



UNIVERSITÀ
DEGLI STUDI
DI PERUGIA

SIPeS
Società Italiana
di Pedagogia **S**peciale

Raising Achievement site visit

The Italian Algorithm for Inclusion

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Rome, 30th November 2016
Ministry of Education

The full inclusion system: the long-standing Italian tradition



1977

Disability

Main laws: **517/1977**; **104/1992**

No. of **primary** school students
86,985 (3.1% of p.s. population)

No. of **junior high** school students
66,863 (3.8% of j.h.s. population)

Total no. of **support teachers**
79,462 (amounting to +6.8% for School Year 2013 vs. 2014)

Individualized Learning Plan

Disability **social cost** in Italy: €437 per annum per capita

(*Source*: Data related to the school year 2014/2015;
Italian Ministry of Education; CENSIS, 2014)

The full inclusion system: the long-standing Italian tradition

2010



Learning disorders

Main law: **170/2010**

No. of **primary school** students 44,792
(24% of p.s. student population)

No. of **junior high school**
73,502 (39.3% of j.h.s. student population)

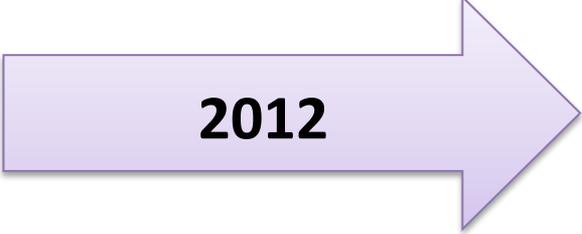
Increase in certifications: from 0.7% (2010/2011) to **2.1%**

Personalized Learning Plan

Inclusive education and support measures

(Source: Data related to the school year 2014/2015; Italian Ministry of Education)

The full inclusion system: the long-standing Italian tradition



2012

Special Educational Needs

Students with **Specific Developmental Disorders**
(27% of the total school population of primary and junior high school)

Foreign Students
(68.4% of the total primary school student population;
43.8% of the total junior high school population)

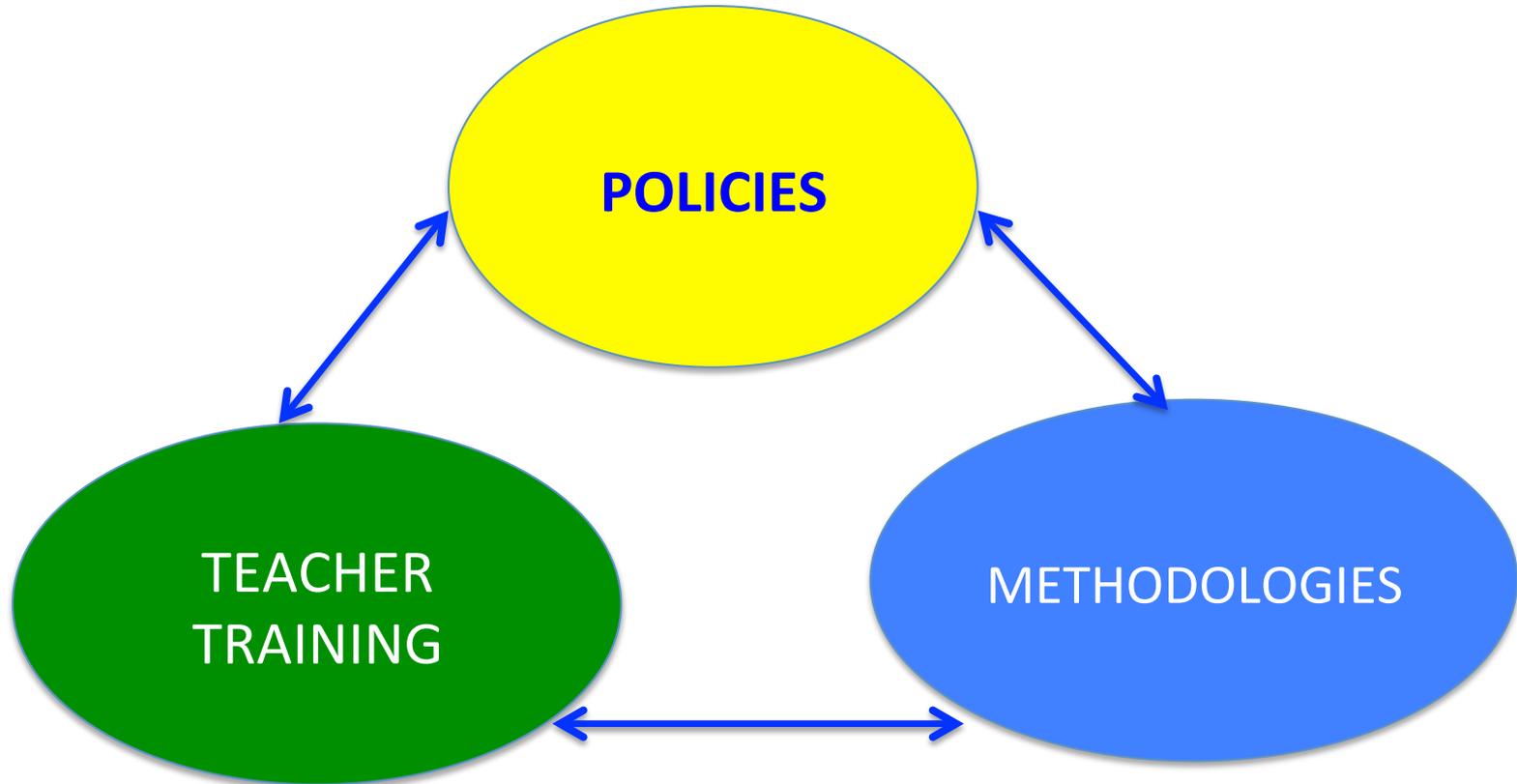
ROM, Sinti and Caminanti
(51.8% of the total primary school student population; 28.7% of
the total junior high school population)

Personalized Learning Plan

Inclusive education and support measures

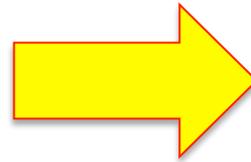
(SOURCE: *Convention on the Rights of the Child*, CRC Group, 2015)

The 'Algorithm' for Inclusion: 3 tiers of action



THE ITALIAN POLICIES ON INCLUSION

- ✓ Legge n.170 del 8.11.2010 *“Nuove norme in materia di disturbi specifici di apprendimento in ambito scolastico”*
- ✓ D.M. 5669 del 12.07. 2011 *“Diritto allo studio degli alunni e degli studenti con DSA”*
- ✓ Direttiva Ministeriale 27.12.2012 *“Strumenti d’intervento per alunni con BES e organizzazione territoriale per l’inclusione scolastica”*
- ✓ C.M. n.8 del 6.03.2013 *“Strumenti d’intervento per alunni con BES e organizzazione territoriale per l’inclusione scolastica – Indicazioni operative”*
- ✓ Prot. 2563 del 22.11.2013 *Strumenti di intervento per alunni con Bisogni Educativi Speciali. A.S. 2013/2014. Chiarimenti.*



KEY STRATEGIES FOR IMPROVING INCLUSION

Personalized Learning Plan

Annual Inclusiveness Plan

Workgroups

TEACHER TRAINING ON INCLUSION

(Initial and in-service)

STRENGTHS

Courses for professional upgrading and Masters on teaching and psycho-pedagogy, autism, ADHD, intellectual disabilities, psychomotricity and sensory disabilities

Kindergarten and primary school

Law 107/2015

WEAKNESSES

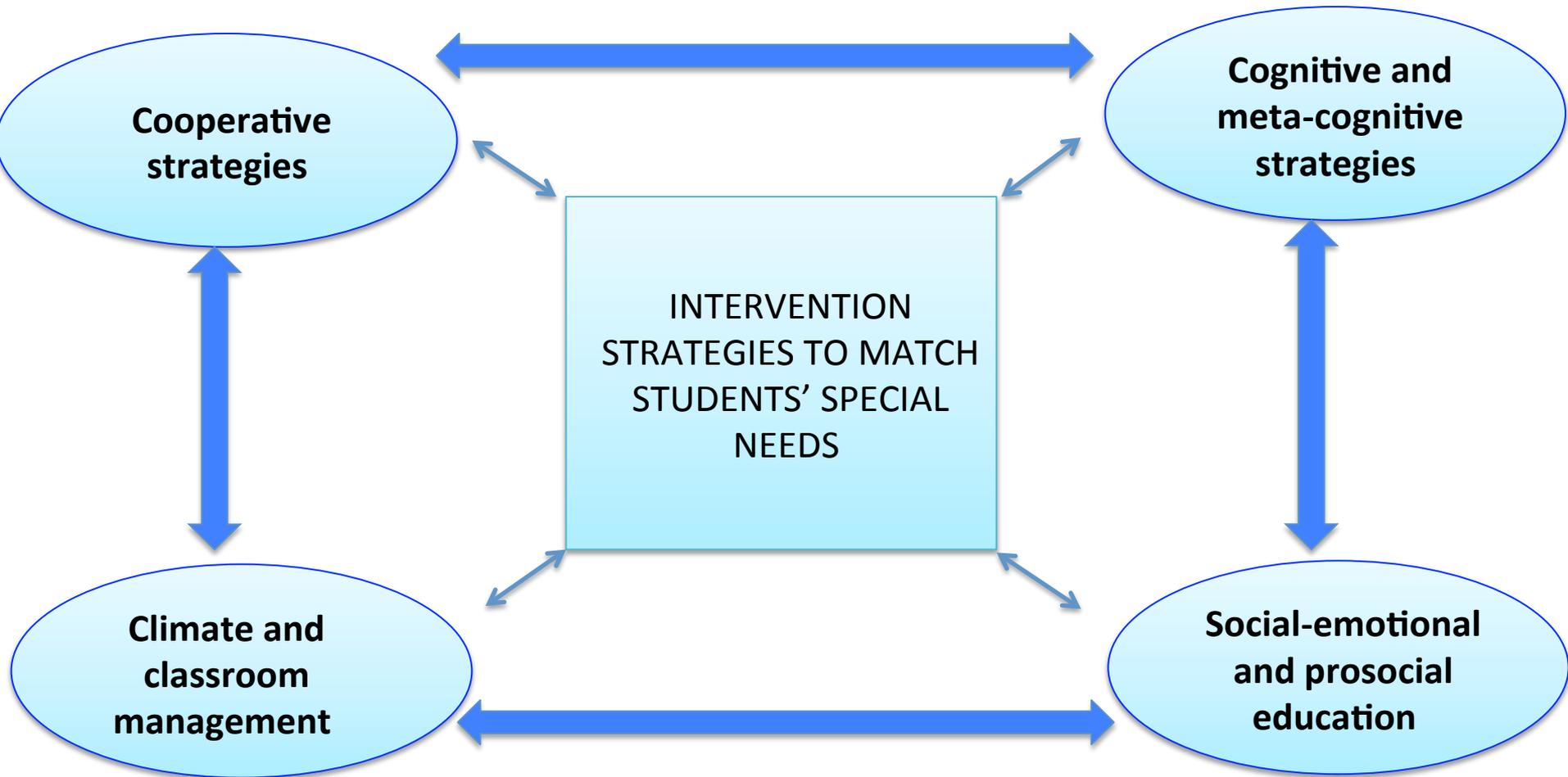
High School

No evidence about the efficacy



MASTER ON "INCLUSIVE EDUCATION"

METHODOLOGICAL TIER





Evidence Based Education: European Strategic Model for School Inclusion

No. 2014-1-IT02-KA201-003578 - (2014-2017)

ITALY (Perugia/Udine), SPAIN, CROATIA, SLOVENIA, NETHERLANDS

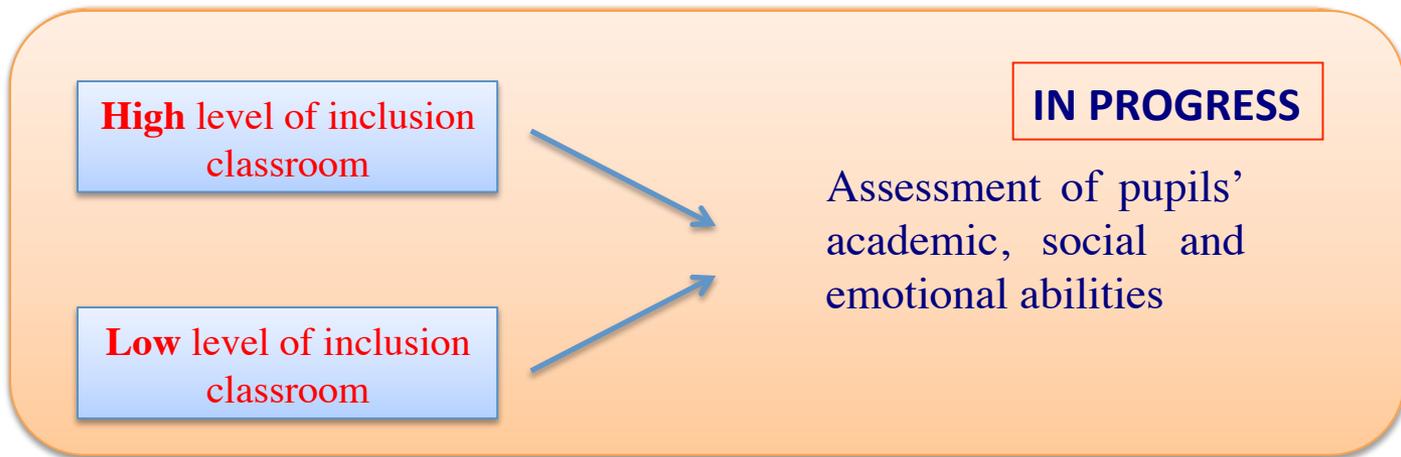
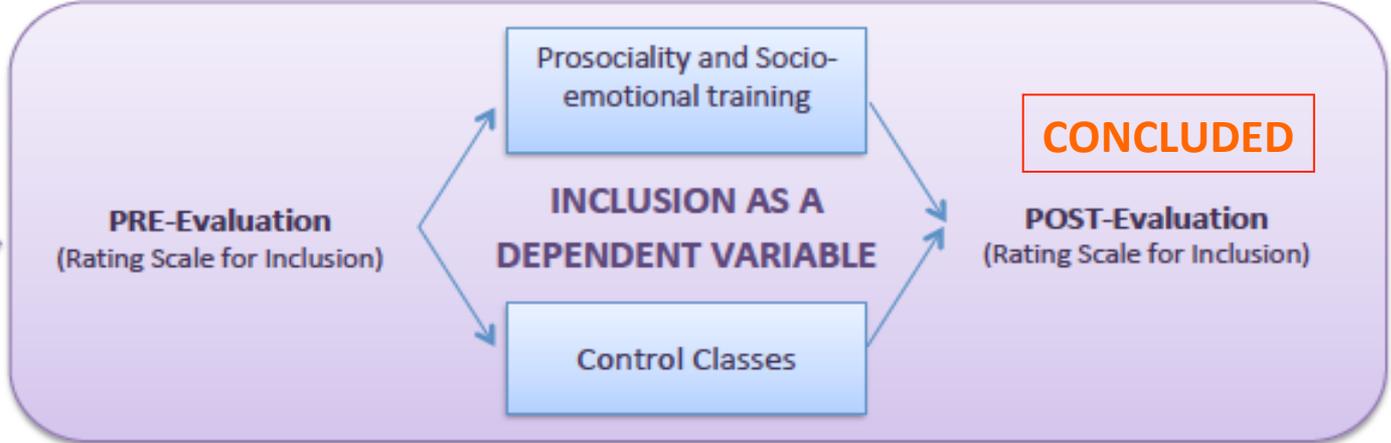
- ① *How to assess the inclusiveness of the school?***
- ② *An inclusive school is also an efficient school?***
- ③ *How to improve the quality of inclusion?***

Experimental Plans

Rating Scale for Inclusion

20 + 20 classes of primary school (children 7 and 8 years)

PERUGIA and BARCELONA



UDINE and ZAGREB

2,500 pupils

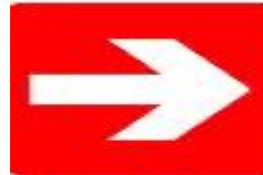
Italian leadership on school inclusion

(Since 1977: full inclusion model)

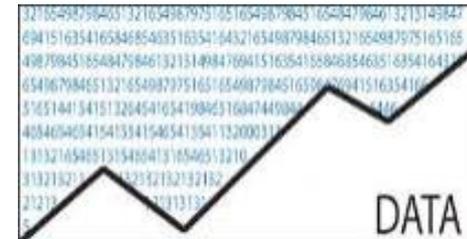
**153,821 total students with disability
(compulsory system)**

**79,462 total support teachers
(2014/2015)**

Kanter, Damiani, Ferri (2014), **The Right to Inclusive Education Under International Law: Following Italy's Lead**, *Journal of International Special Needs Education*, Vol. 17, No. 1, pp. 21, v 31.



Limited empiric data Limited evidence of “efficacy”

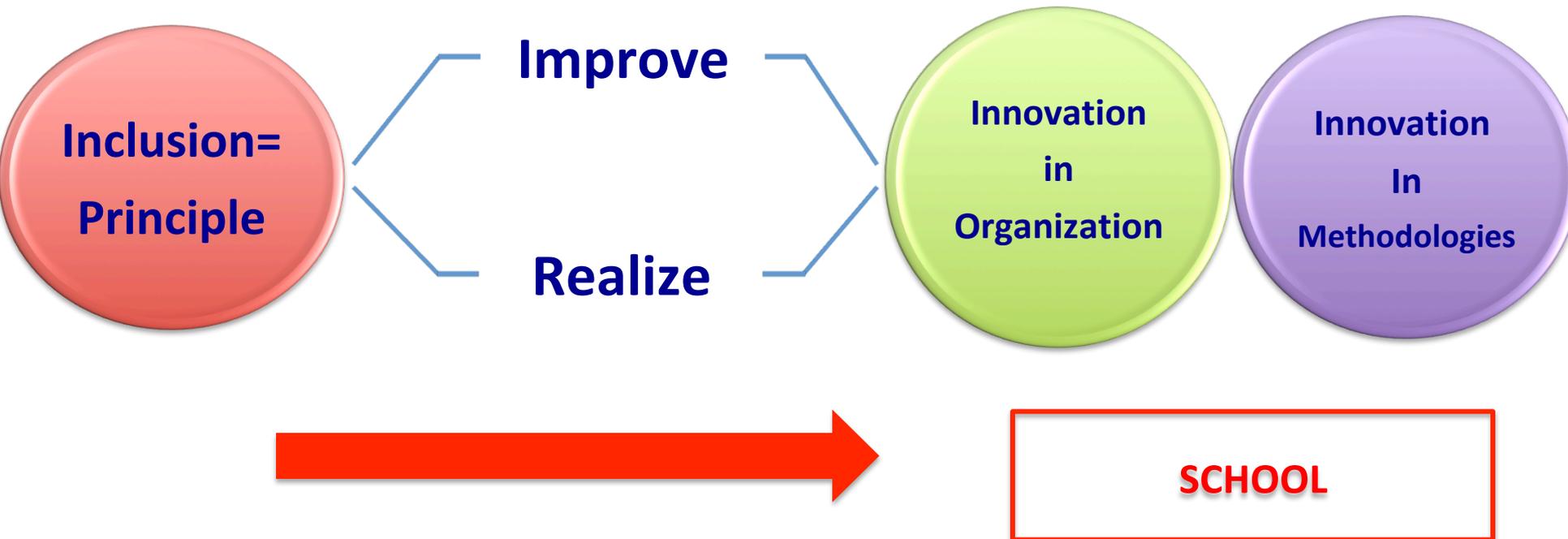


World Health Organization (2011). **World Report on Disability**. WHO Press, Geneva

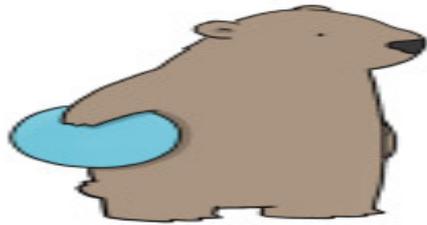
Begeny, J.C., Martens, B.K. (2007). **Inclusionary education in Italy: A literature review and call for more empirical research**. *Remedial and Special Education*, 28, 2, 80v, 94.



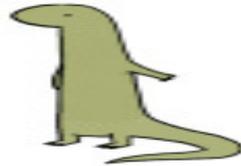
What could the EBE-EUSMOSI project do?



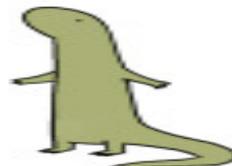
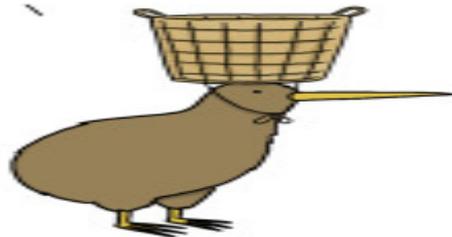
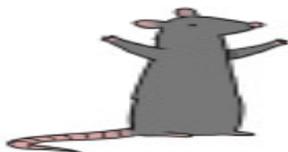
let's
play
catch



wait,
what about
mike?



got
it



To find and assess the elements that can really characterize the quality of school inclusion by exploiting the EBE principles

(Drawing by ©Liz Climo)

THANK YOU

UNITED STATES · ENGLISH

EUROPE

ASIA

EURASIA

AFRICA

S. AMERICA

N. AMERICA

The languages included in this map are those with existing Living Language courses.
The countries representing each language were selected based on population.



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