

Chapter 3. Analysis of the Quantitative Data Based on Categories Used Nationally

This chapter analyses the data based on the national categories used to provide additional resources for students who have difficulties in accessing the curriculum, as supplied by participating economies. It looks at the proportions registered in education statistics in the compulsory phase of education, by individual category of disability, learning difficulty or disadvantage and by location of education (special schools, special classes and regular classes).

Background

This chapter analyses the data provided by country representatives in Tables 2, 3 and 4 of the electronic questionnaire (covering special schools, special classes and regular classes respectively) by national categories of disability, learning difficulty and disadvantage based on the resources definition given in Chapter 1. This analysis follows a similar format to that in the corresponding chapter in the earlier publication *Students with Disabilities, Learning Difficulties and Disadvantages: Policies, Statistics and Indicators* (OECD, 2007).

The data are broken down by categories and presented as proportions of the total numbers of students in compulsory education, where typically the most complete information is reported. Annex 3 provides information on starting and ending ages of the period of compulsory education, by country. In addition, information is provided on the setting or location of these students' education, *i.e.* in regular classes, special classes or special schools, expressed as proportions of the total numbers of students in that category in the particular location.

The data in this chapter have been assembled in the full knowledge of the difficulty of making international comparisons on the basis of national categories. However, the analysis is carried out in order to keep touch with the basic data in the form in which they were presented, using terminology that many readers would follow more readily and to provide the context for comparisons made through cross-national categories A, B and C in Chapter 4. The method used to make the comparisons is outlined below. Table 2.2 in the previous chapter provides background information revealing the inherent difficulty in making international comparisons. Although all countries use categorical models they are not used in a uniform way among countries. Furthermore, the definitions of the categories, when available, vary among countries. It is of course partly for these reasons that the resources model and the cross-national categorisation system have been developed.

Methodology

In order to make the comparisons across the categories provided by participating economies, it is necessary to bring together the different national frameworks that exist. In order to do this, the definitions of the categories were carefully scrutinised and brought together according to the structure of the matrix given in Table 3.1. The data classification displayed in this matrix was used to construct the comparative charts given in the chapter. For example, columns 2 and 3 show national categories covering students who have visual or hearing impairments. The data for Malta for example shows a “5x” in column 2 and a “5x” in column 3. The “5” refers to the national category covering students who have visual or hearing impairments (see Table 3.2) and the “x” indicates that students with hearing impairments are also included in the category “visual impairments”. This means that data cannot be shown separately for these two categories.⁵ This is in contrast, for instance, to Bulgaria where the data on students with hearing impairments are contained in their national category 2 and data for students with visual impairments in their national category 3. Comparative figures are only presented if data are available for three or more countries.

Data on individual categories

Table 3.1 provides an overview of the data availability for each of the participating economies in terms of the 15 internationally comparable categories. As countries differ in the ways they categorise different types of disabilities, difficulties and disadvantages, many cells in the matrix are blank.

In what follows, data for each category are presented in two types of figure: firstly, in terms of the numbers of students in the category receiving additional resources to access the curriculum across the period of compulsory education as a proportion of the total number of students in compulsory education. The numbers in these figures can therefore be seen as a proxy for the prevalence rate of each of these categories in each country. The second type of figure for each category focuses on where these students are educated: in regular classes, special classes or special schools. The figures show the proportion of students in each category receiving additional resources in each of the three settings.

In all figures, countries are ranked in ascending order either in terms of overall percentages or descending order in terms of their distribution in regular classes.

The categories concerning blind and partially sighted students are presented together since the majority of countries do not keep separate data for the two individual categories. This also applies for the data on partially hearing and deaf students, and for those with severe and moderate learning problems. Data on gifted and talented students are not analysed because the educational issues and challenges regarding gifted and talented children would appear to be very different from those faced by students with disabilities, learning difficulties and disadvantages.

The figures are based on full-time study. Data refer to school year 2005, with the exception of Estonia, where data cover the period 2006. Some figures include an OECD

⁵ Malta has a category ‘Sensory Difficulties’ which includes visual and hearing impairment and ‘other’ conditions – see Table 2.2.

median which refers to data from school year 2003. The figures are based on both public and private institutions.

Table 3.1 **Distribution of 15 internationally comparable categories by country**

	Visual impairment/Blindness	Hearing impairment/Deafness	Emotional, behavioural difficulties	Mild, moderate and/or severe learning problems	Light learning problems (eg IQ 70-85)	Physical disabilities	Combinatorial disabilities	Specific learning difficulties	Speech and language problems	Hospital/Chronic diseases	Autism	Second language	Residential provision	Remedial teaching / Pedagogical correction	Dis-advantaged students
Bosnia and Herzegovina*	7	8	13	1, 2, 3, 4, 10	6	9	12	11		5			14x	14x	
Bulgaria	3	2	9	1	5	7	6	4		8				10	
Croatia	1, 8	2	12, 13, 14	5	4			3, 9	11	7	18	16	10	15, 17	
Estonia	7	6	10	1, 4x	2	9	5	3	8	11	4x	14	13	12	
Kosovo	3	2	7	1	4	5					6				
Latvia	3	4		1, 7	5		2	6	8				10	9	
Lithuania	6	5	3	1	7	9	2	4	8				10		
Malta	5x	5x	3	1	6	7	2	4x		4x					
Montenegro	3	4	9, 10	2	1	7	11	5	6, 8		12x			12x	
Serbia	2	3	8, 9	4	1		6, 7		5	9	10				
Slovenia	3	4	9	1, 2	10x, 12x	6	8	5	7				10x		

Note: * Bosnia and Herzegovina: Data are available for all cantons except Sarajevo canton.

From the point of view of making international comparisons, inspection of Table 3.1 reveals that such comparisons are difficult due to the inconsistent use of categories among the various economies. Only blind and partially sighted, deaf and partially hearing, and physical disabilities are used by all countries. The remaining categories are used to varying degrees. Of the 15 categories given in Table 3.1, 12 are discussed in greater detail in the following sections. OECD median values are provided where four or more countries have comparable data.

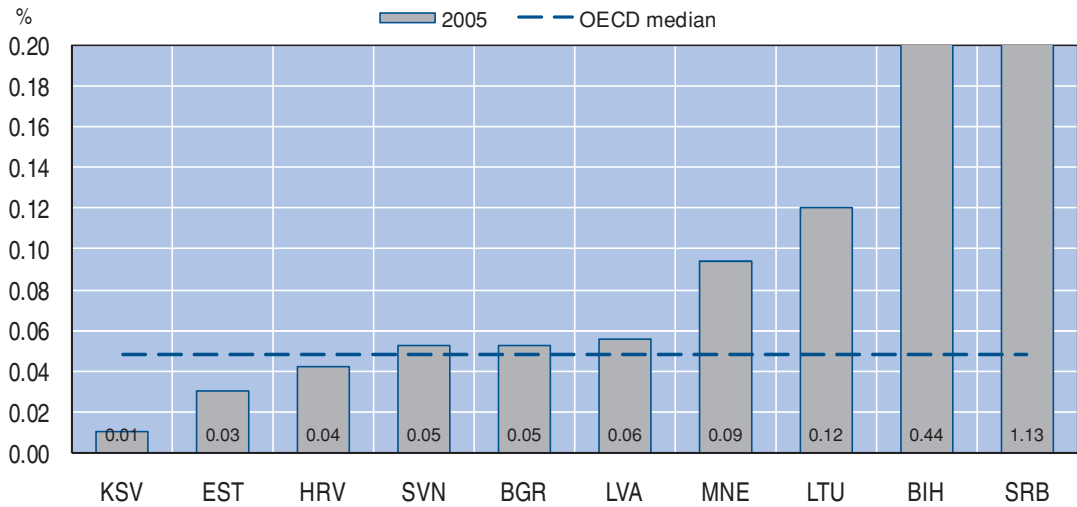
It should be noted that every effort has been made to avoid double counting. In some cases, proportions may be underestimated because of missing data.

Description by category

Blind and partially sighted

The statistics on the categories covering blind and partially sighted students are brought together as a single category. As can be seen from Figure 3.1 the proportion of blind and partially sighted students receiving additional resources is around the OECD median – 0.05% – in many of the economies presented. The extremes are Serbia with 1.13% and Estonia with 0.03%.

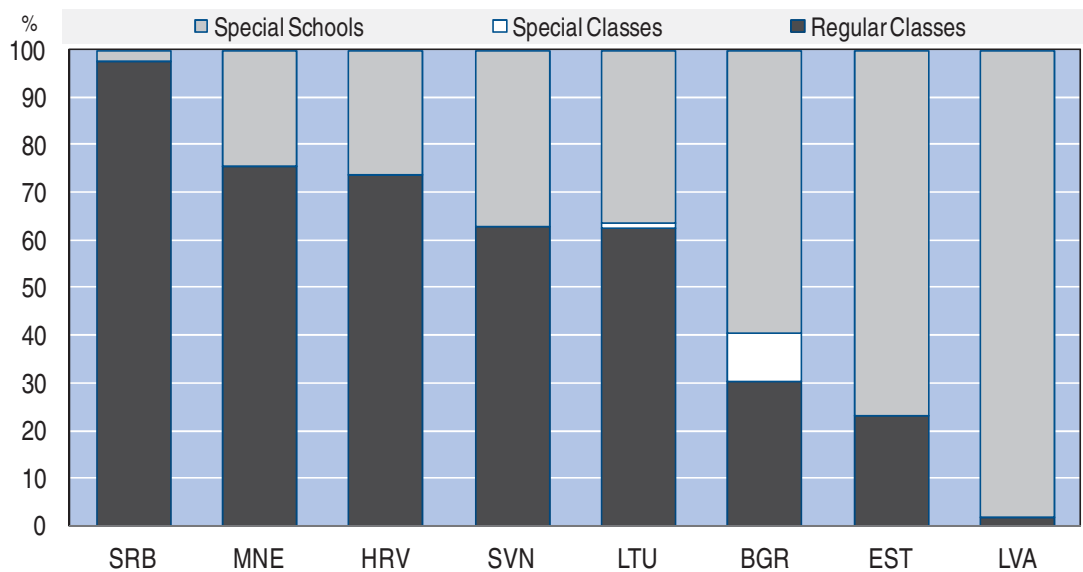
Figure 3.1 Numbers of blind and partially sighted students receiving additional resources as a percentage of all students in compulsory education



Notes: Kosovo: there are students with special needs who are provided with additional resources in regular classes but the data are not available.
 Serbia: this percentage includes students who wear glasses.

Figure 3.2 shows where these students are educated (regular classes, special classes or special schools). It shows that five countries educate 60% or more of these students in regular classes (Croatia, Lithuania, Montenegro, Serbia and Slovenia). Bulgaria and Estonia educate respectively 70% and 77% of them in segregated settings, while in Latvia students with visual impairments are almost all in special schools.

Figure 3.2 Percentages of blind and partially sighted students receiving additional resources in compulsory education by location

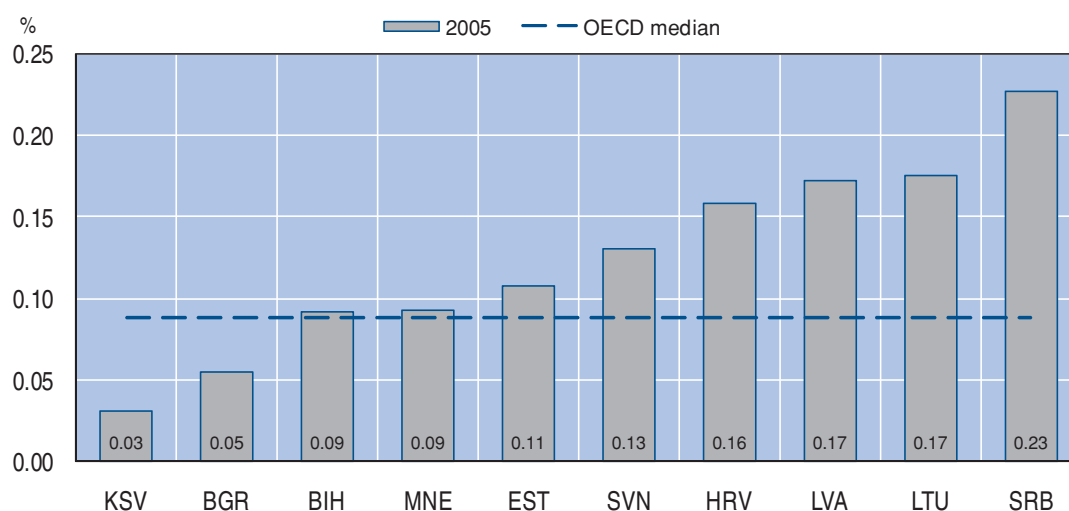


Deaf and partially hearing

As for blind and partially sighted students, the statistics gathered on categories covering deaf and partially hearing pupils are treated as a single data category in all the economies covered and this method is adopted here.

As can be seen from Figure 3.3, the proportion of deaf and partially hearing students registered in educational statistics varies from country to country. The lowest percentage is in Bulgaria with 0.05%, and the highest in Croatia, Latvia, Lithuania and Serbia, between 0.16% and 0.23%. Bosnia and Herzegovina and Montenegro are close to the OECD median of 0.09%.

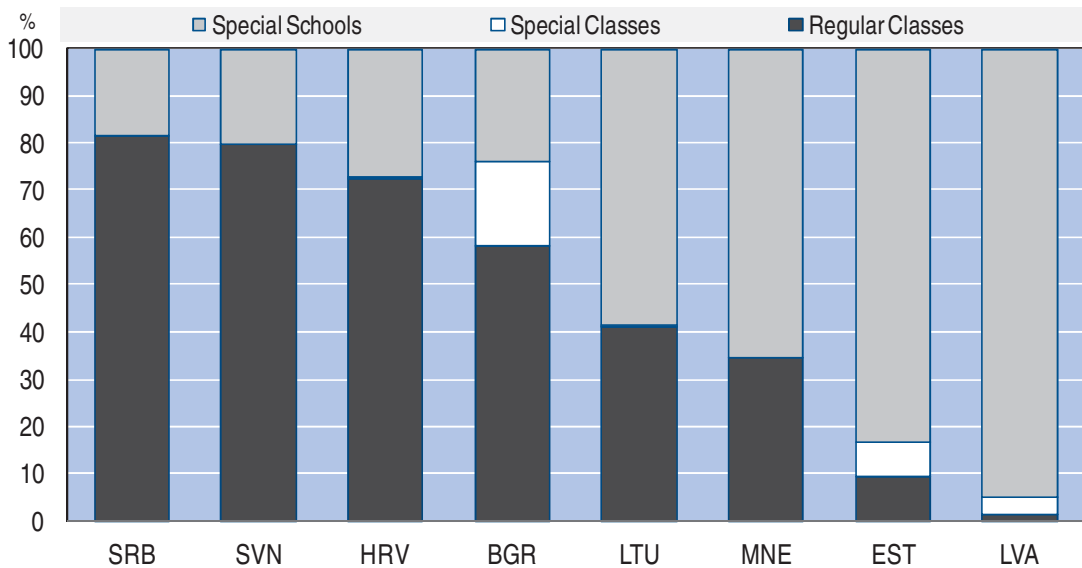
Figure 3.3 Numbers of deaf and partially hearing students by country, as a percentage of all students in compulsory education



Note: Kosovo: there are students with special needs who are provided with additional resources in regular classes but the data are not available.

Figure 3.4 shows how variable the placement of these students is among countries. All three arrangements for educating students with hearing impairments are found, from 80% in regular classes in Serbia and Slovenia to 95% in special schools in Latvia. Bulgaria makes the most extensive use of special classes for these students (18%) but it should be noted that it identifies a very low number of students – 0.05%, well below the OECD median of 0.09%.

Figure 3.4 Percentages of deaf and partially hearing students receiving additional resources in compulsory education by location



Emotional and/or behavioural difficulties

As can be seen from Figure 3.5 the proportion of students with emotional and behavioural difficulties who receive additional resources varies substantially from country to country. Croatia (3.13%) stands out from the others. Malta, Estonia and Montenegro range between 0.7% and 0.9%. Lithuania is in line with the OECD median of 0.38%. The remaining three countries, Slovenia, Bulgaria and Serbia, are below it.

Figure 3.5 Numbers of students with emotional and/or behavioural difficulties by country, as a percentage of all students in compulsory education

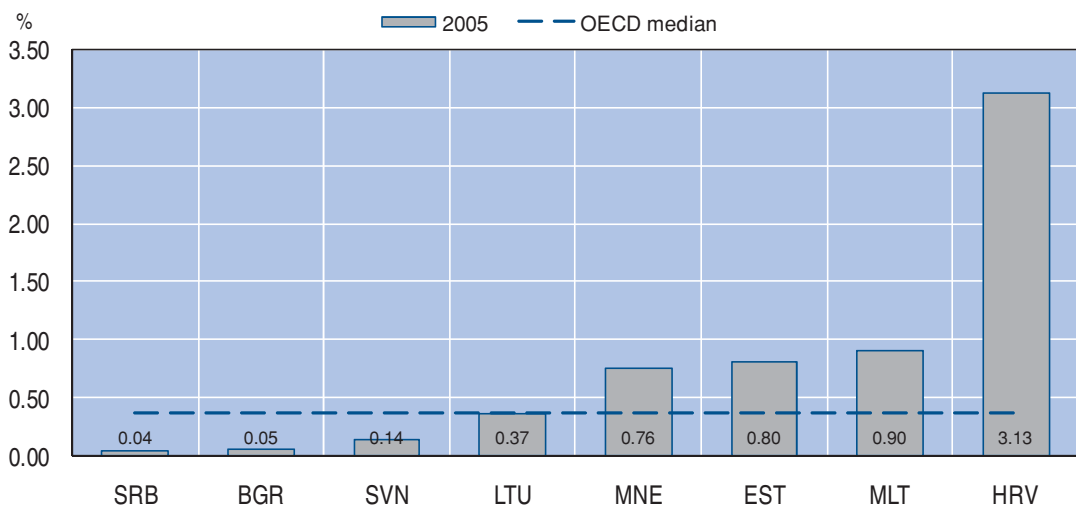
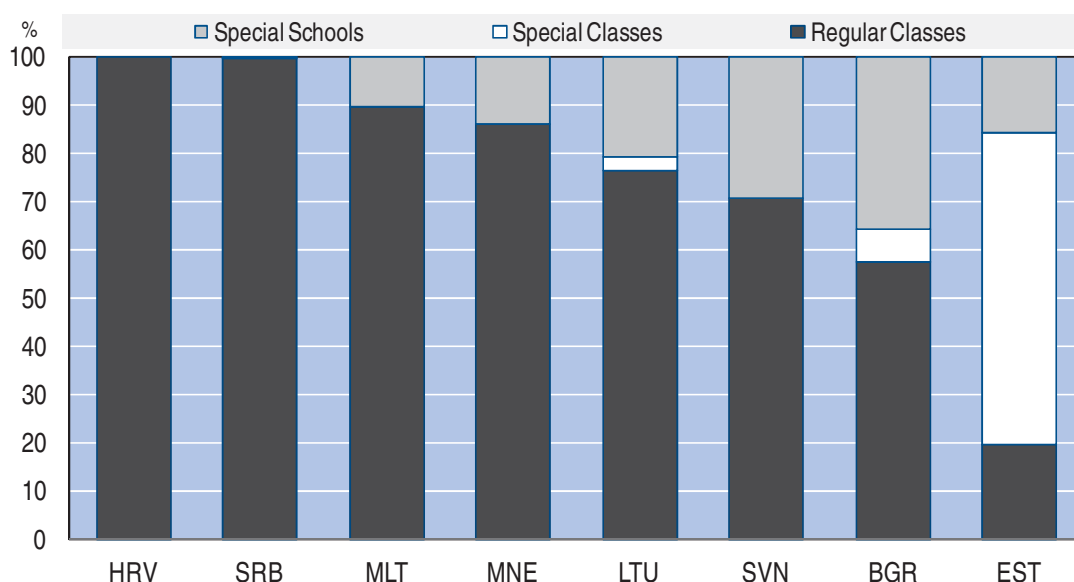


Figure 3.6 shows the variety of placements offered to these students. The majority of the students with emotional and behavioural difficulties are being educated in regular

classes. This is the situation in all countries except in Estonia where two thirds of them are in special classes. In Croatia and Serbia they are all or almost all included in regular classes.

It is of interest to note that given the apparent rise in the numbers of students described as having behaviour difficulties, not all countries use such a category (OECD, 2007). For those which do, there is evidence for a greater use of special classes and regular classes than in the two preceding clusters of categories.

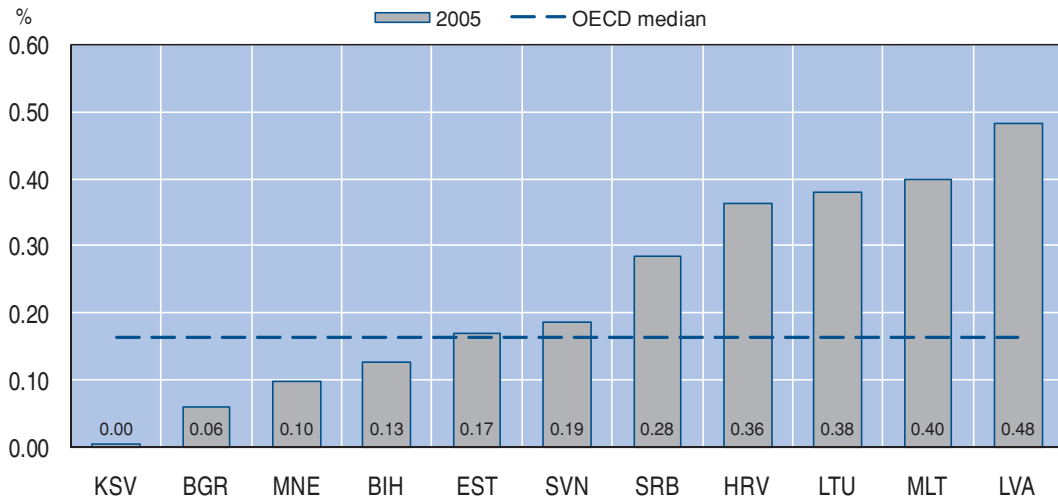
Figure 3.6 **Percentages of students with emotional and/or behavioural difficulties receiving additional resources in compulsory education by location**



Physical disability

It is readily observable from Figure 3.7 that there is great variation in the proportion of students with physical disabilities receiving additional resources in all participating economies. Four countries, Latvia (0.48%), Malta (0.40%), Lithuania (0.38%) and Croatia (0.36%) have proportions well above the OECD median, Slovenia and Estonia are around the OECD median of 0.17%, and in Bulgaria and Montenegro the numbers are well below it.

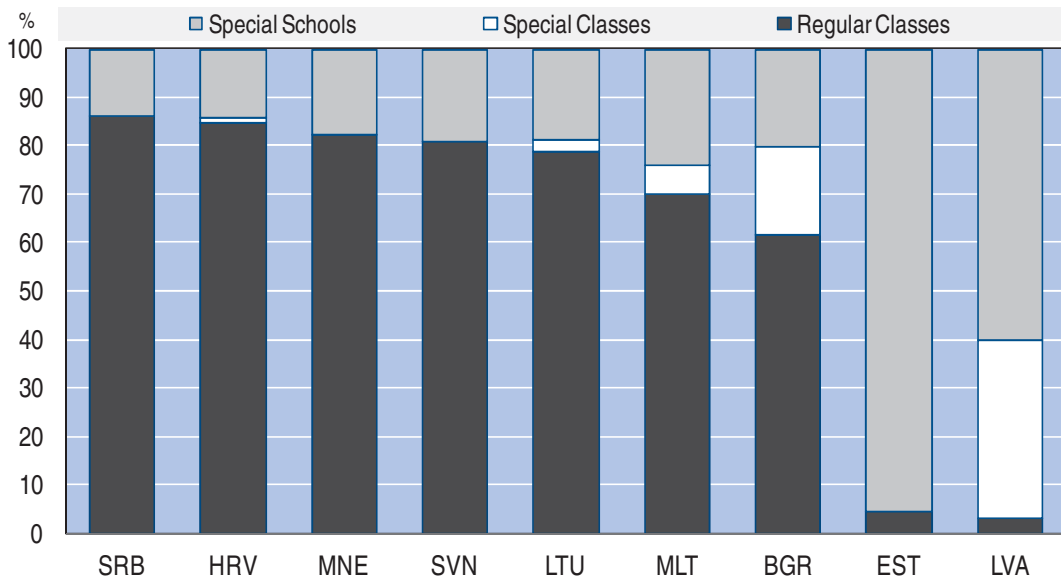
Figure 3.7 Numbers of students with physical disabilities by country as a percentage of all students in compulsory education



Notes: Kosovo: there are students with special needs who are provided with additional resources in regular classes but the data are not available.
 Latvia: this percentage includes students with scoliosis

Figure 3.8 shows how variable the placement of these students is among countries. In seven countries, 60% or more of students with physical disabilities are placed in regular classes. Estonia and Latvia are the exceptions as they integrate less than 5% in regular classes. Of the five countries which use all three locations, regular classes, special classes and special schools, Latvia and, to a lesser extent, Bulgaria stand out making large use of special classes, with 37% and 18%, respectively.

Figure 3.8 Numbers of students with physical disabilities receiving additional resources in compulsory education by location



Speech and language problems

As can be seen from Figure 3.9, the percentages of students registered with speech and language problems also vary substantially from country to country. They range from 0.04% in Bosnia and Herzegovina to just over 7% in Lithuania. Croatia also shows a high percentage (2%). The other countries stand around the OECD median of 0.21%, Latvia and Slovenia being above it, and Bosnia and Herzegovina, Bulgaria, Estonia and Montenegro below it.

Figure 3.9 Numbers of students with speech and language problems by country, as a percentage of all students in compulsory education

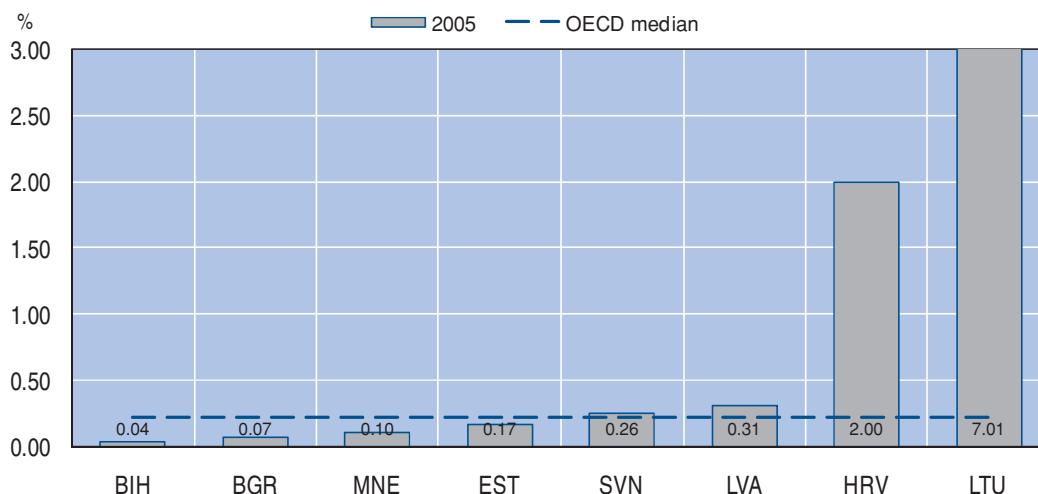
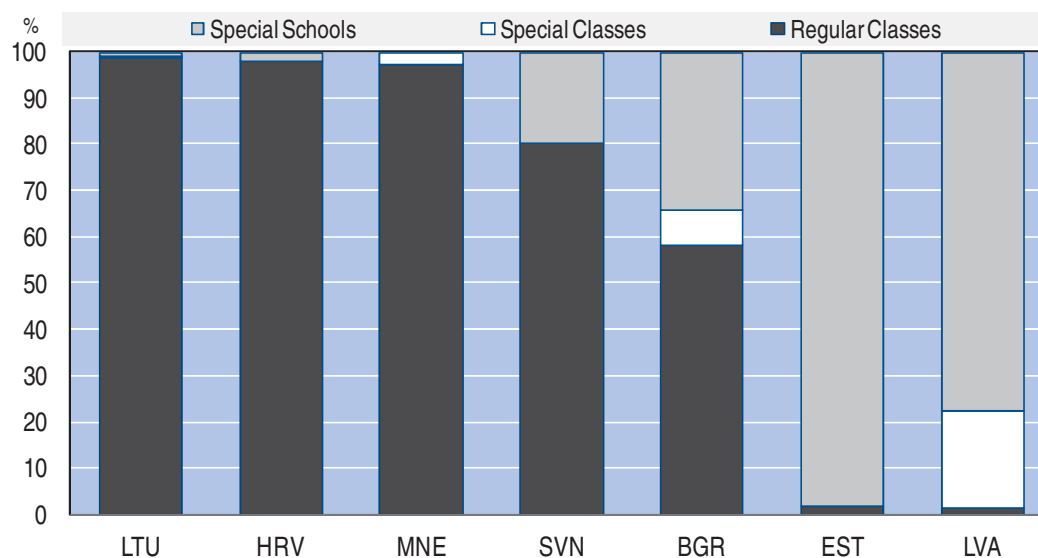


Figure 3.10 shows where these students are being educated (regular classes, special classes or special schools). In five of the seven countries, the majority of these students are in regular classes. In Lithuania, Croatia and Montenegro almost all students with speech and language problems are integrated in regular schools. In Estonia and Latvia, less than 2% are in regular classes.

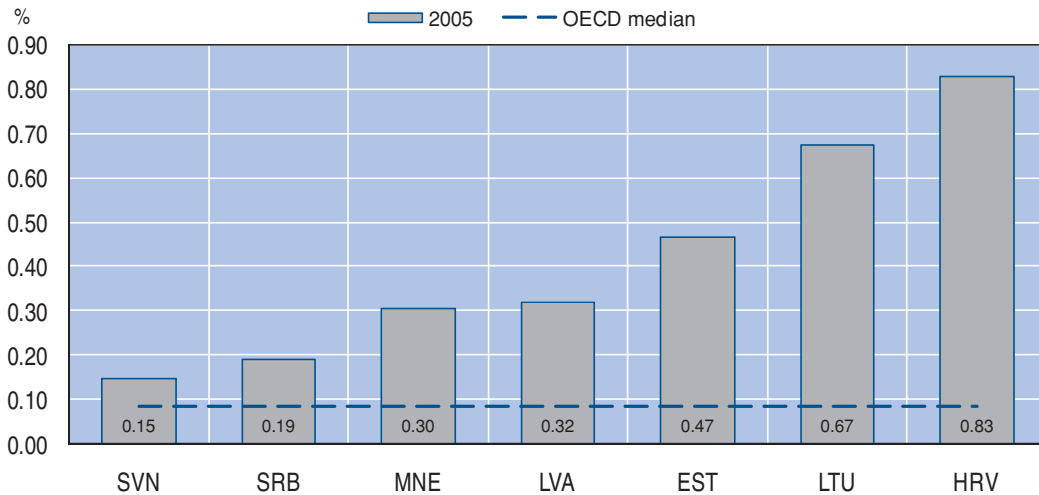
Figure 3.10 Percentages of students with speech and language problems receiving additional resources in compulsory education by location



Hospital/Long term sickness

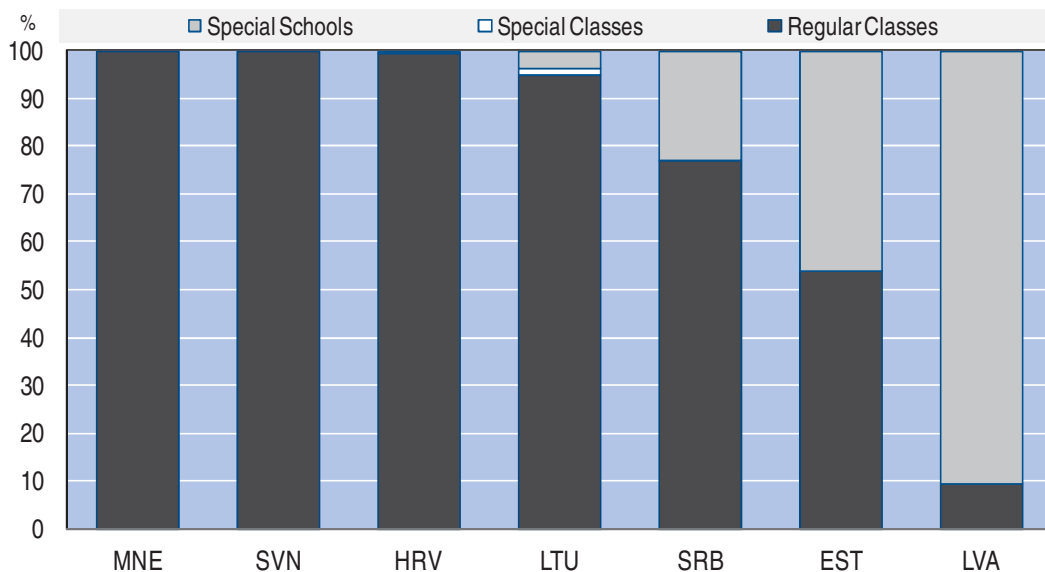
As can be seen from Figure 3.11, the percentage of students registered as receiving education while hospitalised or in long-term sickness ranges from 0.15% in Slovenia to 0.83% in Croatia. All countries presented here report numbers above the OECD median – 0.09%, but among OECD countries, in 2003, the Czech Republic and the Slovak Republic reported 0.52% and 0.39% respectively.

Figure 3.11 Numbers of students in hospital by location as a percentage of all students in compulsory education



There appears to be less variation among countries for this category than for other categories. Figure 3.12 shows in which type of school the students in hospital or in long-term sickness are registered (mostly in regular classes or special schools). In four countries (Montenegro, Slovenia, Croatia and Lithuania) they are almost all registered in regular classes. In Latvia, only 9.4% of these students are registered in regular classes.

Figure 3.12 Percentages of students in hospital receiving additional resources in compulsory education by location

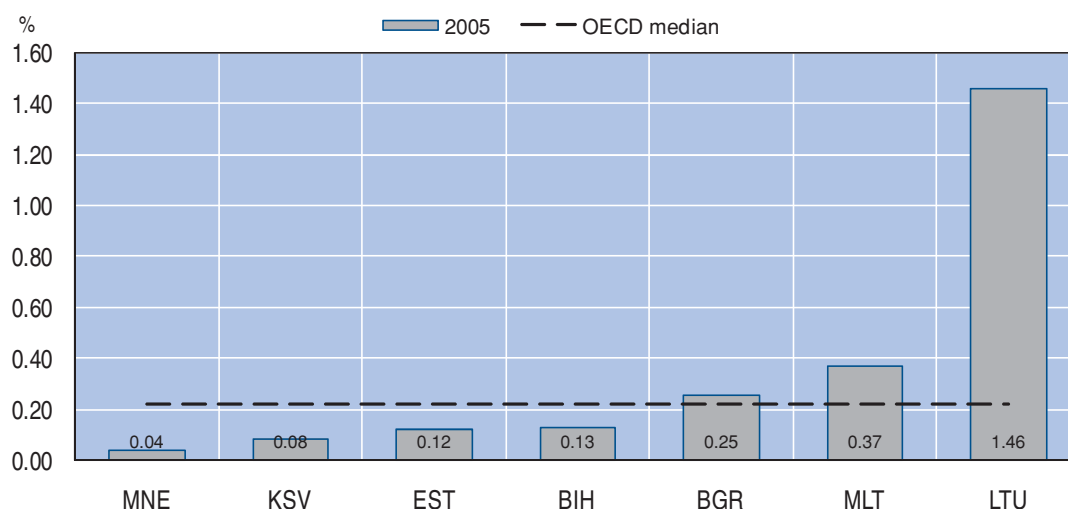


Combinatorial disabilities

Combinatorial disabilities is a term that has been coined by the OECD Secretariat to avoid the confusion in an earlier monograph (OECD, 2000) over the use of the term “multiple disability” which in the United States is a legally defined category but which is too precisely defined to cover the range of students included in the “combinatorial” category used here.

Figure 3.13 shows that again the proportions of students in this category vary substantially from country to country. Even leaving Lithuania aside given the high percentage (1.46%), the percentages still vary substantially ranging from 0.37% in Malta to 0.04% in Montenegro.

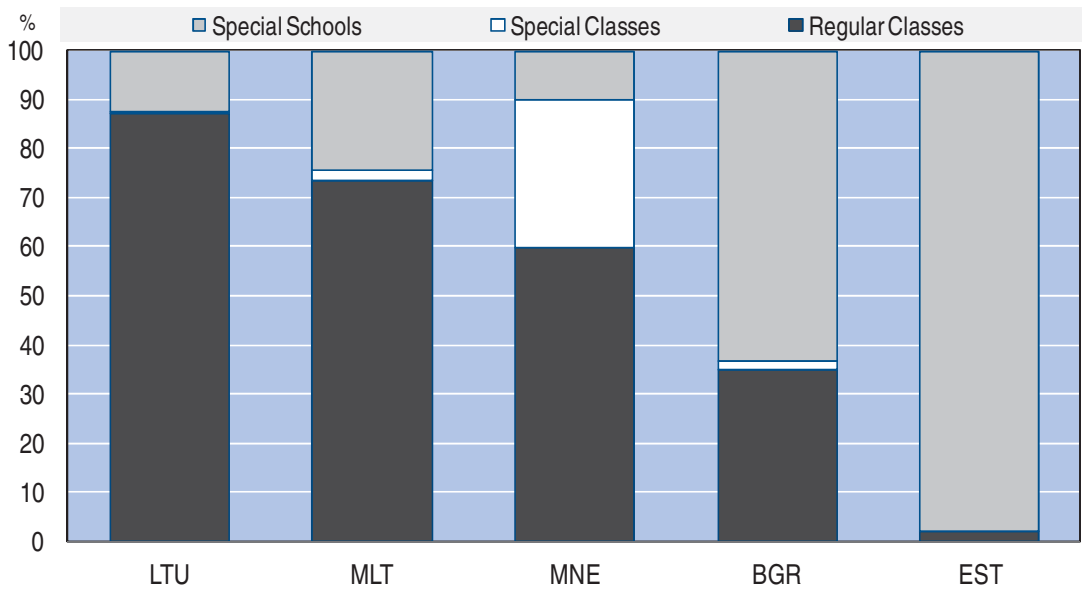
Figure 3.13 Numbers of students with combinatorial disabilities by country, as % of all students in compulsory education



Note: Kosovo: there are students with special needs who are provided with additional resources in regular classes but the data are not available.

Figure 3.14 illustrates clearly the variability in placement among countries. All types of arrangements can be found among the five countries for which data are available. Lithuania and Malta use regular classes for more than 70% of these students. Montenegro uses this provision for 60% of students, but also makes a large use of special classes (30%). In Bulgaria, two thirds of students with combinatorial disabilities are placed in segregated settings, and in Estonia 98% are in special schools.

Figure 3.14 Percentages of students with combinatorial disabilities receiving additional resources in compulsory education by location



Autism

Four countries use this as a clear category to gather statistics. Figure 3.15 shows the variation between them. Bosnia and Herzegovina reports 0.01%, Croatia, 0.02%, Bulgaria, 0.03% and Serbia indicates that 0.04% students are receiving additional resources specifically for autism. All countries are below the OECD median of 0.043%.

Figure 3.15 Numbers of students with autism by country as a percentage of all students in compulsory education

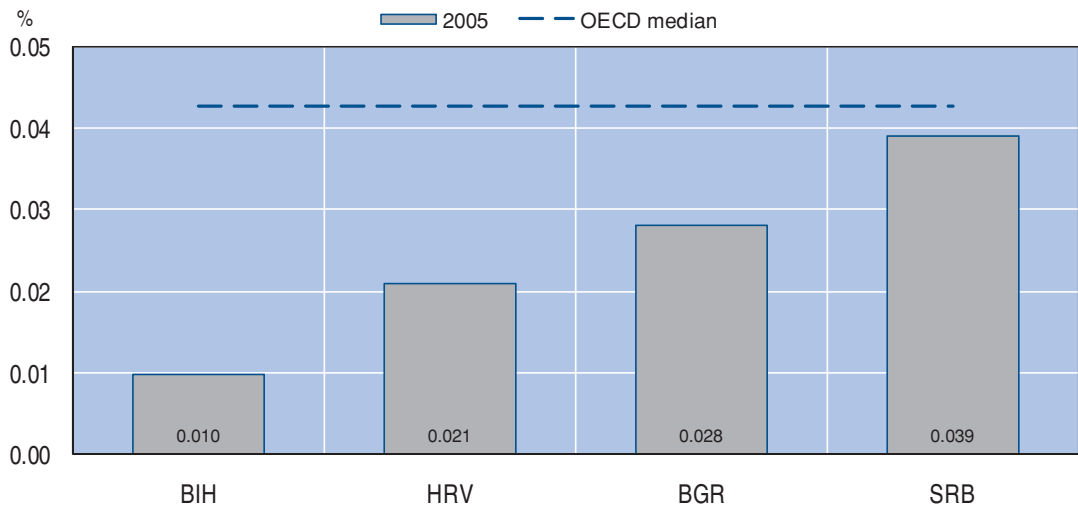
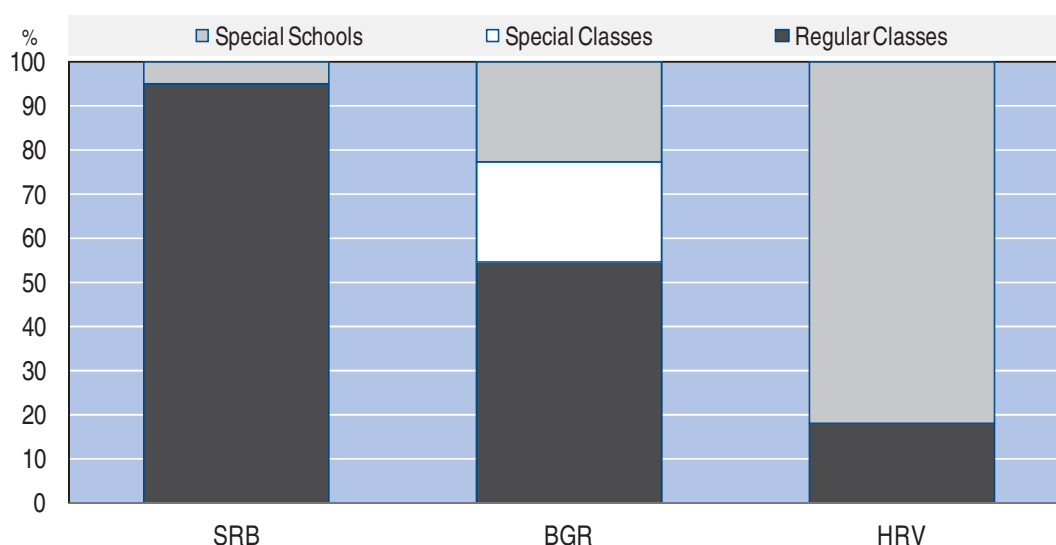


Figure 3.16 shows where these students are being educated. The three countries for which data are available show a different pattern in the provision. Bulgaria makes use of all types of setting, while Croatia privileges special schools (82%) and Serbia privileges regular classes.

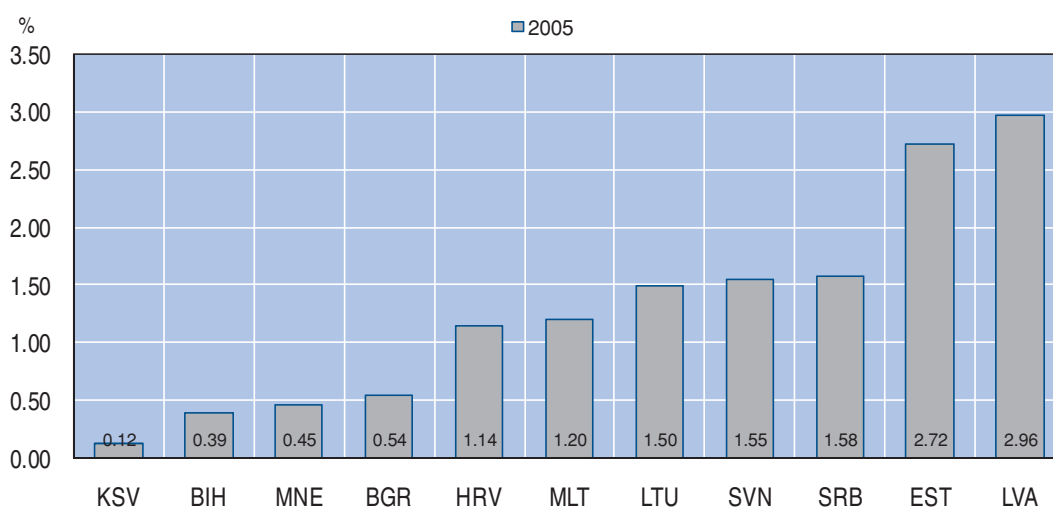
Figure 3.16 Percentages of students with autism receiving additional resources in compulsory education by location



Mild, moderate and/or severe learning problems

Figure 3.17 shows the proportions of resourced students with mild, moderate and/or severe learning problems by country. Three groups of economies can be formed. Estonia and Latvia are in a first group with very high percentages, 2.72% and 2.96%, respectively. In a second group, Croatia, Malta, Lithuania, Slovenia and Serbia report percentages between 1.14% and 1.58%. Bulgaria, Montenegro, and Bosnia and Herzegovina are in a third group with low percentages between 0.54% and 0.39%. For comparability reasons, it was decided not to compare this group of categories with the OECD median.

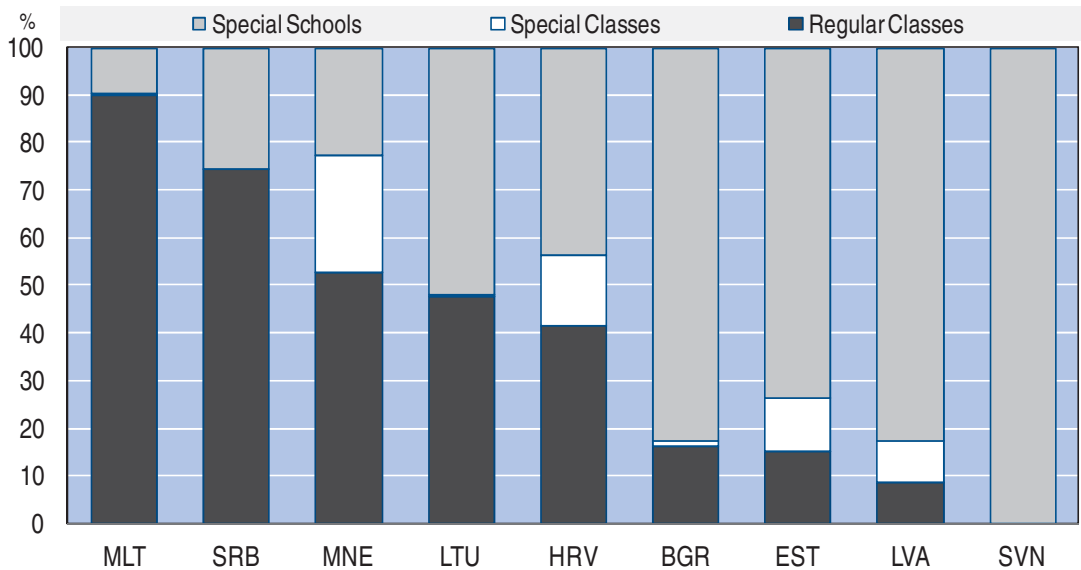
Figure 3.17 Numbers of students with mild, moderate and/or severe and/or learning problems by country, as a percentage of all students in compulsory education



Notes: Kosovo: there are students with special needs who are provided with additional resources in regular classes but the data are not available.
Estonia: this percentage includes students in category “autism”.

Figure 3.18 shows where these students are being educated (regular classes, special classes or special schools). There is no overall pattern in provision. Countries vary to a large extent over where they educate students. In Slovenia, all the students with mild, moderate and/or severe learning problems are educated in special schools. All other economies make use of the three different types of settings, but in very variable proportions. The share of these students being placed in segregated settings ranges from 10% in Malta to 90% in Latvia. The countries making broad use of special classes are Montenegro (25%), Croatia (15%), Estonia (11%) and Latvia (8%).

Figure 3.18 Percentages of students with mild, moderate and/or severe and/or learning problems receiving additional resources in compulsory education by location



Specific learning difficulties

Figure 3.19 shows that, as for many of the other categories, there is very substantial variation among countries in the proportions of students resourced with specific learning difficulties. This proportion is the highest in Estonia (4.08%) and in Serbia (3.59%); and the lowest is in Malta (0.06%). In Slovenia and Lithuania this proportion is 2.09% and 1.70% respectively. Estonia, Serbia, Slovenia and Lithuania all show proportions above the OECD median. In the four other countries for which data are available, the percentages of students with specific learning difficulties who receive additional resources range between 0.16% for Bulgaria to 0.49% for Latvia, below the OECD median of 1.41%.

Figure 3.19 Numbers of students with specific learning difficulties by country, as a percentage of all students in compulsory education

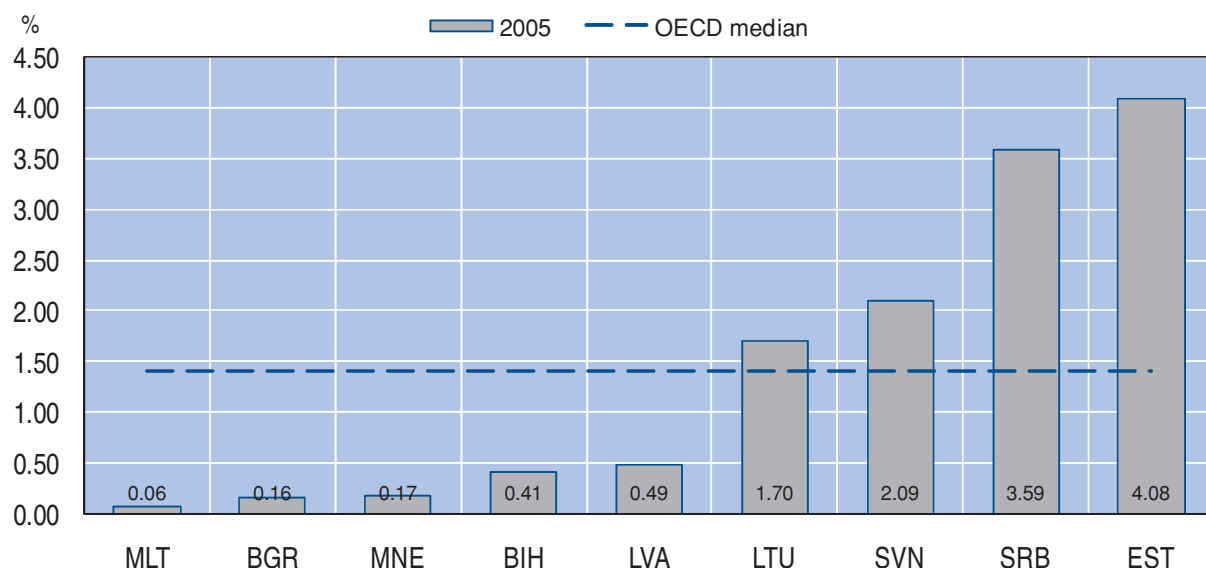
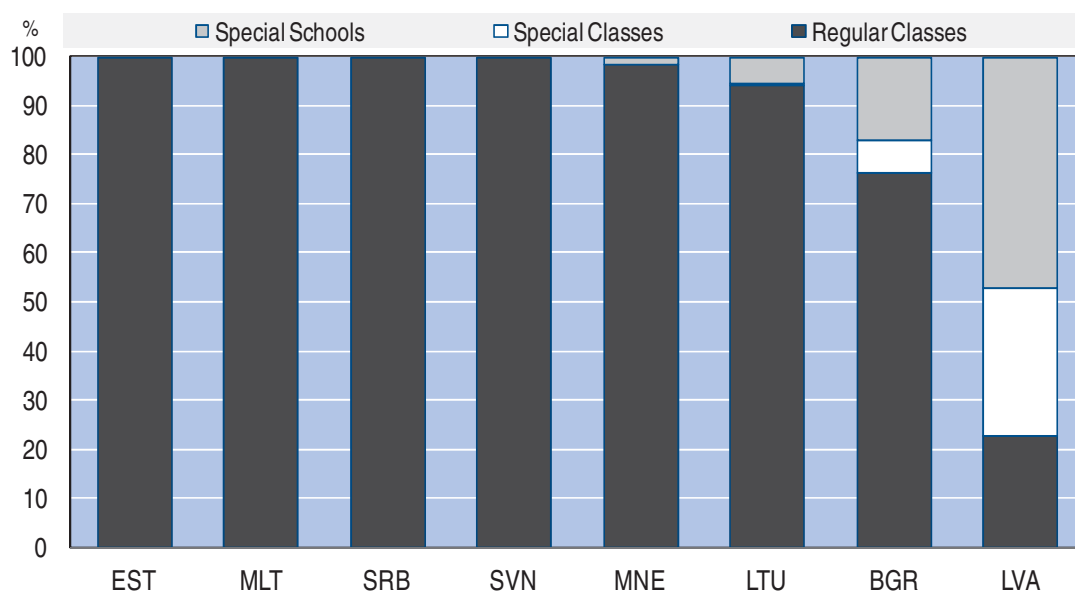


Figure 3.20 shows where these students are being educated (regular classes, special classes or special schools). In six of the countries presented (Estonia, Malta, Serbia, Slovenia, Montenegro, and Lithuania), the vast majority or the whole of these students are integrated in regular classes. The exceptions are Latvia, which makes extensive use of segregated settings for this type of students (47.2% in special schools and 30.0% in special classes); and to a lesser extent, Bulgaria (16.9% and 6.8%).

Figure 3.20 Numbers of students with specific learning difficulties by location and by country, as a percentage of all students with specific learning difficulties in primary and lower secondary education



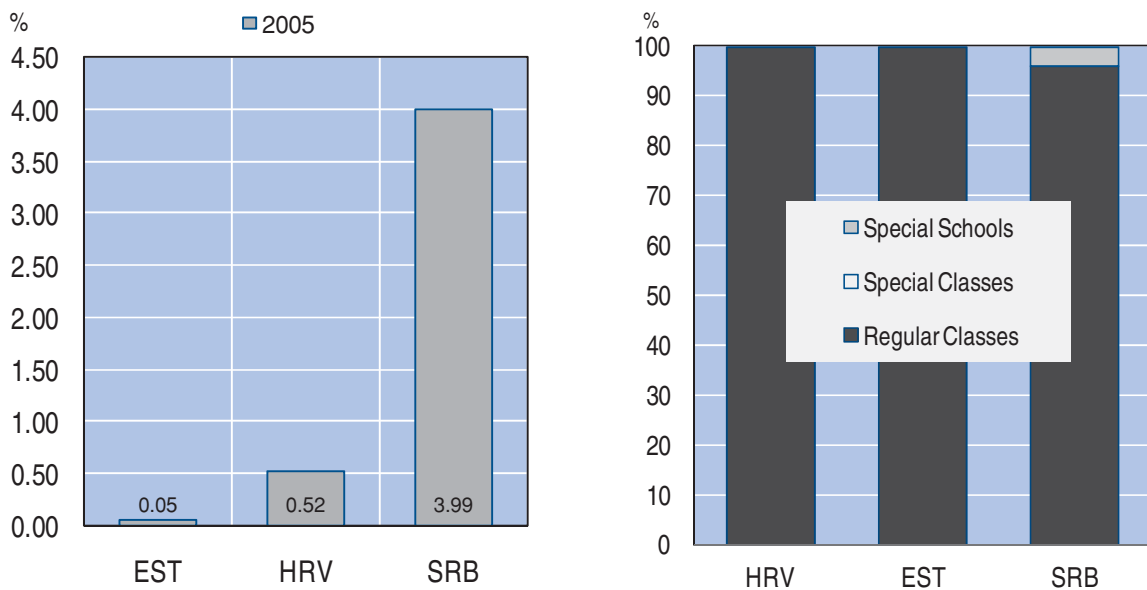
Categories related to disadvantage

The analysis presented in the following section is based on data on national categories related to disadvantage where common categories could be provided for making international comparisons. Only two such categories emerged: students with a second language and disadvantaged students.

Second language

Figure 3.21 shows the percentages of second language students by country as a percentage of all students in compulsory education and their distribution by place of education. Three countries provided data for this category; Serbia 3.99%, Croatia 0.52% and Estonia 0.05%. Typically, these students are educated in regular classes.

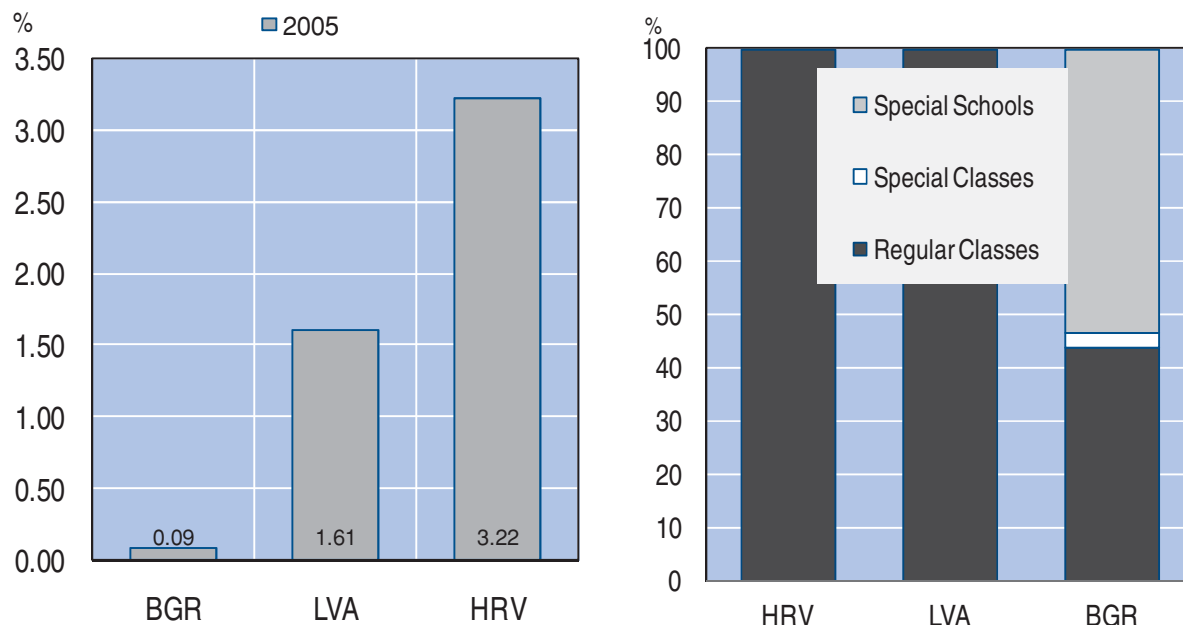
Figure 3.21 Numbers of second language students by country as a percentage of all students in compulsory education and distribution by location



Disadvantaged students

Figure 3.22 shows the numbers of disadvantaged students by country, as a percentage of all students in compulsory education and where they are educated. Although only three countries provide data for this category, they indicate large variations in the proportions of students resourced. The range is from 3.22% in Croatia to 1.61% in Latvia and 0.09% in Bulgaria. The figure also shows that almost all disadvantaged students who receive additional resources follow the curriculum in regular classes, except in Bulgaria where 53.5% of them are placed in special schools.

Figure 3.22 Numbers of disadvantaged students by country, as a percentage of all students in compulsory education



Conclusions

This chapter provided an analysis of available data based on the national categories used to provide additional resources for children and students who have difficulties accessing the curriculum as supplied by participating economies. It has looked at the proportions registered in educational statistics by category and by location of education. The data show substantial variation in categories used by countries and in the country prevalence rates over the period covering compulsory education. Furthermore, the location of education (regular schools, special classes, or special schools) can vary in a notable manner from country to country. For many categories at the extremes the education experiences of similar students would be very different in different economies. For instance, in one they might be educated in regular classes while in another they may be fully segregated from mainstream education.

Because of the different definitions in use of national categories for these students, the present study has adopted a simplified tripartite cross-national categorisation, referred to as A, B and C within the context of a resources model which has been outlined in previous chapters. The following chapters use this framework to describe the remainder of the data gathered by the quantitative part of the instrument.

References

OECD (2000), *Special Needs Education: Statistics and Indicators*, Paris, OECD.

OECD (2005), *Students with Disabilities, Learning Difficulties and Disadvantages: Statistics and Indicators*, Paris, OECD.

Chapter 4. Analysis of the Quantitative Data for Cross-National Categories A, B and C

In this chapter the data on individual national categories have been reclassified according to the tripartite taxonomy that broadly corresponds to students with disabilities, students with learning or behaviour difficulties and students with social disadvantages and has been subsequently analysed. Data on numbers of students and where they are educated is then presented on each of the cross-national categories in sequence, over the period of compulsory education. This is then followed by data on the non-compulsory phases of pre-primary and upper-secondary education.

Background

This chapter analyses the data provided by country experts in Tables 2, 3 and 4 of the Electronic Questionnaire and follows a similar format to that in the corresponding chapter in the publication *Students with Disabilities, Learning Difficulties and Disadvantages: Policies, Statistics and Indicators* (OECD, 2007).

As in OECD 2007, the data on individual national categories have been reclassified according to the three cross-national categories that correspond broadly to students with *disabilities* (A); students with learning or behaviour *difficulties* (B); and those with social *disadvantages* (C) (see Chapter 1 and the allocation matrix in Chapter 2). To avoid repetition of the term ‘students within cross-national category’, the terms disabilities, difficulties, and disadvantages are frequently used in this chapter as synonyms for the three cross-national categories.

The chapter is divided into sections covering each of the cross-national categories in sequence. Within each section, there is an initial discussion of data on students receiving additional resources over the period of compulsory education. This is followed data on the non-compulsory phases of pre-primary and upper secondary education where it is available.

In all figures, countries are ranked either in ascending order in terms of overall percentages or in descending order in terms of their distribution in regular classes. OECD means and medians are presented and refer to data for school-year 2005.

Availability of data

Table 4.1 illustrates the availability of data for the cross-national categories for eleven of the thirteen economies included in this study (the other two, Romania and Moldova were unable to provide data). Data are presented according to the location of education

(special schools, special classes and regular classes) and levels or phases of education (compulsory education, pre-primary, primary, lower secondary and upper secondary).

It is clear that the amount of information which countries were able to provide varied widely from country to country. It is also clear that there are more sound and reliable data for students with disabilities than for those with learning difficulties or disadvantage. The most reliable data is to be found for students receiving additional resources over the period of compulsory education.

Table 4.1 also provides an indication of where future data collection should be expanded in individual countries in order to obtain eventually a full data set.

Table 4.1 Availability of data for cross-national categories A, B and C, by location of education and level of education, 2005

CATEGORY A																	
Special schools			Special classes				Regular classes										
Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education						
Bosnia and H.	✓	m	✓	✓	x	Bosnia and H.	x	x	x	x	x	Bosnia and H.	x	x	x	x	x
Bulgaria	✓	✓	✓	✓	✓	Bulgaria	✓	✓	✓	✓	✓	Bulgaria	✓	✓	✓	✓	✓
Croatia	✓	✓	✓	a	✓	Croatia	✓	✓	✓	a	✓	Croatia	✓	✓	✓	a	✓
Estonia	✓	m	✓	✓	✓	Estonia	✓	m	✓	✓	m	Estonia	✓	m	✓	✓	✓
Kosovo	✓	✓	✓	✓	✓	Kosovo	✓	m	✓	✓	m	Kosovo	m	m	m	m	m
Latvia	✓	m	✓	a	✓	Latvia	✓	m	✓	a	✓	Latvia	✓	m	✓	a	✓
Lithuania	✓	✓	✓	✓	✓	Lithuania	✓	✓	✓	a	✓	Lithuania	✓	✓	✓	✓	✓
Malta	✓	x	✓	a	a	Malta	✓	a	✓	a	a	Malta	✓	✓	✓	✓	m
Montenegro	✓	✓	✓	a	✓	Montenegro	✓	m	✓	a	a	Montenegro	✓	✓	✓	a	✓
Serbia	✓	m	✓	✓	✓	Serbia	m	m	m	m	m	Serbia	✓	m	✓	m	m
Slovenia	✓	✓	✓	✓	✓	Slovenia	n	✓	n	n	n	Slovenia	✓	✓	✓	✓	✓

CATEGORY B																	
Special schools			Special classes				Regular classes										
Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
Bosnia and H.	✓	m	✓	✓	x	Bosnia and H.	x	x	x	x	x	Bosnia and H.	x	x	x	x	x
Bulgaria	✓	✓	✓	✓	✓	Bulgaria	✓	✓	✓	✓	✓	Bulgaria	✓	✓	✓	✓	✓
Croatia	✓	✓	✓	a	✓	Croatia	✓	✓	✓	a	✓	Croatia	✓	✓	✓	a	✓
Estonia	✓	m	✓	✓	n	Estonia	✓	m	✓	✓	m	Estonia	✓	m	✓	✓	m
Kosovo	a	a	a	a	a	Kosovo	a	a	a	a	a	Kosovo	m	m	m	m	m
Latvia	✓	m	✓	a	m	Latvia	✓	m	✓	a	a	Latvia	✓	m	✓	a	m
Lithuania	✓	✓	✓	✓	✓	Lithuania	✓	✓	✓	a	✓	Lithuania	✓	✓	✓	✓	✓
Malta	✓	x	✓	a	a	Malta	n	a	n	a	a	Malta	✓	✓	✓	✓	m
Montenegro	✓	m	✓	a	✓	Montenegro	✓	m	✓	a	a	Montenegro	✓	✓	✓	a	✓
Serbia	a	a	a	a	a	Serbia	m	m	m	m	m	Serbia	✓	m	✓	m	m
Slovenia	✓	n	✓	✓	✓	Slovenia	n	✓	n	n	n	Slovenia	✓	✓	✓	✓	✓

CATEGORY C																	
Special schools			Special classes				Regular classes										
Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Country	Compulsory education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
Bosnia and H.	✓	m	✓	✓	x	Bosnia and H.	x	x	x	x	x	Bosnia and H.	x	x	x	x	x
Bulgaria	✓	n	✓	✓	✓	Bulgaria	✓	✓	✓	✓	✓	Bulgaria	✓	✓	✓	✓	✓
Croatia	a	a	a	a	a	Croatia	a	a	a	a	a	Croatia	✓	✓	✓	a	✓
Estonia	n	n	n	n	n	Estonia	n	n	n	n	n	Estonia	✓	m	✓	✓	✓
Kosovo	a	a	a	a	a	Kosovo	a	a	a	a	a	Kosovo	a	a	a	a	a
Latvia	a	a	a	a	a	Latvia	a	a	a	a	a	Latvia	✓	a	✓	a	✓
Lithuania	✓	✓	✓	✓	a	Lithuania	✓	a	a	✓	a	Lithuania	✓	✓	✓	✓	✓
Malta	a	a	a	a	a	Malta	a	a	a	a	a	Malta	a	a	a	a	a
Montenegro	✓	m	✓	a	✓	Montenegro	✓	m	✓	a	a	Montenegro	✓	✓	✓	a	✓
Serbia	✓	✓	✓	a	✓	Serbia	m	m	m	m	m	Serbia	✓	m	✓	m	m
Slovenia	a	a	a	a	a	Slovenia	a	a	a	a	a	Slovenia	a	a	a	a	a

Symbols for missing data:

a - Data not applicable because the category does not apply.

m - Data missing, not available.

n - Magnitude is either negligible or zero.

x - Data included in another category/column of the table.

Data on cross-national category A (students receiving additional resources for disabilities)

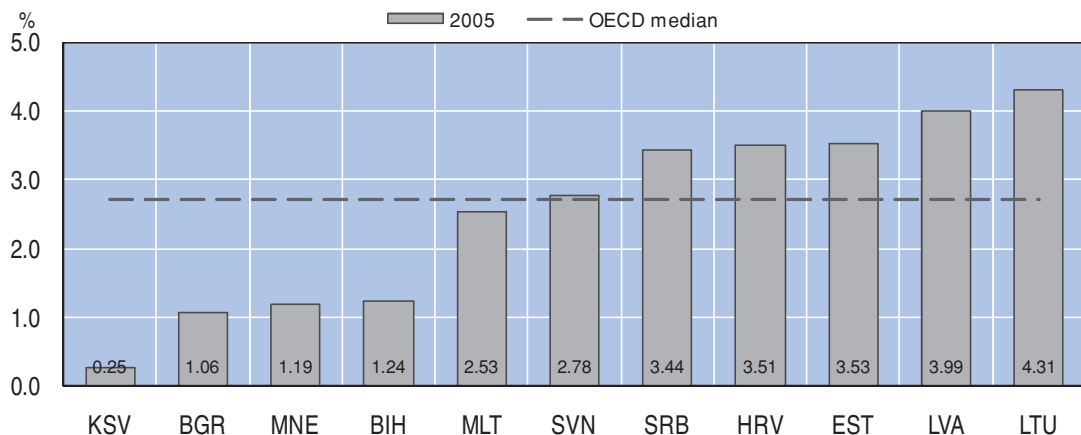
Cross-national category A, as discussed in Chapter 1, roughly corresponds to needs arising from impairing conditions. All countries using categorical systems for special educational needs have national categories which they consider to fall within cross-national category A, although the number of such categories varies widely from country to country (see Table 2.2 in Chapter 2).

The period of compulsory education

Figure 4.1 shows the number of students with disabilities receiving additional resources within the period of compulsory education, as a percentage of all students in compulsory education. Although the period of compulsory education varies slightly from country to country (see Annex 2) all countries have national categories falling into the cross-national category A.

Countries vary substantially in the proportions of students with disabilities. Where full data are available the values range from 1.06% in Bulgaria to 4.31% in Lithuania – the median being 2.78% and the mean 2.53%. Five countries provide additional resources to more than 3.4% of students with disabilities: Serbia, Croatia, Estonia, Latvia and Lithuania. Slovenia is in line with the OECD median at 2.78% and Malta is slightly below it with 2.53%. On the other hand, Bulgaria, Montenegro and Bosnia and Herzegovina show a percentage only slightly above 1%.

Figure 4.1 Numbers 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, 2005



Note: Kosovo: data for regular classes are currently not readily available.

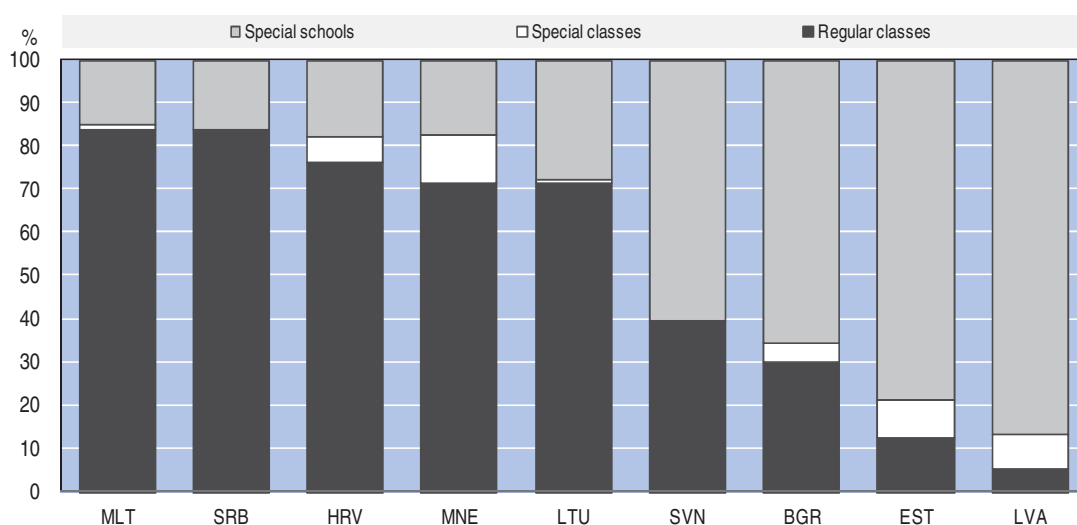
For OECD member countries the median is 2.72% and the mean is 2.58%. Further work would be needed at both national and international levels to understand these differences more fully and to determine whether some countries are unnecessarily over-identifying children while others may be under-identifying them.

Although there are still substantial variations between countries they are less marked than in the previous chapter for individual categories. Leaving Kosovo aside (as data for regular classes are currently not readily available), the ratio between the extremes is only of 1 to 4, in comparison, to 1 to 8 for some individual categories such as physical disabilities or intellectual disabilities. Comparing the data in terms of cross-national categories has the effect of smoothing the data.

The place of education

Figure 4.2 shows where students with disabilities are educated. Considering only the countries for which all data are available, they can be divided up in two groups corresponding to two different types of provision. In Malta, Serbia, Croatia, Montenegro, and Lithuania, the vast majority of these students are educated in regular classes (from 72% in Lithuania to 84% in Malta). On the other hand, 60% of students with disabilities are educated in special schools in Slovenia and between 70% and 95% are in special schools and special classes in Bulgaria, Estonia, and Latvia.

Figure 4.2 Percentages of students receiving additional resources over the period of compulsory education in cross-national category A by location, 2005

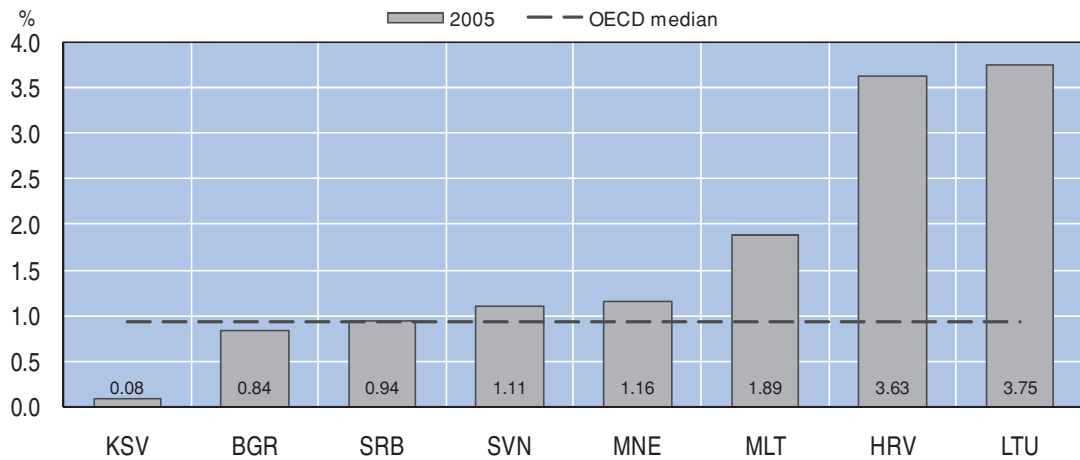


Note: Serbia: data on special classes are currently not readily available.

Pre-primary education

In OECD member countries, pre-primary education is regarded as especially important for children with disabilities and is reflected in an extension of free publicly provided education from age 0 onwards (OECD, 2007). Eight economies were able to provide data on the proportion of children in pre-primary education receiving additional resources for disabilities. Figure 4.3 shows that percentages within this group of economies vary from 0.84% in Bulgaria to 3.75% in Lithuania. The median number of children receiving additional resources for disabilities, as a percentage of all children in pre-primary education, is 1.13%, the mean is 1.67%. These figures are quite close to the OECD median and mean of 0.94% and 1.62% respectively.

Figure 4.3 Numbers of students receiving additional resources in pre-primary education in cross-national category A as a percentage of all students in pre-primary education, 2005

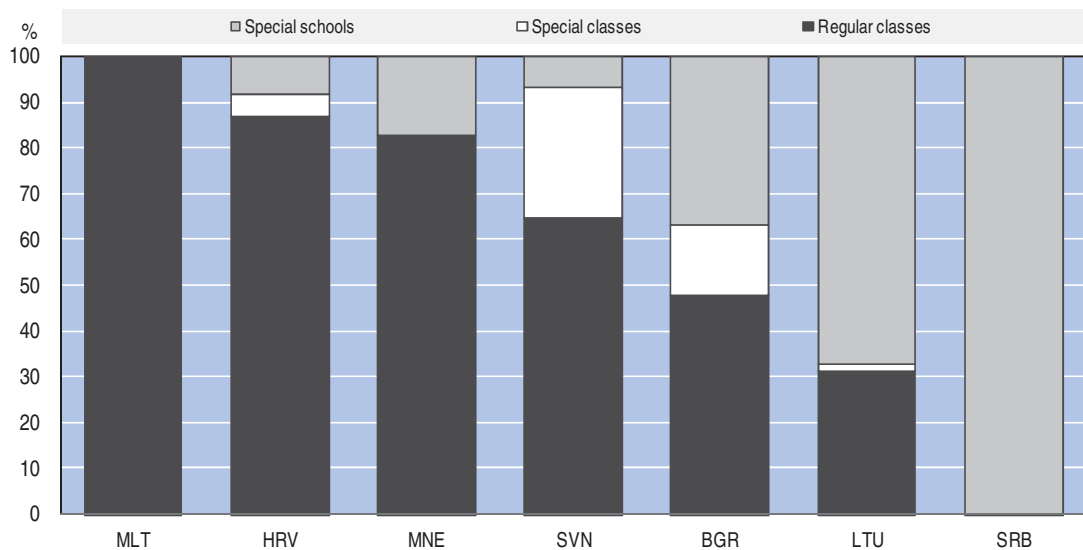


Note: Kosovo: data are available for special schools only.

The place of education

Figure 4.4 shows where these children are educated. It reveals that all such children are in segregated settings in Serbia but fully integrated in Malta. The remaining countries use a combination of special schools, special classes and regular classes.

Figure 4.4 Percentages of students receiving additional resources in pre-primary education in cross-national category A by location, 2005



Note: Montenegro: data for special classes are not available.

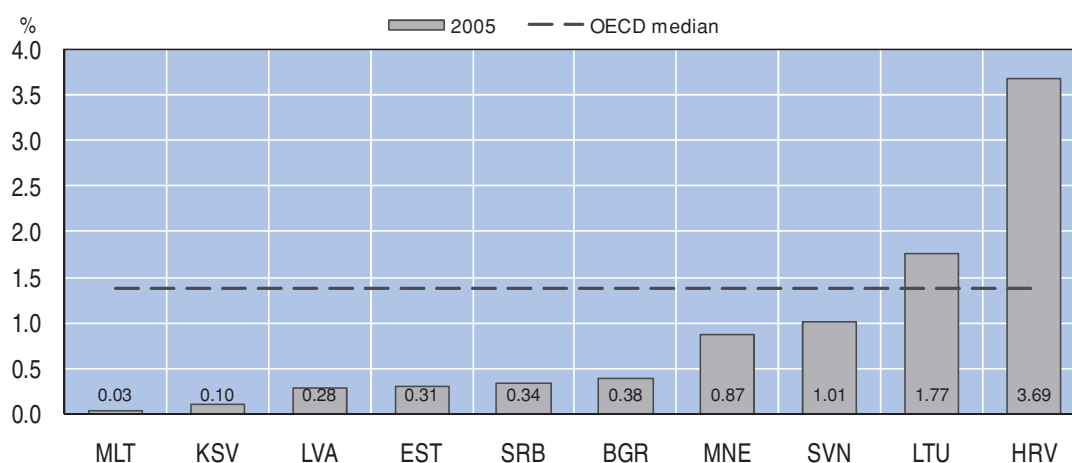
Upper secondary education

Figure 4.5 shows the numbers of students with disabilities receiving additional resources in upper secondary education. Again it reveals substantial variation between countries providing full data with Latvia at 0.28% and Croatia at 3.69%. It is also evident that these figures are substantially lower than for those in the compulsory period (Figure 4.1).

Croatia, Latvia and Montenegro report an educational system that does not allow distinguishing lower secondary education from compulsory education. Typical age ranges for enrolment in upper secondary education for these countries are: Croatia from 14 to 19 years old; Latvia from 16 to 19; Montenegro from 14 to 18 years old.

The median number of students receiving additional resources for disabilities, for the ten economies reporting full data, as a percentage of all students in upper secondary education is 0.36% and the mean is 0.88%. These figures are substantially lower than the OECD median and mean which are 1.38% and 1.56% respectively.

Figure 4.5 Numbers of students receiving additional resources in upper secondary education in cross-national category A as a percentage of all students in upper secondary education, 2005



Notes: Kosovo: data are available for special schools only. Most likely there are students in special and regular classes but currently they cannot be quantified.

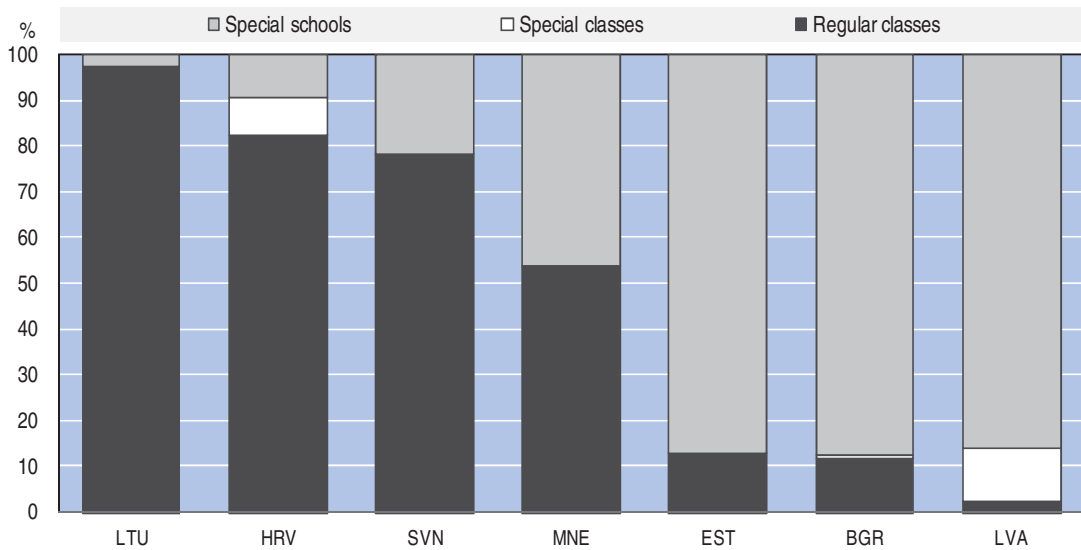
Malta: this percentage concerns students with intellectual disabilities only (category 1).

Serbia: data are available for special schools only. Data are not available for students in special and regular classes

The place of education

Figure 4.6 shows where students with disabilities are educated at the upper secondary level. The use of the two types of provision (segregation, inclusion) is evident. It emerges that the majority of these students are in segregated settings in Bulgaria, Estonia, and Latvia, and mostly integrated in Lithuania. Slovenia and Croatia integrate around 80% of them in regular classes. In Montenegro, students with disabilities in this phase of education are almost evenly distributed between special schools and regular classes.

Figure 4.6 Percentages of students receiving additional resources in upper secondary education in cross-national category A by location, 2005



Note: Estonia: data are available for special schools. Data for regular classes are partially missing (category Intellectual disabilities).

Data on cross-national category B (students receiving additional resources for difficulties)

The quantity and quality of data relating to cross-national category B are inferior to that for cross-national category A (see Table 4.1). Cross-national category B, as discussed and defined in Chapter 1, refers to students with behavioural and emotional disorders, or specific difficulties in learning. The educational need is considered to arise primarily from problems in the interaction between the student and the educational context.

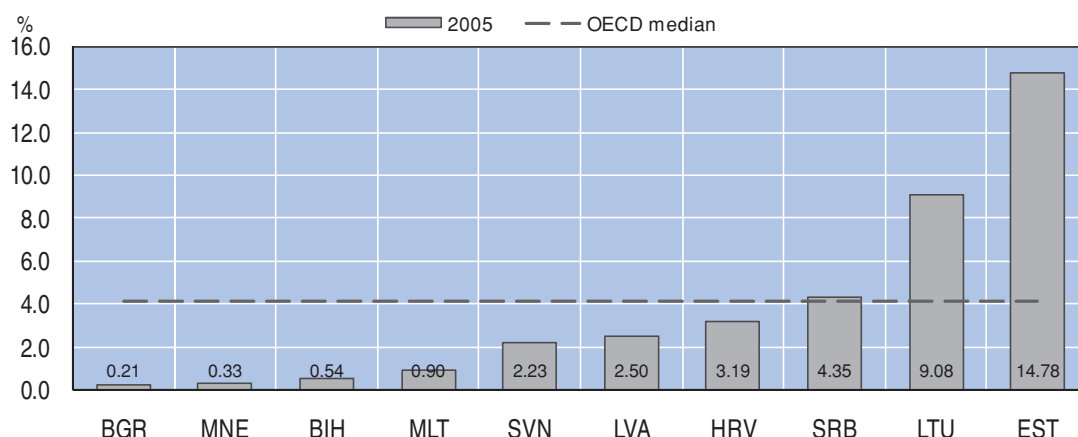
The period of compulsory education

Figure 4.7 shows the number of students with learning difficulties receiving additional resources within the period of compulsory education as a percentage of all students in compulsory education. All countries have categories falling into this broad category B. However, data for the categories making up category B are not available for Kosovo.

The figure below shows considerable variation across countries, ranging from 14.78% in Estonia to 0.21% in Bulgaria. The median is 2.37% and the mean is 3.80%. Lithuania also stands out with a high percentage of students in this category (9.08%). Then follow Serbia (4.35%), Croatia (3.19%), Latvia (2.50%) and Slovenia (2.23%). In Bosnia and Herzegovina, Bulgaria, Malta and Montenegro, the proportion of students with learning difficulties provided with additional resources is lower than 1% of the compulsory school age population.

The substantial variation in provision for students with difficulties in learning reflects the pattern of OECD member countries with Finland resourcing more than 23% of students, the UK more than 13% but at the other extreme with the Slovak Republic at 1%. Japan reports no students in category B. OECD median is 4.13% and OECD mean is 5.80%.

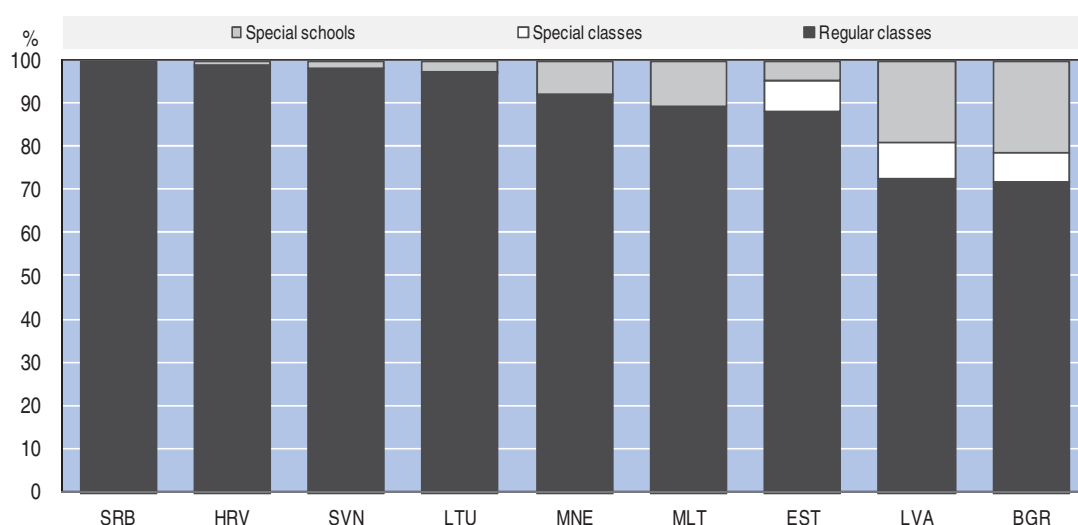
Figure 4.7 Numbers of students receiving additional resources over the period of compulsory education in cross-national category B as a percentage of all students in compulsory education, 2005



The place of education

Figure 4.8 shows the percentages of students with difficulties receiving additional resources over the period of compulsory education, by location. Compared with provisions for students with disabilities, there is much less variation between countries. Moreover, a pattern emerges: in all nine countries for which data are fully available, more than 70% of these students follow the curriculum in regular classes. This ranges from 72% in Bulgaria to 100% in Serbia. Three countries make some use of special classes: Bulgaria (6.8%), Estonia (7.1%) and Latvia (8.5%). The picture is slightly different from what is observed in OECD countries where a more substantial use of segregated provision is made in Belgium, in the Netherlands and in Germany (OECD, 2007).

Figure 4.8 Percentages of students receiving additional resources over the period of compulsory education in cross-national category B by location, 2005



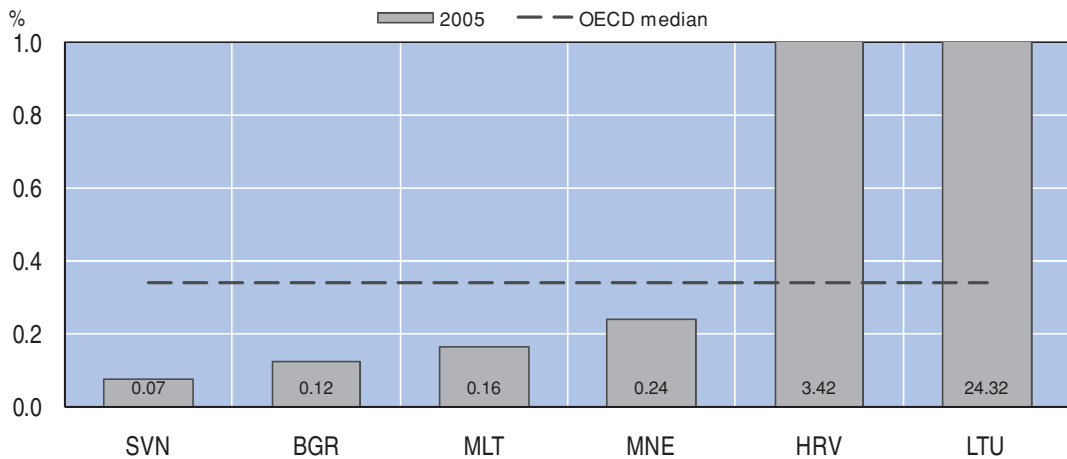
Note: Serbia: data on special classes are not available.

Pre-primary education

Figure 4.9 indicates the number of students with learning difficulties receiving additional resources in pre-primary/pre-school education, as a percentage of all students in pre-primary education. Six of the eleven economies in this study are able to provide data on this group of children and on where they are educated. In four countries, for which full data are available, the percentages of students receiving additional resources in this phase of education are quite low and vary between 0.1% and 0.2%. The only exceptions are Croatia (3.4%) and Lithuania (24.3%).

The median number of students receiving additional resources for difficulties, as a percentage of all students in pre-primary education is 0.20%; and the mean is 4.72%. The OECD median is 0.34% and the mean is 0.91%.

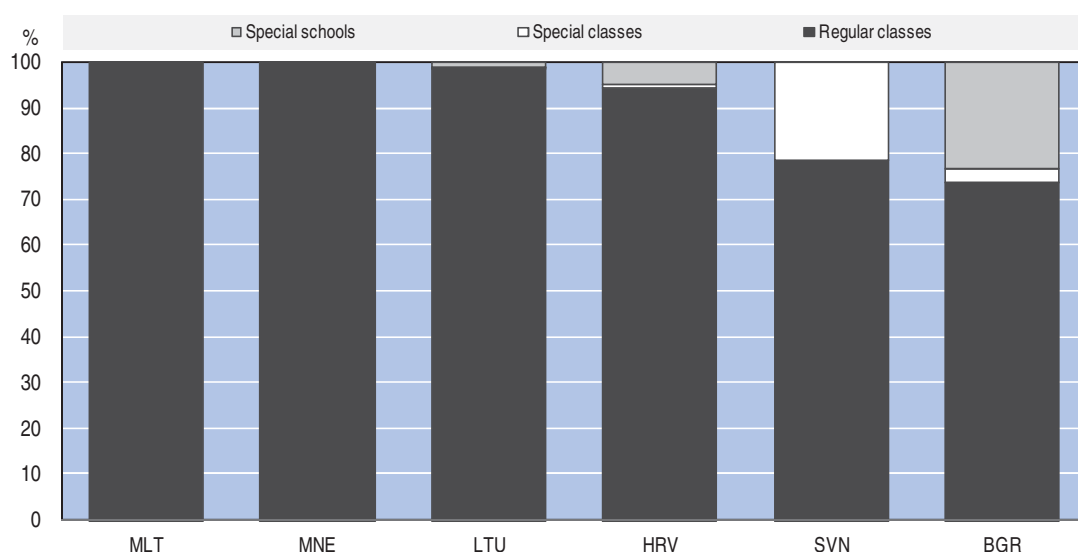
Figure 4.9 Numbers of students receiving additional resources in pre-primary education in cross-national category B as a percentage of all students in pre-primary education, 2005



The place of education

Figure 4.10 shows where these children are educated – special schools, special classes or regular classes. The majority of countries include this group of children in regular schools or classes. However, Bulgaria (23.6%) and Croatia (5.2%) make some use of special schools. In Slovenia, 21.4% of students with learning difficulties are educated in special classes.

Figure 4.10 Percentages of students receiving additional resources in pre-primary education in cross-national category B by location, 2005

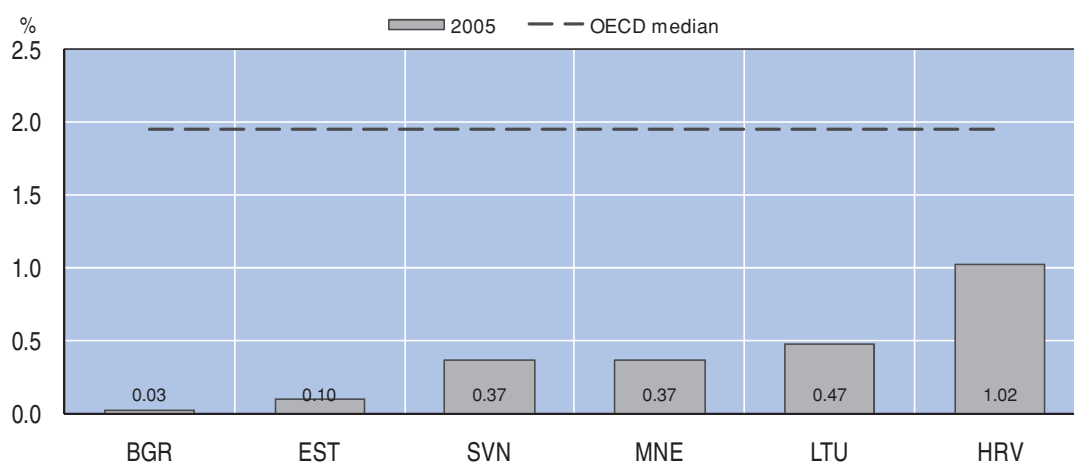


Notes: Malta: data for special schools and special classes are not applicable.
Montenegro: data for special schools and special classes are not currently available.

Upper secondary education

Figure 4.11 shows the number of students with learning difficulties receiving additional resources in upper secondary education, as a percentage of all students in upper secondary education. Six of the eleven economies in this study were able to provide data on this group of students and on where they are educated. In Bulgaria and in Estonia the percentages receiving additional resources in this phase of education are very low (0.03% and 0.10% respectively). Values are 0.37% in Montenegro and Slovenia, and 0.47% in Lithuania. Croatia (1.02%) indicates the highest percentage of students receiving additional resources in this phase of education.

Figure 4.11 Numbers of students receiving additional resources in upper secondary education in cross-national category B as a percentage of all students in upper secondary education, 2005



Note: Estonia: this percentage excludes students with temporary learning difficulties (category 12).

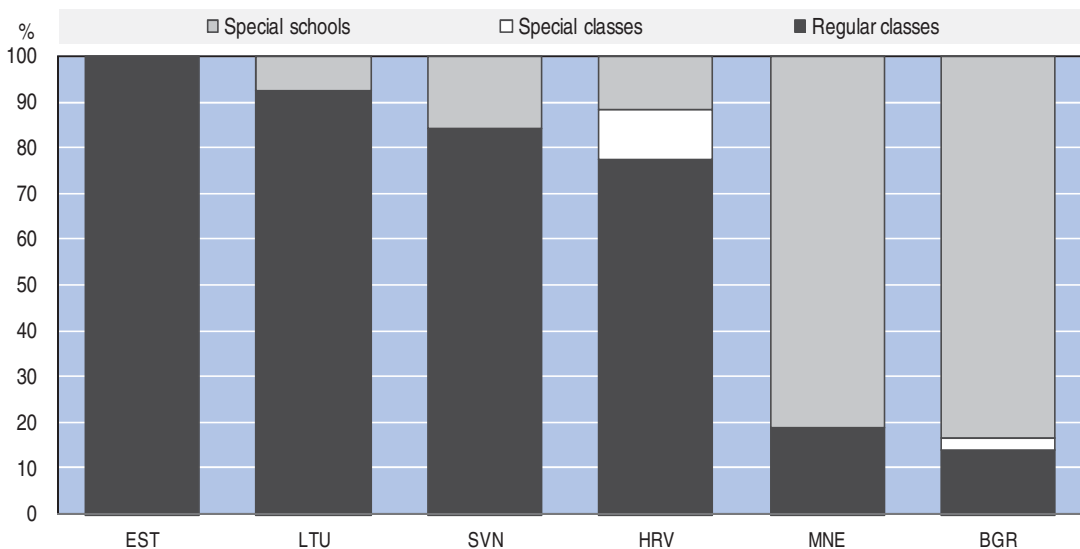
The median number of students receiving additional resources for difficulties, for the six countries reporting full data, as a percentage of all students in upper secondary education is 0.37%; and the mean is 0.39%. The OECD median, 1.95%, is notably higher and so is the mean, 3.53%.

The place of education

Figure 4.12 shows where students with difficulties receiving additional resources are educated at the upper secondary level. The use of the two types of provision (segregation, inclusion) is evident. It is clear that all such students are almost fully integrated in Lithuania, mostly included in regular settings in Slovenia and Croatia and the majority of them are in segregated settings in Bulgaria and Montenegro. In Estonia, these students would be educated most likely in regular schools but the information provided is currently partially missing.

These patterns are different from those in the corresponding section for OECD member countries where a more substantial use of inclusive provision is made (OECD, 2007).

Figure 4.12 Percentages of students receiving additional resources in upper secondary education in cross-national category B by location, 2005



Note: Estonia: this percentage excludes students with temporary learning difficulties (category 12) who would most likely be placed in regular schools but the information provided is currently partially missing.

Data on cross-national category C (students receiving additional resources for disadvantages)

Cross-national category C, as defined and discussed in Chapter 1, covers those national categories referring to students considered to have special educational needs arising from disadvantages in their socio-economic background. Eight countries have categories falling into the broad category C. Kosovo, Malta and Slovenia do not have such categories (see Table 2.2).

Additional resources are particularly addressed to migrants or ethnic minorities mainly for language learning and preparation for compulsory schooling (preparatory classes before primary education). In some countries, these provisions fall under the definition of special education needs but in some others this is not the case.

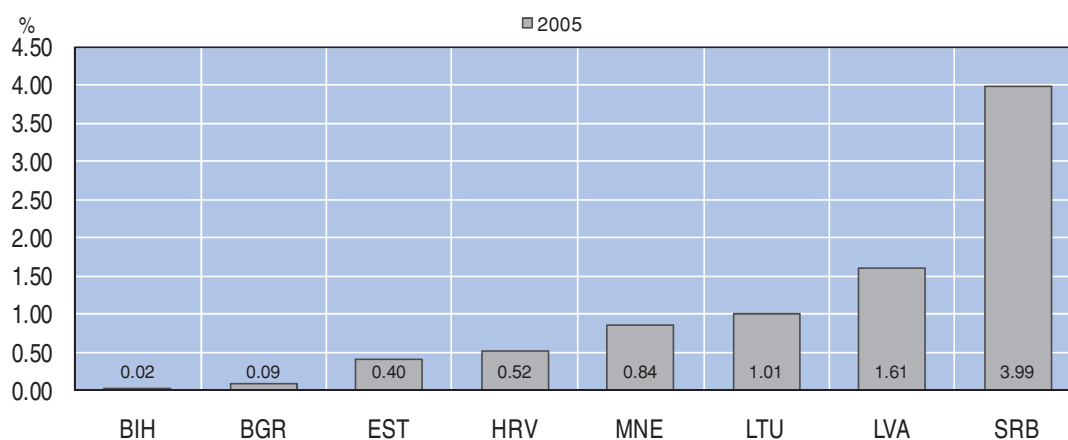
The period of compulsory education

Figure 4.13 shows the number of students with disadvantages receiving additional resources within the period of compulsory education, as a percentage of all students in compulsory education.

The figures indicate that when categories of students with disadvantages are included in national systems, the numbers of students receiving additional resources are low. In fact, it is interesting to note that in contrast with the previous cross-national categories, the percentages presented here for category C are quite substantially lower than their equivalent in OECD countries (OECD, 2007). The median number of students receiving additional resources for disadvantages, for the eight economies reporting full data, as a percentage of all students in compulsory education is 0.68%. Given the variety of types of provision for students with disadvantages, the references to median or mean are to be taken with caution.

The difference between the extreme points is considerable. The percentages range from 0.02% in Bosnia and Herzegovina to 3.99% in Serbia. However, in the central part of the distribution, four countries (Estonia, Croatia, Montenegro, and Lithuania) show percentages between 0.4% and 1%, not too distant from the median.

Figure 4.13 Numbers 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, 2005



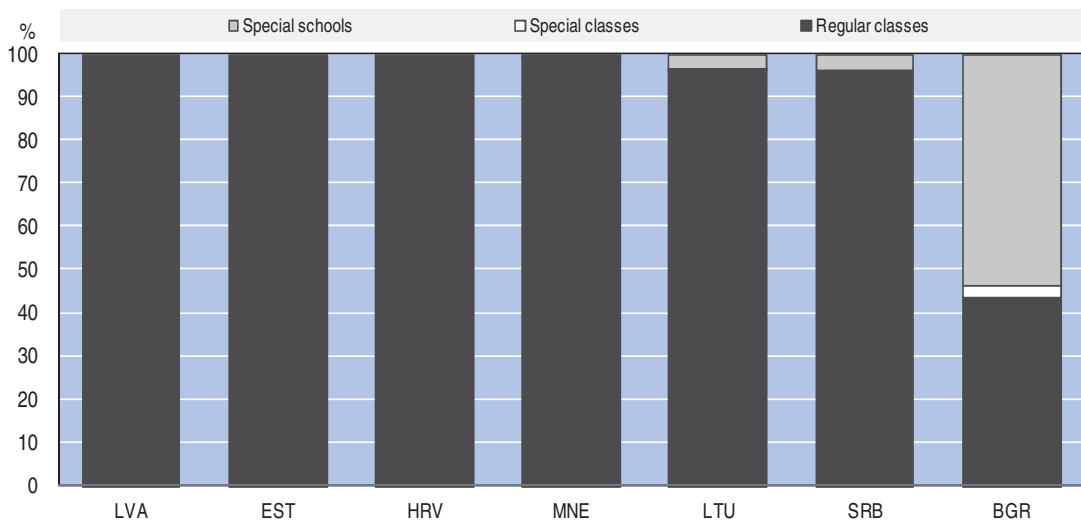
The place of education

Figure 4.14 shows the percentages of students with disadvantages receiving additional resources over the period of compulsory education, by location. The majority of countries providing data for the period of compulsory schooling educate students with disadvantages within compulsory education mostly in integrated settings. The pattern is very clear: in three of the seven countries for which data are available these students are all educated in regular classes (Croatia, Estonia and Latvia); and in Montenegro, Serbia

and Lithuania the percentages range from 99% to 96%. On the other hand, data for Bulgaria depict a different picture, as the majority of students with disadvantages receiving additional resources are educated in segregated settings (53%) and special classes (3%) and approximately 44% are educated in regular classes.

With regard to the quality and quantity of data available on this group of students who are at risk because of disadvantage or their socio-economic background, it has to be stressed that these students are difficult to identify in the majority of countries. For countries which implement inclusive policies it is not always easy to identify separately additional resources allocated for the support of students with disadvantages but this does not of course mean that they do not identify and support this group of at-risk students.

Figure 4.14 Percentages of students receiving additional resources over the period of compulsory education in cross-national category C by location, 2005



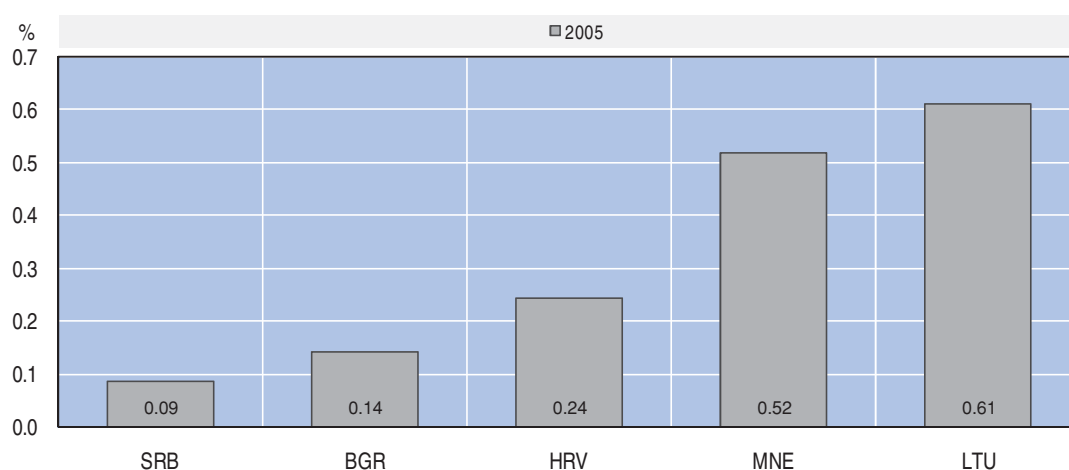
Notes: Latvia: data for special schools and special classes are not applicable.
Estonia: data for special schools and special classes are nil.
Croatia: data for special schools and special classes are not applicable.
Serbia: data for special classes are not available.

Pre-primary education

Figure 4.15 shows the number of students with disadvantages receiving additional resources in pre-primary education, as a percentage of all students in pre-primary education.

The figures below indicate that when categories of students with disadvantages are included in national systems, the numbers of students receiving additional resources are low. It is interesting to note that the percentages presented for category C are quite substantially lower than their equivalent in OECD member countries which vary considerably but can be quite high *e.g.* around 15% in Mexico and 12% in Belgium (Fr.) (OECD, 2007).

Figure 4.15 Numbers of students receiving additional resources in pre-primary education in cross-national category C as a percentage of all students in pre-primary education, 2005

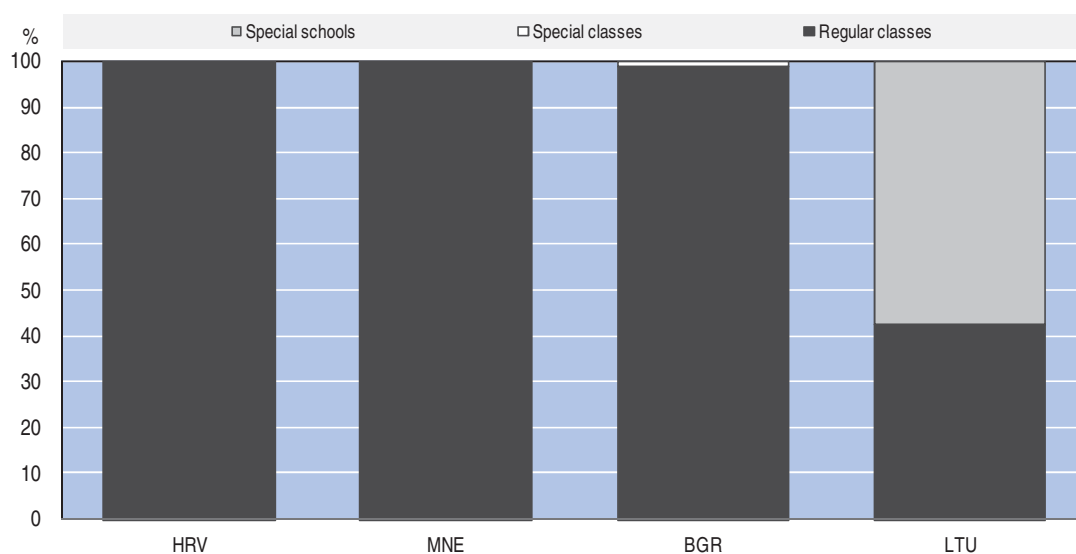


Note: Serbia: data for special and regular classes are currently not available.

The place of education

Figure 4.16 describes the distribution of disadvantaged children receiving additional resources in pre-primary education in special schools, special classes and regular classes. Two of the four countries providing data, Croatia and Montenegro, educate all students with disadvantages in inclusive settings. Notable exception is Lithuania where there is a combination of provision in both segregated and inclusive settings although the majority are educated in special schools. In Bulgaria, the majority of students with disadvantages are educated in regular classes and 1.2% in special classes.

Figure 4.16 Percentages of students receiving additional resources in pre-primary education in cross-national category C by location, 2005

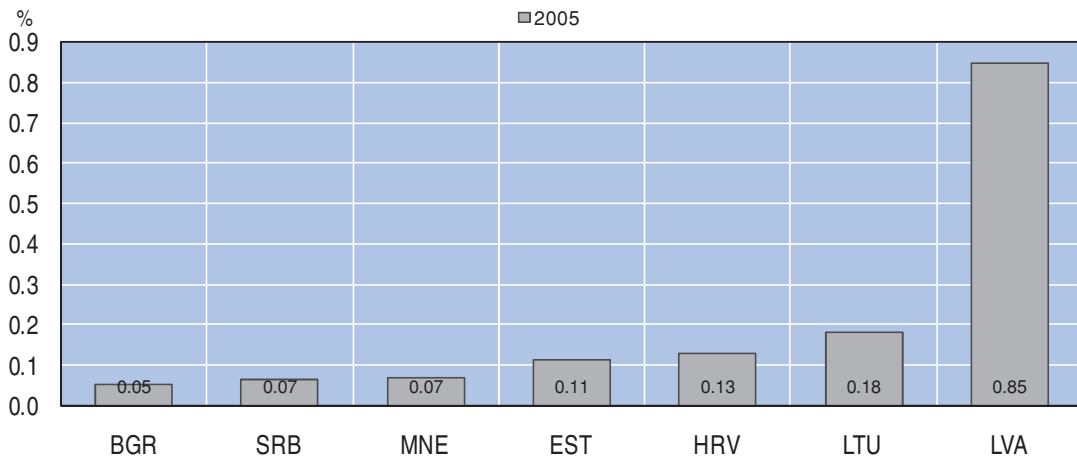


Notes: Croatia: data for special schools and special classes are not applicable.
 Montenegro: data for special schools and special classes are not applicable.
 Lithuania: data for special classes are not applicable.

Upper secondary education

Figure 4.17 shows the number of disadvantaged students receiving additional resources in upper secondary education, as a percentage of all students in upper secondary education. Seven of the eleven countries in this study are able to provide data on this group of students and on where they are educated. In almost all countries, the percentages of disadvantaged students receiving additional resources in this phase of education are very small (under 0.2%). Bulgaria (0.05%) supports the least numbers of students and Latvia (0.85%) the most. For the seven countries presented here, the median number of students receiving additional resources for disadvantages as a percentage of all students in upper secondary education is 0.11%.

Figure 4.17 Numbers of students receiving additional resources in upper secondary education in cross-national category C as a percentage of all students in upper secondary education, 2005

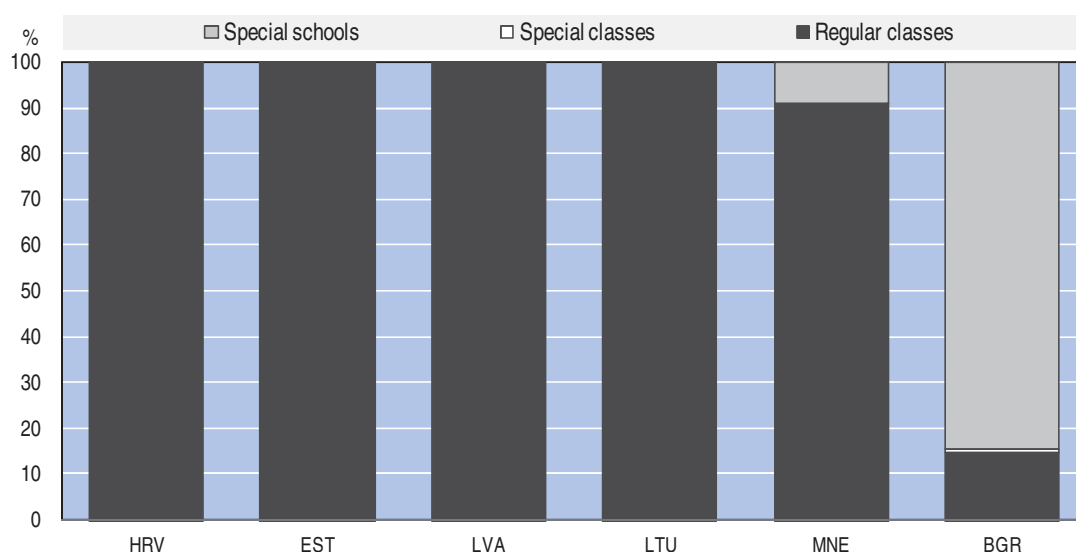


Note: Serbia: data for special and regular classes are currently not available.

The place of education

Figure 4.18 illustrates where disadvantaged children receiving additional resources in upper secondary education are educated – special schools, special classes and regular classes. The majority of countries providing data educate students with disadvantages mostly in inclusive settings. A notable exception is Bulgaria, where the majority of these students are in segregated settings. In Montenegro, 91% of disadvantaged students are in regular classes and 9% are educated in special schools. These patterns are comparable to those for OECD member countries where a very substantial use of inclusive provision is made (OECD, 2007).

Figure 4.18 Percentages of students receiving additional resources in upper secondary education in cross-national category C by location, 2005



Notes: Croatia: data for special schools and special classes are not applicable.
 Montenegro: data for special classes are not applicable.
 Estonia: data for special schools and special classes are nil.
 Latvia: data for special schools and special classes are not applicable.
 Lithuania: data for special schools and special classes are not applicable.

Comparisons between cross-national categories, in compulsory education and upper secondary education

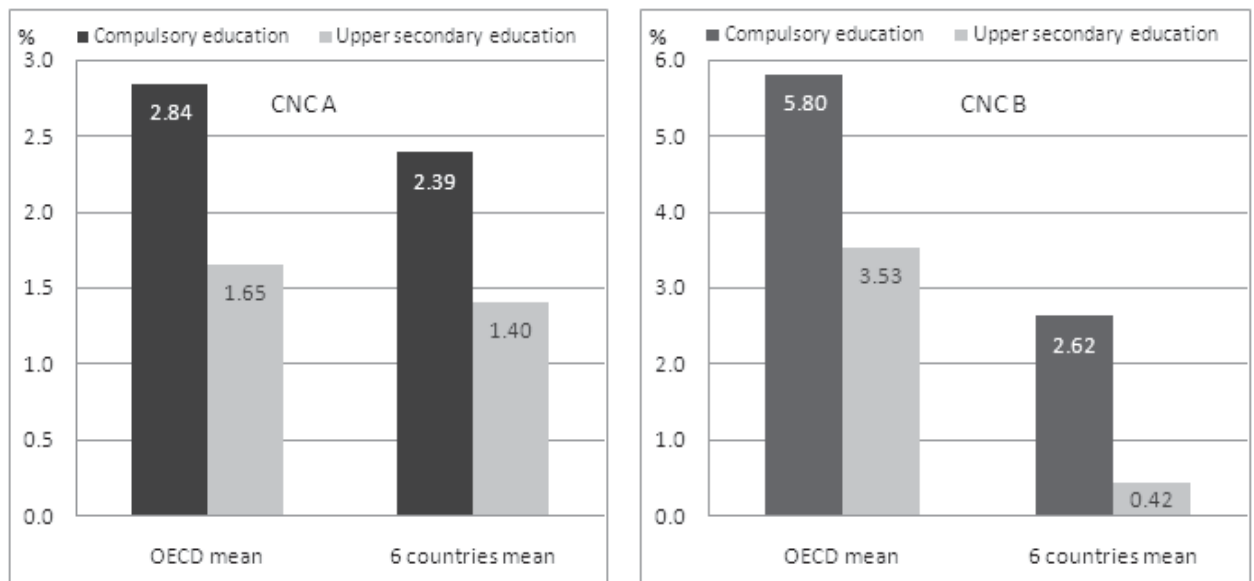
Table 4.2 and Figure 4.19 provide comparison data restricted to the six countries for which data are available for students in cross-national categories A and B. Data are presented for the phases of compulsory education and upper secondary education. For category A, the means are 2.39% in compulsory education and 1.40% in upper secondary education. These mean percentages of students drop by 41% from compulsory education to upper secondary education. This is comparable with what happens in OECD countries. For category B, the means drop by 84% between compulsory education and upper secondary level, from 2.62% to 0.42%. This represents a much more significant change, in comparison to the equivalent percentage for OECD countries where the mean decreases by only 39%.

These data reveal that on average countries' educational provision during the compulsory phase of education is similar to that of OECD countries while in upper secondary education there is a clear drop in provision. For category A the change is rather similar but for category B it is very much larger. The smaller proportion of students staying on to upper secondary education is of itself not surprising since many of these students would leave school anyway at the end of the compulsory period. In five of the six countries providing data, the reduction in the numbers of students staying on is very substantial – the exception is Montenegro where the proportion increases – suggesting that there is considerable work to be done to help to keep more of these children in upper secondary education which would open the way for tertiary education hence tackling poverty and social exclusion.

Table 4.2 Percentages of students receiving additional resources in compulsory and in upper secondary education in cross-national categories A and B

Cross-national category A				Cross-national category B			
	Compulsory education	Upper secondary education	Difference		Compulsory education	Upper secondary education	Difference
Bosnia	1.48	0.68	-54%	Bosnia	0.66	0.26	-61%
Bulgaria	1.06	0.38	-64%	Bulgaria	0.21	0.03	-88%
Croatia	3.51	3.69	5%	Croatia	3.19	1.02	-68%
Lithuania	4.31	1.77	-59%	Lithuania	9.08	0.47	-95%
Montenegro	1.19	0.87	-27%	Montenegro	0.33	0.37	11%
Slovenia	2.78	1.01	-64%	Slovenia	2.23	0.37	-84%
Mean	2.39	1.40	-41%	Mean	2.62	0.42	-84%
Median	2.13	0.94	-56%	Median	1.44	0.37	-74%
OECD mean	2.84	1.65	-42%	OECD mean	5.80	3.53	-39%
OECD median	2.85	1.58	-44%	OECD median	4.13	1.95	-53%

Figure 4.19 Percentages of students receiving additional resources in compulsory and in upper secondary education in cross-national categories A and B - means



Discussion and conclusions

This chapter uses the OECD resource-based definition of special education to identify students who are receiving additional resources in order to access the curriculum and then breaks this large group down into the three sub-groups of those with disabilities, learning difficulties and disadvantages. This approach helps to reduce problems arising from different national definitions and concepts of special needs that exist across participating economies (see Table 2.2). Thus grouping special needs students into three general categories has the effect of smoothing the data and overcoming problems related to classification errors. However, the data presented in this chapter show substantial differences among economies *vis-à-vis* the numbers of students with disabilities, learning difficulties and disadvantages that, nevertheless, are smaller than those found when comparing individual national categories.

As far as the place of education is concerned, participating economies make use of special schools, special classes and regular classes. In addition there is substantial pre-school provision which is essential to give these children the skills and behaviour necessary to benefit as fully as possible from regular educational provision. Early identification and intervention for children who have difficulties with access to the curriculum is essential. Research shows (EC, 2008) that participation in free, high quality pre-primary education can have long-lasting benefits for achievement and socialisation during an individual's schooling and later career development because it can facilitate later learning.

There is less evidence for the extensive provision of upper secondary education for SENDDD students. The reasons for this need further research but it is clear that a lack of upper secondary provision clearly hampers students with disabilities, learning difficulties and disadvantages from developing their full educational potential and inhibits access to higher education.

The data presented in this chapter show substantial differences among countries *vis-à-vis* the numbers of students with disabilities, learning difficulties and disadvantages receiving additional resources to make progress with the curriculum. These differences are however smaller than those found when comparing individual national categories in the previous chapter.

There is also considerable variation among countries in the use of educational settings where students are educated (*i.e.* segregated versus inclusive).

Students with disabilities

Provision for students with disabilities shows similar patterns to OECD member countries both in terms of levels of resourcing and educational settings.

In most economies, there are higher percentages of students receiving additional resources for disabilities in compulsory education than in pre-primary and upper secondary education.

There is substantial variation in the proportions of students receiving additional resources for disability among countries. It is unclear what underlies these differences. In addition to variations in the proportion of students with disabilities, there are national

differences in the conceptualisation of disability, identification procedures, educational practices, comprehensiveness of provision, and policy priorities.

Students with learning difficulties

Provision for students with learning difficulties shows a pattern slightly below that of OECD countries for the numbers of students provided with extra resources, and illustrates a more uniform distribution regarding the placement of students in special schools, special classes and regular classes.

In most economies, there are higher percentages of students receiving additional resources for learning difficulties in compulsory education than in pre-primary and upper secondary education. It is clear that these students are harder to identify before entering compulsory education.

Students with disadvantages

Findings and issues concerning students receiving additional resources for disadvantages (cross-national category C) mirror those described for students with disabilities and difficulties. In fact, countries vary *vis-à-vis* identification procedures, educational practices, comprehensiveness of provision, and policy priorities.

Provision for students with disadvantages shows a pattern clearly below that of OECD member countries. The numbers of students identified as receiving additional resources are extremely low in this group of economies. Further discussions will help in understanding who these students are.

Percentages in the educational settings show a similar distribution as OECD countries which privileges inclusive provisions in most countries. However, a few economies still make use of segregated settings for the education of this group of students.

In most countries, there are higher percentages of students receiving additional resources for disadvantages in compulsory education than in pre-primary and upper secondary education.

General comments

The educational setting in which students with disabilities receive additional resources is of particular policy interest. In some economies these students are educated in special schools while in others they may be in special classes or regular classes. Such differences reveal potential inequities in provision in countries and will give students very different educational and socialising experiences. Equity considerations lead to the position that, wherever possible, students with disabilities difficulties and disadvantages are educated in regular, mainstream schools rather than in separate institutions. In fact, the educational and social experiences of special schools and regular schools are different, and this could be inequitable in terms of students' access to post-compulsory education and the labour market.

The different national policies concerning inclusion provide an explanation for these differences; these policies may be influenced by features of regular schools and their curriculum, and the training and attitudes of teacher that may facilitate or obstruct inclusion practices. Furthermore, there may be features of special schools that are viewed

by parents and educators as desirable. Also, different cultural and societal views may influence this choice.

Recent studies (*e.g.* OECD, 1999) reveal that to make inclusive education work evidence points towards a need to allow schools to become learning organisations through a process of adaptation to a more diverse set of student needs, including students with severe disabilities. This will result in flexible provision that can provide additional support to all students in the school. Evidence has shown how non-disabled students also benefit from this extra support.

Overall, countries which make extensive use of special schooling need to continually monitor how children come to be referred to them as well as the nature and consequences of the provision in such schools. In addition to this, countries that place a strong emphasis on inclusive education in regular schools need an on-going assessment process to ensure that its objectives are being achieved.

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