European Agency for Development in Special Needs Education
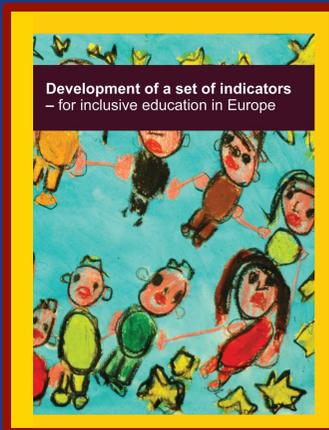
Development of a set of indicators – for inclusive education in Europe

Development of a set of indicators for the conditions of inclusive education in Europe

European Agency for Development in Special Needs Education

Education and Culture DG

Lifelong Learning Programme

Framework and Rationale

- Inclusive Education (IE) in all countries is not a static phenomenon

- It has been developing in different ways and it continues to develop.

- Conceptions of, policies for and practice in, Inclusive Education are constantly undergoing changes in all countries

- Many countries are in the process of reviewing and changing their policies and legislation for Inclusive Education

Monitoring

- Monitoring is an essential part in any "control" system to be able to undergo a continuous process of setting goals, implementing strategies and monitoring whether the stated goals have been achieved.

- Once available, indicators can be used as 'sensors' in this system, helping the short-term users to focus on the relevant aspects in policy and practice

- However, there are hardly any qualitative or quantitative indicators available in the area of SNE at European level

Key objective

Develop a set of indicators for Inclusive Education to be used by countries for monitoring their own developments in country based policy and practice

Expected impact:

– It will provide each individual country with a tool to monitor own developments in policy and practice
– The field of Inclusive Education will be opened for constructive comparison and mutual learning from good (i.e. successful) approaches

But

- Things are getting quite complicated once you look into the complexity of the issue

But

Does research work and studies available on indicators for SNE create
a consistent base of knowledge, or are there still gaps to be filled?

How to monitor the impact of financing of special education?

How does assessment impact inclusive education?

Which type of indicators? input, process and/or output?

Which level to look at?
- *macro* level (legislation, political and administrative framework)
- *meso* level (school, community services)
- *micro* level (classroom)
- *person* level (teachers, students)

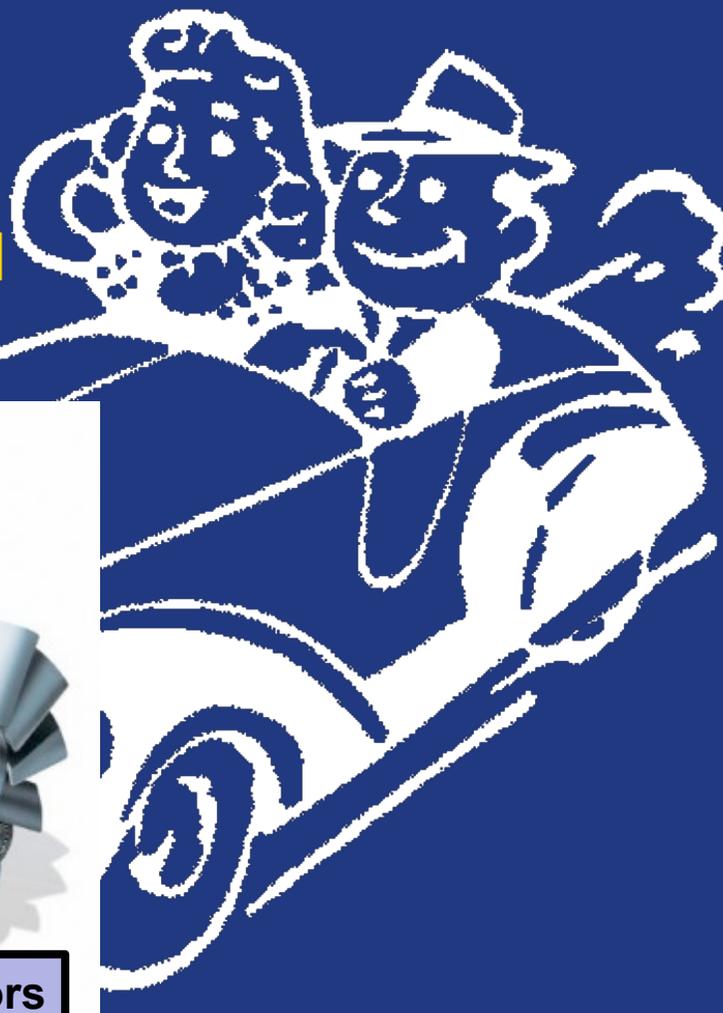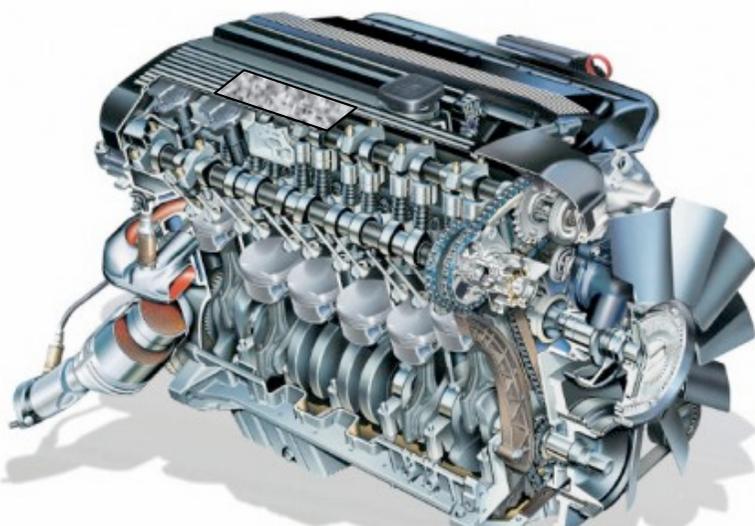How to integrate what is already available at National level?

key policy conditions at national level might be supporting or hindering inclusive education

Which factors regarding teacher training impact on IE?

A metaphor

If you want to know exactly which screw to drive to improve the performance or to get rid of a noise ...

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Phase 1 Activities

- 32 experts from 23 countries worked on the development of qualitative and quantitative indicators on inclusive education and classroom practice and possible data collection
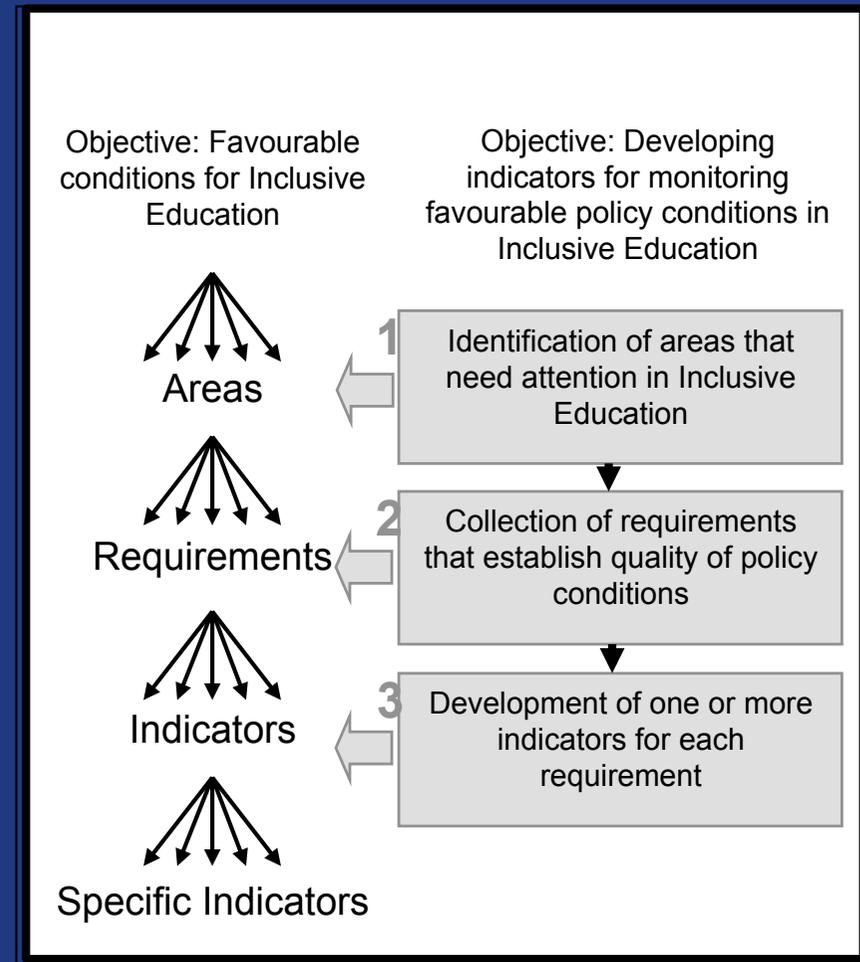
Austria, Belgium (Flemish and French speaking communities), Cyprus, Czech Republic, Denmark, Estonia, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland and the United Kingdom (England and Scotland).
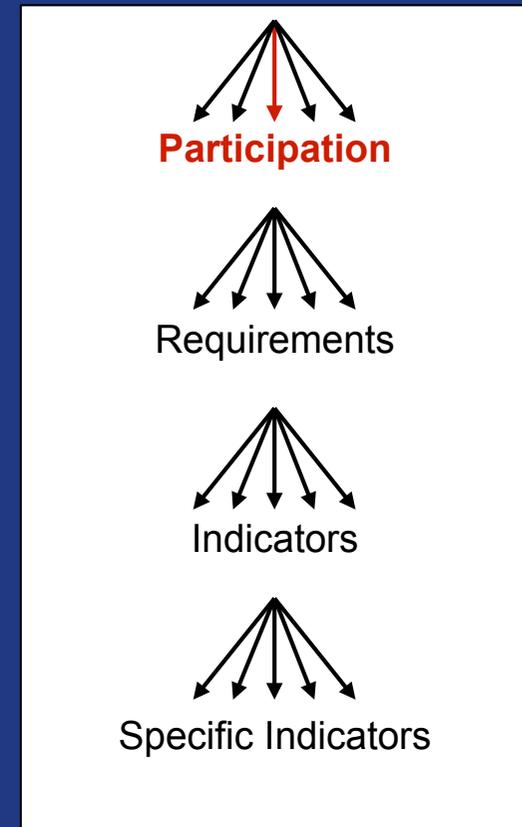
Phase 1
Main outcomes

- A framework and a methodology for developing indicators in the field of IE

- An initial set of quantitative and qualitative indicators for policy condition of IE to be used at national level

- A framework to be used by Agency thematic projects

Objective: Favourable conditions for Inclusive Education

Objective: Developing indicators for monitoring favourable policy conditions in Inclusive Education

Areas

1 Identification of areas that need attention in Inclusive Education

Requirements

2 Collection of requirements that establish quality of policy conditions

Indicators

3 Development of one or more indicators for each requirement

Specific Indicators

Phase 2
Objectives

- To build on the main outcomes of the first project and further elaborate the methodology

- To develop specific/operational indicators in the area of participation

- To present these indicators within a methodological and conceptual framework

Participation

Requirements

Indicators

Specific Indicators

Phase 2
Challenges

- Ensure the relevance of the framework for each country

- Cover the policy level and its translation into provision

- Recognise that inclusive schools are implemented at the classroom level

- Recognise that policies provide the setting in which innovation at school or classroom level can happen

- Ensure that the framework is not too bureaucratic, technical or specific

- Respect data collection that already takes place in countries

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Phase 2
Framework to organise indicators

		Input…..	P R O C E S S			….Outcome
		Situation	Analysing	Planning	Implementing	Evaluating
Levels of Education	National and Local Authority					
	School					
	Classroom					
Participation of Individuals						

Phase 2
Expected outcomes

- To recommend a range of quantitative and qualitative indicators

- To provide a guide to review existing data sources

- To consider how data on specific indicators might be collected, shared, managed

- To provide recommendations on how data can be turned into useful information for developing policy, provision and practice

Thank you for your attention!

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