

# Foundations of Disability-Inclusive Education Sector Planning

ORGANIZED IN PARTNERSHIP WITH UNICEF

14 September – 2 December 2022



## COURSE OVERVIEW



### DATES

**26 Sept – 2 Dec 2022**

(10 weeks), with an orientation phase from 14 to 25 Sept. 2022.



### OBJECTIVE

Provide participants with the foundational knowledge and skills for disability-inclusive education sector planning.



### PARTICIPANTS

Teams of professionals (4-6 members) from different departments within ministries of education (planning, special

needs/inclusive education, statistics, teacher training, curriculum, etc.), as well as from development partner organizations.



### CONTENT

Participants will examine key concepts, principles, and benefits related to inclusion in education systems and formulate strategies aimed at promoting inclusion and learner diversity in the education sector.



### PRACTICAL INFORMATION

**Language:**  
English

**Workload:**  
8-10 hours per week

**Registration:**  
Deadline 15 July 2022

Sustainable Development Goal 4 (SDG 4) calls for countries to ensure inclusive and equitable quality education, and to promote lifelong learning opportunities for all by 2030. Yet emerging evidence indicates that children with disabilities continue to be the most marginalized and excluded group within education systems. Addressing the needs of these children in national planning processes, notably education sector analyses and sector plans, is an important means of identifying and overcoming barriers to inclusion and of ensuring that education systems provide such children with equal opportunities for educational progress.

Recognizing the importance of disability-inclusive planning for reaching SDG 4, the UNESCO International Institute for Educational Planning (IIEP) and UNICEF have joined forces to support ministries of education in strengthening their analytical, organizational, and human resource capacities for disability-inclusive education sector planning (ESP).

Identifying and assessing the efficacy of various approaches to inclusive education, and pinpointing bottlenecks and capacity gaps, are key steps towards the formulation of strategies as part of inclusive education sector plans.

Participants are prompted to take a systems thinking approach as a means to understanding complex systems and an entry point to disability-inclusive education sector analysis.

## Course objectives

This online course aims to provide professionals with the foundations of disability-inclusive education sector planning. It will focus on the knowledge and skills that participants will need in order to take an active role in mainstreaming inclusive education into education sector plans (ESP). The course will be particularly useful for participants from countries intending to move towards a more inclusive education system. It will provide them with a foundation in educational planning for inclusive education, and will deepen their understanding of regional, national, and local strategies, so they can make better-informed decisions concerning reforms of their national systems:

- **Define** principles, key concepts, and benefits related to inclusion in education systems;
- **Examine** strengths and weaknesses of the education system, using an inclusive lens;
- **Formulate** strategies to include the issue of disability in education sector planning;
- **Assess** their own role and contributions to making the education system more inclusive.

## Participants' Profiles

The primary target audience is ministry of education staff whose work areas cover issues of equity and inclusion in regards to children with disabilities. This includes participants from departments of special needs or inclusive education, as well as departments of planning, budget and finance, statistics (EMIS, population surveys, etc.), teacher training, and curriculum. The participation of female professionals and persons with disabilities is highly encouraged. A minimum of 3 years' work experience with policies and strategies addressing marginalized populations is highly desirable. Participants must be proficient in English (reading and writing).

 **Please note that participants must have reliable access to the internet and meet the requirements described in the Annex 'Technology requirements'.**



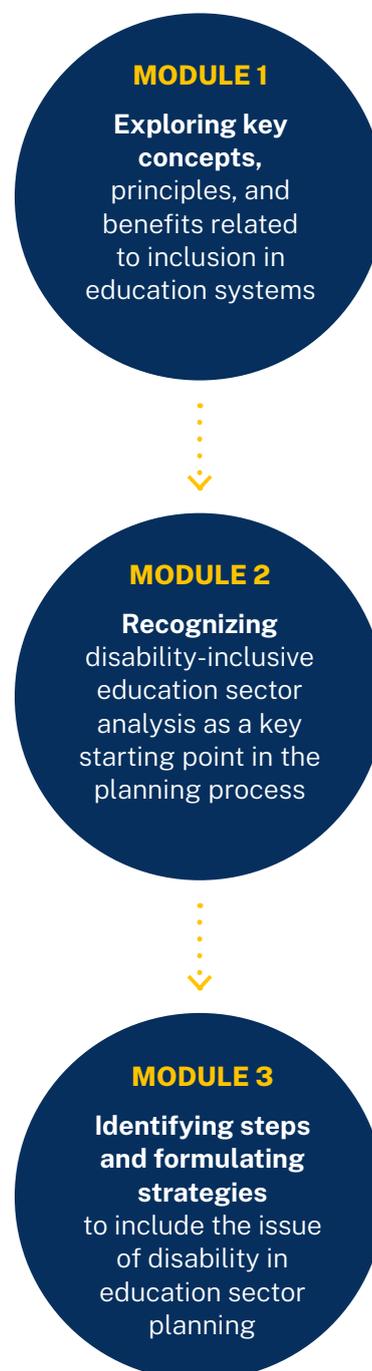
## Course structure and content

The course consists of three modules, as outlined below:

**Module 1** introduces participants to the principles, concepts, and benefits of inclusive education, with a particular focus on children with disabilities. It then discusses different approaches to inclusive education, focusing on a review of international and national legal instruments and policies addressing the educational rights of children with disabilities.

**Module 2** focuses on education sector analysis (ESA), including its main objectives, becoming familiar with the methodology by looking at the different steps and the actors involved. Participants will identify relevant data sources, documents, and tools needed for analysis. The Framework on disability-inclusive education will be introduced and used to reflect and discuss the challenges affecting the inclusion of children with disabilities in the education sector. A particular focus on disability data collection will deepen their understanding of the data needs for an ESA that is inclusive of the issue of disability.

**Module 3** will review the different steps, issues, and challenges involved in disability-inclusive ESP. Based on the analysis of data and evidence in Module 2, participants will formulate strategies to promote inclusive education. They will also be invited to critically assess their own contributions to this process.





## Calendar

The course will be held from **26 September to 2 December 2022 (10 weeks)** following a 12-day preparatory phase (14–25 September) for testing communications on the course e-learning platform and for meeting other participants and IIEP instructors. Participants should spend an average of **8–10 hours** per week on course-related work.



## Certification

A participant who successfully meets the evaluation requirements of this online course will obtain an IIEP-UNESCO and UNICEF certificate of successful completion.



## Learning modalities

The course will rely on an interactive and practice-oriented learning approach. Throughout the course, participants will be asked to prepare practical exercises that will allow them to directly apply the skills acquired.

The training will be based on three learning modalities:

- Individual study of reading materials, videos, and interactive presentations, participation in online discussions, and completion of individual quizzes;
- Participation in group meetings (face-to-face and virtual), during which teams will collectively prepare group activities based on their reflections and discussions;
- Interaction with international experts and participants from other institutions and countries through direct collaboration and experience sharing.



## Assessment and Certification

Participant performance will be assessed through individual assignments, group work, quizzes, and participation. Performance is marked on a scale of 0 to 20 with 60 per cent (12 out of 20) considered a passing grade.

- Group assessment: Throughout their training, participants will be asked to prepare and submit group assignments to the course instructors, who will comment and grade them on a rubric. Teams will have the opportunity to revise the assignments as part of the 'Final Group Project'.
- Individual assessment: In order for their participation to be validated, participants must attend at least 75 per cent of the group meetings and actively contribute to group work. Group coordinators will take attendance during group meetings. In addition, participants will be required to participate in online discussions and complete individual quizzes.



## Registration

IIEP will send out an invitation letter to ministries of education and other concerned institutions. The ministries of education will select participants who will work in teams of 4–6 members for the duration of the course.

The deadline for application is **15 July 2022**.

Individual applications must be completed online by clicking on the following URL link: [training.iiep.unesco.org/faces/CreationCompte.xhtml](https://training.iiep.unesco.org/faces/CreationCompte.xhtml)

Participating teams will be informed of their selection three weeks after they have submitted their application.



## Partners

This course is developed and delivered in partnership with UNICEF ([unicef.org](https://www.unicef.org).)



## Technology requirements

The IIEP Virtual Campus platform is based on the Moodle learning management system. In order to apply to this course, participants must make sure they meet the following technical requirements:

<b>Accessibility</b>	For information on how IIEP strives to continuously improve the accessibility of its online training, and its accessibility policies, please click on <a href="https://cvi.iiep.unesco.org/login/index.php">https://cvi.iiep.unesco.org/login/index.php</a> and then on the Accessibility link at the bottom of the page.
<b>Browser</b>	<p>The IIEP platform (Moodle) is compatible with the majority of browsers, desktop or laptop computer:</p> <ul style="list-style-type: none"> <li>— Chrome</li> <li>— Firefox</li> <li>— Safari</li> <li>— Edge</li> </ul> <p>NOTE : All versions of Internet Explorer should be avoided, as should older versions of Safari (7 and older).</p> <p>To ensure optimal security and user experience, it is recommended to use the most recent version of your browser.</p>
<b>Sound card, headset, speakers</b>	In order to listen to videos, etc., you must have a sound card in your computer and will need a headset, earphones, or speakers.
<b>Microsoft Word and Excel</b>	Several courses require to download Word or Excel documents. If you do not have MS Office, you can download <a href="#">Open Office</a> , a free suite of software, which allows to open and edit MS Office files.
<b>Adobe Reader</b>	Participants will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free at <a href="https://get.adobe.com/reader/">https://get.adobe.com/reader/</a>
<b>Internet connection</b>	<p>Having a high-speed Internet connection will allow participants to benefit from all available resources.</p> <p>Minimum recommended connection speed: 500 Kbps.</p>
<b>Mobile devices</b>	Although IIEP's courses are primarily designed to be followed on a personal computer, the design of site and course pages is responsive, meaning that participants can also use their smartphone or other mobile device to access courses, view videos, read and reply to forum messages, and so on.