

**LA CONVENZIONE INTERNAZIONALE ONU SUI DIRITTI DELLE PERSONE CON DISABILITÀ E GLI SVILUPPI DELL'EDUCAZIONE INCLUSIVA NEI PAESI EUROPEI**

*Giampiero Griffo*

**L'INCLUSIONE DEGLI STUDENTI CON DISABILITÀ IN EUROPA**

A che punto siamo?

*Alessandra M. Straniero*

**SOCIAL INCLUSION FROM SCHOOL**

Keys that facilitate the employment inclusion of students with intellectual disabilities. The Spanish experience

*María Teresa Ortega-Camarero, Miguel Corbí*

**TOWARDS EDUCATIONAL INCLUSION**

Goals and challenges in contemporary Spain

*Daniele Prosperi*

**THE ROLE OF PERSONALITY TRAITS IN THE ATTITUDES AND SELF-EFFICACY OF PRE-SERVICE TEACHERS AND SPECIAL EDUCATORS TOWARDS INCLUSION**

*Elke Emmers, Dieter Baeyens, Katja Petry*

**LIKE A FREIREAN INSTRUCTOR**

The experience of training pre-service teachers to inclusive schooling, and to the critical understanding of a perfectible paradigm in Canton Geneva, Switzerland

*Elena Pont*

**THE DECADE OF INCLUSIVE EDUCATIONAL SYSTEM IN THE REPUBLIC OF SERBIA**

*Marinela Šćepanović, Snežana Nikolić*

**PROMOTING SOCIAL INCLUSION IN A PRIMARY SCHOOL THROUGH OUTDOOR LEARNING**

*Alessandro Bortolotti*

**GLI SVILUPPI DEI PROCESSI INCLUSIVI NELLA SCUOLA ITALIANA**

*Salvatore Nocera*

**DAL BANCO VUOTO ALLA SEGREGAZIONE**

Riflessioni sul fenomeno delle scuole speciali, sulla persistenza del concetto di "grave disabilità" e sulle sue conseguenze nella vita delle persone con disabilità che richiedono maggior sostegno

*Giovanni Merlo*

**L'ASILO X**

Infanzia e lavoro di cura

*Marco Mazzeo*

**DOCUMENTA**

**LA DISCRIMINAZIONE DELLE PERSONE CON DISABILITÀ**

Un deficit di cittadinanza

*CeRC*

**LA PRESA DI PAROLA**

**MI DISEGNÒ FARFALLA**

Storia di Carla

**ABSTRACTS**

#13

# Minority Reports

CULTURAL DISABILITY STUDIES

#13  
2021 / II

CULTURAL DISABILITY STUDIES  
Minority Reports

## L'INCLUSIONE EDUCATIVA E SCOLASTICA NEL QUADRO EUROPEO

## EDUCATIONAL AND SCHOOL INCLUSION IN THE EUROPEAN FRAMEWORK

Mimesis Edizioni  
www.mimesisedizioni.it

20,00 euro



MIMESIS

MIMESIS



## Minority Reports. Cultural Disability Studies

13  
2021/II

### *Direzione editoriale*

Lucio d'Alessandro (Università di Napoli "Suor Orsola Benincasa")  
Giampiero Griffo (Disabled People's International – World Council)  
Ciro Tarantino (Università della Calabria)

### *Comitato editoriale*

Maria Giulia Bernardini (Università di Ferrara), Natascia Curto (Università di Torino), Silvia Cutrera (AVI – Agenzia per la Vita Indipendente), Lavinia D'Errico (CeRC – "Robert Castel" Centre for Governmentality and Disability Studies), Virginia De Silva (Sapienza Università di Roma), Maria Rosaria Duraccio (ENIL Italia – European Network on Independent Living), Cecilia Marchisio (Università di Torino), Marco Mazzeo (Università della Calabria), Matteo Meschiari (Università di Palermo), Ciro Pizzo (Università di Napoli "Suor Orsola Benincasa"), Matteo Schianchi (Università degli Studi di Milano-Bicocca), Alessandra M. Straniero (coordinamento, Università della Calabria).

### *Comitato scientifico*

Adalgiso Amendola (Università di Salerno), Maurice Aymard (École des Hautes Études en Sciences Sociales), Pietro V. Barbieri (European Economic and Social Committee), Rita Barbuto (Disabled People's International – Italia), Mauro Bertani (independent researcher), Fabio Bocci (Università Roma Tre), Alberto Burgio (Università di Bologna), Paula Campos Pinto (Universidade de Lisboa), Enricomaria Corbi (Università di Napoli "Suor Orsola Benincasa"), Theresia Degener (Bochum Center for Disability Studies), Vincenzo Falabella (Presidente FISH – Federazione Italiana Superamento Handicap), Fabio Ferrucci (Università del Molise), Patrick Fougeyrollas (Université Laval), Bill Hughes (Glasgow Caledonian University), Mondher Kilani (Université de Lausanne), Marina Lalatta Costerbosa (Università di Bologna), Michalis Lianos (University de Rouen-Haute Normandie), Marco Mascia (Università di Padova), Paolo Napoli (École des Hautes Études en Sciences Sociales), Leonardo Piasere (Università di Verona), Giovanni Pizza (Università di Perugia), Mark Priestley (University of Leeds), Gerard Quinn (National University of Ireland Galway), Emilio Santoro (Università di Firenze), Tom Shakespeare (University of East Anglia), Jean-Luc Simon (Disabled People's International – Europe), Vito Teti (Università della Calabria), Giacomo Todeschini (Università di Trieste), Jean-François Trani (Washington University in St. Luis), Yannis Vardakastanis (European Disability Forum), Miguel-Angel Verdugo (Universidad de Salamanca).

### *Peer-reviewed journal*

### *Direzione e redazione*

Università di Napoli "Suor Orsola Benincasa" – Dipartimento di Scienze formative, psicologiche e della comunicazione, via Suor Orsola, 10 – 80135 Napoli  
Email: minorityreports@unisob.na.it

MINORITY REPORTS  
CULTURAL DISABILITY STUDIES

L'INCLUSIONE EDUCATIVA  
E SCOLASTICA NEL QUADRO  
EUROPEO / EDUCATIONAL  
AND SCHOOL INCLUSION IN  
THE EUROPEAN FRAMEWORK

13  
2021/II

Registrazione presso il Tribunale di Napoli n. 24 del 21.04.2015  
Direttore responsabile: Arturo Lando (Università di Napoli “Suor Orsola Benincasa”)

Pubblicazione promossa dal CeRC – “Robert Castel” Centre for Governmentality and Disability Studies dell’Università di Napoli “Suor Orsola Benincasa”.

COSTO PER L’ABBONAMENTO ANNUALE, 2 numeri:

Dall’Italia: prezzo 36,00 euro

Dall’estero (Europa): prezzo 54,00 euro

Dall’estero (Paesi Extraeuropei): prezzo 66,00 euro

Stampa: Digital Team – Fano (PU)

MIMESIS EDIZIONI (Milano – Udine)

[www.mimesisedizioni.it](http://www.mimesisedizioni.it)

[www.mimesisjournals.com](http://www.mimesisjournals.com)

[mimesis@mimesisedizioni.it](mailto:mimesis@mimesisedizioni.it)

ISSN: 2465-0315

ISBN: 9788857587721

© 2021 – MIM EDIZIONI SRL

Via Monfalcone, 17/19 – 20099

Sesto San Giovanni (MI)

Phone +39 02 24861657 / 24416383

© 2021 – Suor Orsola University Press

via Suor Orsola, 10 – 80135 Napoli

## INDICE

### MONOGRAPHICA

L'INCLUSIONE EDUCATIVA E SCOLASTICA NEL QUADRO EUROPEO /  
EDUCATIONAL AND SCHOOL INCLUSION  
IN THE EUROPEAN FRAMEWORK  
a cura di / ed. by Giampiero Griffo, Alessandra M. Straniero

- LA CONVENZIONE INTERNAZIONALE ONU SUI DIRITTI DELLE  
PERSONE CON DISABILITÀ E GLI SVILUPPI DELL'EDUCAZIONE  
INCLUSIVA NEI PAESI EUROPEI  
*Giampiero Griffo* 7
- L'INCLUSIONE DEGLI STUDENTI CON DISABILITÀ IN EUROPA  
A che punto siamo?  
*Alessandra M. Straniero* 27
- SOCIAL INCLUSION FROM SCHOOL  
Keys that facilitate the employment inclusion of students  
with intellectual disabilities. The Spanish experience  
*María Teresa Ortega-Camarero, Miguel Corbí* 43
- TOWARDS EDUCATIONAL INCLUSION  
Goals and challenges in contemporary Spain  
*Daniele Prosperi* 61
- THE ROLE OF PERSONALITY TRAITS IN THE ATTITUDES AND  
SELF-EFFICACY OF PRE-SERVICE TEACHERS AND SPECIAL  
EDUCATORS TOWARDS INCLUSION  
*Elke Emmers, Dieter Baeyens, Katja Petry* 79
- LIKE A FREIREAN INSTRUCTOR  
The experience of training pre-service teachers to  
inclusive schooling, and to the critical understanding  
of a perfectible paradigm in Canton Geneva, Switzerland  
*Elena Pont* 99

THE DECADE OF INCLUSIVE EDUCATIONAL SYSTEM IN  
THE REPUBLIC OF SERBIA  
*Marinela Šćepanović, Snežana Nikolić* 127

PROMOTING SOCIAL INCLUSION IN A PRIMARY SCHOOL  
THROUGH OUTDOOR LEARNING  
*Alessandro Bortolotti* 149

GLI SVILUPPI DEI PROCESSI INCLUSIVI NELLA SCUOLA  
ITALIANA  
*Salvatore Nocera* 171

DAL BANCO VUOTO ALLA SEGREGAZIONE  
Riflessioni sul fenomeno delle scuole speciali,  
sulla persistenza del concetto di “grave disabilità”  
e sulle sue conseguenze nella vita delle persone  
con disabilità che richiedono maggior sostegno  
*Giovanni Merlo* 191

L'ASILO X  
Infanzia e lavoro di cura  
*Marco Mazzeo* 215

#### DOCUMENTA

LA DISCRIMINAZIONE DELLE PERSONE CON DISABILITÀ  
Un deficit di cittadinanza  
*CeRC* 235

#### LA PRESA DI PAROLA

MI DISEGNÒ FARFALLA  
Storia di Carla 255

ABSTRACTS 265

# THE DECADE OF INCLUSIVE EDUCATIONAL SYSTEM IN THE REPUBLIC OF SERBIA

*Marinela Šćepanović, Snežana Nikolić\**

## 1. Introduction

“Inclusion is a process that helps overcome barriers limiting the presence, participation and achievement of learners” (UNESCO 2017:13). In the previous century, an inclusive movement and demands for respect for the right of every child to quality education were developing in the world (European Agency for Special Needs and Inclusive Education – EASNIE 2017; UNESCO Education 2030 Framework for Action 2015; United Nations Convention on the Rights of Persons with Disabilities 2006; UNESCO 2005; Dakar Framework for Action 2000; Salamanca Statements, as a product of the World Conference on the Education of Persons with Disabilities 1994).

We can also find some broader descriptions and explanations of the term “inclusive education” in inclusive theory. UNESCO-IBE developed one of the broader definitions of inclusive education: “Inclusive education is an ongoing process aimed at offering quality education for all while re-

\* University of Belgrade; mscepanovic@gmail.com.

Authors created this article in the project “Creating a protocol for assessing the educational potential of children with disabilities as a criterion for the development of individual educational programs”, No. 179025, which was supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia.



specting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” (2008:3). A similar approach in describing inclusive educational systems has European Agency for Special Needs and Inclusive Education: “The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers” (European Agency 2015a:1). Agency also explains its theoretical move from defining to developing the aims: “The Agency does not therefore provide a definition, but a vision that aims to inform and support its work and that of its member countries” (European Agency 2015b:5).

Consideration of the framework and conditions of inclusive education is a constant concern of education authorities in all countries, as pointed out by Peček and Macura-Milovanović: “The conceptual and philosophical problems of equity and education for all are shared concerns” (2015:272). Therefore, our research was focused on this task, to analyze the course of establishing and developing the process of inclusive education in Serbia.

## *2. Inclusive Education in Serbia*

Students with disabilities in the Republic of Serbia have been educated for decades in special schools, in special education conditions, which have a good and developed theory and practice in our country (Scepanovic 2018). Trends in the global inclusive movement and advocacy for the rights and initiatives of the NGO sector and the professional public for inclusion during the twentieth century led to the adoption of a new national law on education in Serbia in 2009 (Law on the Fundamentals of Education). The new law introduced the inclusive concept of education by enabling every child, without

exception, to enroll in a school near their place of residence. Earlier practice was that children with some developmental disabilities were exclusively enrolled in special schools.

It is important to note that in the educational practice at the beginning of the 21st century, there were successful examples of inclusive education of students with disabilities in public schools, which took place through projects supported and implemented by various NGOs. Although the newly adopted education law didn't mention inclusive education under that name, it nevertheless began to exist as such. The change in the law caused a shift in educational practices as well. All schools had to prepare for the admission and education of students with disabilities in a short time – teachers and associates had to improve their knowledge, and schools had to adapt their working conditions. On the other hand, the previous special schools that educated children with one particular type of developmental disability were to become educational centers for working with children with all kinds of developmental disabilities and centers to support inclusive education in other, general schools. Such rapid changes in the education system have conditioned the long-term development and improvement of inclusive school practice.

### *3. Aims and methods of the research*

Based on this theoretical framework, our research aims to analyze and show the situation and needs in schools related to the inclusion of students with disabilities in mainstream education in the previous decade. The research was conducted between 2019 and 2020. The study consisted of two parts: a review and analysis of relevant scientific and professional literature and the conduct of empirical pedagogical research. Part of the research was conducted within the approved doctoral dissertation at the University of Belgrade entitled *Inclusive school and students with disabilities* (Sce-

panovic 2019). The literature review included relevant world and domestic scientific research on the theory and practice of inclusive education, regulations, manuals, and other guidelines in this field published in the previous ten years. Available scientific databases and services were searched using selected keywords. Non-indexed publications were also searched via reliable and well-known websites and services. The empirical research was conducted from November 2019 to February 2020 on a sample of 234 respondents – employed in an inclusive education system – who work with students with disabilities. The respondents were of different specialties – teachers, professional associates, pedagogues, psychologists, therapists, personal assistants, special educators. Respondents were examined with four assessment scales: 1) *Questionnaire on basic data* (created for this purpose); 2) *Scale for assessing the attitude of teachers towards inclusive education – Teacher Attitudes Towards Inclusive Education* (Kern 2006); 3) *Questionnaire on the needs and possibilities of identification, needs assessment and support to students in an inclusive school* (created for these needs); 4) *Index for Inclusion Questionnaire* (Booth and Ainscow 2002). Through the first three questionnaires, respondents answered questions about themselves and their experiences and education, attitudes towards the education of children and students with disabilities, and the need to support them in inclusive education. In the fourth questionnaire, the respondents assessed the level of inclusiveness of the school in which they work. We wanted to determine the experiences and education for working in inclusive conditions of teachers and other professionals in schools, their attitudes towards inclusive education, what kind of support is available to them, and what kind is missing. We also wanted to determine whether and in what way the education, experience, attitudes, and support that teachers and other school staff (do not) receive or have, affect their perception of school inclusiveness. Other researches undoubtedly confirmed these variables affect school

inclusiveness. In the research, we used factor analysis, multiple regression, and correlation. Confirmatory factor analysis was used to analyze the substructures of sets of variables in the questionnaires used, especially in the Index for Inclusion Questionnaire (Booth and Ainscow 2002). Multiple regression and correlation showed us the relationship between the examined variables.

The collected data were statistically processed, systematized, and discussed. The literature review results and empirical research have been consolidated, analyzed, and discussed, and relevant conclusions and recommendations have been made.

#### 4. Research Results

We highlight the most significant results of our research.

Table 1<sup>1</sup>  
Descriptive statistic of the variables

Descriptive Statistics			
	Mean	Std. Deviation	N
Level of initial education	2,25	,849	234
Experience in inclusive education	3,214	2,8370	234
Working experience	3,162	1,0103	234
Initial inclusive knowledge	2,034	1,0016	234
Need for support in inclusive work	4,252	,9586	234

Table 1 presents descriptive statistics of selected variables. We analyzed the interrelationships of levels of initial education, experience in working with children with disabilities, overall work experience, knowledge of working with children with disabilities acquired in studies and the need for support in inclusive work among respondents.

1. All the tables are given at the end of the article.

Table 2  
Pearson Correlation of analyzed data

Pearson Correlation					
	LIE	EIE	WE	IIK	NSIW
Level of initial education	-	-,044	-,293**	,096	,048
Experience in inclusive education		-	,202**	,055	-,059
Working experience			-	-,090	-,047
Initial inclusive knowledge				-	-,179**
Need for support in inclusive work					-

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 3  
Nonparametric Correlations – Spearman's rho of analyzed data

Nonparametric Correlations – Spearman's rho					
	LIE	EIE	WE	IIK	NSIW
Level of initial education	-	-,013	-,291**	,147*	,021
Experience in inclusive education		-	,255**	,005	-,023
Working experience			-	-,099	-,050
Initial inclusive knowledge				-	-,206**
Need for support in inclusive work					-

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

From Tables 2 and 3 we see that there is a positive correlation between the overall work experience and the experiences of the respondents in working with children with disabilities. Also, there is a negative interdependence of the level of initial education and overall work experience, as well as the level of knowledge about working with children with disabilities and the need for support in that work. The level of initial education and the level of knowledge about working with children with disabilities are also positively related. The results show that teachers and associates with more work experience also have more experience in working with children with disabilities, although have a lower level of education and a lower level of knowledge about working in inclusive education than

younger colleagues. A higher level of knowledge about working with children with disabilities conditions less need for support in that work.

With the introduction of inclusive education in Serbia in 2009, special schools did not cease to exist, but the state tried to transform them into support centers for inclusive education. Since 2012, special schools have stopped applying special curricula for working with children with disabilities and started working according to a single national curriculum (European Commission 2018). This transition was challenging, as it required that for each student in a special school and for each student with disabilities in public schools, it must be developed Individual educational plan (IEP). However, in special schools, IEPs differ from the national curriculum to such an extent that they go beyond legal permissions, and that is why absurd situations still occur today: special educators record subjects and contents in their work records which they do not present to their students at all, but they work according to IEPs that are adjusted to students' needs. The IEP should be developed in a team consisting of all those who participate in the education of students, along with the parents; this further complicates its development, and its monitoring and assessment, which is mandatory. The obligation to develop an IEP brought an additional administrative burden to special educators and teachers, without being relieved of other administrative duties: in addition to the IEP, for students with disabilities, it is necessary to give opinions on periodic progression, reports on achievements, and descriptive comments of the progress and work of the child for other bodies dealing with the education of children with disabilities (local interdepartmental commission, inclusive school team, bodies of the Ministry of Education at the local or regional level).

Data on the number of students with disabilities in the general and segregated (special) part of the educational system are not fully available, which is concluded by other research-

chers (NOPDS 2017:34). For example, we can see from the available data that in the 2018/19 school year, only 0.78% of the total number of students in secondary schools (Republican Bureau of Statistics 2020) attended special schools or classes. However, we do not know how many students with disabilities were in inclusive conditions in public schools.

At the very beginning of the implementation of inclusive education, special educators, the experts who are the only ones with their initial education prepared to work with children with disabilities, were publicly named as opponents to inclusion as a process and eliminated from all procedures for introducing children with disabilities into regular schools. The legislator was sure that all other teachers, with a bit of empowerment, would be able to independently conduct inclusive education. Special educators remained imprisoned in special schools, and cooperation with public schools was rare. It most often took place through counseling to apply some special tools in working with students with disabilities. In this initial period, significant problems began to appear in implementing inclusive education, which culminated in protests by parents of children without disabilities. Parents had demanded that children with disabilities return to special schools so that students with disabilities would not distract other children in the class. In that case, teachers would not focus on them with a lot of attention and time, and because of that, they would deny attention and time to other students.

After several years of implementing inclusive education, due to such events, the education authorities realized that inclusion would not be possible at all without the help of special educators. Two changes were made at the time to support the inclusive education process by special educators; the special educator was returned to the inter-departmental commission (from which he was removed and was only an occasional advisor when inclusion was introduced), and it was activated the direct individual support of special educators to students with

disabilities in public schools, with the requirement that such support has to be performed in public schools. Thus, special educators began to “visit” and, individually, work with children with disabilities in all schools where children were if those schools requested it from the special school where the special educator is employed. This application of special education and rehabilitation methods to every child who needs it was undoubtedly valuable for students with disabilities. Still, it did not solve the problems that the presence and learning of students with disabilities created in classes and schools. Teachers were still not sufficiently prepared to work with students of different abilities and school teams, and the schools themselves were not materially prepared or in connection with accessibility and other requirements imposed by inclusive education.

## 5. Discussion

After ten years of applying inclusive education in the described way, research shows that inclusive education in the Republic of Serbia is still facing significant challenges and that it still needs to be improved (Radojlović, Simović and Nedović 2019; Šćepanović and Kalinić 2018; Dimoski and Grbović 2016; Ilić-Stošović et al. 2016; Kaljača 2016; Nišević, Nikolić, and Ilić-Stošović 2016; Popović 2016; Šćepanović 2016; Nikolić, Ilić-Stošović, and Banović 2015). The last challenge that arose in front of inclusive education in 2020 was the situation caused by the COVID virus pandemic and global changes in teaching. Researchers and experts find that distance learning in Serbia and the Region is not adequately adapted or has any appropriate replacement form that meets the needs of children and students with disabilities (Bukvić et al. 2021; Potić et al. 2021; Sćepanovic and Nikolic 2020). For students with disabilities, direct contact, communication, and exchange with their peers and teachers are essential. “Artificial by



their nature, online and distant communication, as well as learning, cannot provide all the benefits and benefits that personal contact and interactions with peers and teachers provide to children and students with disabilities” (Scepanovic and Nikolic 2020:278). In the given circumstances of students’ pandemic and home isolation, the state managed to organize alternative distance learning for most students who could attend such forms of work but failed to find an adequate response to the needs of students with disabilities in terms of remote education. In this way, the fundamental human right of children with disabilities – the right to education – was practically denied and endangered (Potic et al. 2021).

The state has taken several significant steps in establishing inclusive education that had a positive influence and a prerequisite for a successful inclusive process:

- National Assembly passed an educational law which (indirectly) enabled the enrollment of all students in all schools to which they territorially belong, which meant that every child with developmental disabilities could enroll in the nearest school;

- The work of commissions that directed children with disabilities in terms of further education and development has been innovated; the emphasis of the work of the commissions is placed on the assessment of the child’s needs for support in several sectors, educational, social, and health care;

- The development of Individual educational plans for students with disabilities and students with exceptional abilities has been introduced into practice,

- Special schools have changed their orientation – from the former centers for one type of developmental disorder, they have become multifunctional educational centers for working with children with all types and levels of developmental disabilities;

- Special classes for students with disabilities at public schools were abolished in 2013;

– Supporting services have been developed: personal companion, pedagogical assistant, transport services, and other facilities in the local environment.

Despite the positive measures taken in favor of the introduction of inclusive education, some omissions led to the inclusion process not being successful enough:

– The state has avoided, and still avoids, the use of the term “inclusion” or “inclusive education” or similar terms derived from the Serbian language but referring to the right to include children with disabilities in mainstream schools under the same conditions as for all other students;

– No campaigns have been launched to raise society’s awareness of the rights and needs for equal education of students with disabilities;

– Teachers in schools, school staff, and the schools themselves are not adequately prepared for the introduction of inclusive education;

– Special educators, the only experts in the country who are trained exclusively to work with children, students, and adults with disabilities, have been isolated and removed from the process of introducing inclusive education;

– Innovated commissions for guiding children no longer had a special educator in their permanent composition;

– Special schools have stopped working according to special curricula; in 2012, special schools switched to the implementation of the National Curriculum and the development of Individual Education Plans for all their students;

– When inclusion was endangered, the individual support of special educators for students with disabilities was singled out and highlighted as a mandatory service of special schools to general schools, for which there are not sufficient capacities and appropriate conditions;

– When inclusion was threatened, special educators were returned to the permanent membership of the commissions for directing children’s education;

- When inclusion was threatened, the possibility of forming special classes for students with disabilities at general schools was restored in 2017;
- Data on the number of students with disabilities who are included in inclusive education are not publicly available;
- Support services for students with disabilities are more difficult to provide. “In exercising the right to support is complicated by the fact that different types of support, besides those are being financed through different state systems, are also financed from different levels of government, so coordination of support is significantly difficult” (NOPDS 2017:35).
- “Additional support services in children’s education are still not sufficiently established, developed and made available to children” (Ombudsman 2018:5).

The introduction of inclusive education is a demanding process that requires the development of multiple dimensions, quality, and services within the education system and society as a whole.

While establishing and developing inclusive education worldwide, in generating inclusive settings focus was, and is, mostly on:

“(a) respecting, understanding and taking care of cultural, social and individual diversity (education systems, schools and teachers’ response to the expectations and needs of students); (b) the provision of equal access to quality education; and (c) close coordination with other social policies. This should involve the expectations and demands of stakeholders and social actors”. (UNESCO-IBE 2008:9)

“Data collected in the situation analysis indicate the weakness of the current education system, as well as society as a whole in providing adequate conditions for the education of children with disabilities” (NOPDS 2017:34).

Establishing and developing inclusive education is a long-term process that is slowly changing and improving. Expe-

periences from our Region speak in favor of that. An example is Slovenia, which, according to researchers, even after 17 years since the introduction of the “integration model i.e., inclusive education, was facing significant challenges in this area (Ježnik, Mažgon and Skubić Ermenc 2017:118) where many teachers and pedagogues, including those working in the special education sector, feel a lack of inclusiveness in the education system and broader society” (p. 221).

The presence of stereotypes about the education of children with disabilities exists in the whole society, where data from some surveys show that less than half of respondents believe that children with physical and sensory disabilities (48%) and children with intellectual disabilities (32%) should attend public schools, while the majority believes that students with such disabilities should be educated in special schools (NOPDS 2017:35).

Needs to make changes in teachers’ initial education and to enrich programs of their faculties are recognized in more researches in our country and closer Region we are part of (Macura, Čuk and Peček 2020; Domović, Vizek Vidović and Bouillet 2017). The role of educators of teachers is vital because they teach teachers. Still, they also participate in developing programs for initial teacher education and thus affect the teaching study content that future generations of teachers will adopt and learn at their faculties and later apply in everyday educational practice. Researches that mentioned the European Commission in this area “underline the role of teacher educators to develop effective and innovative courses and teaching practices to better prepare student teachers to diversity in the classroom, and to be informed about the latest developments in related thematic fields” (European Commission 2017:27). The same resource also “underlines the key role of teacher educators in training student teachers for diversity, which shows the importance of the level of preparedness and of available training aimed at educators and mentors” (European Commission 2017:28).

Our research findings show that the school's inclusiveness depends on the development of relationships, experience, and competence of teachers and other staff to work with students with disabilities. Teachers do not have enough knowledge and therefore need professional development concerning the most critical areas: identification, needs assessment, and educational support to students with disabilities in primary school. During their studies (pre-service) or later professional development during work (in-service), teachers do not acquire the necessary knowledge for practical work with students with disabilities. It has been shown that the importance of experience in working with students with disabilities is minor for teachers' sense of competence for working with students with disabilities. This conclusion clearly emphasizes the diversity and uniqueness of the individual set of abilities and needs of each child and student, where teachers are not competent to assess needs and provide appropriate educational support to children and students with disabilities. Training teachers to deal with "situations" that occur in classrooms with students with disabilities is not an excellent approach to their professional development because it only teaches them to "put out fires" or to neutralize some of the undesirable behaviors of students, not to support educational needs and development students with disabilities.

The urgency of work on the development of inclusive education was confirmed through the recommendations of the Committee for the Rights of Persons with Disabilities, which recommended to the Republic of Serbia to develop an action plan for inclusive education with specific goals by 2020 at the latest" (NOPDS 2017:35). An action plan for inclusive education has not yet been drawn up. Also, this document highlights the findings that "parents of children with disabilities speak more positively about the experiences of children in special education than in mainstream education" (p. 35).

In addition, for specific future crises and situations, “it is necessary to develop a model of learning, mastering life skills, and inclusion of children with disabilities that will be able to be implemented in the online environment, which has not been achieved so far” (Scepanovic and Nikolic 2020), to ensure that students with disabilities enjoy the right to education, on equal bases with all other students.

## 6. Conclusion

The research showed significant challenges of inclusive education of children with disabilities in Serbia and proposed measures to improve inclusive education.

Improving the school’s inclusiveness will contribute to establishing a comprehensive and lifelong system of support for the development and advancement of children, youth, and adults with disabilities in the Republic of Serbia. The research results contribute to understanding the course of action of the process of inclusive education in the Republic of Serbia, emphasizing the areas and dimensions of the process that need to be established, improved and/or developed (Šćepanović 2019).

“It is necessary to raise the level of awareness and information of all actors in the education and upbringing of children and students with disabilities about the educational needs of children and students” (Scepanovic and Nikolic 2020:286). Special schools, special educators, and modern theory and practice of special education and rehabilitation are essential and underutilized resources to support inclusive education of children and students with disabilities who can be educated under general conditions.

Teachers are aware of their limited competencies, experiences, and knowledge for working with students with disabilities in schools. In working towards the vision of inclusive education, “a major task is to equip all teachers with the necessary competencies to provide such high-quality educational

opportunities for all learners” (European Agency 2015b:5). Also, support for students with disabilities, their families, teachers, and schools themselves must be available and provided by experts in special education and rehabilitation who are the only ones who have the necessary knowledge to work in this field.

An action plan to improve inclusive education needs to be adopted. Improvements in the education design in terms of the education of students with disabilities will contribute to improving the care and sensitivity of the design for the specific needs of other minority groups of students, such as gifted students, minority students, migrant students, and others, because the diversity of educational requirements and possibilities in one educational system indicates its universality, fairness, and quality.

## References

- Booth, Tony, and Ainscow, Mel. 2002. *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Centre for Studies on Inclusive Education. Retrieved February 5, 2019. <https://www.eenet.org.uk/resources/docs/Index%20English.pdf>
- Bukvić, Zlatko, Svetlana Vukašinović, Goran Petrushev, Saša Delić, and Marinela Šćepanović. 2021. *Distance Education of Children/Young People with Disabilities in the Region During the Corona-19 Virus Pandemic (Opening Public Discussion of Regional Key Experts)*. XVI International Conference “Actualities in Special Education and Rehabilitation 2021”. 26<sup>th</sup> March, 2021. Online.
- Dimoski, Sanja, and Aleksandra Grbović. 2016. “The Cooperation of Social and Psychological Factors on Educational Inclusion and Inclusive Trends in Our Environment”. Pp. 32-38 in *Inclusive Theory and Practice. International Thematic Collection of Papers*, edited by S. Potić, Š. Golubović, and M. Šćepanović. Novi Sad: Society of Vojvodina’s Special Educators. [https://drive.google.com/file/d/1wwpVolifhjuLi9p3dSmOqmV8JPGj4Qm\\_/view](https://drive.google.com/file/d/1wwpVolifhjuLi9p3dSmOqmV8JPGj4Qm_/view)
- Domović, Vlatka, Vlasta Vizek Vidović, and Dejana Bouillet. 2017.

- “Student Teachers’ Beliefs About the Teacher’s Role in Inclusive Education”. *European Journal of Special Needs Education* 32(2):175-90. doi: 10.1080/08856257.2016.1194571
- Ilić-Stošović, Danijela, Gordana Odovic, Snežana Nikolic, and Mirjana Lazović. 2016. “Attitudes of Special Educators Towards Inclusive Education”. Pp. 13-20 in *Proceedings of the National Scientific Conference “Social Inclusion of Children with Developmental Disabilities and Behavioral Problems”*, edited by A. Jugović, M. Japundža-Milislavljević, and A. Grbović. Belgrade, December 6, 2016. Faculty of Special Education and Rehabilitation.
- European Agency for Special Needs and Inclusive Education. 2015a. *Agency Position on Inclusive Education Systems*. Odense, Denmark: European Agency for Special Needs and Inclusive Education. Retrieved January 23, 2021. <https://www.european-agency.org/sites/default/files/PositionPaper-EN.pdf>
- European Agency for Special Needs and Inclusive Education – EASNIE. 2015b. *Empowering Teachers to Promote Inclusive Education. Conceptual Framework and Methodology Report*, edited by W.J. Donnelly, and A. Kefallinou. Denmark: European Agency for Special Needs and Inclusive Education. Retrieved January 23, 2021. <https://www.european-agency.org/sites/default/files/Empowering%20Teachers%20to%20Promote%20Inclusive%20Education.%20Conceptual%20Framework%20and%20Methodology.pdf>
- European Agency for Special Needs and Inclusive Education – EASNIE. 2017. *Raising the Achievement of all Learners in Inclusive Education. Final Summary Report*. (W.J. Donnelly and A. Kefallinou, ed.). Denmark: European Agency for Special Needs and Inclusive Education. Retrieved January 23, 2021. [https://www.european-agency.org/sites/default/files/raising\\_achievement\\_final\\_summary\\_report.pdf](https://www.european-agency.org/sites/default/files/raising_achievement_final_summary_report.pdf)
- European Commission. 2017. *Preparing Teachers for Diversity: The Role of Initial Teacher Education – Annexes 3-6 to the Final Report to DG Education, Youth, Sport and Culture of the European Commission*. doi:10.2766/260756. Retrieved April 2<sup>nd</sup>, 2021. [https://publications.europa.eu/resource/cellar/e3defd63-1db4-11e7-aeb3-01aa75ed71a1.0001.01/DOC\\_1](https://publications.europa.eu/resource/cellar/e3defd63-1db4-11e7-aeb3-01aa75ed71a1.0001.01/DOC_1)
- European Commission. 2018. “Eurydice: National Educational Systems. Separate Special Education Needs Provision in Early



- Childhood and School Education (Serbia)". Retrieved April 2<sup>nd</sup>, 2021. [https://eacea.ec.europa.eu/national-policies/eurydice/content/separate-special-education-needs-provision-early-childhood-and-school-education-58\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/separate-special-education-needs-provision-early-childhood-and-school-education-58_en)
- Kaljača, Svetlana. 2016. "Beliefs of special educators and teachers about self-efficacy for work in inclusive teaching". Pp. pp. 25-31 in *Inclusive Theory and Practice. International Thematic Collection of Papers*, edited by S. Potić, Š. Golubović, and M. Šćepanović. Novi Sad: Society of Vojvodina's Special Educators. <https://drive.google.com/file/d/1wwpVolifhjuLi9p3dSmOqmV8Jpgj4Qm/view>
- Kern, Evangeline. 2006. "Survey of Teacher Attitude Regarding Inclusive Education Within an Urban School District". PCOM Psychology Dissertations. Philadelphia College of Osteopathic Medicine, Department of Psychology, Paper 70. Retrieved May 12, 2019. [http://digitalcommons.pcom.edu/cgi/viewcontent.cgi?article=1069&context=psychology\\_dissertations](http://digitalcommons.pcom.edu/cgi/viewcontent.cgi?article=1069&context=psychology_dissertations)
- Law on the Fundamentals of the Education System. 2009. *Official Gazette of the Republic of Serbia*, no. 72/2009, 52/2011, 55/2013, 35/2015 – authentic interpretation and 68/2015.
- Macura, Sunčica, Čuk, Ivan, and Peček, Mojca. 2020. "Beliefs of Student Teachers in Serbia and Slovenia about Supporting Vulnerable Pupils in Learning and Social Participation". *European Journal of Special Needs Education* 35:1, 55-69. doi: 10.1080/08856257.2019.1607660
- National Organization of Persons with Disabilities of Serbia-NOPDS. 2017. *Situation Analysis: The Position of Children with Disabilities in the Republic of Serbia*. Retrieved January 28, 2021 [in Serbian]. <https://www.unicef.org/serbia/media/2631/file/SitAn%20polo%C5%BEaj%20dece%20sa%20smetnjama%20u%20razvoju%20i%20invaliditetom%20u%20Srbiji.pdf>
- Nikolić, Snežana, Danijela Ilić-Stošović, and Olivera Banović. 2015. "Architectural Accessibility of Schools. Implications for the Development of Individual Educational Plans for Students with Motor Disorders" [in Serbian]. *Special education and rehabilitation* 14(3):367-81.
- Nišević, Snežana, Snežana Nikolić, and Danijela Ilić-Stošović. 2016. "Support for Students with Developmental Coordination Disorders at School". Pp. 104-17 in *Inclusive Theory and Practice – In-*

- ternational Thematic Collection of Papers*, edited by S. Potić, Š. Golubović, and M. Šćepanović. Novi Sad: Society of Vojvodina's Special Educators. [https://drive.google.com/file/d/1wwpVolifhjuLi9p3dSmOqmV8JPgj4Qm\\_/view](https://drive.google.com/file/d/1wwpVolifhjuLi9p3dSmOqmV8JPgj4Qm_/view)
- Ombudsman. 2018. *Special Report of the Ombudsman. Inclusive Education: Services of additional support to children and students in education*. Ombudsman of the Republic of Serbia. Retrieved February 7, 2021. <https://ombudsman.rs/index.php/izvestaji/posebnii-izvestaji/5927-in-luzivn-br-z-v-nj-uslug-d-d-n-p-drshd-ci-i-uc-nici-u-br-z-v-nju>
- Peček, Mojca, and Sunčica Macura-Milovanović. 2014. "Do Admission Criteria for Teacher Education Institutions Matter? A Comparative Study on Beliefs of Student Teachers from Serbia and Slovenia about Inclusive Practices". *Teachers and Teaching: theory and practice*. doi:10.1080/13540602.2014.953824
- Popovic, Zorica, ed. 2016. *Support Programs for Children and Students with Disabilities*. Belgrade: Institute for the Advancement of Education and Upbringing.
- Potić, Srećko, Aleksandra Ikonov, Ljiljana Lazarević, Sribislava Pavlov, Vesna Gavrić, and Marinela Šćepanović. 2021. *Expectations from Distance Learning (opening public discussion of regional key experts)*. II International Conference "Contemporary Education 2021". 23<sup>rd</sup> and 24<sup>th</sup> April, 2021. Online.
- Radojlović, Jelena, Tamara Simović, and Goran Nedović. 2019. "Comparison of Attitudes of Children with Typical Development Toward Children with Disabilities in 2012 and 2017" *Engrami* 41(2). <http://scindeks-clanci.ceon.rs/data/pdf/0351-2665/2019/0351-26651902006R.pdf>
- Republican Bureau of Statistics-RBS. 2020, 29<sup>th</sup> June. News: Secondary Education, end of School Year 2018/19. <https://www.stat.gov.rs/vesti/20200629-srednje-obrazovanje-kraj-skolske-201819-godine/>
- Šćepanović, Marinela, and Tanja Kalinic. 2018. "Legislative Conditions and Teachers' Competencies for Work with Gifted Students in Serbia". Pp. 35-47 in *Thematic Collection of Papers "Giftedness, Education, and Development"*, edited by L. Marinković, and M. Šćepanović. Novi Sad: Mensa Srbije. [https://drive.google.com/file/d/1ePPQ6-7MWT8n2-8Ytnzu\\_4ZrTICI-RTH/view?usp=sharing](https://drive.google.com/file/d/1ePPQ6-7MWT8n2-8Ytnzu_4ZrTICI-RTH/view?usp=sharing)

- Šćepanović, Marinela. 2016. "Minimizing Barriers to Participation and Learning of All Students in School". Pp. 118-25 in *Inclusive Theory and Practice. International Thematic Collection of Papers*, edited by S. Potić, Š. Golubović, and M. Šćepanović. Novi Sad: Society of special educators and rehabilitators of Vojvodina. [https://drive.google.com/file/d/1wwpVolifhjuLi9p3dSmOqm-V8JPgj4Qm\\_/view](https://drive.google.com/file/d/1wwpVolifhjuLi9p3dSmOqm-V8JPgj4Qm_/view)
- Šćepanović, Marinela. 2018. "Position and role of special educators in Serbia today". Opening lecture at XIII international conference "Position and role of special educators today", October 26, Odzaci, Serbia. [https://docs.google.com/presentation/d/1RlxBPC4IIsA-91\\_vuvxRI-FIUvtkFe88SkuivlmUFatA/edit?usp=sharing](https://docs.google.com/presentation/d/1RlxBPC4IIsA-91_vuvxRI-FIUvtkFe88SkuivlmUFatA/edit?usp=sharing)
- Šćepanović, Marinela. 2019. *Inclusive school and students with disabilities*. Approved doctoral dissertation project at the University of Belgrade, Faculty of Special Education and Rehabilitation [in Serbian].
- Šćepanović, Marinela N., and Nikolić J. Snežana. 2020. "Inclusive Education of Children with Disabilities in the Online Environment". *Exceptional Children: Education and Treatment* 2(3):275-289. <https://www.elibrary.ru/item.asp?id=43688027>
- United Nations. 2006. *The United Nations Convention on the Rights of Persons with Disabilities*. Retrieved April 12, 2019. <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- United Nations Educational, Scientific and Cultural Organization. 1994. *The Salamanka Statement on Inclusive Education*. Retrieved Feb. 5, 2019. <https://files.eric.ed.gov/fulltext/ED384189.pdf>
- United Nations Educational, Scientific and Cultural Organization. 2000. *The Dakar Framework for Action*. Retrieved February 5, 2019. <https://sustainabledevelopment.un.org/content/documents/1681Dakar%20Framework%20%20for%20Action.pdf>
- United Nations Educational, Scientific and Cultural Organization. 2005. *Guidelines for Inclusion: Ensuring Access to Education for All*. UNESCO. Retrieved February 5, 2019. <https://unesdoc.unesco.org/ark:/48223/pf0000140224>
- United Nations Educational, Scientific and Cultural Organization-IBE. 2008. *Inclusive Education: The Way of the Future*. Conclu-

## ABSTRACTS

**Social inclusion from school. Keys that facilitate the employment inclusion of students with intellectual disabilities. The Spanish experience**

*María Teresa Ortega-Camarero, Miguel Corbí*

The transition from school to employment is one of the great challenges for people with intellectual disabilities, after their inclusion in the educational system has been achieved. Taking in consideration that social inclusion often involves access to employment, the need to implement innovative methodologies that facilitate this process is key to its success. In line with the social interpretation of disability and the UN Convention, innovation in the training model must be applied to all the actors, with special emphasis on achieving an inclusive environment. We present some results of the Individualised Itineraries Programme developed in Castilla y León (Spain) in which public-private collaboration configures a comprehensive, flexible and individualised project that accompanies them in their transition from school to employment. As a result, their professional profile is improved and their labour competences are increased, guaranteeing their participation in the process.

*Keywords:* Inclusion; Employment; Innovation; Accompaniment; Training.

### **Towards educational inclusion. Goals and challenges in contemporary Spain**

*Daniele Prosperi*

The aim of this article is to outline how the politics of difference take shape in the field of educational inclusion in Spain. Indeed, the ideological and social evolution of the concept of disability has had significant impacts on the development of more equitable and democratic policies in the Spanish educational system, which in turn has suffered significant changes in its structure, especially since the transition from the Franco dictatorship to the democratic Constitution. Finally, this article seeks to highlight that, in Spain, despite some remarkable achievements over decades of democratic policies, the process of inclusion is far from complete, thus shedding light on the most relevant structural aspects that pose obstacles to the achievement of full educational inclusion of students with disabilities.

*Keywords:* Inclusive education; Spain; Social Model; Disability Studies; Democracy.

### **The role of personality traits in the attitudes and self-efficacy of pre-service teachers and special educators towards inclusion**

*Elke Emmers, Dieter Baeyens, Katja Petry*

In Flanders, the number of pupils in special education is higher than the European average. In order to further improve inclusion rates in regular education, the focus of this paper explores the relationship between personality traits, attitudes and self-efficacy. This opens the door to a better understanding of the determinants of inclusive behaviour towards pupils with disabilities. The current study has a quantitative design in which attitudes were measured on the basis of the ATDP-O, self-efficacy was measured by a self-constructed item and

personality traits were measured by the TIPI. A significant small correlation was found between (1) attitudes, self-efficacy and the personality trait “agreeableness” and (2) self-efficacy and the trait “openness to new experiences”. Since personality traits precede an individual’s attitudes and self-efficacy, it is important that teacher training programmes encourages and actively express these values in order to positively influence attitudes and self-efficacy.

*Keywords:* Attitudes; Self-efficacy; Inclusion; Personality traits; Teaching.

**Like a Freirean instructor. The experience of training pre-service teachers to inclusive schooling, and to the critical understanding of a perfectible paradigm in Canton Geneva, Switzerland**

*Elena Pont*

In this article, we report on our experience of training new primary school teachers in inclusive education, from a Freirean instructor’s perspective, aware of the challenges posed to teaching by this educational paradigm. This report is based on the objectives and contents presented during a training session on inclusive education, in which we invited the new teachers to become aware of the systems of discrimination that hinder the egalitarian mission of the school and the learning of pupils with disabilities, and to change their practice towards greater inclusiveness. While emphasizing the principles of accessibility and differentiation that support inclusive practices, we implemented a Freirean praxis in responding to the expectations of the teachers for practical solutions, by asking them to perform an inclusive activity that can be directly implemented in class. After relating the inclusive paradigm to the principles of a pedagogy of equality, we finally invited the teachers to progressively construct their own engaged and critical Freire-

an posture towards inclusive education and its more segregated counterpart, the integrative paradigm.

*Keywords:* Teacher Training; Inclusion vs Integration; Students with Differences; Freirean Pedagogy; Equality Pedagogy.

### **The decade of inclusive educational system in the Republic of Serbia**

*Marinela Šćepanović, Snežana Nikolić*

The paper aims to analyze and show the situation and needs in schools related to the inclusion of students with disabilities in mainstream education in the Republic of Serbia in the previous decade, during which inclusive education became legally obliged. The study consisted of two parts: a review and analysis of relevant scientific and professional literature, and empirical pedagogical research, that included 234 respondents. Research findings show that the school's inclusiveness depends on developing relationships, experience, and competence of teachers to work with students with disabilities. The research showed significant challenges of inclusive education and proposed measures to improve it. Improvements in the education system in terms of the education of students with disabilities will contribute to improving the care and sensitivity of the system for the specific needs of other minority groups of students. An action plan to improve inclusive education needs to be adopted.

*Keywords:* Inclusive Education; Students with Disabilities; Challenges; Minority Groups; Serbia.

## **Promoting social inclusion in a primary school through outdoor learning**

*Alessandro Bortolotti*

This article sets out to present the development of an inclusive educational method implemented in a primary school taking part in the Erasmus plus project GOaL (Go Out and Learn). GOaL's innovation lies in bringing together the knowledge and experience of teachers and researchers from different institutions, but which had commonalities in terms of the school curriculum, and the need to ensure experiential outdoor practices. The GOaL project was carried out by a consortium of four higher education institutes and four primary schools from different countries, and its main objectives were to develop a common pedagogic understanding for, and practice of, curricular-based Outdoor Learning. Although the project ended with the many difficulties caused by the Coronavirus pandemic, Outdoor Learning is however now widely recognised as healthier than indoor schooling, at both biological and psychological level. Furthermore, the potential of Outdoor Learning for social inclusion has been particularly documented by the GOaL's Italian research group. This paper therefore reports empirical results on the impact of a curricular Outdoor Learning method on inclusion. Data was collected mainly through teachers' observations of fragile pupils, and reflections on the efficacy of the outdoor activities delivered. Finally, the potential of outdoor settings for inclusion is examined through the Disability Studies approach, which questions traditional schooling for its obstacles in welcoming diversity in every learner. The evidence-based findings indicate that an Outdoor Learning method can lead a school community towards a transformative process, through the design of an inclusive school environment that is instead able to meet all pupils' needs.

*Keywords:* Social Inclusion; Outdoor Learning; Case Study; Disability Studies; Erasmus Project.



## **Development of inclusion process in the Italian school**

*Salvatore Nocera*

Inclusion in School begins in the social, cultural and political context of 1968 that brought to the legislation for insertion first and then integration, which culminated in the ruling of the Constitutional Court no. 215/1987 and law no. 104/92, to be completed in 2000; the second phase follows, which reaches up to 2019, passing through the ratification of the UN Convention on the Rights of Persons with Disabilities of 2006, carried out by law no. 18/09, to conclude with the approval of law no. 107/2015 for the “good school” and the delegated decrees among which the legislative decree no. 66/17, integrated by the legislative decree no. 96/19. The third phase follows, which includes all the emergency legislation for the pandemic, in which pupils with disabilities have kept, even in the red areas, the right to the teaching in person “in a situation of effective inclusion with a small group of classmates who wanted it” and which culminated in the issue of decree no. 182 about the new IEP.

*Keywords:* School Placement; Integration; Inclusion; Emergency Legislation; Perspectives.

## **From empty desk to segregation. Considerations on the phenomenon of special schools, on the persistence of the concept of “severe disability” and its consequences in the life of people with disabilities who require more support**

*Giovanni Merlo*

In Italy since 1977 all children with disabilities have had the right to go to school in common classes. A right that has become increasingly strong and which concerns primary and secondary schools. In Lombardia, however, there are still numerous special schools that are attended by about 900 children

who require strong support. A situation that is not found in any other region of Italy. These are almost always rehabilitation centers that offer, along with intensive treatments, the opportunity of attending school within the facility. Parents who choose the special school, as well as doctors and social workers who follow them, cannot imagine how good their children may feel in school together with their classmates without disabilities, despite the fact that Italian School has been for more than 40 years, though many difficulties, a good example of inclusion. Plus, at the end of the school they only have the chance to go to specialized centers and, after some years, to live in Nursing Homes.

*Keywords:* Special School; Disability; Segregation; Italy; Families.

### **Kinder Garden x. Childhood and care giving**

*Marco Mazzeo*

The article analyses a concrete case of care work in an Italian preschool. The analysis will show that the linguistic character of contemporary work can dramatically increase the methods of exploitation. This is done by exploiting childhood twice: once the childhood of the children, once the childhood of the workers.

*Keywords:* Childhood; Capitalism; Engels; Operaism; Sohn-Retel.

*Finito di stampare  
nel mese di dicembre 2021  
da Digital Team – Fano (PU)*