

INTEGRATED GOVERNANCE FOR INCLUSIVE EDUCATION

Inclusive education means that all children, whatever their need, can learn and thrive in mainstream schools. It means that instead of asking the children to adapt or creating new systems to encompass them, we remove barriers to learning and participation. The key in this process is the problem-solving skills and adaptability of the teachers on the ground.

Since signing the UN declaration of People with Disabilities in 2013, Iraq have been committed to providing inclusive education and a decree in the Governorate of Duhok in 2018 concretized this commitment. This decree stated that all children being educated (or reformed) by Social Affairs, must be included in Directorate of Education schools. The Duhok Governorate has facilitated a careful transition, in which the two departments learn from each other, and develop the necessary cooperation and expertise.

In partnership with Duhok Governorate, General Directorate of Education in Duhok (DOE) and General Directorate of Care and Social Development in Duhok (DOLSA), SALAR International and IRFAD, an Inclusive Education approach has been co-developed in Duhok since 2018. This was achieved by building the capacity of teachers, physical improvements in pilot schools and strengthening governance and strategic partnerships. The long-standing partnership around inclusive education in Duhok was also strengthened by building a peer-to-peer exchange of knowledge between experts, teachers and decision makers in Duhok and in Sweden.

Inclusive education builds on strong local authorities working together towards a common goal, and in Duhok the DOE, DOLSA and the Governorate have worked over five years towards a common understanding of inclusive education, strong networks and collaboration, and the development of a long-term strategy for inclusive education in the region.

Duhok has also piloted a world class inclusive education training programme, including implementation of whole-of-school teacher training in inclusive education, delivered by 20 principle trainers to teachers in three pilot 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 were rolled out in 2022 under the DIEP Duhok Inclusive Education Partnership project.

The programme has had support through the LOGDEVI project and SALAR International between 2018 and 2021, and under 2022 through the UNDP with peer-to-peer financing from the EU.

SALAR International 

A part of the Swedish Association
of Local Authorities and Regions

IRFAD
Iraqi Research Foundation for Analysis and Development
NGO
مؤسسة البحوث العراقية للتحليل والتطوير

LOGDEVI
Local Governance Development in Iraq
مشروع دعم الحكومات المحلية في العراق

Some of the results from the five year partnership include:

- Long-term strategy for inclusive education in Duhok
- Strengthened partnerships between local authorities in Duhok
- Built capacity in 20 principle trainer facilitators (PTFs) to deliver inclusive education training
- Three pilot schools have piloted the approach (Zivreen, Khabat and Hindreen)
- Over 250 teachers trained in inclusive education and 160 in advanced inclusive education
- Student focussed accessible infrastructure and improvements at three pilot schools
- Four training handbooks co-developed with PTFs, films, newsletters and other materials.
- Study visits to Sweden and Duhok 2019

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