



# The Italian model

# Inclusive education in Italy

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- Guaranteed by Italian Constitution
- Italy is, so far, the only European country which has reached **99.97%** inclusion of learners with disabilities in mainstream education.
- No special schools or classes in the Italian school system.
- Some 0.03% of pupils with disabilities attend rehabilitation centres financed by the local health services.

# Special educational needs

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- The Italian law recognizes 3 types of Special Educational Needs (BES):
  - 1) Pupils with disabilities
  - 2) Pupils with Specific Learning Disorders (DSA)
  - 3) Other learning troubles (linguistic/cultural/social obstacles)

# Pupils with disabilities

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- 1977: abolition of all special schools
- Law 104/1992 main framework for all disability issues: it guarantees specific rights for people with disabilities and their families, provides assistance, stipulates full integration and the adoption of measures for prevention and functional recovery, and also ensures social, economic and legal protection.

# Pupils with disabilities

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- Classes with disabled pupils usually contain a maximum of 20 pupils
- Class teachers and support teachers (plus eventually educators)
- Inclusion process is supported by an individual educational plan (PEI) which defines the learning goals, the strategies and the methods adopted by class teachers together with support teachers and school staff.

# Pupils with DSA

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- Law 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders (DSA)
- No support teachers, nor educators → ordinary teachers have the responsibility to include them into the classroom.
- Included in mainstream classes with a personalized didactic plan (PDP): same goals but different strategies (compensative or dispensatory measures), shared with families.

# Pupils with other learning troubles

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- Recognized according to objective evidences (e.g Social Services reports)
- Schools can put in place personalized pedagogic and didactic measures (compensative and dispensatory measures), but these measures have to be temporary.
- It can decide whether to develop a specific PDP for the pupil or not (by motivating the choice)

## Staff involved (only L.104)

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- Support teachers: are part of the team of regular teachers and participate in all the activities, planning and assessment
- Educators: additional staff that are not teachers and that cater for specific social and healthcare needs
- Additional healthcare specialists
- SEN reference: teacher that coordinate, supervise and evaluate the inclusive actions

# The support teacher

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- The support teachers works in the classroom with the regular teacher
- He/she has the same contract and rights of the regular teacher
- He/she works in the classroom for 25/22/18 hours (pre-primary/primary/secondary) plus 2 hours for planning
- Each students has a number of support hours depending on his/her situation (he/she may have even 2 support teacher)

# The educator

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- It's not part of the school staff, it's normally employed by external private companies
- They work with the students outside and inside the classroom
- They work with 1+ students normally with similar problems
- The students may not have the educator (it depends on how serious is the disability)

# Inclusion working group (GLI)

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- Replace the GLH (Handicap Working Groups) and extend their competences to all pupils with BES (Special Educational Needs).
- Formed by the headmaster (or delegate), curricular and support teachers, parents and representatives of the school council and can make use of expert advice.
- Their functions are articulated in CM 8/2013:
  - survey of the BES students
  - track and document the educational interventions put in place
  - survey and evaluation of the school inclusiveness level
  - preparation of a PAI proposal (Annual Plan for Inclusivity).

# Multidisciplinary operating group (GO)

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- 3+ meetings (at the beginning, middle, end and when needed)
- Teachers, support teachers, educators, parents and additional staff if involved (e.g. logopedist, psychologist, ...)
- Discuss educational plan, aims, ideas and proposals
- Only for the pupils with disabilities

# Inclusion Territorial group (GIT)

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- Chaired by and headmaster and composed of 3 headmasters; 2 teachers (1 for pre-primary/primary and 1 for secondary) nominated by the Regional Education Office
- Quantify the support resources/teachers to be assigned to each school

# Annual Inclusion Plan (PAI)

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- Mandatory for each school
- Proposed by the GLI
- Approved by the teacher council
- Sent to the regional education office before the 30th of June

# Activity - PAI

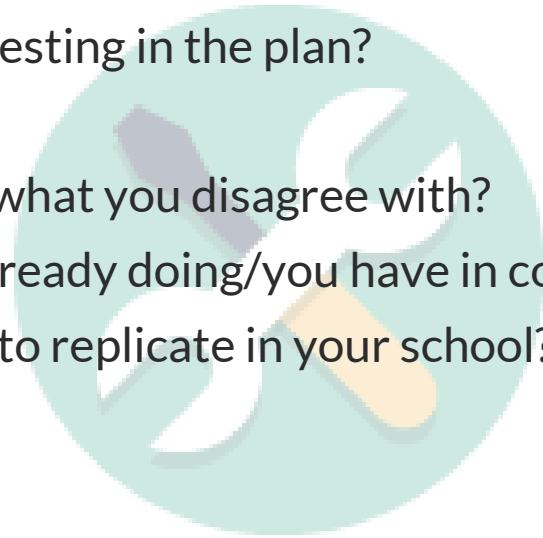
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# Activity - PAI

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- What was more interesting in the plan?
- What surprised you?
- What you agree and what you disagree with?
- What you school is already doing/you have in common with this plan?
- What would you like to replicate in your school?



# The importance of PEI/PDP

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- It is a shared agreement between teachers, school institutions, social-health institutions and the family
- It's a personalized educational and didactic project, commensurate with the pupil's potential, which defines all the supports and strategies that can lead to the achievement of the scholastic success of the pupil.

# The importance of PEI/PDP

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- Allows the school to act in a shared way with the family and the student in order to plan an educational path in line with the student's learning characteristics.
- It is an important opportunity to reflect on the person, on his strengths, on his difficulties and on teaching.
- But it's also an opportunity for the whole class to deepen new teaching methods

## 3 main areas

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1. Personal data, therapies and diagnosis neuropsychiatric evaluation
2. Dynamic functional profile with a summary of the direct observations of the support teacher
3. Educational plan that can take into account or not the class programming depending on the level of the disabilities there are 3 possibilities
  - Complete objectives
  - Minimum objectives
  - Diversified objectives

# Activity - PEI

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## Activity - PEI

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- What was more interesting in the plan?
- What surprised you?
- Which similarities there are with your educational plans?
- Which differences?

