



European Schools
Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2013-01-D-60-en-3

Orig.: EN

Report on implementation of the policy on creation of groups, courses and classes

BOARD OF GOVERNORS

Meeting on 16, 17 and 18 April 2013 – Brussels

Proposal to modify the document 2011-01-D-33-en-7: Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools. The new proposal is appended to this document.

Introduction

The document "Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools" 2011-01-D-33-en-7 was approved by the Board of Governors at its meeting of 12, 13 and 14 April 2011 with immediate entry into force (15 April).

After two years of application from its first approval, the content of the document "Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools" needs some slight modifications in order to:

- clarify the order of application of grouping and reduction
- clarify the right to receive ONL Irish and Maltese
- clarify support for pupils studying in a language section which does not correspond to their L1
- extend the application of exception 1.4.c to L1 Greek SWALS pupils

The new proposal document – 2011-01-D-33-en-8 - is appended to this document (2013-01-D-60-en-2). The changes are in 1.4.c, in the order of points 1.5/1.6/1.7, there is a change of word in point 1.7 and in the penultimate paragraph in the chapter concerning "SWALS". All these changes are printed **in Bold**, underlined and in *italics*.

OPINION OF THE JOINT INSPECTORS MEETING

At its meeting of 6 February 2013, the Joint Board of Inspectors (JBI) scrutinised the proposals put forward in the appended document, 2011-01-D-33-en-8, and expressed a favourable opinion on the proposals, with a reservation from the Greek delegation concerning the Ancient Greek course for Greek pupils in the secondary cycle.

The JTC was informed of the JBI's opinion during its meeting.

OPINION OF THE JOINT TEACHING COMMITTEE MEETING

At its meeting of 7 and 8 February 2013, the Joint Teaching Committee (JTC) scrutinised the proposals put forward in document 2013-01-D-60-en-1 and its annex ref: 2011-01-D-33-en-8 and expressed a favourable opinion on the document, with the same reservation from the Greek delegation concerning the Ancient Greek course for Greek pupils in the secondary cycle.

As regards this point, it was decided during the JTC meeting that this discussion would be included in the proposal.

The Joint Teaching Committee hereby brings this document, including a financial statement on the impact of the proposals for changes, to the Budgetary Committee's attention and invites it to recommend to the Board of Governors that it should approve the new proposals with entry into force in September 2013.

The new proposal concerning annex II to document 2011-01-D-33-en-8 is the follow-up on approval by the Board of Governors in December 2012, of the new document "**Policy on the Provision of Educational Support in the European Schools**" - 2012-05-D-14-en-7.

The Secretary-General invites the Budgetary Committee to recommend to the Board of Governors that it should approve this new proposal with entry into force in September 2013 at the same time as the Policy on the Provision of Educational Support document.

OPINION OF THE BUDGETARY COMMITTEE

The Budgetary Committee scrutinised and discussed the proposals put forward in document 2013-01-D-60-en-2 and its annex (2011-01-D-33-en-8) and expressed a favourable opinion on the document. It commended the work done by the General Secretariat to clarify the rules for the organisation of courses in the European Schools and recommends that the Board of Governors should approve the proposed changes, with a view to their entry into force in September 2013.

FINANCIAL SHEET

1. VERTICAL GROUPING

Here below a simulation, based on the L1 SWALS groups created this school year 2012-2013.

In among the 371 L1 courses created for SWALS pupils, with a strict application of the rules (two consecutive courses are grouped, when at least one of them count less than 7 pupils), in principle 246 consecutive courses could be grouped vertically by pair, giving a total of 123 courses grouped.

Each of these L1 courses counts a minimum of 4 periods (6 in S1, 5 in S2, 4 in S3-6).

When a course is not grouped, then periods can be reduced from 4 to 3.

So the 246 courses, when not grouped vertically, generate a total of 738 yearly periods. For an average cost of 3300 euro per yearly period, these 246 courses would cost around 2.4 million euro.

The 123 courses grouped, would count each 4 periods minimum, for a total of 492 yearly periods and an associated cost of around 1.6 million euro.

So the maximum saving would be some 0.8 million euro.

Some of these courses could have already been grouped this year. So saving could be less.

It could be noted that the average number of pupils in these 371 courses is 3.0.

The average number of pupils, once all possible grouping operated, would become 4.5 and the average size of grouped courses 5.4.

School	Class	actual number of pupils			Langue	Cours
ALI	s2	1	1		fi	l1-
ALI	s1	1			hu	l1-
ALI	s2	1	2		2 hu	l1-
ALI	s5	1	1		hu	l1-
ALI	s1	2			it	l1-
ALI	s2	3	5		5 it	l1-
ALI	s3	2			it	l1-
ALI	s4	1	3		3 it	l1-
ALI	s5	2			it	l1-
ALI	s6	1	3		3 it	l1-
ALI	s1	4			ne	l1-
ALI	s2	5	9		9 ne	l1-
ALI	s4	1			ne	l1-
ALI	s5	2	3		3 ne	l1-
ALI	s6	2	2		ne	l1-
ALI	s7	2	2		ne	l1-
ALI	s1	1	2		pl	l1-
ALI	s4	1			po	l1-
ALI	s5	1	2		2 ro	l1-
ALI	s3	1	1		sl	l1-
ALI	s6	1	1		sl	l1-
ALI	s4	1			so	l1-
ALI	s6	1	2		2 so	l1-
BER	s5	1	1		bg	l1-
BER	s2	1	1		cz	l1-
BER	s6	1	1		cz	l1-
BER	s1	1			de	l1-
BER	s2	1	2		2 de	l1-
BER	s3	3			de	l1-
BER	s4	2	5		5 de	l1-
BER	s5	2			de	l1-
BER	s6	2	4		4 de	l1-
BER	s7	3	3		de	l1-
BER	s6	1	1		el	l1-
BER	s1	1			es	l1-
BER	s2	4	5		5 es	l1-

BER	s3	1			es	l1-
BER	s4	1	2		2 es	l1-
BER	s5	3	3		es	l1-
BER	s2	1	3		hu	l1-
BER	s1	1	3		it	l1-
BER	s5	2			it	l1-
BER	s6	1	3	3	it	l1-
BER	s7	1	1		it	l1-
BER	s6	1	1		pl	l1-
BER	s3	1			po	l1-
BER	s5	1	2	2	po	l1-
BER	s2	1	1		so	l1-
BER	s6	1	1		so	l1-
BER	s4	1	1		sw	l1-
BER	s7	1	1		sw	l1-
BXL I	s1	4	4		bu	l1-
BXL I	s2	1			bu	l1-
BXL I	s3	1	2	2	bu	l1-
BXL I	s4	7	7		bu	l1-
BXL I	s5	2	2		bu	l1-
BXL I	s5	9	9		bu	l1-
BXL I	s6	11	11		bu	l1-
BXL I	s7	4	4		bu	l1-
BXL I	s3	3			ro	l1-
BXL I	s4	4	7	7	ro	l1-
BXL I	s5	6			ro	l1-
BXL I	s6	6	12	12	ro	l1-
BXL I	s7	8	8		ro	l1-
BXL I	s1	4	4		so	l1-
BXL I	s2	3			so	l1-
BXL I	s3	2	5	5	so	l1-
BXL I	s4	3			so	l1-
BXL I	s5	4	7	7	so	l1-
BXL I	s6	7	7		so	l1-
BXL I	s7	1	1		so	l1-
BXL II	s1	9			eo	l1-
BXL II	s2	5	14	14	eo	l1-
BXL II	s3	8			eo	l1-
BXL II	s4	5	13	13	eo	l1-
BXL II	s5	5			eo	l1-

BXL II	s6	1	6	6	eo	l1-
BXL II	s1	8	8		le	l1-
BXL II	s2	7	7		le	l1-
BXL II	s3	8	8		le	l1-
BXL II	s4	2			le	l1-
BXL II	s5	7	9	9	le	l1-
BXL II	s6	6	6		le	l1-
BXL II	s7	3	3		le	l1-
BXL II	s1	11	11		lt	l1-
BXL II	s2	12	12		lt	l1-
BXL II	s3	6	6		lt	l1-
BXL II	s4	14	14		lt	l1-
BXL II	s5	11	11		lt	l1-
BXL II	s6	10	10		lt	l1-
BXL II	s7	5	5		lt	l1-
BXL III	s1	10	10		cz	l1-
BXL III	s2	8	8		cz	l1-
BXL III	s3	7			cz	l1-
BXL III	s4	2	9	9	cz	l1-
BXL III	s5	4			cz	l1-
BXL III	s6	4	8	8	cz	l1-
BXL III	s7	7	7		cz	l1-
BXL III	s1	6			sl	l1-
BXL III	s2	6	12	12	sl	l1-
BXL III	s3	2			sl	l1-
BXL III	s4	4	6	6	sl	l1-
BXL III	s5	3			sl	l1-
BXL III	s6	5	8	8	sl	l1-
BXL III	s7	5	5		sl	l1-
BXL IV	s1	17	17		bg	l1-
BXL IV	s2	7	7		bg	l1-
BXL IV	s3	8	8		bg	l1-
BXL IV	s1	14	14		ro	l1-
BXL IV	s2	6			ro	l1-
BXL IV	s3	7	13	13	ro	l1-
CUL	s1	2			dk	l1-
CUL	s2	3	5	5	dk	l1-
CUL	s4	2			dk	l1-
CUL	s5	2	4	4	dk	l1-
CUL	s6	2	2		dk	l1-

CUL	s7	2	2	dk	l1-
CUL	s3	2		es	l1-
CUL	s5	1	3	3 es	l1-
CUL	s2	7		it	l1-
CUL	s3	5	12	12 it	l1-
CUL	s5	1		it	l1-
CUL	s6	3	4	4 it	l1-
CUL	s7	2	2	it	l1-
CUL	s2	1		ne	l1-
CUL	s3	7	8	8 ne	l1-
CUL	s4	9	9	ne	l1-
CUL	s5	1		ne	l1-
CUL	s6	5	6	6 ne	l1-
CUL	s7	1	1	ne	l1-
FRA	s1	1	1	bg	l1-
FRA	s1	1		dk	l1-
FRA	s2	1	2	2 dk	l1-
FRA	s5	2	2	dk	l1-
FRA	s4	1		el	l1-
FRA	s5	1	2	2 el	l1-
FRA	s6	1	1	el	l1-
FRA	s1	1		es	l1-
FRA	s2	4	5	5 es	l1-
FRA	s3	3		es	l1-
FRA	s4	1	4	4 es	l1-
FRA	s5	3		es	l1-
FRA	s6	1	4	4 es	l1-
FRA	s1	1		fi	l1-
FRA	s2	1	2	2 fi	l1-
FRA	s4	2		fi	l1-
FRA	s5	3	5	5 fi	l1-
FRA	s7	8	8	it	l1-
FRA	s1	2		ne	l1-
FRA	s2	4	6	6 ne	l1-
FRA	s3	2	2	ne	l1-
FRA	s4	3		ne	l1-
FRA	s5	2	5	5 ne	l1-
FRA	s7	3	3	ne	l1-
FRA	s2	1		pl	l1-
FRA	s3	1	2	2 pl	l1-

FRA	s4	1			pl	l1-
FRA	s6	1	2		2 pl	l1-
FRA	s2	2			po	l1-
FRA	s4	1	3		3 po	l1-
FRA	s7	1	1		po	l1-
FRA	s2	1			sl	l1-
FRA	s4	1	2		2 sl	l1-
FRA	s1	3			sw	l1-
FRA	s3	1	4		4 sw	l1-
FRA	s5	1	1		sw	l1-
KAR	s1	1	1		cz	l1-
KAR	s1	1			dk	l1-
KAR	s2	1	2		2 dk	l1-
KAR	s5	1			dk	l1-
KAR	s6	1	2		2 dk	l1-
KAR	s1	1	1		el	l1-
KAR	s3	1	1		es	l1-
KAR	s5	3			es	l1-
KAR	s6	1	4		4 es	l1-
KAR	s2	3			it	l1-
KAR	s3	2	5		5 it	l1-
KAR	s4	7			it	l1-
KAR	s5	3	10		10 it	l1-
KAR	s6	7	7		it	l1-
KAR	s7	3	3		it	l1-
KAR	s1	1	1		lt	l1-
KAR	s3	1			ne	l1-
KAR	s4	2	3		3 ne	l1-
KAR	s5	2			ne	l1-
KAR	s6	3	5		5 ne	l1-
KAR	s7	2	2		ne	l1-
KAR	s5	1	1		pl	l1-
KAR	s7	1	1		pl	l1-
KAR	s1	1			po	l1-
KAR	s2	1	2		2 po	l1-
KAR	s3	3	3		po	l1-
KAR	s5	3			po	l1-
KAR	s6	1	4		4 po	l1-
KAR	s7	2	2		po	l1-
KAR	s1	2	2		sw	l1-

KAR	s4	1		sw	l1-
KAR	s5	1	2	2 sw	l1-
Lux I	s1	5		bg	l1-
Lux I	s2	5	10	10 bg	l1-
Lux I	s3	6		bg	l1-
Lux I	s4	3	9	9 bg	l1-
Lux I	s5	1		bg	l1-
Lux I	s6	5	6	6 bg	l1-
Lux I	s1	3		eo	l1-
Lux I	s2	6	9	9 eo	l1-
Lux I	s3	1		eo	l1-
Lux I	s4	1	2	2 eo	l1-
Lux I	s5	5		eo	l1-
Lux I	s6	7	12	12 eo	l1-
Lux I	s7	1	1	eo	l1-
Lux I	s1	4		le	l1-
Lux I	s2	5	9	9 le	l1-
Lux I	s3	3		le	l1-
Lux I	s4	8	11	11 le	l1-
Lux I	s5	3		le	l1-
Lux I	s6	2	5	5 le	l1-
Lux I	s7	7	7	le	l1-
Lux I	s1	2		lt	l1-
Lux I	s2	5	7	7 lt	l1-
Lux I	s3	4		lt	l1-
Lux I	s4	10	14	14 lt	l1-
Lux I	s5	6		lt	l1-
Lux I	s6	4	10	10 lt	l1-
Lux I	s7	5	5	lt	l1-
Lux I	s1	6		pl	l1-
Lux I	s2	4	10	10 pl	l1-
Lux I	s3	3		pl	l1-
Lux I	s4	8	11	11 pl	l1-
Lux I	s5	6		pl	l1-
Lux I	s6	6	12	12 pl	l1-
Lux I	s7	2	2	pl	l1-
Lux II	s1	6		cs	l1-
Lux II	s2	2	8	8 cs	l1-
Lux II	s3	6		cs	l1-
Lux II	s4	2	8	8 cs	l1-

Lux II	s5	3			cs	l1-
Lux II	s6	4	7		7 cs	l1-
Lux II	s1	2			hu	l1-
Lux II	s2	5	7		7 hu	l1-
Lux II	s3	4			hu	l1-
Lux II	s4	2	6		6 hu	l1-
Lux II	s5	1			hu	l1-
Lux II	s6	1	2		2 hu	l1-
Lux II	s7	3	3		hu	l1-
Lux II	s1	1			ro	l1-
Lux II	s2	1	2		2 ro	l1-
Lux II	s3	1			ro	l1-
Lux II	s4	1	2		2 ro	l1-
Lux II	s5	1			ro	l1-
Lux II	s6	1	2		2 ro	l1-
Lux II	s1	1			sl	l1-
Lux II	s2	3	4		4 sl	l1-
Lux II	s3	1			sl	l1-
Lux II	s4	1	2		2 sl	l1-
Lux II	s5	5			sl	l1-
Lux II	s6	2	7		7 sl	l1-
Lux II	s7	1	1		sl	l1-
Lux II	s3	1			so	l1-
Lux II	s4	1	2		2 so	l1-
Lux II	s5	1			so	l1-
Lux II	s6	1	2		2 so	l1-
MOL	s1	6			de	l1-
MOL	s2	5	11		11 de	l1-
MOL	s3	2			de	l1-
MOL	s4	4	6		6 de	l1-
MOL	s5	3			de	l1-
MOL	s6	6	9		9 de	l1-
MOL	s7	8	8		de	l1-
MOL	s2	1	1		dk	l1-
MOL	s1	1	1		eo	l1-
MOL	s3	1	1		hu	l1-
MOL	s1	2	2		it	l1-
MOL	s6	4	4		it	l1-
MOL	s4	2	2		pl	l1-
MOL	s1	1			sw	l1-

MOL	s3	1	2	2	sw	l1-
MOL	s5	2	2		sw	l1-
MUN	s1	1	1		bg	l1-
MUN	s1	2			cz	l1-
MUN	s2	1	3	3	cz	l1-
MUN	s3	2	2		cz	l1-
MUN	s7	1	1		cz	l1-
MUN	s1	1			dk	l1-
MUN	s2	1	2	2	dk	l1-
MUN	s3	1			dk	l1-
MUN	s4	1	2	2	dk	l1-
MUN	s5	4			dk	l1-
MUN	s6	3	7	7	dk	l1-
MUN	s2	1			fi	l1-
MUN	s3	1	2	2	fi	l1-
MUN	s5	1	1		fi	l1-
MUN	s1	1	1		hu	l1-
MUN	s3	1			hu	l1-
MUN	s4	1	2	2	hu	l1-
MUN	s7	1	1		hu	l1-
MUN	s1	6			ne	l1-
MUN	s2	8	14	14	ne	l1-
MUN	s3	12	12		ne	l1-
MUN	s4	3			ne	l1-
MUN	s5	7	10	10	ne	l1-
MUN	s6	8	8		ne	l1-
MUN	s7	5	5		ne	l1-
MUN	s1	2			pl	l1-
MUN	s2	1	3	3	pl	l1-
MUN	s3	1			pl	l1-
MUN	s4	1	2	2	pl	l1-
MUN	s6	1	1		pl	l1-
MUN	s7	1	1		pl	l1-
MUN	s1	1			po	l1-
MUN	s2	1	2	2	po	l1-
MUN	s3	1			po	l1-
MUN	s4	1	2	2	po	l1-
MUN	s6	1	1		po	l1-
MUN	s3	1	1		ro	l1-
MUN	s2	3			sw	l1-

MUN	s3	3	6	6 sw	l1-
MUN	s4	1		sw	l1-
MUN	s5	2	3	3 sw	l1-
MUN	s6	3	3	sw	l1-
MUN	s7	1	1	sw	l1-
VAR	s3	1		bg	l1-
VAR	s4	1	2	2 bg	l1-
VAR	s1	3	3	dk	l1-
VAR	s3	1		dk	l1-
VAR	s4	4	5	5 dk	l1-
VAR	s5	2		dk	l1-
VAR	s6	2	4	4 dk	l1-
VAR	s7	2	2	dk	l1-
VAR	s1	2		el	l1-
VAR	s2	3	5	5 el	l1-
VAR	s4	1		el	l1-
VAR	s5	3	4	4 el	l1-
VAR	s6	3	3	el	l1-
VAR	s7	1	1	el	l1-
VAR	s1	8	8	es	l1-
VAR	s3	1		es	l1-
VAR	s4	8	9	9 es	l1-
VAR	s5	2		es	l1-
VAR	s6	4	6	6 es	l1-
VAR	s7	5	5	es	l1-
VAR	s1	1		fi	l1-
VAR	s2	3	4	4 fi	l1-
VAR	s3	1		fi	l1-
VAR	s4	2	3	3 fi	l1-
VAR	s5	1		fi	l1-
VAR	s6	1	2	2 fi	l1-
VAR	s7	1	1	fi	l1-
VAR	s1	1	1	hu	l1-
VAR	s4	2	2	hu	l1-
VAR	s6	2	2	hu	l1-
VAR	s7	1	1	hu	l1-
VAR	s7	1	1	le	l1-
VAR	s1	1	1	pl	l1-
VAR	s7	3	3	pl	l1-
VAR	s1	1	1	po	l1-

VAR	s3	2			po	l1-
VAR	s4	4	6	6	po	l1-
VAR	s5	2			po	l1-
VAR	s6	1	3	3	po	l1-
VAR	s7	3	3		po	l1-
VAR	s1	1	1		ro	l1-
VAR	s3	1	1		ro	l1-
VAR	s5	2			ro	l1-
VAR	s6	1	3	3	ro	l1-
VAR	s7	2	2		ro	l1-
VAR	s5	1			sl	l1-
VAR	s6	1	2	2	sl	l1-
VAR	s1	2			sw	l1-
VAR	s2	2	4	4	sw	l1-
VAR	s6	2	2		sw	l1-

	3,0	4,5	5,4
Average n. of pupils in L1 courses		Average n. of pupils in L1 courses once grouped	Average n. of pupils in grouped L1 courses

1623600	Total cost of grouped courses	
2435400	Total cost of reduced courses	
811800	Difference	

123 Number of combined groups

2. ANCIENT GREEK FOR SWALS GREEK PUPILS

School	Class	Current number of pupils	Number of pupils in vertical grouped courses	Language	Course
FRA	s4	1		el	l1-
FRA	s5	1	2	el	l1-
FRA	s6	1	1	el	l1-
VAR	s2	3	3	el	l1-
VAR	s4	1		el	l1-
VAR	s5	3	4	el	l1-



European Schools

Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2011-01-D-33-en-8

Orig.: EN

Proposal to modify the document 2011-01-D-33-en-7: Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools

BOARD OF GOVERNORS

Meeting on 16, 17 and 18 April 2013 – Brussels

Proposal:

These decisions enter into force immediately. They repeal and replace the document 2011-01-D-33-en-7 and all the existing rules and decisions of the Board of Governors concerning:

- a) the organisation of teaching and class/group creation, division or regrouping.
- b) the general regulations for language teaching
- c) the organisation of Other National Language (ONL) (Irish, Maltese, Finnish/Swedish) courses.
- d) the primary cycle's harmonised timetable.
- e) the organisation of SWALS (Students Without Language Section) teaching provision.

1. ORGANISATION OF STUDIES: CLASS SIZES – GROUPING – DIVISION OF CLASSES – REGROUPING DIVIDED CLASSES

The Annual School Plan determines the amount of teaching time allocated to the school, as well as the number of classes and groups to be created.

The Annual School Plan is approved annually by the Administrative Board.

The Administrative Board provides authority for cases where extra provision is proposed but will also legitimise any measures for a departure from the normal rules in order to enable schools to find local solutions and initiatives to reduce costs. The exceptions and derogations to group/class/options creation/division or grouping rules have to be approved by the Administrative Board of the school. The Budgetary Committee will be informed annually about the derogations from these rules.

The Annual School Plan is drawn up in the context of the overall pedagogical framework set by the Board of Governors and shall:

- show the total teaching time required to meet the needs of the school, i.e. a numerical estimate based on the forecast of the number of classes and teaching groups;
- show the cases where a departure from the normal rules was proposed;
- show the reduction in teaching periods;
- show groupings of classes/groups/options;
- show the courses which are organised in Language 2 or in the language of the host country;
- enable each school to put forward specific local projects and initiatives.

1.1. PEDAGOGICAL FRAMEWORK RULES

1.2. Class/group sizes

Classes/groups shall have a maximum of 30¹ pupils

1.3 Class/group creation rules:

a) Nursery

Nursery classes with more than 30 pupils shall be divided.

- If there are more than 15 children in a class, a half-time nursery assistant shall be appointed.
- If there are more than 25 children in a class, a full-time nursery assistant shall be appointed.

b) Primary

Primary classes/groups with more than 30 pupils shall be divided.

¹ The Board of Governors decided to postpone the reduction in the number of pupils per class from 30 to 28 until 2012, the date of availability of Laeken (Brussels IV) and of Bertrange-Mamer (Luxembourg II).

Exceptions:

- For 'European Hours', classes/groups with more than 25 pupils shall be divided.
- In Language 2, classes/groups with more than 25 pupils shall be divided

c) Secondary

Classes/groups with more than 30 pupils shall be divided.

Language 2, 3 and 4 groups with more than 28 pupils shall be divided. Subjects taught in working languages with more than 28 pupils shall be divided.

Exceptions:

- Science classes/groups, including laboratory work, with more than 25 pupils may be divided.
- ICT classes/groups should be organised according to the places available in the ICT classrooms.

1.4 Minimum group/class/option sizes

The minimum group/class/option size is seven pupils. In years 6 and 7 the minimum option size is five pupils.

Exceptions:

It is possible to create groups/classes and options with fewer than seven pupils in some exceptional cases (a, b, c, d, e, f, g):

a) Compulsory courses for existing classes should be created, subject to 1.5

b) Other National Language groups;

Other National Language groups shall be created with fewer than seven pupils in accordance with the ONL rules.

c) Teaching of Ancient Greek for Greek pupils in the secondary school

Greek pupils **taking the Greek L1 course** in secondary years 2 to 5 **of the Greek language section** are entitled to receive complementary tuition in Ancient Greek consisting of two periods per week.

d) Religion (Ref.: 2008-D-356-en-4)

In principle, Religion courses are offered in L1. If the threshold (seven pupils) for creating a group cannot be met, even after combining different groups vertically and horizontally, and the consequence would be that courses in certain Religions cannot be offered, it is within the autonomy of the school to find alternative solutions to facilitate the organisation of these Religion courses.

Examples are (this list is not exhaustive):

- to organise Religion courses in L2, or the language of the host country,
- to reduce the number of Religion lessons in the secondary cycle,
- to create mixed Religion groups (such as Protestant/Catholic), by way of exception.

e) Ethics

In principle, Ethics courses are offered in L1. If the threshold (seven pupils) for creating a group cannot be met, even after combining different groups vertically and horizontally, and the consequence would be that courses cannot be offered, it is within the autonomy of the school to find alternative solutions to facilitate the organisation of these Ethics courses.

Examples are (this list is not exhaustive):

- to organise Ethics courses in L2, or the language of the host country,
- to reduce the number of Ethics lessons in the secondary cycle subject to 1.5.

f) Educational Support courses

g) Groups/classes/options decided by the Administrative Board of the school for a number of duly justified reasons (e.g.: infrastructure constraints, special school projects, other relevant pedagogical reasons, etc.)

1.5. Grouping of groups/classes

a) Nursery

Year 1 and Year 2 shall be grouped up to 30 pupils.

b) Primary

Two consecutive classes, with a total of 25 pupils or fewer, shall be grouped. Three consecutive classes, with a total of 20 pupils or fewer, shall be grouped.

If the minimum number of seven pupils is not reached, pupils from consecutive classes/groups in a language section, or parallel groups/classes in different language sections, should be grouped, where timetable and pedagogical constraints so permit.

c) Secondary

If the minimum number of seven pupils is not reached, pupils from consecutive classes/groups in a language section, or parallel groups/classes in different language sections, should be grouped, where timetable and pedagogical constraints so permit. The school should use all five weekly working days efficiently.

1.6. Regrouping divided classes/groups

A divided group/class shall be regrouped from the beginning of the next school year if the combined number of pupils is below the number which would justify dividing the group/class.

1.7. Reduction in teaching time for small groups/classes/options

If a compulsory course (e.g.: L1, L2, Mathematics, etc.) or an option (e.g.: Economics, Art, etc.) in the secondary cycle is created for fewer than seven pupils (five pupils in years 6 and 7) and no grouping is **possible (see 1.5)**, the periods allocated to the course shall be reduced in accordance with the table below:

Number of periods/week	Number of periods to be organised
6	4
5	4
4	3
3	2
2	2*

*From secondary years 1 to 3, Religion and non-confessional Ethics periods should be reduced from two to one.

The reduction is not applicable to L1 courses in years 6 and 7 of the secondary cycle.

2. GENERAL REGULATIONS FOR LANGUAGE TEACHING IN THE EUROPEAN SCHOOLS

Choice of language section in the nursery, primary and secondary

See General Rules, Article 47.e

2.1. Regulations for language teaching

- a. In the European Schools all pupils have to study at least three compulsory languages. It is possible also to choose a fourth language as an option in secondary year 4 and a fifth language as a complementary course in secondary year 6.

No language may be studied at more than one level simultaneously and different languages may not be studied at the same level simultaneously. Level means L1, L2, L3, L4 and L5.

- b. In the nursery school the regulations are as follows:

L1 is taught from the age of four years and is the language of the section in which the pupil is enrolled. For categories I and II pupils in a school with no section corresponding to their mother tongue, special SWALS rules are applicable. Special arrangements are in place for the teaching of the Other National Language (Irish and Maltese).

- c. For the primary school and in secondary years 1-5 the regulations are as follows:

L1 is taught from primary year 1 and is the language of the section in which the pupil is enrolled. For categories I and II pupils in a school with no section corresponding to their mother tongue, special regulations are applicable.

L2 is taught from primary year 1: it may only be DE or EN or FR and must be different from L1.

From secondary year 3, History and Geography courses must be organised in the L2 (DE, EN or FR) and must not be taught in L1. From year 4, economics, where this is chosen as an option, should normally also be taught in the working language. However, if an insufficient number of pupils have chosen economics, so that a course in this subject cannot be organised in their L2, it may be organised in the language of the host country of the school.

L3 is taught from secondary year 1; it may be any official language of the EU countries not being studied as L1 or L2. L3 in year 1 is a beginners' course.

L4 is taught as an option from secondary year 4; it may be any official language of the EU countries not being studied as L1, L2 or L3. L4 in year 4 is a beginners' course.

Special arrangements are in place for the teaching of Irish, Maltese, Finnish and Swedish as the Other National Language.

d. In secondary years 6-7 the regulations are as follows:

L1 is compulsory up to the Baccalaureate.

L2 is compulsory up to the Baccalaureate. The L2 is normally one of the working languages (DE, EN or FR) but pupils may request a different L2 for secondary years 6 and 7. This may be accepted subject to the rules relating to a change of L2 and to the rules governing the creation of groups.

The new L2 may be any official language of the EU countries not yet being studied as L2. The starting point of this new L2 will be a standard consistent with ten years of continuous and progressive teaching of the language, equivalent to the standards for the rest of the working languages

L3 is a 4-period option course and the teaching takes as its starting point a standard consistent with five years of continuous and progressive teaching of the language.

L4 is a 4-period option course and the teaching takes as its starting point a standard consistent with two years of continuous and progressive teaching of the language.

Special arrangements are in place for the teaching of the Other National Language (Irish, Maltese, Finnish and Swedish). There is a specific ONL syllabus for each of these languages.

L5 is a 2-period complementary course for beginners: pupils who have never embarked upon formal study of the language in question. It is not possible to take a Baccalaureate examination in L5.

It is possible for a pupil to choose as L3 in secondary years 3, 4 or 6 or L4 in secondary year 6 an EU language which has not been studied previously in a European School, provided that the pupil has passed an attainment test (written and oral) at the required level, administered under the responsibility of the teacher concerned.

2.2 Change of languages

a. Normally no changes are envisaged in language choices, except on entry to year 6, when the following changes are possible:

- change of L2
- for a given language, change from a lower to a higher level (e.g. change from L4 to L3)
- for a given language, change from a higher to a lower level (e.g. from L2 to L3) in justified cases.

- b. Should a change of language at any age or level be requested, the decision lies with the Director, subject to the following conditions:
- The existence of a reasoned written request from the parents, guardians or from the pupil himself/herself if over the age of 18.
 - Deliberation and judgement by the Class Council on the request.
 - Clear evidence established by the School of the pupil's ability to follow the course requested. In the case of a change of L2, careful consideration must be given to the role of L2 as a medium for teaching other subjects. When a change of L2 is approved before year 6, the new L2 becomes the medium for the teaching of history, geography and economics. When a change of L2 is approved on entry to year 6, the old L2 remains the medium of teaching for history, geography and economics.
 - The absence of significant administrative obstacles to the change requested.
 - The applicant will be notified of the decision and the reasons for it.

2.3. Teaching of Ancient Greek for Greek pupils in the secondary school

Greek pupils taking the Greek L1 course ~~in the Greek language section~~ may, from secondary years 2 to 5, receive complementary tuition in Ancient Greek consisting of two periods per week. These groups may be created with fewer than seven pupils. Greek pupils who choose the Ancient Greek option cannot take advantage of this complementary tuition.

2.4. Other National Language

The **Other National Language (ONL)** – Irish, Maltese², Finnish/Swedish – must be taught to category I and II pupils from the nursery (Finnish/Swedish from primary year 3) up to secondary year 7. For those pupils who request these courses, Finnish is taught to category I and II Finnish pupils in the Swedish section and Swedish is taught to Finnish-speakers in the Finnish section in those schools which have Finnish/Swedish sections.

The Other National Language Irish/Maltese is available for Irish/Maltese nationals enrolled in the English speaking section only.

There should be a specific syllabus for the ONL.

Other National Language groups shall be created with fewer than seven pupils.

In the nursery, the ONL is taught 3 x 30 minutes per week.

In primary years 1-2, the ONL is taught 3 x 30 minutes per week.

In primary years 3-5, the ONL is taught 2 x 45 minutes per week.

In secondary years 1-3, the ONL is taught 2 x 45 minutes per week.

Starting from secondary year 4 and up to secondary year 5, the ONL is a 4-period option. Pupils choosing the ONL cannot choose L4.

For secondary years 6 and 7, the ONL is a 4-period option. Pupils choosing the ONL cannot choose L4.

² The Maltese pupils in Brussels are at the Brussels I School and the Maltese pupils in Luxembourg are at the Luxembourg II School.

This decision will change the primary school harmonised timetable as follows:

Primary school harmonised timetable

Subject	Years 1 and 2	Years 3, 4, 5
Mother tongue (SWALS L1)	8 hours (2 hours 30)	6 hours 45 (3 hours 45)
Mathematics	4 hours	5 hours 15
Language 2	2 hours 30	3 hours 45
Music Art Physical Education	5 hours	3 hours
Discovery of the World	1 hour 30	3 hours
European Hours		1 hour 30
Religion/Ethics	1 hour	1 hour 30
Recreation	3 hours 30	2 hours 30
Total	25 hours 30	27 hours 15
ONL - Irish/Maltese*	1hour 30	1 hour 30
ONL - Finnish/ Swedish*		1 hour 30
*ONL is taught during the school year day		

2.5. Use of languages

- a. In primary years 3-5, the subject 'European Hours' is taught to mixed language groups, generally in the pupil's L2 or in the language of the host country.
- b. Complementary activities (secondary years 2-3) are taught in one of the three working languages or in the language of the host country.
- c. In secondary years 1-5, art, music, ICT and physical education are taught to mixed language groups in one of the three working languages (DE, EN, FR) or in the language of the host country.
In secondary years 6-7, art, music (basic and option courses) and physical education are taught to mixed language groups in one of the three working languages (DE, EN, FR) or in the language of the host country.
- d. In secondary year 3, human sciences courses and from secondary year 4, history, geography and economics courses are organised in DE, EN and FR. Human sciences courses in secondary year 3 and history and geography must be followed in the pupil's working (DE, EN, FR) language.
- e. In secondary years 6-7, if the 4-period option course in history and geography cannot be organised in the pupil's working language (DE, EN, FR), the pupil may follow it in another working language provided that this is not the pupil's L1, with the Director's permission.
- f. With the approval of the Administrative Board, the school may organise the teaching of certain subjects (e.g. ICT, Ethics, Religion etc.) in the L2 or the language of the host country.

3. SWALS – MOTHER TONGUE PROVISION FOR PUPILS FOR WHOM THERE IS NO LANGUAGE SECTION OF THEIR OWN IN THEIR SCHOOL

SWALS are those categories I and II pupils whose mother tongue/dominant language is an official language of an EU Member State (with the exception of Irish and Maltese) but for whom no language section in their mother tongue/dominant language (L1) exists in their school.

If one of the language sections of the European Schools corresponding to a category I or II pupil's mother tongue/dominant language is not open in the school, this pupil is entitled to tuition in his/her L1, working on the assumption that the School has at its disposal a duly qualified teacher, or can recruit one.

SWALS are normally enrolled in one of the working language (DE, EN, FR) sections. The language of the section is the pupil's L2. SWALS can also be enrolled in the language section of the host country on condition that no additional costs are created. Their L2 should be English, French or German.

At the European School, Munich, there are children whose mother tongue/dominant language is not an official language of an EU Member State but who are considered to have the same rights as SWALS.

In the nursery and primary cycles, L1 courses for SWALS shall be allocated a minimum of five periods per week.

In the secondary cycle, L1 courses for SWALS are organised according to the same rules as any other L1.

At all levels, consecutive year groups may be combined in order to avoid reductions in teaching time.

SWALS are entitled to receive support when lack of knowledge of the language of the section in which they are enrolled is a barrier to communication, integration and learning. This support focuses on the acquisition of this language and thus facilitates these pupils' access to the curriculum and will be organized according to the Provision for Support document.

From 1 September 2011, Category III pupils shall learn as L1 the language of the section in which they are enrolled. Category III pupils who were enrolled before 1 September 2011 and who learnt as L1 a language different from that of the section can continue with the same L1 up to the end of their schooling in order to ensure pedagogical continuity.



European Schools

Office of the Secretary-General

Pedagogical Development Unit

Ref.: ANNEX II TO DOCUMENT 2011-01-D-33-en-8

Orig.: EN

Learning Support, SWALS support and *Rattrapage* (Catching-up support)

BOARD OF GOVERNORS

Meeting on 16, 17 and 18 April 2013 – Brussels

Proposal: Entry into force in September 2013 accordingly of the Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-7, approved by the Board of Governors in December 2012

The Board of Governors approved the following distribution of resources for the organisation of Learning Support, SWALS support and *Rattrapage* (Catching-up support).

a) Nursery/Primary Learning Support and SWALS support

The Nursery and Primary school support is calculated on following basis:

Nursery and Primary Learning Support and *Rattrapage* (Catching-up support) = (normally 150 euro/pupil)

Primary SWALS support = 550 euro/SWALS pupil

b) Secondary Learning Support, *Rattrapage* (Catching-up support) and SWALS support 2012

The secondary school support is calculated on the following basis:

Secondary Learning Support and *Rattrapage* (Catching-up support) = 175 euro/pupil

Secondary SWALS support = 550 euro/SWALS pupil.