

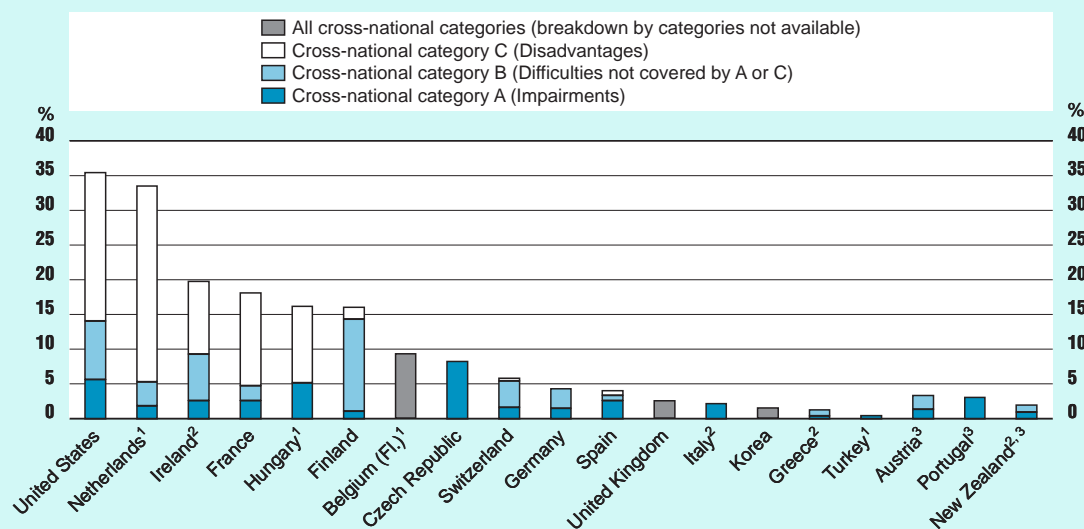
# STUDENTS RECEIVING ADDITIONAL RESOURCES TO ACCESS THE CURRICULUM

(Disabilities, learning or behaviour difficulties and social disadvantages)

- Different countries identify very different proportions of students as being in need of additional support. The proportion of these students receiving additional resources ranges from 35 per cent of all students in primary and lower secondary education to less than 1 per cent.
- Students with disabilities (as included in cross-national category A) will, in some countries, be educated in segregated special schools while in others they will be in regular schools. Such differences reveal potential inequities between countries' provision and will give all students very different educational and socialising experiences.
- In almost all countries substantially more males than females are receiving additional resources.

C6

Chart C6.1. **Students receiving additional resources to access the curriculum (1996)**  
As a percentage of all students in primary and lower secondary education,  
by cross-national categories – based on head counts



1. Coverage different for primary and lower secondary education.

2. Public institutions only.

3. Cross-national category C not available. Cross-national category B not available for Portugal.

Countries are ranked in descending order of the percentage of students receiving additional resources. Countries with partially missing data are placed at the right.

Source: OECD.

*This indicator compares the proportions of students who are provided with additional resources in order to help them access the curriculum.*

## POLICY CONTEXT

Students with disabilities, learning, behavioural or emotional difficulties and those from disadvantaged backgrounds often receive additional support in school to enable them to make satisfactory progress. Many continue to be educated in special schools, but increasingly they are included in mainstream education.

The orientation of educational policies towards lifelong learning and equity has particular significance for these students since they face the greatest risk of exclusion, not only from regular school classes but also from the labour market and in life generally. Monitoring the educational provision which is made for these students is of great importance especially given the substantial extra resources which may be involved.

Many countries have positive policies towards equitable provision for them, in particular for the inclusion of those with disabilities into society. However, legislative frameworks, traditional attitudes, teacher training, segregated systems and categorical descriptions (such as disability categories) among other factors may militate against inclusion and even favour exclusion. Gender issues including the differential success of males and females in the regular education system, are of growing interest in many countries.

To deliver education for these students, most countries make additional resources available for schools. These usually take the form of extra teaching staff or assistants and other services, such as speech and language therapists and physiotherapists, alongside physical adaptations to buildings and equipment. Countries vary substantially in both the extent of these services and the location where they are delivered (special schools, special classes in regular schools, regular classes in regular schools and other locations).

## EVIDENCE AND EXPLANATIONS

### *Proportion of students considered to be receiving additional resources*

The possibility of making international comparisons of the numbers and proportions of students who have difficulty in accessing the curriculum because of disability, learning or behavioural difficulties and disadvantages has previously been hindered by a lack of agreement on definitions. Approaches based on counting the numbers of students in special schools, or on models of handicap based on medical categories, do not reflect the reality in many countries of increasing inclusion of students with disabilities in mainstream education, and of an appreciation that such medical models are of limited value in planning educational provision to meet the needs of students.

*A tri-partite international taxonomy classifies those receiving additional resources in an internationally consistent way.*

This indicator takes a different approach, by using data based on the additional resources made available to support students to access the curriculum, whatever the cause of the difficulty may be. Student numbers are thus identified for the purposes of comparison in terms of the additional public and/or private resources allocated to ensuring access. Nevertheless, it remains important to remember that this approach is still being developed.

To provide a basis for comparisons, countries have now located their own national categories used to identify students with disabilities, learning difficulties and disadvantages within a simple, tri-partite international taxonomy. Category A in this taxonomy corresponds broadly to needs arising from impairing conditions; category B includes those experiencing learning or behaviour difficulties for no clear reason and category C covers students from disadvantaged backgrounds (see definitions below). The different frameworks that countries bring to bear in providing for these students were presented in Indicator C6 of *Education at a Glance* 1998. The analysis reveals that some countries include only students with medical disabilities, or category A students, in their national categories (*e.g.*, the Czech Republic, Italy) while Turkey and Spain include gifted and talented and yet others include those who are disadvantaged in various ways (*e.g.* Switzerland).

Different countries identify very different proportions of students in categories A, B, and C as being in need of additional support even though some of the variation may be due to some differences in the way the categories are interpreted. Chart C6.1 show the substantial differences between countries in terms of the proportion of students identified as receiving additional resources to help them access the curriculum. The proportion of students receiving additional resources ranges from 35 per cent of all students in primary and lower secondary education to less than 1 per cent. Where possible data are shown for cross-national categories A, B and C separately as proportions of all students in primary and lower secondary education. In countries with high proportions of students receiving additional resources, most of them are classified in cross-national category C. *Education at a Glance* 1998 (Table C6.5) provided a proxy of the extent of the additional resources provided through improved student to teacher ratios. For category A students, ratios ranged from 2.3 to 8.6 for students in special schools and 1.7 to 10.7 in special classes in regular schools. These figures may be contrasted with ratios in regular classes ranging from 9.5 to 27.9. Thus it is clear that the additional resources provided may be substantial and act as a positive discrimination for students with the greatest difficulties.

### *Location of students with disabilities, learning, behavioural or emotional difficulties, and disadvantages*

There is particular policy interest in the place or location of the education of students with disabilities. Chart C6.2 shows where these students (classified as cross-national category A) are being educated, which may be in either special schools, special classes or regular classes. The differences are particularly striking with some countries having virtually no disabled students in special schools (*e.g.* Italy) while some others have over two-thirds in special schools (*e.g.* Finland, France, Greece, and the Netherlands). Debate continues over the desirability or otherwise of including category A students in regular schools, and this indicator responds to the need to monitor the changing situation.

The distribution of students receiving additional resources by location differs by categories. Table C6.3 reveals the distribution of students by location broken down by cross-national categories A, B and C.

Table C6.4 summarises data on special schools. Chart C6.3, shows the number of special schools per 100 000 of the total primary and lower secondary school population and reveals large variations between countries (*e.g.* 1.6 in Italy versus 72.4 in the Czech Republic).

*Category A corresponds broadly to needs arising from impairing conditions; category B includes those experiencing difficulties in learning for no clear reason and category C covers students from disadvantaged backgrounds.*

*The proportion of students receiving additional resources ranges from 35 per cent of all students in primary and lower secondary education to less than 1 per cent.*



*There are striking differences between countries in terms of where disabled students in category A are educated, which may be in either special schools, special classes or regular classes.*

Chart C6.2. Distribution of students in cross-national category A (impairments), by location (1996)

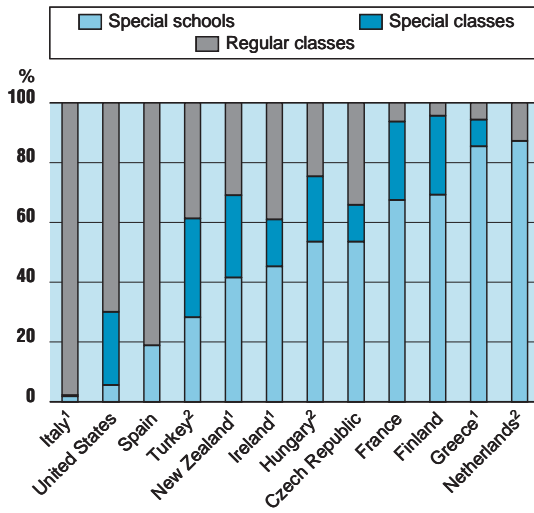


Chart C6.3. Number of special schools per 100 000 of total primary and lower secondary school population (1996)

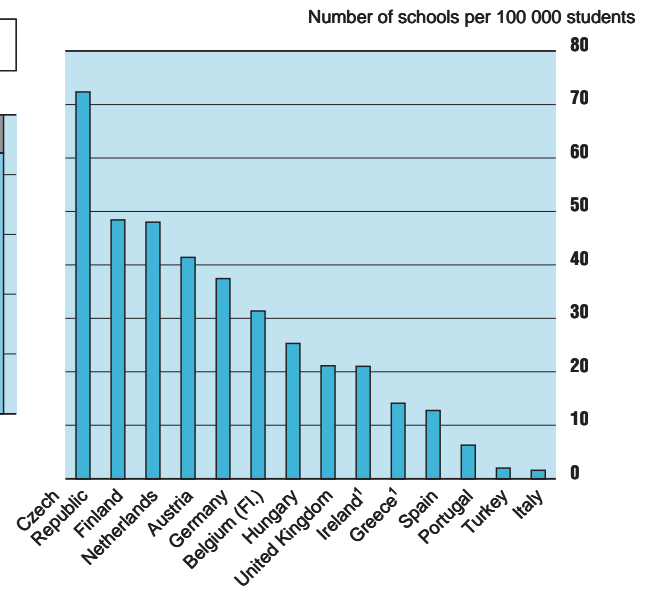
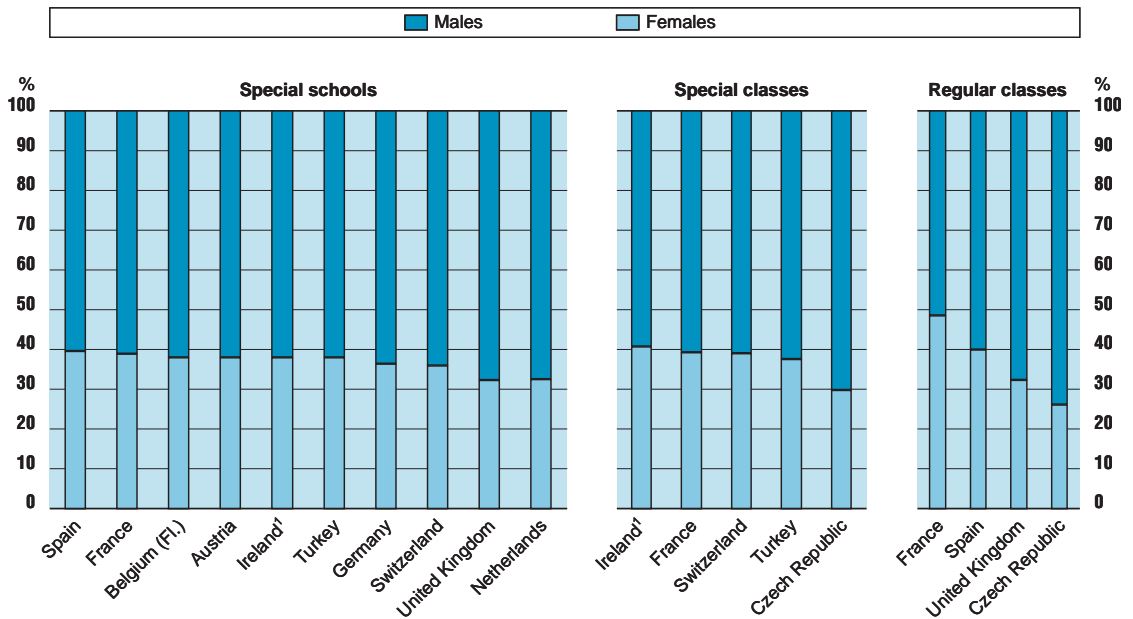


Chart C6.4. Proportions of students receiving additional resources in different locations, by gender (1996)



1. Public institutions only.  
 2. Coverage different for primary and lower secondary education.  
 Source: OECD.

### Gender differences

Chart C6.4 shows the proportions of male and female students who are receiving additional resources to help them access the curriculum in special schools, special classes and regular classes. Two points are especially noteworthy. First, in all countries where data are available, the proportion of males exceeds the proportion of females. In special schools and special classes males comprise between 60 to 70 per cent, although there is more variability in regular classes. For instance, in France, the number of males and females is almost equal which may be contrasted with the Czech Republic where nearly 74 per cent are males (see Table C6.5).

*In all countries where data are available the proportion of males exceeds the proportion of females.*

### DEFINITIONS

Students with disabilities, learning or behaviour difficulties and disadvantages are identified through the additional public and/or private resources provided to support their education. “Additional resources” are those made available over and above the resources generally available for students who have no difficulties in accessing the regular curriculum. Resources can be of many different kinds. Examples are: personnel resources (more favourable teacher student ratio, additional teachers), material resources (aids or supports (*e.g.* hearing aid), adaptations to classrooms, specialised teaching materials), and financial resources.

*Data are from a special OECD survey on students receiving additional resources to access the curriculum, which was undertaken between 1998 and 1999.*

C6

Figures based on national categories covering students with disabilities, learning difficulties and disadvantages, as used by countries, have been aggregated into cross-national categories A, B and C.

- Category A refers to educational needs of students where there is substantial normative agreement – such as blind and partially sighted, deaf and partially hearing, severe and profound mental handicap, multiple handicaps.
- Category B refers to educational needs of students who have difficulties in learning which do not appear to be directly or primarily attributable to factors which would lead to categorisation as A or C.
- Category C refers to educational needs of students which are considered to arise primarily from socio-economic, cultural and/or linguistic factors.

Special schools are defined as segregated settings, separately administered from regular or mainstream schools. Special classes are classes or units attached to regular schools.

The percentage of students in need of additional resources in Table C6.1 is calculated by dividing the number of such students by the total number of students in primary and lower secondary education (times 100). In anomalous cases, *e.g.* where some students in primary and lower secondary education are excluded, or where students from pre-primary or upper secondary education are included, the data used to calculate the percentages are appropriately adjusted. The figures for students in need of extra support are based on full-time study.

Data refer to the school year 1995/96. With the exception of Finland where the data cover 1994/95, France 1994 to 1998, and Belgium (Flemish Community), Italy, the Netherlands, Spain and Switzerland where data cover 1996/97. The figures are based on both public and private institutions, unless otherwise indicated (see Annex 3).

Table C.6.1. **Number of students in cross-national categories A, B and C receiving additional resources as a percentage of all students in primary and lower secondary education and of all students receiving additional resources**

Based on head counts (1996)

	As a percentage of all students in primary and lower secondary education				As a percentage of all students receiving additional resources			
	Total % of all students	Cross-national category A	Cross-national category B	Cross-national category C	Total number of resourced students	Cross-national category A	Cross-national category B	Cross-national category C
Austria	m	1.33	2.01	m	25 592	39.8	60.2	m
Belgium (Fl.) <sup>1, 2</sup>	9.32	x	x	x	82 024	m	m	m
Czech Republic	8.20	8.20	a	a	88 884	100.0	m	m
Finland <sup>2</sup>	16.00	1.04	13.26	1.70	93 985	6.5	82.8	10.6
France <sup>1, 2, 3</sup>	18.07	2.53	2.14	13.40	1 358 577	14.0	11.8	74.2
Germany	4.31	1.45	2.86	a	391 118	33.6	66.4	a
Greece <sup>4</sup>	1.23	0.37	0.86	a	12 776	30.0	70.0	a
Hungary <sup>1</sup>	16.19	5.10	a	11.08	173 312	31.5	a	68.5
Ireland <sup>3, 4</sup>	19.72	2.57	6.68	10.48	111 979	13.0	33.9	70.1
Italy <sup>2, 4</sup>	2.13	2.13	a	a	93 511	100.0	a	a
Korea <sup>3</sup>	1.50	x	x	x	92 895	m	m	m
Netherlands <sup>1, 2, 3</sup>	33.53	1.77	3.49	28.27	796 761	5.3	10.4	84.3
New Zealand <sup>3, 4</sup>	1.95	0.90	1.05	m	10 683	46.1	53.9	m
Portugal	m	3.01	m	m	40 317	100.0	m	m
Spain <sup>2</sup>	4.03	2.56	0.74	0.73	154 375	63.5	18.4	18.1
Switzerland <sup>2</sup>	5.80	1.62	3.76	0.42	44 874	28.0	64.8	7.2
Turkey <sup>1</sup>	0.41	0.41	a	a	26 535	100.0	a	a
United Kingdom	2.56	x	x	x	172 154	m	m	m
United States <sup>3</sup>	35.5	5.62	8.43	21.4	12 740 790	15.8	23.7	60.3

1. Coverage different for primary and lower secondary education.

2. Year of reference different from 1996.

3. Some figures are estimates.

4. Public institutions only.

Source: OECD Education Database. See Annex 3 for notes.

Table C.6.2. Numbers of students receiving additional resources as a percentage of all students in primary and lower secondary education and percentage of students in cross-national category A by location (1996)

	Students receiving additional resources as a percentage of all students in primary and lower secondary education			Distribution of students in cross-national category A by location		
	Students in special schools	Students in special classes	Students in regular classes	Students in special schools	Students in special classes	Students in regular classes
Austria	2.05	m	m	67.45	3.15	29.40
Belgium (Fl.) <sup>1, 2</sup>	4.44	0.09	4.79	m	a	m
Czech Republic	4.38	1.00	2.81	53.49	12.26	34.25
Finland <sup>2</sup>	1.93	1.05	13.02	69.20	26.45	4.35
France <sup>1, 2, 3</sup>	3.19	1.35	14.44	67.46	26.30	6.24
Germany	4.31	x	m	m	x	m
Greece <sup>4</sup>	0.32	0.89	0.02	85.37	8.93	5.69
Hungary <sup>1</sup>	2.73	1.12	12.34	53.47	21.87	24.66
Ireland <sup>3, 4</sup>	1.33	0.40	17.99	45.19	15.70	39.16
Italy <sup>2, 4</sup>	0.04	n	2.08	1.86	0.19	97.95
Korea <sup>3</sup>	0.34	0.42	0.74	m	m	m
Netherlands <sup>1, 2, 3</sup>	5.03	2.53	25.98	87.20	a	12.80
New Zealand <sup>3, 4</sup>	0.43	m	m	42.97	26.84	30.19
Portugal	0.56	m	m	18.72	3.01	78.27
Spain <sup>2</sup>	0.48	x	3.55	18.83	x	81.17
Switzerland <sup>2</sup>	1.62	4.17	m	m	m	m
Turkey <sup>1</sup>	0.12	0.14	0.16	28.28	32.91	38.81
United Kingdom	1.08	x	1.47	a	a	a
United States <sup>3</sup>	m	m	m	5.52	24.52	69.97

1. Coverage different for primary and lower secondary education.

2. Year of reference different from 1996.

3. Some figures are estimates.

4. Public institutions only.

Source: OECD Education Database. See Annex 3 for notes.

Table C6.3. Percentage distribution of students receiving additional resources between cross-national categories A, B and C, by location (1996)

	Special schools			Special classes in regular schools			Regular classes in regular schools		
	Cross-national category A	Cross-national category B	Cross-national category C	Cross-national category A	Cross-national category B	Cross-national category C	Cross-national category A	Cross-national category B	Cross-national category C
Austria	43.8	56.2	n	m	m	m	m	m	m
Czech Republic	100.0	a	a	100.0	a	a	100.0	a	a
Finland <sup>1</sup>	37.3	62.7	n	26.3	73.7	n	0.3	86.6	13.1
France <sup>1, 2, 3</sup>	53.5	46.5	a	47.9	47.0	5.0	1.1	a	98.9
Germany	33.6	66.4	a	x	x	x	m	m	m
Greece <sup>4</sup>	99.8	0.2	n	3.7	96.3	a	100.0	n	n
Hungary <sup>2</sup>	100.0	n	n	100.0	n	n	10.2	n	89.8
Ireland <sup>3, 4</sup>	87.5	6.4	6.1	100.0	n	n	5.6	36.6	76.4
Italy <sup>1, 4</sup>	100.0	a	a	100.0	a	a	100.0	a	a
Korea <sup>3</sup>	96.7	n	3.3	m	m	m	m	m	m
Netherlands <sup>1, 2, 3</sup>	30.6	69.4	a	a	100.0	a	0.9	a	99.1
New Zealand <sup>3, 4</sup>	89.3	10.7	n	m	m	m	m	m	m
Portugal	100.0	n	n	m	m	m	m	m	m
Spain <sup>1</sup>	100.0	a	a	100.0	a	a	58.5	20.9	20.5
Switzerland <sup>1</sup>	100.0	n	n	n	90.0	10.0	n	m	m
Turkey <sup>2</sup>	100.0	n	a	100.0	n	a	100.0	a	a

1. Year of reference different from 1996.

2. Coverage different for primary and lower secondary education.

3. Some figures are estimates.

4. Public institutions only.

Source: OECD Education Database. See Annex 3 for notes.

**Table C6.4. Number of special schools, number relative to the total school population, their average size and the percentage of private special schools (1996)**

	Number of special schools	Number of special schools per 100 000 primary and lower secondary students	Average size of special school	Percentage of private special schools
Austria	317	41.4	49.4	3.8
Belgium (Fl.) <sup>1, 2</sup>	313	31.4	124.9	65.8
Czech Republic	785	72.4	60.6	6.5
Finland	285	48.4	39.6	1.4
Germany	3 397	37.4	115.1	15.7
Greece <sup>1, 3</sup>	147	14.1	21.9	m
Hungary	271	25.3	107.8	1.1
Ireland	119	21.0	63.3	a
Italy <sup>2</sup>	71	1.6	24.5	0.3
Netherlands <sup>2</sup>	946	48.0	m	m
Portugal <sup>1, 4</sup>	85	6.3	88.8	m
Spain <sup>2</sup>	491	12.8	37.6	59.1
Turkey <sup>1</sup>	128	2.0	58.6	4.7
United Kingdom	1 565	21.1	73.1	7.0

1. Coverage different for primary and lower secondary education.

2. Year of reference different from 1996.

3. Public institutions only.

4. Some figures are estimates.

Source: OECD Education Database. See Annex 3 for notes.

**Table C6.5. Number of students receiving additional resources in different locations (special schools, special classes in regular schools, regular classes in regular schools) by gender (1996)**

	Special schools			Special classes			Regular classes	
	Males	Females		Males	Females		Males	Females
Austria	62.1	37.9						
Belgium (Fl.) <sup>1, 2</sup>	62.0	38.0	Czech Republic	70.2	29.8	Czech Republic	73.9	26.1
France <sup>1, 2</sup>	61.3	38.7	France <sup>2, 4</sup>	60.8	39.2	France <sup>2, 4</sup>	51.6	48.4
Germany	63.6	36.4	Ireland <sup>3</sup>	59.4	40.6	Spain <sup>2</sup>	60.2	39.8
Ireland <sup>3</sup>	62.1	37.9	Switzerland <sup>2</sup>	61.1	38.9	United Kingdom	67.8	32.2
Netherlands <sup>2, 4</sup>	67.6	32.4	Turkey	62.5	37.5			
Spain <sup>2</sup>	60.6	39.4						
Switzerland <sup>2</sup>	64.2	35.8						
Turkey	62.1	37.9						
United Kingdom	67.8	32.2						

1. Coverage different for primary and lower secondary education.

2. Year of reference different from 1996.

3. Public institutions only.

4. Some figures are estimates.

Source: OECD Education Database. See Annex 3 for notes.