

TEACHING UNIT 3. PRINCIPLES OF INCLUSIVENESS

CATEGORIES C, D

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Block 1. ONCE

1. INTRODUCTION TO THE ORIGIN OF THE ONCE ORGANISATION

Thanks to the efforts of numerous people and organisations and, with them, their ideas and aspirations, there have been many key moments throughout contemporary history for people with disabilities in the educational area and the employment world. We would like to invite you to learn about some of these,

Although the trajectory of Special Education in Spain started in 1857 with their recognition in the first Spanish Law of Public Instruction (known as the Moyano Law), which provided for the creation of a school for the blind and deaf in each university district, its effective scope was very limited for a long time. These were centres where blind and deaf people studied separately from other children and they were only attended to people with sensory disabilities (until 1970 children with other types of disability were often kept at home, away from the rest of society). On the other hand, there were still centres for the “blind” and the “handicapped” (a term used at that time) with little state aid, meaning that they often had to beg for alms.

Associations of blind people and people with other disabilities gradually emerged, and they realised they would need to be the ones to change things. In search of a more decent way to earn a living, they would organise raffles and small local prize draws with prizes like food or an animal.

The National Federation of Deaf and Dumb People in Spain (CNSE) was created to advocate for deaf people in 1936. Little by little, and with a lot of effort, people with visual impairment also came together to create the Organización Nacional de Ciegos Españoles or ONCE in 1938. A state regulation authorised the ONCE was to create a lottery called "Pro-blind" to enable its members to earn a living. It was a provincial prize draw had little to do with today's lottery, but it was a first step.

In 1948, the United Nations, in its Universal Declaration of Human Rights stated that all persons (with or without disabilities) have the same rights: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or

other opinion, national or social origin, property, birth or other status." What nowadays seems obvious was a great advance for persons with disabilities, although it would take a while for society to fully absorb it.

Little by little, in the fifties, the ONCE established Education and Employment as key areas to enable people with disabilities to live just like any other citizens and started numerous schools and Special Education Resources to improve communication and education for persons with disabilities through different methodologies such as braille, etc.

At the same time, in the fifties and sixties, the ONCE set up factories and trade schools to improve job prospects for many people with disabilities. It also created training and employment centres, such as the School of Telephony, a Vocational Training Centre and the University School of Physiotherapy. In terms of education, little by little, new educational centres, social services, rehabilitation services, braille and audio libraries, etc. started appearing for people with visual disabilities.

Over the years, structures and services for persons with disabilities improved, as did social acceptance and respect. One example was the creation, in 1964, of Spanish Federation of Associations for Subnormal Children (known as FEAPS) which organised the National Day of the Subnormal for the first time in 1968. Fortunately, these and other terms used in relation to people with disabilities have changed and today, for example, this association has changed its name to the "Spanish Association of Intellectual Disability Professionals".

During the seventies, going beyond the provision of schools for children with visual impairment, initial attempts were made at school integration of these pupils in ordinary schools with the creation of support teams for integrated education.

In 1978, Article 14 of the Spanish Constitution meant another important step for people with disabilities: it advocates for the equality of all persons without any discrimination by reason of birth, race, sex, religion, opinion or any other personal or social status or circumstance. That same year saw the development of the National Special Education Plan.

In 1982 the Law on Social Integration of Disabled People was approved. This was the first explicit mention of integrating persons with disabilities in the educational, social and work areas.

In 1984 there was another great step forward: the “cupón de la ONCE” became a nationwide lottery. This was a means of giving social visibility to all blind people and recognising them as a unit, with a national prize, making the ONCE stronger to continue working in the interests of people with visual impairments.

Shortly afterwards, in 1988, the ONCE Foundation for cooperation and social inclusion of all persons with disabilities (visual or otherwise) was created. It soon became an excellent source of employment, education and accessibility in Spain and Europe.

The UNESCO World Declaration on Education for all in 1990 recognised the need to work to eliminate educational inequality, particularly in groups vulnerable to discrimination and exclusion: girls, people living in poverty, working children, rural communities, ethnic minorities, people with disabilities and other groups. Therefore, at the beginning of the nineties, the Spanish Educational System moved toward an inclusive model, educating people with disabilities in regular classrooms.

The annual observance of the International Day of Disabled Persons was proclaimed on 3 December 1992, by the United Nations General Assembly.

In 1997 saw the formation of CERMI, a joint committee of all the associations of people with disabilities to unify and strengthen their voice and defend their interests. This meant that each person with a disability would receive more specific and comprehensive aid.

So far, in the 21st century, several laws and articles have been created to improve the right to education and employment of persons with disabilities:

- In 2003, the Law on equal opportunities, non-discrimination and universal access of people with disabilities.
- In 2006, the UN General Assembly adopted the Convention on the Rights of Persons with Disabilities containing measures (for both non-

discrimination and affirmative action) for States to implement laws and recommendations to ensure that persons with disabilities could enjoy their rights on an equal footing with other people. Together with its foundation and as a member of the Spanish National Committee of People with Disabilities Representatives (CERMI), ONCE became part of the European Disability Forum and the Committee of United Nations experts to develop the first declaration on the Rights of Persons with Disabilities.

Spain was one of the first countries to ratify this international treaty in 2007.

- Law 27/2007, 23 October, recognises Spanish sign language and regulates means of supporting oral communication for the deaf, hard of hearing and deaf and blind.

Since then, the ONCE Foundation consistently gained weight and international presence. In 1998, as a result of the traditional collaboration with Spanish-speaking countries, the ONCE Foundation for Solidarity with Blind People in Latin America (FOAL) was created to undertake projects aimed at education, training and rehabilitation in this and other disadvantaged parts of the world. It currently works in 19 countries.

ONCE is gaining even more weight in international forums, as an active participant in the World Blind Union, (UMC), the European Blind Union (EBU) and the International Council for the Education of Blind People (ICEVI) among others.

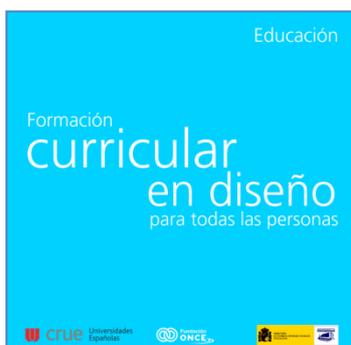
2. PROJECTS TO GUARANTEE FULL INCLUSIVENESS. TECHNOLOGY AND EDUCATION.

The 21st century has focused on new information technologies and ONCE makes every effort to ensure accessibility: adapted mobile devices, smart speakers incorporated from production, Apps with endless uses... Technology opens windows to the world for people with disabilities, enables communication and, in the case of deaf-blind people, connects them to the world.



To do this, they have the CTI, the ONCE Centre of Tiflotecnology and Innovation. This is ONCE's leading centre in Spain for accessibility and supporting products for people who are blind or have severe visual impairment. It employs a team of about 70 professionals dedicated to making day-to-day life easier for disabled people by giving them more independence with the help of technologies.

When it comes to education and in the context of building a more inclusive environment, a successful collaboration was launched with the Conference of Rectors of Universities, CRUE, to implement the project entitled "Training Curriculum in Design for All". This line of work was initiated in 2006 with the White Paper on Design for All at University, which was created by the Coordinator of Design for All in Spain, in collaboration with the ONCE Foundation and the Spanish Government Organisation for the management of programmes and benefits for the elderly and dependent (IMSERSO).



This project is the starting point for introducing the basic concepts of Design for All (D4ALL) and Universal Accessibility in the training curricula of university courses, which have already been applied to 14 university courses.

3. ONCE, HOST OF THE WORLD BLINDNESS SUMMIT

The World Blind Union (WBU) and International Council for Education of People with Vision Impairment (ICEVI) will hold the third joint General Assembly in Madrid, Spain, from 19 to 24 June 2020. These two events will coincide with TifloInnova, one of the largest global fairs showing accessible technology for blind people.

The UMC Assembly, which is held every four years, attracts around 1,500 delegates from more than 500 organisations of blind people in 190 countries of the world, and will be organised by the ONCE Social Group. The objective is to analyse the different situations experienced by 280 million people with visual impairment in different countries and regions, in an attempt to address all current and future issues and challenges which have an impact on the lives of blind people, from education to access to employment; designing the Plan of Action for the next four years; and special attention will be given to the situation faced by children and young people, who represent the future.

At the ICEVI Assembly, the main subject of the debate will be a review of the content of the International United Nations Convention on the Rights of Persons with Disabilities and how the Sustainable Development Goals (SDGS) are being applied. This is to ensure that SDG 4 on inclusive education, equal and quality for children with visual impairment and other disabilities is achieved in 2030, since these matters are often forgotten.

One the reasons that has led to the choice of Madrid as the global capital of blind people during the event according to the President of the WBU, American Fredric Schroeder, who said that "the work of ONCE and its success in the areas of inclusion of persons with disabilities, showing what blind people can do when given opportunities. You are an inspiration for other blind people in the world. If Spain can do it, so can other countries.

TifloInnova

This event in Madrid will coincide with the celebration of the TifloInnova 2017 (International Exhibition of Assistive Technology for People with Visual Disabilities), one of the largest international exhibitions of accessible and inclusive technology for blind people, organised every two years by ONCE, with the participation of more than 50 exhibitors from all over the world.

Did you know that in Madrid is home to the Typhlological Museum?

This "see and touch" museum was opened in 1992, to provide blind people with standard access to a museum, without severe visual impairment being a barrier against studying or enjoying works of art.

The museum is divided into three spaces: the rooms dedicated to models of architectural monuments, those devoted to exhibitions of plastic works by blind artists or artists with severe visual impairment and those dedicated to the exposure of typhlological material.



Block 2. PRINCIPLES OF INCLUSIVE EDUCATION.

1. PROJECTS TO GUARANTEE FULL INCLUSIVENESS. TECHNOLOGY AND EDUCATION.

Education plays a fundamental role in the configuration of the society in which we live. Among our commitments is the obligation to set the foundations for building a more diverse, accessible and inclusive environment, where there is room for all people, regardless of their physical condition, background, or social environment, among other matters. ¹

Inclusive education means not only considering education geared to the needs of people with disabilities, but above all, an education that does not discriminate against anyone, regardless of their physical condition, and without social, cultural

or ethnic discrimination, in such a way that enables the individual to develop fully and independently, in society, beyond any potential constraints and obstacles that may hinder their full participation.

This approach also embraces the concept of accessibility, understood as the physical consideration of the spaces and social environments in a way that neither limits nor is exclusive to individuals, regardless of their physical condition, social, cultural or ethnic status. In this regard, the European concept of accessibility (IMSERSO, 1996) specifies that the term 'accessibility' can be understood in relation to three basic forms of human activity: mobility, communication and understanding.²

Thus, accessibility helps to organise a fully inclusive society that sees diversity as a something inherent to the very concept of a democratic society and considers all aspects of the life of a person and their relationships with the environment.

In keeping with this vision of inclusive society, is in addition to the concepts of educational inclusion and accessibility, another concept, which is broader than the former, is non-discrimination, even more so today when the general consensus is that societies should be democratic, open, empathetic, diverse and multicultural.

Therefore, at this juncture, the educational principle of Design for All (DUA) should be deemed a civic right, since not only does it consider the social group of people with disabilities, but also society as a whole and the relations of each individual with their environment.³

Inclusive education, schools that adapt to and respect the uniqueness of each student, create opportunities to optimise personal and social development of each and every one. Equitable education that values and respects differences, which enhances integral development recognises the social and civic rights of every student, so that no one is at a disadvantage, in their personal, social and professional development.

Education based on inclusion and non-discrimination, is education that allows students to developed to be free, independent and committed citizens of their societies.

Therefore, the objective of the school, understanding the school as the antechamber where society is formed, is that all students should embrace diversity of people so that when they become adults they take this into account and are able to address the differing needs of all people, and are aware of the other situations and perspectives that shape society.

Generalising means excluding difference and obviating other people's rights. A society of equals requires concepts that take differences between people into account .

Designing for All People means designing for inclusiveness and, therefore, designing a fairer future.⁴

¹ *“Formación Curricular en Diseño para Todas las Personas en Educación”* Crue Universidades Españolas. 2017. Page 9.

². *“Formación Curricular en Diseño para Todas las Personas en Educación”* Crue Universidades Españolas. 2017. Page 29.

³. *“Formación Curricular en Diseño para Todas las Personas en Educación”* Crue Universidades Españolas. 2017. Page 37.

⁴. *“Formación Curricular en Diseño para Todas las Personas en Educación”* Crue Universidades Españolas. 2017. Page 67.

⁵. *“Formación Curricular en Diseño para Todas las Personas en Educación”* Crue Universidades Españolas. 2017. Page 75

“Formación Curricular en Diseño para Todas las Personas en Educación” Crue Universidades Españolas. 2017. Page. 79

“Formación Curricular en Diseño para Todas las Personas en Educación” Crue Universidades Españolas. 2017. Page 84

2. THE ACCESSIBLE CURRICULUM

Inclusive Education, therefore, opposes all forms of segregation that involve streaming students by ability, level of knowledge, or their culture, ethnicity, gender, with or without disabilities. An inclusive school does not tolerate educational processes that put up barriers to learning and participation, opting instead for those which are governed by equity and non-discrimination⁵

In this regard, the spirit of a school lies in its ability to change, in its capacity to eradicate social patterns that neither appropriate nor feasible in democratic societies.

These days, at a time when schools are in the process of applying new pedagogic and teaching skills that promote integral development of students, by acquiring skills, tools and attitudes for empowerment, it is necessary to introduce greater flexibility into the school curriculum to meet the needs of each and every student, as well as respecting their pace of learning, capabilities and interests, replacing the concept of the homogeneity with heterogeneity.

EQUAL OPPORTUNITIES	
TRADITIONAL CURRICULUM SIMPLIFICATION AND UNIFORMITY	CURRICULUM FOR EVERYONE DIVERSIFICATION AND HETEROGENEITY
Proposals for standardised teaching and learning.	Proposals for open and flexible teaching and learning.
Consideration of just one student "profile" who is passive and receives the knowledge given out by the teacher.	Consideration of the uniqueness of the student (multiple intelligences), active and aware of their learning.
A single methodology, linear and unidirectional: teacher/student.	Methodological diversification in contexts of professor/student/student interaction.
The almost exclusive use of printed material (textbook) for access to knowledge.	Use of a variety of accessible materials and resources, including ICT to access knowledge.
A unique method of evaluating learning.	Different methods of assessing learning.
Low expectations of the learning capabilities of certain groups of students.	High expectations of learning by all students, without exception.
BARRIERS TO LEARNING AND PARTICIPATION	

PRINCIPLE 1.

PROVIDING MULTIPLE FORMS OF REPRESENTATION (Ensure learning)

THE WHAT

- Uniqueness of students and their ability to understand and assimilate the information they receive.
- Consideration of each student's Multiple Intelligences:
- Variables such as retention of information provided: whether written, visual, kinaesthetic, etc.

PRINCIPLE 2

PROVIDE MULTIPLE FORMS OF ACTION AND EXPRESSION (Ensure participation)

THE HOW

- Uniqueness of students and their ability to learn and retain information in the best possible, most effective and efficient way.
- Consideration of each student's Multiple Intelligences:
- Variables such as retention of information provided: whether written, visual, kinaesthetic, etc.

PRINCIPLE 3

PROVIDING MULTIPLE FORMS OF INVOLVEMENT(Ensure progress)

WHY AND WHAT FOR

- Unique personal motivations of students and their ability to retain what is taught in a meaningful way.
- Meaningful learning. Learning to learn skills.
- Consider the learning pace of every student:

3. CLASSROOM RESOURCES AND DYNAMICS.

The following are resources, publications and videos that will help you with additional learning materials, and to discuss in the classroom in order to raise awareness among your students.

PRINTED MATERIALS FOR ADDITIONAL LEARNING:

- [Publications of the Spanish Committee of representatives of persons with disabilities. CERMI](#)
- [Training tools for curricular development: a resource box.](#) Digital library of UNESCO.
- ["Guide for inclusive education." developing learning and citizen participation in schools".](#) Mel Ainscow and Tony Booth (2015)
- [Inclusive education. Equal in diversity.](#) Ministry of Education, Culture and Sport. National Institute of Educational Technologies and Teacher Training.
- [Inclusive education in our schools? Yes, but how?](#) José María Fernández-Batanero
- [New secondary teachers for new situations.](#) Initial training and threshold period. Josep Lluís Boix Peinado.
- [Inter-university journal of research on disability and interculturality.](#) University of Zaragoza, 2013.
- [Attitudes and teacher training for inclusion in compulsory secondary education.](#) Educational research emagazine.
- [Processes that hinder inclusion in compulsory secondary education. Many shadows and still very few lights](#) Dolores Forteza-Forteza and Francisca Moreno-Tallon
- [How to promote inclusive practices in secondary education.](#) Pilar Arnaiz Sánchez.
- ["DIVERSITY AS VALUE IN A CHANGING SCHOOL" Francesco Tonucci changes".](#)
- ["Inclusive education. Smiles and tears"](#) Gerardo Echeita Sarrionandia.
- ["Guidelines for the implementation of the universal design for all persons"](#) by CAST,(Centre for Special Applied Technology)

- [Inclusive education. Equal in diversity.](#) Classrooms and educational practices.
- [Guide to good practices in inclusive education.](#) Save the Children and Ministry of Education (2013).
- [Dua resources](#) through the tools provided by the National Centre for Universal Design for Learning, CAST (Centre for Applied Special Technology)
- [Learning environments. A conceptual approach.](#) Duarte D., Jakeline.
- [Reading of intercultural and inclusive education.](#) A guide for teachers and plays with the stories and poems in seven colours. Seven small looks at interculturality by Mauricio Maggiorini T.
- ["Learning together"](#). Resources to work on inclusiveness in the classroom with children aged 8 to 12 years. Save The Children.

VIDEOS

- [Universal design for learning: principles and practices.](#)
- [DUA: basic notions to bring to the classroom.](#) CAST (Centre for Applied Special Technology)
- ["Promoting inclusive education."](#) Save The Children
- ["The eight principles of neurodiversity",](#) of the book "The Power of neurodiversity" by Thomas Armstrong (2012).

VIDEOS FOR DISCUSSION IN THE CLASSROOM

- [The eyes of a child.](#) The Asociación Noémi de Francia has created a video that shows that the disabilities exist only in the eyes of those who have prejudices. The children teach us that all people are equal.
- [The colours of flowers](#) The short film by the ONCE Foundation on the strategies used by Diego to address challenges in the classroom.
- [Documentary "yo soy uno más. Notas a contratiempo".](#) Based on the book: Calderón, I. y Habegger, S. (2012): Educación, hándicap e inclusión. A family struggle against an exclusionary school. Octaedro Andalucía, Granada.

GRAPHIC RESOURCES FOR DISCUSSION IN THE CLASSROOM

- [Humorous comic strips](#) on childhood and the principles of educational equity and non-discrimination of persons with or without disabilities. Comic strips by Quino, Forges, Andrés Faro, Francesco Tonucci, etc.
- [Animation of the story "por cuatro esquinitas de nada"](#) by Jérôme Ruillier.
- [Convention on the rights of the child.](#) Graphic Material from *Save the Children*, four versions of the Convention on the Rights of the Child with drawings and texts adapted to different ages.
- ["El caso del número discapacitado"](#) a story by Juan José Miles illustrated by Forges. From the book "Números pares, impares e idiotas".

INTERESTING LINKS:

- [The city of children.](#) Project managed by F. Tonucci where children manage change.
- [Aragonese portal of augmentative and alternative communication, ARASAAC.](#)