
Annual Report 2024



EUROPEAN AGENCY
for Special Needs and Inclusive Education

ANNUAL REPORT 2024

Descriptive summary



FACT SHEET FOR 2024

THE AGENCY

Full legal name	European Agency for Special Needs and Inclusive Education
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Website	www.european-agency.org
Chair	Don Mahon
Director	João Costa
Established	1996
Member countries	The Agency currently has 31 full member countries: Austria, Belgium (Flemish, French and German communities), Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales).
Main sources of finance	Member country contributions European Union Institutions



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Preface

2024 was an important year for the Agency, with significant developments within the organisation and our thematic activities that will shape our work for many years to come.

After 19 years as Director, Cor J.W. Meijer retired at the end of 2024. His departure marked the end of a very important period of growth and consolidation for the Agency and the beginning of a new chapter that coincides with the preparations for the next Multi-Annual Work Programme (MAWP).

The spring bi-annual meeting in Tallinn marked the end of the Building Resilience through Inclusive Education Systems (BRIES) activity, while the autumn bi-annual meeting in Warsaw focused on taking forward the Thematic Country Cluster Activities (TCCA), which have now been up and running for a year. TCCA marks a new way of working for the Agency's thematic activities. It focuses on member countries' priorities and directly responds to country requests for more tailored activities to support policy development needs and build upon learning points from current activities.

During 2024, we continued to develop the Country Policy Development Support (CPDS) activity. All work in the [MAWP 2021–2027](#) will be organised around this overarching activity.

As part of the [European Agency Statistics on Inclusive Education](#) (EASIE) activity, we carried out our annual data collection. 2024 was a significant year for EASIE, too, as a proposal on re-framing the data collection was presented to the Representative Board at the autumn bi-annual meeting.

2024 also saw the Agency complete a re-audit of Malta's education system. The original audit was in 2014/2015 and the re-audit examined progress since then. In addition, we carried out consultancy on behalf of the Department of Education in United Kingdom (Northern Ireland); the activity will inform developments in legislation and policy for inclusive education.

In 2024, the Agency took forward four Technical Support Instrument (TSI) activities in France, in Greece, in Italy, Portugal and Spain, and in Finland and Ireland. The TSI Greece project concluded with a final conference in Athens.

This report presents information about our work in 2024. We hope you will find it useful.

We would like to extend our warmest thanks to all country representatives, experts and Agency team members for their efforts and contributions to our work in the areas of policy and practice during 2024.



Image 1. Don Mahon, Chair



Image 2. João Costa, Director



Board meetings

In 2024, the Management Board met five times to discuss key issues and prepare the Representative Board meetings. During the year, additional Management Board meetings took place with a specific focus on the appointment of the new Agency Director as of 1 January 2025.

The Representative Board members and the National Co-ordinators met twice at bi-annual meetings, in May (Tallinn) and November (Warsaw). They reviewed the work on current themes and activities, and discussed and agreed on plans for future work.

At the spring meeting, the Representative Board approved the Annual Accounts for 2023 and discussed the next steps of the CPDS activity. At the November meeting, the Representative Board elected four new Management Board members and approved the [work programme](#) and budget for 2025.

On-going activities

The Agency conducts a number of activities that are on-going throughout its [MAWP 2021–2027](#). Brief descriptions of these activities follow below.



Country Policy Development Support (CPDS)

[CPDS](#) is central to the Agency's role as an agent for change in inclusive education. All Agency work essentially focuses on supporting countries to change, develop

and successfully implement policies for inclusive education.

Within the MAWP 2021–2027, all work will be organised to lead out of, and all work and findings will feed into, the overarching CPDS activity.

The CPDS methodology was developed throughout the CPDS piloting phase (2023–2024), which included collaborative work with three Agency member countries: Iceland, Lithuania and Malta.

The proposed model and framework for CPDS builds upon the main findings and outcomes, as well as processes and methodologies that have proved useful for supporting individual country work, notably [Country Policy Review and Analysis](#).

Main 2024 activities

In 2024, the Agency team further developed the underpinning model for future CPDS work.

Between January and June, the [country repositories](#) for the pilot countries (Iceland, Lithuania, Malta) were finalised.

Following this, the Agency team developed synthesis reports that helped the pilot countries to identify priorities to be taken forward. A Standards and Indicators Framework was also developed and the three countries piloted it. Based on their identified standards and indicators, specific evidence of implementation will be collected for each country. In the last stage of the piloting work, the team completed the [CPDS methodology report](#), which presents the activity's background and describes the work processes.

In late 2024 and early 2025, there was an open call for all Agency member countries



to join the activity. The CPDS work will continue in 2025 with another group of countries, with a view to completing the CPDS framework, self-identifying their own standards and continuing to monitor their developments.



European Agency Statistics on Inclusive Education (EASIE)

The Agency's annual data collection activity on inclusive education supports policy-making in participating member countries. [EASIE](#) collects data that informs country-level policy-making on learners' rights issues connected to access to and placement in inclusive mainstream educational settings or otherwise.

Main 2024 activities

The regular outputs from the annual EASIE work cycles were completed and published on the EASIE web area. These included the 2021/2022 school year data tables and country background information, and the 2020/2021 and 2021/2022 Cross-Country Reports.

The 2022/2023 school year data collection was launched.

The yearly workshop for data experts took place, with a focus on collecting input to the renewal of the EASIE work that will result in updated data tables and report templates for the 2023/2024 school year data collection.

A [Shadow Cross-Country Report](#) was published, to explore evolving perspectives on inclusive education systems and help better align EASIE with other Agency activities. The shadow report provided a comprehensive

resource to inform possible future directions for EASIE.

A summary of proposals was presented to and shared with the Representative Board members, building on the insights from internal Agency discussions, the workshop outcomes and the shadow report findings.

Country exchange activities

Country experience exchange sessions are a recurring item on the bi-annual meeting agendas, as they have proved useful for country representatives to gain insights into each other's policy development work.

Main 2024 activities

Experience exchange sessions focus on topics suggested by the country representatives. The experience exchange sessions in 2024 focused on:

- Cross-sectoral co-operation (co-operation with stakeholders)
- Support in the classroom
- Measuring, monitoring and evaluating inclusion (and role of research)
- Inclusion in the school – leadership, classroom practices, universal design, curriculum.

Country overviews

The [Country Information](#) section is the most popular area on the Agency website. There is an agreement to update these pages regularly and to periodically review the basic framework for the country overviews, so they continue to meet website users' interests.

Main 2024 activities

In 2024, the update cycle began, using the new template (approved in 2023). The texts for the first countries were drafted



while the website was being developed to display the new information. The work will continue in 2025, when the first updated and approved information will be published.

Thematic activities

All Agency thematic activities directly or indirectly support the agreed European Union (EU) priorities for education and training.

Below are short descriptions of the main activities that took place in 2024.



Thematic Country Cluster Activities (TCCA)

All thematic work within the remainder of the MAWP will be organised as [Thematic Country Cluster Activities](#).

TCCA work focuses on member countries' priorities and directly responds to country requests for more tailored activities to support policy development needs and build upon learning points from current activities. The TCCA use peer-learning approaches and are developmental, building upon each other in cycles throughout the remainder of the MAWP.

Using information from the [Country System Mapping](#) activity outputs and information on country priorities from the 2023 Operational Survey, cycle 1 of TCCA began in 2023. The activities have been continually refined in co-operation with all member countries. TCCA is designed to support the work of individual and small groups of countries around identified challenges for implementing the agreed priorities, which

are monitoring and evaluation, cross-sector working, quality assurance, and effective policy implementation.

In early 2024, the [TCCA literature review](#) was published. It was used as a basis to develop individual cluster activity plans (CAPs).



Cluster 1: Learner Participation in Inclusive Education – Collecting and using data to improve inclusive education policy implementation (LPIE)

The identified key area for [LPIE](#) is the collection and use of meaningful qualitative data on learner participation in inclusive education to improve inclusive education policy implementation. LPIE therefore focuses on the question of what data is needed to provide policy-makers with meaningful information on learner participation in inclusive settings.

Cluster countries: Czech Republic, Estonia, Lithuania, Netherlands, Portugal, United Kingdom (Scotland).

Main 2024 activities

In 2024, the first step for LPIE was finalising and approving the CAP. At the same time, the Agency team started collecting input from the cluster countries on their monitoring and evaluation systems. In spring, the countries completed a survey to share their preferences and input on the implementation of different steps of the activity (focus group discussions, online meetings, countries' inputs, peer-learning activities, etc.). The Agency team discussed the outcomes of the collected input and individual steps from the CAP with countries in several online working



meetings. In June, an online focus group discussion was held to collect teachers' views on learner participation in inclusive education. Over the summer, the Agency team started preparing a background paper on participation, planned to be finalised and published in January 2025.

The [first peer-learning activity](#) (PLA) took place in early October in Edinburgh, focusing on learner participation. The PLA included visits to two schools. A second in-person meeting was held during the Agency's bi-annual meeting in November. Here, LPIE countries had the possibility to reflect on the PLA and discuss further steps. This led, among other things, to the countries giving online presentations on their monitoring and evaluation systems in the context of learner participation. These provided the cluster with information about potential gaps and possibilities of where and how to use the planned LPIE outputs in individual country contexts.



Cluster 2: Monitoring and Evaluation Systems in Inclusive Education Policy (MESIEP)

[MESIEP](#) focuses on monitoring and evaluation (M&E) of inclusive education. It aims to examine existing M&E systems and how they contribute to inclusive education policy developments.

Cluster countries: Croatia, Ireland, Malta, Serbia, United Kingdom (England).

Main 2024 activities

Phase 1 (2024) looked at each cluster country's M&E of inclusive education systems. The aim was to gain an understanding of the countries' policies and practices, particularly how

institutions under ministries of education and cross-sectoral institutions external to ministries of education monitor and evaluate equity and inclusion.

Two thematic cluster meetings took place in the spring. The purpose was for the cluster countries to exchange on relevant policies, practices and procedures related to M&E of inclusive education at policy level.

The first meeting focused on M&E related to equity and inclusion under the authority of the ministry of education. The second focused on cross-sectoral departments, bodies, agencies or institutions external to the ministry of education. In each meeting, external stakeholders (inspectors, Ombudsman staff) were involved.

In addition, a template was shared with each country to collect more information.

A [PLA took place in Dublin](#) in autumn. It looked at inspection processes for inclusive education in the Irish context and included a visit to a recently inspected school. Participants had the opportunity to meet staff members, leaders and learners from the school. The discussions during the PLA led to the question of the professionals involved in inspection processes, which could be a topic for further investigation in the next steps of MESIEP.

In phase 2 (2025), the MESIEP cluster countries will continue to explore the topic of M&E of inclusive education, potentially with a focus at school level.



Cluster 3: Learners and Families Shaping Action (LFSA)

[LFSA](#) focuses on the role of the voices of learners and their families in M&E frameworks for inclusive education. The goal is to examine how M&E processes can systematically use information from learners and their families for systemic improvement and policy development in inclusive education.

Cluster countries: Bulgaria, Cyprus, France, Latvia, Slovakia, Switzerland.

Main 2024 activities

In 2024, several online meetings took place with the cluster countries to discuss, present and approve the CAP and to plan the organisation of the different activities and the content of the first internal output.

A background paper was drafted for the cluster countries, based on the countries' input and existing literature on the voices of learners and families in legislative and policy frameworks of M&E. The background paper aimed to provide an overview of the role and significance of the voices of learners and their families in M&E frameworks for inclusive education, outlining the current situation in the cluster countries.

Moreover, the [first PLA took place in December in Brussels](#). Country representatives presented information on how learners and families are involved in their countries' education systems. In addition, a stakeholder from Slovakia presented the work and practices of the [Union of Mother Centres](#) in Slovakia, and [COFACE Families Europe](#) presented

families' perspective on inclusive education. The PLA highlighted the importance of building partnerships with families and their representatives to ensure and strengthen their involvement in M&E policies and practices.



Cluster 4: Advancing Collaboration in Education (ACE)

[ACE](#) explores collaboration and cross-sector working at all system levels as a key factor in implementing inclusive education policy. This includes horizontal and vertical collaboration around schools/communities, within levels of the education ecosystem, and between system levels. The goal is to strengthen capacity building in implementing strategies/reforms towards inclusive education through collaborative, cross-sector working.

Cluster countries: Finland, Iceland, Luxembourg, Norway, Poland, United Kingdom (Wales).

Main 2024 activities

There were several online meetings with the cluster countries to discuss the activity, as well as two in-person meetings.

The first [in-person meeting was in Poland](#) and was attended by Polish stakeholders, as well as ACE cluster representatives. This meeting was an opportunity to hear first-hand examples of cross-sector collaboration in Poland, and to share national initiatives with Polish stakeholders.

The second in-person meeting was during the Agency's bi-annual meeting in November. This was a joint meeting with



Cluster 5 (CAFIE), which allowed the clusters to look at ways in which their activities can complement each other.

The meeting also included a presentation of the background paper developed by Clusters 4 and 5, which sets out a theoretical approach to cross-sector collaboration. The paper complements the TCCA literature review.



Cluster 5: Collaborative Action for Inclusive Education (CAFIE)

[CAFIE](#) aims to explore strategies to bring about changes in collaborative, cross-sector working. It particularly aims to map systems' strengths and inconsistencies, identify mechanisms that promote cross-sector work, and showcase examples of collaboration and cross-sector working where there is evidence of successful outcomes for all learners.

Cluster countries: Belgium (French community), Denmark, Germany, Hungary, Slovenia, Sweden.

Main 2024 activities

In early 2024, a survey was conducted with CAFIE cluster countries to collect their input on the activity's focus, as well as the implementation of the activity's different steps (cluster meetings, countries' contributions, PLA organisation, etc.). With the survey results in mind, the Agency team finalised the CAP, which was approved by the CAFIE countries.

Two online technical meetings took place in early/mid-2024, where the countries discussed and agreed on the cluster working processes and activities. In June, the first online thematic cluster meeting

was held, with a focus on cross-sectoral collaboration (CSC) at national level.

The first [PLA took place in Stockholm](#) in early October, focusing on CSC at regional level. In a second in-person meeting during the Agency's bi-annual meeting in November, the CAFIE countries met the Cluster 4 (ACE) countries to discuss possible synergies, and consolidate the focus, outputs and next steps of the two activities.

Interim outputs of the activity in 2024 include a common background paper with Cluster 4 on theoretical concepts around cross-sector collaboration, as well as a PLA report.



Cluster 6: Quality Assurance, Monitoring and Accountability (QAMA)

[QAMA](#) focuses on identifying the essential elements of a multi-stakeholder, multi-level framework, bringing all aspects of an education system together into a coherent whole.

Cluster countries: Austria, Belgium (Flemish community), Greece, Italy, Spain, United Kingdom (Northern Ireland).

Main 2024 activities

Rather than working on a particular topic, the six QAMA countries worked together to establish a clear understanding of the draft framework presented in the TCCA literature review. A variety of activities over the course of 2024 enabled each QAMA country to map its individual quality assurance, monitoring and accountability systems onto the draft framework. This has led to in-depth discussions among the countries around system and governance differences and



challenges, through an open and trusting peer-learning process.

QAMA held a number of online meetings, where countries presented on different aspects and topics around the work. An in-person [PLA was held in Madrid](#) in October, co-developed by Spain and Austria, during which all the cluster countries presented on topics selected by the co-developing countries. The group also visited a local school, which is an active, innovative and successful model of inclusive education at primary level. All agreed that this visit was an important reminder of the purpose and value of all discussion and decisions at ministerial level.

The year's work concluded with a meeting in Warsaw, where the QAMA cluster planned its next steps and heard about the work of the other clusters.



Building Resilience through Inclusive Education Systems (BRIES)

The [BRIES](#) activity concluded in 2024. BRIES aimed to map evidence and identify acknowledged forms of COVID-19's impact on education in general – and inclusive education in particular – at national and European levels. It focused on learning points for making education systems more resilient and better prepared for potential future crises.

BRIES had two phases. Phase 1 began in 2021 and included an analysis of the impact of COVID-19 on inclusive education across Agency member countries and the identification of countries' needs and topics to be further explored in peer-learning activities.

Phase 2 consisted of two rounds of peer-learning activities, carried out with stakeholders from different levels within the six Agency member countries participating in the BRIES country cluster.

The activity ended with a final dissemination event to present the results.

Main 2024 activities

In early 2024, the BRIES cluster countries implemented the BRIES guidance that had been developed. The Agency team supported different stakeholders in bi-lateral meetings and provided them with the material needed to do so.

The [BRIES dissemination event](#) in May brought the activity to a close. At the event, which took place in Tallinn, stakeholders (parents, teachers, school leaders) presented their different experiences of piloting the guidance. Their experiences provided the basis for group discussions with representatives from Agency member countries.

Furthermore, in early 2024, the [BRIES guidance](#) and [BRIES infographic](#) were finalised and translated into all Agency languages. The [methodology and theoretical background report](#) was also published. Lastly, the [BRIES video](#) to accompany the guidance and infographic was finalised.

Country System Mapping (CSM)

In the [CSM activity](#), Agency members (countries and jurisdictions) were asked to complete a detailed CSM report. The template used aimed to gather key information from across the whole education system. The template focused on four priorities that Representative Board members identified for wider future Agency work: monitoring and evaluation; cross-sector working; quality



assurance; and effective policy implementation.

The information collected aimed to identify the key features of all Agency member countries' education systems that impact upon the effective implementation of legislation and policy for inclusive education in practice. Both descriptive and evaluative information was collected.

The CSM information serves to inform the [Thematic Country Cluster Activities](#). These are closely aligned to individual country approaches to the four key issues for inclusive education.

Main 2024 activities

CSM was an in-depth information-gathering and analysis exercise open to all Agency member countries.

In June, the [CSM methodology report](#), which sets out the steps and procedures implemented during the activity, was published. It presents the conceptual rationale for CSM and describes the information collection process. Additionally, it describes the different information analysis activities, with details of the mapping analysis and thematic analysis work. The report also describes how the Agency's TCCA build upon the CSM findings.

In addition, the information collected during the CSM activity was used to prepare an update of the [Country Information overviews](#).

Additionally funded activities

The Agency conducts a number of activities funded via additional grants. These activities may include country system audits, consultancy, requested technical support and other country-specific services. These additionally

funded activities enable the Agency to undertake work that complements and reinforces the activities agreed by member countries within the main work programme.

Brief descriptions of the additionally funded activities can be found below.

Country audits and consultancies

System audits and external consultancies are two forms of fully self-funded work that the Agency can offer individual countries.

Country audits aim to provide recommendations that support evidence-based policy- and decision-making that promote self-review across all system levels and support longer-term development work in the country concerned.

Country consultancies are tailored to respond to a specific request from a country.

United Kingdom (Northern Ireland) consultancy

In early 2024, the Agency began consultancy work at the request of the Department of Education in Northern Ireland.

The activity will inform developments in legislation and policy for inclusive education. Desk research activities ran from February to the end of June and the dissemination event to launch the outcomes took place in early October.

Main 2024 activities

The Agency prepared a structured review of recent European and international policy research literature examining issues for and around inclusive education. This highlighted the evidence-based assumptions and a rationale for movements towards greater inclusion in



education. It presented a proposed position on and vision for inclusive education in Northern Ireland.

Using an analysis framework based on the identified assumptions, the Agency team conducted a detailed analysis of the available information on legislation and policy in Northern Ireland. The final report presented the specific recommendations based on the findings for developing the policy framework in Northern Ireland to support moves towards inclusion.

The final outcome of the consultancy work consists of two interconnected plans for supporting system-wide change 'Towards Inclusion'. The final dissemination event for system-level stakeholders and departmental heads stimulated discussions around next steps and provided the foundation for wider departmental buy-in to the 'Towards Inclusion' outcomes.

Malta re-audit – Inclusive Transformation: Route to Quality Education in Malta

In 2023, 10 years on from the first audit of Malta's system for inclusive education, the Maltese Ministry for Education, Sport, Youth, Research and Innovation asked the Agency to conduct a re-audit. The overall goal was to support the Ministry's work towards inclusion.

The specific aims were to identify progress made since 2014 against the standards and priority actions, identify new priority actions for future work and showcase opportunities for building on existing effective practice.

Main 2024 activities

In January, the Agency team prepared and agreed with the Maltese Ministry a proposal on data collection methods and tools. Following the proposal, the team prepared the stakeholder data collection

tools and protocols for first-hand information collection during the fieldwork.

The Agency team conducted fieldwork in April to gather information on the experiences of inclusive education in Malta from a broad range of stakeholders, from all sectors and levels of education. The final dataset for analysis included contributions from 129 stakeholders who participated in interviews, focus groups and school visit discussions and 395 who completed an online survey. Evidence from the data collection activities was analysed using an agreed analysis framework in line with the stated objectives of the re-audit. Preparation of the final reporting package included a fact-check of the draft report.

The re-audit Final Report presents the 2024 audit activities, findings and outcomes in detail. The final findings were presented to the Ministry's management in mid-November.

Technical Support Instrument (TSI) activities

The Agency continued its co-operation with the European Commission (EC) Directorate-General for Structural Reform Support (DG REFORM). Through the [TSI activities](#), the EC provides technical support to EU countries that wish to reform their public systems. The EC funds the activities in full.

The Agency was involved in three TSI projects that began in 2022 and ran until late 2024 or early 2025. The ministries of education in France, in Greece, and in Italy, Portugal and Spain in co-operation, requested these. In October 2023, the Agency began a multi-country TSI project, at the request of the Finnish Ministry of Education and Culture and the Irish



Department of Education. The project will end in late 2025.

Through TSI projects, participating countries benefit both from the Agency's legislative and policy analysis and from its implementation recommendations. Other Agency member countries are involved in peer-learning activities and have opportunities to contribute to and learn from the sharing of policy development experiences.

TSI work directly builds upon wider Agency work to support policy change in countries.

Public outputs from the TSI projects are available on the Agency's [TSI web area](#).

France

The project aims to support the French Ministry of Education to deploy the LPI (*Livret de Parcours Inclusif*) digital tool for inclusive education throughout the national territory. This includes ensuring its acceptance among stakeholders, developing its use without stigmatising learners, assessing and monitoring how it operates, and identifying ways to improve its functioning.

Main 2024 activities

In the first half of 2024, the activity focused on stakeholder consultation draft recommendations. The activities included visits to two regional academies (Limoges and Nancy-Metz) for stakeholder consultation. These visits entailed discussions in mixed working groups on stakeholders' recommendations. Also, as part of stakeholder consultation, an online meeting with representatives of regional academies took place for further validation of stakeholders' recommendations. Moreover, there were two online meetings with user panels to identify user needs regarding the LPI. The

project team produced several draft deliverables, including an analysis of stakeholders' recommendations and the methodology for monitoring the implementation of the LPI.

The second half of 2024 was devoted to preparing a communication proposal, a training plan and an action plan. An online meeting with a selected institutional panel took place to present and improve the different plans and proposals drafted by the Agency team. During this time, the project focused on several key activities to support the French Ministry of Education in deploying the LPI digital tool for inclusive education nationwide.

Greece

The 'Implementation of the European Child Guarantee – Promoting Inclusive Education in Greece Phase II' project aimed to improve inclusive education in Greece by supporting the authorities to pilot a newly adopted inclusive education policy framework at school level before its roll-out.

Main 2024 activities

A fourth online working group meeting with regional stakeholders was held in February to provide feedback and discuss how to improve the tools for inclusive education after the pilot phase.

In March, participants from various regions of Greece and representatives of the Greek Ministry visited Portugal. They explored schools that practise inclusive education and met professionals, parents and policy-makers to discuss effective strategies.

A second online peer-learning activity involving regional stakeholders took place in April.

After the pilot programme ended, the Agency team analysed the feedback from



the pilot testing. The summary findings helped the Ministry, in close consultation with the Agency team, to update the existing inclusive education tools for their dissemination at national level. The Agency team further analysed the findings from the pilot programme, along with the qualitative data collected from the activities engaging Greek participants, to prepare an implementation roadmap and a set of recommendations on national priority areas.

The final project conference brought together key education stakeholders to present and disseminate the project's outcomes and discuss the sustainability of the project results. A final [project video](#), available on the Agency website, was produced to highlight the project's key achievements and milestones.

Multi-country (Italy, Portugal, Spain)

The 'Combatting Disparities in Access to Inclusive Education in Portugal, Italy and Spain' (EUROCH) project aims to improve design and consistency in policy implementation at national and regional levels, and the quality of inclusive education policies across Italy, Portugal and Spain. The goal is to improve equity in education for all learners, by effectively implementing the European Child Guarantee.

Main 2024 activities

2024 saw several phases of this TSI project occurring simultaneously. At the start of the year, individual online and in-person meetings were held with the Italian Ministry and regional stakeholders. This was followed by a study visit to Sweden for representatives from the three countries, where they engaged in open discussions around Sweden's progress towards a more inclusive education system and visited two schools.

In April, a second peer-learning activity was held online on a range of aspects around monitoring and evaluation, with presentations by two Agency team members and by Portugal, followed by workshop discussions and a plenary session.

The project then moved to the analysis phase, as findings from the stakeholder engagement activities in all three countries led to initial recommendations around each country's main priority areas and the identification of some areas of common challenge. From these, a series of bi-lateral meetings were held with each country, to co-develop the recommendations into priority actions, including a framework for implementation, follow-up, evaluation and review. These action plans are intended to be dynamic and working documents for each country, beyond the project's lifetime.

Alongside these activities, the first of a series of three webinars was held on the topic of Monitoring and Evaluation at School Level, with Dr Gordon Porter as the keynote speaker. This was attended by over 200 stakeholders from the three countries, including practitioners and policy-makers.

The work of TSI EUROCH will now move forward with the completion of the deliverables, the creation of a video on the work, and a final online event, to be held in March 2025.

Multi-country (Finland, Ireland)

This project aims to help Finland and Ireland to identify key objectives and plan actions for promoting equitable learning opportunities, improving educational outcomes, and increasing access to mainstream education for all learners.



In Finland, the project specifically aims to address regional differences in the provision of support measures. In Ireland, the aim is to develop a model of inclusion tailored to the Irish education system.

The project will run for two years (2023–2025), aiming to increase both countries' capacity to design and implement inclusive provision in mainstream education settings. The multi-country approach will provide opportunities for peer learning between the relevant authorities in Finland and Ireland.

Main 2024 activities

In January, a [kick-off meeting](#) took place in Dublin. This event officially launched the project and brought together national stakeholders from Ireland and Finland (both online and in person), the members of the project's Extended Steering Committee, DG REFORM representatives and the Agency team.

A desk review of both countries' legislative frameworks was conducted and submitted in April. The report analyses the current legislative and policy frameworks for inclusive education in Finland and Ireland, at legal, institutional and governance levels. The report's [executive summary](#) was published in English and in Finnish.

In-person consultation meetings in Ireland were successfully completed. Around 90 stakeholders took part in the workshops in Dublin between 18 and 20 June.

In parallel, the consultation meetings in Finland were completed, with a similar methodology used as for the Irish workshops. These took place from 26–28 November, with over 60 stakeholders participating.

In September, plans for two study visits to Lithuania and Iceland were discussed and

agreed with the Steering Committee and the 'peer countries'. The first study visit is scheduled for February 2025 in Lithuania, and the second for June 2025 in Iceland.

Finally, the Desk Review phase started in 2024 and is still in progress. A top-down approach is being used to review the professional development framework in the two countries. The completion of the review will result in a report that is expected to be finalised in spring 2025.

Operational activities

Peer-Learning Activity

The Agency hosted a significant Peer-Learning Activity (PLA) in Brussels on 19–20 March 2024, in collaboration with the EC's Working Group on Equality and Values in Education and Training. This event, titled 'Towards quality, inclusive and accessible education – effectively meeting all learners' needs', brought together experts, policy-makers and stakeholders from across Europe. The PLA aimed to explore strategies for meeting the diverse needs of all learners through quality, inclusive and accessible education systems.

The two-day event included a keynote speech by Professor Roger Slee from the University of Leeds, setting the stage for in-depth discussions on policy development approaches for flexible support systems. Country presentations – from Cyprus, Greece, Iceland, Ireland, Poland, Portugal and Sweden – showcased various strategies and experiences in implementing inclusive education policies. The presentations addressed topics such as special educational needs in mainstream schools, flexible funding models, capacity building, policy monitoring, and learner support during educational transitions.



The PLA also included study visits to two European Schools in Brussels, allowing participants to observe practices. Furthermore, the event featured discussions on funding models for inclusive education systems and a moderated panel on ensuring learner well-being, with representatives from various stakeholder organisations.

UNESCO – 30 years since Salamanca

In March 2024, the Agency and the United Nations Educational, Scientific and Cultural Organization (UNESCO) worked together on a three-day event to mark the [30th anniversary of the Salamanca Statement](#). The Agency and UNESCO collaborated on drafting background documents on inclusive education in Europe, took part in a panel discussion and disseminated information at the Global Inclusive Village. The background papers were titled [Reflections on the journey towards inclusion in education in European countries](#) and [Taking the inclusion agenda forward in European countries](#).

The event's overall purpose was to make the case for fostering inclusion and equity in education. Examples of practice from around the world were showcased to foster discussion and knowledge-sharing. The event provided opportunities for scale-up and partnerships to promote education systems that are more inclusive and equitable.

Information dissemination

In 2024, the Agency updated its communication and dissemination strategy. This internal paper provides a comprehensive look into the Agency's current use of communication and dissemination tools and builds upon the annual Information Dissemination Statistics reports and their

recommendations, including the 2024 Information Dissemination report.

A well-executed strategy supports the Agency's overall organisational aims and objectives and enables the Agency to effectively communicate and demonstrate value to its target audiences.

The elements of the updated strategy play a crucial role in ensuring that the Agency's communication and dissemination efforts are effective and reach the intended audience.

At the spring bi-annual meeting, the Agency encouraged country representatives to improve overall information dissemination in member countries by linking to the Agency website and amplifying messages from Agency social media platforms.

Dissemination of outputs

In keeping with its [Accessibility Policy](#), the Agency strives to ensure all its outputs meet the highest possible level of accessibility. The 'Translation & accessibility tool' on the [Agency website](#) offers various accessibility features, as well as automatic translation for everything on the website, including PDFs.



Image 3. 'Translation & accessibility tool' on the Agency website



The Agency's [Open Access Policy](#) allows the public to freely access, download and share materials from the website.

The Agency produced the following materials in 2024:

- The [Thematic Country Cluster Activities literature review](#), *Towards a Multi-Level, Multi-Stakeholder Quality Assurance, Monitoring and Accountability Framework*
- European Agency Statistics on Inclusive Education (EASIE):
 - [2021/2022 School Year Dataset Cross-Country Report](#)
 - [2020/2021 School Year Dataset Cross-Country Report](#)
 - [Shadow Cross-Country Report: 2020/2021 School Year](#)
- Country Policy Development Support (CPDS):
 - The open-source [CPDS framework](#)
 - [Country repositories](#) for Iceland, Lithuania and Malta
 - [CPDS methodology report](#)
- [Country System Mapping: Methodology Report](#)
- Building Resilience through Inclusive Education Systems (BRIES):
 - [Methodology and Theoretical Background](#)
 - [Guidance for Establishing a Culture of Effective Communication in Education](#) – an open-source file in all Agency languages
 - [BRIES infographic](#) in all Agency languages
 - [Animated BRIES video](#), with subtitles in all Agency languages

- The [2024 update of the Background Information Paper](#) for the Agency Position Paper
- The [Inclusive Digital Education think piece](#), *Transforming Education in a Digital World to Enable Inclusive Learning Experiences*.



Image 4. A scene from the BRIES video

The Agency has continued to share and index its publications on Zenodo, an open-access online repository for research outputs. Materials were shared in the '[Inclusive education](#)' community, created specifically for Agency outputs.

The Agency continually updates its website. The [Thematic Country Cluster Activities](#) and the [Country Policy Development Support](#) web areas were set up in 2024. Updates about the Agency's individual country support work are shared in news items and on the [Technical Support Instrument web area](#).

The website's [Multimedia page](#) contains the latest videos and infographics created in 2024, along with the key messages featured on the website.

In 2024, the visibility of the Agency [glossary](#) was enhanced by interlinking it with other areas of the website and by displaying related terms on activity web areas. The glossary is a collection of terms and operational definitions related to inclusive education. It draws on the full range of Agency work, as well as that of other European and international



organisations. It can be used as a general resource for work on inclusive education and related areas.

Agency resources and case studies are continually shared on the [Inclusive Education in Action](#) website. This online resource base has an [open call for case studies](#).

Communication activities

The [News section](#) is the most frequently updated area of the Agency website. It serves to promote Agency work in general and share specific updates about developments in member countries, events, publications and activities. The Agency published 36 news items in 2024.

As an extension of the News section, the quarterly [newsletter](#) delivers Agency and country updates to subscribers. Four issues of the newsletter were sent during 2024 to over 2,000 recipients.

The popularity of the Agency's [LinkedIn page](#), launched in June 2022, has grown significantly. By the end of 2024, the page had over 1,270 followers, after more than two years of weekly posts.

Internal communication

The Agency has regularly used [MyAgency](#), its platform for internal communication and activity management, to share news, resources and information about activities, publications and meetings.

Co-operative relationships and participation in key events

In 2024, the Agency continued to strengthen its partnerships and enhance its co-operative relationships with EU institutions, member countries and key international organisations. These relationships have been essential in

ensuring that the Agency's work aligns with the EC's education priorities and supports member countries in their efforts to develop inclusive education systems.

The Agency's collaboration with the EC remained a cornerstone of its activities. The Agency continued its participation in three key working groups for the 2021–2025 period, which focus on Early Childhood Education and Care, Schools (specifically the sub-group on Pathways to School Success) and Equality and Values in Education and Training. These working groups have provided important opportunities for the Agency to share insights and contribute to the development of EU-wide education policies. In addition, the Agency's close relationships with its member countries' permanent representations in Brussels ensured that its work was integrated into EU educational frameworks and increased the visibility of its activities within the broader EU context.

The Agency also maintained ties with prominent international organisations, such as UNESCO and the Organisation for Economic Co-operation and Development (OECD). These partnerships enabled the Agency to stay informed about international trends and ensure its initiatives were aligned with global standards for inclusive education.

Furthermore, the Agency Director and team members participated in a range of national, European and international events to share the outcomes of the Agency's work.

In 2024, the Agency extended its participation in several high-profile international and national events that advanced the cause of inclusive education.



A notable event was the [30th anniversary of the Salamanca Statement](#), which the Agency co-hosted with UNESCO in March. This three-day event brought together experts and practitioners from around the world to discuss best practices and strategies for promoting inclusive and equitable education systems. Additionally, the Agency participated in the Zero Project Conference at the United Nations Office in Vienna, where it presented its position on inclusive education systems to a global audience. The Agency also attended a conference organised by the United Nations Children's Fund (UNICEF) in Greece, which focused on children's rights and the role of inclusive education in advancing these rights.

At the European level, the Agency took part in several peer-learning activities, including a key event in Malta in May, which explored how schools can work towards greater inclusion. The discussions from these events have enriched the Agency's on-going work with EU institutions, ensuring that it remains a key player in shaping inclusive education initiatives.

Through these collaborations and events, the Agency has continued to consolidate its role as a leading force in shaping inclusive education policies across Europe and beyond. These efforts have fostered a global community of practice that supports innovation and knowledge exchange in education.

Financial review

In 2024, the Agency's basic operations were funded by the countries' membership fees and by an operating grant under the EU Erasmus+ education programme.

The Agency received additional funding from the EC's DG REFORM for four TSI activities. The [TSI activities](#) are in France; Greece; Finland and Ireland; and Italy, Portugal and Spain. Finland and Ireland and Italy, Portugal and Spain are engaged in multi-country activities.

Furthermore, the Agency carried out [consultancy for United Kingdom \(Northern Ireland\)](#) and a [re-audit for Malta](#).

All additionally funded activities are financed in full by the respective parties.

The Annual Accounts contain financial details for 2024.



Outlook

During 2025, the Agency will:

- Work with the pilot group in the second phase of the CPDS work – the monitoring element. It will also begin work with another group of countries, with a view to completing the CPDS framework, identifying country priorities and developing standards to work towards.
- Publish the EASIE outputs focusing on the 2022/2023 school year, organise the annual data experts' workshop, and begin the 2023/2024 data collection cycle. 2025 will also be dedicated to reframing EASIE to better align with other Agency activities, to provide more focused, informative and user-friendly outputs, and to reflect on the developments in thinking around inclusive education systems.
- Organise experience exchange sessions focusing on topics suggested by country representatives, linked to the bi-annual meetings.
- Revise and update the Country Information overview pages on the website.
- Take forward the Thematic Country Cluster Activities. In 2025, all six clusters will host peer-learning activities and continue their focus on synergies and alignment across all clusters.
- Launch a country priority and TCCA survey, which will gather specific information from countries to inform future activities and outcomes, as well as feed into the TCCA cycle 2 work.
- Support Poland in activities related to inclusive education for the Polish Presidency of the Council of the European Union, which takes place from January to June 2025.
- Provide technical support to three projects within the EC's TSI framework. The ministries of education in France, in Italy, Portugal and Spain in co-operation, and in Finland and Ireland in co-operation have requested these.
- Continue individual country consultancy and audit work.
- Conduct operational activities, including disseminating Agency work and outputs via various channels and participating in three EC working groups.



Image 5. A group of learners sitting in a library

