

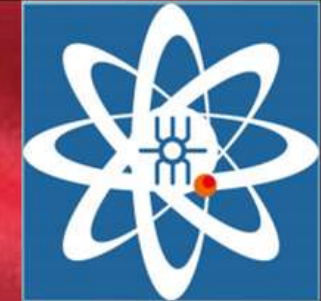


Bari

Polignano

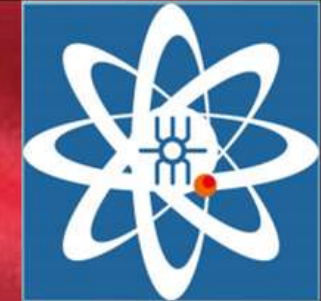
Castellana Grotte

Alberobello



Castellana Grotte

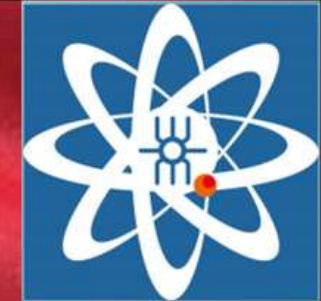




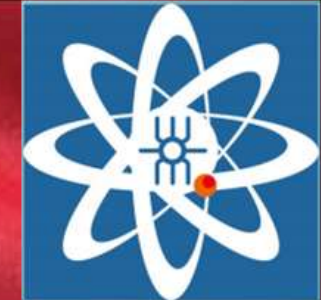
Polignano

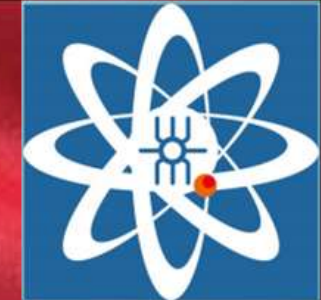


Alberobello



Bari







Technical Institute

“Luigi dell’Erba”



CASTELLANA GROTTA (BA)
VIA DELLA RESISTENZA, 40





Courses

→ IT and Telecommunication Course



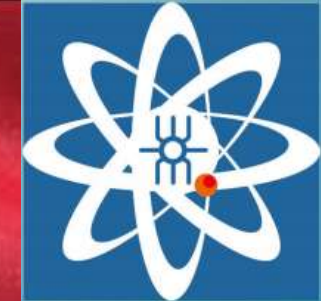
→ Agronomy, Agribusiness and Agro-industry Course



AGRONOMY

→ Chemistry, Materials and Biotechnology Course

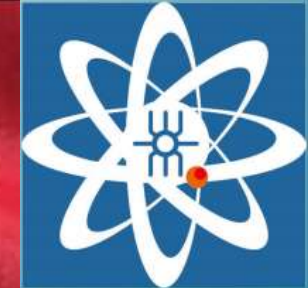




Laboratories



Our school has got four laboratories for IT
and five for Chemistry



Common spaces



Lecture hall with 200 seats



Two Gyms



School Timetable

Study courses last 5 years.

Lessons start at 8:00 from Monday to

Saturday for a total of 32 hours per week.



School organization

Headmaster: *Mrs Teresa Turi*

Teachers' number: 106

Specialized teachers for disabled: 4

Specialized Assistants: 2

Students' number: 1012

Disabled students: 4

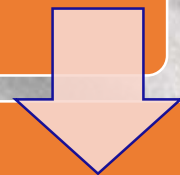
Special Needs Students: 11

Classes number: 45

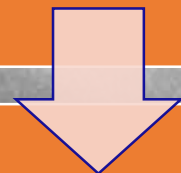


The key words of our school

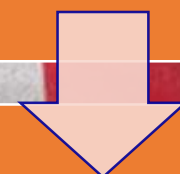
- Scholarships for good students



- Participation in National and International school competitions



- Erasmus +



- Support for the students' needs



Students' assistance

Remedial courses



Main Institute Projects

- ECDL (test center)
- CISCO (test center)
- International exchanges (ERASMUS +)
- Summer job placements
- Training for Maths, Chemistry and IT competitions





Study in factories



The history of Human Rights



At first there were no Human Rights

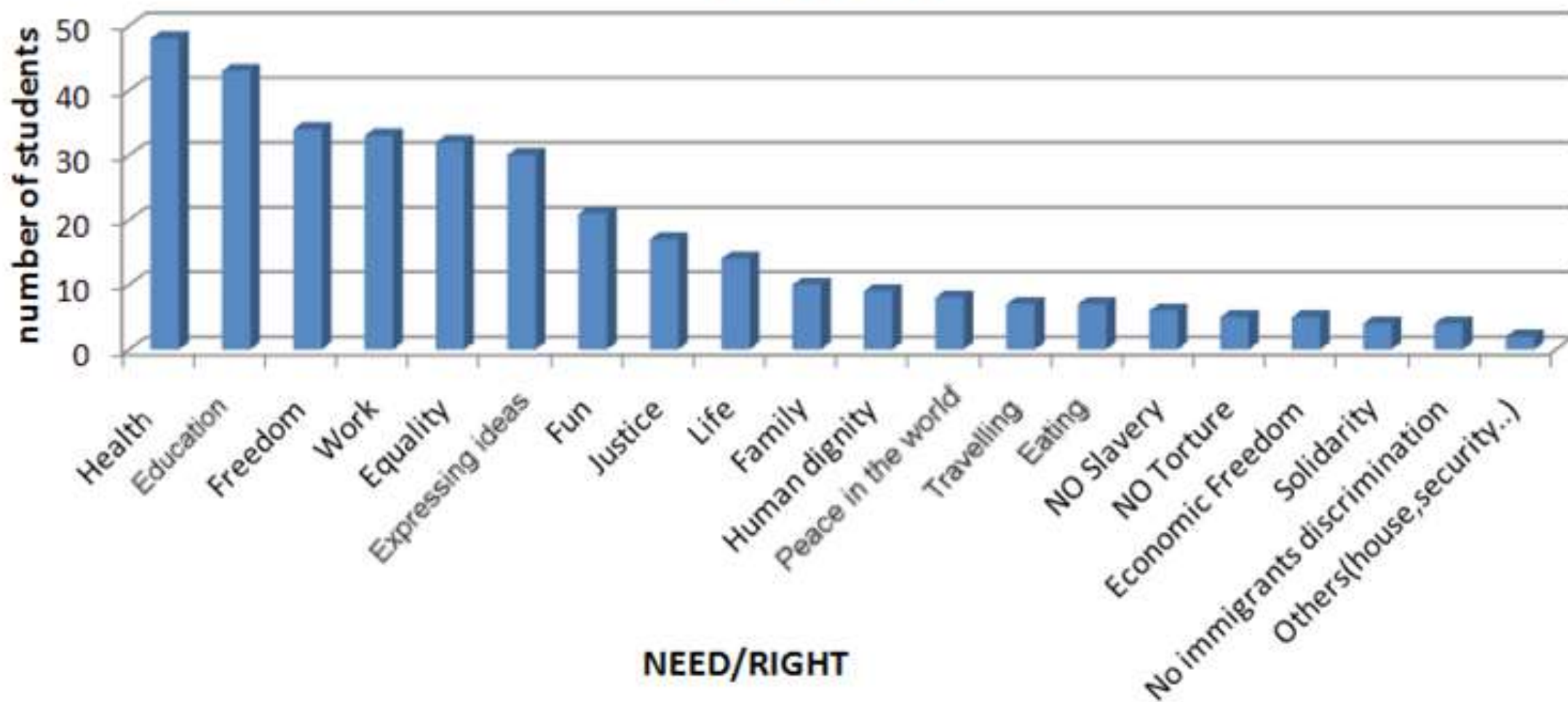


Human Rights?

Our Survey



STUDENTS



UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES



Preamble: disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others [...]

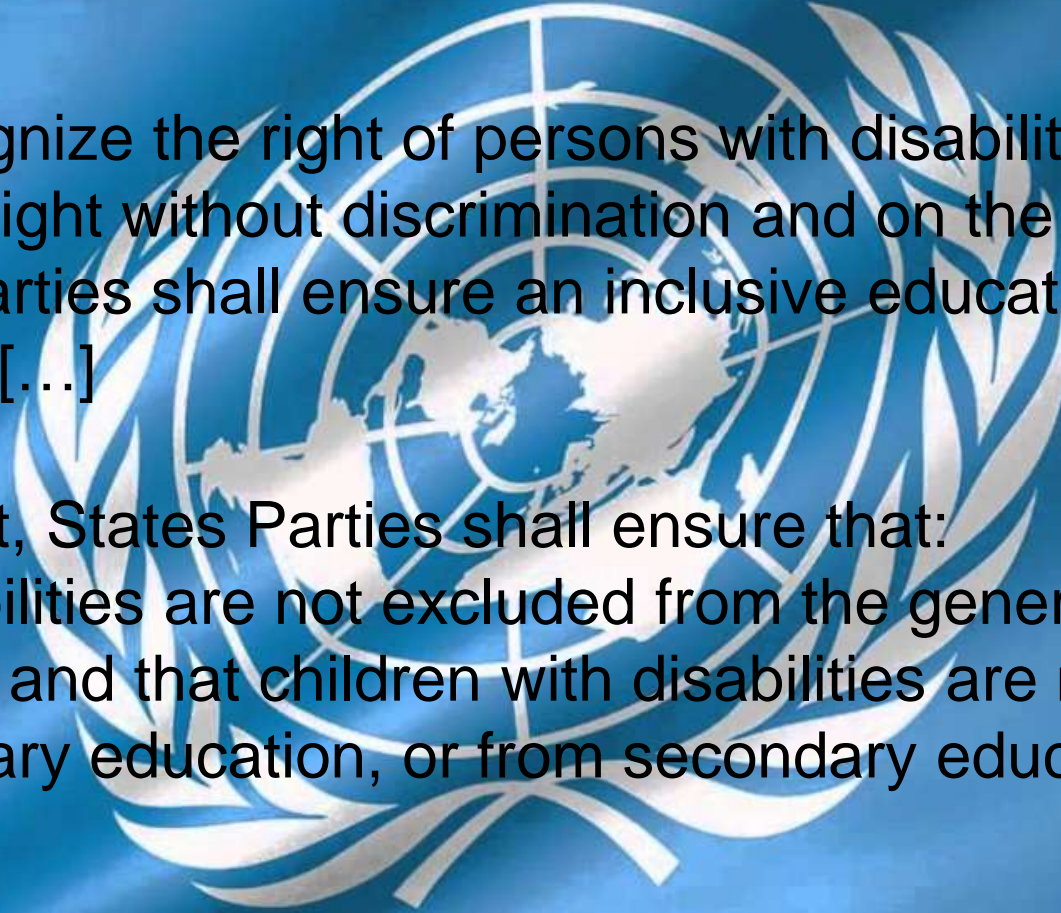


Article 19

States Parties to the present Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community [...]



Article 24



1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning [...]

...

2. In realizing this right, States Parties shall ensure that:

(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability [...]

...

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion [...]



CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

Preamble: Conscious of its spiritual and moral heritage, the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity [...]



Art. 21: Non-discrimination

1. Any discrimination based on any ground such as sex, race, color, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, **disability**, age or sexual orientation shall be prohibited.



Art. 26: Integration of persons with disabilities

The Union recognizes and respects the right of persons with **disabilities** to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.



Inclusion of disabled people in Europe

An inclusion policy is the set of actions adopted for students with disabilities.

The education of students with disabilities has always been the subject of debates because in European States there are lots of different integration policies so they don't know which one to adopt.



***ONE-TRACK
APPROACH***

*There are three
kinds of
INCLUSION
POLICY*

***TWO-TRACK
APPROACH***

***MULTI-TRACK
APPROACH***

One-track Approach

*It is the approach that aims to put almost **all** students in the ordinary school system.*

This is supported by a wide range of services focusing on the mainstream school.

With this intent it offers several services with school at their centre.

(Adopted by Spain, Greece, **Italy**, Portugal, Sweden, Iceland, Norway and Cyprus)

Two-track Approach

*It is the approach with **two different and well defined school systems.***

- Mainstream school system.
- Students with disabilities are in special schools or classes. This system is ruled by special laws with different rules from the ordinary school. In States like **Germany**, Switzerland and **Belgium** the differentiated school system is very wide.

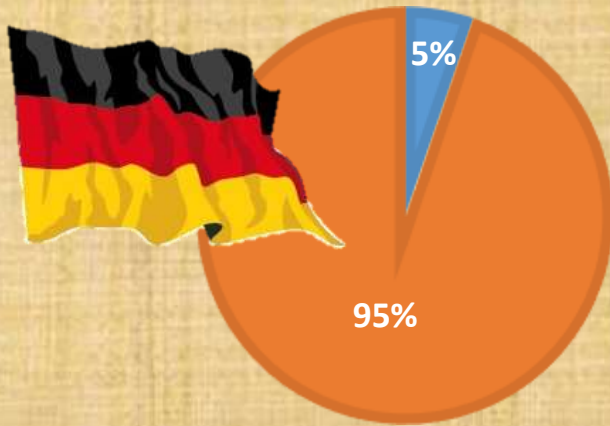
Multi-track Approach

It is the approach that adopt a lot of solutions for the inclusion of disabled students.

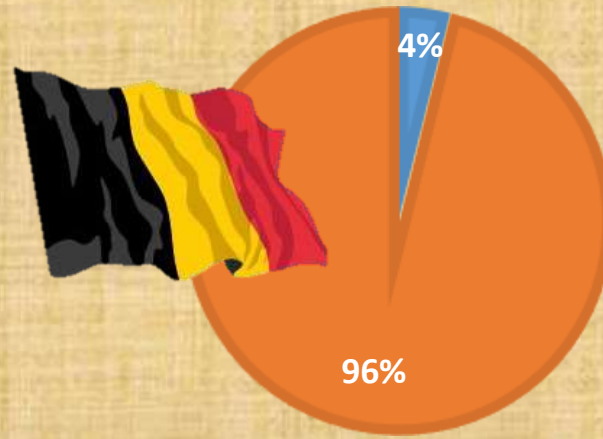
It offers numerous solutions in the ordinary school system and in the special needs education system.

(Adopted By Denmark, France, Ireland, Luxembourg, Austria, Finland, **England**, Lithuania, Liechtenstein, Czech Republic, Estonia, **Poland**, Slovenia)

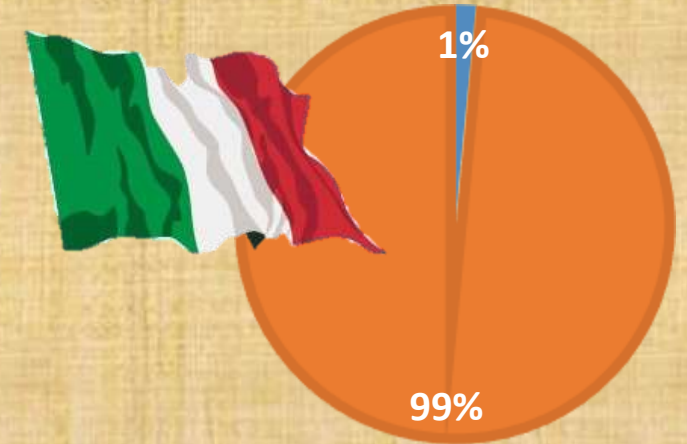
GERMANY



BELGIUM

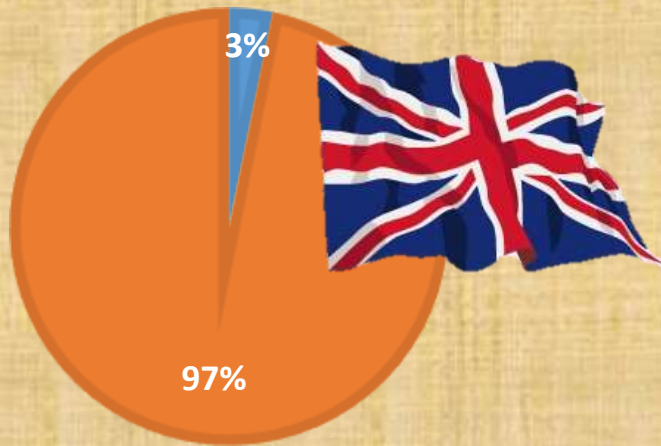


ITALY

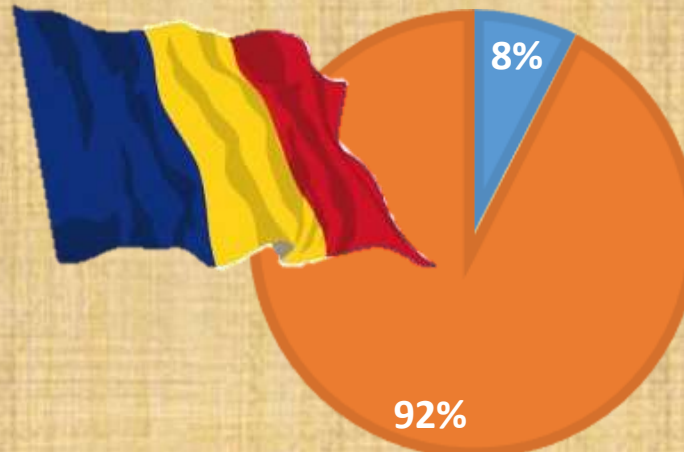


The percentage of disabled students in some European Countries

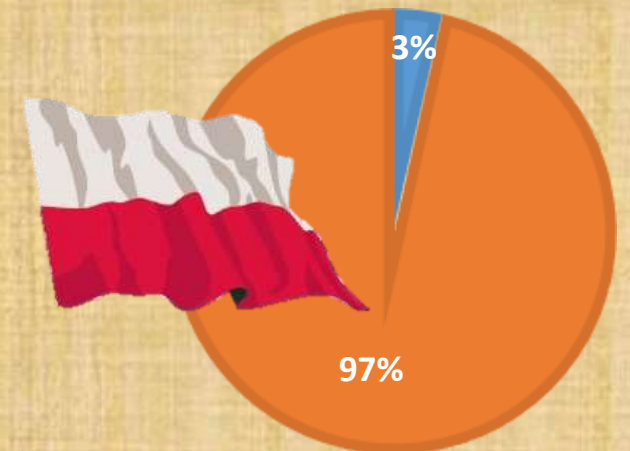
UK



ROMANIA



POLAND



Percentage of disabled students in special schools

< 1%	1-2%	2-4%	>4%
<p><i>Cyprus</i> <i>Greece</i> <i>Iceland</i> <i>Italy</i> <i>Norway</i> <i>Portugal</i> <i>Spain</i></p>	<p><i>Austria</i> <i>Denmark</i> <i>Ireland</i> <i>Liechtenstein</i> <i>Lithuania</i> <i>Luxembourg</i> <i>Netherlands</i> <i>Sweden</i> <i>UK</i></p>	<p><i>Belgium (DE)</i> <i>Estonia</i> <i>Finland</i> <i>France</i> <i>Hungary</i> <i>Latvia</i> <i>Poland</i> <i>Slovakia</i></p>	<p><i>Belgium (F)</i> <i>Belgium (NL)</i> <i>Czech</i> <i>Republic</i> <i>Germany</i> <i>Switzerland</i> <i>Romania</i></p>

Common trends in Europe

1. In countries with a clear two-track system are developing a continuum of services between the two systems. Furthermore, special schools are more and more defined as resources for mainstream schools.
2. Legislative progress regarding inclusion was achieved in many countries.
3. A few countries have planned to change their funding system in order to achieve more inclusive services. In other countries, there is a growing awareness of the importance of an adequate funding system.

Common trends in Europe

4. Parental choice has become a major topic in a few countries in the last few years.
5. Special schools are becoming resource centres.
6. The role of the individual educational plan in the practice of special needs education is a common trend.
7. Countries try to move from a psycho-medical paradigm to a more education-oriented or interactive paradigm.

THE SALAMANCA STATEMENT

Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning even if every child has unique abilities.

All Countries have to work together to include disabled in the school system, and to facilitate the participation of parents and communities.

Eleanor Roosevelt's Speech



Those who fight today

Realized by:

- Capitano Antonio
- Castellana Miriana
- Laera Valentina
- Pellegrino Giovanni
- Recchia Floriana

Sitography:

- humanrights.com
- webgate.ec.europa.eu
- un.org
- itis.castellana-grotte.it
- insse.ro

*Thank you for
your attention!*