Inclusion

Erasmus+ project
KA2 Capacity building
in High Education

https://unicom.community

Inclusion

- a process to learn to live with the differences that presupposes
- 1) respect
- 2) participation
- 3) cohabitation

INCLUSION

- The interventions are not only on the subject but above all on the system that is thought out in all its variables to accommodate everyone.

- Creating an inclusive context means putting yourself from everyone's point of view.

INTEGRATION

- Integration : Has a compensatory approach
- Refers exclusively to the educational field Single save
- Intervenes first on the subject and then on the context
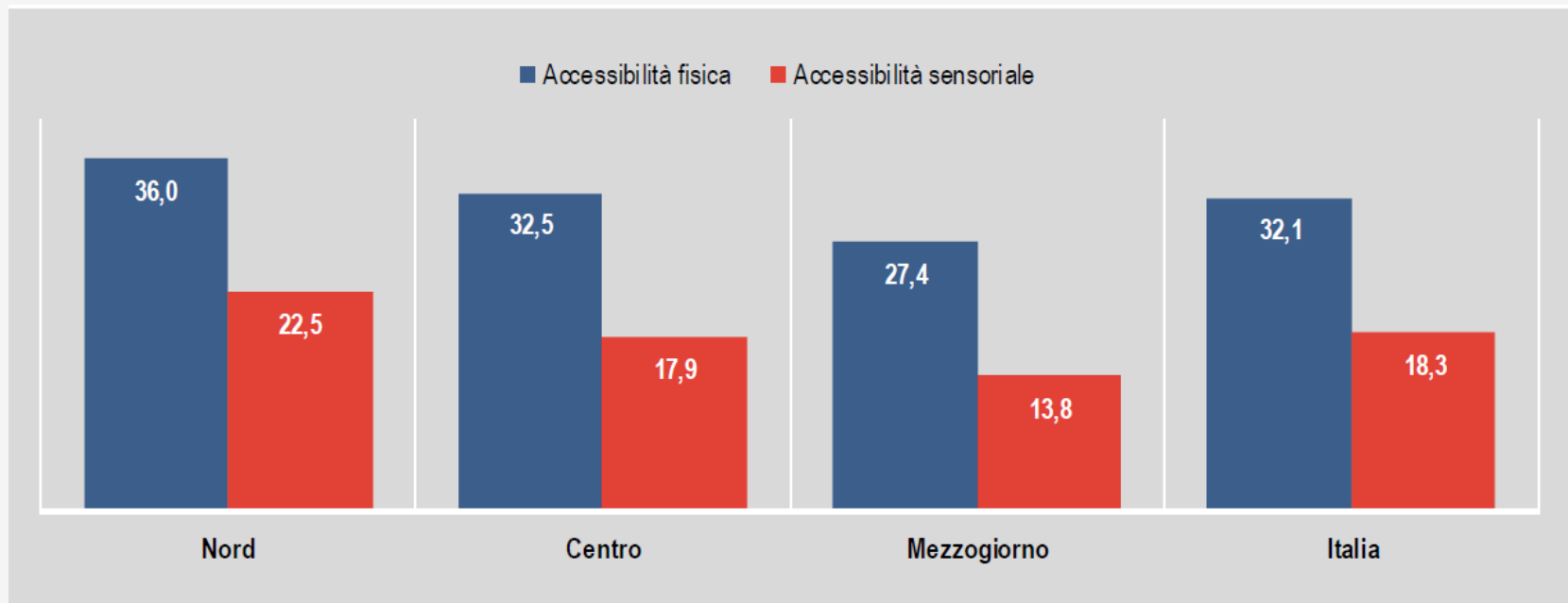- Increases a specialist response

INCLUSION

- Refers to the globality of the educational and social spheres (life project)-

- Look at all pupils and their potential

- Intervenes simultaneously on the context and on the subject

- Turns the specialist answer into ordinary

Percentage of the schools by typology of accessibility

Map of accessibility

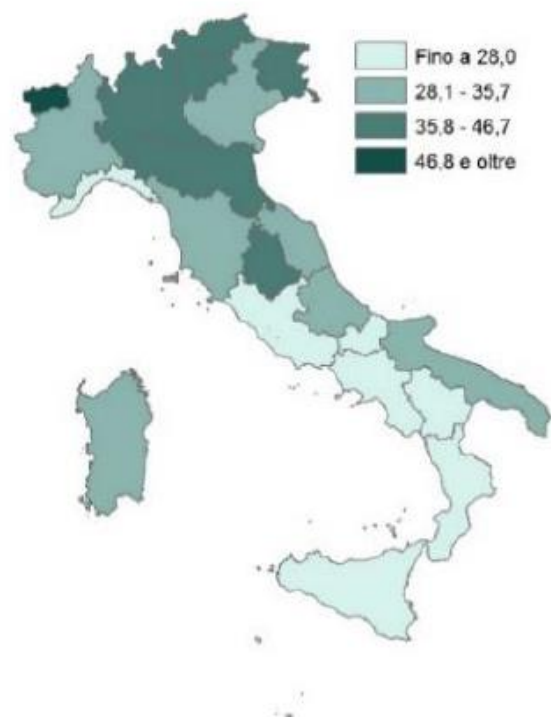Accessibilità fisica

Fino a 28,0
28,1 - 35,7
35,8 - 46,7
46,8 e oltre

Accessibilità sensoriale

Fino a 14,1
14,2 - 17,6
17,7 - 25,3
25,4 e oltre
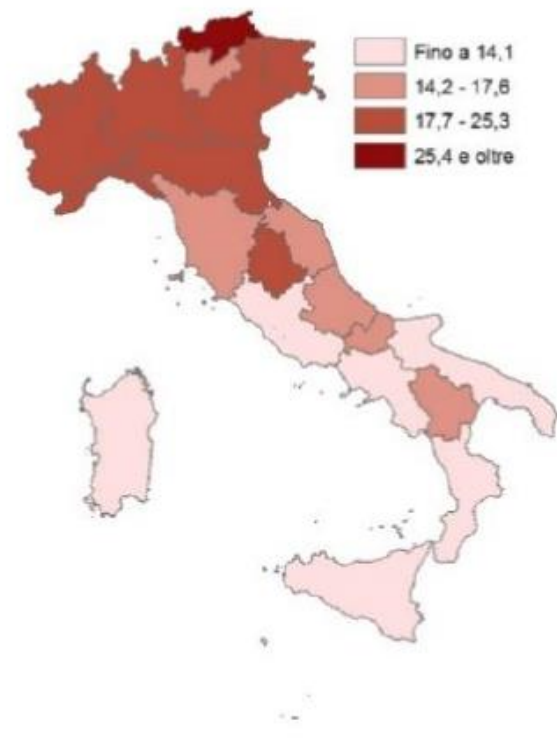
- Architectural and sensory barriers are defined as :

- physical obstacles that are a source of discomfort for the mobility of every person, in particular those who, for whatever reason, have permanently or temporarily reduced or impeded mobility;

- obstacles that limit or prevent the comfortable and safe use of spaces, equipment, or components by anyone;

- the lack of devices and signs that allow orientation and recognisability of places and sources of danger for anyone, especially the blind, visually impaired and deaf.

The University

- University should always be committed to guaranteeing disabled students accessibility, usability and visitability of the services provided in our facilities.

- In Italy many university buildings have undergone renovation, but not all barriers have been removed, due to the historical and architectural constraints that have often made it difficult to combine conservation and accessibility.

Indicators: Building community

- A.1.1 Everyone should feel welcome.

- A.1.2 Pupils help each other.

- A.1.3 Teachers collaborate with each other.

- A.1.4 Teachers and pupils treat each other with respect.

- A.1.5 There is collaboration between teachers and families.

- A.1.6 Teachers and the school council collaborate positively.

- A.1.7 All local communities are involved in the school's activities.

- A.2 Affirm inclusive values

DIMENSION B. Producing inclusive policies B.1 Developing the school for all

- B.1.1 Staff selection and careers are transparent
- .B.1.2 New teachers are helped to settle into the school
- B.1.3 The school promotes acceptance of all pupils from the local community.
- B.1.4 The school makes its facilities physically accessible to all people.
- B.1.5 All new pupils are helped to settle into the school.
- B.1.6 The school organises class groups so that all pupils are valued.

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Developing inclusive practices
C .1 Coordinate learning

- C.1.1 Teaching is designed with the learning abilities of all pupils in mind.

- C.1.2 Lessons stimulate the participation of all pupils.

- C.1.3 Lessons develop an understanding of difference.

- C.1.4 Pupils are actively involved in learning activities.