



# UNIVERSITÀ DEGLI STUDI DI PADOVA

**Investing in our people: capacity and capability  
building to ‘achieve change that sticks’**

**UNIVERSITY OF PADOVA HUMANE STUDY VISIT**

**27/11/2018**

**Benedetta Zatti**



4 y. BA in Russian Studies (London School of Slavonic and East European Studies, UK) 1995

1 year Masters in: Intercultural Studies 2000; Teaching Italian as a Second Language 2001;  
Tutoring for distance learning 2006

3 year course in Psychological Counseling 2003-05 and 2010-2011

1 year Specialization in 'Life Design and Career counseling' (focus on disability and other vulnerabilities) 2011

1 year General Course 'Human Rights and Inclusion' 2017

Life-long learning (conferences, seminars, workshops etc...): second language teaching, tutoring, vocational guidance, intercultural education, disability and diversity, inclusion etc...



Worked as 'Intercultural Mediator' and teacher of IT 2nd-Language 1999 - 2002

Worked in two firms - export with Russia 2002-2003

Founded a Social Coop Enterprise (intercultural issues, teacher training, migrants, refugees) – the first elected President and afterwards in the Administration Board 2003 -2014

Entered Unipd (at the Language Centre: until 2007 in the équipe teaching IT 2nd-Language and from 2007 to 2010 coordinating the Didactic Secretary) 2004-2010

From 2010 to April 2017 at the ex Disability and Dyslexia Support Service (since 2014 trying to move away)

From April 2017 to February 2018 part-time at the DDSS and part-time at the Right to Study and Tutoring Service in charge of a project 'Culture and Welcoming' for refugees

From March 2018: Head of the Inclusion Sector (Students Services Office)



Law 28 January 1999 n. 17 “Integration and amendment of the Framework Law 5 February 1992, No 104 for the assistance, social integration and the rights of the handicapped”

Art. 5-bis. [It is mandatory that...] *The universities with their own provisions appoint a **professor, delegated by the Rector**, with functions of coordination, monitoring and support of all initiatives concerning integration within the university*

**CNUDD**: National University Conference of the Rector’s Delegates for Disability (2001)

The CNUDD’s main purposes are:

- to share information and experiences between Italian universities;
- to respond in the most appropriate way to the needs of students with disabilities in their university education
- set up guidelines for all universities by activating the necessary services to make Law 17/99 operational



## Prospective students

with disability or SLD who disclosed their condition for the admission tests

**Informational guidance** about the University educational offer

**Information & bureaucratic procedures support** about fees and economic benefits (fee-weavers, scholarships, equipped and domotic accommodation in collaboration with ESU)

**Admission tests** (personalized tests: location, desk, additional time, reader and/or transcriber support, LIS interpreter, specific technological supports)

## Students

with a Disability Certificate or SLD Diagnosis

who during their studies had a temporary or long-term certified disability

**Supports based on the assessment of the student's individual needs to guarantee the Right to Higher Education**

- LESSON ATTENDANCE
- INDIVIDUAL STUDY
- EXAMS
- INTERNATIONAL MOBILITY
- JOB PLACEMENT



### **Essential:**

assistance and transport service

accessible Halls of Residence (2 domotic apartments)

removal of architectural barriers

digital books and assistive technologies

transcription support , sign language interpreters, FM technologies



### **Specific:**

study support with Tutor Senior

international mobility

stage and job placement

sport: Wheelchair Basketball Team





Focus on equal opportunities, autonomy and personal empowerment to achieve integration and to guarantee students with disability the Right to University Education:

- strong investment on technological supports
- strong investment on overcoming physical barriers
- strong investment on international mobility

Connections with «experts» from these 3 fields (see above)

Unrelevant to invest in professional guidance, counseling and psychological support

Families were kept at large

Cognitive and psychiatric disabilities: barely considered

Very little interaction with associations, groups, the city and the community (territory)

The activities for integration were concentrated at one location: via Portello, 23 (e.g. Senior Tutors could not support students elsewhere)

A centralized and «bureaucratic» management of the needs of students with disability: Disability (and Dyslexia Service)

Assessment of individual needs by the Disability and Dyslexia Service

Advanced dedicated supports tailored upon the person: during lectures, to study, to take exams



## Meanwhile...societies were changing

In Europe, increased **migration** was contributing to more **cultural diversity** – and more awareness on the topic. **Social diversity** and **inequality** were being hotly debated in the wake of the **economic crisis**, ongoing **globalization** and accelerated labour market changes, together with the progressive **decrease in resources** and the threatening **climate changes**. At the same time, **gender equality** was continuing to be an issue in several areas, as well as the increase of the **digital divide** due to the incredibly fast technological innovations of the '**knowledge society**' (<https://www.eua.eu/>)

**As a consequence, an urgent need arose**

... for the university to take its **social responsibilities** more seriously, on the grounds that the knowledge it possesses **is not meant for a limited number of stakeholders** in society, such as students and private actors who are willing to pay for it, but should also be used to **solve the major problems that affect society** (van der Zwaan, 2017)

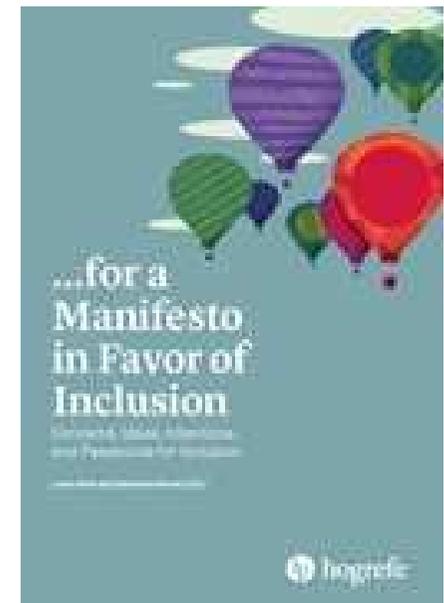


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...and becoming more diverse

Universities needed to find ways to enable **participation** of people from **various backgrounds**, including those that are **traditionally less represented** in higher education and were asked to be more open and inclusive (<https://www.eua.eu/>)

From 2016 at Padova University: **inclusion** policies became “the main road” (see the General Course “Human Rights and Inclusion” a.a. 2016-17 and the publication of the “*Manifesto in favour of Inclusion*”, 2017)





Inclusion is a multidimensional construct that, including concepts like *'welcoming'* and *'integration'*, goes beyond them and significantly differs from them. Inclusion requires careful consideration of the **'contexts'** in which **all persons** are living

(Soresi, 2016; Shogren et al., 2016)

Being pre-occupied with inclusion today means **ensuring that contexts** are capable of guaranteeing to **each person**, with his/her uniqueness, **participation** in *social* and *civil* life (Soresi, 2016)

Fighting for inclusion requires ensuring that **all citizens** and **all institutions** are **active** in order to facilitate the participation\* of all people in social and civil life

(Asante, former leader of 'New African Voices', 2002)

\* defined as the level of involvement of a person in life situations in relation to his/her health, physical conditions and functions, the activities he/she is able to perform and contextual factors that are his/her own – WHO, 2001



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From 2016  
A new 'revolutionary' vision



Inclusion means accepting, embracing, and celebrating the differences of each of us in order to **transform communities** into comfortable places for all people.



Through **alliances** with other institutions, different organizations, the City, the territory and at the international level, Padova University coordinates initiatives to plan, organise, and share knowledge and good practices about structured actions of public engagement and sustainability (inclusion) in line with the 17 objectives of the UN 2030 Agenda





- Analysis, sharing and dissemination of knowledge and **good practice**
- **Awareness raising** initiatives (promoting an inclusive culture), **training** and **co-planning** at the local and national level
- Commitment to "**go towards**", to "**reach out**" and prevent potential criticality
- Realization of contexts designed to enhance heterogeneity and each person's strengths
- Re-conciliation of **individual** aspects with **contextual** aspects
- Inclusive communication, accessibility of information, documents and events (choice of easily accessible-for-all spaces and the use of '**widespread**' and **friendly supports**)
- Careful and simplified **administrative language**
- Re-design of **teaching** so that it is more and more inclusive (Design for All)
- Strengthening of life skills and empowerment → increase of **competencies** and of **social networks** to ensure active participation of all
- Staff training to increase knowledge about Human Rights, Sustainability and Inclusion, **resilience**, **optimism** and **positivity** of practitioners → advocacy, persuasion of decision-makers



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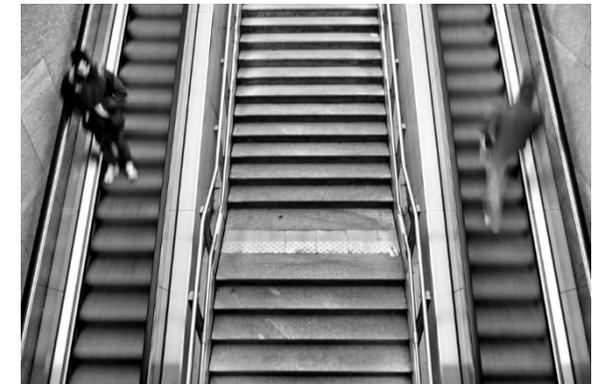
But what happens when...

...a (new) vision does not find the right 'humus' to develop, the right organizational structure to flourish and become operational? → schizophrenia of the system

... the Governance lacks the **TRUST** to 'take on board' the administrative staff and the whole University community?



... the people who have occupied the same position for years are change-resistant and unable to embrace the new vision and the new organizational structure with its new dynamics?





## The Rector's policy guidelines for Inclusion (2016)

...*"promote **equal opportunities** for access and **professional growth** ... regardless of gender, religion or belief, race or ethnic origin, disability, age or sexual orientation, through the development of specific **measures for the management** and enhancement of **diversity**"*

Trajectories, paths and support networks to favour inclusion: <http://www.unipd.it/inclusionone>

**Engagement of/coordination with the territory** → **Third Mission** of the University that must become *"a point of reference for the world of innovation, in all its forms, and applied research"*: a project of the University that extends beyond its borders, helping to disseminate the experience of the University in the districts of the city (inclusive Padua!) and over

## The University Strategic Lines (2016-18) and the Performance Objectives (2018-20)

**The Central Administration transformation programme** with **two dedicated offices**, but with transversal operating modes and without the services being aimed exclusively at people with disabilities or vulnerabilities (services for all, intrinsically inclusive)

Implementation of projects and actions aimed at **innovation, sustainability, inclusion**



## Public Engagement Office

Engagement and Sustainability

Public Relations

Civic Service

## Student Services Office

Economic Benefits

Inclusion

Guidance and Tutoring



- **promotes an inclusive culture** inside and outside the University: good practices and events to support inclusive policies and strategies which foster inclusion
- **sets up networks** for the benefit of people and students with vulnerabilities (or helps to strengthen existing ones)
- in collaboration with the other offices (*especially* within the same Area), it **develops projects** and realises **actions** and activities as transversal as possible in favour of inclusion, both within University and in the territory with a constant focus on contexts and with a 'design for all' approach
- **organises and manages** the necessary supports to ensure equal access opportunities and full participation of students with diverse vulnerabilities to academic, cultural and social activities in different contexts within and outside the University



From the very beginning actions for inclusion are planned and realised in line with the Inclusive **vision** through the strong **engagement** of the stakeholders (the University community and the territory)

Focus on the interaction between **individual characteristics and contexts**

**Open door** approach to students (with cognitive and psychiatric disabilities too) and families (welcoming and easy to reach **pop-in offices!**)

Widespread and friendly take care and management of the needs of students with vulnerabilities (disability, learning disorders, refugees, migrants, in jail...) and, more generally, of the stakeholders (families, assistants, contexts)

Strong investment on **managing complexity** in synergy with contexts in strong collaboration with experts from very different fields (**interdisciplinary approach**)

Personalized and **more flexible supports**: inclusive peer tutoring, volunteers' support for different purposes (not only for study), user-friendly assistive technology and multimedia (**classmate** support)

Investment on 'life design and career counseling services' by staff with specialization (inclusive guidance at High Schools)



Strong involvement of the **Dep. Referees for Inclusion and Disability Commission**: DIMED (pre-enrollment meetings), DB and GEOSCIENCES (multimedia lectures), DPG (inclusive teaching), DEI (context preparation and lectures accessibility, support for 'new vulnerabilities' = refugees), DBC (classroom reasonable adjustments), BCA (students who have vulnerabilities in their family context), DPSS (distance exams), DSF (student and family care), CLA (language advising) are just a few examples

**"Language Reform"** (adapting or rewriting information and communication according to the guidelines for inclusive language – Rector's letter): website, UNIWEB, public calls, online forms, administrative docs → Unipd offices are showing more and more understanding for the guidelines

**Increase of collaborations with Central Administration Offices** (transversal actions):

- public call for tenders for LIS interpreting and Stenotype services with the engagement of 6 different offices;
- systemic actions of orders and purchases for assistive technologies

**New projects with DPG** (students with learning disabilities), **DIMED** + CUS e CIP (sports and wellbeing), University Library System - **SAB**: strategic collaborations with publishers associations in UK (RNIB Bookshare), USA (Bibliovault, Bookshare) and Italy (TORROSSA): *membership* to obtain the digital format of books in English + personalized transformation of paper books



**TUTOR FOR INCLUSION** - 20 hours of specific training dedicated to Tutors for Inclusion (with **Open Badge @Unipd**), also extended to 200 hours part-time student collaborators and tutors from the University Schools; monitoring of the activity of tutors for inclusion by the University Centre for Inclusion and Disability

**Pilot "Quiet rooms"** in two Departments (1. Physics and Astronomy and 2. Biology): good practice to be implemented in other Dep. (minimum 10) in a.a. **2018-19**

Staff and professors' **training** for management of reasonable adjustments during admission tests

Increase of collaborations with **associations** in the **territory** :

**In-Oltre** – Associazione di Promozione Sociale: <https://www.facebook.com/InOltre.associazione/>

**Baskin Padova**: <https://runandjumpweb.wordpress.com/baskin/>

Facebook <https://www.facebook.com/baskinpadova/>

**Step Abano**: [www.stepabano.it](http://www.stepabano.it)

**Aniridia italiana**: [www.aniridia.it](http://www.aniridia.it)

**Over Limits**: <https://instagram.com/OverLimits17>

<https://www.facebook.com/OverLimits17/>



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# Student Services Office -Inclusion Work in progress (2018-2019)

Analysis and sharing of good practices on inclusion and diversity at University, in the territory, at national level and in partnership with 5 other universities (Granada, Graz, Lyon, Leipzig, Vilnius), participation in the **European project "ARQUS"** - Pilot Call WP EU Universities (28/02/2019), **AL 1 Widening Access, Inclusion and Diversity** (Padua coordinator)

Planning of a collaboration with **IULM** (Milan) to set up a course of Super Reading for students with and without learning difficulties

Within 'Unipd students' cultural initiatives', collaboration with students to the organization of the 2° beginners **course of L.I.S.** open to tutor and students

With the Public Engagement Office – Engagement and Sustainability Sector: development of the course of actions adopted by the Sustainability Commitments Charter 2018-2022 (to be implemented with the involvement of students)



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Freely re-adapted from *Leaders who successfully transform institutions do eight things right (and they do them in the right order)*

1. Convince at least 75% of your *collaborators* that the status quo is more dangerous than the unknown
  2. Assemble a group with shared commitment and enough *competences* to lead the change effort
  3. Use every vehicle possible to communicate the new vision and strategies for achieving it
  4. Teach new behaviours by the example of the guiding coalition
  5. Remove or alter systems or structures undermining the vision
  6. Encourage risk taking and non-traditional ideas, activities, and actions
  7. Use increased credibility from early wins to change systems, structures, and policies undermining the vision
  8. Reinvigorate the change process with new projects and change agents
- Last but not least: articulate connections between new behaviours and corporate success



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Thank you for your kind attention

Area Didattica e servizi agli studenti – Andrea Grappeggia ([andrea.grappeggia@unipd.it](mailto:andrea.grappeggia@unipd.it) )

Ufficio Servizi agli studenti – Alessandra Biscaro ([alessandra.biscaro@unipd.it](mailto:alessandra.biscaro@unipd.it))

Settore Inclusione – Benedetta Zatti ([benedetta.zatti@unipd.it](mailto:benedetta.zatti@unipd.it))

Via Portello, 23-25

Tel. 049 827 5038-5042

Mail: [inclusione.studenti@unipd.it](mailto:inclusione.studenti@unipd.it)

