



COURSE SYLLABUS

Module on children with special needs in education and the law on inclusive education

<i>Authors:</i>	Writing handed over to ELA (Elena Shinkareva) Supported in the task completion by: BRUSSELS (Charlotte Mbuyi) Closing of the task through internal consortium evaluation by: MINSK Veranika Radyhina & Irina Ilukevich)
<i>ECTS:</i>	
<i>Module workload:</i>	

■ Reading tasks

Page¹ density <input checked="" type="checkbox"/> max 20 pages <input type="checkbox"/> 20–30 pages <input type="checkbox"/> 30-40 pages <input type="checkbox"/> 40-50 pages	Text Difficulty <input type="checkbox"/> No new concepts ² <input type="checkbox"/> Some new concepts ³ <input checked="" type="checkbox"/> Many new concepts ⁴	Reading Purpose <input type="checkbox"/> Survey ⁵ <input type="checkbox"/> Understand ⁶ <input checked="" type="checkbox"/> Engage ⁷
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Writing tasks

- applicable for this course
 not applicable for this course

Page Density <input type="checkbox"/> less than 250 words <input type="checkbox"/> 250-500 words	Text Genre <input type="checkbox"/> Narrative ⁸ <input type="checkbox"/> Argument ⁹ <input type="checkbox"/> Research ¹⁰	Drafting <input type="checkbox"/> Drafting only with no revision ¹¹ <input type="checkbox"/> Minimal drafting with at least one revision ¹² <input type="checkbox"/> Extensive drafting with multiple revision ¹³
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¹ Single-Spaced, Times New Roman, 11-Point Font

² The students knows the meaning of each word and has enough background knowledge to immediately understand the ideas expressed

³ The student is unfamiliar with the meaning of some words and does not have enough background knowledge to immediately understand some of the ideas expressed.

⁴ The student is unfamiliar with the meaning of many words and does not have enough background knowledge to immediately understand most of the ideas expressed.

⁵ Reading to survey main ideas, student skips entire portions of text

⁶ Reading to understand the meaning of each sentence

⁷ Reading while also working problems, drawing inferences, questioning, and evaluating

⁸ Paper that requires very little planning or critical engagement with content

⁹ Paper that requires critical engagement with content and detailed planning, but no outside research

¹⁰ Paper that requires detailed planning, outside research, and critical engagement

¹¹ The student submits an essay that was never revised

¹² The student submits an essay that was revised at least once

¹³ The student submits an essay that was revised multiple times

DESCRIPTION OF THE CONTENT OF THE MODULE

Chapter Nr.	Title, content, learning outcomes
1	Conceptual ideas and basic terminology: “inclusive education”, “disability” and “special needs”
2	Legal framework on the rights of persons with disabilities and special educational needs
3	Rights (of children with special needs and disabilities) in education
4	Rights of children in education law
5	Justiciability of the right to inclusive education
6	Additional sources

LEARNING OUTCOMES OF THE MODULE:

Nr.	Students learn about
	<ul style="list-style-type: none"> • basic legal concepts of special needs education • international and national legal framework on inclusive education • opportunities to integrate the knowledge on the right to inclusive education into everyday education practices

TEACHING METHODS:

Nr.	Web-learning
	<p>The module is taught through web learning. The EduLaw website stores materials to support the teaching and learning activities for the students. Case law materials are regularly uploaded by the authors. Free access is secured any time of day.</p>

ASSESSMENT CRITERIA AND %

1	Examined by written exam	80%
2	Students submit a case study report	20%

Grade	4	5	6	7	8	9	10
Points	00 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
	F	FX	E	D	C	B	A

REQUIRED READING:

online module syllabus

SUGGESTED READING AND RESOURCES

- Beiter, Klaus Dieter. The protection of the right to education by international law: including a systematic analysis of Article 13 of the International Covenant on Economic, Social, and Cultural Rights, Koninklijke Brill NV, Leiden, The Netherlands, 2006.
- UNESCO Guidelines for Inclusion: Ensuring Access to Education for All, 2005, <http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>
- UNESCO Towards Inclusive Education for Children with Disabilities: A Guideline, 2009, <http://www.uis.unesco.org/Library/Documents/disabchild09-en.pdf>
- DLA PIPER, Access to justice and the right to education for children with disabilities: a report

exploring barriers to access to justice in the context of inclusive education in ten European countries, Issued in May 2017, prepared at the request of the United Nations Office of the High Commissioner for Human Rights

CASE LAW – JUDGMENTS OF THE COURTS TO ILLUSTRATE THE COURSE

- Autism Europe v. France. Complaint No. 13/2002, Decision on the Merits 4 November 2003 <http://hudoc.esc.coe.int/>
- D.H. and others v. the Czech Republic, appl. 57325/00, considered by the European Court of Human Rights (ECtHR), Section Chamber judgment of 7 February, 2006; Grand Chamber judgment of 13 November, 2007
- O'Donoghue v. Minister for Health. High Court of Ireland [1993] IEHC 2; [1996] 2 IR 20 (27th May, 1993))
- Finney v Hills Grammar School, Human rights and equal opportunity commission, Australia, HREOCA 14 (20 July 1999), Federal Court of Australia New South Wales District Registry N794 of 1999)