

MAPPING THE IMPLEMENTATION OF POLICY FOR INCLUSIVE EDUCATION

Budapest, Hungary

Group 3 Discussion



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

- Using international info collection on teacher education - info on further training on SEN and inclusion
- School development plans (inclusion strategy)
- Info on early intervention and multi-agency approaches (Agency's ECI project!) - access to programmes of early intervention
- Provision mapping (info on curriculum and teaching, organisation and support, additional resources, advice and assessment etc.)
- Wider outcomes – social-emotional needs, well being
- Longer term outcomes – learners destinations
- Refine financial data and link to outcomes to establish value for money

2. What are the challenges?

- Financial constraints
- Lack of resources for teachers – danger of overload with additional tasks
- Attitude of school management
- Effectiveness of different organisation – how to measure
- Lessons learnt from the NL back-pack model
- Early identification, intervention – improve inter ministerial cooperation, multi disciplinary approaches
- Agreeing international, and national definitions
- Special classes: are they inclusive or segregated settings?
- Use of data for progressing agenda

3. How can these challenges be overcome?

- Agree common definition on terms like SEN and segregation in order to help international comparison
- Look at UNESCO definition and 3Ds: disabilities, learning difficulties, disadvantages
- Making connections between data sets

