

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

**Luxembourg 2012/2013 and 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

- Law of 14 March 1973 on the establishment of differentiated education institutes and services
- Law of 28 June 1994 amending and supplementing (a) the amended Law of 10 August 1912 concerning the organisation of primary education, (b) the amended Law of 14 March 1973 on the establishment of differentiated education institutes and services; for the participation of children with a disability in mainstream education and their school integration
- Law of 15 July 2011 relating to access to educational and professional qualifications for pupils with special educational needs.

How additional support is understood within the country context

Additional support consists of special classes adapted to children with a physical or intellectual disability that prevents them from attending mainstream schools (differentiated education, logopaedic centre and institute for blind children). It also includes special support offered to children with disabilities in mainstream schools, organised by the school itself (in-class assistance).

The criteria for an official decision are:

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

With the approval of the Ministry of Education, the National Medical-Psycho-Pedagogical Committee and the School Committee, the Municipal Council can decide that a child needs additional support.

The Reasonable Accommodation Committee can also provide additional support to a child.

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

The National Medical-Psycho-Pedagogical Committee consists of:

- the differentiated education director
- the principal inspector for primary education



- a public health doctor-inspector
- the director of the logopaedic service
- a representative from the Ministry of the Family
- a neuropsychiatrist
- a paediatrician
- a psychologist
- a social worker
- a differentiated education class teacher.

The Reasonable Accommodation Committee consists of:

- the director of the Centre for Educational Psychology and Guidance, who chairs the Committee
- a secondary school principal
- a general secondary education teacher
- a technical secondary education teacher
- a representative from the Differentiated Education Service
- a psychologist from the Educational Psychology and Guidance Service
- a member of the Higher Council for People with Disabilities.

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

- Law of 14 March 1973 on the establishment of differentiated education institutes and services
- Law of 28 June 1994 amending and supplementing (a) the amended Law of 10 August 1912 concerning the organisation of primary education, (b) the amended Law of 14 March 1973 on the establishment of differentiated education institutes and services; for the participation of children with a disability in mainstream education and their school integration
- Law of 15 July 2011 relating to access to educational and professional qualifications for pupils with special educational needs.

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

The person responsible for a child placed in differentiated education may, at least two months before the start of the school year, ask the National Medical-Psycho-Pedagogical Committee to place the child back in the mainstream system. The Committee issues a recommendation and the Minister takes the final decision.



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:

There is no 80% benchmark: there is either 100% inclusion or 100% segregation.

Why this proxy was used:

As above.

Difficulties in using any proxy:

As above.

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):

No children are considered out of education in Luxembourg, as school attendance is mandatory until the age of 16.

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

No children are considered as being in non-formal or informal education in Luxembourg.



Provision of data on private sector education

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

Private sector education in the country:

The private sector comprises schools that are not run by the government.

Pupil population counted for each relevant question:

Pupils in private schools were counted when calculating the total number of pupils, but there is no information regarding pupils with SEN in the private sector.

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

There is no information regarding pupils with SEN in the private sector.

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 14