

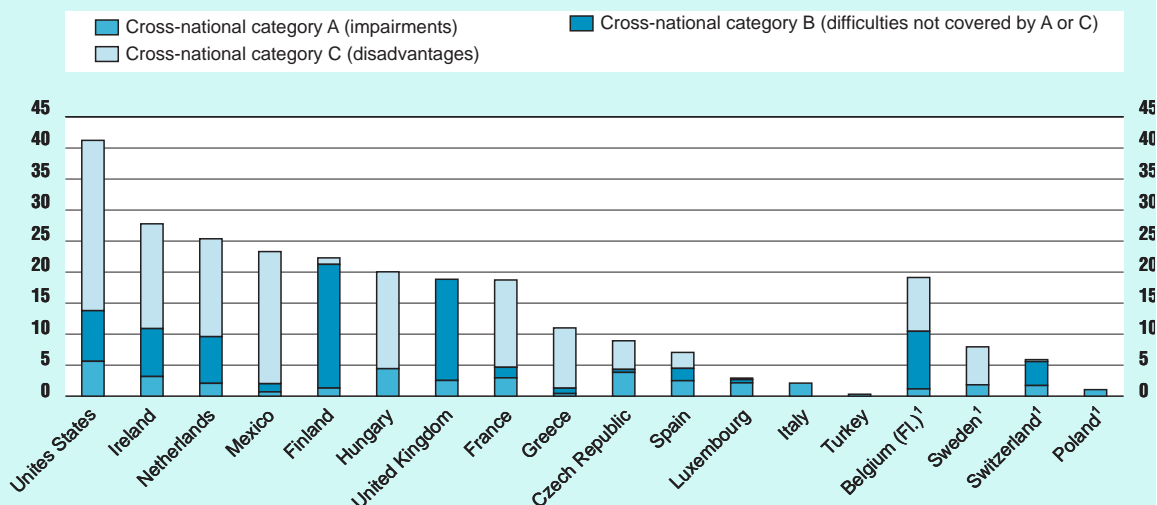
STUDENTS RECEIVING ADDITIONAL RESOURCES TO ACCESS THE CURRICULUM (DISABILITIES, LEARNING OR BEHAVIOUR DIFFICULTIES AND SOCIAL DISADVANTAGES)



- Different countries identify very different proportions of students as being in need of additional support. The proportion of students receiving additional resources ranges from 41 per cent to less than 1 per cent of all students in primary and lower secondary education.
- In some countries, students with disabilities (as included in cross-national category A) will be educated in segregated special schools, while in others these students will be in regular schools. Such differences reveal potential differences between countries in terms of educational provision, and can result in a variety of educational and socialising experiences for students.
- In almost all countries substantially more males than females are receiving additional resources.

Chart C5.1. **Students receiving additional resources in primary and lower secondary education (1999)**

As a percentage of all students in primary and secondary education, by cross-national category, based on head counts



1. Cross-national category C not available or partially missing data.

Countries are ranked in descending order of the percentage of students receiving additional resources.

Source: OECD, Table C5.1.

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 involvement in society more generally. Monitoring the educational provision that 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 students with special needs, 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, and physical adaptations to buildings and equipment. Countries vary substantially with regard to the extent of development of these services and the location of service delivery (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.

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

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

C5

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

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 41 per cent to less than 1 per cent of all students in primary and lower secondary education.

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

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 students experiencing learning or behaviour difficulties; 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 in the last two editions of *Education at a Glance*. 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 and Italy), while other countries, such as Spain and Turkey, include gifted and talented students. Others include those who are disadvantaged in various ways (*e.g.*, Switzerland).

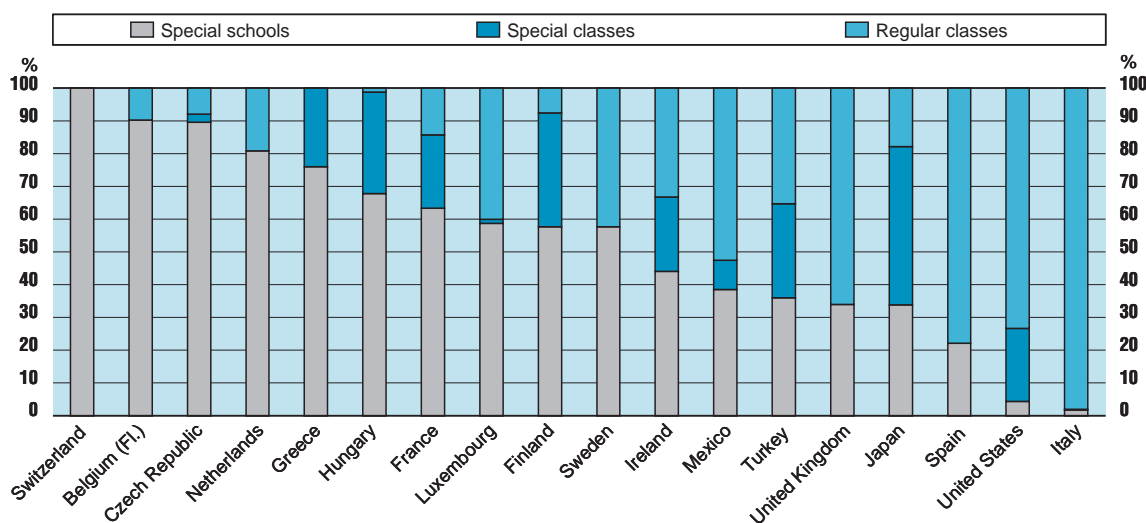
Different countries identify very different proportions of students in categories A, B, and C as being in need of additional support, even though some of the variation may be due to differences in the interpretation of categories. Chart C5.1 shows the substantial differences between countries in terms 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 41 per cent to less than 1 per cent of all students in primary and lower secondary education. 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 ratios of students to teaching staff. 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 location of education of students with disabilities. Chart C5.2 shows where these students (classified as cross-national category A) are being educated, which may be in special schools, special classes or regular classes. The differences are particularly striking, with some countries having very few disabled students in special schools (*e.g.*, Italy and the United States) while some others have over 60 per cent in special schools (*e.g.*, Belgium (Flemish Community), Czech Republic, France, Greece, Hungary and the Netherlands). Debate continues over the desirability 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 C5.3 reveals the distribution of students by location, broken down by cross-national categories A, B and C.

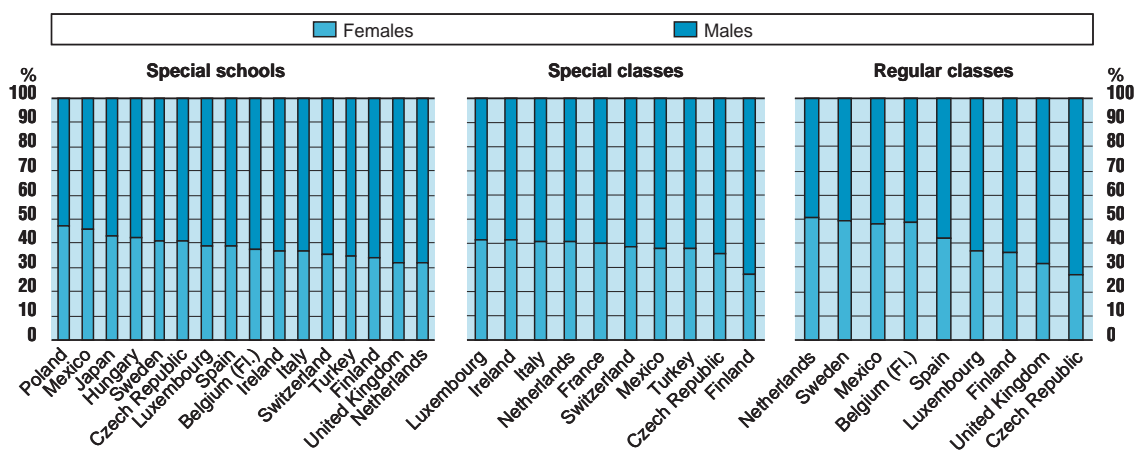
Chart C5.2. Distribution of students receiving additional resources to access the curriculum in cross-national category A, by location (1999)



Countries are ranked in descending order of the proportion of students in special schools.
Source: OECD. Table C5.2.



Chart C5.3. Gender distribution of students receiving additional resources in primary and lower secondary education, by location (1999)



Countries are ranked in descending order of the proportion of female students.
Source: OECD. Table C5.4.

Gender differences

Chart C5.3 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 almost all countries where data are available, the proportion of males exceeds the proportion of females. In special schools and special classes, males comprise between 53 and 74 per cent of students, although there is more

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

variability in regular classes. For example, in the Netherlands, the number of males and females in regular classes is almost equal, while in the Czech Republic, 73 per cent of students are male (Table C5.4).

DEFINITIONS AND METHODOLOGIES

Data are from an ongoing OECD survey on students receiving additional resources to access the curriculum, which was undertaken between 2000 and 2001

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.

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 and 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 C5.1 is calculated by dividing the number of such students by the total number of students in primary and lower secondary education (multiplied by 100). The figures for students in need of extra support are based on full-time study. Data refer to the school year 1998 to 1999. The figures are based on both public and private institutions.

Table C5.1. Students receiving additional resources in primary and lower secondary education (1999)

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 as a percentage of all students receiving additional resources

	As a percentage of all students in primary and lower secondary education				As a percentage of all students receiving additional resources		
	Total	Cross-national category			Cross-national category		
		A	B	C	A	B	C
Belgium (Fl.) [*]	19.1	1.2	9.3	8.7	6.1	48.6	45.4
Czech Republic	8.9	3.8	0.5	4.6	42.9	5.5	51.6
Finland	22.3	1.3	19.9	1.0	5.8	89.5	4.7
France [*]	18.7	2.9	1.7	14.1	15.7	9.1	75.2
Greece [*]	11.0	0.4	0.9	9.7	3.8	7.9	88.3
Hungary [*]	20.0	4.4	a	15.6	22.1	a	77.9
Ireland [*]	27.8	3.2	7.7	16.9	11.4	27.8	60.8
Italy [*]	2.1	2.1	a	a	100.0	a	a
Japan	m	1.2	m	0.2	m	m	m
Luxembourg [*]	2.9	2.1	0.5	0.2	73.4	18.3	8.3
Mexico [*]	23.3	0.7	1.3	21.3	2.9	5.8	91.3
Netherlands	25.4	2.1	7.5	15.8	8.1	29.7	62.2
Poland [*]	1.1	1.1	a	n	95.7	a	4.3
Spain	7.1	2.5	2.0	2.6	35.2	28.2	36.6
Sweden [*]	8.0	1.8	m	6.1	m	m	m
Switzerland [*]	5.9	1.7	3.9	0.3	29.0	65.4	5.5
Turkey [*]	0.3	0.3	n	a	99.3	0.7	a
United Kingdom [*]	18.8	2.5	16.3	a	13.4	86.6	a
United States [*]	41.2	5.6	8.2	27.5	13.6	19.8	66.6

* See Annex 3 for notes.

Source: OECD

Table C5.2. Location of students receiving additional resources in primary and lower secondary education (1999)

Number 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

	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		
	Special schools	Special classes	Regular classes	Special schools	Special classes	Regular classes
Belgium (Fl.) [*]	4.8	0.2	14.2	90.3	a	9.7
Czech Republic	4.1	0.8	3.9	89.6	2.5	8.0
Finland	1.9	1.3	19.1	57.7	34.8	7.6
France [*]	1.9	2.4	14.4	63.3	22.4	14.3
Greece [*]	0.4	0.9	9.7	76.0	24.0	x
Hungary [*]	3.0	1.4	15.7	67.8	31.0	1.2
Ireland [*]	1.1	0.7	25.9	44.0	22.7	33.3
Italy [*]	n	n	2.1	1.7	0.2	98.1
Japan	0.4	0.6	0.2	33.8	48.3	17.9
Luxembourg [*]	1.3	0.4	1.2	58.7	1.3	40.1
Mexico [*]	1.1	0.2	22.1	38.5	8.9	52.6
Netherlands	5.5	3.5	16.4	80.8	a	19.2
Poland [*]	1.1	m	m	100.0	m	m
Spain [*]	0.5	x	6.5	22.1	x	77.9
Sweden [*]	1.1	m	6.9	57.6	a	42.4
Switzerland [*]	1.7	4.2	m	100.0	a	a
Turkey [*]	0.1	0.1	0.1	36.0	28.7	35.3
United Kingdom [*]	0.9	x	17.9	33.9	x	66.1
United States [*]	0.5	2.8	38.0	4.3	22.3	73.4

* See Annex 3 for notes.

Source: OECD

Table C5.3. Distribution of students receiving additional resources to access the curriculum in each cross-national category, by location (1999)

	Special schools			Special classes in regular schools			Regular classes in regular schools		
	Cross-national category			Cross-national category			Cross-national category		
	A	B	C	A	B	C	A	B	C
Belgium (Fl.) [*]	22.1	28.3	49.6	a	a	100.0	0.8	55.9	43.3
Czech Republic	82.8	11.9	5.3	11.2	a	88.8	7.7	a	92.3
Finland	38.8	61.2	n	35.2	64.8	n	0.5	94.0	5.5
France [*]	100.0	a	a	27.2	69.9	3.2	2.9	a	97.1
Greece [*]	79.6	20.4	n	11.3	88.7	a	x	n	100.0
Hungary [*]	100.0	a	n	100.0	a	n	0.3	a	99.7
Ireland [*]	87.5	6.9	5.6	99.0	1.0	a	4.1	29.9	66.0
Italy [*]	100.0	a	a	100.0	a	a	100.0	a	a
Japan	m	m	m	m	m	m	m	m	m
Luxembourg [*]	96.0	4.0	n	6.9	30.6	62.5	70.2	29.8	m
Mexico [*]	25.1	2.8	72.1	33.1	66.9	a	1.6	5.4	93.0
Netherlands	30.2	69.8	a	a	100.0	a	2.4	1.2	96.4
Poland [*]	95.7	a	4.3	m	m	m	m	m	m
Spain [*]	100.0	a	a	x	x	x	29.8	30.5	39.7
Sweden [*]	100.0	a	a	a	a	m	m	m	m
Switzerland [*]	100.0	n	n	n	92.2	7.8	n	m	m
Turkey [*]	99.5	0.5	a	100.0	n	a	98.4	1.6	a
United Kingdom [*]	91.9	8.1	a	x	x	a	9.3	90.7	a
United States [*]	47.9	52.1	a	45.6	54.4	a	10.9	16.8	72.3

^{*} See Annex 3 for notes.

Source: OECD

Table C5.4. Gender distribution of students receiving additional resources in primary and lower secondary education, by location (1999)

	Special schools			Special classes			Regular classes	
	Males	Females		Males	Females		Males	Females
Belgium (Fl.) [*]	62.4	37.6	Czech Republic	64.1	35.9	Belgium (Fl.)	50.8	49.2
Czech Republic	59.3	40.7	Finland	72.8	27.2	Czech Republic	73.1	26.9
Finland	65.8	34.2	France [*]	60.1	39.9	Finland	64.0	36.0
France [*]	73.6	26.4	Ireland [*]	58.9	41.1	Luxembourg [*]	63.3	36.7
Greece	62.4	37.6	Italy	59.5	40.5	Mexico	52.2	47.8
Hungary [*]	57.6	42.4	Luxembourg [*]	58.8	41.2	Netherlands	50.4	49.6
Ireland [*]	62.9	37.1	Mexico	61.9	38.1	Spain	58.2	41.8
Italy	63.4	36.6	Netherlands	59.1	40.9	Sweden [*]	50.7	49.3
Japan [*]	57.1	42.9	Switzerland	61.1	38.9	United Kingdom [*]	68.1	31.9
Luxembourg [*]	60.8	39.2	Turkey [*]	62.0	38.0			
Mexico	54.1	45.9						
Netherlands	68.3	31.7						
Poland [*]	52.7	47.3						
Spain [*]	61.1	38.9						
Sweden	58.7	41.3						
Switzerland	64.6	35.4						
Turkey [*]	65.1	34.9						
United Kingdom [*]	68.2	31.8						

^{*} See Annex 3 for notes.

Source: OECD.