



Inclusive education in the Netherlands

The effects of large scale experiments with funding special
 needs education



Introduction

- > Modest attention for funding of inclusive education.
- > General idea is that these students need sufficient funding.
- > Is the money flow from government to school or to students a factor in making education more inclusive?



Theory on funding models

- > Input funding
(based on needs)
- > Throughput funding
(based on delivery of services)
- > Output funding
(based on meeting output criteria)



(Dis)Advantages

- > Input funding:
 - requires assessment and labelling
 - needs strict criteria
 - open-end financing
 - + every student receives equal amount of funding

- > Throughput funding:
 - unequal amount of funding
 - + no formal labelling needed
 - + professionals decide
 - + no open-end funding



Point of departure: 1995

- › Separate laws and regulations for regular and special schools
- › Special schools as a highly specialized system
- › Negative effects of special school placement limited
- › Growing attendance in special education



Criticizing the special schools

- > Growing international pressure
- > Growing expenditure
- > Concerns about segregation
- > Parents pushing for inclusion



Statistics: 1975-95

	1975	1980	1985	1990	1995
SLD	.62	.81	1.13	1.40	1.49
MLD	.86	.87	.95	1.10	1.35
MR	.22	.22	.23	.24	.31
SEBD	.09	.11	.14	.20	.25
Other SE	.31	.33	.37	.49	.58
Total	2.09	2.34	2.82	3.44	3.98

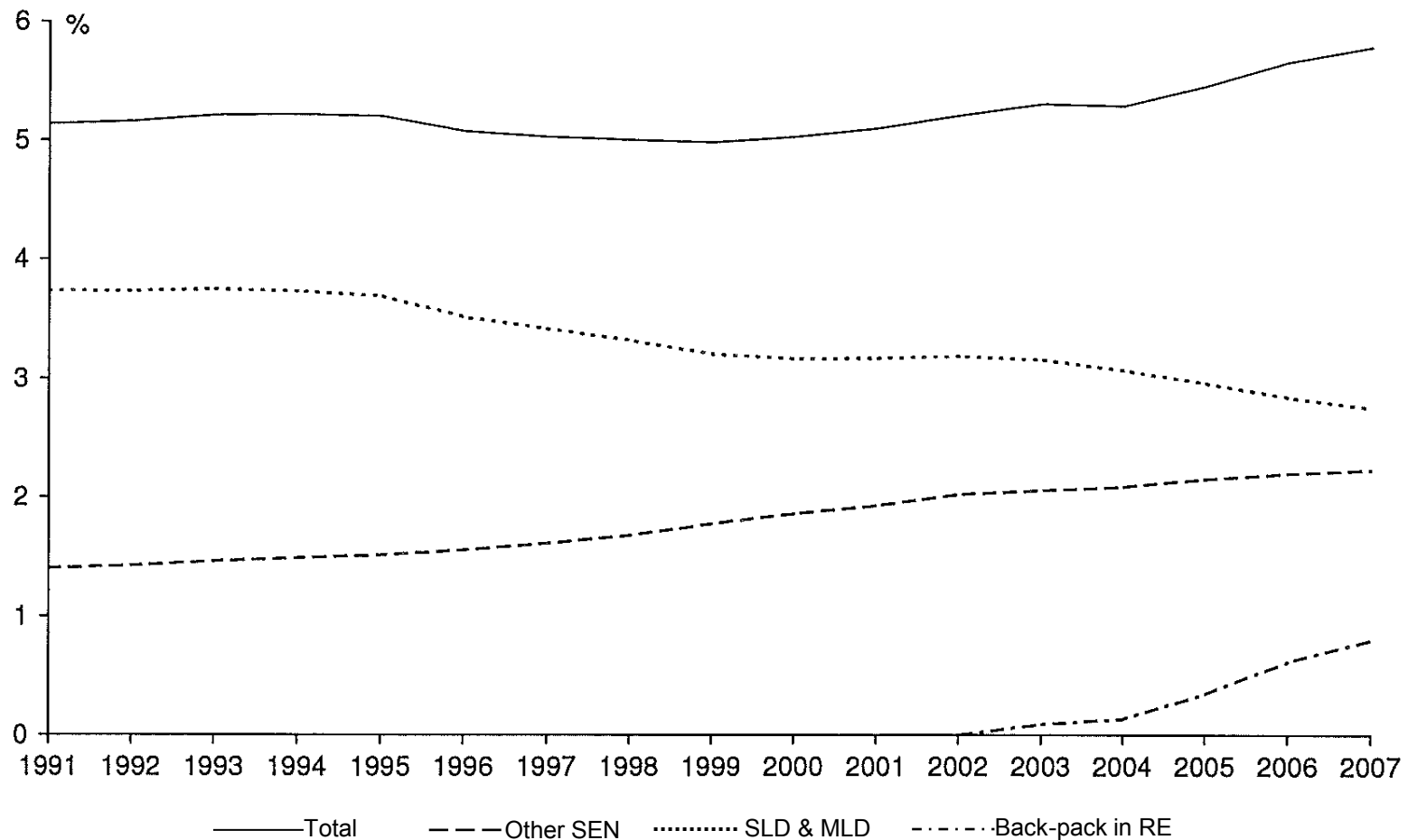


1995: Together to school again

- › About 25 regular schools, 1 SLD school and 1 MLD school in a regional cluster
- › Half of the funding for the two special schools directly to the cluster
- › Funding based on population data and not on needs
- › Each school appointed a support teacher
- › Each cluster appointed an assessment team
- › SLD and MLD schools part of regular system



Effects 1 % of students with SEN 1991 - 2007





Effects 2

- > From Input to Throughput in funding SLD and MLD
- > Percentage of SLD and MLD students from 3.8 to 3.2
- > Percentage other students with SEN from 1.4 to 2
- > Total students with SEN stayed 5.2
- > Effects of "Together to school again" disappointing.



Effects 3: Lying with statistics

Under Dutch special education legislation:

3.2 % in schools for SLD and MLD +
2.0 % in all other special schools =
5.2 % total in special schools

New Dutch legislation in regular education:

All schools for SLD and MLD part of
regular school system

Result: only 2.0 % pupils in special schools!



2003: Back-pack policy

- > Focus on all students with SEN except students with SLD and MLD
- > From input without criteria to input with strict eligibility criteria
- > 10 types of special schools reorganized in 4 types of Expertise Centres
- > Funding follows pupil
- > IEP is obliged
- > Parents can choose (?)



Back-pack policy: Eligibility for funding

- › National rules and criteria for assessment
- › Apply for funding at the Regional assessment committee
- › Criteria largely based on psycho-medical criteria e.g. > 80 dB hearing loss, $IQ < 60$ or DSM IV criteria.
- › National committee evaluating the decisions of the regional committees



Statistics 1995 - 2010

	1995	2000	2005
SLD & MLD	2.84	2.66	2.31
MR	.31	.45	.52
SEBD	.25	.32	.47
Other	.58	.72	.86
Total	3.98	4.15	4.16



Effects

- > Untill 2002 the percentage of pupils with SEN in clusterschools went down
- > Untill 2002 the percentage in special schools went up.
- > After the introduction of the back-pack policy the percentage in special schools and the percentage of pupils with SEN in regular education exploded (>20 % per year).
- > Huge financial problems and drastic measures and budget cuts announced in 2010



Final judgments

- > Choosing throughput funding for the Together to school again policy was clever
- > Restricting it to only SLD and MLD gave parents / schools an escape to funding in other schools for special education
- > The back-pack policy was attractive because it could be used in regular schools
- > The criteria proved to be soft.
- > Input funding proved to be “open-end” funding
- > Funding is a factor!



New developments

- > Schools will have a duty to care
- > Abandoning the special schools in clusters
- > Stopping the growth of special education
- > Reorganizing all schools into large regional clusters
- > Throughput funding to the clusters
- > But: budget cuts in education will slow down implementation.



Thank you for your attention

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