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E.2. | Inclusive education: What challenges for the evaluation of educational systems?

602 Re-thinking evaluation of the educational system through a critical analysis of the model of PEI – Piano Educativo Individualizzato

Veronica Berni

Keywords: Inclusive Education, Disability Studies, Symptomatic Reading, Progetto Educativo Individualizzato

Despite the declared intention of considering inclusion in its systemic approach - in practice Italian schools continue to reproduce practices that guide educational action in the direction of an intervention centered on the subject and on the compensation of his/her deficits. What are the reasons for this difference between the declared and the acted, between the model and the practices? In order to answer the question "How 'systemic' approach to inclusion and the social model with which disability is interpreted in Disability Studies can allow shifting the focus of attention from an emphasis on students' classification to a deeper reflection on educational contents and methodologies opening possibilities for a change in the functioning and goals of the entire educational system?" the hypothesis is that one should start from the empirical analysis of the same methodologies currently used at school. Starting from the analysis of the methodologies and the tools that guide the practice allows to identify the problematic levels that make this translation complex, and to open up the possibility of setting up tools that respond to the inclusive model in a coherent way. In this framework, the contribution will focus on proposing a reflection on the Piano Educativo Individualizzato (P.E.I.) because it is the main formal tool that sets and frames the educational practice in an inclusive perspective. The reflection comes from the results of a documental analysis of the artefact-PEI carried out through the methodology of the symptomatic reading of Althusser.

Method

Symptomatic reading is an interpretative strategy which aims at separating the latent content from the manifest or surface content of a text. This methodology of reading makes it possible to highlight the absences, the lacks, the gaps in texts' surface starting from the assumption that only by tracing such gaps it's possible to open new ways of looking at the phenomenon and to redefine the problem.

Outcomes (expected)

The analysis of the document aims to demonstrate, on the one hand, how the Individual Educational Plan is mirror of a classificatory approach of dealing with the phenomenon of "diversity", in explicit and sharp contrast with the social model of disability. On the other hand, it will be highlighted that the analysis of the categories in which the model of the PEI is structured reveals an absolute lack of reference to the materiality of the context and of the educational processes in which the phenomenon occurs and is configured as problematic. In the educational plan there are no references to the scholastic material context in which "diversity" manifests itself as an element that creates a problem. The hypothesis is therefore that one should start from the material context to overturn the perspective with which the same issue of 'inclusion' is set. This type of rollover can be useful not only for building new tools, but also for assessing the "level of inclusion" of schools.

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E.2. | Inclusive education: What challenges for the evaluation of educational systems?

638 Inclusive education: a theoretical framework to evaluate the quality of inclusion

Letizia Giampietro Sara Romiti Donatella Poliandri

Keywords: Inclusive Education, School Self-Evaluation, Inclusion Quality Indicators, Rapporto Di Autovalutazione (RAV), School Improvement

School evaluation can be an important opportunity to promote school-inclusive change. Through evaluation, schools can increase their capability to provide an equitable, high-quality education for all and become more skilled at responding to the differences of individual learners (EASNIE, 2017). In order to support schools in using data to inform decisions, INVALSI has developed a framework focused on three dimensions: context, processes and outcomes (INVALSI, 2014) and a set of indicators that support the schools. According to the latest INVALSI studies (Freddano et al., 2018; Poliandri et al., 2019) the framework developed (RAV) is not completely exhaustive to evaluate the processes of school inclusion. Furthermore, the Italian law (d.lgs 66/2017) requires INVALSI to develop new indicators to evaluate quality of school inclusion. This contribution presents a proposal for a theoretical framework and related indicators that could support schools to evaluate the quality of inclusion.

Method

We adopted a desk research method. The first part of the study has deepened the meaning of inclusion in education. We examine some approaches and epistemologies related to inclusion – e.g. psycho medical, curricular, sociological, inclusive school, capabilities, disabilities studies - and their assumptions and implications (Zanazzi, 2018; D'Alessio et al. 2014; Terzi, 2013; Ainscow et al, 2006; UNESCO, 2009 ecc.). According to different interpretations of inclusion, there are different evaluating frameworks of inclusion. The second phase of our study is represented by a wide document review and an in-depth analysis of the existing tools to evaluate the quality of inclusion. We classified the documents in four categories: 1) thematic data-bases collecting data and indicators related to inclusion (e.g. EASNIE, UNESCO, OECD, Save the Children, Mipex ecc.); 2) evaluation tools of school inclusion (e.g. Loreman et al., 2014; Booth e Ainscow, 2011; Alberta Education, 2013; USR Lombardia, 2016 ecc.); 3) the literature on school effectiveness and improvement (Scheerens, 2018) and classroom instructional strategies to promote inclusion (van de Grif, 2014; Poliandri, 2019); 4) Italian laws and guidelines issued to support school inclusion processes (MIUR). In this paper, we also describe the criteria adopted to classify documents in our review, including theoretical relevance and the results of empirical research related to it.

Outcomes (expected)

The expected result is to define the construct of inclusion and the underlying dimensions for the Italian school system. Furthermore, this study tries to define a set of indicators that we intend to test, in order to evaluate the inclusion processes. The indicators aim to cover dimensions such as teacher's characteristics and training, school services and resources, classroom environment, educational technologies, instructional strategies, parental involvement, school networks ecc. According to our preliminary findings, inclusion could become a general criterion that guides the reflection on the various content areas of RAV, along with the criteria of equity, participation, quality and differentiation (INVALSI, 2014). Inclusion may no longer represent a specific process