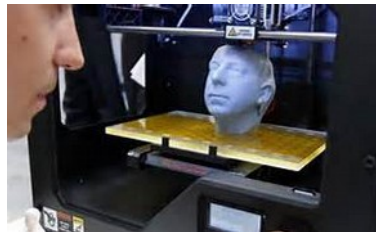


# Understanding the Organisation of Inclusive Schools in the UN Convention

Lisbon, 26 of May 2016



HOW SHALL WE ORGANIZE OUR SCHOOL IN THE 21st CENTURY?

“We all live under the same sky,  
but we have different horizons”

Konrad Adenauer



# Short review of how our schools have been organized

- Education 1.0
  - Industrial revolution
    - I am the teacher and I have got the power
- Education 2.0
  - New technologies (Internet, “clouds”)
    - We are the teachers and we work together
- Education 3.0
  - Social competence/ global competence/educational success
    - “I want my kid to be usefull in the future”
    - Me are preparing kids for a new game, but we actually don´t know how the rules are going to be.

The goal of the education in the 21st century is not simply  
the domain of the knowledge.  
Is the domain of how to learn and work in a global village



# *Am I afraid of change?*

- It makes us feel insecure.
- Suppose a major effort.
- They can be inconvenient.
- ....

**But changes**

are

**NECESSARY**

**INEVITABLE**

And they have to do with

**Culture**

**Education**

**Learning Process**

“The man begins to be  
actually old when he stops  
being teachable ”

Arturo Graf



# Article 24 CRPD

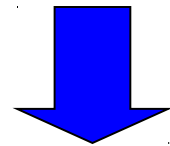


**HOW SHALL WE ORGANIZE OUR SCHOOL IN THE 21st century including all children?**

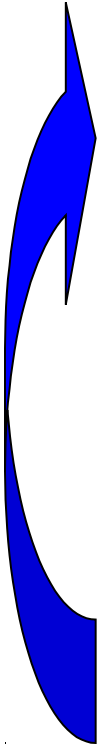
Social Reality — Educational Policy



Laws and resources



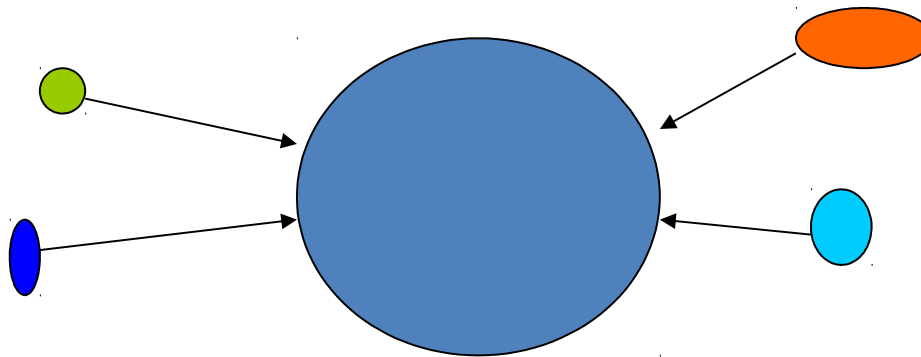
**WHAT WE TEACH TO OUR CHILDREN**



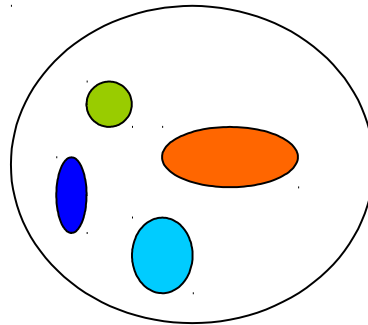
# Inclusion versus integration

## We have to change the issue

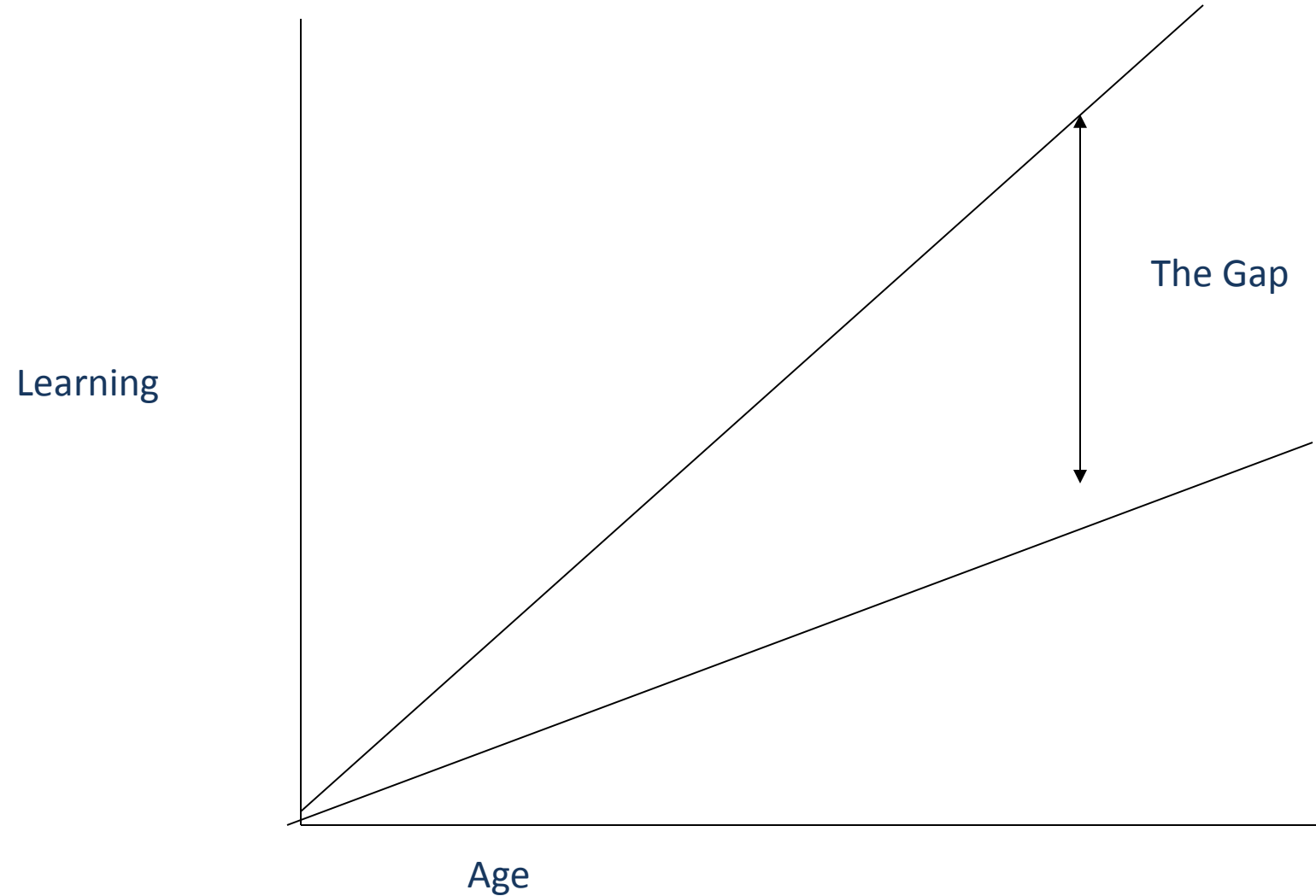
### Integration



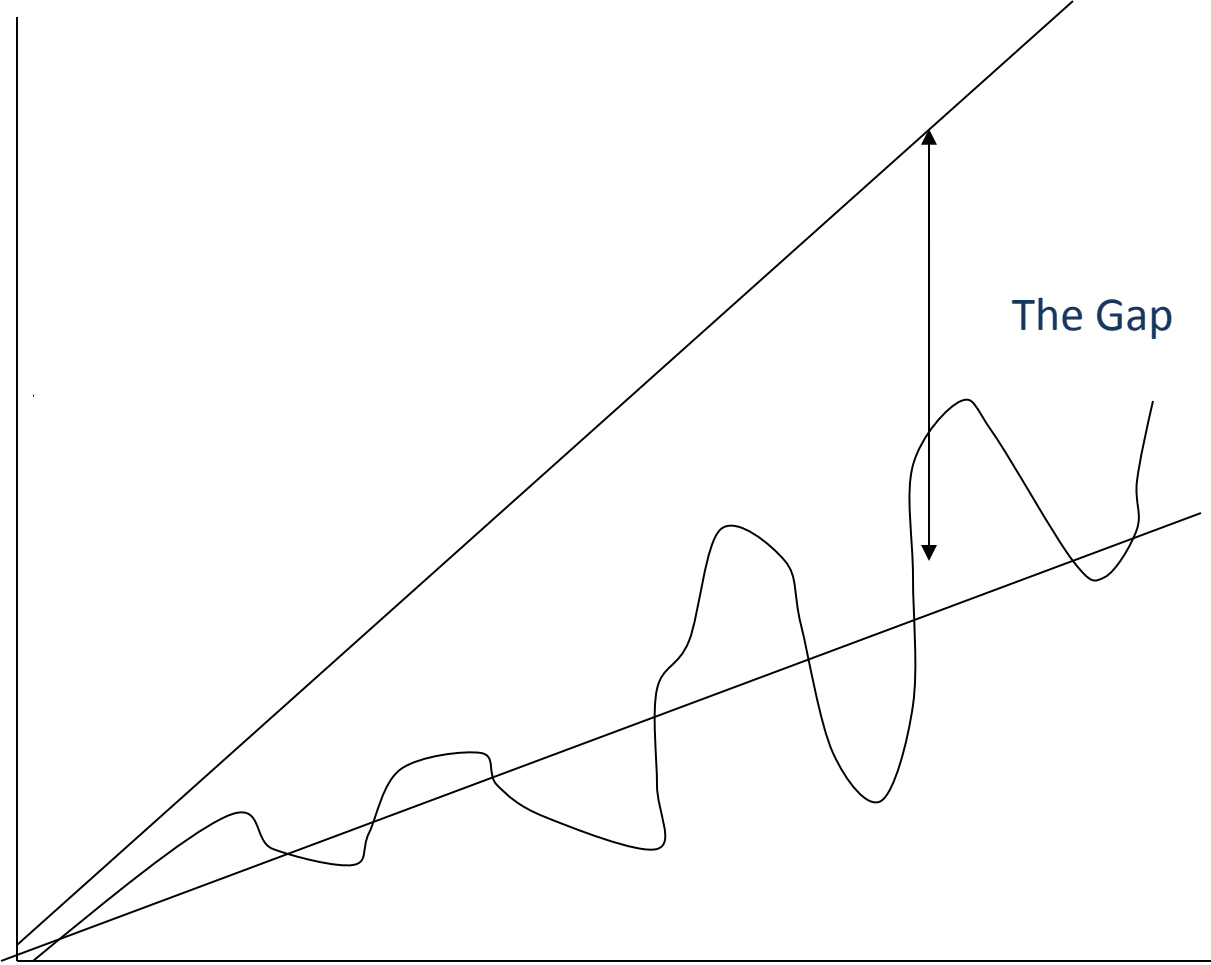
### Inclusion



# The Gap



Learning



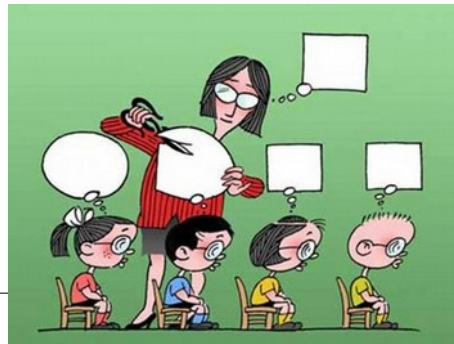
The Gap

# What we use to think

## Organisation of schools

# *1.- First of all we have to identify the children with special needs*

*Profesional carry out practices of diagnosis and evaluation to differentiate those pupils who need special support from those children who don't need it, because it is positive, so much in his education as in those that end up by being considered like "normal".*



## *2.- Only these small group needs special support*

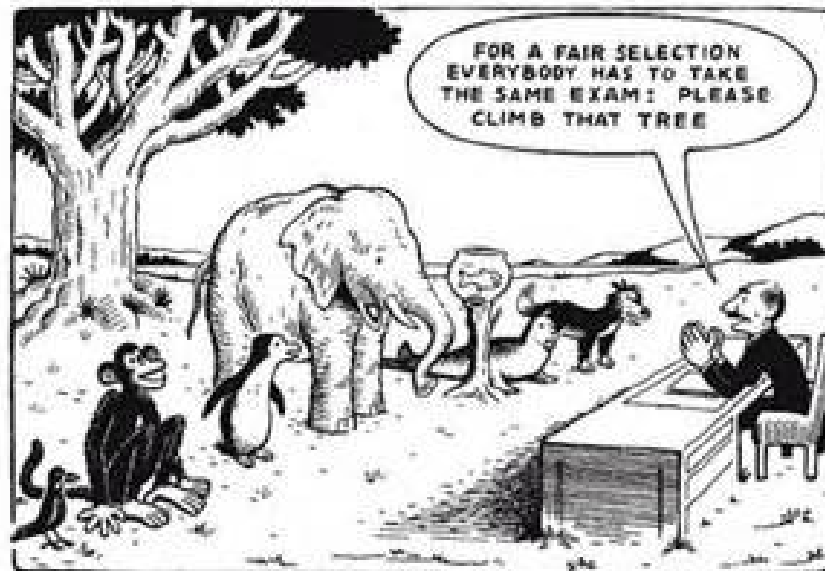
*The special education tends to be organized in a scheme of "all or nothing". Pupils who are considered to be "special" get all the support that the educational system can give them. The rest of the students remain in the ordinary centers without any complementary system of help and if they get it is minimal.*





*3.- The problems of these students are caused because they are less able than the rest*

*If a student has difficulties because he has something “wrong”, any difficulty of learning is seen as a symptom of a deficit that must be diagnosed and treated.*



*4.- It is more useful to provide support in small groups where all the children have “the same problem” or if we don’t have the same problem in different groups we should provide support individually*

*Supports are provided in “special schools” by “special teachers”. Parents are still worried if in the class where his child belongs to are children with different needs. Parents in big cities try to find “spezialided special” schools .*

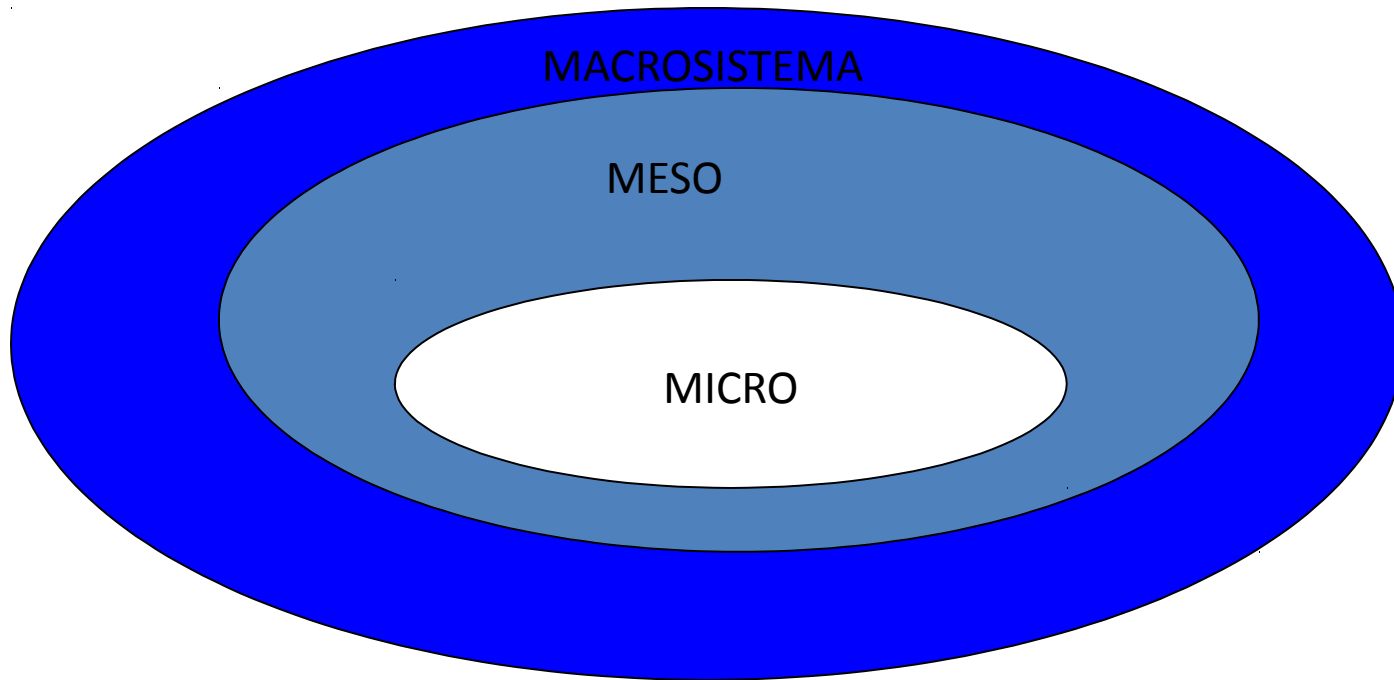


***5.- As soon as a group is defined as special, the rest of the school population can be considered to be "normal"***

*Once we segregate “special pupils”, we think that the rest of the "normal" pupils are not going to need any special help and, in agreement, no extra support is provided lends extra to teachers and to schools that work with "normal" pupils.*



# Where does change happens?



# DEVELOPING INCLUSIVE SCHOOLS

- Schools “ known more ” than they “use”
- The changes must begin from inside
- There has to be a sense of “ common intention ”
- The evidences will be “ the engine for the change ”
- It is technically simple but socially complex
- Collaboration with other schools is very important



# How do we organise our school?

Understanding the Organisation of  
Inclusive Schools in the UN  
Convention



Success  
for  
student

TEACHING PRACTICES  
Pedagogy, methodology  
and evaluation are  
coherent with the aims

SCHOOL STRUCTURE  
The facilities, materials, schedules etc.  
correspond to this aim

OBJECTIVES OF OUR SCHOOL  
Clear aim with regard to the expected results from our students.  
We measure the success according to these results. The children  
know what is expected from them.

CULTURE OF OUR SCHOOL  
Professionals, parents and children feel listened, secure and respected. Good relation  
with the community.

# Our culture







Along the history the families, the professionals and the society, has changed the way of LOOKING at the people with disability ...

... These ways of looking have developed a different way of THINKING...

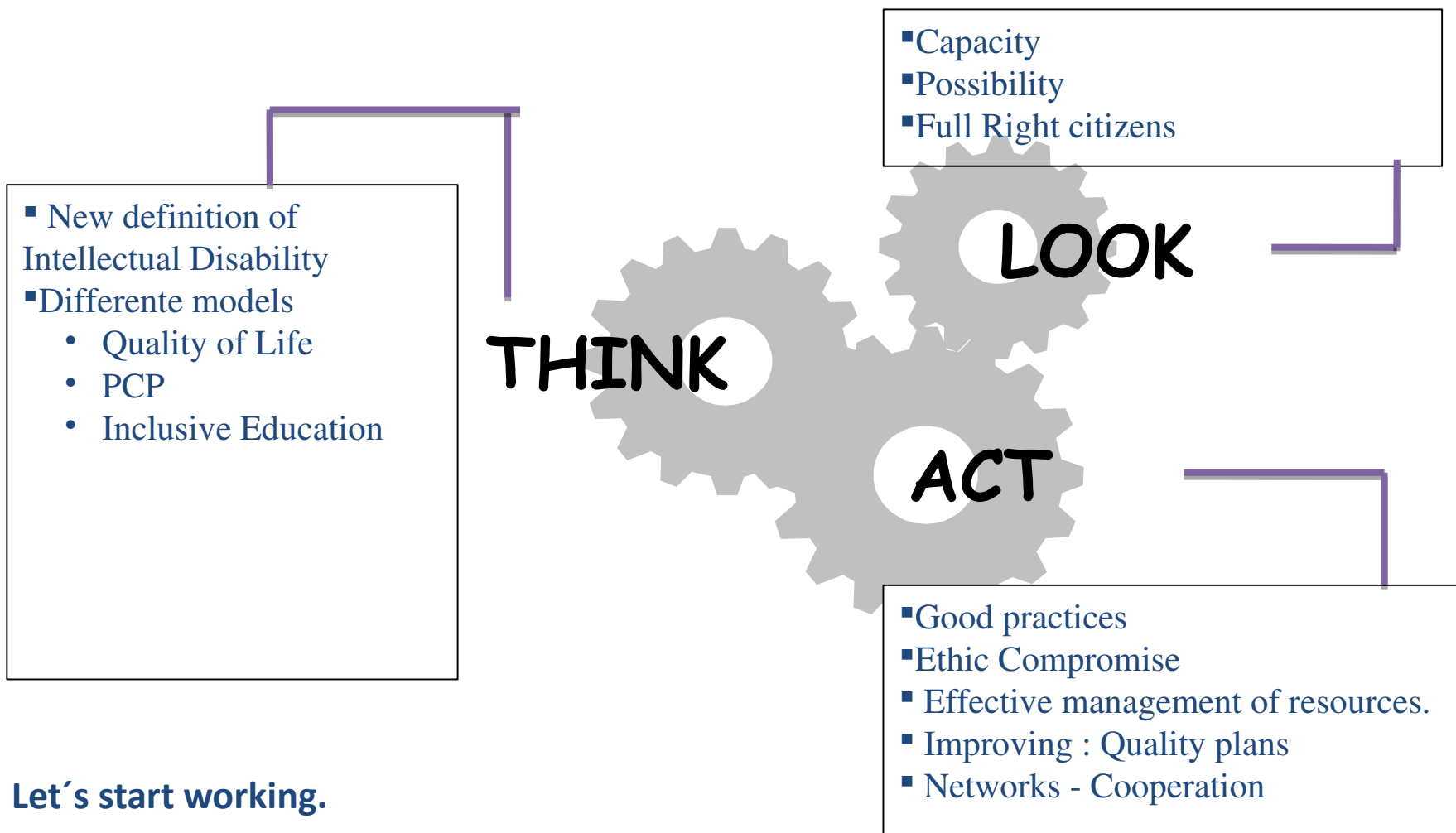


... And this changes the practices, THE TO DOES, the organizations, the schools , realized this and “walk”, little by little, towards a major participation and social incorporation.

Say me how you look ... and I will say to you how you think.

Say me how you think ... and I will say to you how you act.

Say me how you act ... and I will say to you in what model of society you believe .





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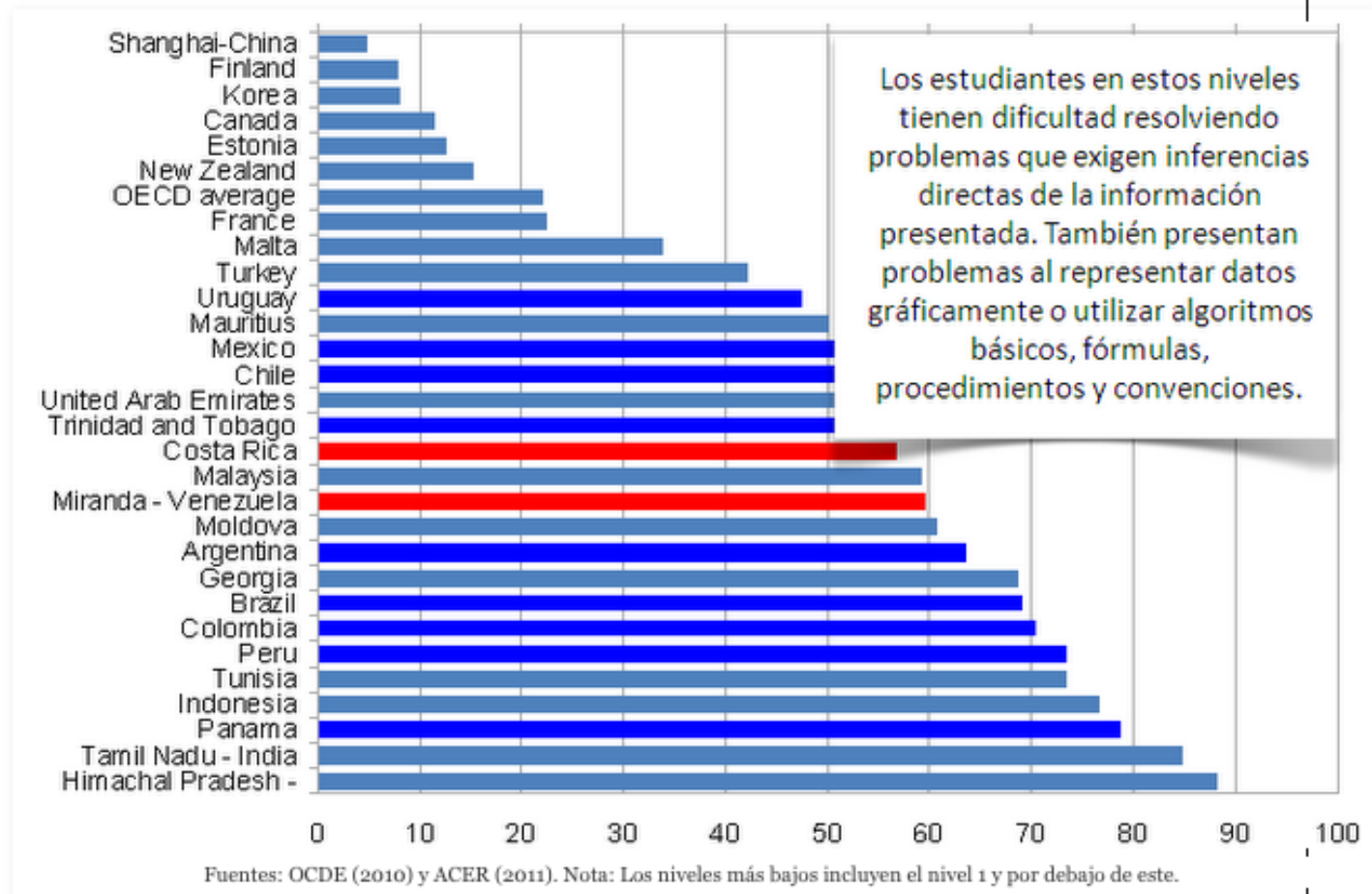
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# OUR OBJECTIVES



# Pisa

**Key:** Azul oscuro: ALC; Rojo: Costa Rica y Venezuela-Miranda



# Most inclusive countries



**Teamwork**

**Selfdetermination  
+  
Personal Results**

**Quality towards the  
excellence**



**I+D+I**  
(Investigation + develop + innovation)

**Ethical  
Commitment**

**Comunication**

**Participation**



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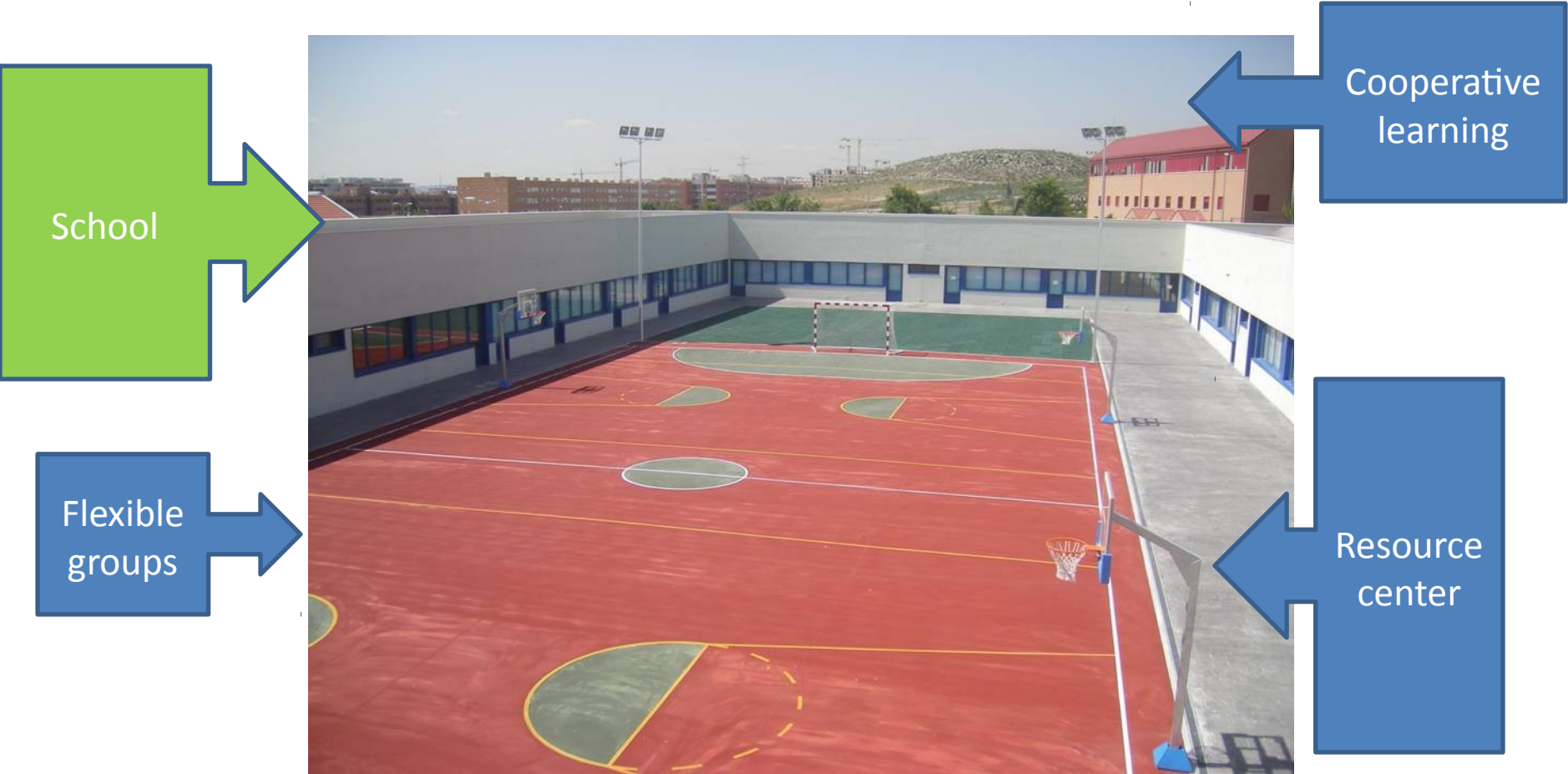


# SCHOOL STRUCTURE



# ONE BUILDING

## Flexible structure





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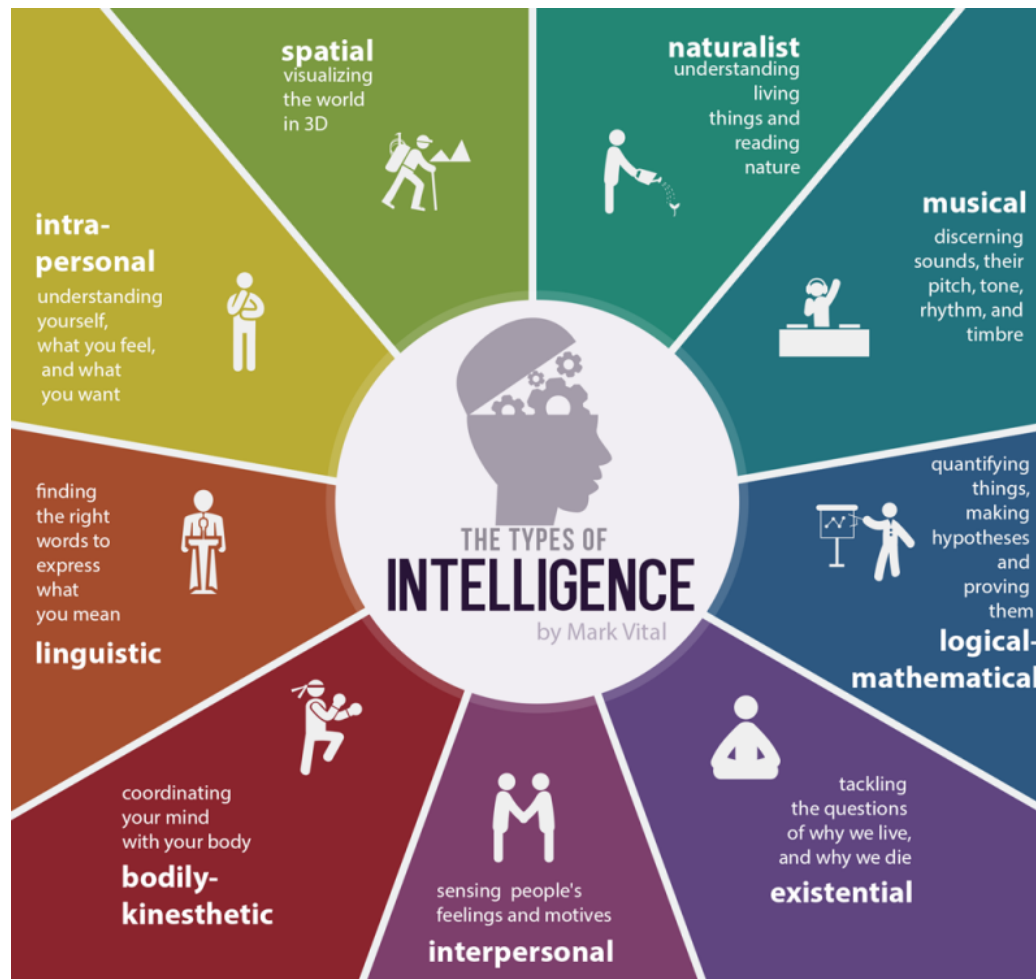
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# Teaching Methods



# Teaching Methods





Success  
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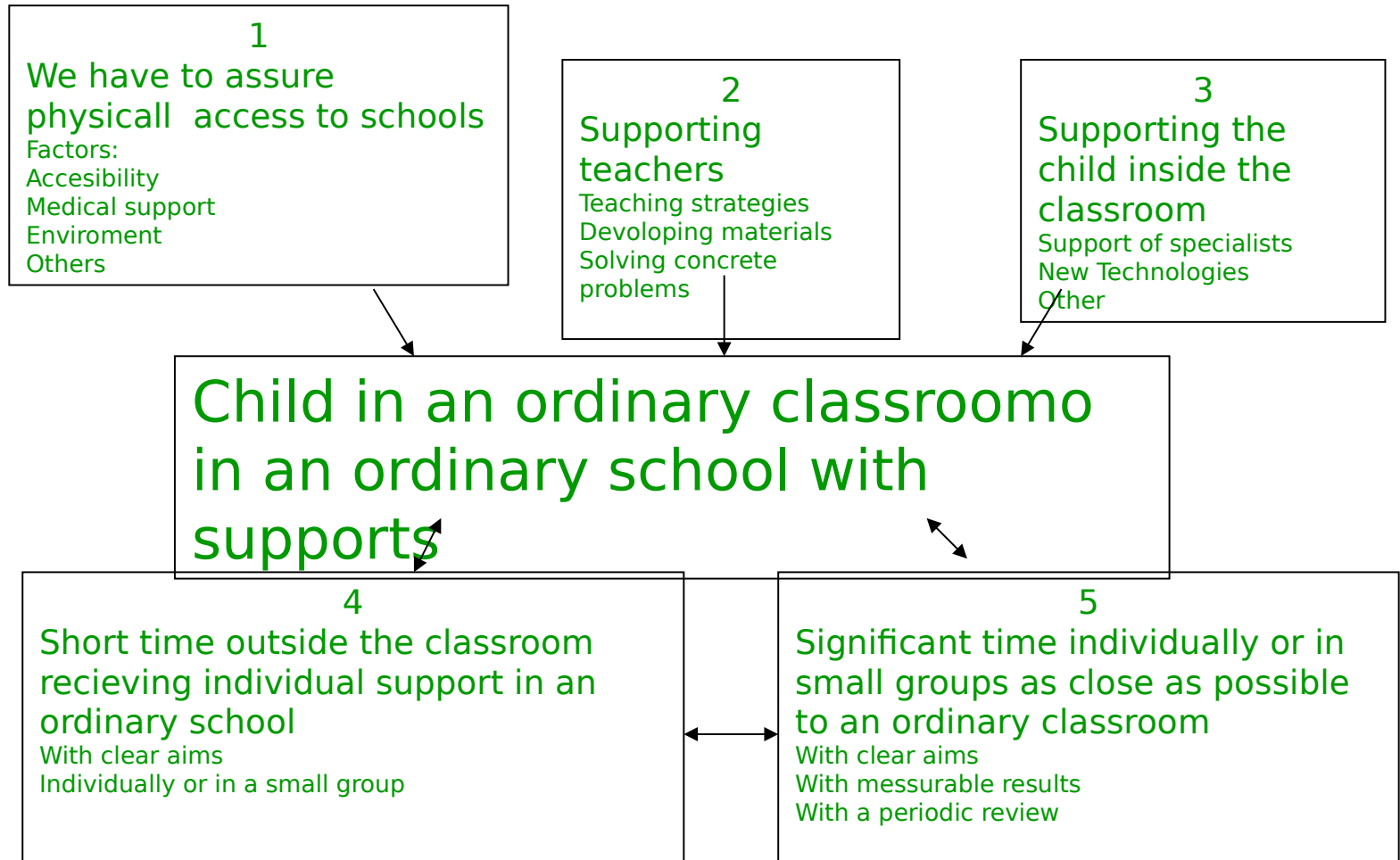
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# ComisiOn of Human Rights New Brunswick

## The Inclusive Process/ Our Modell





“If we dream with flying  
We are going to fly  
We must fly...”

<http://www.rtve.es/alacarta/videos/premios-goya/trailer-del-corto-cuerdas/2355441/>



febrero 21

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