



2018 Dataset Cross-Country Report

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Introduction

The European Agency Statistics on Inclusive Education (EASIE) data collection work builds upon a series of activities conducted by the European Agency for Special Needs and Inclusive Education (the Agency). The first comparative quantitative data was collected in 1999. Since then, data has been collected roughly every two years.

The EASIE data collection is a long-term, incremental Agency activity. The intention is that the work will focus on longer-term data collection in line with learners’ rights and educational system quality and effectiveness issues, as outlined within the 1989 United Nations Convention on the Rights of the Child and the 2006 Convention on the Rights of Persons with Disabilities, as well as the European Union (EU) strategic objectives for Education and Training (ET 2020).

The EASIE data collection work has focused on developing procedures, indicators and outputs that provide individual country, comparative and aggregated data to inform country-level work relating to all learners’ access to inclusive education.

The EASIE work conducted between 2012 and 2016 focused on all learners in compulsory education (International Standard Classification of Education – ISCED – levels 1 and 2) and enrolment in inclusive settings. In agreement with the Agency’s country representatives, the 2018 data collection also covers pre-primary education (ISCED level 02) and upper‑secondary education (ISCED level 3).

This 2018 Cross-Country Report provides a wide range of indicators relating to access to inclusive education, including breakdowns by gender and ISCED levels 02, 1, 2 and 3.

For more details on the steps taken to develop the EASIE working procedures, please refer to the [EASIE Methodology Report](https://www.european-agency.org/data/methodology-report).

This is the third dataset collected via the EASIE activities. It uses the raw data available on the [EASIE Data web area](https://www.european-agency.org/data). The previous Cross-Country Reports, [2014 Dataset Cross-Country Report](https://www.european-agency.org/resources/publications/european-agency-statistics-inclusive-education-2014-dataset-cross-country) and [2016 Dataset Cross-Country Report](https://www.european-agency.org/data/cross-country-reports), are also available online.

Data collection to date has been carried out every two years. However, from 2020 the data collection will be annual. Consequently, from 2020 onwards, there will be annual Cross‑Country Reports.

The Cross-Country Reports aim to present the agreed data from participating countries in a cross-country format. They have the potential to directly inform the work of national- and European-level policy- and decision-makers working in the field of inclusive education.

The respective ministries of education in the participating countries nominate national data experts who provide all the country data. The [experts’ details](https://www.european-agency.org/data/list-data-experts) are available online.

The report for 2018 covers data from 32 participating countries: Austria, Belgium (Flemish community – Fl), Bulgaria, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom (UK) (England), UK (Northern Ireland), UK (Scotland) and UK (Wales).

The 2018 EASIE dataset

The national-level educational data experts in the participating countries provided the country data in line with an agreed framework of quantitative and qualitative information collection questions. The Agency Representative Board members approved this data, which was then published on the [EASIE Data web area](https://www.european-agency.org/data). Country data was compulsory for ISCED levels 1 and 2, while it was voluntary to provide data for ISCED levels 02 and 3. This is the first time within EASIE that data has been collected at ISCED levels 02 and 3.

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

* Population and enrolment
* Age samples of 4, 9, 15 and 17-year-olds
* Children/learners with an official decision of special educational needs (SEN)
* Gender breakdown of children/learners with an official decision of SEN
* Placement of children/learners with an official decision of SEN.

The agreed focus for the EASIE data collection covers:

* the compulsory school age range population in ISCED levels 1 and 2 (the number of learners in a given age range enrolled in schools);
* pre-primary education in ISCED level 02, which was voluntary in the 2018 data collection;
* upper-secondary education in ISCED 3, which was voluntary in the 2018 data collection;
* 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);
* out-of-school learners (those not in any kind of educational provision).

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 national data collection experts – have been applied:

1. **An operational definition of an official decision of 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 SEN follows education in mainstream classes alongside their mainstream peers for the largest part – 80% or more – of the school week.

This benchmark has been used in different forms in previous Agency projects and data collection work. 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](https://www.european-agency.org/data/country-data-and-background-information) for more details).

The EASIE 2018 dataset cross-country analysis

This report focuses on the 2018 dataset. The data from participating countries is from the 2016/2017 school year and the dataset was processed from 2018 onwards.

The report presents data relating to 17 indicators that were identified and agreed upon with the national data experts. The indicators are based on three areas of country data:

1. Population and enrolment data taken from Table 1
2. Age sample data (4-, 9-, 15- and 17-year-olds) taken from Table 2
3. Data on children/learners with an official decision of SEN taken from Table 3, including identification rates and distributions of educational placements, and gender and ISCED breakdowns of this data taken from Table 3.

The report is structured around these three 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 following chapters of this report present data from those countries that have agreed, reliable data. Countries with Missing and Not Applicable data (as presented in their respective [country data tables](https://www.european-agency.org/data/country-data-and-background-information)) are not listed. Therefore, the number of countries differs from indicator to indicator.

In the figures, the countries appear in alphabetical order. The total average is presented in the bottom bar, with the total number of countries included in parentheses. The total average has been calculated based on all the reliable country data available for that specific indicator. Therefore, the number of countries used to calculate total averages differs between figures. It should be noted that countries with large populations have a significant impact on the total averages as presented here.

All data has been calculated to the second decimal place. However, the bars in the figures indicate the exact data, rather than the data rounded to the second decimal place. As such, the bars in some figures may appear slightly different to the numbers displayed in the figures and the text, which are calculated to the second decimal place.

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 Table 1, Question 4. The division slash (**/**) indicates ‘divided by’, the multiplication sign (**x**) indicates ‘multiplied by’ and the plus sign (**+**) indicates ‘added to’;
* how many countries provided reliable data;
* the range of data available and the total average.

Where applicable, there is also descriptive text highlighting specific issues to be taken into account when considering the data.

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

Gender and ISCED level breakdowns are also available for the indicators relating to data on learners with an official decision of SEN taken from Table 3, concerning ISCED levels 1 and 2. For ISCED levels 02 and 3, only gender breakdowns are presented. The additional breakdowns are presented as additional figures. These figures contain two values for each country: the first corresponding to Boys or ISCED 1 and the second corresponding to Girls or ISCED 2. Each country name only appears once, alongside the first value (i.e. Boys or ISCED 1). The second value (i.e. Girls or ISCED 2) for each country appears alone underneath the first value. The bars for the Boys and ISCED 1 values are blue, while the bars for the Girls and ISCED 2 values are yellow. All the figures have alternative text for accessibility purposes.

In addition to ISCED and gender breakdowns, the ISCED and gender distribution is also presented. This relates to the placement of children/learners with an official decision of SEN. The main purpose of the gender distribution is to specify the distribution of male and female learners within possible indicators, i.e. to show the distribution between boys and girls for the indicator in question. For these breakdowns, the calculation is related to the proportion of boys or girls with an official decision of SEN, divided by the total number of learners with an official decision of SEN.

The ISCED level distribution provides information on the distribution within each ISCED level for possible indicators. The calculation is based on the total number of children/learners within each ISCED level, instead of the total population. This means that these breakdowns provide information solely on each ISCED level.

It is important to stress that all figures should be considered in line with the original data and notes presented on the individual [country data pages](https://www.european-agency.org/data/country-data-and-background-information).

This report is divided into three chapters related to different educational levels.

* [Chapter 1](#section1) relates to pre-primary education, ISCED level 02.
* [Chapter 2](#section2) relates to compulsory education, ISCED levels 1 and 2.
* [Chapter 3](#section3) relates to upper-secondary education, ISCED level 3

All chapters are presented in the same order. Information on population and enrolment is presented first, followed by age samples and finally indicators related to children/learners with an official decision of SEN and their different educational placements.

Only one country (UK Wales) could provide reliable data on children/learners with an official decision of SEN in non-formal educational settings. As such, these indicators are presented separately in [Appendix 1](#appendix1), rather than within the report.

Chapter 1: Pre-primary education (ISCED Level 02)

1.1. Population and Enrolment

There are two agreed indicators for this area, both based on the enrolled pre-primary population.

The data presented focuses on:

* who is in formal education and who is not;
* who is educated in an inclusive setting and who is not.

The data collected provides information on:

* access to education;
* the placement of children in inclusive settings or otherwise.

The indicators focus on mainstream and inclusive education in the broadest sense. They are calculated based on data on all children eligible to be in pre-primary education, not just those recognised as having SEN.

Indicator 1.1.1: the enrolment rate in mainstream education, based on the enrolled pre-primary population (%)

The data shows children 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 who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school children.

This indicator has been calculated as follows: The number of children who are enrolled in mainstream formal educational settings (Q1.4) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 25 countries.

Across the 25 countries, the enrolment rate in mainstream education ranges from 80.46% to 100.00%; the total average for the 25 countries is 98.79%.

Figure 1. Enrolment rate in mainstream education, based on the enrolled pre-primary population (%)

Indicator 1.1.2: the enrolment rate in inclusive education, based on the enrolled pre-primary population (%)

The data shows children 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 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.

This indicator has been calculated as follows: The number of children who are enrolled in mainstream groups for at least 80% of the time (Q1.5) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 22 countries.

The inclusive enrolment rates range from 79.98% to 100.00%; the total average for the 22 countries is 98.60%.

Figure 2. Enrolment rate in inclusive education, based on the enrolled pre-primary population (%)

1.2. Age Samples

There are two agreed indicators for this area, both based on the enrolled pre-primary population of 4-year-olds.

The data focuses on an age sample in line with the two indicators presented in the previous section – children aged 4 who are educated in mainstream and inclusive settings.

The age sample indicators also focus on mainstream and inclusive education in the broadest sense. They are calculated based on data for all children aged 4 who are eligible to be in pre-primary education.

The indicators focus specifically on the populations of children aged 4, as this age corresponds with the typical ISCED 02 age range for most countries.

The data provided within this table focuses on age-based samples. Within these samples, it explores:

* 4-year-olds who are in mainstream education or not;
* 4-year-olds who are in an inclusive setting or not.

The data collected provides age sample information on:

* access to education;
* the placement of children in inclusive settings or elsewhere.

Indicator 1.2.1: the age sample enrolment rate in mainstream education for 4-year-olds, based on the enrolled pre-primary population of 4-year-olds (%)

The data shows 4-year-old children 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 who are not in mainstream settings are in fully separate special schools, non-formal education run by health or social services, etc., or are out-of-school children.

This indicator has been calculated as follows: The number of 4‑year‑olds who are enrolled in mainstream formal educational settings (Q2.4) / The number of 4‑year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 24 countries.

Across the 24 countries, the enrolment rate in mainstream education for 4-year-olds ranges from 81.75% to 100.00%; the total average for the 24 countries is 99.03%.

Figure 3. Age sample enrolment rate in mainstream education for 4-year-olds, based on the enrolled pre‑primary population of 4-year-olds (%)

Indicator 1.2.2 the age sample enrolment rate in inclusive education for 4-year-olds, based on the enrolled pre-primary population of 4‑year-olds (%)

The data shows 4-year-old children 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 4-year-old children 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.

This indicator has been calculated as follows: The number of 4‑year‑olds who are enrolled in mainstream groups for at least 80% of the time (Q2.5) / The number of 4-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 17 countries.

The inclusive enrolment rates range from 97.48% to 100.00%; the total average for the 17 countries is 99.55%.

Figure 4. Age sample enrolment rate in inclusive education for 4-year-olds, based on the enrolled pre-primary population of 4-year-olds (%)

1.3. Children with an official decision of SEN

There are three groups of indicators for this area, relating to:

1. Identification rates
2. Distribution of placements of children with an official decision of SEN, based on the enrolled pre-primary population
3. Distribution of placements, based on the population of children with an official decision of SEN.

For each of these indicators, gender breakdowns are presented. There are two different breakdowns provided for gender (gender breakdown and gender distribution).

The data presented focuses on children with an official decision of SEN that is in line with the agreed operational definition of an official decision used in the EASIE data collection work.

1.3a. Identification rates

Indicator 1.3a.1: the percentage of children with an official decision of SEN, based on the enrolled pre-primary population (%)

The data focuses on children who are formally identified as having a special educational need and have an official decision of SEN in line with the EASIE operational definition.

This indicator has been calculated as follows: The number of children with an official decision of SEN (Q3.1) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100

Data is available from 27 countries.

The SEN identification rates range from 0.22% to 19.63%; the total average for the 27 countries is 2.15%.

Figure 5. Percentage of children with an official decision of SEN, based on the enrolled pre-primary population (%)

Gender breakdown of children with an official decision of SEN, based on the enrolled pre‑primary population (%)

The gender breakdowns have been calculated as follows:

Boys: The total number of boys with an official decision of SEN (Q3.1) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The total number of girls with an official decision of SEN (Q3.1) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The SEN identification rate for boys ranges from 0.13% to 12.07%; the total average for the 24 countries is 1.34%.

The SEN identification rate for girls ranges from 0.09% to 7.56%; the total average for the 24 countries is 0.64%.

Figure 6. Gender breakdown of children with an official decision of SEN, based on the enrolled pre‑primary population (%)

Gender distribution of children with an official decision of SEN, based on the number of children who have an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The total number of boys with an official decision of SEN (Q3.1) / The total number of children with an official decision of SEN (Q3.1) x 100.

Girls: The total number of girls with an official decision of SEN (Q3.1) / The total number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The proportion of boys with an official decision of SEN ranges from 57.23% to 73.36%; the total average for the 24 countries is 67.76%.

The proportion of girls with an official decision of SEN ranges from 26.64% to 42.77%; the total average for the 24 countries is 32.24%.

Figure 7. Gender distribution of children with an official decision of SEN, based on the number of children who have an official decision of SEN (%)

1.3b. Distribution of placements of children with an official decision of SEN, based on the enrolled pre-primary population

The indicators presented in this section relate to the distribution of placements of children with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

The data focuses on the population of children with an official decision of SEN in relation to the whole pre-primary population.

The data indicates where children with an official decision of SEN are placed for their education and provides information about the placement of children with recognised SEN in inclusive settings or elsewhere.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 1.3b.1: the percentage of children with an official decision of SEN in inclusive settings, based on the enrolled pre-primary population (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in inclusive education, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in comparison to the whole enrolled school population.

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 20 countries.

The inclusive education enrolment rates range from 0.49% to 17.96%; the total average for the 20 countries is 1.51%.

Figure 8. Percentage of children with an official decision of SEN in inclusive settings, based on the enrolled pre-primary population (%)

Gender breakdown of children with an official decision of SEN in inclusive settings, based on the enrolled pre-primary population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 19 countries.

The inclusive education enrolment rates for boys with an official decision of SEN range from 0.34% to 10.91%; the total average for the 19 countries is 1.03%.

The inclusive education enrolment rates for girls with an official decision of SEN range from 0.09% to 7.05%; the total average for the 19 countries is 0.48%.

Figure 9. Gender breakdown of children with an official decision of SEN in inclusive settings, based on the enrolled pre-primary population (%)

Gender distribution of children with an official decision of SEN in inclusive settings, based on the enrolled pre-primary population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) x 100.

Data is available from 19 countries.

The proportion of boys with an official decision of SEN in inclusive settings ranges from 52.15% to 85.53%; the total average for the 19 countries is 68.42%.

The proportion of girls with an official decision of SEN in inclusive settings ranges from 14.47% to 47.85%; the total average for the 19 countries is 31.58%.

Figure 10. Gender distribution of children with an official decision of SEN in inclusive settings, based on the enrolled pre-primary population (%)

Indicator 1.3b.2: the percentage of children with an official decision of SEN in special groups in mainstream schools, based on the enrolled pre-primary population (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in separate special groups in mainstream pre-schools, in line with the 80% placement benchmark for inclusive education (or the most relevant proxy for this benchmark), i.e. these children are enrolled in a pre-primary school, but they spend the majority of their time away from their peers.

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 16 countries.

The enrolment rates in special groups range from 0.01% to 2.31%; the total average for the 16 countries is 0.27%.

Figure 11. Percentage of children with an official decision of SEN in special groups, based on the enrolled pre-primary population (%)

Gender breakdown of children with an official decision of SEN in special groups, based on the enrolled pre-primary population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 15 countries.

The separate special group enrolment rates for boys with an official decision of SEN range from 0.01% to 1.54%; the total average for the 15 countries is 0.18%.

The separate special group enrolment rates for girls with an official decision of SEN range from 0.00% to 0.80%; the total average for the 15 countries is 0.09%.

Figure 12*.* Gender breakdown of children with an official decision of SEN in special groups, based on the enrolled pre-primary population (%)

Gender distribution of children with an official decision of SEN in special groups, based on the enrolled pre-primary population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) x 100.

Data is available from 15 countries.

The proportion of boys with an official decision of SEN in special groups ranges from 36.67% to 82.61%; the total average for the 15 countries is 66.45%.

The proportion of girls with an official decision of SEN in special groups ranges from 17.39% to 63.33%; the total average for the 15 countries is 33.55%.

Figure 13. Gender distribution of children with an official decision of SEN in special groups, based on the enrolled pre-primary population (%)

Indicator 1.3b.3: the percentage of children with an official decision of SEN in special pre‑schools, based on the enrolled pre-primary population (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special pre-primary schools.

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 19 countries.

The special pre-school enrolment rates range from 0.01% to 4.46%; the total average for the 19 countries is 0.51%.

Figure 14. Percentage of children with an official decision of SEN in special pre-schools, based on the enrolled pre-primary population (%)

Gender breakdown of children with an official decision of SEN in special pre-schools, based on the enrolled pre-primary population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 17 countries.

The special pre-school enrolment rates for boys range from 0.01% to 0.78%; the total average for the 17 countries is 0.31%.

The special pre-school enrolment rates for girls range from 0.00% to 0.43%; the total average for the 17 countries is 0.16%.

Figure 15. Gender breakdown of children with an official decision of SEN in special pre-schools, based on the enrolled pre-primary population (%)

Gender distribution of children with an official decision of SEN in special pre-schools, based on the enrolled pre-primary population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) x 100.

Data is available from 17 countries.

The proportion of boys with an official decision of SEN in special pre-schools ranges from 60.00% to 72.33%; the total average for the 17 countries is 66.18%.

The proportion of girls with an official decision of SEN in special pre-schools ranges from 27.67% to 40.00%; the total average for the 17 countries is 33.82%.

Figure 16. Gender distribution of children with an official decision of SEN in special pre-schools, based on the enrolled pre-primary population (%)

Indicator 1.3b.5: the percentage of children with an official decision of SEN in fully separate educational settings, based on the enrolled pre-primary population (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate educational settings, i.e. special classes and special schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark).

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 14 countries.

The fully separate enrolment rates for children with an official decision of SEN range from 0.15% to 5.99%; the total average for the 14 countries is 0.86%.

Figure 17. Percentage of children with an official decision of SEN in fully separate educational settings, based on the enrolled pre-primary population (%)

Gender breakdown of children with an official decision of SEN in fully separate educational settings, based on the enrolled pre-primary population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 12 countries.

The fully separate placement enrolment rates for boys with an official decision of SEN range from 0.10% to 2.19%; the total average for the 12 countries is 0.52%.

The fully separate placement enrolment rates for girls with an official decision of SEN range from 0.06% to 1.16%; the total average for the 12 countries is 0.27%.

Figure 18. Gender breakdown of children with an official decision of SEN in fully separate educational settings, based on the enrolled pre-primary population (%)

Gender distribution of children with an official decision of SEN in fully separate educational settings, based on the enrolled pre-primary population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of children with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of children with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) x 100.

Data is available from 12 countries.

The proportion of boys with an official decision of SEN in fully separate educational settings ranges from 62.65% to 72.39%; the total average for the 12 countries is 65.61%.

The proportion of girls with an official decision of SEN in fully separate educational settings ranges from 27.61% to 37.35%; the total average for the 12 countries is 31.77%.

Figure 19. Gender distribution of children with an official decision of SEN in fully separate educational settings, based on the enrolled pre-primary population (%)

1.3c. Distribution of placements, based on the population of children with an official decision of SEN

As with the indicators in [section 1.3b](#section3b), the indicators presented in this section relate to the distribution of placements of children with an official decision of SEN in:

* Inclusive settings
* Separate special groups in mainstream pre-schools
* Separate special pre-schools
* Non-formal settings.

However, the data focuses on the population of children with an official decision of SEN in different settings in relation to the whole pre-primary population of children with an official decision of SEN.

For each of these areas of indicators, gender breakdowns and distributions are presented in separate figures.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 1.3c.1: the percentage of children with an official decision of SEN in inclusive education, based on the pre-primary population of children with an official decision of SEN (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in inclusive education, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in comparison to the whole population of pre-primary children with an official decision of SEN.

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 19 countries.

The inclusive education enrolment rates of children with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 19.74% to 100.00%; the total average for the 19 countries is 70.64%.

Figure 20. Percentage of children with an official decision of SEN in inclusive education, based on the population of children with an official decision of SEN (%)

Gender breakdown of children with an official decision of SEN in inclusive education, based on the pre-primary population of children with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 19 countries.

The inclusive education enrolment rates of boys with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 13.71% to 72.30%; the total average for the 19 countries is 48.33%.

The inclusive education enrolment rates of girls with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 6.04% to 35.89%; the total average for the 19 countries is 22.31%.

Figure 21. Gender breakdown of children with an official decision of SEN in inclusive education, based on the population of children with an official decision of SEN (%)

Gender distribution of children with an official decision of SEN in inclusive education, based on the pre-primary population of children with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) / The number of children with an official decision of SEN who are educated in mainstream groups for at least 80% of the time (Q3.2) x 100.

Data is available from 19 countries.

The proportion of boys with an official decision of SEN in inclusive education, based on the population of children with an official decision of SEN, ranges from 52.15% to 85.53%; the total average for the 19 countries is 68.42%.

The proportion of girls with an official decision of SEN in inclusive education, based on the population of children with an official decision of SEN, ranges from 14.47% to 47.85%; the total average for the 19 countries is 31.58%.

Figure 22. Gender distribution of children with an official decision of SEN in inclusive education, based on the population of children with an official decision of SEN (%)

Indicator 1.3c.2: the percentage of children with an official decision of SEN in special groups, based on the pre-primary population of children with an official decision of SEN (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special groups, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of children with an official decision of SEN.

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 17 countries.

The enrolment rates in special groups for children with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 0.59% to 100.00%; the total average for the 17 countries is 12.58%.

Figure 23. Percentage of children with an official decision of SEN in special groups, based on the population of children with an official decision of SEN (%)

Gender breakdown of children with an official decision of SEN in special groups, based on the population of children with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 16 countries.

The special group enrolment rates of boys with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 0.48% to 59.34%; the total average for the 16 countries is 8.41%.

The special group enrolment rates of girls with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 0.10% to 40.66%; the total average for the 16 countries is 4.13%.

Figure 24. Gender breakdown of children with an official decision of SEN in special groups, based on the population of children with an official decision of SEN (%)

Gender distribution of children with an official decision of SEN in special groups, based on the population of children with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) x 100.

Data is available from 16 countries.

The proportion of boys with an official decision of SEN in special groups, based on the population of children with an official decision of SEN, ranges from 36.67% to 84.03%; the total average for the 16 countries is 67.05%.

The proportion of girls with an official decision of SEN in special groups, based on the population of children with an official decision of SEN, ranges from 15.97% to 63.33%; the total average for the 16 countries is 32.95%.

Figure 25. Gender distribution of children with an official decision of SEN in special groups, based on the population of children with an official decision of SEN (%)

Indicator 1.3c.3: the percentage of children with an official decision of SEN in special pre‑schools, based on the pre-primary population of children with an official decision of SEN (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special pre-schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of children with an official decision of SEN.

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 19 countries.

The enrolment rates in special pre-schools for children with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 0.60% to 100.00%; the total average for the 19 countries is 23.14%.

Figure 26. Percentage of children with an official decision of SEN in special pre-schools, based on the population of children with an official decision of SEN (%)

Gender breakdown of children with an official decision of SEN in special pre-schools, based on the population of children with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) / The number of children with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 18 countries.

The enrolment rates in special pre-schools for boys with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 0.42% to 72.33%; the total average for the 18 countries is 15.31%.

The enrolment rates in special pre-schools for girls with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 0.19% to 28.13%; the total average for the 18 countries is 7.81%.

Figure 27. Gender breakdown of children with an official decision of SEN in special pre-schools, based on the population of children with an official decision of SEN (%)

Gender distribution of children with an official decision of SEN in special pre-schools, based on the pre-school population of children with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) x 100.

Data is available from 18 countries.

The proportion of boys with an official decision of SEN in special pre-schools, based on the population of children with an official decision of SEN, ranges from 60.00% to 72.33%; the total average for the 18 countries is 66.21%.

The proportion of girls with an official decision of SEN in special pre-schools, based on the population of children with an official decision of SEN, ranges from 27.67% to 40.00%; the total average for the 18 countries is 33.79%.

Figure 28. Gender distribution of children with an official decision of SEN in special pre-schools, based on the population of children with an official decision of SEN (%)

Indicator 1.3c.5: the percentage of children with an official decision of SEN in fully separate educational settings, based on the pre-school population of children with an official decision of SEN (%)

The data focuses on children with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate settings education, i.e. special groups and special pre-schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole pre-school population of children with an official decision of SEN.

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 14 countries.

The enrolment rates in fully separate settings for children with an official decision of SEN, based on the whole population of children with an official decision of SEN, range from 8.52% to 100.00%; the total average for the 14 countries is 36.73%.

Figure 29. Percentage of children with an official decision of SEN in fully separate educational settings, based on the population of children with an official decision of SEN (%)

Gender breakdown of children with an official decision of SEN in fully separate educational settings, based on the pre-school population of children with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special pre-schools (Q3.4) / The number of children with an official decision of SEN (Q3.1) x 100.

Data is available from 13 countries.

The fully separate placement enrolment rates for boys, based on the whole population of children with an official decision of SEN, range from 5.91% to 76.70%; the total average for the 13 countries is 24.15%.

The fully separate placement enrolment rates for girls, based on the whole population of children with an official decision of SEN, range from 2.61% to 29.22%; the total average for the 13 countries is 12.51%.

Figure 30. Gender breakdown of children with an official decision of SEN in fully separate educational settings, based on the population of children with an official decision of SEN (%)

Gender distribution of children with an official decision of SEN in fully separate educational settings, based on the pre-school population of children with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special pre‑schools (Q3.4) / The number of children with an official decision of SEN who are educated in separate special groups in mainstream educational settings (Q3.3) + The number of children with an official decision of SEN who are educated in separate special pre-schools (Q3.4) x 100.

Data is available from 13 countries.

The proportion of boys with an official decision of SEN in fully separate educational settings, based on the population of children with an official decision of SEN, ranges from 62.65% to 76.70%; the total average for the 13 countries is 65.88%.

The proportion of girls with an official decision of SEN in fully separate educational settings, based on the population of children with an official decision of SEN, ranges from 23.30% to 37.35%; the total average for the 13 countries is 34.12%.

Figure 31. Gender distribution of children with an official decision of SEN in fully separate educational settings, based on the population of children with an official decision of SEN (%)

Chapter 2: Primary and lower-secondary education (ISCED Levels 1 and 2)

2.1. Population and Enrolment

There are two agreed indicators for this area, both based on the enrolled school population (i.e. the data presented for each country in relation to Q1.2).

The data presented focuses on:

* who is in formal education and who is not;
* who is educated in an inclusive setting and who is not.

The data collected provides information on:

* access to education;
* the placement of learners in inclusive settings or otherwise.

The indicators focus on mainstream and inclusive education in the broadest sense. They are calculated based on data on all learners eligible to be in education, not just those recognised as having SEN.

Indicator 2.1.1: the enrolment rate in mainstream education, based on the enrolled school population (%)

The data shows 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 learners who are not in mainstream settings are in fully separate special schools, non‑formal education run by health or social services, etc., or are out-of-school learners.

This indicator has been calculated as follows: The number of learners who are enrolled in mainstream formal educational settings (Q1.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 31 countries.

Across the 31 countries, the enrolment rate in mainstream education ranges from 80.72% to 99.95%; the total average for the 31 countries is 98.49%.

Figure 32. Enrolment rate in mainstream education, based on the enrolled school population (%)

Indicator 2.1.2: the enrolment rate in inclusive education, based on the enrolled school population (%)

The data shows 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 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 learners.

This indicator has been calculated as follows: The number of learners who are enrolled in mainstream classes for at least 80% of the time (Q1.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 31 countries.

The inclusive enrolment rates range from 80.72% to 99.95%; the total average for the 31 countries is 97.83%.

Figure 33. Enrolment rate in inclusive education, based on the enrolled school population (%)

2.2. Age Samples

There are four agreed indicators for this area, all based on the enrolled school population of 9- and 15-year-olds. There are two indicators for each of the age samples.

The data focuses on age samples in line with the two indicators presented in the previous section – learners aged 9 and 15 who are educated in mainstream and inclusive settings.

The age sample indicators also focus on mainstream and inclusive education in the broadest sense. They are calculated based on data for all learners aged 9 and 15 who are eligible to be in education.

The indicators focus on the populations of learners of specific ages:

* Age 9, as this age corresponds with the typical ISCED 1 age range for most countries
* Age 15, as this age corresponds with the typical ISCED 2 age range for most countries, as well as corresponding with EU-level data collection on school drop-out rates.

The data provided within this table focuses on age-based samples. Within these samples, it explores:

* 9- and 15-year-olds who are in mainstream education or not;
* 9- and 15-year-olds who are in inclusive settings or not.

The data collected provides age sample information on:

* access to education;
* the placement of learners in inclusive settings or elsewhere.

The provision of age sample data has the potential to highlight issues emerging from the practice of learners repeating school years. The sample age of 15 has the potential for cross-referencing with the Organisation for Economic Co-operation and Development’s (OECD) Programme for International Student Assessment (PISA) analyses, as well as data relating to the ET 2020 targets on school drop-out, etc.

Indicator 2.2.1: the age sample enrolment rate in mainstream education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

The data shows 9-year-old 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 learners who are not in mainstream settings are in fully separate special schools, non‑formal education run by health or social services, etc., or are out-of-school learners.

This indicator has been calculated as follows: The number of 9‑year‑olds who are enrolled in mainstream formal educational settings (Q2.4) / The number of 9‑year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 26 countries.

Across the 26 countries, the enrolment rate in mainstream education for 9-year-olds ranges from 94.77% to 100.00%; the total average for the 26 countries is 98.91%.

Figure 34. Age sample enrolment rate in mainstream education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

Indicator 2.2.2: the age sample enrolment rate in mainstream education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

The data shows 15-year-old 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 learners who are not in mainstream settings are in fully separate special schools, non‑formal education run by health or social services, etc., or are out-of-school learners.

This indicator has been calculated as follows: The number of 15‑year-olds who are enrolled in mainstream formal educational settings (Q2.4) / The number of 15-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 26 countries.

Across the 26 countries, the enrolment rate in mainstream education for 15-year-olds ranges from 82.12% to 99.95%; the total average for the 26 countries is 97.35%.

Figure 35. Age sample enrolment rate in mainstream education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

Indicator 2.2.3: the age sample enrolment rate in inclusive education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

The data shows 9-year-old 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 9-year-old 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 learners.

This indicator has been calculated as follows: The number of 9‑year‑olds who are enrolled and educated in mainstream classes for at least 80% of the time (Q2.5) / The number of 9-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 23 countries.

The inclusive enrolment rates range from 55.55% to 99.96%; the total average for the 23 countries is 97.84%.

Figure 36. Age sample enrolment rate in inclusive education for 9-year-olds, based on the enrolled school population of 9-year-olds (%)

Indicator 2.2.4: the age sample enrolment rate in inclusive education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

The data shows 15-year-old 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 15-year-old 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 learners.

This indicator has been calculated as follows: The number of 15‑year-olds who are enrolled and educated in mainstream classes for at least 80% of the time (Q2.5) / The number of 15‑year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 22 countries.

The inclusive enrolment rates range from 90.55% to 99.97%; the total average for the 22 countries is 97.29%.

Figure 37. Age sample enrolment rate in inclusive education for 15-year-olds, based on the enrolled school population of 15-year-olds (%)

2.3. Learners with an official decision of SEN

There are three groups of indicators for this area, relating to:

1. Identification rates
2. Distribution of placements of learners with an official decision of SEN, based on the enrolled school population
3. Distribution of placements of learners with an official decision of SEN, based on the population of learners with an official decision of SEN.

For each of these areas, gender and ISCED level breakdowns and distributions are presented in separate figures.

The data presented focuses on learners with an official decision of SEN that is in line with the agreed operational definition of an official decision used in the EASIE data collection work.

2.3a. Identification rates

Indicator 2.3a.1: the percentage of learners with an official decision of SEN, based on the enrolled school population (%)

The data focuses on 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.

This indicator has been calculated as follows: The number of learners with an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 31 countries.

The SEN identification rates range from 1.02% to 25.12%; the total average for the 31 countries is 4.75%.

For all countries, the operational definition of an official decision has been applied to the data collection. However, some countries can be identified as marked ‘outliers’, as they have different types of official definitions that correspond with the EASIE operational definition of an official decision of SEN, i.e. Iceland (15.34%), Lithuania (13.48%), Slovakia (15.07%) and UK (Scotland) (25.12%). These outliers highlight the fact that countries have different forms of official decision-making, often relating to differing mechanisms for accessing additional resources to meet SEN.

Figure 38. Percentage of learners with an official decision of SEN, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The total number of boys with an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The total number of girls with an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 29 countries.

The SEN identification rate for boys ranges from 0.55% to 15.28%; the total average for the 29 countries is 3.18%.

The SEN identification rate for girls ranges from 0.47% to 9.84%; the total average for the 29 countries is 1.55%.

Figure 39. Gender breakdown of learners with an official decision of SEN, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN, based on the number of learners who have an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The total number of boys who have an official decision of SEN (Q3.1) / The total number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The total number of girls who have an official decision of SEN (Q3.1) / The total number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 29 countries.

The proportion of boys with an official decision of SEN ranges from 53.65% to 73.67%; the total average for the 29 countries is 67.29%.

The proportion of girls with an official decision of SEN ranges from 26.33% to 46.35%; the total average for the 29 countries is 32.71%.

Figure 40. Gender distribution of learners with an official decision of SEN, based on the number of learners who have an official decision of SEN (%)

ISCED breakdown of learners with an official decision of SEN, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The total number of learners in ISCED 1 who have an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The total number of learners in ISCED 2 who have an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 31 countries.

The SEN identification rate in ISCED 1 ranges from 0.60% to 15.17%; the total average for the 31 countries is 2.61%.

The SEN identification rate in ISCED 2 ranges from 0.42% to 9.96%; the total average for the 31 countries is 2.14%.

Figure 41. ISCED breakdown of learners with an official decision of SEN, based on the enrolled school population (%)

ISCED distribution of learners with an official decision of SEN, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The total number of learners in ISCED 1 who have an official decision of SEN (Q3.1) / The total number of learners in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The total number of learners in ISCED 2 who have an official decision of SEN (Q3.1) / The total number of learners in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 31 countries.

The proportion of learners within ISCED 1 with an official decision of SEN ranges from 0.89% to 22.98%; the total average for the 31 countries is 4.41%.

The proportion of learners within ISCED 2 with an official decision of SEN ranges from 1.30% to 29.28%; the total average for the 31 countries is 5.25%.

Figure 42. ISCED distribution of learners with an official decision of SEN, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

2.3b. Distribution of placements of learners with an official decision of SEN, based on the enrolled school population

The indicators presented in this section relate to the distribution of placements of learners with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

The data focuses on the population of learners with an official decision of SEN in relation to the whole school population.

The data indicates where learners with an official decision of SEN are placed for their education and provides information about the placement of learners with recognised SEN in inclusive settings or elsewhere.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 2.3b.1: the percentage of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in inclusive education, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in comparison to the whole enrolled school population.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The inclusive education enrolment rates range from 0.11% to 23.74%; the total average for the 30 countries is 3.13%.

Figure 43. Percentage of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 26 countries.

The inclusive education enrolment rates for boys with an official decision of SEN range from 0.07% to 14.27%; the total average for the 26 countries is 2.09%.

The inclusive education enrolment rates for girls with an official decision of SEN range from 0.05% to 9.47%; the total average for the 26 countries is 1.00%.

Figure 44. Gender breakdown of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Data is available from 26 countries.

The proportion of boys with an official decision of SEN in inclusive settings ranges from 59.11% to 73.77%; the total average for the 26 countries is 67.68%.

The proportion of girls with an official decision of SEN in inclusive settings ranges from 25.80% to 40.89%; the total average for the 26 countries is 32.32%.

Figure 45. Gender distribution of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

ISCED breakdown of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The inclusive education enrolment rates for learners with an official decision of SEN in ISCED 1 range from 0.07% to 14.25%; the total average for the 30 countries is 1.78%.

The inclusive education enrolment rates for learners with an official decision of SEN in ISCED 2 range from 0.04% to 9.49%; the total average for the 30 countries is 1.36%.

Figure 46. ISCED breakdown of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

ISCED distribution of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in inclusive settings ranges from 0.10% to 21.58%; the total average for the 30 countries is 3.01%.

Within ISCED 2, the proportion of learners with an official decision of SEN in inclusive settings ranges from 0.14% to 27.93%; the total average for the 30 countries is 3.31%.

Figure 47. ISCED distribution of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Indicator 2.3b.2: the percentage of learners with an official decision of SEN in special classes in mainstream schools, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in separate special classes in mainstream schools, in line with the 80% placement benchmark for inclusive education (or the most relevant proxy for this benchmark), i.e. these learners are enrolled in a mainstream school, but they spend the majority of their time away from their peers.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The enrolment rates for learners in separate special classes in mainstream schools range from 0.02% to 3.81%; the total average for the 24 countries is 0.58%.

Figure 48. Percentage of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 22 countries.

The separate special class enrolment rates for boys with an official decision of SEN range from 0.01% to 2.67%; the total average for the 22 countries is 0.38%.

The separate special class enrolment rates for girls with an official decision of SEN range from 0.01% to 1.14%; the total average for the 22 countries is 0.20%.

Figure 49. Gender breakdown of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Data is available from 22 countries.

The proportion of boys with an official decision of SEN in special classes ranges from 54.47% to 81.65%; the total average for the 22 countries is 65.14%.

The proportion of girls with an official decision of SEN in special classes ranges from 18.35% to 45.53%; the total average for the 22 countries is 34.86%.

Figure 50. Gender distribution of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

ISCED breakdown of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

The separate special class enrolment rates for learners with an official decision of SEN in ISCED 1 range from 0.01% to 2.44%; the total average for the 24 countries is 0.36%.

The separate special class enrolment rates for learners with an official decision of SEN in ISCED 2 range from 0.01% to 1.37%; the total average for the 24 countries is 0.22%.

Figure 51. ISCED breakdown of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

ISCED distribution of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 24 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in special classes ranges from 0.03% to 3.65%; the total average for the 24 countries is 0.57%.

Within ISCED 2, the proportion of learners with an official decision of SEN in special classes ranges from 0.02% to 4.15%; the total average for the 24 countries is 0.61%.

Figure 52. ISCED distribution of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

Indicator 2.3b.3: the percentage of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special schools.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The special school enrolment rates range from 0.03% to 6.07%; the total average for the 30 countries is 1.41%.

This data indicates that all countries that provide data on learners with an official decision of SEN have some form of separate special schools, but to different extents.

Figure 53. Percentage of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 29 countries.

The special school enrolment rates for boys range from 0.02% to 3.92%; the total average for the 29 countries is 0.96%.

The special school enrolment rates for girls range from 0.01% to 2.15%; the total average for the 29 countries is 0.47%.

Figure 54. Gender breakdown of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 28 countries.

The proportion of boys with an official decision of SEN in special schools ranges from 59.39% to 73.78%; the total average for the 28 countries is 67.05%.

The proportion of girls with an official decision of SEN in special schools ranges from 26.22% to 40.61%; the total average for the 28 countries is 32.95%.

Figure 55. Gender distribution of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

ISCED breakdown of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

The special school enrolment rates in ISCED 1 range from 0.02% to 3.43%; the total average for the 30 countries is 0.70%.

The special school enrolment rates in ISCED 2 range from 0.00% to 2.63%; the total average for the 30 countries is 0.72%.

Figure 56. ISCED breakdown of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

ISCED distribution of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 30 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in special schools ranges from 0.03% to 5.20%; the total average for the 30 countries is 1.18%.

Within ISCED 2, the proportion of learners with an official decision of SEN in special schools ranges from 0.01% to 7.75%; the total average for the 30 countries is 1.75%.

Figure 57. ISCED distribution of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

Indicator 2.3b.5: the percentage of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate educational settings, i.e. special classes and special schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark).

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 23 countries.

The fully separate enrolment rates for learners with an official decision of SEN range from 0.55% to 5.63%; the total average for the 23 countries is 1.55%.

Figure 58. Percentage of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 21 countries.

The fully separate placement enrolment rates for boys with an official decision of SEN range from 0.33% to 3.29%; the total average for the 21 countries is 1.05%.

The fully separate placement enrolment rates for girls with an official decision of SEN range from 0.22% to 2.38%; the total average for the 21 countries is 0.53%.

Figure 59. Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 21 countries.

The proportion of boys with an official decision of SEN in fully separate educational settings ranges from 57.66% to 76.39%; the total average for the 21 countries is 66.53%.

The proportion of girls with an official decision of SEN in fully separate educational settings ranges from 23.61% to 42.34%; the total average for the 21 countries is 33.47%.

Figure 60. Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

ISCED breakdown of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 23 countries.

The fully separate placement enrolment rates of learners with an official decision of SEN in ISCED 1 range from 0.28% to 2.85%; the total average for the 23 countries is 0.93%.

The fully separate placement enrolment rates of learners with an official decision of SEN in ISCED 2 range from 0.27% to 3.07%; the total average for the 23 countries is 0.63%.

Figure 61. ISCED breakdown of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

ISCED distribution of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 23 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in fully separate educational settings ranges from 0.46% to 5.42%; the total average for the 23 countries is 1.47%.

Within ISCED 2, the proportion of learners with an official decision of SEN in fully separate educational settings ranges from 0.65% to 6.10%; the total average for the 23 countries is 1.69%.

Figure 62. ISCED distribution of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

2.3c. Distribution of placements, based on the population of learners with an official decision of SEN

As with the indicators in [section 2.3b](#ch2section3b), the indicators presented in this section relate to the distribution of placements of learners with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

However, the data focuses on the population of learners with an official decision of SEN in different settings in relation to the whole school population of learners with an official decision of SEN.

For each of these areas of indicators, gender and ISCED level breakdowns and distributions are presented in separate figures.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 2.3c.1: the percentage of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in inclusive education, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in comparison to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

Data is available from 29 countries.

The inclusive education enrolment rates of learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 11.21% to 99.12%; the total average for the 29 countries is 64.97%.

Figure 63. Percentage of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

Data is available from 26 countries.

The inclusive education enrolment rates of boys with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 6.62% to 70.15%; the total average for the 26 countries is 43.65%.

The inclusive education enrolment rates of girls with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 4.58% to 37.71%; the total average for the 26 countries is 20.84%.

Figure 64. Gender breakdown of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Data is available from 26 countries.

The proportion of boys with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN, ranges from 59.11% to 74.20%; the total average for the 26 countries is 67.68%.

The proportion of girls with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN, ranges from 25.80% to 40.89%; the total average for the 26 countries is 32.32%.

Figure 65. Gender distribution of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

ISCED breakdown of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

Data is available from 29 countries.

The inclusive education enrolment rates for learners with an official decision of SEN in ISCED 1, based on the whole population of learners with an official decision of SEN, range from 6.85% to 62.12%; the total average for the 29 countries is 36.92%.

The inclusive education enrolment rates for learners with an official decision of SEN in ISCED 2, based on the whole population of learners with an official decision of SEN, range from 4.36% to 43.21%; the total average for the 29 countries is 28.05%.

Figure 66. ISCED breakdown of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

ISCED distribution of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners in ISCED 1 with an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners in ISCED 2 with an official decision of SEN (Q3.1) x 100.

Data is available from 29 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in inclusive education ranges from 11.60% to 98.66%; the total average for the 29 countries is 66.77%.

Within ISCED 2, the proportion of learners with an official decision of SEN in inclusive education ranges from 10.64% to 99.73%; the total average for the 29 countries is 62.75%.

Figure 67. ISCED distribution of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

Indicator 2.3c.2: the percentage of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special classes, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 23 countries.

The enrolment rates in special classes for learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.79% to 51.22%; the total average for the 23 countries is 12.90%.

Figure 68. Percentage of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 21 countries.

The special class enrolment rates of boys with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.46% to 35.85%; the total average for the 21 countries is 8.58%.

The special class enrolment rates of girls with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.33% to 18.94%; the total average for the 21 countries is 4.59%.

Figure 69. Gender breakdown of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Data is available from 21 countries.

The proportion of boys with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN, ranges from 54.47% to 81.65%; the total average for the 21 countries is 65.16%.

The proportion of girls with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN, ranges from 18.35% to 45.53%; the total average for the 21 countries is 34.84%.

Figure 70. Gender distribution of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

ISCED breakdown of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 23 countries.

The special class enrolment rates of learners in ISCED 1 with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.46% to 32.82%; the total average for the 23 countries is 7.95%.

The special class enrolment rates of learners in ISCED 2 with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.29% to 19.72%; the total average for the 23 countries is 4.95%.

Figure 71. ISCED breakdown of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

ISCED distribution of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Data is available from 23 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in special classes ranges from 0.92% to 54.79%; the total average for the 23 countries is 13.41%.

Within ISCED 2, the proportion of learners with an official decision of SEN in special classes ranges from 0.62% to 49.06%; the total average for the 23 countries is 12.15%.

Figure 72. ISCED distribution of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

Indicator 2.3c.3: the percentage of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 29 countries.

The enrolment rates in special schools for learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.88% to 100.00%; the total average for the 29 countries is 30.24%.

Figure 73. Percentage of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 27 countries.

The enrolment rates in special schools for boys with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.62% to 72.65%; the total average for the 27 countries is 20.71%.

The enrolment rates in special schools for girls with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.26% to 34.40%; the total average for the 27 countries is 10.17%.

Figure 74. Gender breakdown of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 27 countries.

The proportion of boys with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN, ranges from 59.39% to 73.78%; the total average for the 27 countries is 67.07%.

The proportion of girls with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN, ranges from 26.22% to 40.61%; the total average for the 27 countries is 32.93%.

Figure 75. Gender distribution of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

ISCED breakdown of learners with an official decision of SEN in special schools,based on the population of learners with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 29 countries.

The enrolment rates in special schools for learners in ISCED 1 with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.22% to 52.20%; the total average for the 29 countries is 14.93%.

The enrolment rates in special schools for learners in ISCED 2 with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.12% to 59.19%; the total average for the 29 countries is 15.32%.

Figure 76. ISCED breakdown of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

ISCED distribution of learners with an official decision of SEN in special schools,based on the population of learners with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Data is available from 29 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in special schools ranges from 0.38% to 100.00%; the total average for the 29 countries is 27.04%.

Within ISCED 2, the proportion of learners with an official decision of SEN in special schools ranges from 0.27% to 100.00%; the total average for the 29 countries is 34.20%.

Figure 77. ISCED distribution of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

Indicator 2.3c.5: the percentage of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate educational settings, i.e. special classes and special schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 20 countries.

The enrolment rates in fully separate settings for learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 8.19% to 100.00%; the total average for the 20 countries is 35.85%.

Switzerland, with data of 100.00% for this indicator, should be viewed as an outlier, as data on learners with an official decision of SEN is only available for special classes and special schools and not for any form of inclusive placement.

Figure 78. Percentage of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 19 countries.

The fully separate placement enrolment rates for boys, based on the whole population of learners with an official decision of SEN, range from 6.25% to 64.87%; the total average for the 19 countries is 23.86%.

The fully separate placement enrolment rates for girls, based on the whole population of learners with an official decision of SEN, range from 1.93% to 35.13%; the total average for the 19 countries is 11.98%.

Figure 79. Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 19 countries.

The proportion of boys with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN, ranges from 57.66% to 76.39%; the total average for the 19 countries is 66.56%.

The proportion of girls with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN, ranges from 23.61% to 42.34%; the total average for the 19 countries is 33.44%.

Figure 80. Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

ISCED breakdown of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 20 countries.

The fully separate placement enrolment rates in ISCED 1, based on the whole population of learners with an official decision of SEN, range from 3.92% to 59.80%; the total average for the 20 countries is 21.76%.

The fully separate placement enrolment rates in ISCED 2, based on the whole population of learners with an official decision of SEN, range from 3.25% to 40.20%; the total average for the 20 countries is 14.09%.

Figure 81. ISCED breakdown of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

ISCED distribution of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 1 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 1 who have an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners in ISCED 2 with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners in ISCED 2 who have an official decision of SEN (Q3.1) x 100.

Data is available from 20 countries.

Within ISCED 1, the proportion of learners with an official decision of SEN in fully separate educational settings ranges from 6.96% to 100.00%; the total average for the 20 countries is 36.37%.

Within ISCED 2, the proportion of learners with an official decision of SEN in fully separate educational settings ranges from 9.87% to 100.00%; the total average for the 20 countries is 35.08%.

Figure 82. ISCED distribution of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

Chapter 3: Upper-secondary education (ISCED Level 3)

3.1. Population and Enrolment

There are two agreed indicators for this area, both based on the enrolled school population (i.e. the data presented for each country in relation to Q1.2).

The data presented focuses on:

* who is in formal education and who is not;
* who is educated in an inclusive setting and who is not.

The data collected provides information on:

* access to education;
* the placement of learners in inclusive settings or otherwise.

The indicators focus on mainstream and inclusive education in the broadest sense. They are calculated based on data on all learners eligible to be in education, not just those recognised as having SEN.

Indicator 3.1.1: the enrolment rate in mainstream education, based on the enrolled school population (%)

The data shows 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 learners who are not in mainstream settings are in fully separate special schools, non‑formal education run by health or social services, etc., or are out-of-school learners.

This indicator has been calculated as follows: The number of learners who are enrolled in mainstream formal educational settings (Q1.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 26 countries.

Across the 26 countries, the enrolment rate in mainstream education ranges from 60.98% to 100.00%; the total average for the 29 countries is 97.66%.

Figure 83. Enrolment rate in mainstream education, based on the enrolled school population (%)

Indicator 3.1.2: the enrolment rate in inclusive education, based on the enrolled school population (%)

The data shows 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 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 learners.

This indicator has been calculated as follows: The number of learners who are enrolled in mainstream classes for at least 80% of the time (Q1.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 26 countries.

The inclusive enrolment rates range from 60.98% to 100.00%; the total average for the 26 countries is 96.88%.

Figure 84. Enrolment rate in inclusive education, based on the enrolled school population (%)

3.2. Age Samples

There are two agreed indicators for this area, both based on the enrolled school population of 17-year-olds.

The data focuses on an age sample in line with the two indicators presented in the previous section – learners aged 17 who are educated in mainstream and inclusive settings.

The age sample indicators also focus on mainstream and inclusive education in the broadest sense. They are calculated based on data for all learners aged 17 who are eligible to be in education.

The data provided within this table focuses on age-based samples. Within these samples, it explores:

* 17-year-olds who are in mainstream education or not;
* 17-year-olds who are in an inclusive setting or not.

The data collected provides age sample information on:

* access to education;
* the placement of learners in inclusive settings or elsewhere.

Indicator 3.2.1: the age sample enrolment rate in mainstream education for 17-year-olds, based on the enrolled school population of 17-year-olds (%)

The data shows 17-year-old 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 learners who are not in mainstream settings are in fully separate special schools, non‑formal education run by health or social services, etc., or are out-of-school learners.

This indicator has been calculated as follows: The number of 17‑year-olds who are enrolled in mainstream formal educational settings (Q2.4) / The number of 17-year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 22 countries.

Across the 22 countries, the enrolment rate in mainstream education for 17-year-olds ranges from 66.29% to 99.98%; the total average for the 22 countries is 97.06%.

Figure 85. Age sample enrolment rate in mainstream education for 17-year-olds, based on the enrolled school population of 17-year-olds (%)

Indicator 3.2.2: the age sample enrolment rate in inclusive education for 17-year-olds, based on the enrolled school population of 17-year-olds (%)

The data shows 17-year-old 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 17-year-old 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 learners.

This indicator has been calculated as follows: The number of 17‑year-olds who are enrolled and educated in mainstream classes for at least 80% of the time (Q2.5) / The number of 17‑year-olds who are enrolled in all formal educational settings (Q2.2) x 100.

Data is available from 18 countries.

The inclusive enrolment rates for 17-year-olds range from 93.75% to 99.98%; the total average for the 18 countries is 98.35%.

Figure 86. Age sample enrolment rate in inclusive education for 17-year-olds, based on the enrolled school population of 17-year-olds (%)

3.3. Learners with an official decision of SEN

There are three groups of indicators for this area, relating to:

1. Identification rates
2. Distribution of placements of learners with an official decision of SEN, based on the enrolled school population
3. Distribution of placements of learners with an official decision of SEN, based on the population of learners with an official decision of SEN.

For each of these areas, gender breakdowns and distributions are presented in separate figures.

The data presented focuses on learners with an official decision of SEN that is in line with the agreed operational definition of an official decision used in the EASIE data collection work.

3.3a. Identification rates

Indicator 3.3a.1: the percentage of learners with an official decision of SEN, based on the enrolled school population (%)

The data focuses on 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.

This indicator has been calculated as follows: The number of learners with an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 27 countries.

The SEN identification rates range from 0.12% to 23.25%; the total average for the 27 countries is 2.41%.

Figure 87. Percentage of learners with an official decision of SEN, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The total number of boys with an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The total number of girls with an official decision of SEN (Q3.1) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 25 countries.

The SEN identification rate for boys ranges from 0.07% to 13.37%; the total average for the 25 countries is 1.57%.

The SEN identification rate for girls ranges from 0.05% to 9.88%; the total average for the 25 countries is 0.85%.

Figure 88. Gender breakdown of learners with an official decision of SEN, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN, based on the number of learners who have an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The total number of boys who have an official decision of SEN (Q3.1) / The total number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The total number of girls who have an official decision of SEN (Q3.1) / The total number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 25 countries.

The proportion of boys with an official decision of SEN ranges from 55.04% to 76.88%; the total average for the 25 countries is 64.96%.

The proportion of girls with an official decision of SEN ranges from 23.12% to 44.96%; the total average for the 25 countries is 35.04%.

Figure 89. Gender distribution of learners with an official decision of SEN, based on the number of learners who have an official decision of SEN (%)

3.3b. Distribution of placements of learners with an official decision of SEN, based on the enrolled school population

The indicators presented in this section relate to the distribution of placements of learners with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

The data focuses on the population of learners with an official decision of SEN in relation to the whole school population.

The data indicates where learners with an official decision of SEN are placed for their education and provides information about the placement of learners with recognised SEN in inclusive settings or elsewhere.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 3.3b.1: the percentage of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in inclusive education, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in comparison to the whole enrolled school population.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 25 countries.

The inclusive education enrolment rates range from 0.01% to 20.94%; the total average for the 25 countries is 1.62%.

Figure 90. Percentage of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 23 countries.

The inclusive education enrolment rates for boys with an official decision of SEN range from 0.01% to 11.85%; the total average for the 23 countries is 1.10%.

The inclusive education enrolment rates for girls with an official decision of SEN range from 0.00% to 9.09%; the total average for the 23 countries is 0.55%.

Figure 91. Gender breakdown of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Data is available from 23 countries.

The proportion of boys with an official decision of SEN in inclusive settings ranges from 47.62% to 74.17%; the total average for the 23 countries is 66.68%.

The proportion of girls with an official decision of SEN in inclusive settings ranges from 25.83% to 52.38%; the total average for the 23 countries is 33.32%.

Figure 92. Gender distribution of learners with an official decision of SEN in inclusive settings, based on the enrolled school population (%)

Indicator 3.3b.2: the percentage of learners with an official decision of SEN in special classes in mainstream schools, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in separate special classes in mainstream schools, in line with the 80% placement benchmark for inclusive education (or the most relevant proxy for this benchmark), i.e. these learners are enrolled in a mainstream school, but they spend the majority of their time away from their peers.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 17 countries.

The enrolment rates for learners in separate special classes in mainstream schools range from 0.01% to 1.99%; the total average for the 17 countries is 0.31%.

Figure 93. Percentage of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 16 countries.

The separate special class enrolment rates for boys with an official decision of SEN range from 0.00% to 1.17%; the total average for the 16 countries is 0.19%.

The separate special class enrolment rates for girls with an official decision of SEN range from 0.01% to 0.82%; the total average for the 16 countries is 0.12%.

Figure 94. Gender breakdown of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Data is available from 16 countries.

The proportion of boys with an official decision of SEN in special classes ranges from 0.00% to 77.89%; the total average for the 16 countries is 60.62%.

The proportion of girls with an official decision of SEN in special classes ranges from 22.11% to 100.00%; the total average for the 16 countries is 39.38%.

Figure 95. Gender distribution of learners with an official decision of SEN in special classes, based on the enrolled school population (%)

Indicator 3.3b.3: the percentage of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special schools.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 22 countries.

The special school enrolment rates range from 0.01% to 3.34%; the total average for the 22 countries is 0.58%.

Figure 96. Percentage of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 21 countries.

The special school enrolment rates for boys range from 0.01% to 2.34%; the total average for the 21 countries is 0.37%.

The special school enrolment rates for girls range from 0.00% to 1.00%; the total average for the 21 countries is 0.21%.

Figure 97. Gender breakdown of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 21 countries.

The proportion of boys with an official decision of SEN in special schools ranges from 51.69% to 83.07%; the total average for the 21 countries is 63.10%.

The proportion of girls with an official decision of SEN in special schools ranges from 16.93% to 48.31%; the total average for the 21 countries is 36.90%.

Figure 98. Gender distribution of learners with an official decision of SEN in special schools, based on the enrolled school population (%)

Indicator 3.3b.5: the percentage of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate educational settings, i.e. special classes and special schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark).

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 17 countries.

The fully separate enrolment rates for learners with an official decision of SEN range from 0.18% to 3.15%; the total average for the 17 countries is 1.09%.

Figure 99. Percentage of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data is available from 16 countries.

The fully separate placement enrolment rates for boys with an official decision of SEN range from 0.09% to 1.83%; the total average for the 16 countries is 0.69%.

The fully separate placement enrolment rates for girls with an official decision of SEN range from 0.04% to 1.32%; the total average for the 16 countries is 0.40%.

Figure 100. Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 16 countries.

The proportion of boys with an official decision of SEN in fully separate educational settings ranges from 51.82% to 83.07%; the total average for the 16 countries is 63.08%.

The proportion of girls with an official decision of SEN in fully separate educational settings ranges from 16.93% to 48.18%; the total average for the 16 countries is 36.92%.

Figure 101. Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the enrolled school population (%)

3.3c. Distribution of placements, based on the population of learners with an official decision of SEN

As with the indicators in [section 3.3b](#ch3section3b), the indicators presented in this section relate to the distribution of placements of learners with an official decision of SEN in:

* Inclusive settings
* Separate special classes in mainstream schools
* Separate special schools
* Non-formal settings.

However, the data focuses on the population of learners with an official decision of SEN in different settings in relation to the whole school population of learners with an official decision of SEN.

For each of these areas of indicators, gender and ISCED level breakdowns and distributions are presented in separate figures.

All data must be considered in line with the [Country Background Information](https://www.european-agency.org/data/country-data-and-background-information) relating to the official decision of SEN procedures in the country concerned.

Indicator 3.3c.1: the percentage of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in inclusive education, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in comparison to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

Data is available from 24 countries.

The inclusive education enrolment rates of learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.61% to 100.00%; the total average for the 24 countries is 70.57%.

Figure 102. Percentage of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN (Q3.1) x 100.

Data is available from 23 countries.

The inclusive education enrolment rates of boys with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.35% to 68.23%; the total average for the 23 countries is 47.08%.

The inclusive education enrolment rates of girls with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.25% to 39.08%; the total average for the 23 countries is 23.53%.

Figure 103. Gender breakdown of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) / The number of learners with an official decision of SEN who are educated in mainstream classes for at least 80% of the time (Q3.2) x 100.

Data is available from 23 countries.

The proportion of boys with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN, ranges from 47.62% to 74.17%; the total average for the 23 countries is 66.68%.

The proportion of girls with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN, ranges from 25.83% to 52.38%; the total average for the 23 countries is 33.32%.

Figure 104. Gender distribution of learners with an official decision of SEN in inclusive education, based on the population of learners with an official decision of SEN (%)

Indicator 3.3c.2: the percentage of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special classes, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 16 countries.

The enrolment rates in special classes for learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.50% to 34.42%; the total average for the 16 countries is 10.54%.

Figure 105. Percentage of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 15 countries.

The special class enrolment rates of boys with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.00% to 20.21%; the total average for the 15 countries is 6.39%.

The special class enrolment rates of girls with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.20% to 14.21%; the total average for the 15 countries is 4.12%.

Figure 106. Gender breakdown of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) x 100.

Data is available from 15 countries.

The proportion of boys with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN, ranges from 0.00% to 77.89%; the total average for the 15 countries is 60.78%.

The proportion of girls with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN, ranges from 22.11% to 100.00%; the total average for the 15 countries is 39.22%.

Figure 107. Gender distribution of learners with an official decision of SEN in special classes, based on the population of learners with an official decision of SEN (%)

Indicator 3.3c.3: the percentage of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate special schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 21 countries.

The enrolment rates in special schools for learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.32% to 99.39%; the total average for the 21 countries is 25.97%.

Figure 108. Percentage of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 20 countries.

The enrolment rates in special schools for boys with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.21% to 59.38%; the total average for the 20 countries is 16.40%.

The enrolment rates in special schools for girls with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 0.11% to 40.02%; the total average for the 20 countries is 9.57%.

Figure 109. Gender breakdown of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 20 countries.

The proportion of boys with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN, ranges from 51.69% to 83.07%; the total average for the 20 countries is 63.15%.

The proportion of girls with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN, ranges from 16.93% to 48.31%; the total average for the 20 countries is 36.85%.

Figure 110. Gender distribution of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

Indicator 3.3c.5: the percentage of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The data focuses on learners with an official decision of SEN, in line with the EASIE operational definition, who are enrolled in fully separate educational settings, i.e. special classes and special schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of learners with an official decision of SEN.

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 14 countries.

The enrolment rates in fully separate settings for learners with an official decision of SEN, based on the whole population of learners with an official decision of SEN, range from 3.62% to 99.10%; the total average for the 14 countries is 40.74%.

Figure 111. Percentage of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners who have an official decision of SEN (Q3.1) x 100.

Data is available from 13 countries.

The fully separate placement enrolment rates for boys, based on the whole population of learners with an official decision of SEN, range from 2.19% to 51.35%; the total average for the 13 countries is 25.65%.

The fully separate placement enrolment rates for girls, based on the whole population of learners with an official decision of SEN, range from 1.44% to 47.75%; the total average for the 13 countries is 15.05%.

Figure 112. Gender breakdown of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of boys with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Girls: The number of girls with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of girls with an official decision of SEN who are educated in separate special schools (Q3.4) / The number of learners with an official decision of SEN who are educated in separate special classes in mainstream schools (Q3.3) + The number of learners with an official decision of SEN who are educated in separate special schools (Q3.4) x 100.

Data is available from 13 countries.

The proportion of boys with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN, ranges from 51.82% to 73.02%; the total average for the 13 countries is 63.03%.

The proportion of girls with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN, ranges from 26.98% to 48.18%; the total average for the 13 countries is 36.97%.

Figure 113. Gender distribution of learners with an official decision of SEN in fully separate educational settings, based on the population of learners with an official decision of SEN (%)

Appendix 1 – Children/learners with an official decision of SEN in non-formal educational settings

Only one country (UK Wales) could present reliable data on children/learners with an official decision of SEN in non-formal educational settings, which is why it is presented in this appendix instead of the report.

1. Pre-primary education (ISCED level 02)

Indicator 1.3b.4: the percentage of children with an official decision of SEN in non-formal educational settings, based on the enrolled pre-primary population (%)

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Data on non-formal education is only available for one country, so data for this indicator is presented in tables rather than figures.

Table 1. Percentage of children with an official decision of SEN in non-formal educational settings, based on the enrolled pre-primary population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| UK (Wales) | 0.02 |

Gender breakdown of children with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children who are enrolled in all formal educational settings (Q1.2) x 100.

Table 2. Gender breakdown of children with an official decision of SEN in non-formal educational settings, based on the enrolled pre-primary population (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 0.01 | 0.01 |

Gender distribution of children with an official decision of SEN in non-formal educational settings, based on the enrolled pre-primary population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of children with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Table 3. Gender distribution of children with an official decision of SEN in non-formal educational settings, based on the enrolled pre-primary population (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 60.00 | 40.00 |

Indicator 1.3c.4: the percentage of children with an official decision of SEN in non-formal educational settings, based on the population of children with an official decision of SEN (%)

This indicator has been calculated as follows: The number of children with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children with an official decision of SEN (Q3.1) x 100.

Data on non-formal education is only available for one country, so data for this indicator is presented in tables rather than figures.

Table 4. Percentage of children with an official decision of SEN in non-formal educational settings, based on the population of children with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| UK (Wales) | 1.31 |

Gender breakdown of children with an official decision of SEN in non-formal educational settings, based on the population of children with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children with an official decision of SEN (Q3.1) x 100.

Table 5. Gender breakdown of children with an official decision of SEN in non-formal educational settings, based on the population of children with an official decision of SEN (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 0.79 | 0.52 |

Gender distribution of children with an official decision of SEN in non-formal educational settings, based on the population of children with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of children with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of children with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Table 6. Gender distribution of children with an official decision of SEN in non-formal educational settings, based on the population of children with an official decision of SEN (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 60.00 | 40.00 |

2. Primary and lower-secondary education (ISCED levels 1 and 2)

Indicator 2.3b.4: the percentage of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data on non-formal education is only available for one country, so data for this indicator is presented in tables rather than figures.

Table 7. Percentage of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| UK (Wales) | 0.10 |

Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Table 8. Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 0.08 | 0.02 |

Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Table 9. Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 79.46 | 20.54 |

ISCED breakdown of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Table 10. ISCED breakdown of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| UK (Wales) | 0.02 | 0.08 |

ISCED distribution of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners in ISCED 1 who are enrolled in all formal educational settings (Q1.2) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners in ISCED 2 who are enrolled in all formal educational settings (Q1.2) x 100.

Table 11. ISCED distribution of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population within ISCED 1 and ISCED 2 (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| UK (Wales) | 0.04 | 0.18 |

Indicator 2.3c.4: the percentage of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

Data on non-formal education is only available for one country, so data for this indicator is presented in tables rather than figures.

Table 12. Percentage of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| UK (Wales) | 3.39 |

Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

Table 13. Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 2.69 | 0.70 |

Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Table 14. Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 79.46 | 20.54 |

ISCED breakdown of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

The ISCED breakdowns have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

Table 15. ISCED breakdown of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| UK (Wales) | 0.72 | 2.67 |

ISCED distribution of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN within ISCED 1 and ISCED 2 (%)

The ISCED distributions have been calculated as follows:

ISCED 1: The number of learners in ISCED 1 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners in ISCED 1 with an official decision of SEN (Q3.1) x 100.

ISCED 2: The number of learners in ISCED 2 with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners in ISCED 2 with an official decision of SEN (Q3.1) x 100.

Table 16. ISCED distribution of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN within ISCED 1 and ISCED 2 (%)

| **Country** | **Percentage (%), ISCED 1** | **Percentage (%), ISCED 2** |
| --- | --- | --- |
| UK (Wales) | 1.61 | 4.85 |

3. Upper-secondary education (ISCED level 3)

Indicator 3.3b.4: the percentage of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Data on non-formal education is only available for one country, so data for this indicator is presented in tables rather than figures.

Table 17. Percentage of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| UK (Wales) | 0.30 |

Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of learners who are enrolled in all formal educational settings (Q1.2) x 100.

Table 18. Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 0.22 | 0.08 |

Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Table 19. Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the enrolled school population (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 72.94 | 27.06 |

Indicator 3.3c.4: the percentage of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

This indicator has been calculated as follows: The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

Data on non-formal education is only available for one country, so data for this indicator is presented in tables rather than figures.

Table 20. Percentage of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

| **Country** | **Percentage (%)** |
| --- | --- |
| UK (Wales) | 6.25 |

Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

The gender breakdowns have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non‑formal educational settings (Q3.5) / The number of learners with an official decision of SEN (Q3.1) x 100.

Table 21. Gender breakdown of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 4.56 | 1.69 |

Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

The gender distributions have been calculated as follows:

Boys: The number of boys with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Girls: The number of girls with an official decision of SEN who are educated in non-formal educational settings (Q3.5) / The number of learners with an official decision of SEN who are educated in non-formal educational settings (Q3.5) x 100.

Table 22. Gender distribution of learners with an official decision of SEN in non-formal educational settings, based on the population of learners with an official decision of SEN (%)

| **Country** | **Percentage (%), boys** | **Percentage (%), girls** |
| --- | --- | --- |
| UK (Wales) | 72.94 | 27.06 |