

2014 Dataset Cross-Country Report



Editors: Joacim Ramberg, András Lénárt and Amanda Watkins, Agency Staff

Extracts from the document are permitted provided that a clear reference to the source is given. This report should be referenced as follows: European Agency for Special Needs and Inclusive Education, 2017*. European Agency Statistics on Inclusive Education: 2014 Dataset Cross-Country Report*. (J. Ramberg, A. Lénárt, and A. Watkins, eds.). Odense, Denmark

With a view to greater accessibility, this report is available in accessible electronic format on the Agency’s website: [www.european-agency.org](http://www.european-agency.org)

ISBN: 978-87-7110-636-7 (Electronic)

Originally published in October 2017. Minor corrections made in January 2018.

The European Agency for Special Needs and Inclusive Education (the Agency) is an independent and self-governing organisation. The Agency is co-funded by the ministries of education in its member countries and by the European Commission, and supported by the European Parliament.

The views expressed by any individual in this document do not necessarily represent the official views of the Agency, its member countries or the Commission. The Commission cannot be held responsible for any use that may be made of the information in this document.

© European Agency for Special Needs and Inclusive Education 2017

[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. |
| --- | --- |

**CONTENTS**

Introduction 7

The 2014 EASIE dataset 8

The EASIE 2014 dataset cross-country analysis 10

Information provided for each indicator 11

1. Population and Enrolment 13

Indicator 1.1: the enrolment rate in mainstream education (%) 14

Indicator 1.2: the enrolment rate in inclusive education (%) 16

2. Age Samples 18

Indicator 2.1: the age sample enrolment rate in mainstream education for 9-year-olds (%) 19

Indicator 2.2: the age sample enrolment rate in mainstream education for 15-year-olds (%) 21

Indicator 2.3: the age sample enrolment rate in inclusive education for 9-year-olds (%) 23

Indicator 2.4: the age sample enrolment rate in inclusive education for 15-year-olds (%) 25

3. Pupils with an Official Decision of SEN 27

3a. Identification rates 28

Indicator 3a.1: the percentage of pupils with an official decision of SEN, based on the enrolled school population (%) 28

3b. Distribution of placements of pupils with an official decision of SEN, based on the enrolled school population 38

Indicator 3b.1: the percentage of pupils with an official decision of SEN in inclusive education, based on the enrolled school population (%) 38

Indicator 3b.2: the percentage of pupils with an official decision of SEN in special classes in mainstream schools, based on the enrolled school population (%) 44

Indicator 3b.3: the percentage of pupils with an official decision of SEN in special schools, based on the enrolled school population (%) 50

Indicator 3b.4: the percentage of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%) 56

Indicator 3b.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%) 58

3c. Distribution of placements, based on the population of pupils with an official decision of SEN 64

Indicator 3c.1: the percentage of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%) 64

Indicator 3c.2: the percentage of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%) 70

Indicator 3c.3: the percentage of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%) 76

Indicator 3c.4: the percentage of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%) 82

Indicator 3c.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%) 85

Annex 1: Data Tables Accompanying the Figures 91

1. Population and enrolment 91

2. Age samples 94

3. Pupils with an official decision of SEN 98

3a. Identification rates 98

3b. Distribution of placements of pupils with an official decision of SEN, based on the enrolled school population 101

3c. Distribution of placements, based on the population of pupils with an official decision of SEN 113

Introduction

The European Agency Statistics on Inclusive Education (EASIE) data collection work builds upon a series of Agency activities. The Agency first collected comparative quantitative data on the numbers of pupils identified as having special educational needs (SEN) in 17 Agency member countries in 1999. This work was an activity under the evaluation of the European Commission’s Socrates programme. The information collected in 1999 was reviewed and considered useful reference material for Agency country representatives. A decision was taken to regularly collect quantitative data on the numbers of pupils identified as having SEN and where they were educated. Such data has been collected by Agency member country representatives and published by the Agency every two years since 2002 (for more details, please refer to the [EASIE Methodology Report](https://www.european-agency.org/data/methodology-report) and the various Special Needs Education Data publications on the [Agency website](https://www.european-agency.org/)).

The EASIE data collection is a long-term, incremental Agency activity. The intention is that the work will focus on longer-term data collection in line with pupils’ rights and educational system quality and effectiveness issues, as outlined within the 1989 United Nations Convention on the Rights of the Child and the 2006 Convention on the Rights of Persons with Disabilities, as well as the European Union (EU) strategic objectives for Education and Training (ET 2020).

The EASIE data collection work has focused on developing procedures, indicators and outputs that provide individual country, comparative and aggregated data to inform country-level work relating to all pupils’ access to inclusive education.

The EASIE work represents a shift in the emphasis of Agency data collection. It moves away from a focus on pupils with SEN and placement in separate segregated settings, towards a focus on **all** pupils in compulsory education and enrolment in inclusive settings. In addition, the EASIE data provides a wider range of indicators relating to access to inclusive education, including breakdowns by gender and International Standard Classification of Education (ISCED) levels 1 and 2.

For more details on the steps taken to develop the EASIE working procedures, please refer to the [EASIE Methodology Report](https://www.european-agency.org/data/methodology-report).

This report is based on the first dataset collected via the EASIE activities and uses the raw data available on the [EASIE Data web area](https://www.european-agency.org/data). The report aims to present the agreed data from participating countries in a cross-country format that has the potential to directly inform the work of national- and European-level policy- and decision-makers working in the field of inclusive education.

The report covers data from the following participating countries: Belgium (Flemish speaking community), Belgium (French speaking community), Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom (England), United Kingdom (Northern Ireland), United Kingdom (Scotland) and United Kingdom (Wales).[[1]](#footnote-1)

The 2014 EASIE dataset

Country data has been provided in line with an agreed framework of quantitative and qualitative information collection questions by national-level educational data experts in the participating countries. This data was then approved by Agency Representative Board members before being published on the EASIE Data web area.

Country data was collected and is presented in six data collection tables for each country:

1. Population and enrolment
2. Age samples of 9 and 15 years
3. Pupils with an official decision of SEN
4. Gender breakdown of pupils with an official decision of SEN
5. Age breakdown for ISCED level 1 of pupils with an official decision of SEN
6. Age breakdown for ISCED level 2 of pupils with an official decision of SEN.

The agreed focus for EASIE data collection covers:

* The compulsory school age range population in ISCED levels 1 and 2 (the number of pupils enrolled in schools in a given age range)
* All sectors of compulsory education (state, independent and private)
* All possible educational placements (mainstream, special classes and units and special schools)
* Non-formal education (provision maintained by non-education sectors, i.e. health or social services)
* Out-of-school pupils (those not in any kind of educational provision).

All participating countries have very different policy and practice situations for inclusive education. In order for country data covering the areas outlined above to be comparable, two important operational definitions for data collection – identified and agreed upon with the national data collection experts – have been applied:

1. *An operational definition of an official decision of SEN –* an official decision leads to a pupil being 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 pupil’s school.
* There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning.
* The official decision is subject to a formal, regular review process.

All data collected relating to pupils with SEN is in line with this operational definition of an official decision of SEN.

1. *An operational definition of an inclusive setting* – an inclusive setting refers to education where the pupil with SEN follows education in mainstream classes alongside their mainstream peers for the largest part – 80% or more – of the school week.

This benchmark has been used in different forms in previous Agency projects and data collection work. 80% clearly indicates pupil placement for the majority of their school week in a mainstream setting. At the same time, it acknowledges possibilities for small group or one-to-one withdrawal for limited periods of time (i.e. 20% or one day a week).

Not all countries are able to provide exact data relating to the 80% time placement benchmark. Therefore, proxies have been identified, agreed upon and applied as needed (please refer to the specific [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) for more details).

The EASIE 2014 dataset cross-country analysis

This report focuses on the 2014 dataset. The data from participating countries is from the 2012–2013 school year and the dataset was processed from 2014 onwards.

The report presents data relating to 17 indicators that were identified and agreed upon with the national data experts. The indicators are based on three areas of country data:

1. Population and enrolment data taken from Table 1
2. Age sample data (9 and 15-year-olds) taken from Table 2
3. Data on pupils with an official decision of SEN taken from Table 3, including identification rates, distributions of educational placements taken from Table 3, along with gender and ISCED breakdowns of this data taken from Tables 4, 5 and 6.

The report is structured around these three areas, with descriptive texts and figures presenting all available country data for each indicator. The information available from the indicators provides insights into the following issues relating to inclusive education:

* Access to mainstream education – what proportion of pupils, including those with an official decision of SEN, go to a mainstream school?
* Access to inclusive education – what proportion of pupils, including those with an official decision of SEN, spend the majority of their time with their peers in mainstream classrooms?
* Gender issues – are there differences in the proportion of males and females with an official decision of SEN?
* Age-appropriate education – what proportion of pupils, including those with an official decision of SEN, are studying programmes that are appropriate for their age?

Information provided for each indicator

In the following sections of the report, data is presented from those countries that have agreed reliable data. Countries with Missing and Not Applicable data (as presented in their respective [country data tables](https://www.european-agency.org/data/country-data-and-background-information)) are not listed. Therefore, the number of countries differs from table to table.

In the figures, countries are presented in alphabetical order, with the total average presented in the final column. The total average has been calculated based on all the reliable country data available for that specific indicator. Therefore, the number of countries used to calculate total averages differs between figures. It should be noted that countries with large populations have a significant impact on the total average as presented here.

All data has been calculated to the second decimal place.

For each indicator, there is accompanying text describing:

* + how the indicator has been calculated. The questions used as the basis for calculations are numbered by table and question number, e.g. Q1.4 indicates Table 1, Question 4. The division slash (**/**) indicates ‘divided by’, the multiplication sign (**x**) indicates ‘multiplied by’ and the plus sign (**+**) indicates added to;
  + what the indicator is focusing on and what issues it can potentially inform;
  + how many countries provided reliable data;
  + the range of data available and the total average;
  + information relating to any data outliers.

Where applicable, there is also descriptive text highlighting specific issues to be taken into account when considering the data.

Please note that this report does not attempt to interpret the data presented; rather, it aims to present the available data clearly and concisely in order to inform decision-making.

Gender and ISCED level breakdowns are also available for the indicators relating to data on pupils with an official decision of SEN taken from Table 3. These are presented as additional figures.

Within each of the figures, the exact numbers for the data point can be viewed by scrolling over each country column.

The [Annex](#Annex) presents the data from each of the figures in the main body of the report in an accessible format. Each data table in the Annex links to the corresponding figure in the main body of the report.

It is important to stress that all figures should be considered in line with the original data and notes presented on the individual [country data pages](https://www.european-agency.org/data/country-data-and-background-information).

This is the first edition of the EASIE cross-country analysis report and, as such, it focuses on a single dataset. Future editions of this report will cover multiple datasets and include time series information and analysis.

1. Population and Enrolment

There are two agreed indicators for this area, both based on the enrolled school population (i.e. the data presented for each country in relation to Q1.2).

The data presented focuses on:

* who is in formal education and who is not;
* who is educated in an inclusive setting and who is not.

The data collected provides information on:

* access to education;
* the placement of pupils in inclusive settings or otherwise.

The indicators focus on mainstream and inclusive education in the broadest sense. They are calculated based on data on all pupils eligible to be in education, not just those recognised as having SEN.

Indicator 1.1: the enrolment rate in mainstream education (%)

This indicator has been calculated as follows: The number of pupils that are enrolled in mainstream formal educational settings with their non-disabled peers (Q1.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

The data shows pupils who are or are not in mainstream 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. Those pupils that are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

Data is available from 28 countries.

Across the 28 countries, the enrolment rate in mainstream education ranges from 93.44% to 99.88%; the total average for the 28 countries is 97.36%.

Figure 1. Enrolment rate in mainstream education, based on the enrolled school population (%)

Indicator 1.2: the enrolment rate in inclusive education (%)

This indicator has been calculated as follows: The number of pupils that are enrolled and educated in mainstream classes with their non-disabled peers for at least 80% of the time (Q1.5) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

The data shows pupils who are or are not in inclusive 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.

Those pupils that are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

Data is available from 26 countries.

The inclusive enrolment rates range from 93.47% to 99.88%; the total average for the 26 countries is 97.54%.

The data available indicates that none of the participating countries has 100% enrolment in inclusive settings and all countries use some form of separate specialist provision (separate schools and units), as well as separate classes in mainstream schools.

Figure 2. Enrolment rate in inclusive education, based on the enrolled school population (%)

2. Age Samples

There are four agreed indicators for this area, all based on the enrolled school population of 9- and 15-year-olds. There are two indicators for each of the age samples.

The data focuses on age samples in line with the two indicators presented in the previous section – pupils aged 9 and 15 being educated in mainstream and inclusive settings.

The age sample indicators also focus on mainstream and inclusive education in the broadest sense. They are calculated based on data for all pupils aged 9 and 15 who are eligible to be in education.

The indicators focus on the populations of pupils of specific ages:

* + age 9, as this age corresponds with the typical ISCED 1 age range for most countries;
  + age 15, as this age corresponds with the typical ISCED 2 age range for most countries, as well as corresponding with EU-level data collection on school drop-out rates.

The data provided within this table focuses on age-based samples. Within these samples, it explores:

* 9- and 15-year-olds who are in mainstream education or not;
* 9- and 15-year-olds who are in an inclusive setting or not.

The data collected provides age sample information on:

* + access to education;
  + the placement of pupils in inclusive settings or elsewhere.

The provision of age sample data has the potential to highlight issues emerging from the practice of pupils repeating school years. The sample age of 15 has the potential for cross-referencing with the Organisation for Economic Co-operation and Development’s (OECD) Programme for International Student Assessment (PISA) analyses, as well as data relating to the ET 2020 targets on school drop-out, etc.

Indicator 2.1: the age sample enrolment rate in mainstream education for 9-year-olds (%)

This indicator has been calculated as follows: The number of 9-year-olds that are enrolled in mainstream education (Q2.4) / The number of 9-year-olds that are enrolled in all formal educational settings (Q2.2) x 100.

The data shows 9-year-old pupils who are or are not in mainstream 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. Those pupils that are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

Data is available from 25 countries.

Across the 25 countries, the enrolment rate in mainstream education for 9-year-olds ranges from 93.27% to 100.00%; the total average for the 25 countries is 98.10%.

Figure 3. Age sample enrolment rate in mainstream education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

Indicator 2.2: the age sample enrolment rate in mainstream education for 15-year-olds (%)

This indicator has been calculated as follows: The number of 15-year-olds that are enrolled in mainstream education (Q2.4) / The number of 15-year-olds that are enrolled in all formal educational settings (Q2.2) x 100.

The data shows 15-year-old pupils who are or are not in mainstream 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. Those pupils that are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

Data is available from 23 countries.

Across the 23 countries, the enrolment rate in mainstream education for 15-year-olds ranges from 88.29% to 99.81%; the total average for the 23 countries is 98.18%.

Figure 4. Age sample enrolment rate in mainstream education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

Indicator 2.3: the age sample enrolment rate in inclusive education for 9-year-olds (%)

This indicator has been calculated as follows: The number of 9-year-olds that are enrolled and educated in mainstream classes with their non-disabled peers for at least 80% of the time (Q2.5) / The number of 9-year-olds that are enrolled in all formal educational settings (Q2.2) x 100.

The data shows 9-year-old pupils who are or are not in inclusive 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.

Those 9-year-old pupils that are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

Data is available from 21 countries.

The inclusive enrolment rates range from 93.27% to 100.00%; the total average for the 21 countries is 98.18%.

Figure 5. Age sample enrolment rate in inclusive education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

Indicator 2.4: the age sample enrolment rate in inclusive education for 15-year-olds (%)

This indicator has been calculated as follows: The number of 15-year-olds that are enrolled and educated in mainstream classes with their non-disabled peers for at least 80% of the time (Q2.5) / The number of 15-year-olds that are enrolled in all formal educational settings (Q2.2) x 100.

The data shows 15-year-old pupils who are or are not in inclusive 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.

Those 15-year-old pupils that are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school pupils.

Data is available from 20 countries.

The inclusive enrolment rates range from 92.00% to 99.79%; the total average for the 20 countries is 97.88%.

Figure 6. Age sample enrolment rate in inclusive education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

3. Pupils with an Official Decision of SEN

There are three groups of indicators for this area, relating to:

1. Identification rates
2. Distribution of placements of pupils with an official decision of SEN, based on the enrolled school population
3. Distribution of placements of pupils with an official decision of SEN, based on the population of pupils with an official decision of SEN.

For each of these areas, gender and ISCED level breakdowns are presented in separate figures.

The data presented focuses on pupils with an official decision of SEN that is in line with the agreed operational definition of an official decision used in the EASIE data collection work.

3a. Identification rates

Indicator 3a.1: the percentage of pupils with an official decision of SEN, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of pupils that have an official decision of SEN (Q3.1) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

The data focuses on pupils who are formally identified as having a special educational need and have an official decision of SEN in line with the EASIE operational definition.

Data is available from 30 countries.

The SEN identification rates range from 1.11% to 17.47%; the total average for the 30 countries is 4.53%.

For all countries, the operational definition of an official definition has been applied to data collection. However, some countries can be identified as marked ‘outliers’, as they have different types of official definitions that correspond with the EASIE operational definition of an official decision of SEN, i.e. Iceland (16.43%), Lithuania (12.51%) and United Kingdom (Scotland) (17.47%). These outliers highlight the fact that countries have different forms of official decision-making, often relating to differing mechanisms for accessing additional resources to meet SEN.

Figure 7. Percentage of pupils with an official decision of SEN, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The total number of male pupils with an official decision of SEN (Q4.1) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Females: The total number of female pupils with an official decision of SEN (Q4.1) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 23 countries.

The SEN identification rate for males ranges from 0.68% to 10.99%; the total average for the 23 countries is 2.86%.

The SEN identification rate for females ranges from 0.43% to 6.48%; the total average for the 23 countries is 1.37%.

Figure 8. Gender breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

[Figure 9](#Figure9) shows the distribution (%) of male and female pupils that have an official decision of SEN.

In total, for the 23 countries included in this calculation, there are 450,697 female pupils and 942,706 male pupils that have an official decision of SEN.

More males (2.86% of the entire school population) than females (1.37%) are identified as requiring an official decision of SEN leading to the provision of additional support.

The gender distribution is female pupils 32.35% and male pupils 67.65%, an approximate 2:1 ratio, as Figure 9 illustrates.

While there are indications of a slight prevalence of disabling conditions among males compared to females, this data may reflect differences in identification procedures of pupils requiring an official decision of SEN.

Figure 9. Gender distribution among pupils with an official decision of SEN, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The total number of pupils in ISCED 1 that have an official decision of SEN (Q3.1) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The total number of pupils in ISCED 2 that have an official decision of SEN (Q3.1) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 29 countries.

The SEN identification rate in ISCED 1 ranges from 0.62% to 10.89%; the total average for the 29 countries is 2.62%.

The SEN identification rate in ISCED 2 ranges from 0.50% to 6.82%; the total average for the 29 countries is 2.23%.

Figure 10. ISCED breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

[Figure 11](#Figure11) below presents the distribution (%) of pupils in ISCED 1 and ISCED 2 that have an official decision of SEN.

In total, for the countries included in this calculation, there are 940,453 pupils in ISCED 1 and 799,689 pupils in ISCED 2 that have an official decision of SEN.

The ISCED distribution is:

* ISCED 1: 54.04%
* ISCED 2: 45.96%.

Overall, 54% of all pupils with an official decision of SEN are studying in ISCED level 1 programmes and 46% are studying in ISCED level 2 programmes.

For the majority of countries (21), there are more pupils with an official decision of SEN studying in ISCED level 1 programmes than ISCED level 2.

Figure 11. ISCED distribution among pupils with an official decision of SEN, based on the enrolled school population (%)

3b. Distribution of placements of pupils with an official decision of SEN, based on the enrolled school population

The indicators presented in this section relate to the distribution of placements of pupils with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

The data focuses on the population of pupils with an official decision of SEN in relation to the whole school population.

The data indicates where pupils with an official decision are placed for their education and provides information about the placement of pupils with recognised SEN in inclusive settings or elsewhere.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 3b.1: the percentage of pupils with an official decision of SEN in inclusive education, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in inclusive education in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in comparison to the whole enrolled school population.

Data is available from 28 countries.

The inclusive education enrolment rates range from 0.14% to 16.02%; the total average for the 28 countries is 2.36%.

Figure 12. Percentage of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 19 countries.

The inclusive education enrolment rates for males with an official decision of SEN range from 0.08% to 10.09%; the total average for the 19 countries is 1.64%.

The inclusive education enrolment rates for females with an official decision of SEN range from 0.06% to 6.09%; the total average for the 19 countries is 0.79%.

Figure 13. Gender breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 26 countries.

The inclusive education enrolment rates for pupils with an official decision of SEN in ISCED 1 range from 0.08% to 10.24%; the total average for the 26 countries is 1.39%.

The inclusive education enrolment rates for pupils with an official decision of SEN in ISCED 2 range from 0.06% to 6.08%; the total average for the 26 countries is 1.04%.

Figure 14. ISCED breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Indicator 3b.2: the percentage of pupils with an official decision of SEN in special classes in mainstream schools, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in separate special classes in mainstream schools, in line with the 80% placement benchmark for inclusive education (or the most relevant proxy for this benchmark), i.e. these pupils are enrolled in a mainstream school, but they spend the majority of their time away from their peers.

Data is available from 24 countries.

The inclusive education enrolment rates range from 0.09% to 3.64%; the total average for the 24 countries is 0.56%.

Figure 15. Percentage of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 16 countries.

The separate special class enrolment rates for males with an official decision of SEN range from 0.05% to 2.55%; the total average for the 16 countries is 0.47%.

The separate special class enrolment rates for females with an official decision of SEN range from 0.04% to 1.09%; the total average for the 16 countries is 0.26%.

Figure 16. Gender breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 22 countries.

The separate special class enrolment rates for pupils with an official decision of SEN in ISCED 1 range from 0.04% to 2.28%; the total average for the 22 countries is 0.47%.

The separate special class enrolment rates for pupils with an official decision of SEN in ISCED 2 range from 0.05% to 1.38%; the total average for the 22 countries is 0.22%.

Figure 17. ISCED breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

Indicator 3b.3: the percentage of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate special schools.

Data is available from 30 countries.

The special school enrolment rates range from 0.09% to 7.06%; the total average for the 30 countries is 1.82%.

This data indicates that all countries that provide data on pupils with an official decision of SEN have some form of separate special schools.

Figure 18. Percentage of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 23 countries.

The special school enrolment rates for males range from 0.08% to 5.06%; the total average for the 23 countries is 1.00%.

The special school enrolment rates for females range from 0.03% to 2.77%; the total average for the 23 countries is 0.49%.

In line with the gender breakdown of overall population of pupils with SEN (please refer to [Figures 8](#Figure8) and [9](#Figure9) above), there are more males than females in special schools in every country, the approximate ratio being two males for every one female.

Figure 19. Gender breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 28 countries.

The special school enrolment rates in ISCED 1 range from 0.04% to 4.19%; the total average for the 28 countries is 0.91%.

The special school enrolment rates in ISCED 2 range from 0.02% to 2.87%; the total average for the 28 countries is 1.05%.

Figure 20. ISCED breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

Indicator 3b.4: the percentage of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data on non-formal education is only available for a limited number of countries, so data for this indicator is presented in tables rather than figures.

Data is available from four countries, as presented in Table A below.

Table A. Percentage of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 0.05 |
| Ireland | 0.03 |
| United Kingdom (England) | 0.06 |
| United Kingdom (Wales) | 0.09 |
| **Total average for the four countries** | **0.06** |

Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from two countries, as presented in Table B below.

Table B. Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 0.03 | 0.02 |
| Ireland | 0.02 | 0.01 |
| **Total average for the two countries** | **0.02** | **0.01** |

ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from three countries, as presented in Table C below.

Table C. ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 0.02 | 0.03 |
| Ireland | 0.03 | 0.00 |
| United Kingdom (Wales) | 0.01 | 0.08 |
| **Total average for the three countries** | **0.02** | **0.03** |

Indicator 3b.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate education settings, i.e. special classes and special schools in line with the 80% placement benchmark (or the most relevant proxy for this benchmark).

Data is available from 24 countries.

The fully separate enrolment rates for pupils with an official decision of SEN range from 0.36% to 6.28%; the total average for the 24 countries is 1.67%.

Figure 21. Percentage of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) + The number of male pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) + The number of female pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 16 countries.

The fully separate placement enrolment rates for males with an official decision of SEN range from 0.21% to 3.84%; the total average for the 16 countries is 1.21%.

The fully separate placement enrolment rates for females with an official decision of SEN range from 0.14% to 2.66%; the total average for the 16 countries is 0.66%.

Figure 22. Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 22 countries.

The fully separate placement enrolment rates of pupils with an official decision of SEN in ISCED 1 range from 0.15% to 2.96%; the total average for the 22 countries is 1.10%.

The fully separate placement enrolment rates of pupils with an official decision of SEN in ISCED 2 range from 0.10% to 3.60%; the total average for the 22 countries is 0.70%.

Figure 23. ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

3c. Distribution of placements, based on the population of pupils with an official decision of SEN

As with the indicators in section 3b, the indicators presented in this section relate to the distribution of placements of pupils with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

However, the data focuses on the population of pupils with an official decision of SEN in different settings in relation to the whole school population of pupils with an official decision of SEN.

For each of these areas of indicators, gender and ISCED level breakdowns are presented in separate figures.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 3c.1: the percentage of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in inclusive education in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in comparison to the whole population of pupils with an official decision of SEN.

Data is available from 28 countries.

The inclusive education enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 3.46% to 98.18%; the total average for the 28 countries is 52.68%.

Figure 24. Percentage of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q4.2) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 19 countries.

The inclusive education enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for males range from 2.42% to 71.44%; the total average for the 19 countries is 37.49%.

The inclusive education enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for females range from 1.03% to 34.83%; the total average for the 19 countries is 17.94%.

Figure 25. Gender breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in formal mainstream educational settings with their non-disabled peers of the same age for at least 80% of the time (Q3.2) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 26 countries.

The inclusive education enrolment rates for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 2.44% to 62.57%; the total average for the 26 countries is 29.42%.

The inclusive education enrolment rates for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 1.02% to 51.96%; the total average for the 26 countries is 21.95%.

Figure 26. ISCED breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

Indicator 3c.2: the percentage of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate special classes in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in relation to the whole population of pupils with an official decision of SEN.

Data is available from 24 countries.

The enrolment rates in special classes for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 1.89% to 59.69%; the total average for the 24 countries is 13.16%.

Figure 27. Percentage of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 16 countries.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for males range from 1.21% to 43.04%; the total average for the 16 countries is 10.70%.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for females range from 0.68% to 19.97%; the total average for the 16 countries is 5.92%.

Figure 28. Gender breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 22 countries.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 0.68% to 34.62%; the total average for the 22 countries is 10.33%.

The special class enrolment rates of pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 0.46% to 25.07%; the total average for the 22 countries is 4.90%.

Figure 29. ISCED breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

Indicator 3c.3: the percentage of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate special schools in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in relation to the whole population of pupils with an official decision of SEN.

Data is available from 30 countries.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 1.74% to 95.73%; the total average for the 30 countries is 40.04%.

Figure 30. Percentage of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 23 countries.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for males range from 1.36% to 61.46%; the total average for the 23 countries is 24.17%.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, for females range from 0.45% to 33.67%; the total average for the 23 countries is 11.88%.

Figure 31. Gender breakdown of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in special schools,based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 28 countries.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 0.59% to 53.26%; the total average for the 28 countries is 19.12%.

The enrolment rates in special schools for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 0.38% to 45.12%; the total average for the 28 countries is 21.94%.

Figure 32. ISCED breakdown of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

Indicator 3c.4: the percentage of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data on non-formal education is only available for a limited number of countries, so data for this indicator is presented in tables rather than figures.

Data is available from four countries, as presented in Table D below.

Table D. Percentage of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 0.93 |
| Ireland | 0.55 |
| United Kingdom (England) | 2.27 |
| United Kingdom (Wales) | 3.12 |
| **Total average for the four countries** | **1.97** |

Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q4.5) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from two countries, as presented in Table E below.

Table E. Gender breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 0.55 | 0.38 |
| Ireland | 0.35 | 0.20 |
| **Total average for the two countries** | **0.41** | **0.25** |

ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in non-formal educational provision maintained by the education, health, social or justice sectors (Q3.5) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from three countries, as presented in Table F below.

Table F. ISCED breakdown of pupils with an official decision of SEN in non-formal educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 0.38 | 0.56 |
| Ireland | 0.52 | 0.03 |
| United Kingdom (Wales) | 0.37 | 2.74 |
| **Total average for the three countries** | **0.46** | **0.62** |

Indicator 3c.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

This indicator has been calculated as follows: The number of pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

The data focuses on pupils with an official decision of SEN in line with the EASIE operational definition, who are enrolled in fully separate settings education, i.e. special classes and special schools in line with the 80% placement benchmark (or the most relevant proxy for this benchmark) in relation to the whole population of pupils with an official decision of SEN.

Data is available from 24 countries.

The enrolment rates in fully separate settings for pupils with an official decision of SEN, based on the whole population of pupils with an official decision of SEN, range from 7.11% to 100%; the total average for the 24 countries is 39.05%.

Switzerland, with data of 100% for this indicator, should be viewed as an outlier, as data on pupils with an official decision of SEN is only available for special classes and special schools and not any form of inclusive placement. However, such data will be available in future datasets.

Figure 33. Percentage of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Males: The number of male pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) + The number of male pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Females: The number of female pupils with an official decision of SEN that are educated in separate special classes in mainstream schools (Q4.3) + The number of female pupils with an official decision of SEN that are educated in separate special schools (Q4.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 16 countries.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN, for males range from 4.24% to 69.67%; the total average for the 16 countries is 27.89%.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN, for females range from 2.28% to 36.41%; the total average for the 16 countries is 15.24%.

Figure 34. Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 1 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special classes in mainstream schools (Q3.3) + The number of pupils in ISCED 2 with an official decision of SEN that are educated in separate special schools (Q3.4) / The number of pupils that have an official decision of SEN (Q3.1) x 100.

Data is available from 22 countries.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN in ISCED 1, range from 3.02% to 56.48%; the total average for the 16 countries is 24.14%.

The fully separate placement enrolment rates, based on the whole population of pupils with an official decision of SEN in ISCED 2, range from 1.87% to 43.52%; the total average for the 16 countries is 15.41%.

Figure 35. ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

Annex 1: Data Tables Accompanying the Figures

The tables below present the data from each of the figures in the main body of the report in an alternative format.

1. Population and enrolment

Indicator 1.1: the enrolment rate in mainstream education (%)

Table 1. Data for [Figure 1](#Figure1): Enrolment rate in mainstream education, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (French speaking community) | 93.47 |
| Croatia | 99.70 |
| Cyprus | 99.69 |
| Czech Republic | 96.80 |
| Estonia | 96.93 |
| Finland | 99.09 |
| France | 99.39 |
| Germany | 96.28 |
| Hungary | 97.69 |
| Iceland | 99.66 |
| Ireland | 98.93 |
| Latvia | 95.16 |
| Lithuania | 97.45 |
| Luxembourg | 98.93 |
| Malta | 99.88 |
| Netherlands | 96.82 |
| Norway | 99.63 |
| Poland | 98.28 |
| Portugal | 94.42 |
| Slovakia | 95.87 |
| Slovenia | 98.22 |
| Spain | 99.47 |
| Sweden | 99.03 |
| Switzerland | 97.79 |
| United Kingdom (England) | 93.44 |
| United Kingdom (Northern Ireland) | 98.47 |
| United Kingdom (Scotland) | 99.03 |
| United Kingdom (Wales) | 97.47 |
| **Total average for the 28 countries** | **97.36** |

Indicator 1.2: the enrolment rate in inclusive education (%)

Table 2. Data for [Figure 2](#Figure2): Enrolment rate in inclusive education, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (French speaking community) | 93.47 |
| Croatia | 99.60 |
| Cyprus | 97.63 |
| Czech Republic | 95.96 |
| Estonia | 95.46 |
| Finland | 95.46 |
| France | 98.57 |
| Germany | 96.28 |
| Hungary | 97.31 |
| Iceland | 98.71 |
| Ireland | 98.37 |
| Latvia | 95.16 |
| Lithuania | 97.21 |
| Luxembourg | 98.40 |
| Malta | 99.88 |
| Netherlands | 96.82 |
| Norway | 99.22 |
| Poland | 98.19 |
| Portugal | 94.12 |
| Slovakia | 93.72 |
| Slovenia | 97.95 |
| Spain | 99.34 |
| Sweden | 99.03 |
| Switzerland | 95.68 |
| United Kingdom (Northern Ireland) | 97.77 |
| United Kingdom (Scotland) | 98.55 |
| **Total average for the 26 countries** | **97.54** |

2. Age samples

Indicator 2.1: the age sample enrolment rate in mainstream education for 9-year-olds (%)

Table 3. Data for [Figure 3](#Figure3): Age sample enrolment rate in mainstream education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (Flemish speaking community) | 93.27 |
| Belgium (French speaking community) | 94.89 |
| Croatia | 99.72 |
| Cyprus | 99.76 |
| Czech Republic | 97.79 |
| Estonia | 97.93 |
| Finland | 99.27 |
| France | 99.49 |
| Hungary | 98.04 |
| Iceland | 99.22 |
| Ireland | 99.22 |
| Latvia | 96.59 |
| Lithuania | 98.89 |
| Luxembourg | 99.66 |
| Malta | 100.00 |
| Netherlands | 97.71 |
| Poland | 99.29 |
| Slovakia | 96.72 |
| Slovenia | 98.55 |
| Spain | 99.72 |
| Switzerland | 98.14 |
| United Kingdom (England) | 93.61 |
| United Kingdom (Northern Ireland) | 98.72 |
| United Kingdom (Scotland) | 99.26 |
| United Kingdom (Wales) | 98.04 |
| **Total average for the 25 countries** | **98.10** |

Indicator 2.2: the age sample enrolment rate in mainstream education for 15-year-olds (%)

Table 4. Data for [Figure 4](#Figure4): Age sample enrolment rate in mainstream education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (Flemish speaking community) | 94.84 |
| Croatia | 99.81 |
| Cyprus | 96.18 |
| Czech Republic | 96.17 |
| Estonia | 96.18 |
| Finland | 98.67 |
| France | 99.09 |
| Hungary | 97.19 |
| Iceland | 99.48 |
| Ireland | 97.96 |
| Latvia | 95.91 |
| Lithuania | 97.97 |
| Luxembourg | 99.50 |
| Malta | 99.59 |
| Netherlands | 96.50 |
| Poland | 97.99 |
| Slovakia | 88.29 |
| Slovenia | 98.20 |
| Spain | 99.47 |
| Switzerland | 97.86 |
| United Kingdom (Northern Ireland) | 97.55 |
| United Kingdom (Scotland) | 98.15 |
| United Kingdom (Wales) | 96.13 |
| **Total average for the 23 countries** | **98.18** |

Indicator 2.3: the age sample enrolment rate in inclusive education for 9-year-olds (%)

Table 5. Data for [Figure 5](#Figure5): Age sample enrolment rate in inclusive education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (Flemish speaking community) | 93.27 |
| Belgium (French speaking community) | 94.89 |
| Croatia | 99.62 |
| Cyprus | 98.83 |
| Czech Republic | 97.20 |
| Estonia | 96.82 |
| Finland | 96.00 |
| France | 98.29 |
| Iceland | 99.01 |
| Ireland | 98.70 |
| Lithuania | 98.66 |
| Luxembourg | 99.24 |
| Malta | 100.00 |
| Netherlands | 97.71 |
| Portugal | 99.72 |
| Slovakia | 94.87 |
| Slovenia | 98.36 |
| Spain | 99.65 |
| Switzerland | 97.04 |
| United Kingdom (Northern Ireland) | 97.90 |
| United Kingdom (Scotland) | 98.67 |
| **Total average for the 21 countries** | **98.18** |

Indicator 2.4: the age sample enrolment rate in inclusive education for 15-year-olds (%)

Table 6. Data for [Figure 6](#Figure6): Age sample enrolment rate in inclusive education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (Flemish speaking community) | 94.84 |
| Croatia | 99.71 |
| Cyprus | 92.00 |
| Czech Republic | 94.95 |
| Estonia | 94.25 |
| Finland | 94.18 |
| France | 98.55 |
| Iceland | 97.34 |
| Ireland | 95.48 |
| Lithuania | 97.73 |
| Luxembourg | 98.82 |
| Malta | 99.59 |
| Netherlands | 96.50 |
| Portugal | 99.79 |
| Slovakia | 92.45 |
| Slovenia | 98.20 |
| Spain | 99.35 |
| Switzerland | 95.94 |
| United Kingdom (Northern Ireland) | 96.87 |
| United Kingdom (Scotland) | 97.65 |
| **Total average for the 20 countries** | **97.88** |

3. Pupils with an official decision of SEN

3a. Identification rates

Indicator 3a.1: the percentage of pupils with an official decision of SEN, based on the enrolled school population (%)

Table 7. Data for [Figure 7](#Figure7): Percentage of pupils with an official decision of SEN, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (Flemish speaking community) | 8.55 |
| Belgium (French speaking community) | 6.72 |
| Croatia | 5.01 |
| Cyprus | 5.55 |
| Czech Republic | 9.23 |
| Denmark | 5.51 |
| Estonia | 8.43 |
| Finland | 7.30 |
| France | 2.94 |
| Germany | 5.44 |
| Hungary | 7.08 |
| Iceland | 16.43 |
| Ireland | 5.26 |
| Latvia | 5.94 |
| Lithuania | 12.51 |
| Luxembourg | 2.41 |
| Malta | 6.01 |
| Netherlands | 4.91 |
| Norway | 8.57 |
| Poland | 3.46 |
| Portugal | 5.22 |
| Slovakia | 10.95 |
| Slovenia | 8.39 |
| Spain | 2.84 |
| Sweden | 1.11 |
| Switzerland | 4.28 |
| United Kingdom (England) | 2.83 |
| United Kingdom (Northern Ireland) | 4.76 |
| United Kingdom (Scotland) | 17.47 |
| United Kingdom (Wales) | 2.99 |
| **Total average for the 30 countries** | **4.53** |

Table 8. Data for [Figure 8](#Figure8): Gender breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Belgium (Flemish speaking community) | 5.60 | 2.96 |
| Belgium (French speaking community) | 4.31 | 2.41 |
| Croatia | 3.21 | 1.80 |
| Cyprus | 3.19 | 2.36 |
| Czech Republic | 6.13 | 3.10 |
| Denmark | 3.97 | 1.54 |
| Estonia | 5.64 | 2.79 |
| Finland | 5.11 | 2.19 |
| France | 2.01 | 0.93 |
| Hungary | 4.61 | 2.46 |
| Iceland | 10.99 | 5.45 |
| Ireland | 3.84 | 1.43 |
| Malta | 4.38 | 1.64 |
| Netherlands | 3.58 | 1.33 |
| Norway | 5.81 | 2.77 |
| Poland | 2.21 | 1.25 |
| Slovakia | 6.73 | 4.19 |
| Spain | 1.86 | 0.98 |
| Sweden | 0.68 | 0.43 |
| Switzerland | 2.72 | 1.56 |
| United Kingdom (England) | 2.08 | 0.75 |
| United Kingdom (Northern Ireland) | 3.46 | 1.29 |
| United Kingdom (Scotland) | 10.99 | 6.48 |
| **Total average for the 23 countries** | **2.86** | **1.37** |

Table 9. Data for [Figure 9](#Figure9): Gender distribution among pupils with an official decision of SEN, based on the enrolled school population (%)

| **Males** | **Females** |
| --- | --- |
| 68% | 32% |

Table 10. Data for [Figure 10](#Figure10): ISCED breakdown of pupils with an official decision of SEN, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Belgium (Flemish speaking community) | 4.91 | 3.64 |
| Belgium (French speaking community) | 3.79 | 2.94 |
| Croatia | 2.17 | 2.83 |
| Cyprus | 3.18 | 2.37 |
| Czech Republic | 4.38 | 4.85 |
| Denmark | 3.10 | 2.41 |
| Estonia | 5.18 | 3.25 |
| Finland | 4.22 | 3.08 |
| France | 2.07 | 0.87 |
| Germany | 2.23 | 3.21 |
| Hungary | 2.85 | 4.22 |
| Iceland | 10.89 | 5.54 |
| Ireland | 4.24 | 1.02 |
| Latvia | 3.87 | 2.07 |
| Lithuania | 6.71 | 5.81 |
| Luxembourg | 1.63 | 0.78 |
| Malta | 3.80 | 2.22 |
| Netherlands | 2.27 | 2.65 |
| Norway | 5.12 | 3.46 |
| Poland | 1.95 | 1.51 |
| Portugal | 3.40 | 1.82 |
| Slovakia | 4.12 | 6.82 |
| Slovenia | 5.18 | 3.21 |
| Spain | 1.79 | 1.05 |
| Sweden | 0.62 | 0.50 |
| Switzerland | 2.42 | 1.86 |
| United Kingdom (Northern Ireland) | 2.23 | 2.52 |
| United Kingdom (Scotland) | 10.72 | 6.76 |
| United Kingdom (Wales) | 1.18 | 1.81 |
| **Total average for the 29 countries** | **2.62** | **2.23** |

Table 11. Data for [Figure 11](#Figure11): ISCED distribution among pupils with an official decision of SEN, based on the enrolled school population (%)

| **ISCED 1** | **ISCED 2** |
| --- | --- |
| 54% | 46% |

3b. Distribution of placements of pupils with an official decision of SEN, based on the enrolled school population

Indicator 3b.1: the percentage of pupils with an official decision of SEN in inclusive education, based on the enrolled school population (%)

Table 12. Data for [Figure 12](#Figure12): Percentage of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (French speaking community) | 0.29 |
| Croatia | 4.60 |
| Cyprus | 4.45 |
| Czech Republic | 5.20 |
| Denmark | 0.19 |
| Estonia | 3.89 |
| Finland | 2.76 |
| France | 1.51 |
| Germany | 1.72 |
| Hungary | 4.38 |
| Iceland | 15.14 |
| Ireland | 3.82 |
| Latvia | 1.73 |
| Lithuania | 11.10 |
| Luxembourg | 1.34 |
| Malta | 5.91 |
| Netherlands | 1.73 |
| Norway | 7.90 |
| Poland | 1.68 |
| Portugal | 4.84 |
| Slovakia | 4.67 |
| Slovenia | 6.33 |
| Spain | 2.18 |
| Sweden | 0.14 |
| United Kingdom (England) | 1.50 |
| United Kingdom (Northern Ireland) | 2.78 |
| United Kingdom (Scotland) | 16.02 |
| United Kingdom (Wales) | 1.41 |
| **Total average for the 28 countries** | **2.36** |

Table 13. Data for [Figure 13](#Figure13): Gender breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Belgium (French speaking community) | 0.18 | 0.11 |
| Croatia | 2.97 | 1.63 |
| Cyprus | 2.52 | 1.93 |
| Czech Republic | 3.61 | 1.59 |
| Denmark | 0.13 | 0.06 |
| Estonia | 2.51 | 1.38 |
| Finland | 1.93 | 0.83 |
| France | 1.09 | 0.42 |
| Hungary | 2.91 | 1.47 |
| Iceland | 10.09 | 5.04 |
| Ireland | 2.83 | 0.98 |
| Malta | 4.30 | 1.61 |
| Netherlands | 1.27 | 0.45 |
| Poland | 1.08 | 0.60 |
| Slovakia | 3.12 | 1.55 |
| Spain | 1.45 | 0.73 |
| Sweden | 0.08 | 0.06 |
| United Kingdom (Northern Ireland) | 2.05 | 0.73 |
| United Kingdom (Scotland) | 9.93 | 6.09 |
| **Total average for the 19 countries** | **1.64** | **0.79** |

Table 14. Data for [Figure 14](#Figure14): ISCED breakdown of pupils with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Belgium (French speaking community) | 0.21 | 0.08 |
| Croatia | 2.00 | 2.60 |
| Cyprus | 2.54 | 1.91 |
| Czech Republic | 2.65 | 2.55 |
| Denmark | 0.13 | 0.06 |
| Estonia | 2.74 | 1.14 |
| Finland | 1.42 | 1.34 |
| France | 0.85 | 0.66 |
| Germany | 0.96 | 0.76 |
| Hungary | 1.81 | 2.57 |
| Iceland | 10.24 | 4.90 |
| Ireland | 3.11 | 0.71 |
| Latvia | 1.21 | 0.52 |
| Lithuania | 6.22 | 4.88 |
| Luxembourg | 1.08 | 0.26 |
| Malta | 3.76 | 2.14 |
| Netherlands | 0.87 | 0.87 |
| Poland | 1.04 | 0.64 |
| Portugal | 3.11 | 1.73 |
| Slovakia | 1.45 | 3.22 |
| Slovenia | 3.57 | 2.76 |
| Spain | 1.37 | 0.81 |
| Sweden | 0.08 | 0.06 |
| United Kingdom (Northern Ireland) | 1.25 | 1.54 |
| United Kingdom (Scotland) | 9.93 | 6.08 |
| United Kingdom (Wales) | 0.58 | 0.83 |
| **Total average for the 26 countries** | **1.39** | **1.04** |

Indicator 3b.2: the percentage of pupils with an official decision of SEN in special classes in mainstream schools, based on the enrolled school population (%)

Table 15. Data for [Figure 15](#Figure15): Percentage of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 0.11 |
| Cyprus | 0.70 |
| Czech Republic | 0.84 |
| Denmark | 3.29 |
| Estonia | 1.47 |
| Finland | 3.64 |
| France | 0.82 |
| Hungary | 0.38 |
| Iceland | 0.96 |
| Ireland | 0.56 |
| Latvia | 0.70 |
| Lithuania | 0.24 |
| Luxembourg | 0.52 |
| Norway | 0.41 |
| Poland | 0.09 |
| Portugal | 0.30 |
| Slovakia | 2.15 |
| Slovenia | 0.27 |
| Spain | 0.13 |
| Switzerland | 2.11 |
| United Kingdom (England) | 0.10 |
| United Kingdom (Northern Ireland) | 0.59 |
| United Kingdom (Scotland) | 0.48 |
| United Kingdom (Wales) | 0.69 |
| **Total average for the 24 countries** | **0.56** |

Table 16. Data for [Figure 16](#Figure16): Gender breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 0.06 | 0.05 |
| Cyprus | 0.42 | 0.28 |
| Czech Republic | 0.53 | 0.30 |
| Denmark | 2.37 | 0.92 |
| Estonia | 1.04 | 0.44 |
| Finland | 2.55 | 1.09 |
| France | 0.51 | 0.31 |
| Hungary | 0.24 | 0.14 |
| Iceland | 0.65 | 0.30 |
| Latvia | 0.46 | 0.24 |
| Poland | 0.05 | 0.04 |
| Slovakia | 1.19 | 0.96 |
| Spain | 0.08 | 0.05 |
| Switzerland | 1.27 | 0.84 |
| United Kingdom (Northern Ireland) | 0.45 | 0.15 |
| United Kingdom (Scotland) | 0.36 | 0.12 |
| **Total average for the 16 countries** | **0.47** | **0.26** |

Table 17. Data for [Figure 17](#Figure17): ISCED breakdown of pupils with an official decision of SEN in special classes, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 0.04 | 0.07 |
| Cyprus | 0.45 | 0.25 |
| Czech Republic | 0.34 | 0.50 |
| Denmark | 1.91 | 1.38 |
| Estonia | 0.85 | 0.63 |
| Finland | 2.28 | 1.36 |
| France | 0.69 | 0.13 |
| Hungary | 0.16 | 0.22 |
| Iceland | 0.45 | 0.51 |
| Ireland | 0.43 | 0.13 |
| Latvia | 0.55 | 0.14 |
| Lithuania | 0.09 | 0.15 |
| Luxembourg | 0.27 | 0.26 |
| Poland | 0.07 | 0.02 |
| Portugal | 0.22 | 0.08 |
| Slovakia | 0.88 | 1.27 |
| Slovenia | 0.20 | 0.07 |
| Spain | 0.08 | 0.05 |
| Switzerland | 1.28 | 0.82 |
| United Kingdom (Northern Ireland) | 0.33 | 0.26 |
| United Kingdom (Scotland) | 0.34 | 0.14 |
| United Kingdom (Wales) | 0.32 | 0.37 |
| **Total average for the 22 countries** | **0.47** | **0.22** |

Indicator 3b.3: the percentage of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

Table 18. Data for [Figure 18](#Figure18): Percentage of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (Flemish speaking community) | 7.06 |
| Belgium (French speaking community) | 6.44 |
| Croatia | 0.25 |
| Cyprus | 0.31 |
| Czech Republic | 3.20 |
| Denmark | 2.03 |
| Estonia | 3.07 |
| Finland | 0.91 |
| France | 0.61 |
| Germany | 3.72 |
| Hungary | 2.31 |
| Iceland | 0.34 |
| Ireland | 0.99 |
| Latvia | 3.51 |
| Lithuania | 1.18 |
| Luxembourg | 0.55 |
| Malta | 0.11 |
| Netherlands | 3.18 |
| Norway | 0.26 |
| Poland | 1.69 |
| Portugal | 0.09 |
| Slovakia | 4.13 |
| Slovenia | 1.78 |
| Spain | 0.53 |
| Sweden | 0.97 |
| Switzerland | 2.17 |
| United Kingdom (England) | 1.17 |
| United Kingdom (Northern Ireland) | 1.35 |
| United Kingdom (Scotland) | 0.97 |
| United Kingdom (Wales) | 0.80 |
| **Total average for the 30 countries** | **1.82** |

Table 19. Data for [Figure 19](#Figure19): Gender breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Belgium (Flemish speaking community) | 5.06 | 2.77 |
| Belgium (French speaking community) | 4.13 | 2.30 |
| Croatia | 0.15 | 0.10 |
| Cyprus | 0.19 | 0.11 |
| Czech Republic | 1.99 | 1.21 |
| Denmark | 1.47 | 0.56 |
| Estonia | 2.09 | 0.98 |
| Finland | 0.63 | 0.27 |
| France | 0.41 | 0.20 |
| Hungary | 1.47 | 0.85 |
| Iceland | 0.24 | 0.10 |
| Ireland | 0.65 | 0.33 |
| Latvia | 2.12 | 1.39 |
| Malta | 0.08 | 0.03 |
| Netherlands | 2.30 | 0.88 |
| Poland | 1.08 | 0.60 |
| Slovakia | 2.43 | 1.70 |
| Spain | 0.33 | 0.20 |
| Sweden | 0.60 | 0.37 |
| Switzerland | 1.46 | 0.72 |
| United Kingdom (England) | 0.85 | 0.32 |
| United Kingdom (Northern Ireland) | 0.95 | 0.41 |
| United Kingdom (Scotland) | 0.69 | 0.28 |
| **Total average for the 23 countries** | **1.00** | **0.49** |

Table 20. Data for [Figure 20](#Figure20): ISCED breakdown of pupils with an official decision of SEN in special schools, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Belgium (Flemish speaking community) | 4.19 | 2.87 |
| Belgium (French speaking community) | 3.58 | 2.86 |
| Croatia | 0.11 | 0.14 |
| Cyprus | 0.18 | 0.13 |
| Czech Republic | 1.40 | 1.80 |
| Denmark | 1.05 | 0.98 |
| Estonia | 1.59 | 1.48 |
| Finland | 0.52 | 0.38 |
| France | 0.54 | 0.08 |
| Germany | 1.27 | 2.45 |
| Hungary | 0.89 | 1.43 |
| Iceland | 0.20 | 0.14 |
| Ireland | 0.67 | 0.31 |
| Latvia | 2.10 | 1.41 |
| Lithuania | 0.40 | 0.78 |
| Luxembourg | 0.29 | 0.26 |
| Malta | 0.04 | 0.07 |
| Netherlands | 1.40 | 1.78 |
| Poland | 0.83 | 0.85 |
| Portugal | 0.07 | 0.02 |
| Slovakia | 1.80 | 2.33 |
| Slovenia | 1.40 | 0.38 |
| Spain | 0.34 | 0.19 |
| Sweden | 0.53 | 0.44 |
| Switzerland | 1.13 | 1.04 |
| United Kingdom (Northern Ireland) | 0.66 | 0.70 |
| United Kingdom (Scotland) | 0.45 | 0.53 |
| United Kingdom (Wales) | 0.28 | 0.52 |
| **Total average for the 28 countries** | **0.91** | **1.05** |

**NB:** The data relating to Indicator 3b.4 ([Tables A](#TableA), [B](#TableB) and [C](#TableC)) is presented directly in the main body of the report and is not repeated here.

Indicator 3b.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Table 21. Data for [Figure 21](#Figure21): Percentage of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 0.36 |
| Cyprus | 1.01 |
| Czech Republic | 4.04 |
| Denmark | 5.32 |
| Estonia | 4.54 |
| Finland | 4.54 |
| France | 1.43 |
| Hungary | 2.69 |
| Iceland | 1.29 |
| Ireland | 1.55 |
| Latvia | 4.21 |
| Lithuania | 1.41 |
| Luxembourg | 1.07 |
| Norway | 0.67 |
| Poland | 1.77 |
| Portugal | 0.39 |
| Slovakia | 6.28 |
| Slovenia | 2.05 |
| Spain | 0.66 |
| Switzerland | 4.28 |
| United Kingdom (England) | 1.27 |
| United Kingdom (Northern Ireland) | 1.95 |
| United Kingdom (Scotland) | 1.45 |
| United Kingdom (Wales) | 1.49 |
| **Total average for the 24 countries** | **1.67** |

Table 22. Data for [Figure 22](#Figure22): Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 0.21 | 0.14 |
| Cyprus | 0.61 | 0.39 |
| Czech Republic | 2.52 | 1.51 |
| Denmark | 3.84 | 1.48 |
| Estonia | 3.13 | 1.41 |
| Finland | 3.18 | 1.36 |
| France | 0.92 | 0.51 |
| Hungary | 1.71 | 0.99 |
| Iceland | 0.89 | 0.40 |
| Latvia | 2.58 | 1.63 |
| Poland | 1.13 | 0.64 |
| Slovakia | 3.62 | 2.66 |
| Spain | 0.42 | 0.24 |
| Switzerland | 2.72 | 1.56 |
| United Kingdom (Northern Ireland) | 1.39 | 0.55 |
| United Kingdom (Scotland) | 1.06 | 0.40 |
| **Total average for the 16 countries** | **1.21** | **0.66** |

Table 23. Data for [Figure 23](#Figure23): ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 0.15 | 0.21 |
| Cyprus | 0.63 | 0.37 |
| Czech Republic | 1.74 | 2.30 |
| Denmark | 2.96 | 2.36 |
| Estonia | 2.44 | 2.11 |
| Finland | 2.80 | 1.75 |
| France | 1.22 | 0.21 |
| Hungary | 1.04 | 1.65 |
| Iceland | 0.65 | 0.65 |
| Ireland | 1.10 | 0.44 |
| Latvia | 2.66 | 1.55 |
| Lithuania | 0.48 | 0.93 |
| Luxembourg | 0.55 | 0.52 |
| Poland | 0.91 | 0.87 |
| Portugal | 0.29 | 0.10 |
| Slovakia | 2.68 | 3.60 |
| Slovenia | 1.61 | 0.45 |
| Spain | 0.42 | 0.24 |
| Switzerland | 2.42 | 1.86 |
| United Kingdom (Northern Ireland) | 0.98 | 0.96 |
| United Kingdom (Scotland) | 0.78 | 0.67 |
| United Kingdom (Wales) | 0.59 | 0.89 |
| **Total average for the 22 countries** | **1.10** | **0.70** |

3c. Distribution of placements, based on the population of pupils with an official decision of SEN

Indicator 3c.1: the percentage of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

Table 24. Data for [Figure 24](#Figure24): Percentage of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (French speaking community) | 4.27 |
| Croatia | 91.95 |
| Cyprus | 80.14 |
| Czech Republic | 56.29 |
| Denmark | 3.46 |
| Estonia | 46.10 |
| Finland | 37.75 |
| France | 51.41 |
| Germany | 31.53 |
| Hungary | 61.91 |
| Iceland | 92.12 |
| Ireland | 72.53 |
| Latvia | 29.14 |
| Lithuania | 88.71 |
| Luxembourg | 55.53 |
| Malta | 98.18 |
| Netherlands | 35.24 |
| Norway | 92.16 |
| Poland | 48.69 |
| Portugal | 92.58 |
| Slovakia | 42.65 |
| Slovenia | 75.51 |
| Spain | 76.77 |
| Sweden | 12.62 |
| United Kingdom (England) | 52.82 |
| United Kingdom (Northern Ireland) | 58.51 |
| United Kingdom (Scotland) | 91.68 |
| United Kingdom (Wales) | 47.17 |
| **Total average for the 28 countries** | **52.68** |

Table 25. Data for [Figure 25](#Figure25): Gender breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Belgium (French speaking community) | 2.63 | 1.63 |
| Croatia | 59.30 | 32.65 |
| Cyprus | 45.38 | 34.76 |
| Czech Republic | 39.12 | 17.18 |
| Denmark | 2.42 | 1.03 |
| Estonia | 29.77 | 16.33 |
| Finland | 26.43 | 11.33 |
| France | 37.00 | 14.41 |
| Hungary | 41.09 | 20.82 |
| Iceland | 61.42 | 30.70 |
| Ireland | 53.81 | 18.72 |
| Malta | 71.44 | 26.74 |
| Netherlands | 25.92 | 9.24 |
| Poland | 31.23 | 17.46 |
| Slovakia | 28.48 | 14.17 |
| Spain | 50.93 | 25.84 |
| Sweden | 7.46 | 5.17 |
| United Kingdom (Northern Ireland) | 43.08 | 15.43 |
| United Kingdom (Scotland) | 56.85 | 34.83 |
| **Total average for the 19 countries** | **37.49** | **17.94** |

Table 26. Data for [Figure 26](#Figure26): ISCED breakdown of pupils with an official decision of SEN in inclusive education, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Belgium (French speaking community) | 3.06 | 1.20 |
| Croatia | 39.99 | 51.96 |
| Cyprus | 45.66 | 34.48 |
| Czech Republic | 28.67 | 27.63 |
| Denmark | 2.44 | 1.02 |
| Estonia | 32.54 | 13.56 |
| Finland | 19.42 | 18.33 |
| France | 28.85 | 22.56 |
| Germany | 17.58 | 13.95 |
| Hungary | 25.58 | 36.33 |
| Iceland | 62.33 | 29.79 |
| Ireland | 59.05 | 13.48 |
| Latvia | 20.36 | 8.78 |
| Lithuania | 49.72 | 38.99 |
| Luxembourg | 44.69 | 10.85 |
| Malta | 62.57 | 35.61 |
| Netherlands | 17.63 | 17.62 |
| Poland | 30.04 | 18.65 |
| Portugal | 59.54 | 33.04 |
| Slovakia | 13.23 | 29.43 |
| Slovenia | 42.61 | 32.90 |
| Spain | 48.32 | 28.44 |
| Sweden | 7.32 | 5.31 |
| United Kingdom (Northern Ireland) | 26.24 | 32.27 |
| United Kingdom (Scotland) | 56.86 | 34.82 |
| United Kingdom (Wales) | 19.31 | 27.86 |
| **Total average for the 26 countries** | **29.42** | **21.95** |

Indicator 3c.2: the percentage of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

Table 27. Data for [Figure 27](#Figure27): Percentage of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 2.13 |
| Cyprus | 12.58 |
| Czech Republic | 9.05 |
| Denmark | 59.69 |
| Estonia | 17.49 |
| Finland | 49.84 |
| France | 27.76 |
| Hungary | 5.38 |
| Iceland | 5.82 |
| Ireland | 10.66 |
| Latvia | 11.72 |
| Lithuania | 1.89 |
| Luxembourg | 21.69 |
| Norway | 4.80 |
| Poland | 2.55 |
| Portugal | 5.68 |
| Slovakia | 19.66 |
| Slovenia | 3.27 |
| Spain | 4.64 |
| Switzerland | 49.23 |
| United Kingdom (England) | 3.64 |
| United Kingdom (Northern Ireland) | 12.43 |
| United Kingdom (Scotland) | 2.75 |
| United Kingdom (Wales) | 22.92 |
| **Total average for the 24 countries** | **13.16** |

Table 28. Data for [Figure 28](#Figure28): Gender breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 1.21 | 0.92 |
| Cyprus | 7.56 | 5.03 |
| Czech Republic | 5.78 | 3.27 |
| Denmark | 43.04 | 16.65 |
| Estonia | 12.33 | 5.17 |
| Finland | 34.89 | 14.95 |
| France | 17.33 | 10.43 |
| Hungary | 3.41 | 1.97 |
| Iceland | 3.98 | 1.84 |
| Latvia | 7.67 | 4.05 |
| Poland | 1.46 | 1.09 |
| Slovakia | 10.87 | 8.78 |
| Spain | 2.95 | 1.69 |
| Switzerland | 29.56 | 19.67 |
| United Kingdom (Northern Ireland) | 9.37 | 3.07 |
| United Kingdom (Scotland) | 2.07 | 0.68 |
| **Total average for the 16 countries** | **10.70** | **5.92** |

Table 29. Data for [Figure 29](#Figure29): ISCED breakdown of pupils with an official decision of SEN in special classes, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 0.73 | 1.40 |
| Cyprus | 8.17 | 4.41 |
| Czech Republic | 3.67 | 5.38 |
| Denmark | 34.62 | 25.07 |
| Estonia | 10.06 | 7.44 |
| Finland | 31.17 | 18.67 |
| France | 23.38 | 4.38 |
| Hungary | 2.23 | 3.15 |
| Iceland | 2.75 | 3.08 |
| Ireland | 8.17 | 2.49 |
| Latvia | 9.30 | 2.42 |
| Lithuania | 0.68 | 1.21 |
| Luxembourg | 11.06 | 10.63 |
| Poland | 2.09 | 0.46 |
| Portugal | 4.19 | 1.49 |
| Slovakia | 8.04 | 11.62 |
| Slovenia | 2.42 | 0.86 |
| Spain | 2.93 | 1.71 |
| Switzerland | 30.00 | 19.23 |
| United Kingdom (Northern Ireland) | 6.90 | 5.53 |
| United Kingdom (Scotland) | 1.93 | 0.82 |
| United Kingdom (Wales) | 10.55 | 12.37 |
| **Total average for the 22 countries** | **10.33** | **4.90** |

Indicator 3c.3: the percentage of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

Table 30. Data for [Figure 30](#Figure30): Percentage of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Belgium (Flemish speaking community) | 82.54 |
| Belgium (French speaking community) | 95.73 |
| Croatia | 4.99 |
| Cyprus | 5.53 |
| Czech Republic | 34.66 |
| Denmark | 36.85 |
| Estonia | 36.41 |
| Finland | 12.41 |
| France | 20.83 |
| Germany | 68.47 |
| Hungary | 32.71 |
| Iceland | 2.06 |
| Ireland | 18.75 |
| Latvia | 59.15 |
| Lithuania | 9.40 |
| Luxembourg | 22.78 |
| Malta | 1.82 |
| Netherlands | 64.74 |
| Norway | 3.04 |
| Poland | 48.75 |
| Portugal | 1.74 |
| Slovakia | 37.69 |
| Slovenia | 21.22 |
| Spain | 18.59 |
| Sweden | 87.38 |
| Switzerland | 50.77 |
| United Kingdom (England) | 41.27 |
| United Kingdom (Northern Ireland) | 28.47 |
| United Kingdom (Scotland) | 5.57 |
| United Kingdom (Wales) | 26.80 |
| **Total average for the 30 countries** | **40.04** |

Table 31. Data for [Figure 31](#Figure31): Gender breakdown of pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Belgium (Flemish speaking community) | 59.15 | 32.41 |
| Belgium (French speaking community) | 61.46 | 34.27 |
| Croatia | 3.03 | 1.96 |
| Cyprus | 3.50 | 2.03 |
| Czech Republic | 21.53 | 13.13 |
| Denmark | 26.63 | 10.22 |
| Estonia | 24.80 | 11.60 |
| Finland | 8.69 | 3.72 |
| France | 14.05 | 6.78 |
| Hungary | 20.71 | 12.00 |
| Iceland | 1.44 | 0.62 |
| Ireland | 12.43 | 6.32 |
| Latvia | 35.76 | 23.39 |
| Malta | 1.36 | 0.45 |
| Netherlands | 46.89 | 17.85 |
| Poland | 31.27 | 17.48 |
| Slovakia | 22.17 | 15.52 |
| Spain | 11.69 | 6.90 |
| Sweden | 53.70 | 33.67 |
| Switzerland | 34.03 | 16.74 |
| United Kingdom (England) | 30.03 | 11.23 |
| United Kingdom (Northern Ireland) | 19.92 | 8.55 |
| United Kingdom (Scotland) | 3.97 | 1.60 |
| **Total average for the 23 countries** | **24.17** | **11.88** |

Table 32. Data for [Figure 32](#Figure32): ISCED breakdown pupils with an official decision of SEN in special schools, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Belgium (Flemish speaking community) | 49.03 | 33.51 |
| Belgium (French speaking community) | 53.26 | 42.47 |
| Croatia | 2.29 | 2.70 |
| Cyprus | 3.23 | 2.29 |
| Czech Republic | 15.14 | 19.52 |
| Denmark | 19.14 | 17.71 |
| Estonia | 18.85 | 17.56 |
| Finland | 7.16 | 5.25 |
| France | 18.21 | 2.62 |
| Germany | 23.34 | 45.12 |
| Hungary | 12.52 | 20.19 |
| Iceland | 1.19 | 0.86 |
| Ireland | 12.80 | 5.95 |
| Latvia | 35.44 | 23.71 |
| Lithuania | 3.19 | 6.21 |
| Luxembourg | 11.86 | 10.92 |
| Malta | 0.59 | 1.23 |
| Netherlands | 28.52 | 36.22 |
| Poland | 24.15 | 24.61 |
| Portugal | 1.36 | 0.38 |
| Slovakia | 16.42 | 21.27 |
| Slovenia | 16.72 | 4.50 |
| Spain | 11.83 | 6.76 |
| Sweden | 48.08 | 39.30 |
| Switzerland | 26.48 | 24.29 |
| United Kingdom (Northern Ireland) | 13.80 | 14.67 |
| United Kingdom (Scotland) | 2.55 | 3.02 |
| United Kingdom (Wales) | 9.33 | 17.47 |
| **Total average for the 28 countries** | **19.12** | **21.94** |

**NB:** The data relating to Indicator 3c.4 (Tables D, E and F) is presented directly in the main body of the report and is not repeated here.

Indicator 3c.5: the percentage of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

Table 33. Data for [Figure 33](#Figure33): Percentage of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| Croatia | 7.11 |
| Cyprus | 18.11 |
| Czech Republic | 43.71 |
| Denmark | 96.54 |
| Estonia | 53.90 |
| Finland | 62.25 |
| France | 48.59 |
| Hungary | 38.09 |
| Iceland | 7.88 |
| Ireland | 29.41 |
| Latvia | 70.86 |
| Lithuania | 11.29 |
| Luxembourg | 44.47 |
| Norway | 7.84 |
| Poland | 51.31 |
| Portugal | 7.42 |
| Slovakia | 57.35 |
| Slovenia | 24.49 |
| Spain | 23.23 |
| Switzerland | 100.00 |
| United Kingdom (England) | 44.91 |
| United Kingdom (Northern Ireland) | 40.90 |
| United Kingdom (Scotland) | 8.32 |
| United Kingdom (Wales) | 49.71 |
| **Total average for the 24 countries** | **39.05** |

Table 34. Data for [Figure 34](#Figure34): Gender breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), male** | **Percentage (%), female** |
| --- | --- | --- |
| Croatia | 4.24 | 2.87 |
| Cyprus | 11.06 | 7.06 |
| Czech Republic | 27.31 | 16.40 |
| Denmark | 69.67 | 26.87 |
| Estonia | 37.13 | 16.77 |
| Finland | 43.57 | 18.68 |
| France | 31.39 | 17.20 |
| Hungary | 24.13 | 13.97 |
| Iceland | 5.42 | 2.46 |
| Latvia | 43.43 | 27.44 |
| Poland | 32.73 | 18.58 |
| Slovakia | 33.04 | 24.30 |
| Spain | 14.64 | 8.59 |
| Switzerland | 63.59 | 36.41 |
| United Kingdom (Northern Ireland) | 29.28 | 11.62 |
| United Kingdom (Scotland) | 6.04 | 2.28 |
| **Total average for the 16 countries** | **27.89** | **15.24** |

Table 35. Data for [Figure 35](#Figure35): ISCED breakdown of pupils with an official decision of SEN in fully separate educational settings, based on the population of pupils with an official decision of SEN (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| Croatia | 3.02 | 4.10 |
| Cyprus | 11.40 | 6.71 |
| Czech Republic | 18.81 | 24.90 |
| Denmark | 53.77 | 42.77 |
| Estonia | 28.90 | 24.99 |
| Finland | 38.33 | 23.91 |
| France | 41.59 | 7.00 |
| Hungary | 14.75 | 23.34 |
| Iceland | 3.94 | 3.94 |
| Ireland | 20.97 | 8.44 |
| Latvia | 44.74 | 26.12 |
| Lithuania | 3.87 | 7.42 |
| Luxembourg | 22.92 | 21.55 |
| Poland | 26.24 | 25.07 |
| Portugal | 5.55 | 1.87 |
| Slovakia | 24.46 | 32.89 |
| Slovenia | 19.14 | 5.36 |
| Spain | 14.76 | 8.47 |
| Switzerland | 56.48 | 43.52 |
| United Kingdom (Northern Ireland) | 20.70 | 20.20 |
| United Kingdom (Scotland) | 4.48 | 3.84 |
| United Kingdom (Wales) | 19.88 | 29.84 |
| **Total average for the 22 countries** | **24.14** | **15.41** |

1. Future data collection exercises will include country data and background information from Austria, Bulgaria, Greece and Italy. [↑](#footnote-ref-1)