Results and scientific evidence to support educational policies

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Look at inclusion

1. Local inclusion (*Local)*;
2. Social inclusion (*Social*);
3. Continuity actions (*Continuity*);
4. Orientation (*Orientation*);
5. Meetings for discussing inclusion (*Meetings*);
6. Design of the educational offer (*Design*);
7. Monitoring of inclusion (*Monitoring*);
8. Training on inclusion (*Training*);
9. Institutional collaboration (*Collaboration*);
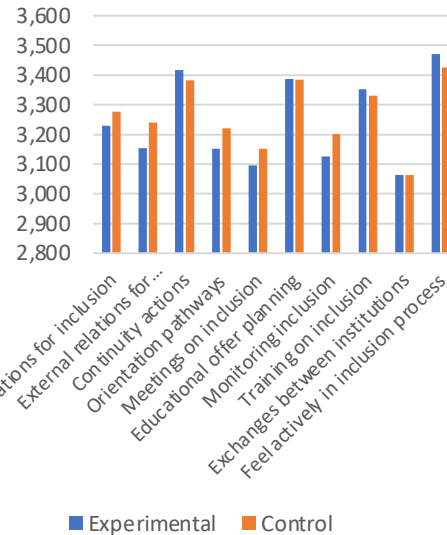10. Active involvement (*Involvement*).

Measurements

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- 1° measurement: all schools, experimental and control

- 2° measurement: experimental and control schools after the local training

Categories

School heads,
Educators,
Experts,
Families,
teachers,
Policy Makers,
Students

Italy - Pre-test differences between schools in the experimental and control group

■ Experimental	■ Control

Effectiveness of training

1° measurement

Group Variable	Experimental (505)	Control (435)	p-value (T test, non-paired)
Local	3.229	3.277	0.254
Social	3.154	3.240	0.043 *
Continuity	3.416	3.382	0.409
Orientation	3.151	3.221	0.116
Meetings	3.095	3.152	0.226
Design	3.387	3.383	0.928
Monitoring	3.126	3.202	0.114
Training	3.352	3.331	0.627
Collaboration	3.063	3.063	0.177
Involvement	3.470	3.425	0.275

2° measurement

| Group Variable	Experimental (75)	Control (58)	p-value (T test, non-paired)
Local	3.555	3.231	0,004 ***
Social	3.591	3.185	0,000 ***
Continuity	3.670	3.238	0,000 ***
Orientation	3.361	3.179	0,160
Meetings	3.352	3.000	0,006 ***
Design	3.691	3.074	0,000 ***
Monitoring	3.418	2.889	0,000 ***
Training	3.565	3.152	0,001 ***
Collaboration	3.411	2.967	0,001 ***
Involvement	3.800	3.141	0,000 ***

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Effectiveness of training

Italy - Post-test differences between schools
in the experimental and control group
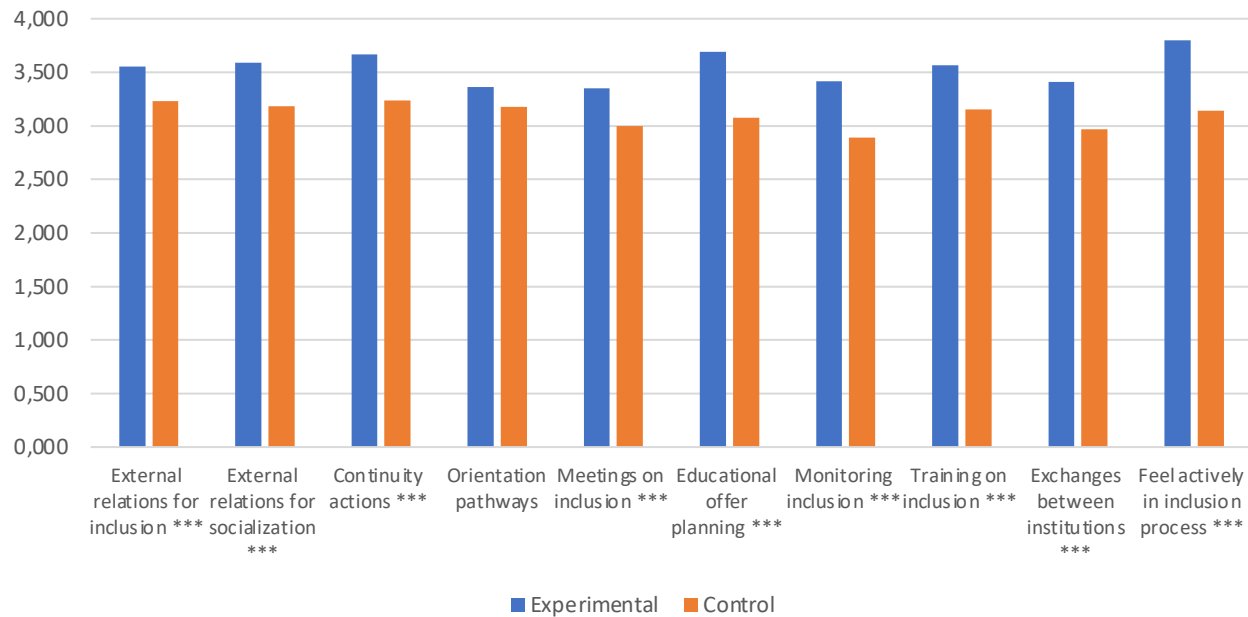
Different visions of inclusion

Group / Variable	DRG (4)	EDC (8)	FAM (47)	INS (74)	p-value (Kruskal-Wallis test)
Local	3.625	3.312	3.263	3.435	0.46
Social	3.625	3.312	3.256	3.427	0.43
Continuity	3.833	3.437	3.256	3.514	0.07
Orientation	3.125	3.437	3.256	3.250	0.75
Meetings	3.000	3.312	3.115	3.176	0.83
Design	3.625	3.312	3.158	3.450	0.027 *
Monitoring	3.375	3.500	2.926	3.212	0.15
Training	3.375	3.500	3.166	3.414	0,42
Collaboration	2.750	3.166	3.141	3.231	0.67
Involvement	4.000	3.187	3.217	3.573	0.0078**

Differences between partner Countries

Group Variable	Italy (624)	Spain (67)	Lithuania (71)	p-value (Kruskal-Wallis test)
Local	3.292	3.218	3.098	0.059
Social	3.208	3.023	3.037	0.010 *
Continuity	3.466	3.273	3.188	<0.001 ***
Orientation	3.181	3.087	3.050	0.260
Meetings	3.164	3.064	3.079	0.362
Design	3.472	3.142	3.217	<0.001 ***
Monitoring	3.194	2.906	3.108	0.001 ***
Training	3.384	3.111	3.301	<0.001 ***
Collaboration	3.006	2.578	2.977	<0.001 ***
Involvement	3.507	3.300	3.052	<0.001 ***

The algorithm in the foreground

Weights:
Importance 75%, Presence 25%

Group Variable	Pre (508)	Post (58)	p-value (T test, non-paired)
Local	3,479	3,741	0,000 ***
Social	3,421	3,768	0,000 ***
Continuity	3,607	3,816	0,000 ***
Orientation	3,412	3,551	0,131
Meetings	3,328	3,602	0,000 ***
Design	3,541	3,791	0,000 ***
Monitoring	3,330	3,573	0,002 ***
Training	3,550	3,736	0,002 ***
Collaboration	3,266	3,625	0,000 ***
Involvement	3,644	3,873	0,000 ***

Weights:
Importance 25%, Presence 75%

Group Variable	Pre (508)	Post (58)	p-value (T test, non-paired)
Local	2,980	3,368	0,000 ***
Social	2,888	3,414	0,000 ***
Continuity	3,225	3,524	0,001 ***
Orientation	2,890	3,171	0,020 *
Meetings	2,862	3,102	0,047 *
Design	3,233	3,591	0,000 ***
Monitoring	2,922	3,264	0,003 **
Training	3,154	3,394	0,022 *
Collaboration	2,723	3,196	0,000 ***
Involvement	3,296	3,727	0,000 ***

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«*Contexts (and all its actors)*

need to be made competent with regard to Inclusion»

(Andrea Canevaro)

«*I CARE*»

(Milani, Don)

From our perspective:

- Inclusion is a set of concrete scientifically-based practices that must concern and involve all the members of a group.

- Everyone must be aware that, through their actions (or non-actions) and attitudes, they can be facilitators or barriers to a person's participation in a social context and cannot delegate the implementation of this right to others.

- One must be aware of the strengths and weaknesses of inclusive processes, which are never a definitive point of arrival but a multidimensional process that must be monitored.

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«A stone thrown into a pond stirs up concentric waves that spread over its surface, involving in their motion, at different distances, with different effects, the water lily and the reed, the paper boat and the fisherman's float. Objects that each stood on their own, in their own peace or sleep, are as if called to life, forced to react, to relate to each other. Other invisible movements propagate in depth, in all directions, as the stone plummets [...]»

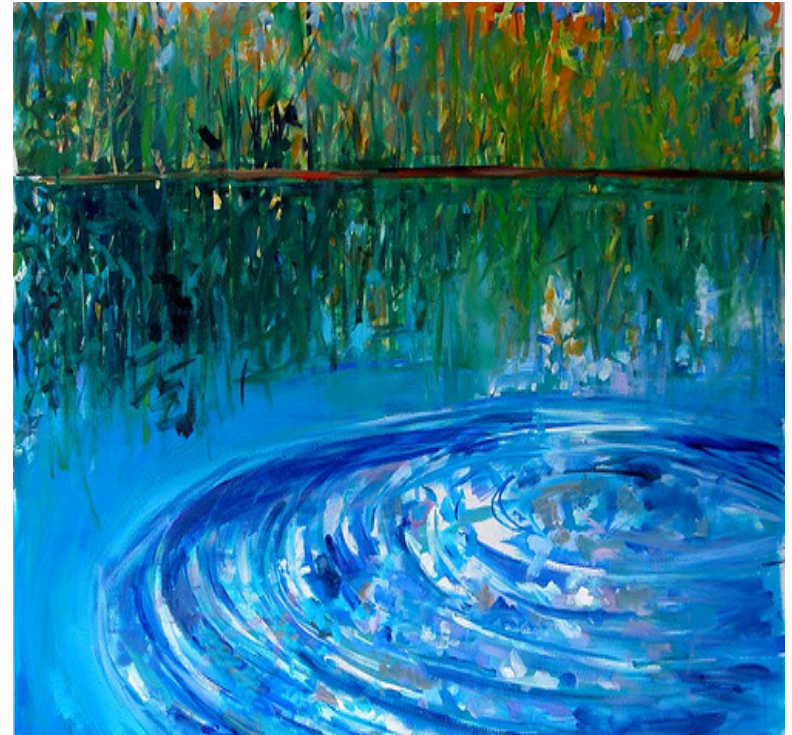(Gianni Rodari, *Grammatica della fantasia*, 1973)

Fig. Zen Circle, 2003 https://www.love-art.com/WATER/Water.html

«Not otherwise a word, thrown into the mind at random, produces waves of surface and depth, provokes an infinite series of chain reactions [...]» (Gianni Rodari, *Grammatica della fantasia*, 1973)

- Let us take the word 'inclusion' in a heterogeneous community. Falling into the mind it drags along, or bumps, or avoids, in short, it variously comes into contact: with our personal experiences, our beliefs, our attitudes, the contexts in which we act!

Thank you!