



**ZERO PROJECT CONFERENCE 2016:
INCLUSIVE EDUCATION AND ICT
INNOVATIVE POLICIES AND INNOVATIVE PRACTICES FOR PEOPLE WITH DISABILITIES**

Presentation:

Inclusive and quality education models - Innovative Practices and Policies

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Integration Policies

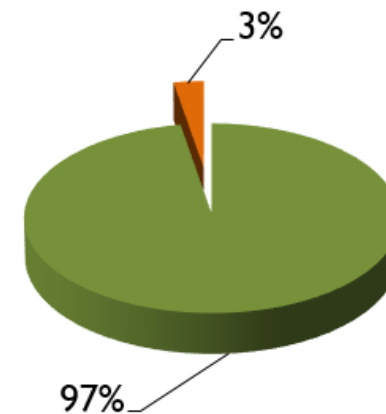
Italian integration process started back in 1971 by including all – not severely - “handicapped” students in public schools and was completed in 1977 by closing “special” schools.

Our integration policies cover 3 major areas:

- **Laws**
- **School Organization**
- **Teacher Training**

Non disabled pupils **7.644.459**

Disabled pupils **217,562**



■ NON DISABLED PUPILS

■ DISABLED PUPILS

Laws

- The **Ministry of Education** is responsible for inclusion policies and their founding.
- **Local authorities** provide ancillary service and assistance.
- **Regions** regulate school assistance (direct and indirect interventions).
- **Municipalities** offer support services and assistance to personal autonomy.

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- Ministerial Directive 27-12-2012, widened the concept of **special educational needs** - from disabilities to specific learning disorders and to the area of socio-economic, linguistic and cultural disadvantage

Organisation

Our aim is the optimization of the territorial organization, through a better settlement on territory. To this extent, were created the so called CTS - Centres of Territorial Support, in order to improve curricular and support teachers knowledge of learning disabilities and students with disabilities, and also to provide and share their best practices.

CTS – CENTRI DI SUPPORTO TERRITORIALI

(Territorial Support Centres)

- Founded by the Ministry of Education
- There are 106 CTS on the territory situated at the level of the province.
- Provide guidelines with good practices
- Lend and develop new ICT and teach how to use it

Organization → CTS

- Two specialised teachers in the area of **ICT for Inclusion** are employed in each CTS centre.
- CTSs are **located in the “leading school”** or a local school with a long experience of integration/inclusion
- The core aim is to develop a permanent net of schools at the local level, which is able to **retrieve and disseminate the best practices** of ICT for inclusion in order to foster the process of inclusion through new technologies.
- The importance of the CTSs’ role lies not only in giving support to schools and teachers, but also in **representing an interface** among the central administration, the regional offices and the schools themselves.

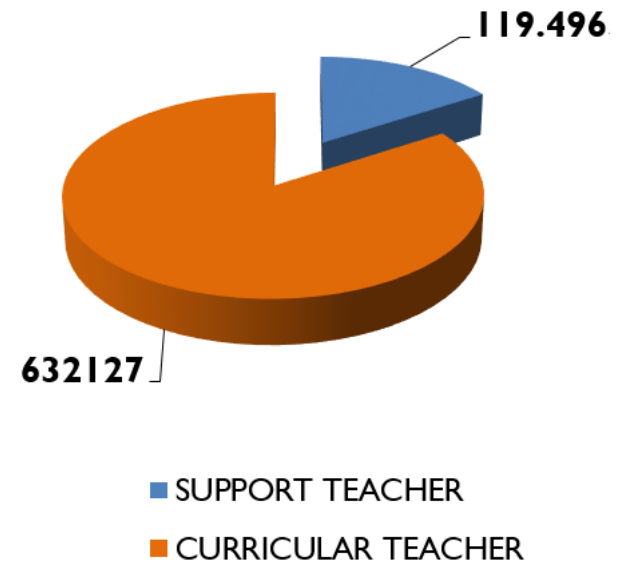
Support Teacher

Integration policy aided by a specific professional entity:

Support teacher

Support teachers have specialized training concerning disabilities. They are appointed to a class providing services for one or more students with disabilities in order to facilitate the integration process.

Together with the curricular teachers and other key figures they draw **specific education plans individualized** for each student with a disability.



Overcoming Obstacles and Challenges

In 1985, the Ministry of Education ...“each and everyone involved in the educational process – is in charge of this process” [quote CM 205/1985]

“**Delegation tendency**” is the curricular teachers’ attitude when avoiding handling themselves students difficulties and deliberately shifting all the burden onto others (usually the support teachers).

This tendency of delegation occurs very often and we must find ways to create the needed cohesion that is the first step in raising inclusion rate levels.

MIUR policy to outflank this dilemma is part of teachers’ training

Teacher training

- MAs (Master Degrees) in LD (Learning Disabilities) and specific disabilities addressed to curricular teachers
- ASD help desk

Moreover, the L. 107/2015 «La buona scuola», **service training is now compulsory.**

ASD Help desk

- A **special team on autism** is going to be created in each province.
- Almost 10 teachers and 1 social service operator.
- Help desk **reception for schools and families**.
- When a particularly complex case requires specific competences and skills, two **practitioners directly go to the school** providing pedagogical and didactic action support to their colleagues.
- Collaboration between colleagues generates brilliant achievements, which results in **concrete actions** and the effective teaching and learning practices.

Future directions

- We are introducing the **ICF** model of WHO in the school and health care contexts.
- We are working to progress from a clinical and medical approach to disability, to a **bio-psyco-social model** of disability.
- ICF is a complex model and to make sure that it doesn't become a bureaucratic instrument, we are seeking to adapt the ICF model (clinical language) to better fit the Italian system (**educational language**).

Thank you for your attention



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