

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 incl ed.
 - Indicators should not limit countries' ways of achieving incl ed
 - 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?

