



# DIEP PROJECT

NEWSLETTER | JUNE 2022

## DUHOK INCLUSIVE EDUCATION PARTNERSHIPS

### IN THIS NEWSLETTER

Welcome to the second newsletter of the DIEP project. Duhok is piloting a world class inclusive education training programme in 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.

In this newsletter we update about the activities of the DIEP project in the second quarter (April – June 2022) including co-development and teacher training.



### WHAT IS INCLUSIVE EDUCATION?

An agreed definition of inclusive education is 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.

### TRAINING PROGRAMME BEGINS!

The training programme has begun implementation in the pilot schools of Zivreen and Khabat. The first stage is co-development of the training materials, where 19 principal trainer-facilitators (PTFs) experience the training programme they will deliver and actively contribute to the contextualisation of these materials for Duhok. The interactive training methodology is delivered remotely by the international trainer. A short film was produced on the co-development which you can see at the following link: [Module 3 Co-Development.mp4](#). During the training we also had a visit from the UNDP's LADP Programme Manager and Head of UNDP Erbil Office, Mr Stephan Schmitt-Degenhardt.



LADP Programme Manager, Mr Stephan Schmitt-Degenhardt visits the training centre and meets with Mrs Faiza Wahid, Process Manager in Duhok for the project



## LAVEEN AND RASAN – KEEPING THEM IN THE CLASSROOM

Laveen and Rasan are siblings at Khabat school. Laveen is visually impaired and Rasan has a hearing impairment. The teachers who taught these two students were special education teachers. Although the teachers were well-intentioned, Laveen and Rasan were separated and taught extra lessons outside the classroom, making them feel isolated. The teachers were not aware of the impact this segregation had on Laveen and Rasan. After participating in the inclusive education training, the teachers began to keep them inside the classroom, using various teaching methods and aids to help Laveen and Rasan catch up with others and learn in the same setting.

*Their classmates have also been encouraged to be more supportive to them. They feel less exposed to discrimination and more engaged in the school with their peers and teachers.*

## TEACHER TRAINING

In late June and July, the PTFs delivered the teacher training to 110 teachers from the pilot schools over three weeks. The teacher training uses participatory methods and active-learning techniques to build teacher confidence and problem-solving skills.



*The different learning activities during co-development and teacher training*



## PEER-TO-PEER – BRINGING TOGETHER SWEDEN AND DUHOK

An important part of the DIEP project is that Kurdish and Swedish parties work together and exchange knowledge, called “peer-to-peer”. This is happening at both the teacher level and the management level.

An international peer-to-peer teacher network has been established between teachers at the pilot schools and Kurdish-speaking teachers in Sweden. A first introduction meeting between teachers was held in June. The teachers formed small groups and have started discussing different approaches to inclusive education in the different countries. An information meeting will be held in August to build capacity in the group on a topic identified as relevant by the group themselves.

A working group between senior managers and experts in Sweden and Duhok has also been established in May and has already had two meetings. The working group is the key forum for providing input into a long-term strategy for inclusive education in the Duhok region. The first introduction meeting allowed members from Sweden and Duhok to meet and introduce themselves. The second had the purpose of developing a shared understanding of what inclusive education means in Duhok and was held in two stages – the first was for international working group members to provide the framework and input for this shared understanding, thinking about the Swedish and international perspective. The second was an in-person meeting in Kurdish with the Duhok participants.





CASE STUDY

### BAREZ – SUPPORT FROM HER PEERS

Barez is a student at Zivreen school. She has a physical impairment and was finding it very difficult to move around the school environment and to hold a pencil to write. Barez also had a speech impairment resulting from psychological pressure at home and she was afraid of loud voices. After the teachers participated in the inclusive education training programme, they began to motivate Barez’s peers to support her at school. This successfully alleviated some of the pressure she was experiencing. The School Inclusion Team teachers convened and provided further support for her. As a result, she has now overcome her fears and speaks well enough to be understood. Her overall performance has improved by virtue of what her teachers took away from the trainings they have completed.



CASE STUDY

### INTERNATIONAL KNOWLEDGE EXCHANGE

As part of the international peer-to-peer teacher network, small groups of teachers from the pilot schools and Kurdish-speaking teachers in Sweden have been formed. The teachers meet online and chat in Whatsapp groups to discuss different approaches to inclusive education in the different countries. When Stockholm-based teacher Hanaa Nadji was on holidays in Duhok visiting family, she arranged to meet her group of peers in person, in order to strengthen ongoing ties between the teachers.

*“ We exchanged experiences of different schools in Sweden and Duhok for children that need extra support. We also talked about what needs to be done here? What methods do we use in Sweden? Then after the meeting we visited one of the schools to see the physical environment and met with the principal. Unfortunately, it was holidays so I was not able to meet the students at the school, that would have been helpful. ” Hanaa Nadji*

### OBSERVERS

The project includes a team of 13 observers, who are education supervisors able to offer their perspective on the effectiveness of the training. The observers have undergone a 2-day training on the inclusive education approach and have completed school visits and assessed the implementation of inclusive education in the pilot schools.

### ACCESSIBLE INFRASTRUCTURE AT THE PILOT SCHOOLS

After the successful improvements at Hindreen School, as part of the earlier LOGDEVI project with support of SKL International, assessments and plans are now confirmed for accessible infrastructure (physical improvements) at the pilot schools, Khabat and Zivreen, by DOE and Swedish experts. Works will start over the summer holidays.



### PROJECT TIMELINE

