

WP1

POLICY ANALYSIS

Description and envisaged results

How students with special or other additional needs are perceived is deeply defined by the epoch' state of values and knowledge, which base educational policies concerning inclusive education. In order to critically decide which principles and contents will be included in I AM it is necessary to define a common framework for implementing pedagogical assessment and support measures in order to facilitate inclusive learning environments (= good practices). In keeping with the project's purpose of strengthening pedagogical assessment this common framework will include good practices that provide detailed information on following aspects:

- Targets of assessment (the *what* question)
- Methods applied to assess students (the *how* question)
- Contexts in which students are assessed (the *where* question)
- Professionals/experts involved in assessing students (the *who* question)

These 4 aspects/questions will be addressed applying an extensive content analysis comprising three steps:

- Step 1: At literature level: Empirical studies and literature reviews published in the last ten years will be analyzed to define international perspectives and trends on inclusive education assessment and inclusive support measures. The first step of analysis will result in international state of the art guidelines on inclusive education.
- Step 2: At values and policies level: Values and legislation related documents (policy documents) from each partner country will be analyzed with regard to the consideration of international state of the art guidelines on inclusive education assessment (firstly defined at step 1)
- Step 3: At instrumental and procedural level: Frameworks and assessment tools used by professionals in each partner country will be identified and analyzed according to the international state of the art guidelines (defined at step 1 and 2)

The identified good practices will be categorized according to the ICF-CY framework as one of the major purposes of the project. That linking process will identify interrelations between environmental factors and participation/activity. The main output of this WP will be a Framework for implementing pedagogical assessment consisting of three parts:

1. A grid of international good practices on the aspects/questions of what, how, where and who to assess.
2. A matrix of pedagogical relevant relations between participation/activities and environmental factors that supports the practical development of I AM (WP2). Uncovering pedagogical interventions related to each activity provides a common background within the entire project
3. An Overview on the current status of the legislations and regulations in each partner country in the context of inclusive education will provide relevant

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| | information to be considered for piloting/implementing I AM in the specific partner countries during the project or in the future. | |
| List of activities/tasks | <p>The WP will entail the following activities/tasks:</p> <ol style="list-style-type: none"> 1. Defining criteria for selecting critical empirical studies, policy documents and assessment tools to be analysed by focusing on the <i>what, how, where</i> and <i>who</i> to assess questions 2. Desk research of key literature (empirical and political) and identifying diagnostic tools, that are representative for the spectrum of guiding practices in each country 3. Conducting content analysis of the selected literature, policy documents and diagnostic tools/materials 4. Mapping the relevant findings from content analysis into ICF-CY framework 5. Identifying interrelation between key activities and participation and environmental factors 6. Developing a grid of international good practices on the dimensions of what, how, where and who to assess, 7. Developing a matrix of pedagogical relevant relations between participation and environmental factors 8. Describing the current status of each countries' law, regulations and current policies regarding students with special or other educational needs | |
| Estimated Start Date (02-2021) | Estimated End Date (08-2022) | Duration in months: 17 |
| Country of activity | Austria, Germany, Norway, Portugal, Sweden | |
| Lead Partner | Portugal (IPP) | |
| Contributing partners | Austria, Germany, Norway, Portugal, Sweden | |
| OUTPUTS | | |
| 1. Framework for implementing pedagogical assessment | | |
| Type | Research Report | |
| Description | <p>This research report will consist of three main chapter:</p> <ol style="list-style-type: none"> 1. A grid on international good practices summarizing international guidelines on enacting and planning the implementation of support measures for students with special or other educational needs. It portrays key literature, policies and frameworks/tools regarding targets, methods, contexts, and professionals (i.e., the <i>what</i>, the <i>how</i>, the <i>where</i> and the <i>who</i> questions) involved in assessment of students and provision of support measures. | |



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| | <p>2. A matrix which categorizes Activity/Participation of students in relation to environmental factors that might support students' participation according to ICF-CY codes. The choice of relevant codes on Participation and Environment will result from the content analysis.</p> <p>3. Furthermore, the research report will provide an analysis and overview of each partner country's current legislation, regulation and policies regarding students with special or other educational needs.</p> |
| Due date | Draft version: July 2022; Final version: September 2022 |
| Language(s) | English |
| Media that will be used (publication on paper, online, other -specify) | Online publication on project website |