approaches to individualized/personalized instruction, and learner-centred teaching.

These four advocacy guides are structured so that they:
- break the issue down into several key challenges;
- analyse the broad situation in the region, and suggest questions that advocates could ask to help them investigate the situation in their specific context; and
- suggest pertinent advocacy goals, and the messages that advocates may want to convey, as well as indicators for deciding whether advocacy on the issue is having any impact.

Tables at the end of each advocacy guide summarize the advocacy messages and suggest potential targets for each message, and then offer space for readers to make notes about how they might convey these messages to each target (drawing on advice provided in the brief guide to advocacy in this introductory guide).

Illustrative case studies are provided wherever possible, and readers are encouraged to use their own investigations within their context to identify local case studies that they can use to back up their advocacy messages.

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1 Braslavsky, C. 1999. Cited in "Interregional discussions around inclusive curriculum and teachers in light of the 48th International Conference on Education. Ref 2011.5". 2008. Geneva, UNESCO-IBE.

What is inclusive education?

"Inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination."

Conclusions and Recommendations of the 48th Session of the International Conference on Education, Geneva, November 2008.

Inclusive education is a comprehensive process of change across the education system through which the diverse needs of all learners are addressed and responded to, regardless of their social, economic, cultural, linguistic, physical, or other contexts.

Inclusive education – a process

Inclusive education is a dynamic process of change and improvement through which the education system, and individual schools, school manages and teachers, address the education needs of all children without discrimination. It is an ongoing process, not a fixed model or goal that can be achieved by following specific instructions over a predetermined period of time.

Inclusive education cuts across all aspects of education

Inclusive education orients education policies, practices and cultures to address the challenges of education for all and to welcome the diversity of all learners. It seeks to promote the right of every child, young person and adult, to education. Inclusive education is also concerned with all modalities, levels and areas of education, from pre-school to higher education and lifelong/adult learning, across formal and non-formal education, including academic, vocational and extra-curricular activities.

Inclusive education addresses barriers and builds on existing positive practices

Within an inclusive education system, there is a constant effort to identify and address barriers that might prevent learners from accessing education, participating in the learning process, and increasing their capacity (academically and socially). These barriers might relate to attitudes, practices, resources, policies, institutional structures, administrative processes, infrastructure, and/or the environment. Creating an overall inclusive learning environment also requires a culture of reflection and experimentation, one that focuses not just on problem-solving, but on identifying what already works well and building on this – because every school or learning space can always become more inclusive and more responsive to learners' needs.

Inclusive education is supported by international commitments

Inclusive education, as a concept, is underpinned by the core principles of non-discrimination and equal opportunity. There are a variety of international commitments which address these core principles, and which can be used to support inclusive education advocacy, such as the Millennium Development Goals (MDG) and Education for All (EFA). These international commitments should not be seen as separate or different from inclusive education. They explicitly support inclusive education, and cannot be achieved unless education systems actively strive to include every learner.

Inclusive education encompasses access, quality, retention/completion and outcomes of education

Enrolment, or access to education, on its own is not enough – we need to ensure that learners complete quality primary education and progress to secondary (and higher) levels. To do this we need to address the reasons why children fail to complete their education. Often there are financial or social reasons – for instance, schools are too expensive and families cannot afford the costs associated with school attendance. Some families prefer to withdraw their children from education to help at home, support family occupations, do other work, or because of the perception that their children will have better chances of marriage.

Other factors within the education system that 'push' children out of school or discourage their initial enrolment include: poor quality teaching, characterized often by a lack of learner-centred teaching methods; irrelevant, biased or simply inaccessible curriculum and teaching and learning materials; discrimination and exclusion based on disability, gender, ethnicity and language; unwelcoming or inaccessible school environments; narrow and discriminatory forms of assessment; and a lack of transition strategies and support between home and school, between different levels of schooling (e.g. between pre-primary and primary education; primary and secondary education; secondary and further/higher education), and between different programme types (e.g. between formal and non-formal education, between technical and vocational training schools and general academic schools).

Inclusive education requires a rethink of the way we educate and support teachers

Teachers play a significant role in making education more inclusive, through their approach to learners, the methods and materials they use, their ability to welcome diversity and see it as a strength, and their capacity to adapt and respond to challenges and diverse learning needs. Much of the existing teacher education currently focuses on narrow technical skills of teaching. It is therefore vital that teacher education prepares teachers to be

inclusive – not just by teaching them the theory of inclusive education, but by equipping them with the practical skills they need to identify barriers to access, participation and learning, to be reflective, critical thinkers and problem-solvers, and to actively challenge discrimination. Educating teachers for inclusive education means reconceptualizing the roles, attitudes and competencies of student teachers to prepare them to diversify their teaching methods, to redefine the relationship between teachers and students and to empower teachers as co-developers of the curriculum.

Inclusive education requires the active engagement of all education stakeholders

Children, parents and families, carers, teachers, community members, representatives of minority groups, civil society, the government and private sector stakeholders all have a role to play in developing inclusive education. Importantly, their unique perspectives on education also mean they need to have a voice in the process of developing teacher education, to help ensure that teachers are educated for inclusive education. Stakeholders need to be consulted about new directions for teacher education, given opportunities even to lead the call for changes in teacher education, and be involved in practice-based teacher education activities. To be meaningful and effective, such forms of engagement must also be supported by an enabling policy framework.

Benefits of making inclusive education central to pre-service teacher education

Inclusive education is widely recognized as having numerous social and political benefits, as well as economic benefits. Such benefits work towards creating and sustaining inclusive, cohesive and equitable societies. It follows that inclusive, learner-centred teaching is necessary to realize such benefits to their fullest potential, for all children, young people and adults.

Inclusive education is useful for teachers and other education stakeholders because it addresses the key indicators of realizing quality education for all: presence, participation and achievement. It is therefore important that inclusive education is understood, taken seriously and integrated throughout pre-service teacher education. Initial teacher education is essential in preparing teachers to welcome diversity, offer the highest quality teaching for all and face the many social and educational challenges that exist in classrooms, schools and communities.

Inclusive education supports meaningful teaching and learning for all, and develops teachers' capacities to address the diverse needs of different learners in diverse cultural

contexts. It also encourages teachers to recognize and value learners' diversity as a strength rather than a problem to be solved. It supports and empowers teachers to adapt the curriculum and teaching methods to fit the specific contexts and needs of their learners. Further, inclusive education works towards developing a culture of teacher work satisfaction and professionalism, in which teachers are valued by the communities they serve and enjoy their work. In this sense, inclusive education is part of a process of lifelong learning and development.

Inclusive education is often given greater attention at the level of in-service rather than pre-service teacher education, as illustrated by the following research finding relating to teacher education materials:

"Some of the most extensively used inclusive education materials are those supporting in-service education for teachers … Materials to support pre-service teacher education are underrepresented yet of great significance." (Booth and Dyssegard, 2008, p. 9)[2]

In-service teacher education offers vital opportunities for developing inclusive learning and practices. Indeed, inclusive education should be a focus of in-service teacher education, not only because teachers' inclusive practices benefit from ongoing professional support, but also because many existing teachers have little or no experience of inclusive education.

However, there are important benefits to more comprehensively incorporating inclusive education into pre-service teacher education as well. For instance:

- Inclusive education can be used as a framework to better align and strengthen the complementary relationship between pre-service and in-service teacher education.

- It is more cost-effective and efficient to educate teachers about inclusive education before they start work than to invest in efforts to change their attitudes/practices later on. However, in-service teacher education will be necessary for updating or supplementing teachers' learning on inclusive education, sharing of experiences, valuing teachers as lifelong learners, etc.

- Pre-service teacher education for inclusive education increases the likelihood that a greater number of schools and classrooms will become more inclusive, as more teachers will have been prepared for inclusive education (pre-service teacher education has the potential to reach more student teachers, in greater depth, than in-service teacher education).

- If teachers experience inclusive education from day one of their teacher education, they are more likely to see it as their basic duty as a good teacher, not as an extra burden.

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2   Booth, T. and Dyssegard, B. 2008. *Quality is Not Enough - the contribution of inclusive values to the development of EFA.* Copenhagen, Danish Ministry of Foreign Affairs/DANIDA.

- There are long-term benefits of educating potential future school leaders in inclusive education so that inclusive education is increasingly valued, embedded and developed in schools and society.

What is advocacy?

"Advocacy brings people together from different places, perspectives and interests, throwing into visibility the harsh divides and asymmetrics upon which global order operates." (Fortun, 2001. p. 16)[3]

Advocacy is "a set of organized activities designed to influence the policies and actions of governments, international institutions, the private sector and civil society to achieve positive changes for children's lives".[4]

Breaking this down, we can further explain advocacy as:

- a deliberate process of influencing those who make decisions
- making a case in favour of a cause and getting others to support that cause
- seeking to raise awareness among decision-makers and the public at the same time, if possible, so that policy and attitude change reinforce each other
- a tool to help us push for developments, reforms and/or implementation of policies
- a way of supporting or enhancing programme strategies for solving problems or making changes.[5]

Key principles of advocacy

Advocacy is change-oriented

Advocacy seeks to bring about clear and specific changes in a particular context and/or for particular stakeholders. It is not a process of complaining about an undesired situation, but of raising awareness about how and why the situation is unfair or unacceptable, and pushing for clearly defined changes that would make the situation fair or acceptable.

Advocacy is about engaging constructively with those we seek to influence

Because advocacy seeks to make changes rather than just to voice concerns, we need to have a constructive relationship with those who have the power to bring about our desired changes. Advocacy is therefore built on notions of diplomacy and negotiation, and involves dialogue, not just demands. Effective advocacy emphasizes the positive (as well as

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3 Fortun, K. 2001. *Advocacy after Bhopal: Environmentalism, Disaster, New Global Orders.* Chicaco, University of Chicago Press.
4 Definition used by Save the Children: www.savethechildren.net/advocacy. (Accessed 10 March 2013.)
5 IPPF. 2007. *Taking Action to End Child Marriage: A Guide for Programmers and Activists.* London, International Planned Parenthood Federation, p. 19.

pointing out problems) and seeks to be constructive when engaging with decision-makers. Advocates need to highlight promising practices and outline possible 'ways forward'.

Advocacy is evidence-based

We cannot highlight an unacceptable situation and expect our calls for change to be taken seriously unless we have sound evidence to illustrate that situation and back up our analysis of how and why it is unacceptable. For instance, if we want to point out that teachers are currently receiving an inadequate education to effectively address the diverse needs of learners, and advocate for them to receive better programmes and courses on inclusive education, we need evidence that shows what the existing training is like, and a clear analysis of why this is not providing teachers with the skills and knowledge they need. We also need evidence that shows the validity and potential of the alternatives or solutions we are proposing. This might mean, for instance, gathering examples of promising practices that can be used to back up advocacy messages.

Advocacy is built on partnerships

In most situations, one person speaking out on their own is unlikely to have the power to effect major change. Advocacy therefore is a collaborative process involving the mobilization of partners – e.g. individuals may come together as a group to call for change; organizations may come together as a consortium or network to pool their evidence base and strengthen their voice in discussion with decision-makers. Collaboration not only enhances the (collective) voice of advocates, but is important for ensuring coherent, consistent messages. Partnerships in advocacy ensure that calls for change are not undermined by multiple/conflicting messages that confuse decision-makers or give them an excuse to discredit the advocates. Collaboration also ensures that different stakeholders' perspectives are taken into consideration when developing the advocacy objectives, activities and messages.

Characteristics of effective advocacy

Advocacy is usually most successful when:
- It is based on a good understanding of ideas and practices that already exist in one's own context (this includes understanding and valuing existing practices that are supportive of inclusive education), to avoid it being seen as an 'imported' model.
- It is based on a solid understanding of the barriers present in a particular context.
- There is a good understanding of any resistance that might be encountered, and where such resistance may come from.
- It involves the development of short-term and long-term goals and plans, which are well thought-out and organized.

- It is based on facts and evidence, not on assumptions and generalizations.
- Case studies are used to illustrate the problems and/or the desired changes.
- Examples of practical experience are available to back up theoretical arguments, and there is a connection with practical programmes with/for stakeholders.
- The group for whom change is sought plays an active role and has a strong voice in the process.
- There is a focus on positive, culturally-sensitive and diplomatic dialogue, not confrontation.
- The group or organization carrying out the advocacy has a good reputation for conveying reliable information and/or running quality programmes.[6]

Direct, indirect and capacity-building advocacy

Advocacy can take different forms:

- **Direct advocacy** involves actions through which advocates directly lobby decision-makers. In the case of advocacy for educating teachers in inclusive education, this might involve advocates directly engaging in dialogue with education ministers responsible for teachers, or with directors and curriculum developers in teacher education institutions.

- **Indirect advocacy** involves actions that create pressure on decision-makers, for instance, through the use of campaigns or the media. In the case of advocacy for educating teachers in inclusive education, this might involve, for instance, distributing an information campaign to all teacher education institutions, or publishing articles in newspapers reflecting on the current state of teacher education and how/why it needs to be reformed.

- **Capacity-building advocacy** supports civil society and builds people's skills and confidence to advocate for change themselves rather than relying on outsiders to be the advocates. In the case of advocacy for educating teachers in inclusive education, this might involve building the capacity of teachers' and students' associations, community organizations, women's groups, parents' groups, school management committees, NGOs, etc. to become involved in teacher education (at the pre-service level through institutions or at the in-service level through their local schools). This involvement might range from calling on education officials to pay serious attention to the need for a change in teaching practice; to actively participating in training sessions, and to offering case studies and practical advice to student teachers to show how the theory of what they are advocating for can become a reality.

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6 This list includes ideas from: IPPF. 2007. *Taking Action to End Child Marriage: A Guide for Programmers and Activists.* London, International Planned Parenthood Federation, p. 20.

Who is best placed to do advocacy in particular contexts?

The first place to start when thinking about advocacy is with you, the reader! What role can you play in advocacy? It is worthwhile reflecting on this for yourself and your own practice. Further questions you can ask yourself to guide your reflection include:

- What role do you play in promoting inclusive education and what does this mean in terms of where, how, with whom and what you can advocate?

- What specific education issues/messages are most important to you and/or the groups you work with or represent? Why are these important for you and your context? Which of these are advocacy priorities?

- To whom can you turn for support – which individuals, groups and networks can you use to support your advocacy goals?

- What tools, resources and opportunities are available to support your advocacy goals?

We stated above that advocacy is often most successful when it is carried out by groups or organizations that already have a strong reputation for providing information or programme interventions on a particular issue. But that does not mean that advocacy can only be done by professionals working in these fields. Advocacy around teacher education can be (and is) done by anyone, from school students, teachers and parents, through to NGOs, community groups and international campaigning groups, donors (in countries where teacher education receives external funding), and even senior education officials.

Successful advocacy needs a balance of inputs from different people, including:

- **people who have first-hand experience of the problems that need to be changed** (e.g. the learners affected by poor quality, discriminatory teaching practices and their parents who are dissatisfied with the teaching they see in the local school; and the teachers who feel they are not being properly prepared for the challenges they will face in schools with diverse learners and learning needs);

- **those who have professional experience of these issues** and ideally have experience of overcoming some of the challenges (e.g. teacher educators or education professionals who already support inclusive education training for teachers; teachers who already implement inclusive practices, etc.);

- **those who have experience in advocacy, communications, etc.** (e.g. NGOs that work on education and/or equality issues in the country/community).
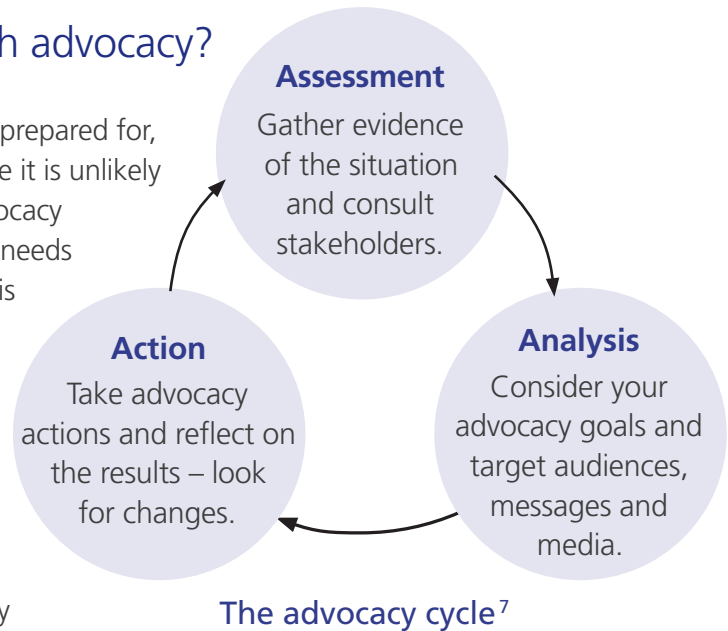
Who are the targets for advocacy?

There may be many different targets for advocacy, depending on the extent of the problems you are trying to change, the advocacy goals you have set, and the socio-political context you are in. It is important to be realistic, so you need to think not just about whom you want to influence, but also about whom you can feasibly influence, given your current position, capacity, skills, experience, evidence base, etc.

In general, advocacy that seeks to change pre-service teacher education and ensure that teachers are prepared for inclusive education might be targeted at:

- ministry of education personnel or any other appropriate authorities who make national-level policy and funding decisions around teacher education, or about teacher education curricula;

- regional/district/local-level education personnel who make decisions about teacher education in their locality;

- university faculty members, deans, curriculum development committee members who develop teacher education curricula;

- heads of teacher education institutions;

- teacher educators in teacher education institutions;

- governmental or non-governmental bodies that provide teacher education, or support it through the provision of funding, materials, technical advice, etc.;

- head teachers and teachers who (a) have a potential role to play in supporting the development of practical, school-based learning as part of pre-service teacher education (and subsequent ongoing professional development); and (b) could help demand improvements in pre-service teacher education to ensure new teachers arrive better prepared to work in their schools

- school management committee/board members who (a) could support pre-service teacher education practicum; and (b) could help demand improvements in pre-service teacher education to ensure new teachers arrive better prepared to work in their schools;

- student teachers who need to know more about the quality and type of education that would better prepare them for work (so they can support calls for teacher education reform); and not feel frightened of being the 'first wave' of students to be educated in a different way.

How should we approach advocacy?

Advocacy needs to be planned and prepared for, like any project/programme. Because it is unlikely that you will achieve all of your advocacy goals at the first attempt, advocacy needs to be based on a reflective cycle. This starts with assessing the situation and understanding the problems, gathering evidence and consulting stakeholders. A period of analysis follows, during which decisions are made about advocacy goals, target audiences, messages and media, timescales, etc. The advocacy actions then take place, after which it is important to reflect on what has happened, and assess any changes in the situation/problems before embarking on more advocacy planning and action.

Assessment
Gather evidence of the situation and consult stakeholders.

Analysis
Consider your advocacy goals and target audiences, messages and media.

Action
Take advocacy actions and reflect on the results – look for changes.

The advocacy cycle[7]

Assessing the situation

This guide will not provide details on situation analyses. However, in assessing the current teacher education situation and the extent to which teachers are being prepared for inclusive education, it is important to collect:

- qualitative and quantitative data (for instance, using interviews, focus group discussions, and participatory research tools that make use of drama, art, photography, mapping, etc., and using quantitative tools such as stakeholder questionnaires or institutional surveys);
- information from various stakeholders' perspectives, including the voices of those affected by the problem;
- case studies (showing the problem, examples of interventions, and desired outcomes);
- information about relevant policy and legislation; and
- information about any previous/current advocacy work on the same or similar issues.

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7 The advocacy cycle is similar to the action research cycle and other reflective cycles – it highlights the importance of advocacy as being an ongoing, reflective process.

The questions you might investigate, when preparing your advocacy work, will also vary depending on the context, but might include:

- Whether inclusive education capacity has been recognized as part of national teacher professional standards? Whether teacher policies require teachers to develop capacities for inclusive education?

- How many teachers currently receive pre-service teacher education about inclusive education theory and practice? How many teachers currently receive training in inclusive education through in-service courses?

- How diverse is the population of teacher educators and student teachers (in regard to gender, ethnicity, disability, etc.)?

- What is the nature of this teacher education? Short courses or full university modules? Compulsory or optional?

- Is the teacher education itself inclusive? Does it address the diversity of student teachers and teacher educators?

- How much of the training takes place in the lecture room, and how much is practice-based in schools/classrooms?

- How do teachers feel about inclusive education? Are they keen, or nervous about their abilities, reluctant, or overly resistant?

- Are there examples of successful teacher education on inclusive education that you can learn from or showcase?

- Are there teachers, schools or institutions that are willing to support advocacy on inclusive education training for teachers, and perhaps even act as role models in an advocacy campaign?

- What do learners and their parents think about teachers/teaching; and what changes do they think need to be made to the way teachers are prepared for the reality of diverse learners?

- How are teacher educators being prepared and supported to work inclusively with their students?

Analysis

During this stage, the objectives for the advocacy are decided. There might be short-term and long-term objectives, or a series of smaller objectives that help you to achieve your over-arching objectives. When prioritizing objectives, it is important that a range of stakeholder views are considered as different people may have different opinions about which of the desired changes are most urgent or important. At this point

you also plan the advocacy actions – a process which also should be participatory. By involving different people in the advocacy planning, you will increase ownership of the process and gain access to more people's skills, experiences and time for carrying out advocacy actions.

Action

Because advocacy actions will depend on the context, the goals, the skills/experiences of the advocates, etc., we cannot outline for you exactly what advocacy actions you need to take in relation to teacher education and inclusive education. However, through the subsequent four advocacy guides, we provide ideas for possible advocacy messages relating to some of the teacher education problems that you may be seeking to address. We also provide ideas for what the changes resulting from successful advocacy might look like.

How can we convey advocacy messages?

There are no limits to the ways in which you can convey advocacy messages! However, it is vital that the medium you choose suits the message and the target audience.

You might choose:

- interpersonal methods – meetings, workshops, conferences, telephone calls, round-table discussions, coordinated campaigns (e.g. letter writing, walks, marches, non-violent protests), etc.

- popular or mass media – newspapers, radio, television, local performances, leaflets, posters, journal and newsletter articles, books and book chapters, websites, online social networking, etc.

You also need to think about how you introduce or 'launch' your advocacy. Advocacy may fail to make an impact if all your efforts are focused on designing the messages and materials, and if you do not give enough attention to how you will get those messages out to your target audiences. If you want to attract many other people to support the cause, it might be a good idea to organize a high-profile event to launch your advocacy message, or a mass distribution of materials to draw widespread attention to your cause. Or it may be more appropriate to take a more discreet approach, and quietly but firmly make direct contact with your target audience, without putting them in the spotlight publicly.

When you convey advocacy messages, you may refer to international legal instruments that are of relevance to inclusive education. A list of relevant international legal instruments is provided in the following pages.

Title	Main features relevant to inclusive education
Convention against Discrimination in Education (1960) http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html	The Convention lays down the fundamental principle of equality of educational opportunities. It prohibits discrimination in education in all its dimensions, and stipulates that quality education be made available and accessible to all.
International Covenant on Economic, Social and Cultural Rights (1966) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx	The Covenant provides the right of everyone to education in Article 13, and stipulates that education "shall enable all persons to participate effectively in a free society".
International Covenant on Civil and Political Rights (1966) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx	The Covenant calls for respect for "the liberty of parents" to "ensure religious and moral education" for their children "in conformity with their own convictions" in Article 18.
International Convention on the Elimination of All Forms of Racial Discrimination (1965) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx	The Convention stipulates, in Article 7, the adoption of "measures, particularly in the fields of teaching, education, culture and information" to combat "prejudices which lead to racial discrimination".
Convention on the Elimination of All Forms of Discrimination against Women (1979) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx	The Convention affirms the equal rights of women and men and stipulates the adoption of measures to eliminate discrimination in the field of education in Article 10.
Convention concerning Indigenous and Tribal Peoples in Independent Countries (1989) http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C169	The Convention calls for ensuring the involvement of indigenous and tribal peoples in the development and implementation of education programmes in Article 27, and that children belonging to these communities are "taught to read and write in their own indigenous language" in Article 28.

Convention on the Rights of the Child (1989) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx	The Convention affirms the right of every child to education in Article 28, and stipulates that "the best interests of the child shall be a primary consideration" in all actions.
International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CMW.aspx	The Convention affirms the right of each child of a migrant worker to education "on the basis of equality of treatment with nationals of the State concerned" in Article 30, and also calls for their education to be provided in the "mother tongue" of the child in Article 45.
Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (1999) http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C182	The Convention calls for measures to ensure free basic education and vocational training for all children removed from the worst forms of child labour in Article 7.
Convention on the Rights of Persons with Disabilities (2006) http://www.ohchr.org/EN/HRBodies/CRPD/ Pages/ConventionRightsPersonsWithDisabilities.aspx	The Convention affirms, in Article 24, the right of persons with disability to education, and calls for ensuring an inclusive education system.

## How will you know if your advocacy is working?

As with any project/programme work, you need to know whether you are achieving results from your advocacy work. So when planning advocacy and setting objectives, you need to consider what indicators you will set for measuring the advocacy process and the results, and how these could be measured. This indicator setting and measuring process also needs to be done in a participatory way with stakeholders.

Advocacy process indicators might help you to measure, for instance, how many leaflets have been distributed, how many people listened to a debate broadcast on the radio, whether some proposed meetings or debates took place and who attended/ participated.

Advocacy impact indicators might attempt to measure changes in attitudes or practices among target groups (quantitatively via questionnaires, or qualitatively via focus groups and interviews). Impact might also be measured through monitoring the behaviour of the target groups through existing mechanisms (for instance, reviewing the minutes of government debates to see if any issues that pertain to inclusive education are being raised by ministry personnel, how often and what they are saying).

It is, however, important to remember that it is difficult to attribute change to any single specific advocacy intervention. Changes are likely to have been brought about as a result of multiple messages over a period of time from different advocates, rather than suddenly as a result of one advocacy initiative. It can therefore be challenging to set impact indicators for your advocacy work that will accurately attribute an impact solely to your efforts.

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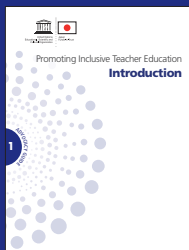
Advocacy Guide 1: Introduction

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.
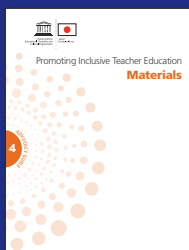
Advocacy Guide 2: Policy

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.
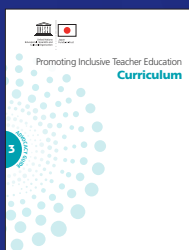
Advocacy Guide 3: Curriculum

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.