



European Agency for Development
in Special Needs Education



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Mapping the Implementation of Policy for Inclusive Education (MIPIE)

Budapest

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MIPIE - Goal

- Policy makers working in inclusive education suggest they need to know what qualitative and quantitative information to collect and the best methods of doing this in order to map the implementation of policies for inclusive education
- They need to have agreed signposts to track progress towards educational inclusion, which is a clear priority for all EU member states
- The goal for this project will be to provide them with clear proposals on Mapping the Implementation of Policy for Inclusive Education
- No data will actually be collected during the project



MIPIE – Starting Points

All countries need to track the implementation of new educational policies and legislation. The justifications and pressures are very clear at:

- International level (as can be seen in the UN 2006 Convention on the Rights of Persons with Disabilities calls for data collection and monitoring at State level)
- European level (European Council priorities and the targets outlined in ET2020 strategy)
- National levels (as evidenced by work in Agency member countries)



Project Outline

- The project will run from 1st November 2010 to 31st October 2011
- The main project activities focus upon two conferences – one in Belgium during 2010, one in Hungary during 2011 – both of which will be political level events held during the respective countries' hosting of the Presidency of the EU. Both events will be organised in co-operation with representatives of the Ministries of Education in the two countries



Project Steering Group

- Theo Mardulier, Representative Board member, Belgium (Flemish Speaking Community)
- Thérèse Simon, Representative Board member, Belgium (French Speaking Community)
- Patrick Beaufort, National Co-ordinator, Belgium (French Speaking Community)
- Zsuzsa Sallaine Sipkai, Ministry of Education, Hungary
- Serge Ebersold, Project Consultant
- Staff team: Tina Hansen, András Lénárt and Amanda Watkins



Project Outcomes

- Situation Analysis - an overview of what information mapping activities are currently being conducted
- Belgian Conference Report (now available)
- Hungarian Conference Report
- Glossary of Terms
- Proposals for Mapping - proposals for what data and detailed information is required as well as how it can be collected
- Summary of Proposals for Mapping (translated)
- Project web area (launched soon)



Building on previous work

- The MIPIE project goal is to provide a *rationale* for qualitative and quantitative data collection in the area of inclusive education
- Previous Agency work has mainly focussed on responses, or approaches to data collection
 - The indicators project and SNE data collection work
- MIPIE is focussed upon *what* information should be collected, but most importantly *why* and *how* it can be collected – especially in relation to international and European level calls for this information



Brussels Conference

- **Policy makers** from the European and national levels reflected upon their current information collection and current and future requirements – and identified:
 - ***What*** information for mapping developments towards inclusive education is required
 - ***Why*** this information is needed
 - ***Key issues*** priorities and questions associated with such data collection
- Their reflections are summarised in the Brussels Conference report



Budapest Conference

- Builds upon the Brussels conference
- **Policy makers and data collection specialists** as participants
- The aim is to identify *how* the information European policy makers need in order to map developments in the implementation of legislation and policy for inclusion can be collected
- Future priorities for this area of work at European and national levels will be discussed and possibilities for developments identified



Next steps in the Discussions

1. What are the possibilities for collecting the required data?
2. What are the challenges?
3. How can these challenges be overcome?



We need to keep in mind ...

- Developing work at national and European levels
- The focus of the project:
 - Mapping the implementation of policy
 - Not data collection in isolation
 - Inclusive education as an approach for all learners
 - Not particular groups within inclusive education



Questions to Policy Makers

1. What is the single most important data collection issue the project should focus on?
2. What sort of data do you need to inform you about this issue?
3. Why is this issue so important within your country context?



What is the single most important data collection issue to focus upon?

- Quality in education
- Data on outcomes of different approaches
- Data on the elements required in inclusive education
- Trends in SNE support
- Data related to the UN Convention 2006



What sort of data do you need to inform you about these issues?

- Qualitative and quantitative data
- Qualitative data
- Focus on data identifying quality aspects
- Quantitative data
- Indicators
- Data focused on teachers and teacher education
- Data focused on particular issues



Why is this issue so important within your country context?

- Legislation
- Cost issues
- Political issues
- Social arguments
- Data requirements



Summary of Priorities

- Policy makers need ***qualitative and quantitative data*** that informs them about the ***quality of education*** of pupils with SEN. This will include ***comparable data on the outcomes and effectiveness*** of different approaches specifically including:
 - Data on ***learners' experiences and achievements***
 - Data that demonstrates ***cost effectiveness*** of different elements within the education system
- The data needs to ***map and monitor trends and developments*** over a period of time and be flexible enough to be ***interrogated to provide specific answers*** to specific questions



Overall Reflections

1. The purpose of data collection as providing evidence of effectiveness
2. The equal value of quantitative and qualitative data
3. Tracking the progress of young people
4. The need for national level data collection, within European level agreements
5. Understanding the impact of differences in countries' education systems



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