

HOW TO STRENGTHEN THE ONGOING TEACHER TRAINING FOR INCLUSIVE EDUCATION?

Inclusive education is every student's right. People often think that it only guarantees enrollment and enables people with disabilities to attend regular schools. But it's so much more than that: **inclusive education seeks to transform**, among other things,

- school physical structures;
- teaching methods;
- funding;
- teacher training.

Aiming to contribute in spreading this issue, Alana, in collaboration with UNESCO, prepared the report **Inclusive education and ongoing teacher training: national and international learning**, based on a survey coordinated by Vindas International Education. The report shows that ensuring quality training for teachers promotes improvements for inclusive education.

The document presents policies and practices for implementing ongoing training for inclusive education, developed from eight case studies from Brazil and around the world. These locations were chosen for their variety of management models and perspectives, and because they are signatory countries of the UN Convention on the Rights of Persons with Disabilities:

- Maracanaú (Ceará, Brazil)
- Pinhais (Paraná, Brazil)
- Santos (São Paulo, Brasil)
- Autonomous city of Buenos Aires (Argentina)
- Autonomous community of Valencia (España)
- City of Glasgow (Scotland)
- Portugal
- Uruguay

CHECK BELOW SOME OF THE ANALYSES PRESENTED IN THE RESEARCH SO THAT TEACHERS CAN HAVE QUALITY ONGOING TRAINING AND PROMOTE INCLUSIVE EDUCATION:

- Training must be considered essential to **strengthen the inclusive political-pedagogical project of the entire school**. It should not focus solely on the individual improvement of teachers.
- It must **be connected with the routine of schools and their professionals**.
- It should **encourage exchange** between the entire school team.
- It should be **offered to all professionals in the school community**, and not just teachers.
- It is important to **consider career progression and carry out activities during working hours**. This way, more professionals may become interested and undertake training.
- It is necessary to **allocate budget** for actions that strengthen inclusive education, mainly for teacher training and support for teaching practice.

USE THE FOLLOWING LINK OR THE QR CODE BELOW TO:

- 1 Download the executive summary of the study.
- 2 Access a detailed version of the diagnostic questions presented below regarding inclusive education actions within your school network bit.ly/formacao-educacao-inclusiva



ACCESS A DETAILED VERSION OF THE DIAGNOSTIC QUESTIONS PRESENTED BELOW REGARDING INCLUSIVE EDUCATION ACTIONS WITHIN YOUR SCHOOL NETWORK?

ANSWER THE QUESTIONS BELOW AND SUPPORT INCLUSIVE EDUCATION!

LEGISLATION	Is there a local regulation that ensures the right to inclusive education and requires ongoing teacher training?	<input type="checkbox"/> Yes! <input type="checkbox"/> Not yet
TRAINING STRUCTURES	Is there a plan to offer training throughout the school year?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
CONSULTATION WITH PROFESSIONALS	Are training programs developed from consultation with teachers, educational managers and teaching teams?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
TRAINERS PROFILE	Does the team responsible for ongoing training have the skills to combine theory and practice?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
IMPACT ON TEACHING CAREER	Does ongoing training support and encourage professional development of teachers with career progression, for example?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
SPACE FOR TRAINING ACTION	Are there any training activities at the school and during the school team's working hours?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
INCLUSIVE THEMES	Do the training themes value inclusive practices that encompass all students, even when the focus is on specific student groups?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
METHODOLOGIES	Aiming to provide pedagogical responses to present and future challenges of the teaching profession, does the training value autonomy, creativity, collective work and the active role of teachers?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
TRAINING ASSESSMENTS	Are there structured and frequent assessments of ongoing training and its impacts?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet
TRAINING FINANCING	Is there allocated budget to support the professional development of teachers throughout their career?	<input type="checkbox"/> Yes! <input type="checkbox"/> We are working on it <input type="checkbox"/> Not yet

IMPLEMENTATION



COOPERATION



RESEARCH

