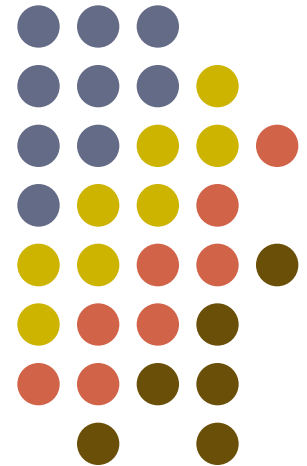


# Historical perspective of inclusive education in Spain

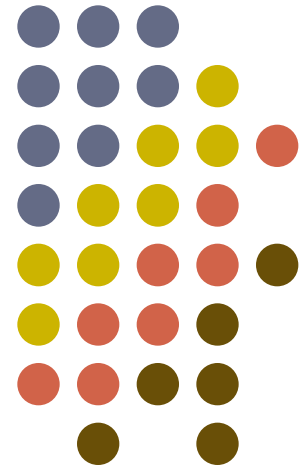
Prof. Vicente Carrasco-Embuela  
University of Alicante

INOVEST PROJECT VISIT  
20 May 2013



# Part 1

**Sharing view points and  
ensuring conceptual  
agreements**



# Education and society:

## some starting points



- Education must prepare for life.
- Decisions in education lead to different social models of coexistence.
- If society demands coexistence in diversity, educational processes should incorporate people's differences to the school, enhancing their knowledge and mutual recognition.

# Democratic society...



- Accepts and values difference.
- Values everybody's contributions.
- It is enriched by diversity.
- Respects minorities.
- Seeks coexistence in diversity.
- Demands equal opportunities for all citizens.

# Life in contemporary societies requires



- Managing and dealing with uncertainty.
- Coexistence among different people.
- Management of ICT and different languages.
- Access to information and knowledge.
- Mobility.
- Education throughout life/Lifelong learning.

# School enrollment options



## Segregating Education

- Schooling according to:
  - Capabilities
  - Ethnic / Cultures
  - Languages
  - Efficiency
  - Sex / gender
  - Social situation

## Inclusive Education

- Schooling at the same school, with opportunities to educate students based on their specific needs or characteristics.



## Integration versus inclusion?

- Integration aims to adapt students with differences (skills, culture, language, socioeconomic context...) to the school system with the necessary support.
- Inclusion pursues to put the schools' organization, resources and curriculum at the service of everybody's education, with all their differences.

# Reasons for inclusive education in democracy



- **From ethics:**

- Individual morality and duties.
- Social responsibilities that are assumed from a community.
- Duties in relation to the students:
  - "Treat the students fairly and equitably, without accepting or allowing discriminatory practices by no characteristics or situations associated with personal, social, economic or otherwise".
- Professional ethical requirements:
  - Guarantee social cohesion.
  - Guarantee of the right to education.
  - Ensuring equal opportunities.



# Reasons for inclusive education in democracy



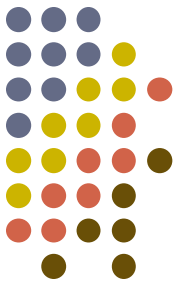
- From sociology:
  - Continuity of the child's social life with family and friends.
  - Acceptance of differences.
  - Society does not accept who does not know.

# Reasons for inclusive education in democracy



## ● From psychology:

- Change in the concept of disability and difference.
- Advance in defining the different situations of the students.
- Progress in learning psychology, methodologies, evaluative models..., which promote attention to diversity within the classroom.
- Adequate resources to offer diversified responses depending on the differences among students.



## Definition of inclusive education

“It is a process to give an answer to the diverse needs of all learners by increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in the approaches, structures and strategies, with a view that includes all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”.

UNESCO (2005, p. 13)



## Definition of inclusive education

- “The systematic change process to remove barriers of various kinds that limit the presence, learning and participation of all students in the school life they are enrolled, with particular attention to the most vulnerable”.

Ainscow, Both y Dyson (2006)

# Inclusion means...



- A global change in the education system, not only a reform of Special Education.
- An offer of a higher quality education for all students, not just a response to diversity.
- A standardized and natural support for all students in regular school, not only affecting Special Education.

# Origin of the inclusive school in Spain



- It emerges as an attempt to obtain new goals to meet diversity.
- It represents a major qualitative change regarding integration. It means a new professional culture that affects the school as a whole.
- It's a proposal that exceeds and goes beyond integration. It tries to give an answer to integration deficiencies and constraints.
- It represents an innovation in the field of Special Education, but it extends to the whole educational context.

# Requirements of inclusive education as a reality in the classroom



- Universal design
- Reasonable adjustments
- Universal design for learning
- Open agenda for inclusive education
- Evaluation of inclusion

# Universal design

(Convention on the Rights of Persons with Disabilities, UN 2006)



"Universal design" means the design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (art. 2).



# Reasonable accommodations

(Convention on the Rights of Persons with Disabilities, UN 2006)



"Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (art. 2).

# Universal design for learning (UDL)



It pretends the curriculum to be accessible to the greatest number of people and not disabling (by inflexible), in order to make the entire population acquire skills through it.



# Disabling currículum

- When the selection of contents (*what is taught*) is not appropriate.
- When the teaching mode (*how to teach*) is unsuitable.
- When it is not adapted to the people it is addressed to (*who is taught and who must learn*).

# Open file on inclusive education. Support materials for education policy authorities.

(UNESCO, 2004, Theme 6)



- **The inclusive curriculum must:**
  - Be structured and taught in a way that everyone can access to it.
  - Adjust to different learning styles.
  - Emphasize relevant skills and knowledge.
  - Be formulated with flexibility to meet the needs of students.
  - Establish baselines so that everyone can access to it.
  - Give support to teachers in order to implement it effectively.

# Two goals for the curriculum with universal accessibility



- To consider all the knowledge, skills and values that the country wants all children and youth to get.
- To develop a quality education which promotes high participation levels and achieves excellent results.

# Why evaluate the development of inclusive education?



- If general education is evaluated, inclusive education must be so.
- Society values what is assessed. What is not evaluated, loses importance.
- We must demand an appropriate evaluation of inclusion, to improve progressively and to provide it with the necessary resources for its implementation.

# What should be evaluated in inclusive education?



- School organization.
- Educational school and classrooms climate.
- Curricular design.
- Family participation and collaboration.

# Some tools to evaluate inclusive education

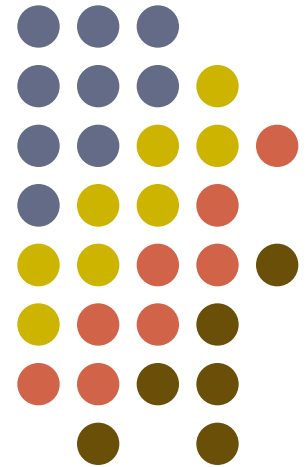


- *Índex for Inclusion*, Booth & Ainscow.
- *Participation In Inclusive Education. A Framework for Developing Indicators*, European Agency for Development in Special Needs Education.



## Part 2

# The long way of inclusive education in the World and in Spain



# Recognition of the Right to Education for All and inclusive education.



1948	Universal Declaration of Human Rights (Art. 26)
1952	European Convention of Human Rights (First Protocol).
1966	International Pact on Economic, Social and Cultural Rights.
1982	The World Programme of Action for People with Disabilities.
1989	Convention on the Rights of the Child.
1990	Jomtien World Conference on Education for All.
1993	Standard Rules on the Equalization of Opportunities for People with Disabilities.
1994	Salamanca Statement and Framework for Action.
2000	The World Education Forum, Dakar.
2006	UN Convention on the Rights of People with Disabilities.
2007	Lisbon Declaration
2008	International Conference on Education in Geneva.
2009	European Disability Forum: Inclusive Education. Moving from words to facts

# Recognition of the Right to Education for All and inclusive education in Spain.



1970	LAW OF EDUCATION AND FUNDING OF EDUCATION REFORM. Special Education is conceived as a parallel system to the ordinary.
1975	CREATING THE NATIONAL INSTITUTE OF SPECIAL EDUCATION
1978	SPANISH CONSTITUTION It recognizes the right of all citizens to education (Art. 27). Public authorities are required to promote political integration of citizens in all social areas (Art. 49).
1978	NATIONAL PLAN OF SPECIAL EDUCATION. Standardization principle. School integration principle. Principle of individualization of teaching
1982	LAW 13/1982 SOCIAL INTEGRATION OF THE DISABLED (LISMI) Legal form is given to the principles enunciated in the National Special Education Plan
1985	Royal Decree 34/1985 MANAGEMENT OF SPECIAL EDUCATION. Integration of students with disabilities in ordinary centers

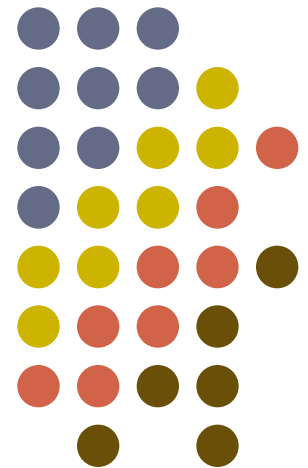
# Recognition of the Right to Education for All and inclusive education in Spain.



1990	<p>ORGANIC LAW 1/1990 GENERAL MANAGEMENT EDUCATION SYSTEM (LOGSE, in Spanish)</p> <p>It aims for the principles of normalization and integration. It introduces the concept of Special Needs (SEN).</p>
1995	<p>ORGANIC LAW OF PARTICIPATION, EVALUATION AND GOVERNMENT SCHOOLS.</p> <p>Were recognized as part of the population with special educational needs, those that need compensatory education and those that need special education.</p>
1995	<p>Royal Decree 696/1995 MANAGEMENT OF SPECIAL EDUCATION STUDENTS WITH SPECIAL NEEDS.</p> <p>Insist on the management and planning of resources.</p> <p>It emphasizes the educational care organization.</p>
1996	<p>Royal Decree 299/1996 MANAGEMENT OF ACTIONS AIMED TO COMPENSATE FOR THE GAP IN EDUCATION</p>
2002	<p>ORGANIC LAW 10/2002 QUALITY OF EDUCATION (LOCE in Spanish)</p>
2003	<p>LAW 51/2003 EQUAL OPPORTUNITY, NO DISCRIMINATION AND UNIVERSAL ACCESS FOR PEOPLE WITH DISABILITIES</p>
2006	<p>ORGANIC LAW OF EDUCATION 2/2006</p>

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# Attention to diversity in the current Education Act



# Principles (art.1)



The Spanish education system is based on the following principles:

- a) **Quality** of education for all students, independently of their conditions and circumstances.
- b) **Equity** to ensure the same opportunities, educational **inclusion** and non-discrimination, in order to redress the personal, cultural, economic and social inequalities, with special attention to those arising from disability.
- c) The transmission and implementation of **values** that promote personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice.

# Aims (art, 2)



The Spanish education system aims to achieve the following purposes:

a) The full development of the students' personality and abilities.

b) Education on the respect of:

- fundamental rights and freedoms
- equal rights and opportunities between men and women
- equal treatment and non-discrimination of disable people.

# Pedagogical Principles of Primary Education (art. 19)



## 1. Emphasis will be placed on:

- the care of the students' diversity
- their individual attention and prevention of learning difficulties
- reinforcement mechanisms when these difficulties are detected.

2. Oral and written expression, visual communication, ICT and education in values will be worked in every curricular area.

3. Daily time will be devoted to reading, to encourage the habit of reading.



# General Principles of Secondary Education (art. 22)



- Compulsory secondary education is organized according to the principles of common education and attention to the student diversity. The educational authorities regulate measures for diversity (organizational and curricular) to organize the teaching with flexibility.
- These measures include curriculum adaptation, subject integration in broader areas, flexible groups, splitting groups, optional subjects, enrichment programs and customized treatment programs for pupils with special educational needs.
- Schools will have autonomy to organize groups and materials flexibly, and to take adapted to of their students' features.
- These measures are aimed to achieving the objectives of compulsory secondary education by all students, without discrimination.

# Curricular diversity programs (art. 27)



- The curriculum will include the conditions to establishing **curriculum diversification from the third year of compulsory secondary education** for pupils who need it after being evaluated.
  - In this case, the objectives will be achieved with specific methodologies, contents organizations, activities and practices.
- Curricular diversity programs will be oriented to achieving the Certificate in Secondary Education.

# Initial vocational qualification programs (art. 30)



- Administrations will organize initial vocational qualification programs for **students aged sixteen, who have not obtained the Certificate in compulsory secondary education.**
- Its goal is to achieve the professional skills corresponding at level 1 qualification of the National Catalogue of Professional Qualifications, and have the possibility of labor integration.
- These programs include three types of modules:
  - a) **Specific modules**, referring to the units of competence for level 1 of the Catalog.
  - b) **General modules**, to extend basic skills and facilitate transition from school to employment.
  - c) **Voluntary modules**, to enable them to obtain the Certificate in Secondary Education.

# Equity in Education. Principles.

(arts. 71, 73, 74)



## STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Those that require, for a period in their schooling or all along it, support and specific educational attention because of their disability or severe behavioral disorders.

- **Administrations will have the necessary resources for every student to achieve the maximum personal, intellectual, social and emotional development.**
- They will ensure that resources for students who have educational needs different from the ordinary ones **(for special educational needs, specific because of: learning difficulties, their intellectual capacity, being latecomers to the educational system, their personal or school history)**, can achieve the maximum development of their personal skills and the general objectives set for all.
- Schooling in specific centers, which may extend to twenty one years, will be only carried out when their needs can not be met in standard centers.
- Procedures and resources for early identification of educational needs of students will be established. Comprehensive care will start from very identification moment and be governed by the **principles of normalization and inclusion.**
- Education and involvement of parents in decisions affecting their childrens educational processes will also be ensured.



## Students with high intellectual abilities (art. 76)

The educational authorities will take the necessary measures to identify students with high intellectual abilities and assess their needs early in order to take appropriate action plans.

The Government will establish the rules for a **flexible length in each of the stages of the education system for these students, regardless of their age.**

# Students with late integration in the Spanish educational system. (arts. 78 y 79)



- Governments must encourage these students' incorporation into the educational system. They must do it during their compulsory school age.
- Schooling will be done **according to their circumstances, knowledge, age and academic record, with the appropriate support.**
- Schools will develop specific programs for students **with severe deficits in language or in basic skills and knowledge.**
- These programs will be simultaneous with schooling in ordinary groups, according to the level and evolution of their learning.

# Compensation of inequalities in education. (art. 80)



- To ensure the equal right to education, the Administration will develop **compensatory actions in relation to individuals, groups and territories that are in unfavorable situations and provide the financial resources and support needed.**
- Compensatory education policies reinforce the educational system action to prevent inequalities arising from social, economic, cultural, geographical, ethnic or any other factors.

## Balance in admission of students (art. 87)



In order to ensure a quality education for all, social cohesion and equal opportunities, **Administrations will ensure a balanced schooling for students with special educational needs. To do this, they will establish the proportion of students that must be enrolled in public and private centers and ensure personal and financial resources to provide the necessary support.**



# Accessibility ( art. 110)



- Governments will promote programs to accommodate physical and technological conditions at schools.
- They will equip them with the resources (materials and to help access to the curriculum) appropriate to attend every students needs, in order to ensure their inclusive care.

# Synthesis LOE



Art. 1	Principles	Inclusive Education
Art. 2	Aims	No discrimination against people with disabilities
Art. 19	Pedagogical principles Primary Education	Attention to diversity (Detection, prevention, learning problems)
Art. 22	General Principles Secondary Education	Measures aimed to the achievement of stage objectives
Art. 27	Curricular diversity from 3 <sup>rd</sup> year compulsory education	
Art. 30	Initial vocational qualification programs	> 16 years old who have not obtained the ESO Diploma

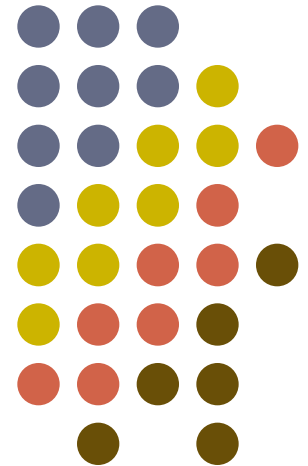


Art. 71	Equity	Difficulties, Giftedness, Late Incorporation, Compensatory
Art. 72	Resources available	
Art. 73	Scope	
Art. 74	Schooling	
Art. 75	Social integration	
Art. 76	Students with high intellectual capacities. Scope.	Measures to detect
Art. 77	Students with high intellectual capacities. Schooling	
Art. 78	Students with late entry into the educational system. Schooling	
Art. 79	Students with late entry into the educational system. Programs	
Art. 80	Compensation of educational inequalities. Principles	
Art. 87	Balance in the admission of students	Booking of seats for SEN. Late incorporation
Art. 110	Accessibility	Physical, technological adaption, transport...

<b>MEASURES OF ATTENTION TO DIVERSITY</b>		<b>STUDENTS PROFILE</b>
CLASSROOM LINK. Immigrant Assistance Service (S.A.I) SAED (Domiciliary Educational Support Service)		<i>Students with no knowledge of Spanish</i> <i>Students ill or convalescing</i>
Compensatory Program	<i>Individual support</i> <i>Flexible Groups</i> <i>Support groups</i> <i>Specific group</i>	Students with more than two years of delay in the curriculum and social disadvantage
Integration Program (Students SEN)	Curricular Adaptations	<i>Special educational needs.</i>
Intellectual giftedness	Flexibility, Enrichment Programs	<i>Students with intellectual giftedness</i>
Diversification Program (1-2 years)	Curricular Div. Program	<i>Generalized learning problems</i> <i>They are interested in Secondary E. Degree.</i>
Repetition	Subjects retrieval Reinforcement	<i>Learning disabilities</i>
Reinforcement and regular support	Individual support Small group support	Students with learning and curricular gaps
Splittings	Flexible groups	<i>Grouping based on curricular needs</i>
Electives. Itineraries in non compulsory Secondary School	Educational itinerary	<i>Personal academic itinerary</i>
Initial Vocational Training	Without qualification	> 16 years. No Degree

# Part 3

**Analysis of some inclusive  
education experiences in Spain**



# Evaluation of the implementation of the School Integration Program in Spain (Marchesi *et al.*, 1987)



- **Objectives:**
  - To define factors with influence on the sustainability and "success" of the project.
- **Participants:**
  - 60 schools from the 173 participants in the pilot phase.
- **Some conclusions:**
  - No one questions the need to integrate students with SEN in ordinary schools.
  - Teachers are working on how to improve and achieve the integration of these students.
  - Resources, legal measures and training are requested.
  - Curricular adaptations are considered a good measure for the success of students with SEN.
  - Schools with positive attitude and team work achieve better results.

# Educational innovations related to attention to diversity. Parrilla, 1996-98



- **Objectives:**

- To Identify innovations derived from attention to diversity in Primary and Secondary schools.

- **Methodology:**

- Questionnaire to 100 schools. Case studies to analyze a sample of innovations identified.

- **Conclusions:**

- Schools have external advisors and the support and appreciation of training and administrative institutions.
- They are conditioned by the socio-political environment and by the economic resources.
- They have a broad concept of diversity: they underline internal support, leadership, teachers', parents and students involvement, teachers' collaborative culture and inclusive classroom management.

# Special educational needs in the classroom, in the Region of Murcia. Arnáiz y otros, 1997-98 y 1998-99.



- **Objectives** (In the framework of an action research process):
  - To develop thinking processes to promote changes that meet the diverse educational needs.
  - To appreciate the richness of diversity and develop positive attitudes and perspectives towards disability.
  - To develop new intervention strategies regarding special educational needs, to improve education for all.
  - To evaluate the project in order to implement it in other schools.
- **Conclusions:**
  - The project helped teachers to meet the challenges of education and take responsibility on their own learning.
  - Active negotiated, collaborative and reflective methodologies were for the participants the most effective way to attend the students diversity.



# The road to inclusion in Spain: a review of Special Education statistics. Moriña Díez, 2002.

Revista de Educación. Núm. 327. 2002. Pp. 395-416



## Conclusions:

- The story of the integration process reflects that it being driven by government policies and the voluntariness of some teachers. But there has not been a social parallel movement.
- Lack of data and benchmarks in the Ministry of Education statistics.
- The Ministry uses categories that identify three groups of students:
  - Special Education students.
  - integration students.
  - Other students.
- Exclusion has been reduced at schools.
- Decrease of the number of special schools and parallel increase on ordinary schools with SE classrooms.
- Stability of Special Education units.
- Differences between regions.

# A tour through the Spanish educational inclusion. Research and experiences. Susinos Rada, 2002



## Conclusions:

- Predominant research about specific intervention in special educational needs (SEN).
- Works reflects inclusion from a theoretical perspective.
- Many researches focused on coexistence, interculturalism and curricular design or curriculum development.
- Little research carried out by people in exclusion situations.
- No research related to teachers' and parents' training.

# The educational situation of students with special needs and disability in the Autonomous Community of Madrid. Echeita, 2004



- **Objectives:**

- To analyze the perceptions of students and their families about teachers' care and educational beliefs.

- **Conclusions:**

- Most professionals and families support and believe integration should be improved and expanded.
- Most secondary school teachers think that they haven't been trained to attend students with special educational needs.
- On the contrary, parents think that they have.

# First experiences using the Index for Inclusion in Spain. 2005

Durán, D.; Echeita, G.; Giné, C.; Miguel, E.; Ruiz, C. y Sandoval, M. (2005). REICE, (3) 1, 464-467



- **Objectives:**

- Research experiences in Madrid, Catalonia and the Basque Country (Spanish regions) based on the use of *Index for Inclusion* (guide to evaluate and improve inclusive education).

- **Conclusions:**

- Achieving inclusive school requires a shared and complex learning process.
- The participation of the whole school community is not only a requirement of the Index but a guarantee of success.
- Learning and process have risks.
- There is a need to reconceptualize the "special educational needs", calling them "barriers to learning and participation".
- Experience with the Index encourages reflection on practice and collaborative work at schools and promote networking between them.

# Integration in Secondary Education: perception among teachers.

Álvarez, E.; Álvarez, M.; Castro, O.; Campo, A. y Fueyo, E. (2008)



- **Objectives:**

- To research the variables that teachers perceive as integration indicators.

- **Conclusions:**

- In general, teachers believe integration is not developing properly.
- They propose measures such as: involving families, reducing the number of students/classroom, improving coordination, etc.
- Students with behavior problems have a low academic performance, are poorly integrated, hinder the classroom work and a high percentage of teachers rather not to have them in their classrooms.
- The combined education pattern is the most valued one.
- Teachers are unhappy and demand more resources.

# Educational inclusion of pupils with SEN in Spain associated with disability from the perspective of non-governmental organizations.

Echeita, G.; Verdugo, M. A.; Sandoval, M.; Simón, C.; López, M.; González-Gil, F. y Calvo, I. (2008). *Siglo Cero*, 39 (4), 26-50



- **Objectives:**

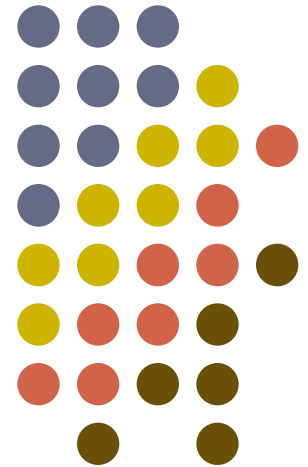
- To evaluate Inclusion Process in Spain from the point of view of the persons with disabilities' organizations.

- **Conclusions:**

- There are various obstacles (low support from Administrations, limited aid or culture centers ...) that inhibit the right to an inclusive education provided by the Organic Law of Education (2006) and the Convention on the Rights of Persons with disabilities (UN, 2006).
- The 90.8% of the sample believes that the process of inclusive education should be expanded and improved to reach more students and cover all education stages.
- It is a process full of shadows, especially for some students, in particular in the stages of Compulsory Secondary Education and Post-Compulsory.
- They believe that achieving inclusive education is not a quick and a linear process.

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# Achievements, criticisms and suggestions to improve inclusive education in Spain



# Summary of changes in inclusive education in Spain.



- **From 1985-1995:**
  - Notable regulatory changes, infrastructure and resources.
- **From 1995-2005:**
  - Lack of initiatives to understand and evaluate what was happening.
  - Few proposals to promote progress and improvement as well as overcome difficulties.
- **From 2006 to today:**
  - New boost for legal regulation.
  - Lack of resources problem.



# Strengths of inclusive education implemented in Spain



1. Schooling for all people in a single system.
2. Great legislative development of attention to diversity (at school, personal, social and professional level). Regulations affect every educational level.
3. Transformation of Special Education Centers in Resource Centers that support and advise primary and secondary schools.
4. Development Plans at schools in order to meet diversity, with specific measures to help students.
5. Increased training initiatives for teachers.
6. Teacher training in intercultural education.
7. Increased Psicopedagogical Teams, Compensatory Education teachers and teams for home and hospital care of students in socio-educational risk.

# Strengths of inclusive education implemented in Spain



8. Increase of the number of Primary and Secondary schools that enroll students with SEN and from other cultures.
9. Creation of open Special Education classrooms in schools to accommodate students with severe educational needs.
10. Increased parental involvement in school life.
11. Increased use of diversity and participation in public services (leisure, cultural).
12. Change in social attitudes regarding people with disabilities.
13. Access to employment, promoting personal, academic and professional guidance.
14. Incorporation of students to the knowledge society through the use of ICT.
15. Development of educational experiences and good practices.

# Weaknesses that obstruct inclusion processes in Spain.



1. There is no analysis of what is happening in each region, school or college.
2. There are no known major problems or difficulties between students with SEN and their peers.
3. There are no known good practices and strategies that are most successful.
4. There are few publications and specific materials to support teachers in their practice.
5. It encourages little training of teachers and other professionals in school change strategies, in assessment procedures and in curriculum design.
6. There is no good curriculum that support changing students and teachers attitudes.

# Weaknesses that obstruct inclusion processes in Spain.



7. In brief, there is an institutional, professional and social apathy obstructing the continuous impulse that educational inclusion requires (Echeita & Verdugo, 2004):
  - a. Organizations and families, professionals and students involved in processes of inclusion are calling for greater initiative by governments (Echeita et al., 2008; Aguilera Rodríguez-Verdugo, 2008).
  - b. Families and their organizations do not have a very active role.
  - c. There is no concerted global society action (administration, teachers, families, organizations, researchers).

# Some proposals to improve inclusive education in Spain



1. To achieve a great social and political pact to prevent fluctuations in educational policies.
2. To make a powerful economic investment in schools so they can meet diversity.
3. To expand information and education campaigns to disseminate different disabilities, other cultures, improve relationships...
4. To make commitments to the principles of inclusive school incorporated into the educational beliefs of teachers and society.
5. To Solve the problem of the concentration of minority ethnic and cultural groups in a few governmental schools.

# Some proposals to improve inclusive education in Spain



6. To include collaborative culture into teachers' work, and increase the principles of joint planning and teaching.
7. To question the model "expert" and "managerial", which corresponds to work done by support specialists
8. To fight against misunderstanding of changes resulting from diversity. It does not refer to a certain type of learners (problematic, misfits, migrants, etc..) but to all the students.
9. To break the vicious "circle" of incessant demands for "resources" and, instead, give curricular and organizational responses. (Sometimes resources are an "exclusion path" or "alternative routes").

# Some proposals to improve inclusive education in Spain



10. To change attitudes and mentalities of Secondary Education Teachers regarding inclusion.
11. To review many school projects, offering them advice to develop improvement plans based on inclusion, equity and democratic coexistence.
12. To eradicate measures that use diversity as a "drainage system", deriving students to programs and specialized professionals.
13. To improve the progress of inclusive education in Secondary School, Vocational Training and University. The number of students taking these studies should be increased.



**Thanks for your attention!**