

Research project: Data analysis on inclusion in South Tyrol

Team: Rosa Bellacicco (PI), Vanessa Macchia (CO-PI), Silver Cappello

Duration: 01/10/2020 - 14/03/2023

Partners: ASTAT; Representatives of the South Tyrol school authorities of the Inclusive Education Department of the German, Italian and Ladin areas

Funding: internal funding

Abstract

The collection of reliable data on school and university inclusion is a priority for the evaluation of the quality of practices and policies implemented. Regarding pupils with disabilities, the article 31 of the UN Convention (2006) underlines the need and urgency of the production of statistics to facilitate practices based on scientific evidence.

At national level, some statistical reports have been elaborated, but the situation is different depending on the categories of students. For example, students with disabilities (Law No. 104/92) enrolled in the schools are considered systematically and annually in the reports of MIUR and ISTAT. Regarding the Specific Learning Disorders (SLD; Law No. 170/2010), the picture done is more recent and the data are published only by MIUR. As far as the data of pupils with other Special Educational Needs (SEN; Ministerial Directive of 27.12.2012 and Ministerial Circular No. 8/2013) and of the university level, there are no current national reports.

In South Tyrol, in particular, the first report was published only from the 2018-2019 school year. The survey on these students' categories is carried out by the ASTAT (independently and based, essentially, on the ISTAT questionnaire) and this raises some issues. For example, some detailed information in the Report of MIUR are not available for the province of Bolzano (since they are not collected by ASTAT), while other issues are explored, which are absent from national documents.

In light of this apparent unclear framework, the aims of this research project are: (1) to identify and compare the variables considered in the different national and local reports, in order to highlight convergences and divergences; (2) to identify other relevant categories of analysis that can contribute to improve especially the South

Tyrolean picture on inclusive practices already provided and to explain better the phenomenon.

As regards methods, for the first aim, a textual analysis of the published institutional documents (from 2017-2018 to 2020-2021 school year) through a matrix (checklist) that allows the comparison. Regarding the second aim, further relevant categories will be identified with a review of the international reports, both for school and academic level. The analysis of these documents will be realized through the previous matrix. Finally, some experts (Representatives of the South Tyrol school authorities of the Inclusive Education Department of the German, Italian and Ladin areas or their delegates) will be contacted and involved in a focus group with the aim of identifying other elements of interest related to the South Tyrolean territory. In practice, the project provides for an ongoing collaboration between the Competence Centre and ASTAT.