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# INCLUSIVE EDUCATION AS A KIND OF SOCIAL INNOVATION: EUROPEAN EXPERIENCE

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**D. SPULBER**

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JEAN MONNET CHAIR SCAES 620635-EPP-1-2020-1-UA-EPPJMO-CHAIR



# WHAT WE WILL DISCUSS

1. EUROPEAN UNION POLICY ON INCLUSION IN EDUCATION.
2. FEATURES OF THE IMPLEMENTATION OF THE CONCEPT IN INDIVIDUAL EU COUNTRIES.
3. THE EDUCATION SYSTEM OF ITALY.
4. THE HISTORY OF INCLUSIVE EDUCATION IN ITALY AND OTHER EU COUNTRIES.
5. EU BEST PRACTICES OF INCLUSION IN SECONDARY EDUCATION.
6. FEATURES OF THE CONCEPT OF INCLUSIVE EDUCATION IN HIGHER EDUCATION: EXAMPLES OF COUNTRIES IN THE EUROPEAN UNION.



# INCLUSIVE EDUCATION

- INCLUSIVE EDUCATION IS BASED ON THE IDEA THAT MUST BE :
  - - UNIVERSAL: OFFERED FAIRLY TO ALL STUDENTS.
  - - INDIVIDUALIZED: BET ON THE SUCCESS OF EACH STUDENT.
  - - ABLE TO ADAPT TO THE DIVERSITY OF SITUATIONS AND THE REALITIES OF STUDENTS.



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# EU POLICY

- THE EU PROVIDES FINANCIAL SUPPORT THROUGH AN ANNUAL GRANT TO A NUMBER OF EU-LEVEL DISABLED PEOPLES ORGANISATIONS (DPOS) AND NGOS (UNDER THE RIGHTS, EQUALITY AND CITIZENSHIP PROGRAMME) TO MAKE THEIR PARTICIPATION IN EU-LEVEL PROCESSES EASIER.



# DEFINITIONS BY UN COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES -

- THE UN COMMITTEE HIGHLIGHTS THE IMPORTANCE OF RECOGNISING THE DIFFERENCES BETWEEN EXCLUSION, SEGREGATION, INTEGRATION AND INCLUSION AND PROVIDES THE FOLLOWING 'DEFINITIONS' 2 :
- "EXCLUSION OCCURS WHEN STUDENTS ARE DIRECTLY OR INDIRECTLY PREVENTED FROM OR DENIED ACCESS TO EDUCATION IN ANY FORM
- SEGREGATION OCCURS WHEN THE EDUCATION OF STUDENT WITH DISABILITIES IS PROVIDED IN SEPARATE ENVIRONMENTS DESIGNED OR USED TO RESPOND TO VARIOUS IMPAIRMENTS, IN ISOLATION FROM STUDENTS WITHOUT DISABILITIES.



# DEFINITIONS BY UN COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES

- INTEGRATION IS A PROCESS OF PLACING PERSONS WITH DISABILITIES IN EXISTING MAINSTREAM EDUCATIONAL INSTITUTIONS AS LONG AS THE FORMER CAN ADJUST TO THE STANDARDIZED REQUIREMENTS OF SUCH INSTITUTIONS.
- INCLUSION INVOLVES A PROCESS OF SYSTEMATIC REFORM EMBODYING CHANGES AND MODIFICATIONS IN CONTENT, TEACHING METHODS, APPROACHES, STRUCTURES AND STRATEGIES IN EDUCATION TO OVERCOME BARRIERS WITH A VISION SERVING TO PROVIDE ALL STUDENTS OF THE RELEVANT AGE RANGE WITH AN EQUITABLE AND PARTICIPATORY LEARNING EXPERIENCE AND ENVIRONMENT THAT BEST CORRESPONDS TO THEIR REQUIREMENTS AND PREFERENCES.”



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- FURTHERMORE, THE UN COMMITTEE CLARIFIES THAT “PLACING STUDENTS WITH DISABILITIES WITHIN MAINSTREAM CLASSES WITHOUT ACCOMPANYING STRUCTURAL CHANGES TO, FOR EXAMPLE, ORGANISATION, CURRICULUM AND TEACHING AND LEARNING STRATEGIES, DOES NOT CONSTITUTE INCLUSION”. IN THIS RESPECT, THE “EDUCATIONAL SYSTEM MUST PROVIDE A PERSONALIZED EDUCATION RESPONSE, RATHER THAN EXPECTING THE STUDENT TO FIT TO THE SYSTEM”



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# INCLUSIVE EDUCATION PRINCIPLES

- ACCEPTING DIVERSITY AS A CHARACTERISTIC OF THE HUMAN DIMENSION
- ENSURE THE ACTIVE PARTICIPATION OF ALL
- DEVELOP COLLABORATION AND COOPERATION PRACTICES
- IMAGINING A DIFFERENT SCHOOL THAT PROMOTES THE GLOBAL DEVELOPMENT OF EACH INDIVIDUAL PUPIL





# KEY AREAS

- THE KEY AREAS IMPORTANT FOR INCLUSIVE EDUCATION ARE:
- 1. HUMAN RESOURCES- SUPPORT COORDINATORS, SUPPORT TEACHERS, SUPPORT ASSISTANTS, EDUCATIONAL ADVISER, PSYCHOLOGISTS, NATIONAL INSPECTORS, OTHER RELEVANT HEALTH, OCCUPATIONAL AND SOCIAL SERVICES PROFESSIONALS, STAFF OF THE OFFICE OF THE SECRETARY-GENERAL (OSG) AND PARENTS;
- 2. QUALIFICATION AND TRAINING OF TEACHING AND NON-TEACHING STAFF;
- 3. BUDGETARY ALLOCATIONS;
- 4. ACCESSIBILITY - BUILT ENVIRONMENT (CLASSES, CANTEENS, LEISURE AREAS ETC.), INCLUDING ICT AND SCHOOL TRANSPORT;



# KEY AREAS

- 5. ACCESSIBILITY- INFORMATION AND COMMUNICATION.
- 6. TEACHING MATERIAL;
- 7. PERSONALIZED SUPPORT;
- 8. TEACHING METHODS AND SMOOTH TRANSITION BETWEEN NURSERY AND PRIMARY AND SECONDARY EDUCATION;
- 9. ADAPTABILITY REGARDING CURRICULUM, ASSESSMENT AND EXAMINATION PROCEDURES;
- 10. SMOOTH TRANSITION TO OTHER SYSTEMS AND CERTIFICATION OF CAPACITIES AND ATTAINMENT;
- 11. LEGAL REDRESS;
- 12. MONITORING/QUALITY ASSURANCE/EVALUATION.



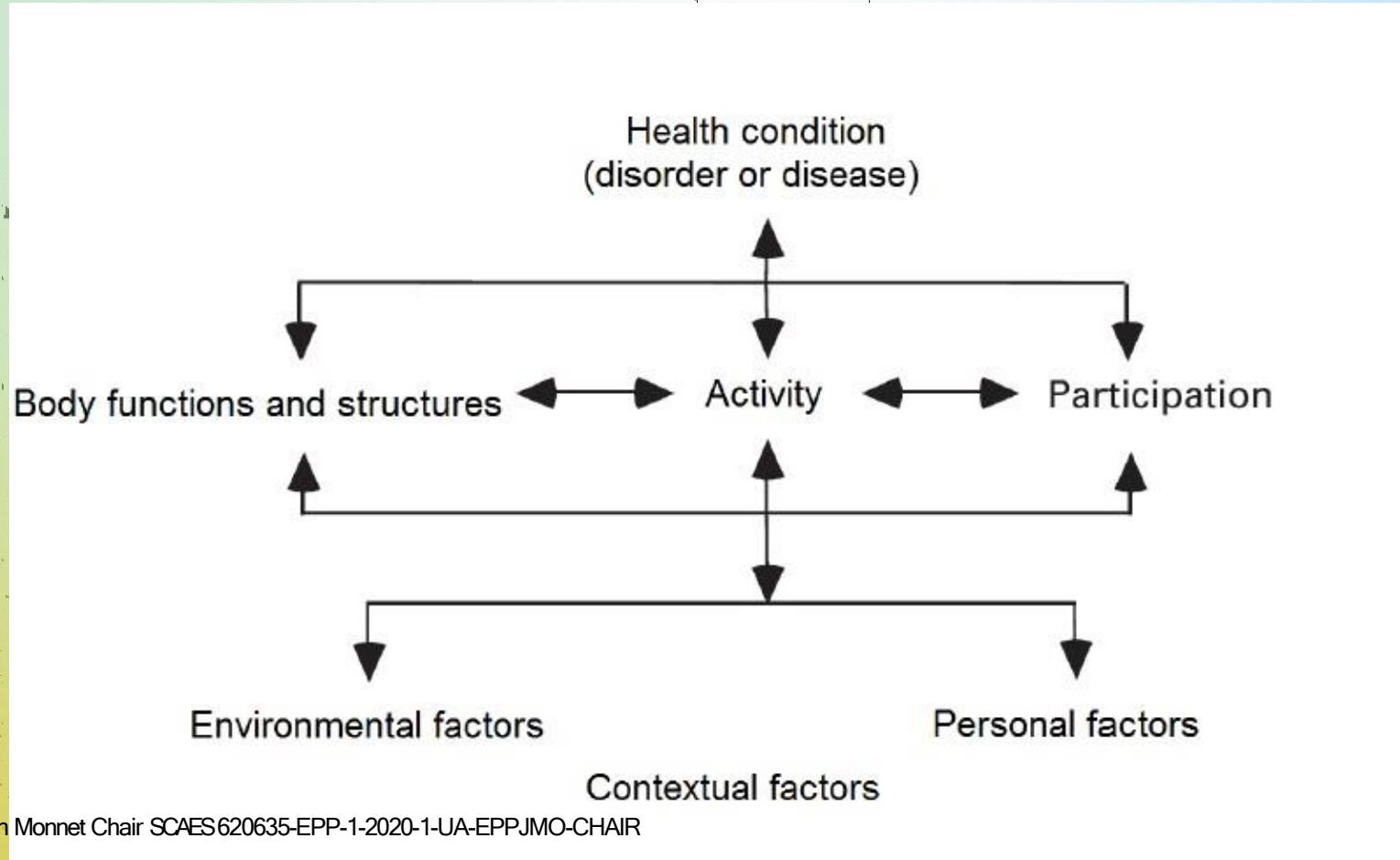
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- IN 1980, THE WORLD HEALTH ORGANISATION (WHO) ADOPTED THE INTERNATIONAL CLASSIFICATION OF IMPAIRMENTS, DISABILITIES AND HANDICAPS<sup>5</sup> (ICIDH) IN WHICH DISABILITY IS UNDERSTOOD AS A PERSON'S ABILITY, OR LACK THEREOF, TO PERFORM THE SOCIAL, ECONOMIC AND CIVIL ROLES REQUIRED OF EVERYBODY IN THEIR DAILY LIVES.
- THE WORLD HEALTH ORGANISATION ADOPTED A NEW DEFINITION BASED ON THE IDEA OF 'FUNCTIONING' IN ITS 2001 'INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH' (ICF).





# REPRESENTATION OF DISABILITY MODEL (WHO)





# EU COUNTRIES DEFFINITION

- A NUMBER OF COUNTRIES HAVE A LEGISLATIVE DEFINITION OF DISABILITY THAT SERVES AS A REFERENCE AND IS OFTEN INCLUDED IN A MAIN LAW ON THE INTEGRATION OF PERSONS WITH DISABILITIES. THESE DEFINITIONS REFER, ACCORDING TO DIFFERENT DOSAGES, TO THE MEDICAL AND SOCIAL MODELS OF DISABILITY, AS WELL AS TO THE CLASSIFICATIONS OF THE WORLD HEALTH ORGANIZATION (WHO), IN PARTICULAR THE CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (CIF) OF 2001.
- IN GERMANY, THE LEGAL DEFINITION OF DISABILITY IS CONTAINED IN THE SOCIAL CODE. IT SPECIFIES THAT PERSONS WITH DISABILITIES ARE THOSE WHOSE "BODILY FUNCTIONS, INTELLECTUAL ABILITIES OR MENTAL HEALTH DEVATE - IN ALL LIKELIHOOD FOR A PERIOD OF MORE THAN SIX MONTHS - FROM WHAT CORRESPONDS TO THE NORM FOR PEOPLE OF THE SAMEAGE AND WHOSE PARTICIPATION IN SOCIAL LIFE IS THUSCOMPROMISED".
- IN SPAIN, DISABILITY IS DEFINED IN ARTICLE 7 OF LAW 13/1982 ON THE SOCIAL INTEGRATION OF PERSONS WITH DISABILITIES (LISMI).



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- THE DEFINITION USED IN HUNGARY COMES FROM THE 1998 LAW ON THE RIGHTS AND EQUAL OPPORTUNITIES OF PERSONS WITH DISABILITIES. THIS DEFINITION IS ESSENTIALLY BASED ON THE MEDICAL MODEL OF DISABILITY. A PERSON IS DISABLED "WHO IS NOT IN POSSESSION, TO A SIGNIFICANT EXTENT OR ENTIRELY, OF HIS LOCOMOTOR OR INTELLECTUAL SENSORY FUNCTIONS - IN PARTICULAR SIGHT, HEARING - OR WHO IS SUBSTANTIALLY RESTRICTED IN HIS COMMUNICATION AND WHO, AS A RESULT, IS PERMANENTLY DISADVANTAGED WITH REGARD TO HIS ACTIVE PARTICIPATION IN THE LIFE OF SOCIETY". THE HUNGARIAN GOVERNMENT RECOGNIZES THAT THIS DEFINITION IS NO LONGER CONSISTENT WITH REALITY, IN PARTICULAR WITH THE SOCIAL MODEL THAT THE COUNTRY WISHES TO ADOPT TODAY (A DIRECTION THAT IS CLEARLY REFLECTED IN THE NATIONAL DISABILITY PROGRAM 2007-2013).



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- SEVERAL COUNTRIES, HOWEVER, HAVE NOT ESTABLISHED A GENERAL LEGISLATIVE DEFINITION OF DISABILITY. THIS IS THE CASE OF THE SCANDINAVIAN COUNTRIES (FINLAND, SWEDEN, DENMARK), WHOSE PHILOSOPHY IS BASED ON THE CONCEPTS OF STANDARDIZATION, EQUAL RIGHTS AND OPPORTUNITIES, PARTICIPATION AND CITIZENSHIP. THERE IS ALSO NO GENERAL LEGISLATIVE DEFINITION OF DISABILITY IN BELGIUM, THE UNITED KINGDOM, GREECE, POLAND, THE CZECH REPUBLIC OR SLOVAKIA.
- IN AUSTRIA, THERE IS NO DEFINITION IN THE CONSTITUTION, BUT A MULTITUDE OF FEDERAL AND TERRITORIAL DEFINITIONS.



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# IN ITALY IT WAS A LONG WAY ...

- PHASE OF SOCIAL EXCLUSION 1923 -1962
- STAGE OF MEDICALIZATION 1962 - 1970
- INSERTION PHASE; 1971
- INTEGRATION PHASE; 1975
- PHASE OF INCLUSION. 2007 - ...





# WHY 1968

- THE FIGHT AGAINST VARIOUS FORMS OF MARGINALIZATION SPREAD FROM FRANCE, PARTICULARLY DURING THE "MAY ' 68 STUDENT REVOLT" AND IN ITALY WITH "HOT AUTUMN" OF TRADE UNION ' 68. THEN THE OPERATORS OF SPECIAL SCHOOLS FOR THE DISABLED CONVINCED PARENTS TO BRING THEIR CHILDREN OUT OF THESE FACILITIES CONSIDERED "GHETTOS" AND TO PLACE THEM IN THE PUBLIC SCHOOLS.
- THE PHENOMENON WAS MASSIVE AND SEVERAL TENS OF THOUSANDS OF YOUNG PEOPLE WITH DISABILITIES LEAVING INSTITUTIONS AND SPECIAL SCHOOLS, BUT THE SCHOOLS CONTINUED TO EXIST.



# BEGINNING

- **R. D., 3/12/1923, NO. 3126.**
- **THE SCHOOL REQUIREMENT IS EXTENDED TO BLIND AND DEAF-MUTE PERSONS WHO DO NOT HAVE ANY OTHER ABNORMALITY THAT PREVENTS COMPLIANCE. FOR THE DEAF-MUTE IT IS EXTENDED UP TO 16TH YEAR OF AGE.**



# 2007

- THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES, 2007, SETS OUT AMONG ITS PURPOSES IS “TO PROMOTE, PROTECT AND ENSURE THE FULL AND EQUAL ENJOYMENT OF ALL HUMAN RIGHTS AND ALL FUNDAMENTAL FREEDOMS BY PERSONS WITH DISABILITIES, AND TO PROMOTE RESPECT FOR THEIR INHERENT DIGNITY”, AND IN THE FIELD OF EDUCATION “STATES PARTIES SHALL ENSURE AN INCLUSIVE EDUCATION SYSTEM AT ALL LEVELS AND A CONTINUOUS LEARNING THROUGHOUT ONE’S LIFE”.
- WE PROCEED, THEREFORE, TOWARDS A LOGIC, WITH RESPECT TO THE PRESENCE OF THE DISABLED IN THE SCHOOL, AIMED AT INCLUSION. IT IS WORTH TAKING STOCK OF THE SITUATION ON THE TERMS: SCHOOL INTEGRATION: IT IS THE RECOGNITION OF THE RIGHT TO PEOPLE WITH DISABILITIES TO HAVE A PLACE WITHIN THE SCHOOL, A LEGAL AND PHYSICAL INTEGRATION WITHOUT INTERVENING ON THE QUALITY OF THEIR PRESENCE;



...2007

- SCHOOL INTEGRATION: GUARANTEES, OR ATTEMPTS TO DO SO, RESPECT FOR THE EDUCATIONAL NEEDS OF ALL PUPILS, THROUGH THE QUALITY AND FLEXIBILITY OF PROGRAMMING, ORGANIZATION AND TEACHING INTERVENTIONS;
- SCHOOL INCLUSION: INCLUSION REFERS TO THE VARIOUS INDIVIDUALIZED RESPONSE PRACTICES REALIZED ON ALL THE VARIOUS EDUCATIONAL NEEDS OF ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS, INTEGRATION REFERS SPECIFICALLY TO THE DISABLED WHILE INCLUSION CONCERNS THE NEEDS OF ALL PUPILS. CONSIDERING, IN FACT, ALL SPECIAL EDUCATIONAL NEEDS ARISES THE NEED TO RESPOND IN AN INCLUSIVE WAY, CONSIDERING AND GIVING DIGNITY TO ALL THE NEEDS OF ALL PUPILS. A TRULY INCLUSIVE RESPONSE IS AN INDIVIDUALIZED RESPONSE AS NECESSARY, (IANES, 2005, P.71).



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# 2010

- LAW 8 OCTOBER 2010, N. 170 RECOGNIZES DYSLEXIA, DYSGRAPHIA, DYSORTOGRAPHY AND DYSCALCULIA AS SPECIFIC LEARNING DISORDERS, CALLED "DSA". THE RIGHT TO STUDY OF PUPILS WITH DSA IS GUARANTEED THROUGH MULTIPLE INITIATIVES PROMOTED BY THE MIUR AND THROUGH THE REALIZATION OF INDIVIDUALIZED PATHS IN THE SCHOOL ENVIRONMENT



# ADAPTATION AS A INCLUSIVE STRATEGY

- TO ENHANCE INDIVIDUAL DIFFERENCES, IT IS NECESSARY TO BE AWARE AND TO ADAPT OWN STYLE OF COMMUNICATION, THE FORMS OF LESSON AND LEARNING SPACES. IN ADDITION, TO ADAPT MEANS TO VARY THE MATERIALS WITH RESPECT TO THE DIFFERENT SKILL LEVELS AND DIFFERENT COGNITIVE STYLES PRESENT IN THE CLASS. THE ADAPTATION FUNCTIONAL IS BASED ON MATERIALS ABLE TO ACTIVATE MULTIPLE CHANNELS OF INFORMATION PROCESSING, GIVING ADDITIONAL AID AND TASK DIFFICULTY GRADUALLY. THE ADAPTATION OF OBJECTIVES AND MATERIALS IS AN INTEGRAL PART OF THE PEI AND THE PDP.



# PERCENTAGE OF STUDENTS WITH DISABILITIES

	INFANZIA	PRIMARIA	SECONDARIA DI PRIMO GRADO	SECONDARIA DI SECONDO GRADO	TUTTI GLI ORDINI
a.s.14/15	1,4	3,1	3,8	2,2	2,7
a.s.15/16	1,5	3,1	3,9	2,3	2,8
a.s.16/17	1,9	3,3	4,0	2,5	2,9
a.s.17/18	2,1	3,5	4,1	2,6	3,1
a.s.18/19	2,4	3,8	4,2	2,7	3,3
a.s.19/20	2,5	4,1	4,3	2,9	3,5



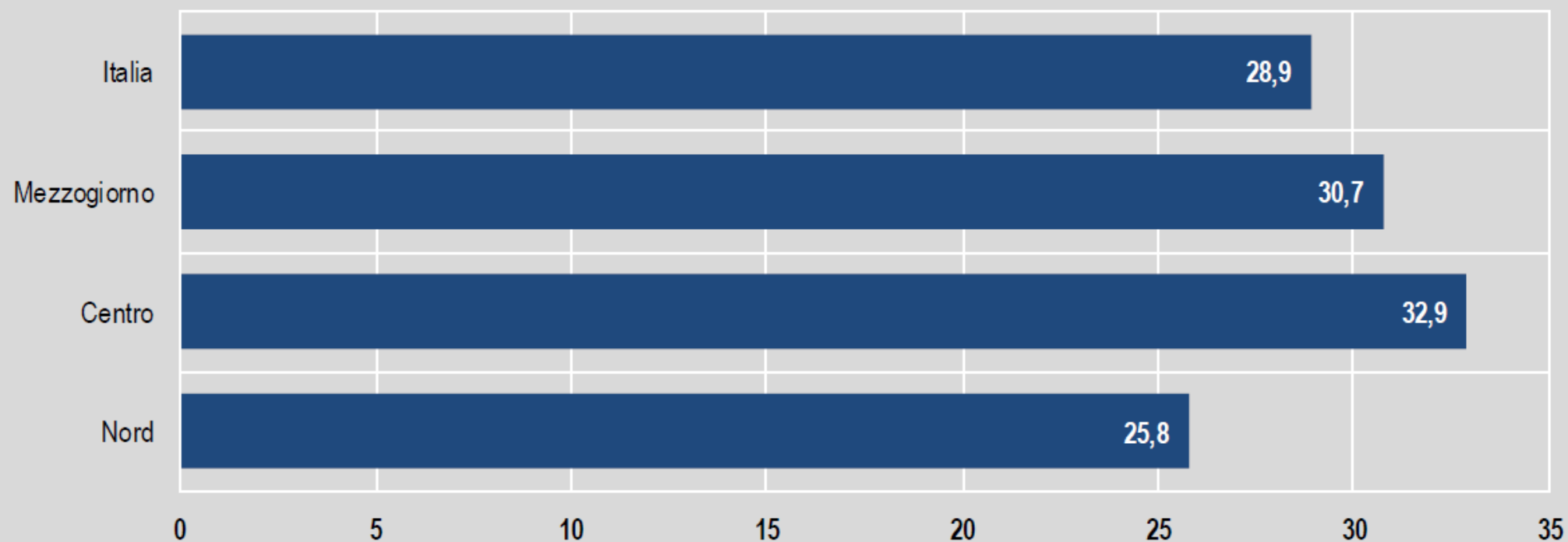
# NUMBER OF STUDENTS WITH DISABILITIES

Ordine di scuola	Alunni con disabilità	Totale alunni	% alunni con disabilità
Infanzia	28.138	1.518.843	1,9%
Primaria	90.845	2.792.414	3,3%
Sec. I grado	69.470	1.729.226	4,0%
Sec. II grado	65.913	2.664.967	2,5%
<b>TOTALE</b>	<b>254.366</b>	<b>8.705.450</b>	<b>2,9%</b>



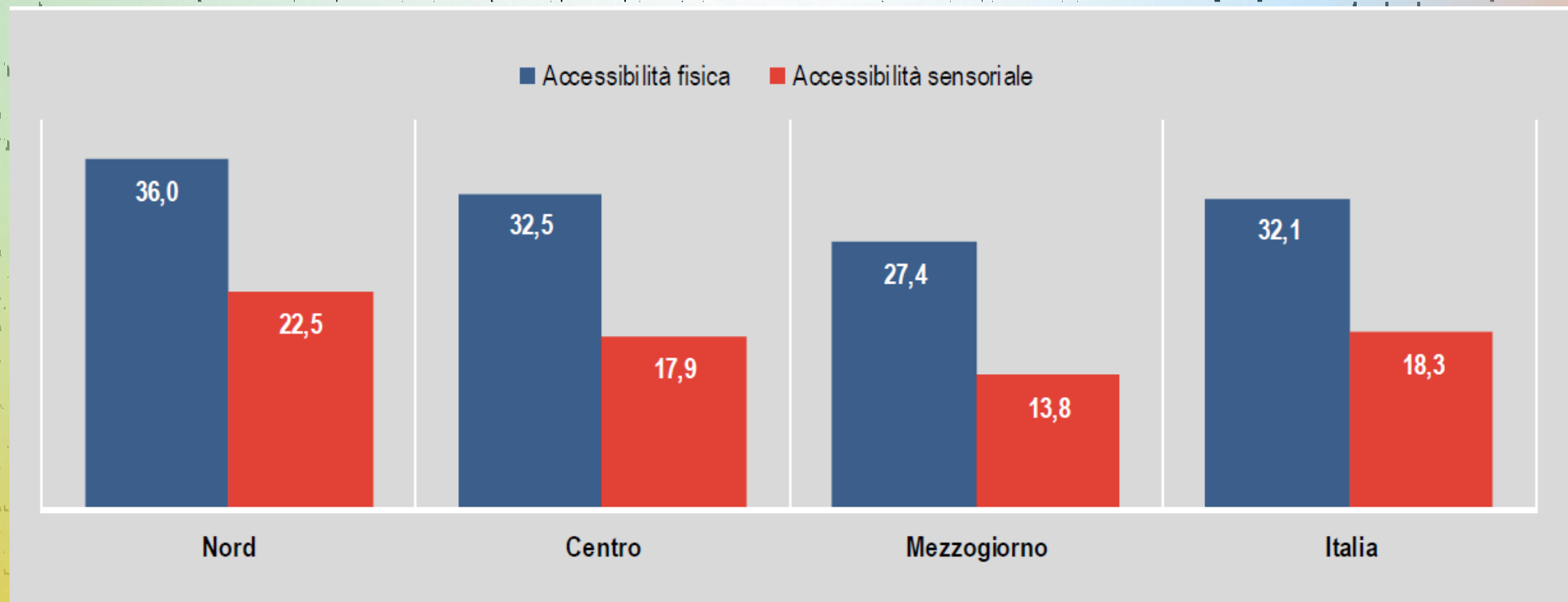


# STUDENTS WITH SEN





# PERCENTAGE OF THE SCHOOLS BY TYPOLOGY OF ACCESSIBILITY





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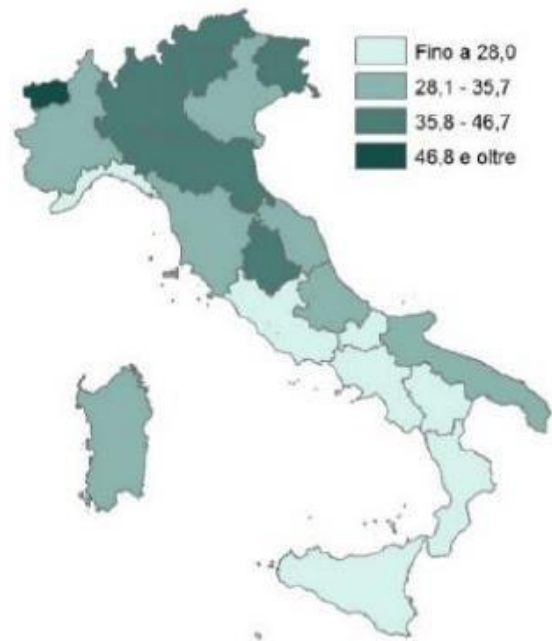
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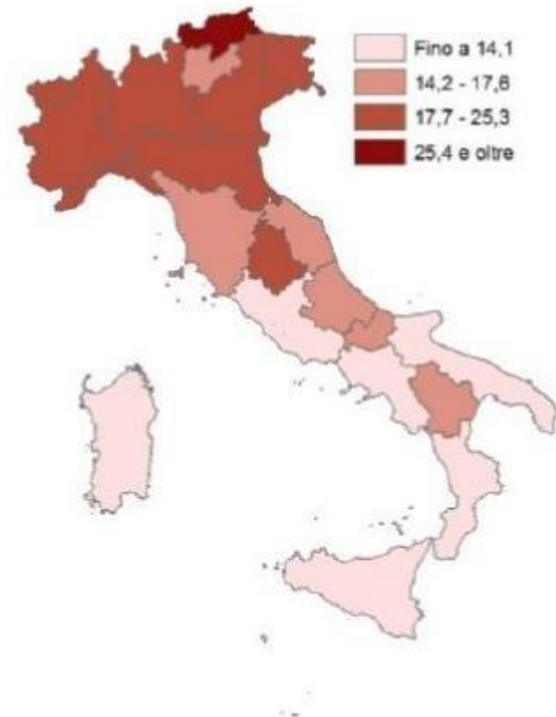
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# MAP OF ACCESSIBILITY

Accessibilità fisica



Accessibilità sensoriale





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