

Note:

This is a template document for DECIDE module units, and it aims to help institutions to provide trainers with a *general orientation and overview* for their module courses, and thereby also help the trainers with their orientation.

The idea is for it to provide organisational help for both institutions and trainers.

It needs to be completed by the institution.

It can be filled out by hand if printed out, or on a computer.



Co-funded by the
Erasmus+ Programme
of the European Union

Module Description

The module was developed for specialists working in academic, governmental, and non-governmental sectors to provide assistance and support to persons with disabilities.

Module 4: Access Liaison Officer

Module Aims and Overview:

Development of knowledge and skills in inclusive education, understand what is the Disability and application of terminology, the main types, various groups and characteristics of disability, get acquainted with international and state regulatory documents in the field of inclusive education, the importance of a tolerant attitude in public life, ability to communicate with different groups of persons with disabilities, the role of adaptive physical education and sport in human life

ECTS Allocation:

3 ECTS (15 contact hours for lectures; 30 contact hours – for seminars/workshops; 45hours of independent self-work)

**Module Organisers
Contact Details:**

Al-Farabi Kazakh National University (KazNU)
Gainel Ussatayeva;
e-mail: gainel.ussatayeva@kaznu.kz

Guldana Ispambetova, MA
e-mail: capricorn227887@gmail.com

Tashkent University of Information Technologies
named after Muhammad
al-Khwarizmi (TUIT),
Gulomov Sherzod;
e-mail: sherhisor30@gmail.com

Kulob Institute of Technology and Innovation
Management (KITIM)
Habibullo Nozimov;
e-mail: habibullo@yandex.com

**Name of
Trainer(s):**

Gainel Ussatayeva, MD, MPH, PhD
Associate Professor, Department of Epidemiology,
Biostatistics & EBM, Faculty of Medicine and Health
Care, al-Farabi Kazakh National university

Guldana Ispambetova, MA

<p>Languages (in alphabetical order):</p> <p>Target Group:</p> <p>Participant Requirements:</p> <p>Learning Outcomes (i.e. “Can do”)</p>	<p>Senior Lecturer, Department of Physical Education and Sport, Faculty of Medicine and Health Care, al-Farabi Kazakh National university</p> <p>Sherzod Gulomov Tashkent University of Information Technologies named after Muhammad al-Khwarizmi (TUIT),</p> <p>Habibullo Nozimov Kulob Institute of Technology and Innovation Management (KITIM)</p> <p>English, Kazakh, Russian, Tajik, Uzbek</p> <p>NGOs, Public service employees and university staff</p> <p>Bachelor degree</p> <ol style="list-style-type: none"> 1. On successful completion of the module participants will understand the concept and nature of inclusive education, its terminology. 2. Will be able to get to know historical perspective of disability, types and various of disability, International and State legal acts regulating the issues of inclusive education. 3. Can work with persons with disabilities. 4. Can effectively communicate and provide support to people with different types of disabilities. 5. Can use into practice the means of using adaptive physical education for people with disabilities, plan and organize leisure time for these categories of people. 6. Deliver an oral presentation and prepare report for dissemination.
--	--

Module Structure

TEACHING, LEARNING + ASSESSMENT ACTIVITIES	STUDY HOURS
Taught Hours (lecture/seminars)	45
Independent study hours (Background reading and seminar preparation)	45
Total	90

Module Materials:

1. United Nations Educational, Scientific and Cultural Organization, 2005;
2. Inclusive Education Framework. A guide for schools on the inclusion of pupils with special educational needs. November 2011.
3. Booth T. Inclusion and Exclusion in the City: Concepts and Contexts // Inclusion in the city: Selection, Schooling and Community. – London: Routledge Falmer. – 2003;
4. Higher Education in Kazakhstan by Organization for Economic Cooperation and Development (Editor) // Reviews of National Policies for Education. P. 288. – 2017. P. 128;
5. Hyakkinen S. Inclusive education and pedagogical practice in Finland // Inclusive education: practice, research, methodology: Proceedings of the II International Scientific and Practical Conference / Pod. Ed. S.V. Alekhine. M.: Buki Vedi LLC, 2013;
6. Nogaybaeva G., Zhumazhanova S., E. Korotkikh. Monitoring framework for inclusive education in the Republic of Kazakhstan. - Astana, IAC JSC. - 2017.- S. 185.- S. 56.
7. Malofeev N.N. Special education in Russia and abroad. - M.: Printing House, - 1996.S. 182.
8. Ersarina A.M. The development of inclusive education in the Republic of Kazakhstan. // Open school. - No. 1. - January. - 2012.
9. Baitursynova A.A. Special Pedagogy: Problems and Prospects of Development. - Almaty: Education, - 2018.
10. De Pauw K., Doll-Tepper G. Towards progressive inclusion and acceptance: Myth or reality? The inclusion debate and bandwagon discourse // Adapted Physical Activity Quarterly. – 2000. Vol. 77 (2). P. 135-143.
11. Trent J. W. Inventing the feeble mind: A history of mental retardation in the United States. Berkeley, CA: University of California Press. – 1994.
12. Adams M., Bell L.A., Griffin P. Teaching for Diversity and Social Justice. – 2007. 2nd Ed. P. 381-393.
13. National report on the state and development of the education system of the Republic of Kazakhstan. - 2017. 191.
14. The Central Committee Directive. - 1947.
15. Block M.A. Teacher's Guide to Including Students with Disabilities in General Physical Education. 2nd Ed. Baltimore: Paul H. Brooks Publishing Co. 2003.

16. Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6th Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.
17. Toolkit for training (instructing) employees of ITU institutions and other organizations on ensuring accessibility for disabled people of the services and facilities at which they are provided, while providing necessary help / R.N. Zhavoronkov, N.V. Putilo, O.N. Vladimirova et al. Ministry of Labor and Social Protection of the Population of the Russian Federation. - In 2 hours - M., 2015. -- 555 p.
18. Convention on the Rights of Persons with Disabilities.
19. Universal Declaration of Human Rights. 1948.
20. World Declaration on Education for All. 1990.
21. Standard Rules for Equal Opportunities for Persons with Disabilities. 1993.
22. Salamanca Declaration and Framework for the Education of Persons with Special Needs. 1994.
23. Dakar framework of action. Education for All Movement. 2000.
24. UN Convention on the Rights of Persons with Disabilities. 2006.
25. Constitution of the Republic of Kazakhstan. 1995.
26. Law on social and medical-pedagogical correctional support for children with disabilities. 2002.
27. Law "On the social protection of persons with disabilities in the Republic of Kazakhstan". 2005.
28. "Education Act". 2007.
29. Law on Special Social Services. 2008.
30. State program for the development of education and science of the Republic of Kazakhstan for 2016-2019. 2016.
31. Standard rules for the activities of types of special educational organizations. 2017.
32. <http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Overview/>
33. <https://www.ahead.ie/supports>
34. <https://dss.ecu.edu/>
35. Rimmer J.J., Rowland J.L. Physical activity for youth with disabilities: A critical need in an underserved population // Developmental Neurorehabilitation. - №11. – P. 141-148. doi: 10.1080/17518420701688649.
36. Hodge S.R., Elliot G. Physical education majors' judgments about inclusion and teaching students with disabilities // Journal of Education and Training Studies. – 2013. – 1 (1). – P 151-157.
37. Sheppard L, Unsworth C. Developing Skills in Everyday Activities and Self-Determination in Adolescents With Intellectual and Developmental Disabilities. Remedial and Special Education. 2011; 32(5):393-405.
38. E. Belley-Ranger, R. Roult, H. Carbonneau, I. Brunet. Participation in Leisure and Sports by People with Disability Living in Rural Areas; Vision of Stakeholders in Quebec. [aassjournal 2016, 4\(3\): 11-15](#) ISSN (Print): 2476–4981
39. <http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Sports-leisure-and-recreation/>

**Module
Assessment:**

Students are assessed according to their active participation during the course, performance in practical classes, creative presentations of self- studies and final test results. The total grade for the course is divided as follows:

- Practical lessons: 25%
- Self-Study: 25%
- Final test: 50%

Assessment of practical lessons: Attendance is important in gaining points as students are mostly assessed in communicative environment which involves student-to-student and student-to-teacher interaction. The total grade of the practical lesson is 25% out of which:

- Participation in classroom activities (role-plays, discussions): 10%
- Classroom exercises, case study, workshop, tests etc: 10%
- Bonus for leadership in teamwork: 5%

Self-Study:

Self-study is assessed by checking accomplishment of workbook exercises and oral presentation. Student homework is collected and graded at the start of each lesson. Each student makes one presentation at the end of the semester.

- Homework: 20%
- Presentation: 5%

Splitting of weights for self-study work

Type of assignment	Weighting	Learning outcomes
--------------------	-----------	-------------------

Assignment 1: Essay 3000 words	15 %	1, 2
Assignment 2: Critical appraisal of research paper on inclusive education issues	10%	1, 2, 5
Assignment 3 Research project with presentation	25%	5, 6
Assignment 4: Case study	25%	3,4, 5
Assignment 5: Video of work with mock people having special needs.	25%	3, 4, 5
Exam		

ASSESSMENT CRITERIA

Assignment 1: Essay (15%) Self-comprehension is a reflection of students on a scientific problem, using ideas, concepts, associative images from other areas of science, personal experience, public practice (volume - 5 pages, Times New Roman, font size - 14 pt, line spacing - single).

Criteria:

- Disclosure of the student's position on the topic.
- Independence work.
- The consistency and clarity of the structure of the essay.
- Using the methods of comparison and generalization to analyze the relationship of concepts and phenomena
- The general form of the presentation of the results obtained and their interpretation is consistent with the genre of a problematic scientific article.
- The essay should show that its author knows and makes meaningful use of theoretical concepts, terms, generalizations, worldview ideas.
- The essay should contain convincing argumentation of the position stated on the problem.

Assignment 2: Critical appraisal of research paper (10 %)

A brief critical appraisal of paper devoted to inclusive education issues (volume – 3-4 pages, Times New Roman, font size - 14 pt, line spacing - single).

Criteria:

- Correct topic and compliance of the paper to the topic.
- Independent and critical thinking
- Logic, connectedness
- The availability of examples illustrating opinions from the paper.
- Structural ordering (presence of introduction, main part, conclusion, optimal ratio).

Assignment 3: Research project with presentation (25 %)

A group presentation on research proposal (volume – 10-12 slides in Power Point MS Office)

Criteria:

- Important theme
- Strong background
- Logic, connectedness
- Clear purpose and objectives
- Adequate research methods
- Expected results

Assignment 4: Case study (25 %)

Students should study the situation, understand the essence of the problem, suggest possible solutions and choose the most effective of them.

Criteria:

- Mastering of a categorical apparatus, the desire to use definitions, to identify the content of concepts.
- Professionally literate wording of questions (causes of the situation, harmony, brevity and clarity of presentation).
- The quality of the analysis and the reasoning of the conclusions made.
- The originality and creativity of thinking in the development of solutions.
- Perspective and universal solutions.

Assignment 5: Video of work with mock people having special needs (25 %)

Students should demonstrate real situations of work with providing care and support to different groups of students with special needs.

Criteria:

- Reality of the situation
- Good quality of video
- Individual approach

- Correct behavior
- Search for decisions in different situations.

Oral Exam is an exam in which a Professor asks students questions that need an oral answer, i.e. answer, unapplied paper .

Criteria:

- Knowledge of the main content of the module, the depth and full disclosure of examination questions.
- Mastering of the terminological apparatus and use of its answer. The ability to explain the essence of phenomena, events, processes, to draw conclusions and generalizations, to give reasoned answers.
- The logic and consistency of the response, the ability to answer the questions, to express the opinion of the discussed issues.
- The culture of speech.

