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## **Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the School Year 2020-2021**

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Approved by the Board of Governors at its meeting on 6, 7 and 8 April 2022 in Dubrovnik (Croatia)

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# Introduction

Implementation of the Educational Support Policy is reported on annually. The reporting period in this report is the 2020-2021 school year.

The content of the report essentially remained the same during the reporting years 2015-2020. The development of the main topics was followed and the structure and format of tables and charts remained the same. In order to give a more complete picture of the Educational Support provided in the European Schools (ES), some questions were amended slightly and some additional data were requested, whilst maintaining the comparability of the reports for the different years. The classification of the diagnoses was updated in the year 2019 according to internationally used classifications and to be used to describe the most common diagnoses which have an impact on learning in the context of the European Schools.

The data were collected via a survey using an online electronic questionnaire, which was sent to the schools on 26 October 2021. The data on the budget used came from the Closing of the 2020 and 2021 Accounts of the European Schools.

The schools' data were acquired on 31 August 2021, the last day of the 2020-2021 school year. Data collected by the schools were compiled by the OSGES and analysed by the Educational Support Inspectors. The analysis and the draft report were discussed by the Educational Support Policy Group at its meeting in January 2022.

The present statistical report, related to the school year 2020/2021 includes information about General Support, Moderate Support, Intensive Support A (ISA) and Intensive Support B (ISB). Provision of Educational Support is followed by schools, cycles and forms of support. When reporting on General, Moderate and ISB, three consecutive school years are presented; in some cases, when the development needs to be shown, a four-year pattern of development is presented. When reporting on ISA, a four-year pattern of development is presented where needed and where the relevant data are available.

Under the current Policy, support is organised on the basis of pupils' needs and can be offered individually or in groups, for a short or long period. Any one pupil may receive several different forms of support at the same time. When reporting the number of pupils receiving any form of support, each pupil is counted as a pupil receiving General, Moderate, ISA or ISB support.

This statistical report is always based on quantitative data and cannot give explanations as to the results received. As in last years' surveys, schools could give some additional qualitative information about provision of Educational Support in their schools. The qualitative information provides an additional insight into some findings and results.

Finally, the schools should analyse the overall results and the school-based results and use this information in their internal development work and forward planning.

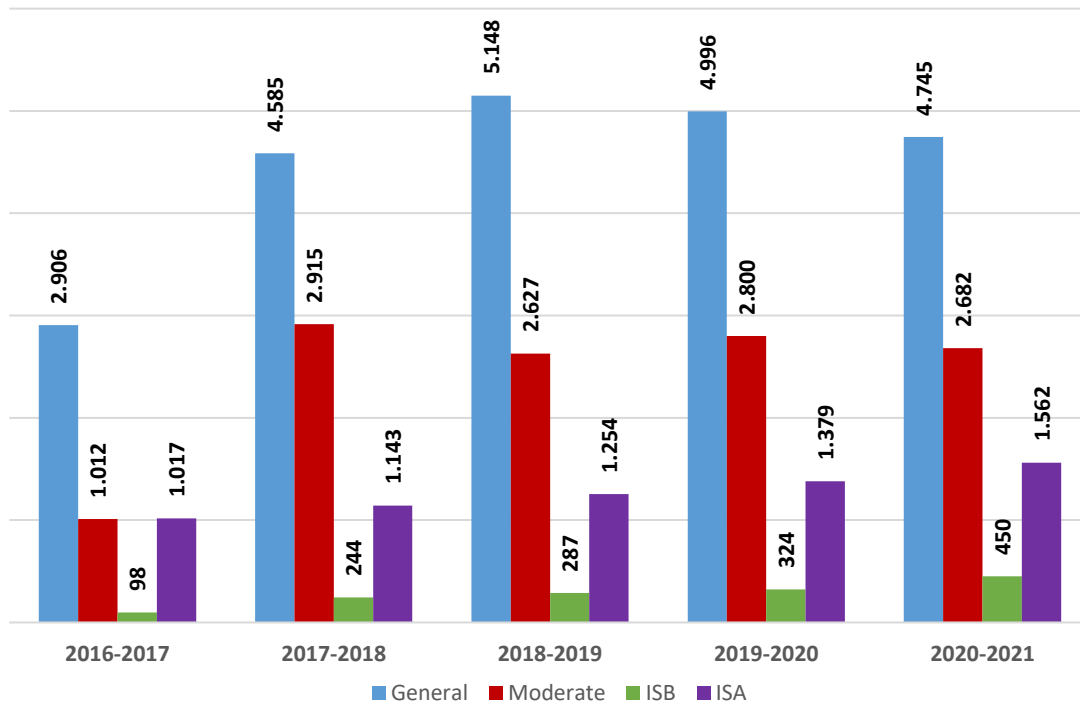
Following last year's approach, a new chapter was added to the statistical report, with information on the training activities developed at the school level. Additionally, this chapter also includes information on the surveys launched and analysed during the school year 2020/2021 and other activities of coordination.

# I. Overview of the Educational Support

## I.1. Pupils receiving different forms of Educational Support

The total number of pupils in the European Schools on 31 August 2021 was 28 231. This number of pupils is used when the total number of pupils in the ES is reported. If a pupil receives several forms of Educational Support, he or she will be counted as one in each form of Educational Support that he or she has received. Chart 1 shows the evolution of the populations receiving educational support in the European Schools

**Chart 1 : Evolution of the populations receiving educational support**



The most common form of Educational Support is **General Support (GS)**, which is provided in all the schools and all the cycles with the exception of the Nursery cycles of the ES, Bergen and Lux II. The percentage of pupils receiving General Support was quite stable over the three-year observation period 2017-2020.

- ✓ At the ES Karlsruhe, Varese, Mol, Munich and Frankfurt, more than 20% of pupils received General Support. In comparison with the previous school year, the highest increase of this form of support was in Karlsruhe with 4.8% while the biggest decrease was in the ES Brussels IV.
- ✓ GS is less commonly used at Luxembourg II in particular, where fewer than 10 % of pupils receive GS.
- ✓ In the ES Alicante, Brussels II and Mol, the percentage of pupils receiving General Support has been steadily decreasing in the past three years.

The second most common form of support is **Moderate Support (MS)**.

- ✓ MS is used most at Mol, where the percentage of pupils receiving MS is more than 40% of pupils. Only the ES, Frankfurt also has over 20% MS.
- ✓ Less MS is used at Munich, where 3.8% of pupils receive it.

**Intensive Support B (ISB)** is a form of intensive support used to support a pupil without special educational needs but who is not able to access the standard curriculum.

- ✓ The percentage of pupils receiving ISB is low and ranges between 0,2 and 3.2% the ES.
- ✓ ISB is used most at Karlsruhe and Brussels I, where around 3% of the pupil population received it.

**Intensive Support A (ISA)** is used in all the schools and the percentage of pupils receiving ISA is increasing steadily, now amounting to 5.5% of the ES population. In comparison with the school year 2018-2019, it is the increase of 13%, while the increase of the total pupil population was 1.4%.

- ✓ The percentage of pupils receiving ISA is clearly above the average percentage at Luxembourg I and Luxembourg II.
- ✓ The percentage of pupils receiving ISA is relatively low at the ES Bergen, ES Brussels IV and ES Alicante.

While in the past three years, GS and MS have been fluctuating, ISA and ISB have been continuously increasing.

**Table 1 : Percentage of pupils\* enrolled on an Educational Support Course (% of pupil with Educational Support in relation to the total number of pupils in the schools in the years 2018-2019, 2019-2020 and 2020-2021)**

|              | General      |              |                | Moderate    |              |               | Intensive B |             |               | Intensive A |             |               |
|--------------|--------------|--------------|----------------|-------------|--------------|---------------|-------------|-------------|---------------|-------------|-------------|---------------|
|              | 18-19        | 19-20        | 20-21          | 18-19       | 19-20        | 20-21         | 18-19       | 19-20       | 20-21         | 18-19       | 19-20       | 20-21         |
| Ali          | 24,0%        | 20,5%        | 18,1% ▼        | 5,4%        | 6,3%         | 7,5% ▲        | 1,1%        | 1,3%        | 2,4% ▲        | 2,1%        | 2,3%        | 2,6% ▲        |
| Ber          | 12,2%        | 14,8%        | 12,9% ▼        | 3,5%        | 2,6%         | 4,3% ▲        | 0,4%        | 0,3%        | 1,2% ▲        | 2,7%        | 2,3%        | 2,1% ▼        |
| B I          | 12,9%        | 14,6%        | 14,9% ▲        | 3,1%        | 4,6%         | 4,4% ▼        | 1,2%        | 2,1%        | 2,8% ▲        | 4,9%        | 5,0%        | 5,9% ▲        |
| B II         | 20,1%        | 17,2%        | 13,9% ▼        | 10,2%       | 11,9%        | 10,3% ▼       | 0,1%        | 0,2%        | 0,3% ▲        | 5,3%        | 4,7%        | 5,4% ▲        |
| B III        | 18,1%        | 13,8%        | 15,6% ▲        | 2,2%        | 6,3%         | 4,5% ▼        | 2,1%        | 1,2%        | 2,2% ▲        | 4,6%        | 5,5%        | 5,3% ▼        |
| B IV         | 18,9%        | 19,5%        | 14,5% ▼        | 9,3%        | 8,5%         | 8,7% ▲        | 1,8%        | 0,9%        | 2,3% ▲        | 1,9%        | 1,8%        | 2,3% ▲        |
| Frf          | 26,5%        | 16,9%        | 20,4% ▲        | 18,7%       | 13,7%        | 20,9% ▲       | 1,4%        | 1,6%        | 1,5% ▼        | 3,6%        | 3,6%        | 4,2% ▲        |
| Kar          | 25,7%        | 24,9%        | 29,7% ▲        | 8,6%        | 9,7%         | 7,1% ▼        | 1,0%        | 2,1%        | 3,2% ▲        | 5,3%        | 5,4%        | 4,5% ▼        |
| Lux I        | 15,6%        | 17,9%        | 15,6% ▼        | 25,1%       | 25,9%        | 17,4% ▼       | 0,0%        | 0,4%        | 0,4% ▼        | 6,0%        | 7,6%        | 9,4% ▲        |
| Lux II       | 9,6%         | 8,4%         | 9,5% ▲         | 6,6%        | 5,7%         | 5,6% ▼        | 0,7%        | 1,7%        | 1,4% ▼        | 7,9%        | 8,8%        | 9,7% ▲        |
| Mol          | 45,5%        | 28,5%        | 26,3% ▼        | 26,8%       | 25,8%        | 41,3% ▲       | 0,9%        | 1,0%        | 0,5% ▼        | 4,8%        | 5,2%        | 4,7% ▼        |
| Mun          | 27,1%        | 27,5%        | 24,1% ▼        | 4,3%        | 3,7%         | 3,8% ▲        | 2,3%        | 1,9%        | 1,5% ▼        | 3,3%        | 3,6%        | 3,8% ▲        |
| Var          | 20,1%        | 30,7%        | 26,4% ▼        | 9,1%        | 8,5%         | 9,9% ▲        | 0,1%        | 0,2%        | 0,2% ▼        | 3,3%        | 3,5%        | 3,9% ▲        |
| <b>TOTAL</b> | <b>18,9%</b> | <b>17,9%</b> | <b>16,8% ▼</b> | <b>9,6%</b> | <b>10,1%</b> | <b>9,5% ▼</b> | <b>1,1%</b> | <b>1,2%</b> | <b>1,6% ▲</b> | <b>4,6%</b> | <b>5,0%</b> | <b>5,5% ▲</b> |

\* If a pupil receives several forms of Educational Support, he or she will be counted as one in each form of Educational Support he or she has received.

The proportion of SWALS and NON-SWALS receiving ISB differs from year to year. In the 2020-2021 school year, 80% of ISB was provided for non-SWALS.

**Table 2 : Percentage of SWALS receiving Intensive Support B since the year 2017**

| School Year | ISB   |           |
|-------------|-------|-----------|
|             | SWALS | NON-SWALS |
| 2017-2018   | 36%   | 64%       |
| 2018-2019   | 17%   | 83%       |
| 2019-2020   | 28%   | 72%       |
| 2020-2021   | 20%   | 80%       |

Since the year 2013, the number of pupils receiving ISA has increased from 792 to 1 562, which amounts to 5.5% of the ES' total pupil population and represents an increase of 97% in eight years. Since 2016, when the number of pupils receiving ISA was 971, the increase is 61%.

**Table 3 : Absolute number of pupils receiving Intensive Support A in the European Schools and their percentage in relation to the total pupil population of the European Schools**

| November 2013 | November 2014 | August 2015 | August 2016 | August 2017 | August 2018 | August 2019 | August 2020 | August 2021 |
|---------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 3,23%         | 3,37%         | 3,46%       | 3,80%       | 3,86%       | 4,24%       | 4,60%       | 5,0%        | 5,5%        |
| N=792         | N=841         | N=860       | N=971       | N=1 017     | N=1 143     | N=1 254     | N=1 379     | N=1 562     |

## I.2. Distribution of different forms of support by school and cycle

In six schools, the **number of pupils** receiving Educational Support is balanced **between the cycles**.

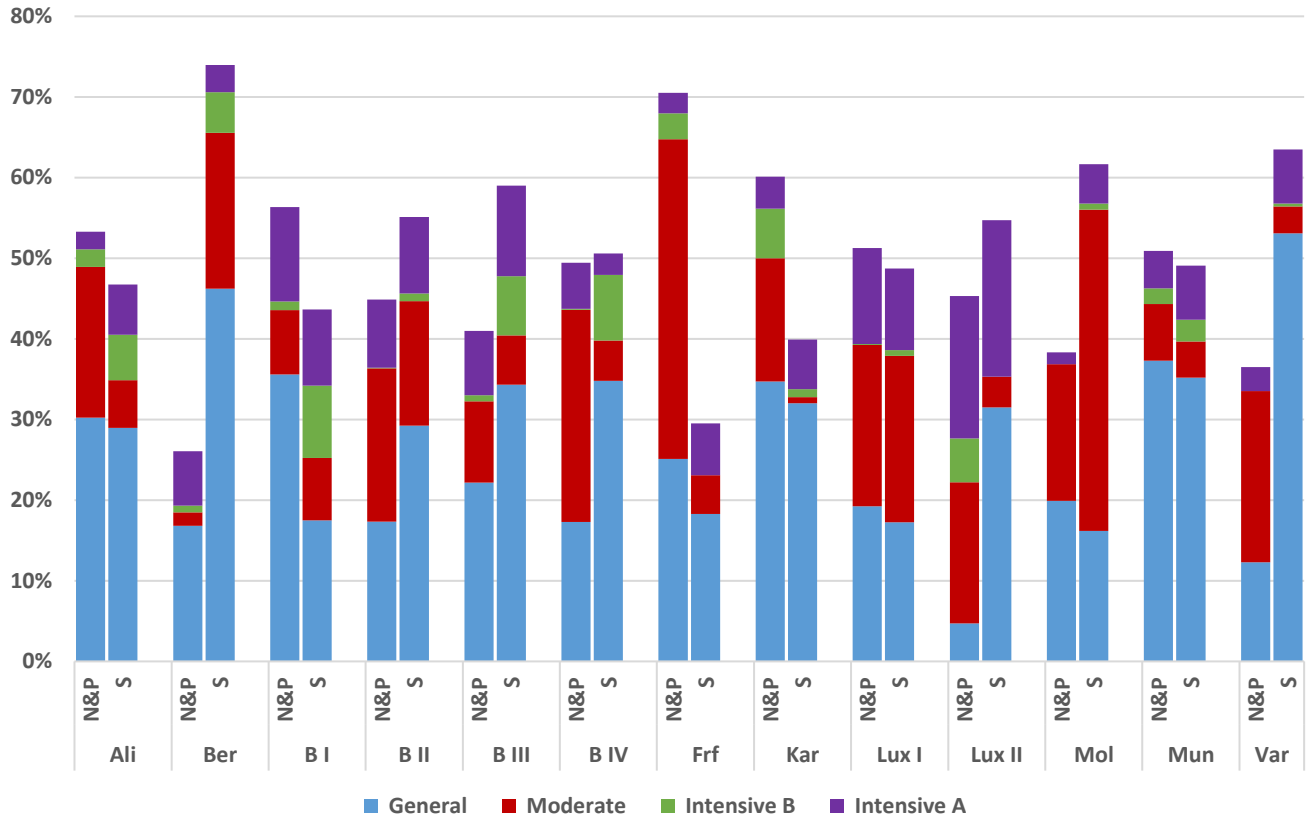
- ✓ At the ES, Frankfurt, more than 70.5% of all support is provided in the Nursery and Primary cycles. This difference between the cycles was detected in all the years in which all forms of support were followed.
- ✓ At the ES, Brussels IV, the distribution between Nursery and Primary and Secondary has reached 50% while last year 65.7% of all support was provided in Nursery and Primary cycle. Also, at the ES, Frankfurt and Karlsruhe, the provision of Educational Support is significantly higher in the Nursery/Primary than in the Secondary cycle (respectively 70.5% and 60.1%).
- ✓ At the ES, Bergen, 73.9% of pupils receiving Educational Support were in the Secondary cycle. At the ES, Brussels III, Mol and Varese, around 60% of pupils receiving Educational Support were in the Secondary.

The distribution of **different forms** of Educational Support differs between the cycles within the same school. Comparison of the data from the last four years (from the year 2017/18) shows certain developments in some schools.

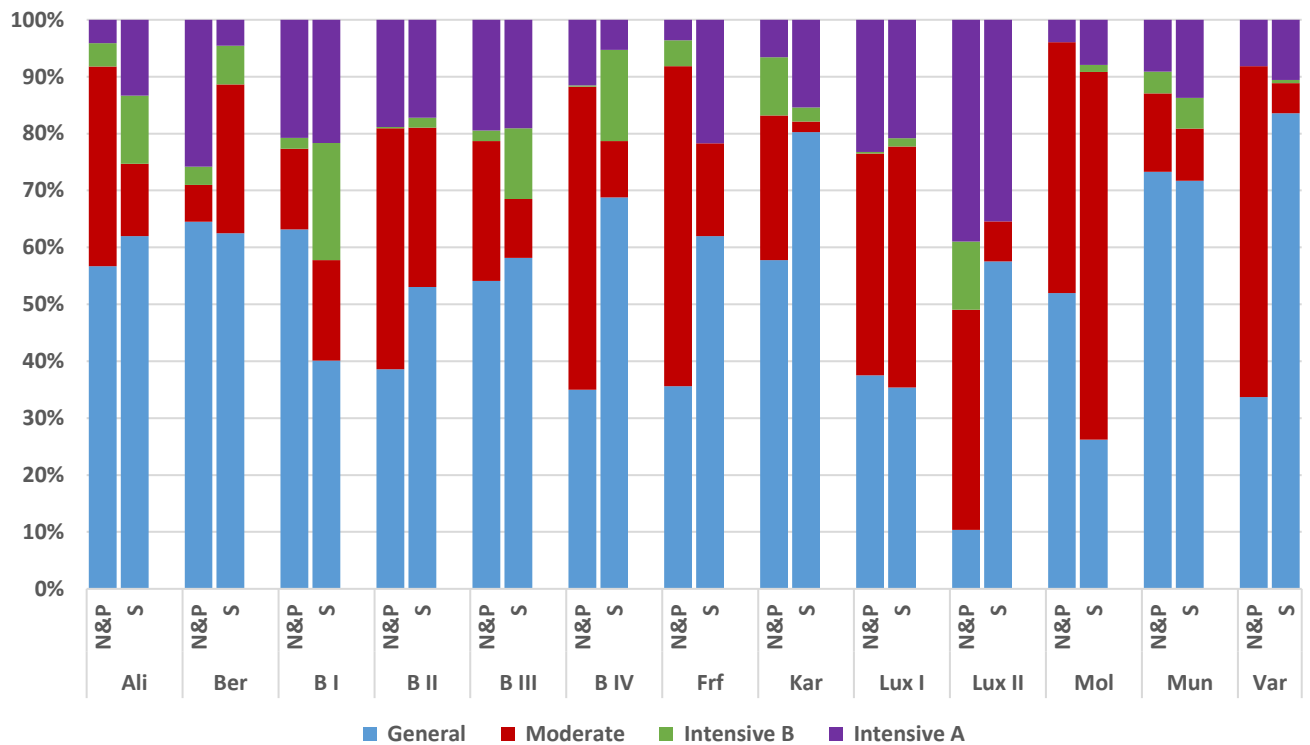
- ✓ One school, the ES Alicante, has during the 4-year period balanced provision of educational support between the cycles. Four other schools, the ES Brussels IV, Luxembourg I, Luxembourg II and Munich have also reached a balanced provision of Educational Support. The ES Karlsruhe which offered significantly more educational support in the Secondary cycle since 2016, has the support provision more balanced in the school year 2019/20 (slightly in favour of the N/P). The opposite development is in the ES Munich, which used to offer much more support in the N/P and in the school year 2019/20 the support provision is also balanced between the cycles.
- ✓ The ES Brussels I and Frankfurt offer, during the whole four-year period, significantly more educational support in the Nursery/Primary cycles.
- ✓ The ES Bergen, and Mol offer within 4 years more educational support in the Secondary. The ES Varese and Brussels III, offer more support in the Secondary as well in the recent years, while in the previous years the situation was the opposite.

This school year as well, all schools used all forms of educational support.

**Chart 2A : Proportion of pupils receiving different forms of support by school and by cycle (total by school = 100%)**



**Chart 2B : Proportion of pupils receiving different forms of support by school and by cycle (total by cycle = 100%)**



### I.3. Analysis of the answers from the schools on open questions of the Survey

In the open-ended questionnaire addressed to schools, the specific context regarding several forms of Educational support is detailed.

As far as **General Support** is concerned, similar approaches can be observed from schools, as well as different decisions which endorse internal educational policies.

Among common approaches, it can be mentioned:

- General Support is organized in flexible groups; groups are organized vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned; generally, the average number of pupils in a group is 3.
- General Support is provided in or outside the classroom.
- This decision is usually made when the differential approach does not work in the classroom.
- Duration of GS - generally short term.
- Almost all schools mention the Individual Learning Plan (ILP) or Group Learning Plan (GPL) as a working tool.
- The collaboration between the class teacher and the support teacher is mentioned.

School policies regarding General Support (GS) differ when it comes to level allocation, except for pre-school level, where a common approach can be noticed, more precisely a reduced level of GS.

A General Support request is usually made by the parents or the teachers and is addressed to the school.

In the ES, Frankfurt, due to the high numbers of SWALS children, all support in the Nursery is classified as General Support in accordance with the school internal guidelines.

In some schools, due to COVID-19, groups were only organised within each class according to the local health and safety policies and guidelines.

Some schools place an increased emphasis on prevention policies and allocate GS especially to Primary school. An important category of schools dedicates greater attention to compensation policies and in this case, GS is mainly allocated to Secondary level.

In Luxembourg I, each language section, starting from pre-school to Primary levels, has a certain number of General Support hours allocated to the pupils, based on the total number of pupils per section.

More schools now link the General Support to the effects of the lockdown.

As far as **Moderate Support** is concerned, the answers to open-ended questions emphasise several common approaches for most of the respondents:

- The majority of schools seem to indicate that MS is being implemented according to clear internal procedures and based on a well-defined calendar.
- Moderate support is focused on the pupil's difficulties, not the content of a subject; is offered either on an individual basis or within a small group.
- Moderate Support is provided for pupils in need of more targeted support or those with a moderate learning difficulty or for those who may need additional help with acquiring effective learning strategies or skills.
- In the ES, Frankfurt, Moderate Support in Secondary education is given mainly in languages for pupils who join the school coming from another school system and having little or no prior knowledge of the language, especially in L2.



- The support is provided either long-term (for the school year), or short-term, depending on the specific circumstances and needs of the pupil.
- Sometimes it is necessary to add pupils with different types of Support in the same group in order to optimize resources.
- In some schools, due to COVID 19, Moderate Support were organised only within each class group. There was no horizontal or vertical mixing of groups.
- In some other schools, Moderate Support was continued during the Distance Learning Phases.
- Almost all schools mention the Individual Learning Plan (*ILP*) or Group Learning Plan (*GPL*) as a working tool.
- At the end of each semester or when the support period ends, the support teacher gives the written evaluation to the Support Coordinator who informs the parents.

Regarding level allocation, the lowest Educational Support is provided at Nursery level. Differences according to internal school policies can also be observed for the allocation of Moderate Support for school levels as well as various aspects belonging to each school's "traditions" (see Luxemburg I, that implement a specific programme for S1 and S2); in the ES, Varese, MS was never applied at Nursery level.

For **Intensive Support B**, schools have given very similar answers, this demonstrates a good coherence and balance of the interventions within this category of support:

- Most schools seem to indicate that Intensive Support B is used only in exceptional situations and even when it is used, it is generally for short periods of time.
- ISB is the most coherent approach in schools, regarding the typology of the target group to which it is addressed.
- In some situations, ISB is used to support language learning and this is most commonly found for pupils who are new to that school or department.
- On the other hand, there is the greatest diversity in not offering this type of support on cycles (either it is not offered at Nursery or Primary school, or at both).

#### **I.4. Distribution of different forms of support by language section**

In general, most of the General, Moderate and ISB Support is provided in the English, French and German sections in all cycles. Those sections account for approximately 71% of pupils being provided with those forms of support in the ES system as a whole. The percentage of pupils in those sections in relation to the total number of pupils in the ES system is 64%.

It should be remembered that the vehicular language sections have the largest number of SWALS.

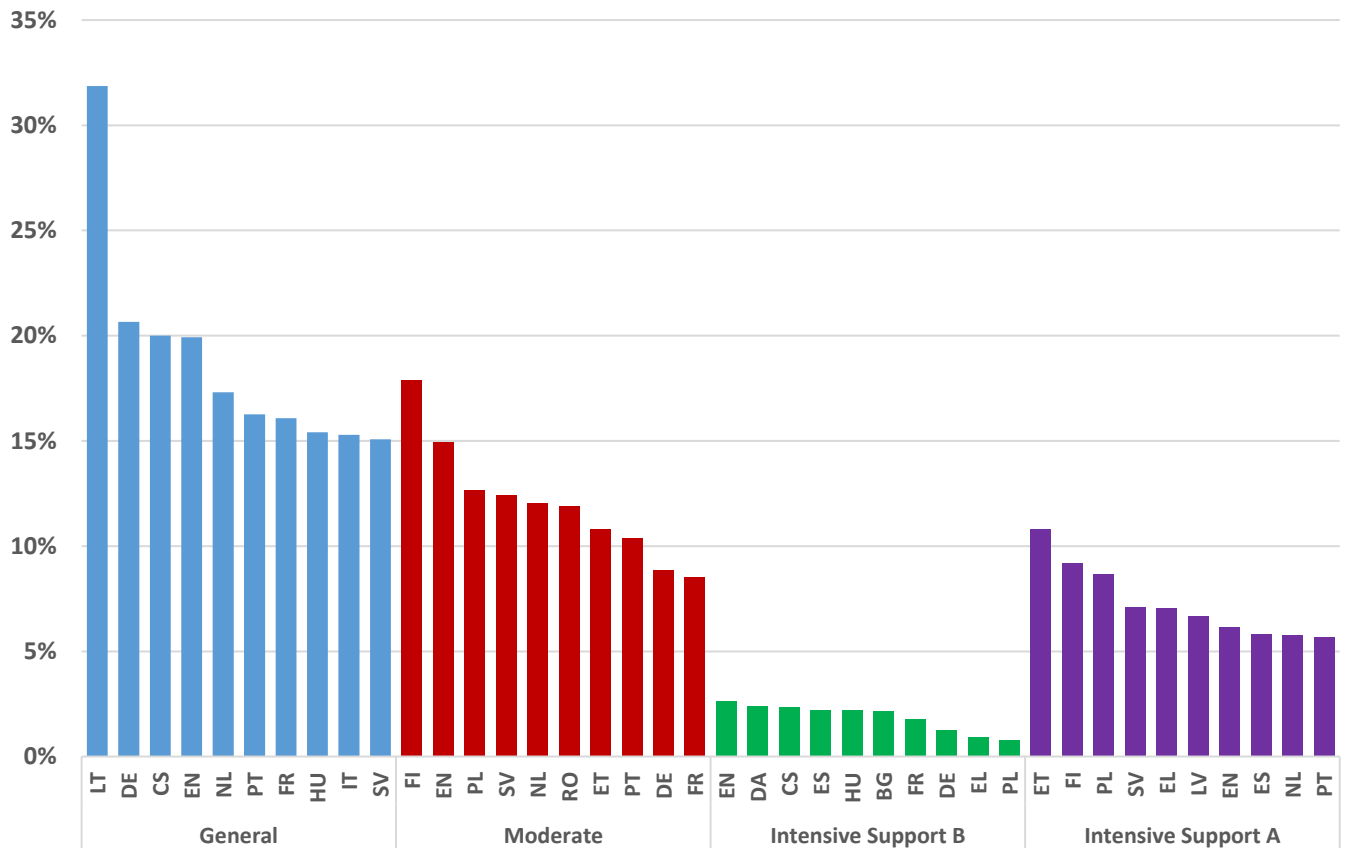
In Chart 3 below, the proportion between the total number of pupils and those receiving support in each language section and for each form of support is shown.

- General Support is most common (at least 20% of pupils receiving support) in the Latvian, German, Czech and English language sections.
- Moderate Support is most frequently used in the Finnish and English sections.
- ISB continues to be most frequently used in the English section.

The Estonian, Finnish, and Polish sections have the largest proportion of ISA agreements. Any comparison between the sections should be made taking into account the fact that in very small sections, any change to intensive support involving a single pupil has a greater impact on this percentage.

Moreover, national rules and cultural factors seem to play a role.

**Chart 3 : Proportion of pupils receiving support within the language sections (top 10 for each form of support)**



### I.5. Distribution of General, Moderate and ISB supports by subjects

The data collected from the schools show that these three forms of support are mainly provided in languages (L1 and L2) and in Mathematics in all cycles. If a pupil receives several forms of Educational Support in more subjects, he or she will be counted as one in each subject in which he or she has received support.

#### In the Nursery

In this year's survey, the areas for the provision of Educational Support were grouped in two categories: Languages and Other Learning Areas. This was because in Nursery the schools adopt a more holistic approach also for the provision of Educational Support.

ES Munich was unable to give the breakdown by subjects because the support provided does not focus on specific areas but a holistic approach is taken instead.

- In total, 377 children received GS, 233 received MS, 30 received ISB and 64 received ISA.

Support is mostly provided in the area of Languages (80%). The Other Learning Areas amount to the remaining 20%.

#### In the Primary

- The total number of pupils receiving General Support is 1 760, 1 446 pupils received Moderate Support, 103 received ISB and 680 received ISA.
- Support is mostly provided in L1 (38%), in Mathematics (20%), in Learning to Learn competence (11%) and in Personal Development (11%).

### **In the Secondary**

- The total number of pupils receiving GS is 2 608 pupils, MS 1 003, ISB 317 and ISA 818.
- Support is mostly provided in Mathematics (27%), in L2 (23%), in L1 (20%), in L3 (9%) and in Learn to Learn (8%).
- Support is also provided in Physics (3%), in Chemistry (2%) and in Biology (2%).

If the amount of time allocated to these three forms of support is taken into account,

- in the Nursery, the largest amount is allocated to Languages.
- in the Primary, Educational Support is mainly provided in L1, Mathematics and L2.
- in the Secondary, most support is provided in L2, Mathematics and L1 but also in L3, Physics and Learning to Learn skills.

## II. Intensive Support A

### II.1. Pattern of development of the number of pupils receiving ISA

The percentage of pupils receiving ISA is 5.5% of all pupils in the ES. The number of pupils with ISA rose by 13% in the space of a year. The percentage of pupils receiving ISA is slightly higher in the Secondary cycle (52.4%) than in the Nursery and Primary cycles (47.6%).

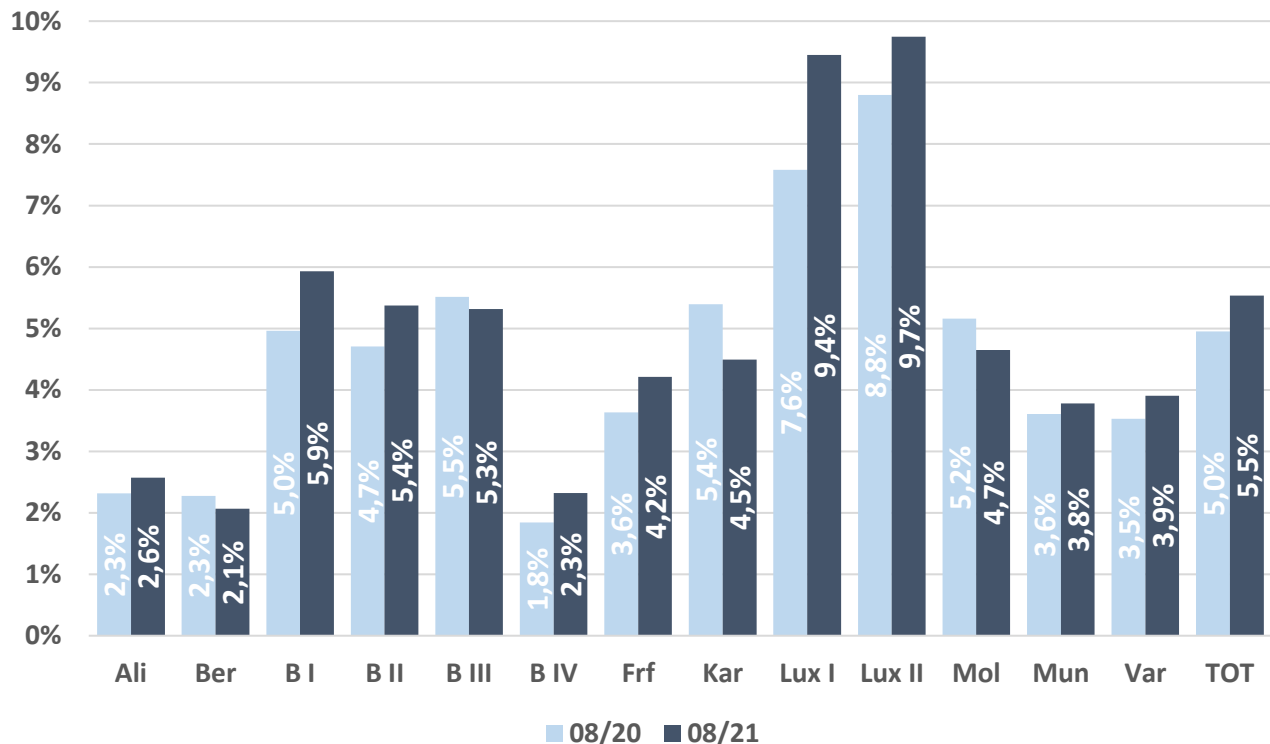
**Table 4 : Number and percentage of pupils receiving ISA – Development from August 2018 to August 2021**

|               | ISA pupils Nursery & Primary |            |            |            | ISA pupils Secondary |            |            |            | Total number of pupils |               |               |               | % ISA pupils |             |             |             |
|---------------|------------------------------|------------|------------|------------|----------------------|------------|------------|------------|------------------------|---------------|---------------|---------------|--------------|-------------|-------------|-------------|
|               | 08/18                        | 08/19      | 08/20      | 08/21      | 08/18                | 08/19      | 08/20      | 08/21      | 08/18                  | 08/19         | 08/20         | 08/21         | 08/18        | 08/19       | 08/20       | 08/21       |
| <b>Ali</b>    | 4                            | 6          | 4          | 7          | 14                   | 16         | 20         | 20         | 1.040                  | 1.058         | 1.035         | 1.050         | 1,7%         | 2,1%        | 2,3%        | 2,6%        |
| <b>Ber</b>    | 6                            | 10         | 8          | 8          | 6                    | 5          | 6          | 4          | 543                    | 566           | 616           | 581           | 2,2%         | 2,7%        | 2,3%        | 2,1%        |
| <b>B I</b>    | 98                           | 135        | 135        | 141        | 52                   | 59         | 68         | 114        | 3.759                  | 3.951         | 4.091         | 4.302         | 4,0%         | 4,9%        | 5,0%        | 5,9%        |
| <b>B II</b>   | 94                           | 73         | 68         | 81         | 115                  | 90         | 81         | 91         | 3.092                  | 3.076         | 3.165         | 3.201         | 6,8%         | 5,3%        | 4,7%        | 5,4%        |
| <b>B III</b>  | 103                          | 93         | 102        | 73         | 55                   | 51         | 75         | 103        | 3.067                  | 3.099         | 3.209         | 3.310         | 5,2%         | 4,6%        | 5,5%        | 5,3%        |
| <b>B IV</b>   | 38                           | 40         | 37         | 49         | 18                   | 15         | 18         | 23         | 2.769                  | 2.843         | 2.983         | 3.098         | 2,0%         | 1,9%        | 1,8%        | 2,3%        |
| <b>Frf</b>    | 20                           | 29         | 22         | 19         | 24                   | 26         | 36         | 48         | 1.519                  | 1.527         | 1.597         | 1.591         | 2,9%         | 3,6%        | 3,6%        | 4,2%        |
| <b>Kar</b>    | 17                           | 19         | 23         | 16         | 24                   | 27         | 25         | 25         | 845                    | 876           | 890           | 913           | 4,9%         | 5,3%        | 5,4%        | 4,5%        |
| <b>Lux I</b>  | 67                           | 106        | 153        | 169        | 83                   | 96         | 100        | 144        | 3.360                  | 3.345         | 3.338         | 3.313         | 4,5%         | 6,0%        | 7,6%        | 9,4%        |
| <b>Lux II</b> | 90                           | 120        | 114        | 124        | 71                   | 88         | 121        | 136        | 2.611                  | 2.648         | 2.670         | 2.668         | 6,2%         | 7,9%        | 8,8%        | 9,7%        |
| <b>Mol</b>    | 3                            | 4          | 11         | 8          | 18                   | 29         | 25         | 26         | 746                    | 693           | 698           | 731           | 2,8%         | 4,8%        | 5,2%        | 4,7%        |
| <b>Mun</b>    | 28                           | 31         | 31         | 33         | 51                   | 42         | 48         | 48         | 2.287                  | 2.231         | 2.189         | 2.142         | 3,5%         | 3,3%        | 3,6%        | 3,8%        |
| <b>Var</b>    | 22                           | 17         | 14         | 16         | 22                   | 27         | 34         | 36         | 1.331                  | 1.349         | 1.360         | 1.331         | 3,3%         | 3,3%        | 3,5%        | 3,9%        |
| <b>TOT</b>    | <b>590</b>                   | <b>683</b> | <b>722</b> | <b>744</b> | <b>553</b>           | <b>571</b> | <b>657</b> | <b>818</b> | <b>26.969</b>          | <b>27.262</b> | <b>27.841</b> | <b>28.231</b> | <b>4,2%</b>  | <b>4,6%</b> | <b>5,0%</b> | <b>5,5%</b> |

## II.2. Pupils receiving ISA by school and by cycle

- The ES Luxembourg II has the highest percentage (9.7%) of pupils receiving ISA, followed by the ES Luxembourg I (9.4%).
- There is only one other school where the percentage of pupils receiving ISA is higher than the average (5.5%): Brussels I.
- The lowest percentages are to be found at Alicante (2.6%), Brussels IV (2.3%) and Bergen (2.1%).
- The largest increase in the percentage of ISA pupils in relation to the pupil population is at Luxembourg I (from 7.6% to 9.4%) followed by Brussels I (from 5.0% to 5.9%) and Luxembourg II (from 8.8% to 9.7%).
- The percentage of ISA pupils slightly increased in most of the other schools except Bergen, Brussels III, Karlsruhe, and Mol and Brussels IV. In these schools, the percentage of pupils receiving ISA has slightly decreased, most at Karlsruhe (from 5.4% to 4.5%).

**Chart 4 : Percentage of pupils with ISA in relation to the total number of pupils in the schools**



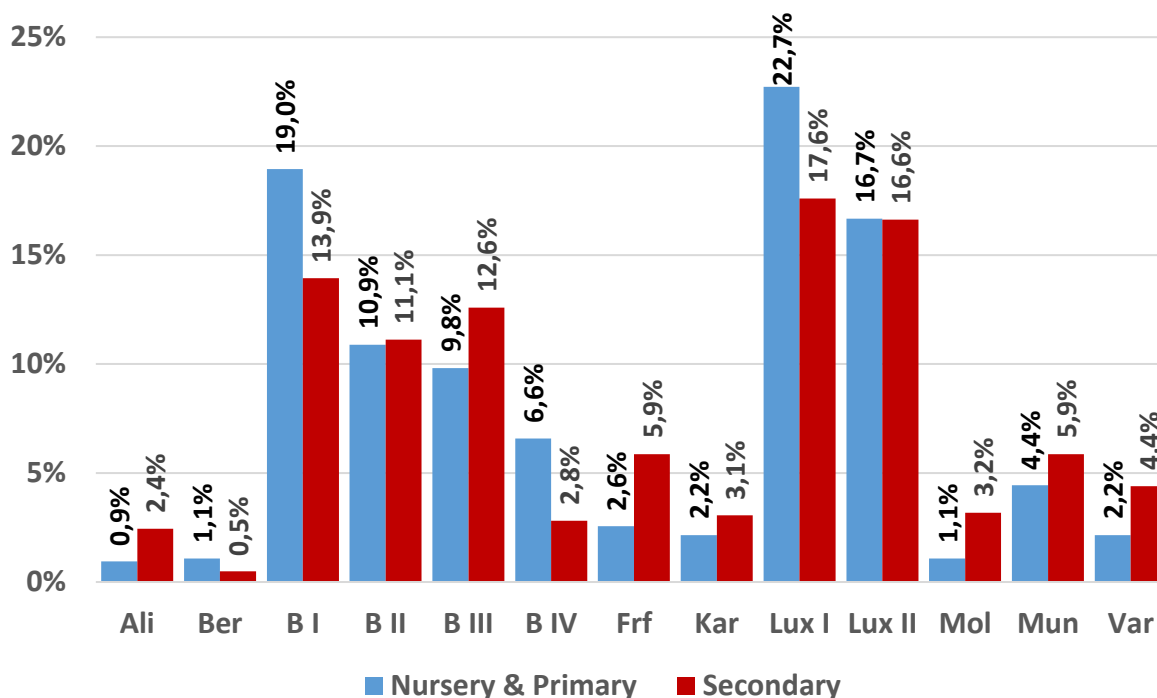
The total number of pupils receiving ISA in the Nursery cycle is 64 (4.1%), in the Primary cycle 680 (43.5%) and in the Secondary cycle 818 (52.4%).

The breakdown of ISA agreements between the Nursery and Primary and Secondary cycles differs across the schools:

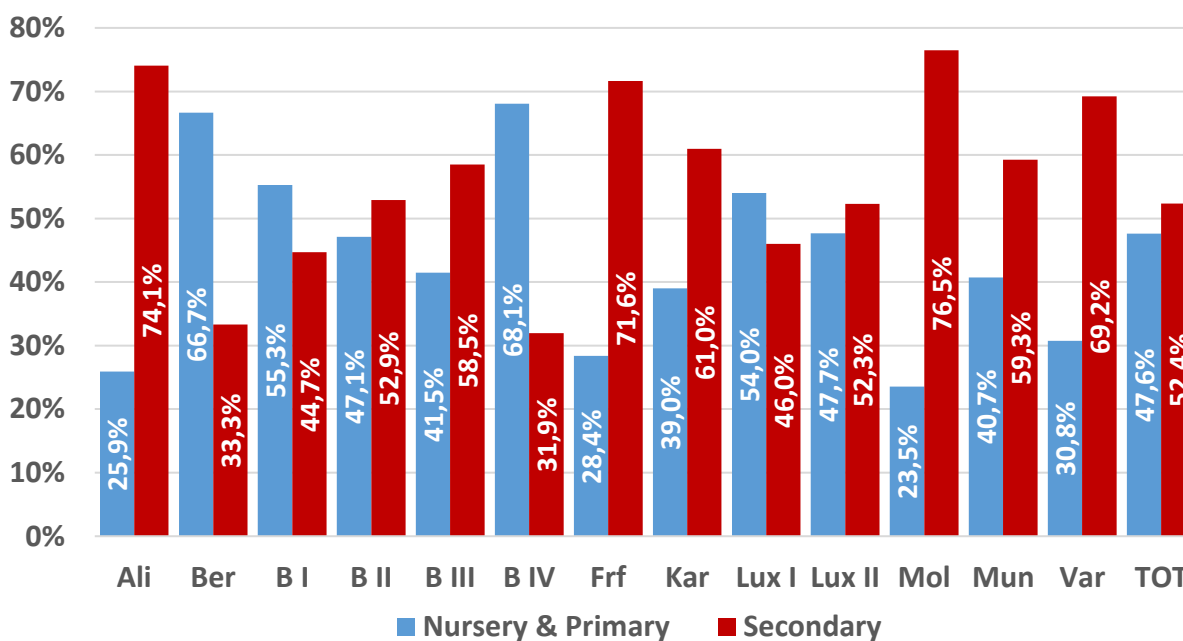
- In four schools, there are more ISA agreements in the Nursery and Primary (Bergen, Brussels I, Brussels IV and Luxembourg I). The biggest difference between the cycles is at the ES, Brussels I (141 pupils in the Nursery and Primary and 114 pupils in the S).
- The situation is the opposite in all the other ES. The biggest difference is at the ES, Brussels III (73 pupils in Nursery and Primary and 103 pupils in Secondary).

- In most of the schools, the breakdown of ISA agreements between cycles is similar to what it was a year ago. There is a change in the breakdown at Brussels III, the breakdown has been reversed and is, this year, in favour of the Nursery and Primary cycles,

**Chart 5 : Proportion of pupils receiving ISA by school and by cycle (% of all pupils with ISA in the European Schools)**



**Chart 6 : Proportion of pupils in the Nursery & Primary and Secondary cycles receiving ISA in each school (% of all pupils with ISA)**



### **II.3. Pupils receiving ISA by language sections / Number of pupils receiving ISA in relation to the total number of pupils in the section**

When different language sections are compared, the Estonian, Finnish, Polish, Greek, Slovak and Latvian language sections have significantly more ISA agreements than average .

The Romanian and Bulgarian language sections have significantly fewer ISA agreements than average.

However, the differences between the schools in the representation of pupils with ISA agreements are not so significant as in the previous year.

Any comparison between the sections should be made taking into account the fact that in very small sections, any change to intensive support involving a single pupil has a greater impact on this percentage.

**Table 5 : Pupils (%) receiving Intensive Support A by language section in relation to the total percentage of pupils in the section – Development August 2017 – August 2021**

| Language Section    | 16-17       | 17-18       | 18-19       | 19-20       | 20-21       | % of total School population 20-21 |
|---------------------|-------------|-------------|-------------|-------------|-------------|------------------------------------|
| BG                  | 8,2%        | 7,8%        | 2,9%        | 3,8%        | 3,2%        | 0,3%                               |
| CS                  | 4,2%        | 3,2%        | 3,5%        | 4,5%        | 5,5%        | 1,3%                               |
| DA                  | 2,4%        | 2,4%        | 3,5%        | 3,8%        | 5,7%        | 1,2%                               |
| DE                  | 3,3%        | 3,4%        | 3,9%        | 3,8%        | 4,0%        | 15,9%                              |
| EL                  | 3,9%        | 5,3%        | 5,3%        | 6,6%        | 7,1%        | 3,5%                               |
| EN                  | 3,7%        | 4,4%        | 4,9%        | 5,5%        | 6,1%        | 19,2%                              |
| ES                  | 3,4%        | 3,7%        | 4,7%        | 5,1%        | 5,8%        | 6,0%                               |
| ET                  | 0,0%        | 0,0%        | 6,7%        | 10,3%       | 10,8%       | 0,1%                               |
| FI                  | 9,6%        | 8,4%        | 9,0%        | 11,4%       | 9,2%        | 1,3%                               |
| FR                  | 3,8%        | 4,1%        | 4,3%        | 4,7%        | 5,5%        | 29,2%                              |
| HU                  | 7,5%        | 5,2%        | 4,8%        | 5,9%        | 5,7%        | 1,1%                               |
| IT                  | 3,3%        | 3,6%        | 4,4%        | 3,9%        | 4,7%        | 7,5%                               |
| LT                  | 4,5%        | 3,2%        | 3,7%        | 2,9%        | 4,4%        | 0,8%                               |
| LV                  | N/A         | 0,0%        | 7,1%        | 11,1%       | 6,7%        | 0,1%                               |
| NL                  | 4,0%        | 6,0%        | 6,1%        | 6,2%        | 5,8%        | 5,9%                               |
| PL                  | 3,2%        | 3,6%        | 4,9%        | 6,4%        | 8,7%        | 2,2%                               |
| PT                  | 2,7%        | 4,1%        | 3,7%        | 4,3%        | 5,7%        | 1,9%                               |
| RO                  | 4,1%        | 1,7%        | 1,4%        | 1,3%        | 1,1%        | 0,7%                               |
| SK                  | N/A         | 0,0%        | 0,0%        | 11,1%       | 4,0%        | 0,1%                               |
| SV                  | 8,3%        | 7,6%        | 6,0%        | 5,9%        | 7,1%        | 1,7%                               |
| <b>ALL SECTIONS</b> | <b>3,9%</b> | <b>4,2%</b> | <b>4,6%</b> | <b>5,0%</b> | <b>5,5%</b> | <b>100,0%</b>                      |

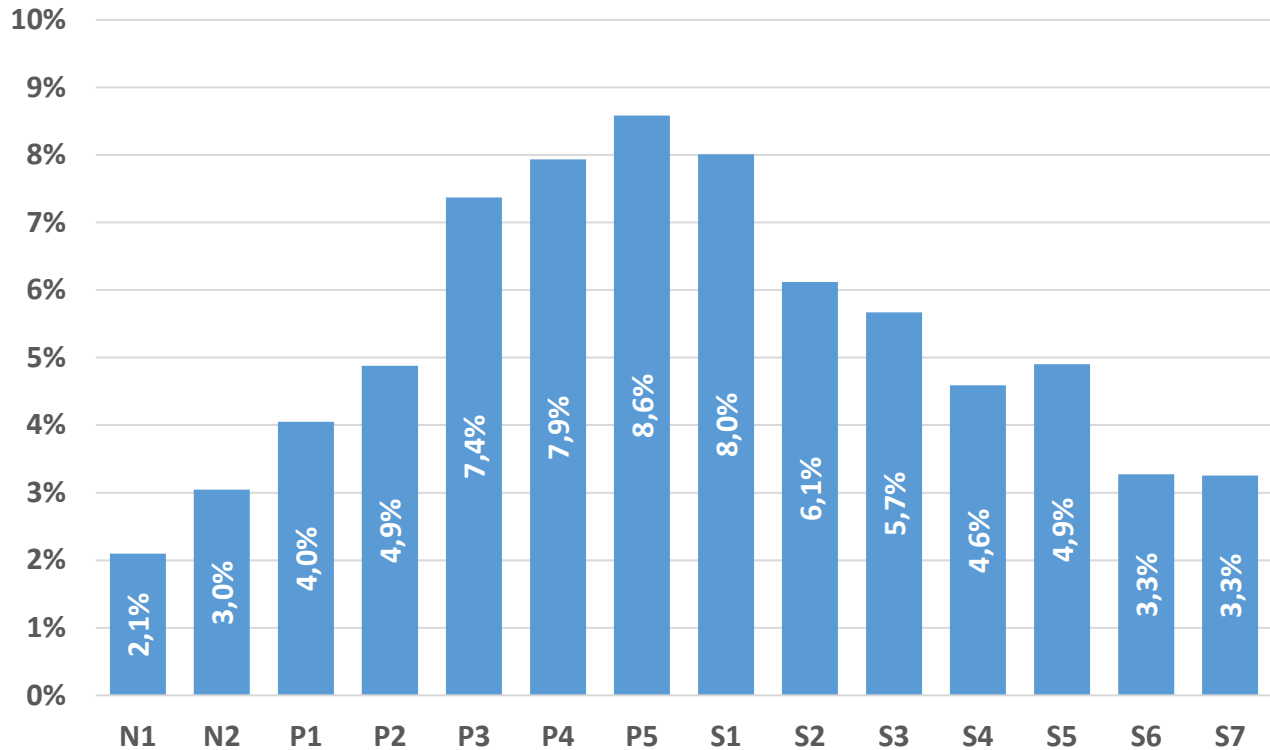
#### II.4. Percentage of pupils receiving ISA by year group

The percentage of pupils receiving ISA is lower in the Nursery classes and rises in the Primary years, going down again at the end of the Secondary years. This year, the highest percentage was to be found in P5, with 8.6%.

This topic has been followed in the statistical report since 2012 (the reporting period was a calendar year until December 2014, the reporting period has been a school year since August 2015). The drop from P5 to S1 identified in the all the previous reports was no more identified this year: the highest drop is now between S1 and S2.



**Chart 7 : Percentage of pupils receiving ISA by year group (% of the total pupil population in the year group)**



## II.5. Diagnoses of pupils receiving Intensive Support A

There is an extremely wide range of disabilities and difficulties for which support is provided under the Educational Support Policy. The aim of the survey was to identify the most common diagnoses for seeking Educational Support.

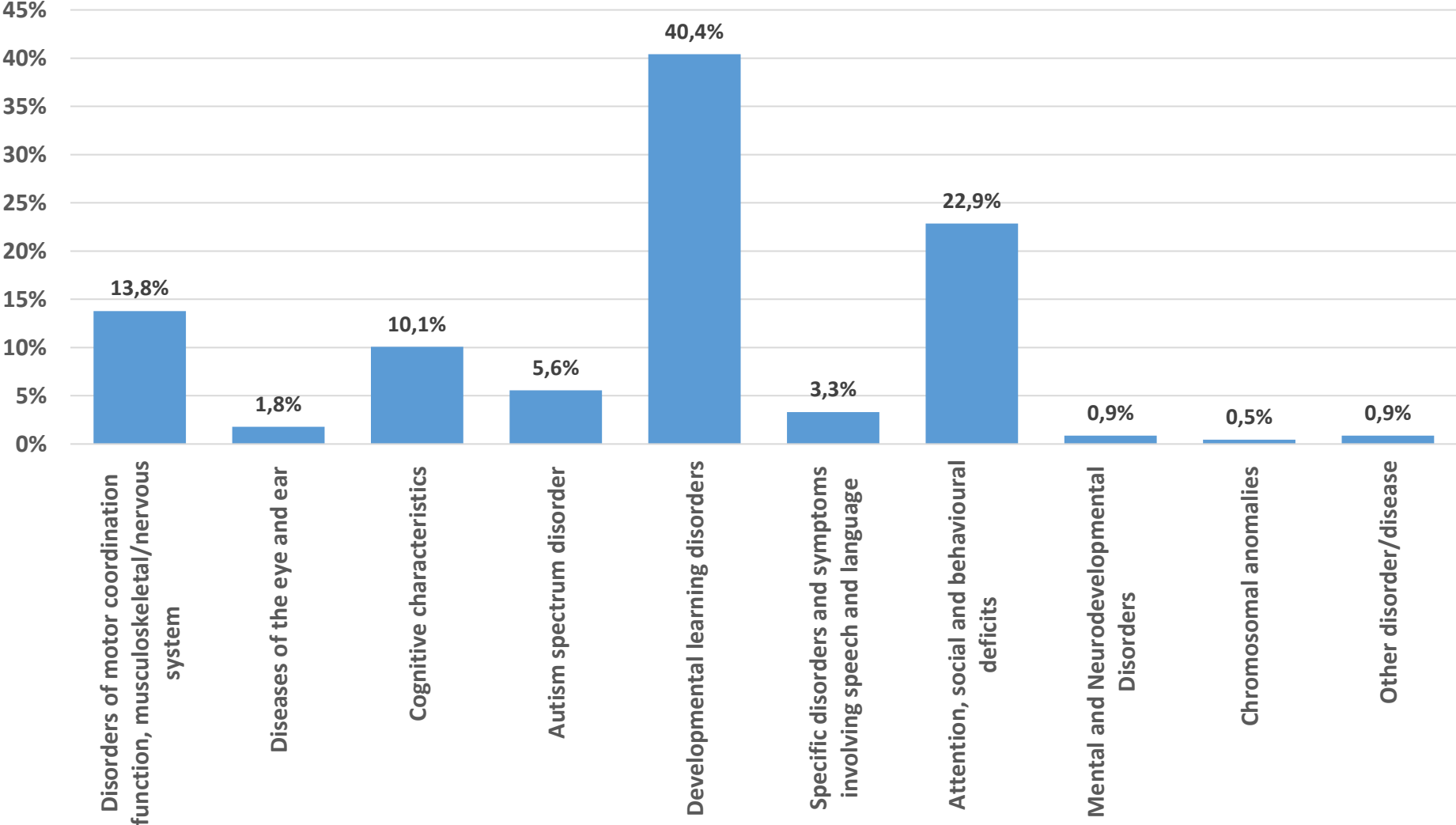
Since the school year 2018/19, the classification of the diagnoses has been updated according to internationally used classifications. It is used to describe the most common diagnoses which have an impact on learning in the context of the European Schools (see diagnosis groups in Chart 8, the frequency of diagnosis in Table 6 below).

- The most common diagnosis group is the developmental learning disorders one, which accounts for 40.4% of diagnoses leading to an ISA agreement.
- The second most common diagnosis group is attention, social and behavioural deficits, which account for 22.9% of diagnoses leading to an ISA agreement.
- The motor coordination function diagnosis group comprises the third largest group for ISA agreements, standing at 13.8%.
- The most common diagnoses leading to an ISA agreement are dyslexia (20.8%), dysorthographia (10.3%), attention deficit hyperactivity disorder (9.7%), attention deficit disorder (8.8%) and dyscalculia/Acalculia (8.5%).
- Autism spectrum disorders (with and without intellectual development disorder) account for nearly 5.5% of diagnoses leading to an ISA agreement.

The most frequent diagnosis listed above are the same as in the previous school year although their ranking varied a bit.

High intellectual potential/intellectual giftedness as a reason for an ISA agreement involves 97 pupils (4.0%), which is 0.4 higher than in the previous school year (17 pupils more than previous year).

Chart 8 : Diagnosis groups (%)



**Table 6 : Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)**

| Disorder  | Nursery & Primary | Secondary | TOTAL | %     |
|---|-------------------|-----------|-------|-------|
| Dyslexia  | 219               | 283       | 502   | 20,8% |
| Dysorthographia   | 111               | 138       | 249   | 10,3% |
| Attention deficit hyperactivity disorder                                      | 114               | 119       | 233   | 9,7%  |
| Attention deficit disorder  | 73                | 140       | 213   | 8,8%  |
| Dyscalculia or Acalculia  | 81                | 123       | 204   | 8,5%  |
| Dysgraphia  | 55                | 79        | 134   | 5,6%  |
| Dyspraxia or motor coordination disorder                                      | 69                | 63        | 132   | 5,5%  |
| High intellectual potential   | 57                | 40        | 97    | 4,0%  |
| Intellectual development disorder   | 45                | 42        | 87    | 3,6%  |
| Autism spectrum disorder without disorder of intellectual development         | 34                | 34        | 68    | 2,8%  |
| Autism spectrum disorder with disorder of intellectual development            | 44                | 22        | 66    | 2,7%  |
| Below-average intelligence  | 33                | 23        | 56    | 2,3%  |
| Hyperactivity/Attention disorder associated with conduct/behavioural disorder | 27                | 13        | 40    | 1,7%  |
| Dysphasia   | 17                | 20        | 37    | 1,5%  |
| Combination of attention, social and behavioural deficits                     | 21                | 4         | 25    | 1,0%  |
| Impairment of hearing functions   | 13                | 10        | 23    | 1,0%  |
| Conduct/behavioural disorder  | 14                | 8         | 22    | 0,9%  |

Schools were also confronted with the following diagnosis, although less frequently: Other Developmental learning disorders, Epilepsy, Dyslalia, Other attention, social and behavioural deficits, Other disorder/disease, Vision impairment, Other disorder of motor coordination function, musculoskeletal/nervous system, Combination of disorders of motor coordination function, musculoskeletal/nervous system, Stammering, Stuttering, Other specific disorders and symptoms involving speech and language, Diabetes, Trisomy of the autosomes, Mutism, Tic disorder (e.g. Tourette), Mood disorder, Cerebral palsy, Other chromosomal anomaly, Elimination disorder, Other mental and neurodevelopmental disorders, Other diseases of the eye and ear, Paraplegia, Syndrome with skeletal anomaly (e.g. Achondroplasia, Osteogenesis imperfecta, .. with short stature), Other cognitive characteristics, Eating disorder, Personality disorder, Aphasia, Deafness, Brachial plexus disorder, Degenerative illness, Psychotic disorder, Blindness.

## II.6. Intensive Support A by subjects

In this year's survey, the areas for the provision of Educational Support were grouped in two categories: Languages and Other Learning Areas. This was because in Nursery the schools adopt a more holistic approach also for the provision of Educational Support.

70% of ISA concerned Languages and the remaining 30% concerned Other Learning Areas.

**Table 7 : ISA by subjects in Nursery\***

|                      | 2020-2021        |               |
|----------------------|------------------|---------------|
|                      | Number of Pupils | %             |
| Language             | 56               | 70,0%         |
| Other Learning Areas | 24               | 30,0%         |
| <b>Total</b>         | <b>80</b>        | <b>100,0%</b> |

\* Several schools mentioned that a breakdown by area was not relevant as their approach of Educational Support in Nursery was holistic.

In the **Primary**, most pupils (36.1%) received ISA in L1, which is 1.3% more than in the previous school year. ISA support in Mathematics is provided for 18.9% (a 0.4% increase) of pupils receiving this form of Educational Support.

In the cross-curricular competences area, pupils received support in order to develop Learning to Learn competence (10.1%). ISA was also used to support Personal Development (11.2%) and Social Development (9.1%). In the last two cross-curricular learning areas, the amount of Educational Support provided was higher than in the previous school year.

**Table 8 : ISA by subjects in Primary**

| Primary                              | 2017-2018        |               | 2018-2019        |               | 2019-2020        |               | 2020-2021        |               |
|--------------------------------------|------------------|---------------|------------------|---------------|------------------|---------------|------------------|---------------|
|                                      | Number of Pupils | %             | Number of Pupils | %             | Number of Pupils | %             | Number of Pupils | %             |
| <b>Cross-curricular competences:</b> |                  |               |                  |               |                  |               |                  |               |
| - Learning to learn                  | 212              | 17,4%         | 138              | 13,1%         | 161              | 12,4%         | 174              | 10,1%         |
| - Personal Development               | 113              | 9,3%          | 57               | 5,4%          | 116              | 8,9%          | 194              | 11,2%         |
| - Social Development                 | 112              | 9,2%          | 60               | 5,7%          | 118              | 9,1%          | 158              | 9,1%          |
| <b>Subject Learning Areas:</b>       |                  |               |                  |               |                  |               |                  |               |
| - L1                                 | 360              | 29,6%         | 352              | 33,5%         | 452              | 34,8%         | 624              | 36,1%         |
| - ONL                                | 0                | 0,0%          | 0                | 0,0%          | 1                | 0,1%          | 0                | 0,0%          |
| - L2                                 | 43               | 3,5%          | 63               | 6,0%          | 101              | 7,8%          | 100              | 5,8%          |
| - Mathematics                        | 225              | 18,5%         | 227              | 21,6%         | 240              | 18,5%         | 327              | 18,9%         |
| - Discovery of the World             | 37               | 3,0%          | 29               | 2,8%          | 47               | 3,6%          | 90               | 5,2%          |
| - Art                                | 5                | 0,4%          | 3                | 0,3%          | 8                | 0,6%          | 11               | 0,6%          |
| - Music                              | 4                | 0,3%          | 4                | 0,4%          | 9                | 0,7%          | 10               | 0,6%          |
| - Physical Education                 | 7                | 0,6%          | 8                | 0,8%          | 6                | 0,5%          | 11               | 0,6%          |
| - Religion                           | 3                | 0,2%          | 2                | 0,2%          | 4                | 0,3%          | 7                | 0,4%          |
| - Ethics/Morale/Moral                | 2                | 0,2%          | 1                | 0,1%          | 6                | 0,5%          | 2                | 0,1%          |
| - European Hours                     | 0                | 0,0%          | 18               | 1,7%          | 10               | 0,8%          | 7                | 0,4%          |
| Other                                | 95               | 7,8%          | 88               | 8,4%          | 20               | 1,5%          | 14               | 0,8%          |
| <b>TOTAL</b>                         | <b>1.218</b>     | <b>100,0%</b> | <b>1.050</b>     | <b>100,0%</b> | <b>1.299</b>     | <b>100,0%</b> | <b>1.729</b>     | <b>100,0%</b> |

In the **Secondary**, the subjects most frequently requiring ISA support are L1 (35.3%), Mathematics (22.3%) and L2 (15.3%). Compared to the previous year, significantly less pupils received ISA support in subject as Biology, Chemistry, Economy, Geography and History.

In the Secondary, there is a trend towards providing more support in the cross-curricular learning areas, especially Learning to Learn (13.5%).

**Table 9 : ISA by subjects in Secondary**

| Secondary           | 2017-2018        |               | 2018-2019        |               | 2019-2020        |               | 2020-2021        |               |
|---------------------|------------------|---------------|------------------|---------------|------------------|---------------|------------------|---------------|
|                     | Number of Pupils | %             | Number of Pupils | %             | Number of Pupils | %             | Number of Pupils | %             |
| Art                 | 4                | 0,5%          | 2                | 0,2%          | 16               | 1,2%          | 3                | 0,2%          |
| Biology             | 11               | 1,3%          | 35               | 3,1%          | 38               | 2,9%          | 9                | 0,7%          |
| Chemistry           | 10               | 1,1%          | 27               | 2,4%          | 34               | 2,6%          | 2                | 0,2%          |
| Economy             | 0                | 0,0%          | 5                | 0,4%          | 27               | 2,0%          | 2                | 0,2%          |
| Ethics              | 0                | 0,0%          | 0                | 0,0%          | 0                | 0,0%          | 0                | 0,0%          |
| Geography           | 3                | 0,3%          | 32               | 2,8%          | 48               | 3,6%          | 2                | 0,2%          |
| History             | 9                | 1,0%          | 27               | 2,4%          | 45               | 3,4%          | 5                | 0,4%          |
| Human Sciences      | 13               | 1,5%          | 13               | 1,1%          | 13               | 1,0%          | 18               | 1,4%          |
| ICT                 | 4                | 0,5%          | 3                | 0,3%          | 4                | 0,3%          | 1                | 0,1%          |
| Integrated Sciences | 27               | 3,1%          | 28               | 2,4%          | 24               | 1,8%          | 30               | 2,4%          |
| L1                  | 290              | 33,0%         | 378              | 33,0%         | 406              | 30,5%         | 443              | 35,3%         |
| L2                  | 127              | 14,5%         | 146              | 12,8%         | 177              | 13,3%         | 192              | 15,3%         |
| L3                  | 19               | 2,2%          | 17               | 1,5%          | 29               | 2,2%          | 51               | 4,1%          |
| L4                  | 0                | 0,0%          | 1                | 0,1%          | 3                | 0,2%          | 1                | 0,1%          |
| Latin               | 0                | 0,0%          | 0                | 0,0%          | 0                | 0,0%          | 1                | 0,1%          |
| Learn to learn      | 126              | 14,4%         | 128              | 11,2%         | 157              | 11,8%         | 170              | 13,5%         |
| Mathematics         | 186              | 21,2%         | 239              | 20,9%         | 253              | 19,0%         | 280              | 22,3%         |
| Music               | 3                | 0,3%          | 1                | 0,1%          | 1                | 0,1%          | 2                | 0,2%          |
| ONL                 | 0                | 0,0%          | 0                | 0,0%          | 0                | 0,0%          | 0                | 0,0%          |
| Other               | 6                | 0,7%          | 3                | 0,3%          | 12               | 0,9%          | 25               | 2,0%          |
| Philosophy          | 1                | 0,1%          | 23               | 2,0%          | 2                | 0,2%          | 2                | 0,2%          |
| Physical Education  | 6                | 0,7%          | 3                | 0,3%          | 3                | 0,2%          | 3                | 0,2%          |
| Physics             | 8                | 0,9%          | 32               | 2,8%          | 35               | 2,6%          | 6                | 0,5%          |
| Religion            | 2                | 0,2%          | 0                | 0,0%          | 2                | 0,2%          | 0                | 0,0%          |
| Social skills       | 23               | 2,6%          | 2                | 0,2%          | 3                | 0,2%          | 7                | 0,6%          |
| <b>TOTAL</b>        | <b>878</b>       | <b>100,0%</b> | <b>1.145</b>     | <b>100,0%</b> | <b>1.332</b>     | <b>100,0%</b> | <b>1.255</b>     | <b>100,0%</b> |

## II.7. Pupils with special educational needs refused admission

In the 2017-2018 survey, a new question about the number of pupils with special educational needs who were refused admission was added.

In the 2018-2019 school year, there were two admissions refused in the entire ES system, both in the Nursery: one at Brussels I and the other at Alicante.

In the 2019-2020 school year, there was one admission refused in the entire ES system, in the Nursery cycle in the ES, Varese.

In the 2020-2021 school year, there were two admissions refused in the entire ES system, both in the Primary cycle in the **ES, Luxemburg II** and in the **ES, Varese**.

- Promotion rate of pupils benefiting from ISA. The vast majority of pupils receiving ISA (88.9%) were promoted normally to the year above.
- 61 pupils with an ISA agreement graduated (passed the Baccalaureate).
- The percentage of pupils with ISA following their year group without promotion, namely 4.7%, is lower than a year ago and has decreased from 8.5% in the year 2018 to 4.7% in the year 2021.
- The percentage of pupils with ISA repeating a year went a bit up from 2.2% to 2.6%.
- This year, five pupils with an ISA agreement stayed in the Nursery for an additional third year.

- The percentage of pupils with ISA repeating the year in the Primary went up from 1.2% (last year) to 2.1% this year.

In the Secondary, the repeat rate went up from 2% last year to 2.5% this year. The total average repeat rate in the ES system in 2020-2021 was 0.6%.

**Table 10 : Promotion/progress of pupils receiving ISA by cycle**

| Promotion/Progress  | Primary       | Secondary     | Total        |
|---|---------------|---------------|--------------|
| Normal promotion to the year above                            | 91,5%         | 87,1%         | 88,9%        |
| The pupil moved up with his/her year group, without promotion | 6,4%          | 3,1%          | 4,7%         |
| Repeating the year  | 2,1%          | 2,5%          | 2,6%         |
| Graduated (BAC)   | N/A           | 7,3%          |              |
| <b>TOTAL</b>  | <b>100,0%</b> | <b>100,0%</b> | <b>96,2%</b> |

**Table 11 : Promotion/progress of pupils receiving ISA by cycle**

| Promotion/Progress  | 08/2018      | 08/2019      | 08/2020      | 08/2021      |
|---|--------------|--------------|--------------|--------------|
| Normal promotion to the year above                            | 84,3%        | 88,8%        | 89,7%        | 88,9%        |
| The pupil moved up with his/her year group, without promotion | 8,5%         | 6,2%         | 5,1%         | 4,7%         |
| Repeating the year  | 4,1%         | 3,2%         | 2,2%         | 2,6%         |
| <b>TOTAL</b>  | <b>96,9%</b> | <b>98,2%</b> | <b>97,0%</b> | <b>96,2%</b> |

## II.8. Termination of ISA agreements

Out of the total number of pupils (1 562) receiving ISA, 177 agreements (11.4%) were terminated. More, 73 ISA agreements were terminated in the Nursery/Primary, which is 41.2% of all terminated agreements. In the Secondary, 104 agreements were terminated, thus accounting for 58.8% of all terminated agreements. Compared with the previous year, there was a 28% raise in the number of ISA agreements terminated.

- 80 pupils out of 177 (45.2%) terminated their agreement, continued with another type of support or no longer needed Educational Support.
- 42 pupils (23.7%) of those for whom ISA agreements were terminated moved to another school based on the pupil's particular special educational needs. Half of these decisions (21) were taken based on common agreement between the pupil's legal representative and the school.
- In 21 cases, the legal representative took the decision despite the fact that the school declared that it would be able to meet the pupil's special educational needs in the future.
- In 55 cases, pupils who were receiving ISA left the school for other reasons not related to their special educational needs.

In the same school year, 479 new ISA agreements were signed, which is 56.5% increase compared to the previous school year. Most of the new agreements (48%) were signed in the Secondary cycle.

**Table 12 : Termination of ISA agreements**

| Reason for termination of ISA   |  | 2018-2019 |           |            | 2019-2020 |           |            | 2020-2021 |            |            |
|---|--|-----------|-----------|------------|-----------|-----------|------------|-----------|------------|------------|
|   |  | N&P       | S         | Total      | N&P       | S         | Total      | N&P       | S          | Total      |
| The pupil no longer needs the ISA programme because:  | He/she is continuing with a different type of support  | 20        | 17        | 37         | 12        | 17        | 29         | 12        | 17         | 29         |
|   | Support no longer needed   | 15        | 20        | 35         | 5         | 17        | 22         | 21        | 30         | 51         |
| Moved to a school better suited to the particular special educational needs because :               | A common agreement between the legal representative and the school after thorough consideration. | 10        | 20        | 30         | 6         | 9         | 15         | 8         | 13         | 21         |
|   | The legal representative took that decision.   | 9         | 12        | 21         | 5         | 24        | 29         | 8         | 13         | 21         |
|   | It was a decision of the school.   | 0         | 0         | 0          | 0         | 1         | 1          | 0         | 0          | 0          |
| The pupil left the school for other reasons not related to the particular special educational needs |  | 20        | 29        | 49         | 20        | 22        | 42         | 24        | 31         | 55         |
| <b>TOTAL</b>  |  | <b>74</b> | <b>98</b> | <b>172</b> | <b>48</b> | <b>90</b> | <b>138</b> | <b>74</b> | <b>104</b> | <b>177</b> |
|   |  |           |           |            |           |           | ↓19,8%     |           |            | ↑28,3%     |

**Table 13a : Number of new ISA agreements – Overview**

| Class        | 2017-2018 |            |           |            | 2018-2019 |            |            |            | 2019-2020 |            |            |            | 2020-2021 |            |            |            |  |        |
|--------------|-----------|------------|-----------|------------|-----------|------------|------------|------------|-----------|------------|------------|------------|-----------|------------|------------|------------|--|--------|
|              | N         | P          | S         | TOT        | N         | P          | S          | TOT        | N         | P          | S          | TOT        | N         | P          | S          | TOT        |  |        |
| 1            | 5         | 27         | 30        | 62         | 21        | 40         | 36         | 97         | 14        | 23         | 41         | 78         | 23        | 36         | 147        | 206        |  |        |
| 2            | 13        | 29         | 15        | 57         | 19        | 35         | 22         | 76         | 19        | 50         | 19         | 88         | 21        | 45         | 16         | 82         |  |        |
| 3            |           | 41         | 12        | 53         |           | 58         | 19         | 77         |           | 36         | 7          | 43         |           | 32         | 7          | 39         |  |        |
| 4            |           | 23         | 10        | 33         |           | 39         | 14         | 53         |           | 33         | 12         | 45         |           | 49         | 26         | 75         |  |        |
| 5            |           | 20         | 22        | 42         |           | 26         | 6          | 32         |           | 31         | 16         | 47         |           | 43         | 16         | 59         |  |        |
| 6            |           |            | 4         | 4          |           |            | 8          | 8          |           |            | 4          | 4          |           |            | 15         | 15         |  |        |
| 7            |           |            | 3         | 3          |           |            | 4          | 4          |           |            | 1          | 1          |           |            | 3          | 3          |  |        |
| <b>TOTAL</b> | <b>18</b> | <b>140</b> | <b>96</b> | <b>254</b> | <b>40</b> | <b>198</b> | <b>109</b> | <b>347</b> | <b>33</b> | <b>173</b> | <b>100</b> | <b>306</b> | <b>44</b> | <b>205</b> | <b>230</b> | <b>479</b> |  |        |
|              |           |            |           |            |           |            |            | ↑36,6%     |           |            |            |            | ↓11,8%    |            |            |            |  | ↑56,5% |

**Table 13b : Number of new ISA agreements by school**

|            | 2017-2018 |            |           | 2018-2019 |            |            | 2019-2020 |            |            | 2020-2021 |            |            |
|------------|-----------|------------|-----------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|
|            | N         | P          | S         | N         | P          | S          | N         | P          | S          | N         | P          | S          |
| Ali        | 0         | 1          | 5         | 0         | 1          | 2          | 0         | 1          | 4          | 0         | 4          | 4          |
| Ber        | 0         | 2          | 3         | 0         | 4          | 2          | 0         | 2          | 2          | 0         | 4          | 0          |
| B I        | 3         | 26         | 0         | 15        | 55         | 0          | 9         | 24         | 3          | 11        | 39         | 44         |
| B II       | 2         | 25         | 9         | 2         | 11         | 8          | 3         | 15         | 9          | 4         | 19         | 32         |
| B III      | 2         | 29         | 4         | 1         | 10         | 8          | 7         | 31         | 16         | 4         | 17         | 16         |
| B IV       | 2         | 8          | 13        | 1         | 9          | 4          | 0         | 14         | 8          | 1         | 21         | 11         |
| Frf        | 0         | 8          | 14        | 0         | 11         | 9          | 0         | 7          | 5          | 0         | 4          | 13         |
| Kar        | 0         | 12         | 1         | 0         | 6          | 1          | 0         | 2          | 1          | 0         | 4          | 3          |
| Lux I      | 0         | 0          | 21        | 11        | 26         | 33         | 10        | 52         | 19         | 15        | 65         | 46         |
| Lux II     | 8         | 20         | 10        | 7         | 54         | 14         | 3         | 7          | 8          | 8         | 17         | 39         |
| Mol        | 0         | 1          | 5         | 0         | 2          | 19         | 0         | 9          | 3          | 0         | 3          | 7          |
| Mun        | 1         | 6          | 8         | 2         | 8          | 5          | 0         | 8          | 12         | 0         | 8          | 9          |
| Var        | 0         | 2          | 3         | 1         | 1          | 4          | 1         | 1          | 10         | 1         | 0          | 6          |
| <b>TOT</b> | <b>18</b> | <b>140</b> | <b>96</b> | <b>40</b> | <b>198</b> | <b>109</b> | <b>33</b> | <b>173</b> | <b>100</b> | <b>44</b> | <b>205</b> | <b>230</b> |

## II.9. Staff working in ISA

The total number of staff working in the ISA area used to increase year on year, but this year there is a stabilisation. The number of the staff is now standing at 836 people. This is a difference in comparison with the previous year, where the increase was nearly 26%

The number of **teachers** went slightly up from 606 to 614, an increase of 1.3%. Teachers account for 73.4% of all staff working in ISA, which is similar to the proportion in the previous school years.

- Most of the support teachers work in the Secondary cycle (397), which is 2.8% more than it was in the previous year (386). However, the increase in the number of support teachers providing ISA since the year 2017/18 over a four-year period is 23%. When analysing the information concerning the number of hours of Educational Support in Secondary and the number of teachers that provide ISA, we can conclude that the number of hours correspond to 48 full time equivalent (FTE) and an average of 2.5 hours per week/teacher. In the Nursery/Primary cycles, 217 teachers work in the field of ISA. This is slightly less than a year ago (220). However, the increase in the number of support teachers over a four-year period (165 teachers in the school year 2016-2017) is 33%. Analysing the number of teachers in Nursery and Primary and the number of hours of ISA provided in these cycles, we can conclude that it corresponds to 62 FTE and an average of 7 hours per week per teacher.
- The proportion of seconded teachers providing ISA is 24.4% in total, locally recruited teachers accounting for the remaining 75.6%.

The number of Educational Support **Assistants** stayed stable in comparison with the previous school year. The increase over a four-year period is 52.4% (145 assistants in the year 2017/18). Educational Support assistants account for 26% of the staff working in the ISA area. The majority of the assistants work in the N/P cycle, 157 out of 221. Analysing the number of hours allocated to these professionals, we can conclude that at system level it corresponds to 97 FTE and an average of 18 h/week per assistant (23h/week in Secondary and 15h/week in Nursery/Primary).

- This year, there are no speech therapists, psycho-motor therapists or occupational therapists working in the European Schools. There is one school psychologist providing Educational Support instead of six psychologists last school year.



**Table 14 : Staff providing ISA (Number per cycle) from 2018-2019 to 2020-2021**

|                               | School Year | N&P            |        | Secondary      |        | N&P + S        |        |
|-------------------------------|-------------|----------------|--------|----------------|--------|----------------|--------|
|                               |             | Number         | %      | Number         | %      | Number         | %      |
| Seconded teacher              | 18/19       | 31             | 8,1%   | 119            | 26,8%  | 150            | 18,2%  |
|                               | 19/20       | 28             | 7,0%   | 123            | 28,1%  | 151            | 18,0%  |
|                               | 20/21       | 31             | 8,3%   | 119            | 25,8%  | 150            | 17,9%  |
| Locally recruited teacher     | 18/19       | 197            | 51,6%  | 281            | 63,3%  | 478            | 57,9%  |
|                               | 19/20       | 192            | 48,1%  | 263            | 60,1%  | 455            | 54,4%  |
|                               | 20/21       | 186            | 49,6%  | 278            | 60,3%  | 464            | 55,5%  |
| Educational Support assistant | 18/19       | 148            | 38,7%  | 37             | 8,3%   | 185            | 22,4%  |
|                               | 19/20       | 176            | 44,1%  | 46             | 10,5%  | 222            | 26,5%  |
|                               | 20/21       | 157            | 41,9%  | 64             | 13,9%  | 221            | 26,4%  |
| Speech therapist              | 18/19       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
|                               | 19/20       | 1              | 0,3%   | 2              | 0,5%   | 3              | 0,4%   |
|                               | 20/21       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
| Psycho-motor therapist        | 18/19       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
|                               | 19/20       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
|                               | 20/21       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
| Psychologist                  | 18/19       | 1              | 0,3%   | 5              | 1,1%   | 6              | 0,7%   |
|                               | 19/20       | 2,5            | 0,6%   | 0,5            | 0,1%   | 3              | 0,4%   |
|                               | 20/21       | 1              | 0,3%   | 0              | 0,0%   | 1              | 0,1%   |
| Occupational therapist        | 18/19       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
|                               | 19/20       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
|                               | 20/21       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
| Other                         | 18/19       | 5 <sup>1</sup> | 1,3%   | 2 <sup>1</sup> | 0,5%   | 7 <sup>1</sup> | 0,8%   |
|                               | 19/20       | 0              | 0,0%   | 3 <sup>2</sup> | 0,7%   | 3 <sup>2</sup> | 0,4%   |
|                               | 20/21       | 0              | 0,0%   | 0              | 0,0%   | 0              | 0,0%   |
| TOTAL                         | 18/19       | 382            | 100,0% | 444            | 100,0% | 826            | 100,0% |
|                               | 19/20       | 399,5          | 100,0% | 437,5          | 100,0% | 837            | 100,0% |
|                               | 20/21       | 375            | 100,0% | 461            | 100,0% | 836            | 100,0% |

<sup>1</sup>3 nurses having support tasks at Luxembourg I (N&P) and 4 assistants at Frankfurt, paid by the City of Frankfurt (2 in N&P and 2 in Secondary)

<sup>2</sup>3 assistants at Frankfurt: 2 paid by the City of Frankfurt and 1 by the school

## II.10. Tripartite agreements

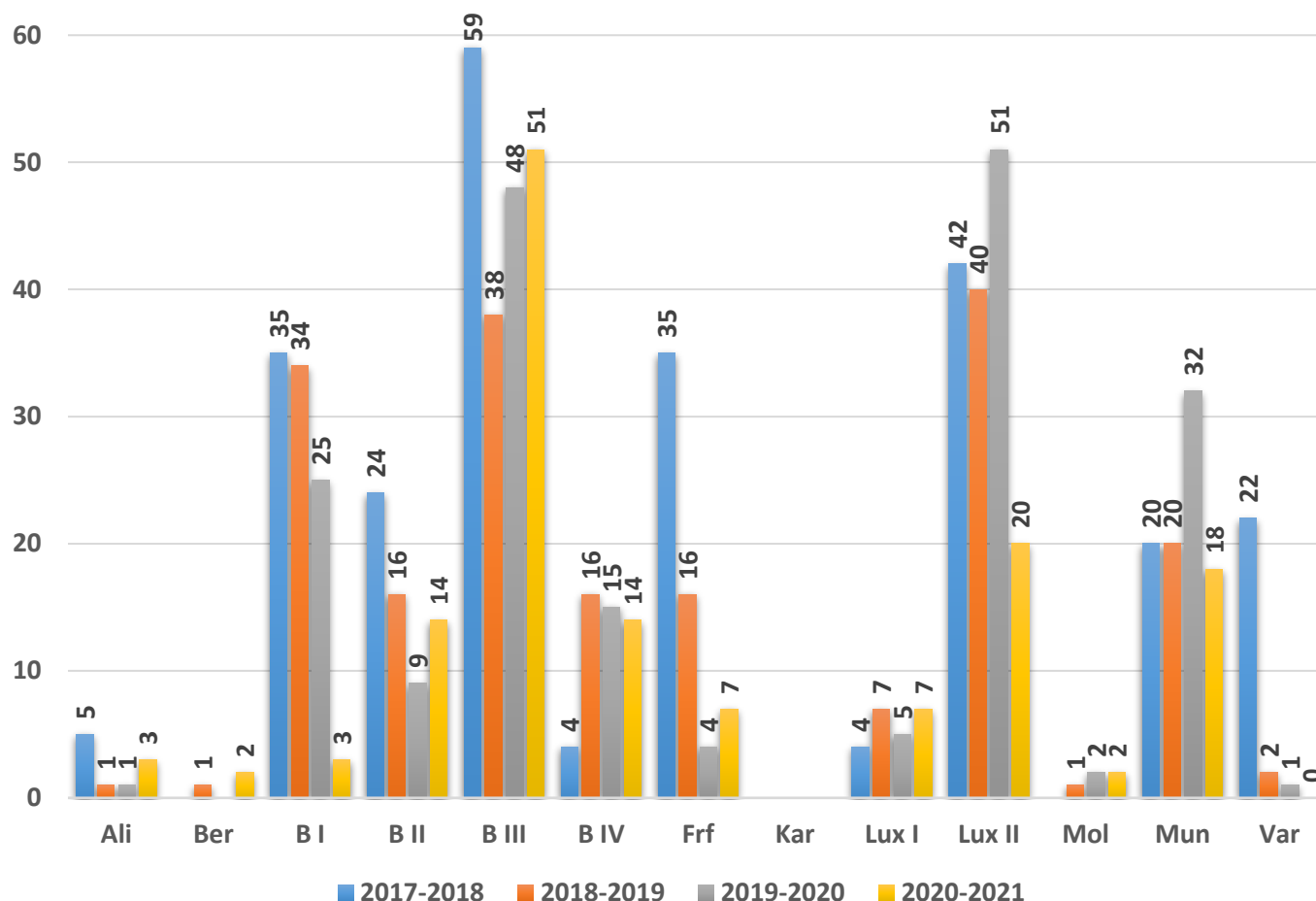
Therapy can be arranged in the schools on the basis of a tripartite agreement. Under such an agreement, the school's role is to make a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination and monitor pupils' development through meetings of the support advisory group.

The total number of tripartite agreements is 141, which is a 26.9% decrease compared to the previous year (193). Some schools have indicated that the drop in the number of tripartite agreements was mainly due to COVID-19.

- The largest number of tripartite agreements is in the Primary, with 100 agreements (70.9%). In the Secondary there are 23 such agreements and 18 in Nursery.
- Most tripartite agreements (69.5%) are signed for pupils receiving ISA.

The largest number of agreements was signed at the ES, Brussels III (increase from 48 to 51 since the previous school year), as shown in Chart 9. Alicante and Brussels I have 3 agreements and Bergen has 2. Karlsruhe and Varese have no tripartite agreement

**Chart 9 : Tripartite agreements**



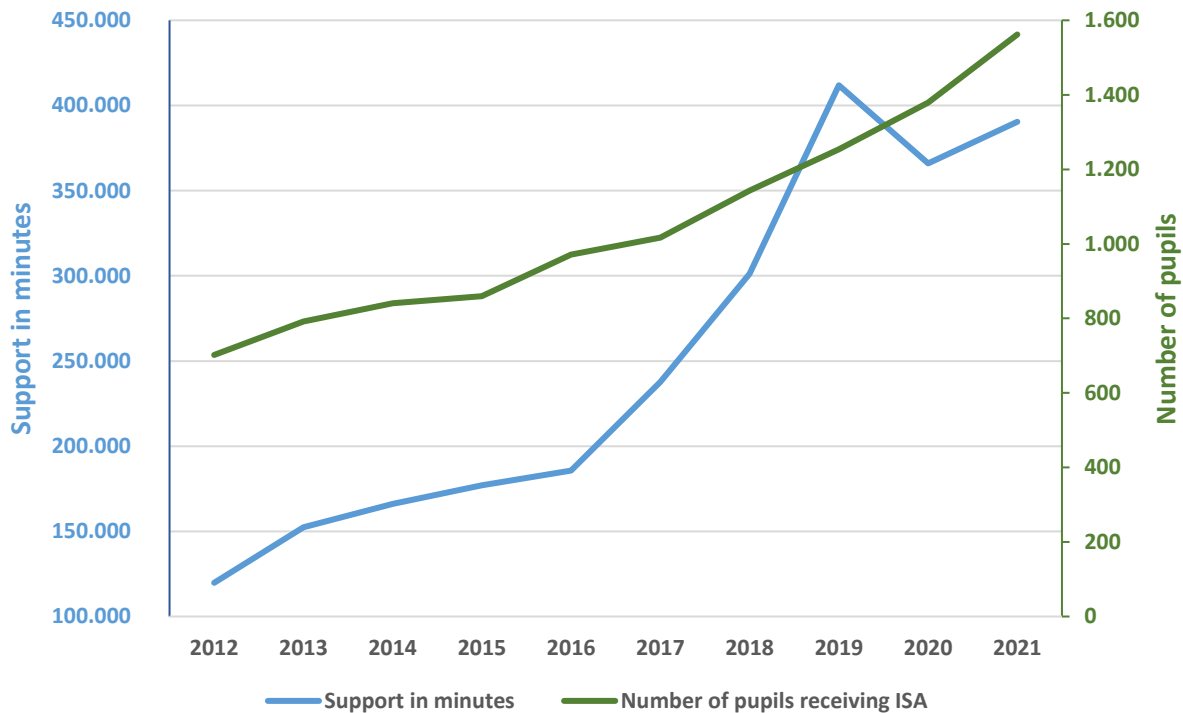
## II.11. Time used for Intensive Support A

The total amount of ISA time per week in the European Schools amounted to 390 442 minutes per week (6 508 hours of ISA support per week across the European Schools System). In the previous school year, it was 365 933 minutes, meaning an increase of 6.7%. The amount of ISA does not distinguish between support given to groups or to individuals.

**Table 15 : Development of ISA time and number of pupils with ISA agreements 2018-2021**

| School year | Support in minutes | Increase on the previous year | Number of pupils receiving ISA | Increase in pupils receiving ISA |
|-------------|--------------------|-------------------------------|--------------------------------|----------------------------------|
| 2018        | 301.140            | 26,6%                         | 1.143                          | 12,4%                            |
| 2019        | 412.544            | 36,8%                         | 1.254                          | 9,7%                             |
| 2020        | 365.933            | -11,3%                        | 1.379                          | 10,0%                            |
| 2021        | 390.442            | 6,7%                          | 1.562                          | 13,3%                            |

**Chart 10 : Development of ISA time and of the number of pupils receiving ISA over the years**



Most ISA time, namely 62%, was provided in the Nursery and Primary cycles, which is a smaller percentage than in the previous school year.

The share of Educational Support time provided by Educational Support assistants increased rapidly in comparison with the previous year from 47% to 59.8%. This increase corresponded to a decrease in the Nursery/Primary and an increase in the Secondary cycle (in N/P from 68% to 60%, in S from 57% to 59%).

The share of Educational Support time provided by locally recruited teachers increased from 29% to 34% in total, in the Nursery and Primary from 26.5% to 35.5% and in the Secondary remained stable around 34%.

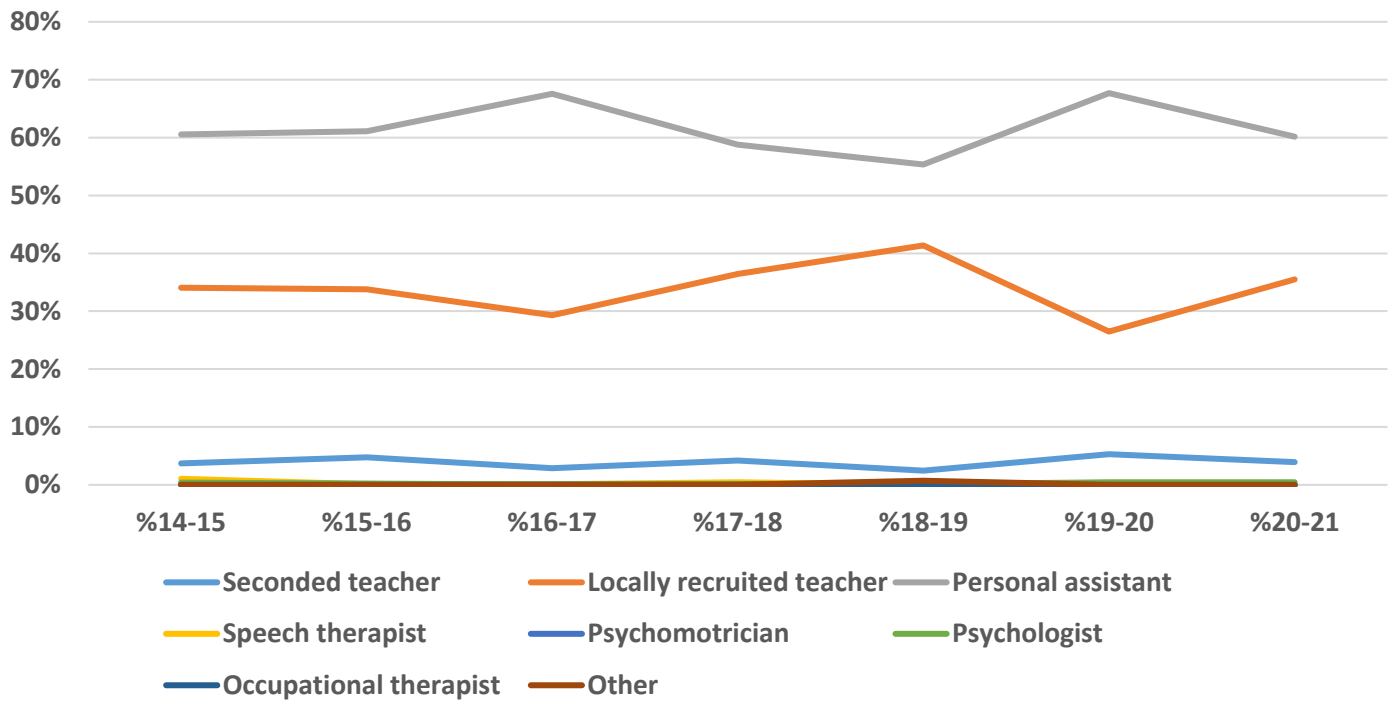
Support provided by seconded teachers in the Nursery and Primary went down from 5% to 4% in the Secondary it went down from 9% to 8.5%.

**Table 16 : Total amount of ISA time by cycle offered by different professions**

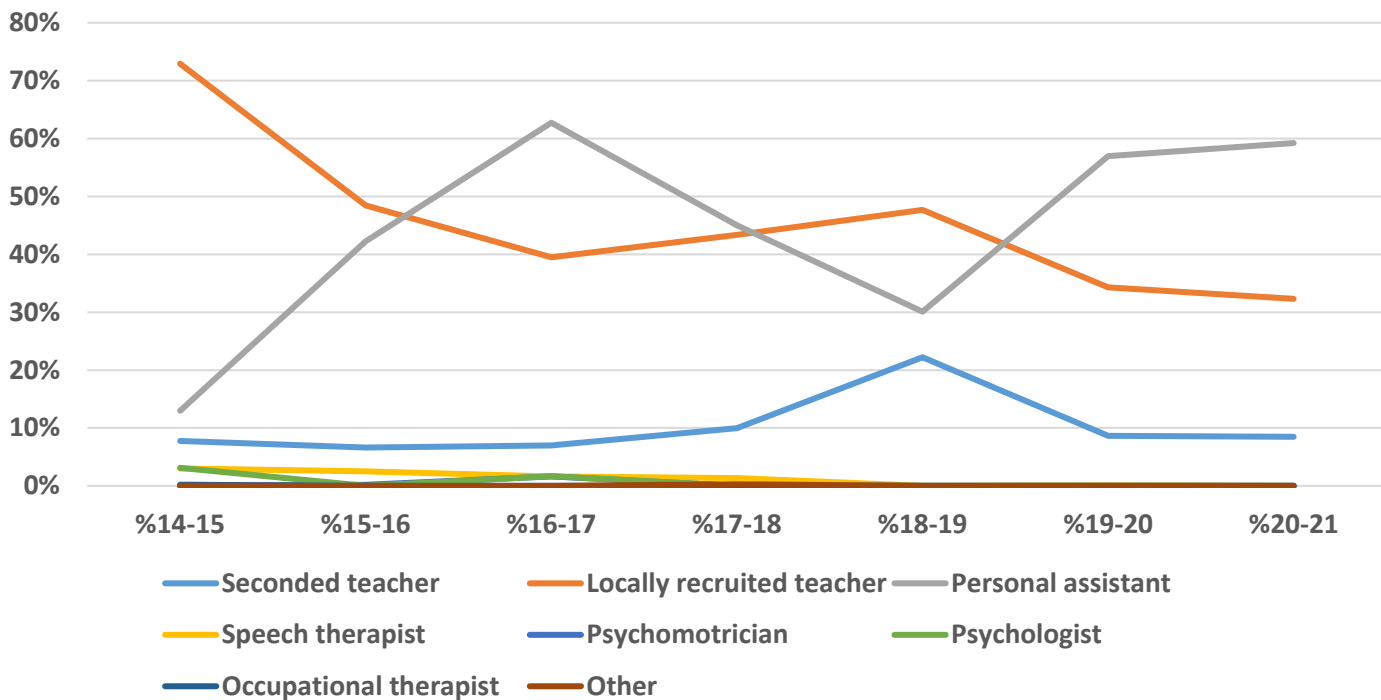
| Profession                    | Nursery & Primary |               | Secondary       |               | All cycles      |               |
|-------------------------------|-------------------|---------------|-----------------|---------------|-----------------|---------------|
|                               | Hours/week        | %             | Hours/week      | %             | Hours/week      | %             |
| Seconded teacher              | 157,75            | 3,9%          | 209,75          | 8,5%          | 367,50          | 5,6%          |
| Locally recruited teacher     | 1.431,75          | 35,5%         | 799,83          | 32,3%         | 2.231,58        | 34,3%         |
| Educational Support assistant | 2.424,24          | 60,1%         | 1.466,05        | 59,2%         | 3.890,29        | 59,8%         |
| Speech therapist              | -                 | 0,0%          | -               | 0,0%          | -               | 0,0%          |
| Psycho-motor therapist        | -                 | 0,0%          | -               | 0,0%          | -               | 0,0%          |
| Psychologist                  | 18,00             | 0,4%          | -               | 0,0%          | 18,00           | 0,3%          |
| Occupational therapist        | -                 | 0,0%          | -               | 0,0%          | -               | 0,0%          |
| Other                         | -                 | 0,0%          | -               | 0,0%          | -               | 0,0%          |
| <b>TOTAL</b>                  | <b>4.031,74</b>   | <b>100,0%</b> | <b>2.475,63</b> | <b>100,0%</b> | <b>6.507,37</b> | <b>100,0%</b> |

Charts 11 and 12 : Total amount of time by cycle offered by different professions

Nursery & Primary



Secondary

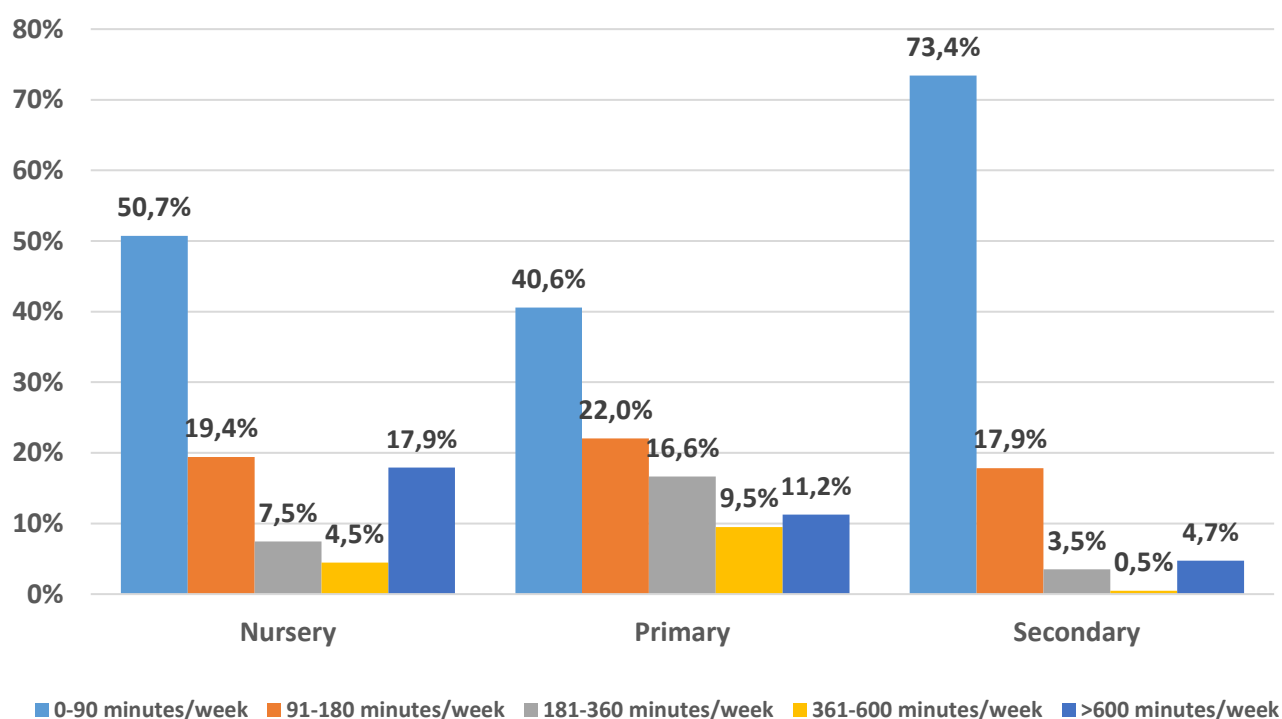


Most of the ISA provided (58.0%) amounted to less than 90 minutes per week and 19.8% of ISA was in a category between 91 and 180 minutes per week. That was similar to the last five years. The amount of ISA ranging between 181 and 360 minutes per week was 9.5%, which is more than in the previous year (7.9%). The amount of support ranging between 361 and 600 minutes per week was 4.6% and the amount of the most intensive support (more than 600 minutes per week) was 8.2%. There were no significant changes in these amounts of Educational Support provision.

**Table 17 : Amount of ISA by cycle**

| Amount of ISA        | Nursery   |               | Primary    |               | Secondary  |               | Total        |               |
|----------------------|-----------|---------------|------------|---------------|------------|---------------|--------------|---------------|
|                      | Pupils    | %             | Pupils     | %             | Pupils     | %             | Pupils       | %             |
| 0-90 minutes/week    | 34        | 50,7%         | 278        | 40,6%         | 588        | 73,4%         | 900          | 58,0%         |
| 91-180 minutes/week  | 13        | 19,4%         | 151        | 22,0%         | 143        | 17,9%         | 307          | 19,8%         |
| 181-360 minutes/week | 5         | 7,5%          | 114        | 16,6%         | 28         | 3,5%          | 147          | 9,5%          |
| 361-600 minutes/week | 3         | 4,5%          | 65         | 9,5%          | 4          | 0,5%          | 72           | 4,6%          |
| >600 minutes/week    | 12        | 17,9%         | 77         | 11,2%         | 38         | 4,7%          | 127          | 8,2%          |
| <b>TOTAL</b>         | <b>67</b> | <b>100,0%</b> | <b>685</b> | <b>100,0%</b> | <b>801</b> | <b>100,0%</b> | <b>1 553</b> | <b>100,0%</b> |

**Chart 13 : Proportion of pupils with ISA (%) receiving support (minutes per week) by cycle**



### III. Resources for Educational Support

#### III.1. Teachers providing all forms of support

In total, 1 109 teachers provided Educational Support during the 2020-2021 school year.

- 67.1% (744) worked in the Secondary cycle, 27.2% (302) in the Nursery/Primary cycles and 5.7% (63) teachers worked across cycles.
- Around two thirds of the teachers providing Educational Support were locally recruited and one third were seconded teachers. The proportion of locally recruited teachers providing Educational Support has been increasing at the system level.
- The proportions between seconded and locally recruited support teachers vary from year to year as shown on the table 18.
- The total number of teachers providing all types of support has increased by 6% at the system level. However, we can observe that the difference in the number of teachers providing support differs significantly from school to school. While in five schools we can observe a decrease in the total number of teachers between 10% and 50%, in the other schools we can see the opposite trend: an increase in the number of teachers between 13% and 49%.

**Table 18 : Teachers providing all forms of support**

|            | 2018-2019  |            |            |              |              | 2019-2020  |            |              |              |              | 2020-2021  |            |              |              |              |
|------------|------------|------------|------------|--------------|--------------|------------|------------|--------------|--------------|--------------|------------|------------|--------------|--------------|--------------|
|            | S*         | LRT        | TOT        | S*           | LRT          | S*         | LRT        | TOT          | S*           | LRT          | S*         | LRT        | TOT          | S*           | LRT          |
| Ali        | 18         | 50         | 68         | 26,5%        | 73,5%        | 40         | 34         | 74           | 54,1%        | 45,9%        | 35         | 30         | 65           | 53,8%        | 46,2%        |
| Ber        | 9          | 27         | 36         | 25,0%        | 75,0%        | 7          | 24         | 31           | 22,6%        | 77,4%        | 5          | 31         | 36           | 13,9%        | 86,1%        |
| B I        | 16         | 40         | 56         | 28,6%        | 71,4%        | 27         | 79         | 106          | 25,5%        | 74,5%        | 18         | 70         | 88           | 20,5%        | 79,5%        |
| B II       | 19         | 80         | 99         | 19,2%        | 80,8%        | 54         | 68         | 122          | 44,3%        | 55,7%        | 23         | 38         | 61           | 37,7%        | 62,3%        |
| B III      | 19         | 63         | 82         | 23,2%        | 76,8%        | 32         | 73         | 105          | 30,5%        | 69,5%        | 47         | 107        | 154          | 30,5%        | 69,5%        |
| B IV       | 16         | 46         | 62         | 25,8%        | 74,2%        | 0          | 53         | 53           | 0,0%         | 100,0%       | 27         | 46         | 73           | 37,0%        | 63,0%        |
| FrF        | 23         | 43         | 66         | 34,8%        | 65,2%        | 18         | 49         | 67           | 26,9%        | 73,1%        | 13         | 63         | 76           | 17,1%        | 82,9%        |
| Kar        | 14         | 39         | 53         | 26,4%        | 73,6%        | 28         | 34         | 62           | 45,2%        | 54,8%        | 16         | 27         | 43           | 37,2%        | 62,8%        |
| Lux I      | 59         | 96         | 155        | 38,1%        | 61,9%        | 59         | 88         | 147          | 40,1%        | 59,9%        | 60         | 107        | 167          | 35,9%        | 64,1%        |
| Lux II     | 44         | 52         | 96         | 45,8%        | 54,2%        | 26         | 71         | 97           | 26,8%        | 73,2%        | 20         | 67         | 87           | 23,0%        | 77,0%        |
| Mol        | 5          | 47         | 52         | 9,6%         | 90,4%        | 14         | 31         | 45           | 31,1%        | 68,9%        | 17         | 39         | 56           | 30,4%        | 69,6%        |
| Mun        | 32         | 36         | 68         | 47,1%        | 52,9%        | 14         | 50         | 64           | 21,9%        | 78,1%        | 22         | 66         | 88           | 25,0%        | 75,0%        |
| Var        | 32         | 35         | 67         | 47,8%        | 52,2%        | 26         | 51         | 77           | 33,8%        | 66,2%        | 18         | 97         | 115          | 15,7%        | 84,3%        |
| <b>TOT</b> | <b>306</b> | <b>654</b> | <b>960</b> | <b>31,9%</b> | <b>68,1%</b> | <b>345</b> | <b>705</b> | <b>1.050</b> | <b>32,9%</b> | <b>67,1%</b> | <b>321</b> | <b>788</b> | <b>1.109</b> | <b>28,9%</b> | <b>71,1%</b> |

\* S: Seconded.

- One third (33%) of the teachers were qualified to teach pupils with special educational needs. More than 76.2% of the teachers had more than three years of experience during the last five years in teaching pupils with special educational needs.

### III.2. Educational Support Assistants

In total, 249 assistants worked in the Educational Support area in the 2020-2021 school year, most of them (69.9%) in the Nursery and Primary. This represents a 2.5% increase.

- The largest number of assistants worked at Luxemburg I (56).
- More than 20 assistants worked at Brussels I, Brussels III, Brussels IV and Luxemburg I.
- There were no support assistants working in the Secondary cycle of Alicante and Brussels I and no support assistant at all at the ES, Bergen.
- More than half (68.3%) of the assistants were university graduates.
- Upper Secondary education accounted for 17.4% of assistants.
- Vocational training accounted for 26.6% of assistants.

**Table 19 : Educational Support Assistants in the European Schools**

|            | 2018-2019  |           |            |              |              | 2019-2020  |           |            |              |              | 2020-2021  |           |               |            |              |              |               |
|------------|------------|-----------|------------|--------------|--------------|------------|-----------|------------|--------------|--------------|------------|-----------|---------------|------------|--------------|--------------|---------------|
|            | N&P        | S         | TOT        | N&P          | S            | N&P        | S         | TOT        | N&P          | S            | N&P        | S         | Across cycles | TOT        | N&P          | S            | Across cycles |
| Ali        | 2          | 1         | 3          | 66,7%        | 33,3%        | 2          | 1         | 3          | 66,7%        | 33,3%        | 0          | 0         | 2             | 2          | 0,0%         | 0,0%         | 100,0%        |
| Ber        | 1          | 1         | 2          | 50,0%        | 50,0%        | 0          | 0         | 0          |              |              | 0          | 0         | 0             | 0          |              |              |               |
| B I        | 19         | 3         | 22         | 86,4%        | 13,6%        | 61         | 3         | 64         | 95,3%        | 4,7%         | 50         | 4         | 0             | 54         | 92,6%        | 7,4%         | 0,0%          |
| B II       | 13         | 3         | 16         | 81,3%        | 18,8%        | 10         | 3         | 13         | 76,9%        | 23,1%        | 13         | 3         | 0             | 16         | 81,3%        | 18,8%        | 0,0%          |
| B III      | 21         | 5         | 26         | 80,8%        | 19,2%        | 23         | 11        | 34         | 67,6%        | 32,4%        | 24         | 19        | 1             | 44         | 54,5%        | 43,2%        | 2,3%          |
| B IV       | 23         | 3         | 26         | 88,5%        | 11,5%        | 21         | 8         | 29         | 72,4%        | 27,6%        | 26         | 8         | 0             | 34         | 76,5%        | 23,5%        | 0,0%          |
| Frf        | 4          | 2         | 6          | 66,7%        | 33,3%        | 2          | 3         | 5          | 40,0%        | 60,0%        | 2          | 1         | 0             | 3          | 66,7%        | 33,3%        | 0,0%          |
| Kar        | 3          | 3         | 6          | 50,0%        | 50,0%        | 3          | 2         | 5          | 60,0%        | 40,0%        | 3          | 4         | 0             | 7          | 42,9%        | 57,1%        | 0,0%          |
| Lux I      | 28         | 13        | 41         | 68,3%        | 31,7%        | 32         | 16        | 48         | 66,7%        | 33,3%        | 32         | 19        | 5             | 56         | 57,1%        | 33,9%        | 8,9%          |
| Lux II     | 23         | 1         | 24         | 95,8%        | 4,2%         | 14         | 2         | 16         | 87,5%        | 12,5%        | 11         | 4         | 0             | 15         | 73,3%        | 26,7%        | 0,0%          |
| Mol        | 1          | 2         | 3          | 33,3%        | 66,7%        | 1          | 1         | 2          | 50,0%        | 50,0%        | 4          | 1         | 0             | 5          | 80,0%        | 20,0%        | 0,0%          |
| Mun        | 12         | 2         | 14         | 85,7%        | 14,3%        | 12         | 2         | 14         | 85,7%        | 14,3%        | 9          | 4         | 0             | 13         | 69,2%        | 30,8%        | 0,0%          |
| Var        | 5          | 0         | 5          | 100,0%       | 0,0%         | 10         | 0         | 10         | 100,0%       | 0,0%         | 9          | 0         | 1             | 10         | 90,0%        | 0,0%         | 10,0%         |
| <b>TOT</b> | <b>155</b> | <b>39</b> | <b>194</b> | <b>79,9%</b> | <b>20,1%</b> | <b>191</b> | <b>52</b> | <b>243</b> | <b>78,6%</b> | <b>21,4%</b> | <b>183</b> | <b>67</b> | <b>9</b>      | <b>259</b> | <b>70,7%</b> | <b>25,9%</b> | <b>3,5%</b>   |

### III.3. Educational Support Coordinators

The number of Educational Support Coordinators and the coordination time per week are shown in Table 20 below. This coordination time is resourced from the Educational Support budget, which is why the schools have more freedom and flexibility.

**Table 20 : Coordination time (in minutes per week)**

|               | 2018-2019              |           |           |                                      | 2019-2020              |           |           |                                      | 2020-2021              |           |               |           |                                      |
|---------------|------------------------|-----------|-----------|--------------------------------------|------------------------|-----------|-----------|--------------------------------------|------------------------|-----------|---------------|-----------|--------------------------------------|
|               | Number of Coordinators |           |           | Coordination time (minutes per week) | Number of Coordinators |           |           | Coordination time (minutes per week) | Number of Coordinators |           |               |           | Coordination time (minutes per week) |
|               | N&P                    | S         | TOT       |                                      | N&P                    | S         | TOT       |                                      | N&P                    | S         | Across cycles | TOT       |                                      |
| <b>Ali</b>    | 1                      | 2         | 3         | 608                                  | 1                      | 2         | 3         | 608                                  | 1                      | 1         | 0             | 2         | 540                                  |
| <b>Ber</b>    | 1                      | 1         | 2         | 285                                  | 1                      | 1         | 2         | 375                                  | 2                      | 1         | 0             | 3         | 375                                  |
| <b>B I</b>    | 1                      | 1         | 2         | 1.410                                | 2                      | 1         | 3         | 2.670                                | 2                      | 1         | 0             | 3         | 2.730                                |
| <b>B II</b>   | 1                      | 2         | 3         | 1.995                                | 1                      | 2         | 3         | 2.250                                | 1                      | 2         | 0             | 3         | 3.015                                |
| <b>B III</b>  | 8                      | 1         | 9         | 1.245                                | 8                      | 1         | 9         | 1.365                                | 1                      | 1         | 0             | 2         | 1.365                                |
| <b>B IV</b>   | 1                      | 1         | 2         | 2.190                                | 1                      | 1         | 2         | 2.490                                | 1                      | 1         | 0             | 2         | 1.920                                |
| <b>Frf</b>    | 1                      | 1         | 2         | 960                                  | 1                      | 1         | 2         | 960                                  | 1                      | 1         | 0             | 2         | 960                                  |
| <b>Kar</b>    | 3                      | 1         | 4         | 720                                  | 3                      | 1         | 4         | 675                                  | 3                      | 1         | 0             | 4         | 850                                  |
| <b>Lux I</b>  | 10                     | 1         | 11        | 1.365                                | 1                      | 1         | 2         | 1.845                                | 1                      | 2         | 0             | 3         | 2.325                                |
| <b>Lux II</b> | 1                      | 1         | 2         | 1.395                                | 1                      | 1         | 2         | 1.395                                | 1                      | 1         | 0             | 2         | 1.673                                |
| <b>Mol</b>    | 1                      | 2         | 3         | 1.605                                | 1                      | 2         | 3         | 1.290                                | 1                      | 2         | 0             | 3         | 1.320                                |
| <b>Mun</b>    | 1                      | 2         | 3         | 720                                  | 1                      | 2         | 3         | 1.125                                | 1                      | 2         | 1             | 4         | 1.125                                |
| <b>Var</b>    | 2                      | 2         | 4         | 1.860                                | 2                      | 2         | 4         | 1.680                                | 2                      | 1         | 1             | 4         | 1.680                                |
| <b>TOT</b>    | <b>32</b>              | <b>18</b> | <b>50</b> | <b>16.358</b>                        | <b>24</b>              | <b>18</b> | <b>42</b> | <b>18.728</b>                        | <b>18</b>              | <b>17</b> | <b>2</b>      | <b>37</b> | <b>19.878</b>                        |

In the 2020-2021 school year, in total,

- 37 Coordinators worked in Educational Support, five less than a year ago.
- The number of Coordinators per school ranged between two and four. The organisation of Educational Support coordination is more harmonised across the schools in comparison with the past, where there was a big difference between the schools (e.g. the number of Coordinators ranged between 2 and 11 in the school year 2018-2019).
- 75.7% of them had the qualifications required to teach pupils with special educational needs. This is a very important increase in comparison with the previous school year when the percentage of the Coordinators with required qualification was 59.5%.
- 94.6% had at least 3 years of experience in the last 5 years in teaching pupils with special educational needs.



## IV. European Baccalaureate Results of Candidates with Special Arrangements

During the most recent school years (2016-2021), the European Baccalaureate (EB) report has provided some information about the EB results of candidates with special arrangements for the EB cycle. It should be noted that pupils for whom special arrangements have been approved for EB written and oral examinations are not necessarily ISA pupils. However, the majority of pupils benefiting from special arrangements have received Educational Support at some level.

**Table 21 : European Baccalaureate results for pupils with special arrangements and for all candidates** (Data from the Reports on the European Baccalaureate 2018, 2019, 2020 and 2021)

|                      | 2018           |                           | 2019           |                           | 2020           |                           | 2021           |                           |
|----------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
|                      | All candidates | With special arrangements | All candidates | With special arrangements | All candidates | With special arrangements | All candidates | With special arrangements |
| Number of candidates | 2 116          | 96                        | 2 175          | 145                       | 2 265          | 143                       | 2 370          | 177                       |
| Number of boys       | 1 039          | 55                        | 1 105          | 76                        | 1 102          | 87                        | 1 224          | 93                        |
| Number of girls      | 1 077          | 41                        | 1 070          | 69                        | 1 163          | 56                        | 1 146          | 84                        |
| Pass rate            | 98.2%          | 97.9%                     | 98.2%          | 95.9%                     | 98.21%         | 97.20%                    | 99.54%         | 98.87%                    |
| Average final mark   | 78.4%          | 72.6%                     | 78.8%          | 72.8%                     | 79.99*         | 74.83*                    | 78.19%         | 72.50%                    |
| AFM boys             | 76.7%          | 72.6%                     | 77.1%          | 71.8%                     | 78.33*         | 74.32*                    | 76.09%         | 71.43%                    |
| AFM girls            | 79.9%          | 72.6%                     | 80.7%          | 73.9%                     | 81.55*         | 75.64*                    | 80.44%         | 73.68%                    |
| Overall written mark | 74.0%          | 67.3%                     | 75.2%          | 68.0%                     | N/A            | N/A                       | 72.83%         | 66.88%                    |
| Overall oral mark    | 81.7%          | 76.3%                     | 82.1%          | 77.6%                     | N/A            | N/A                       | N/A            | N/A                       |

\* After moderation

The number and proportion of candidates with special arrangements increased significantly for the BAC session 2021 and was at an all-time high level, up by 84% compared to 2018.

Comparing the main EB results, candidates with special arrangements do not differ significantly from the total EB candidate population. They achieve slightly lower average marks but the pass rate is in line with that of all candidates. The marks should be seen in the light of the New Marking System that was introduced for the first time with BAC 2021, where 50% instead of 60% corresponds to a passing mark. BAC 2021 was also affected by the COVID-19 pandemic and the oral exams were cancelled and their contribution towards the final mark replaced by the final A-mark.

The most common special arrangements that were granted for BAC 2021 were (in descending order):

- 10 minutes extra time per examination hour
- 10 minutes extra time per preparation of oral examinations (although the oral examinations were cancelled this year due to the ongoing COVID-19 pandemic)
- Use of a computer with or without a spell checker
- Use of a calculator
- Reader

## V. Budget for Educational Support

### V.1. Educational Support Costs in the 2020-2021 school year in relation to different forms of support and Costs per pupils

Tables 22, 23 and 24 below show the actual costs calculated to match the 2020-2021 school year and take into account 4 twelfths coming from the Closure of Accounts 2020 and 8 twelfths coming from the Closure of Accounts 2021, including the amendments.

Costs per pupil are calculated on the basis of the closing of the accounts of the European Schools, in which the figures are not broken down by type of support (they include the costs of General, Moderate, ISB and ISA Support).

The total number of ES pupils receiving General Support is 4 745, Moderate Support 2 682, ISA 1 562 and ISB 450. General Support and Moderate Support were provided to less pupils than in the previous year, respectively -5.0% and -4.2%. The populations of pupils receiving Intensive Support B and A increased respectively by 38.9% and by 13.3%. It should be remembered that any one pupil may receive several forms of support.

The actual cost of all forms of Educational Support in the 2020-2021 school year totalled € 19.632.132. This is a 13.5% (€ 2.327.981) increase on the previous year's total actual cost.

The average actual cost per pupil in the ES in the 2020-2021 school year was € 2.080. This is €258 (14.2%) more than in the previous school year.

- The cost per pupil is highest at the ES, Luxembourg II (€3 813) followed by Luxemburg I (€2 983), Brussels III (€2 690) and Brussels I (€ 2 543).
- The cost per pupil is clearly the lowest at the ES, Munich, where it is €911.
- Also, in the ES, Frankfurt, Mol and Karlsruhe the cost per pupil is markedly lower than the average cost.

**Table 22 : Costs in the 2020-2021 school year**

If a pupil receives several forms of Educational Support, he or she will be counted as one in each form of Educational Support that he or she has received.

| A          | B                      | C                   | D                                   | E                   | F                                  | G                             | H                               | I  | J                              | K                             | L                              | M                   | N  | O                   | P                    |
|------------|------------------------|---------------------|-------------------------------------|---------------------|------------------------------------|-------------------------------|---------------------------------|--|--------------------------------|-------------------------------|--------------------------------|---------------------|--|---------------------|----------------------|
| School     | Costs                  | % of the total cost | Number of Pupils (total population) | % of the pupil pop. | Number of pupils with General Sup. | % pupils with General Support | Number of pupils with Mod. Sup. | % of the pupils receiving Moderate Support | Number of pupils receiving ISB | % of the pupils receiving ISB | Number of pupils receiving ISA | % of the pupil pop. | Total pupils receiving support (F+H+J+L) | % of the pupil pop. | Cost Per pupil (B/N) |
| Ali        | 549.573,67 €           | 2,8%                | 1.050                               | 3,7%                | 190                                | 4,0%                          | 79                              | 2,9%                                       | 25                             | 5,6%                          | 27                             | 1,7%                | 321                                      | 3,4%                | 1.712,07 €           |
| Ber        | 279.941,00 €           | 1,4%                | 581                                 | 2,1%                | 75                                 | 1,6%                          | 25                              | 0,9%                                       | 7                              | 1,6%                          | 12                             | 0,8%                | 119                                      | 1,3%                | 2.352,45 €           |
| B I        | 3.064.423,00 €         | 15,6%               | 4.302                               | 15,2%               | 640                                | 13,5%                         | 189                             | 7,0%                                       | 121                            | 26,9%                         | 255                            | 16,3%               | 1.205                                    | 12,8%               | 2.543,09 €           |
| B II       | 1.344.597,00 €         | 6,8%                | 3.201                               | 11,3%               | 446                                | 9,4%                          | 330                             | 12,3%                                      | 10                             | 2,2%                          | 172                            | 11,0%               | 958                                      | 10,1%               | 1.403,55 €           |
| B III      | 2.461.338,33 €         | 12,5%               | 3.310                               | 11,7%               | 517                                | 10,9%                         | 148                             | 5,5%                                       | 74                             | 16,4%                         | 176                            | 11,3%               | 915                                      | 9,7%                | 2.689,99 €           |
| B IV       | 1.484.357,33 €         | 7,6%                | 3.098                               | 11,0%               | 449                                | 9,5%                          | 270                             | 10,1%                                      | 71                             | 15,8%                         | 72                             | 4,6%                | 862                                      | 9,1%                | 1.721,99 €           |
| Frf        | 698.989,00 €           | 3,6%                | 1.591                               | 5,6%                | 325                                | 6,8%                          | 333                             | 12,4%                                      | 24                             | 5,3%                          | 67                             | 4,3%                | 749                                      | 7,9%                | 933,23 €             |
| Kar        | 487.399,00 €           | 2,5%                | 913                                 | 3,2%                | 271                                | 5,7%                          | 65                              | 2,4%                                       | 29                             | 6,4%                          | 41                             | 2,6%                | 406                                      | 4,3%                | 1.200,49 €           |
| Lux I      | 4.236.412,67 €         | 21,6%               | 3.313                               | 11,7%               | 518                                | 10,9%                         | 577                             | 21,5%                                      | 12                             | 2,7%                          | 313                            | 20,0%               | 1.420                                    | 15,0%               | 2.983,39 €           |
| Lux II     | 2.676.636,67 €         | 13,6%               | 2.668                               | 9,5%                | 254                                | 5,4%                          | 150                             | 5,6%                                       | 38                             | 8,4%                          | 260                            | 16,6%               | 702                                      | 7,4%                | 3.812,87 €           |
| Mol        | 534.896,67 €           | 2,7%                | 731                                 | 2,6%                | 192                                | 4,0%                          | 302                             | 11,3%                                      | 4                              | 0,9%                          | 34                             | 2,2%                | 532                                      | 5,6%                | 1.005,44 €           |
| Mun        | 649.586,67 €           | 3,3%                | 2.142                               | 7,6%                | 517                                | 10,9%                         | 82                              | 3,1%                                       | 33                             | 7,3%                          | 81                             | 5,2%                | 713                                      | 7,6%                | 911,06 €             |
| Var        | 1.163.980,67 €         | 5,9%                | 1.331                               | 4,7%                | 351                                | 7,4%                          | 132                             | 4,9%                                       | 2                              | 0,4%                          | 52                             | 3,3%                | 537                                      | 5,7%                | 2.167,56 €           |
| <b>TOT</b> | <b>19.632.131,67 €</b> | <b>100,0%</b>       | <b>28.231</b>                       | <b>100,0%</b>       | <b>4.745</b>                       | <b>100,0%</b>                 | <b>2.682</b>                    | <b>100,0%</b>                              | <b>450</b>                     | <b>100,0%</b>                 | <b>1.562</b>                   | <b>100,0%</b>       | <b>9.439</b>                             | <b>100,0%</b>       | <b>2.079,90 €</b>    |

All school population: 695,41 €

**Table 23 : Development of costs per pupils (actual costs)**

| School     | 2015-2016         | 2016-2017         | 2017-2018         | 2018-2019         | 2019-2020         | 2020-2021         |
|------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Ali        | 748,67 €          | 1.332,11 €        | 1.349,32 €        | 1.168,32 €        | 1.524,55 €        | 1.712,07 €        |
| Ber        | 838,73 €          | 575,48 €          | 1.402,64 €        | 1.888,14 €        | 2.144,59 €        | 2.352,45 €        |
| B I        | 1.755,31 €        | 2.486,59 €        | 2.737,35 €        | 3.002,39 €        | 2.858,28 €        | 2.543,09 €        |
| B II       | 1.321,55 €        | 1.570,11 €        | 1.699,86 €        | 1.027,31 €        | 1.057,20 €        | 1.403,55 €        |
| B III      | 1.382,93 €        | 1.569,89 €        | 1.717,61 €        | 2.044,13 €        | 2.401,21 €        | 2.689,99 €        |
| B IV       | 968,00 €          | 1.427,62 €        | 1.395,98 €        | 1.217,58 €        | 1.362,23 €        | 1.721,99 €        |
| Frf        | 192,13 €          | 425,07 €          | 595,74 €          | 700,17 €          | 1.055,28 €        | 933,23 €          |
| Kar        | 734,39 €          | 1.221,33 €        | 887,64 €          | 1.072,63 €        | 1.058,43 €        | 1.200,49 €        |
| Lux I      | 1.336,40 €        | 921,02 €          | 964,79 €          | 1.453,91 €        | 2.026,74 €        | 2.983,39 €        |
| Lux II     | 1.110,25 €        | 1.410,00 €        | 2.050,05 €        | 2.874,92 €        | 3.655,62 €        | 3.812,87 €        |
| Mol        | 674,52 €          | 415,07 €          | 553,27 €          | 652,32 €          | 981,84 €          | 1.005,44 €        |
| Mun        | 1.080,11 €        | 931,32 €          | 818,53 €          | 666,98 €          | 750,06 €          | 911,06 €          |
| Var        | 1.371,31 €        | 1.604,11 €        | 1.966,90 €        | 2.336,08 €        | 1.935,69 €        | 2.167,56 €        |
| <b>TOT</b> | <b>1.118,92 €</b> | <b>1.281,59 €</b> | <b>1.393,88 €</b> | <b>1.522,50 €</b> | <b>1.821,68 €</b> | <b>2.079,90 €</b> |

Table 24 below shows the allocations and the use of the Educational Support budget and expenditures per school. The 'Initial budget' column is the budget allocation as approved by the Board of Governors. The 'Implementation' column is the actual expenditure or the actual use of the budget.

The 2021 Budget shown below includes the supplementary or amending budgets approved during 2021, e.g. to face the extra needs due to the pandemic in the area of Educational Support.

The budget line 'Remunerations relating to Educational Support' covers salaries, social security charges and other staff costs linked with Educational Support. The budget line 'Educational Support' covers equipment and material in relation with Educational Support.

The figures provided in the tables above show an important disparity between the cost per pupil in the different schools, even in those that have similar characteristics.

It is important to note that more than 99% of the budget allocated to Educational Support relates to salaries. Therefore, the advancements in steps and salary annual increases do have a major impact in the total budget allocated to Educational Support. Additionally, as most of the teachers providing Educational Support are locally recruited, in some Schools the salary increase due to the measures put in place to attract and retain qualified teachers has an impact on the Educational Support budget.

Most of the schools show a consistent increase of the cost per pupil, which is reflected in average cost per pupil at system level. However, in some schools there is an oscillation in the cost per pupil and in one of the schools there is a constant decrease in the cost per pupil over the last 4 years.

**Table 24 : Budget and Expenditures for Educational Support**

|  | 2018              |                   | 2019              |                   | 2020              |                   | 2021              |                   |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|  | 2018 Budget       | Implementation    | 2019 Budget       | Implementation    | 2020 Budget       | Implementation    | 2021 Budget       | Implementation    |
| <b>Alicante</b>                            | <b>348.940</b>    | <b>392.051</b>    | <b>465.807</b>    | <b>408.582</b>    | <b>551.868</b>    | <b>513.771</b>    | <b>570.038</b>    | <b>567.475</b>    |
| Remunerations relating to educational supp | 347.440           | 392.051           | 464.307           | 408.582           | 550.368           | 513.771           | 568.538           | 566.603           |
| Educational Support                        | 1.500             | 0                 | 1.500             | 0                 | 1.500             | 0                 | 1.500             | 872               |
| <b>Bergen</b>                              | <b>132.962</b>    | <b>160.153</b>    | <b>152.962</b>    | <b>220.137</b>    | <b>282.312</b>    | <b>285.609</b>    | <b>279.158</b>    | <b>277.107</b>    |
| Remunerations relating to educational supp | 130.000           | 156.897           | 150.000           | 217.288           | 279.279           | 283.623           | 275.958           | 273.880           |
| Educational Support                        | 2.962             | 3.256             | 2.962             | 2.849             | 3.033             | 1.986             | 3.200             | 3.227             |
| <b>Bruxelles I</b>                         | <b>1.806.000</b>  | <b>2.138.511</b>  | <b>2.136.881</b>  | <b>2.866.883</b>  | <b>2.384.173</b>  | <b>3.179.829</b>  | <b>3.320.545</b>  | <b>3.006.720</b>  |
| Remunerations relating to educational supp | 1.800.000         | 2.134.601         | 2.130.881         | 2.862.894         | 2.378.173         | 3.173.059         | 3.310.545         | 3.004.127         |
| Educational Support                        | 6.000             | 3.910             | 6.000             | 3.989             | 6.000             | 6.770             | 10.000            | 2.593             |
| <b>Bruxelles II</b>                        | <b>1.560.910</b>  | <b>1.308.353</b>  | <b>1.879.475</b>  | <b>1.039.348</b>  | <b>1.437.559</b>  | <b>1.183.469</b>  | <b>1.340.940</b>  | <b>1.425.161</b>  |
| Remunerations relating to educational supp | 1.555.910         | 1.304.805         | 1.869.475         | 1.033.099         | 1.427.559         | 1.178.108         | 1.330.940         | 1.418.577         |
| Educational Support                        | 5.000             | 3.548             | 10.000            | 6.249             | 10.000            | 5.361             | 10.000            | 6.584             |
| <b>Bruxelles III</b>                       | <b>1.363.000</b>  | <b>1.652.386</b>  | <b>1.713.220</b>  | <b>1.746.349</b>  | <b>1.760.734</b>  | <b>2.220.783</b>  | <b>2.560.456</b>  | <b>2.581.616</b>  |
| Remunerations relating to educational supp | 1.350.000         | 1.640.243         | 1.700.000         | 1.734.395         | 1.747.250         | 2.212.095         | 2.546.702         | 2.570.387         |
| Educational Support                        | 13.000            | 12.143            | 13.220            | 11.954            | 13.484            | 8.688             | 13.754            | 11.229            |
| <b>Bruxelles IV</b>                        | <b>1.204.711</b>  | <b>1.099.512</b>  | <b>1.284.646</b>  | <b>1.103.110</b>  | <b>1.374.015</b>  | <b>1.320.146</b>  | <b>1.508.320</b>  | <b>1.566.463</b>  |
| Remunerations relating to educational supp | 1.199.711         | 1.095.771         | 1.275.000         | 1.100.905         | 1.360.015         | 1.314.157         | 1.488.000         | 1.557.506         |
| Educational Support                        | 5.000             | 3.741             | 9.646             | 2.205             | 14.000            | 5.989             | 20.320            | 8.957             |
| <b>Frankfurt</b>                           | <b>153.150</b>    | <b>500.482</b>    | <b>304.152</b>    | <b>555.302</b>    | <b>383.426</b>    | <b>627.777</b>    | <b>713.702</b>    | <b>734.595</b>    |
| Remunerations relating to educational supp | 151.150           | 500.214           | 301.152           | 555.061           | 380.426           | 627.333           | 710.702           | 732.986           |
| Educational Support                        | 2.000             | 268               | 3.000             | 241               | 3.000             | 444               | 3.000             | 1.609             |
| <b>Karlsruhe</b>                           | <b>420.000</b>    | <b>378.350</b>    | <b>448.000</b>    | <b>382.002</b>    | <b>448.000</b>    | <b>404.365</b>    | <b>527.095</b>    | <b>528.916</b>    |
| Remunerations relating to educational supp | 410.000           | 374.709           | 440.000           | 377.986           | 440.000           | 401.055           | 519.095           | 525.566           |
| Educational Support                        | 10.000            | 3.641             | 8.000             | 4.016             | 8.000             | 3.310             | 8.000             | 3.350             |
| <b>Luxembourg I</b>                        | <b>1.179.300</b>  | <b>1.763.588</b>  | <b>1.558.687</b>  | <b>2.533.451</b>  | <b>1.917.165</b>  | <b>3.983.538</b>  | <b>4.355.477</b>  | <b>4.362.850</b>  |
| Remunerations relating to educational supp | 1.170.800         | 1.752.943         | 1.552.387         | 2.530.967         | 1.900.517         | 3.983.538         | 4.343.037         | 4.360.325         |
| Educational Support                        | 8.500             | 10.645            | 6.300             | 2.484             | 16.648            | 0                 | 12.440            | 2.525             |
| <b>Luxembourg II</b>                       | <b>1.305.125</b>  | <b>1.518.394</b>  | <b>1.520.000</b>  | <b>2.069.723</b>  | <b>1.720.000</b>  | <b>2.556.782</b>  | <b>2.961.822</b>  | <b>2.736.564</b>  |
| Remunerations relating to educational supp | 1.300.000         | 1.514.094         | 1.500.000         | 2.066.408         | 1.700.000         | 2.555.602         | 2.942.022         | 2.726.935         |
| Educational Support                        | 5.125             | 4.300             | 20.000            | 3.315             | 20.000            | 1.180             | 19.800            | 9.629             |
| <b>Mol</b>                                 | <b>293.094</b>    | <b>273.936</b>    | <b>337.292</b>    | <b>391.408</b>    | <b>333.945</b>    | <b>425.802</b>    | <b>441.121</b>    | <b>589.444</b>    |
| Remunerations relating to educational supp | 290.594           | 271.478           | 334.792           | 389.749           | 330.195           | 423.427           | 437.371           | 587.281           |
| Educational Support                        | 2.500             | 2.458             | 2.500             | 1.659             | 3.750             | 2.375             | 3.750             | 2.163             |
| <b>Munich</b>                              | <b>862.430</b>    | <b>523.657</b>    | <b>702.847</b>    | <b>562.561</b>    | <b>703.000</b>    | <b>622.166</b>    | <b>733.004</b>    | <b>663.297</b>    |
| Remunerations relating to educational supp | 859.430           | 520.858           | 699.847           | 560.796           | 700.000           | 621.624           | 729.254           | 660.682           |
| Educational Support                        | 3.000             | 2.799             | 3.000             | 1.765             | 3.000             | 542               | 3.750             | 2.615             |
| <b>Varese</b>                              | <b>606.000</b>    | <b>919.305</b>    | <b>807.000</b>    | <b>1.082.161</b>  | <b>1.122.200</b>  | <b>1.151.680</b>  | <b>1.227.550</b>  | <b>1.170.131</b>  |
| Remunerations relating to educational supp | 600.000           | 913.305           | 800.000           | 1.075.161         | 1.113.200         | 1.144.600         | 1.218.550         | 1.161.131         |
| Educational Support                        | 6.000             | 6.000             | 7.000             | 7.000             | 9.000             | 7.080             | 9.000             | 9.000             |
|  | <b>11.235.622</b> | <b>12.628.678</b> | <b>13.310.969</b> | <b>14.961.017</b> | <b>14.418.397</b> | <b>18.475.717</b> | <b>20.539.228</b> | <b>20.210.339</b> |

## VI. Training and coordination activities

### VI.1. Training activities developed at the school level

Table 25 : Training activities developed at school level

| School      | External experts                             |       |           | In-house expertise           |       |           | Pedagogical Day  |       |           |
|-------------|--|-------|-----------|------------------------------|-------|-----------|--|-------|-----------|
|             | Field  | Hours | Nbr Staff | Field                        | Hours | Nbr Staff | Field  | Hours | Nbr Staff |
| Bru I (UCC) | Mental wellbeing/ Learning Difficulties      | 8     | 25        | autism                       | 6     | 40        | General information on support provision                 | 1     | All       |
|             |  |       |           |                              |       |           | Evaluation/Tools   | 2     | 30        |
| Bru II      | Learning/behavioural difficulties, Software, | 8     | 55        |                              |       |           | Mental Disorders / Stress Management/ Emotion Management | 9,5   | 185       |
| Bru III     | Dysortographia                               | 3     | 31        |                              |       |           | Learning/behavioural difficulties, Software,             | 8     | 55        |
| Bru IV      | Dyslexia                                     | 8,5   | 25        |                              |       |           | Dysortographia   | 2     | 15        |
| Frf         | Epilepsy                                     | 4     | 10        |                              |       |           |  |       |           |
| Kar         | Stress Management of Children                | 4     | 80        |                              |       |           |  |       |           |
| Lux I       |  |       |           | L1/ math/well being          | 34    | 46        | Workshops on Dyslexia/Paul Dennison/Brain Gym            | 8     | All       |
| Lux II      | Reading                                      | 1     | 2         |                              |       |           |  |       |           |
| Mol         | Inclusive Education and Digitalisation       | 2     | 15        | Procedures                   | 2     | 65        |  |       |           |
| Mun         | Mental wellbeing/ Learning Difficulties      | 8     | 25        |                              |       |           | Assessment   | 3     | 130       |
| Var         | Learning/behavioural difficulties, Software, | 8     | 55        | Mental health and well-being | 2     | All       | School psychologists provided the training               | 1     | All       |

Some schools referred that some of the planned training that had to be cancelled due to COVID-19 restrictions will take place in the 2021/2022 school year. Additionally, teachers also followed Individual in-service training outside the school.

## **VI.2. Surveys and training activities developed at the system level**

Surveys launched/analysed during the school year 2020/2021:

- ICT for Inclusion and modernisation of Special Arrangements
- Tools for Early Identification of Pupils' Abilities and Needs
- Transition to other Educational Paths
- Situation of School Psychologists in the European Schools

A system-wide survey exploring the impact of COVID-19 on teaching and learning during 2020-2021 school year across all European Schools was undertaken by the Task Force Preparation for the 2021-2022 school year.

The goal was to understand better the impact of the pandemic on teaching and learning. The survey targets parents and legal representatives, Secondary pupils S1-S7 and all management and educational staff. This was aimed at helping the European Schools become more resilient and better respond and adapt to adversity and contemporary challenges, as building resilience requires careful assessment of the impact of the recent crisis to inform policymaking.

The survey was administered via Microsoft Forms, in English, French and German, from 28.09.2021 to 30.11.2021. It was sent to all staff of the ES, all S1 to S7 pupils and all parents and legal representatives via the schools' directions.

The rate of response was the following:

| <b>Category</b>                   | <b>Number of respondents</b> | <b>Estimated percentage of responses</b> |
|-----------------------------------|------------------------------|--|
| Staff                             | 872                          | 36.1%                                    |
| S1-S7 Pupils                      | 2287                         | 14.57%                                   |
| Parents and legal representatives | 6444                         | 24%                                      |

The survey included two questions for each response group addressing the provision of Educational Support during the school year 2020/2021:

### **Parents and legal representatives:**

- Question 31 : During in situ learning, Educational Support was well organised.
- Question 32 : During distance learning, Educational Support was well organised.

### **Main outcomes:**

Parents' opinion on the organisation of Educational Support is very positive when it comes to in-situ learning (31). Regarding the organisation of distance Educational Support (32), the opinion is globally positive but to a lesser extent when compared to in-situ setting.

### **Pupils:**

- Question 27: When I was at the school, Educational Support was accessible and well-organised at school.
- Question 28 : When I was at home, Educational Support was accessible and well-organised during distance learning.

### **Main outcomes:**

Pupil's opinion on the provision of Educational Support is globally positive in both on-site (27) and distance teaching and learning (28) settings. However, the results are more contrasted in distance teaching and learning settings, with a high percentage of undecided responses.

### **Staff:**

- Question 28: Supporting children with additional needs - Children and young people with high needs, including disadvantaged pupils, pupils with Educational Support need and vulnerable pupils, have the right structures and provision in place to help remote education.
- Question 29: Supporting children with additional needs - This includes guidance for parents and legal representatives on how to effectively support remote education, and ensure that pupils have access to the right hardware and software to support their needs

### **Main outcomes:**

Staff members were not all aware of the support provided to pupils with additional needs (28), (29). However, most of the staff members did not perceive major issues in the availability of support structures and provision in place to help remote education (28) or guidance for parents and legal representatives (29).

During the school year 2020-2021 two days of in-service Training for Educational Support Coordinators of the European and Accredited European Schools was organised by the ES inspectors and the OSG. The training focused mainly on the recent developments at the system level regarding the provision of Educational Support and Inclusive Education in the European Schools and in Universal Design for Learning.



## VII. Highlighted findings

- Decrease in the amount of time of support provided in General Moderate and Intensive Support B;
- The average number of hours per teacher providing ISA in the Secondary cycle remains very low (2.5);
- High decrease of the number of pupils benefiting from ISA in some subjects (History, Geography, Chemistry, Biology and Physics) in the Secondary cycle
- For the first time since 2012, the drop of the number of pupils receiving Educational Support from P5 to S1 was no more identified this year: the highest drop is now between S1 and S2.
- Proportion of locally recruited teachers providing Educational Support has been increasing at the system level. The disparity between the schools and within some schools in the evolution (increase/decrease) in number of teachers involved in all types of Educational Support.
- Percentage of the Educational Support Coordinators with requested qualification has significantly increased to 75,9%.

## VIII. Areas for Further Reflection at School and System Level

### 1. Staff allocated to Educational Support

It is recommended that support be allocated when initial teaching hours are distributed in order to concentrate support hours on teachers with a suitable profile for these functions. Does the decrease in the number of teachers allocated to all types of support identified in some schools in the school year 2020/2021 reflect this?

### 2. Proportions of the seconded and locally recruited teachers

The mix of staff working in the area of Educational Support varies from school to school and within the schools, for example in terms of number of seconded and locally recruited teachers. The proportion of seconded and locally recruited teachers in some schools varies from year to year. What does this mean in terms of continuity of the provision of Educational Support and what kind of measures are in place at the schools to limit negative effects for pupils?

### 3. Distribution of support hours between cycles

Some schools have consistently more support hours in the Primary cycle than in the Secondary cycle. Does this reflect a preventive approach? To what extent are support measures proactive or reactive?

### 4. Decrease of Intensive Support A in Biology, Chemistry and Physics in the Secondary cycle

To what extent does this decrease reflect a subject-independent approach towards Intensive Support A or alternatively less need of Intensive Support A in these subjects, for example due to new syllabuses?

## IX. Decision of the Board of Governors

The Board of Governors took note of the statistical report concerning the offer of educational support and inclusive education in the European Schools for the 2020/2021 year.

The Report will be published on the European Schools' website [www.eursec.eu](http://www.eursec.eu).