**Debre Markos University   
Institute of Education & Behavioral Science  
Department of Special Needs and Inclusive Education**

1. **General information of the Course**

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| Course Title | Inclusiveness |
| Course code | SNIE 1012 |
| Credit Value of the Course | 2/(4 ECTS) |
| Academic Year | 2012 E.C/Semester: II |

1. **Course Description**

Development efforts of any organization need to include and benefit people with various types of disabilities, people at risks of exclusion/discrimination and marginalization, through providing quality education and training, creating equity, accessibility, employability, promoting prosperity, reducing poverty and enhancing peace, stability and creating inclusive society. Inclusiveness promotes effective developments through full participation of all members of a population, people with disabilities and vulnerabilities, where all are equal contributors of development and equitable beneficiaries. Through inclusive practices, it is possible to identify and remove social and physical barriers so that people with disabilities and vulnerabilities can participate and benefit from all developments. Thus, all University students should be given the chance to study the specific developmental characteristics of each group of persons with disabilities and vulnerabilities.

1. **Course objective**

At the end of this course, students will able to:

* Identify the needs and potentials of persons with disabilities and vulnerabilities.
* Identify environmental and social barriers that hinder the needs, potentials and full participations, in all aspects of life of persons disabilities and vulnerabilities
* Demonstrate desirable inclusive attitude towards all persons with disabilities and vulnerabilities in full participations.
* Apply various assessment strategies for service provisions for evidence-based planning and implementation to meet the needs of persons with disabilities and vulnerabilities.
* Adapt environments and services according to the need and potential of the persons with disabilities and vulnerabilities.
* Utilize appropriate assistive technology and other support mechanisms that address the needs of persons with disabilities and vulnerabilities.
* Respect and advocate for the right of persons with disabilities and vulnerabilities
* Collaboratively work with special needs experts and significant others for the life success of all persons with disabilities and vulnerabilities in every endeavors and in all environments.
* Create and maintain successful inclusive environment for persons with disabilities and vulnerabilities
* Promote the process of building inclusive society

1. **Instructor’s and Students’ Roles/Course Policies& Expectation**
2. **Instructors’ Roles**

* Provide students with the course syllabus and give an over view/create course map about the course at the first period, Conduct interactive lectures at the beginning of the unites., Facilitate students’ individual and group activities, Assess students performance (e.g. written and oral questions, presentation), Provide timely feedback on their performance orally and in written form, Keep students portfolios of evidences

1. **Students’ Roles**

* Each student is required to attend the sessions for not less than 90% of the time given, Work/ carry out reading, individual and group assignments and projects and submit on time. Take part in other learning activities both in and outside the class room. Reflect on feed -backs and take actions/Actively participate in all learning activities.

1. **Evaluation/Assessment Modality and Grading policy**

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| **Types of Assessment Strategies** | **Assessment type** | **Value** | **Schedule** |
| Assessment of learning approaches continuous Assessment | 1.Mid exam | 30% | Situation Based |
| 2.individual and Group Assignment | 20% | Miazia 1&2/2012 |
| Summative | Final Exam | 50% | DMU **Schedule** |
| Total |  | 100% |  |

1. **Disability Policy**

Any candidate who is in need of special academic support because of his/her special personal needs (e.g. sight, hearing, and etc. problems.) is expected to inform orally or in written form for the course manager/instructor at the very beginning of the course delivery process. So that he/she can get the possible supports accordingly.

1. **Course contents**

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| **Chapter 1.** | **Chapter 2.** |
| 1. Understanding Disability and Vulnerability   * Definitions Disability and Vulnerability * Models of Disability * Types Of Disabilities and Vulnerabilities * Causes Of Disability and Vulnerability * The Effects of Attitude on the move towards Inclusion | 2. Concept of Inclusion   * Definition of Inclusion * Principles of Inclusion * Rationale for Inclusion * Factors that influenced development of inclusion * Benefits of Inclusion * Ultimate Goal of Inclusion * Features of Inclusive Environment * Inclusive Environment * Barrier of Inclusion |
| **Chapter 3:** | **Chapter 4.** |
| 3. Identification of Needs and Differentiated Services   * Impact of disability and vulnerability on daily life * Factors related to the person * Economic factors and disability * Political Factors and disability * Psychological factors of disability * Needs and Potentials of Persons with Disabilities and Vulnerabilities * Gender and disability * Identity and disability * Belongingness and disability * Intersectionality * Impact of the Social and psychological environment on the enabling –disabling process * Disability Inclusive intervention and rehabilitation services * Strategies to disability inclusive intervention and rehabilitation prevention * Implement effective Intervention and Rehabilitation * Implement Technologies for disability inclusion * Implement inclusive job opportunities and employment | 4. Promoting Inclusive Culture   * Inclusive Culture * Dimensions of Inclusive Culture * Policies Related to Inclusive Culture * Building Inclusive Community * Means of Establishing Inclusive Culture * Inclusive Values * Indigenous Inclusive Practices and Values   **Chapter 5:** |
| 5. Inclusion for Peace, Democracy and Development(Individual Reading Assignment)  **Chapter 6:**  6. Legal Frameworks for Persons with Disabilities and Vulnerabilities  (Group Written Assignment) |
| **Chapter 7:** | **Chapter 8:** |
| 1. Inclusive Resources   (Group Written Assignment) | 1. Collaborative Partnerships with Stakeholders   Collaborative Partnerships with Stakeholders  (Group Written Assignment) |

1. **Instructional Aids**

LCD, Laptops, white markers, sheet of papers, staplers

**References**

2. Alemayehu Teklemariam (2019). Inclusive Education in Ethiopia: WILEY and

Blackwell: Singapore

3. A Teachers Guide (2001).UNESCO. Inclusive Education and Classroom Practice in

Secondary Education (2004).

5. Tirussew Teferra and Alemayehu Teklemariam (2007). Including the Excluded: Integrating disability into EFA Fast Track Initiative Process and National Education Plans in Ethiopia. World Vision

6. Ministry of Education (2007). School Improvement Program

7. Ministry of Education (2010). Special Needs Program Strategies Implementation Guide Line.

8. Ministry of Education (2010). Special Needs Education Program Strategy. Addis Ababa

9. Understanding and to children’s need in inclusive classroom (2010). www.european-agency.org

**Remark**: For the sake of your further understanding on the issues under the course, you are expected to access other available resources. Full module available in digital library (elibrary.dmu.edu.et)