

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Belgium (Flemish Community) 2014/2015 data
background information**



BACKGROUND INFORMATION

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

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

Pupils' legal entitlements under what legislation

Pupils with an official decision of SEN are entitled to follow the common curriculum in integrated education in mainstream schools (*geïntegreerd onderwijs* – GON) or an individual adapted curriculum in mainstream or in special schools (*buitengewoon onderwijs*), according to the Decree on Primary Education of 25 February 1997 and the Codex on Secondary Education of 17 December 2010.

How additional support is understood within the country context

It consists of additional teaching hours, therapy, additional budget, free transport to special schools, and special educational and technical aids.

The criteria for an official decision are

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

The Flemish Parliament Act of 21 March 2014 regarding measures for pupils with special educational needs (the M-Flemish Parliament Act) contains a number of provisions that support the transition from the medical to a social model of disability:

- The inclusion of a definition of 'pupils with special educational needs', which is based on the social model and the framework of the International Classification of Functioning, Disability and Health. Pupils with special educational needs are those with long-term, major participation problems owing to the combination of one or more functional impairments at the intellectual, psychological, physical or sensory level, restrictions in the performance of activities, and personal and external factors.
- Identification of these pupils will not just devote attention to their limitations, but rather will focus on analysing their educational and support requirements and the effectiveness of the measures already taken in the mainstream school. It involves the following elements:
 - Whether the different stages of the care continuum for the pupil concerned were completed
 - That, after a process of action-oriented co-operation involving the pupil and their parents, it is concluded that the accommodation – including remediation,



differentiation, compensation and dispensation measures required to keep the pupil within the common curriculum – is either disproportionate or insufficient

- That the pupil's educational needs were described through applying a classification system which is scientifically underpinned and based on an interactional vision and a social model of disability (i.e. International Classification of Functioning, Disability and Health)
- That the educational needs cannot just be attributed to the pupil's socio-economic status
- Which type applies to the pupil. For a number of types, this is still based on medical criteria, among other things, depending on a differentiated support system and financing mechanisms.

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

Pupil Guidance Centres (*centra voor leerlingenbegeleiding* – CLB) are responsible for identifying pupils with special educational needs. The disciplines in a pupil guidance centre are: physician, paramedic worker, social worker, psycho-educational counsellor, psycho-educational worker, director, and administrative worker.

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

This is the statement for integrated or special education.

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

For the 'basic support' type (which replaces type 1 for pupils with mild intellectual disability and type 8 for pupils with learning difficulties), an evaluation every two years is obligatory.

Review is also obligatory in cases of change of level of education and changes in type of special education.

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

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

Details on what the country proxy is

Limited support implies that pupils are enrolled in a class with their peers for more than 80% of the time.

Why this proxy was used

No other data or information is available.



Difficulties in using any proxy

Verification of the 80% participation rate is not necessary.

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

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

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

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

Pupils enrolled in home education are defined as out of formal education (home education is classified as non-formal education).

Provision of data on private sector education

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

Private sector education in the country

Private sector education is defined according to the international definitions, i.e. government-dependent private education and independent private education. The government-dependent private education covers the schools organised by a private person or private organisation (*gesubsidieerd vrij onderwijs*). The governing body is often a non-profit organisation (*vzw*). Independent private education encompasses schools which are not financed or subsidised by the Flemish government. This type of education covers, for example, the European Schools.



Pupil population counted for each relevant question

The data for government-dependent private education is taken into account in all the tables. The data for these schools is available at the Ministry. The data for independent private education is not included.

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

Data on independent private education should be reported in the UNESCO-UIS/OECD/Eurostat (UOE) data collection. At the moment, only limited information is available on the number of the pupils enrolled in the European Schools in Belgium. Detailed information is not available (age breakdowns, for example). Due to this, the data is currently not reported in the UOE data collection. To maintain coherence with the UOE data collection, these pupils are not reported in the EASIE data collection.

Pupil age ranges

Usual pupil age ranges in the country at ISCED level 1: 6 to 11

Usual pupil age ranges in the country at ISCED level 2: 12 to 13