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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

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.

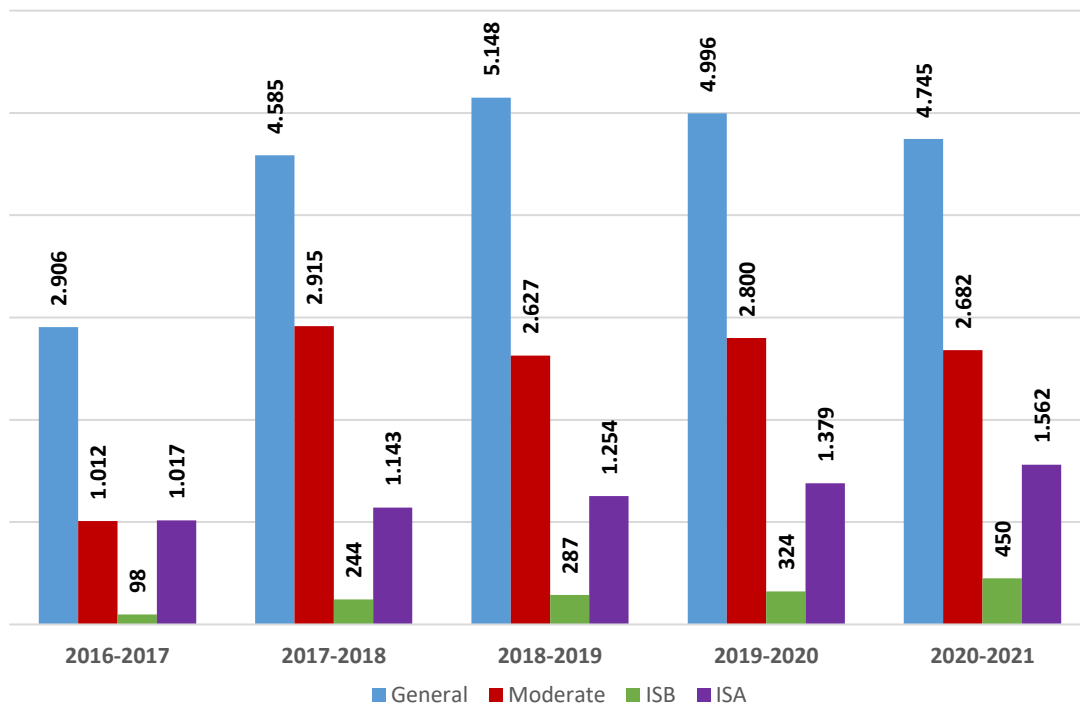
Following last year's approach, a new chapter was added to the statistical report, with information on the training activities developed at the school level. Additionally, this chapter also includes information on the surveys launched and analysed during the school year 2020/2021 and other activities 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%	▲
TOTAL	18,9%	17,9%	16,8%	▼	9,6%	10,1%	9,5%	▼	1,1%	1,2%	1,6%	▲	4,6%	5,0%	5,5%	▲

* 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%)

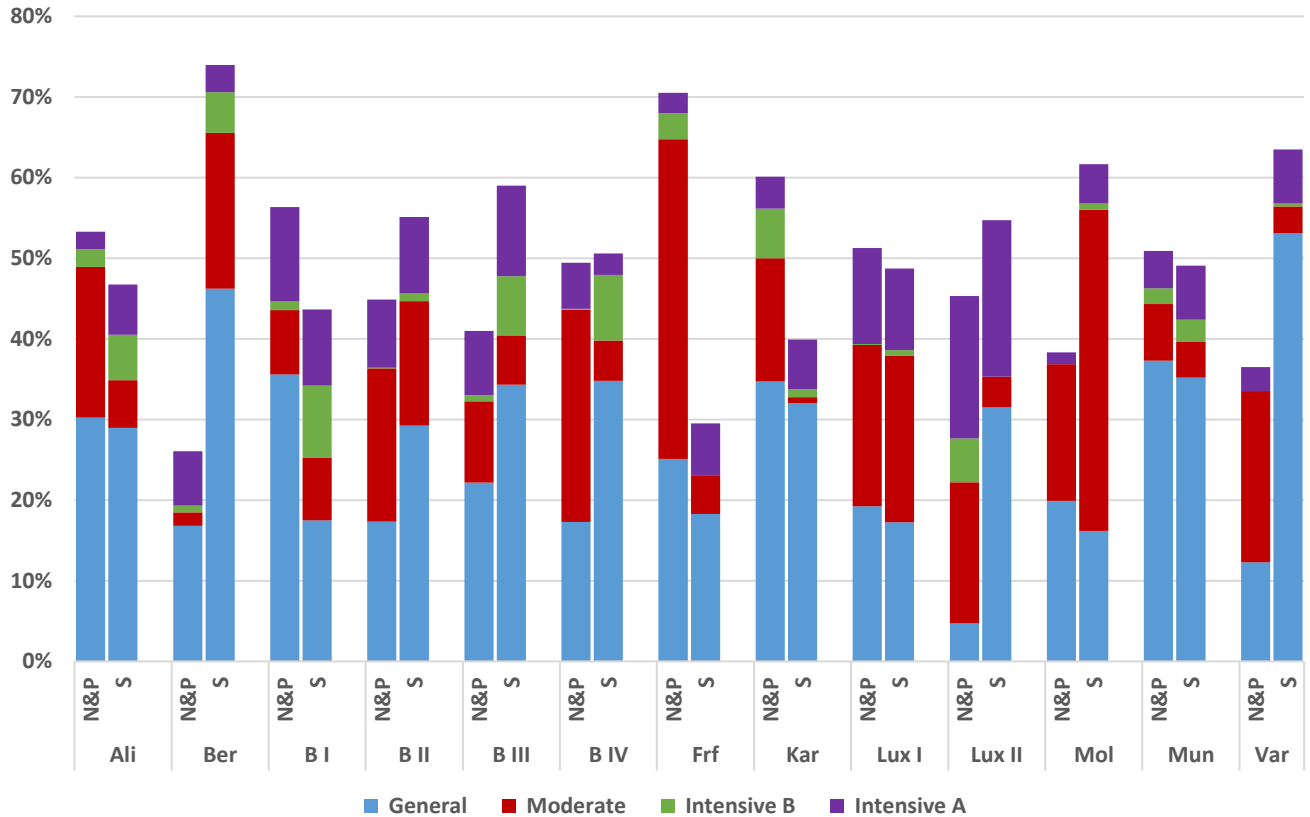
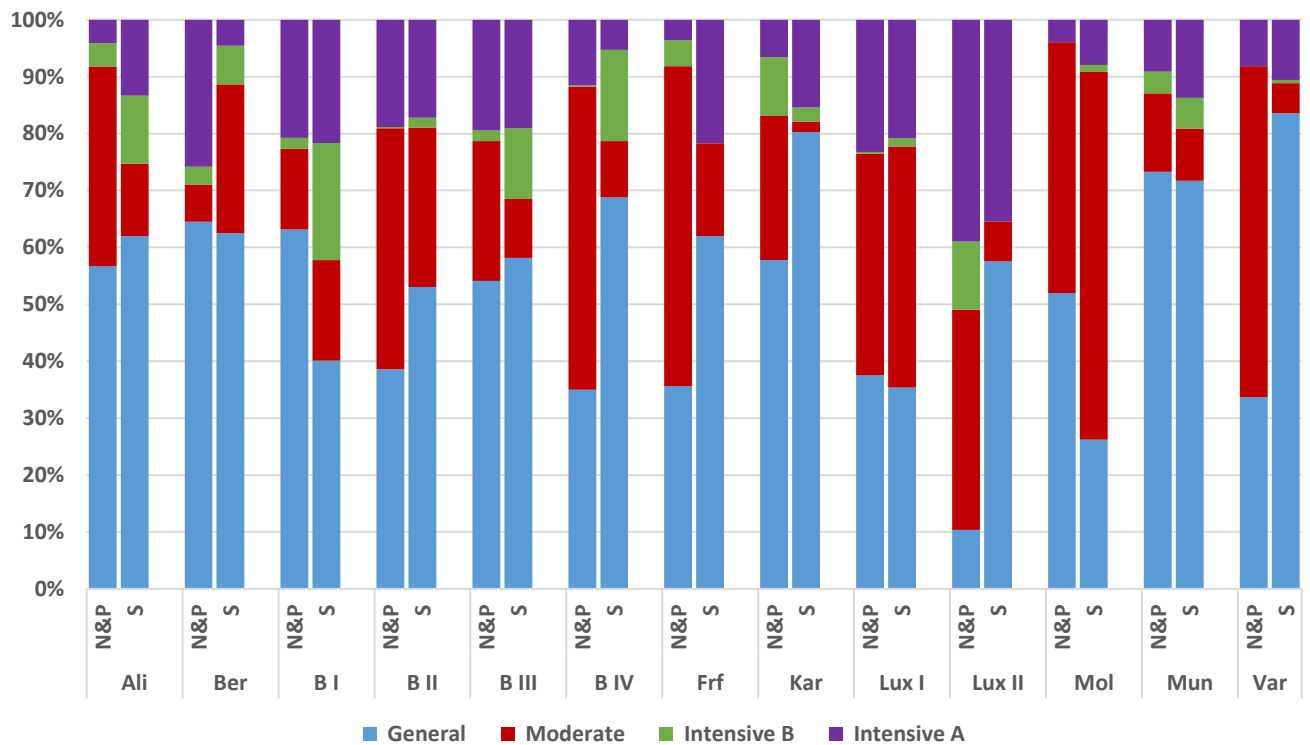


Chart 2B : Proportion of pupils receiving different forms of support by school and by cycle (total by cycle = 100%)



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.

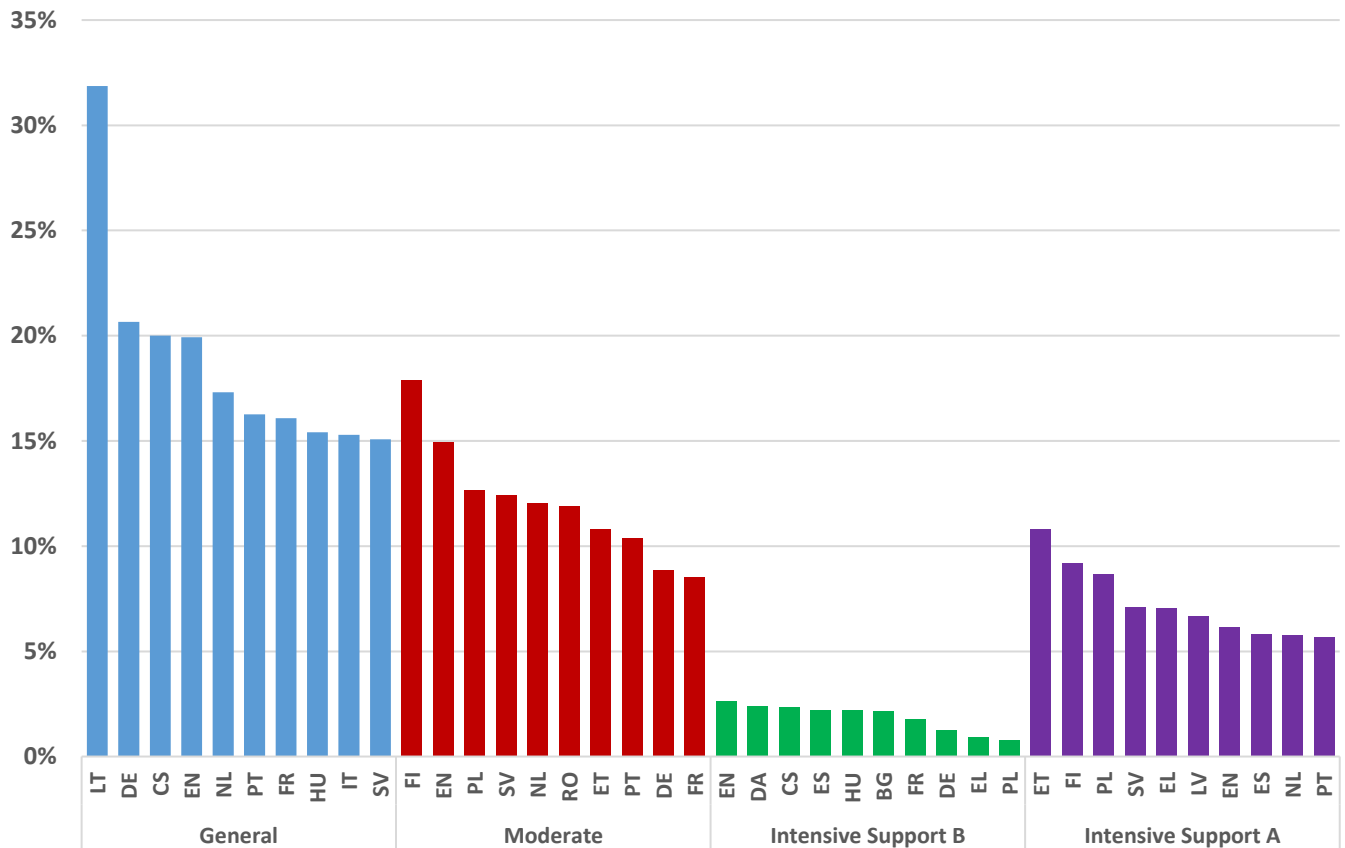
In Chart 3 below, the proportion between the total number of pupils and those receiving support in each language section and for each form of support is shown.

- 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%).

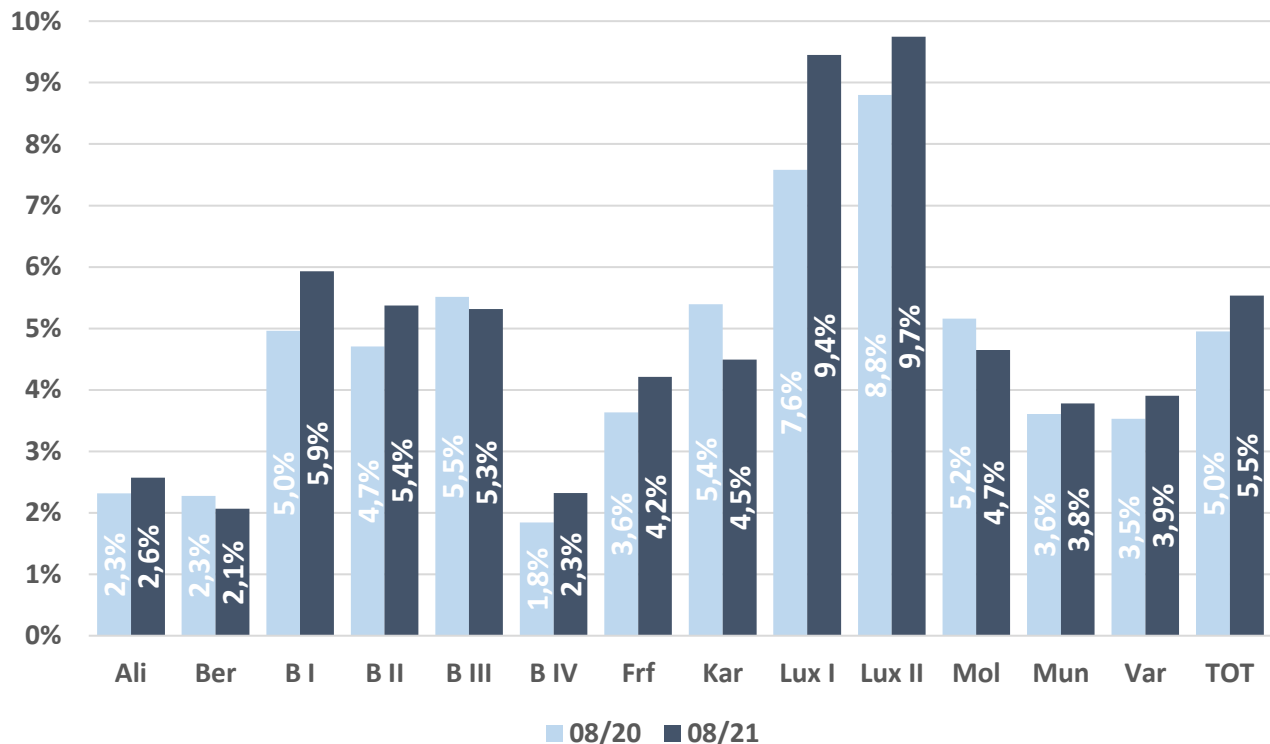
Table 4 : Number and percentage of pupils receiving ISA – Development from August 2018 to August 2021

	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
Ali	4	6	4	7	14	16	20	20	1.040	1.058	1.035	1.050	1,7%	2,1%	2,3%	2,6%
Ber	6	10	8	8	6	5	6	4	543	566	616	581	2,2%	2,7%	2,3%	2,1%
B I	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 II	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 III	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 IV	38	40	37	49	18	15	18	23	2.769	2.843	2.983	3.098	2,0%	1,9%	1,8%	2,3%
Frf	20	29	22	19	24	26	36	48	1.519	1.527	1.597	1.591	2,9%	3,6%	3,6%	4,2%
Kar	17	19	23	16	24	27	25	25	845	876	890	913	4,9%	5,3%	5,4%	4,5%
Lux I	67	106	153	169	83	96	100	144	3.360	3.345	3.338	3.313	4,5%	6,0%	7,6%	9,4%
Lux II	90	120	114	124	71	88	121	136	2.611	2.648	2.670	2.668	6,2%	7,9%	8,8%	9,7%
Mol	3	4	11	8	18	29	25	26	746	693	698	731	2,8%	4,8%	5,2%	4,7%
Mun	28	31	31	33	51	42	48	48	2.287	2.231	2.189	2.142	3,5%	3,3%	3,6%	3,8%
Var	22	17	14	16	22	27	34	36	1.331	1.349	1.360	1.331	3,3%	3,3%	3,5%	3,9%
TOT	590	683	722	744	553	571	657	818	26.969	27.262	27.841	28.231	4,2%	4,6%	5,0%	5,5%

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)

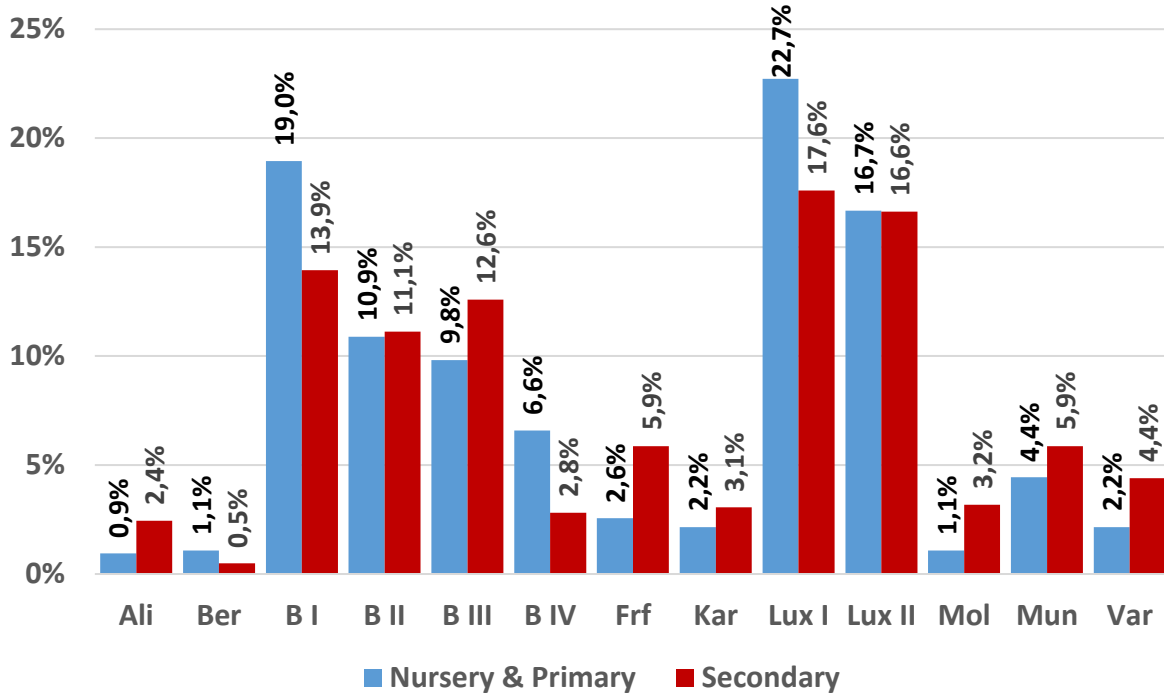
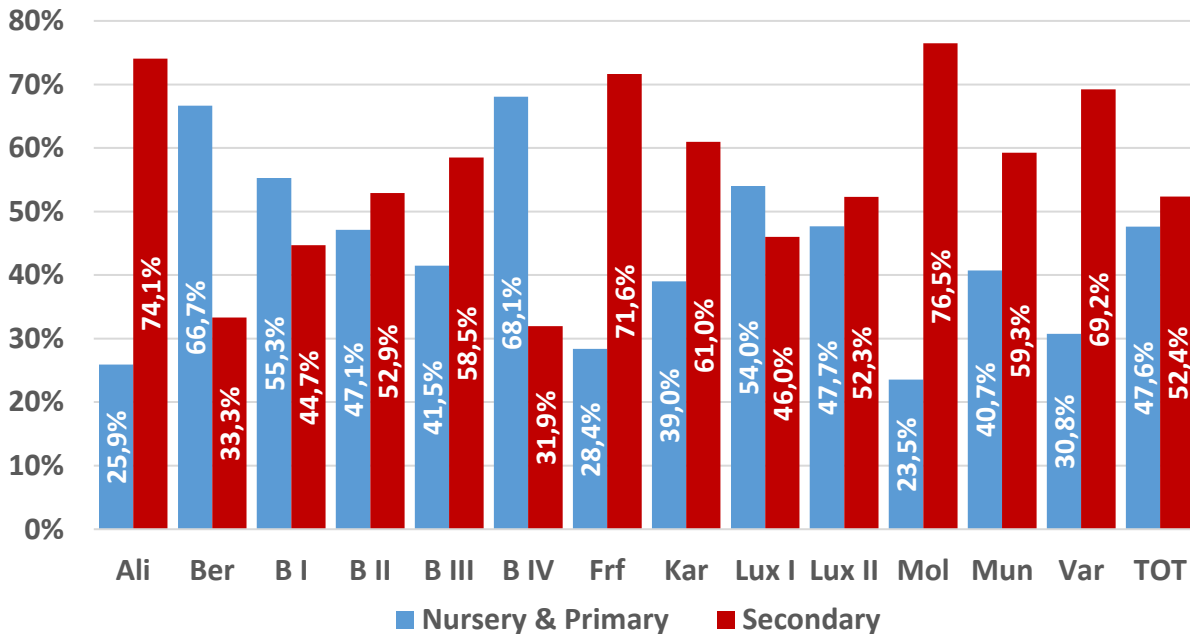


Chart 6 : Proportion of pupils in the Nursery & Primary and Secondary cycles receiving ISA in each school (% of all pupils with ISA)



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

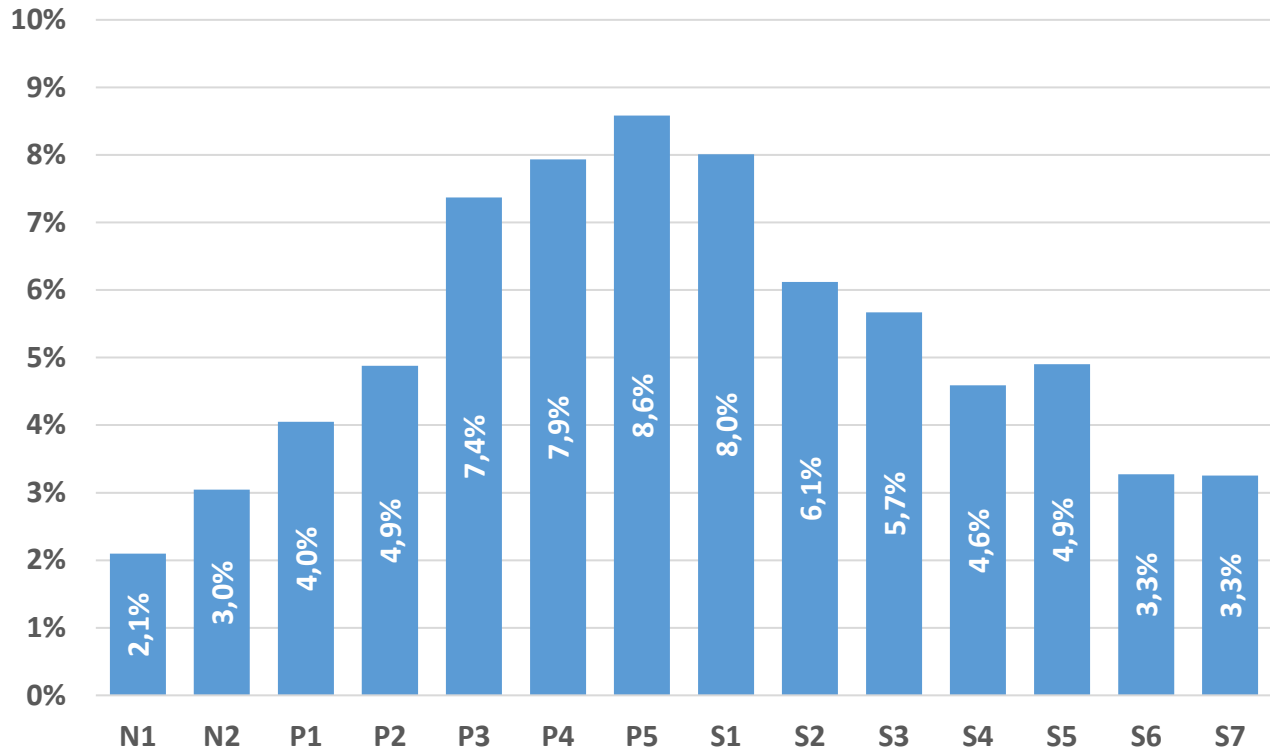
Language Section	16-17	17-18	18-19	19-20	20-21	% of total School population 20-21
BG	8,2%	7,8%	2,9%	3,8%	3,2%	0,3%
CS	4,2%	3,2%	3,5%	4,5%	5,5%	1,3%
DA	2,4%	2,4%	3,5%	3,8%	5,7%	1,2%
DE	3,3%	3,4%	3,9%	3,8%	4,0%	15,9%
EL	3,9%	5,3%	5,3%	6,6%	7,1%	3,5%
EN	3,7%	4,4%	4,9%	5,5%	6,1%	19,2%
ES	3,4%	3,7%	4,7%	5,1%	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%
ALL SECTIONS	3,9%	4,2%	4,6%	5,0%	5,5%	100,0%

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 (%)

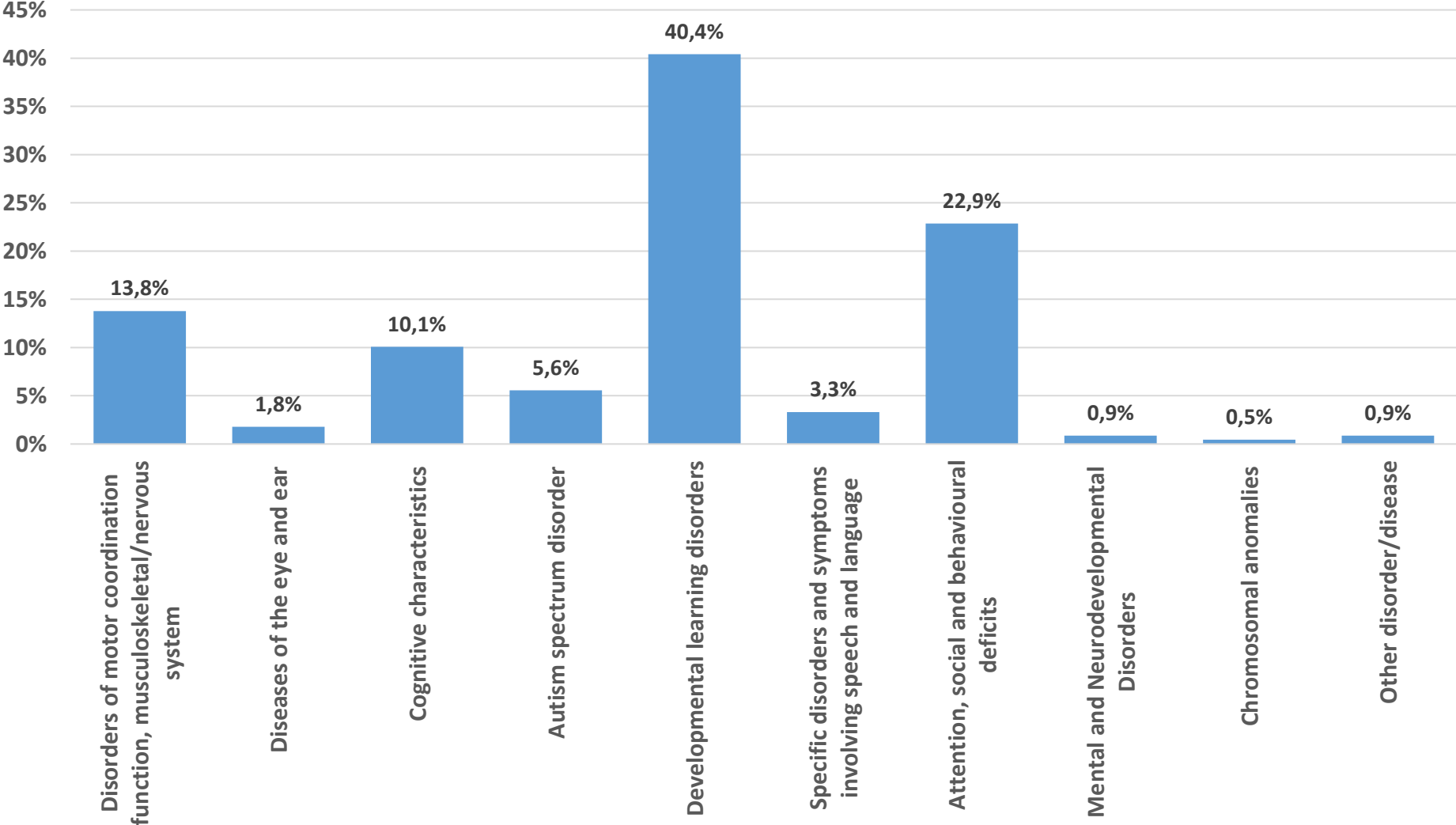


Table 6 : Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)

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%
Total	80	100,0%

* 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	%
Cross-curricular competences:								
- 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%
Subject Learning Areas:								
- 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%
TOTAL	1.218	100,0%	1.050	100,0%	1.299	100,0%	1.729	100,0%

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%
TOTAL	878	100,0%	1.145	100,0%	1.332	100,0%	1.255	100,0%

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%	
TOTAL	100,0%	100,0%	96,2%

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%
TOTAL	96,9%	98,2%	97,0%	96,2%

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
TOTAL		74	98	172	48	90	138	74	104	177
							↓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	
TOTAL	18	140	96	254	40	198	109	347	33	173	100	306	44	205	230	479	
							↑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
TOT	18	140	96	40	198	109	33	173	100	44	205	230

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 ¹	1,3%	2 ¹	0,5%	7 ¹	0,8%
	19/20	0	0,0%	3 ²	0,7%	3 ²	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%

¹3 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)

²3 assistants at Frankfurt: 2 paid by the City of Frankfurt and 1 by the school

II.10. Tripartite agreements

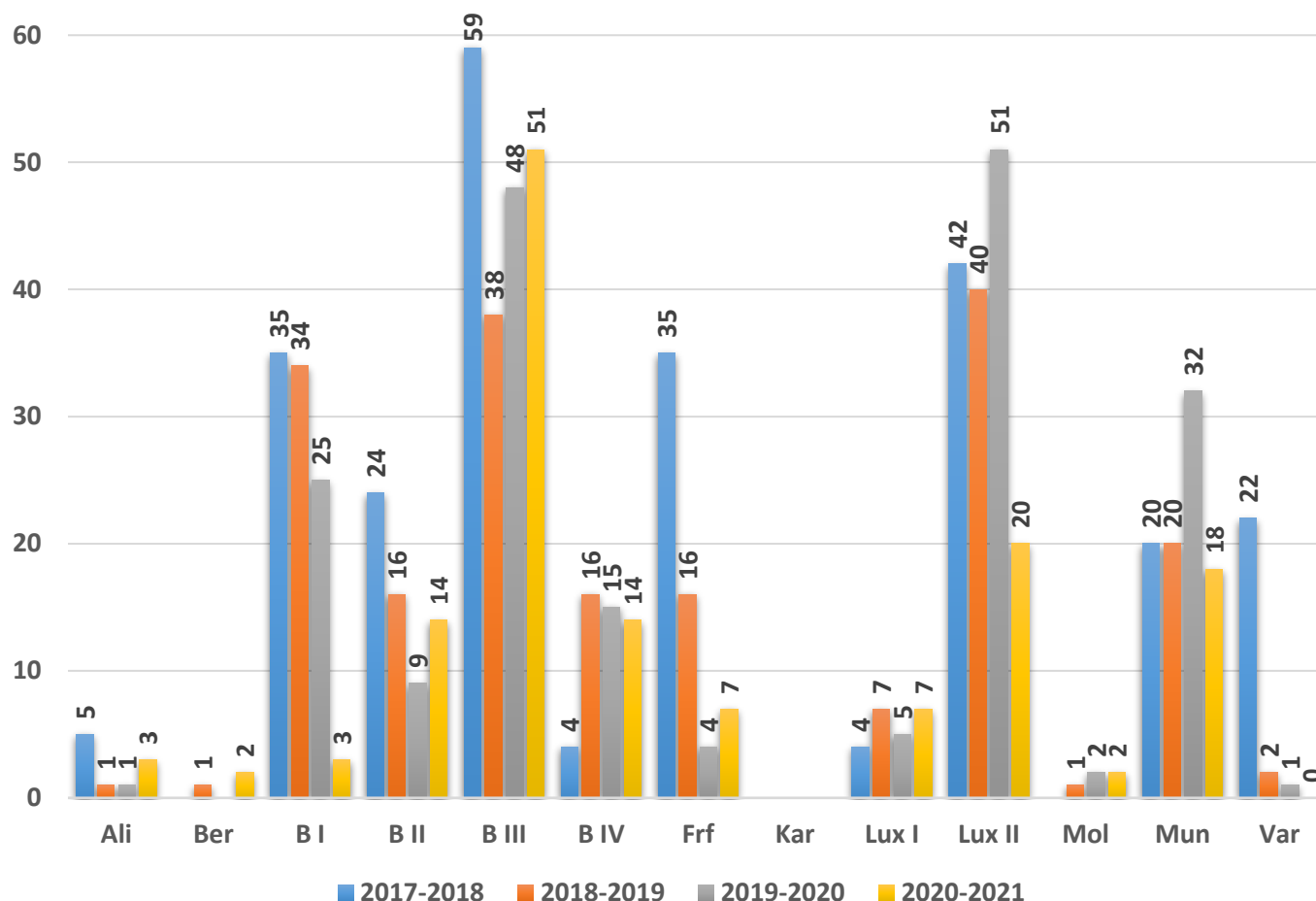
Therapy can be arranged in the schools on the basis of a tripartite agreement. Under such an agreement, the school's role is to make a suitable room available to the pupil and to the professional whose services are used, to agree on a timetable, to take account of class activities and to provide coordination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



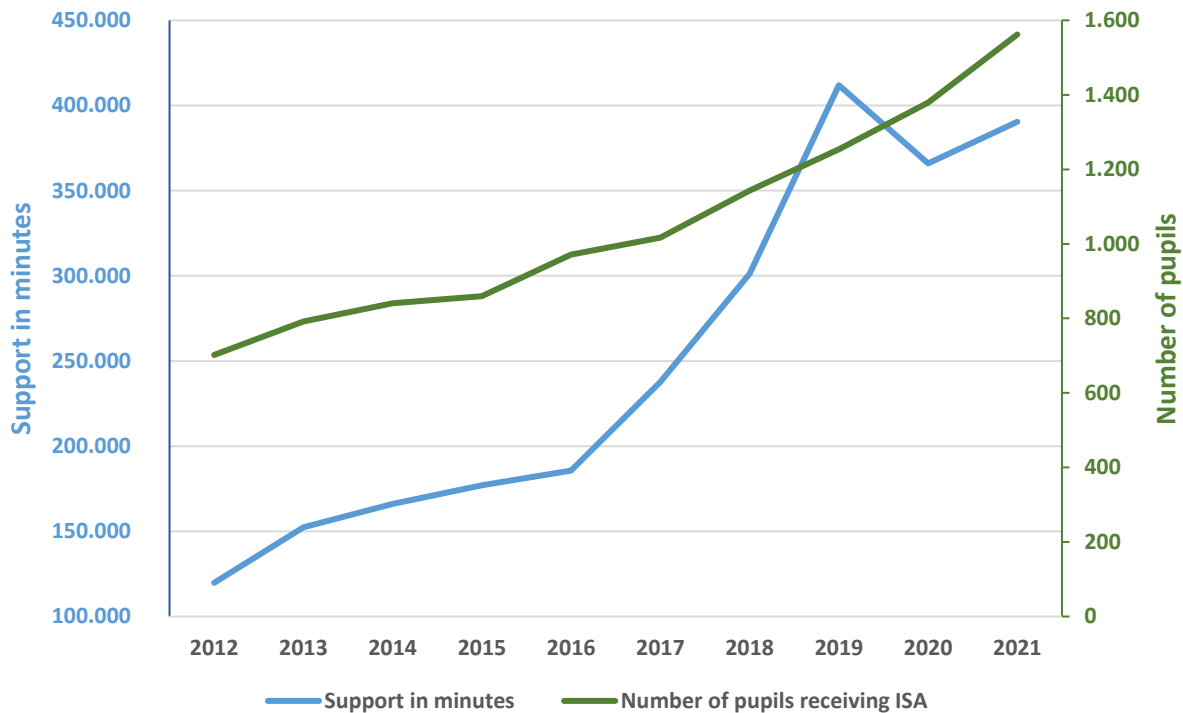
II.11. Time used for Intensive Support A

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%.

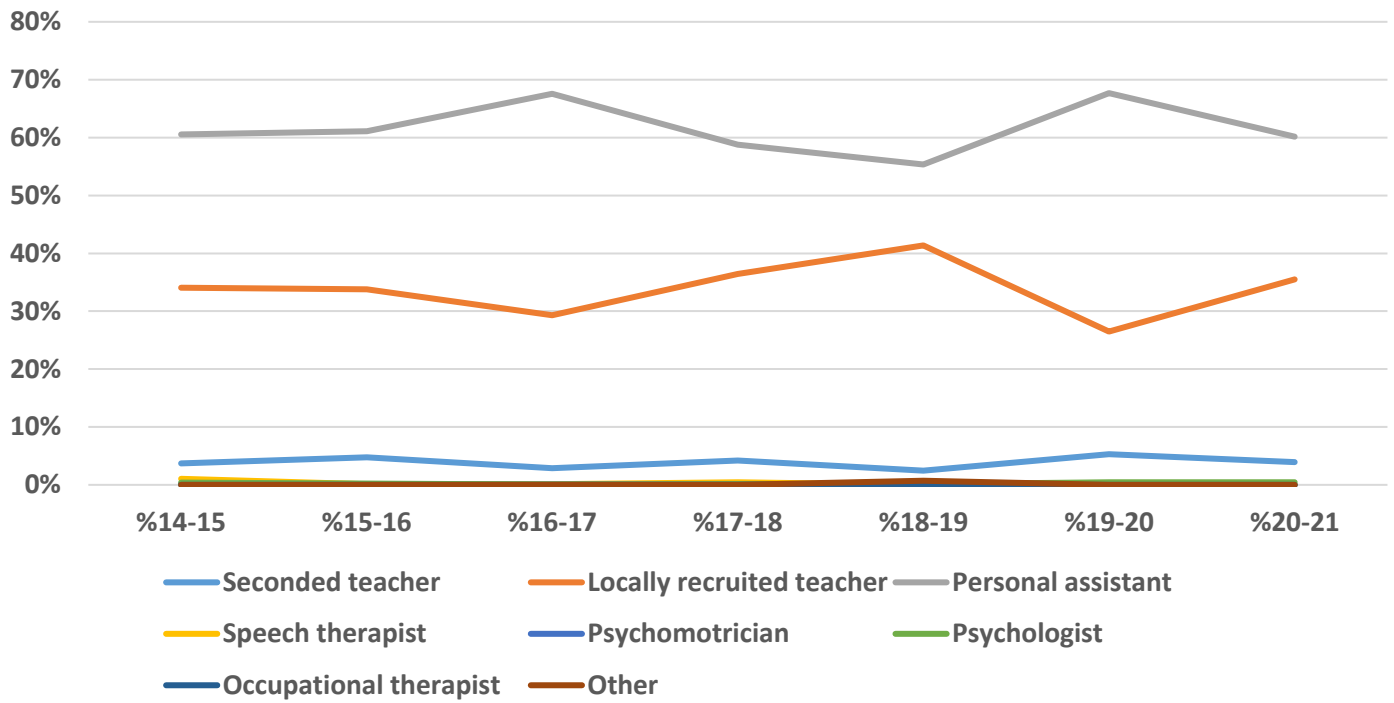
Support provided by seconded teachers in the Nursery and Primary went down from 5% to 4% in the Secondary it went down from 9% to 8.5%.

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

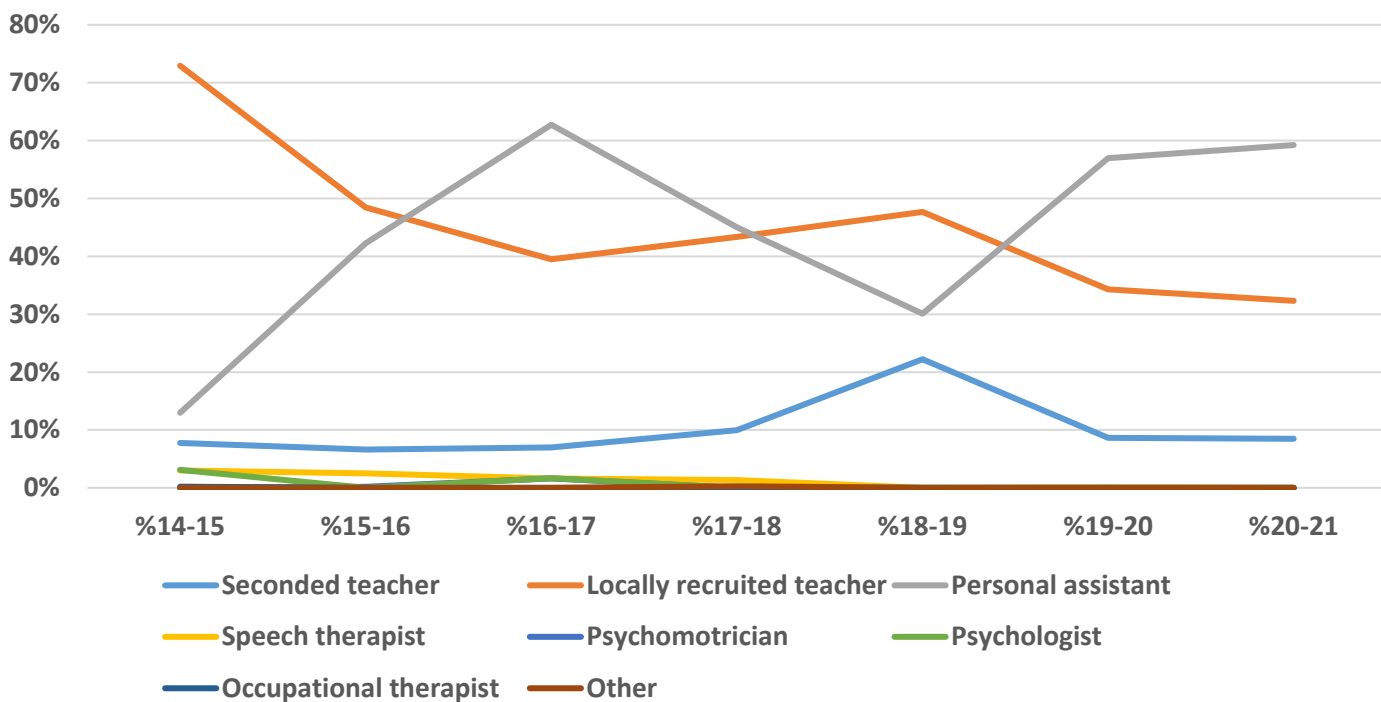
Profession	Nursery & Primary		Secondary		All cycles	
	Hours/week	%	Hours/week	%	Hours/week	%
Seconded teacher	157,75	3,9%	209,75	8,5%	367,50	5,6%
Locally recruited teacher	1.431,75	35,5%	799,83	32,3%	2.231,58	34,3%
Educational Support assistant	2.424,24	60,1%	1.466,05	59,2%	3.890,29	59,8%
Speech therapist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

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

Nursery & Primary



Secondary

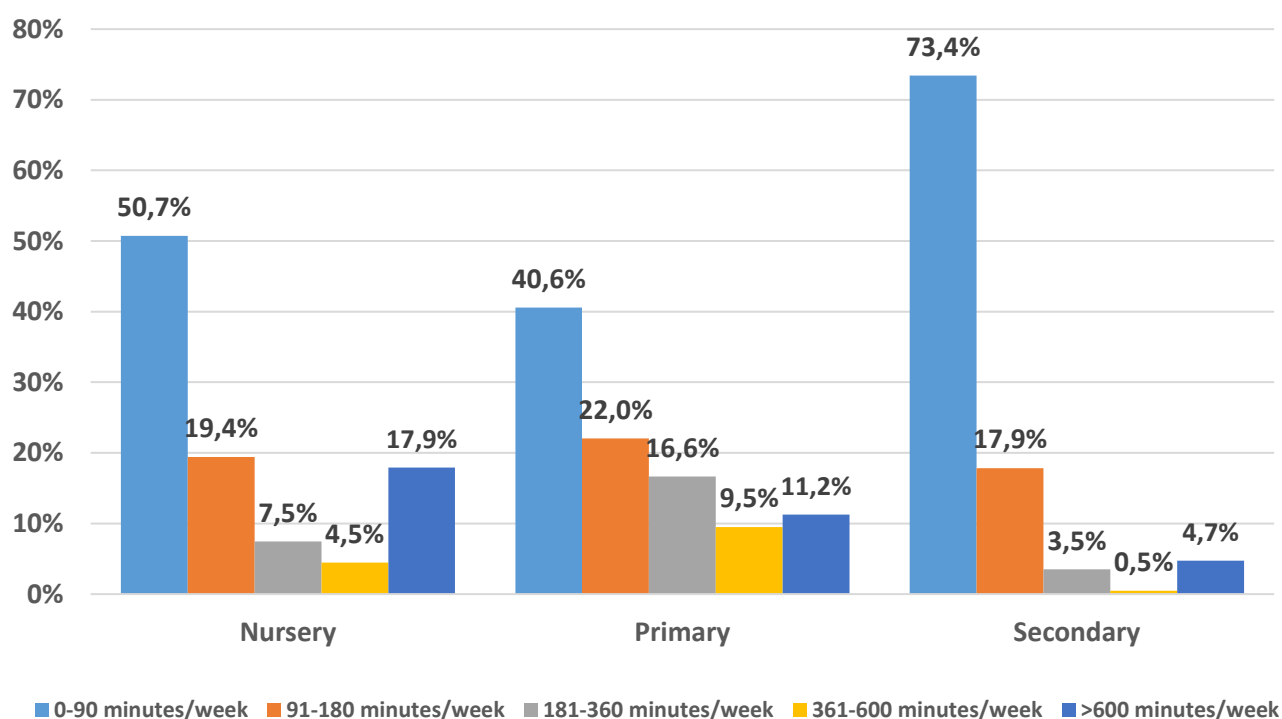


Most of the ISA provided (58.0%) amounted to less than 90 minutes per week and 19.8% of ISA was in a category between 91 and 180 minutes per week. That was similar to the last five years. The amount of ISA ranging between 181 and 360 minutes per week was 9.5%, which is more than in the previous year (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%
TOTAL	67	100,0%	685	100,0%	801	100,0%	1 553	100,0%

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%
TOT	306	654	960	31,9%	68,1%	345	705	1.050	32,9%	67,1%	321	788	1.109	28,9%	71,1%

* 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%
TOT	155	39	194	79,9%	20,1%	191	52	243	78,6%	21,4%	183	67	9	259	70,7%	25,9%	3,5%

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	
Ali	1	2	3	608	1	2	3	608	1	1	0	2	540
Ber	1	1	2	285	1	1	2	375	2	1	0	3	375
B I	1	1	2	1.410	2	1	3	2.670	2	1	0	3	2.730
B II	1	2	3	1.995	1	2	3	2.250	1	2	0	3	3.015
B III	8	1	9	1.245	8	1	9	1.365	1	1	0	2	1.365
B IV	1	1	2	2.190	1	1	2	2.490	1	1	0	2	1.920
Frf	1	1	2	960	1	1	2	960	1	1	0	2	960
Kar	3	1	4	720	3	1	4	675	3	1	0	4	850
Lux I	10	1	11	1.365	1	1	2	1.845	1	2	0	3	2.325
Lux II	1	1	2	1.395	1	1	2	1.395	1	1	0	2	1.673
Mol	1	2	3	1.605	1	2	3	1.290	1	2	0	3	1.320
Mun	1	2	3	720	1	2	3	1.125	1	2	1	4	1.125
Var	2	2	4	1.860	2	2	4	1.680	2	1	1	4	1.680
TOT	32	18	50	16.358	24	18	42	18.728	18	17	2	37	19.878

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 €
TOT	19.632.131,67 €	100,0%	28.231	100,0%	4.745	100,0%	2.682	100,0%	450	100,0%	1.562	100,0%	9.439	100,0%	2.079,90 €

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 €
TOT	1.118,92 €	1.281,59 €	1.393,88 €	1.522,50 €	1.821,68 €	2.079,90 €

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
Alicante	348.940	392.051	465.807	408.582	551.868	513.771	570.038	567.475
Remunerations relating to educational support	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
Bergen	132.962	160.153	152.962	220.137	282.312	285.609	279.158	277.107
Remunerations relating to educational support	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
Bruxelles I	1.806.000	2.138.511	2.136.881	2.866.883	2.384.173	3.179.829	3.320.545	3.006.720
Remunerations relating to educational support	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
Bruxelles II	1.560.910	1.308.353	1.879.475	1.039.348	1.437.559	1.183.469	1.340.940	1.425.161
Remunerations relating to educational support	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
Bruxelles III	1.363.000	1.652.386	1.713.220	1.746.349	1.760.734	2.220.783	2.560.456	2.581.616
Remunerations relating to educational support	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
Bruxelles IV	1.204.711	1.099.512	1.284.646	1.103.110	1.374.015	1.320.146	1.508.320	1.566.463
Remunerations relating to educational support	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
Frankfurt	153.150	500.482	304.152	555.302	383.426	627.777	713.702	734.595
Remunerations relating to educational support	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
Karlsruhe	420.000	378.350	448.000	382.002	448.000	404.365	527.095	528.916
Remunerations relating to educational support	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
Luxembourg I	1.179.300	1.763.588	1.558.687	2.533.451	1.917.165	3.983.538	4.355.477	4.362.850
Remunerations relating to educational support	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
Luxembourg II	1.305.125	1.518.394	1.520.000	2.069.723	1.720.000	2.556.782	2.961.822	2.736.564
Remunerations relating to educational support	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
Mol	293.094	273.936	337.292	391.408	333.945	425.802	441.121	589.444
Remunerations relating to educational support	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
Munich	862.430	523.657	702.847	562.561	703.000	622.166	733.004	663.297
Remunerations relating to educational support	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
Varese	606.000	919.305	807.000	1.082.161	1.122.200	1.151.680	1.227.550	1.170.131
Remunerations relating to educational support	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
	11.235.622	12.628.678	13.310.969	14.961.017	14.418.397	18.475.717	20.539.228	20.210.339

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:

Category	Number of respondents	Estimated percentage of responses
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.