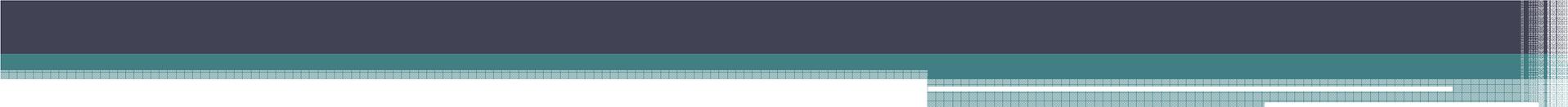




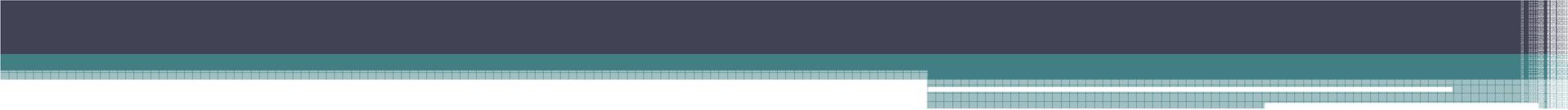
STAND FORTH - fatevi avanti!

MIUR – General Directorate for Students



Foreword 1

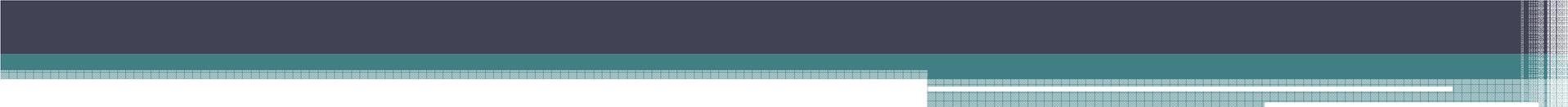
According to the Constitution of the Italian Republic:
“all citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions. It is the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person” (art. 3)



Foreword 2

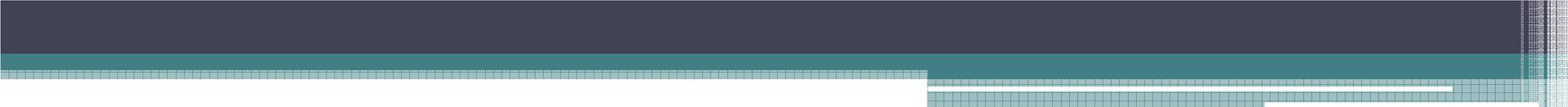
- The Republic guarantees the freedom of the arts and sciences, which may be freely taught.
- The Republic lays down general rules for education and establishes state schools of all branches and grades (art. 33)
- Schools are open to everyone (art. 34)

On those pillars is based our educational system



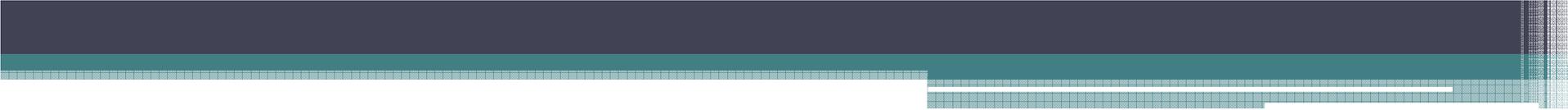
Foreword 3

Inclusion for pupils with disabilities started with Law n. 118/1971, that statued the right for all to learn in common classes, and with Law n. 517/1977, that abolished special schools. Since then pupils with disabilities generally attend mainstream classes at all education levels.



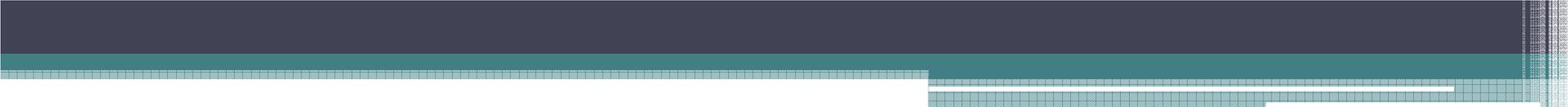
Foreword 4

- Italy's requirements for education are consistent with article 24 of the CRPD.
- Students with special education needs are required to be educated in general education classrooms at the schools in the communities in which they live.
- They are ensured an equal quality education with additional supports, services and accommodations, which are individualized to the needs of each child.



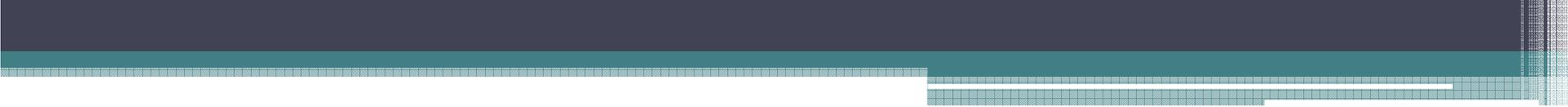
Our project

In this framework, the project we're presenting focuses on the active participation of pupils and students with disabilities in their school life and in policies for school inclusive education.



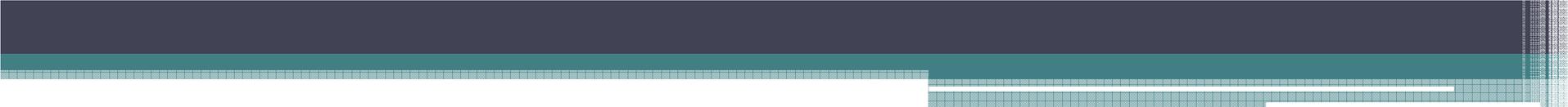
UN Convention on the Rights of Persons with Disabilities, article 7

- 1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
- 2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.
- 3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.



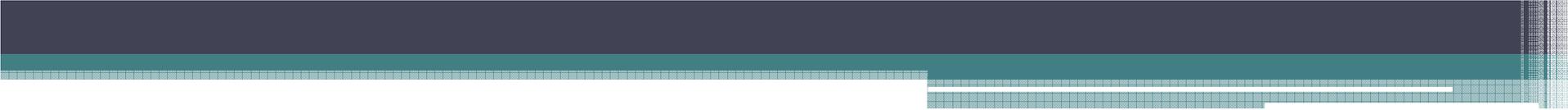
EU Youth Strategy

- The EU Youth Strategy proposes initiatives in eight areas, one of which is “Participation”.



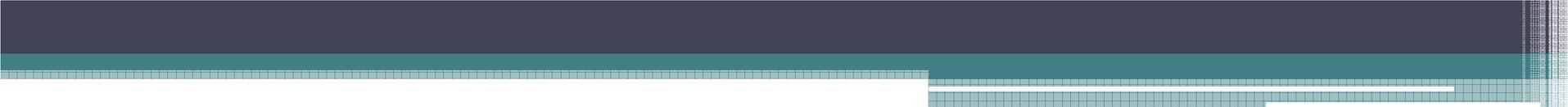
December 2015, International Day of People with Disabilities

MIUR launched a project aimed at promoting the active participation of students with and without disabilities by organizing a hearing in front of highest representatives of the Government and the Parliament.



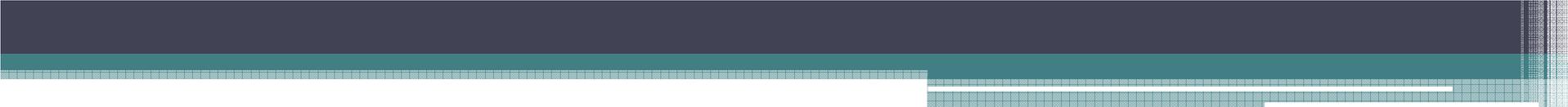
Stand forth! Fatevi avanti!

- The purpose of the event was to gather young people with and without disabilities and give them the opportunity to make their voice heard, to tell their idea of inclusive school, to express their needs and expectations, and share their projects for the future.
- Students with and without disability started working in their classes on this issue: “What do you mean for Inclusion at school?”



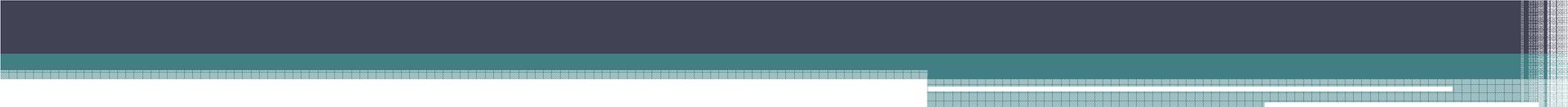
Themes discussed by the students 1

- Representatives of the Italian students, coming from all Italian Regions met at the headquarters of the Ministry of Education, where they divided into working groups and discussed the following themes:
 - 1) Accessibility: How do you assess accessibility to spaces, information, proposed activities, learning content, teaching materials, and your school representative bodies?
 - 2) School Life: What does your school do to give you the best of your potential? How much school can put you in relationship with your teachers and with your companions? Do you feel you can contribute significantly to the life of your class / school?



Themes discussed by the students 2

- 3) Your personal achievement: Do you feel that what you live in school is significant and important to you, for your individual growth, for what you want and desire for your future?
- 4) Proposals: What would you suggest to improve the inclusion of the Italian school? What would you suggest to the associations of people with disabilities to be able to represent you better?

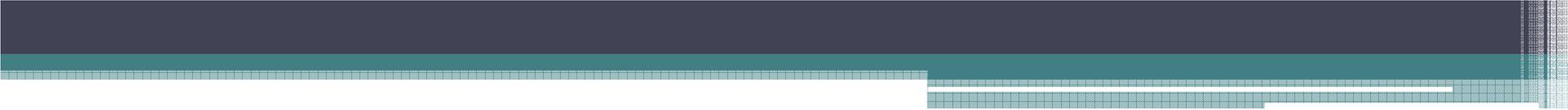


The final document

At the end the groups elaborated a document containing their reflections and requests, that has been shared on 3 December 2015, at the Chamber of the Deputies with the President of the Chamber and of the Senate, Parliamentarians and the Minister of Education

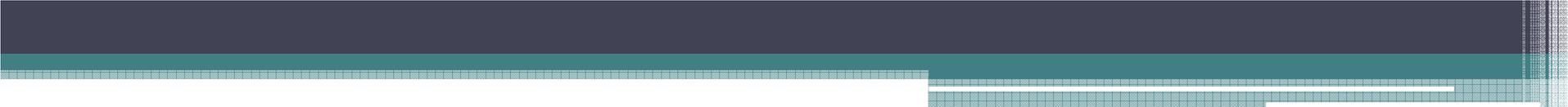
The Hearing





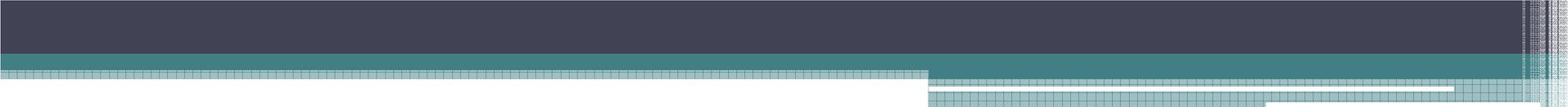
What students ask: on accessibility

- School buildings made taking into account the learning and socialization needs of all.
- Experienced and competent teachers in the use of technologies.
- Equal possibility to achieve in all kind of education in spite of one own diversity.
- Didactic materials, textbooks and technologies that are appropriate to the individual needs of everyone; equal access to information for all.



What students ask: on school life

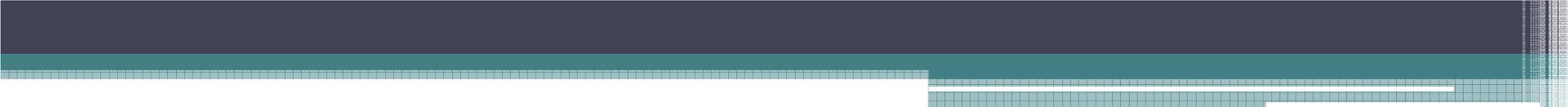
- More information in order to increase involvement and sensitivity.
- Time and spaces for socialization.
- Adequate training, not only for teachers but also for all school staff, on the various disabilities.
- More flexible teaching, which privileges the lab activities.
- Greater flexibility in space, time, and in the organization of the class group, according to each student's needs.
- Teachers should know how to identify our potential and collaborate with our parents to plan educational and life-pathways based on it.



What students ask: on their personal achievement

- The school context should facilitate personal autonomy and individual growth.
- Schools should provide the right skills to access the labor market.
- More work-based learning activities and stages in companies.
- Schools should provide accessible information and orientation in the transition from school to work.
- Schools should provide citizenship skills for everyone.

“We want to be full citizens of the world”



Students' proposal to policy makers

- Build agreeable school spaces that make us feel at ease.
- Create a climate favorable to us and attentive to ours needs.
- Increase skills for inclusive education.
- Increase information and awareness for everyone.
- Promote our representativeness.
- Encourage inclusive extracurricular activities.
- Design tailored “life paths” so that we can acquire personal autonomy and skills that can be spent concretely in the labor market.

Links:

- MIUR web page:
<http://hubmiur.pubblica.istruzione.it/web/ministero/cs031215>
- Diversity is richness:
<https://www.youtube.com/watch?v=o3boPJ9Cxrs>
- Presidency of the Republic:
<https://www.youtube.com/watch?v=UJtUdIHdW4w>
- <https://www.youtube.com/watch?v=BBKn7uNXzBY>