

The Potential of *Non-linearity* for Educational Agencies to Inclusive Action: Results of a Survey

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Abstract

This contribution intends to collect reflections on a possible outline of a non-linear action on the part of the institutions, deputed to the education of students, through the results of a survey conducted on a sample of 60 operators in the world of education, with the aim of understanding the level of inclusion in the post-pandemic period. From the answers, an attempt was made to outline what proposals could be made by the participants to implement the inclusive process with a view to collaboration between State, University and Schools. Data were collected through the structuring of a form created with Google Forms. The quantitative section of the questionnaire was dedicated to collecting data on the participants. The qualitative section, on the other hand, was aimed at investigating the proposals made by the participants. Various perspectives emerged from the analysis of the data, which will be shared within this contribution and which manifest the need for intervention on the part of the institutions to follow non-linear trajectories with respect to those currently used, in an attempt to deviate from linear operations, thus through the choice of vicarious and alternative operating methods to achieve certain objectives, which in the case of education are given by the well-being of the student and his full inclusion in all contexts, from the school to the social one.

Keywords: State, University; School, Non-linearity, Special Educational Needs.

1. Introduction

The Salamanca Declaration of 1994 [1] brought about a major change in the world of school education, especially in the education of those with Special Needs Education (SNE) [2]. The principle of full inclusion, through which it was enshrined that all students, regardless of their condition, should receive an appropriate education that would allow their flexible integration into society, has led to a new way of conceiving education and beyond [3].

The assumption of responsibility for the management, education and training of the disabled has become the responsibility of all institutions, starting with the State itself, which is responsible for distributing funds to both universities and schools, to purchase suitable materials for students, improve planning as well as the educational offer. Universities

and Schools, moreover, are responsible for implementing suitable strategies to structure courses that are increasingly responsive to children's needs, to the changing socio-cultural conditions, as well as to the different types of disabilities that they encounter each year [4]. This operational mechanism therefore undergoes changes from time to time that require *flexibility* from the planners, the ability to follow operational trajectories that are not always *linear* [5] [6], but rather based on experimentation, on the request for active participation on the part of the child, and which leads to a rethinking of the incoming training of teachers.

Universities, therefore, become fundamental in teacher training, as the guarantor of training courses that possess the same features required in the school world, characterised by the active role of those being trained, the acquisition of practical skills as well as theoretical ones, especially in the delicate post-pandemic period, in the face of which the entire world has undergone radical changes, starting with the way of living, communicating, and arriving at new means of training, acquiring knowledge and building skills [7]. It remains to be understood to what extent in the new scenario such a path is being followed, especially about improving the *quality of life* for students with SNE.

Have State, Universities and Schools mobilised themselves according to a cohesive and organisational perspective that moves away from the classic modus operandi, following non-linear trajectories to improve the levels of inclusion of students with atypical development?

Based on this research question, a short questionnaire was administered to a voluntary sample of 60 teachers and other educational figures, during the Active Formative Apprenticeship, Cycle V. They were asked to provide operational proposals with respect to what can be both State, University and School interventions to improve the levels of inclusion and quality of life of students with disabilities. The answers were analysed using MAXQDA, software for conducting qualitative analysis. From the answers, it was possible to draw reflections on the interventions that are already being implemented and those that can be employed by the institutions in charge of training both teachers and learners to improve the level of inclusion in the new

post-pandemic scenario.

2. The importance of the State for Inclusion in the Post-Pandemic scenario

The era of post-modernism, in which we currently live, is characterised by a mechanism in which the will, the striving for the other from oneself, and emotionality give way to *sad passions* [8]. There are constant changes, shifts of focus, both politically, economically, and socio-culturally, which imply a capacity for adaptation of the subject to the social fabric [9]. Society seems to rely on new tools of both communication and thought, such as the mass media or new technologies [10], capable of leading the citizen to approach a plurality of information, often also contradictory and diversified, which become a veritable *mare magnum* in which it is difficult to disentangle oneself, if one does not have the right tools to do so. The medium, especially in the pandemic and post-pandemic era, has become perhaps the only channel that has ensured communication between human beings [11] and has also become the instrument of transmission of ideals, political thoughts, communication that has placed the state in direct relation with citizens [12]. The plurality of ideals with which citizens have been confronted has undoubtedly generated instabilities in decision-making processes, having as a direct consequence a *democracy* that would appear to be faltering, precisely because of the pluralism of information in which citizens find themselves involved every day [13]. Added to this is the instability of constantly changing parties and governments, which inevitably leads to variability in social action through constantly updated norms that have repercussions on the functioning of the state.

If the focus of interest, then shifts to economic, material support to citizens with disabilities or disorders, there is a general malaise due to interventions that are perceived by the people as limited with respect to what people with disabilities need [14]. Disability certifications issued after very lengthy processes generate quite a few disagreements in the social world [15]. The resources that are disbursed to schools follow a complex bureaucracy and, even in this case, due to protracted timelines that do not seem to converge in the direction of immediate and timely intervention to support the needs of the individual [16]. The provisional nature of the teaching staff on support posts generates discontinuity in students who, in certain forms of disability such as autism, need more and more stable figures to improve social relations, adapt to learning contexts that in themselves are changeable due to the continuous changes in both infrastructures and the actors acting within them [17].

The greatest fear, however, concerns the conditions of the disabled person after his or her

education, both about the world of work and regarding material assistance for the disabled person who might possibly be left alone and without parents. Many are the fathers and mothers who express the fear that their children, after their death, may be left alone, with no one to support them and give them the right care to be able to continue their lives peacefully, without difficulties either economic or social.

This opens a window of reflection on what the state's operational methods can be about the disabled from their birth to their development and their inclusion in the school and social spheres. The state should follow logics of *flexible adaptation*, of adjustment to the changing context, which modifies rapidly, ensuring adequate and immediate operations to guarantee that disabled persons can cope with a reality that presents marked traits of complexity, to which the disabled person is often unable to adapt [18]. Streamlining the various bureaucratic processes, providing greater economic and material assistance for those individuals who need it, adapting school contexts by providing resources and materials more quickly to guarantee teachers timely and effective intervention towards their students with special educational needs, in the perspective of cooperation, is more necessary. Moreover, being able to guarantee the disabled person a future also after studies through specific subsidies, assistance for insertion in terms of work and social integration, especially in those cases in which the subjects are alone and without a family behind them that can support them, are fundamental prerequisites for the proper functioning of a State that can be defined as inclusive, careful to ensure respect, protection, and the enhancement of everyone, in the perspective of a school for all and for each [19].

3. The Role of the University for Teacher Training

The university plays an essential role in teacher training, both in terms of *structuring training courses* aimed at implementing the competences of future school operators, and in terms of *implementing quality courses* [20] [21] and aimed at the innovation of the educational offer, from a pedagogical as well as an academic research perspective.

Numerous documents have followed one another over time, which have focused their attention on the delicate topic of teacher education in the university field, and especially on didactic innovation. See for instance the Sorbonne Declaration [22] or the Bologna Process [23] or the Yerevan Communication [24]. All these internationally oriented documents focus as a priority on the Higher Education system for the implementation of didactics, through pedagogical innovation, teacher training and the adoption of technologies to support teaching [25]. The training offered by universities is a powerful means to instil in the generations of future citizens, as well as

educational-social workers, ethical values effective tools to best exercise their active citizenship, facing the challenges posed by the contemporary world, the difficulties emerging from the different contexts in which we act, offering original and flexible solutions, from time to time adaptable to individual changes. The University, through the structuring of new, original training paths, based on the provision of courses of study useful to students for the acquisition of new skills, such as in the field of new technologies [26], [27], which have now become part of the culture itself [28], thus assumes a further responsibility: the search for *new borders to explore*, the *experimentation of new forms of knowledge transmission*, through the use of new platforms, the use of tools for the dissemination of materials as well as simulating practical experiences, which are necessary in order to build skills that can really be spent in society.

The European Network for Quality Assurance in Higher Education [29] establishes that institutions have the task of searching for new and experimental ways to ensure that their group of teachers and researchers is also competent with respect to the teaching skills of the content they are expert in. The qualification of the institution passes, in fact, also through the qualification of the lecturers, who should be offered the opportunity to improve their teaching strategies [30]. by implementing and encouraging the dissemination of culture and the acquisition of skills. Universities, moreover, being learning communities [31], need the establishment of a solid and creative setting, stimulating those who study within them, also using varied teaching methodologies, to reinforce motivation and further foster learning [32], [33], [34]. In various realities, universities are also in charge of structuring pathways, projects, training courses, also in partnership with other associations outside the universities, to offer more learning opportunities, implement teacher training, according to a *network-type perspective* [35].

It should not be forgotten that, in the training viewpoint, the school, and consequently the University that guide teachers, has an important task in supporting the child to fill certain gaps in an educational experience that often, in extracurricular contexts, appears inadequate, providing training paths that can respond to the need for the *liberation of personal potential*, as well as the achievement of *life skills*. This can only be achieved through the presence of teachers who are prepared and ready to deal with any complexity, recognise the difficulties in students and intervene promptly to overcome them. The University has the important task of guiding the teacher in the development of this capacity, through the courses of study it offers, centred precisely on programmes capable of enabling the maturation of thinking, laboratory, and practical activities to be able to develop operational skills and not only theoretical

ones, useful for effective entry preparation.

The possibility of a good university education can be beneficial, therefore, for the *capitalisation of learning* and its effective *investment in the school context* [36]. At this point, the focus often seems to shift to specific training with respect to the world of disabilities. The university has the important role of moulding teachers who can understand in a timely manner how to act on subjects with disabilities, to recognise in a short time the right didactic strategy to implement to enable *meaningful learning* [37], especially when they are faced with situations of severe disability. This operational baggage can only be acquired through specific training, through universities, which today, in a very short time (sometimes a few months or a year at most), have the task of structuring specialised pathways, embedding within them both theoretical and practical courses, internships both direct and indirect [38], [39], [40] in order to train professionals capable, within an equally short period of time, of being able to act in school contexts, dividing their time between short substitutions, vacant professorships for a short time, which consequently also imply a great deal of mutability. The variety and diversity prompt rapid reflection on the methodologies to be applied, the interventions to be implemented, to act effectively, adapting flexibly to the new. This implies the search for *vicarious strategies* [41], and *deviation from traditional didactics* [42], [43], and implies a training process that educates to have *flexibility in thinking*, *non-linearity in the act of teaching*, through a solid and at the same time flexible training, able to allow the widening of *cognitive horizons*, stimulate *curiosity* and the will to constantly renew one's *modus operandi*. The university has the task of providing a suitable toolbox for teachers to work, after training, with everyone and with respect for singularities, based on a training that makes them capable of recognising identity, otherness, working with heterogeneity through innovation in the way of thinking and operating.

4. The School: between Teacher Training and Non-Linear Paths

Analysing the value of the school in teacher training, as the body in charge of the management, care of its students, one often comes across the issue of the relationship between the institution and families [44] [45] [46]. It does not always turn out to be a relationship of full agreement and harmony, as often the two realities tend in a polar way to assert the absolute will to manage the child, in terms of training and social development, omitting the factor of cooperation and collaboration to structure educational paths adaptable to the learner's needs. As analysed by Giannotti and Filosofi [47] the tendency is to create a process of *triangulation*, in which the child becomes

the vertex of a hypothetical triangle, in which he/she finds him/herself being attracted by the other two vertices represented by the school and the family. This process implies uncertainty in the pupil, who needs certainty from those bodies chosen for his or her education, for his or her insertion into the social fabric. This leads to a reflection that can be developed along two trajectories on the one hand addressed to *teacher training*, to their specialisation in order to be able to guarantee timely and effective interventions on students, both able-bodied and with atypical development; the second, on the other hand, aimed at paths to be followed for *the education of the learners themselves*, which do not always follow linear trajectories in the teaching-learning process, but rather experimental ones, capable of following previously untraced paths and pathways, capable of structuring paths on a child's scale, with constant and sudden changes, with needs that imply the continuous remodelling of methodologies, educational and didactic approaches, responding to different interests and different learning potentials.

Referring to the first reflection, it must be emphasised that the Profile of the Inclusive Teacher [48] promotes among the teachers' competences that of acting following the trajectory of co-responsibility and collegiality, by sharing personal knowledge and skills with others to harmonise competences, objectives, for *truly inclusive didactics* [49].

Effective teacher training, which can enable the simultaneous expendability of personal skills for their students and for their own education, is linked to a further mechanism, *agency* [50], [51], [52], in which the teacher plays an active role in defining tasks and working conditions to improve the quality of education. The active role of the teacher makes him/her at the same time a reflective professional [53], [54] capable of constantly meditating on his/her teaching action, on the effectiveness of his/her training interventions on learners while respecting everyone, their *potential*, and their *limitations*, while at the same time fostering a development that can be defined as inclusive. Teacher training, the reflexive capacity acquired through active, practical training, with direct experience, pushes one to look differently at families, which become organisations with which to collaborate, to *interact*, in order to build learning pathways for their children that also respect their emerging needs in contexts that are not only school ones, but of life, in full agreement with the 2030 Agenda [55] which envisages as a pivotal element precisely the creation of inclusive contexts, in which children can freely express themselves not only in their studies, but in their lives, in the way they exist and face their individual days. With respect to the second topic, on the other hand, there are numerous studies that precisely address the issue of teacher training as well as the topic of updating, recognising how much it can influence both didactic effectiveness

and the educational relationship itself [56], [57]. Of course, good teacher training also depends on the internal factors that drive the teacher's desire for training, the desire to build his or her own knowledge and skills, based on the way he or she perceives himself or herself both in terms of professional and personal skills, the way he or she conceives his or her own self-efficacy [58], [59]. A good awareness of one's own potential, of one's abilities to teach and to relate to students, also implies therefore the ability to recognise one's own limits, one's own mistakes, not attributing the cause of students' failures to the students themselves. Awareness also helps one to meditate on one's own operational and methodological methods, trying to unearth paths to follow that follow not only a purely transmissive logic, but one aimed at developing competences in one's learners, through didactic paths that are not merely *linear*. The tendency of teachers, in fact, is to conceive of teaching as a linear type of pathway, characterised by very similar modes of operation among them, in whatever context or with whatever pupil they come to work. All these actions, which are almost inhibiting for didactics rather than stimulating, lead to processes that are not entirely inclusive, since inclusion is precisely given by the variability of actors and contexts. To cope with such *dynamism*, it is necessary to appropriate rules and operating principles of a flexible and continuously modifiable type, in both an *interdisciplinary* and *transdisciplinary* perspective [60]. These paths of flexible readaptation, the ability to constantly modify one's own schemes of action, readjusting them to the peculiarities of the actors with whom one works, is a fundamental prerequisite for being able to guarantee respect for everyone, enhancing their individual characteristic traits, acting precisely on those to favour the inclusion of all students.

The desirable path to follow is therefore given, first and foremost, by a teacher who can train himself and receive training opportunities, through which he can forge himself as a being thinking and operating in a plurality of contexts. Teaching also appears to be a necessary and essential tool for implementing reflexive competences, capable of making one understand both the value of the actors with whom one works and the methodological paths to be implemented to reinforce and improve their competences. The intersection of *teaching* and *non-linearity* in the figure of the teacher can be ensured through the bodies in charge of teacher training, the universities, whose objective is to foster education paths for future generations of teachers based on experimentation, on practical culture, as well as on solid knowledge in both *ontological* and *epistemological* terms. The University becomes a component capable of maturing practical skills in teachers, developing *non-linear thinking* adaptable to educational practice with learners, through a process

of *alignment* [61] to the needs of the context, of the learners, making learning places more inclusive and addressed to all the variegated users that populate them, with the multiple educational and training requirements, for a *school open to diversity*, to the reinforcement of the *different peculiarities*, of the *psycho-physical* and *cognitive* characteristics of the *individual*, of each student.

5. Research Methodology

To proceed to a more accurate investigation into the state of intervention on the part of the state, school, and university to improve the inclusion of students with disabilities in the post-pandemic scenario, trying to understand what possible trajectories to follow for a possible improvement of intervention by the Institutions aimed at students with SNE, was structured a survey questionnaire, useful for drawing lines of reflection afterwards.

5.1. Sample

The sample involved various professionals involved in the education of the new generations, especially teachers, educators. Specifically, 60 professional figures filled in the questionnaire, selected on a voluntary basis from among the participants in the Active Training Support Cycle V, at the University of Salerno, figures naturally active in the various territories for the purposes of inclusion.

The research experience was conducted during the 2021/2022 school year, at the end of the specialisation course on support activities.

5.2. Instruments

To collect the data, a semi-structured questionnaire was prepared through Google Forms. The questionnaire was also administered to understand whether it is worthwhile to open an in-depth exploration on the topic, thus the actual feasibility of the proposed pathway. The questionnaire consists of two parts:

- i. The first part aimed at acquiring information on the socio-demographic characteristics of the participants (specifically region of origin and profession practiced).
- ii. And second part, divided into three pivotal items, preceded by a brief data collection with respect to both the regions of belonging and the social role played by the writers, for a clearer overview, without dwelling too much on a specific region or area. The three main items were particularly aimed at:

- To analyze the participants' proposals regarding the interventions that the State should carry out to

improve school inclusion, following the Covid-19 Pandemic.

- To analyze the participants' proposals on what the school should do to improve school inclusion following the Covid-19 Pandemic.
- To analyze the participants' proposals on the interventions the university should carry out for the improvement of school inclusion, following the Covid-19 Pandemic.

6. Procedure

Both a descriptive statistical analysis was conducted, to process the socio-demographic information, and a thematic analysis [62]. The use of thematic analysis made it possible to identify and make sense of common meanings and experiences in a shared way. The answers were input into the software [61].

Once the answers had been collected from the participants, the data relating to the regions of origin, as well as those relating to the type of job performed, were extrapolated directly using the integrated functions of the Google Forms software, which allows precise percentages to be derived, based on the number of answers provided. As for the qualitative data, identified through three open-ended questions, these were first downloaded and transferred to an Excel document, to be subsequently analysed with the help of MAXQDA, a software aimed at carrying out qualitative surveys.

Once uploaded, they were read individually and codes were created, based on the thematic core(s) present in the individual opinions provided and collected through the keywords present in the specific texts. Once an initial skimming had been carried out, to draw together the varied proposals provided, trying to give them an order and above all extrapolate a synthesis, were analysed the codes. Where the codes were found to be heterogeneous, nothing was done in the second instance. Where, on the other hand, codes were found to be very similar in terms of subject and area of interest, these were collected into sub-codes, to achieve clearer and more precise results. After the creation of codes and sub-codes, the answers were transposed into bar graphs, where it was possible to more accurately identify the percentage of thematic cores collected, based on the frequency of the codes and sub-codes. Based on the identified percentages, it was possible to draw a reflection on possible avenues for intervention and improvement by the institutions, which were the subject of the study conducted.

7. Data analysis

The questionnaire was completed by 60 participants, on a voluntary basis, mostly teachers and educators in July 2021.

The questionnaire, in anonymous form, to avoid any inhibitions in giving answers or alterations, provided, in a first section, for the collection of data regarding the area they belonged to, as well as regarding the profession they held from an educational point of view. From the analysis that emerged from the data collected regarding the region of belonging, it should be noted that most participants reside in the Campania region (74.5%). There is a clear difference between the largest and the next largest figure, as a second slice of participants resides in Lazio (5.4%) and Piedmont (5.3%), but with a difference of 69.1%. This is followed by an equal percentage of participants from Apulia and Veneto (3.6%), and finally a last part from Abruzzo (1.8%), Sicily (1.8%) and Emilia-Romagna (1.8%).

The significant discrepancy between the largest and the next largest percentage could be due to the sample's choice of specialisation courses on Support, held at the University of Salerno, where most of the participants are of Campania origin, with only a small portion coming from other regions.

Despite the uneven percentage distribution among the different participants, the answers nevertheless resulted in an alignment in terms of the proposals given and which will be analysed later (see Table 1).

Table 1. Result as a percentage of the participants' regions of origin, processed directly with the integrated Google Forms function

Region	Percentage of participants
Abruzzo	1.8%
Campania	74.5%
Latium	5.4%
Piedmont	5.3%
Emilia-Romagna	1.8%
Apulia	3.6%
Veneto	3.6%
Sicily	1.8%

Table 2. Result in percentages of the participants' professions, processed directly with the integrated Google Forms function

Profession	Percentage of responses received
Teacher	86%
Educator	3.5%
Parent	3.5%
Other profession	3.5%

About the professions practiced by the participants, it is evident from the data collected that most participants are teachers (86%), and this is clear from the distance from the other professional figures who participated, among whom are educators (3.5%),

parents (3.5%) and other professions, such as speech therapists or experts in other fields (3.5%). This figure allows us to understand how we can focus on the teachers' category (see Table 2).

8. Results and Discussion

The data analysis of the first graph, emerging from the answers to the first item:

"What solutions should the State implement to improve the quality of life of students with atypical development, especially at school, in this post-pandemic period?"

Based on the codes and sub-codes that emerged, the MAXQDA software returned that a large percentage of professionals expressed a wish for the state to provide more resources, in economic terms, for education (27.9%). A huge proportion of the participants also gave as a proposal a greater interest and investment, on the part of the state, in the subject of teacher training (17.6%). Significant emphasis is also given to the issue of stabilising teachers, of precarious employment (10.3%), as the answers showed that the State should provide for greater stabilisation of precarious workers. There are also areas of demand with respect to school and extracurricular interventions by the State with respect to disabilities, to guarantee continuity of intervention (8.8%), thus giving greater attention to the world of disabilities (7.4%). Part of the participants also suggested implementing the creation of networks to foster the construction of projects aimed at the disabled (5.9%).

A percentage also expressed a desire for more attention to be paid to motivation, to listening to students' needs (4.4%), as well as for more checks both on teachers (1.5%) and on school facilities, aimed at ensuring students' safety in schools (4.4%), and a desire for more school hours to be allocated to support students with Special Needs Education (2.9%) in order to foster students' entry and autonomy in society (1.5%).

Analysing the data resulting from the codes relating to the second item:

"What solutions should schools implement to improve the quality of life of students with atypical development, especially at school, in this post-pandemic period?"

The results provided by the software used for the surveys, it emerges that the greatest interest on the part of the participants is directed towards teacher training (15.2%), hence towards the desire for more training courses offered by individual schools to improve the skills of their operators. Equal interest is shown, on the other hand, for interventions to improve

training contexts (10.6%) and for attention by teachers working in schools to the emotional sphere of their learners (10.6%).

The need is also highlighted for schools to create more network agreements with other bodies, to better design activities aimed at learners (9.1%), as well as to conceive inclusion not only in terms of specialised teachers following children, but as a real construction of stimulating environments (7.6%), child-friendly, based on their needs emerging from their individual backgrounds (6.1%). Therefore, greater collaboration between teachers is required to be able to act and build inclusive environments (6.1%), working towards a more active role of the student (6.1%).

The need for greater didactic planning on the part of teachers and aimed at students with disabilities themselves (4.5%), as well as the allocation of more resources by the school for the training of its pupils (4.5%) is also identified.

An equal minority proposed, on the other hand, psychological support for teachers during the school year (1.5%), greater use of technology during teaching activities (1.5%), increasing teaching support hours (1.5%) to implement learners' skills (1.5%).

A very small percentage, on the other hand, recognised that the school can do no more than it has already done, praising the various support and training actions it already offers from time to time (1.5%).

Wanting, in conclusion, to analyse the answers given to the third item:

"What solutions should the university implement to improve the quality of life of students with atypical development, especially at school, in this post-pandemic period?"

Based on the graphs generated with MAXQDA, the following emerges that, undoubtedly, attention falls on the largest percentage, characterised by the interest of teachers in proposing more teacher training to universities (25.0%). Proposals, moreover, go in the direction of support for students with disabilities (16.1%), through the structuring of disability-friendly courses, by means of experimental training design (10.7%), as well as the proposal of more practical activities for the teachers to be trained (10.7%).

Alongside design for the disabled emerges the need for a real interest in disabilities and inclusion (7.1%), through greater investment in the purchase of suitable materials (5.4%), as well as a desire to focus more on the subjects than on bureaucracy (5.4%).

The creation of networks to manage the design and improve interventions aimed at students with disabilities is also proposed (3.6%), with the prospect of greater accessibility to the world of education and lifelong learning for students with Special Needs Education, as well as their active inclusion in the social and working world.

A percentage of the responses expressed a desire for an interest in the world of disabilities also in the extra-curricular world (1.8%).

9. Conclusions

Drawing a possible connection between the answers given for the three items some points of connection and reflection emerge. There is, in all sections, a great deal of attention to the theme of *teacher training*, which is considered valid and essential to allow the structuring of educational pathways more inclined towards the child, with its own needs and peculiarities [63]. It is the task of both schools and universities, spearheaded by the specific intervention of the state, to build networks to overcome any walls linked to divisionism, autonomous action, interest only in one's own field of action rather than collective action.

A second preponderant point is the issue of funds to be allocated to guarantee the purchase of *materials* and all the equipment necessary to enable the training of the new generations, especially of learners with Special Needs Education [64]. It is the task of all organisations that deal with culture to possess innovative tools, also making use of the research conducted on them.

A society of quality is based on the possession of constantly innovative means, material suitable for responding to the needs of all, and this is only possible if there is an operational, organisational synergy between the State, which provides the funds, and the Universities, which have the task of putting in place in-depth research actions, constantly updated, and then guiding the new generations of teachers aimed at innovative action, which depart from the transmissive mechanisms of knowledge, still based on a vision of a well-filled head, rather than a well-made head [65].

This leads to a rethinking of the entire organisational and didactic set-up, which requires innovation, to follow non-linear trajectories, first in the training design of teachers, both initial and *in itinere*, and then continuing with the design of activities for the child, both able-bodied and with Special Needs Education, investing *resources, energy, emotional and affective attention*, which are also preponderant among the proposals given in the various items.

The search for a more practical training and, consequently, also a teaching method that involves the learner more actively [66]. Inclusion, the participation of all in school life, can only be guaranteed through *investment in the school*, in training and in everything that contributes to improving the individual aspects, in the interest of the child both inside and outside the school context. Guaranteeing an all-round education, and not only within the school context, consequently, implies accompanying the child in the delicate transition *from education to life*, providing him or her

with all the appropriate tools to be able to cope with it in the best possible way, through the maturation of solid, flexible, and concretely spendable skills.

This is only possible through the real creation of collaboration *networks* between the State, universities, and schools. The agreement between institutions, the interest in children, the search for new and innovative training strategies for both teachers and learners, is the fundamental prerequisite for the creation of inclusive societies. This research, therefore, has provided confirmation in this sense, highlighting how the interest in the theme of cohesion between institutions, training, innovation, are fundamental prerequisites on which further investigations should continue to be conducted, especially in relation to the pandemic period experienced and which has changed the way of working, operating... *living*. It would therefore be interesting to broaden the field of investigation, to increase the number of subjects involved, to check whether changes, improvements and deteriorations have occurred over the years, in order to constantly redesign teaching action, to adapt it to the times, to the needs of the times, for a teaching method that becomes innovative, non-linear, collaborative and that guarantees the success of every single student not only in the school field, but in society.

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