
Annual Report 2021



EUROPEAN AGENCY
for Special Needs and Inclusive Education

ANNUAL REPORT 2021

European Agency for Special Needs and Inclusive Education

FACT SHEET FOR 2021

THE AGENCY

Full legal name	European Agency for Special Needs and Inclusive Education
Head Office	<p>Østre Stationsvej 33</p> <p>5000 Odense C, Denmark</p> <p>Tel.: +45 64 41 00 20</p> <p>secretariat@european-agency.org</p>
Brussels Office (Centre of activities)	<p>21 Rue Montoyer</p> <p>1000 Brussels, Belgium</p> <p>Tel.: +32 2 213 62 80</p> <p>brussels.office@european-agency.org</p>
Website	www.european-agency.org
Chair	Mr Don Mahon
Director	Mr Cor J.W. Meijer
Established	1996
Member countries	The Agency currently has 31 full member countries: Austria, Belgium (Flemish and French 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	<p>Member country contributions</p> <p>European Union Institutions</p>



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

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Preface

2021 was a milestone year for the Agency as we reached our 25th anniversary. Unfortunately, the planned celebrations, like several other events, were hindered by COVID-19. However, if the pandemic situation permits, we look forward to marking the anniversary with our country representatives and staff at the spring 2022 bi-annual meeting.

2021 also represented a transition from the previous to the new Multi-Annual Work Programme (MAWP), which runs from 2021 to 2027. Related to this, various scoping activities with country representatives were held to prepare the new, more interconnected MAWP activities and develop the ideas for an overarching framework for the MAWP.

During the year, we initiated a last phase of our Country Policy Review and Analysis (CPRA) activities; now 24 Agency members (countries and jurisdictions) have taken the opportunity to review their education policies with us. Preparations for transforming CPRA into the new Country Policy Development Support (CPDS) activity began. All MAWP work will be organised around this overarching activity.

In the European Agency Statistics on Inclusive Education (EASIE) activity, we carried out our annual data collection.

We completed one thematic activity focusing on Supporting Inclusive School Leadership (SISL), took forward three other thematic activities and initiated three new ones. These focus on including the voices of learners and their families in future Agency work, inclusive digital education, and legislative definitions around learners vulnerable to exclusion. We also continued Structural Reform Support Programme (SRSP) activities in

five member countries. Four of the activities were completed during the year. We took forward work with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and started the evaluation of the implementation of the European Schools' Action Plan on Educational Support and Inclusive Education.

As a transition year into the new MAWP, in 2021, the Agency staff implemented a series of self-review and assessment processes with a view to developing new quality assurance tools that will help the Agency to further strengthen its role as an active agent for change.

In this report, you will find information about our work in 2021. We hope you will find it useful.

We would like to extend our warmest thanks to all country representatives, experts and staff for their efforts and contributions to our work in the areas of policy, practice and research during 2021.



Board meetings

Due to COVID-19, the Management Board met online during the year. It met three times to discuss key issues and prepare the Representative Board meetings.

Also due to COVID-19, the Agency and the Serbian Ministry of Education, Science and Technological Development decided, for the second year in a row, to cancel the spring bi-annual meeting that was due to take place in Serbia in May. The meeting took place online instead.

The autumn bi-annual meeting also took place online.

In addition, in June and September, the Representative Board members (RBs) met online for [scoping meetings](#) to prepare the new MAWP running from 2021 to 2027.

Country Policy Review and Analysis (CPRA)

[CPRA](#) is being transformed into a new overarching activity: Country Policy Development Support (CPDS). All areas of Agency work will lead out of, and all work and findings will feed into, CPDS.

However, before this transformation, a final phase of CPRA was initiated in 2021. The Agency's CPRA work provides countries with a reflection on their current policy frameworks for inclusive education. It offers each country specific recommendations on policy priorities to be addressed.

Main 2021 activities

The Agency conducted the last phase of CPRA with United Kingdom (Northern Ireland). The work will be completed in early 2022. Twenty-four Agency members

(countries and jurisdictions) will then have participated in CPRA.

The Agency developed a [findings report](#) and a [policy brief](#) identifying key messages from the overall CPRA work.

These key messages serve as the basis for developing the CPRA activities into the new CPDS activity within the MAWP 2021–2027. This involves revisiting the analysis work undertaken with countries and developing the activities to broaden and deepen the policy work with and for individual countries.

In June and September, the Agency held [online scoping meetings with RBs](#) to discuss the framework of the new CPDS activities. The findings are being used to shape the development of new MAWP activities that will inform the overall CPDS work.

On-going activities

European Agency Statistics on Inclusive Education (EASIE)

The Agency's annual data collection activity ([EASIE](#)) provides clearly focused data that informs country policy priorities, 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).

Main 2021 activities

A new online data collection tool was piloted with a group of Agency member countries and then launched in early 2021.

In 2021, data tables and country background information for the 2018/2019 school year were published on the Agency's [data web area](#). Individual

country reports were produced for each participating country.

Due to COVID-19, the annual experts' meeting that usually takes place in the autumn was not held. A series of smaller virtual working meetings took place instead to prepare for the 2022 data collection.

Secondary analysis of the CPRA and EASIE datasets

To further inform the development of the CPDS work, the Agency has conducted desk research to examine the CPRA outcomes – specifically the Cross-Country Analysis findings – alongside the EASIE dataset covering the 2018/2019 school year. The Prevention-Intervention-Compensation (PIC) policy approaches model framed the analysis.

Main 2021 activities

The desk research was undertaken at the end of 2021. The final outcomes report will be available in spring 2022.

Country information overviews

The Agency regularly updates the [Country Information](#) pages on its website, based on information from country representatives. The overviews of countries' systems for inclusive education are one of the most popular areas on the website.

Main 2021 activities

In 2021, the Agency began preparatory work for overhauling these overviews. An online survey was developed to get users' feedback on these pages. The Agency will use the survey findings to plan developments for this section of the website.

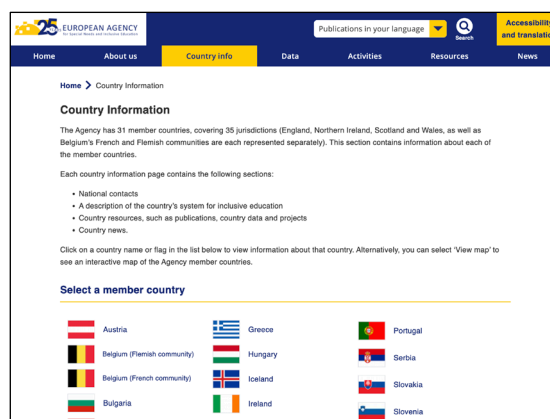


Image 3. The Country Information page on the Agency website

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 2021.

Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP)

[CROSP](#) focuses on the re-organisation of specialist provision to support the right to inclusive education for all learners.

Phase 1 covered a detailed mapping exercise on past and current trends and situations in countries in relation to specialist provision, and on perceived future trends. It identified four main issues related to funding policies, governance, capacity-building and quality assurance mechanisms, that are considered vital to improve specialist provision's role as a resource for supporting mainstream education.

Phase 2 focuses on these four issues and on identifying effective policies and strategies, as well as guiding principles, critical factors and key drivers, using a peer-learning approach. The aim is to enable member countries to develop

more effective strategies for improving the role of specialist provision for inclusive education. A final conference with all Agency member countries will take place linked to the Agency's spring 2022 bi-annual meeting.

Main 2021 activities

In early 2021, the Agency disseminated a [CROSP video](#) and [infographic](#) developed in 2020.

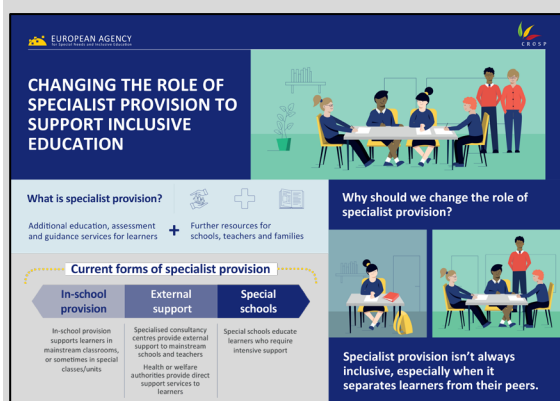


Image 4. CROSP infographic

An online meeting with Agency country representatives took place to discuss themes related to developing the CROSP self-reflection tool.

The Agency held a second round of [thematic workshops](#) with RBs. The workshops focused on six guiding principles to change the role of specialist provision and how to translate these into policy priorities and strategies, and then into actions. The Agency analysed the outcomes of the discussions to assist in drafting the self-reflection tool, which will be developed and piloted in 2022.

Supporting Inclusive School Leadership (SISL)

The [SISL activity](#) investigated how to effectively develop and promote inclusive school-level leadership through national-, regional- and local-level policy frameworks and support mechanisms.

Policy-makers responsible for implementing inclusive education in schools and school leaders are the main target group for the project outcomes.

Phase 1 included reviews of European and international policy and recent research and a country survey drawing on the two reviews. This work led to the publication of the [SISL synthesis report](#). Phase 2 involved a cluster of four Agency member countries and was completed in late 2021.

Main 2021 activities

The four country cluster members developed and piloted [Inclusive School Leadership: A Tool for Self-Reflection on Policy and Practice](#). It was finalised in late 2021. This tool is aimed at school leaders and policy-makers. It builds on [Inclusive School Leadership: A practical guide to developing and reviewing policy frameworks](#), which was the first output from phase 2.

The Agency team conducted peer-learning exchanges with each of the country cluster members based on their findings from the self-reflection tool.

A summary of key [SISL policy messages](#), presenting an overview of the main findings from the phase 1 and 2 outputs, was published as the activity's last output.

Teacher Professional Learning for Inclusion (TPL4I)

The main outcomes of phase 1 of [TPL4I](#) pointed to gaps in a vision for teacher professional learning and to challenges in relation to competences, continuity and professional collaboration for inclusive learning. As a result, phase 2 focuses on competence development for inclusion and using the [Profile of Inclusive Teachers](#) across the professional continuum.

Main 2021 activities

The Agency developed a survey and received input from member countries about their experiences of using the *Profile of Inclusive Teachers* in different contexts. The survey also asked for their opinion on the *Profile*'s relevance for all education professionals.

The Agency conducted cluster group activities, involving teacher education professionals, policy-makers and other experts from six Agency member countries. These experts took part in a series of focus groups and workshops, exploring the survey results and developing the guidelines for using the *Profile*.

The Agency is using the input from the survey and the cluster activities to develop a new *Profile for Inclusive Teacher Professional Learning*. This builds upon the *Profile of Inclusive Teachers* and is aimed at all education professionals throughout their careers. The *Profile for Inclusive Teacher Professional Learning* will be available in spring 2022.

A [TPL4I conceptual working paper](#) was published. It presents the theoretical foundation for the process of aligning competence frameworks for teacher professional learning for inclusion.

Learning from the COVID-19 Pandemic – Building Resilience through Inclusive Education Systems (BRIES)

BRIES aims 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 focuses on learning points for making education systems more resilient and better prepared for potential future crises.



Image 5. BRIES logo

Main 2021 activities

In May, the Agency published [The Impact of COVID-19 on Inclusive Education at the European Level: Literature Review](#). It gives a comprehensive overview of the situation up to that point and lessons learned for member countries and for informing future Agency work.

At the spring bi-annual meeting, the RBs approved the project plan, which was based on the literature review findings. Based on the plan, the Agency identified thematic areas related to COVID-19's impact on inclusive education (e.g. blended learning, assessment and curriculum in a pandemic context). The Agency used an online questionnaire to collect input on these thematic areas from member countries. This input will be used in peer-learning working groups involving RBs and other education stakeholders in 2022.

Voices into Action (VIA): Including the Voices of Learners and their Families in Future Agency Work

[VIA](#) activities are running in two phases. Desk research activities during phase 1 include an analysis of key policy and research literature on how to effectively involve learners and families. Activities also include collecting and analysing member countries' examples of practice

and examples from previous Agency work.

The desk research findings will be considered in preparing and implementing all future MAWP activities.

Main 2021 activities

In early 2021, desk research began on possibilities for ensuring that the Agency meaningfully involves the voices of learners and their families in its activities. At the spring 2021 bi-annual meeting, the RBs approved the project plan.

In phase 1, the analysis of key policy and research literature resulted in a draft literature review. The Agency collected information from member countries on concrete practical examples. Selected country information served as evidence to support the findings of the literature review, which will be published in spring 2022. Phase 1 activities also included collecting and analysing examples from previous Agency work.

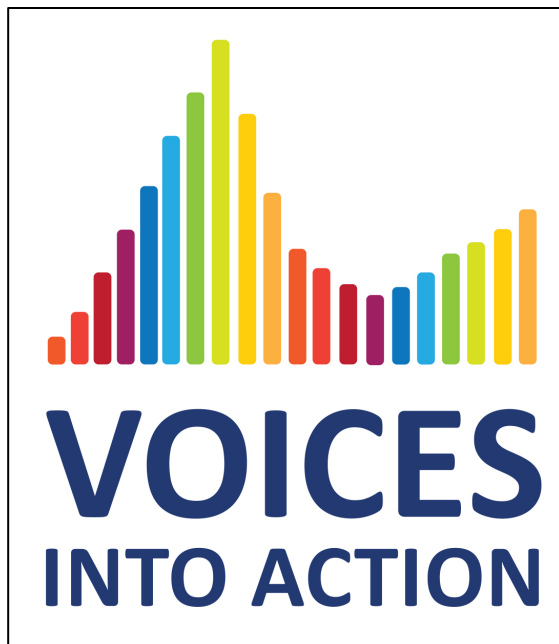


Image 6. VIA logo

Inclusive Digital Education

This desk research activity aims to thoroughly examine new priorities and demands in relation to inclusive digital education. It will consider international literature, along with Agency work in this field, and reflect on overlaps or gaps that need exploring. The research results will be published in 2022.

Main 2021 activities

The Agency started preparatory work and work on the literature review.

Legislative Definitions around Learners Vulnerable to Exclusion

This activity will collect information from Agency member countries focusing on legislative definitions around learners vulnerable to exclusion in education systems, in line with Sustainable Development Goal 4 and the issue of intersectionality outlined in the Agency's MAWP 2021–2027 parameters.

The Agency will analyse the legal definitions to discover overlaps across countries, trends and key terms around learners vulnerable to exclusion. A short report will present the outcomes of this analysis. It will be available in mid-2022.

Main 2021 activities

The Agency started preparing the information collection and identifying relevant sources.

Additionally funded activities

The Agency conducts a number of activities funded via additional grants from the EU and other sources to complement the work in its main work programme. These additional activities enable the Agency to undertake work that reinforces the activities agreed by

member countries within the framework of its long-term work programmes.

Below are short descriptions of the main additionally funded activities that took place in 2021.

Structural Reform Support Programme (SRSP)

The Agency continued its co-operation with the European Commission (EC) Directorate-General for Structural Reform Support (DG REFORM). Through the SRSP (now called the [Technical Support Instrument](#) – TSI), the EC co-operates with Member States and technical providers to support reforms of education systems. The EC funds the activities in full.

During 2021, the Agency provided technical support for five activities funded under the SRSP. The ministries of education in Cyprus, Czech Republic, Greece, Poland and Portugal requested these activities.

The work with Cyprus, Czech Republic, Greece and Poland ended during the summer. The Portuguese action will run into 2022.

Cyprus

In Cyprus, the main task was to contribute to completing the Special Education Reform by assisting the Ministry of Education and Culture to prepare regulations accompanying the new bill on inclusive education. The bill was drafted with the Agency's support during the first phase of the action.

Main 2021 activities

The Agency submitted the final recommendations to support the preparation of the regulations to the Ministry. In an [online meeting in May](#), the Agency presented the draft regulations based on the recommendations to the

Cypriot Minister of Education and Culture and other Cypriot stakeholders. The Agency took their feedback into account in the final draft regulations, which were submitted at the end of the phase 2 work in late June. The final report on the action was submitted to DG REFORM.

Czech Republic

In the Czech Republic, the focus was on regional disparities in the education system. The Agency supported the implementation of measures to promote more inclusive and equitable learning opportunities for all learners in two regions that have high disparities in educational outcomes compared to the rest of the country.

Main 2021 activities

Stakeholder data collection activities took place with the implementation of focus groups and a survey.

During the summer, the Agency held a series of peer-learning activities with three Agency member countries and Czech stakeholders. It also organised several [online consultation meetings](#) with stakeholders to collect feedback on the key findings of the analysis work and the draft recommendations.

The Agency prepared the final recommendations and priority actions and presented these to the Czech Ministry of Education, Youth and Sports and key stakeholders at the [final event](#).

The Agency completed all remaining deliverables. The final report on the action was submitted to DG REFORM.

Greece

In Greece, the main objective was to support the Ministry of Education and Religious Affairs to implement key aspects of a new law introduced in 2018. The law

centres on the role of support structures and their co-operation with mainstream schools.

Main 2021 activities

The Agency supported working groups in developing recommendations in several of the Ministry's priority policy areas. A thematic working group session took place to develop guidelines and collect feedback on national policy areas to be further developed by the working groups and the Ministry. An online [thematic study visit to Scotland](#) was organised. This allowed the Greek stakeholders to get inspiration from the Scottish system and to discuss practices and challenges in the implementation of policy areas with decision-makers and practitioners from Scotland.

At the [final event](#), the Agency presented the action's key outcomes to the Greek stakeholders. The final guidelines and a conceptual framework to support the Ministry's work in implementing the new law were submitted. The final report on the action was submitted to DG REFORM.

Poland

In Poland, the main objective was to work with the Ministry of Education and its stakeholders to develop the conceptual framework for a new legislative framework for inclusive education.

Main 2021 activities

The main findings of the consultation process that took place in 2020 and the final version of the proposed assumptions were presented to key stakeholders from the Ministry. The feedback fed into two deliverables.

A series of peer-learning activities took place with three other Agency member countries to share experiences of policy

development, piloting and implementation on key areas of concern. The Agency led a session on curriculum for all.

The Agency completed all remaining deliverables. These included the issues for the Ministry to consider regarding piloting and implementation of new work areas in moving towards a high-quality education system for all learners and a report on the action's final meetings. At the [final event](#), the Agency presented the main results to key Polish stakeholders. The final report on the action was submitted to DG REFORM.

Portugal

The Portuguese action aims to assist the Ministry of Education and Science to design a system to monitor the implementation of the 2018 law on inclusive education. The action includes all relevant education services involved in implementing the law.



Image 7. Agency team members visiting António Arroio School in Lisbon

Main 2021 activities

The Agency continued to design the inclusive education monitoring system through interviews with officials from the Ministry and key stakeholders. The Agency analysed the responses to a survey that was sent to regional education authorities and school leaders. The outcomes of the analysis will be used to improve the monitoring system. A

[school visit](#) to gather further data took place in late 2021. Further school visits were planned, but postponed to spring 2022 due to the COVID-19 situation.

Global Education Monitoring Report

UNESCO contracted the Agency to work on a regional report accompanying the [Global Education Monitoring \(GEM\) 2020 Report](#), focusing on inclusion and education. The global report was published in June 2020.

The Agency worked on the [regional report](#) covering the UNESCO region of Central and Eastern Europe, Caucasus and Central Asia in partnership with the GEM Report team and the [Network of Education Policy Centers](#) (NEPC).

Main 2021 activities

The regional report was published in February 2021 and the [official launch](#) took place online. The Agency participated in the launch and presented some of the main findings in co-operation with the GEM Report team and NEPC. Agency team members also participated in several other dissemination events.



Image 8. Belarusian children learning through drama at kindergarten. The photo was taken during a field visit to Vitebsk Oblast to document best practices in pre-primary education in Belarus.

The spring bi-annual meeting with Agency country representatives included a

[session dedicated to presenting key messages from the regional report](#).

The Agency translated the [report summary](#) into all participating Agency countries' languages.

European Schools Formative Evaluation

The Agency is conducting a formative evaluation of the implementation of the European Schools' Action Plan on Educational Support and Inclusive Education. The European Schools are based in six EU countries. The European Schools' Board of Governors (comprising the EU Ministries of Education and the EC) commissioned the Agency to conduct this evaluation. It is due for completion in early 2022. It is taking place within the framework of a service-level agreement between the European Schools and the Agency.

Main 2021 activities

Quantitative data was collected through a documentary search and two online surveys, one addressed to the school level and the other to the system level.

Analysis of the quantitative data provided information on current practices across various indicators and clarified issues to explore through the subsequent qualitative data collection. This was done through six online focus groups and seven interviews.

Analysis of the qualitative data indicated the extent of the impact of policies and practices on all stakeholders – as groups and as individuals – within and across groups and the inter-relation between groups or individuals.

The final stage of the analysis brought together all findings from each area, and every stage of the evaluation, to gain an overall formative evaluation of the implementation of the Action Plan, and

the extent to which it is in line with the core principles of inclusive education.

Operational activities

Celebrating 25 years of Agency work

2021 was a special year for the Agency as it reached its 25th anniversary.

However, due to the COVID-19 situation, most of the celebrations were postponed. In 2022, if the pandemic situation permits, the Agency will mark its anniversary with an event linked to the spring bi-annual meeting. It will involve all RBs, National Co-ordinators and staff.

Furthermore, linked to the celebration, the Agency will publish an anniversary book. It will include reflections on changes and developments in thinking around inclusive education, statements from past and current country representatives outlining the Agency's influence on them and their work over the past 25 years, and an outlook on trends for future developments.



Image 9. Agency 25th anniversary logo

Main 2021 activities

The Agency developed anniversary templates. These were used for all Agency materials and presentations throughout the year to mark the anniversary.

The Agency drafted the anniversary book.

Country exchange activities

At the two online 2021 bi-annual meetings, the Agency held experience exchange sessions on topics suggested by country representatives. The sessions focused on COVID-19's impact on inclusive education; inclusive education policies and practices; involvement of learners and their families; digital education and blended learning; and supporting mainstream schools.

Furthermore, the Agency met the National Co-ordinators to explore collaboration to improve overall information dissemination in member countries.

Monitoring impact of Agency work

The Agency collected and analysed impact examples throughout 2021. This is crucial in the Agency's efforts to continuously improve overall working procedures. Impact has emerged as a key focus of the [self-review](#) of quality assurance processes that the Agency initiated in 2021.

Information provision

Publications

The Agency produced the following publications in 2021:

- [Country Policy Review and Analysis: Key messages for working with and for countries](#)
- [Country Policy Review and Analysis: Key messages for working with and for countries – Policy Brief](#)
- [Inclusive School Leadership: A Tool for Self-Reflection on Policy and Practice](#)
- [Supporting Inclusive School Leadership: Policy Messages](#)

- [*The Impact of COVID-19 on Inclusive Education at the European Level: Literature Review*](#)
- [*Aligning Competence Frameworks for Teacher Professional Learning for Inclusion: Conceptual Working Paper*](#)
- [*Key Principles – Supporting policy development and implementation for inclusive education*](#)
- [*Key Principles – Supporting policy development and implementation for inclusive education: Policy Brief*](#)
- Translations of the [*Global Education Monitoring Report 2021 – Central and Eastern Europe, the Caucasus and Central Asia – Inclusion and education: All means all*](#) summary report.

Printed publications, if available, can be ordered via the [Publications Order Form 2021](#).

In 2021, all Agency publications were shared and indexed on Zenodo, a free, open-access online repository for research outputs. Materials were shared in the ['Inclusive education' community](#), created specifically for Agency outputs. The aim is to make Agency publications more discoverable online, particularly targeting the research community.

A video based on the outcomes of the [Key Principles work](#) was developed. It outlines 14 key principles that are main recurring messages from the Agency's work since 2011. It will be disseminated in 2022.

News and social media

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. In 2021, the Agency published 57 news items.

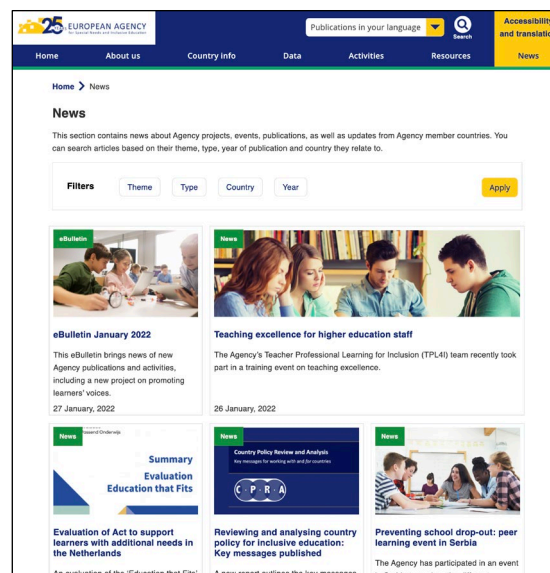


Image 10. The News section of the Agency website

As an extension of the News section, the [eBulletin](#) delivers Agency and country updates to subscribers. Four regular issues of the eBulletin were sent during 2021 to over 1,900 recipients. Additionally, in April, the Agency published a [special edition of the eBulletin](#) focusing on the 2021 GEM Regional Report.

The eBulletin gained over 125 new subscribers in 2021.

MyAgency and online meetings

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.

MyAgency has been an essential tool during the COVID-19 pandemic, making it possible to hold meetings online, including board and project meetings.

Co-operative relationships and participation in key events

Throughout 2021, the Agency continued its permanent co-operative relationships with the EU Institutions, mainly with the EC, but also with the European Parliament and with Agency member countries' permanent representations in Brussels. These relationships are important to ensure visibility of and support for the Agency's work for member countries in relation to the European stated priorities for education and training.

In October, the Agency was selected as a member of three new EC working groups for the period 2021–2025. These are on Early Childhood Education and Care; Schools (the sub-group on Pathways to School Success); and Equality and Values in Education and Training.

The Agency also maintained close ties with other organisations and bodies in the field of education, such as the Organisation for Economic Co-operation and Development (OECD) and UNESCO.

Co-operation with these organisations adds important facets to the Agency's work. It ensures that activities are mutually supportive and beneficial for member countries. This is also economically sound for countries which, for the most part, financially support all these organisations in one way or another. The co-operative relationships provide opportunities for sharing information about work in Agency member countries with a wider audience, and for gaining relevant information that can be shared in member countries.

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

Multi-Annual Work Programme 2021–2027

2021 was a transition year into the new MAWP 2021–2027.

The latest [Key Principles report](#) was finalised. A [policy brief](#) presenting the main messages from the report was also published. The report was prepared based on a staff analysis exercise mapping Agency work since 2011. The analysis identified recurring messages and 'gaps' in recent work's overall coverage of the [inclusive education ecosystem](#). Recurring messages highlighted new areas for key principles for the Agency's overall work.

The identification of gaps highlighted potential content areas for new activities in the MAWP 2021–2027.



Image 11. Cover of the Key Principles report

In May, the Agency analysed input collected from RBs via an online survey on country priorities for future Agency work

linked to the identified gaps. The Agency presented the outcomes to country representatives at the spring bi-annual meeting. Based on the collective inputs, the identified priority issues were used to develop proposals for thematic activities from 2022 onwards.

At an online scoping meeting with RBs in June, ideas for the overarching framework for MAWP activities were discussed. Key messages for guiding future work were identified. In September, the Agency held another RB meeting to collect input on the plans for the new MAWP activities.

All these activities fed into the final [MAWP 2021–2027](#), which was presented to country representatives at the autumn bi-annual meeting.

Self-review activities

During 2021, the Agency staff team implemented a series of self-review and assessment activities, aiming to develop new quality assurance tools to support overall Agency operations. The activities led to the identification of several priority areas for development work.

The Agency team will use the information to develop an agreed implementation plan that will be put into operation in 2022.

Financial review

In 2021, 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 five SRSP activities. These were in Cyprus, Czech Republic, Greece, Poland and Portugal. Furthermore, the Agency conducted supplementary assignments for UNESCO

and the European Schools. Each organisation financed its respective assignment in full.

The Annual Accounts contain financial details for 2021.

Outlook

During 2022, the Agency will:

- Hold meetings with country representatives to get their inputs on the development of the [CPDS](#) activities.
- Publish the [EASIE](#) outputs focusing on the 2019/2020 school year, launch the data collection cycle focusing on the 2020/2021 school year and organise a workshop to discuss next steps with all national data experts.
- Collect and publish information on recent legislative developments and changes in its member countries in relation to special needs and/or inclusive education.
- Develop and pilot a review tool for policy-makers linked to the [CROSP](#) activity. Other CROSP outputs to be published in 2022 include a synthesis report, a summary report and an evaluation report.
- Publish a *Profile for Inclusive Teacher Professional Learning* linked to the [TPL4I](#) activity.
- Organise thematic working groups with RBs and other education stakeholders as part of the [BRIES](#) activity.
- Develop and validate the [VIA](#) toolkit and publish a final report, a summary report and related digital materials.

- Collect and analyse information from its member countries focusing on [legislative definitions](#) around learners vulnerable to exclusion in education systems. The results of the analysis will be published.
- Publish a report sharing the results of the [Inclusive Digital Education](#) research activity.
- Map key features of its member countries' systems for inclusive education, focusing on approaches to monitoring and evaluation, cross-sector working and quality assurance. Activities will include information-gathering work with all Agency member countries.
- Provide technical support to the Ministry of Education and Science in Portugal within the framework of the EC's [SRSP](#). In 2022, the Agency will complete the Portuguese action. If selected as a technical provider for other actions, the Agency will begin implementing them in co-operation with the respective national authorities and DG REFORM.
- Complete a full evaluation report, including findings and recommendations, for the [European Schools Formative Evaluation](#).
- Co-host a webinar with UNESCO exploring the importance of stakeholder dialogue in relation to achieving the United Nations [Sustainable Development Goal 4](#).
- Conduct operational activities. These include marking the Agency's 25th anniversary, collecting and analysing impact examples, putting the self-review activities development work and implementation plan into operation, disseminating Agency work and outputs via various channels, and participating in three EC working groups.



Image 12. A young learner raising their hand in a pre-primary classroom

