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Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the School Year 2022-2023

Approved by the Board of Governors at its meeting on 10, 11 and 12 April 2024 – Parma (Italy) - Hybrid

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Introduction

Implementation of the Educational Support Policy is reported on annually. The reporting period in this report is the 2022-2023 school year.

The content of the report essentially remained the same during the reporting years 2015-2022. 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 20th of June 2023. The data on the budget will be included when the report will be presented to the Budgetary Committee.

The schools' data were acquired on the 31st of August 2023, the last day of the 2022-2023 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 2024.

The present statistical report, related to the school year 2022-2023 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.

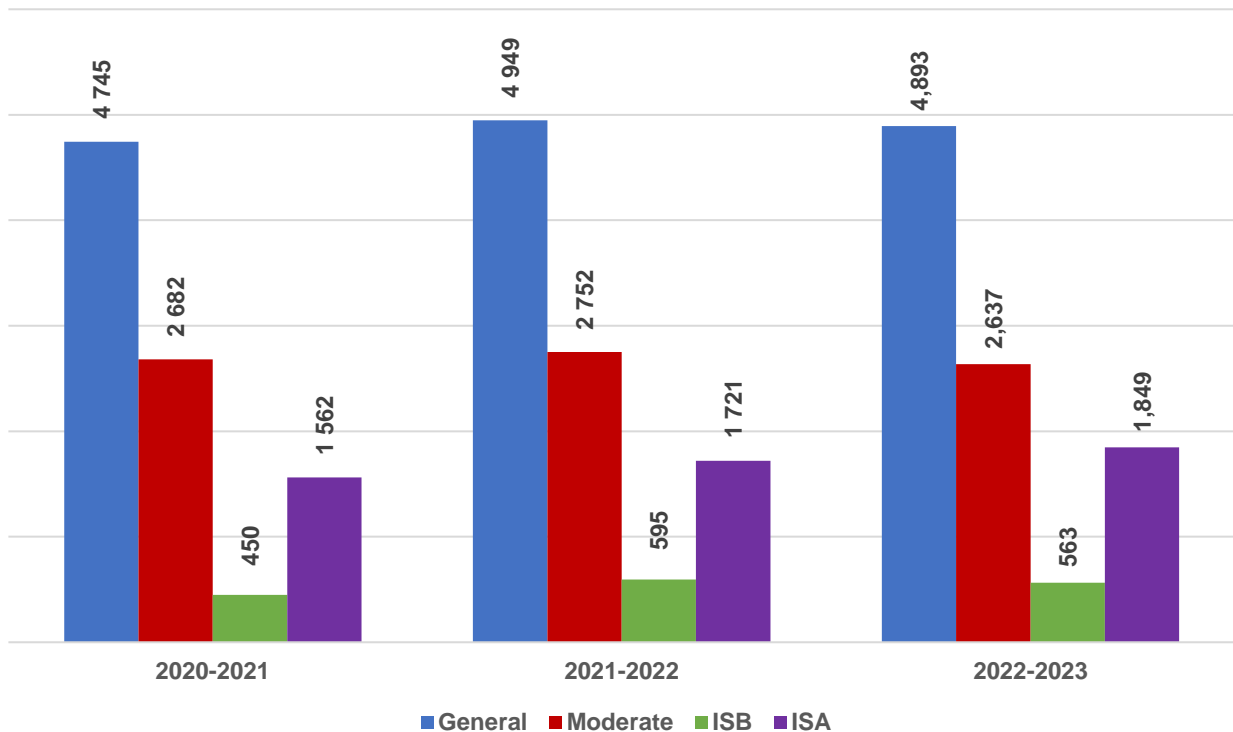
Finally, the schools should analyse the overall results and the school-based results and use this information in their internal development work and forward planning.

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 2023 was 28 945. 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 three school years. An overall decrease of the number of pupils receiving educational support can be noted (-0.7%) resulting of a decrease in the number of pupils receiving General (-1.1%), Moderate (-4.2%) and Intensive Support B (-5.4%) and of an increase in the number of pupils receiving Intensive A Support (+7.4%).

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.

- Like the previous year, 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 Karlsruhe with 8.7% while the biggest decrease was in the ES, Luxembourg II (-9.2%).
- GS is less commonly used at Luxembourg I and Luxembourg II in particular, where fewer than 10% of pupils receive GS.

- In the ES Luxembourg I and Varese, 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 and Varese, where the percentage of pupils receiving MS is 29.1% of the school population.
- Less MS is used at Bergen and Brussels III, where less than 3% 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 4.9% the ES.
- ISB is used most at Karlsruhe and Munich where 4.9% of the pupil population received it.
- No ISB is offered in Bergen neither in Nursery and Primary nor in Secondary. ISB is seldom used in Brussels III and Brussels IV.

Intensive Support A (ISA) is used in all the schools and cycles, and the percentage of pupils receiving ISA is increasing steadily, now amounting to 6.4% of the ES population. In comparison with the school year 2018-2019, it is the increase of 47.6%, while the increase of the total pupil population was 6.2%. 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 (more than 10%).
- The percentage of pupils receiving ISA is lower at the ES Varese (less than 3%).

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 2020-2021, 2021-2022 and 2022-2023)

| | General | | | Moderate | | | | Intensive B | | | Intensive A | | | | | |
|---------------|--------------|--------------|--------------|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------|-------------|-------------|-------------|----------|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | | | | |
| Ali | 18.1% | 9.6% | 12.4% | ▲ | 7.5% | 5.2% | 6.3% | ▲ | 2.4% | 2.5% | 2.1% | ▼ | 2.3% | 3.7% | 3.3% | ▼ |
| Ber | 12.9% | 20.8% | 22.7% | ▲ | 4.3% | 4.2% | 2.7% | ▼ | 1.2% | 0.0% | 0.0% | ▶ | 2.3% | 2.8% | 4.5% | ▲ |
| B I | 14.9% | 17.4% | 17.2% | ▼ | 4.4% | 3.2% | 4.5% | ▲ | 2.8% | 3.7% | 2.0% | ▼ | 5.0% | 6.1% | 6.5% | ▲ |
| B II | 13.9% | 16.5% | 16.9% | ▲ | 10.3% | 9.1% | 8.3% | ▼ | 0.3% | 1.2% | 0.9% | ▼ | 4.7% | 5.1% | 4.8% | ▼ |
| B III | 15.6% | 17.8% | 17.1% | ▼ | 4.5% | 3.9% | 2.4% | ▼ | 2.2% | 0.5% | 0.8% | ▲ | 5.5% | 5.7% | 5.7% | ▲ |
| B IV | 14.5% | 9.3% | 13.0% | ▲ | 8.7% | 9.6% | 12.2% | ▲ | 2.3% | 3.5% | 2.6% | ▼ | 1.8% | 3.4% | 3.7% | ▲ |
| Frf | 20.4% | 22.0% | 28.3% | ▲ | 20.9% | 13.0% | 15.3% | ▲ | 1.5% | 1.3% | 1.7% | ▲ | 3.6% | 4.3% | 4.8% | ▲ |
| Kar | 29.7% | 34.2% | 42.9% | ▲ | 7.1% | 5.5% | 5.1% | ▼ | 3.2% | 2.7% | 4.9% | ▲ | 5.4% | 4.4% | 3.1% | ▼ |
| Lux I | 15.6% | 11.7% | 8.5% | ▼ | 17.4% | 25.1% | 13.3% | ▼ | 0.4% | 0.8% | 1.3% | ▲ | 7.6% | 11.7% | 13.3% | ▲ |
| Lux II | 9.5% | 16.7% | 7.5% | ▼ | 5.6% | 5.7% | 5.0% | ▼ | 1.4% | 3.7% | 2.7% | ▼ | 8.8% | 10.1% | 10.9% | ▲ |
| Mol | 26.3% | 28.9% | 27.6% | ▼ | 41.3% | 32.7% | 29.1% | ▼ | 0.5% | 3.5% | 1.4% | ▼ | 5.2% | 3.9% | 4.7% | ▲ |
| Mun | 24.1% | 28.4% | 27.8% | ▼ | 3.8% | 4.2% | 5.1% | ▲ | 1.5% | 1.9% | 4.9% | ▲ | 3.6% | 4.3% | 4.5% | ▲ |
| Var | 26.4% | 14.5% | 11.4% | ▼ | 9.9% | 15.2% | 29.1% | ▲ | 0.2% | 0.0% | 0.1% | ▲ | 3.5% | 2.8% | 2.9% | ▲ |
| TOTAL | 16.8% | 17.3% | 16.9% | ▼ | 9.5% | 9.6% | 9.1% | ▼ | 1.6% | 2.1% | 1.9% | ▼ | 5.0% | 6.0% | 6.4% | ▲ |

* 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.

Table 2 : 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

| August 2015 | August 2016 | August 2017 | August 2018 | August 2019 | August 2020 | August 2021 | August 2022 | August 2023 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 3.46% | 3.80% | 3.86% | 4.24% | 4.60% | 5.0% | 5.5% | 6.0% | 6.4% |
| N=860 | N=971 | N=1 017 | N=1 143 | N=1 254 | N=1 379 | N=1 562 | N=1721 | N=1849 |

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 two schools, the proportion is more important in the Secondary cycle (Bergen and Varese – 60% or above) while in three schools the prevalence is higher in the Nursery and Primary cycles (Brussels I, Karlsruhe and Alicante) .

The distribution of **different forms** of Educational Support differs between the cycles within the same school. Comparison of the data from the three last years (from the year 2020/21) shows certain developments in some schools.

- Six other schools, the ES, Luxembourg I, Luxembourg II, Munich, Frankfurt, Mol and Brussels II 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 2022-2023 (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. In the school year 2022-2023 the support provision is also balanced between the cycles, favouring the secondary cycle.
- The ES, Brussels I offered, during the whole three-year period, significantly more educational support in the Nursery and Primary cycles.
- The ES, Bergen and Varese offer within the past three years more support for the secondary cycle, while Mol reports a slight decrease in support for the secondary cycle. The ES, Brussels III also offers more support in the Secondary in the recent years.

This school year as well, all schools used all forms of educational support except ISB in Bergen. ISB was used in Frankfurt only for N&P and Moderate in Brussels III, was also only used in N&P.

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

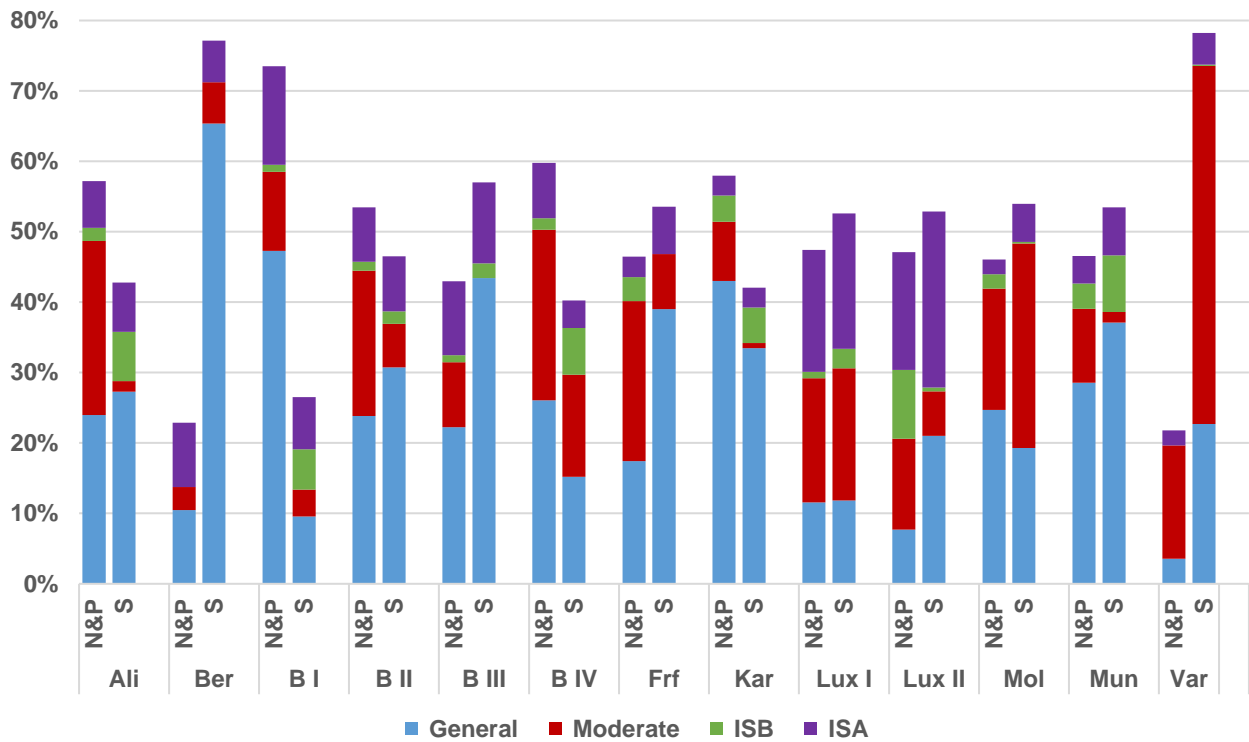
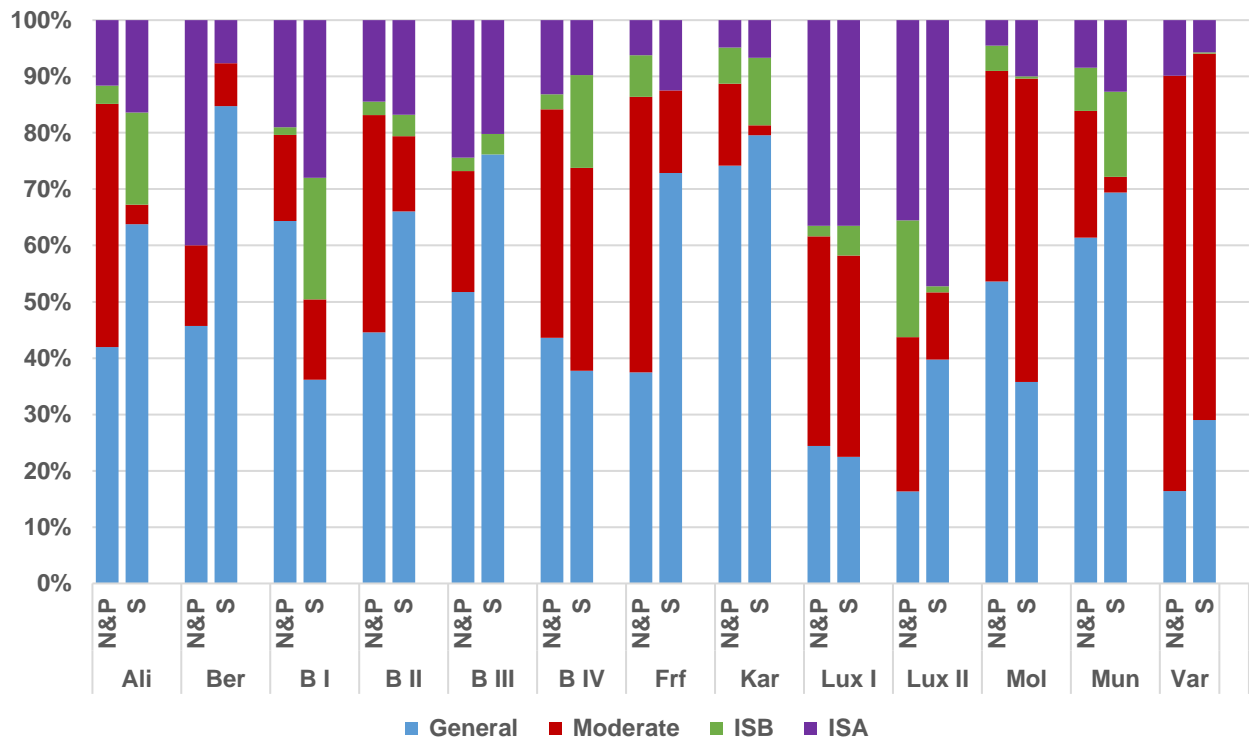


Chart 2b : Proportion of pupils receiving different forms of support by school and by cycle (total by cycle = 100%)



I.3. 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.

Table 3.1: Nursery

| Nursery | General | | Moderate | | ISB | | ISA | | TOTAL | |
|--------------|------------|---------------|------------|---------------|-----------|---------------|------------|---------------|------------|---------------|
| | Nbr | % | Nbr | % | Nbr | % | Nbr | % | Nbr | % |
| Language | 321 | 65.1% | 135 | 81.8% | 56 | 82.4% | 59 | 56.2% | 571 | 68.8% |
| Other area | 172 | 34.9% | 30 | 18.2% | 12 | 17.6% | 46 | 43.8% | 260 | 31.2% |
| TOTAL | 493 | 100.0% | 165 | 100.0% | 68 | 100.0% | 105 | 100.0% | 830 | 100.0% |

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.

- In total, 411 children received GS, 144 received MS, 57 received ISB and 68 received ISA.

Support is mostly provided in the area of Languages (68.8%). The Other Learning Areas amount to the remaining 31.2%.

Table 3.2: Primary

| Primary | General | | Moderate | | ISB | | ISA | | TOTAL | |
|----------------------|-------------|---------------|-------------|---------------|------------|---------------|-------------|---------------|-------------|---------------|
| | Nbr | % | Nbr | % | Nbr | % | Nbr | % | Nbr | % |
| Mathematics | 689 | 29.2% | 450 | 26.6% | 9 | 4.9% | 312 | 22.0% | 1460 | 25.8% |
| Language 1 | 1077 | 45.6% | 769 | 45.5% | 106 | 57.6% | 629 | 44.4% | 2581 | 45.7% |
| Language 2 | 280 | 11.9% | 350 | 20.7% | 62 | 33.7% | 94 | 6.6% | 786 | 13.9% |
| Other Learning Areas | 314 | 13.3% | 122 | 7.2% | 7 | 3.8% | 382 | 27.0% | 825 | 14.6% |
| TOTAL | 2360 | 100.0% | 1691 | 100.0% | 184 | 100.0% | 1417 | 100.0% | 5652 | 100.0% |

- The total number of pupils receiving General Support is 1 967, 1 435 pupils received Moderate Support, 171 received ISB and 832 received ISA.
- Support is mostly provided in L1 (45.7%) and in Mathematics (25.8%).

Table 3.3: Secondary

| Secondary | General | | Moderate | | ISB | | ISA | | TOTAL | |
|---------------------|--------------|---------------|--------------|---------------|------------|---------------|--------------|---------------|--------------|---------------|
| | Nbr | % | Nbr | % | Nbr | % | Nbr | % | Nbr | % |
| Biology | 81 | 2.8% | 51 | 4.6% | 1 | 0.3% | 21 | 1.6% | 154 | 2.7% |
| Chemistry | 150 | 5.2% | 64 | 5.8% | 2 | 0.5% | 14 | 1.0% | 230 | 4.0% |
| Physics | 168 | 5.8% | 58 | 5.3% | 0 | 0.0% | 15 | 1.1% | 241 | 4.2% |
| Integrated Sciences | 23 | 0.8% | 8 | 0.7% | 0 | 0.0% | 40 | 3.0% | 71 | 1.2% |
| Physical Education | 1 | 0.0% | 0 | 0.0% | 0 | 0.0% | 3 | 0.2% | 4 | 0.1% |
| History | 40 | 1.4% | 3 | 0.3% | 1 | 0.3% | 6 | 0.4% | 50 | 0.9% |
| Geography | 1 | 0.0% | 4 | 0.4% | 1 | 0.3% | 4 | 0.3% | 10 | 0.2% |
| Economy | 50 | 1.7% | 0 | 0.0% | 0 | 0.0% | 4 | 0.3% | 54 | 0.9% |
| Human Sciences | 2 | 0.1% | 3 | 0.3% | 0 | 0.0% | 6 | 0.4% | 11 | 0.2% |
| L1 | 299 | 10.3% | 154 | 14.0% | 62 | 15.7% | 476 | 35.4% | 991 | 17.3% |
| L2 | 516 | 17.8% | 273 | 24.9% | 230 | 58.4% | 171 | 12.7% | 1 190 | 20.8% |
| L3 | 288 | 9.9% | 32 | 2.9% | 79 | 20.1% | 40 | 3.0% | 439 | 7.7% |
| L4 | 9 | 0.3% | 4 | 0.4% | 0 | 0.0% | 0 | 0.0% | 13 | 0.2% |
| ONL | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Latin | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Mathematics | 860 | 29.7% | 349 | 31.8% | 16 | 4.1% | 293 | 21.8% | 1 518 | 26.5% |
| ICT | 0 | 0.0% | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% | 1 | 0.0% |
| Music | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Art | 20 | 0.7% | 6 | 0.5% | 0 | 0.0% | 1 | 0.1% | 27 | 0.5% |
| Philosophy | 40 | 1.4% | 7 | 0.6% | 0 | 0.0% | 6 | 0.4% | 53 | 0.9% |
| Ethics | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Religion | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.1% | 1 | 0.0% |
| Learn to learn | 172 | 5.9% | 27 | 2.5% | 2 | 0.5% | 204 | 15.2% | 405 | 7.1% |
| Social skills | 3 | 0.1% | 1 | 0.1% | 0 | 0.0% | 6 | 0.4% | 10 | 0.2% |
| Other | 172 | 5.9% | 53 | 4.8% | 0 | 0.0% | 34 | 2.5% | 259 | 4.5% |
| TOTAL | 2 895 | 100.0% | 1 098 | 100.0% | 394 | 100.0% | 1 345 | 100.0% | 5 732 | 100.0% |

- The total number of pupils receiving GS is 2 515 pupils, MS 1 058, ISB 335 and ISA 949.
- Support is mostly provided in Mathematics (26.5%), in L2 (20.8%), in L1 (17.3%), in L3 (7.7%) and in Learn to learn (7.1%).
- Support is also provided in Other learning areas (4.5%), Physics (4.2%), in Chemistry (4.0%) and in Biology (2.7%).

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 proportion is more significant for GS and MS.
- **in the Primary**, Educational Support is mainly provided in L1 (49.1%), Mathematics (23.2%) and L2 (14.7%). This is the case for MS and ISB while GS presents a difference at the level of L2 that is behind the Other Learning Areas.
- **in the Secondary**, most support is provided in L2 (29.3%), Mathematics (23.8%) and L1 (19.8%) but also in L3 (11.2%), Learning to Learn skills (6.0%) and Physics (2.0%).

II. Intensive Support A

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

The percentage of pupils receiving ISA is 6.4% of all pupils in the ES. The number of pupils with ISA rose by 7.4% in the space of a year. This year again, the percentage of pupils receiving ISA is slightly higher in the Nursery and Primary cycles (51.1%) than in the Secondary cycle (48.9%).

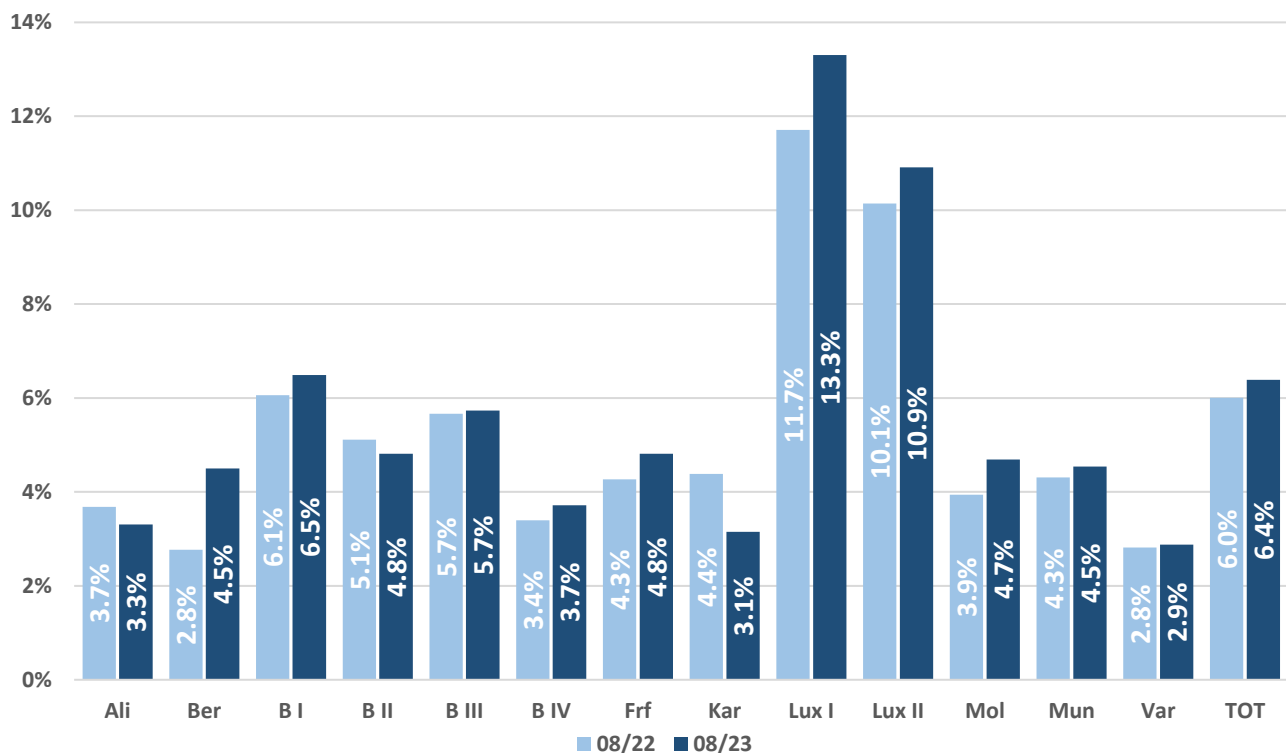
Table 4 : Number and percentage of pupils receiving ISA – Development from August 2020 to August 2023

| | ISA pupils Nursery & Primary | | | | ISA pupils Secondary | | | | Total number of pupils | | | | % ISA pupils | | | |
|---------------|------------------------------|------------|------------|------------|----------------------|------------|------------|------------|------------------------|---------------|---------------|---------------|--------------|-------------|-------------|-------------|
| | 08/20 | 08/21 | 08/22 | 08/23 | 08/20 | 08/21 | 08/22 | 08/23 | 08/20 | 08/21 | 08/22 | 08/23 | 08/20 | 08/21 | 08/22 | 08/23 |
| Ali | 4 | 7 | 16 | 18 | 20 | 20 | 24 | 19 | 1 035 | 1 050 | 1 087 | 1 119 | 2.3% | 2.6% | 3.7% | 3.3% |
| Ber | 8 | 8 | 10 | 14 | 6 | 4 | 5 | 9 | 616 | 581 | 542 | 511 | 2.3% | 2.1% | 2.8% | 4.5% |
| B I | 135 | 141 | 164 | 181 | 68 | 114 | 95 | 96 | 4 091 | 4 302 | 4 273 | 4 267 | 5.0% | 5.9% | 6.1% | 6.5% |
| B II | 68 | 81 | 94 | 91 | 81 | 91 | 87 | 92 | 3 165 | 3 201 | 3 541 | 3 804 | 4.7% | 5.4% | 5.1% | 4.8% |
| B III | 102 | 73 | 86 | 91 | 75 | 103 | 102 | 100 | 3 209 | 3 310 | 3 320 | 3 333 | 5.5% | 5.3% | 5.7% | 5.7% |
| B IV | 37 | 49 | 78 | 78 | 18 | 23 | 28 | 39 | 2 983 | 3 098 | 3 120 | 3 148 | 1.8% | 2.3% | 3.4% | 3.7% |
| Frf | 22 | 19 | 20 | 23 | 36 | 48 | 48 | 53 | 1 597 | 1 591 | 1 594 | 1 578 | 3.6% | 4.2% | 4.3% | 4.8% |
| Kar | 23 | 16 | 23 | 15 | 25 | 25 | 18 | 15 | 890 | 913 | 935 | 953 | 5.4% | 4.5% | 4.4% | 3.1% |
| Lux I | 153 | 169 | 201 | 211 | 100 | 144 | 187 | 234 | 3 338 | 3 313 | 3 314 | 3 344 | 7.6% | 9.4% | 11.7% | 13.3% |
| Lux II | 114 | 124 | 122 | 122 | 121 | 136 | 155 | 182 | 2 670 | 2 668 | 2 731 | 2 785 | 8.8% | 9.7% | 10.1% | 10.9% |
| Mol | 11 | 8 | 7 | 10 | 25 | 26 | 23 | 26 | 698 | 731 | 761 | 767 | 5.2% | 4.7% | 3.9% | 4.7% |
| Mun | 31 | 33 | 40 | 34 | 48 | 48 | 51 | 59 | 2 189 | 2 142 | 2 111 | 2 049 | 3.6% | 3.8% | 4.3% | 4.5% |
| Var | 14 | 16 | 9 | 12 | 34 | 36 | 28 | 25 | 1 360 | 1 331 | 1 313 | 1 287 | 3.5% | 3.9% | 2.8% | 2.9% |
| TOT | 722 | 744 | 870 | 900 | 657 | 818 | 851 | 949 | 27 841 | 28 231 | 28 642 | 28 945 | 5.0% | 5.5% | 6.0% | 6.4% |

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

- The ES Luxembourg I has the highest percentage (13.3%) of pupils receiving ISA, followed by the ES Luxembourg II (10.9%).
- The lowest percentages are to be found at Varese (2.9%), Karlsruhe (3.1%) and Alicante (3.3%).
- The largest increase in the percentage of ISA pupils in relation to the pupil population is at Luxembourg I (from 11.7% to 13.3%). This increase seems persistent through the past four years (increase from 7,6% in the year 2020 to 13.3% in 2023).
- The percentage of ISA pupils slightly increased in most of the other schools except Alicante, Brussels II and Karlsruhe. In these schools, the percentage of pupils receiving ISA has slightly decreased.

Chart 3 : 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 (3.7%), in the Primary cycle 832 (45.0%) and in the Secondary cycle 949 (51.3%). This distribution is comparable to last year's distribution, however, there is an increase mostly in the secondary cycle (98 pupils).

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

- In five schools, there are more ISA agreements in the Nursery and Primary (Bergen, Brussels I, Brussels II, Brussels IV and Karlsruhe). The biggest difference between the cycles is at the ES, Brussels I (181 pupils in the Nursery and Primary and 96 pupils in the S) and in Brussels IV (78 in the Nursery and Primary cycles and 39 in the Secondary). In the other three schools, the difference between the number of pupils receiving ISA in the Nursery and Primary and in the Secondary is not significant.

- 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. The only exception is the ES Luxembourg I where the number of ISA agreements was higher in the secondary cycle whereas a year ago the opposite was true

Chart 4 : Proportion of pupils receiving ISA by school and by cycle (% of all pupils receiving ISA in the European Schools)

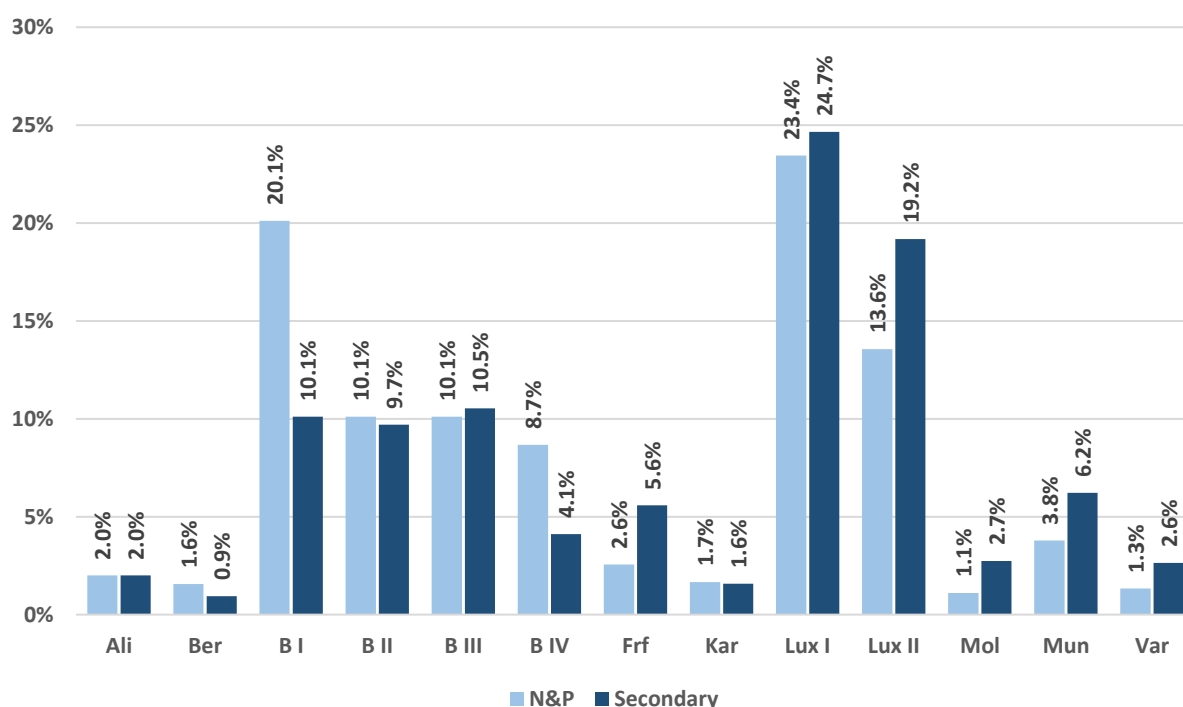
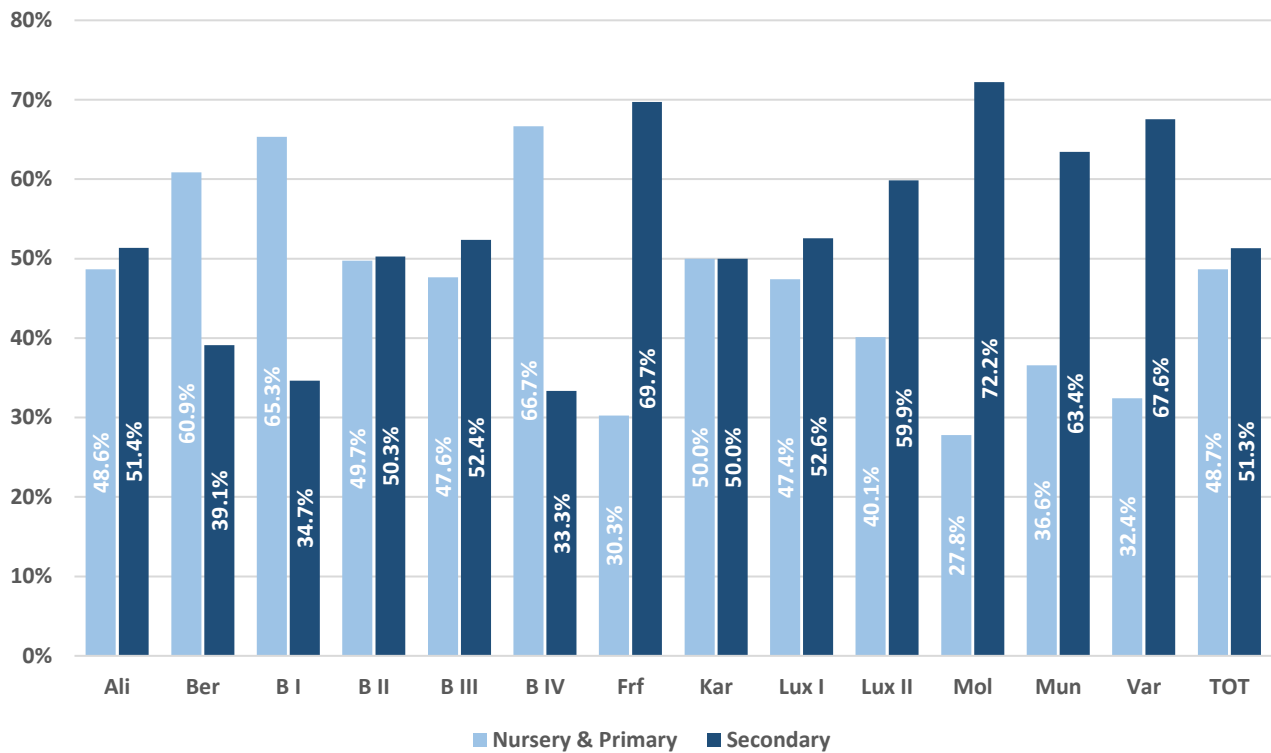


Table 5: Evolution of the proportion of pupils receiving ISA by school and by cycle

| | ISA pupils Nursery & Primary | | | | ISA pupils Secondary | | | | Total number of pupils | | | | % ISA pupils | | | |
|--------|------------------------------|-------|-------|-------|----------------------|-------|-------|-------|------------------------|--------|--------|--------|--------------|-------|-------|-------|
| | 08/20 | 08/21 | 08/22 | 08/23 | 08/20 | 08/21 | 08/22 | 08/23 | 08/20 | 08/21 | 08/22 | 08/23 | 08/20 | 08/21 | 08/22 | 08/23 |
| Ali | 4 | 7 | 16 | 18 | 20 | 20 | 24 | 19 | 1 035 | 1 050 | 1 087 | 1 119 | 2.3% | 2.6% | 3.7% | 3.3% |
| Ber | 8 | 8 | 10 | 14 | 6 | 4 | 5 | 9 | 616 | 581 | 542 | 511 | 2.3% | 2.1% | 2.8% | 4.5% |
| B I | 135 | 141 | 164 | 181 | 68 | 114 | 95 | 96 | 4 091 | 4 302 | 4 273 | 4 267 | 5.0% | 5.9% | 6.1% | 6.5% |
| B II | 68 | 81 | 94 | 91 | 81 | 91 | 87 | 92 | 3 165 | 3 201 | 3 541 | 3 804 | 4.7% | 5.4% | 5.1% | 4.8% |
| B III | 102 | 73 | 86 | 91 | 75 | 103 | 102 | 100 | 3 209 | 3 310 | 3 320 | 3 333 | 5.5% | 5.3% | 5.7% | 5.7% |
| B IV | 37 | 49 | 78 | 78 | 18 | 23 | 28 | 39 | 2 983 | 3 098 | 3 120 | 3 148 | 1.8% | 2.3% | 3.4% | 3.7% |
| Frf | 22 | 19 | 20 | 23 | 36 | 48 | 48 | 53 | 1 597 | 1 591 | 1 594 | 1 578 | 3.6% | 4.2% | 4.3% | 4.8% |
| Kar | 23 | 16 | 23 | 15 | 25 | 25 | 18 | 15 | 890 | 913 | 935 | 953 | 5.4% | 4.5% | 4.4% | 3.1% |
| Lux I | 153 | 169 | 201 | 211 | 100 | 144 | 187 | 234 | 3 338 | 3 313 | 3 314 | 3 344 | 7.6% | 9.4% | 11.7% | 13.3% |
| Lux II | 114 | 124 | 122 | 122 | 121 | 136 | 155 | 182 | 2 670 | 2 668 | 2 731 | 2 785 | 8.8% | 9.7% | 10.1% | 10.9% |
| Mol | 11 | 8 | 7 | 10 | 25 | 26 | 23 | 26 | 698 | 731 | 761 | 767 | 5.2% | 4.7% | 3.9% | 4.7% |
| Mun | 31 | 33 | 40 | 34 | 48 | 48 | 51 | 59 | 2 189 | 2 142 | 2 111 | 2 049 | 3.6% | 3.8% | 4.3% | 4.5% |
| Var | 14 | 16 | 9 | 12 | 34 | 36 | 28 | 25 | 1 360 | 1 331 | 1 313 | 1 287 | 3.5% | 3.9% | 2.8% | 2.9% |
| TOT | 722 | 744 | 870 | 900 | 657 | 818 | 851 | 949 | 27 841 | 28 231 | 28 642 | 28 945 | 5.0% | 5.5% | 6.0% | 6.4% |

Chart 5 : Proportion of pupils in the Nursery & Primary and Secondary cycles receiving ISA in each school (% of all pupils with ISA)



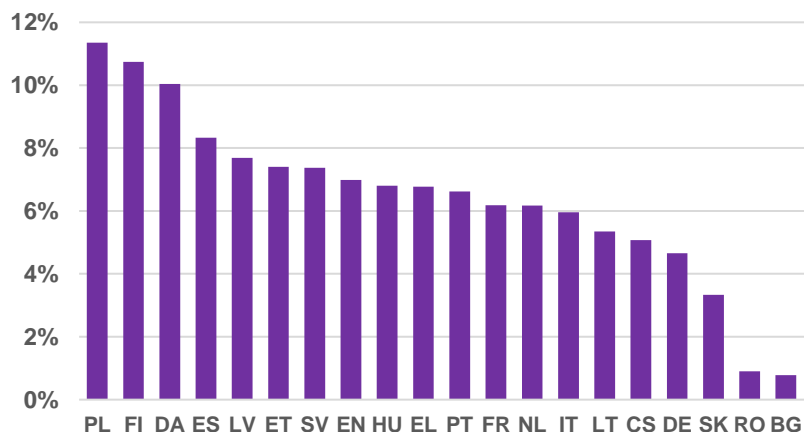
II.3. Pupils receiving ISA by language sections / Number of pupils receiving ISA in relation to the total number of pupils in the section

When different language sections are compared, the Polish, Finnish, Danish, Spanish, Latvian, Estonian Swedish, English, Hungarian, Greek, , Portuguese and French language sections have more ISA agreements than average.

The Polish, Finish ad Danish language sections have the percentage of pupils receiving ISA 10% or more of total pupil population.

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

Chart 6 : Proportion of pupils receiving ISA within the language sections



Comparing with the previous school year, the highest increase (3.1%) is in the Estonian language section, the highest decrease (-3.4%) in the Slovakian 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 6 : Pupils (%) receiving Intensive Support A by language section in relation to the total percentage of pupils in the section – Development August 2019 – August 2023

| Language Section | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | School population 22-23 |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------------------|
| BG | 2.9% | 3.8% | 3.2% | 0.9% | 0.8% | 0.4% |
| CS | 3.5% | 4.5% | 5.5% | 4.3% | 5.1% | 1.4% |
| DA | 3.5% | 3.8% | 5.7% | 7.5% | 10.0% | 1.0% |
| DE | 3.9% | 3.8% | 4.0% | 4.6% | 4.7% | 15.7% |
| EL | 5.3% | 6.6% | 7.1% | 8.7% | 6.8% | 3.8% |
| EN | 4.9% | 5.5% | 6.1% | 6.6% | 7.0% | 19.8% |
| ES | 4.7% | 5.1% | 5.8% | 6.6% | 8.3% | 5.9% |
| ET | 6.7% | 10.3% | 10.8% | 4.3% | 7.4% | 0.2% |
| FI | 9.0% | 11.4% | 9.2% | 11.6% | 10.7% | 1.2% |
| FR | 4.3% | 4.7% | 5.5% | 5.8% | 6.2% | 29.7% |
| HU | 4.8% | 5.9% | 5.7% | 6.7% | 6.8% | 1.0% |
| IT | 4.4% | 3.9% | 4.7% | 5.6% | 6.0% | 7.1% |
| LT | 3.7% | 2.9% | 4.4% | 4.9% | 5.3% | 0.8% |
| LV | 7.1% | 11.1% | 6.7% | 10.0% | 7.7% | 0.1% |
| NL | 6.1% | 6.2% | 5.8% | 5.6% | 6.2% | 5.5% |
| PL | 4.9% | 6.4% | 8.7% | 10.0% | 11.4% | 2.2% |
| PT | 3.7% | 4.3% | 5.7% | 5.3% | 6.6% | 1.9% |
| RO | 1.4% | 1.3% | 1.1% | 1.0% | 0.9% | 0.8% |
| SK | 0.0% | 11.1% | 4.0% | 6.7% | 3.3% | 0.1% |
| SV | 6.0% | 5.9% | 7.1% | 7.4% | 7.4% | 1.5% |
| TOTAL | 4.6% | 5.0% | 5.5% | 6.0% | 6.4% | 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 again, the highest percentage was to be found in p5, with 9.6%. In p3, the rate is comparable to p5.

The drop from p5 last school year (9.4%) to s1 (8.0%) this school year is 1.4%.

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 most of the years with the exception of the school year 2020/21.

Chart 7.1 : Percentage of pupils receiving ISA by year group (% of the total pupil population in the year group)

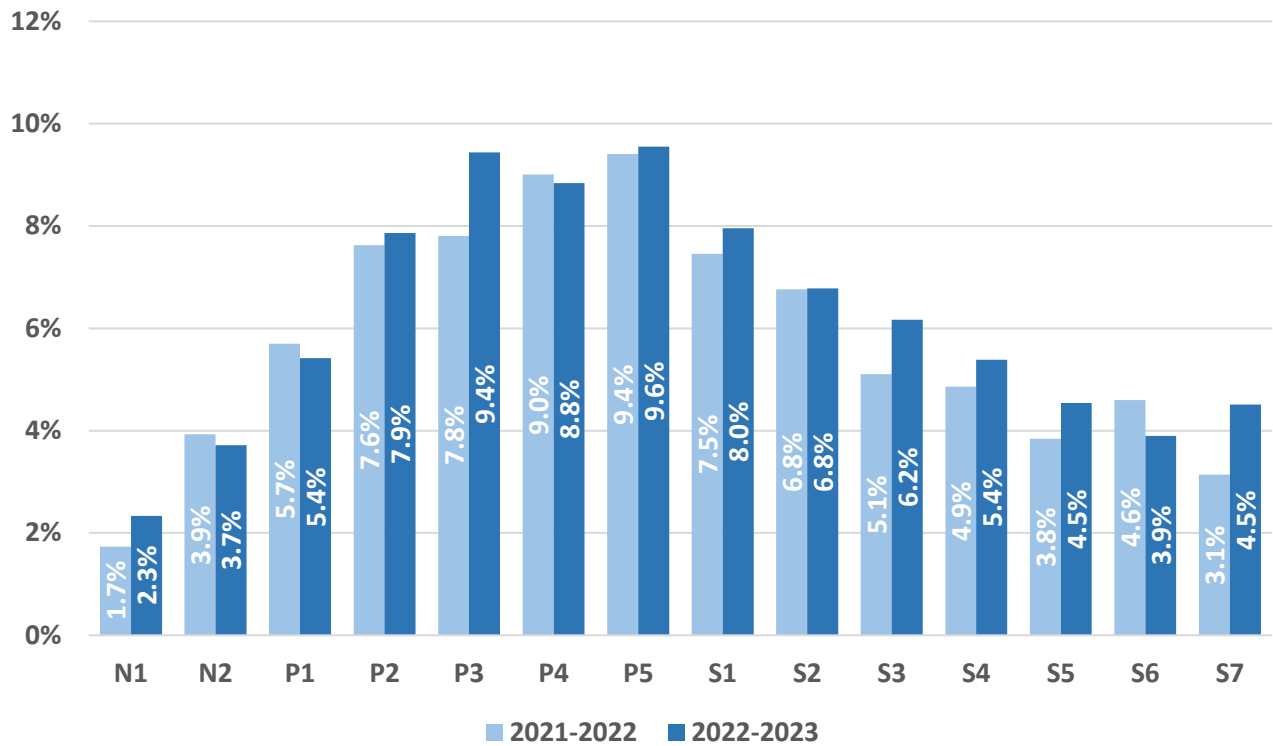
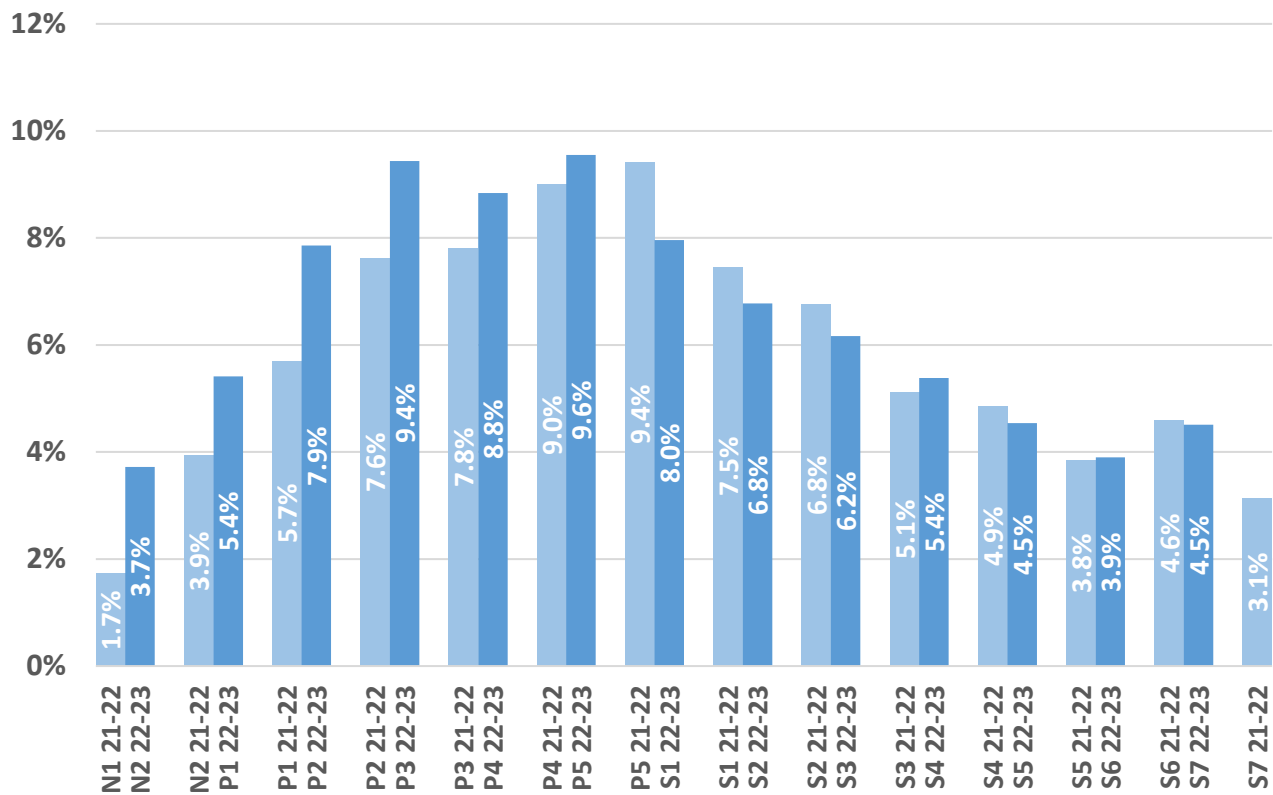


Chart 7.2: By cohort



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 7 below).

Compared to previous year, the number of diagnosis raised from 2 816 to 3 356 which represents an increase of 19.2%.

- 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 36.4% of diagnoses leading to an ISA agreement.
- The second most common diagnosis group is attention, social and behavioural deficits, which account for 28.1% of diagnoses leading to an ISA agreement.
- The motor coordination function diagnosis group comprises the third largest group for ISA agreements, standing at 12.4%.
- The most common concrete diagnoses leading to an ISA agreement are dyslexia (19.7%), Attention deficit hyperactivity disorder (12.4%), dysorthographia (8.6%), attention deficit disorder (8.6%), dyscalculia/Acalculia (7.1%) and dysgraphia (5.4%).
- Autism spectrum disorders (with and without intellectual development disorder) account for 5.8% of diagnoses leading to an ISA agreement.

The most frequent diagnosis listed above are similar to the previous school year although their ranking varied a bit.

High intellectual potential/intellectual giftedness as a reason for an ISA agreement involves 140 pupils (4.2%), which is 0.3% lower than in the previous school year although it represents 14 pupils more than previous year.

Chart 8 : Diagnosis groups (%)

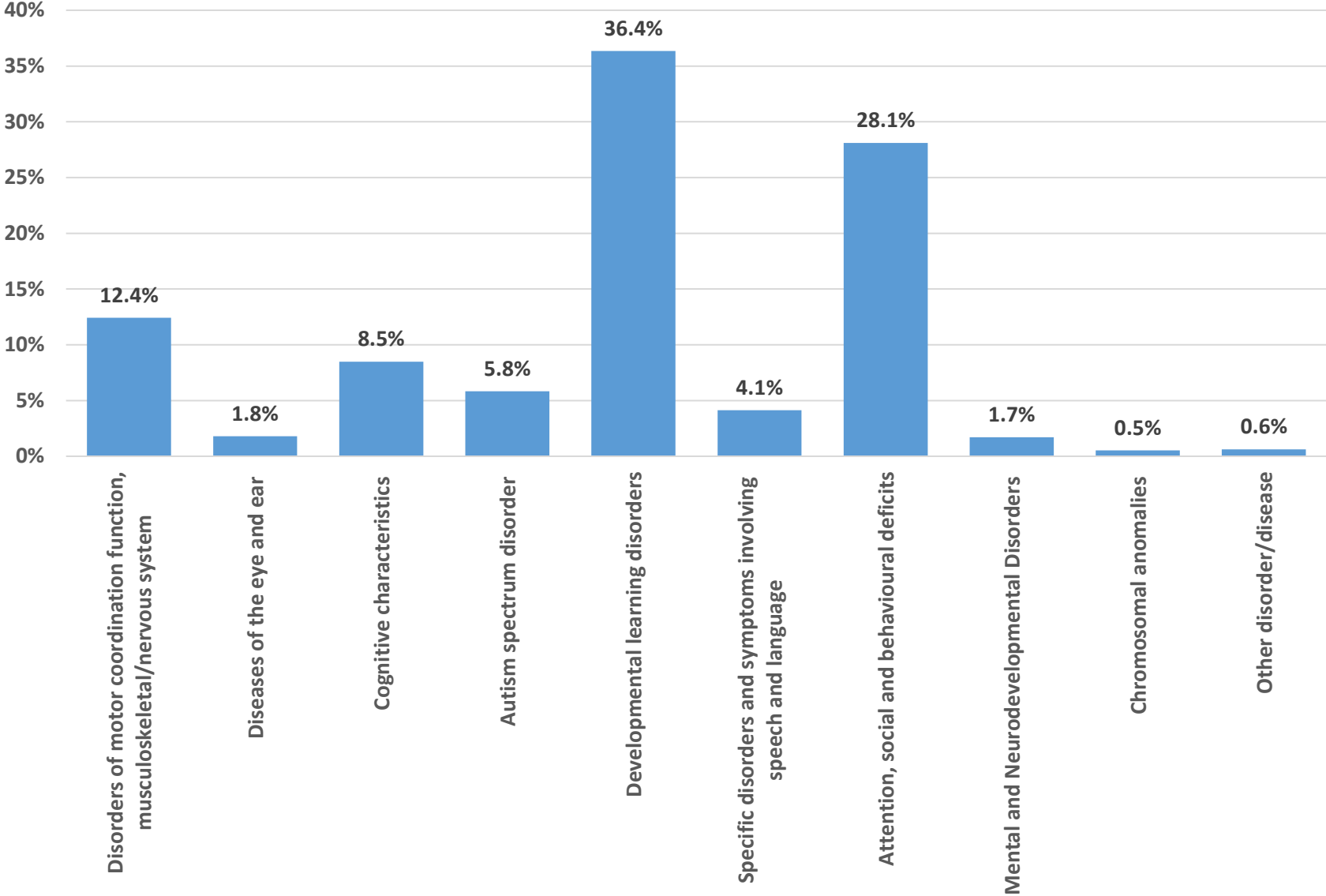


Table 7 : Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)

| Disorder | N&P | Secondary | TOTAL | % of total number of pupils receiving ISA |
|---|-----|-----------|-------|---|
| Dyslexia | 256 | 404 | 660 | 19.7% |
| Attention deficit hyperactivity disorder | 175 | 242 | 417 | 12.4% |
| Dysorthographia | 92 | 196 | 288 | 8.6% |
| Attention deficit disorder | 79 | 208 | 287 | 8.6% |
| Dyscalculia or Acalculia | 72 | 166 | 238 | 7.1% |
| Dysgraphia | 51 | 130 | 181 | 5.4% |
| Dyspraxia or motor coordination disorder | 80 | 66 | 146 | 4.4% |
| High intellectual potential | 59 | 81 | 140 | 4.2% |
| Autism spectrum disorder without disorder of intellectual development | 55 | 70 | 125 | 3.7% |
| Hyperactivity/Attention disorder associated with conduct/behavioural disorder | 54 | 48 | 102 | 3.0% |
| Dysphasia | 41 | 37 | 78 | 2.3% |
| Intellectual development disorder | 58 | 18 | 76 | 2.3% |
| Autism spectrum disorder with disorder of intellectual development | 57 | 14 | 71 | 2.1% |
| Conduct/behavioural disorder | 32 | 33 | 65 | 1.9% |
| Below-average intelligence | 40 | 22 | 62 | 1.8% |
| Other attention, social and behavioural deficits | 27 | 16 | 43 | 1.3% |
| Other Developmental learning disorders | 17 | 17 | 34 | 1.0% |
| Mood disorder | 7 | 23 | 30 | 0.9% |
| Combination of attention, social and behavioural deficits | 12 | 17 | 29 | 0.9% |
| Impairment of hearing functions | 14 | 12 | 26 | 0.8% |
| Other specific disorders and symptoms involving speech and language | 19 | 6 | 25 | 0.7% |
| Combination of disorders of motor coordination function, musculoskeletal/nervous system | 14 | 9 | 23 | 0.7% |
| Epilepsy | 14 | 8 | 22 | 0.7% |

Schools were also confronted with the following diagnosis, although less frequently: Other disorder of motor coordination function, musculoskeletal/nervous system, Dyslalia, Vision impairment, Other disorder/disease, Other chromosomal anomaly, Other mental and neurodevelopmental disorders, Deafness, Cerebral palsy, Mutism, Other cognitive characteristics, Other diseases of the eye and ear, Stammering, Stuttering, Personality disorder, Degenerative illness, Eating disorder, Trisomy of the autosomes, Aphasia, Diabetes, Elimination disorder, Paraplegia, Syndrome with skeletal anomaly, Tic disorder, Brachial plexus disorder and Combination of Mental and Neurodevelopmental Disorders.

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.

56.2% of ISA concerned Languages and the remaining 43.8% concerned Other Learning Areas. This is a similar proportion than in the previous school year.

Table 8 : ISA by Subjects in Nursery

| | 2020-2021* | | 2021-2022* | | 2022-2023 | |
|----------------------|------------------|---------------|------------------|---------------|------------------|---------------|
| | Number of Pupils | % | Number of Pupils | % | Number of Pupils | % |
| Language | 56 | 70.0% | 61 | 58.7% | 59 | 56.2% |
| Other Learning Areas | 24 | 30.0% | 43 | 41.3% | 46 | 43.8% |
| Total | 80 | 100.0% | 104 | 100.0% | 105 | 100.0% |

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

The survey has been modified when it comes to the subjects in the **Primary**. The three previous school years have been regrouped accordingly to present a coherent evolution of data. The distribution is quite different compared to previous year. Most pupils (44.4%) received ISA in L1 while in the school year 2021/22 it was 28.5%. ISA Support in L2 increased from 1.4% to 6.6%. ISA support in Mathematics is provided for 22.0% of pupils receiving this form of Educational Support (similarly as in the previous school year). However, there is a significant decrease of ISA provision in the other learning areas from 47.4 to 27.0%.

Table 9 : ISA by subjects in Primary

| Primary | 2020-2021 | | 2021-2022 | | 2022-2023 | |
|----------------------|--------------|---------------|--------------|---------------|--------------|---------------|
| | Nbr | % | Nbr | % | Nbr | % |
| Mathematics | 327 | 18.9% | 429 | 22.7% | 312 | 22.0% |
| Language 1 | 624 | 36.1% | 540 | 28.5% | 629 | 44.4% |
| Language 2 | 100 | 5.8% | 26 | 1.4% | 94 | 6.6% |
| Other Learning Areas | 678 | 39.2% | 898 | 47.4% | 382 | 27.0% |
| TOTAL | 1 729 | 100.0% | 1 893 | 100.0% | 1 417 | 100.0% |

In the **Secondary**, the subjects most frequently requiring ISA support are L1 (35.4%), Mathematics (21.8%) and L2 (12.7%). In the Secondary, there is a trend towards providing more support in the cross-curricular learning areas, especially Learning to Learn (15.2%).

Table 10 : ISA by subjects in Secondary

| Secondary | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | |
|---------------------|------------------|---------------|------------------|---------------|------------------|---------------|------------------|---------------|
| | Number of Pupils | % | Number of Pupils | % | Number of Pupils | % | Number of Pupils | % |
| Art | 16 | 1.2% | 3 | 0.2% | 3 | 0.2% | 1 | 0.1% |
| Biology | 38 | 2.9% | 9 | 0.7% | 23 | 1.8% | 21 | 1.6% |
| Chemistry | 34 | 2.6% | 2 | 0.2% | 11 | 0.9% | 14 | 1.0% |
| Economy | 27 | 2.0% | 2 | 0.2% | 1 | 0.1% | 3 | 0.2% |
| Ethics | 0 | 0.0% | 0 | 0.0% | 1 | 0.1% | 0 | 0.0% |
| Geography | 48 | 3.6% | 2 | 0.2% | 8 | 0.6% | 4 | 0.3% |
| History | 45 | 3.4% | 5 | 0.4% | 10 | 0.8% | 6 | 0.4% |
| Human Sciences | 13 | 1.0% | 18 | 1.4% | 6 | 0.5% | 6 | 0.4% |
| ICT | 4 | 0.3% | 1 | 0.1% | 2 | 0.2% | 0 | 0.0% |
| Integrated Sciences | 24 | 1.8% | 30 | 2.4% | 26 | 2.0% | 40 | 3.0% |
| L1 | 406 | 30.5% | 443 | 35.3% | 443 | 34.9% | 476 | 35.4% |
| L2 | 177 | 13.3% | 192 | 15.3% | 158 | 12.4% | 171 | 12.7% |
| L3 | 29 | 2.2% | 51 | 4.1% | 28 | 2.2% | 40 | 3.0% |
| L4 | 3 | 0.2% | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% |
| Latin | 0 | 0.0% | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% |
| Learn to learn | 157 | 11.8% | 170 | 13.5% | 189 | 14.9% | 204 | 15.2% |
| Mathematics | 253 | 19.0% | 280 | 22.3% | 282 | 22.2% | 293 | 21.8% |
| Music | 1 | 0.1% | 2 | 0.2% | 2 | 0.2% | 0 | 0.0% |
| ONL | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Other | 12 | 0.9% | 25 | 2.0% | 47 | 3.7% | 34 | 2.5% |
| Philosophy | 2 | 0.2% | 2 | 0.2% | 3 | 0.2% | 6 | 0.4% |
| Physical Education | 3 | 0.2% | 3 | 0.2% | 5 | 0.4% | 3 | 0.2% |
| Physics | 35 | 2.6% | 6 | 0.5% | 16 | 1.3% | 15 | 1.1% |
| Religion | 2 | 0.2% | 0 | 0.0% | 0 | 0.0% | 1 | 0.1% |
| Social skills | 3 | 0.2% | 7 | 0.6% | 7 | 0.6% | 6 | 0.4% |
| TOTAL | 1 332 | 100.0% | 1 255 | 100.0% | 1 271 | 100.0% | 1 344 | 100.0% |

II.7. Pupils with special educational needs not admitted

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.

In the 2022-2023 school year, two cases of refused admission in the ES system: both in the Primary in Brussels II (site of Evere).

II.8. Promotion rate of pupils benefiting from ISA

The vast majority of pupils receiving ISA (86.2%) were promoted normally to the year above and 5% graduated, which shows an overall promotion rate of 91.2%.

86 pupils with an ISA agreement graduated (passed the Baccalaureate). In total, 96 pupils with ISA were enrolled in s7. Their success rate can be estimated at 89.6%.

The percentage of pupils with ISA following their year group without promotion, namely 6.2%, is higher than a year ago. However, in the year 2018 it was 8.5%. The percentage of pupils with ISA repeating a year increased from 1.3% to 2.6%. We can note that more pupils moved up with their year group in Primary than in Secondary.

The percentage of pupils with ISA repeating the year in the Primary increased from 1.9% to 2.9% compared to previous year. In the Secondary, the repeat rate increased from 1.3% to 2.4%. The total average repeat rate in the ES system in 2022-2023 was 0.8%.

Table 11 : Promotion/progress of pupils receiving ISA by cycle in 2022-2023

| Promotion/Progress | Primary | Secondary | Total |
|---|---------------|---------------|---------------|
| Normal promotion to the year above | 87.0% | 85.6% | 86.2% |
| Graduated (BAC) | N/A | 8.7% | 5.0% |
| The pupil moved up with his/her year group. without promotion | 10.1% | 3.3% | 6.2% |
| Repeating the year | 2.9% | 2.4% | 2.6% |
| TOTAL | 100.0% | 100.0% | 100.0% |

Table 12 : Promotion/progress of pupils receiving ISA by cycle from 2020 to 2023

| Promotion/Progress | 08/2020 | 08/2021 | 08/2022 | 08/2023 |
|---|--------------|--------------|--------------|--------------|
| Normal promotion to the year above | 89.7% | 88.9% | 90.0% | 86.2% |
| The pupil moved up with his/her year group, without promotion | 5.1% | 4.7% | 5.3% | 6.2% |
| Repeating the year | 2.2% | 2.6% | 1.3% | 2.6% |
| TOTAL | 97.0% | 96.1% | 96.6% | 95.0% |

Since last year, the analysis focused on the pupils on progression: that moved up with their year group, without promotion. Comparing with the last school year, the proportion of pupils with full modified curriculum and those with modified curriculum in specific subjects is more balanced both in the primary and in the secondary.

Table 13 : Modified curriculum

| Modifications | 2021-2022 | | | | 2022-2023 | | | |
|-------------------|-----------|-----------|---------------|---------------|-----------|-----------|---------------|---------------|
| | Primary | Secondary | Primary | Secondary | Primary | Secondary | Primary | Secondary |
| Full curriculum | 17 | 21 | 33.3% | 60.0% | 28 | 15 | 49.1% | 45.5% |
| Specific subjects | 34 | 14 | 66.7% | 40.0% | 29 | 18 | 50.9% | 54.5% |
| TOTAL | 51 | 35 | 100.0% | 100.0% | 57 | 33 | 100.0% | 100.0% |

Regarding the specific subjects, the modifications concerned the following subjects: Mathematics, Physics, Chemistry, Biology, Geography, History, Language 1, 2 and 3, ICT, Physical Education, Music, Integrated Sciences, Human Sciences, Religion, Discovery of the World.

II.9. Termination of ISA agreements

Out of the total number of pupils receiving ISA (1 849), 181 agreements (9.8%) were terminated. 77 ISA agreements were terminated in the Nursery and Primary, which is 42.5% of all terminated agreements. In the Secondary, 104 agreements were terminated, thus accounting for 57.5% of all terminated agreements. Compared with the previous year, there was a 33.1% increase in the number of ISA agreements terminated.

- 91 pupils out of 181 (50.3%) terminated their agreement, continued with another type of support or no longer needed Educational Support.
- 30 pupils (16.6%) of those for whom ISA agreements were terminated moved to another school based on the pupil's particular special educational needs. 7 of these decisions were taken based on common agreement between the pupil's legal representative and the school.
- In 23 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 60 cases, pupils who were receiving ISA left the school for other reasons not related to their special educational needs.

In the same school year, 470 new ISA agreements were signed, which is a 18.4% increase compared to the previous school year. Most of the new agreements (70.0%) were signed in the Primary cycle.

Table 14a : Termination of ISA agreements

| Reason for termination | | 2019-2020 | | | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|---|--|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|------------|-----------|------------|------------|
| | | 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: | The pupil is continuing with a different type of support | 12 | 17 | 29 | 12 | 17 | 29 | 14 | 15 | 29 | 12 | 22 | 34 |
| | Support no longer needed | 5 | 17 | 22 | 21 | 30 | 51 | 13 | 20 | 33 | 25 | 32 | 57 |
| 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. | 6 | 9 | 15 | 8 | 13 | 21 | 1 | 15 | 16 | 1 | 6 | 7 |
| | The legal representative took that decision. | 5 | 24 | 29 | 8 | 13 | 21 | 12 | 15 | 27 | 2 | 21 | 23 |
| | It was a decision of the school. | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The pupil left the school for other reasons not related to the particular special educational needs | | 20 | 22 | 42 | 24 | 31 | 55 | 7 | 24 | 31 | 37 | 23 | 60 |
| TOTAL | | 48 | 90 | 138 | 73 | 104 | 177 | 47 | 89 | 136 | 77 | 104 | 181 |
| | | | | | | | ↑28.3% | | | ↓23.2% | | | ↑33.1% |

Table 14b : Number of new ISA agreements – Overview

| Class | 2019-2020 | | | | 2020-2021 | | | | 2021-2022 | | | | 2022-2023 | | | |
|------------|-----------|------------|------------|------------|-----------|------------|------------|------------|-----------|------------|------------|------------|-----------|------------|------------|------------|
| | N | P | S | TOT | N | P | S | TOT | N | P | S | TOT | N | P | S | TOT |
| 1 | 14 | 23 | 41 | 78 | 23 | 36 | 147 | 206 | 15 | 95 | 52 | 162 | 20 | 41 | 43 | 104 |
| 2 | 19 | 50 | 19 | 88 | 21 | 45 | 16 | 82 | 20 | 43 | 10 | 73 | 19 | 61 | 14 | 94 |
| 3 | | 36 | 7 | 43 | | 32 | 7 | 39 | | 46 | 14 | 60 | | 80 | 12 | 92 |
| 4 | | 33 | 12 | 45 | | 49 | 26 | 75 | | 27 | 12 | 39 | | 75 | 13 | 88 |
| 5 | | 31 | 16 | 47 | | 43 | 16 | 59 | | 34 | 15 | 49 | | 72 | 10 | 82 |
| 6 | | | 4 | 4 | | | 15 | 15 | | | 10 | 10 | | | 9 | 9 |
| 7 | | | 1 | 1 | | | 3 | 3 | | | 4 | 4 | | | 1 | 1 |
| TOT | 33 | 173 | 100 | 306 | 44 | 205 | 230 | 479 | 35 | 245 | 117 | 397 | 39 | 329 | 102 | 470 |
| | | | | ↓11.8% | | | | ↑56.5% | | | | ↓17.1% | | | | ↑18.4% |

Table 14c : Number of new ISA agreements by school

| | 2019-2020 | | | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|
| | N | P | S | N | P | S | N | P | S | N | P | S |
| Ali | 0 | 1 | 4 | 0 | 4 | 4 | 2 | 6 | 7 | 0 | 0 | 3 |
| Ber | 0 | 2 | 2 | 0 | 4 | 0 | 0 | 5 | 2 | 0 | 6 | 2 |
| B I | 9 | 24 | 3 | 11 | 39 | 44 | 14 | 51 | 30 | 10 | 48 | 18 |
| B II | 3 | 15 | 9 | 4 | 19 | 32 | 3 | 38 | 10 | 4 | 20 | 10 |
| B III | 7 | 31 | 16 | 4 | 17 | 16 | 3 | 33 | 16 | 9 | 27 | 21 |
| B IV | 0 | 14 | 8 | 1 | 21 | 11 | 2 | 37 | 7 | 1 | 14 | 3 |
| Frf | 0 | 7 | 5 | 0 | 4 | 13 | 1 | 11 | 1 | 1 | 4 | 2 |
| Kar | 0 | 2 | 1 | 0 | 4 | 3 | 0 | 7 | 0 | 0 | 3 | 0 |
| Lux I | 10 | 52 | 19 | 15 | 65 | 46 | 0 | 0 | 28 | 9 | 156 | 29 |
| Lux II | 3 | 7 | 8 | 8 | 17 | 39 | 7 | 46 | 10 | 2 | 33 | 0 |
| Mol | 0 | 9 | 3 | 0 | 3 | 7 | 1 | 2 | 2 | 3 | 4 | 6 |
| Mun | 0 | 8 | 12 | 0 | 8 | 9 | 2 | 9 | 4 | 0 | 9 | 7 |
| Var | 1 | 1 | 10 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 5 | 1 |
| TOT | 33 | 173 | 100 | 44 | 205 | 230 | 35 | 245 | 117 | 39 | 329 | 102 |

II.10. Staff working in ISA

The total number of staff working in the ISA area decreased by 13.1% amounting to 998 professionals.

The number of **teachers** decreased from 868 to 671. Teachers account for 67.2% of all staff working in ISA, which is a lower proportion than in the previous school year.

- Most of the support teachers work in the Secondary cycle (438), which is 27.4% less than it was in the previous year (603).
- When analysing the information concerning ISA time in Secondary (table 22c) and the number of teachers that provide ISA (table 15), we can conclude that the ISA time allocated to teachers corresponds to 75 (45.5 last year) full time equivalent (FTE) and an average of 3,6 hours per week and per teacher. This is an increase comparing with the previous year when it was only 1,5 hour per week and per teacher.
- In the Nursery and Primary cycles, 233 teachers work in the field of ISA. This is 12.1% less than a year ago (265). The increase in the number of support teachers over a four-year period (220 teachers in the school year 2019-2020) is 6%.

Analysing the number of teachers in Nursery and Primary (table 15) and the time of ISA provided in these cycles (table 22c), we can conclude that it corresponds to 55 FTE and an average of 6 hours per week per teacher. (1 402 h – table 22c – ÷ 233 N/P teachers - table 15)

- The proportion of seconded teachers providing ISA is 22.1% in total, locally recruited teachers accounting for the remaining 77.9%.

The number of **Educational Support Assistants** increased by 17.8% in comparison with the previous school year. The increase over a three-year period is 47.1% (221 assistants in the year 2020/21). Educational Support Assistants account for 32.6% of the staff working in the ISA area. The majority (71.4%) of the assistants work in the Nursery and Primary cycles, 232 out of 325. Analysing the information provided in table 15 together with the time allocated to these professionals (table 22c), 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 (1 402 h – table 22c – ÷ 233 N/P teachers – table 15)

Table 15 : Staff providing ISA (Number per cycle) from 2020-2021 to 2022-2023

| | School Year | N&P | | Secondary | | N&P + S | |
|--------------------------------------|-------------|--------|--------|-----------|--------|---------|--------|
| | | Number | % | Number | % | Number | % |
| Seconded teacher | 20/21 | 31 | 8.3% | 119 | 25.8% | 150 | 18.0% |
| | 21/22 | 48 | 10.5% | 159 | 23.0% | 207 | 18.0% |
| | 22/23 | 33 | 7.1% | 115 | 21.6% | 148 | 14.8% |
| Locally recruited teacher | 20/21 | 186 | 49.7% | 278 | 60.3% | 464 | 55.6% |
| | 21/22 | 217 | 47.5% | 444 | 64.3% | 661 | 57.6% |
| | 22/23 | 200 | 42.9% | 323 | 60.7% | 523 | 52.4% |
| Educational Support assistant | 20/21 | 157 | 42.0% | 64 | 13.9% | 221 | 26.5% |
| | 21/22 | 191 | 41.8% | 85 | 12.3% | 276 | 24.0% |
| | 22/23 | 232 | 49.8% | 93 | 17.5% | 325 | 32.6% |
| Other | 20/21 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | 21/22 | 1 | 0.2% | 3 | 0.4% | 4 | 0.3% |
| | 22/23 | 1 | 0.2% | 1 | 0.2% | 2 | 0.2% |
| TOTAL | 20/21 | 374 | 100.0% | 461 | 100.0% | 835 | 100.0% |
| | 21/22 | 457 | 100.0% | 691 | 100.0% | 1 148 | 100.0% |
| | 22/23 | 466 | 100.0% | 532 | 100.0% | 998 | 100.0% |

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 213, which is a 33.1% increase compared to the previous year (160).

- The largest number of tripartite agreements is in the Primary, with 144 agreements (67.6%). In the Secondary, there are 20 such agreements and 49 in Nursery.
- Most tripartite agreements (69.0%) are signed for pupils receiving ISA.

The largest number of agreements was signed at the ES, Brussels III, as shown in tables 16a and 16b. Bergen and Karlsruhe have no tripartite agreement.

Table 16a : Tripartite agreements across the European Schools

| | 2021-2022 | | | | | | | 2022-2023 | | | | | | |
|------------|-----------|-----------|----------|------------|---------------|------------|------------|-----------|-----------|----------|------------|---------------|------------|------------|
| | General | Moderate | ISB | ISA | Several Types | No Support | TOTAL | General | Moderate | ISB | ISA | Several Types | No Support | TOTAL |
| Ali | 0 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 5 |
| Ber | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B I | 0 | 0 | 0 | 5 | 0 | 1 | 6 | 0 | 1 | 0 | 17 | 0 | 1 | 19 |
| B II | 0 | 8 | 0 | 2 | 0 | 0 | 10 | 1 | 4 | 0 | 3 | 0 | 6 | 14 |
| B III | 0 | 0 | 0 | 44 | 0 | 0 | 44 | 0 | 0 | 0 | 46 | 0 | 0 | 46 |
| B IV | 7 | 1 | 0 | 13 | 0 | 0 | 21 | 0 | 1 | 0 | 22 | 0 | 0 | 23 |
| FrF | 4 | 1 | 0 | 4 | 0 | 7 | 16 | 2 | 6 | 0 | 3 | 0 | 4 | 15 |
| Kar | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| L I | 0 | 0 | 0 | 10 | 0 | 0 | 10 | 0 | 0 | 0 | 12 | 0 | 1 | 13 |
| L II | 0 | 4 | 0 | 18 | 0 | 0 | 22 | 0 | 7 | 0 | 25 | 1 | 2 | 35 |
| Mol | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 4 |
| Mun | 10 | 3 | 0 | 8 | 0 | 4 | 25 | 3 | 5 | 0 | 9 | 0 | 6 | 23 |
| Var | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 4 | 0 | 9 | 16 |
| TOT | 21 | 17 | 0 | 110 | 0 | 12 | 160 | 10 | 26 | 0 | 147 | 1 | 29 | 213 |

Table 16b : Tripartite agreement across the cycles

| | 2019-2020 | | | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|--------------------------|-----------|------------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|
| | Nursery | Primary | Secondary | Nursery | Primary | Secondary | Nursery | Primary | Secondary | Nursery | Primary | Secondary |
| General Support | 0 | 4 | 0 | 2 | 8 | 0 | 11 | 7 | 3 | 6 | 3 | 1 |
| Moderate Support | 5 | 25 | 1 | 3 | 17 | 2 | 6 | 10 | 1 | 6 | 19 | 1 |
| ISB | 0 | 3 | 0 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ISA | 23 | 106 | 26 | 6 | 71 | 21 | 17 | 71 | 22 | 22 | 111 | 14 |
| Several types of Support | N/A | N/A | N/A | N/A | N/A | N/A | 0 | 0 | 0 | 1 | 0 | 0 |
| No Support | N/A | N/A | N/A | N/A | N/A | N/A | 2 | 8 | 2 | 14 | 11 | 4 |
| TOTAL | 28 | 138 | 27 | 18 | 100 | 23 | 36 | 96 | 28 | 49 | 144 | 20 |

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

Table 16c : Therapists with whom tripartite agreements were signed

| | 2021-2022 | | | | | 2022-2023 | | | | |
|--------------------------------------|--------------|--------------|--------------|---------------|---------------|--------------|--------------|-------------|---------------|---------------|
| | Nursery | Primary | Secondary | TOT | % | Nursery | Primary | Secondary | TOT | % |
| Speech therapist | 27 | 75 | 24 | 126 | 75.4% | 41 | 105 | 15 | 161 | 74.9% |
| Psychomotor therapist | 3 | 22 | 1 | 26 | 15.6% | 3 | 23 | 1 | 27 | 12.6% |
| Psychologist | 0 | 4 | 2 | 6 | 3.6% | 2 | 2 | 0 | 4 | 1.9% |
| Physiotherapist | 1 | 1 | 0 | 2 | 1.2% | 1 | 0 | 0 | 1 | 0.5% |
| Occupational therapist | 3 | 0 | 1 | 4 | 2.4% | 2 | 11 | 3 | 16 | 7.4% |
| Orthoptist and behavioural therapist | 0 | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0.0% |
| Psychomotor therapist | 1 | 1 | 0 | 2 | 1.2% | 0 | 3 | 0 | 3 | 1.4% |
| Psychologist | 0 | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0.0% |
| Physiotherapist | 0 | 0 | 0 | 0 | 0.0% | 0 | 0 | 1 | 1 | 0.5% |
| Occupational therapist | 0 | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0.0% |
| Orthoptist and behavioural therapist | 0 | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0 | 0.0% |
| Other | 1 | 0 | 0 | 1 | 0.6% | 1 | 1 | 0 | 2 | 0.9% |
| TOTAL | 36 | 103 | 28 | 167 | 100.0% | 50 | 145 | 20 | 215 | 100.0% |
| % | 21.6% | 61.7% | 16.8% | 100.0% | | 23.3% | 67.4% | 9.3% | 100.0% | |

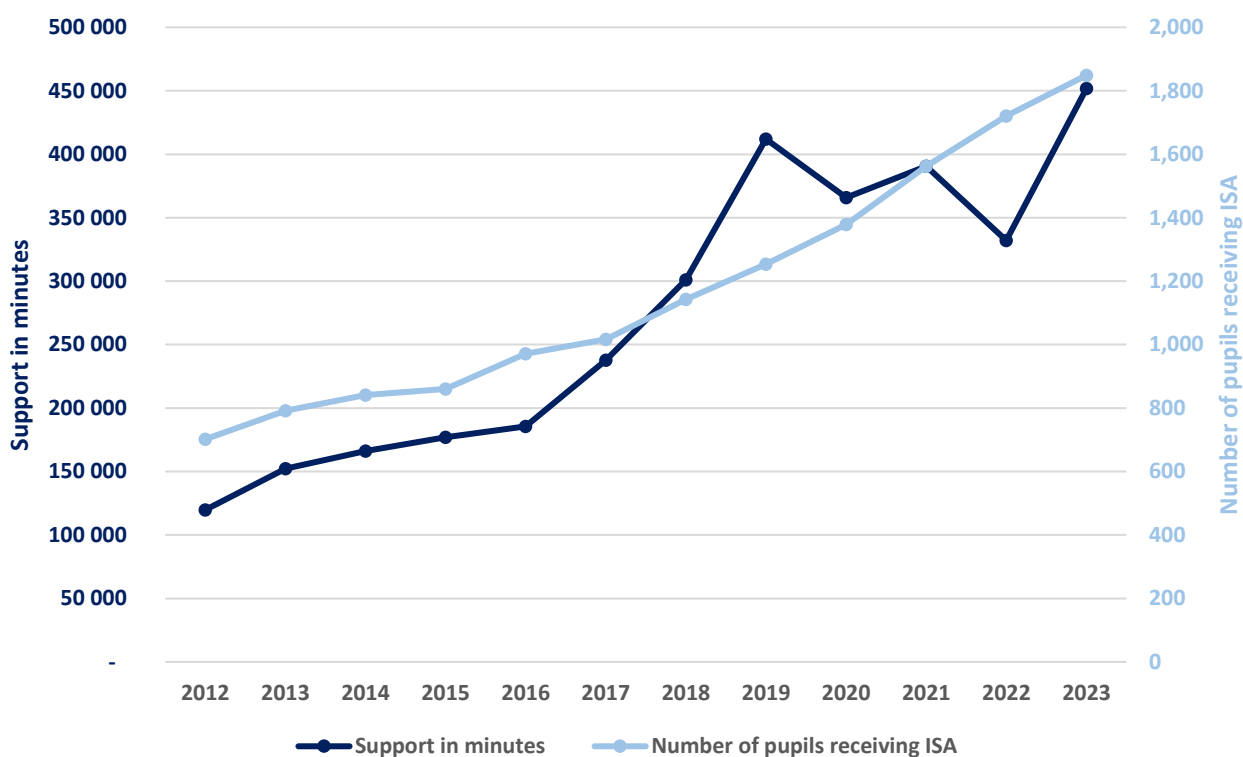
II.12. Time used for Intensive Support A

The total amount of ISA time per week in the European Schools amounted to 451 724 minutes per week (7 529 hours of ISA per week across the European Schools System). In the previous school year, it was 332 100 minutes, meaning a significant increase of 36.0%. The amount of ISA does not distinguish between support given to groups or to individuals.

Table 17 : Development of ISA time and number of pupils with ISA agreements

| School year | Support in minutes | Increase on the previous year | Number of pupils receiving ISA | Increase in pupils receiving ISA |
|-------------|--------------------|-------------------------------|--------------------------------|----------------------------------|
| 2019 | 411 884 | 36.8% | 1 254 | 9.7% |
| 2020 | 365 933 | -11.2% | 1 379 | 10.0% |
| 2021 | 390 442 | 6.7% | 1 562 | 13.3% |
| 2022 | 332 100 | -14.9% | 1 721 | 10.2% |
| 2023 | 451 724 | 36.0% | 1 849 | 7.4% |

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



Most ISA time, namely 62.9%, was provided in the Nursery and Primary cycles.

The share of Educational Support time provided by Educational Support assistants decreased slightly in comparison with the previous year from 67.2% to 66.3%. In the Nursery and Primary, there was an increase from 69.1% to 71.4%, in the secondary the share decreased from 63.8% to 57.7%. The share of Educational Support time provided by locally recruited teachers increased slightly from 27.6% to 28.7% in total, in the Nursery and Primary from 26.9% to 24.1% and in the Secondary it increased from 28.9% to 36.5%.

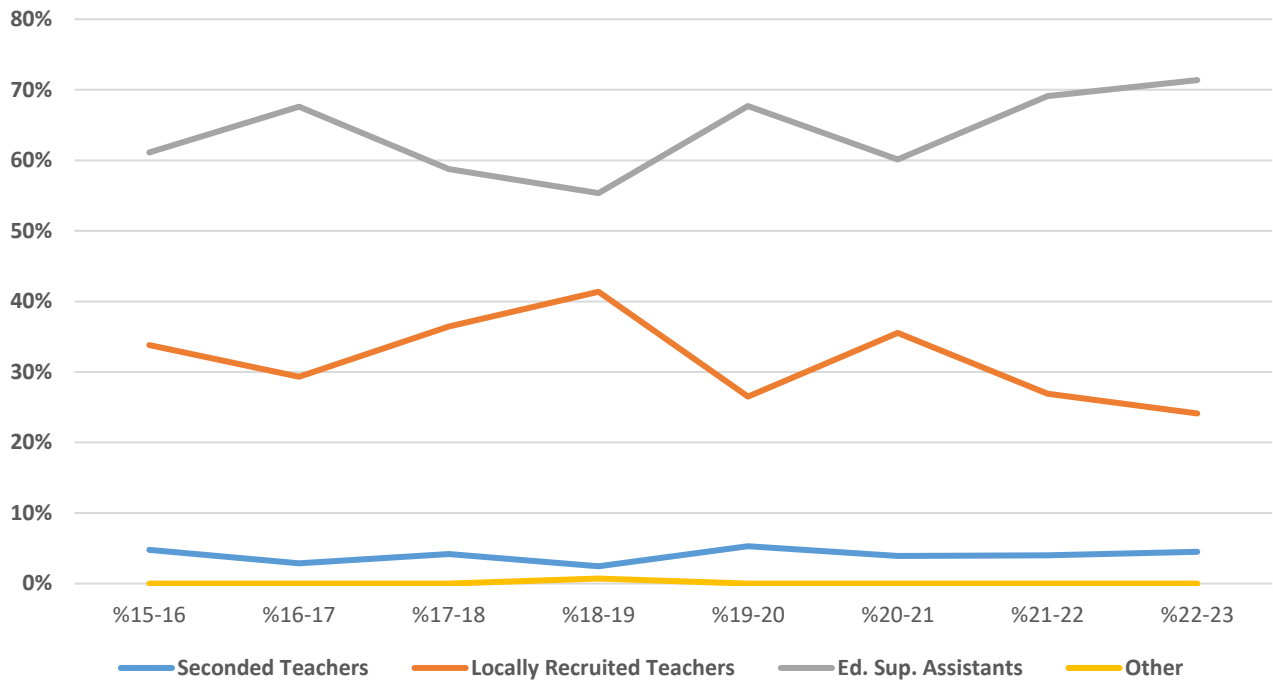
Support provided by seconded teachers remained quite stable at 5.0%.

Table 18 : Total amount of ISA time by cycle offered by different professions

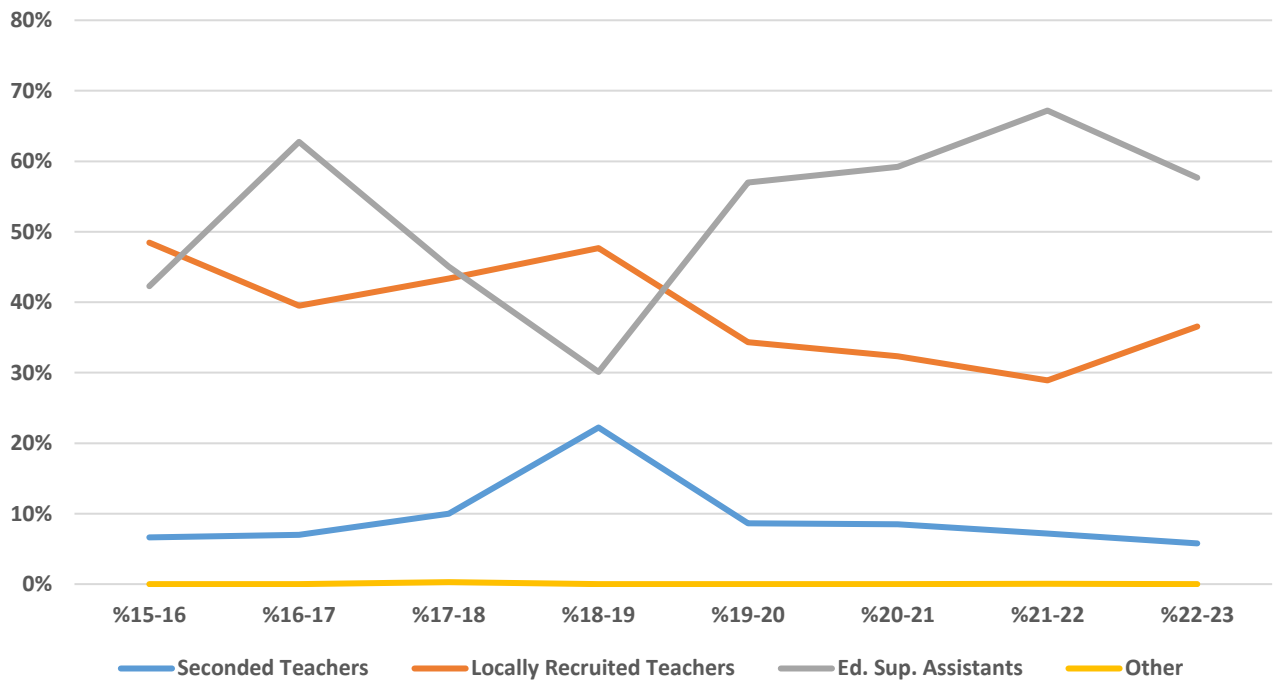
| Profession | Nursery & Primary | | Secondary | | All cycles | |
|-------------------------------|-------------------|---------------|-----------------|---------------|-----------------|---------------|
| | Hours/week | % | Hours/week | % | Hours/week | % |
| Seconded teacher | 213.71 | 4.5% | 161.30 | 5.8% | 375.01 | 5.0% |
| Locally recruited teacher | 1 142.66 | 24.1% | 1 019.77 | 36.5% | 2 162.43 | 28.7% |
| Educational Support assistant | 3 381.24 | 71.4% | 1 610.05 | 57.7% | 4 991.29 | 66.3% |
| Other | - | 0.0% | - | 0.0% | - | 0.0% |
| TOTAL | 4 737.61 | 100.0% | 2 791.12 | 100.0% | 7 528.73 | 100.0% |

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

Nursery and Primary



Secondary

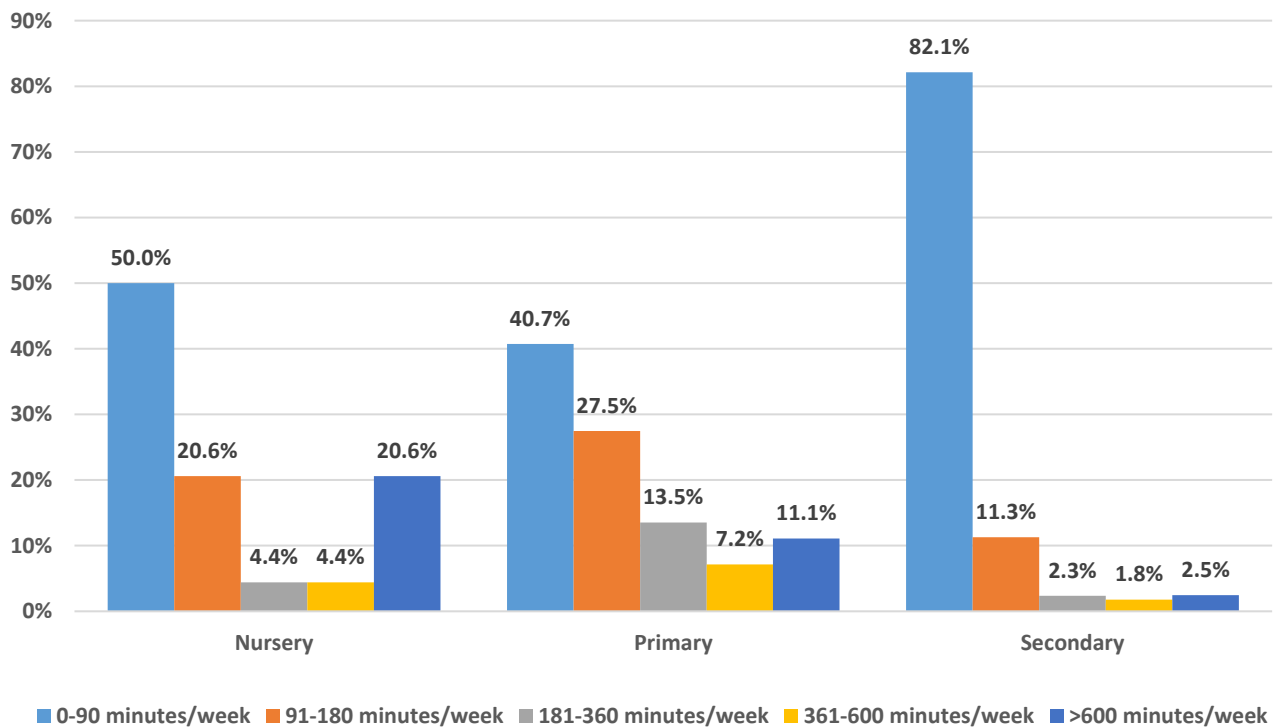


Most of the ISA provided (62.3%) amounted to less than 90 minutes per week and 18.9% of ISA was in a category between 91 and 180 minutes per week. That was similar to the last five years. The amount of ISA ranging between 181 and 360 minutes per week was 7.4%, which is less than in the previous year (10.9%). The amount of support ranging between 361 and 600 minutes per week decreased from 6.3% last year to 4.3% and the amount of the most intensive support (more than 600 minutes per week) was 7.0% which is more than in the previous school year when it was 6.2%.

Table 19 : Amount of ISA by cycle

| Amount of ISA | Nursery | | Primary | | Secondary | | Total | |
|----------------------|-----------|---------------|------------|---------------|------------|---------------|-------------|---------------|
| | Pupils | % | Pupils | % | Pupils | % | Pupils | % |
| 0-90 minutes/week | 34 | 50.0% | 319 | 40.7% | 735 | 82.1% | 1088 | 62.3% |
| 91-180 minutes/week | 14 | 20.6% | 215 | 27.5% | 101 | 11.3% | 330 | 18.9% |
| 181-360 minutes/week | 3 | 4.4% | 106 | 13.5% | 21 | 2.3% | 130 | 7.4% |
| 361-600 minutes/week | 3 | 4.4% | 56 | 7.2% | 16 | 1.8% | 75 | 4.3% |
| >600 minutes/week | 14 | 20.6% | 87 | 11.1% | 22 | 2.5% | 123 | 7.0% |
| TOTAL | 68 | 100.0% | 783 | 100.0% | 895 | 100.0% | 1746 | 100.0% |

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



II.13. Special arrangements

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

Compared to last year, a notable increase can be observed in the number of special arrangements granted in the ES system: +49.3% reaching 2,918 arrangements in the 2022-2023 school year. The increase concerns all categories, including pupils receiving varying needs of support and also pupils who are not receiving Educational Support. The highest increase can be observed for pupils receiving GS (+131.1%).

Table 20a : Number of special arrangements

| | 2021-2022 | | | | 2022-2023 | | | | | |
|--------------------------------------|------------|------------|------------|------------|--------------|--------------|------------|------------|------------|--------------|
| | Primary | S1-S3 | S4-S5 | S6-S7 | TOTAL | Primary | S1-S3 | S4-S5 | S6-S7 | TOTAL |
| General Support | 81 | 54 | 38 | 33 | 206 | 340 | 55 | 50 | 31 | 476 |
| Moderate Support | 23 | 36 | 68 | 66 | 193 | 249 | 75 | 57 | 62 | 443 |
| ISB | 25 | 9 | 5 | 2 | 41 | 32 | 15 | 9 | 6 | 62 |
| ISA | 317 | 407 | 188 | 148 | 1 060 | 474 | 433 | 203 | 173 | 1 283 |
| Several types of Educational Support | 14 | 93 | 55 | 31 | 193 | 69 | 71 | 36 | 24 | 200 |
| Pupils with no Educational Support | 4 | 62 | 87 | 109 | 262 | 13 | 135 | 135 | 171 | 454 |
| TOTAL | 464 | 661 | 441 | 389 | 1 955 | 1 177 | 784 | 490 | 467 | 2 918 |

Table 20b : Number of special arrangements by school

| | 2021-2022 | | | | | | | 2022-2023 | | | | | | |
|------------|-----------------|------------------|-----------|--------------|--------------------------------------|------------------------------------|--------------|-----------------|------------------|-----------|--------------|--------------------------------------|------------------------------------|--------------|
| | General Support | Moderate Support | ISB | ISA | Several types of Educational Support | Pupils with no Educational Support | TOTAL | General Support | Moderate Support | ISB | ISA | Several types of Educational Support | Pupils with no Educational Support | TOTAL |
| Ali | 4 | 37 | 3 | 25 | 0 | 0 | 69 | 18 | 0 | 0 | 33 | 0 | 13 | 64 |
| Ber | 6 | 3 | 0 | 4 | 0 | 28 | 41 | 2 | 5 | 0 | 8 | 2 | 27 | 44 |
| B I | 75 | 84 | 30 | 180 | 158 | 43 | 570 | 91 | 38 | 9 | 220 | 35 | 121 | 514 |
| B II | 12 | 28 | 0 | 67 | 20 | 49 | 176 | 279 | 248 | 14 | 141 | 106 | 67 | 855 |
| B III | 36 | 1 | 2 | 82 | 3 | 78 | 202 | 19 | 0 | 1 | 65 | 19 | 103 | 207 |
| B IV | 6 | 24 | 0 | 30 | 8 | 41 | 109 | 0 | 115 | 1 | 35 | 0 | 0 | 151 |
| Frf | 0 | 0 | 0 | 67 | 0 | 0 | 67 | 0 | 0 | 0 | 70 | 10 | 6 | 86 |
| Kar | 8 | 2 | 0 | 40 | 0 | 14 | 64 | 9 | 0 | 0 | 29 | 0 | 23 | 61 |
| L I | 4 | 0 | 0 | 230 | 0 | 2 | 236 | 1 | 1 | 0 | 290 | 0 | 9 | 301 |
| L II | 0 | 0 | 0 | 247 | 0 | 0 | 247 | 0 | 0 | 0 | 297 | 0 | 4 | 301 |
| Mol | 9 | 11 | 6 | 24 | 4 | 6 | 60 | 2 | 14 | 11 | 11 | 15 | 17 | 70 |
| Mun | 46 | 3 | 0 | 60 | 0 | 1 | 110 | 26 | 9 | 26 | 54 | 13 | 64 | 192 |
| Var | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 29 | 13 | 0 | 30 | 0 | 0 | 72 |
| TOT | 206 | 193 | 41 | 1 060 | 193 | 262 | 1 955 | 476 | 443 | 62 | 1 283 | 200 | 454 | 2 918 |

Table 21 : Types of special arrangements

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

| | 2021-2022 | | | | | 2022-2023 | | | | |
|---|--------------|--------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Primary | S1-S3 | S4-S5 | S6-S7 | TOTAL | Primary | S1-S3 | S4-S5 | S6-S7 | TOTAL |
| Separate room for the test/examination/assessment | 102 | 25 | 78 | 103 | 308 | 99 | 40 | 114 | 171 | 424 |
| Change of seating arrangements | 217 | 71 | 76 | 71 | 435 | 261 | 124 | 104 | 77 | 566 |
| Taking of medication and/or refreshment in the case of a medical condition | 27 | 0 | 6 | 15 | 48 | 25 | 2 | 7 | 18 | 52 |
| An assistant to provide physical care for a pupil to ensure his or her well-being and safety | 40 | 5 | 3 | 2 | 50 | 66 | 15 | 4 | 7 | 92 |
| The use of a specific learning aid which is normally used in class, for example, a magnifying glass | 91 | 1 | 13 | 16 | 121 | 4 | 4 | 8 | 6 | 22 |
| A hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses | 11 | 2 | 1 | 4 | 18 | 7 | 0 | 1 | 0 | 8 |
| 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 | 1 | 3 | 1 | 6 | 11 |
| 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 | 125 | 111 | 79 | 86 | 401 |
| Additional time can be granted to pupils whose working pace is affected by their condition | 306 | 501 | 387 | 318 | 1 512 | 433 | 628 | 463 | 446 | 1 970 |
| Use of approved applications/software for spell checker because of dyslexia | 12 | 38 | 46 | 74 | 170 | 46 | 40 | 96 | 125 | 307 |
| Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted | 80 | 57 | 16 | 1 | 154 | 78 | 85 | 60 | 15 | 238 |
| 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 | 3 | 0 | 2 | 0 | 5 |
| Written answers for oral examinations by a candidate who has severe difficulties in oral expression | 0 | 0 | 2 | 1 | 3 | 14 | 0 | 3 | 6 | 23 |
| Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting | 48 | 103 | 120 | 135 | 406 | 55 | 164 | 187 | 199 | 605 |
| A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 2 |
| 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 | 11 | 24 | 13 | 26 | 74 |
| An audio recording of answers where a scribe is not available | 0 | 0 | 1 | 3 | 4 | 4 | 0 | 15 | 5 | 24 |
| 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 | 13 | 50 | 30 | 52 | 145 |
| 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 | 7 | 85 | 53 | 44 | 189 |
| The schools may propose the inclusion of specific software and devices that aim to allow equal access and opportunities | 0 | 27 | 13 | 12 | 52 | 4 | 0 | 0 | 0 | 4 |
| Use of a simple arithmetic calculator, whenever no calculator at all would be allowed, because of diagnosed dyscalculia, because of diagnosed dyslexia, ADHD or Working memory deficit. | | | | | | 29 | 120 | 100 | 128 | 377 |
| Other | 7 | 33 | 69 | 77 | 186 | 6 | 3 | 29 | 40 | 78 |
| TOTAL | 1 025 | 1 022 | 976 | 960 | 3 983 | 1 293 | 1 498 | 1 369 | 1 457 | 5 617 |

The “Other” types of special arrangements mainly consisted in the use of noise cancelling headsets, a calm room, part-time inclusion in other levels, rest periods, nap time and sensory room.

In addition to these special arrangements, 6 pupils skipped a year in 2022-2023 in the whole system. This is three pupils less than in 2021-2022.

III. Resources for Educational Support

III.1. Teachers providing all forms of support

In total, 1 090 teachers provided Educational Support during the 2022-2023 school year.

- 64.9% (707) worked in the Secondary cycle, 31.7% (346) in the Nursery and Primary cycles and 3.4% (37) teachers worked across cycles.
- Around two thirds of the teachers providing Educational Support were locally recruited and one third were seconded teachers.
- The proportion between seconded and locally recruited support teachers vary from year to year as shown in the table 22a.
- The total number of teachers involved in Educational Support increased by 2.1%. We can observe that the difference in the number of teachers providing support differs significantly from school to school. While in six schools we can observe a decrease in the total number of teachers between 1.7% and 33.3%, in seven other schools we can see the opposite trend: an increase in the number of teachers between 1.7% and 113.8%.

However, the information available on table 15 shows that there was a decrease of the number of teachers providing ISA.

Table 22a : Teachers providing all forms of support

| | 2020-2021 | | | | | 2021-2022 | | | | | 2022-2023 | | | | |
|------------|------------|------------|--------------|--------------|--------------|------------|------------|--------------|--------------|--------------|------------|------------|--------------|--------------|--------------|
| | S* | LRT | TOT | S* | LRT | S* | LRT | TOT | S* | LRT | S* | LRT | TOT | S* | LRT |
| Ali | 35 | 30 | 65 | 53.8% | 46.2% | 23 | 37 | 60 | 38.3% | 61.7% | 19 | 40 | 59 | 32.2% | 67.8% |
| Ber | 5 | 31 | 36 | 13.9% | 86.1% | 2 | 28 | 30 | 6.7% | 93.3% | 7 | 38 | 45 | 15.6% | 84.4% |
| B I | 18 | 70 | 88 | 20.5% | 79.5% | 28 | 91 | 119 | 23.5% | 76.5% | 33 | 88 | 121 | 27.3% | 72.7% |
| B II | 23 | 38 | 61 | 37.7% | 62.3% | 49 | 52 | 101 | 48.5% | 51.5% | 25 | 59 | 84 | 29.8% | 70.2% |
| B III | 47 | 107 | 154 | 30.5% | 69.5% | 37 | 59 | 96 | 38.5% | 61.5% | 23 | 67 | 90 | 25.6% | 74.4% |
| B IV | 27 | 46 | 73 | 37.0% | 63.0% | 28 | 47 | 75 | 37.3% | 62.7% | 31 | 47 | 78 | 39.7% | 60.3% |
| FrF | 13 | 63 | 76 | 17.1% | 82.9% | 18 | 65 | 83 | 21.7% | 78.3% | 22 | 76 | 98 | 22.4% | 77.6% |
| Kar | 16 | 27 | 43 | 37.2% | 62.8% | 23 | 41 | 64 | 35.9% | 64.1% | 15 | 34 | 49 | 30.6% | 69.4% |
| Lux I | 60 | 107 | 167 | 35.9% | 64.1% | 69 | 97 | 166 | 41.6% | 58.4% | 84 | 73 | 157 | 53.5% | 46.5% |
| Lux II | 20 | 67 | 87 | 23.0% | 77.0% | 24 | 61 | 85 | 28.2% | 71.8% | 33 | 65 | 98 | 33.7% | 66.3% |
| Mol | 17 | 39 | 56 | 30.4% | 69.6% | 19 | 47 | 66 | 28.8% | 71.2% | 15 | 29 | 44 | 34.1% | 65.9% |
| Mun | 22 | 66 | 88 | 25.0% | 75.0% | 21 | 73 | 94 | 22.3% | 77.7% | 22 | 83 | 105 | 21.0% | 79.0% |
| Var | 18 | 97 | 115 | 15.7% | 84.3% | 4 | 25 | 29 | 13.8% | 86.2% | 17 | 45 | 62 | 27.4% | 72.6% |
| TOT | 321 | 788 | 1 109 | 28.9% | 71.1% | 345 | 723 | 1 068 | 32.3% | 67.7% | 346 | 744 | 1 090 | 31.7% | 68.3% |

* S: Seconded

- 41.4% (25.9%) of the teachers were qualified to teach pupils with special educational needs. 76.5% (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 22b: Time allocated to Educational Support in 2022-2023 (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.

Considering the time allocated to the teaching staff in all types of support, we can conclude that $117 + 111 = 228$ FTE teachers were engaged in Educational Support (calculation method: Nursery and Primary – total of time in minutes ÷ 60 (minutes) ÷ 25.5 (hours per week) ÷ 36 weeks; Secondary = total of time ÷ 45 ÷ 21 ÷ 36).

| | GS | | | | MS | | | | ISB | | | | ISA | | | |
|------------|----------------|------------------|---------------|------------------|----------------|------------------|----------------|------------------|---------------|----------------|----------------|----------------|------------------|------------------|------------------|-------------------|
| | N | P | S | TOT | N | P | S | TOT | N | P | S | TOT | N | P | S | TOT |
| Ali | 3 240 | 30 940 | 56 256 | 90 436 | - | 79 760 | 5 452 | 85 212 | - | 8 580 | 20 771 | 29 351 | 216 720 | 365 992 | 86 523 | 669 235 |
| Ber | - | 17 760 | 43 920 | 61 680 | - | 10 545 | 12 060 | 22 605 | - | - | - | - | - | 118 770 | 154 925 | 273 695 |
| B I | 38 745 | 195 405 | 65 295 | 299 445 | 19 440 | 169 500 | 83 110 | 272 050 | 10 800 | 75 060 | 39 880 | 125 740 | 187 810 | 1 730 382 | 99 090 | 2 017 282 |
| B II | 10 650 | 40 165 | 79 335 | 130 150 | 12 427 | 69 580 | 90 360 | 172 367 | 33 525 | 107 325 | 21 510 | 162 360 | 67 500 | 708 525 | 949 770 | 1 725 795 |
| B III | 29 160 | 394 740 | 149 049 | 572 949 | 8 640 | 137 700 | - | 146 340 | - | 22 680 | 32 400 | 55 080 | 203 580 | 1 523 880 | 977 310 | 2 704 770 |
| B IV | 16 275 | 150 340 | 54 540 | 221 155 | 2 100 | 142 910 | 87 840 | 232 850 | - | 7 200 | 35 100 | 42 300 | 167 940 | 1 291 320 | 781 875 | 2 241 135 |
| Frf | 18 360 | 40 366 | 22 005 | 80 731 | - | 157 950 | 58 320 | 216 270 | - | 62 640 | - | 62 640 | 54 000 | 326 700 | 149 040 | 529 740 |
| Kar | 16 740 | 97 740 | 76 770 | 191 250 | - | 49 680 | 5 670 | 55 350 | 18 360 | 32 040 | 21 060 | 71 460 | - | 230 220 | 121 500 | 351 720 |
| L I | 2 540 | 14 870 | 18 270 | 35 680 | 75 520 | 112 180 | 60 840 | 248 540 | - | 580 | 19 440 | 20 020 | 57 750 | 1 435 520 | 1 572 795 | 3 066 065 |
| L II | 17 500 | 48 110 | 39 150 | 104 760 | 10 500 | 148 575 | 11 925 | 171 000 | 37 100 | 21 875 | 24 165 | 83 140 | 221 550 | 833 394 | 537 674 | 1 592 617 |
| Mol | 4 995 | 37 215 | 19 935 | 62 145 | 2 430 | 32 130 | 69 345 | 103 905 | - | 17 280 | 1 530 | 18 810 | 68 040 | 120 980 | 260 730 | 449 750 |
| Mun | 6 480 | 135 540 | 172 755 | 314 775 | 12 960 | 82 080 | 15 975 | 111 015 | - | 40 500 | 52 650 | 93 150 | - | 107 280 | 156 420 | 263 700 |
| Var | - | 9 210 | 113 175 | 122 385 | 10 800 | 190 485 | 29 697 | 230 982 | - | - | 1 200 | 1 200 | - | 195 390 | 181 170 | 376 560 |
| TOT | 164 685 | 1 212 401 | 910455 | 2 287 541 | 154 817 | 1 383 075 | 530 594 | 2 068 486 | 99 785 | 395 760 | 269 706 | 765 251 | 1 244 890 | 8 988 353 | 6 028 822 | 16 262 065 |

Table 22c : Time allocated to ISA in 2022-2023

| | 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 | 216 720 | 0 | 288 960 | 77 032 | 42 474 | 44 049 | 548 154 | 121 081 | 100.0% | 0.0% | 79.0% | 21.0% | 49.1% | 50.9% | 81.9% | 18.1% |
| Ber | 0 | 0 | 72 150 | 46 620 | 135 260 | 19 665 | 207 410 | 66 285 | - | - | 60.7% | 39.3% | 87.3% | 12.7% | 75.8% | 24.2% |
| B I | 105 730 | 82 080 | 1 177 422 | 552 960 | 24 885 | 74 205 | 1 308 037 | 709 245 | 56.3% | 43.7% | 68.0% | 32.0% | 25.1% | 74.9% | 64.8% | 35.2% |
| B II | 54 000 | 13 500 | 332 772 | 375 753 | 104 400 | 845 370 | 491 172 | 1 234 623 | 80.0% | 20.0% | 47.0% | 53.0% | 11.0% | 89.0% | 28.5% | 71.5% |
| B III | 193 860 | 9 720 | 1 294 920 | 228 960 | 866 862 | 110 448 | 2 355 642 | 349 128 | 95.2% | 4.8% | 85.0% | 15.0% | 88.7% | 11.3% | 87.1% | 12.9% |
| B IV | 167 940 | 0 | 1 098 000 | 193 320 | 714 600 | 67 275 | 1 980 540 | 260 595 | 100% | 0.0% | 85.0% | 15.0% | 91.4% | 8.6% | 88.4% | 11.6% |
| Frf | 54 000 | 0 | 210 600 | 116 100 | 0 | 149 040 | 264 600 | 265 140 | 100% | 0.0% | 64.5% | 35.5% | 0.0% | 100% | 49.9% | 50.1% |
| Kar | 0 | 0 | 172 980 | 57 240 | 90 720 | 30 780 | 263 700 | 88 020 | - | - | 75.1% | 24.9% | 74.7% | 25.3% | 75.0% | 25.0% |
| Lux I | 36 750 | 21 000 | 1 021 380 | 414 140 | 943 380 | 629 415 | 2 001 510 | 1 064 555 | 63.6% | 36.4% | 71.2% | 28.8% | 60.0% | 40.0% | 65.3% | 34.7% |
| Lux II | 172 200 | 49 350 | 308 394 | 525 000 | 257 324 | 280 350 | 737 917 | 854 700 | 77.7% | 22.3% | 37.0% | 63.0% | 47.9% | 52.1% | 46.3% | 53.7% |
| Mol | 68 040 | (6 600) | 117 830 | 3 150 | 207 360 | 53 370 | 393 230 | 56 520 | 100% | 0.0% | 97.4% | 2.6% | 79.5% | 20.5% | 87.4% | 12.6% |
| Mun | 0 | 0 | 0 | 107 280 | 0 | 156 420 | 0 | 263 700 | - | - | 0.0% | 100% | 0.0% | 100% | 0.0% | 100% |
| Var | 0 | 0 | 40 500 | 154 890 | 90 450 | 90 720 | 130 950 | 245 610 | - | - | 20.7% | 79.3% | 49.9% | 50.1% | 34.8% | 65.2% |
| TOT | 1 069 240 | 175 650 | 6 135 908 | 2 852 445 | 3 477 715 | 2 551 107 | 10 682 863 | 5 579 202 | 85.9% | 14.1% | 68.3% | 31.7% | 57.7% | 42.3% | 65.7% | 34.3% |

III.2. Educational Support Assistants

In total, 332 assistants worked in the Educational Support area in the 2022-2023 school year, most of them (69.9%) in the Nursery and Primary. This represents a 12.2% increase. In terms of full-time equivalent (FTE), this represents 155.9 (99,8-37,5h) full-time posts, which is a decrease of 3.0% compared to last year (160.8 FTE) .

- The largest number of FTE ES assistants worked in Brussels IV (25,6) then Lux I (23,16), BRX I (Uccle) 19,69, BRX I (BRK) – 16, Lux II (14,63). The other schools hire between 1,75 and 7 FTE ES assistants. The ES assistants working in the schools based in Germany (6 in FRA, 7 in KAR and 10 in Munich) are appointed by the regional authorities. When considering the time allocated to assistance expressed in table 22c and using the formula (total time÷60'÷37,5h÷36 weeks) we can conclude that the number of FTEs correspond to 29 in Brussels III, 24,7 in Luxembourg I, 24,4 in Brussels IV, 16,1 in Brussels I and 9 in Luxembourg II. There might be misunderstanding in the calculation of FTEs.

Since last 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.

- 62.3% of the assistants were university graduates among which 30.7% had a university diploma linked to Educational Support and Inclusive Education.
- Upper Secondary education accounted for 31.6% of assistants.
- Vocational training accounted for 21.1% of assistants.

Table 23 : Educational Support Assistants in the European Schools

| | 2020-2021 | | | | | | | 2021-2022 | | | | | | | 2022-2023 | | | | | | |
|-------|-----------|----|---------------|-------|-------|-------|---------------|-----------|----|---------------|-------|--------|-------|---------------|-----------|----|---------------|-------|--------|-------|---------------|
| | N&P | S | Across cycles | TOTAL | N&P | S | Across cycles | N&P | S | Across cycles | TOTAL | N&P | S | Across cycles | N&P | S | Across cycles | TOTAL | N&P | S | Across cycles |
| Ali | 0 | 0 | 2 | 2 | 0.0% | 0.0% | 100.0% | 3 | 0 | 2 | 5 | 60.0% | 0.0% | 40.0% | 8 | 2 | 2 | 12 | 66.7% | 16.7% | 16.7% |
| Ber | 0 | 0 | 0 | 0 | | | | 1 | 2 | 0 | 3 | 33.3% | 66.7% | 0.0% | 2 | 3 | 0 | 5 | 40.0% | 60.0% | 0.0% |
| B I | 50 | 4 | 0 | 54 | 92.6% | 7.4% | 0.0% | 63 | 6 | 2 | 71 | 88.7% | 8.5% | 2.8% | 67 | 4 | 1 | 72 | 93.1% | 5.6% | 1.4% |
| B II | 13 | 3 | 0 | 16 | 81.3% | 18.8% | 0.0% | 12 | 2 | 2 | 16 | 75.0% | 12.5% | 12.5% | 17 | 3 | 0 | 20 | 85.0% | 15.0% | 0.0% |
| B III | 24 | 19 | 1 | 44 | 54.5% | 43.2% | 2.3% | 25 | 22 | 0 | 47 | 53.2% | 46.8% | 0.0% | 28 | 23 | 0 | 51 | 54.9% | 45.1% | 0.0% |
| B IV | 26 | 8 | 0 | 34 | 76.5% | 23.5% | 0.0% | 36 | 9 | 0 | 45 | 80.0% | 20.0% | 0.0% | 35 | 7 | 3 | 45 | 77.8% | 15.6% | 6.7% |
| Frf | 2 | 1 | 0 | 3 | 66.7% | 33.3% | 0.0% | 4 | 1 | 0 | 5 | 80.0% | 20.0% | 0.0% | 6 | 0 | 0 | 6 | 100.0% | 0.0% | 0.0% |
| Kar | 3 | 4 | 0 | 7 | 42.9% | 57.1% | 0.0% | 4 | 5 | 0 | 9 | 44.4% | 55.6% | 0.0% | 4 | 3 | 0 | 7 | 57.1% | 42.9% | 0.0% |
| L I | 32 | 19 | 5 | 56 | 57.1% | 33.9% | 8.9% | 29 | 29 | 0 | 58 | 50.0% | 50.0% | 0.0% | 30 | 31 | 0 | 61 | 49.2% | 50.8% | 0.0% |
| L II | 11 | 4 | 0 | 15 | 73.3% | 26.7% | 0.0% | 11 | 3 | 0 | 14 | 78.6% | 21.4% | 0.0% | 15 | 7 | 0 | 22 | 68.2% | 31.8% | 0.0% |
| Mol | 4 | 1 | 0 | 5 | 80.0% | 20.0% | 0.0% | 3 | 3 | 0 | 6 | 50.0% | 50.0% | 0.0% | 7 | 4 | 0 | 11 | 63.6% | 36.4% | 0.0% |
| Mun | 9 | 4 | 0 | 13 | 69.2% | 30.8% | 0.0% | 9 | 3 | 0 | 12 | 75.0% | 25.0% | 0.0% | 7 | 3 | 0 | 10 | 70.0% | 30.0% | 0.0% |
| Var | 9 | 0 | 1 | 10 | 90.0% | 0.0% | 10.0% | 5 | 0 | 0 | 5 | 100.0% | 0.0% | 0.0% | 6 | 3 | 1 | 10 | 60.0% | 30.0% | 10.0% |
| TOT | 183 | 67 | 9 | 259 | 70.7% | 25.9% | 3.5% | 205 | 85 | 6 | 296 | 69.3% | 28.7% | 2.0% | 232 | 93 | 7 | 332 | 69.9% | 28.0% | 2.1% |

III.3. Educational Support Coordination

The number of Educational Support Coordinators and the coordination time per week are shown in Table 24 below. This coordination time is resourced from the Educational Support budget, which is why the schools have more freedom and flexibility.

Table 24 : Coordination time (in minutes per week)

| | 2020-2021 | | | | | 2021-2022 | | | | | 2022-2023 | | | | |
|------------|------------------------|-----------|---------------|-----------|--------------------------------------|------------------------|-----------|---------------|-----------|--------------------------------------|------------------------|-----------|---------------|-----------|--------------------------------------|
| | 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 | Across cycles | TOT | | N&P | S | Across cycles | TOT | | N&P | S | Across cycles | TOT | |
| Ali | 1 | 1 | 0 | 2 | 540 | 2 | 1 | 0 | 3 | 540 | 1 | 1 | 0 | 2 | 405 |
| Ber | 2 | 1 | 0 | 3 | 375 | 1 | 2 | 0 | 3 | 465 | 1 | 1 | 0 | 2 | 690 |
| B I | 2 | 1 | 0 | 3 | 2 730 | 2 | 1 | 0 | 3 | 2 655 | 2 | 1 | 0 | 3 | 2 910 |
| B II | 1 | 2 | 0 | 3 | 3 015 | 2 | 1 | 0 | 3 | 2 445 | 2 | 2 | 0 | 4 | 3 060 |
| B III | 1 | 1 | 0 | 2 | 1 365 | 1 | 2 | 0 | 3 | 1 868 | 1 | 1 | 0 | 2 | 2 663 |
| B IV | 1 | 1 | 0 | 2 | 1 920 | 1 | 1 | 0 | 2 | 1 440 | 1 | 1 | 0 | 2 | 2 325 |
| Frf | 1 | 1 | 0 | 2 | 960 | 1 | 1 | 0 | 2 | 960 | 1 | 1 | 0 | 2 | 960 |
| Kar | 3 | 1 | 0 | 4 | 850 | 4 | 1 | 0 | 5 | 830 | 1 | 1 | 0 | 2 | 830 |
| L I | 1 | 2 | 0 | 3 | 2 325 | 1 | 2 | 0 | 3 | 2 925 | 1 | 2 | 0 | 3 | 3 083 |
| L II | 1 | 1 | 0 | 2 | 1 673 | 1 | 1 | 0 | 2 | 1 845 | 1 | 1 | 0 | 2 | 1 845 |
| Mol | 1 | 2 | 0 | 3 | 1 320 | 1 | 1 | 0 | 2 | 2 880 | 1 | 1 | 0 | 2 | 2 080 |
| Mun | 1 | 2 | 1 | 4 | 1 125 | 1 | 1 | 0 | 2 | 1 230 | 1 | 1 | 0 | 2 | 1 605 |
| Var | 2 | 1 | 1 | 4 | 1 680 | 2 | 0 | 0 | 2 | 720 | 0 | 0 | 3 | 3 | 1 500 |
| TOT | 18 | 17 | 2 | 37 | 19 878 | 20 | 15 | 0 | 35 | 20 803 | 14 | 14 | 3 | 31 | 23 955 |

In the 2022-2023 school year, in total,

- 31 Coordinators worked in Educational Support, four less than a year ago.
- The number of Coordinators per school ranged between two and four. The number of Educational Support coordinators is similar in the different schools at the system level.
- 64.5% of them had the qualifications required to teach pupils with special educational needs.
- 80.6% had at least 3 years of experience in the last 5 years in teaching pupils with special educational needs/Inclusive Education/Educational Support.

IV. European Baccalaureate Results of Candidates with Special Arrangements

During the most recent school years, 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 25 : European Baccalaureate results for pupils with special arrangements and for all candidates (Data from the Reports on the European Baccalaureate 2020, 2021, 2022 and 2023)

| | 2020 | | 2021 | | 2022 | | 2023 | |
|----------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| | All candidates | With special arrangements | All candidates | With special arrangements | All candidates | With special arrangements | All candidates | With special arrangements |
| Number of candidates | 2 265 | 143 | 2 370 | 177 | 2 405 | 200 | 2 638 | 275 |
| Number of boys | 1 102 | 87 | 1 224 | 93 | 1 216 | 109 | 1 349 | 165 |
| Number of girls | 1 163 | 56 | 1 146 | 84 | 1 189 | 91 | 1 289 | 110 |
| Pass rate | 98.21% | 97.20% | 99.54% | 98.87% | 99.42% | 98.50% | 99.55% | 98.91% |
| Average final mark | 79.99* | 74.83* | 78.19% | 72.50% | 77.45% | 70.0% | 77.02% | 70.25% |
| AFM boys | 78.33* | 74.32* | 76.09% | 71.43% | 75.18% | 68.18% | 74.76% | 69.09% |
| AFM girls | 81.55* | 75.64* | 80.44% | 73.68% | 79.68% | 72.18% | 79.40% | 71.98% |
| Overall written mark | N/A | N/A | 72.83% | 66.88% | 72.73% | 64.5% | 71.65% | 64.40% |
| Overall oral mark | N/A | N/A | N/A | N/A | 81.30% | 75.1% | 81.45% | 74.90% |

The number and proportion of candidates with special arrangements increased again significantly for the BAC session 2023 and was at an all-time high level, up by 92.3% compared to 2020 and by 37.5% compared to the BAC session 2022.

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 (less than 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 the European Baccalaureate 2023 were:

- +25% extra time per examination hour;
- +25% extra time per preparation of oral examinations;
- Use of a computer with or without a spell checker;
- A separate room;
- Use of a calculator;
- Reader.

V. Budget for Educational Support

V.1. Educational Support Costs in the 2022-2023 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 2022-2023 school year and take into account four twelfths coming from the Closure of Accounts 2022 and eight twelfths coming from the Closure of Accounts 2023.

Costs per case 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 4 893, Moderate Support 2 637, ISB 563 and ISA 1 849. The evolution of the populations of pupils receiving Educational Support is as follows: General Support -16.9%, Moderate Support -9.1%, ISB -1.9% and ISA +6.4%. 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 2022-2023 school year was € 2 577. This represents an increase of 17% compared to last year where the average actual cost per case was € 2 204.

- The cost per case is higher than the average at the ES, Brussels I (€ 2 972, +20.5%), Brussels III (€ 3 235, +8.4%), Luxembourg I (€ 4 506, +59.6%) and Luxembourg II (€ 4 080, +47.0%).
- The cost per case is lower than the average at the ES, Alicante (€ 2 463,+8.6%), Bergen (€ 1 803, +1.8%), Brussels II (€ 1 786, +17.2%), Brussels IV (€ 2.342, +1.0%), Frankfurt (€ 1.111, -11.5%), Karlsruhe (€ 1.421, -8.7%), Mol (€ 2.081, +45.4%), Munich (€ 1 467, +20.1%) and Varese (€ 2.171, -18.7%).

This report shows, in the table 25, for the second year, 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 2022-2023 school year

If pupils receive several forms of Educational Support, they 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 | Budget | % of the total budget | Nber of Pupils (total population) | % of the pupil pop. | Nber of cases GS | % of cases GS | Nber of cases MS | % of cases MS | Nber of cases ISB | % of cases ISB | Nber of cases ISA | % of cases ISA | Total cases receiving support (F+H+J+L) | % of cases receiving support | Budget Per pupil (B/N) | To school population (B/D) |
| Ali | 667 540.73€ | 2.6% | 1 119 | 3.9% | 139 | 2.8% | 71 | 2.7% | 24 | 4.3% | 37 | 2.0% | 271 | 2.7% | 2 463.25 € | 596.55 € |
| Ber | 275 836.58€ | 1.1% | 511 | 1.8% | 116 | 2.4% | 14 | 0.5% | 0 | 0.0% | 23 | 1.2% | 153 | 1.5% | 1 802.85 € | 539.80 € |
| B I | 3 846 101.94€ | 15.0% | 4 267 | 14.7% | 736 | 15.0% | 194 | 7.4% | 87 | 15.5% | 277 | 15.0% | 1 294 | 13.0% | 2 972.26 € | 901.36 € |
| B II | 2 103 893.14€ | 8.2% | 3 804 | 13.1% | 643 | 13.1% | 316 | 12.0% | 36 | 6.4% | 183 | 9.9% | 1 178 | 11.8% | 1 785.99 € | 553.07 € |
| B III | 2 808 229.69€ | 11.0% | 3 333 | 11.5% | 570 | 11.6% | 80 | 3.0% | 27 | 4.8% | 191 | 10.3% | 868 | 8.7% | 3 235.29 € | 842.55 € |
| B IV | 2 328 277.78€ | 9.1% | 3 148 | 10.9% | 410 | 8.4% | 385 | 14.6% | 82 | 14.6% | 117 | 6.3% | 994 | 10.0% | 2 342.33 € | 739.61 € |
| FrF | 879 607.01€ | 3.4% | 1 578 | 5.5% | 447 | 9.1% | 242 | 9.2% | 27 | 4.8% | 76 | 4.1% | 792 | 8.0% | 1 110.61 € | 557.42 € |
| Kar | 759 982.34€ | 3.0% | 953 | 3.3% | 409 | 8.4% | 49 | 1.9% | 47 | 8.3% | 30 | 1.6% | 535 | 5.4% | 1 420.53 € | 797.46 € |
| L I | 5 492 322.05€ | 21.4% | 3 344 | 11.6% | 285 | 5.8% | 444 | 16.8% | 45 | 8.0% | 445 | 24.1% | 1 219 | 12.3% | 4 505.60 € | 1 642.44 € |
| L II | 2 969 978.90€ | 11.6% | 2 785 | 9.6% | 209 | 4.3% | 140 | 5.3% | 75 | 13.3% | 304 | 16.4% | 728 | 7.3% | 4 079.64 € | 1 066.42 € |
| Mol | 1 002 744.19€ | 3.9% | 767 | 2.6% | 212 | 4.3% | 223 | 8.5% | 11 | 2.0% | 36 | 1.9% | 482 | 4.8% | 2 080.38 € | 1 307.36 € |
| Mun | 1 273 426.90€ | 5.0% | 2 049 | 7.1% | 570 | 11.6% | 104 | 3.9% | 101 | 17.9% | 93 | 5.0% | 868 | 8.7% | 1 467.08 € | 621.49 € |
| Var | 1 215 785.55€ | 4.7% | 1 287 | 4.4% | 147 | 3.0% | 375 | 14.2% | 1 | 0.2% | 37 | 2.0% | 560 | 5.6% | 2 171.05 € | 944.67 € |
| TOT | 25 623 726.81€ | 100.0% | 28 945 | 100.0% | 4 893 | 100.0% | 2 637 | 100.0% | 563 | 100.0% | 1 849 | 100.0% | 9 942 | 100.0% | 2 577.32 € | 885.26 € |

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

| School | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|
| Ali | 1 332.11 € | 1 349.32 € | 1 168.32 € | 1 524.55 € | 1 712.07 € | 2 268.96€ | 2.463.25 € |
| Ber | 575.48 € | 1 402.64 € | 1 888.14 € | 2 144.59 € | 2 352.45 € | 1 771.28€ | 1.802.85 € |
| B I | 2 486.59 € | 2 737.35 € | 3 002.39 € | 2 858.28 € | 2 543.09 € | 2 466.87€ | 2.972.26 € |
| B II | 1 570.11 € | 1 699.86 € | 1 027.31 € | 1 057.20 € | 1 403.55 € | 1 524.29€ | 1.785.99 € |
| B III | 1 569.89 € | 1 717.61 € | 2 044.13 € | 2 401.21 € | 2 689.99 € | 2 984.55€ | 3.235.29 € |
| B IV | 1 427.62 € | 1 395.98 € | 1 217.58 € | 1 362.23 € | 1 721.99 € | 2 320.22€ | 2.342.33 € |
| Frf | 425.07 € | 595.74 € | 700.17 € | 1 055.28 € | 933.23 € | 1 254.87€ | 1.110.61 € |
| Kar | 1 221.33 € | 887.64 € | 1 072.63 € | 1 058.43 € | 1 200.49 € | 1 555.37€ | 1.420.53 € |
| Lux I | 921.02 € | 964.79 € | 1 453.91 € | 2 026.74 € | 2 983.39 € | 2 822.30€ | 4.505.60 € |
| Lux II | 1 410.00 € | 2 050.05 € | 2 874.92 € | 3 655.62 € | 3 812.87 € | 2 775.19€ | 4.079.64 € |
| Mol | 415.07 € | 553.27 € | 652.32 € | 981.84 € | 1 005.44 € | 1 430.40€ | 2.080.38 € |
| Mun | 931.32 € | 818.53 € | 666.98 € | 750.06 € | 911.06 € | 1 221.56€ | 1.467.08 € |
| Var | 1 604.11 € | 1 966.90 € | 2 336.08 € | 1 935.69 € | 2 167.56 € | 2 671.88€ | 2.171.05 € |
| TOT | 1 281.59 € | 1 393.88 € | 1 522.50 € | 1 821.68 € | 2 079.90 € | 2 204.32€ | 2.577.32 € |

Table 27: Share of the Educational Support expenditures in the total expenditures by school over three school years (2020-2021 to 2022-2023)*

| | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|------------|-----------------------|----------------------|-------------|------------------------|----------------------|-------------|-----------------------|-----------------------|-------------|
| | Total expenditures | Ed Sup expenditures | % | Total expenditures | Ed Sup expenditures | % | Total expenditures | Ed Sup expenditures | % |
| Ali | 14 248 352.00 | 549 573.67 | 3.9% | 15 100 440 .33 | 517 323 .00 | 3.7% | 16 720 098.11 | 667 540.73€ | 3.3% |
| Ber | 9 642 487.67 | 279 941.00 | 2.9% | 9 607 641 .33 | 267 463 .67 | 2.8% | 10 312 937.35 | 275 836.58€ | 2.7% |
| B I | 43 179 456.00 | 3 064 423.00 | 7.1% | 46 766 699 .00 | 3 201 996 .67 | 6.1% | 51 042 031.47 | 3 846 101.94€ | 6.5% |
| B II | 35 593 612.33 | 1 344 597.00 | 3.8% | 41 881 303 .33 | 1 720 923 .00 | 4.1% | 47 874 909.89 | 2 103 893.14€ | 4.4% |
| B III | 32 505 707.33 | 2 461 338.33 | 7.6% | 35 732 438 .33 | 2 763 694 .67 | 7.7% | 38 833 189.22 | 2 808 229.69€ | 7.2% |
| B IV | 29 763 209.67 | 1 484 357.33 | 5.0% | 32 517 469 .33 | 1 867 775 .67 | 5.7% | 36 105 271.60 | 2 328 277.78€ | 6.4% |
| Frf | 19 010 380.67 | 698 989.00 | 3.7% | 20 410 803 .00 | 811 902 .33 | 4.0% | 22 253 666.85 | 879 607.01€ | 4.0% |
| Kar | 12 790 939.67 | 487 399.00 | 3.8% | 13 571 030 .00 | 679 695 .33 | 5.0% | 14 081 727.33 | 759 982.34€ | 5.4% |
| Lux I | 38 017 355.33 | 4 236 412.67 | 11.1% | 40 964 820 .00 | 4 617 288 .67 | 11.3% | 45 281 078.04 | 5 492 322.05€ | 12.1% |
| Lux II | 31 568 639.00 | 2 676 636.67 | 8.5% | 33 853 879 .00 | 2 739 115 .33 | 8.1% | 36 715 307.00 | 2 969 978.90€ | 8.1% |
| Mun | 28 942 238.33 | 649 586.67 | 2.2% | 30 431 856 .00 | 1 002 897 .67 | 3.3% | 31 585 583.35 | 1 002 744.19€ | 3.2% |
| Mol | 12 231 279.33 | 534 896.67 | 4.4% | 13 716 713 .67 | 752 388 .67 | 5.5% | 14 851 412.19 | 1 273 426.90€ | 8.6% |
| Var | 18 817 705.00 | 1 163 980.67 | 6.2% | 19 464 752 .00 | 1 138 219 .67 | 5.8% | 20 594 502.76 | 1 215 785.55€ | 5.9% |
| TOT | 326 311 362.33 | 19 632 131.67 | 6.0% | 354 019 845 .33 | 22 080 684.33 | 6.2% | 386 251 715.17 | 25 623 726.81€ | 6.6% |

* 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 three schools.

Table 28 : Budget and Expenditures for Educational Support

| | 2020 | | 2021 | | 2022 | | 2023 | |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | Budget | Implementation | Budget | Implementation | Budget | Implementation | Budget | Implementation |
| Alicante | 551.868 | 513.771 | 570.038 | 567.475 | 492.247 | 491.985 | 755.319 | 755.319 |
| Remunerations relating to educational supp | 550.368 | 513.771 | 568.538 | 566.603 | 488.454 | 488.454 | 754.742 | 754.742 |
| Educational Support | 1.500 | 0 | 1.500 | 872 | 3.793 | 3.531 | 577 | 577 |
| Bergen | 282.312 | 285.609 | 279.158 | 277.107 | 262.818 | 262.642 | 282.434 | 282.434 |
| Remunerations relating to educational supp | 279.279 | 283.623 | 275.958 | 273.880 | 261.208 | 261.027 | 280.436 | 280.436 |
| Educational Support | 3.033 | 1.986 | 3.200 | 3.227 | 1.610 | 1.615 | 1.997 | 1.997 |
| Bruxelles I | 2.384.173 | 3.179.829 | 3.320.545 | 3.006.720 | 3.302.745 | 3.299.635 | 4.119.335 | 4.119.335 |
| Remunerations relating to educational supp | 2.378.173 | 3.173.059 | 3.310.545 | 3.004.127 | 3.298.995 | 3.295.900 | 4.111.481 | 4.111.481 |
| Educational Support | 6.000 | 6.770 | 10.000 | 2.593 | 3.750 | 3.735 | 7.855 | 7.855 |
| Bruxelles II | 1.437.559 | 1.183.469 | 1.340.940 | 1.425.161 | 1.872.261 | 1.868.804 | 2.238.945 | 2.221.438 |
| Remunerations relating to educational supp | 1.427.559 | 1.178.108 | 1.330.940 | 1.418.577 | 1.857.261 | 1.857.029 | 2.218.445 | 2.203.210 |
| Educational Support | 10.000 | 5.361 | 10.000 | 6.584 | 15.000 | 11.775 | 20.500 | 18.228 |
| Bruxelles III | 1.760.734 | 2.220.783 | 2.560.456 | 2.581.616 | 2.860.068 | 2.854.734 | 2.797.615 | 2.784.978 |
| Remunerations relating to educational supp | 1.747.250 | 2.212.095 | 2.546.702 | 2.570.387 | 2.845.664 | 2.840.330 | 2.781.971 | 2.769.335 |
| Educational Support | 13.484 | 8.688 | 13.754 | 11.229 | 14.404 | 14.404 | 15.644 | 15.643 |
| Bruxelles IV | 1.374.015 | 1.320.146 | 1.508.320 | 1.566.463 | 2.023.375 | 2.018.432 | 2.650.104 | 2.483.201 |
| Remunerations relating to educational supp | 1.360.015 | 1.314.157 | 1.488.000 | 1.557.506 | 2.011.375 | 2.006.757 | 2.639.304 | 2.475.420 |
| Educational Support | 14.000 | 5.989 | 20.320 | 8.957 | 12.000 | 11.675 | 10.800 | 7.781 |
| Frankfurt | 383.426 | 627.777 | 713.702 | 734.595 | 868.187 | 850.556 | 896.182 | 894.133 |
| Remunerations relating to educational supp | 380.426 | 627.333 | 710.702 | 732.986 | 865.187 | 849.567 | 893.182 | 891.897 |
| Educational Support | 3.000 | 444 | 3.000 | 1.609 | 3.000 | 989 | 3.000 | 2.235 |
| Karlsruhe | 448.000 | 404.365 | 527.095 | 528.916 | 768.000 | 755.085 | 798.000 | 762.431 |
| Remunerations relating to educational supp | 440.000 | 401.055 | 519.095 | 525.566 | 760.000 | 751.972 | 790.000 | 759.712 |
| Educational Support | 8.000 | 3.310 | 8.000 | 3.350 | 8.000 | 3.113 | 8.000 | 2.719 |
| Luxembourg I | 1.917.165 | 3.983.538 | 4.355.477 | 4.362.850 | 4.770.812 | 4.744.508 | 5.989.704 | 5.866.229 |
| Remunerations relating to educational supp | 1.900.517 | 3.983.538 | 4.343.037 | 4.360.325 | 4.766.883 | 4.740.579 | 5.971.923 | 5.848.448 |
| Educational Support | 16.648 | 0 | 12.440 | 2.525 | 3.929 | 3.929 | 17.781 | 17.781 |
| Luxembourg II | 1.720.000 | 2.556.782 | 2.961.822 | 2.736.564 | 2.740.391 | 2.740.391 | 3.084.773 | 3.084.773 |
| Remunerations relating to educational supp | 1.700.000 | 2.555.602 | 2.942.022 | 2.726.935 | 2.732.027 | 2.732.027 | 3.075.306 | 3.075.306 |
| Educational Support | 20.000 | 1.180 | 19.800 | 9.629 | 8.364 | 8.364 | 9.467 | 9.467 |
| Mol | 333.945 | 425.802 | 441.121 | 589.444 | 834.521 | 833.861 | 1.106.805 | 1.087.186 |
| Remunerations relating to educational supp | 330.195 | 423.427 | 437.371 | 587.281 | 830.771 | 830.126 | 1.101.625 | 1.082.006 |
| Educational Support | 3.750 | 2.375 | 3.750 | 2.163 | 3.750 | 3.735 | 5.180 | 5.180 |
| Munich | 703.000 | 622.166 | 733.004 | 663.297 | 1.458.445 | 1.172.698 | 1.337.708 | 1.323.791 |
| Remunerations relating to educational supp | 700.000 | 621.624 | 729.254 | 660.682 | 1.454.945 | 1.171.164 | 1.330.408 | 1.322.621 |
| Educational Support | 3.000 | 542 | 3.750 | 2.615 | 3.500 | 1.534 | 7.300 | 1.170 |
| Varese | 1.122.200 | 1.151.680 | 1.227.550 | 1.170.131 | 1.201.261 | 1.122.264 | 1.266.365 | 1.262.546 |
| Remunerations relating to educational supp | 1.113.200 | 1.144.600 | 1.218.550 | 1.161.131 | 1.186.261 | 1.113.264 | 1.257.365 | 1.253.546 |
| Educational Support | 9.000 | 7.080 | 9.000 | 9.000 | 15.000 | 9.000 | 9.000 | 9.000 |
| | 14.418.397 | 18.475.717 | 20.539.228 | 20.210.339 | 23.455.131 | 23.015.595 | 27.323.290 | 26.927.793 |

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 | 1 | Dyslexia | 38 | 1 | TEA | 23 | 1 | Inclusion | ALL TEACHERS | | | |
| Ber | | | | | | | | | | | | |
| B I | 12 | | | 15 | Special needs & Formation sur les besoins de soutien éducatif et l'éducation inclusive; diiferentes typologies de troubles, differenciation en classe & HP/OUTILS/STRATEGIES | 91 & ALL TEACHERS & 60 | 14 | Formation sur les besoins de soutien éducatif et l'éducation inclusive; diiferentes typologies de troubles, differenciation en classe & Differentiation / HP | 50 & ALL TEACHERS | 3 & 16 | ICT Tools & Formation sur les besoins de soutien éducatif et l'éducation inclusive; diiferentes typologies de troubles, differenciation en classe | 60 & 87 |
| B II | 10.5 | GESTION EMOTIONS/SITUATIONS DE CRISES | 100 | 12 | Inclusive Education | 123 | 4.5 & 6.5 | Metacognition & General Questions & Answers on Educational Support | 8 & 10 | | | |
| B III | N/S | Formation sur les besoins de soutien éducatif et l'éducation inclusive; diiferentes typologies de troubles, differenciation en classe | ALL TEACHERS | 24 | Communication, Differentiation, Inclusion, SEN Assistants, autism, dyslexie | 83 | 6.50 | Differentiation, L2, SEN Assistants, students in crisis | Teachers of Nursery-Primary, Support teachers, SEN Assistants, L2 teachers, | | | |

| External Experts | | | | In-House Expertise | | | Pedagogical Day | | | Other CPD activities | | |
|------------------|-------|---|-------|--------------------|---|-------|-----------------|--|--|----------------------|--|-------|
| School | Hours | Field | Staff | Hours | Field | Staff | Hours | Field | Staff | Hours | Field | Staff |
| | | | | | | | | | teachers of Secondary | | | |
| B IV | 33 | Metacognition | 8 | | | | | | | | | |
| Frf | 9 | Metacognition | 21 | 2 | dyslexia | N/S | | | | | | |
| Kar | 7 | Autism, TDA/H | 63 | | | | 5.00 | Differentiation | 60 | 25 | Online pilot training on Inclusion and Accessibility | 4 |
| Lux I | 13 | dys, autism, executive functions / UDL, implementation of educational support | 80 | | | | 3.00 | support rules + dyslexia | 40 | N/S | UDL | 1 |
| Lux II | | ASD, Absenteism, depression | N/S | 2 | Electronic tools to facilitate learning | N/S | 2 | UDL | 170 | | | |
| Mol | 2.5 | Learn to learn, motivation for SEN pupils Primary: Dyslexia | 45 | 4 | SEN | 76 | 7 | SEN + ASS | 76 | 2 | Inclusion | 28 |
| Mun | 25 | TSA -TSA- dyslexia/dyspraxia | 65 | 3 | Dyslexia | 20 | 6 | ADD, Dyslexia, Dyscalculia, Highly Gifted Pupils | all teaching staff secondary + 19 member teaching staff primary school | | | |
| Var | 1 | UDL | 50 | | | | 1 | Dyslexia | 50 | | | |

VI.2. Training activities developed at the system level

During the school year 2022-2023 two main training activities were carried out at central level.

A. A decentralized training programme was conducted to address the implementation of the revised Policy and Procedural Document on Educational Support and Inclusive Education. This training focussed primarily on highlighting the main modifications made to the Policy and Procedural Document, including the fundamental principles and implications of promoting quality inclusive education.

The training sessions were carried out by the inspectors in charge of Educational Support and the Central Coordinator for Educational Support and Inclusive Education. These sessions spanned from November 2022 to May 2023 and were conducted over two days in all 13 European Schools.

Over 1500 professionals availed of this specialised training, including members of the management teams, Educational Support professionals, class and subject teachers, nurses and psychologists and non-teaching staff with administrative and financial responsibilities). A full report on the training was presented to the Joint Board of Inspectors and the Joint Teaching Committee in October 2023.

B. A self-paced online training program focusing on Accessibility and Inclusion was developed and made accessible to educators within the European Schools network. The main objective of the training course is equipping participant educators with the basic knowledge and skills to foster a more inclusive learning environment for all pupils, to enhance accessibility and further promote inclusion.

Out of a total of over 600 applicants, 222 professionals participated in this comprehensive 25-hour course, between the months of March and September 2023.

VII. Highlighted findings

- The number of pupils benefiting from ISA in some subjects (History, Geography, Chemistry, Biology and Physics) in the Secondary cycle remain still low and there is slight decrease in most of them comparing with the previous school year.
- The number of Special Arrangements has been increasing consistent and significantly over the years in all cycles.
- The number of pupils who are granted a Special Arrangement and are not in receipt of educational support is higher in s6 and (Primary:13; s1-s3:135; s4-s5:135; s6-s7:171).
- Some Arrangements mentioned in “other” types of special arrangements include a calm room, part-time inclusion in other levels, nap time and sensory room. These are accommodations that should not be included in the “special arrangements”, which are meant for assessment.
- Progression without promotion: In the primary cycle, the number of pupils in progression in the full curriculum and those in progression in specific subjects is nearly the same. In the secondary cycle, there are slightly more pupils in progression in specific subjects, but the proportion is more balanced than in the previous school year.
- Gifted pupils correspond to 0.5% of the total pupil population and 4,2% of pupils receiving ISA. 58% of pupils with high intellectual potential receiving ISA study in the secondary cycle, 42% in the primary.
- 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 increase (7%) of teachers providing ISA.
- The average number of hours per teacher providing ISA in the Secondary cycle, has increased from 1.5 to 3.6 hours/teacher;
- The difference in the number of teachers providing support differs significantly from school to school.
- There was an increase both of the number of educational support assistant and time of educational support provided by them.
- Regarding the calculation of FTEs of educational support assistants there seems to exist a misunderstanding that requires clarification.

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, including when comparing the same cohort. 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. Distribution of Support

An overall decrease of the number of pupils receiving educational support can be noted (-0.7%) resulting of a decrease in the number of pupils receiving General (-1.1%), Moderate (-4.2%) and Intensive Support B (-5.4%) and of a significant increase in the number of pupils receiving Intensive A Support (+7.4%).

What is the reason for the decrease of pupils receiving General, Moderate and Intensive B support and the significant increase of the Intensive A support?

C. 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:

- Pupils may/may not choose Chemistry and/or Physics?
- 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 are more motivated by some scientific subjects than for Mathematics?

D. Learning to Learn

Provision of educational support in the Learning to learn area becomes important especially in the secondary cycle. Is the support in this area provided in class or out of the class?

Is support in Learning to learn used underpin all other the development of competences in the other areas ?

E. 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:

- Students wishing to avail of all the support available during the Bac Cycle to increase their chances of accessing third-level education
- Lack of information in lower cycles?
- Pupils in higher secondary are more independent learners and no longer need support but only special arrangements?
- How to overcome organizational challenges arising from the significant increase of special arrangements?

F. 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 increase/decrease in number of teachers providing support?
- Is the allocation of educational support 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 in the number of educational support assistants and the 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 be worthwhile to go back/reconsider again the job description of the Educational Support Assistant - still named as a SEN assistant in the relevant Service regulations, 2007-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?

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 School Year 2022-2023. It will be published on the website www.eursec.eu.