

# **MAPPING THE IMPLEMENTATION OF POLICY FOR INCLUSIVE EDUCATION (MIPIE)**

## **Plenary Feedback of Group Discussions**



**1. What core issues should be covered by qualitative and quantitative data collection on inclusive education?**



# Group 1

- Qualitative data are of equal importance as quantitative data
- Tracking of individual pupils throughout their complete educational career
- Measuring progress rather than achievement
- Securing commitment from all who have to gather data
- Structural criteria of provision (teachers and other professionals, adapted materials, support services)
- Impact of inclusion towards school environment/culture
- Effectiveness of intervention against the cost



# Group 2

- The right to education – are the rights implemented?
- How is the money spent?/Efficiency
- Does support meet the needs?
- Impact/Outcome/Achievement
- Data should improve the quality of the educational system (decision-makers, leaders, teachers...)



# Group 3

- *Difficulties in agreeing on key points after such rich inputs*
- *Problems of summarising people's detailed inputs*
- 'garbage in garbage out' must be avoided
- Common understanding of the subject matter
- Concepts need to be defined - what do we mean by:
  - SEN and SNE
  - Learners at risk of exclusion
  - Inclusive education
- Systematic data gathering for evidenced based policy making is crucial, but data must reflect all stakeholders' views



## 2. How does existing data address these issues?



# Group 1

- We have a lot of data based on placements and categories
- Little information about process
- There are some data available about outcomes and outputs
- Financial data (costs are known)
- But this data is not enough to monitor most of the core issues



# Group 2

- Some countries do not (right now), others in too much detail – this suggests that sharing methods would be a good idea
- We do not feel that we have the (right) indicators – everybody is missing a part of the wanted data





# Group 3

- There are a few answers to a few questions, but no-one has all the answers to all their questions
- We get what we ask for .... We need to ask the correct questions of the data providers
- Data that is collected is very focused on numbers ... this is not enough



**3. What type of data is needed to improve the situation?**



# Group 1

- Data about the process
- Non-statistical data
- Data about teacher and other professionals' competencies
- Data about gender, demographic aspects, social background, if required
- Data about pupils' experiences in inclusive settings
- Data about perceptions, attitudes, etc. from different stakeholders
- Data about inclusive culture



# Group 2

- Exact numbers of SEN students
- More qualitative data
- School career inclusion
- Comparable data (nationally, internationally...)
- The type of support and accommodation
- Learning environment
- Teacher training
- Which level are we looking at/talking about?
- Transition issues



# Group 3

- All country inputs were able to describe the country situations and the challenges, but it is far harder to identify the data needed to answer the key questions



**4. What challenges have to be overcome to improve the situation?**



# Group 1

- Cost and bureaucracy
- Lack of common definitions
- Data protection
- Ensure data quality – within and across countries
- Ensure full transparency especially when the data is not so positive
- Make efficient use of existing data and integrate it to the data collection



# Group 2

- Common language/Definitions
- The complexity of the process
- Privacy issues
- Individual approach (Personalised support vs. Collective data)/Finding the right measurement tools
- Collaboration in terms of data/Cross-sectoral issues





# Group 3

- *With regards to data collection ....*
- Achieving common definitions of purpose



**5. How can the project meet best your needs for mapping inclusive education policies?**



# Group 1

- Should create informative material for policy makers
- To identify good practice in other countries
- By coordinating all the activities of other organisations who deal with data collection (e.g. OECD, EUROSTAT etc)
- Increase understanding of current development processes in order to see where you are on your journey towards inclusive education



# Group 2

- Focus on the special needs education approach to overcome the definition issues (ressources)
- Identify the different levels for what data is needed
- Exchange and transfer of good practices on data collection and indicators



# Group 3

- Providing a common 'European' language for data collection in this area
- Clarifying IE is about quality of education and not about placement of pupils with SEN
- Data that can be understood by a range of stakeholders across countries
- Data on effectiveness of existing funding systems in countries
- Evidenced based solutions to common problems



# Group 3

- Need for clear proposals on qualitative data gathering to support the statistics
- Any data gathered must be comparable and be reliable at EU level
- Data on educational and non-educational outcomes of pupils in inclusive education
- Data that maps the organisation of inclusion as well as the extent of segregation
- Clear data on quality education

