Educational Equity: global and national strategies

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Inequities in secondary and tertiary education for students with disabilities

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No agreed international usage of terms related to educational disability often the preferred term is special educational needs (SEN)

SEN Includes those with organic disabilities, those with learning difficulties, the gifted and talented and the socially disadvantaged
Some caveats

- OECD countries agreed to make broad distinctions in order to make international comparisons

- Disabilities means those with clear organic aetiologies

- Difficulties means behaviour problems and ‘learning disabilities’ in the US sense.
Some caveats

- Definitions of disability change between education and health ministries

- Those that apply during primary and secondary education do not apply in the tertiary period especially in HE
<table>
<thead>
<tr>
<th>Policy Related Equity Themes</th>
<th>Compulsory</th>
<th>Non-compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical access</td>
<td>✓?</td>
<td>✓?</td>
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<tr>
<td>Curriculum access</td>
<td>?</td>
<td>?</td>
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<tr>
<td>Resource distribution</td>
<td>✓</td>
<td>?</td>
</tr>
<tr>
<td>Outcomes</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Policy coherence</td>
<td>?</td>
<td>?</td>
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<tr>
<td>Gender</td>
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Numbers of students with disabilities and difficulties in lower secondary, upper secondary and higher education as a percentage of all students at that level of education in some OECD countries.

![Bar chart showing the percentage of students with disabilities in different levels of education across various countries.](chart.png)
Students with disabilities accessing HE vary substantially from country to country. Where data are available the proportions have increased over recent years.

- UK 4.6% to 6.5% 2002 to 2007
- Germany 12.5% to 18.9% 2003 to 2006
- France 0.3% to 0.4% 2001 to 2006
- USA 5.6% to 11.3% 1987 to 2003
The types of students identified by different countries are not the same; e.g.

- In UK big growth in those with dyslexia (learning difficulties)
- In Germany health problems are important contributor to numbers identified
- In France they are mainly students with physical and sensory disabilities
Gender differences

- There are very many more boys than girls at primary, lower secondary and upper secondary levels receiving additional resources for disability

- No data on tertiary
Proportion of males with disabilities in compulsory education

![Graph showing the proportion of males with disabilities in compulsory education across different countries.

The x-axis represents different countries: AUS, BFL, CHE, CNB, CZE, DEU, ESP, FIN, GBR, HUN, JPN, KOR, LUX, MEX, SVK, TUR.

The y-axis represents the percentage, ranging from 0% to 100%.

The graph compares the data from 1999 (light blue bars) and 2005 (purple bars) for each country.

Countries and their corresponding percentages (1999/2005):

- AUS: 65.4/59.2
- BFL: 59.2/55.9
- CHE: 62.7/65.9
- CNB: 62.6/60.9
- CZE: 59.1/61.0
- DEU: 61.0/65.8
- ESP: 61.0/69.9
- FIN: 61.7/61.7
- GBR: 53.8/64.5
- HUN: 61.2/61.2
- JPN: 59.3/59.3
- KOR: 57.0/61.3
- LUX: 59.3/57.0
- MEX: 57.0/61.3
- SVK: 57.0/61.3
- TUR: 61.3/61.3]
Proportion of males with difficulties in compulsory education

- BFL: 68.5%
- CHE: 60.8%
- CNB: 78.1%
- CZE: 72.6%
- DEU: 63.6%
- ESP: 57.5%
- FIN: 62.7%
- GBR: 64.4%
- HUN: 57.6%
- KOR: 73.8%
- LUX: 64.0%
- MEX: 64.3%
- SVK: 71.2%
Some transition issues

- All young people have to learn to cope with new expectations and become autonomous – a challenge for those with disabilities

- Changing definitions of disability between education and health

- Is ICF a solution?

- Different supports between ministries can threaten progress to tertiary level
Some transition issues

- Physical access to HE
- UK requested HE and employers to modify premises
- UK has job brokerage network plus counselling service to allow people with disabilities to get recognised professional experience
Some transition issues

- Disclosure – lack of disclosure can lead to a lack of support
- But disclosure can lead to stigmatisation
Some transition issues

- Barriers between FE and HE

- Norway is dismantling barriers between professional and general courses

- USA encouraging co-operation between community colleges and HE

- France promoting collaboration between special and ordinary sectors
Some transition issues

- UK direct support offered in transition period through “connexion services” involving schools

- In USA teach children with disabilities as long as possible and involve transition services

- However, some countries less willing to involve education systems in transition
Conclusions

- The area of transition from secondary to tertiary is in need of much work and investment to develop equitable systems.

- Indeed, at present it is not clear how you would know whether a system is equitable or not especially with respect to resource distribution and its link to outcomes for all students.
Conclusions

- Access is clearly still an issue
- Data are weak especially in the area of outcomes thus inhibiting policy analysis
- Policy coherence between ministries remains a serious issue impacting on the transition period
- Support during the transition period is uneven
Conclusions

- Gender disparities in terms of resources need more investigation
Thank You

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