MAPPING THE IMPLEMENTATION OF POLICY FOR INCLUSIVE EDUCATION

Budapest, Hungary

Group 1 Discussion
1. What are the possibilities for collecting the required data?

- Existing data returns
- Identifying gaps highlighted the challenges
2. What are the challenges?

- Systemic problems
  - Inability to standardise at a country level in decentralised settings
  - Inability to compare definitions of SEN, settings, concepts quality inclusive education (narrow and broad sense)

- Value of comparison across countries?
  - Is it necessary to understand and improve the situation?
  - Risk of misinterpretation / chance of mutual learning
  - Comparison of experiences
  - Does comparison imply the same set of indicators?
2. What are the challenges? cont.

- There is no one best way for inclusion.
  - Indicators should not limit countries’ ways of achieving inclusion
  - Impossible to have a common set of indicators suitable for all countries

- Define desired outcomes before inputs and processes
  - Difficulty to find suitable / measurable outcome indicators
3. How can these challenges be overcome?

- Focus on individuals vs systems (flexibility)
- Tiers by subgroups of countries
- How do pupils define outcomes?