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Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the School Year 2021-2022

Approved by the Board of Governors of the European Schools on 12, 13 and 14 April 2023 in Dublin (Ireland) - Hybrid

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Introduction

Implementation of the Educational Support Policy is reported on annually. The reporting period in this report is the 2021-2022 school year.

The content of the report essentially remained the same during the reporting years 2015-2021. 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 data were collected via a survey using an online electronic questionnaire, which was sent to the schools on the 24th of June 2022. The data on the budget used came from the Closing of the 2010 and 2022 Accounts of the European Schools.

The schools' data were acquired on the 31st of August 2022, the last day of the 2021-2022 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 2023.

The present statistical report, related to the school year 2021/2022 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.

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 the request of different stakeholders, this year's statistical report includes additional information on the following aspects:

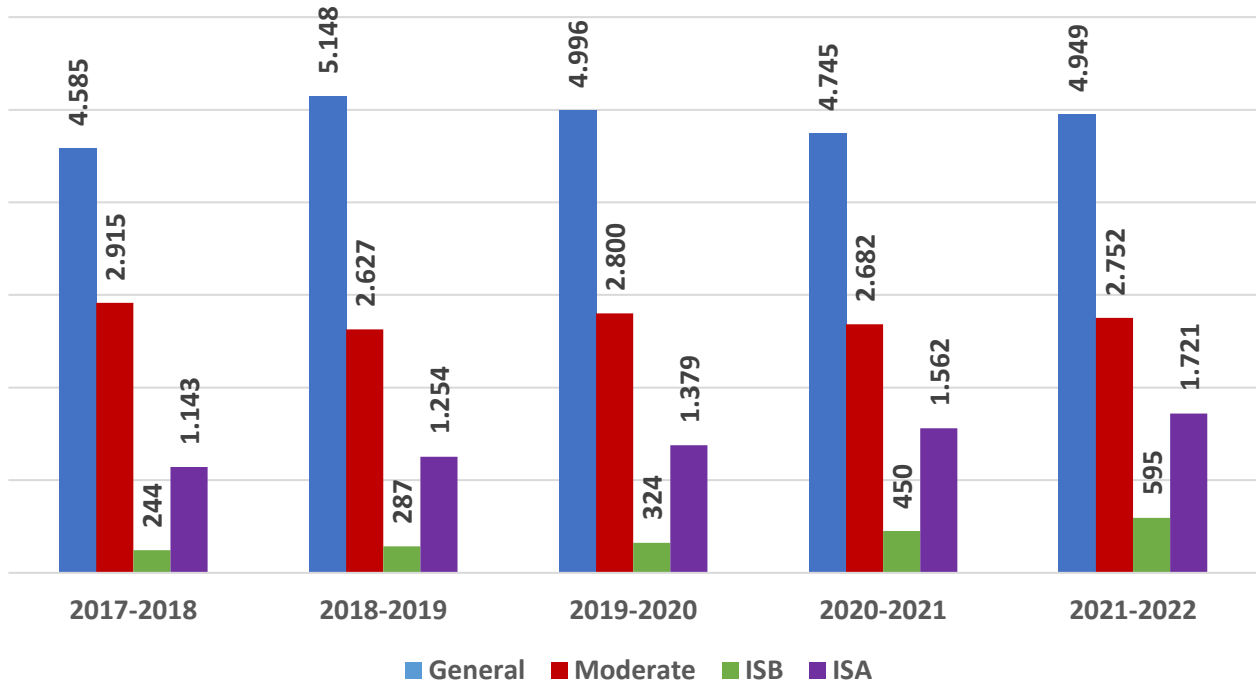
- **Special arrangements** available to the pupils in the different cycles;
- Information on the **time allocated** to the all types of support desagregated by cycle and school;
- Additional information on pupils who follow a **modified curriculum**: progression without promotion;
- Additional information on the therapies and type of support provided in the context of **Tripartite Agreements**;
- **Budget**: inclusion on two additional indicators: total school population and percentage of the ES budget in relation to the total budget.

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 the 31st of August 2022 was 28 642. This number of pupils is used when the total number of pupils in the European Schools 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 over the last five school years.

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 cycle of the ES, Bergen. The percentage of pupils receiving General Support was quite stable over the three-year observation period 2019-2022.

- At the ES, Bergen, Frankfurt, Karlsruhe, Mol, and Munich 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 Bergen with 8.7% while the biggest decrease was in the ES, Varese (-11.9%).
- GS is less commonly used at Alicante and Brussels IV in particular, where fewer than 10 % of pupils receive GS.
- In the ES Alicante, 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 30% of pupils. Only the ES Luxembourg I also has over 20% MS.
- Less MS is used at Brussels I, where 3.2% 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 and 3.7% the ES.
- ISB is used most at Brussels I and Luxembourg II where 3.7% of the pupil population received it. In Brussels IV and Mol, this percentage is 3.5%.

Intensive Support A (ISA) is used in all the schools and the percentage of pupils receiving ISA is increasing steadily, now amounting to 6% of the ES population. In comparison with the school year 2018-2019, it is the increase of 37%, while the increase of the total pupil population was 5.1%. In 2018-2019, the proportion of pupils receiving ISA among the total school population was 4.6%.

- 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 lower at the ES Bergen, ES Varese, 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* receiving Educational Support (% of pupil with Educational Support in relation to the total number of pupils in the schools in the years 2019-2020, 2020-2021 and 2021-2022)

	General			Moderate			Intensive B			Intensive A		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Ali	20.5%	18.1%	9.6% ▼	6.3%	7.5%	5.2% ▼	1.3%	2.4%	2.5% ▲	2.1%	2.3%	3.7% ▲
Ber	14.8%	12.9%	20.8% ▲	2.6%	4.3%	4.2% ▼	0.3%	1.2%	0.0% ▼	2.7%	2.3%	2.8% ▲
B I	14.6%	14.9%	17.4% ▲	4.6%	4.4%	3.2% ▼	2.1%	2.8%	3.7% ▲	4.9%	5.0%	6.1% ▲
B II	17.2%	13.9%	16.5% ▲	11.9%	10.3%	9.1% ▼	0.2%	0.3%	1.2% ▲	5.3%	4.7%	5.1% ▲
B III	13.8%	15.6%	17.8% ▲	6.3%	4.5%	3.9% ▼	1.2%	2.2%	0.5% ▼	4.6%	5.5%	5.7% ▲
B IV	19.5%	14.5%	9.3% ▼	8.5%	8.7%	9.6% ▲	0.9%	2.3%	3.5% ▲	1.9%	1.8%	3.4% ▲
Frf	16.9%	20.4%	22.0% ▲	13.7%	20.9%	13.0% ▼	1.6%	1.5%	1.3% ▼	3.6%	3.6%	4.3% ▲
Kar	24.9%	29.7%	34.2% ▲	9.7%	7.1%	5.5% ▼	2.1%	3.2%	2.7% ▼	5.3%	5.4%	4.4% ▼
Lux I	17.9%	15.6%	11.7% ▼	25.9%	17.4%	25.1% ▲	0.4%	0.4%	0.8% ▲	6.0%	7.6%	11.7% ▲
Lux II	8.4%	9.5%	16.7% ▲	5.7%	5.6%	5.7% ▲	1.7%	1.4%	3.7% ▲	7.9%	8.8%	10.1% ▲
Mol	28.5%	26.3%	28.9% ▲	25.8%	41.3%	32.7% ▼	1.0%	0.5%	3.5% ▲	4.8%	5.2%	3.9% ▼
Mun	27.5%	24.1%	28.4% ▲	3.7%	3.8%	4.2% ▲	1.9%	1.5%	1.9% ▲	3.3%	3.6%	4.3% ▲
Var	30.7%	26.4%	14.5% ▼	8.5%	9.9%	15.2% ▲	0.2%	0.2%	0.0% ▼	3.3%	3.5%	2.8% ▼
TOT	17.9%	16.8%	17.3% ▲	10.1%	9.5%	9.6% ▲	1.2%	1.6%	2.1% ▲	4.6%	5.0%	6.0% ▲

* 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 2021-2022 school year, 77% of ISB was provided for non-SWALS.

Table 2: Percentage of SWALS receiving Intensive Support B since the school year 2019-2020

School Year	ISB	
	SWALS	NON-SWALS
2019-2020	28%	72%
2020-2021	20%	80%
2021-2022	23%	77%

Since the year 2013, the number of pupils receiving ISA has increased from 792 to 1 721, which amounts to 6% of the European Schools' total pupil population and represents an increase of 117.3% in nine years. Since 2016, when the number of pupils receiving ISA was 971, the increase is 77.2% and since the year 2019 when the number of pupils receiving ISA was 1 254, the increase is 37%.

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 2014	August 2015	August 2016	August 2017	August 2018	August 2019	August 2020	August 2021	August 2022
3.37%	3.46%	3.80%	3.86%	4.24%	4.60%	5.0%	5.5%	6.0%
N=841	N=860	N=971	N=1 017	N=1 143	N=1 254	N=1 379	N=1 562	N=1 721

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**.

In five schools, the proportion is more important in the Secondary cycle (Bergen, Brussels III, Luxembourg I and II and Mol – 60% or above) while in two schools the prevalence is higher in the Nursery and Primary cycles (Brussels I and Karlsruhe – 60% or above).

The distribution of **different forms** of Educational Support differs between the cycles within the same school. Comparison of the data from the last five 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 2019-2020 (slightly in favour of the Nursery and Primary). The opposite development is in the ES, Munich, which used to offer much more support in the Nursery and Primary cycles and in the school year 2019-2020 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 and 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 except ISB in Bergen and Varese

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

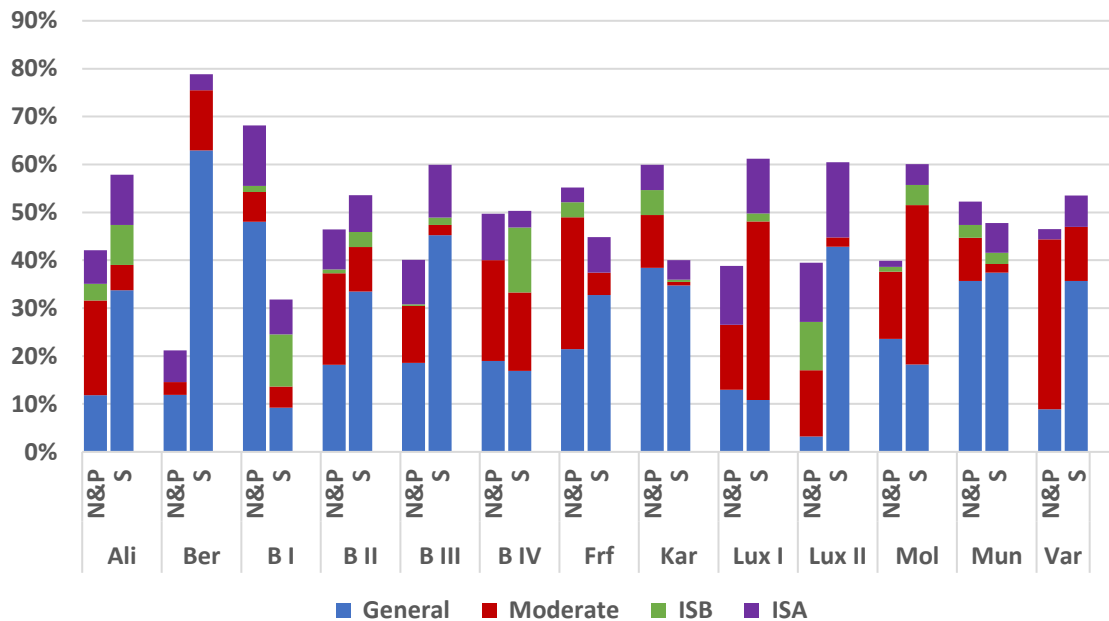
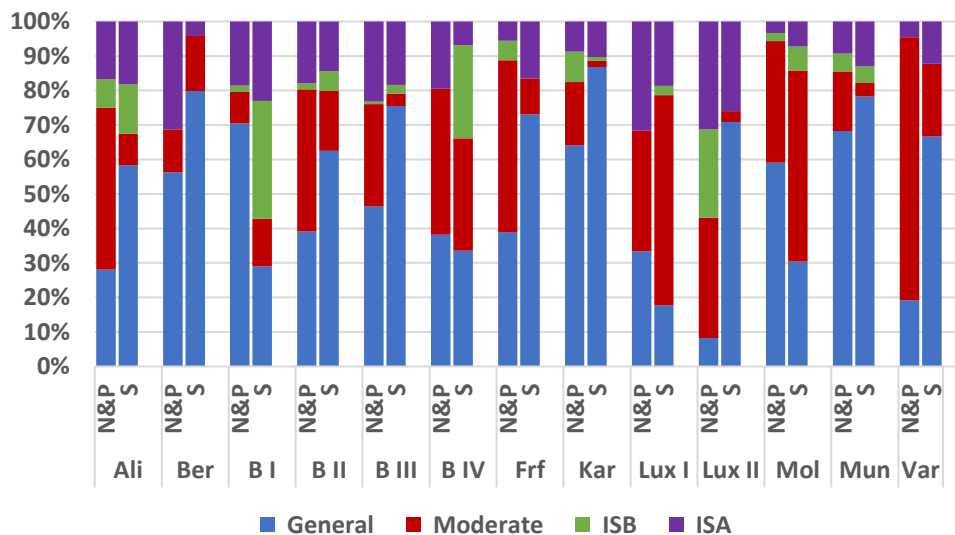


Chart 2b : Proportion of pupils receiving different forms of support by school and by cycle (total by cycle = 100%)



1.3. 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 69.4% of pupils being provided with those forms of support in the European Schools system as a whole. The percentage of pupils in those sections in relation to the total number of pupils in the European Schools system is 64.7%.

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

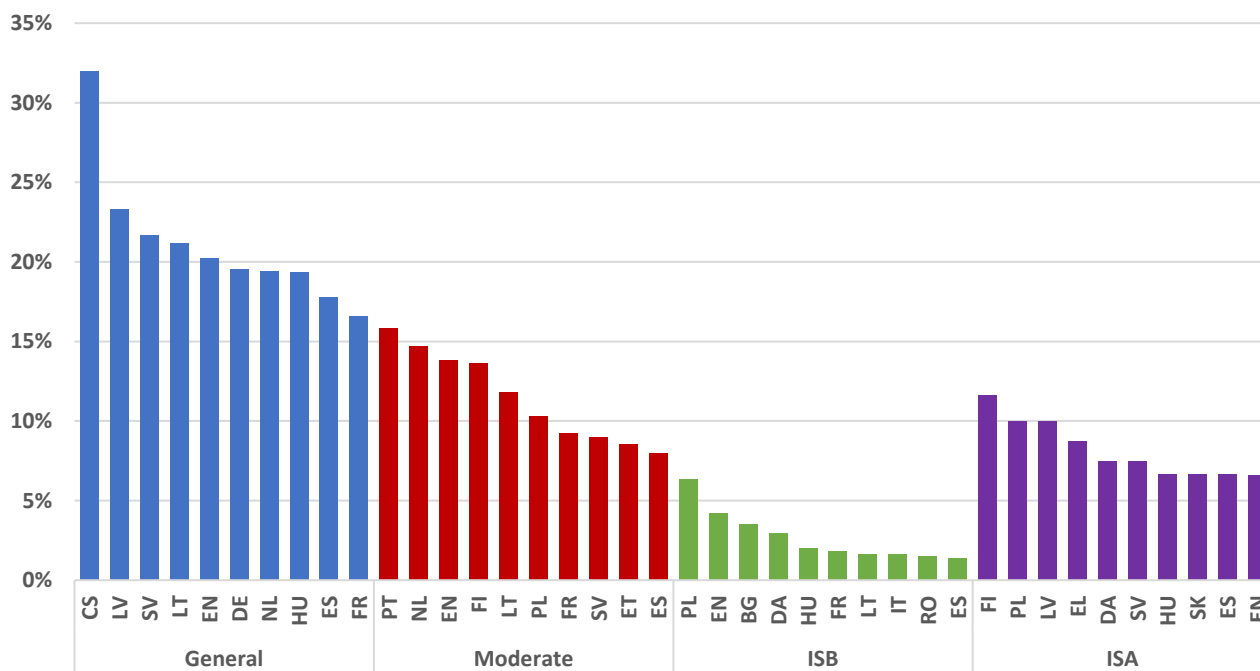
In Chart 3 below, the proportion between the total number of pupils and those receiving support in each language section and for each form of support is shown.

- General Support is most common (at least 20% of pupils receiving support) in the Czech, Latvian, Swedish, Lithuanian and English language sections.
- Moderate Support is most frequently used in the Portuguese, Dutch, Finnish and English sections.
- ISB is most frequently used in the Polish and English sections.

The Finnish, Polish and Latvian 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.4. 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

The areas for the provision of Educational Support are grouped in two categories: Languages and Other Learning Areas. This is 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, 461 children received GS, 157 received MS, 75 received ISB and 68 received ISA.

Support is mostly provided in the area of Languages (68%). The Other Learning Areas amount to the remaining 32%.

In the Primary

- The total number of pupils receiving General Support is 1 744, 1 350 pupils received Moderate Support, 132 received ISB and 802 received ISA.
- Support is mostly provided in L1 (33%), in Mathematics (23%), in Learning to Learn competence (13%) and in Personal Development (11%).

In the Secondary

- The total number of pupils receiving GS is 2 748 pupils, MS 1 245, ISB 388 and ISA 851.
- Support is mostly provided in Mathematics (28.3%), in L2 (19.8%), in L1 (17.1%), in L3 (8.5%) and in Other areas (7.7%). These areas correspond mainly to high potential projects, combined support in Physics, Chemistry and/or Mathematics, in L2 and Human Sciences or History and/or Geography.
- Support is also provided in Learning to Learn (6.5%), Physics (2.6%), in Chemistry (2.6%) and in Biology (2.2%).

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. Although, this year the situation is more balanced (56% Languages and 44% Other areas) than in the previous year.
- in the Primary, Educational Support is mainly provided in L1 (61.3%), Mathematics (14.6%) and Learning to learn (6.4%). L2 (5.1%) follows with Personal Development (4.7%) and Social Development (4.4%).
- in the Secondary, most support is provided in L2 and Mathematics (both 24.4%) and L1 (18.3%) but also in L3 (13.3%), Learning to Learn skills (5.7%) and Physics (2.9%).

II. Intensive Support A

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

The percentage of pupils receiving ISA is 6% of all pupils in the ES. The number of pupils with ISA rose by 9.2% in the space of a year. This year, the percentage of pupils receiving ISA is slightly higher in the Nursery and Primary cycles (50.6%) than in the Secondary cycle (49.4%).

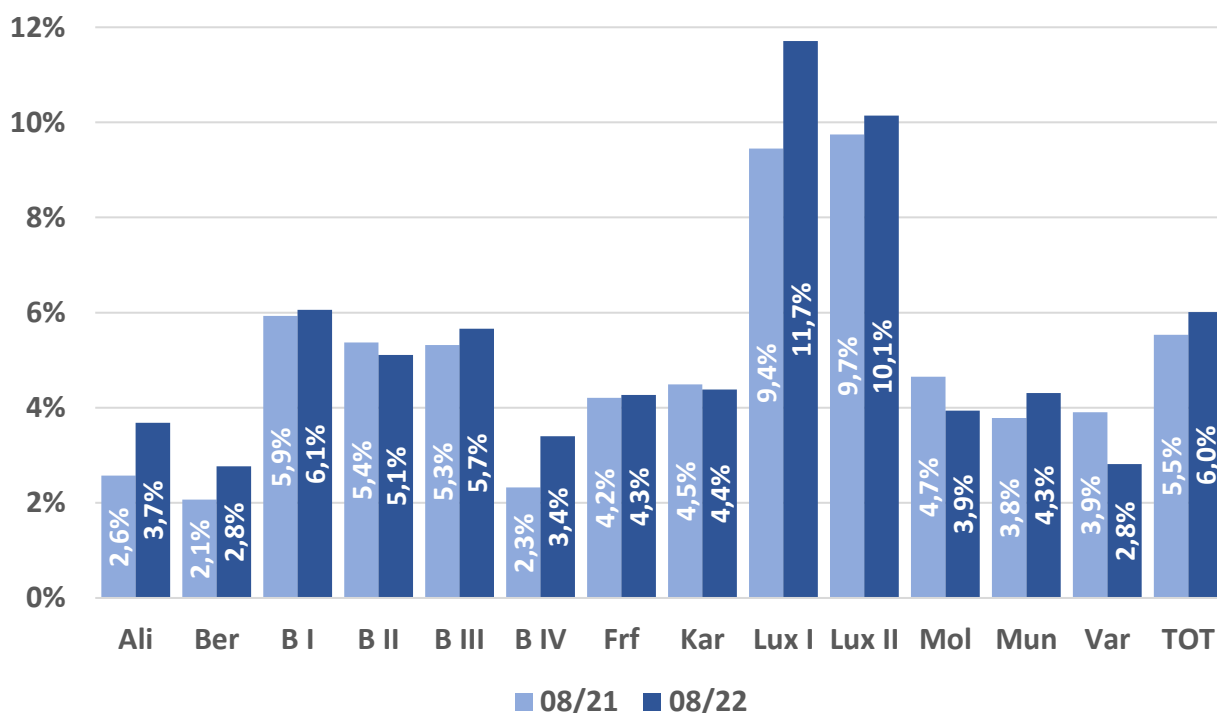
Table 4 : Number and percentage of pupils receiving ISA – Development from August 2019 to August 2022

	ISA pupils Nursery & Primary				ISA pupils Secondary				Total number of pupils				% ISA pupils			
	08/19	08/20	08/21	08/22	08/19	08/20	08/21	08/22	08/19	08/20	08/21	08/22	08/19	08/20	08/21	08/22
Ali	6	4	7	16	16	20	20	24	1 058	1 035	1 050	1 087	2.1%	2.3%	2.6%	3.7%
Ber	10	8	8	10	5	6	4	5	566	616	581	542	2.7%	2.3%	2.1%	2.8%
B I	135	135	141	164	59	68	114	95	3 951	4 091	4 302	4 273	4.9%	5.0%	5.9%	6.1%
B II	73	68	81	94	90	81	91	87	3 076	3 165	3 201	3 541	5.3%	4.7%	5.4%	5.1%
B III	93	102	73	86	51	75	103	102	3 099	3 209	3 310	3 320	4.6%	5.5%	5.3%	5.7%
B IV	40	37	49	78	15	18	23	28	2 843	2 983	3 098	3 120	1.9%	1.8%	2.3%	3.4%
Frf	29	22	19	20	26	36	48	48	1 527	1 597	1 591	1 594	3.6%	3.6%	4.2%	4.3%
Kar	19	23	16	23	27	25	25	18	876	890	913	935	5.3%	5.4%	4.5%	4.4%
Lux I	106	153	169	201	96	100	144	187	3 345	3 338	3 313	3 314	6.0%	7.6%	9.4%	11.7%
Lux II	120	114	124	122	88	121	136	155	2 648	2 670	2 668	2 731	7.9%	8.8%	9.7%	10.1%
Mol	4	11	8	7	29	25	26	23	693	698	731	761	4.8%	5.2%	4.7%	3.9%
Mun	31	31	33	40	42	48	48	51	2 231	2 189	2 142	2 111	3.3%	3.6%	3.8%	4.3%
Var	17	14	16	9	27	34	36	28	1 349	1 360	1 331	1 313	3.3%	3.5%	3.9%	2.8%
TOT	683	722	744	870	571	657	818	851	27 262	27 841	28 231	28 642	4.6%	5.0%	5.5%	6.0%

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

- The ES Luxembourg I has the highest percentage (11.7%) of pupils receiving ISA, followed by the ES Luxembourg II (10.1%).
- There is only one other school where the percentage of pupils receiving ISA is higher than the average (6%): Brussels I.
- The lowest percentages are to be found at Bergen (2.8%), Varese (2.8%) and Brussels IV (3.4%).
- The largest increase in the percentage of ISA pupils in relation to the pupil population is at Luxembourg I (from 9.4% to 11.7%). This increase seems persistent through the past four years (increase from 6,0% in the year 2019 to 11,7% in 2022).
- The percentage of ISA pupils slightly increased in most of the other schools except Brussels II, Mol and Varese. In these schools, the percentage of pupils receiving ISA has slightly decreased, most at Varese (from 3.9% to 2.8%).

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 68 (4%), in the Primary cycle 802 (46.6%) and in the Secondary cycle 851 (49.4%).

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

- In six schools, there are more ISA agreements in the Nursery and Primary (Bergen, Brussels I, Brussels II, Brussels IV, Karlsruhe and Luxembourg I). The biggest difference between the cycles

is at the ES, Brussels I (164 pupils in the Nursery and Primary and 95 pupils in the S) and in Brussels IV (78 in the Nursery and Primary cycles and 28 in the Secondary).

- The situation is the opposite in all the other ES. The number of pupils with ISA agreements in the secondary cycles of the ES Varese, Mol and Frankfurt is more than double in comparison with the numbers of ISA agreements in the Nursery and Primary cycles. In most of the schools, the breakdown of ISA agreements between cycles is similar to what it was a year ago.

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

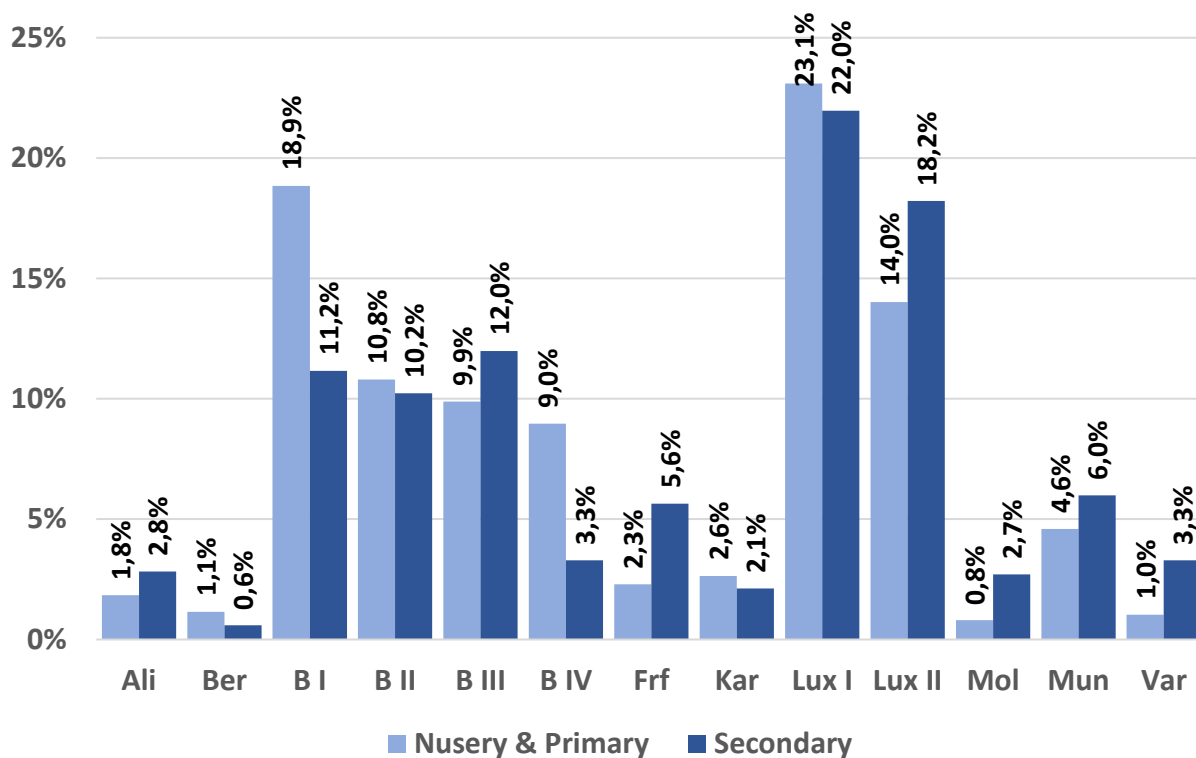
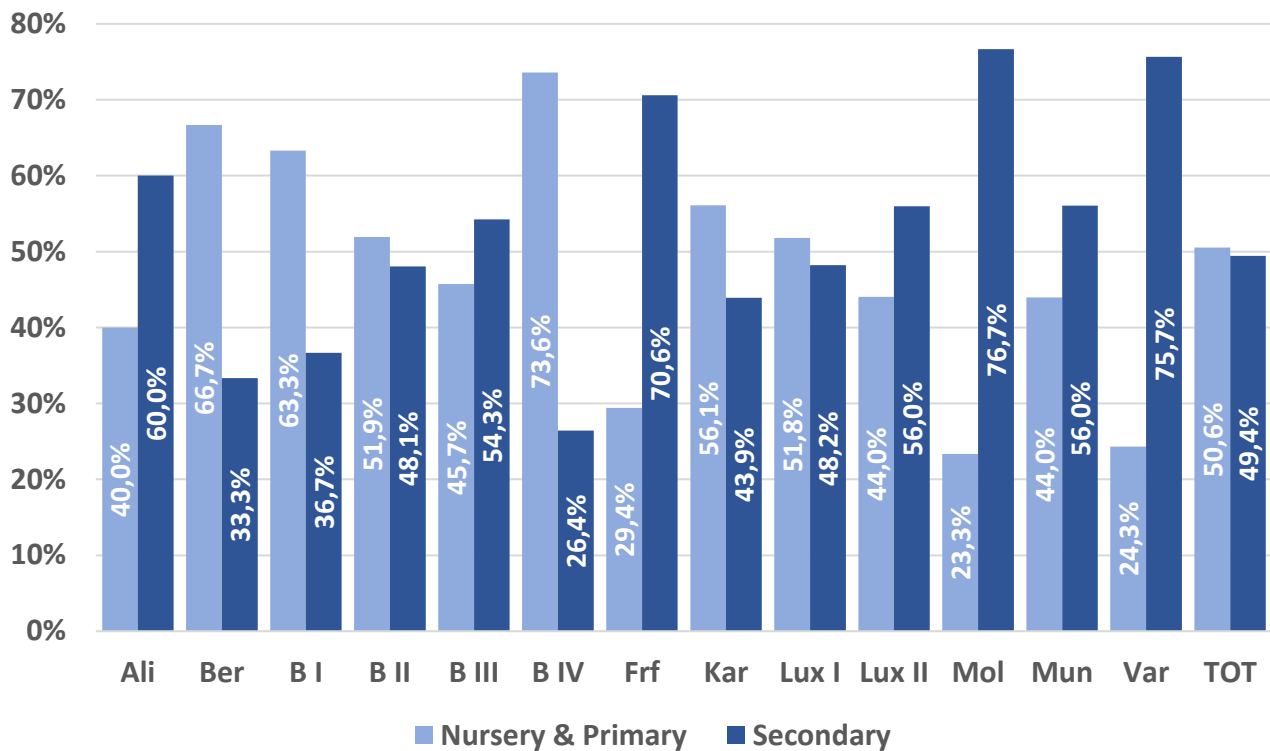


Chart 6 : Proportion of pupils in the Nursery & Primary and Secondary cycles receiving ISA in each school (% of all pupils with ISA)



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 Finnish, Latvian, Polish, Greek, Danish, Swedish, Slovak, English and Spanish language sections have more ISA agreements than average.

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

Comparing with the previous school year, the highest increase (3.3%) is in the Latvian language section, the highest decrease (6.5%) in Estonian language section.

However, any comparison between the sections should be made carefully by 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 2018 – August 2022

Language Section	17-18	18-19	19-20	20-21	21-22	% of total school population 21-22
BG	7.8%	2.9%	3.8%	3.2%	0.9%	0.4%
CS	3.2%	3.5%	4.5%	5.5%	4.3%	1.4%
DA	2.4%	3.5%	3.8%	5.7%	7.5%	1.1%
DE	3.4%	3.9%	3.8%	4.0%	4.6%	15.7%
EL	5.3%	5.3%	6.6%	7.1%	8.7%	3.5%
EN	4.4%	4.9%	5.5%	6.1%	6.6%	19.6%
ES	3.7%	4.7%	5.1%	5.8%	6.6%	5.9%
ET	0.0%	6.7%	10.3%	10.8%	4.3%	0.2%
FI	8.4%	9.0%	11.4%	9.2%	11.6%	1.2%
FR	4.1%	4.3%	4.7%	5.5%	5.8%	29.4%
HU	5.2%	4.8%	5.9%	5.7%	6.7%	1.0%
IT	3.6%	4.4%	3.9%	4.7%	5.6%	7.3%
LT	3.2%	3.7%	2.9%	4.4%	4.9%	0.9%
LV	0.0%	7.1%	11.1%	6.7%	10.0%	0.1%
NL	6.0%	6.1%	6.2%	5.8%	5.6%	5.8%
PL	3.6%	4.9%	6.4%	8.7%	10.0%	2.3%
PT	4.1%	3.7%	4.3%	5.7%	5.3%	1.9%
RO	1.7%	1.4%	1.3%	1.1%	1.0%	0.7%
SK	0.0%	0.0%	11.1%	4.0%	6.7%	0.1%
SV	7.6%	6.0%	5.9%	7.1%	7.4%	1.6%
ALL SECTIONS	4.2%	4.6%	5.0%	5.5%	6.0%	100.0%

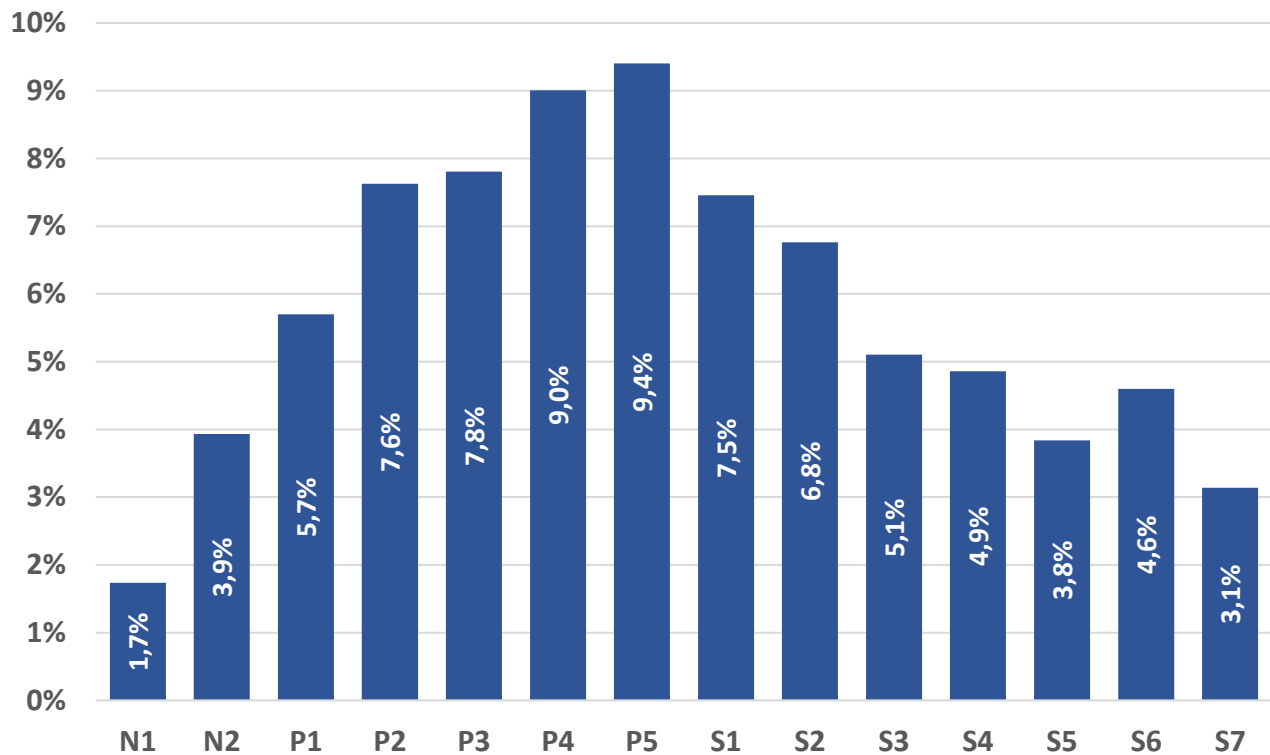
II.4. Percentage of pupils receiving ISA by year group

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 9.4%% which is 1.9% more than in P4 in the previous school year.

The drop from P5 last school year (8.6%) to S1 (7.5%) this school year is 1.1%.

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 has been identified in the most of the years with the exception of the school year 2020/21.

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.

The classification of the diagnoses is in accordance with 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).

Compared to previous year, the number of diagnosis raised from 2 410 to 2 816 which represents an increase of 16.8%.

- The most common diagnosis group is the developmental learning disorders group which includes diagnosis such as dyslexia, dysorthographia, dysgraphia and dyscalculia. This diagnosis group accounts for 36.5% of diagnoses leading to an ISA agreement.
- The second most common diagnosis group is attention, social and behavioural deficits, which account for 25.9% of diagnoses leading to an ISA agreement.
- The motor coordination function diagnosis group comprises the third largest group for ISA agreements, standing at 13.2%.
- The most common concrete diagnoses leading to an ISA agreement are dyslexia (20.3%), attention deficit disorder (10.4%), attention deficit hyperactivity disorder (9.7%), dysorthographia (8.1%) and dyscalculia/Acalculia (6.6%).

- Autism spectrum disorders (with and without intellectual development disorder) account for nearly 5.6% 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 126 pupils (4.5%), which is 0.5% higher than in the previous school year (29 pupils more than previous year).

Chart 8 : Diagnosis groups (%)

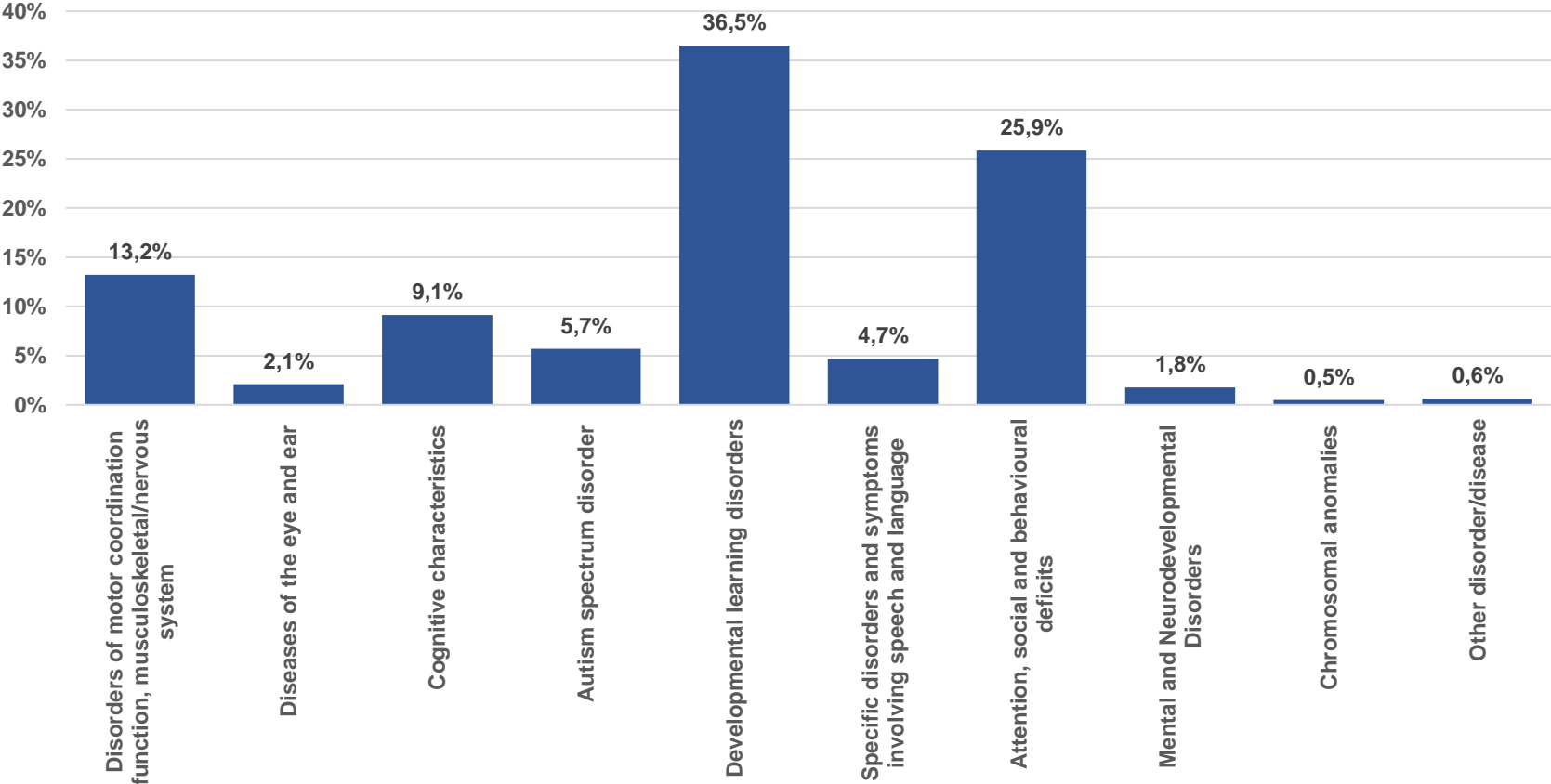


Table 6 : Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)

Disorder	Nursery & Primary	Secondary	TOTAL	% of total number of pupils receiving ISA
Dyslexia	245	327	572	33.2%
Attention deficit disorder	109	183	292	17.0%
Attention deficit hyperactivity disorder	144	129	273	15.9%
Dysorthographia	87	142	229	13.3%
Dyscalculia or Acalculia	53	133	186	10.8%
Dysgraphia	57	90	147	8.5%
Dyspraxia or motor coordination disorder	64	68	132	7.7%
High intellectual potential	66	60	126	7.3%
Autism spectrum disorder without disorder of intellectual development	46	40	86	5.0%
Autism spectrum disorder with disorder of intellectual development	45	28	73	4.2%
Intellectual development disorder	52	20	72	4.2%
Below-average intelligence	35	17	52	3.0%
Hyperactivity/Attention disorder associated with conduct/behavioural disorder	32	18	50	2.9%
Dysphasia	19	27	46	2.7%
Other attention, social and behavioral deficits	26	16	42	2.4%
Other specific disorders and symptoms involving speech and language	34	8	42	2.4%
Other Developmental learning disorders	19	22	41	2.4%
Conduct/behavioural disorder	28	13	41	2.4%
Combination of attention, social and behavioural deficits	19	11	30	1.7%
Impairment of hearing functions	18	12	30	1.7%
Combination of disorders of motor coordination function, musculoskeletal/nervous system	12	13	25	1.5%
Epilepsy	13	11	24	1.4%

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

II.6. Intensive Support A by Subjects

In Nursery, 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.

58.7% of ISA concerned Languages and the remaining 41.3% concerned Other Learning Areas. This is a different proportion than in the previous school year when it was 70% to 30%.

Table 7 : ISA by Subjects in Nursery*

	2020-2021		2021-2022	
	Number of Pupils	%	Number of Pupils	%
Language	56	70.0%	61	58.7%
Other Learning Areas	24	30.0%	43	41.3%
Total	80	100.0%	104	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 (28.5%) received ISA in L1, which is 7.6% less than in the previous school year. ISA support in Mathematics is provided for 22.7% (a 3.8% 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 (16.5%). ISA was also used to support Personal Development (15.6%) and Social Development (6.1%). In the 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	2018-2019		2019-2020		2020-2021		2021-2022	
	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%
Cross-curricular competences:								
- Learning to learn	138	13.1%	161	12.4%	174	10.1%	312	16.5%
- Personal Development	57	5.4%	116	8.9%	194	11.2%	295	15.6%
- Social Development	60	5.7%	118	9.1%	158	9.1%	116	6.1%
Subject Learning Areas:								
- L1	352	33.5%	452	34.8%	624	36.1%	540	28.5%
- ONL	0	0.0%	1	0.1%	0	0.0%	1	0.1%
- L2	63	6.0%	101	7.8%	100	5.8%	26	1.4%
- Mathematics	227	21.6%	240	18.5%	327	18.9%	429	22.7%
- Discovery of the World	29	2.8%	47	3.6%	90	5.2%	77	4.1%
- Art	3	0.3%	8	0.6%	11	0.6%	5	0.3%
- Music	4	0.4%	9	0.7%	10	0.6%	5	0.3%
- Physical Education	8	0.8%	6	0.5%	11	0.6%	13	0.7%
- Religion	2	0.2%	4	0.3%	7	0.4%	1	0.1%
- Ethics	1	0.1%	6	0.5%	2	0.1%	4	0.2%
- European Hours	18	1.7%	10	0.8%	7	0.4%	6	0.3%
Other	88	8.4%	20	1.5%	14	0.8%	63	3.3%
TOTAL	1 050	100.0%	1.299	100.0%	1 729	100.0%	1 893	100.0%

In the **Secondary**, the subjects most frequently requiring ISA support are L1 (34.9%), Mathematics (22.2%) and L2 (12.4%). In the Secondary, there is a trend towards providing more support in the cross-curricular learning areas, especially Learning to Learn (14.9%).

Table 9 : ISA by subjects in Secondary

Secondary	2018-2019		2019-2020		2020-2021		2021-2022	
	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%
Art	2	0.2%	16	1.2%	3	0.2%	3	0.2%
Biology	35	3.1%	38	2.9%	9	0.7%	23	1.8%
Chemistry	27	2.4%	34	2.6%	2	0.2%	11	0.9%
Economy	5	0.4%	27	2.0%	2	0.2%	1	0.1%
Ethics	0	0.0%	0	0.0%	0	0.0%	1	0.1%
Geography	32	2.8%	48	3.6%	2	0.2%	8	0.6%
History	27	2.4%	45	3.4%	5	0.4%	10	0.8%
Human Sciences	13	1.1%	13	1.0%	18	1.4%	6	0.5%
ICT	3	0.3%	4	0.3%	1	0.1%	2	0.2%
Integrated Sciences	28	2.4%	24	1.8%	30	2.4%	26	2.0%
L1	378	33.0%	406	30.5%	443	35.3%	443	34.9%
L2	146	12.8%	177	13.3%	192	15.3%	158	12.4%
L3	17	1.5%	29	2.2%	51	4.1%	28	2.2%
L4	1	0.1%	3	0.2%	1	0.1%	0	0.0%
Latin	0	0.0%	0	0.0%	1	0.1%	0	0.0%
Learn to learn	128	11.2%	157	11.8%	170	13.5%	189	14.9%
Mathematics	239	20.9%	253	19.0%	280	22.3%	282	22.2%
Music	1	0.1%	1	0.1%	2	0.2%	2	0.2%
ONL	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other	3	0.3%	12	0.9%	25	2.0%	47	3.7%
Philosophy	23	2.0%	2	0.2%	2	0.2%	3	0.2%
Physical Education	3	0.3%	3	0.2%	3	0.2%	5	0.4%
Physics	32	2.8%	35	2.6%	6	0.5%	16	1.3%
Religion	0	0.0%	2	0.2%	0	0.0%	0	0.0%
Social skills	2	0.2%	3	0.2%	7	0.6%	7	0.6%
TOTAL	1 145	100.0%	1 332	100.0%	1 255	100.0%	1 271	100.0%

II.7. Pupils with special educational needs refused admission

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**.

In the 2021-2022 school year, there was no admission refused in the entire ES system.

II.8. Promotion rate of pupils benefiting from ISA

- The vast majority of pupils receiving ISA (90%) were promoted normally to the year above.
- 53 pupils with an ISA agreement graduated (passed the Baccalaureate). In total, 63 pupils with ISA were enrolled in s7. Their success rate can be estimated at 84.1%.

- The percentage of pupils with ISA following their year group without promotion, namely 5.3%, is slightly higher than a year ago. However, in the year 2018 it was 8.5%. The percentage of pupils with ISA repeating a year decreased from 2.6% to 1.3%.
- The percentage of pupils with ISA repeating the year in the Primary remained quite stable at 1.9% compared to previous year.

In the Secondary, the repeat rate decreased by half from 2.6% to 1.3%. The total average repeat rate in the ES system in 2021-2022 was 0.6%.

Table 10 : Promotion/progress of pupils receiving ISA by cycle in 2021-2022

Promotion/Progress	Primary	Secondary	Total
Normal promotion to the year above	91.7%	88.6%	90.0%
The pupil moved up with his/her year group. without promotion	6.4%	4.3%	5.3%
Repeating the year	1.9%	0.8%	1.3%
Graduated (BAC)	N/A	6.3%	3.4%
TOTAL	100.0%	100.0%	100.0%

Table 11 : Promotion/progress of pupils receiving ISA by cycle from 2019 to 2022

Promotion/Progress	08/2019	08/2020	08/2021	08/2022
Normal promotion to the year above	88.8%	89.7%	88.9%	90.0%
The pupil moved up with his/her year group, without promotion	6.2%	5.1%	4.7%	5.3%
Repeating the year	3.2%	2.2%	2.6%	1.3%
TOTAL	98.2%	97.0%	96.2%	96.6%

This year the analysis focused on the pupils that moved up with their year group, without promotion.

Table 12 : Modified curriculum in 2021-2022

Modifications on	2021-2022			
	Primary	Secondary	Primary	Secondary
Full curriculum	18	20	34.0%	58.8%
Specific subjects	35	14	66.0%	41.2%
TOTAL	53	34	100.0%	100.0%

Regarding the modifications on specific subjects, the changes concerned the following subjects: Mathematics, Language 1, 2, 3 and 4, Physical Education, Music, Integrated Sciences and Human Sciences.

II.9. Termination of ISA agreements

Out of the total number of pupils receiving ISA (1 721), 136 agreements (7.9%) were terminated. More, 47 ISA agreements were terminated in the Nursery and Primary, which is 34.6% of all terminated agreements. In the Secondary, 89 agreements were terminated, thus accounting for 65.4% of all terminated agreements. Compared with the previous year, there was a 23% decrease in the number of ISA agreements terminated.

- 62 pupils out of 133 (46.6%) terminated their agreement, continued with another type of support or no longer needed Educational Support.

- 43 pupils (23.7%) of those for whom ISA agreements were terminated moved to another school based on the pupil's particular special educational needs. 16 of these decisions were taken based on common agreement between the pupil's legal representative and the school.
- In 27 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 31 cases, pupils who were receiving ISA left the school for other reasons not related to their special educational needs.

In the same school year, 397 new ISA agreements were signed, which is a 17.1% decrease compared to the previous school year. Most of the new agreements (61.7%) were signed in the Primary cycle.

Table 13a : Termination of ISA agreements

Reason for termination		2018-2019			2019-2020			2020-2021			2021-2022		
		N & P	S	Tot.	N & P	S	Tot.	N & P	S	Tot.	N & P	S	Tot.
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	14	15	29
	Support no longer needed	15	20	35	5	17	22	21	30	51	13	20	33
Moved to a school deemed 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	1	15	16
	The legal representative took that decision.	9	12	21	5	24	29	8	13	21	12	15	27
	It was a decision of the school.	0	0	0	0	1	1	0	0	0	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	7	24	31
TOTAL		74	98	172	48	90	138	73	104	177	47	89	136
					↓19.8%			↑28.3%			↓23.2%		

Table 13b : Number of new ISA agreements – Overview

Class	2018-2019				2019-2020				2020-2021				2021-2022			
	N	P	S	TOT	N	P	S	TOT	N	P	S	TOT	N	P	S	TOT
1	21	40	36	97	14	23	41	78	23	36	147	206	15	95	52	162
2	19	35	22	76	19	50	19	88	21	45	16	82	20	43	10	73
3		58	19	77		36	7	43		32	7	39		46	14	60
4		39	14	53		33	12	45		49	26	75		27	12	39
5		26	6	32		31	16	47		43	16	59		34	15	49
6			8	8			4	4			15	15			10	10
7			4	4			1	1			3	3			4	4
TOT	40	198	109	347	33	173	100	306	44	205	230	479	35	245	117	397
								↓11.8%				↑56.5%				↓17.1%

Table 13c : Number of new ISA agreements by school

	2018-2019			2019-2020			2020-2021			2021-2022		
	N	P	S	N	P	S	N	P	S	N	P	S
Ali	0	1	2	0	1	4	0	4	4	2	6	7
Ber	0	4	2	0	2	2	0	4	0	0	5	2
B I	15	55	0	9	24	3	11	39	44	14	51	30
B II	2	11	8	3	15	9	4	19	32	3	38	10
B III	1	10	8	7	31	16	4	17	16	3	33	16
B IV	1	9	4	0	14	8	1	21	11	2	37	7
Frt	0	11	9	0	7	5	0	4	13	1	11	1
Kar	0	6	1	0	2	1	0	4	3	0	7	0
Lux I	11	26	33	10	52	19	15	65	46	0	0	28
Lux II	7	54	14	3	7	8	8	17	39	7	46	10
Mol	0	2	19	0	9	3	0	3	7	1	2	2
Mun	2	8	5	0	8	12	0	8	9	2	9	4
Var	1	1	4	1	1	10	1	0	6	0	0	0
TOT	40	198	109	33	173	100	44	205	230	35	245	117

II.10. Staff working in ISA

The total number of staff working in the ISA area increased by 37% reaching a maximum of 1 148 professionals.

The number of **teachers** increased significantly from 614 to 868 (41%). Teachers account for 75,6% of all staff working in ISA, which is a higher proportion than in the previous school years.

- Most of the support teachers work in the Secondary cycle (603), which is 51% more than it was in the previous year (397). The increase in the number of support teachers providing ISA since the year 2019-2020, over a three-year period, is 43%.
- When analysing the information concerning ISA time in Secondary (table 21c) and the number of teachers that provide ISA (table 14), we can conclude that the ISA time allocated to teachers correspond to 45.5 full time equivalent (FTE) and an average of 1.5 hours per week and per teacher.
- In the Nursery and Primary cycles, 265 teachers work in the field of ISA. This is 22% more than a year ago (217). The increase in the number of support teachers over a four-year period (220

teachers in the school year 2019-2020) is 17%. Analysing the number of teachers in Nursery and Primary (table 14) and the time of ISA provided in these cycles (table 21c), we can conclude that it corresponds to 66 FTE and an average of 6 hours per week per teacher.

- The proportion of seconded teachers providing ISA is 23.8% in total, locally recruited teachers accounting for the remaining 67.2%.

The number of **Educational Support Assistants** increased by 24.9% in comparison with the previous school year. The increase over a three-year period is 24.3% (222 assistants in the year 2017/18). Educational Support Assistants account for 24% of the staff working in the ISA area. The majority (69.2%) of the assistants work in the Nursery and Primary cycles, 191 out of 276. Analysing the information provided in table 14 together with the time allocated to these professionals (table 21c), we can conclude that at system level the time allocated to Educational Support Assistants corresponds to 122.77 FTE and an average of 15.6 hours per week and per assistant.

Table 14 : Staff providing ISA (Number per cycle) from 2019-2020 to 2021-2022

	School Year	N&P		Secondary		N&P + S	
		Number	%	Number	%	Number	%
Seconded teacher	19/20	28	7.1%	123	28.3%	151	18.2%
	20/21	31	8.3%	119	25.8%	150	18.0%
	21/22	48	10.5%	159	23.0%	207	18.0%
Locally recruited teacher	19/20	192	48.5%	263	60.5%	455	54.8%
	20/21	186	49.7%	278	60.3%	464	55.6%
	21/22	217	47.5%	444	64.3%	661	57.6%
Educational Support assistant	19/20	176	44.4%	46	10.6%	222	26.7%
	20/21	157	42.0%	64	13.9%	221	26.5%
	21/22	191	41.8%	85	12.3%	276	24.0%
Other	19/20	0	0.0%	3	0.7%	3	0.4%
	20/21	0	0.0%	0	0.0%	0	0.0%
	21/22	1*	0.2%	3*	0.4%	4	0.3%
TOTAL	19/20	396	100.0%	435	100.0%	831	100.0%
	20/21	374	100.0%	461	100.0%	835	100.0%
	21/22	457	100.0%	691	100.0%	1 148	100.0%

*Other: Autism Coach (1 in Primary and 1 in Secondary), Counselor and Psychologist

II.11. 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 160, which is a 13.59% increase compared to the previous year (141).

- The largest number of tripartite agreements is in the Primary, with 96 agreements (60.0%). In the Secondary, there are 28 such agreements and 36 in Nursery.
- Most tripartite agreements (68.7%) are signed for pupils receiving ISA.

The largest number of agreements was signed at the ES, Brussels III (decrease from 51 to 44 since the previous school year), as shown in Tables 15a and 15b. Karlsruhe has 1 agreement. Bergen, Mol and Varese have no tripartite agreement.

Table 15a : Tripartite agreements across the European Schools in 2021-2022

	General	Moderate	ISB	ISA	Several Types	No Support	TOTAL
Alicante	0	0	0	5	0	0	5
Bergen	0	0	0	0	0	0	0
Brussels I	0	0	0	5	0	1	6
Brussels II	0	8	0	2	0	0	10
Brussels III	0	0	0	44	0	0	44
Brussels IV	7	1	0	13	0	0	21
Frankfurt	4	1	0	4	0	7	16
Karlsruhe	0	0	0	1	0	0	1
Luxemburg I	0	0	0	10	0	0	10
Luxemburg II	0	4	0	18	0	0	22
Mol	0	0	0	0	0	0	0
Munich	10	3	0	8	0	4	25
Varese	0	0	0	0	0	0	0
TOTAL	21	17	0	110	0	12	160

Table 15b : Tripartite agreement across the cycles in 2021-2022

	2019-2020			2020-2021			2021-2022		
	N	P	S	N	P	S	N	P	S
General Support	0	4	0	2	8	0	11	7	3
Moderate Support	5	25	1	3	17	2	6	10	1
ISB	0	3	0	7	4	0	0	0	0
ISA	23	106	26	6	71	21	17	71	22
Several types of Support	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0
No Support	N/A	N/A	N/A	N/A	N/A	N/A	2	8	2
TOTAL	28	138	27	18	100	23	36	96	28

This year, the analysis included as well the types of therapists with whom the tripartite agreements were signed.

Table 15c : Therapists with whom tripartite agreements were signed in 2021-2022

	2021-2022				
	N	P	S	TOT	%
Speech therapist	27	75	24	126	75.4%
Psychomotor therapist	3	22	1	26	15.6%
Psychologist	0	4	2	6	3.6%
Physiotherapist	1	1	0	2	1.2%
Occupational therapist	3	0	1	4	2.4%
Psychomotor therapist	1	1	0	2	1.2%
Behavioral therapist	1	0	0	1	0.6%
TOTAL	36	103	28	167	100.0%
%	21.6%	61.7%	16.8%	100.0%	

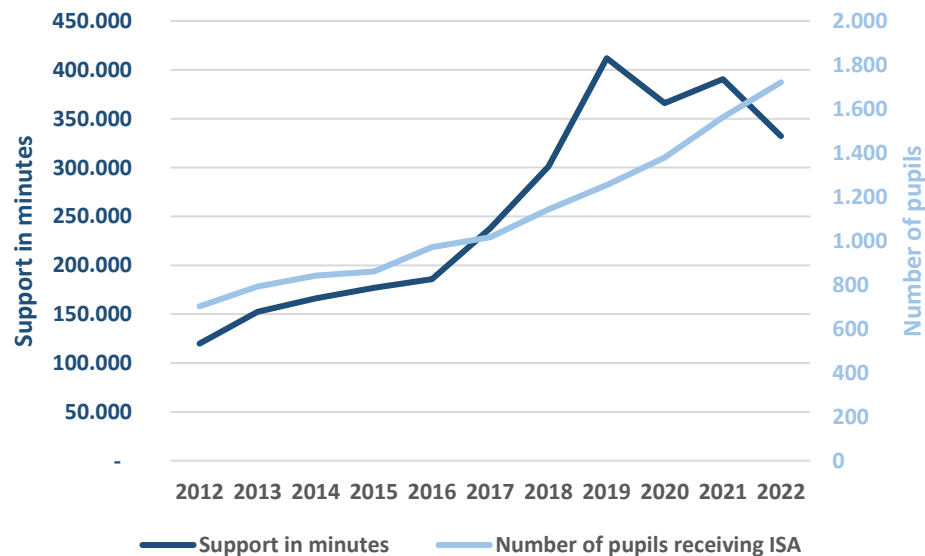
II.12. Time used for Intensive Support A

The total amount of ISA time per week in the European Schools amounted to 332 100 minutes per week (5 535 hours of ISA per week across the European Schools System). In the previous school year, it was 390 442 minutes, meaning a decrease of 14.9%. The amount of ISA does not distinguish between support given to groups or to individuals.

Table 16 : Development of ISA time and number of pupils with ISA agreements 2019-2022

School year	Support in minutes	Increase on the previous year	Number of pupils receiving ISA	Increase in pupils receiving ISA
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%
2022	332 100	-14.9%	1 721	10.2%

Chart 9 : Development of ISA time and of the number of pupils receiving ISA over the years



Most ISA time, namely 64%, was provided in the Nursery and Primary cycles.

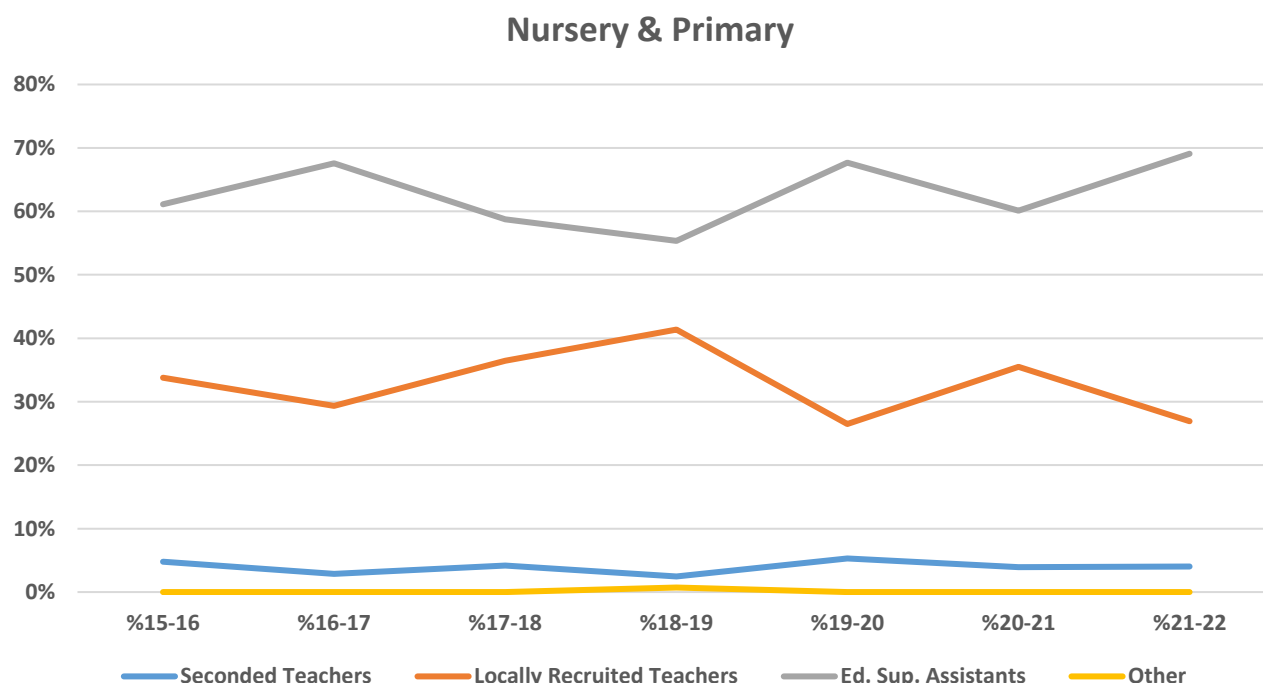
The share of Educational Support time provided by Educational Support assistants increased in comparison with the previous year from 59.8% to 67.2%. In the Nursery and Primary, there was an increase from 60% to 69.1%, in the secondary from 59 to 63.8%. The share of Educational Support time provided by locally recruited teachers decreased slightly from 34% to 27.6% in total, in the Nursery and Primary from 35.5% to 26.9% and in the Secondary from 34% 28.9%.

Support provided by seconded teachers increased slightly from 4% to 5,1%.

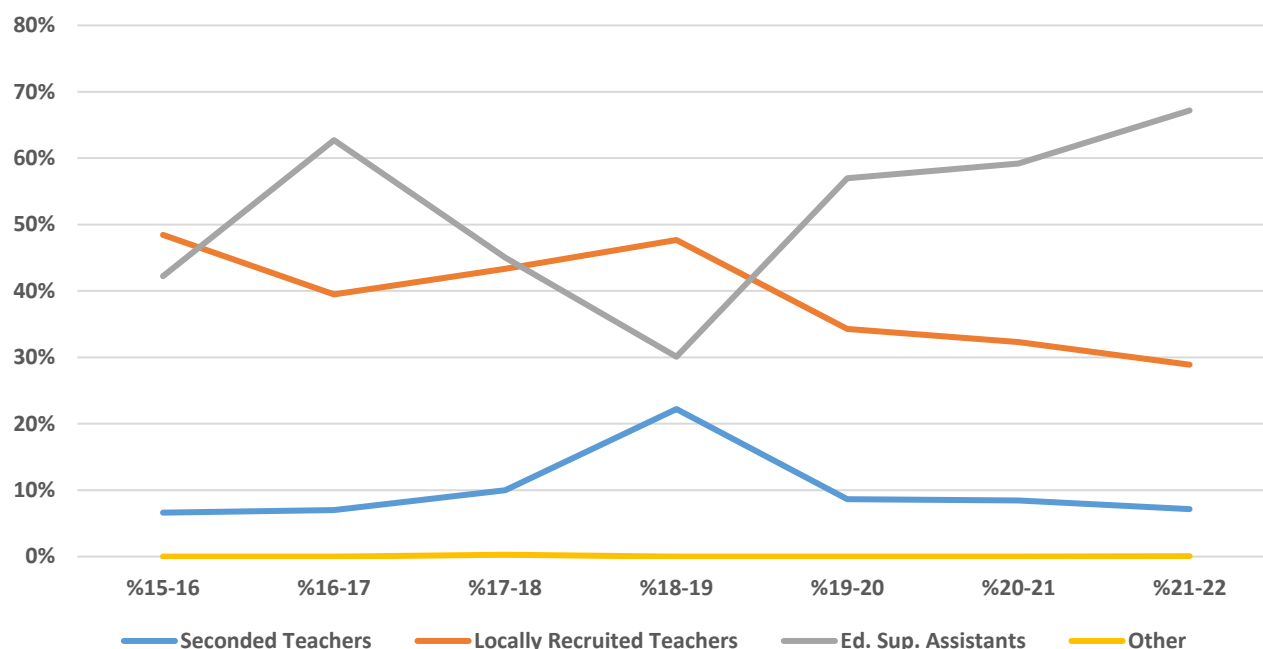
Table 17 : Total amount of ISA time by cycle offered by different professions

Profession	Nursery & Primary		Secondary		All cycles	
	Hours/week	%	Hours/week	%	Hours/week	%
Seconded teacher	142.30	4.0%	142.01	7.2%	284.32	5.1%
Locally recruited teacher	956.51	26.9%	572.52	28.9%	1 529.03	27.6%
Educational Support assistant	2 455.57	69.1%	1 263.48	63.8%	3 719.05	67.2%
Other	-	0.0%	2.60	0.1%	2.60	0.0%
TOTAL	3 554.38	100.0%	1 980.62	100.0%	5 535.00	100.0%

Charts 10 and 11 : Total amount of time by cycle offered by different professions



Secondary

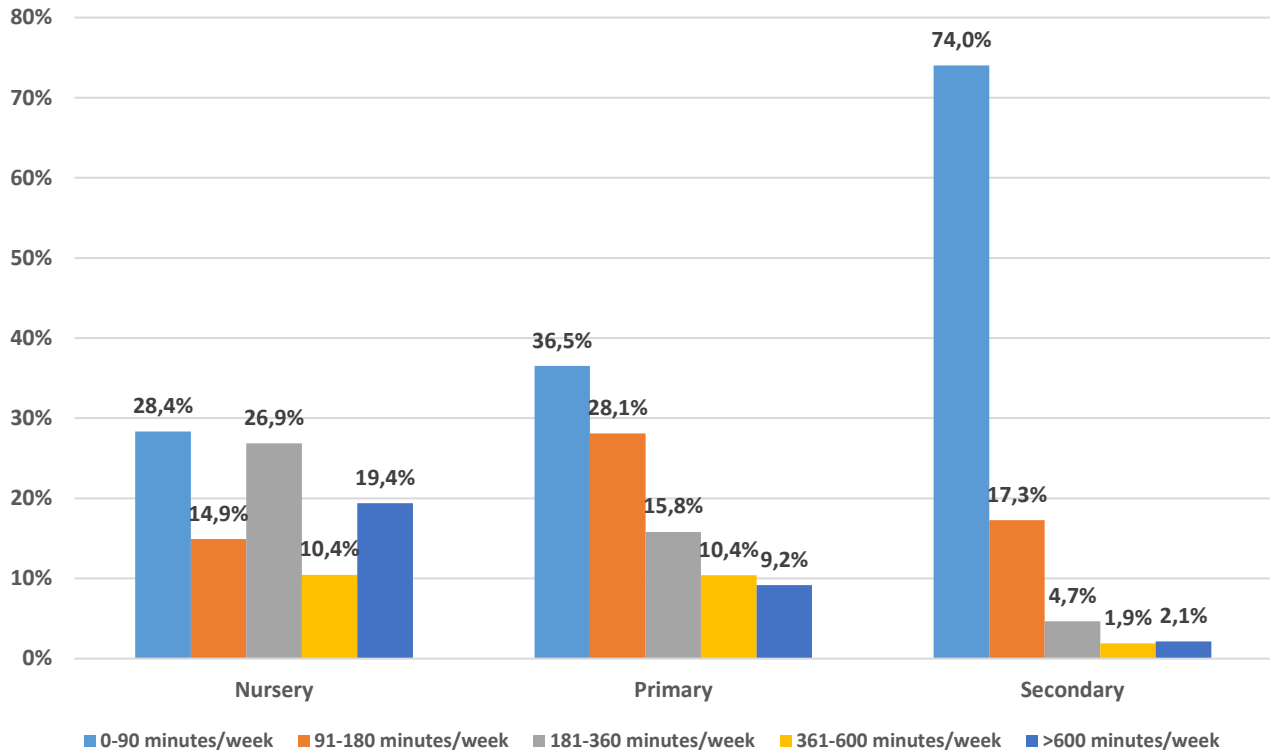


Most of the ISA provided (54.1%) amounted to less than 90 minutes per week and 22.4% of ISA was in a category between 91 and 180 minutes per week. That was similar to the last five years. The amount of ISA ranging between 181 and 360 minutes per week was 10.9%, which is more than in the previous year (9.5%). The amount of support ranging between 361 and 600 minutes per week increased from 4.6% last year to 6.3% and the amount of the most intensive support (more than 600 minutes per week) was 6.2% which is less than in the previous school year when it was 8.2%.

Table 18 : Amount of ISA by cycle

Amount of ISA	Nursery		Primary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
0-90 minutes/week	19	28.4%	291	36.5%	587	74.0%	897	54.1%
91-180 minutes/week	10	14.9%	224	28.1%	137	17.3%	371	22.4%
181-360 minutes/week	18	26.9%	126	15.8%	37	4.7%	181	10.9%
361-600 minutes/week	7	10.4%	83	10.4%	15	1.9%	105	6.3%
>600 minutes/week	13	19.4%	73	9.2%	17	2.1%	103	6.2%
TOTAL	67	100.0%	797	100.0%	793	100.0%	1 657	100.0%

Chart 12 : Proportion of pupils with ISA (%) receiving support (minutes per week) by cycle



II.13. Special arrangements

As from this year, the statistical report includes information on special arrangements put in place across the European Schools and the cycles.

Table 19a : Number of special arrangements in 2021-2022

	Primary	S1-S3	S4-S5	S6-S7	TOTAL
General Support	81	54	38	33	206
Moderate Support	23	36	68	66	193
ISB	25	9	5	2	41
ISA	317	407	188	148	1.060
Several types of Support	14	93	55	31	193
Pupils with no Support	4	62	87	109	262
TOTAL	464	661	441	389	1 955

Table 19b : Number of special arrangements by school in 2021-2022

	General Support	Moderate Support	ISB	ISA	Several types of Support	Pupils with no Support	TOTAL
Ali	4	37	3	25	0	0	69
Ber	6	3	0	4	0	28	41
B I	75	84	30	180	158	43	570
B II	12	28	0	67	20	49	176
B III	36	1	2	82	3	78	202
B IV	6	24	0	30	8	41	109
Frf	0	0	0	67	0	0	67
Kar	8	2	0	40	0	14	64
Lux I	4	0	0	230	0	2	236
Lux II	0	0	0	247	0	0	247
Mol	9	11	6	24	4	6	60
Mun	46	3	0	60	0	1	110
Var	0	0	0	4	0	0	4
TOT	206	193	41	1 060	193	262	1 955

Table 20 : Types of special arrangements in 2021-2022

The figures highlighted in red correspond to the special arrangements that have to be approved by the Board of Inspectors Secondary/inspector in charge of special arrangements.

	Primary	S1-S3	S4-S5	S6-S7	TOTAL
Additional time can be granted to pupils whose working pace is affected by their condition	306	501	387	318	1 512
Change of seating arrangements	217	71	76	71	435
Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting	48	103	120	135	406
Separate room for the test/examination/assessment	102	25	78	103	308
Modifications to the format of the assessment paper: size of paper and font, contrast, alignment, line spacing and printed pages. A paper and digital Braille version of the exams may also be made available	70	90	74	52	286
Use of approved applications/software for spell checker because of dyslexia	12	38	46	74	170
Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted	80	57	16	1	154
The use of a specific learning aid which is normally used in class, for example, a magnifying glass	91	1	13	16	121
Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks	1	33	27	23	84
Approved text-to-speech software/device or a reader to read both the assessment paper and to read back the answers. In this case, the additional time 25% may be granted	0	20	30	33	83
The schools may propose the inclusion of specific software and devices that aim to allow equal access and opportunities	0	27	13	12	52
An assistant to provide physical care for a pupil to ensure his or her well-being and safety	40	5	3	2	50
Taking of medication and/or refreshment in the case of a medical condition	27	0	6	15	48
Approved speech-to-text and text-to-speech software/device or a scribe to transcribe word for word the pupil's dictated answers and to read back the pupil's answers where necessary	9	13	13	12	47

	Primary	S1-S3	S4-S5	S6-S7	TOTAL
A hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses	11	2	1	4	18
For colour-blind pupils, colours can be substituted with words on the test/examination paper or a reader can name the colours for the pupil	2	3	0	8	13
An audio recording of answers where a scribe is not available	0	0	1	3	4
Written answers for oral examinations by a candidate who has severe difficulties in oral expression	0	0	2	1	3
For deaf or hard of hearing pupils, questions and instructions during oral exams are given in writing, exercises using audio files or videos are replaced by written exercises, or pupils receive a script of audio file or video	1	0	1	0	2
A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking	1	0	0	0	1
TOTAL	1 025	1 022	976	960	3 983

The “Other” types of special agreements mainly consisted in the use of a simple calculator, of noise cancelling headsets, of a calm room, exemption of Physical Education courses, of visual aid, rest periods, use of digital clock for time management, use of formulas sheets, use of memory cards, typing courses and use of Sprint software.

On top of these special arrangements, 9 pupils skipped a year in 2021-2022 in the whole system.

III. Resources for Educational Support

III.1. Teachers providing all forms of support

In total, 1 068 teachers provided Educational Support during the 2021-2022 school year.

- 63.3% (676) worked in the Secondary cycle, 34.2% (365) in the Nursery and Primary cycles and 2.5% (27) 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 proportion between seconded and locally recruited support teachers vary from year to year as shown in the table 21a.
- The total number of teachers involved in Educational Support dropped by 3.7%. However, this average decrease consists of a decrease of 9.1% in the Secondary cycle and an increase of 20.9% in the Nursery and Primary cycles. We can observe that the difference in the number of teachers providing support differs significantly from school to school. While in three schools we can observe a decrease in the total number of teachers between 37.7% and 74.8%, in four other schools we can see the opposite trend: an increase in the number of teachers between 17.9% and 65.6%.

However, the information available on table 14 shows that there was an increase of teachers providing ISA.

Table 21a : Teachers providing all forms of support

	2019-2020					2020-2021					2021-2022				
	S*	LRT	TOT	S*	LRT	S*	LRT	TOT	S*	LRT	S*	LRT	TOT	S*	LRT
Ali	40	34	74	54.1%	45.9%	35	30	65	53.8%	46.2%	23	37	60	38.3%	61.7%
Ber	7	24	31	22.6%	77.4%	5	31	36	13.9%	86.1%	2	28	30	6.7%	93.3%
B I	27	79	106	25.5%	74.5%	18	70	88	20.5%	79.5%	28	91	119	23.5%	76.5%
B II	54	68	122	44.3%	55.7%	23	38	61	37.7%	62.3%	49	52	101	48.5%	51.5%
B III	32	73	105	30.5%	69.5%	47	107	154	30.5%	69.5%	37	59	96	38.5%	61.5%
B IV	0	53	53	0.0%	100.0%	27	46	73	37.0%	63.0%	28	47	75	37.3%	62.7%
Frfr	18	49	67	26.9%	73.1%	13	63	76	17.1%	82.9%	18	65	83	21.7%	78.3%
Kar	28	34	62	45.2%	54.8%	16	27	43	37.2%	62.8%	23	41	64	35.9%	64.1%
Lux I	59	88	147	40.1%	59.9%	60	107	167	35.9%	64.1%	69	97	166	41.6%	58.4%
Lux II	26	71	97	26.8%	73.2%	20	67	87	23.0%	77.0%	24	61	85	28.2%	71.8%
Mol	14	31	45	31.1%	68.9%	17	39	56	30.4%	69.6%	19	47	66	28.8%	71.2%
Mun	14	50	64	21.9%	78.1%	22	66	88	25.0%	75.0%	21	73	94	22.3%	77.7%
Var	26	51	77	33.8%	66.2%	18	97	115	15.7%	84.3%	4	25	29	13.8%	86.2%
TOT	345	705	1 050	32.9%	67.1%	321	788	1 109	28.9%	71.1%	345	723	1 068	32.3%	67.7%

* S: Seconded

- 25.9% of the teachers were qualified to teach pupils with special educational needs. 74.1% of the teachers had more than three years of experience during the last five years in teaching pupils with special educational needs.

Table 21b: Time allocated to Educational Support in 2021-2022 (in minutes)

General, Moderate and Intensive Support B were allocated to teaching staff, whereas in Intensive Support the time was allocated to teachers and Educational Support Assistants.

We can observe that the time allocated to the different types of support varies across the schools.

Considering the total time allocated at system level across all types of support (including ISA time allocated to teachers), the time of support with most time allocated is Intensive Support A. In 3 of the 13 schools the time allocated to Moderate Support is higher than that allocated to Intensive Support.

Considering the time allocated to the teaching staff in all types of support, we can conclude that $108 + 98 = 206$ FTE teachers were engaged in Educational Support (calculation method: Nursery and Primary – total of time ÷ 60 (minutes) ÷ 25.5 (hours per week) ÷ 36 weeks; Secondary = total of time ÷ 45 ÷ 21 ÷ 36).

	GeneralSupport				ModerateSupport				ISB				ISA			
	N	P	S	TOT	N	P	S	TOT	N	P	S	TOT	N	P	S	TOTAL
Ali	1.530	31.350	35.737	68.617	-	85.575	25.166	110.741	-	9.570	32.830	42.400	-	92.995	79.027	172.022
Ber	-	28.620	32.400	61.020	-	7.560	24.300	31.860	-	-	-	-	-	68.040	24.000	92.040
BI	51.420	243.450	98.820	393.690	21.600	130.560	97.200	249.360	9.720	34.035	157.140	200.895	215.700	1.319.020	119.520	1.654.240
BII	41.280	164.295	97.110	302.685	20.520	192.825	72.465	285.810	1.445	3.360	27.315	32.120	85.330	531.270	309.600	926.200
BIII	12.960	125.280	189.810	328.050	4.320	123.660	14.985	142.965	-	8.100	31.635	39.735	189.000	1.454.220	1.085.400	2.728.620
BIV	15.120	85.000	61.380	161.500	270	539.060	33.120	572.450	-	-	38.205	38.205	145.800	1.240.920	779.340	2.166.060
Frf	16.650	76.294	37.535	130.479	-	169.682	11.700	181.382	-	54.945	-	54.945	-	101.010	38.200	139.210
Kar	25.380	99.630	86.010	211.020	2.160	61.560	4.860	68.580	16.740	33.810	1.620	52.170	3.240	159.660	205.740	368.640
LuxI	2.700	14.060	27.642	44.402	94.860	127.198	72.594	294.652	-	-	29.889	29.889	57.750	225.120	1.048.770	1.331.640
LuxII	7.140	30.600	61.830	99.570	25.920	92.700	2.385	121.005	40.800	8.160	-	48.960	184.620	1.054.680	260.100	1.499.400
Mol	9.960	44.790	27.700	82.450	7.830	29.160	149.545	186.535	4.320	6.570	13.410	24.300	6.600	65.955	56.250	128.805
Mun	13.500	127.440	88.290	229.230	13.500	65.340	13.050	91.890	-	32.400	19.890	52.290	6.480	114.480	113.400	234.360
Var	2.340	23.175	45.160	70.675	32.194	183.380	14.850	230.424	-	-	-	-	58.680	296.892	158.790	514.362
TOT	199.980	1.093.984	889.424	2.183.388	223.174	1.808.260	536.220	2.567.654	73.025	190.950	351.934	615.909	953.200	6.724.262	4.278.137	11.955.599

Table 21c : Time allocated to ISA in 2021-2022

	ISA															
	Nursery		Primary		Secondary		TOTAL		Nursery		Primary		Secondary		TOTAL	
	Assistants	Teachers	Assistants	Teachers	Assistants	Teachers	Assistants	Teachers	Assistants	Teachers	Assistants	Teachers	Assistants	Teachers	Assistants	Teachers
Ali	0	0	35 525	57 470	4 571	74 456	40 096	131 926	-	-	38.2%	61.8%	5.8%	94.2%	23.3%	76.7%
Ber	0	0	32 400	35 640	22 380	1 620	54 780	37 260	-	-	47.6%	52.4%	93.3%	6.8%	59.5%	40.5%
B I	191 340	24 360	916 560	402 460	31 005	88 515	1 138 905	515 335	88.7%	11.3%	69.5%	30.5%	25.9%	74.1%	68.8%	31.2%
B II	80 920	4 410	259 740	271 530	79 335	230 265	419 995	506 205	94.8%	5.2%	48.9%	51.1%	25.6%	74.4%	45.3%	54.7%
B III	184 680	4 320	1 226 700	227 520	1 004 400	81 000	2 415 780	312 840	97.7%	2.3%	84.4%	15.6%	92.5%	7.5%	88.5%	11.5%
B IV	145 800	0	1 240 920	0	746 400	32 940	2 133 120	32 940	100.0%	0.0%	100.0%	0.0%	95.8%	4.2%	98.5%	1.5%
Frft	0	0	0	101 010	0	38 200	0	139 210	-	-	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Kar	0	3 240	88 800	70 860	183 060	22 680	271 860	96 780	0.0%	100.0%	55.6%	44.4%	89.0%	11.0%	73.7%	26.3%
Lux I	36 750	21 000	101 430	123 690	505 467	543 303	643 647	687 993	63.6%	36.4%	45.1%	54.9%	48.2%	51.8%	48.3%	51.7%
Lux II	143 820	40 800	464 610	590 070	58 140	201 960	666 570	832 830	77.9%	22.1%	44.1%	55.9%	22.4%	77.6%	44.5%	55.5%
Mol	0	6 600	44 520	21 435	50 625	5 625	95 145	33 660	0.0%	100.0%	67.5%	32.5%	90.0%	10.0%	73.9%	26.1%
Mun	0	6 480	0	114 480	0	113 400	0	234 360	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Var	7 560	51 120	101 952	194 940	43 740	115 050	153 252	361 110	12.9%	87.1%	34.3%	65.7%	27.5%	72.5%	29.8%	70.2%
TOT	790 870	162 330	4 513 157	2 211 105	2 729 123	1 549 014	8 033 150	3 922 449	83.0%	17.0%	67.1%	32.9%	63.8%	36.2%	67.2%	32.8%

III.2. Educational Support Assistants

In total, 296 assistants worked in the Educational Support area in the 2020-2021 school year, most of them (70.6%) in the Nursery and Primary. This represents a 6.6% increase. In terms of full-time equivalent, this represents 160.80 full-time posts.

- The largest number of assistants worked at Brussels I (71).
- 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 Varese.

This year, the qualifications of assistants were broken down as follows: Vocational training in SEN/Educational Support/Inclusive Education, Upper Secondary Education, University education linked to Special Educational Needs and Educational Support and University Education in other areas.

- 54.1% of the assistants were university graduates among which 26.7% had a university diploma linked to Educational Support and Inclusive Education.
- Upper Secondary education accounted for 35.1% of assistants.
- Vocational training accounted for 17.9% of assistants.

Table 22 : Educational Support Assistants in the European Schools

	2019-2020					2020-2021							2021-2022						
	N&P	S	TOT	N&P	S	N&P	S	Across cycles	TOT	N&P	S	Across cycles	N&P	S	Across cycles	TOT	N&P	S	Across cycles
Ali	2	1	3	66.7%	33.3%	0	0	2	2	0.0%	0.0%	100.0%	3	0	2	5	60.0%	0.0%	40.0%
Ber	0	0	0			0	0	0	0				1	2	0	3	33.3%	66.7%	0.0%
B I	61	3	64	95.3%	4.7%	50	4	0	54	92.6%	7.4%	0.0%	63	6	2	71	88.7%	8.5%	2.8%
B II	10	3	13	76.9%	23.1%	13	3	0	16	81.3%	18.8%	0.0%	12	2	2	16	75.0%	12.5%	12.5%
B III	23	11	34	67.6%	32.4%	24	19	1	44	54.5%	43.2%	2.3%	25	22	0	47	53.2%	46.8%	0.0%
B IV	21	8	29	72.4%	27.6%	26	8	0	34	76.5%	23.5%	0.0%	36	9	0	45	80.0%	20.0%	0.0%
Frf	2	3	5	40.0%	60.0%	2	1	0	3	66.7%	33.3%	0.0%	4	1	0	5	80.0%	20.0%	0.0%
Kar	3	2	5	60.0%	40.0%	3	4	0	7	42.9%	57.1%	0.0%	4	5	0	9	44.4%	55.6%	0.0%
Lux I	32	16	48	66.7%	33.3%	32	19	5	56	57.1%	33.9%	8.9%	29	29	0	58	50.0%	50.0%	0.0%
Lux II	14	2	16	87.5%	12.5%	11	4	0	15	73.3%	26.7%	0.0%	11	3	0	14	78.6%	21.4%	0.0%
Mol	1	1	2	50.0%	50.0%	4	1	0	5	80.0%	20.0%	0.0%	3	3	0	6	50.0%	50.0%	0.0%
Mun	12	2	14	85.7%	14.3%	9	4	0	13	69.2%	30.8%	0.0%	9	3	0	12	75.0%	25.0%	0.0%
Var	10	0	10	100.0%	0.0%	9	0	1	10	90.0%	0.0%	10.0%	5	0	0	5	100.0%	0.0%	0.0%
TOT	191	52	243	78.6%	21.4%	183	67	9	259	70.7%	25.9%	3.5%	205	85	6	296	69.3%	28.7%	2.0%

III.3. Educational Support Coordinators

The number of Educational Support Coordinators and the coordination time per week are shown in Table 23 below. This coordination time is resourced from the Educational Support budget, which is why the schools have more freedom and flexibility.

Table 23 : Coordination time (in minutes per week)

	2019-2020				2020-2021					2021-2022				
	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	Across cycles	TOT		N&P	S	Across cycles	TOT	
Ali	1	2	3	608	1	1	0	2	540	2	1	0	3	540
Ber	1	1	2	375	2	1	0	3	375	1	2	0	3	465
B I	2	1	3	2 670	2	1	0	3	2 730	2	1	0	3	2 655
B II	1	2	3	2 250	1	2	0	3	3 015	2	1	0	3	2 445
B III	8	1	9	1 365	1	1	0	2	1 365	1	2	0	3	1 868
B IV	1	1	2	2 490	1	1	0	2	1 920	1	1	0	2	1 440
Frf	1	1	2	960	1	1	0	2	960	1	1	0	2	960
Kar	3	1	4	675	3	1	0	4	850	4	1	0	5	830
Lux I	1	1	2	1 845	1	2	0	3	2 325	1	2	0	3	2 925
Lux II	1	1	2	1 395	1	1	0	2	1 673	1	1	0	2	1 845
Mol	1	2	3	1 290	1	2	0	3	1 320	1	1	0	2	2 880
Mun	1	2	3	1 125	1	2	1	4	1 125	1	1	0	2	1 230
Var	2	2	4	1 680	2	1	1	4	1 680	2	0	0	2	720
TOT	24	18	42	18 728	18	17	2	37	19 878	20	15	0	35	20 803

In the 2021-2022 school year, in total,

- 35 Coordinators worked in Educational Support, two less than a year ago.
- The number of Coordinators per school ranged between two and three. The number of Educational Support coordinators is similar in the different schools at the system level.
- 71.4% of them had the qualifications required to teach pupils with special educational needs.
- 65.7% 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 24 : European Baccalaureate results for pupils with special arrangements and for all candidates (Data from the Reports on the European Baccalaureate 2019, 2020 and 2021, 2022)

	2019		2020		2021		2022	
	All candidates	With special arrangements	All candidates	With special arrangements	All candidates	With special arrangements	All candidates	With special arrangements
Number of candidates	2 175	145	2 265	143	2 370	177	2 405	200
Number of boys	1 105	76	1 102	87	1 224	93	1 216	109
Number of girls	1 070	69	1 163	56	1 146	84	1 189	91
Pass rate	98.2%	95.9%	98.21%	97.20%	99.54%	98.87%	99.42%	98.50%
Average final mark	78.8%	72.8%	79.99*	74.83*	78.19%	72.50%	77.45%	70.0%
AFM boys	77.1%	71.8%	78.33*	74.32*	76.09%	71.43%	75.18%	68.18%
AFM girls	80.7%	73.9%	81.55*	75.64*	80.44%	73.68%	79.68%	72.18%
Overall written mark	75.2%	68.0%	N/A	N/A	72.83%	66.88%	72.73%	64.5%
Overall oral mark	82.1%	77.6%	N/A	N/A	N/A	N/A	81.30%	75.1%

The number and proportion of candidates with special arrangements increased again significantly for the BAC session 2022 and was at an all-time high level, up by 37.9% compared to 2018 and by 22.1% compared to the BAC session 2021.

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 (a 1% difference). 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 2022 were (in descending order):

- 10 minutes extra time per examination hour
- 10 minutes extra time per preparation of oral examinations
- 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 2021-2022 school year in relation to different forms of support and Costs per case

Tables 25, 26 and 27 below show the actual costs calculated to match the 2021-2022 school year and take into account 4 twelfths coming from the Closure of Accounts 2021 and 8 twelfths coming from the Closure of Accounts 2022, including the amendments if applicable.

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 cases of ES pupils receiving General Support is 4 949, Moderate Support 2 752, ISA 1 721 and ISB 595. The populations of pupils receiving Educational Support increased in all types of support: General Support +4.3%, Moderate Support +2.6%, ISB +32.2% and ISA +10.2%. It should be remembered that any one pupil may receive several forms of support.

The average actual cost per case receiving Educational Support in the ES in the 2021-2022 school year was € 2 204. This represents an increase of 6% compared to last year where the average actual cost per case was € 2 080.

- The cost per case is higher than the average at the ES, Brussels III (€ 2 985, +11.0%), followed by Luxembourg I (€ 2 822, -5.4%), Luxembourg II (€ 2 775, -27.2%), Varese (€2 672, +23.3%), Brussels I (€ 2 467, -3.0%), Brussels IV (€ 2 320, +34.7%) and Alicante (€2 269, +32.5%).
- The cost per case is clearly the lowest at the ES, Munich (€ 1 222, +34.1%) followed by the ES, Frankfurt (€ 1 255, +34.5%).
- Also, in the ES, Bergen, Brussels II, Karlsruhe and Mol the cost per case is lower than the average cost per case.

This report shows, in the table 25, for the first time as well the actual costs per pupil calculated on the whole school population as a new indicator related to the use of the financial resources .

Table 25 : Actual Costs in the 2021-2022 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	Q
School	Costs	% of the total cost	Nbr of pupils (total population)	% of the pupil pop.	Nbr of cases GS	% of the cases GS	Nbr of cases MS.	% of the cases MS	Nbr of cases ISB	% of the cases ISB	Nbr of cases ISA	% of the cases ISA	Total cases receiving support (F+H+J+L)	% of the total cases receiving support	Cost per case (B/N)	To school population (B/D)
Ali	517 323.00€	2.3%	1 087	3.8%	104	2.1%	57	2.1%	27	4.5%	40	2.3%	228	2.3%	2 268.96€	475.92€
Ber	267 463.67€	1.2%	542	1.9%	113	2.3%	23	0.8%	0	0.0%	15	0.9%	151	1.5%	1 771.28€	493.48€
B I	3 201 996.67€	14.5%	4 273	14.9%	744	15.0%	137	5.0%	158	26.6%	259	15.0%	1 298	13.0%	2 466.87€	749.36€
B II	1 720 923.00€	7.8%	3 541	12.4%	583	11.8%	321	11.7%	44	7.4%	181	10.5%	1 129	11.3%	1 524.29€	486.00€
B III	2 763 694.67€	12.5%	3 320	11.6%	591	11.9%	130	4.7%	17	2.9%	188	10.9%	926	9.2%	2 984.55€	832.44€
B IV	1 867 775.67€	8.5%	3 120	10.9%	289	5.8%	301	10.9%	109	18.3%	106	6.2%	805	8.0%	2 320.22€	598.65€
Frf	811 902.33€	3.7%	1 594	5.6%	351	7.1%	208	7.6%	20	3.4%	68	4.0%	647	6.5%	1 254.87€	509.35€
Kar	679 695.33€	3.1%	935	3.3%	320	6.5%	51	1.9%	25	4.2%	41	2.4%	437	4.4%	1 555.37€	726.95€
Lux I	4617 288.67€	20.9%	3 314	11.6%	389	7.9%	832	30.2%	27	4.5%	388	22.5%	1 636	16.3%	2 822.30€	1 393.27€
Lux II	2 739 115.33€	12.4%	2 731	9.5%	455	9.2%	155	5.6%	100	16.8%	277	16.1%	987	9.9%	2 775.19€	1 002.97€
Mol	752 388.67€	3.4%	761	2.7%	220	4.4%	249	9.0%	27	4.5%	30	1.7%	526	5.3%	1 430.40€	988.68€
Mun	1 002 897.67€	4.5%	2 111	7.4%	600	12.1%	89	3.2%	41	6.9%	91	5.3%	821	8.2%	1 221.56€	475.08€
Var	1 138 219.67€	5.2%	1 313	4.6%	190	3.8%	199	7.2%	0	0.0%	37	2.1%	426	4.3%	2 671.88€	866.88€
TOT	22 080 684.33€	100.0%	28 642	100.0%	4949	100.0%	2752	100.0%	595	100.0%	1721	100.0%	10 017	100.0%	2 204.32€	770.92€

Table 26 : Development of costs per case (actual costs)

School	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Ali	748.67 €	1 332.11 €	1 349.32 €	1 168.32 €	1 524.55 €	1 712.07 €	2 268.96€
Ber	838.73 €	575.48 €	1 402.64 €	1 888.14 €	2 144.59 €	2 352.45 €	1 771.28€
B I	1 755.31 €	2 486.59 €	2 737.35 €	3 002.39 €	2 858.28 €	2 543.09 €	2 466.87€
B II	1 321.55 €	1 570.11 €	1 699.86 €	1 027.31 €	1 057.20 €	1 403.55 €	1 524.29€
B III	1 382.93 €	1 569.89 €	1 717.61 €	2 044.13 €	2 401.21 €	2 689.99 €	2 984.55€
B IV	968.00 €	1 427.62 €	1 395.98 €	1 217.58 €	1 362.23 €	1 721.99 €	2 320.22€
Frf	192.13 €	425.07 €	595.74 €	700.17 €	1 055.28 €	933.23 €	1 254.87€
Kar	734.39 €	1 221.33 €	887.64 €	1 072.63 €	1 058.43 €	1 200.49 €	1 555.37€
Lux I	1 336.40 €	921.02 €	964.79 €	1 453.91 €	2 026.74 €	2 983.39 €	2 822.30€
Lux II	1 110.25 €	1 410.00 €	2 050.05 €	2 874.92 €	3 655.62 €	3 812.87 €	2 775.19€
Mol	674.52 €	415.07 €	553.27 €	652.32 €	981.84 €	1 005.44 €	1 430.40€
Mun	1 080.11 €	931.32 €	818.53 €	666.98 €	750.06 €	911.06 €	1 221.56€
Var	1 371.31 €	1 604.11 €	1 966.90 €	2 336.08 €	1 935.69 €	2 167.56 €	2 671.88€
TOT	1 118.92 €	1 281.59 €	1 393.88 €	1 522.50 €	1 821.68 €	2 079.90 €	2 204.32€

Table 27 : Share of the Educational Support expenditures in the total expenditures by school over three school years (2019-2020 to 2021-2022)*

	2019-2020			2020-2021			2021-2022		
	Total expenditures	Ed Sup expenditures	%	Total expenditures	Ed Sup expenditures	%	Total expenditures	Ed Sup expenditures	%
Ali	13 360 083.00	478 708.00	3.6%	14 248 352.00	549 573.67	3.9%	15 100 440 .33	517 323 .00	3.7%
Ber	9 271 688.67	263 785.00	2.8%	9 642 487.67	279 941.00	2.9%	9 607 641 .33	267 463 .67	2.8%
B I	40 948 385.33	3 075 513.67	7.5%	43 179 456.00	3 064 423.00	7.1%	46 766 699 .00	3 201 996 .67	6.8%
B II	32 657 586.33	1 135 428.67	3.5%	35 593 612.33	1 344 597.00	3.8%	41 881 303 .33	1 720 923 .00	4.1%
B III	30 861 199.33	2 062 638.33	6.7%	32 505 707.33	2 461 338.33	7.6%	35 732 438 .33	2 763 694 .67	7.7%
B IV	28 017 670.00	1 247 800.67	4.5%	29 763 209.67	1 484 357.33	5.0%	32 517 469 .33	1 867 775 .67	5.7%
Frf	17 651 466.67	603 618.67	3.4%	19 010 380.67	698 989.00	3.7%	20 410 803 .00	811 902 .33	4.0%
Kar	12 284 136.33	396 910.67	3.2%	12 790 939.67	487 399.00	3.8%	13 571 030 .00	679 695 .33	5.0%
Lux I	35 790 920.67	3 500 175.67	9.8%	38 017 355.33	4 236 412.67	11.1%	40 964 820 .00	4 617 288 .67	11.3%
Lux II	29 032 008.67	2 394 429.00	8.2%	31 568 639.00	2 676 636.67	8.5%	33 853 879 .00	2 739 115 .33	8.1%
Mun	27 705 722.33	602 297.67	2.2%	28 942 238.33	649 586.67	2.2%	30 431 856 .00	1 002 897 .67	3.3%
Mol	11 457 900.00	414 337.33	3.6%	12 231 279.33	534 896.67	4.4%	13 716 713 .67	752 388 .67	5.5%
Var	18 905 102.33	1 128 507.00	6.0%	18 817 705.00	1 163 980.67	6.2%	19 464 752 .00	1 138 219 .67	5.8%
TOT	307 943 869.67	17 304 150.33	5.6%	326 311 362.33	19 632 131.67	6.0%	354 019 845 .33	22 080 684 .33	6.2%

* In red are mentioned the proportion of pupils receiving ISA compared to the total school population.

Table 28 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 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 case of support 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.

As explained above, this year, a decrease in the costs per case of support can be noted in 4 schools.

Table 28 : Budget and Expenditures for Educational Support

	2019		2020		2021		2022	
	Budget	Implementation	Budget	Implementation	Budget	Implementation	Budget	Implementation
Alicante	465.807	408.582	551.868	513.771	570.038	567.475	492.247	492.247
Remunerations relating to educational support	464.307	408.582	550.368	513.771	568.538	566.603	488.454	488.454
Educational Support	1.500	0	1.500	0	1.500	872	3.793	3.793
Bergen	152.962	220.137	282.312	285.609	279.158	277.107	262.818	262.642
Remunerations relating to educational support	150.000	217.288	279.279	283.623	275.958	273.880	261.208	261.027
Educational Support	2.962	2.849	3.033	1.986	3.200	3.227	1.610	1.615
Bruxelles I	2.136.881	2.866.883	2.384.173	3.179.829	3.320.545	3.006.720	3.302.745	3.299.635
Remunerations relating to educational support	2.130.881	2.862.894	2.378.173	3.173.059	3.310.545	3.004.127	3.298.995	3.295.900
Educational Support	6.000	3.989	6.000	6.770	10.000	2.593	3.750	3.735
Bruxelles II	1.879.475	1.039.348	1.437.559	1.183.469	1.340.940	1.425.161	1.872.261	1.868.804
Remunerations relating to educational support	1.869.475	1.033.099	1.427.559	1.178.108	1.330.940	1.418.577	1.857.261	1.857.029
Educational Support	10.000	6.249	10.000	5.361	10.000	6.584	15.000	11.775
Bruxelles III	1.713.220	1.746.349	1.760.734	2.220.783	2.560.456	2.581.616	2.860.068	2.854.734
Remunerations relating to educational support	1.700.000	1.734.395	1.747.250	2.212.095	2.546.702	2.570.387	2.845.664	2.840.330
Educational Support	13.220	11.954	13.484	8.688	13.754	11.229	14.404	14.404
Bruxelles IV	1.284.646	1.103.110	1.374.015	1.320.146	1.508.320	1.566.463	2.023.375	2.018.432
Remunerations relating to educational support	1.275.000	1.100.905	1.360.015	1.314.157	1.488.000	1.557.506	2.011.375	2.006.757
Educational Support	9.646	2.205	14.000	5.989	20.320	8.957	12.000	11.675
Frankfurt	304.152	555.302	383.426	627.777	713.702	734.595	868.187	850.556
Remunerations relating to educational support	301.152	555.061	380.426	627.333	710.702	732.986	865.187	849.567
Educational Support	3.000	241	3.000	444	3.000	1.609	3.000	989
Karlsruhe	448.000	382.002	448.000	404.365	527.095	528.916	768.000	755.085
Remunerations relating to educational support	440.000	377.986	440.000	401.055	519.095	525.566	760.000	751.972
Educational Support	8.000	4.016	8.000	3.310	8.000	3.350	8.000	3.113
Luxembourg I	1.558.687	2.533.451	1.917.165	3.983.538	4.355.477	4.362.850	4.770.812	4.744.508
Remunerations relating to educational support	1.552.387	2.530.967	1.900.517	3.983.538	4.343.037	4.360.325	4.766.883	4.740.579
Educational Support	6.300	2.484	16.648	0	12.440	2.525	3.929	3.929
Luxembourg II	1.520.000	2.069.723	1.720.000	2.556.782	2.961.822	2.736.564	2.740.391	2.740.391
Remunerations relating to educational support	1.500.000	2.066.408	1.700.000	2.555.602	2.942.022	2.726.935	2.732.027	2.732.027
Educational Support	20.000	3.315	20.000	1.180	19.800	9.629	8.364	8.364
Mol	337.292	391.408	333.945	425.802	441.121	589.444	834.521	833.861
Remunerations relating to educational support	334.792	389.749	330.195	423.427	437.371	587.281	830.771	830.126
Educational Support	2.500	1.659	3.750	2.375	3.750	2.163	3.750	3.735
Munich	702.847	562.561	703.000	622.166	733.004	663.297	1.458.445	1.172.698
Remunerations relating to educational support	699.847	560.796	700.000	621.624	729.254	660.682	1.454.945	1.171.164
Educational Support	3.000	1.765	3.000	542	3.750	2.615	3.500	1.534
Varese	807.000	1.082.161	1.122.200	1.151.680	1.227.550	1.170.131	1.201.261	1.122.264
Remunerations relating to educational support	800.000	1.075.161	1.113.200	1.144.600	1.218.550	1.161.131	1.186.261	1.113.264
Educational Support	7.000	7.000	9.000	7.080	9.000	9.000	15.000	9.000
	13.310.969	14.961.017	14.418.397	18.475.717	20.539.228	20.210.339	23.455.131	23.015.857

VI. Training and coordination activities

VI.1. Training activities developed at the school level

Table 29 : Training activities developed at school level

External Experts				In-House Expertise			Pedagogical Day			Other CPD activities		
School	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff
Ali	4	TDHA-Autism	30				4	Mental Health: Life Skills Program for Improving Emotional Well-Being in Adolescents				
Ber				6	Early writing	7						
B I	8	N/S	60	8	N/S	N/S	2	Introduction to Mental Management Concrete and practical tools / Pupils with special educational needs: understanding them better to support them better / Managing difficult behaviour - Stop problematic behaviour! Preventing and managing conflicts / Managing children's emotional crises / Procedures to follow / Good practices		16	N/S	92
B II				4	WISC + Language	15	4	N/S	N/S	10	UDL	2
B III	8	Learning disabilities, gestion des crises	35	8	N/S	22	5	N/S	15	N/S	8KC	N/S

External Experts				In-House Expertise			Pedagogical Day			Other CPD activities		
School	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff
B IV	14	ipad, autism spectrum	64				2	motivation tips for SEN pupils, 8 kc and sen pupils	49			
Frf	14,5	discalculia-autism-eating disorder	58	4	dyslexia dyscalculia inclusive education	N/S	8	N/S	ALL			
Kar	4	ADD	45									
Lux I	16	ITC tools for dys différentes inteligenes	80	26	sharing good practice weeks + transition p5-s1 for lsa transition p5-s1	98	5	2 workshops (twice each): autism - learning disorders	335	10	ERASMUS + Inclusive school - different training around that subject.	10
Lux II	6	use of ipad for SEN pupils	N/S									
Mol	4	High achievers and differentiation	17	5	Developmental Disorder - ADHD , Autism, support procedures	68	2	Trauma treatment + student well-being	68			
Mun	5	IPad for Dys	2	14	UDL	2	4	Dyslexia; early identification of language and communication needs in pre-school	58			
Var												

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

Surveys launched/analysed during the school year 2021-2022:

- ICT for Inclusion and modernisation of Special Arrangements
- Pupils in Progression without Promotion

In the school year 2021-2022 two main training activities were developed:

- Online training activity on awareness raising on Inclusive Education and Universal Design for Learning developed by two internal experts addressed to:
 - School management: 15.11.2021
 - Inspectors: 07.02.2022
 - Educational Support Coordinators and management: 07.03.2022
 - Teachers: 21.03.2022 to 13.06.2022
 - Staff working in the Office of the Secretary General: 20.06.2022

- Staff working in the Office of the Secretary General;
- Inspectors;
- Online in-service Training for Educational Support Coordinators on 12 and 18 May.
 - Inclusive practices in the context of the ES.
 - Digital Learning Tools and Assistive and Compensatory Technology

VII. Highlighted findings

- In the school year 2021/2022, the difference in the number of pupils receiving ISA in P5 in relation to S1 was identified again.
- Despite the slight increase in the number of pupils benefiting from ISA in some subjects (History, Geography, Chemistry, Biology and Physics) in the Secondary cycle, when comparing to the school year 2020-2021, the numbers remain still low when comparing with the previous school years.
- Mathematics is one of the subjects with the highest number of pupils benefiting from Intensive Support A in the secondary cycle. However, this is not the case in other scientific subjects (namely Physics, Chemistry).
- The number of pupils with no support benefiting from Special Arrangements is higher in S6-S7 than in other cycles.
- Progression without promotion: there are more students in progression in specific subjects than in the full curriculum.
- The most common diagnosis group is the developmental learning disorders group which includes diagnosis such as dyslexia, dysorthographia, dysgraphia and dyscalculia. The second most common diagnosis group is attention, social and behavioural deficits, which account for 25.9% of diagnoses leading to an ISA agreement.
- Gifted pupils correspond to 0.5% of the total pupil population.
- The total number of teachers involved in Educational Support dropped by 3.7%. This average decrease consists of a decrease of 9.1% in the Secondary cycle and an increase of 20.9% in the Nursery and Primary cycles. However, there was an expressive increase of teachers providing ISA.
- The average number of hours per teacher providing ISA in the Secondary cycle, that was already very low (2.5), has decreased to 1.5 hours/teacher;
- The difference in the number of teachers providing support differs significantly from school to school. While in three schools we can observe a decrease in the total number of teachers between 37.7% **and 74.8%**, in four other schools we can see the opposite trend: an increase in the number of teachers between 17.9% and **65.6%**.
- There was an increase both of the number of educational support assistant and time of educational support provided by them.
- At a budgetary level:
 - It is possible to identify a **correlation** between the percentage of the **budget allocated to Educational Support** in relation to the **total budget** and the percentage of pupils with Intensive Support A in relation to the total population.
 - There was **an increase** in the percentage the budget allocated to Educational Support of compared to the total budget of **0,2%**.
 - There was an increase of the budget allocated to Educational Support **by 12.5%**, whereas the total budget increased by 8.5%.
 - The **cost per case** increased by 6%.

VIII. Areas for Further Reflection at School and System Level

1. Provision of Support

A. Transition between cycles

- In seven of the thirteen schools the number of pupils with ISA in Secondary is higher than in Nursery and Primary.

However, there is a consistent drop in the number of pupils receiving Educational Support A in P5 compared to S1. The schools are invited to reflect on the possible reasons for this situation.

- Pupils that leave the school in P5?
- Difficulties in the transition process between cycles?
- Intensive Support no longer needed/more autonomy in secondary?
- Process of identification of pupil's needs when joining the school in the secondary cycle?
- Is the need for support re-identified later in secondary? Is it students joining the school later that account for this increase?

B. Intensive Support

- Mathematics is one of the subjects with the highest number of pupils benefiting from Intensive Support A in the secondary cycle. However, this is not the case in other scientific subjects (namely Physics, Chemistry) that require mathematical competences. What could be the reason for that difference:
 - Syllabi in the different scientific subjects consider already measures to address different learning profiles?
 - Mathematics requires more complex and abstract knowledge, which requires more targeted support?
 - Pupils may/may not choose Chemistry and/or Physics?
 - Pupils are more motivated by some scientific subjects than for Mathematics?

C. Identification of gifted pupils

- Identified gifted pupils correspond to 0,5% of the total pupil population in the European Schools. Research suggests that the average percentage of gifted pupils in the total population stays between 3 and 5%.
 - To the schools reflect on the reasons for such low percentage: does it correspond only to pupils with a report? Are all pupils – those that are identified by the school and with a multidisciplinary report - included in the statistical report?
 - To the system: develop guidelines on how to identify and respond to the gifted pupils' specific learning profile.

D. Special Arrangements

- The number of pupils with no support benefiting from Special Arrangements is higher in S6-S7 than in other cycles. The schools are invited to reflect upon this situation:
 - Lack of information in lower cycles?
 - Pupils in higher secondary are more independent learners and no longer need support but only special arrangements?

E. Progression without promotion: there are more students in progression in specific subjects than in the full curriculum

- for the schools - to consider carefully, case by case, the ways of educational support for pupils who are in progression only in few subjects in order to enable them to get back to the standard curriculum, if possible,
- for the system - to continue in considering and setting up certification of these pupils in order to facilitate their possible integration in national systems of education

2. Staff allocated to Educational Support

A. The Schools are invited to reflect on the strategy and consistency in the process of allocation of time to teachers to provide educational support.

- What is the strategy in the allocation of educational support to teachers?
- Does the management have a concrete vision/direction regarding the provision and allocation of educational support?
- What is the reason for the (in some cases very expressive) increase/decrease in number of teachers providing support?
- Is the allocation of educational support arbitrary/based on the yearly need to complete the teachers' timetables regardless of their qualifications?
- Is the allocation of educational support done based on the teachers' profile (qualifications and competences)?
- What is the reason for the decrease of the overall number of teachers providing all types of support while the number of teachers providing ISA has increased?
 - Are more teachers providing different types of support?
 - Are less teachers providing General, Moderate and ISA support?
- Are the hours of support allocated together with the initial teaching hours?

B. There was an increase both of the number of educational support assistant and time of educational support provided by them.

- For the schools it means to focus on professionalisation (training) of assistants and on systematic cooperation between the class teachers and assistants
- For the system it would worth to go back/reconsider again the job description of the EdSup assistant - still named as a SEN assistant in the relevant Service regulations, 07--D--153--en-13.

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. Training of professionals

Developmental learning disorders group (such as dyslexia, dysorthographia, dysgraphia and dyscalculia) and attention, social and behavioural deficits are the most prevalent conditions among pupils in Intensive Support A but they are also occurring among pupils with other forms of support or no support.

The schools are invited to discuss the importance of developing training activities to prepare professionals, including all teachers, mainly class/subject teachers, to identify and respond to the diversity of learning profiles in the classroom.

At system level, general online training activities on the most prevalent conditions could be envisaged at the system level.

IX. Decision of the Board of Governors

The Board of Governors approved the Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the 2021-2022 school year and took note of the related annex on Analyses of the educational support budget. The approved Statistical Report will be published on the website: www.eursec.eu.