



Output 3.2 - Scientific review on evidence-based education in school inclusion

Researchers contact:

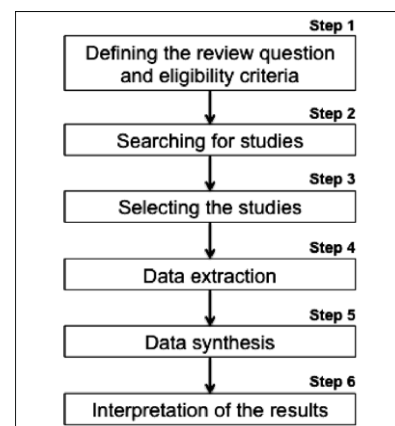
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This paper presents a systematic literature review investigating all subjects involved in the so-called *schoolwide* approach regarding inclusive education at school. The aim of this paper is to identify studies on the assessment of the inclusive process in the schools looking at all the actors involved, each for its specific competence (policy makers, school heads, teachers, educators, psychologists and experts, families and students). This study was carried out to answer these research questions:

- Are there any studies in the literature with a focus and application of tools for the measurement and evaluation of school inclusion quality?
- What are the levels and dimensions through which, at European level, the quality of school inclusion is being analysed?
- In light of previous studies regarding IE quality assessment, what are the themes and issues, focused as research gaps, to be identified in depth in future research in IE?

Steps followed to conduct our review



The study explores the abundant literature regarding the concept of inclusive education in Europe, the role of different policies and legislation in the European context, the practices, the measures and scales for evaluating inclusion, the different roles of all stakeholders, the relationship between social and school inclusion. Furthermore, it investigates how the concept of inclusion is focusing not only on academic outcomes, but rather on building effective, social and emotional interactions within the whole learning environment.

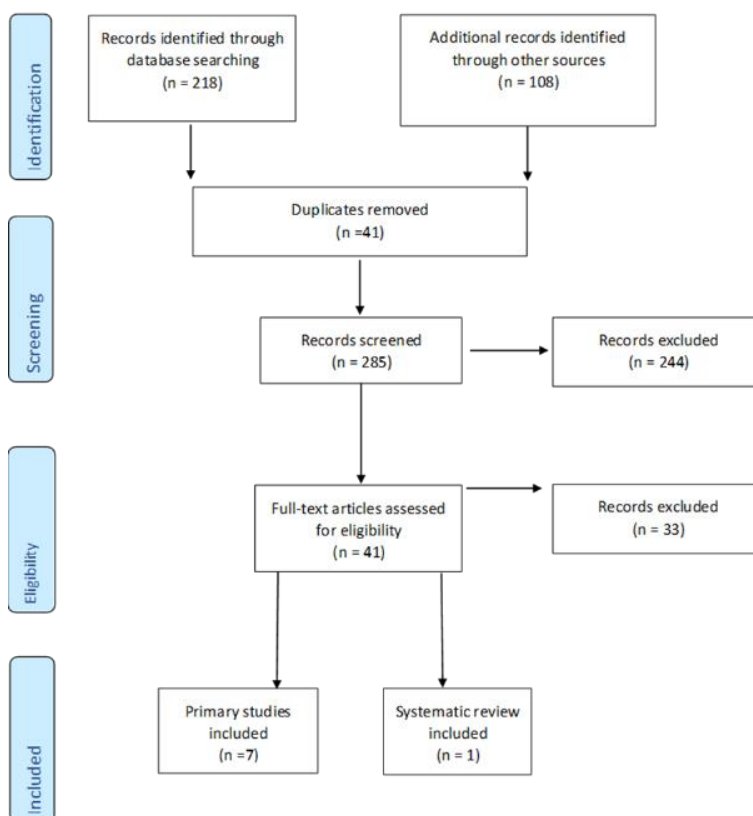


Chart of selection procedure (Moher et al. 2009, p.267).

After the title and abstract first screening, the full-text screening and the bibliography research, 326 total records were screened, and 8 studies were included. Despite lots of primary studies having been conducted during the last decade, a lesser presence of secondary studies (systematic review, meta-analysis etc.) persists in the literature. 7 primary studies and only 1 systematic literature review were included.

The coding in categories allow researchers to extract contents and organize the analysis of it in a descriptive way.

Categories	Description	N. studies
Attitudes and beliefs	<ul style="list-style-type: none"> ✓ The attitudes and/or perceptions of different stakeholders in regard to inclusive education. ✓ Multidimensional attitude measure used as a multifactorial belief system when aggregating single studies in systematic reviews or meta-analyses. 	5
Professional development	<ul style="list-style-type: none"> ✓ Teachers professional knowledge and perceived research needs in the context of inclusive education. ✓ The capability of transferring scientific and theoretical knowledge into educational practice. 	1
Practices	<p>Practices to enhance IE would lead to successful teacher experiences. They can be divided into two subcategories:</p> <ol style="list-style-type: none"> 1. additional support by teachers (co-teaching and teaching assistants) 2. support by peers (cooperative learning and peer tutoring) 	2
Students' participation	<p>The relationship between inclusive participation and student achievement in terms of providing a methodological framework for studying this.</p> <ul style="list-style-type: none"> ✓ social participation ✓ academic participation 	5
Critical reflections	<p>Factors that enhance the practical impact of research on IE:</p> <ol style="list-style-type: none"> 1. The responsiveness of research (usability, accessibility, consistency and organisational demands for implementation; 2. Long-term collaboration between researchers and practitioners; 3. Support for the school acting on researchers' advice. 	3

Description of each article category.

The amplification of inclusive practices, inside and outside school, the complex concept of inclusive education should be acknowledged by all stakeholders and, therefore, involving complex inter-linkages among them.

According to the main findings, most of the studies were conducted in north-European country (UK, Germany, Switzerland and Belgium) and none of them examine the point of view of psychologists, families, policy makers and school heads. Most of them are focused on teachers' perspectives particularly focused on their attitudes towards inclusion. Some studies involve students and their attitudes towards peers with disability and SEN.

The review highlights the urgent need to establish common criteria for the definition, implementation, and assessment in inclusive education in order to build an effective collaboration at all levels of education system (policy, leadership and final users) and to outline common evaluation indicators.