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DIRECTORATE FOR EDUCATION  
CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI) GOVERNING BOARD

**Statistics and Indicators on Disabilities, Learning Difficulties and Disadvantages**

**MINUTES FOR THE 14TH SENDDD COUNTRY REPRESENTATIVES MEETING**

21-23 November 2005, held in Washington D.C.

For more information, please contact:

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## DRAFT REPORT

1. The meeting was held at the American Institutes of Research at the invitation of the Office of Special Education and Rehabilitative Services of the United States Department of Education.
2. Twenty-six representatives from seventeen countries including experts from the United Kingdom and the United States attended the meeting as well as three representatives of the OECD Secretariat in Paris (See Annex 1 for the list of participants).
3. The meeting was opened by a welcome speech by Ms. Patti Guard, representative of the Office of Special Education and Rehabilitative Services of the United States Department of Education, who welcomed the group and highlighted the important discussion on the policy agenda for students with disabilities, learning difficulties and disadvantages.
4. The Secretariat welcomed the delegates and introduced representatives and experts from Japan Canada and Chile. This was the first time that Canada and Chile have been officially represented and the Secretariat looks forward to receiving data from these countries for year 2003 *et seq.*
5. The draft agenda was adopted by the meeting.
6. The minutes [EDU/CERI/DDD/M(2005)1] of the last meeting of country representatives held in Brussels on 17-18 January 2005 were approved.
7. The Secretariat provided a report on the study to date noting the following developments:
  - During the meeting of the CERI Governing Board held in Paris on 7-8 November 2005 the SENDDD work was presented and was very well received.
  - The study targeting countries belonging to the Organisation of American States has reached a final phase. The last meeting took place in Panama City, Panama, on 27-28 October 2005.
  - The study targeting countries in South Eastern Europe has been consolidating activities on public policy and practice for students at risk and those with disabilities. Data has been gathered as well as information on teacher training.
  - The World Bank is funding work on prevalence rates on children with disabilities in sub-Saharan African countries.
  - New work will commence soon on transition to work and higher and further education for students with disabilities.

### **Revision of the allocation of national categories to the tripartite categorisation A, B and C**

8. This item on the agenda has been discussed on a number of occasions at different meetings of country representatives. A progress report was provided on the allocation of national categories to the

tripartite categorisation A, B and C for years 1999, 2001 and 2003. Countries were invited to comment on the allocation of national categories to the tripartite categorisation based on the revision of the definitions of cross-national categories A, B and C as per document [EDU/CERI/DDD(2005)3].

9. It was agreed that bilateral discussions would be carried out with the countries still presenting anomalies in order to be able to produce a final version of this document which forms the basis for calculating indicators.

**Proposed structure and content of the fourth monograph on students with disabilities, learning difficulties and disadvantages (DDD) for publication of 2003 data**

10. Draft indicators were provided including data collection for the year 2003 with trends for 1999-2003 also being identified. There was a round table discussion of the document [EDU/CERI/DDD(2005)4] on the draft chapters for publication in Summer 2006.

11. It was agreed that countries would provide feedback to the Secretariat as soon as they are able to verify the data. It was also agreed that countries would be able to provide 2003 data up to the end of December 2005.

**PISA 2003 and the participation of students with Disabilities, learning Difficulties and Disadvantages**

12. Professor Barbara LeRoy project consultant, made a presentation on the study which examines the participation and performance of DDD students in PISA 2003. A major goal of this study is to examine the performance of DDD students on PISA mathematics, reading, and problem solving. This was followed by a round table discussion on the document [EDU/CERI/DDD(2005)6].

13. Recommendations for finalising the existing paper were put forward and ranged from providing information on country level exclusions, to adding a brief discussion related to the differential exclusion rates. The identification of potential publication sources was also recommended.

14. Recommendations for next steps in the PISA study project were put forward and these are:

1. Repeat this study with PISA 2006 results.
2. Conduct a pilot study on the impact of standardised accommodations on PISA performance by type of disability.
3. Examine the characteristics of students who are excluded at the country and school level using a follow-up questionnaire.
4. Annotate the current PISA/SEN study with contextual descriptions of country level overviews of PISA and students with SEN; accommodation philosophy, etc.
5. Examine performance outliers at the country level (*e.g.* why do some students with intellectual disabilities perform at the highest levels of proficiency?)

15. In order to achieve this it was agreed that contacts with the National Project Managers should be pursued by national/country representatives in order to inform the PISA Board of Participating Countries of issues concerning students with disabilities, learning difficulties and disadvantages.

### **Students with Disabilities, learning Difficulties and Disadvantages and special schools and classes**

16. Round table discussion on the type of provision given to DDD students in special schools and classes. The discussion highlighted the different practices in different countries especially with regard to the organisation of special classes where students can spend all or part of the time depending on the organisation of the schools.

17. New policies to promote inclusion practices were highlighted by some countries (*e.g.* Chile).

### **Collecting data at the local level - Report on the pilot phase of gathering data at the school level**

18. Professor Colin Robson, project senior consultant, made a presentation reporting on the progress on the pilot phase of gathering data at school level. Representatives from Hungary, the Slovak Republic, Finland, and Greece provided feedback on their experience in collecting data at the school level. Data collection and analysis from the pilot trials is currently in progress.

19. The discussion focused on practical issues involved in collecting data at the local level including sampling strategies, wording of questions in the questionnaire (particularly the question relating to outcomes), and on the feedback from schools. Representatives from countries which had been involved with pilot trials agreed that the collection of data at the local level, although not without difficulties, was definitely feasible. It had also enabled countries to collect additional data of national value and interest.

20. The importance of this new phase of work was generally acknowledged, both in supplementing the data obtained from use of the Electronic Questionnaire (EQ), and in helping to explain and understand features of the EQ data.

21. The representative from Switzerland indicated a willingness to carry out a pilot trial at the local level to assist in the interpretation of the Swiss data, with possible involvement of neighbouring countries. Other country representatives indicated their wish to be involved in this phase of the project's work.

### **Proposal for the modification of the Electronic Questionnaire**

22. This item was not discussed.

### **The Gifted and Talented – OECD Secretariat**

23. Round table discussion on the students who are gifted and talented and how they make progress with the curriculum. Is there availability of data on this group of students? Do they get additional resources? What types of provision do they receive?

24. The discussion highlighted that this is an area of interest. Future discussion on this item would be welcome in order to exchange information. Targeting resources for a research proposal would be helpful and a study of this nature would be of interest for participating countries. The need for pilot work was underlined.

### **Date and place of next meeting**

25. Following offers from country representatives, the schedule for the next meetings was revised as follows: Spring 2006 in Budapest, Hungary; autumn 2006 in Seoul, Korea (October, to be confirmed); Spring 2007 in Berlin, Germany in combination with the Transition to Work project.

26. It was agreed that the OECD Secretariat should make an official request to the Ministry of Education in Hungary.

**Any other business**

27. Following the decision taken at the meeting of country representatives held in Brussels to adopt an Electronic Discussion Group (EDG) for use with the SENDDD project, all participating countries were invited to sign up and to actively engage in the exchange of information.

28. Within the framework of dissemination of the SENDDD work it was suggested to distribute complimentary copies of the CERI publication “Equity in Education Students with Disabilities, Learning Difficulties and Disadvantages” to countries making an official request to the CERI Secretariat.

29. It was also suggested that the Secretariat would produce an articles on the SENDDD work which participating countries would translate and/or adapt for dissemination to local educational journals and magazines.

30. It was reiterated that data should be validated as soon as possible and at the latest by December 2005. The new data collection covering school year 2005 will be launched in 2006.

**ANNEX 1**  
**PARTICIPANTS LIST FOR 14TH SENDDD COUNTRY REPRESENTATIVES MEETING**  
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