

CONFÉRENCE  
DE COMPARAISONS  
INTERNATIONALES

ÉCOLE INCLUSIVE  
POUR LES ÉLÈVES EN  
SITUATION DE HANDICAP




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# Evaluation of inclusive policies in Italy: some findings and lessons

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# Milestones of school inclusive policy in Italy

- 1977  students with Disabilities (intellectual, motor, sensory deficits)
- 2010  students with Learning Disabilities (reading/writing/maths/text comprehension disorders)
- 2013  students with other Special Educational Needs (Language disorders, Attention Deficit Hyperactivity Disorders, behavioral/emotional problems, socio-cultural deprivation, etc.)

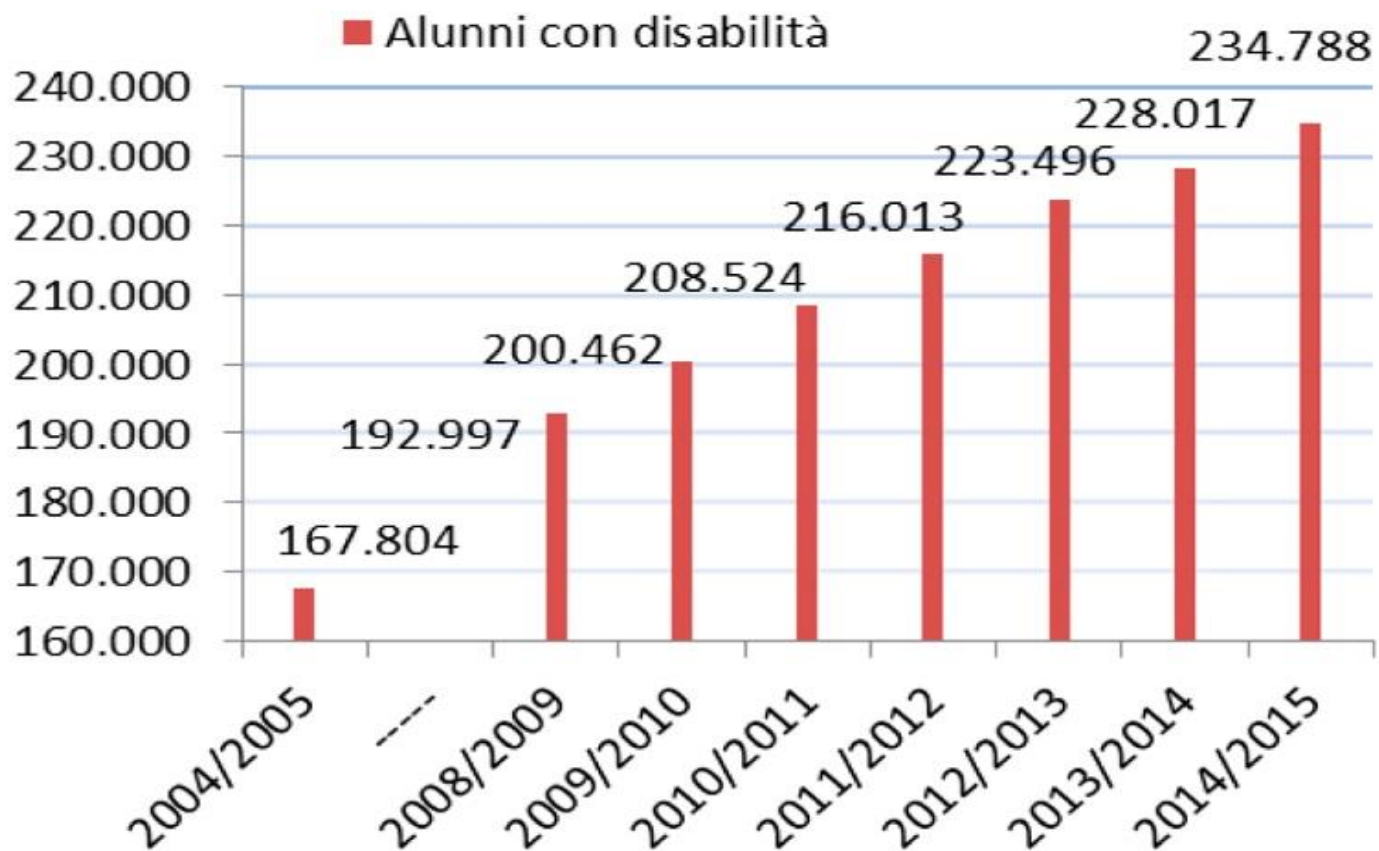
## **Three levels of evaluation** ( with focus on students with disabilities)

- **1. Structural dimensions** (students'/teachers' data, entitlement for support teacher, Individualized Educational Plan, etc.)
- **2. Integration processes** (interinstitutional cooperation, assessing students' functioning – ICF/WHO based, teaching and learning settings and strategies, etc.)
- **3. Outcomes** (students' social/learning results, teachers' opinions and perceptions, families' satisfaction, etc.)
- **Sources:** Official data from Ministero Istruzione (MIUR), Istituto Nazionale Statistica (ISTAT) and some of our independent research



## Structural dimension: number of students with disabilities

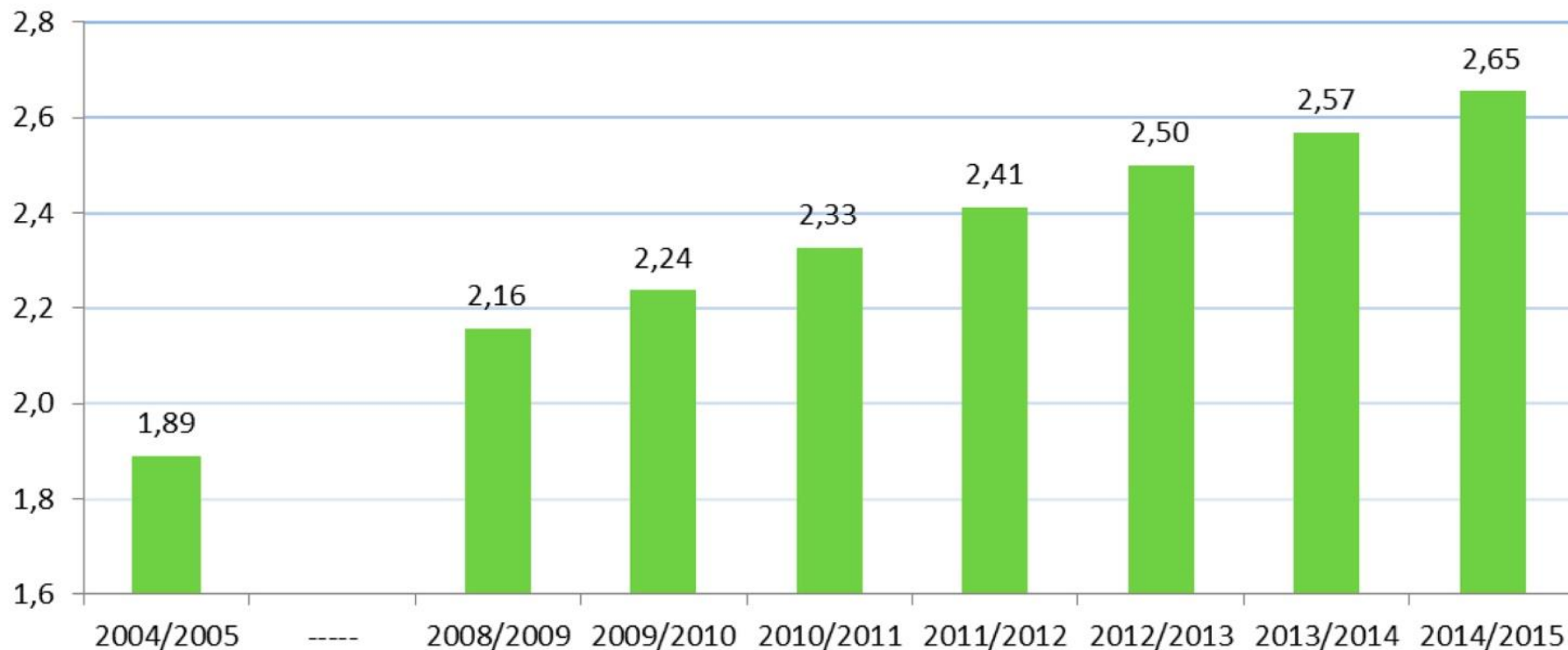
- 1. Total number of students with Disabilities in the 2004/05-2014/15 period (MIUR, 2015)





## Structural dimension: percentage of students with disabilities

### 2. Percentage of students with Disabilities out of all students (MIUR, 2015)



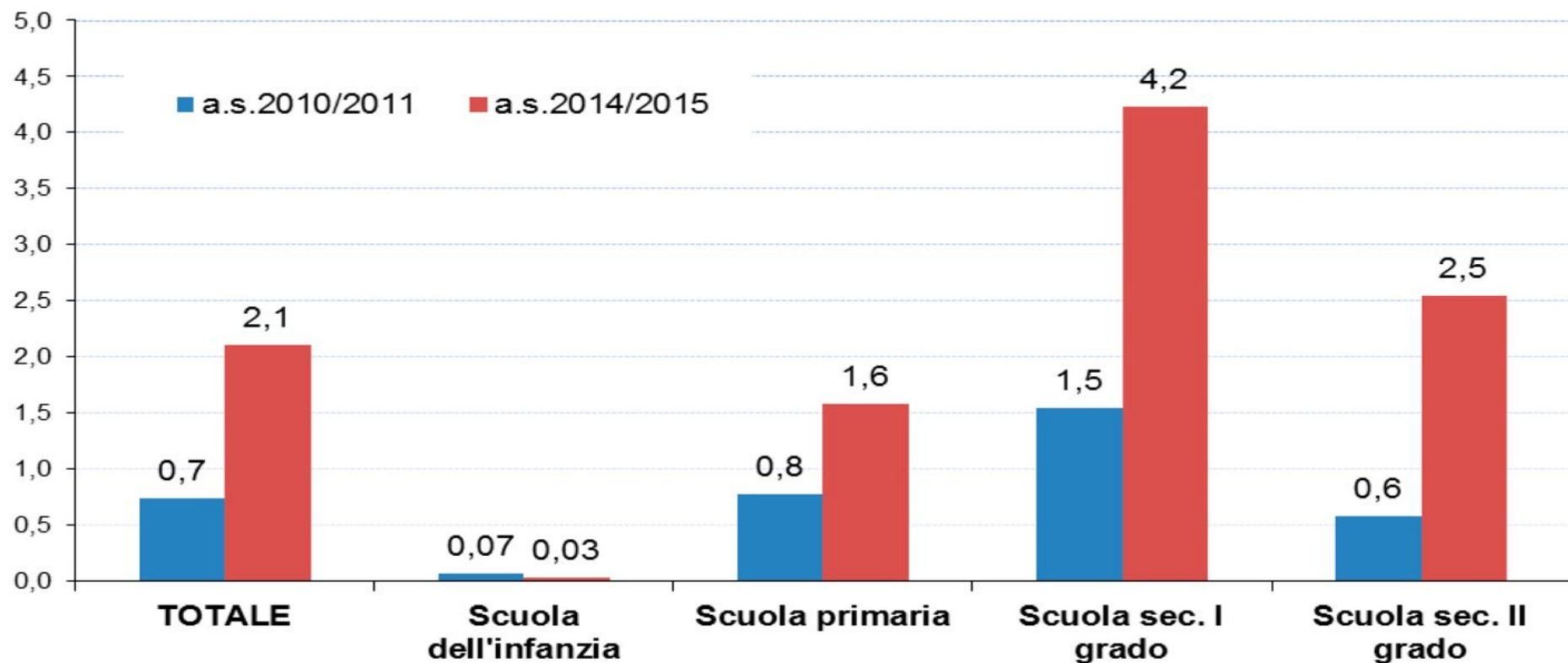
## Structural dimension: number of students with Learning Disabilities

3. Number of students with Learning Disabilities out of all students / divided into four categories by disorders (MIUR, 2015)

	Dyslexia	Dysgraphia	Dysorthography	Dyscalculia	Total students with LD	Total students	% LD out of all students
<i>Italy</i>	<i>108.844</i>	<i>38.028</i>	<i>46.979</i>	<i>41.819</i>	<i>186.803</i>	<i>8.845.984</i>	<i>2,1</i>
Northwest	43.408	16.347	21.032	18.204	76.321	2.259.767	3,4
Northeast	25.656	6.713	9.272	8.608	40.724	1.572.987	2,6
Central	21.869	8.846	9.531	8.822	41.318	1.685.509	2,5
Southern	17.911	6.122	7.144	6.185	28.440	3.327.721	0,9

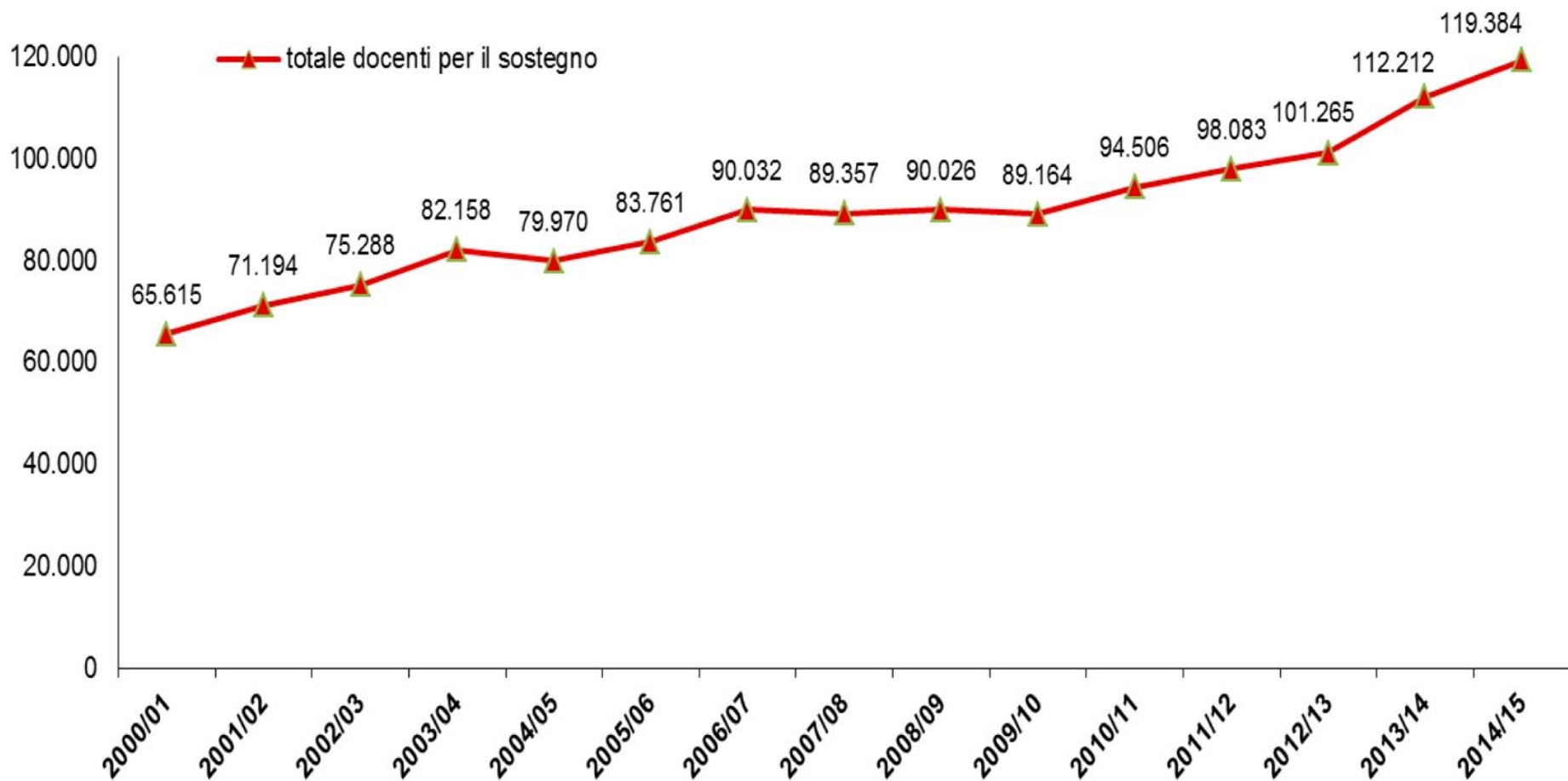
## > Structural dimension: number of students with Learning Disabilities

4. Percentage of students with Learning Disabilities out of all students / 2010/11-2014/15 period (MIUR, 2015)



# ➤ Structural dimension: support teachers

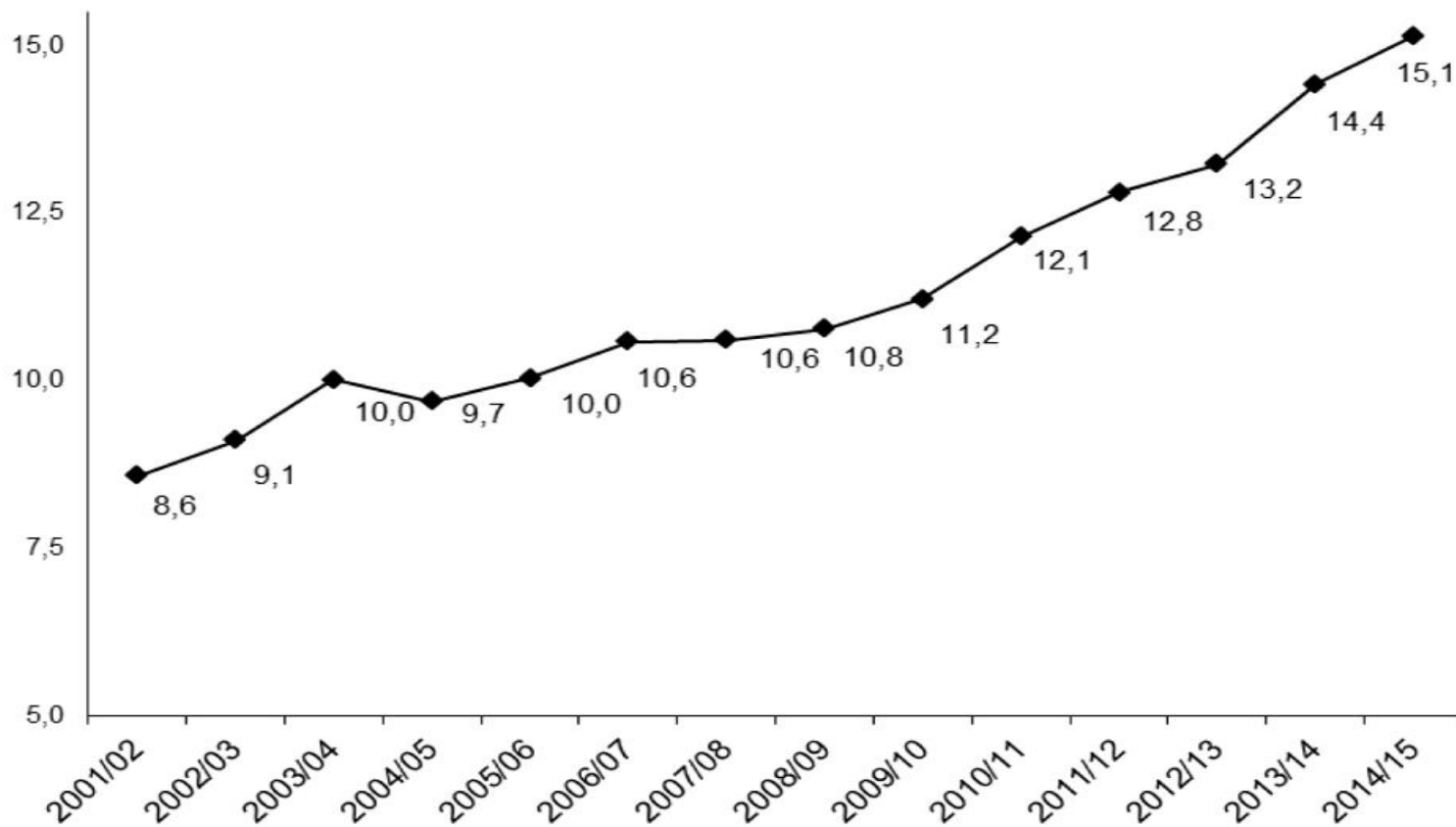
## 5. Number of support teachers 2000/01-2014/15 period (MIUR, 2015)





## ➤ Structural dimension: support teachers

6. Percentage of support teachers out of all teachers: 2000/01-2014/15 period (MIUR, 2015)



# Lesson learned

- Need to monitor and understand the causes (real or distorted) of the growth in numbers of students with disabilities

## > Integration processes: students with disabilities in or out of the classroom?

7. Average number of hours spent in and out of the classroom 2010/2011-2014/15 period. Students with **high levels** of self-help skills in **Primary Schools** (ISTAT, 2015)

	In	Out
2010/2011	26,2	3,4
2011/2012	25,4	3,6
2012/2013	25,6	3,1
2013/2014	25,0	3,5
2014/2015	24,9	3,2

## > Integration processes: students with disabilities in or out of the classroom?

8. Average number of hours spent in and out of the classroom 2010/2011-2014/15 period. Students with **high levels** of self-help skills in **Secondary Schools** (ISTAT, 2015)

	In	Out
2010/2011	23,4	4,0
2011/2012	22,3	4,2
2012/2013	23,1	3,8
2013/2014	23,1	4,1
2014/2015	23,0	3,7

## > Integration processes: students with disabilities in or out of the classroom?

9. Average number of hours spent in and out of the classroom 2010/2011-2014/15 period. Students with **low levels** of self-help skills in **Primary Schools** (ISTAT, 2015)

	In	Out
2010/2011	21,3	7,0
2011/2012	19,8	7,3
2012/2013	21,3	6,1
2013/2014	18,6	7,5
2014/2015	18,2	6,9

## > Integration processes: students with disabilities in or out of the classroom?

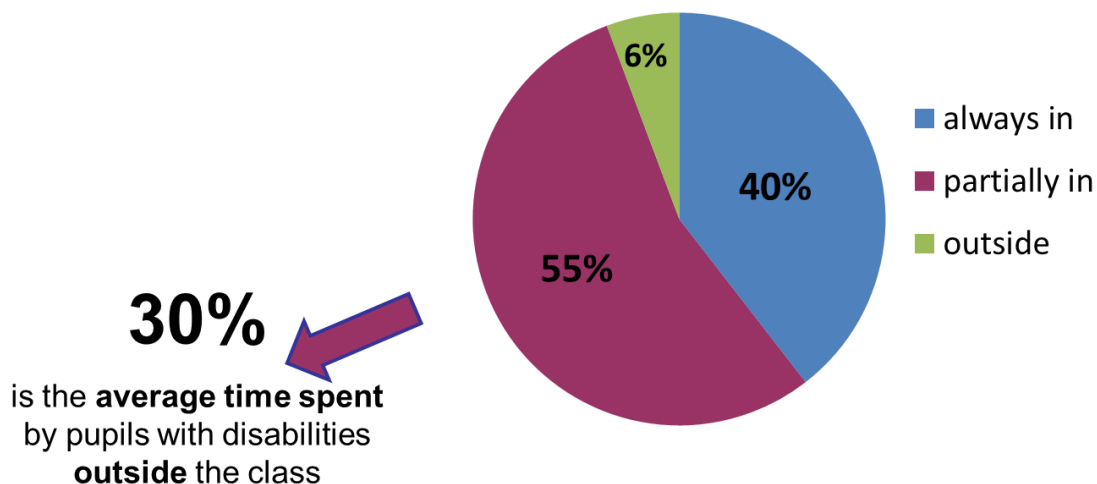
10. Average number of hours spent in and out of the classroom 2010/2011-2014/15 period. Students with **low levels** of self-help skills in **Secondary Schools** (ISTAT, 2015)

	In	Out
2010/2011	16,7	10,1
2011/2012	14,9	9,6
2012/2013	18,4	8,0
2013/2014	14,7	9,9
2014/2015	14,6	9,7

# > Integration processes: students with disabilities in or out of the classroom?

- 11. Percentage of students with disabilities always in/partially in/always out of the classroom (National Survey, sample 3230 teachers - lanes, Demo and Zambotti, 2013; Demo and lanes, 2013)

The majority among the pupils with disability spend their school time partially in class with classmates and partially outside the class.



Source: data UNIBZ, questionnaires with 3,232 with teachers

## Lesson learned

- Need to monitor and understand the value (positive or negative) of the push/pull out processes and their causes



## **Some outcomes: teachers' opinions**

- 12. Teachers' opinions about school integration practices  
(National Survey, sample of 3230 teachers - Ianes, Demo and Zambotti, 2013; Demo and Ianes, 2013 FUB)  
and National Survey, sample of 7700 newly hired teachers by Fondazione Giovanni Agnelli- Torino, 2010 GAF)



# Some outcomes: families' satisfaction

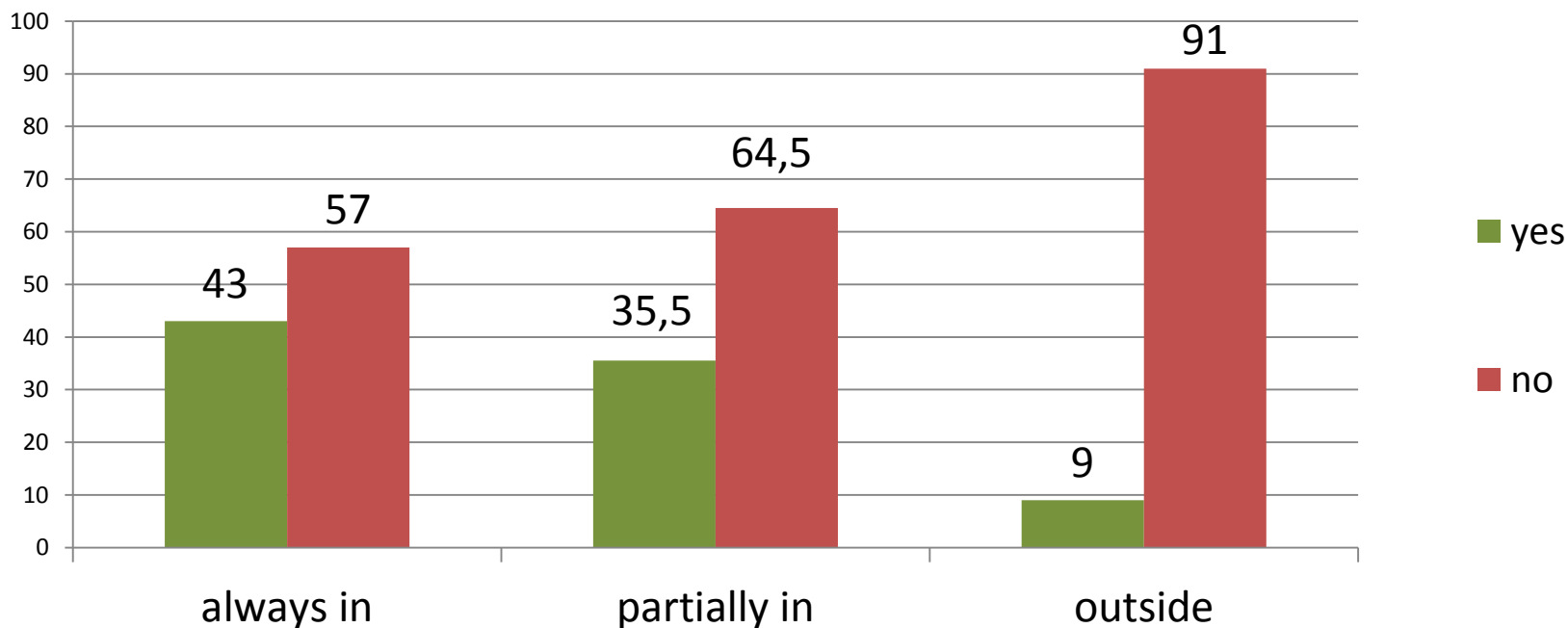
13. Families' satisfaction about their school integration experience (National Survey, sample of 1877 families – Canevaro, D'Alonzo, Ianes, 2009)

Cohort	Average (0 to 10)				
	<i>Kindergarten</i>	<i>Primary school</i>	<i>Middle school</i>	<i>Secondary school</i>	<i>Vocational training</i>
Before 1970	6.58	6.23	6.48	6.82	6.89
1970-1974	6.69	6.74	6.70	7.21	7.04
1975-1979	6.61	6.70	6.44	6.74	7.03
1980-1984	6.90	6.75	6.59	7.27	7.08
1985-1989	6.83	6.94	6.75	7.25	7.01
1990-1994	6.74	6.93	7.39	7.32	7.31
1995-2001	7.27	7.66	7.62		
Total	6.89	6.94	6.79	7.12	7.02

## > Some outcomes: students' extra-curricular participation

14. Levels of social participation of students with disabilities in extra-curricular activities (National Survey, sample of 3230 teachers - lanes, Demo and Zambotti, 2013; Demo and lanes, 2013)

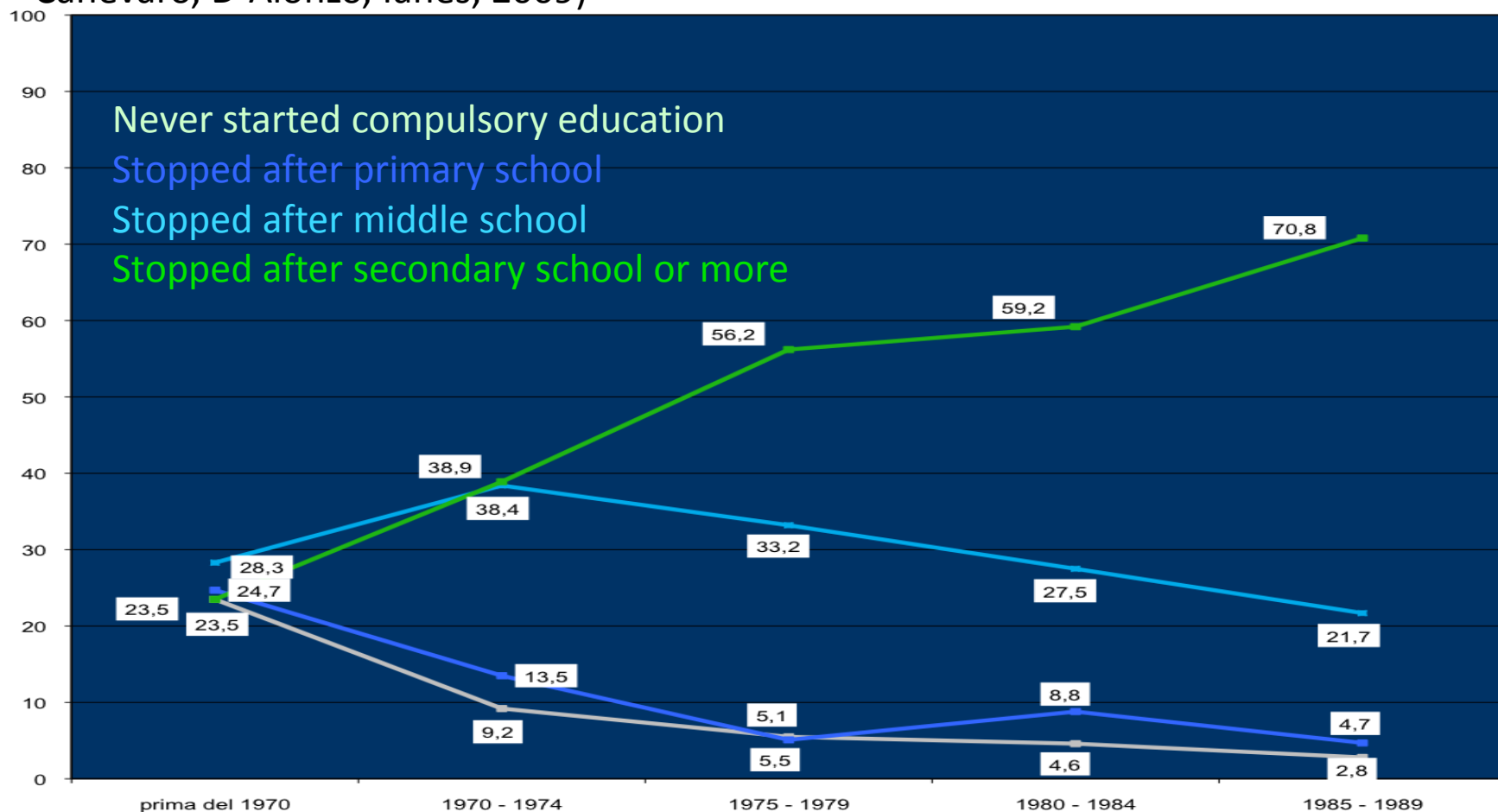
### Does the pupil with disability see classmates after school?





# Some outcomes: prolonging school careers

15. Evolution of school careers in six cohorts of students with disabilities born »before 1970« to « 1995-2001 » (National Survey, sample of 1877 families – Canevaro, D'Alonzo, lanes, 2009)

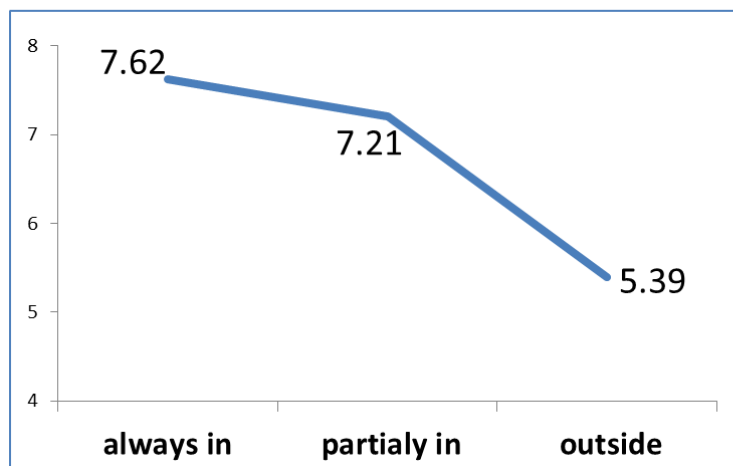


# > Some outcomes: effects on students

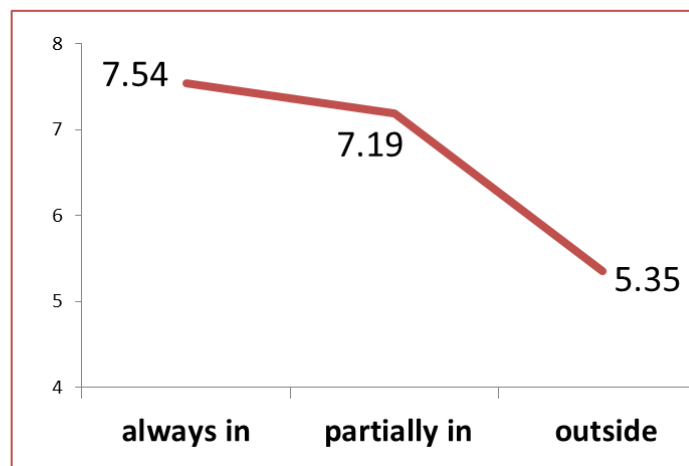
16. Students' social outcomes in their teachers' perceptions (National Survey, sample of 3230 teachers - lanes, Demo and Zambotti, 2013; Demo and lanes, 2013)

**From 1 to 10, how positive do you think the experience of integration you described was, with regard to:**

**The socialization process and the development of good relationships between pupil with disability and classmates**



**The development of relational competences among classmates**



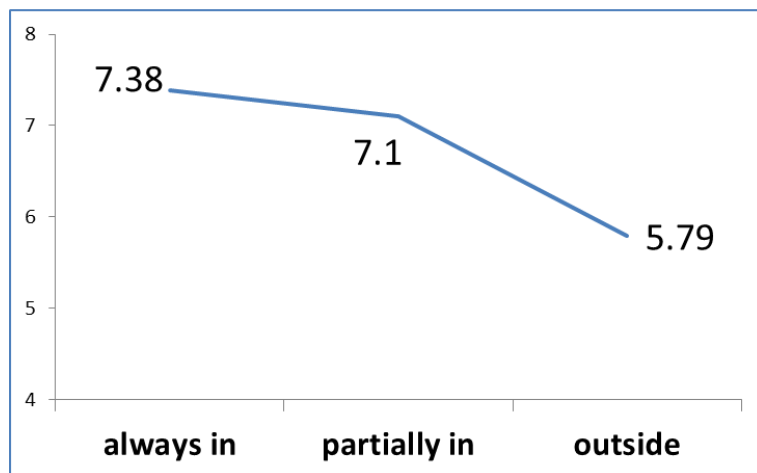
# > Some outcomes: effects on students

## 17. Students' learning outcomes in their teachers' perceptions

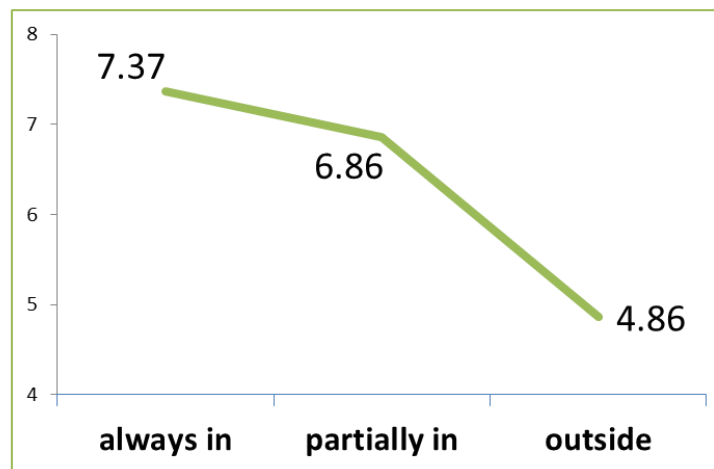
(National Survey, sample of 3230 teachers - Ianes, Demo and Zambotti, 2013; Demo and Ianes, 2013)

**From 1 to 10, how positive do you think the experience of integration you described was, with regard to:**

**The learning process and the development of fundamental skills by the pupil with disability?**



**The development of learning skills by the whole group of classmates?**





## Some outcomes: teachers' opinions about school efficacy in integration

18. Teachers' opinions about school efficacy in meeting special needs of students with disabilities (National Survey, sample of 3230 teachers - Ianes, Demo and Zambotti, 2013; Demo and Ianes, 2013 and National Survey, sample of 7700 newly hired teachers by Fondazione Giovanni Agnelli- Torino, 2010)

	In most cases the special needs of students with disabilities are well met.	
	<i>FUB</i>	<i>GAF</i>
Fully agree	155 (4,9%)	556 (7,2%)
Agree	972 (30,8%)	3656 (47,5%)
Do not agree	1640 (52,0%)	2831 (36,8%)
Fully disagree	384 (12,2%)	657 (8,5%)
<i>Total</i>	<i>3151</i>	<i>7700</i>



## Lesson learned

- Need to develop the current evaluation practices by listening to all voices:
  - School self-evaluation (Index for Inclusion - Booth and Ainscow, 2001 and School Self-evaluation Report – MIUR)
  - School external evaluation
  - Testing learning results

# References

- Booth T. and Ainscow M. (2008), *L'Index per l'inclusione. Promuovere l'apprendimento e la partecipazione nella scuola*, Trento, Erickson.
- Canevaro A., D'Alonzo L. and Ianes D. (2009), *L'integrazione scolastica di alunni con disabilità dal 1977 al 2007*, Bolzano, University Press.
- Demo H. and Ianes D. (2013), *What can be learned from the Italian experience? Some «dispositives» to improve inclusion*, «Nouvelle Revue de l'Adaptation et de la Scolarisation», vol. 61, n. 1.
- Fondazione Giovanni Agnelli (2010), *Rapporto sulla scuola in Italia*, Roma-Bari, Laterza.
- Ianes D., Demo H. and Zambotti F. (2013), *Integration in Italian schools: Teachers' perceptions regarding day-to-day practice and its effectiveness*, «International Journal for Inclusive Education», Taylor & Francis, <http://www.tandfonline.com/doi/full/10.1080/13603116.2013.802030#>.
- MIUR (2015), *L'integrazione degli alunni con disabilità nelle scuole primarie e secondarie di primo grado statali e non statali. Anno scolastico 2014-2015*, Servizio Statistico - Ministero dell'Università e della Ricerca.

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