



DIEP PROJECT

NEWSLETTER | APRIL 2022

DUHOK INCLUSIVE EDUCATION PARTNERSHIPS

IN THIS NEWSLETTER

Welcome to the first newsletter of the DIEP project. DIEP is a partnership between SALAR, Duhok Governorate, General Directorate of Education in Duhok (DOE) and General Directorate of Care and Social Development in Duhok (DOLSA), Funded by the European Union (EU) and implemented by the United Nations Development Programme (UNDP) for 12 months.

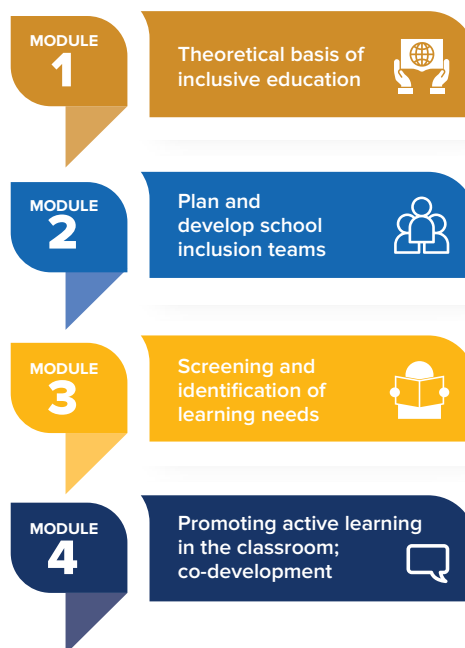
DIEP will co-develop an approach to inclusive education in Duhok in the Kurdistan Region of Iraq. This will be achieved by building the capacity of teachers, physical improvements in two pilot schools and strengthening governance and strategic partnerships.

The long-standing partnership around inclusive education in Duhok will be strengthened by building a peer-to-peer exchange of knowledge between experts, teachers and decision makers in Duhok and in Sweden.

In this newsletter we update about the activities of the DIEP project during the inception phase (January – March 2022), and the Duhok approach.

THE DUHOK APPROACH TO INCLUSIVE EDUCATION

Duhok is piloting a world class inclusive education training programme. It includes implementation of whole-of-school teacher training in inclusive education, delivered by 20 principle trainers to teachers in two schools. The programme uses participatory methods and active-learning techniques to build teacher confidence and problem-solving skills. It takes an accumulative approach to learning, starting with basic foundations and building more specific and complex topics. It includes a package containing up to 11 outline training modules. Modules 1 and 2 have been piloted in 2021 (as part of LOGDEVI project). Modules 3 and 4 will be rolled out in 2022 under the DIEP project.



WHAT IS INCLUSIVE EDUCATION?

An agreed definition is that inclusive education means that all children, whatever their differences, can learn and thrive in mainstream schools. It means that instead of expecting the children to adapt or creating new systems to encompass them, we remove barriers to learning and participation.

The main tools for removing the barriers are teachers, which is where our focus lies, as well as supporting structures from school management, physical environments, parents and school communities and civil society.

INCLUSIVE EDUCATION CASE STUDIES



1
CASE STUDY

STUDENT WITH LANGUAGE BARRIER

Sherzan is a student from Turkey, who was unable to communicate in Kurdish. Some schools already refused to accept him due to the language barrier. He was transferred and accepted at Zivreen. In the beginning, it was difficult for the teachers as he lagged behind understanding the lessons. However, the teachers, using their inclusive education knowledge, kept encouraging him until he became capable of reading, writing, and communicating in Kurdish. As a result of the support he was given, Sherzan is now pursuing his education at the school with no impediment.



2
CASE STUDY

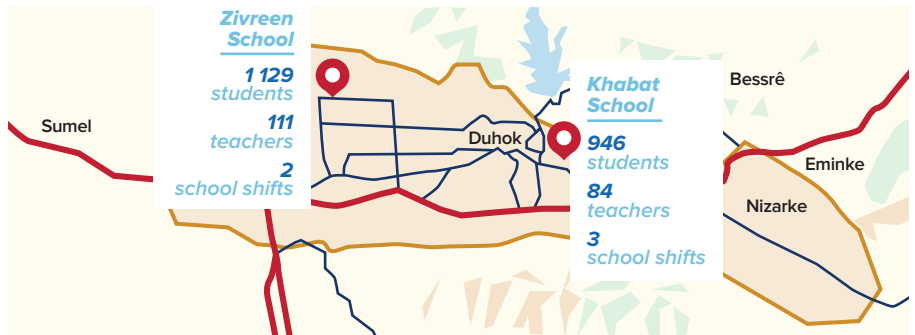
OLDER STUDENT

Rasti is an autistic student who is over the school age limit. The teachers at Zivreen school, in co-ordination with DOE have taken the initiative of providing the student with online education. They have created a Viber group through which they communicate with his parents. They send him homework, tasks, and assignments which allows him to continue his learning.

After teachers from pilot schools received inclusive education training in the LOGDEVI project (Module 1 & 2), a follow-up mechanism was set up for measuring the impact of training on the behaviour and attitude of teachers. Trainers, supported by the international trainer, visited the pilot school teachers to assess how effective the trainings have been. They found that the teachers had successfully embedded what they learned into their schools.

OUR PILOT SCHOOLS

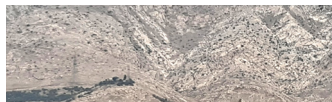
The two pilot schools that have been selected for the DIEP project are Khabat School and Zivreen School. Both schools have already completed Module 1 and 2 of inclusive education training. Within the DIEP project, teachers at Khabat and Zivreen will undergo advanced inclusive education training and physical improvements to the school environment.



VISIT TO DUHOK - JANUARY 2022

To launch the new DIEP project in inclusive education, three SALAR staff from Sweden visited Duhok and Erbil and held a series of meetings with our partners and stakeholders including UNDP, Duhok Governor, and Director Generals of both Directorates of Education and Care and Social Development in Duhok and IRFAD. The official start meeting of the project with partner representatives was held on

January 12th, 2022. An MOU has been signed by all partners regarding the project. The visit to Duhok also included a visit to the DOE training centre and pilot schools, as well as intensive project planning and workshopping with the local team.



- SALAR and IRFAD meeting with Director General of DOE
- Physical improvements at Hindreen school
- Meeting with the Director General of DOLSA
- SALAR and IRFAD meeting with Governor of Duhok



PHYSICAL DISABILITY

The problem-solving approach of inclusive education meant that teachers at the pilot schools have not been restricted to the resources and stakeholders at school, but also reached out to other actors to meet the students' needs. One such actor was an NGO to provide better quality wheelchairs for one of the students at Hindreen school, Ashwaq, who could not afford a new wheelchair. The NGO immediately provided a high-quality wheelchair to Ashwaq, who is now able to move around more easily.

* These case study examples show the impact of the inclusive education model from the previous LOGDEVI project (funding from Sida).

PREPARATION OF THE TRAINING PROGRAMME

During the first months of 2022, the team has been contextualising Module 3 and 4 of the training programme based on the suggestions and observations provided by the trainers and teachers who received training on Module 1 and 2 last year. The material is being translated into Kurdish in preparation for further co-development with principle trainers. Co-development of Module 3 will begin in May.



TRAINING IN MODULE 1 & 2 FOR NEW TEACHERS AND NEW TRAINERS

To meet targets around principle trainers, an additional 5 trainers have been recruited. In addition, 20 new teachers are employed at the pilot schools who have not undergone the training during 2021. Therefore, a group of 25 teachers and trainers have now undertaken training in Modules 1 and 2 to ensure they have the background knowledge to continue with future modules of the programme.

OBSERVERS TRAINING AND COLLABORATION WITH THE EU/BRITISH COUNCIL SCHOOLS PROGRAMME

The project will include a team of 13 observers, who are education supervisors who can objectively assess the effectiveness of the training. The observers are not monitoring but take the role of a critical friend of the process. To avoid duplication in Duhok, DIEP has started a collaboration with an EU/British Council project that is using a similar critical friend process. The EU/British Council programme's critical friends will also act as observers for DIEP. A 2-day training on the Inclusive Education Approach was held 15-16 March with 13 of these critical friends.

PEER-TO-PEER NETWORKS BEING ESTABLISHED

The DIEP project focuses on peer-to-peer networks, strengthening knowledge exchange between Sweden and Duhok. These networks can strengthen existing partnerships and connect teachers across the globe. We are now in the phase of establishing these networks, meeting with experts and engaging with Kurdish and Arabic speaking teachers in Sweden.

PROJECT TIMELINE

