



ulture, Citizenship, Participation

***Comparative Perspectives
from Latin America on
Inclusive Education***

editors:

Anna Bon, Mónica Pini, Hans Akkermans

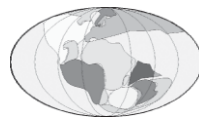
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FOREWORD

This publication is the result of collaboration between people and institutions of the project From Tradition to Innovation in Teacher-Training Institutions (TO INN), with reference number 573685-EPP-2016-1-ES-EPP KA2-CBHE-JP, funded by the European Union through the Erasmus+ Key Action 2 Capacity Building programme. It is an initiative coordinated by the University of Barcelona in which 21 Higher Education institutions and one training centre from seven Latin American countries (Colombia, Argentina, Honduras, Mexico, Ecuador, Bolivia and Paraguay) and five EU countries (Spain, Italy, the Netherlands, France and Portugal) participate.

The project is based on a systemic approach to Higher Education and aims to promote quality in universities where future teachers and other professionals from the world of education are trained. It aims to strengthen the social dimension, curricular relevance and teacher innovation in the unique formative contexts in order to have an impact on policies and institutional governance. The dimensions involved are articulated in terms of the following axes: culture, citizenship and participation, social cohesion and digital culture.

This book is a polyphonic work that responds to complex realities, diverse contexts, academic interests and project objectives, but, above all, it is an example of collaboration and interest in inclusive education, equity and the just development of Higher Education. Its texts are by authors from different institutions and countries who unite their knowledge and interests and provide the encouragement and strength to continue on the path laid out in this international collaboration.

Alejandra Montané, Coordinator of the TO-INN project, University of Barcelona

CHAPTER 3

**INCLUSIVE EDUCATION: POLICY CONTEXTS IN
ITALY AND CHILE**

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Key words: Pedagogy of inclusive education, social dimensions, teacher training, educational policy.

Abstract

The definitions of Inclusive Pedagogy, Inclusive School and Educational Inclusion have different meaning depending on the educational contexts in which they are used. In two perspectives presented in this paper, from Italy and from Chile, the theoretical approaches differ. In the Italian context the social dimension predominates, and in the Chilean context the clinical vision. The main conclusion and recommendation of this chapter is that efforts to concretize inclusive approaches in education are urgent and must go beyond regulations and laws to become consolidated in specific strategies and skills in order to carry out in a dynamic, effective and contextualized way a Personalized Didactic Plan and an Educational Inclusion Plan applying to students without discrimination.

Introduction

This chapter proposes a pedagogical frame of reference on Educational Inclusion of students who come from different cultures within the social-labour community in which they live and act. The need to address this topic at the political, social and educational (school) levels is increased, as a result of socio-economic and cultural changes in 21st century society because of:

(i) globalization; (ii) new models of social coexistence at the political, economic, religious and

cultural levels, which conflict with old traditions, practices and behaviours; (iii) pervasive digitization of society, influencing all aspects of human life (Presutti, 1995). In the pedagogical approach presented in this chapter, we define Educational Inclusion as the social dimension of the school system, i.e. the effective-relevant-meaningful relationship of all the actors who contribute to the educational quality of the School: students, teachers, families and socio- economic-cultural communities, not simply the school integration of people with disabilities.

Insertion – integration – school inclusion in Italy since 1960

Italy was the first country in the world to institutionalize innovative pedagogical models in the field of Differential Education. In the 1970s, through national legislation, it inserts disabled students in all Italian public school classes (Italian Law n. 517 of 1977). For this reason in the 1970s in Italy in all public schools there is a profound change ranging from the Pedagogy of Insertion to the Pedagogy of School Integration.

Figures 1,2 and 3¹² offer a framework for studies and research in Pedagogy - Educational Sciences - Training Sciences being carried out in Italy and a perspective for the implementation of a new pedagogical model: the Pedagogy of School Welfare. Figure 1 shows the innovative passages that Italian school legislation, and consequently Pedagogy, Educational Sciences and Educational Sciences, have supported and developed in Italy from the 1960s to the present day. Figures 2 and 3 present the evolutionary lines from the Differential Pedagogy and the Pedagogy of Insertion, modified in the Pedagogy of School Integration to arrive at the Pedagogy of Educational Inclusion, implemented in Italy from 1960 to 2020, with the characteristics and innovative aspects of each model.

¹² The pedagogical models expressed in the figures presented are based on the legislative regulations of the MPI - Italian Ministry of Education, that later became MIUR, Ministry of Education, University and Research for public schools in Italy from the 1960s to the present day.

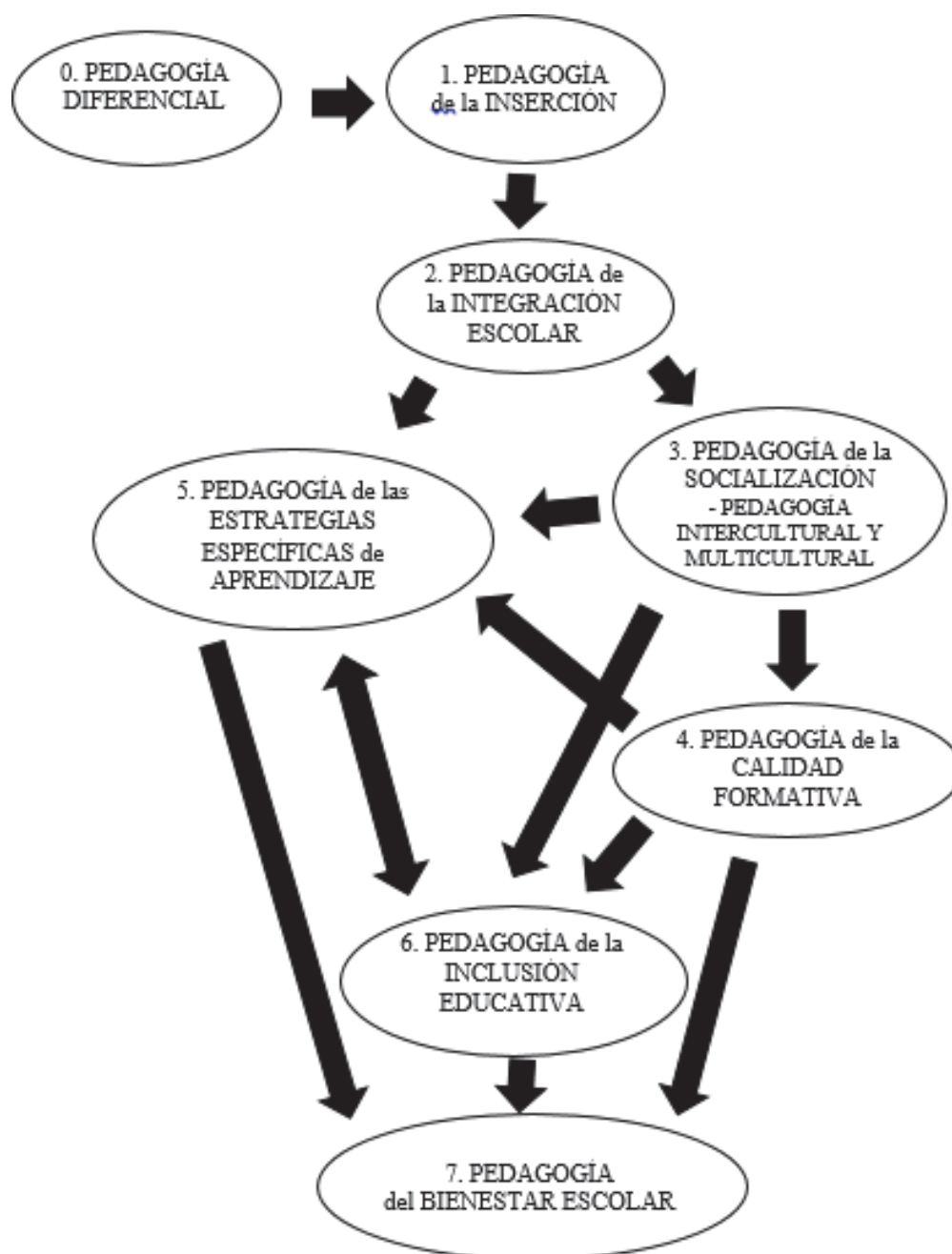


Figure 1: Evolving lines of pedagogical models in Italy from 1960 to today. Prepared by the authors.

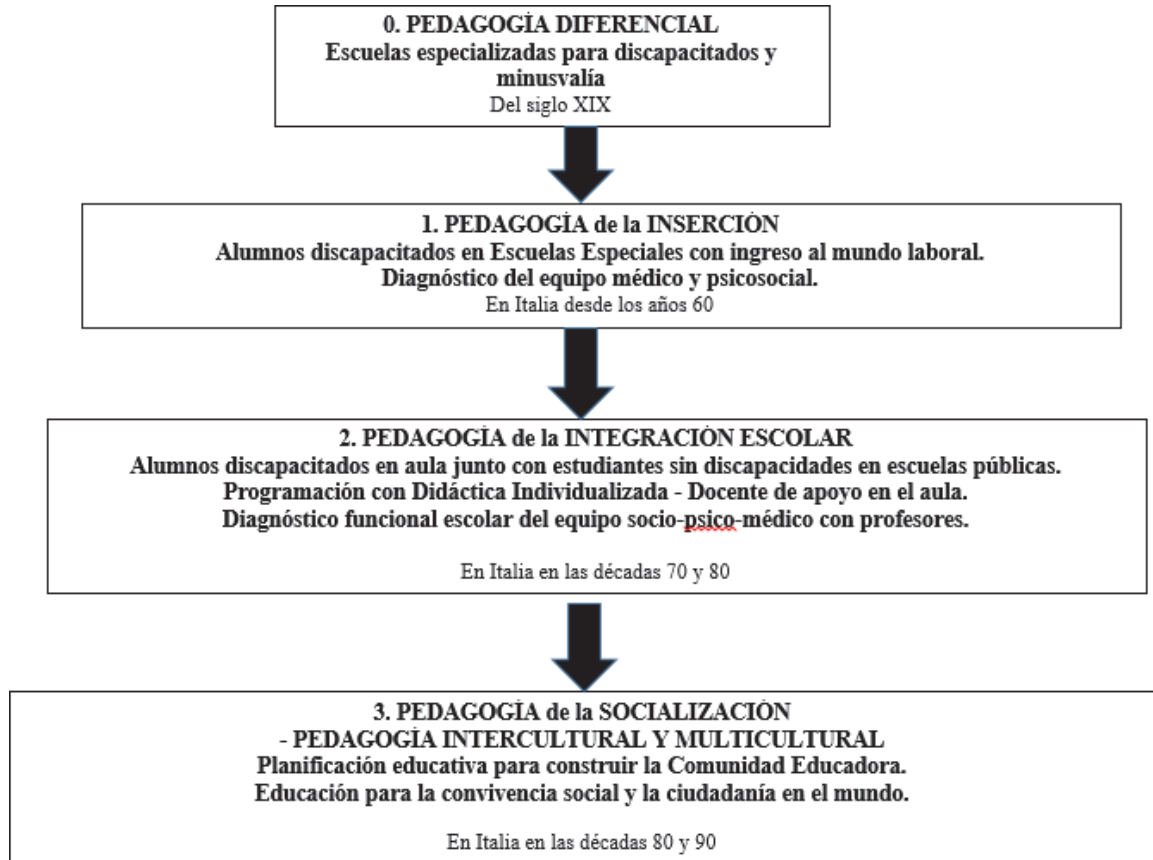


Figure 2: Evolutionary lines of the history of differential pedagogy in Italy from 1960 to 1990. Prepared by the authors

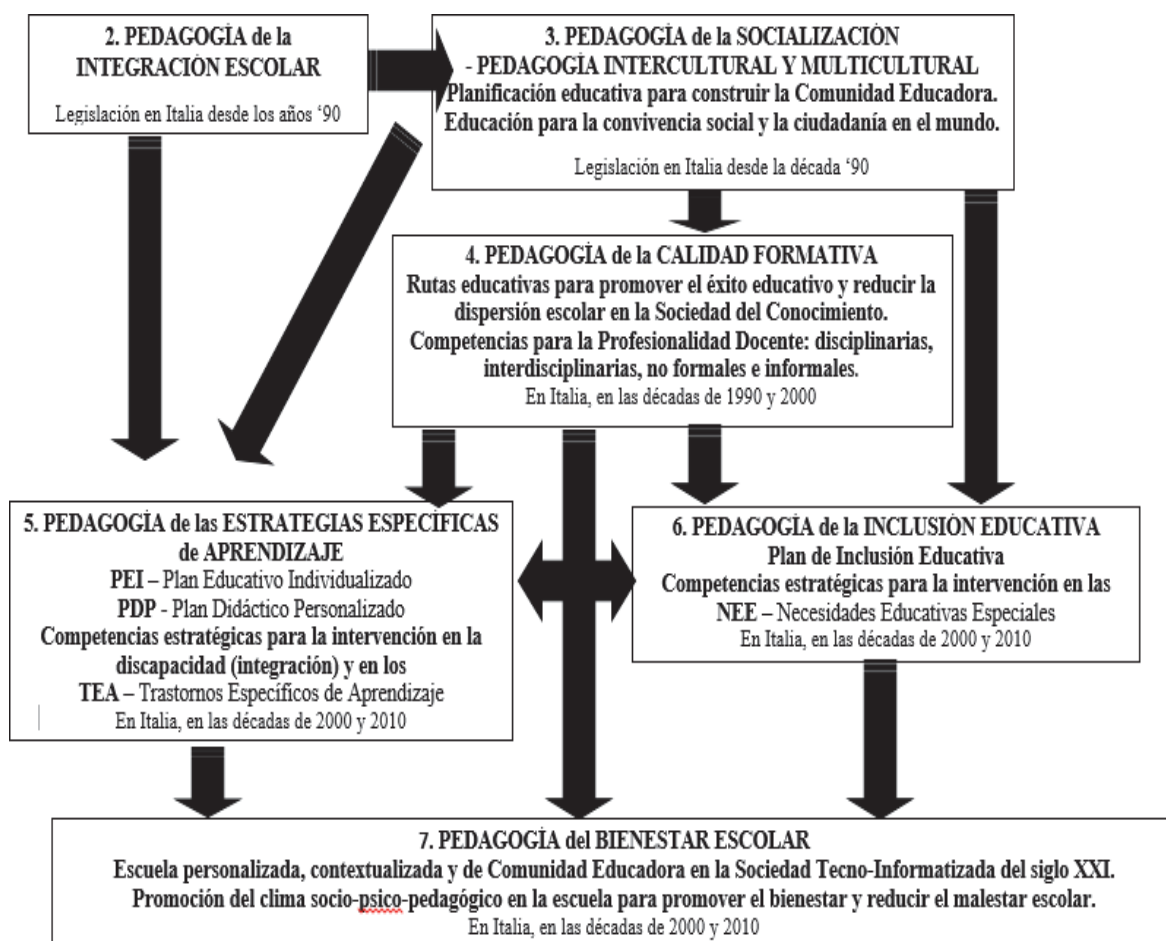


Figure 3: Evolutionary lines of the history of inclusive pedagogy in Italy from 1990 to 2020. Prepared by the authors.

Policy on Educational Inclusion in Italy

Historically the term "educational inclusion" refers to the inclusion and integration of disabilities, to Differential Pedagogies for students with disabilities, to Special Didactics for students with sensory, physical, motor, psychic and/or mental impairments and/or handicaps.

In Italy, the term "educational inclusion" has since the 2000s allowed the implementation of a new socio-psychological-pedagogical model with respect to the term "school integration", established in Italy since 1977, when Law No. 517 of the Italian Ministry of Education

abolished differential classes for pupils with disabilities. Activities characterized by "school integration" are currently structured by the Individualized Education Plan (IEP).

In Anglo-Saxon culture and in the United States the term "inclusion", "inclusion", has the meaning of identifying the process that leads to the education of students with disabilities in common classes, meaning a disability that can also originate from contextual and environmental motivations; this process in Italy is identified by the term "school integration".

By thus defining the concept of "educational inclusion," Anglo-American culture tends not to consider the social dimension of the school system, but only the behavioral-functional dimension of students with disabilities who are in school. It is this different pedagogical vision between Mediterranean culture (Italian, but also Spanish, Portuguese, French, Greek) and Anglo-American culture that creates confusion in the scientific literature on this subject. Furthermore, in Slavic and Russian countries the term "educational inclusion" assumes the meaning of "socialization" and the Pedagogical model of Socialization; assuming the meaning of "socialization" contains a different vision than those of Italian "educational inclusion" and Anglo-Saxon "school integration".

In Italy, since the 1980s, the Pedagogy of Socialization has been widely developed by educators, teachers, and academics, both in Institutions for Children and in Primary and Secondary Schools, using the following methodologies: animation and dramatization, role play, relational dynamics among students, setting, class structuring, educational communication, psychosocial roles, cognitive styles, training for socialization and learning groups, educational socialization / classroom learning projects (Presutti, 1992a-j). In Italy, the Pedagogy of Socialization was accompanied by the activities of Intercultural and Multicultural Pedagogy (see Figure 3).

On the basis of the pedagogical models presented above, in Italy it is necessary that the School and/or the teachers of that Educational Institution develop new projects, routes and significant strategies at the social level to carry out an Inclusive Pedagogy in the school context, especially including families and the community. If there is no specific attention at the social level by the School, the latter does not implement an Inclusive Pedagogy even though they act positively in the classroom with students who have disabilities and/or learning difficulties: (i) the Individualized Educational Plan - MIUR Law Italy n. 104/92 and the DPR of 24 February 1994) concerning activities with students with disabilities and/or handicap, according to the provisions of the World Health Organization; (ii) In Italy, the Plan for Educational Inclusion is determined by the school legislation of the 1970s and by the model of Pedagogy of School

Integration developed in the following decades; (iii) the Personalized Didactic Plan - MIUR Law Italy n. 70/2010), concerning activities for Specific Learning Disorders (dyslexia, dysgraphia, dyscalculia, etc.).

Currently in Italy, the Individualized Educational Plan and the Personalized Didactic Plan define the educational activities of the educational model that can be defined as "Pedagogy of Specific Learning Strategies" (see Figure 3).

In recent years in Italy the use of Inclusive Pedagogy in Schools is increasingly determined by the experimentation of a Plan for Educational Inclusion - PIE, structured considering the Special Educational Needs (SEN) of the students (see Figure 3).

Therefore, in Italy the fundamental principle to identify whether a School is Inclusive is to analyze and verify if projects, routes and activities are carried out in the Educational Institution: (i) concerning the social dimension, which is the effective, relevant and meaningful relationship between students, teachers, families and the socio-economic-cultural community in which it operates; (ii) based on Inclusive Pedagogy through a Plan for Educational Inclusion (PIE) in the classes and in the School, which is determined by the detection of the Special Educational Needs of the students.

Policies towards Educational Inclusion in Chile

In the Chilean case, the concept of inclusion was, traditionally, due to the origin linked, as in a large part of the world, to special education, assimilation and integration of students with disabilities (López Melero, 2011).

In 2009, Chile issued the Decree 170/09, which sets standards for determining which students with special educational needs (SEN) will benefit from special education subsidies, broadening the spectrum of specialized attention to students with educational needs that are not only derived from disability. However, in order to be a beneficiary of the subsidy with Decree 170/09 and receive specialized support, it is necessary to have a diagnosis that reveals Special Educational Needs (SEN).

In 2010, Chile's Law No. 20,422 came into force, establishing Norms on Equal Opportunities and Social Inclusion of Persons with Disabilities, where for the first time the concept of Inclusion appears in legal matters. However, this law does not provide a definition of the concept of Inclusion and the document again defines a medical diagnosis approach.

It appears difficult to clearly understand that the inclusion process refers to central aspects of social development such as respect, participation and coexistence. These values should be the new pillars in teaching and learning processes (López Melero, 2011).

In 2015, the Ministry of Education of Chile (2015a) promulgated Law No. 20,845 on School Inclusion, which regulates the admission of students, eliminates shared financing, and prohibits profit in educational establishments that receive state contributions.

The 2015 Law has turned out to be a tremendous advance in terms of educational accessibility, as it attempts to eliminate requirements for students to enter educational institutions that receive some type of state subsidy.

Months later, Decree No. 83 (Ministry of Education, 2015b) was issued, approving criteria and guidelines for curricular adaptation for students with special educational needs (SEN) at the pre-school and basic education levels. Decree No. 83 of 2015 is still in the process of implementation and its analysis is interesting, since it focuses on the flexibility of the educational response, suggesting the use of universal learning designs: (i) from co-teaching experiences that favour learning for all students; (ii) to proposing activities characterized by a much more inclusive understanding of education.

However, the Decree also mentions that those students who require it may be beneficiaries of a curricular adaptation plan, without pointing out that personalized education also has to be placed together with inclusive, participatory, effective and performing socializing learning.

Evidently, the Chilean educational paradigm is caught between the integrationist approach and the inclusive approach, whereby pedagogical practices highly focused on the learning deficit still prevail (López Melero, 2012). Clearly, this lack of an effective relationship between the two approaches responds to cultural barriers that make it difficult to understand that this society is increasingly pluralistic and demanding democratic participation in educational decision-making in the country.

It seems that Chile still does not fully understand that all people are capable of learning, the only thing they require is an adequate education, and this can only be achieved by converting classrooms into democratic learning communities (López Melero, 2011).

The inclusive approach challenges the installation in learning communities of a new conception with respect to academic achievement and the cognitive and cultural competencies of students, with concern for those who are most lacking or have been marginalized in their

school and life journeys (Duk and Murillo, 2011); this would allow for a shift in teaching systems and the current conception of learning, school curricula, evaluation systems, etc.

We must demystify negative conceptions that in inclusive schools students do not learn, or they are leveled down to the lowest results; because we must understand that inclusive education entails the concern for high quality learning and school performance that is required given the abilities of each student (Echeita, 2008).

Conclusion

Inclusive Education requires active participation of diverse agents of the community in the educational decision-making of a country; it requires an understanding of this in the school institution, as the possibility of contributing that the State, parents, guardians, education assistants, teachers, neighbors, students and directive team have; in the organization and the decisions that reflect the ideology of the country, of the citizens to whom it aspires to contribute.

This theoretical model of educational inclusion led mainly by international organizations (UNESCO, UN/ECLAC), is part of the international movement born in the early 1990s coordinated by (UNESCO, 1990) called Education for All - EFA (EFA - Education For All, UNESCO 2015a).

In the various world conferences held in recent decades, the EFA movement has tried to get countries to commit themselves to the fight against poverty, social inequalities and for an education that respects the participation of learners, their families and their communities, a situation that it currently has not achieved.

The UN/ECLAC (2016) calls for the fulfillment of the multiple agreements (Agenda 2030 for sustainable development, SDG4: Ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all) and this hits the table for a rethinking of what we mean by education in the 21st century, and therefore of what the school and its main actors represent.

We believe that the Italian case is more advanced in the inclusion of other actors in the process of educational inclusion and it is perceived that the social dimension is much clearer in its legislation than for the Chilean case, where despite having an inclusion law, this is reduced to non-exclusion in the selection of students to schools and high schools that receive state subsidy

and has not yet managed to overcome the clinical vision of students with Special Educational Needs (SEN).

From words one must move on to action, since discourses construct reality and therefore one must bear in mind the meaning and significance of the theoretical and discursive categories that the school constructs (Da Silva, 1999). Through the lens of post-structuralism, this author calls for intensifying the quality and quantity of public policies that curb all forms of exclusion, especially those sectors whose rights are most violated, such as children, women, older adults, migrants and displaced persons, cultural/religious/ethnic/sexual minorities, and the poor.

It is at this critical point that we see the complexity of working today on educational inclusion, since it goes hand in hand with the social, economic, pedagogical, cultural and political. The question to be finally resolved would be: now that we have an education policy, how do we actually realize it?

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Inclusive education is the endeavor to ensure access to quality education for all - independent of social and economic status, family wealth, geographical location, race, ethnicity, gender, age, culture, or language. This is a longstanding but still very pressing concern world-wide, as the United Nations Sustainable Development Goals (SDG 4) unambiguously point out.

This book brings together a wealth of material on current trends and issues in inclusive education. Many factors and forces are at play here. Some reside inside the local, regional and national educational systems, such as obstacles in availability and quality of teaching staff and education infrastructure, and appropriate ways to cater for them. But there are also factors and forces originating from the outside, leading to an intertwined complex of political, cultural, economic, financial, judicial, legal, and democratic issues and considerations.

This book critically documents this for today's globalizing world. A unique feature is that it does so in particular from a Latin American perspective, thereby covering a wide variety of contexts, peoples and countries (Argentina, Bolivia, Chile, Colombia, Ecuador, Honduras, Mexico, Paraguay), whose voices are often not well heard in international educational and academic communities and policy circles.

Resulting from a unique collaboration of more than twenty Higher Education Institutions from Latin America with European universities, this volume presents the English companion edition of the book in Spanish entitled *Cultura, Ciudadanía, Participación - Perspectivas de la Educación Inclusiva*, edited by Anna Bon and Mónica Pini, both published simultaneously.

The strong interactions between the local and the global are striking. There is a hard struggle everywhere, locally and nationally, to get needed human and infrastructural resources in place. As it emerges from the various chapters of the book, many local cultural and social specifics are to be taken into account. At the same time, it appears that in many places there is a trend of neoliberal privatization and profit-oriented commercialization of education, which tends to produce and reproduce growing inequalities in society that counteract achieving inclusiveness in education. This is only one of the aspects that make the Latin American experiences and perspectives recognizable and highly relevant globally.

