



## **Mission Report**

### **Regional Workshop:**

### **Advocacy Guides for Promoting Inclusive Teacher Education in Asia-Pacific**

5-7 June 2013

Ballroom 1, 7th Floor, Holiday Inn Bangkok Sukhumvit 22, Bangkok, Thailand

Prepared and summarized by  
Panthong Powkamhang, Documentation and Resources Officer

#### **A. SEAMEO Officials and Staff Member on Mission**

1. Panthong Powkamhang

#### **B. Background, Description and Objectives of the Activity**

1. Background

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.

Two rounds of UNESCO Bangkok's regional multi-country review of preservice teacher education systems in Asia-Pacific revealed that despite regional progress towards inclusive education, many challenges remain in preparing teachers to have inclusive attitudes and competencies. The multi-country reviews were conducted in Bangladesh, Cambodia, China, Lao PDR, Mongolia, Nepal, Thailand and Viet Nam during 2008 – 2011 with financial support from the Japanese Ministry of Education, Culture, Sports, Science and Technology, within the framework of the project "Reorienting Quality Teacher Education towards EFA and ESD".

The reviews investigated four main areas related to teacher education; policy, curriculum, materials and methodology. These findings subsequently became the basis of UNESCO Bangkok's newly published "Promoting Inclusive Teacher Education: Advocacy Guides". The publication set "Promoting Inclusive Teacher Education" consists of five advocacy

guides. They discuss challenges and barriers to inclusive education in the four main areas of teacher education, and offer related strategies and solutions for effective advocacy towards sound inclusive policies and practices. The “Promoting Inclusive Teacher Education: Advocacy Guides” can be an effective tool to support efforts to improve the quality of teachers in the Asia-Pacific region through inclusion-oriented reforms in national pre-service teacher education systems.

2. The objectives are as follows:

- 1.1. To disseminate the “Promoting Inclusive Teacher Education: Advocacy Guides” to participants from countries which took part in the regional reviews of pre-service teacher education systems.
- 1.2. To receive comments and feedback on the Advocacy Guides.
- 1.3. To discuss and agree on the guidelines for translation and adaptation of the Advocacy Guides in each participating country.
- 1.4. To discuss country specific strategies to advocate for bringing about changes in teacher education policies, curricula, materials and methodologies towards more inclusive education systems
- 1.5. To develop country draft simple work plans for the translation and adaptation of the Advocacy Guides.

### **C. Participants**

1. Approximately 40 participants from Bangladesh, Cambodia, China, Lao PDR, Mongolia, Nepal, Thailand and Vietnam (Country participants and Development partners) and staffs from UNESCO Bangkok.

### **D. Organizer/s**

1. UNESCO Bangkok

### **E. Highlight of the Activity/Summary Points**

1. Dr Gwang-Jo Kim, Director of UNESCO Bangkok gives the opening remark on Inclusive Teacher Education.
2. Mr Ian Kaplan, Co-Director of EENET-CIC was the presenter and one of the authors of the Advocacy Guides takes the participants through the components of this publication, how it was developed, the structure of the guides, and key messages in each guide, providing a thorough overview of the Advocacy Guides. After each session, there’s a work group session for the participants to discuss and share experience related the advocacy work.
3. After finishing The Walking through of the Advocacy Guide, Mr Min Bista, Programme Specialist of UNESCO Bangkok present on a draft guideline for translation and adaptation of the Advocacy Guides. Participants discuss about the guideline for their own contexts and agree upon the finalised guidelines.
4. The last day of workshop, the participants will work with their country partners to outline a draft work plan for the translation and adaptation of the Advocacy Guides as well as relevant budget plans. Then participants will share their experiences related

to advocacy work, and discuss effective strategies for each country to carry out advocacy on promoting inclusive teacher education.

## **F. Role/Participation of SEAMEO**

1. Participate and SEAMES is the member of a committee in Thailand Team.

## **G. Follow-up Actions Needed**

1. To outline a draft work plan for the translation and adaptation of the Advocacy Guides, In Thailand Team establish the committee consisting of following participants;

**Ms. Pennee Kantavong Narot**

Associate Professor, College of Local Administration, Khon Kaen University

**Ms. Suwimon Udompiriyasak**

Associate Professor, Regional Chair of ICEVI, International Council for Education of the Visual Impairment (ICEVI); Faculty of Education, Suan Dusit Rajabhat University

**Ms. Wiyada Lemtrakul**

Dean, Lampang Rajabhat University

**Mr. U-taka Phikhrohroek**

Lecturer, Faculty of Education, Rajabhat Maha Sarakham University

**Ms. Phongsri Suratreungchai**

Educator, Bureau of Special Education Administration, Office of the Basic Education Commission, Ministry of Education

**Ms. Jirattaya Chaayasarn**

Educator, Bureau of Special Education Administration, Office of the Basic Education Commission, Ministry of Education

**Ms. Wanna Tienmee**

Director, Foundation for Applied Linguistics

**Ms. Panthong Powkamhang**

Documentation and Resources Officer, SEAMES

Mr. U-taka Phikhrohroek is the coordinator of this committee.

2. The committee will recruit the translator for translate the Advocacy Guides (All 5 booklets). Then setting up another adaptation of the Advocacy Guides Team from MOE, Thailand consists of teachers, Special Education experts etc. for reviewing the 5 Booklets.
3. Financial resources will come from MOE, Thailand, UNESCO.
4. This work plan for the translation and adaptation of the Advocacy Guides will take about 2 years.

## **H. Appendices/Related Conference Materials and Outputs**

1. Five booklets of Advocacy Guide



