

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION (EASIE)

**Guide to the EASIE data tables and country
background information**



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LIST OF ABBREVIATIONS

Abbreviation	Full version
Agency	European Agency for Special Needs and Inclusive Education
EASIE	European Agency Statistics on Inclusive Education
ISCED	International Standard Classification of Education
OECD	Organisation for Economic Co-operation and Development
SEN	Special educational needs
TWP	Tables and Working Procedures
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UOE	UNESCO-OECD-Eurostat



INTRODUCTION

The European Agency Statistics on Inclusive Education ([EASIE](#)) provide clearly focused data that informs country policy priorities on inclusive education, the European Commission's strategic objectives on inclusive education and the implementation of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (2006).

Data is collected by officially nominated experts in participating member countries of the European Agency for Special Needs and Inclusive Education (the Agency). This information is presented in data tables which are available in the EASIE [web area](#).

The EASIE Data Tables provide numeric data relating to:

- children/learners in recognised forms of education;
- children/learners educated in inclusive settings;
- the placement of children/learners with recognised special educational needs (SEN) in inclusive settings or otherwise.

To put the Data Tables into a clear context, all countries provide descriptive [background information](#) which is also available online. This information describes:

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

Information in the Data Tables is used to calculate indicators, which are presented in tables in individual Country Reports, and in [Cross-Country Reports](#).

The agreed guiding principles for the EASIE work are:

- taking a bottom-up approach;
- using existing country data sources;
- developing a range of publicly-available outputs and resources.

The EASIE data collection work aims to provide clearly focused data that informs Agency member country policy developments for inclusive education, in line with the:

- European Union [pillar of social rights](#);
- United Nations (UN) [Sustainable Development Goal 4](#) for education;
- implementation of [Articles 28 and 29](#) of the UN Convention on the Rights of the Child (1989);
- implementation of [Article 24](#) and [Article 31](#) of the UN Convention of the Rights of Persons with Disabilities (2006);



-
- the Council of the European Union's [Resolution](#) *on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)*.

The [EASIE web area](#) contains data tables, background information, indicator tables and further outputs, including this Guide describing EASIE data collection processes.



ABOUT THIS GUIDE

This Guide is a shortened version of the Tables and Working Procedures (TWP) document, which was originally designed to help officially nominated EASIE data collection country experts complete the annual data submission. This Guide aims to provide a wider audience with an overview of the EASIE work, without the aspects of the TWP that are specific to data experts, such as uploading and submitting the data.

This document includes links, both to internal sections of the document and to external websites. An internet connection is required to access the external links.

This Guide provides a list of [Definitions](#) used during the data collection and an overview of the data collection process. It describes the questions and information included in the two data tables:

- [Data Table 1](#) provides data on all children/learners and where they are educated.
- [Data Table 2](#) provides data relating to children/learners with an official decision of SEN and where they are educated.

For each data table, this document describes:

- the aims in terms of what the data looks at and is used for;
- the specific data required.

Each country's data is accompanied by descriptive, qualitative or background information to give a clear context to the quantitative data provided in the data tables. This Guide outlines the questions used to collect the [background information](#).

Finally, the Guide provides information on how the data is used:

- a description of the [indicators](#) that are based on the data in the EASIE work, and the formulae used to calculate them;
- the [outputs](#) produced.



DEFINITIONS USED FOR DATA COLLECTION

To support data comparability across countries, the data collection, as far as possible, follows agreed definitions of key factors. All country data is provided in line with the operational, working and ISCED 2011 definitions below.

Operational definitions are used as the basis for specific elements of data collection.

Working definitions describe key concepts within the data collection questions and country background information to guide the data collection.

Operational definitions used as the basis for data collection

Operational definition of an official decision of SEN

Approaches to and definitions – legal or working – of SEN vary between countries. However, all countries require some form of official decision to be reached and documented before allocating significant resources to meet a child's/learner's educational needs.

An examination of the official decisions of SEN used within all countries indicates a high degree of comparability in relation to critical factors and what an official decision covers. These critical factors have been used to generate an operational definition of an official decision.

This operational definition has been prepared for EASIE data collection purposes only. It is in line with all country legal definitions:

An official decision leads to a child/learner being recognised as eligible for additional educational support to meet their learning needs.

An official decision meets the following criteria:

- There has been some form of educational assessment procedure involving different people. This procedure may involve the child/learner, parents, school-based team members, as well as professionals from multi-disciplinary teams from outside the child/learner's (pre-)school.
- There is some form of legal document (plan/programme, etc.) that describes the support the child/learner is eligible to receive, which is used as the basis for decision-making.
- There is some form of regular review process of the child/learner's needs, progress and support.



Operational definition of an inclusive setting

In the EASIE data collection, an inclusive setting is operationally defined as:

A [recognised form of education](#) where the child/learner follows education in mainstream classes alongside their peers for the largest part – 80% or more – of the school week.

The 80% time placement benchmark clearly indicates that a child/learner is educated in a mainstream group/class for the majority of their (pre-)school week. 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). All previous Agency data collection exercises have used this benchmark.

Very few of the participating countries can provide exact data on children/learners spending 80% of their time in a mainstream group/class. However, all countries can apply one of three agreed proxies that provide an approximation to this benchmark:

- Placement in a mainstream group/class implies over 80% or more
- Data is available on the number of hours of support allocated to a child/learner
- Placement in a mainstream group/class implies over 50% or more.

Operational definition of 'out of recognised education'

Within the EASIE data collection, specific questions examine children/learners who are out-of-education. This means children/learners who should, by law, be in some form of recognised education, but who are out of any recognised [form of education](#).

Working definitions behind the data collection

Mainstream (pre-)school

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

Within mainstream (pre-)schools, there may be *mainstream groups/classes*, where a child/learner spends the majority ([80% or more](#)) of their time with their peers, or *separate groups/classes*, where the child/learner spends 20% or more of their time away from their peers.



Separate special (pre-)school or unit

A school or unit providing some form of specialist provision and/or support, away from local community friends and peers, maintained/provided by the relevant educational authorities (municipality, local or regional educational provider from the public or private sector, working with/for the ministry responsible for national education).

Recognised form of education

A recognised form of education is any type of education organised by or approved by any recognised educational provider in the public or private sector.

Other sectors/ministries/organisations

Municipality, local or regional educational provider from the public or private sector, working with/for ministries responsible for areas other than education (i.e. health, social, welfare, labour, justice, etc.).

Home schooling

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

Alternative education

Alternative education refers to different recognised forms of educational provision that are arranged by education or other public or private authorities and/or services, for learners who do not attend mainstream and/or special schools/classes for different reasons.



ISCED 2011 definitions

All definitions are from: UNESCO and UNESCO Institute for Statistics, 2012. [International Standard Classification of Education \(ISCED 2011\)](#). Montreal: UNESCO Institute for Statistics.

Education programme

A coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Within an education programme, educational activities may also be grouped into sub-components variously described in national contexts as 'courses', 'modules', 'units' and/or 'subjects'. A programme may have major components not normally characterised as courses, units or modules – for example, play-based activities, periods of work experience, research projects and the preparation of dissertations.

Enrolment

Individuals officially registered in a given education programme, or stage or module thereof, regardless of age.

ISCED levels

Applying these definitions to country data collection makes it possible to address comparability issues around the ISCED levels of specific programmes that children/learners are following.

ISCED level 02

Education programmes at ISCED level 0 are coded 01 for early childhood educational development programmes and 02 for pre-primary education programmes.

Programmes at ISCED level 0, or early childhood education, are typically designed with a holistic approach to support children's early cognitive, physical, social and emotional development and introduce young children to organized instruction outside of the family context. ISCED level 0 refers to early childhood programmes that have an intentional education component. These programmes aim to develop socio-emotional skills necessary for participation in school and society.

They also develop some of the skills needed for academic readiness and prepare children for entry into primary education.



ISCED level 1

Programmes at ISCED level 1, or primary education, are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialisation.

ISCED level 2

Programmes at ISCED level 2, or lower secondary education, are typically designed to build on the learning outcomes from ISCED level 1. Usually, the educational aim is to lay the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Some education systems may already offer vocational education programmes at ISCED level 2 to provide individuals with skills relevant to employment.

ISCED level 3

Programmes at ISCED level 3, or upper secondary education, are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both.



DATA TABLES

This section gives more detailed information on the aims and focus of each data table and the data collection questions.

Data experts from Agency member countries responded to data collection questions for [Data Table 1](#) – All children/learners, and [Data Table 2](#) – All children/learners with an official decision of special educational needs.

The questions are listed in the Data collection questions for [Data Table 1](#) and [Data Table 2](#) sections of this document. For each question, data experts provide the figures for their country. Data for ISCED level 02 (pre-primary), 1 (primary), 2 (lower-secondary) and 3 (upper-secondary) programmes in the data tables are compulsory. There is gender breakdown information (boys and girls) and a total for each question.

Some questions have specific instructions, which are described in the Data collection questions for [Data Table 1](#) and [Data Table 2](#) sections of this document. Data for all questions should be in line with the ISCED level 02, 1, 2 and 3 [definitions](#).

Unavailable data, Notes and Sources

If it is not possible to provide an answer to a question, data experts provide one of these notations:

- **M = missing or unavailable data.** This applies if there is no available country data for this question/issue, but the question/issue is relevant.
- **NA = not applicable.** This applies if the question/issue is not relevant to the country.

Data experts explain M and NA entries in the data table notes. Unless 0 (zero) is the numeric answer to the question, 0 (zero) will not appear in the tables.

Data experts also provide the name of the data source institution.



Data Table 1: All children/learners

Data Table 1 provides data for the headline indicator on inclusive education. It focuses on the population of **all** children/learners. The current data table corresponds with Table 1 in previous EASIE data collection exercises.

The data covers **all** learners in and out of all [recognised forms of education](#). The data is broken down by gender and by [ISCED levels](#) 02, 1, 2 and 3.

Data from this table will serve as a basis for wider data analysis linked to all other data tables.

The data provided in Data Table 1 explores:

- who is in recognised forms of education and who is not;
- who is educated in an inclusive setting and who is not.

The data will provide information on:

- access to education;
- the placement of children/learners in [inclusive settings](#) or otherwise.

Data collection questions for Data Table 1

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

Data for Question 1.1 should be from the UOE (Eurostat) annual population statistics. Country-specific typical [ISCED level](#) age ranges can be identified from Eurydice's Structure of the European Education Systems [Schematic Diagrams](#) or [UNESCO's ISCED Mappings](#).

Question 1.2 All children/learners enrolled in any form of [recognised education](#)

Data for Question 1.2 should be from the UOE (Eurostat) annual education statistics.



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

There are two additional elements to this question:

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

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

Data for Question 1.3 should be in line with the proxy indicator used for the 80% benchmark described in the country background information.

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

There are four additional elements to this question:

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

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

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

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

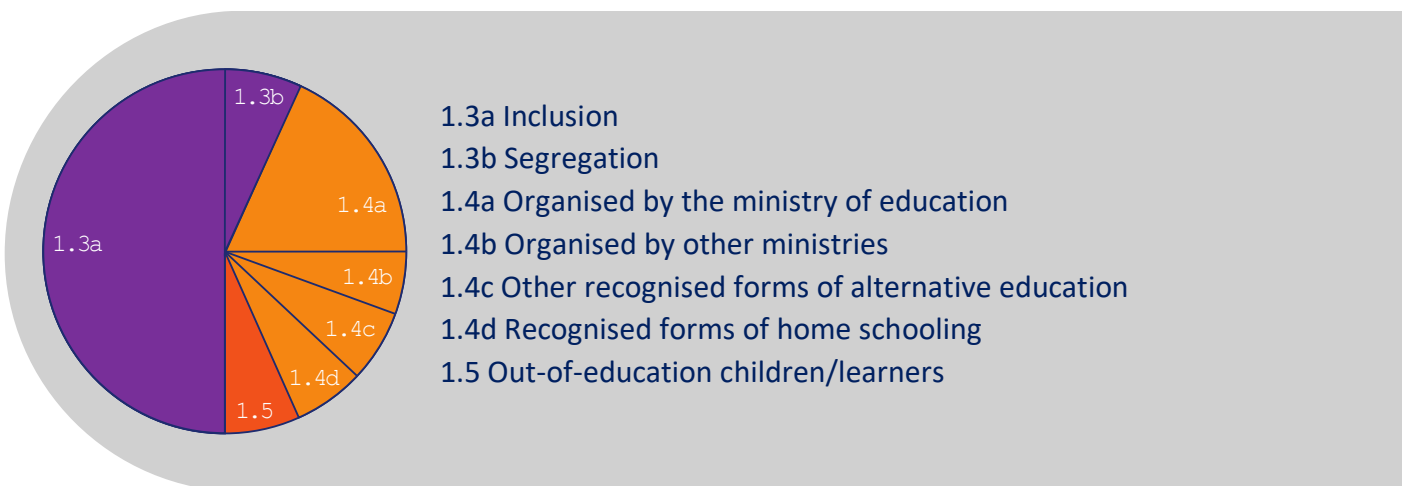
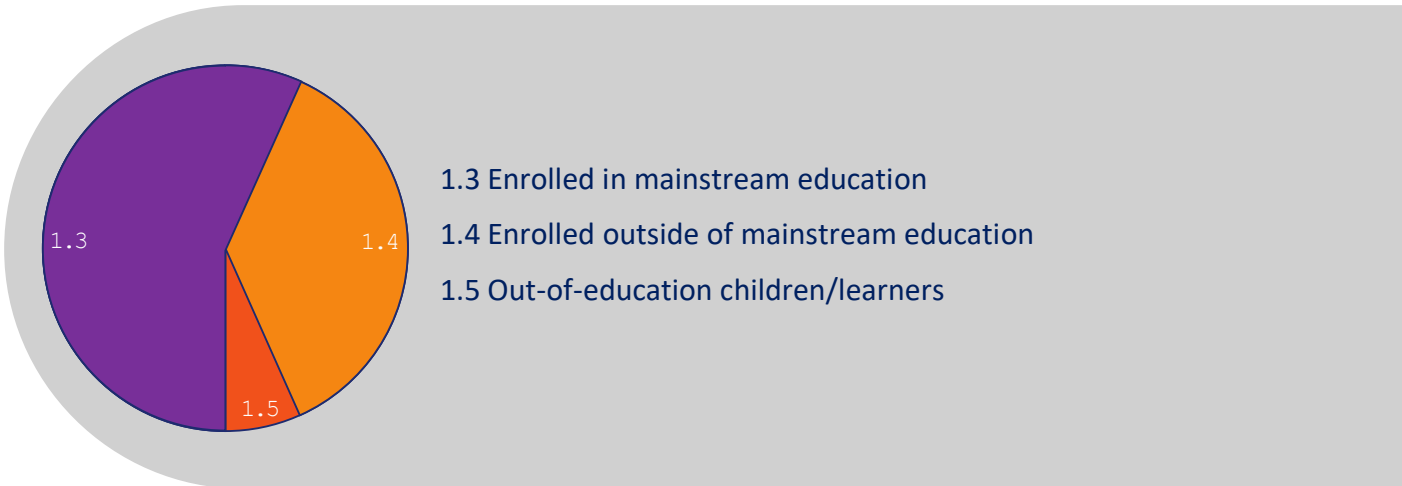
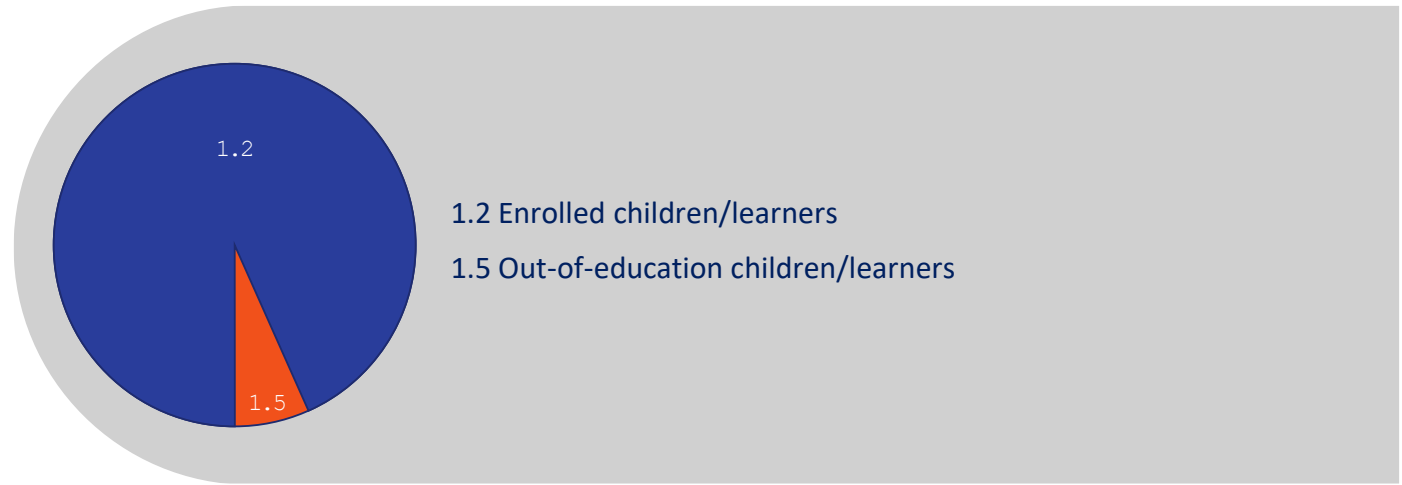
For Question 1.4, data experts should provide notes on who this data covers and what provision (if any) they are receiving.

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

Data for Question 1.5 should be in line with the working definition of a recognised form of education. If a child/learner is not engaged in a programme that falls under this definition, they should be considered out of recognised education.

The schematic diagram in Figure 1 shows the connections between the data collection questions in Data Table 1. The numbers in the schematic diagram refer to the question numbers in Data Table 1.

Figure 1. Schematic diagram of Data Table 1 questions (next page)





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

Data Table 2 focuses on children/learners with an official decision of SEN, as identified by individual countries and in line with the EASIE [operational definition](#) of an official decision of SEN. It corresponds to Table 3 in data collections before 2020.

The data covers all children/learners with an official decision of SEN in and out of all [recognised forms of education](#). The data is broken down by gender and by [ISCED levels](#) 02, 1, 2 and 3.

The data provides information on:

- children/learners with an official decision of SEN who are in recognised forms of education and who are not;
- children/learners with an official decision of SEN who are educated in an [inclusive setting](#) and who are not.

Data collection questions for Data Table 2

Data for all questions should be in line with the EASIE [operational definition](#) of an official decision of SEN. Data experts should specify how the country official decision meets the criteria of the operational definition or the 80% benchmark in [section 3](#) of the country background information.

Question 2.1 Actual population of children/learners with an [official decision of SEN](#) in the typical ISCED age ranges

Question 2.2 All children/learners with an [official decision of SEN](#) in any [recognised form of education](#)

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

There are two additional elements to this question:

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

Question 2.3b All children/learners with an official decision of SEN educated in separate groups/classes, spending less than 80% of the time with their peers in mainstream groups/classes

Separate groups/units/classes and (pre-)schools means a child/learner is away from their non-disabled peers for more than 20% of their school week time.



Question 2.4 All children/learners with an [official decision](#) of SEN educated outside of [mainstream](#) (pre-)schools

There are four additional elements to this question:

Question 2.4a All children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by the ministry of education

Question 2.4b All children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by other sectors/ministries

Question 2.4c All children/learners with an official decision of SEN educated in other recognised forms of [alternative education](#)

Question 2.4d All children/learners with an official decision of SEN educated in recognised forms of [home schooling](#)

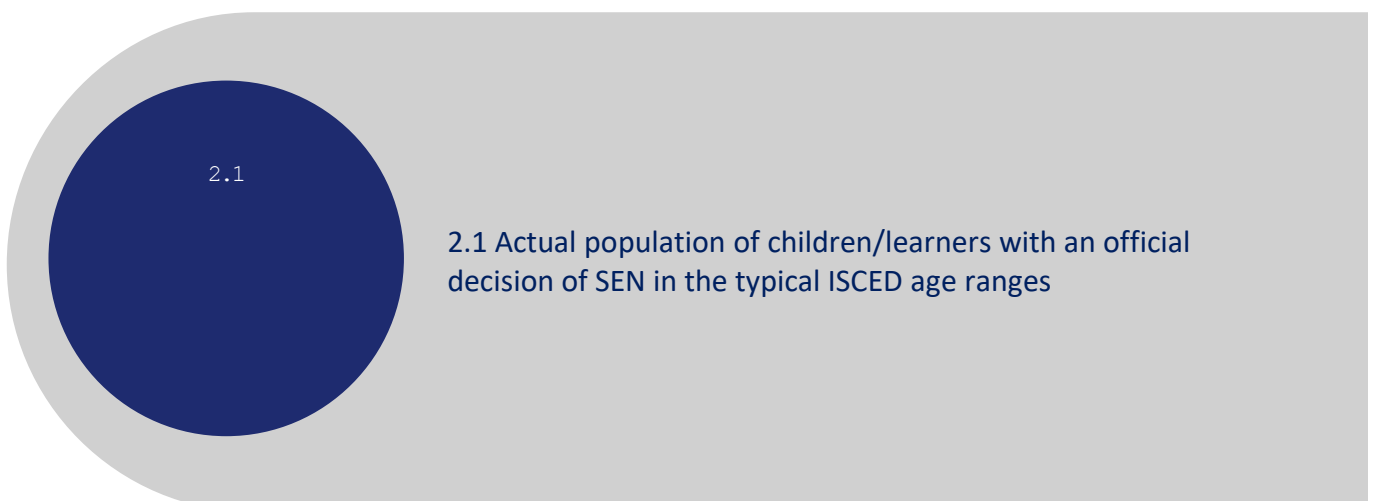
Separate groups/units/classes and (pre-)schools means a child/learner is away from their non-disabled peers for more than 20% of their school week time.

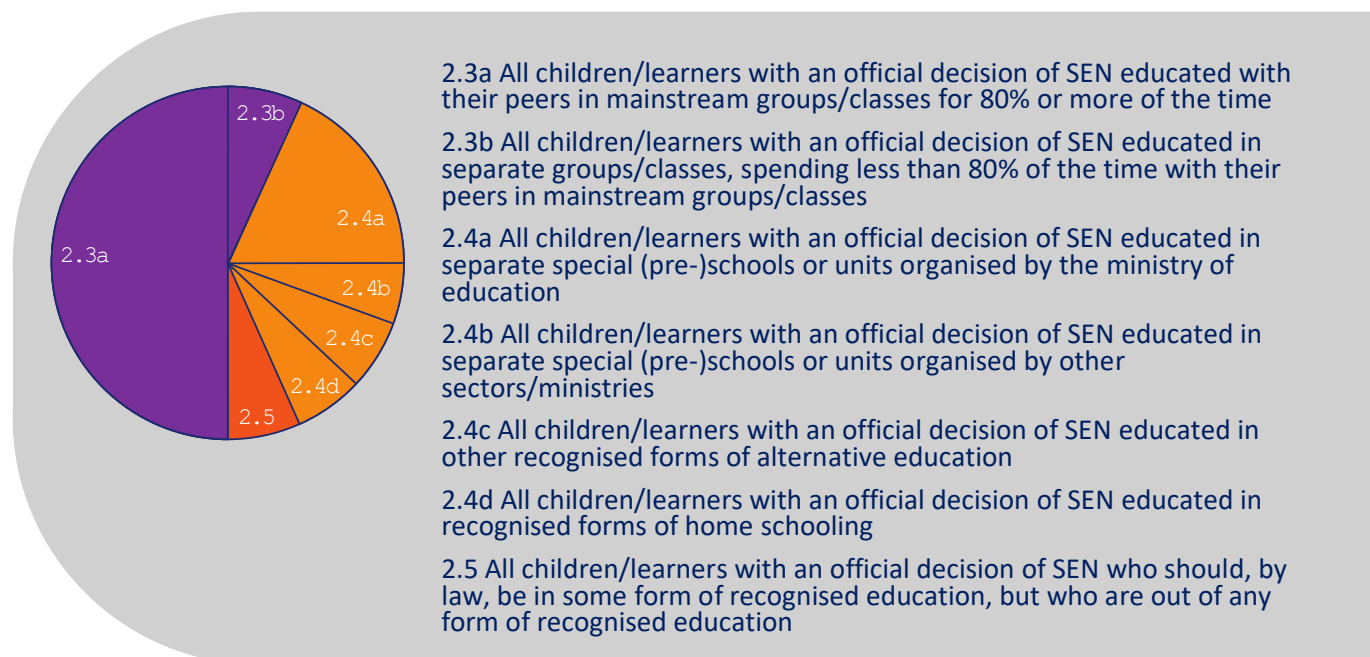
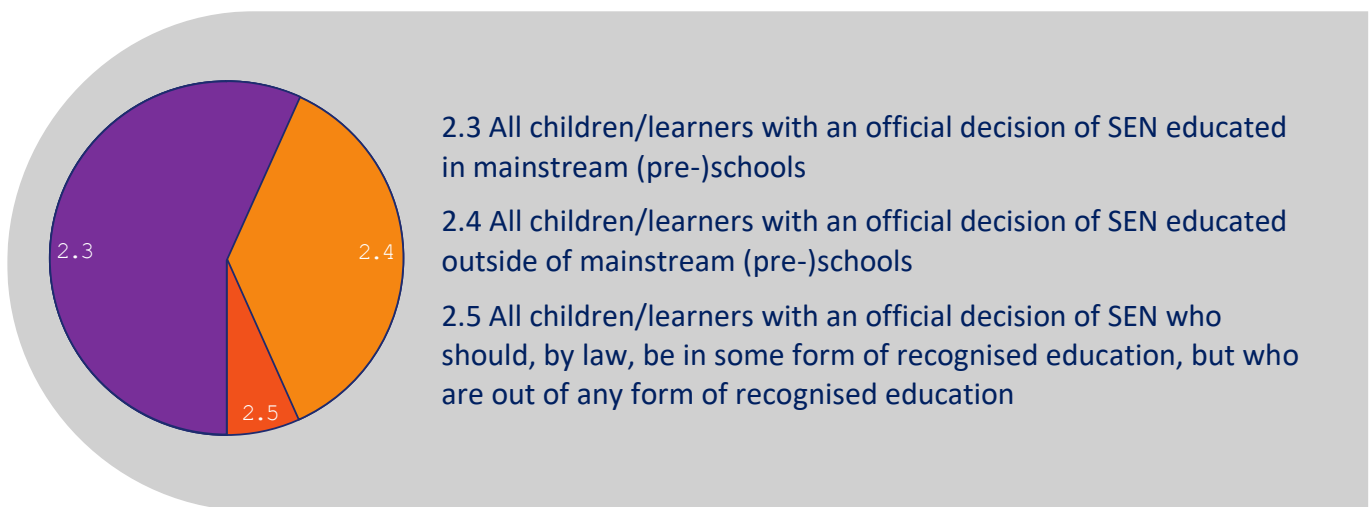
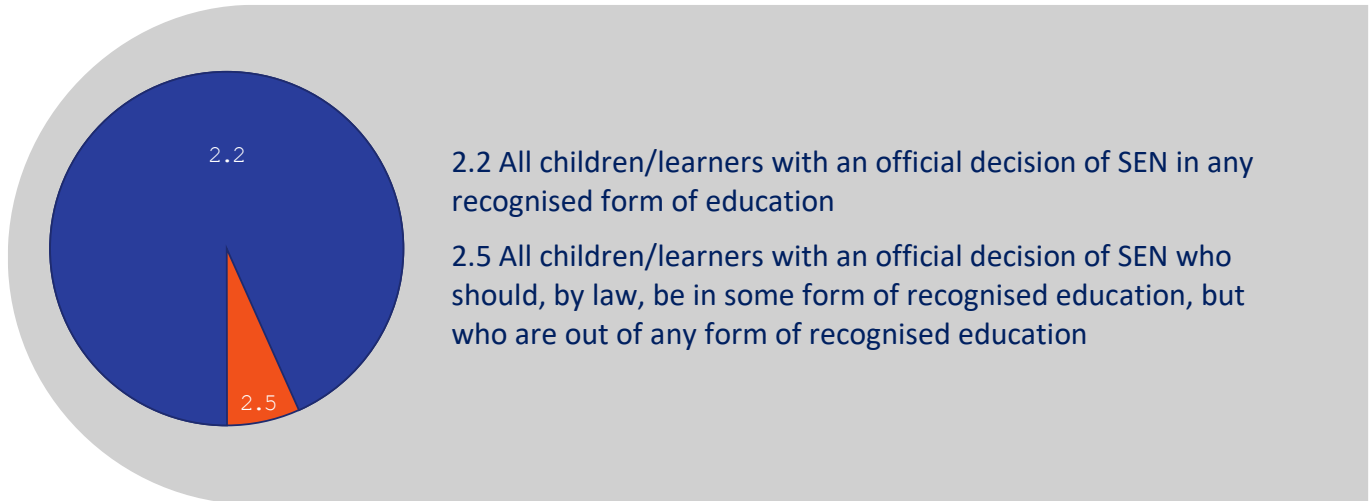
Question 2.5 All children/learners with an [official decision](#) of SEN who should, by law, be in some form of [recognised education](#), but who are out of any form of recognised education

Data for Question 2.5 is in line with the working definition of a [recognised form](#) of education. If a child/learner is not engaged in a programme that falls under this definition, they should be considered [out of recognised education](#).

The schematic diagram in Figure 2 shows the connections between the data collection questions in Data Table 2. The numbers in the schematic diagram refer to the question numbers in Data Table 2.

Figure 2. Schematic diagram of Data Table 1 questions







Country background information to accompany quantitative data

All countries must complete the descriptive, qualitative or background information to give a clear context to the quantitative data provided in the data tables.

Country background information questions

1. Describing the forms of education in the country

The EASIE data collection covers all forms of education at [ISCED levels](#) 02, 1, 2 and 3. This means any type of education organised by or approved by any recognised educational provider: municipality, local or regional educational provider from the public or private sector, working with/for ministries responsible for education and areas such as health, social, welfare, labour, justice, etc.

Question 1.1 What is the compulsory education age range in the country?

Question 1.2 What are the typical age ranges for ISCED levels 02, 1, 2 and 3?

Question 1.3 Is private sector education covered by the data provided for the country?

If yes, a description of what 'private sector education' means in the country is provided.

Question 1.4 Is recognised public or private education organised by sectors other than education (i.e. health, social, welfare, labour, justice, etc.) in the data provided for the country?

If yes, other sectors that provide recognised public or private education in the country are listed and the forms of [recognised education](#) that they provide are described.

Question 1.5 Are there recognised forms of alternative education covered by the data provided for the country?

If yes, a description of what 'recognised forms of [alternative education](#)' means in the country is provided.

Question 1.6 Are there recognised forms of home schooling covered by the data provided for the country?

If yes, 'recognised forms of [home schooling](#)' in the country is described.



INDICATORS

This section presents the indicators used in the EASIE work, as well as the formulae used to calculate them. The indicators are calculated using the data provided in the data tables.

The indicators are presented in tables, which appear as downloadable Country Reports on the EASIE web area.

The question (Q) numbers that appear in the formulae below refer to the question numbers in the data tables.

If it is not possible to calculate an indicator (e.g. due to [missing or non-applicable data](#)), the indicator table cell will display **NC = not calculable**.

Indicator Table 1: All children/learners

The indicators linked to the data provided in [Data Table 1](#) focus on all children/learners. They give insights into the enrolment and education of all children/learners in the countries.

There are seven main and four associated indicators linked to the data provided in Data Table 1.

Indicator 1.1: Mainstream education

The enrolment rate in mainstream education (%).

Calculation:

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



Indicator 1.2: Inclusive education

The enrolment rate in inclusive education (%).

Calculation:

$$\frac{\text{The number of children/learners educated with their peers in mainstream groups/classes for 80% or more of the time (Q1.3a)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 1.3: Separate education in mainstream schools

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

Calculation:

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

Indicator 1.4: Education outside of mainstream schools

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

Calculation:

$$\frac{\text{The number of children/learners who are educated outside of mainstream (pre-)schools (Q1.4)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 1.4 has four associated indicators, 1.4a–1.4d.



Indicator 1.4a: Separate special education organised by the ministry of education

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

Calculation:

$$\frac{\text{The number of children/learners educated in separate special (pre-)schools or units organised by the ministry of education (Q1.4a)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 1.4b: Separate special education organised by other sectors/ministries

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

Calculation:

$$\frac{\text{The number of children/learners educated in separate special (pre-)schools or units organised by other sectors/ministries (Q1.4b)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 1.4c: Alternative education

The enrolment rate of children/learners educated in recognised forms of alternative education (%).

Calculation:

$$\frac{\text{The number of children/learners educated in recognised forms of alternative education (Q1.4c)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$



Indicator 1.4d: Home schooling

The share of children/learners receiving home schooling (%).

Calculation:

$$\frac{\text{The number of children/learners educated in recognised forms of home schooling (Q1.4d)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 1.5: Segregated education

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

Calculation:

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

Indicator 1.6: Out-of-education

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

Calculation:

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



Indicator 1.7: Overall education enrolment

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

Calculation:

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

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

The indicators linked to the data provided in [Data Table 2](#) focus on all children/learners with an official decision of SEN.

The indicators provide three areas of insight into the enrolment and education of children/learners with an official decision of SEN in the countries.

The first indicator ([2A.1](#)) presents the identification rate of children/learners with an official decision of SEN. This is a standalone indicator.

Two sub-sets of indicators examine distributions of placements of children/learners with an official decision of SEN:

- The first sub-set of indicators ([2A.2–2A.8](#)) presents the distribution of placements of children/learners with an official decision of SEN, based on the data on the overall enrolled school population provided in Data Table 1. There are seven main and four associated indicators in this sub-set.
- The second sub-set of indicators ([2B](#)) presents the distribution of placements of children/learners with an official decision of SEN, based on the data on the overall population of learners with an official decision of SEN provided in Data Table 2. There are six main and four associated indicators in this sub-set.



Indicator Table 2A. Distribution of placements of children/learners with an official decision of SEN, based on the overall enrolled school population

Indicator 2A.1: SEN identification rate

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

Calculation:

$$\frac{\text{The overall number of children/learners with an official decision of SEN (Q2.1)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 2A.2: Mainstream education

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

Calculation:

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

Indicator 2A.3: Inclusive education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated with their peers in mainstream groups/classes for 80% or more of the time (Q2.3a)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$



Indicator 2A.4: Separate education in mainstream schools

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

Calculation:

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

Indicator 2A.5: Education outside of mainstream schools

The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%).

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN who are educated outside of mainstream (pre-)schools (Q2.4)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 2A.5 has four associated indicators, 2A.5a–2A.5d.

Indicator 2A.5a: Special schools organised by the ministry of education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by the ministry of education (Q2.4a)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$



Indicator 2A.5b: Education in special schools organised by other sectors/ministries

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by other sectors/ministries (Q2.4b)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 2A.5c: Alternative education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in recognised forms of alternative education (Q2.4c)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$

Indicator 2A.5d: Home schooling

The share of learners with an official decision of SEN receiving home schooling (%).

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in recognised forms of home schooling (Q2.4d)}}{\text{The number of children/learners enrolled in any form of recognised education (Q1.2)}} \times 100$$



Indicator 2A.6: Segregated education

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

Calculation:

$$\frac{\begin{aligned} &\text{The number of children/learners with an official decision} \\ &\text{of SEN educated in separate groups/classes (Q2.3b)} \\ &+ \\ &\text{The number of children/learners with an official decision} \\ &\text{of SEN who are educated outside of mainstream} \\ &\text{(pre-)schools (Q2.4)} \end{aligned}}{\text{The number of children/learners enrolled in any form of} \\ \text{recognised education (Q1.2)}} \times 100$$

Indicator 2A.7: Out-of-education

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

Calculation:

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

Indicator 2A.8: Overall education enrolment

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

Calculation:

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



Indicator Table 2B. Distribution of placements of children/learners with an official decision of SEN, based on the overall population of children/learners with an official decision of SEN

Indicator 2B.1: Mainstream education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in mainstream (pre-)schools (Q2.3)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$

Indicator 2B.2: Inclusive education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated with their peers in mainstream groups/classes for 80% or more of the time (Q2.3a)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$

Indicator 2B.3: Separate education in mainstream schools

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in separate groups/classes (Q2.3b)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$



Indicator 2B.4: Education outside of mainstream schools

The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%).

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated outside of mainstream (pre-)schools (Q2.4)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$

Indicator 2B.4 has four associated indicators, 2B.4a–2B.4d.

Indicator 2B.4a: Special schools organised by the ministry of education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by the ministry of education (Q2.4a)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$

Indicator 2B.4b: Special schools organised by other sectors/ministries

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in separate special (pre-)schools or units organised by other sectors/ministries (Q2.4b)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$



Indicator 2B.4c: Alternative education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in recognised forms of alternative education (Q2.4c)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$

Indicator 2B.4d: Home schooling

The share of learners with an official decision of SEN receiving home schooling (%).

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN educated in recognised forms of home schooling (Q2.4d)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$

Indicator 2B.5: Segregated education

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

Calculation:

$$\frac{\begin{aligned} &\text{The number of children/learners with an official decision} \\ &\text{of SEN educated in separate groups/classes (Q2.3b)} \\ &+ \\ &\text{The number of children/learners with an official decision} \\ &\text{of SEN who are educated outside of mainstream} \\ &\text{(pre-)schools (Q2.4)} \end{aligned}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$



Indicator 2B.6: Out-of-education

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

Calculation:

$$\frac{\text{The number of children/learners with an official decision of SEN who should, by law, be in some form of recognised education, but who are out of any form of recognised education (Q2.5)}}{\text{The actual population of children/learners with an official decision of SEN (Q2.1)}} \times 100$$



OUTPUTS

The data tables and country background information are available in the [EASIE web area](#). They can be printed, saved and shared using the 'Share this page' buttons at the bottom of the webpage.



Figure 3. The 'Share this page' buttons on the Agency website

To download the data tables in PDF format, click the printer icon and 'Save as PDF'. Please note that these PDFs are automatically generated and may not be accessible. For accessible data tables, please refer to the HTML versions on the website.

In the EASIE web area, the Country Reports present the indicator tables, which are calculated using the data in the tables and the formulae listed in the [Indicators](#) section of this document. The HTML versions of the Country Reports on the webpage are accessible; the PDF downloads are automatically generated and may not be fully accessible.

The Agency team uses the data and indicators to produce a [Cross-Country Report](#) for each data collection.

Other outputs relating to the EASIE activities are available on the [Outputs page](#) of the EASIE web area. These include Methodology Reports, Key Messages and Findings Reports, and outputs related to Out-of-School Learners, as well as this Guide.