

**CURRICULUM T&LS2
INCLUSION**

Doctoral scholarship for a restricted research topic (M.D. 629/2024)	2
Doctoral scholarship for a restricted research topic (M.D. 630/2024)	10
Doctoral scholarships provided and funded by partner Institutions or Universities	6
Doctoral positions without scholarship	3

Available positions	Research topic	Details
n. 1 doctoral scholarship D.M. n. 629/2024 Inv. 4.1 Public Administration	[DM629–PA] Inclusive schooling and foreign students with special educational needs (Main centre of activities: Kore University of Enna)	<p><u>Description of the activities</u></p> <p>The study aims to observe, identify, and analyse inclusive school policies and practices for foreign students with special educational needs (e.g., disabilities, specific learning difficulties, etc.). Particular attention will be given to teaching practices and personalised strategies designed to support learning pathways and educational success. The research aims to improve educational practices and school policies for foreign students with special educational needs in Italy by identifying intervention protocols and guidelines</p> <p><u>Obligations of PhD students</u></p> <p>Periods of study and research in Public administration, companies or research centres for at least six (6) months. Study and research period of six (6) months abroad.</p>
n. 1 doctoral scholarship D.M. n. 629/2024 Inv. 4.1 Cultural heritage	[DM629–PC] Cultural Heritage, Special Education and Inclusion (Main centre of activities: University of Messina)	<p><u>Description of the activities</u></p> <p>Cultural heritage and special education, when combined, can promote inclusion and enrich the educational experience of all students, including those with disabilities and special educational needs (SEN). Based on these premises, the project aims to analyze how cultural heritage can be used to promote inclusion in schools and to develop and validate educational programs that support the learning of students with special educational needs. Additionally, the project seeks to create training programs aimed at helping to use cultural heritage as an inclusive tool.</p> <p><u>Obligations of PhD students</u></p> <p>Periods of study and research in companies, research centers or public administrations, including museums, training institutes and institutions of the Ministry of Culture for at least six (6) months. Study and research period of six (6) months abroad.</p>

Available positions	Research topic	Details
n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] <i>Designing Quality Services for People with Complex Disabilities: Developing Accessible and Inclusive Communicative Environments</i> (Main centre of activities: University of Macerata)	<u>Description of the activities</u> The project is framed within the framework of personal services and is aimed at mapping solutions related to the design of quality services for people with complex disabilities. In this direction, the project involves the development of accessible and inclusive communicative environments that can meet the needs of integrated caretaking for adults with complex disabilities. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .
n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] <i>Taking care of people with neurodegenerative diseases: critical issues and perspectives</i> (Main centre of activities: University of Macerata)	<u>Description of the activities</u> Starting from the analysis of patients' subjective experiences, family dynamics, and coping strategies adopted, research activities aim to explore the complex construct of quality of life of the person and the caregiver of choice. Following a multidisciplinary approach, interventions aimed at improving the quality of life of patients and caregivers, who are often exposed to high levels of stress and burnout, will be developed. In addition, the potential of technologies of innovative digital technologies that can provide support to individuals and their family members will be evaluated. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .
n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] <i>For an inclusive culture: research perspectives between innovative devices and storytelling</i> (Main centre of activities: University of Macerata)	<u>Description of the activities</u> Starting from the assumption that the dissemination of an inclusive culture passes through communication that is accessible to all and sundry, the objective of the doctoral pathway is to explore innovative devices (such as new Web TV or Web Radio) capable of curating correct and inclusive communication, starting from the training of personal services and home care workers, considering both linguistic and nonverbal aspects. Using an interdisciplinary approach that integrates knowledge of communication theories and didactics and special pedagogy, the research activity aims to identify specific challenges in order to define and test new storytelling strategies. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .

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n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] Digital technologies for taking care of people with disabilities or frail conditions: the integrated social and educational health record (Main centre of activities: University of Macerata)	<u>Description of the activities</u> The doctoral project aims to develop an integrated digital folder that combines the health record, individualized care plan (IAP) and individualized educational plan (IEP). Using advanced technologies, the platform will facilitate access and information sharing among health, social and educational professionals, improving the quality and continuity of caregiving. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .
n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] Assistive technologies for prevention and personal well-being (Main centre of activities: University of Macerata)	<u>Description of the activities</u> The doctoral project aims to develop an integrated system of assistive technologies capable of implementing quality-of-life levels. Particular emphasis will be placed on identifying an experimental protocol for home care and personal services. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .
n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] Guidance as an Inclusion Tool: Models and Best Practices (Main centre of activities: Università Degli Studi di Salerno, Dipartimento Scienze Umane, Filosofiche e della Formazione)	<u>Description of the activities</u> <ul style="list-style-type: none"> • Implementation of the "Mi assumo" platform; • Identification of best practices in guidance practices; • Identification of transferable elements in similar contexts; • Identification and experimentation of inclusive practices on the territory to stem social exclusion phenomena; • Reporting and analysis of data on school-to-work guidance; • Identification of methods of impact on the territory; • Measurement of the effectiveness of guidance training action. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .

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n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] <i>Experimental research programme for the design and effectiveness testing of school publishing products</i> (Main centre of activities: University of Urbino Department of Humanistic Studies)	<u>Description of the activities</u> <ul style="list-style-type: none"> • Identification of graphic variables for effectiveness testing; • experimental tests addressing the graphic and didactic variables involved in the development of publishing products; • impact investigation of the variables on learning; • identification of general principles for designing inclusive publishing products. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .
n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] <i>Development of methodologies and tools for the promotion of well-being, educational care and social inclusion in the context of supporting frailty, disability and rare diseases.</i> (Main centre of activities: University of Salento – Lecce)	<u>Description of the activities</u> The research focus promoted within this doctoral path must be oriented towards the modeling of a process of pedagogical-special care of the person in a situation of disability caused by a rare disease, referring to the contribution of innovative methodologies and tools, the scientific, social and political impact of research in the social sciences and humanities (SSU), on biopsychosocial well-being and quality of life. <u>Obligations of PhD students</u> Periods of study and research in companies for at least eight (8) months . Study and research period of six (6) months abroad .
n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise	[DM630] <i>Inclusion and academic success of students with Specific Learning Disorder (SLD): from secondary school to university</i> (Main centre of activities: University of Calabria)	<u>Description of the activities</u> In the first year, the doctoral student will conduct a thorough analysis of national and international literature on the issues of school and university inclusion of students with Specific Learning Disorder (SLD). Subsequently, they will design and implement targeted interventions in secondary schools and university institutions. The main objective will be to improve access, participation, and educational support for students with SLD through the introduction of inclusive teaching methodologies and teacher training. <u>Obligations of PhD students</u> Periods of study and research in companies for at least six (6) months . Study and research period of six (6) months abroad .

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<p>n. 1 doctoral scholarship D.M. n. 630/2024 Inv. 3.3 From Research to Enterprise</p>	<p>[DM630] <i>Play to learn. Analysis of educational games as tools for school and social inclusion of pupils with Special Educational Needs.</i></p> <p>(Main centre of activities: Università per Stranieri di Perugia)</p>	<p><u>Description of the activities</u> The research aims to analyze youth play practices. The aim is to intercept their interests and create a bridge between educational game creators and educational agencies. The goal of the research is to offer, to professionals in the field, new tools to foster more engaging and inclusive teaching and learning practices.</p> <p><u>Obligations of PhD students</u> Periods of study and research in companies for at least eighteen (18) months. Study and research period of six (6) months abroad.</p>
<p>n. 1 doctoral scholarship Funded by partner Institution/University</p>	<p>[PARTNER] <i>Teaching and methodologies for inclusion</i></p> <p>(Main centre of activities: University of Chieti-Pescara - Department of Philosophical, Pedagogical and Economic Sciences)</p>	<p><u>Description of the activities</u></p> <ul style="list-style-type: none"> • Teaching activities: methodological seminars; seminars on the research topics of the curriculum; workshop activities • Research activities (at Italian and foreign institutions; participation in conferences with particular regard to those of pedagogical societies; publication of articles; preparation of thesis) <p><u>Obligations of PhD students</u> Study and research period of six (6) months abroad</p>
<p>n. 1 doctoral scholarship Funded by partner Institution/University</p>	<p>[PARTNER] <i>Design lines of intervention to promote inclusion in formal and non-formal educative contexts</i></p> <p>(Main centre of activities: University of Campania “Luigi Vanvitelli” - Department of Psychology)</p>	<p><u>Description of the activities</u> The PhD student will have to deepen the study of the main theories of special pedagogy in order to design teaching and intervention protocols aimed at promoting inclusion in formal and non-formal education contexts useful for structuring best practices for decision makers of the related sectors. You will have the task of developing research skills in order to be able to initiate studies and analyses, in educational sciences, with both a quantitative and qualitative methodological approach. If necessary, support will also be requested in the teaching and evaluation processes in the disciplines relating to the subject of the Doctorate.</p> <p><u>Obligations of PhD students</u> Study and research period of six (6) months abroad</p>

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n. 1 doctoral scholarship Funded by partner Institution/University	<p>[PARTNER] Technologies and teaching methodologies for the compensation and the empowerment of persons with Autism spectrum disorder.</p> <p>(Main Institution for Activities: University of Bari “Aldo Moro” – Department of Education Sciences, Psychology, Communication Sciences)</p>	<p><u>Description of the activities:</u></p> <ul style="list-style-type: none"> • In-depth analysis of inclusive teaching strategies in a multidisciplinary perspective, through a biopsychosocial approach; • In-depth analysis on setting up learning environments equipped with technologies for inclusion with particular attention to students with autism spectrum disorder; • Structuring innovative projects regarding the removal of obstacles to inclusion through compensation technologies and enhancement of learning processes with particular attention to visual technologies and teaching strategies based on the sense of sight. <p><u>Duties of the Scholars:</u></p> <p>Study and research period of six (6) months abroad</p>
n. 1 doctoral scholarship Funded by partner Institution/University	<p>[PARTNER] Pedagogical innovations for inclusion: an analysis of the intersections of disability, affectivity, emotional education and sexual identity in educational and training environments</p> <p>(Main centre of activities: University of Foggia – Foggia)</p>	<p><u>Description of the activities</u></p> <p>The doctoral project aims to explore and develop innovative pedagogical approaches that promote the inclusion of students with disabilities, paying particular attention to affective dynamics and sexual identities. In the project, an initial literature review phase is identified aimed at exploring research on the topic and identifying best practices and inclusive educational models identified in the national and international landscape. It includes the development of a theoretical and methodological framework for studying the experiences of students with disabilities in relation to their affectivity and sexual identity and the collection of qualitative and quantitative data through interviews, questionnaires and observations in various educational settings (schools, universities, training centers). The doctoral student will be expected to design pedagogical interventions aimed at improving the inclusion and well-being of students with disabilities; create educational materials and training resources that specifically address the intersections of disability, affectivity, emotional education and sexual identity; and implement pilot programs in schools and/or training institutions to test the effectiveness of the proposed interventions.</p> <p><u>Obligations of PhD students</u></p> <p>Study and research period of six (6) months abroad</p>

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<p>n. 1 doctoral scholarship Funded by partner Institution/University</p>	<p>[PARTNER] Referral Pathway and Inclusive Processes: a survey of the institutional pathway from problem onset to network intervention</p> <p>(Main centre of activities: Department of Education, Roma Tre University)</p>	<p><u>Description of the activities</u></p> <p>The research project is aimed at investigating the relationship between the quality of school and social inclusive processes and the quality of the institutional process (Referral Pathway) that is activated from the moment of the onset of a difficulty/problem by a pupil/student to the report (by the family/school) to the services, to the response of the latter and to the network intervention between the various actors involved that follows. Post-pandemic data indicate an increase in all age groups in widespread difficulties in learning and in psychological and psychiatric disorders (Superior Institute of Health's data confirmed by the Infant Neuropsychiatry's services). This research intends, by adopting the perspective of Special Pedagogy, to provide a contribution to the understanding of the phenomenon and to elaborate possible indications for improvement at all levels (family, school, territorial).</p> <p><u>Obligations of PhD students</u></p> <p>Study and research period of six (6) months abroad</p>
<p>n. 1 doctoral scholarship Funded by partner Institution/University</p>	<p>[PARTNER] Planning the inclusion of teachers with disabilities between self-determination and teaching effectiveness</p> <p>(Main centre of activities: University Magna Graecia of Catanzaro)</p>	<p><u>Description of the activities</u></p> <p>Although greater interest is aimed at ensuring an increasingly diverse teaching staff, little attention is still paid to ensuring the recruitment of teachers with disabilities (Keane et al, 2023). Thinking about the topic of inclusive education in the scholastic and political context rarely involves the debate also being extended to teachers with disabilities who, in many cases, experience inadequate career opportunities and social isolation (Ware et al, 2021; Neca et al, 2020). The presence of a teacher with special needs can disrupt typical educational practices, creating active spaces for inclusive learning; although many report having to face organizational, communication and relational obstacles, which threaten self-determination and a sense of self-efficacy (Wood, Happè, 2021; Wood et al., 2022).</p> <p>Therefore, a change of perspective is essential to support teachers with disabilities in accessing training and planning satisfying professional careers, capable of giving meaning to a broader life plan and more significant experiences of social inclusion (Vogel, Sharoni, 2011).</p> <p>In this direction, the research intends to investigate the individual and contextual variables that can constitute barriers and/or facilitators capable of influencing, in one sense or another, the individual and professional functioning of teachers with disabilities/LDS and the consequent repercussions on an educational and inclusion level.</p> <p><u>Obligations of PhD students</u></p> <p>Study and research period of six (6) months abroad</p>

Available positions	Research topic	Details
n. 1 doctoral positions without scholarship	<p>[OSB] Including for orientation. Guidance didactics</p> <p>(Main centre of activities: University of Chieti-Pescara - Department of Philosophical, Pedagogical and Economic Sciences)</p>	<p><u>Description of the activities</u></p> <ul style="list-style-type: none"> Teaching activities: methodological seminars; seminars on the research topics of the curriculum; workshop activities Research activities (at Italian and foreign institutions; participation in conferences with particular regard to those of pedagogical societies; publication of articles; preparation of thesis) <p><u>Optional</u></p> <p>Study and research period of six (6) months abroad</p>
n. 1 doctoral positions without scholarship	<p>[OSB] Strategic organization for inclusion: middle management supporting students with SEN</p> <p>(Main centre of activities: Kore University of Enna)</p>	<p><u>Description of the activities</u></p> <p>The research aims to explore the role of middle management in school inclusion processes. The study will investigate the strategic function of intermediate work groups (such as coordinators, subject specialists, and other roles), aiming to support the educational and developmental projects of students with special educational needs (SEN), ensuring a fair school environment. This research contributes to strengthening inclusive policies and school practices to effectively support all students.</p> <p><u>Optional</u></p> <p>Study and research period of six (6) months abroad</p>
n. 1 doctoral positions without scholarship	<p>[OSB] Educational innovation for inclusion: new approaches for school and professional equity</p> <p>(Main centre of activities: University of Calabria)</p>	<p><u>Description of the activities</u></p> <p>The task of the doctoral student will consist of:</p> <p>analysis of inclusive education models through evaluation of current practices and emerging theories;</p> <p>development and testing of digital tools and educational platforms that facilitate inclusion;</p> <p>evaluation of the effect of inclusive education on educational success and career choices.</p> <p><u>Optional</u></p> <p>Study and research period of six (6) months abroad</p>