MAPPING THE IMPLEMENTATION OF POLICY FOR INCLUSIVE EDUCATION (MIPIE)

Plenary Feedback of Group Discussions
1. What core issues should be covered by qualitative and quantitative data collection on inclusive education?
Group 1

- Qualitative data are of equal importance as quantitative data
- Tracking of individual pupils throughout their complete educational career
- Measuring progress rather than achievement
- Securing commitment from all who have to gather data
- Structural criteria of provision (teachers and other professionals, adapted materials, support services)
- Impact of inclusion towards school environment/culture
- Effectiveness of intervention against the cost
Group 2

- The right to education – are the rights implemented?
- How is the money spent?/Efficiency
- Does support meet the needs?
- Impact/Outcome/Achievement
- Data should improve the quality of the educational system (decision-makers, leaders, teachers...)

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Group 3

- Difficulties in agreeing on key points after such rich inputs
- Problems of summarising people’s detailed inputs
- ‘garbage in garbage out’ must be avoided
- Common understanding of the subject matter
- Concepts need to be defined - what do we mean by:
  - SEN and SNE
  - Learners at risk of exclusion
  - Inclusive education
- Systematic data gathering for evidenced based policy making is crucial, but data must reflect all stakeholders’ views
2. How does existing data address these issues?
Group 1

- We have a lot of data based on placements and categories
- Little information about process
- There are some data available about outcomes and outputs
- Financial data (costs are known)
- But this data is not enough to monitor most of the core issues
Group 2

- Some countries do not (right now), others in too much detail – this suggests that sharing methods would be a good idea.
- We do not feel that we have the (right) indicators – everybody is missing a part of the wanted data.
Group 3

- There are a few answers to a few questions, but no-one has all the answers to all their questions
- We get what we ask for .... We need to ask the correct questions of the data providers
- Data that is collected is very focused on numbers ... this is not enough
3. What type of data is needed to improve the situation?
Group 1

- Data about the process
- Non-statistical data
- Data about teacher and other professionals’ competencies
- Data about gender, demographic aspects, social background, if required
- Data about pupils’ experiences in inclusive settings
- Data about perceptions, attitudes, etc. from different stakeholders
- Data about inclusive culture
Group 2

- Exact numbers of SEN students
- More qualitative data
- School career inclusion
- Comparable data (nationally, internationally…)
- The type of support and accommodation
- Learning environment
- Teacher training
- Which level are we looking at/talking about?
- Transition issues
All country inputs were able to describe the country situations and the challenges, but it is far harder to identify the data needed to answer the key questions.
4. What challenges have to be overcome to improve the situation?
Group 1

- Cost and bureaucracy
- Lack of common definitions
- Data protection
- Ensure data quality – within and across countries
- Ensure full transparency especially when the data is not so positive
- Make efficient use of existing data and integrate it to the data collection
Group 2

- Common language/Definitions
- The complexity of the process
- Privacy issues
- Individual approach (Personalised support vs. Collective data)/Finding the right measurement tools
- Collaboration in terms of data/Cross-sectoral issues
Group 3

- *With regards to data collection* ....
- Achieving common definitions of purpose
5. How can the project meet best your needs for mapping inclusive education policies?
Group 1

- Should create informative material for policy makers
- To identify good practice in other countries
- By coordinating all the activities of other organisations who deal with data collection (e.g. OECD, EUROSTAT etc)
- Increase understanding of current development processes in order to see where you are on your journey towards inclusive education
Group 2

- Focus on the special needs education approach to overcome the definition issues (ressources)
- Identify the different levels for what data is needed
- Exchange and transfer of good practices on data collection and indicators
Group 3

- Providing a common ‘European’ language for data collection in this area
- Clarifying IE is about quality of education and not about placement of pupils with SEN
- Data that can be understood by a range of stakeholders across countries
- Data on effectiveness of existing funding systems in countries
- Evidenced based solutions to common problems
Group 3

- Need for clear proposals on qualitative data gathering to support the statistics
- Any data gathered must be comparable and be reliable at EU level
- Data on educational and non-educational outcomes of pupils in inclusive education
- Data that maps the organisation of inclusion as well as the extent of segregation
- Clear data on quality education