



## How internationalization can be a pathway for inclusion

# WHAT IS INCLUSION?

The Once Foundation's Commission of Programs  
with Universities and the Promotion of Youth



# THE ONCE FOUNDATION



**BORN IN 1988**

**Mission: Social inclusion of people with disabilities**

**TRAINING — EMPLOYMENT — PROMOTING ACCESSIBILITY**

[https://www.youtube.com/watch?v=G2ZYF\\_\\_IBCw&list=UUb7gnlgjvivyhFztWb0CKSQ](https://www.youtube.com/watch?v=G2ZYF__IBCw&list=UUb7gnlgjvivyhFztWb0CKSQ)

---

# The ONCE Foundation's Commission of Programs with Universities and Promotion of Youth Talent

---





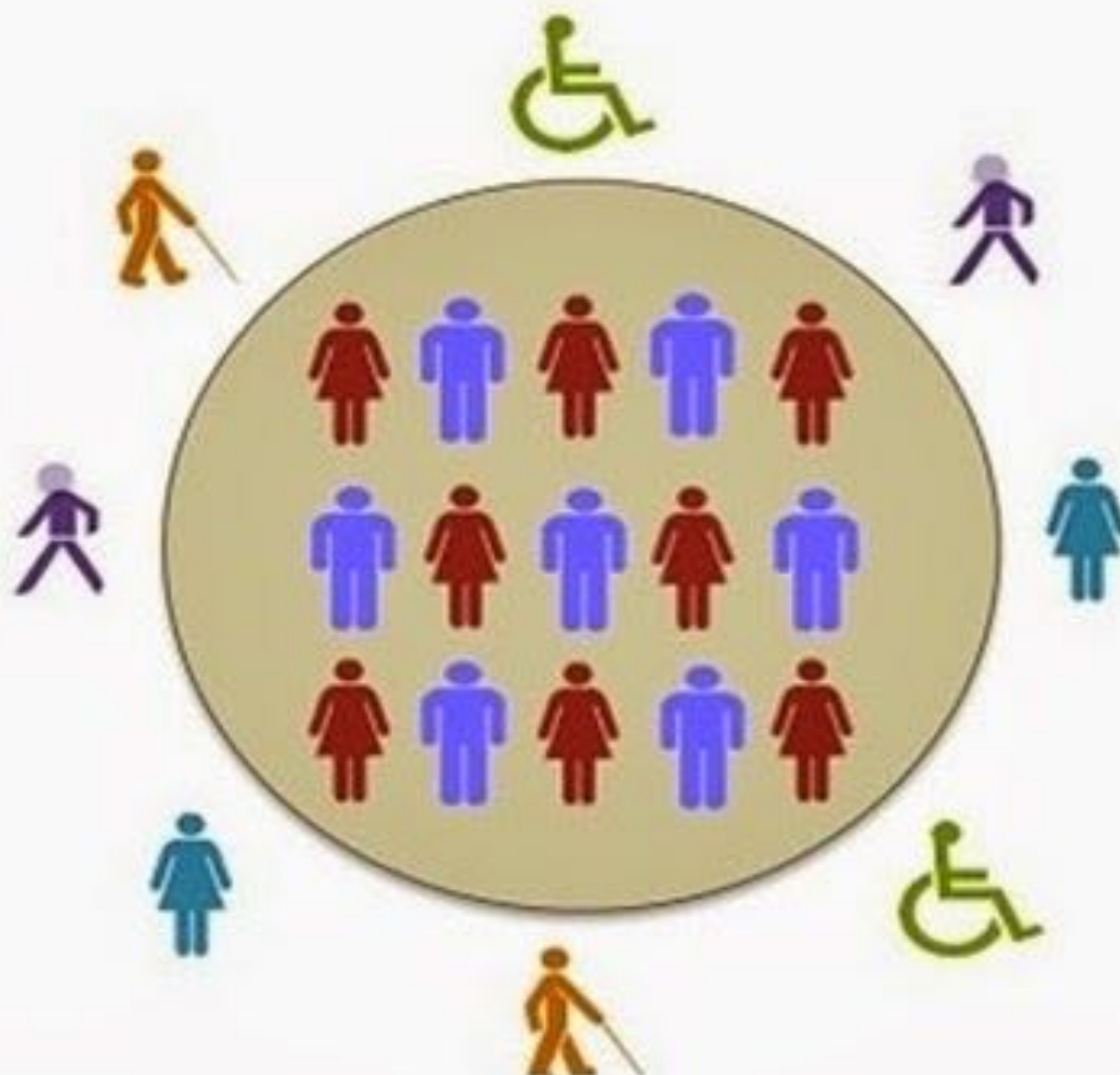
- **4 million people with disabilities**
- **500,000 are young people**
- **53,8% leave school early**
- **5 or 6% with university studies**



**WHAT IS  $\neq$  INCLUSION**

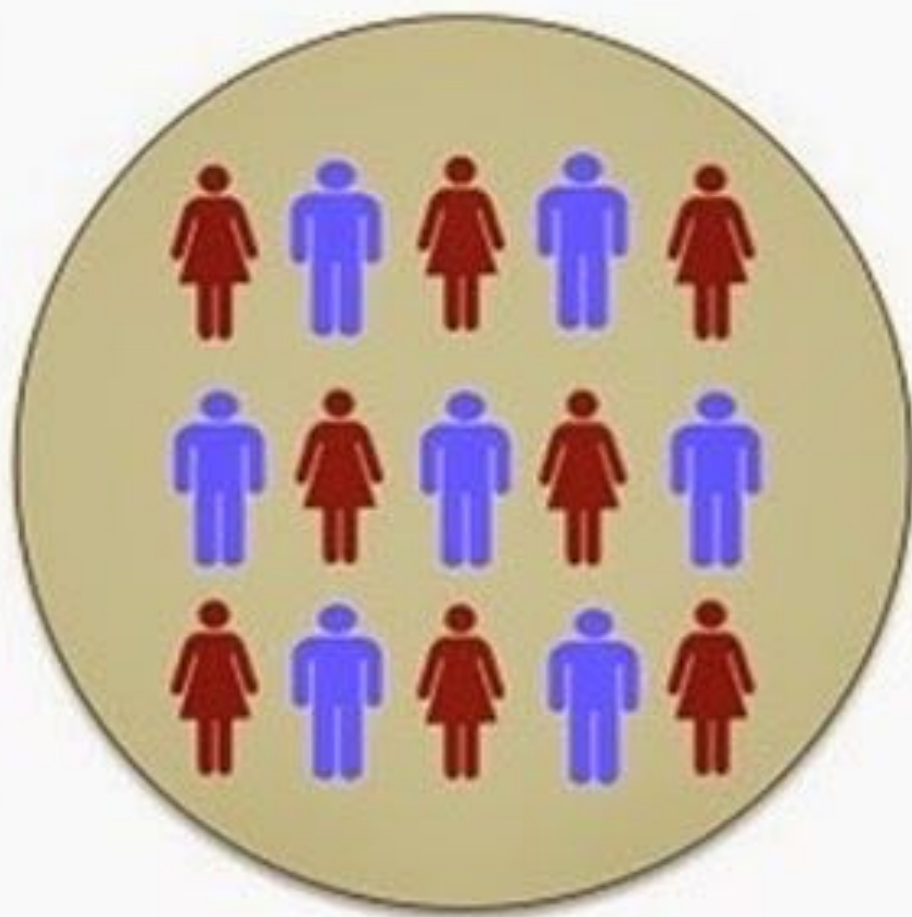


EXCLUSION



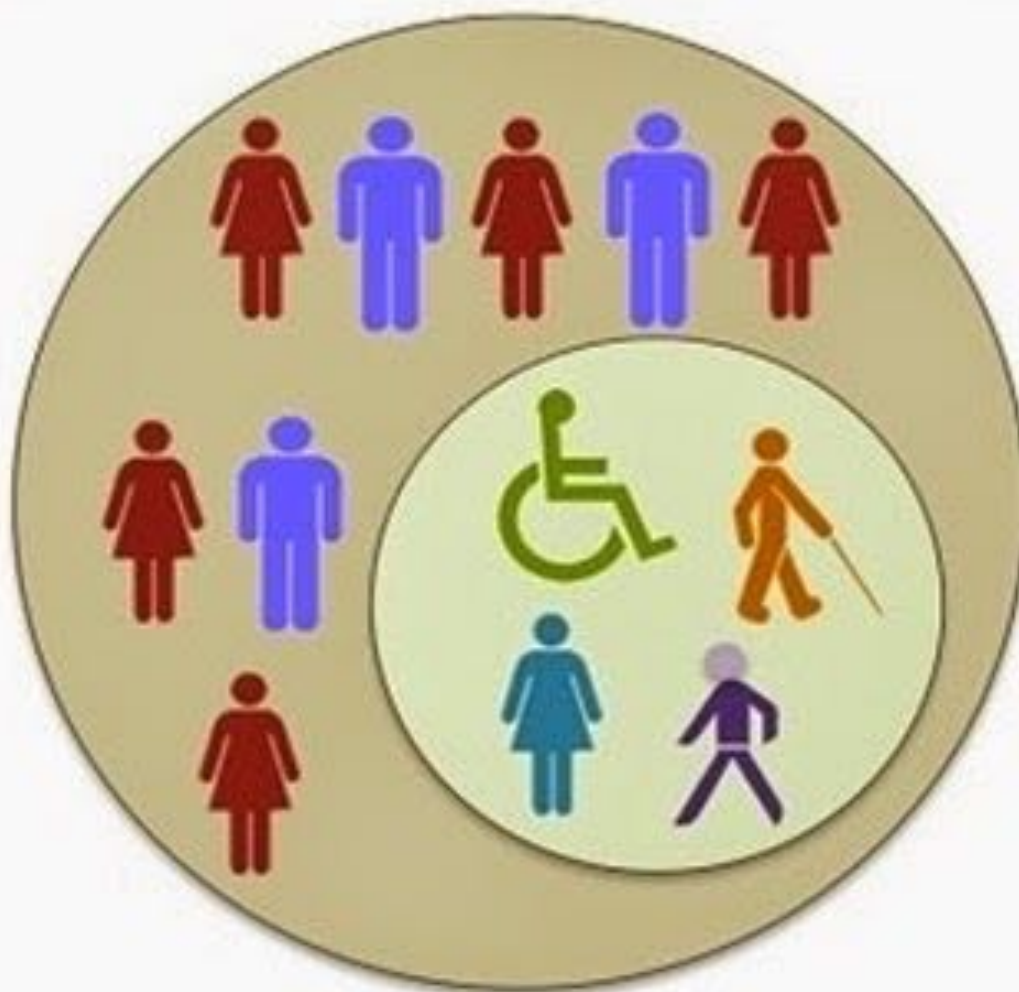


# SEGREGATION





# INTEGRATION







INCLUSION





# INCLUSION

**Process of systemic reform embedding modifications and changes:**

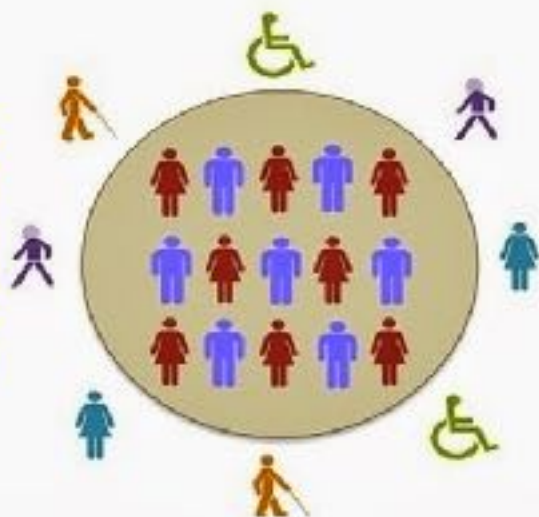
- **Content**
- **Teaching methods**
- **Approaches**
- **Structures**

**SOCIAL MODEL OF DISABILITIES:** People are disabled by barriers in society, not by their impairment or difference.

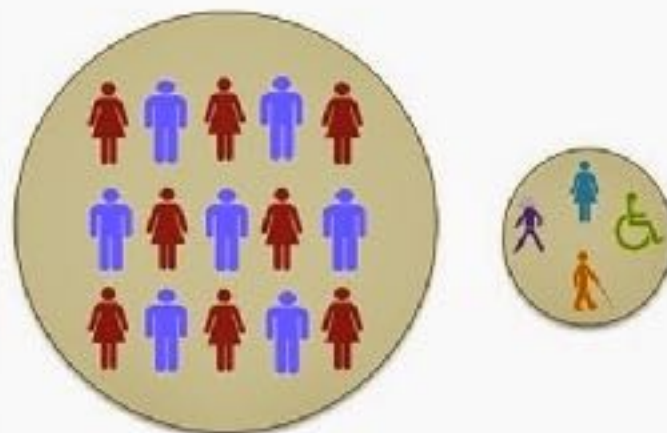
**IMPORTANT:** integration does not automatically guarantee the transition from segregation to inclusion.



EXCLUSION



SEGREGATION



INTEGRATION



INCLUSION

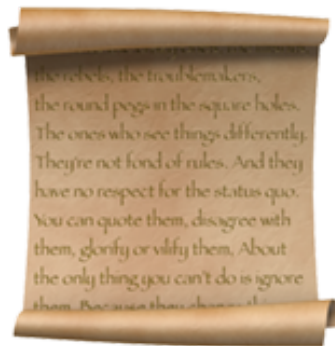




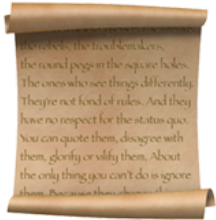
INCLUSION  $\neq$  Privilege for a few

INCLUSION  $\neq$  Favor

**INCLUSION = HUMAN RIGHT**



# LEGAL INSTRUMENTS FROM THE INTERNATIONAL COMMUNITY



## LEGAL INSTRUMENTS FROM THE INTERNATIONAL COMMUNITY

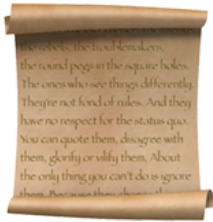
- **1948** The Universal Declaration of Human Rights
- **1960** The UNESCO Convention against Discrimination in Education
- **1990** The World Declaration on Education for All

“Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.”



## LEGAL INSTRUMENTS FROM THE INTERNATIONAL COMMUNITY

- **1993:** The UN Standard Rules on the Equalization of Opportunities for People with Disabilities.
- **1994:** The Salamanca Statement and Framework for Action on Special Needs Education “the education of persons with disabilities is an integral part of the education system.”



## LEGAL INSTRUMENTS FROM THE INTERNATIONAL COMMUNITY

- **2006: Convention on Rights of People with Disabilities**  
⇒ **General Assembly of the United Nations**





## LEGAL INSTRUMENTS FROM THE INTERNATIONAL COMMUNITY

### Article 24 $\implies$ Devoted to Education

- Absence of discrimination
- Quality of opportunity/ Inclusive Education system
- Inclusion in education at all levels. Emphasis / Primary
- Educational opportunities aimed to facilitate the full development of **human potential, sense of dignity and self-worth**. Respect for human rights, fundamental freedoms and human diversity
- Development of personality & effective participation in a free society



## INCLUSIVE EDUCATION

- **Inclusion is a process**
- **Inclusion requires the identification of barriers and breaking them**
- **Inclusion is related with the presence, participation and success of ALL students**
- **Inclusion implies to emphasis in those groups that are at the risk of marginalization and exclusion**



4

A

**Availability**

**Accessibility**

**Adaptability**

**Acceptability**



# Availability

- Sufficient quantity and quality
- Educational places for learners with disabilities at all levels



# Accessibility

- Accessible to everyone. No discrimination
- Accessibility is a dynamic concept & requires periodic regulatory and technical adjustments
- Affordable education at all levels



# Acceptability

- Taking fully into account and respecting the requirements, cultures, views and languages of persons with disabilities
- The form and substance of education provided must be acceptable to all
- Education is of good quality for all. Inclusion and quality are reciprocal



# Adaptability



- Each student learns in a unique manner
- Requirements of every student
- Distinction between accessible and reasonable accommodation
- Reasonable accommodation relates to an individual
- Education is not “one size fits all” formula



## Ask yourself:

- How many books did you read in school that featured characters with disabilities?
- How much did you learn about the disability rights movement in your social studies classes?
- Or was it largely a hidden story?

**LET'S TALK, ASK, RESEARCH and SHARE**







## Think about language

- Disability rhetoric: **inspirational** or **pitiable**.
- **Ben Myers**: When you say that a person can do something “despite” his or her disability, it sets disability up as something that strong people overcome and weaker ones live with.  
→ **Inspiration-based language is problematic too.**
- **Recognize the person and don't focus on the disability.**



# INnet CAMPUS



<https://www.youtube.com/watch?v=CZOFFrLpu4I>



- 2015: *INnetCAMPUS, The network of inclusive European universities*
- **Goal: promoting access to university for young students with disabilities, involving universities, and advancing mobility in Europe for young people with disabilities.**
- **Part Europe 2020 strategy, within the Education and Training 2020 strategy and the Rethinking Education strategy**
- **INnetCAMPUS, has received subvention from the Erasmus + Programme, within the action Cooperation for Innovation and the Exchange of Good Practices, as a form of activity of the Strategic Partnerships in Higher Education**



- The University of Granada (Spain), the Faculty of Law at the University of Lisbon (Portugal), and Artesis Plantijn University in Antwerp (Belgium)
- **The Project lasted 36 months**
  - 5 young students with disabilities from the organizing university, 10 young people with disabilities from abroad, and 10 volunteers both with and without disabilities
- **At each Campus, all of them enjoyed a seven-day stay on a university campus, experiencing**
- **Ambitious goal: Paving the way to create a network of inclusive university campuses in Europe**



*“So the question is: What did it mean for me to participate in INnetCampus? Well, a before and an after in my life, since it literally changed my vision of life, as well as of university. It’s made me grow as a person and show myself that I am capable, that it’s closer, that I can stand on my own and that the limit is only where you want to put it.”*

**(Currently a student on the degree course of Hispanic Philology at the University of Granada)**



*“It can be difficult, more complicated than for other people, but not impossible. This is the real purpose of this program, not getting to know Europe or improving our level of English. The real purpose is for us to learn that the world is full of people who want to help us and make everything more inclusive so that our dreams can come true. If we make an effort and work hard, these dreams will come true very soon.”*

**Currently a student at the University of Granada**



*“Avenues have been opened to her and she knows that there are more options, that there are options beyond those that we as parents had initially considered. The fact of being able to do an Erasmus, well, it’s been raised and it hadn’t been raised for us before, we saw it as impossible. Now we see it as a little more possible.”*

(Father of a participant in the Campus at the University of Lisbon in 2016)



*“I expected everything to go very well, and it did. I was delighted. I expected him to open up to other children. He’s very shy, very shy, he’s a very shy child and he’s opened up a lot. He’s very happy, really happy.” (Mother of a participant at the University of Granada Campus in 2017).*

**(Mother of a participant at the University of Granada)**





# Fundación **ONCE**



<https://youtu.be/3Lb25aSg1f4>

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=3Lb25aSg1f4&index=1&list=PLHoY2n31yW5DYw_gHpgc2WTRSf1CZXowx)

[v=3Lb25aSg1f4&index=1&list=PLHoY2n31yW5DYw\\_gHpgc2WTRSf1CZXowx](https://www.youtube.com/watch?v=3Lb25aSg1f4&index=1&list=PLHoY2n31yW5DYw_gHpgc2WTRSf1CZXowx)

# NO SEAS MI LÍMITE

**ESTOY PREPARADA PARA SER  
LO QUE QUIERO SER**

EL 74% DE LAS PERSONAS CON  
DISCAPACIDAD NO TIENE TRABAJO.  
EN LA ONCE Y SU FUNDACIÓN  
LES AYUDAMOS A QUE SE SIENTAN  
Y SEAN UNO MÁS EN LA SOCIEDAD.

