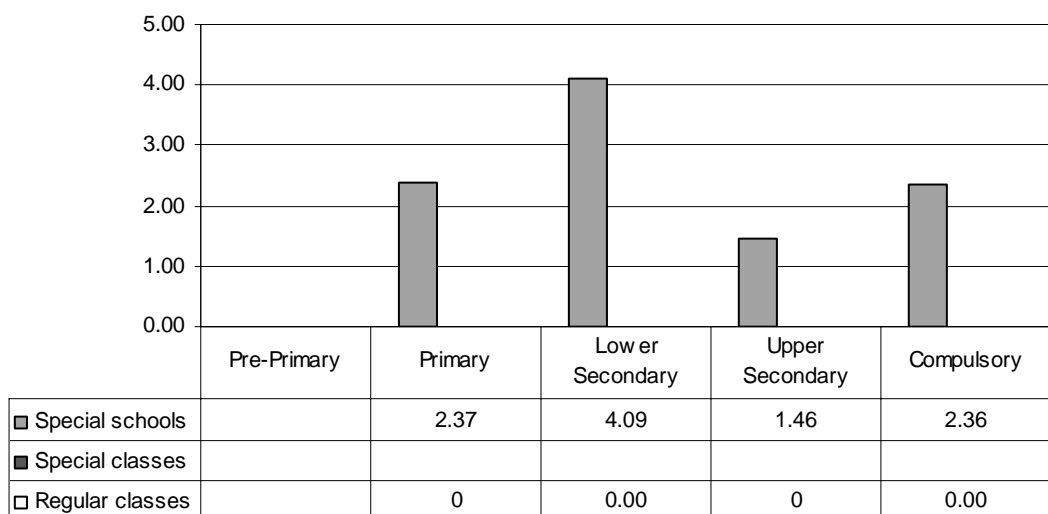


BELGIUM (Fl.)

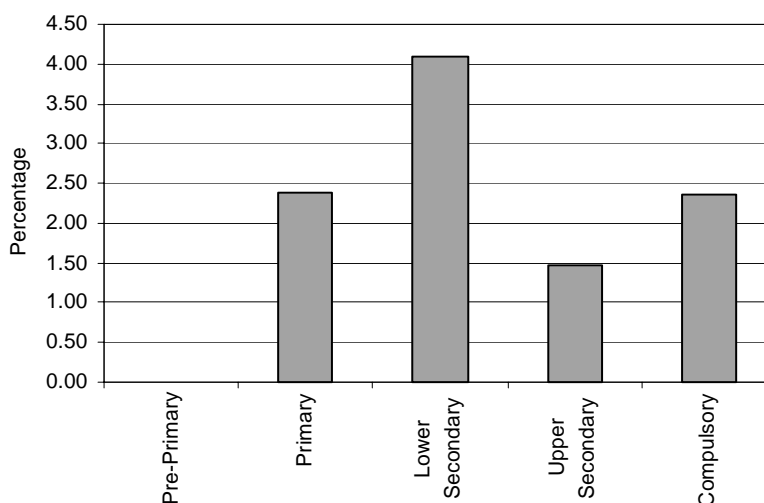
Category 1 Cross-national Category A - Education in type 1 of special education is organised for children with mild mental disabilities: they should be able to acquire basic school knowledge and skills; and to receive vocational training in order to make integration in the regular social and professional environment possible. This type of education is not organised in nursery school (*i.e.*, this type of education is only organised at primary and secondary school level).

Proportion of students with minor mental handicap by phases of education in special schools, special classes and regular classes



Note: Specials schools data in pre-primary education are not applicable.
 Special classes data are not applicable.
 Regular classes data in pre-primary education are not applicable.

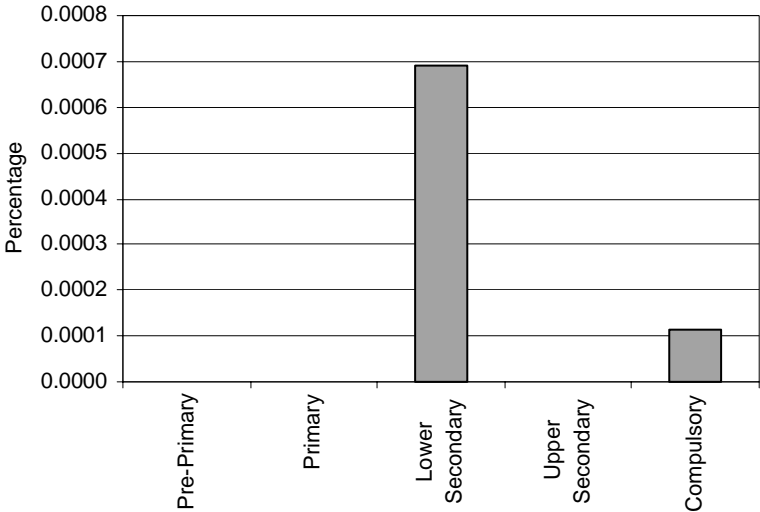
Special Schools - Category 1. Total percentage of students with minor mental handicap falling within the resources definition, by phase of education



Note: Specials schools data in pre-primary education are not applicable.

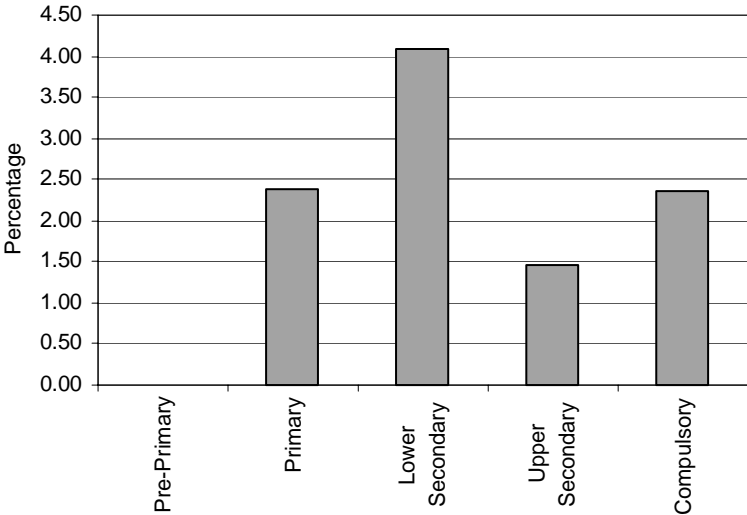
Special Classes – Category 1. Minor mental handicap
NOT APPLICABLE

Regular Classes - Category 1. Total percentage of students with minor mental handicap falling within the resources definition, by phase of education



Note: Regular classes data in pre-primary education are not applicable.

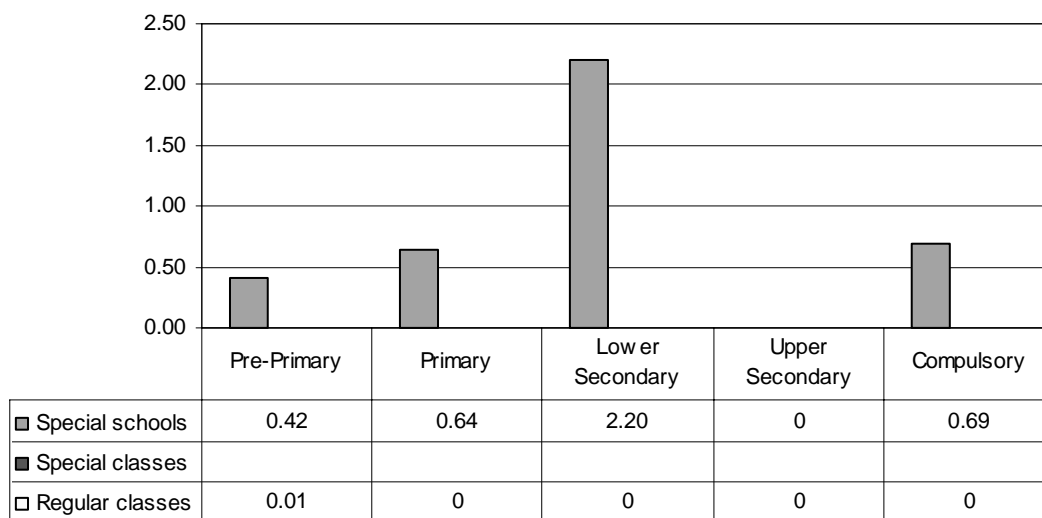
Total - Category 1. Total percentage of students with minor mental handicap falling within the resources definition



Note: Specials schools data in pre-primary education are not applicable.
Special classes data are not applicable.
Regular classes data in pre-primary education are not applicable.

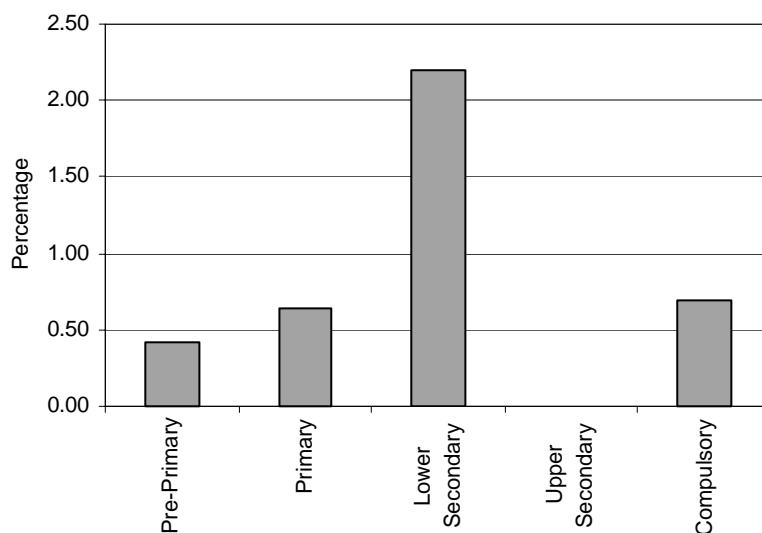
Category 2 Cross-national Category A - Education in type 2 of special education is organised for children with moderate to severe mental disabilities. Through social education and special vocational training, children with moderate mental disabilities are prepared for integration in a protected socio-professional environment. The social self-reliance level of children with severe mental disabilities is enhanced by special educational activities. This type of education is organised at pre-primary, primary and secondary level.

Proportion of students with moderate or serious mental handicap by phases of education in special schools, special classes and regular classes



Note: Special classes data are not applicable.

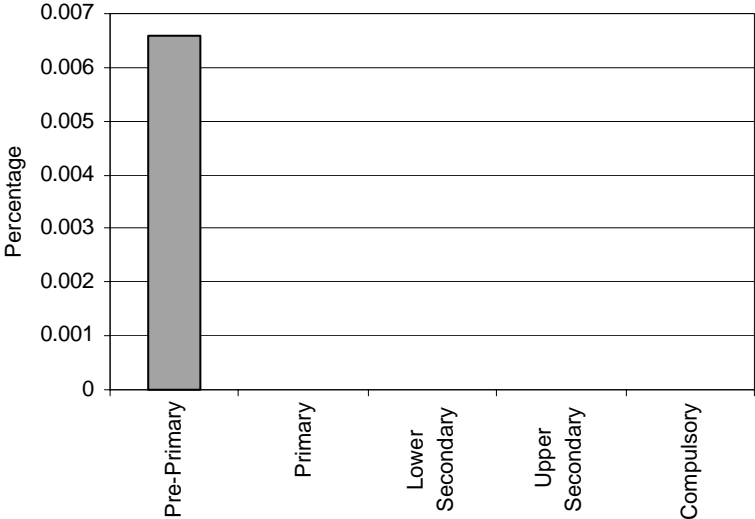
Special Schools - Category 2. Total percentage of students with moderate or serious mental handicap falling within the resources definition, by phase of education



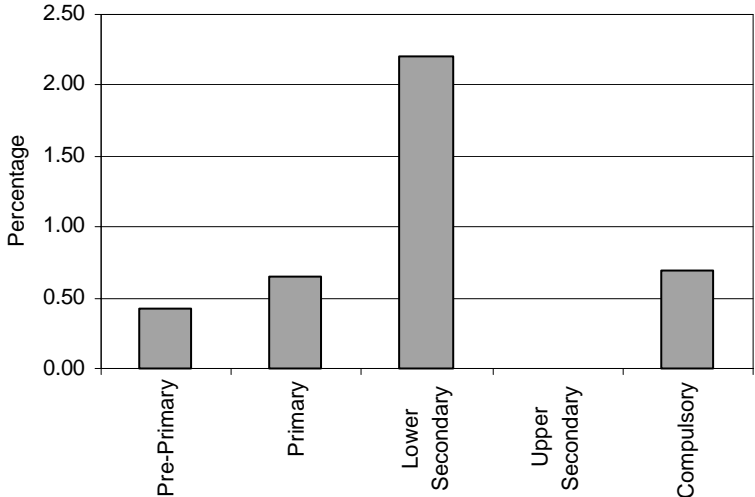
Special Classes – Category 2. Moderate or serious mental handicap

NOT APPLICABLE

Regular Classes - Category 2. Total percentage of students with moderate or serious mental handicap falling within the resources definition, by phase of education



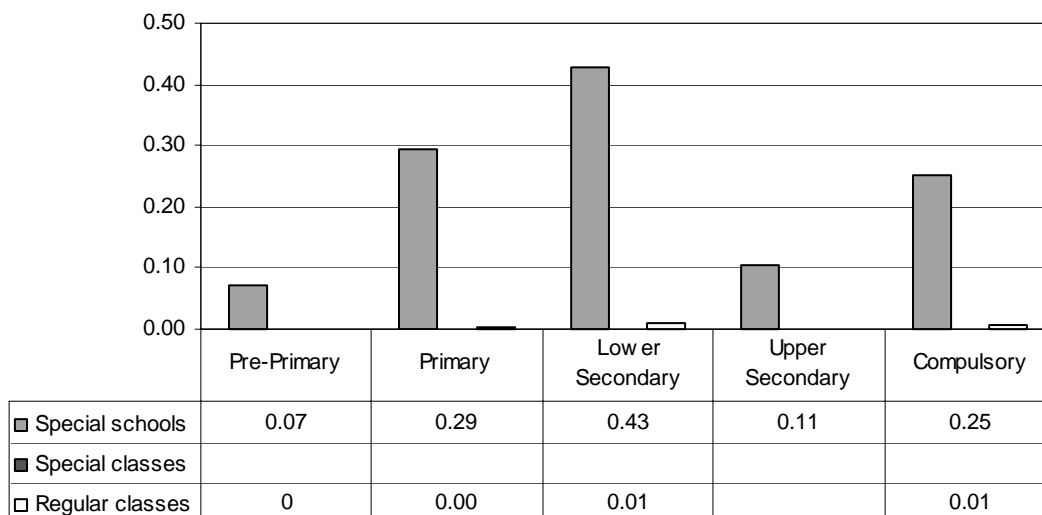
Total - Category 2. Total percentage of students with moderate or serious mental handicap falling within the resources definition



Note: Special classes data are not applicable.

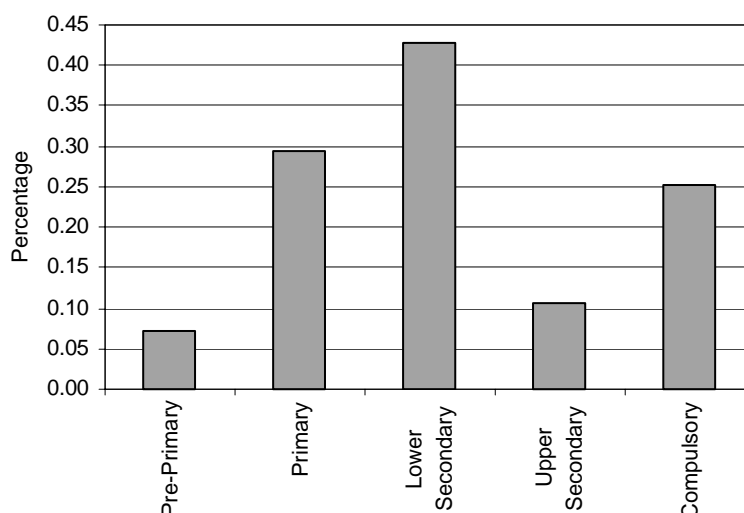
Category 3 Cross-national Category B - This category is followed by pupils with serious emotional and/or behavioural problems. Education in type 3 of special education is organised for children with personality disorders. They suffer from severe structural and/or functional disorders in the affective-dynamic and relational aspect of their personality, which make special educational and psycho-therapist measures necessary. This type of education is organised at pre-primary, primary and secondary level.

Proportion of students with moderate or serious mental handicap by phases of education in special schools, special classes and regular classes



Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

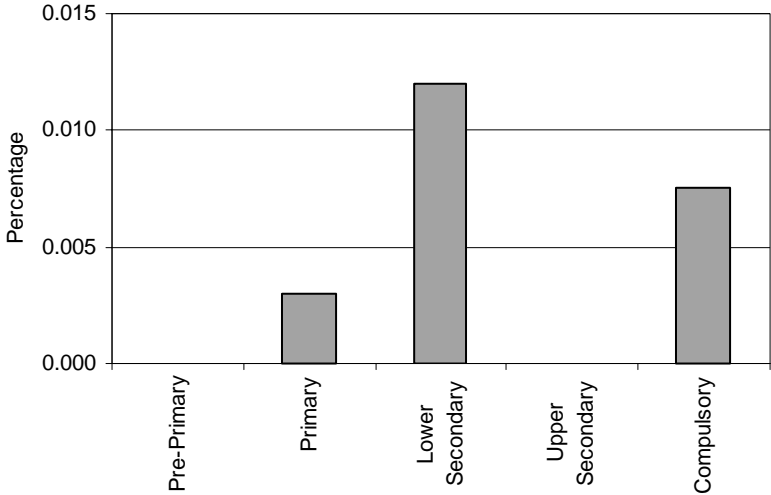
Special Schools - Category 3. Total percentage of students with serious emotional and/or behavioural problems falling within the resources definition, by phase of education



Special Classes – Category 3. Serious emotional and/or behavioural problems

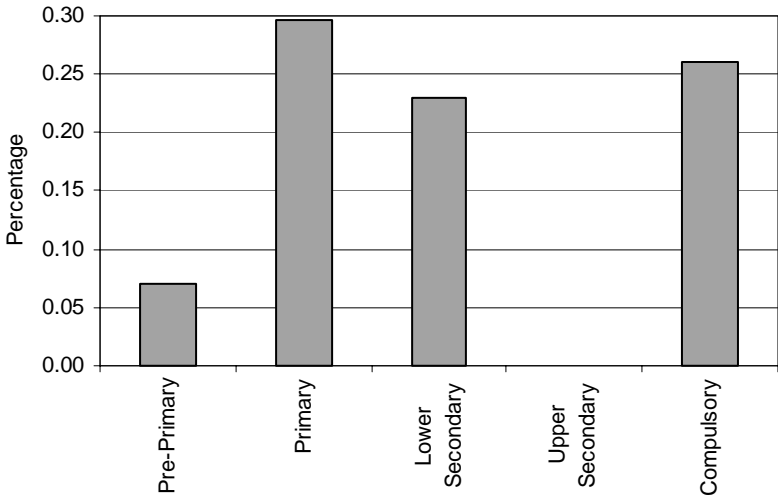
NOT APPLICABLE

Regular Classes -Category 3. Total percentage of students with serious emotional and/or behavioural problems falling within the resources definition, by phase of education



Note: Regular classes data in upper secondary education are included in lower secondary data.

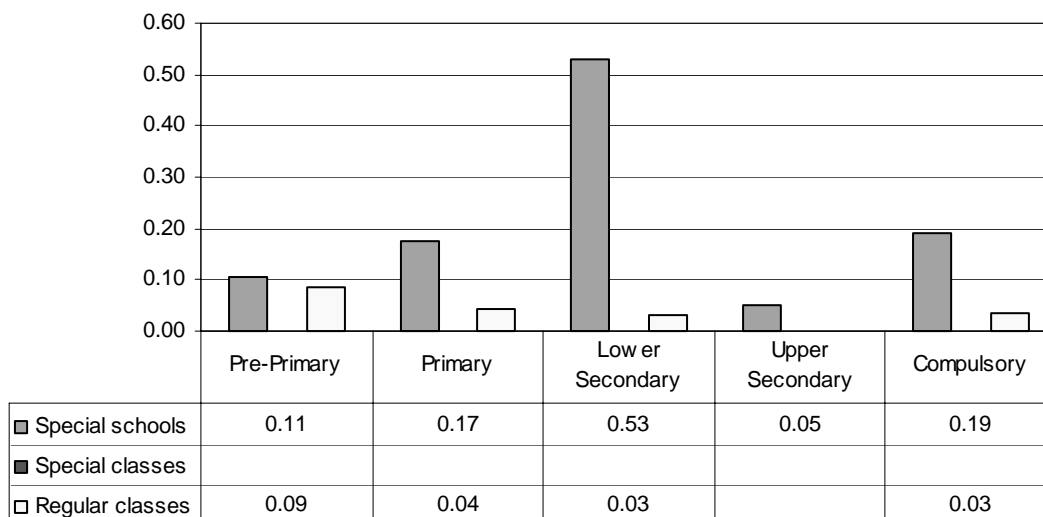
Total - Category 3. Total percentage of students with serious emotional and/or behavioural problems falling within the resources definition



Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

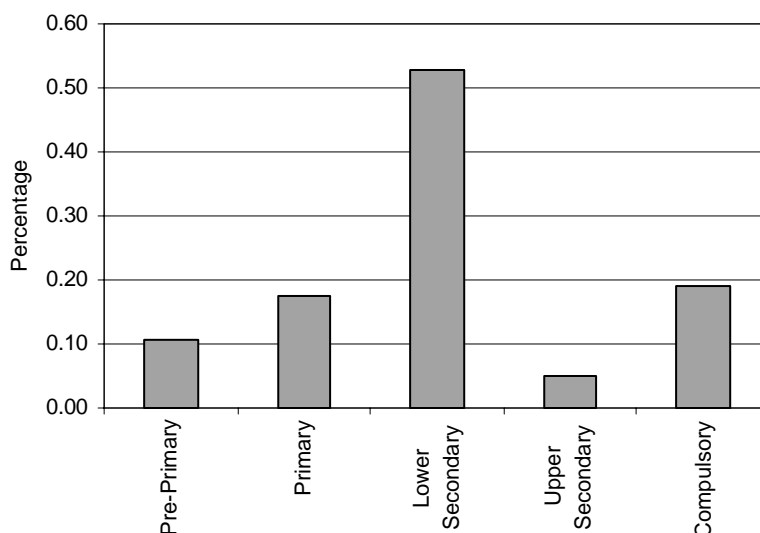
Category 4 Cross-national Category A - This category is followed by pupils with a physical handicap. Education in type 4 of special education is organised to fulfil the educational needs of children with physical disabilities, other than those mentioned in types 5, 6 and 7, who are not able to receive education in a standard school because they regularly need medical or paramedical treatments and/or special teaching materials. This type of education is organised at pre-primary, primary and secondary level.

Proportion of students with physical handicap by phases of education in special schools, special classes and regular classes



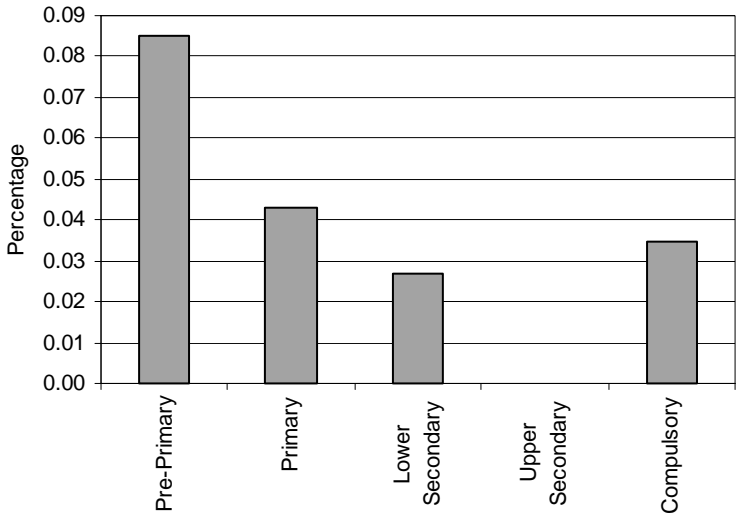
Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

Special Schools - Category 4. Total percentage of students with a physical handicap falling within the resources definition, by phase of education



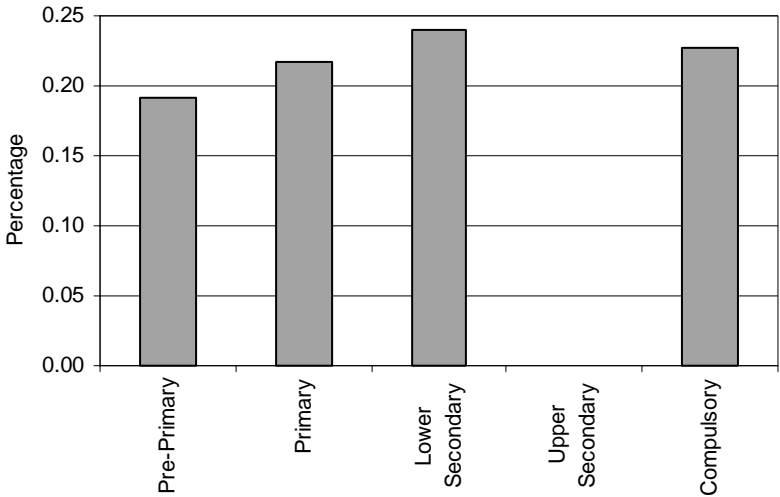
Special Classes – Category 4. Physical handicap
NOT APPLICABLE

Regular Classes - Category 4. Total percentage of students with a physical handicap falling within the resources definition, by phase of education



Note: Regular classes data in upper secondary education are included in lower secondary data.

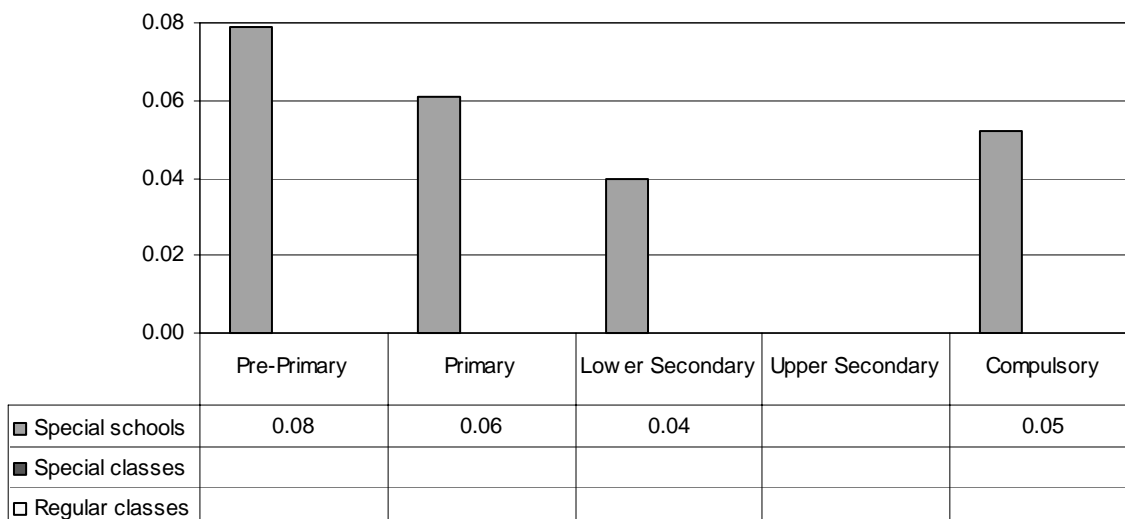
Total - Category 4. Total percentage of students with a physical handicap falling within the resources definition



Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

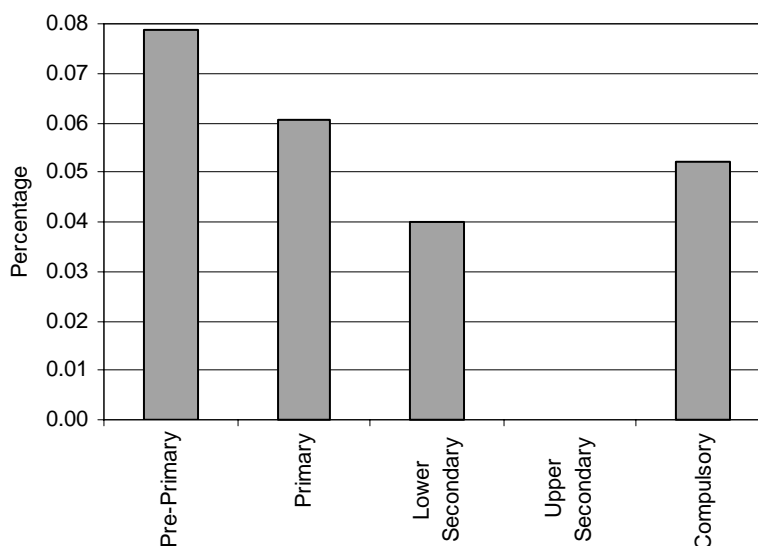
Category 5 Cross-national Category A - This category is followed by pupils suffering from protracted illness. Education in type 5 of special education is organised to fulfil the educational needs of children who suffer from an illness and receive medical treatment in a hospital or in a medical-pedagogical institute organised or accredited by the State. This type of education is organised at pre-primary, primary and secondary level.

Proportion of students suffering from protracted illness by phases of education in special schools, special classes and regular classes



Note: Special schools data in upper secondary education are included in lower secondary data. Special classes and regular classes data are not applicable.

Special Schools -Category 5. Total percentage of students suffering from protracted illness within the resources definition, by phase of education

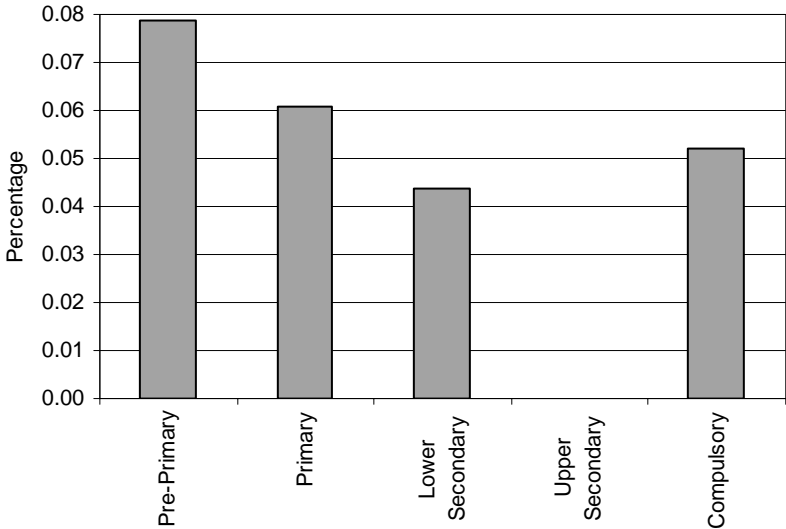


Note: Special schools data in upper secondary education are included in lower secondary data.

Special Classes – Category 5. Children suffering from protracted illness
NOT APPLICABLE

Regular Classes – Category 5. Children suffering from protracted illness
NOT APPLICABLE

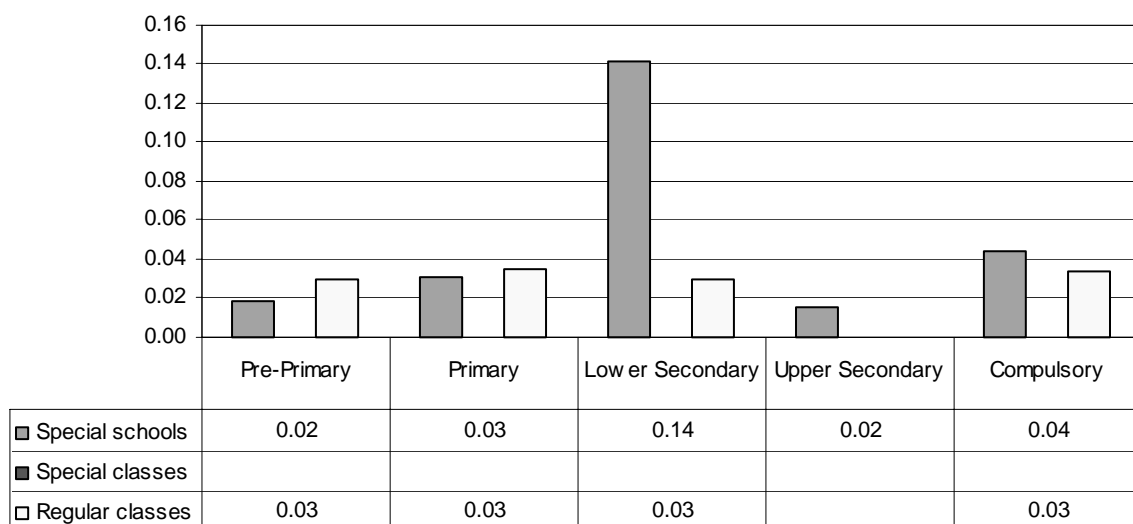
Total - Category 5. Total percentage of students suffering from protracted illness within the resources definition



Note: Special schools data in upper secondary education are included in lower secondary data. Special classes and regular classes data are not applicable.

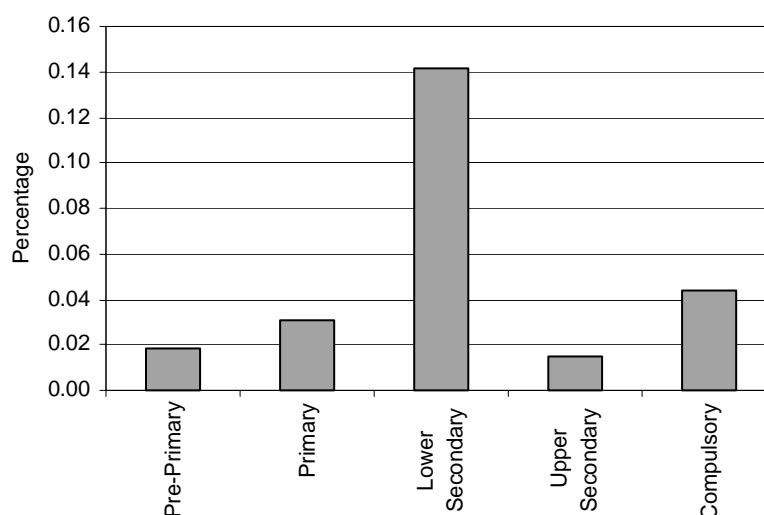
Category 6 Cross-national Category A - This category is followed by pupils with a visual handicap. Education in type 6 of special education is organised for blind or visually-impaired children who regularly need medical or paramedical treatment and/or special teaching materials. This type of education is organised at pre-primary, primary and secondary level.

Proportion of students with visual impairments by phases of education in special schools, special classes and regular classes



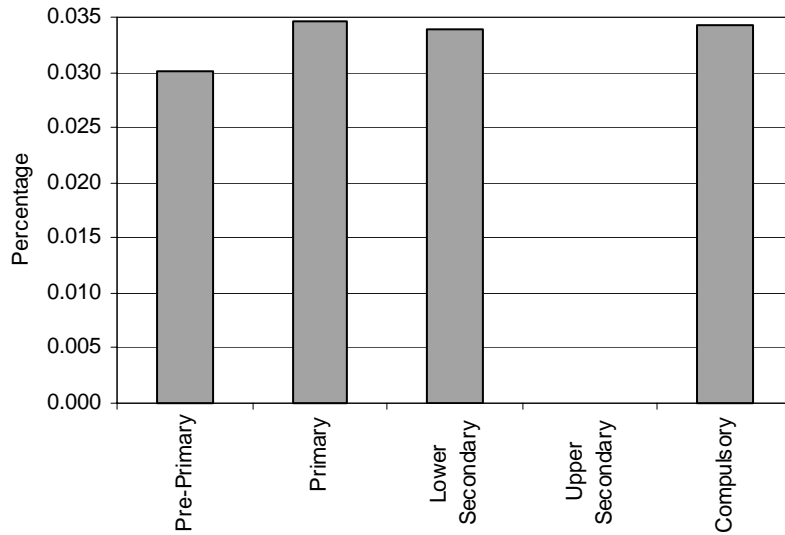
Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

Special Schools - Category 6. Total percentage of students with visual impairments within the resources definition, by phase of education



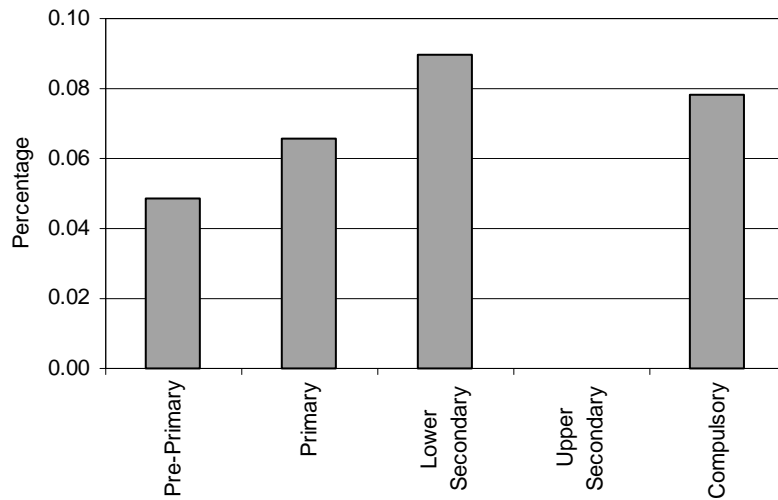
Special Classes – Category 6. Visual handicap
NOT APPLICABLE

Regular Classes - Category 6. Total percentage of students with visual impairments within the resources definition, by phase of education



Note: Regular classes data in upper secondary education are included in lower secondary data.

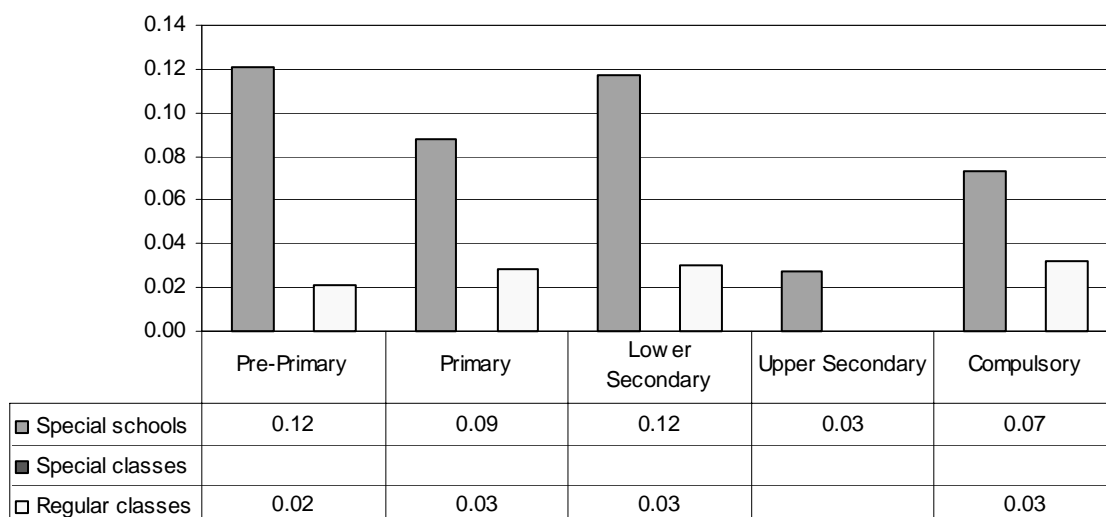
Total - Category 6. Total percentage of students with visual impairments within the resources definition



Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

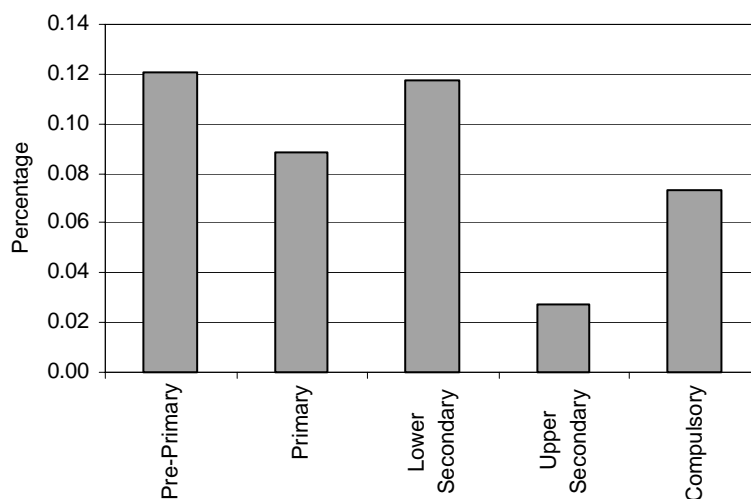
Category 7 Cross-national Category A - This type of special education is for pupils with an auditory handicap. Education in type 7 of special education is organised for deaf or hearing-impaired children who regularly need medical or paramedical treatment and/or special teaching materials. This type of education is organised at pre-primary, primary and secondary level.

Proportion of students with auditory handicaps by phases of education in special schools, special classes and regular classes



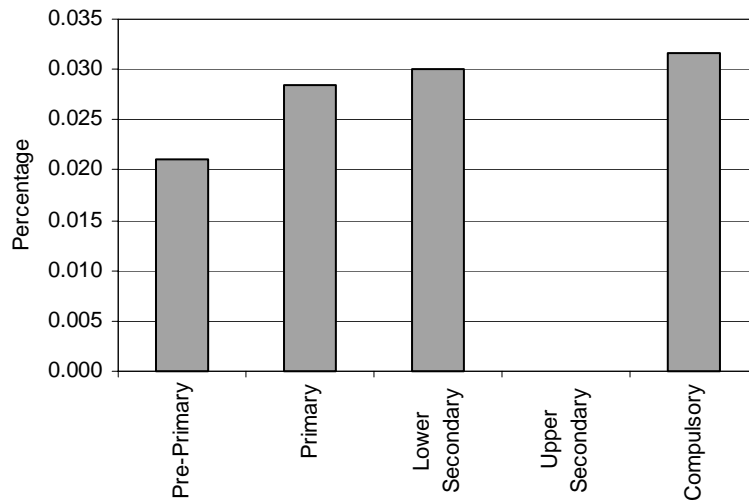
Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

Special Schools -Category 7. Total percentage of students with auditory handicaps within the resources definition, by phase of education



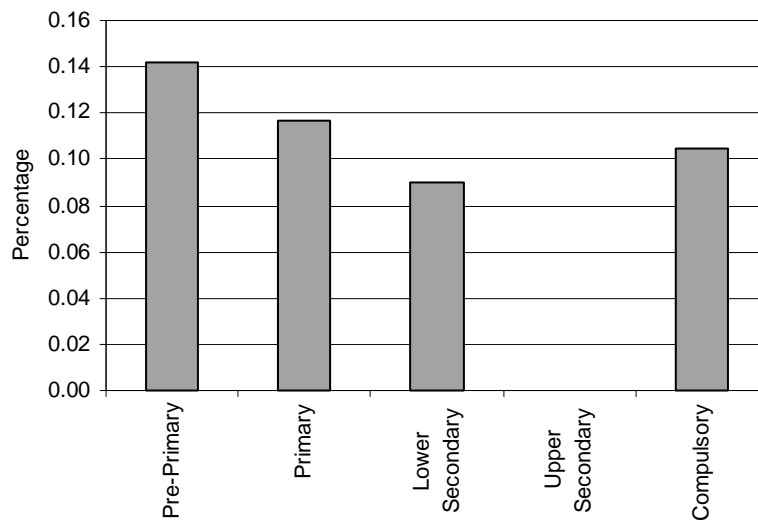
Special Classes – Category 7. Auditory handicap
NOT APPLICABLE

Regular Classes - Category 7. Total percentage of students with auditory handicaps within the resources definition, by phase of education



Note: Regular classes data in upper secondary education are included in lower secondary data.

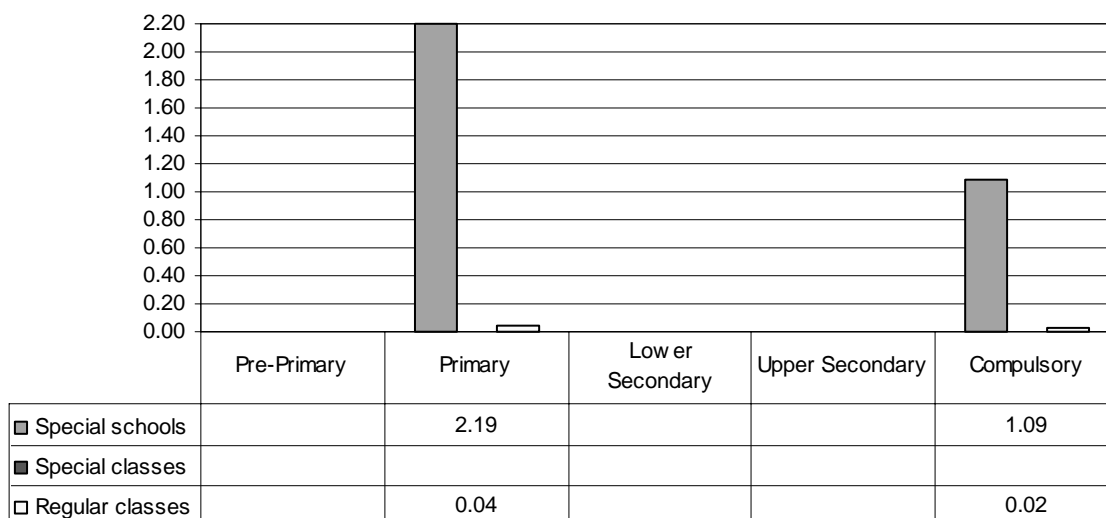
Total - Category 7. Total percentage of students with auditory handicaps within the resources definition



Note: Special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

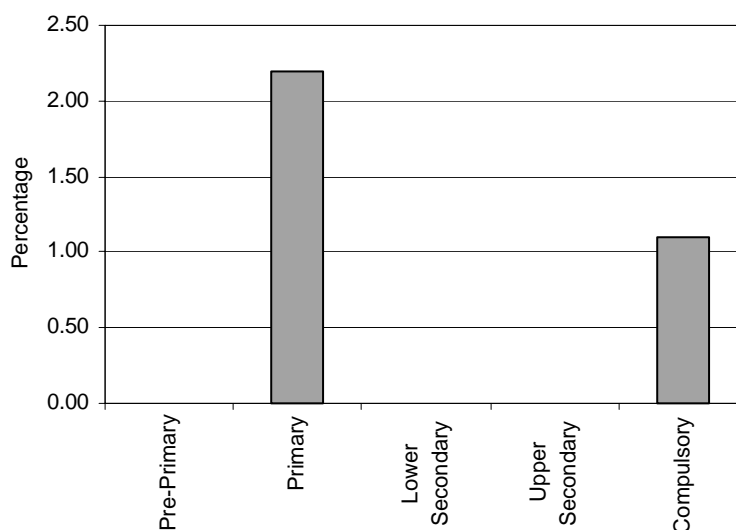
Category 8 Cross-national Category B - This type of special education is organised for pupils with serious learning disabilities. Education in type 8 of special education is organised to fulfil the educational needs of children with severe learning disabilities. Although their mental, visual and hearing abilities are normal, they suffer from disorders in their development of language and skills of speech, reading, writing and/or arithmetic. This type of education is only organised at primary school level (not for nursery school or secondary education).

Proportion of students with serious learning disabilities by phases of education in special schools, special classes and regular classes



Note: Special schools data in pre-primary, lower secondary and upper secondary education are not applicable.
 Special classes data are not applicable.
 Regular classes data in pre-primary, lower secondary and upper secondary education are not applicable.

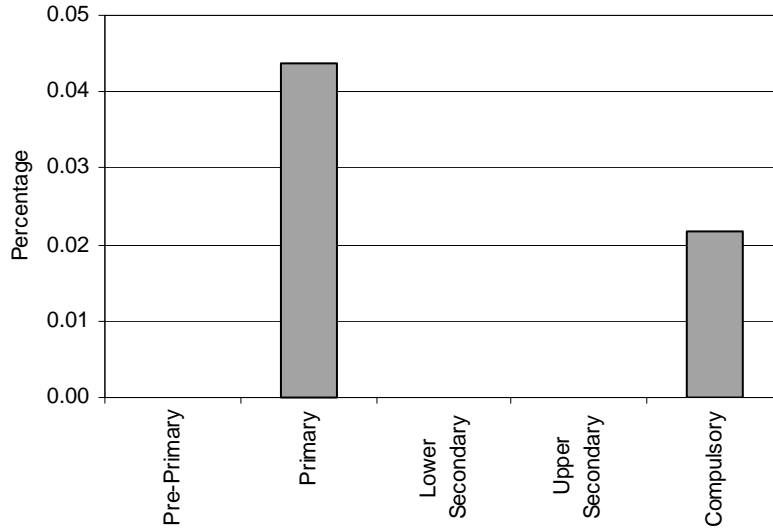
Special Schools - Category 8. Total percentage of students with serious learning disabilities within the resources definition, by phase of education



Note: Special schools data in pre-primary, lower secondary and upper secondary education are not applicable.

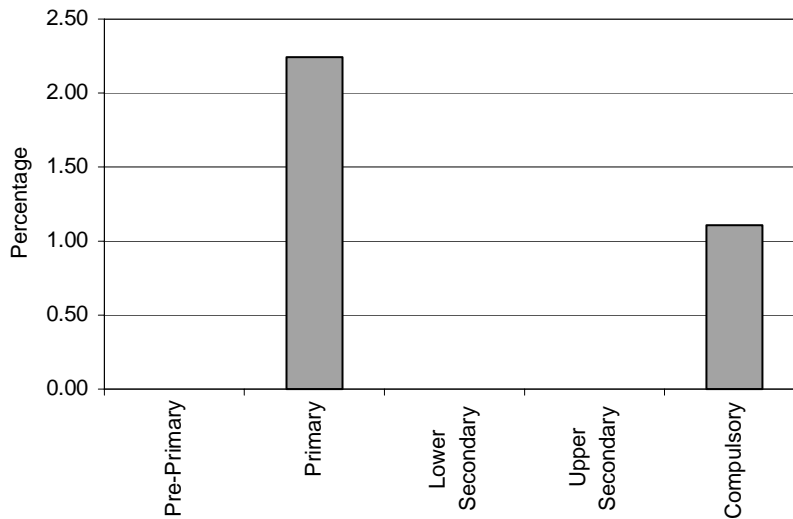
Special Classes – Category 8. Serious learning disabilities
NOT APPLICABLE

Regular Classes - Category 8. Total percentage of students with serious learning disabilities within the resources definition, by phase of education



Note: Regular classes data in pre-primary, lower secondary and upper secondary education are not applicable.

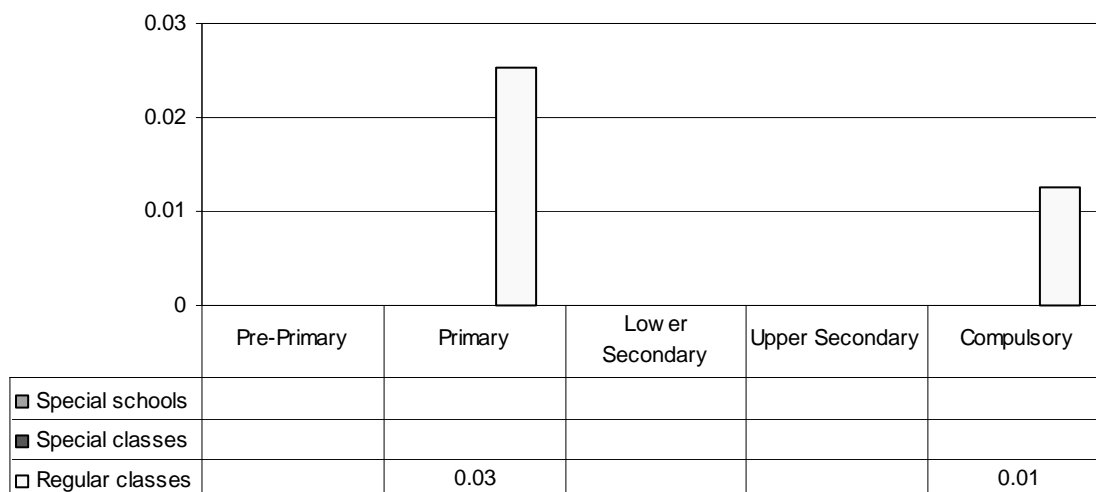
Total - Category 8. Total percentage of students with serious learning disabilities within the resources definition



Note: Special schools data in pre-primary, lower secondary and upper secondary education are not applicable. Special classes data are not applicable. Regular classes data in pre-primary, lower secondary and upper secondary education are not applicable.

Category 9 Cross-national Category A - Temporary home-based education applies to both ordinary and special primary education (except for type 5 schools). A child of compulsory school age in primary school (not in nursery education) has the right to receive temporary home-based education when the following conditions are simultaneously satisfied: an absence of over 21 calendar days caused by an illness or an accident; the parents have submitted a written request, accompanied by a medical certificate, to the principal of the school providing home-based education. The medical certificate should show that the child is not able to come to the school but is allowed to be educated; the distance between the school site and the pupil's residence should not exceed 10 km for ordinary education or 20 km for special education. The home-based education is provided from the 22nd calendar day of absence and continues until the child is able to return to its regular school. If the child should suffer from the same illness or accident within three months, the 21-day waiting period does not apply. In order to organise the home-based education, four additional teaching periods per week and per pupil are financed or granted. The travel expenses incurred by the staff member providing the home-based education are repaid according to the value of a first-class train ticket. Pupils in permanent home-based education are also included in this category. Pupils at compulsory school age who satisfy the admission requirements for special primary education but for whom it is permanently impossible to be educated in a school due to a handicap, are entitled to permanent home-based education. This does require a recommendation from the Special Education Advisory Committee. Great distance to a school, long transport time, etc., do not qualify as reasons for applying for permanent home-based education. The deciding factor is the seriousness of the handicap which does not allow education in a school, although the child is able to receive education. The school receives four additional teaching periods per week to organise the permanent home-based education. These additional teaching periods are to be performed by a member of the teaching staff and they can never contain any therapeutic treatments.

Proportion of students who are temporarily ill and have support at home by phases of education in special schools, special classes and regular classes



Note: Special schools and special classes data are not applicable.
Regular classes data in pre-primary, lower secondary and upper secondary education are not applicable.

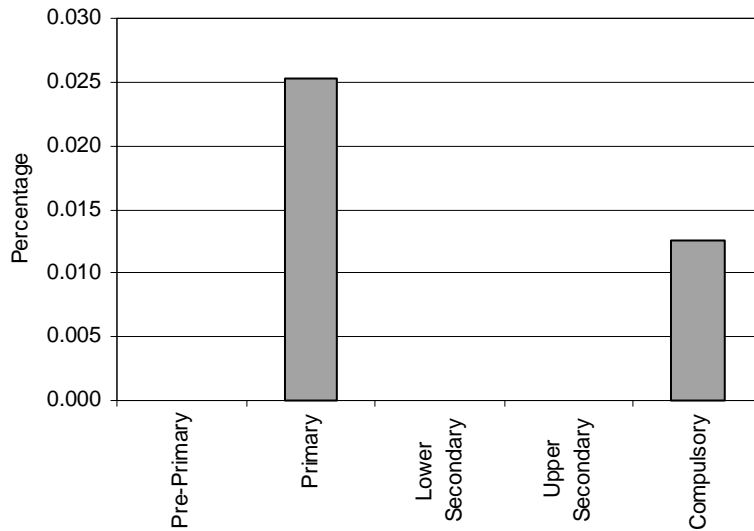
Special Schools – Category 9. Support at home for children who are temporarily ill

NOT APPLICABLE

**Special Classes – Category 9. Support at home
for children who are temporarily ill**

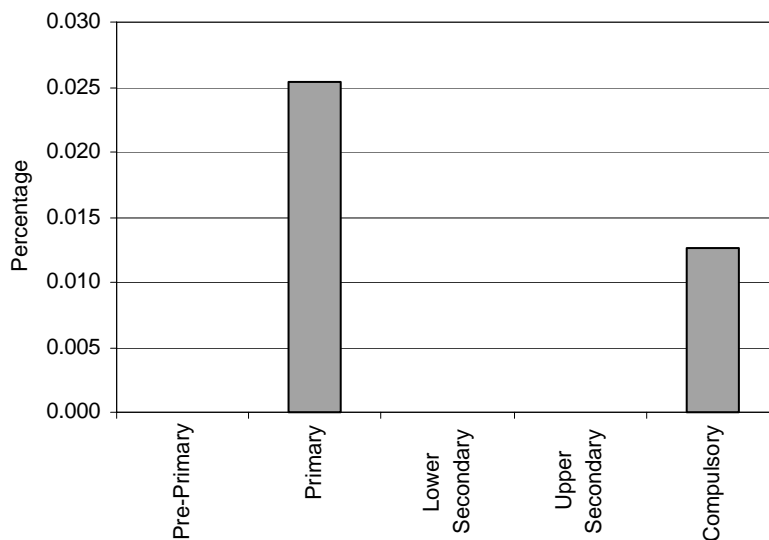
NOT APPLICABLE

Regular Classes - Category 9. Total percentage of students who are temporarily ill and have support at home within the resources definition, by phase of education



Note: Regular classes data in pre-primary, lower secondary and upper secondary education are not applicable.

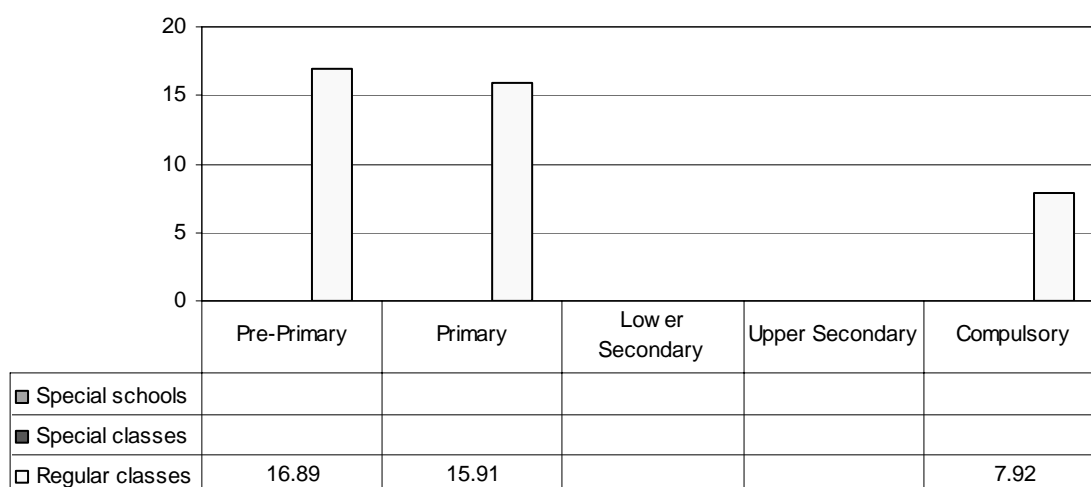
Total - Category 9. Total percentage of students who are temporarily ill and have support at home within the resources definition



Note: Special schools and special classes data are not applicable.
Regular classes data in pre-primary, lower secondary and upper secondary education are not applicable.

Category 10 Cross-national Category B - For a few years now, the Flemish Government has been developing a program for *zorgbreedte* (extending care). It is rather difficult to translate this notion. The idea is linked up with ideas on, for example, “inclusive education”. The idea is to organise early attention for those children who might suffer from learning difficulties that may cause problems in the transition between pre-school and primary school. Additional teachers, schools for special education and the pupil guidance centre (CLB) work closely together with the pre-school teacher. Attention is given to general language proficiency, social skills, prevention and remediation of learning difficulties, socio-emotional problems and co-operation with the parents. The target group consists of children who live in less favourable economic and cultural circumstances but who are capable of participating in ordinary education when certain deficits are eliminated.

Proportion of students who have extending care by phases of education in special schools, special classes and regular classes

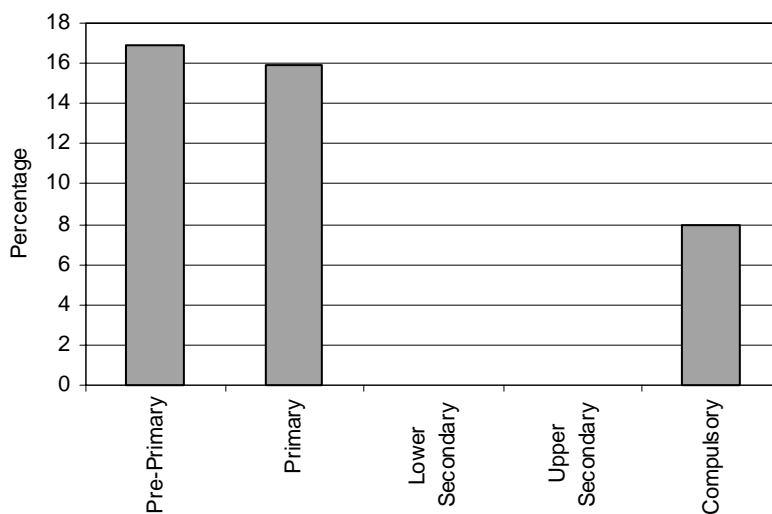


Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.

Special Schools – Category 10. Extending care
NOT APPLICABLE

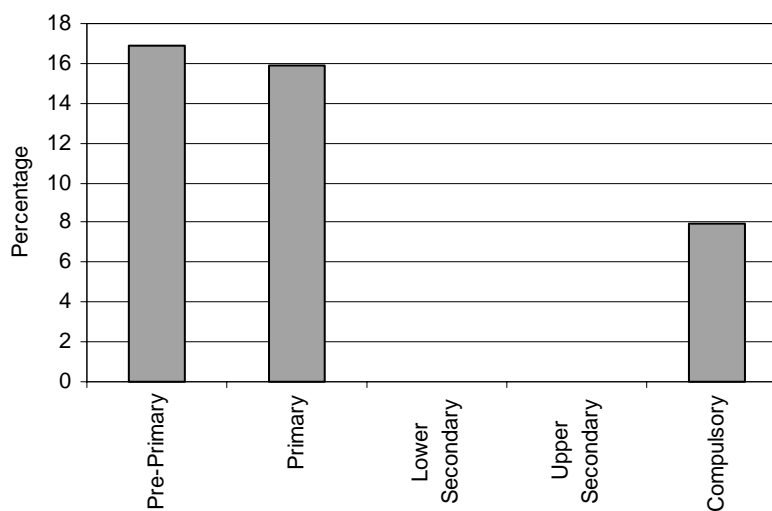
Special Classes – Category 10. Extending care
NOT APPLICABLE

Regular Classes - Category 10. Total percentage of students who have extending care within the resources definition, by phase of education



Note: Regular classes data in lower secondary and upper secondary education are not applicable.

Total - Category 10. Total percentage of students who have extending care within the resources definition



Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.

Category 11 Cross-national Category B - Remedial teachers in ordinary primary education. The total of teaching periods in primary education is conceived in such a way that primary schools have the opportunity to devote special attention and care to children with learning or developmental difficulties. One of the most important goals of giving the schools this autonomy is to make sure that schools are organised so that remediation is possible. In primary education, pedagogical reform is ensured by working with differentiation elements, carrying out different groupings and taking maximum advantage of remedial teachers. In addition, a lot of attention is paid to consultative conversations between the regular teachers and the remedial teacher, and between the regular teachers, the remedial teacher, the members of the Pupil Guidance Centre, and the school principal. One teaching period for the remedial teacher per group of 20 pupils seems a minimum. It is the remedial teacher's task to help children with learning or developmental difficulties and to detect barriers to learning. The guidance takes place individually or in small groups or assistance within the regular classroom, according to the pupils' needs. The remedial teacher's presence is not based on additional teaching periods or allowances, but is made possible by the flexible allocation of the total number of teaching periods that is assigned to each school based on the total number of pupils. This total package of granted teaching periods is called *omkadering*.

Special Schools – Category 11. Remedial teaching

NOT APPLICABLE

Special Classes – Category 11. Remedial teaching

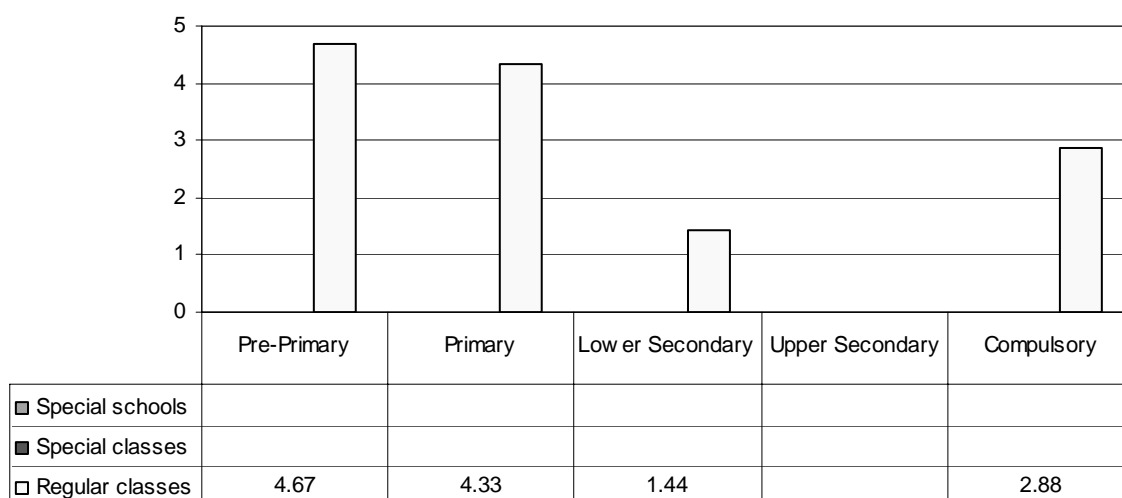
NOT APPLICABLE

Regular Classes – Category 11. Remedial teaching

MISSING

Category 12 Cross-national Category C - The languages of the migrant population are not legally recognised as minority languages. Nevertheless, a special policy has been instituted within the education system to provide for adequate learning opportunities, especially for children within compulsory education. This policy is called the *onderwijsvoorrangsbeleid* (educational priority policy). This policy is applied at the primary and secondary levels in schools with a significant number of migrant or refugee children. Schools must develop an educational approach with special attention to the quality of the teaching of Dutch intercultural education, the tackling of learning and developmental problems and co-operation with the immigrant families.

Proportion of students with educational priority policy by phases of education in special schools, special classes and regular classes

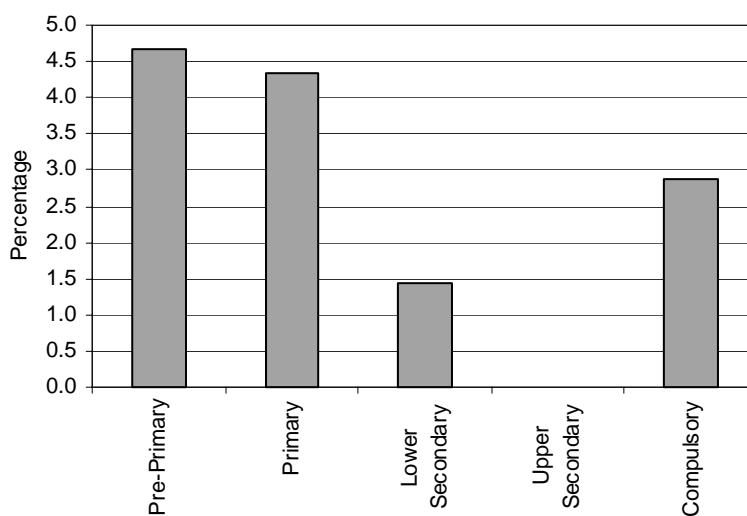


Note: Special schools and special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

Special Schools – Category 12. Educational priority policy
NOT APPLICABLE

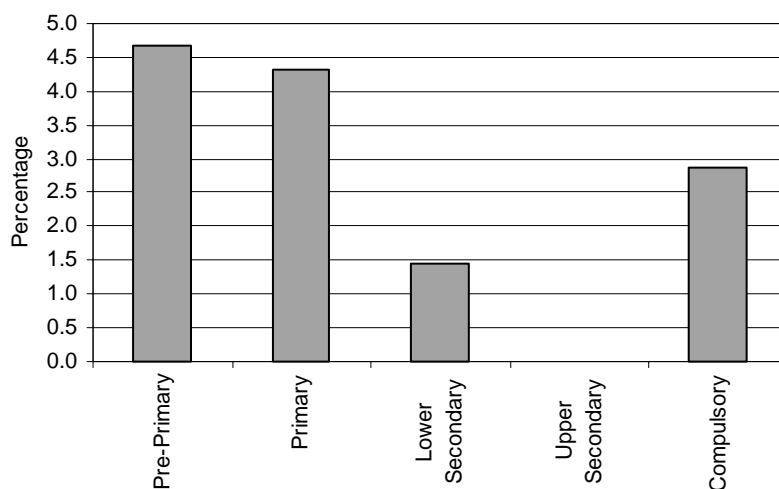
Special Classes – Category 12. Educational priority policy
NOT APPLICABLE

Regular Classes - Category 12. Total percentage of students with educational priority policy falling within the resources definition, by phase of education



Note: Regular classes data in upper secondary education are included in lower secondary data.

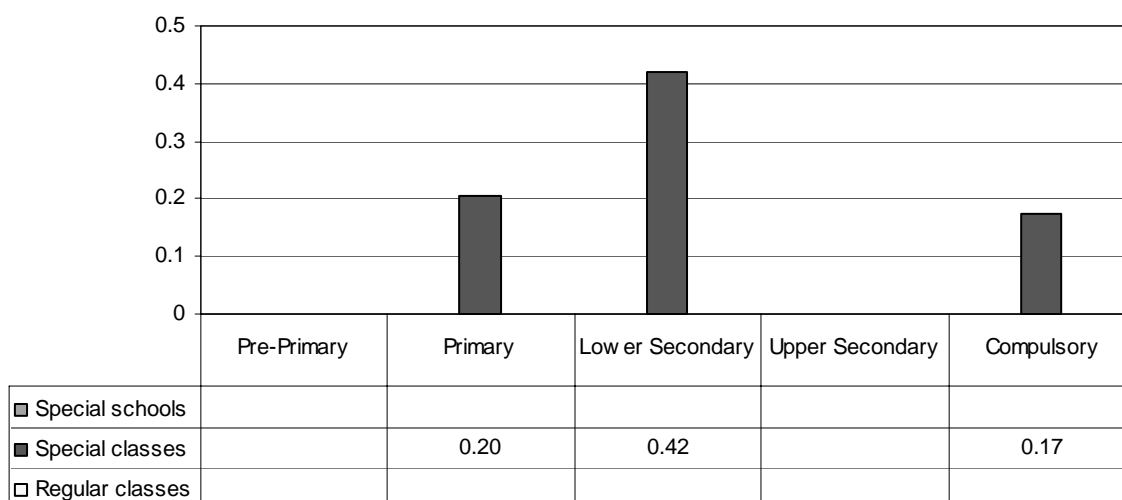
Total - Category 12. Total percentage of students with educational priority policy falling within the resources definition



Note: Special schools and special classes data are not applicable.
Regular classes data in upper secondary education are included in lower secondary data.

Category 13 Cross-national Category C - Reception education is education for immigrant school entrants who do not speak Dutch and this is to insure their knowledge of Dutch and to facilitate their social integration. After this reception education, the pupils can enrol in regular education (primary or secondary school level). Reception education encourages the active integration of the immigrant school entrant in school life. The focus is on the relationship with the teachers and the other pupils of his peer group. In elementary education, schools with at least four foreign pupils who do not speak Dutch (*anderstalige nieuwkomers*) and who do not fully understand the language used at school may organise a special language adaptation course for three periods a week. In secondary education, this type of education is organised in 29 selected schools which have at least ten foreign pupils who do not speak Dutch.

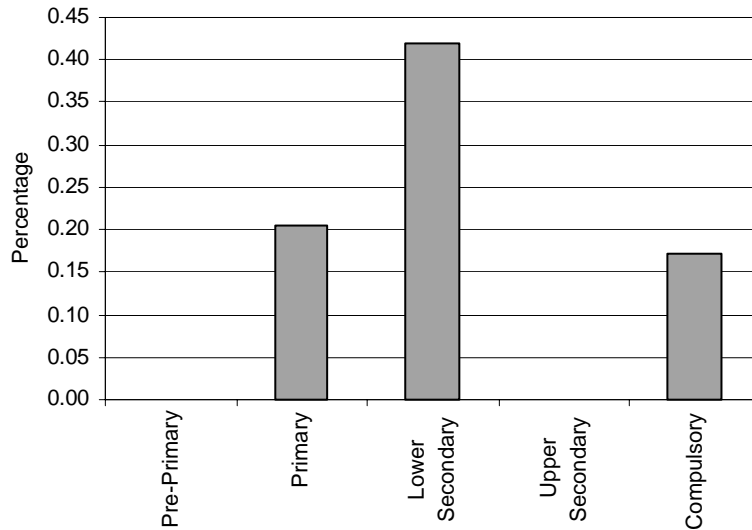
Proportion of students who do not speak Dutch and have reception classes by phases of education in special schools, special classes and regular classes



Note: Special schools and regular classes data are not applicable.
Special classes data in pre-primary and upper secondary education are not applicable.

Special Schools – Category 13. Reception classes for pupils who do not speak Dutch
NOT APPLICABLE

Special Classes - Category 13. Total percentage of students who do not speak Dutch and have reception classes within the resources definition, by phase of education

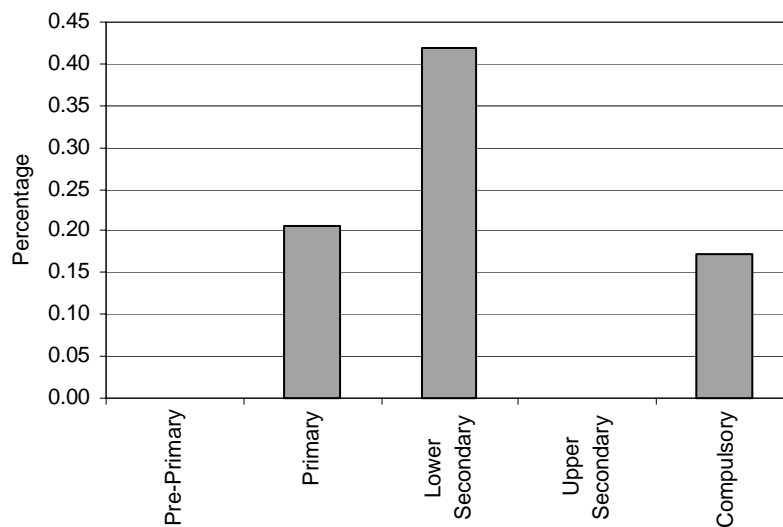


Note: Special classes data in pre-primary and upper secondary education are not applicable.

Regular Classes – Category 13. Reception classes for pupils who do not speak Dutch

NOT APPLICABLE

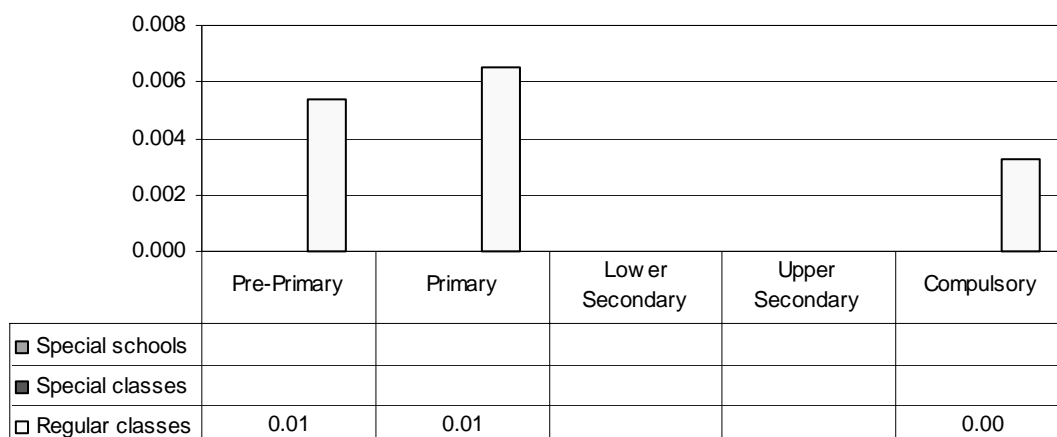
Total - Category 13. Total percentage of students who do not speak Dutch and have reception classes within the resources definition



Note: Special schools and regular classes data are not applicable.
Special classes data in pre-primary and upper secondary education are not applicable.

Category 14 Cross national Category C - In this category, two specific smaller projects are integrated. The first project concerns the reception of pre-school children of travelling employed population (circus, bargemen, fairmen, showmen, etc.) In the second project, three elementary schools take care of the reception of gypsy children.

Proportion of travelling students by phases of education in special schools, special classes and regular classes

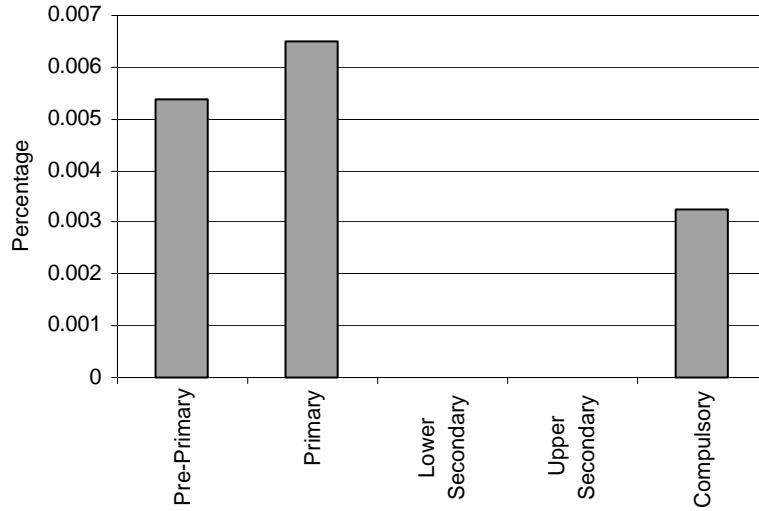


Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.

Special Schools – Category 14. Travelling children
NOT APPLICABLE

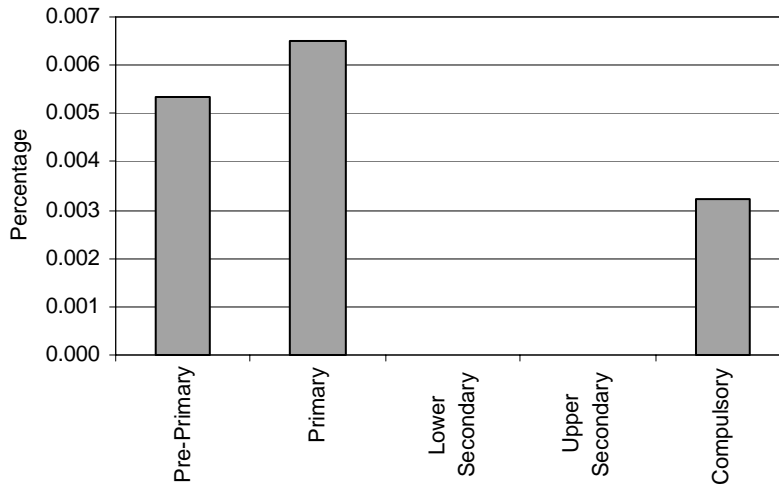
Special Classes – Category 14. Travelling children
NOT APPLICABLE

Regular Classes - Category 14. Total percentage of travelling students within the resources definition, by phase of education



Note: Regular classes data in lower secondary and upper secondary education are not applicable.

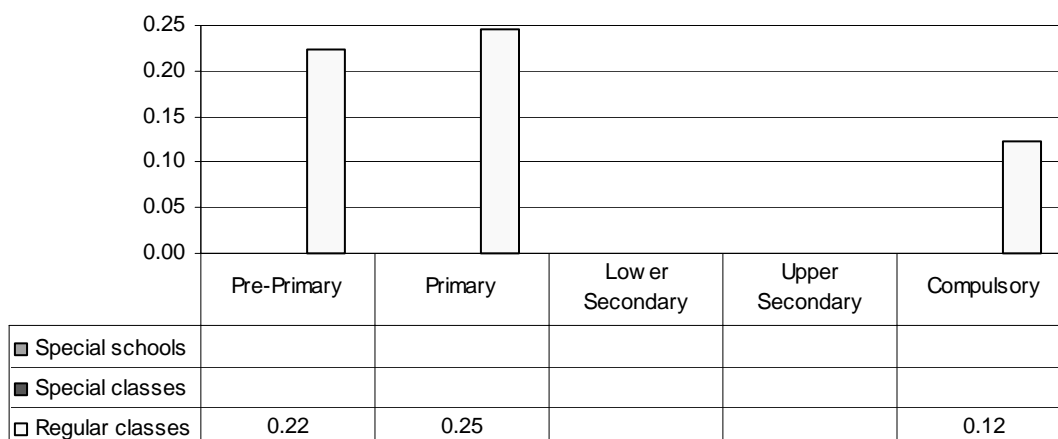
Total - Category 14. Total percentage of travelling students within the resources definition



Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.

Category 15 Cross-national Category C - These children are placed in a sheltered home by juvenile courts and this due to family problems. These children are integrated into regular schools. They are counted as 1.5 (instead of 1) to determine the yearly amount of teaching periods for the school.

Proportion of students placed in a sheltered home by juvenile court by phases of education in special schools, special classes and regular classes

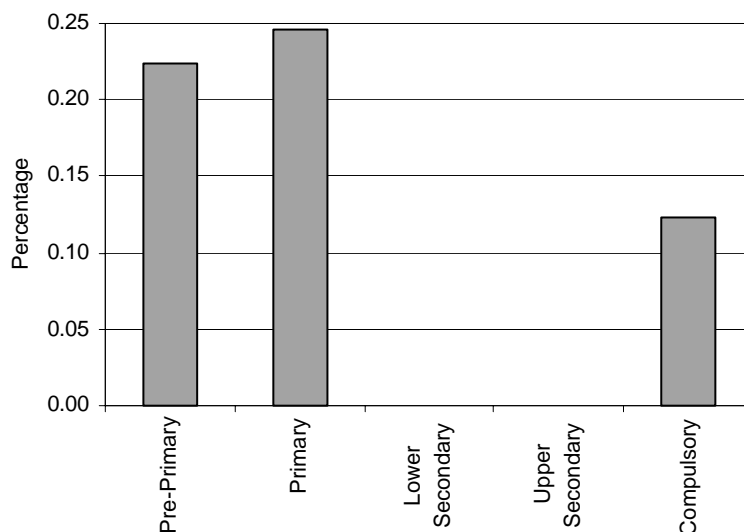


Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.

Special Schools – Category 15. Children placed in a sheltered home by juvenile court
NOT APPLICABLE

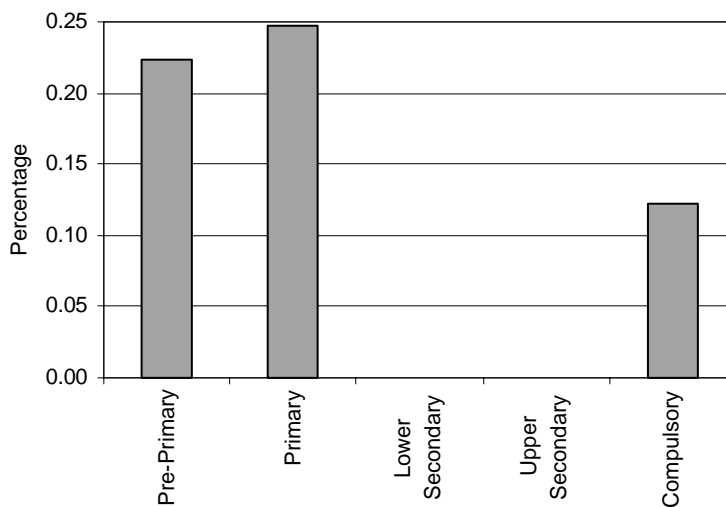
Special Classes – Category 15. Children placed in a sheltered home by juvenile court
NOT APPLICABLE

Regular Classes - Category 15. Total percentage of students placed in a sheltered home by juvenile court within the resources definition, by phase of education



Note: Regular classes data in lower secondary and upper secondary education are not applicable.

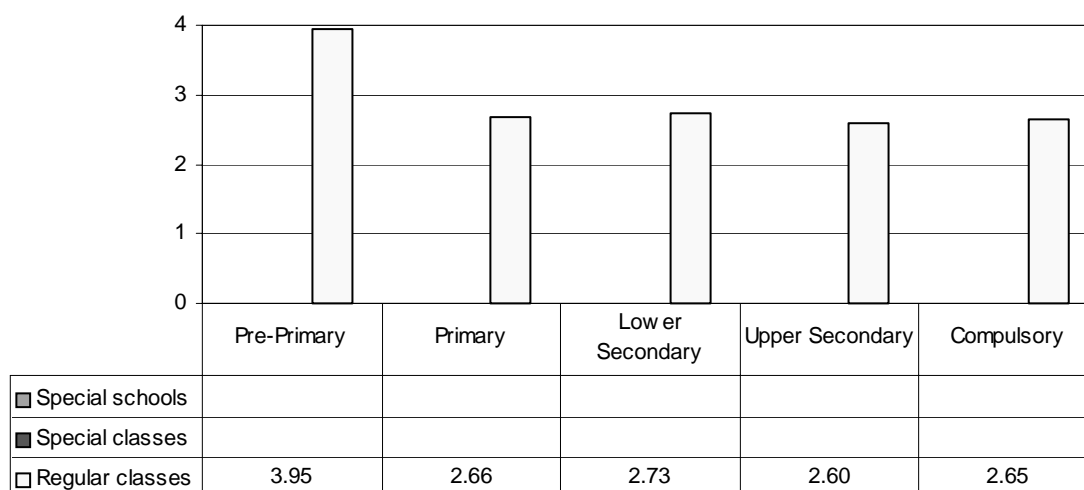
Total - Category 15. Total percentage of students placed in a sheltered home by juvenile court within the resources definition



Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.

Category 16 Cross-national Category C - Because of the cultural and linguistic differences of pupils going to school in the Capital region of Brussels (a lot of them do not speak Dutch), a more favourable teacher/pupil ratio is used in comparison to schools in Flanders.

Proportion of students with more favourable teacher/pupil ratio in the schools of the Capital region of Brussels by phases of education in special schools, special classes and regular classes

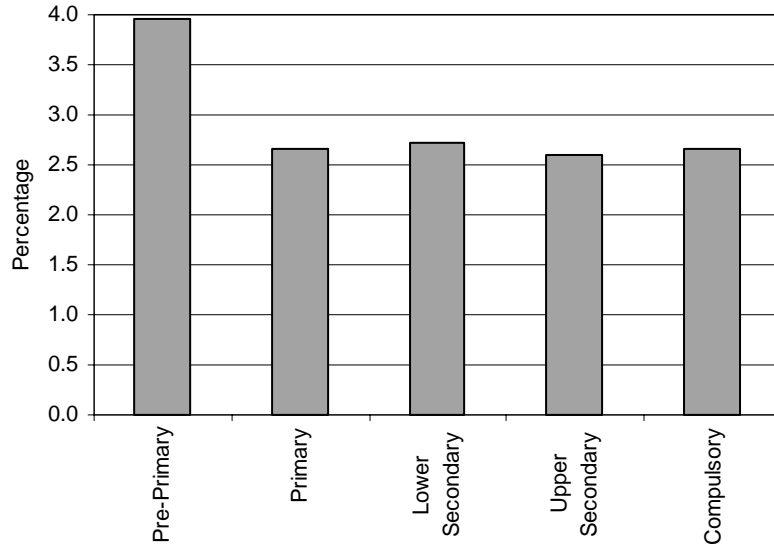


Note: Special schools and special classes data are not applicable.

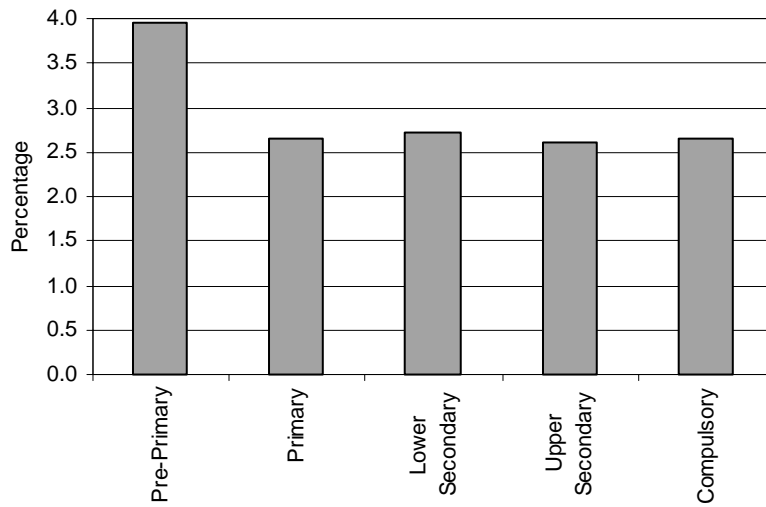
Special Schools – Category 16. More favourable teacher/pupil ratio in the schools of the Capital region of Brussels
NOT APPLICABLE

Special Classes – Category 16. More favourable teacher/pupil ratio in the schools of the Capital region of Brussels
NOT APPLICABLE

Regular Classes - Category 16. Total percentage of students with more favourable teacher/pupil ratio in the schools of the Capital region of Brussels within the resources definition, by phase of education



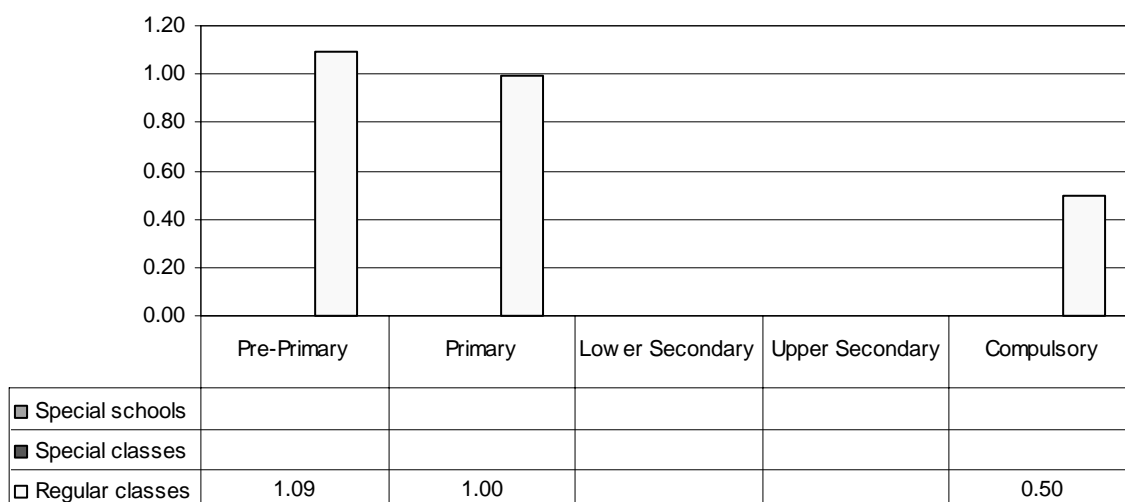
Total - Category 16. Total percentage of students with more favourable teacher/pupil ratio in the schools of the Capital region of Brussels within the resources definition



Note: Special schools and special classes data are not applicable.

Category 17 Cross-national Category C - In six municipalities around the Capital region of Brussels and the linguistic border between the Flemish and the Walloon regions, schools can receive additional resources. These additional resources are project-based (based on a work plan for the pupils with cultural and linguistic differences).

Proportion of students with additional resources for schools in some municipalities around the Capital region of Brussels and at the linguistic border between the Flemish and the Walloon regions by phases of education in special schools, special classes and regular classes



Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.

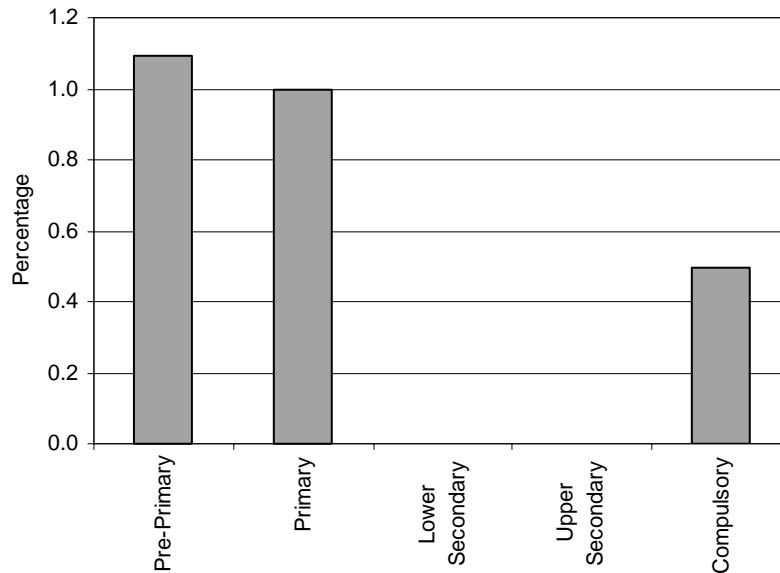
Special Schools – Category 17. Additional resources for schools in some municipalities around the Capital region of Brussels and at the linguistic border between the Flemish and the Walloon regions

NOT APPLICABLE

Special Classes – Category 17. Additional resources for schools in some municipalities around the Capital region of Brussels and at the linguistic border between the Flemish and the Walloon regions

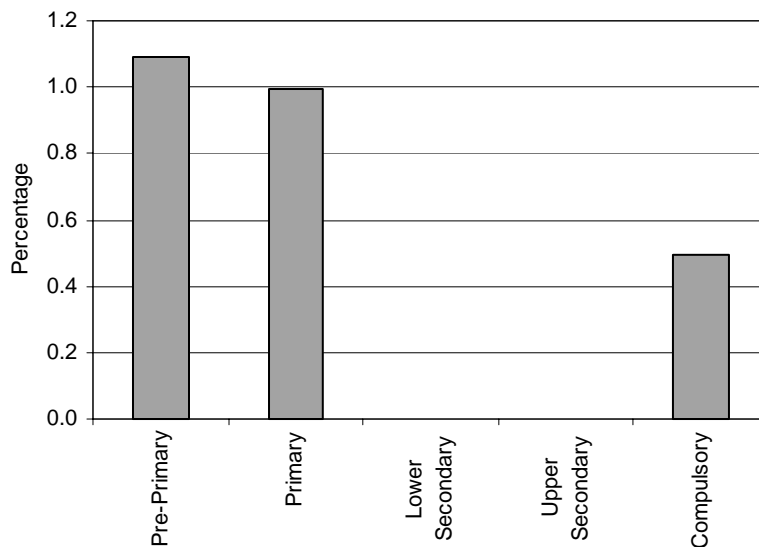
NOT APPLICABLE

Regular Classes - Category 17. Total percentage of students with additional resources for schools in some municipalities around the Capital region of Brussels and at the linguistic border between the Flemish and the Walloon regions within the resources definition, by phase of education



Note: Regular classes data in lower secondary and upper secondary education are not applicable.

Total - Category 17. Total percentage of students with additional resources for schools in some municipalities around the Capital region of Brussels and at the linguistic border between the Flemish and the Walloon regions within the resource definition



Note: Special schools and special classes data are not applicable.
Regular classes data in lower secondary and upper secondary education are not applicable.