



Unifying the Efforts for Engaging Children with Inclusive Thinking in Schools

Presented By

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Compilation of Original Ideas:

Mayor Cllr. Jon Luxton, Town Council of Penarth, Wales, UK

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Introduction

- Chess in Schools is still the future of chess
 - Delivering the early advantage to children
 - Achievements provide transforming experience
- Unanswered Questions?
 - Do we offer Compulsory vs. Optional approach
 - It is still unclear, and no so convincing evidence is available
- We move to next intractable Problem
 - Engaging Children with Disability
 - Implementing the promises of Sustainable Development plan
 - Bringing 21st Century Skills
 - Bringing inclusion at the Heart of everything that Works
- Present the understanding of 4 thought Leaders on inclusive Chess
 - Parental Engagement – Collado Villalba and Madrid Projects
 - Gibraltar's Model – Engaging the Children Engagement with International Cooperation with Morocco and Gibraltar for Deaf-Chess
 - Welsh Model – Engaging Ethnic Local Communities and Integration with Social Models
 - FIDE Engagement with World Chess Championships for Children with Disability
- Unifying the Efforts for Engaging Children with Inclusive Thinking in Schools
 - All under the Social Model of Disability empowered by Schools.

Overview: Our Model Driven Approach

- (1) Policy driven work
 - Examples from Gibraltar
- (2) Process of engaging children
 - Examples from “Madrid’s Work”
 - Examples from Wales Work
- (3) Practice – Evolving best ones and discarding bad ones
 - Mainstream and Reasonable Adjustments
 - Understanding the current opportunities
 - Create Opportunities for Grassroots level engagement
 - Hands on Experience on methodologies
- (4) Unifying with Social Model of Disability
 - Understanding Barriers and reducing Poverty.
 - Negotiating against Poverty in Equation
 - Creating Safe Spaces and Entry Opportunity
- (5) Consolidating the Practices
 - World Disabled Chess Championships
 - Entail for Schools to engage work
- (6) Finally, Cooperation for Collaboration for **“RICHnESS in Schools”**

Does Disability Really Exist? Defying Conventional Belief

Chris Ross Simul'

Last Monday Malola Prasath arranged a simultaneous display by the blind player Chris Ross in Collingwood College. Although very few players attended (only Szymon and myself from our club), it was a truly global event, with Chris taking on players from several other countries, linked to the internet via 15 sensory boards (specially brought over from Lancashire by David Clayton).

I was hugely impressed by Chris Ross. Despite being totally blind, he gave what could be considered a normal simul', except that at each board the opponent's move would be announced, he would run his fingers over the pieces, and then confidently make his reply, normally placing the piece in the centre of the intended square.



Malola kept track of all the games on his laptop.



Chris contemplates his next move



Watched by Carl Stephens from Darlington, Chris contemplates his move on the neighbouring board.



AAP Coordinator John Murphy clearly enjoyed his game with Chris.

**Report by FM Ken P Neat,
Chairman Durham City Chess
Club and Russian Chess translator
for over 45 years**

Engagement in Question

- How do we engage Children with Disability at Chess
 - A – Engaging with Teaching Learning Model in Classrooms
 - B – Self-organised Learning Models in Education
 - C – Are Abilities common with Chess for Disabled Children
- How do we engaging Parents in the process?
 - A – Spanish Model (Engaging Children with Moderate Disability)
- Engaging Governments for negotiating policies
 - A – Welsh Model (Moving away from Medical Models)
 - B – Gibraltar Model (Engaging Children with Deaf)
- Bringing Policies and Action Research
 - Bringing In-vivo Observation to meaning-making
 - PURITY Projects, India (Inspire – Nurture – Synergise – Experience)
 - Wales Millennium Centre, (Organise the Communities)
- It is now time to ask all the questions at the same time
 - **All under One Roof, for the cause of Sustainability**
 - Bringing a Social Model of Disability with Chess



Let's Consolidate the Stocks of Inclusive Practices in Engaging Children's Special Education Need

Inspiring the Spanish Engagement on ADHD Projects

Durham World Heritage
Promotion with Chris Ross
Simultaneous Chess exhibition on
29 Feb 2016

Gibraltar Representation and engagement
with Moroccan Children with Deafness

Empowering Model of Success Zones,
(Australia, Singapore incorporated into
PURITY Projects from India)

Welsh Commitment to World
Championship for Disabled

Welsh Grassroots Commitment
to participate in the Social
Model of Disability and Inclusion

Spain – The Big Idea of Engaging and Educating accompanying Parents

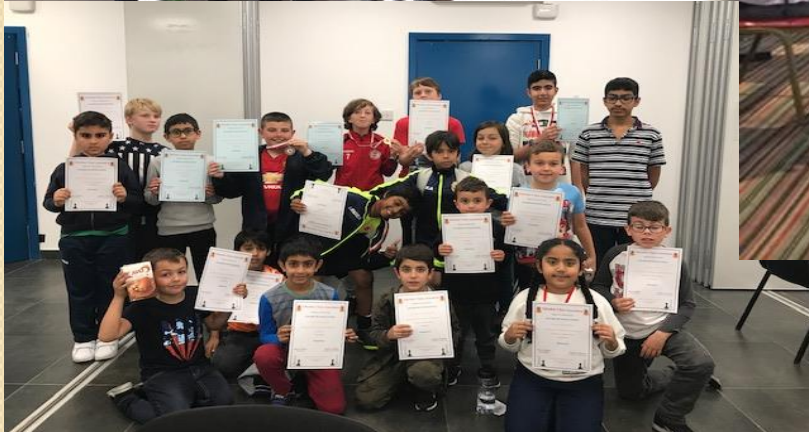
www.chess4adhd.com

www.thebestmove.org



Add your Introductory Slides

Gibraltar – Moving beyond political barriers, working in Harmony and realising international Intercontinental Cooperation!



Commitment Driven from Constitution



Gibraltar Chess
Association

— Est. 2011 —



- Our constitution states that we will ensure that all present and future members receive fair and equal treatment.
- That all institutions, including schools and youth sports clubs will be inclusive of disabilities with a duty of care to ensure that Gibraltar's Chess Community as a whole operates under our regulations and codes of conduct so that no players is excluded and no bias is made due to any form of disability.
- This will ensure that the Royal game of chess is experienced as it should be. As both an educational tool and a beautiful sport – Sharon Whatley, President of Gibraltar Chess Association

Gibraltar's Political commitment and Policy Driven Development

All School Children learn chess compulsorily until Primary and Secondary children have optional streams

Youth Day Celebration

Joint Seminars and Training

International Cooperation

Chess in Schools outreach Programme

Cooperation with Moroccan Deaf Schools

Nationally Coordinated effort for all Children with Disability having blown experience on chess

Joint Seminars and Training with deaf-children.

30% of expenses funded for International participation

Fund Raising with Simultaneous Chess



Gibraltar Engagement (RESPONSE)

- Further Aspirations to support “chess for disabled”
 - Regular training programmes with Morocco
 - Engagement within schools
 - Seminar and chess festival
 - Promoting shared value and sense making
 - Outcome driven Development
 - Nurturing Children with System’s approach
 - Scale and Coordination to cover maximum impact
 - Education at the Heart of the Commitment

Welsh Engagement – Harnessing and empowering the local community’s rich understanding and access from grassroots to global leaders

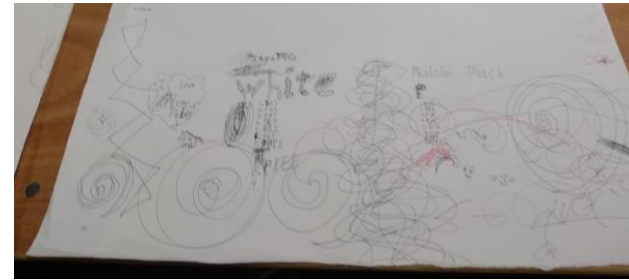




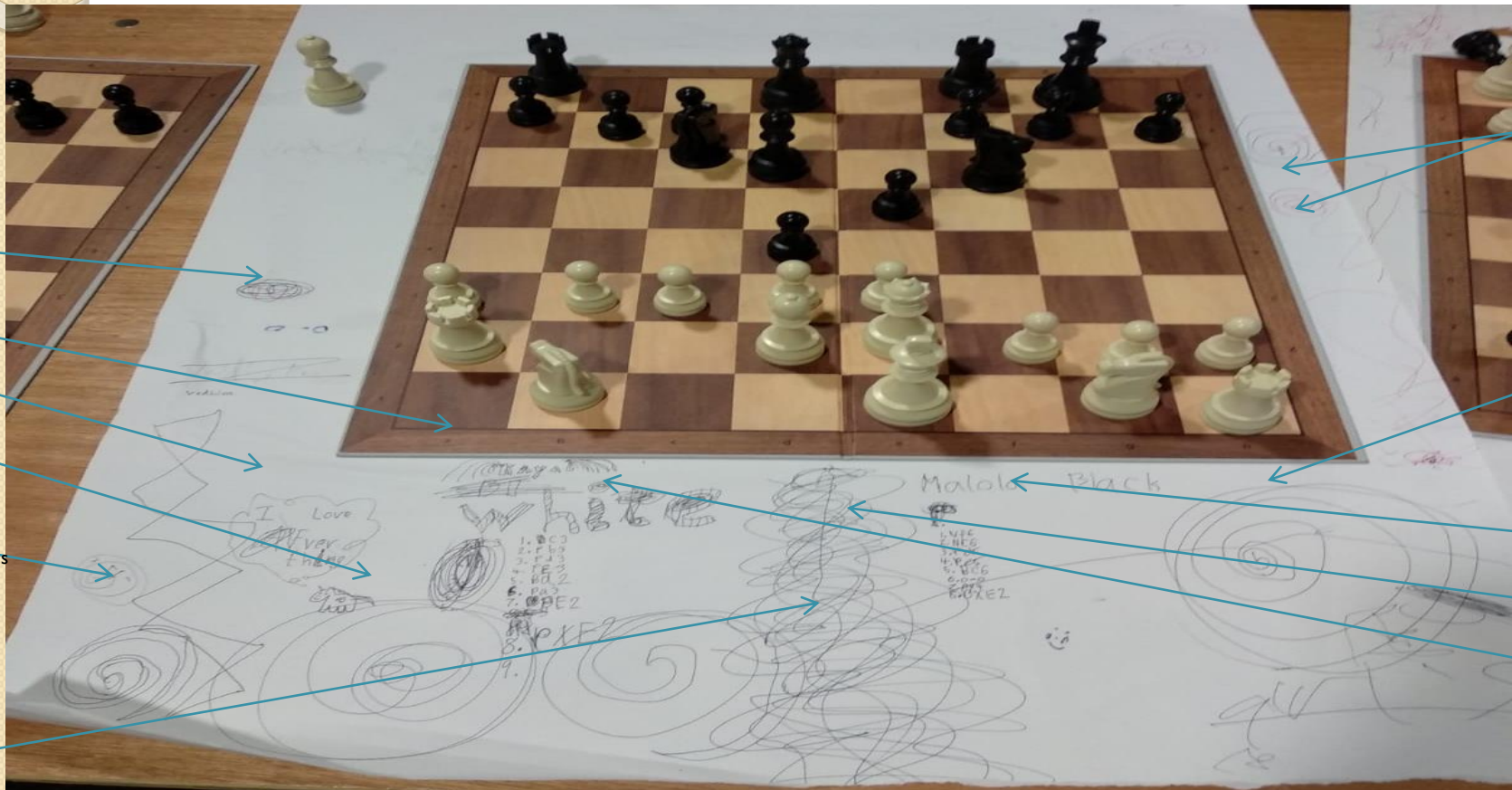
Self-organisation: Fitting the purpose of Chess for Children Engagement in a teacher-less engagement



Decorum and Distractions



Children's world: Just Peeping outside the Board



Patterns

Patterns

Patterns

Patterns

Attention loss

Alphabet oriented patterns

Alphabet

Scoresheets

Attention loss

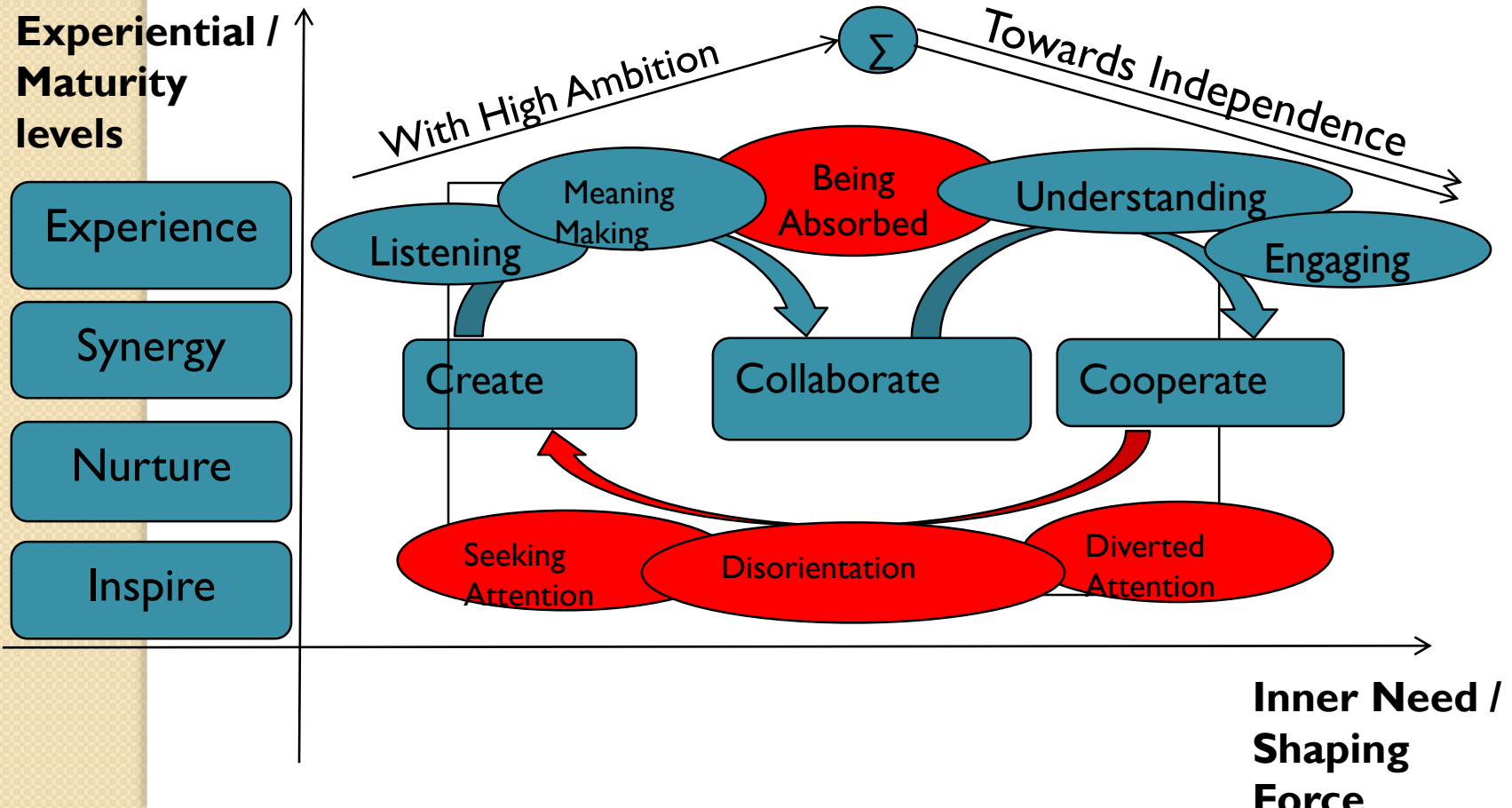
Scoresheets

Children's INNATE Business

- Explaining the Attention Seeking in Children Observed in Self-organised Children
- Diverted Attention leading to Dis-orientation
- We Seek processes to foster Creative, Collaborative and Cooperative Learning
 - Inspiring the Actions, Knowledge Discoveries
 - Nurturing Self-organised learning
 - Negotiate for Parent Engagement.
 - Aligning such synergy to learning outcomes
 - Training through Natural reinforcements
 - Enriching the Experience to lead towards more independence

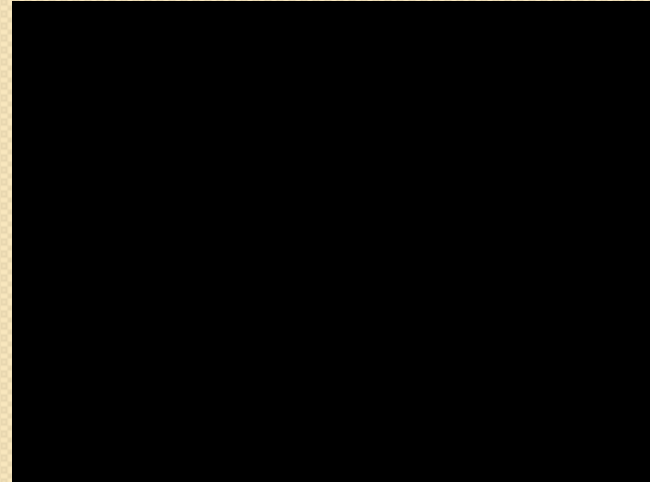
Explaining PURITY Engagement model in Success Zone's Model

PURITY is a transformative process, which brings an emerging inclusive experience through the process of inspiring the inclusion, nurturing the inspiration, synergy of the learning, and finally, through experiencing the synergy, across an enriching experience that direct the aspiration!



Induced Calmness in Children

Over Enthusiasm and Hyper
Activity in Children



Video 1: Child with Chess Position

Video 2: Free Range Classroom

Listening to Children's voice

Focus on Emerging Multiple Audience in Learning Environment—

“Inclusion and integrative cognitive experience”

Seeking Attention

Diverted Attention

Disorientation

- What is the opportunity that we are missing?
- Is it a seemingly heavy and distracted environment!
- Can the learning ever happen in this unconventional method?
- **Achieving a Common Instructional Design, as a opportunity to solve “Multiple Audience” problem?**

What are We seeking here? **A perspective of what Works with children**



Understanding

hearing

Listening

Meaning Making

Engaging or being Absorbed?

Moving towards the Social Model of Disability – Intractable Challenges

- Understanding the Process of Removal of Barriers to Disability: Addressing Fundamentals
 - Poverty in deciding Equation
 - Lack of Policy in Action
 - Lack of Action Research and Evidence
- Understanding Scale and Organisation
 - All schools policy Vs. Special Schools
 - Understanding Integration
- Understanding the Engaging Diversity
 - 191 Unique interaction and engagement is not flawless
- Proactive Engagement of Community
 - All in one Family – GENUS UNA SUMAS?
 - Grass root engagement
 - Community Orientation



Add your Main Slides!



Getting into the Schools:

Big Idea is Utility and Optimization!
That will lead us towards
Sustainability and Growth

Conclusion: A Scenario of Accountability

- **Forward thinking approach** with the Big Idea on “Moving Beyond Chess clubs”
 - What are we investing? (Sowing)
 - Sustainable infrastructure for Whole Classroom,
 - Opportunity for Total Inclusion
 - Whole Family Engagement approach
- **Local Authority Engagement: Accountability & Credit**
 - What is in it for the local authority to invest?
 - Accountability and Credit system
 - **Investment in People:** Addressing the priorities of People
- **Addressing the scale and quality of the Programme**
 - Who plays chess for immediate returns to club?
 - Primary or Secondary Children?
 - How do we engage them all within education settings?
- **Motivating result driven (incremental) approach**
 - What do we offer to schools? How can Council track the progress?
 - Chess Equipment – Charities can donate it, but how do we track it is being used?
 - Chess Software – How do we select over wide range of expectation (teaching to learning)
 - Managing Social Projects: Volunteers going to schools
 - School children coming to the club – Club (Only Wednesdays) has max. capacity for 12 children
- **Economics in Question: A perspective of a Whole-school approach**
 - What is New (and innovative) and What is the value for Money?
 - Number of children benefiting the programme
 - Number of Voluntary hours generated
 - Number of newer people introduced through this scheme?



Conclusion: The Joy of Discovery is priceless!



Building Seriousness! _____ → Bringing the Joy of Discovery!
Progressing with Experience! ← _____ Acquiring the right Knowledge!

<http://www.algorithmsthedocumentary.com/gallery/?gal=video#>

(What is available as documentary film as on date for chess for the blind)



Developing a Consortium:

**“RICHnESS in Youth” Project Lead by
Madrid Chess Academy / Chess Club
64 Villalba**

**Spanish within ERASMUS+
Framework on engaging Medical
Model of Disability with Taxonomy of
Therapeutic and Non-Therapeutic
Learning Applications of Chess**

RICHnESS in Youth – Thematic Programme

Year 1: "Incubation of Systemic Thinking"(Quarterly Frequency)

Establishing the Taxonomy of Projects shared across the Programme:

- A. Wales Meeting: - (Alongside World Championship for Disabled - November 24 to December 3 and International Disability Day)
- B. Gibraltar Meeting - (Alongside Gibraltar Chess Festival)
- C. Turkey - (Reflecting Capacity Development -)
- D. Spain - (Programme Level Feedbacks: Monitoring and Evaluation)

Year 2: "Promotion of Shared Values: " -(Quarterly Frequency)

- A. Luxembourg- Therapeutic Applications for Young People in Chess
- B. Slovakia - " Explaining the SMART KIDS: Engagements in School and Clubs"
- C. Turkey - Reflecting University Engagement (Data and Analysis)
- D. Spain - Reflecting Emerging Benefits in School and Colleges level Progress)

Year 3: "Bringing Sustainable Change" (Half yearly Frequency)

- A. Wales - "Kick-off the Change - International Impact"
- B. Spain - "Conclusions and Lessons Learned - Sustainable Actions"

Programme Outcomes:

O1, O2, O3, O4

O1

Legacy of World Chess Championship for Disabled

O4

Understanding Competitive Engagement

O2

Documenting Therapeutic Applications

O3

Understanding Non-Competitive Engagement

Openness to Collaborate

- World Disabled Chess Championships 2019:
 - Cadet, Youth and Adult event.
 - www.worlddisabledchesschampionships.com
- RiCHnESS in Schools – Erasmus+ (October 2019)
 - Based on the Legacy of the Disabled Events
 - Evolving Cooperation of schools as a consortium
 - Social Model of Disability in Schools Education
 - Taking Empowering community into Action Research

Further Invitations

- World Disabled Chess Championships 2019:
 - Cadet, Youth and Adult event.
 - www.worlddisabledchesschampionships.com
- RiCHnESS in Schools – Erasmus+ (October 2019)
 - Based on the Legacy of the Disabled Events
 - Evolving Cooperation of schools as a consortium
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Questions: Embed Jon's Video
An Idea of Social Model of Disability

**Special Cordial Invite to Wales for
the Inaugural Edition of World Chess
Championships for Disabled People**

Reference

- Chess-in-schools
- Stella Chess – Temperament of children with chess
- Give Madrid Reference
- Give Sharon’s Reference
- Give Jon’s Reference - Social Model of Disability
 - UN CRC and UN CRPD
- Websites:
 - World Chess Federation Websites
- Invitation to join: ERASMUS+
- “RICHnESS in Youth” and “RICHnESS in Schools Projects.”

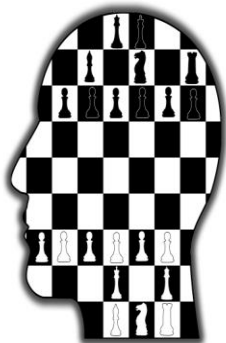
Reference

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Thank You.

We hope to see all of you in Madrid Chess Conference 2019.

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