













(MPPC). While, the fourth intends to address the question about university capability of becoming a more or less inclusive space, considering the increasing number of youngsters with disability who frequent it. This often obliges to if to review its processes and practices to make it another inclusive and interactive space-time. Inclusion and participation are explored to Livia Cadei (University of Milano) and Rosita Deluigi (University of Macerata).

As sub-text of this second “pillar”, with its eloquent opening to the extra-school comes the contribution by L. Numa-Bocage, “Inclusion scolaire, travail collaboratif et temporalités dans les relations entre un CMPP et un lycée professionnel en France”, et by Catia Giaconi of the University of Macerata. The Author outlines an interesting planning of inclusive contexts through the paradigm of the “Quality of Life”, in terms of training the operators and in implementing new practices in services for caretaking persons with disabilities, with a research carried out with teachers on training attending specialised courses for support activities, and with support teachers in secondary and high schools, connecting the worlds of school and extra-school.

Finally, on the first sub-side of the third pole: the one on dyslexia, we offer two important contributions to the readers: “Dyslexia in the University. Guidelines for inclusion and teaching of the University of Florence” by Tamara Zappaterra from the same University, and “Simplex: Approaches to develop reading competence in Primary schools” by Stefano Di Tore, Iolanda Zollo, Michele Domenico Todino and Maurizio Sibilio, all from the University of Salerno. The first article reports on the outcomes of an interdisciplinary project in the fields of pedagogy, medicine and engineering by Centre of studies for problematic and disabilities (CESPD-Centro Studi Problematiche Disabilità) of the University of Firenze. Which provides support and services to students with disabilities and specific learning disorders in the Florentine university, it reached the stage of drawing up “guidelines” for hospitality and didactic for the use of teachers, students and administration personnel. The second contribution, based also on the results of the investigations by IEA PIRLS (2011) and OCSE PISA (2012), confirmed by further investigations carried out by the University of Salerno, describes a critical situation that concerns reading performances in southern Italy, which result below the national average. On the basis of this emergency, this work reports a research project whose end is to realise inclusive didactic instruments and methodologies to sustain the development of this competence, using simple-complex didactics as theoretical framework of reference.

Finally, we wish the happiest possible landing on Franco Angeli’s printing types.

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