

European Agency Statistics on Inclusive Education

Key Findings and Messages:
2018/2019 – 2022/2023 School Year Datasets



EUROPEAN AGENCY
for Special Needs and Inclusive Education



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EASIE

EUROPEAN AGENCY STATISTICS
ON INCLUSIVE EDUCATION

Key Findings and Messages:
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Editors: Peter Drál' and András Lénárt

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Abbreviations

Abbreviation	Full version
EASIE	European Agency Statistics on Inclusive Education
EASNIE	European Agency for Special Needs and Inclusive Education
ISCED	International Standard Classification of Education
NC	Non-calculable
OECD	Organisation for Economic Co-operation and Development
OoE	Out of education
OoS	Out of school
SEN	Special educational needs
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

Please also refer to the '[Terminological notes](#)' section.



FOREWORD

For almost 30 years, the European Agency for Special Needs and Inclusive Education (EASNIE) has served as a collaborative body on inclusive education policy issues for its member countries and jurisdictions. The European Agency Statistics on Inclusive Education (EASIE) data collection is an integral part of this work to support monitoring and evaluation of education policies.

Inclusive education is not just a set of principles and values. It is a model of education, supported by evidence that shows that all learners benefit from full participation in mainstream schools and classes, together with their peers. Quantitative and qualitative evidence support policy development and implementation. Without data, we have opinions and perceptions. With data, we have better frameworks and more robust implementation and monitoring. Evidence-based policy-making is an essential requirement for developing inclusive education systems, which is our shared commitment.

EASIE collects and presents national data on access to and placement in different types of educational settings. It covers all learners and focuses specifically on learners with an official decision of special educational needs. The data is linked to an agreed set of indicators that inform key policy decisions for inclusive education, and which are aligned with international policy guidelines.

This Key Findings and Messages report contributes to building a solid evidence base and, at the same time, leverages long-term collaborative work with the EASNIE member countries participating in the data collection.

The report presents key findings based on the country data from five consecutive school years, between 2018/2019 and 2022/2023, and formulates key messages, based on the data delivered, related to the distribution of learners in different educational settings. Educational placement is only one aspect of inclusive education and should be complemented by other principles of effective inclusion, such as attainment, resource allocation, differentiated and personalised support, and teaching methodologies, among others. Nevertheless, it does matter what types of settings learners are educated in, and how their placements develop over time and across countries. As such, this report aims to



shed more light on the provision of quality and equitable education to all learners in inclusive settings.

This report moves beyond data presentation and issues key messages to help navigate what the data tells us about what can be done, more and better, to guarantee the right to inclusive education for all learners. These messages are both based on and further explored in most of EASNIE's thematic activities. In other words, quantitative data is crucial, but it is never a stand-alone piece.

As EASNIE approaches its 30th anniversary in 2026, it will continue to inform policy and practice for inclusive education. Continually refined and essentially collaborative EASIE work will be an important part of this process, to provide nuanced insights and robust evidence for a range of stakeholders.

I wish you inspirational and insightful reading and a fruitful use of this report in policy development, implementation and monitoring.

João Costa

Director of the European Agency for Special Needs and Inclusive Education



SUMMARY

The European Agency Statistics on Inclusive Education (EASIE) is the annual data collection activity of the European Agency for Special Needs and Inclusive Education (EASNIE). EASIE collects data on access and placement of all learners and learners with an official decision of special educational needs (SEN) from pre-primary to upper-secondary education.

In line with EASNIE's [vision for inclusive education systems](#), this Key Findings and Messages report provides evidence-based insights into developments in education systems across [EASNIE member countries and jurisdictions](#) over five school years (2018/2019–2022/2023).

The analysis focuses on educational placements in all recognised forms of education within and outside mainstream schools, and in inclusive and separate settings, according to the agreed EASIE [definitions](#). It pays specific attention to the identification and placement of learners with an official decision of SEN, to sex/gender differences in educational placements, and to learners who are out of any form of education.

Across the five school years, EASIE benefited from a growing number of EASNIE member countries and jurisdictions participating in the annual data collection. In the 2022/2023 school year, a total of 35 countries and jurisdictions provided data. The varying data coverage across the years and for specific indicators shaped the [methodology](#) of this report, which presents findings based on the aggregated data from all countries alongside data from subsets of countries for each analysed indicator. Despite the limitations of the analysed administrative data, the report provides solid evidence to identify general developments and trends related to educational placements across countries.

The [reference school-age population](#) of EASNIE member countries increased over the five school years, largely due to more countries providing data. This resulted in an increase in [overall enrolment](#) in all recognised forms of education of 4.3 million learners, to a total of 81 million learners across the four International Standard Classification of Education (ISCED) levels (pre-primary, primary, lower-secondary and upper-secondary) combined. However, this growth was very uneven, with a moderate increase in pre-primary education and much higher increases at both secondary levels. In contrast, most countries documented stagnation or decline in learner populations in primary education.



The total school-age population of the EASNIE member countries ‘grew older’ – large cohorts of learners moved to higher education levels or out of education, but were not replaced by similarly large numbers of new entrants at lower levels. Despite dynamic developments in learner populations, the overall enrolment rate in all recognised forms of education remained very high and stable over time at all educational levels.

[Mainstream education](#) remained the dominant form of education provision. A large majority of learners across EASNIE member countries was enrolled in mainstream schools at all ISCED levels. The overall increase added 3.8 million learners to mainstream schools, with an uneven distribution across the four ISCED levels, as seen in the overall enrolment.

Within mainstream schools, most learners were placed in mainstream classes. EASIE considers mainstream classes as educational settings with the greatest potential for providing inclusive education. They are therefore referred to as [inclusive settings](#). The highest growth in inclusive placements was in lower- and upper-secondary education, while in primary education the actual number of learners in inclusive settings dropped significantly – this was, however, mainly due to the overall decline in the learner population at this level. The calculated inclusive education rates changed in some countries, but the cross-country averages remained high and stable for inclusive placements within mainstream schools.

A much smaller, but still significant, number of learners were placed in [separate settings](#) in mainstream schools. Over the five school years, the number of learners placed in separate settings declined at pre-primary, primary and upper-secondary levels, but increased sharply in lower-secondary education. The biggest change in the shares of separately-educated learners occurred in the 2019/2020 school year, which was the first school year affected by the COVID-19 pandemic.

Many learners across EASNIE member countries are educated [outside mainstream schools](#), primarily in separate special schools. The number of learners in this form of provision increased over the five school years and reached 1.2 million learners across the four ISCED levels combined. This growth was uneven; in primary education it increased despite the overall decline in learner populations in many countries. The highest increase in placements outside mainstream schools occurred in secondary education.

Placements in [all forms of separate settings](#) increased across the EASNIE member countries. In the 2022/2023 school year, 17% more learners were educated separately than in 2018/2019. The interplay between separate placements within and outside mainstream education was mixed at different ISCED levels and in individual countries. Overall, all forms of separate education provision declined only at pre-primary education level, while in lower-secondary education there was significant growth in separate placements both in mainstream schools and in fully separate special schools.

About half of the EASNIE member countries permit [home schooling](#), but fewer countries report data on learners in this form of provision. Across the five school years, the number of home schoolers almost tripled in primary and lower-secondary education.

Data on [learners who are out of education](#) is chronically under-reported in EASIE. According to the estimates, this concerns more than 1% of individuals at primary and lower-secondary age and almost 6% at upper-secondary age in Europe.



The number of [learners with an official decision of SEN](#) grew significantly over the five school years and reached more than 2 million learners across the four ISCED levels combined. The highest numeric growth was documented at lower-secondary level and the highest percentage increase in upper-secondary education. The highest share of learners with identified SEN was in primary education.

Considering the [educational placements of learners with an official decision of SEN](#), enrolment in mainstream education is a reality for most learners. Their shares in mainstream schools and in inclusive settings were high but slightly decreasing from pre-primary to lower-secondary level. Separate placements in mainstream schools grew as well, with significant increases especially in lower-secondary education.

The number of learners with identified SEN who were educated outside mainstream schools increased at all ISCED levels, most visibly in upper-secondary education. Separate placements of learners with an official decision of SEN increased both within and outside mainstream education, but their shares grew faster in mainstream schools. An increasing number of learners placed in separate settings did not have an official decision of SEN.

Almost all countries participating in EASIE provide data on educational placements disaggregated by sex/gender. The ratio of boys to girls in the reference population is balanced, reproduced in the overall and mainstream education enrolment, and in inclusive placement within mainstream schools. However, the shares of boys are disproportionately higher in separate settings, both within and outside mainstream education. This is closely related to twice as many boys than girls receiving an official decision of SEN in almost all EASNIE member countries. The 2:1 ratio is reflected in all types of educational placements for learners with an official decision of SEN. [Sex/gender differences](#) in identification of SEN and some types of educational placements even increased over the five school years.

Based on the analysed data, this report formulates [key findings and messages](#) about the developments in different educational placements across EASNIE member countries:

1. EASNIE member countries' shared commitment to building inclusive education systems and providing quality, equitable education to all learners should involve continuous examination of the developments in learner populations and in the distribution of learners across different educational settings.
2. High-quality and inclusive early education is crucial for all further stages of education and life. All countries should ensure that the growing number of children of pre-school age can access quality pre-primary education.
3. Stagnation or even decline in the number of learners at primary education level provides an opportunity to leverage the existing human, financial and material resources for inclusive education.
4. Rapid growth in mainstream enrolment at lower-secondary level requires additional investments in school infrastructure and enhanced, interdisciplinary specialist support.
5. Upper-secondary education, which is an entry point to higher education, employment and adult life, should prevent drop-out and provide necessary support to enable the growing number of learners to gain qualifications.



6. Significant increases in official decisions of SEN documented across EASNIE member countries at all ISCED levels call for an integration of the existing support services within and outside mainstream education.
7. Education policy should ensure that separate placements within mainstream schools are not conceived as permanent 'solutions' to educate an increasing number of learners with SEN.
8. Relatively stable separate placement of learners outside mainstream education should be closely monitored and regularly reviewed to ensure safeguarded transitions to mainstream educational settings.
9. The documented sex/gender differences in SEN identification, resulting in disproportionate placement of boys in separate educational settings, should be monitored and scrutinised for potential inherent biases.
10. The persisting issue of learners who are out of any form of education should be prioritised and adequate mechanisms for quality data collection should be developed to address it.



INTRODUCTION

Aims, focus and key elements of the EASIE data collection

The European Agency Statistics on Inclusive Education (EASIE) is a long-term activity by the European Agency for Special Needs and Inclusive Education (EASNIE). EASIE aims to provide clearly focused data to inform policy-making and in this way support EASNIE member countries and jurisdictions to develop inclusive education systems.¹

This is in line with EASNIE's [position on inclusive education systems](#) and the vision that:

All learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers
(EASNIE, 2022a, p. 1).

The EASIE data collection produces yearly quantitative country data and qualitative country background information. EASIE data covers enrolment in all recognised forms of education at four 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 (UNESCO and UNESCO Institute for Statistics, 2012).

All participating countries have very different policy and practice in education and related data collection procedures. For the EASIE data collection, two operational definitions have been applied by all participating countries: an operational definition of an inclusive setting

¹ The 2022/2023 school year dataset covers 35 EASNIE member countries and jurisdictions: Austria, Belgium (Flemish and German communities), Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales). Please note that this report uses 'countries' to refer to [EASNIE member countries and jurisdictions](#).



and an operational definition of an official decision of special educational needs (SEN). In addition, EASIE applies working definitions of several key terms which are used in the data questions, such as recognised forms of education, mainstream and separate special schools, alternative education, home schooling, and out of education.

The [Guide to the EASIE data tables and country background information](#) (EASNIE, 2022b) presents and explains all EASIE operational and working definitions. The key terms used in this report are briefly introduced at the beginning of each chapter, along with contextual information to help understand the presented data.

EASIE [data tables](#) contain numeric data relating to all learners and learners with an official decision of SEN.

Data Table 1 contains information on:

- the actual population of children/learners;
- children/learners in all recognised forms of education;
- children/learners in mainstream education, with further breakdowns to show information on inclusive and separate educational settings in mainstream schools;
- children/learners outside mainstream education, with further breakdowns to show information on separate special schools, alternative education and home schooling;
- children/learners who are out of education.

Data Table 2 contains information on:

- children/learners with an official decision of SEN;
- enrolment and placement of children/learners with an official decision of SEN in all types of educational settings, broken down in the same way as the data on all learners in Data Table 1;
- children/learners with an official decision of SEN who are out of education.

To give a clear context to the data, all countries provide descriptive country background information describing:

- the forms of recognised education in the country;
- what an 'inclusive setting' means in the country;
- what an 'official decision of SEN' means in the country;
- what 'out of education' means in the country;
- other specific issues relating to the data for the country.

Data from the countries participating in EASIE is used to calculate an agreed set of 33 indicators. EASIE indicators provide insights about:

- overall enrolment rates in all recognised forms of education;
- enrolment in mainstream education and placement in inclusive or separate settings in mainstream schools;



- enrolment outside mainstream education, including enrolment in separate special schools and the provision of alternative forms of education and home schooling;
- placements in separate settings within and outside mainstream education;
- shares of learners who are out of education.

The indicators are calculated for all countries providing data, separately for all learners and for learners with an official decision of SEN. Depending on the data available, the indicators are calculated for all or for some of the four ISCED levels from pre-primary to upper-secondary education. For the countries that provide data disaggregated by sex/gender, the shares of boys and girls are calculated for each indicator along with the totals.

An indicator for which data is not provided by a country is marked as non-calculable (NC). A cross-country average is calculated for each indicator and ISCED level with a minimum of 10 countries providing data.

EASNIE publishes the collected quantitative data and the qualitative background information on the [EASIE web area](#) for each country providing data in the given school year. Based on this data, the agreed indicators are calculated and published as individual country reports. [Cross-country reports](#) are compilations of country reports that provide summary information on all indicators for the given school year.

Aims and focus of the report

This Key Findings and Messages report for 2018/2019 – 2022/2023 leverages the extensive and growing EASIE database to provide an overview of the developments in the education systems across EASNIE member countries. It presents analytical insights on the aggregated country data and selected indicators to summarise the most important developments in different educational placements. The report covers data on all learners and learners with an official decision of SEN at the four ISCED levels.

The report draws on the EASIE cross-country reports from the following five school years: 2018/2019, 2019/2020, 2020/2021, 2021/2022 and 2022/2023. The analysed data comes from EASNIE member countries that have participated in the data collection in any or all of the five school years.

The report summarises and analyses the data on two levels:

- Developments in learner populations and their distribution across different types of educational settings
- Developments in the enrolment rates and shares within and outside mainstream education, and in the placements in inclusive and separate educational settings.

The analysis follows the structure of the EASIE data collection. It proceeds from the broadest categories to specific types of educational provision:

- Enrolment in all recognised forms of education



- Enrolment in mainstream education
 - Placement in inclusive settings within mainstream education
 - Placement in separate settings within mainstream education
- Education outside mainstream schools
 - Combined placement in separate educational settings
 - Participation in home education
 - Individuals out of any form of education.

Additional insights focus on SEN identification and sex/gender-related differences in educational placements.

Besides the collected EASIE data and the related reports, this report draws on the findings from previous EASIE materials, particularly the 2014/2016 Key Messages and Findings Report (EASNIE, 2018) and the reports addressing the issue of learners who are out of education (EASNIE, 2020a; 2020b; 2020c).

Structure of the report

Following this introduction, the [Methodology](#) chapter explains the approach used in the data analysis.

The main part of the report consists of two sections, which focus on all learners ([Chapter 1](#)) and on learners with an official decision of SEN ([Chapter 2](#)). Each chapter addresses a specific type of educational placement and contains:

- a summary of key findings;
- background information with definitions of key terms;
- the characteristics of the dataset;
- a presentation of the developments in the respective learner populations;
- an analysis of the shares of learners in different educational settings over time.

After the two main sections, a dedicated chapter summarises the observed sex/gender-related differences in educational placements ([Chapter 3](#)).

The report concludes with a summary of key findings, followed by the formulation of key messages for policy-making ([Chapter 4](#)).

The [References](#) list the sources directly cited in the report. The [Data sources](#) list previous EASIE reports which contain the data used to develop this report.

The [Annex](#) lists the EASIE data table questions, country background information questions and indicators. It also contains summary indicator tables with available country data for each type of educational placement analysed in the report.



METHODOLOGY

This report follows the approved methodology of the EASIE data collection, as presented in the [Guide to the EASIE data tables and country background information](#) (EASNIE, 2022b). The Guide contains a full account of the definitions of key terms, indicator calculations and data collection procedures. The chapters in this report briefly introduce the EASIE methodology to help understand the context of the analysed data.

An increasing number of countries participated in the data collection during the five-year period covered by this report. Except for a slight decrease in the 2019/2020 school year dataset, most of the calculated indicators had data from a larger number of countries each year. While this development has made the EASIE dataset increasingly robust, it also poses a challenge in terms of the comparability of the collected data across different school years with a varying number and composition of countries for each calculated indicator.

EASIE acknowledges the efforts and contributions of all EASNIE member countries, and particularly of the country data experts, Representative Board members and National Co-ordinators, who have contributed to the EASIE data collections over the years. As such, the key findings presented in this report are primarily based on the data received from all countries, irrespective of the number of school years and indicators they provided data for.

At the same time, for comparability purposes, the number and composition of countries providing data for each indicator analysed in this report was checked. As a result, two parallel subsets have been created for some indicators in connection to the full country dataset:

- countries that provided data for every school year during the five-year period (2018/2019 – 2022/2023);
- countries that provided data in the last three school years covered (2020/2021, 2021/2022 and 2022/2023).

The effect of a differing number of countries providing data was controlled by comparing all available data with the stable group of countries that provided data for all five school years or the last three school years. In this way, the observed developments in learner



populations were cleaned from the effect of the newcomer countries and newly-added country populations.

The calculated averages for all countries present the values of the given indicator in a particular school year only. They are snapshots in time and, due to the diverging number of countries providing data across the years and ISCED levels, they are not quoted in the indication of trends.

The calculated averages for the countries providing data in all five school years (five-year subset) present the developments in a particular indicator over time in a stable group of countries. However, this differs by indicator. Some indicators include data from 20 or more countries for all five years, while others are based on data from only 10 countries (the minimum threshold). These calculations are accurate for indicating trends in a single indicator over time, but their values cannot be directly compared with other related indicators, unless they include the same composition of countries across the years.

The averages for the countries providing data in the last three school years (three-year subset) were calculated to capture the most recent developments. Due to the growing number of countries participating in EASIE, these averages usually include more countries than the five-year subsets. As such, they offer the most recent perspective and corroborate or question the developments observed over a longer period.

The most accurate, although least populated, cross-country averages that can be used to identify trends are calculated from an identical number and composition of countries that provided data for one or more indicators. These were only calculated for selected indicators to control the observed trends between different subsets of countries.

Given the differentiated scope of the analysed data, this report aims to present a balanced combination of findings from the highest possible number of countries over the longest period. Any limitations based on the characteristics of the subsets and related diverging calculations are indicated in the respective chapters to avoid misinterpretation.

As a final note, it is important to emphasise that this report covers the period in which all countries were affected by the COVID-19 pandemic, with education systems experiencing unprecedented school closures. Various regional conflicts have also affected European education systems, with most countries experiencing increased migration across borders. All this makes the attempt to capture the developments in education systems based on analysing enrolment rates a complex task, and this report's analysis of limited administrative data cannot explain all developments and factors.



Methodological notes

Countries' participation in EASIE is voluntary and relies on trust, co-operation and professional conduct. Data accuracy is affected by the quality of the country data collection systems and by the expertise and experience of the country data experts, who have considerable discretion when processing national-level data. The submitted country data is thoroughly checked for accuracy and alignment with the EASIE methodology and requires official approval from the country's Representative Board member before it is published and used further. Even when all these conditions are met, country datasets may still contain discrepancies or irregularities.

Administrative data on enrolment and placement usually encompasses the whole learner population, irrespective of the type of education provision or the education provider. However, individual countries may have forms of education that the central data collection authority does not capture, or some segments of the education system may be maintained by authorities that do not report to EASIE. As a result, the analysed data may not include all registered learners at all educational levels. This partly explains a consistently lower number of countries providing data on pre-primary and upper-secondary education.

EASIE collects administrative data on the placement of learners in various educational settings. The use of qualifiers – 'mainstream', 'inclusive', 'separate', 'special' and others – should therefore be understood only in connection to access and (physical) placement in different types of settings and not as covering or implying the quality of the education provision or its results. Access to and placement in 'inclusive' settings should be understood as a basic precondition for inclusive education and not as proof of its accomplishment or quality.

EASIE does not collect data on learners with SEN but on learners with *an official decision of* SEN. As such, EASIE data does not inform about learners with some pre-defined needs or disabilities but about learners who have received an official decision issued by an authorised institution in the country. The respective country's regulations define the basis for these decisions and the procedures followed, which are summarised in the country background information submitted with the collected quantitative data.

Based on the analysed data and conscious of its limitations, this report does not intend to analyse or interpret developments in individual countries' education systems. This would require a more robust and diverse set of quantitative and qualitative data. This report presents and analyses aggregated data from all countries that provided it. Data in individual countries may differ significantly from the calculated average values.

Finally, the data presented in this report may not be identical to the data in earlier EASIE publications. This is due to adjustments made to the data after it was approved, as requested by individual countries. An additional round of data cleaning and validation was also carried out in developing this report.



Terminological notes

To ensure clear and concise reporting, the report uses some shortened terms. These are:

- **Five school years** – school years 2018/2019, 2019/2020, 2020/2021, 2021/2022 and 2022/2023
- **All countries** – all countries and jurisdictions that provided data in a given school year
- **Countries with full datasets** – countries that provided data for a particular indicator in all five school years covered (2018/2019 – 2022/2023)
- **Five-year subset** – dataset from the countries that provided data for all five school years (2018/2019 – 2022/2023)
- **Three-year subset** – dataset from the countries that provided data for the last three school years (2020/2021 – 2022/2023)
- **Educational setting** – the educational institution as a whole, or a class, group or unit within a school
- **Learners** – children/learners of (pre-)school age
- **Learners with SEN** – children/learners with an official decision of SEN.



1. DEVELOPMENTS IN THE POPULATION AND PLACEMENT OF ALL LEARNERS

1.1 Reference population

- In EASIE, individual countries report the reference population of learners, which represents an annual estimate of the respective age cohorts at four ISCED levels from pre-primary to upper-secondary education.
- Over the five school years from 2018/2019 to 2022/2023, the total (pre-)school-age population in EASNIE member countries increased by more than 3.8 million.
- The learner population growth was uneven across the four ISCED levels. The highest growth was documented in the populations at upper-secondary education age, followed by a similar increase at lower-secondary level.
- The country populations at pre-primary education age also increased. The primary education population stagnated or decreased in most countries.
- The population covered by the four ISCED levels ‘grew older’ during the five school years, as significant cohorts moved to higher levels or out of education and were not replaced by similarly large populations at lower levels.

Background

In EASIE, the baseline population for data collection comes from the general population statistics, based on the general censuses conducted globally every 10 years. Most EASNIE member countries report population data from the [Eurostat database](#), which sorts



populations by their age on 1 January in the given calendar year. A small number of countries participating in EASIE report the population data from their national databases.

EASIE only collects population data for the countries' populations that fall within the four educational levels that the EASIE data collection covers. These four educational levels follow the International Standard Classification of Education (ISCED), which distinguishes educational programmes for pre-primary (ISCED 02), primary (ISCED 1), lower-secondary (ISCED 2) and upper-secondary (ISCED 3) levels (UNESCO and UNESCO Institute for Statistics, 2012).

In the country background information, which is submitted alongside the quantitative data tables, each country specifies the age ranges that apply to the four ISCED levels in its education system. These age ranges are referred to as 'typical', as each country has learners who are enrolled at a particular educational level but are younger or older than the typical age range for that level. Notes in each participating country's data tables on the EASIE web area provide further information on possible adjustments in individual countries' reported population data.

The annual population data that the countries report is essentially an estimate of the countries' population size at a defined point in time. These estimates are therefore only referential; an actual country population size is subject to constant change due to socio-demographic developments (such as natality, mortality, migration). As a result, the referential population and its segments are never identical to the actual population.

It is important to note that the period that this report covers (2018/2019 – 2022/2023) includes two global censuses. Therefore, the countries' reported population data for the first three school years refers to the 2011 census, while the population data for the last two school years refers to the 2021 census. It is reasonable to assume that the population data estimates in the years just after each census provide a more accurate snapshot of the actual population size. This additional factor helps to explain the discrepancy between reported population estimates and the enrolment data, which is discussed in more detail in [Chapter 1.2](#).

Dataset

EASIE collects population data from individual member countries and jurisdictions in response to **Question 1.1 – Actual population of children/learners in the typical ISCED age ranges**. EASIE suggests reporting country data for this question from the OECD/Eurostat/UNESCO Institute for Statistics annual population statistics (EASNIE, 2022b). It also recommends using population data from 1 January of the calendar year following (not preceding) the school year for which the data is collected. This should ensure a closer match between the population and enrolment data for the given school year.

Over the five school years that this report covers, the number of countries that provided population data increased from 27/29 countries in 2018/2019 to 33/35 countries in 2022/2023. In all EASIE data questions, the highest number of countries provide data for ISCED levels 1 and 2.



Developments in (pre-)school-age populations

Between the school years 2018/2019 and 2022/2023, the **overall reference population** covered in the EASIE data collection **increased from 77.4 million to 81.2 million individuals**. This represents a **growth of more than 3.8 million** individuals at (pre-)school age in the four ISCED levels combined. However, this documented increase was very unevenly distributed across the four ISCED levels:

- At ISCED 02, there were over 0.5 million more children of pre-school age in the last data collection school year than the first one.
- At ISCED 1, in contrast, there was an overall decrease in the population of more than 360,000 learners, despite six more countries participating in the data collection in the last school year compared to the first one.
- At ISCED 2 and ISCED 3, the overall population in the typical age range increased significantly, by more than 1.7 and 1.8 million individuals, respectively.

As mentioned, an increasing number of countries participated in the data collection over the five school years. The effect of this on the overall size of the (pre-)school-age populations was controlled by comparing the aggregated data from all countries participating in the first and last years of the data collection with a smaller number of countries with a complete dataset (the five-year subset).

Table 1 shows how the two subsets of countries followed the same pattern at all ISCED levels but differed in the scale of observed growth or decline. In the 'ISCED level' column in the table, (all) refers to all countries that provided data and (5y) refers to the five-year subset countries. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 1. The reference population from 2018/2019 and 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02 (all)	Reference population	13,997,071 (29)	14,548,516 (34)	+551,445 (+5)	3.9
02 (5y)	Reference population	13,237,480 (26)	13,454,337 (26)	+216,857	1.6
1 (all)	Reference population	28,027,144 (29)	27,663,840 (35)	-363,304 (+6)	-1.3
1 (5y)	Reference population	26,868,985 (26)	25,182,470 (26)	-1,686,515	-6.3
2 (all)	Reference population	19,413,982 (29)	21,190,479 (35)	+1,776,497 (+6)	9.2
2 (5y)	Reference population	18,370,731 (26)	19,346,224 (26)	+975,493	5.3
3 (all)	Reference population	15,983,362 (27)	17,825,724 (33)	+1,842,362 (+6)	11.5
3 (5y)	Reference population	15,052,350 (24)	16,043,288 (24)	+990,938	6.6



A closer look at the four ISCED levels shows:

- At ISCED 02, the pre-school population increased, but the majority of the 26 countries with complete, five-year datasets contributed only half of the overall growth. This means that the other countries involved in the data collection had a significant effect. Many countries with complete datasets experienced only a small growth, stagnation or even a decrease in their pre-school populations.
- At ISCED 1, the primary school-age population of all countries dropped over the five school years, despite other countries being involved in the data collection at different stages. These countries softened the sharp population decline but did not revert it. This means that the population at primary education age declined in many EASNIE member countries, and significantly in a few countries.
- At ISCED 2, the population at lower-secondary education age experienced the opposite development to primary education. The other countries involved in the data collection contributed to the overall growth by one half, the same as the 26 countries with complete datasets.
- ISCED 3 showed a similar pattern to ISCED 2. The population at upper-secondary education age grew across the countries and the relative weight of the countries without full datasets was even slightly higher.

Figure 1 presents the developments in the reference populations in the typical age ranges of the four ISCED levels across the five school years. Dashed lines show the developments based on the aggregate data from all countries in a given school year; solid lines present the developments in the countries with full, five-year datasets.

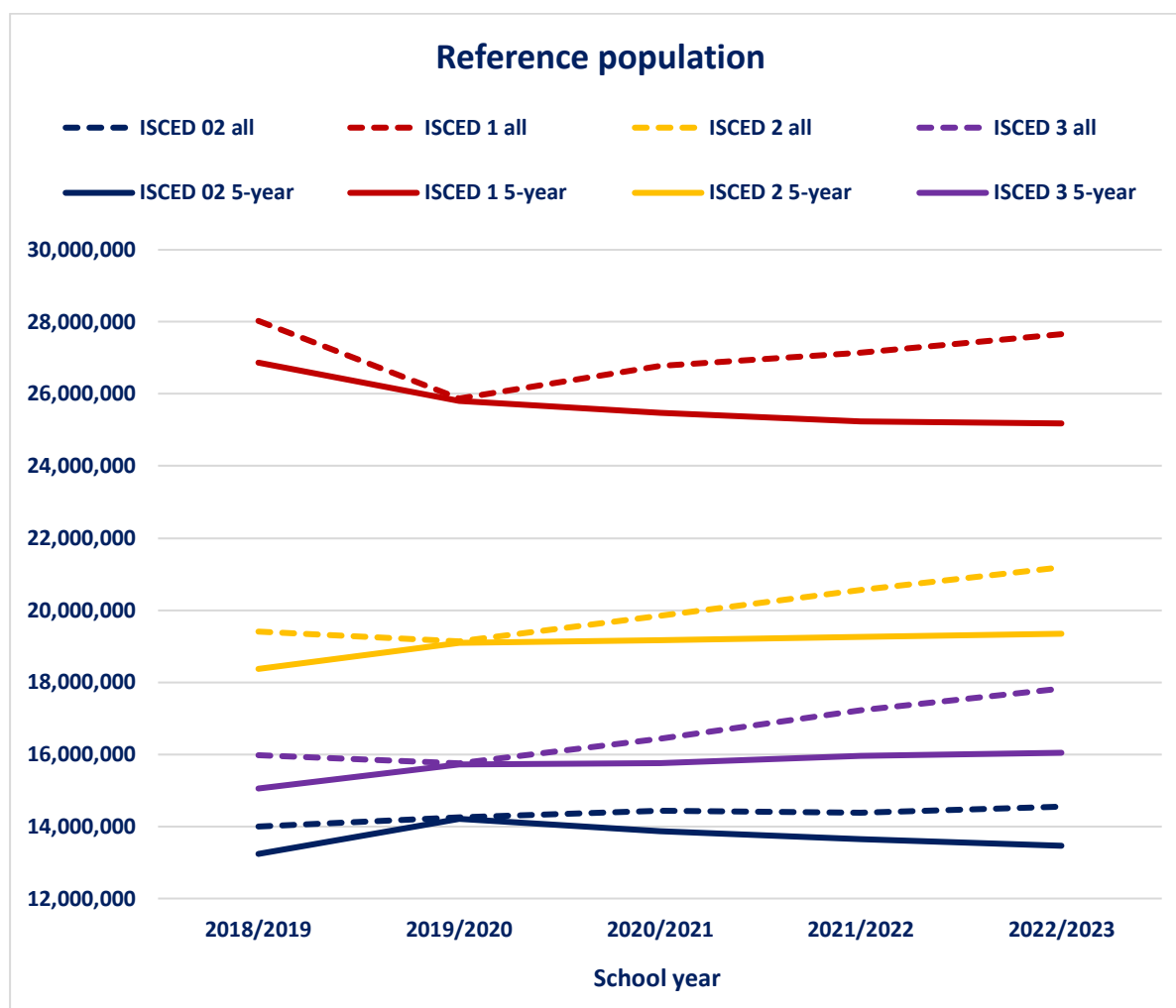


Figure 1. The reference population from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

Overall, the country populations at pre-primary, lower- and upper-secondary education age increased over the five school years. Secondary education experienced a particularly significant growth in populations across the countries. On the other hand, the primary-aged populations decreased – in some countries, quite sharply.

The changes in reference populations calculated from the countries with complete datasets show moderate developments at all four ISCED levels. The increasing number of countries participating in the data collection caused the total reference populations to grow more dynamically at each ISCED level.

It is important to note that a significant proportion of learners naturally moved to higher educational levels over the five school years. However, the data clearly shows that these transitions were not proportionate. The move of cohorts to lower- and upper-secondary education was not compensated by similarly populous cohorts entering pre-primary and primary education. As a result, the average age of learners enrolled across the four ISCED levels altogether increased and the total learner population ‘grew older’.

On a final note, the documented developments in (pre-)school-age populations are based on the aggregated data and the situation in individual countries may differ at any, or even



all, ISCED levels. The [EASIE web area](#) provides a full account of individual country developments in learner populations for each school year that the data was reported.

1.2 Enrolment in all recognised forms of education

- In EASIE, recognised forms of education are divided into two main categories of placements within and outside mainstream education.
- The population enrolled in all recognised forms of education increased by 4.3 million learners in all four ISCED levels combined.
- The highest growth of enrolled learners occurred in secondary education, in line with the population growth of the respective age cohorts.
- The number of learners enrolled in primary education declined in most countries. A slight growth at the end of the analysed period was primarily caused by new countries contributing to the data collection.
- The overall enrolment rate in all recognised forms of education was very high and stable over time at all education levels.

Background

In EASIE, 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 (EASNIE, 2022b, p. 10).

Recognised forms of education consist of two main categories: mainstream education and outside mainstream education.

Data on learners in mainstream education is further divided into two types of placements within mainstream schools: inclusive educational settings and separate educational settings. Chapters [1.4](#) and [1.5](#) discuss the developments in the number of learners and in the enrolment rates in these two types of setting.

Data on learners outside mainstream education is further distinguished into four sub-categories of placements:

- Separate special (pre-)schools or units organised by the ministry of education
- Separate special (pre-)schools or units organised by other sectors/ministries
- Recognised forms of alternative education
- Home schooling.

Chapters [1.6](#) and [1.8](#) discuss developments in the numbers and shares of learners outside mainstream education.



In EASIE, the categories and sub-categories of placements listed above represent the overall enrolment data in all recognised forms of education. Individuals who do not fall into any of these (sub-)categories but should, by law, be in some form of education, are understood as learners who are out of education, which [Chapter 1.9](#) discusses in detail.

Dataset

Countries provide data on the overall enrolment of learners by responding to **Question 1.2 – All children/learners enrolled in any form of recognised education**. EASIE recommends that this data come from the Eurostat annual education statistics (EASNIE, 2022b), but countries may also provide data from their national databases.

Over the five school years covered in this report, the number of countries providing data on the overall enrolment in all recognised forms of education increased from 28/29 in 2018/2019 to 33/35 in 2022/2023. The higher number of countries indicates ISCED 1 and ISCED 2 levels, which had the most robust datasets.

Developments in the number of learners in all recognised forms of education

Between 2018/2019 and 2022/2023, **the population of learners enrolled in any form of recognised education increased from 76.3 million to 80.6 million**. This represents a **growth of more than 4.3 million** learners in all ISCED levels combined. As with the population data discussed in the previous chapter, the documented increase was unevenly distributed across the four ISCED levels:

- At ISCED 02, there was an increase of almost 0.8 million pre-school children enrolled during the last data collection school year compared to the first year.
- At ISCED 1, there was a relatively small increase in the number of learners in the last data collection year compared to the first year. This increase was minor given the overall size of the learner population at this level and given that five additional countries were providing data by the end of the period.
- At ISCED 2 and ISCED 3, learner populations enrolled in all forms of recognised education increased significantly, by almost 1.7 and 1.8 million learners, respectively.

Developments in enrolment in all recognised forms of education at almost all ISCED levels copied the overall population developments. Table 2 presents the population and enrolment data for all countries in the first and last school years. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered. A few countries provided data on reference populations but no data on overall enrolment and vice versa. This caused minor discrepancies in the numbers of countries at ISCED 02 and ISCED 3.



Table 2. The reference population and the number of learners enrolled in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02	Reference population	13,997,071 (29)	14,548,516 (34)	+551,445 (+5)	3.9
02	Overall enrolment	13,292,538 (29)	14,079,619 (33)	+787,081 (+6)	5.9
1	Reference population	28,027,144 (29)	27,663,840 (35)	-363,304 (+6)	-1.3
1	Overall enrolment	27,412,507 (29)	27,458,317 (35)	+45,810 (+6)	0.2
2	Reference population	19,413,982 (29)	21,190,479 (35)	+1,776,497 (+6)	9.2
2	Overall enrolment	19,237,125 (29)	20,937,048 (35)	1,699,923 (+6)	8.8
3	Reference population	15,983,362 (27)	17,825,724 (33)	+1,842,362 (+6)	11.5
3	Overall enrolment	16,370,157 (28)	18,166,948 (34)	+1,796,791 (+6)	11.0

The data shows that enrolment in pre-primary education increased more than the documented growth in pre-school populations. This means that a higher share of pre-school learners was enrolled in the last year of the data collection than in the first. Similar developments characterised primary education, although at this level the overall population dropped over the five school years while the number of enrolled learners grew. In lower- and upper-secondary education, the growth in the numbers of enrolled learners largely copied the growth of the respective reference populations.

Figure 2 presents the development in the reference population and the number of learners enrolled in all forms of recognised education across the five school years. Solid lines present the enrolment data; dashed lines show the population data at each ISCED level.

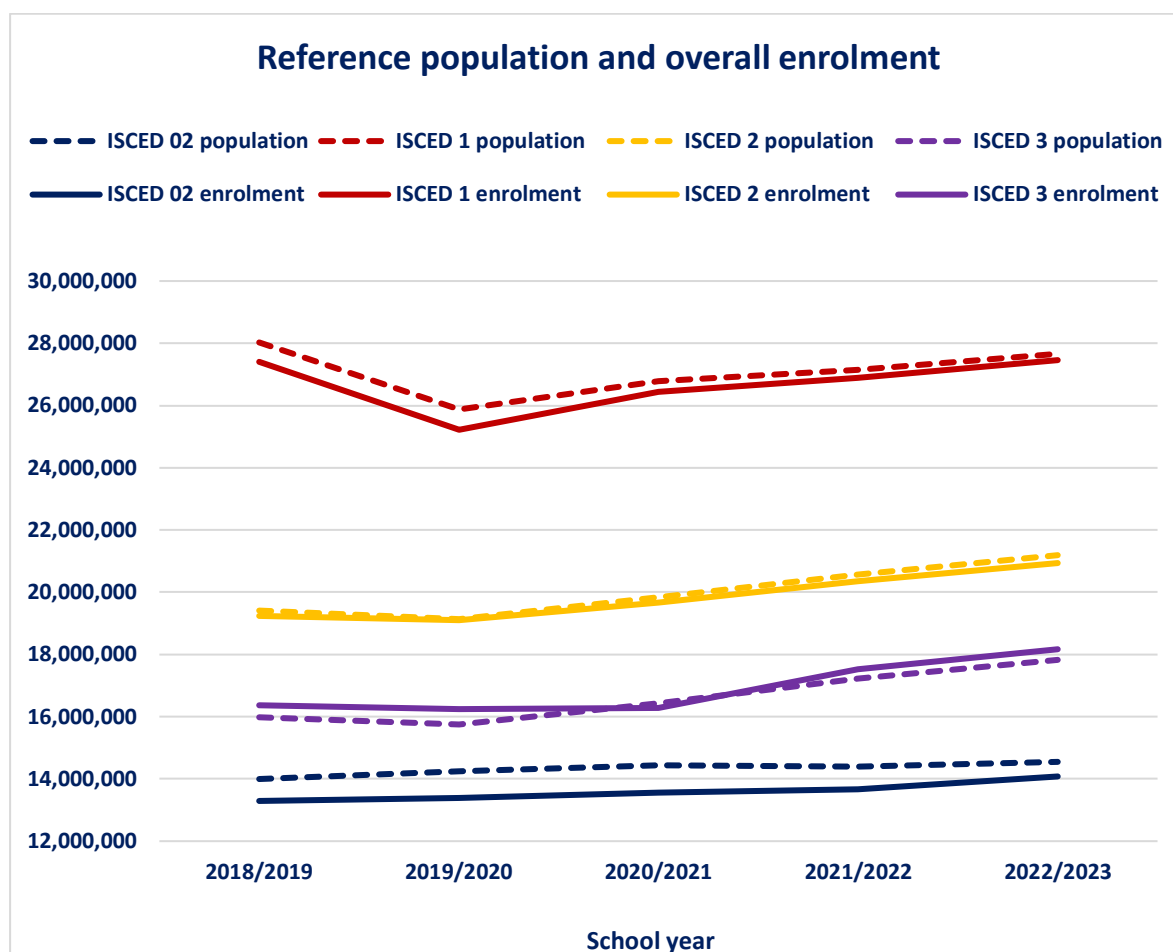


Figure 2. The reference population and overall enrolment from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The effect of an increasing number of countries in the data collection was controlled for the overall enrolment in all recognised forms of education.

Table 3 shows the overall enrolment data in the first and last school years for all countries providing data and for the countries with complete five-year datasets. In the 'ISCED level' column, (all) refers to all countries that provided data and (5y) refers to the five-year subset countries. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 3. The number of learners enrolled in all recognised forms of education from 2018/2019 to 2022/2023 school year, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02 (all)	Overall enrolment	13,292,538 (29)	14,079,619 (33)	+787,081 (+6)	5.9
02 (5y)	Overall enrolment	12,406,556 (25)	13,014,242 (25)	+607,686	4.9
1 (all)	Overall enrolment	27,412,507 (29)	27,458,317 (35)	+45,810 (+6)	0.2



ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
1 (5y)	Overall enrolment	26,256,900 (26)	24,940,811 (26)	-1,316,089	-5.0
2 (all)	Overall enrolment	19,237,125 (29)	20,937,048 (35)	1,699,923 (+6)	8.8
2 (5y)	Overall enrolment	18,221,492 (26)	19,047,388 (26)	+825,896	4.5
3 (all)	Overall enrolment	16,370,157 (28)	18,166,948 (34)	+1,796,791 (+6)	11.0
3 (5y)	Overall enrolment	15,446,543 (25)	16,363,113 (25)	+916,570	5.9

The data on learners in all recognised forms of education in the two country subsets shows:

- At ISCED 02, the number of learners increased in both subsets of countries, with the documented growth in the 26 countries with complete datasets contributing substantially to the overall growth. Most of the countries achieved higher pre-primary enrolment in all forms of recognised education at the end of the analysed period. The increased overall enrolment occurred despite stagnation or even decline in pre-school populations in some countries.
- At ISCED 1, there was a high discrepancy between the two subsets of countries. The 26 countries with complete datasets enrolled 1.3 million fewer learners in primary schools in the last school year than in the first one. This decline of 5% is significant over the five-year period and corresponds with the overall decline in the reference population at this level. However, the nine other countries reverted the overall drop to a relatively small increase by the end of the period.
- At ISCED 2, enrolment increased significantly in both subsets of countries. The nine countries involved in the data collection at different stages contributed to the overall growth with almost half of the newly-enrolled learners. Since primary and lower-secondary education are provided in the same school in many countries, these schools experienced a significant move of learners from the lower to the higher level. This shift was not fully compensated by incoming learners from the pre-primary education level.
- At ISCED 3, there was a similar development to lower-secondary level. Over the five school years, enrolment in all recognised forms of education increased significantly in upper-secondary education. The countries that only provided data in some years contributed to the growth with almost half of the newly-enrolled learners.

Figure 3 shows the developments in the number of learners enrolled in all recognised forms of education across the five school years. Dashed lines present developments based on the data from all countries in a given school year; solid lines present developments in the countries providing data in all five school years.

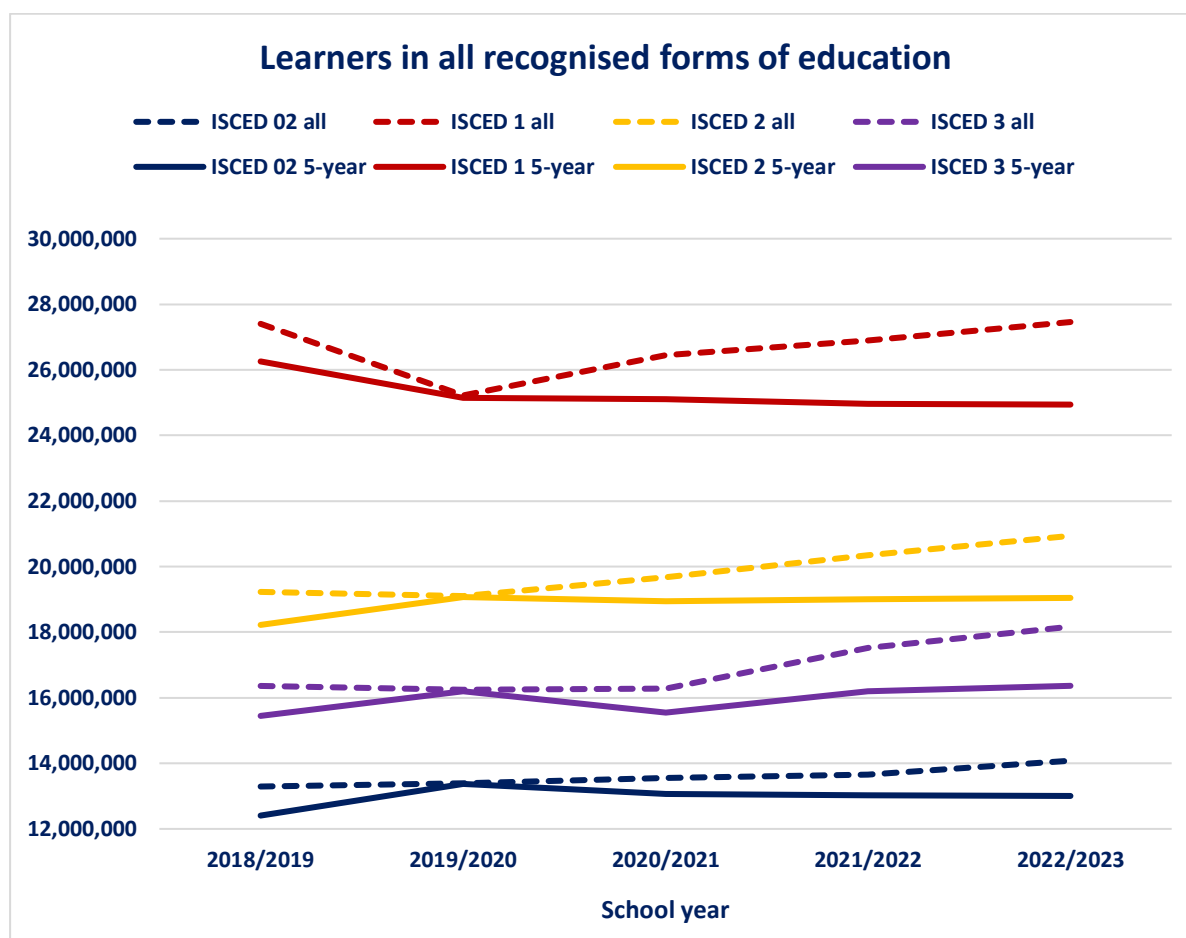


Figure 3. The number of learners in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

Over the five school years, the enrolment of learners in all forms of recognised education increased across EASNIE member countries at pre-primary, lower- and upper-secondary education levels. In contrast, several countries experienced a relatively sharp decrease in enrolment in primary education. The overall learner population at this level would have been significantly smaller at the end of the analysed period without nine other countries joining the data collection at different stages.

Developments in the share of learners in all recognised forms of education

Developments in populations and enrolment in all recognised forms of education across the four ISCED levels point to a significant drop in the size of younger cohorts and a gradual move of larger populations to higher education levels.



EASIE uses the census-based population data and administrative data on learners enrolled in all recognised forms of education to calculate **Indicator 1.7 – The overall enrolment rate in all recognised forms of education** as follows:

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

The number of learners enrolled in all recognised forms of education largely followed the developments in the respective reference populations. Most of the countries documented growth in the number of enrolled learners at pre-primary, lower- and upper-secondary education levels and stagnation or decrease at primary education level.

Since the reference population and the overall enrolment followed the same pattern, the overall enrolment rates did not change dramatically over the five school years. In fact, at some ISCED levels where the reference population increased less rapidly than the number of enrolled learners, the enrolment rate increased. In primary education, where the reference population in the respective age range decreased more rapidly than the number of enrolled learners, the enrolment rate also increased.

[Table A2](#) in the Annex presents a full account of the overall enrolment rates in individual countries and the cross-country average rates. Table 4 below presents the average enrolment rates that were calculated from data from all countries that participated in the data collection in the given school year. Figures in brackets indicate the number of countries that provided data in the given school year. The ‘Change’ columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered.

Table 4. The average enrolment rate in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)	Change (p.p.)	Change (%)
02	94.97 (29)	94.80 (27)	94.62 (30)	95.67 (31)	97.47 (32)	2.50	2.63
1	97.81 (29)	97.47 (28)	98.73 (31)	99.08 (33)	99.26 (34)	1.45	1.48
2	99.09 (29)	99.83 (28)	99.09 (31)	99.01 (33)	98.80 (34)	-0.29	-0.29
3	100.82 (27)	101.52 (26)	98.59 (28)	100.27 (31)	100.50 (32)	-0.32	-0.32



The overall enrolment rates in all countries participating in the data collection are very high, in some cases exceeding 100%. The deviations from full enrolment can be attributed, on the one hand, to the discrepancy between the population and enrolment data, and, on the other hand, to learners who are not enrolled in any form of education or who are enrolled in a different country to the one that includes them in the population estimates.

In general, EASNIE member countries have high and stable overall enrolment rates, but they developed differently over the five school years at different ISCED levels:

- At ISCED 02, the overall enrolment rate increased by 2.50 percentage points, partly because the initial rate in the 2018/2019 school year was the lowest of all four ISCED levels. This is largely a result of pre-primary education not being compulsory, or not being compulsory in all years of its provision, in many countries. The average enrolment rate in pre-primary education increased alongside the growing number of learners of pre-school age.
- At ISCED 1, a relatively sharp decrease in population in several countries led to an increase in the enrolment rate of 1.45 p.p. This was caused partly by additional data from new countries with high enrolment rates and partly by the demographic decrease in populations in the respective age range in the countries that participated throughout the analysed data collection period.
- At ISCED 2, the overall enrolment rate decreased by 0.29 p.p. mainly due to the rapid increase in the reference population and the lag in the number of enrolled learners. The documented drop in the rate was not dramatic and oscillated around 1% short of full enrolment.
- At ISCED 3, the development of the overall enrolment rate was practically the same as in lower-secondary education. However, the rate in upper-secondary education often exceeds 100%. This is caused by a higher number of learners who are older than the typical age range for this level.

Figure 4 shows the developments in the overall enrolment rate in all forms of recognised education across the five school years and four ISCED levels.

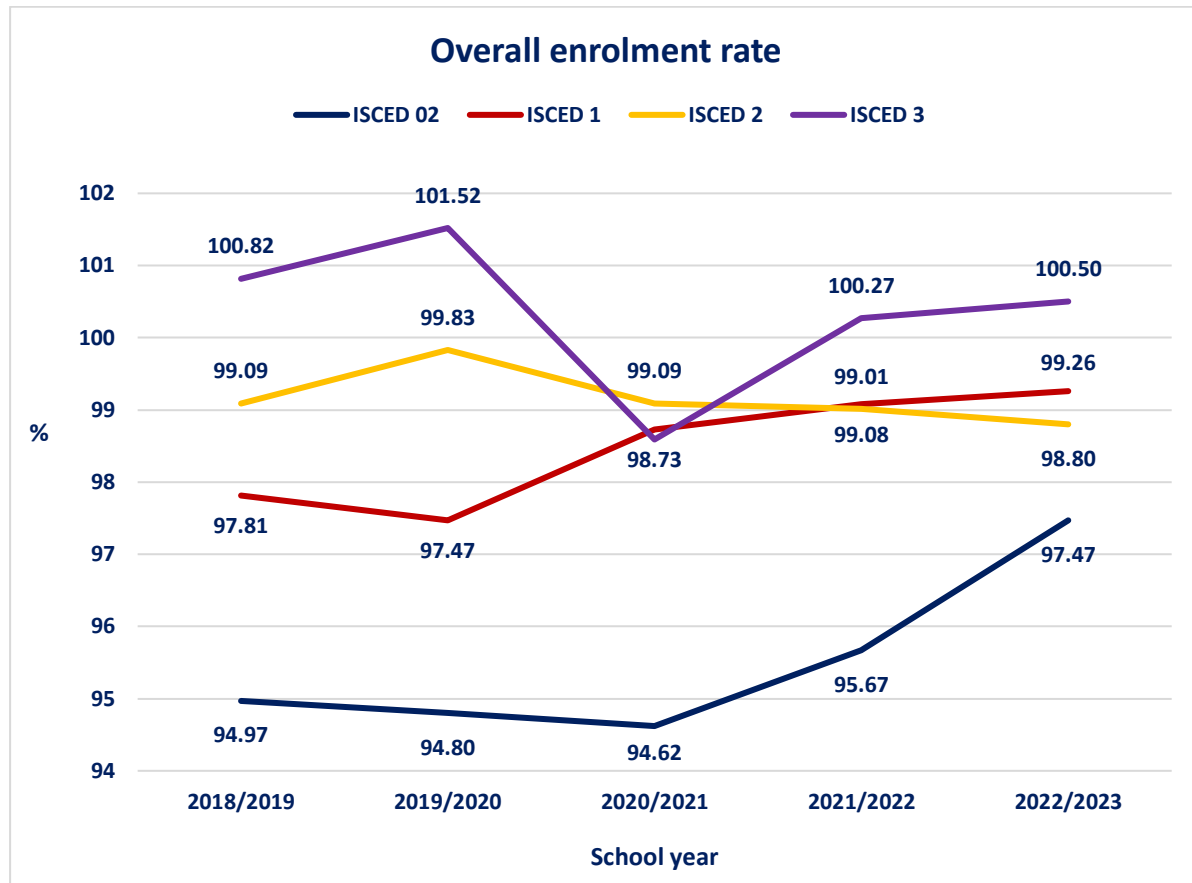


Figure 4. The average enrolment rate in all forms of recognised education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The number of countries providing data on learners enrolled in mainstream schools varied across the five school years. The effect of this variance on the calculated rates was controlled at ISCED 1 and ISCED 2 levels, which have the most robust datasets, by comparing the data with the subset of 26 countries that provided data for all five school years. This subset shows some deviations in the calculated average rates for primary and lower-secondary education.

At primary level, the overall enrolment rate grew in both subsets of countries. Over the five school years it increased, on average, by 1.45 p.p. in all countries and by 1.32 p.p. in the five-year subset. By the end of the analysed period, the difference between the two subsets was 0.22 p.p., which is not negligible. It points to the fact that five-year subset countries experienced, on average, a smaller increase in primary education enrolment than all 34 countries providing data for this level in the last year of the data collection. Therefore, the overall enrolment rate in primary education generally increased, but at a slower pace in many countries. This is largely the result of a shrinking reference population at primary education age in many countries.

The development at lower-secondary level was different. The five-year subset experienced growth in the enrolment rate of 0.27 p.p., while the data from all countries shows an overall decline of -0.29 p.p. This deviation is caused by a relatively strong growth in learner populations, especially in the last three school years, when the number of countries



providing data also increased. The observed decline in the enrolment rate is therefore due to an increase in the reference population caused by the newly-contributing countries.

In EASIE, the data on learners enrolled in all recognised forms of education (and not the reference population data) serves as a baseline for reporting on the distribution of learners in different educational settings. The agreed indicators covering different settings are calculated for individual countries and in an aggregated form to calculate cross-country average shares. The following chapters document cross-country developments in the distribution of learners [in mainstream education](#) and [outside mainstream education](#), with further specification of placements in [inclusive](#) and [separate](#) settings in mainstream schools and in [separate settings combined](#).

1.3 Enrolment in mainstream education

- In EASIE, mainstream education is the dominant form of provision in all recognised forms of education. A large majority of learners across EASNIE member countries is enrolled in mainstream schools.
- Over the five school years, the number of learners in mainstream schools increased by 3.8 million across the four ISCED levels combined. The growing number of countries that provided data was a significant factor in this increase.
- Lower- and upper-secondary education experienced the highest growth in learners in mainstream schools. The total number of learners in mainstream primary education dropped, despite more countries providing data.
- The enrolment rate in mainstream education remained high and stable over time. The dynamic developments in learner populations affected enrolment rates in some countries, but they did not substantially change the calculated cross-country averages in mainstream enrolment across the countries.

Background

In EASIE, **mainstream (pre-)school** is defined as:

... a local (pre-)school with local community friends and peers, maintained/provided by the relevant educational authorities (municipality, local or regional authority, working with the ministry responsible for national education) (EASNIE, 2022b, p. 9).



Mainstream education has been the dominant form of education provision in all recognised forms of education. A large majority of learners across EASNIE member countries is enrolled in mainstream schools.

Dataset

In EASIE, data on learners enrolled in mainstream education represents one of the two main categories of enrolment. Together with data on learners enrolled outside mainstream education, they encompass all recognised forms of education. The countries provide data on learners in mainstream education by responding to **Question 1.3 – All children/learners enrolled in mainstream (pre-)schools** (EASNIE, 2022b, p. 15).

Over the five school years, the number of countries providing data on the mainstream education enrolment increased from 26/29 in 2018/2019 to 30/35 in 2022/2023, the higher value being the number of countries providing data for ISCED 1 and ISCED 2. This means that almost all EASNIE member countries provided data on learners enrolled in mainstream education, depending on the ISCED level.

Developments in the number of learners in mainstream education

Between 2018/2019 and 2022/2023, **the number of learners enrolled in mainstream education increased from 72.1 million to 75.9 million**. This represents an **increase of more than 3.8 million learners across all four ISCED levels combined**.

The observed growth was primarily caused by the increasing number of countries that participated in EASIE. Although some growth in the number of learners was also documented in countries providing data from the beginning of the analysed period, their populations in mainstream schools only increased by about 0.5 million.

As with the data on overall enrolment in all recognised forms of education, the documented increase was very unevenly distributed across the four ISCED levels:

- At ISCED 02, just over 0.6 million more pre-school children were enrolled in the last year of the data collection than in the first.
- At ISCED 1, there were fewer learners in the last year of the data collection than in the first. This decrease occurred despite six more countries providing data at the end of the analysed period.
- At ISCED 2 and ISCED 3, the learner populations enrolled in mainstream education increased by more than 1.6 million learners each. These two levels substantially contributed to the overall growth of the learner populations in mainstream schools.

Table 5 compares the developments in mainstream education enrolment with the developments in the overall enrolment of learners in all recognised forms of education. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered. The number and composition of countries providing data for the two categories of enrolment at ISCED 02 and ISCED 3 were not identical to the other ISCED levels. At ISCED 1 and ISCED 2, all countries that reported overall enrolment also provided data on learners in mainstream education.



Table 5. The number of learners in all recognised forms of education and in mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02	Mainstream enrolment	10,473,745 (26)	11,074,788 (30)	+601,043 (+4)	5.7
02	Overall enrolment	13,292,538 (29)	14,079,619 (33)	+787,081 (+6)	5.9
1	Mainstream enrolment	27,078,565 (29)	27,067,872 (35)	-10,693 (+6)	0.0
1	Overall enrolment	27,412,507 (29)	27,458,317 (35)	+45,810 (+6)	0.2
2	Mainstream enrolment	18,883,751 (29)	20,503,814 (35)	+1,620,063 (+6)	8.6
2	Overall enrolment	19,237,125 (29)	20,937,048 (35)	1,699,923 (+6)	8.8
3	Mainstream enrolment	15,687,969 (27)	17,322,955 (32)	+1,634,986 (+5)	10.4
3	Overall enrolment	16,370,157 (28)	18,166,948 (34)	+1,796,791 (+6)	11.0

The developments in mainstream education enrolment largely followed the developments in the overall enrolment in all recognised forms of education. Other than in upper-secondary education, the difference between the two types of enrolment was around 0.2 p.p. In pre-primary and lower-secondary education, the growth in the number of learners in mainstream education was lower than the increase in learners overall. In primary education, the difference was similar, but since the overall enrolment grew minimally across the five school years, the enrolment in mainstream education, in effect, did not change in percentage and even decreased in real numbers. This happened despite more countries participating in the data collection at the end of the analysed period.

The data shows that, while the number of learners overall and in mainstream education increased over the five school years, the gap between the two increased. This means that an increasing number of learners were educated outside mainstream education, most visibly at pre-primary and upper-secondary levels. Of all the ISCED levels, pre-primary education shows the biggest gap between the overall and mainstream enrolment throughout the analysed period.

Figure 5 presents the developments in the number of learners enrolled in all forms of recognised education and learners enrolled in mainstream education across the five school years. Dashed lines present the overall enrolment data; solid lines show the mainstream enrolment data for each ISCED level.

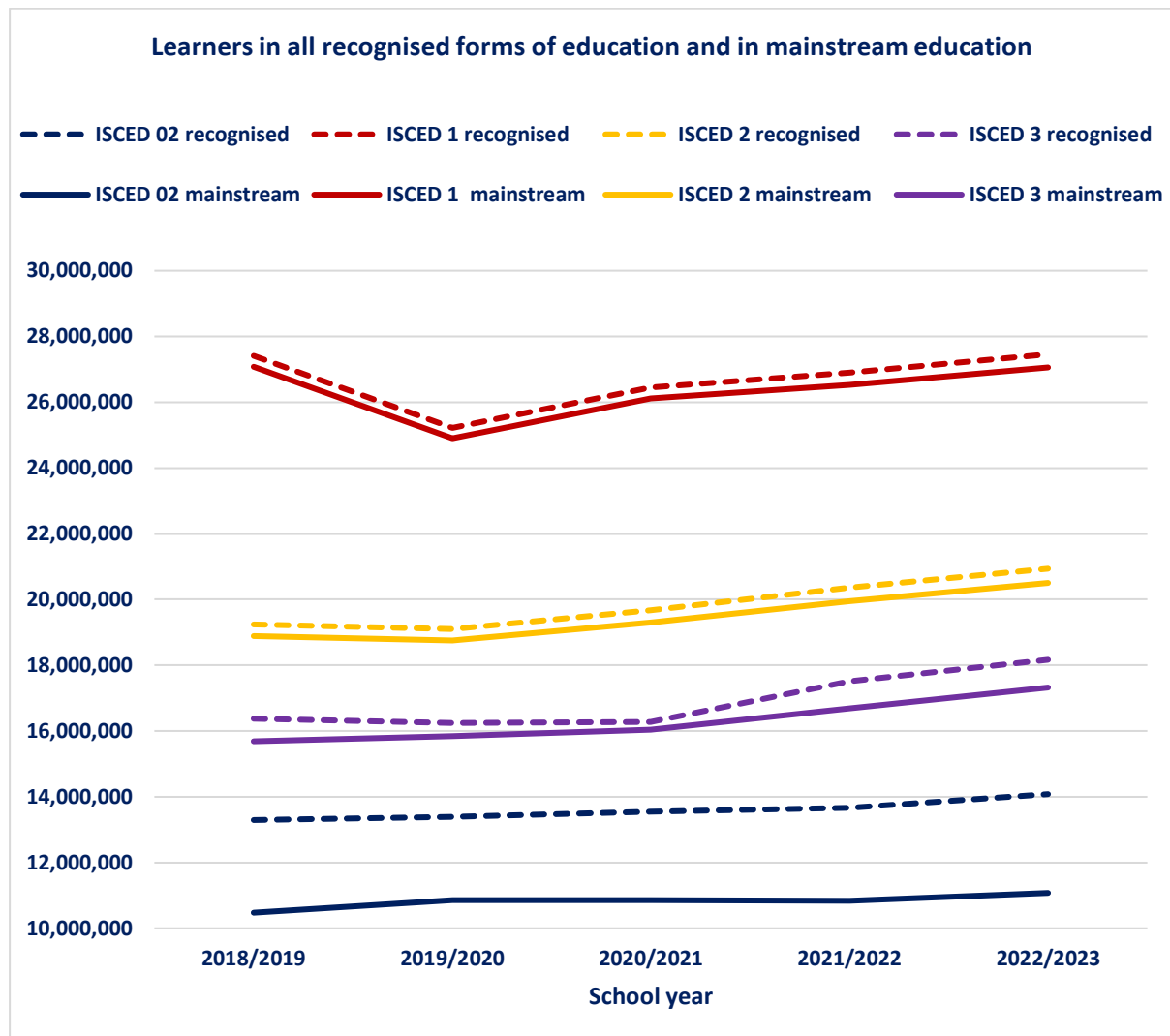


Figure 5. The number of learners in all recognised forms of education and in mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The effect of the increasing number of countries in the data collection was controlled by comparing data on mainstream education enrolment in two subsets of countries. Table 6 shows the mainstream enrolment data in the first and in the last school year for all participating countries and for countries with complete five-year datasets. In the 'ISCED level' column, (all) refers to all countries that provided data and (5y) refers to the five-year subset countries. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.



Table 6. The number of learners in mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02 (all)	Mainstream enrolment	10,473,745 (29)	11,074,788 (30)	+601,043 (+1)	5.7
02 (5y)	Mainstream enrolment	9,735,994 (23)	10,167,032 (23)	+431,038	4.4
1 (all)	Mainstream enrolment	27,078,565 (29)	27,067,872 (35)	-10,693 (+6)	0.0
1 (5y)	Mainstream enrolment	25,938,677 (26)	24,593,954 (26)	-1,344,723	-5.2
2 (all)	Mainstream enrolment	18,883,751 (29)	20,503,814 (35)	+1,620,063 (+6)	8.6
2 (5y)	Mainstream enrolment	17,891,117 (26)	18,667,084 (26)	+775,967	4.3
3 (all)	Mainstream enrolment	15,687,969 (26)	17,322,955 (32)	+1,634,986 (+6)	10.4
3 (5y)	Mainstream enrolment	15,043,940 (23)	15,597,565 (23)	+716,492	4.8

There were significant differences between the two subsets of countries across the four ISCED levels. The five-year subset countries outnumbered the countries that joined the data collection at a later stage, and represented a vast majority (90–93%) of learners at each level. However, their contribution to the growth in the number of learners varied:

- At ISCED 02, the 23 countries with complete datasets contributed to the overall growth of the total pre-school population with 0.4 million learners, which represents less than three quarters (72%) of the overall growth at this level. This means that the seven additional countries contributed significantly to the growth in total pre-school population over the five school years.
- At ISCED 1, the 35 countries providing data in the last school year indicate a decrease in the number of learners of almost 11,000. Given the total number of learners at this level, this is a marginal drop over the five school years. However, the five-year subset countries experienced a significant decline in their respective populations of more than 1.3 million learners (-5.2%).
- At ISCED 2, the five-year subset countries contributed to the growth of the total learner population by less than one half (48%), which means that the nine additional countries had a disproportionately high impact at this level.
- At ISCED 3, the five-year subset countries contributed even less (44%) to the overall growth of the learner population, which means that the nine additional countries contributed a higher share to the overall growth at this level.

Figure 6 shows the developments in the number of learners in mainstream education across the five school years. Dashed lines present the developments based on the data from all countries in the given school year; solid lines present the developments in the five-year subset countries.

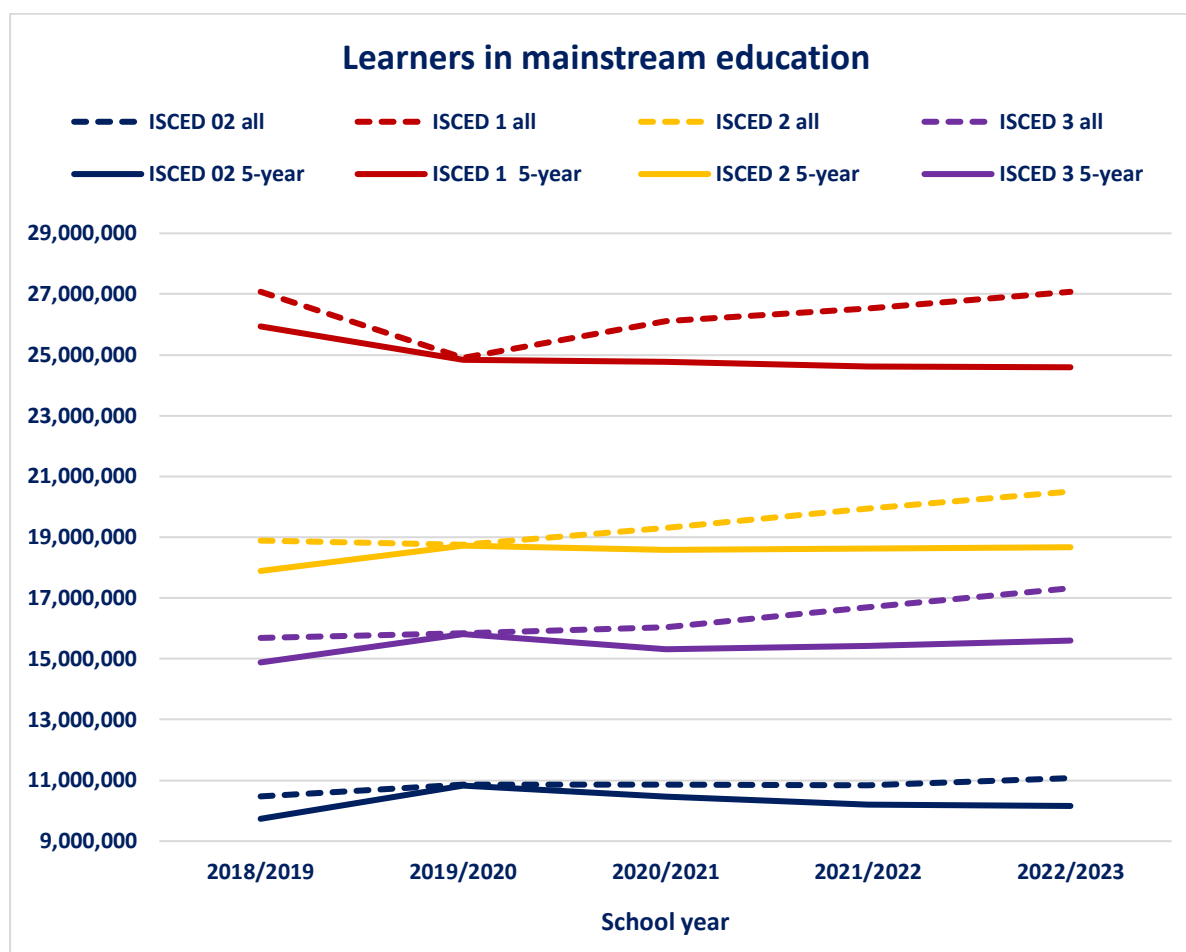


Figure 6. The number of learners in mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

The countries outside the five-year subset had a significant effect on the number of learners in mainstream education across all four ISCED levels. In pre-primary, lower- and upper-secondary education, the number grew rapidly over the five school years, with these countries having a disproportionately higher share of the growth than the five-year subset countries. In the last three school years, the number of learners in mainstream schools stagnated or even decreased in most of the five-year subset countries.

In primary education, the overall decrease in learner populations would be much bigger if the countries outside the five-year subset had not joined the data collection at different stages. The additional populations largely mitigated the overall decrease, but did not revert the drop altogether. This differs from the developments in [all recognised forms of education](#), where the additional countries compensated for and reverted the five-year subset countries' decrease in learners in primary education. This means that a significant proportion of the learners from the additional countries was not enrolled in mainstream education but outside it, or was not enrolled in any form of recognised education.

[Chapter 1.6](#) discusses the interplay between enrolment in mainstream education and education provided outside mainstream schools. [Chapter 1.9](#) addresses the issue of individuals who are out of any form of education.



Developments in the share of learners in mainstream education

EASIE uses the country data on learners enrolled in mainstream schools to calculate **Indicator 1.1 – The enrolment rate in mainstream education** as follows:

$$\frac{\text{The number of children/learners enrolled in mainstream (pre-)schools (Q1.3)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Developments in mainstream education learner populations shaped the development of the mainstream education enrolment rate over the five school years. [Table A3](#) in the Annex presents a full account of the mainstream education enrolment in individual countries.

Despite dynamic development in learner populations across the five school years, the enrolment rate in mainstream education remained stable and very high at all ISCED levels. A large majority of learners in EASNIE member countries is enrolled in mainstream schools, which translates into high rates for this category of educational placement.

Table 7 shows the mainstream education enrolment rate development in all countries for each school year and ISCED level. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and last school year covered. As the number and composition of countries differed across the five school years, the quantification of change is only indicative.

Table 7. The average enrolment rate in mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)	Change (p.p.)	Change (%)
02	99.49 (26)	99.52 (26)	99.55 (28)	99.46 (29)	99.46 (30)	-0.03	-0.03
1	98.78 (29)	98.74 (28)	98.73 (31)	98.64 (33)	98.58 (35)	-0.20	-0.20
2	98.16 (29)	98.18 (28)	98.19 (31)	98.01 (33)	97.83 (35)	-0.33	-0.34
3	96.89 (27)	98.62 (26)	98.54 (29)	98.21 (30)	98.18 (32)	1.29	1.33

The mainstream education enrolment rate developed differently at different ISCED levels:

- At ISCED 02, learner population developments did not significantly affect the calculated mainstream education enrolment rate. Across the five school years, the share of learners in mainstream pre-schools remained practically the same at approximately 99.5%.



- At ISCED 1, the mainstream education enrolment rate slightly decreased every school year, despite an increasing number of countries providing data. The most visible decline occurred in the last two school years. The resulting difference in the mainstream education enrolment rate between the first and the last school year is 0.2%. This is not surprising given the significant drop in mainstream school populations in most of the countries.
- At ISCED 2, the mainstream education enrolment rate decreased by 0.3% across the five school years, notably in the last two school years. This occurred in parallel with a growing number of countries providing data and a significant increase in learner populations at this level. Some proportion of the increasing number of learners did not enrol in mainstream lower-secondary education, which likely caused the drop in enrolment rate for this type of placement.
- At ISCED 3, mainstream school enrolment rate increased by 1.3% between the first and last school year. However, significant growth occurred in 2019/2020, when the composition of countries providing data changed. Since then, the mainstream enrolment rate has been gradually decreasing every school year.

Figure 7 shows the developments in the mainstream education enrolment rate across the five school years and four ISCED levels.

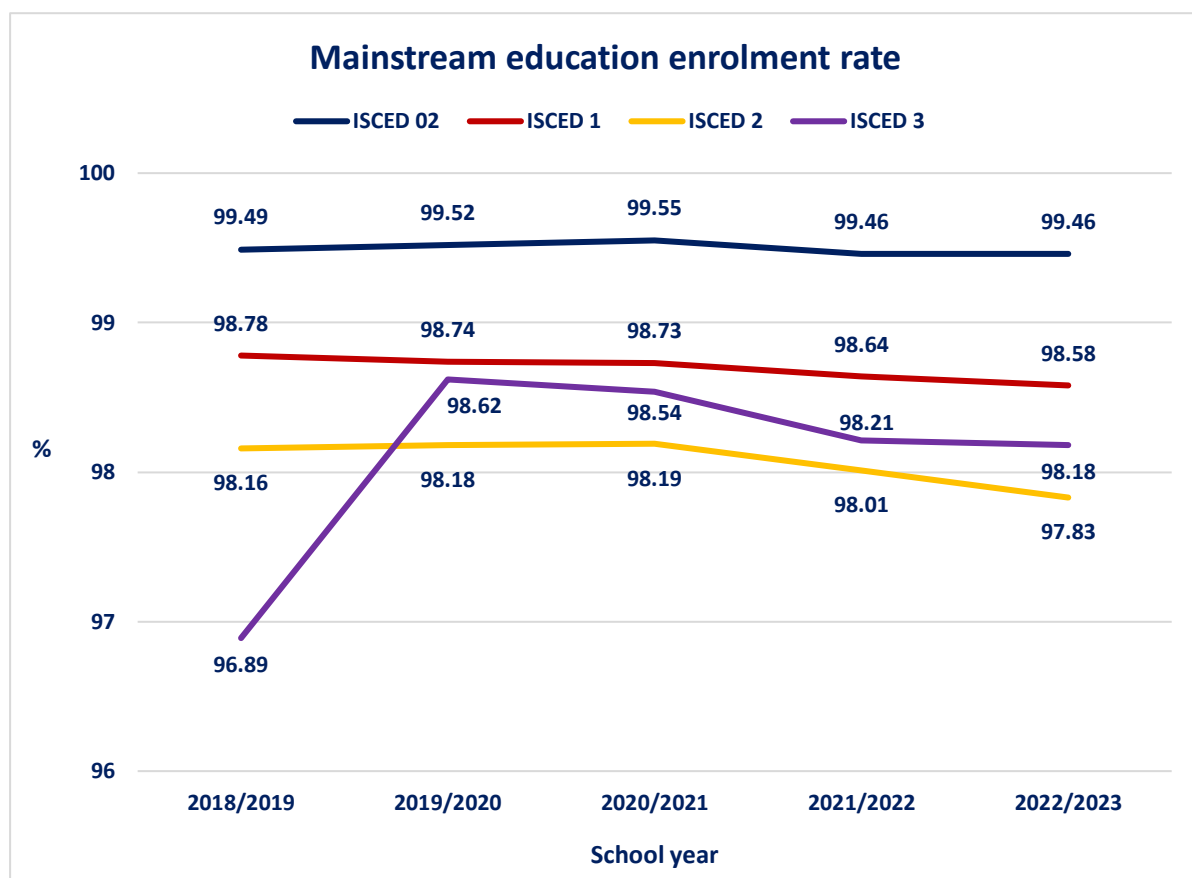


Figure 7. The average enrolment rate in mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries



According to the data, the enrolment rate in mainstream education was very high at all ISCED levels. The vast majority of learners enrolled in all recognised forms of education was enrolled in mainstream schools. Compared to other ISCED levels, lower-secondary education had slightly lower and decreasing rates in mainstream education enrolment. On the other hand, the mainstream education enrolment rate increased in upper-secondary education.

The effect of a differing number of countries providing data across the five school years was controlled at ISCED 1 and ISCED 2 levels by comparing the data with the five-year and three-year subsets of countries.

The variation in the calculated average rates for all countries, for five-year subset countries, and for three-year subset countries was only marginal (0.08 p.p. or less). Each subset includes a relatively high number of countries, as data on mainstream education enrolment was provided by practically all countries participating in EASIE. As a result, variations in the number and composition of countries did not significantly alter the calculated mainstream education enrolment rates across the school years.

The following chapters present a breakdown of mainstream education enrolment into two types of placements within mainstream schools – [inclusive](#) and [separate](#) educational settings. While the mainstream education enrolment rate does not show dramatic changes over time, a closer look at the distribution of placements *within* mainstream schools shows more dynamic developments.



1.4 Placement in inclusive settings in mainstream schools

- In EASIE, mainstream classes, groups and units within mainstream schools represent the dominant form of educational placement and are considered inclusive if learners spend 80% of the time or more in them.
- A large majority of learners enrolled in mainstream schools is placed in inclusive educational settings. Over the five school years, their number increased by more than 3 million across all four ISCED levels combined.
- Lower- and upper-secondary education experienced the highest growth of inclusive placements, while the number of learners in inclusive settings in primary education dropped significantly due to the overall decline in enrolment.
- Changes in learner populations affected the calculated inclusive education rates in some countries but these did not substantially change the average rates for this type of placement, which remained high and stable over time.
- The enrolment rate in inclusive settings in mainstream schools dropped slightly at lower-secondary level.

Background

EASIE's agreed [operational definition of an inclusive educational setting](#) is:

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 (EASNIE, 2022b, p. 9).

The 80% time benchmark indicates that a learner is educated in an inclusive setting for most of the week. At the same time, it acknowledges possibilities for small group or one-to-one withdrawal for limited time – that is, 20% or less during the week. Those learners who are enrolled in mainstream schools but spend less than 80% of their time in such settings are considered to be educated in separate educational settings within mainstream education.

According to the country background information, which is collected alongside EASIE's quantitative data tables, most of the countries do not track the time that learners spend in different types of educational settings. For this reason, they do not provide exact data relating to the 80% time benchmark but use one of three proxies that represent an approximation to this benchmark:

- Placement in a mainstream group/class implies 80% or more
- Data is available on the number of hours of support allocated to a child/learner
- Placement in a mainstream group/class implies 50% or more (EASNIE, 2022b, p. 9).



Dataset

Data on learners placed in inclusive settings in mainstream schools represents one of two sub-categories of placements in mainstream education. Together with the data on learners placed in separate settings, it covers all learners enrolled in mainstream education. The countries provide data on learners in inclusive settings by responding to **Question 1.3a – All children/learners educated with their peers in mainstream groups/classes for 80% or more of the time** (EASNIE, 2022b, p. 15).

Over the five school years, the number of countries providing data on inclusive placement increased from 22/28 in 2018/2019 to 27/32 in 2022/2023. The higher numbers refer to ISCED 1 and ISCED 2, which had the most robust datasets. In 2019/2020, the number of countries providing data for ISCED 1 and ISCED 2 decreased to 27, but grew every year after that.

Countries used a variety of approaches to report data on learners in different types of settings within mainstream education. Across the five school years, most of the countries providing data on learners enrolled in mainstream education also broke down this data into inclusive and separate educational settings within mainstream schools. In the last data collection covered by this report (2022/2023), 15–21 of the 35 countries applied this approach, with the number of countries varying by ISCED level.

Another group of countries used the first proxy to the 80% time benchmark, according to which enrolment in a mainstream class implies, by default, placement in an inclusive educational setting. The countries that applied this approach did not report on learners in separate settings in mainstream schools, and their data on mainstream enrolment and on inclusive placement was identical. In the last data collection, 12 out of 35 countries used this approach for ISCED 1 and ISCED 2 levels.

A few countries provided data on mainstream education enrolment but no further breakdown for the two types of placements within mainstream schools. As a result, the number of countries providing data on inclusive placements was always lower than the number of countries providing data on mainstream education enrolment. An increasing number of countries reported that more flexible arrangements were emerging in their education systems for some learners who did not fall into either of the two pre-defined sub-categories of placements at some, or even all, ISCED levels.

Given the variety of approaches that individual countries took to report on the distribution of placements within mainstream education, the learner population data and the rates calculated from them should be approached with caution. The country populations and the calculated cross-country averages include learners from the education systems which clearly distinguish between inclusive and separate placements, as defined by EASIE, as well as learners from the countries which imply inclusive placements by default.

It is therefore reasonable to assume that if data fully complying with the 80% time benchmark had been available from all countries, the number of learners in inclusive settings and the rates calculated from these populations would have been lower than the numbers and rates in this report. It is also important to emphasise that the present rates refer to 'physical' placements and, without further evidence, do not provide insights into



the specific support that learners receive or about the overall quality of education provided in different types of educational settings.

Developments in the number of learners in inclusive settings in mainstream schools

Between 2018/2019 and 2022/2023, **the total number of learners educated in inclusive settings in mainstream schools increased from 70.6 million to 73.7 million**. This represents an **increase of more than 3 million learners across all four ISCED levels combined**.

The increasing number of countries participating in EASIE was the primary cause of the observed growth. Although the countries providing data for the whole period also saw some growth in learner populations, their populations in inclusive settings in mainstream schools increased by a significantly lower amount across the five school years.

The documented increase in learners placed in inclusive settings in mainstream schools was unevenly distributed across the four ISCED levels:

- At ISCED 02, almost 1 million more pre-school children were enrolled in the last school year than in the first school year.
- At ISCED 1, the last year of the data collection had almost 0.5 million fewer learners than the first year. This decrease occurred despite four more countries providing data at the end of the analysed period.
- At ISCED 2, the number of learners enrolled in inclusive settings in mainstream schools increased significantly, by more than 1.3 million.
- At ISCED 3, the growth of the learner population was similarly strong, with more than 1.2 million more learners enrolled at the end of the analysed period.

Table 8 shows the differences in mainstream enrolment and inclusive placement between the first and the last school years covered by the report. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered. The number and composition of countries reporting mainstream enrolment and inclusive placement are not identical in the two school years compared. However, all countries that provided data for 2018/2019 also reported this data for 2022/2023.



Table 8. The number of learners in mainstream education and in inclusive settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02	Mainstream enrolment	10,473,745 (26)	11,074,788 (30)	+601,043 (+4)	5.7
02	Inclusive placement	9,840,480 (22)	10,806,757 (27)	+966,277 (+5)	9.8
1	Mainstream enrolment	27,078,565 (29)	27,067,872 (35)	-10,693 (+6)	0.0
1	Inclusive placement	26,727,131 (28)	26,268,127 (32)	-459,004 (+4)	-1.7
2	Mainstream enrolment	18,883,751 (29)	20,503,814 (35)	+1,620,063 (+6)	8.6
2	Inclusive placement	18,619,331 (28)	19,932,550 (32)	1,313,219 (+4)	7.1
3	Mainstream enrolment	15,687,969 (27)	17,322,955 (32)	+1,634,986 (+5)	10.4
3	Inclusive placement	15,434,675 (25)	16,685,016 (29)	+1,250,341 (+4)	8.1

The distribution of inclusive placements within mainstream schools did not completely follow the developments in mainstream school enrolment at individual ISCED levels.

- In pre-primary education, the increase in inclusive placements was higher than the increase in mainstream enrolment. This means that higher shares of pre-school children were placed in inclusive settings by the end of the analysed period.
- In primary education, the number of learners placed in inclusive settings decreased more than the overall decline in the number of learners in mainstream schools.
- In lower- and upper-secondary education, the overall increase in the number of learners led to a growth in both mainstream enrolment and inclusive placement. However, inclusive placements did not rise as strongly as mainstream enrolment.

Figure 8 presents the developments in the number of learners enrolled in mainstream education and learners placed in inclusive settings in mainstream schools across the five school years. Dashed lines present the mainstream enrolment data; solid lines show the data on placements in inclusive settings in mainstream schools at each ISCED level.

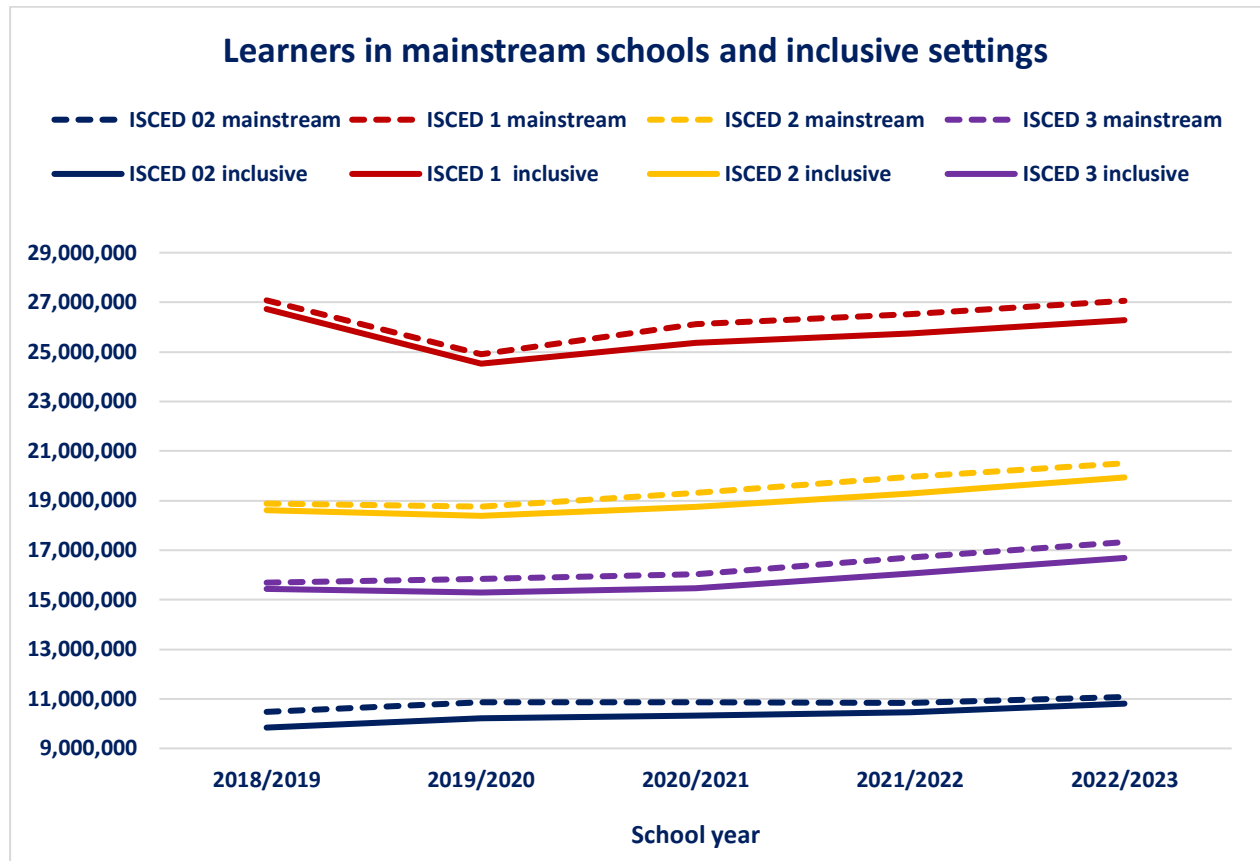


Figure 8. The number of learners in mainstream education and in inclusive settings from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The documented increase in inclusive placements in mainstream schools largely copied the growing number of learners in pre-primary, lower- and upper-secondary education. The gap between mainstream enrolment and inclusive placement remained practically the same at both secondary education levels and increased at primary education level. Inclusive placements in pre-primary schools grew faster than mainstream enrolment, which means that a growing number of children attending pre-schools were placed in mainstream inclusive settings.

The effect of an increasing number of countries in the data collection was controlled by comparing the data on inclusive education placement in two subsets of countries. Table 9 shows the data in the first and last school year for all participating countries and for the countries with complete five-year datasets. In the 'ISCED level' column, (all) refers to all countries that provided data and (5y) refers to the five-year subset countries. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.



Table 9. The number of learners in inclusive settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	2018/2019	2022/2023	Change	Change (%)
02 (all)	9,840,480 (22)	10,806,757 (27)	+966,277 (+5)	9.8
02 (5y)	9,318,160 (20)	9,854,144 (20)	+535,984	5.8
1 (all)	26,727,131 (28)	26,268,127 (32)	-459,004 (+4)	-1.7
1 (5y)	24,982,971 (23)	23,630,833 (23)	-1,352,138	-5.4
2 (all)	18,619,331 (28)	19,932,550 (32)	1,313,219 (+4)	7.1
2 (5y)	17,207,303 (23)	17,847,234 (23)	+639,931	3.7
3 (all)	15,434,675 (25)	16,685,016 (29)	+1,250,341 (+4)	8.1
3 (5y)	14,219,378 (20)	14,956,856 (20)	+737,478	5.2

There were significant differences between the two subsets of countries at all four ISCED levels. The countries with datasets from all five school years outnumbered the countries that joined the data collection at different stages, and represented the vast majority (90–91%) of learner populations at the respective ISCED levels. However, their contribution to the learner population developments at each of these levels differed:

- At ISCED 02, the 20 countries with complete datasets contributed to the overall growth of the total pre-school population with 0.5 million learners, which represents more than half (55%) of the increase at this level. This means that the seven additional countries contributed significantly to the growth of the total pre-school population.
- At ISCED 1, the 32 countries that provided data in 2022/2023 indicate a decrease in the learner population of almost 0.5 million learners, despite the data including four additional countries. However, the 23 five-year subset countries experienced a much higher decline in their populations, of more than 1.3 million learners (-5.4%). A significant number of inclusive placements ‘disappeared’ at this level over the five school years.
- At ISCED 2, the 23 five-year subset countries contributed to the growth of the total learner population by a little less than one half (49%), which means that the impact of the nine additional countries was disproportionately higher.
- At ISCED 3, the 20 five-year subset countries contributed by more than one half (59%) to the overall growth of the learner population, which means that the nine additional countries contributed a significant share to the overall growth.

Figure 9 shows the development in the number of learners placed in inclusive settings in mainstream schools across the five school years. Dashed lines present the data from all countries in the given school year; solid lines present the five-year subset countries.

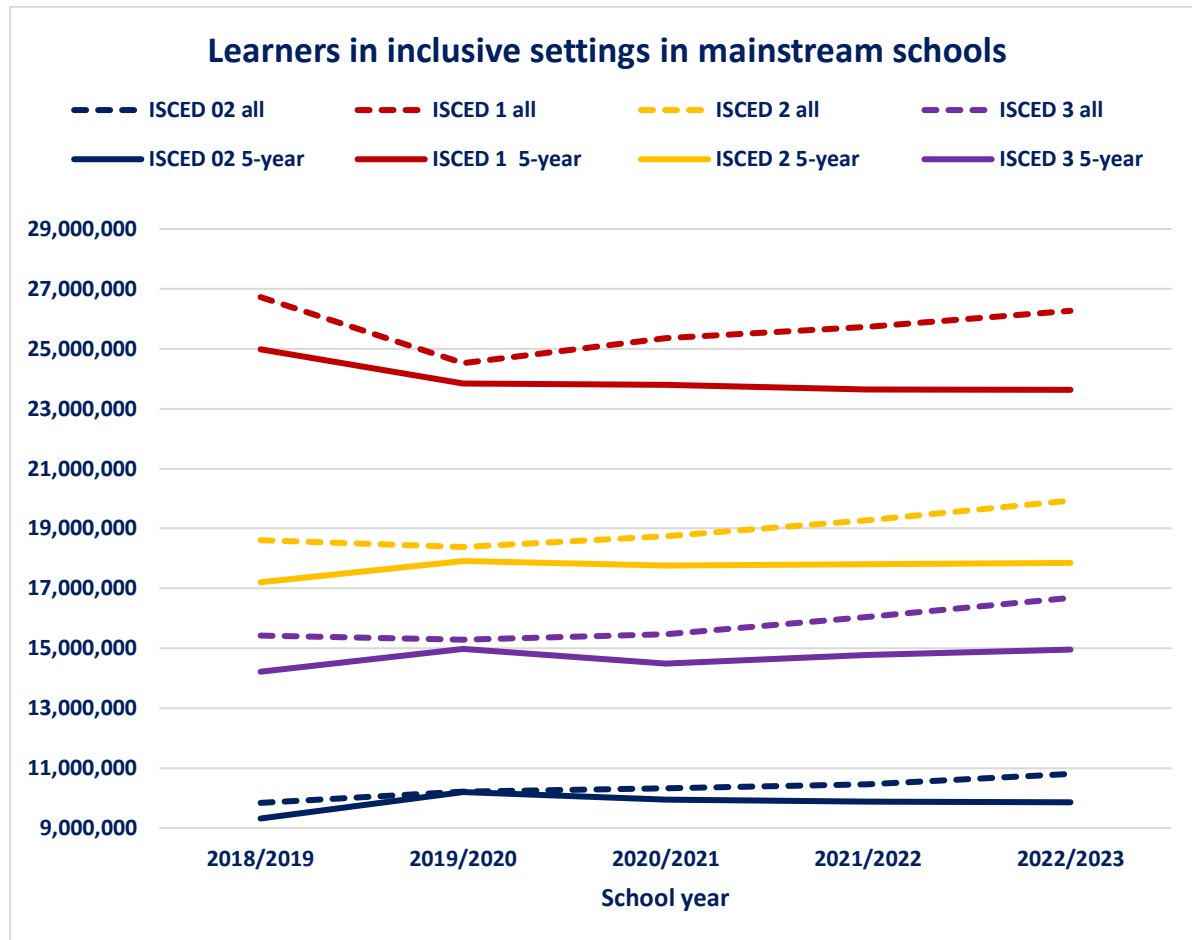


Figure 9. The number of learners in inclusive settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

The effect of the additional countries on the number of inclusive placements in mainstream schools is apparent at all four ISCED levels. The number of learners in inclusive settings grew in pre-primary, lower- and upper-secondary education, with new countries having a significant share of this growth. Inclusive placements in mainstream schools increased in the five-year subset countries as well, which appears to be a consequence of the overall growth in mainstream education enrolment.

In primary education, the overall decrease in learners in inclusive settings, by almost 0.5 million, represents a significant drop over the five school years. It occurred despite nine additional countries joining the data collection by the end of the analysed period. Moreover, the decrease in the five-year dataset countries was even clearer, which is in line with the overall decline in learners enrolled in mainstream primary schools.

Slower growth in inclusive placements compared to the overall growth in mainstream enrolment at three ISCED levels and the sharper decline in inclusive placements at ISCED 1 raise the question of whether an increasing number of learners were placed in separate educational settings. [Chapter 1.5](#) explores the interplay between inclusive and separate placements in mainstream schools. [Chapter 1.6](#) focuses on separate placements outside mainstream education.



Development in the share of learners in inclusive settings in mainstream schools

The country data on learners enrolled in inclusive settings in mainstream schools is used to calculate **Indicator 1.2 – The enrolment rate in inclusive education** as follows:

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)

The developments in learner populations placed in inclusive settings in mainstream schools shaped the inclusive education enrolment rate over the five school years. [Table A4](#) in the Annex presents a full account of these developments in individual countries.

Inclusive education enrolment rates did not follow the relatively stable mainstream education enrolment rates at all educational levels. Across the five school years, the enrolment rate in inclusive education did not really change at pre-primary and primary education levels. More significant changes occurred in secondary education, where inclusive education rates decreased at lower-secondary level and increased at upper-secondary level.

Table 10 shows the average inclusive education enrolment rates for all countries, school years and ISCED levels. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered. Since the number and composition of countries differed across the years, the quantification of changes is only indicative.

Table 10. The average enrolment rate in inclusive settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)	Change (p.p.)	Change (%)
02	99.31 (22)	99.40 (22)	99.42 (24)	99.32 (26)	99.19 (27)	-0.12	-0.12
1	98.28 (28)	98.07 (27)	98.10 (29)	97.98 (31)	97.97 (32)	-0.31	-0.32
2	97.65 (28)	97.13 (27)	97.17 (29)	96.86 (31)	96.74 (32)	-0.91	-0.93
3	96.44 (25)	98.49 (23)	98.38 (26)	98.01 (28)	97.98 (29)	1.54	1.60

The developments in inclusive placements of learners show the following:

- At ISCED 02, the calculated inclusive education enrolment rate did not significantly change over time, despite an increased number of learners placed in this type of



setting. Across the five school years, the rate did not drop below 99%, which means that almost all children enrolled in mainstream pre-schools were educated in inclusive settings.

- At ISCED 1, the placement in inclusive settings was very high across the analysed period, although it decreased slightly every school year. By the end of the analysed period, it was 0.32% lower than at the beginning, despite a higher number of countries providing data. The most visible decrease occurred in the 2019/2020 school year.
- At ISCED 2, the inclusive education enrolment rate decreased by 0.93% in five school years, most notably in the second and in the last two analysed school years. This occurred in parallel with a growing number of countries providing data and a significant increase in learner populations in mainstream education.
- At ISCED 3, the inclusive education enrolment rate increased by 1.6% between the first and the last school year. However, significant growth of 2.05 percentage points had already occurred in 2019/2020. After that, the placement in inclusive settings slightly dropped every school year.

Figure 10 shows the average shares of learners placed in inclusive settings in mainstream schools across the four ISCED levels and five school years.

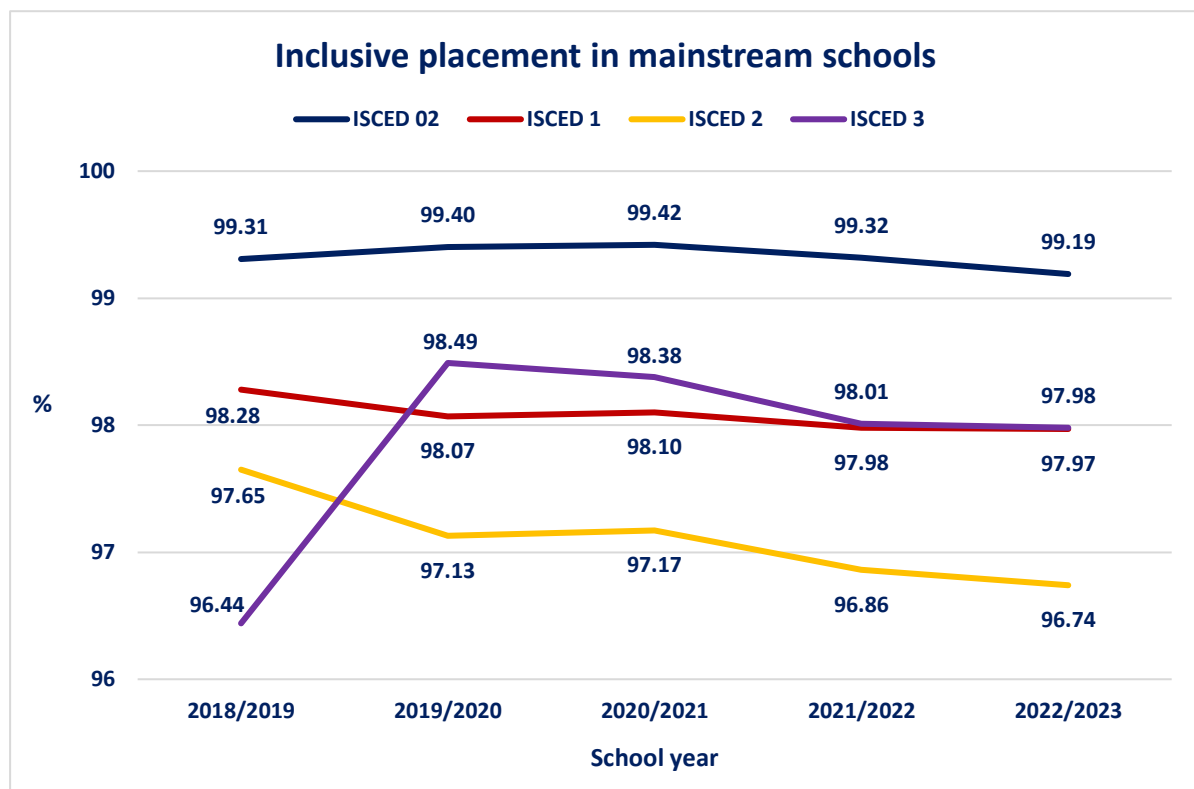


Figure 10. The average share of learners in inclusive settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

Placements in inclusive settings in mainstream schools were very high at all ISCED levels. A large majority of learners enrolled in mainstream schools was placed in mainstream classes, which are considered inclusive settings.



Compared to other educational levels, lower-secondary education showed lower and decreasing shares of learners in inclusive settings. This is likely to be a consequence of the rapid growth in the overall learner population at this level. On the other hand, inclusive education placements increased significantly in upper-secondary education. The shares of learners in inclusive settings in mainstream schools remained stable in pre-primary and primary education, despite dynamic changes in the number of learners at these two levels.

The effect of a differing number of countries providing data across the five school years was controlled at ISCED 1 and ISCED 2 levels by comparing the data with the five-year and three-year subsets of countries. The variation in the calculated average rates for all countries, for the five-year subset countries and for the three-year subset countries was relatively small (0.24 p.p. or less). Each subset included a high number of countries, which meant that variations in the number and composition of countries did not substantially alter the average inclusive education rates across the school years.

The data shows that mainstream education enrolment and inclusive education placement decreased at both ISCED 1 and ISCED 2 levels over the five school years. The decline in inclusive placements was, however, bigger than the decrease in mainstream enrolment in the countries with complete datasets. This means that a growing share of learners in most countries was enrolled in mainstream schools but not educated in inclusive settings.

The rates calculated from the data in the last three school years show smaller differences between mainstream and inclusive placements at both ISCED levels. This means that the decline in mainstream enrolment and inclusive placement slowed down in the last three school years.



1.5 Placement in separate settings in mainstream schools

- In EASIE, learners who spend more than 20% of their time in separate classes, groups or units in mainstream schools are considered as being placed in separate, non-inclusive educational settings. Separate placements in mainstream schools represent a small share of learners when compared to the dominant inclusive placement in mainstream classes.
- Over the five school years, separate placements in mainstream schools declined at pre-primary, primary and upper-secondary levels. However, a sharp increase at lower-secondary level meant that, in 2022/2023, more than half of all separately-educated learners were in this level.
- The biggest changes in the shares of separately-educated learners occurred in the first school year affected by the COVID-19 pandemic (2019/2020), when the highest number of separately-educated learners moved from primary to lower-secondary education. The over-representation of separately-educated learners at this level has persisted since.
- Despite a substantial decline in the total number of learners in primary education, the number of learners educated separately did not decrease at this level. In some countries, the number of learners educated separately even increased over the five school years.

Background

Following the EASIE operational definition of an inclusive education setting (EASNIE, 2022b), learners who are enrolled in mainstream schools but spend less than 80% of their time in mainstream classes, units or groups are educated in separate, non-inclusive settings. Enrolment in separate educational settings is not in line with the 80% time benchmark or the various proxies to this benchmark.

Not all countries that provided data on mainstream education enrolment and inclusive education placement also reported data on separate educational placement in mainstream schools. As a result, the number of countries reporting on learners in separate educational settings was always lower than the number of countries reporting on inclusive placements. This applies to all school years and ISCED levels covered by this report.

Since most of the countries do not track the time learners spend in different educational settings, they did not provide exact data on learners placed in inclusive or separate settings in mainstream schools. Many countries applied proxies to the 80% time benchmark to determine the type of placement and, in line with one of those proxies, they considered learners enrolled in mainstream schools as being placed in inclusive settings by default. It is therefore reasonable to assume that if countries had exact data according to the 80% time benchmark, the reported numbers and shares of learners in inclusive settings would be lower and the numbers and shares of learners in separate settings would be higher.



Dataset

Data on learners placed in separate settings in mainstream schools represents one of the two sub-categories of placements in mainstream education. Together with the data on learners placed in inclusive settings, it covers all learners enrolled in mainstream education. The countries provide data on learners in separate settings by responding to **Question 1.3b – All children/learners educated in separate groups/classes, spending less than 80% of the time with their peers in mainstream groups/classes** (EASNIE, 2022b, p. 15).

The number of countries providing data on separate placements in mainstream education changed over time. For 2018/2019, between 13 and 22 countries provided data on this type of placement, depending on the ISCED level. A temporary decrease in the number of countries reporting occurred across all ISCED levels for 2019/2020, which was the first school year affected by the COVID-19 pandemic. For 2022/2023, between 15 and 21 countries provided data, the higher value referring to ISCED 1 and ISCED 2.

Developments in the number of learners in separate settings in mainstream schools

In the 2022/2023 school year, **13,330 more learners were educated in separate settings in mainstream schools** than in 2018/2019 across all four ISCED levels combined. The observed growth was not due to more countries participating in the data collection, since the number and composition of countries reporting this type of educational placement remained relatively stable over time.

The documented changes in the number of learners placed in separate settings in mainstream schools were very different across the four ISCED levels:

- At ISCED 02, the number of learners in separate settings dropped moderately, given the overall size of the learner population at this level and in this type of placement.
- At ISCED 1, fewer learners were educated in separate settings in mainstream schools at the end of the analysed period. This decrease occurred in the context of a substantial decline in learner populations in mainstream primary education.
- At ISCED 2, the number of learners enrolled in separate settings in mainstream schools increased sharply by more than 81%.
- At ISCED 3, the decrease was similar to primary education; the number of learners in separate settings in mainstream schools shrank.

The overall increase in the number of learners placed in separate settings in mainstream schools was caused by a sharp increase in separate placements in lower-secondary education. All other educational levels were characterised by decreases in separate placements, from slight to significant.

Table 11 summarises the number of learners enrolled in mainstream education and those placed in separate settings in mainstream schools between the first and the last school year covered by this report. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered. The number and composition of countries that provided data on mainstream enrolment and separate placement are not the same in the two school years compared.



Almost all countries that provided data for either of the two categories of placements in 2018/2019 also provided this data in 2022/2023.

Table 11. The number of learners in mainstream education and in separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02	Mainstream enrolment	10,473,745 (26)	11,074,788 (30)	+601,043 (+4)	5.7
02	Separate placement	15,350 (13)	14,033 (15)	-1,317	-8.6
1	Mainstream enrolment	27,078,565 (29)	27,067,872 (35)	-10,693 (+6)	0.0
1	Separate placement	142,836 (22)	108,783 (21)	-34,053	-23.8
2	Mainstream enrolment	18,883,751 (29)	20,503,814 (35)	+1,620,063 (+6)	8.6
2	Separate placement	106,732 (22)	193,107 (21)	86,375	80.9
3	Mainstream enrolment	15,687,969 (27)	17,322,955 (32)	+1,634,986 (+5)	10.4
3	Separate placement	69,515 (15)	31,840 (15)	-37,675	-54.2

The distribution of separate placements in mainstream schools did not follow the same trajectory as observed in [inclusive placements](#) and [mainstream enrolment](#). Comparing developments in the two types of placements and mainstream enrolment shows:

- At ISCED 02, both mainstream enrolment and inclusive placements increased while separate placements dropped. Given the fact that the overall pre-school population of learners increased over the five school years, the decline in separate placements is unique among the four analysed ISCED levels.
- At ISCED 1, mainstream enrolment and both types of placements within mainstream schools decreased. Notably, placements in separate settings in mainstream schools dropped more sharply than the documented decline in inclusive placements. Given the overall decrease in learner population in primary education, this can also be viewed as a positive development.
- At ISCED 2, the trend was opposite. Mainstream enrolment and both types of placements increased over the five school years. However, the number of learners placed in separate settings grew more rapidly and was disproportionately higher than the increase in the total number of learners at this level. This means that an increasingly high number of learners in lower-secondary education were placed in separate settings in mainstream schools.
- At ISCED 3, the trend was similar to primary education. The decrease in separate placements was even more apparent and occurred in parallel with a moderate increase in inclusive placements and mainstream enrolment.



The interplay between different types of placements within mainstream education evolved differently at individual ISCED levels. Pre-primary, primary and upper-secondary levels all showed a reduction in separate placements. In primary education, this was supported by an overall decrease in learner population; at the other two levels, the decrease in separate placements occurred despite an increase in overall enrolment.

In contrast, separate placements were clearly on the rise in lower-secondary education. This was partly caused by a significant increase in the learner population at this level, although this growth does not in itself explain why learners were increasingly placed in separate settings instead of in mainstream inclusive ones.

The effect of a differing number of countries in the data collection was controlled by comparing the data on separate education placement in two subsets of countries. Table 12 shows the data in the first and in the last school year for all participating countries and for the countries with complete five-year datasets. The comparison concerns ISCED 1 and ISCED 2 levels only, as at the other two levels a very small number of countries provided data across the five school years. In the 'ISCED level' column, (all) refers to all countries that provided data and (5y) refers to the five-year subset countries. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 12. The number of learners in separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
1 (all)	Separate setting	142,836 (22)	108,783 (21)	-34,053	-23.8
1 (5y)	Separate setting	89,768 (16)	91,384 (16)	+1,616	1.8
2 (all)	Separate setting	106,732 (22)	193,107 (21)	+86,375	80.9
2 (5y)	Separate setting	65,601 (16)	178,689 (16)	+113,088	172.4

There were significant differences between the two subsets of countries in the developments in learner populations at ISCED 1 and ISCED 2. The countries with datasets from all five school years (16) outnumbered the countries that reported this data at different stages, and represented a large majority (84% and 93%) of learner populations at both levels. Given this, the impact of the 16 countries substantially shaped the developments in the respective learner populations that were educated separately in mainstream schools:

- At ISCED 1, the 16 five-year subset countries reverted the overall decline in separate placements in mainstream schools. Most of the countries, in fact, reported an increase in separate placements over the five school years. This was despite the documented overall decrease in learner populations in primary education. Only four countries out of sixteen showed drops in separate placements at this level; the remaining countries maintained practically the same number of separate placements, despite much lower numbers of learners overall.



- At ISCED 2, the trend was already negative for all countries reporting separate placements and was exacerbated when seen from the perspective of the 16 five-year subset countries. The number of learners in separate classes in the five-year subset countries more than doubled over the five school years. Only six countries experienced an actual decrease in separate placements in mainstream schools.

Figure 11 presents the developments in separate placements within mainstream schools across the five school years at ISCED 1 and ISCED 2 levels. Dashed lines show the data from all countries in any given school year; solid lines show the developments in the countries with complete datasets across the five school years.

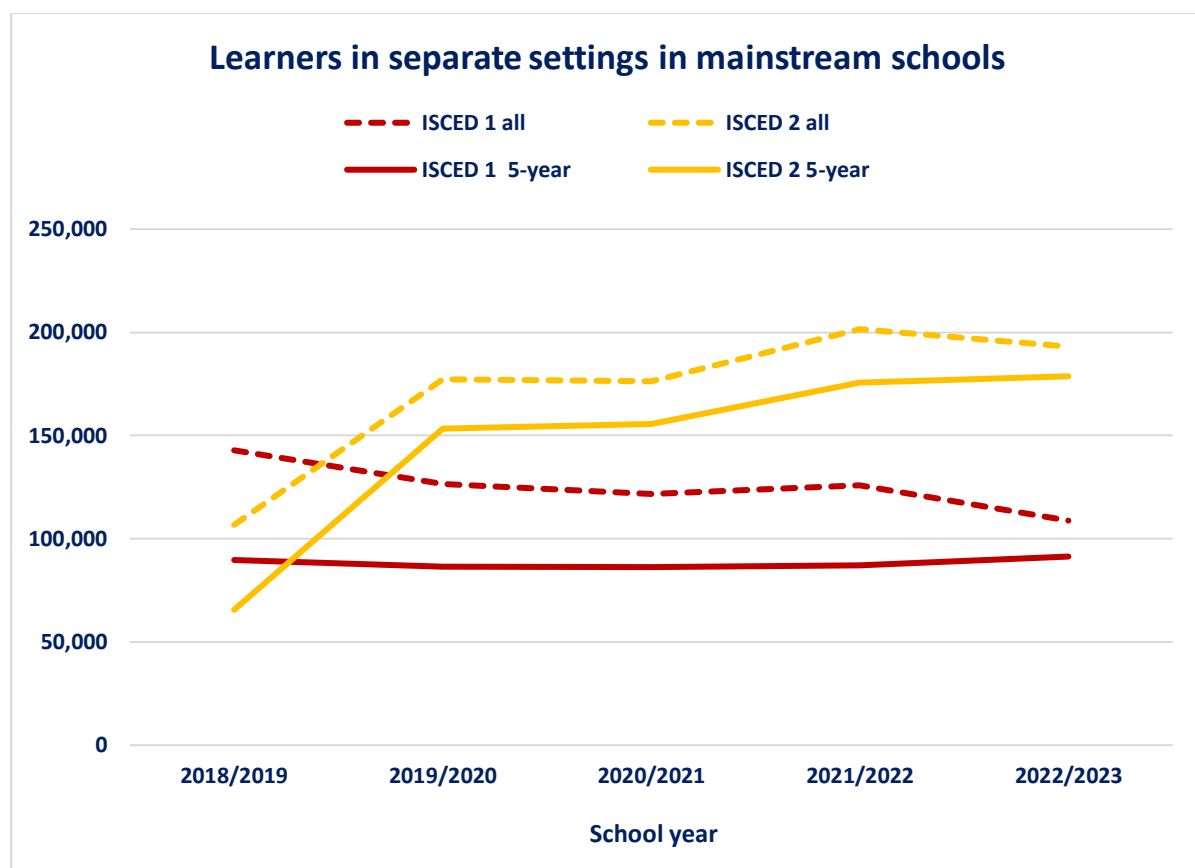


Figure 11. The number of learners in separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 1 and ISCED 2, subsets of countries

The data confirms that the countries joining the data collection at different stages affected the developments in separate placements in mainstream schools at both primary and lower-secondary level.

- Separate placements in primary education declined overall, but remained stable in the countries that provided data throughout the analysed period.
- In lower-secondary education, separate placements in mainstream schools increased in both subsets of countries. This points to an overall growth in the number of learners who were educated separately in mainstream schools.

These developments occurred at a time when primary education experienced a significant decline in the total number of learners and lower-secondary education, in contrast,



witnessed a significant increase. This means that, in primary education, separate placements were maintained even when there were far fewer learners enrolled at this level. In lower-secondary education, separate placements increased along with substantially increased enrolment at this level.

Despite favourable developments in learner populations across the countries, the opportunity to cut down separate placements in primary schools was not seized. In lower-secondary education, on the other hand, a growing number of learners were placed in separate settings instead of inclusive ones.

Developments in the share of learners in separate settings in mainstream schools

The data on learners enrolled in separate settings in mainstream schools is used to calculate **Indicator 1.3 – The enrolment rate in separate, non-inclusive groups/classes within mainstream education** as follows:

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

The developments in learner populations placed in separate settings in mainstream schools shaped the separate education enrolment rate over the five school years. [Table A5](#) in the Annex presents a full account of these developments in individual countries.

Separate education placements did not fully follow the developments in mainstream education enrolment. Across the five school years, the enrolment rate in separate education in mainstream schools changed marginally at pre-primary and primary education levels. More significant changes occurred in secondary education, where the separate education rate increased at lower-secondary and decreased at upper-secondary level. The documented changes in inclusive education rates developed in an opposite direction – a decrease at lower-secondary and an increase at upper-secondary level.

Table 13 shows the average separate education enrolment rates for all countries, school years and ISCED levels. Figures in brackets indicate the number of countries that provided data in the given school year. The ‘Change’ columns indicate a relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered. Since the number and composition of countries differed across the years, the quantification of changes is only indicative.



Table 13. The average enrolment rate in separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)	Change (p.p.)	Change (%)
02	0.22 (13)	0.13 (11)	0.15 (13)	0.16 (14)	0.20 (15)	-0.02	-9.1
1	0.76 (22)	0.77 (19)	0.70 (21)	0.73 (21)	0.72 (21)	-0.04	-5.3
2	0.96 (22)	1.61 (19)	1.54 (21)	1.75 (22)	1.87 (21)	0.91	95.8
3	1.04 (15)	0.33 (11)	0.40 (13)	0.44 (13)	0.44 (15)	-0.60	-57.7

The enrolment rate in separate settings in mainstream education developed as follows:

- At ISCED 02, the separate education enrolment rate did not significantly change over time. Despite an overall increase in pre-school populations enrolled in mainstream schools, the share of learners educated in separate settings remained very similar across the five school years.
- At ISCED 1, the placement in separate settings was always higher than at ISCED 02. The separate education enrolment rate remained practically unchanged despite a significant drop in primary education populations in mainstream schools. Similar shares of learners were placed in separate settings regardless of the overall number of learners enrolled in mainstream education.
- At ISCED 2, the separate education enrolment rate increased significantly across the five school years. Since 2018/2019 it has practically doubled, with a sharp increase in 2019/2020, which was the first school year affected by the COVID-19 pandemic. For the last two school years, separate placements have increased further. These developments occurred in parallel with a significant increase in learner populations at this level of mainstream education.
- At ISCED 3, the separate education enrolment rate decreased significantly over the five school years, dropping to less than half of the initial share. From the perspective of inclusive education, this is the most positive development of all the educational levels, and it occurred in parallel with a significant increase in learner populations in upper-secondary education.

The developments in [mainstream education enrolment](#) and in [inclusive placement](#) at ISCED 1 and ISCED 2 levels, which had the largest learner populations, show that both rates decreased over the five school years. In primary education, this did not lead to a parallel decrease in separate education placement, which remained stable in proportions and time. On the other hand, separate placements significantly increased in lower-secondary education, where inclusive and mainstream enrolment rates declined. This confirms that a growing share of learners in mainstream education were educated in separate settings instead of inclusive ones.

Figure 12 shows the average shares of learners placed in separate settings in mainstream schools across the four ISCED levels and five school years.

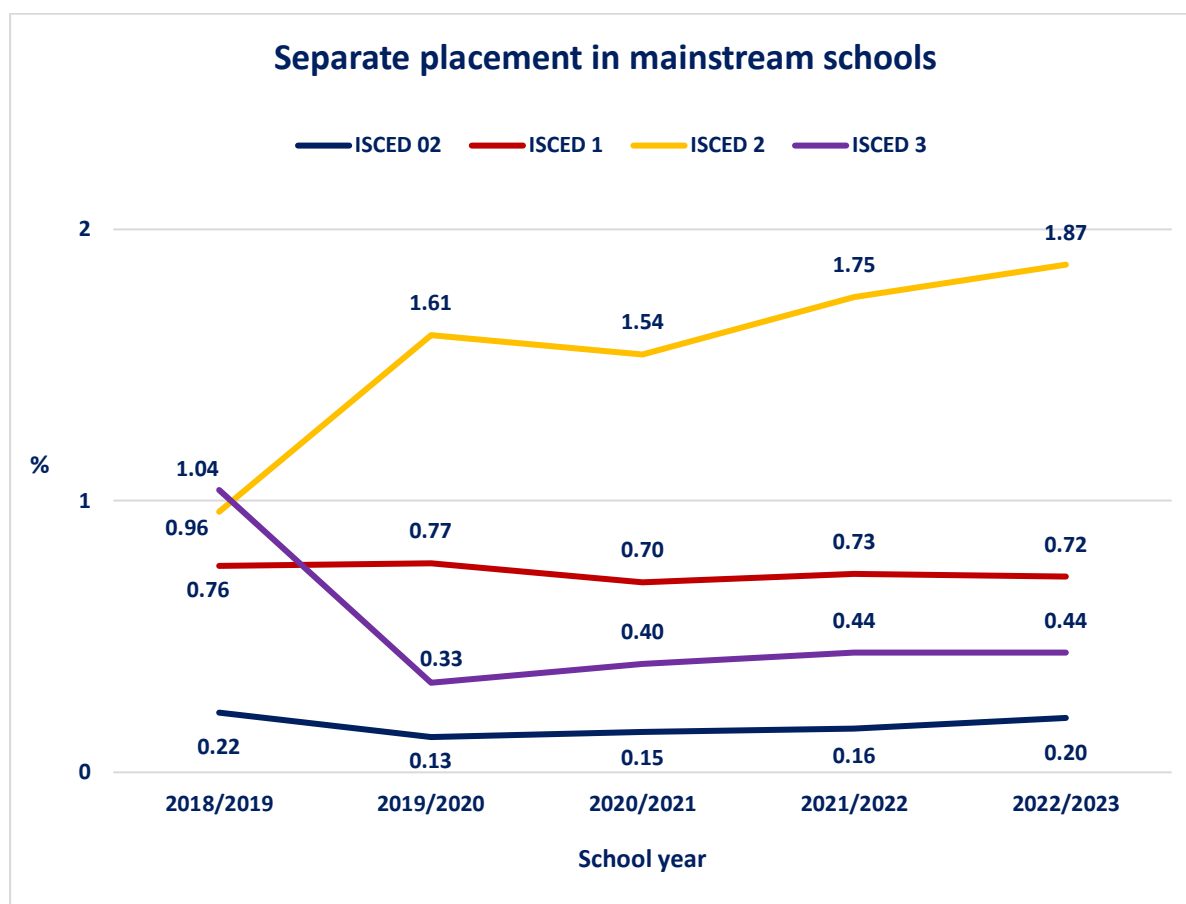


Figure 12. The average share of learners in separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

Out of all the education levels, lower-secondary education had higher and increasing shares of learners in separate settings. The gap between separate placements at this level and the other three levels even widened over time. This affected the distribution of separately-educated learners across ISCED levels. While in 2018/2019 the highest share of all learners educated separately in mainstream schools was in primary education (43%), by 2022/2023 it was less than one third (31%). On the other hand, almost one third (32%) of separately-educated learners were in lower-secondary education in 2018/2019, while five years later it was more than half (56%).

The biggest changes in the shares of learners educated in separate settings in mainstream schools occurred in 2019/2020, which was the first school year affected by the COVID-19 pandemic. An abrupt swap in the shares of separately-educated learners between ISCED 1 and ISCED 2 levels occurred this school year and continued afterwards.

Compared to the shares of learners enrolled in mainstream schools and placed in inclusive settings, the shares of learners in separate settings are relatively small. This applies to all ISCED levels across the five school years. Still, the practice of educating some proportion of learners in separate settings in mainstream schools concerns hundreds of thousands of school-aged individuals across the EASNIE member countries that provided data. Since several countries participating in EASIE consider that enrolment in mainstream classes indicates inclusive placement by default, the number of learners who are not, in fact, in



inclusive education is likely higher. However, this assumption cannot be confirmed by the available administrative data only and requires more robust evidence and analysis.

1.6 Education provision outside mainstream schools

- In EASIE, education outside mainstream schools includes provision in fully separate special schools (maintained within the education sector or by other sectors), recognised forms of alternative education and home schooling.
- In 2022/2023, more than 1.2 million learners across EASNIE member countries received education outside mainstream schools across the four ISCED levels combined. Most of them were enrolled in separate special schools, since participation in alternative forms of education and in home schooling concerns only a small number of learners.
- Across the five school years, the number of learners educated outside mainstream schools increased unevenly across the four ISCED levels. The most significant growth was documented in lower- and upper-secondary education. In primary education, the increase was lower but occurred despite an overall decline in the learner population.
- Dynamic developments in learner populations resulted in an increased share of learners educated outside mainstream schools at lower-secondary level and an even higher increase in upper-secondary education. The share of learners educated outside mainstream pre-schools dropped and, in primary education, it remained practically the same over the five school years.

Background

In EASIE, learners **outside mainstream education** represent the second main category of learners in all recognised forms of education (EASNIE, 2022b). While enrolment in mainstream schools is the dominant form of education placement across the EASNIE member countries, learners receiving education outside mainstream schools represent an important, albeit smaller, share of all learners.

Data on learners outside mainstream education is further divided into four sub-categories of placements (EASNIE, 2022b):

- Separate special (pre-)schools or units organised by the ministry of education
- Separate special (pre-)schools or units organised by other sectors/ministries
- Recognised forms of alternative education
- Home schooling.



Dataset

The countries provide summary data on learners outside mainstream education by responding to **Question 1.4 – All children/learners educated outside mainstream (pre-)schools** (EASNIE, 2022b, p. 15).

Following the sub-categories of placements under Question 1.4, the countries can provide further breakdowns of data by responding to the following questions:

- Question 1.4a – All children/learners educated in separate special (pre-)schools or units organised by the ministry of education
- Question 1.4b – All children/learners educated in separate special (pre-)schools or units organised by other sectors/ministries
- Question 1.4c – All children/learners educated in other recognised forms of alternative education
- Question 1.4d – All children/learners educated in recognised forms of home schooling.

Over the five school years, the number of countries providing data on learners outside mainstream education increased from 19/26 in 2018/2019 to 26/35 in 2022/2023, the higher values representing ISCED 1 and ISCED 2 levels, which had the most robust datasets. This means that practically all EASNIE member countries that provided data on learners enrolled in mainstream education also reported data on learners outside mainstream education, depending on the ISCED level.

The countries applied different approaches to providing further breakdowns of data on learners who are educated outside mainstream schools.

Almost all countries provided data on learners enrolled in fully separate special schools organised by the ministry of education (Question 1.4a). This sub-category of placements represented a vast majority of learners educated outside mainstream schools at each ISCED level in every school year covered by this report.

A smaller number of countries reported learners enrolled in fully separate special schools organised by other sectors (Question 1.4b). This type of placement was the second most populated sub-category, particularly at pre-primary level, where it was the dominant separate placement for some countries. Several countries provided data on learners placed in special schools maintained by both the ministry of education and by other sectors.

Across the five school years, only a very small number of countries provided data on learners receiving alternative forms of education (Question 1.4c). According to the country background information, this type of separate placement included very diverse forms of provision. Given the small number of reporting countries, the average shares of learners receiving alternative forms of education were not calculated for any ISCED level.

In the analysed period, an increasing number of countries reported learners receiving home schooling (Question 1.4d). The average shares of home-schooled learners were not calculated at ISCED 02 and ISCED 3 due to fewer than ten countries providing data across



the five school years. [Chapter 1.8](#) discusses the developments in the shares of learners receiving home schooling at ISCED 1 and ISCED 2 levels.

Given the described distribution of learners in different sub-categories of education provision outside mainstream schools, when addressing learners outside mainstream education, this report refers primarily to learners enrolled in separate special schools, irrespective of the sector that maintains them in individual countries.

Developments in the number of learners outside mainstream education

Between 2018/2019 and 2022/2023, **the number of learners enrolled outside mainstream education increased from 1 million to 1.2 million from pre-primary to upper-secondary education level.**

The observed growth was largely caused by an increasing number of countries providing data, but some growth in the number of learners outside mainstream education was also documented in the countries that provided data across the five school years. However, the documented increase was uneven across the four ISCED levels:

- At ISCED 02, the number of pre-school children outside formal education decreased, despite seven more countries providing data by the last school year.
- At ISCED 1, there were more learners in the last year of the data collection compared to the first one, with nine more countries providing data.
- At ISCED 2, the learner population outside mainstream education increased substantially, with nine additional countries providing data.
- At ISCED 3, the increase in learners educated outside mainstream school was the biggest of all the education levels, with six more countries providing data.

Table 14 presents the developments in the learner population outside mainstream education and in all recognised forms of education. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered. The number and composition of countries providing data for the two categories of enrolment are not the same at ISCED 02 and ISCED 3. At ISCED 1 and ISCED 2, all countries that reported overall enrolment also provided data on learners outside mainstream education.

Table 14. The number of learners outside mainstream education and in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02	Outside mainstream	53,762 (19)	49,510 (26)	-4,252 (+7)	-7.9
02	Overall enrolment	13,292,538 (29)	14,079,619 (33)	+787,081 (+6)	5.9
1	Outside mainstream	346,645 (26)	390,312 (35)	+43,667 (+9)	12.6



ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
1	Overall enrolment	27,412,507 (29)	27,458,317 (35)	+45,810 (+6)	0.2
2	Outside mainstream	367,241 (26)	450,383 (35)	+83,142 (+9)	22.6
2	Overall enrolment	19,237,125 (29)	20,937,048 (35)	1,699,923 (+6)	8.8
3	Outside mainstream	233,682 (21)	320,405 (26)	+86,723 (+5)	37.1
3	Overall enrolment	16,370,157 (28)	18,166,948 (34)	+1,796,791 (+6)	11.0

The documented changes in the numbers of learners educated outside mainstream schools did not fully follow the developments in the [overall education enrolment](#). The discrepancy was partly caused by the varying number and composition of countries providing data at different ISCED levels. However, this does not fully explain the observed differences. The developments in [mainstream education enrolment](#) also played a role in how education outside mainstream schools evolved:

- At ISCED 02, the number of learners outside mainstream education decreased, despite a growing number of countries providing data and an increased overall enrolment. This means that fewer children of pre-school age were educated outside mainstream schools at the end of the analysed period.
- At ISCED 1, the number of learners enrolled in all recognised forms of education slightly increased but mainstream enrolment decreased. Given this, the number of learners educated outside mainstream education grew.
- At ISCED 2, both the overall and mainstream enrolments increased, but the number of learners outside mainstream education grew more rapidly. A lower number of countries reporting learners outside mainstream education does not fully explain the documented growth. An increase in placements outside mainstream education also occurred in countries that participated in every year of the data collection.
- At ISCED 3, all types of enrolment increased, but the number of learners educated outside mainstream schools grew more rapidly. The increasing number of countries participating in the data collection largely explains the documented growth.

The effect of a differing number of countries participating in the data collection was controlled by comparing data on learners outside mainstream education in two subsets of countries.

Table 15 shows the data in the first and in the last school year for all countries providing data and for the countries that provided data in all five school years. In the 'ISCED level' column, (all) refers to all countries that provided data and (5y) refers to the five-year subset countries. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.



Table 15. The number of learners outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02 (all)	Outside mainstream	53,762 (19)	49,510 (26)	-4,252 (+7)	-7.9
02 (5y)	Outside mainstream	47,548 (17)	42,444 (17)	-5,104	-10.7
1 (all)	Outside mainstream	346,645 (26)	390,312 (35)	+43,667 (+9)	12.6
1 (5y)	Outside mainstream	318,009 (23)	329,234 (23)	+11,225	3.5
2 (all)	Outside mainstream	367,241 (26)	450,383 (35)	+83,142 (+9)	22.6
2 (5y)	Outside mainstream	330,613 (23)	365,523 (23)	+34,910	10.6
3 (all)	Outside mainstream	233,682 (21)	320,405 (26)	+86,723 (+5)	37.1
3 (5y)	Outside mainstream	224,739 (18)	242,839 (18)	+18,100	8.1

There were significant differences between the two subsets of countries at three out of four ISCED levels; the difference at ISCED 02 is relatively insignificant. The five-year subset countries represented around two thirds of all countries providing data in the last, 2022/2023, data collection. At the same time, they represented at least three quarters (76–86%) of the total learner populations across the ISCED levels.

The impact of these countries on the developments of learner populations differed at each educational level:

- At ISCED 02, both subsets of countries showed a small decrease in the reported number of pre-school children who were out of mainstream education. The difference is marginal, and learners from the nine countries joining the data collection at different stages only ‘softened’ the overall decrease in the number of children at this level.
- At ISCED 1, the 35 countries that provided data for 2022/2023 indicated a significant increase in the number of learners outside mainstream education. The 12 additional countries largely contributed to this growth, and the five-year subset countries added only one quarter to the overall increase. Given the significant decrease in learners in mainstream primary education and the less dramatic drop in the overall enrolment in all recognised forms of education, the emerging gap was largely filled by higher placements of learners outside mainstream schools. Data from the two subsets of countries confirms that, by the end of the analysed period, it became more likely for learners to receive education outside mainstream primary schools than it was five school years before.
- At ISCED 2, the 23 countries with complete datasets and significantly larger learner populations contributed to the overall growth in the number of learners outside mainstream schools by less than half (42%). This means that the impact of the nine countries joining the data collection at different stages was disproportionately



higher. Both subsets of countries indicate similar developments to those observed in primary education – the populations of learners outside mainstream education were on the rise. However, given the substantial growth in learner populations at lower-secondary education age, the parallel increase in separate placements outside mainstream education was not dramatic.

- At ISCED 3, the number of learners educated outside mainstream schools increased and the impact of the additional countries was even bigger than at lower levels. The 18 countries with complete datasets contributed to the documented growth by only one fifth (21%). A small number of countries providing data at different times caused upper-secondary education to experience the highest growth in the number of learners educated outside mainstream schools of all four ISCED levels.

Figure 13 shows the developments in the number of learners educated outside mainstream schools across the five school years and four ISCED levels. Dashed lines present the developments based on the data from all countries in any given school year; solid lines present the developments in the countries that provided data in all five school years.

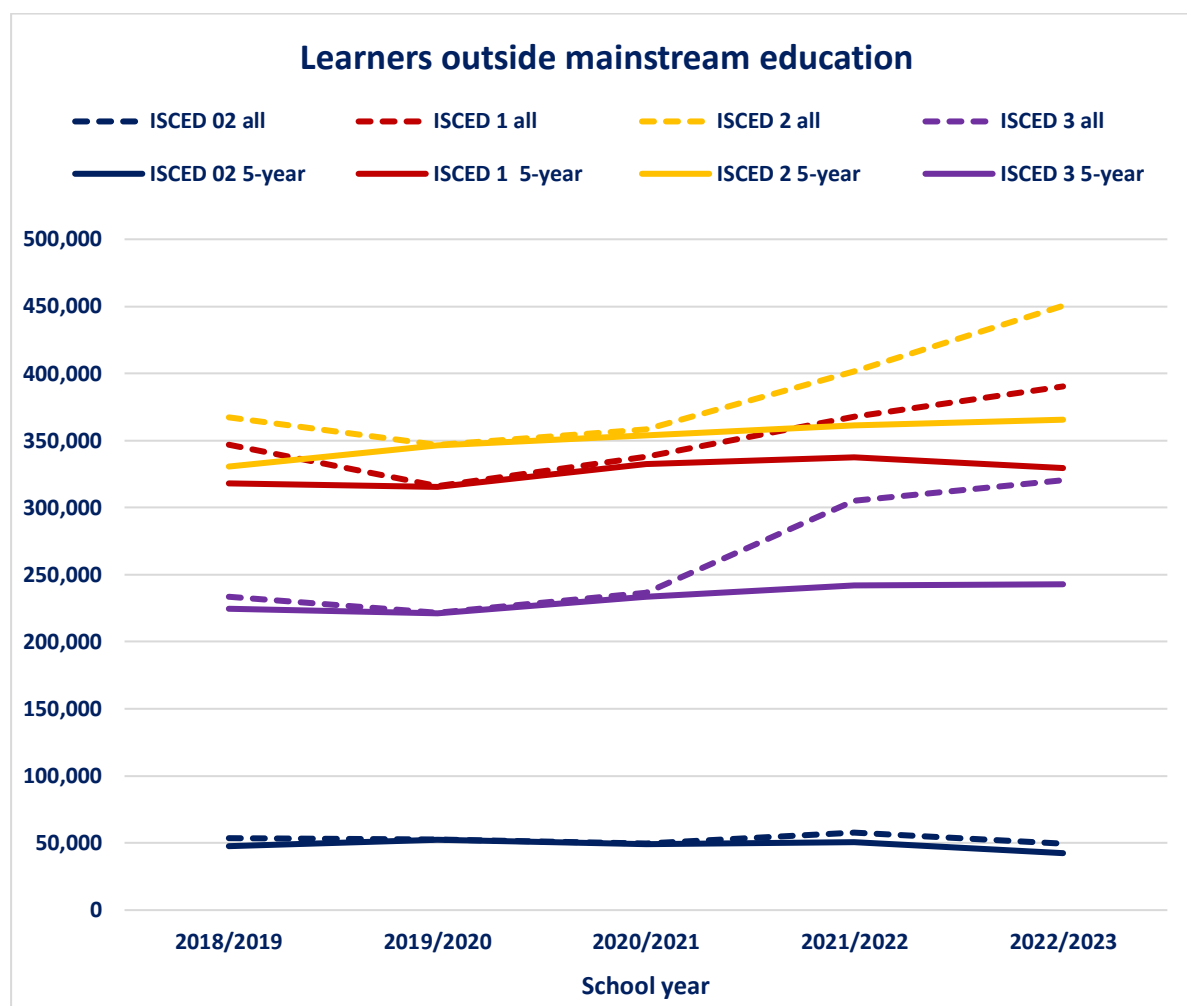


Figure 13. The number of learners outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries



The data shows that the number of learners educated outside mainstream schools was stable at all four ISCED levels in the countries that provided data throughout the analysed period. In contrast, data from the last two years shows significant growth in the number of learners who were educated outside mainstream schools at primary, lower- and upper-secondary levels. This was caused by the additional countries joining the data collection.

The documented growth in learner populations outside mainstream education at three out of four ISCED levels did not – given its scope – change the predominance of mainstream education enrolment. Being enrolled in a mainstream school was by far the most prevalent learner placement of all the recognised forms of education across the five school years and EASNIE member countries.

Developments in the share of learners outside mainstream education

The data on learners outside mainstream education is used to calculate **Indicator 1.4 – The share of children/learners who are educated outside of mainstream education** as follows:

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

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

x100

The total share of learners who are educated outside mainstream education includes shares of learners who:

- are enrolled in separate special schools maintained by the ministry of education (Indicator 1.4a) and/or by other sectors (Indicator 1.4b);
- receive recognised alternative forms of education (Indicator 1.4c);
- receive home schooling (Indicator 1.4d).

Sub-indicators 1.4a to 1.4d are calculated analogically, like Indicator 1.4; the number of learners in each sub-category is divided by the number of learners enrolled in any form of recognised education (EASNIE, 2022b). The resulting shares are calculated for all countries that provide data and the average cross-country shares are calculated for sub-categories and ISCED levels where at least 10 countries provided data.

Across the five school years, the populations of learners educated outside mainstream schools developed dynamically and affected the cross-country average shares for this type of educational placement in many countries. [Table A6](#) in the Annex presents a full account of these developments in individual countries.

The average shares of learners outside mainstream education did not develop completely in line with the developments in overall education enrolment. Across the five school years, the share of learners educated outside mainstream schools changed marginally at primary



and lower-secondary levels. More significant changes occurred in pre-primary education, where the share of learners outside mainstream education decreased, and in upper-secondary education where it increased.

Table 16 shows the average share of learners outside mainstream education for all countries, school years and ISCED levels. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered. Since the number and composition of countries varied across the years, the quantification of changes is only indicative.

Table 16. The average share of learners outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)	Change (p.p.)	Change (%)
02	0.63 (19)	0.59 (19)	0.54 (22)	0.61 (24)	0.45 (26)	-0.18	-28.6
1	1.43 (26)	1.42 (26)	1.44 (29)	1.53 (31)	1.41 (35)	-0.02	-1.4
2	2.10 (26)	1.99 (25)	2.00 (28)	2.16 (30)	2.14 (35)	0.04	1.9
3	1.79 (21)	1.72 (21)	1.87 (23)	2.26 (25)	2.29 (26)	0.50	27.9

Across the five school years, the lowest share of learners outside mainstream education was in pre-primary education and the highest at either of the two secondary levels. The share of learners outside mainstream education at individual ISCED levels show:

- At ISCED 02, the average share of learners educated outside mainstream schools decreased by almost one third of the initial cross-country share. This occurred despite an overall increase in pre-school populations over the five school years.
- At ISCED 1, the average share of learners educated outside mainstream schools decreased only marginally, and the cross-country share remained practically the same throughout the analysed period. This occurred despite a significant drop in the number of learners in primary education. It means, in fact, that the general decrease in learner populations did not have any significant impact on the enrolment of learners in special primary schools.
- At ISCED 2, the average share of learners educated outside mainstream schools increased marginally, especially in the most recent school years. This happened alongside a substantial increase in learner populations at this level, a decrease in inclusive placements and an increase in separate placements in mainstream schools. This means that the share of learners educated in separate settings in mainstream schools, as well as the share of learners in fully separate special schools, increased over the five years.
- At ISCED 3, the average share of learners educated outside mainstream schools increased in the last three school years. This occurred in parallel with a significant decrease in the placement of learners in separate settings in mainstream schools.



The increased enrolment in special schools at this level therefore partly explains the drop in separate placements within mainstream education.

Figure 14 shows the developments in the share of learners outside mainstream education across the five school years and four ISCED levels.

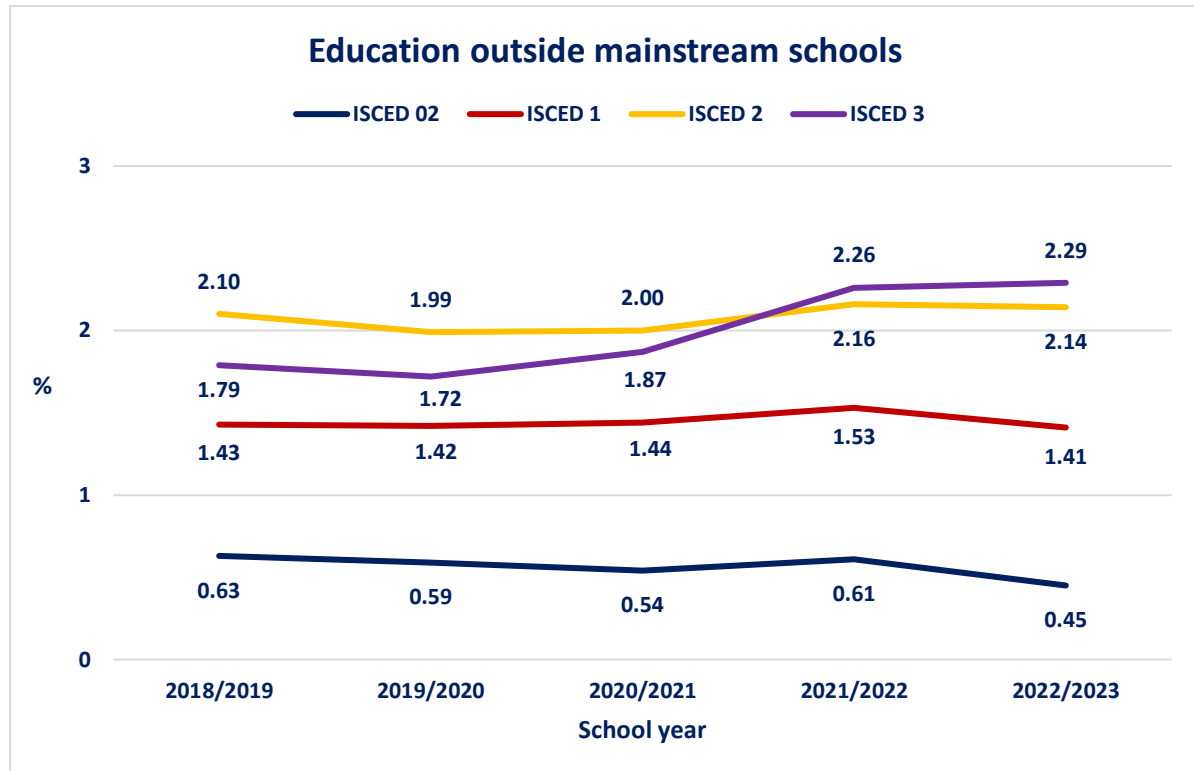


Figure 14. The average share of learners outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The effect of a differing number of countries providing data across the five school years was controlled at ISCED 1 and ISCED 2 levels by comparing the data with the five-year and three-year subsets of countries.

The variation in calculated average rates for all countries, for the five-year subset countries and for the three-year subset countries was minimal (0.8 p.p. or less). This was due to a high number of countries in each subset, since almost all participating countries reported data on learners outside mainstream education. As a result, variations in the number and composition of countries did not substantially alter the calculated average share of learners outside mainstream education.

Over the five school years, developments in the numbers of learners educated outside mainstream schools were dynamic at some ISCED levels, but did not significantly change the calculated average share of learners in separate special schools. The same applies the other way round; the documented changes in [mainstream education enrolment](#) and in [inclusive education placement](#) did not have a substantial effect on the proportion of learners enrolled in special schools, which changed very little across the countries.



When compared to the share of learners enrolled in mainstream schools, the share of learners outside mainstream education remains relatively small. This is true at all ISCED levels across the five school years. However, the number of learners educated separately is still significant and is growing in time across the education levels.

Except at pre-primary education level, the overall changes in learner populations did not change the proportions of learners educated in inclusive and separate settings, within or outside mainstream education. This particularly applies to the two most populated ISCED levels – primary and lower-secondary education. The relatively stable numbers of separate placements outside mainstream education and the similarly stable or increasing separate placements within mainstream schools (see [Chapter 1.5](#)) show that the changes in specific age cohorts do not necessarily affect placements in inclusive or non-inclusive settings.

1.7 Placement in all forms of separate education

- In EASIE, separate educational settings encompass separate classes in mainstream schools and separate settings outside mainstream education, including fully separate special schools, recognised forms of alternative education and home schooling. Fully separate special schools represent the dominant form of separate provision outside mainstream education.
- Placement in separate settings within and outside mainstream education increased by 17% over the five school years at all four ISCED levels combined.
- The developments in separate placements were mixed. While in pre-primary education, separate forms of education dropped both within and outside mainstream schools, lower-secondary education experienced significant growth in placement in both separate classes and fully separate schools. The number of learners educated separately in mainstream schools increased by more than 80% at lower-secondary level.
- Primary and upper-secondary levels witnessed significant declines in the number of learners educated separately in mainstream schools while the number of learners outside mainstream education increased substantially.
- The shares of separately-educated learners in pre-primary, primary and upper-secondary education dropped over the five school years. Lower-secondary education experienced growth in all forms of separate education.

Background

In EASIE, separate education covers learners placed in [separate settings in mainstream schools](#) and learners educated [outside mainstream schools](#), including in special schools, recognised forms of alternative education and [home schooling](#). The provision of education



in all these settings is considered non-inclusive because it is not in line with the [80% time benchmark](#) or the various proxies for this benchmark.

Dataset

The dataset on learners placed in all forms of separate education consists of two subsets described in previous chapters. The countries provide data on:

- learners in separate settings in mainstream schools (**Question 1.3b – All children/learners educated in separate groups/classes, spending less than 80% of the time with their peers in mainstream groups/classes**);
- learners outside mainstream education (**Question 1.4 – All children/learners educated outside mainstream (pre-)schools**) (EASNIE, 2022b, p. 15).

These two subsets combined cover all learners placed in separate forms of education in a given school year. Across the five school years, the number of countries providing data for these two subsets differed, as not every country that reported on learners outside mainstream education also reported on learners in separate settings in mainstream schools.

In 2022/2023, 15/21 countries provided data on learners in separate settings in mainstream schools, and 26/35 countries provided data on learners outside mainstream education. Data on learners in both categories of separate settings was provided by 14/21 countries. The higher values refer to the number of countries that provided data for ISCED 1 and 2, which had the most robust datasets.

In the last year of the analysed period, almost all EASNIE member countries provided data on learners outside mainstream education, but only about two thirds provided data on learners in separate settings in mainstream schools.

Developments in the number of learners in all forms of separate education

[Chapter 1.5](#) describes the developments in the separate placement of learners within mainstream schools in detail. [Chapter 1.6](#) describes the developments in separate placement of learners outside mainstream education.

In sum, the data shows that, over the five school years, the number of learners in separate settings in mainstream schools and outside mainstream education increased. Table 17 presents this growth for both types of separate placements and altogether at all four ISCED levels combined. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 17. The development of learner population in all forms of separate education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3 combined, all countries

Placement	2018/2019	2022/2023	Change	Change (%)
Separate within mainstream	334,433	347,763	+13,330	4
Separate out of mainstream	1,001,330	1,210,610	+209,280	21
Separate combined	1,335,763	1,558,373	+222,610	17



Disaggregating separate placements into those within and outside mainstream education shows:

- The growth in the number of learners in separate settings in mainstream schools was relatively small. Over the five school years, there was only a 4% increase in all ISCED levels combined.
- The growth in the number of learners outside mainstream education was significant. Over the five school years, the number of learners in separate special schools, alternative education and home schooling increased by more than one fifth in all ISCED levels combined. A large majority of learners educated outside mainstream education were enrolled in special schools.
- Separate education provision in all types of setting increased by 17%. Placements outside mainstream education contributed a higher share to this growth.
- In 2018/2019, 25% of learners educated separately were placed in separate settings within mainstream schools and 75% were educated outside mainstream education. In 2022/2023, the ratio changed to 22:78. This means that the number of learners educated separately outside mainstream schools grew faster across the countries than the number of learners educated separately within mainstream schools.

Variations in the number of countries that provided data across the five school years did not substantially affect the documented growth in separate placements within mainstream education. The composition of countries was relatively stable over time and the small increase in the number of learners occurred despite one fewer country providing data for the last school year that this report covers (2022/2023).

The situation was different in separate placements outside mainstream education, where an increasing number of countries providing data impacted the overall growth in the number of learners educated in separate settings. In each school year covered, a significantly higher number of countries reported separate placements outside mainstream education than reported separate placements within mainstream schools.

The developments described above concern the four ISCED levels combined. However, a closer look at the educational levels reveals a varied interplay between the two categories of separate placements – within and outside mainstream education.

Table 18 shows these differences separately for each ISCED level. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.



Table 18. The number of learners in different forms of separate education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02	Separate within mainstream	15,350 (13)	14,033 (15)	-1,317 (+2)	-8.6
02	Separate out of mainstream	53,762 (19)	49,510 (26)	-4,252 (+7)	-7.9
1	Separate within mainstream	142,836 (22)	108,783 (21)	-34,053 (-1)	-23.8
1	Separate out of mainstream	346,645 (26)	390,312 (35)	+43,667 (+9)	12.6
2	Separate within mainstream	106,732 (22)	193,107 (21)	+86,375 (-1)	80.9
2	Separate out of mainstream	367,241 (26)	450,383 (35)	+83,142 (+9)	22.6
3	Separate within mainstream	69,515 (15)	31,840 (15)	-37,675	-54.2
3	Separate out of mainstream	233,682 (21)	320,405 (26)	+86,723 (+5)	37.1

The documented changes in the two types of separate placements show:

- At ISCED 02, the number of learners in both categories of separate placements dropped, with an overall decrease of 8%. This means that separate placement of pre-school children decreased over the five school years despite more countries providing data and a growing learner population at this level.
- At ISCED 1, a significant drop in the number of learners in separate settings in mainstream schools occurred in parallel with a significant increase outside mainstream education. Overall, separate placements increased by 2%.
- At ISCED 2, the number of learners enrolled in both types of separate settings increased significantly. Relative to the total learner population at this level, the increase in separate placements within mainstream schools was disproportionately higher than the increase in separate placements outside mainstream education. Lower-secondary education documents the highest increase in separate placements at all ISCED levels. The number of separately-educated learners within and outside mainstream education increased by more than one third (36%).
- At ISCED 3, a substantial decrease in learners in separate settings in mainstream schools was outnumbered by a similarly strong increase in the number of learners outside mainstream education. As a result, separate placements in upper-secondary education increased by 16%.

Figures 15 to 18 below show the developments in separate educational placements at individual ISCED levels. Each figure presents separate placements within mainstream schools (dotted line), outside mainstream education (dashed line) and all separate placements together (solid line) across the five school years.

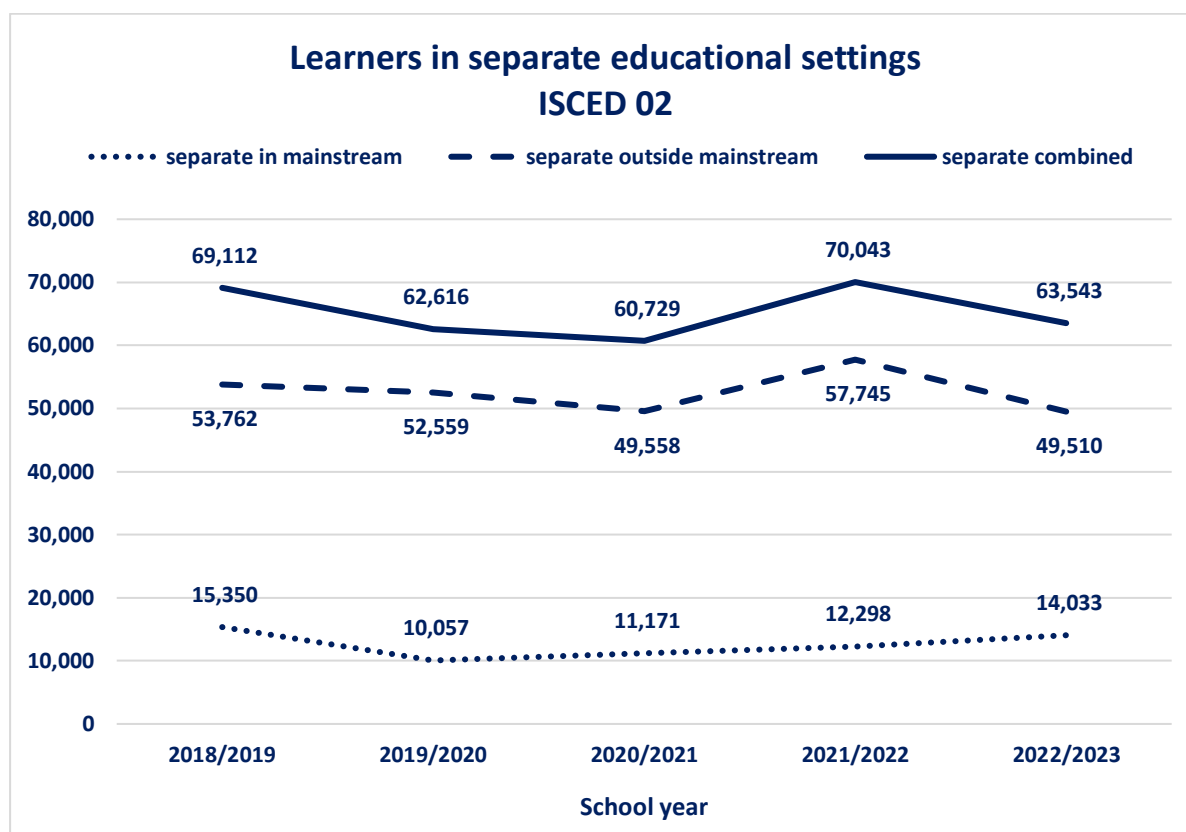


Figure 15. The number of learners in separate educational settings from 2018/2019 to 2022/2023, ISCED 02, all countries

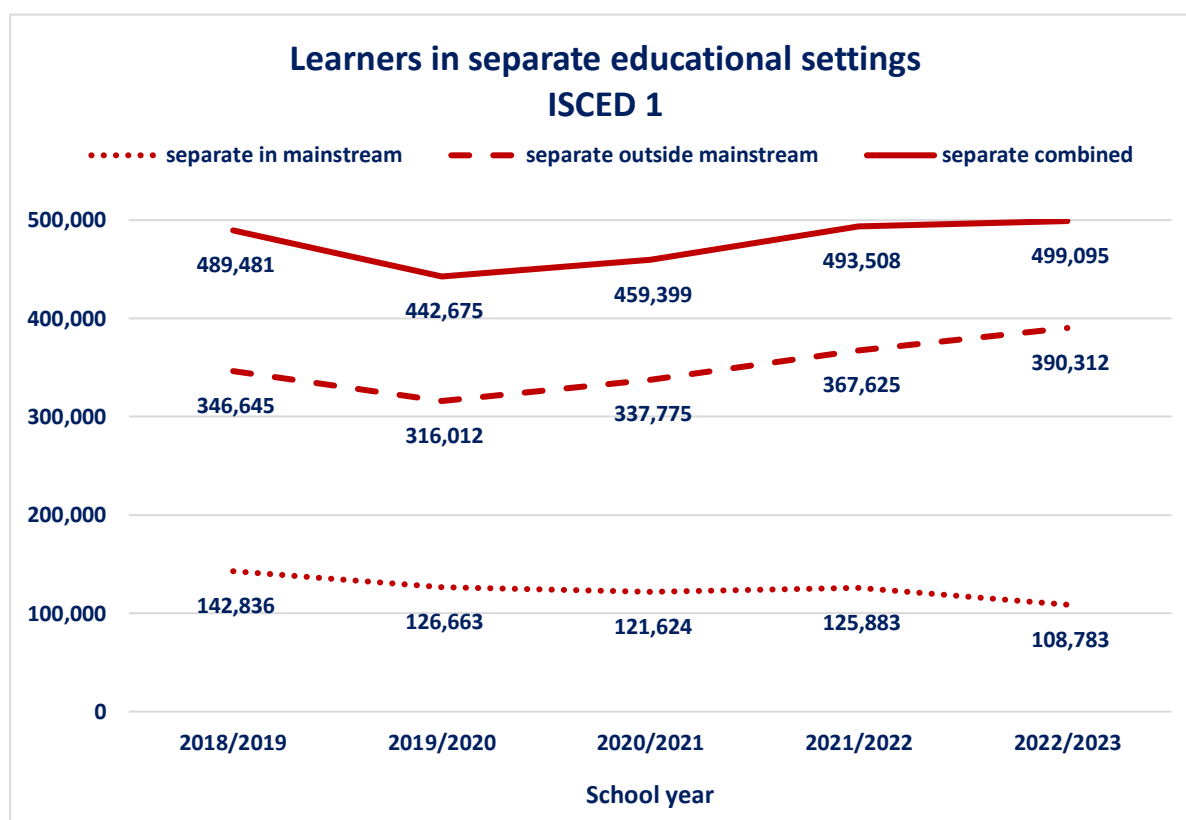


Figure 16. The number of learners in separate educational settings from 2018/2019 to 2022/2023, ISCED 1, all countries

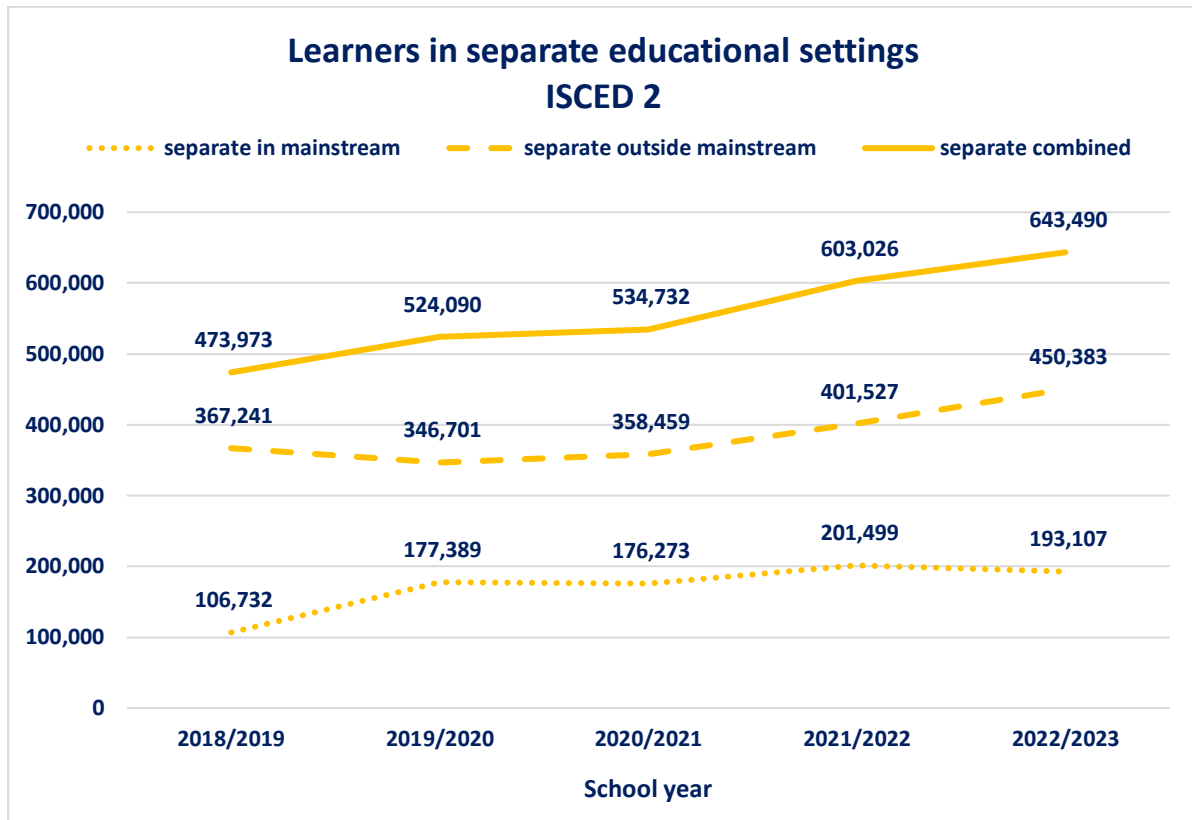


Figure 17. The number of learners in separate educational settings from 2018/2019 to 2022/2023, ISCED 2, all countries

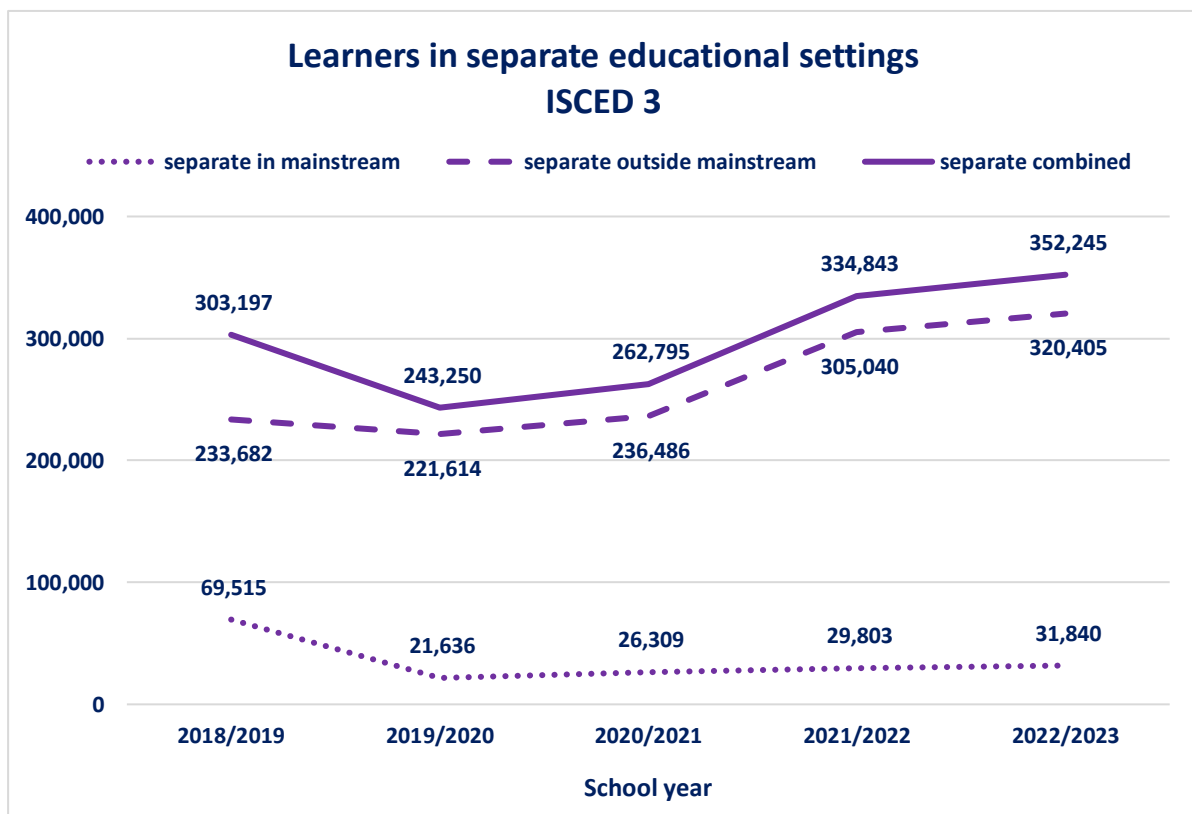


Figure 18. The number of learners in separate educational settings from 2018/2019 to 2022/2023, ISCED 3, all countries



The overall increase in separate educational placements from 2018/2019 to 2022/2023 was primarily driven by:

- increased placement in separate settings in mainstream schools at primary education level;
- the combined growth in separate placements within and outside mainstream education at lower-secondary education level;
- increased placement of learners outside mainstream education at upper-secondary education level.

The documented growth in separate placements occurred in the context of a substantial decline in learners in primary education and a substantial increase at both secondary education levels. In many countries, some combination of increased placements in different types of separate settings occurred at various ISCED levels. Pre-primary education was the only education level at which separate placements of learners decreased in all their forms, despite the number of learners of pre-school age growing over the five years.

The increasing number of countries participating in the data collection contributed to the overall growth in separate placements. However, this effect alone does not fully explain why increasing numbers and shares of learners across the EASNIE member countries were educated separately. It appears that various strategies and practices were in place to either maintain existing separate settings despite apparent population declines, or to increase their number hand in hand with the growing learner populations.

Developments in the share of learners in all forms of separate education

The data on learners placed in separate settings in mainstream schools and on learners in all forms of provision outside mainstream education is used to calculate **Indicator 1.5 – The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision** as follows:

$$\frac{\begin{array}{l} \text{The number of children/learners educated in} \\ \text{separate groups/classes (Q1.3b)} \\ + \\ \text{The number of children/learners who are educated} \\ \text{outside mainstream (pre-)schools (Q1.4)} \end{array}}{\begin{array}{l} \text{The number of children/learners enrolled in any form} \\ \text{of recognised education (Q1.2)} \end{array}} \times 100$$

It is important to note that Indicator 1.5 is calculated only from the data from countries that report both categories of learners – those in separate settings in mainstream schools and outside mainstream education. The countries which report on only one of the two categories are not included in the calculation of this indicator. The developments in learner populations described in the previous section therefore only shape the calculation of



Indicator 1.5 to a limited extent. This is largely due to a lower number of countries providing data on both categories of separate placements.

Across the five school years, the number of countries providing data for both categories of separate placements increased from 10/19 in 2018/2019 to 14/21 countries in 2022/2023 (the number of reporting countries varied at different ISCED levels). In 2022/2023, the total number of separately-educated learners from the countries reporting both categories of separate placements represented only about 50% of all learners in separate education of any type. This means that Indicator 1.5 covers only half of all learners educated separately across the EASNIE member countries.

The share of learners educated separately within or outside mainstream education is different if learner populations are counted only from the countries reporting both categories of separate placements. This subset eliminates the over-representation of separate placements outside mainstream education which is, unlike separate placement within mainstream education, reported by almost all EASNIE countries.

The interplay between the two categories of separate placements from the countries reporting both shows:

- At ISCED 02, learners in separate settings in mainstream schools represented less than one third of all learners educated separately, with more than two thirds in separate settings outside mainstream schools. This applies to both the first and the last school year analysed, and the shares of separate placements within mainstream education were even lower in the years in between. This implies that, at an early stage of education, the countries that have both types of separate placements tend to place learners with SEN outside mainstream education rather than in separate classes in mainstream pre-schools. This is likely a result of limited capacities for learners with disabilities in mainstream pre-schools and relatively small shares of learners with identified SEN at an early age. Since pre-primary education is not compulsory in many countries (or not for all years of provision), many children that may need additional support are not yet enrolled in any form of education. If they are enrolled, it is more likely that they will be educated in special pre-schools than in separate classes in mainstream pre-schools.
- At ISCED 1 and ISCED 2, which fall under compulsory education in all EASNIE member countries, the share of learners educated separately in mainstream schools represented less than half of all learners educated separately in 2018/2019. This means that a little over half of learners educated separately were enrolled in special schools or received education in other recognised forms outside mainstream education. These initial shares changed significantly over the five school years, and placements of learners in separate classes of mainstream schools had already increased by 2019/2020, which was also the first school year affected by the COVID-19 pandemic. Since then, the shares of learners educated separately within mainstream schools gradually decreased at ISCED 1 to about 40% in 2022/2023. At ISCED 2, on the contrary, the increased share of learners educated separately within mainstream schools remained stable and revolved around 60%. This means that, while in primary education more learners were educated separately outside mainstream schools, in lower-secondary education it was separately within mainstream schools.



- At ISCED 3, the initial 50:50 share of learners educated separately within and outside mainstream education changed over the five school years in favour of separate placements outside mainstream education. This means that if learners at this level were educated separately, they were more likely to be enrolled in special schools or receiving other recognised forms of separate provision than to be enrolled in separate classes in mainstream schools. The shares of learners educated separately within mainstream schools developed dynamically over the years and ranged from 20% to 30% of all learners educated separately at this level.

The changes in [overall learner populations](#), such as the documented decrease in learners at ISCED 1 and increase at ISCED 2, shaped the developments in separate educational placements. Substantially fewer learners were enrolled in primary education in many countries, which caused a decrease in separate placements within mainstream schools and a higher share of learners enrolled in fully separate special schools. On the other hand, the growing learner population in lower-secondary education increased the number of separately-educated learners in mainstream schools and their share in all types of separate placements within and outside mainstream education.

Factors leading to increased separate placement within mainstream education could, in individual countries, include a deliberate policy and practice to enrol more learners with an official decision of SEN in mainstream education instead of previously preferred special school enrolment. Another contributing factor could be generally higher issuance of official decisions of SEN, especially in lower-secondary education ([Chapter 2.1](#) provides more details). This increased the numbers of learners with an official decision of SEN in mainstream schools as well as their separate placement within those schools.

In sum, the countries reporting both categories of separate placements – within and outside mainstream education – experienced different dynamics in the development of separate placements at different ISCED levels. In pre-primary, primary and upper-secondary education, it became more likely over the five school years that learners educated separately were enrolled outside mainstream education, most often in special schools. In contrast, learners educated separately at lower-secondary level were more likely to be enrolled in separate classes in mainstream schools, rather than outside mainstream education.

Table 19 presents the developments in the number of learners in all types of separate placements. In the 'ISCED level' column, (any) refers to the countries that provided data for any type of separate placement and (both) refers to the countries that provided data on both categories of separate placements in the same school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the two school years covered.



Table 19. The number of learners in separate settings within and outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02 (both)	Separate combined	52,197	48,095	-4,102	-7.9
02 (any)	Separate combined	69,112	63,543	-5,569	-8.1
1 (both)	Separate combined	300,771	272,268	-28,503	-9.5
1 (any)	Separate combined	489,481	499,095	9,614	2.0
2 (both)	Separate combined	238,674	349,335	110,661	46.4
2 (any)	Separate combined	473,973	643,490	169,517	36.0
3 (both)	Separate combined	137,968	107,402	-30,566	-22.2
3 (any)	Separate combined	303,197	352,245	49,048	16.2

The documented changes in the two subsets of countries show:

- At ISCED 02, the number of learners in all separate placements dropped in both subsets of countries, and the difference between them was small. This is mainly because only a few countries did not provide data on both categories of separate placements at this level. Almost all countries reported separate placements both within and outside mainstream education.
- At ISCED 1, the countries reporting both categories of separate placements experienced a moderate decrease in learner population, while all countries that reported learners in either of the two categories experienced a slight increase in their populations. This means that the countries reporting both types of separate placements were affected by the overall learner population decrease to the extent that their separate placements also decreased at this level. On the other hand, the overall increase in all countries together was caused by separate placements outside mainstream education, primarily in special schools. Several countries which reported learners in special schools did not report learners in separate settings in mainstream schools, which caused the slight overall increase.
- At ISCED 2, the number of learners enrolled in separate settings increased significantly in both subsets of countries. The increase was stronger in the countries reporting both categories of separate placements. This growth was primarily caused by increased placement in separate settings in mainstream schools. Therefore, when populations of all countries are counted, including those only with special school placements, the increase is lower but still significant.
- At ISCED 3, separately-educated learner populations developed in a similar way to primary education. Combined separate placements increased in all countries and this growth was caused by increasing separate placements outside mainstream



education. In a smaller number of countries that reported both categories of separate placements, the overall separately-educated learner population decreased due to decreased enrolment in separate settings in mainstream schools.

Figure 19 presents the developments in the number of learners in separate settings within and outside mainstream education across the five school years and four ISCED levels. Dashed lines present the developments based on the data from all countries that reported any category of separate placement in any school year; solid lines present the developments in the countries that provided data for both categories of separate placements (within and outside mainstream education) in any school year.

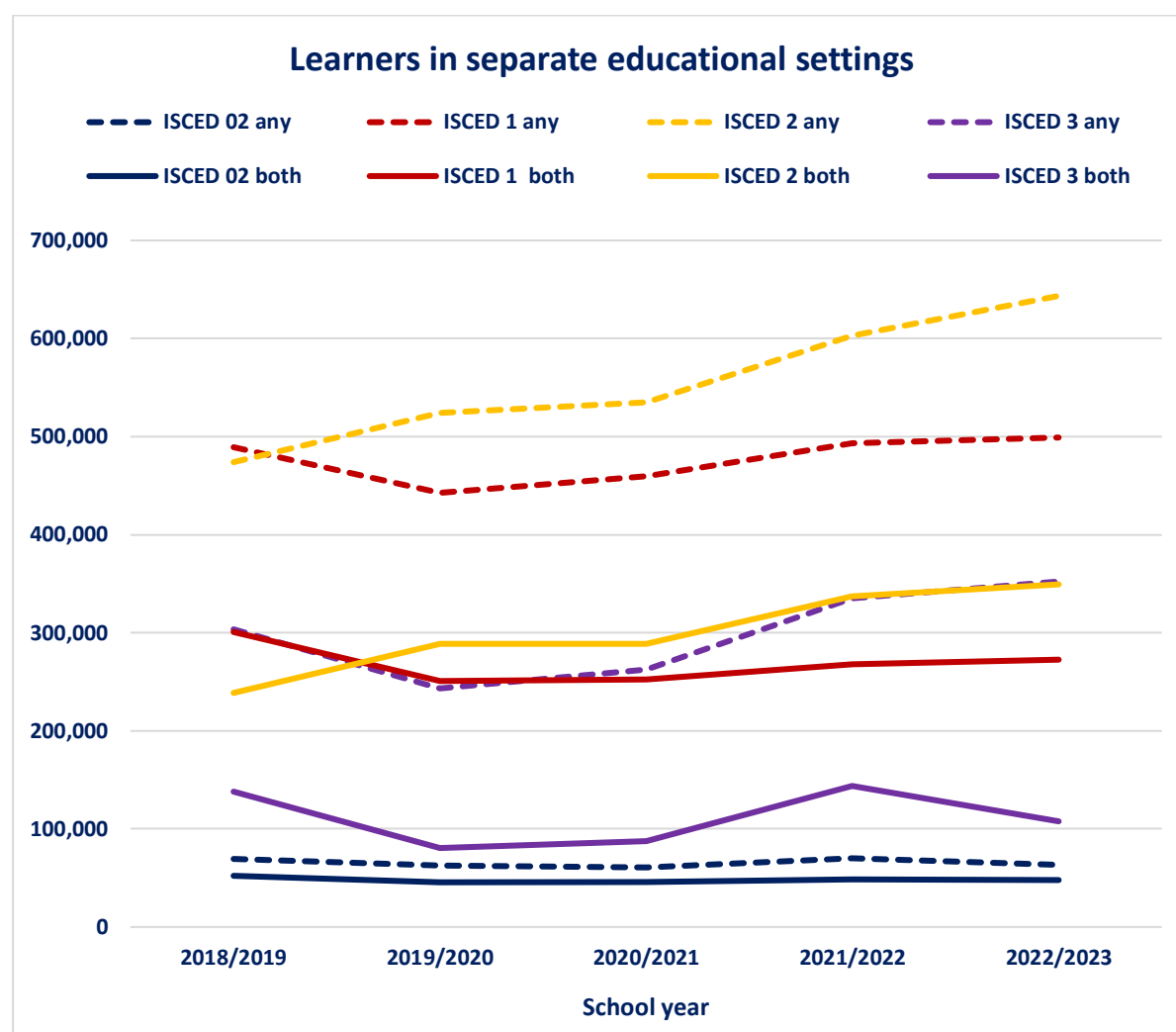


Figure 19. The number of learners in separate educational settings from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

The data from the two subsets of countries shows that the developments in the number of learners differed depending on whether individual countries reported only one or both categories of separate placements (within and outside mainstream education).

The number of countries reporting both categories of separate placements (solid lines) was lower, and these countries experienced a complex interplay in placing learners in fully separate schools and in separate classes within mainstream schools. However, the



combined number of separate placements was relatively stable across the five school years. In other words, irrespective of which category of separate placement changed over time, the overall number of separately-educated learners in the countries with both types of separate placements remained practically the same.

On the other hand, in the data from all countries on any category of separate placement (dashed lines), there is a clear dominance in the number of learners who were placed outside mainstream education, primarily in separate special schools. The number of learners educated separately is significantly higher than the values reported by countries with both types of separate placements at three out of four ISCED levels. In other words, countries with only one category of separate settings (outside mainstream education) reported much higher numbers of learners in these settings than the countries that place learners in separate settings both within and outside mainstream schools.

Pre-primary education is the only ISCED level where the development in separate placements was stable over time in both subsets of countries. In contrast, the combined growth of both categories of separate placements in lower-secondary education caused the total number of separately-educated learners to increase the most out of all ISCED levels over the five school years.

The disaggregated data for the two subsets of countries further corroborates the finding that, in 2022/2023, there were overall significantly more learners educated separately than there were five years previously. This growth in separate placements occurred both within and outside mainstream education and most visibly at the lower-secondary level, where both categories of separate placements increased. The increases in separate placements at primary and upper-secondary level occurred mainly due to higher enrolment in separate special schools, and not in separate classes in mainstream schools. Pre-primary education was the only level where the number of learners educated in both categories of separate settings decreased.

The documented changes in the number of learners placed in separate settings within and outside mainstream schools affected the share of these learners in the overall enrolment in all recognised forms of education in several EASNIE member countries. [Table A7](#) in the Annex presents a full account of these country developments for the separate placements.

Table 20 presents the average shares of learners in all forms of separate education across the five school years and four ISCED levels, as captured by the combined Indicator 1.5. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered. Since the number and composition of countries differed across the years, the quantification of changes is only indicative and applies only to the countries that provided data for both categories of separate placement.



Table 20. The average share of learners in all forms of separate education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)	Change (p.p.)	Change (%)
02	0.90 (10)	0.74 (9)	0.72 (11)	0.74 (12)	0.69 (14)	-0.21	-23.3
1	1.93 (19)	1.86 (17)	1.74 (19)	1.86 (19)	1.81 (21)	-0.12	-6.2
2	2.53 (19)	3.10 (17)	2.98 (19)	3.45 (19)	3.39 (21)	0.86	34.0
3	2.08 (14)	1.24 (11)	1.40 (12)	2.27 (12)	1.55 (14)	-0.53	-25.5

The presented average shares of learners placed in all forms of separate education show:

- Across the five school years, the lowest share of learners in all forms of separate education was in pre-primary education and the highest was in lower-secondary education. In 2019/2020, which was the first year affected by the COVID-19 pandemic, the share of learners increased significantly in lower-secondary education, while at the other three levels the share dropped. In the other school years, the share of learners in all forms of separate education evolved differently at each level.
- At ISCED 02, the average share of learners in all forms of separate education decreased by almost one quarter from the initial cross-country share. This decrease occurred despite the number of countries providing data and learner populations at this level increasing over the five school years.
- At ISCED 1, the average share of learners in all forms of separate education decreased in the second and the third school years but oscillated around 1.8% across the whole period. This stagnation occurred despite a significant drop in the number of learners in primary education. In other words, the sharp decrease in learner populations resulted in just a minor drop in separate placements within and outside mainstream education at this level.
- At ISCED 2, the average share of learners in all forms of separate education increased significantly, especially in 2019/2020 and 2021/2022. By the end of the analysed period, the share of learners in separate settings within and outside mainstream education had increased by one third. This development occurred alongside a substantial growth in overall enrolment and a parallel significant decrease in inclusive placements within mainstream schools at this level, as documented in chapters [1.2](#) and [1.4](#).
- At ISCED 3, the average share of learners in all forms of separate education developed dynamically but without a clear pattern. The documented annual developments were likely caused by the changing number and composition of countries providing data at this level. As shown in chapters [1.5](#) and [1.6](#), this level was generally characterised by decreasing placement in separate settings in mainstream schools and increased placement outside mainstream education. Since education in separate special schools, which was a dominant form of provision



outside mainstream education, was reported by more countries, the overall rate of separate placements increased.

Figure 20 presents the developments in the average shares of learners placed in separate settings within and outside mainstream education across the five school years and four ISCED levels.

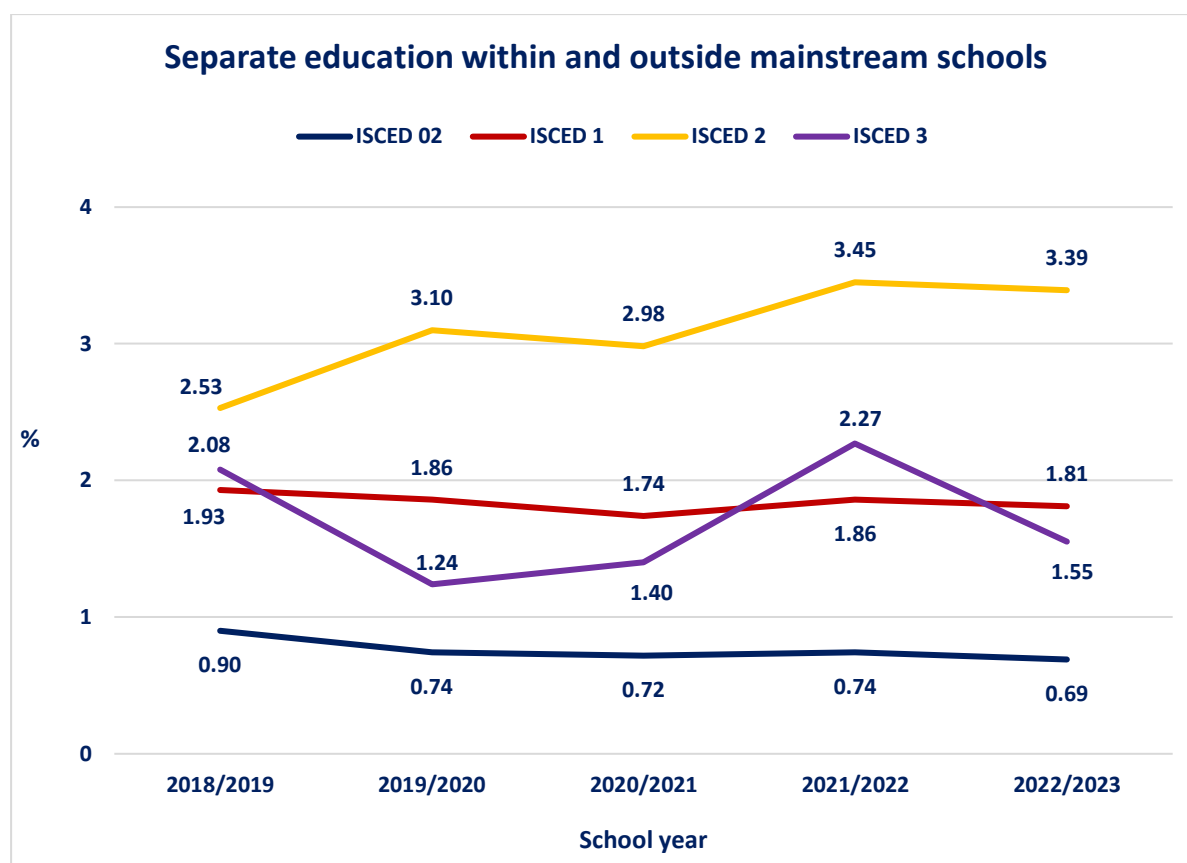


Figure 20. The average share of learners in all forms of separate education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The calculated share of learners educated in all forms of separate settings shows mixed developments across the five school years. The only level where all forms of separate placements increased significantly, both in the actual number of learners and in their shares of overall enrolment, was lower-secondary education. In upper-secondary education, separate placements within mainstream education dropped sharply, while separate enrolment outside mainstream education increased. This resulted in an actual decrease in combined separate placements at this level.

In primary education, different types of separate placements showed minor declines that were, however, disproportionate to the sharp decrease in the total learner population at this level. As a result, the decrease in separate placements was relatively small over the five school years and a substantial number of separate placements remained in primary education, despite far fewer learners being enrolled at this level.

In pre-primary education, the share of learners in different types of separate settings decreased consistently and more visibly outside mainstream education than within it. This means that, in the countries reporting both types of separate placements, fewer pre-school



children were placed in separate special pre-schools, followed also by fewer learners enrolled in separate classes in mainstream pre-schools.

The effect of differing numbers of countries providing data across the five school years was controlled at ISCED 1 and ISCED 2 levels by comparing the data from all countries with the five-year subset of countries.

At ISCED 1, the variation in the calculated average rate for all countries and for the five-year subset countries was marginal (0.07 p.p. or less), except for in the first school year. In 2018/2019, the difference between the two subsets of countries was significant (0.21 p.p.) and was caused by three countries having high shares of separate placements. These countries did not provide data for the following school year, which caused a drop in the calculated average between the first two school years.

At ISCED 2, the variations between the two subsets of countries were marginal, except in the first two school years (0.4 p.p.). The reason was similar as in ISCED 1; the variation was caused by three countries with high shares of learners that did not provide data for the following year. Nevertheless, the change calculated from the shares in the first and the last school year was significant (0.48 p.p.) between the two subsets of countries.

In sum, the variations in the number and composition of countries providing data in different school years affected the calculated average shares of learners in all forms of separate education. The shares of separately-educated learners which were calculated for the 14 countries with complete datasets are accurate for indicating trends in the analysed period. However, the observed trends in all forms of separate placements apply only to these 14 countries² and cannot be generalised for all EASNIE member countries.

The developments in the placement of learners in all forms of separate education changed the share of those learners between ISCED levels. While in 2018/2019 the highest share (41%) of separately-educated learners was enrolled in primary education, in 2022/2023 it was a little more than one third (35%). In contrast, of all learners educated separately in 2018/2019, one third (33%) were enrolled in lower-secondary education. Five years later, it was almost half (45%) of all learners in separate settings. The share of separately-educated learners in upper-secondary education decreased from 19% to 14% of all learners in separate settings across the four ISCED levels.

The biggest changes in the shares of learners occurred in 2019/2020, which was the first year affected by the COVID-19 pandemic. The shares between ISCED 1 and ISCED 2 levels swapped and then remained practically unchanged for the rest of the analysed period.

² The five-year subset of countries and jurisdictions for all main types of educational placements (all recognised, mainstream, inclusive, separate and outside mainstream combined) consists of Bulgaria, Denmark, Estonia, France, Greece, Latvia, Lithuania, Norway, Poland, Slovenia, Switzerland, United Kingdom (England, Northern Ireland and Scotland). Based on the data for ISCED 1 and ISCED 2 from 2022/2023, these countries represented almost 86% of learners in all forms of separate education, but only about 45% of learners in all recognised forms of education, out of the 35 countries providing EASIE data that year.



These developments are in line with the changed ISCED shares of learners in separate settings within mainstream schools discussed in detail in [Chapter 1.5](#).

1.8 Participation in home schooling

- **EASIE defines home schooling as a recognised form of provision outside mainstream education that is not considered inclusive.**
- **About half of the 36 EASNIE member countries and jurisdictions permit home education, but fewer countries report learners receiving home schooling as a separate category of placement.**
- **There is great variation in the way countries define requirements and regulate the provision of home education. In many countries, it is matter of parental choice; in others, it is permitted only under exceptional circumstances and for learners with certain health conditions.**
- **The numbers and shares of learners receiving home education were small overall, but they grew over time. Across the five school years, the number of home schoolers almost tripled in primary and lower-secondary education.**

Background

Home schooling or home education is a sub-category of separate educational placements outside mainstream education. This form of education provision is worth special attention as it showed dynamic development over the five school years analysed in this report.

In EASIE, **home schooling** is:

... when a child's education is provided in their home environment and not at a school or other organisation. There may be a number of reasons for the provision of home schooling, including (but not limited to) parental choice and the actual or perceived lack of specific provision and/or facilities within schools (EASNIE, 2022b, p. 10).

Most EASNIE member countries permit home education, define it in their legislation and regulate it at one or more ISCED levels, usually in primary and lower-secondary education.

According to the country background information, reasons and provisions for home schooling vary greatly across the countries. In many countries, home schooling is a matter of parental choice. In others, it is an exceptional arrangement for learners with certain health conditions. In some countries, home education is understood as an alternative to school-based provision when a school cannot meet individual learner needs or if there is no school place available. In others, authorisation of home schooling is not linked to any



specific precondition or requirement and, rather than getting permission, parents simply notify local authorities about their decision to home educate their children.

Country regulations on home education differ in the degree to which parents or legal guardians need to prove eligibility for home schooling. Most countries have a framework defining the requirements for home education, which usually regulates minimum qualifications and measures linked to monitoring learners' education outcomes.

In most countries, home schoolers are obliged to sit exams for specific subjects at the end of each semester or school year. Education inspectorates or local authorities have the mandate to control the conditions of home education and may report their findings to higher authorities. In several countries, arrangements are made between families and schools to provide the textbooks and supplies needed in home education.

In most countries, home-schooled learners are administratively enrolled in local schools, even though instruction takes place at home or in a setting outside school. This has implications for data collection on learners receiving home schooling, which is inconsistent across countries.

Dataset

Countries provide data on learners receiving home schooling by responding to **Question 1.4d – All children/learners educated in recognised forms of home schooling** (EASNIE, 2022b, p. 15). Over the five school years, the number of countries providing data on learners in home schooling increased from 5/11 in 2018/2019 to 7/15 in 2022/2023. The higher values represent the number of countries that provided data for ISCED 1, which had the most robust dataset.

Fewer than 10 countries provided data on learners receiving home schooling at pre-primary and upper-secondary levels. Therefore, cross-country averages were not calculated at ISCED 02 and ISCED 3 for any of the school years.

An increasing number of countries reported learners receiving home schooling in primary and lower-secondary education, and the respective cross-country averages were calculable for all five school years. The following section presents the developments in learner populations and in the average shares of learners receiving home schooling only at primary and lower-secondary levels.

Developments in the number and share of learners receiving home schooling

Between 2018/2019 and 2022/2023, **the number of learners receiving home schooling increased from 11,600 to 33,200 at ISCED 1 and ISCED 2 levels combined**. This means that the number of learners receiving home schooling at these two levels almost tripled.

- At ISCED 1, almost 13,000 more learners received home education in the last year of the data collection than the first year. This increase occurred with four more countries providing data at the end of the analysed period.
- At ISCED 2, the number of learners in home education increased by more than 8,600, with five more countries providing data at the end of the analysed period.



Table 21 shows the developments in the shares of learners receiving home schooling out of all learners in recognised forms of education. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' column indicates the relative difference in percentage points (p.p.) between the first and the last school year covered.

Table 21. The average share of learners in home education from 2018/2019 to 2022/2023, ISCED 1 and ISCED 2, all countries

ISCED level	Data	2018/2019 (%)	2022/2023 (%)	Change (p.p.)
1	Participation in home education	0.09 (11)	0.22 (15)	+0.13
2	Participation in home education	0.10 (10)	0.25 (15)	+0.15

The number of home-educated learners increased in several countries for a variety of reasons. The COVID-19 pandemic, which brought about school closures and proliferated distance and blended teaching and learning, might have contributed to the increase in home schooling documented across the countries.

It is important to note that not all countries that allow home schooling at some educational levels report the data on the learners receiving this form of education under the dedicated data question. According to the country background information, 17 countries include learners receiving home education in their annual EASIE data reports. Most of them report these learners under Question 1.4d, but some countries report home schoolers as enrolled in mainstream education or as participating in recognised forms of alternative education, hence outside mainstream schools. Given this, the actual number and share of learners who receive home schooling is higher across the EASNIE member countries that permit this form of educational provision than the EASIE data indicates.

A full account of the conditions for home education in individual countries is available in each country's background information section on the [EASIE web area](#).

[Table A8](#) in the Annex presents the developments in the shares of learners receiving home schooling at ISCED 1 and ISCED 2 levels across the five school years.



1.9 Individuals who are out of education

- In EASIE, individuals who are out of any form of education may include learners of compulsory school age who were not enrolled in any form of recognised education or who were formally enrolled but, for various reasons, did not participate in education for a period defined by individual countries.
- Data on learners who are out of education is chronically under-reported in EASIE. This is largely a result of unclear terminology and unavailability of information across sectors and education levels. Countries define 'out of education' in different ways, which significantly limits cross-country comparisons and analysis of developments over time.
- Fewer than ten EASNIE member countries provided data on individuals who were out of any form of education across all five school years and at all ISCED levels. As a result, cross-country average shares were never calculated.
- The issue of learners who are out of education remains highly relevant. Based on population estimates and official enrolment data, across Europe it concerns more than 1% of the primary and lower-secondary education aged population and almost 6% in upper-secondary education.

Background

The previous Key Messages and Findings report found that:

The situation of learners who are out of school for different reasons and under different circumstances [...] is unclear in almost all countries. This requires further examination, as data for most countries is often limited or missing (EASNIE, 2018, p. 8).

The issue of learners who are out of school (OoS) and not in any form of education was identified as a priority for investigation within the EASIE work. In 2019 and 2020, EASNIE conducted a series of activities focusing on three areas around OoS that were guided by the following key questions:

- What does the concept of 'out of school' mean?
- Who are out-of-school learners and what situations are they in?
- What data on out-of-school learners is being collected and could be collected?

As a result of these activities, the following EASIE materials were developed: a [Background Information Report](#) (EASNIE, 2020a), the [results of a country survey](#) on OoS (EASNIE, 2020b) and a [Conceptual Working Paper](#) (EASNIE, 2020c).



The Background Information Report (EASNIE, 2020a) presents an overview of information on OoS learners from a variety of research studies and analyses, focusing mainly on existing data collections at national and international levels. The main findings are:

1. **‘Out of school’ refers to an extremely broad topic that requires further clarification.** Different terms and meanings appear in work by European and international organisations.³ These differences appear to be one of the limitations of applying the concept.
2. **It is important to distinguish between OoS learners at the compulsory education level and those who have completed compulsory education** and moved into, but not completed, post-compulsory education. Different terminology may be required to clarify the different contexts, processes and consequences for learners at different stages in their education paths.
3. **There is ambiguity around the notion of absenteeism.** The transition from absenteeism to drop-out should be clearly defined. Temporal factors of duration and frequency require consideration to distinguish between the two concepts.
4. **Data collection on OoS learners requires different methodologies, sources and types of information from different levels.** To give accurate information, the scope of population investigated should take into consideration individuals who are not represented in the data. Data collection methodologies and education monitoring systems should consider qualitative approaches.
5. **The term ‘school’ limits the OoS concept to school settings and fails to recognise other forms of provision** and educational alternatives for learners. Non-formal education programmes, home education and forms of provision from other social sectors should be examined. **‘Out of education’ might be a more suitable term** for learners without access to, or participation in, any form of education (ibid., p. 8).

Following the findings from the desk research, a 2019 country survey on OoS learners involved 19 EASNIE member countries (EASNIE, 2020b). The collected information on country-specific situations can be summarised as follows:

1. Very few countries have a legal definition of OoS learners and most of the countries apply some working definition. There is similar ambiguity and inconsistency in defining OoS learners across countries as in the international data collections.
2. There is a great variety of approaches to collecting data on OoS learners, spanning from no data collection at all, to an institutionalised data collection focusing specifically on this category of learners. Most countries state there is no OoS data collection and that no official data is available. Several countries compare population data in the compulsory education age, based on census or official registries, with the administrative data on the actual education enrolment. The results are not necessarily published or reported.
3. Most countries have records and collect and report data on related categories, such as early school leavers (ESL) or early leavers from education and training (ELET), young people not in education, employment or training (NEET) and others. Some

³ UNESCO, UNICEF, the European Commission, the World Bank and the OECD, among others.



countries collect data on specific segments of OoS as defined at country levels, such as children educated other than at school (EOTAS) and children who are not learning or not attending school.

4. Individual countries focused on specific groups of learners who are already out of education or at risk of dropping out of formal education. These include various groups vulnerable to exclusion, including learners with disabilities and special needs, migrant and refugee learners and learners living in poverty and in socially-excluded families.
5. Related categories of school attendance, absenteeism, truancy, suspension and drop-out may be clearly defined at the national level but there is no generally acknowledged definition of these terms, which further complicates data collection at all levels. Data collections usually have a limited focus on certain age groups, education levels or specific conditions, such as migration status or health condition. Schools and local authorities do not necessarily have or report relevant information to higher levels or in the education information system.
6. Data collections on some segments of OoS often overlap with data collected on home education, various forms of non-formal or alternative education and education provided in other sectors, such as by health, social care and juvenile justice institutions.

As a result, the data on OoS learners is often imprecise, incomplete or inaccurate, and therefore unable to capture the complexity of OoS situations. Data collections can therefore be misleading or exclude some OoS learners. Unaligned sectoral policies and institutional arrangements cause additional limitations, since data collections are insufficiently interconnected, both horizontally across sectors and vertically across governance levels.

In-country and cross-border mobility on the one hand and increasing flexibility of education provision on the other further complicate data collection on traditionally conceived education placement and school attendance. Data collection systems do not account for enrolment in more than one institution or education variability.

The Conceptual Working Paper (EASNIE, 2020c) set the direction for the EASIE data collection from 2020 onwards. It also provided a rationale for including specific questions about individuals who are out of education (OoE).

Five years after the dedicated EASNIE activities around OoE individuals, and with five school year data collections completed, the situation is not much different. A review of the most recent country background information shows that:

- Most countries still do not have a formal definition of ‘out of education’ and do not officially collect data on OoE at some or all ISCED levels. Where countries do collect and report this data, they use various country-specific or internationally recognised proxies. These capture some segments of individuals who are OoE, such as ESL/ELET or NEET.
- Being ‘out of education’ refers to a variety of situations across countries, the common denominator being when individuals within a legally-defined age range are obliged to be registered or enrolled in some form of education, but are not.



Countries differ in the coverage of years which are required for compulsory education. They usually cover all of primary and lower-secondary education and one or more years of pre-primary and, in some cases, upper-secondary education.

- Countries generally keep records of learner attendance, absenteeism and drop-out during compulsory education but do not necessarily report the data on drop-outs as OoE. Dropping out of school is usually defined as non-attendance during a defined period or as unexcused absenteeism with a pre-set number of hours or days.
- Countries do not generally consider children to be OoE if their enrolment was officially postponed after reaching compulsory education age (expected late entrants) for justified reasons. They also do not generally consider drop-outs in higher, non-compulsory education levels as OoE situations. On the other hand, some countries do consider learners as being OoE if they drop out of education or training before its completion or graduation, even after the compulsory school age.
- Some countries consider learners who receive home education or some form of alternative education as being out of formal education. It is unclear whether those learners are counted as OoE.
- Several countries stress that parents or legal guardians are responsible for ensuring their child's enrolment and attendance. Schools and/or local authorities should ensure this obligation is fulfilled and provide a placement. Some countries admit that local authorities often face difficulties in tracking children who are registered as residents but are not enrolled in school due to migration or their family's social situation. In these cases, schools or municipalities do not report these children as learners in the national education management information system.
- Some countries report that learners with severe or multiple disabilities fulfil their compulsory education in settings other than schools, even though they are formally enrolled in local schools.
- Few countries consider the issue of OoE as irrelevant to their education context.

Overall, there is still no clear, internationally recognised definition of OoE that could be applied to the data collection across countries. For this reason, the data on OoE is not comparable in time or between countries, as they, fully or partially, refer to individuals in different situations.

Dataset

In EASIE, countries provide data on learners who are out of any form of education by responding to **Question 1.5 – All children/learners who should, by law, be in some form of recognised education, but who are out of any form of recognised education** (EASNIE, 2022b, p. 15). A recognised form of education is any type of education organised or approved by any recognised educational provider in the public or private sector (ibid., p. 10). If a learner is not engaged in a programme that falls under this definition, they should be considered out of recognised education.

Across the five school years, the data on individuals who were out of any form of education was chronically under-reported by EASNIE member countries. In 2018/2019, only two



countries reported this data at ISCED 02, five countries at ISCED 1, four countries at ISCED 2 and no countries at ISCED 3. In 2022/2023, two countries provided this data at ISCED 02, six countries at ISCED 1, three countries at ISCED 2 and one country at ISCED 3.

Since fewer than 10 countries provided data on learners who were out of education at each ISCED level, **Indicator 1.6 – The share of children/learners who are out of education**, was only calculated for the countries with available data. The average cross-country shares of learners who were out of education were not calculated for any of the five school years covered by this report.

Developments in the number and share of learners who are out of education

Developments in the populations of individuals who are out of education can be tracked in EASIE only at the level of the few countries with available data. [Table A9](#) in the Annex presents the developments in the shares of individuals who were out of education across the five school years. The country background information sections of the [EASIE web area](#) provide an account of the situation in individual EASNIE member countries.

Despite very limited data obtained in the EASIE data collection, the issue of individuals who are out of any form of education remains highly relevant. The UNESCO Institute for Statistics (UIS) data on learners who are out of school compares population estimates with enrolment data. The most recent data shows that globally about 10% of learners at primary school age, 14% of those at lower-secondary age and 30% of those at upper-secondary age are out of school (UNESCO, 2024).

Following the UNESCO classification of global regions, Europe features among those with the lowest out-of-school rates. In 2023, the out-of-school rate for European countries was 1.2% in primary education, 1.4% in lower-secondary education and 5.7% in upper-secondary education ([UIS VIEW database](#)).

Table 22 shows the average estimates of out-of-school rates for European countries in 2018 and 2023 (the first and the last year covered by this report) and in 2000 and 2010. The ‘Change’ column indicates the relative difference in percentage points (p.p.) between the first and the last year.

Table 22. Out-of-school rate in Europe, selected years, ISCED 1 to ISCED 3

ISCED level	Data	2000 (%)	2010 (%)	2018 (%)	2023 (%)	Change (p.p.)
1	Out-of-school rate	3.9	2.2	1.3	1.2	-2.7
2	Out-of-school rate	4.2	2.1	1.9	1.4	-2.8
3	Out-of-school rate	12.7	8.6	6.5	5.7	-7.0

Source: [UIS Data Browser](#), 2025

UIS data shows that the estimated out-of-school rate in Europe declined significantly at all three ISCED levels over the last two decades. The biggest decreases occurred in the first half of the reported period, with the decline slowing after that.

According to the UIS data, in 2023, the estimated out-of-school rates were substantially different in individual EASNIE member countries. In primary education, the out-of-school rate ranged from 0.1% to 7% and in lower-secondary education from 0.2% to 5%. At upper-



secondary level the range was the widest – from 0.1% to 19% of individuals estimated to be out of education. This further corroborates the conclusion that individuals who are out of education remains a highly relevant policy issue for many EASNIE member countries and, for several of them, it may be urgent.



2. DEVELOPMENTS IN THE POPULATION AND PLACEMENT OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

EASIE collects data on all learners and on learners with an official decision of SEN, applying the same operational and working definitions. The questions used to collect data on both categories of learners are analogical and cover the same types of educational settings. The following chapters present key findings on the identification of learners with SEN and on their placement in different types of educational settings.



2.1 Identification of learners with an official decision of SEN

- Identification of learners with SEN grew significantly over the five school years. The number of learners with an official decision of SEN increased from 1.6 million to more than 2 million learners.
- Significantly more learners with SEN were identified at each of the four ISCED levels, with the most substantial numeric growth in lower-secondary education and the highest percentage growth in upper-secondary education.
- The increasing number of countries participating in the data collection had some effect on the overall growth in the number of learners with SEN in pre-primary, lower and upper-secondary education, but the differences between countries with full datasets across the five school years and the countries joining the data collection at later stages were not substantial.
- In primary education, the number of learners with SEN in the five-year subset countries grew at much slower pace. This means that the additional countries contributed a disproportionately higher share to the overall growth of learners with officially identified SEN at this level.
- The developments in the total population of learners enrolled in all recognised forms of education and in the population of learners with identified SEN were disproportionate across the five school years. While overall enrolment increased moderately at all levels except primary education, where it dropped, SEN identification increased substantially at all levels, including primary level.
- Substantial increases in the number of learners with SEN across the five school years resulted in their increased shares in overall learner populations by approximately one fifth at all ISCED levels. The highest proportion of learners with an official decision of SEN was enrolled at primary level, followed by lower-secondary level.

Background

Approaches to and definitions of SEN vary between countries. However, all countries require some form of official decision to be adopted and documented before additional resources are allocated to meet learners' needs.

An examination of the official decisions of SEN used in EASNIE member countries indicates a high degree of comparability in relation to what an official decision covers (EASNIE, 2022b). Based on this, EASIE applies an agreed **operational definition of an official decision of SEN for learners who are recognised as eligible for additional educational support to meet their learning needs.**



An official decision meets the following criteria:

- There has been an educational assessment procedure involving a multi-disciplinary team.
- The multi-disciplinary team includes members from within and external to the child's/learner's school.
- There is a legal document (plan, programme, etc.) that describes the support the learner is eligible to receive, and it is used as the basis for planning.
- The official decision is subject to a formal, regular review process of the learner's needs, progress and support (EASNIE, 2022b, p. 8).

The operational definition was adopted for EASIE data collection purposes only. Its elements are procedural in nature and do not pre-define what, in essence, counts as SEN or which learners should be reported as having SEN. Instead, the EASIE methodology respects the discretion of individual countries to determine the essence of SEN in their education systems and requires the reported numbers to cover learners whose official decisions meet the set procedural criteria.

The countries participating in EASIE are required to report data on learners with an official decision of SEN in line with the operational definition. In this way, EASIE ensures coherence of the reported data without interfering with the country-specific determination of SEN. EASIE collects data on learners with an official decision of SEN, not data on SEN as such.

Consequently, EASIE data on learners with an official decision of SEN does not cover all learners with specific educational needs. Depending on individual countries' regulations and procedures, some learners may not be eligible for an official decision of SEN or may not have received it yet, or the decision may not be issued in a way that meets the EASIE criteria. Country education systems do not recognise all learners' needs as *special* educational needs, and not all of these needs require an official decision. Therefore, EASIE data does not and cannot cover all learners who need support in their education.

Dataset

In EASIE, countries provide data on learners with SEN by responding to **Question 2.1 – Actual population of children/learners with an official decision of SEN in the typical ISCED age ranges** (EASNIE, 2022b, p. 17). The data received in response to this question is used in two ways:

- to calculate the standalone SEN identification rate;
- to calculate an agreed set of indicators on different types of educational placements of learners with an official decision of SEN.

In the first case, the number of learners reported in Question 2.1 serves as a numerator, and the SEN identification rate is calculated as a share of these learners in [all learners in any form of recognised education](#) (Question 1.2). The developments in the SEN identification rate across the five school years are presented later in this chapter.

In the second case, the number of learners reported in Question 1.2 serves as a denominator to calculate the share of learners with an official decision of SEN in different



types of educational settings. [Chapter 2.2](#) describes the developments in the distribution of educational placements for these learners.

Across the five school years, the number of countries providing data on learners with an official decision of SEN increased from 15/20 in 2018/2019 to 18/25 in 2022/2023, the higher values referring to ISCED 1 which had the most robust dataset. This means that about half of all EASNIE member countries provided data on learners with an official decision of SEN at ISCED 02 and ISCED 3 levels, and about three quarters of countries at ISCED 1 and ISCED 2 levels.

It is important to note that several countries do not report the overall number of learners with an official decision of SEN, but do provide data on placements of these learners in different educational settings. In 2022/2023, for instance, six to nine countries provided data on placements at different ISCED levels without reporting the overall number of learners with an official decision of SEN. As a result, the reported number of learners with an official decision of SEN (without specification of their placement) is always lower than the sum of learners with an official decision of SEN reported in all educational settings.

Developments in the number of learners with an official decision of SEN

Between 2018/2019 and 2022/2023, **the number of learners with an official decision of SEN increased from 1.6 million to more than 2 million learners** in the countries with available data across all four ISCED levels combined.

The growth in the number of learners with an official decision of SEN was uneven across ISCED levels in terms of their proportions:

- At ISCED 02, the number of children who received an official decision of SEN increased by 35% in the last school year compared to the first. Only two additional countries provided this data by the end of the analysed period.
- At ISCED 1, there was a moderate increase of 13.5% across the years, with five additional countries providing data in the last school year compared to the first. This growth occurred despite the significant decrease in learner populations in many countries. Primary education had the highest share of learners with identified SEN throughout the analysed period.
- At ISCED 2, the number of learners with an official decision of SEN increased by more than 30%, which marked the highest numeric increase out of the four ISCED levels. Four additional countries provided data by the end of the analysed period.
- At ISCED 3, the number of learners with an official decision of SEN showed the highest percentage increase of all four ISCED levels. Five additional countries joined the data collection by the last year.

Table 23 shows the developments in the population of learners with an official decision of SEN at the four ISCED levels in the countries with available data. In the 'ISCED level' column, (all) refers to all countries that provided data. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered. The number and composition of countries that provided data are



not the same across the ISCED levels. All countries but one that provided data in 2018/2019 also provided it in 2022/2023.

Table 23. The number of learners with an official decision of SEN from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02	SEN identification	157,078 (16)	212,077 (18)	+54,999 (+2)	35.0
1	SEN identification	731,868 (20)	830,478 (25)	+98,610 (+5)	13.5
2	SEN identification	543,947 (20)	708,950 (24)	+165,003 (+4)	30.3
3	SEN identification	205,320 (15)	296,166 (20)	+90,846 (+5)	44.2

The overall increase in learners with an official decision of SEN is not a surprising development. Evidence from other EASNIE activities, as well as from other international data collections, points to an increasing number of decisions of SEN issued in education systems across and beyond Europe. At the same time, EASIE data from the five school years shows that this growth occurred even in those educational levels, such as ISCED 1, where many countries experienced a significant decrease in learner populations.

Table 24 shows the number of learners with an official decision of SEN in the first and last school years for all participating countries and for the countries with five-year datasets. In the 'ISCED level' column, (all) refers to all countries that provided data and (5y) refers to the five-year subset countries. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year.

Table 24. The number of learners with an official decision of SEN from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02 (all)	SEN identification	157,078 (16)	212,077 (18)	+54,999 (+2)	35.0
02 (5y)	SEN identification	154,855 (15)	201,544 (15)	+46,689	30.2
1 (all)	SEN identification	731,868 (20)	830,478 (25)	+98,610 (+5)	13.5
1 (5y)	SEN identification	697,473 (18)	751,692 (18)	54,219	7.8
2 (all)	SEN identification	543,947 (20)	708,950 (24)	+165,003 (+4)	30.3
2 (5y)	SEN identification	487,546 (18)	639,365 (18)	+151,819	31.1
3 (all)	SEN identification	205,320 (15)	296,166 (20)	+90,846 (+5)	44.2
3 (5y)	SEN identification	192,077 (13)	266,764 (13)	+74,687	38.9



The effect of a differing number of countries participating in EASIE over the five school years was controlled by comparing the data in two subsets of countries. There were no significant differences between the two subsets of countries at three out of four ISCED levels: pre-primary, lower- and upper-secondary. The percentage increases in learners with an official decision of SEN in the five-year subset countries corroborate the increases documented in all countries that provided data for the three levels.

In primary education, both subsets of countries experienced a growth in decisions of SEN. However, the increase was markedly lower in the 18 five-year subset countries than in all countries that provided data. This means that the countries joining the data collection at different stages contributed disproportionately to the overall increase in learners with an official decision of SEN. Still, some growth occurred even without learners from the additional countries and despite an overall decrease in populations in primary education.

Figure 21 illustrates the developments in the number of learners with an official decision of SEN in the two subsets of countries. Dashed lines present the developments based on the data from all countries reporting SEN identification in any given school year; solid lines present the data from the countries that provided data in all five school years.

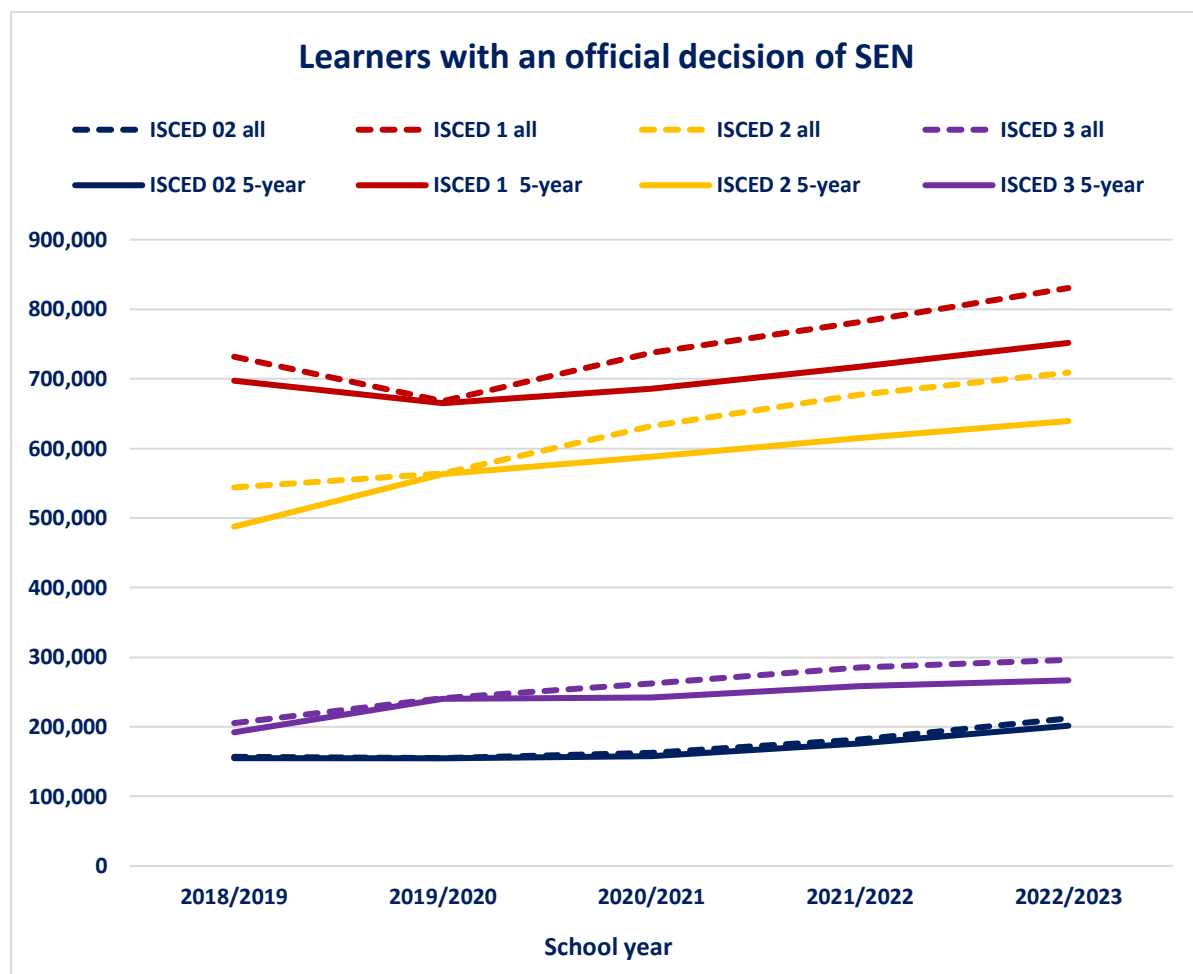


Figure 21. The number of learners with an official decision of SEN from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries



The figure shows a parallel and continual increase in the number of learners with an official decision of SEN in primary and lower-secondary education. These two levels accounted for the highest shares of learners with identified SEN out of all four ISCED levels. After a disruption in 2019/2020, the growth in the countries with complete datasets (solid lines) followed the same trajectory as in all countries, including those that joined the data collection at different times. This proves that, at these two ISCED levels, the growth in the number of learners with SEN was a general trend across EASNIE member countries.

In pre-primary and upper-secondary education, there were only marginal differences between the two subsets of countries. This is largely a consequence of a consistently lower and relatively stable composition of countries that report data on learners with identified SEN at these two levels. In 2022/2023, there were clearly more learners with identified SEN in both subsets of countries, although the growth was markedly slower at ISCED 02 and ISCED 3 levels than at the other two levels.

Overall, the number of learners with an official decision of SEN grew significantly over the five school years across EASNIE member countries and all ISCED levels. Importantly, the number of learners with an official decision of SEN grew faster than the overall learner population at all ISCED levels.

Table 25 presents the differences between the overall number of learners and the number of learners with an official decision of SEN in all forms of recognised education across the years. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered. The number and composition of countries that provided data on learners in all recognised forms of education and on learners with an official decision of SEN varied across the five school years. Almost all countries that reported learners with an official decision of SEN in the first and in the last school year also reported learners in all recognised forms of education.

Table 25. The number of all learners and of learners with an official decision of SEN in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, subsets of countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02	Overall enrolment	12,406,556 (25)	13,014,242 (25)	+607,686	4.9
02	SEN identification	154,855 (15)	201,544 (15)	+46,689	30.2
1	Overall enrolment	26,256,900 (26)	24,940,811 (26)	-1,316,089	-5.0
1	SEN identification	697,473 (18)	751,692 (18)	54,219	7.8
2	Overall enrolment	18,221,492 (26)	19,047,388 (26)	+825,896	4.5
2	SEN identification	487,546 (18)	639,365 (18)	+151,819	31.1
3	Overall enrolment	15,446,543 (25)	16,363,113 (25)	+916,570	5.9



ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
3	SEN identification	192,077 (13)	266,764 (13)	+74,687	38.9

The data shows the discrepancies between the developments in the overall enrolled learner population and in the number of learners with an official decision of SEN. At pre-primary, lower- and upper-secondary levels, both populations increased over the five school years but the number of learners with an official decision of SEN grew more rapidly. In primary education, the overall enrolment decreased significantly but the number of learners with an official decision of SEN increased anyway. The documented growth in the number of learners with an official decision of SEN occurred independently from the developments in the total learner populations at all four ISCED levels.

Table 26 presents the proportions in the overall enrolment and in the SEN identification in each ISCED level in the countries with complete datasets across the five school years.

Table 26. The share of all learners and learners with an official decision of SEN in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, countries with 5-year datasets

ISCED level	Overall enrolment	SEN identification
02	17–18%	9–10%
1	34–36%	40–46%
2	25–26%	32–35%
3	21–23%	13–15%

The calculated shares across the four ISCED levels show that less than one fifth of all enrolled learners was in pre-primary education, more than one third in primary education, one quarter in lower-secondary education and more than one fifth in upper-secondary education. Learners with an official decision of SEN were clearly under-represented in pre-primary and upper-secondary education, while their highest concentration was at primary and lower-secondary education levels, which correspond with compulsory education or its large part in all countries.

Developments in the share of learners with an official decision of SEN

The data on learners with an official decision of SEN is used to calculate **Indicator 2A.1 – The identification rate of children/learners with an official decision of SEN** as follows:

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



Indicator 2A.1 is a standalone indicator that refers to learners who are formally identified as having SEN and have an official decision of SEN in line with the [EASIE operational definition](#).

The developments in the number of learners with an official decision of SEN presented in the previous section shaped the developments of the SEN identification rate over the five school years. [Table A10](#) in the Annex presents a full account of these developments in individual countries.

Below is the summary of key findings on the average SEN identification rate, which were calculated from the data from those countries which reported the overall number of learners with an official decision of SEN.

Table 27 shows the average SEN identification rates for all countries, school years and ISCED levels with available data. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered. Since the number and composition of countries differed across the years, the quantification of changes is only indicative.

Table 27. The average SEN identification rate from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)	Change (p.p.)	Change (%)
02	2.51 (16)	2.22 (16)	2.28 (17)	2.49 (18)	2.96 (18)	0.45	17.9
1	4.54 (20)	4.58 (20)	4.81 (22)	5.01 (23)	5.34 (25)	0.80	17.6
2	5.31 (20)	5.39 (20)	5.86 (22)	6.06 (23)	6.37 (24)	1.06	20.0
3	2.75 (15)	3.12 (15)	3.41 (17)	3.36 (18)	3.36 (20)	0.61	22.2

Across the five school years, the average SEN identification rate increased by about one fifth at each ISCED level.

- At ISCED 02, the SEN identification rate increased alongside the overall learner population. A temporary decrease in 2019/2020 was caused by a changed composition of countries providing data, and likely also by lower numbers of decisions of SEN issued in the first school year affected by the COVID-19 pandemic. In the following three school years, the SEN identification increased continually in most of the countries reporting this data.
- At ISCED 1, the SEN identification rate grew steadily every school year despite a shrinking learner population. The highest growth was documented in the third and last school years. The resulting average SEN identification rate was the second highest of all ISCED levels, with the highest number of countries providing data.
- At ISCED 2, the average SEN identification rate was traditionally the highest of all ISCED levels. Over the five school years, SEN identification grew continually, with the biggest annual growth in the third and in the last school years. These



developments occurred in parallel with a significant increase in the learner population.

- At ISCED 3, the average SEN identification rate shows the highest relative growth. With an increasing number of countries providing data and a significant increase in the learner population, SEN identification grew dynamically at this level.

Figure 22 shows the developments in the SEN identification rate across the five school years and four ISCED levels.

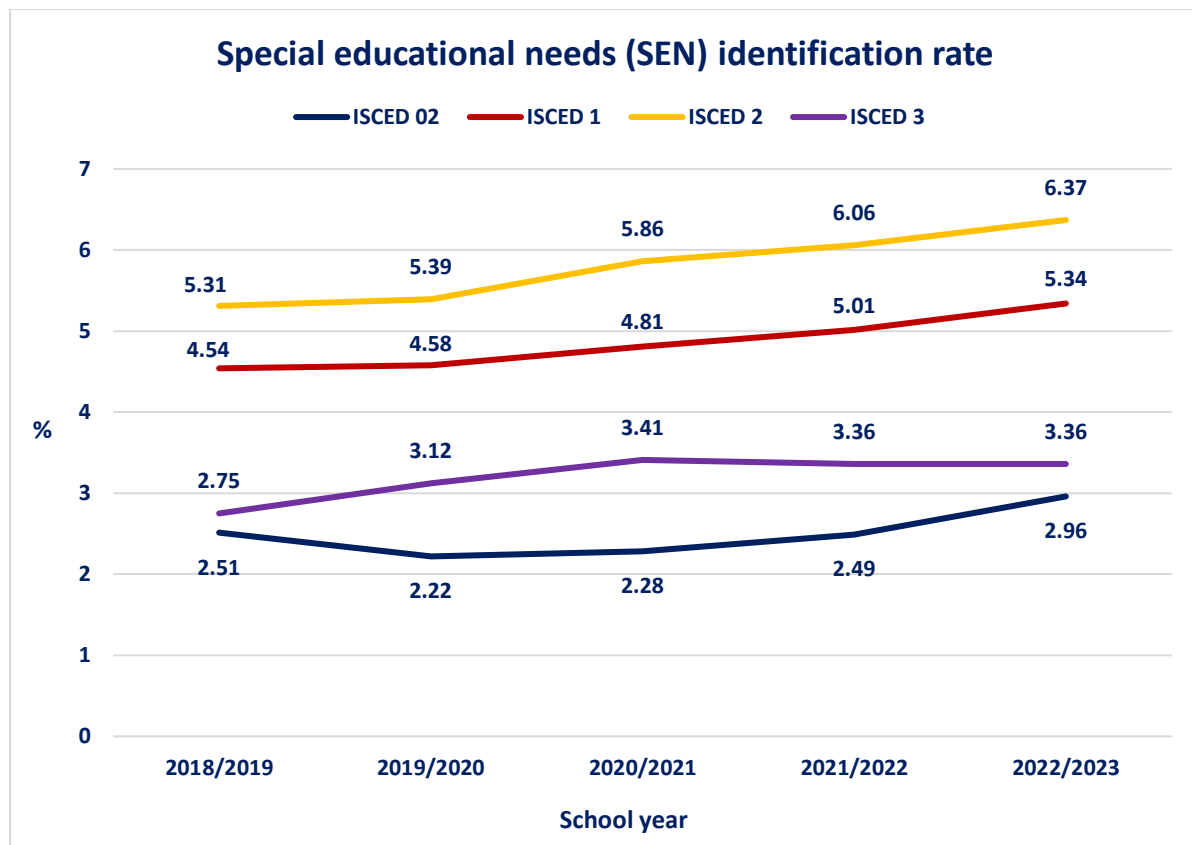


Figure 22. The average SEN identification rate from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

Over the five school years, the average share of learners with an official decision of SEN increased across EASNIE member countries at all four analysed ISCED levels. The growth in pre-primary, primary and lower-secondary education was continuous and steady. In upper-secondary education, the increase in the SEN identification rate was clear when compared to the initial values, but stagnated in the last three school years.

The effect of an increasing number of countries participating in the data collection was controlled at ISCED 1 and ISCED 2 levels by comparing the data with the five-year and three-year subsets of countries. The data confirms some differences between the averages calculated for different subsets of countries. The three-year subset countries show slightly smaller increases in the SEN identification rate compared to the five-year subset countries. This means that SEN identification increased in all subsets of countries, but the documented growth slowed down in the last three years.



2.2 Placement of learners with an official decision of SEN

- The number of learners with an official decision of SEN who were enrolled in all recognised forms of education increased at all analysed ISCED levels. The highest growth was documented in pre-primary and upper-secondary education. Primary and lower-secondary education maintained the highest shares of enrolled learners with identified SEN at all ISCED levels.
- A large majority of learners with identified SEN were enrolled in mainstream schools, with the highest proportion (83%) at pre-primary level and the lowest share (72%) at lower-secondary level. Across the five school years, the number of learners with identified SEN grew, especially in mainstream pre-schools and in upper-secondary education.
- A large majority (88–96%) of learners with an official decision of SEN were placed in inclusive settings in mainstream schools. The highest shares were at pre-primary level and the lowest at lower-secondary level. The number of learners with identified SEN who were placed in separate settings in mainstream schools grew as well, especially in secondary education.
- Not all learners placed in separate settings in mainstream schools were learners with identified SEN. The available data does not explain whether those learners were awaiting an official decision of SEN or whether they were placed in separate classes for different reasons. The highest and growing proportion of those learners was in lower-secondary education.
- The number of learners with identified SEN who were educated outside mainstream schools increased at all ISCED levels, most visibly in upper-secondary education. The documented growth in separate placements was lower outside mainstream education than in mainstream schools.
- Placements of learners with identified SEN in all forms of separate settings within and outside mainstream education increased at all ISCED levels. This was different from the placements of all learners in all separate settings combined, which increased only at lower-secondary level.

Background

EASIE applies the same typology of educational placements to report on the distribution of learners with an official decision of SEN as it applies to all learners. Based on the data collected from individual countries, EASIE calculates an agreed set of indicators covering all recognised forms of education – within and outside mainstream schools and in inclusive and separate educational settings.

Chapters 1.2 to 1.8 of this report detail the findings on the distribution of all learners in different educational settings across the five school years. This chapter discusses the



developments in the distribution of learners with an official decision of SEN and compares them with the placements of all learners.

Dataset

Countries participating in EASIE provide data on different educational placements of learners with an official decision of SEN by responding to the following questions:

- Question 2.2 – All children/learners with an official decision of SEN in any recognised form of education
- Question 2.3 – All children/learners with an official decision of SEN educated in mainstream (pre-)schools
- Question 2.3a – All children/learners with an official decision of SEN educated with their peers in mainstream groups/classes for 80% or more of the time
- Question 2.3b – All children/learners with an official decision of SEN educated in separate groups/classes, spending less than 80% of the time with their peers in mainstream groups/classes
- Question 2.4 – All children/learners with an official decision of SEN educated outside mainstream (pre-)schools⁴
- Question 2.5 – All 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 (EASNIE, 2022b, pp. 17–18).

The number of countries providing data on learners with an official decision of SEN in different types of educational setting varied greatly across the five school years. This resulted in different coverage of the calculated indicators for different placements. [Table A1](#) in the Annex provides a full account of the country coverage for indicators on all learners and on learners with an official decision of SEN.

Developments in the number of learners with an official decision of SEN in all recognised forms of education

As documented in [Chapter 2.1](#), the number of learners with an official decision of SEN increased over the five school years at all four ISCED levels. This caused an overall increase in the SEN identification rate across EASNIE member countries.

However, a smaller number of countries provide data on learners with an official decision of SEN, irrespective of their educational placement. Every school year, a higher number of countries report data on learners with identified SEN in specific educational settings. For this reason, the sum of learners with an official decision of SEN who are reported in any

⁴ As with the data on all learners, the data on learners with an official decision of SEN who are educated outside mainstream schools (Question 2.4) is further broken down into different types of educational settings: separate special schools organised by the education sector (Question 2.4a) and by other sectors (Question 2.4b), alternative education (Question 2.4c) and home schooling (Question 2.4d).



educational settings covered by EASIE is always higher than the total number calculated from the country data in response to Question 2.1.

Table 28 shows the developments in the number of learners with an official decision of SEN in all recognised forms of education, based on the data from all countries and including all educational placements covered by EASIE. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 28. The number of learners with an official decision of SEN in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Data	2018/2019	2022/2023	Change	Change (%)
02	SEN overall enrolment	252,873 (23)	352,800 (25)	+99,927 (+2)	39.5
1	SEN overall enrolment	1,335,045 (28)	1,564,383 (33)	+229,338 (+5)	17.2
2	SEN overall enrolment	1,102,033 (28)	1,390,479 (32)	+288,446 (+4)	26.2
3	SEN overall enrolment	399,100 (23)	542,925 (28)	+143,825 (+5)	36.0

The data on the overall enrolment of learners with an official decision of SEN shows significant growth at all four ISCED levels:

- At ISCED 02, the number of learners with an official decision of SEN enrolled in any form of recognised education increased significantly. Relative to the original population size, the growth at this level was the highest of the four ISCED levels.
- At ISCED 1, the number of learners with an official decision of SEN grew the least. The increase was still significant, especially given the documented decline in learner populations in many EASNIE member countries. Of all the levels, primary education had the highest number of learners with an official decision of SEN throughout the analysed period.
- At ISCED 2, the number of learners with an official decision of SEN showed the highest numeric increase of all the ISCED levels. This growth occurred hand in hand with the overall increase in learner population at this level.
- At ISCED 3, the number of learners with an official decision of SEN increased significantly. This level experienced the second highest percentage growth, with five more countries reporting the data by the end of the analysed period.

In 2022/2023, there were 0.75 million more learners with an official decision of SEN in all recognised forms of education than in 2018/2019. This represents a 25% increase over five school years in the four ISCED levels combined.

In 2022/2023, the highest shares of learners with an official decision of SEN were enrolled in primary (41%) and lower-secondary (36%) education. This means these two levels, which correspond with compulsory education in most countries, accounted for four fifths of all learners with identified SEN (over 0.5 million).



Developments in the number of learners with an official decision of SEN within and outside mainstream education

The general trend observed across EASNIE member countries was to enrol learners with an official decision of SEN in mainstream schools. The number of learners with SEN enrolled outside mainstream education, predominantly in separate special schools, also increased, but far less than the number enrolled in mainstream schools.

Table 29 presents the developments in the distribution of learners with an official decision of SEN who were enrolled in mainstream schools and outside mainstream education. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Share' columns indicate the percentages of learners with an official decision of SEN within and outside mainstream education, out of all learners with identified SEN in all recognised forms of education. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 29. The number of learners with an official decision of SEN within and outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	Share (%)	2022/2023	Share (%)	Change	Change (%)
02	SEN within mainstream	187,868 (22)	78	284,807 (24)	83	+96,939 (+2)	51.6
02	SEN outside mainstream	51,971 (20)	22	57,128 (24)	17	+5,157 (+4)	9.9
1	SEN within mainstream	984,767 (28)	74	1,209,966 (34)	76	+225,199 (+6)	22.9
1	SEN outside mainstream	354,799 (28)	26	375,229 (35)	24	+20,430 (+7)	5.8
2	SEN within mainstream	741,234 (28)	67	1,013,407 (33)	72	+272,173 (+5)	36.7
2	SEN outside mainstream	363,434 (28)	33	387,701 (34)	28	+24,267 (+6)	6.7
3	SEN within mainstream	296,347 (23)	79	418,112 (28)	81	+121,765 (+5)	41.1
3	SEN outside mainstream	79,411 (21)	21	96,072 (27)	19	+16,661 (+6)	21.0

The data disaggregated by ISCED level shows that the number of learners with an official decision of SEN increased both within and outside mainstream education, but the major difference was in the proportions of the documented growth. Across the four ISCED levels, the number of learners with identified SEN in mainstream schools grew three to six times more than the documented growth of learners with SEN outside mainstream education.

Figure 23 shows the developments in the placement of learners with an official decision of SEN within and outside mainstream education across the five school years and four ISCED levels. Solid lines present learners with identified SEN in mainstream schools; dashed lines show these learners outside mainstream education.

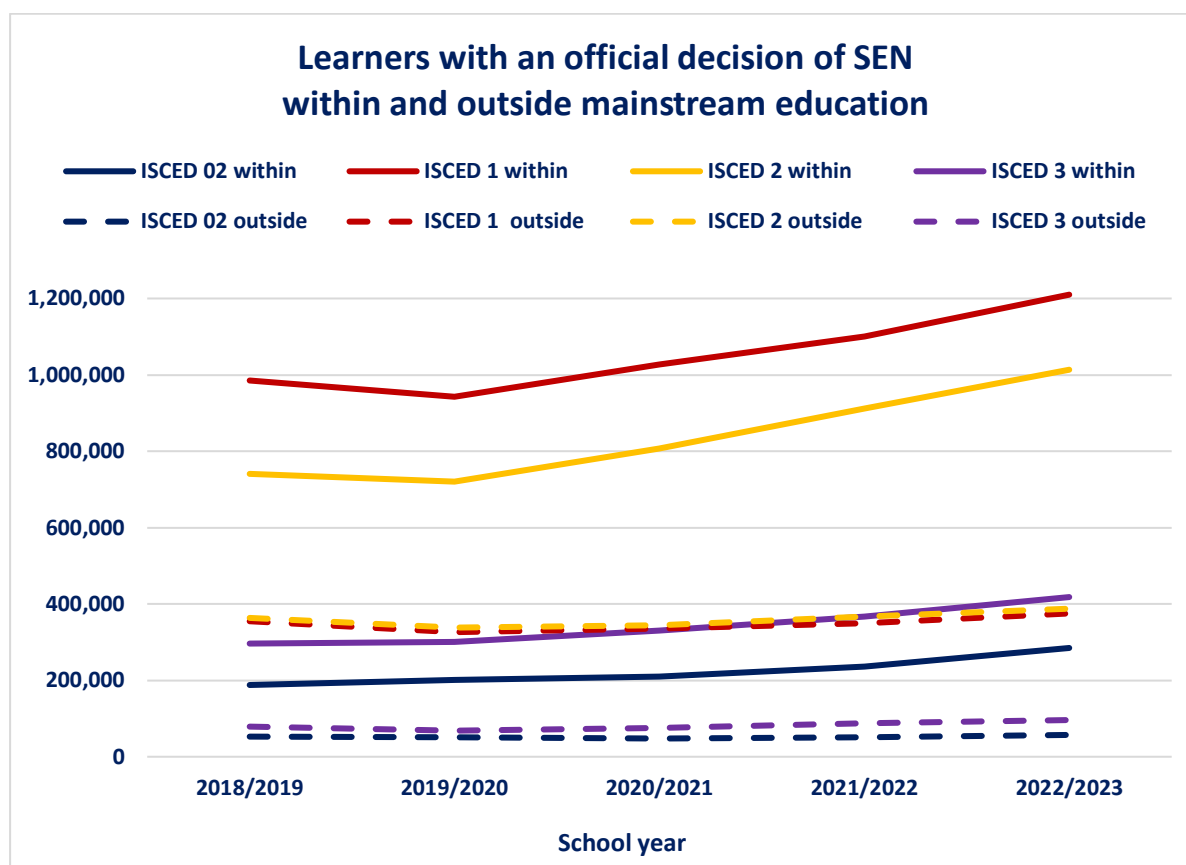


Figure 23. The number of learners with an official decision of SEN within and outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The presented developments in educational placements show that the highest number of learners with an official decision of SEN was enrolled in mainstream schools at primary and lower-secondary education levels. Their number increased continually in the last four school years. The number of learners with identified SEN who were educated outside mainstream schools at these two levels was much lower and relatively stable over time.

The number of learners with an official decision of SEN who were educated outside mainstream schools at pre-primary and upper-secondary levels was relatively small and stable over time. Learners with identified SEN were also more likely to be enrolled in mainstream education than outside it at these two levels.

Developments in the number of learners with an official decision of SEN in inclusive and separate settings in mainstream schools

Table 30 breaks down the educational placements in mainstream schools into inclusive and separate settings. Learners with an official decision of SEN who were enrolled in mainstream education were predominantly enrolled in mainstream classes, which the EASIE methodology considers to be inclusive settings. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Share' columns indicate the percentages of learners with an official decision of SEN in inclusive and separate settings of mainstream schools out of all learners with identified SEN in



mainstream education. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 30. The number of learners with an official decision of SEN in inclusive and separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	Share (%)	2022/2023	Share (%)	Change	Change (%)
02	SEN in inclusive settings	168,190 (19)	95	262,160 (21)	96	+93,970 (+2)	55.9
02	SEN in separate settings	9,391 (12)	5	10,960 (13)	4	+1,569 (+1)	16.7
1	SEN in inclusive settings	876,905 (27)	89	1,034,690 (30)	89	+157,785 (+3)	18.0
1	SEN in separate settings	111,920 (22)	11	123,523 (22)	11	+11,603 (0)	10.4
2	SEN in inclusive settings	662,217 (27)	89	859,954 (29)	88	+197,737 (+2)	29.9
2	SEN in separate settings	84,667 (22)	11	115,075 (22)	12	+30,408 (0)	35.9
3	SEN in inclusive settings	279,858 (22)	94	388,111 (24)	93	+108,253 (+2)	38.7
3	SEN in separate settings	18,420 (14)	6	29,263 (16)	7	+10,843 (+2)	58.9

The data shows that, at all four ISCED levels, the shares of learners with identified SEN in inclusive settings largely outnumbered those placed in separate educational settings. However, the dynamics of placing learners in the two types of setting were different at individual ISCED levels:

- At ISCED 02, the number of learners with SEN placed in inclusive settings grew rapidly, although the smallest number of countries reported this data out of all levels. In the reporting countries, it was more likely for learners with identified SEN to be placed in inclusive settings in mainstream schools than at any other level.
- At ISCED 1, an increasing number of learners with an official decision of SEN was placed in inclusive settings. Separate placement also grew, but at a slower pace.
- At ISCED 2, placement of learners with an official decision of SEN in separate settings grew more rapidly than placement in inclusive settings. While learners in inclusive settings still outnumbered those educated separately, an increased placement of learners with identified SEN in separate settings was apparent.
- At ISCED 3, the trend was even stronger. Separate placement of learners with an official decision of SEN increased more significantly than inclusive placement, although the latter remained dominant.

Overall, the share of learners with an official decision of SEN who were educated separately increased the most in secondary education. This share decreased in pre-primary education and remained practically unchanged in primary education. This distribution of placements occurred in the context of growing learner populations at ISCED 2 and ISCED 3 levels and their significant decline in many countries at ISCED 1 level.



The development in inclusive and separate educational placements of learners with an official decision of SEN in mainstream schools confirms the findings about all learners (see chapters [1.3](#), [1.4](#) and [1.5](#)). Specifically, separate placements in mainstream primary schools did not decrease, despite declining learner populations in many countries, and separate placements at lower- and upper-secondary education levels increased hand in hand with growing learner populations at these two levels.

Comparison between developments in the number of all learners and learners with an official decision of SEN in different educational settings

This section compares the data on the educational placement of learners with an official decision of SEN with the placement of the overall learner population. The datasets on all learners and on learners with an official decision of SEN aggregate data from all countries in the first and in the last school year covered in this report.

Table 31 summarises the developments in the population of all learners and learners with an official decision of SEN in all recognised forms of education. Figures in brackets indicate the number of countries that provided data in the given school year. The ‘Change’ columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 31. The number of all learners and learners with an official decision of SEN in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Overall enrolment	2018/2019	2022/2023	Change	Change (%)
02	ALL enrolled	13,292,538 (29)	14,079,619 (33)	+787,081 (+6)	5.9
02	SEN enrolled	252,873 (23)	352,800 (25)	+99,927 (+2)	39.5
1	ALL enrolled	27,412,507 (29)	27,458,317 (35)	+45,810 (+6)	0.2
1	SEN enrolled	1,335,045 (28)	1,564,383 (33)	+229,338 (+5)	17.2
2	ALL enrolled	19,237,125 (29)	20,937,048 (35)	+1,699,923 (+6)	8.8
2	SEN enrolled	1,102,033 (28)	1,390,479 (32)	+288,446 (+4)	26.2
3	ALL enrolled	16,370,157 (28)	18,166,948 (34)	+1,796,791 (+6)	11.0
3	SEN enrolled	399,100 (23)	542,925 (28)	+143,825 (+5)	36.0

The data on all learners and on learners with an official decision of SEN in all recognised forms of education shows:

- At ISCED 02, the population of learners with identified SEN in all forms of recognised education grew six times more than the population of all learners. The share of pre-school children with an official decision of SEN in the total pre-school learner population increased significantly over the five school years.



- At ISCED 1, the overall growth in the learner population was relatively small and primarily caused by additional learner populations from countries that joined the data collection at different stages. In most countries, the total population of learners in primary education dropped over the five school years, yet the number of learners with an official decision of SEN increased significantly. This means that the share of learners with an official decision of SEN in the total learner population increased in most countries.
- At ISCED 2, the population of learners with an official decision of SEN grew almost three times more than the total learner population, despite only four additional countries contributing to the data at different stages. Lower-secondary education experienced the highest numeric growth of learners with an official decision of SEN out of the four analysed ISCED levels.
- At ISCED 3, the growth in the number of learners with an official decision of SEN was more than three times higher than the documented increase in the population of all learners. Upper-secondary education witnessed the second highest percentage growth of all ISCED levels, with five additional countries joining the data collection by the end of the analysed period.

Table 32 compares the developments in the population of all learners and in the number of learners with an official decision of SEN in mainstream education. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 32. The number of all learners and learners with an official decision of SEN in mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02	ALL within mainstream	10,473,745 (29)	11,074,788 (30)	+601,043 (+1)	5.7
02	SEN within mainstream	187,868 (22)	284,807 (24)	+96,939 (+2)	51.6
1	ALL within mainstream	27,078,565 (29)	27,067,872 (35)	-10,693 (+6)	0.0
1	SEN within mainstream	984,767 (28)	1,209,966 (34)	+225,199 (+6)	22.9
2	ALL within mainstream	18,883,751 (29)	20,503,814 (35)	+1,620,063 (+6)	8.6
2	SEN within mainstream	741,234 (28)	1,013,407 (33)	+272,173 (+5)	36.7
3	ALL within mainstream	15,687,969 (26)	17,322,955 (32)	+1,634,986 (+6)	10.4
3	SEN within mainstream	296,347 (23)	418,112 (28)	+121,765 (+5)	41.1



The data on all learners and learners with an official decision of SEN enrolled in mainstream education shows:

- At ISCED 02, the number of learners with SEN enrolled in mainstream schools grew almost 10 times more than the total learner population. Therefore, the share of pre-school children with an official decision of SEN increased rapidly over the five school years.
- At ISCED 1, enrolment in mainstream schools dropped by more than 10,000 learners, despite six more countries adding their data by the end of the analysed period. This means that the overall learner population shrank in mainstream primary schools and the share of learners with an official decision of SEN in mainstream education increased at this level.
- At ISCED 2, the growth in the overall learner population by more than 1.6 million learners occurred at the same time as an increase in the number of learners with an official decision of SEN. However, the growth in the number of learners with identified SEN was disproportionately higher. Since the data on this type of placement for both categories of learners came from almost all countries participating in EASIE, it can be concluded that the number of learners with identified SEN increased rapidly in lower-secondary education and across the EASNIE member countries.
- At ISCED 3, the development in learner populations followed the same pattern as in lower-secondary education. The number of all learners increased by more than 1.6 million and the number of learners with an official decision of SEN grew, in proportion, four-fold. Upper-secondary education witnessed the second highest percentage growth of all the ISCED levels.

Altogether, the documented substantial growth in learner populations in pre-primary, lower- and upper-secondary education across the EASNIE member countries occurred alongside rapid increases in the number of learners with an official decision of SEN at these levels. Increasing numbers of learners with identified SEN were enrolled in mainstream schools by the end of the analysed period.

In primary education, the overall learner population declined, but the number of learners with an official decision of SEN increased despite this. Over the five school years, EASNIE member countries experienced a significant increase in the population of learners with an official decision of SEN in mainstream schools at all four ISCED levels.

Table 33 compares the developments in inclusive educational placements of all learners and learners with an official decision of SEN in mainstream schools. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.



Table 33. The number of all learners and learners with an official decision of SEN in inclusive settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02	ALL in inclusive settings	9,840,480 (22)	10,806,757 (27)	+966,277 (+5)	9.8
02	SEN in inclusive settings	168,190 (19)	262,160 (21)	+93,970 (+2)	55.9
1	ALL in inclusive settings	26,727,131 (28)	26,268,127 (32)	-459,004 (+4)	-1.7
1	SEN in inclusive settings	876,905 (27)	1,034,690 (30)	+157,785 (+3)	18.0
2	ALL in inclusive settings	18,619,331 (28)	19,932,550 (32)	+1,313,219 (+4)	7.1
2	SEN in inclusive settings	662,217 (27)	859,954 (29)	+197,737 (+2)	29.9
3	ALL in inclusive settings	15,434,675 (25)	16,685,016 (29)	+1,250,341 (+4)	8.1
3	SEN in inclusive settings	279,858 (22)	388,111 (24)	+108,253 (+2)	38.7

The data shows the following developments in the placement of all learners and learners with an official decision of SEN in inclusive settings in mainstream schools:

- At ISCED 02, the population of learners with an official decision of SEN placed in inclusive settings in mainstream pre-schools grew substantially and at a higher pace than the inclusive placements of all learners.
- At ISCED 1, the documented decline in inclusive placements of all learners occurred at the same time that inclusive placements of learners with an official decision of SEN increased.
- At ISCED 2, a relatively moderate increase in inclusive placements of all learners occurred alongside significant growth in inclusive placements for learners with an official decision of SEN. Lower-secondary education experienced the highest numeric growth of these placements for both categories of learners.
- At ISCED 3, an increase in inclusive placements for all learners occurred at the same time as a rapid increase in these placements for learners with an official decision of SEN.

Overall, the number of learners educated in inclusive settings in mainstream schools grew rapidly across the five school years at all four ISCED levels. This means that placing all learners and learners with identified SEN in mainstream classes became the prevalent practice across the EASNIE member countries.

Table 34 summarises the developments in separate placements of all learners and learners with an official decision of SEN within mainstream schools. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.



Table 34. The number of all learners and learners with an official decision of SEN in separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02	ALL in separate settings	15,350 (13)	14,033 (15)	-1,317 (+2)	-8.6
02	SEN in separate settings	9,391 (12)	10,960 (13)	+1,569 (+1)	16.7
1	ALL in separate settings	142,836 (22)	108,783 (21)	-34,053 (-1)	-23.8
1	SEN in separate settings	111,920 (22)	123,523 (22)	+11,603 (0)	10.4
2	ALL in separate settings	106,732 (22)	193,107 (21)	+86,375 (-1)	80.9
2	SEN in separate settings	84,667 (22)	115,075 (22)	+30,408 (0)	35.9
3	ALL in separate settings	69,515 (15)	31,840 (15)	-37,675 (0)	-54.2
3	SEN in separate settings	18,420 (14)	29,263 (16)	+10,843 (+2)	58.9

The data on all learners and learners with an official decision of SEN placed in separate settings in mainstream schools shows:

- At ISCED 02, the total population of learners placed in separate settings in mainstream schools decreased over the five school years, despite two more countries providing data by the end of the analysed period. In contrast, the number of learners with an official decision of SEN placed in separate settings increased, although much less than in inclusive settings (see [Table 33](#)). In the last school year covered by the report, about 4% of pre-school children with identified SEN were educated separately in mainstream pre-schools.
- At ISCED 1, a significant decline in the overall learner population did not lead to a decrease in separate placements within mainstream schools, but to an increase among learners with an official decision of SEN. The increase in inclusive placements was proportionately higher than the growth of separate placements, but 10% of learners with an official decision of SEN were still educated separately within mainstream primary schools by the end of the analysed period.
- At ISCED 2, both the total number of learners and the number of learners with an official decision of SEN grew significantly in separate settings in mainstream schools. Increased SEN identification (see [Chapter 2.1](#)) led to the growth of both inclusive and separate placements in mainstream schools. By the end of the analysed period, about 11% of learners with an official decision of SEN were educated separately within mainstream schools at lower-secondary level.
- At ISCED 3, the placement of all learners in separate settings in mainstream schools declined substantially, while the placement of learners with an official decision of SEN increased significantly in the same settings. In the last school year covered by



the report, about 7% of learners with an official decision of SEN who were enrolled in mainstream schools were placed in separate educational settings.

Figure 24 shows the developments in the placement of all learners and learners with an official decision of SEN in separate settings in mainstream schools across the five school years and four ISCED levels. Dashed lines present all learners and solid lines show learners with an official decision of SEN in separate settings in mainstream schools.

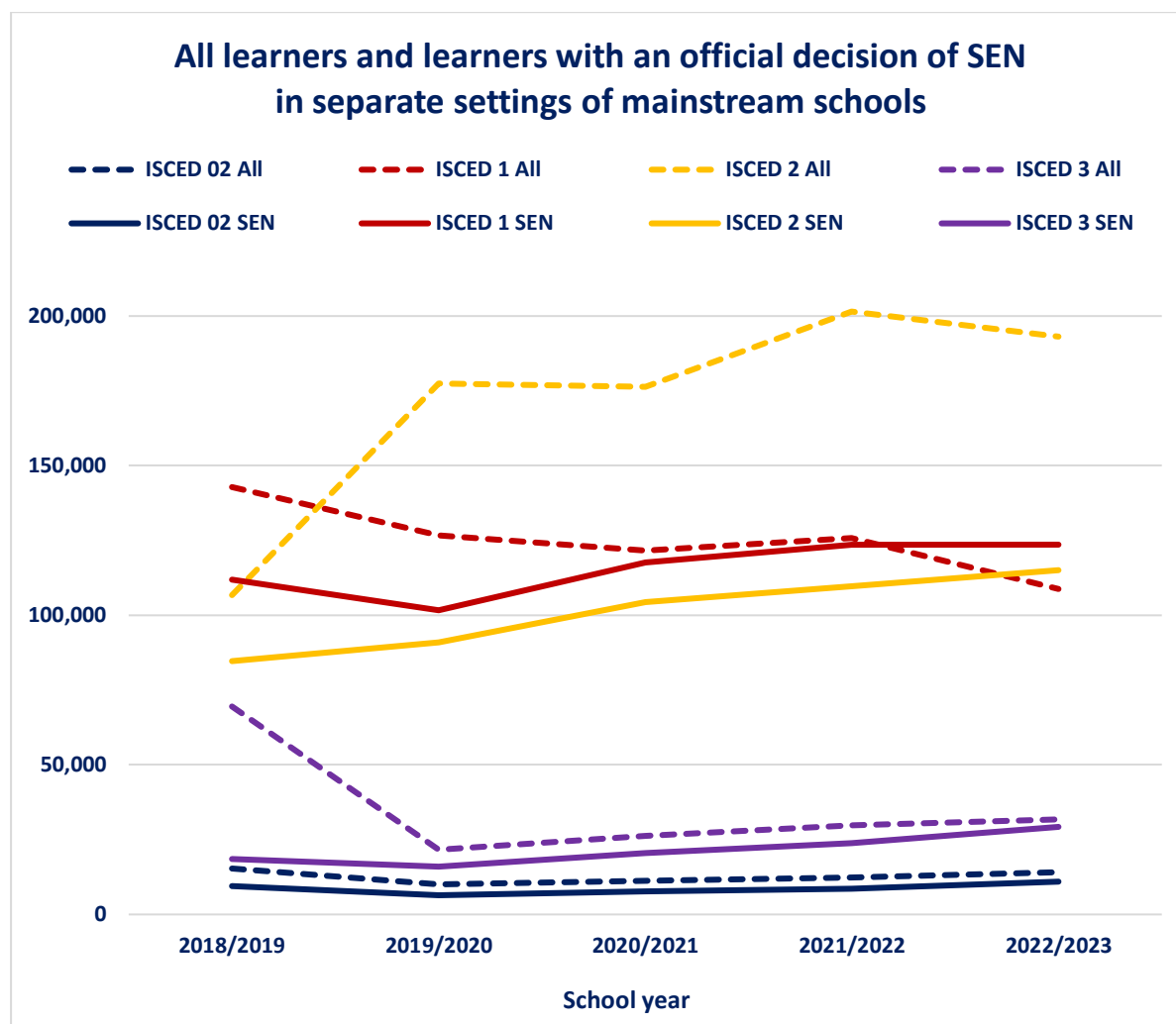


Figure 24. The number of all learners and learners with an official decision of SEN in separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

Across the five school years, the number of learners with an official decision of SEN who were educated separately in mainstream schools increased at all ISCED levels. This development occurred within a relatively stable group of countries that reported data on separate placements within mainstream education. The growth in separate placements of learners with identified SEN was significantly lower than their increased placement in inclusive settings in mainstream schools. Still, about one tenth of learners with identified SEN was educated separately in mainstream schools at the two most populated ISCED levels – primary and lower-secondary education.

The total number of learners who were educated separately in mainstream schools was consistently higher than the number of learners with identified SEN reported in the same



separate settings. This applies to all ISCED levels and to all school years covered in the report. It means that not all learners in separate settings within mainstream schools had an official decision of SEN. From the analysed administrative data alone, it is unclear who these learners without an official decision of SEN were or on what grounds they were placed in separate rather than mainstream classes. Further investigation based on more robust data is needed to explore this issue.

Table 35 compares the developments in the number of all learners and learners with an official decision of SEN educated outside mainstream schools. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 35. The number of all learners and learners with an official decision of SEN outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02	ALL outside mainstream	53,762 (19)	49,510 (26)	-4,252 (+7)	-7.9
02	SEN outside mainstream	51,971 (20)	57,128 (24)	+5,157 (+4)	9.9
1	ALL outside mainstream	346,645 (26)	390,312 (35)	+43,667 (+9)	12.6
1	SEN outside mainstream	354,799 (28)	375,229 (35)	+20,430 (+7)	5.8
2	ALL outside mainstream	367,241 (26)	450,383 (35)	+83,142 (+9)	22.6
2	SEN outside mainstream	363,434 (28)	387,701 (34)	+24,267 (+6)	6.7
2	ALL outside mainstream	233,682 (21)	320,405 (26)	+86,723 (+5)	37.1
2	SEN outside mainstream	79,411 (21)	96,072 (27)	+16,661 (+6)	21.0

The data on all learners and learners with an official decision of SEN who were educated outside mainstream schools shows:

- At ISCED 02, the number of learners with an official decision of SEN who were educated outside mainstream schools increased over the five school years, with four more countries providing data by the end of the analysed period. At the same time, the total population of learners who were outside mainstream education decreased at pre-primary level.
- At ISCED 1, both the total learner population and the number of learners educated outside mainstream schools grew considerably, with seven and nine more countries providing data by the last year of the data collection. This development occurred in the context of an overall decline in learner populations at primary education level.
- At ISCED 2, the total number of learners who were educated outside mainstream schools grew substantially, with an increasing number of countries providing this



data. At the end of the analysed period, significantly more learners with an official decision of SEN were educated outside mainstream schools. In lower-secondary education, learners with identified SEN who were educated outside mainstream schools showed the highest numeric growth of all four ISCED levels. At the same time, the number of learners without an official decision of SEN who were educated outside mainstream schools grew considerably more.

- At ISCED 3, both the total learner population and the number of learners with identified SEN grew substantially outside mainstream education provision. Upper-secondary education marked the highest numeric growth of all learners who were educated outside mainstream schools. The number of learners with an official decision of SEN increased as well, and the percentage increase was the highest of all four ISCED levels.

Figure 25 shows the developments in the placement of all learners and learners with an official decision of SEN outside mainstream education across the five school years and four ISCED levels. Dashed lines present all learners and solid lines learners with an official decision of SEN educated outside mainstream schools.

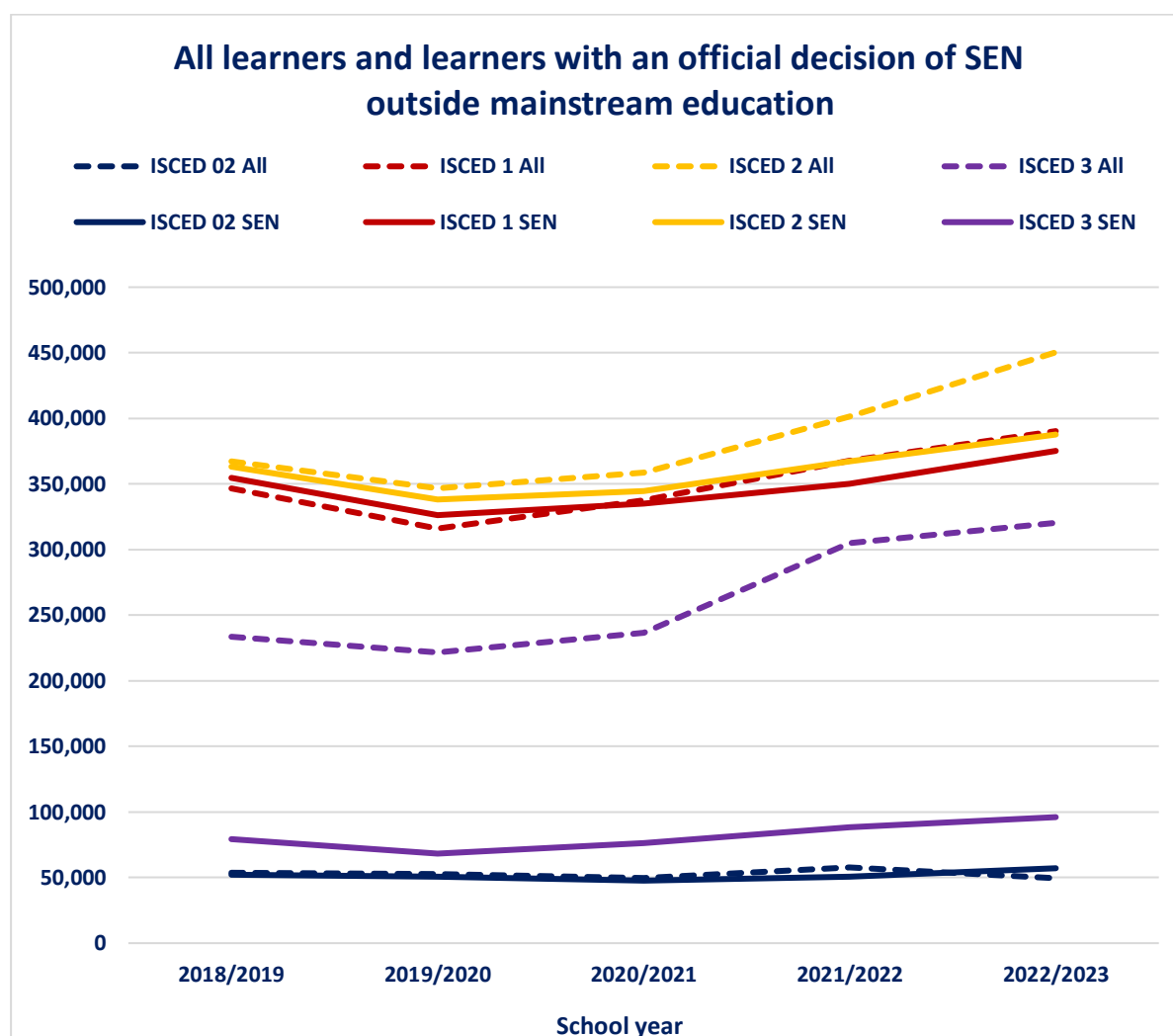


Figure 25. The number of all learners and learners with an official decision of SEN outside mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries



The highest number of learners who were educated outside mainstream schools, and therefore predominantly in separate special schools, was at lower-secondary education level. Here all learners clearly outnumbered learners with an official decision of SEN in the last three school years. However, the largest gap between all learners and learners with identified SEN who were educated outside mainstream schools was consistently in upper-secondary education, with the gap increasing further in the last three school years.

Enrolment of both categories of learners in separate special schools and other settings outside mainstream education was almost the same in pre-primary and primary education. Learners without officially identified SEN slightly outnumbered learners with an official decision only in the last school years covered in the report.

The documented increases in the number of all learners and learners with an official decision of SEN who were educated outside mainstream schools were largely caused by an increasing number of countries participating in the data collection. The only exception was in pre-primary education, where the number and composition of countries was relatively stable across the five analysed school years.

Table 36 compares the developments in the number of all learners and learners with an official decision of SEN in two types of separate educational placements – within and outside mainstream schools. The ‘Change’ columns indicate the relative difference in number and percentages (%) between the first and the last school year covered.

Table 36. The number of all learners and learners with an official decision of SEN in all forms of separate education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019	2022/2023	Change	Change (%)
02	ALL separate combined	69,112	63,543	-5,569	-8.1
02	SEN separate combined	61,362	68,088	6,726	11.0
1	ALL separate combined	489,481	499,095	9,614	2.0
1	SEN separate combined	466,719	498,752	32,033	6.9
2	ALL separate combined	473,973	643,490	169,517	36.0
2	SEN separate combined	448,101	502,776	54,675	12.2
3	ALL separate combined	303,197	352,245	49,048	16.2
3	SEN separate combined	97,831	125,335	27,504	28.1

The data on combined separate educational settings of all learners and learners with an official decision of SEN shows:

- At ISCED 02, the number of learners with an official decision of SEN who were educated in all forms of separate educational settings increased over the five school years, while the total population of learners educated separately decreased at this level. Despite a faster increase in learners with SEN educated in separate settings within mainstream schools, the dominant separate placement for pre-school children remained outside mainstream education. More than four fifths of the learners who were educated separately were placed in separate special pre-schools, and less than one fifth in separate classes in mainstream schools.
- At ISCED 1, a large majority of learners who were educated in all types of separate settings had an official decision of SEN. While their number both within and outside



mainstream schools increased, their placement outside mainstream education was the dominant separate placement. Of the 0.5 million learners educated separately in the last school year, about one quarter was placed in separate classes in mainstream schools, with the remaining three quarters educated in separate special schools or other separate settings outside mainstream education.

- At ISCED 2, separate placements for all learners grew considerably over the five school years, and a substantial share did not have an official decision of SEN. Separate placements of learners with identified SEN grew as well, with almost four fifths educated in separate special schools and the rest in separate classes in mainstream schools.
- At ISCED 3, learners educated separately but without an official decision of SEN outnumbered learners with identified SEN in the same settings. As at other ISCED levels, education outside mainstream schools was the dominant form of separate placement for learners with identified SEN. More than three quarters of them were enrolled in separate special schools or in other separate settings outside mainstream education and less than one quarter was placed in separate classes in mainstream schools.

Figure 26 shows the developments in the placement of all learners and learners with an official decision of SEN in separate settings within and outside mainstream education across the five school years and four ISCED levels. Dashed lines present all learners and solid lines learners with identified SEN in all types of separate educational settings.

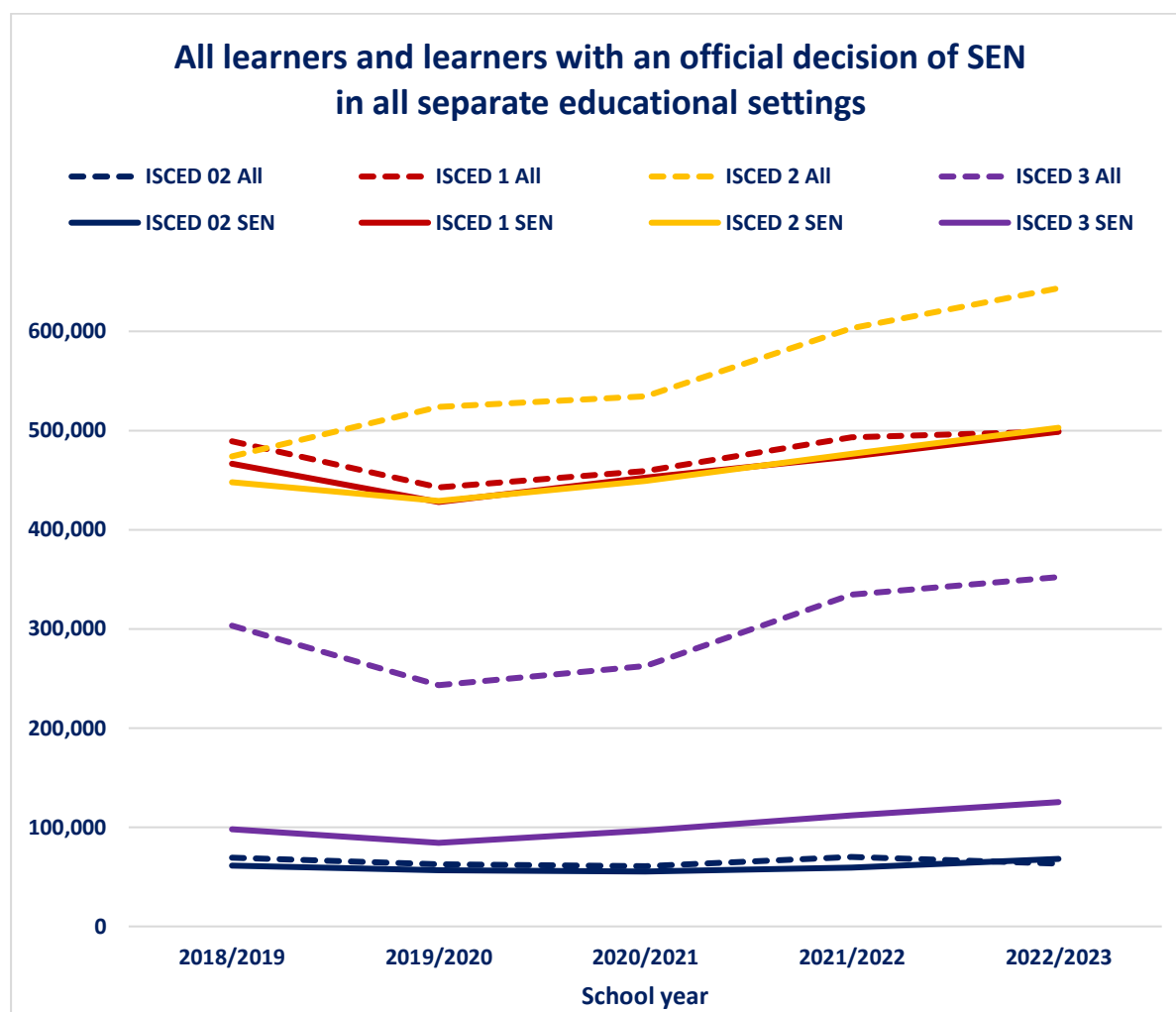


Figure 26. The number of all learners and learners with an official decision of SEN in all forms of separate settings from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The highest and most rapidly increasing number of learners educated in all types of separate settings was at lower-secondary education level, where all learners clearly outnumbered learners with an official decision of SEN throughout the analysed period. Upper-secondary education was similar, although the total number of learners in all types of separate settings was lower for both categories of learners at this level.

The difference between all learners and learners with identified SEN who were placed in all types of separate settings at primary level was negligible. However, their numbers were the second highest of the four ISCED levels. In pre-primary education, the number of separately-educated learners was the lowest of all the education levels and there were no differences between all learners and learners with an official decision of SEN.

The data on learners with an official decision of SEN shows that, if they were educated in separate settings, it was more likely to be outside mainstream education than in mainstream schools. This applies to all ISCED levels, where the shares of learners with identified SEN outside mainstream schools ranged from 76% (primary level) to 85% (pre-primary level) in 2018/2019. Five school years later, the shares of separately-educated learners outside mainstream schools in the total population of learners with SEN who were



educated separately was practically unchanged across the four ISCED levels, ranging from 75% to 84%. Despite the increasing placement of learners with identified SEN in separate settings in mainstream schools, separate education of these learners was still provided mainly in separate special schools rather than in separate classes in mainstream schools.

A noteworthy shift across the five school years occurred at lower- and upper-secondary levels, where the separate placement of learners with identified SEN outside mainstream schools decreased from 81% to 77%. This means that, at these two levels, higher shares of learners with identified SEN were placed in separate settings within mainstream schools. In 2022/2023, this share was 23% at both levels of secondary education. Nevertheless, the highest number of separately-educated learners with identified SEN was still in primary education, where about one quarter was placed in separate classes in mainstream schools and the majority was educated outside mainstream schools.

Overall, the population of separately-educated learners, both with and without an official decision of SEN, grew in number across the five school years and at all ISCED levels except pre-primary education level. The shares of separately-educated learners with and without an official decision of SEN varied across the ISCED levels. In general, the higher the educational level, the higher the share of learners without identified SEN who were educated separately. The reasons for separate placements of learners without identified SEN are not clear from the administrative data and require further scrutiny.

The analysed placement of learners with an official decision of SEN in different educational settings shows more dynamic developments across the five school years than those observed for all learners. This was primarily caused by an increasing number of decisions of SEN across the EASNIE member countries and the resulting higher number, enrolment and placement of learners with identified SEN in all types of educational setting at all four ISCED levels. Learners with an official decision of SEN were primarily and increasingly placed in mainstream schools and classes, but their numbers in all types of separate settings either remained the same or even increased at some levels.

Developments in the placements of all learners are analysed in detail in [Chapter 1](#) of this report.

Figures 27 to 30 below present the developments in the number of learners with an official decision of SEN in different types of educational settings, as analysed in this chapter. Each graph presents the developments for a single ISCED level with data aggregated from all countries in each of the five school years.

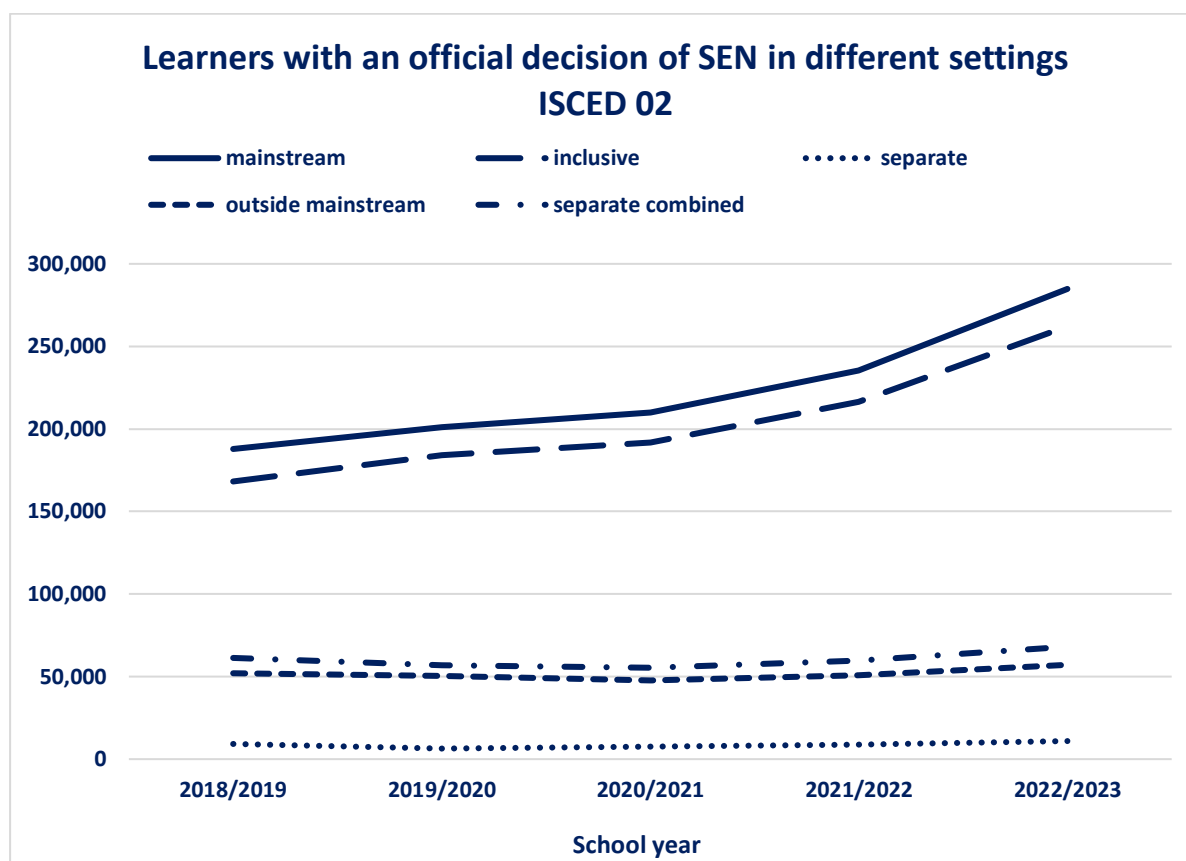


Figure 27. The number of learners with an official decision of SEN in different types of educational settings from 2018/2019 to 2022/2023, ISCED 02, all countries

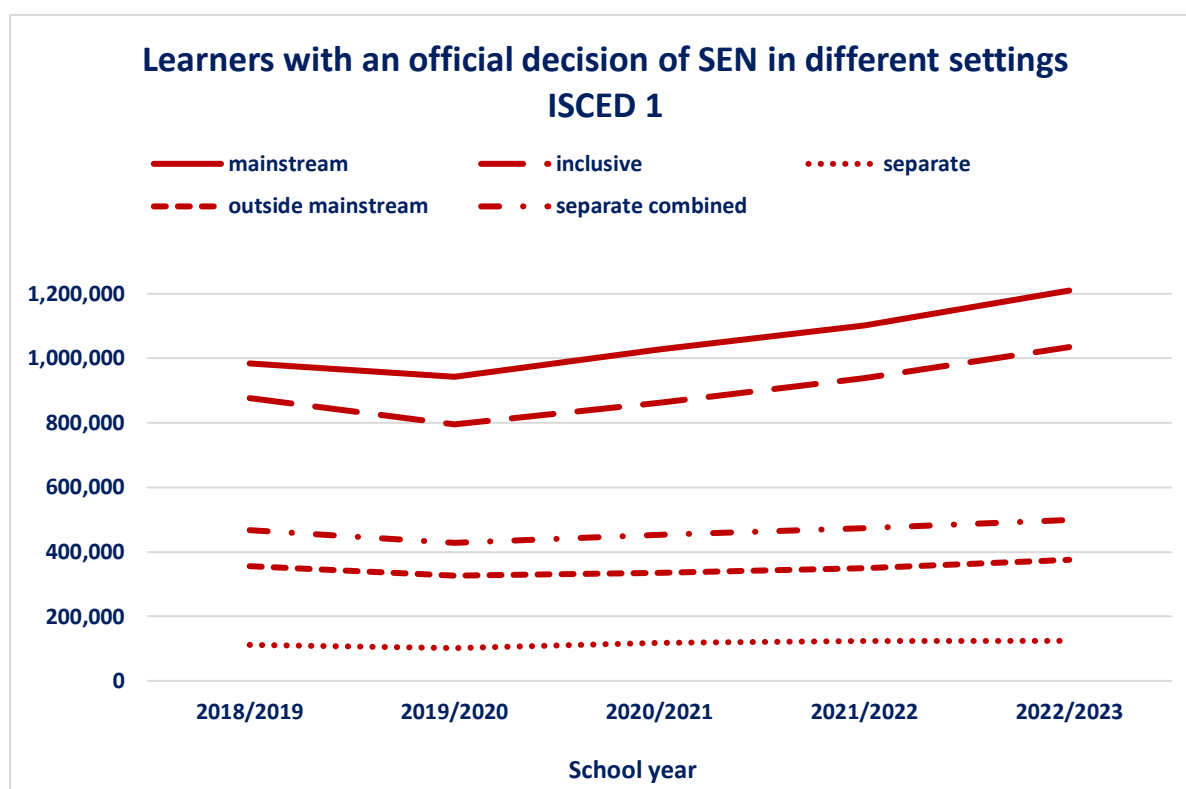


Figure 28. The number of learners with an official decision of SEN in different types of educational settings from 2018/2019 to 2022/2023, ISCED 1, all countries

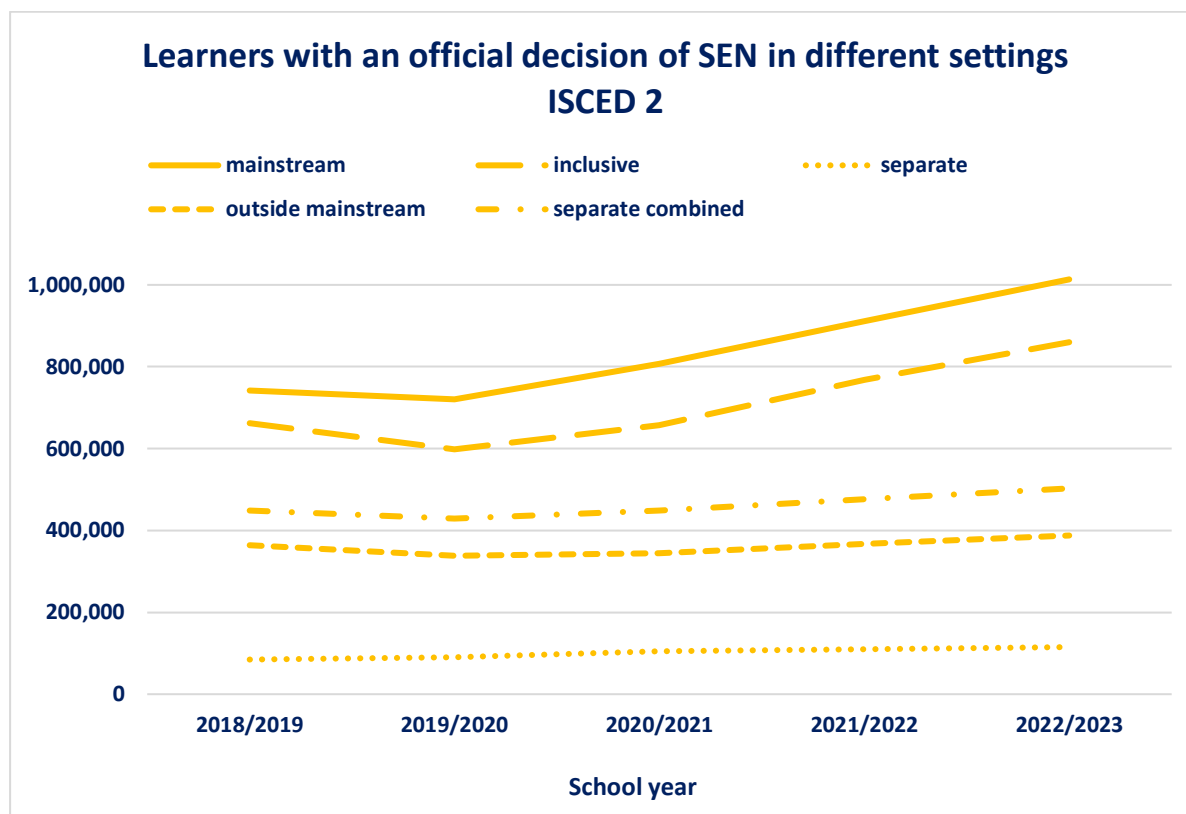


Figure 29. The number of learners with an official decision of SEN in different types of educational settings from 2018/2019 to 2022/2023, ISCED 2, all countries

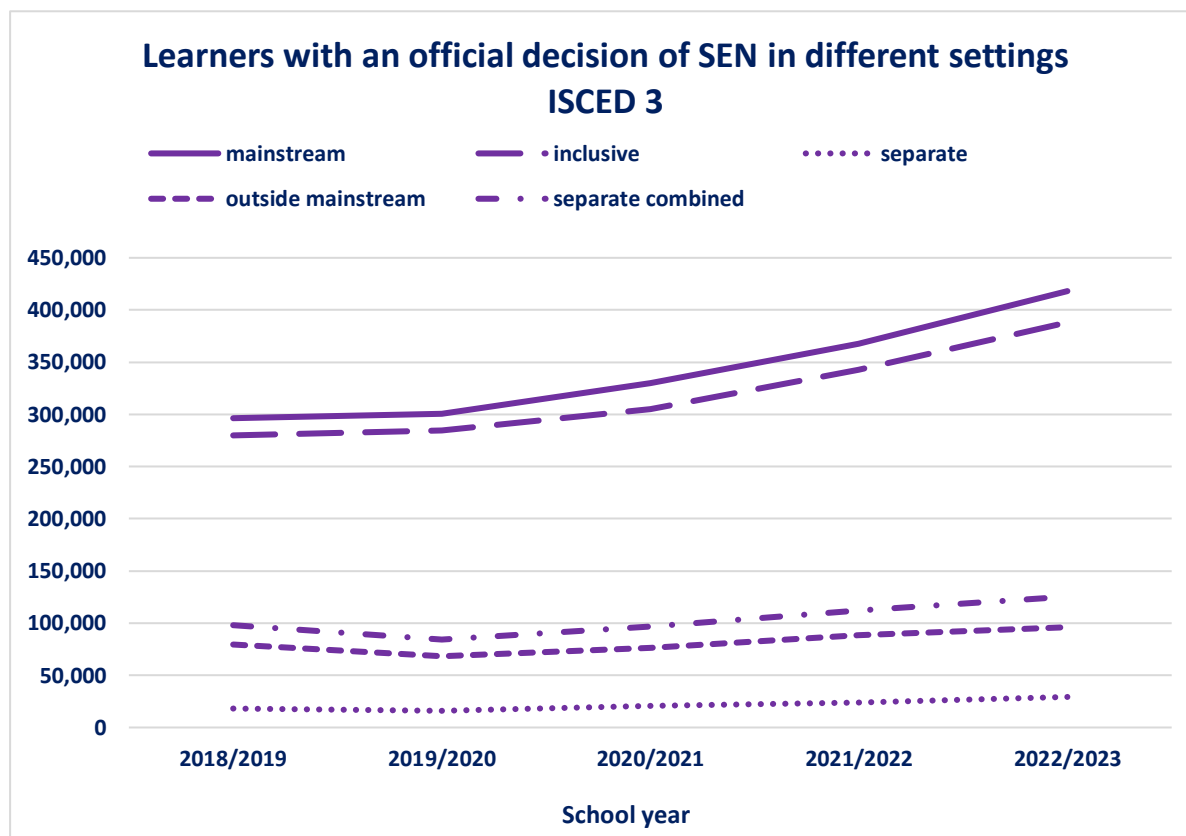


Figure 30. The number of learners with an official decision of SEN in different types of educational settings from 2018/2019 to 2022/2023, ISCED 3, all countries



2.3 The share of learners with an official decision of SEN in different educational settings

- Over the five school years, the overall growth in SEN identification increased the share of learners with an official decision of SEN in mainstream education, most notably in pre-primary and upper-secondary education.
- Placement of learners with identified SEN in inclusive settings in mainstream schools was on the rise across the EASNIE member countries. While placement in mainstream classes remained dominant, placement in separate classes grew faster in many countries.
- The share of learners with an official decision of SEN who were educated outside mainstream schools was stable at three out of four analysed ISCED levels; the share only moderately increased in upper-secondary education.
- When learners with identified SEN were educated separately, they were increasingly placed in separate settings within mainstream schools. However, higher shares of separately-educated learners with SEN remained outside mainstream education, primarily in fully separate special schools.

Background

EASIE uses the country data on various placements of learners with an official decision of SEN to calculate two subsets of indicators – 2A and 2B.

The 2A indicators present the shares of learners with an official decision of SEN in different educational settings, based on the overall enrolled learner population. These indicators are calculated as follows:

The number of children/learners with an official decision of SEN (*in a type of educational setting: Q2.3, Q2.3a, Q2.3b, Q2.4, Q2.5*)

x100

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



The **2B indicators** present the shares of learners with an official decision of SEN in different educational settings, based on the overall population of learners with an official decision of SEN. These indicators are calculated as follows:

The number of children/learners with an official decision of SEN (*in a type of educational setting: Q2.3, Q2.3a, Q2.3b, Q2.4, Q2.5*)

x100

The actual population of children/learners with an official decision of SEN (Q2.1)

Some countries do not report the total population of learners with an official decision of SEN (Question 2.1) but do provide data on these learners in different educational settings (Questions 2.3, 2.3a, 2.3b and 2.4) and out of education (Question 2.5). As a result, the 2B indicators can be calculated for fewer countries than the 2A indicators.

This chapter summarises the key findings on the placement of learners with an official decision of SEN based on the 2A indicators, which include a higher number of countries.

The number and composition of countries that provided data differed across the five school years and individual indicators. The presented findings are based on the calculated averages from the aggregated data from all countries and therefore apply to individual countries to different degrees. [Tables A11–A16](#) in the Annex present a full account of individual country developments based on the 2A indicators, calculated across the five school years and four ISCED levels.

The share of learners with an official decision of SEN in all forms of recognised education

EASIE calculates the share of learners with an official decision of SEN in all forms of recognised education analogically, as it does with the share of all learners. The calculations are made from the respective baseline populations – the actual population of learners in the typical age ranges (Question 1.1) in the case of all learners, and the actual population of learners with an official decision of SEN (Question 2.1) for learners with identified SEN.

[Chapter 1.2](#) discusses the overall enrolment rate of all learners (Indicator 1.7) in detail. Complementary **Indicator 2A.8** covers the enrolment rate of learners with an official decision of SEN in all recognised forms of education.⁵

Table 37 shows the average overall enrolment rates of all learners and of learners with an official decision of SEN across the five school years and four ISCED levels. Figures in brackets indicate the number of countries that provided data in the given school year.

⁵ Indicator 2A.8 is the only 2A indicator that is not calculated from the overall enrolled learner population (Question 1.2), but from the actual population of learners with an official decision of SEN (Question 2.1).



Table 37. The enrolment rates of all learners and learners with an official decision of SEN in all recognised forms of education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/2019 (%)	2019/2020 (%)	2020/2021 (%)	2021/2022 (%)	2022/2023 (%)
02	ALL overall enrolment	94.97 (29)	94.80 (27)	94.62 (30)	95.67 (31)	97.47 (32)
02	SEN overall enrolment	103.14 (15)	119.64 (15)	119.36 (16)	118.14 (16)	116.67 (17)
1	ALL overall enrolment	97.81 (29)	97.47 (28)	98.73 (31)	99.08 (33)	99.26 (34)
1	SEN overall enrolment	102.30 (19)	105.10 (19)	104.68 (21)	104.14 (22)	103.95 (24)
2	ALL overall enrolment	99.09 (29)	99.83 (28)	99.09 (31)	99.01 (33)	98.80 (34)
2	SEN overall enrolment	102.02 (19)	96.16 (19)	96.53 (21)	96.54 (22)	96.56 (23)
3	ALL overall enrolment	100.82 (27)	101.52 (26)	98.59 (28)	100.27 (31)	100.50 (32)
3	SEN overall enrolment	101.10 (14)	88.93 (14)	89.26 (16)	90.71 (17)	90.77 (19)

The overall enrolment rates of all learners and of learners with an official decision of SEN in all forms of recognised education show:

- Across the five school years, the average enrolment rates of all learners were very high at all four ISCED levels. In some school years, these rates almost reached 100% at ISCED 1 and ISCED 2 levels. This reflects the fact that primary and lower-secondary education fall under compulsory education for the respective school-age population in most of the countries.
- The average enrolment rate was lower at pre-primary level, which is not compulsory in many countries, or not for all the years of available provision at this level. On the other hand, the average enrolment rate in upper-secondary education exceeded 100% in almost all school years, which is a consequence of enrolling a substantial number of learners who are older than the typical age for this level.
- The number of countries that provided data on the overall enrolment of learners with an official decision of SEN was lower than the number of countries reporting the overall enrolment of all learners.
- Across the five school years, the average enrolment rates of learners with an official decision of SEN were always higher than 100% in pre-primary and primary education. This was primarily caused by the enrolment of learners who were out of the typical age range for these two ISCED levels due to postponed school attendance or grade retention, or because they followed lower-level educational programmes than their peers of the same age.
- In lower- and upper-secondary education, the average enrolment rates of learners with an official decision of SEN were, except for the first school year, always lower than 100%. This was likely a result of school drop-out before and during secondary



education. Other possible reasons for the lower share of learners with an official decision of SEN in secondary education include grade repetition, interruption or termination of school attendance, and continuation of the education provision outside the education sector, which the available data does not cover. Legislative constraints in some countries exclude learners with different intellectual abilities from enrolment in lower-secondary and higher levels of education.

- In most countries, the overall enrolment rate of learners with an official decision of SEN reached exactly 100%. This means that, once learners received official recognition of having SEN, they were formally enrolled in some recognised form of education. This is different to the reported overall enrolment rate of all learners, in which the countries rarely report full enrolment. The existing margins account for learners who are [out of any form of education](#), enrolled at other ISCED levels or in schools in other countries.

The calculated overall enrolment rates across the countries participating in EASIE should be approached with caution. Discrepancies between population statistics, the available administrative data on education enrolment and data on SEN identification affect the enrolment rates of all learners and of learners with an official decision of SEN in all recognised forms of education. Different data sources, reference dates, processes and institutions involved in the data collections produce rates that can only be considered as approximate and indicative.

Besides inherent data limitations, the existing deviations between the datasets are also influenced by other factors, such as mortality and migration, and by individual decisions made by various stakeholders which affect the overall enrolment. These include parental choice, school admission, selection criteria and procedures, grade repetition, suspensions, transitions across levels and drop-outs.

The following sections provide an overview of the developments in the share of learners with an official decision of SEN in different educational settings.

The share of learners with an official decision of SEN within and outside mainstream education

As with the data on all learners, EASIE further distinguishes data on learners with an official decision of SEN who are enrolled in all forms of recognised education into those within and those outside mainstream education. Two indicators calculate the shares of learners with SEN in these main categories of educational placements:

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

Both indicators are based on the data on all learners enrolled in any form of recognised education. In most countries, enrolment in mainstream education implies placement in a mainstream class or placement in a separate special class within a mainstream school. Learners with an official decision of SEN who are not in mainstream settings are educated



in fully separate special schools or other recognised forms of education, such as home schooling, or are out of any form of education.

Table 38 shows the average share of learners with an official decision of SEN within and outside mainstream education across the five school years and four ISCED levels. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered.

Table 38. The average share of learners with an official decision of SEN within and outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/ 2019 (%)	2019/ 2020 (%)	2020/ 2021 (%)	2021/ 2022 (%)	2022/ 2023 (%)	Change (p.p.)	Change (%)
02	SEN within mainstream	1.94 (22)	2.02 (21)	2.11 (22)	2.31 (24)	2.74 (24)	0.80	41.2
02	SEN outside mainstream	0.53 (20)	0.49 (20)	0.46 (23)	0.48 (24)	0.53 (25)	0.00	0.0
1	SEN within mainstream	3.75 (28)	3.92 (27)	4.15 (29)	4.37 (31)	4.47 (34)	0.72	19.2
1	SEN outside mainstream	1.30 (28)	1.29 (28)	1.27 (31)	1.30 (33)	1.37 (35)	0.07	5.4
2	SEN within mainstream	4.02 (28)	3.93 (27)	4.32 (29)	4.71 (31)	4.92 (33)	0.90	22.4
2	SEN outside mainstream	1.89 (28)	1.77 (27)	1.75 (30)	1.80 (32)	1.85 (34)	-0.04	-2.1
3	SEN within mainstream	2.03 (23)	2.08 (22)	2.28 (24)	2.84 (25)	3.01 (28)	0.98	48.3
3	SEN outside mainstream	0.61 (21)	0.53 (21)	0.60 (23)	0.65 (25)	0.69 (27)	0.08	13.1

The data on learners with an official decision of SEN within and outside mainstream education shows:

- In the analysed period, the average enrolment rate of learners with identified SEN in mainstream education increased significantly at all four ISCED levels. Except for a temporary decline in 2019/2020 in lower-secondary education, the growth in mainstream education enrolment was continual across the ISCED levels. In contrast, the average share of learners with identified SEN who were educated outside mainstream schools showed mixed developments across ISCED levels.
- At ISCED 02, the average share of learners with identified SEN who were educated outside mainstream schools almost did not change and revolved around 0.5%. At the same time, the share of learners with SEN who were enrolled in mainstream pre-schools increased by 41% between 2018/2019 and 2022/2023.
- At ISCED 1, the average share of learners with identified SEN who were educated outside mainstream schools increased marginally by 5%, while their share within mainstream education shows a substantial growth of 19%. This occurred despite a significant decline in learner populations at this level in many countries.



- At ISCED 2, the average share of learners with identified SEN who were educated outside mainstream schools decreased slightly by 2%, while their share within mainstream education grew significantly by 22.4%. These developments occurred in parallel with a significant increase in the learner population at this level.
- At ISCED 3, the share of learners with identified SEN in mainstream education increased significantly and the growth by 48% was the highest of the four ISCED levels. The share of learners with SEN who were educated outside mainstream schools increased as well, but much more slowly (by 13%).

Figure 31 presents the shares of learners with an official decision of SEN within and outside mainstream education across the five school years and four ISCED levels. Solid lines show the data on learners in mainstream education; dashed lines present the data on learners outside mainstream education.

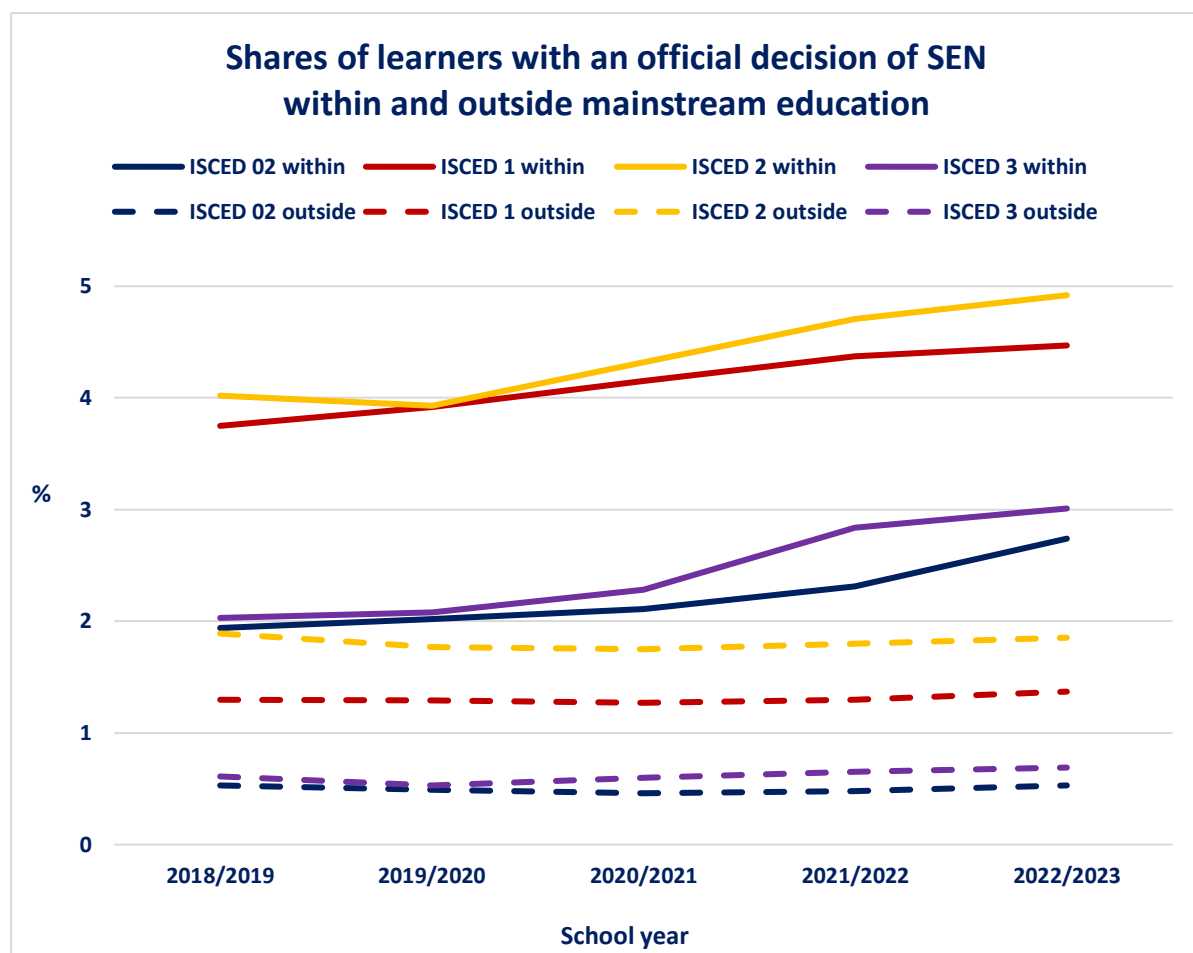


Figure 31. The average share of learners with an official decision of SEN within and outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

The data shows a general trend across the EASNIE member countries to increasingly place learners with an official decision of SEN in mainstream schools. In contrast, the shares of learners with identified SEN who were educated outside mainstream schools did not change much at three out of four ISCED levels, with some increase only at upper-secondary education level. Although a large majority of separately-educated learners with identified



SEN remained outside mainstream schools, there was a growing tendency to place them in mainstream education.

The mainstream education enrolment rate of all learners remained stable over time (see [Chapter 1.3](#) for more details). However, the growth in decisions of SEN across the countries, school years and ISCED levels increased the mainstream enrolment rate of learners with an official decision of SEN. The highest growth was in pre-primary and upper-secondary education, but primary and lower-secondary education levels also had increased rates of learners with identified SEN in mainstream schools.

The developments in the share of learners educated outside mainstream education were more diverse. The share of all learners outside mainstream schools dropped substantially in pre-primary education and increased significantly at upper-secondary level. Primary and lower-secondary levels experienced minor changes in this regard. On the other hand, the share of learners with an official decision of SEN outside mainstream schools increased in upper-secondary education but remained the same at the three remaining ISCED levels.

The share of learners with an official decision of SEN in inclusive and separate settings in mainstream schools

EASIE breaks down the placement data on learners with an official decision of SEN who are enrolled in mainstream education into inclusive and separate settings in mainstream schools. Two indicators calculate the shares of learners with SEN in these settings:

- **Indicator 2A.3 – The enrolment rate of children/learners with an official decision of SEN in inclusive education**
- **Indicator 2A.4 – The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education.**

Both indicators are based on the number of all learners enrolled in any form of recognised education. In most countries, enrolment in inclusive education implies placement in a mainstream class in line with the 80% time placement benchmark, or the various proxies for this benchmark. Enrolment in separate, non-inclusive groups/classes is not in line with the 80% time placement benchmark or its proxies.

Table 39 shows the average share of learners with an official decision of SEN in inclusive and separate settings within mainstream schools across the five school years and four ISCED levels. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered.



Table 39. The average share of learners with an official decision of SEN in inclusive and separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/ 2019 (%)	2019/ 2020 (%)	2020/ 2021 (%)	2021/ 2022 (%)	2022/ 2023 (%)	Change (p.p.)	Change (%)
02	SEN inclusive	1.79 (19)	1.89 (18)	1.98 (19)	2.16 (22)	2.57 (21)	0.78	43.6
02	SEN separate	0.13 (12)	0.09 (10)	0.10 (12)	0.11 (13)	0.16 (13)	0.03	23.1
1	SEN inclusive	3.37 (27)	3.44 (25)	3.65 (26)	3.88 (29)	4.18 (30)	0.81	24.0
1	SEN separate	0.60 (22)	0.61 (19)	0.66 (22)	0.70 (22)	0.80 (22)	0.20	33.3
2	SEN inclusive	3.62 (27)	3.36 (25)	3.65 (26)	4.10 (29)	4.45 (29)	0.83	22.9
2	SEN separate	0.76 (22)	0.82 (19)	0.90 (22)	0.94 (23)	1.10 (22)	0.34	44.7
3	SEN inclusive	1.92 (22)	2.02 (20)	2.18 (21)	2.78 (23)	2.96 (24)	1.04	54.2
3	SEN separate	0.28 (14)	0.25 (10)	0.31 (12)	0.36 (14)	0.39 (16)	0.11	39.3

Across the five school years, the placement of learners with an official decision of SEN increased significantly in both inclusive and separate settings in mainstream schools. Except for a temporary decline in 2019/2020 at some ISCED levels, the growth in both types of placements was continual across all four levels. However, individual ISCED levels show a different dynamic between the two types of placements:

- At ISCED 02, the average share of learners with identified SEN increased much more in inclusive settings in mainstream schools than in the separate ones. Therefore, an increasing share of pre-school learners with identified SEN was placed in inclusive settings in mainstream schools.
- At ISCED 1, the average share of learners with identified SEN increased in both inclusive and separate settings, but the growth was proportionately higher in separate settings. Nevertheless, significantly more learners with identified SEN were educated in inclusive classes in mainstream schools.
- At ISCED 2, the average share of learners with identified SEN increased substantially in separate settings in mainstream schools. While inclusive placements also grew and the share of learners with identified SEN in inclusive classes represent the majority, lower-secondary education is characteristic for the smallest difference between inclusive and separate placements.
- At ISCED 3, the average share of learners with identified SEN increased primarily in inclusive classes in mainstream schools. Placement in separate classes also grew, but more slowly.

Figure 32 presents the share of learners with an official decision of SEN in inclusive and separate settings in mainstream schools across the five school years and four ISCED levels. Solid lines show the data on learners in inclusive settings; dashed lines present the data on learners in separate settings in mainstream schools.

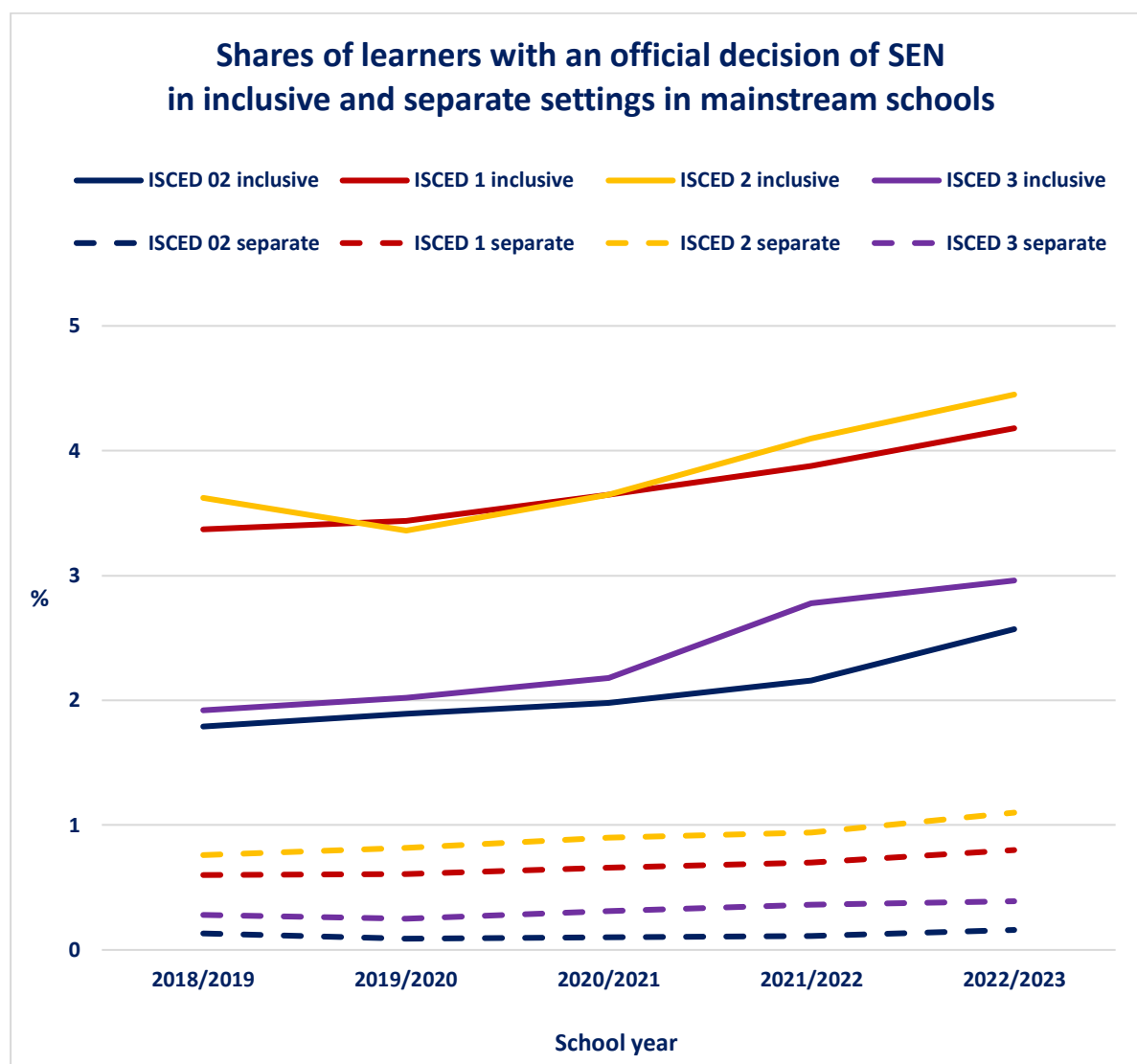


Figure 32. The average share of learners with an official decision of SEN in inclusive and separate settings in mainstream schools from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

With a growing number of learners with identified SEN, their placement in both inclusive and separate classes in mainstream schools increased across all four ISCED levels and in almost all EASNIE member countries with available data.

Inclusive placement for learners with identified SEN remained dominant and increased, especially in pre-primary and upper-secondary education. The share of learners who were educated separately in mainstream schools also increased, and their share in primary and lower-secondary education grew faster than the share in inclusive settings.

The growth in the share of learners with identified SEN in separate classes in mainstream schools invites further scrutiny and requires additional information beyond administrative data on educational placements. From the perspective of inclusive education, it would be useful to know whether placement in separate settings in mainstream schools will continue to increase, or if it simply reflects a temporary ‘solution’ to allow schools to cope with an increasing number of learners with identified SEN and a presumably limited capacity to meet these learners’ specific needs.



The share of learners with an official decision of SEN in all separate settings

As with the data on all learners, EASIE combines the data on learners with an official decision of SEN who are placed in separate settings in mainstream schools with the data on placement outside mainstream education. The share of learners with SEN who are educated in all forms of separate provision is calculated in **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.**

Table 40 shows the average share of learners with an official decision of SEN in separate settings within and outside mainstream education across the five school years and four ISCED levels. Figures in brackets indicate the number of countries that provided data in the given school year. The 'Change' columns indicate the relative difference in percentage points (p.p.) and percentages (%) between the first and the last school year covered.

Table 40. The average share of learners with an official decision of SEN in separate settings within and outside mainstream education from 2018/2019 to 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Placement	2018/ 2019 (%)	2019/ 2020 (%)	2020/ 2021 (%)	2021/ 2022 (%)	2022/ 2023 (%)	Change (p.p.)	Change (%)
02	SEN separate mainstream	0.13 (12)	0.09 (10)	0.10 (12)	0.11 (13)	0.16 (13)	0.03	23.1
02	SEN outside mainstream	0.53 (20)	0.49 (20)	0.46 (23)	0.48 (24)	0.53 (25)	0.00	0.0
1	SEN separate mainstream	0.60 (22)	0.61 (19)	0.66 (22)	0.70 (22)	0.80 (22)	0.20	33.3
1	SEN outside mainstream	1.30 (28)	1.29 (28)	1.27 (31)	1.30 (33)	1.37 (35)	0.07	5.4
2	SEN separate mainstream	0.76 (22)	0.82 (19)	0.90 (22)	0.94 (23)	1.10 (22)	0.34	44.7
2	SEN outside mainstream	1.89 (28)	1.77 (27)	1.75 (30)	1.80 (32)	1.85 (34)	-0.04	-2.1
3	SEN separate mainstream	0.28 (14)	0.25 (10)	0.31 (12)	0.36 (14)	0.39 (16)	0.11	39.3
3	SEN outside mainstream	0.61 (21)	0.53 (21)	0.60 (23)	0.65 (25)	0.69 (27)	0.08	13.1

The data shows that the share of learners with identified SEN who were educated separately increased over the five school years. Most countries saw a growth in separate placements within and outside mainstream schools. The only exceptions occurred in separate placements outside mainstream education at pre-primary and lower-secondary level, where the share of learners with identified SEN stagnated or slightly decreased.

Overall, separate education provision for learners with identified SEN expanded over the five school years across the EASNIE member countries. This happened mainly due to the increased placement of learners with SEN in separate classes in mainstream schools, although their share was still higher outside mainstream education. While the share of all learners in separate placements only increased in lower-secondary education, the share of separately-educated learners with SEN increased at all four ISCED levels.



3. SEX/GENDER DIFFERENCES IN EDUCATIONAL PLACEMENTS

- Almost all countries that provided data on learners in different educational settings also provided this data disaggregated by sex/gender – boys and girls.
- The ratio of boys to girls in the reference population and in the overall enrolment data was 51:49, with all EASNIE member countries reporting slightly more boys than girls at the beginning of their education path.
- The data on boys and girls in mainstream education and in inclusive settings in mainstream schools at all four ISCED levels, from pre-primary to upper-secondary education, largely followed the ratio in all recognised forms of education.
- The shares of boys and girls were significantly different in separate placements, both within and outside mainstream education. About two thirds of all learners placed in separate classes in mainstream schools and in separate special schools were boys.
- The shares of boys and girls with an official decision of SEN follow the distribution of separate placements of all learners. Twice as many boys are identified as having SEN than girls. This 2:1 ratio is reflected in the overall enrolment of learners with an official decision of SEN and in all types of educational placements across the four ISCED levels.

Background

EASIE collects data on the different educational placement of all learners and of learners with an official decision of SEN. Countries can disaggregate this data by sex/gender into two categories – boys and girls.



Dataset

Alongside an increasing number of countries participating in the EASIE data collections over the five school years, the reporting of sex/gender-disaggregated data also increased. Almost all countries that provided data on specific educational placements also provided sex/gender-disaggregated data for these placements.

EASIE recognises that binary disaggregation may not capture all individuals in education and therefore accepts that the sum of the reported boys and girls in a country may be lower than the reported total number of learners for a particular placement and ISCED level.

The following sections summarise the developments in the population of boys and girls and in their respective shares in different educational settings.

The share of boys and girls in different educational settings

Table 41 presents the average shares of all boys and girls in different educational settings from pre-primary to upper-secondary education level in 2022/2023. Figures in brackets indicate the number of countries that provided sex/gender-disaggregated data in the given school year. The average shares were calculated from the data of the countries that provided this disaggregation. For this reason, the proportions of boys and girls combined equal 100% in each type of placement and at each ISCED level.

Table 41. The average share of boys and girls in different types of educational settings, 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Sex/ Gender	Reference population (%)	All recognised (%)	Mainstream (%)	Inclusive (%)	Separate (%)	Outside mainstream (%)
02	Boys (ALL)	51.29 (33)	51.45 (30)	51.35 (27)	51.32 (26)	69.42 (15)	68.00 (24)
02	Girls (ALL)	48.71 (33)	48.55 (30)	48.65 (27)	48.68 (26)	30.58 (15)	32.00 (24)
1	Boys (ALL)	51.29 (34)	51.19 (33)	50.95 (33)	50.84 (30)	68.50 (20)	67.73 (33)
1	Girls (ALL)	48.71 (34)	48.81 (33)	49.05 (33)	49.16 (30)	31.50 (20)	32.27 (33)
2	Boys (ALL)	51.32 (34)	51.56 (33)	51.27 (33)	51.17 (30)	62.22 (20)	65.16 (33)
2	Girls (ALL)	48.68 (34)	48.44 (33)	48.73 (33)	48.83 (30)	37.78 (20)	34.84 (33)
3	Boys (ALL)	51.44 (32)	51.08 (32)	51.03 (30)	51.07 (28)	63.24 (15)	56.47 (25)
3	Girls (ALL)	48.56 (32)	48.92 (32)	48.97 (30)	48.93 (28)	36.76 (15)	43.53 (25)

Sex/gender-disaggregated data from 2018/2019 to 2022/2023 shows:

- The overall enrolment of boys and girls in all forms of recognised education, mainstream education and in inclusive settings in mainstream schools followed the



sex/gender distribution in the reference population. The ratio of boys to girls was 51:49.

- The shares of boys and girls were significantly different in separate settings, both within and outside mainstream education. About two thirds of learners placed in separate classes in mainstream schools and in fully separate special schools were boys. The 2:1 ratio of boys to girls in separate settings was relatively stable throughout the analysed period.

Higher proportions of boys decreased slightly but consistently from enrolment in all recognised forms of education, to mainstream education and to inclusive settings in mainstream schools. Expectedly, lower shares of girls rose from overall enrolment, to mainstream, to inclusive placement.

While about twice as many boys as girls were educated separately within and outside mainstream schools at all four ISCED levels, there were some minor differences between the educational levels. The over-representation of boys was higher in pre-primary and primary education than at lower- and upper-secondary levels. It is likely that increasing drop-out from higher educational levels was behind these decreases in shares.

Separate placements within and outside mainstream education do not only concern learners with an official decision of SEN (see chapters [1.5](#), [1.6](#) and [1.7](#) for more details). However, learners with identified SEN constituted the largest share of learners who were educated separately. Since boys were placed in separate settings more often, it is not surprising that they also had disproportionate shares among learners with an official decision of SEN in separate educational settings.

Table 42 presents the shares of boys and girls with an official decision of SEN in different educational settings at all four ISCED levels in 2022/2023. Figures in brackets indicate the number of countries that provided data in the given school year. The average shares of boys and girls with an official decision of SEN were calculated from the data of the countries that provided this disaggregation. For this reason, the proportions of boys and girls combined equal 100% in each type of placement and at each ISCED level.

Table 42. The average share of boys and girls with an official decision of SEN in different types of educational settings, 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	Sex/Gender	SEN identification (%)	All recognised (%)	Mainstream (%)	Inclusive (%)	Separate (%)	Outside mainstream (%)
02	Boys (SEN)	70.08 (17)	69.84 (23)	70.21 (22)	70.26 (21)	70.21 (13)	67.76 (23)
02	Girls (SEN)	29.92 (21)	30.16 (23)	29.79 (22)	29.74 (21)	29.79 (13)	32.24 (23)
1	Boys (SEN)	69.49 (21)	68.69 (29)	68.47 (28)	68.47 (25)	69.25 (20)	69.17 (31)
1	Girls (SEN)	30.51 (21)	31.31 (29)	31.53 (28)	31.53 (25)	30.75 (20)	30.83 (31)
2	Boys (SEN)	67.20 (21)	66.16 (29)	62.51 (28)	62.25 (25)	65.12 (20)	65.72 (31)
2	Girls (SEN)	32.80 (21)	33.84 (29)	37.49 (28)	37.75 (25)	34.88 (20)	34.28 (31)



ISCED level	Sex/ Gender	SEN identification (%)	All recognised (%)	Mainstream (%)	Inclusive (%)	Separate (%)	Outside mainstream (%)
3	Boys (SEN)	66.33 (15)	65.33 (23)	65.45 (23)	65.69 (21)	62.33 (16)	64.93 (23)
3	Girls (SEN)	33.67 (15)	34.67 (23)	34.55 (23)	34.31 (21)	37.67 (16)	35.07 (23)

The average shares of boys and girls with an official decision of SEN were calculated from the data from the countries that provided this disaggregation. For this reason, the proportions of boys and girls combined equal 100% in each type of placement and at each ISCED level. The data on the distribution of boys and girls with an official decision of SEN in different educational settings shows that the shares of boys and girls copied the pattern shown in the data on all learners placed in separate settings. The 2:1 ratio of boys to girls was consistently reproduced in the overall enrolment and in all sub-categories of placements.

EASNIE already identified this over-representation of boys with an official decision of SEN in the 2013/2014 and 2015/2016 school year datasets (EASNIE, 2018). About twice as many boys as girls have been consistently identified as having SEN in most of the EASNIE member countries since the early years of the EASIE data collection.

Table 43 shows that the disproportionate placement of boys in some settings and at some ISCED levels even increased over the five school years.

Table 43. The average share of boys in separate educational settings, 2018/2019 and 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	02	02	1	1	2	2	3	3
School year	2018/ 2019	2022/ 2023	2018/ 2019	2022/ 2023	2018/ 2019	2022/ 2023	2018/ 2019	2022/ 2023
Mainstream separate (%)	68.59	69.42	66.83	68.50	64.48	62.22	58.33	63.24
Outside mainstream (%)	66.30	68.00	68.70	67.73	65.87	65.16	62.12	56.47

The data shows that over the five school years, the over-representation of boys among all learners placed in separate educational settings:

- increased significantly in separate classes in mainstream schools in upper-secondary education, with smaller growth in primary and pre-primary education;
- decreased in separate classes in mainstream schools at lower-secondary level;
- increased significantly outside mainstream education (primarily in fully separate special schools) at pre-primary education level;
- decreased in primary, lower- and upper-secondary education, with the most significant drop in the highest educational level covered.

This means that separate placement of boys increased in mainstream schools while it decreased outside mainstream education. The 2:1 ratio of boys to girls in separate educational settings persisted at all levels, except outside mainstream education at upper-secondary level, where it was closest to a proportionate distribution of boys and girls.



Table 44 shows the changes in the placement of boys with an official decision of SEN between 2018/2019 and 2022/2023 in different educational settings.

Table 44. The average share of boys with an official decision of SEN in different educational settings, 2018/2019 and 2022/2023, ISCED 02 to ISCED 3, all countries

ISCED level	02	02	1	1	2	2	3	3
School year	2018/ 2019	2022/ 2023	2018/ 2019	2022/ 2023	2018/ 2019	2022/ 2023	2018/ 2019	2022/ 2023
Overall (%)	68.59	69.84	68.33	68.69	66.67	66.16	65.28	65.33
Mainstream (%)	69.07	70.21	68.13	68.47	67.04	62.51	66.35	65.45
Mainstream inclusive (%)	69.05	70.26	68.17	68.47	67.21	62.25	66.52	65.69
Mainstream separate (%)	70.01	70.21	67.70	69.25	65.20	65.12	63.14	62.33
Outside mainstream (%)	67.02	67.76	68.79	69.17	66.00	65.72	63.73	64.93

Changes in the shares of boys with an official decision of SEN in different educational settings over the five school years include:

- Shares of boys with an official decision of SEN particularly increased in pre-primary education. At this level, more boys than girls with identified SEN were enrolled in all recognised forms of education, in mainstream education and in inclusive settings in mainstream schools.
- Separate placement of boys with an official decision of SEN increased significantly in separate settings in mainstream schools in primary education and outside mainstream education at upper-secondary level.
- Separate placement of boys with an official decision of SEN decreased in mainstream education and in inclusive settings in mainstream schools at lower-secondary level.

Overall, the disproportionate placement of boys in separate educational settings, their over-representation among learners with an official decision of SEN and their resulting disproportionate placement in all types of educational setting persisted over the five school years. In some forms of recognised education and at some educational levels, the sex/gender gaps in educational placements even increased over time.



4. KEY FINDINGS AND MESSAGES

Analysis of the educational placement of all learners and of learners with an official decision of SEN can be summarised in the following **key findings**:

- The number of learners increased across the EASNIE member countries, especially at secondary education levels. Most of the countries documented declines in the number of learners in primary education. Learner populations grew older as large cohorts moved to higher educational levels and were not replaced by similarly large populations at lower educational levels.
- Pre-primary education experienced an increase in overall and mainstream education enrolment. Inclusive placement of pre-school children grew, while separate placements declined in all their forms at this level.
- Primary education was characterised by significant declines in mainstream education enrolment and in inclusive placement within mainstream schools. Despite an overall decrease in the number of learners, the scope of separate placements within and outside mainstream education remained practically the same over the five school years.
- Lower-secondary education witnessed a significant growth in learner population, which increased placements both within and outside mainstream education. Placement in inclusive educational settings increased significantly at this level, but separate placement grew as well.
- Upper-secondary education saw a significant growth in the number of enrolled learners, which resulted in increased placements within and outside mainstream schools, and in both inclusive and separate educational settings.
- Identification of learners with SEN increased substantially at all four ISCED levels. There were many more learners with an official decision of SEN in mainstream schools and most of them were placed in inclusive settings.



- Placement of learners in separate settings grew faster within than outside mainstream schools. A growing number of separately-educated learners did not have an official decision of SEN, especially in lower-secondary education.
- The number of home-schooled learners almost tripled in five school years at primary and lower-secondary levels.
- Learners who were out of education were chronically under-reported throughout the analysed period; only a few countries provided data on learners who should, by law, have been in some form of education but were not.
- There are significant sex/gender differences in SEN identification, with twice as many boys as girls with an official decision of SEN. The 2:1 ratio is reflected in the distribution of separate educational placements among all learners and in all educational placements among learners with an official decision of SEN.

Based on the key findings, EASNIE presents **10 key messages** for education policy-making:

1. **EASNIE member countries' [shared commitment to building inclusive education systems](#) and providing quality, equitable education to all learners should involve continuous examination of the developments in learner populations and in the distribution of learners across different educational settings.**

Each educational level is specific and plays a distinctive role in learners' educational paths. It matters whether learners are placed within or outside mainstream education, or in inclusive or separate educational settings at different stages of their education. The data on learners' distribution in [mainstream education](#) and [outside mainstream schools](#), as well as their placement in [inclusive](#) or [separate](#) settings, can be especially important to target resource allocation and provide quality support for individual needs. Specific attention should be paid to ensuring smooth transitions between education levels, to ensure continuity of support.

2. **High-quality and inclusive early education is crucial for all further stages of education and life. All countries should ensure that the growing number of children of pre-school age can access quality pre-primary education.**

The documented [growth in pre-school age populations](#) across countries and learners' [increased placement in mainstream schools](#) and in [inclusive educational settings](#) at pre-primary level provide an opportunity to enhance support at this level. This may include accessible early intervention, interdisciplinary specialist services and barrier-free pre-school attendance. The observed [decline in separate placements](#) at pre-primary level, both within and outside mainstream schools, shows that education policy increasingly reflects the importance of providing all children with equitable chances to build foundations before they reach compulsory school age. As such, more efforts need to be made to further reduce the small, but still existing, practice of separate placement at early stages of education.



3. Stagnation or even decline in the number of learners at primary education level provides an opportunity to leverage the existing human, financial and material resources for inclusive education.

According to the data from EASNIE member countries, primary education saw a significant decrease in [reference populations](#), followed by a decline in [overall education enrolment](#). These developments, which are likely temporary, should not lead to unreasonable cuts or reallocations of existing and often insufficient resources. Despite the documented declines, primary education still enrolls the highest number of learners with diverse needs from all education levels. For this reason, increased efforts should be made to ensure that quality education provision is complemented with accessible, targeted and sustainable specialist support. Especially in countries where mainstream and special education run in parallel and without interconnections, the newly-available resources may facilitate recruitment and retention of highly-specialised personnel for inclusive education and productive interdisciplinary and cross-sector collaboration within mainstream settings.

4. Rapid growth in [mainstream enrolment at lower-secondary level](#) requires additional investments in school infrastructure and enhanced, interdisciplinary specialist support.

The documented increase in both [inclusive](#) and [separate](#) placements at this level provides an opportunity to develop targeted measures to ensure continuous transition of learners with SEN to inclusive educational settings. Education policy should also pay specific attention to the increasing number of learners without identified SEN who are placed in [separate settings in mainstream schools](#).

5. Upper-secondary education, which is an entry point to higher education, employment and adult life, should prevent drop-out and provide necessary support to enable the growing number of learners to gain qualifications.

Education policy should ensure that sufficient resources are invested at this level to prevent early drop-out. For this, enrolment in educational programmes with good prospects for future life is crucial, alongside providing meaningful career advice to all learners and targeted specialist assistance for learners who need it.

6. [Significant increases in official decisions of SEN](#) documented across EASNIE member countries at all ISCED levels call for an integration of the existing support services within and outside mainstream education.

Enhanced collaboration between specialist support providers is needed to ensure that every learner's educational needs are identified and addressed in a professional, timely and effective manner. An increasing enrolment of learners with identified SEN in mainstream settings provides an additional reason to strengthen collaboration between the traditionally distanced 'worlds' of mainstream and special education provision in many countries.



- 7. Education policy should ensure that separate placements within mainstream schools are not conceived as permanent ‘solutions’ to educate an increasing number of learners with SEN.**

The observed stagnation or decrease in [separate placements outside mainstream education](#) in several countries led to an increased placement of learners with identified SEN in [separate classes within mainstream schools](#). These parallel settings should be seen, at best, as permissible temporary measures to overcome adaptation challenges, personnel shortages or insufficient specialist services. Timely and smooth transitions of learners to quality mainstream education, with all necessary support available, should be the policy priority, translated into a prevailing, inclusive education practice.

- 8. Relatively stable separate placement of learners outside mainstream education should be closely monitored and regularly reviewed to ensure safeguarded transitions to mainstream educational settings.**

As can be inferred from the educational placements across settings and ISCED levels, many countries still practice streaming and many learners remain in separate settings throughout their education. At the data level, even significant declines in entire age cohorts, such as in [primary education](#), do not necessarily decrease the number of learners educated separately. Therefore, targeted measures should ensure that educational placements can be regularly re-assessed, and learners have safeguarded opportunities to transition to inclusive educational settings within and across ISCED levels. Efforts to increase the capacity of mainstream schools to accommodate learners with diverse needs should go hand in hand with a reduction in separate placements outside mainstream education. Transition paths should also be established for specialist personnel, to ensure that relevant expertise follows the learners who need support.

- 9. The documented [sex/gender differences](#) in SEN identification, resulting in disproportionate placement of boys in separate educational settings, should be monitored and scrutinised for potential inherent biases.**

Policy should pay adequate attention to the over-representation of boys in separate educational settings, along with their higher drop-out rates and likelihood of being out of education, in its efforts to improve education systems and support services.

- 10. The persisting issue of [learners who are out of any form of education](#) should be prioritised and adequate mechanisms for quality data collection should be developed to address it.**

The collected evidence should move beyond monitoring discrepancies between demographic estimates and overall enrolment data, and account for the diverse situations that school-aged individuals face when they end up not being in any form of education, even when they should be by law.

An additional, eleventh key message for policy-making relates to the data collection itself: **adopting and implementing informed policy decisions and measures is not possible without a quality evidence base.** Following the long-term experience gained through the EASIE activity and the on-going close collaboration with EASNIE member countries and



jurisdictions, it is important to continue with accurate and timely data submissions, in line with the agreed and constantly refined methodology. This will ensure that the EASIE data collection remains a relevant and valuable source for both individual and cross-country developments in inclusive education systems across Europe.



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ANNEX

EASIE data table questions

Data Table 1: All children/learners

Question 1.1 Actual population of children/learners in the typical ISCED age ranges

Question 1.2 All children/learners enrolled in any form of recognised education

Question 1.3 All children/learners enrolled in mainstream (pre-)schools

Question 1.3a All children/learners educated with their peers in mainstream groups/classes for 80% or more of the time

Question 1.3b All children/learners educated in separate groups/classes, spending less than 80% of the time with their peers in mainstream groups/classes

Question 1.4 All children/learners educated outside of mainstream (pre-)schools

Question 1.4a All children/learners educated in separate special (pre-)schools or units organised by the ministry of education

Question 1.4b All children/learners educated in separate special (pre-)schools or units organised by other sectors/ministries

Question 1.4c All children/learners educated in other recognised forms of alternative education

Question 1.4d All children/learners educated in recognised forms of home schooling

Question 1.5 All children/learners who should, by law, be in some form of recognised education, but who are out of any form of recognised education



Data Table 2: All children/learners with an official decision of SEN

Question 2.1 Actual population of children/learners with an official decision of SEN in the typical ISCED age ranges

Question 2.2 All children/learners with an official decision of SEN in any recognised form of education

Question 2.3 All children/learners with an official decision of SEN educated in mainstream (pre-)schools

Question 2.3a All children/learners with an official decision of SEN educated with their peers in mainstream groups/classes for 80% or more of the time

Question 2.3b All children/learners with an official decision of SEN educated in separate groups/classes, spending less than 80% of the time with their peers in mainstream groups/classes

Question 2.4 All children/learners with an official decision of SEN educated outside of mainstream (pre-)schools

Question 2.4a All children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by the ministry of education

Question 2.4b All children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by other sectors/ministries

Question 2.4c All children/learners with an official decision of SEN educated in other recognised forms of alternative education

Question 2.4d All children/learners with an official decision of SEN educated in recognised forms of home schooling

Question 2.5 All 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

EASIE country background information questions

1. Describing the forms of education in the country

Question 1.1 What is the compulsory education age range in the country?

Question 1.2 What are the typical age ranges for the ISCED levels (02, 1, 2 and 3)?

Question 1.3 Is private sector education covered by the data provided for the country?

Question 1.4 Is recognised public or private education organised by sectors other than education (i.e. health, social, welfare, labour, justice, etc.) in the data provided for the country?

Question 1.5 Are there recognised forms of alternative education covered by the data provided for the country?



Question 1.6 Are there recognised forms of home schooling covered by the data provided for the country?

2. Identifying an 'inclusive setting' in the country

Question 2.1 Is the country able to provide actual data to verify the 80% placement benchmark?

3. What an 'official decision of SEN' means in the country

Question 3.1 Please describe what an 'official decision' is in the country. The answer refers to the operational definition used in the EASIE data collection.

Question 3.2 What educational assessment procedures are carried out and who is involved?

Question 3.3 What legal documents (plans, programmes, etc.) that describe the support a child/learner is eligible to receive are linked to an official decision?

Question 3.4 What formal, regular review processes of a child/learner's needs, progress and support are linked to an official decision?

4. What 'out of education' means in the country

Question 4.1 Is there a formal definition of 'out-of-education' in the country?

Question 4.2 Please describe which learners are considered 'out-of-education' in the country.

5. Other issues relating to the data for the country

Question 5.1 Please describe any specific country issues that are relevant for understanding the data provided.

EASIE indicators

Indicator Table 1: All children/learners

Indicator 1.1 Mainstream education: The enrolment rate in mainstream education.

Indicator 1.2 Inclusive education: The enrolment rate in inclusive education.

Indicator 1.3 Separate education in mainstream schools: The enrolment rate in separate, non-inclusive groups/classes within mainstream education.

Indicator 1.4 Education outside mainstream schools: The share of children/learners who are educated outside of mainstream education.



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

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

Indicator 1.4c Alternative education: The enrolment rate of children/learners educated in recognised forms of alternative education.

Indicator 1.4d Home schooling: The share of children/learners receiving home schooling.

Indicator 1.5 Segregated education: The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision.

Indicator 1.6 Out of education: The share of children/learners who are out of education.

Indicator 1.7 Overall education enrolment: The overall enrolment rate in all recognised forms of education.

Indicator Table 2A. Distribution of placements of children/learners with an official decision of SEN, based on the overall enrolled (pre-)school population

Indicator 2A.1 SEN identification rate: The identification rate of children/learners with an official decision of SEN.

Indicator 2A.2 Mainstream education: The enrolment rate of children/learners with an official decision of SEN in mainstream education.

Indicator 2A.3 Inclusive education: The enrolment rate of children/learners with an official decision of SEN in inclusive education.

Indicator 2A.4 Separate education in mainstream schools: The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education.

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

Indicator 2A.5a: Special schools organised by the ministry of education: 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.

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

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

Indicator 2A.5d Home schooling: The share of learners with an official decision of SEN receiving home schooling.



Indicator 2A.6: Segregated education: The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision.

Indicator 2A.7: Out of education: The share of children/learners with an official decision of SEN who are out of education.

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Indicator 2B.1 Mainstream education: The enrolment rate of children/learners with an official decision of SEN in mainstream education.

Indicator 2B.2 Inclusive education: The enrolment rate of children/learners with an official decision of SEN in inclusive education.

Indicator 2B.3 Separate education in mainstream schools: The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education.

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Indicator 2B.4a Special schools organised by the ministry of education: 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.

Indicator 2B.4b Special schools organised by other sectors/ministries: The enrolment rate of children/learners with an official decision of SEN in separate special (pre-)schools or units organised by other sectors/ministries.

Indicator 2B.4c Alternative education: The enrolment rate of children/learners with an official decision of SEN in recognised forms of alternative education.

Indicator 2B.4d Home schooling: The share of learners with an official decision of SEN receiving home schooling.

Indicator 2B.5 Segregated education: The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision.

Indicator 2B.6 Out of education: The share of children/learners with an official decision of SEN who are out of education.



Summary indicator tables

Summary indicator tables present the indicators covered in this report for all EASNIE member countries and jurisdictions that provided data in any of the five school years from 2018/2019 to 2022/2023. The figures for calculable indicators are percentages of totals (boys and girls combined). The indicators for which data was not available are marked as non-calculable (NC).

Each summary indicator table presents the calculated cross-country average, unless fewer than 10 countries provided data for the given indicator and ISCED level. The total number of countries that provided data is specified in brackets below the calculated average.

[EASIE Cross-Country Reports](#) provide complete, sex/gender-disaggregated data for all 33 agreed indicators, including those that are not covered in this report.

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Country codes

The countries and jurisdictions are named by their code and listed in alphabetical order according to their full name to ensure coherence with earlier EASIE publications.

(in alphabetical order according to the full name of each country or jurisdiction)

Country	Country code
Austria	AT
Belgium (Flemish community)	BE (Fl)
Belgium (German community)	BE (De)
Bulgaria	BG
Croatia	HR
Cyprus	CY
Czech Republic	CZ
Denmark	DK
Estonia	EE
Finland	FI
France	FR
Germany	DE
Greece	EL
Hungary	HU
Iceland	IS
Ireland	IE
Italy	IT
Latvia	LV
Lithuania	LT
Luxembourg	LU
Malta	MT
Netherlands	NL
Norway	NO
Poland	PL
Portugal	PT
Serbia	RS
Slovakia	SK
Slovenia	SI
Spain	ES
Sweden	SE
Switzerland	CH
United Kingdom (England)	UK (ENG)
United Kingdom (Northern Ireland)	UK (NIR)
United Kingdom (Scotland)	UK (SCT)
United Kingdom (Wales)	UK (WLS)

**Table A1. The number of countries with calculable indicators (2018/2019 to 2022/2023, ISCED 02 to ISCED 3)**

Indicator	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
1.1	26	29	29	27	26	28	28	26	28	31	31	29	29	33	33	30	30	35	35	32
1.2	22	28	28	25	22	27	27	23	24	29	29	26	26	31	31	28	27	32	32	29
1.3	13	22	22	15	11	19	19	11	13	21	21	13	14	21	22	13	15	21	21	15
1.4	19	26	26	21	19	26	25	21	22	29	28	23	24	31	30	25	26	35	35	26
1.4a	15	24	24	19	13	22	21	18	17	26	25	20	18	28	27	22	21	30	30	22
1.4b	7	7	7	6	7	8	7	5	7	8	7	6	7	8	7	6	10	11	10	8
1.4c	4	5	5	4	3	3	3	3	3	5	5	4	3	6	6	5	3	6	7	5
1.4d	5	10	10	9	4	10	9	7	7	13	12	6	7	15	13	9	7	15	15	8
1.5	10	19	19	14	9	17	17	11	11	19	19	12	12	19	19	12	14	21	21	14
1.6	2	3	3	0	3	5	4	2	3	6	4	2	2	6	4	2	2	6	3	1
1.7	29	29	29	27	27	28	28	26	30	31	31	28	31	33	33	31	32	34	34	32
2A.1	16	20	20	15	16	20	20	15	17	22	22	17	18	23	23	18	18	25	24	20
2A.2	22	28	28	23	21	27	27	22	22	29	29	24	24	31	31	25	24	34	33	28
2A.3	19	27	27	22	18	25	25	20	19	26	26	21	22	29	29	23	21	30	29	24
2A.4	12	22	22	14	10	19	19	10	12	22	22	12	13	22	23	14	13	22	22	16
2A.5	20	28	28	21	20	28	27	21	23	31	30	23	24	33	32	25	24	35	34	27
2A.5a	16	25	25	19	15	23	22	17	18	26	25	19	20	28	27	21	19	28	28	21
2A.5b	6	5	5	4	7	8	7	5	7	8	7	6	7	8	7	5	10	11	10	8
2A.5c	3	4	4	3	3	4	4	4	3	4	5	4	4	6	5	5	3	5	4	4
2A.5d	2	4	4	4	2	5	5	5	5	7	7	5	5	7	7	7	4	8	8	7
2A.6	11	21	21	13	10	19	19	10	12	22	22	11	13	22	22	13	13	22	22	15
2A.7	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0
2A.8	15	19	19	14	15	19	19	14	16	21	21	16	16	22	22	17	17	24	23	19
2B.1	15	19	19	14	15	19	19	14	14	18	18	16	16	22	22	17	17	24	23	19
2B.2	12	18	18	13	12	17	17	12	13	18	18	13	14	20	20	15	14	21	20	16
2B.3	8	15	15	8	7	13	13	6	8	15	15	7	8	14	15	6	8	14	14	8
2B.4	13	19	19	12	13	20	19	13	15	22	21	14	15	23	22	15	16	25	24	17
2B.4a	11	17	17	11	10	17	16	11	12	19	18	12	12	20	19	13	12	20	20	13
2B.4b	5	5	5	3	5	7	6	4	5	7	6	5	4	6	5	4	7	9	8	6
2B.4c	1	2	2	1	1	2	2	2	1	2	3	2	2	4	3	3	1	3	2	2
2B.4d	2	2	2	2	2	4	4	4	4	4	4	4	4	5	5	5	4	6	6	6
2B.5	7	14	14	7	7	13	13	6	8	15	15	6	8	14	14	5	8	14	14	7
2B.6	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0

Note: This report only analyses indicators 1.1–1.4, 1.4d, 1.5–1.7, 2A.1–2A.5, 2A.6 and 2A.8. Summary indicator tables below present a full account of the developments in individual countries only for this set of indicators.



Table A2. Indicator 1.7 The overall enrolment rate in all recognised forms of education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	101.98	101.90	100.68	100.81	NC	NC	NC	NC	NC	NC	NC	NC	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00
BE (FI)	99.96	100.00	100.00	100.00	90.89	99.81	99.71	80.59	90.84	99.85	106.85	77.78	91.14	99.70	106.08	80.43	91.47	99.60	105.42	78.97
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BG	72.12	77.06	80.45	73.51	71.31	75.37	78.26	72.41	78.60	82.98	85.22	80.49	78.29	84.04	86.89	82.51	77.64	82.93	86.52	82.20
HR	NC	NC	NC	NC	NC	NC	NC	NC	73.68	95.94	98.53	94.15	80.89	101.89	101.76	95.41	95.65	100.00	100.00	100.00
CY	87.14	100.48	103.18	98.54	86.66	100.74	104.83	97.53	86.16	99.10	104.07	100.14	90.77	97.00	103.15	104.88	93.49	101.13	104.75	105.59
CZ	109.93	99.28	96.72	104.23	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	106.91	99.70	100.12	94.91
DK	82.94	82.80	63.16	NC	83.77	81.95	63.07	NC	82.28	81.72	62.34	NC	81.84	81.41	62.35	NC	81.04	81.31	61.08	NC
EE	87.26	98.15	98.30	88.14	87.30	98.34	97.98	87.91	86.36	98.80	97.70	88.40	86.65	99.25	98.65	88.06	86.46	98.33	97.98	83.44
FI	88.1	99.56	98.79	92.36	91.41	99.26	101.01	92.28	94.13	99.84	101.32	91.56	89.39	98.62	102.26	188.64	91.53	99.12	102.23	184.32
FR	100	100.00	100.00	100.00	104.42	102.42	102.90	107.05	103.05	102.10	100.57	89.62	105.64	102.32	99.50	87.93	105.57	101.78	99.21	86.89
DE	105.76	102.55	100.95	101.53	105.50	102.00	100.41	103.02	105.72	101.35	99.97	103.60	106.17	100.22	99.71	102.98	109.63	102.19	101.2	99.42
EL	97.39	99.54	99.41	98.99	100.00	100.00	100.00	100.00	91.96	97.10	104.46	102.47	112.19	106.56	108.70	116.30	112.53	106.93	110.3	114.08
HU	88.65	96.44	98.99	100.58	88.66	97.10	98.02	97.56	85.50	101.08	96.91	46.03	83.34	101.46	98.00	67.21	87.49	106.25	93.76	61.47
IS	96.68	98.81	98.79	NC	96.33	98.56	98.75	NC	96.60	98.57	98.74	NC	97.77	99.14	98.93	NC	97.02	98.88	98.73	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	86.98	98.73	107.10	90.02	81.30	99.32	112.46	115.25	92.29	97.30	105.82	94.52
IT	97.48	98.55	101.39	98.98	97.28	98.73	101.20	99.26	93.05	97.96	99.72	100.98	95.06	97.60	98.98	100.43	95.89	98.14	99.33	99.18
LV	94.68	99.98	101.75	113.77	94.16	99.83	101.38	110.87	95.35	99.74	100.65	66.90	96.78	99.42	100.53	64.51	99.72	98.47	100.19	60.59
LT	110.96	102.99	104.44	54.62	110.31	102.77	104.97	56.06	111.04	101.44	105.00	58.34	117.12	101.91	100.61	58.12	116.92	102.68	101.46	57.08
LU	NC	NC	NC	NC	67.00	98.84	86.49	92.68	90.87	99.32	87.03	93.25	92.33	99.69	87.97	94.41	91.72	98.88	87.13	95.43
MT	NC	NC	NC	NC	66.91	97.36	103.21	98.79	63.13	96.55	101.67	101.45	63.47	95.35	97.16	103.01	69.92	96.92	99.64	101.74
NL	97.41	89.30	97.80	197.19	97.28	89.10	97.61	198.62	96.74	88.92	97.20	199.30	93.66	88.55	97.52	205.94	96.82	88.36	98.27	204.68
NO	97.33	99.08	99.50	93.00	97.29	115.32	74.40	91.05	97.54	98.39	100.21	NC	97.60	98.97	99.43	93.79	97.36	98.61	99.04	92.86
PL	113.87	95.01	102.21	104.50	91.09	82.21	110.77	106.33	90.23	95.76	98.11	106.66	93.21	100.15	96.05	106.31	97.97	105.84	95.83	116.67
PT	NC	NC	NC	NC	NC	NC	NC	NC	96.13	105.61	113.67	124.61	98.28	108.01	114.79	127.51	99.41	111.05	114.14	127.50
RS	49.4	100.78	99.98	97.72	62.93	99.74	98.17	95.59	97.31	98.45	98.39	87.82	96.35	96.64	96.38	87.85	98.00	98.51	97.89	87.46
SK	98.76	97.99	94.23	87.51	NC	NC	NC	NC	NC	NC	NC	NC	81.78	96.70	96.76	88.35	83.51	99.12	98.25	88.34
SI	95.59	99.72	97.01	91.17	96.67	100.06	96.93	90.65	96.17	99.63	96.89	90.91	96.43	100.48	96.35	91.12	96.87	100.7	96.12	89.99
ES	97.49	103.19	112.62	108.98	97.43	103.41	112.43	108.24	96.27	102.90	110.34	110.10	96.89	102.45	111.29	109.45	97.90	97.72	105.09	119.95
SE	98.78	99.54	99.96	107.86	98.88	99.63	99.93	106.58	98.97	99.79	100.04	105.68	98.82	99.73	99.86	104.13	98.90	99.80	100.09	102.80
CH	67.81	102.36	104.76	79.86	68.10	102.19	104.04	80.58	67.84	102.24	104.02	81.30	68.02	102.12	104.22	82.17	68.48	102.87	106.13	81.15
UK (ENG)	80.48	93.09	89.88	90.14	81.19	92.60	89.47	88.25	82.95	96.68	91.53	89.42	83.21	96.76	93.18	91.85	81.82	96.63	93.05	91.36
UK (NIR)	95.23	98.92	96.38	64.51	99.14	99.00	96.50	62.55	96.53	98.70	98.79	65.13	100.62	100.82	100.41	64.76	100.10	100.98	100.27	63.30
UK (SCT)	78.42	96.10	73.01	76.01	NC	95.61	73.14	77.84	NC	95.05	73.23	80.53	NC	94.54	72.67	81.20	NC	97.46	72.74	79.31
UK (WLS)	93.74	98.90	97.58	38.44	93.68	98.43	95.65	25.36	97.01	101.82	99.30	26.48	94.85	101.36	101.03	26.38	94.26	101.30	101.14	24.45
Average (count)	94.97 (29)	97.81 (29)	99.09 (29)	100.96 (27)	94.80 (27)	97.47 (28)	99.83 (28)	101.52 (26)	94.62 (30)	98.73 (31)	99.09 (31)	98.59 (28)	99.67 (31)	99.08 (33)	99.01 (33)	100.27 (31)	97.47 (32)	99.26 (34)	98.80 (34)	100.50 (32)



Table A3. Indicator 1.1 The enrolment rate in mainstream education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	102.28	101.83	22.23	NC	NC	NC	NC	NC	NC	NC	NC	NC	96.49	96.23	98.93	NC	95.08	87.93	85.94
BE (Fl)	99.17	94.39	88.37	98.29	99.12	94.54	87.55	98.83	99.07	94.41	88.30	99.21	98.98	94.25	88.14	99.16	98.94	94.17	87.91	99.07
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	99.36	95.54	93.32	100.00
BG	99.87	99.64	99.42	99.43	99.88	99.64	99.45	99.41	99.89	99.63	99.52	99.40	99.84	99.60	99.56	99.40	99.88	99.59	99.57	99.43
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	100.60	100.41	97.97	94.78	99.67	100.00	99.26	NC	99.28	99.39	98.99
CY	99.81	99.29	100.00	100.00	99.80	99.30	100.00	100.00	99.80	99.23	100.00	100.00	99.81	99.17	100.00	100.00	99.82	99.14	100.00	100.00
CZ	99.02	97.92	96.83	99.09	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	99.10	97.79	97.23	99.19
DK	100.00	98.08	96.64	100.00	100.00	97.94	96.51	100.00	100.00	97.77	96.33	100.00	100.00	97.65	96.17	100.00	100.00	97.95	97.30	100.00
EE	99.70	97.63	96.05	99.85	99.64	97.44	96.13	99.82	99.42	97.33	96.16	99.82	99.45	97.23	96.19	99.86	99.50	97.24	96.34	99.88
FI	100.00	99.42	98.97	100.00	100.00	99.50	98.40	100.00	100.00	98.96	97.61	100.00	NC	99.45	96.19	NC	NC	99.32	96.56	NC
FR	99.15	99.12	99.90	99.81	99.13	99.10	99.86	99.93	99.12	99.10	99.85	99.89	99.13	99.13	99.88	99.91	99.52	99.50	99.92	99.95
DE	NC	97.01	96.88	99.95	NC	96.97	96.85	99.95	NC	96.96	96.85	99.95	NC	96.99	96.82	99.95	NC	97.10	96.94	99.95
EL	99.57	99.31	98.78	99.15	99.59	99.29	98.34	99.48	99.58	99.26	98.87	98.91	99.57	99.27	98.90	98.97	99.47	99.23	98.87	98.87
HU	99.46	97.78	97.65	97.81	99.43	97.56	97.43	98.23	99.43	97.56	97.46	97.30	99.20	97.30	97.51	98.43	99.28	97.53	97.36	97.80
IS	100.00	99.65	99.64	NC	100.00	99.64	99.66	NC	100.00	99.64	99.60	NC	100.00	99.64	99.64	NC	100.00	99.55	99.55	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	99.78	99.29	98.87	98.97	99.74	98.29	93.57	78.03	90.06	99.08	97.66	97.04
IT	99.99	99.91	99.90	95.03	99.98	99.89	99.88	94.99	99.98	99.62	99.77	94.69	99.98	99.61	99.71	94.46	99.96	99.54	99.66	94.46
LV	95.87	97.12	96.06	99.86	96.27	97.23	96.15	99.85	99.08	97.83	96.90	99.90	99.04	97.91	97.02	99.90	99.13	97.89	96.99	99.85
LT	98.73	99.05	98.76	98.77	98.75	99.06	98.79	98.76	99.82	99.08	98.82	98.70	99.83	99.14	98.86	98.79	99.82	99.13	98.91	98.76
LU	NC	NC	NC	NC	99.25	99.00	98.88	99.34	99.32	99.47	99.72	99.97	99.75	99.73	99.80	100.00	99.82	99.77	99.82	100.00
MT	NC	NC	NC	NC	100.00	99.76	100.00	99.56	100.00	99.79	100.00	99.47	100.00	99.65	100.00	99.11	100.00	99.62	99.59	99.50
NL	98.79	97.67	95.23	100.00	98.75	97.56	95.13	100.00	98.80	97.48	95.01	100.00	98.70	97.38	94.94	100.00	98.76	97.34	94.95	100.00
NO	99.98	99.85	99.61	NC	99.97	99.84	99.50	NC	99.97	99.84	99.59	NC	99.98	99.83	99.61	NC	99.98	99.82	99.60	NC
PL	99.45	98.85	96.97	98.98	99.48	98.68	97.59	98.95	99.47	98.82	97.41	98.91	99.43	98.75	97.39	98.93	99.39	98.65	97.23	99.01
PT	NC	NC	NC	NC	NC	NC	NC	NC	100.00	99.96	99.77	100.00	100.00	99.96	99.76	100.00	100.00	99.96	99.77	100.00
RS	100.00	99.43	99.26	98.82	100.00	99.26	99.17	98.99	100.00	99.47	99.31	99.20	100.00	99.29	99.10	99.11	100.00	99.42	99.32	99.52
SK	98.44	95.06	93.78	97.76	NC	NC	NC	NC	NC	NC	NC	NC	99.08	97.52	96.58	96.16	99.04	97.48	96.62	96.39
SI	99.84	97.90	98.61	99.75	99.83	97.85	98.58	99.70	99.82	97.77	98.64	99.71	99.82	97.70	98.67	99.72	99.81	97.55	98.63	99.68
ES	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	99.86	99.38	99.40	100.00
SE	100.00	99.15	98.78	98.30	100.00	99.06	98.75	98.25	99.96	98.96	98.67	98.22	99.96	98.80	98.14	98.18	99.97	98.72	98.03	98.12
CH	98.84	98.22	97.65	100.00	98.86	98.21	97.61	100.00	98.61	97.94	97.47	100.00	98.48	97.84	97.41	100.00	98.46	97.84	97.42	100.00
UK (ENG)	99.65	98.83	97.81	97.01	99.64	98.77	97.73	97.05	99.64	98.73	97.67	97.14	99.64	98.67	97.55	97.19	99.64	98.62	97.39	97.10
UK (NIR)	98.89	98.36	98.21	97.36	98.79	98.33	98.19	97.32	98.74	98.30	98.12	97.31	98.68	98.24	98.10	97.13	98.76	98.14	98.05	97.02
UK (SCT)	NC	99.19	98.44	99.19	NC	99.00	98.42	99.64	NC	98.96	98.40	99.70	NC	99.11	98.28	99.20	NC	99.09	98.22	99.17
UK (WLS)	98.31	97.57	94.37	86.10	98.88	97.96	95.52	87.87	98.55	97.30	94.18	85.98	98.40	97.24	93.85	86.05	98.55	97.23	93.54	85.13
Average (count)	99.49 (26)	98.78 (29)	98.16 (29)	96.89 (27)	99.52 (26)	98.74 (28)	98.18 (28)	98.62 (26)	99.55 (28)	98.73 (31)	98.19 (31)	98.54 (29)	99.46 (29)	98.64 (33)	98.01 (33)	98.21 (30)	99.46 (30)	98.58 (35)	97.83 (35)	98.18 (32)



Table A4. Indicator 1.2 The enrolment rate in inclusive education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	100.79	99.67	21.86	NC	NC	NC	NC	NC	NC	NC	NC	NC	96.49	96.23	98.93	NC	95.08	87.93	85.94
BE (Fl)	99.17	94.39	88.37	98.29	99.12	94.54	87.55	98.83	99.07	94.41	88.30	99.21	98.98	94.25	88.14	98.95	98.94	94.17	87.91	99.07
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	99.36	95.54	93.32	100.00
BG	99.62	99.64	99.41	99.28	99.59	99.64	99.45	99.33	99.59	99.63	99.51	99.36	99.55	99.60	99.56	99.38	99.57	99.59	99.57	99.42
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	100.60	100.41	97.97	NC	99.07	99.00	98.79	NC	99.23	99.91	100.00
CY	99.33	98.43	99.29	99.43	99.26	98.41	99.32	99.41	99.31	98.32	99.40	99.47	73.89	99.65	99.35	99.43	99.26	98.22	99.39	99.43
CZ	97.21	97.14	95.95	86.39	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	98.12	97.39	96.65	98.58
DK	100.00	95.37	92.44	100.00	100.00	95.12	92.18	100.00	100.00	94.86	91.82	100.00	100.00	94.59	91.41	100.00	100.00	94.74	92.06	100.00
EE	97.62	95.40	93.48	99.86	97.57	95.17	93.65	99.82	97.24	95.00	93.23	99.82	97.42	94.58	92.99	99.78	97.38	94.17	93.07	99.52
FI	NC	94.93	93.48	NC	NC	94.92	92.96	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
FR	99.14	97.93	98.76	99.53	99.11	97.89	96.14	99.46	99.10	97.87	96.00	99.28	99.09	97.86	95.44	99.16	99.49	98.19	95.48	99.23
DE	NC	97.01	96.88	99.95	NC	96.97	96.85	99.95	NC	96.96	96.85	99.95	NC	96.99	96.82	99.95	NC	97.10	96.94	99.95
EL	99.34	99.25	98.69	99.15	99.42	99.23	98.16	99.45	99.40	99.23	98.76	98.91	99.43	99.25	98.82	98.96	99.31	99.20	98.77	98.87
HU	99.46	97.78	97.65	97.81	99.43	97.56	97.43	98.23	99.43	97.56	97.46	97.30	99.20	97.30	97.51	98.43	99.28	97.53	97.36	97.80
IS	86.63	98.97	98.07	NC	85.68	98.95	98.12	NC	85.27	98.94	98.06	NC	85.13	98.85	97.79	NC	84.33	98.67	97.61	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	99.13	98.07	98.10	98.34	98.96	96.86	92.72	77.49	89.39	97.69	96.83	96.51
IT	99.99	99.91	99.90	95.03	99.98	99.89	99.88	94.99	99.98	99.62	99.77	94.69	99.98	99.61	99.71	94.46	99.96	99.54	99.66	94.46
LV	95.87	96.31	95.20	99.83	96.27	96.53	95.56	99.82	99.08	96.76	95.96	99.69	99.04	97.03	96.21	99.70	99.13	97.01	96.15	99.64
LT	98.07	98.64	98.43	98.40	98.17	98.62	98.43	98.42	99.01	98.65	98.44	98.35	99.05	98.67	98.44	98.40	99.08	98.67	98.51	98.36
LU	NC	NC	NC	NC	99.25	99.00	98.88	99.34	99.32	99.47	99.72	99.97	99.75	99.73	99.80	100.00	98.68	98.58	99.28	99.87
MT	NC	NC	NC	NC	100.00	99.76	100.00	99.56	100.00	99.79	100.00	99.47	100.00	99.65	99.91	99.11	NC	NC	NC	NC
NL	98.79	97.67	95.23	100.00	98.75	97.56	95.13	100.00	98.80	97.48	95.01	100.00	98.70	97.38	94.94	100.00	98.76	97.34	94.95	100.00
NO	NC	99.53	98.92	NC	NC	99.35	98.38	NC	NC	99.50	98.91	NC	NC	99.49	98.93	NC	NC	99.46	98.89	NC
PL	99.33	98.80	96.92	98.96	99.33	98.52	97.44	98.60	99.33	98.68	97.25	98.58	99.27	98.62	97.22	98.61	99.22	98.52	97.06	98.72
PT	NC	NC	NC	NC	NC	NC	NC	NC	99.89	99.08	98.54	99.32	99.89	99.11	98.51	99.32	99.88	99.11	98.47	99.30
RS	NC	99.24	98.96	98.06	NC	99.26	99.17	98.99	NC	99.30	99.00	98.82	NC	NC	NC	NC	NC	NC	NC	NC
SK	98.21	93.50	91.20	95.80	NC	NC	NC	NC	NC	NC	NC	NC	98.93	96.52	94.64	95.56	98.93	96.44	94.76	95.86
SI	99.84	97.58	98.32	99.75	99.83	97.51	98.29	99.70	99.82	97.44	98.34	99.71	99.82	97.38	98.40	99.72	99.81	97.20	98.36	99.68
ES	99.84	99.26	99.23	100.00	99.84	99.24	99.22	100.00	99.83	99.21	99.19	100.00	99.81	99.18	99.19	100.00	99.86	99.38	99.40	100.00
SE	100.00	99.15	98.78	98.30	100.00	93.30	90.87	NC	99.96	93.19	90.80	NC	99.96	93.11	90.46	NC	99.97	93.05	90.53	NC
CH	98.80	96.62	95.46	100.00	98.82	96.83	95.78	100.00	98.57	96.66	95.79	100.00	98.44	96.61	95.74	100.00	98.38	96.35	95.32	100.00
UK (ENG)	99.59	98.69	97.56	96.71	99.61	98.68	97.69	97.00	99.60	98.64	97.62	97.09	99.61	98.58	97.50	97.14	99.60	98.52	97.34	97.06
UK (NIR)	98.89	97.59	97.06	97.29	98.79	97.53	96.98	97.26	98.74	97.47	97.00	97.21	98.68	97.26	96.90	97.13	98.55	96.98	96.67	96.92
UK (SCT)	NC	98.65	97.74	98.25	NC	98.42	97.48	98.34	NC	98.35	97.48	98.39	NC	98.51	97.27	97.80	NC	98.47	97.05	97.57
UK (WLS)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	98.40	97.24	93.85	86.05	98.55	97.23	93.54	85.13
Average (count)	99.31 (22)	98.28 (28)	97.65 (28)	96.44 (25)	99.40 (22)	98.07 (27)	97.13 (27)	98.49 (23)	99.42 (24)	98.10 (29)	97.17 (29)	98.38 (26)	99.32 (26)	97.98 (31)	96.86 (31)	98.01 (28)	99.32 (27)	97.99 (32)	96.74 (32)	97.98 (29)



Table A5. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	1.49	2.16	0.37	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (Fl)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BG	0.25	0.00	0.00	0.15	0.29	0.00	0.00	0.09	0.31	0.00	0.00	0.04	0.30	0.00	0.00	0.02	0.31	0.00	0.00	0.01
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.16	0.25	NC	NC	0.17	0.26	NC	NC	0.10	0.09	NC
CY	0.48	0.86	0.71	0.57	0.53	0.89	0.68	0.59	0.50	0.91	0.60	0.53	0.52	0.95	0.65	0.57	0.57	0.92	0.61	0.57
CZ	1.82	0.78	0.88	12.71	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.98	0.40	0.59	0.61
DK	NC	2.71	4.20	NC	NC	2.82	4.33	NC	NC	2.91	4.50	NC	NC	3.06	4.76	NC	NC	3.21	5.24	NC
EE	2.08	2.24	2.57	0.01	2.07	2.27	2.48	NC	2.17	2.32	2.92	NC	2.04	2.65	3.20	0.08	2.11	3.07	3.27	0.35
FI	NC	4.50	5.49	NC	NC	4.58	5.44	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
FR	0.01	1.18	1.14	0.28	0.03	1.21	3.72	0.47	0.02	1.23	3.86	0.61	0.04	1.27	4.44	0.76	0.03	1.31	4.44	0.73
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	0.24	0.06	0.09	0.00	0.18	0.06	0.17	0.03	0.18	0.03	0.12	0.00	0.14	0.02	0.08	0.01	0.15	0.02	0.11	0.00
HU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IS	13.37	0.68	1.57	NC	14.32	0.70	1.55	NC	14.73	0.70	1.54	NC	14.87	0.79	1.85	NC	15.67	0.89	1.94	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	0.65	1.22	0.76	0.62	0.78	1.43	0.85	0.53	0.67	1.39	0.84	0.54
IT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LV	NC	0.81	0.86	0.03	NC	0.70	0.58	0.03	NC	1.07	0.94	0.21	NC	0.89	0.81	0.20	NC	0.88	0.84	0.21
LT	0.65	0.41	0.33	0.38	0.57	0.44	0.36	0.35	0.81	0.44	0.38	0.35	0.78	0.48	0.42	0.39	0.73	0.46	0.40	0.40
LU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
MT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.09	NC	NC	NC	NC	NC
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	NC	0.32	0.69	NC	NC	0.49	1.12	NC	NC	0.34	0.68	NC	NC	0.34	0.69	NC	NC	0.36	0.72	NC
PL	0.12	0.05	0.05	0.02	0.16	0.16	0.15	0.35	0.14	0.13	0.16	0.33	0.16	0.12	0.16	0.32	0.17	0.13	0.17	0.29
PT	NC	NC	NC	NC	NC	NC	NC	NC	0.11	0.88	1.23	0.68	0.11	0.85	1.25	0.68	0.12	0.85	1.29	0.70
RS	NC	0.19	0.30	0.76	NC	0.20	0.30	0.33	NC	0.17	0.30	0.38	NC	NC	NC	NC	NC	NC	NC	NC
SK	0.22	1.55	2.57	1.97	NC	NC	NC	NC	NC	NC	NC	NC	0.15	1.00	1.93	0.60	0.11	1.04	1.86	0.53
SI	NC	0.32	0.29	NC	NC	0.34	0.29	NC	NC	0.33	0.30	NC	NC	0.32	0.27	NC	NC	0.35	0.28	NC
ES	0.16	0.74	0.77	NC	0.16	0.76	0.78	NC	0.17	0.79	0.81	NC	0.19	0.82	0.81	NC	NC	NC	NC	NC
SE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CH	0.04	1.60	2.19	NC	0.04	1.38	1.83	NC	0.05	1.27	1.69	NC	0.05	1.23	1.67	NC	0.08	1.49	2.10	NC
UK (ENG)	0.05	0.15	0.25	0.29	0.03	0.09	0.05	0.05	0.03	0.09	0.05	0.05	0.03	0.09	0.05	0.05	0.03	0.10	0.04	0.05
UK (NIR)	NC	0.77	1.15	0.07	NC	0.80	1.22	0.06	NC	0.82	1.12	0.10	NC	0.97	1.20	NC	0.20	1.16	1.38	0.10
UK (SCT)	NC	1.35	2.26	1.75	NC	0.58	0.94	1.30	NC	0.61	0.92	1.31	NC	0.60	1.01	1.40	NC	0.63	1.18	1.61
UK (WLS)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Average (count)	0.22 (13)	0.76 (22)	0.96 (22)	1.04 (15)	0.13 (11)	0.77 (19)	1.61 (19)	0.33 (11)	0.15 (13)	0.70 (21)	1.54 (21)	0.40 (13)	0.16 (14)	0.73 (21)	1.75 (22)	0.44 (13)	0.20 (15)	0.72 (21)	1.87 (21)	0.44 (15)



Table A6. Indicator 1.4 The share of learners who are educated outside mainstream education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	1.49	2.16	0.37	NC	NC	NC	NC	NC	NC	NC	NC	NC	3.51	4.17	1.25	NC	4.92	12.07	14.06
BE (Fl)	0.83	5.61	11.63	1.71	0.88	5.46	12.45	1.17	0.93	5.59	11.70	0.79	1.02	5.75	11.86	0.84	1.06	5.83	12.09	0.93
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.64	4.46	6.68	NC
BG	0.13	0.36	0.58	0.57	0.12	0.36	0.55	0.59	0.11	0.37	0.48	0.60	0.16	0.40	0.44	0.60	0.12	0.41	0.43	0.57
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.59	0.76	0.63	4.30	0.61	0.55	0.80	NC	0.66	0.55	0.25
CY	NC	NC	NC	NC	0.12	0.23	0.36	0.71	0.14	0.27	0.43	0.65	0.14	0.27	0.46	0.67	0.12	0.28	0.43	0.68
CZ	0.98	2.08	3.17	0.91	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.90	2.21	2.77	0.81
DK	NC	1.92	3.36	NC	NC	2.06	3.49	NC	NC	2.23	3.67	NC	NC	2.35	3.83	NC	NC	2.05	2.70	NC
EE	0.30	2.37	3.95	0.19	0.36	2.56	3.87	0.18	0.58	2.67	3.84	0.18	0.55	2.77	3.81	0.14	0.50	2.76	3.66	0.12
FI	NC	0.66	1.19	NC	NC	0.50	1.60	NC	NC	1.04	2.39	NC	NC	0.62	1.05	NC	NC	0.62	0.93	NC
FR	0.85	0.88	0.10	0.19	0.87	0.90	0.14	0.07	0.88	0.90	0.15	0.11	0.87	0.87	0.12	0.09	0.48	0.50	0.08	0.05
DE	NC	2.99	3.12	0.05	NC	3.03	3.15	0.05	NC	3.04	3.15	0.05	NC	3.01	3.18	0.05	NC	2.90	3.06	0.05
EL	0.43	0.69	1.22	0.85	0.41	0.71	1.66	0.52	0.42	0.74	1.13	1.09	0.43	0.73	1.10	1.03	0.53	0.77	1.13	1.13
HU	0.54	2.22	2.35	2.19	0.57	2.44	2.57	1.77	0.57	2.44	2.54	2.70	0.80	2.70	2.49	1.57	0.72	2.47	2.64	2.20
IS	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.45	0.45	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	0.22	0.71	1.13	1.03	0.26	1.71	6.43	21.97	0.22	0.92	2.34	2.96
IT	0.01	0.09	0.10	4.97	0.02	0.11	0.12	5.01	0.02	0.38	0.23	5.31	0.02	0.39	0.29	5.54	0.04	0.46	0.34	5.54
LV	4.13	2.88	3.94	0.14	3.73	2.77	3.85	0.15	0.92	2.17	3.10	0.10	0.96	2.09	2.98	0.10	0.87	2.11	3.01	0.15
LT	1.27	0.95	1.24	1.23	1.25	0.94	1.21	1.24	0.18	0.92	1.18	1.30	0.17	0.86	1.14	1.21	0.18	0.87	1.09	1.24
LU	NC	NC	NC	NC	0.75	1.00	1.12	0.66	0.68	0.53	0.28	0.03	2.30	1.08	0.65	0.02	1.32	1.42	0.72	0.13
MT	NC	NC	NC	NC	NC	0.24	NC	0.44	NC	0.21	NC	0.53	NC	0.35	NC	0.89	NC	0.38	0.41	0.50
NL	1.21	2.33	4.77	NC	1.25	2.44	4.87	NC	1.20	2.52	4.99	NC	1.30	2.62	5.06	NC	1.24	2.66	5.05	NC
NO	0.02	0.15	0.39	NC	0.03	0.14	0.64	NC	0.03	0.16	0.41	NC	0.02	0.17	0.39	NC	0.02	0.18	0.40	NC
PL	0.55	1.15	3.03	1.02	0.52	1.32	2.41	1.05	0.53	1.18	2.59	1.09	0.57	1.25	2.61	1.07	0.61	1.35	2.77	0.99
PT	NC	NC	NC	NC	NC	NC	NC	NC	0.00	0.04	0.23	NC	0.00	0.04	0.24	NC	0.00	0.04	0.23	NC
RS	NC	0.57	0.74	1.18	NC	0.54	0.53	0.68	NC	0.53	0.69	0.80	NC	0.71	0.90	0.89	NC	0.58	0.68	0.48
SK	1.56	4.94	6.22	2.24	NC	NC	NC	NC	NC	NC	NC	NC	0.92	2.48	3.42	3.84	0.96	2.52	3.38	3.61
SI	0.16	2.10	1.39	0.25	0.17	2.15	1.42	0.30	0.18	2.23	1.36	0.29	0.18	2.30	1.33	0.28	0.19	2.45	1.37	0.32
ES	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.14	0.62	0.60	NC
SE	NC	0.85	1.22	1.70	NC	0.94	1.25	1.75	0.04	1.04	1.33	1.78	0.04	1.20	1.86	1.82	0.03	1.28	1.96	1.88
CH	1.16	1.78	2.35	NC	1.14	1.79	2.39	NC	1.39	2.06	2.53	NC	1.52	2.16	2.59	NC	1.54	2.16	2.58	NC
UK (ENG)	0.35	1.17	2.19	2.99	0.36	1.23	2.27	2.95	0.36	1.27	2.33	2.86	0.36	1.33	2.45	2.81	0.36	1.38	2.61	2.90
UK (NIR)	1.11	1.64	1.79	2.64	1.21	1.67	1.81	2.68	1.26	1.70	1.88	2.69	1.32	1.76	1.90	2.87	1.24	1.86	1.95	2.98
UK (SCT)	NC	0.81	1.56	0.81	NC	1.00	1.58	0.36	NC	1.04	1.60	0.30	NC	0.89	1.72	0.80	NC	0.91	1.78	0.83
UK (WLS)	1.69	2.43	5.63	13.90	1.12	2.04	4.48	12.13	1.45	2.70	5.82	14.02	1.60	2.76	6.15	13.95	1.45	2.77	6.46	14.87
Average (count)	0.63 (19)	1.43 (26)	2.10 (26)	1.79 (21)	0.59 (19)	1.42 (26)	1.99 (25)	1.72 (21)	0.54 (22)	1.44 (29)	2.00 (28)	1.87 (23)	0.61 (24)	1.53 (31)	2.16 (30)	2.26 (25)	0.45 (26)	1.41 (35)	2.14 (35)	2.29 (26)



Table A7. Indicator 1.5 The share of learners who are educated in all forms of segregated provision (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	2.98	4.33	0.75	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (Fl)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BG	0.38	0.36	0.59	0.72	0.41	0.36	0.55	0.67	0.41	0.37	0.49	0.64	0.45	0.40	0.44	0.62	0.43	0.41	0.43	0.58
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.76	1.01	NC	NC	0.78	0.81	NC	NC	0.76	0.64	NC
CY	NC	NC	NC	NC	0.66	1.12	1.04	1.30	0.64	1.18	1.02	1.18	0.66	1.22	1.11	1.24	0.69	1.20	1.04	1.25
CZ	2.79	2.86	4.05	13.61	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.88	2.61	3.35	1.42
DK	NC	4.63	7.56	NC	NC	4.88	7.82	NC	NC	5.14	8.18	NC	NC	5.41	8.59	NC	NC	5.26	7.94	NC
EE	2.38	4.60	6.52	0.20	2.43	4.83	6.35	NC	2.76	5.00	6.77	NC	2.58	5.42	7.01	0.22	2.62	5.83	6.93	0.48
FI	NC	5.16	6.68	NC	NC	5.08	7.04	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
FR	0.86	2.07	1.24	0.47	0.89	2.11	3.86	0.54	0.90	2.13	4.00	0.72	0.91	2.14	4.56	0.84	0.51	1.81	4.52	0.77
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	0.66	0.75	1.31	0.85	0.58	0.77	1.84	0.55	0.60	0.77	1.24	1.09	0.57	0.75	1.18	1.04	0.69	0.80	1.23	1.13
HU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IS	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.33	2.39	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	0.87	1.93	1.90	1.66	1.04	3.14	7.28	22.51	0.89	2.31	3.17	3.49
IT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LV	NC	3.69	4.80	0.17	NC	3.47	4.44	0.18	NC	3.24	4.04	0.31	NC	2.97	3.79	0.30	NC	2.99	3.85	0.36
LT	1.93	1.36	1.57	1.60	1.83	1.38	1.57	1.58	0.99	1.35	1.56	1.65	0.95	1.33	1.56	1.60	0.92	1.33	1.49	1.64
LU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
MT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	NC	0.47	1.08	NC	NC	0.63	1.75	NC	NC	0.50	1.09	NC	NC	0.51	1.07	NC	NC	0.54	1.11	NC
PL	0.67	1.20	3.08	1.04	0.67	1.48	2.56	1.40	0.67	1.32	2.75	1.42	0.73	1.38	2.78	1.39	0.78	1.48	2.94	1.28
PT	NC	NC	NC	NC	NC	NC	NC	NC	0.11	0.92	1.46	NC	0.11	0.89	1.49	NC	0.12	0.89	1.53	NC
RS	NC	0.76	1.04	1.94	NC	0.74	0.83	1.01	NC	0.70	1.00	1.18	NC	NC	NC	NC	NC	NC	NC	NC
SK	1.79	6.50	8.80	4.20	NC	NC	NC	NC	NC	NC	NC	NC	1.07	3.48	5.36	4.44	1.07	3.56	5.24	4.14
SI	NC	2.42	1.68	NC	NC	2.49	1.71	NC	NC	2.56	1.66	NC	NC	2.62	1.60	NC	NC	2.80	1.64	NC
ES	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CH	1.20	3.38	4.54	NC	1.18	3.17	4.22	NC	1.43	3.34	4.21	NC	1.56	3.39	4.26	NC	1.62	3.65	4.68	NC
UK (ENG)	0.41	1.31	2.44	3.29	0.39	1.32	2.31	3.00	0.40	1.36	2.38	2.91	0.39	1.42	2.50	2.86	0.40	1.48	2.66	2.94
UK (NIR)	NC	2.41	2.94	2.71	NC	2.47	3.02	2.74	NC	2.53	3.00	2.79	NC	2.74	3.10	NC	1.45	3.02	3.33	3.08
UK (SCT)	NC	2.16	3.82	2.56	NC	1.58	2.52	1.66	NC	1.65	2.52	1.61	NC	1.49	2.73	2.20	NC	1.53	2.95	2.43
UK (WLS)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Average (count)	0.41 (10)	1.93 (19)	2.53 (19)	2.08 (14)	– (9)	1.86 (17)	3.10 (17)	1.24 (11)	0.72 (11)	1.74 (19)	2.98 (19)	1.40 (12)	0.74 (12)	1.86 (19)	3.45 (19)	2.27 (12)	0.69 (14)	1.81 (21)	3.39 (21)	1.55 (14)



Table A8. Indicator 1.4d The share of learners receiving home schooling (2018/2019 to 2022/2023, ISCED 1 and ISCED 2, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	0.21	0.27	0.59	0.01	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.90	0.67	0.19	NC	0.08	0.06	NC
BE (Fl)	NC	0.28	0.29	0.42	NC	0.30	1.17	NC	NC	0.41	1.24	NC	NC	0.49	1.44	NC	NC	0.49	1.77	NC
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.30	1.29	0.82	NC
BG	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.01	0.01	0.01	NC	0.05	0.09	0.00
CY	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CZ	NC	0.01	0.05	0.25	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.01	0.01	NC
DK	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EE	NC	0.31	0.53	0.04	NC	0.45	0.65	0.04	NC	0.52	0.74	0.05	NC	0.60	0.77	0.02	NC	0.60	0.80	0.01
FI	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.06	0.07	NC	NC	0.12	0.23	NC	NC	NC	0.35	NC
FR	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.01	0.02	0.01	0.01	0.02	0.02	0.02	0.02
HU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IS	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	0.51	0.04	0.23	NC	0.68	0.05	0.13	0.08	NC	0.18	0.42	0.04
IT	NC	0.06	0.06	0.02	NC	0.10	0.08	0.03	NC	0.35	0.20	0.03	NC	0.35	0.25	0.04	NC	0.41	0.29	0.04
LV	NC	0.05	0.09	NC	NC	0.04	0.09	NC	NC	0.04	0.06	NC	NC	0.00	NC	NC	NC	NC	NC	NC
LT	0.00	0.12	0.22	0.23	NC	0.13	0.25	0.29	0.00	0.16	0.28	0.31	0.00	0.14	0.26	0.32	0.00	0.13	0.25	0.28
LU	NC	NC	NC	NC	0.27	0.20	0.11	0.04	0.21	0.32	0.13	NC	0.25	0.27	0.20	NC	0.18	0.23	0.18	NC
MT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	NC	0.04	NC	NC	NC	0.05	NC	NC	NC	0.06	NC	NC	NC	0.06	NC	NC	NC	0.06	NC	NC
PL	0.00	0.00	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.01	0.00
PT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
RS	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SK	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SI	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
ES	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CH	NC	NC	NC	NC	NC	NC	NC	NC	0.27	0.23	0.14	NC	0.32	0.32	0.17	NC	0.29	0.29	0.16	NC
UK (ENG)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (NIR)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (SCT)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (WLS)	0.07	0.39	0.99	0.24	0.06	0.29	0.73	0.17	0.26	0.70	1.33	0.55	0.21	0.70	1.56	0.69	0.19	0.75	1.76	1.13
Average (count)	– (5)	0.02 (11)	0.04 (10)	– (9)	– (4)	0.09 (10)	– (9)	– (7)	– (7)	0.20 (13)	0.20 (12)	– (6)	– (7)	0.24 (15)	0.25 (13)	– (9)	– (7)	0.22 (15)	0.25 (15)	– (8)



Table A9. Indicator 1.6 The share of learners who are out of education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (FI)	0.02	NC	NC	NC	0.04	NC	NC	NC	NC	0.01	NC	NC	NC	0.00	NC	NC	NC	0.00	NC	NC
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BG	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CY	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CZ	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
DK	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
FI	NC	0.45	1.03	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
FR	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
HU	NC	NC	NC	NC	NC	NC	NC	NC	0.78	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IS	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LV	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LT	NC	2.17	1.39	NC	NC	3.14	2.75	NC	NC	1.40	0.80	NC	NC	0.93	0.56	NC	NC	0.93	0.62	NC
LU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
MT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	NC	0.05	NC	NC	NC	0.05	NC	NC	NC	0.03	NC	NC	NC	0.05	NC	NC	NC	0.06	NC	NC
PL	0.45	0.25	0.17	NC	0.02	0.18	0.07	0.11	0.01	0.05	0.05	0.12	0.01	0.04	0.05	0.04	0.01	0.03	0.06	0.04
PT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
RS	NC	NC	NC	NC	58.90	0.26	1.87	4.61	2.77	1.57	1.64	13.87	3.79	3.48	3.76	13.83	2.04	1.51	NC	NC
SK	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SI	NC	1.27	1.22	NC	NC	0.98	1.02	NC	NC	1.50	1.59	NC	NC	1.19	1.28	NC	NC	1.43	1.35	NC
ES	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CH	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (ENG)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (NIR)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (SCT)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (WLS)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Average (count)	– (2)	– (5)	– (4)	– (0)	– (3)	– (5)	– (4)	– (2)	– (3)	– (6)	– (4)	– (2)	– (2)	– (6)	– (4)	– (2)	– (2)	– (6)	– (3)	– (1)



Table A10. Indicator 2A.1 The identification rate of learners with an official decision of SEN (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	2.67	4.61	0.65	NC	NC	NC	NC	NC	NC	NC	NC	NC	2.78	4.77	1.02	NC	3.47	4.26	0.23
BE (Fl)	1.96	8.79	14.16	4.74	2.19	9.58	16.07	4.72	2.43	10.34	15.41	5.43	2.96	11.36	16.24	5.86	3.33	12.07	16.99	6.47
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	9.38	NC	14.52
BG	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	5.44	10.23	4.25	NC	5.69	10.30	4.26	NC	6.32	11.00	4.75
CY	3.88	7.95	9.46	9.27	3.87	9.38	9.61	9.38	3.93	10.02	8.87	8.47	4.12	10.51	11.85	10.74	4.04	10.84	11.62	10.81
CZ	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
DK	NC	4.97	7.96	NC	NC	5.89	8.95	NC	NC	6.28	9.49	NC	NC	6.63	9.93	NC	NC	6.66	9.53	NC
EE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	6.04	7.61	9.03	3.93
FI	NC	7.87	10.22	15.90	NC	7.87	9.84	18.33	NC	8.41	10.18	17.93	0.31	8.96	10.24	10.85	NC	9.35	10.78	9.74
FR	2.12	4.46	3.60	1.69	1.14	3.77	4.49	2.56	1.14	3.91	4.89	3.19	1.28	4.16	5.21	3.30	1.40	4.38	5.61	3.52
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	2.05	4.40	6.87	6.40	2.40	5.49	8.78	7.24	2.70	5.96	8.50	7.78	2.64	5.54	7.96	6.88	3.87	6.73	9.19	7.88
HU	3.02	6.78	8.23	6.29	3.12	7.18	8.69	6.06	3.14	7.08	8.98	4.85	3.92	8.08	9.19	3.13	3.59	7.23	9.56	4.12
IS	13.37	13.25	16.63	NC	14.32	14.65	18.34	NC	14.73	13.58	19.12	NC	14.87	13.37	14.72	NC	15.67	14.59	16.57	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LV	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LT	20.54	18.93	9.81	2.72	19.57	18.73	9.94	3.11	20.49	19.52	10.28	3.52	20.52	19.82	10.34	3.50	21.23	20.23	9.95	3.67
LU	NC	NC	NC	NC	0.95	2.35	2.08	0.99	0.91	1.25	0.51	0.17	2.62	1.80	1.07	0.19	1.58	2.13	1.43	0.49
MT	NC	NC	NC	NC	1.91	7.20	2.38	4.95	2.75	5.76	5.36	3.96	3.81	6.34	6.84	5.27	6.51	10.39	12.74	10.58
NL	1.21	2.33	4.77	NC	1.25	2.44	4.87	NC	1.20	2.52	4.99	NC	1.30	2.62	5.06	NC	1.24	2.66	5.05	NC
NO	4.54	6.94	9.91	NC	5.18	6.80	9.78	NC	4.87	6.78	9.71	NC	5.27	6.84	9.83	NC	5.41	6.84	9.98	NC
PL	3.44	3.67	5.66	2.14	2.84	4.06	4.57	2.29	2.99	3.87	5.26	2.45	3.33	4.21	5.54	2.55	3.72	4.57	6.08	2.50
PT	NC	NC	NC	NC	NC	NC	NC	NC	1.69	7.51	8.55	3.76	1.96	7.81	8.95	4.42	2.28	8.04	9.31	4.85
RS	NC	2.86	4.01	1.19	NC	2.88	4.23	1.77	NC	2.72	4.35	2.04	NC	2.52	3.90	1.20	NC	3.47	4.75	1.49
SK	1.32	10.91	15.77	6.00	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SI	2.92	6.51	5.51	7.47	NC	7.87	7.77	7.93	NC	8.53	9.63	8.31	NC	7.35	10.03	8.87	NC	9.43	11.89	9.12
ES	1.41	3.40	3.52	1.59	1.48	3.54	3.59	1.68	1.50	3.62	3.68	1.86	1.75	3.95	3.99	1.93	2.75	4.21	3.68	1.65
SE	0.43	5.65	7.55	1.72	0.52	6.56	8.98	1.77	0.59	6.81	9.20	1.79	0.58	6.82	9.14	1.83	0.51	6.96	9.47	1.89
CH	2.72	4.07	4.33	NC	2.45	3.98	4.35	NC	2.60	4.17	4.37	NC	2.76	4.39	4.61	NC	2.78	3.80	4.08	NC
UK (ENG)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (NIR)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (SCT)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (WLS)	1.67	3.32	4.79	3.51	1.61	3.77	4.69	3.04	1.19	2.74	3.73	5.12	1.84	3.38	4.50	5.33	3.44	4.84	5.57	6.11
Average (count)	2.51 (16)	4.54 (20)	5.31 (20)	2.75 (15)	2.22 (16)	4.58 (20)	5.39 (20)	3.12 (15)	2.28 (17)	4.81 (22)	5.86 (22)	3.41 (17)	2.49 (18)	5.01 (23)	6.06 (23)	3.36 (18)	2.96 (18)	5.34 (25)	6.37 (24)	3.36 (20)



Table A11. Indicator 2A.8 The overall enrolment rate of learners with an official decision of SEN in all recognised forms of education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	100.00	100.00	100.00	NC	NC	NC	NC	NC	NC	NC	NC	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00
BE (Fl)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	100.00	NC	100.00
BG	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00
CY	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CZ	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
DK	NC	100.00	100.00	NC	NC	91.53	93.25	NC	NC	91.18	93.20	NC	NC	90.61	92.76	NC	NC	89.80	92.01	NC
EE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	100.00	100.00	100.00	100.00
FI	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00
FR	100.00	100.00	100.00	100.00	210.40	120.88	86.91	61.27	214.56	120.57	87.61	61.04	209.96	118.62	87.52	64.52	209.16	118.39	87.89	65.64
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
HU	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
IS	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LV	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LT	100.97	102.72	104.18	114.43	100.75	104.05	103.45	110.80	100.67	104.07	103.04	108.17	100.71	103.64	103.20	106.39	100.81	103.34	103.17	106.63
LU	NC	NC	NC	NC	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
MT	NC	NC	NC	NC	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
NL	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC
NO	100.00	100.00	100.00	NC	91.68	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC
PL	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
PT	NC	NC	NC	NC	NC	NC	NC	NC	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
RS	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00
SK	336.71	158.45	127.09	118.73	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
SI	100.00	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00	NC	100.00	100.00	100.00
ES	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
SE	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
CH	86.96	106.52	93.20	NC	89.92	105.08	94.45	NC	87.29	104.70	96.09	NC	86.32	104.91	96.13	NC	90.18	104.19	96.72	NC
UK (ENG)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (NIR)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (SCT)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
UK (WLS)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Average (count)	103.14 (15)	102.30 (19)	102.02 (19)	101.10 (14)	119.64 (15)	105.10 (19)	96.16 (19)	88.93 (14)	119.36 (16)	104.68 (21)	96.53 (21)	89.26 (16)	118.14 (16)	104.14 (22)	96.54 (22)	90.71 (17)	116.67 (17)	103.95 (24)	96.56 (23)	90.77 (19)



Table A12. Indicator 2A.2 The enrolment rate of learners with an official decision of SEN in mainstream education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	1.40	2.61	0.29	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.72	3.21	0.47	NC	1.85	2.82	0.18
BE (FI)	1.15	3.50	2.94	3.72	1.31	4.13	3.62	4.06	1.51	4.75	3.71	4.64	1.93	5.62	4.38	5.02	2.27	6.24	4.91	5.54
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	6.04	NC	7.21
BG	2.45	2.64	2.85	1.39	3.04	2.86	2.99	1.54	3.35	2.93	3.02	1.67	3.63	3.17	3.09	1.72	4.19	3.49	3.34	2.47
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	4.85	9.46	3.62	2.56	5.08	9.75	3.82	NC	5.66	10.45	3.87
CY	3.88	7.73	9.46	9.27	3.75	9.15	9.48	8.67	3.79	9.74	8.44	7.82	3.98	NC	12.05	10.64	3.92	10.56	11.81	10.71
CZ	3.21	7.51	10.73	4.7	NC	NC	NC	NC	NC	NC	NC	NC	NC	10.24	NC	NC	4.54	7.93	11.29	5.17
DK	NC	3.06	4.59	NC	NC	3.33	4.85	NC	NC	3.50	5.17	NC	NC	3.66	5.38	NC	NC	3.94	6.07	NC
EE	6.27	4.20	5.16	2.02	5.80	4.04	4.55	2.52	5.77	4.29	5.01	2.60	5.68	4.53	5.52	4.07	5.86	5.42	6.03	3.81
FI	NC	7.38	9.35	NC	NC	7.38	9.01	NC	NC	7.92	9.38	NC	NC	8.47	9.48	NC	NC	9.32	10.75	NC
FR	1.27	3.58	3.50	1.50	1.53	3.66	3.76	1.50	1.57	3.81	4.14	1.84	1.82	4.06	4.43	2.04	1.96	4.28	4.79	2.22
DE	NC	3.17	2.97	0.10	NC	3.26	3.16	0.12	NC	3.24	3.34	0.14	NC	3.02	3.63	NC	NC	2.86	3.55	NC
EL	1.63	3.72	5.65	5.56	1.99	4.78	7.12	6.71	2.28	5.23	7.37	6.69	2.21	4.82	6.86	5.85	3.34	5.96	8.06	6.76
HU	2.48	4.57	5.88	4.1	2.55	4.73	6.12	4.29	2.56	4.64	6.44	2.15	3.12	5.38	6.70	1.56	2.87	4.76	6.92	1.92
IS	13.37	12.90	16.28	NC	14.32	14.30	18.00	NC	14.73	13.22	18.72	NC	14.87	13.00	12.51	NC	15.67	14.15	16.11	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.39	0.84	0.54
IT	2.39	3.74	4.22	2.61	2.56	4.13	4.35	2.75	2.40	4.36	4.46	2.84	2.54	4.78	4.67	2.94	2.90	5.15	5.04	3.10
LV	2.82	4.74	4.43	0.47	3.23	5.82	4.63	0.82	5.36	6.03	5.23	2.31	5.21	7.80	5.29	2.54	5.25	5.40	2.16	2.65
LT	20.08	18.50	8.99	1.89	19.09	18.56	9.08	2.22	20.44	19.40	9.42	2.51	20.50	19.68	9.53	2.51	21.22	20.03	9.18	2.67
LU	NC	NC	NC	NC	0.47	1.55	1.06	0.37	0.44	1.03	0.36	0.14	0.73	0.99	0.71	0.12	0.51	1.05	1.02	0.33
MT	NC	NC	NC	NC	1.91	6.96	2.38	4.51	2.75	5.55	5.36	3.43	3.81	5.98	6.84	4.38	6.51	10.02	12.33	10.08
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	4.52	6.79	9.52	NC	4.75	6.65	9.27	NC	4.84	6.62	9.31	NC	5.24	6.67	9.45	NC	5.39	6.66	9.59	NC
PL	2.89	2.52	2.69	1.15	2.39	2.87	2.61	1.51	2.51	2.77	3.07	1.66	2.82	3.04	3.30	1.78	3.15	3.30	3.71	1.82
PT	NC	NC	NC	NC	NC	NC	NC	NC	1.69	7.48	8.32	3.76	1.96	7.77	8.71	4.42	2.28	8.00	9.08	4.85
RS	NC	2.30	3.28	1.15	NC	2.34	3.69	1.10	NC	2.19	3.66	1.24	NC	2.08	3.34	0.80	NC	2.88	4.07	1.00
SK	2.88	12.34	13.82	4.89	NC	NC	NC	NC	NC	NC	NC	NC	1.19	11.23	15.72	8.40	1.71	10.69	15.97	8.93
SI	2.76	4.41	4.12	7.21	NC	5.72	6.35	7.63	NC	6.30	8.27	8.01	NC	5.05	8.70	8.59	NC	6.98	10.52	8.80
ES	1.31	2.84	2.95	1.59	1.37	2.98	3.02	1.68	1.38	3.05	3.10	1.86	1.63	3.37	3.41	1.93	2.61	3.59	3.07	1.65
SE	0.43	4.80	6.33	0.03	0.52	5.62	7.72	0.01	0.55	5.77	7.87	0.01	0.54	5.62	7.28	0.01	0.48	5.67	7.50	0.01
CH	1.2	2.56	1.68	NC	1.06	2.39	1.72	NC	1.15	2.54	1.81	NC	1.18	2.77	2.01	NC	1.25	2.08	1.53	NC
UK (ENG)	0.64	1.73	1.73	1.78	0.72	1.94	1.86	1.85	0.85	2.24	2.13	1.97	0.91	2.48	2.39	2.11	1.11	2.75	2.69	2.33
UK (NIR)	0.64	3.42	5.14	2.21	0.71	3.51	5.28	2.36	1.36	3.75	5.49	2.52	1.66	4.19	5.75	2.70	2.01	4.88	6.12	2.40
UK (SCT)	NC	25.17	32.78	29.42	NC	26.72	35.54	32.59	NC	27.49	37.34	34.75	NC	27.45	38.71	36.32	NC	28.02	40.49	38.29
UK (WLS)	0.83	1.62	2.19	1.35	0.80	1.86	2.22	1.19	0.87	1.95	2.27	1.18	1.50	2.54	2.96	1.20	3.04	3.89	3.55	1.30
Average (count)	1.41 (22)	3.59 (28)	4.02 (28)	2.03 (23)	2.02 (21)	3.92 (27)	3.93 (27)	2.08 (22)	2.11 (22)	4.15 (29)	4.32 (29)	2.28 (24)	2.31 (24)	4.37 (31)	4.71 (31)	2.84 (25)	2.74 (24)	4.47 (34)	4.92 (33)	3.01 (28)



Table A13. Indicator 2A.3 The enrolment rate of learners with an official decision of SEN in inclusive education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	1.40	2.61	0.29	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.72	3.21	0.47	NC	1.85	2.82	0.18
BE (FI)	1.15	3.50	2.94	3.72	1.31	4.13	3.62	4.06	1.51	4.75	3.71	4.64	1.93	5.62	4.38	5.02	2.27	6.24	4.91	5.54
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	6.04	NC	7.21
BG	2.21	2.63	2.85	1.24	2.76	2.85	2.99	1.45	3.05	2.93	3.01	1.63	3.33	3.17	3.09	1.70	3.88	3.49	3.33	2.47
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	2.02	4.65	9.20	3.41	NC	5.66	10.45	3.87
CY	3.4	6.87	8.75	8.7	3.21	8.26	8.80	8.08	2.44	8.83	7.85	7.30	3.61	9.29	11.39	10.07	3.35	9.64	11.20	10.13
CZ	2	7.18	10.14	3.39	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	3.56	7.60	10.78	4.56
DK	NC	0.35	0.39	NC	NC	0.51	0.52	NC	NC	0.59	0.67	NC	NC	0.60	0.62	NC	NC	0.72	0.82	NC
EE	4.19	2.04	2.67	2.01	3.73	1.90	2.22	2.52	3.60	2.13	2.34	2.60	3.64	2.22	2.64	3.99	3.75	2.79	3.08	3.46
FI	NC	3.29	4.57	NC	NC	3.28	4.39	NC	NC	2.88	3.04	NC	NC	3.18	3.64	NC	NC	3.31	3.85	NC
FR	1.26	2.39	2.36	1.22	1.51	2.45	2.07	1.23	1.55	2.58	2.30	1.47	1.78	2.79	2.60	1.54	1.93	2.98	2.89	1.74
DE	NC	3.17	2.97	0.10	NC	3.26	3.16	0.12	NC	3.24	3.34	0.14	NC	3.02	3.63	NC	NC	2.86	3.55	NC
EL	1.49	3.67	5.57	5.55	1.81	4.72	6.95	6.69	2.14	5.21	7.26	6.69	2.09	4.81	6.80	5.85	3.21	5.95	7.97	6.75
HU	2.48	4.57	5.88	4.10	2.55	4.73	6.12	4.29	2.56	4.64	6.44	2.15	3.12	5.38	6.70	1.56	2.87	4.76	6.92	1.92
IS	NC	12.22	14.70	NC	NC	13.60	16.45	NC	NC	12.52	17.18	NC	NC	12.21	10.66	NC	NC	13.26	14.17	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IT	2.39	3.74	4.22	2.61	2.56	4.13	4.35	2.75	2.40	4.36	4.46	2.84	2.54	4.78	4.67	2.94	2.90	5.15	5.04	3.10
LV	2.82	3.92	3.57	0.44	3.23	5.12	4.05	0.79	5.36	4.96	4.29	2.10	5.21	6.92	4.48	2.34	5.25	4.51	1.32	2.43
LT	19.44	18.09	8.66	1.51	18.53	18.12	8.72	1.88	19.64	18.96	9.04	2.16	19.73	19.21	9.11	2.12	20.50	19.57	8.78	2.27
LU	NC	NC	NC	NC	0.47	1.55	1.06	0.37	0.44	1.03	0.36	0.14	0.73	0.99	0.71	0.12	0.51	1.05	1.02	0.33
MT	NC	NC	NC	NC	1.91	6.96	2.38	4.51	2.75	5.55	5.36	3.43	3.81	5.98	6.75	4.38	NC	NC	NC	NC
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	NC	6.47	8.83	NC	NC	6.15	8.16	NC	NC	6.27	8.62	NC	NC	6.33	8.76	NC	NC	6.30	8.87	NC
PL	2.77	2.48	2.64	1.13	2.24	2.71	2.46	1.16	2.37	2.64	2.91	1.33	2.66	2.92	3.14	1.46	2.98	3.17	3.54	1.53
PT	NC	NC	NC	NC	NC	NC	NC	NC	1.58	6.60	7.09	3.08	1.86	6.92	7.46	3.74	2.16	7.15	7.79	4.14
RS	NC	2.14	3.02	0.64	NC	2.14	3.39	0.77	NC	2.02	3.36	0.86	NC	NC	NC	NC	NC	NC	NC	NC
SK	2.65	10.78	11.68	4.85	NC	NC	NC	NC	NC	NC	NC	NC	1.10	10.27	13.8	7.83	1.61	9.74	14.15	8.41
SI	2.76	4.09	3.84	7.21	NC	5.38	6.06	7.63	NC	5.97	7.97	8.01	NC	4.73	8.43	8.59	NC	6.63	10.25	8.80
ES	1.26	2.65	2.75	1.59	1.32	2.78	2.81	1.68	1.33	2.84	2.87	1.86	1.56	3.12	3.17	1.93	2.61	3.59	3.07	1.65
SE	0.43	4.80	6.33	0.03	0.52	NC	NC	NC	0.55	NC	NC	NC	0.54	NC	NC	NC	0.48	NC	NC	NC
CH	1.18	2.29	1.35	NC	1.04	2.15	1.44	NC	1.12	2.31	1.53	NC	1.16	2.41	1.60	NC	1.22	1.78	1.22	NC
UK (ENG)	0.62	1.63	1.65	1.68	0.70	1.86	1.82	1.81	0.83	2.15	2.09	1.92	0.89	2.39	2.35	2.07	1.08	2.65	2.65	2.29
UK (NIR)	0.64	2.76	4.33	2.21	0.71	2.82	4.45	2.36	1.36	3.00	4.66	2.52	1.66	3.31	4.74	2.69	1.84	3.83	4.99	2.38
UK (SCT)	NC	24.62	32.07	28.48	NC	26.14	34.60	31.30	NC	26.88	36.42	33.44	NC	26.85	37.70	34.92	NC	27.39	39.31	36.68
UK (WLS)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.50	2.54	2.96	1.20	3.04	3.89	3.55	1.30
Average (count)	1.79 (19)	3.20 (27)	3.59 (27)	1.92 (22)	1.89 (18)	3.44 (25)	3.36 (25)	2.02 (20)	1.98 (19)	3.65 (26)	3.65 (26)	2.18 (21)	2.16 (22)	3.88 (29)	4.10 (29)	2.78 (23)	2.57 (21)	4.18 (30)	4.45 (29)	2.96 (24)



Table A14. Indicator 2A.4 The enrolment rate of learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	1.26	2.00	0.36	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (FI)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BG	0.24	0.00	0.00	0.15	0.29	0.00	0.00	0.09	0.30	0.00	0.00	0.04	0.30	0.00	0.00	0.02	0.31	0.00	0.00	0.01
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.16	0.25	NC	NC	0.17	0.26	NC	NC	0.65	0.75	2.03
CY	0.48	0.86	0.71	0.57	0.53	0.89	0.68	0.59	0.50	0.91	0.60	0.53	NC	0.95	0.65	0.57	0.57	0.92	0.61	0.57
CZ	1.21	0.33	0.59	1.30	NC	NC	NC	NC	NC	NC	NC	NC	0.52	NC	NC	NC	0.98	0.33	0.50	0.61
DK	NC	2.71	4.20	NC	NC	2.82	4.33	NC	NC	2.91	4.50	NC	NC	3.06	4.76	NC	NC	3.21	5.24	NC
EE	2.08	2.16	2.50	0.01	2.07	2.14	2.33	NC	2.17	2.17	2.67	NC	2.04	2.31	2.88	0.08	2.11	2.63	2.94	0.35
FI	NC	4.09	4.78	NC	NC	4.10	4.62	NC	NC	5.04	6.34	NC	NC	5.38	5.93	NC	NC	6.01	6.90	NC
FR	0.01	1.18	1.14	0.28	0.03	1.21	1.69	0.27	0.02	1.23	1.84	0.37	0.04	1.27	1.83	0.50	0.03	1.31	1.91	0.48
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	0.14	0.05	0.08	0.00	0.18	0.06	0.17	0.03	0.14	0.02	0.11	0.00	0.12	0.01	0.07	0.00	0.13	0.01	0.09	0.00
HU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IS	NC	0.68	1.57	NC	NC	0.70	1.55	NC	NC	0.70	1.54	NC	NC	0.79	1.85	NC	NC	0.89	1.94	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	0.65	1.22	0.76	0.62	0.78	1.43	0.85	0.53	NC	1.39	0.84	0.54
IT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LV	NC	0.81	0.86	0.03	NC	0.70	0.58	0.03	NC	1.07	0.94	0.21	NC	0.89	0.81	0.20	NC	0.88	0.84	0.21
LT	0.63	0.41	0.33	0.38	0.56	0.43	0.36	0.35	0.80	0.43	0.38	0.35	0.77	0.48	0.42	0.39	0.72	0.46	0.40	0.40
LU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
MT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.09	NC	NC	NC	NC	NC
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	NC	0.32	0.69	NC	NC	0.49	1.12	NC	NC	0.34	0.68	NC	NC	0.34	0.69	NC	NC	0.36	0.72	NC
PL	0.12	0.05	0.05	0.02	0.14	0.16	0.15	0.35	0.14	0.13	0.16	0.33	0.16	0.12	0.16	0.32	0.17	0.13	0.17	0.29
PT	NC	NC	NC	NC	NC	NC	NC	NC	0.11	0.88	1.23	0.68	0.11	0.85	1.25	0.68	0.12	0.85	1.29	0.70
RS	NC	0.17	0.26	0.50		0.20	0.30	0.33	NC	0.17	0.30	0.38	NC	NC	NC	NC	NC	NC	NC	NC
SK	0.22	1.55	2.14	0.04	NC	NC	NC	NC	NC	NC	NC	NC	0.09	0.96	1.92	0.58	0.10	0.95	1.83	0.52
SI	NC	0.32	0.29	NC	NC	0.34	0.29	NC	NC	0.33	0.30	NC	NC	0.32	0.27	NC	NC	0.35	0.28	NC
ES	0.05	0.19	0.20	NC	0.05	0.20	0.21	NC	0.06	0.22	0.23	NC	0.07	0.25	0.23	NC	NC	NC	NC	NC
SE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CH	0.02	0.27	0.34	NC	0.02	0.24	0.27	NC	0.03	0.23	0.28	NC	0.02	0.37	0.41	NC	0.03	0.30	0.31	NC
UK (ENG)	0.03	0.10	0.08	0.10	0.02	0.09	0.04	0.04	0.02	0.09	0.04	0.04	0.02	0.09	0.04	0.04	0.02	0.10	0.04	0.04
UK (NIR)	NC	0.66	0.82	NC	NC	0.69	0.83	NC	NC	0.75	0.83	NC	NC	0.88	1.01	0.02	0.17	1.05	1.13	0.03
UK (SCT)	NC	1.35	2.26	1.75	NC	0.58	0.94	1.29	NC	0.61	0.92	1.31	NC	0.60	1.01	1.40	NC	0.63	1.18	1.61
UK (WLS)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Average (count)	0.13 (12)	0.41 (22)	0.46 (22)	0.28 (14)	0.09 (10)	0.61 (19)	0.82 (19)	0.25 (10)	0.10 (12)	0.66 (22)	0.90 (22)	0.31 (12)	0.11 (13)	0.70 (22)	0.94 (23)	0.36 (14)	0.16 (13)	0.80 (22)	1.10 (22)	0.39 (16)



Table A15. Indicator 2A.5 The share of learners with an official decision of SEN who are educated outside of mainstream education (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	1.26	2.00	0.36	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.04	1.53	0.56	NC	1.62	1.44	0.04
BE (FI)	0.81	5.29	11.22	1.01	0.88	5.46	12.45	0.66	0.93	5.59	11.70	0.79	1.02	5.75	11.86	0.84	1.06	5.83	12.09	0.93
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	3.34	NC	7.31
BG	0.11	0.32	0.50	0.51	0.10	0.31	0.47	0.53	0.09	0.32	0.41	0.53	0.14	0.34	0.38	0.52	0.11	0.40	0.40	1.13
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.59	0.76	0.63	NC	0.61	0.55	0.80	NC	0.66	0.55	0.25
CY	NC	NC	NC	NC	0.12	0.23	0.36	0.71	0.14	0.27	0.43	0.65	0.14	0.27	0.46	0.67	0.12	0.28	0.43	0.68
CZ	0.94	2.03	3.04	0.82	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.90	2.28	2.85	0.81
DK	NC	1.92	3.36	NC	NC	2.06	3.49	NC	NC	2.23	3.67	NC	NC	2.35	3.83	NC	NC	2.05	2.70	NC
EE	0.23	2.11	3.66	0.12	0.21	2.17	3.43	0.17	0.21	2.20	3.29	0.14	0.20	2.18	3.17	0.13	0.18	2.19	3.00	0.12
FI	NC	0.49	0.87	NC	NC	0.49	0.83	NC	NC	0.48	0.80	NC	NC	0.48	0.76	NC	NC	0.47	0.74	NC
FR	0.85	0.88	0.10	0.19	0.87	0.90	0.14	0.07	0.88	0.90	0.15	0.11	0.87	0.88	0.13	0.09	0.96	0.90	0.14	0.09
DE	NC	2.99	3.12	0.05	NC	3.03	3.15	0.05	NC	3.04	3.15	0.05	NC	3.01	3.18	0.05	NC	2.90	3.06	0.05
EL	0.42	0.68	1.22	0.85	0.41	0.71	1.66	0.52	0.42	0.74	1.13	1.09	0.43	0.73	1.10	1.03	0.53	0.77	1.13	1.13
HU	0.54	2.22	2.35	2.19	0.57	2.44	2.57	1.77	0.57	2.44	2.54	2.70	0.80	2.70	2.49	1.57	0.72	2.47	2.64	2.20
IS	NC	0.35	0.36	NC	NC	0.36	0.34	NC	NC	0.36	0.40	NC	NC	0.36	0.36	NC	NC	0.45	0.45	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	0.22	0.71	1.13	1.03	0.26	0.72	1.12	0.81	NC	0.92	1.56	0.54
IT	0.01	0.03	0.01	0.2	0.01	0.01	0.01	0.20	0.01	0.02	0.01	0.24	0.01	0.02	0.01	0.29	0.01	0.03	0.01	0.41
LV	3.78	2.83	3.88	0.13	3.44	2.74	3.79	0.14	0.91	2.17	3.10	0.09	0.95	2.09	2.98	0.10	0.84	2.11	3.01	0.15
LT	0.66	0.95	1.23	1.22	0.62	0.94	1.21	1.22	0.18	0.92	1.18	1.30	0.17	0.86	1.14	1.21	0.18	0.87	1.08	1.24
LU	NC	NC	NC	NC	0.48	0.82	1.11	0.78	0.47	0.27	0.22	0.13	2.06	0.92	0.48	0.08	1.13	1.24	0.64	0.23
MT	NC	NC	NC	NC	NC	0.24	NC	0.44	NC	0.21	NC	0.53	NC	0.35	NC	0.89	NC	0.38	0.41	0.50
NL	1.21	2.33	4.77	NC	1.25	2.44	4.87	NC	1.20	2.52	4.99	NC	1.30	2.62	5.06	NC	1.24	2.66	5.05	NC
NO	0.02	0.15	0.39	NC	0.04	0.16	0.50	NC	0.03	0.16	0.41	NC	0.02	0.17	0.39	NC	0.02	0.18	0.40	NC
PL	0.55	1.15	2.97	0.99	NC	NC	NC	NC	0.48	1.10	2.19	0.79	0.51	1.17	2.23	0.77	0.56	1.27	2.38	0.67
PT	NC	NC	NC	NC	NC	NC	NC	NC	0.00	0.04	0.23	NC	0.00	0.04	0.24	NC	0.00	0.04	0.23	NC
RS	NC	0.56	0.73	0.04	NC	0.54	0.53	0.68	NC	0.53	0.69	0.80	NC	0.45	0.56	0.40	NC	0.58	0.68	0.50
SK	1.56	4.94	6.22	2.24	NC	NC	NC	NC	NC	NC	NC	NC	0.91	2.46	3.37	3.77	0.95	2.50	3.36	3.58
SI	0.16	2.10	1.39	0.25	0.17	2.15	1.42	0.30	0.18	2.23	1.36	0.29	0.18	2.30	1.33	0.28	0.19	2.45	1.37	0.32
ES	0.11	0.55	0.57	NC	0.11	0.55	0.57	NC	0.11	0.57	0.59	NC	0.12	0.58	0.58	NC	0.14	0.62	0.60	NC
SE	NC	0.85	1.22	1.7	NC	0.94	1.25	1.75	0.04	1.04	1.33	1.78	0.04	1.20	1.86	1.82	0.03	1.28	1.96	1.88
CH	1.16	1.78	2.35	NC	1.14	1.79	2.39	NC	1.12	1.83	2.39	NC	1.20	1.83	2.42	NC	1.26	1.88	2.41	NC
UK (ENG)	0.29	1.13	2.01	2.1	0.31	1.19	2.10	2.17	0.31	1.25	2.22	2.27	0.31	1.31	2.35	2.33	0.32	1.36	2.47	2.38
UK (NIR)	0.49	1.51	1.71	2.5	0.54	1.57	1.78	2.64	0.81	1.59	1.85	2.66	1.28	1.65	1.88	2.85	1.22	1.77	1.93	2.96
UK (SCT)	NC	0.81	1.56	0.81	NC	1.00	1.58	0.36	NC	1.04	1.60	0.30	NC	0.89	1.72	0.80	NC	0.91	1.78	0.83
UK (WLS)	0.84	1.70	2.61	2.16	0.81	1.91	2.47	1.85	0.32	0.79	1.46	3.94	0.33	0.83	1.54	4.14	0.39	0.95	2.01	4.82
Average (count)	0.53 (20)	1.29 (28)	1.89 (28)	0.61 (21)	0.49 (20)	1.28 (28)	1.76 (27)	0.53 (21)	0.46 (23)	1.27 (31)	1.76 (30)	0.60 (23)	0.48 (24)	1.30 (33)	1.80 (32)	0.65 (25)	0.53 (24)	1.37 (35)	1.85 (34)	0.69 (27)



Table A16. Indicator 2A.6 The share of learners with an official decision of SEN who are educated in all forms of segregated provision (2018/2019 to 2022/2023, ISCED 02 to ISCED 3, totals) (%)

Country	2018/ 2019 ISCED 02	2018/ 2019 ISCED 1	2018/ 2019 ISCED 2	2018/ 2019 ISCED 3	2019/ 2020 ISCED 02	2019/ 2020 ISCED 1	2019/ 2020 ISCED 2	2019/ 2020 ISCED 3	2020/ 2021 ISCED 02	2020/ 2021 ISCED 1	2020/ 2021 ISCED 2	2020/ 2021 ISCED 3	2021/ 2022 ISCED 02	2021/ 2022 ISCED 1	2021/ 2022 ISCED 2	2021/ 2022 ISCED 3	2022/ 2023 ISCED 02	2022/ 2023 ISCED 1	2022/ 2023 ISCED 2	2022/ 2023 ISCED 3
AT	NC	2.53	4.00	0.71	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (FI)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BE (De)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
BG	0.35	0.32	0.51	0.66	0.38	0.31	0.47	0.61	0.39	0.32	0.41	0.56	0.43	0.34	0.38	0.54	0.42	0.40	0.40	1.14
HR	NC	NC	NC	NC	NC	NC	NC	NC	NC	0.76	1.01	NC	NC	0.78	0.81	NC	NC	1.32	1.30	2.28
CY	NC	NC	NC	NC	0.66	1.12	1.04	1.30	0.64	1.18	1.02	1.18	0.66	1.22	1.11	1.24	0.69	1.20	1.04	1.25
CZ	2.15	2.37	3.64	2.12	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	1.88	2.61	3.35	1.42
DK	NC	4.63	7.56	NC	NC	4.88	7.82	NC	NC	5.14	8.18	NC	NC	5.41	8.59	NC	NC	5.26	7.94	NC
EE	2.31	4.27	6.16	0.13	2.28	4.31	5.76	NC	2.38	4.37	5.96	NC	2.23	4.48	6.05	0.21	2.30	4.82	5.94	0.47
FI	NC	4.58	5.65	NC	NC	4.59	5.45	NC	NC	5.52	7.14	NC	NC	5.86	6.69	NC	NC	6.47	7.65	NC
FR	0.86	2.07	1.24	0.47	0.89	2.11	1.83	0.34	0.90	2.14	1.99	0.48	0.91	2.15	1.96	0.59	0.99	2.21	2.04	0.57
DE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
EL	0.56	0.73	1.30	0.85	0.58	0.77	1.84	0.55	0.56	0.76	1.24	1.09	0.55	0.74	1.17	1.03	0.66	0.78	1.22	1.13
HU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
IS	NC	1.03	1.93	NC	NC	1.05	1.88		NC	1.06	1.94	NC	NC	1.15	2.21	NC	NC	1.33	2.39	NC
IE	NC	NC	NC	NC	NC	NC	NC	NC	0.87	1.93	1.90	1.66	1.04	2.15	1.97	1.34	NC	2.31	2.40	1.07
IT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
LV	NC	3.64	4.74	0.17	NC	3.44	4.37	0.17	NC	3.24	4.03	0.31	NC	2.97	3.79	0.30	NC	2.99	3.85	0.36
LT	1.29	1.36	1.57	1.60	1.19	1.37	1.57	1.57	0.99	1.35	1.56	1.65	0.94	1.33	1.56	1.60	0.91	1.33	1.49	1.64
LU	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
MT	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NL	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
NO	NC	0.47	1.08	NC	NC	0.65	1.62	NC	NC	0.50	1.09	NC	NC	0.51	1.07	NC	NC	0.54	1.11	NC
PL	0.67	1.19	3.02	1.01	0.60	1.35	2.11	1.13	0.62	1.23	2.35	1.12	0.67	1.29	2.39	1.09	0.73	1.39	2.55	0.97
PT	NC	NC	NC	NC	NC	NC	NC	NC	0.11	0.92	1.46	NC	0.11	0.89	1.49	NC	0.12	0.89	1.53	NC
RS	NC	0.73	0.99	0.55	NC	0.74	0.83	1.01	NC	0.70	1.00	1.18	NC	NC	NC	NC	NC	NC	NC	NC
SK	1.79	6.50	8.37	2.28	NC	NC	NC	NC	NC	NC	NC	NC	1.00	3.42	5.29	4.35	1.05	3.45	5.18	4.10
SI	NC	2.42	1.68	NC	NC	2.49	1.71	NC	NC	2.56	1.66	NC	NC	2.62	1.60	NC	NC	2.80	1.64	NC
ES	0.16	0.74	0.77	NC	0.16	0.76	0.78	NC	0.17	0.79	0.81	NC	0.19	0.82	0.81	NC	NC	NC	NC	NC
SE	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
CH	1.18	2.05	2.69	NC	1.16	2.03	2.67	NC	1.15	2.06	2.67	NC	1.22	2.20	2.83	NC	1.29	2.18	2.73	NC
UK (ENG)	0.32	1.23	2.09	2.20	0.33	1.28	2.14	2.21	0.33	1.34	2.26	2.31	0.33	1.40	2.39	2.37	0.35	1.46	2.51	2.43
UK (NIR)	NC	2.18	2.53	NC	NC	2.26	2.61	NC	NC	2.34	2.69	NC	NC	2.53	2.89	2.86	1.39	2.82	3.06	2.98
UK (SCT)	NC	2.16	3.82	2.56	NC	1.58	2.52	1.65	NC	1.65	2.52	1.61	NC	1.49	2.73	2.20		1.53	2.95	2.43
UK (WLS)	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Average (count)	0.70 (11)	1.70 (21)	2.33 (21)	1.09 (13)	0.60 (10)	1.59 (19)	1.93 (19)	0.94 (10)	0.59 (12)	1.61 (22)	2.01 (22)	1.11 (11)	0.62 (13)	1.69 (22)	2.14 (22)	1.26 (13)	0.81 (13)	1.96 (22)	2.51 (22)	1.29 (15)

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