

**SPECIALIZATION COURSE IN
SPECIAL AND INCLUSIVE
EDUCATION: INTERNATIONAL
AND LOCAL PERSPECTIVES**

**JULY 21st
JULY 25th**

**ECTS: 3
HORAS: 22,5**



**UNIVERSIDAD
DE ALMERÍA**

**A SEA OF KNOWLEDGE
STUDY ABROAD**

INTRODUCTION

This specialisation course combines the Spanish approach to inclusive education with global knowledge from different socio-cultural contexts, such as the Nordic, British, and Global South and East educational models. This course is unique as it will bring international experts and leaders of first-class Norwegian universities such as the Oslo Metropolitan University (Oslo), the University of Southeastern Norway (Notodden & Dammen), and NTNU (Trondheim) and British Universities, the Open University (London) and Anglia Ruskin University (Chelmsford) who will narrate their personal experiences, and together with them, we will have the opportunity to visit specific settings where the discussion forum will be promoted. The unit will provide significant knowledge in the various fields of inclusive education of minority groups, with the added benefit of a unique combination of theoretical and empirical knowledge developed by 20 years of experience working in worldwide institutions such as the NTNU (Norway), Monash University (Australia), CEDEFOP (Greece), European Agency for Special Needs and Inclusive Education (Belgium and Denmark).

The teaching combines lectures, workshops and seminars with a problem-based learning approach. It is a supportive learning environment with relatively small classes where the students and academic staff work closely together.

Why are you coming to Almeria?

Since 1994, when UNESCO presented the Salamanca Statement, policies have been directed toward inclusive education in Spanish schools. Many years have passed, and this course includes the opportunity to learn from professionals who show firsthand their experiences related to the system's organisation with the available resources. It is particularly relevant when the direction for inclusion takes alternative meanings. The political directions have implications on where to locate them, mainly when schools create subsystems by units of instruction; Almeria's schools in this academic year have increased their spatial segregation in which children are studying in 586 special units according to specific categories, such as 163 Specific Special Education units, 68 units for students with Autism Spectrum Disorder, 230 Integration Support units, 16 Hearing and Language classrooms in specific centres and 89 Hearing and Language classrooms to support integration. This course will bring students to meet innovative and alternative relevant inclusion projects promoted by the local Down Syndrome Association. We also plan to discuss implementing inclusive projects at local schools with the organisation's experts. Almeria, the province in Andalusia with the highest proportion of children born abroad in Andalusia region (around 17 %), has the most people with an immigrant background in Spain, and one in four children has an immigrant background. During the last 30 years, Almeria has been exporting vegetables grown locally to the

entire of Europe, with the most significant concentration of greenhouses in the world and most of the staff working at the greenhouses (65%) have an immigrant background from Africa, South America, and East European countries. Local organisations such as Almeria Acoge are working to support the quality of life of specific minority groups. Almeria Acoge has worked with families of minority communities since 1987. The association led a summer school that attended around 100 children to free day activities, including free meals.

COORDINATOR

Anabel Corral Granados

University of Almeria (Spain)

REQUIREMENTS

Students, practicing educators or staff related to school practices

LECTURERS

Jonathan Rix

The Open University (UK)

Selma Dzemic

Anglia Ruskin University (UK)

Emad Al-Rozzi

Oslo Metropolitan University
(Norway)

Carrie Ho

Anglia Ruskin University (UK)

Abdul-Razak Kuyini Alhassan

University of Southeastern Norway

Rapp, Anna Cecilia

University of Trondheim NTNU,
Norway

MAIN GOALS

1. Students should be able to understand the theoretical and political principles of inclusive education, sustainability and justice and implement innovation in practice from international contexts.
2. Students will learn from case studies of the British, Nordic, Asian, Global South, and Spanish educational systems.
3. Students will be able to evaluate the quality of educational practices with a special focus on the significance of contextual and cultural perspectives in implementing education for all, with a special focus on education for minoritized groups.

JULY	SCHEDULE
MODULE A:	Sociocultural Perspectives on Learning and Development for all (British and Nordic Context).
<p>21</p> <p>Monday</p> <p>09:00</p> <p>14:00</p>	<p>LECTURER: Jonathan Rix (Open University, UK)</p> <p>Introduction to theories of socioculturalism.</p> <p>Introduction to Learning and development for all.</p> <p>Education and the role of agency, identity and participation.</p> <p>Sociocultural pedagogy.</p> <p>Identifying and challenging barriers to learning.</p> <p>Underlying tensions within and between all these.</p> <p>People's experiences of systems?.</p>
<p>22</p> <p>Tuesday</p> <p>09:00</p> <p>11:30</p>	<p>LECTURER: Selma Dzemic</p> <p>Inclusive education in Norway (9:00/11:00)</p> <p>This session will focus on inclusive education in Kristiansen (Norway). Inclusion will be discussed in terms of the wider context of the education system, with the various school types and the options they offer to parents and children. Links will also be made with classroom practice and relevant theoretical perspectives to enrich students' understanding. The session will also draw on national and international legislation relevant to inclusion to provide the full context and encourage in-class critical discussion. The students will also be encouraged to link with their professional experiences around inclusive practice and to share examples. The session will introduce theoretical and practical perspectives that the students can use in their future practice. If the students are international, various systems will also be compared. The system in the Norwegian Context is varied and interesting in terms of inclusion, and the session will bring forward ideas that an international audience can use. By the end of the session, the students should understand how the Nordic school system works and what it means for people with Special Educational Needs and Disability.</p>
<p>22</p> <p>Tuesday</p> <p>11:30</p> <p>14:00</p>	<p>MODERATOR: Anabel Corral Granados (University of Almeria, Spain) and Anna Cecilia Rapp (NTNU University Norway)</p> <p>Nordic Unequal Childhood Project</p> <p>A group of researchers at the Norwegian University of Science and Technology have studied how schools and welfare systems are organized in three municipalities in Finland, Sweden and Norway.</p> <p>The research project concerns social inequality and the risk of marginalization for children and youth. The collaborating partners examine how welfare systems and social safety nets</p>

	<p>are implemented at a municipal level and practised at local schools. The study is based on comprehensive data material, including various actors' voices, such as leaders, administrative staff, health providers, teachers, and pupils. The study also includes statistical data and policy analysis.</p> <p>Nordic Unequal Childhood is a collaboration platform that ensures the dissemination of research results. It gives our partners a chance to exchange experiences, contribute to an active dialogue, and ensure a knowledge-sharing network between municipalities and researchers.</p> <p>Ultimately, the project aims to counteract the marginalization of children and youth by identifying risks and using research-based knowledge to strengthen education and welfare services in the Nordic countries.</p> <p>Nordic Unequal Childhood is an initiative funded by the Nordplus Horizontal program and the Nordic Council of Ministers.</p> <p>https://www.ntnu.edu/nordic-unequal-childhood</p> <p>Children actors at the Unequal Nordic Childhood Project</p> <p>This lecture explores unique research retelling Norwegian children's inclusion and exclusion experience. Nordic policies are well known for their inclusive goals, and this research points out that schools are still unequal. Children in low and upper socioeconomic-status areas are experiencing school discrimination, isolation and unsupported processes in Norwegian schools. Children in both school contexts need additional recognition. Educational policies must be revised to include aims for collaboration, coordination, and capacitation of children and families in their school communities and outside the structural limits.</p>
MODULE B:	<p>Towards inclusive education: local and global perspectives. (Norwegian Context and Refugees)</p>
<p>23 Wednesday 09:00 14:00</p>	<p>LECTURER: Emad Al-Rozzi (Oslo Met University, Norway)</p> <p>Refugee children in transitional contexts.</p> <p>Norwegian kindergarten/ school system and inclusion of refugee children. Intervention methods with children with traumatic life experiences.</p> <p>Study visit to Almeria Acoge (Local NGO).</p> <p>Discussion Forum with Emad Al-Rozzi (Oslo Met University, Norway), professionals working at the NGO and families.</p>
MODULE C:	<p>Towards inclusive education: local and global perspectives. (Global South, Hong Kong and Andalusia)</p>

<p style="text-align: center;">24</p> <p>ONLINE LECTURE</p> <p style="text-align: center;">Thursday</p> <p>(Total: 2 hours and a half) 9 to 12.00</p>	<p>LECTURER: Carrie Ho (Anglia Ruskin University, UK)</p> <p>Early Years Education and Inclusive Practices in The UK And Hong Kong.</p> <p>This lecture explores early years education and inclusive practices in the UK and Hong Kong. Covering key policies, initiatives, and challenges, it offers comparative analysis and insights from academic literature. Using interactive digital platforms and breakout rooms, the students will be able to actively participate in the lecture and share their views and experiences. Students will also gain a nuanced understanding of both systems and strategies for promoting inclusive education in diverse cultural contexts.</p>
<p style="text-align: center;">24</p> <p>ONLINE LECTURE</p> <p style="text-align: center;">Thursday</p> <p>(Total: 2 hours and a half) 12:00 to 14.00</p>	<p>LECTURER: Abdul-Razak Kuyini Alhassan (University of Southeastern Norway)</p> <ul style="list-style-type: none"> · Conceptualization and possibilities of inclusion and diversity in education · Sociology of special education and inclusive education · Inclusion in the Global South · Modules of inclusive education · Supporting children with special educational needs and disabilities in schools

COORDINATOR

Prof. Anabel Corral Granados

ORGANISER AND LECTURER: Anabel Corral Granados

Anabel Corral-Granados has been granted the Beatriz Galindo Distinguished Researcher position awarded by the Ministry of Education for implementing a project on equity in education in the South of Spain following a 3 years postdoctoral research fellowship (2020/23) engaged in the “Childhood, School, and Inequality in the Nordic Countries (Unequal Childhood)” project of the Department of Teacher Education (NTNU). In her PhD thesis from Anglia Ruskin University (UK), she explored conceptualizations of inclusion and the understanding and implementation of inclusive ways to teach children with disabilities. She has in-depth competence in organizational theories, policy analysis, and inclusive teaching. She has experience as a researcher at The European Agency for Special Needs and Inclusive Education in both Brussels (Belgium) and Odense (Denmark). Corral has worked as an Associate Professor at the State University of Alicante, where she coordinated three different subjects on educational psychology and taught on children’s rights; educational psychology and international policy in education. Anabel was a director of an early childhood center based on a qualified program from the Red Cross about reducing the marginalisation of families with children at risk of social exclusion.

LECTURERS

LECTURER: Emad AlRozzi,

Oslo Metropolitan University

Assistant professor at Oslo Metropolitan University at the faculty of teacher education and international studies. He is originally occupational therapist and hold master's in special needs education and finishing his PhD in special needs education with focus of care systems for refugee children in Norway. He has wide experience with working with children who have difficult life situations and have developed programs for traumatized children. He was born and grew up in the Al-Nuseirat refugee camp in Gaza Strip.

LECTURER: Jonathan Rix

The Open University, UK

Central Academic Staff. Professor of Participation and Learning Support. Faculty of Wellbeing, Education & Language Studies. School of Education, Childhood, Youth & Sport. Education. jonathan.rix

Jonathan is Professor of Participation & Learning Support at the Inland Norway University of Applied Sciences and Emeritus Professor at the Open University, UK. He has spent over 20 years teaching on inclusive and special education having taught for many years before that in schools and other community settings. His award-winning research has included ground-breaking participatory projects involving disabled people, multi-national studies of special education, explorations of effective pedagogy in mainstream schools and parental experiences of services. Among his numerous publications are 'In Search of Education, participation and Inclusion – Embrace the Uncertain (2023)' and 'Must Inclusion Be Special? (2015)' both published by Routledge.

LECTURER: Selma Dzemiđic Kristiansen

Associate Professor of pedagogy, Institute of Pedagogy, University of South-Eastern Norway

Selma Dzemiđic Kristiansen is an Associate Professor with a PhD in Education from the University of South-Eastern Norway, specializing in inclusive education and cooperative learning pedagogy. Her extensive research focuses on social responsiveness, peer support, and socio-relational pedagogy. She has played key roles in international projects and educational initiatives, emphasizing inclusive teaching practices and inclusive didactic. Practical experience and in-depth competence are related to inclusive theories and practices, and inclusive teaching is grounded in the implementation of several international projects and research cooperation programs between Norway, the University of Oslo, the Department of Special Needs Education, and universities in the Western Balkans (2003-2020). She participated in school and research activities regarding the Development towards the inclusive school: Practice-Research-Capacity Building, which resulted in three research anthologies answering the primary research question: "How does school teach following pupils' different levels of mastery and needs for support in the learning process (resources, barriers and dilemmas)?"

As a member of the International Association for Initiatives in Education, "Step by Step" she worked as a coordinator and educator in the post-war Bosnian educational context for implementing "Child-Centred education with a focus on Inclusion Minority and Marginalized Groups of Children in the regular system of Education". As an Associate Professor at the University of South-Eastern Norway and researcher of the research group «Minorities and Education», I actively, with other researchers, pursue scholarly inquiries into pertinent issues surrounding inclusive education and diversity.

LECTURER: Dr Carrie HO

Senior Lecturer in Education (Anglia Ruskin University, UK)

Carrie is a professional dramatist, licensed therapist and educational researcher. She is a Senior Lecturer in Education at Anglia Ruskin University (UK). She is also an Honorary Professor at the Southwest Institute of Child Rehabilitation Medicine, Chengdu, China, and an affiliated researcher at The Domingos Lam Centre for Research in Education at the University of Saint Joseph (Macau). Carrie has been an appointed Subject Specialist (Performing Arts) of The Hong Kong Council for Accreditation of Academic and Vocational Qualifications since 2006, and a Drama Examiner of the Hong Kong Arts Development Council since 2008. Carrie is interested in transdisciplinary arts-based research on aesthetics, pedagogy & assessment, sustainability, spirituality, SEND supports, and applied theatre through the lens of postmodernism.

LECTURER: Abdul-Razak Kuyini Alhassan

Professor of pedagogy, University of Southeastern Norway (Norway)

Abdul-Razak holds the position of Professor of Pedagogy at the University of South-Eastern Norway (USN), where he brings together expertise from the intersecting fields of education and child welfare. He holds a Doctor of Philosophy degree (special and inclusive education) from the University of Brunei, an M.Phil in education from OsloMet, a Postgraduate Certificate and Bachelor of degree from USN, and a Professional Teacher Training Certificate from Ghana. With a diverse academic background, Abdul-Razak has taught at various universities and possesses extensive international experience in countries such as Brunei, Ghana, Norway, and the United States.

Abdul-Razak's scholarly pursuits are focused on special and inclusive education, multicultural education, and child welfare and protection. He is a member of the National Association of Special Education Teachers (NASSET) and participates in the International Association of Special Education. Furthermore, Abdul-Razak is recognized as a co-founder of Hassaniyya Primary, a learning centre dedicated to serving over 500 children, including orphans and those with developmental disabilities. Additionally, he serves as a special advisor to Talented International Primary School in Tamale and provides mentorship and advisory support to the Northern wing of the Ghana Blind Association. Through his academic, professional, and humanitarian

endeavours, Abdul-Razak demonstrates a commitment to advancing education and welfare initiatives for vulnerable populations both locally and internationally.

LECTURER: Rapp, Anna Cecilia

Department of Teacher Education, University of Trondheim NTNU, Trondheim, Norway

Anna Cecilia Rapp is an associate professor of sociology. Her research focuses on school, organization, social inequality, inclusion/exclusion, upbringing conditions, school sports, and physical activity. She is one of three leaders for the project Childhood, School and Inequality in the Nordic Countries (Unequal Childhood) and she is leading the connected project Nordic Unequal Childhood. Rapp wrote her PhD thesis on the “Organization of Social Inequality in School. A Study of Primary Schools’ Institutional Design and Practice in Two Nordic Municipalities”.



[MORE INFO](#)

[APPLY NOW!](#)



<https://www.ual.es/estudios/study-abroad>
sabroad@ual.es