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Statistical Report on Educational Support and on the integration of pupils with Special Educational Needs into the European Schools in the year 2017-2018

Board of Governors

Meeting on 9 to 12 April 2019 - Athens

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INTRODUCTION

Implementation of the Educational Support Policy is reported on annually. The reporting period in this report is the 2017-2018 school year.

The content of the report has essentially remained the same during the reporting years 2014-2018. The development of the main topics has been followed and the structure and format of tables and charts has remained the same. In order to give a more complete picture of the Educational Support provided in European Schools (ES), some questions in the survey have been amended slightly and some additional data have been requested, whilst maintaining the comparability of the reports for the different years.

The data were collected via a survey using an electronic questionnaire, which was sent to the schools on 16 October 2018. The data on the budget used were received from the Financial Unit of the OGSSES.

The schools' data were acquired on 31 August 2018, the last day of the 2017-2018 school year. Data gathered by the schools were compiled by the OSGES and analysed by the Educational Support Inspectors. The analysis and the draft report were discussed by the Educational Support Policy Group at its meeting in January 2019.

This report on Educational Support 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, the 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 mostly presented.

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. In this year's survey, schools could give some additional qualitative information about their statistics. The qualitative information may provide an additional insight into some results.

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

1. OVERVIEW OF THE EDUCATIONAL SUPPORT PROVIDED IN THE EUROPEAN SCHOOLS

1.1. Numbers and percentages of pupils receiving different forms of Educational Support

The total number of pupils in the European Schools on 31 August 2018 was 26 969. This number of pupils is used when the total number of pupils in the ES is reported. If a pupil receives several forms of Educational Support, he or she will be counted as one in each form of Educational Support he or she has received.

The most common form of Educational Support is **General Support (GS)**, which is provided in all the schools and all the cycles. The percentage of pupils receiving General Support has been quite stable over the three-year observation period 2015-2018.

- ✓ At the ES, Alicante, Frankfurt, Karlsruhe, Mol, Munich and Varese, more than 20% of the pupils received General Support.
- ✓ At Frankfurt and Karlsruhe, the percentage of pupils receiving GS increased significantly.
- ✓ On the other hand, the percentage of pupils receiving GS decreased significantly at Mol. GS is less widely used at Brussels III and Luxembourg II.
- ✓ The percentage of pupils receiving GS and Moderate Support (MS) at Mol is almost equal.

The second most common form of support is **Moderate Support (MS)**. The percentage of pupils receiving this form of support has increased year on year and continues to do so.

- ✓ MS is mostly used at Mol, where the percentage of pupils receiving MS is equal to the percentage of GS.
- ✓ The other school offering a great deal of MS is Luxembourg I.

Intensive Support B (ISB) is a form of intensive support used to support a pupil without special educational needs but who is not able to access the standard curriculum.

- ✓ ISB is not used in all schools and the percentage of pupils receiving it has been decreasing year on year.
- ✓ The percentage of pupils receiving ISB this year is very low, and it is not used in all schools (not at all at Bergen and Luxembourg I).
- ✓ ISB is used mostly at Brussels III, where 3.2% of the pupil population received it.

Intensive Support A (ISA) is used in all the schools and the percentage of pupils receiving ISA has increased, now amounting to 4.24% of the ES population.

- ✓ The percentage of pupils receiving ISA is clearly above the average percentage at Brussels II and at Luxembourg II.
- ✓ The percentage of pupils receiving ISA is relatively low at Alicante, Bergen and Brussels IV.
- ✓ Brussels IV was the only school where the number of pupils receiving ISA decreased in relative and absolute numbers.

Table 1: Percentage of pupils* enrolled on an Educational Support Course (% of pupil with Educational Support in relation to the total number of pupils in the schools in the years 2015-2016, 2016-2017 and 2017-2018)

| | <i>General</i> | | | <i>Moderate</i> | | | <i>Intensive B</i> | | | <i>Intensive A</i> | | |
|------------|----------------|---------------|----------------|-----------------|---------------|----------------|--------------------|--------------|---------------|--------------------|--------------|---------------|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Ali | 25.76% | 21.00% | 20.48%↓ | 11.16% | 5.00% | 4.62%↓ | 0.00% | 1.00% | 1.83%↑ | 1.42% | 1.48% | 1.73%↑ |
| Ber | 9.17% | 24.00% | 13.08%↓ | 8.09% | 0.00% | 2.21%↑ | 0.18% | 0.00% | 0.00%→ | 1.26% | 1.86% | 2.21%↑ |
| B I | 17.69% | 12.00% | 11.12%↓ | 3.29% | 3.00% | 4.26%↑ | 0.50% | 0.00% | 0.48%↑ | 3.14% | 3.82% | 3.99%↑ |
| B II | 15.17% | 17.00% | 13.52%↓ | 15.03% | 12.00% | 7.18%↓ | 0.00% | 0.00% | 0.23%↑ | 6.37% | 5.52% | 6.76%↑ |
| B III | 10.10% | 13.00% | 9.55%↓ | 9.47% | 9.00% | 12.16%↑ | 3.23% | 2.00% | 3.20%↑ | 4.47% | 4.89% | 5.15%↑ |
| B IV | 27.91% | 22.00% | 18.92%↓ | 7.05% | 8.00% | 9.75%↑ | 1.16% | 2.00% | 0.72%↑ | 2.44% | 2.63% | 2.02%↓ |
| Frñ | 16.45% | 12.00% | 23.44%↑ | 19.48% | 16.00% | 17.31%↑ | 0.83% | 1.00% | 1.97%↑ | 1.86% | 2.18% | 2.90%↑ |
| Kar | 27.91% | 26.00% | 36.21%↑ | 26.68% | 8.00% | 9.82%↑ | 1.22% | 1.00% | 0.83%↓ | 5.26% | 4.59% | 4.85%↑ |
| Lux I | 10.80% | 13.00% | 19.11%↑ | 2.77% | 23.00% | 27.08%↑ | 9.10% | 4.00% | 0.00%↓ | 4.15% | 3.70% | 4.46%↓ |
| Lux II | 28.40% | 19.00% | 11.91%↓ | 7.53% | 12.00% | 9.19%↓ | 0.00% | 0.00% | 0.31%↑ | 4.50% | 5.65% | 6.17%↑ |
| Mol | 29.00% | 42.00% | 28.28%↓ | 23.39% | 33.00% | 28.95%↓ | 0.00% | 1.00% | 0.94%↓ | 1.09% | 1.32% | 2.82%↑ |
| Mun | 21.73% | 22.00% | 20.94%↓ | 4.72% | 4.00% | 3.63%↓ | 1.32% | 2.00% | 1.05%↓ | 4.32% | 3.68% | 3.45%↓ |
| Var | 14.23% | 25.00% | 25.77%↑ | 7.45% | 2.00% | 2.63%↑ | 0.44% | 0.00% | 0.45%↑ | 3.36% | 3.13% | 3.31%↑ |
| TOT | 18.54% | 18.00% | 17.00%↓ | 9.10% | 10.00% | 10.81%↑ | 1.90% | 1.00% | 0.90%↓ | 3.80% | 3.86% | 4.24%↑ |

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

The proportion of SWALS and NON-SWALS receiving ISB differs from year to year.

Table 2: Percentage of SWALS receiving Intensive Support B since the year 2014

| <i>School Year</i> | <i>ISB</i> | | |
|--------------------|--------------|------------------|--------------|
| | <i>SWALS</i> | <i>NON-SWALS</i> | <i>TOTAL</i> |
| 2014-2015 | 44% | 56% | 100% |
| 2015-2016 | 27% | 73% | 100% |
| 2016-2017 | 55% | 45% | 100% |
| 2017-2018 | 36% | 64% | 100% |

Since the year 2013, the number of pupils receiving ISA has increased from 792 to 1 143 pupils, which amounts to 4.24% of the ES' total pupil population and represents an increase of 44% in five years. Since 2015, when the number of pupils receiving ISA was 860, the increase is 33%.

Table 3: Absolute number of pupils receiving Intensive Support A in the European Schools and their percentage in relation to the total pupil population of the European Schools

| <i>November 2013</i> | <i>November 2014</i> | <i>August 2015</i> | <i>August 2016</i> | <i>August 2017</i> | <i>August 2018</i> |
|----------------------|----------------------|--------------------|--------------------|--------------------|--------------------|
| 3.23% | 3.38% | 3.46% | 3.80% | 3.86% | 4.24% |
| N=792 | N=841 | N=860 | N=971 | N=1 017 | N=1 143 |

1.2. Distribution of different forms of support by school and by cycle

In many schools, the **number of pupils** receiving Educational Support is balanced **between the cycles**.

- ✓ At Frankfurt, 75% of all support is provided in the Nursery and Primary cycle. This difference between the cycles was detected in the three previous school years.
- ✓ At Brussels IV, 67% of all support is provided in Nursery and Primary cycle.
- ✓ At Luxembourg I, Luxembourg II and Bergen, in previous years, more than 60% of pupils receiving Educational Support were in the Secondary. The situation has now changed and the proportion of support provision in Nursery, Primary and Secondary cycles has become more balanced.
- ✓ At Karlsruhe, the situation is different and more than 66% of support is provided in the Secondary cycle.

The distribution of **different forms** of Educational Support differs between the cycles within the same school. Comparison of the data from the 2016-2017 school year in the previous Statistical Report with the data gathered in the year 2017-2018 shows certain developments in some schools.

- ✓ Internal change has occurred in the Secondary at Brussels III, where more MS is now provided.
- ✓ At Luxembourg I, during the two-year period, the proportion of ISB has fallen from 9.1% to 0.0% in both cycles.
- ✓ At Brussels IV, the use of ISB in N/P cycle has gone down to 0.0%.
- ✓ An internal difference in the provision of different forms of support is found at Frankfurt and Luxembourg II. In these two school MS prevails significantly in the N/P cycle and GS in the Secondary cycle.

Chart 1A: Proportion of pupils receiving different forms of support by school and by cycle (total by school = 100%)

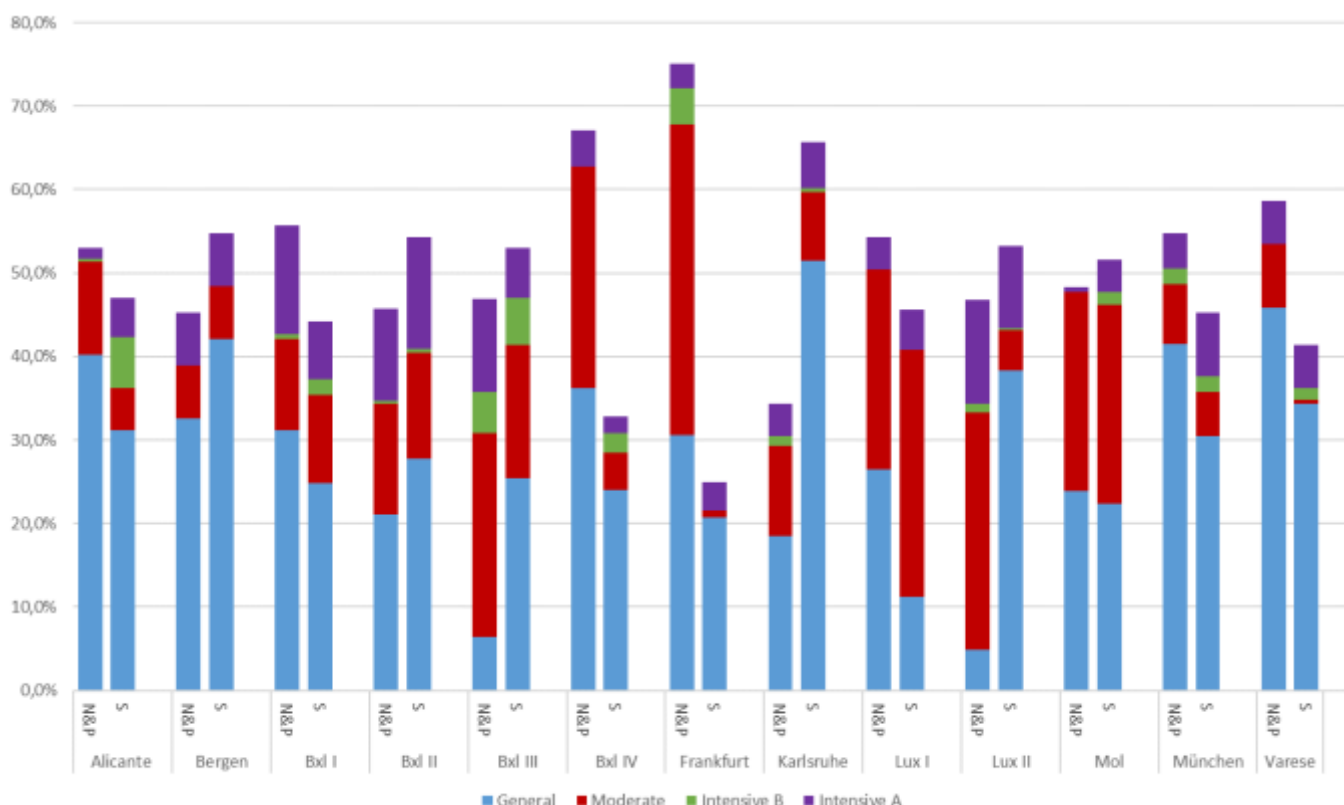
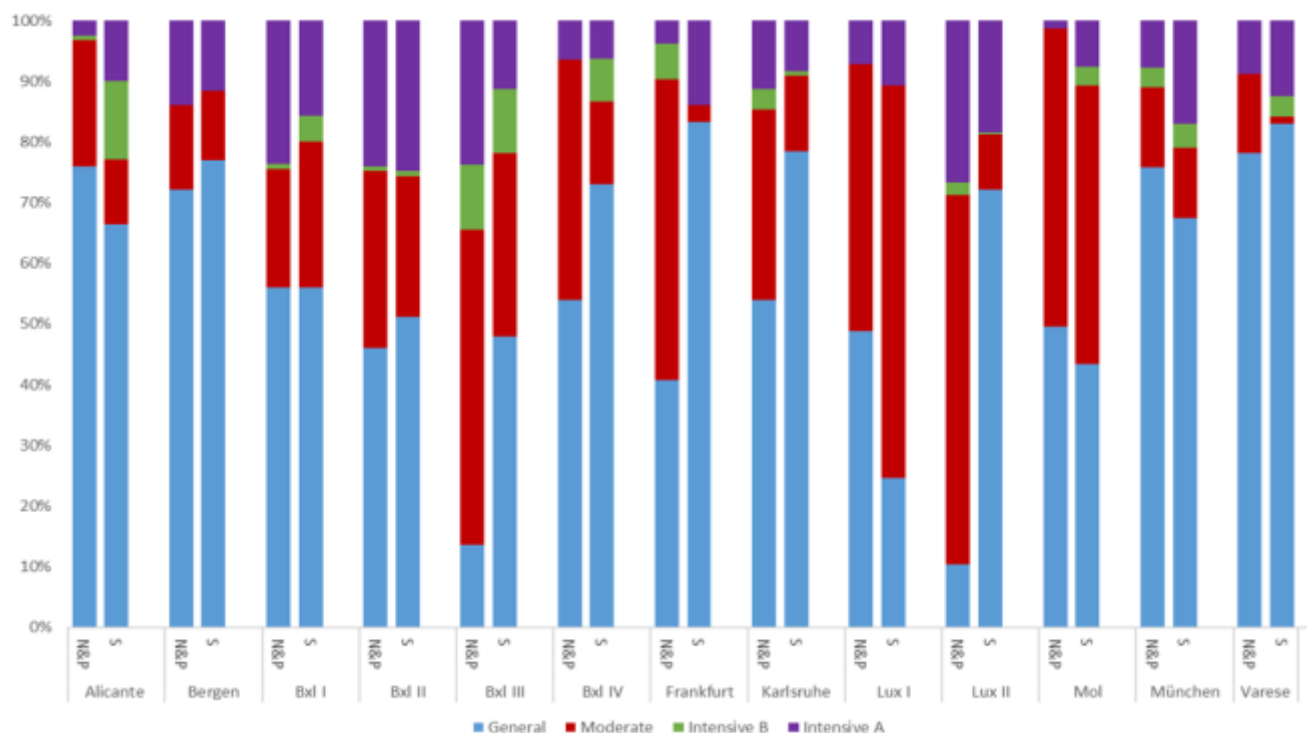


Chart 1B: Proportion of pupils receiving different forms of support by school and by cycle (total by cycle = 100%)



1.3. Distribution of different forms of support by language section

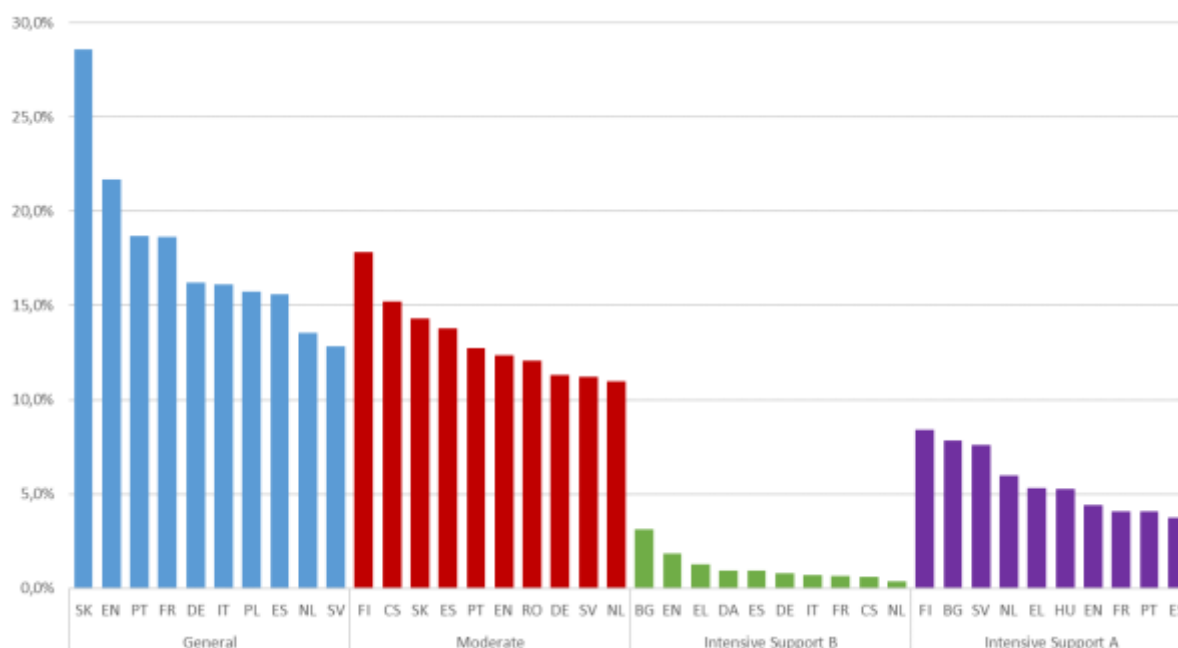
In general, most of the General, Moderate and ISB Support is provided in the English, French and German sections in all cycles. Those sections account for approximately 68% of these forms of support in the whole ES system. The percentage of pupils in those sections in relation to the total number of pupils in the ES system is 64%. The French section has the largest proportion of pupils receiving GS (30.2% of all pupils receiving GS).

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

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

- ✓ General Support is most frequent (more than 20% of pupils receiving support) in the Slovak and English language sections, but it should be pointed out that the Slovak language section only had seven pupils, so statistically this figure is not significant.
- ✓ The Portuguese and French language sections have exactly the same percentage of pupils receiving this form of support (19%).
- ✓ In four other language sections (German, Italian, Polish and Spanish), the percentage is more than 15%.
- ✓ Moderate Support is most frequently used in the Finnish and Czech sections, which differs from the previous school year, when the highest percentage was in the Dutch and Swedish sections.
- ✓ ISB remains most frequently used in the Bulgarian section, which has a very small number of pupils, so the percentage is not statistically significant.
- ✓ The Finnish, Bulgarian, Swedish and Dutch sections have the largest proportion of ISA agreements. The Finnish and Swedish sections had the highest proportion of this form of support in the last school year also.

Chart 2: Proportion of pupils receiving support within the language sections (top 10 for each form of support)



1.4. Distribution of General, Moderate and ISB Support by subjects

The data gathered from the schools show that these three forms of support are mainly provided in languages (L1 and L2) and in mathematics in all cycles. If a pupil receives several forms of Educational Support in more subjects, he or she will be counted as one in each subject in which he or she has received support.

In the nursery

- ✓ In total, 358 children receive General Support, 38% of them receiving it in L1, 9% in ONL (Other National Language) and 10% in pre-mathematical skills.
- ✓ Moderate Support is provided to 322 children, 48% of them receiving it in L1 and 10% in pre-mathematical skills. Moderate Support to develop Learning to Learn competence is provided to 13% of these pupils.

Nursery children also receive support in social, personal or physical development or in other, non-specified areas.

In the primary

- ✓ The total number of the pupils receiving General Support is 2 327. Support in L1 accounts for 39% of these pupils, support in mathematics for 32% and support in L2 for 13% of the pupils receiving this form of support.
- ✓ Moderate Support is provided in total for 1 839 pupils, 41% of them receiving it in L1, 30% in Mathematics and 14% in L2.

In the secondary

- ✓ General Support is provided to 2 691 pupils, 27% of them receiving it in Mathematics, 26% in L2 and 12% in L1.
- ✓ Moderate Support, which is provided to 1 218 secondary pupils in total, is received in Mathematics, which is even more significant, by 649 pupils, meaning that 53% of pupils receive this form of support. L1 and L2 support is provided to 13% of pupils.

ISB is provided in languages in all cycles with the exception of the nursery, where a few pupils receive this support in some other, non-specified areas.

If the amount of time allocated to these three forms of support is taken into account,

- ✓ in the nursery, 56% of the total amount of time (3 280 hours per year) is accounted for by L1 and Other National Language (ONL).
- ✓ in the primary, Educational Support in languages accounts for 52% of the total amount of support time (32 661 hours per year),
- ✓ in the secondary, Educational Support in languages accounts for 58% of the total amount of support time (39 763 hours per year).

Educational Support in mathematics accounts for 8% of the allocated time in the nursery, 23% in the primary and 26% of teaching time in the secondary.

2. INTENSIVE SUPPORT A

2.1. Pattern of development of the number of pupils receiving ISA

The percentage of pupils receiving ISA is 4.24% of all pupils in the ES. The number of pupils with ISA rose by 12.4% within one year. The percentage of pupils receiving ISA is slightly higher in the Nursery/Primary cycles (51.6%) than in the Secondary cycle (48.4%).

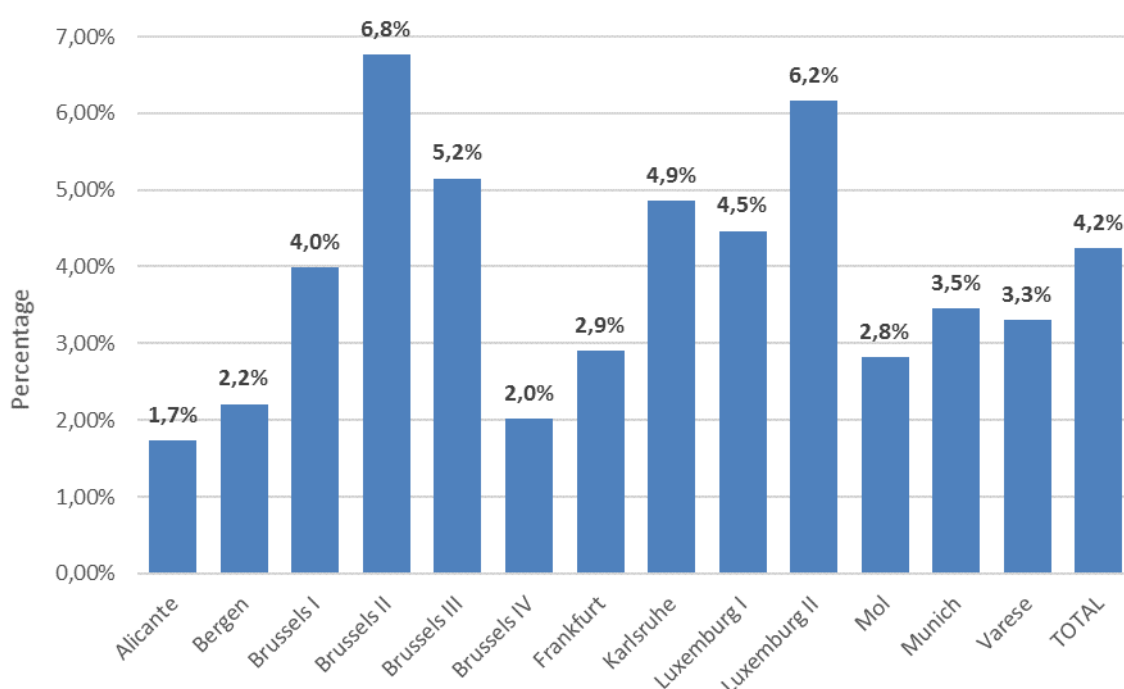
Table 4: Number and percentages of pupils receiving ISA – Development from the year 2015 to August 2018

| School | ISA pupils Nursery& Primary | | | | ISA pupils Secondary | | | | Total number of pupils | | | | % ISA pupils | | | |
|---------|-----------------------------|-------|-------|-------|----------------------|-------|-------|-------|------------------------|--------|--------|--------|--------------|-------|-------|-------|
| | 08/15 | 08/16 | 08/17 | 08/18 | 08/15 | 08/16 | 08/17 | 08/18 | 08/15 | 08/16 | 08/17 | 08/18 | 08/15 | 08/16 | 08/17 | 08/18 |
| Ali | 5 | 6 | 5 | 4 | 17 | 8 | 10 | 14 | 1 007 | 986 | 1 011 | 1 040 | 2.18% | 1.42% | 1.48% | 1.73% |
| Ber | 4 | 5 | 6 | 6 | 2 | 2 | 4 | 6 | 552 | 556 | 537 | 543 | 1.09% | 1.26% | 1.86% | 2.21% |
| Bru I | 55 | 68 | 83 | 98 | 48 | 38 | 51 | 52 | 3 278 | 3 375 | 3 509 | 3 759 | 3.14% | 3.14% | 3.82% | 3.99% |
| Bru II | 89 | 94 | 85 | 94 | 58 | 97 | 83 | 115 | 2 958 | 3 000 | 3 045 | 3 092 | 4.97% | 6.37% | 5.52% | 6.76% |
| Bru III | 83 | 87 | 93 | 103 | 46 | 47 | 55 | 55 | 2 906 | 3 000 | 3 027 | 3 067 | 4.44% | 4.47% | 4.89% | 5.15% |
| Bru IV | 30 | 51 | 58 | 38 | 11 | 10 | 13 | 18 | 2 263 | 2 497 | 2 697 | 2 769 | 1.81% | 2.44% | 2.63% | 2.02% |
| Fkf | 11 | 13 | 16 | 20 | 12 | 14 | 16 | 24 | 1 424 | 1 453 | 1 468 | 1 519 | 1.62% | 1.86% | 2.18% | 2.90% |
| Kar | 17 | 17 | 13 | 17 | 18 | 26 | 25 | 24 | 863 | 817 | 828 | 845 | 4.06% | 5.26% | 4.59% | 4.85% |
| Lux I | 59 | 69 | 60 | 67 | 58 | 60 | 61 | 83 | 2 972 | 3 110 | 3 267 | 3 360 | 3.94% | 4.15% | 3.70% | 4.46% |
| Lux II | 39 | 46 | 74 | 90 | 55 | 61 | 70 | 71 | 2 243 | 2 377 | 2 548 | 2 611 | 4.19% | 4.50% | 5.65% | 6.17% |
| Mol | 1 | 1 | 2 | 3 | 2 | 7 | 8 | 18 | 723 | 731 | 758 | 746 | 0.41% | 1.09% | 1.32% | 2.82% |
| Mun | 32 | 36 | 31 | 28 | 61 | 62 | 54 | 51 | 2 237 | 2 269 | 2 310 | 2 287 | 4.16% | 4.32% | 3.68% | 3.45% |
| Var | 20 | 20 | 20 | 22 | 27 | 26 | 21 | 22 | 1 422 | 1 370 | 1 311 | 1 331 | 3.31% | 3.36% | 3.13% | 3.31% |
| TOT | 445 | 513 | 546 | 590 | 415 | 458 | 471 | 553 | 24 848 | 25 541 | 26 316 | 26 969 | 3.46% | 3.80% | 3.86% | 4.24% |

2.2. Pupils receiving ISA by school and by cycle

- ✓ The ES, Brussels II has the **highest percentage** (6.8%) of pupils receiving ISA, followed by the ES, Luxembourg II (6.2%).
- ✓ There are two other schools where the percentage of pupils receiving ISA is close to 5%. Those schools are Brussels III and Karlsruhe.
- ✓ The lowest percentage is to be found at Alicante (1.7%) and at Brussels IV (2.0%).
- ✓ The **largest increase** in the number of ISA pupils in relation to the pupil population was at Brussels II.
- ✓ The percentage of ISA pupils increased in all other schools except Brussels IV and Munich, where a small decrease can be seen.

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 50 (4.4%), in the Primary cycle 540 (47.2%) and in the Secondary cycle 553 (48.4%).

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

- ✓ In four schools, there are more ISA agreements in the Nursery/Primary (Brussels I, III, IV and Luxembourg II).
- ✓ The situation is the reverse at Alicante, Brussels II, Luxembourg I, Mol and Munich.
- ✓ At Bergen, Frankfurt, Karlsruhe and Varese, the breakdown of ISA agreements between the cycles is more balanced.

The breakdown of ISA agreements between cycles is similar to what it was a year ago, except at Luxembourg II, where the Nursery/Primary now has more agreements than the Secondary.

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

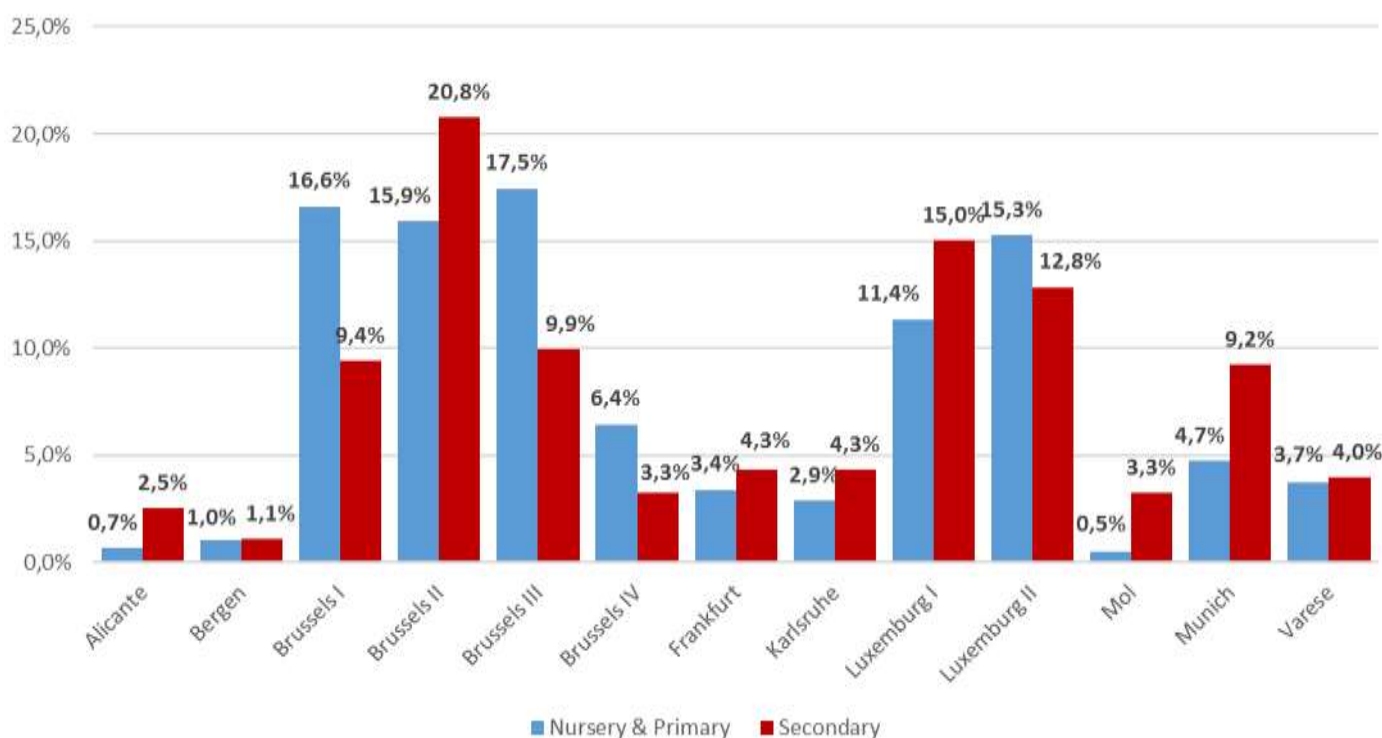
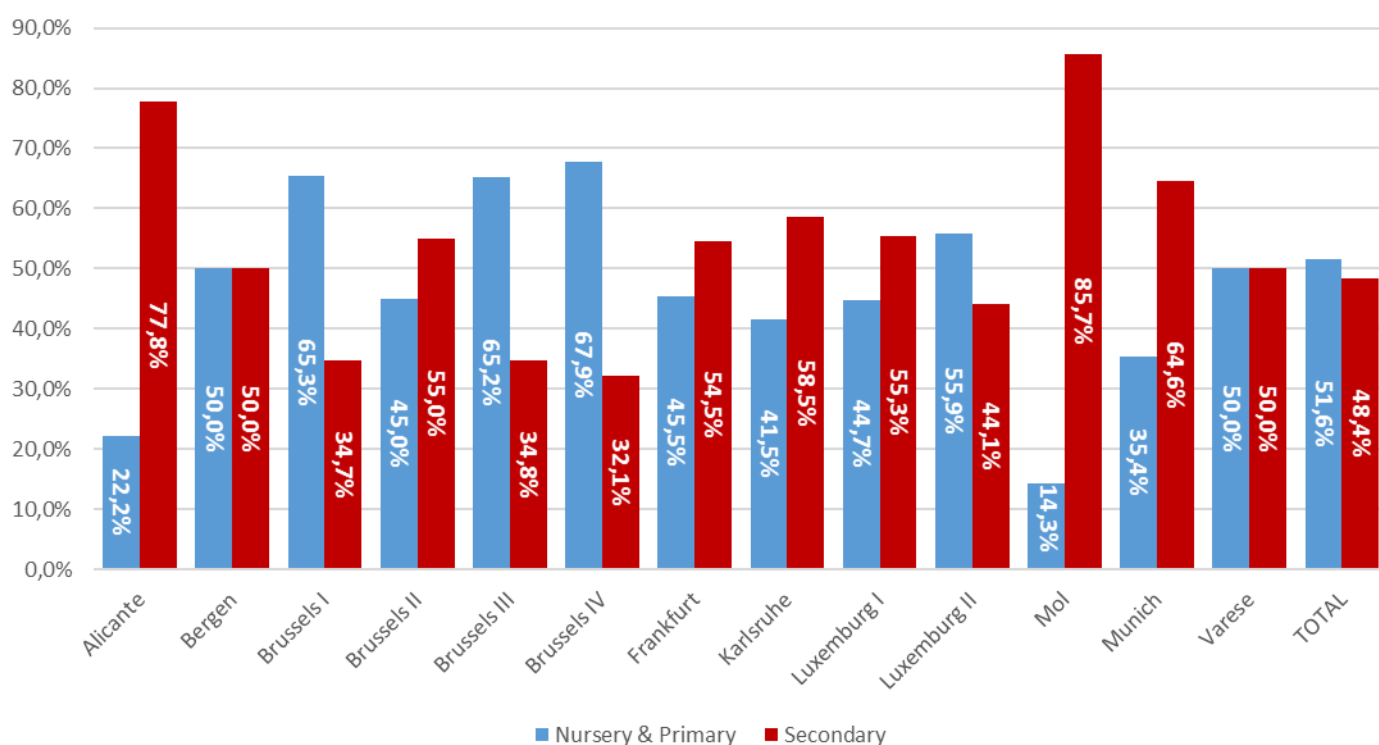


Chart 5: Proportion of pupils in N/P and S cycles receiving ISA within each school (% of all pupils with ISA)



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

When different language sections are compared, the Finnish, Bulgarian, Swedish, Greek, Hungarian and Dutch language sections have significantly more ISA agreements than average (more than 4.24%).

The Romanian, Danish, Czech and Lithuanian language sections have significantly fewer ISA agreements than average.

Any comparison between the sections should be made taking into account the fact that in very small sections, any change to intensive support involving a single pupil has a greater impact on this percentage.

Table 5: Pupils (%) receiving Intensive Support A by language section in relation to the total percentage of pupils in the section – Development August 2015 – August 2018

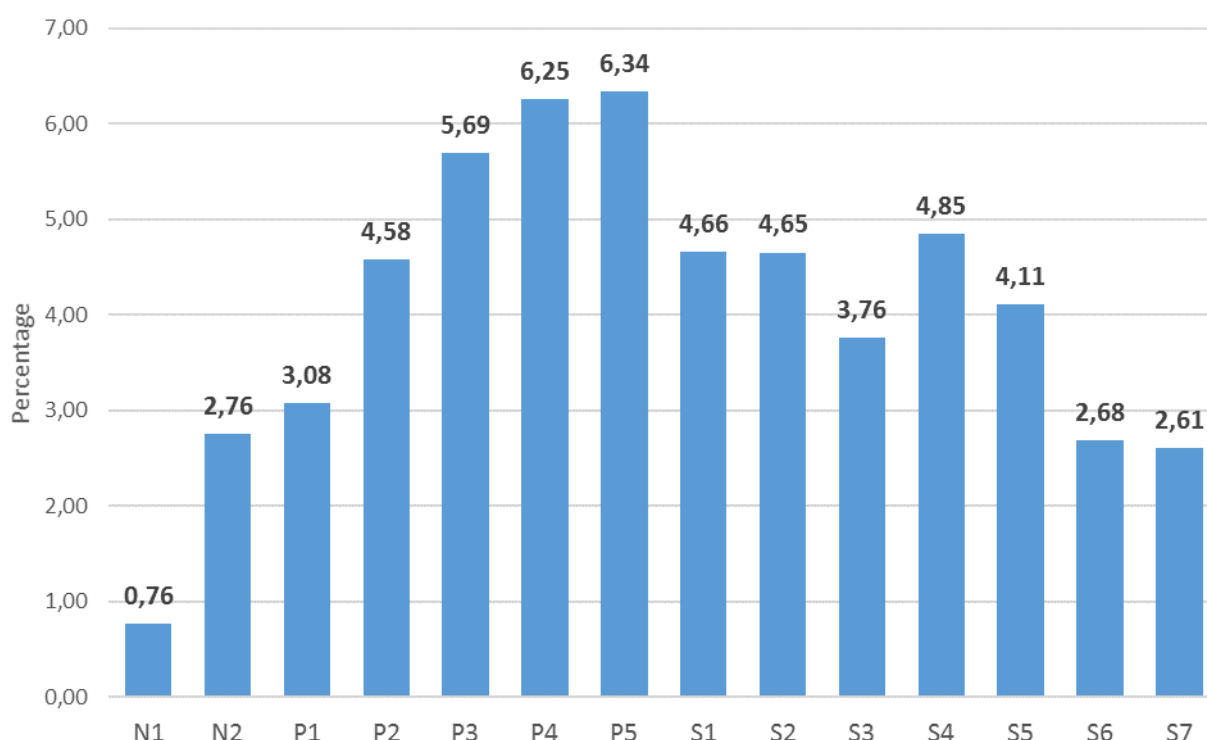
| <i>Language Section</i> | <i>14-15</i> | <i>15-16</i> | <i>16-17</i> | <i>17-18</i> | <i>School population 17-18</i> |
|-------------------------|--------------|--------------|--------------|--------------|--------------------------------|
| BG | 0.00 | 2.94 | 8.16 | 7.81 | 0.24 |
| CS | 3.02 | 4.43 | 4.22 | 3.22 | 1.27 |
| DA | 2.71 | 2.84 | 2.43 | 2.35 | 1.58 |
| DE | 3.34 | 3.67 | 3.32 | 3.37 | 16.07 |
| EL | 3.51 | 3.09 | 3.88 | 5.29 | 3.15 |
| EN | 3.67 | 4.06 | 3.73 | 4.41 | 20.12 |
| ES | 2.84 | 3.17 | 3.44 | 3.74 | 6.05 |
| ET | | | 0.00 | 0.00 | 0.03 |
| FI | 9.50 | 9.00 | 9.57 | 8.42 | 1.85 |
| FR | 3.03 | 3.58 | 3.81 | 4.09 | 27.49 |
| HU | 4.56 | 4.00 | 7.51 | 5.25 | 1.20 |
| IT | 3.19 | 2.91 | 3.28 | 3.63 | 7.65 |
| LT | 0.89 | 1.60 | 4.55 | 3.25 | 0.57 |
| LV | | | | 0.00 | 0.02 |
| NL | 3.97 | 5.05 | 3.95 | 5.97 | 5.96 |
| PL | 1.78 | 3.49 | 3.17 | 3.65 | 2.24 |
| PT | 3.20 | 2.43 | 2.72 | 4.07 | 2.01 |
| RO | 2.22 | 2.56 | 4.12 | 1.72 | 0.43 |
| SK | | | 0.00 | 0.00 | 0.03 |
| SV | 5.00 | 5.34 | 8.30 | 7.58 | 2.05 |
| TOTAL | 3.44 | 3.80 | 3.86 | 4.24 | 100.00 |

2.4. Percentages of pupils receiving ISA by year group

The percentage of pupils receiving ISA is lowest in the Nursery classes and rises in the Primary years, going down again at the end of the Secondary years. This year the highest percentage was to be found in P5, with 6.3%.

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). In all the reports that can be compared the percentage of ISA agreements in P5 is markedly higher than in S1 in the following year.

Chart 6: Percentage of pupils receiving ISA by year group (% of the total pupil population in the year group)



2.5. 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 diagnosis for seeking Educational Support.

- ✓ The most common **diagnosis group** is psychomotor impairments, which include diagnoses such as dyslexia, dyscalculia, dysorthography, dyspraxia and their combinations. This school year it rose from 43% to 49%.
- ✓ The next most common diagnosis is the developmental, attention and behavioural deficits group, which in 23% of cases are the diagnosis for ISA.
- ✓ From year to year, **the most frequent diagnosis** for receiving an ISA agreement in all the cycles is dyslexia, the percentage being 25%. This is 5% more than in the previous year. There is an increase in dyslexia in both cycles but significantly more in N/P.
- ✓ The other frequent diagnoses, ADHD (9%) and ADD (8%), have remained the same over the years in both the N/P and S cycles.
- ✓ Combinations of different psychomotor disorders is a reason for ISA in 11% of the agreements.

High potential as a reason for an ISA agreement involves 47 pupils (3%), which is a slightly higher figure than in the previous school year.

The current classification of diagnoses has been in use for several years and does not correspond to up-to-date terminology.

Chart 7: Diagnosis groups (%)

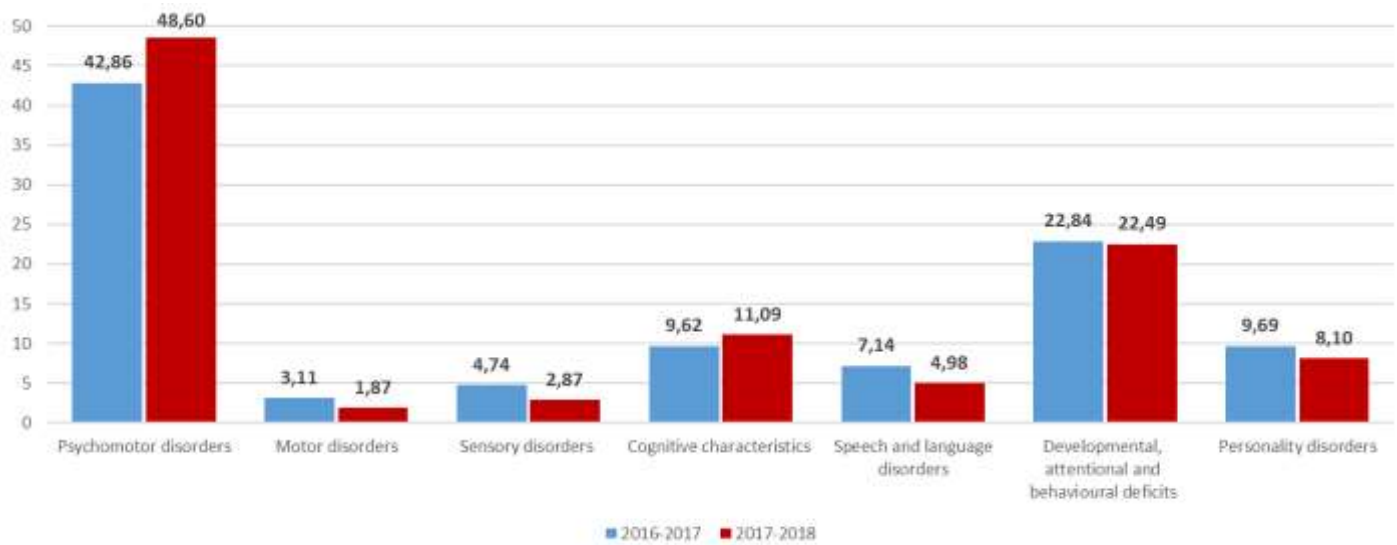
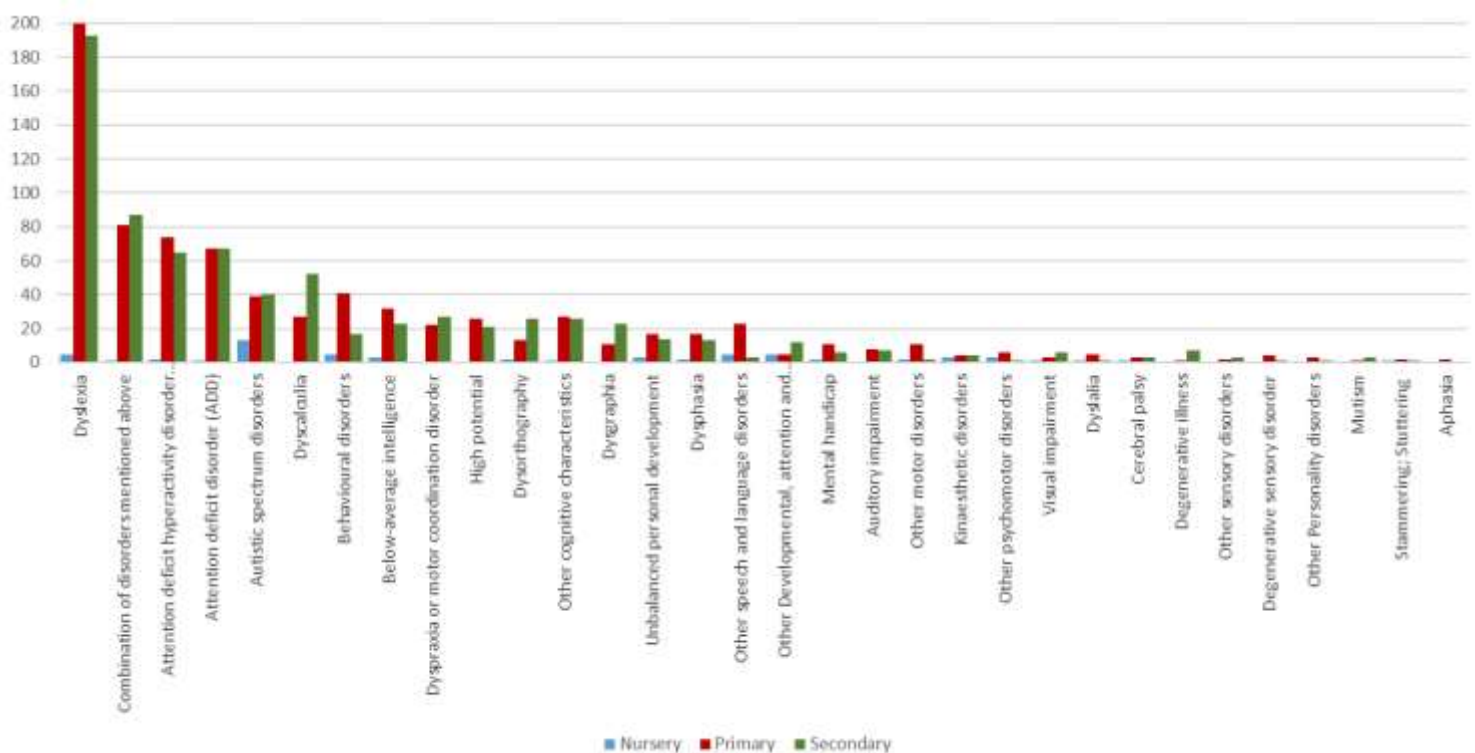


Chart 8: Frequency of diagnosis per cycle (number of cases receiving ISA by cycle)



2.6. Intensive Support A by subjects

In the **Nursery** cycle, during the 2017-2018 school year, most ISA was provided in general cognitive development/Learning to Learn (22%), in L1 (19%) and in the social development area (18%). ISA was also provided in the other learning areas.

| Table 6: ISA by subjects in the Nursery | | 2016-2017 | | 2017-2018 | |
|---|--|-------------------------|---------------|-------------------------|---------------|
| Nursery | | Number of Pupils | % | Number of Pupils | % |
| Me and My Body / Physical development | | 15 | 11.5% | 16 | 10.8% |
| Me as a person / Personal development | | 19 | 14.6% | 24 | 16.2% |
| Me and the Others / Social development | | 26 | 20.0% | 27 | 18.2% |
| Me and the World / Cognitive development: | | | | | |
| - Learning to Learn / General Cognitive development | | 25 | 19.2% | 32 | 21.6% |
| - Language 1 | | 26 | 20.0% | 28 | 18.9% |
| - ONL | | 0 | 0.0% | 0 | 0.0% |
| - Pre-mathematical skills | | 14 | 10.8% | 14 | 9.5% |
| - Environmental skills | | 0 | 0.0% | 6 | 4.1% |
| Other | | 5 | 3.8% | 1 | 0.7% |
| TOTAL | | 130 | 100.0% | 148 | 100.0% |

In the **Primary**, most pupils (30%) received ISA in L1, the same percentage as in the previous school year. ISA support in mathematics is provided to 19% of the pupils receiving this form of Educational Support.

In the cross-curricular competences area, pupils received support in order to develop Learning to Learn competence (17%). ISA was also used to support Personal Development (9%) and Social Development (19%), although both percentages were down.

| Table 7: ISA by subjects in the Primary | | 2016-2017 | | 2017-2018 | |
|--|--|-------------------------|---------------|-------------------------|---------------|
| Primary | | Number of Pupils | % | Number of Pupils | % |
| Cross-curricular competences: | | | | | |
| - Learning to learn | | 209 | 16.5% | 212 | 17.4% |
| - Personal Development | | 176 | 13.9% | 113 | 9.3% |
| - Social Development | | 146 | 11.6% | 112 | 9.2% |
| Subject Learning Areas: | | | | | |
| - L1 | | 373 | 29.5% | 360 | 29.6% |
| - ONL | | 3 | 0.2% | 0 | 0.0% |
| - L2 | | 40 | 3.2% | 43 | 3.5% |
| - Mathematics | | 219 | 17.3% | 225 | 18.5% |
| - Discovery of the World | | 29 | 2.3% | 37 | 3.0% |
| - Art | | 13 | 1.0% | 5 | 0.4% |
| - Music | | 8 | 0.6% | 4 | 0.3% |
| - Physical Education | | 19 | 1.5% | 7 | 0.6% |
| - Religion | | 4 | 0.3% | 3 | 0.2% |
| - Ethics | | 3 | 0.2% | 2 | 0.2% |
| - European Hours | | 6 | 0.5% | 0 | 0.0% |
| Other | | 15 | 1.2% | 95 | 7.8% |
| TOTAL | | 1 263 | 100.0% | 1 218 | 100.0% |

In the **Secondary**, the subjects most frequently requiring ISA support are L1 (35%), Mathematics (22%) and L2 (13%). As is the case in the Nursery and Primary cycles, in the Secondary also there is a trend towards providing more support in the cross-curricular learning areas, especially Learning to Learn (15%). This is 6% more than a year ago.

Table 8: ISA by subjects (in descending order) in the Secondary

| | 2016-2017 | | 2017-2018 | |
|--------------------|-------------------------|---------------|-------------------------|---------------|
| Secondary | Number of Pupils | % | Number of Pupils | % |
| Art | 1 | 0.1% | 4 | 0.5% |
| Biology | 9 | 1.2% | 11 | 1.3% |
| Chemistry | 9 | 1.2% | 10 | 1.1% |
| Economy | 0 | 0.0% | 0 | 0.0% |
| Ethics | 0 | 0.0% | 0 | 0.0% |
| Geography | 6 | 0.8% | 3 | 0.3% |
| History | 11 | 1.4% | 9 | 1.0% |
| Human Sciences | 15 | 2.0% | 13 | 1.5% |
| ICT | 1 | 0.1% | 4 | 0.5% |
| Integrated Science | 19 | 2.5% | 27 | 3.1% |
| L1 | 270 | 35.4% | 290 | 33.0% |
| L2 | 98 | 12.9% | 127 | 14.5% |
| L3 | 15 | 2.0% | 19 | 2.2% |
| L4 | 0 | 0.0% | 0 | 0.0% |
| Latin | 0 | 0.0% | 0 | 0.0% |
| Learning to Learn | 66 | 8.7% | 126 | 14.4% |
| Mathematics | 141 | 18.5% | 186 | 21.2% |
| Music | 0 | 0.0% | 3 | 0.3% |
| ONL | 0 | 0.0% | 0 | 0.0% |
| Other | 34 | 4.5% | 6 | 0.7% |
| Philosophy | 1 | 0.1% | 1 | 0.1% |
| Physical Education | 4 | 0.5% | 6 | 0.7% |
| Physics | 11 | 1.4% | 8 | 0.9% |
| Religion | 0 | 0.0% | 2 | 0.2% |
| Social skills | 51 | 6.7% | 23 | 2.6% |
| TOTAL | 762 | 100.0% | 878 | 100.0% |

2.7. Pupils with special educational needs refused admission in 2017-2018

In the 2017-2018 survey, a new question about the number of pupils with special educational needs who were refused admission was added. This happened at two schools, at Luxembourg I and Luxembourg II. In total, one admission was refused in the Primary cycle and 10 admissions in the Secondary cycle.

2.8. Benefit of Educational Support

- ✓ The vast majority of pupils receiving ISA (84.3%) were promoted normally to the year above and 35 pupils (3.1%) with an ISA agreement graduated (passed the Baccalaureate).
- ✓ The percentage of pupils following their year group without promotion, 8.5%, is the same as a year ago.
- ✓ The percentage of ISA pupils repeating a year went down from 5.4% to 4.1%.
- ✓ This year, fewer pupils with an ISA agreement, 10.9%, stayed in the Nursery for a further year in order to be sufficiently mature to go up into the Primary, whilst the previous year the figure was 15%.
- ✓ The percentage of pupils repeating the year in the Primary was the same as a year ago (4%).
- ✓ In the Secondary, there was a clear fall in the number of repeaters, down from 6.5% to 3.4%. As a benchmark, the total repeat rate in the ES in 2017-2018 was 1.0%.

Table 9: Promotion/progress of pupils receiving ISA by cycle

| <i>Promotion/Progress (%)</i> | <i>Nursery</i> | <i>Primary</i> | <i>Secondary</i> | <i>Total</i> |
|---|----------------|----------------|------------------|---------------|
| Normal promotion to the year above | 87.0% | 83.5% | 85.0% | 84.3% |
| The pupil moved up with his/her year group, without promotion | 2.2% | 12.3% | 5.2% | 8.5% |
| Repeating the year | 10.9% | 4.2% | 3.4% | 4.1% |
| Graduated (BAC) | N/A | N/A | 6.3% | 3.1% |
| TOTAL | 100.0% | 100.0% | 100.0% | 100.0% |

Table 10: Development of promotion and progression of pupils (total %) 2013-2018

| <i>Promotion / Progress</i> | <i>08/2015</i> | <i>08/2016</i> | <i>08/2017</i> | <i>08/2018</i> |
|---|----------------|----------------|----------------|----------------|
| Normal promotion to the year above | 85.5% | 85.7% | 85.8% | 84.3% |
| The pupil moved up with his/her year group, without promotion | 10.1% | 10.1% | 8.8% | 8.5% |
| Repeating the year | 4.4% | 4.1% | 5.4% | 4.1% |
| Graduated (BAC) | | | | 3.1% |
| TOTAL | 100.0% | 100.0% | 100.0% | 100.0% |

2.9. Pupils whose ISA agreement was terminated in the 2017-2018 school year

Out of the total number of pupils (1 143) receiving ISA, 235 agreements (21%) were **terminated**. More than half of terminated ISA agreements were in the N/P (142 pupils), which is 60% of all terminated agreements.

- ✓ 142 pupils out of 235 (60%) terminated their agreement, continued with another type of support or no longer needed Educational Support.
- ✓ 55 pupils (23%) of those for whom ISA agreements were terminated moved to another school better suited to the pupil's particular special educational needs. The majority of these decisions (31) were taken based on common agreement between the pupil's legal representative and the school.
- ✓ In 23 cases, the legal representative took the decision despite the fact that the school would have been able to meet the pupil's needs.
- ✓ In the case of one secondary pupil, the school took the decision that it was unable to meet the child's needs.
- ✓ In 38 cases, pupils who were receiving ISA left the school for other reasons not related to their special educational needs.

In the same school year, 254 new ISA agreements were signed, which is seven agreements more than in the previous school year. Most of the agreements (62%) were signed in the Primary cycle.

Table 11: Number of new ISA agreements signed during the 2017-2018 school year

| | <i>Nursery</i> | <i>Primary</i> | <i>Secondary</i> | <i>Total</i> |
|---------------|----------------|----------------|------------------|--------------|
| Alicante | 0 | 1 | 5 | 6 |
| Bergen | 0 | 2 | 3 | 5 |
| Brussels I | 3 | 26 | 0 | 29 |
| Brussels II | 2 | 25 | 9 | 36 |
| Brussels III | 2 | 29 | 4 | 35 |
| Brussels IV | 2 | 8 | 13 | 23 |
| Frankfurt | 0 | 8 | 14 | 22 |
| Karlsruhe | 0 | 12 | 1 | 13 |
| Luxembourg I | 0 | 0 | 21 | 21 |
| Luxembourg II | 8 | 20 | 10 | 38 |
| Mol | 0 | 1 | 5 | 6 |
| Munich | 1 | 6 | 8 | 15 |
| Varese | 0 | 2 | 3 | 5 |
| TOTAL | 18 | 140 | 96 | 254 |

2.10. Staff working in ISA

The total number of staff working in the ISA area is increasing year on year, now standing at 659 people. This is an increase of nearly 11% on the previous school year.

The number of **teachers** went up from 449 to 499, an increase of 11%. Teachers account for 75% of all staff working in ISA, which is similar to the proportion in the previous school years (76%).

- ✓ Most of the support teachers work in the Secondary cycle (345), which is 21% more than it was in the previous year (284 teachers).
- ✓ In the Nursery/Primary cycles, 154 teachers work in the field of Educational Support. This is 14% more than a year ago (the number was 134).
- ✓ The proportion of seconded and locally recruited teachers providing ISA changed compared with the previous school year. The share of seconded teachers went up from 19% to 23 % of all staff providing Educational Support.

The number of personal **assistants** increased from 133 to 145, accounting for 22% of the staff working in the ISA area.

The number of therapists is low.

- ✓ The number of speech **therapists** in the Nursery/Primary cycles went down from four in the last year to two in the year 2017-2018.
- ✓ There are three new occupational therapists in the Nursery/Primary, two at the ES, Brussels I and one at the ES, Mol.
- ✓ One psychomotor therapist and four psychologists (one more than in the previous year) also provide Educational Support.

Table 12: Staff providing ISA (Number of people per cycle) in the 2015-2016 to 2017-2018 school years

| | <i>School Year</i> | <i>Nursery & Primary</i> | | <i>Secondary</i> | | <i>N&P + S</i> | |
|---------------------------|---------------------------|-------------------------------------|-----------------|-------------------------|-----------------|---------------------------|-----------------|
| | | <i>Number</i> | <i>%</i> | <i>Number</i> | <i>%</i> | <i>Number</i> | <i>%</i> |
| Seconded teacher | 15/16 | 21 | 9.1% | 66 | 26.1% | 87 | 17.9% |
| | 16/17 | 26 | 9.3% | 85 | 27.0% | 111 | 18.7% |
| | 17/18 | 32 | 11.8% | 122 | 31.5% | 154 | 23.4% |
| Locally recruited teacher | 15/16 | 122 | 52.6% | 159 | 62.8% | 281 | 57.9% |
| | 16/17 | 139 | 49.8% | 199 | 63.2% | 338 | 56.9% |
| | 17/18 | 122 | 44.9% | 223 | 57.6% | 345 | 52.4% |
| Personal assistant | 15/16 | 82 | 35.3% | 21 | 8.3% | 103 | 21.2% |
| | 16/17 | 107 | 38.4% | 26 | 8.3% | 133 | 22.4% |
| | 17/18 | 107 | 39.3% | 38 | 9.8% | 145 | 22.0% |
| Speech therapist | 15/16 | 5 | 2.1% | 5 | 2.0% | 10 | 2.1% |
| | 16/17 | 4 | 1.4% | 4 | 1.3% | 8 | 1.3% |
| | 17/18 | 2 | 0.7% | 2 | 0.5% | 4 | 0.6% |
| Psychomotor therapist | 15/16 | 2 | 0.9% | 0 | 0.0% | 2 | 0.4% |
| | 16/17 | 1 | 0.4% | 0 | 0.0% | 1 | 0.2% |
| | 17/18 | 1 | 0.4% | 0 | 0.0% | 1 | 0.2% |
| Psychologist | 15/16 | 0 | 0.0% | 2 | 0.8% | 2 | 0.4% |
| | 16/17 | 2 | 0.7% | 1 | 0.3% | 3 | 0.5% |
| | 17/18 | 3 | 1.1% | 1 | 0.3% | 4 | 0.6% |
| Occupational therapist | 15/16 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | 16/17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | 17/18 | 3 | 1.1% | 0 | 0.0% | 3 | 0.5% |
| Other | 15/16 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | 16/17 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | 17/18 | 2 | 0.7% | 1 | 0.3% | 3 | 0.5% |
| TOTAL | 15/16 | 232 | 100.0% | 253 | 100.0% | 485 | 100.0% |
| | 16/17 | 279 | 100.0% | 315 | 100.0% | 594 | 100.0% |
| | 17/18 | 272 | 100.0% | 387 | 100.0% | 659 | 100.0% |

2.11. Tripartite agreements

This year, the question of the number of tripartite agreements in the schools was extended to all forms of support.

- ✓ The total number of tripartite agreements is 250.
- ✓ The highest number of such agreements is in Primary (144 agreements, 57%).
- ✓ Most of the tripartite agreements (70%) are signed for pupils receiving ISA.
- ✓ There is an increase in tripartite agreements signed for ISA pupils from 128 (2016-2017) to 176 agreements in the 2017-2018 school year. The increase is thus 27%.

The highest number of agreements was signed at the ES, Brussels III (59) and Luxembourg II (42), followed by the ES, Brussels I and Frankfurt (35), as shown in Table 16. Bergen (0), Karlsruhe (0), Mol (0), Luxembourg I (4) and Alicante (5) have the lowest number of agreements.

Table 13: Tripartite agreements (number of agreements in the schools)

| | | <i>General</i> | <i>Moderate</i> | <i>ISB</i> | <i>ISA</i> | <i>Total</i> |
|---------------|------------------|----------------|-----------------|------------|------------|--------------|
| Alicante | Nursery | 0 | 0 | 0 | 0 | 0 |
| | Primary | 0 | 0 | 0 | 4 | 4 |
| | Secondary | 0 | 0 | 0 | 1 | 1 |
| Bergen | Nursery | 0 | 0 | 0 | 0 | 0 |
| | Primary | 0 | 0 | 0 | 0 | 0 |
| | Secondary | 0 | 0 | 0 | 0 | 0 |
| Brussels I | Nursery | 0 | 0 | 0 | 8 | 8 |
| | Primary | 2 | 1 | 1 | 23 | 27 |
| | Secondary | 0 | 0 | 0 | 0 | 0 |
| Brussels II | Nursery | 1 | 3 | 0 | 0 | 4 |
| | Primary | 7 | 6 | 0 | 2 | 15 |
| | Secondary | 0 | 0 | 0 | 5 | 5 |
| Brussels III | Nursery | 0 | 0 | 0 | 10 | 10 |
| | Primary | 0 | 0 | 3 | 41 | 44 |
| | Secondary | 0 | 0 | 0 | 5 | 5 |
| Brussels IV | Nursery | 0 | 0 | 0 | 1 | 1 |
| | Primary | 0 | 1 | 0 | 2 | 3 |
| | Secondary | 0 | 0 | 0 | 0 | 0 |
| Frankfurt | Nursery | 0 | 0 | 0 | 0 | 0 |
| | Primary | 0 | 6 | 0 | 5 | 11 |
| | Secondary | 0 | 0 | 0 | 24 | 24 |
| Karlsruhe | Nursery | 0 | 0 | 0 | 0 | 0 |
| | Primary | 0 | 0 | 0 | 0 | 0 |
| | Secondary | 0 | 0 | 0 | 0 | 0 |
| Luxembourg I | Nursery | 0 | 1 | 0 | 1 | 2 |
| | Primary | 0 | 0 | 0 | 0 | 0 |
| | Secondary | 0 | 0 | 0 | 2 | 2 |
| Luxembourg II | Nursery | 0 | 10 | 0 | 4 | 14 |
| | Primary | 0 | 11 | 0 | 17 | 28 |
| | Secondary | 0 | 0 | 0 | 0 | 0 |
| Mol | Nursery | 0 | 0 | 0 | 0 | 0 |
| | Primary | 0 | 0 | 0 | 0 | 0 |
| | Secondary | 0 | 0 | 0 | 0 | 0 |
| Munich | Nursery | 0 | 0 | 0 | 3 | 3 |
| | Primary | 0 | 0 | 0 | 2 | 2 |
| | Secondary | 0 | 0 | 0 | 15 | 15 |
| Varese | Nursery | 4 | 4 | 4 | 0 | 12 |
| | Primary | 3 | 3 | 3 | 1 | 10 |
| | Secondary | 0 | 0 | 0 | 0 | 0 |
| TOTAL | Nursery | 5 | 18 | 4 | 27 | 54 |
| | Primary | 12 | 28 | 7 | 97 | 144 |
| | Secondary | 0 | 0 | 0 | 52 | 52 |

2.12. Time used for Intensive Support A

The total amount of ISA time per week in the ES amounted to 301 140 minutes per week (5 019 hours of ISA support per week across the ES system). In the previous school year, it was 237 774 minutes, meaning an increase of nearly 27%. The amount of ISA does not distinguish between support given to groups or to individuals.

Table 14: Development of ISA time and number of pupils receiving ISA agreements 2013-2018

| <i>School year</i> | <i>Support in minutes*</i> | <i>Increase on the previous year</i> | <i>Number of pupils receiving ISA</i> | <i>Increase in pupils receiving ISA</i> |
|--------------------|----------------------------|--------------------------------------|---------------------------------------|---|
| 2013 | 152 365 | 27.0% | 792 | 12.8% |
| 2014 | 166 056 | 9.0% | 841 | 6.2% |
| 2015 | 177 045 | 6.7% | 860 | 2.3% |
| 2016 | 185 665 | 4.8% | 971 | 12.9% |
| 2017 | 237 774 | 28.1% | 1 017 | 4.7% |
| 2018 | 301 140 | 26.6% | 1 143 | 12.4% |

Most ISA time, namely 72%, was provided in the Nursery and Primary cycles, which is the same percentage as in the previous school year.

While the amount of Educational Support time provided by personal assistants increased rapidly in the previous three years, this school year its proportion decreased from 63% (last school year) to 55%. This decrease occurred in both the Nursery/Primary and Secondary cycles (in N/P from 68% to 59%, in S from 50% to 45%).

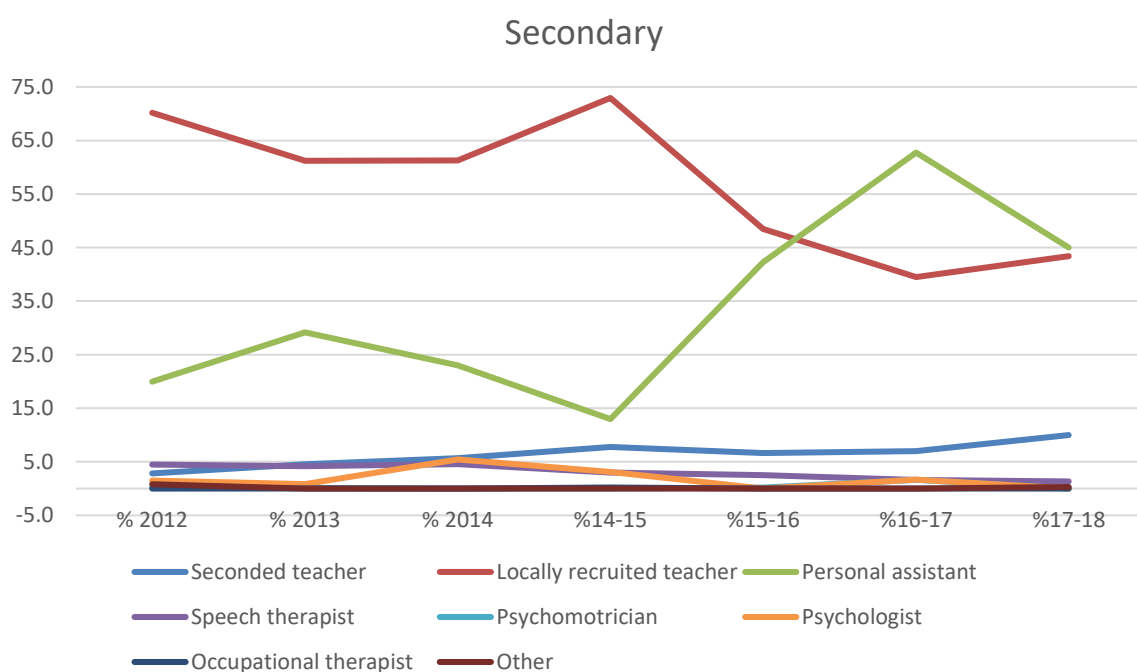
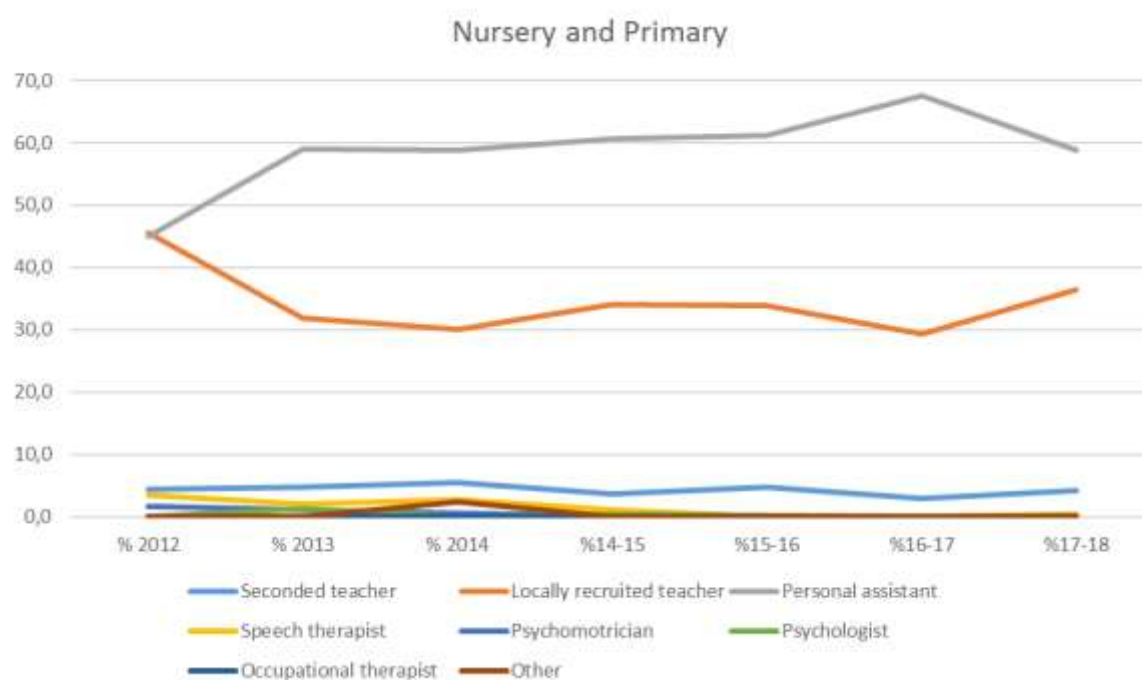
The amount of Educational Support time provided by locally recruited teachers went up in the Nursery and Primary from 29% to 36.5% and in the Secondary from 39.5% to 43%. Support provided by seconded teachers in the Primary went up from 2.9% to 4.2% and in the Secondary from 7% to 10%.

The time allocated to speech therapists increased from 0.5% to 0.7%. However, the proportion of therapeutic staff is much lower in comparison with the 2014-2015 school year, when it accounted for 2.4% of the total amount of support.

Table 15: Total amount of ISA time by cycle offered by different professions

| <i>Profession</i> | <i>Nursery & Primary</i> | | <i>Secondary</i> | | <i>N&P + S</i> | |
|---------------------------|------------------------------|---------------|---------------------|---------------|---------------------|---------------|
| | <i>Hours / week</i> | <i>%</i> | <i>Hours / week</i> | <i>%</i> | <i>Hours / week</i> | <i>%</i> |
| Seconded teacher | 150.15 | 4.2% | 142.75 | 10.0% | 292.90 | 5.8% |
| Locally recruited teacher | 1 308.83 | 36.5% | 619.75 | 43.4% | 1 928.58 | 38.4% |
| Personal assistant | 2 108.98 | 58.7% | 643.50 | 45.0% | 2 752.48 | 54.8% |
| Speech therapist | 16.25 | 0.5% | 19.00 | 1.3% | 35.25 | 0.7% |
| Psycho-motor therapist | 0.00 | 0.0% | 0.00 | 0.0% | 0.00 | 0.0% |
| Psychologist | 5.00 | 0.1% | 0.00 | 0.0% | 5.00 | 0.1% |
| Occupational therapist | 0.75 | 0.0% | 0.00 | 0.0% | 0.75 | 0.0% |
| Other | 0.00 | 0.0% | 4.00 | 0.3% | 4.00 | 0.1% |
| TOTAL | 3 589.96 | 100.0% | 1 429.00 | 100.0% | 5 018.96 | 100.0% |

Charts 9 and 10: Total amount of time by cycled offered by different professions

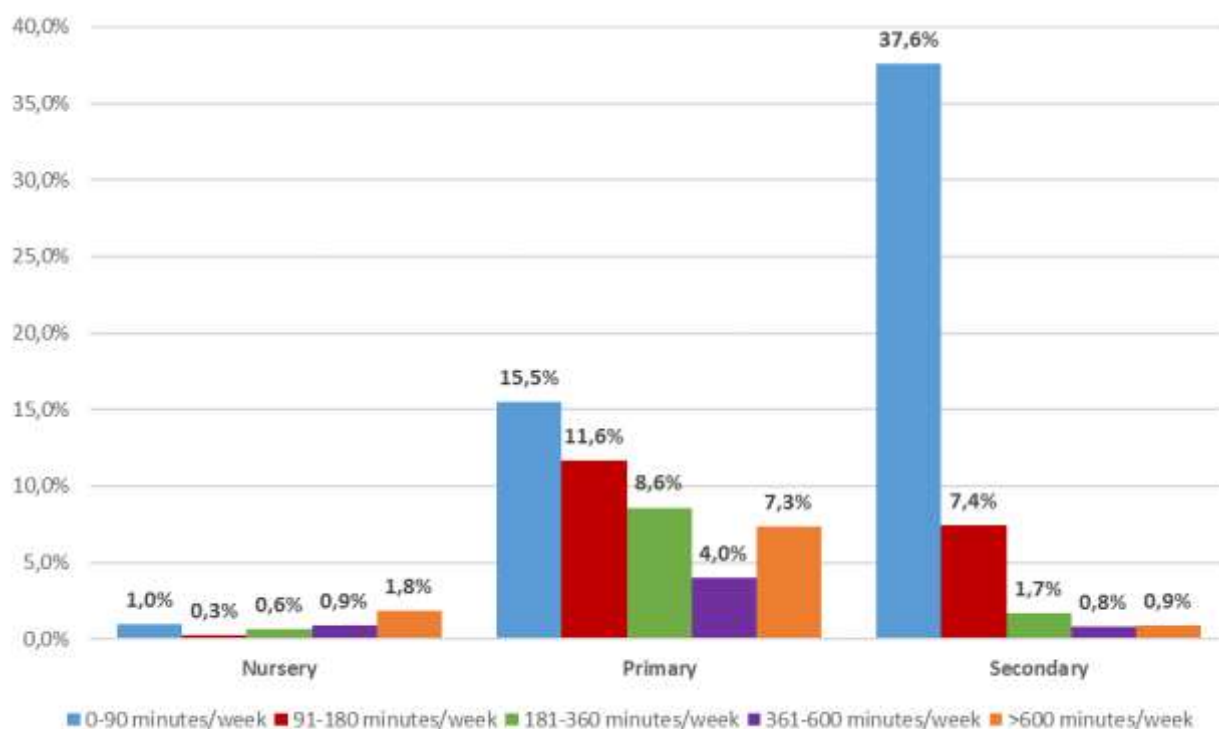


Most of the ISA provided (54%) was less than 90 minutes per week and 19% of ISA was in a category between 91 and 180 minutes per week. This was similar to the last four years. The amount of ISA ranging between 181 and 360 minutes per week was 11%, which is slightly more than in the previous year. The amount of support ranging between 361 and 600 minutes per week was 6% and the amount of the most intensive support (more than 600 minutes per week) was 10%. There were no significant changes in these amounts of Educational Support.

Table 16: Amount of ISA by cycle

| Amount of ISA | Nursery | | Primary | | Secondary | | Total | |
|----------------------|----------------|-------------|----------------|--------------|------------------|--------------|---------------|---------------|
| | Pupils | % | Pupils | % | Pupils | % | Pupils | % |
| 0-90 minutes/week | 11 | 1.0% | 177 | 15.5% | 430 | 37.6% | 618 | 54.1% |
| 91-180 minutes/week | 3 | 0.3% | 133 | 11.6% | 85 | 7.4% | 221 | 19.3% |
| 181-360 minutes/week | 7 | 0.6% | 98 | 8.6% | 19 | 1.7% | 124 | 10.8% |
| 361-600 minutes/week | 10 | 0.9% | 46 | 4.0% | 9 | 0.8% | 65 | 5.7% |
| >600 minutes/week | 21 | 1.8% | 84 | 7.3% | 10 | 0.9% | 115 | 10.1% |
| TOTAL | 52 | 4.5% | 538 | 47.1% | 553 | 48.4% | 1 143 | 100.0% |

Chart 11: Proportion of pupils with ISA (%) receiving support (minutes per week) by cycle



3. EUROPEAN BACCALAUREATE RESULTS OF CANDIDATES WITH SPECIAL ARRANGEMENTS

During the most recent school years (2016-2018), the European Baccalaureate (EB) report has provided some information about the EB results of candidates with special arrangements for the EB cycle. It should be noted that pupils for whom special arrangements have been approved for EB written and oral examinations are not necessarily ISA pupils. However, the majority of pupils benefiting from special arrangements have received Educational Support at some level.

Table 17: European Baccalaureate results for pupils with special arrangements and for all candidates (Data from the Reports on the European Baccalaureate 2016, 2017 and 2018).

| | 2016 | | 2017 | | 2018 | |
|---------------------------------|------------------------------|---|------------------------------|---|------------------------------|---|
| | <i>All candidates</i> | <i>With special arrangements</i> | <i>All candidates</i> | <i>With special arrangements</i> | <i>All candidates</i> | <i>With special arrangements</i> |
| Number of candidates | 1 885 | 83 | 1 993 | 104 | 2 116 | 96 |
| Number of boys | 920 | 40 | 977 | 59 | 1 039 | 55 |
| Number of girls | 965 | 33 | 1 016 | 45 | 1 077 | 41 |
| Pass rate | 98.1% | 95.9% | 97.7% | 96.9% | 98.2% | 97.9% |
| Average final mark (AFM) | 78.3% | 72.9% | 78.1% | 71.3% | 78.4% | 72.6% |
| AFM boys | 76.7% | 71.3% | 76.6% | 70.9% | 76.7% | 72.6% |
| AFM girls | 79.9% | 74.8% | 79.6% | 71.8% | 79.9% | 72.6% |
| Overall written mark | 74.5% | 68.0% | 73.9% | 66.2% | 74.0% | 67.3% |
| Overall oral mark | 81.8% | 77.3% | 81.9% | 75.9% | 81.7% | 76.3% |

The number of candidates with special arrangements has stabilised, amounting to around 100 during the last few years. Boys are slightly over-represented. The pass rate of candidates with special arrangements is at the same level as the candidate population as a whole.

Comparing the main EB results, candidates with special arrangements do not differ significantly from the total EB candidate population. They achieve slightly lower results and their pass rate is slightly lower but not significantly so.

4. RESOURCES FOR EDUCATIONAL SUPPORT

4.1. Teachers providing all forms of support

In total, 946 teachers were providing Educational Support during the 2017-2018 school year.

- ✓ Two thirds of them work in the Secondary cycle 68.4% (N=647) and 32.6% (N=299) in Nursery/Primary cycles.
- ✓ Two thirds of teachers providing Educational Support were locally recruited and one third were seconded teachers.
- ✓ At Varese and Brussels II, more than 70% of teachers providing support were locally recruited.

Table 18: Teachers providing all forms of support

| | Seconded | LRT | TOTAL | Seconded | LRT | TOTAL |
|----------------------|-----------------|------------|--------------|-----------------|--------------|---------------|
| Alicante | 34 | 28 | 62 | 54.8% | 45.2% | 100.0% |
| Bergen | 15 | 18 | 33 | 45.5% | 54.5% | 100.0% |
| Brussels I | 27 | 48 | 75 | 36.0% | 64.0% | 100.0% |
| Brussels II | 35 | 54 | 89 | 39.3% | 60.7% | 100.0% |
| Brussels III | 22 | 55 | 77 | 28.6% | 71.4% | 100.0% |
| Brussels IV | 20 | 37 | 57 | 35.1% | 64.9% | 100.0% |
| Frankfurt | 17 | 36 | 53 | 32.1% | 67.9% | 100.0% |
| Karlsruhe | 18 | 33 | 51 | 35.3% | 64.7% | 100.0% |
| Luxembourg I | 42 | 94 | 136 | 30.9% | 69.1% | 100.0% |
| Luxembourg II | 39 | 65 | 104 | 37.5% | 62.5% | 100.0% |
| Mol | 16 | 34 | 50 | 32.0% | 68.0% | 100.0% |
| Munich | 16 | 35 | 51 | 31.4% | 68.6% | 100.0% |
| Varese | 29 | 79 | 108 | 26.9% | 73.1% | 100.0% |
| TOTAL | 330 | 616 | 946 | 34.9% | 65.1% | 100.0% |

This year, a new question about the qualifications and professional experience of teachers was added. Two schools were not able to give completed information and their figures are not included.

- ✓ More than half (54.2%) of the teachers were qualified either for their cycle or for the subject in which they provide support.
- ✓ Only 7.4% teachers had additional qualifications for teaching pupils with special educational needs but 38.4% of teachers had experience in the special needs area.

4.2. Assistants

In total, 153 assistants were working in Educational Support in the 2017-2018 school year, most of them (80%) in the Nursery and Primary.

- ✓ The highest numbers of assistants were working at Brussels I, Brussels III, Brussels IV and Luxembourg I.
- ✓ No support assistants were working at the ES, Bergen and Frankfurt.
- ✓ Nearly half (47.3%) of the assistants had had a university education.
- ✓ Upper secondary education had 23.6% of the assistants.
- ✓ Vocational training had 29.1% of assistants.
- ✓ Two schools were not able to give completed information and their figures are not included.

Table 19: Educational support assistants in the European Schools

| | <i>N&P</i> | <i>S</i> | <i>TOTAL</i> | <i>N&P</i> | <i>S</i> | <i>TOTAL</i> |
|---------------|----------------|-----------|--------------|----------------|--------------|---------------|
| Alicante | 2 | 1 | 3 | 66.7% | 33.3% | 100.0% |
| Bergen | 0 | 0 | 0 | | | |
| Brussels I | 25 | 2 | 27 | 92.6% | 7.4% | 100.0% |
| Brussels II | 10 | 4 | 14 | 71.4% | 28.6% | 100.0% |
| Brussels III | 25 | 3 | 28 | 89.3% | 10.7% | 100.0% |
| Brussels IV | 24 | 3 | 27 | 88.9% | 11.1% | 100.0% |
| Frankfurt | 0 | 0 | 0 | | | |
| Karlsruhe | 2 | 2 | 4 | 50.0% | 50.0% | 100.0% |
| Luxembourg I | 12 | 13 | 25 | 48.0% | 52.0% | 100.0% |
| Luxembourg II | 10 | 0 | 10 | 100.0% | 0.0% | 100.0% |
| Mol | 1 | 1 | 2 | 50.0% | 50.0% | 100.0% |
| Munich | 6 | 2 | 8 | 75.0% | 25.0% | 100.0% |
| Varese | 5 | | 5 | 100.0% | 0.0% | 100.0% |
| TOTAL | 122 | 31 | 153 | 79.7% | 20.3% | 100.0% |

4.3. Educational Support coordinators

The number of Educational Support coordinators and the coordination time per week are shown in Table 20 below.

Table 20: Coordination time in the schools (in minutes per week)

| | <i>Number of coordinators</i> | | | <i>Coordination time (minutes per week)</i> | <i>Coordination time by pupil</i> |
|---------------|-------------------------------|-----------|----------------|---|-----------------------------------|
| | <i>N&P</i> | <i>S</i> | <i>TOTAL</i> | | |
| Alicante | 1 | 2 | 298.0 | 2.0 | 2.0 |
| Bergen | 1 | 1 | 95.0 | 2.5 | 2.5 |
| Brussels I | 3 | 1 | 746.0 | 1.7 | 1.7 |
| Brussels II | 1 | 2 | 856.0 | 2.4 | 2.4 |
| Brussels III | 8 | 2 | 922.0 | 1.2 | 1.2 |
| Brussels IV | 1 | 1 | 870.0 | 2.6 | 2.6 |
| Frankfurt | 1 | 2 | 693.0 | 1.0 | 1.0 |
| Karlsruhe | 3 | 1 | 437.0 | 1.4 | 1.4 |
| Luxembourg I | 1 | 1 | 1 702.0 | 0.8 | 0.8 |
| Luxembourg II | 1 | 1 | 720.0 | 1.8 | 1.8 |
| Mol | 1 | 2 | 455.0 | 2.3 | 2.3 |
| Munich | 1 | 1 | 665.0 | 1.7 | 1.7 |
| Varese | 2 | 2 | 428.0 | 3.6 | 3.6 |
| TOTAL | 25 | 19 | 8 887.0 | 1.7 | 1.7 |

In the document Provision of Educational Support in the European Schools – Procedural document (2012-05-D-15-en-11) it is stated that “*The support coordinator will have good management skills, a good knowledge of different languages, as well as qualifications and, whenever possible, experience in teaching pupils with diverse needs*”.

In the 2017-2018 school year, overall

- ✓ 44 coordinators were working in Educational Support,
- ✓ 26 of them had the qualifications required to teach pupils with special educational needs,
- ✓ 38 had experience in teaching pupils with special educational needs.
- ✓ This means that 20 of the coordinators had both: the qualifications and the experience.

5. BUDGET FOR EDUCATIONAL SUPPORT

5.1. Educational Support budget in the 2017-2018 school year in relation to different forms of support and the cost per pupil

The total number of ES pupils enrolled on General Support courses is 4 585, Moderate Support 2 915, IAS 1 143 and ISB 244. It should be remembered that any one pupil may receive several forms of support.

The cost of all forms of Educational Support in the 2017-2018 school year totalled €11 458 668. This is a €1 708.66 (0.01%) increase on the previous year's total budget.

Costs per pupil are calculated based on the budgets and closures of the accounts of the European Schools, in which the figures are not broken down by the type of support (they include the costs of General, Moderate, ISB and ISA Support). The budget was calculated to match the 2017-2018 school year (4 months are from the 2017 budget and 8 months from the 2018 budget).

The average cost per pupil in the ES in the 2017-2018 school year was €1 289.37. This is €10 less than in the previous school year.

- ✓ The cost per pupil is highest at Brussels I (€2 440).
- ✓ The cost per pupil is higher than average at Brussels II, Luxembourg II, Brussels III, Varese and Brussels IV.
- ✓ The cost per pupil is clearly lowest at Frankfurt, where it is €261.60.
- ✓ In four schools, the cost per pupil is markedly lower than the average cost (Frankfurt, Karlsruhe, Luxembourg I and Mol). The lowest cost per pupil is found at Frankfurt (€261.60).

Table 21: Budget in the 2017-2018 school year

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

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|---------------|-------------------|------------------------------|--|----------------------------|--|--|---|---|---------------------------------------|--------------------------------------|---------------------------------------|----------------------------|---|----------------------------|-------------------------------|
| <i>School</i> | <i>Budget</i> | <i>% of the total budget</i> | <i>Number of Pupils (total population)</i> | <i>% of the pupil pop.</i> | <i>Number of pupils receiving General Sup.</i> | <i>% of the pupils receiving General Support</i> | <i>Number of pupils receiving Moderate Sup.</i> | <i>% of the pupils receiving Moderate Support</i> | <i>Number of pupils receiving ISB</i> | <i>% of the pupils receiving ISB</i> | <i>Number of pupils receiving ISA</i> | <i>% of the pupil pop.</i> | <i>Total pupils receiving support (F+H+J+L)</i> | <i>% of the pupil pop.</i> | <i>Budget Per pupil (B/N)</i> |
| Ali | 373 355 | 3.3% | 1 040 | 3.9% | 213 | 4.6% | 48 | 1.6% | 19 | 7.8% | 18 | 1.6% | 298 | 3.4% | 1 252.87 € |
| Ber | 115 123 | 1.0% | 543 | 2.0% | 71 | 1.5% | 12 | 0.4% | 0 | 0.0% | 12 | 1.0% | 95 | 1.1% | 1 211.82 € |
| Bru I | 1 820 386 | 15.9% | 3 759 | 13.9% | 418 | 9.1% | 160 | 5.5% | 18 | 7.4% | 150 | 13.1% | 746 | 8.4% | 2 440.20 € |
| Bru II | 1 623 454 | 14.2% | 3 092 | 11.5% | 418 | 9.1% | 222 | 7.6% | 7 | 2.9% | 209 | 18.3% | 856 | 9.6% | 1 896.56 € |
| Bru III | 1 390 713 | 12.1% | 3 067 | 11.4% | 293 | 6.4% | 373 | 12.8% | 98 | 40.2% | 158 | 13.8% | 922 | 10.4% | 1 508.37 € |
| Bru IV | 1 284 636 | 11.2% | 2 769 | 10.3% | 524 | 11.4% | 270 | 9.3% | 20 | 8.2% | 56 | 4.9% | 870 | 9.8% | 1 476.59 € |
| Fkt | 181 291 | 1.6% | 1 519 | 5.6% | 356 | 7.8% | 263 | 9.0% | 30 | 12.3% | 44 | 3.8% | 693 | 7.8% | 261.60 € |
| Kar | 415 665 | 3.6% | 845 | 3.1% | 306 | 6.7% | 83 | 2.8% | 7 | 2.9% | 41 | 3.6% | 437 | 4.9% | 951.18 € |
| Lux I | 1 252 539 | 10.9% | 3 360 | 12.5% | 642 | 14.0% | 910 | 31.2% | 0 | 0.0% | 150 | 13.1% | 1.702 | 19.2% | 735.92 € |
| Lux II | 1 333 859 | 11.6% | 2 611 | 9.7% | 311 | 6.8% | 240 | 8.2% | 8 | 3.3% | 161 | 14.1% | 720 | 8.1% | 1 852.58 € |
| Mol | 264 509 | 2.3% | 746 | 2.8% | 211 | 4.6% | 216 | 7.4% | 7 | 2.9% | 21 | 1.8% | 455 | 5.1% | 581.34 € |
| Mun | 770 172 | 6.7% | 2 287 | 8.5% | 479 | 10.4% | 83 | 2.8% | 24 | 9.8% | 79 | 6.9% | 665 | 7.5% | 1 158.15 € |
| Var | 632 963 | 5.5% | 1 331 | 4.9% | 343 | 7.5% | 35 | 1.2% | 6 | 2.5% | 44 | 3.8% | 428 | 4.8% | 1 478.89 € |
| TOT | 11 458 668 | 100.0% | 26 969 | 100.0% | 4 585 | 100.0% | 2 915 | 100.0% | 244 | 100.0% | 1 143 | 100.0% | 8 887 | 100.0% | 1 289.37 € |

Compared with total pupil population:

424.88 €

The development of the cost per pupil in terms of numbers of pupils receiving different forms of support in each school in the 2015-2016, 2016-2017 and 2017-2018 school years are shown in Table 22 below.

Table 22: Development of the cost per pupil in the 2015-2016 to 2017-2018 school years.

| <i>School</i> | <i>2015-2016</i> | <i>2016-2017</i> | <i>2017-2018</i> |
|----------------------|-------------------------|-------------------------|-------------------------|
| Alicante | 973.91 € | 1,334.03 € | 1,252.87 € |
| Bergen | 1,161.08 € | 781.23 € | 1,211.82 € |
| Brussels I | 1 633.72 € | 2 444.71 € | 2 440.20 € |
| Brussels II | 1 181.36 € | 1.413.45 € | 1 896.56 € |
| Brussels III | 1 341.72 € | 1 928.19 € | 1 508.37 € |
| Brussels IV | 804.58 € | 1 563.03 € | 1 476.59 € |
| Frankfurt | 241.56 € | 408.96 € | 261.60 € |
| Karlsruhe | 690.56 € | 1 235.70 € | 951.18 € |
| Luxembourg I | 1 287.52 € | 886.36 € | 735.92 € |
| Luxembourg II | 1 068.25 € | 1 411.36 € | 1 852.58 € |
| Mol | 461.38 € | 409.58 € | 581.34 € |
| München | 1 180.89 € | 947.56 € | 1 158.15 € |
| Varese | 1 412.78 € | 1 427.85 € | 1 478.89 € |
| TOTAL | 1 072.17 € | 1 299.56 € | 1 289.37 € |

Table 23 below shows the allocations and the use of the Educational Support budget 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.

In 2014, there were rectifications to the budget allocation and there is therefore a column with 'final budget', which is the budget planned after the rectifications. The budget line 'Remunerations relating to Educational Support' (abbreviated to 'ES' in the table) covers salaries, social security charges and other staff costs linked with Educational Support.

The budget line 'Educational Support' covers equipment and material in relation with Educational Support.

Table 23: Budget for Educational Support by school

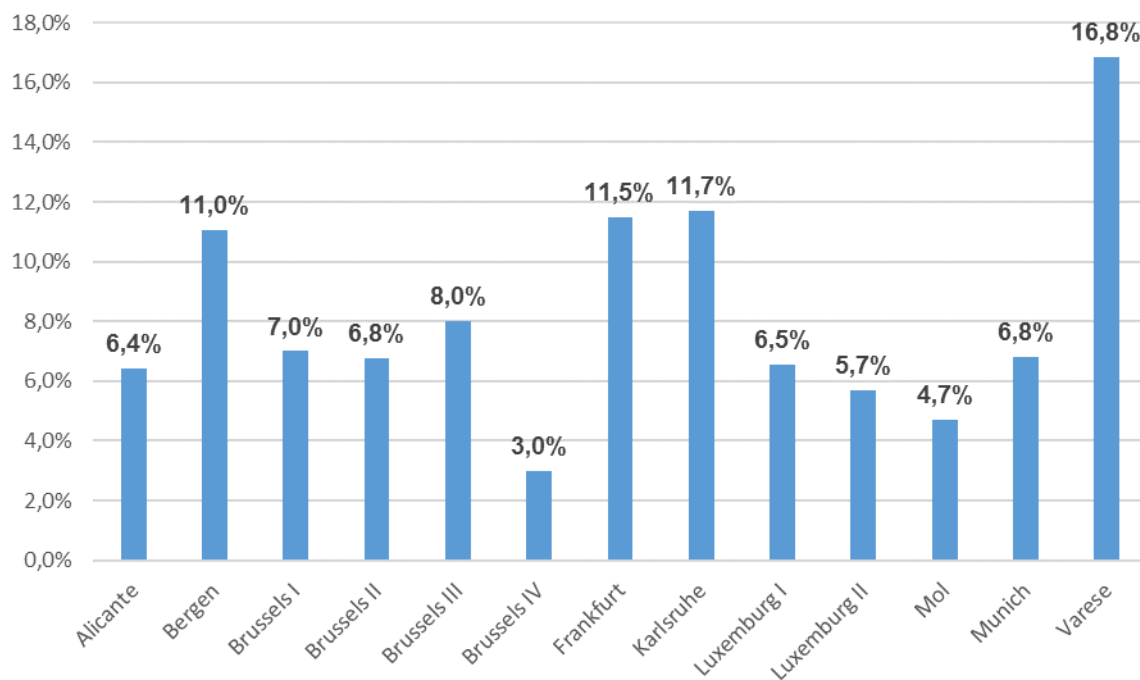
| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|----------|
| | 2015 Budget | Implementation | 2016 Budget | Implementation | 2017 Budget | Implementation | 2018 Budget | |
| Alicante | 408.094 | 243.844 | 430.287 | 302.572 | 423.014 | 422.187 | 348.940 | 0 |
| Remunerations relating to educational support | 406.594 | 243.844 | 428.787 | 302.476 | 421.514 | 421.510 | 347.440 | |
| Educational Support | 1.500 | 0 | 1.500 | 96 | 1.500 | 677 | 1.500 | |
| Bergen | 136.400 | 92.611 | 134.823 | 84.537 | 122.962 | 79.446 | 132.962 | 0 |
| Remunerations relating to educational support | 133.438 | 90.640 | 131.861 | 82.198 | 120.000 | 77.963 | 130.000 | |
| Educational Support | 2.962 | 1.971 | 2.962 | 2.339 | 2.962 | 1.483 | 2.962 | |
| Bruxelles I | 1.255.469 | 1.403.554 | 1.334.655 | 1.486.216 | 1.805.500 | 1.849.158 | 1.806.000 | 0 |
| Remunerations relating to educational support | 1.253.317 | 1.401.751 | 1.332.460 | 1.485.583 | 1.800.000 | 1.844.784 | 1.800.000 | |
| Educational Support | 2.152 | 1.803 | 2.195 | 633 | 5.500 | 4.374 | 6.000 | |
| Bruxelles II | 1.257.523 | 1.319.795 | 1.284.035 | 1.514.720 | 1.498.500 | 1.748.542 | 1.560.910 | 0 |
| Remunerations relating to educational support | 1.252.583 | 1.316.665 | 1.283.535 | 1.512.069 | 1.480.000 | 1.745.862 | 1.555.910 | |
| Educational Support | 4.940 | 3.130 | 500 | 2.651 | 18.500 | 2.680 | 5.000 | |
| Bruxelles III | 1.269.213 | 1.011.679 | 1.170.093 | 1.191.013 | 1.912.101 | 1.446.139 | 1.363.000 | 0 |
| Remunerations relating to educational support | 1.265.373 | 1.007.843 | 1.165.969 | 1.187.524 | 1.908.101 | 1.437.684 | 1.350.000 | |
| Educational Support | 3.840 | 3.836 | 4.124 | 3.489 | 4.000 | 8.455 | 13.000 | |
| Bruxelles IV | 864.576 | 642.665 | 840.886 | 1.076.943 | 1.632.579 | 1.444.487 | 1.204.711 | 0 |
| Remunerations relating to educational support | 861.576 | 640.750 | 822.886 | 1.070.207 | 1.628.579 | 1.443.488 | 1.199.711 | |
| Educational Support | 3.000 | 1.915 | 18.000 | 6.736 | 4.000 | 999 | 5.000 | |
| Culham | 151.223 | 160.204 | 162.342 | 185.840 | 118.966 | | | |
| Remunerations relating to educational support | 150.423 | 159.457 | 161.542 | 185.085 | 118.566 | | | |
| Educational Support | 800 | 747 | 800 | 755 | 400 | | | |
| Frankfurt | 246.190 | 105.540 | 150.500 | 108.906 | 226.500 | 237.573 | 153.150 | 0 |
| Remunerations relating to educational support | 245.690 | 105.540 | 150.000 | 108.906 | 225.000 | 236.560 | 151.150 | |
| Educational Support | 500 | 0 | 500 | 0 | 1.500 | 1.013 | 2.000 | |
| Karlsruhe | 440.000 | 345.769 | 344.000 | 376.804 | 414.000 | 406.997 | 420.000 | 0 |
| Remunerations relating to educational support | 433.000 | 338.714 | 335.000 | 372.813 | 405.000 | 401.468 | 410.000 | |
| Educational Support | 7.000 | 7.055 | 9.000 | 3.991 | 9.000 | 5.529 | 10.000 | |
| Luxembourg I | 1.177.894 | 998.760 | 1.111.312 | 1.172.462 | 1.324.319 | 1.399.017 | 1.179.300 | 0 |
| Remunerations relating to educational support | 1.169.394 | 991.560 | 1.102.812 | 1.170.555 | 1.319.319 | 1.398.311 | 1.170.800 | |
| Educational Support | 8.500 | 7.200 | 8.500 | 1.907 | 5.000 | 706 | 8.500 | |
| Luxembourg II | 956.433 | 915.276 | 1.082.247 | 1.142.783 | 1.393.226 | 1.391.329 | 1.305.125 | 0 |
| Remunerations relating to educational support | 932.727 | 905.513 | 1.057.948 | 1.137.630 | 1.388.226 | 1.388.054 | 1.300.000 | |
| Educational Support | 23.706 | 9.763 | 24.299 | 5.153 | 5.000 | 3.275 | 5.125 | |
| Mol | 230.459 | 156.198 | 192.500 | 317.506 | 202.500 | 207.339 | 293.094 | 0 |
| Remunerations relating to educational support | 227.959 | 153.830 | 190.000 | 315.269 | 200.000 | 205.652 | 290.594 | |
| Educational Support | 2.500 | 2.368 | 2.500 | 2.237 | 2.500 | 1.687 | 2.500 | |
| Munich | 881.310 | 722.960 | 928.055 | 817.996 | 603.000 | 585.657 | 862.430 | 0 |
| Remunerations relating to educational support | 878.610 | 720.369 | 925.355 | 815.337 | 600.000 | 583.862 | 859.430 | |
| Educational Support | 2.700 | 2.591 | 2.700 | 2.659 | 3.000 | 1.795 | 3.000 | |
| Varese | 566.622 | 448.961 | 515.108 | 493.401 | 584.309 | 686.890 | 606.000 | 0 |
| Remunerations relating to educational support | 561.420 | 443.759 | 509.831 | 488.124 | 578.309 | 680.890 | 600.000 | |
| Educational Support | 5.202 | 5.202 | 5.277 | 5.277 | 6.000 | 6.000 | 6.000 | |
| | 9.690.183 | 8.407.612 | 9.518.501 | 10.085.859 | 12.142.510 | 11.904.761 | 11.235.622 | |

5.2 Educational Support budget used to support coordination

The time given over to Educational Support coordination is paid from the school's Educational Support budget. This year the schools were asked to report how much of their Educational Support budget was used for EdSup coordination.

- ✓ The highest proportion of the budget for coordination was spent at Varese (almost 17%).
- ✓ The lowest proportion for coordination was spent at Brussels IV (3%).

Chart 12: Share of the Educational Support budget allocated to coordination in the European Schools



6. HIGHLIGHTED FINDINGS

- The data were collected by means of a survey via an electronic questionnaire. The data could not be retrieved from SMS.
- Even though a certain trend towards harmonisation has been identified, the share of pupils receiving different forms of support still differs between the schools and between the cycles within the schools. There is room for further harmonisation of implementation of Educational Support Policy across and within the schools.
- General, Moderate and ISA support are used in all schools.
- ISB is not used in all schools and the percentage of pupils receiving it is falling year on year. The percentage of pupils receiving ISB this year is very low, and it is not used in all schools (not at all at Bergen and Luxembourg I).
- Since the year 2015, the number of pupils receiving ISA has risen from 860 to 1 143 pupils, which represents a 33% increase.
- The percentage of ISA agreements increased from 3.46% of the ES pupil population in August 2015 to 4.24% in August 2018.
- Educational Support is provided mostly in languages and in mathematics in all cycles.
- Time allocated to assistance for pupils with ISA fell from 59% to 55% of all support time (as opposed to a very significant increase in the year 2016-2017).
- The new question in the survey about the number of tripartite agreements in the schools was extended to all forms of support. The total number is 250 agreements.
- The majority of pupils with ISA (84.3 %) were promoted normally.
- The number of terminated ISA agreements in the 2017-2018 school year was 235. More than 60% of the pupils whose ISA agreement was terminated either continued with other form of support or no longer needed Educational Support.
- When a pupil with an ISA agreement moved to a school better suited to his/her particular needs, it was either based on a common agreement between the school and the parents or it was a decision taken by the parents. In only one case did the school declare itself unable any longer to meet the child's needs.
- In the year 2017-2018, in total 11 admissions of pupils with special educational needs were refused. The refusals were at the Luxembourg I and Luxembourg II Schools.
- More than half (54%) of the Educational Support teachers are qualified to teach either in the relevant cycle or the subject; 38% have experience of teaching pupils with special educational needs and 7% have additional qualifications for teaching pupils with special educational needs.
- Nearly half of the Educational Support assistants have had a university education.
- More than 40% of Educational Support coordinators are qualified to teach pupils with special educational needs and 60% of them have experience in this area.
- The share of the Educational Support budget allocated to coordination in the European Schools ranges between 3% and 17% of the total budget earmarked for Educational Support.
- The total cost per pupil is similar to that for the previous school year. However, there are large differences between different schools.
- In the 2017 calendar year, in two schools, the budget earmarked for Educational Support was significantly exceeded, whilst in three schools the budget was not fully used. In the remainder of the schools, the final amount of money used was approximately the same as the budget estimate.

7. PROPOSALS FOR THE JOINT BOARD OF INSPECTORS AND THE JOINT TEACHING COMMITTEE

The Joint Board of Inspectors is invited to express its opinion on the report, of which the Joint Teaching Committee will be informed orally during its meeting.

The Joint Teaching Committee is also invited to express its opinion on the report.

The report will subsequently be submitted for information to the Budgetary Committee and to the Board of Governors for final approval.

8. OPINION OF THE JOINT BOARD OF INSPECTORS

The JBI expressed a favourable opinion on the statistical report. A more detailed discussion would take place at the JTC meeting.

9. OPINION OF THE JOINT TEACHING COMMITTEE

The JTC expressed a favourable opinion on the Statistical Report on Educational Support. The JTC appreciated the newly added chapters, which further improved the quality of the report. Nevertheless, the European Commission required additional information on the repartition of the budget per type of support, especially on the ratio of the total Educational Support budget allocated to ISA. For the future, the EC would also like to have some clarification regarding the discrepancy in the cost per pupil in the different schools and the situation on cases of refusal of admission. The document would be presented to the Budgetary Committee, and to the Board of Governors for approval.

10. OPINION OF THE BUDGETARY COMMITTEE

The Budgetary Committee took note and gave a favourable opinion on the statistical report regarding the educational support and the integration of pupils with Special Educational Needs into the European Schools in the year 2017-2018. The report would be forwarded to the Board of Governors for approval.

11. PROPOSAL TO THE BOARD OF GOVERNORS

The Board of Governors is invited to approve this report and to authorise its publication on the European Schools' website (www.eursec.eu).