

European Agency Statistics on Inclusive Education

Shadow Cross-Country Report: 2020/2021 School Year



EUROPEAN AGENCY
for Special Needs and Inclusive Education

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

Shadow Cross-Country Report

2020/2021 School Year



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FOREWORD

Evidence-based policy-making is essential for the sustainable development of inclusive education systems. Stakeholders such as policy-makers, data collection experts and researchers recognise the importance of national-level data collection that adheres to international policy guidelines and fosters a collaborative approach, thereby promoting a synergy of efforts on both national and international scales.

The European Agency Statistics on Inclusive Education (EASIE) represents the European Agency for Special Needs and Inclusive Education's commitment to data collection that informs policy-making. EASIE experienced a significant conceptual and methodological shift a decade ago, prompted by the Mapping the Implementation of Policy for Inclusive Education (MIPIE) project. This shift redirected the focus from placement in segregated special schools to monitoring presence in, or absence from, inclusive settings.

This shadow cross-country report forms part of the on-going reframing process to better align EASIE with other Agency activities and evolving perspectives on inclusive education systems.

The report's authors, André Imich and Sean Gibson, who were previously members of the officially-nominated EASIE data expert group, possess comprehensive specialist knowledge of EASIE's data collection, processing and reporting mechanisms. Their expertise and experience enhanced their findings and the recommendations presented to the Agency and all member countries.

On behalf of the Agency, I extend our heartfelt gratitude to the authors for their outstanding contribution to the EASIE work. This report will significantly help us to identify the direction of travel for the future data collection activity.

Cor J. W. Meijer

Director of the European Agency for Special Needs and Inclusive Education



INTRODUCTION

The [European Agency Statistics on Inclusive Education](#) (EASIE) is a long-term activity by the European Agency for Special Needs and Inclusive Education (the Agency). EASIE aims to provide data to inform country policy priorities on inclusive education. The EASIE data collection is in line with learners' rights, as outlined in the United Nations [Convention on the Rights of the Child](#) (1989) and [Convention on the Rights of Persons with Disabilities](#) (2006), and the [strategic framework for European cooperation in education and training](#) towards the European Education Area and beyond (2021-2030) (Council of the European Union, 2021).

The need for the availability of data in relation to people with disability was formally recognised as part of the Convention on the Rights of Persons with Disabilities (United Nations, 2006, [Article 31](#)). The Convention advocated that data was needed to enable its members to formulate, implement and monitor related policies. EASIE subsequently focused on taking this forward in relation to children and young people with an official decision of special educational needs (SEN) by introducing formal data collection in relation to the inclusive educational concept of placement.

Through working collaboratively with policy-makers and data collection experts nominated by the ministries responsible for education in the Agency member countries, EASIE has developed agreed procedures, core concepts and their operationalisation for enabling the collection of statistical data that provides national-level information on agreed policy issues for inclusive education.

The EASIE data collection work produces yearly quantitative country data and qualitative country background information. Based on the annually-collected data, an agreed set of indicators is calculated and published online in individual country reports. The Cross-Country Report, a collation of the indicator tables from the country reports, is also produced in every EASIE data collection cycle.

Officially nominated data experts in participating Agency member countries provide the data. The Agency's Representative Board members approve the data before publishing.

EASIE is aligned with the common priorities of the ministries responsible for education in Agency member countries. The EASIE Cross-Country Reports do seem to be an important source of data about inclusive education across member countries. It is clear that EASIE published data is used widely, for example, to inform a report in 2017 on [Inclusive education for learners with disabilities](#) for the European Parliament's Committee on Petitions (European Parliament, 2017), and is frequently cited in research papers into international inclusive practice. Examples include: Haug (2017), Ramberg and Watkins (2020), Schwab (2020) and ISOS Partnership (2024).

The agreed focus for the EASIE data collection covers:

- educational placements (mainstream, special groups/classes, and units in mainstream and separate special schools);
- education sectors (i.e. state, independent and private, etc.);



- other recognised forms of education (provision maintained by non-education sectors, i.e. health or social services, etc.);
- programmes at educational levels according to the [International Standard Classification of Education](#) (ISCED) – pre-primary (ISCED 02), primary (ISCED 1), lower-secondary (ISCED 2) and upper-secondary (ISCED 3) education;
- children/learners out of recognised education (this means children/learners who should, by law, be in some form of recognised education, but who are out of any recognised form of education).

Purpose of the shadow report

The purpose of this document is to provide a shadow report that follows the structure of and complements the 2020/2021 [Cross-Country Report](#) (CCR), as published by the Agency. The shadow report has been produced and published following the publication of and with a focus on the 2020/2021 CCR (European Agency, 2024).

The aims of the shadow report are to:

- identify concrete gaps and quality issues in the 2020/2021 CCR and to find country-level and international data sources to complement (or substitute) the submitted datasets;
- discuss the positives and negatives of making changes to the set of indicators in the CCR, and consequently the quantitative and qualitative data to be collected;
- suggest potential future developments for the CCR and, where applicable, the EASIE data collection in general.

The shadow report includes:

- a discussion of the key [definitions](#) used within the CCR and EASIE data collection;
- a [summary of each indicator](#), including an overview of data presented in the CCR and a discussion of non-calculable indicators and alternative sources of data, where applicable;
- a discussion of [rationalisation](#) options for the CCR;
- suggestions for potential future [expansion](#) of the CCR;
- further summary of [alternative sources](#) of data;
- [conclusion and recommendations](#).



DEFINITIONS

The datasets collected from each country vary in terms of their completeness and many of the datasets report wide ranges of data, with some clear outliers. This is an issue that was identified as early as 2014 by Watkins, Ebersold and Lénárt, who noted that ‘data collection relating to inclusive education has been a particularly problematic area for European Union member states’ (2014, p. 54) in terms of collecting data that adequately reflects the measurement of consistent processes of inclusive practice across countries.

This section looks at the key definitions used across the CCR indicators and the EASIE data collection in general.

Defining special educational needs and inclusive settings

In considering the 2020/2021 CCR, it is possible that there is a lack of cohesion in relation to the children/learners included in the definitions of two cornerstones of the EASIE data – the individual child level and the systems level.

At the individual child level, EASIE sets a core operational definition of an official decision of SEN: ‘An official decision leads to a child/learner being recognised as eligible for additional educational support to meet their learning needs’ (European Agency, 2022, p. 8). However, aligning the concept of SEN with a need for additional educational support in itself raises the possibility of variability in application, as the latter group can encompass groups of children/learners who do not have SEN. It is also possible that the term ‘official decision’ raises issues of consistency – for example, the country background information for Finland states that this decision is made by the education provider, which raises complex issues about within-country comparability of this measure.

At a systems level, EASIE has set out an operational definition of an inclusive setting: ‘A recognised form of education where the child/learner follows education in mainstream classes alongside their peers for the largest part – 80% or more – of the school week’ (European Agency, 2022, p. 9). The inference is that the child/learner is deemed to be in an inclusive setting in a school where they are attending mainstream classes for the majority of their time and are therefore not regarded as being in a special setting within a mainstream school or in a separate special school.

However, the definition does not clarify which types of settings can be considered to provide mainstream classes. For example, some countries have schools that admit on a selective basis, such as elitist schools or grammar/gymnasium schools; it is not clear whether the definition includes these settings. Similarly, and raised in this report’s consideration of the position of private sector education, the inclusion of private education in this measure needs further reflection as to whether that can be considered as an inclusive setting.

The central rationale for EASIE’s work was driven by the United Nations Convention on the Rights of Persons with Disabilities. SEN was chosen as the focus because it is a broader concept, goes beyond disability (with disability being included as a possible reason for the identification of SEN) and thus moves away from the medical model of disability.



However, it is possible that there may be a mismatch between the individual child/learner-level data, which focuses on identified SEN, and the inclusive experience of a larger group of children/learners which includes those with and without SEN. In other words, there may be a lack of clarity as to whether the EASIE data is only focused on the inclusive experience of children/learners who meet the EASIE definition of SEN or whether it is about every child's inclusive educational experience in the country.

Recognised education/Out of recognised education

Two particular EASIE definitions relate directly to the data collection and indicators in the CCR. The first is 'recognised education': 'A recognised form of education is any type of education organised by or approved by any recognised educational provider in the public or private sector' (European Agency, 2022, p. 10). The second is 'out of recognised education': 'children/learners who should, by law, be in some form of recognised education, but who are out of any recognised form of education' (ibid., p. 9).

Recognised education

EASIE uses the concept of 'recognised' education as opposed to 'formal education'. This is helpful in that settings which are formally recognised as providing education can be differentiated further into categories such as private education or alternative education, thereby providing the opportunity for more granular detail as to the numbers in each setting and therefore how many children/learners are included. The term 'formal education' is more limited as it merely measures whether a child/learner is in receipt of any form of education, regardless of whether their education is in an inclusive setting.

Out of recognised education

In the 2020/2021 CCR, seven countries provided some partial data on children/learners who are out of recognised education, with two (Serbia and Poland) providing complete data for all ISCED levels. Six of these countries provided data for ISCED 1; however, across these countries there was a very wide range reported of the share of children/learners who are out of education, from 0.01% to 1.57%.

From the notes provided by countries that did not provide data, most indicated that the data was either not collected, not available, or could not be provided by age/ISCED level. Other notable observations from the notes provided by countries that have recorded M (missing) are 'by law, all children aged 3–18 must be in some form of recognised education or training', and 'all are enrolled in a school or registered form of education'. These comments suggest that while a country may have a policy or legislation in place outlining that all children/learners participate in education, it lacks data to support accountability in its implementation and has effectively applied a broad assumption that all children/learners of certain, legally defined ages are enrolled in some form of recognised education.

It is suggested that some reasons why many countries find providing data on children/learners out of recognised education challenging include:



- Schools do not always report on registered learners who are not attending for prolonged periods of time and formal attendance registers are not maintained or monitored centrally by the ministry.
- Schools may be required to report on learners with an official decision of SEN but not on other learners, in particular where the official decision of SEN is led by a ministry of education.
- Countries have different ways of recording learners who have been excluded and may be temporarily out of education.
- Countries have different ways of recording learners on part-time timetables who are not included in educational settings full time.
- Cross-government departments in each country may not always share data on all situations pertaining to all children, for example, refugee children or children from socially excluded families, and therefore the total number of children entitled to recognised education provided by a country is not always reliable and up to date.

There may also be issues about what types of provision each country includes in its own definition of 'recognised education'. For example, some may include home education, forms of provision from other social sectors, such as youth detention, and bespoke provision arrangements for learners suffering from long-term illnesses, while others may not. These differences may be driven by individual country education systems but may also be driven by data availability. For example, in United Kingdom (UK) (England), home education is a recognised form of education but data on the number of learners in home education with an official decision of SEN was not available until after the academic year in scope (2020/2021).

The indicator of the share of children/learners who are out of education is critical to the overall measurement and judgment about inclusivity in each country's education system. There are low levels of response to this indicator and a wide range of children/learners reported in the responses received. Greater clarity on which groups are to be included may provide higher levels of response to this indicator.

Alternative data

UNESCO Institute for Statistics (UIS) collects data against Sustainable Development Goal 4 ([SDG 4](#)) and the promise to provide universal primary and secondary education. This includes an indicator for 'Out-of-school children, adolescents and youth' that provides an out-of-school rate at both primary and secondary levels ([UNESCO Institute for Statistics, no date](#)). UIS defines the out-of-school rate as those children not enrolled in any formal education. This appears to be similar to the definition used in EASIE for 'recognised education'. The UIS data is well populated across Agency member countries on a similar level of timeliness to the CCR. Therefore, to use the SDG data as either a substitute or complementary source where it is available, the Agency should review with country experts how this definition compares to the EASIE definition, and whether using the SDG data would subsequently affect the data already reported under other indicators. There are some coverage differences for countries; for example, UK and Belgium are reported as single



entries in the UIS data, unlike EASIE, and no gender/sex data is presented in the UIS published database.

Alternative education

Similar to out-of-education, the term ‘alternative education’ provides a further example of a definition where countries may be unclear what it means. This is evident from a review of the individual country information reports.

The EASIE definition describes alternative education as:

... different recognised forms of educational provision that are arranged by education or other public or private authorities and/or services, for learners who do not attend mainstream and/or special schools/classes for different reasons (European Agency, 2022, p. 10).

EASIE asks countries to provide data on ‘the number of children/learners educated in recognised forms of alternative education’. In 2020/2021, only five countries submitted data on this indicator (1.4c The enrolment rate of children/learners educated in recognised forms of alternative education). Of those, three did not provide any information in relation to the question ‘Are there recognised forms of alternative education covered by the data provided for the country?’ in the country background information. Similarly, three further countries provided detail in response to this question, but did not provide data to allow this indicator to be calculable.

Of those countries that did not provide data, several did not provide an explanation as to the absence of data. Of those that did provide explanations, most reported either that there is ‘no available data for these learners’, or that ‘there are no other recognised forms of alternative education’.

Of those that provided data, there appear to be differences in the population that each country is defining in this indicator. For example, Greece reports that the data covers:

... learners enrolled in ‘specialised schools’. These schools are not ‘special schools’ (which were abolished in 1977) but schools that mainly welcome learners with disabilities and particular health conditions, serious or very serious, generally for certain periods of time.

UK (England) reports on the number of learners placed in Pupil Referral Units (units for children who are not able to attend school and may not otherwise receive suitable education). Further examples state that the number provided here is for ‘students in private independent institutions’ and ‘pupils of status schools (private, self-funding, don’t issue certificates)’. These differences in interpretation of the definition at least in part explain the wide variation in the reported data, with an enrolment rate of children or learners educated in recognised forms of alternative provision ranging from 0.04% to 5.12%.

There is a wide range of interpretations of this term. The type of needs for which alternative provision can be provided will differ across countries but may include children/learners who: are excluded; follow part-time timetables; follow a behaviour management



programme; have long-term health problems; are pregnant; are awaiting placement in schools or colleges; or are recent arrivals from other countries.

Small numbers of countries have provided data about this indicator, and many are unable to provide the information.

Private education sector

EASIE is clear that the agreed focus for the EASIE data collection covers ‘all education sectors (i.e. state, independent and private)’ (European Agency, 2024, p. 7). The agreed indicators do not include separate identification of the numbers of children/learners in private sector education. However, the country background information reports do include a section for countries to report on their approach to the ‘provision of data on private sector education’.

The large majority of countries do seem to include data on the total numbers of learners in private schools and the numbers of learners in private schools who meet the EASIE definition of SEN in their data returns as part of aggregated responses to the indicators (e.g. ‘the data collection covers all sectors of education, including numbers for the child/learner population in the private sector’). However, a small number report that data reporting is only compulsory for public sector institutions and that, as a result, children/learners enrolled in private institutions are omitted from the reported numbers. Two countries report that their data collection from private schools is more limited, and that children/learners in private schools were counted in the total number of children/learners, but that there was no information regarding children/learners with SEN in the private sector.

The legal requirements in each country for data collection from the private educational sector can differ from those for state-maintained education. As such, cross-country comparability of several datasets is not consistent, and therefore creates difficulty when aggregating across sources to provide a single view of the system in a single calculated indicator. Children/learners who are enrolled in private sector education may be included in aggregated statistics on all recognised forms of education, or they may not be included in recognised forms but still included in some other statistics, or they may be out of any statistics and out of education. In addition, one country stated that its data for alternative education includes those in the private sector.

As already referenced, countries currently note in the qualitative country background information whether private sector education data is included in the data return and mention any issues arising. While this provides helpful clarity as to what is included for each country on an individual basis, there is a clear challenge for users of the data, as developing a clear picture of where this data is included (21 countries) or is not included (7 countries) requires the user to look at individual country background information documents.

Alternative data

The Organisation for Economic Co-operation and Development (OECD) collects data on learner enrolment by type of institution (dataset: [EDU_ENRL_INST](#)). This includes a split



between public and private educational institutions. The availability of this dataset presents an opportunity for EASIE to populate this measure from another source.

The OECD documentation (OECD, 2018) also includes a detailed description that outlines criteria for classifying public and private institutions, in addition to guidance on 'difficult cases'. This would provide a well-established set of criteria for EASIE to consider.

Alternatively, the OECD data collection provides a supplementary dataset that can be used by EASIE to provide further insight into enrolment rates in this sector. This could include indicators providing the percentage of all learners who attend public or private institutions respectively.

However, the data has limitations in that it does not provide further breakdowns on SEN or any definition of inclusivity. It should also be noted that there are some coverage differences between EASIE and OECD data sources, including UK and Belgium being reported as a single entry in the OECD data and the exclusion of non-OECD countries including Malta, Cyprus and Serbia, though some non-OECD European Union countries are included (Bulgaria and Croatia).

Compulsory education

The first question in the individual country background information directly asks countries to describe the compulsory education age range in each country. While most countries have provided this information, some have not. Where countries have provided the information, it is apparent that the age ranges for compulsory education vary across member countries. In some countries, four years is the youngest age of compulsory education, with eighteen being the oldest.

In terms of number of years of compulsory education, the range across countries is from nine to twelve years. This variability adds a degree of complexity and potential inconsistency in cross-country comparisons of inclusive placements.

Typical ISCED age ranges

The ISCED typical age ranges are widely understood and are reported by all countries in their country background information reports.

A sample of the age ranges in each ISCED level is reported in Table 1.

Table 1. A sample of the typical age ranges in each ISCED level

Country	ISCED 02	ISCED 1	ISCED 2	ISCED 3
1	2–4	5–10	11–15	16–18
2	3–4	5–12	13–15	16–18
3	2–3	4–10	11–15	16–17



Country	ISCED 02	ISCED 1	ISCED 2	ISCED 3
4	3–6	7–12	13–15	16–18
5	3–6	7–12	13–15	16–18
6	3–5	6–11	12–14	15–17

The table highlights a degree of difference across most countries, with only two (countries 4 and 5) of the six countries having identical age ranges for each ISCED level. This data again raises issues about the degree of comparability of inclusive practice across countries.

For example, in ISCED 1, one country covers seven years while the majority cover five years. This means that the total proportion of all children/learners in each country at ISCED 1 can be markedly different. However, this is in line with the ISCED guide, which indicates that ‘ISCED 1: duration typically varies from 4 to 7 years. The most common duration is 6 years’ (UNESCO Institute for Statistics, 2012, p. 17).

A further point to note is the range of starting ages. These have some significant differences, with one country starting at age four and two others starting at age seven. In terms of child development and the pedagogical processes of teaching and learning, these age differences can present quite different issues in terms of effective inclusive policies and practices.

While it is acknowledged that differences are apparent across EASIE countries, these appear to be in line with the ISCED expectations, and therefore it is not felt that mitigation is needed. However, when looking in detail at practices for each ISCED level, there does need to be recognition of the age ranges covered as this may have implications for wider application by users of the CCR.

Summary of definitions and recommendations

It has been highlighted here that a number of the definitions, in particular ‘out of education’ and ‘alternative education’, require more clarity and should illustrate examples of what should be included under each heading. More fundamentally, it is suggested that there is a potential mismatch in relation to the data collected to judge the two cornerstones of the EASIE approach, the focus on the individual child/learner and the focus on inclusive settings.

While these definitions have been covered in previous discussions between the Agency and member countries, developing demographic situations and evolving education systems and thinking about inclusive education mean that these should be regularly revisited. In addition, the impact of the COVID-19 pandemic may merit consideration as a significant variable that is affecting inclusive educational practice. Finally, with annual CCRs now being published, there is a need to reflect carefully on the profile of data over a period of time, and to judge whether it is showing a consistent profile in terms of coherence across years. **It is recommended that the Agency undertake a full review of all definitions, in consultation with policy-makers and stakeholders, on a regular basis.**



It is recommended that an initial review includes the following:

- To resolve the lack of clarity as to whether the EASIE data is only focused on the inclusive experience of children/learners who meet the EASIE definition of SEN or whether it is about every child's inclusive educational experience in the country, it is recommended to consider whether changes need to be made to either the operational definitions of an official decision of SEN or that of an inclusive setting, or to both, to assure that there is alignment between the enrolments of children/learners and the inclusive settings they attend in both groups.
- It is recommended that the Agency revisit the current definition of 'out of recognised education', in consultation with policy-makers and stakeholders. This would enable greater clarity on which groups are to be included, and whether countries will be able to return data on a clearer definition.
- Given the small numbers of countries that have provided data about 'alternative education' and the wide range of interpretations among this group, coupled with the large number of countries that are unable to provide the information, it is recommended that the Agency revisit this indicator to either provide greater clarity on the definition or cease reporting on this indicator.

There are a number of important issues arising in relation to the private education sector.

- The Agency, in consultation with policy-makers and stakeholders, needs to address the central question of whether attendance in private education can be considered to meet the EASIE definition of an inclusive setting.
- In relation to understanding each country's total datasets and whether they include data on children/learners enrolled in private education, it is recommended that EASIE provide summary information on the reporting of information about private sector education data in the CCR report.
- Finally, it is recommended that EASIE consider whether to introduce separate indicators of the total number of children/learners in private education and, within that total, a sub-section on the total number in private education with an official decision of SEN.

It is also recommended that all countries be requested to ensure that their country background information clearly states the compulsory education age range.

It is acknowledged that there is a regular turnover of country data contributors to the annual EASIE data submission process. **It is recommended that, when a new annual data submission request is made to countries, an opportunity be provided for those submitting data for the first time to join a workshop to outline expectations and address queries. This will ensure a higher degree of consistency of the intended definitions and of the process for submission across country data contributors.**

A key feature of the definitions above is that the CCR does not provide information on where these appear to differ in terms of coverage and in relation to each country's data submission. **While recognising that providing detail for each measure would be a new demand on EASIE resources and this detail is available in the background information for each country individually, it is recommended that tables summarising the key features by**



country would be helpful and therefore should be considered for inclusion. Examples of these summary tables containing a small number of countries are provided in [Annex 1](#); these have been populated using data in the published country background information for 2020/2021.



REVIEW OF INDICATORS

The following is a review of the indicators presented in the 2020/2021 School Year Dataset Cross-Country Report (European Agency, 2024). The review aims to highlight the calculation underpinning each definition, and then to provide a summary of each response rate with a brief commentary on any issues arising. The discussion refers back to the [definitions](#) section above where necessary.

A detailed table of data sources at a country level is provided in [Annex 2](#), based on information provided by countries in the country background information.

Notation

‘Indicators’ refers to the calculated indicators included in the CCR, for example ‘Indicator 1.1 The enrolment rate in mainstream education (%)’.

Data items collected within the annual EASIE data collection are prefixed with Q, for example ‘Q1.2 The number of children/learners enrolled in any form of recognised education’.

‘Theme’ includes Enrolment, Inclusion, Segregation, Home schooling and Special educational needs.

Indicator 1.1

The enrolment rate in mainstream education (%)

The number of children/learners enrolled in mainstream (pre-)schools (Q1.3)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Theme: Enrolment, Inclusion

Numerator data (Q1.3): Information on the number of children/learners enrolled in mainstream (pre-)schools. Typically provided from either Ministry of Education sources, education Management Information Systems or National Statistics Offices (NSOs).

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education. Typically provided from either Ministry of Education sources or NSOs.



Table 2. Availability of calculable indicators by ISCED level and gender (Indicator 1.1)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	26	5
ISCED 02 Girls	26	5
ISCED 02 Total	28	3
ISCED 1 Boys	29	2
ISCED 1 Girls	29	2
ISCED 1 Total	31	0
ISCED 2 Boys	29	2
ISCED 2 Girls	29	2
ISCED 2 Total	31	0
ISCED 3 Boys	28	3
ISCED 3 Girls	28	3
ISCED 3 Total	29	2

Non-calculable indicators: There are a small number of countries where this indicator is non-calculable. Any non-calculable indicators presented are due to data not being collected for the specific breakdown (e.g. ISCED 02 for [UK \(Scotland\)](#)), or, for example, in Malta, where data is available for ISCED level but has not been broken down by both ISCED level and gender¹. In each instance where the denominator is not available, the numerator is also not available.

Summary

The indicator provides a measure of enrolment in mainstream education. Guidance is provided to countries on the term ‘mainstream’, and it is not expected that there is any ambiguity in the interpretation of the question.

There is no additional supporting information collected in the background information to provide further context on an individual country basis specifically for this indicator.

No alternative published data sources have been identified that would supplement the non-calculable entries. No alternative data sources have been identified that could be used to

¹ Malta publishes data by gender and ISCED level separately, but not by both combined. See [Malta National Statistics Office, 2022](#).



replace this indicator specifically. OECD data outlined in the discussion above on defining the private education sector could be used as a complementary indicator to show the rate of learners in public/private education as further context alongside the EASIE indicator for learners in mainstream education.

Data is provided for the UK by England, Wales, Northern Ireland and Scotland separately and each country has provided data from a different source or year, detailed in the table of data sources in [Annex 2](#). A consistent single source and year approach should be raised with the four devolved administrations for future data collections.

Indicator 1.2

The enrolment rate in inclusive education (%)

The number of children/learners educated with their peers in mainstream groups/classes for 80% or more of the time (Q1.3a)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Theme: Enrolment, Inclusion

Numerator data (Q1.3a): Information on the number of children/learners educated with their peers in mainstream groups/classes for 80% or more of the time.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education.

Table 3. Availability of calculable indicators by ISCED level and gender (Indicator 1.2)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	23	8
ISCED 02 Girls	23	8
ISCED 02 Total	24	7
ISCED 1 Boys	27	4
ISCED 1 Girls	27	4
ISCED 1 Total	29	2



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 2 Boys	27	4
ISCED 2 Girls	27	4
ISCED 2 Total	29	2
ISCED 3 Boys	25	6
ISCED 3 Girls	25	6
ISCED 3 Total	26	5

Non-calculable indicators: The indicator has a high level of coverage across ISCED levels. Where the indicator cannot be calculated, some countries have stated that this data is not collected. No alternative published data sources have been identified for those countries with non-calculable indicators.

Summary

The indicator provides a measure of inclusivity within mainstream education. The guidance recognises that few participating countries have data on the exact amount of time each child/learner spends in mainstream classes, and therefore the operational definition of an inclusive setting has been defined as either:

- Placement in a mainstream group/class implies over 80% or more, that is, a learner spends 80% of their time in a mainstream class
- Data on the number of hours of support allocated to a learner is available
- Placement in a mainstream class implies 50% or more (European Agency, 2022, p. 9).

These three options raise questions as to whether the data that is being submitted by countries is consistently describing an inclusive setting. The large difference between the 50% proxy and the 80% proxy suggests that countries may have significant differences in what they consider to be inclusive practice. Only one country (Bulgaria) highlighted in the background information that data is available on the number of hours of support. Two countries (Hungary and Switzerland) used the 50% proxy. The remaining countries that completed this information (sixteen) used the 80% proxy.

In addition, in relation to the number of hours of support, there is no further guidance as to whether being in receipt of a high number of hours of support means that the child/learner is experiencing an inclusive education, and therefore countries may apply this definition in different ways.

It is suggested that this measurement be removed from the operational definition, as an aim of EASIE is to report on the inclusive educational concept of placement. If a child/learner is placed in a mainstream class, regardless of the number of hours of support they are receiving to facilitate this, then they can be considered to be experiencing an inclusive placement.



It is further suggested that, to resolve the difference between the current 50% and 80% measures, a single proxy of 80% be used for future collections. This sets a high standard for what is an inclusive setting, and increases the possibility of more consistent, and therefore comparable, data submissions.

Further sources of data to replace or complement this indicator have not been identified.

Indicator 1.3

The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%)

The number of children/learners educated in separate groups/classes (Q1.3b)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Theme: Enrolment, Segregation

Numerator data (Q1.3b): Information on number of children/learners educated in separate groups/classes.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education.

Table 4. Availability of calculable indicators by ISCED level and gender (Indicator 1.3)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	13	18
ISCED 02 Girls	13	18
ISCED 02 Total	13	18
ISCED 1 Boys	20	11
ISCED 1 Girls	20	11
ISCED 1 Total	21	10
ISCED 2 Boys	20	11
ISCED 2 Girls	20	11



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 2 Total	21	10
ISCED 3 Boys	13	18
ISCED 3 Girls	13	18
ISCED 3 Total	13	18

Non-calculable indicators: Less than half of countries provided data at ISCED 02 for the numerator, with some countries stating this data is not collected where a reason is given for not providing the data. A similar pattern is observed for ISCED 3. No alternative published data sources have been identified for those countries with non-calculable indicators.

Summary

Data is available for most countries at ISCED 1 and ISCED 2. Lower availability of data at ISCED 02 is expected, as provision for special classes/groups is less likely to have been made available in early years/kindergarten settings than at compulsory school age settings.

Validation is in place to compare the data collected for Indicators 1.2 and 1.3, prompting data experts to provide information where the sum of those in inclusive education (Q1.3a) and non-inclusive education (Q1.3b) does not match the corresponding total (Q1.3). This validation therefore provides a check on the completeness of the data and provides an additional data quality check to ensure the definitions outlined for inclusive and separate settings are being followed.

Further sources of data to replace or complement this indicator have not been identified.

Indicator 1.4 (a–d)

The share of children/learners who are educated outside of mainstream education (%)

The number of children/learners who are educated outside of mainstream (pre-)schools (Q1.4)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Further indicators are provided for four additional elements broken down in the data collection.



Indicator 1.4a: The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%)

The number of children/learners educated in separate special (pre-)schools or units organised by the ministry of education (Q1.4a)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Indicator 1.4b: The enrolment rate in separate special (pre-)schools or units organised by other sectors/ministries (%)

The number of children/learners educated in separate special (pre-)schools or units organised by other sectors/ministries (Q1.4b)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Indicator 1.4c: The enrolment rate of children/learners educated in recognised forms of alternative education (%)

The number of children/learners educated in recognised forms of alternative education (Q1.4c)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Indicator 1.4d: The share of children/learners receiving home schooling (%)

The number of children/learners educated in recognised forms of home schooling (Q1.4d)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)



Themes: Enrolment, Inclusion, Segregation, Home schooling

Numerator data (Q1.4): The number of children/learners who are educated outside of mainstream (pre-)schools, collected from Ministries of Education sources; further broken down by:

- **(Q1.4a)** The number of children/learners educated in separate special (pre-)schools or units organised by the ministry of education
- **(Q1.4b)** The number of children/learners educated in separate special (pre-)schools or units organised by other sectors/ministries
- **(Q1.4c)** The number of children/learners educated in recognised forms of alternative education
- **(Q1.4d)** The number of children/learners educated in recognised forms of home schooling.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 5. Availability of calculable indicators by ISCED level and gender (Indicator 1.4)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	21	10
ISCED 02 Girls	21	10
ISCED 02 Total	22	9
ISCED 1 Boys	28	3
ISCED 1 Girls	28	3
ISCED 1 Total	29	2
ISCED 2 Boys	28	3
ISCED 2 Girls	28	3
ISCED 2 Total	28	3
ISCED 3 Boys	22	9
ISCED 3 Girls	22	9
ISCED 3 Total	23	8



Table 6. Availability of calculable indicators by ISCED level and gender (Indicator 1.4a)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	17	14
ISCED 02 Girls	17	14
ISCED 02 Total	17	14
ISCED 1 Boys	25	6
ISCED 1 Girls	25	6
ISCED 1 Total	26	5
ISCED 2 Boys	25	6
ISCED 2 Girls	25	6
ISCED 2 Total	25	6
ISCED 3 Boys	19	12
ISCED 3 Girls	19	12
ISCED 3 Total	20	11

Table 7. Availability of calculable indicators by ISCED level and gender (Indicator 1.4b)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	6	25
ISCED 02 Girls	6	25
ISCED 02 Total	7	24
ISCED 1 Boys	8	23
ISCED 1 Girls	8	23
ISCED 1 Total	8	23
ISCED 2 Boys	7	24
ISCED 2 Girls	7	24



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 2 Total	7	24
ISCED 3 Boys	6	25
ISCED 3 Girls	6	25
ISCED 3 Total	6	25

Table 8. Availability of calculable indicators by ISCED level and gender (Indicator 1.4c)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	3	28
ISCED 02 Girls	3	28
ISCED 02 Total	3	28
ISCED 1 Boys	5	26
ISCED 1 Girls	5	26
ISCED 1 Total	5	26
ISCED 2 Boys	5	26
ISCED 2 Girls	5	26
ISCED 2 Total	5	26
ISCED 3 Boys	4	27
ISCED 3 Girls	4	27
ISCED 3 Total	4	27

Table 9. Availability of calculable indicators by ISCED level and gender (Indicator 1.4d)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	5	26
ISCED 02 Girls	5	26
ISCED 02 Total	7	24



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 1 Boys	10	21
ISCED 1 Girls	10	21
ISCED 1 Total	13	18
ISCED 2 Boys	10	21
ISCED 2 Girls	10	21
ISCED 2 Total	12	19
ISCED 3 Boys	6	25
ISCED 3 Girls	6	25
ISCED 3 Total	6	25

Non-calculable indicators: As discussed in the [definitions](#) section, these indicators correspond to specific sectors and have a wider scope for differences in interpretation. The coverage of these items, excepting 1.4a, is low with a mix of data being ‘not applicable’ or ‘not available’ across countries. Indicators 1.4b, c and d in particular fall below the Agency’s own threshold of ten countries being required for an indicator to be calculated in most instances, with the exceptions being 1.4d for ISCED 1 (13 countries) and ISCED 2 (12 countries).

Given the variability in what each country may include in these measures, it is suggested that either Indicators 1.4a and 1.4b or Indicators 1.4b and 1.4c should be combined, alongside work to clarify the definitions used.

Combining 1.4a and 1.4b will provide a more robust single measure. However, the Agency should consider whether the additional detail of who is responsible for the education settings is of specific policy interest and if there is a wish to retain this limited insight for those countries that provide data.

A particular challenge around Indicators 1.4a and 1.4b is that the definitions and composition of ministries vary very significantly across all the countries, as do their respective responsibilities for different age groups. Ultimately, EASIE is primarily interested in the total number of children/learners in separate settings, and the detail of which agency is responsible for their placement is less useful. **It is therefore recommended that these two indicators be combined, thereby providing a single figure on the number of children/learners educated in separate special (pre-) schools or units in each country.**

In terms of data return rates, combining 1.4b and 1.4c may increase the coverage, for example where a country can provide 1.4b but 1.4c is not applicable within that country, or vice versa.



There are two initial options to consider for combining data items.

- Combine the data items at a data collection level, i.e. collect a single figure rather than two individual figures – for example, providing the total number of children who are educated in settings maintained by other sectors/ministries (Q1.4b) **or** are in recognised forms of alternative education (Q1.4c). This approach would effectively remove an indicator.
- Combine the data items within an indicator, for example, Indicator 1.4b plus Indicator 1.4c.

Initial discussions should be considered with data experts to discuss whether combining the data items at a data collection level or at an indicator level would be most appropriate. This would ensure understanding is consistent, eliminate any risk of double counting and clarify any legislative challenges countries may have in meeting a single definition.

The question of whether to continue to include the numbers of children/learners in receipt of home education reflects the fundamental focus about the inclusive education of all children/learners. From the background information provided by countries, it is clear that some children/learners in receipt of home education are enrolled in mainstream settings. However, their placement does not reflect an inclusive experience, and it is therefore important that home education data must be collected; this group is part of the share of children/learners who are educated outside of mainstream education.

Summary

The set of indicators provides a breakdown of segregation of learners across different sectors. For those countries where the indicator is calculable, this provides a good source of comparison for how different sectors are used across countries. Guidance is provided to countries on the terms ‘alternative education’ and ‘home-schooling’, but there are examples of variation in the data that countries present under these definitions, as discussed previously in the [definitions](#) chapter.

Further sources of data to replace or complement this indicator have not been identified.



Indicator 1.5

The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%)

The number of children/learners educated in separate groups/classes (Q1.3b)

+

The number of children/learners who are educated outside of mainstream (pre-)schools (Q1.4)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Theme: Segregation

Numerator data (Q1.3b + Q1.4): Information on the number of children/learners educated in separate groups/classes or who are educated outside of mainstream schools.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 10. Availability of calculable indicators by ISCED level and gender (Indicator 1.5)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	11	20
ISCED 02 Girls	11	20
ISCED 02 Total	11	20
ISCED 1 Boys	18	13
ISCED 1 Girls	18	13
ISCED 1 Total	19	12
ISCED 2 Boys	18	13
ISCED 2 Girls	18	13
ISCED 2 Total	19	12
ISCED 3 Boys	12	19



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 3 Girls	12	19
ISCED 3 Total	12	19

Non-calculable indicators: As the indicator is a combination of Indicators 1.3 and 1.4, see individual indicators for further discussion on non-calculable indicators.

Summary

The indicator includes all learners who are not in mainstream classes, including those educated outside of (mainstream) schools. This gives a rate showing the level of learners not in mainstream classes, which offers insight into how provision is structured and the level of segregation outside of mainstream classes in a country. However, as it is a combination of multiple sectors (including alternative provision, special educational needs groups/classes and home education) rather than reasons for placement, it does not necessarily provide a detailed insight into the inclusivity of an education system in a country.

As discussed previously in this report, further clarity on what is defined as ‘inclusive’ should be investigated with countries, for example, private special education settings, private non-special education settings, home education and alternative education.

For most countries, data is sourced from either Ministry of Education sources (Belgium, Denmark, Greece, Ireland, Italy, Latvia, Luxembourg) or education Management Information Systems (Bulgaria, Estonia, Hungary, Lithuania, Slovenia). A smaller number of countries make this data available via their NSOs (Finland, Germany, Iceland, Malta, Netherlands).

Of those countries that have not provided the data needed to calculate this indicator, sixteen have recorded ‘Not applicable’. This is because their total for 1.3 (All children/learners enrolled in mainstream (pre-)schools) is equal to 1.3a (All children/learners educated with their peers in mainstream groups/classes for 80% or more of the time) for at least one ISCED level, so 1.3b does not apply (no children/learners are educated in separate groups/classes). A further small number of countries have returned ‘missing’, and no further detail is provided in the notes or background information.

Further sources of data to replace or complement this indicator have not been identified.



Indicator 1.6

The share of children/learners who are out of education (%)

The number of children/learners who should, by law, be in some form of recognised education, but who are out of any form of recognised education (Q1.5)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Theme: Enrolment

Numerator data (Q1.5): Information on the number of children/learners who should, by law, be in some form of recognised education, but who are out of any form of recognised education. Information sourced from either Ministry of Education sources or NSOs.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 11. Availability of calculable indicators by ISCED level and gender (Indicator 1.6)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	2	29
ISCED 02 Girls	2	29
ISCED 02 Total	3	28
ISCED 1 Boys	5	26
ISCED 1 Girls	5	26
ISCED 1 Total	6	25
ISCED 2 Boys	4	27
ISCED 2 Girls	4	27
ISCED 2 Total	4	27
ISCED 3 Boys	2	29
ISCED 3 Girls	2	29
ISCED 3 Total	2	29



Non-calculable indicators: The indicator has low coverage across all ISCED levels, below the Agency's threshold of ten countries required. A combined total of only seven countries (Belgium (Flemish community), Hungary, Lithuania, Norway, Poland, Serbia, Slovenia) provided calculable indicators across ISCED levels. Of those, four (Lithuania, Poland, Serbia, Slovenia) provided gender breakdowns at both ISCED 1 and ISCED 2.

Data for this indicator, where available, is sourced from Ministries of Education. Non-response is typically summarised as 'data not available', or 'data not collected' across countries.

Summary

The definition used in the EASIE guidance – children/learners who should, by law, be in some form of recognised education, but who are out of any form of recognised education – appears to be clear. As such, the low number of countries with data available for this indicator is expected to be driven by a lack of data rather than a lack of understanding over what is required.

However, within the background information, one country (Serbia) that provided data for this indicator states that it includes learners who are enrolled in a school but have not attended for over two weeks. Further, Serbia reported that compulsory education ends at age 14, in ISCED 2, but reported data for ISCED 3. This suggests that learners in ISCED 3 are not required by law to be in education as they are above the compulsory age, which contradicts the definition of the indicator. These examples suggest that this definition should be included in any wider review of definitions.

An alternative data source for this topic does exist. UIS [Out-of-School Children and Youth](#) covers children who are 'Out-of-school' and is discussed in the [definitions](#) section. This alternative source covers this indicator completely across EASIE countries at ISCED 1–3 for the same period as the 2020/2021 CCR; however, no data is presented on gender breakdowns. It would be useful to cross-reference this additional source when discussing the data presented in the CCR in future. **It is recommended that the Agency revisit this indicator to either provide greater clarity on the definition or cease reporting on this indicator. In so doing, it should consider the UIS definition of out-of-school in future discussions of EASIE definitions, and also whether the UIS out-of-school data offers an alternative to Indicator 1.6 as it has similar timeliness to EASIE and complete coverage at ISCED 1–3.**



Indicator 1.7

The overall enrolment rate in all recognised forms of education (%)

$$\frac{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}}{\text{The actual population of children/learners (Q1.1)}} \times 100$$

Theme: Enrolment

Numerator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Denominator data (Q1.1): Information on actual population of children/learners in the typical ISCED age ranges sourced from Eurostat (dataset: [demo_pjan](#)), country ministries or NSOs.

Table 12. Availability of calculable indicators by ISCED level and gender (Indicator 1.7)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	28	3
ISCED 02 Girls	28	3
ISCED 02 Total	30	1
ISCED 1 Boys	30	1
ISCED 1 Girls	30	1
ISCED 1 Total	31	0
ISCED 2 Boys	30	1
ISCED 2 Girls	30	1
ISCED 2 Total	31	0
ISCED 3 Boys	27	4
ISCED 3 Girls	27	4
ISCED 3 Total	28	3



Non-calculable indicators: There are a very small number of countries where this indicator is non-calculable. Data is available for the denominator in all instances. Any non-calculable indicators presented are due to data not being collected for the specific breakdown, or where data is available for the ISCED level but has not been provided broken down by both ISCED level and gender, as outlined for Indicator 1.1.

Summary

The indicator provides a clear definition of enrolment, and it is not expected that there is any ambiguity in the interpretation of the question.

The Agency provides guidance on a suggested data source for the denominator Q1.1, specifically the Eurostat [demo_pjan](#) dataset. The timeliness of this dataset needs to be considered for countries that use it, as it is not available for all countries at the beginning of the EASIE data collection process².

There are examples of rates over 100% that can be explained by differences in data collection. For example, Greece (ISCED 2) uses census data for Q1.1 that is less timely than administrative data held for Q1.2 and will therefore not consider more recent demographic changes, and Poland's ISCED 3 data includes learners above the typical age range used in Q1.1. Further examples are summarised in the table footnotes within the CCR.

The OECD collects data on learner enrolment by type of institution (dataset: [EDU_ENRL_INST](#)). However, there are coverage differences between EASIE countries and OECD countries to note, and EASIE indicator 1.7 is calculable across all countries for ISCED 1 and ISCED 2 for all learners.

The data collected as the numerator for this indicator provides the denominator for each of the other indicators in this section. As such, the data is still required and using the OECD data as a replacement or supplement will provide little additional value to the CCR.

Indicator 2A.1

The identification rate of children/learners with an official decision of SEN (%)

The overall number of children/learners with an official decision of SEN (Q2.1)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Theme: Enrolment, Special educational needs

Numerator data (Q2.1): Information on the number of children/learners with an official decision of SEN available from Ministry of Education sources.

² Eurostat publishes data on age and sex in February each year ([Eurostat, no date](#)).



Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 13. Availability of calculable indicators by ISCED level and gender (Indicator 2A.1)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	16	15
ISCED 02 Girls	16	15
ISCED 02 Total	17	14
ISCED 1 Boys	19	12
ISCED 1 Girls	19	12
ISCED 1 Total	22	9
ISCED 2 Boys	19	12
ISCED 2 Girls	19	12
ISCED 2 Total	22	9
ISCED 3 Boys	15	16
ISCED 3 Girls	15	16
ISCED 3 Total	17	14

Non-calculable indicators: At ISCED 1 and ISCED 2, the indicator has good coverage and is non-calculable for fewer than 10 countries. A small number of countries provide a total for ISCED levels but not a gender breakdown. Further inspection of the data sources provides examples where the number of learners is broken down by SEN and educational level (see [Finland](#) and [Malta](#)) and by gender, but not a cross-tabulation of each breakdown. It may therefore be possible that the data exists, as the data can be reported for each individual breakdown, but has not been provided to the Agency. This may be due to some countries only providing published data.

Several countries have returned data for Q2.2 (All children/learners with an official decision of SEN in any recognised form of education) but not Q2.1. This suggests that data on an official decision of SEN is limited to those in education and not available for those out of education.

Summary

The definition of learners with an official decision of SEN is clear and provides a solid basis for this indicator. The data shows wide variation for those countries that have reported data for this indicator, but this is indicative of different policy approaches across countries as to



who has an official decision of SEN. For example, nearly 20% of learners in ISCED 1 in Lithuania have an official decision of SEN, compared to 1% in Luxembourg.

Indicator 2A.2

The enrolment rate of children/learners with an official decision of SEN in mainstream education (%)

The number of children/learners with an official decision of SEN educated in mainstream (pre-)schools (Q2.3)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Theme: Enrolment, Special educational needs, Inclusion

Numerator data (Q2.3): Information on the number of children/learners with an official decision of SEN educated in mainstream (pre-)schools.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 14. Availability of calculable indicators by ISCED level and gender (Indicator 2A.2)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	20	11
ISCED 02 Girls	20	11
ISCED 02 Total	22	9
ISCED 1 Boys	25	6
ISCED 1 Girls	25	6
ISCED 1 Total	29	2
ISCED 2 Boys	25	6
ISCED 2 Girls	25	6
ISCED 2 Total	29	2



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 3 Boys	21	10
ISCED 3 Girls	21	10
ISCED 3 Total	24	7

Non-calculable indicators: The indicator has good coverage, with all but two countries providing data at ISCED 1 and ISCED 2 overall, and a further four countries only providing totals and not gender breakdowns. Coverage is lower at ISCED 02 and ISCED 3, but data is still available for two-thirds of countries (20 or more) for each breakdown. Similar to Indicator 2.1, there is evidence in country sources that data is publicly available by gender or by level of education, but not a cross-tabulation of both.

Summary

The definitions used in this indicator have been previously discussed and no further definitions are presented here.

The indicator has good coverage and therefore provides a good comparative measure of enrolment of children/learners with an official decision of SEN in mainstream education, subject to any caveats previously raised. There is no evidence to suggest this indicator should be amended further beyond any clarifications to definitions previously discussed.

There are no obvious alternative cross-country data sources that can replace or supplement this indicator.

Indicator 2A.3

The enrolment rate of children/learners with an official decision of SEN in inclusive education (%)

The number of children/learners with an official decision of SEN educated with their peers in mainstream groups/classes for 80% or more of the time (Q2.3a)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Theme: Enrolment, Special educational needs, Inclusion

Numerator data (Q2.3a): The number of children/learners with an official decision of SEN educated with their peers in mainstream groups/classes for 80% or more of the time.



Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 15. Availability of calculable indicators by ISCED level and gender (Indicator 2A.3)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	18	13
ISCED 02 Girls	18	13
ISCED 02 Total	19	12
ISCED 1 Boys	21	10
ISCED 1 Girls	21	10
ISCED 1 Total	26	5
ISCED 2 Boys	21	10
ISCED 2 Girls	21	10
ISCED 2 Total	26	5
ISCED 3 Boys	18	13
ISCED 3 Girls	18	13
ISCED 3 Total	21	10

Non-calculable indicators: The indicator has a good level of coverage across ISCED levels with all but five countries providing data for ISCED 1 and 2. Lower coverage is given at ISCED 02 and ISCED 3, but around two-thirds of countries have provided data for the total. As with the equivalent indicator for all learners (Indicator 1.2) where the indicator cannot be calculated, countries have typically cited that ‘data is not collected’ (where a reason is given).

Summary

The indicator provides a measure of inclusion within mainstream education with the focus on learners with an official decision of SEN. As with Indicator 1.2, the guidance on the use of proxy estimates should be considered alongside any analysis produced with this indicator, recognising that few participating countries have data on the time spent in mainstream classes.



Indicator 2A.4

The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%)

$$\frac{\text{The number of children/learners with an official decision of SEN educated in separate groups/classes (Q2.3b)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Theme: Enrolment, Special educational needs, Inclusion

Numerator data (Q2.3b): The number of children/learners with an official decision of SEN educated in separate groups/classes.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 16. Availability of calculable indicators by ISCED level and gender (Indicator 2A.4)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	12	19
ISCED 02 Girls	12	19
ISCED 02 Total	12	19
ISCED 1 Boys	20	11
ISCED 1 Girls	20	11
ISCED 1 Total	22	9
ISCED 2 Boys	20	11
ISCED 2 Girls	20	11
ISCED 2 Total	22	9
ISCED 3 Boys	12	19
ISCED 3 Girls	12	19
ISCED 3 Total	12	19



Non-calculable indicators: Less than half of countries provided data at ISCED 02 for the numerator, with 'data not collected' cited where a reason is given. A similar pattern is observed for ISCED 3. Around two-thirds of countries provided data at ISCED 1 and ISCED 2.

Summary

Data is available for most countries at ISCED 1 and ISCED 2. Lower availability of data at ISCED 02 is expected, as provision for special classes/groups is less likely to have been made available in early years/kindergarten settings than in compulsory school age settings.

As with Indicators 1.2 and 1.3, validation is in place to compare the data collected for Indicators 2A.3 and 2A.4, prompting data experts to provide information where the sum of those in inclusive education and non-inclusive education does not match the corresponding total. This validation therefore provides a check on the completeness of the data and provides an additional data quality check to ensure the definitions outlined for inclusive and separate settings are being followed.

Indicator 2A.5 (a–d)

The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%). This set of indicators mirrors Indicators 1.4 and 1.4a–d, for those with an official decision of SEN.

The number of children/learners with an official decision of SEN who are educated outside of mainstream (pre-) schools (Q2.4)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

As with Indicator 1.4, further indicators are provided for four additional elements broken down in the data collection.

Indicator 2A.5a: The enrolment rate of children/learners with an official decision of SEN in separate special (pre-)schools or units organised by the ministry of education (%)

The number of children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by the ministry of education (Q2.4a)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)



Indicator 2A.5b: The enrolment rate of children/learners with an official decision of SEN in separate special (pre-)schools or units organised by other sectors/ministries (%)

The number of children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by other sectors/ministries (Q2.4b)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Indicator 2A.5c: The enrolment rate of children/learners with an official decision of SEN in recognised forms of alternative education (%)

The number of children/learners with an official decision of SEN educated in recognised forms of alternative education (Q2.4c)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Indicator 2A.5d: The share of children/learners with an official decision of SEN receiving home schooling (%)

The number of children/learners with an official decision of SEN educated in recognised forms of home schooling (Q2.4d)

x100

The number of children/learners enrolled in any form of recognised education (Q1.2)

Themes: Enrolment, Inclusion, Segregation, Home schooling

Numerator data (Q2.4): The number of children/learners who are educated outside of mainstream (pre-)schools, collected from Ministry of Education sources; further broken down by:

- **(Q2.4a)** The number of children/learners with an official decision of SEN who are educated outside of mainstream (pre-)schools or units organised by the ministry of education
- **(Q2.4b)** The number of children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by other sectors/ministries
- **(Q2.4c)** The number of children/learners with an official decision of SEN educated in recognised forms of alternative education



- **(Q2.4d)** The number of children/learners with an official decision of SEN educated in recognised forms of home schooling.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 17. Availability of calculable indicators by ISCED level and gender (Indicator 2A.5)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	22	9
ISCED 02 Girls	22	9
ISCED 02 Total	23	8
ISCED 1 Boys	29	2
ISCED 1 Girls	29	2
ISCED 1 Total	31	0
ISCED 2 Boys	29	2
ISCED 2 Girls	29	2
ISCED 2 Total	30	1
ISCED 3 Boys	22	9
ISCED 3 Girls	22	9
ISCED 3 Total	23	8

Table 18. Availability of calculable indicators by ISCED level and gender (Indicator 2A.5a)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	18	13
ISCED 02 Girls	18	13
ISCED 02 Total	18	13
ISCED 1 Boys	24	7
ISCED 1 Girls	24	7



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 1 Total	26	5
ISCED 2 Boys	24	7
ISCED 2 Girls	24	7
ISCED 2 Total	25	6
ISCED 3 Boys	18	13
ISCED 3 Girls	18	13
ISCED 3 Total	19	12

Table 19. Availability of calculable indicators by ISCED level and gender (Indicator 2A.5b)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	6	25
ISCED 02 Girls	6	25
ISCED 02 Total	7	24
ISCED 1 Boys	8	23
ISCED 1 Girls	8	23
ISCED 1 Total	8	23
ISCED 2 Boys	7	24
ISCED 2 Girls	7	24
ISCED 2 Total	7	24
ISCED 3 Boys	6	25
ISCED 3 Girls	6	25
ISCED 3 Total	6	25

Table 20. Availability of calculable indicators by ISCED level and gender (Indicator 2A.5c)



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	3	28
ISCED 02 Girls	3	28
ISCED 02 Total	3	28
ISCED 1 Boys	3	28
ISCED 1 Girls	3	28
ISCED 1 Total	4	27
ISCED 2 Boys	4	27
ISCED 2 Girls	4	27
ISCED 2 Total	5	26
ISCED 3 Boys	3	28
ISCED 3 Girls	3	28
ISCED 3 Total	4	27

Table 21. Availability of calculable indicators by ISCED level and gender (Indicator 2A.5d)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	4	27
ISCED 02 Girls	4	27
ISCED 02 Total	5	26
ISCED 1 Boys	6	25
ISCED 1 Girls	6	25
ISCED 1 Total	7	24
ISCED 2 Boys	6	25
ISCED 2 Girls	6	25
ISCED 2 Total	7	24



ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 3 Boys	5	26
ISCED 3 Girls	5	26
ISCED 3 Total	5	26

Non-calculable indicators: These indicators mirror those in Indicators 1.4 and 1.4a–d but for learners with an official decision of SEN. Therefore, coverage and the reasons for this are very similar, with generally a small number of countries providing data for those with an official decision of SEN.

As discussed in Indicator 1.4, these indicators correspond to specific sectors and have a wider scope for differences in interpretation. Indicators 2A.5b, c and d fall below the Agency's own threshold of ten countries being required for an indicator to be calculated in all instances.

Summary

The set of indicators provides a breakdown of segregation of learners with an official decision of SEN across different sectors. The indicators in this set should be considered alongside Indicator 1.4 and 1.4a–d when reviewing them either for removal or rationalising/combining.

Indicator 2A.6

The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%)

The number of children/learners with an official decision of SEN educated in separate groups/classes (Q2.3b)

+

The number of children/learners with an official decision of SEN who are educated outside of mainstream (pre-)schools (Q2.4)

The number of children/learners enrolled in any form of recognised education (Q1.2)

x100

Theme: Segregation, Special educational needs

Numerator data (Q2.3b + Q2.4): Information on the number of children/learners with an official decision of SEN educated in separate groups/classes or who are educated outside of mainstream (pre-)schools.



Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Table 22. Availability of calculable indicators by ISCED level and gender (Indicator 2A.6)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	12	19
ISCED 02 Girls	12	19
ISCED 02 Total	12	19
ISCED 1 Boys	20	11
ISCED 1 Girls	20	11
ISCED 1 Total	22	9
ISCED 2 Boys	20	11
ISCED 2 Girls	20	11
ISCED 2 Total	22	9
ISCED 3 Boys	11	20
ISCED 3 Girls	11	20
ISCED 3 Total	11	20

Non-calculable indicators: As the indicator is a combination of Indicators 2.4 and 2.5, see individual indicators for further discussion on non-calculable indicators.

Summary

The indicator includes learners with an official decision of SEN who are not in mainstream classes, including those educated outside of mainstream schools. Similarly to Indicator 1.5, this indicator therefore offers insight into how provision for learners with SEN is structured in a country. However, as it combines multiple sectors (including alternative provision, special educational needs groups/classes and home education) rather than reasons for placement, it does not necessarily provide a detailed insight into inclusivity.



Indicator 2A.7

The share of children/learners with an official decision of SEN who are out of education (%)

$$\frac{\text{The number of children/learners with an official decision of SEN who should, by law, be in some form of recognised education, but who are out of any form of recognised education (Q2.5)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Theme: Enrolment

Numerator data (Q2.5): Information on the number of children/learners with an official decision of SEN who should, by law, be in some form of recognised education, but who are out of any form of recognised education. Information sourced from either Ministry of Education sources or NSOs.

Denominator data (Q1.2): Information on the number of children/learners enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Availability of calculable indicators: Two countries, Hungary (ISCED 02) and Belgium (Flemish community) (ISCED 1), provided data for this indicator.

Summary

The additional burden of providing the indicator should be assessed against the usefulness of collecting the data for only two countries. Further assessment on the likelihood of better completion should be undertaken with all countries, with the aim of determining if this gap is likely to be filled in future for more countries or ISCED levels. Discontinuing this indicator should be considered if it is unlikely to provide wider coverage in future.

Indicator 2A.8

The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%)

$$\frac{\text{The number of children/learners with an official decision of SEN enrolled in any recognised form of education (Q2.2)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$

Theme: Enrolment



Numerator data (Q2.2): Information on the number of children/learners with an official decision of SEN enrolled in any form of recognised education available from either Ministry of Education sources or NSOs.

Denominator data (Q2.1): The actual population of children/learners with an official decision of SEN available from either Ministry of Education sources or NSOs.

Table 23. Availability of calculable indicators by ISCED level and gender (Indicator 2A.8)

ISCED level and gender	Indicator calculated	Indicator not calculated
ISCED 02 Boys	15	16
ISCED 02 Girls	15	16
ISCED 02 Total	16	15
ISCED 1 Boys	18	13
ISCED 1 Girls	18	13
ISCED 1 Total	21	10
ISCED 2 Boys	18	13
ISCED 2 Girls	18	13
ISCED 2 Total	21	10
ISCED 3 Boys	14	17
ISCED 3 Girls	14	17
ISCED 3 Total	16	15

Non-calculable indicators: The indicator replicates Indicator 1.7, with a specification of learners who have an official decision of SEN. This therefore indicates how many countries cannot provide data on those with an official decision of SEN. The number of non-calculable countries for ISCED 1 and 2 has increased from zero to ten, and further for ISCED 02 and ISCED 3 from one and three respectively to fifteen in both instances. This shows that around half of countries do not provide this data.

Summary

This provides a clear indicator of enrolment for those with an official decision of SEN. As with Indicator 1.7, there are examples where the rate is over 100% due to differing methodologies and sources for the numerator and denominator. It is not expected that there is any ambiguity in the interpretation of the question. There are no noted sources of



alternative data that replicate this indicator, or obvious datasets that could be used to supplement those countries with non-calculable indicators.

Indicators 2B.1 to 2B.6

Distribution of placements of children/learners with an official decision of SEN, based on the overall population of learners with an official decision of SEN. Indicators 2B.1–2B.6 mirror Indicators 2A.1–2A.8 but using Q2.1 – The actual population of children/learners with an official decision of SEN – as a denominator.

The coverage of these indicators is similar to that of Indicators 2A.1–2A.8, with slightly lower coverage where the denominator was not available for a small number of countries.



RATIONALISATION OF INDICATORS

Based on the previous section, there is scope to consolidate some indicators or the data collected that is used in those indicators. For some indicators, it is necessary to assess whether the data should continue to be collected.

Implications of combining indicators

There are two approaches to consider for combining data items.

- Combine the data items at the EASIE data collection level, that is, collect a single figure where multiple figures were previously collected.
- Combine the data items within the numerator of an indicator presented in the CCR (for example, Q1.4a plus Q1.4b).

Further to the approach used, the following issues should be considered:

- Burden – The reduction in burden will be minimal if a country still needs to produce two sets of data and combine them to make a combined figure for the data return that is used to calculate a revised indicator. Continuing to collect the data separately and combining at the indicator level would remove this situation.
- Guidance – Where two figures are combined, clear guidance is needed to reduce the risk of double counting the same learner in two data items that are subsequently combined in the CCR.

Where a country can provide one component but not the other, there needs to be clear guidance on how this is defined and then used in the indicators. For example, Indicator 1.5 in the CCR currently combines two data items and is non-calculable where either is missing. A consistent approach would be expected for new indicators that take a similar approach.

Implications of removing indicators

In the first instance, removing an indicator from the CCR does not necessarily mean that it should be removed from the data collection. Data may still be collected and retained for other internal analysis or annexed to the CCR or individual country reports.

Burden

Removing an indicator may only have a small or negligible reduction in burden for countries. Where a country is already not providing data, there is unlikely to be any reduction in burden. For the small number of countries that produce data for these indicators, there will be some reduction in burden; however, this may be minimal where the data collection process is already well established.



Narrowing scope

Removing an indicator narrows the scope of the data collection, assuming the data for the indicator is no longer collected, and the scope of the CCR, and may therefore attract criticism that the CCR is less useful. However, the counterargument to this would be that the report can be more focused on the indicators that provide better value. Removing an indicator and continuing to collect the underlying data items would provide no reduction in burden and would reduce the value of the CCR for those countries that are calculable.

Futureproofing

Removing an indicator from the CCR and data from the EASIE collection will mean it is unlikely that the Agency will be aware when a country becomes able to provide data for that indicator.

Suggested indicators for assessment

Indicator 1.4 – The share of children/learners who are educated outside of mainstream education

Indicator 1.4 comprises four parts covering:

- education in separate special (pre-)schools or units organised by ministries of education (1.4a) or by other sectors/ministries (1.4b);
- recognised forms of alternative education (1.4c) and home schooling (1.4d).

Coverage of these indicators, excepting 1.4a, is low. Indicators 1.4b, 1.4c and 1.4d fall below the Agency's own threshold of ten countries being required for an indicator to be calculated in most instances, with the exception of 1.4d for ISCED 1 (13 countries) and ISCED 2 (12 countries). For Indicator 1.4b, the lack of data is due to countries that have noted that education organised by other sectors/ministries is 'not applicable', or countries that have returned 'missing' for this data in the data tables. For Indicators 1.4c and 1.4d, there is a similar pattern of 'not applicable' or 'missing'.

Combining Indicators 1.4a and 1.4b

As discussed in the review of indicators above, the primary option to consider for rationalisation is the combination of Indicators 1.4a and 1.4b. This would give a single indicator for the enrolment rate in separate special (pre-)schools or units (regardless of sector).

This is driven by the low number of data returns for Indicator 1.4b, with just eight countries (Croatia, Estonia, France, Hungary, Lithuania, Norway, Poland and Slovenia) providing any calculable indicators. Combining 1.4a and 1.4b would retain an indicator that gives an overview of how segregated education is in a country, but without the sectoral breakdown currently provided. The low number of countries that provide data for other sectors/ministries suggests that Indicator 1.4b is of use to a small number of countries only.



Combining Indicators 1.4b and 1.4c

The variability in what each country may include in the data for Indicators 1.4b and 1.4c has been discussed in the [definitions](#) section. A secondary option to consider therefore is combining Indicators 1.4b and 1.4c. This would produce an indicator for the enrolment rate in separate special (pre-)schools or units organised by other sectors/ministries or in recognised forms of alternative education.

This should be considered alongside any work that is conducted to clarify the definitions used. This may increase the coverage, for example, where a country can provide Indicator 1.4b but Indicator 1.4c does not apply within that country, or vice versa.

Indicator 2A.5 – The share of children/learners with an official decision of SEN who are educated outside of mainstream education

Indicator 2A.5 and the subsets 2A.5a–d follow the same calculations as those discussed above for Indicator 1.4, but for those with an official decision of SEN. As such, consideration should be given to combining Indicators 2A.5a and 2A.5b, or 2A.5b and 2A.5c, in line with Indicator 1.4.

Indicator 2A.7 – The share of children/learners with an official decision of SEN who are out of education (%)

As discussed in the [Review of indicators](#) section, this indicator is calculable for two countries only at specified ISCED levels (Hungary – ISCED 02, Belgium (Flemish community) – ISCED 1). It is suggested that this indicator be removed from the CCR and that countries be consulted on the likelihood of improvement in coverage for this cohort of learners.

Indicators 2B.1–2B.6 – Distribution of placements of children/learners with an official decision of SEN, based on the overall population of learners with an official decision of SEN

As these indicators are based on the same measures as Indicators 2A.1–2A.8 but with a different population (learners with SEN rather than overall learner population), the same discussion points apply. The patterns of coverage are similar, or slightly lower than for Indicators 2A.1–2A.8 (i.e. where the denominator data for Indicators 2B.1–2B.6 is not available).

Indicators 2A.1–2A.8 provide the profile of the distribution of placements of all children/learners with SEN, based on the overall enrolled school population. This is arguably the purest measure of the extent of SEN inclusivity in a country. Indicators 2B.1–2B.6 provide a deeper dive into the experiences of children/learners with SEN, highlighting data on the proportion of all children/learners with SEN who are placed in various settings. This helpfully enables cross-country comparisons at a more micro-level, and enables policy-makers to determine whether there is disproportionate access to, or placements in, various settings for children/learners with SEN.

Indicators within 2B.4 should be considered similarly to the equivalent indicators in 2A.5. Indicator 2B.6 should be considered similarly to Indicator 2A.7.



Given that the indicators in this section are the same as Indicators 2A.1–2A.8 but based on a different denominator, consideration should be given to whether they provide sufficient value to retain in the CCR. If removed from the CCR, the indicators can still be calculated from the data tables where needed. Within the current format of the CCR, where indicators and tables are listed in a single document, the removal of this section would reduce the size of the document by around a quarter (70 pages).

In favour of retaining these indicators, they provide a more focused insight into how inclusive education is for children/learners with an official decision of SEN. This may overlook those who have recognised SEN but no official decision within a country.

Further changes

This shadow report does not suggest any further changes to the indicator calculations other than those mentioned above.



EXPANSION

In order to ensure that the most useful range of data about inclusive practices is included in the CCR, the following section looks at the possibility of expanding the EASIE data collection.

There are two key directions where expansion might be possible. The first direction is to widen the coverage of the existing parameters of the data collection. The defining parameters of the data collection are the education settings/systems included and the age ranges defined using ISCED classifications. The second direction is to extend the range of data collected to include new measures, including data on wider groups of children/learners who are vulnerable to exclusion, and more granular country-level data, such as subdivision into regions, localities or even institutional levels.

From the outset, it is important to recognise that further expansion of the data collection would result in some additional burdens to countries. Any expansion needs to balance the practicality of being able to provide the data with the benefits of having wider available comparative data on inclusive practices.

Coverage of education settings

The coverage of the present EASIE collection includes data from state-maintained education providers, private/independent providers, home schooling and those children defined as out-of-education. It has already been flagged that some countries are unable, for differing reasons, to provide data on some of these existing categories of settings. Given this, and an absence of any obvious scope to extend the coverage of settings to any further categories that would be universally recognised or that would be applicable to enough countries, it appears that the current coverage of education settings is comprehensive, and that collection of wider setting data would not be feasible.

ISCED coverage

The CCR includes indicators broken down by the ISCED levels included in the EASIE data collection, from ISCED 02 – pre-primary education to ISCED 3 – upper-secondary education.

ISCED 02

The 2020/2021 CCR information for ISCED 02 typically shows lower data coverage in terms of countries providing data across the current set of CCR indicators. For some countries (e.g. France), this age range is included in the country's compulsory age range. In others, it is either not included (e.g. UK, Germany) or is partially included (e.g. Netherlands, Bulgaria), which inevitably impacts on the ease and ability of countries to collect it. In particular, it creates an absence of a legal justification for collecting data and therefore the availability of data where data collection for this age group is not mandatory.

This is also an age range for which most countries have a range of providers, many in the private sector, and therefore data collection at this age is difficult. While some countries do collect data, this is more prominent in those countries where almost all pre-school



education is through kindergarten or state-maintained early years provision. Collecting data across private providers and multiple sectors would provide challenges for both quality and completeness.

On the other hand, in terms of the central focus of EASIE aims, early education and intervention is a central component for providing children/learners with an inclusive learning experience. Access to data and calculable indicators in the CCR for this group is therefore an important feature for countries looking to improve and potentially widen educational access, and to inform inclusive policy-making. It is also potentially an area where, due to its non-compulsory status in most countries or in parts of the age range, groups vulnerable to exclusion may be experiencing lower levels of access than others. Thus, while the current data on ISCED 02 has challenges, **it is recommended that it continue, with greater emphasis on improving the submission of this dataset by all countries.**

ISCED 01

UNESCO defines ISCED 01 as education programmes for early childhood educational development and ISCED 02 for pre-primary education programmes. Currently the CCR does not include ISCED 01, as EASIE does not collect ISCED 01 data. Programmes at both ISCED 01 and 02 are expected to be designed with a holistic approach to support children's early cognitive, physical, social and emotional development and to introduce young children to organised instruction outside of the family context.

Earlier in this report, in describing the range of ages covered by countries in the ISCED descriptors, it was evident that most countries start ISCED 02 at the age of three years, although there are some that start at two years. The inference of this is that, if ISCED 01 is included in EASIE data collections, most countries would be covering the age range 0–2, with a few covering 0–1.

Early childhood development and early childhood education and care are crucial periods in the life-long learning (LLL) process. A significant report was published in May 2024 by Eurochild, which emphasises that:

The first 1,000 days of a child's life are a time of unique and rapid development and are highly influenced by the child's environment, early experiences, and interactions (Eurochild, 2024, p. 3).

The collection and publication of ISCED 02 data makes an important contribution in this regard.

However, this shadow report has already identified challenges in relation to data collection for ISCED 02. It is suggested that these challenges would be even more pronounced if data collection were extended to include ISCED 01, for the following reasons:

- The majority of children at this age will not be in receipt of any formal early childhood education programme, being either at home or attending care settings.
- It is unlikely that countries will already be collecting formal data for this age group or may be collecting data through another ministry or sector.



- Providers will largely be in the private sector, from which some countries already report difficulty in accessing data for other age groups.
- The number of hours per week that a child of this age will be receiving is likely to widely vary, both across countries and within countries.

Given the clear challenges that currently exist for most countries in submitting data for ISCED 02, it is likely that these would be exacerbated and a considerable additional burden created for countries if data collection for ISCED 01 were introduced. **It is therefore recommended that EASIE not extend to ISCED 01 but focus on improving data submission for ISCED 02.**

ISCED 4

ISCED 4 is intended to collect data for post-secondary, non-tertiary education. This is important in terms of understanding progress towards LLL and preparation for adulthood, which are central outcomes of the education system. They are also areas about which evidence is needed in relation to children/learners with SEN in order to understand the wider, long-term effectiveness of the education system and access for those who are vulnerable to exclusion.

Through the background information, it is already evident that there is some variation in the age ranges for ISCED 3. For example, UK (England) states ages 14–15, while Netherlands states ages 17–18. The typical age range across EASIE countries is 16–18. In some countries, learners in ISCED 3 are likely to be involved in vocational education and training, another priority for many countries in providing continuous education.

Extension of EASIE data to include ISCED 4 would therefore introduce even more complexity in terms of comparability of data reported, in relation to the age ranges covered across EASIE, the type of settings for these learners, whether countries already collect data on individual learner characteristics, and the likely autonomous nature of many of the education providers for this age group. However, the provision of clear country background information may help to mitigate these potential limitations.

While extension to this group of learners would be difficult, it does need to be balanced against the benefits of having greater levels of data about the wider breadth of the inclusive educational experience of children/learners. In order to progress this possibility, **it is recommended that the Agency, in consultation with its country data experts, find out more detail about available data and use this evidence to inform a decision on future inclusion of ISCED 4, based primarily on the availability of meaningful data.**

Additional cohorts – learners vulnerable to exclusion

The CCR presents indicators for all learners and for those learners who have an official decision of SEN, this being defined by EASIE as those who are ‘eligible for additional educational support to meet their learning needs’ (European Agency, 2022, p. 8). This provides insight into how inclusive education is for learners with SEN. In order to fully understand the extent to which access to inclusive education varies across countries, the



Agency may need to extend the data collection to learners who are considered vulnerable beyond those with an official decision of SEN specifically.

The key challenge to extending the data collection in this manner is defining the group of vulnerable learners, to ensure that a widely applicable and measurable definition can be reached, and thereby ensure a high degree of consistency and reliability across countries. This includes clearly defining which specific groups of learners to include in this measure. These may include:

- learners with an official decision of SEN;
- other learners who receive support for SEN;
- learners from economically disadvantaged families;
- ethnic minorities;
- migrant or displaced learners.

Collating data across multiple cohorts in a single country presents a significant challenge for data collection. Data may be available for some cohorts but not for others. Data may be collected across multiple sources; for example, a Ministry of Education may have robust data on SEN, and a Ministry for Foreign Affairs or Ministry of Interior may have robust data on the number of migrant children. Where this happens, it may not be possible to disaggregate and eliminate double counting from multiple sources. This is largely dependent on whether each country has a unified system for tracking individual learners across all agencies.

Defining economically disadvantaged learners will provide similar challenges. A similar approach to that taken for identifying an 'inclusive setting' can provide countries with guidance on what proxy measures to use for 'economically disadvantaged'. This may include families qualifying for low-income benefits or being within a specific economic group. As this data relates to household information and not the learner specifically, it may not be readily available data for countries to provide specifically in relation to a cohort of learners.

The use of a proxy would be advisable where available, information for which should be collected within the country background information. Examples of proxy indicators may include learners/families:

- in targeted school programmes, such as Delivering Equality of Opportunity in Schools (DEIS) in Ireland (Department of Education, 2024);
- with targeted support, such as free school meals recipients in UK (England) (School Census Statistics Team, 2024);
- with targeted means-tested benefits, conditional on participation in education, such as Bildungspaket in Germany (Federal Ministry of Labour and Social Affairs, no date).

Data on ethnicity presents challenges in both collection and using consistent harmonised definitions. Where available, the detailed categories used for ethnicity data vary across countries, with different levels of granularity available. These variations may be limited by collecting a wider category of minority ethnic groups, but this is a very broad definition. There are notable exceptions to data collection on ethnicity, including in Germany, where



no data on ethnicity is routinely collected centrally, and in France, where collecting data by ethnicity is only permitted within law in exceptional circumstances (Insee, 2016).

Migrant children are expected to be a highly mobile group and, as such, data quality for this group may be highly variable. Assuming CCR indicators similar to those used for children/learners with an official decision of SEN would be applied to the ‘vulnerable’ cohort, then variability between countries may be more indicative of demographic change than how inclusive a country’s system is, for example, when a country has a sudden influx from a neighbouring country. In addition, among the group of learners categorised in the country as migrant, it is likely that some will have been in the country for just a few months whereas others may have been in the country for several years. This would make comparing their inclusive experience extremely difficult based purely on collection of data based on their categorisation as a migrant.

In summary, it is not recommended that the Agency extend the data collection to cover a wider range of children vulnerable to exclusion until further analysis has been done on the availability of data for different cohorts that may be considered vulnerable. This should include which groups are considered vulnerable to exclusion, how they can be consistently defined across countries, and what data is available for these groups.

Additional context in supporting background information – gender/sex

The collection of data broken down by gender/sex provides a good comparison of the experiences of these distinct cohorts and should be retained. For coherence, the Agency should continually review the use of gender/sex as terms of reference. The European Institute for Gender Equality (2024) provides a [glossary](#) outlining both gender and sex specifically. While not specifically included in the CCR, it would be useful for the country background information to record whether the data is provided by gender or sex specifically for each country.



ALTERNATIVE SOURCES OF DATA

Reviewing alternative data sources relating to inclusive education and to SEN, and looking at prevalence of SEN in learners, there do not appear to be any obvious alternatives that stand out as producing the same, or sufficiently similar, data and indicators consistently across European countries. While further data and detail may be available from individual statistics offices and Ministries of Education, this data would still require a mechanism for collation to allow cross-country comparisons as in the CCR.

Further, there are very few options for supplementing the existing EASIE data collection with data collected by other organisations. Some options are discussed below and in the [Review of indicators](#) section for specific indicators.

UNESCO OECD Eurostat (UOE) joint data collection

UOE is a joint initiative between UNESCO, OECD and Eurostat. The UOE data collection has the objective to ‘provide internationally comparable data (mostly at national level, with some insights at the subnational level) on key aspects of formal education systems’ (UNESCO, OECD, Eurostat (UOE), 2016).

This data collection includes:

- the participation of individuals in education and training activities;
- education financing and teaching staff;
- outcomes of education;
- learning mobility and foreign language learning.

Within EASIE, Indicators 1.1 and 1.2 have a focus on wider enrolment. As such, the UOE data on participation in education can be useful in adding context to the indicators within the CCR.

The UOE data does not include specific ‘inclusive’ or ‘mainstream’ definitions and, as such, cannot be used in place of the CCR indicators overall where a country is non-calculable. However, it can be broken down by private and public institutions, and further by private government-dependent or independent institutions.

According to the background information supplied by countries, two countries (Germany and Switzerland) have used the same data for UOE and their EASIE data returns. This suggests that the education systems in these countries are well aligned to the data collected in UOE, or that a broad assumption has been made that the data is closely aligned and suitable for both UOE and EASIE purposes.

Beyond the participation data, the further areas covered by UOE may be useful for further context but are not aligned with the current EASIE data collection or CCR indicators and would not add significant value to the CCR.

Further to the UOE joint data collection, data is also collected by UNESCO and OECD in further areas of education, discussed further below.



UNESCO

As discussed in the definitions section, UNESCO Institute for Statistics (UIS) collects data against Sustainable Development Goal 4 ([SDG 4](#)) and the promise to provide universal primary and secondary education. This source includes data on out-of-education learners.

The coverage of this data for EASIE countries is complete at 2021, therefore presenting a similar level of timeliness to the CCR. However, there are differences to the EASIE data. The UIS data counts Belgium and UK as single entities and the data is not broken down by gender. However, it does include primary, lower-secondary and upper-secondary breakdowns.

In the 2020/2021 CCR, only seven countries (Belgium (Flemish community), Hungary, Lithuania, Norway, Poland, Serbia, Slovenia) have calculable data for Indicator 1.6 – The share of children/learners who are out of education. Of these, four countries (Lithuania, Poland, Serbia, Slovenia) provide gender breakdowns at both ISCED 1 and ISCED 2. The UIS data could therefore provide an alternative source to users of CCR Indicator 1.6 at an overall country level and at ISCED levels 1–3.

Organisation for Economic Co-operation and Development (OECD)

OECD collects and publishes data and provides analysis and commentary on a range of issues, including families and education. While there are data collections that are aligned to the Agency's aims, there is little additional information produced that would either supplement the CCR or replace any of the indicators already collected in EASIE. EASIE data has been used in OECD reports as a source for prevalence of SEN in European countries (e.g. OECD, 2019).

The Programme for International Student Assessment (PISA) evaluates education systems by looking at the performance of 15-year-old school learners across mathematics, science and reading. Information on whether a learner has SEN is collected at the time of assessment, but results, such as a cross-country comparison of attainment by SEN status, are not produced.

PISA data is shared with countries. For example, the UK (England) has matched PISA data to the [National Pupil Database](#) to produce breakdowns of PISA attainment scores by SEN status (Ingram, Stiff, Cadwallader, Lee and Kayton, 2023).

In addition to the PISA data on performance, the Teaching and Learning International Survey (TALIS) collects views from teachers and school leaders on working practices and environments, including focusing on teaching learners with SEN.

OECD has also produced commentary on approaches to inclusivity across countries (Brussino, 2020) and comparisons of educational policies ([OECD, no date](#)).

While some of this information will be similar to the qualitative background information collected in EASIE, it cannot be regarded as providing a comprehensive alternative source to any of the indicators currently presented in the CCR.



Eurydice

A further prominent source of information on education systems focused on SEN and inclusion is [Eurydice](#). However, this is largely a source of qualitative information and there are no comparative quantitative indicators included within this resource.

World Bank

The World Bank provides a range of resources relating to inclusive education, including examples of inclusive education systems.

The World Bank further highlights that:

Persons with disabilities are one of the most invisible groups, and a lack of robust data on the prevalence and needs of learners with disabilities hinders policy design and implementation (Benveniste and Alasuutari, 2023).

While EASIE collects data on SEN rather than disability, it is clear that EASIE is providing a rich source of insight into an area that does not have a large evidence base of comparable data.

Summary of data availability

It is the view of the authors that the EASIE data collection, and specifically the CCR, currently provides the most comprehensive set of data indicators for cross-country comparisons of inclusive education and SEN across European education settings.

When assessing the relevance, timeliness and comparability of the data collected, EASIE is not duplicating work produced elsewhere and is extensively referenced in reports from organisations including the European Commission, OECD and UNICEF when comparisons are made. As such, EASIE holds a firm place in supporting policy-makers and analysts working in the fields of inclusive education.

UIS data on children who are out-of-education has been highlighted as a possible alternative for Indicator 1.6.

A summary table outlining the key features of alternative data sources considered is presented in [Annex 3](#).



CONCLUSION AND RECOMMENDATIONS

At its core, inclusive education can be regarded as ‘a process that is concerned with the identification and removal of barriers to the presence, participation and achievement of all students’ (Ainscow, 2020, p. 9). At the same time, it involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.

The starting point for making decisions about the evidence to collect at the system level should be with an agreed definition of inclusion. In other words, we must ‘measure what we value’. EASIE data primarily focuses at a quantitative level on the presence of children/learners in settings that are deemed to be inclusive. Some EASIE indicators go further and explore degrees of participation, for example, through its 80% indicator. However, there is a recognition that this is not necessarily a fully reliable or consistent indicator, given that schools rightly respond and adapt their provision to the changing needs of their learners, with individual learners receiving variable levels of inclusive experience during a school year.

The EASIE data collection, and subsequently the CCR indicators, provides a strong evidence base for researchers and policy-makers. It allows cross-country comparisons of inclusivity across education systems and, for the cohort with an official decision of SEN, in relation to presence.

This shadow report has discussed a range of areas relating to the CCR (and therefore the EASIE data collection), in particular looking at the strengths and challenges of the existing CCR definitions, the indicators within the CCR and potential further changes including both rationalisation and expansion of indicators. The shadow report has also considered where alternative sources of data may replace or complement the CCR indicators.

Through this process, the following set of recommendations within this shadow report are made.

General recommendations

- The Agency should undertake a full review of all definitions, in consultation with policy-makers and stakeholders, on a regular basis.
- At the point of a new annual data submission request being made of countries, an opportunity should be provided for those submitting data for the first time to join a workshop that aims to outline expectations.

Definition of SEN and inclusive settings

- The Agency needs to reconsider which types of settings should be included in its definition of an inclusive setting.
- The Agency should consider whether changes need to be made to the operational definitions of an official decision of SEN and/or an inclusive setting, to ensure that



there is alignment between the populations of children/learners and the inclusive settings they attend in both groups.

Recognised education

- The current definition should be revisited by the Agency, in consultation with policy-makers and stakeholders.

Alternative education

- The Agency should revisit this indicator to either provide greater clarity on the definition or to cease reporting on this indicator.

Out-of-school learners

- The Agency should revisit this indicator to either provide greater clarity on the definition or to cease reporting on this indicator. As part of this decision-making, EASIE should consider whether to:
 - align EASIE's definition with the UIS definition of out-of-school, alongside future discussions of EASIE definitions;
 - use the UIS out-of-school data as an alternative to Indicator 1.6.

Private education sector

- The Agency, in consultation with policy-makers and stakeholders, needs to address the central question of whether attendance in private education can be considered to meet the EASIE definition of an inclusive setting.
- In relation to understanding whether countries include data on children/learners enrolled in private education, EASIE needs to summarise the reporting of information about private sector education data in the introduction to the CCR report.
- EASIE should consider whether to introduce separate indicators on the total number of children/learners in private education and, of that total, a sub-section with the total number of learners in private education with an official decision of SEN.
- A detailed comparison of the data that EASIE collects should be made against the OECD data on learner enrolment by type of institution to determine the degree of correlation and inform a decision on whether to use the OECD data.



ISCED age range coverage

- The Agency, in consultation with its country data experts, needs to find out more detail about available data and use this evidence to inform a decision on future inclusion of ISCED 4, based primarily on the availability of meaningful data.
- Data for ISCED 01 should not be pursued at this point, but ISCED 02 should continue to be included in the CCR and data collection, with greater emphasis on improving the submission of this data and subsequently increasing the number of calculable countries in the CCR.

Specific indicators

- Indicators 1.4a and 1.4b should be combined, thereby providing a single figure on the number of children/learners educated in separate special (pre-)schools or units in each country, regardless of who is responsible for the sector.

Background information

- All countries are requested to ensure that their country background information clearly states the compulsory education age range.
- In the country background information, countries need to specify whether gender or sex is used, in line with an international definition such as the European Institute for Gender Equality (2024).
- Summary tables from the country background tables should be produced, summarising the key features by country. Examples of these tables are provided in [Annex 1](#), showing a small number of countries.



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ANNEXES

Annex 1 – Summary country background information tables examples

Table 24. Age ranges

Country	Compulsory age (minimum)	Compulsory age (maximum)	Typical ISCED 02 age range	Typical ISCED 1 age range	Typical ISCED 2 age range	Typical ISCED 3 age range	Comments
Finland	6	18 (raised from 16 from 1 August 2021)	3–5 (pre-primary 6)	7–12	13–15	16–18	–
Latvia	5	18	1.5–6	7–12	13–15	16–19	–
Netherlands	5	16/18	4–5	6–12	13–16	17–18	Learners under 18 who have finished compulsory education but have not obtained a basic qualification certificate are obliged to continue education
Serbia	6	14	6–7	7–10	11–14	15–19	–



Country	Compulsory age (minimum)	Compulsory age (maximum)	Typical ISCED 02 age range	Typical ISCED 1 age range	Typical ISCED 2 age range	Typical ISCED 3 age range	Comments
UK (England)	5	15	2–4	5–10	11–13	14–15	Participation in education, training or employment is required to age 18.
UK (Scotland)	6	16	3–5	5–11	12–15	16–18	–

Table 25. Information used in the EASIE data collection

Country	Private sector information	Education from other sectors	Alternative education	Home schooling	Information on defining inclusive settings
Finland	Included	Not included	Not included	Included	Actual data is used to verify the 80% benchmark
Latvia	Included	Not included	Not included	Not included	No information
Netherlands	Included	Not included	Not included	Not included	Placement in a mainstream class implies 80% or more
Serbia	Not included	Not included	Not included	Not included	Placement in a mainstream class implies 80% or more
UK (England)	Included	Not included	Included	Not included	Placement in a mainstream class implies 80% or more
UK (Scotland)	Not included	Not included	Not included	Not included	Actual data is used to verify the 80% benchmark



Table 26. Official decision of SEN

Country	Definition	Who is involved	Legal documents	Formal review process
Finland	An official decision of SEN is made by the education provider, according to the Administrative Procedure Act and following the principles laid down in the national core curriculum.	Provider-led multi-disciplinary approach	Individualised educational plan	Annual
Latvia	If learners show considerable difficulties in mastering this curriculum and their academic achievements do not correspond to the requirements of the National Standard of Basic Education, then they are assessed by specialists (speech therapist, special education teacher, psychologist), with the parents' consent. The school's support team can suggest support measures and the development of an individual education plan.	Multi-disciplinary approach	Individualised plan	No information
Netherlands	Declaration of admissibility to special education	Regional-led multi-disciplinary approach	Development plan	Declaration of admissibility is valid for at least a year. Review period variable
Serbia	For a child or a learner who needs additional educational support due to social deprivation, developmental difficulties, disabilities, learning difficulties, risk of drop out, or other reasons, the institution undertakes measures to adjust the schooling conditions by removing physical or communicational barriers, adapting the educational programme and methods, and preparing an Individual Education Plan	Regional-led multi-disciplinary approach	Individual Education Plan (IEP)	Every three months in the first year, and subsequently at the beginning of each semester
UK (England)	Awarding of an Education, Health and Care plan to a child or young person with complex needs	Local area-led multi-disciplinary approach	Education, health and care plan (EHCP)	Annual



Country	Definition	Who is involved	Legal documents	Formal review process
UK (Scotland)	See country information for full detail	Education authority-led multi-disciplinary approach	Co-ordinated support plan	Key transition points, situation changes

Table 27. Out of education

Country	Is there a formal definition of 'out of education'?	Which learners are considered 'out of education'?
Finland	No	No information
Latvia	No	Learners of compulsory education age (5–18) who are not enrolled (registered) on the list of any educational institution of Latvia
Netherlands	No	Pupils who are not registered in any form of recognised education (from age 5) but are obliged to go to school
Serbia	No	Children of formal education age who are not enrolled in any formal education institution in a given academic year are considered out of education. In primary education, children can be enrolled in a school (if they were enrolled in the previous academic year) but do not attend.
UK (England)	No	Children of compulsory school age who are not registered at a school and are not receiving suitable education elsewhere, and young people aged 16–19 who are not in employment, education or training
UK (Scotland)	No	No information



Annex 2 – Table of data sources

Country	Source	Link	Notes
Austria	No sources provided	–	–
Belgium (Flemish community)	Education statistics – Education inspection services	onderwijs.vlaanderen.be/nl/onderwijsstatistieken	–
Bulgaria	Ministry of Regional Development and Public Works population register	www.mrrb.bg/en	Q1.1 only
Bulgaria	National electronic information system for pre-school and school education	–	All other data items
Croatia	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Croatia	Croatian Bureau of Statistics	www.dzs.hr	Q1.2
Croatia	Ministry of Science, Education and Youth	mzo.gov.hr/istaknute-teme/ser-skolski-e-rudnik-3419/3419	All other data items
Cyprus	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Cyprus	CYSTAT, Statistics Service. Statistics on Education 2020/2021	www.cystat.gov.cy/en/SubthemeStatistics?id=33	Q1.2, Q1.3
Cyprus	Ministry of Education, Sport and Youth (MoESY)	www.moec.gov.cy/eidiki_ekpaidefsi/en	All other data items



Country	Source	Link	Notes
Czech Republic	No sources provided	–	–
Denmark	Statistics Denmark (DST)	www.dst.dk/en/Statistik/emner/uddannelse-og-forskning/fuldtidsuddannelser/uddannelser-paa-tvaers-af-uddannelsesniveau	ISCED 02
Denmark	Ministry of Education and Statistics Denmark (DST)	www.dst.dk/en/Statistik/emner/uddannelse-og-forskning/fuldtidsuddannelser/uddannelsesstedernes-elevtal	ISCED 1–3
Estonia	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Estonia	Estonian Education Information System – Eesti Hariduse Infosüsteem (EHIS)	haridusportaal.edu.ee/infosüsteemid/eesti-hariduse-infosüsteem-ehis	All other data items
Finland	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Finland	Vipunen – Education Statistics Finland	vipunen.fi/en-gb	ISCED 1–3
France	L’Institut national de la statistique et des études économiques	www.insee.fr/fr/accueil	Q1.1 only
France	Ministre de l’Éducation nationale et de la Jeunesse	archives-statistiques-depp.education.gouv.fr	All other data items
Germany	Federal Statistical Office, Population Statistics	www.destatis.de/EN/Home/_node.html	Q1.1 only
Germany	Federal Statistical Office Germany: UOE-Database based on Youth Welfare Statistics and General school statistics	www.destatis.de/EN/Home/_node.html	ISCED 02 only



Country	Source	Link	Notes
Germany	Federal Statistical Office, German UOE-Database based on General school statistics and Vocational school statistics	www.destatis.de/EN/Home/_node.html	ISCED 1–3
Greece	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Greece	Hellenic Ministry of Education	statistics.minedu.gov.gr/index.php/en	All other data items
Hungary	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Hungary	Statistical data collection on public education	dari.oktatas.hu/kirpub/index	All other data items
Iceland	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Iceland	Statistics Iceland	statice.is	All other data items
Ireland	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Ireland	Data submitted for publication with OECD but with Autism Early Intervention also included	www.gov.ie/en/publication/055810-education-statistics	ISCED 02 only
Ireland	Department of Education, Primary online database	www.gov.ie/en/collection/primary-schools/-20202021	ISCED 1–3
Ireland	Department of Education. Home tuition scheme returns	www.gov.ie/en/publication/055810-education-statistics	Q1.4d only
Ireland	NCSE Special Education Administrative System	ncse.ie	Q1.3b, ISCED 2–3



Country	Source	Link	Notes
Ireland	SOLAS Further Education and training and Department of Education	www.solas.ie/research-lp/fet-statistics	Q1.4c, ISCED 3
Ireland	Post Primary database	data.cso.ie	Q1.2, ISCED 2–3
Italy	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Italy	Ministry of Education (MI)	www.miur.gov.it	All other data items
Italy	Ministry of Education (MI), National Institute of Statistics (Istat)	www.istat.it	Q2.2 only
Italy	Ministry of Education (MI), National Institute for Public Policy Analysis (INAPP) and Ministry of Labor and Social Policies (MLPS)	www.miur.gov.it	ISCED 3, 1.4c only
Latvia	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Latvia	Ministry of Education and Science	stat.gov.lv/en/statistics-themes/education	All other data items
Lithuania	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Lithuania	Oficialiosios statistikos portalas (Official Statistics Portal)	osp.stat.gov.lt	Q1.5 only
Lithuania	Education Management System (EMIS)	Internally held data	All other data items



Country	Source	Link	Notes
Luxembourg	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Luxembourg	Ministre de l'Éducation nationale, de l'Enfance et de la Jeunesse du Grand-Duché de Luxembourg	menej.gouvernement.lu/fr.html	All other data items
Malta	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Malta	National Statistics Office – Pre-Primary, Primary and Secondary Formal Education	nso.gov.mt/pre-primary-primary-and-secondary-formal-education-2020-2021	Plus supplementary internal data
Netherlands	Statistics Netherlands (CBS)	www.cbs.nl	–
Norway	Statistics Norway – table 07459	ssb.no	Q1.1 only
Norway	The Norwegian Directorate for Education and Training/BASIL	www.regjeringen.no/en/dep/kd/organisation/kunnskapsdepartementets-etater-og-virksomheter/Subordinate-agencies-2/norwegian-directorate-for-education-and-/id426533	ISCED 02
Norway	GSI – Grunnskolens informasjonssystem – The Primary and Lower Secondary School Information System	gsi.udir.no/informasjon	ISCED 1–3
Poland	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Portugal	Statistics Portugal, population estimates	www.ine.pt/xportal/xmain?xpgid=ine_main&xpid=INE	Q1.1 only
Portugal	Direção-Geral de Estatísticas da Educação e Ciência	www.dgeec.mec.pt	All other data items



Country	Source	Link	Notes
Serbia	Statistical Office of the Republic of Serbia – population data	data.stat.gov.rs/Home/Result/18010502?languageCode=sr-Cyrl	Q1.1 only
Serbia	Statistical Office of the Republic of Serbia – education statistics	publikacije.stat.gov.rs/G2021/Pdf/G20211092.pdf	All other data items provided
Slovakia	No sources provided	–	–
Slovenia	UOE (DEM), Statistics based on administrative data	www.oecd-ilibrary.org/education/data/education-database_edu-db-data-en	Q1.1 only
Slovenia	UOE (ENRL), Statistics based on administrative data	www.oecd-ilibrary.org/education/data/education-database_edu-db-data-en	Q1.2 only
Slovenia	Statistics based on administrative data	–	All other data items
Spain	Eurostat – Population on 1 January by age and sex	ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table?lang=en	Q1.1 only
Spain	Statistics on non-university Education – Ministry of Education and Vocational Training	www.educacionfpydeportes.gob.es/en/portada.html	All other data items
Sweden	SCB (Statistics Sweden)	www.scb.se	Q1.1 only
Sweden	Official statistics – Skolverket (Swedish National Agency for Education)	www.skolverket.se	All other data items
Switzerland	UNESCO-UIS/OECD/EUROSTAT (UOE) entire population data	ec.europa.eu/eurostat/web/education-and-training/database	Q1.1 only



Country	Source	Link	Notes
Switzerland	Annual survey in all schools	–	All other data items
Switzerland	EDK/IDES survey of cantons	www.edk.ch/en/education-system-ch	Q1.4d only
UK (England)	ONS mid-year population estimates	www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland	Q1.1 only
UK (England)	School Census	explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics	ISCED 1–3
UK (England)	Early Years Census	explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5	ISCED 02 only
UK (Northern Ireland)	NISRA mid-year estimates	www.nisra.gov.uk/statistics/population/mid-year-population-estimates	Q1.1 only
UK (Northern Ireland)	NI school census	www.education-ni.gov.uk/publications/school-enrolments-northern-ireland-summary-data	All other data items
UK (Scotland)	National Records of Scotland	www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/population/population-estimates/mid-year-population-estimates/mid-2020	Q1.1 only
UK (Scotland)	Scottish Government	www.gov.scot/collections/school-education-statistics	All other data items
UK (Wales)	ONS mid-year estimates 2020	www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland	Q1.1 only



Country	Source	Link	Notes
UK (Wales)	School Census (mainstream and special)	statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census	All sections excluding Q1.1, Q2.5
UK (Wales)	Independent school census	statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Independent-Schools	Q1.4, Q2.4
UK (Wales)	EOTAS (Education Other than at School)	statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Educated-Other-Than-At-School	Q1.4, Q2.4, Q2.5



Annex 3 – Summary of alternative data sources

Source	Population	Enrolment	Enrolment rate	SEN identification	Segregation	Out of school
Agency – EASIE/CCR	Data taken from Eurostat and EASIE data collection	EASIE data collection	CCR	CCR	CCR	CCR
Eurostat	ec.europa.eu/eurostat/tatabrowser/view/demo_pjan/default/table?lang=en	ec.europa.eu/eurostat/tatabrowser/view/educ_uoe_enra01_custom_12275507/default/table?lang=en	–	–	–	–
UOE combined	www.oecd-ilibrary.org/education/data/education-database_edu-db-data-en	www.oecd-ilibrary.org/education/data/education-database_edu-db-data-en	–	–	–	–
UNESCO	–	–	–	–	–	uis.unesco.org/en/topic/out-school-children-and-youth
OECD	–	www.oecd.org/en/data/indicators/number-of-students.html	www.oecd.org/en/data/indicators/enrolment-rate-in-early-childhood-education.html www.oecd.org/en/data/indicators/enrolment-rate-in-secondary-and-tertiary-education.html	–	–	–
World Bank	–	–	–	–	www.worldbank.org/en/topic/education/brief/inclusive-education	–

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