

# The current Eurostat work in relation to statistics on special educational needs

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## Quantative statistics on special educational needs

- The Commission Communication of February 2007 and the Council Conclusions on a coherent framework of indicators and benchmarks (May 2007) asked for an indicator related to pupils with special educational needs.
- The Council conclusions say -> data exists but definitions, composition, data sources, costs and other relevant technical specifications should be clarified.
- > Eurostat has made initial investigations regarding the Council Conclusion's statements but the work will only take of in 2011 (eg. with some delays).

## The Eurostat framework, starting points

- Definition from ISCED: the additional resources allocated for pupils with special educational needs.
- ISCED 1997 text extends SEN coverage to include all groups of pupils if they need 'additional' resources.
- The EU Commission's Progress report towards the Lisbon objectives in Education and Training - Indicators and Benchmarks has incorporated data from the OECD SENDDD project as well as from the European Agency for Development in Special Needs Education in the last versions.
- These data are clearly not easily comparable between the organisations, - and for the 'agency' data they show clear incomparabilities among countries.

# The Eurostat framework, starting points

- Data from the European Agency for Development in Special Needs Education:
  - broad country coverage but no common definitions and no comparability of data at international level (no common methodology as such).
  - main distinction between segregated and intergrated settings.
  - data collections from 2006 and 2008 used, looking forward to results of data collection 2010.
  
- OECD SENDDD project: comprehensive methodological framework but limited country and data coverage (also includes CRELL activities). Data are disseminated in publications and are not freely available.
  
- Eurydice information: annual qualitative information with some selected statistics attached. Chapter 10 of the annual Eurydice national reports give a good overview over qualitative aspects of special education.

## Eurostat, use of the UOE data collection

- UOE (UNESCO, OECD, Eurostat data collection on education systems): SEN pupils within scope but 'hidden' eg. not separately identified.
- UOE manual, volume 1:
  - ' no common definition of 'special education' has been adopted by countries so far, and it is difficult to conceive a methodology that would generate consistent and comparable statistics from countries (op. cit.).'
- This was the situation of 10 years ago and will now be re-evaluated in the Eurostat work. The advantage of a SEN population identification would be that the population could be related to the data for all pupils in the education system.
- Indirect calculations based on the UOE CLASS questionnaire (which excludes SEN pupils) show some consistency of data over the years for some countries. The validity of these figures should be checked.

# Eurostat Work programme 2011

## Three tasks:

1. Assessment of existing statistical methodologies and data related to students with special educational needs SEN. Assess priorities of EU Commission and EU Member states for SEN statistics.
2. Proposal for data collection on SEN to be integrated in the UOE data collection (eg. make this sub-population visible in the existing data collection).
3. Suggestion and testing of relevant quantitative measurable indicators on the basis of the UOE data collection suggestions and the policy priorities indicated at EU level.

# Eurostat Work programme 2011

## Task 1:

- > An enquiry to 'actors' at international level is foreseen regarding data and indicator needs in relation to SEN pupils.
- > This enquiry will also include questions on data availability.
- > analysis of outcomes of enquiry.

# Eurostat Work programme 2011

## Task 2:

- > creation of an 'ideal' UOE test table combining policy needs and data availability in an 'optimal mix'.
- > Test table should be accompanied by relevant methodological instructions including on concepts and definitions to be followed.
- > Testing of the 'ideal' UOE table in a number of Member States' using available data.

# Eurostat Work programme 2011

Task 3: (partly overlapping in time with task 2)

- > Identification of relevant and possible indicators given policy requirements and available data.
- > Could any indicator serve as a core indicator?

After conclusion of tasks: the resulting report to be discussed at Eurostat (Education and Training Statistics Working Group) and within the Commission.

## Discussion points

### Recall:

- The 'nature' of data: qualitative and quantitative data necessary in this area for giving the most complete picture.
- Relate SEN specific data to the overall framework used in the UOE data collection.
- Data to be made 'comparable' for integrated settings.....
- Identify the relevant groups of SEN students if possible (type or by 'setting')
- The notion of 'additional resources' in reality?