

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

**JULY 8th
JULY 19th**

**6 ECTS
40 hours**

A SEA OF KNOWLEDGE
STUDY ABROAD



**UNIVERSIDAD
DE ALMERÍA**

INTRODUCTION

This specialization course combines the Spanish approach to inclusive education with global knowledge from different cultural contexts such as the Nordic, the UK, and the Australian educational model. The unit will provide you with significant knowledge in the various fields of special needs education, 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.

COORDINATOR

Anabel Corral Granados
University of Almeria (Spain)

LECTURERS

Jonathan Rix
The Open University (UK)

Eleni Lithari
Anglia Ruskin University (UK)

Emad Alrozzi
Oslo Metropolitan University (Norway)

Carrie Ho
Anglia Ruskin University (UK)

Abdul-Razak Kuyini Alhassan
University of Southeastern Norway

REQUIREMENTS

Students, practicing educators or staff related to school practices

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 from the British, Nordic 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

<p>8 Monday 09:00 14:00</p>	<p>Sociocultural Perspectives on Learning and Development for all (British Context and colonies Hong Kong)</p> <p style="text-align: right;">Lecturer: Jonathan Rix</p> <p>Introduction to theories of socioculturalism. Introduction to Learning and development for all. Education and the role of agency, identity and participation. Sociocultural pedagogy. Identifying and challenging barriers to learning.</p>
<p>9 Tuesday 09:00 14:00</p>	<p>Towards inclusive education: local and global perspectives. (British Context)</p> <p style="text-align: right;">Lecturer: Jonathan Rix</p> <p>Histories. Statistics. Policies. Funding models. Curricula. Underlying tensions within and between all these People's experiences of systems?. Post, trans, cross and indigenous insights into inclusion and special education?</p>
<p>10 Wednesday 09:00 14:00</p>	<p>Inclusive education in England</p> <p style="text-align: right;">Lecturer: Eleni Lithari</p> <p>This session will focus on inclusive education in England and Spain. 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 with 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 aim to introduce theoretical and practical perspectives that the students can use in their future practice. If the students are international, a comparison of various systems will also take place. The system in the UK is varied and interesting in terms of inclusion, and the session will bring forward ideas that can be used by an international audience. By the end of the session the students should have a good understanding of how the English And Spanish school Systems works and what it means for people with Special Educational Needs and Disability.</p>
<p>11 Thursday 09:00 14:00</p>	<p>Early Years Education and Inclusive Practices in Spain and the UK Critical Analysis</p> <p style="text-align: right;">Lecturer: Anabel Corral Granados</p> <p>This lecture explores early years education and inclusive practices in Spain. Covering key policies, initiatives, and challenges, it offers comparative analysis and insights from academic literature. Students will also gain a nuanced understanding of both systems and strategies for promoting inclusive education in diverse cultural contexts.</p>
<p>12 Friday</p>	<p style="text-align: center;">CULTURAL VISITS & ACTIVITIES: Kayak at Cabo de Gata</p>

JULY

SCHEDULE

15

Monday

09:00

14:00

Towards inclusive education: local and global perspectives. (Norwegian Context and Refugees)

Lecturer: Emad Alrozzi

16

Tuesday

09:00

14:00

Norwegian kindergarten/ school system and inclusion
Intervention methods with traumatized children
Refugee children in transitional contexts

17

Wednesday

09:00

14:00

Towards inclusive education: local and global perspectives. (Global South and Hong Kong)

Lecturer: Carrie Ho (Online lecture)

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 for sharing their views and experiences. Students will also gain a nuanced understanding of both systems and strategies for promoting inclusive education in diverse cultural contexts.

18

Thursday

09:00

14:00

Lecturer: Abdul-Razak Kuyini Alhassan (Online lecture)

- 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

19

Friday

CULTURAL VISITS & ACTIVITIES: Visit to Granada & Alhambra

COORDINATOR

Prof. 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.

LECTURERS

Prof. Jonathan Rix

The Open University (UK)

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.

Prof. Carrie HO

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 to The Domingos Lam Centre for Research in Education at University of Saint Joseph (Macau). Carrie is an appointed Subject Specialist (Performing Arts) of The Hong Kong Council for Accreditation of Academic and Vocational Qualifications since 2006, and Drama Examiner of Hong Kong Arts Development

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.

Prof. Eleni Lithari

Anglia Ruskin University (UK)

Eleni is the Course leader for MA in Special Educational Needs and Disability. She delivers seminars and lectures to level 4, 5, 6 and 7 students. Module titles: 'Education Studies 2: International and Comparative Perspectives in Education', ' Education Studies 3: Ideology, Educational Policy and Cultural Texts ', 'Special Needs in Education', 'Education Studies 1: Families, Schools and Equality', 'Undergraduate Major Project', 'Education Paradigms 1', 'Studying Education and Research 1', 'Primary Education and Schooling 1', 'Primary Education and Schooling 3', 'Special Educational Needs and Disability in Context', 'Intervention for Special Educational Needs and Disability'. She Research on Development of dyslexic young people's identities during the transition from primary to secondary education. Other research is: Exploration of support systems for dyslexic pupils in secondary education, linked with identity development for those children who experience the support. Investigation of the effects of overall educational experiences on the lives and identities of young people with learning difficulties. Strategies to support the primary to secondary school transition.

Prof. Abdul-Razak Kuyini Alhassan

University of Southeastern 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, a 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 center 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 endeavors, Abdul-Razak demonstrates a commitment to advancing education and welfare initiatives for vulnerable populations both locally and internationally.

Prof. Emad Alrozzi

Oslo Metropolitan University (Norway)

Recent work experiences in Norway includes different positions at Oslo Metropolitan University as Assistant professor (2020-now) at the department of early childhood education, faculty of education and international studies. And earlier as Head of Studies (2014-2020) for master programs and internationalization. And research fellow (2019-2014) with PhD project « Care in transition for unaccompanied asylum-seeking children in Norway». Other earlier work experience includes Gattan Center the Child- Gaza, Palestine (2000-2005), Save the children- Gaza, Palestine (2001-2004), and Palestinian Red Crescent Society (1997-2000). Education includes Master degree in special needs education, and on the final stage of PhD in special needs education. In addition to the bachelor's degree in occupational therapy. Main practical, research and teaching experiences are connected to disadvantaged children especially refugee and traumatized children.



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