

Students Receiving Additional Resources to Access the Curriculum

*(Disabilities, Learning or Behaviour Difficulties,
and Social Disadvantages)*

**Instruction Manual
for Completing the Electronic Questionnaire**

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Centre for Educational Research and Innovation

CERI 

Centre pour la recherche et l'innovation dans l'enseignement

THE ELECTRONIC QUESTIONNAIRE

This document contains information on how to use the electronic questionnaire developed for gathering data for the UNESCO/OECD/EUROSTAT study on special educational needs provision for students with disabilities, learning or behaviour difficulties and disadvantages.

The electronic questionnaire is contained on a diskette, enclosed with this instruction manual. It consists of a set of data tables asking for both qualitative and quantitative information about national educational systems in relation to special educational needs provision for students with disabilities, learning or behaviour difficulties and disadvantages.

It is designed so that the data requested are almost exclusively based on those already collected for other purposes, although not necessarily currently collated nationally.

It replaces the earlier pencil and paper version.

Users

The electronic questionnaire is addressed to persons familiar with the organisation of special educational needs and to those involved in the compilation of national educational statistics in each Member country.

These instructions have been prepared for those of you who have already had experience of using the paper version of the questionnaire as well as for first time users. For those who have already completed the paper version you will see that the diskette has been customised for you and already contains some data.

This document has been written by Colin Robson, project consultant, in close collaboration with Peter Evans and Marcella Deluca of the CERI Secretariat and representatives of Member countries. It is based on the document: "Data Collection on Education Systems - Definitions, Explanations, and Instructions, UOE Data Collection Tables".

Please read the instruction manual carefully.

The secretariat is available to answer any questions you may have.

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Many thanks for your help and good luck!

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CHAPTER 1 A BRIEF OVERVIEW OF THE CONTENTS OF THE DISKETTE

When you load the enclosed diskette on to your computer system you will see that it contains nine files as follows:

annotation.xls

definitions.xls

qualitative.xls

table0.xls

table1.xls

table2.xls

table3.xls

table4.xls

table6.xls

Please note there is no table5.xls.

We advise you to copy them onto your hard disk in a new directory.

These are all EXCEL files and to be able to use them you will need to select EXCEL.

annotations.xls - contains sheets on which you may write, if need be, annotations that qualify the data you are supplying. You will see later that you can also do this by using the 'COMMENT' feature of EXCEL. The annotation sheets, in comparison to the 'COMMENT' feature, allow you to make more extensive remarks if this is needed.

definitions.xls – asks you to provide definitions of the categories of special educational needs (including disabilities, learning or behaviour difficulties, and social disadvantages) in use in your country. You will find a full discussion about what is meant by special educational needs in chapters 3 and 4. Please note that even if you have already provided definitions in the earlier paper version of the questionnaire we would like you to give them again here, paying special attention to their completeness.

qualitative.xls – contains questions asking for qualitative information.

table0.xls – asks for information on categories of students with special educational needs and their classification into cross-national categories A, B or C and whether they fall into the resources definition of special education (see chapters 3 and 4). We recommend that you open this file first and keep it open at all times, since it contains information that many of the other tables use to enable them to work.

table1.xls – asks for information on the starting and ending ages of various stages of education.

table2.xls – asks for information on students with special educational needs in special schools, on the institutions, numbers of classes and on the teaching staff.

table3.xls – asks for information on students with special needs in special classes, on the institutions, numbers of classes and on the teaching staff.

table4.xls – asks for information on students with special needs in regular classes, on the institutions and numbers of classes.

table6.xls – asks for information on all students enrolled in special educational programmes classified by age as well as on those not registered in the education system.

Completing the tables

In order to complete these tables accurately there is a need to understand the framework being used to classify your own nationally defined categories into the agreed cross-national classification system as well as to know how to use EXCEL and the coding systems for missing data.

Full information on using the electronic questionnaire is included in the following chapters.

Please note that if this is the first time that you have provided data for this study then you will have to classify your own national categories of disability, learning or behaviour difficulty or disadvantage into cross-national categories A, B and C using the resources definition. This data then needs to be entered into table0.xls. Detailed information on the resources definition and cross-national categories A, B and C are given in chapters 3 and 4. A method to help in the reclassification of national categories into cross-national categories A, B and C is given in appendix A of this document.

CHAPTER 2 BACKGROUND TO THE STUDY

The purposes of the work are:

- to establish internationally agreed and educationally relevant definitions pertaining to special educational needs.
- to collect, validate, analyse and disseminate reliable and comparable statistics.
- to develop, calculate and disseminate policy relevant education indicators in the domain of special educational needs.

The electronic questionnaire, described in this document, is designed to help fulfil the purposes of a study of special educational needs carried out by OECD/CERI under the auspices of UNESCO, the OECD and EUROSTAT¹ (UOE). The study aims to collect internationally comparable and reliable statistics on special educational needs which can be used in the development of educational indicators in this field. It falls fully under the aegis of the general UOE data collection approach and is designed to meet the needs of the new description of both education statistics in general and special education in particular as given in UNESCO (1997) and OECD (1999).

It is a development from the initial phase of this study where corresponding data were collected using a questionnaire and data collection tables which were completed manually using a paper version. Preliminary findings from that phase were incorporated into the current edition of 'Education at a Glance' (OECD, 1998); further analyses are included in the latest version of 'Education at a Glance', (see OECD, 2000). A monograph, giving a full account of the development and the results of this work to date appears in OECD (2000a).

The study is oriented towards the needs and concerns of educational planners. It uses the innovatory 'resources based' definition of special educational needs;

'Those with special educational needs are defined by the additional public and/or private resources provided to support their education'.

This definition, which was used in the initial phase, met with considerable support and has been retained here. This definition stresses the adaptations that the school system must make to meet the needs of the child rather than within-child impairments. From the point of view of the education system the key policy concerns are the relative additional effort it has to make to improve the quality and the outcomes for those with special educational needs, within a context of providing an efficient education for all children. It is these positive developments which the resource based definition seeks to highlight.

¹ EUROSTAT is the Statistical Office of the European Union.

Adoption of the resources definition forces a broad interpretation of what is meant by special educational needs. In particular it typically includes not only students with disabilities but also those with learning difficulties or from disadvantaged backgrounds.

The questionnaire has been compiled to take account of the wide variety of national systems in use which was highlighted in the initial phase. It allows for the collating of data as it is collected in different countries whether or not it falls under the resources definition and for a reclassification of this data into a simplified set of three categories which is intended to facilitate international comparisons. These categories are described in the text as **cross-national categories A, B and C** and a full description of them is given in chapter 4.

The electronic version presented here builds upon the experience gained in this initial phase. It is much less time-consuming to complete while following the same general approach of the earlier instrument.

Member countries who were involved in the earlier phase will find that substantial aspects of the questionnaire covering features of national systems which may not have changed since the initial phase (e.g. any national categories of special educational need) are pre-entered in the version of the electronic questionnaire that they receive. Such pre-entered data will, of course have to be checked, and if necessary modified if there have been relevant changes.

Member countries completing the SEN questionnaire for the first time will find a full description of the conceptual framework which has been developed in chapters 3 and 4.

The priority in the changes made to the instrument, apart from redeveloping it in the same electronic format used in the general UOE Data Collection Exercise, has been toward simplification. However, the opportunity has been taken to extend the requested coverage to include both **pre-school and upper secondary education**, since both of these phases of education are of considerable interest in relation to special educational needs provision and are necessary for providing a full picture of the education of these students. The opportunity has also been taken to consider the implications of the new ISCED approach to the classification of educational programmes (OECD, 1999).

The electronic questionnaire is designed so that the data requested are almost exclusively based on those already collected for other purposes, although not necessarily currently collated nationally. However, it may be feasible for central agencies in countries to provide different or additional breakdowns of statistics to those they currently produce. Or to augment these data with statistics normally held only at regional or even local level.

Although the thrust of this exercise is the collection of information about systems at national level, Member countries are encouraged to use the questionnaire at regional or lower levels and, whenever feasible, report back the results of such exercises in addition to the national response.

To help ensure future compatibility with the UOE exercise, definitions, explanations, and instructions relating to the coverage of the data collection tables, the statistical units for which data are collected, the classification categories that are used as breakdowns in the tables, and guidelines for the implementation of these definitions in the countries are whenever feasible based on that exercise.

Direct knowledge and experience of UOE data collection exercises will be of considerable value in completing the questionnaire. However, the instrument is designed to be free-standing and accessible to persons without such a background or the relevant UOE Handbook.

CHAPTER 3 THE RESOURCES DEFINITION

The definition is:

Those with special educational needs are defined by the additional public and/or private resources provided to support their education

Use of this definition in a consistent manner calls for agreement about the term ADDITIONAL and an appreciation of the various kinds of possible RESOURCES PROVIDED which should be considered.

'Additional resources' are those made available over and above the resources generally available to students² where no consideration is given to needs of students likely to have particular difficulties in accessing the regular curriculum.

Resources can be of many different kinds. Examples are:-

PERSONNEL RESOURCES. These include a more favourable teacher/student ratio than in a regular classroom where no allowance is being made for students with special needs; additional teachers, assistants or any other personnel (for some or all of the time); training programmes for teachers and others which equip them for work in special needs education

MATERIAL RESOURCES. These include aids or supports of various types (e.g. hearing aid); modifications or adaptations to classroom; specialised teaching materials

FINANCIAL RESOURCES. These include funding formulae which are more favourable to those with special needs (including classes where it is known or assumed that there are students with special needs); systems where money is set aside for special educational needs within the regular budget allocation; payments made in support of special needs education; and the costs of personnel and material resources

The key question is whether these resources are made available to 'support their education' and are provided when students have 'particular difficulties in accessing the regular curriculum'. Any resources which meet these criteria should be considered.

As it is possible to argue that virtually any resource could be used to 'support education' in some sense, the directness of the link to education should be taken into account.

For example:-

² The term 'student' is used throughout. It is to be regarded as synonymous with 'pupil' or '(school) child'.

- *the provision of a hearing aid for partially hearing students may be considered to be of direct relevance to their education (note that under the 'resources' type of definition the special educational need does not disappear when the aid is provided).*
- *modification of the curriculum or of its delivery could fall under the definition, if it is more resource-intensive (e.g. calls for assistance or lower student-teacher ratio) and is to support the education of students who have difficulties in accessing the regular curriculum.*
- *provision of transport to a residential facility or relatively distant school or unit, which may be a resource in excess of that provided for students with no particular difficulties in accessing the regular curriculum. This may provide direct support for the education of students required to attend the distant facility.*
- *giving food or clothing to children in poverty provides a more difficult case. It would not fall within the definition unless an integral part of an educational programme.*
- *a road-building or disease eradication programme, while it might be demonstrated to have educational consequences, would be seen as outside any reasonable interpretation of direct support to education.*

Table 0 in the questionnaire asks for details of any categories of students, which are used for data collection in your system, and which you consider to fall within the 'resources' definition. **Please note that this means that data on categories of students which receive additional resources but which are regarded as falling outside your own definition of special educational needs, must be included in the later tables.**

For example:-

- *additional resources may be provided for students from a disadvantaged background but this may not fall within the national definition of special educational needs.*
- *you may collect data on the category 'gifted children' and also provide additional resources to students so categorised but not consider this to fall within your definition of special educational needs.*
- *you may collect data on the category 'immigrant children' and also provide additional resources to students so categorised to support learning their native language, but not consider this to fall within your definition of special educational needs .*

In each of these examples it is of course possible that they would fall within your definition of special needs.

CHAPTER 4 THE CROSS-NATIONAL CATEGORIES

The study has adopted a simple scheme attempting to assist cross-national comparisons of categories of special educational needs. It is referred to as the **CROSS-NATIONAL CATEGORISATION OF SPECIAL EDUCATIONAL NEEDS**. In this categorisation there are **THREE CATEGORIES** referred to as **A, B** and **C** (Note: pilot work established that any short label attached to these categories was liable to be differentially interpreted in different countries):

Definition of 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. Conditions which affect students from all social classes and occupations. Typically, adequate measuring instruments and agreed criteria are available. Typically considered in medical terms to be organic disorders attributable to organic pathologies (e.g. in relation to sensory, motor or neurological defects).

Definition of 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.

Definition of CATEGORY C:

Refers to educational needs of students which are considered to arise primarily from socio-economic, cultural and/or linguistic factors. There is some form of disadvantaged or atypical background for which education seeks to compensate

If you have not completed the task of classifying your own national categories into the cross-national classification A, B or C, then this will need to be done. A method to do so is supplied in appendix A.

Briefly, the proposed method requires the recruitment of several persons (preferably TEN) with a good knowledge of the system of education in your country as it relates to those with special educational needs. They are asked to use their knowledge and judgement in deciding into which of these three categories each of your national categories of special educational need is best placed. In this way, cross-national comparisons with increased reliability and validity can be made and possible anomalies analysed, while still retaining information in terms of national categories.

It will be noted that category B is effectively a residual category; i.e. the decision to be made is whether a national category is A or C; if neither it is B. In this way the categorisation is forced to be exhaustive, i.e. all national categories must fall into A, B or C.

The strategy of asking for several persons to carry out this exercise is indicated because pilot work in some countries showed areas of disagreement on allocation of national categories between individuals. **If it is not possible to perform the exercise, the person responsible for the completion of the questionnaire should ensure that an allocation of the national categories to A, B or C is carried out by someone familiar with special educational needs and the national categories.**

The assignment of national categories to the three cross-national categories is crucial for the analysis and interpretation of the data tables.

CHAPTER 5 GENERAL NOTES FOR COMPLETING THE ELECTRONIC QUESTIONNAIRE

Initial Note For Systems Where Categories Of Special Educational Needs Are Not Used In Collecting Data.

It will be apparent that the questionnaire assumes the existence of data about national categories of students, for example for those with disabilities who are likely to have special educational needs. If your country does not collect this type of data, it is clearly difficult for you to respond. It may, however, be feasible to use the tables creatively so that worthwhile information can be presented in this format. You are invited to make use of **estimation**, or of substitution of the term 'category' by others used in your system, and of extensive COMMENTS (see ANNOTATIONS.xls and the 'COMMENT' feature of EXCEL in appendix B).

The Data Tables

Data are requested at a level of detail which some, but not all, systems of national data collection will be able to supply. Whenever possible data for all the breakdowns requested should be included. When this is not feasible summary or aggregate data should be entered.

Where national statistics are not available for particular cells, parts of tables, or whole tables, you are invited to contribute any findings from sample studies, projects, etc which appear to be of relevance.

Variation in Numbers of National Categories of Special Educational Needs.

From earlier work, we know that there is substantial variation from country to country in the number of categories of special educational needs which are used in the collection of data in individual Member countries. Table 0 in the electronic questionnaire allows for systems which have up to twenty such categories.

Within Country Variation

It is appreciated that in some countries there will be substantial differences in various aspects of special educational needs provision in different parts of the country (e.g. in Switzerland or the United States of America where the second tier of government has substantial autonomy in matters relating to education). The data collection tables call for national figures, but COMMENTS should be made drawing attention to variations that exist within countries e.g. from region to region.

If more detailed data are available (e.g. giving statistics for individual regions, states, etc) you are invited to include this **in addition to** the national data following consultation with the CERI secretariat.

CHAPTER 6 GETTING STARTED AND ENTERING DATA

This chapter provides general instructions for the preparation of the data and the assignment of missing codes. Please consult with the CERI secretariat if you have are experiencing any difficulties with the use of the electronic questionnaire.

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General Features of the Electronic Questionnaire

System Requirements

The Electronic Questionnaire will work on an IBM[®] compatible personal computer with preferably a 80-486 based processor and at least 4 MB of RAM memory. The system operates under Microsoft Windows[®] and requires Microsoft EXCEL[®] Version 7.

The Electronic Questionnaire provides easy-to-learn features for data entry, editing, and data verification. It provides in particular:

- a user-friendly interface with the screen layout closely resembling the printed version of the tables;
- data verification routines as an integral part of the data collection procedure (e.g. for the verification of data cells against their respective totals and sub-totals and for the cross-validation of data values against missing codes);
- a mechanism for the specification of calculation formulae in the data collection tables;
- the possibility of adding COMMENTS to cells in the tables to explain features of the data provided; and
- easy entry of codes for missing data.

The Electronic Questionnaire is based on Microsoft EXCEL[®] and therefore builds on existing software and experience available in most countries. This feature will also facilitate the data exchange with other software packages that are used in the Member countries. It contains a set of tables which are discussed in detail later in this chapter.

The tables are known as workbooks in EXCEL[®]. The tables contain one or more sub-tables known as worksheets in EXCEL[®]. These notes assume that you are familiar with using an IBM[®] compatible personal computer and that you have basic experience in working with Microsoft EXCEL[®]. Appendix B provides a brief summary of key elements in using EXCEL[®].

The electronic questionnaire is simple to use, and once you know the basic operations of the system, you will find that it is largely self-explanatory. In this chapter its operation is described, with step-by-step instructions and examples:

- for the installation of the Electronic Questionnaire on your computer;
- for acquainting yourself with its general design;
- how it works; and
- for the entry of data and the assignment of missing codes;

Completion of Paper Version of Questionnaire

If it is not possible to complete the Electronic Questionnaire due to technical or other reasons, a paper version can be used. However, this should only be done after discussion with the CERI secretariat.

- **However, please note that data suppliers who are using the paper version instead of the Electronic Questionnaire for the recording of the data must ensure that they follow the same principles of data entry as given here.**

Installation

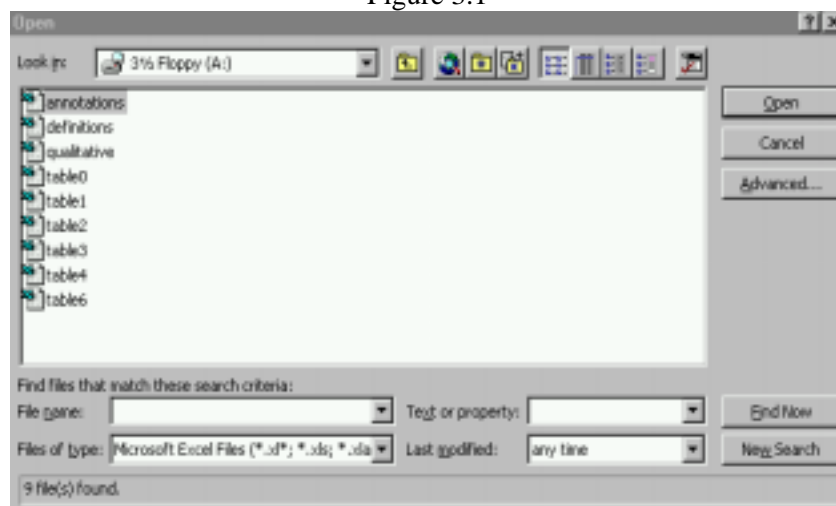
Please make a copy of the installation diskette first *in a new directory* (in these notes we refer to it as *SEN*) and then put the original in a safe place. To install (or update) the system on your computer, copy all files from the main directory of the installation diskette to a directory on your hard disk.

- **Do not copy the SEN files, UOE files or the EUROSTAT files in the same directory³.**
- **All files belonging to the SEN questionnaire should be in the same directory.**

Starting the System

To activate the Electronic Questionnaire select the directory under which you installed the Electronic Questionnaire. It contains the Excel files (i.e. the workbooks) displayed below.

Figure 3.1



- **Please note that there is no Table 5 (this table in the initial phase of the Study asked for information about the ISCED levels of programmes and has been incorporated into tables 2, 3 and 4).**

3. This instruction applies to those users who may also be completing the rest of the UOE exercise. Other users may ignore it. There is no information about UOE or EUROSTAT files contained in this manual.

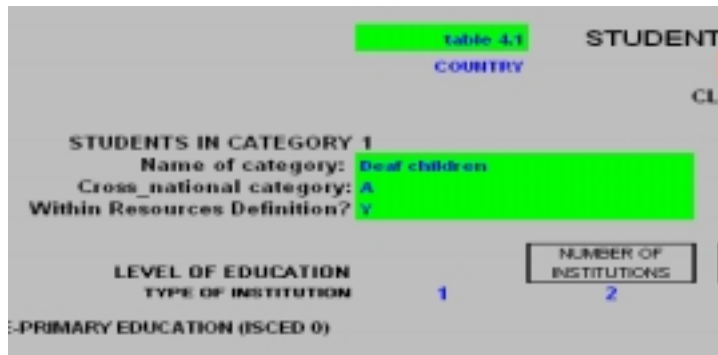
Leaving the System

You can leave a workbook on the Electronic Questionnaire at any time by selecting either the **Close** or the **Exit** command from the **FILE** menu. If you have entered data – please **SAVE** it. Also note that the system may have automatically opened table0.xls (see p.5) and therefore that should be closed as well.

General structure of the data tables

The tables in the SEN directory are of different types. But each has a title at the top. Some have individualised information about the table in a bright green box.

Figure 3.2



Annotations.xls; definitions.xls; table0.xls; all consist of only one worksheet and they require entries in written text. Table1.xls also comprises only one worksheet but it requires quantitative data. Table 6.xls consists of one worksheet and again it asks for quantitative data. The workbook, qualitative.xls, contains 6 worksheets requiring textual data. Each worksheet is indicated in the bottom of the frame and is selected by clicking on the desired worksheet. The row of worksheet names is controlled via the arrow buttons at the left end of the row.

Table2.xls; table3.xls and table4.xls all require quantitative data and consist of 24 worksheets. Of these, 20 refer to a category as identified in table 0; named for example table2_1, table2_2 etc. **This is customised for each country. Thus if you have only 10 categories in your country there will be 10 blank worksheets. These blank worksheets are to be ignored.**

In addition there are 4 summary tables. SumA provides the sum of entries for cross-national category A, sumB for cross-national category B, and sumC for cross-national category C. SumAll provides the totals for A, B and C. The various tables are selected by use of the arrow buttons as indicated above.

Automatic summation

Table2.xls; table3.xls; table4.xls and table6.xls will automatically summate data placed in the white cells. The relevant totals are written automatically into the yellow cells as data is entered into the white cells.

The summary worksheets, sumA; sumB; sumC and sumAll in table2.xls, table3.xls and table4.xls have an additional feature. At the top of the worksheet near to the title is a button marked “calculate totals”. When this is pressed totals are automatically calculated and entered based on the data entered into the individual category tables.

Cell colours

Cells in the tables have different colours. Their function is indicated in the following box along with some general principles on their use.

The Different Cell Colours:

White cells are those in which data are to be entered.

Yellow cells call for summaries of data which are provided in other cells.

Light Green cells are produced when manual entries are made in the summation sheets and indicate that automatic summations have been modified.

Bright green boxes in the title area contain information that should never be changed since it is taken care of by the system, based on information in table0.xls.

The following general principles apply:

- Enter data (or a code for missing data) into the **white** cells of tables.
- If you enter the data in white cells the appropriate summation in a yellow cell is carried out automatically.
- If you have summary data (but not the data on which the summary is based) this should be entered manually into the appropriate yellow cell.

For example, if gender information is not collected (i.e. separate data in white cells for males and females), data can be entered manually in the corresponding yellow ‘total males and females’ cell.

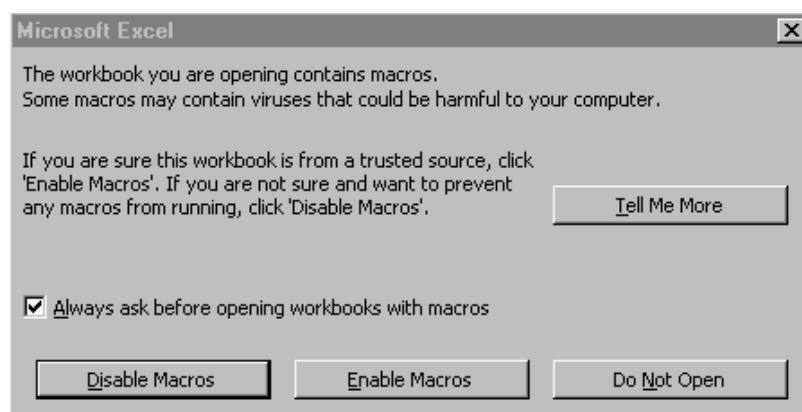
General Procedure for Completing Tables

This requires the following steps:

- The tables: annotation.xls; definitions.xls; qualitative.xls; table1.xls and table6.xls can all be opened simply by highlighting them and selecting **OPEN**.
- However, table0.xls; table2.xls; table3.xls and table4.xls are inter linked and it is necessary to use the following procedure.

- After selecting the SEN directory open the file table0.xls. We recommend that this table is left open at all times since it contains data necessary for the other tables to function correctly. After selecting this file a dialogue box will appear on the screen:

Figure 3.3



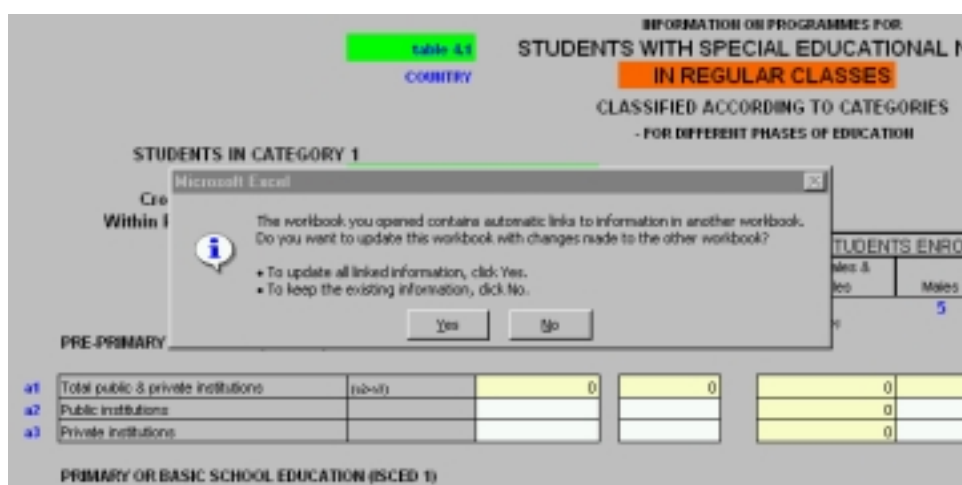
Select “enable macros”

Table 0 will then appear

Then select the table you wish to complete, for instance table2.xls. The dialog box in fig 3.3 above will appear again. Press “enable macros” button.

If table 0 has not been selected first then a second dialog box appears

Figure 3.4



Select “No”.

If this procedure has not been followed, it is not a fatal error and you may carry on entering data. However, when you come to the end of entering your data and you wish to calculate the totals and you

press on the “calculate totals” button at the top of the table, then first the dialog box will appear asking you to “enable macros”. After having pressed this button, table0.xls will be automatically opened, and will appear on the screen for a few moments and then automatically disappear. The macros are thus enabled to allow the calculations to be made.

Complete the cells in each data entry block in the table with the appropriate data values or missing codes. A detailed description of the use of each table follows below.

Double check the accuracy of data and **SAVE** the table.

Entering Data Into the Tables

In this section each of the tables is described individually.

Annotations – Annotation sheet

This table simply contains sheets allowing you to indicate the row and column number in the table you wish to annotate and space for the textual annotation.

Definitions – Categories used in collecting data relevant to special educational needs

The table provides space to write in category names and their definitions. Category names have been pre-entered if available. Otherwise they will have to be written in.

Figure 3.5

Definitions
NETHERLANDS

CATEGORIES USED IN COLLECTING DATA RELEVANT TO SPECIAL EDUCATIONAL NEEDS (INCLUDING ALL NATIONAL CATEGORIES OF SPECIAL EDUCATIONAL NEEDS; AND ANY OTHER CATEGORIES FALLING WITHIN THE RESOURCES DEFINITION; AND ANY OTHER CLASSIFICATION PROCEDURES THROUGH WHICH DATA RELEVANT TO SPECIAL EDUCATIONAL NEEDS ARE COLLECTED)

N.B. The accurate use of cross national categories A, B and C is dependent on the availability of clear definitions of the identified categories including those covered by the resources definitions. When completing this table, please therefore provide the most complete and updated definitions.

Please check this list of names of categories and provide the full definition which you use for the category

Name of category 1
Deaf children
Definition of category 1

The inclusion of information about definitions is crucial for the making of comparisons between countries. Categories with similar names in different countries may have considerably different definitions; those with different names may have similar definitions. If formal definitions are not currently available please make every effort to describe the category (indicating that this is not a formal definition).

The accurate use of cross national categories A, B and C is dependent on the availability of clear definitions of the indicated categories including any categories outside the national definition of special educational needs but within the resources definition. When completing this table, please therefore provide the most complete and updated definitions (see chapters 3 and 4)

Qualitative

This table has no title. In the top left hand corner the question number is written and the question to answer appears where the title would otherwise be. There are 6 questions to answer, each with a separate worksheet which is accessed by selecting the relevant question which appears underneath the data entry box. The question line is controlled by use of the arrows at the left hand end of this line.

The questions are:

- Who is responsible for the completion of the questionnaire and data collection tables?
- What definition of special educational needs is currently used in collecting educational statistics in your educational system?
- How are planning decisions made to ensure that students with special educational needs receive appropriate additional resources?
- Is there specific coverage of special educational needs in the legislative framework in place in your country?
- Can you identify characteristics of your educational system which you believe to act as facilitators of equity and inclusive education?
- Can you identify characteristics of your educational system which you believe to act as barriers to equity and inclusive education?

Table 0: Categories Used in Collecting Data Relevant to Special Educational Needs

This table calls for the names of any categories used in collection of data relevant to special educational needs. **Where information is available from the initial phase of the special study this has been pre-entered.** You are asked to check this information and if it is incorrect, or if changes have been made to your categories since the previous exercise, to make the necessary changes in the cells.

The categories entered should include all those falling within the national definition of special educational needs, as well as any categories outside the national definition but considered to fall within the resources definition (see chapter 3 for further explanation).

If there are other categories through which data relevant to special educational needs are collected, these should also be included.

- *For example, data may be collected based purely on location, perhaps a special school or special class which caters for students with more than one category of special need. If this approach has to be taken, estimates of numbers within specific categories of special educational need should also be given if at all possible.*

The table also calls for a decision about which **CROSS-NATIONAL CATEGORY** each category is considered to fall in (see chapter 4 for further explanation); and an indication of whether or not it is considered to fall within the resources definition and the national definition of special educational needs. This information has also been pre-entered from the initial exercise and should be checked, and changed if necessary.

- ☞ **There are 20 rows for entry of categories. If, say, 7 categories have been pre-entered, the remainder are left blank as shown below.**

Figure 3.6

INFORMATION ON

Table 0
ITALY

**CATEGORIES USED IN COLLECTING DATA RELEVANT TO SPECIAL EDUCATIONAL NEEDS
(INCLUDING ALL NATIONAL CATEGORIES OF SPECIAL NEEDS, AND
ANY OTHER CATEGORIES FALLING WITHIN THE RESOURCES DEFINITION,
AND ANY OTHER CLASSIFICATION PROCEDURES THROUGH WHICH DATA RELEVANT TO SPECIAL
EDUCATIONAL NEEDS ARE COLLECTED)**

CATEGORY NUMBER	NAME OF THE CATEGORY	CROSS-NATIONAL CATEGORY	WITHIN NATIONAL DEFINITION OF SPECIAL EDUCATIONAL NEEDS?		
			RESOURCES?	NEEDS?	
1	2	3	4	5	
		A/B/C	Y/N	Y/N	
x1	1	Visual impairment	A	Y	Y
x2	2	Hearing impairment	A	Y	Y
x3	3	Moderate mental handicap	A	Y	Y
x4	4	Severe mental handicap	A	Y	Y
x5	5	Mild physical handicap	A	Y	Y
x6	6	Severe physical handicap	A	Y	Y
x7	7	Multiple handicap	A	Y	Y
x8	8		-	-	-
x9	9		-	-	-
x10	10		-	-	-
x11	11		-	-	-
x12	12		-	-	-
x13	13		-	-	-
x14	14		-	-	-

- The same approach should be taken by data providers who were not involved in the initial phase.
- The category name must be entered in the first column using the cursor. The next three columns are filled by using the tab key and selecting from the menu viewed by pressing the arrow button attached to the particular cell.
- Please carefully check the accuracy of these data and amend if necessary by over-writing the contents of the cell

Table0.xls should be kept open at all times when working on other tables as it contains macros needed for the smooth functioning of all other tables.

The remaining data tables (table1.xls-table6.xls) are presented in numerical order in the following text. However, you may choose to complete them in any order you prefer.

Table 1 - Information on Starting and Ending Ages of Different Phases of School Education and on the Total Number of Students in these Phases of Education

This table calls for information on the starting and ending ages of the pre-primary, primary, lower secondary and upper secondary phases of school education; and for corresponding information on compulsory school education. It also asks for the total numbers of students.

Figure 3.7

Table 1
BELGIUM (PL)

INFORMATION ON
STARTING & ENDING AGES OF DIFFERENT PHASES OF SCHOOL EDUCATION
AND ON THE TOTAL NUMBER OF STUDENTS IN THESE PHASES OF EDUCATION

Reference date/period for data collection (mm/yy):

SYSTEM LEVEL INFORMATION

		AGE (in years) OF STARTING	AGE (in years) OF ENDING	TOTAL NUMBER OF STUDENTS
		1	2	3
S1	Pre-primary school education			
S2	Primary or basic school education			
S3	Lower secondary school education			
S4	Upper secondary school education			
S5	Compulsory school education	4	18	

PRE-PRIMARY SCHOOL EDUCATION is the initial stage of organised instruction, designed to introduce very young children to a school-type environment, that is to provide a bridge between the home and a school-based atmosphere.

PRIMARY OR BASIC SCHOOL EDUCATION is the first phase of school education. A school is an institution whose prime function is education. In the special educational needs field this may include a variety of institutions, which may be referred to as centres, units, etc as well as schools.

LOWER SECONDARY SCHOOL EDUCATION is the second phase of school education.

UPPER SECONDARY SCHOOL EDUCATION is the third, and final, phase of school education.

COMPULSORY SCHOOL EDUCATION refers to the period of years for which attendance at a school is required by law or regulation.

☞ **The term SCHOOL refers to any institution whose prime function is education. In the special educational needs field this may include a variety of institutions, which may be referred to as centres, units, etc as well as schools.**

This table calls for data on the starting and ending ages in years of these different phases.

- ☞ **Information relating to the ages of starting and ending of compulsory school education will have been pre-entered if this has been provided in the previous data collection exercise. It should be checked**

REFERENCE DATE FOR DATA COLLECTION (MONTH & YEAR) is the date in which institutions, students, personnel etc were counted, or in which other statistics were collected. If the data have been collected over a period of time the start and end dates of this period should be given in a **COMMENT** added to this cell. The reference date should normally be for your **1999 data collection** which has been pre-entered as it is assumed that in most countries these data will now be fully analysed. If the data are only available for an earlier year please enter those data, changing the pre-entered date appropriately. If possible also give an **estimate** for the 1999 data. If most of the data refers to 1999 but some data are only available for an earlier year, use 1999 data where possible and indicate by a **COMMENT** in the appropriate table where earlier data have been used, again giving an **estimate** for 1999 data where possible.

TOTAL NUMBER OF STUDENTS refers to the total number of students (including both students with special educational needs and all other students) in the national system for each phase of education, and overall for the years of compulsory school education, at the reference date/period. It is needed to calculate percentages of students with special educational needs. While this information is, in principle, obtainable from other sources, experience in the initial phase of the study revealed difficulties in doing this.

- ☞ **In the following circumstances COMMENTS should be added in the appropriate cell or cells (see Appendix B):**

- if a description in terms of these phases does not fit your system (e.g. if there is no split between lower and upper secondary school education)
- if students with special educational needs in some or all categories, in some or all settings (e.g. special schools, special classes, or regular classes) have different starting and ending ages for any of these phases from other students
- if there are significant variations in the dates of the collection of data for different phases of education or geographical regions
- if there are significant variations in the starting and ending ages for different geographical regions
- if schooling is not compulsory in your system then the COMMENT should indicate this, giving the basis for the selection of starting and ending ages, which should be the closest equivalent to compulsory schooling relevant to your system.

- ☞ **The above phases of education will typically equate to the corresponding ISCED levels of education (i.e. ISCED 0 as Pre-Primary; ISCED 1 as Primary or Basic; ISCED 2 as Lower Secondary; and ISCED 3 as Upper Secondary) (OECD, 1999).**

- ☞ **The ages to be entered are THEORETICAL STARTING AND ENDING AGES, i.e. those established by law and regulation. They are the ages at the beginning of the starting or ending year. The theoretical ending ages relate to the theoretical duration assuming full-time attendance in the education system and assuming that no year is repeated. The theoretical ages may differ significantly from the typical ages. If there are regional**

differences in the theoretical ages or if these differ by other criteria, then the weighted averages should be given for the theoretical ages, and an appropriate COMMENT made.

The file table1.xls can be closed when data entry is complete.

Table 2 - Information on Programmes for Students in Special Schools Classified According to Categories

This table calls for data on the numbers of students and teachers in institutions classified as Special Schools for different national categories of special educational need. A separate worksheet is supplied for each category, along with sumA, sumB, sumC, and sumAll worksheets.

Select and open file table2.xls. Remember that table0.xls should remain open.

Figure 3.8

Table 2
COUNTRY

INFORMATION ON PROGRAMMES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN SPECIAL SCHOOLS
CLASSIFIED ACCORDING TO CATEGORIES - FOR DIFFERENT PHASES OF EDUCATION

STUDENTS IN CATEGORY 1
Name of category: Visually impaired
Cross-national category: A
Vishis Resources Definition? Y

LEVEL OF EDUCATION TYPE OF INSTITUTION	1	NUMBER OF INSTITUTIONS 2	TEACHING STAFF 3	STUDENTS ENROLLED		
				Total public & private 4	Public 5	Private 6
PRE-PRIMARY EDUCATION (ISCED 0)						
*1 Total public & private institutions	1-4-8	0	0	0	0	0
*2 Public institutions				0		
*3 Private institutions				0		
PRIMARY OR BASIC SCHOOL EDUCATION (ISCED 1)						
*4 Total public & private institutions	1-4-8	0	0	0	0	0
*5 Public institutions				0		
*6 Private institutions				0		
LOWER SECONDARY EDUCATION (ISCED 2)						
Type of programme	please specify					
*7 Total public & private institutions	1-4-8	0	0	0	0	0
*8 Public institutions				0		
*9 Private institutions				0		

The various phases of education are as specified for table 1. There are links between this table and table 0 such that work sheets corresponding to each of the categories entered into table 0 are produced in table 2. There is a pre-entry of the name of the category and of its cross-national category.

LEVELS OF EDUCATIONAL PROGRAMMES AND CATEGORIES Educational programmes constitute an institutional response to meet student needs. It may be that, in a particular national system, students falling within a particular national category follow a single and distinct educational programme at a particular stage of education. This is straightforward; the number of students and teachers can be entered into the appropriate section of the table, with whatever breakdowns of data are available.

If there are two or more different programmes followed by students in a particular national category at a particular stage of education, totals for all such programmes should be entered. Where possible a COMMENT should be added in the relevant cells giving the numbers for individual programmes.

Multiple categorisation. It is appreciated that some categorisation systems allow for the possibility of multiple categorisation (e.g. by considering a student to fall within two or more categories, and counting such students on a whole or fractional basis for separate categories; or by creating separate multiple categories for relatively frequent combinations). Alternatively it may be that for a student falling within two or more categories, one of the categories is considered to be the main or 'lead' category. Any form of multiple categorisation other than that obvious in the name and description (e.g. deaf-blind) should be the subject of a COMMENT. (see Appendix B)

PUBLIC INSTITUTIONS refers to Educational Institutions which are controlled and managed directly by a public education authority or agency, or by a governing body (Council, Committee, etc), most of whose members are either appointed by a public authority or elected by public franchise.

PRIVATE INSTITUTIONS refers to Educational Institutions which are controlled and managed by a non-governmental organisation (e.g. a Church, a Trade Union or a business enterprise), or if its Governing Board consists mostly of persons not selected by a public agency. They include both government dependent and fully independent private institutions

Various types of private institution make a substantial contribution to provision for special educational needs in many countries. Where such contributions exist it will be appreciated if every effort is made to incorporate relevant data (on an estimated basis if necessary). If such data are not accessible a COMMENT should be made.

Here (and in later tables) responses should not be limited to institutions supported by ministries or departments of education if other ministries (e.g. social services, employment or labour) have an educational involvement in special educational needs. Where it is known that such involvement exists it will be appreciated if every effort is made to incorporate relevant data (on an estimated basis if necessary). If such data are not accessible a COMMENT should be made.

NUMBER OF INSTITUTIONS refers to the number of special schools which enrol students with that particular category of special educational need. A school catering exclusively for that category counts in full. A school catering for more than one category counts proportionately.

➤ *For example, a school with 50 per cent students in category 1; 30 per cent in category 3, and 20 per cent in category 4 should contribute 0.5 to category 1, 0.3 to category 3, and 0.2 to category 4.*

☞ **If it is known that schools cater for more than one category but data on relative numbers are not available, ESTIMATES should be made where possible. If this is not possible a COMMENT should be made explaining the situation.**

TEACHING STAFF refers to persons whose professional activity involves the transmission of knowledge, attitudes and skills as stipulated to students in a specified educational programme. It does not depend on the qualification held by the teacher. The following should be excluded:

- those without active teaching duties,
- those who only work occasionally, or in a voluntary capacity,
- those providing services other than formal instruction to students,
- senior staff without teaching responsibilities,

- persons with teaching and administrative duties should be pro-rated where possible; if this is not possible they should be classified as teachers if the majority of their working time is spent teaching.
- teaching staff in a school catering for more than one category of special educational need should be pro-rated.

☞ **The figure entered should be the TOTAL of FULL-TIME and FULL-TIME EQUIVALENT TEACHING STAFF.**

FULL-TIME refers to a head count of teaching staff who are teaching on a full-time basis in relation to a specific category of special educational need.

FULL-TIME EQUIVALENT refers exclusively to teaching staff who are not teaching on a full-time basis. It includes:

- those who have responsibilities in addition to teaching,
- those employed to teach on a part-time basis, and
- those who teach students from more than one category of special educational need.

Contributions should be pro-rated.

➤ *For example, A principal who teaches 20 per cent of her time, three senior teachers teaching 40 per cent of their time and three part-time teachers on 50 per cent contracts would total 2.9 full-time equivalents (0.2+ [3 x 0.4] + [3 x 0.5])*

STUDENTS ENROLLED refers to the count of students enrolled during the reference period. Each student enrolled in the educational programme should be counted once and only once. It is assumed that all students are enrolled on a full-time basis. Please make an appropriate COMMENT if this is not the case. Students who spend a proportion of their time in a regular school or other setting should still be counted on a full basis unless there is a formal arrangement where the student is enrolled at a second institution when pro-rating should be used.

ISCED LEVEL is entered as “0” for Pre-Primary; “1” for Primary or Basic; “2” for Lower Secondary; and “3” for Upper Secondary.

☞ **For the purposes of the Electronic Questionnaire the age of student or phase of education is for the time being taken as a proxy for ISCED level.**

The types of programmes that students are following should be specified where possible. By clicking on the white box marked ‘please specify’ a comment box is opened.

Figure 3.9

<p><i>Please specify</i> <i>Vocational</i> <i>Pre-vocational</i> <i>General</i> <i>Vocational or general</i> <i>Vocational or pre-vocational</i> <i>General or pre-vocational</i> <i>All three types of programmes</i></p>
--

Clicking on the menu arrow supplies a list of choices for classifying the types of programmes being followed. If possible we would like you to specify the numbers of students following the different types of possible programmes that are available according to this classification. Please note that the types of programmes identified in the box are defined in OECD (1999).

Figure 3.10

SUMMARY SHEETS. The table includes summary sheets for the three cross-national categories A, B and C, and an overall summary sheet for all categories falling within the resources, as well as the individual sheets for each category. The individual sheets for separate categories should be completed first and data entry checked. Use of the ‘Calculate Totals’ button on the summary sheets will automatically provide totals for all categories falling within each cross-national category, and the overall totals.

☞ **If summary data are available but some or all of the data for individual categories are not available, they can be entered in the summary sheets as discussed in the following section.**

General remarks on tables 2, 3, and 4 Tables 2, 3, and 4 have the same layout and cover special schools, special classes, and regular classes respectively. For this reason, only table2.xls is illustrated (Figure 3.8)

You should complete the tables 2, 3 and 4 starting with the worksheets that refer to each national category and whenever possible filling in the white cells. Yellow cells represent a summation which will be automatically generated. You are requested to manually insert the relevant sums for the data block concerning “all years of compulsory schooling”.

If you do not have data for white cells, you should insert any summary data available in the appropriate yellow cells, but **N.B.:**

☞ **This will overwrite formulae used to calculate the value in the cell. If you manually insert data into a yellow cell please double-check the value you have inserted. You will then have to manually sum these figures and complete the relevant yellow cells.**

➤ *For example, in Figure 3.8, which shows the worksheet for category 1 (table 2_1) if there are data on a4.5 and a4.6 (i.e. total public & private institutions primary level males and females respectively) these do not provide a sum at a4.4 for males plus females, and this must be done manually.*

You will then have to turn to the summary tables located at the beginning of the file, the first four worksheets in the tables. An automatic summation process can be activated by pressing the “calculate totals” button.

☞ **This may, in some cases, result in table0.xls appearing on the screen for a few seconds. Your initial summary table will eventually reappear.**

If you do not have data for individual national categories but do have summary data for all categories you can enter data manually into the summary tables. You should do this, and then confirm this manual entry when requested by pressing “YES”. The highlighted cell will then turn green (this provides a marker both to yourself and the secretariat that a manual entry has been made). If, alternatively, you want to remove your manual entry then you would have to press “NO” and then press the “calculate totals” button. If you choose this option, a COMMENT explaining what was done should be added.

☞ *You can of course use all standard EXCEL® commands and keys to move within and between the tables and to select cells and enter and modify data. (See Appendix B)*

The file, table2.xls, can be closed when data entry is complete.

Table 3 - Information on Programmes for Students in Special Classes in Regular Schools Classified According to Categories

This table calls for the same information as table 2, but in relation to special classes in regular schools. The same general rubrics apply.

Select and open file table3.xls. Remember that table0.xls should remain open.

SPECIAL CLASSES refers to programmes for students with special educational needs which are organised on the basis of a special class, or special unit, in a regular or mainstream school. To qualify as a special class, students should be regarded as enrolled in the regular school and the special class fall within the administration of the regular school. If these conditions do not apply the class is effectively a segregated unit and should be entered in table 2 above as a special school.

- ☞ **Students enrolled in special classes who spend part of their time in regular classes or in other settings should still be counted on a full basis but this should be the subject of a COMMENT.**

NUMBER OF SPECIAL CLASSES refers to the total number of special classes which enrol students with a particular category of special educational need. A class catering exclusively for that category counts in full. A class catering for more than one category counts proportionately.

- *For example, a class with 80 per cent students in category 1; and 20 per cent in category 4 should contribute 0.8 to category 1 and 0.2 to category 4.*

- ☞ **If it is known that classes cater for more than one category but data on relative numbers are not available, ESTIMATES should be made where possible. If this is not possible a COMMENT should be made explaining the situation.**

NUMBER OF INSTITUTIONS in this context refers to the number of regular schools which have one or more special classes for students with a particular category of special educational need. In the parts of the tables covering individual categories, the number of institutions recorded should be the number of regular schools which have at least one special class which caters for that specific category of special educational need (even if it also caters for another category or categories of special educational need).

The file, table3.xls, can be closed when data entry is complete.

Table 4 - Information on Programmes for Students in Regular Classes in Regular Schools Classified According to Categories

This table calls for much of the same information as in tables 2 and 3, but in relation to regular classes in regular schools. The same general rubrics apply.

Select and open file table4.xls. Remember that table0.xls should remain open.

PROGRAMMES FOR STUDENTS IN REGULAR CLASSES IN REGULAR SCHOOLS refers to the situation where it is accepted that a regular classroom includes one or more students falling within the national categories of special educational needs and/or the 'resources' definition. The students may have been individually identified through a formal process or their presence inferred or assumed through some theoretical model or other basis of planning.

NUMBER OF CLASSES refers to the number of classes which include one or more students falling within the national categories of special educational needs and/or the 'resources' definition of special educational needs.

STUDENTS ENROLLED refers to the count of students enrolled during the reference period where individual identification makes this feasible. If students' presence has been inferred or assumed in planning please provide an **estimate**.

The file table4.xls can be closed when data entry is complete.

☞ **There is now no table 5. This table in the initial phase of the Study asked for information about the ISCED levels of programmes and has been incorporated into tables 2, 3 and 4.**

Table 6 - Information on Students in All Categories receiving Additional Resources Enrolled In Programmes By Age

This table asks for information on programmes for students with special educational needs by age.

Select and open file table6.xls.

☞ **If possible, the numbers entered should be for all categories entering into the resources definition. If data are only available on some other basis, for example for national categories falling within the national definition of special educational needs (where this is different from the numbers under the resources definition) these data should be entered and an appropriate COMMENT made.**

TOTAL ENROLLED IN PROGRAMMES IN SPECIAL SCHOOLS refers to the number of students of that age in this setting.

TOTAL ENROLLED IN PROGRAMMES IN SPECIAL CLASSES IN REGULAR SCHOOLS refers to the number of students of that age in this setting.

TOTAL ENROLLED IN PROGRAMMES IN REGULAR CLASSES IN REGULAR SCHOOLS refers to the number of students of that age in this setting.

TOTAL ENROLLED IN PROGRAMMES IN ALL SETTINGS refers to the number of students of that age in all settings.

TOTAL NUMBER OF STUDENTS NOT REGISTERED WITHIN THE EDUCATIONAL SYSTEM ADMINISTERED BY THE MINISTRY OF EDUCATION refers to the number of students with special educational needs who are not within the school system. This includes students with particular special needs which are not catered for by the school system, and situations where resources do not permit school provision for all students.

☞ **The term SCHOOL refers to any institution whose prime function is education. In the special educational needs field this may include a variety of institutions, which may be referred to as centres, units, etc as well as schools.**

REFERENCE DATE FOR AGE (DAY/MONTH) refers to the date to which student ages are referred (normally taken as December 31st).

AGE is the difference between the year of observation and the year of the person's birth if the reference date is taken as December 31st. If available data refer to age at some other date then enrolment data should be distributed across ages on the basis of estimation. Please COMMENT if this is done.

To maintain comparability with other tables this table asks for data on **FULL-TIME STUDENTS ONLY**. If data are only available for full- and part time numbers together (or on some other basis) please include in the table and add an appropriate COMMENT.

Note: The last row in the Table asks for sub-totals corresponding to Years of Compulsory Schooling. You are asked to fill cells in manually according to your system of compulsory education. As a cross-check, these sub-totals for different settings should be the same as the corresponding overall summary sheet totals in Tables 2, 3 and 4 if the entry given here refers to the categories falling within the resources definition

The file table6.xls can be closed when data entry is complete.

Some 'DON'TS'

Please always keep in mind the following:

- Do **not** insert any extra rows or columns anywhere in the data collection tables. If you need extra rows/columns for calculation purposes, please ensure that these are placed after the last row or column of the tables.
- Do **not** change any of the pre-defined EXCEL[®] range names.
- Do **not** save the data files (tables) under a different name. If you do, the system will not recognise them.
- Do **not** leave any cell blank. Each cell in a table must be filled out either with a valid data value or with one of the missing codes described below. Note that some cells in the tables have been pre-coded with certain default values. You can leave these default codes or overwrite them as required.
- Do **not** enter any value other than numbers or the pre-defined missing codes (see below). Do not insert any strings (e.g. do not use “8” or ‘8’ but only 8).
- Do **not** use 0 (zero) as a code, use the missing codes “category not applicable” or “magnitude nil” instead (see below).

☞ ***You will find that for technical reasons some cells already contain a 0 (zero) prior to your entering data. This is a feature of the main UOE Data Collection Exercise.***

When you specify formulae, please ensure that missing data are handled correctly.

- *For example, if data are missing for certain sub-categories, the data from these sub-categories may not add up to the corresponding totals and formulae for such totals may therefore result in underestimates.*
- In situations where formulae are not appropriate you must ensure that the results of these formulas are overwritten with the correct data values.
- Verify the consistency of the data within and between the tables.
- *For example, for sub-totals it will usually be indicated through the column- and row-codes which data categories they comprise. Links of sub-totals between different tables are indicated in a similar way.*

Coding of Missing Data

The correct use of the missing codes is **essential**. Different reasons why there are no data in a particular instance need to be distinguished in the statistical analyses and subsequent reports and must therefore be distinguished in the data tables.

Each cell for which there is no valid data value must be assigned one of the following five missing codes:

- category not applicable (**a**);
- data included in other cells (**x...**, **xr...**, **xc...**);
- data not available (**m**);
- data value nil (**n**);
- data value negligible (**n...**).

CATEGORY NOT APPLICABLE (a) If a certain category or cell in the tables does not apply to the educational system(s) in your country then assign the code “**a**” to all cells referring to this category (or cross-classification of categories). This implies that data for these categories do not even hypothetically exist.

☞ **If a category applies but there are no data available, or if the data for this category are included in another category, then do NOT use this code.**

- *For example, if in a country there are no private schools, then for all variables the cells referring to private schools should be assigned the code “a”. If, on the other hand, private schools do exist but data are not available for these, then one of the other missing codes must be used. For example, if the data for private schools are included in the data referring to the total of all public and private schools then the sub-categories referring to private schools should instead be coded as “included in another category” i.e. as an “x” indicating in which cell(s) it is included.*

You should add a COMMENT explaining why a category is not applicable to your education system (see Appendix B).

DATA INCLUDED IN OTHER CATEGORIES (x..) Sometimes certain data are not available (even though the corresponding categories apply) but the data are included in other categories of the tables. Most frequently this occurs in situations where data are not available for certain sub-categories and can be provided for sub-totals or totals only.

The correct analytic treatment of data that are included in other categories is not possible without the knowledge in which category these data are included. The target category, for instance, may be found in another row of the table, in another column of the table, or in another row **and** column. In order to process such instances in a computerised way, the target category must be identified as described below in the corresponding missing code:

Data included in sub-total (x) If data are not available for certain sub-categories but the data for these sub-categories are included in the corresponding nearest row- and column totals of the data collection tables (but not in any other sub-categories which are not sub-totals) then enter the code “x” into all of the corresponding cells.

- *For example, the data on total numbers of male and female students (row-code a1, in table 2) may not be available separately but only as a total for public and private institutions (column-code 4). In such a case the code “included in nearest sub-total (x)” would be assigned to the cells with the row- and column codes in a1/5, a1/6*

However, there are other situations where data are not available for a sub-category but these data are included in another sub-category other than a sub-total or total.

- *For example, the data on the number of students may not be available separately for primary and lower secondary levels of education but only for the total of both.*

In such cases you should use one of the following four codes:

*Data included in another row (xr:...) Use the code **xr: row_code** if the data for this category are included in another row of the same column but not in a cell of any other column (other than a column total). *row_code* thereby refers to the SEN row-code of the target row which is indicated in each table (and which is usually different from the internal EXCEL[®] sequential row-number).*

- *For example, if at the lower secondary level (row-code a7 in table 2) the total number of students in private institutions is not available separately from the total number of students in primary education (row-code a4) you may report the total number of students in private institutions in the row referring to row code a4 and insert the code “xr:a4” in the row referring to lower secondary education.*

For any such cases it is assumed that the data value is also included in the row- and column totals which belong to the target category. This must therefore not be separately indicated.

Whenever the data of two rows need to be merged, choose the row for which you expect the larger numeric value as the target row.

If a category is not applicable, then do not use any of the “x” codes but use the code “a” instead.

*Data included in another column (xc:...). Use the code **xc: column_code** if the data for this category are included in another column of the same row but not in a cell of any other row (other than a row total). *Column_code* thus refers to the Column-code of the target column which is indicated in each table (and which is usually different from the internal EXCEL[®] sequential column-number).*

- *For example, a country may not be able to distinguish between students in special classes and students in regular classes (column-codes 4-9 in table 6). In such a case you may report the combined totals and code the cells with xc.*

For any such cases it is assumed that the data value is also included in the row- and column totals which belong to the target category. This must therefore not be separately indicated.

Whenever the data of two columns needs to be merged, choose the column for which you expect the larger numeric value as the target column.

If a category is not applicable, then do not use any of the “x” codes but use the code “a” instead.

DATA NOT AVAILABLE (m) Sometimes data are generally not available for certain classification categories and are not included in any other cells of the table (even though these data could, in principle, be collected). In such cases you should assign the code “m” to all cells referring to the corresponding classification categories.

However, if the data for these classification categories are included in other categories of the tables or in the corresponding row- and column totals, then do not use the code “m” but use one of the “x”-codes instead.

MAGNITUDE NIL (n) If a data value is nil then assign the code “n” to the corresponding cell.

If a category is not applicable and therefore the data value would be zero for a cell, then do not use the code “n” but use the code “a” for “category not applicable” instead.

Do not use the value 0 (zero) to indicate that a value is nil.

MAGNITUDE NEGLIGIBLE (n...) In other cases data may not be available but the magnitude may be known to be negligible with respect to the values in the other categories of this variable. Such instances should be assigned the code "n<magnitude>" followed by an indication of the estimated magnitude.

- *For example, if the value of a category is estimated to be smaller than 120, then the code would be “n120”.*

This will be important when such data are used for international comparisons because, obviously, a value which is negligible in the United States may not be negligible in Luxembourg.

- *For example, some countries have very small numbers of private schools for which they collect no data but they may, for example, know that there are less than 120 teachers employed in such schools as compared to 325 000 teachers in private and public schools. In such case the code n120 would be assigned to the categories of educational personnel in private schools.*

Provisional or Estimated Data

In some situations, countries may not have precise data available for certain categories of certain variables but it may still be possible to provide an estimate or a provisional substitute for these data.

Examples for such situations are:

- *a country may collect no data on a variable but can create an estimate based on assumed relationships to other variables*
- *a country may not have data on the desired level of aggregation but may be able to provide aggregate figures on the basis of assumed relationships to other variables (for example, data may not be available at the national level, but can be aggregated from state or provincial figures);*
- *data may be available only for certain sub-populations but estimates can be provided for the remainder; or*
- *data may not be available for the year of the data collection but it may be possible to provide a provisional estimate on the basis of data from previous years.*

It is essential that data providers make their best effort to estimate the data in such instances. This is because if data are missing for a particular classification category, this often means that the data for the whole variable cannot be used for that country or that crude assumptions about the missing data have to be made when analysing the data. It is clear that such assumptions, if made centrally without the supplementary information that may be available in the countries, are often problematic.

- *For example, if in a country there are private schools but there are no data for these, and therefore the country includes in the data only the data for public schools, then the data for that country will be biased and cannot be accounted for and adjusted in the international comparisons. If, on the other hand, the country can provide an estimate for the private schools then corresponding adjustments can be made in the international comparative analyses.*

If data are provisional or estimated data suppliers should provide a **COMMENT** (see Appendix B).

Comments

The electronic questionnaire allows the addition of COMMENTS to annotate (i.e. add a textual note) data cells, data categories, and tables (as well as certain components of tables).

This allows data providers:

- to document national deviations from the international definitions of underlying variables and classification categories
- to provide information on the kind of estimation undertaken and the estimation procedure used in cases where provisional or estimated data are reported (in particular, an indication of the methods of calculation undertaken if the values are aggregates or derived from other variables);
- to provide an evaluation of the accuracy of the estimates.

The procedures for adding COMMENTS are detailed in Appendix B.

REFERENCES

OECD (1998),
Education at a Glance: OECD Indicators, Paris.

OECD (1999),
Classifying Educational Programmes: Manual for ISCED-97 Implementation in OECD Countries, Paris.

OECD (2000),
Education at a Glance: OECD Indicators, Paris.

OECD (2000a),
Statistics and Indicators on Students with Disabilities, Learning or Behaviour Difficulties, and Disadvantages, Paris.

UNESCO (1997),
International Standard Classification of Education, Paris.

APPENDIX A

Instructions

You are requested to carry out this exercise with several persons (preferably **TEN**) who have a good knowledge of the system of education in your country as it relates to those with special educational needs.

You may wish to use the pro-forma on the following page, having inserted the numbers and names of **ALL THE CATEGORIES OF SPECIAL EDUCATIONAL NEED USED IN YOUR SYSTEM WHICH FALL WITHIN YOUR NATIONAL DEFINITION OF SPECIAL EDUCATIONAL NEEDS, TOGETHER WITH ANY OTHER CATEGORIES WHICH FALL WITHIN THE RESOURCES DEFINITION BUT WHICH ARE OUTSIDE THE NATIONAL DEFINITION OF SPECIAL EDUCATIONAL NEEDS**. Alternatively, and preferably, produce your own version (translated if appropriate) which incorporates these categories.

For the first phase respondents should complete the exercise **INDEPENDENTLY** though please feel free to clarify any aspect of the exercise with them.

After the results of this independent phase have been collected a **CONSENSUS VIEW** from the respondents should be sought through discussion for the allocation of each category used in your system to the cross-national categorisation.

Exercise on Relationship Between Categories of Special Educational Need in Different Systems and a Cross-National Categorisation

The Cross-National categorisation is **A, B** and **C**. The categories are defined as follows:

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. Conditions which affect students from all social classes and occupations. Typically adequate measuring instruments and agreed criteria are available. Typically considered in medical terms to be organic disorders attributable to organic pathologies (e.g. in relation to sensory, motor or neurological defects).

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. There is some form of disadvantaged or atypical background for which education seeks to compensate.

The table below lists the categories for which data are available in your system.

Please indicate by a tick in the appropriate box of the table where you consider each category to fit into the cross-national categorisation (e.g. if you use the term 'blind' and consider that it falls within 'A' tick that box.).

If you consider that one of your categories falls within more than one category in the system, indicate the category which it fits best by '1', the next best by '2'.

National Category	A	B	C

APPENDIX B

Notes on the Use of EXCEL

Tips

Below are some useful tips for moving within the table and for selecting and changing data in EXCEL[®]:

- To copy a value from one cell to a range of adjacent cells: ① select the cell or cells you want to copy, ② position the mouse pointer over the border of the selection, ③ click the left mouse button while dragging the selection to where you want to paste it (while you drag, a border appears to indicate the size and position of the selection), and ④ release the mouse button.
- To set all data cells of a selection to a particular value: ① select the cells you want to change, ② enter the value in the formula bar, and ③ press [CTRL-SHIFT-ENTER].
- *For example, with this feature you can indicate that a whole range of categories is “not applicable”. This feature is often very helpful if there are no data for entire missing blocks or tables.*
- To select a particular data entry block, click on the name of the corresponding data entry block in the EXCEL[®] **name box**.
- To select the data entry block in which the currently selected cell is located press [CTRL+SHIFT+*].
- To select the column of the active cell press [CTRL+SPACE].
- To select the row of the active cell press [SHIFT+SPACE].
- To move from top to bottom within the selection press [ENTER].
- To move from bottom to top within the selection press [SHIFT+ENTER].
- To move from left to right within the selection press [TAB].
- To move from right to left within the selection press [SHIFT+TAB].
- To increase the visible part of the data entry area you can select the **Full Screen** command from the **VIEW** menu

- To return to the standard display from the full-screen display just click on the **Full Screen** icon)
- To temporarily fix or freeze column or row headings so that you can see them no matter where you scroll in the worksheet use the **Freeze Panes** command from the **WINDOWS** menu.

Using Formulae

The normal means of entering and using formulae within EXCEL[®] can be used within the Electronic Questionnaire.

Adding Comments

The understanding and interpretation of data entries depends heavily on your use of textual annotations (referred to as “COMMENTS” in EXCEL[®]). These enable you to explain unusual or atypical features of the data.

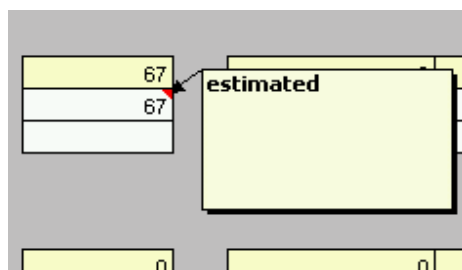
The procedure is;

1. Click on the cell to which you want attach documentation.
2. Choose COMMENT from the **INSERT** menu.
3. Enter your note in the edit box.
4. Click outside the cell. Please note, that if a range of several cells is selected the note will be attached to all selected cells

Afterwards a small red triangle will appear in the upper right corner of the cell to indicate that a note has been attached to this cell.

This procedure must always be used when data are estimated.

Figure 3.11



COMMENTS can also be added to rows, columns and blocks of cells:

- Those referring to a whole row-category should be attached to the corresponding row-code. Select one cell in the row and press the **RowNote** button.

- Those referring to a column-category should be attached to the corresponding column-code. Select one cell in the column and press the **ColumnNote** button.
 - Those referring to all cells in a block, select the cell which contains the *joint row- and column total* (this is usually the first cell in the block).
- ☞ **To allow an unambiguous interpretation the comment should indicate whether it refers to the total only or to all cells which are totalled.**