

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Netherlands 2012/2013 data  
background information**



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## BACKGROUND INFORMATION

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### **How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition:**

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*An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.*

#### **Pupils' legal entitlements under what legislation**

Legal entitlements include support in a mainstream class or placement in a special school.

#### **How additional support is understood within the country context**

Additional support varies, depending on the pupil and the school's abilities.

### **The criteria for an official decision are:**

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#### **There has been an educational assessment procedure involving a multi-disciplinary team**

The procedure includes screening by the Commission for Indication (CvI), a multi-disciplinary team.

#### **The multi-disciplinary team includes members from within and external to the pupil's school**

The CvI includes external members, who base their decision on information from professionals in the pupil's school. Said professionals can also attend the meeting.

#### **There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning**

The document contains a decision with an amount of money attached to organise support for the pupil. When the support starts, an individual education plan for the pupil is obligatory.

#### **The official decision is subject to a formal, regular review process**

The decision is valid for three years and is reviewed just before or after this period.

#### *Additional note for future years*

The system for support for children with special educational needs changed in August 2014. The new system is called 'education that fits'. This system gives greater autonomy for co-operation among schools in the regions to decide which pupils receive extra support. The 'backpack' financing system no longer exists and the national criteria for special education are set aside. A brochure in English about this new system will be available soon at: [www.passendonderwijs.nl](http://www.passendonderwijs.nl)



The change in the system will make comparison of data difficult in the future, as special needs are no longer clearly defined at national level.

## **Proxy indicator(s) for the 80% benchmark used for the country's data collection**

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*Placement in a mainstream class implies over 80% or more with non-disabled peers.*

### **Details on what the country proxy is:**

The proxy is all pupils with an official decision ('backpack') in mainstream settings. It is assumed that these pupils follow the majority of subjects in mainstream settings.

### **Why this proxy was used:**

There is nothing better available and, following team discussions, this emerged as the only option for a proxy. There are no other records on pupils with special educational needs in mainstream settings.

### **Difficulties in using any proxy:**

It is not possible to determine exactly how many hours of additional support pupils with a 'backpack' received inside or outside the mainstream classroom.

## **Detailed description of what is meant by 'out of formal education' within the country's data collection**

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The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).*



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### **Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)**

All pupils in publicly financed settings are in education. This means that children in private schools, in home-schooling (very few), in medical settings or without any education are considered to be out of education. Children in private schools (not funded by the government) are sometimes considered out of formal education, because they are not registered in the government system. This is the main difference compared to the ISCED definition: private education is considered formal education in the definition, but in the Netherlands it is not possible to determine exactly how many children are in private education or out of school. Although it is acknowledged that private education is formal education, no data is available.

### **Country definitions of formal, non-formal and informal education**

Home-schooling is considered informal education. Pupils not in (public or private) schools may be in informal education, but it is not possible to know whether they receive any education. The only definition is that of formal education: funded by the government, with an obligation to record pupil data in the central administration system.

### **Sources of data from non-educational sectors – i.e. social, justice, health**

These pupils are registered in their formal school, which is responsible for education in the non-educational setting. There is no data on how many pupils are in these settings.

## **Provision of data on private sector education**

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The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

### **Private sector education in the country:**

Private sector education refers to education that is not financed by the government. There are three categories of private schools: international schools for pupils without Dutch nationality, independent organisations for examination in secondary education, and private schools without government funding (also accessible to pupils with Dutch nationality).

### **Pupil population counted for each relevant question:**

No data on the private sector is available, because this sector is not obliged to register pupil data. This makes it impossible to determine whether non-registered children are out of school or in private education.

### **Specific issues with providing data on private education and how these have been overcome in the data collection:**

There are no data records on the total number of pupils in private education. It is estimated to be around 0.04% of the total number of pupils (Regioplan, 2005), but development in the years before or after 2005 is not available.



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## **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 6 to 12

Usual pupil age ranges in the country at ISCED level 2: 12 to 16