

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Estonia 2012/2013 and 2014/2015 data  
background information**



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## BACKGROUND INFORMATION

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

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

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

The Estonian Government Law on Basic Education and Upper-Secondary Education.

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

Additional support means that there is a need to make changes or adjustments in the subject matter, study process, duration, workload or study environment (e.g. teaching materials; school rooms; language of communication, including sign language or other alternative means of communication; support staff; teachers who have received special training), in the expected learning outcomes or in the work plan a teacher draws up for working with a class.

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

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

It involves the following stages:

1. Pedagogical-psychological assessment at school level
2. Additional external medical, psychological or psychiatric assessment
3. Regional counselling committee assesses special educational needs and recommends special education provision.

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

The counselling committee has no less than five members. The counselling committee is required to include a special education teacher, a speech therapist, a school psychologist, a social worker and a representative from the county or city government. Where necessary, the counselling committee may involve other experts in its work.

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

The Act of the Minister of Education and Research describes the support measures the pupil is eligible to receive. Schools must implement these requirements.



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

At the end of the period of applying the measures (or at least once per year), the special educational needs co-ordinator assesses the effectiveness of the measures, in co-operation with teachers and support specialists, and makes proposals to the parents and, where necessary, to the school principal for further activities. These could be termination of the measures, continuation of the measures in the same or an improved manner, replacement of a measure or the addition of another measure, or conducting further investigations.

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

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*Actual data is available to verify the 80% benchmark.*

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

The regional counselling committee determines the number of pupils who have an official decision of SEN. Additional pedagogical support is usually provided for four to eight hours per week individually or in groups.

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

This data is available from the Estonian Education Information System.

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

It is not possible to count exactly how many hours of additional pedagogical support have been implemented.

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

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

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



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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)**

Out of education pupils refers to mandatory school-age pupils who live in Estonia, but have not enrolled in any school. The rural municipality or city government keeps records on those who are obliged to attend school. Once per academic year, the data from the Estonian Education Information System is compared with that of the Estonian population register on persons who are obliged to attend school and whose place of residence is in the administrative territory of the rural municipality or city. This is in order to register the obligation to attend school. It is usually found that these pupils have moved abroad.

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

Formal education in Estonia is defined according to the same principles as the ISCED 2011 definition.

Non-formal education consists of organised study with certain study programmes and is usually provided by adult education institutions or professional associations.

Informal education is study resulting from daily activities at work or during spare time which is not structured with study goals or study periods and is not certified.

Home-educated pupils are considered as being in formal education.

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

Formal education is always provided by educational institutions. There is no data from non-educational sectors.

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

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

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

Private schools that are registered as formal educational institutions provide private education. These institutions must follow education laws and acts approved by the government or minister.

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

It includes non-government organisations and private companies.

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

Data on private education has been included, according to the same principles as the other data.



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## **Pupil age ranges**

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

Usual pupil age ranges in the country at ISCED level 2: 13 to 15