
Annual Report 2023



EUROPEAN AGENCY
for Special Needs and Inclusive Education

ANNUAL REPORT 2023

Descriptive summary



FACT SHEET FOR 2023

THE AGENCY

Full legal name	European Agency for Special Needs and Inclusive Education
Head Office	Østre Stationsvej 33 5000 Odense C, Denmark Tel.: +45 64 41 00 20 secretariat@european-agency.org
Brussels Office (Centre of activities)	21 Rue Montoyer 1000 Brussels, Belgium Tel.: +32 2 213 62 80 brussels.office@european-agency.org
Website	www.european-agency.org
Chair	Mr Don Mahon
Director	Mr Cor J.W. Meijer
Established	1996
Member countries	The Agency currently has 31 full member countries: Austria, Belgium (Flemish, French and German communities), Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales).
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Preface

For the Agency, 2023 was an important year, with significant developments within our thematic activities that will shape our work for many years to come.

The autumn bi-annual meeting in Brussels was combined with the kick-off meeting for the Thematic Country Cluster Activities (TCCA). During the year, the Agency prepared extensively for this kick-off, as TCCA marks a new way of working for the Agency's thematic activities. It will focus on member countries' priorities and directly respond to country requests for more tailored activities to support policy development needs and build upon learning points from current activities.

During 2023, we continued to develop the Country Policy Development Support (CPDS) activity, which replaces the [Country Policy Review and Analysis](#) (CPRA) activity. All work in the [Multi-Annual Work Programme](#) (MAWP) 2021–2027 will be organised around this overarching activity. In preparation for CPDS, we finalised the [Country System Mapping](#) (CSM) activity involving all Agency members (countries and jurisdictions). CSM will inform the TCCA and the CPDS work – both of which will run from 2023 and throughout the remainder of the MAWP 2021–2027.

We completed the [Voices into Action](#): Including the Voices of Learners and their Families in Educational Decision-Making (VIA) activity. We also took forward the [Building Resilience through Inclusive Education Systems](#) (BRIES) activity.

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

2023 also saw the Agency begin a re-audit of Malta's education system. The original

audit was in 2014/2015; the re-audit will examine progress made since then.

[Technical Support Instrument](#) (TSI) work continued in France, Greece, Italy, Portugal and Spain. The latter three are engaged in a multi-country activity. A new multi-country TSI project involving Finland and Ireland began.

This report presents information about our work in 2023. We hope you will find it useful.

We would like to extend our warmest thanks to all country representatives, experts and Agency team members for their efforts and contributions to our work in the areas of policy and practice during 2023.



Image 1. Don Mahon, Chair



Image 2. Cor J.W. Meijer, Director



Board meetings

In 2023, the Management Board met five times (including one online meeting) to discuss key issues and prepare the Representative Board meetings.

The Representative Board members and the National Co-ordinators met twice at bi-annual meetings, in May (Belgrade) and November (Brussels and online). They reviewed the work on current themes and activities, and discussed and decided on plans for future work.

At the spring meeting, the Representative Board decided to extend the term of the current Management Board members by one year due to the on-going work to appoint a new Agency Director as of 1 January 2025. In the November meeting, the Representative Board approved the [work programme](#) and budget for 2024, as well as the revised [Articles of Association](#).

On-going activities

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

Country Policy Development Support (CPDS)

Work on developing the overarching CPDS activity continued in 2023. CPDS is central to the Agency's role as an agent for change in inclusive education. All Agency work essentially focuses on supporting countries to change, develop and successfully implement policies for inclusive education.

Within the MAWP 2021–2027, all work will be organised to lead out of, and all

work and findings will feed into, the overarching CPDS activity.

The proposed model and framework for CPDS builds upon the main findings and outcomes, as well as processes and methodologies that have proved useful for supporting individual country work, notably [CPRA](#).

Main 2023 activities

In 2023, the Agency further developed the underpinning model for future CPDS work.

In spring, the CPDS pilot Working Group – involving three Agency member countries (Iceland, Malta, Lithuania) – discussed and developed the draft CPDS framework. In summer, the Agency team piloted the draft CPDS framework by filling in the three countries' information and reflecting on the process.

The team prepared a methodology paper, which presents the background to the activity and concrete guidelines for filling in the framework. The team also further developed the CPDS activities planned for 2024, including another group of countries that will fill in the framework.



European Agency Statistics on Inclusive Education (EASIE)

The Agency's annual data collection activity, [EASIE](#), provides information on education systems in participating Agency member countries. This data informs country-level work on learners' rights issues connected to equity and participation in inclusive education.



Main 2023 activities

The publication of the [Cross-Country Report](#) on the Agency website marked the completion of the full 2019/2020 school year data collection work cycle.

The 2020/2021 school year data collection work provided new data tables and updated country background information for 31 participating countries. The 2020/2021 Cross-Country Report will be published in early 2024.

The 2021/2022 school year data collection work cycle was launched. In preparation, the *Tables and Working Procedures* document and the website's content management system were updated.

A 'shadow report' of the Cross-Country Report, based on open-source data, was proposed. This report will be an additional output for 2024. It aims to address the gaps arising from missing or not available data and non-calculable indicators from individual country datasets and reports.

The 2024 EASIE workshop will aim to collect input on a proposal for reframing the EASIE work to make it better aligned with other Agency activities and inclusive education system developments.

Country exchange activities

Country experience exchange sessions are a recurring item on the bi-annual meeting agendas, as they have proved useful for country representatives to gain insights into each other's policy development work.

Main 2023 activities

At the two 2023 bi-annual meetings, the Agency held experience exchange sessions on topics country representatives had suggested. These focused on: developing needs identification/formal

assessment procedures; developing specialist provision as a resource for mainstream schools; implementing universal design in mainstream schools; monitoring and evaluation of inclusive education; capacity building – ensuring all staff are prepared for inclusive education; mental health issues, well-being and challenges after the pandemic; issues for quality assurance in inclusive education; and inclusion for specific groups (e.g. challenging behaviour, refugees and disadvantaged learners).

Country overviews

The [Country Information](#) section is the most popular area on the Agency website. There is an agreement to update it regularly and to periodically review the basic framework for the country overviews, so they continue to meet web users' interests.

Main 2023 activities

Work continued on the re-design of the Country Information overview pages. A new structure and format were agreed and a template was drafted to enable information collection for the new overviews.

In autumn, the Agency started work on the website development to accommodate the technical changes. In 2024, the first country overviews in the new format will be published on the website.

Legislation updates

Periodically, the Agency produces summary reports that outline developments linked to new or updated legislation – laws and policies – for special needs and/or inclusive education in its member countries. As far as possible, updates from countries provide an overview of the new law or policy, specific



information on its focus, aim and likely impact, as well as where to find more information.

Main 2023 activities

The Agency published a new report, [Legislation Updates 2023](#), highlighting legislative changes introduced in Agency member countries since the last edition in 2019. Information from the [Legislative Definitions around Learners Vulnerable to Exclusion](#) and the [Country System Mapping](#) activities, as well as feedback from country representatives, was used for this edition of the Legislation Updates report.

Thematic activities

All Agency thematic activities directly or indirectly support the agreed European Union (EU) priorities for education and training.

Below are short descriptions of the main activities that took place in 2023.



Thematic Country Cluster Activities (TCCA)

All thematic work within the remainder of the MAWP will be organised as [Thematic Country Cluster Activities](#).

TCCA work will focus on countries' priorities and directly respond to country requests for more tailored activities to support policy development needs and build upon learning points from current activities. These activities will use peer-learning approaches and be developmental, building upon each other

in cycles throughout the remainder of the MAWP.

Using information from the [Country System Mapping](#) (CSM) activity outputs and information on country priorities from the [2023 Operational Survey](#), cycle 1 of TCCA began in 2023. The activities have been continually refined in co-operation with all countries. TCCA is designed to support the work of individual and small groups of countries around identified challenges for implementing the agreed priorities, i.e. monitoring and evaluation; cross-sector working; quality assurance; and effective policy implementation.

Main 2023 activities

The TCCA kick-off meeting took place in Brussels in November, where the six clusters met to agree on first steps and continue to develop the individual cluster activity plans.

Several documents to support the development of these plans were drafted, including the CSM full reports, CSM analysis reports and the TCCA literature review. These documents provide the basis for planning and implementing the cluster activities. They inform the clusters' composition, as well as potential thematic focuses. This is the basis for discussing with countries the key issues and aims they want to address, ways of collaborating in the clusters and their preferred methods for implementing the individual activities.

After the kick-off meeting, cluster leads and support persons concentrated on further developing the individual cluster activities and planned first meetings for 2024.



T P L 4 I

Teacher Professional Learning for Inclusion (TPL4I)

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

Main 2023 activities

In 2023, a [TPL4I video](#) was produced. It features information about the activity's development. The video presents the [Profile for Inclusive Teacher Professional Learning](#), including the core values and areas of competence and details about the competence framework that was developed.



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

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

Main 2023 activities

The activity was completed in 2022, but a [CROSP video](#) was produced in 2023. It presents and gives guidance on how to use the [CROSP Policy Self-Review Tool](#), which was one of the main activity outcomes. The tool is for policy-makers at

national/regional/local levels, as well as for decision-makers and professionals at school level. It aims to enable them to reflect and develop a continuum of support for inclusive education.



Building Resilience through Inclusive Education Systems (BRIES)

[BRIES](#) aims to map evidence and identify acknowledged forms of COVID-19's impact on education in general – and inclusive education in particular – at national and European levels. It focuses on learning points for making education systems more resilient and better prepared for potential future crises.

BRIES has two phases. Phase 1 began in 2021, and included an analysis of the impact of COVID-19 on inclusive education across Agency member countries and the identification of countries' needs and topics to be further explored in peer-learning activities. Phase 2 consists of two rounds of peer-learning activities, carried out with stakeholders from different levels within the six Agency member countries participating in the BRIES country cluster.

The activity will end in 2024 with a final dissemination event to present the results.

Main 2023 activities

In 2023, the Agency arranged in-person and online stakeholder discussions involving Representative Board members and other education stakeholders from the BRIES cluster countries (Bulgaria, Estonia, Germany, Greece, Ireland, Sweden).



In early 2023, phase 1 ended with two in-person meetings with participating countries and four levels of stakeholders in Athens and Dublin. These and subsequent online meetings focused on developing a guidance tool that will be useful for member countries in case of future crises affecting the education sector.

From February onwards, BRIES concentrated on developing guidance for establishing a culture of effective communication in education. This focus was based on the results of previous discussions with stakeholders from different levels. The Agency arranged additional online consultations with policy-makers, learners, parents and teachers, focusing on communication and education during the pandemic; this enriched the process of developing the guidance.

After the summer, a draft of the guidance was shared with stakeholders for feedback. A final meeting in Brussels in November was an opportunity for reflecting on the different activities throughout the BRIES lifetime, presenting and discussing the final version of the BRIES guidance and planning the 2024 dissemination event.



Voices into Action: Including the Voices of Learners and their Families in Educational Decision-Making (VIA)

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

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

Phase 2 (2022) involved country cluster activities, the development of the VIA framework, and the publication of key outputs, namely: the [VIA literature review](#), the [VIA infographic](#) and the [VIA synthesis report](#).

Main 2023 activities

The activity concluded with the [VIA event](#) in Belgrade in May. Over 80 participants from 31 different countries (including policy-makers, learners and families) exchanged views and experiences on participation.

The final activity outputs were published, including:

- the [VIA Toolkit](#) – an interactive online resource providing guidance on how to include learner and family voices in decision-making;
- the [VIA video](#), featuring learners and their families discussing the impact that participating in educational decision-making has had on them;
- the [VIA final summary report](#), summarising the activity's rationale, methodology and main outcomes.



Image 3. The VIA video



Country System Mapping (CSM)

In the [CSM activity](#), Agency members (countries and jurisdictions) were asked to complete a detailed CSM report. The template used aimed to gather key information from across the whole education system. The template focused on four priorities that Representative Board members identified for wider future Agency work: monitoring and evaluation; cross-sector working; quality assurance; and effective policy implementation.

The information collected aimed to identify the key features of all Agency member countries' education systems that impact upon the effective implementation of legislation and policy for inclusive education in practice. Both descriptive and evaluative information was collected.

The CSM information serves to inform the [Thematic Country Cluster Activities](#). These are closely aligned to individual country approaches to the four key issues for inclusive education.

Main 2023 activities

The CSM reports for most countries and jurisdictions were finalised in 2023. Analysis of CSM information took place from late 2022 until October 2023. It involved a mapping of system elements and a thematic analysis of emerging issues. The initial outcomes were presented at the spring bi-annual meeting.

The Agency has also used the information collected to prepare an update of the [Country Information overviews](#).

The main steps within CSM focused on the mapping and thematic analysis of the 34 country/jurisdiction reports collected.

The individual country reports were analysed in two ways:

First, by mapping – to inform TCCA grouping based on system structures and processes countries have in common (or not).

Second, through a thematic analysis – to highlight issues (challenges and opportunities) emerging from the reports to be used as the starting point for the TCCA work.

The results of the mapping and thematic analysis of the CSM documents were merged in individual CSM analysis reports in October. These analysis reports were shared with countries and then used to prepare cluster activity plans for the TCCA kick-off meeting in November 2023. The CSM analysis reports, together with the CSM full reports, will continuously inform the development and implementation of each of the six cluster activities.

The analysis reports are the basis for an overall CSM cross-country findings report that will be published in 2024, together with the CSM methodology report.

Additionally funded activities

The Agency conducts a number of activities funded via additional grants. These additionally funded activities may include country system audits, consultancy and other country-specific services. These activities enable the Agency to undertake work that complements and reinforces the activities agreed by member countries within the main work programme. A brief description of the additionally funded activities can be found below.



Country audits and consultancies

A system audit or consultancy is a form of fully funded, external consultancy the Agency can offer individual countries. These country audits and consultancies aim to provide recommendations that support evidence-based policy- and decision-making that promote self-review across all system levels and support longer-term development work in the country concerned.

Malta re-audit: Inclusive Transformation – Route to Quality Education in Malta

In 2023, 10 years on from the first audit, the Maltese Ministry for Education, Sport, Youth, Research and Innovation asked the Agency to re-audit Malta's system for inclusive education. The overall goal is to support the Ministry's work towards inclusion.

The specific aims are to identify progress made since 2014 against the standards and priority actions, identify new priority actions for future work and showcase opportunities for building on existing effective practice.

Main 2023 activities

In October, an official [re-audit launch](#) event and kick-off meeting took place in Valetta, Malta. The launch aimed to create greater stakeholder ownership of Malta's continued transformation to quality inclusive education, which is built on consultations and support.

During the kick-off meeting, Maltese Ministry representatives presented key information on recent developments in the inclusive education system to the Agency team, which is made up of policy experts and researchers. The Agency and the Ministry teams also agreed on the upcoming data collection and next steps.

Following the kick-off meeting, the Maltese Ministry team, with guidance and support from the Agency team, prepared a critical reflection document. This articulates the Maltese team's perception of current strengths and weaknesses of key factors within the inclusive education system. It will guide the Agency team when developing the data collection methods and tools linked to the agreed standards for the audit work.

Technical Support Instrument (TSI) activities

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

The Agency is involved in three TSI projects that began in 2022 and will run until late 2024. The ministries of education in France and Greece, as well as Italy, Portugal and Spain in co-operation, requested these. In October 2023, the Agency began a new multi-country TSI project, at the request of the Finnish Ministry of Education and Culture and the Irish Department of Education.

Through TSI projects, participating countries benefit both from the Agency's legislative and policy analysis and from its implementation recommendations. Other Agency member countries are involved in peer-learning activities and have opportunities to contribute to and learn from the sharing of policy development experiences.

TSI work directly builds upon wider Agency work to support policy change in countries.



Public outputs from the TSI projects are available on the Agency's [TSI web area](#).

France

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

Main 2023 activities

The year began with a comprehensive analysis of LPI documentation and implementation across administrative educational regions (*Académies*) following a December 2022 kick-off meeting in Paris. The Agency work was devoted to data collection through document analysis and the design and launch of an online survey to the stakeholders in the French academies.

Work continued with a preliminary analysis of the LPI's development and its rollout. The Agency team researched and analysed practices related to sharing sensitive information for educational adaptations in various European countries (mainly Ireland and Portugal). Stakeholder feedback was collected through the replies to the online survey and visits to two regional academies in Nice and Normandy. These visits entailed discussions, focus groups and information-sharing with stakeholders and users to inform future recommendations.

Greece

The 'Implementation of the European Child Guarantee – Promoting Inclusive Education in Greece Phase II' project aims

to improve inclusive education in Greece by supporting the authorities to pilot a newly adopted inclusive education policy framework at school level before its roll-out.

Main 2023 activities

In early 2023, activities started with the design and development of the pilot testing methodology for inclusive education practices. The methodology focused on exploring how to effectively implement the new policy framework on inclusive education in relation to three main priority areas: inclusive assessment, inclusive transition practices and inclusive school guidelines.

The 'pilot implementation' phase began in early 2023. It involved selected stakeholder participation in five regions of Greece, through both in-person and online exchanges. In parallel, the inclusive assessment sub-group organised the piloting of the project tools from October to December. Participants from selected schools within each targeted region and diverse regional stakeholders shared knowledge on the three project priority areas.

This qualitative phase will last for 12 months, until early 2024, and will enable the Agency to collect data on these areas.

Multi-country (Italy, Portugal, Spain)

The 'Combatting Disparities in Access to Inclusive Education in Portugal, Italy and Spain' (EUROCH) project aims to improve design and consistency in policy implementation at national and regional level, and the quality of inclusive education policies across Italy, Portugal and Spain. The goal is to improve equity in education for all learners, by effectively implementing the European Child Guarantee.



Main 2023 activities

In early 2023, activities continued with the analysis of inclusive education systems in the three participating countries in relation to the national priority areas. The analysis included information on the context and background of the three education systems, as well as the existing legislation, governance and institutional frameworks of inclusive education systems.

Activities early in the year also included the production of a report on country practices and learning experiences from three Nordic countries: Finland, Norway and Sweden. The report serves to provide an in-depth understanding of the three Nordic education systems, and to present relevant examples by initiating a dialogue on the transferability of experiences from one context to another.

Diverse stakeholders from five regions in each of the participating countries took part in a significant stakeholder consultation phase. Several rounds of online working group meetings and peer-learning activities took place, with the participation of all project countries, as well as knowledge-sharing among them.

This qualitative phase will last until 2024 and will enable the Agency to collect data on the national priority areas. Once analysed, the data will feed into preparing the roadmaps for each project country.

Multi-country (Finland, Ireland)

This project aims to help Finland and Ireland to identify key objectives and plan actions for promoting equitable learning opportunities, improving educational outcomes, and increasing access to mainstream education for all learners.

In Finland, the project specifically aims to address regional differences in the

provision of support measures. In Ireland, the aim is to develop a model of inclusion tailored to the Irish education system.

The project will run for two years (2023–2025), aiming to increase both countries' capacity to design and implement inclusive provision in mainstream education settings. The multi-country approach will provide opportunities for peer learning between the relevant authorities in Finland and Ireland.

Main 2023 activities

Preparatory work began in spring 2023, with the involvement of DG REFORM, the Agency, Finland and Ireland. During the summer, a detailed project proposal was developed and approved.

The project's online kick-off meeting took place in October. The Steering Committee members were presented with the project work plan and agreed on the project focus, key milestones, quality assurance mechanisms and working protocols.

The Agency team began to analyse both countries' current legislative frameworks for inclusive education.

An online Steering Committee meeting took place in December, to discuss the progress of the analysis, establish the composition of the extended Steering Committee and organise the kick-off meeting with the stakeholders scheduled for January 2024.

Operational activities

Operational Survey

Collecting and analysing information from country representatives on their needs, ideas and requirements for future activities is crucial in the Agency's efforts



to continuously improve overall working procedures.

In spring 2023, the Agency sent an Operational Survey to its Representative Board members. This gathered information to:

- inform the planning of Agency activities by collecting countries' priorities;
- support Agency working processes that promote impact by collecting information on what has worked well for countries;
- inform the development of new Agency materials and outputs by ascertaining what outputs countries need to inform impact.

Twenty-three countries responded. During the summer and autumn, the Agency analysed the survey outcomes and highlighted main messages for future Agency work. At the autumn bi-annual meetings, the Agency presented the survey results and proposals to Representative Board members and National Co-ordinators.

The survey outcomes will specifically inform how the Agency can widen possibilities for promoting impact. One aspect of this will be to develop new impact monitoring activities, i.e. what examples of impact of Agency work are collected in future, as well as how these will be collected. Collecting such evidence of impact is crucial in the Agency's efforts to continuously improve overall working procedures.

Information dissemination

Linked to the spring bi-annual meeting, the Agency encouraged country representatives to explore collaboration to improve overall information dissemination in member countries.

Publication production

In keeping with its [Accessibility Policy](#), the Agency strives to ensure all its outputs meet the highest possible level of accessibility. The 'Accessibility and translation' tool on the [Agency website](#) offers various accessibility features, as well as automatic translation for everything on the website, including PDFs.

The Agency's [Open Access Policy](#) allows the public to freely access, download and share materials from the website.

The Agency produced the following materials in 2023:

- [Legislation Updates 2023](#)
- [Country System Mapping country reports](#)
- *European Agency Statistics on Inclusive Education [2019/2020 School Year Dataset Cross-Country Report](#)*
- [Voices into Action: Including the Voices of Learners and their Families in Educational Decision-Making – Final Summary Report](#), available in 25 Agency languages ([open-source versions](#) that country representatives are free to adapt are available on MyAgency)
- Voices into Action ([VIA](#)) [video](#), with subtitles available in all Agency languages
- The [VIA Toolkit](#)
- [Building Resilience through Inclusive Education Systems: Mid-Term Report. Peer-learning activities to develop a tool to support educational resilience](#)
- [Legislative Definitions around Learners Vulnerable to Exclusion country reports](#)



- Translations of the [Agency position on inclusive education systems – Second edition](#) ([open-source versions](#) are also available)
- Translations of the Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP) [Policy Self-Review Tool](#), available as an open-source Word file in 25 languages
- A [CROSP video](#) on how to use the CROSP Policy Self-Review Tool
- A [Teacher Professional Learning for Inclusion video](#) presenting the *Profile for Inclusive Teacher Professional Learning*
- The updated [Articles of Association](#).

The Agency has continued to share and index its publications on Zenodo, an open-access online repository for research outputs. Materials were shared in the ‘[Inclusive education](#)’ community, created specifically for Agency outputs.



Image 4. Word cloud of Agency themes from the 25th Anniversary book

Dissemination activities

The [News section](#) is the most frequently updated area of the Agency website. It serves to promote Agency work in general and share specific updates about developments in member countries, events, publications and activities. The Agency published 33 news items in 2023. As an extension of the News section, the [eBulletin](#) delivers Agency and country

updates to subscribers. Four issues of the eBulletin were sent during 2023 to over 1,900 recipients.

The popularity of the Agency’s [LinkedIn page](#), launched in June 2022, continued to grow throughout 2023. After a year and a half of weekly posts, the page now has over 750 followers.

The Agency continually updates its website. A new [Country System Mapping web area](#) was created in 2023. Updates about the Agency’s individual country support work are shared in news items and on the [Technical Support Instrument web area](#).

The website [glossary](#) is regularly updated, with 16 new terms and definitions added and some amendments made to existing ones in 2023. The glossary is a collection of terms and operational definitions related to inclusive education. It draws on the full range of Agency work, as well as that of other European and international organisations. It can be used as a general resource for work on inclusive education and related areas.

The [Thematic Key Words translation glossary](#) was also updated in 2023, with input from Representative Board members and National Co-ordinators. This contains over 900 key terms and expressions from Agency work, with their agreed translations in all Agency languages.

Agency resources and case studies are continually shared on the [Inclusive Education in Action](#) website. This online resource base has an [open call for case studies](#).

Internal communication

The Agency has regularly used [MyAgency](#), its platform for internal communication and activity management, to share news,



resources and information about activities, publications and meetings.

Co-operative relationships and participation in key events

Throughout 2023, the Agency continued its on-going co-operative relationships with the EU Institutions, mainly with the European Commission (EC), and with Agency member countries' permanent representations in Brussels. These relationships are important to ensure visibility of and support for the Agency's work for member countries in relation to the European stated priorities for education and training.

The Agency also continued its involvement as a member of three EC working groups for the period 2021–2025. These are on Early Childhood Education and Care; Schools (the sub-group on Pathways to School Success); and Equality and Values in Education and Training.

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

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

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

Financial review

In 2023, the Agency's basic operations were funded by the countries' membership fees and by an operating grant under the EU Erasmus+ education programme.

The Agency received additional funding from the EC's DG REFORM for four TSI activities. The [TSI activities](#) are in France; Greece; Ireland and Finland; and Italy, Portugal and Spain. Ireland/Finland and Italy/Portugal/Spain are engaged in multi-country activities.

Furthermore, the Agency began a [re-audit for Malta](#).

All additionally funded activities are financed in full by the respective parties.

The Annual Accounts contain financial details for 2023.



Outlook

During 2024 the Agency will:

- Finalise the CPDS methodology paper and continue the work with the pilot Working Group to identify their standards and monitor their country developments. It will also begin the work with another group of countries, with a view to completing the CPDS framework.
- Publish the EASIE outputs focusing on the 2021/2022 school year, organise the annual data experts' workshop, and begin the 2022/2023 data collection cycle, which is scheduled for the end of the year.
- Organise experience exchange sessions focusing on topics suggested by country representatives linked to the bi-annual meetings.
- Revise and update the Country Information overview pages on the website.
- Take forward the Thematic Country Cluster Activities. These activities will use peer-learning approaches and be developmental, building upon each other throughout the remainder of the MAWP 2021–2027.
- Produce a CSM cross-country findings report, as well as a short policy issues paper that will be translated into all Agency languages.
- Publish the BRIES guidance tool, which was prepared and developed throughout the activity, and host the activity's final conference. The final report, an infographic and an animated video will be published.

- Finalise the re-audit in Malta, together with the Maltese Ministry for Education, Sport, Youth, Research and Innovation.
- Begin a consultancy in United Kingdom (Northern Ireland) focusing on creating a roadmap for inclusive education.
- Provide technical support to four projects within the EC's TSI framework. The ministries of education in France and Greece, in Italy, Portugal and Spain in co-operation, and in Finland and Ireland in co-operation have requested these.
- Conduct operational activities including disseminating Agency work and outputs via various channels, participating in three EC working groups and co-organising an event with UNESCO to mark the 30th anniversary of the Salamanca Statement.



Image 5. A group of learners sitting in a library

