
Annual Report 2022



EUROPEAN AGENCY
for Special Needs and Inclusive Education

ANNUAL REPORT 2022

Descriptive summary



FACT SHEET FOR 2022

THE AGENCY

Full legal name	European Agency for Special Needs and Inclusive Education
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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, 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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CONTENTS

Preface	5
Board meetings	6
On-going activities	6
<i>Country Policy Review and Analysis (CPRA) / Country Policy Development Support (CPDS)</i>	6
<i>European Agency Statistics on Inclusive Education (EASIE)</i>	6
<i>Country exchange activities</i>	7
Thematic activities	7
<i>Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP)</i>	7
<i>Teacher Professional Learning for Inclusion (TPL4I)</i>	8
<i>Learning from the COVID-19 Pandemic – Building Resilience through Inclusive Education Systems (BRIES)</i>	8
<i>Voices into Action: Including the Voices of Learners and their Families in Future Agency Work (VIA)</i>	9
<i>Inclusive Digital Education (IDE)</i>	9
<i>Legislative Definitions around Learners Vulnerable to Exclusion</i>	10
<i>Country System Mapping (CSM)</i>	10
Additionally funded activities	11
<i>Structural Reform Support Programme (SRSP) and Technical Support Instrument (TSI) activities</i>	11
<i>European Schools Formative Evaluation</i>	12
Operational activities	12
<i>Celebrating 25 years of Agency work</i>	12
<i>Monitoring the impact of Agency work</i>	13
<i>Information dissemination</i>	13
Co-operative relationships and participation in key events	15
Financial review	15
Outlook	15



Preface

Following two years without in-person meetings due to COVID-19, in 2022 we finally had the pleasure of meeting and exchanging face to face again with all Agency country representatives at the two bi-annual meetings and various activity-related meetings. While online meetings continue to be an essential tool for Agency activities, the in-person meetings held during the year also proved their worth in terms of possibilities for networking and peer learning, etc.

Linked to the spring bi-annual meeting in May, we marked our 25th anniversary a year late with an event involving Representative Board members, National Co-ordinators and Agency team members.

During the year, we completed a last phase of our Country Policy Review and Analysis (CPRA) activities. CPRA was used as the basis for developing the new Country Policy Development Support (CPDS) activity. All Multi-Annual Work Programme (MAWP) work will be organised around this overarching activity. In preparation for the CPDS work, we began the Country System Mapping (CSM) activity involving all Agency members (countries and jurisdictions). This will inform the Thematic Country Cluster Activities (TCCAs), which will run from 2023 and throughout the remainder of the MAWP 2021–2027.

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

We completed four thematic activities focusing on the changing role of specialist provision in supporting inclusive education, teacher professional learning for inclusion, inclusive digital education, and legislative definitions around learners vulnerable to exclusion. We took forward

two activities focusing on including the voices of learners and their families in future Agency work and building resilience through inclusive education systems.

The Structural Reform Support Programme (SRSP) activity in Portugal was completed and we began three new Technical Support Instrument (TSI) activities in France, Greece, Italy, Portugal and Spain. The latter three are engaged in a multi-country activity.

We completed the evaluation of the implementation of the European Schools' Action Plan on Educational Support and Inclusive Education.

In this report, you will find information about our work in 2022. 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, practice and research during 2022.



Image 1. Don Mahon, Chair



Image 2. Cor J.W. Meijer, Director



Board meetings

During the year, the Management Board met five times to discuss key issues and prepare the Representative Board meetings. Two of the meetings took place online.

The Representative Board members (RBs) and the National Co-ordinators (NCs) met twice at bi-annual meetings, in May (Greece) and November (Bulgaria), to review the work on current themes and activities, and discuss and decide on plans for future work. At the November meeting, the Representative Board elected two new Management Board members for the three-year period 2023–2025.

On-going activities

The Agency conducts a number of activities that are on-going throughout the Multi-Annual Work Programme (MAWP) 2021–2027. Brief descriptions of these activities follow below.

Country Policy Review and Analysis (CPRA) / Country Policy Development Support (CPDS)

In 2022, [CPRA](#) served as the basis for developing a new overarching activity: 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 areas of Agency work will lead out of, and all work and findings will feed into, CPDS.

The proposed model and framework for CPDS will build upon the main findings and outcomes, as well as processes and methodologies that have proved useful for supporting individual country work, notably CPRA.

In parallel with this development, a final phase of CPRA was completed in early 2022. The Agency's CPRA work has provided 24 Agency members (countries and jurisdictions) with a reflection on their current policy frameworks for inclusive education. It offered each country specific recommendations on policy priorities to be addressed.

Main 2022 activities

The Agency completed the last phase of CPRA with United Kingdom (Northern Ireland) in early 2022.

During 2022, work on developing the underpinning model for future CPDS work was undertaken and proposals for next steps were prepared.

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 the United Nations [Sustainable Development Goal 4](#), which requires countries to ensure inclusive and equitable education and promote lifelong learning opportunities for all.

Main 2022 activities

In autumn 2022, the Agency published data tables and updated country background information for the 2019/2020 school year on the [EASIE web area](#). Individual country reports were



auto-generated for each participating country.

The Agency prepared the [2018/2019 Cross-Country Report](#), as well as an [updated guide](#) to explain the data collection's background and methodology to website visitors. The EASIE online data collection tool was updated for the new 2020/2021 school year data collection work.

The EASIE data experts' workshop took place in Brussels to kick off the 2020/2021 data collection. It was the first in-person EASIE workshop in three years, due to COVID-19.

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 2022 activities

At the two 2022 bi-annual meetings, the Agency held experience exchange sessions on topics country representatives had suggested. These focused on indicators, data and evidence in relation to inclusive education; cross-sectoral co-operation; responses to the Ukrainian migrant crisis; considering the needs of all learners vulnerable to exclusion; strategic planning for inclusive education systems; support systems in and around classrooms and schools; developing inclusive curricula; implications of the pandemic for learners with special educational needs; and regional disparities in special needs and inclusive education provision.



Image 3. Left to right: Petra Dimitrova, Regional Center for Inclusive Education, Sofia City; Don Mahon, Agency Chair; Professor Sasho Penov, Bulgarian Minister of Education and Science; Cor J.W. Meijer, Agency Director; Greta Gancheva, Bulgarian Ministry of Education and Science and Agency Representative Board member; and Kaloyan Damyanov, Regional Center for Inclusive Education, Sofia City, and Agency National Co-ordinator, at the bi-annual meeting in Bulgaria

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 2022.

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

[CROSP](#) focused 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 focused on these four issues and on identifying effective policies and strategies, guiding principles and key actions using a peer-learning approach. The aim was to enable member countries to develop more effective strategies for improving the role of specialist provision for inclusive education.

Main 2022 activities

The Agency held a final conference for all country representatives linked to the spring bi-annual meeting in Athens. The main CROSP findings were presented and participants engaged in a collaborative review and self-reflection process, supporting each other in improving their policies.

The Agency published the final activity outputs. These included the [CROSP final synthesis report](#) and the [CROSP final summary report](#). The [CROSP policy self-review tool](#), which aims to enable policy-makers to develop a continuum of support for inclusive education, was also published following piloting at national level with the CROSP participants.

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 focused on competence development for inclusion and renewing the 2012 [Profile of Inclusive Teachers](#) for its use across the professional continuum.

Main 2022 activities

During summer 2022, the Agency completed the TPL4I activity and published the new [Profile for Inclusive Teacher Professional Learning](#) as the

major outcome of the phase 2 activities. The report builds upon the *Profile of Inclusive Teachers* developed in a previous Agency project. It is aimed at all education professionals at all stages of their careers. The report sets out the development process, the essential features of a competence framework for inclusion, guidance for using the *Profile* and, most importantly, the new *Profile* itself, including the framework of core values, areas of competence and associated attitudes, knowledge and skills. The *Profile* is also available as a separate open-source document in all Agency languages.

In addition, the Agency created a [TPL4I infographic](#). This provides an overview and clarification of the role of teacher professional learning in developing inclusive education systems.

In December, a [final TPL4I methodology report](#) was published, giving a more detailed account of the development of the *Profile for Inclusive Teacher Professional Learning*.

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.

BRIES has two phases. Phase 1, initiated in 2021, included an analysis of the impact of COVID-19 on inclusive education across member countries and the identification of countries' needs and topics to be further explored in peer-learning activities. Phase 2 consists 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 will end in 2024 with a final dissemination event to present the results.

Main 2022 activities

The Agency arranged same-level and multi-level stakeholder discussions involving RBs and other education stakeholders from the BRIES cluster countries. The activities focused on specific thematic areas, such as mental health, socio-emotional needs and learning loss in a pandemic context. They aimed to define priority areas for the activity's next steps. The [BRIES report](#) on key COVID-19-related publications from 2021 and integrated results from a BRIES questionnaire was published.

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

The [VIA](#) activity examines the critical issue of involving the voices of learners and their families and how to effectively include them in decision-making.

Phase 1 (2021) included an analysis of key policy and research literature on how to effectively involve learners and families. Activities also included collecting and analysing member countries' examples of practice and examples from previous Agency work.

Phase 2 started in 2022 and will end with the publication of the final outputs in 2023.

Main 2022 activities

Phase 1 activities ended with the publication of the [VIA literature review](#) analysing the key policy and research

literature on the topic. Selected country information served as evidence to support the literature review's findings.

In phase 2, country cluster activities took the form of national workshops with learners and families. They aimed to identify essential elements for meaningful participation.

Based on the combined outcomes of both phases, the Agency published the [VIA infographic](#) and started work on the VIA online toolkit, which will provide guidance on how to include learner and family voices in decision-making.

The [VIA synthesis report](#) summarising the VIA activities was also published.

Inclusive Digital Education (IDE)

The [IDE](#) desk research activity aimed to thoroughly examine new priorities and demands in relation to inclusive digital education. It considered international literature, along with Agency work in this field, and reflected on overlaps or gaps that needed exploring.



Image 4. Inclusive Digital Education logo

Main 2022 activities

The Agency published the final outputs, including the [IDE activity report](#) and the [IDE policy brief](#). The policy brief provides information and recommendations for



policy-makers to consider the transformation of digital education and inclusive education as interrelated.

An [IDE web area](#) was created on the Agency website.

Legislative Definitions around Learners Vulnerable to Exclusion

This activity collected 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 analysed the legal definitions to discover overlaps across countries, trends and key terms around learners vulnerable to exclusion.



Image 5. Legislative Definitions around Learners Vulnerable to Exclusion logo

Main 2022 activities

The Agency published the [Legislative Definitions report](#), presenting the outcomes of its analysis of its member countries' legislative definitions. A [Legislative Definitions policy brief](#) in all Agency languages was also published.

The Agency created a [Legislative Definitions web area](#).

Country System Mapping (CSM)

In the CSM activity, all Agency members (countries and jurisdictions) will complete a detailed CSM report. The template used aims to gather key information from across the **whole** education system. The template specifically focuses on four priorities that RBs have identified for wider future Agency work, i.e. monitoring and evaluation; cross-sector working; quality assurance; and effective policy implementation.

The information collected aims 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 is being collected.

The CSM information will serve to inform the 2023 thematic country cluster activities. These will be closely aligned to individual country approaches to the four key issues for inclusive education.

Main 2022 activities

Following co-development and trialling with a pilot group consisting of the five Agency members (countries and jurisdictions) represented in the Management Board, the information-gathering template was rolled out to all Agency members. Most countries and jurisdictions finalised their country reports. Alongside this, the Agency team developed a framework for analysing the country information.



Additionally funded activities

The Agency conducts a number of complementary activities funded via additional grants from the EU and other sources. 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 2022.

Structural Reform Support Programme (SRSP) and Technical Support Instrument (TSI) activities

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

During 2022, the Agency completed an action requested by the Portuguese Ministry of Education. Additionally, in autumn 2022, the Agency began work as the technical provider for three new activities. These reform actions have been requested by the Ministries of Education in France, Greece, Italy, Portugal and Spain. The latter three are engaged in a multi-country activity. The three actions will run until late 2024.

Through these projects, 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.

In late 2022, the Agency launched a new [TSI web area](#) with public outputs from the SRSP and TSI projects.

France

The project aims to support the French Ministry of Education to deploy the LNPI (*Livret Numérique de Parcours Inclusif*) digital tool for inclusive education throughout the national territory, to ensure its acceptance among stakeholders, to develop its use without stigmatising learners, to assess and monitor how it operates and to identify ways to improve its functioning.

Main 2022 activities

The activity's kick-off meeting took place in December 2022.

Greece

The 'Implementation of the European Child Guarantee – Promoting Inclusive Education in Greece Phase II' project aims to improve inclusive education in Greece by supporting the Greek authorities to pilot a newly adopted inclusive education policy framework at school level before its roll-out. It builds on the Phase I project's results and recommendations.

The Ministry of Education and Religious Affairs is expected to endorse the project deliverables through its internal mechanisms that will help it to implement the European Child Guarantee in Greece.

Main 2022 activities

The activity was launched with a kick-off meeting in Athens in December 2022.

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 level, and the quality of inclusive education policies across Italy, Portugal and Spain. These three countries seek support to put in place policy reforms that improve equity in education for all learners, including those from disadvantaged backgrounds. The aim is to help their efforts to effectively implement the European Child Guarantee.

The project has five distinct, but linked, phases, each one in relation to and based on the previous phases' cumulative findings and outcomes. Spain and Italy will follow all five phases of the project over a two-year period. Work with Portugal will begin simultaneously with Spain and Italy, but will move directly to phase 3, as a result of the recent SRSP project undertaken with Portugal.

Main 2022 activities

The activity's kick-off meeting took place in Madrid in October 2022.

Portugal

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



Image 6. Mario Nava, Director-General of DG REFORM, addresses attendees at the SRSP Portugal final meeting via video link

Main 2022 activities

The Agency analysed the information collected during school visits conducted in early 2022 to improve the monitoring system's design. The design of the monitoring system and remaining deliverables were completed. The monitoring system ensures that Portuguese education stakeholders can easily and regularly verify the functioning of their inclusive education system.

The [SRSP Portugal final meeting](#) took place in Lisbon during the summer.

European Schools Formative Evaluation

The Agency conducted 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 European Commission) commissioned the Agency to conduct this evaluation. It took place within the framework of a service-level agreement between the European Schools and the Agency.

Main 2022 activities

The Agency completed the formative evaluation in early 2022. The evaluation focused on the implementation of the Action Plan, and the extent to which it is in line with the core principles of inclusive education.

The final findings were presented to the Board of Governors at a meeting in April.

Operational activities

Celebrating 25 years of Agency work

Although 2021 was the year of the Agency's 25th anniversary, most of the



celebrations were postponed due to the COVID-19 situation. Thus, the Agency marked its anniversary with an event linked to the spring bi-annual meeting in May 2022. It involved RBs, NCs and Agency team members.



Image 7. Left to right: Jørgen Greve and Ana Magraner Gil, former Agency Chairs, with Don Mahon, current Chair, at the 25th anniversary event

Linked to the celebration, the Agency published an [anniversary book](#). It includes 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.

Monitoring the impact of Agency work

The Agency collected impact examples throughout the year. This is crucial in the Agency's efforts to continuously improve overall working procedures. The Agency has explored possibilities for widening impact promotion and monitoring activities going forward.

Information dissemination

Linked to the bi-annual meetings, the Agency met the NCs to explore collaboration to improve overall

information dissemination in member countries.

Publications

In keeping with its [Accessibility Policy](#) and implementation plan, the Agency strives to ensure all its outputs meet the highest possible level of accessibility.

The Agency produced the following publications in 2022:

- [Changing Role of Specialist Provision in Supporting Inclusive Education: Final Synthesis Report](#)
- [CROSP Final Summary Report](#) (in 25 Agency languages)
- [CROSP Policy Self-Review Tool](#)
- [CROSP Formative Evaluation of Peer Learning](#)
- [Profile for Inclusive Teacher Professional Learning: Including all education professionals in teacher professional learning for inclusion](#) (in 25 Agency languages)
- [Developing the Profile for Inclusive Teacher Professional Learning – Implementing the Teacher Professional Learning for Inclusion Phase 2 methodology](#)
- [Teacher Professional Learning for Inclusion infographic](#)
- [European Agency Statistics on Inclusive Education: 2018/2019 School Year Dataset Cross-Country Report](#)
- [Guide to the EASIE data tables and country background information](#)
- [Legislative Definitions around Learners' Needs: A snapshot of European country approaches](#)
- [Legislative Definitions Policy Brief](#) (in 25 Agency languages)



- [Inclusive Digital Education report](#)
- [IDE Methodology Paper](#)
- [IDE Project Examples](#)
- [IDE Policy Brief](#) (in 25 Agency languages)
- [Inclusive Education and the Pandemic – Aiming for Resilience: Key European measures and practices in 2021 publications](#) (BRIES report)
- [Voices into Action – The Voices of Learners and their Families in Educational Decision-Making: Literature Review](#)
- [Voices into Action: Promoting learner and family participation in educational decision-making](#) synthesis report
- [Voices into Action infographic](#) (in 25 Agency languages)
- [Agency position on inclusive education systems](#) (second edition) and the accompanying [Background Information Paper](#)
- [Celebrating 25 years on the path to inclusive education](#).

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.



Image 8. Word cloud of Agency themes from the anniversary book

News and digital 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. The Agency published 39 news items in 2022.

As an extension of the News section, the [eBulletin](#) delivers Agency and country updates to subscribers. Three regular issues and one special edition of the eBulletin were sent during 2022 to some 1,900 recipients.

The eBulletin gained over 150 new subscribers in 2022.

The Agency launched its [LinkedIn page](#) at the end of June. The page’s popularity has continued to grow; by the end of the year, it had more than 360 followers. The Agency selected this platform to share information about its activities and publications on a weekly basis.

The Agency continuously updates its website. The former ‘Projects’ web area was renamed ‘[Activities](#)’ and several new activity areas were added, including one about the Agency’s involvement in the [TSI actions](#). The ‘Data’ area is now an [EASIE section](#) within the Activities area and a new [Key Principles area](#) brings together all Key Principles publications from the last 20 years.

The website [glossary](#) was also updated. This 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.



MyAgency

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

Throughout 2022, the Agency continued its on-going co-operative relationships with the EU Institutions, mainly with the European Commission (EC), 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.

The Agency has continued its involvement as a member of three 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 has also been involved in the Stakeholder Consultation Group on Digital Education Content commissioned by the EC.

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 the United Nations Educational, Scientific and Cultural Organization (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 team members participated in a range of national, European and international events to share the outcomes of the Agency's work.

Financial review

In 2022, 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 one SRSP and three TSI activities. The SRSP activity was in Portugal and the TSI activities were in France, Greece, Italy, Portugal and Spain. The latter three are engaged in a multi-country activity. Furthermore, the Agency conducted a supplementary assignment for the [European Schools](#). Each organisation financed its respective assignment in full.

The Annual Accounts contain financial details for 2022.

Outlook

During 2023, the Agency will:

- Refine and agree the CPDS proposals with country representatives and plan the implementation of the agreed framework.



- Publish the EASIE outputs focusing on the 2020/2021 school year. The start of the 2021/2022 data collection cycle is scheduled for the end of the year.
- Organise experience exchange sessions focusing on topics suggested by country representatives linked to the bi-annual meetings.
- Revise and update the country information overview framework and content on its website.
- Use the CSM main outcomes to organise thematic country cluster activities. The information collected will also serve to populate the revised country information overviews.
- Organise thematic country cluster activities building on information from the CSM activity outputs. These activities will use peer-learning approaches and be developmental, building upon each other throughout the remainder of the MAWP 2021–2027.
- Produce a summary report outlining developments linked to new or updated legislation – laws and policies – for special needs and/or inclusive education in member countries.
- Publish the translations of the CROSP policy self-review tool developed in 2022. A video will be produced to accompany the tool and support its use.
- Develop an online toolkit and publish a summary report linked to the VIA activity. The main VIA outcomes will be shared at a final event with all country representatives. Digital outputs to disseminate the main outcomes will be produced.
- Finalise BRIES tools and materials that were suggested, prepared and developed in 2022–2023 during several focus group discussions. Various working group meetings will take place.
- Provide technical support to three projects within the EC's TSI framework. The ministries of education in France and Greece, as well as Italy, Portugal and Spain in co-operation, have requested these.
- Conduct operational activities including collecting and analysing information from country representatives through an operational survey, disseminating Agency work and outputs via various channels, and participating in three EC working groups, as well as a Stakeholder Consultation Group on Digital Education Content.



Image 9. A group of learners sitting in a library

