

# FINANCING OF INCLUSIVE EDUCATION

---

Mapping Country Systems for Inclusive Education

LUXEMBOURG



---

## MAPPING COUNTRY RESOURCE ALLOCATION OF SYSTEMS FOR INCLUSIVE EDUCATION

---

The diagrams build upon the Eurydice model for describing the general funding mechanisms of countries' education systems (European Commission/EACEA/Eurydice, 2014). They provide additional information to the original scheme proposed by Eurydice. They include all components and sectors intervening in the resourcing of inclusive education that meets the needs of all learners, particularly those identified as having SEN. Therefore, they describe the resourcing mechanisms of systems for inclusive education.

The diagrams have been developed using the country information provided within the Financing of Inclusive Education project. They focus on the resource allocation framework aimed at supporting inclusive education and meeting all learners' needs. The diagrams represent the funding mechanisms in compulsory education. They cover mainstream and special educational provision in primary and lower-secondary education.

The colours of the arrows in this framework represent the end recipient of spending. Blue arrows correspond to general education system spending, while other colours indicate additional spending related to the education of learners with SEN. For example, orange arrows correspond to health- and welfare-related spending. Green arrows describe spending specifically dedicated to implementing the goals of inclusive education. Purple arrows show spending related to special schools. Red arrows indicate learner-related spending.

The shapes of the arrows indicate the mode of resource allocation. Thick arrows correspond to cash transfers, and thin ones to in-kind transfers. These might consist of methodological support and services provided to schools, municipalities and regions and to the learners and their families.

The diagrams were prepared for the Agency's Financing of Inclusive Education project final report. They should be referenced as follows: European Agency for Special Needs and Inclusive Education, 2016. *Financing of Inclusive Education: Mapping Country Systems for Inclusive Education*. (S. Ebersold, ed.). Odense, Denmark



## Key

---

### Colours indicating:



Health- and welfare-related spending (orange)



Inclusive education-related spending (green)



General education system-related spending (blue)



Learner-related spending (red)



Special school-related spending (purple)

### Arrows indicating:



Cash transfer (thick, single-headed arrow)



Cash transfer after application (thick, double-headed arrow)



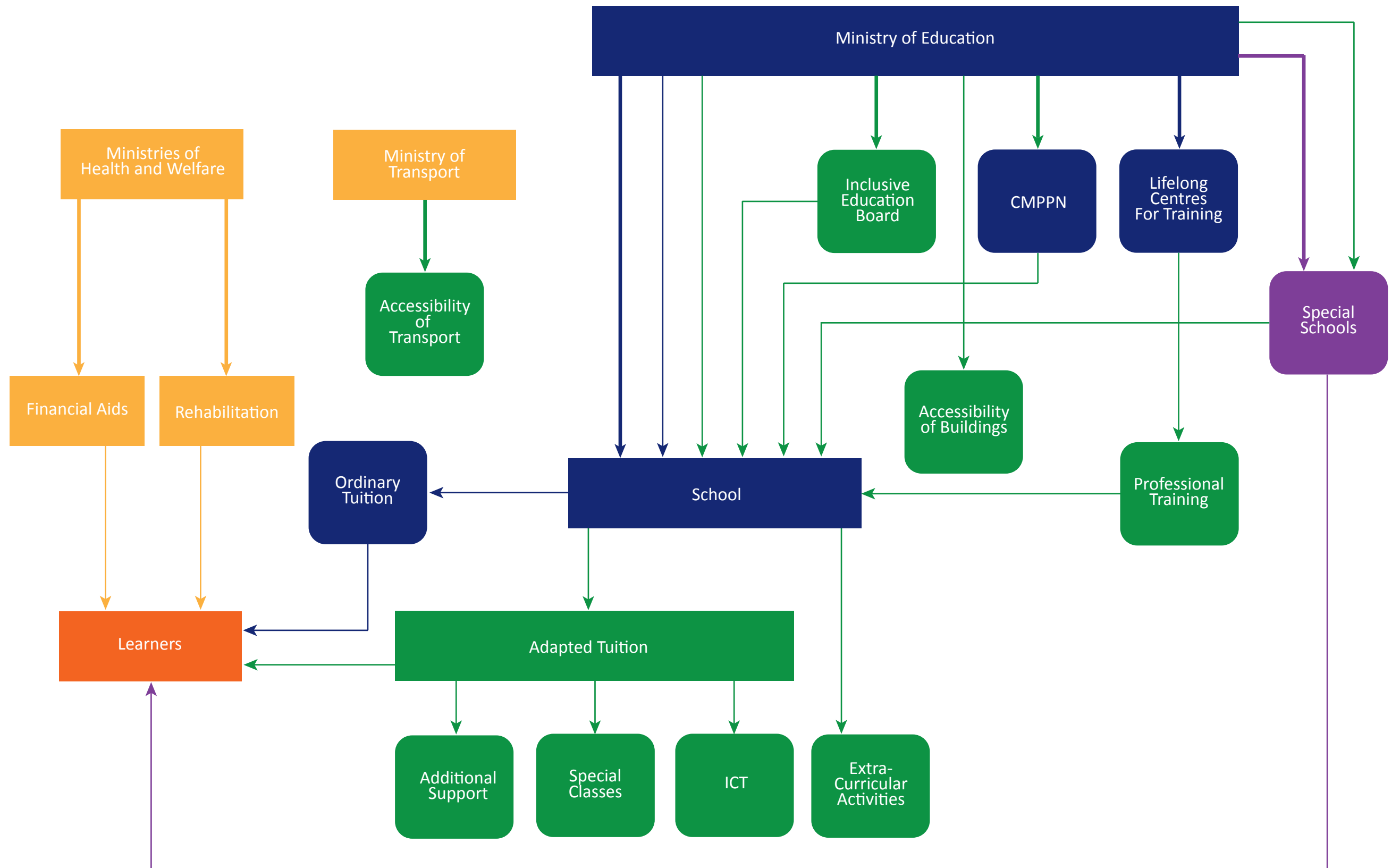
In-kind transfer, e.g. service provided, methodological or technical support (thin, single-headed arrow)



In-kind transfer after application, e.g. service provided, methodological or technical support (thin, double-headed arrow)



Earmarked grants (broken, single-headed arrow)





---

© European Agency for Special Needs and Inclusive Education 2016  
[www.european-agency.org](http://www.european-agency.org)

SECRETARIAT: Østre Stationsvej 33, DK-5000, Odense C, Denmark  
Tel.: +45 64 41 00 20  
[secretariat@european-agency.org](mailto:secretariat@european-agency.org)

BRUSSELS OFFICE: Rue Montoyer 21, BE-1000, Brussels, Belgium  
Tel.: +32 2 213 62 80  
[brussels.office@european-agency.org](mailto:brussels.office@european-agency.org)



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.