

**COURSE DATA****DATA SUBJECT**

Code: 33738
Name: Inclusive education
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

| Degree | Center | Acad. year | Period |
|---------------------------|--|------------|---------------|
| 1307 - Degree in Pedagogy | Facultat de Filosofia i Ciències de l'Educació | 4 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---------------------------|---------------------|-----------|
| 1307 - Degree in Pedagogy | Education policy II | ELECTIVES |

COORDINATION

CARBONELL PERIS RAFAEL

SUMMARY

The subject INCLUSIVE EDUCATION seeks to help deepen the professional training of future pedagogues in the field of diversity, undoubtedly one of the greatest innovations that have compromised and enriched contemporary education systems.

From the approaches of the Department of Comparative Education and History of Education, this optional subject offers a vision of the principles, theories, cultures, policies and practices that are vertebrating the educational attention of students in all the diversity of their capacities, limitations and needs.

In the same way, the subject invites to deepen in the analysis that concretizes those practical proposals referred to specific sectors: people with functional diversity, students with unfavorable environments, immigrants, students with high capacities, ... and this, not only in the levels of formal education, but in the non-formal education, as well as in those stages previous to the educational system and the formation throughout life.



In short, pedagogical training is offered to analyze, design, apply and evaluate educational policies, organizations and practices -local, national and international- that lead to the establishment of a truly inclusive society.

Finally, it bases the research, analysis and evaluation of documentary sources -legislative, institutional, practices, research- that make this educational invariant concrete, with the purpose of affirming the values, attitudes and criteria that must guide the professional practice of future pedagogical professionals.

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PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No enrollment restrictions have been specified with other curriculum subjects. However, it is advisable to complete the training provided by this subject with that of "Diagnosis with special educational needs".

COMPETENCES / LEARNING OUTCOMES

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Be able to evaluate educational policies, institutions and systems.

Be able to integrate and communicate with experts in other areas and in different contexts.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop strategies and techniques to promote participation and lifelong learning.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.



Know and understand the current educational and training systems in the international context.

Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.

Organise and manage schools and educational institutions, services and resources.

Show active ethical commitment to human rights and sustainability.

Show commitment to professional identity, development and ethics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

DESCRIPTION OF CONTENTS

UNIT I. The general basic framework regarding attention to individual differences in Spain

- International declarations influencing regulatory development
- Basic national legislation: LOMLOE, LODE
- UN Convention on the Rights of Persons with Disabilities
- World Education Forum: Incheon Declaration



UNIT II. Equity and inclusion in the Valencian educational system

- General principles
 - Joint actions and participation
 - Organization of the educational response
 - School enrollment
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UNIT III. The model of educational guidance and its impact on inclusion processes

- Organization of educational and vocational guidance
 - Tutorial action and educational guidance
 - Educational guidance teams
 - Educational and vocational guidance departments
 - External coordination
 - Specialized Guidance Units
 - Planning of educational and vocational guidance
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UNIT IV. Detection and identification of SEN and the need to compensate for inequalities. The role of the family

- Documents for detecting and identifying Special Educational Needs (SEN) and Compensatory Educational Needs (CEN)
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UNIT V. Attention to students with severe and permanent special educational needs in Europe: most relevant proposals

- Models of educational care in Europe
- Inclusive initiatives of interest in Europe

UNIT VI. Special Education Centres as Resource Centres (RCs)

- Functions as resource and support centres
- Coordination with specialized services and CEFIRE
- Professionals and direct support tasks for students with SEN enrolled in mainstream schools in the area
- Intervention in the design, development, and evaluation of personalized action plans

UNIT VII. Current debates on educational inclusion. Relevant court rulings. Evolution, trends, and pending challenges

- Models and modalities of schooling

UNIT VIII. Good practices in the field of inclusion

- Inclusive projects
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UNIT IX. Designing an intervention programme by the pedagogue in the school setting

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------|--------------|
| Theory | 30,00 |
| Classroom practices | 15,00 |
| Total hours | 45,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 2,00 |
| Individual or group project | 30,00 |
| Independent study and work | 20,00 |
| Preparation of lessons | 10,50 |
| Preparation for assessment activities | 5,00 |
| Resolution of case studies | 0,00 |
| Total hours | 67,50 |

TEACHING METHODOLOGY

- Exhibitions by the teacher and/or the students to present, deepen and evaluate the different thematic contents.
- Search and critical study of documentary sources, regulations, experiences, theoretical proposals, studies, research,...
- Approach to the personal, educational and social reality of students with different abilities, limitations and needs, as well as with functional and social diversity.
- Experiences of experts in programme management and implementation.
- Design, elaboration and exposure to class of a study on Inclusive Education in different approaches and orientations (educational policies, practices by levels of the educational system, practices by disabilities, program proposals...).
- Review and orientation of individual and group work.



- Deepening by means of optional tasks proposed by the students and the teacher.
- Written essays. Attendance and participation in classes. Seminars. Workshops.

EVALUATION

CRITERIA:

- Knowledge of the problems, trends and political, pedagogical and social proposals regarding inclusive education.
- Critical analysis of these approaches and experiences.
- Deepening through the development of theoretical and/or practical proposals.
- Development of inclusive values and attitudes of: professional commitment, respect, empathy and responsibility with limitations and diverse needs, equity and solidarity.
- Correct formal presentation of written works and presentations in class.

INSTRUMENTS:

- Written exam on the contents of the subject: 60%. Recoverable. It is essential to have this section approved.
- Individual work or in group written of practical deepening: 20 %. Recoverable. It is optional to present it orally to the class. It is essential to have this section approved.

Participation in class activities and optional extension of contents and materials: 20 % (Workshops; participation in lectures by external experts; regular participation in classes;¿). Not recoverable

University of Valencia Regulations on Fraudulent Practices in the Use of Artificial Intelligence

The fraudulent completion of assessment tests and plagiarism in evaluation assignments will be treated in accordance with the University of Valencia¿s Regulations on Evaluation and Grading (ACGUV 108/2017)



and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that involve impersonating a student or the automated generation of content for exams, tests, or assignments ¿ when not explicitly authorized by the teaching staff ¿ will be considered fraudulent conduct and will therefore be subject to disciplinary action.

REFERENCES

Basic references

RB1: Dossier Normativo Estatal: LOMLOE; LODE; Ley Orgánica 1/1996, de Protección Jurídica del Menor.

RB2: Dossier Normativo Autonómico: Decreto 104/2008, por el que se desarrollan los principios de equidad e inclusión en el sistema educativo valenciano; así como normativa de desarrollo: Orden 20/2019, Resolución 23 de diciembre de 2021, Orden 10/2023.

RB3: Dossier Sentencias de interés: Sentencia 10/2014, del Tribunal Constitucional (modalidad de escolarización del alumnado con necesidades educativas especiales); Sentencia 861/2019, del Tribunal Supremo (admisión del alumnado con necesidad específica de apoyo educativo).

RB4: Protocolos específicos de intervención vinculados con las líneas estratégicas de intervención de la orientación educativa y profesional.

Complementary references

RC1: Ainscow, Mel y Echeita, Gerardo (2011), ¿La educación inclusiva como derecho. Marco de referencia y pautas de acción para el desarrollo de una revolución pendiente¿. *Tejuelo* nº 12, pp 26-46.

RC2: Arribas, José Manuel (2021), *Diálogos de Educación. Reflexiones sobre los retos del sistema educativo*, Madrid. SM.

RC3: Azorín Abellán Cecilia María, (2018), ¿Abriendo fronteras para la inclusión: la Ecología de la Equidad¿, *Revista Nacional e Internacional de Educación Inclusiva. I (1)*, pp. 213-228.

RC4: Booth, Tony, y Ainscow, Mel (2011), *Guía para la Educación Inclusiva: Desarrollando el aprendizaje y la participación en los centros escolares*. OEI ¿ FUEM

RC5: Carbonell, Rafael (2006), *Educación Especial en Europa*, Valencia, Tirant lo Blanc.



RC6: Castillo, Tomás (2013), *Aprendiendo a vivir. La enfermedad: descubrir las posibilidades que hay en mí*, Torrelavega, AMICA.

RC7: Consejo Escolar del Estado (2024), *Informe 2024 sobre el estado del sistema educativo*, Madrid, Ministerio de Educación y Formación Profesional.

RC8: Echeita, Gerardo (2021), *¿La educación inclusiva?*, en José Manuel Arribas Álvarez, *Diálogos de Educación. Reflexiones sobre los retos del sistema educativo*, Madrid, SM, pp. 117-132.

RC9: European Agency for Special Needs and Inclusive Education (2014), *Cinco mensajes clave para la Educación Inclusiva*, Bruselas, EASNIE.

RC10: López Torrijo, Manuel y Carbonell, Rafael (2005), *La integración educativa y social*, Barcelona, Ariel - Real Patronato de Discapacidad.

RC11: López Torrijo, M. y Carbonell, R. (2024). La LOMLOE, ¿una ley inclusiva? Análisis y propuestas. En Mora-Luna, M.A, *¿Qué hay de nuevo en la LOMLOE?* Tirant Humanidades., pp. 269-293.

RC12: OCDE (2022), *Panorama de la educación. Indicadores de la OCDE 2022. Informe español*, Madrid, Ministerio de Educación y Formación Profesional.

RC13: Vega, Amando y Aramendi, P. (2004), *¿Hacia la plena ciudadanía de las personas con discapacidad: reto del Año Europeo de la Discapacidad?*, *Educación, Desarrollo y Diversidad*. 7 (2), pp.5-24

RC14: Vega, Amando (2003), *La educación social ante la discapacidad*, Málaga, Ediciones Aljibe.

RC15: Warnock, Mary (1987), *¿Encuentro sobre necesidades de educación especial?*, *Revista de Educación*. Número extraordinario. 1, pp. 45-73.