MAPPING THE IMPLEMENTATION OF POLICY FOR INCLUSIVE EDUCATION

Group 4 Discussion

General Points

- Data on quality education and effectiveness needs to be collected for all pupils not just specific groups (eg SEN)

- What is quality for education?

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

- Collecting data / evidence on the whole context of a learners' environment

- Using information from existing systems – eg pupil registers – can provide tracking information

- Areas for indicators of quality would cover implementation of different methods and teachers' qualifications / competences

- Measuring quality via 'relative measures' – comparing one school against another

- Using school inspections

1. continued

- Sampling of schools and communities/ municipalities to collect evidence

- looking at outcomes for students

- interviewing approaches to collect qualitative information

- Trends in support:

- to teachers

- to pupils

- teacher trainers

An ideal aim would be to have evidence that young people's needs are being met:

- looking at initial assessment procedures and ensuring they are effective

- following test achievements over a number of years

- involvement of students

- children/learners who are no longer on SEN/ ADL needs registers

- evidence that barriers to learning being reduced

- evidence on environments of learners

- evidence from families themselves

Possible Quality Indicators

- A learner's reliance on additional support

- Data on pupils excluded from school (no support, bad behaviour as examples)

2. What are the challenges?

1. New legislation requiring new data collection systems and new indicators

2. Laws prohibiting data collection in certain areas

3. Data on pupils needs to plan for:

- resources

- teacher training requirements

- budgeting

2. continued

4. Ensuring comparability between data in countries and between countries

5. Too many changes in data collection systems and new demands being added

3. How can these challenges be overcome?

1. Policy requesting data in certain areas acts as a driver for developing data / evidence systems

2. Re-thinking what information needs to be collected

3. School level data collection that involves school and multi disciplinary team and parents