

Students with Disabilities, Learning Difficulties and Disadvantages in the Baltic States, South Eastern Europe and Malta: Educational Policies and Indicators

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This book provides an internationally comparable set of indicators on the educational provision for students with disabilities, learning difficulties and disadvantages (SENDDD). It covers the number of students concerned, their learning environment (special schools, special classes and regular classes) and level of education (pre-primary, compulsory and upper secondary education). It also discusses policy implications vis-à-vis special education needs and offers an analysis of the participation and performance of students with special education needs in the 2006 round of the Programme for International Student Assessment (PISA). Table of Content: Executive Summary Chapter 1. Introduction Chapter 2. Analysis of the Qualitative DataChapter 3. Analysis of the Quantitative Data Based on Categories Used NationallyChapter 4. Analysis of the Quantitative Data for Cross-National Categories A, B and CChapter 5. Analysis of the Quantitative Data Age and GenderChapter 6. Synthesis of Country Reports on Statistics and IndicatorsChapter 7. PISA 2006 and the Participation of Students with Special Educational NeedsChapter 8. Summary, Conclusions and Recommendations Annex 1 - EU and Accession Economies Data Returns Annex 2 - Allocation of Categories of Students with Disabilities, Learning Difficulties and Disadvantages (included in the resources definition) to Cross- National-Categories A, B and CAnnex 3 - Starting and Ending Age of the Period of Compulsory Education



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