Evidence-Based Education
The European Model for School Inclusion

European Online-Conference
«Pupil mobility in Europe – making inclusion a reality»
11th of May 2021

Prof.ssa Annalisa Morganti
The full inclusion system: the long-standing Italian tradition

1977

Disability
Main laws: 517/1977; 104/1992

No. of primary school students
102,320 (3.8% of p.s. population)

No. of junior high school students
73,001 (4.2% of j.h.s. population)

Total No. of support teachers
176,000 c.a (ratio: 1.7 student each support teacher)
(Source: Data related to the school year 2018/2019 and 2019/2020 – Italian Ministry of Education)

Individualized Educational Plan (IEP)

Disability social cost in Italy: 3,140 € per annum per capita
(Source: Istituto Nazionale di Statistica for the year 2017)
The full inclusion system: the long-standing Italian tradition

2010

Learning disorders
Main law: 170/2010

No. of primary school students
52,105 (3.1% of primary school student population)

No. of junior high school
102,400 (5.9% of junior high school student population)

Increase in certifications: from 0.9% (2010/2011) to 4.9%

Personalized Learning Plan

Inclusive education and support measures
(Source: Data related to the school year 2018/2019 - Italian Ministry of Education)
The full inclusion system: the long-standing Italian tradition

2012 Special Educational Needs

Students with **Specific Developmental Disorders**
(30% of the total school population of primary and junior high school)

**Foreign Students**
(36.5% of the total primary school student population - 21.5% of the total junior high school population)

**Most represented nationalities: Romanian, Albanian and Moroccan**
(5.22% of the total primary school student population - 4.32% of the total junior high school population)

**Gifted students**
(data are not available yet)

**Personalized Learning Plan**
(SOURCE: Data related to the school year 2018/2019 - Italian Ministry of Education)
Italian leadership on school inclusion
(Since 1977: full inclusion model)

175,320 total students with disability
(compulsory system, including high-school)

176,000 total support teachers
(2019/2020)


Limited empiric data
Limited evidence of “efficacy”


Evidence Based Education: European Strategic Model for School Inclusion
No.2014-1-IT02-KA201-003578

ITALY (Perugia/Udine), SPAIN, CROATIA, SLOVENIA, NETHERLANDS

① How to improve the quality of inclusive education?

② How to assess the inclusiveness of the school?
What is the Evidence Based Education?

“An approach which argues that policy and practice should be capable of being justified in terms of sound evidence about their likely effects.”

(Coe, 1999)
An Evidence-Based Education Model in Inclusive Education
(Cottini, & Morganti, 2015; 2016)
Experimental Plan: RCT design

Sample selection:

a) Students with disability (L.104/1992);
b) Students with Learning Disorders;
c) Students with other Special Educational Needs
d) Foreign Students

At least 2 of the 4 criteria must be met and at least 1 of criteria c) and d)

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**TEACHERS ASSESSMENT OF INCLUSIVE PROCESS:**
Inclusive Process Assessment Scale, IPAS (Cottini, et al., 2016)

**STUDENTS ASSESSMENT OF CLASSROOM CLIMATE:**
Sense of Classroom as a Community Scale – Feelings about My Classroom (Battistich et al., 1997).

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<table>
<thead>
<tr>
<th>Sample</th>
<th>Ex group</th>
<th>Contr group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22 classrooms</td>
<td>16 classrooms</td>
</tr>
</tbody>
</table>

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**PRETEST**
October 2015

**PROSEL Training**
4° grade

**POST TEST**
June 2016

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<table>
<thead>
<tr>
<th></th>
<th>Ex group</th>
<th>Contr group</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 1.385 students</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>
**Social Emotional Learning** is intended for children to develop competences in [...] understand themselves and others, to express and regulate their emotions, to develop healthy and caring relationships, to empathise and collaborate with others, to resolve conflict constructively, to enable them to make good, responsible and ethical decisions, and to overcome difficulties in social and academic tasks.

Social and emotional education is something that can be offered by schools to all children, including those affected by the additional challenges arising from various forms of disadvantage.

(CEFAI et al., 2018, 8)

**Prosociality** is a system of thinking aimed towards the research, training, application and expansion of prosocial values, behaviors and attitudes.

“...those behaviors that without the search for extrinsic or material reward, foster other people, groups (according to their own criteria) to the realization of social positive objectives which increase the possibility to start a **positive reciprocity and solid unity**, in the interpersonal consequential relationships, safeguarding the identity, autonomy, creativity and initiative of the people or groups involved.”

(Roche, 1991, 34)
Focus on Teachers: The PROSEL Training

**WHO?**
Primary school teachers: No. 84 (Italy & Spain)

**HOW LONG?**
2 intensive weeks (IT/ES) – training mobility

Monitoring visits at schools (3 per year)
Focus on students: The PROSEL Curriculum

Social Emotional Learning (15 Sessioni)
- Introduction to SEL (1 session)
- Self awareness (4 sessions)
- Self management (4 sessions)
- Social awareness (2 sessions)
- Relationship Skills (1 sessions)
- Responsible decision making (3 sessions)

Prosociality (15 Sessioni)
- Introduction to PRO (1 session)
- Prosocial quality communication (3 sessions)
- Positive evaluation of the others (2 sessions)
- Thinking as you, feeling as you (2 sessions)
- Prosocial TV models (2 sessions)
- Prosocial actions (5 sessions)

WHO?
Primary school students
434 students (IT)
951 students (ES)

HOW?
Focus on students: The PROSEL Curriculum

The Inclusive curriculum PROSEL (8-9 years)
(Prosociality & Social Emotional Learning)
(Morganti & Roche, 2017; Badia, Roche, Morganti, Escotorin, 2020)
A. Organizational Dimension

**TEACHING STAFF SELF-ASSESSMENT**

**Dimension A: The Inclusive Organization**
Self Assessment relating to the school (or to the school complex).
The teaching staff of the school must agree on the answer to give.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Score (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All teachers interact and collaborate between them in a respectful manner functional for the achievement of the inclusive objectives, independently from the conditions and characteristics of each one (gender, social condition, political beliefs, etc.).</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Collegial activities (teachers meetings, etc.) are believed to be useful, and not simple routine meetings, by everyone for the school project.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

**B. Methodological Dimension**

**Dimension B: Inclusive didactics**
Self Assessment relating to the class.
The teaching staff of the school must agree on the answer to give.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Scores (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pupils are involved in assessment and are used to forms of self-assessment.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The assessment feedback given to pupils makes clear to them what they have learned and how they can further enhance their learning.</td>
<td>1 2 3 4</td>
</tr>
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**OBJECTIVE INDICATORS FOR THE QUALITY OF INCLUSION**

1. How many training and discussion meetings have been organized during the school year on topics concerning inclusion that have seen the participation of the school staff?

<table>
<thead>
<tr>
<th>None</th>
<th>1 to 2</th>
<th>3 to 5</th>
<th>More than 5</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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Please write the meetings’ names:

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Quantitative results on «Inclusive process»: Italy

A. Organizational Dimension

B. Methodological Dimension

Evidence Based Education: European Strategic Model for School Inclusion
Prof. Annalisa Morganti
Qualitative Results (direct assessment & interviews)

Teachers declare: greater confidence in the expression of emotions (adults / children); improved levels of cohesion in the classroom; better ability to negotiate, resolve conflicts, make decisions in a shared way; interest and better communication skills towards learners with special needs.

- Teachers declare: need for more time to implement the PROSEL curriculum; greater involvement of families and society as well.

Evaluation of satisfaction expressed by the students towards the program: 7.5 / 10 8.5 / 10 (re-test after 1 year)
The value of EBE model for Inclusion

Isn’t about telling teachers what to do: in fact, quite the opposite. This is about empowering teachers and setting a profession [where they are]able to make informed decisions [...], using the best currently available evidence.

[Goldacre, 2013]
Algorithm for New Ecological Approaches to Inclusion (ECO-IN)

**Theoretical Model**

![Spiral Model of Inclusive Education](image)

(Mitchell, 2018)

**Aims**

Improve policies and practices of inclusive education from primary to lower secondary school through the active involvement of all the main educational stakeholders - providing them with specific training and support actions to act as a "work team" that fights segregation, radicalization through qualitative and quantitative measures for the implementation, monitoring and evaluation of inclusiveness at school.

**Actions and Outputs**

1. Widespread training and support actions aimed at building a common ecological intervention model, involving the various educational stakeholders.

2. Development of a specific digitized assessment protocol to monitor the actions implemented by the different stakeholders.

3. Collection of solid and updated evidence of the results and impacts produced in order to formulate appropriate policies for the improvement of the various systems involved.
An «ecological model» for an inclusive European school

**ECO_IN Algorithm**

- Evidence-based results

**Impact on European policies**

- New monitoring and evaluation tool
- Improvement plans
- Differentiated training plans for categories
- Policy recommendations paper
- European Prosocial Trust Centers

Evidence Based Education: European Strategic Model for School Inclusion

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