



Ref.: 2025-12-D-22-en-5

Orig.: EN

# **Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the School Year 2024-2025**

---

Approved by the Board of Governors of the European Schools  
Meeting on 15, 16 and 17 April 2026 in Riga (Latvia) – Hybrid



## Table of Content

<b>Introduction.....</b>	<b>3</b>
<b>I. Overview of the Educational Support .....</b>	<b>4</b>
I.1. Pupils receiving different forms of Educational Support .....	4
I.2. Distribution of different forms of support by school and cycle .....	6
I.3. Distribution of General, Moderate and ISB supports by subjects .....	9
<b>II. Intensive Support A.....</b>	<b>11</b>
II.1. Pattern of development of the number of pupils receiving ISA.....	11
II.2. Pupils receiving ISA by school and by cycle.....	12
II.3. Pupils receiving ISA by language sections / Number of pupils receiving ISA in relation to the total number of pupils in the section .....	14
II.4. Percentage of pupils receiving ISA by year group .....	15
II.5. Diagnoses of pupils receiving Intensive Support A.....	17
II.6. Intensive Support A by Subjects .....	19
II.7. Pupils with special educational needs not admitted .....	21
II.8. Promotion rate of pupils benefiting from ISA .....	21
II.9. Termination of ISA agreements .....	23
II.10. Staff working in ISA.....	24
II.11. Tripartite agreements .....	26
II.12. Time used for Intensive Support A.....	27
II.13. Special arrangements .....	31
<b>III. Resources for Educational Support .....</b>	<b>33</b>
III.1. Teachers providing all forms of support.....	33
III.2. Educational Support Assistants .....	36
III.3. Educational Support Coordination .....	36
<b>IV. European Baccaureate Results of Candidates with Special Arrangements .....</b>	<b>38</b>
<b>V. Budget for Educational Support .....</b>	<b>39</b>
<b>VI. Training and coordination activities.....</b>	<b>42</b>
VI.1. Training activities developed at the school level.....	42
VI.2. Training activities developed at the system level.....	44
<b>VII. Highlighted findings .....</b>	<b>45</b>
<b>VIII. Areas for Further Reflection at School and System Level.....</b>	<b>46</b>

## Introduction

Implementation of the Educational Support Policy is reported on annually. The reporting period in this report is the 2024-2025 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. To give a more complete picture of the Educational Support provided in the European Schools (ES), some questions were amended slightly starting from the 2022-2023 report and some additional data were requested, whilst maintaining the comparability of the reports for all years. The data were collected via a survey using an online electronic questionnaire, which was sent to the schools on the 30<sup>th</sup> of June 2025.

The schools' data were acquired on the 31<sup>st</sup> of August 2025. Data collected by the schools were compiled by the OSGES and analysed by the Educational Support Inspectors in cooperation with the OSGES. The analysis and the draft report were discussed by the "Educational Support Policy" Working Group at its meeting in January 2026.

The present statistical report, related to the school year 2024-2025 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.

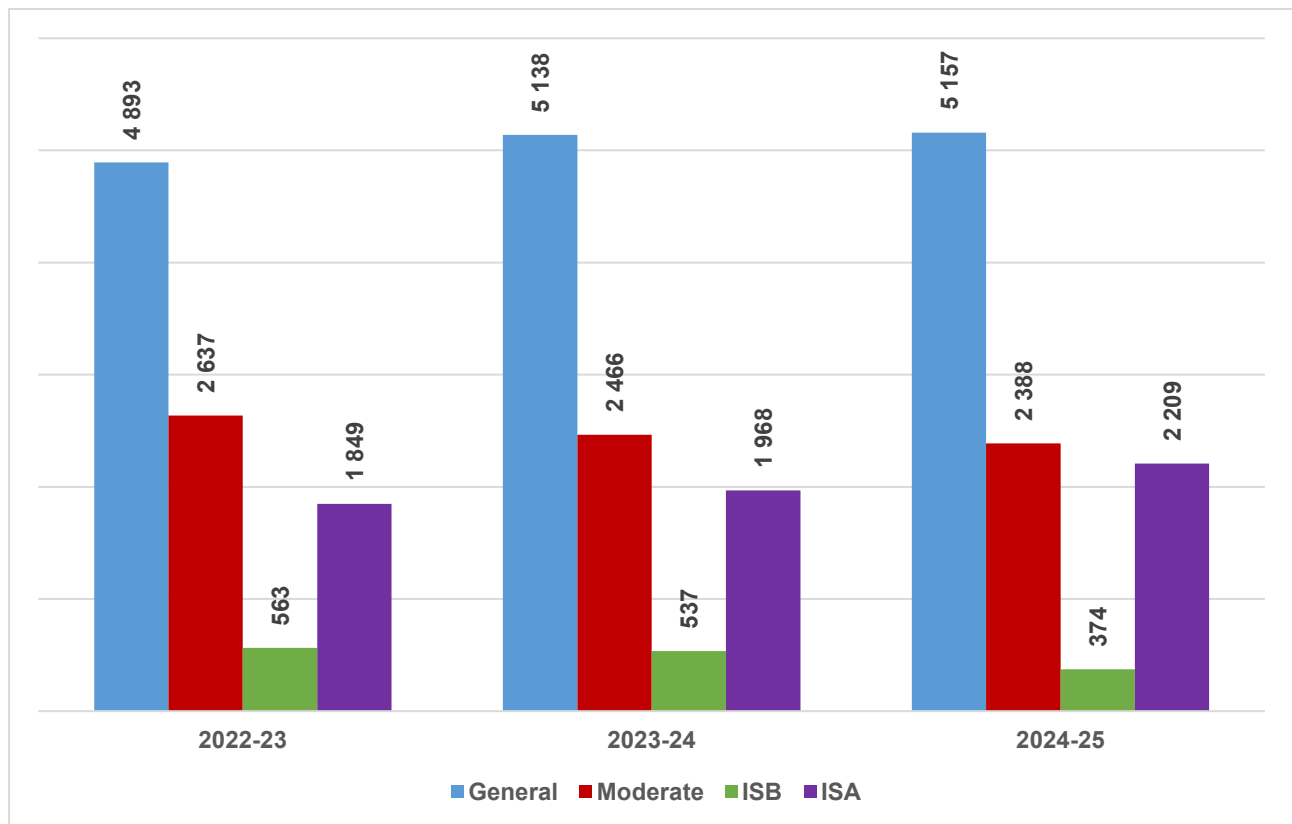
Finally, the schools should analyse the overall results and the school-based results and use this information in their internal development work and forward planning.

# 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 31<sup>st</sup> of August 2025 was 29 173. 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, they will be counted as one in each form of Educational Support that they have received. Chart 1 shows the evolution of the populations receiving educational support in the European Schools over the last three school years. Overall, the number of pupils receiving educational support is stable since last year, resulting of a decrease in the number of pupils receiving Moderate (-3.2%) and Intensive Support B (-30.4%) and of an increase in the number of pupils receiving General (+0.4%) and Intensive Support A (+12.2%).

**Chart 1: Evolution of the populations receiving educational support (individual or group)**



Remark: Pupils from Luxembourg I receiving General Support in the Nursery and Primary cycles are not shown on this chart. For those pupils, the concept of General Support changed in 2023-2024: General Support was provided through “Team-Teaching” in all classes, hence all Luxembourg I pupils from those cycles received this support (around 1300 pupils). This kind of support was provided in a project-oriented approach, where each class had a support teacher for 2-3 hours to help them work in small groups.

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 is slowly increasing over the three-year observation period 2022-2025 (and even more if we consider also the Luxembourg I pupils).

- At the ES, Bergen, Brussels I, Karlsruhe, Luxembourg I, Mol, and Varese 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 Mol with +35.7% while the biggest decrease was in the ES, Alicante (-12.7%, which follows a big increase last year, therefore coming back to the level where it was 2 years ago).
- Among schools, the difference between the lowest and the highest percentages of pupils receiving general support in different schools is nearly 30%.

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

- MS is used most at Frankfurt where 17.3% of the school population are receiving MS.
- Less MS is used at Karlsruhe (1.4% of pupils).
- Among schools, the difference between the lowest and the highest percentages of pupils receiving moderate support in different schools is nearly 16%.

**Intensive Support B (ISB)** is a form of short-term intensive support used to support a pupil without special educational needs, e.g. intensive language support for pupils who are not able to access the standard curriculum.

- The percentage of pupils receiving ISB is low and ranges between 0.1 and 2.8% in the different ES.
- ISB is used most at Luxembourg II (2.8% of pupils).
- No ISB is offered in Brussels III, Luxembourg I and Mol in Nursery and Primary. ISB is seldom used in Varese.
- Among schools, the difference between the lowest and the highest percentages of pupils receiving intensive support B is 2.7%.

**Intensive Support A (ISA)** is used in all the schools and cycles, except in the Nursery cycle for some schools (Bergen, Frankfurt, Karlsruhe, Munich). The percentage of pupils receiving ISA is increasing steadily, now amounting to 7.6% of the ES population. In comparison with the school year 2020-2021, it represents an increase of +5.5%, while the increase of the total pupil population was +3.3% in the same period (in 2020-2021, the proportion of pupils receiving ISA among the total school population was 5.5%).

- The percentage of pupils receiving ISA is significantly above the mean at Luxembourg I and Luxembourg II (more than 14%).
- The percentage of pupils receiving ISA is lower at the ES Varese (less than 3%).
- Among schools, the difference between the lowest and the highest percentages of pupils receiving intensive support A is 14.3%.

**Table 1: Percentage of pupils\* receiving Educational Support (% of pupils with Educational Support in relation to the total number of pupils in the schools by year)**

	General			Moderate			Intensive B			Intensive A		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Ali	12.4%	25.6%	12.8% ▼	6.3%	3.8%	4.8% ▲	2.1%	0.7%	1.8% ▲	3.7%	4.5%	6.1% ▲
Ber	22.7%	26.4%	21.1% ▼	2.7%	3.4%	3.9% ▲	0.0%	0.6%	0.2% ▼	2.8%	5.2%	6.8% ▲
B I	17.2%	25.0%	25.0% ▲	4.5%	5.2%	5.0% ▼	2.0%	2.3%	1.7% ▼	6.1%	6.3%	6.6% ▲
B II	16.9%	14.4%	15.5% ▲	8.3%	8.6%	9.3% ▲	0.9%	0.7%	0.5% ▼	5.1%	4.8%	5.5% ▲
B III	17.1%	20.0%	16.4% ▼	2.4%	3.1%	4.0% ▲	0.8%	2.4%	0.1% ▼	5.7%	5.3%	5.9% ▲
B IV	13.0%	12.3%	17.3% ▲	12.2%	2.1%	8.3% ▲	2.6%	1.2%	1.7% ▲	3.4%	3.9%	4.2% ▲
Frf	28.3%	22.2%	19.4% ▼	15.3%	16.4%	17.3% ▲	1.7%	2.0%	1.5% ▼	4.3%	4.8%	6.0% ▲
Kar	42.9%	34.7%	33.6% ▼	5.1%	9.8%	11.1% ▼	4.9%	8.0%	1.8% ▼	4.4%	4.3%	4.7% ▲
Lux I	8.5%	43.3%	45.4% ▲	13.3%	14.9%	13.7% ▼	1.3%	0.6%	1.1% ▲	11.7%	14.8%	16.6% ▲
Lux II	7.5%	15.0%	12.4% ▼	5.0%	6.9%	4.8% ▼	2.7%	2.3%	2.8% ▲	10.1%	12.7%	14.1% ▲
Mol	27.6%	6.6%	42.3% ▲	29.1%	49.9%	14.7% ▼	1.4%	0.3%	0.3% ▲	3.9%	4.0%	4.9% ▲
Mun	27.8%	20.0%	18.6% ▼	5.1%	5.4%	4.8% ▼	4.9%	4.0%	2.0% ▼	4.3%	4.9%	5.7% ▲
Var	11.4%	20.2%	21.0% ▲	29.1%	10.5%	11.9% ▲	0.1%	0.1%	0.1% ▲	2.8%	2.4%	2.3% ▼
<b>TOTAL</b>	<b>16.9%</b>	<b>20.9%</b>	<b>22.3% ▲</b>	<b>9.1%</b>	<b>8.4%</b>	<b>8.2% ▼</b>	<b>1.9%</b>	<b>1.8%</b>	<b>1.3% ▼</b>	<b>6.0%</b>	<b>6.7%</b>	<b>7.6% ▲</b>

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

**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 2022	August 2023	August 2024	August 2025
6.0%	6.4%	6.7%	7.6%
N=1 721	N=1 849	N=1 968	N=2 209

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

In five schools, the **number of pupils** receiving Educational Support is balanced **between the cycles** (see Table 3), and in three more schools, it is close to being balanced.

In two schools, the proportion is significantly more important in the Secondary cycle (Bergen and Varese), while in three schools the prevalence is higher in the Nursery and Primary cycles (Brussels I, Frankfurt, and Luxembourg I).

For the distribution of **different forms** of Educational Support differs between the cycles within the same school, the comparison of the data from the three last years (from the year 2022-2023) shows certain developments in some schools:

- The ES, Bergen offered, during the whole three-year period, significantly more educational support in the Secondary cycle.

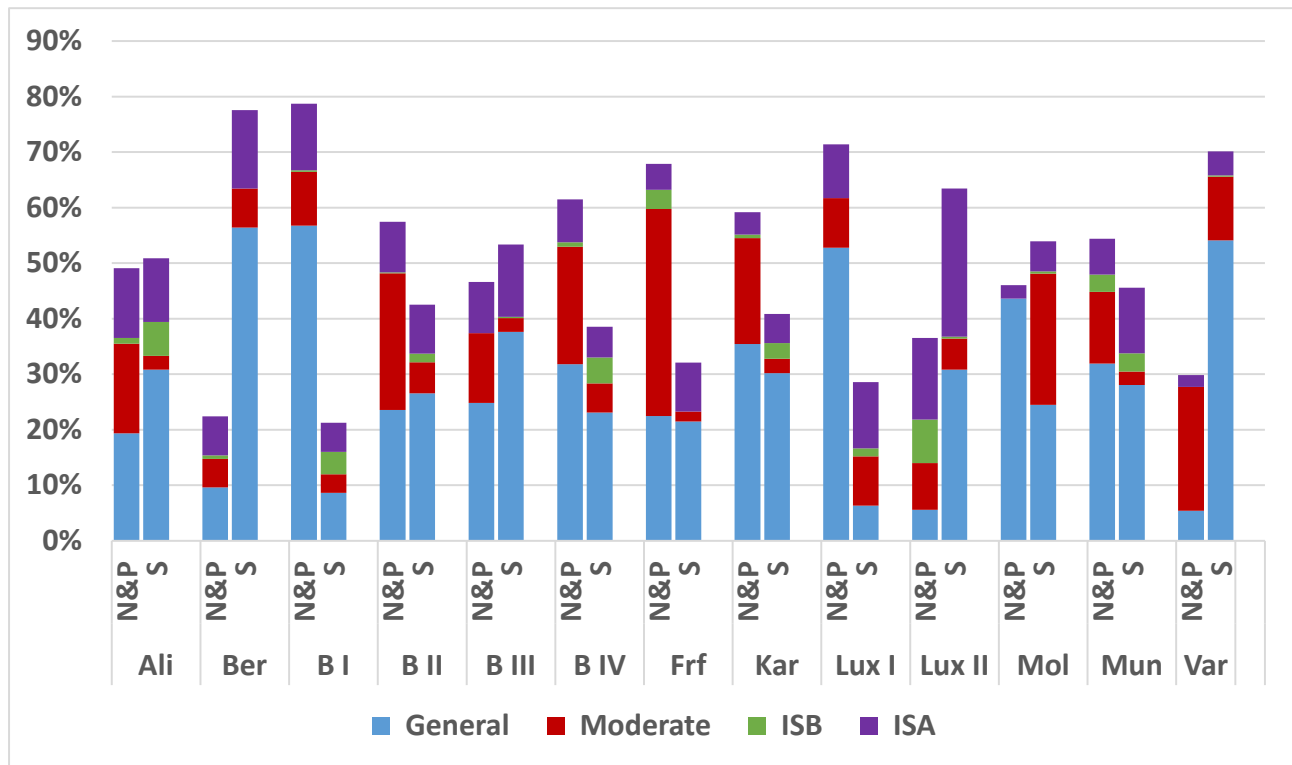
- The ES, Brussels I offered, during the whole three-year period, significantly more educational support in the Nursery and Primary cycles.
- The ES, Luxembourg I offers since 2023-2024 significantly more support in the Nursery and Primary cycle: since then, all N&P pupils can receive general support through “Team Teaching”, and therefore all pupils from these cycles are counted in this table.

This school year as well, all schools used all forms of educational support, although ISB was not used in all cycles in Brussels III, Frankfurt, Luxembourg I, Mol and Varese.

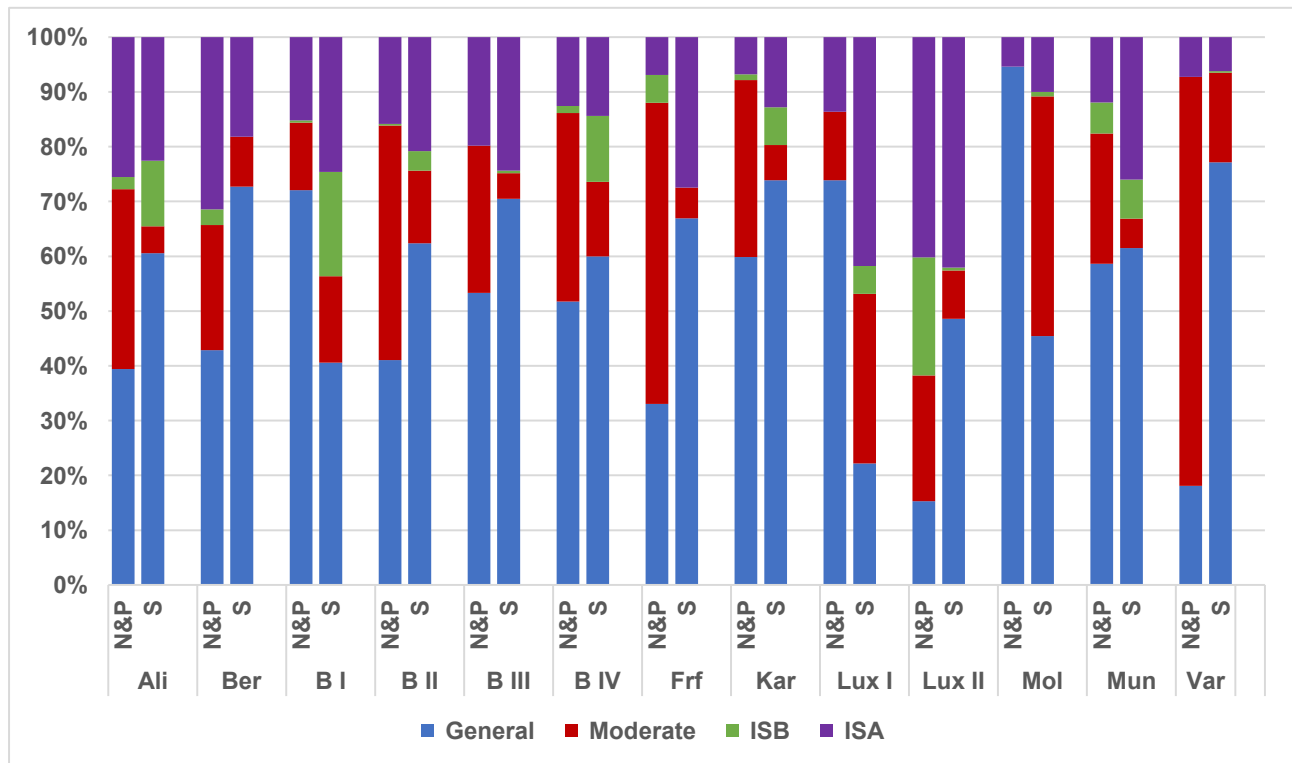
**Table 3: Evolution of the repartition of support between the cycles, school by school**

School	2022-2023		2023-2024		2024-2025	
	N&P	Sec	N&P	Sec	N&P	Sec
Alicante	57 %	43 %	41 %	59 %	49 %	51 %
Bergen	23 %	77 %	24 %	76 %	22 %	78 %
Brussels I	73 %	27 %	81 %	19 %	79 %	21 %
Brussels II	53 %	47 %	58 %	42 %	57 %	43 %
Brussels III	43 %	57 %	40 %	60 %	47 %	53 %
Brussels IV	60 %	40 %	43 %	57 %	61 %	39 %
Frankfurt	46 %	54 %	65 %	35 %	68 %	32 %
Karlsruhe	58 %	42 %	56 %	44 %	59 %	41 %
Luxembourg I	47 %	53 %	70 %	30 %	71 %	29 %
Luxembourg II	47 %	53 %	35 %	65 %	37 %	63 %
Mol	46 %	54 %	39 %	61 %	46 %	54 %
Munich	47 %	53 %	45 %	55 %	54 %	46 %
Varese	22 %	78 %	43 %	57 %	30 %	70 %
<b>TOTAL</b>	<b>48 %</b>	<b>52 %</b>	<b>49 %</b>	<b>51 %</b>	<b>52 %</b>	<b>48 %</b>

**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

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

In Nursery, 509 children received General Support, 137 received Moderate Support, 59 received ISB and 67 received ISA. Support is mostly provided in Language (73.0%). The Other Learning Areas amount to the remaining 27.0%.

**Table 4.1: Nursery**

Nursery	General		Moderate		ISB		ISA		TOTAL	
	Nb.	%	Nb.	%	Nb.	%	Nb.	%	Nb.	%
Language	457	76.3%	126	80.8%	59	83.1%	48	45.7%	690	74.1%
Other Learning Areas	142	23.7%	30	19.2%	12	16.9%	57	54.3%	241	25.9%
<b>TOTAL</b>	<b>599</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>71</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>931</b>	<b>100%</b>

The areas for the provision of Educational Support are grouped in two categories: Language and Other Learning Areas. This is because in Nursery the schools adopt a more holistic approach also for the provision of Educational Support.

In Primary, 3 501 pupils received General Support, 1 555 received Moderate Support, 84 received ISB and 954 received ISA. Support is mostly provided in L1 (49.0%) and in Mathematics (29.8%).

**Table 4.2: Primary**

Primary	General		Moderate		ISB		ISA		TOTAL	
	Nb.	%	Nb.	%	Nb.	%	Nb.	%	Nb.	%
Mathematics	1 239	30.7%	510	29.7%	5	5.3%	422	28.7%	2176	29.8%
Language 1	1 909	47.4%	832	48.5%	39	41.1%	801	54.4%	3581	49.0%
Language 2	528	13.1%	267	15.6%	46	48.4%	81	5.5%	922	12.6%
Other Learning Areas	355	8.8%	106	6.2%	5	5.3%	168	11.4%	634	8.7%
<b>TOTAL</b>	<b>4 031</b>	<b>100%</b>	<b>1 715</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>1 472</b>	<b>100%</b>	<b>7 313</b>	<b>100%</b>

In Secondary, 2 495 pupils received General Support, 696 received Moderate Support, 231 received ISB and 1 188 received ISA. Support is mostly provided in Mathematics (26.8%), in L2 (24.5%), in L1 (17.7%), and in Learn to learn (8.2%).

**Table 4.3: Secondary**

Secondary	General		Moderate		ISB		ISA		TOTAL	
	Nb.	%	Nb.	%	Nb.	%	Nb.	%	Nb.	%
Biology	69	2.5%	3	0.3%	0	0.0%	17	1.1%	89	1.6%
Chemistry	197	7.1%	10	1.1%	1	0.4%	9	0.6%	217	4.0%
Physics	133	4.8%	5	0.6%	1	0.4%	19	1.2%	158	2.9%
Integrated Sciences	19	0.7%	9	1.0%	0	0.0%	29	1.9%	57	1.0%
Physical Education	0	0.0%	0	0.0%	0	0.0%	9	0.6%	9	0.2%
History	7	0.3%	2	0.2%	5	1.9%	7	0.5%	21	0.4%
Geography	0	0.0%	0	0.0%	0	0.0%	7	0.5%	7	0.1%
Economy	8	0.3%	1	0.1%	0	0.0%	4	0.3%	13	0.2%
Human Sciences	1	0.0%	1	0.1%	0	0.0%	16	1.0%	18	0.3%
L1	190	6.9%	247	27.7%	32	12.0%	497	32.0%	966	17.7%
L2	744	27.0%	256	28.7%	125	46.8%	215	13.8%	1340	24.5%
L3	172	6.2%	30	3.4%	81	30.3%	44	2.8%	327	6.0%
L4	16	0.6%	0	0.0%	4	1.5%	5	0.3%	25	0.5%
ONL	0	0.0%	0	0.0%	0	0.0%	2	0.1%	2	0.0%
Latin	1	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
Mathematics	790	28.7%	267	29.9%	15	5.6%	394	25.4%	1466	26.8%
ICT	1	0.0%	0	0.0%	0	0.0%	7	0.5%	8	0.1%
Music	7	0.3%	4	0.4%	0	0.0%	6	0.4%	17	0.3%
Art	0	0.0%	1	0.1%	0	0.0%	9	0.6%	10	0.2%
Philosophy	41	1.5%	1	0.1%	0	0.0%	3	0.2%	45	0.8%
Ethics	0	0.0%	0	0.0%	0	0.0%	3	0.2%	3	0.1%
Religion	0	0.0%	0	0.0%	0	0.0%	2	0.1%	2	0.0%
Learn to learn	209	7.6%	47	5.3%	3	1.1%	192	12.4%	451	8.2%
Social skills	0	0.0%	8	0.9%	0	0.0%	5	0.3%	13	0.2%
Other	151	5.5%	1	0.1%	0	0.0%	52	3.3%	204	3.7%
<b>TOTAL</b>	<b>2 756</b>	<b>100%</b>	<b>893</b>	<b>100%</b>	<b>267</b>	<b>100%</b>	<b>1 553</b>	<b>100%</b>	<b>5 469</b>	<b>100%</b>

If we look at the General Support, Moderate Support, and Intensive Support B, and 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 Language.
- **in the Primary**, Educational Support is mainly provided in L1 (48.5%), Mathematics (29.5%) and L2 (1.6%). This is the case for all forms of support except ISB where Mathematics represents only 10.7%.
- **in the Secondary**, most support is provided in Mathematics (26.8%), L2 (25.5%), L1 (19.4%), Learning to Learn skills (10.7%), and L3 (9.9%).

## II. Intensive Support A

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

The percentage of pupils receiving ISA is 7.6% of all pupils in the ES. The number of pupils with ISA rose by 12.2% in the space of a year. This year, the percentage of pupils receiving ISA is slightly lower in the Nursery and Primary cycles (46.2%) than in the Secondary cycle (53.8%).

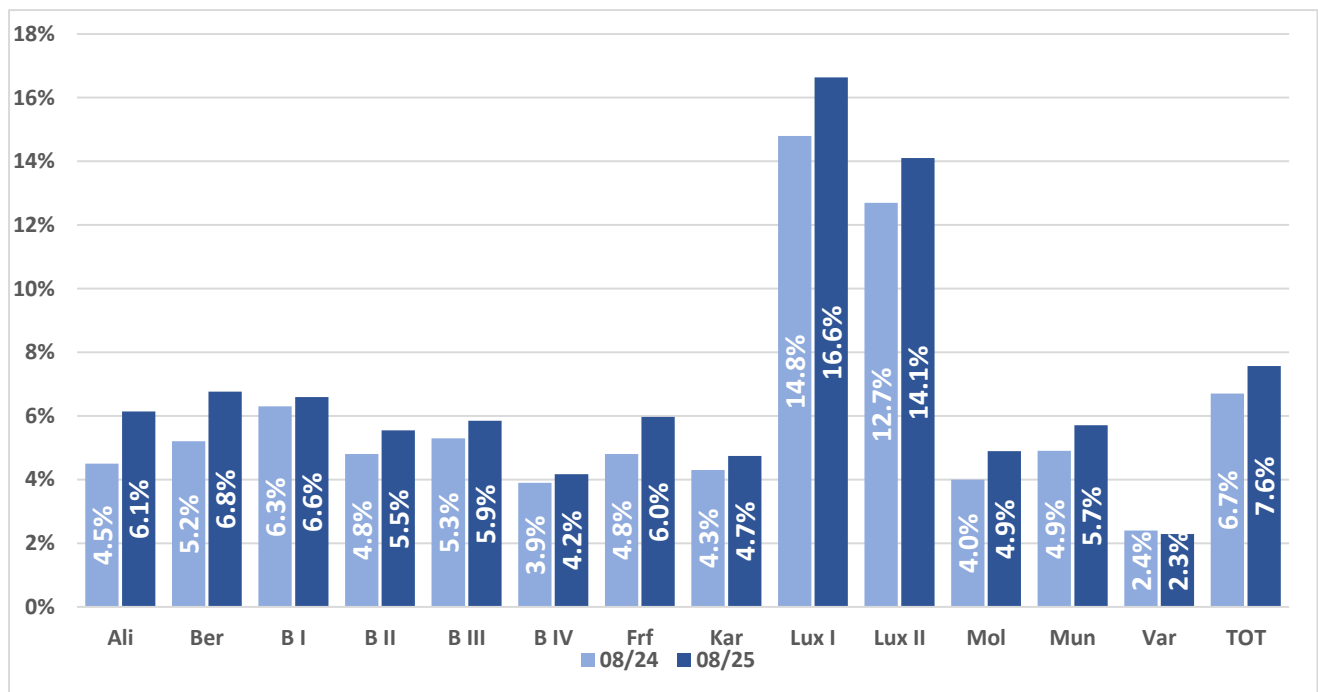
**Table 5: Number and percentage of pupils receiving ISA – Development from August 2022 to August 2025**

	ISA pupils Nursery & Primary				ISA pupils Secondary				Total number of pupils				% ISA pupils			
	08/22	08/23	08/24	08/25	08/22	08/23	08/24	08/25	08/22	08/23	08/24	08/25	08/22	08/23	08/24	08/25
<b>Ali</b>	16	18	22	35	24	19	29	32	1 087	1 119	1 126	1 091	3.7%	3.3%	4.5%	6.1%
<b>Ber</b>	10	14	12	11	5	9	14	22	542	511	496	488	2.8%	4.5%	5.2%	6.8%
<b>B I</b>	164	181	203	204	95	96	77	89	4 273	4 267	4 425	4 447	6.1%	6.5%	6.3%	6.6%
<b>B II</b>	94	91	80	108	87	92	105	105	3 541	3 804	3 830	3 843	5.1%	4.8%	4.8%	5.5%
<b>B III</b>	86	91	79	78	102	100	94	110	3 320	3 333	3 271	3 212	5.7%	5.7%	5.3%	5.9%
<b>B IV</b>	78	78	83	78	28	39	41	56	3 120	3 148	3 212	3 212	3.4%	3.7%	3.9%	4.2%
<b>Frf</b>	20	23	21	34	48	53	59	64	1 594	1 578	1 651	1 641	4.3%	4.8%	4.8%	6.0%
<b>Kar</b>	23	15	18	20	18	15	23	26	935	953	957	970	4.4%	3.1%	4.3%	4.7%
<b>Lux I</b>	201	211	211	248	187	234	280	305	3 314	3 344	3 311	3 323	11.7%	13.3%	14.8%	16.6%
<b>Lux II</b>	122	122	139	142	155	182	216	258	2 731	2 785	2 800	2 836	10.1%	10.9%	12.7%	14.1%
<b>Mol</b>	7	10	6	11	23	26	24	24	761	767	754	716	3.9%	4.7%	4.0%	4.9%
<b>Mun</b>	40	34	34	42	51	59	66	77	2 111	2 049	2 049	2 086	4.3%	4.5%	4.9%	5.7%
<b>Var</b>	9	12	11	10	28	25	21	20	1 313	1 287	1 316	1 308	2.8%	2.9%	2.4%	2.3%
<b>TOT</b>	<b>870</b>	<b>900</b>	<b>919</b>	<b>1 021</b>	<b>851</b>	<b>949</b>	<b>1 049</b>	<b>1 188</b>	<b>28 642</b>	<b>28 945</b>	<b>29 198</b>	<b>29 173</b>	<b>6.0%</b>	<b>6.4%</b>	<b>6.7%</b>	<b>7.6%</b>

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

- The ES Luxembourg I has the highest percentage (16.6%) of pupils receiving ISA, followed by the ES Luxembourg II (14.1%).
- The lowest percentages are at Varese (2.3%), Brussels IV (4.2%) and Karlsruhe (4.7%).
- The largest increases in the percentage of ISA pupils in relation to the pupil population is at Luxembourg I (from 14.8% to 16.6%), Alicante (from 4.5% to 6.1%), Bergen (from 5.2% to 6.8%) and Luxembourg II (from 12.7% to 14.1%). These increases seem persistent through the past four years. In Frankfurt there is also a moderate increase of ISA pupils this year.
- In nine other schools, the percentages of ISA pupils have only slightly changed (variation of less than 1.0%).

**Chart 3: Percentage of pupils with ISA in relation to the total number of pupils in the schools**



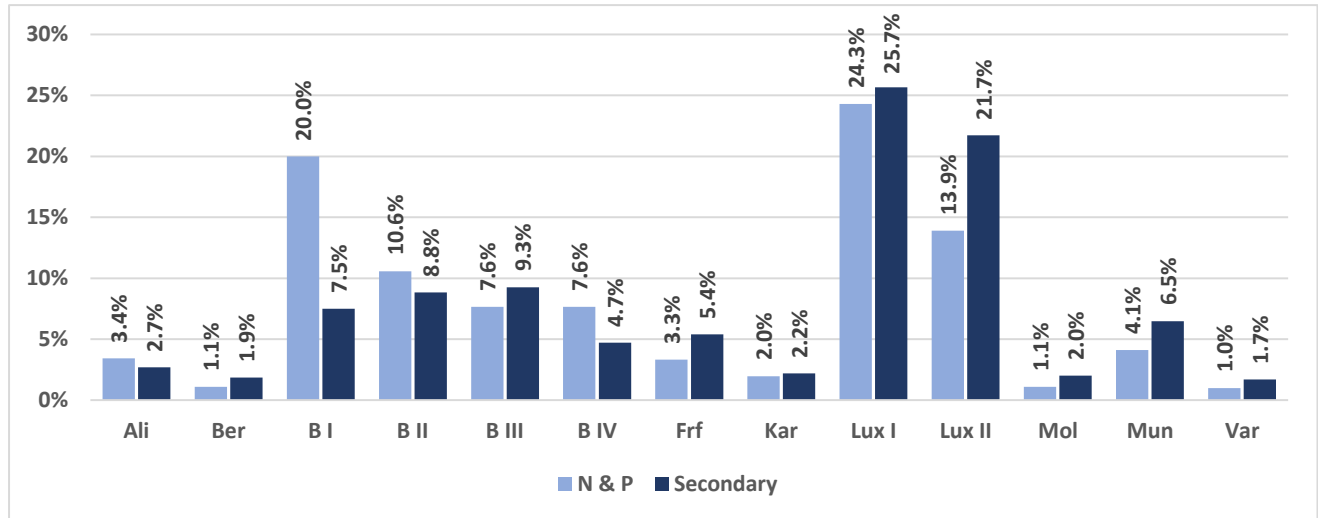
The total number of pupils receiving ISA in the Nursery cycle is 67, in the Primary cycle 954 and in the Secondary cycle 1188. This distribution is comparable to last year's distribution, however, there is an increase mostly in the primary and secondary cycles (+100 pupils).

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

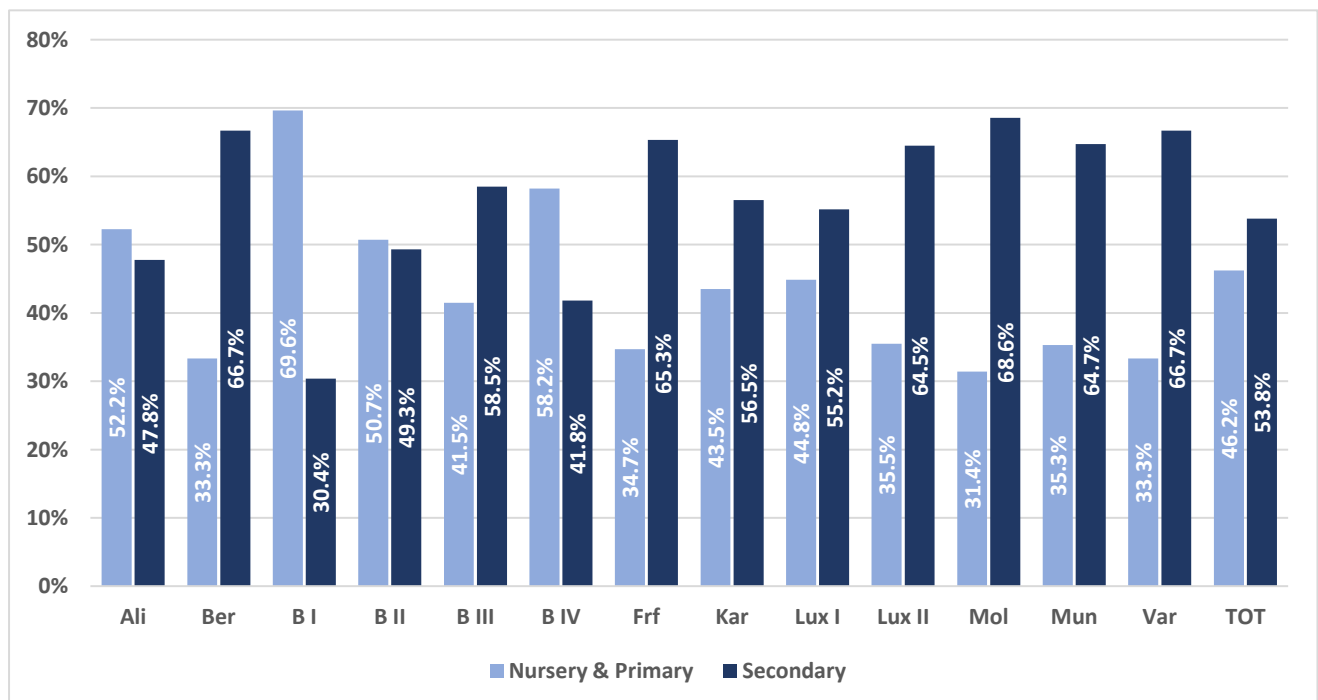
- In six schools, the difference in the number of ISA agreements between the Nursery and Primary cycles on one hand and the Secondary cycle on the other hand is rather small (Alicante, Bergen, Brussels II, Brussels IV, Karlsruhe and Varese).
- In one school, there are significantly more ISA agreements in the Nursery and Primary (Brussels I).
- In the six other schools, there are significantly more ISA agreements in the Secondary cycle (Brussels III, Frankfurt, Luxembourg I, Luxembourg II, Mol, and Munich).

Moreover, in three schools (Brussels I, Luxembourg I and Luxembourg II), percentage of pupils receiving ISA in the Nursery and Primary cycles is significantly higher than average. Together, these three schools account for 58.2% of the total number of ISA pupils in the Nursery and Primary cycles. In the Secondary cycle, percentage of pupils receiving ISA in two schools (Luxembourg I and II) is significantly higher than average. Together, these two schools account 47.4% of the total number of ISA pupils in the Secondary.

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



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



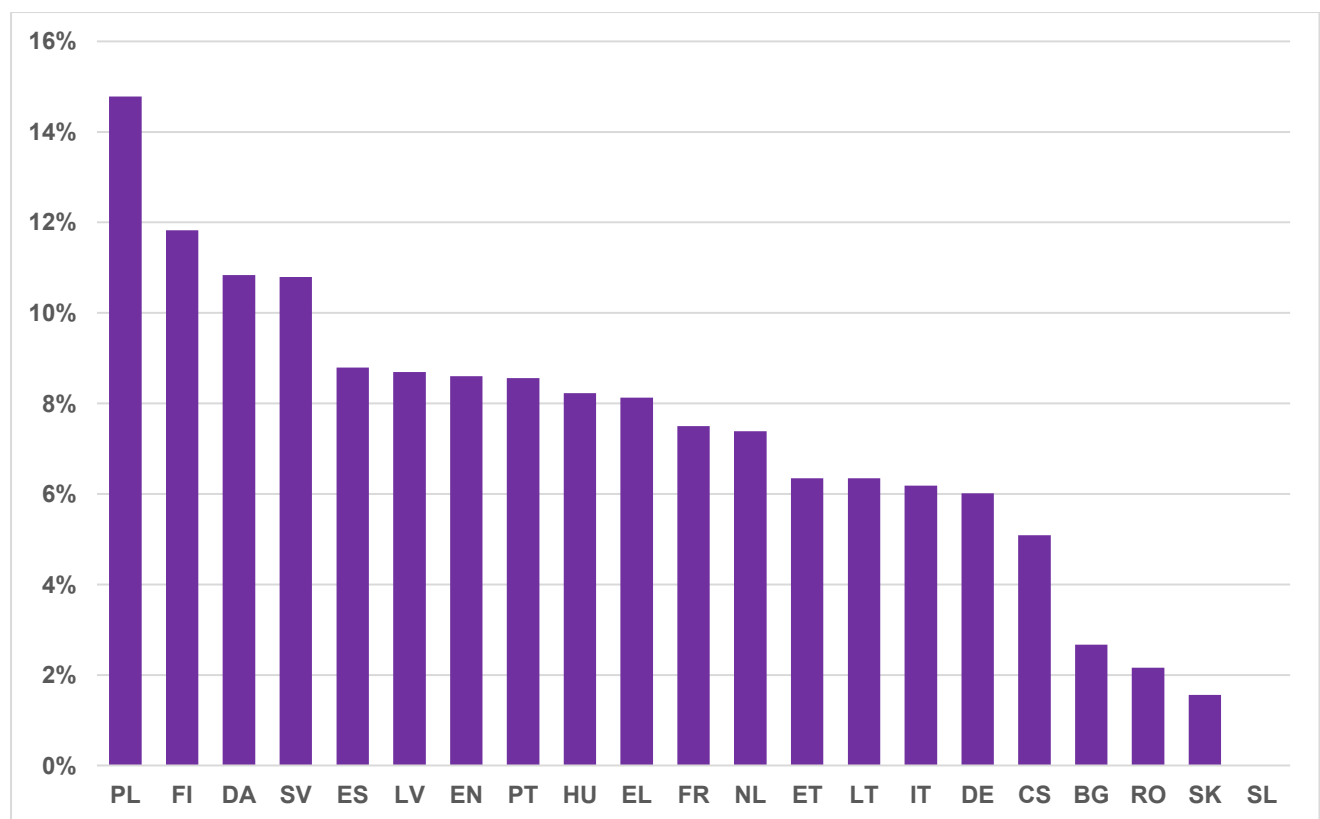
### II.3. Pupils receiving ISA by language sections / Number of pupils receiving ISA in relation to the total number of pupils in the section

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

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

The Slovenian, Slovakian, Romanian and Bulgarian language sections have significantly fewer ISA agreements than average (although it should be noted that there are only 2 pupils in the Slovenian linguistic section which has just been created in September 2024).

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



Comparing with the previous school year, the highest increase (2.9%) is in the Danish language section, the highest decrease (-0.8%) in the Slovakian language section.

However, any comparison between the sections should be made carefully by considering 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 2021 – August 2025**

Language Section	20-21	21-22	22-23	23-24	24-25	School population 24-25
BG	3.2%	0.9%	0.8%	1.4%	2.7%	0.5%
CS	5.5%	4.3%	5.1%	5.7%	5.1%	1.2%
DA	5.7%	7.5%	10.0%	7.9%	10.8%	1.0%
DE	4.0%	4.6%	4.7%	5.0%	6.0%	15.8%
EL	7.1%	8.7%	6.8%	7.9%	8.1%	4.0%
EN	6.1%	6.6%	7.0%	7.5%	8.6%	20.0%
ES	5.8%	6.6%	8.3%	8.0%	8.8%	5.8%
ET	10.8%	4.3%	7.4%	6.6%	6.3%	0.2%
FI	9.2%	11.6%	10.7%	12.6%	11.8%	1.1%
FR	5.5%	5.8%	6.2%	6.5%	7.5%	29.3%
HU	5.7%	6.7%	6.8%	6.4%	8.2%	1.1%
IT	4.7%	5.6%	6.0%	6.1%	6.2%	6.9%
LT	4.4%	4.9%	5.3%	5.3%	6.3%	0.9%
LV	6.7%	10.0%	7.7%	6.3%	8.7%	0.2%
NL	5.8%	5.6%	6.2%	6.1%	7.4%	5.5%
PL	8.7%	10.0%	11.4%	13.0%	14.8%	2.1%
PT	5.7%	5.3%	6.6%	7.4%	8.6%	1.9%
RO	1.1%	1.0%	0.9%	1.7%	2.2%	1.0%
SK	4.0%	6.7%	3.3%	2.3%	1.6%	0.2%
SL	n/a	n/a	n/a	n/a	0.0%	0.0%
SV	7.1%	7.4%	7.4%	10.4%	10.8%	1.2%
<b>TOTAL</b>	<b>5.5%</b>	<b>6.0%</b>	<b>6.4%</b>	<b>6.7%</b>	<b>7.7%</b>	<b>100%</b>

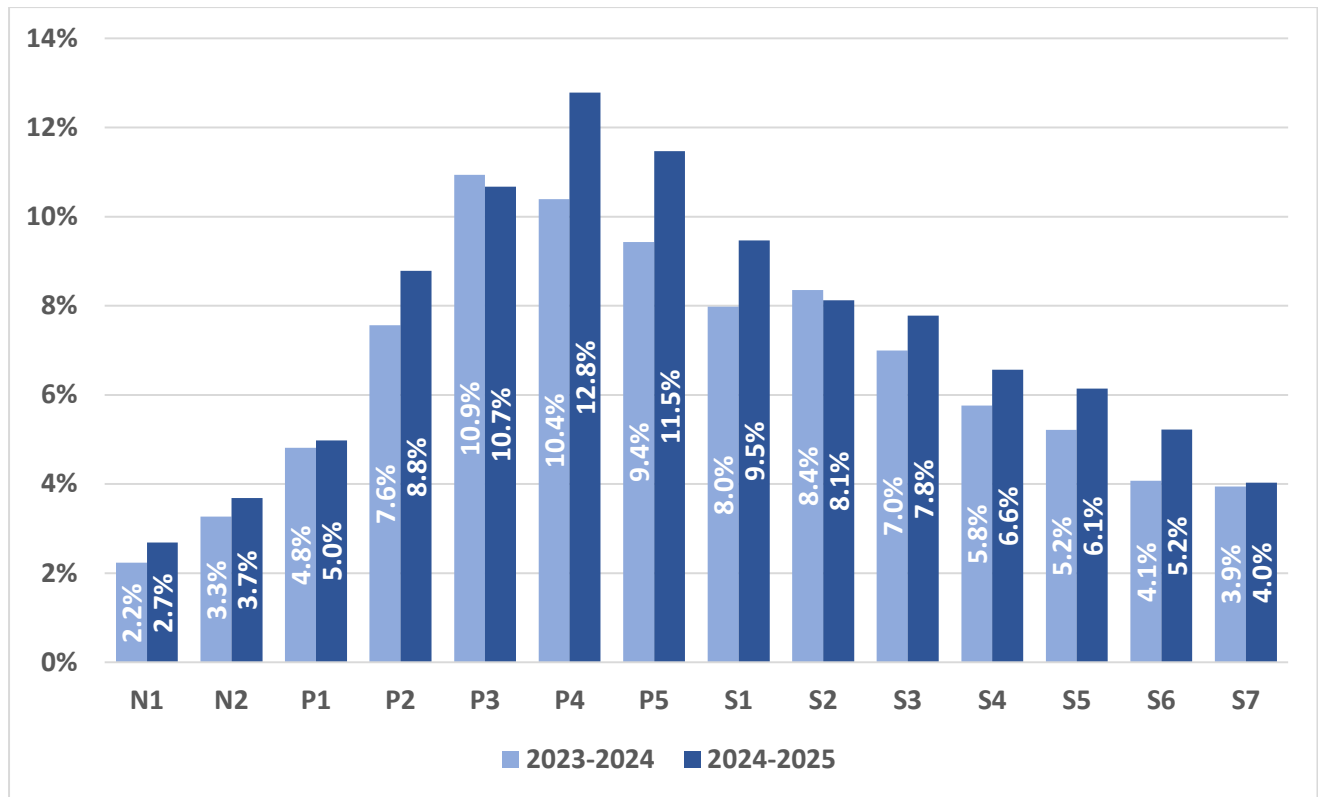
#### II.4. Percentage of pupils receiving ISA by year group

The percentage of pupils receiving ISA is lower in the Nursery classes and rises in the Primary years, going down again at the end of the Secondary years. This year, the highest percentage is found in P4, with 12.8% (previous year it was in p3, and before that, the peak used to always be in P5).

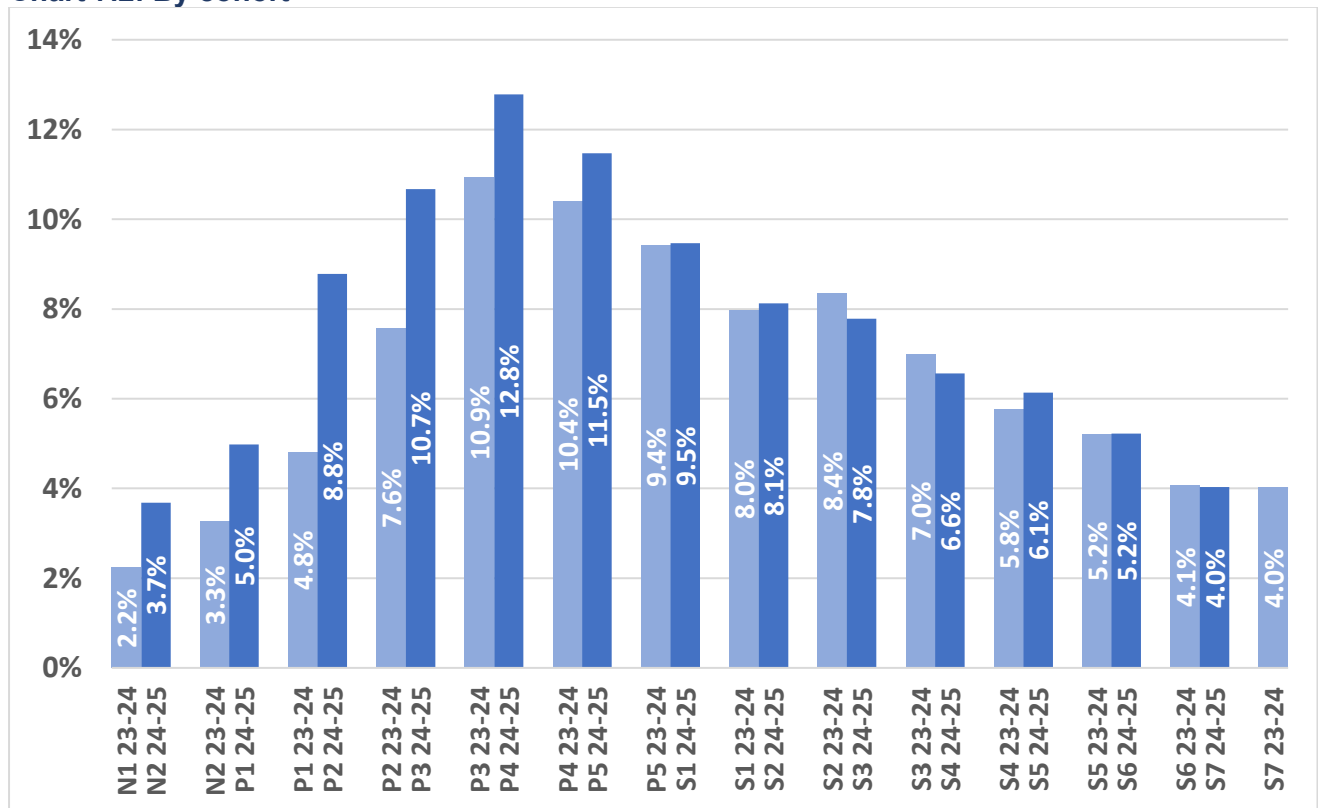
There is no significant change from p5 last school year (9.4%) to s1 (9.5%) this school year.

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). A drop from p5 to s1 has been identified in most of the years with the exception of the school year 2020-2021 and of the school year 2024-2025.

**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 diagnoses groups in Chart 8, the frequency of diagnoses in Table 7 below).

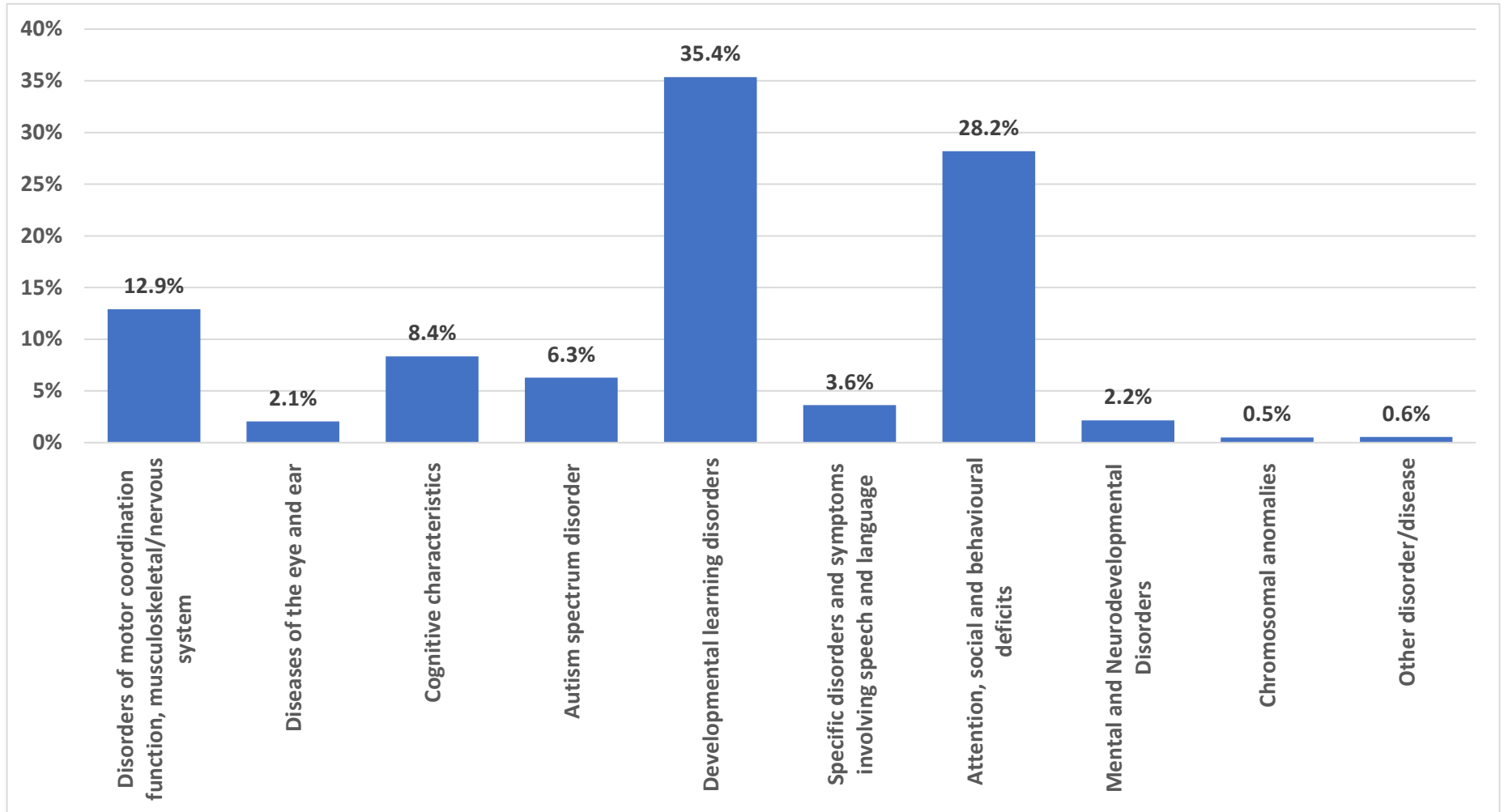
Compared to previous year, the number of diagnoses raised from 3 894 to 3 939 which represents an increase of 1.2% (after two increases of more than 10% the previous two school years). Please note that the same pupil might have different diagnoses (those 3 939 diagnoses are among 2 209 pupils).

- 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 35.4% of diagnoses leading to an ISA agreement.
- The second most common diagnosis group is attention, social and behavioural deficits, which account for 28.2% of diagnoses leading to an ISA agreement.
- The motor coordination function diagnosis group comprises the third largest group for ISA agreements, standing at 12.9%.
- The most common concrete diagnoses leading to an ISA agreement are dyslexia (19.3%), attention deficit hyperactivity disorder (13.8%), dysorthographia (9.2%), attention deficit disorder (9.2%), dysgraphia (5.8%) and dyscalculia/acalculia (5.7%).
- Autism spectrum disorders (with and without intellectual development disorder) account for 6.2% 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 181 pupils (4.6%), which is slightly more than previous year (both in absolute value and as a percentage of the total number of diagnoses).

**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	275	487	762	19.3%
Attention deficit hyperactivity disorder	225	320	545	13.8%
Dysorthographia	158	206	364	9.2%
Attention deficit disorder	102	259	361	9.2%
Dysgraphia	81	147	228	5.8%
Dyscalculia or Acalculia	76	149	225	5.7%
High intellectual potential/ intellectual giftedness	74	107	181	4.6%
Autism spectrum disorder without disorder of intellectual development	67	69	136	3.5%
Dyspraxia or motor coordination disorder	49	81	130	3.3%
Autism spectrum disorder with disorder of intellectual development	75	33	108	2.7%
Dysphasia	61	37	98	2.5%
Below-average intelligence	57	33	90	2.3%
Combination of attention, social and behavioural deficits	40	33	73	1.9%
Combination of disorders of motor coordination function, musculoskeletal/nervous system	8	55	63	1.6%
Hyperactivity/Attention disorder associated with conduct/behavioural disorder	43	9	52	1.3%
Intellectual development disorder	35	14	49	1.2%
Conduct/behavioural disorder	15	32	47	1.2%
Other Developmental learning disorders	12	30	42	1.1%
Impairment of hearing functions	22	19	41	1.0%
Mood disorder	4	33	37	0.9%
Epilepsy	25	8	33	0.8%
Other attention, social and behavioral deficits	14	18	32	0.8%
Other disorder of motor coordination function, musculoskeletal/nervous system	7	15	22	0.6%

Schools were also confronted with the following diagnosis, although less frequently: Other diseases of the eye and ear, Personality disorder, Vision impairment, Other mental and neurodevelopmental disorders, Mutism, Other chromosomal anomaly, Dyslalia, Other specific disorders and symptoms involving speech and language, Other cognitive characteristics, Paraplegia, Degenerative illness, Stammering, Stuttering, Diabetes, Elimination disorder, Trisomy of the autosomes, Tic disorder (e.g. Tourette), Eating disorder, Syndrome with skeletal anomaly (e.g. Achondroplasia, Osteogenesis imperfecta... with short stature), Cerebral palsy, Deafness, Other autism spectrum disorder, Aphasia, Brachial plexus disorder.

## II.6. Intensive Support A by Subjects

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

45.7% of ISA concerned languages. This is a lesser proportion than in previous school years.

**Table 8: ISA by Subjects in Nursery**

Nursery	2021-2022*		2022-2023		2023-2024		2024-2025	
	Nb.	%	Nb.	%	Nb.	%	Nb.	%
Language	61	58.7%	59	56.2%	47	54.0%	48	45.7%
Other Learning Areas	43	41.3%	46	43.8%	40	46.0%	57	54.3%
<b>TOTAL</b>	<b>104</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>105</b>	<b>100%</b>

\* 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 in 2022-2023 when it comes to the subjects in the **Primary**. Data about the school year 2021-2022 has been regrouped accordingly to present a coherent evolution. The distribution is quite stable compared to previous year. Most pupils (54.4%) received ISA in L1.

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

Primary	2021-2022		2022-2023		2023-2024		2024-2025	
	Nb.	%	Nb.	%	Nb.	%	Nb.	%
Mathematics	429	17.3%	312	22.0%	373	27.7%	422	28.7%
Language 1	540	29.5%	629	44.4%	612	45.4%	801	54.4%
Language 2	26	3.2%	94	6.6%	147	10.9%	81	5.5%
Other Learning Areas	898	50.0%	382	27.0%	215	16.0%	168	11.4%
<b>TOTAL</b>	<b>1 893</b>	<b>100%</b>	<b>1 417</b>	<b>100%</b>	<b>1 347</b>	<b>100%</b>	<b>1 472</b>	<b>100%</b>

In the **Secondary**, the subjects most frequently requiring ISA support are L1 (32.0%), Mathematics (25.4%) and L2 (13.8%). In the Secondary, there is also a frequent support provided in the cross-curricular learning areas, especially Learning to Learn (12.4%).

**Table 10: ISA by subjects in Secondary**

Secondary	2021-2022		2022-2023		2023-2024		2024-2025	
	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%	Number of Pupils	%
Art	3	0.2%	1	0.1%	2	0.1%	9	0.6%
Biology	23	1.8%	21	1.6%	21	1.4%	17	1.1%
Chemistry	11	0.9%	14	1.0%	19	1.2%	9	0.6%
Economy	1	0.1%	3	0.2%	3	0.2%	4	0.3%
Ethics	1	0.1%	0	0.0%	0	0.0%	3	0.2%
Geography	8	0.6%	4	0.3%	15	1.0%	7	0.5%
History	10	0.8%	6	0.4%	17	1.1%	7	0.5%
Human Sciences	6	0.5%	6	0.4%	29	1.9%	16	1.0%
ICT	2	0.2%	0	0.0%	1	0.1%	7	0.5%
Integrated Sciences	26	2.0%	40	3.0%	45	2.9%	29	1.9%
L1	443	34.9%	476	35.4%	447	29.1%	497	32.0%
L2	158	12.4%	171	12.7%	207	13.5%	215	13.8%
L3	28	2.2%	40	3.0%	27	1.8%	44	2.8%
L4	0	0.0%	0	0.0%	2	0.1%	5	0.3%
Latin	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Learn to learn	189	14.9%	204	15.2%	288	18.8%	192	12.4%
Mathematics	282	22.2%	293	21.8%	350	22.8%	394	25.4%
Music	2	0.2%	0	0.0%	2	0.1%	6	0.4%
ONL	0	0.0%	0	0.0%	1	0.1%	2	0.1%
Other	47	3.7%	34	2.5%	30	2.0%	52	3.3%
Philosophy	3	0.2%	6	0.4%	1	0.1%	3	0.2%
Physical Education	5	0.4%	3	0.2%	7	0.5%	9	0.6%
Physics	16	1.3%	15	1.1%	13	0.8%	19	1.2%
Religion	0	0.0%	1	0.1%	1	0.1%	2	0.1%
Social skills	7	0.6%	6	0.4%	8	0.5%	5	0.3%
<b>TOTAL</b>	<b>1 271</b>	<b>100%</b>	<b>1 344</b>	<b>100%</b>	<b>1 536</b>	<b>100%</b>	<b>1 553</b>	<b>100%</b>

## II.7. Pupils with special educational needs not admitted

In the entire ES system, across the school years...

- in 2021-2022, there was no admission refused
- in 2022-2023, there were two admissions refused (Primary cycle, Brussels II, site of Evere)
- in 2023-2024, there was one admission refused (Primary cycle, Frankfurt)
- in 2024-2025, there was one admission refused (Nursery cycle, Luxembourg II)

## II.8. Promotion rate of pupils benefiting from ISA

Most pupils receiving ISA (88.5%) were promoted normally to the year above and 5.0% graduated, which shows an overall promotion rate of 93.5%.

109 pupils with an ISA agreement graduated (passed the Baccalaureate). In total, 110 pupils with ISA were enrolled in s7. Their success rate can be estimated at 99.1%.

In Table 12, we can see that the percentage of pupils with ISA following their year group without promotion (4.8%) is decreasing over the years, as is the percentage of pupils with ISA repeating a year (1.6%). We can note that more pupils moved up with their year group without promotion in Primary (6.2%) than in Secondary (3.7%).

The percentage of pupils with ISA repeating the year in the Primary decreased from 2.9% (in 2022-2023) to 1.6% (in 2023-2024) and finally to 1.1% (in 2024-2025). In the Secondary, the repeat rate in 2024-2025 is 2.0%, which is between the values of 2022-2023 (2.4%) and of 2023-2024 (1.7%). The total average repeat rate in the ES system in 2024-2025 was 0.63%.

**Table 11: Promotion/progress of pupils receiving ISA by cycle in 2024-2025**

Promotion/Progress	Primary	Secondary	Total
Normal promotion to the year above	92.7%	85.1%	88.5%
Graduated (BAC)	n/a	9.2%	5.0%
The pupil moved up with his/her year group. without promotion	6.2%	3.7%	4.8%
Repeating the year	1.1%	2.0%	1.6%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 12: Promotion/progress of pupils receiving ISA by cycle from 2022 to 2025**

Promotion/Progress	08/2022	08/2023	08/2024	08/2025
Normal promotion to the year above	90.0%	86.2%	87.2%	88.5%
The pupil moved up with his/her year group, without promotion	5.3%	6.2%	6.3%	4.8%
Repeating the year	1.3%	2.6%	1.7%	1.6%
<b>TOTAL</b>	<b>96.6%</b>	<b>95.0%</b>	<b>95.2%</b>	<b>95.0%</b>

Since 2021-2022, the analysis focuses on pupils in progression: that moved up with their year group, without promotion. Comparing with the last school year: (a) in Primary, a slight increase for pupils with full modified curriculum (from 52.0% to 55.9%) and therefore a slight decrease for those with modified curriculum in specific subjects only; (b) in Secondary, the increases and decreases are reversed; the percentage of pupils with modified curriculum in specific subject is much higher than that with the full modified curriculum.

**Table 13: Modified curriculum**

Modifications	2021-2022				2022-2023				2023-2024				2024-2025			
	Primary		Secondary		Primary		Secondary		Primary		Secondary		Primary		Secondary	
	Nb.	%	Nb.	%	Nb.	%	Nb.	%	Nb.	%	Nb.	%	Nb.	%	Nb.	%
Full curriculum	17	33.3%	21	60.0%	28	49.1%	15	45.5%	39	52.0%	15	38.5%	33	55.9%	15	36.6%
Specific subjects	34	66.7%	14	40.0%	29	50.9%	18	54.5%	36	48.0%	24	61.5%	26	44.1%	26	63.4%
<b>TOTAL</b>	<b>51</b>	<b>100%</b>	<b>35</b>	<b>100%</b>	<b>57</b>	<b>100%</b>	<b>33</b>	<b>100%</b>	<b>75</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>59</b>	<b>100%</b>	<b>41</b>	<b>100%</b>

Regarding the specific subjects, the modifications concerned the following subjects: Language 1, 2 and 3, Mathematics, Biology, Chemistry, Physics, Geography, History, Integrated Sciences, Discovery of the World. In one case, the content was not adapted but the pupil received no grade.

## II.9. Termination of ISA agreements

Out of the total number of pupils receiving ISA (2 209), 226 agreements (10.2%) were terminated. 62 ISA agreements were terminated in the Nursery and Primary, which is 27.4% of all terminated agreements. In the Secondary, 164 agreements were terminated, thus accounting for 72.6% of all terminated agreements. Compared with the previous year, there was a 83.7% increase in the number of ISA agreements terminated.

- 83 pupils out of 226 (36.7%) terminated their agreement, continued with another type of support or no longer needed Educational Support.
- 31 pupils (13.7%) of those for whom ISA agreements were terminated moved to another school based on the pupil's particular special educational needs, see the details in Table 14a.
- In 112 cases, pupils who were receiving ISA left the school for other reasons not related to their special educational needs (graduation with the baccalaureate, or other reason).

In 2024-2025, 405 new ISA agreements were signed, which is a 8.6% decrease compared to the previous school year. Most new agreements (51.9%) were signed in the Primary cycle.

**Table 14a: Termination of ISA agreements**

Reason for termination		2021-2022			2022-2023			2023-2024			2024-2025				
		N&P	S	Tot.	N&P	S	Tot.	N&P	S	Tot.	N&P	S	Tot.		
The pupil no longer needs the ISA programme because:	He/She is continuing with a different type of support	14	15	29	12	22	34	6	8	14	9	16	25		
	He/She graduated (BAC)		n/a	n/a		n/a	n/a		n/a	n/a		92	92		
	Support no longer needed	13	20	33	25	32	57	10	20	30	23	35	58		
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.	1	15	16	1	6	7	3	5	8	8	2	10		
	The legal representative took that decision.	12	15	27	2	21	23	7	9	16	0	19	19		
	It was a decision of the school.	0	0	0	0	0	0	1	0	1	2	0	2		
The pupil left the school for other reasons not related to the particular special educational needs		7	24	31	37	23	60	9	45	54	20	0	20		
<b>TOTAL</b>		<b>47</b>	<b>89</b>	<b>136</b>	<b>77</b>	<b>104</b>	<b>181</b>	<b>36</b>	<b>87</b>	<b>123</b>	<b>62</b>	<b>164</b>	<b>226</b>		
				↓23%			↑33%			↓32%			↑84%		

Remark: Starting this school year, a new row “He/She graduated (BAC)” helps classifying termination of ISA agreements. In previous years, those pupils were counted in the last row (“other reasons”).

**Table 14b: Number of new ISA agreements – Overview**

Class	2021-2022				2022-2023				2023-2024				2024-2025			
	N	P	S	TOT	N	P	S	TOT	N	P	S	TOT	N	P	S	TOT
1	15	95	52	162	20	41	43	104	21	37	55	113	22	25	62	109
2	20	43	10	73	19	61	14	94	16	57	20	93	11	49	24	84
3		46	14	60		80	12	92		68	24	92		44	17	61
4		27	12	39		75	13	88		44	21	65		56	11	67
5		34	15	49		72	10	82		37	24	61		36	27	63
6			10	10			9	9			12	12			12	12
7			4	4			1	1			7	7			9	9
TOT	35	245	117	397	39	329	102	470	37	243	163	443	33	210	162	405
				↓17.1%				↑18.4%				↓5.7%				↓8.6%

**Table 14c: Number of new ISA agreements by school**

	2021-2022			2022-2023			2023-2024			2024-2025		
	N	P	S	N	P	S	N	P	S	N	P	S
Ali	2	6	7	0	0	3	1	3	11	2	12	9
Ber	0	5	2	0	6	2	0	4	5	0	4	4
B I	14	51	30	10	48	18	8	63	18	0	23	0
B II	3	38	10	4	20	10	1	13	8	1	41	21
B III	3	33	16	9	27	21	2	15	29	3	15	36
B IV	2	37	7	1	14	3	5	11	3	2	24	3
Frf	1	11	1	1	4	2	0	7	3	0	11	11
Kar	0	7	0	0	3	0	0	2	3	0	2	0
Lux I	0	0	28	9	156	29	14	64	40	18	32	28
Lux II	7	46	10	2	33	0	4	46	31	5	21	39
Mol	1	2	2	3	4	6	0	0	7	1	2	2
Mun	2	9	4	0	9	7	0	12	5	0	23	9
Var	0	0	0	0	5	1	2	3	0	1	0	0
TOT	35	245	117	39	329	102	37	243	163	33	210	162

## II.10. Staff working in ISA

The total number of staff working in the ISA area increased by 2.9% with respect to the previous school year, amounting to 1 085 professionals.

The number of **teachers** is stable since the previous school year (from 690 to 717). Teachers account for 66.1% of all staff working in ISA, which is also stable.

- Most of the support teachers work in the Secondary cycle (489), which is 2.3% more than it was in the previous year (478).
- 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 secondary teachers corresponds to 66.0 (53.5 last year) full time equivalent (FTE) and an average of

2.1 hours per week and per secondary teacher. This is between the values of 2022-2023 (3.6 hours per week) and of 2023-2024 (1.8 hour per week and per teacher).

- In the Nursery and Primary cycles, 228 teachers work in the field of ISA. This number is quite stable over the years.

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 (10% increase from last year) and an average of 6.2 hours per week per teacher. (1 414 h/week – table 22c – ÷228 N/P teachers - table 15), which is roughly the same as last year (6 h/week/teacher).

- The proportion of seconded teachers providing ISA is 22.9% in total, locally recruited teachers accounting for the remaining 77.1%.

The number of **Educational Support Assistants** is stable in comparison with the previous school year. The increase over a three-year period is 13.2% (325 assistants in the year 2022-2023). Educational Support Assistants account for 33.9% of the staff working in the ISA area. The majority (77.5%) of the assistants work in the Nursery and Primary cycles, 252 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 215.9 FTE (194.5 last year) and an average of 22.0 hours per week and per assistant (8 096 h/week – table 22c – ÷368 assistants – table 15).

In total, there is a slight increase of all staff categories within the three-year period.

**Table 15: Staff providing ISA (Number per cycle) from 2022-2023 to 2024-2025**

	School Year	N&P		Secondary		N&P + S	
		Number	%	Number	%	Number	%
Seconded teacher	22/23	33	7.1%	115	21.6%	148	14.8%
	23/24	35	7.4%	94	16.3%	129	12.2%
	24/25	36	7.5%	128	21.2%	164	15.1%
Locally recruited teacher	22/23	200	42.9%	323	60.7%	523	52.4%
	23/24	177	37.2%	384	66.4%	561	53.2%
	24/25	192	40.0%	361	59.7%	553	51.0%
Educational Support assistant	22/23	232	49.8%	93	17.5%	325	32.6%
	23/24	263	55.3%	99	17.1%	362	34.3%
	24/25	252	52.5%	116	19.2%	368	33.9%
Other	22/23	1	0.2%	1	0.2%	2	0.2%
	23/24	1	0.2%	1	0.2%	2	0.2%
	24/25	0	0.0%	0	0.0%	0	0.0%
TOTAL	22/23	466	100%	532	100%	998	100%
	23/24	476	100%	578	100%	1054	100%
	24/25	480	100%	605	100%	1085	100%

## II.11. Tripartite agreements

Therapy can be arranged in the schools based on 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 253, which is a 2.4% increase compared to the previous year (247).

- The largest number of tripartite agreements is in the Primary, with 194 agreements (76.7%). In the Secondary, there are 18 such agreements and 41 in Nursery.
- Most tripartite agreements (71.5%) are signed for pupils receiving ISA.

The largest number of agreements was signed at the ES, Luxembourg I, as shown in Tables 16a and 16b. The ES, Karlsruhe has no tripartite agreement.

**Table 16a: Tripartite agreements across the European Schools**

	2022-2023						2023-2024						2024-2025								
	General	Moderate	ISB	ISA	Several Types	No Support	TOTAL	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	1	0	0	7	0	0	8	1	0	0	9	0	1	11
Ber	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	3
B I	0	1	0	17	0	1	19	1	8	0	30	0	1	40	1	5	0	34	1	5	46
B II	1	4	0	3	0	6	14	1	9	0	3	1	1	15	0	2	0	4	0	0	6
B III	0	0	0	46	0	0	46	0	0	0	31	0	0	31	0	0	0	24	0	0	24
B IV	0	1	0	22	0	0	23	0	2	0	9	11	0	22	0	0	0	21	0	0	21
Frf	2	6	0	3	0	4	15	3	10	0	5	2	12	32	0	6	0	11	0	9	26
Kar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L I	0	0	0	12	0	1	13	0	0	0	11	0	0	11	0	0	0	12	0	0	12
L II	0	7	0	25	1	2	35	1	0	2	39	0	2	44	2	7	1	47	3	5	65
Mol	3	0	0	1	0	0	4	0	0	0	0	0	0	0	0	0	0	5	0	0	5
Mun	3	5	0	9	0	6	23	3	4	0	8	0	10	25	0	3	0	9	2	5	19
Var	1	2	0	4	0	9	16	1	2	1	3	0	12	19	1	2	0	4	0	8	15
TOT	10	26	0	147	1	29	213	11	35	3	146	14	38	247	5	25	1	181	6	35	253

**Table 16b: Tripartite agreement across the cycles**

	2021-2022			2022-2023			2023-2024			2024-2025		
	Nursery	Primary	Secondary	Nursery	Primary	Secondary	Nursery	Primary	Secondary	Nursery	Primary	Secondary
General Support	11	7	3	6	3	1	5	4	2	0	4	1
Moderate Support	6	10	1	6	19	1	6	29	0	6	18	1
ISB	0	0	0	0	0	0	1	2	0	0	1	0
ISA	17	71	22	22	111	14	19	115	12	22	147	12
Several types of Support	0	0	0	1	0	0	5	7	2	3	1	2
No Support	2	8	2	14	11	4	15	21	2	10	23	2
<b>TOTAL</b>	<b>36</b>	<b>96</b>	<b>28</b>	<b>49</b>	<b>144</b>	<b>20</b>	<b>51</b>	<b>178</b>	<b>18</b>	<b>41</b>	<b>194</b>	<b>18</b>

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

**Table 16c: Therapists with whom tripartite agreements were signed**

	2022-2023					2023-2024					2024-2025				
	Nursery	Primary	Secondary	TOT	%	Nursery	Primary	Secondary	TOT	%	Nursery	Primary	Secondary	TOT	%
Speech therapist	41	105	15	161	74.9%	35	114	17	166	71.9%	22	129	13	164	65.1%
Psychomotor therapist	3	23	1	27	12.6%	8	36	0	44	19.0%	7	51	1	59	23.4%
Psychologist	2	2	0	4	1.9%	1	3	0	4	1.7%	0	0	3	3	1.2%
Physiotherapist	1	0	0	1	0.5%	0	0	0	0	0.0%	0	0	1	1	0.4%
Occupational therapist	2	11	3	16	7.4%	3	12	1	16	6.9%	9	13	0	22	8.7%
Orthoptist and behavioural therapist	0	0	0	0	0.0%	0	0	0	0	0.0%	1	0	0	1	0.4%
Other	1	1	0	2	0.9%	3	12	1	16	6.9%	2	0	0	2	0.8%
<b>TOTAL</b>	<b>50</b>	<b>145</b>	<b>20</b>	<b>215</b>	<b>100%</b>	<b>47</b>	<b>166</b>	<b>18</b>	<b>231</b>	<b>100%</b>	<b>41</b>	<b>193</b>	<b>18</b>	<b>252</b>	<b>100%</b>
<b>%</b>	<b>23.3%</b>	<b>67.4%</b>	<b>9.3%</b>	<b>100%</b>		<b>20.3%</b>	<b>71.9%</b>	<b>7.8%</b>	<b>100%</b>		<b>16.3%</b>	<b>76.6%</b>	<b>7.1%</b>	<b>100%</b>	

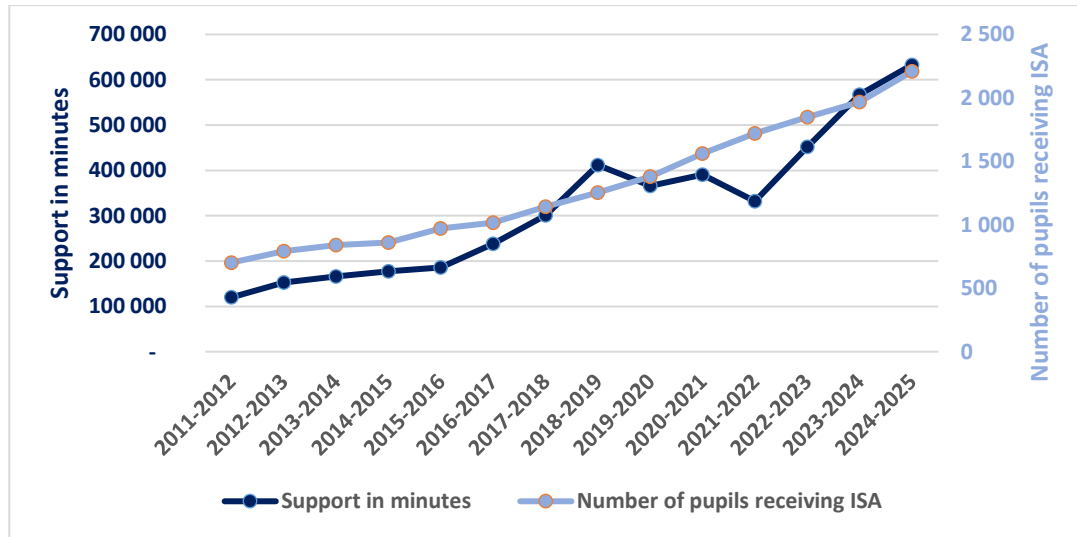
## II.12. Time used for Intensive Support A

The total amount of ISA time per week in the European Schools amounted to 579 394 minutes per week (9 657 hours of ISA per week across the European Schools System). In the previous school year, it was 566 774 minutes, meaning an increase of 2.2%. 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	Evolution (with respect to previous year)	Number of pupils receiving ISA	Evolution (with respect to previous year)
2021-2022	332 100	-14.9%	1 721	+10.2%
2022-2023	451 724	+36.0%	1 849	+7.4%
2023-2024	566 774	+25.5%	1.968	+6.4%
2024-2025	633 020	+11.7%	2 209	+12.2%

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



Most ISA time, namely 65.4%, was provided in the Nursery and Primary cycles.

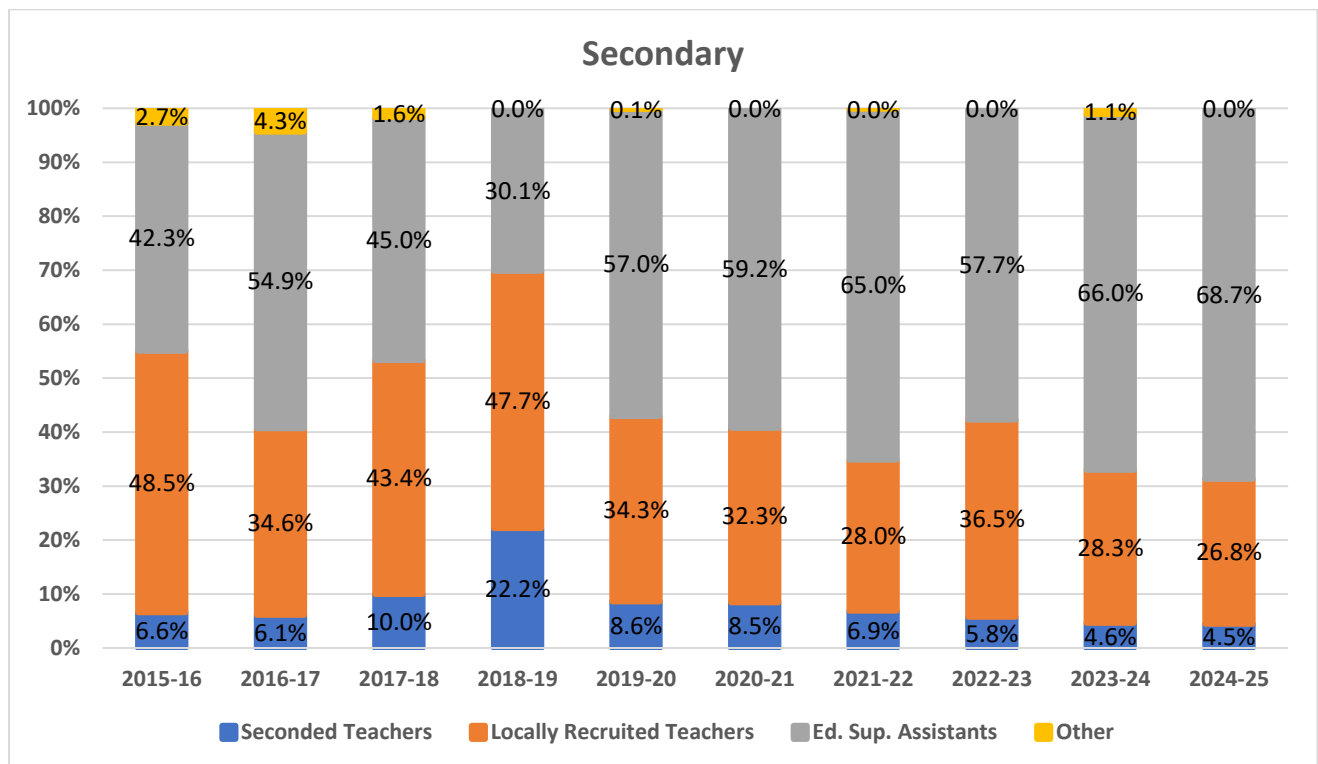
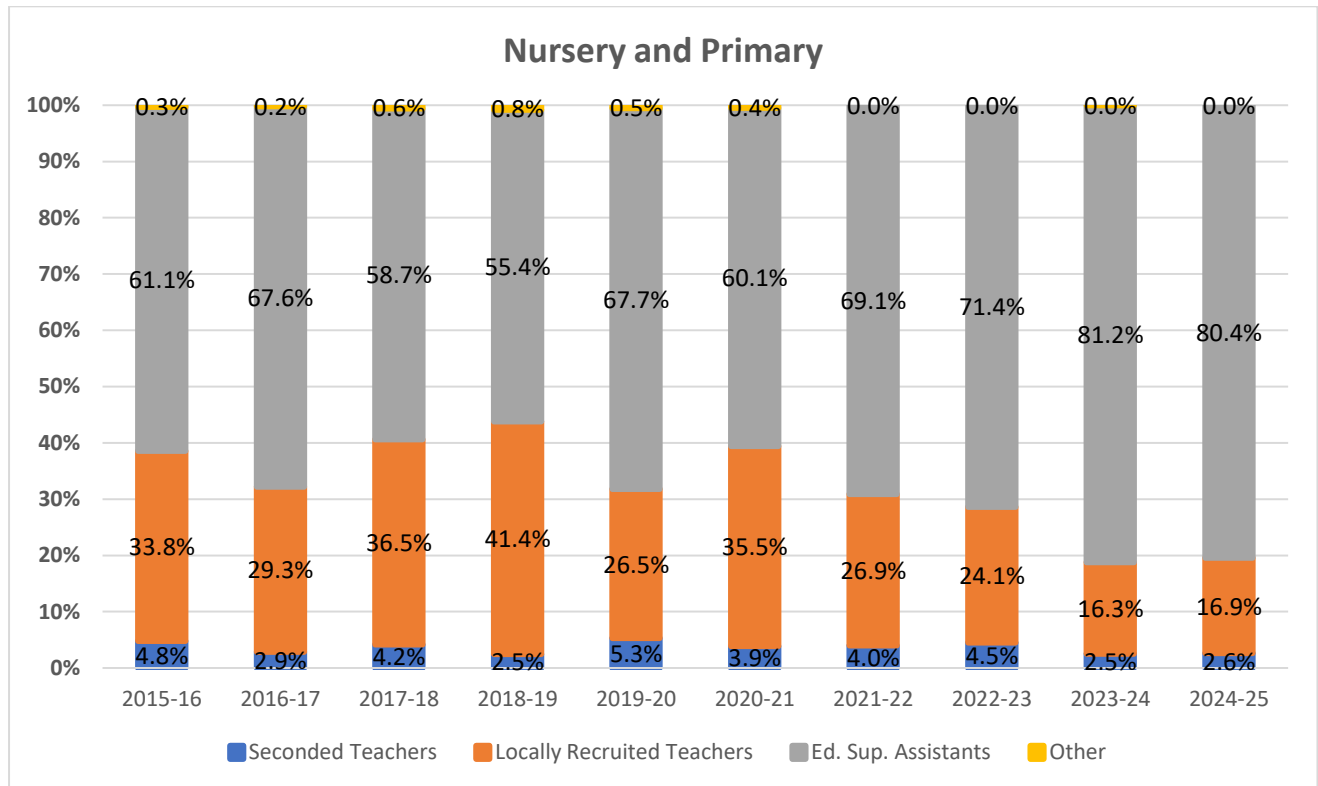
The share of Educational Support time provided by Educational Support assistants is 74.6%, between the values of 2022-2023 (66.3%) and of 2023-2024 (77.2%). For locally recruited teachers, this share is 21.9% and is also between the values of 2022-2023 (28.7%) and of 2023-2024 (19.4%). The share provided by secondary teachers (3.5%) is also between 5.0% two years ago and 3.1% last year.

Chart 10 illustrates a decrease of ISA time provided by teachers (both seconded and locally recruited) and increase ISA time provided by assistants in the Nursery/Primary cycles within the last four years.

**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	190.96	2.6%	149.35	4.5%	340.31	3.2%
Locally recruited teacher	1 222.99	16.9%	890.92	26.8%	2 113.91	20.0%
Educational Support assistant	5 817.02	80.4%	2 279.09	68.7%	8 086.11	76.7%
Other	-	0.0%	-	0.0%	-	0.0%
<b>TOTAL</b>	<b>7 230.97</b>	<b>100%</b>	<b>3 319.36</b>	<b>100%</b>	<b>10 550.33</b>	<b>100%</b>

Charts 10 and 11: ISA time by cycle offered by different professions, in percentages



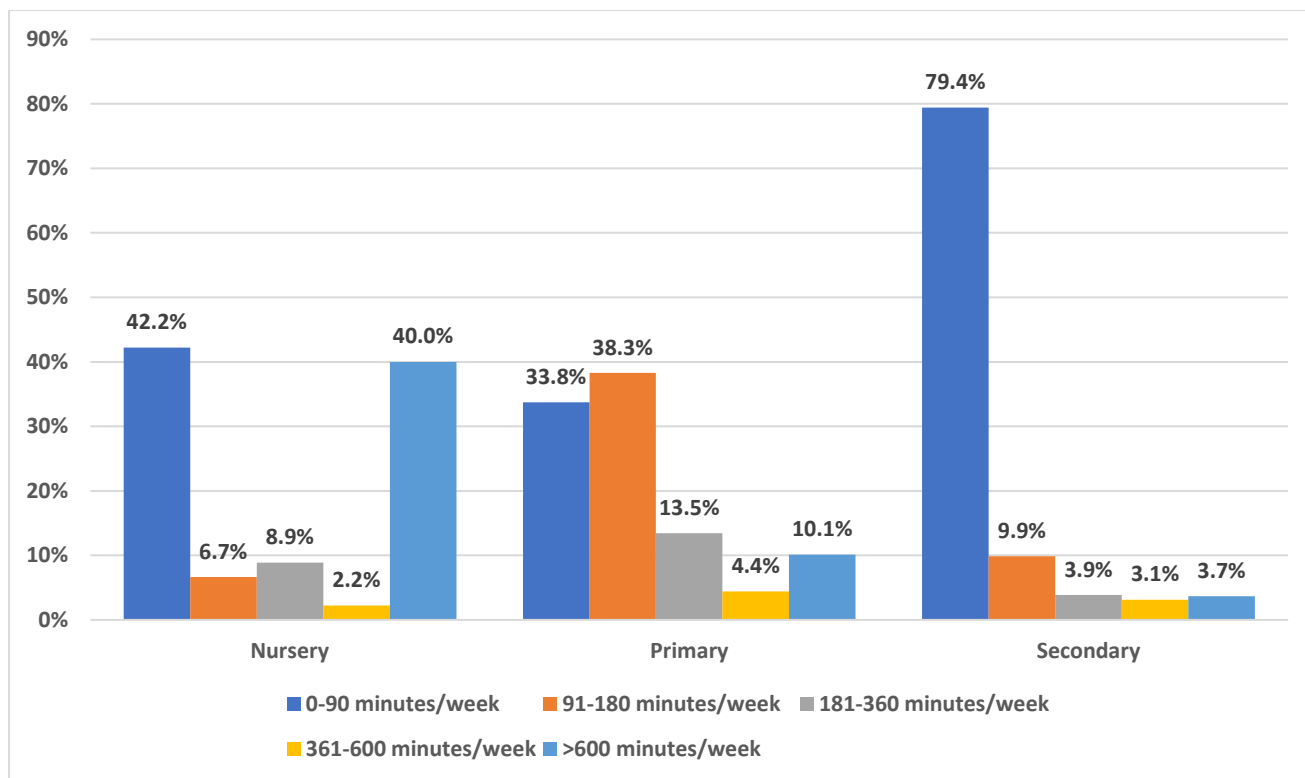
Regarding the amount of ISA time for pupils, the percentages in the different categories are similar compared to the last 4 years: around 60% of the ISA provided amounted to less than 90 minutes per week, around 20% was in a category between 91 and 180 minutes per week, around 8% ranging between 181 and 360 minutes per week, around 4% between 361 and 600 minutes per week and around 7% of the most intensive support (more than 600 minutes per week).

Among ISA pupils of the European Schools, the proportion of pupils benefiting from assistance time is 36% (802 pupils out of 2 209). In the Nursery, 87% of ISA agreements include assistance time, in the Primary 47% of ISA agreements and in the Secondary 25% of ISA agreements. There is a big difference across the schools; the share of ISA pupils benefiting from assistance spans from 9.2% in some schools to 86% in others.

**Table 19: Amount of ISA by cycle**

Amount of ISA	Nursery		Primary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
0-90 minutes/week	19	42.2%	321	33.8%	885	79.4%	1 225	58.1%
91-180 minutes/week	3	6.7%	364	38.3%	110	9.9%	477	22.6%
181-360 minutes/week	4	8.9%	128	13.5%	43	3.9%	175	8.3%
361-600 minutes/week	1	2.2%	42	4.4%	35	3.1%	78	3.7%
>600 minutes/week	18	40.0%	96	10.1%	41	3.7%	155	7.3%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>	<b>951</b>	<b>100%</b>	<b>1 105</b>	<b>100%</b>	<b>2 110</b>	<b>100%</b>

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



## II.13. Special arrangements

As from school year 2021-2022, the statistical report includes information on special arrangements put in place across the European Schools and the cycles.

3 207 pupils were granted special arrangements in the 2024-2025 school year. Compared to last year, this is an increase (+1.7%) which follows a major increase (+49.3%) between 2021-2022 and 2022-2023, and a moderate increase last year (+8.0%).

**Table 20a: Number of pupils with special arrangements**

	2023-2024					2024-2025				
	Primary	S1-S3	S4-S5	S6-S7	TOTAL	Primary	S1-S3	S4-S5	S6-S7	TOTAL
General Support	199	70	60	65	394	136	111	89	79	415
Moderate Support	203	160	105	55	523	197	47	56	42	342
ISB	11	7	16	3	37	8	15	5	0	28
ISA	522	480	266	224	1 492	517	521	320	240	1 598
Several types of Educational Support	12	73	45	28	158	20	70	32	17	139
Pupils with no Educational Support	9	166	164	208	547	14	152	240	279	685
<b>TOTAL</b>	<b>956</b>	<b>956</b>	<b>656</b>	<b>583</b>	<b>3 151</b>	<b>892</b>	<b>916</b>	<b>742</b>	<b>657</b>	<b>3 207</b>

**Table 20b: Number of pupils with special arrangements by school**

	2023-2024							2024-2025						
	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	5	2	0	25	0	19	51	15	4	0	23	0	8	50
Ber	8	6	1	13	0	0	28	1	8	0	25	0	7	41
B I	105	97	15	337	28	135	717	47	67	7	300	20	133	574
B II	145	201	1	126	57	70	600	160	210	5	209	69	102	755
B III	63	21	9	92	36	94	315	20	0	5	93	38	117	273
B IV	0	161	0	39	0	0	200	29	17	4	56	11	128	245
FrF	1	2	0	80	0	18	101	11	12	0	95	0	30	148
Kar	7	1	0	36	0	32	76	6	1	3	45	0	31	86
L I	0	0	0	327	0	6	333	0	0	0	321	0	7	328
L II	0	0	0	312	0	10	322	0	0	0	284	0	8	292
Mol	0	0	2	22	0	0	24	83	0	2	35	0	0	120
Mun	29	3	9	63	19	107	230	23	8	2	88	1	114	236
Var	31	29	0	20	18	56	154	20	15	0	24	0	0	59
<b>TOT</b>	<b>394</b>	<b>523</b>	<b>37</b>	<b>1 492</b>	<b>158</b>	<b>547</b>	<b>3 151</b>	<b>415</b>	<b>342</b>	<b>28</b>	<b>1 598</b>	<b>139</b>	<b>685</b>	<b>3 207</b>

**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.

	2023-2024					2024-2025				
	Primary	S1-S3	S4-S5	S6-S7	TOTAL	Primary	S1-S3	S4-S5	S6-S7	TOTAL
Separate room for the test/examination/assessment	125	36	117	198	476	76	69	168	212	525
Change of seating arrangements	221	152	129	102	604	200	184	187	156	727
Taking of medication and/or refreshment in the case of a medical condition	32	5	9	23	69	24	4	9	34	71
An assistant to provide physical care for a pupil to ensure his or her well-being and safety	92	27	11	10	140	96	32	18	6	152
The use of a specific learning aid which is normally used in class, for example, a magnifying glass	19	3	17	8	47	8	45	15	22	90
A hearing aid; use of FM hearing system coloured overlay; a low vision aid; coloured lenses	7	3	5	1	16	6	6	6	10	28
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	1	3	3	2	9	1	1	2	6	10
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	125	130	79	74	408	62	82	99	77	320
Additional time can be granted to pupils whose working pace is affected by their condition	341	658	555	510	2.064	391	757	601	525	2 274
Use of approved applications/software for spell checker because of dyslexia	26	29	102	125	282	56	85	93	133	367
Disregard of spelling mistakes in language subjects in case of dyslexia, when a spellchecker is not granted	123	146	105	55	429	150	198	169	131	648
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	2	0	1	1	4	2	0	1	1	4
Written answers for oral examinations by a candidate who has severe difficulties in oral expression	1	1	0	9	11	2	0	0	3	5
Use of a computer, laptop, tablet or any approved device and the correspondent approved software to replace handwriting	44	177	204	239	664	59	195	182	238	674
A communicator to assist a deaf or hard of hearing pupil through sign language or lip speaking	0	14	7	13	34	0	0	0	1	1
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	13	24	27	19	83	4	15	20	9	48
An audio recording of answers where a scribe is not available	1	2	0	4	7	0	0	0	0	0
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	7	60	64	53	184	3	54	71	70	198
Approved software or a prompter to assist a pupil with severe concentration difficulties or neurological disability in paying attention to the assessment tasks	35	85	77	47	244	2	80	77	66	225
The schools may propose the inclusion of specific software and devices that aim to allow equal access and opportunities	5	0	0	0	5	2	28	15	14	59
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.	24	137	155	159	475	118	153	183	181	635
Other	6	44	49	49	148	2	36	22	17	77
<b>TOTAL</b>	<b>1 250</b>	<b>1 736</b>	<b>1 716</b>	<b>1 701</b>	<b>6 403</b>	<b>1 264</b>	<b>2 024</b>	<b>1 938</b>	<b>1 912</b>	<b>7 138</b>

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, 12 pupils (10 in primary and 2 in secondary) skipped a year (academic acceleration) in 2024-2025 in the whole system. This is 5 pupils more than in 2023-2024.

### III. Resources for Educational Support

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

In total, 1 083 teachers provided Educational Support during the 2024-2025 school year.

- 61.3% (664) worked in the Secondary cycle, 35.8% (388) in the Nursery and Primary cycles and 2.9% (31) teachers worked across cycles.
- 68.6% of the teachers providing Educational Support were locally recruited and 31.4% 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 is quite stable. We can observe that the difference in the number of teachers providing support differs significantly from school to school. While in four schools we can observe a significant decrease in the total number of teachers (Karlsruhe, Luxembourg I, Luxembourg II and Mol), in three other schools we can see a significant increase in this number (Bergen, Brussels I and Frankfurt).

However, the information available on Table 15 shows that the number of teachers providing ISA is quite stable.

**Table 22a: Teachers providing all forms of support**

	2022-2023					2023-2024					2024-2025				
	S*	LRT	TOT	S*	LRT	S*	LRT	TOT	S*	LRT	S*	LRT	TOT	S*	LRT
<b>Ali</b>	19	40	59	32.2%	67.8%	19	45	64	29.7 %	70.3 %	18	51	69	26.1%	73.9%
<b>Ber</b>	7	38	45	15.6%	84.4%	6	30	36	16.7 %	83.3 %	5	38	43	11.6%	88.4%
<b>B I</b>	33	88	121	27.3%	72.7%	33	87	120	27.5%	72.5%	39	91	130	30.0%	70.0%
<b>B II</b>	25	59	84	29.8%	70.2%	27	59	86	31.4%	68.6%	54	62	116	46.6%	53.4%
<b>B III</b>	23	67	90	25.6%	74.4%	28	55	83	33.7%	66.3%	24	57	81	29.6%	70.4%
<b>B IV</b>	31	47	78	39.7%	60.3%	25	44	69	36.2%	63.8%	20	53	73	27.4%	72.6%
<b>Frf</b>	22	76	98	22.4%	77.6%	12	75	87	13.8%	86.2%	27	75	102	26.5%	73.5%
<b>Kar</b>	15	34	49	30.6%	69.4%	20	41	61	32.8%	67.2%	20	34	54	37.0%	63.0%
<b>Lux I</b>	84	73	157	53.5%	46.5%	59	129	188	31.4%	68.6%	56	102	158	35.4%	64.6%
<b>Lux II</b>	33	65	98	33.7%	66.3%	28	65	93	30.1%	69.9%	22	52	74	29.7%	70.3%
<b>Mol</b>	15	29	44	34.1%	65.9%	8	31	39	20.5%	79.5%	5	15	20	25.0%	75.0%
<b>Mun</b>	22	83	105	21.0%	79.0%	17	77	94	18.1%	81.9%	22	69	91	24.2%	75.8%
<b>Var</b>	17	45	62	27.4%	72.6%	21	58	79	26.6%	73.4%	28	44	72	38.9%	61.1%
<b>TOT</b>	<b>346</b>	<b>744</b>	<b>1 090</b>	<b>31.7%</b>	<b>68.3%</b>	<b>303</b>	<b>796</b>	<b>1 099</b>	<b>27.6%</b>	<b>72.4%</b>	<b>340</b>	<b>743</b>	<b>1 083</b>	<b>31.4%</b>	<b>68.6%</b>

\* S: Seconded

- 60.0% of the teachers were qualified to teach pupils with special educational needs. 79.6% 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 2024-2025 (in minutes)**

General, Moderate and Intensive Support B were allocated to teaching staff, whereas in Intensive Support A 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  $110 + 107 = 217$  FTE teachers were engaged in Educational Support (calculation method: Nursery and Primary – total of time in minutes $\div$ 60 (minutes) $\div$ 25.5 (hours per week) $\div$ 36 (weeks); Secondary= total of time in minutes $\div$ 45 (minutes per period) $\div$ 21 (periods per week) $\div$ 36 (weeks)).

	GS				MS				ISB				ISA			
	N	P	S	TOT	N	P	S	TOT	N	P	S	TOT	N	P	S	TOT
<b>Ali</b>	690	23 165	108 185	<b>132 040</b>	780	63 350	11 873	<b>76 003</b>	0	16 200	17 813	<b>34 013</b>	282 960	891 025	499 786	<b>1 673 771</b>
<b>Ber</b>	0	18 060	26 640	<b>44 700</b>	0	9 180	15 750	<b>24 930</b>	0	2 160	0	<b>2 160</b>	0	41 040	112 905	<b>153 945</b>
<b>B I</b>	39 770	383 955	62 820	<b>486 545</b>	19 470	211 140	77 940	<b>308 550</b>	3 240	110 160	48 420	<b>161 820</b>	233 022	4 123 750	203 644	<b>4 560 416</b>
<b>B II</b>	15 980	75 985	81 135	<b>173 100</b>	9 990	148 725	76 095	<b>234 810</b>	0	180	20 880	<b>21 060</b>	52 200	961 945	340 920	<b>1 355 065</b>
<b>B III</b>	12 960	119 880	72 990	<b>205 830</b>	6 480	144 720	27 720	<b>178 920</b>	0	0	1 620	<b>1 620</b>	136 620	1 426 140	1 016 700	<b>2 579 460</b>
<b>B IV</b>	8 415	122 055	68 445	<b>198 915</b>	8 910	105 930	35 100	<b>149 940</b>	0	23 265	21 960	<b>45 225</b>	143 550	1 267 770	1 054 440	<b>2 465 760</b>
<b>Frf</b>	26 280	52 839	11 920	<b>91 039</b>	0	147 693	15 120	<b>162 813</b>	1 080	48 758	0	<b>49 838</b>	0	231 660	165 240	<b>396 900</b>
<b>Kar</b>	12 960	74 520	13 320	<b>100 800</b>	2 160	78 840	20 655	<b>101 655</b>	0	12 420	11 565	<b>23 985</b>	0	335 160	205 515	<b>540 675</b>
<b>L I</b>	5 536	21 500	18 225	<b>45 261</b>	66 960	38 340	47 565	<b>152 865</b>	0	0	39 128	<b>39 128</b>	78 482	3 300 728	1 950 216	<b>5 329 426</b>
<b>L II</b>	21 600	50 400	28 080	<b>100 080</b>	21 600	193 150	22 185	<b>236 935</b>	11 880	21 060	17 820	<b>50 760</b>	282 960	1 210 120	722 070	<b>2 215 150</b>
<b>Mol</b>	6 660	84 915	97 430	<b>189 005</b>	0	0	82 980	<b>82 980</b>	0	0	1 530	<b>1 530</b>	42 180	356 205	514 485	<b>912 870</b>
<b>Mun</b>	12 420	108 540	90 855	<b>211 815</b>	8 100	43 776	12 825	<b>64 701</b>	0	18 900	16 830	<b>35 730</b>	0	103 680	160 380	<b>264 060</b>
<b>Var</b>	1 080	27 565	22 500	<b>51 145</b>	21 600	70 575	31 740	<b>123 915</b>	0	0	2 250	<b>2 250</b>	42 120	75 585	223 520	<b>341 225</b>
<b>TOT</b>	<b>164 351</b>	<b>1 163 379</b>	<b>702 545</b>	<b>2 030 275</b>	<b>166 050</b>	<b>1 255 419</b>	<b>477 548</b>	<b>1 899 017</b>	<b>16 200</b>	<b>253 103</b>	<b>199 816</b>	<b>469 119</b>	<b>1 294 094</b>	<b>14 324 808</b>	<b>7 169 821</b>	<b>22 788 723</b>

**Table 22c: Time allocated to ISA in 2024-2025 (in minutes)**

	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
<b>Ali</b>	282 960	0	754 560	136 465	426 185	73 601	1 463 705	210 066	100.0%	0.0%	84.7%	15.3%	85.3%	14.7%	87.4%	12.6%
<b>Ber</b>	0	0	0	41 040	45 360	67 545	45 360	108 585	-	-	0.0%	100.0%	40.2%	59.8%	29.5%	70.5%
<b>B I</b>	201 162	31 860	3 451 270	672 480	144 604	59 040	3 797 036	763 380	86.3%	13.7%	83.7%	16.3%	71.0%	29.0%	83.3%	16.7%
<b>B II</b>	42 480	9 720	565 560	396 385	164 835	176 085	772 875	582 190	81.4%	18.6%	58.8%	41.2%	48.4%	51.6%	57.0%	43.0%
<b>B III</b>	133 380	3 240	1 268 100	158 040	822 960	193 740	2 224 440	355 020	97.6%	2.4%	88.9%	11.1%	80.9%	19.1%	86.2%	13.8%
<b>B IV</b>	124 740	18 810	1 006 740	261 030	957 420	97 020	2 088 900	376 860	86.9%	13.1%	79.4%	20.6%	90.8%	9.2%	84.7%	15.3%
<b>Frf</b>	0	0	54 000	177 660	0	165 240	54 000	342 900	-	-	23.3%	76.7%	0.0%	100.0%	13.6%	86.4%
<b>Kar</b>	0	0	241 740	93 420	171 720	33 795	413 460	127 215	-	-	72.1%	27.9%	83.6%	16.4%	76.5%	23.5%
<b>Lux I</b>	56 082	22 400	2 895 886	404 842	1 131 036	819 180	4 083 004	1 246 422	71.5%	28.5%	87.7%	12.3%	58.0%	42.0%	76.6%	23.4%
<b>Lux II</b>	239 760	43 200	786 240	423 880	493 695	228 375	1 519 695	695 455	84.7%	15.3%	65.0%	35.0%	68.4%	31.6%	68.6%	31.4%
<b>Mol</b>	42 180	0	304 530	51 675	486 180	28 305	832 890	79 980	100.0%	0.0%	85.5%	14.5%	94.5%	5.5%	91.2%	8.8%
<b>Mun</b>	0	0	0	103 680	0	160 380	0	264 060	-	-	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
<b>Var</b>	42 120	0	71 280	4 305	78 840	144 680	192 240	148 985	100.0%	0.0%	94.3%	5.7%	35.3%	64.7%	56.3%	43.7%
<b>TOT</b>	<b>1 164 864</b>	<b>129 230</b>	<b>11 399 906</b>	<b>2 924 902</b>	<b>4 922 835</b>	<b>2 246 986</b>	<b>17 487 605</b>	<b>5 301 118</b>	<b>90.0%</b>	<b>10.0%</b>	<b>79.6%</b>	<b>20.4%</b>	<b>68.7%</b>	<b>31.3%</b>	<b>76.7%</b>	<b>23.3%</b>

### III.2. Educational Support Assistants

In total, 417 assistants worked in the Educational Support area in the 2024-2025 school year, most of them (71.0%) in the Nursery and Primary. This represents a 10.6% increase compared to last year (377). In terms of full-time equivalent (FTE), this represents 241.4 full-time posts (37.5h), which is an increase of 24.1% compared to last year (194.5 FTE).

- The largest number of FTE ES assistants worked in Luxembourg I (50.4) then Brussels I (45.9), Brussels III (30.7), Brussels IV (26.6), Luxembourg II (19.8), Alicante (18.4), Munich (17.8) and Mol (14.0). The other schools hire between 1.2 and 9.5 FTE ES assistants. The ES assistants working in the schools based in Germany are mostly appointed and financed by the regional authorities and not by the schools.
- Since 2021-2022, 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.
- 42.3% of the assistants were university graduates among which 85% (36.7% of the total) had a university diploma linked to Educational Support and Inclusive Education.
- Upper Secondary education accounted for 34.8% of assistants.
- Vocational training accounted for 22.3% of assistants.

**Table 23: Educational Support Assistants in the European Schools**

	2022-2023							2023-2024							2024-2025						
	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	8	2	2	12	66.7%	16.7%	16.7%	11	4	1	16	68.8%	25.0%	6.3%	16	6	0	22	72.7%	27.3%	0.0%
Ber	2	3	0	5	40.0%	60.0%	0.0%	2	2	0	4	50.0%	50.0%	0.0%	0	2	0	2	0.0%	100.0%	0.0%
B I	67	4	1	72	93.1%	5.6%	1.4%	83	6	2	91	91.2%	6.6%	2.2%	89	14	3	106	84.0%	13.2%	2.8%
B II	17	3	0	20	85.0%	15.0%	0.0%	19	5	0	24	79.2%	20.8%	0.0%	22	4	0	26	84.6%	15.4%	0.0%
B III	28	23	0	51	54.9%	45.1%	0.0%	25	15	0	40	62.5%	37.5%	0.0%	25	17	0	42	59.5%	40.5%	0.0%
B IV	35	7	3	45	77.8%	15.6%	6.7%	35	10	1	46	76.1%	21.7%	2.2%	29	12	2	43	67.4%	27.9%	4.7%
Frf	6	0	0	6	100.0%	0.0%	0.0%	6	1	0	7	85.7%	14.3%	0.0%	7	2	0	9	77.8%	22.2%	0.0%
Kar	4	3	0	7	57.1%	42.9%	0.0%	8	3	0	11	72.7%	27.3%	0.0%	6	4	0	10	60.0%	40.0%	0.0%
L I	30	31	0	61	49.2%	50.8%	0.0%	47	34	1	82	57.3%	41.5%	1.2%	50	26	0	76	65.8%	34.2%	0.0%
L II	15	7	0	22	68.2%	31.8%	0.0%	20	8	0	28	71.4%	28.6%	0.0%	22	11	0	33	66.7%	33.3%	0.0%
Mol	7	4	0	11	63.6%	36.4%	0.0%	2	1	0	3	66.7%	33.3%	0.0%	8	10	0	18	44.4%	55.6%	0.0%
Mun	7	3	0	10	70.0%	30.0%	0.0%	13	2	0	15	86.7%	13.3%	0.0%	16	3	0	19	84.2%	15.8%	0.0%
Var	6	3	1	10	60.0%	30.0%	10.0%	7	2	1	10	70.0%	20.0%	10.0%	6	5	0	11	54.5%	45.5%	0.0%
TOT	232	93	7	332	69.9%	28.0%	2.1%	278	93	6	377	73.7%	24.7%	1.6%	296	116	5	417	71.0%	27.8%	1.2%

### III.3. Educational Support Coordination

The number of Educational Support Coordinators and the coordination time per week are shown in Table 24 below. While the number of coordinators remains stable, there is an increase of the

coordination time of 4 227 minutes per week (16,6%). 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)**

	2022-2023					2023-2024					2024-2025				
	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	
<b>Ali</b>	1	1	0	2	405	1	2	0	3	765	1	2	0	3	1 080
<b>Ber</b>	1	1	0	2	690	1	1	0	2	720	1	1	0	2	930
<b>B I</b>	2	1	0	3	2 910	2	1	0	3	2 910	2	1	0	3	2 910
<b>B II</b>	2	2	0	4	3 060	2	2	0	4	3 925	2	2	0	4	4 440
<b>B III</b>	1	1	0	2	2 663	1	1	0	2	2 419	1	1	0	2	3 716
<b>B IV</b>	1	1	0	2	2 325	1	1	0	2	2 325	1	1	0	2	2 550
<b>Frf</b>	1	1	0	2	960	1	1	0	2	1 020	1	1	0	2	1 080
<b>Kar</b>	1	1	0	2	830	1	1	0	2	855	1	1	0	2	855
<b>L I</b>	1	2	0	3	3 083	1	3	0	4	3 195	2	3	0	5	4 095
<b>L II</b>	1	1	0	2	1 845	1	2	0	3	2 505	1	2	0	3	2 865
<b>Mol</b>	1	1	0	2	2 080	0	0	1	1	2 220	0	0	1	1	1 890
<b>Mun</b>	1	1	0	2	1 605	1	1	0	2	1 605	1	1	0	2	1 785
<b>Var</b>	0	0	3	3	1 500	2	1	1	4	1 065	1	1	2	4	1 560
<b>TOT</b>	<b>14</b>	<b>14</b>	<b>3</b>	<b>31</b>	<b>23 955</b>	<b>15</b>	<b>17</b>	<b>2</b>	<b>34</b>	<b>25 529</b>	<b>15</b>	<b>17</b>	<b>3</b>	<b>35</b>	<b>29 756</b>

In the 2024-2025 school year, in total,

- 35 Coordinators worked in Educational Support, one more than a year ago.
- The number of Coordinators per school ranged between one and four. The number of Educational Support coordinators is similar in the different schools at the system level.
- 72.5% of them had the qualifications required to teach pupils with special educational needs.
- 84.1% 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. The data collected refers to candidates from the European Schools and the Accredited European Schools.

**Table 25: European Baccalaureate results for pupils with special arrangements and for all candidates** (Data from the Reports on the European Baccalaureate 2022, 2023, 2024 and 2025)

	2022		2023		2024		2025	
	All candidates	With special arrangements	All candidates	With special arrangements	All candidates	With special arrangements	All candidates	With special arrangements
Number of candidates	2 405	200	2 638	275	2 934	363	3 245	390
Number of boys	1 216	109	1 349	165	1 453	206	1 552	190
Number of girls	1 189	91	1 289	110	1 481	157	1 693	200
Pass rate	99.42%	98.50%	99.55%	98.91%	99.42%	98.90%	99.66%	99.49%
Average final mark	77.45%	70.0%	77.02%	70.25%	77.03%	71.28%	77.76%	73.77%
AFM boys	75.18%	68.18%	74.76%	69.09%	75.27%	70.64%	76.06%	72.16%
AFM girls	79.68%	72.18%	79.40%	71.98%	78.74%	72.13%	79.33%	75.31%
Overall written mark	72.73%	64.5%	71.65%	64.40%	70.74%	65.02%	72.30%	68.32%
Overall oral mark	81.30%	75.1%	81.45%	74.90%	81.65%	76.73%	82.15%	78.44%

The number and proportion of candidates with special arrangements increased again significantly for the BAC session 2025 and was at an all-time high level, up by 95% compared to 2022 and by 7.4% compared to the BAC session 2024.

Comparing the main EB results, candidates with special arrangements do not differ significantly from the total EB candidate population. They achieve 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.

The most common special arrangements that were granted for BAC 2025 were:

- +25% extra time per written examination;
- +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

Tables 26 and 27 below show the actual costs calculated to match the 2024-2025 school year and take into account four twelfths coming from the Closure of Accounts 2024 and eight twelfths coming from the Closure of Accounts 2025.

From the 2023-2024 report, there is no information of the “cost per case”, as this is no longer a comparable indicator.

This report shows, in Table 26, the actual costs per pupil calculated for the whole school population as an indicator related to the use of the financial resources.

In Table 26, we can observe that the cost per pupil (total population) ranges from 567.87 € in Frankfurt to 2 156.34 € in Luxembourg I.

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 on 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.

**Table 26: Actual Costs in the 2024-2025 school year**

A	B	C	D	E	F
School	Budget	% of the total budget	Number of Pupils (total population)	% of the pupil population	To school population (B/D)
Ali	1 546 640.85 €	4.8%	1 091	3.7%	1 417.64 €
Ber	368 877.79 €	1.1%	488	1.7%	755.90 €
B I	5 613 027.26 €	17.4%	4 447	15.2%	1 262.21 €
B II	2 396 662.03 €	7.4%	3 843	13.2%	623.64 €
B III	2 945 302.84 €	9.1%	3 212	11.0%	916.97 €
B IV	3 016 900.52 €	9.4%	3 212	11.0%	939.26 €
Frf	931 873.59 €	2.9%	1 641	5.6%	567.87 €
Kar	690 219.88 €	2.1%	970	3.3%	711.57 €
L I	7 165 521.51 €	22.2%	3 323	11.4%	2 156.34 €
L II	3 670 822.82 €	11.4%	2 836	9.7%	1 294.37 €
Mol	1 358 900.65 €	4.2%	716	2.5%	1 897.91 €
Mun	1 314 316.75 €	4.1%	2 086	7.2%	630.07 €
Var	1 203 264.10 €	3.7%	1 308	4.5%	919.93 €
<b>TOT</b>	<b>32 222 330.60 €</b>	<b>100%</b>	<b>29 173</b>	<b>100%</b>	<b>1 104.53 €</b>

**Table 27: Share of the Educational Support expenditures in the total expenditures by school over three school years (2022-2023 to 2024-2025)\***

	2022-2023			2023-2024			2024-2025		
	Total expenditures	Ed Sup expenditures	%	Total expenditures	Ed Sup expenditures	%	Total expenditures	Ed Sup expenditures	%
Ali	16 720 098.11 €	667 540.73 €	3.3% 4.0%	18 015 180.06 €	1 133 940.90 €	4.5% 6.3%	18 971 708.00 €	1 546 640.85 €	6.1% 8.2%
Ber	10 312 937.35 €	275 836.58 €	4.5% 2.7%	11 387 815.84 €	301 443.17 €	5.2% 2.6%	12 123 767.33 €	368 877.79 €	6.8% 3.0%
B I	51 042 031.47 €	3 846 101.94 €	6.5% 7.5%	54 346 426.57 €	4 605 956.91 €	6.3% 8.5%	58 836 746.00 €	5 613 027.26 €	6.6% 9.5%
B II	47 874 909.89 €	2 103 893.14 €	4.8% 4.4%	51 802 720.28 €	2 227 185.61 €	4.8% 4.3%	54 761 257.67 €	2 396 662.03 €	5.5% 4.4%
B III	38 833 189.22 €	2 808 229.69 €	5.7% 7.2%	40 490 446.11 €	2 724 560.48 €	5.3% 6.7%	42 504 913.33 €	2 945 302.84 €	5.9% 6.9%
B IV	36 105 271.60 €	2 328 277.78 €	3.7% 6.4%	38 960 078.10 €	2 669 101.27 €	3.9% 6.9%	42 698 658.78 €	3 016 900.52 €	4.2% 7.1%
Frf	22 253 666.85 €	879 607.01 €	4.8% 4.0%	24 167 084.09 €	950 556.87 €	4.8% 3.9%	25 297 746.00 €	931 873.59 €	6.0% 3.7%
Kar	14 081 727.33 €	759 982.34 €	3.1% 5.4%	15 237 321.18 €	778 481.05 €	4.3% 5.1%	16 559 255.61 €	690 219.88 €	4.7% 4.2%
Lux I	45 281 078.04 €	5 492 322.05 €	13.3% 12.1%	48 945 630.28 €	6 216 114.10 €	14.8% 12.7%	52 705 682.26 €	7 165 521.51 €	16.6% 13.6%
Lux II	36 715 307.00 €	2 969 978.90 €	10.9% 8.1%	38 404 281.17 €	3 212 015.90 €	12.7% 8.4%	41 329 003.00 €	3 670 822.82 €	14.1% 8.9%
Mun	31 585 583.35 €	1 002 744.19 €	4.7% 3.2%	33 367 800.01 €	1 218 237.89 €	4.0% 3.7%	35 450 636.67 €	1 358 900.65 €	4.9% 3.8%
Mol	14 851 412.19 €	1 273 426.90 €	4.5% 8.6%	15 428 526.43 €	1 312 831.70 €	4.9% 8.5%	16 526 527.33 €	1 314 316.75 €	5.7% 8.0%
Var	20 594 502.76 €	1 215 785.55 €	2.9% 5.9%	21 622 306.05 €	1 271 798.26 €	2.4% 5.9%	21 997 512.00 €	1 203 264.10 €	2.3% 5.5%
TOT	386 251 715.17 €	25 623 726.81 €	6.4% 6.6%	412 175 616.16 €	28 622 224.11 €	6.7% 6.9%	439 763 413.98 €	32 222 330.60 €	7.6% 7.3%

\* 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.

For each school, the budget line “Remunerations” covers salaries, social security charges and other staff costs linked with Educational Support while the budget line “Equipment” covers equipment and material in relation with Educational Support.

**Table 28: Budget and Expenditures for Educational Support (in Euros)**

	2022		2023		2024		2025	
	Budget	Implementation	Budget	Implementation	Budget	Implementation	Budget	Implementation
<b>Alicante</b>	492 247	491 985	755 319	755 319	1 325 915	1 323 252	1 703 531	1 658 335
<b>Remunerations</b>	488 454	488 454	754 742	754 742	1 307 905	1 305 242	1 699 031	1 653 875
<b>Equipment</b>	3 793	3 531	577	577	18 010	18 010	4 500	4 461
<b>Bergen</b>	262 818	262 642	282 434	282 434	311 752	310 948	397 843	397 843
<b>Remunerations</b>	261 208	261 027	280 436	280 436	311 000	310 196	394 160	394 160
<b>Equipment</b>	1 610	1 615	1 997	1 997	752	752	3 683	3 683
<b>Brussels I</b>	3 302 745	3 299 635	4 119 335	4 119 335	4 849 268	4 849 268	5 996 231	5 994 907
<b>Remunerations</b>	3 298 995	3 295 900	4 111 481	4 111 481	4 819 196	4 819 196	5 965 985	5 965 985
<b>Equipment</b>	3 750	3 735	7 855	7 855	30 072	30 072	30 246	28 923
<b>Brussels II</b>	1 872 261	1 868 804	2 238 945	2 221 438	2 353 236	2 230 060	2 532 017	2 479 963
<b>Remunerations</b>	1 857 261	1 857 029	2 218 445	2 203 210	2 335 966	2 215 811	2 509 772	2 463 385
<b>Equipment</b>	15 000	11 775	20 500	18 228	17 270	14 248	22 245	16 579
<b>Brussels III</b>	2 860 068	2 854 734	2 797 615	2 784 978	2 760 805	2 694 352	3 070 823	3 070 778
<b>Remunerations</b>	2 845 664	2 840 330	2 781 971	2 769 335	2 732 642	2 666 199	3 043 665	3 043 620
<b>Equipment</b>	14 404	14 404	15 644	15 643	28 163	28 153	27 158	27 158
<b>Brussels IV</b>	2 023 375	2 018 432	2 650 104	2 483 201	2 767 519	2 762 052	3 145 246	3 144 325
<b>Remunerations</b>	2 011 375	2 006 757	2 639 304	2 475 420	2 747 619	2 746 401	3 112 156	3 111 572
<b>Equipment</b>	12 000	11 675	10 800	7 781	19 900	15 650	33 090	32 753
<b>Frankfurt</b>	868 187	850 556	896 182	894 133	982 781	978 769	964 500	908 426
<b>Remunerations</b>	865 187	849 567	893 182	891 897	979 781	977 336	963 000	907 022
<b>Equipment</b>	3 000	989	3 000	2 235	3 000	1 433	1 500	1 404
<b>Karlsruhe</b>	768 000	755 085	798 000	762 431	796 320	786 506	643 367	642 077
<b>Remunerations</b>	760 000	751 972	790 000	759 712	786 000	779 061	632 467	632 467
<b>Equipment</b>	8 000	3 113	8 000	2 719	10 320	7 445	10 900	9 610
<b>Luxembourg I</b>	4 770 812	4 744 508	5 989 704	5 866 229	6 492 716	6 391 057	7 672 190	7 552 754
<b>Remunerations</b>	4 766 883	4 740 579	5 971 923	5 848 448	6 470 655	6 368 998	7 658 369	7 538 933
<b>Equipment</b>	3 929	3 929	17 781	17 781	22 061	22 059	13 821	13 821
<b>Luxembourg II</b>	2 740 391	2 740 391	3 084 773	3 084 773	3 275 697	3 275 637	3 868 416	3 868 416
<b>Remunerations</b>	2 732 027	2 732 027	3 075 306	3 075 306	3 251 704	3 251 644	3 849 768	3 849 768
<b>Equipment</b>	8 364	8 364	9 467	9 467	23 993	23 993	18 647	18 647
<b>Mol</b>	834 521	833 861	1 106 805	1 087 186	1 283 764	1 283 764	1 399 985	1 396 469
<b>Remunerations</b>	830 771	830 126	1 101 625	1 082 006	1 279 061	1 279 061	1 393 625	1 392 488
<b>Equipment</b>	3 750	3 735	5 180	5 180	4 703	4 703	6 360	3 982
<b>Munich</b>	1 458 445	1 172 698	1 337 708	1 323 791	1 315 335	1 307 352	1 337 000	1 317 799
<b>Remunerations</b>	1 454 945	1 171 164	1 330 408	1 322 621	1 306 110	1 306 108	1 334 000	1 315 690
<b>Equipment</b>	3 500	1 534	7 300	1 170	9 225	1 244	3 000	2 110
<b>Varese</b>	1 201 261	1 122 264	1 266 365	1 262 546	1 277 326	1 276 424	1 166 684	1 166 684
<b>Remunerations</b>	1 186 261	1 113 264	1 257 365	1 253 546	1 268 326	1 267 424	1 151 584	1 151 584
<b>Equipment</b>	15 000	9 000	9 000	9 000	9 000	9 000	15 100	15 100

## VI. Training and coordination activities

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

All schools reported having organised specific training in inclusion/educational support/special education.

**Table 29: Training activities developed at school level**

External Experts				In-House Expertise			Pedagogical Day			Other CPD activities		
School	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff
Ali	4	Anxiety-Dyscalculia	50				6	Inclusion-High Abilities-Social Media	150			
Ber							4	UDL (Universal Design for Learning)	All			
B I	17	Neurodiversity/inclusion/non-violent communication	440	14	ASD (Autism Spectrum Disorder) and Dyslexia Using AI in teaching	150	10	Neurodiversity	300			
B II	9	I-pad in class (for Learning Support Teachers) ADHD (Attention-deficit/hyperactivity disorder) for assistants	37				5	I-pad in class (for Learning Support Teachers) How to support the student in need	26			
B III	8	Well-being, techniques for manual handling, giftedness	36	4	Interactive apps for motivational learning, planning	48	3	Toolbox for various pupils' troubles	40	8	SEN Assistant's circle	16
B IV	9	How to communicate, accompany and include pupils with autism and learning difficulties. 3X3 hours of training by specialized teacher + psychologist of Nos Pilifs school. Teach and Aba methods.	30		Organisation of support in EEB4 for new staff	New staff		Teaching pupils to have a proper writing gesture - how to adjust your teaching to help pupils correct their writing (gesture) difficulty - Training for the teaching and assistant staff by a graphologist.	60		Inclusion working group: implementation of tools and projects: "find your peace corner" in nursery, cooking inclusive activity, welcome pack for new assistants, common sharepoint gathering tools for inclusion dedicated to the staff...  World Down's Syndrome Day (21st March): bringing the school together around the question of	
		Executive functions and specific needs: how to accompany pupils with special needs taking into consideration neurosciences and adapted teaching strategies.	40		Promotion/progression/repeating and assessment in link with the new school reports.	All		Presentation of support in EEB4 for 2 Erasmus groups visiting the school.	16			

External Experts				In-House Expertise			Pedagogical Day			Other CPD activities		
School	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff	Hours	Field	Staff
		Inclusion of pupils with autism for the NL speakers of our school by Het Raster.	10		Exchange of practices between L2 teachers and L2 assistants.	6		Supporting students' autonomous motivation. Lecture/discussion about autonomous and controlled motivation, their impacts on learning, pathways (psychological needs), and how to recognize what type of motivation students have.			difference, raise awareness about the features of Down's syndrome and the strengths of our pupils concerned. Activities and workshops run by pupils with Down's syndrome.	
		How to teach how to write in nursery/P1? How can we early identify difficulties in writing and fine motor skills in nursery and P1?	20		How to implement a "find your peace corner" in nursery and P1.	All P1 staff						
<b>Frf</b>	12	dyslexia, I-pad training, learning difficulties	60	2	emotional instabilities, social skills	60					School provided access to FOBIZZ (a German training platform), Many teachers chose individual courses suited their educational support learning needs.	
<b>Kar</b>	9	ADHD, general dyslexia training, dyslexia and the use of notes ability	20	5	Assessment Policy	50	All day	AI, well-being	All staff	12	Teacher's Forum Cyprus 2025 (well-being)	3
<b>Lux I</b>	71	Dys / ADHD / autism / inclusion	178	25.5	Executive functions / progression / Special Arrangements BAC / I-pad training / From p5 to s1	210	7.5	Assistants training / communication / Utility Poppins / Plenary conference with M. Meirieu	240	1590	Adapting activities to pupils / Erasmus	2
<b>Lux II</b>	Pri: 13.5; Sec : 18.30	<u>Primary:</u> "learning to learn" for class teachers, and for parents, training "DALZA", Yoga for teachers <u>Secondary:</u> High Intellectual Potential; Executive functions; Inclusion; Autism; Dyslexia	Pri:1 80; Sec : 120	Pri:17; Sec : 14.30 h	<u>Primary:</u> "Matific", Active inspire, School reports, Creative art lessons, Musical movements, Sport differently, Games in recreation, L2 with "linguscope", UDL, Digital Learning Framework; <u>Secondary:</u> Accessible written assessments, UDL, Special Arrangements, Inclusion, Equity, Mental health, 1st Aid	Prim ary 130 each ; Sec: 199	Pri:6; Sec : 2h	<u>Primary:</u> autism; <u>Secondary:</u> neurodiversity	Pri:1 80	Pri:4; Sec: 4h	<u>Primary:</u> sustainability; <u>Secondary:</u> Nota as a tool for dyslexia	
<b>Mol</b>	50	Special needs, APPs	70	100	UDL, SEN students	5	8	Autism, Challenge	70			
<b>Mun</b>	6+3	Diagnose: content, test, interpretation	20+ 60	10+	assistive technology, universal arrangements, special arrangements, dyslexia, ADD, Diagnose...	50	2	ADHS, active learning	12	?	UDL	
<b>Var</b>	7	UDL	110									

## **VI.2. Training activities developed at the system level**

During the school year 2024-2025, the training activities were carried out at the central level, including the development and availability of an online training course on Universal Design for Learning for teachers and the In-service training for Educational Support Coordinators.

## VII. Highlighted findings

- The information regarding the proportion of pupils benefiting from ISA, including assistance, indicates that the allocation of assistance is concentrated in specific cycles and used differently across schools, highlighting differing patterns of assistance provision within the system.
- Reference to the proportion of pupils with ISA including assistance, namely in Nursery and Primary.
- Steadily increase in the number of pupils with ISA, which is not observed in the other types of Support. Very high number of pupils receiving ISA in some schools.
- Time allocated to IS.
- The highest amount of educational support time, 74.6%, is provided by the educational support assistants.
- Increase of the amount of time of the educational support coordination (16.6%).
- Special Arrangements - Number of pupils entitled to “disregard of spelling mistakes” in the Bac cycle more than doubled.
- The overall number of pupils benefiting from **Special Arrangements** remains significant across the system, confirming their continued importance in ensuring equitable access to learning and assessment.
- Considerable **variation between schools** persists in the use of Special Arrangements, suggesting differences in identification practices, documentation processes and local implementation.
- Special Arrangements are most frequently granted in connection with **learning difficulties and assessment-related needs**, particularly in language-based subjects.
- In general, the use of the different Special Arrangements remains stable.

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

The statistical analysis of Educational Support provision in 2024–2025 highlights a number of strategic issues that require further reflection at both **school** and **system** level in order to ensure equity, coherence and sustainability across the European Schools system.

### 1. Equity and Consistency of Educational Support

Significant differences between schools remain in the proportion of pupils receiving different forms of Educational Support. This calls for reflection on the **consistent interpretation and implementation of the Educational Support Policy**, to ensure that comparable pupil needs are met with comparable support measures across the system.

### 2. Clarity of Support Categories

Variations in the use of General, Moderate and ISB support suggest a need to further clarify the **purpose, thresholds and intended outcomes** of each support category, and to avoid differences driven primarily by organisational practices rather than pupils' needs.

### 3. Sustained Increase in Intensive Support A (ISA)

The continued growth in ISA provision raises questions regarding **long-term sustainability**, early intervention strategies, and the balance between intensive individual support and inclusive classroom practices.

### 4. Transitions Between Educational Cycles

Support needs, particularly ISA, tend to increase at key transition points, notably from Primary to Secondary. Strengthening **transition planning and continuity of support** remains a priority area for further development.

### 5. Concentration of Support in Key Subjects

The persistent concentration of Educational Support in **languages and Mathematics** across all cycles invites reflection on curriculum demands, teaching approaches and preventive strategies within mainstream education.

### 6. Allocation of Human Resources

The growing role of **Educational Support Assistants and the highest amount of educational support provided by them (74.6%)**, especially in Nursery and Primary, highlights the need to reflect on the **balance of responsibilities**, training and pedagogical coordination between teachers and assistants.

### 7. Use of Data for School and System Development

Schools are encouraged to use their own data more systematically for **internal evaluation and planning**, while at the system level, continued monitoring is essential to support evidence-based policy development and targeted guidance.