Children with Disabilities, Learning Difficulties and Disadvantages (SENDDDD) in EU/OECD countries in compulsory education: Statistics and Indicators

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London, 29 November 2012
OUTLINE OF PRESENTATION

- OECD/EC-JRC-CRELL research collaboration
- UN and EU agendas
- The Resources definition
- The Tripartite categorisation system
- Types of data
- Data analysis
- Future trends
OECD/EC-JRC-CRELL STUDY ON SENDDD

- Co-operation between member states, OECD, EC and Crell at the JRC (2007-2010)

- To develop procedures for improving and incorporating educational data and other qualitative information on SEN into tripartite taxonomy

- To develop comparative indicators covering issues relevant to the education of SENDDDD students

- To strengthen the quantity, quality, reliability and comparability of quantitative and qualitative data on SEN students

- Target group - School age children who receive additional resources to make progress with the curriculum
CONTRIBUTION TO THE UN/EU AGENDA

- UN Convention on the Rights of the Child
- UN Convention on the Rights of People with Disabilities
- EFA and MDGs
- Lisbon Strategy
- Council Conclusions on a coherent framework of indicators and benchmarks - Indicator on SEN
- EU Disability Strategy 2010-2020
REASONS TO BE CONCERNED WITH THIS ISSUE

- Costs
- Equity and anti-discrimination
- Quality of education for all
- Opportunity, access, treatment and outcomes
In the 1990s, OECD gathered data from countries by asking about students with Special Educational Needs (SEN)

- No consistent definitions of SEN. It means different things in different countries
- Differences in responses so tripartite taxonomy A, B, and C based on the resources definition
THE CONCEPT OF SPECIAL EDUCATION IN ISCED

International standard classification of education

- ISCED 76
- ISCED 97
- UOE Framework
  - new data in light of ISCED revision
THE RESOURCES DEFINITION

Children with special educational needs are defined by the additional public and/or private resources provided to support their education.
DEFINITION OF ADDITIONAL RESOURCES

- ‘Additional resources’ are those made available over and above the resources generally available to students likely to have no particular difficulties with the regular curriculum.
ADDITIONAL RESOURCES

- PERSONNEL RESOURCES
- MATERIAL RESOURCES
- FINANCIAL RESOURCES
PERSONNEL RESOURCES

- A more favourable teacher/student ratio than in a regular classroom where no allowance is being made for students with special needs;
- Additional teachers, assistants or any other personnel (for some or all of the time);
- Training programmes for teachers and others which equip them for work in special needs education.
MATERIAL RESOURCES

- Aids or supports of various types (e.g. hearing aid);
- Modifications or adaptations to classroom;
- Specialised teaching materials.
FINANCIAL RESOURCES

- Funding formulae which are more favourable to those with special needs (including classes where it is known or assumed that there are students with special needs);
- Systems where money is set aside for special educational needs within the regular budget allocation;
- Payments made in support of special needs education;
- The costs of personnel and material resources.
THE CROSS NATIONAL CATEGORIES

- Category A: Disabilities
- Category B: Difficulties
- Category C: Disadvantages
OPERATIONAL DEFINITIONS OF CROSS-NATIONAL CATEGORIES

- **Category A/Disabilities**: Students with disabilities or impairments viewed in medical terms as organic disorders attributable to organic pathologies (e.g. in relation to sensory, motor or neurological defects). The educational need is considered to arise primarily from problems attributable to these disabilities.

- **Category B/Difficulties**: Students with behavioural or emotional disorders, or specific difficulties in learning. The educational need is considered to arise primarily from problems in the interaction between the students and the educational context.

- **Category C/Disadvantages**: Students with disadvantages arising primarily from socio-economic, cultural and/or linguistic factors. The educational need is to compensate for the disadvantages attributable to these factors.
RECAPITULATING, THIS MODEL HAS 3 DISTINCTIVE FEATURES

- It is compatible with the social model of disability
- It is based on the ISCED 97 definition of special education needs
- It has introduced the notion that extra resources are needed to assist schools in helping students with difficulties access the curriculum more effectively.
THE ELECTRONIC QUESTIONNAIRE

It allows:

- for the collating of data as it is collected in different countries whether or not it falls under the resources definition and

- for a reclassification of this data into a simplified set of three categories which is intended to facilitate international comparisons
TWO TYPES OF DATA

- QUALITATIVE
- QUANTITATIVE
QUALITATIVE DATA

- Information on the country’s definition of special education used for gathering educational statistics
- The use of categories in gathering data in this field along with the names and definitions of the categories and whether or not they fall within the resources definition
- Categories of students used for data collection which fall within the resources definition but not within the national definition of special needs
QUALITATIVE DATA

- National categories fit into the cross-national categorisation A, B, C
- Planning decisions made to ensure that students with special educational needs receive appropriate additional resources
- Coverage of special educational needs in the current legislative framework
- Factors considered to act as facilitators of equity and inclusive education; and factors acting as barriers.
QUANTITATIVE DATA

- National categories of needs and their classification in CNC A, B or C;
- Numbers of SEND students in special schools, special classes and regular classes;
- Total numbers in each level of education;
- Numbers of institutions, classes and teaching staff;
- Gender and age breakdowns.
NATIONAL CATEGORIES OF NEEDS

- **France**
  - Severe mental handicap; Moderate mental handicap; Mild mental handicap; Physical handicap; Metabolic disorders; Deaf; Partially hearing; Blind; Partially sighted; Other neuropsychological disorders; Speech and language disorders; Other deficiencies; Multiply handicapped; Non-francophone students; Learning difficulties; Disadvantaged children – ZEP.

- **United States**
  - Mental retardation; Speech or language impairment; Visual impairments; Emotional disturbance; Orthopaedic impairments; Other health impairments; Specific learning disability, Deaf/blindness; Multiple disabilities; Hearing impairments; Autism; Traumatic brain injury; Developmental delay; Disadvantaged students.
<table>
<thead>
<tr>
<th>France</th>
<th>Cross-national Category A</th>
<th>Cross-national Category B</th>
<th>Cross-national Category C</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Severe mental handicap;</td>
<td>Learning difficulties;</td>
<td>Non-francophone students;</td>
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<td>Moderate mental handicap;</td>
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<td>Disadvantaged children - ZEP</td>
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<td>Mild mental handicap;</td>
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<td>Physical handicap;</td>
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<td>Metabolic disorders;</td>
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<td>Deaf;</td>
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<td>Partially hearing;</td>
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<td>Blind;</td>
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<td>Partially sighted;</td>
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<td></td>
<td>Other neuropsychological disorders;</td>
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<td></td>
<td>Speech and language disorders;</td>
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<td>Other;</td>
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<td>Multiply handicapped;</td>
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<td>United States</td>
<td>Cross-national Category A</td>
<td>Cross-national Category B</td>
<td>Cross-national Category C</td>
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<td>Mental retardation;</td>
<td>Emotional disturbance;</td>
<td>Disadvantaged students</td>
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<td></td>
<td>Speech or language</td>
<td>Specific learning</td>
<td></td>
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<td></td>
<td>impairment;</td>
<td>disability</td>
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<td></td>
<td>Visual impairments;</td>
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<td></td>
<td>Orthopaedic impairments;</td>
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<td>Other health impairments;</td>
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<td></td>
<td>Deaf/blindness;</td>
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<td></td>
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<td></td>
<td>Multiple disabilities;</td>
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<td></td>
<td>Hearing impairments;</td>
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<td>Autism;</td>
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<td>Traumatic brain injury;</td>
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<td>Developmental delay;</td>
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<td>Italy</td>
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<td>Cross-national Category B</td>
<td>Cross-national category C</td>
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</tr>
<tr>
<td></td>
<td>Visual Impairment; Hearing Impairment; Moderate mental handicap; Severe mental handicap; Mild physical handicap; Severe physical handicap; Multiple handicap;</td>
<td></td>
<td>Students with foreign citizenship;</td>
</tr>
</tbody>
</table>
There is great variation among OECD/EU/SEE countries in the provision for students with disabilities, learning difficulties and disadvantages and their access to the curriculum.

- Typically there are more sound and reliable data for students with disabilities than for those with learning difficulties or disadvantages. The most reliable data are found for students receiving additional resources over the period of compulsory education.
SELECTION OF INDICATORS

- Country coverage: New EU member countries + OECD countries + SEE economies
- Indicators:
  - Numbers of students by cross-national category (A, B, C);
  - Distribution of students by location;
  - Percentages of students by gender.
- Additional resources to access the curriculum
CROSS-NATIONAL CATEGORY A: DISABILITIES

- Number of students receiving additional resources over the period of compulsory education in cross-national category A as a percentage of all students in compulsory education
CROSS-NATIONAL CATEGORY B: LEARNING DIFFICULTIES

- Additional resources for difficulties which are not so resourced in other countries
- Some systems deal differently with individual differences

Policy differences

Number of students receiving additional resources over the period of compulsory education in cross-national category B as a percentage of all students in compulsory education
**CROSS-NATIONAL CATEGORY C: DISADVANTAGES**

Numbers of ethnic minorities/migrants requiring additional resources because of linguistic diversity vary from country to country.

Policy differences - poverty

- Number of students receiving additional resources over the period of compulsory education in cross-national category C as a percentage of all students in compulsory education.
Percentages of students receiving additional resources over the period of compulsory education in cross-national category A by location, 2005
Percentages of students receiving additional resources over the period of compulsory education in cross-national category B by location, 2005
Distribution of students with disabilities (Category A) and students with learning difficulties (category B) receiving additional resources over the period of compulsory education, by location (2005)
CROSS-NATIONAL CATEGORY C: DISADVANTAGES

- Percentages of students receiving additional resources over the period of compulsory education in cross-national category C by location, 2005
GENDER BREAKDOWN CATEGORY A: DISABILITIES

- Percentages of boys over the period of compulsory education in cross-national category A, 2005

**Increased feminisation**

**Greater social priority**

**Vulnerability**

**Identification**
GENDER BREAKDOWN CATEGORY B: LEARNING DIFFICULTIES

- Percentages of boys over the period of compulsory education in cross-national category B, 2005
GENDER BREAKDOWN CATEGORY C: DISADVANTAGES

Percentages of boys over the period of compulsory education in cross-national category C, 2005

- Increased feminisation
- Greater social priority
- Vulnerability
- Identification/labelling

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>LTU</td>
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<tr>
<td>GBR</td>
<td>45.1</td>
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<tr>
<td>BEL</td>
<td>46.4</td>
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<tr>
<td>FRA</td>
<td>49.0</td>
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<tr>
<td>ITA</td>
<td>50.7</td>
</tr>
<tr>
<td>HRV</td>
<td>50.7</td>
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<tr>
<td>DEU</td>
<td>50.9</td>
</tr>
<tr>
<td>MEX</td>
<td>52.7</td>
</tr>
<tr>
<td>NLD</td>
<td>52.7</td>
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<tr>
<td>OECD mean</td>
<td>54.3</td>
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<tr>
<td>EU mean</td>
<td>54.9</td>
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<tr>
<td>ESP</td>
<td>55.6</td>
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<tr>
<td>SVK</td>
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<td>LVA</td>
<td>57.5</td>
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<tr>
<td>MNE</td>
<td>58.2</td>
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<tr>
<td>SUI</td>
<td>59.4</td>
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<tr>
<td>TUR</td>
<td>64.4</td>
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<tr>
<td>BGR</td>
<td>64.5</td>
</tr>
<tr>
<td>CZE</td>
<td>70.9</td>
</tr>
</tbody>
</table>
LIMITATION OF CURRENT METHODOLOGY

- Data availability
  - Data missing on ISCED 4-6
  - ISCED 0, 3

- Lack of information on outcomes
FUTURE TRENDS

- Need for further research at a cross-national level and educational reforms to strengthen data availability for policy making guidance.
PERSPECTIVE WORK NEEDED

- Strengthen internationally agreed definitions
- Local data gathering - Use of Electronic Questionnaire at school and/or other levels
- Work on transition from school onwards
- PISA study
- Further work to include other geographical regions (e.g. CIS)
ADVANTAGES/DIFFICULTIES

- Advantages:
  - Improved data comparability
  - Education for All
  - Collaboration between OECD, UNESCO, UNICEF, WHO, EU and WB

- Difficulties:
  - To change laws and practices
  - The complexity and magnitude of the task
SENDDDD PUBLICATIONS

- Students with Disabilities, learning Difficulties and Disadvantages in the Baltic States, South Eastern Europe and Malta: Educational Policies and Indicators (2009)
- Students with Disabilities, learning Difficulties and Disadvantages in OAS countries: Statistics and Indicators (2005)
SEND PUBLICATIONS

- Students with Disabilities, learning Difficulties and Disadvantages: Statistics and Indicators (2005)
- Equity in Education (2004)
- Education For All (2003)
- Special Needs Education (2000)
THANK YOU

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www.lcdisability.org\idc