MIPIE

MAPPING THE IMPLEMENTATION OF POLICY FOR INCLUSIVE EDUCATION

(MIPIE)

Overview of Country Data Collection Work

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INTRODUCTION

In the final plenary discussion of the MIPIE Brussels conference, there was a round of inputs from country representatives of the countries involved in discussions. These inputs essentially focussed upon the 'what and why' of data collection in relation to inclusive education. The full text of these discussions is available in the Brussels Conference Report available from: http://www.european-agency.org/agency-projects/mapping-the-implementation-of-policy-for-inclusive-education/brussels-conference

The analysis of their discussions showed that policy makers need **qualitative and quantitative data** that informs them about the **quality of education** of learners with SEN. This will include **comparable** data on the **outcomes and effectiveness** of different approaches, specifically including: data on **learners' experiences and achievements**; and data that demonstrates the **cost effectiveness** of different elements within the education system. The data needs to **map and monitor trends and developments** over a period of time and be flexible enough to be **interrogated to provide specific answers** to specific questions.

In preparation for the Budapest Conference – full details available from: http://www.european-agency.org/agency-projects/mapping-the-implementation-of-policy-for-inclusive-education/Budapest-conference – the nominated country data collection experts were sent the full outcomes of the policy makers' discussions. They were asked to complete two tasks prior to the meeting.

Experts completed a data collection table (based on the Agency Indicators phase two project work: *Participation in Inclusive Education – A Framework for Developing Indicators* (2011)) in relation to their national level work:

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<thead>
<tr><th colspan="2"></th><th>INPUT</th><th colspan="3">PROCESS OF EDUCATION</th><th>OUTCOME</th></tr>
<tr><th colspan="2"></th><th>Admission</th><th>Assessing</th><th>Planning</th><th>Teaching</th><th>Attainment, Transition, Destination</th></tr>
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<tr><td rowspan="5">Levels of the education system</td><td>National</td><td></td><td></td><td></td><td></td><td></td></tr>
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* The term learner rather than pupil or student is used in the table, in line with the terminology used in the MIPIE project

Data collection experts indicated whether or not data is collected in their countries for each potential option. If data was collected, countries were asked to indicate: what is collected; how it is collected; by whom and how it is used.

(Most counties provided a reply for all options. In the tables below a hyphen '–' indicates no reply).

Tables were completed by: Austria, Belgium (Flemish and French speaking communities), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland and the United Kingdom (England, Scotland and Wales).

Following the Budapest conference, countries were given the opportunity to supplement the information they had submitted. Many did so with additional clarifications and/or replies.

This document presents the complete information submitted by countries, presented in country alphabetical order. The final section presents a short summary of replies, indicating if countries do or do not collect certain types of data only.

This document presents descriptive information and no attempt is made here to analyse the replies from countries. Analysis and discussion of this country information as linked to wider project debates is provided in the final project report available from:

http://www.european-agency.org/agency-projects/mipie

AUSTRIA

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Levels of the education system	National	YES	YES	YES	NO	NO
	Local / Regional	YES	YES	YES	NO	NO
	School	NO	NO	NO	NO	NO
	Classroom	NO	NO	NO	NO	NO
	Learner	NO	NO	NO	NO	NO

Type of data collected (qualitative, quantitative?) and what the main focus is:

Data collection at both national and local levels includes only quantitative data.

How it is collected (methods) and by whom:

At the national level, data collection is done by Statistik Austria (www.statistik.at) and by the Ministry of Education (www.bmukk.gv.at), and at the provincial level by the Landesschulrat.

How it is used, and what purpose it serves:

The data is used for the following purposes:

- The provision of resources;

- Measures of teacher training.

Students with SEN: Data Collection in Austria

Data collection on students with special educational needs is done on three levels in Austria:

- Official educational statistics by Statistik Austria (the national statistics agency);

- Data collection by the Federal Ministry of Education via special educational school authorities;

- Questionnaires on the implementation of quality standards.

Official Educational Statistics (by Statistik Austria)

The educational documentation of the Austrian school system also records the number of students with special educational needs. This is done according to the following categories:

- Province;

- School type;

- Sex.

The data indicates how successfully Austrian provinces educate students with special educational needs in inclusive settings.

Data Collection by Special Education Authorities

Data collection by the Federal Ministry of Education, via the special educational school authorities of the individual provinces, gives a more precise picture than the official educational statistics, including important additional information:

- Number of students according to type of disability (inclusive/segregated);

- Exemptions from school attendance (longer than a year);

- Number of students in their 10th, 11th and 12th school year.

The data allows a more differentiated discussion on conditions that either promote or impede the organisation of inclusive settings in school education. Moreover, they also demonstrate the segment of students who have no access to school education.

Questionnaire on the Implementation of Quality Standards

In 2010, the Federal Ministry of Education carried out a data collection (evaluation) on the implementation of quality standards in inclusive classes. The design basis for the questionnaires was a Quality Decree issued by the Ministry.

Focus was put on the following primary levels:

- Standards on a class level;

- Standards on a school level;

- Standards on a regional level.

Diverse sub-dimensions decisive to high quality support of students with SEN were addressed on these three main levels:

1. Standards on a class level

- Education in heterogeneous or homogeneous groups;

- Teacher team size;

- Qualified special educational support;

- Heterogeneous composition of the learning group.

2. Standards on a school level

- Inclusive classes as a constituent component of a school;

- Inclusion in a support concept;

- Concentration of special educational resources.

3. Standards on a regional level

- Allocation of resources;

- Quality assessment at the individual school locations.

The collection of the data yielded valuable information on the implementation of inclusion of students with special educational needs.

The great challenge is now to introduce the data into the process of quality development in such a way that they will yield a positive effect.

To summarise, it can be said that the more data collection is focused on details while also employing qualitative instruments of data collection, the more data collection and analysis must be made on a regional level. To guide the process on a national level, however, data gathered by official educational statistics and by educational school authorities is still required. The data shall then be combined with the regionally gathered data in a target-oriented way.

BELGIUM (FLEMISH SPEAKING COMMUNITY)

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National (National = Flemish Community)**	- Enrolment in special education (elementary and secondary education). - Enrolment in integrated settings in regular education (= integrated education; elementary and secondary education). - Enrolment according to socio-economic and socio-cultural indicators. - Participation in higher education according to special needs (additional financing).	Quantitative information on the statements requested to enter in special education will become available in the near future via a new database, CREON. We have the intention to improve the quality control of assessment procedures in the near future.	Due to legislative requirements, qualitative information on the pupil level is requested to be available at the school level (for example, the integration plan for pupils enrolled in integrated education or an IEP for pupils in special education). Schools are obliged to have this type of plan, which focuses on planning and teaching methods. At the macro-level this information is currently not used (no source for policy information).	- See information integrated in the column 'Planning'. - Quality of education is under the purview of school inspections. One of the key tasks of the inspectorate is controlling the quality of education. The results of the inspectorate are available in individual school reports. These reports are a source for policy information as well. - Scientific research on IE has been done in the past, but not on a frequent or regular basis, nor of a representative set of schools. At the moment 2 projects are ongoing (the effectiveness of additional support, and the state of integrated/inclusive education).	- Certificates and degrees awarded to the pupils. - Data via surveys (for example, PISA). - Pupil and student careers (based on the individual information collected per pupils/student).

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Local / Regional		The data mentioned above is collected via the schools/institutions and can be aggregated at the municipal level.	NO	NO	NO	The data on certificates and degrees is collected via the schools/ institutions and can be aggregated at the municipal level.
School		The data mentioned above is collected via the schools/institutions and can be aggregated at the school/institutional level.	Data will be available at the level of the pupil guidance centres (CLBs).	See information integrated above.	- See information integrated in the column 'Planning'. - The inspection reports mentioned above are made available to the public on the Internet.	The data on certificates and degrees is collected via the schools/ institutions and can be aggregated at the school/institutional level.
Classroom		NO	NO	NO	NO	NO
Learner		The data mentioned above is collected on individual level (= information available per pupil/student in the database).	The data mentioned above is collected on individual level (= information available per pupil/student in the database).	See information integrated above.	NO	The data on certificates and degrees mentioned above is collected on individual level (= information available per pupil/student in the database).

Additional information on the answers above:

National: Data on Belgium is not available (no central data collection on these items).

Input: Quantitative data is available on the items mentioned. They are collected in databases by the agencies responsible for the specific levels of education: elementary and secondary education by the Agency for Educational Services; higher education by the Agency for Higher Education, Adult Education and Study Grants. The data is collected yearly and form the basis for the financing of the schools/institutions. The data is also used for statistical purposes. The data is registered at the individual level of the pupil/student and sent electronically by the schools to the agencies.

Outcome: Certificates and degrees are collected on the individual pupil/student level (the same principles for data collection as mentioned under 'Input').

BELGIUM (FRENCH SPEAKING COMMUNITY)

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National** **Belgium French speaking community**	843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Quantitative data only. Data collection: documents required to be sent to the ministry.	Only to enter the process, nothing thereafter. 843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Data collection: documents to be necessarily sent to the ministry.	843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Quantitative data only.	843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Quantitative data only.	NO
	Local / Regional	NO	NO	NO	NO	NO
	School	210 ordinary schools. Quantitative data only. Nothing for pupils who are not accompanied by the special education in mainstreaming schools.	Only to enter the process, after nothing. 843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Data collection:	843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools.	843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools.	NO

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
			documents to be necessarily sent to the ministry.			
	Classroom	NO	NO	NO	NO	NO
	Learner	174 Mental problems. 76 Problems of behaviour. 54 Physical handicap. 36 Blind pupils. 171 Deaf persons. 328 Learning disorders. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Data collection: documents to be necessarily sent to the ministry. Quantitative data only.	Only to enter the process, after nothing. 843 pupils accompanied by the special education in mainstreaming schools. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Data collection: documents to be necessarily sent to the ministry.	174 Mental problems. 76 Problems of behaviour. 54 Physical handicap. 36 Blind pupils. 171 Deaf persons. 328 Learning disorders. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Quantitative data only.	174 Mental problems. 76 Problems of behaviour. 54 Physical handicap. 36 Blind pupils. 171 Deaf persons. 328 Learning disorders. Nothing for pupils who are not accompanied by the special education in mainstreaming schools. Quantitative data only.	NO

CYPRUS

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National (Ministry of Education and Culture)**	YES (Number of students including individual diagnosis and needs/data collected by the District Committees for Special Education and Training/used to determine the staffing levels for each school).	YES (Number of students already assessed/data collected by the District Committees for Special Education and Training).	YES (Number of IEPs/data collected by the Special Ed. Coordinators given to the Ministry of Education by the Regional Ed. Offices).	NO	YES (Information regarding future placement in terms of number of students and individual placement/information given to the Ministry by Regional Sp. Ed. Inspectors/used to determine the staffing levels and other requirements.
	Local /Regional **1. District Committees for Sp. Ed. and Training** **2. Regional Educational Offices**)	YES (Number of students including individual diagnosis and needs/data collected by the District Committees for Special Education and Training/used by Regional Educational Office to identify the needs for staffing).	YES 1. The Regional Special Education Inspectors know the number of students already assessed/data collected by the District Committees for Special Education and Training. 2. The District Committees for Special Education and Training have information on the number of students already assessed as well as those under assessment.	YES (Number of IEPs/data collected by the Special Ed. Coordinators).	YES The Regional Special Education Inspectors are aware of teaching strategies, methodology and goals used by sp. Ed Teachers/Info gathered by Sp. Ed Coordinators.	YES (Information regarding future placement-number of students and individual placement/Information gathered by sp. Ed coordinator/used determine the staffing levels and other requirements, e.g. equipment for each school).

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
School		YES (Number of students including individual diagnosis and needs/data collected by the Head Teachers).	YES (Number of students already assessed as well as those under assessment/data collected by the Head Teachers).	YES (Number of IEPs and different types of qualitative information such as educational goal, teaching methods etc./information collected by special education teachers/used for teaching children with SEN).	YES (Teaching strategies, methodology, goals/information gathered by Head Teachers).	YES (Information regarding future placement of individual students/information gathered by Head Teachers).
Classroom		YES (Number of students including individual diagnosis and needs).	YES (Number of students already assessed as well as those under assessment).	YES (Number of IEPs and different types of qualitative information such as educational goal, teaching methods etc./information collected by special education teachers/used for teaching children with SEN).	YES (Teaching strategies, methodology, goals/information gathered by classroom and Special Ed. teachers).	YES (Information regarding future placement/number of students and individual placement).
Learner		Yes (Number of students including individual diagnosis and needs).	YES (Number of students already assessed as well as those under assessment).	YES (Number of IEPs and different types of qualitative information such as educational goal, teaching methods etc./information collected by special education teachers/used for teaching children with SEN).	YES (Teaching strategies, methodology, goals/information gathered by classroom and Special Ed. teachers).	YES (Information regarding future placement/number of students and individual placement).

CZECH REPUBLIC

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES, Quantitative information. Source: Institute for Information on Education. All corresponding data at the school level is aggregated to the national level. Data is collected for statistical purpose and as a background for ministry, educational policy makers and for educational budget.	NO Other official statistical data than that mentioned in INPUT.	YES, Quantitative information. Source: Institute for Information on Education. Information about number of pupils with individual education plans – ISCED 1-5B divided by SEN students and talented and gifted students aggregated from school level information. Data is collected for statistical purpose and as a background for ministry, educational policy makers and for educational budget.	YES, Quantitative information. Source: Institute for Information on Education. Number of teachers in special classes (total, from it qualified) by type of school – aggregated data from school questionnaires. No other data is centrally collected.	NO Some qualitative information should be taken from inspection reports – inspection are realized in schools by Czech School Inspections (teaching SEN pupils,…). This institution also analysed almost all School Educational Programmes (ISCED 1 and 2) from the aspect of the education pupils with special education needs. There is some other qualitative information about the teaching documents of programmes for mentally handicapped pupils (source National Institution of Technical and Vocational Education, Research Institute of Education in Prague).

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
	Local / Regional	YES, Quantitative information. Source: Institute for Information on Education. All corresponding data at the school level aggregated to the national level. Data is collected for statistical purpose and as a background for ministry, educational policy makers and for educational budget.	NO Other official statistical data than that mentioned in INPUT.	YES, Quantitative information. Source: Institute for Information on Education. Information the number of pupils with individual education plans – ISCED 1-5B divided by SEN students and talented and gifted students aggregated from school level information. Data is collected for statistical purpose and as a background for ministry, educational policy makers and for educational budget.	YES, Quantitative information. Source: Institute for Information on Education. Number of teachers in special classes (total, from it qualified) by type of school – aggregated data from school questionnaires.	NO official data.
	School	YES, Quantitative information. Source: Institute for Information on Education. - Aggregated information from student registers (ISCED 1-5B); - Before collecting data from student registers (ISCED 1-5B level)	NO Other official statistical data than that mentioned in INPUT.	YES, Quantitative information. Source: Institute for Information on Education. - Aggregated information from student registers (ISCED 1-5B); - Before collecting data from students registers information about	YES, Quantitative information. Source: Institute for Information on Education. Number of teachers in special classes (total, from it qualified) by type of school.	NO official data.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
		information about number of pupils by type of inclusion, type of handicap, educational programme, field of study; - Information from school questionnaires ISCED 0 – number of pupils, type of inclusion, type of handicap, age of pupils in special classes; - Information from school questionnaires ISCED 5A, 6 – there is no information about inclusion. Data is collected for statistical purpose and as a background for ministry, educational policy makers and for educational budget.		number of pupils with individual education plans from schools questionnaires (ISCED 1-5B) divided by SEN students and talented and gifted students. There is no information about individual plans of ISCED 5A and 6 students. Data is collected for statistical purpose and as a background for ministry, educational policy makers and for educational budget.		
	Classroom	YES, Quantitative information – aggregated information by classes from student registers (ISCED 1-5B). Source: Institute for Information on Education.	NO Other official statistical data than that mentioned in INPUT.	YES, Quantitative information – aggregated information from student registers by classes (ISCED 1-5B). Source: Institute for Information on	NO official data	NO official data

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
				Education.		
Learner		YES, Quantitative information from student registers (from 2009/10 ISCED 5B institutions, 2010/11 upper secondary schools – ISCED 3,4, 2011/12 basic schools – ISCED 1,2). Source: Institute for Information on Education. Individual data of students – there is also information about age, grade, repetition, type of class (main, special), type of handicap, type of inclusion, information about amount of financial support need, programme, field of study. - Information about new entrance and graduates by handicap, type of inclusion, program of study, field of study, age.	NO Other official statistical data than that mentioned in INPUT.	YES, Quantitative information. Source: Institute for Information on Education. Information from student registers (from 2009/10 ISCED 5B institutions, 2010/11 upper secondary schools – ISCED 3,4, 2011/12 basic schools – ISCED 1,2). Number of pupils with individual education plans – ISCED 1-5B by grade, age, educational programme, field of study, etc.	NO official data.	NO official data.

DENMARK

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES – aggregated from pupil level data.	NO	NO	NO	YES – aggregated from pupil level data.
	Local / Regional	YES – aggregated from pupil level data.	–	–	–	YES – aggregated from pupil level data.
	School	YES – aggregated from pupil level data.	–	–	–	YES – aggregated from pupil level data.
	Classroom	–	–	–	–	–
	Learner	YES Quantitative. All special education pupils are registered on an individual level electronically by Statistics Denmark: - Types of schools; - classes; - age (CPR); - gender; - lessons. and on 10 disability categories: - General learning difficulties; - Profound developmental and attention disorders;	–	–	–	YES Quantitative. Electronically by UNI • C, an agency under the Ministry of Education. Special needs students who are not exempt from compulsory schools leaving examinations in the Folkeskole. (folkeskolens afsluttende prøver). Pupils for whom the subject presentation, due to significant impairment or insufficient knowledge of Danish are not deemed

		Admission	Assessing		Teaching	Attainment, Transition, Destination
		- Social and environmental difficulties;				appropriate, may be exempted from the compulsory primary school leaving examinations. Exemptions may include one or more subjects or sub-subjects.
		- Mental difficulties;				
		- Reading and writing difficulties;				
		- Speech and language difficulties;				
		- Hearing difficulties;				Data is published on the web, for example: http://statweb.uni-c.dk/Databanken/uvmdataweb/fullClient/Default.aspx?report=KGS-antkar-insttype-fag&res=1660x789
		- Vision Problems				
		- Movement difficulties;				
		- Other.				
		Data was previously published on the web by Statistics Denmark:				
		http://statistikbanken.dk/statbank5a/default.asp?w=1680				The aim is to create better quantitative data that can, for example, illuminate the difference between schools. Statistics are used by politicians on local and national level, civil servants, scientist and the press.
		and Specialundervisning i grundskolen 2009/10 (Special education in basic school):				
		http://www.dst.dk/pukora/epub/Nyt/2010/NR311.pdf				
		and in reports on national level by Ministry of Education.				
		Specialundervisning I folkeskolen 2008/09, Special education in the Folkeskole (municipal primary and lower secondary education):				
		http://uvm.dk/service/Statistik/Folkeskolen%20og%20frie%20skoler/Elever/Specialundervisning.aspx				
		The aim is to create better				

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
		quantitative data that can, for example, illuminate difference between schools. Statistics are used by politicians on local and national level, civil servants, scientist and the press.				

Type of data collected (qualitative, quantitative?) and what is the main focus:

Quantitative data about each student who is considered to require special needs education (inclusive education) is available for the following 9 referral categories:

- General learning difficulties;
- Profound developmental and attention disorders;
- Social and environmental difficulties;
- Mental difficulties;
- Reading and writing difficulties;
- Speech and language difficulties;
- Hearing Difficulties;
- Vision Problems;
- Movement Difficulties.

How is it collected (methods) and by whom:

A school report via an administrative IT-system to Statistics Denmark.

How is it used, what purpose it has:

The aim is to create better quantitative data on inclusive special education that can illuminate differences between, for example, classes and schools etc., but also give the central authorities a greater qualitative knowledge about Special Education.

General learning difficulties – The category is broad and includes persons with mental disabilities, late developers, etc. Overall it can be said for people with general learning difficulties, and cognitive dysfunction as a result of congenital or acquired (including brain) intellectual disabilities, are not age-appropriate cognitive development-wise and generally can not handle the intellectual demands of school and education. Evident difficulties include the inability to cope with new situations, to transfer knowledge from one context to another, abstract thinking, etc. Furthermore, late social and motor development in individuals with generalized learning difficulties occurs often.

Profound developmental and attention disorders - this category covers a wide range of underlying names, of more or less specific disturbances in the person's development: Autism Spectrum Disorders, including Asperger syndrome, ADHD/ADD, Tourette's Syndrome and others. Typical problems in people with developmental disabilities who require specially designed instruction or support, are:

- Social, cognitive and communicative skills;

- Concentration and memory problems;

- Impulsive behaviour;

- Special interests and stereotyped actions;

- Difficulties with change/new situations;

- Possible motor difficulties.

Social and environmental problems – this category includes students with (severe) difficulties in relation to entering into social relationships. The difficulty is due mostly to a severe social upbringing marked by failure and lack of basic security and stressful social conditions, abuse, etc. Generally, students have no special learning disadvantages (intellectual problems), but due to social problems are often not able to achieve expected benefits from the education they have entered in.

Psychiatric problems – this category includes difficulties arising from mental and/or psychiatric disorders. Overall, there will frequently be:

- Depression;

- Schizophrenia;

- Manic depression;

- Anxiety and phobias;

- Other types of psychiatric and/or psychological disorders may occur, such as eating disorders, post-traumatic stress, etc.

Reading and writing difficulties – this category includes students who, in spite of normal intellectual development and general education, have difficulty in learning to read and write. Dyslexia, dysgraphia, reading difficulties, etc., are names frequently used in this context.

Speech and language difficulties – refers to pupils with the need for special education or support due to relating to language skills, including both general and specific speech and communication disorders – for example, aphasia, stuttering, etc.

Hearing Difficulties – under this category are learners who are deaf or hearing impaired to a degree that affects their ability to engage in teaching without assistance or special arrangements, including the category of people (mostly children) with Cochlear Implants (CI) and others with hearing difficulties, such as tinnitus.

Visual Difficulties – learners who are blind and visually impaired and others included in this category where the primary reason for supporting the need is the absent or limited ability to use vision in teaching situations.

Movement Difficulties – this category includes people with varying degrees of mobility difficulties due to congenital or acquired disorders such as cerebral palsy, spina bifida, muscular dystrophy and similar difficulties using arms, hands and/or legs, etc.

Other students – the primary cause of special education or support cannot be placed within one of the above categories, e.g. persons with brain injuries or various forms of dysfunction.

ESTONIA

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES, quantitative, EEIS* – disabilities, difficulties, disadvantages. Type of placement/statistics and financing.	YES, quantitative & qualitative, EEIS – disabilities and difficulties. Enrolment rates.	YES, quantitative & qualitative, EEIS – disabilities and difficulties. IEP, curricula, special classes and groups, boarding needs.	YES, quantitative & qualitative, EEIS – disabilities and difficulties. Speech therapist aid, SEN teachers aid, remedial teaching.	YES, quantitative & qualitative, EEIS – disabilities, difficulties, and disadvantages. Graduation rates, drop-out rates, etc. Adjustment of the financing system, policy, assessing efficiency of provision.
	Local / Regional	YES, quantitative & qualitative, EEIS – counselling committee/disabilities, difficulties, disadvantages/financing.	Local – all data is available for local and regional level stakeholders.	Local – all data is available for local and regional level stakeholders.	Local – all data is available for local and regional level stakeholders.	Local – all data is available for local and regional level stakeholders.
	School	YES, quantitative & qualitative /EEIS/ disabilities, difficulties, disadvantages/planning and organizing additional work with groups and individuals	NO, assessment will be made at student level	YES, Organizing classes, groups, procedures at school level.	NO, all requirements come out of 'Admission' and 'Planning' activities and at student level.	YES, quantitative & qualitative, feedback.
	Classroom	YES, quantitative & qualitative, EEIS – individual mapping, disabilities, difficulties, disadvantages.	NO, assessment will be made at student level.	YES, Implementing supportive activities.	NO, all requirements come out from 'Admission' and 'Planning' activities and at student level.	NO, student level.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
	Learner	YES, quantitative & qualitative, EEIS – individual mapping, disabilities, difficulties, disadvantages, planning of individual activities.	YES, quantitative & qualitative, school level.	Implementing IEP, curricula, classes etc.	Evaluation process and procedures.	Evaluation process and procedures/student evaluation.

* - National register – Estonian Educational Information System

Additional information about SEN data collection at national level in Estonia (national register – Estonian Educational Information System):

Special need classification categories:

- Learning difficulties;
- Temporary learning difficulties;
- Dyslexia;
- Dysgraphia;
- Dyscalculia;
- Intellectual disability;
- Physical disability;
- Speech impairment;
- Visual impairment;
- Hearing impairment;
- Behavioural disorders;
- Mental health disorders;
- Autistic spectrum disorders;
- Somatic diseases;
- Multiple disabilities;
- Accommodation difficulties;

- Immigrant status;

- Gifted student;

- Chronic and progressive diseases;

- Cognitive, emotional and behavioural disorders.

Parents, school and counselling committee (if necessary) work together to find the best way for the student to ensure participation in education. As a result of the combination of different special needs, one or more of the following measures will be implemented:

1. Support (mainly in regular classes)

- Additional learning groups;

- Speech therapist;

- Additional language learning;

- IEP;

- Personal assistant;

- Special curricula.

2. Special classes – classification of classes

- Regular class;

- Language immersion class;

- Class for students with chronic and progressive somatic diseases;

- Class for students with physical disabilities;

- Class for students with speech impairments;

- Class for students with visual impairment;

- Class for students with hearing impairment;

- Opportunity class – class for students with learning difficulties;

- Class for students with mental health problems;

- Class for students with multiple disabilities;

- Supplementary learning class;

- Coping class;

- Class for children with severe and profound learning disabilities;

- Class for students with autistic spectrum disorders (students with pervasive development disorder);
- Class for students with behavioural disorders.

FINLAND

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	National sum data collection by Statistics Finland from individual schools on the number of SEN students. Data collection of the government transfer system by the Finnish National Board of Education. Educational policy-making, financing of education, monitoring of education.	National sum data collection by Statistics Finland on those who have got education for their special needs and the reasons for SEN, not on the need of SEN. Educational policy-making, financing of education, monitoring of education.	Data collection for administrative purposes in the student selection systems (national joint application systems) on adjusted syllabi. Student selections, educational policy-making, monitoring of education.	Individual data on SEN teacher qualifications regularly as part of teacher data collection by Statistics Finland. Data collection on individualised syllabi by Statistics Finland.	Individual-based upper secondary VET data on qualifications and placement by Statistics Finland. Educational policy-making, monitoring of education.
	Local / Regional	Nationally collected data can be aggregated to local/regional level data.	Nationally collected data can be aggregated to local/regional level data.	Nationally collected data can be aggregated to local/regional level data.	Nationally collected data can be aggregated to local/regional level data.	Nationally collected data can be aggregated to local/regional level data.
	School	The number of SEN pupils is collected by schools.	The number of SEN pupils is collected by schools.	The individual data can be aggregated to school level data.	Individual data on SEN teacher qualifications is collected by schools.	Individual-based upper secondary VET data on qualifications is collected by schools.
	Classroom	NO	NO	NO	NO	NO
	Learner	NO	NO	Data collection for administrative purposes in the student selection	NO	NO

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
				systems (national joint application systems) on adjusted syllabi is collected as individual data.		

At the moment there is a process of renewal of data collection on primary and lower secondary education going on in Finland. The presentation below can therefore be outdated by the next data collection in Autumn 2011. The collection of the reason of transfer will probably be abolished in the renewed data collection.

The qualitative data on SEN is provided mostly by the research institutions based on funding from the Ministry of Education and Culture and the Academy of Finland (national agency responsible for research funding).

FRANCE

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Type of data**	**Data collection**	**Teaching**	**Attainment, Transition, Destination**
	A – Pupils with disabilities in mainstream schools or in special schools – 'medico-social' institutions					
Pre-primary, primary & secondary education	**National**	YES	Quantitative by age, sex, disability, etc. Individual or collective teacher's aid.	By Ministry of National Education.	–	No data on attainment of students or school career.
	Local / Regional	YES		Comprehensive survey filled by 'referent' teachers in charge of the disabled children's school career. On annual basis.	–	
	School	YES			–	
	Classroom	NO			–	
	Learner	YES			–	

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Type of data	Data collection	Teaching	Attainment, Transition, Destination
	B – Behavioural or learning difficulties					
Special classes 'SEGPA' for pupils unable to attend regular classes or occupational training	**National**	YES	Quantitative by age, sex, parents' social category.	By Ministry of National Education.	–	Since 2011, it is possible to match annual data to follow school career and attainment at national exams: brevet des collèges (low secondary education), bacalauréat (upper secondary education) and other vocational degrees.
	Local / Regional	YES		School system database. On annual basis.	–	
	School	YES			–	
	Classroom	YES			–	
	Learner	YES			–	

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Type of data	Data collection	Teaching	Attainment, Transition, Destination
	C – Disadvantaged socio-economic background (parents with poor level of education, low income, high rate of unemployment)					
Schools in specific area	**National**	YES	Quantitative by age, sex, parents' social category.	By Ministry of National Education.	Volunteer teachers, reinforced pedagogic team.	Since 2011, it is possible to match annual data to follow school career and attainment at national exams: brevet des collèges (low secondary education), baccalauréat (upper secondary education) and other vocational degrees.
	Local / Regional	YES		School system database. On annual basis.		
	School	YES				
	Classroom	YES				
	Learner	YES				
Non native speakers	**National**	YES	Quantitative by age, sex, parents' social category.	By Ministry of National Education.	–	No data on attainment of students or school career.
	Local / Regional	YES		Quarterly comprehensive survey.	–	
	School	NO	–	–	–	–
	Classroom	NO	–	–	–	–
	Learner	NO	–	–	–	–

How it is used, what purpose it has:

Descriptive statistics are published about these groups: mailto:http://www.education.gouv.fr/cid52819/le-systeme-educatif.html

For example:

Disabled students mailto:http://media.education.gouv.fr/file/2010/15/7/chap1.6_152157.pdf

Non-native speakers mailto:http://media.education.gouv.fr/file/2010/15/5/chap1.7_152155.pdf

Indicators are provided for budget law:

For example:

- Rate of disabled students who benefit from assistance;

- Rate of disabled pupils in primary school; secondary school…;

- Differences between exam attainment for pupils in schools of specific disciplines, and others.

GERMANY

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission (Students having SEN)	Assessing (pupils assessed as having SEN)	Planning	Teaching	Attainment, Transition, Destination
Levels of the education system	National	YES	YES, quantitative data is collected about if pupils have SEN and if yes, what type it is (learning, speech, behavioural problems, vision, hearing, physical problems and severe mental problems).	NO	NO	YES, at all levels except classroom there is quantitative data collected about the type of final exam of pupils with SEN.
	Regional (Land)	YES		NO	NO	
	School	YES		NO	NO	
	Classroom	NO		NO	NO	
	Learner	YES		NO	NO	

Type of data collected (qualitative, quantitative?) and what the main focus is:

Quantitative date are collected for monitoring and planning of resources and personal.

How it is collected (methods) and by whom:

By the schools for the statistic offices of the Länder and the federal Government.

How it is used, what purpose it has:

Please see above.

GREECE

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES, quantitative.	New project, 2011–12.	YES, quantitative.	YES, quantitative.	New project, 2011–12.
	Local / Regional	YES, quantitative.	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.
	School	YES, quantitative.	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.
	Classroom	–	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.
	Learner	–	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.	New project, 2011–12.

Notes:

I. Today we have 4 sources of statistical quantitative data for students with handicaps registered in the school system and for special education personnel.

1. National Statistical Service ESYE:

Annual statistical data: professional categories of personnel, for primary and secondary education by region and on the number of students by category of handicap.

Collected through a written questionnaire – data collection form from the school administration.

Purpose: for the follow-up, the study and the planning of special education (mainly for economical planning) and information for international organisations.

2. Directory of Research and Statistics DIPEE Ministry of Education (questionnaire-data collection form):

Quantitative statistical data by year: students and teachers by sex, class level, type of school and by region.

Collected through a written questionnaire-data collection form.

Purpose: for planning of personnel and general information for the public (on the internet).

3. Directory of Special Education:

Annual statistical data by type of special school and integration of school class, teachers and related special education professionals (EEP), and the number of students by handicap.

Collected through a written questionnaire – data collection form.

Purpose: For administration needs, planning of personnel and special schools and information for international organisations, e.g. Eurybase.

4. Survey (Electronic System of educational data recording):

The system provides the possibility of recording via e-school – the Pan-Hellenic School Network – of teachers and all functional parameters for each school unit for the active school year. The Administration Offices responsible for each school can check the correctness of the data and they can have grouped statistical information by school and for their region.

Electronic data collection: national and regional data by education sector, type of school, for teachers and students by sex.

All these sources are collecting mainly administrative quantitative data. We do not have information on how many students are integrated (that is the objective of special education since 1985) and we do not have information on persons with handicap who are not registered in the school system. The data cannot help us to monitor student progress and individualization of education practices.

II. New Project: Registry of persons with special educational Needs and/or with Handicap (2011–2012)

Electronic Registry of persons (from 0–23 years old) with special educational needs and or with handicap: Electronic system of special education needs of students with handicap and for monitoring of their special education support services and management of their school progress, school and social integration.

Quantitative, qualitative and chronological data on the levels of: student, classroom, school, regional, and national.

The registry will be administered by the Directory of Special Education – Ministry of Education with local web–based data entry and registered users interface for statistical analysis and usage of the system in the education process.

HUNGARY

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, visual impairment, etc.) and type of educational institutions. Data collected through 'public education information system', a nation-wide database. It must be fulfilled every school year, by October 1st.	Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, visual impairment, etc.) and type of educational institutions. Data collected through 'public education information system', a nation-wide database. It must be fulfilled every school year, by October 1st.	Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, etc.) planning financing, supports (ie. free textbooks for pupils having SEN.), services, development. (When calculating the average number of forms/groups, a disabled child/pupil must be counted as 2 or 3 depending on the type of disability, i.e. teaching provided to them on a separate basis may have a maximum forms/groups size of 7–15, and even in integrated education that statutory multiplier guarantees smaller form/group sizes.). Quantitative: Pupils having SEN in regular classes in full-time education/pupils having SEN in special classes in full-time education. Quantitative: Number of children, groups, classes in special education. Quantitative: Number of teachers in special education.	Qualitative: research, ex-post evaluation. Quantitative: number of teachers in special education.	Qualitative: research, ex-post evaluation.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Local / Regional		Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, visual impairment, etc.) and type of educational institutions. Data collected through 'public education information system', a nation-wide database. It must be fulfilled in every school year, by October 1st.	Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, visual impairment, etc.) and type of educational institutions. (see above).	Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, etc.) planning maintaining educational institutions, providing services.	NO	NO
School		Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, visual impairment, etc.) and type of educational institutions. Data collected through 'public education information system', a nation-wide database. It must be fulfilled in every school year, by October 1st.	Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, visual impairment, etc.).	Qualitative: opinion of the expert and rehabilitation committee; individual development plans.	Qualitative: results of schools' quality control process.	Quantitative: number of children/pupils proposed to special groups/classes, grouping information on type of educational institutions.
Classroom		Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, visual impairment, etc.) and type of educational	Quantitative, number of pupils with special needs, group the information relating their particular needs (e.g. physical/mental disability, etc.).	Qualitative: individual development plans; differentiation and individualisation.	Qualitative: revision of individual development plans.	Qualitative: revision of individual development plans.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
		institutions. (see above) Qualitative, based on standardised tests to have information relating the pupils' particular needs in development.	Qualitative, based on standardised tests to have information relating pupils' particular needs e.g. physical/mental disability, proposal for integrated/inclusive education or specialized class for students, etc.).			
	Learner	Qualitative, based on standardised tests to have information relating the pupil's particular needs in development.	Qualitative, based on standardised tests to have information relating pupil's particular needs (e.g. physical/mental disability, proposal for integrated/inclusive education or specialized class for students, etc.).	Qualitative: individual development plans; differentiation and individualisation.	Qualitative: revision of individual development plans.	Qualitative: revision of individual development plans.

ICELAND

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES, Quantitative, provision, data collection once a year, Iceland Statistics. Number of pupils in compulsory schools by gender and class (age group)	YES, Diagnosis and classifications of special needs. Collected by different special institutions (Visual, hearing, disabilities, etc). Used to decide financing and support.	NO	YES, Number of pupils in special education classrooms, in special schools and mainstream schools, by age and sex. Iceland Statistics. To get overview. Data on teachers and supporters. Plan to increase evaluation of compulsory schools and in next 5-7 years assess every compulsory school based on various indicators. It is also planned to look inside the classroom and to inspect teh quality of teaching and what teaching methods are used.	YES, Attainment of almost all pupils at grade 4, 7 and 10 in compulsory schools in some subjects (math, Icelandic, English). National testing institution. Data on transition from compulsory to upper secondary education for those students that have been enrolled in special schools or special classes To assess pupils and find out who need support. The Ministry of Education has information on transition of SEN pupils from lower secondary to upper secondary and is responsible for their admission. Direct contact with each upper secondary school.
	Local / Regional	YES, quantitative, provision, data collection once a year, Iceland Statistics. Number of pupils in compulsory schools	- YES, Diagnosis and classifications of special needs. Collected by different special institutions (Visual, hearing, disabilities, etc). Used to decide financing and	YES. The support services in each municipality. Mainly for who gets extra financial support.	YES, Number of pupils in special education classrooms, in special schools and mainstream schools, by age and sex. Iceland Statistics. To get overview.	–

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
		by gender and class (age group)	support.			
	School	YES, quantitative, provision, data collection once a year, Iceland Statistics. Number of pupils in compulsory schools by gender and class (age group)	- YES, Diagnosis and classifications of special needs. Collected by different special institutions (Visual, hearing, disabilities, etc). Used to decide financing and support.	YES, General plan for SEN pupils in the school. Collected by each school, for pedagogical purpose and co operation with parents.	YES, Number of pupils in special education classrooms, in special schools and mainstream schools, by age and sex. Iceland Statistics. To get overview.	YES, Every compulsory school has the same assessment system (mentor.is), and attainment of all pupils is registered by teachers, and this information is accessible by parents, individual teachers and the school.
	Classroom	YES, quantitative, provision, data collection once a year, Iceland Statistics.	–	NO	YES, Number of pupils in special education classrooms, in special schools and mainstream schools, by age and sex. Not individual classrooms within schools. Iceland Statistics. To get overview.	YES, Every compulsory school has the same assessment system (mentor.is), and attainment of all pupils is registered by teachers, and this information is accessible by parents, individual teachers and the school.
	Learner	NO	–	Yes, IEP for each pupil with SEN. Collected by each school, for pedagogical purpose and co operation with parents.	NO	YES, Every compulsory school has the same assessment system (mentor.is), and attainment of all pupils is registered by teachers, and this information is accessible by parents, individual teachers and the school. SEN pupils are specially marked.

Special Education in Iceland – spring 2011

When talking about figures from Iceland, one has to have in mind that we are a small nation, and a yearly class is about 4.400 individuals. Today there are in Iceland 3 public special schools of a compulsory level with 136 pupils. Most of our pupils with special needs are in inclusive education in public schools. Over the academic year in Iceland, 20–25% of pupils in each yearly class are receiving some kind of special education or support at school. In Iceland, data about SEN-students is collected by:

- Statistics Iceland;

- The Ministry of Education, Science and Culture;

- The State Diagnostic and Counselling Centre of Iceland;

- The Association of Local Authorities in Iceland;

- The National Institute for the Blind, Visually Impaired, and Deaf-blind.

Pre-primary-education:

In December each year, Statistics Iceland collects data from every pre-primary-school in Iceland about how many students have received special education over the academic year. The data is analyzed by province, school type, gender and age. In December 2010, 1,232 children received special support because of handicap or social or emotional difficulties. That is a total of 6.5% of all pre-school children. This is a decline of 130 children (9.5%) from the previous year. As in past years, more boys than girls received special support. In 2010, there were 834 boys receiving support (68%) and 398 girls (32%). The share of children receiving support varies by region. In the Northeast, 3.9% of children received support while 11.2% of children in the East received special support.

The State Diagnostic and Counselling Centre of Iceland has data about children who have formal analysis, the number of referrals and the dismissal of a year. There are students identified for autism, mental retardation and physical disabilities. The data is categorized by gender, province, rate and age. The age categories are: 0–2, 3–6, 7–12 and 13–18 years.

The Association of Local Authorities in Iceland has a range of information about special needs in pre-primary schools. For example, children with identified disabilities are found in 25 municipalities, or 76%.

Compulsory education:

Each year, Statistics Iceland collects data from every compulsory school in Iceland concerning how many students received special education the previous academic year. The data is analyzed by province, school type, gender, age, and whether special education is conducted in the classroom, in a special education classroom, or both. Statistics Iceland also collects data about the number of teaching hours in SEN education per week in every school.

During school year 2009–2010, 10,654 pupils received some kind of special education or support, or 24.8% of all pupils. That is an increase from the previous year. As in previous years, the largest proportion of pupils receiving support is found among pupils in fourth grade (9-year-old pupils), or 28.5% of the total. Of those pupils, 61.2% were boys and 38.8% were girls. The number of boys receiving special support declined from the previous school year, while the number of girls increased. When compared with data from the previous year, more pupils received support in special education classrooms and fewer pupils received support both in special education classrooms and in the regular classrooms.

From spring 2011, the Statistic Iceland data-collection also includes:

1. How many students there are with formal analysis by gender and age;

2. How many pupils get support due to foreign language by gender and age;

3. How many pupils are in special classes by gender and age.

The number of teachers and FTE are registered in compulsory schools and also in the three special schools we have in Iceland.

The State Diagnostic and Counselling Centre of Iceland has information about children who have formal analysis, the number of referrals and the dismissal of a year. There are students identified for autism, mental retardation and physical disabilities. The data is categorized by gender, province, rate and age. The age categories are: 0–2, 3–6, 7–12 and 13–18 years.

Each year The Association of Local Authorities issues the Municipal Yearbook that includes an annual school report of all primary schools in the country. It shows among other things the number of students and the contribution to the three SEN-schools in Iceland. The school report also shows information of contribution per student. The contribution is based mainly on data from Statistics Iceland.

The Education Evaluation Institute (Námsmatsstofnun) has information about national standardized test results in 4th, 7th and 10th grades, in addition to information which can be read from PISA assessing scientific, reading and mathematical literacy.

Mentor, Ltd. is a leading Scandinavian company in the field of information & learning management system for schools, with the focus on individualized learning. It is used in 98% of compulsory schools in Iceland. The Mentor system has been developed in close co-operation with schools over the last 20 years. There is a lot of information in the system about student learning, rates and progress. It is only available to the student, his parents and his teacher. Due to law, it is not accessible to others.

The National Institute for the Blind, Visually Impaired, and Deaf-blind provides services mainly in the rehabilitation and education area and does not provide initial medical diagnosis or medical treatment. Acceptance criteria for services is visual impairment at less than 30%. The definition of low vision in Iceland is 30–10% sight, with legally blind at less than 10%. Today, nearly 20 children get service provided by the institute. Four consultants and two specialists provide counselling to schools and teachers for children from 0–18 years old.

Upper-Secondary education:

Statistics Iceland annually collects a school report from every school at the upper-secondary level. Principals are asked if SEN-classes are operating at the school. It is possible to extract statistical data on the number of students with disabilities and who are studying in special classes. Some upper-secondary schools have data about special education teachers and assistants for handicapped working in SEN-classes.

The Ministry of Education, Science and Culture has data on the number of students receiving special education services and training in day-to-day activities. The data is categorized by school, gender, age and type of disability.

IRELAND

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Levels of the education system	National	YES - DES Stats (1) YES – NCSE (3) YES – HEA (5)	YES – SEC (2) YES – NEPS (4)	NO	YES- SESS (6) YES - pupil/teacher ratios for special schools and classes	YES - DES Stats YES - SEC
	Local / Regional	YES - DES Stats YES - NCSE	YES - SEC YES - NEPS	NO	NO	YES - SEC
	School	YES - DES Stats YES - NCSE	YES - SEC YES - NEPS	NO	Yes - DES Inspectorate (7)	YES - DES Stats YES - SEC
	Classroom	YES - DES Stats	NO	NO	NO	YES - DES Stats YES - SEC
	Learner	YES - DES Stats YES - NCSE	YES - SEC YES - NEPS	NO	NO	YES - DES Stats YES - SEC

Notes:

1. DES Statistics

The statistics section in the Department of Education and Skills gathers annual census data on the number of enrolments to primary schools (mainstream and special primary schools).

Type of data collected (qualitative, quantitative) and what the main focus is: For mainstream primary schools, data is gathered on pupils enrolled in special classes by special class category; origin of new entrants to special classes; and their destination after leaving the special class. For special primary schools, data is gathered on pupils enrolled by special school category; origin of new entrants; and their destination after leaving the special school.

How it is collected (methods) and by who: Schools provide the data to the Department of Education and Skills electronically.

How it is used, what purpose it has: The data is used for statistical and grant/capitation payment purposes.

2. SEC

The State Examinations Commission is responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish state: the Junior Certificate and the Leaving Certificate Established, the Leaving Certificate Applied and the Leaving Certificate Vocational Programme.

Type of data collected (qualitative, quantitative) and what the main focus is: The SEC provides reasonable accommodations in certificate examinations (RACE) to about 10% of students. Quantitative data on the number of accommodations provided by accommodation type and category of assessed need is collected. The categories of assessed need include SEN and non-SEN categories, such as accidents/illnesses etc. Data in relation to the certification outcome is collected with notification of the accommodation impact, where relevant. The main focus of the data is to ensure accurate delivery of assessment material to all students and to ensure students are enabled to demonstrate their level of attainment.

How it is collected (methods) and by whom: Schools make applications on behalf of individual students and send them to the SEC. This information is electronically recorded.

How it is used, what purpose it has: It is used as part of the delivery of the State Examinations and subsequently to record student's level of attainment.

3. NCSE

The National Council for Special Education (NCSE) was established to plan and co-ordinate the provision of education and support services to children with special educational needs. One of its key functions is to allocate resources to support children with special educational needs.

Type of data collected (qualitative, quantitative) and what the main focus is: The number of pupils by SEN category in mainstream primary schools and post primary schools in receipt of additional resource teaching hours and the number of pupils by SEN category with access to special needs assistants. The number of pupils by SEN category in special classes in mainstream primary schools and post primary schools. The total number of pupils by SEN category in special schools.

How it is collected (methods) and by who: The information is collected at school/pupil level and recorded electronically by local Special Educational Needs Organisers from the NCSE.

How it is used, what purpose it has: It is used to record the level of resources allocated and for planning purposes.

4. NEPS

The National Educational Psychological Service (NEPS) is a service of the Department of Education and Skills. NEPS psychologists work with both primary and post-primary schools and they are concerned with learning, behaviour, social and emotional development. Each psychologist is assigned to a group of schools and has a particular focus on children with special educational needs.

Type of data collected (qualitative, quantitative) and what the main focus is: Qualitative data collected for purposes of client assessment and tracking.

How it is collected (methods) and by who: Data is inputted on the client tracking system by psychologists in respect of clients referred to the National Educational Psychological Service (NEPS) for assessment.

How it is used, what purpose it has: Data used to aid in assessment and as a client tracking system. The system provides summary data in relation to pupils referred to the National Educational Psychological Service (NEPS) for assessment such as number of pupils referred, the nature of the assessment and the recommended intervention, for example.

5. Higher Education Authority (HEA)

The Higher Education Authority is the statutory planning and policy development body for higher education and research in Ireland.

Type of data collected (qualitative, quantitative) and what the main focus is: Quantitative data is gathered on the number of new entrants indicating a disability (by category) at enrolment to full time higher education. In addition to this, quantitative data is gathered on the number of students with disabilities (by disability category) in full time education supported by the fund for students with disabilities in further and higher education institutions.

How it is collected (methods) and by who: The further and higher education institutes collect the information and submit it to the HEA for national statistics.

How it is used, what purpose it has: Data used for planning, statistical and resource purposes.

6. Special Education Support Service (SESS)

The role of the SESS is to enhance the quality of learning and teaching in relation to special educational provision. One of its core aims is to support the professional development needs of teachers and schools, in relation to the teaching of children with special needs. The SESS operates under the remit of the Teacher Education Section (TES) of the Department of Education and Skills.

Type of data collected (qualitative, quantitative) and what the main focus is: Quantitative data on the number of teachers that have participated in professional development courses run by the SESS.

7. DES Inspectorate

The Inspectorate is a division within the Department of Education and Skills with responsibility for the inspection and evaluation of the quality of schooling, advising on educational policy and supporting teachers and school management.

Type of data collected (qualitative, quantitative) and what the main focus is: Qualitative data is gathered as part of a whole-school evaluation, a subject inspection, a programme evaluation or a thematic inspection.

How it is collected (methods) and by who: Information is gathered by the inspectors during the inspection process.

How it is used, what purpose it has: Data used for planning and improvement.

ITALY

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES	YES	NO	YES	NO
	Local / Regional	YES	YES	NO	YES	NO
	School	YES	NO	NO	NO	NO
	Classroom	YES	NO	NO	NO	NO
	Learner	YES	NO	NO	NO	NO

LATVIA

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES (quantitative)	YES (quantitative) – number of pupils with SEN who have statements after assessment procedures in state or municipal pedagogical medical commissions.	NO	NO	YES (quantitative) – e.g. how many have finished a school year, how many have entered other school.
	Local / Regional	NO	YES (quantitative) – number of pupils assessed in municipal pedagogical medical commissions.	NO	NO	NO
	School	YES (quantitative)	YES (quantitative)	YES (Quantitative) – unofficial data for use in school of pupils who need support measures and IEP.	NO	YES (quantitative) – how many pupils continue education and where.
	Classroom	NO (only unofficial date is collected only for the use of school).	NO	NO	NO	NO
	Learner	NO (only unofficial date is collected only for the use of school).	NO	NO	NO	NO

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	Number of pupils with special educational needs in general education schools: by types of schools; by classes; by age; by gender; by type of disorder; by group of disorder; by programmes*. The data is quantitative. The official data collection source is EMIS (Education Management Information System, which is administrated by the Centre of Information Technologies in Education). Statistical data comes from schools by filling in the special forms. http://www.svis.smm.lt/naujas/ There is a list of national indicators in EMIS.	Number of pupils who get the certificates of acquired education: by classes. The official data collection source is EMIS. The data comes from schools.	No statistical data.	Number of teachers who provide special pedagogical, psychological, social pedagogical support for pupils: by level of education; by age; by category; by gender. The data is quantitative. The official data collection source is EMIS. Statistical data comes from schools by filling in the special forms. The Centre of Information Technologies in Education administers the Register of Teachers (database of teachers). The data for the register comes from schools.	The data of national Matura examinations is collected by the National Centre of Examinations. Number of students with disabilities in vocational schools, colleges and universities (data gathered by the Statistics Lithuania http://www.stat.gov.lt). Employment of people with disabilities (data from the Lithuanian Labour Exchange); people with disabilities in different vocational training and re-skilling programmes (data from the Lithuanian Labour Exchange). General education school graduates continuing their education in schools of Lithuania in the same year (data from Statistics Lithuania).
	Local / Regional	Number of pupils with special needs in municipal general education schools: by types of schools; by classes; by age; by gender; by type of	Number of pupils who get the certificates of acquired education: by classes.	No statistical data.	Number of teachers who provide special pedagogical, psychological, social pedagogical support for	The data from the Matura examinations is collected by the National Centre of Examinations.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
		disorder; by group of disorder; by programmes. The data is quantitative. The same sources mentioned above. There is a list of local/municipal indicators in the EMIS.	The data is quantitative. The official data collection source is EMIS. Data comes from schools.		pupils in municipal schools: by level of education; by age; by category; by gender. The data is quantitative. The official data collection source is EMIS. Statistical data comes from schools by filling in the special forms. The Centre of Information Technologies in Education administers the Register of Teachers (database of Teachers). The data for the register comes from municipal schools.	General education school graduates continuing their education in schools of Lithuania in the same year (data from Statistics Lithuania).
	School	Number of pupils with special needs in general education schools: by types of schools; by classes; by age; by gender; by type of disorder; by group of disorder; by programmes. The data is quantitative. The same sources mentioned above.	Number of pupils who get the certificates of acquired education: by classes. The data is quantitative. The official data collection source is EMIS. Data comes from schools. The data from the national Matura examinations is	No statistical data. Qualitative data can be collected by internal and external school evaluation.	Number of teachers who provide special pedagogical, psychological, social pedagogical support for pupils: by level of education; by age; by category; by gender. The data is quantitative. The official data collection source is EMIS.	The data from the Matura examinations are collected by the National Centre of Examinations.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
			collected by the National Centre of Examinations. Qualitative data on pupils' progress in learning achievements can be collected by internal and external school evaluation.		Statistical data comes from schools by filling up the special forms. The Centre of Information Technologies in Education administers the Register of Teachers (database of Teachers). The data for the Register comes from schools. Qualitative data can be collected by internal and external school evaluation.	
	Classroom	Number of pupils with special needs in general education schools: by types of schools; by classes; by age; by gender; by type of disorder; by group of disorder; by programmes. The data is quantitative. The same sources mentioned above.	Qualitative data on pupils' progress in learning achievements gathered by school internal and external evaluation. Data about pupil's assessment is available for parents, teachers and pupil in school electronic journal.	No statistical data. Qualitative data can be collected by internal and external school evaluation.	Qualitative data can be collected by internal and external school evaluation.	NO
	Learner	The Centre of Information Technologies in Education administers the Register of Pupils (database of Pupils). The data for the Register	Qualitative data on individual pupil's progress can be collected by internal and external school	NO	NO	NO

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
		comes from schools.	evaluation.			

* Programmes (curriculum) can be common, special or adapted.

The purpose of data collection is: monitoring of processes in education; monitoring and planning of financial and human resources; comparison of data in different levels (international, local/municipal, school).

The qualitative data about processes of education and outcomes at the national level is mostly collected by researches. The Ministry of Education and Science is the main client of researches in education. Different studies can be carried out during implementation of educational projects and programmes.

The Methodologies of internal and external school evaluation include the indicator on special needs pupils' education. The data is collected on: schools preparing for integration of special needs pupils; supplying for the pupils with special educational needs; effectiveness of determining of special educational needs; effectiveness of organization of education of pupils with special needs; professional support for parents and teachers of pupils with special needs. School internal and external evaluation is organized by the National Agency for School Evaluation.

The Centre of Information Technologies in Education is implementing a project called 'Development of Regional EMIS'. The result of the project will be the development of regional information managements systems, databases, and regional lists of education indicators.

The National Examination Centre organises and conducts the testing of the basic education learning outcomes, analyses, summaries and presents the results of examination and results of pupil testing. Research data is used in developing the Lithuanian general teaching curricula, education standards and new textbooks.

National studies of pupils' achievements have been conducted in Lithuania since 2002. Those studies were inspired by the developments of the education system in the country. It was necessary to initiate integrated monitoring of the state of the Lithuanian education system, measure processes taking place in primary and basic schools and provide reliable information on pupils' achievements to policy makers, education managers, curriculum developers and teachers. The studies involve pupils of grades 4, 6, 8 and 10. Teachers are also involved in them. The studies cover the following areas of education: Lithuanian as a mother tongue, mathematics, natural history and social education. The findings of the studies are presented to municipal education specialists. A review of the studies conducted is issued as a separate publication. Over the recent years, orders to studies of pupils' education achievements have started coming from individual municipalities.

The national indicators for education monitoring:

- Students general allocation, increasing coefficient for special needs pupils in mainstream schools (percentage);
- Ratio of the number of pupils and teachers providing special pedagogical, special psychological and social support in general education schools;
- Students with special needs share against the total number of students till 21 years old in mainstream schools (percentage);
- Students with special needs share against the total number of students (percentage);
- Students with special needs who had received special or/and psychological support at school (percentage).

LUXEMBOURG

		INPUT	PROCESS OF EDUCATION				OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**		**Attainment, Transition, Destination**
Levels of the education system	**National**	YES	NO	NO	NO		YES
	Local / Regional	YES	NO	NO	NO		YES
	School	YES	NO	NO	NO		YES
	Classroom	YES	NO	NO	NO		YES
	Learner	YES	NO	NO	NO		YES

Type of data collected: quantitative data.

The main focus of data collection: providing 'on demand' information for pedagogical and political requests.

How are the data collected (method):

- Identical grids for primary schools, centralized in Ministry of Education;

- Identical grids for secondary schools.

Who collects the data:

- Filled-in by primary and secondary schools;

- Collection by Ministry of Education.

How is it used, for what purpose is it used:

- For organisational and administrative purpose at school;

- By the Ministry for general statistics; analyses about school results, attainment, and early school leavers.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	Each public school has a common database in which students' data is entered. All the schools are connected to a central database and can be analysed at central level.	Qualitative, through schools application for a statement. This is a paper-based document which is produced by the Statementing Moderating Panel. The form is sent to the Human Resource Department and entered into a database which assigns the recommended support.	On the basis of the Statementing report, the type and level of support to be provided to each pupil is identified. This is collected and utilised by the Human Resources Department and entered into a database to allocate the human resources required. Schools are informed of the level of support approved and allocated to each student with a statement.	Not Available.	End of Primary Cycle and Transition to Secondary. Each child with SEN has a 'Transition Document'. This identifies destination and attainment levels. This type of data is qualitative and is collected by the Students Services Department as a paper-based form. Following the transition meeting, a copy of this document is deposited at the receiving secondary school.
	Local / Regional	Not Applicable.	Not Applicable.	Not Applicable.	Not Applicable.	Not Applicable.
	School	General information about the student is collected in a database. This is carried out by school management and used for school management purpose.	Results of bi-annual and annual exams are collected and held at the school level. This is collected by the school management team and used for progression. This would include only data for those SEN	Each school is expected to produce a school development plan. However, it is up to the school to decide whether to include inclusion in its school plan.	This could be included in the school development plan. However, this depends on whether the school decides to include inclusion as a priority Data is available on the number, gender and	There is a meeting in the feeder primary school to discuss and finalise the transition document for each pupil with special educational needs (SEN). This is chaired by the Head of School. A second

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
			students who are able to sit for the examinations concerned.	No data is available.	qualifications of teachers and Learning Support Assistants at school level.	meeting is held at the receiving secondary school to inform the senior management team of that school of the resources to be allocated to the pupil. The documents used are paper-based.
	Classroom	Class register.	Individual Educational Plan (IEP) for each SEN pupil in class. Paper format managed by class teacher and Learning Support Assistant (LSA).	IEPs for each SEN pupil in class. Paper format managed by class teacher and Learning Support Assistant (LSA.)	IEPs for each SEN pupil in class. Paper format managed by class teacher and Learning Support Assistant (LSA).	LSA monitors progress of student on a weekly basis. Paper format.
	Learner	Class register	IEP for each SEN student.	IEP for each SEN student.	IEP for each SEN student.	Student/parents are informed of the attainment of IEP goals. Verbal reporting.

Additional Comments:

Data in electronic format of each child is kept at school level. Each public school is connected to a central database where quantitative analysis can be carried out. As yet, this does not contain assessment data, however, this is being phased in at secondary level in connection with the introduction of a new format of the secondary education leaving certificate.

There is also a database of students with special needs at a central level. Data is entered at central level and used to allocate resources to SEN. This is managed by the Human Resources Department.

A third database regarding pupils with special educational needs is owned and populated by the Department of Student Services. This manages the transition process from primary to lower secondary (ISCED level 2). As yet there is no database for the transition from lower secondary to upper secondary (ISCED level 3). Data may be sourced from ISCED 3 educational institutions and matched with data at ISCED2 level.

Qualitative data is limited and mostly in paper-based format, for example the individual child's IEPs.

NETHERLANDS

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES - Quantitative - National enrolment data by Dutch ministry from individuals on the number of SEN pupils. - Educational policy-making, financing of education and monitoring of education.	YES - Quantitative - Enrolment data: number of pupils by means of indications, type of SEN (cluster 1,2,3 and 4).	NO - We only have national core objectives for institutions. In those is mentioned what institutions have to achieve with their SEN pupils.	YES - Quantitative - The quality of education is under the scope of the inspectorate of education. One of the key tasks of the inspectorate is controlling the quality of teaching. The overall results of the inspectorate are yearly published. The schools are divided into basic, weak and very weak schools. The last two categories are being especially observed.	YES - Quantitative - Follow pupils in special education or having extra finances in the education statistics systems.
	Local / Regional	NO	NO	NO	NO	NO
	School	YES - Quantitative - National enrolment data by Dutch ministry from individuals on the number of SEN pupils. - Educational policy-	YES - Quantitative - Enrolment data: number of pupils by means of indications, type of SEN (cluster 1,2,3 and 4).	NO	YES - Quantitative - The quality of education is under scope of the inspectorate of education. One of the	YES - Quantitative - Follow pupils in special education or having extra finances in the education statistics systems.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
		making, financing of education and monitoring of education.			key tasks of the inspectorate is controlling the quality of teaching. The overall results of the inspectorate are yearly published. The schools are divided into basic, weak and very weak schools. The last two categories are being specially kept an eye on.	
	Classroom	NO	NO	NO	NO	NO
	Learner	Possible, but not allowed as it is too private to publish.	Possible, but not allowed as it is too private to publish.	YES - There should be a treatment plan for each individual child who is getting extra care/finances. However these plans are not publicly accessible.	NO	YES - Quantitative - Follow pupils in special education or having extra finances in the education statistics systems..

Note:

At this moment, the Netherlands can deliver data on the indicated level of SEN (per cluster). However, in August 2013 there will be a new system introduced in which this is not visible anymore.

Special education in the Netherlands

The education system provides various services for pupils that have special needs and need extra attention due to a handicap, disorder or illness. The primary education sector has consortiums of mainstream primary schools and special schools. In secondary education, similar consortiums exist with VMBO schools. Extra care is provided in employment-oriented training (PRO) and in learning support (LWOO).

Pupils with specific handicaps and disorders may enrol in special schools or special secondary schools, or attend classes at mainstream schools with personal funding awarded to children with special educational needs.

Special education is grouped into 4 clusters:

- Cluster 1: education for children with a visual limitation;

- Cluster 2: education for deaf and hearing-impaired children, for children with serious speech/language difficulties and for children with a disorder in the autistic spectrum whose focus is aimed at communication;

- Cluster 3: education for children with learning difficulties, pupils with physical and/or mental limitations, children who have long-term illnesses and pupils with epilepsy;

- Cluster 4: education for severely maladjusted children, children with psychological disorders or serious behavioural problems, children who have long-term illnesses without a physical limitation.

Growth in special education and pupil-specific funding

With the introduction of pupil-specific funding – a personal budget awarded to children with special educational needs – it was expected that the number of pupils with an indication for special (secondary) education would remain stable. It was assumed that 25 per cent of pupils indicated for a personal budget would attend mainstream education, instead of (secondary) special education. However, both the number of pupils in special education and the number of pupils with a personal budget continued to grow. This growth is particularly visible from the age of 12. Although in primary education the number of pupils with special needs awarded a personal budget grew, the number has remained relatively stable since 2007. In special education there has even been a slight fall in the number of pupils. This was primarily caused by a decrease in the number of pupils with a cluster 3 indication.

The growth in the number of pupils who have special needs in secondary education, secondary special education and secondary vocational education (MBO) is large. The number of pupils with special needs that have been awarded personal funding in secondary education is increasing. The number of pupils in secondary special education (VSO) has grown sharply since 2005. The total growth up to 2009 concerns nearly 10 thousand pupils. This growth is primarily visible in cluster 4 (6 thousand pupils) and cluster 3 (3 thousand pupils).

The table shows that the growth in clusters 3 and 4 in secondary special education is being caused by the growth in the number of pupils with an indication as children with severe learning difficulties, severely maladjusted children and children with a long-term illness (psychological). The special education age group shows a remarkable fall in the number of children with severe learning difficulties.

NORWAY

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination ***
Levels of the education system	**National**	YES, primary/lower secondary school: Figures referring to numbers of individual decisions on Special Education (SE). Collected. Upper secondary school: NO** Collected in system called GSI, yearly.	The municipal PPT (The educational and psychological counselling service) makes individual decisions on who receives SNE. This is based on an individual assessment, not linked to specific diagnoses.	Numbers of individual decisions on special education are important in budget processes, policy making. Setting political goals such as 'Early effort' – referring to the current situation where the percentage of pupils receiving SNE is increasing at each grade, and the intent to change this situation. The idea is that early effort will reduce the need for SNE in later school years	YES, primary/lower secondary school: - Number of hours of SE/year (1-75,76-190,191-270, 271 >); - Teaching staff/assistants; - Grades/gender; - Alone with teacher/in small groups (2–5 pupils). Upper secondary school: No	NO*
	Local / Regional	YES	–	–	YES	NO
	School	YES	–	–	YES	NO
	Classroom	NO***	–	–	YES	NO
	Learner	NO	–	–	YES	NO

Notes:

* The report 'Included or segregated' is a comprehensive report, evaluating Reform 2006, on behalf of the Directorate of Education and Training, analysing the field of special education using both quantitative and qualitative data. It's based on a selection of schools/regions.

** For upper secondary school, we only have data for pupils receiving special education, with an arrangement of reduced qualification requirements (not receiving an ordinary certificate). In other words, we lack data on pupils receiving SE aiming for an ordinary certificate.

*** In general, for upper secondary school we have data on an individual level, but for primary/lower secondary school, there's no data on the individual level. However, the data on special education in the upper secondary school is limited.

POLAND

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Levels of the education system	National	* YES – Qn[1]	* YES – Qn[1]	* YES – Ql[2]	NO	* YES – Qn[3]
	Local / Regional	* YES – Qn[1]	* YES – Qn[1]	* YES – Ql[4]	NO	* YES – Qn
	School	* YES – Qn[1] ** YES – Ql[5]	* YES – Qn ** YES – Ql	** YES – Ql[9]	** YES – Ql[10]	** YES – Qn
	Classroom	** YES – Ql[8]	** YES – Ql	** YES – Ql	** YES – Ql	** YES – Qn
	Learner	** YES – Ql	** YES – Ql	** YES – Ql[11,12]	NO	** YES – Qn[13]

The table has been completed indicating qualitative data as **Ql** and quantitative as **Qn** for different types of data

* – data collected by the Ministry of National Education (MEN)
** – data collected locally – at the school, at the authority of the school

Notes:

[1] Number of pupils with disability, socially maladjusted and risk of social maladjustment (they have a decision from the special organisation and teaching method needed), the number of pupils involved in various forms of psychological and pedagogical assistance; from 2012, under a new data collection system, there will be information on the individual needs of each student with SNE.

[2] State educational strategy developed on the basis of statistical data, reports and research.

[3] Results of external examinations (test in the last year of primary school, test at the end of the lower secondary school – *gymnasium*, matriculation exam and professional exam); data collected by the regional examination commissions and the Central Examining Board - are not currently associated with the data obtained in the SIO.

[4] The implementation of the state educational strategy is studied by the *educational curators* (a government agency in each of the 16 provinces, responsible for pedagogical supervision) by controlling and monitoring. The information is transmitted to the Ministry of National Education.

[5] Diagnosis of student knowledge and skills - performed by teachers; before a child starts school, after completing the compulsory annual pre-school education – then, children's school readiness assessment is done.

[6] Internal evaluation (conducted in the school) and external evaluation (conducted by external evaluator).

[7] The assessment of headmaster work done by the authority, the assessment of teacher work done by the headmaster.

[8] Assessment of the educational and developmental needs of the student done in order to develop an individual educational and therapeutic program (IPET) for students with disabilities, socially inadequate and threatened social maladjustment, or to develop a plan of the support (PDW) for the other students with SNE.

[9] The assessment of the implementation of the curriculum presented by various teachers at the school pedagogical council.

[10] Pedagogical supervision of the work of teachers by the headmaster.

[11] Assessment of the functioning level of student with a disability – in order to modify IPET, to plan further support.

[12] Assessment of the effectiveness of support provided for each student with special educational needs - assessment of the current student's educational and developmental needs - in order to continue support or to plan other activities.

[13] The student receives a certificate of the test result. From 2012, the results of external examinations will also be collected in the SIO.

Additional Comments

The term 'inclusive education' is not used in Polish law.

The education system in Poland is open for all pupils with special educational needs. Under the law guaranteed by the Education System Act, all the students with SNE may attend the schools of all levels (primary school, lower secondary school – gymnasium, higher school) as well as all types of school (mainstream school, integration school, special school).

The school is obliged to provide adjusted education and care for every child, appropriate to the age and the level of development reached, as well as adaptation of content, teaching methods and organization of the psycho-physical capabilities of pupils and students, as well as the possibility of using psychological-pedagogical support and special forms of teaching. The decision of school choice belongs to parents/guardians.

Secondly, the Polish concept of special educational needs is understood very broadly.

Children or young people have special educational needs if their opportunities for education, development and learning are limited to such an extent that they cannot meet the educational requirements at mainstream schools without additionally receiving assistance – during the whole process of education (for example: because of disability, specific learning difficulties), as well as during certain periods of education (child shows signs of emotional problems resulting from traumatic situations). Special educational needs are to be determined in relation to the tasks and the requirements and the knowledge, abilities and skills acquired in a particular class or learning group. A determination of special educational needs must take into account the environment of the child, including the school as well as the pupil's personal abilities, interests and expectations for the future.

In the Polish education system we distinguish children who need special organization of education and teaching methods. This means that those children need broad specialist support during their education, adapted curriculum and adjusted learning conditions.

In this group we distinguish disabled children: physically disabled, intellectually disabled, blind, visually impaired, deaf, hearing impaired, autistic incl. Asperger syndrome, multiple impairments and pupils with abnormal social functioning: at risk of social maladjustment and socially maladjusted.

The other special needs are: high abilities, long term illness, adaptive problems, specific learning difficulties, dyslexia, dysgraphia, dyscalculia, speech impairment, trauma-induced emotional and behavioural difficulties, learning difficulties, environmental neglect related to the situation of living conditions of the pupil and his family, a way of spending leisure time, social contacts, the adaptation difficulties due to the change of cultural or educational environment including those related to early education abroad and any other individual need which impedes proper development and education.

A teacher who knows pupils, theirs abilities and difficulties, can recognize special needs in charge of lessons or additional classes.

In 2010, legislation introduced a duty for every school where the student with disability attends to develop an individual educational and therapeutic program.

The new law will apply from 1 September 2011 in kindergartens, lower secondary schools and special schools of all types, while in primary and upper secondary schools from 1 September 2012.

Data on the activities of schools and institutions is collected in a report of the educational information (SIO).

The aim of the Education Information System is to obtain data necessary to conduct the state educational policy, quality and dissemination of education and to improve the financing of educational tasks. To enter information into a computer is used SIO application.

SIO includes three modules:

1) encrypted records of schools and other educational institutions – data on occupied area, owned facilities, equipment and costs of running the unit;

2) encrypted records of teachers (including salary, qualifications, classroom lessons), and non-pedagogical employees;

3) summary data on students, graduates and fulfilment of the requirement of compulsory education. In the future, the program will be expanded with new modules.

Information is collected electronically by each of the schools, educational institutions, entities outside the school system employing teachers, and units conducting financial and accounting services for schools and educational institutions. At the next level are local government units, as the authorities conducting schools, recording, or issuing a permit to operate schools and educational establishments. Further data is transmitted to the boards of education in the relevant provinces, which in turn goes to the Ministry of Education, which runs a central database for education. The information collected is available to all public institutions.

Data is collected three times a year:

• March 31;

• September 15;

• September 30.

There is a new act on SIO which is signed by the President and will come into force on 1 September 2012.

One major change in the principles of the Education Information System has lead to a public registry and private schools and educational institutions (RSPO), which is part of a new SIO database. After placing the RSPO, each of these institutions will be reliably identified in the SIO by REGON number. This will ensure greater reliability of the information stored in the system.

Another change will consist of collecting a database of individual data from the students and teachers, including personal data. Data on students and teachers has been divided by the identity (SSN, name, first name) and domain (other data relating to student or teacher, for example, class the student attends, grade teaching career).

Identification data for students will be collected in a database as separate records. It will be supplemented by the Central Examination Commission and district examination commissions of the student exam results. This gives the possibility of documenting students' complete educational paths.

This means that departure from the principle of gathering the pooled SIO data (describing the activities of schools and institutions) to collect individual data, including students and teachers. Such a mechanism means, for example, that education subsidies will be directed to the appropriate local government unit in a precisely calculated amount.

PORTUGAL

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	Data is collected by the central statistics services of MoE/MISI. Schools insert data in online platform.	Data is collected at the central level with the collaboration of central evaluation services/GAVE (national tests and exams).	Annual planning is made regarding support to SEN pupils, establishing opening/closing of specialised units in schools for multiple disabilities and autism, as well as reference schools for the blind and the deaf.	National guidelines/manuals have been produced and distributed to SEN teachers and schools, regarding the inclusion of pupils with permanent special needs.	Data collected by the central services of MoE/GEPE/OTES secondary school transition observatory (students in general). Transition to higher education or employment data of SEN students are missing. Data on number of SEN students in higher education is available (and increasing) by GTAEDES (coordination of Students' Support offices in Universities/Polytechnics).
	Local / Regional	The Regional Education Services of MoE usually have more detailed data on SEN pupils.	The Regional Education Services of MoE usually have more detailed data on SEN pupils situation.	Specialized units are proposed by schools and authorized by the Regional Education Services of MoE.	The Regional Education Services of MoE provide clarification of SEN procedures.	Above cell data available at regional level.
	School	Schools provide annual census on pupils with statements.	Schools use assessment data on SEN pupil achievement for IEP adjustments.	Schools plan and propose specialized units, according to pupil needs.	Schools manage information on SEN pupils to adjust teaching strategies in the classroom.	Schools have to prepare individual transition plans for SEN pupils.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
	Classroom	Information available by year group.	Teachers assess achievements according to the IEP negotiated with families.	Teachers plan IEP with families.	IEP describes curriculum adaptations and teaching strategies to be followed by teachers.	Teachers and families are involved in individual transition plans.
	Learner	Inquiry to schools by MISI identifies each pupil, school, school year, functionalities/ limitations, educational measures adopted, therapeutic support, whether he/she is supported by specialised unit in school.	Families intervene in assessing IEP.	Families collaborate in IEP planning.	IEP describes curriculum adaptations and teaching strategies.	Teachers and families are involved in individual transition plans.

MISI is a central service of MoE that manages the integrated information system, articulated with the education statistics services, which gathers data from schools and pupil enrolment: http://www.misi.min-edu.pt/

A new and specific inquiry was launched in 2010–2011 to collect detailed data on SEN pupils, both quantitative and qualitative data, namely on specialized support provided to permanent SEN pupils.

SLOVENIA

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	Ministry of Education and Sport.	YES	YES	YES	Only attainment of pupils.
	Local / Regional	YES	YES	YES	YES	Only attainment of pupils.
	School	YES	YES	YES	YES	Only attainment of pupils.
	Classroom	YES	YES	YES	YES	Only attainment of pupils.
	Learner	YES	YES	YES	YES	Only attainment of pupils.

Additional comments:

The data collection of the ministry is first collected in April every year for the next school year. And secondly, in September for the actual school year (also for SEN children in inclusion and special institutions).

In the data collection we have:

- Number of pupils;
- Pupils with SEN;
- The kinds of impairments (deaf, blind, learning difficulties);
- The number of classes with difference programs for children with SEN (regular, adopted, special program);
- The number of children in morning care (before parents' jobs);
- The various kinds of help to the pupils: number of personal assistants, number of special hours of rehabilitation help and hours for help by learning in some subject (mathematics, foreign language etc.).

All data is regulated on the standards and normatives for regular and special education areas.

We haven't enough qualitative data. But Slovenia is preparing new legislation in this area (in the Organisation and Financing of Education Act), in which we want to include evidence of the child's entire life. This evidence will cover all important aspects of the life of the individual person (connection education, employment etc.).

In Slovenia we have 3 different data sources:

1. Ministry of Education and Sport;

2. National Statistic Office;

3. The Placement centre (commissions, 21).

The data from ministry and NSO we can compare, and do so every year in order to find better options.

SPAIN

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES, Quantitative information on students classified by sex, disability, type of institution, level of education. The source is the Education Statistics compiled by the Statistical Office of the Ministry of Education in collaboration with the 'comunidades autónomas' (regions) following the same methodology. The purpose is to provide information for the national statistical system, the educational sector and international organisations.	YES, Quantitative information. The information collected in the national statistics refers to those students who have been assessed as SEN students by professional teams at school level. The source is the Education Statistics compiled by the Statistical Office of the Ministry of Education in collaboration with the 'comunidades autónomas' (regions) following the same methodology. The purpose is to provide information for the national statistical system, the educational sector and international organisations.	NO	Quantitative information on teachers by sex for SEN students in Special Schools. The source is the Education Statistics compiled by the Statistical Office of the Ministry of Education in collaboration with the 'comunidades autónomas' (regions) following the same methodology. The purpose is to provide information for the national statistical system, the educational sector and international organisations.	NO
	Local / Regional	YES, At regional and provincial level. Quantitative information on students classified by sex, disability, type of	YES, Quantitative information at regional and provincial level. The information collected in the national statistics refers to those students	NO	Quantitative information on teachers by sex for SEN students in Special Schools. The source is the	NO

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
		institution, level of education. The source is the Education Statistics compiled by the Statistical Office of the Ministry of Education in collaboration with the 'comunidades autónomas' (regions) following the same methodology. The purpose is to provide information for the national statistical system, the educational sector and international organisations.	who have been assessed as SEN students by professional teams. The source is the Education Statistics compiled by the Statistical Office of the Ministry of Education in collaboration with the 'comunidades autónomas' (regions) following the same methodology. The purpose is to provide information for the national statistical system, the educational sector and international organisations.		Education Statistics compiled by the Statistical Office of the Ministry of Education in collaboration with the 'comunidades autónomas' (regions) following the same methodology. The purpose is to provide information for the national statistical system, the educational sector and international organisations.	
	School	There is some basic information at school level.	NO	NO	NO	NO
	Classroom	NO	NO	NO	NO	NO
	Learner	NO	NO	NO	NO	NO

SWEDEN

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Levels of the education system	**National**	NO	NO	NO	To measure teacher per student data on teachers is collected on an individual level.	NO
	Local / Regional*	NO	When applications for special school or special programmes are made, the child has to be evaluated. For special programmes, assessments take place in four areas: - Educational assessment; - Psychological assessment; - Medical assessment; - Social assessment. The assessments are done by the local authority. The Swedish National Agency for Education doesn't have the results of the evaluation.	NO	To measure teacher per student data on teachers is collected on an individual level.	NO
	School*	YES - Pupils from Special Schools and Special	NO	NO	NO	NO

| | | INPUT | PROCESS OF EDUCATION | | | OUTCOME |
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
		Programmes. Quantitative collection on group level; - Electronic questionnaire by Statistics Sweden (SCB) for the Swedish National Agency for Education; - Data is published as Official Statistics on the web and in reports at the national and regional level. Statistics are used by politicians at the local and national level, civil servant and scientists.				
	Classroom	NO	NO	NO	NO	NO
	Learner	NO	NO	NO	NO	NO

* The Swedish National Agency for Education doesn't have data on an individual level concerning pupils in Special Schools and Special Programmes because it concern health and diagnoses. The Swedish Data Legislation aims to prevent the violation of personal integrity in the process of personal data collection (Personal Data Act) and prohibit the processing of data concerning health.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission (SEN students: entry and enrolment)	**Assessing (pupils assessed as having SEN)**	**Planning**	**Teaching (strategies)**	**Attainment, Transition, Destination**
	National	The tendency is to integrate the students with SEN in the regular classes and avoid special classes. It will be possible to deliver aggregate data to the UOE.	The standardised eligibility procedure is not used as a statistical means. Nonetheless, there are discussions to include a minimal data set to describe functioning based on the ICF-CY that would be compatible with the assessment information provided by the standardised eligibility procedure.	The standardised eligibility procedure includes information on planning but was not primarily developed for statistical purposes (see comment under assessing).	See additional column below 'Input Teachers'. We have no information about teaching strategy but we collect quantitative data concerning the teachers' qualification.	In the framework of the programme HarmoS (Harmonisation of the system of education), national standards of competence will be assessed, but the results will not be communicated on the individual level. The data will only be used for monitoring the whole system and not for administrative statistics. It will be possible to use aggregate data for analysis. The students with SEN who are in special schools are allowed to stay in a school until they are 20. Only in retrospect will we be able to see when a student left the school and if he/she went on to ISCED 3-5.
	Local / Regional	It will be possible to use aggregate data for analysis.	Not planned.	It will be possible to use aggregate data for analysis.	Not planned.	Not possible. In Switzerland it would mean the cantonal level (equal to states in the UK or the USA). The problem is that the data on this level informs only where the students school, but
	Local / Regional	It will be possible to use aggregate data for analysis.	Not planned.	It will be possible to use aggregate data for analysis.	Not planned.	Not possible. In Switzerland it would mean the cantonal level (equal to states in the UK or the USA). The problem is that the data

	School	It will be possible to use aggregate data for analysis.	Not planned.	It will be possible to use aggregate data for analysis.	Not planned.	Not possible. Schools gather information about their students, but this information cannot be collected on a superior level, because the schools belong to different authorities.
	Classroom	It will be possible to use aggregate data for analysis.	Not planned.	It will be possible to use aggregate data for analysis.	Not planned.	Not possible. It is too early to say which information we will have about classrooms.
	Learner	It is planned to collect administrative data (quantitative) concerning SEN students: age, gender, nationality, level, programme, repetition, status of integration (see under planning). The discussion is still ongoing to know how far we can collect data on the type of handicap or/and the type of support.	Data with the assessment procedure is available but not exploited in the official statistics due to data protection.	It is planned to collect administrative data (quantitative) concerning these students: fully or partially integrated in a normal school, fully or partially integrated in a special school (a student can be partially in both systems).	Not planned.	It will be possible later on (in 10 years) to have information about individual destinations. Using the personal identifier, we will be able to see if a student in ISCED 3-4-5 was or not in a SNE programme during ISECD 0-2. We will need special resources to realise such analysis.

Additional Notes:

Important changes began in Switzerland (school year 2010/11) concerning the statistics on pupils-students, staff (teachers), schools and funding. The goal is to harmonise the 26 systems of education in order to increase the quality of the data and enhance the possibilities of monitoring.

In this context, Switzerland is planning to extend its data collection concerning the students. It will be possible to indicate more precisely for each SNE pupil if he/she is completely or partially integrated in a normal school, if he/she also gets a special education in a special school. The new data will concern the ISCED level 0 to 2 only.

With the introduction of a personal identification number, it will be possible (in 10 years) to analyse the transitions and destination of each concerned student.

The data is collected by the 26 cantons, which transfer them to the Swiss Federal Statistical Office (SFO).

The changes only concern the quantitative data. The collection of qualitative data is not planned. Nonetheless, all cantons joining the inter-cantonal agreement on special needs education are required to develop a strategy/plan and to describe the design of their system. It can be assumed that in the future it will be possible to extract qualitative information from these documents to fill in the gaps in the different fields of the table/matrix used here.

Additional collected (or planned to be collected) data in Switzerland concerning the SEN domain, ISCED level 0-2.

		INPUT
		Teachers
Levels of the education system	**National**	It will be possible to deliver aggregate data to the UOE.
	Local / Regional	It will be possible to use aggregate data for analysis.
	School	We already have administrative data (quantitative) concerning the number of hours of tuition (full time equivalent). It is planned to collect administrative data concerning the types of profile (speech therapy, psycho-motricity, etc) and if the qualifications are adequate.
	Classroom	Connection with the classroom level is not possible.
	Learner	Connection with the pupil level is not possible.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment (1) Transition (2) Destination (3)**
Levels of the education system	**National**	Data is collected from local authorities (LAs) annually about where children with statements are placed.	A data collection exercise (SEN2) each year provides information on numbers of children newly assessed for statements.	Annual review process for all statements involves planning for the next year – national data available on numbers. No qualitative information.	National publications guide evidence-based effective teaching for SEN, such as the Inclusion Development Programme, but no requirement to follow, and no data on take-up.	1. National profile of attainment, progress and 'gap' for 11 and 16 year old cohorts with SEN. 2. No data collection on quality of transition but there is data on numbers of 14 years old who go through transition process. 3. Data published on % of SEN who are not in employment, education or training.
	Local / Regional	Above data is published at local and regional level.	Above data is published at local and regional level.	NO	NO	1, 2, 3 – all of above data available at local and regional level.
	School	Data from school annual census shows how many children with statements are in each school.	NO	NO	NO	1. Data for all 7-, 11- and 16-year-olds on % achieving expected levels of performance. 2. No 3. Schools collect their own information but not formally published at individual school level.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment (1) Transition (2) Destination (3)**
	Classroom	Information is available by year group but not by class.	NO	NO	NO	1. As above, for defined age groups but not by individual classes. 2 and 3. No
	Learner	LAs can identify which school each individual child with a statement attends. Information can be collated in different ways to create profiles as required.	Every child has a Unique Pupil Number. Enables them to be tracked, in terms of school attended, free school meals, SEN, attainment, etc. Their assessed SEN status is therefore accessible.	NO	Individual statements describe teaching strategies, but these are not collated.	1. NO 2. NO 3. NO

Much of above information is derived from two main data collection exercises:

1. Pupil census – all maintained schools are required to complete an on-line termly return about the pupils in their schools. Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and the monitoring and development of policy. For example, information about the numbers of pupils, teachers and education support staff is used to monitor child: adult ratios. Information on class sizes, pupils with statements, pupils with SEN but without statements, free school meals, ethnicity, absences and permanent exclusions is used to monitor the Government's social inclusion policy. Pupil numbers are used for funding LAs and schools and contribute to Achievement and Attainment Table.

2. SEN2 – In law, each local authority has to complete SEN2 once a year about all the children with statements for whom they have responsibility. The information collected via the annual SEN2 survey form provides the major source of data collected on children with statements of special education needs. It is the only source of data on statements issued by individual Local Authorities (LAs). This is different from data on the number of pupils with statements in schools, collected as part of the School Census. This information enables central and local government, pressure groups and the public at large to monitor policies and their effectiveness, and to see how many pupils with statements there are in individual LAs.

UNITED KINGDOM (SCOTLAND)

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES, aggregated from pupil level data	–	–	–	YES, aggregated from pupil level data
	Local / Regional	YES, aggregated from pupil level data	–	–	–	YES, aggregated from pupil level data
	School	YES, aggregated from pupil level data	YES, HMIE reports, these are qualitative reports written by inspectors who go and visit the school directly.	YES, HMIE reports	YES, HMIE reports	YES, aggregated from pupil level data
	Classroom	–	–	–	–	–
	Learner	YES, quantitative information collected via the annual pupil census, which pulls information from the management information systems in schools. Pupil level information available on Addition support needs, by type of support, reason for support, nature of support and time spent in mainstream classes.	–	–	–	Quantitative details at pupil level on SQA qualifications and destinations on leaving school and qualification at S4-S6. ASN information is matched in from the pupil census using Scottish candidate number.

Notes:

HMIE: Her Majesty's Inspectorate of Education.

SQA: Scottish Qualification Authority.

ASN: Additional Support Needs.

For pupils level data. This is drawn from individual Local Authority management support systems, which records data on each pupil they have responsibility for. This will include their additional support needs.

These then feed into our national statistics.

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education

Additional note: Where we have a hyphen '–': we don't collect data.

UNITED KINGDOM (WALES)

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	**Assessing**	**Planning**	**Teaching**	**Attainment, Transition, Destination**
Levels of the education system	**National**	YES, quantitative data collected via PLASC to inform policies.	YES, quantitative data collected via STATS2/PLASC to inform policies.	YES, quantitative data collected via STATS2/PLASC to inform policies.	YES, quantitative data collected via PLASC to inform policies.	YES, academic achievement – quantitative data collected via National Pupil Database/PLASC to inform policies. Currently working on further developing national framework for assessment of all pupils including those with SEN. Transition school to post 16 – information collected nationally (Careers Wales).
	Local / Regional	YES, quantitative data collected via PLASC to inform strategic planning and provision.	YES, quantitative data collected via STATS2/PLASC to inform strategic planning and provision.	YES, quantitative data collected via STATS2/PLASC to inform strategic planning and provision.	YES, quantitative data collected via PLASC to inform strategic planning and provision.	YES, academic achievement – quantitative data collected via National Pupil Database/PLASC to strategic planning and policies.
	School	YES, quantitative data collected via PLASC to support head teacher and SENco (special Educational Needs Co-ordinator) to deliver pupil support and provision.	YES, quantitative data collected via STATS2/PLASC to support head teacher and SENco to deliver pupil support and provision.	YES, quantitative data collected via STATS2/PLASC to support head teacher and SENco to deliver pupil support and provision.	YES, quantitative data collected via PLASC to support head teacher and SENco to deliver pupil support and provision.	YES, academic achievement – quantitative data collected via National Pupil Database/PLASC to strategic planning and policies.

		INPUT	PROCESS OF EDUCATION			OUTCOME
		Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
						Transition – collected via transition planning process.
	Classroom	Data that captures information around classroom grouping and level of staffing is collected via PLASC.	YES, quantitative data collected via STATS2/PLASC to support head teacher and SENco to deliver pupil support and provision.	YES, quantitative data collected via STATS2/PLASC to support head teacher and SENco to deliver pupil support and provision.	YES, quantitative data collected via PLASC to support head teacher and SENco to deliver pupil support and provision.	YES, academic achievement – quantitative data collected via National Pupil Database/PLASC to strategic planning and policies. Transition – collected via transition planning process.
	Learner	YES, quantitative data collected via PLASC in relation to numbers and type of need.	YES, quantitative data collected via PLASC in relation to numbers and type of need. The ALN reform pilots are engaged in developing an individual development plan using person centred planning.	YES, quantitative data collected via PLASC in relation to numbers and type of need The ALN reform pilots are engaged in developing an individual development plan using person centred planning.	YES, quantitative data collected via PLASC in relation to numbers and type of need. The ALN reform pilots are engaged in developing the role of a future Additional Learning Needs Co-ordinator and associated qualification. Wider reform developing training packages for teachers of SEN/ALN at different stages in their career.	YES, academic achievement – quantitative data collected via National Pupil Database/PLASC to strategic planning and policies Transition – collected via transition planning process. The ALN reform pilots are engaged in testing outcome measures of progress/attainment i.e. qualitative.

Notes:

Separate information is collected and available relating to pupils from Ethnic Minority Groups as well as Roma/Gypsy traveller backgrounds.

Further information and links to the publically available information on ALN in Wales are as follows:

School Census (see Chapter 8) http://wales.gov.uk/topics/statistics/headlines/schools2010/1006291/?lang=en

Special educational needs (STATS2 LA data) http://wales.gov.uk/topics/statistics/headlines/schools2010/100616/?lang=en

Pupil attainment http://wales.gov.uk/topics/statistics/headlines/schools2010/1003301/?lang=en

Exclusions http://wales.gov.uk/topics/statistics/headlines/schools2010/100330/?lang=en

SUMMARY

NATIONAL LEVEL	INPUT	PROCESS OF EDUCATION			OUTCOME
	Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Yes	AU, BE(FL), BE(FR), CY, CZ, DK, EE, FI, FR, DE, EL, HU, IS, IE, IT, LV, LT, LU, MT, NL, NO, PL, PT, SI, ES, CH, UK(EN), UK(SC), UK(WA)	AU, BE(FL), BE(FR), CY, EE, FI, FR, DE, HU, IS, IE, IT, LV, LT, MT, NL, NO, PL, PT, SI, ES, UK(EN), UK(WA)	AU, BE(FL), BE(FR), CY, CZ, EE, FI, FR, EL, HU, MT, NO, PL, SI, CH, UK(EN), UK(WA)	BE(FL), BE(FR), CZ, EE, FI, FR, DE, EL, HU, IS, IE, IT, LT, NL, NO, SI, ES, UK(EN), UK(WA)	BE(FL), CY, DK, EE, FI, FR, DE, HU, IS, IE, LV, LT, LU, MT, NL, PL, PT, SI, CH, UK(EN), UK(SC), UK(WA)
No	SE	CZ, DK, EL, LU, SE, CH, UK(SC)	DK, DE, IS, IE, IT, LV, LT, LU, NL, PT, ES, SE, UK(SC)	AU, CY, DK, LV, LU, MT, PL, PT, SE, CH, UK(SC)	AU, BE(FR), CZ, EL, IT, NO, ES, SE
No reply	–	–	–	–	–

LOCAL/ REGIONAL LEVEL *	INPUT	PROCESS OF EDUCATION			OUTCOME
	Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Yes	AU, BE(FL), CY, CZ, DK EE, FI, FR, DE, EL, HU, IS, IE, IT, LT, LU, NO, PL, PT, SI, ES, CH, UK(EN), UK(SC), UK(WA)	AU, CY, EE, FI, FR, DE, HU, IE, IT, LV, LT, PL, PT, SI, ES, UK(EN), UK(WA)	AU, CY, CZ, EE, FI, FR, HU, IS, PL, SI, CH, UK(WA)	CY, CZ, EE, FI, FR, IS, IT, LT, NO, SI, ES, UK(WA)	BE(FL), CY, DK EE, FI, FR, DE, IE, LT, LU, PL, PT, SI, UK(EN), UK(SC), UK(WA)
No	LV, NL, SE	BE(FL), CZ, EL, LU, NL, SE, CH, UK(SC)	BE(FL), DE, EL, IE, IT, LV, LT, LU, NL, ES, PT, SE, UK(EN), UK(SC)	AU, BE(FL), DE, EL, HU, IE, LV, LU, NL, PL, PT, SE, CH, UK(EN), UK(SC)	AU, CZ, EL, HU, IT, LV, NL, NO, ES, SE, CH
No reply	–	DK, IS, NO	DK, NO	DK	IS

SCHOOL LEVEL	INPUT	PROCESS OF EDUCATION			OUTCOME
	Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Yes	BE(FL), CY, CZ, DK EE, FI, FR, DE, EL, HU, IS, IE, IT, LV, LT, LU, MT, NL, NO, PL, PT, SI, ES, SE, CH, UK(EN), UK(SC), UK(WA)	BE(FL), CY, FI, FR, DE, HU, IE, LV, LT, MT, NL, PL, PT, SI, UK(SC), UK(WA)	BE(FL), CY, CZ, EE, FI, FR, HU, IS, LV, LT, PL, PT, SI, CH, UK(SC), UK(WA)	BE(FL), CY, CZ, FI, FR, HU, IS, IE, LT, NL, NO, SI, PL, PT, UK(SC), UK(WA)	BE(FL), CY, DK EE, FI, FR, DE, HU, IS, IE, LV, LT, LU, MT, NL, PL, SI, UK(EN), UK(SC), UK(WA)
No	AU	AU, CZ, EE, EL, IT, LU, ES, SE, CH, UK(EN)	AU, DE, EL, IE, IT, LU, MT, NL, ES, SE, UK(EN)	AU, EE, DE, EL, IT, LV, LU, MT, ES, SE, CH, UK(EN)	AU, CZ, EL, IT, NO, PT, ES, SE, CH
No reply	–	DK, IS, NO	DK, NO	DK	–

CLASSROOM LEVEL	INPUT	PROCESS OF EDUCATION			OUTCOME
	Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Yes	CY, CZ, EE, FR, HU, IS, IE, IT, LT, LU, MT, NO, PL, PT, SI, CH, UK(WA)	CY, FR, HU, LT, MT, PL, SI, UK(WA)	CY, CZ, EE, DE, FR, HU, LT, MT, PL, SI, CH, UK(WA)	CY, FR, HU, IS, LT, MT, NO, PL, SI, UK(WA)	CY, FR, HU, IS, IE, LU, MT, PL, SI, UK(WA)
No	AU, BE(FL), DE, FI, LV, ES, SE, NL, NO, UK(EN), UK(SC)	AU, BE(FL), CZ, EE, FI, DE, EL, IE, IT, LV, LU, NL, PT, ES, SE, CH, UK(EN), UK(SC)	AU, BE(FL), FI, EL, IS, IE, IT, LV, LU, NL, PT, ES, SE, UK(EN) , UK(SC)	AU, BE(FL), CZ, EE, FI, DE, EL, IE, IT, LV, LU, NL, PT, ES, SE, CH, UK(EN), UK(SC)	AU, BE(FL), CZ, EE, FI, DE, EL, IT, LV, LT, NL, NO, PT, ES, SE, CH, UK(EN), UK(SC)
No reply	DK, EL	DK, IS, NO	DK, NO	DK	DK

LEARNER LEVEL	INPUT	PROCESS OF EDUCATION			OUTCOME
	Admission	Assessing	Planning	Teaching	Attainment, Transition, Destination
Yes	BE(FL), CY, CZ, DK, EE, FR, DE, HU, IE, IT, LT LU, MT, PL, PT, SI, CH, UK(EN), UK(SC), UK(WA)	BE(FL), CY, EE, FR, DE, HU, IE, LT, MT, PL, SI, UK(EN), UK(SC), UK(WA)	BE(FL), CY, CZ, EE, FI, FR, HU, IS, MT, NL, PL, SI, CH, UK(SC), UK(WA)	CY, EE, FR, HU, MT, NO, SI, UK(EN), UK(SC), UK(WA)	BE(FL), CY, DK EE, FR, DE, HU, IS, IE, LU, MT, NL, PL, SI, UK(SC), UK(WA)
No	AU, FI, IS, LV, NL, NO, ES, SE	AU, CZ, FI, EL, IT, LV, LU, NL, PT, ES, SE, CH	AU, DE, EL, IE, IT, LT, LV, LU, PT, ES, SE, UK(EN)	AU, BE(FL), CZ, FI, DE, EL, IE, IS, IT, LT, LV, LU, NL , PL, PT, ES, SE, CH	AU, CZ, FI, EL, IT, LV, LT, NO, PT, ES, CH, SE, UK(EN)
No reply	EL	DK, IS, NO	DK, NO	DK	–

Note: * MT = Not applicable

Within the MIPIE project work, the nominated country data collection experts were asked to complete a data collection table (based on the Agency Indicators phase two project work: Participation in Inclusive Education – A Framework for Developing Indicators (2011)) in relation to their national level work.

Tables were completed by: Austria, Belgium (Flemish and French speaking communities), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland and the United Kingdom (England, Scotland and Wales).

This document presents the complete information submitted by countries, presented in country alphabetical order. The final section presents a short summary of replies, indicating if countries do or do not collect certain types of data only.

Analysis and discussion of the descriptive country information provided in this document is provided in the final project report available from: http://www.european-agency.org/agency-projects/mipie