

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Switzerland 2012/2013 data
background information**



BACKGROUND INFORMATION

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

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

The Special Education Concordat requires the use of a standardised eligibility procedure based on the International Classification of Functioning, Disability, and Health for Children and Youth. All cantons adhering to the concordat are required to use this procedure. The legal entitlements are defined as adequate support to ensure adequate education and development.

How additional support is understood within the country context

The standardised eligibility procedure involves a needs assessment which includes the following dimensions: special educational support, pedagogical-therapeutic support (e.g. speech therapy), counselling and support (e.g. counselling of teacher, sign language interpreter, transport) and care and assistance (support for daily routine, social support). It also provides space to indicate health needs, but these fall under a different piece of legislation.

These needs are only included here if they cannot be met by the locally available resources for additional educational support (e.g. for high-incidence disabilities). The authorities check these recommendations centrally and approve or change them accordingly.

The decision for support in the case of high-incidence disabilities is generally taken at the school level, where resources can be made available based on budgetary provisions for additional needs.

The criteria for an official decision are:

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

The assessment should generate the information that is required for documentation under the standardised eligibility procedure. The cantons differ in their approach to implementing the procedure, but generally there will be a case manager (e.g. school psychologist) as part of a multi-disciplinary team. For the needs assessment, parents are involved in formulating recommendations for the type of additional need. School representatives also participate.



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

For high-incidence disabilities, the assessment team establishing eligibility is external to the pupil's school. When it comes to learning assessment and educational planning, a school-based team is responsible.

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

There is no document that describes the exact support. The Swiss education system is highly decentralised and therefore local solutions are required.

As mentioned above, the standardised eligibility procedure provides the different dimensions of additional needs or requirements, but it does not state which one should be chosen based on which criteria.

The standardised eligibility procedure is a long-term planning tool, which states overall goals and means to reach those goals. Schools are then required to develop medium- and short-term goals as part of their educational planning. Some cantons have documents that guide this process.

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

The standardised eligibility procedure is used to review the official decision. This will always be the case when changes are to be expected, albeit to a lesser extent in the case of severe and multiple disabilities where the developmental process is more predictable and changes are slower to occur.

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

Actual data is available to verify the 80% benchmark.

This will be the case from 2016/17.

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

Details on what the country proxy is:

In principle, pupils placed in a special class or specialised school are educated in this type of education for the majority of time.

Why this proxy was used:

It has not been possible to verify the number of hours of specialised education.

Specific country issues in applying the proxy:

For pupils who are educated in two institutions, information is gathered for the institution where they spend more time.



Detailed description of what is meant by ‘out of formal education’ within the country’s data collection

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).*

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

All children are supposed to attend school, even those without residence permits. There is no way of knowing if there are non-authorized children who stay hidden. Children in hospitals receive tuition in the hospital, but remain enrolled in a (mainstream or specialised) school and are counted as such. Children in rehabilitation settings are attending a specialised school. There is no data concerning out of education children.

Country definitions of formal, non-formal and informal education:

The ISCED definition is used.

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

Please refer to the answer regarding pupils considered out of education: there is no data.

Provision of data on private sector education

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

Private sector education in the country:

The definition is based on UNESCO-UIS/OECD/Eurostat, but Switzerland classifies private schools into two categories:

- 1) private schools (without public funding)



2) private schools with public funding of 50% or more.

For 2012/13, of the 489 specialised schools, 25 institutions fall under 1) and 287 institutions fall under 2). The 177 remaining schools are public.

Pupil population counted for each relevant question:

All schools: public, private and private with public funding.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 7 to 12

Usual pupil age ranges in the country at ISCED level 2: 13 to >20