

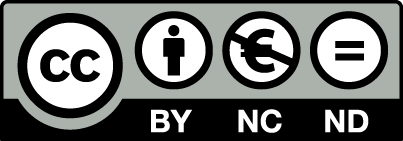


2018/2019 School Year Dataset Cross-Country Report

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Introduction

The European Agency Statistics on Inclusive Education (EASIE) is a long-term, incremental activity by the European Agency for Special Needs and Inclusive Education (the Agency). EASIE aims to provide clearly focused data to inform country policy priorities on inclusive education. The EASIE data collection is in line with learners’ rights and education system quality and effectiveness issues, as outlined in the United Nations [Convention on the Rights of the Child](https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child) (1989) and [Convention on the Rights of Persons with Disabilities](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html) (2006), and the [strategic framework for European cooperation in education and training](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01)) towards the European Education Area and beyond (2021-2030).

The EASIE data collection work produces yearly quantitative country data and qualitative country background information. It also produces further outputs, including agreed indicators to inform country-level work relating to all learners’ access to inclusive education.

Officially nominated data experts in participating Agency member countries provide the data.

The agreed focus for the EASIE data collection covers:

* pre-primary (International Standard Classification of Education – ISCED 02), primary and lower-secondary (ISCED 1+2), and upper-secondary (ISCED 3) level education programmes;
* all education sectors (state, independent and private);
* all possible educational placements (mainstream, special groups/classes and units and special schools);
* non-formal education (provision maintained by non-education sectors, i.e. health or social services);
* children/learners out of recognised 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).

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

1. **An** **operational definition of an official decision of special educational needs (SEN)**: 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 an educational assessment procedure involving a multi-disciplinary team.
* The multi-disciplinary team includes members from within and external to the child’s/learner’s school.
* There is a legal document which describes the support the child/learner is eligible to receive and which is used as the basis for planning.
* The official decision is subject to a formal, regular review process.

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

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

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

Not all countries are able to provide exact data relating to the 80% time placement benchmark. Therefore, proxies have been identified, agreed upon and applied as needed (please refer to the specific country background information for more details).

[**Data tables**](https://www.european-agency.org/activities/data/data-tables-background-information) contain numeric data relating to:

* children/learners in recognised forms of education;
* children/learners educated in inclusive settings;
* the placement of children/learners with recognised SEN in inclusive settings or otherwise.

To give a clear context to the data tables, all countries provide descriptive **country background information**. This 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 data for the country.

For each participating country, a **Country Report** presents individual indicator tables. These are created using the data tables to calculate an agreed set of indicators for inclusive education.

This **Cross-Country Report** provides a summary of the individual Country Reports (indicator tables) relating to access to inclusive education, including breakdowns by gender and by ISCED 02 to ISCED 3 level education programmes.

For more details on the EASIE data collection’s methodology and background, please refer to the [*Guide to the EASIE data tables and country background information*](https://www.european-agency.org/sites/default/files/2022-10/EASIE%20Guide%20to%20the%20data%20tables%20and%20country%20background%20information.pdf).

The 2018/2019 school year dataset

Twenty-eight participating countries (Austria, Belgium (Flemish community), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, Germany, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom – UK (England), UK (Northern Ireland), UK (Scotland) and UK (Wales)) provided country data in line with an agreed framework of quantitative and qualitative information collection questions. The Agency Representative Board members approved their respective country data, which was then published on the [EASIE web area](https://www.european-agency.org/activities/data).

Country data was collected and presented in two data tables for each country on:

* All children/learners and where they are educated (Data Table 1)
* Children/learners with an official decision of SEN and where they are educated (Data Table 2).

Cross-Country Report – 2018/2019 school year

**The Cross-Country Report is a collation of the individual Country Reports (indicator tables) into a single document.**

This report presents 33 agreed indicators (11 indicators linked to Data Table 1 and 22 indicators linked to Data Table 2), which have been calculated using the available data from 28 participating countries. It was not possible to calculate some of the indicators, as the participating countries did not provide any usable data. For each calculable indicator, a summary indicator table presents the data. Bar charts linked to the summary tables are also presented.

**Data Tables and Country Background Information for all countries**

Data Table 1 (All learners), Data Table 2 (Learners with SEN) and the country background information for all participating countries feed into the Country Reports for each country. 
The Country Reports contain three Indicator Tables: Indicator Table 1 (11 indicators), Indicator Table 2A (12 indicators) and Indicator Table 2B (10 indicators).
The Country Reports for all countries feed into the Cross-Country Report, which contains up to 33 summary indicator tables and corresponding bar charts for all participating countries.

Figure 1. EASIE activity processes

**Country Reports for all countries**

**Cross-Country Report**

The 33 indicators are numbered. However, it should be noted that this numbering does not exactly match the sequence of numbering in the data tables as there are more indicators than data collection questions.

Indicators linked to Data Table 1

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.

There are seven main and four associated indicators linked to the data provided in Data Table 1. The associated indicators provide breakdowns of data linked to main indicator 1.4.

Indicators linked to Data Table 2

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.

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.7) presents the distribution of placements of children/learners with an official decision of SEN, based on the overall enrolled (pre-)school population data provided in Data Table 1. There are six main and four associated indicators in this sub-set. The associated indicators provide breakdowns of data linked to main indicator 2A.5.

Indicator 2A.8 is a standalone indicator. It presents the overall enrolment rate of children/learners with an official decision of SEN in any form of recognised education organised by any sector/ministry, based on the actual population of children/learners with an official decision of SEN.

The second sub-set of indicators (2B.1–2B.6) presents the distribution of placements of children/learners with an official decision of SEN, based on the overall population of learners with an official decision of SEN data provided in Data Table 2. There are six main and four associated indicators in this sub-set. The associated indicators provide breakdowns of data linked to main indicator 2B.4.

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

* + Access to mainstream education – what proportion of children/learners, including those with an official decision of SEN, go to a mainstream school?
  + Access to inclusive education – what proportion of children/learners, including those with an official decision of SEN, spend the majority of their time with their peers in mainstream classrooms?
  + Gender issues – are there differences in the proportion of boys and girls with an official decision of SEN?
  + ISCED issues – are there differences between ISCED levels in the proportion of children/learners with an official decision of SEN?

Information provided for each indicator

The next section of this report presents the indicators from all of those countries that have agreed data.

Missing (M) and Not Applicable (NA) data presented in the respective country data tables results in Non-Calculable (NC) indicators in this Cross-Country Report’s summary indicator tables.

In the summary indicator tables and accompanying bar charts, the countries appear in alphabetical order. The total average is presented in the bottom row of each table, with the total number of countries included in brackets, and in the bottom bar of each chart. The total average has been calculated based on all the country data available for that specific indicator. Therefore, the number of countries used to calculate total averages differs between figures. The data presented in this Cross-Country Report may differ from the data available in individual Country Reports.

For each indicator, there is accompanying text describing:

* what the indicator is focusing on and what issues it can potentially inform;
* how the indicator has been calculated. The questions used as the basis for calculations are numbered by table and question number, e.g. Q1.4 indicates Data Table 1, Question 4;
* how many countries provided reliable data;
* the range of data available and the total average.

Numbers reported in the summary tables and bar charts are percentages.

Full indicator tables and bar charts are only presented when there is usable data for more than five countries. Where usable data is only available for five countries or fewer, only a truncated summary indicator table is provided and no total average is calculated.

It is important to stress that all figures should be considered in line with the original data and notes presented in the individual country data tables. All information is presented as provided by the countries. Where available, footnotes containing information from the original data notes are provided to explain clear outlier data.

In addition, for each indicator, gender and ISCED breakdowns are presented. Three pairs of bar charts follow each indicator table, unless data is available for only five countries or fewer.

The first pair of bar charts represents ISCED 02 (pre-primary) level, the second pair represents ISCED 1+2 (primary plus lower-secondary added together) levels and the third pair represents ISCED 3 (upper-secondary) level. The first bar chart in each pair shows the gender (boys and girls) breakdown, while the second shows the total figures. In the gender breakdown bar charts, boys are marked with blue and girls are marked with yellow.

There are full sets of bar charts (ISCED 02 boys and girls, ISCED 02 total, ISCED 1+2 boys and girls, ISCED 1+2 total, ISCED 3 boys and girls, ISCED 3 total) for indicators 1.1, 1.2, 1.3, 1.4, 1.4a, 1.5, 1.7, 2A.1, 2A.2, 2A.3, 2A.4, 2A.5, 2A.5a, 2A.6, 2A.8, 2B.1, 2B.2, 2B.3, 2B.4, 2B.4a and 2B.5.

There are four bar charts for indicator 1.4d.

There is one bar chart for indicator 1.4b.

There are no bar charts for indicators 1.4c, 1.6, 2A.5b, 2A.5c, 2A.5d, 2A.7, 2B.4b, 2B.4c, 2B.4d and 2B.6.

The bar charts do not have alternative text. However, they are based on, and contain the same data as, the indicator tables. Therefore, assistive technology users who may have trouble accessing the bar charts should refer to the tables.

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

The [Annex](#Annex) contains a summary table showing the number of countries with calculable total averages for each indicator.

Summary Indicator Tables

Indicator 1.1 The enrolment rate in mainstream education (%)

The data shows children/learners who are or are not in mainstream education.

In most countries, enrolment in mainstream education implies placement in a mainstream class, or placement in a separate special class within a mainstream school. Those children/learners who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., home-schooled, or are out-of-school children/learners.

This indicator has been calculated as follows:

**x100**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners enrolled in mainstream (pre-)schools (Q1.3)**

Data on pre-primary (ISCED 02) level is available from 25 countries. Across the 25 countries, the enrolment rate in mainstream education ranges from 95.87% to 100.00%; the total average for the 25 countries is 99.6%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 28 countries. Across the 28 countries, the enrolment rate in mainstream education ranges from 92.08% to 102.06% [[1]](#footnote-2); the total average for the 28 countries is 98.34%.

Data on upper-secondary (ISCED 3) level is available from 26 countries. Across the 26 countries, the enrolment rate in mainstream education ranges from 22.23% to 100.00%; the total average for the 26 countries is 96.41%.

Table 1. Indicator 1.1 The enrolment rate in mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 52.99 | 50.90 | 102.06 [[2]](#footnote-3) | 11.36 | 10.87 | 22.23 [[3]](#footnote-4) |
| **Belgium (Flemish community)** | 50.76 | 48.41 | 99.17 | 46.85 | 45.96 | 92.80 | 50.54 | 47.75 | 98.29 |
| **Bulgaria** | 51.29 | 48.58 | 99.87 | 51.44 | 48.10 | 99.54 | 52.12 | 47.30 | 99.43 |
| **Cyprus** | 51.97 | 47.83 | 99.81 | 50.96 | 48.56 | 99.52 | 51.38 | 48.62 | 100.00 |
| **Czech Republic** | 51.42 | 47.61 | 99.02 | 49.64 | 47.83 | 97.47 | 50.34 | 48.76 | 99.09 |
| **Denmark** | 51.68 | 48.32 | 100.00 | 50.37 | 47.27 | 97.64 | 51.73 | 48.27 | 100.00 |
| **Estonia** | 51.52 | 48.18 | 99.70 | 49.38 | 47.77 | 97.15 | 51.31 | 48.54 | 99.85 |
| **Finland** | 51.32 | 48.68 | 100.00 | 50.62 | 48.66 | 99.28 | 51.23 | 48.77 | 100.00 |
| **Germany** | NC | NC | NC | 49.82 | 47.11 | 96.93 | 55.30 | 44.65 | 99.95 |
| **Greece** | 51.36 | 48.21 | 99.57 | 51.08 | 48.05 | 99.13 | 51.95 | 47.20 | 99.15 |
| **Hungary** | 51.51 | 47.95 | 99.46 | 49.95 | 47.77 | 97.72 | 49.59 | 48.21 | 97.81 |
| **Iceland** | 50.71 | 49.29 | 100.00 | 50.99 | 48.66 | 99.64 | NC | NC | NC |
| **Italy** | 52.04 | 47.94 | 99.99 | 51.65 | 48.26 | 99.90 | 48.83 | 46.21 | 95.03 |
| **Latvia** | 49.20 | 46.67 | 95.87 | 49.25 | 47.53 | 96.78 | 50.65 | 49.21 | 99.86 |
| **Lithuania** | 50.61 | 48.11 | 98.73 | 50.66 | 48.22 | 98.88 | 47.36 | 51.41 | 98.77 |
| **Netherlands** | 50.08 | 48.71 | 98.79 | 49.45 | 47.24 | 96.69 | 49.63 | 50.37 | 100.00 |
| **Norway** | NC | NC | 99.98 | NC | NC | 99.78 | NC | NC | NC |
| **Poland** | 51.36 | 48.10 | 99.45 | 50.37 | 47.88 | 98.25 | 51.01 | 47.97 | 98.98 |
| **Serbia** | 51.59 | 48.41 | 100.00 | 51.13 | 48.21 | 99.34 | 49.30 | 49.52 | 98.82 |
| **Slovakia** | 50.70 | 47.74 | 98.44 | 48.09 | 46.29 | 94.38 | 49.01 | 48.75 | 97.76 |
| **Slovenia** | 51.72 | 48.12 | 99.84 | 50.21 | 47.89 | 98.11 | 50.80 | 48.95 | 99.75 |
| **Spain** | 51.52 | 48.48 | 100.00 | 51.50 | 48.50 | 100.00 | 50.85 | 49.15 | 100.00 |
| **Sweden** | 51.40 | 48.60 | 100.00 | 50.92 | 48.11 | 99.03 | 53.23 | 45.07 | 98.30 |
| **Switzerland** | 50.97 | 47.87 | 98.84 | 50.02 | 48.01 | 98.03 | 53.33 | 46.67 | 100.00 |
| **UK (England)** | 51.00 | 48.48 | 99.65 | 50.10 | 48.41 | 98.51 | 49.08 | 47.93 | 97.01 |
| **UK (Northern Ireland)** | 50.49 | 48.40 | 98.89 | 49.97 | 48.33 | 98.30 | 42.47 | 54.89 | 97.36 |
| **UK (Scotland)** | NC | NC | NC | 50.53 | 48.44 | 98.98 | 48.87 | 50.32 | 99.19 |
| **UK (Wales)** | 50.23 | 48.09 | 98.31 | 49.01 | 47.16 | 96.17 | 39.04 | 47.06 | 86.10 |
| **Total average**  **(no. of countries)** | 51.32  (24) | 48.24  (24) | 99.6  (25) | 50.43  (27) | 47.93  (27) | 98.34  (28) | 50.04  (26) | 46.37  (26) | 96.41  (26) |

Chart 1. Indicator 1.1 The enrolment rate in mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 2. Indicator 1.1 The enrolment rate in mainstream education (%), ISCED 02 total

Chart 3. Indicator 1.1 The enrolment rate in mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 4. Indicator 1.1 The enrolment rate in mainstream education (%), ISCED 1+2 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 1](#Table1)).

Chart 5. Indicator 1.1 The enrolment rate in mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 6. Indicator 1.1 The enrolment rate in mainstream education (%), ISCED 3 total

Indicator 1.2 The enrolment rate in inclusive education (%)

The data shows children/learners who are or are not in inclusive education.

In most countries, enrolment in inclusive education implies placement in a mainstream class in line with the 80% time placement benchmark, or the various proxies for this benchmark.

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

This indicator has been calculated as follows:

**x100**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners educated with their peers in mainstream groups/classes for 80% or more of the time (Q1.3a)**

Data on pre-primary (ISCED 02) level is available from 21 countries. Across the 21 countries, the enrolment rate in inclusive education ranges from 86.63% to 100.00%; the total average for the 21 countries is 99.37%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 27 countries. Across the 27 countries, the enrolment rate in inclusive education ranges from 92.29% to 100.23% [[4]](#footnote-5); the total average for the 27 countries is 97.96%.

Data on upper-secondary (ISCED 3) level is available from 24 countries. Across the 24 countries, the enrolment rate in inclusive education ranges from 21.86% to 100%; the total average for the 24 countries is 95.93%.

Table 2. Indicator 1.2 The enrolment rate in inclusive education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 51.79 | 48.44 | 100.23 [[5]](#footnote-6) | 11.13 | 10.73 | 21.86 [[6]](#footnote-7) |
| **Belgium (Flemish community)** | 50.76 | 48.41 | 99.17 | 46.85 | 45.96 | 92.80 | 50.54 | 47.75 | 98.29 |
| **Bulgaria** | 51.12 | 48.50 | 99.62 | 51.44 | 48.10 | 99.54 | 52.03 | 47.24 | 99.28 |
| **Cyprus** | 51.64 | 47.69 | 99.33 | 50.38 | 48.33 | 98.71 | 50.98 | 48.45 | 99.43 |
| **Czech Republic** | 50.19 | 47.01 | 97.21 | 49.15 | 47.49 | 96.64 | 43.07 | 43.32 | 86.39 |
| **Denmark** | 51.68 | 48.32 | 100.00 | 48.01 | 46.46 | 94.47 | 51.73 | 48.27 | 100.00 |
| **Estonia** | 49.95 | 47.67 | 97.62 | 47.64 | 47.18 | 94.81 | 51.33 | 48.54 | 99.86 |
| **Finland** | NC | NC | NC | 66.66 | 27.80 | 94.46 | NC | NC | NC |
| **Germany** | NC | NC | NC | 49.82 | 47.11 | 96.93 | 55.30 | 44.65 | 99.95 |
| **Greece** | 51.19 | 48.15 | 99.34 | 51.04 | 48.02 | 99.06 | 51.95 | 47.20 | 99.15 |
| **Hungary** | 51.51 | 47.95 | 99.46 | 49.95 | 47.77 | 97.72 | 49.59 | 48.21 | 97.81 |
| **Iceland** | 41.96 | 44.67 | 86.63 | 50.28 | 48.43 | 98.71 | NC | NC | NC |
| **Italy** | 52.04 | 47.94 | 99.99 | 51.65 | 48.26 | 99.90 | 48.83 | 46.21 | 95.03 |
| **Latvia** | 49.20 | 46.67 | 95.87 | 48.70 | 47.25 | 95.95 | 50.64 | 49.18 | 99.83 |
| **Lithuania** | 50.15 | 47.93 | 98.07 | 50.41 | 48.11 | 98.52 | 47.15 | 51.24 | 98.40 |
| **Netherlands** | 50.08 | 48.71 | 98.79 | 49.45 | 47.24 | 96.69 | 49.63 | 50.37 | 100.00 |
| **Norway** | NC | NC | NC | NC | NC | 99.35 | NC | NC | NC |
| **Poland** | 51.27 | 48.06 | 99.33 | 50.34 | 47.86 | 98.20 | 51.00 | 47.96 | 98.96 |
| **Serbia** | NC | NC | NC | 50.98 | 48.12 | 99.10 | 48.85 | 49.22 | 98.06 |
| **Slovakia** | 50.54 | 47.67 | 98.21 | 46.96 | 45.33 | 92.29 | 47.95 | 47.84 | 95.80 |
| **Slovenia** | 51.72 | 48.12 | 99.84 | 50.02 | 47.78 | 97.80 | 50.80 | 48.95 | 99.75 |
| **Spain** | 51.42 | 48.42 | 99.84 | 51.01 | 48.26 | 99.25 | 50.85 | 49.15 | 100.00 |
| **Sweden** | 51.40 | 48.60 | 100.00 | 50.92 | 48.11 | 99.03 | 53.23 | 45.07 | 98.30 |
| **Switzerland** | 50.94 | 47.86 | 98.80 | 48.93 | 47.31 | 96.24 | 53.33 | 46.67 | 100.00 |
| **UK (England)** | 50.96 | 48.47 | 99.59 | 49.97 | 48.36 | 98.33 | 48.87 | 47.84 | 96.71 |
| **UK (Northern Ireland)** | 50.49 | 48.40 | 98.89 | 49.30 | 48.08 | 97.38 | 42.43 | 54.86 | 97.29 |
| **UK (Scotland)** | NC | NC | NC | 50.08 | 48.31 | 98.39 | 48.25 | 50.00 | 98.25 |
| **Total average**  **(no. of countries)** | 51.18  (21) | 48.16  (21) | 99.37  (21) | 50.46  (26) | 47.49  (26) | 97.96  (27) | 49.78  (24) | 46.15  (24) | 95.93  (24) |

Chart 7. Indicator 1.2 The enrolment rate in inclusive education (%), ISCED 02 boys and ISCED 02 girls

Chart 8. Indicator 1.2 The enrolment rate in inclusive education (%), ISCED 02 total

Chart 9. Indicator 1.2 The enrolment rate in inclusive education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 10. Indicator 1.2 The enrolment rate in inclusive education (%), ISCED 1+2 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 2](#Table2)).

Chart 11. Indicator 1.2 The enrolment rate in inclusive education (%), ISCED 3 boys and ISCED 3 girls

Chart 12. Indicator 1.2 The enrolment rate in inclusive education (%), ISCED 3 total

Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%)

The data shows children/learners who are in non-inclusive education, i.e. in separate groups or classes in mainstream education.

Enrolment in separate, non-inclusive groups/classes is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners educated in separate groups/classes (Q1.3b)**

Data on pre-primary (ISCED 02) level is available from 12 countries. Across the 12 countries, the enrolment rate in non-inclusive education, i.e. in separate groups or classes in mainstream education, ranges from 0.04% to 13.37%; the total average for the 12 countries is 0.33%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 21 countries. Across the 21 countries, the enrolment rate in non-inclusive education, i.e. in separate groups or classes in mainstream education, ranges from 0% to 4.82%; the total average for the 21 countries is 0.72%.

Data on upper-secondary (ISCED 3) level is available from 14 countries. Across the 14 countries, the enrolment rate in non-inclusive education, i.e. in separate groups or classes in mainstream education, ranges from 0% to 12.71%; the total average for the 14 countries is 1.44%.

Table 3. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.20 | 0.62 | 1.83 | 0.23 | 0.14 | 0.37 |
| **Belgium (Flemish community)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Bulgaria** | 0.16 | 0.09 | 0.25 | 0.00 | 0.00 | 0.00 | 0.09 | 0.06 | 0.15 |
| **Cyprus** | 0.34 | 0.14 | 0.48 | 0.59 | 0.23 | 0.81 | 0.39 | 0.17 | 0.57 |
| **Czech Republic** | 1.22 | 0.60 | 1.82 | 0.49 | 0.34 | 0.82 | 7.27 | 5.44 | 12.71 [[7]](#footnote-8) |
| **Denmark** | NC | NC | NC | 2.35 | 0.81 | 3.17 | NC | NC | NC |
| **Estonia** | 1.57 | 0.51 | 2.08 | 1.74 | 0.59 | 2.34 | 0.00 | 0.01 | 0.01 |
| **Finland** | NC | NC | NC | 3.37 | 1.44 | 4.82 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 0.17 | 0.07 | 0.24 | 0.05 | 0.03 | 0.07 | 0.00 | 0.00 | 0.00 |
| **Hungary** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Iceland** | 8.75 | 4.62 | 13.37 | 0.71 | 0.23 | 0.93 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | 0.55 | 0.28 | 0.83 | 0.01 | 0.02 | 0.03 |
| **Lithuania** | 0.47 | 0.19 | 0.65 | 0.25 | 0.11 | 0.37 | 0.21 | 0.16 | 0.38 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 0.43 | NC | NC | NC |
| **Poland** | 0.09 | 0.03 | 0.12 | 0.03 | 0.01 | 0.05 | 0.01 | 0.01 | 0.02 |
| **Serbia** | NC | NC | NC | 0.16 | 0.09 | 0.25 | 0.45 | 0.30 | 0.76 |
| **Slovakia** | 0.16 | 0.06 | 0.22 | 1.13 | 0.96 | 2.09 | 1.05 | 0.91 | 1.97 |
| **Slovenia** | NC | NC | NC | 0.19 | 0.11 | 0.31 | NC | NC | NC |
| **Spain** | 0.10 | 0.05 | 0.16 | 0.49 | 0.27 | 0.75 | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | 0.03 | 0.01 | 0.04 | 1.09 | 0.70 | 1.79 | NC | NC | NC |
| **UK (England)** | 0.04 | 0.01 | 0.05 | 0.13 | 0.05 | 0.18 | 0.20 | 0.09 | 0.29 |
| **UK (Northern Ireland)** | NC | NC | NC | 0.67 | 0.25 | 0.92 | 0.03 | 0.04 | 0.07 |
| **UK (Scotland)** | NC | NC | NC | 1.18 | 0.44 | 1.61 | 1.16 | 0.59 | 1.75 |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 0.23  (12) | 0.1  (12) | 0.33  (12) | 0.49  (20) | 0.24  (20) | 0.72  (21) | 0.84  (14) | 0.6  (14) | 1.44  (14) |

Chart 13. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 14. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%), ISCED 02 total

Chart 15. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 16. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%), ISCED 1+2 total

Chart 17. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 18. Indicator 1.3 The enrolment rate in separate, non-inclusive groups/classes within mainstream education (%), ISCED 3 total

Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%)

The data shows the share of children/learners who are educated outside of mainstream education.

Those children/learners who are not in mainstream education are educated in fully separate special schools, non-formal education run by health or social services, etc., home-schooled, or are out-of-school children/learners.

This indicator has been calculated as follows:

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners who are educated outside of mainstream (pre-)schools (Q1.4)**

**x100**

Data on pre-primary (ISCED 02) level is available from 18 countries. Across the 18 countries, the share of children/learners who are educated outside of mainstream education ranges from 0.01% to 4.13%; the total average for the 18 countries is 0.53%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 25 countries. Across the 25 countries, the share of children/learners who are educated outside of mainstream education ranges from 0.1% to 7.2%; the total average for the 25 countries is 1.97%.

Data on upper-secondary (ISCED 3) level is available from 20 countries. Across the 20 countries, the share of children/learners who are educated outside of mainstream education ranges from 0.05% to 13.9%; the total average for the 20 countries is 2.13%.

Table 4. Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.2 | 0.62 | 1.83 | 0.23 | 0.14 | 0.37 |
| **Belgium (Flemish community)** | 0.59 | 0.24 | 0.83 | 4.72 | 2.48 | 7.20 | 1.15 | 0.56 | 1.71 |
| **Bulgaria** | 0.08 | 0.05 | 0.13 | 0.29 | 0.17 | 0.46 | 0.35 | 0.22 | 0.57 |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | 0.67 | 0.31 | 0.98 | 1.59 | 0.94 | 2.53 | 0.48 | 0.43 | 0.91 |
| **Denmark** | NC | NC | NC | 1.72 | 0.64 | 2.36 | NC | NC | NC |
| **Estonia** | 0.18 | 0.12 | 0.30 | 1.95 | 0.9 | 2.85 | 0.12 | 0.07 | 0.19 |
| **Finland** | NC | NC | NC | 0.58 | 0.25 | 0.83 | NC | NC | NC |
| **Germany** | NC | NC | NC | 2.04 | 1.03 | 3.07 | 0.03 | 0.02 | 0.05 |
| **Greece** | 0.30 | 0.12 | 0.43 | 0.58 | 0.28 | 0.87 | 0.54 | 0.31 | 0.85 |
| **Hungary** | 0.38 | 0.16 | 0.54 | 1.49 | 0.8 | 2.28 | 1.30 | 0.89 | 2.19 |
| **Iceland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Italy** | 0.01 | 0.01 | 0.01 | 0.06 | 0.04 | 0.1 | 3.04 | 1.93 | 4.97 |
| **Latvia** | 2.58 | 1.55 | 4.13 | 2.16 | 1.06 | 3.22 | 0.07 | 0.07 | 0.14 |
| **Lithuania** | 0.75 | 0.52 | 1.27 | 0.75 | 1.37 | 1.12 | 0.71 | 0.52 | 1.23 |
| **Netherlands** | 0.88 | 0.33 | 1.21 | 2.4 | 0.91 | 3.31 | NC | NC | NC |
| **Norway** | NC | NC | 0.02 | NC | NC | 0.22 | NC | NC | NC |
| **Poland** | 0.38 | 0.16 | 0.55 | 1.14 | 0.62 | 1.75 | 0.58 | 0.44 | 1.02 |
| **Serbia** | NC | NC | NC | 0.42 | 0.23 | 0.66 | 0.66 | 0.52 | 1.18 |
| **Slovakia** | 1.06 | 0.50 | 1.56 | 3.26 | 2.36 | 5.62 | 1.20 | 1.04 | 2.24 |
| **Slovenia** | 0.11 | 0.04 | 0.16 | 1.19 | 0.70 | 1.89 | 0.18 | 0.07 | 0.25 |
| **Spain** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Sweden** | NC | NC | NC | 0.60 | 0.37 | 0.97 | 1.01 | 0.68 | 1.70 |
| **Switzerland** | 0.81 | 0.35 | 1.16 | 1.36 | 0.61 | 1.97 | NC | NC | NC |
| **UK (England)** | 0.24 | 0.11 | 0.35 | 0.11 | 0.38 | 1.49 | 2.13 | 0.86 | 2.99 |
| **UK (Northern Ireland)** | 0.82 | 0.30 | 1.11 | 0.22 | 0.48 | 1.70 | 1.72 | 0.91 | 2.64 |
| **UK (Scotland)** | NC | NC | NC | 0.73 | 0.30 | 1.02 | 0.54 | 0.27 | 0.81 |
| **UK (Wales)** | 0.88 | 0.81 | 1.69 | 2.28 | 1.55 | 3.83 | 7.71 | 6.19 | 13.9 |
| **Total average**  **(no. of countries)** | 0.37  (17) | 0.18  (17) | 0.53  (18) | 1.35  (24) | 0.66  (24) | 1.97  (25) | 1.32  (20) | 0.81  (20) | 2.13  (20) |

Chart 19. Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 20. Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%), ISCED 02 total

Chart 21. Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 22. Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%), ISCED 1+2 total

Chart 23. Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 24. Indicator 1.4 The share of children/learners who are educated outside of mainstream education (%), ISCED 3 total

Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%)

The data shows children/learners who are enrolled in separate special, non-inclusive (pre‑)schools or units organised by the ministry of education.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**x100**

**The number of children/learners educated in separate special (pre-)schools or units organised by the ministry of education (Q1.4a)**

Data on pre-primary (ISCED 02) level is available from 15 countries. Across the 15 countries, the enrolment rate in separate special (pre-)schools or units organised by the ministry of education ranges from 0.04% to 4.13%; the total average for the 15 countries is 0.67%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 24 countries. Across the 24 countries, the enrolment rate in separate special (pre-)schools or units organised by the ministry of education ranges from 0.05% to 6.85%; the total average for the 24 countries is 2.25%.

Data on upper-secondary (ISCED 3) level is available from 19 countries. Across the 19 countries, the enrolment rate in separate special (pre-)schools or units organised by the ministry of education ranges from 0.02% to 3.71%; the total average for the 19 countries is 0.83%.

Table 5. Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.2 | 0.62 | 1.83 | 0.23 | 0.14 | 0.37 |
| **Belgium (Flemish community)** | 0.58 | 0.23 | 0.81 | 4.51 | 2.35 | 6.85 | 0.48 | 0.11 | 0.59 |
| **Bulgaria** | 0.08 | 0.05 | 0.13 | 0.29 | 0.17 | 0.46 | 0.35 | 0.22 | 0.57 |
| **Cyprus** | 0.09 | 0.02 | 0.11 | 0.16 | 0.09 | 0.25 | 0.51 | 0.21 | 0.72 |
| **Czech Republic** | 0.67 | 0.31 | 0.98 | 1.58 | 0.93 | 2.5 | 0.35 | 0.3 | 0.66 |
| **Denmark** | NC | NC | NC | 1.72 | 0.64 | 2.36 | NC | NC | NC |
| **Estonia** | NC | NC | NC | 0.63 | 0.29 | 0.92 | 0 | 0.01 | 0.02 |
| **Finland** | NC | NC | NC | 0.51 | 0.22 | 0.72 | NC | NC | NC |
| **Germany** | NC | NC | NC | 2.04 | 1.03 | 3.07 | 0.03 | 0.02 | 0.05 |
| **Greece** | 0.29 | 0.12 | 0.41 | 0.57 | 0.27 | 0.85 | 0.53 | 0.3 | 0.83 |
| **Hungary** | 0.31 | 0.13 | 0.44 | 1.36 | 0.73 | 2.09 | 0.86 | 0.6 | 1.45 |
| **Iceland** | NC | NC | NC | 0.25 | 0.1 | 0.36 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | 2.58 | 1.55 | 4.13 | 2.13 | 1.03 | 3.16 | 0.07 | 0.07 | 0.14 |
| **Lithuania** | 0.02 | 0.01 | 0.04 | 0.04 | 0.02 | 0.05 | 0.03 | 0.03 | 0.06 |
| **Netherlands** | 0.88 | 0.33 | 1.21 | 2.4 | 0.91 | 3.31 | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Poland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Serbia** | NC | NC | NC | 0.42 | 0.23 | 0.66 | 0.66 | 0.52 | 1.18 |
| **Slovakia** | 1.06 | 0.5 | 1.56 | 3.26 | 2.36 | 5.62 | 1.2 | 1.04 | 2.24 |
| **Slovenia** | 0.09 | 0.03 | 0.13 | 1.08 | 0.62 | 1.71 | 0.18 | 0.07 | 0.25 |
| **Spain** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Sweden** | NC | NC | NC | 0.6 | 0.37 | 0.97 | 1.01 | 0.68 | 1.7 |
| **Switzerland** | 0.81 | 0.35 | 1.16 | 1.36 | 0.61 | 1.97 | NC | NC | NC |
| **UK (England)** | 0.24 | 0.11 | 0.35 | 1.03 | 0.36 | 1.4 | 1.48 | 0.56 | 2.04 |
| **UK (Northern Ireland)** | 0.82 | 0.3 | 1.11 | 1.2 | 0.48 | 1.69 | 1.63 | 0.9 | 2.53 |
| **UK (Scotland)** | NC | NC | NC | 0.73 | 0.3 | 1.02 | 0.54 | 0.27 | 0.81 |
| **UK (Wales)** | 0.24 | 0.09 | 0.33 | 0.73 | 0.26 | 0.99 | 2.48 | 1.22 | 3.71 |
| **Total average**  **(no. of countries)** | 0.46  (15) | 0.21  (15) | 0.67  (15) | 1.53  (24) | 0.73  (24) | 2.25  (24) | 0.54  (19) | 0.29  (19) | 0.83  (19) |

Chart 25. Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%), ISCED 02 boys and ISCED 02 girls

Chart 26. Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%), ISCED 02 total

Chart 27. Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 28. Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%), ISCED 1+2 total

Chart 29. Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%), ISCED 3 boys and ISCED 3 girls

Chart 30. Indicator 1.4a The enrolment rate in separate special (pre-)schools or units organised by the ministry of education (%), ISCED 3 total

Indicator 1.4b The enrolment rate in separate special (pre-)schools or units organised by other sectors/ministries (%)

The data shows children/learners who are enrolled in separate, non-inclusive special (pre‑)schools or units organised by other sectors/ministries.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners educated in separate special (pre-)schools or units organised by other sectors/ministries (Q1.4b)**

**x100**

Data on pre-primary (ISCED 02) level is available from 6 countries. Across the 6 countries, the enrolment rate in separate special (pre-)schools or units organised by other sectors/ministries ranges from 0.02% to 1.24%; the total average for the 6 countries is 0.38%.

Data on primary and lower-secondary (ISCED 1+2) levels and on upper-secondary (ISCED 3) level is only available from 5 countries. The total average is not calculated for this indicator on ISCED 1+2 or ISCED 3 as the number of countries is insufficient to provide a meaningful total average figure.

Table 6. Indicator 1.4b The enrolment rate in separate special (pre-)schools or units organised by other sectors/ministries (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Belgium (Flemish community)** | NC | NC | NC | NC | NC | NC | 0.45 | 0.25 | 0.7 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Estonia** | 0.18 | 0.12 | 0.3 | 1.11 | 0.44 | 1.55 | 0.1 | 0.04 | 0.14 |
| **Finland** | NC | NC | NC | 0.08 | 0.03 | 0.11 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Hungary** | 0.07 | 0.03 | 0.1 | 0.13 | 0.07 | 0.19 | 0.44 | 0.3 | 0.74 |
| **Iceland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 0.73 | 0.5 | 1.24 | 0.71 | 0.36 | 1.07 | 0.67 | 0.49 | 1.16 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | 0.02 | NC | NC | 0.22 | NC | NC | NC |
| **Poland** | 0.38 | 0.16 | 0.55 | 1.14 | 0.62 | 1.75 | 0.58 | 0.44 | 1.02 |
| **Serbia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Slovakia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Slovenia** | 0.02 | 0.01 | 0.03 | NC | NC | NC | NC | NC | NC |
| **Spain** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | – | – | 0.38  (6) | – | – | – | – | – | – |

Chart 31. Indicator 1.4b The enrolment rate in separate special (pre-)schools or units organised by other sectors/ministries (%), ISCED 02 total

Indicator 1.4c The enrolment rate of children/learners educated in recognised forms of alternative education (%)

The data shows children/learners who are enrolled in non-inclusive, recognised forms of alternative education.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners educated in recognised forms of alternative education (Q1.4c)**

**x100**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 7. Indicator 1.4c The enrolment rate of children/learners educated in recognised forms of alternative education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 0.67 | 0.61 | 1.28 | 0.1 | 0.09 | 0.19 |
| **Belgium (Flemish community)** | 0.01 | 0.01 | 0.02 | 0.03 | 0.03 | 0.06 | NC | NC | NC |
| **Italy** | 0.01 | 0.01 | 0.01 | 0.02 | 0.02 | 0.04 | 3.03 | 1.92 | 4.95 |
| **UK (England)** | 0 | 0 | 0 | 0.07 | 0.02 | 0.09 | 0.66 | 0.3 | 0.95 |
| **UK (Wales)** | 0.59 | 0.69 | 1.29 | 1.22 | 0.97 | 2.19 | 5.11 | 4.85 | 9.95 |

Indicator 1.4d The share of children/learners receiving home schooling (%)

The data shows the share of children/learners who are receiving non-inclusive home schooling.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners educated in recognised forms of home schooling (Q1.4d)**

**x100**

At pre-primary (ISCED 02) level, only five countries or fewer can provide any form of data relating to this indicator. The total average is not calculated for this indicator on ISCED 02 as the number of countries is insufficient to provide a meaningful total average figure.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 10 countries. Across the 10 countries, the share of children/learners receiving home schooling ranges from 0% to 0.65%; the total average for the 10 countries is 0.1%.

Data on upper-secondary (ISCED 3) level is available from 9 countries. Across the 9 countries, the share of children/learners receiving home schooling ranges from 0% to 0.42%; the total average for the 9 countries is 0.06%.

Table 8. Indicator 1.4d The share of children/learners receiving home schooling (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | 0.21 | NC | NC | 0.43 | NC | NC | 0.01 |
| **Belgium (Flemish community)** | NC | NC | NC | 0.18 | 0.11 | 0.29 | 0.22 | 0.2 | 0.42 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | NC | NC | NC | 0.02 | 0.01 | 0.03 | 0.12 | 0.12 | 0.25 |
| **Denmark** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Estonia** | NC | NC | NC | 0.21 | 0.17 | 0.38 | 0.02 | 0.02 | 0.04 |
| **Finland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 0.01 | 0.01 | 0.02 | 0.01 | 0.01 | 0.02 | 0.01 | 0.01 | 0.02 |
| **Hungary** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Iceland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Italy** | NC | NC | NC | 0.03 | 0.03 | 0.06 | 0.01 | 0.01 | 0.02 |
| **Latvia** | NC | NC | NC | 0.04 | 0.02 | 0.06 | NC | NC | NC |
| **Lithuania** | 0 | 0 | 0 | 0.13 | 0.05 | 0.18 | 0.16 | 0.07 | 0.23 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Poland** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Serbia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Slovakia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Slovenia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Spain** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | 0.04 | 0.03 | 0.07 | 0.33 | 0.32 | 0.65 | 0.13 | 0.12 | 0.24 |
| **Total average**  **(no. of countries)** | – | – | – | 0.04  (9) | 0.03  (9) | 0.1  (10) | 0.03  (8) | 0.03  (8) | 0.06  (9) |

Chart 32. Indicator 1.4d The share of children/learners receiving home schooling (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 33. Indicator 1.4d The share of children/learners receiving home schooling (%), ISCED 1+2 total

Chart 34. Indicator 1.4d The share of children/learners receiving home schooling (%), ISCED 3 boys and ISCED 3 girls

Chart 35. Indicator 1.4d The share of children/learners receiving home schooling (%), ISCED 3 total

Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%)

The data shows the share of children/learners who are educated in all forms of segregated (i.e. separate, non-inclusive) provision organised by all sectors/ministries.

This indicator focuses on all children/learners who are enrolled in separate, non-inclusive settings that are not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The number of children/learners educated in separate groups/classes (Q1.3b)  
+  
The number of children/learners who are educated outside of mainstream (pre-)schools (Q1.4)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Data on pre-primary (ISCED 02) level is available from 9 countries. Across the 9 countries, the share of children/learners in all forms of segregated provision ranges from 0.38% to 2.79%; the total average for the 9 countries is 0.94%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 18 countries. Across the 18 countries, the share of children/learners in all forms of segregated provision ranges from 0.46% to 7.71%; the total average for the 18 countries is 2.35%.

Data on upper-secondary (ISCED 3) level is available from 13 countries. Across the 13 countries, the share of children/learners in all forms of segregated provision ranges from 0.17% to 13.61%; the total average for the 13 countries is 2.92%.

Table 9. Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 2.41 | 1.25 | 3.66 | 0.46 | 0.29 | 0.75 |
| **Belgium (Flemish community)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Bulgaria** | 0.25 | 0.13 | 0.38 | 0.29 | 0.17 | 0.46 | 0.45 | 0.28 | 0.72 |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | 1.89 | 0.9 | 2.79 | 2.08 | 1.28 | 3.36 | 7.75 | 5.87 | 13.61 |
| **Denmark** | NC | NC | NC | 4.08 | 1.45 | 5.53 | NC | NC | NC |
| **Estonia** | 1.75 | 0.64 | 2.38 | 3.69 | 1.49 | 5.19 | 0.12 | 0.08 | 0.2 |
| **Finland** | NC | NC | NC | 3.96 | 1.69 | 5.65 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 0.47 | 0.19 | 0.66 | 0.63 | 0.31 | 0.94 | 0.54 | 0.31 | 0.85 |
| **Hungary** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Iceland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | 2.71 | 1.34 | 4.05 | 0.08 | 0.09 | 0.17 |
| **Lithuania** | 1.22 | 0.71 | 1.93 | 1 | 0.48 | 1.48 | 0.92 | 0.68 | 1.6 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 0.65 | NC | NC | NC |
| **Poland** | 0.47 | 0.2 | 0.67 | 1.17 | 0.63 | 1.8 | 0.59 | 0.45 | 1.04 |
| **Serbia** | NC | NC | NC | 0.58 | 0.32 | 0.9 | 1.11 | 0.83 | 1.94 |
| **Slovakia** | 1.22 | 0.57 | 1.79 | 4.39 | 3.32 | 7.71 | 2.26 | 1.95 | 4.2 |
| **Slovenia** | NC | NC | NC | 1.39 | 0.82 | 2.2 | NC | NC | NC |
| **Spain** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | 0.83 | 0.36 | 1.2 | 2.45 | 1.32 | 3.76 | NC | NC | NC |
| **UK (England)** | 0.28 | 0.13 | 0.41 | 1.24 | 0.43 | 1.67 | 2.34 | 0.95 | 3.29 |
| **UK (Northern Ireland)** | NC | NC | NC | 1.89 | 0.73 | 2.62 | 1.76 | 0.95 | 2.71 |
| **UK (Scotland)** | NC | NC | NC | 1.9 | 0.73 | 2.64 | 1.7 | 0.86 | 2.56 |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 0.64  (9) | 0.3  (9) | 0.94  (9) | 1.64  (17) | 0.78  (17) | 2.35  (18) | 1.79  (13) | 1.13  (13) | 2.92  (13) |

Chart 36. Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 02 boys and ISCED 02 girls

Chart 37. Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 02 total

Chart 38. Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 39. Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 1+2 total

Chart 40. Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 3 boys and ISCED 3 girls

Chart 41. Indicator 1.5 The share of children/learners who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 3 total

Indicator 1.6 The share of children/learners who are out-of-education (%)

The data shows the share of children/learners who are out of any form of recognised education organised by any sector/ministry.

This indicator has been calculated as follows:

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**x100**

**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)**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 10. Indicator 1.6 The share of children/learners who are out-of-education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Belgium (Flemish community)** | 0.02 | 0.02 | 0.04 | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 0.29 | 0.34 | 0.63 | NC | NC | NC |
| **Lithuania** | NC | NC | NC | 0.88 | 0.84 | 1.72 | NC | NC | NC |
| **Poland** | 0.53 | 0.45 | 0.98 | 0.12 | 0.11 | 0.22 | NC | NC | NC |
| **Serbia** | 52.7 | 49.74 | 102.44 **[[8]](#footnote-9)** | NC | NC | NC | NC | NC | NC |

Indicator 1.7 The overall enrolment rate in all recognised forms of education (%)

The data shows the overall enrolment rate of all children/learners in any form of recognised education organised by any sector/ministry.

This indicator has been calculated as follows:

**The actual population of children/learners (Q1.1)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**x100**

Data on pre-primary (ISCED 02) level is available from 28 countries. Across the 28 countries, the enrolment rate in all recognised forms of education ranges from 49.4% to 113.87% [[9]](#footnote-10); the total average for the 28 countries is 93.86%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 28 countries. Across the 28 countries, the enrolment rate in all recognised forms of education ranges from 75.58% to 106.34%; the total average for the 28 countries is 98.01%.

Data on upper-secondary (ISCED 3) level is available from 26 countries. Across the 26 countries, the enrolment rate in all recognised forms of education ranges from 38.44% to 197.19%; the total average for the 26 countries is 100.96%.

Table 11. Indicator 1.7 The overall enrolment rate in all recognised forms of education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria [[10]](#footnote-11)** | 52.84 | 49.14 | 101.98 | 52.28 | 49.01 | 101.29 | 53.14 | 47.67 | 100.81 |
| **Belgium (Flemish community)** | 51.33 | 48.63 | 99.96 | 51.56 | 48.44 | 100 | 51.69 | 48.31 | 100 |
| **Bulgaria [[11]](#footnote-12)** | 37.05 | 35.07 | 72.12 | 40.6 | 37.88 | 78.48 | 38.57 | 34.93 | 73.51 |
| **Cyprus** | 45.42 | 41.73 | 87.14 | 51.97 | 49.37 | 101.33 | 50.63 | 47.91 | 98.54 |
| **Czech Republic [[12]](#footnote-13)** | 57.25 | 52.67 | 109.93 | 50.31 | 47.89 | 98.2 | 52.97 | 51.26 | 104.23 |
| **Denmark [[13]](#footnote-14)** | 42.86 | 40.08 | 82.94 | 39.37 | 36.21 | 75.58 | NC | NC | NC |
| **Estonia** | 45.11 | 42.15 | 87.26 | 50.4 | 47.79 | 98.2 | 45.31 | 42.82 | 88.14 |
| **Finland** | 45.22 | 42.89 | 88.1 | 50.77 | 48.54 | 99.31 | 47.31 | 45.05 | 92.36 |
| **Germany [[14]](#footnote-15)** | 54.6 | 51.16 | 105.76 | 52.67 | 48.91 | 101.58 | 56.17 | 45.36 | 101.53 |
| **Greece** | 50.31 | 47.08 | 97.39 | 51.41 | 48.09 | 99.5 | 51.96 | 47.03 | 98.99 |
| **Hungary** | 46 | 42.65 | 88.65 | 50.28 | 47.47 | 97.75 | 51.19 | 49.39 | 100.58 |
| **Iceland** | 49.03 | 47.65 | 96.68 | 50.63 | 48.18 | 98.81 | NC | NC | NC |
| **Italy** | 50.74 | 46.74 | 97.48 | 51.51 | 48.12 | 99.63 | 51.33 | 47.65 | 98.98 |
| **Latvia [[15]](#footnote-16)** | 49.39 | 45.29 | 94.68 | 51.69 | 48.85 | 100.54 | 57.71 | 56.06 | 113.77 |
| **Lithuania** | 57 | 53.96 | 110.96 [[16]](#footnote-17) | 53.37 | 50.45 | 103.82 [[17]](#footnote-18) | 26.26 | 28.36 | 54.62 |
| **Netherlands [[18]](#footnote-19)** | 49.65 | 47.77 | 97.41 | 47.98 | 44.55 | 92.53 | 97.88 | 99.32 | 197.19 |
| **Norway** | NC | NC | 97.33 | 50.89 | 48.32 | 99.2 | 47.49 | 45.51 | 93 |
| **Poland** | 58.92 | 54.95 | 113.87 [[19]](#footnote-20) | 50.06 | 47.14 | 97.2 | 53.91 | 50.59 | 104.5 |
| **Serbia** | 25.48 | 23.92 | 49.4 | 51.75 | 48.63 | 100.37 [[20]](#footnote-21) | 48.82 | 48.9 | 97.72 |
| **Slovakia** | 51.12 | 47.64 | 98.76 | 49.28 | 46.69 | 95.98 | 43.94 | 43.57 | 87.51 |
| **Slovenia** | 49.55 | 46.04 | 95.59 | 50.84 | 48.06 | 98.9 | 46.48 | 44.69 | 91.17 |
| **Spain [[21]](#footnote-22)** | 50.23 | 47.26 | 97.49 | 54.76 | 51.58 | 106.34 | 55.41 | 53.56 | 108.98 |
| **Sweden [[22]](#footnote-23)** | 50.77 | 48.01 | 98.78 | 51.36 | 48.31 | 99.67 | 58.51 | 49.35 | 107.86 |
| **Switzerland [[23]](#footnote-24)** | 35.11 | 32.7 | 67.81 | 52.99 | 50.15 | 103.14 | 42.59 | 37.27 | 79.86 |
| **UK (England)** | 41.24 | 39.11 | 80.48 | 47.14 | 44.92 | 92.06 | 46.16 | 43.98 | 90.14 |
| **UK (Northern Ireland)** | 48.86 | 46.37 | 95.23 | 50.12 | 47.78 | 97.9 | 28.51 | 36 | 64.51 |
| **UK (Scotland)** | NC | NC | 78.42 | 45.16 | 42.94 | 88.1 | 37.55 | 38.45 | 76.01 |
| **UK (Wales)** | 47.9 | 45.83 | 93.74 | 50.43 | 47.89 | 98.32 | 17.97 | 20.47 | 38.44 |
| **Total average**  **(no. of countries)** | 48.5  (26) | 45.45  (26) | 93.86  (28) | 50.53  (28) | 47.48  (28) | 98.01  (28) | 52.59  (26) | 48.38  (26) | 100.96  (26) |

Chart 42. Indicator 1.7 The overall enrolment rate in all recognised forms of education (%), ISCED 02 boys and ISCED 02 girls

Chart 43. Indicator 1.7 The overall enrolment rate in all recognised forms of education (%), ISCED 02 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 11](#Table11)).

Chart 44. Indicator 1.7 The overall enrolment rate in all recognised forms of education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 45. Indicator 1.7 The overall enrolment rate in all recognised forms of education (%), ISCED 1+2 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 11](#Table11)).

Chart 46. Indicator 1.7 The overall enrolment rate in all recognised forms of education (%), ISCED 3 boys and ISCED 3 girls

Chart 47. Indicator 1.7 The overall enrolment rate in all recognised forms of education (%), ISCED 3 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 11](#Table11)).

Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%)

The data shows children/learners who are formally identified as having a special educational need and have an official decision of SEN in line with the [EASIE operational definition](#operational_definition), based on the number of children/learners enrolled in any form of recognised education.

This indicator has been calculated as follows:

**x100**

**The overall number of children/learners with an official decision of SEN (Q2.1)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Data on pre-primary (ISCED 02) level is available from 15 countries. Across the 15 countries, the identification rate of children/learners with an official decision of SEN ranges from 0.43% to 20.54%; the total average for the 15 countries is 2.77%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 19 countries. Across the 19 countries, the identification rate of children/learners with an official decision of SEN ranges from 3.31% to 14.21%; the total average for the 19 countries is 5.15%.

Data on upper-secondary (ISCED 3) level is available from 14 countries. Across the 14 countries, the identification rate of children/learners with an official decision of SEN ranges from 0.65% to 15.9%; the total average for the 14 countries is 3.22%.

Table 12. Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 2.32 | 1.32 | 3.64 | 0.39 | 0.26 | 0.65 |
| **Belgium (Flemish community)** | 1.4 | 0.56 | 1.96 | 6.97 | 3.23 | 10.21 | 3.52 | 1.21 | 4.74 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | 2.85 | 1.03 | 3.88 | 5.6 | 2.75 | 8.44 | 5.31 | 3.96 | 9.27 |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 4.33 | 1.56 | 5.89 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 6.04 | 2.59 | 8.63 | 9.06 | 6.84 | 15.9 |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 1.53 | 0.52 | 2.05 | 3.62 | 1.62 | 5.23 | 4.45 | 1.96 | 6.4 |
| **Hungary** | 2.09 | 0.93 | 3.02 | 4.99 | 2.54 | 7.53 | 3.99 | 2.3 | 6.29 |
| **Iceland** | 8.75 | 4.62 | 13.37 | 9.23 | 4.99 | 14.21 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 12.31 | 8.23 | 20.54 | 9.08 | 4.6 | 13.68 | 1.68 | 1.04 | 2.72 |
| **Netherlands** | 0.88 | 0.33 | 1.21 | 2.4 | 0.91 | 3.31 | NC | NC | NC |
| **Norway** | NC | NC | 4.54 | 5.29 | 2.53 | 7.82 | NC | NC | NC |
| **Poland** | 2.41 | 1.03 | 3.44 | 2.87 | 1.44 | 4.31 | 1.28 | 0.86 | 2.14 |
| **Serbia** | NC | NC | NC | NC | NC | 3.45 | NC | NC | 1.19 |
| **Slovakia** | 0.83 | 0.49 | 1.32 | 7.9 | 5.57 | 13.47 | 3.85 | 2.15 | 6 |
| **Slovenia** | 2.07 | 0.85 | 2.92 | 4.1 | 2.12 | 6.22 | 4.65 | 2.81 | 7.47 |
| **Spain** | 1 | 0.42 | 1.41 | 2.38 | 1.06 | 3.44 | 1.08 | 0.51 | 1.59 |
| **Sweden** | 0.33 | 0.1 | 0.43 | 4.08 | 2.18 | 6.26 | 1.03 | 0.69 | 1.72 |
| **Switzerland** | 1.87 | 0.85 | 2.72 | 2.78 | 1.38 | 4.16 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | 1.17 | 0.5 | 1.67 | 2.94 | 1.03 | 3.97 | 2.54 | 0.97 | 3.51 |
| **Total average**  **(no. of countries)** | 1.8  (14) | 0.87  (14) | 2.77  (15) | 3.51  (18) | 1.69  (18) | 5.15  (19) | 2.14  (13) | 1.2  (13) | 3.22  (14) |

Chart 48. Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%), ISCED 02 boys and ISCED 02 girls

Chart 49. Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%), ISCED 02 total

Chart 50. Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 51. Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%), ISCED 1+2 total

Chart 52. Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%), ISCED 02 boys and ISCED 3 girls

Chart 53. Indicator 2A.1 The identification rate of children/learners with an official decision of SEN (%), ISCED 3 total

Indicators 2A.2–2A.7: Distribution of placements of children/learners with an official decision of SEN, based on the overall enrolled (pre-)school population data provided in Data Table 1

Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%)

The data shows children/learners with an official decision of SEN who are or are not in mainstream education, based on the number of children/learners enrolled in any form of recognised education.

In most countries, enrolment in mainstream education implies placement in a mainstream class, or placement in a separate special class within a mainstream school. Those children/learners with an official decision of SEN who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., home-schooled, or are out-of-school children/learners.

This indicator has been calculated as follows:

**The number of children/learners with an official decision of SEN educated in mainstream (pre-)schools (Q2.3)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**x100**

Data on pre-primary (ISCED 02) level is available from 21 countries. Across the 21 countries, the enrolment rate in mainstream education for children/learners with an official decision of SEN ranges from 0.43% to 20.08%; the total average for the 21 countries is 2.18%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 27 countries. Across the 27 countries, the enrolment rate in mainstream education for children/learners with an official decision of SEN ranges from 1.73% to 27.35%; the total average for the 27 countries is 3.93%.

Data on upper-secondary (ISCED 3) level is available from 22 countries. Across the 22 countries, the enrolment rate in mainstream education for children/learners with an official decision of SEN ranges from 0.03% to 29.42%; the total average for the 22 countries is 2.13%.

Table 13. Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.25 | 0.75 | 2 | 0.17 | 0.12 | 0.29 |
| **Belgium (Flemish community)** | 0.82 | 0.33 | 1.15 | 2.46 | 0.89 | 3.35 | 2.82 | 0.9 | 3.72 |
| **Bulgaria** | 1.71 | 0.74 | 2.45 | 1.76 | 0.97 | 2.73 | 0.87 | 0.52 | 1.39 |
| **Cyprus** | 2.85 | 1.03 | 3.88 | 5.6 | 2.69 | 8.29 | 5.31 | 3.96 | 9.27 |
| **Czech Republic** | 2.16 | 1.06 | 3.21 | 6.05 | 2.81 | 8.86 | 3.08 | 1.62 | 4.7 |
| **Denmark** | NC | NC | NC | 2.61 | 0.92 | 3.53 | NC | NC | NC |
| **Estonia** | 4.22 | 2.06 | 6.27 | 3.14 | 1.35 | 4.49 | 1.25 | 0.77 | 2.02 |
| **Finland** | NC | NC | NC | 5.61 | 2.4 | 8.02 | NC | NC | NC |
| **Germany** | NC | NC | NC | 1.96 | 1.09 | 3.05 | 0.06 | 0.04 | 0.1 |
| **Greece** | 1.23 | 0.4 | 1.63 | 3.03 | 1.34 | 4.37 | 3.91 | 1.65 | 5.56 |
| **Hungary** | 1.71 | 0.77 | 2.48 | 3.51 | 1.74 | 5.25 | 2.69 | 1.4 | 4.1 |
| **Iceland** | 8.75 | 4.62 | 13.37 | 8.97 | 4.89 | 13.86 | NC | NC | NC |
| **Italy** | 1.79 | 0.6 | 2.39 | 2.81 | 1.12 | 3.93 | 1.76 | 0.85 | 2.61 |
| **Latvia** | 1.9 | 0.92 | 2.82 | NC | NC | 4.64 | NC | NC | 0.47 |
| **Lithuania** | 11.98 | 8.09 | 20.08 | 8.63 | 4.39 | 13.02 | 1.18 | 0.71 | 1.89 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | 4.52 | NC | NC | 7.6 | NC | NC | NC |
| **Poland** | 2.03 | 0.86 | 2.89 | 1.75 | 0.82 | 2.58 | 0.72 | 0.43 | 1.15 |
| **Serbia** | NC | NC | NC | NC | NC | 2.8 | NC | NC | 1.15 |
| **Slovakia** | 1.5 | 1.38 | 2.88 | 7.71 | 5.4 | 13.12 | 3.35 | 1.53 | 4.89 |
| **Slovenia** | 1.95 | 0.81 | 2.76 | 2.91 | 1.42 | 4.32 | 4.47 | 2.74 | 7.21 |
| **Spain** | 0.93 | 0.38 | 1.31 | 2.02 | 0.86 | 2.88 | 1.08 | 0.51 | 1.59 |
| **Sweden** | 0.33 | 0.1 | 0.43 | 3.48 | 1.81 | 5.29 | 0.02 | 0.01 | 0.03 |
| **Switzerland** | 0.84 | 0.36 | 1.2 | 1.47 | 0.8 | 2.27 | NC | NC | NC |
| **UK (England)** | 0.45 | 0.19 | 0.64 | 1.27 | 0.45 | 1.73 | 1.29 | 0.49 | 1.78 |
| **UK (Northern Ireland)** | 0.44 | 0.2 | 0.64 | 3.02 | 1.08 | 4.1 | 1.52 | 0.69 | 2.21 |
| **UK (Scotland)** | NC | NC | NC | 16.22 | 11.13 | 27.35 | 16.57 | 12.84 | 29.42 |
| **UK (Wales)** | 0.58 | 0.25 | 0.83 | 1.38 | 0.49 | 1.87 | 0.96 | 0.38 | 1.35 |
| **Total average**  **(no. of countries)** | 1.46  (20) | 0.67  (20) | 2.18  (21) | 2.6  (24) | 1.27  (24) | 3.93  (27) | 1.43  (20) | 0.73  (20) | 2.13  (22) |

Chart 54. Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 55. Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 02 total

Chart 56. Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 57. Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 1+2 total

Chart 58. Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 59. Indicator 2A.2 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 3 total

Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%)

The data shows children/learners with an official decision of SEN who are or are not in inclusive education, based on the number of children/learners enrolled in any form of recognised education.

In most countries, enrolment in inclusive education implies placement in a mainstream class in line with the 80% time placement benchmark, or the various proxies for this benchmark.

Those children/learners with an official decision of SEN who are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school children/learners.

This indicator has been calculated as follows:

**x100**

**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)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Data on pre-primary (ISCED 02) level is available from 18 countries. Across the 18 countries, the enrolment rate of children/learners with an official decision of SEN in inclusive education ranges from 0.43% to 19.44%; the total average for the 18 countries is 1.98%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 26 countries. Across the 26 countries, the enrolment rate of children/learners with an official decision of SEN in inclusive education ranges from 0.36% to 26.76%; the total average for the 26 countries is 3.7%.

Data on upper-secondary (ISCED 3) level is available from 21 countries. Across the 21 countries, the enrolment rate of children/learners with an official decision of SEN in inclusive education ranges from 0.03% to 28.48%; the total average for the 21 countries is 2.05%.

Table 14. Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.25 | 0.75 | 2 | 0.17 | 0.12 | 0.29 |
| **Belgium (Flemish community)** | 0.82 | 0.33 | 1.15 | 2.46 | 0.89 | 3.35 | 2.82 | 0.9 | 3.72 |
| **Bulgaria** | 1.55 | 0.66 | 2.21 | 1.76 | 0.96 | 2.73 | 0.78 | 0.46 | 1.24 |
| **Cyprus** | 2.51 | 0.89 | 3.4 | 5.01 | 2.46 | 7.48 | 4.91 | 3.79 | 8.7 |
| **Czech Republic** | 1.34 | 0.67 | 2 | 5.77 | 2.65 | 8.41 | 2.24 | 1.15 | 3.39 |
| **Denmark** | NC | NC | NC | 0.25 | 0.11 | 0.36 | NC | NC | NC |
| **Estonia** | 2.65 | 1.54 | 4.19 | 1.45 | 0.78 | 2.23 | 1.25 | 0.76 | 2.01 |
| **Finland** | NC | NC | NC | 2.59 | 1.11 | 3.7 | NC | NC | NC |
| **Germany** | NC | NC | NC | 1.96 | 1.09 | 3.05 | 0.06 | 0.04 | 0.1 |
| **Greece** | 1.13 | 0.36 | 1.49 | 3 | 1.32 | 4.31 | 3.91 | 1.65 | 5.55 |
| **Hungary** | 1.71 | 0.77 | 2.48 | 3.51 | 1.74 | 5.25 | 2.69 | 1.4 | 4.1 |
| **Iceland** | NC | NC | NC | 8.27 | 4.66 | 12.92 | NC | NC | NC |
| **Italy** | 1.79 | 0.6 | 2.39 | 2.81 | 1.12 | 3.93 | 1.76 | 0.85 | 2.61 |
| **Latvia** | 1.9 | 0.92 | 2.82 | NC | NC | 3.81 | NC | NC | 0.44 |
| **Lithuania** | 11.53 | 7.91 | 19.44 | 8.38 | 4.27 | 12.66 | 0.97 | 0.54 | 1.51 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 7.17 | NC | NC | NC |
| **Poland** | 1.94 | 0.83 | 2.77 | 1.72 | 0.81 | 2.53 | 0.71 | 0.42 | 1.13 |
| **Serbia** | NC | NC | NC | NC | NC | 2.59 | NC | NC | 0.64 |
| **Slovakia** | 1.34 | 1.32 | 2.65 | 6.7 | 4.55 | 11.25 | 3.34 | 1.51 | 4.85 |
| **Slovenia** | 1.95 | 0.81 | 2.76 | 2.71 | 1.3 | 4.02 | 4.47 | 2.74 | 7.21 |
| **Spain** | 0.89 | 0.36 | 1.26 | 1.9 | 0.79 | 2.69 | 1.08 | 0.51 | 1.59 |
| **Sweden** | 0.33 | 0.1 | 0.43 | 3.48 | 1.81 | 5.29 | 0.02 | 0.01 | 0.03 |
| **Switzerland** | 0.82 | 0.36 | 1.18 | 1.28 | 0.7 | 1.98 | NC | NC | NC |
| **UK (England)** | 0.43 | 0.19 | 0.62 | 1.2 | 0.43 | 1.63 | 1.22 | 0.46 | 1.68 |
| **UK (Northern Ireland)** | 0.44 | 0.2 | 0.64 | 2.47 | 0.91 | 3.38 | 1.52 | 0.69 | 2.21 |
| **UK (Scotland)** | NC | NC | NC | 15.77 | 10.99 | 26.76 | 15.96 | 12.52 | 28.48 |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 1.36  (18) | 0.62  (18) | 1.98  (18) | 2.45  (23) | 1.21  (23) | 3.7  (26) | 1.38  (19) | 0.71  (19) | 2.05  (21) |

Chart 60. Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 02 boys and ISCED 02 girls

Chart 61. Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 02 total

Chart 62. Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 63. Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 1+2 total

Chart 64. Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 3 boys and ISCED 3 girls

Chart 65. Indicator 2A.3 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 3 total

Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%)

The data shows children/learners with an official decision of SEN who are in non-inclusive education, i.e. in separate groups or classes in mainstream education, based on the number of children/learners enrolled in any form of recognised education.

Enrolment in separate, non-inclusive groups/classes is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The number of children/learners with an official decision of SEN educated in separate groups/classes (Q2.3b)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Data on pre-primary (ISCED 02) level is available from 11 countries. Across the 11 countries, the enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education ranges from 0.02% to 2.08%; the total average for the 11 countries is 0.2%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 21 countries. Across the 21 countries, the enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education ranges from 0% to 4.31%; the total average for the 21 countries is 0.48%.

Data on upper-secondary (ISCED 3) level is available from 13 countries. Across the 13 countries, the enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education ranges from 0% to 1.75%; the total average for the 13 countries is 0.11%.

Table 15. Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.07 | 0.57 | 1.63 | 0.22 | 0.14 | 0.36 |
| **Belgium (Flemish community)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Bulgaria** | 0.16 | 0.08 | 0.24 | 0 | 0 | 0 | 0.09 | 0.06 | 0.15 |
| **Cyprus** | 0.34 | 0.14 | 0.48 | 0.59 | 0.23 | 0.81 | 0.39 | 0.17 | 0.57 |
| **Czech Republic** | 0.82 | 0.39 | 1.21 | 0.28 | 0.16 | 0.44 | 0.84 | 0.46 | 1.3 |
| **Denmark** | NC | NC | NC | 2.35 | 0.81 | 3.17 | NC | NC | NC |
| **Estonia** | 1.57 | 0.51 | 2.08 | 1.69 | 0.57 | 2.26 | 0 | 0.01 | 0.01 |
| **Finland** | NC | NC | NC | 3.02 | 1.29 | 4.31 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 0.1 | 0.03 | 0.14 | 0.04 | 0.02 | 0.06 | 0 | 0 | 0 |
| **Hungary** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Iceland** | NC | NC | NC | 0.71 | 0.23 | 0.93 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | 0.55 | 0.28 | 0.83 | 0.01 | 0.02 | 0.03 |
| **Lithuania** | 0.45 | 0.18 | 0.63 | 0.25 | 0.11 | 0.36 | 0.21 | 0.16 | 0.38 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 0.43 | NC | NC | NC |
| **Poland** | 0.09 | 0.03 | 0.12 | 0.03 | 0.01 | 0.05 | 0.01 | 0.01 | 0.02 |
| **Serbia** | NC | NC | NC | NC | NC | 0.21 | NC | NC | 0.5 |
| **Slovakia** | 0.16 | 0.06 | 0.22 | 1.01 | 0.85 | 1.86 | 0.02 | 0.02 | 0.04 |
| **Slovenia** | NC | NC | NC | 0.19 | 0.11 | 0.31 | NC | NC | NC |
| **Spain** | 0.03 | 0.02 | 0.05 | 0.13 | 0.07 | 0.19 | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | 0.02 | 0 | 0.02 | 0.19 | 0.1 | 0.29 | NC | NC | NC |
| **UK (England)** | 0.02 | 0.01 | 0.03 | 0.07 | 0.02 | 0.1 | 0.08 | 0.03 | 0.1 |
| **UK (Northern Ireland)** | NC | NC | NC | 0.55 | 0.18 | 0.72 | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | 1.18 | 0.44 | 1.61 | 1.16 | 0.59 | 1.75 |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 0.14  (11) | 0.06  (11) | 0.2  (11) | 0.34  (19) | 0.15  (19) | 0.48  (21) | 0.07  (12) | 0.04  (12) | 0.11  (13) |

Chart 66. Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 67. Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 02 total

Chart 68. Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 69. Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 1+2 total

Chart 70. Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 71. Indicator 2A.4 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 3 total

Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%)

The data shows the share of children/learners with an official decision of SEN who are educated outside of mainstream education, based on the number of children/learners enrolled in any form of recognised education.

Those children/learners with an official decision of SEN who are not in mainstream education are educated in fully separate special schools, non-formal education run by health or social services, etc., home-schooled, or are out-of-school children/learners.

This indicator has been calculated as follows:

**The number of children/learners with an official decision of SEN who are educated outside of mainstream (pre-)schools (Q2.4)**

**x100**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Data on pre-primary (ISCED 02) level is available from 19 countries. Across the 19 countries, the share of children/learners with an official decision of SEN who are educated outside of mainstream education ranges from 0.01% to 3.78%; the total average for the 19 countries is 0.42%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 27 countries. Across the 27 countries, the share of children/learners with an official decision of SEN who are educated outside of mainstream education ranges from 0.02% to 6.85%; the total average for the 27 countries is 1.74%.

Data on upper-secondary (ISCED 3) level is available from 20 countries. Across the 20 countries, the share of children/learners with an official decision of SEN who are educated outside of mainstream education ranges from 0.04% to 2.5%; the total average for the 20 countries is 0.7%.

Table 16. Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.07 | 0.57 | 1.63 | 0.22 | 0.14 | 0.36 |
| **Belgium (Flemish community)** | 0.58 | 0.23 | 0.81 | 4.51 | 2.35 | 6.85 | 0.7 | 0.31 | 1.01 |
| **Bulgaria** | 0.07 | 0.04 | 0.11 | 0.25 | 0.15 | 0.4 | 0.32 | 0.2 | 0.51 |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | 0.65 | 0.29 | 0.94 | 1.54 | 0.91 | 2.45 | 0.44 | 0.38 | 0.82 |
| **Denmark** | NC | NC | NC | 1.72 | 0.64 | 2.36 | NC | NC | NC |
| **Estonia** | 0.14 | 0.09 | 0.23 | 1.8 | 0.78 | 2.58 | 0.08 | 0.05 | 0.12 |
| **Finland** | NC | NC | NC | 0.43 | 0.18 | 0.61 | NC | NC | NC |
| **Germany** | NC | NC | NC | 2.04 | 1.03 | 3.07 | 0.03 | 0.02 | 0.05 |
| **Greece** | 0.3 | 0.12 | 0.42 | 0.58 | 0.28 | 0.86 | 0.54 | 0.31 | 0.85 |
| **Hungary** | 0.38 | 0.16 | 0.54 | 1.49 | 0.8 | 2.28 | 1.3 | 0.89 | 2.19 |
| **Iceland** | NC | NC | NC | 0.25 | 0.1 | 0.36 | NC | NC | NC |
| **Italy** | 0.01 | 0 | 0.01 | 0.01 | 0.01 | 0.02 | 0.12 | 0.08 | 0.2 |
| **Latvia** | 2.4 | 1.38 | 3.78 | 2.12 | 1.04 | 3.16 | 0.07 | 0.07 | 0.13 |
| **Lithuania** | 0.45 | 0.21 | 0.66 | 0.74 | 0.37 | 1.11 | 0.7 | 0.52 | 1.22 |
| **Netherlands** | 0.88 | 0.33 | 1.21 | 2.4 | 0.91 | 3.31 | NC | NC | NC |
| **Norway** | NC | NC | 0.02 | NC | NC | 0.22 | NC | NC | NC |
| **Poland** | 0.38 | 0.16 | 0.55 | 1.12 | 0.61 | 1.73 | 0.56 | 0.43 | 0.99 |
| **Serbia** | NC | NC | NC | NC | NC | 0.65 | NC | NC | 0.04 |
| **Slovakia** | 1.06 | 0.5 | 1.56 | 3.26 | 2.36 | 5.62 | 1.2 | 1.04 | 2.24 |
| **Slovenia** | 0.11 | 0.04 | 0.16 | 1.19 | 0.7 | 1.89 | 0.18 | 0.07 | 0.25 |
| **Spain** | 0.07 | 0.04 | 0.11 | 0.36 | 0.2 | 0.56 | NC | NC | NC |
| **Sweden** | NC | NC | NC | 0.6 | 0.37 | 0.97 | 1.01 | 0.68 | 1.7 |
| **Switzerland** | 0.81 | 0.35 | 1.16 | 1.36 | 0.61 | 1.97 | NC | NC | NC |
| **UK (England)** | 0.2 | 0.09 | 0.29 | 1.04 | 0.36 | 1.41 | 1.53 | 0.57 | 2.1 |
| **UK (Northern Ireland)** | 0.35 | 0.14 | 0.49 | 1.14 | 0.46 | 1.59 | 1.61 | 0.89 | 2.5 |
| **UK (Scotland)** | NC | NC | NC | 0.73 | 0.3 | 1.02 | 0.54 | 0.27 | 0.81 |
| **UK (Wales)** | 0.59 | 0.25 | 0.84 | 1.56 | 0.54 | 2.1 | 1.58 | 0.58 | 2.16 |
| **Total average**  **(no. of countries)** | 0.29  (18) | 0.13  (18) | 0.42  (19) | 1.2  (25) | 0.58  (25) | 1.74  (27) | 0.46  (19) | 0.26  (19) | 0.7  (20) |

Chart 72. Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 73. Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 02 total

Chart 74. Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 75. Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 1+2 total

Chart 76. Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 77. Indicator 2A.5 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 3 total

Indicator 2A.5a 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 (%)

The data shows children/learners with an official decision of SEN who are enrolled in separate special, non-inclusive (pre-)schools or units organised by the ministry of education, based on the number of children/learners enrolled in any form of recognised education.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**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)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Data on pre-primary (ISCED 02) level is available from 16 countries. Across the 16 countries, 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 ranges from 0.04% to 3.95%; the total average for the 16 countries is 0.51%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 25 countries. Across the 25 countries, 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 ranges from 0.05% to 6.85%; the total average for the 25 countries is 1.99%.

Data on upper-secondary (ISCED 3) level is available from 19 countries. Across the 19 countries, 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 ranges from 0.02% to 2.5%; the total average for the 19 countries is 0.76%.

Table 17. Indicator 2A.5a 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 (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 1.07 | 0.57 | 1.63 | 0.22 | 0.14 | 0.36 |
| **Belgium (Flemish community)** | 0.58 | 0.23 | 0.81 | 4.51 | 2.35 | 6.85 | 0.48 | 0.11 | 0.59 |
| **Bulgaria** | 0.07 | 0.04 | 0.11 | 0.25 | 0.15 | 0.4 | 0.32 | 0.2 | 0.51 |
| **Cyprus** | 0.09 | 0.02 | 0.11 | 0.16 | 0.09 | 0.25 | 0.51 | 0.21 | 0.72 |
| **Czech Republic** | 0.65 | 0.29 | 0.94 | 1.53 | 0.9 | 2.43 | 0.33 | 0.29 | 0.62 |
| **Denmark** | NC | NC | NC | 1.72 | 0.64 | 2.36 | NC | NC | NC |
| **Estonia** | NC | NC | NC | 0.63 | 0.29 | 0.92 | 0 | 0.01 | 0.02 |
| **Finland** | NC | NC | NC | 0.35 | 0.15 | 0.5 | NC | NC | NC |
| **Germany** | NC | NC | NC | 2.04 | 1.03 | 3.07 | 0.03 | 0.02 | 0.05 |
| **Greece** | 0.29 | 0.12 | 0.41 | 0.57 | 0.27 | 0.85 | 0.53 | 0.3 | 0.83 |
| **Hungary** | 0.31 | 0.13 | 0.44 | 1.36 | 0.73 | 2.09 | 0.86 | 0.6 | 1.45 |
| **Iceland** | NC | NC | NC | 0.25 | 0.1 | 0.36 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | 2.5 | 1.45 | 3.95 | 2.12 | 1.04 | 3.16 | 0.07 | 0.07 | 0.13 |
| **Lithuania** | 0.02 | 0.01 | 0.04 | 0.04 | 0.02 | 0.05 | 0.03 | 0.03 | 0.06 |
| **Netherlands** | 0.88 | 0.33 | 1.21 | 2.4 | 0.91 | 3.31 | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Poland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Serbia** | NC | NC | NC | NC | NC | 0.65 | NC | NC | 0.04 |
| **Slovakia** | 1.06 | 0.5 | 1.56 | 3.26 | 2.36 | 5.62 | 1.2 | 1.04 | 2.24 |
| **Slovenia** | 0.09 | 0.03 | 0.13 | 1.08 | 0.62 | 1.71 | 0.18 | 0.07 | 0.25 |
| **Spain** | 0.07 | 0.04 | 0.11 | 0.36 | 0.2 | 0.56 | NC | NC | NC |
| **Sweden** | NC | NC | NC | 0.6 | 0.37 | 0.97 | 1.01 | 0.68 | 1.7 |
| **Switzerland** | 0.81 | 0.35 | 1.16 | 1.36 | 0.61 | 1.97 | NC | NC | NC |
| **UK (England)** | 0.2 | 0.09 | 0.29 | 1.02 | 0.36 | 1.39 | 1.46 | 0.55 | 2.01 |
| **UK (Northern Ireland)** | 0.35 | 0.14 | 0.49 | 1.14 | 0.46 | 1.59 | 1.61 | 0.89 | 2.5 |
| **UK (Scotland)** | NC | NC | NC | 0.73 | 0.3 | 1.02 | 0.54 | 0.27 | 0.81 |
| **UK (Wales)** | 0.58 | 0.25 | 0.83 | 1.38 | 0.49 | 1.87 | 0.96 | 0.38 | 1.35 |
| **Total average**  **(no. of countries)** | 0.35  (16) | 0.16  (16) | 0.51  (16) | 1.36  (24) | 0.65  (24) | 1.99  (25) | 0.52  (18) | 0.27  (18) | 0.76  (19) |

Chart 78. Indicator 2A.5a 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 (%), ISCED 02 boys and ISCED 02 girls

Chart 79. Indicator 2A.5a 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 (%), ISCED 02 total

Chart 80. Indicator 2A.5a 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 (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 81. Indicator 2A.5a 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 (%), ISCED 1+2 total

Chart 82. Indicator 2A.5a 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 (%), ISCED 3 boys and ISCED 3 girls

Chart 83. Indicator 2A.5a 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 (%), ISCED 3 total

Indicator 2A.5b The enrolment rate of children/learners with an official decision of SEN in separate special (pre-)schools or units organised by other sectors/ministries (%)

The data shows children/learners with an official decision of SEN who are enrolled in separate, non-inclusive special (pre-)schools or units organised by other sectors/ministries, based on the number of children/learners enrolled in any form of recognised education.

Their enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**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)**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 18. Indicator 2A.5b The enrolment rate of children/learners with an official decision of SEN in separate special (pre-)schools or units organised by other sectors/ministries (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Estonia** | 0.14 | 0.09 | 0.23 | 1.11 | 0.44 | 1.55 | 0.06 | 0.03 | 0.09 |
| **Hungary** | 0.07 | 0.03 | 0.1 | 0.13 | 0.07 | 0.19 | 0.44 | 0.3 | 0.74 |
| **Lithuania** | 0.43 | 0.2 | 0.62 | 0.71 | 0.36 | 1.06 | 0.67 | 0.49 | 1.16 |
| **Norway** | NC | NC | 0.02 | 0.15 | 0.07 | 0.22 | NC | NC | NC |
| **Slovenia** | 0.02 | 0.01 | 0.03 | NC | NC | NC | NC | NC | NC |

Indicator 2A.5c The enrolment rate of children/learners with an official decision of SEN in recognised forms of alternative education (%)

The data shows children/learners with an official decision of SEN who are enrolled in non-inclusive, recognised forms of alternative education, based on the number of children/learners enrolled in any form of recognised education.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners with an official decision of SEN educated in recognised forms of alternative education (Q2.4c)**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 19. Indicator 2A.5c The enrolment rate of children/learners with an official decision of SEN in recognised forms of alternative education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Belgium (Flemish community)** | NC | NC | NC | 0 | 0 | 0 | NC | NC | NC |
| **Italy** | 0.01 | 0 | 0.01 | 0.01 | 0.01 | 0.02 | 0.12 | 0.08 | 0.21 |
| **UK (England)** | 0 | 0 | 0 | 0.02 | 0 | 0.02 | 0.06 | 0.02 | 0.09 |
| **UK (Wales)** | 0 | 0 | 0.01 | 0.18 | 0.04 | 0.23 | 0.61 | 0.2 | 0.94 |

Indicator 2A.5d The share of children/learners with an official decision of SEN receiving home schooling (%)

The data shows the share of children/learners with an official decision of SEN who are receiving non-inclusive home schooling, based on the number of children/learners enrolled in any form of recognised education.

This form of non-inclusive provision is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**The number of children/learners with an official decision of SEN educated in recognised forms of home schooling (Q2.4d)**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 20. Indicator 2A.5d The share of learners with an official decision of SEN receiving home schooling (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Czech Republic** | NC | NC | NC | 0.01 | 0.01 | 0.02 | 0.11 | 0.09 | 0.2 |
| **Estonia** | NC | NC | NC | 0.06 | 0.05 | 0.11 | 0.02 | 0.01 | 0.02 |
| **Greece** | 0.01 | 0.01 | 0.01 | 0.01 | 0.01 | 0.02 | 0.01 | 0.01 | 0.02 |
| **Lithuania** | 0 | 0 | 0 | 0.06 | 0.02 | 0.07 | 0 | 0.01 | 0.01 |

Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%)

The data shows the share of children/learners with an official decision of SEN who are educated in all forms of segregated (i.e. separate, non-inclusive) provision organised by all sectors/ministries, based on the number of children/learners enrolled in any form of recognised education.

This indicator has been calculated as follows:

**The number of children/learners with an official decision of SEN educated in separate groups/classes (Q2.3b)  
+  
The number of children/learners with an official decision of SEN who are educated outside of mainstream (pre-)schools (Q2.4)**

**x100**

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

Data on pre-primary (ISCED 02) level is available from 10 countries. Across the 10 countries, the share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision ranges from 0.16% to 2.31%; the total average for the 10 countries is 0.61%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 20 countries. Across the 20 countries, the share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision ranges from 0.4% to 7.48%; the total average for the 20 countries is 1.84%.

Data on upper-secondary (ISCED 3) level is available from 12 countries. Across the 12 countries, the share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision ranges from 0.13% to 2.56%; the total average for the 12 countries is 1.42%.

Table 21. Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 2.13 | 1.13 | 3.26 | 0.44 | 0.27 | 0.71 |
| **Belgium (Flemish community)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Bulgaria** | 0.23 | 0.12 | 0.35 | 0.25 | 0.15 | 0.4 | 0.41 | 0.25 | 0.66 |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | 1.46 | 0.69 | 2.15 | 1.83 | 1.07 | 2.9 | 1.28 | 0.84 | 2.12 |
| **Denmark** | NC | NC | NC | 4.08 | 1.45 | 5.53 | NC | NC | NC |
| **Estonia** | 1.7 | 0.6 | 2.31 | 3.5 | 1.35 | 4.84 | 0.08 | 0.06 | 0.13 |
| **Finland** | NC | NC | NC | 3.45 | 1.48 | 4.93 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 0.4 | 0.16 | 0.56 | 0.62 | 0.3 | 0.92 | 0.54 | 0.31 | 0.85 |
| **Hungary** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Iceland** | NC | NC | NC | 0.96 | 0.33 | 1.29 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | 2.67 | 1.32 | 3.99 | 0.08 | 0.09 | 0.17 |
| **Lithuania** | 0.9 | 0.39 | 1.29 | 1 | 0.48 | 1.48 | 0.92 | 0.68 | 1.6 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 0.65 | NC | NC | NC |
| **Poland** | 0.47 | 0.2 | 0.67 | 1.15 | 0.63 | 1.78 | 0.57 | 0.44 | 1.01 |
| **Serbia** | NC | NC | NC | NC | NC | 0.86 | NC | NC | 0.55 |
| **Slovakia** | 1.22 | 0.57 | 1.79 | 4.28 | 3.21 | 7.48 | 1.22 | 1.05 | 2.28 |
| **Slovenia** | NC | NC | NC | 1.39 | 0.82 | 2.2 | NC | NC | NC |
| **Spain** | 0.1 | 0.05 | 0.16 | 0.49 | 0.27 | 0.75 | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | 0.82 | 0.36 | 1.18 | 1.55 | 0.71 | 2.26 | NC | NC | NC |
| **UK (England)** | 0.22 | 0.1 | 0.32 | 1.11 | 0.39 | 1.5 | 1.6 | 0.6 | 2.2 |
| **UK (Northern Ireland)** | NC | NC | NC | 1.68 | 0.63 | 2.32 | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | 1.9 | 0.73 | 2.64 | 1.7 | 0.86 | 2.56 |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 0.42  (10) | 0.19  (10) | 0.61  (10) | 1.29  (18) | 0.61  (18) | 1.84  (20) | 0.96  (11) | 0.52  (11) | 1.42  (12) |

Chart 84. Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 02 boys and ISCED 02 girls

Chart 85. Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 02 total

Chart 86. Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 87. Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 1+2 total

Chart 88. Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 3 boys and ISCED 3 girls

Chart 89. Indicator 2A.6 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 3 total

Indicator 2A.7 The share of children/learners with an official decision of SEN who are out-of-education (%)

The data shows the share of children/learners with an official decision of SEN who are out of any form of recognised education organised by any sector/ministry, based on the number of children/learners enrolled in any form of recognised education.

This indicator has been calculated as follows:

**The number of children/learners enrolled in any form of recognised education (Q1.2)**

**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)**

**x100**

Participating countries did not provide any usable data for this indicator. As a result, this indicator is not calculable.

Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%)

The data shows the overall enrolment rate of children/learners with an official decision of SEN in any form of recognised education organised by any sector/ministry, based on the actual population of children/learners with an official decision of SEN.

This indicator has been calculated as follows:

**The number of children/learners with an official decision of SEN enrolled in any recognised form of education (Q2.2)**

**x100**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

Data on pre-primary (ISCED 02) level is available from 14 countries. Across the 14 countries, the overall enrolment rate of children/learners with an official decision of SEN ranges from 86.96% to 336.71% [[24]](#footnote-25); the total average for the 14 countries is 104.77%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 18 countries. Across the 18 countries, the overall enrolment rate of children/learners with an official decision of SEN ranges from 100% to 139.1%; the total average for the 18 countries is 102.9%.

Data on upper-secondary (ISCED 3) level is available from 13 countries. Across the 13 countries, the overall enrolment rate of children/learners with an official decision of SEN ranges from 100% to 118.73%; the total average for the 13 countries is 101.36%.

Table 22. Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 63.76 | 36.24 | 100 | 60.52 | 39.48 | 100 |
| **Belgium (Flemish community)** | 71.45 | 28.55 | 100 | 68.31 | 31.69 | 100 | 74.38 | 25.62 | 100 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 73.56 | 26.44 | 100 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 70 | 30 | 100 | 57 | 43 | 100 |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 74.64 | 25.36 | 100 | 69.11 | 30.89 | 100 | 69.47 | 30.53 | 100 |
| **Hungary** | 69.27 | 30.73 | 100 | 66.33 | 33.67 | 100 | 63.5 | 36.5 | 100 |
| **Iceland** | 65.41 | 34.59 | 100 | 64.92 | 35.08 | 100 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 60.54 | 40.43 | 100.97 | 68.55 | 34.77 | 103.32 | 69.25 | 45.18 | 114.43[[25]](#footnote-26) |
| **Netherlands** | 72.93 | 27.07 | 100 | 72.58 | 27.42 | 100 | NC | NC | NC |
| **Norway** | NC | NC | 100 | 67.69 | 32.31 | 100 | NC | NC | NC |
| **Poland** | 70.16 | 29.84 | 100 | 66.65 | 33.35 | 100 | 59.9 | 40.1 | 100 |
| **Serbia** | NC | NC | NC | NC | NC | 100 | NC | NC | 100 |
| **Slovakia** | 193.93 | 142.78 | 336.71 | 81.49 | 57.62 | 139.1 | 75.93 | 42.8 | 118.73 |
| **Slovenia** | 70.8 | 29.2 | 100 | 65.94 | 34.06 | 100 | 62.33 | 37.67 | 100 |
| **Spain** | 70.56 | 29.44 | 100 | 69.22 | 30.78 | 100 | 68.02 | 31.98 | 100 |
| **Sweden** | 76.35 | 23.65 | 100 | 65.19 | 34.81 | 100 | 59.92 | 40.08 | 100 |
| **Switzerland** | 60.65 | 26.31 | 86.96 | 68 | 33.93 | 101.93 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | 70.16 | 29.84 | 100 | 74.08 | 25.92 | 100 | 72.4 | 27.6 | 100 |
| **Total average**  **(no. of countries)** | 70.13  (13) | 35.04  (13) | 104.77 (14) | 69.28  (17) | 33.67  (17) | 102.9 (18) | 65.05  (12) | 36.34  (12) | 101.36  (13) |

Chart 90. Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%), ISCED 02 boys and ISCED 02 girls

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 22](#Table22)).

Chart 91. Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%), ISCED 02 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 22](#Table22)).

Chart 92. Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 93. Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%), ISCED 1+2 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 22](#Table22)).

Chart 94. Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%), ISCED 3 boys and ISCED 3 girls

Chart 95. Indicator 2A.8 The overall enrolment rate of children/learners with an official decision of SEN in all recognised forms of education (%), ISCED 3 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 22](#Table22)).

Indicators 2B.1–2B.6: Distribution of placements of children/learners with an official decision of SEN, based on the overall population of learners with an official decision of SEN data provided in Data Table 2

Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%)

The data shows children/learners with an official decision of SEN who are or are not in mainstream education, based on the overall population of learners with an official decision of SEN.

In most countries, enrolment in mainstream education implies placement in a mainstream class, or placement in a separate special class within a mainstream school. Those children/learners with an official decision of SEN who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., home-schooled, or are out-of-school children/learners.

This indicator has been calculated as follows:

**x100**

**The number of children/learners with an official decision of SEN educated in mainstream (pre-)schools (Q2.3)**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

Data on pre-primary (ISCED 02) level is available from 14 countries. Across the 14 countries, the enrolment rate in mainstream education for children/learners with an official decision of SEN ranges from 44.25% to 218.22% [[26]](#footnote-27); the total average for the 14 countries is 90.31%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 18 countries. Across the 18 countries, the enrolment rate in mainstream education for children/learners with an official decision of SEN ranges from 32.85% to 98.24%; the total average for the 18 countries is 74.67%.

Data on upper-secondary (ISCED 3) level is available from 13 countries. Across the 13 countries, the enrolment rate in mainstream education for children/learners with an official decision of SEN ranges from 1.49% to 100%; the total average for the 13 countries is 74.32%.

Table 23. Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 34.47 | 20.66 | 55.13 | 26.85 | 18.4 | 45.25 |
| **Belgium (Flemish community)** | 41.71 | 17.04 | 58.75 | 24.14 | 8.7 | 32.85 | 59.63 | 19.01 | 78.64 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | 73.36 | 26.64 | 100 | 66.38 | 31.86 | 98.24 | 57.27 | 42.73 | 100 |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 44.3 | 15.61 | 59.91 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 65.02 | 27.86 | 92.88 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 60.03 | 19.38 | 79.41 | 57.97 | 25.52 | 83.49 | 61.03 | 25.75 | 86.78 |
| **Hungary** | 56.69 | 25.56 | 82.25 | 46.56 | 23.1 | 69.67 | 42.83 | 22.29 | 65.11 |
| **Iceland** | 65.41 | 34.59 | 100 | 63.13 | 34.38 | 97.5 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 58.36 | 39.41 | 97.77 | 63.11 | 32.07 | 95.18 | 43.45 | 26.04 | 69.49 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | 99.54 | NC | NC | 97.17 | NC | NC | NC |
| **Poland** | 58.99 | 25.1 | 84.09 | 40.69 | 19.13 | 59.81 | 33.66 | 20.05 | 53.71 |
| **Serbia** | NC | NC | NC | NC | NC | 81.2 | NC | NC | 96.12 |
| **Slovakia** | 113.68 | 104.54 | 218.22 | 57.27 | 40.12 | 97.39 | 55.89 | 25.55 | 81.44 |
| **Slovenia** | 66.89 | 27.72 | 94.61 | 46.78 | 22.78 | 69.55 | 59.92 | 36.72 | 96.64 |
| **Spain** | 65.64 | 26.84 | 92.48 | 58.79 | 24.95 | 83.74 | 68.02 | 31.98 | 100 |
| **Sweden** | 76.35 | 23.65 | 100 | 55.55 | 28.95 | 84.5 | 0.99 | 0.5 | 1.49 [[27]](#footnote-28) |
| **Switzerland** | 30.98 | 13.27 | 44.25 | 35.33 | 19.23 | 54.55 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | 34.94 | 14.83 | 49.77 | 34.71 | 12.41 | 47.12 | 27.49 | 10.95 | 38.44 |
| **Total average**  **(no. of countries)** | 59.02  (13) | 30.48  (13) | 90.31  (14) | 49.43  (16) | 23.74  (16) | 74.67  (18) | 49.89  (12) | 23.91  (12) | 74.32  (13) |

Chart 96. Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 02 boys and ISCED 02 girls

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 23](#Table23)).

Chart 97. Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 02 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 23](#Table23)).

Chart 98. Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 99. Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 1+2 total

Chart 100. Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 101. Indicator 2B.1 The enrolment rate of children/learners with an official decision of SEN in mainstream education (%), ISCED 3 total

Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%)

The data shows children/learners with an official decision of SEN who are or are not in inclusive education, based on the overall population of learners with an official decision of SEN.

In most countries, enrolment in inclusive education implies placement in a mainstream class in line with the 80% time placement benchmark, or the various proxies for this benchmark.

Those children/learners with an official decision of SEN who are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school children/learners.

This indicator has been calculated as follows:

**x100**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

**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)**

Data on pre-primary (ISCED 02) level is available from 11 countries. Across the 11 countries, the enrolment rate of children/learners with an official decision of SEN in inclusive education ranges from 43.48% to 201.17% [[28]](#footnote-29); the total average for the 11 countries is 86.68%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 17 countries. Across the 17 countries, the enrolment rate of children/learners with an official decision of SEN in inclusive education ranges from 32.85% to 98.24%; the total average for the 17 countries is 65.83%.

Data on upper-secondary (ISCED 3) level is available from 12 countries. Across the 12 countries, the enrolment rate of children/learners with an official decision of SEN in inclusive education ranges from 1.49% to 100%; the total average for the 12 countries is 73.12%.

Table 24. Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 34.47 | 20.66 | 55.13 | 26.85 | 18.4 | 45.25 |
| **Belgium (Flemish community)** | 41.71 | 17.04 | 58.75 | 24.14 | 8.7 | 32.85 | 59.63 | 19.01 | 78.64 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | 64.69 | 23.04 | 87.74 | 59.42 | 29.19 | 88.61 | 53.01 | 40.86 | 93.87 |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 4.32 | 1.79 | 6.11 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 30.04 | 12.87 | 42.92 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 54.94 | 17.68 | 72.63 | 57.27 | 25.13 | 82.39 | 61.01 | 25.7 | 86.71 |
| **Hungary** | 56.69 | 25.56 | 82.25 | 46.56 | 23.1 | 69.67 | 42.83 | 22.29 | 65.11 |
| **Iceland** | NC | NC | NC | 58.16 | 32.77 | 90.93 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 56.15 | 38.53 | 94.68 | 61.27 | 31.25 | 92.51 | 35.61 | 20 | 55.61 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 91.68 | NC | NC | NC |
| **Poland** | 56.45 | 24.14 | 80.59 | 39.96 | 18.78 | 58.74 | 33.17 | 19.73 | 52.9 |
| **Serbia** | NC | NC | NC | NC | NC | 75.03 | NC | NC | 54.01 |
| **Slovakia** | 101.44 | 99.73 | 201.17 | 49.75 | 33.81 | 83.56 | 55.59 | 25.23 | 80.82 |
| **Slovenia** | 66.89 | 27.72 | 94.61 | 43.66 | 20.94 | 64.6 | 59.92 | 36.72 | 96.64 |
| **Spain** | 63.24 | 25.72 | 88.96 | 55.11 | 22.98 | 78.09 | 68.02 | 31.98 | 100 |
| **Sweden** | 76.35 | 23.65 | 100 | 55.55 | 28.95 | 84.5 | 0.99 | 0.5 | 1.49 |
| **Switzerland** | 30.32 | 13.17 | 43.48 | 30.75 | 16.79 | 47.54 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 56.98  (11) | 29.7  (11) | 86.68  (11) | 43.33  (16) | 20.94  (16) | 65.83  (17) | 49.77  (11) | 23.81  (11) | 73.12  (12) |

Chart 102. Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 02 boys and ISCED 02 girls

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 24](#Table24)).

Chart 103. Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 02 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 24](#Table24)).

Chart 104. Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 105. Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 1+2 total

Chart 106. Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 3 boys and ISCED 3 girls

Chart 107. Indicator 2B.2 The enrolment rate of children/learners with an official decision of SEN in inclusive education (%), ISCED 3 total

Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%)

The data shows children/learners with an official decision of SEN who are in non-inclusive education, i.e. in separate groups or classes in mainstream education, based on the overall population of learners with an official decision of SEN.

Enrolment in separate, non-inclusive groups/classes is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The number of children/learners with an official decision of SEN educated in separate groups/classes (Q2.3b)**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

Data on pre-primary (ISCED 02) level is available from 7 countries. Across the 7 countries, the enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education ranges from 0.77% to 17.05%; the total average for the 7 countries is 3.85%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 14 countries. Across the 14 countries, the enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education ranges from 1.07% to 53.79%; the total average for the 14 countries is 11.77%.

Data on upper-secondary (ISCED 3) level is available from 7 countries. Across the 7 countries, the enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education ranges from 0.07% to 54.75%; the total average for the 7 countries is 4.93%.

Table 25. Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 29.3 | 15.58 | 44.87 | 33.67 | 21.08 | 54.75 |
| **Belgium (Flemish community)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | 8.67 | 3.59 | 12.26 | 6.96 | 2.68 | 9.64 | 4.26 | 1.88 | 6.13 |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 39.97 | 13.82 | 53.79 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 34.98 | 14.99 | 49.97 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 5.08 | 1.69 | 6.78 | 0.7 | 0.4 | 1.1 | 0.02 | 0.05 | 0.07 |
| **Hungary** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Iceland** | NC | NC | NC | 4.97 | 1.61 | 6.57 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 2.21 | 0.88 | 3.09 | 1.85 | 0.82 | 2.67 | 7.84 | 6.04 | 13.88 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 5.49 | NC | NC | NC |
| **Poland** | 2.54 | 0.96 | 3.5 | 0.73 | 0.34 | 1.07 | 0.49 | 0.32 | 0.81 |
| **Serbia** | NC | NC | NC | NC | NC | 6.17 | NC | NC | 42.11 |
| **Slovakia** | 12.24 | 4.81 | 17.05 | 7.52 | 6.31 | 13.83 | 0.3 | 0.32 | 0.62 |
| **Slovenia** | NC | NC | NC | 3.11 | 1.84 | 4.95 | NC | NC | NC |
| **Spain** | 2.4 | 1.12 | 3.52 | 3.69 | 1.97 | 5.65 | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | 0.67 | 0.1 | 0.77 | 4.58 | 2.44 | 7.02 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 2.75  (7) | 1.1  (7) | 3.85  (7) | 8.41  (12) | 4.02  (12) | 11.77  (14) | 1.8  (6) | 1.16  (6) | 4.93  (7) |

Chart 108. Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 109. Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 02 total

Chart 110. Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 111. Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 1+2 total

Chart 112. Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 113. Indicator 2B.3 The enrolment rate of children/learners with an official decision of SEN in separate, non-inclusive groups/classes within mainstream education (%), ISCED 3 total

Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%)

The data shows the share of children/learners with an official decision of SEN who are educated outside of mainstream education, based on the overall population of learners with an official decision of SEN.

Those children/learners with an official decision of SEN who are not in mainstream education are educated in fully separate special schools, non-formal education run by health or social services, etc., home-schooled, or are out-of-school children/learners.

This indicator has been calculated as follows:

**The number of children/learners with an official decision of SEN educated outside of mainstream (pre-)schools (Q2.4)**

**x100**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

Data on pre-primary (ISCED 02) level is available from 12 countries. Across the 12 countries, the share of children/learners with an official decision of SEN who are educated outside of mainstream education ranges from 0.46% to 118.49% [[29]](#footnote-30); the total average for the 12 countries is 18.6%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 18 countries. Across the 18 countries, the share of children/learners with an official decision of SEN who are educated outside of mainstream education ranges from 2.5% to 100%; the total average for the 18 countries is 33.47%.

Data on upper-secondary (ISCED 3) level is available from 11 countries. Across the 11 countries, the share of children/learners with an official decision of SEN who are educated outside of mainstream education ranges from 3.36% to 98.51%; the total average for the 11 countries is 33.69%.

Table 26. Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 29.3 | 15.58 | 44.87 | 33.67 | 21.08 | 54.75 |
| **Belgium (Flemish community)** | 29.74 | 11.51 | 41.25 | 44.17 | 22.99 | 67.15 | 14.75 | 6.61 | 21.36 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 29.26 | 10.83 | 40.09 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 4.98 | 2.13 | 7.12 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 14.61 | 5.98 | 20.59 | 11.15 | 5.36 | 16.51 | 8.44 | 4.78 | 13.22 |
| **Hungary** | 12.58 | 5.17 | 17.75 | 19.77 | 10.57 | 30.33 | 20.67 | 14.22 | 34.89 |
| **Iceland** | NC | NC | NC | 1.79 | 0.7 | 2.5 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 2.18 | 1.02 | 3.21 | 5.44 | 2.71 | 8.14 | 25.8 | 19.14 | 44.94 |
| **Netherlands** | 72.93 | 27.07 | 100 | 72.58 | 27.42 | 100 | NC | NC | NC |
| **Norway** | NC | NC | 0.46 | NC | NC | 2.83 | NC | NC | NC |
| **Poland** | 11.17 | 4.74 | 15.91 | 25.96 | 14.23 | 40.19 | 26.24 | 20.05 | 46.29 |
| **Serbia** | NC | NC | NC | NC | NC | 18.8 | NC | NC | 3.69 |
| **Slovakia** | 80.25 | 38.24 | 118.49 | 24.22 | 17.5 | 41.72 | 20.03 | 17.25 | 37.29 |
| **Slovenia** | 3.91 | 1.47 | 5.39 | 19.17 | 11.28 | 30.45 | 2.41 | 0.95 | 3.36 |
| **Spain** | 4.92 | 2.61 | 7.52 | 10.43 | 5.83 | 16.26 | NC | NC | NC |
| **Sweden** | NC | NC | NC | 9.64 | 5.86 | 15.5 | 58.93 | 39.58 | 98.51 |
| **Switzerland** | 29.67 | 13.04 | 42.71 | 32.68 | 14.7 | 47.38 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | 35.22 | 15.01 | 50.23 | 39.37 | 13.51 | 52.88 | 44.92 | 16.65 | 61.56 |
| **Total average**  **(no. of countries)** | 14.18  (11) | 6.01  (11) | 18.6  (12) | 23.68  (16) | 11.81  (16) | 33.47  (18) | 20.54  (10) | 14.05  (10) | 33.69  (11) |

Chart 114. Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 02 boys and ISCED 02 girls

Chart 115. Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 02 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 26](#Table26)).

Chart 116. Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 117. Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 1+2 total

Chart 118. Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 3 boys and ISCED 3 girls

Chart 119. Indicator 2B.4 The share of children/learners with an official decision of SEN who are educated outside of mainstream education (%), ISCED 3 total

Indicator 2B.4a 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 (%)

The data shows children/learners with an official decision of SEN who are enrolled in separate special, non-inclusive (pre-)schools or units organised by the ministry of education, based on the overall population of learners with an official decision of SEN.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

**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)**

Data on pre-primary (ISCED 02) level is available from 11 countries. Across the 11 countries, 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 ranges from 0.17% to 118.49% [[30]](#footnote-31); the total average for the 11 countries is 19.29%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 17 countries. Across the 17 countries, 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 ranges from 0.37% to 100%; the total average for the 17 countries is 33.05%.

Data on upper-secondary (ISCED 3) level is available from 11 countries. Across the 11 countries, 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 ranges from 2.2% to 98.51%; the total average for the 11 countries is 24.31%.

Table 27. Indicator 2B.4a 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 (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 29.3 | 15.58 | 44.87 | 33.67 | 21.08 | 54.75 |
| **Belgium (Flemish community)** | 29.74 | 11.51 | 41.25 | 44.16 | 22.98 | 67.14 | 10.15 | 2.31 | 12.46 |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | 2.33 | 0.53 | 2.85 | 1.87 | 1.07 | 2.94 | 5.47 | 2.27 | 7.73 |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 29.26 | 10.83 | 40.09 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 4.09 | 1.76 | 5.85 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 14.36 | 5.66 | 20.02 | 10.98 | 5.24 | 16.22 | 8.29 | 4.65 | 12.94 |
| **Hungary** | 10.24 | 4.21 | 14.45 | 18.1 | 9.67 | 27.77 | 13.65 | 9.48 | 23.13 |
| **Iceland** | NC | NC | NC | 1.79 | 0.7 | 2.5 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 0.1 | 0.07 | 0.17 | 0.26 | 0.11 | 0.37 | 1.1 | 1.1 | 2.2 |
| **Netherlands** | 72.93 | 27.07 | 100 | 72.58 | 27.42 | 100 | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Poland** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Serbia** | NC | NC | NC | NC | NC | 18.8 | NC | NC | 3.69 |
| **Slovakia** | 80.25 | 38.24 | 118.49 | 24.22 | 17.5 | 41.72 | 20.03 | 17.25 | 37.29 |
| **Slovenia** | 3.23 | 1.08 | 4.31 | 17.41 | 10.02 | 27.43 | 2.41 | 0.95 | 3.36 |
| **Spain** | 4.92 | 2.61 | 7.52 | 10.43 | 5.83 | 16.26 | NC | NC | NC |
| **Sweden** | NC | NC | NC | 9.64 | 5.86 | 15.5 | 58.93 | 39.58 | 98.51 |
| **Switzerland** | 29.67 | 13.04 | 42.71 | 32.68 | 14.7 | 47.38 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | 34.94 | 14.83 | 49.77 | 34.71 | 12.41 | 47.12 | 27.49 | 10.95 | 38.44 |
| **Total average**  **(no. of countries)** | 13.58  (11) | 5.71  (11) | 19.29  (11) | 22.45  (16) | 10.96  (16) | 33.05  (17) | 15.34  (10) | 9.75  (10) | 24.31  (11) |

Chart 120. Indicator 2B.4a 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 (%), ISCED 02 boys and ISCED 02 girls

Chart 121. Indicator 2B.4a 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 (%), ISCED 02 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 27](#Table27)).

Chart 122. Indicator 2B.4a 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 (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 123. Indicator 2B.4a 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 (%), ISCED 1+2 total

Chart 124. Indicator 2B.4a 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 (%), ISCED 3 boys and ISCED 3 girls

Chart 125. Indicator 2B.4a 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 (%), ISCED 3 total

Indicator 2B.4b The enrolment rate of children/learners with an official decision of SEN in separate special (pre-)schools or units organised by other sectors/ministries (%)

The data shows children/learners with an official decision of SEN who are enrolled in separate, non-inclusive special (pre-)schools or units organised by other sectors/ministries, based on the overall population of learners with an official decision of SEN.

Their enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**The actual population of children/learners with an official decision of SEN (Q2.1)**

**x100**

**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)**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 28. Indicator 2B.4b The enrolment rate of children/learners with an official decision of SEN in separate special (pre-)schools or units organised by other sectors/ministries (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Finland** | NC | NC | NC | 0.89 | 0.38 | 1.27 | NC | NC | NC |
| **Hungary** | 2.34 | 0.96 | 3.31 | 1.67 | 0.9 | 2.57 | 7.03 | 4.74 | 11.76 |
| **Lithuania** | 2.08 | 0.95 | 3.03 | 5.17 | 2.6 | 7.77 | 24.71 | 18.04 | 42.75 |
| **Norway** | NC | NC | 0.46 | 1.87 | 0.96 | 2.83 | NC | NC | NC |
| **Slovenia** | 0.68 | 0.4 | 1.08 | NC | NC | NC | NC | NC | NC |

Indicator 2B.4c The enrolment rate of children/learners with an official decision of SEN in recognised forms of alternative education (%)

The data shows children/learners with an official decision of SEN who are enrolled in non-inclusive, recognised forms of alternative education, based on the overall population of learners with an official decision of SEN.

Enrolment in this form of separate, non-inclusive setting is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

**The number of children/learners with an official decision of SEN educated in recognised forms of alternative education (Q2.4c)**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 29. Indicator 2B.4c The enrolment rate of children/learners with an official decision of SEN in recognised forms of alternative education (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Belgium (Flemish community)** | NC | NC | NC | 0.01 | 0.01 | 0.01 | NC | NC | NC |
| **UK (Wales)** | 0.28 | 0.19 | 0.46 | 4.66 | 1.11 | 5.77 | 17.43 | 5.7 | 23.13 |

Indicator 2B.4d The share of learners with an official decision of SEN receiving home schooling (%)

The data shows the share of children/learners with an official decision of SEN who are receiving non-inclusive home schooling, based on the overall population of learners with an official decision of SEN.

This form of non-inclusive provision is not in line with the 80% time placement benchmark, or the various proxies for this benchmark.

This indicator has been calculated as follows:

**x100**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

**The number of children/learners with an official decision of SEN educated in recognised forms of home schooling (Q2.4d)**

Only five countries or fewer can provide any form of data relating to this indicator.

The truncated summary indicator table below presents their data in full.

The total average is not calculated for this indicator as the number of countries is insufficient to provide a meaningful total average figure.

Table 30. Indicator 2B.4d The share of learners with an official decision of SEN receiving home schooling (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Greece** | 0.26 | 0.32 | 0.58 | 0.17 | 0.12 | 0.29 | 0.15 | 0.14 | 0.28 |
| **Lithuania** | 0 | 0 | 0.01 | 0.41 | 0.13 | 0.54 | 0.08 | 0.24 | 0.31 |

Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%)

The data shows the share of children/learners with an official decision of SEN who are educated in all forms of segregated (i.e. separate, non-inclusive) provision organised by all sectors/ministries, based on the overall population of learners with an official decision of SEN.

This indicator has been calculated as follows:

**x100**

**The number of children/learners with an official decision of SEN educated in separate groups/classes (Q2.3b)  
+  
The number of children/learners with an official decision of SEN who are educated outside of mainstream   
(pre-)schools (Q2.4)**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

Data on pre-primary (ISCED 02) level is available from 6 countries. Across the 6 countries, the share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision ranges from 6.3% to 135.54% [[31]](#footnote-32); the total average for the 6 countries is 17.9%.

Data on primary and lower-secondary (ISCED 1+2) levels is available from 13 countries. Across the 13 countries, the share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision ranges from 8.32% to 93.88%; the total average for the 13 countries is 37.39%.

Data on upper-secondary (ISCED 3) level is available from 6 countries. Across the 6 countries, the share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision ranges from 13.29% to 109.51%; the total average for the 6 countries is 36.51%.

Table 31. Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%)

| **Country** | **ISCED 02 Boys** | **ISCED 02 Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys** | **ISCED 1+2 Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys** | **ISCED 3 Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Austria** | NC | NC | NC | 58.59 | 31.16 | 89.75 | 67.34 | 42.17 | 109.51 |
| **Belgium (Flemish community)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Bulgaria** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Cyprus** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Czech Republic** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Denmark** | NC | NC | NC | 69.23 | 24.64 | 93.88 | NC | NC | NC |
| **Estonia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Finland** | NC | NC | NC | 39.96 | 17.12 | 57.08 | NC | NC | NC |
| **Germany** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Greece** | 19.7 | 11.06 | 27.37 | 11.85 | 5.76 | 17.61 | 8.46 | 4.83 | 13.29 |
| **Hungary** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Iceland** | NC | NC | NC | 6.76 | 2.31 | 9.07 | NC | NC | NC |
| **Italy** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Latvia** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Lithuania** | 4.39 | 3.23 | 6.3 | 7.28 | 3.53 | 10.81 | 33.65 | 25.18 | 58.82 |
| **Netherlands** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Norway** | NC | NC | NC | NC | NC | 8.32 | NC | NC | NC |
| **Poland** | 13.71 | 7.28 | 19.41 | 26.69 | 14.57 | 41.26 | 26.73 | 20.37 | 47.1 |
| **Serbia** | NC | NC | NC | NC | NC | 24.97 | NC | NC | 45.81 |
| **Slovakia** | 92.49 | 50.47 | 135.54 | 31.74 | 23.81 | 55.55 | 20.34 | 17.57 | 37.91 |
| **Slovenia** | NC | NC | NC | 22.28 | 13.12 | 35.4 | NC | NC | NC |
| **Spain** | 7.31 | 5 | 11.04 | 14.12 | 7.8 | 21.91 | NC | NC | NC |
| **Sweden** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Switzerland** | 30.34 | 13.71 | 43.48 | 37.25 | 17.14 | 54.39 | NC | NC | NC |
| **UK (England)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Northern Ireland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Scotland)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **UK (Wales)** | NC | NC | NC | NC | NC | NC | NC | NC | NC |
| **Total average**  **(no. of countries)** | 12.39  (6) | 5.52  (6) | 17.9  (6) | 26.34  (11) | 13.76  (11) | 37.39  (13) | 20.74  (5) | 15.25  (5) | 36.51  (6) |

Chart 126. Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 02 boys and ISCED 02 girls

Chart 127. Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 02 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 31](#Table31)).

Chart 128. Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 1+2 boys and ISCED 1+2 girls

Chart 129. Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 1+2 total

Chart 130. Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 3 boys and ISCED 3 girls

Chart 131. Indicator 2B.5 The share of children/learners with an official decision of SEN who are educated in all forms of segregated (separate, non-inclusive) provision (%), ISCED 3 total

This chart presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances (see [Table 31](#Table31)).

Indicator 2B.6 The share of children/learners with an official decision of SEN who are out-of-education (%)

The data shows the share of children/learners with an official decision of SEN who are out of any form of recognised education organised by any sector/ministry, based on the actual population of children/learners with an official decision of SEN.

This indicator has been calculated as follows:

**x100**

**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)**

**The actual population of children/learners with an official decision of SEN (Q2.1)**

Participating countries did not provide any usable data for this indicator. As a result, this indicator is not calculable.

Annex

Table 32. The number of countries with calculable indicators

| **Indicator** | **ISCED 02 Boys & Girls** | **ISCED 02 Total** | **ISCED 1+2 Boys & Girls** | **ISCED 1+2 Total** | **ISCED 3 Boys & Girls** | **ISCED 3 Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.1** | 24 | 25 | 27 | 28 | 26 | 26 |
| **1.2** | 21 | 21 | 26 | 27 | 24 | 24 |
| **1.3** | 12 | 12 | 20 | 21 | 14 | 14 |
| **1.4** | 17 | 18 | 24 | 25 | 20 | 20 |
| **1.4a** | 15 | 15 | 24 | 24 | 19 | 19 |
| **1.4b** | <6 | 6 | <6 | <6 | <6 | <6 |
| **1.4c** | <6 | <6 | <6 | <6 | <6 | <6 |
| **1.4d** | <6 | <6 | 9 | 10 | 8 | 9 |
| **1.5** | 9 | 9 | 17 | 18 | 13 | 13 |
| **1.6** | <6 | <6 | <6 | <6 | <6 | <6 |
| **1.7** | 26 | 28 | 28 | 28 | 26 | 26 |
| **2A.1** | 14 | 15 | 18 | 19 | 13 | 14 |
| **2A.2** | 20 | 21 | 24 | 27 | 20 | 22 |
| **2A.3** | 18 | 18 | 23 | 26 | 19 | 21 |
| **2A.4** | 11 | 11 | 19 | 21 | 12 | 13 |
| **2A.5** | 18 | 19 | 25 | 27 | 19 | 20 |
| **2A.5a** | 16 | 16 | 24 | 25 | 18 | 19 |
| **2A.5b** | <6 | <6 | <6 | <6 | <6 | <6 |
| **2A.5c** | <6 | <6 | <6 | <6 | <6 | <6 |
| **2A.5d** | <6 | <6 | <6 | <6 | <6 | <6 |
| **2A.6** | 10 | 10 | 17 | 20 | 11 | 12 |
| **2A.7** | <6 | <6 | <6 | <6 | <6 | <6 |
| **2A.8** | 13 | 14 | 17 | 18 | 12 | 13 |
| **2B.1** | 13 | 14 | 16 | 18 | 12 | 13 |
| **2B.2** | 11 | 11 | 16 | 17 | 11 | 12 |
| **2B.3** | 7 | 7 | 12 | 14 | 6 | 7 |
| **2B.4** | 11 | 12 | 16 | 18 | 10 | 11 |
| **2B.4a** | 11 | 11 | 16 | 17 | 10 | 11 |
| **2B.4b** | <6 | <6 | <6 | <6 | <6 | <6 |
| **2B.4c** | <6 | <6 | <6 | <6 | <6 | <6 |
| **2B.4d** | <6 | <6 | <6 | <6 | <6 | <6 |
| **2B.5** | 6 | 6 | 11 | 13 | 5 | 6 |
| **2B.6** | <6 | <6 | <6 | <6 | <6 | <6 |

1. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-2)
2. All learners excluding those in special schools. [↑](#footnote-ref-3)
3. There are only 15-year-old learners in this cohort. Agricultural and forestry schools start at age 14, so that in the current representation around 3,000 learners per year (14- and 15-year-olds) were missing. With age, schools for health professions would be added as missing (although there are only a few hundred learners per age group). In the overall evidence, there are still around 1,200 learners with SEN over the age of 15. [↑](#footnote-ref-4)
4. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-5)
5. All learners except children in special schools and home-schooling. [↑](#footnote-ref-6)
6. There are only 15-year-old learners in this cohort. Agricultural and forestry schools start at age 14, so that in the current representation around 3,000 learners per year (14- and 15-year-olds) were missing. With age, schools for health professions would be added as missing (although there are only a few hundred learners per age group). In the overall evidence, there are still around 1,200 learners with SEN over the age of 15. [↑](#footnote-ref-7)
7. In ISCED 3, learners have a much wider range of ages than the typical population (15–18). [↑](#footnote-ref-8)
8. The number is calculated as the difference between the population and the enrolment. This is a very good estimate as there are no forms of ISCED 02 that are not covered by this data. [↑](#footnote-ref-9)
9. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-10)
10. Population data: Eurostat, enrolment data: UNESCO. [↑](#footnote-ref-11)
11. Population data: Ministry of Regional Development and Public Works – population register (data includes all Bulgarian citizens, regardless of where they live), enrolment data: national electronic information system for pre-school and school education. [↑](#footnote-ref-12)
12. Population data: Czech Statistical Office, enrolment data: Ministry of Education, Youth and Sports. Pre-primary education is typically designed for children aged 3–5, but children at age 2 and children at age 6 and over (postponing compulsory education at primary level) can attend these educational settings. Postponing of compulsory education at age 6 (around 20% of population at age 6) may lead to differences between typical population and number of learners enrolled at each ISCED level. At ISCED 3, there are learners with much wider range of ages than typical population (15–18). [↑](#footnote-ref-13)
13. ISCED 02: Only children in age care groups 3–5 years included. Only public institutions included. ISCED1+2: Includes only learners in public schools. [↑](#footnote-ref-14)
14. Differences in population data occur due to mismatching of data on population forecast and administrative data provided by kindergartens, schools. [↑](#footnote-ref-15)
15. Classes 1–6 and 7–9 + ISCED 2 Vocational, gross enrolment [↑](#footnote-ref-16)
16. Enrolment: The data covers children who are educated in institutions. Pre-school and pre-primary education are non-formal in Lithuania. Education is compulsory from 6 years of age. This level may include learners from other age groups. [↑](#footnote-ref-17)
17. Enrolment: This level may include learners from other age groups. [↑](#footnote-ref-18)
18. ISCED 3: all learners (no age ranges) who are in *havo/vwo leerjaar* 4–6 (upper-secondary general education grades 10–12), *mbo* 2, 3, 4 (upper-secondary vocational education – assistants’ training, vocational training, middle management training) and upper-secondary general education for adults. Registered learners in the privately-funded education sector are also counted in this indicator. The difference between Q1.1 and Q1.2 for ISCED 3 can be explained by the difference in ages in both indicators; the population in Q1.1 is restricted to age ranges 17–18, whereas in Q1.2 no age restrictions are set. [↑](#footnote-ref-19)
19. One child may attend more than one kindergarten. [↑](#footnote-ref-20)
20. Dositej database. [↑](#footnote-ref-21)
21. Population: Eurostat – this data has been obtained from the theoretical age of the population in these levels. In fact, there are learners enrolled in these levels with different ages. Enrolment: statistics on non-university education, Ministry of Education and Vocational Training. [↑](#footnote-ref-22)
22. Population: [SCB homepage](https://www.scb.se/) – Age 16–18 ISCED level 3. Data is not absolutely comparable with learner data collected on 15 October 2018. Enrolment: Official statistics, Swedish National Agency for Education (school year 2018/19) – data collected on 15 October 2018. The discrepancy between Q1.1 and Q1.2 is probably due to children/learners who are asylum seekers or who have come to Sweden through family reunification. Children/learners who come to Sweden are usually placed in a school, but it can take time for them to appear in the Swedish population register, due to investigation of their status. They appear in the Swedish National Agency for Education’s register as learners with an unknown background until they are on the population register. There might be other reasons why a learner has an unknown background. The population data from Eurostat only includes children/learners who are in the population register. Sweden only collects data once a year (15 October) and much happens between the school years. [↑](#footnote-ref-23)
23. Population: the permanent resident population includes all persons of Swiss nationality with their main place of residence in Switzerland; persons of foreign nationality holding a residence or settlement permit for a minimum duration of 12 months (Permit B or C or FDA permit – international officials, diplomats and members of their family); foreign nationals holding a short-stay permit (Permit L) for a cumulative period of at least 12 months; and asylum seekers (Permit F or N) who have resided in Switzerland for a total of at least 12 months. Enrolment: The discrepancy with the population is due to the reference population being distributed in the ISCED levels according to observed age ranges. In the annual survey in schools, the distribution is based on the type of education followed by each learner; each type of education is linked to an ISCED level (for example, primary school is linked to ISCED level 1). The standard pre-school offer is two years, but compulsory participation is limited to one year in some cantons. The entry age is therefore variable. [↑](#footnote-ref-24)
24. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-25)
25. Education is compulsory until 16 years of age, but learners with SEN can stay in school until 21 years of age. [↑](#footnote-ref-26)
26. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-27)
27. This means learners who are integrated in mainstream schools at ISCED level 3. Sweden has learners in special programmes (schools), but who are considered integrated when they are educated in mainstream school for at least half the number of hours per week (50%) for the actual grade according to the time schedule. [↑](#footnote-ref-28)
28. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-29)
29. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-30)
30. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-31)
31. The table presents the indicators as calculated using all available data. Due to different ways of collecting and reporting data in individual countries, there are instances where reported country indicators exceed 100%. Wherever available, explanatory information provided by the country is included as a footnote to clarify the possible reasons behind these instances. [↑](#footnote-ref-32)