

EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION

Out-of-School Country Survey Results

European Agency for Special Needs and Inclusive Education



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ABBREVIATIONS

Abbreviation	Full version
EASIE	European Agency Statistics on Inclusive Education
ESL	Early school leaving
EU	European Union
ISCED	International Standard Classification of Education
NEET	Not in education, employment or training
OECD	Organisation for Economic Co-operation and Development
OoS	Out-of-school
SEN	Special educational needs
SES	Socio-economic status
UNESCO	United Nations Educational, Scientific and Cultural Organization



INTRODUCTION

This document presents the results of the country survey on Out-of-School (OoS) learners, conducted in 2019. It provides the full set of information collected via the OoS survey from 19 countries: Austria, Belgium (Flemish Community), Cyprus, Finland, Greece, Ireland, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Serbia, Spain, Sweden, Switzerland, United Kingdom (UK) (Scotland) and UK (Wales).

The survey was structured around three areas of information:

1. [Definitions of out-of-school learners](#)
2. [Data on out-of-school learners](#)
3. [Additional information](#) (i.e. national literature shared by data experts. If relevant, this was added to the *Out-of-School Learners: Background Information* desk research report).

The survey results are presented here in line with the three areas. They appear question by question, with countries' responses listed alphabetically. If a country response is missing, it means the country did not provide information for that specific question.



SECTION 1. DEFINITIONS OF OUT-OF-SCHOOL LEARNERS

Question 1. How is the concept of out-of-school learners defined in your country?

Austria

It refers to all school-age children who are not enrolled in a public or private school.

Belgium (Flemish Community)

The terminology/concept 'out-of-school learners' is not used. In education policies, there are other terms used to refer to learners in various education situations. Please refer to [Question 2](#) for a list of these items.

Below is a list of the definitions used in Belgium (Flemish Community):

School leaver under the qualification criteria

A distinction is made between an early school leaver and a school leaver under the qualification criteria. The latter comprises all early school leavers and all learners in special secondary education (OV1 and OV2) who leave secondary education. The learners in special secondary education take part in an alternative qualifying trajectory. This means they will not reach the expected level (qualification criterion), since it is not the objective of their trajectory.

[Early school leaver](#)

Early school leavers are those who are no longer of school age and who have left secondary education without having completed their qualifications.

Truancy

A truant is a school-age youngster who is registered in a school, but who is (regularly) problematically absent.

Absolute absenteeism

This refers to school-age youngsters who are not registered in a school and who do not comply in any way with the regulations on compulsory education.

Youth at risk

Young people who are at risk of dropping out of school due to pedagogical, judicial, social or other reasons.

Not in education, employment or training (NEET) youngsters

Anyone between the ages of 15 and 24 who is neither in training (within regular education or outside regular education) nor working.



The [Together Against School Loss](#) document contains more information in Flemish about truancy, absolute absenteeism, youth at risk and NEET.

[Early school leavers trying through second-chance education to qualify](#)

Temporary education at home (TOAH)

All learners in nursery, primary and secondary education who are unable to attend school for long or many short consecutive periods due to illness, maternity leave or an accident, are entitled to four teaching hours at home per week under certain conditions. TOAH is possible in both mainstream and special primary education and in mainstream and special secondary education (in most fields of study in secondary education). It prevents the learner missing out on learning and prepares them for the return to school. It also maintains their bond with the school.

Synchronous internet education (SIO)

This is an option for learners who are absent from school for long or many short consecutive periods due to illness, maternity leave or an accident. A combination of SIO and TOAH is possible. The goal is the same: to support the learning process, prevent the learner missing out on learning, prepare them for a return to the classroom and maintain their bond with the school, teachers and fellow learners.

Hospital schools or type 5 schools of special education

While SIO and TOAH take place in the learner's residence, in 2018/2019 there were also 13 hospital schools providing education for learners during their stay in a hospital or sanatorium. These hospital schools are called type 5 schools and are a form of special education. Type 5 schools are subsidised schools with their own staff, teaching hours and regulatory framework. A learner who is enrolled in a hospital school remains simultaneously enrolled in their 'home' school.

Child and Adolescent Psychiatry (DMOB for K-services)

Some learners stay in a psychiatric unit that is not connected to a hospital school – a Child and Adolescent Psychiatry Hospital (K-service) hospital. To make sure these learners get the necessary support in their learning process, do not miss out on learning and to prepare them for a return to the classroom, the Ministry of Education subsidises education in these K-service hospitals. This subsidy technique is called 'Services with Educational Need' (DMOB). Unlike hospital schools, K-service hospitals that organise DMOB are not subsidised schools.

Migration and unaccompanied children

Home education

School leavers at work one year after leaving education

This data collection and measure shows the chances of employment one year after leaving education.



Cyprus

The concept of OoS learners is not officially defined. However, in secondary education, OoS learners are considered the ones who, during the school year, interrupt their school attendance without reasonable cause (e.g. severe illness) for a long period (practically, more than two to three months) until the end of a school year. (Learners who migrate during a school year are also regarded as out-of-school).

Finland

There is not an exact official definition of OoS learners. The working definition of OoS learners (learners out of formal education settings) is basically the same as is used in the UNESCO Sustainable Development Goal 4 indicators. Data is collected on learners (aged 7–18) enrolled in school and that number is compared to the population of that age. If the population of that age is greater than the number of learners in school, the remainder are considered to be OoS learners. In Finland, almost every child (ISCED 1 and 2) takes part in the formal education system. That is one reason why there is not currently a more detailed definition of OoS learners.

Greece

In institutional terms, there is no accurate definition of ‘out-of-school learners’, since all laws focus exclusively on in-school learners. However, there are references to various terms related to the topic. For example:

School drop-out

According to a survey by the Observatory on School Drop-out, which is the competent body to process data on school drop-out, the current recordings in Greece are based on the following definition: ‘School drop-out is considered learners leaving school (primary or secondary) at a given time after their enrolment’. This definition is adopted since the focus is on learners dropping out of school after enrolment. This is based on the fact that the child is identified as a learner as soon as they are enrolled in school at the age of four or more and are continually identified as one throughout their primary and secondary school years.

Absenteeism

Regarding learners’ attendance at primary education, Presidential Decree 79/2017, article 13 stipulates that:

1. Learner attendance at nursery and primary school is monitored by the class teacher and is recorded in and uploaded to the MySchool e-platform daily.
2. When a learner is frequently and unjustifiably absent from school, the class teacher should immediately contact the parents/guardians and inform the school principal.

For secondary education, Ministerial Decree 79942/GD4/ 21-5-19 (GG 2005/B’/31-5-19, article 23) stipulates that:

1. Learners’ advancement to the next grade and learners’ graduation depends on their academic performance and their school attendance during the school year.



2. Attendance is characterised as sufficient or insufficient according to the overall attendance/total number of learner absences during the school year.
3. There are some extra provisions regarding learners with disabilities and/or special educational needs (SEN). Pursuant to Law 3699/2008 (A'199), article 6, paragraph 3, the attendance of learners with disabilities and/or SEN is considered sufficient provided that:
 - a. the total of the extra absences does not exceed 30% of those specified in the respective curriculum according to the timetable;
 - b. the extra excusable or inexcusable absences are due to their participation in rehabilitation programmes and therapies, as attested by the implementing body.

According to Law 3699/2008 (A'199), as amended by Law 4415/2016 (A'159), article 48:

The attendance of learners in special vocational education and training workshops is characterised as sufficient or not by the Teachers' Board, which decides on a case-by-case basis irrespective of the number of absences, taking into account each learners' learning outcomes and specific features.

When a learner repeatedly misses school without permission, the reasons are identified and actions of a pedagogical nature are taken.

In general, actions and programmes aimed at preventing school drop-out are implemented in schools by the supportive structures of the Regional Centres for Educational Planning and the Centres for Educational and Counselling Support.

Home education

In the Greek education system, there is a distinction between home tuition and being educated at home.

Home tuition refers to education at home due to health problems that make it impossible for a learner to attend school. In this case, a teacher or teachers provided by the state supports the learner at home for as long as necessary. A distance education teaching programme may also be included as part of the home tuition provision (Law 3699/2008, article 6, paragraph 4).

Being educated at home refers to a vast spectrum of learners in secondary education who, due to specific conditions, are off school. In this case, the learner is solely responsible for their education, e.g. finding a tutor.

According to article 46, Law 2413/1996 that amends Law 1894/1990 (GG 88 A'), article 7, paragraph 1:

Secondary school learners who discontinue their studies due to illnesses that require long-term hospital or home care, who are called up for military service, who are in custody, who stay abroad, who are employed in the merchant navy, or whose attendance may be disrupted for any exceptional reason, may be characterised as educated at home. These learners take exams in the curricula of the respective class.



According to Ministerial Decree 79942/GD4/ 21-5-19 (GG 2005/B'/ 31-5-19, article 26, paragraph 9), the absence from school of learners educated at home is recorded/monitored. However, it is not taken into account in the overall attendance characterisation/results.

Non-formal education

Law 4186/2013, article 17, defines non-formal education as:

Education that is provided within an organised educational setting that is out of the formal education system and may lead to the acquirement of nationally recognised certificates.

Health condition and hospitalisation/Young people and detention

According to Law 3699/2008, article 6, paragraph 4, when the attendance of learners with disability and/or SEN becomes particularly difficult in mainstream schools or inclusion classes, due to their special educational needs, their education is provided:

... in schools or classes that operate either as independent units or annexes of other schools in hospitals, rehabilitation centres, juvenile detention centres, institutes for chronic diseases or education and rehabilitation services that operate within mental health units, as long as learners with disabilities and/or special educational needs stay there.

Ireland

Department of Education and Skills [Circular 0046/2018](#) governs the Home Tuition Grant Scheme. It defines an OoS child as 'temporarily without a school place; is without an offer of a school place and is actively seeking a school placement in a recognised school'.

Italy

In addition to the early leaving from education and training international indicator, Italy quantifies the phenomenon of early school leaving (ESL), at national level, from the data in the National Student Registry. The Registry collects a lot of information and data on each learner attending the Italian school system, for administrative purposes.

The National Student Registry was established by legislative decree 15 April 2005, no. 76. Subsequently, ministerial decree no. 74/2010 fully implemented it and defined the data acquisition characteristics and methods. The Registry's main purpose is to establish a monitoring tool to combat ESL in Italy.

The drop-out rate is processed separately for ISCED 2 and ISCED 3. It includes:

- learners attending school who interrupt their attendance without a valid reason before the end of the year (dropping out during the year) – ISCED 2;
- learners who have attended the entire school year, in ISCED 2, and who do not progress to the next year or repeat the year (dropping out between school years);
- learners who do not pass from ISCED 2 to ISCED 3;



- learners attending school who interrupt their attendance without a valid reason before the end of the year (dropping out during the year) – ISCED 3;
- learners who have attended the entire school year, in ISCED 3, and who do not progress to the next year or repeat the year (dropping out between school years).

In conclusion, the operational definition of OoS considers the monitoring of two school years, in ISCED 2 and 3, as follows:

- attendance interruption (drop-out) during the school year;
- non-attendance the following school year of learners who attended the whole school year (drop-out between one school year and the next).

In both cases, inexcusable non-attendance and non-recovered drop-out are considered.

There are policies for vulnerable groups. For example, learners with disabilities have the right to attend mainstream classes with appropriate teaching support. They have the right to full participation in school life, such as summer camps, study visits (accompanied by special staff), etc. According to their disability, learners may have assistants provided by local authorities. Learners have the right to an individual education plan (drafted by their family and schools), to a social project (drafted by social assistants and experts from the local health board), to a rehabilitation programme tailored to their individual needs and to vocational guidance (Law 104/1992 and legislative decree 66/2017).

The [Ministerial Directive of 27 December 2012](#) on ‘Measures for learners with special needs and local organisations for school inclusion’ cites all the initiatives taken for different types of learners with special needs: learners with assessed disabilities, with specific developmental disorders or with socio-economic, linguistic and cultural disadvantages.

Framework Law 328/2000, for the creation of an integrated system of social services and social intervention, also includes provisions for migrants.

Socio-economic, cultural or linguistic disadvantages are identified at local and school level. In these cases, if needed, teachers can draw up personalised education plans.

Additional measures may include forms of support (e.g. exemption from some fees). In the case of foreign learners, schools can set up language laboratories, individually or in groups, to facilitate language learning.

Foreign minors, including those with irregular migration status, have the same rights to education and health as Italian minors. The state, regions and local authorities guarantee the right to education.

National guidelines (in Italian)

[National guidelines for school inclusion of learners with disabilities \(2009\)](#)

[National guidelines for the right to study of learners with specific learning disorders \(2011\)](#)

[National guidelines for reception and integration of foreign learners \(2014\)](#)

[Policy paper on overcoming educational failure and educational poverty \(2018\)](#)

[National guidelines for hospital schools.](#)



Latvia

Learners of compulsory education age (5–18) who are not enrolled (registered) on the list of any educational institution of Latvia (Cabinet Regulation No. 871 of 04.08.2009).

This applies to children who have not completed compulsory basic education. In Latvia, only basic education is compulsory.

Lithuania

Not learning child

This refers to a child under the age of 16 who is not in the learners' register and whose place of residence is in the relevant municipality or who is in the register of people without a residence, according to the municipality where they live.

Child not attending school

This refers to a child who is in the learners' register, whose place of residence is in the relevant municipality, or who is in the register of people without a residence, according to the municipality where they live, but who did not attend school for a month without a justifiable reason, and has spent more than half of the lessons or hours allocated for education out of school ('The description of the accounting procedure for children living in the relevant municipality', Resolution of the Government of the Republic of Lithuania, No. 466, 25/04/2012).

Out of formal education

This refers to children of compulsory school age (7–16) who are not attending primary or lower-secondary education programmes.

Malta

In Malta, there is no official definition of the concept of OoS learning within policy. Rather the [Malta Education Act](#) Chapter 327 applies. It stipulates that:

5. It shall be the duty of every parent of a minor to cause them:
 - a. to be registered in a school for the first scholastic year starting when they are of compulsory school age;
 - b. to continue to attend school up to the end of the scholastic year during which the minor ceases to be of compulsory school age, or up to the end of such further period as the Minister may prescribe by regulations; and
 - c. to attend school regularly on each scholastic day, unless the minor has a good and sufficient cause to be absent from school.

'Compulsory school age' means any age from 5–15 years, both inclusive. Accordingly, a person shall be deemed to be of compulsory school age if they have attained the age of



five years and have not attained the age of 16 or have not yet completed the last year of secondary school.

Netherlands

In the Netherlands, the law states that children from 5–16 years old are obliged to attend school regularly. Between 16–18 years old, compulsory education is lengthened through a starting qualification: a diploma at upper-secondary general education level or upper-secondary vocational education level (ISCED 3). Learners in the same age range with a practical training diploma (ISCED 2) and learners who attend secondary special education (ISCED 2) do not have to obtain a starting qualification.

Parents must abide by the law and are therefore responsible for enrolling their child in a school. The right of learners to go to school and receive education is defined by an obligation to go to school. Parents can, however, ask for an exemption from compulsory education – for example, for children who are unable to receive education due to intellectual or physical disorders, or children who attend a school abroad.

The municipalities are responsible for enforcing the law.

OoS learners are defined in several ways:

1. Absolute school absenteeism: learners who are in the primary and secondary education (compulsory education) age range and who are not enrolled in a school.
2. Relative school absenteeism: learners in the primary and secondary education (compulsory education) age range who are enrolled in a school, but do not attend school for a shorter or longer period.
3. Early school leaving: young people who leave compulsory education (ISCED 2/3) or upper-secondary vocational education (ISCED 3) without a starting qualification within a school year.

Poland

There is not one clear definition of OoS learners in Polish law. However, six terms are used in the activities based on the education law and education policy that refer to this phenomenon.

Terms based on education law:

1. not fulfilling the one-year compulsory pre-school preparation;
2. failing to comply with compulsory schooling (until the completion of eight years of primary schooling and at least 18 years old);
3. not fulfilling the obligation to learn, i.e. training after completing compulsory education in schools or outside schools (e.g. at employers) up to 18 years old;
4. implementing school duty outside of schools under the control of school heads.

Definition in the lifelong learning policy:

5. young early leavers (the same definition used by the EU for '[early school leavers](#)'), the term used in the 'Human Capital Development Strategy' and in the 'Perspective of Lifelong Learning' strategic document;



6. young people not working and not participating in education and training (definition similar to that used in the EU and OECD), term used in the 'Perspective of Lifelong Learning' strategic document.

In the EASIE work to date, Polish data has been provided according to the working definition of OoS: the gap between the number of children in official demography and the number of children registered in the Education Information System (reported by school headteachers).

Serbia

The Serbian Ministry of Education, Science and Technological Development, in collaboration with relevant stakeholders, has developed a working document that selects indicators for monitoring the Serbian education system. Indicators are selected to monitor the Serbian educational reform and they are harmonised with trends in international educational statistics regarding methodology and definitions. This document is also a basis for developing the Serbian Educational Monitoring Information System, which the Ministry has recently undertaken.

The working document also includes indicators that refer to the OoS concept:

1. Enrolment rate – share of children enrolled in schools out of the total number of children in a corresponding cohort. Disaggregation variables: gender, age, general population/vulnerable groups (learners with SEN, Roma population, users of social aid), ISCED level, family socio-economic status (SES), municipalities, rural/urban areas.
2. Children not enrolled in pre-primary education due to lack of capacities – share of children not enrolled in pre-primary education due to lack of capacities out of the total number of children not enrolled in pre-primary education. Disaggregation variables: gender, municipalities, rural/urban areas.
3. Transition from primary to secondary education – share of learners enrolled in secondary schools out of the number of learners who finished primary education. Disaggregation variables: gender, general population/vulnerable groups (learners with SEN, Roma population, users of social aid), family SES, type of school, municipalities, rural/urban areas.
4. Children who left school (drop-out) – difference in the number of learners at the end and at the beginning of a school year divided by the number of learners at the beginning of a school year. Disaggregation variables: gender, general population/vulnerable groups (learners with SEN, Roma population, users of social aid), family SES, ISCED level, type of school, municipalities, rural/urban areas.
5. Early school leavers – percentage of 18–24-year-olds who had completed at most lower-secondary education and were not in further education or training. Disaggregation variables: gender, general population/vulnerable groups (learners with SEN, Roma population, users of social aid), family SES, type of school, municipalities, rural/urban areas.



6. Young people not in education, employment or training (NEET) – percentage of 15–29-year-olds who are NEET. Disaggregation variables: gender, age groups (15–19, 20–24, 25–29), family SES, type of school, municipalities, rural/urban areas.
7. Absenteeism rate – percentage of learners absent from classes for more than three weeks. Disaggregation variables: gender, age, general population/vulnerable groups (learners with SEN, Roma population, users of social aid), ISCED level, parents' SES, municipalities, rural/urban areas.

Spain

There is no official definition in Spain.

'Out-of-school learners' would refer to learners at risk of dropping out of school for educational or social reasons (lack of motivation/interest, lack of family support, etc.) or because they belong to a vulnerable group. In Spain, there are specific programmes and measures to avoid drop-out (curricular diversification – learning and performance improvement programmes, compensatory education, social guarantee, special educational needs programme, etc.).

In Spain, the terms 'vulnerability' or 'risk of exclusion from school' are used more frequently than 'out-of-school'.

As there is no official definition, the issues listed for Spain in [Question 2](#) are those that would be interesting to include in a definition (i.e. absenteeism, drop-out, early school leavers and young people who are NEET).

Sweden

Since there is no official definition of OoS learners in Sweden, the definitions from the UNESCO [Global Education Monitoring Report 2019](#) are used as working definitions.

Switzerland

Switzerland only has working definitions. The key elements are age, education level and the fact of being enrolled in school.

For compulsory education (ISCED 02, 1 and 2), OoS learners are children who are not enrolled. Home-based learning, education in hospitals, etc., do not count as OoS. For pre-primary (ISCED 02), in most Cantons, two years of kindergarten are compulsory. In some others, it is only one year or none. Those who only attend kindergarten for one year or none in these Cantons are not counted as OoS learners.

For post-compulsory education/upper-secondary (ISCED 3), adolescents and young people who, after compulsory school, are no longer involved in education are considered as not having (yet) found any solution, rather than being OoS. One of the national education goals is that 95% of all those from adolescence to age 25 attain an upper-secondary diploma (vocational or general education). This may imply periods of being out-of-school, e.g. without solution between two education programmes (temporary drop-out). Those aged up to 25 who do not attain a diploma at ISCED 3 are considered early leavers.

At tertiary level (ISCED 6 and 7), the political concern is drop-outs, e.g. those who start an education programme but never finish it.



UK (Scotland)

The groups referred to as OoS learners are those not enrolled in a primary or secondary school, who are therefore home educated. Those who do not attend school regularly could also be referred to as OoS learners.

The policies that cover both of these groups of children are:

- [Included, engaged and involved: Part 1](#)
- [Included, engaged and involved: Part 2](#).

[Educating children at home](#) is covered by the Standards in Scotland's Schools etc. Act 2000, which is informed by the [Education \(Scotland\) Act 1980](#). Both outline the duties of parents and education authorities in relation to OoS learners. Policy guidance is available on children educated in hospital because of long-term illness and those missing from education.

UK (Wales)

An OoS learner would be defined as a child or young person who is in education (a learner) but is not attending a school. This includes children and young people who are:

- educated other than at school (EOTAS);
- enrolled in a school but educated off-site in provision arranged by the school (often referred to as alternative education);
- electively home educated;
- educated by the youth justice service.

Absenteeism

The group of children and young people who are enrolled in education, but have poor attendance are included in the category of absenteeism. Absenteeism is distinct from OoS.

Persistent absentees are learners who are absent for at least 20% of the mode number of half-day sessions that schools were open to learners (which does not include in-service training days).

[Data on absenteeism from secondary schools](#)

[Data on absenteeism from primary schools](#)

The above definitions do not include children of statutory school age who are not in education. This group is referred to as children missing education.

Children missing education

Section 436A of the Education Act 1999, as amended by section 4 of the Education and Inspections Act 2006, places a duty on all local education authorities to 'make arrangements to enable them to establish' (so far as possible) the 'identities of children in their area' who are not registered at a school and 'are not receiving a suitable education'.



Children educated other than at school (EOTAS)

EOTAS is education provision to meet specific needs of learners who, for whatever reason, cannot attend a mainstream or special school. In law, local authorities are responsible for providing these services.

[Section 19\(1\) of the Education Act 1996](#) provides that:

Each local authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

[Education otherwise than at School \(EOTAS\) Framework for Action](#)

[Data on EOTAS learners.](#)

Alternative provision

The Education Act 2002 and the [Learning and Skills Measure 2009](#) give school governing bodies the power to commission external services. This power can be extended to educational services.

Electively home educated

Education is compulsory for 5–16-year-olds, but school attendance is not. Some parents choose to educate their children at home; this is known as elective home education. Parents may educate their children at home providing they fulfil the requirements of [section 7 of the Education Act 1996](#). That is, they must provide an efficient, full-time education, suitable to the child's age, ability and aptitude, and to any special needs they may have.

[Elective Home Education Non-Statutory Guidance](#)

The Welsh Government is currently consulting on [statutory guidance for local authorities on home education](#).

Educated by the youth justice service

Although many key aspects of youth justice remain the responsibility of the UK Government, as in the adult estate, Welsh Ministers have the power to make rules in respect of education, training and libraries in remand centres, Young Offender Institutions and secure training centres in Wales. This does not constitute a power to secure the provision of education in the secure estate, but complements the Welsh Ministers' functions in relation to education and training in Wales outside of the secure estate.

A number of Welsh Government policies and programmes, while not explicitly targeted at young people in the youth justice system, can contribute towards preventing young people from entering the youth justice system. Collectively these interventions can build emotional resilience, combat exploitation and reduce risk-taking or the risk of criminal activity.



The age of criminal responsibility in England and Wales is 10 years. Sentencing is the responsibility of the court and takes the form of a community or custodial sentence. Custodial sentences for children and young people are only imposed in the most serious cases and include a Detention and Training Order, in which half of the sentence is spent in custody and the other half in the community supervised by the youth offending team (YOT). There is a placement protocol for young people from Wales. However, depending on their needs, they can be placed in custodial accommodation across England and Wales. Youth cautions, referral orders and youth rehabilitation orders are referred to the YOTs. Some children are diverted from court through a pre-court disposal and are supervised by YOTs. There are 17 YOTs covering all the local authorities in Wales.

In 2011, the Welsh Government published [Learning for children and young people in a youth custody setting in Wales](#). This formed statutory guidance for local authorities in Wales. It underpins their responsibilities for the education and training of children and young people in youth custody, as set out in the Apprenticeships, Skills, Children and Learning (ASCL) Act (2009).

This includes education and training provision for 10–17-year-olds (and some 18-year-olds who have remained in youth custody because they are near the end of their sentence) who are detained in the following establishments:

- prison service young offender institutions for juveniles;
- privately managed young offender institutions;
- secure training centres;
- secure children's homes.

The ASCL Act 2009 has not been commenced in Wales.

Inspection of education data relating to young people in youth custody settings can be found as follows:

- Secure children's home: There is one secure children's home in Wales. Children of statutory school age should be offered up to 25 hours' education provision a week. Estyn (the Welsh education and training inspectorate) joins the Care Inspectorate Wales by invitation to inspect the quality of education provided. Education data is included in the [inspection reports](#).
- Secure training centres: There are no secure training centres in Wales. There is a requirement to deliver a minimum of 25 hours' education. The Office for Standards in Education, Children's Services and Skills, Her Majesty's Inspectorate of Prisons and the Care Quality Commission carry out inspections based on a joint inspection framework and publish [secure training centre inspections reports](#).
- Under-18 young offender institutions: There is one privately operated young offender institution in Wales. Estyn joins Her Majesty's Inspectorate of Prisons to inspect the young offender institution. Education, training or employment for young people in custody is 27 hours a week for young people of statutory school age plus three hours' physical education. Education data is provided in [Young Offender Institutions inspections reports](#).



- Youth offending teams broker access to education, training and employment on behalf of young people who are supervised in the community. Most children and young people maintain their education via mainstream schools, pupil referral units or further education colleges, according to their age. A few young people who offend are home educated. Children and young people being supervised by YOT should be provided with suitable education, training or employment with a guideline of 25 hours' engagement for those of statutory school age and 16 hours for young people above school age. Fixed start dates for courses and exams in mainstream education and training courses can make access difficult for children leaving custody, as they can be released at any time of the year. Youth Justice Board Cymru collects education, training or employment provision data for each YOT quarterly and provides it to the Welsh Government. Inspection of youth offending work is led by Her Majesty's Inspectorate of Probation, which invites Estyn to inspect the aspect of education provision in YOTs in Wales and produces [inspection reports](#).

Question 2. What key issues do your definitions cover?

Table 1. Key issues covered in country definitions

Key issue	Yes
Absenteeism	11 countries: Austria Belgium (Flemish Community) Cyprus Greece Italy (but in relation to vulnerable groups) Lithuania Malta Netherlands Serbia Spain UK (Scotland)



Key issue	Yes
Drop-out	12 countries: Belgium (Flemish Community) Cyprus Finland Greece Italy Latvia Netherlands Poland Serbia Spain Sweden (ISCED 03) Switzerland (post-compulsory)
Early school leavers	9 countries: Belgium (Flemish Community) Finland Italy Latvia Netherlands Poland Serbia Spain Switzerland (post-compulsory)
Young people not in education, employment or training (NEET)	9 countries: Belgium (Flemish Community) Finland Netherlands Poland Serbia Spain Sweden Switzerland (post-compulsory) UK (Scotland)



Key issue	Yes
Home education	9 countries: Austria Belgium (Flemish Community) Finland Greece Ireland Italy Poland UK (Scotland) UK (Wales)
Health conditions and hospitalisation	8 countries: Austria Belgium (Flemish Community) Cyprus Greece Ireland Malta UK (Scotland) UK (Wales)
Young people and detention	4 countries: Belgium (Flemish Community) Greece UK (Scotland) UK (Wales)
Non-formal education	4 countries: Greece Ireland Poland UK (Wales)
Migration and unaccompanied children	5 countries: Belgium (Flemish Community) Cyprus Greece Latvia Malta



Key issue	Yes
Disability and special needs	5 countries: Belgium (Flemish Community) Finland Greece Ireland Malta

Other issues

Belgium (Flemish Community)

Early school leavers trying through second-chance education to qualify, [youth at risk \(YAR Vlaanderen\)](#): aimed at helping youngsters between the ages of 15 and 21 deal with a variety of issues.

Italy

Educational poverty – deficit of basic competencies and frequent school changes (forms of educational failure); Roma, Sinti and Travellers (vulnerable groups).

Lithuania

Not learning child – refers to a child under the age of 16 who is not in the learners' register but lives in the relevant municipality.

Spain

Learners living in rural areas; child poverty.

UK (Scotland)

Non-formal education refers to home-educated children and young people.

Question 3. What challenges do your country definitions present?

Austria

The problem is getting data on OoS learners. Statistics Austria, which is the main source, does not collect this data. Self-calculation is not possible because the data is anonymised and deleted after six months for legal reasons. Only the results are kept. Austria depends on the Ministry of Education, which carries out its own calculations.

Belgium (Flemish Community)

While there is information on the various categories listed in Questions 1 and 2, a learner can be listed in several categories. This could result in the learner being counted more than once, should this data be collected in future EASIE data collections.



Finland

The working definition includes almost all the key issues above. However, as mentioned, the definition is a rough calculation from learners enrolled in school compared to the population of the same age. At ISCED levels 1 and 2, almost every child takes part in the formal education system. At age 20–24 there is a NEET indicator, which covers those young adults who are NEET, and the EU's indicator of early leavers from education and training (aged 18–24).

Ireland

The definition provided refers only to learners who are unable to obtain a placement in a school.

Italy

Educational failure is a complex phenomenon. School drop-out differs according to diverse school stages, social environment, gender, age, geographical position, etc.

Educational failure manifests itself in various forms, such as absenteeism, drop-out, ESL/early leaving from education and training and deficit of basic competencies.

Along with the measures targeted at specific vulnerable groups (see the [national guidelines](#) in Question 1), a comprehensive strategy for overcoming educational failure and poverty should take into account the following key points:

- identifying priority areas;
- a national action plan (preventive, compensatory and intervention measures);
- unified governance of all actors involved (central administration, regions and municipalities) to co-ordinate actions and interventions;
- implementing early childhood services;
- resource allocation to schools, based on learning outcomes and drop-out rates;
- implementing territorial networks.

[Policy paper on overcoming educational failure and educational poverty \(2018\)](#) (in Italian).

Latvia

Children who have emigrated with their families are mostly enrolled in schools in another country. Therefore, they are not considered OoS learners (but the definition does not exclude these children from the total number).

Children with another citizenship who have a residence permit in Latvia, but who are studying in their home country are counted as OoS learners.

Only basic education is mandatory in Latvia. Therefore, data on children with basic education who do not continue secondary education or who drop out of secondary education institutions is not collected or analysed.

Local governments often have problems with data collection on why a child has not been enrolled in school. This is because there are families who change residences often,



families who do not live in their declared location and families who leave the country without informing anyone.

Lithuania

According to the Law on Education, compulsory and state-guaranteed education is available up to the age of 16 under primary, basic education programmes for citizens of the Republic of Lithuania residing in the Republic of Lithuania and for foreigners who have the right to permanent or temporary residence in the Republic of Lithuania.

The Ministry of Education, Science and Sport manages the information system on children who are not learning or not attending school (NEMIS). To ensure that children learn through compulsory education programmes, the municipal executive body appoints a unit of the municipal administration responsible for organising and maintaining children's accounts. Children's accountants organise and co-ordinate the collection and management of data on children who are not learning or not attending school and determine children's actual place of residence and the reasons for them not attending education. If necessary, children's accountants collaborate with other municipalities, non-government organisations and other institutions. The Ministry of Internal Affairs, the Ministry of Social Security and Labour, the Ministry of Health and the Ministry of Foreign Affairs collaborate with the Ministry of Education, Science and Sport to provide the data for NEMIS.

Malta

Drop-out

In Malta, this refers to those learners who do not complete post-compulsory schooling ([A Strategic Plan for the Prevention of Early School Leaving in Malta](#)).

Early school leavers

Malta follows the European Commission definition of early school leavers as 'those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training'. In statistical terms, European ESL rates are measured as the percentage of 18–24-year-olds with only lower-secondary education or less and who are no longer in education or training ([Reducing early school leaving: Key messages and policy support](#)).

Early school leavers will have limited life chances, will be channelled towards dead-end jobs (if any), are more prone to join the working or non-working poor and are at risk of social exclusion. Thus, early school leavers will be less likely to fulfil their potential as human beings, as active citizens and as principal actors in the labour market.

Out-of-school

Even though the OoS definition does not directly refer to ESL, it is still targeting learners who might be at risk of ESL, such as those who are chronic absentees.



Young people not in education, employment or training (NEET)

Malta follows [Eurostat's definition of NEET](#). The OoS definition does not directly refer to NEET. However, this is still targeting learners who might be at risk of ESL, such as those who are chronic absentees.

Home education

Not applicable because it is not available in Malta.

Health conditions and hospitalisation

One of the categories of absenteeism is 'absence due to medical reasons'; proof must be provided.

Young people and detention

There are no detention centres for school-age children.

Non-formal education

'Non-formal learning' means learning embedded in a planned activity organised outside the formal educational system, which activity is not explicitly designed as learning, but which contains an important learning component (Malta Education Act Chapter 327).

Migration and unaccompanied children and disability and special needs

Any minor, irrespective of their gender, nationality and ability, is obliged to attend compulsory schooling.

Netherlands

The three definitions mentioned in [Question 1](#) may have overlapping groups of learners. Learners aged 16–18 in upper-secondary general education and upper-secondary vocational education who are absent can be counted as absolute or relative school absentees or as early school leavers. It depends on the perspective: ESL is more about finishing education (instead of working or doing 'nothing' at home) to obtain a starting qualification (ages 16–18), while absenteeism is more about creating suitable support for learners to go back to or stay in school (all ages).

Several non-formal education settings offer 'education' for learners who also need healthcare (including mental health) or youth care support. Some relative or absolute absentees attend those non-formal settings (i.e. 'care farms'). A current challenge is the boundary between education and care, how to allocate learners to one of the two categories and when to speak about formal and non-formal education.

Poland

Each definition in [Question 1](#) is accurate and measurable in administrative databases (terms 1–4) and sample surveys (terms 5–6).

The challenge is to develop an individual approach to data resulting from administrative databases and provide data analysis on all aspects of OoS as a coherent whole. It would be



interesting to investigate the impact of OoS on learning outcomes (knowledge, skills, competences).

Serbia

The listed indicators are yet to be implemented, although several questions are still open.

The enrolment rate indicator overestimates the actual enrolment in compulsory education, since the law obliges schools to automatically enrol learners in the next grade even if they have stopped attending school. Serbia is considering combining this indicator with the absenteeism indicator as a solution to this issue.

The length of time at which a learner's absence is considered concerning is still uncertain, although the threshold is currently three weeks.

Children from families of lower socio-economic status (SES) are at higher risk of being out-of-school, so Serbia is working on finding a proper SES proxy. However, it is difficult to define a proxy that is valid and reliable when it comes to data collection.

Spain

- Identify early school leavers and potential early school leavers before they leave the education system.
- Establish programmes with resources and education policies in co-ordination with other ministries (social affairs, justice and health) to prevent and care for absentee learners in compulsory education.
- Clear and agreed definition at national level.

Sweden

Using the definition of OoS children from the UNESCO [Global Education Monitoring Report 2019](#), OoS children do not exist in Sweden. All children in the primary or secondary school age range registered in Sweden have the right to education and are obliged to attend and to be enrolled in school.

Absenteeism among children in the official primary school age range does exist in Sweden. However, since these children are enrolled in primary or secondary school, the definition does not cover these children.

OoS adolescents and young people according to the UNESCO definition do, on the other hand, exist in Sweden. Data on young people who are NEET is collected in Sweden; see [Question 4](#) for more details.

Switzerland

The challenge is to have information on trajectories about all adolescents and young people after compulsory school (drop-out, could be no particular reason or health problems, detention, migration, etc.). This information was not available in the past. With the unique social security number, it is now possible to measure much more precisely the transitions after compulsory school, but mainly for those with 'normal' compulsory schooling.



The main challenge is now to link or collect data so that it is possible to follow the complex trajectories of young people with special needs.

UK (Scotland)

There is no national data for home-educated children and young people. The numbers are relatively small and unlikely to impact statistically on the country attainment data.



SECTION 2. DATA ON OUT-OF-SCHOOL LEARNERS

Question 4. What national data regarding OoS learners is currently collected in your country?

Austria

There are no official statistics. This data can only be calculated indirectly.

Belgium (Flemish Community)

Flanders collects data on the following:

- Problematic absenteeism (five half days to more than thirty half days): each school delivers all learners' absenteeism records in a digital system. The government carries out monitoring and reports at Flanders level, cities level and school level. School-level data is only visible to the school itself.
- Early school leaving (see definition in [Question 1](#)): each school delivers all subscriptions to the government. When a learner leaves school without a qualification on the qualification criteria and is older than compulsory age, they are measured.
- Early school leavers trying through second-chance education to qualify: for each school leaver, the government tracks whether they subscribe to a second-chance learning pathway. If so, they are measured and the government monitors whether they receive their qualification via this pathway.
- Learners who skip classes, because of the strong correlation with ESL:
 - Learners with temporary education at home and learners with synchronous internet education/Bednet
 - (Young) adults in detention
 - Learners with disabilities, health conditions and hospitalisation
 - Learners with migration background.

Cyprus

The Statistical Service of Cyprus does not collect official data on OoS learners. Secondary schools send information to the Ministry regarding the number of learners who do not register in school and/or the number of learners whose parents/guardians sign a form stating that their child is interrupting their school attendance after the compulsory school age.

This information is broken down by:

- age (below or above compulsory school age/15 years old);
- gender;
- class and education level;



- national origin.

Finland

Finland does not have direct data collection on OoS learners. Data is collected from learners (aged 7–18) enrolled in school and that number is compared to the population of the same age. Statistics Finland collects this data for the UNESCO Sustainable Development Goal 4 indicator. This was the same method used in the EASIE 2018 data collection (for example, Table 1, Question 3).

Greece

Drop-out before enrolment

There is currently a digital platform (MySchool), developed and hosted by the Ministry of Education, that tracks each learner's individual progress after their first registration/enrolment in school. This database, however, is not connected with the civil register, which replaced the national population register, and there is not a (single) social security number that is issued at birth. Law 4452/17 provides for the establishment of such a comprehensive single number. For this regulation to be implemented, however, the Law stipulates the issuing of relevant Ministerial Decisions, which have not been issued yet. As a consequence, it is not possible to determine the numbers of learners who, according to the population register and their age group, should be attending school but do not attend.

The Hellenic Statistical Authority collects information on learners at prefecture level through annual questionnaires distributed to schools. In some of its surveys, the Hellenic Statistical Authority connects the learner population with the expected population of the respective age, as reflected by the population census that tracks time series/cohorts. From this calculation, it is possible to infer some data on children already out of the school system before even enrolling at kindergarten level (Roma children may be such an example), despite the fact that education is compulsory. In any case, within the framework of a cohesive strategic plan on ESL, it is necessary to establish a connection between a specific age/cohort (according to the census or the population register) and the learner population.

School drop-out after enrolment

MySchool is an information system/digital platform that school headteachers and teachers update daily for administrative purposes, including information on the school unit, teaching staff, learners, etc.

As an information system, MySchool was not designed to simply record school drop-out. Instead it was designed for multiple purposes. Given that it ensures primary data on the learner population, it can be used to record and monitor school drop-out by applying the suitable parameters, as suggested by the Institute of Educational Policy.

At the time of a learner's first school enrolment, their data is recorded in the MySchool information system. The learner's file is kept up-to-date throughout their school years. Primary data on school drop-out is extracted from this information system.



The Institute of Educational Policy, in accordance with section 2 of Law 3966 (GG A 118/ 24.5.2011), as amended and in force, is responsible for issues related to school drop-out and monitoring and recording ESL.

Ireland

The National Council for Special Education (NCSE) collects data on learners with special needs where applications are made on their behalf for home tuition as a school placement is not available. These applications are recorded in the NCSE's national database.

Tusla, the Child and Family Agency, collects data on learners who receive home education. Where a parent chooses to home school a learner, a Tusla official carries out an assessment and records the learner on a central register.

The Department of Education and Skills collects data on learners who have left the formal education system to be home schooled. The Department also collects data on learners who receive a home tuition grant.

Italy

See [Question 3](#).

Latvia

The list of learners of compulsory education age (5–18) who are not enrolled in any educational institution in Latvia is created by comparing the population register data of children of compulsory education age who officially live in Latvia with the data from the State Education Information System (VIIS) about children who are of compulsory education age, have not completed basic education and are registered in schools. The data is updated quarterly. Municipalities are required to gather information about these children and report in the VIIS the reasons why these children are not registered in school.

Lithuania

The information system on children who are not learning or not attending school collects, stores and provides information on the reasons why children are not learning or not attending school. Registered users can access the data in this system.

The data on children aged 7–17 who are not learning is available in the Statistics Lithuania database. Data distribution is available by urban/rural place, gender, school year, learners' age and the reasons for not learning (four options: total; out of the country; social, psychological and other reasons; undetermined reason).

The Centre of Information Technologies in Education collects and manages data on children who are not learning according to the 'causes of not learning' classification (2010). The classification presents six options for the causes: non-compulsory education; parents' inhibition; changing place of residence; moving abroad; disability; other causes.

Malta

No data is available on children out of formal educational settings. However, the National Statistics Office (NSO) is responsible for collecting national data on compulsory schooling in Malta, including absenteeism. This information is collected from the Schools



Information System for data related to state schools, while non-state school data is provided directly to the NSO.

Netherlands

Municipalities have to provide annual data to the Ministry about absenteeism, learners who regularly skip classes, learners from the age of 14 who have a one-year part-time adapted education programme and learners who are exempt from compulsory education (annual 'compulsory education count'). The Ministry uses this data to inform parliament about absenteeism.

Schools have to provide real-time data to municipalities about learners who regularly skip classes or are absent for more than 16 hours during a four-week period. From this database ('absentees register', which is used for multiple purposes), the Ministry receives monthly statistics about early school leavers per school type in lower- and upper-secondary (vocational) education.

Norway

Norway counts the number of children who are privately tutored at home in the Primary and Lower Secondary School Information System. In 2018, 184 children from age 6–15 had private home tuition (0.03% of children aged 6–15). The Education Act regulates the right to home tuition. The municipalities are responsible for overseeing private home tuition. Children who are privately tutored at home forfeit their right to a school leaving certificate from compulsory school.

Poland

Terms 1–4: Education Information System

Terms 5–6: Eurostat, Labour Force Surveys.

Serbia

Currently, only survey data, mostly from academic research, is collected on OoS learners.

The Serbian Educational Monitoring Information System will be implemented by the end of 2021. It will contain individual data on learners (gender, age, place of residence, family SES, school achievement, mother language, SEN data, data on social aids). Anonymised identification will make it possible to monitor relevant groups of children, including those in the OoS category.

Spain

- Early school leavers (Labour Force Survey data).
- Information provided by education statistics regarding learners. The usefulness of this information improves when individualised base data is available. However, it is not always possible to collect data for these groups on individual bases due to data protection restrictions.



- Survey on the transition from education/training to labour market insertion, which studies the educational trajectories of graduates of different non-university levels and their labour market insertion. It is not a regular survey.
- It is not considered appropriate to use schooling rates as an OoS population, especially at very high schooling ages, because it sometimes shows discrepancies between the source of schooling data and that of population. In post-obligatory ages it may be more relevant.

Sweden

National data on young people who are NEET is collected in Sweden. The data is registered by the municipalities and collected by the Swedish National Agency for Education (Skolverket).

Switzerland

There is no specific data collection on OoS learners. Some basic figures on home schooling are collected.

UK (Scotland)

Data is currently available on exclusions and attendance. Post-school destinations for those children not in employment or further education are also collated, although strictly speaking such groups are no longer of school age.

Parents/carers have a legal right to educate their children at home and data on the numbers receiving home education is not collected. Local education authorities may keep this data, but it is not a statutory requirement and is not collected nationally.

Education authorities collect data on exclusions and attendance on their education management information system. The Scottish Government collates and analyses an extract of this data biennially.

UK (Wales)

The [Educated otherwise than at school \(EOTAS\) census: technical completion notes](#) explain the data collection process and data items in detail.

Question 5. In the EASIE 2018 data collection, was your country able to answer the questions (Table 1, Question 3; Table 2, Question 3; Table 3, Question 6) on how many learners are out-of-school?

Austria

No.

As already mentioned, these figures are not centrally recorded by Statistics Austria. There seems to be little interest in looking for missing learners, as no school reports missing learners.



Belgium (Flemish Community)

No.

The data in Tables 1 and 2 referred to learners in home education only; data for Question 6 was labelled missing ('M'). Overall data is not available, but there is information available for some items.

Cyprus

No.

In the EASIE 2018 data collection, Cyprus did not answer the questions on how many learners are out-of-school, since this data is not officially collected by the Ministry or the Statistical Service of Cyprus.

Finland

No.

There is no exact data for this. In Finland, almost every child takes part in the formal education system. Data is collected on learners (aged 7–18) attending school and that number is compared to the population of the same age. If the population of the same age is greater than the number of learners at school, the remainder are OoS learners.

Greece

No.

Ireland

No.

Part of the data was provided for Table 1, Question 3; Table 2, Question 3; Table 3, Question 6. The data provided was collected from home tuition applications submitted to the National Council for Special Education and from notification to the Department of Education and Skills of learners who had left the formal school system to be home schooled. Complete data could not be provided as it was not disaggregated to the level required for EASIE.

Italy

Data not provided, but may be possible.

The Ministry of Education, Universities and Research national register records how many learners who attend the Italian school system drop out every year without valid motivation; this measure is reliable and statistically consistent.

The Ministry of Education, Universities and Research national register does not record how many children in the official primary or secondary school age range have never attended school. However, to guarantee compulsory education, schools and local authorities have full power to avoid truancy.



Latvia

Partly.

For Table 2, Question 3, children aged four are not of compulsory education age. Therefore, they are not considered OoS learners if they are not in school. Data about children aged 17 is available only if they have not completed basic education, because secondary education is not compulsory in Latvia.

Lithuania

Yes.

Data is available for Tables 1 and 2, for ISCED levels 1 and 2. For Table 3, Question 6, data is not available yet. Not all schools provide this data so it cannot be considered reliable on a national level.

Malta

No.

Table 1, Question 3, ISCED 02: No data is available on children out of formal educational settings. ISCED 1 and ISCED 2: Since ISCED 1 and ISCED 2 are compulsory, the number of learners out of formal education is negligible.

Table 2, Question 3, 4 years: No data is available on children out of formal educational settings. 9 and 15 years: Since ISCED 1 and ISCED 2 are compulsory, the number of learners out of formal education is negligible.

Table 3, Question 6, ISCED 02: No data is available on children with SEN out of any form of education. ISCED 1 and ISCED 2: Learners either attend mainstream schools or resource centres.

Netherlands

No.

Some of the learners who are out of formal educational settings are receiving non-formal or informal education, at home or during daytime activities (see [Question 3](#)). Some of them are in therapy or are receiving medical or psychological treatments. However, these learners are not recorded nationwide. The registers mentioned in [Question 4](#) are not fully reliable yet.

Poland

Partly.

Table 1, Question 3: Yes; Table 2, Question 3: Yes, but from 2019 onwards only; Table 3, Question 6: No.

Serbia

No.



Spain

No.

In Spain, the whole population of compulsory school age must be in school. Even if non-school situations are detected, the competent authority must be informed.

Sweden

No.

See [Question 3](#).

Switzerland

No.

There is no specific data collection on OoS learners. However, at the compulsory school levels, the number of learners not enrolled in education should be negligible. At upper-secondary level (ISCED 3), no data on learners with an official decision of SEN is available.

UK (Scotland)

No.

Data on learners out of formal education is not collected.

UK (Wales)

No.

All learners with SEN educated other than at school were recorded in Table 3, Question 5. Data on learners who are completely out of any form of education, as asked for in Table 3, Question 6, is not collected.

A general limitation of this data collection is that it undercounts those learners who are electively home educated. There is no legal requirement for parents to inform their local authority that they have a child of statutory school age. Furthermore, for legal reasons, only aggregate data on electively home educated learners is collected. It is therefore not possible to provide any breakdown for learners with SEN.

Question 6. Is there other data available in relation to out-of-school learners in your country?

Austria

Yes.

There is data in the Ministry of Education, but it is unpublished. This data is only available on request and if there is a research interest.



Belgium (Flemish Community)

Yes.

The [VDAB](#) is the public employment service of Flanders.

Cyprus

Yes.

The Statistical Service of Cyprus collects data on enrolment rates and population data. To calculate the percentage of learners who are not enrolled, [compare enrolment data to population data](#).

Finland

Yes.

Statistics Finland collects data on learners who:

- do not complete the basic education syllabus and do not receive a basic education certificate (very few learners);
- completely neglected their obligation to complete compulsory education and those who passed compulsory education age without completing basic education (very few learners).

Statistics Finland also collects Finnish national data for:

- the OECD's NEET indicator, which covers young adults who are NEET (aged 20–24);
- the EU's indicator on early leavers from education and training (aged 18–24).

Greece

No.

Ireland

No.

Italy

Yes.

Italian National Institute of Statistics ([ISTAT](#)), Centre for Social Investment Studies ([CENSIS](#)), Institute for the Development of Vocational Training for Workers ([ISFOL](#)), [Save the Children](#), Initiatives and Studies on Multi-Ethnicity Foundation ([Fondazione ISMU](#) – migrants).

Latvia

Yes.

Data of the Central Statistical Bureau of Latvia on early school leavers aged 18–24 who are not in education.



Lithuania

No.

The data is not officially available.

Malta

No.

The Schools Information System holds data for state schools, while each non-state school is responsible for its own data. These all supply data to the National Statistics Office as the main source of data on a national scale and for Eurostat.

Netherlands

Yes.

Every other month, the Inspectorate requests data from regional school alliances about the number of out-of-school learners. The goal is to stimulate regional school alliances to have their administration in order and to assist schools and parents in finding the right support for the learner in school.

Poland

Yes.

Audits carried out by the Supreme Audit Office; small-scale research, e.g. provided by higher education institutions, local governments.

Serbia

No.

Spain

No.

Sweden

No.

Switzerland

No.

UK (Scotland)

No.

UK (Wales)

No.



Question 7. What data collection do you think is needed for future EASIE work?

Austria

The number of home-educated children in Austria is increasing for a variety of reasons. This group should be monitored.

Belgium (Flemish Community)

The first priority should be to try and reach a (broad?) definition of 'out-of-school learners' that all (most?) members can use. Consensus is needed before proceeding with a data collection that incorporates a broad area of data on OoS learners.

Finland

Collect data from special teachers. What is teachers' qualification rate like and amount of assistant personnel? What practices are teachers using in the classroom? (National data collections and [OECD Teaching and Learning International Survey](#)).

Ireland

More focus on outcomes, e.g. early intervention, transition from primary to secondary, school completion in both primary and secondary.

Latvia

The Central Statistical Bureau advises against extending the data collection.

Netherlands

How long are learners out of school? What is known about the time between leaving school for the first time and attending school regularly again?

Are there types of education with relatively more absentees?

How is absenteeism spread over age?

Is it possible to distinguish between learners in groups that are out of the formal education system (and hopefully find their way back) and learners who are still in the formal education system, but are long-term absentees (and hopefully get the right support to attend school regularly again)?

Norway

In Norway, there is no statutory authority to collect individual data in primary and secondary education. This restricts the types of data that it is possible to collect. Without individual data/social security numbers, it is not possible to link data on children educated at home with other background variables or results.



Spain

The objective and framework of what is intended with OoS should be defined in more detail. From there, definitions and possible data of interest should be established and existing international and national data sources should be explored.

UK (Scotland)

Numbers of children in shared placements, where children are educated in two or more provisions. Tracking and monitoring attendance can be an issue.

Children on flexible learning packages that involve OoS learning. Attendance, tracking and monitoring of such placements is not always robust or accurate and not collated nationally.

UK (Wales)

No specific data collection, but it would be good to see some work on harmonisation data items, e.g. the ages of learners. In Wales these are taken as at 31 August each year, but it is unclear whether this is consistent with other countries.



SECTION 3. ADDITIONAL INFORMATION

Question 8. Is there anything else concerning the topic of out-of-school learners you would like to mention?

Austria

Recently, the education department completely re-organised the structure in the departments. The number of learners with special needs was pushed down, because the new regulations are not yet in force.

Belgium (Flemish Community)

In Flanders, the main policy focus is on [truancy](#) and [early school leavers](#).

Cyprus

It would be helpful to have a clear distinction of the definitions of early school leavers and drop-out or OoS learners.

Ireland

A number of ministries and public bodies collect various types of data on out-of-school learners. [Question 4](#) provides an outline. A cross-departmental team or multi-agency approach may be required to review the current collection methodologies and data validity. The [Data Sharing and Governance Act 2019](#) may facilitate a more collaborative approach.

There are challenges for collecting data on some learners, e.g. dislocated families, children who are homeless and children from disadvantaged backgrounds.

Individual schools have different policies governing absenteeism and attendance.

A composite and universal definition of OoS learners will assist. There is no consensus internationally.

Latvia

It is necessary to agree on different terminology in Europe for children out of primary school and young people who are not enrolled in secondary or higher education. At present, the term 'early school leavers' can be extended to both. The international data collection on early school leavers is often about people aged 18–24 or 15–24, but not about children aged 5–18 like in Latvia.

Lithuania

Different countries have different definitions of children who are not learning. The definitions cover different causes of not learning or not attending school. So, this should be agreed when deciding what data to collect, to give a clear view and make data comparable across countries.



Malta

There are limitations on data sharing due to the General Data Protection Regulation and due to different stakeholders' policies.

Netherlands

The real-time data in the absentees' register is still not reliable; major deviations have been found when cross-checking with the yearly compulsory education count (it should be broadly the same). A great part of the problem is the register itself (not all absenteeism is being recorded by schools and not all absentees are recorded in the right categories). This has yet to be addressed (but is getting better slowly).

Spain

Concerning [Question 2](#), it seems the same criteria are not used to identify vulnerable groups. Perhaps they should be classified into two groups with their respective categories:

- on the one hand, effects/consequences: absenteeism, early school leavers, etc.;
- on the other hand, groups at risk of exclusion: migrants, disability, health problems, etc.

In any case, data availability at national level should be explored.

Switzerland

Should populations practising a nomadic or semi-nomadic way of life be taken into account in the above-mentioned categories?

UK (Scotland)

It would be helpful to have clarity around what is meant by OoS education.