



## DEBATE GUIDELINES

### 1. INTRODUCTION: PREPARING THE DEBATE AT OUR SCHOOLS

Total time: 1h 30min + 30min

→ **Activity 1**

Read and understand the conceptual framework (section 2 of this document) with all NoMI students and teachers (also with other students, staff, families, if possible). The group can share examples, personal experiences... about exclusion, segregation, integration and inclusion. They can specially identify and talk about some people, attitudes... particularly inclusive. Do people in this group act also as inclusion facilitators sometimes? This is a warming-up activity, the accent is in identifying how diverse people and barriers can be, how we feel and act about it.  
(30 minutes)

→ **Activity 2**

Work with all NoMI students and teachers (also with other students, staff, families, if possible) on the issues assigned to the different Committees (Annex 1 of this document). You can decide to work in a big group, addressing only some of the questions (for example choosing just one question from each Committee list). Or you can form different little groups of discussion to deepen in every Committee questions. If someone can take notes, they will be very useful for NoMI students coming to Aldaia. This is just an exchange of ideas, a recall of good practices, an expression of our wishes about inclusion... to prepare some ideas to carry to Aldaia.  
(60 minutes)

→ **Activity 3**

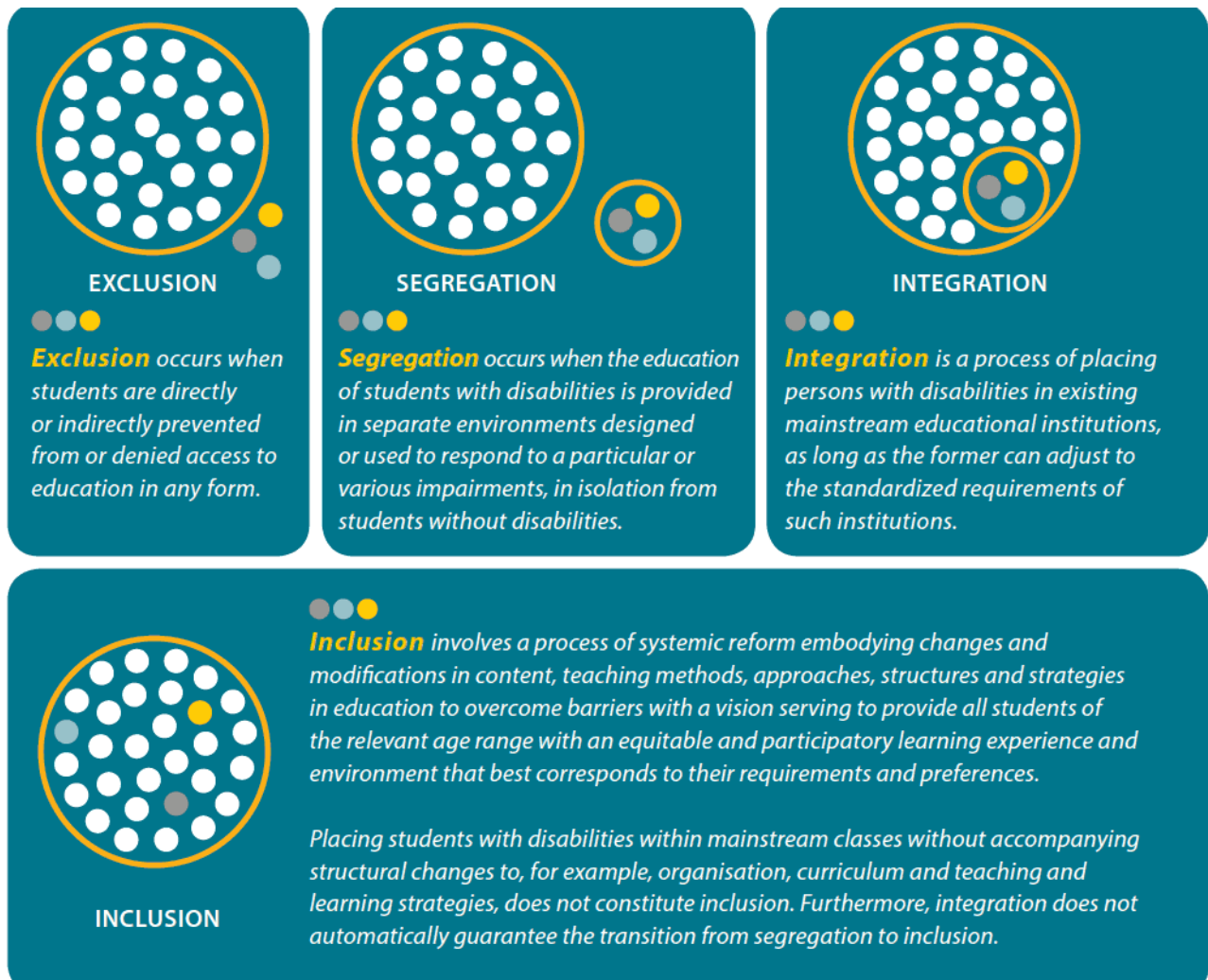
Assign NoMI students coming to Aldaia to a Committee, as detailed in section 3 of this document (after Activity 2 it may be easier to decide it, some issues may be more moving for some students...). Each student comes to Aldaia with his/her own voice but also on behalf of his/her School community (they can carry with them the notes taken during Activity 2).  
(15 minutes)

→ **Activity 4**

Help NoMI students coming to Aldaia to get familiar with the tasks of the debate that will be held in Aldaia (section 4), the Resolution template (Annex 2) and the Plenary Assembly procedure (Annex 3) that we will use. Ask them to include in their baggages some formal dress (it can also be a local ceremony dress).  
(15 minutes)



## 2. CONCEPTUAL FRAMEWORK: INCLUSION IN EDUCATION



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Source: <https://www.thinkinclusive.us/wp-content/uploads/2017/07/inclusion-2017.png>

**Exclusion:** Not having the right or the real possibility to attend school. It also includes expulsion and/or dropout from school.

**Segregation:** Special schools, or separate units in mainstream schools, for specific students.

**Integration:** Learners labelled as having 'special educational needs' are placed in mainstream education units, with some adaptations and resources, but on condition that they can fit in with pre-existing structures, attitudes and an unaltered environment.

**Equity:** Ensuring that there is a concern with fairness, such that the education of all learners is seen as being of equal importance.



**Inclusion:** Inclusion involves change. It is an unending process of increasing presence, participation and learning for all students. It is an ideal to which schools can aspire but which is never fully reached. But inclusion happens as soon as the process of increasing participation and learning is started. An inclusive school is one that is on the move.

#### **Inclusion in education involves:**

- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students.
- Identifying and reducing barriers limiting the presence, participation and learning for all students, not only those with impairments or those who are categorised as ‘having special educational needs’ or any other label such as gender, sexual orientation, ethnic origin, religious faith, cultural background, socioeconomic status...
- Viewing the difference between students as resources, rather than problems.
- Learning from attempts to overcome barriers to the participation and learning of particular students to make changes for the benefit of students more widely.
- Valuing all students and staff equally. Improving schools for staff as well as for students.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

At the core of inclusive education is the human right to education, pronounced in Article 26 of the Universal Declaration of Human Rights in 1949. Equally important is the right of children not to be discriminated against, stated in Article 2 of the Convention on the Right of the Child (UN, 1989). More recently, UN 2030 Agenda for Sustainable Development Goal 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Through the Incheon Declaration adopted at the World Education Forum in May 2015, UNESCO was entrusted to lead the Education 2030 Framework for Action.

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#### Sources:

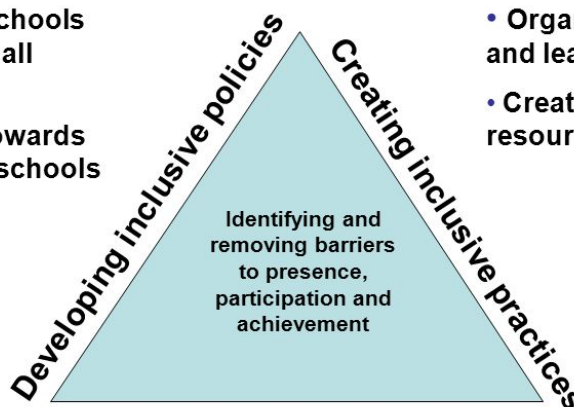
- Booth, T. and Ainscow, M. (2011). *Index for Inclusion: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education, Bristol. Available online from <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>

- UNESCO (2017). *A guide for ensuring inclusion and equity in education*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000248254>



### 3. ORGANISATION: 5 NoMI PARLIAMENT COMMITTEES

- Develop schools catering for all learners
- Strategy towards supporting schools



- Organising teaching and learning
- Creative use of resources

#### Creating inclusive cultures

- Responsibility of regular system to educate all
- Presence, participation and achievement of all learners

Developed from: Booth, T. & Ainscow, M. (2002) Index for Inclusion.

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#### COMMITTEE ON BUILDING COMMUNITY (INCLUSIVE CULTURES)

12 members (students)

1 Madeira + 1 Tahití + 1 Espoo + 1 Réunion + 2 Bologna + their Aldaia partners

#### COMMITTEE ON ESTABLISHING INCLUSIVE VALUES (INCLUSIVE CULTURES)

12 members (students)

1 Madeira + 1 Tahití + 1 Espoo + 1 Réunion + 2 Bologna + their Aldaia partners

#### COMMITTEE ON ORCHESTRATING LEARNING (INCLUSIVE PRACTICES)

10 members (students)

1 Madeira + 1 Espoo + 1 Réunion + 2 Bologna + their Aldaia partners

#### COMMITTEE ON MOBILISING RESOURCES (INCLUSIVE PRACTICES)

10 members (students)

1 Madeira + 1 Tahití + 1 Espoo + 2 Bologna + their Aldaia partners

#### COMMITTEE ON DEVELOPING THE SCHOOL FOR ALL AND ORGANISING SUPPORT FOR DIVERSITY (INCLUSIVE POLICIES)

12 members (teachers)

2 Madeira + 2 Tahití + 2 Espoo + 2 Réunion + 2 Bologna + 2 Aldaia

#### 4. TASKS OF NoMI PARLIAMENT COMMITTEES (ALL OF THEM WILL BE DONE IN ALDAIA)

STEP n° / TIME "Glossary term"	TASKS
STEP 1 / 15 min "Hogar"	<p><b>We look around / inside and we feel</b> Each committee will talk informally, sharing freely some examples of exclusion, segregation, integration or inclusion perceived in their "hogar", perhaps even lived personally. Do they act also as inclusion facilitators sometimes? This is a warming-up activity, the accent is in identifying how diverse people and barriers can be and how we feel about it.</p>
STEP 2 / 40 min "Patio" "Barrio"	<p><b>We analyse</b> Each Committee:</p> <ul style="list-style-type: none"> <li>- choose two Committee Chairs (role: coordinating, steps 2&amp;3)</li> <li>- choose two Committee Secretaries (role: writing down, steps 2&amp;3)</li> <li>- thinking mainly of our "patios" (schools) but also of our "barrios" (neighborhoods, towns), we analyse and note down our reflections about the issues (some of them or all of them, depending on our interests and available time) assigned to our Committee</li> </ul> <p>Method: Sabona ("I take you in" in zulu) Sortingmat ® Johan Galtung</p> <div data-bbox="703 1021 1302 1361" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>1) Positive future: goals</li> <li>2) Negative past: failures</li> <li>3) Positive past: good practices</li> <li>4) Negative future: risks</li> </ul> <p>See "Annex 1: Issues assigned to each Committee".</p>
STEP 3 / 35 min "Plaza/Ágora"	<p><b>We propose and we commit</b> Each Committee:</p> <ul style="list-style-type: none"> <li>- debate, negotiate, write down and sign a Resolution document (stating facts, establishing goals, deploring failures, recalling good practices, reminding risks, proposing some measures, perhaps also committing themselves and their schools with some feasible changes)</li> <li>- choose two Committee rapporteurs (role: present the Resolution in step 4)</li> </ul> <p>See "Annex 2: Resolution template".</p>
We move to a formal Parliament venue / 30 min	



<p>STEP 4 / 75 min "Plaza/Ágora"</p>	<p><b>We express and we vote</b></p> <ul style="list-style-type: none"> <li>- Students and teachers constitute themselves as NoMI European Parliament. Formal dress code.</li> <li>- European Union anthem</li> <li>- Welcome speech and democratic dialogue principles and rules from the President (Elena Pezzi) and Vice-President (Alicia López) of the Parliament</li> <li>- Each couple of Rapporteurs present their Committee Resolution</li> <li>- After each Presentation, a democratic dialogue will take place (informative questions and open debate)</li> <li>- Finally, all NoMI European Parliament members vote the Operative Clauses of the Resolution that has just been presented (in favour, against, abstention)</li> <li>- The President of the Parliament will announce if each Operative Clause of the Resolution is approved or not</li> </ul> <p>See "Annex 3: Plenary Assembly procedure".</p>
<p>STEP 5 / 15 min "Orilla"</p>	<p><b>We summarize what we will be broadcasting on next day radio workshop</b></p> <p>If we have enough time left, every committee will prepare a summary of their reflections and conclusions (notes for brief questions and lively answers adequate for a radio interview). If not, this will be done on Tuesday, in the radio workshop.</p>



## **ANNEX 1: ISSUES ASSIGNED TO EACH COMMITTEE**

For each question, we propose to consider:

- Positive future - goals that we dream
- Negative past - failures that we do not want to repeat
- Positive past - good practices that we want to preserve and share with others
- Negative future - risks that remember us why it is important to work in this issue

### **COMMITTEE ON BUILDING COMMUNITY (INCLUSIVE CULTURES)**

- Is the school welcoming to all students?
- Are supportive friendships actively encouraged?
- Are the opinions of all students sought about how the school might be improved?

### **COMMITTEE ON ESTABLISHING INCLUSIVE VALUES (INCLUSIVE CULTURES)**

- Is building a supportive school community seen to be as important as raising academic achievement?
- Do staff and students avoid labelling any member of the school community?
- Is it fully understood that anyone can experience barriers to learning and participation?

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### **COMMITTEE ON ORCHESTRATING LEARNING (INCLUSIVE PRACTICES)**

- Do lessons provide opportunities for paired and group activities as well as individual and whole classwork?
- Are students involved in finding ways to overcome their own and each other's difficulties in learning?
- Are there a variety of ways of demonstrating and assessing learning that engage with differences in students' characters, interests and the range of their skills?

### **COMMITTEE ON MOBILISING RESOURCES (INCLUSIVE PRACTICES)**

- Is everyone, irrespective of attainment or impairment, seen to make an important contribution to teaching and learning?
- Do students who have overcome a particular problem pass on the benefits of their experience?
- Are there opportunities for students of different ages to support each other?



## **COMMITTEE ON DEVELOPING THE SCHOOL FOR ALL AND ORGANISING SUPPORT FOR DIVERSITY (INCLUSIVE POLICIES)**

- Is there an overall inclusive support policy (at a national, local and/or school level) which is clear to all within the school?
- Are all support policies co-ordinated in a strategy for increasing the capacity of the school to respond to diversity?
- Is there an attempt to minimise the withdrawal of students for support outside their mainstream lessons?
- Do staff development and training activities address the participation and learning of students differing in background, experience, attainment or impairment?
- Are all students from the locality encouraged to attend the school irrespective of attainment or impairment?
- Is there an attempt to minimise the organisation of teaching groups according to levels of attainment or impairment?
- Where there are option choices, are all students allowed to make real choices?

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Source of the questions proposed to each Committee:

- Booth, T. and Ainscow, M. (2011). *Index for Inclusion: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education, Bristol. Available online from <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>





## **ANNEX 2: RESOLUTION TEMPLATE (THAT WILL BE USED IN ALDAIA)**

**Committee on NAME OF THE COMMITTEE**

**Resolution on ISSUE/S (select the ones that your Committee has addressed)**

**The NoMI European Parliament**

INTRODUCTORY CLAUSES (arguments, introduced by letters A. B. etc.)

- A. Considering that
  - B. Assuming that
  - C. Emphasizing that
  - D. Alarmed by
  - E. Aware of
  - F. Believing that
  - G. Noting
- etc. see list in next pages

OPERATIVE CLAUSES (questions and proposals, introduced by numbers 1. 2. etc.)

- 1. Asks
  - 2. Requests
  - 3. Urges
  - 4. Draws the attention
  - 5. Proposes
  - 6. Considers necessary
  - 7. Demands
  - 8. Recommends
- etc. see list in next pages



## EXAMPLES

- **Introductory clauses (IC's)**

INTRODUCTION - FACTS:

Having considered, Having devoted attention, Having examined, Having studied, Observing, Taking into account, Taking into consideration

POSITIVE FUTURE - GOALS:

Affirming, Believing, Confident, Convinced, Declaring, Desiring, Expecting, Guided by, Seeking

NEGATIVE PAST - FAILURES:

Alarmed by, Deeply concerned, Deeply disturbed, Deeply regretting, Noting with regret, Noting with deep concern, Realizing

POSITIVE PAST - GOOD PRACTICES:

Approving, Expressing its appreciation, Expressing its satisfaction, Noting with satisfaction, Noting with approval, Recalling, Recognizing, Viewing with appreciation, Welcoming

NEGATIVE FUTURE - RISKS:

Aware of, Bearing in mind, Contemplating, Emphasizing, Fully aware, Keeping in mind

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- **Operative clauses (OC's)**

Accepts, Affirms, Approves, Authorizes, Calls, Calls upon, Condemns, Congratulates, Confirms, Considers, Declares accordingly, Deplores, Draws the attention, Designates, Emphasizes, Encourages, Endorses, Expresses its appreciation / its hope, Further invites / proclaims / reminds / recommends / resolves / requests, Notes, Proclaims, Reaffirms, Recommends, Reminds, Regrets, Requests, Solemnly affirms, Strongly condemns, Supports, Trusts, Takes note of, Transmits, Urges



## ANNEX 3: PLENARY ASSEMBLY PROCEDURE (THAT WILL BE HELD IN ALDAIA)

### General rule

The authority of the President is absolute and delegates must respect his/her decisions to facilitate a smooth running of the Assembly.

### Presentation procedure

*(written copies of each Resolution to all members? slide projection? just reading?)*

Before speaking, Rapporteurs must be recognised by the President.

Rapporteurs read to the Assembly the Introductory and Operative Clauses of their Committee Resolution.

All members can ask informative questions to the Committee whose Resolution has been presented.

Open debate. Delegates must be recognized by the President to make their point. Delegates should stand up and speak clearly in English. Delegates may never interrupt the President or the speaker who has the floor.

### Voting procedure

Once presentation, informative questions and open debate on each Resolution are concluded, the President will read out loud each Operative Clause and ask all members to vote ('in favour', 'against', abstentions).

Delegates will have a green/red card to vote. They should raise it with the green 'in favour' or red 'against' side facing the President.

The President, with the help of the Vice-President, will count the votes. The correct formula is: "Operative Clause number NN: xxx votes in favour, yyy votes against and zzz abstentions"

A majority vote ('in favour' > 'against') is required to pass an Operative Clause. If the votes remain equally divided (abstentions excluded), the Operative Clause will be considered rejected.