

FOUNDATIONS OF DISABILITY-INCLUSIVE EDUCATION SECTOR PLANNING

28 September to 27 November 2020

Organized in partnership with UNICEF

unicef



COURSE OVERVIEW

Dates: 28 September – 27 November 2020 (9 weeks) with a 12-day preparatory phase (16-27 September) for testing communications on the online platform.

Objective: The overall objective of this course is to provide participants with the foundational knowledge and skills on disability-inclusive education sector planning.

Participants: Teams of professionals (maximum 4-6 members) from different departments within Ministries of Education (planning, special needs/disability-inclusive education, data and statistics, teacher training, curriculum, and other relevant departments/units), as well as from development partner organizations.

Content: Participants will examine key concepts, principles, and benefits related to inclusion in education systems, learn about how to examine an education system using a disability-inclusive lens and formulate policies aimed at promoting inclusion and learner diversity in the education sector.

Language: English.

Workload: 8–10 hours per week.

Fees: USD 550 per participant.

Registration deadline: 10 July 2020.

INTRODUCTION TO THE COURSE

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 analysis 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.

COURSE OBJECTIVES

This online course aims to provide professionals with the foundations of disability-inclusive ESP. It will focus on the knowledge and skills that participants will need in order to take an active role in mainstreaming disability into education sector plans.

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 disability-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.

Upon completion of this course, participants should be able to:

- define key concepts, principles, and benefits related to inclusion in education systems;
- examine strengths and weaknesses of the education system in addressing the needs of all children and in particular children with disabilities;
- formulate strategies to improve inclusion in the education sector in their country with a focus on children with disabilities;
- assess their own role and contributions to making the education system more inclusive.

PARTICIPANTS' PROFILE

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.

A secondary audience includes representatives of key development partners.

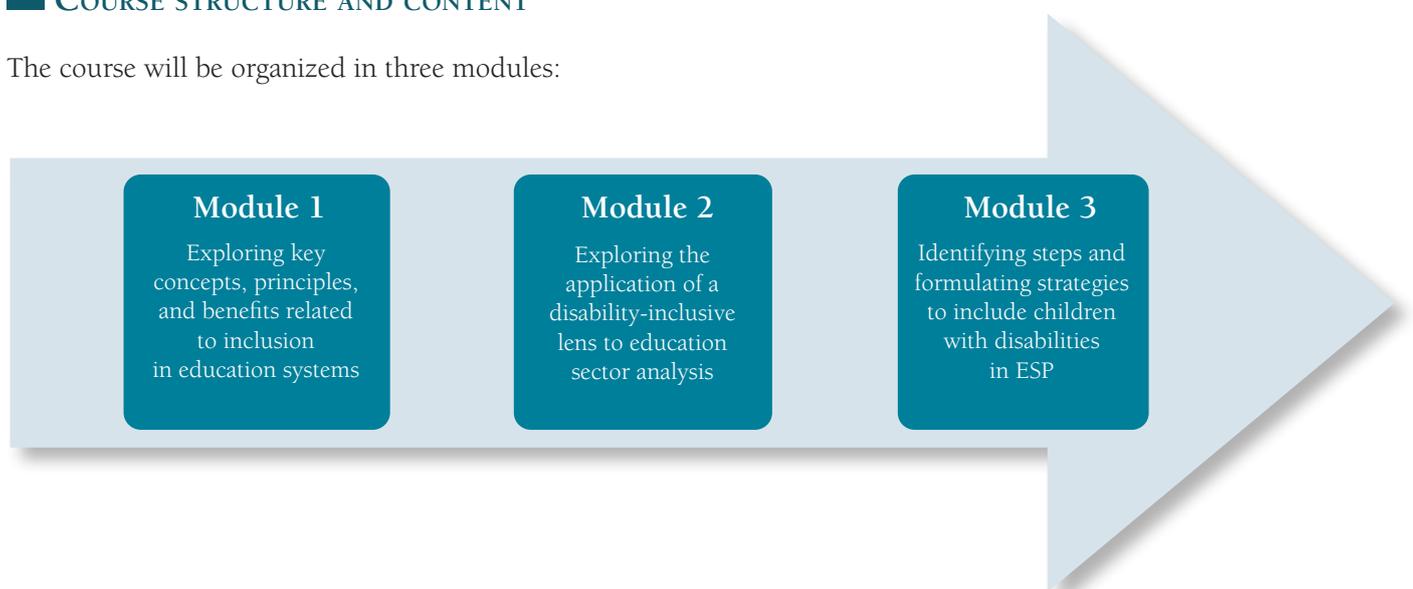
Please note that candidates must meet the following requirements.

- A minimum of 3 years' work experience with policies and strategies addressing marginalized populations;
- Proficiency in English (reading and writing);
- Good computer skills, particularly in Microsoft Word;
- Reliable access to the Internet.

The participation of female professionals and people with disabilities is highly encouraged.

COURSE STRUCTURE AND CONTENT

The course will be organized in three modules:



Module 1: Exploring key concepts, principles, and benefits related to inclusion in education systems

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: Exploring the application of a disability-inclusive lens to ESA and ESP

Looking through the lens of disability-inclusion, Module 2 focuses on education sector analysis, 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.

Module 3: Identifying steps and formulating strategies to include children with disabilities in ESP

In Module 3, participants 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.

COURSE CALENDAR

The course will run from 28 September 2020 to 27 November (9 weeks), following a 12-day preparatory phase for testing communications on the course e-learning platform and meeting other participants and IIEP instructors. Participants should spend an average of 8–10 hours per week on course-related work.

LEARNING MODALITIES

The course benefits from an interactive and practice-oriented learning approach. Participants will be asked to prepare practical exercises, which will allow them to directly apply the skills acquired.

For the duration of the course each person will be part of a national team comprising four to six persons. One member of each team will be appointed ‘group co-ordinator’. That person – preferably someone who works in a key position in educational planning – must organize group work, take attendance of participants, ensure reports are submitted on time, and so on.

The training will use the following three learning modes.

- Individual study of the training materials and personal reflection on presentations, webinars, questions and exercises;
- Participation in group meetings during which country teams will discuss and develop a joint response in the form of a group report; ***teams will also be required to undertake a school visit to observe the experiences of children with disabilities in a local school;***
- Contribution to online exchange and sharing of experiences through interaction with IIEP instructors, renowned experts, and participants from other institutions and countries;

■ ASSESSMENT AND CERTIFICATION

Participants will be assessed by the following means.

Group assessment: Throughout their training, participants will be asked to prepare and submit group assignments to the IIEP course instructors, who will comment and grade them. These activities will be evaluated on a pass or fail basis.

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 co-ordinators will take attendance during group meetings. In addition, participants will be required to participate in online discussions and to complete individual quizzes.

Participants who fulfil the above requirements will receive an IIEP-UNESCO / UNICEF certificate of successful completion.

■ PARTICIPATION FEES

USD 550 per participant.

■ 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 during the entire duration of the course.

The deadline for applications is Friday, 10 July 2020.

Individual applications must be completed online by clicking on the following URL link: <https://training.iiep.unesco.org/faces/AccessDirectNonAuth.xhtml?ir=45912&rio=>

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

■ PARTNERS



■ CONTACT

More information on the course can be obtained from:

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TECHNOLOGY EQUIPMENT

The IIEP Virtual Campus platform is based on the Moodle learning management system. IIEP courses delivered on the platform provide participants with a variety of training materials and interactive resources and tools, such as discussion forums, videos, instructional presentations with audio, quizzes, individual and group assignments, etc. In order to participate in the course, learners must make sure they meet the following technical requirements:

<p>Browser</p>	<p>The IIEP platform (Moodle) is compatible with the majority of browsers:</p> <table border="0"> <tr> <td data-bbox="485 456 836 488"> <p>Desktop or laptop computer</p> </td> <td data-bbox="1031 456 1203 488"> <p>Mobile device</p> </td> </tr> <tr> <td data-bbox="485 510 740 689"> <ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge </td> <td data-bbox="1031 510 1264 577"> <ul style="list-style-type: none"> • MobileSafari • Google Chrome </td> </tr> </table> <p>NOTE: The following older versions of these browsers have been known to have issues with Moodle 3.2 – please avoid them:</p> <ul style="list-style-type: none"> • Internet Explorer 10 and older • Safari 7 and older <p>To ensure optimal security and user experience, it is recommended to use the most recent version of your browser.</p>	<p>Desktop or laptop computer</p>	<p>Mobile device</p>	<ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<ul style="list-style-type: none"> • MobileSafari • Google Chrome
<p>Desktop or laptop computer</p>	<p>Mobile device</p>				
<ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<ul style="list-style-type: none"> • MobileSafari • Google Chrome 				
<p>Pop-up windows</p>	<p>Configure your browser so that it allows pop-up windows from the IIEP platform. If necessary, consult the Help for your browser, or contact us if you need help.</p>				
<p>Sound card, headset, speakers</p>	<p>In order to listen to videos, etc., your computer must have a sound card and you will need a headset, earphones or speakers.</p>				
<p>Microsoft Word and Excel</p>	<p>Several courses require you to download and work with Word, Excel or PowerPoint documents. If you don't have Microsoft Office, you can download Open Office, a free suite of software which will allow you to open and edit MS Office files.</p>				
<p>Adobe Reader</p>	<p>You will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free. https://get.adobe.com/reader/</p>				
<p>Internet connection</p>	<p>If you have a high-speed Internet connection, it will be easier and more enjoyable for you to take the course and benefit from all available resources.</p> <p>Minimum recommended connection speed: 500 Kbps</p>				

Ensuring optimal streaming speeds is especially important for videos. Make sure to close as many other tabs, browsers, and programmes as possible while streaming your content. It may also help to hardwire your Internet connection, rather than using a wireless network connection.