



Expert meeting on statistics on children
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On the road to inclusion: a survey on schools and students with disabilities in Italy

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The Survey “School inclusion of students with disabilities”

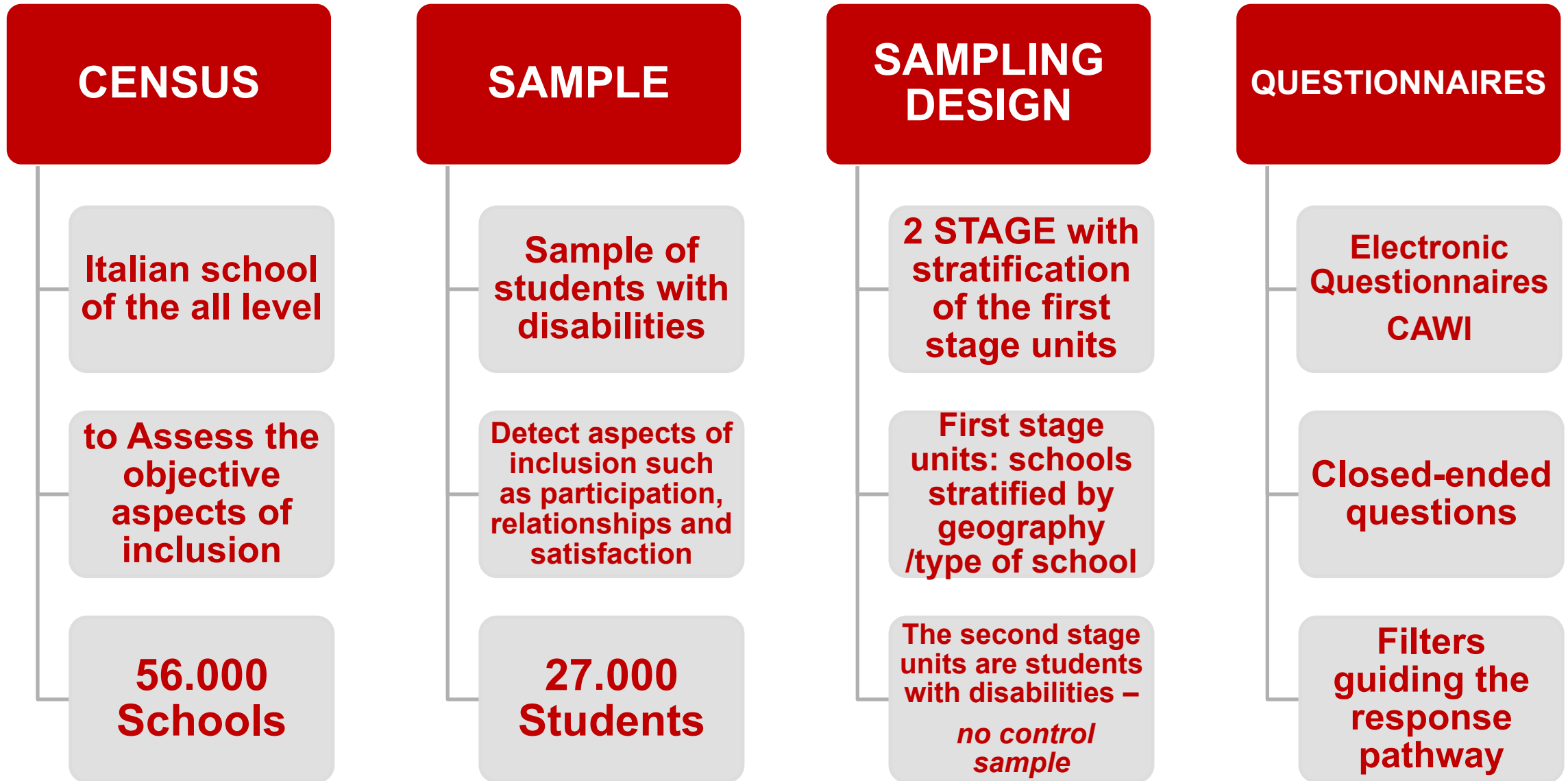
In order to ensure better monitoring of the UNCRPD, the Italian National Institute of Statistics has implemented a Survey: “School inclusion of students with disabilities”

The Survey (started in 2008) is carried out, annually, in cooperation with the Italian Ministry of Education

It allows monitoring various aspects of the inclusion of students with disabilities, also observing its evolution over time

Initially, focused only on primary schools, it now involved all levels and grades of schooling, from kindergarten to upper secondary school, including both public and private schools

Methodology



Dimensions of inclusion

ACCESSIBLE ENVIRONMENT

- The school environment is a factor of inclusion based on level of accessibility
- So it's essential to remove architectural barriers

ROLE OF THE LEARNING SUPPORT TEACHER

- Differentiation of teaching methods
- Italy: Lack of well-trained teachers

STUDENTS' LEARNING AND SOCIAL PARTICIPATION

- Relationships with peers in and out of school is a resource for inclusive teaching

TECHNOLOGY AND LEARNING TOOLS/LEARNING MATERIALS

- Technology plays an important "facilitator" role, supporting the students in their learning pathway/process

NETWORK: COLLABORATION AMONG SCHOOL, FAMILIES AND TERRITORIES

- The Inclusion Working Group and the Operational Inclusion Working Group have a strategic role in fostering greater school and territorial synergies

Indicators and main findings of the survey (S.Y. 22/23)

ACCESSIBLE ENVIRONMENT

Physical barriers:

40% of schools is accessible for pupils with physical disabilities

50% of schools do not have an elevator or do not have one suitable for transporting people with disabilities

Sensory barriers:

17% of schools have visual signs for students with deafness or hearing impairment.

1.2% of schools have relief maps and tactile pathways for students with blindness or visual impairment

ROLE OF THE LEARNING SUPPORT TEACHER

228 thousand learning support teachers
338 thousand students with disabilities
(1.6 students-theachers ratio)

12%
of learning support teacher appointed during the school year

Learning support teachers with training in inclusive education:
8% of schools have no teachers with training
24% of schools have all teachers with at least one course

Continuity of the teacher-pupil relationship:
60% of pupils changed support teachers from previous year

TECHNOLOGY AND LEARNING TOOLS/LEARNING MATERIALS

Aids to facilitate the learning process:

41% of students use IT and devices for personalising teaching
31% of students use educational software for learning

Satisfaction about the aids:

92% of students are satisfied with teaching aids

Unfulfilled needs:

7% of students do not have aids, although they would need them
15% of students do not have computer systems for studying and software that supports skills development

STUDENTS LEARNING AND SOCIAL PARTICIPATION

Time in the classroom with the peers:

Students spend 28 hours/week in classroom and carry out teaching activities outside 3 hours/week.

Students with severe limitations spend 7 hours/week outside the classroom

Learning tools outside the classroom:

52% of schools have computer workstations in specific support classrooms/laboratories separating students in need of such devices from the class group

(2) STUDENTS LEARNING AND SOCIAL PARTICIPATION

Participation in physical education (PE):

92% of students participate in PE activities.

52% of students do not participate in extra-curricular activities

Participation in educational trips:

87% of students participate to short educational trips (no overnight stay)

68% participate to trips that include overnight stays.

Non-participation in either type of trip is mainly linked to disability (19% and 31% respectively)

NETWORK: COLLABORATION AMONG SCHOOL, FAMILIES AND TERRITORY

Number and frequency of meetings between families and teachers:
55% of the families have less than one meeting per month with curricular teachers outside the Working Group for Inclusion (GLI)
21% of families do not have any meetings
17% of families have more than one meeting per month with learning support teachers

(2)NETWORK: COLLABORATION AMONG SCHOOL, FAMILIES AND TERRITORY

Participation of families and specialists in the drafting of Individualised Educational Plans (IEP):

For 90% of pupils, families are involved in drafting the IEP

In 61% of cases, the ASL specialists also take part

In 39% of cases, territorial specialists (such as communication assistants or psycho-pedagogists) are also involved

Conclusions

Research on the conditions facilitating the school inclusion emphasises the importance of investigating not only the characteristics of students with difficulties, but also the attitudes and skills of the teachers

It is essential to focus on the social and environmental conditions, technologies and human relations on which depends the level of school accessibility and inclusiveness

For these reasons, Istat survey analyses various aspects of inclusion over time. For example, during the Covid-19 pandemic the survey was adapted to include questions detecting aspects of inclusion in a new context such as remote learning

Finally, the survey results show that we are making significant progress in understanding all aspects of school inclusion, even though the road to full inclusion of children with disabilities is still a long one

THANK YOU!

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