



**Proceedings of the 2nd International
Conference**

of the Journal Scuola Democratica

REINVENTING EDUCATION

VOLUME II

**Learning with New Technologies,
Equality and Inclusion**

**ASSOCIAZIONE "PER SCUOLA
DEMOCRATICA"**

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ASSOCIAZIONE “PER SCUOLA DEMOCRATICA”
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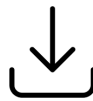
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***Title* Proceedings of the Second International Conference of the Journal “Scuola Democratica” – Reinventing Education VOLUME II Learning with New Technologies, Equality and Inclusion**

This volume contains papers presented in the First International Conference of the Journal “Scuola Democratica” which took place at the University of Cagliari on 5-8 June 2019. The aim of the Conference was to bring together researchers, decision makers and educators from all around the world to investigate the concepts of “education” in a “post-democracy” era, the latter being a set of conditions under which scholars are called to face and counteract new forms of authoritarian democracy.

Populisms, racisms, discriminations and nationalisms have burst and spread on the international scene, translated and mobilized by sovereigntist political movements. Nourished by neo-liberalism and inflated by technocratic systems of governance these regressive forms of post-democracy are shaping historical challenges to the realms of education and culture: it is on this ground, and not only on the political and economic spheres, that decisive issues are at stake. These challenges are both tangible and intangible, and call into question the modern ideas of justice, equality and democracy, throughout four key dimensions of the educational function, all of which intersected by antinomies and uncertainties: ethical-political socialization, differences, inclusion, innovation.

The Conference has been an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education and thus promoting a trans- and inter-disciplinary discussion on urgent topics; to foster debates among experts and professionals; to diffuse research findings all over international scientific networks and practitioners’ mainstreams; to launch further strategies and networking alliances on local, national and international scale; to provide a new space for debate and evidences to educational policies. In this framework, more than 600 participants, including academics, educators, university students, had the opportunity to engage in a productive and fruitful dialogue based on researches, analyses and critics, most of which have been published in this volume in their full version.

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Premise

In recent years, an important debate has developed on the role that digital technologies are playing and can play in the transformation of education and its institutions. Digital platforms, distance learning, blended learning, online training technologies are part of a significant restructuring and reculturing of the educational worlds. Digital technologies have restructured learning practices, educational content and the forms of educational governance which are immersed in public spaces and global markets. On the one hand, the digital governance of education contributes to changing and reconfiguring educational practices and the management of education on a local, national, international and transnational scale. On the other hand, technologies make possible the interconnection of multiple modes and shapes of formal, informal and non-formal education and training, producing forms of re-spatialization of education, locating the classroom within a digital learning ecosystem and favouring the emergence of different models of blended or hybrid learning.

The pandemic scenario has accelerated these processes, making more visible the tensions between multiple worlds of education and the processes of digitalization, while triggering a complex restructuring of educational institutions whose directions are not yet easily predictable. Perhaps, we are entering a new era that will mark the end of education as we have known it so far. In such a scenario, it becomes more urgent to carry on and debate an informed educational research, that explores the realities of the relations between education and digital technologies. This is especially needed because technologies are far from neutral. They are a heterogeneous technical and social world in which possibilities to change education for the better and make education fairer can be encountered as well as risks can be run of reproducing social and educational inequalities. Therefore, key questions are: how and in what direction the processes of digitalization are changing education, its practices and its governance? What are forms of coordination between educational technology markets and the institutional and educational actors in the emerging transnational governance arenas? How do the professional and social actors (teachers, managers, students, families) that are involved in the digitalization of education react to and translate these transformations? How do digital technologies change the aims and the

curriculum of contemporary educational institutions? How can the digital competencies learned by students beyond the educational spaces (school and university) become a resource for learning processes and educational socialization in educational contexts? And above all, what are the possibilities that digital technologies offer us to reinvent education and its governance that are worth to be explored?

Papers collected in the Volume try to give preliminary answers to those issues. Furthermore, contributions from a range of experts, specialists and scholars cannot avoid facing educational inequalities which haven't by any means disappeared. They have rather changed and (re)combined into new forms that challenge the resilience of educational systems in terms of both effectiveness and equity. Several contributions published in the Volume aims to address these issues from a theoretical and empirical point of view, as well as their implications for educational policies. In this sense, proposals linked to educational inequalities in relation to social stratification as a factor affecting cognitive results, educational choices, the attainment of educational qualifications and working careers are of interest for the reader. Comparative research on different scale (comparisons between national, regional or local cases) is particularly relevant and much importance is attached to the analysis of institutional factors (tracking, comprehensive vs selective systems, accountability policies, private education, ability grouping) which can produce educational segregation dynamics affecting educational inequalities, intersecting extra-curricular factors, such as urban segregation, for example.

The intertwining and interconnecting of differences (gender, socio-economic, cultural, ethnic, cognitive, and motivational factors) often generate inequalities both for their effects in themselves and in relation to the policies implemented to address them in their multidimensionality and intersectionality. Therefore, specific tracks on how education systems and educational institutions try to manage differences and end up producing inequalities are welcome.

The links between education and the labour market are another central aspect of research: the debate on the inflation of educational qualifications and over-education, the differential returns to education according to the type of diploma, degree program or type of tertiary program attended and, more generally, the relationship between education and social mobility represent a pivotal set of

phenomena to understand production and reproduction of educational inequalities.

The applications of randomized controlled trials to the assessment of policies aimed at reducing inequalities and improving cognitive and career results as well as empirically driven reflections on how educational policies intersect the complex relationship between equity (equality and inclusion), quality and excellence are one of the main focuses researchers have dealt with in the collected papers.

Gender inequalities are a key topic to understand educational differences. Educational contexts are marked by a significant gender gap in staffing and in the formative experiences of children, teenagers and young students. These differences reflect and often reproduce gender stereotypes and asymmetries in societies at large. How are gender issues addressed in classrooms? Where are they encountered in training settings? What models do teachers convey, and what are the emotional responses from students of diverse gender? How do educational institutions practice and reproduce gender stereotypes and asymmetries? Can school and university provide contexts in which to acquire gender awareness and tackle gender issues? What are the responsibilities of educational contexts in the representation of gender in society? What experiences and good practices have been activated to promote greater gender equity? What cultural resistances? Several questions are addressed in the Volume and many are the answers discussed.

Many forms of educational segregation persist, yet today a growing presence of women – which are in some cases becoming a majority – is found even in fields that have historically been a male domain; this is the case, for example, of medicine and biology in higher education. International and national data show that many things have changed in recent decades, and gender equity is rising in all spheres of education and training. At the same time, several initiatives have been launched to promote greater awareness of gender stereotypes and prevent phenomena such as discrimination and gender-based violence. However, much remains to be done – not least to prevent backlashes and the emergence of new inequalities alongside established ones. This is the case, for example, of the asymmetries in accessing fields of knowledge that may become relevant for the future of work (e.g., digital skills), or the development of new practices of discrimination related to the use of new technologies (e.g., hate speech or revenge porn).

Younger generations have been challenging those constraints surviving from the past, but new challenges arise in a constantly evolving global environment, where the urgency of the climate crisis in the midst of the coronavirus pandemic call for societal radical shifts while populism, unemployment, artificial intelligence, remote education and communication are affecting the ordinary daily life as we knew it.

Some analysts fear the pandemic will spur a new kind of backlash against the very basis of global society, from migration to cooperation and interdependence, while others worry about younger generations' abilities to overcome mass unemployment and economic vulnerability. Economic, political and environmental crisis are now fully part of the youth horizon: how are formal, informal and non-formal education going to support young people in moving forward positively and purposefully in their lives while simultaneously ensuring space for their autonomy, decision-making and voice?

Such general question contains intersected and multiple issues and applies across contexts as diverse as the role and relevance of democracy as educational content, the changing landscape of non-formal learning/education, the forging of future visions on politics, digital technologies and the media, youth educational transitions, youth experiences at work, the relation between consumerism and environmentalism, the widening of opportunities and constraints stemming out from cooperative learning and digital exchange tools.

Social research and youth studies have been producing a wide range of analyses on these relevant issues, with the (re) emergence of broader theories and empirical inquiries directed towards the recognition and validation of non-formal education, the promotion of youth participation, and the deeper rethinking of youth policies.

Under the large umbrella of an education to be re-invented, papers in the Volume are dedicated to new generations, transitions and the future of education, with a broad, multidisciplinary, and internationally set of contributions focusing on a variegated platform of topics on youth studies theories, critical analysis of relevant societal debates surrounding youth in and out education; in and out the labour market; on youth transitions throughout and across cultures, statuses, roles, responsibilities and institutions; on the impact of the various initiatives to promote and enhance youth participation; on the role of youth organisations as well as on the strengths and

weaknesses of youth policies at both a national and supranational level.

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Integration/Inclusion. What Conceptual Model in The Documentation Produced by the Schools?

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ABSTRACT: *The Cultural Model provides critical tools for reflection in relation to the construction of meanings within our culture and, in particular, within the culture that develops within schools. What are the meanings expressed by schools within the documentation they produce? Through what language do schools present themselves to the outside world and to society? What are the ideas that are conveyed through the use of this specific language? It is precisely from the reading and analysis of the Three-Year Plans of the Educational Offer (PTOF) of the Institutes including Tuscany that the reflections, not at all, final of this work will come, showing what are the terms that are used within these documents, what ideas are conveyed and on what values are based.*

KEYWORDS: *Cultural Model, Integration/Inclusion, Deconstruction of disability, Signification, School documentation.*

Introduction

The Cultural Model is characterized by careful reflection on the creation of culture and how it is discursively determined and understood. The use of language therefore becomes not only an indicator of the underlying culture but represents an attitude that, as such, can undergo modifications.

According to the thought of T. Shakespeare, what he calls a «cultural turning point» (Shakespeare, 2014, 77) appears to be of considerable importance to identify studies on language and discourses that have focused on the deconstruction of the category of disability.

However, before being able to deconstruct any category, it is essential to understand how categories and social representations are constructed. Moscovici (1989) gives us what still today turns out to be one of the most significant works from which it emerges that social representation is the expression of knowledge shared within a society or group and that these are built through two mechanisms: conventionalization and prescription. On the one hand, these two mechanisms provide models, conventional schemes for reading the world and the phenomena that occur in it, and on the other hand, they are continually reaffirmed and reinforced through linguistic habits that end up making the modelling prescriptive and the

schematization conventional. To complete the action of representation, for the author, two processes are necessary that work synergistically: anchoring, which allows bringing back a fact never experienced within categories, which are familiar, and objectification, which tends to make abstract something that is concrete.

According to S. Hall (2006) it is the language that produces in our mind the meaning of the concepts and therefore their representation, all within the communicative process which, as such, needs to have a sender and a receiver, making so fundamental is the discursive coding that the issuer adopts in the expression of its own signification, of its own representation.

We have therefore come to determine two elements that underlie the cultural process, language and its discursive use. It is towards the latter that M. Foucault focuses his attention, on the discursive relations that characterize discourse as a practice (Vadalà, 2011, 134) and on «how truth effects are produced within discourses that are neither true nor false in themselves» (Foucault, 1977, 12). According to the French philosopher the object, the utterance has no meaning until someone represents it within a speech produced through the use of language and within a relation of knowledge (Foucault, 1972; 1998, 1999, 2004, 2005).

Thinking of disability as a construct of cultural significance, we can agree with what is highlighted by G. Vadalà when he states that

representations are not given in nature, they are not written in the genes and not even provided by 'divine gifts'. They are built, learned, produced and consumed and become people and cultural practices that will establish the boundaries of a symbolic context through which to explain the world (Vadalà, 2011, 136).

Different cultures therefore generate constructs of different meanings; this is what C. Gardou (2018) affirms who, proceeding for discordant couples, proposes eight different cultural models that treat disability in as many ways.

Within the framework we cannot fail to recall, the work of R. Medeghini (2013) dedicated to the language used within the classifications of disability «where naming processes represent the most critical area» (p. 57). In this regard I. Hacking (2008) talks about classificatory thinking in reference to the epistemological debate between foundationist and anti-foundationist currents. The author believes that there is a dynamic interaction between the classifications developed in the social sciences and the individuals who are classified as, by qualifying a type of person or behaviour, it can be segmented until it is modified.

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interaction between the classifications developed in the social sciences and the individuals who are classified as, by qualifying a type of person or behaviour, it can be segmented until it is modified. This phenomenon is defined by the author as an 'avalanche effect' or a 'retroactive effect' of human specifications. According to J. Gimeno Sacristán (2006), the first form of distinguishing differences is to name them, and the first form of fighting conformist policies is to change the name of things.

To close the reference to the practice of classification and naming, we must also refer to P. Bourdieu (1983), who believes that classification is the result of a struggle within the social dialectic of naming and whose winner is the position with the greatest power relationship.

The classification system necessarily generates a relationship of nominal belonging to a group which, in relation to some characteristics, does not belong to another group, a mechanism that determines the dynamics of recognition within the single classes. Therefore, between different classes we proceed with a search mechanism for the presence/absence of the characteristics of our class to include or exclude individual subjects from it, thus, within each class, we are witnessing recognition, belonging and exclusion for those subjects who are not part of it, precisely in relation to the characteristics that identify that given category, thus generating a process of recognition of non-belonging.

Before analysing the language used in school, it is considered useful to refer to the reflections of the philosopher F. Monceri. The author believes that

linguistic nomination is not a neutral, non-evaluative act, but rather an act that incorporates an immediate ethical value, because the nomination is the result of a cognitive-value judgment through which whoever is mentioning establishes what it is worthy of being named and with what meaning (Monceri, 2017, 9).

1. A survey on the PTOFs (Three-year Plan of the Training Offer) of the comprehensive Institutes of Tuscany according to the principles of the Cultural Model

The survey that is presented is part of a broader research conducted through a *Mixed Methods* approach (Amaturo, Punziano, 2016; Piccioli, 2019) which involved the comprehensive Institutes of Tuscany. In this context, we will limit ourselves to describing the analysis of the documentation produced by the 288 comprehensive Institutes present in the Tuscan territory found through the School unencrypted portal with particular reference to the PTOF of the school year 2017/2018.

The path moves in the direction of what J. Gimeno Sacristán (2006) argues when he states that «the first task to operate in the direction of the recognition of diversity in schools is to change the language to transform

the perceptual schemes and the thinking of teachers [...] because language is the means to modify thought» (pp. 19-20).

To carry out the analysis of the documentation produced by the schools, a first mapping was carried out in relation to the presence/absence of some expressions commonly found in the school documentation (Tab. 1.).

TAB. 1. *List of expressions searched for in the PTOFs of the 288 Comprehensive Institutes of Tuscany*

| <i>List of expressions subject of the research</i> |
|--|
| Certified pupils |
| Pupils with disabilities |
| Pupils with different ness |
| Disabled pupils |
| Differently able pupils |
| Handicapped pupils |
| Special Educational Needs / SEN |
| UN Convention |
| Disadvantage |
| Disorders |
| Specific Learning Disabilities / SLD |
| Cooperative Learning Groups |
| Homogeneous level groups |
| Non-homogeneous groups |
| International Classification of Functioning, Disability and Health/ICF |
| Inclusion |
| Individualization |
| Insertion / Academic insertion |
| Integration |
| Not Italian speakers |
| Peer tutoring |
| Personalization |
| Foreigners |
| Disadvantage |

From this first analysis some data of particular interest emerge, and no reference is made to the massive use of the term 'inclusion' which appears 1184 times nor to the use of the expressions 'Special Educational Needs' or 'SPN' used 960 times, as to the total absence of references to the UN Convention/2006 as well as that regarding the use of 'disabled pupils'.

The missing reference to the UN/2006 Convention is also accompanied by a limited reference to the ICF, nominated only 32 times by 32 different institutes. The non-use of the expression 'disabled pupils' perhaps highlights a maturation of the language of educational institutions that prefer the use of other expressions: 'differently able pupils' are used 256 times and 'pupils with disabilities' used 512 times. This data shows how, in the drafting of the PTOFs, the institutes preferred to abandon precisely that use of stigmatizing language that leads to replacing functional diversity with the pupil, with the person.

As can be easily understood, all comprehensive Institutes use the expressions 'inclusion', 'SLD' and 'Special' 'Educational' 'Needs' or 'SEN'. F. Monceri (2017) recalls that «when a term becomes widespread and shared enough it seems impossible to do without it, if not to the detriment of understanding between speakers» (p. 10).

One of the most surprising data is that relating to the use of the term 'insertion' which appears 320 times in the documents and, even contextualizing the term through the reading of the texts, the data continues to be symptomatic. The term 'insertion' is used by 33.33% of educational institutions compared to 22.22% in which the term 'integration' is present, terms that always appear together with the term 'inclusion', which has now become commonly used. We must also emphasize that the term 'insertion' is often referred to non-Italian-speaking pupils who have just arrived at the school, or to pupils with complex disabilities, as referred in Law 104/1992, pupils with disabilities in a serious situation. Furthermore, the term 'integration' is always referred to pupils with disabilities and never to other categories of pupils, often alternated with the term 'inclusion', demonstrating the synonymous use of the two terms by schools. 'Inclusion' therefore seems to represent a broader horizon, aimed at all pupils, 'integration' appears as a possible scenario only for pupils with disabilities and 'integration' seems to address 'foreign' or 'non'-Italian'-speaking' pupils who have just arrived and are unable to dominate the Italian language, or to pupils with complex disabilities.

It was possible to note that the expression 'pupils' 'with' 'disabilities' was used by 55.56% of the institutions and never appears together with that of 'differently' 'able' 'pupils', used by 44.44% of the schools, as if to demonstrate a clear separation of the lexical representation of this category.

We must also notice that 32 comprehensive schools, equal to 11.11%, use various expressions alternately and that the use of 'handicapped' 'pupils', which was assumed to be outdated, is instead present in as many as 64 educational institutions, equally accompanying the two majority expressions.

Going into more detail, when it comes to expressing the methods they intend to adopt for the design, implementation and evaluation of the activities, the institutes indicate 'individualization' strategies for 77.78% equal to 224 schools and for 66.67% those of 'personalization'. This second indication always appears together with the first; moreover, 64 institutes only identify strategies related to 'individualization', while the remaining number of institutes decide not to express this data in the documentation. Continuing to search for any relationships between the data in our possession, it seems interesting to underline that the 64 educational institutions that identify only 'individualization' strategies are the same ones that also adopt the term 'integration'.

The last aspect to underline is the general use of group work as a way of conducting activities in the classroom. It is particularly significant to

notice that 32 schools have made explicit the activation of level groups to which, in a more in-depth reading, newly arrived 'foreign' 'or' 'non'- 'Italian' '-speaking' pupils who are unable to master the Italian language and pupils with complex disabilities are destined. These 32 schools are included among those that use, among others, the 'terms' 'insertion', 'individualization' and 'handicapped' pupils.

2. The language, the speeches and the words in the PTOFs (Three-year Plan of the Training Offer) of the comprehensive Institutes of Tuscany

The documentary texts were treated by adopting the data analysis criteria inferable from secondary documents (Trincherò, 2002; Lucisano, Salerni, 2012) on the basis of the indicators of the analysis of language, speeches and practices described by some related scholars to the Disability Studies Italy approach, in order to identify the documentary parts that respond to the conceptual model of integration and those relating to the conceptual model of inclusion (D'Alessio et al., 2013). The criteria proposed by the reference authors have been reworked by introducing the conceptual model of the Relational Model (Tab. 2) to which it is believed that the Italian school can refer, especially with the new regulatory framework (Monceri, 2017; Piccioli, 2020).

From the documentary analysis, following the criteria of Tab. 2., it was possible to detect that all 288 comprehensive Institutes in Tuscany use languages and describe contents relating to both the concept of integration and the concept of inclusion.

In all the PTOF (Three-year Plan of the Training Offer) we can find specific references to the integration/inclusion of pupils with SEN, a choice perhaps not entirely free as the school must ensure the application of current regulations. These specific references can be found mainly in two parts of the PTOF, the organizational one and the project related one.

In the organizational part, all the comprehensive Institutes of Tuscany explain the processes adopted to respond to regulatory requirements, general indications are given on which strategies to use to favour the integration/inclusion of students with SEN, each in relation to belonging to a specific category of pupils and references to specific documents and protocols for the treatment of each category of SEN are inserted.

Various initiatives appear in the design part. The project activities are generally aimed at pupils with SEN but some differences can be identified as 12.15% of the institutions in the sample involve the entire institution and the local community within the activities relating to the identified projects; about 10.07% addresses project activities to guarantee school attendance to pupils with serious relational and communicative disorders while the remaining 77.78% addresses project activities in a generic way to pupils with SEN through the activation of project activities such as theatre, garden, music and other ones.

TAB. 2. *Analysis of language, speeches and practices*

| <i>Indicators for the analyses of language, speeches and practices</i> | | | |
|--|--|--|---|
| <i>Aspects</i> | <i>Integration</i> | <i>Relational Model</i> | <i>Inclusion</i> |
| <i>Focus</i> | Mainly aimed at the subject, the individual who manifests a deficit and the responses to expressed needs | Mainly aimed at the relationship between the conditions of individuals and the responses of the context | Mainly aimed at contexts that prevent the participation of all pupils and their social and environmental interactions |
| <i>Theoretical reference model</i> | Medical-individual | Bio-psycho-social model | Disability Studies |
| <i>Actions and interventions</i> | Mainly based on compensating the deficit through interventions aimed at the individual | Inspired by the principles of reasonable accommodation aimed at removing barriers and adopting facilitators | They will tend to implement transformative processes of ordinary teaching practices in order to respond to the differences of all pupils |
| <i>Context of reference</i> | School environment that will maintain its characteristics independent from the subjects who inhabit it | School environment seen as a barrier/facilitator | School environment seen as a social system in relation to the environment outside the school, responsible for any disabling of the person |
| <i>Disability</i> | Described as a characteristic of a specific individual | Described within the interaction between the environment and the person with a deficit | It will turn out to be a product of the implemented exclusionary actions |
| <i>Difference</i> | It will emerge in the form of a pathological definition or a classification of abilities with respect to the norm | It will emerge in the relationship between the condition of the individual and the context | It will be nothing more than a normal human condition |
| <i>Decision making processes</i> | Limited to exchanges between professionals and family members | Aimed at removing barriers and obstacles to individual participation | They will tend to involve people with disabilities who will be at the centre of the processes |
| <i>Approaches to teaching and learning</i> | Characterized by the presence of specialized figures and the planning and implementation of individualized activities developed for each single pupil in relation to his or her difficulties in a learning context that does not change for the remaining part of the pupils | Characterized by adaptation processes that move within the limits of reasonableness and which affect both the planning of activities for the single pupil and the context subject to change in relation to the presence of barriers and obstacles that will be removed in favour of the adoption of facilitators | They will see the focus shift from the concept of specialization to that of competence to all the professionals involved in the inclusive process through the personalization of learning processes also through the activation of widespread support |

All the institutions declare that they favour classroom activities for pupils with SEN, but all also provide for the possibility of carrying out individualized activities in more structured spaces for some types of intervention. The explicit reference to the adaptation of the school

context to the needs of pupils can only be found in 10.07% of institutions that implement courses to ensure school attendance for pupils with severe relational and communication disorders.

Furthermore, alongside the 11.11% of institutions that explicitly provide for the activation of homogeneous groups of students, we must highlight the presence of a further 15.28% that provides for the possibility of using only some spaces for students with complex disabilities and who show serious functional impairment. In 10.07% of cases, this latter possibility is also accompanied by some organizational specifications, providing for a greater simultaneous presence of autonomy and communication assistants within the dedicated spaces and a reduced presence of support teachers. This phenomenon seems to concern more the lower secondary school; in fact in 79.31% of the institutions that provide for this possibility, this is inserted within projects or organizational systems aimed at this segment of education, but we must however point out that the remaining 20.69% inserts this possibility in a generic way within the PTOF, without further specifications, thus opening up to a potential widespread use of this practice.

This possibility turns out to be detrimental to the rights of pupils, contrary to the Italian reference regulations, a symptom of a failure to assume not only the construct of inclusion but even that of insertion and which precipitates these schools into practices attributable to the phase prior to that opened by the promulgation of Law 517/1977, or the phase of separation.

All the comprehensive Institutes in Tuscany have foreseen, following self-assessment processes, actions to improve school integration/inclusion.

From the general documentary analysis it emerges that the conceptual model of the Relational Model and that of inclusion are not an alternative to the conceptual model of integration but appear to be its subsets. This condition can on many occasions be attributable to the need to respect the reference legislation but it can also be considered as a point of no return, as a fact acquired by all schools, as the conceptual model that emerges against the light in all Institutes including the Tuscany and which perhaps has characterized the Italian school for more than forty years.

This figure, while it certainly appears negative for our specific area of interest, is entirely positive in relation to the choice made many years ago and which still makes our country proud to have made it today. However, some data show that a process is still underway and that the conceptual model of the Relational Model is more present than one could imagine.

Focus

We can note that the PTOF (Three-year Plan of the Training Offer) of the institutions adopt the categories of pupils contained in the regulations and provide for specific paths and interventions but, at the same time, all focus on the context and the importance that this covers for the purposes

of integration/inclusion, while only 2 of them see context as a disabling element. This highlights the fact that the focus of the school documents of the sample is certainly not inspired by the conceptual model of inclusion but belongs to that of integration and of the Relational Model.

2.1. Theoretical reference model

The theoretical model that is most commonly encountered is the medical-individual one but 32 comprehensive Institutes explicitly adhere to the ICF's bio-psycho-social theoretical model and only 1 institution is close to the theoretical model of Disability Studies, with particular reference to the social model of disability.

2.2. Actions and interventions

All comprehensive Institutes provide for individualized and personalized compensatory and dispensatory interventions for pupils falling within the various categories of SEN, as required by the relevant legislation. Among these, 126 institutes provide for the activation of adaptation processes of activities in relation to the presence of pupils with SEN; 2 provided for the activation of transformative processes of teaching practices for all pupils, the adoption of both distributed supports and internal gradualness in the learning and teaching processes for all; 5 provide for special interventions and 2 for rehabilitation.

This distribution shows that as many as 43.75% of the comprehensive Institutes of Tuscany situate their actions and interventions within the conceptual model of the Relational Model, only 0.69% within the conceptual model of inclusion and that the conceptual model of integration, although it belongs to all institutions, is actually adopted by the remaining 55.56%. Among the institutes that are located within the conceptual model of integration, 7 appear, equal to 2.43% of the sample, which certainly show a more resistant position, more similar to the phase of separation and a medical-individual approach.

2.3. Context of reference

One of the most distinctive elements of the conceptual model of the Relational Model and of inclusion is certainly the vision of the context as a contributing or determining element of the condition of disability, unlike the conceptual model of integration, which tends not to evaluate this element, concentrating its own focus on the condition of the individual. Having made this first distinction, we must point out that all the comprehensive Institutes of Tuscany declare that they belong both to the conceptual model of integration and to that of the Relational Model, providing as a reference context both the ordinary class for all students with SEN and the possibility of making activities outside the classroom, in relation to specific interventions.

It might seem a contradiction but in reality this confirms the phenomenon of 'micro-exclusion' highlighted by S. D'Alessio (2011, 2013; D'Alessio et al., 2013), such as that of 'push and pull out' detected

by H. Demo (2014, 2015; lanes, Demo, 2013). Only 12.15% of institutions can instead be placed within the conceptual model of inclusion as it provides for the involvement of the entire local community for the implementation of projects aimed at promoting the scholastic and social inclusion of all pupils. A particular discourse should be made in relation to the 15.28% of comprehensive Institutes in Tuscany that deviate from the conceptual models taken into consideration as it provides for the possibility of using only some spaces for pupils with complex disabilities and who manifest serious functional impairments. This possibility places as many as 44 institutions within the conceptual model of separation, a fact that is considered very serious, detrimental to the fundamental rights of the person with disabilities and which deserves further investigation.

Therefore, taking into consideration the entire framework relating to contexts, 15.28% of the comprehensive Institutes in Tuscany can be placed within the conceptual model of separation, 12.15% within the conceptual model of inclusion and the remaining 75.57% in the conceptual models of integration and of the Relational Model, with phenomena of 'micro-exclusion' and 'push and pull out' previously mentioned.

Disability

All comprehensive institutions consider disability as a condition of the individual, which, however, is related to the context in 20.14% of cases, and only in 0.69% of the sample can this be the result of the exclusionary actions implemented by the functioning itself of the school and social system. Once again, the idea of disability arises within the conceptual model of integration but then is divided into the other two models; moreover, in many cases a distinction is made between the concept of integration, aimed at pupils with disabilities and that of inclusion, considered a supra-system that affects all pupils. This concept derives directly from the legislation that places pupils with disabilities within the broader range of pupils with SEN.

Difference

However, it is with the concept of difference that we can most appreciate a greater definition of belonging to a specific conceptual model. The 66.67% of the sample considers the difference through its classification, keeping normality as a reference background. In 32.99% of cases the difference is considered as a common element for all individuals; within this percentage there are 28.12% of comprehensive Institutes in Tuscany which consider the difference within the paradigm of the 'special normality', placing the condition of the individual in relation to a context where diversity is a special form of normality. Only 0.35% of the sample defines the difference as a normal human condition, thus overturning the initial paradigm. Analysing these data further, we can consider that 66.67% of institutions are located within the conceptual model of integration, 28.12% in that of the Relational Model and the remaining

5.21% within the conceptual model of inclusion, made up of institutions who consider the difference as a common element to all individuals beyond the vision of the 'special normality' and from the institutions that consider it as a normal human condition.

2.4. Decision making processes

Once again, decision-making processes once again become an element that places all the institutions of the sample in the conceptual model of integration and then declines with a 12.15% that extends the involvement in these processes to the entire local community and a 0.35% that makes explicit reference to the direct involvement of pupils with disabilities too.

2.5. Approaches to teaching and learning

Even the approaches to teaching and learning give us an image of the comprehensive Institutes of Tuscany that is placed within the conceptual model of integration and then differentiates itself with 10.07% of cases that are located in the conceptual model of the Relational Model, providing for the reasonable adaptation of the planning and implementation of activities for all in relation to the needs of pupils with severe relational and communicative disorders and a 12.15% that is located in that of inclusion, making explicit the need for all figures working in the school they must make their contribution to inclusion through their skills. However, it makes us think that the idea of reasonable adaptation becomes explicit only in the presence of pupils with severe relational and communication disorders and that 77.78% of the comprehensive schools in Tuscany do not feel the need to go beyond mere compliance with the law.

TAB. 3. *Summary of the PTOF analysis of the 288 Comprehensive Institutes of Tuscany*

| <i>Summary of the PTOF analysis of the 288 Comprehensive Institutes of Tuscany</i> | | | | |
|--|-------------------|--------------------|-------------------------|------------------|
| <i>Aspects</i> | <i>Separation</i> | <i>Integration</i> | <i>Relational Model</i> | <i>Inclusion</i> |
| <i>Focus</i> | / | 100% | 100% | 0.69% |
| <i>Theoretical reference model</i> | / | 88.54% | 11.11% | 0.35% |
| <i>Actions and interventions</i> | 2.43% | 53.13% | 43.75% | 0.69% |
| <i>Context of reference</i> | 15.28% | 75.57% | 75.57% | 12.15% |
| <i>Disability</i> | / | 100% | 20.14% | 0.69% |
| <i>Difference</i> | / | 66.67% | 28.12% | 5.21% |
| <i>Decision making processes</i> | / | 100% | 12.15% | 0.35% |
| <i>Approaches to teaching and learning</i> | / | 100% | 10.07% | 12.15% |

Trying to read what emerged from the analysis of the speeches and words contained in the PTOF (Three-year Plan of the Training Offer) of

the 288 comprehensive Institutes, we can propose a summary contained in Tab. 3.

(Not at all) Conclusive reflections

Perhaps we should welcome the provocation of R. Slee (2011) and start thinking about the need to move towards what he defines as an 'irregular school' capable of breaking patterns, times and methods typical of the 'regular' school, by its selective and discriminatory nature.

It is quite disconcerting that in analysing the language, the speeches and the words that the comprehensive Institutes of Tuscany use within their PTOFs, not only the conceptual model of inclusion appears very much declared but very little practiced, but even the need to recover a conceptual model considered outdated such as that of separation emerged.

The analysis of language thus manifests all its power because it is able to reveal the profound meanings that are badly hidden in the discursiveness of the representations. So far, which conceptual model does language, as a cultural signification, make visible through the school documentation?

The development path of the Italian legislation for school inclusion has gone through several fundamental stages that have led us to the current phase, characterized both by internal contradictions and by notable peaks of progress, where what is declared often does not correspond to the operational contents, where to inclusive founding principles risk not to correspond inclusive practices, where it is the same respect for regulations that leads to a gap in the adoption of perspectives more responsive to the conceptual model of integration rather than that of inclusion.

This reflection is even more evident from the reading and analysis of the PTOFs of the comprehensive Institutes of Tuscany, from which a deep rooting of the model of scholastic integration emerges. It is difficult for such rooting to evolve towards inclusion also in relation to the respect of the reference legislation that directs the writing and structuring of the PTOF towards its compliance.

There is thus a disconnection between the principles that are declared and that correspond to the values of the school and an organization and design that, necessarily, must respond to regulatory requirements.

This certainly does not mean that our school is not inclusive, that it needs to be completely redesigned; on the contrary, what inspired this work is the profound pride in a school model that still today sees in the conceptual model of integration its best and indispensable point of advancement.

It goes without saying, however, that in such a context, shifted towards effectiveness, efficiency and the achievement of a result, are the 'last ones' who suffer the most from it, and the risk, unfortunately confirmed,

not to move towards inclusion but to go back to dust a past down that saw the solution of a problem in the separation of paths.

Wounds never completely healed can be reopened; unspoken words that leave space for creative interpretations could also lead to the achievement of opposite positions; those are the spaces that must be filled, filled and healed so that it is no longer possible in our country to lose even one of our pupils, boys and girls.

When we try to identify a common space for discussion and encounter between the conceptual model of integration and the conceptual model of inclusion, the conceptual model of separation reappears; when we search for the language of speeches and the words that discursively describe culturally meanings connoted within the PTOF of the schools, this action shows all the incoherence and painful resistance of a culture that was believed and hoped to be outdated.

Perhaps it is precisely in the unfrequented paths that one can find useful tools for reflection for unhinging stratified mechanisms of practices that have never been completely overcome; perhaps it is thanks to the contribution of approaches opposite to the usual ones that new paths can be drawn; perhaps it is from the rediscovery of the strength and of the power of culture that meanings can be redefined, discursively redefined.

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