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Science and Global Education beyond the barriers of learning difficulties 2015-1-IT02-KA201-014774

Key message five :
RELIABLE DATA

- There is widespread awareness that **evidenced-based policy-making is critical for the long-term development of inclusive education systems**.

- Policy makers, data collection experts and researchers are aware of the need for data collection at national level that not only meets the requirements of international policy guidelines, but also works within a shared approach so as to promote a synergy of efforts at national and international levels.

- Agency work has shown that there are calls for wide-ranging information to be available to policy makers and for different organisations at both national and European levels to take a variety of complementary approaches to data collection.

- **However, while the need for such data is clear, the best methods and procedures for collecting and analysing it are far less clear**.

Five key policy requirements
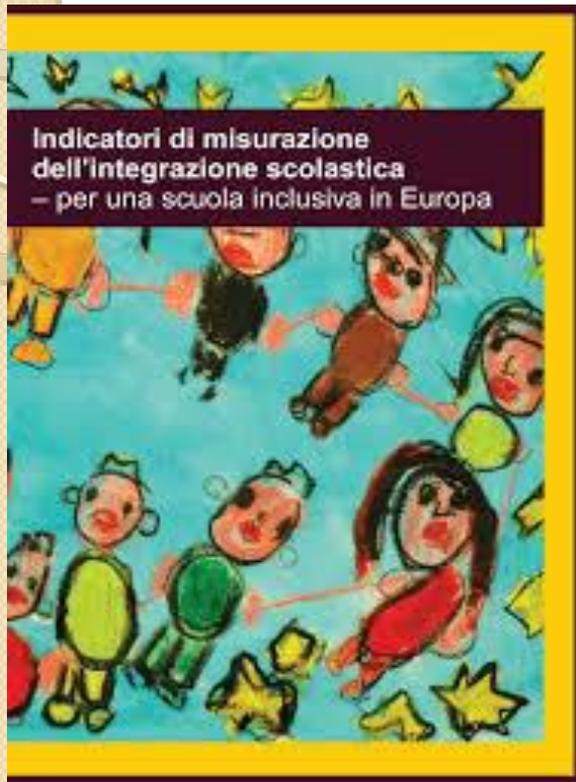
- As a result of Agency work – notably the **Development of a set of indicators – for inclusive education in Europe (Kyriazopoulou and Weber, 2009)** and **Mapping the Implementation of Policy for Inclusive Education (MIPIE) (European Agency, 2011a)** project activities –

- five key policy requirements relating to data collection emerge when considering the need for evidence on inclusive education at the national level:

Indicatori di misurazione dell'integrazione scolastica – per una scuola inclusiva in Europa

Five key policy requirements

- **1-the need for national level data collection to be anchored within international and European level agreements;**

- **2-the need to understand the impact of differences in countries' education systems;**

- **3-the need to analyse the effectiveness of inclusive education;**

- **4-the need for data collection to provide evidence relating to quality assurance issues; and**

- **5-the need to track learners' progress in the long term**

The MIPIE project

The MIPIE project leads to the call for the development of a shared framework for data collection that would build upon existing national data collection procedures, as well as international data collection agreements and procedures. … **Three dimensions underpinning a shared framework can be identified**:

- **-A move to a system based approach for data collection based upon shared concepts and definitions;**

- **-The collection of evidence leading to both quantitative and qualitative benchmarks;**

- **-The use of a multi-level framework for analysing policies at national and international levels** (European Agency, 2011a, p. 11).

Such an approach is required to support countries in developing 'data collection in order to monitor learners' rights as well as to monitor the effectiveness of systems for inclusive education' (ibid.) .

Monitoring learners' rights
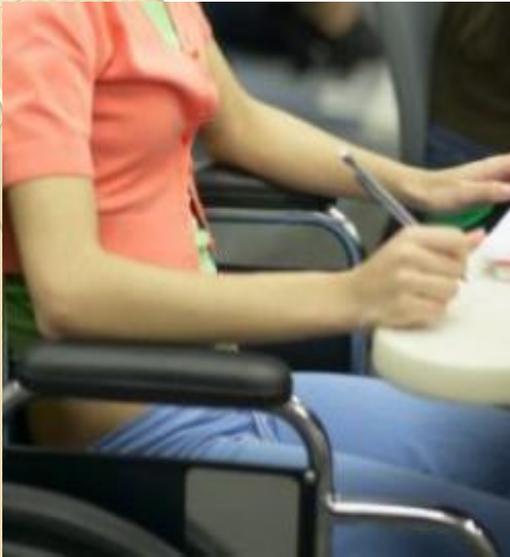
- Although national and local governments already collect substantial data about education, **little is known about participation. … Currently most of the data collected for monitoring purposes is statistical data on enrolment in, and completion of schooling**. …

- **Few countries have systematic methods for collecting, analysing and interpreting qualitative data on participation at the individual, classroom and school level**, although school self-review and inspection reports often address questions of participation and inclusion

- (European Agency, 2011d, p. 19).

- **This report also highlights some of the potential dangers associated with data collection in relation to participation**:

- … **structures put in place to monitor children with SEN can act as barriers to their participation and achievement by marking these children as different**. An unintended consequence of categorising some children in order to monitor their participation can produce a paradox, resulting in separate arrangements being made for their education (ibid., pp. 17–18).

ricerca cumulativa e prove empiriche su larga scala nell'istruzione dei docenti

- Within the MIPIE project it was argued that monitoring effectiveness of inclusive education systems would also include a **consideration of the effectiveness of teacher education** (European Agency, 2011a). The **TE4I project report highlights a number of issues relating to the availability of data in this area**. With regards to the representation of teachers from minority groups:

- **Most countries that do not collect data report anecdotally on the underrepresentation of people with disabilities and those from minority ethnic groups among student teachers and qualified teachers and the situation appears to be similar among teacher educators** (European Agency, 2011b, pp. 20–21).

  The report also indicates the need for data leading to evidence-informed change:

- The lack of large-scale, cumulative research and empirical evidence in teacher education has been noted by the OECD (2010) … research should be undertaken to secure a relevant body of evidence to inform change. **The examples in this report highlight some key issues for research including**

- **-The effectiveness of different routes into teaching;**

- **-Approaches to teacher education and the ITE curriculum and**

- **-The role of discrete, integrated and merged courses and how best to move along the continuum towards a single initial teacher education course that prepares all teachers for diversity** (European Agency, 2011b, pp. 64–65).

Data collection at school level

The MIPIE project argues that:

At school level, data collection should:

-Provide information supporting teachers and school staff to plan and deliver appropriate support and provision;

-Give clear insights into how parents and learners are enabled to take a full part in the educational process (European Agency, 2011a, p. 13).

For this to be possible:

- **There is a need for synergies at national level between key stakeholders that would be based upon a clear rationale for data collection considering national, regional, school and classroom level data if overall country data is to effectively reflect practice** (ibid., p. 14).

To conclude

- To conclude, data provision can effectively inform policy-making for inclusive education.

- **There are increasing demands – at international, European and national levels – for accountability, and 'between school' and 'between nation' comparisons are growing. The emergence of 'big data' (meta-analyses of combined data-sets and sources) presents opportunities, but also real challenges for inclusive education**.

- The calls for evidence-based policy and resource allocation highlight **the need for meaningful data related to all learners**. It is necessary to know which learners are receiving what services, when and where (learners). **It is also necessary to have data on the quality of services and the outcomes they lead to (consider practice).**

- A major challenge for data collection is linked to **avoiding classifying, categorising and labelling learners in order to provide information on the provision they receive**. The 'pluralities' of definitions applied to learners and the 'politics' of labelling systems cannot be ignored; nor can the effects these labelling systems and definitions lead to.

- Asking the right policy questions is the starting point for collecting data that informs policy in significant ways.