

INCLUSIVE EDUCATION POLICY

Piarist Province of Nazareth (Colombia, Ecuador, Peru)



The Nazareth Province of the Religious Order of the Pious Schools proposed among its Provincial Educational Challenges for the four-year period 2011-2014, "to do everything in our power to avoid the exclusion of children and adolescents in our schools and to cooperate in the global educational dynamics of integration of those who have been marginalized by various

circumstances and causes" (Provincial Congregation, 2011). As strategies for the implementation of this challenge, it thought of "developing flexible pedagogical structures and dynamics for students with SEN, according to our pedagogical and institutional possibilities" (Provincial Congregation, 2011).

This provincial commitment to inclusion is framed within the options of the XLVI General Chapter of the Religious Order of the Pious Schools, which in presenting the fundamental elements that express and synthesize the Calasanctian identity of its educational ministry, states: "the Calasanctian school must be permanently attentive to put into practice the advances of modern didactics. For this purpose, preferably personalized education, the multiplicity of extracurricular proposals, the implementation of an individual training program for gifted students, special care in working with students who have learning difficulties, the promotion of individual abilities are useful" (General Congregation, 2009b, p. 37).

The Inclusive Education Policy (PEDI) of the Nazareth Province of the Pious Schools is a document that aims to strengthen inclusive education practices based on the Declaration of Human Rights. It attends to social and learning diversity through teamwork in order to grow in Calasanctian identity.

It also seeks a quality education, within the school's own limitations, to students with special educational needs, in condition of vulnerability and with exceptional abilities.

For the school to be inclusive implies recognizing the institutional barriers that are present. It also involves a diligent and sustainable management, based on co-responsibility with other educational institutions (family, school, institutes, State...) and intersectorial cooperation (health, education, justice, civil society...).

The teaching and learning processes (pedagogy, innovation, research, maintenance, administration, mobility, accessibility, among others) are susceptible to continuous improvement and innovation, in terms of inclusive education and Piarist identity.

[ATTACHED DOCUMENT \(in Spanish\)](#)