



# EVIDENCED INFORMED PRACTICE FOR SCHOOL INCLUSION (EIPSI) (2020-1-ES01-KA201-082328)

## Intellectual Output 5

## PARTNERSHIP AND POLICYMAKING AWARENESS FOR EIP

### GOALS

- GOAL 1 Guidelines on inclusion and equity for policymakers
- GOAL 2 Repository of good practices
- GOAL 3 Strategies to promote evidence informed decisions and practices
- GOAL 4 Guidelines for aligned (institutional) equality plans for schools, local and national authorities
- GOAL 5 Validation and testing of the guidelines and action plans with users

Offer a document that contains strategies, guidelines and a repository of good practices for the encouragement of the engagement with EIPSI from teachers, scholar leaders and policymakers.



- 1 **Effective** teaching and leadership in education is based on evidence-informed practice (EIP).
- 2 EIP results in improving student **learning** and achievement.
- 3 If educators engage with research-evidence to make or change decisions, embark on new courses of action, or develop new practices, this can have a **positive impact** on both teaching and learning outcomes.
- 4 A myriad of social and moral imperatives which, together, present the case for educators to **engage** with research-evidence whenever it is possible for them to do so and even more so when teaching and learning address socially **inclusive education**.
- 5 Utilizing research at various levels of the educational system is crucial in order to detect various **issues** in education
  - to gain insight into the **effectiveness** and **efficiency** of particular measures
  - to ensure **efficient** resource management
- 6 If we do not make an effort to reflect on our educational practices and decision-making then we risk a **mindless perpetuation** of either educational tradition or trends and fashions without actually knowing what our doing actually does.

### Structure of the document

#### 1 Introduction

Why EIP in policy-making?  
What policy-making for encouraging EIP?

#### 2 Definitions

#### 4 Repository of good practices for each level of policy making

**School level: Primary and secondary school collaboration for social inclusion**  
*Instigator: Osnovna šola Lava and Gimnazija Celje Center*  
*About: Regular meetings between schools when students progress from one level of schooling to the next.*

**Local level: Networks for Change - Barcelona**  
*Instigator: Barcelona Education Consortium*  
*About: Since 2017, the Barcelona Education Consortium has led the Networks for Change program with the aim of promoting the educational transformation of the city. The aim is to advance the head of an equitable and quality education system. Networks as a context for professional and peer learning are a strategy to promote this orientation towards change in Barcelona's schools.*

**Regional level: "Schools of Evidence" - Catalonia**  
*Instigator: The Catalan Institute of Public Policy Evaluation (Ivàlua) and the Jaume Bofill Foundation*  
*About: The general objectives of the program are to: a) Collect, disseminate, and generate solid evidence on educational policies and practices, on its effectiveness and efficiency; b) Create opportunities to share and transfer knowledge about what works to improve education; c) Devote pilot initiatives based on evidence, and d) Promote an assessment culture and the practice of controlled and rigorous experimentation within the Administration and the educational community, connecting decision-making processes with international evidence-based / informed trends.*

**National level: OrKa – Programme for in-depth analysis of national examination**  
*Instigator: National Examination Centre of Slovenia*  
*About: Every year, the center gathers data on student performance in various grades of the primary school. The center has created an online program that offers data analysis to practitioners in a very straight-forward way that is also tailored to the very specific needs of each teacher and their students.*

**International level: Promoting Education Decision Makers' Use of Evidence in Flanders**  
*Organization for Economic Co-operation and Development - OECD*  
*About: As part of the OECD work on strategic education governance, this report identifies lessons learned to support the further development of standardized tests. In supporting countries in identifying the best ways to achieve national objectives in a context of multilevel governance structures and complex environments, OECD analyses the Flemish experience with the introduction of standardized tests. The report uses a research-based framework to engage stakeholders in thinking about the opportunities standardized tests could bring for their work. It builds on feedback from key stakeholders regarding their beliefs, hopes and concerns about the introduction of standardized tests in the Flemish schools.*

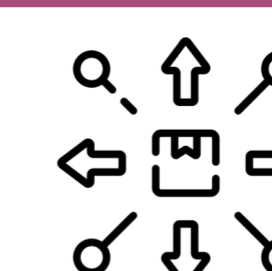
#### 2 EIP

EIP as educators' engagement with data, **research**, and their conceptualization by educators. EIP is most effective when it is directed at improving aspects of educators' teaching, decision-making, leadership or ongoing professional learning.  
EIP incorporates knowledge from formal research; **evidence** derived from practitioner inquiry; and/or evidence routinely collected at the level of the school or at the level of the educational system.

#### SI

We understand **social inclusion** as an imperative to reduce the opportunity gaps between students that arise out of their personal and/or social circumstances.

#### POLICYMAKING



Policy-making is, for the purpose of our project, an evidence-based and conceptualized act or process of setting, enabling and directing the course of action to be pursued in the field of education at the **school level** (governing bodies, heads of schools as well as associations of teachers); **local/regional level** (regional or local administration responsible for education); **national level** (government or its ministry and its public agencies); and **international level** (e.g. European Commission).



#### 3 Guidelines and strategies for each level of policy making

