



**Schola Europaea**

Office of the Secretary-General

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## **“ORGANISATION OF STUDIES” WORKING GROUP - SUMMARY DOCUMENT ON THE HOST COUNTRY LANGUAGE/LANGUAGE 2 AND SWALS**

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### **BOARD OF GOVERNORS**

Meeting of 1, 2 and 3 December 2015 – OSGES in Brussels

# 1. HISTORY

## 1.1 MANDATES

In April 2012, the Board of Governors gave a mandate to set up a working group on the 'Organisation of studies in the secondary cycle' (hereinafter referred to as the OrgStu WG) *"for the setting up of an 'organisation of studies in the secondary cycle' working group, for the sake of rationalisation of studies, with particular reference to options. The working group's composition would be based on that of the 'Languages' Working Group, to include drafting of a proposal for the new structure of studies in the secondary cycle, in order to improve its flexibility and efficiency, and for the financial aspects, as specified in the cost sharing debate".*<sup>1</sup>

In April 2013, the Board of Governors, on the basis of the interim report and the proposals of the 'Organisation of studies in the secondary cycle' Working Group:

*"- gave a mandate to a sub-group of the 'Organisation of studies' Working Group to study conditions for the continuation of sections in secondary;*  
*- was largely in favour of increasing the average size of groups;*  
*- requested the Working Group to continue and deepen reflection on the proposal for years S1-S3: to that end, the General Secretariat would produce a sufficiently detailed written summary, so as to be able to direct the working group's work effectively.*

*As regards the European Schools' mission, a very broad consensus was reached amongst the members of the Board of Governors on the vision described in 1.3.1, i.e. paying greater attention to pupils not aiming to take the European Baccalaureate. The debate must continue within the Working Group on the cost and the other implications of the certification which would need to be awarded to such pupils.*

*The Board of Governors requested the 'Organisation of studies' Working Group to continue and deepen its reflection, taking on board the observations made, in order to present a comprehensive new proposal, encompassing S1 to S7, which would be put to the vote at the Board of Governors' December meeting".*<sup>2</sup>

With a view to responding to the mandates given by the Board of Governors, the OrgStu WG was guided by the following principles in drafting the proposal:

- Adapt the programme of studies offered to the needs of **students** in the context of the demands of the modern world.
- Take account of **the opening up of the European School System** and of the recommendations made in the different reports: January 2009 University of Cambridge - International Examinations report on the European Baccalaureate, recent reports of the Chairmen of the European Baccalaureate Examining Board, May 2011 Cavada report, Analysis of the

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<sup>1</sup> Document 2012-04-D-9-en-3 IX.B.4

<sup>2</sup> Document 2013-04-D-15-en-3 X.B.7, page 12

academic and professional careers of the European schools' graduates.

- Propose solutions for greater **rationalisation** of courses offered in the secondary cycle.
- Present students with the same offer of courses for all the European Schools and Accredited Schools and bring together in a single document information which is currently to be found in various places.
- Guarantee a general education for all students around the eight key competences for lifelong learning.

A comprehensive proposal was presented to the Board of Governors in December 2013, which decided to endorse proposal 1.1 of document 2013-09-D-17-fr-4, Annex I, which included re-organisation of years S1-S3, and to give a mandate for external evaluation of the proposals for re-organisation of studies in years S4 to S7.<sup>3</sup>

The external evaluation would endeavour to establish and demonstrate the impact of the proposed new structure for secondary studies (years S4-S7), compared with the current situation.

The analysis should focus on whether and to what extent the proposal:

- meets the principles stated in the Convention;
- ensures access to European secondary and tertiary education systems;
- meets the mandate given by the Board of Governors (see point 1 above);
- takes into account the needs of the students faced with the demands of the modern world;
- guarantees in the last two years, leading to the European Baccalaureate, a general education around the eight key competences for lifelong learning.

Attention should also be paid to the possible risk that the proposal, as compared with the current situation, might introduce elements of discrimination against minority groups either by language section, gender, learning disability or any other category, compared with the status quo.

As a result, the work of the OrgStu WG on the reorganisation of studies in the secondary was put on hold.

At the same time the OrgStu WG inherited the mandates given in 2005 and in 2008 by the Board of Governors to the 'Languages' WG to propose solutions to a number of 'Languages Issues'.

Those mandates were:

- a) Organisation of language teaching provision for SWALS.
- b) Non-native speaker teachers.
- c) The possible introduction of the language of the host country as L2.
- d) The possibility of starting the teaching of Language 3 (L3) one year earlier (S1).

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<sup>3</sup> Document 2013-09-D-17-en-1 and annexes thereto.

- e) The possibility of starting the teaching of Latin one year earlier (S2) and, more broadly, reflection on the preservation of Latin and Ancient Greek in the curriculum.

In April 2011, the Board of Governors widened the scope of the mandate given to the 'Languages' Working Group to include re-examining the general rules for the teaching of languages in the European Schools.

Points b), d), e) have already been dealt with and the Board of Governors has already taken decisions.

Despite the fact that the Board of Governors has also taken decisions on point a), during Board of Governors' meetings, interventions requesting further investigations and actions are quite recurrent. With reference to point c), the WG has already produced two proposals (ref. 2012-01-D-36-en-6), which were discussed during the Board of Governors' April 2012 Meeting.

Neither of the two proposals concerning teaching of the HCL (Host Country Language) secured the required majority, so the Board of Governors mandated the 'Organisation of studies in the secondary cycle' Working Group to study the question in due course, in order to continue reflection on the subject and to put forward new proposals.

As requested by some Delegations during the Board of Governors' April 2015 meeting, a meeting of the OrgStu WG was convened on 22 May 2015 in order to further discuss points a) and c). The meeting produced some conclusions, which are not set out in this document.

## **1.2 TEACHING OF THE HOST COUNTRY LANGUAGE**

There is clear demand for more weight to be given to the language of the host country, with the aim of facilitating pupils' integration. This demand is greater in those schools where the language of the host country does not have the status of L2. That is the case at Alicante, Bergen, Brussels, Mol and Varese and in most of the type II schools (Helsinki, Heraklion, Parma, The Hague, Copenhagen, Tallinn and Brindisi).

The study conducted by the 'Languages' WG led to two different approaches, which were proposed to the Board of Governors in April 2013 for adoption.

### **Proposal 1: Host Country Language replacing one of the L2s**

Schools should be given the possibility of deciding which three L2s they would offer to their students. They might choose from EN, FR, DE and HCL. The idea is, for example, that at the Alicante European School, the Administrative Board could decide to offer Spanish as L2, thus no longer offering one of the other three (DE, FR or EN); in Bergen, Mol and Brussels, this would be Dutch, instead of either DE or EN and so on, the same applying to the other schools where the HCL is not DE, EN or FR.

### **Proposal 2: Host country language as an extra subject**

The second proposal is to create a new Host Country Language (HCL) course to serve those pupils who wish to study the language of the host country of the European School, when it is not DE, FR or EN.

HCL lessons could conceivably be organised in more or less the same way as Other National Language (ONL) lessons are organised for Irish, Maltese and Finnish/Swedish pupils. This organisation would guarantee effective teaching and learning of the HCL, potentially from the nursery right up to the Baccalaureate years.

“As neither of the two proposals concerning teaching of the HCL (Host Country Language) secured the required majority, the Board of Governors mandated the ‘Organisation of studies in the secondary cycle’ Working Group to study the question in due course, in order to continue reflection on the subject and to put forward new proposals.”

The ‘Organisation of studies in the secondary cycle’ WG felt that all attempts to introduce the HCL as an alternative to the existing L2 (DE, EN and FR) had been unsuccessful. It was then agreed that a solution for HCL could only be found elsewhere.

Any possible new solution should in any event consider pupils’ mobility, which should not be hindered.

### 1.3 SWALS

Here is the timetable for Primary 1-5 (*Ref: 2011-01-D-33*)

#### ***Primary school harmonised timetable***

<b>Subject</b>	<b>Years 1 and 2</b>	<b>Years 3, 4, 5</b>
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

According to the approved timetable, a pupil in the ES will receive a precise number of hours of tuition in different subjects and his/her curriculum includes a clearly defined list of subjects.

Careful reading will reveal that the number of hours is slightly different for SWALS. This means that while non-SWALS in years 1-2 receive 8 hours of tuition in ‘Mother tongue’ (language of the section, their L1), SWALS are entitled to receive 2.5 hours of tuition in their L1 (which from now on will be referred to as L1 SWALS).

SWALS are enrolled in a language section where the language is different from their L1 SWALS.

The language of the section becomes the language of tuition for other subjects: Mathematics, Discovery of the World, Music, Art, PE, Religion/Ethics and European Hours can be organised in multilingual groups, where the language used can be the pupil’s L2 or the HCL.

Parents of SWALS are free to choose between sections whose language is one of the L2 languages or the section of the Host Country Language.

SWALS should normally receive tuition in the L1 SWALS when the other pupils in the section have their L1 lessons.

As is clearly apparent from the table, L1 SWALS lessons do not correspond to the number of L1 lessons in the section: so SWALS are exposed to some of the section's L1 lessons.

This means that in years 1 and 2, SWALS receive 2.5 hours of tuition in their L1, while the other pupils in the section where they are enrolled receive 8 hours of L1: SWALS can still have 5.5 hours of lessons in the L1 of the section, even though they are not marked for that subject, which is not part of their curriculum.

When SWALS are enrolled in a L2 section (DE, EN or FR), they receive tuition in the language of the section during the L2 hours, since the language of the section is their L2. They also have all the other lessons (Maths, DoW, etc.) in their L2 (which is the language of the section). Content and Language Integrated Learning (CLIL) is in action for them from a very early stage, so their knowledge of the language of the section can improve quite quickly. The ES rules allow new pupils two years to achieve a reasonable level of knowledge of their L2, before regarding a failure in a subject taught in their L2 as a real failure (see General Rules – article 61.B.4).

When parents opt for a section whose language is the Host Country Language, but not one of the L2s, their children's life is a little more complex. They receive tuition in the L1 SWALS when the pupils in the section have their L1 lessons.

Here again, since L1 SWALS lessons never correspond to the number of L1 lessons in the section, such SWALS are also exposed to some of the L1 lessons of the section.

These SWALS cannot receive any other tuition in the language of the section, because the language of the section is not a L2, so during L2 lessons they study a third language, which is not their L1 SWALS, and neither is it the language of the section in which they are enrolled (HCL): they will have to learn another language to be chosen from amongst EN, FR or DE. They have all other lessons (Maths, DoW, etc.) in the language of the section (HCL) but they do not formally have this language in their curriculum, even though they are exposed to the hours of L1 of the section, which are not taught at the same time as their L1 SWALS.

The difference in the two cases is a structural one and has given rise to a number of issues. A detailed illustration of the consequences of this structural difference can be found in Annex 1.

**This practical arrangement may have created the false impression that SWALS are entitled to tuition in two L1s:** their 'L1 SWALS' and the 'L1 of the section in which they are enrolled'.

**In fact that is not the case:** their curriculum allows for a L1 (their L1 SWALS) and a L2 (the language of the section in which they are enrolled).

**When SWALS move up from primary to secondary, this same arrangement can no longer be implemented, for timetable reasons:** SWALS may be enrolled in at least three different sections (DE, EN and FR) and L1 courses in different sections can no longer be organised in parallel across all sections because of timetable constraints.

There is general recognition of the fact that SWALS normally achieve an extraordinarily high proficiency level in their L2, since:

- 1) in primary, when use is made of the aforementioned arrangement, they have 8 lessons in their L2 rather than 5, and these lessons are taught at a higher level (L1);
- 2) their L2 is also used for tuition in Mathematics, Discovery of the World, Music, Art and Physical Education lessons; so CLIL is already well in action in primary for them.

It has been noticed that on average, SWALS achieve better results in the Baccalaureate exams than non-SWALS. In that respect, they seem not to be penalised.

The only possible change which might be implemented immediately in order to avoid the frustration that SWALS may experience with respect to the level of tuition in L2 on moving up from primary to secondary would be to force schools to stop using the arrangement described, but it is quite likely this is not really the action expected.

A totally different issue linked to SWALS arises, essentially, in the EN and FR sections, mainly in the Brussels II and Brussels III Schools.

When, in 2004, ten more countries joined the EU, pupils coming from these countries were distributed amongst the schools already in existence in the same city (at that time: Brussels).

Hungarian, Polish, Slovenian and Maltese pupils were sent to Brussels I, Lithuanian, Latvian and Estonian pupils were sent to Brussels II, Cypriot, Czech and Slovak pupils were sent to Brussels III.

The figures forecast for Hungarian, Polish and Czech pupils suggested that there was a need for the immediate creation of those three sections at Brussels I and Brussels III.

For the other countries, it was proposed that there should be gradual adaptation to the situation as and when officials from those countries arrived.

A Lithuanian section was then created at Brussels II in 2006, but it has been limited to the nursery and primary levels.

It was only last year that the Board of Governors clearly set criteria for the continuation at secondary level of sections existing in the primary.

They are now applied to the Lithuanian section in Brussels II.

At its meeting of 8-10 April 2014, the Board of Governors gave a mandate to a working group whose mission has been the revision of the Gaignage criteria, so as to adapt them to match the current reality of the European School system.

That WG has drawn the Board of Governors' attention to the rule giving students access to SWALS status: only students belonging to categories I and II can qualify for that status and therefore benefit from it. However, the number of students enrolled in the SWALS L1 course can, in certain cases, be such that the exclusion of a student who might belong to category III and who might also benefit from the course is difficult to understand, even with respect to the aspects associated with the financial impact.

Some figures given below in Annex 2 will help illustrate other problems related to SWALS, but again of a totally different nature from the ones already illustrated previously.

As can easily be detected from the data, in some classes, namely the EN and FR nursery and lower primary classes, the concentration of SWALS is extremely high. In some cases to such an extent that tuition in the section's L1 might be in some way affected.

This phenomenon is any case quite well circumscribed and has clear roots. Looking at the total number of pupils with a specific L1 SWALS, it can immediately be realised that the numbers would justify the creation of a section. The reason why it has not yet been decided is strictly related to the overcrowding of the Brussels Schools, possibly together with the principle of non-transfer of pupils already enrolled in a school.

The Brussels II School, for instance, would hardly be able to accommodate one or even two new sections; at the same time the number of these L1 SWALS is continuing to grow and the policy has to limit the number of classes that can be created in the school so that the number of "native" in some sections decreases. It might be difficult to create new needed sections in another schools, unless the principle of brother and sisters in the same school would be waived. It seems that there is a deadlock situation. This is another issue related to SWALS, which might be referred to as 'non-creation of sections'.

Still looking at the same table with figures, another potentially problematic situation can be detected. Some sections have been created in N&P but despite the fact that numbers would justify their continuation in secondary, that has not happened. That was the case with the Lithuanian section at Brussels II. Pupils of that language have their section in primary, but become SWALS when they move up to secondary. Quite often their proficiency level in the language of the section they have to join is not sufficiently high (their L2 all of a sudden becomes the language of tuition for Maths, Sciences, Human Sciences, Religion/Ethics). Now that the Board of Governors has approved clear criteria for the dis/continuation of sections, this problem should no longer in principle be encountered.

In other schools the possibility to create new sections is quite a remote one. At the same time the percentage of SWALS pupils in some classes can be quite high (30-40%), mainly due to:

- SWALS tend to concentrate in some sections, rather than being equally shared among L2 and HCL sections
- Nationalities of SWALS pupils are constantly increasing.



This phenomenon has no real solution at present.

Last, but not least, mention should be made of the fact that it is quite often the case that there is resistance from some parents to the creation of the section of their own language. Such parents have to be reminded that one of the pillars of the European School System is organisation in sections: sections which are linked to the pupils' mother tongue. The impression has been formed that the fact that a section cannot be created for all pupils (that being the origin of the arrangements for SWALS) has now given rise to the idea that the existence and creation of a section can be dissociated from the criteria set by the Board of Governors for such existence/creation.

It should now be quite clear that when reference is made to the problem that SWALS face, reference should instead be made to the specific issue, from amongst the ones listed, which is actually meant.

The following is an attempt to summarise the different issues illustrated, which are often referred to as 'the SWALS issue' (in the singular, whilst there is clearly a plurality of issues to be faced):

- 1) dual regime for SWALS enrolled in L2 or in HCL sections: different proficiency level achieved as between 'L2' and 'HCL' schools
- 2) move up from primary to secondary of SWALS enrolled in L2 sections
- 3) formal tuition in HCL for SWALS enrolled in that section
- 4) non-access to L1 tuition to some category III SWALS pupils
- 5) non-creation of sections; non-continuation of sections
- 6) high concentration of SWALS in some classes
- 7) resistance to the creation of a SWALS section from SWALS parents

It should also now be clear that in order to solve 'the SWALS problem', a number of different situations in fact need to be tackled and dealt with.

## **2. SWALS PUPILS AND HCL**

From the analysis on SWALS conducted in paragraph 1.3 and Annex 1, it might appear quite clear that a large number of SWALS issues can be related to:

- the level of tuition in L2 compared to the competence that SWALS pupils acquire in their L2
- the fact that some HCL are not part of the L2 set.

When the HCL would be added to the set of L2, in the schools where the HCL doesn't correspond to DE, EN or FR, together with some specific arrangements for SWALS, the following issues related to SWALS listed in the referenced document would be solved (see end of paragraph 1.3):

- 1) *dual regime for SWALS enrolled in L2 or in HCL sections: different level of competence achieved between “L2” and “HCL” schools<sup>4</sup>*

When the HCL would be added to the set of L2, this difference would not exist anymore: even pupils choosing enrolment in the HCL, may have HCL as L2. All SWALS pupils may then be exposed to L1 courses of their sections and receive their L1 SWALS tuition when other non-SWALS pupils receive L2 lessons. The pragmatic solution illustrated on page 14 of the Annex 1 would apply to all SWALS pupils with no exception in any of the European Schools and Accredited European Schools. All SWALS pupils might aim at achieving a competence in the language of the section where they are enrolled which would nearly correspond to a L1 command.

- 2) *Frustration in L2 lessons of SWALS pupils enrolled in L2 sections when they move from primary to secondary*

When the HCL would be added to the set of L2, the same pragmatic arrangement applied in primary could go on in secondary. SWALS pupils may go on being exposed to L1 courses of their sections and receive their L1 SWALS tuition when other non-SWALS pupils receive L2 lessons. In fact, all L2 lessons are timetabled in parallel, so no matter which section the SWALS pupils would be enrolled, they would be free during L2 lessons, so that they could receive their L1 SWALS lessons. The provision of L1 SWALS lessons for some years should be adapted accordingly. The frustration felt by many SWALS pupils moving from primary to secondary would be waved.

It might be decided to give anyway the possibility to SWALS pupils to decide to be tested at L1 or L2 level in the language of the section where they are enrolled: in this way also specific needs of newcomer SWALS pupils might be addressed.

- 3) *Formal tuition in HCL language to SWALS pupils enrolled in HCL section*

When the HCL would be added to the set of L2, SWALS pupils enrolled in HCL section will also receive formal tuition on HCL. We should stress here that HCL is for those pupils the language of tuition of the large majority of the other subjects. Since the tuition in HCL would be at L1 level, schools can still organise Intensive B support crash courses for newcomers.<sup>5</sup>

### **3. PROPOSAL: HOST COUNTRY LANGUAGE ADDED TO THE LIST OF L2s IN HCL SCHOOLS**

In HCL schools, HCL should be added to the list L2s. Pupils in HCL schools could then choose their L2 out of EN, FR, DE and HCL. SWALS pupils opting for enrolment in the HCL Section would have the HCL as L2.

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<sup>4</sup> We use “L2 schools” to indicate schools based in a country where the Host Country Language corresponds to DE, EN or FR; “HCL schools” to indicate schools based in a country where the Host Country Language does not correspond to DE, EN or FR.

<sup>5</sup> A detailed illustration of the issues 1), 2) and 3) summarized here can be found in document 2015-08-D-9.

The same would apply also to type II schools, which are increasingly located in countries where the HCL is not DE, FR or EN.

### ***Implementation***

The inclusion of HCL to the set of L2s would normally be gradual. The speed of the process, the calendar of implementation, the impact on teaching posts, the financial impact would all be discussed and agreed inside the Administration Board of HCL schools and finally endorsed by the Board of Governors.

Parents choosing HCL as L2 for their children should be duly informed of the consequences of this choice at the time of making it<sup>6</sup>.

### ***Implications***

#### - Financial

The financial impact of the inclusion of HCL in the set of L2s is not easy to be evaluated. In some cases number of groups in the other L2s might be reduced, so that there would be no impact. Secondments for HCL teachers should not be problematic at all. A possible cost estimate would be produced for the Budgetary Committee meeting.

#### - Mobility

Children with HCL as L2 moving from one HCL School to a non-HCL school would have to choose another L2. For example, such a child moving from Mol to Karlsruhe, has to switch to another L2 in Karlsruhe. In this case the same rules applied for newcomers might apply. Those children are supposed to gain the appropriate level of language competence in L2 within two years (Art. 61.B.4 of the General Rules).

Mobility historically concerns a very limited number of pupils. In among them only those with HCL as L2 would be affected.

#### - SWALS

From the viewpoint of SWALS' integration into the HCL section and learning, the HCL would be a clear advantage.

## **4. CONCLUSION**

The Board of Inspectors and the Joint Teaching Committee are requested to give their opinion, for the Budgetary Committee's benefit, on the proposal illustrated in chapter 3:

- **Host Country Language** added to the list of L2s in HCL schools

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<sup>6</sup> More particularly, the consequences in the event of transfer.

## 5. OPINION OF THE JOINT BOARD OF INSPECTORS

The Joint Board of Inspectors was of the opinion that this proposal should be dealt with by the 'Reform' Working Group in the broader context of Educational Reform of the European School System. The document would go forward to the Joint Teaching Committee for its opinion.

## 6. OPINION OF THE JOINT TEACHING COMMITTEE

The Joint Teaching Committee was of the opinion that this proposal should be dealt with by the 'Reform' Working Group.

The Joint Teaching Committee requested that the question of provision of Language 1 for category 3 SWALS be incorporated into the document.

The Joint Teaching Committee was informed of the opinion of the Joint Board of Inspectors, which recommended that discussion of this issue should be remitted to the 'Reform' Working Group, which would be tasked with defining a coherent and consistent language policy.

The document would be presented to the Budgetary Committee for its opinion, then to the Board of Governors for decision-making.

## 7. PROPOSAL TO THE BUDGETARY COMMITTEE

The Budgetary Committee is invited to express an opinion on addition of the **Host Country Language (HCL)** to the list of L2s in the schools. To that end, it is invited to scrutinise and take note of the financial statement (Annex III).

## 8. OPINION OF THE BUDGETARY COMMITTEE

The Budgetary Committee acknowledged the need to add the Host Country Language (HCL) to the list of L2s as putting into practice of the recommendations of the external evaluation of the European Schools. The Committee recommended that the Board of Governors should incorporate the question into the mandate of the 'Reform' Working Group.

## 9. PROPOSAL TO THE BOARD OF GOVERNORS

The Board of Governors is invited to take a decision on the proposal set out in point 3 above concerning addition of the **Host Country Language (HCL)** to the list of L2s in HCL schools.

ANNEX I Pages 13 to 20

ANNEX II Pages 21 and 22

ANNEX III Pages 23 to 27 Financial Statement

## ANNEX I

In this annex an attempt will be made to illustrate in detail some consequences of the structural difference between SWALS enrolled in a L2 section (DE, EN, FR) and SWALS enrolled in a HCL section (Host Country Language, different from DE, EN or FR)

This is the timetable of a non-SWALS in years P1-2 in practice:

Subject	Language of tuition
Language 1	L1
	L1
	L1
	L1
	L1
	L1
	L1
	L1
Mathematics	L1
	L1
	L1
	L1
	L1
Language 2	L2
	L2
	L2
	L2
Music Art Physical Education	L1
	L1
	L1
	L1
Discovery of the World	L1
	L1
	L1
	L1
European Hours	(L1) L2 or HCL
	(L1) L2 or HCL
Religion/Ethics	L1
	L1

SWALS are enrolled in a section where the language of the section is different from their L1.

The language of the section becomes the language of tuition for some subjects: Mathematics and Discovery of the World. The other subjects: Music, Art, PE, European Hours, Religion/Ethics can be organised in multilingual groups, taught in one of the L2s or in the Host Country Language.

Parents of SWALS are free to choose between sections whose language is one of the L2 languages and the section of the Host Country Language, when this is different from any of the L2 languages.

When they opt for a section whose language is one of the L2s, they should receive tuition in the L1 SWALS when the pupils in the section have their L1 lessons.

This is the 'normal' timetable of a SWALS:

Subject	Language of tuition
Language 1	L1
	L1
	L1
Mathematics	L2
	L2
	L2
	L2
	L2
	L2
Language 2	L2
	L2
	L2
	L2
	L2
Music Art Physical Education	L2
	L2
	L2
	L2
Discovery of the World	L2
	L2
	L2
	L2
European Hours	L2 or HCL
	L2 or HCL
Religion/Ethics	L2
	L2

As is clear from the table, the number of L1 SWALS lessons does not correspond to the number of L1 lessons in the section: so SWALS may attend some of the L1 lessons of the section.

In any case they will not be marked for the L1 of the section, but only for their L1 SWALS.

Their timetable becomes in fact:

Subject	Language of tuition
Language 1	Lswals
	Lswals
	Lswals
	L2
	L2
	L2
	L2
	L2
Mathematics	L2
	L2
	L2
	L2
	L2
	L2
Language 2	L2
	L2
	L2
	L2
	L2
Music Art Physical Education	L2
	L2
	L2
	L2
Discovery of the World	L2
	L2
	L2
	L2
European Hours	L2 or HCL
	L2 or HCL
Religion/Ethics	L2
	L2

SWALS should normally receive tuition in the language of the section during L2 hours, since the language of the section is their L2.

They also have all other lessons in Maths and DoW in their L2 (which is the language of the section).

Content and Language Integrated Learning (CLIL) is in action for them from a very early stage, so their proficiency level in the language of the section can improve quite quickly.

When the Host Country Language is one of the L2s, since the number of L1 SWALS lessons (5) is equivalent to the number of L2 lessons (5), in many schools the following practical arrangement is applied:

Subject	Language of tuition
Language 1	L2
	L2
	L2
	L2
	L2
	L2
	L2
	L2
	L2
Mathematics	L2
	L2
	L2
	L2
	L2
	L2
Language 2	Lswals
	Lswals
	Lswals
Music Art Physical Education	L2
	L2
	L2
	L2
Discovery of the World	L2
	L2
	L2
	L2
European Hours	L2 or HCL
	L2 or HCL
Religion/Ethics	L2
	L2



In this way SWALS are 'exposed' to the L1 lessons of the section in which they are enrolled, but they are marked as for L2 for that language; they have their L1 SWALS lessons while all non-SWALS are having their L2 lessons.

**This practical arrangement may have created the false impression that SWALS are entitled to tuition in two L1s:** their 'L1 SWALS' and the 'L1 of the section in which they are enrolled'.

In fact that is not the case: their curriculum allows for a L1 (their L1 SWALS) and a L2 (the language of the section in which they are enrolled).

**When SWALS move up from primary to secondary, this same arrangement can no longer be implemented, for timetable reasons:** SWALS may be enrolled in at least three different sections (DE, EN and FR) and L1 courses in different sections can no longer be organised in parallel across all sections because of timetable constraints.

There is general recognition of the fact that SWALS normally achieve an extraordinarily high proficiency level in their L2, since:

- 1) in primary, when the aforementioned arrangement is used, they have 8 lessons in their L2 rather than 5, and these lessons are taught at a higher level (L1)
- 2) their L2 is also used for the tuition in Mathematics, Discovery of the World, Music, Art and Physical Education lessons; so CLIL is already well in action in primary for them

It has been noticed that on average, SWALS achieve better results in the Baccalaureate exams than non-SWALS. In that respect, they seem not to be penalised.

The only possible change which might be implemented immediately in order to avoid the frustration that SWALS may experience with respect to the level of tuition in L2 on moving up from primary to secondary would be to force schools to stop using the arrangement described, but it is quite likely this is not really the action expected.

The situation is even more complex when looking at what happens in schools where the HCL does not correspond to DE, EN or FR.

SWALS enrolled in a school not located in a country where the HCL was English, French or German (e.g.: Varese)<sup>7</sup> would be able to enrol in the HCL section (e.g. Italian).

The practical arrangement illustrated and applied in the schools where the HCL was English, French or German, according to which the SWALS pupil is exposed to the L1 courses of the section in which he is enrolled as his/her L2 and has his/her L1 SWALS when the other pupils get their courses of L1, cannot be applied anymore to the Schools where the HCL does not correspond to DE, EN or FR.

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<sup>7</sup> The Varese School is used as example, but the same applies in Alicante with ES, in Bergen, Mol and Brussels with NL and in many other languages in the accredited schools which offer L1 SWALS tuition.

A concrete example might better illustrate the situation.

Say a Slovenian pupil (SWALS necessarily: there is no Slovenian section in any European School) was integrated into a Francophone section. When the rest of the Francophone class which he/she was in were being taught French, he/she should be taught Slovene. When the rest of the Francophone class were being taught their Language 2 (EN or DE), he/she would be taught French.

It has been seen that since the number of hours was such that Language 1 had a larger number of hours allocated to it than Language 2 and since SWALS were entitled to fewer hours of tuition in their L1 SWALS, the mechanism put in place in those schools was such that those SL students would continue to remain with their Francophone class during FR Language 1 lessons and would have SL lessons when the others were having their Language 2 (EN or DE) lessons.

That mechanism was not applicable at Varese for a SL student who might join the IT section. The reason was that when joining the Italian section, the SL student also had to choose a Language 2, which had to be either English, French or German, since he/she also had to attend of his/her L2 classes, which L2 cannot be IT.

When the Italian class was taught Language 2 (DE, EN or FR), he/she would attend his/her L2 class (DE, EN or FR). And when the Italian class was taught other subjects, he/she would be taught in Italian. The student would therefore be exposed to teaching (Mathematics, Discovery of the World, Art, Music and Physical Education) in a language in which he/she had never received any formal tuition<sup>8</sup>.

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<sup>8</sup> Such a situation was criticised by the External Evaluators' Team.

This is the timetable for a SWALS integrated into a HCL section:

Subject	Language of tuition	
Language 1	L1	
	L1	
	L1	
Mathematics	HCL	
	HCL	
	HCL	
	HCL	
	HCL	
	HCL	
Language 2	L2	
	L2	
	L2	
	L2	
	L2	
Music Art Physical Education	HCL	
	HCL	
	HCL	
	HCL	
Discovery of the World	HCL	
	HCL	
	HCL	
	HCL	
European Hours	L2	or HCL
	L2	or HCL
Religion/Ethics	HCL	
	HCL	

In practice, since the number of hours of L1 SWALS is less than the number of hours of L1 tuition that pupils with a section are entitled to receive, the timetable of a SWALS integrated into the HCL section becomes:

Subject	Language of tuition
Language 1	L1
	L1
	L1
	HCL
	HCL
	HCL
	HCL
	HCL
Mathematics	HCL
	HCL
	HCL
	HCL
	HCL
Language 2	L2
	L2
	L2
	L2
	L2
Music Art Physical Education	HCL
	HCL
	HCL
	HCL
Discovery of the World	HCL
	HCL
	HCL
	HCL
European Hours	L2 or HCL
	L2 or HCL
Religion/Ethics	HCL
	HCL

Where the problem of exposure to formal tuition in HCL is less marked: SWALS are exposed to L1 lessons in HCL, which, from the very outset, is of course far from being pitched at their proficiency level in the language.

## ANNEX II SWALS Population in Brussels II and III

## A) Brussels II

	GERMAN SECTION							ENGLISH SECTION							FRENCH SECTION							TOTAL SWALS	TOTAL NON SWALS	SWALS %
	EO	LV	LI	TOTAL SWALS	DE	TOTAL ELEVES	SWALS %	EO	LV	LI	TOTAL SWALS	EN	TOTAL ELEVES	SWALS %	EO	LV	LI	TOTAL SWALS	FR	TOTAL ELEVES	SWALS %			
N1	0	0		0	13	13	0,0%	5	9		14	6	20	70,0%	5	3		8	6	14	57,1%	22	25	46,8%
N2	2	0		2	15	17	11,8%	7	8		15	1	16	93,8%	10	11		21	10	31	67,7%	38	26	59,4%
<b>SUB-TOTAL NURSERY</b>	<b>2</b>	<b>0</b>		<b>2</b>	<b>28</b>	<b>30</b>	<b>6,7%</b>	<b>12</b>	<b>17</b>		<b>29</b>	<b>7</b>	<b>36</b>	<b>80,6%</b>	<b>15</b>	<b>14</b>		<b>29</b>	<b>16</b>	<b>45</b>	<b>64,4%</b>	<b>60</b>	<b>51</b>	<b>54,1%</b>
P1	2	0		2	12	14	14,3%	11	4		15	12	27	55,6%	8	13		21	22	43	48,8%	38	46	45,2%
P2	2	0		2	17	19	10,5%	10	6		16	7	23	69,6%	8	12		20	17	37	54,1%	38	41	48,1%
P3	0	2		2	18	20	10,0%	8	4		12	24	36	33,3%	2	5		7	26	33	21,2%	21	68	23,6%
P4	1	0		1	22	23	4,3%	8	5		13	9	22	59,1%	6	5		11	34	45	24,4%	25	65	27,8%
P5	0	0		0	24	24	0,0%	6	5		11	14	25	44,0%	1	4		5	27	32	15,6%	16	65	19,8%
<b>SUB-TOTAL NURS+PRIM</b>	<b>7</b>	<b>2</b>		<b>9</b>	<b>93</b>	<b>102</b>	<b>8,8%</b>	<b>55</b>	<b>41</b>		<b>96</b>	<b>66</b>	<b>162</b>	<b>59,3%</b>	<b>40</b>	<b>53</b>		<b>93</b>	<b>126</b>	<b>219</b>	<b>42,5%</b>	<b>198</b>	<b>285</b>	<b>41,0%</b>
S1	0	0	0	0	28	28	0,0%	4	7	9	20	15	35	57,1%	4	2	1	7	40	47	14,9%	27	83	24,5%
S2	0	0	0	0	22	22	0,0%	6	3	10	19	11	30	63,3%	1	1	2	4	41	45	8,9%	23	74	23,7%
S3	0	0	0	0	21	21	0,0%	3	8	6	17	14	31	54,8%	2	1	2	5	57	62	8,1%	22	92	19,3%
S4	0	0	0	0	25	25	0,0%	2	8	7	17	23	40	42,5%	5	1	4	10	53	63	15,9%	27	101	21,1%
S5	0	0	0	0	25	25	0,0%	6	7	4	17	16	33	51,5%	0	1	2	3	64	67	4,5%	20	105	16,0%
S6	0	0	0	0	26	26	0,0%	3	3	13	19	23	42	45,2%	0	1	1	2	71	73	2,7%	21	120	14,9%
S7	0	0	0	0	22	22	0,0%	6	8	10	24	29	53	45,3%	0	0	1	1	64	65	1,5%	25	115	17,9%
<b>SUB-TOTAL SECONDARY</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>169</b>	<b>169</b>	<b>0,0%</b>	<b>30</b>	<b>44</b>	<b>59</b>	<b>133</b>	<b>131</b>	<b>264</b>	<b>50,4%</b>	<b>12</b>	<b>7</b>	<b>13</b>	<b>32</b>	<b>390</b>	<b>422</b>	<b>7,6%</b>	<b>165</b>	<b>690</b>	<b>19,3%</b>
<b>GRAND TOTAL</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>290</b>	<b>299</b>	<b>3,0%</b>	<b>85</b>	<b>85</b>	<b>59</b>	<b>229</b>	<b>204</b>	<b>433</b>	<b>52,9%</b>	<b>52</b>	<b>60</b>	<b>13</b>	<b>125</b>	<b>532</b>	<b>657</b>	<b>19,0%</b>	<b>363</b>	<b>1026</b>	<b>26,1%</b>

## B) Brussels III

	GERMAN SECTION						ENGLISH SECTION						FRENCH SECTION						TOTAL SWALS	TOTAL NON SWALS	SWALS %
	CZ	SK	TOTAL SWALS	DE	TOTAL ELEVES	SWALS %	CZ	SK	TOTAL SWALS	EN	TOTAL ELEVES	SWALS %	CZ	SK	TOTAL SWALS	FR	TOTAL ELEVES	SWALS %			
N1		2	2	10	12	16,7%		8	8	15	23	34,8%		10	10	28	38	26,3%	20	53	27,4%
N2		2	2	10	12	16,7%		11	11	18	29	37,9%		9	9	32	41	22,0%	22	60	26,8%
<b>SUB-TOTAL NURSERY</b>		4	4	20	24	16,7%		19	19	33	52	36,5%		19	19	60	79	24,1%	42	113	27,1%
P1		2	2	19	21	9,5%		5	5	17	22	22,7%		11	11	45	56	19,6%	18	81	18,2%
P2		1	1	22	23	4,3%		5	5	25	30	16,7%		12	12	39	51	23,5%	18	86	17,3%
P3		1	1	19	20	5,0%		4	4	22	26	15,4%		4	4	50	54	7,4%	9	91	9,0%
P4		1	1	22	23	4,3%		4	4	25	29	13,8%		4	4	51	55	7,3%	9	98	8,4%
P5		0	0	25	25	0,0%		7	7	22	29	24,1%		3	3	50	53	5,7%	10	97	9,3%
<b>SUB-TOTAL NURS+PRIM</b>		5	5	107	112	4,5%		25	25	111	136	18,4%		34	34	235	269	12,6%	64	453	12,4%
S1		0	0	27	27	0,0%		5	5	22	27	18,5%		2	2	53	55	3,6%	7	102	6,4%
S2		1	1	18	19	5,3%		6	6	21	27	22,2%		1	1	73	74	1,4%	8	112	6,7%
S3		1	1	24	25	4,0%		5	5	21	26	19,2%		2	2	58	60	3,3%	8	103	7,2%
S4		0	0	23	23	0,0%		2	2	30	32	6,3%		2	2	49	51	3,9%	4	102	3,8%
S5	1	0	1	28	29	3,4%	4	2	6	39	45	13,3%	2	2	4	73	77	5,2%	11	140	7,3%
S6	0	0	0	37	37	0,0%	4	2	6	30	36	16,7%	0	0	0	69	69	0,0%	6	136	4,2%
S7	0	1	1	25	26	3,8%	3	3	6	37	43	14,0%	1	0	1	86	87	1,1%	8	148	5,1%
<b>SUB-TOTAL SECONDARY</b>	1	3	4	182	186	2,2%	11	25	36	200	236	15,3%	3	9	12	461	473	2,5%	52	843	5,8%
<b>GRAND TOTAL</b>	1	12	13	309	322	4,0%	11	69	80	344	424	18,9%	3	62	65	756	821	7,9%	158	1409	10,1%

Below is the number of L2 lessons or of lessons taught in L2 at the different teaching levels:

Primary	L2
1	2.5
2	2.5
3	3.75
4	3.75
5	3.75
<b>Total</b>	<b>16.25</b>

Secondary	L2	Hum. Sc.	Geo	Hist.	Geo4	Hist4	Eco
1	5						
2	4						
3	4	3					
4	3		2	2			-
5	3		2	2			-
6	3		2	2	4	4	-
7	3		2	2	4	4	-
<b>Total</b>		<b>44</b>			<b>16</b>		<b>60</b>

One might result jump to the conclusion that the addition of a fourth Language 2 might result in a substantial increase in the number of lessons to be organised.

Looking at the number of pupils in Language 2 courses at the different levels in the current situation (School Year 2014-2015):

Language of Tuition		DE			EN							ES	FR						IT	NL	Total	
Groups		A	B	C	A	B	C	D	E	F	G	A	A	B	C	D	E	F	A	A		
School	Level																					
Alicante	P1	8			18	18	17						12								73	
	P2	5			17	18	19						14								73	
	P3	4			19	21	19						8								71	
	P4	9			23	21	18						14								85	
	P5	9			18	15	16						15								73	
	S1	9			23	26							12								70	
	S2	9			25	24							15								73	
	S3	9			28	26							15								78	
	S4	10			20	21	19						12								82	
	S5	11			27	25							13								76	
	S6	5			22	21							20	5							73	
	S7	6			22	17	17						9	10							81	
Bergen	P1	4			13								10								27	
	P2	2			25	9							2								38	
	P3	1			29								16								46	
	P4	5			16	12							7								40	
	P5	4			24	13							13								54	
	S1	4			18	13							14								49	
	S2	3			12	17							13								45	
	S3	6			20								10								36	
	S4	2			18	17							6								43	
	S5	3			22	12							11								48	
	S6	3			16	18							4								3	44
	S7	3			16	12							2								7	40



Language of Tuition		DE			EN							ES	FR						IT	NL	Total
Groups		A	B	C	A	B	C	D	E	F	G	A	A	B	C	D	E	F	A	A	
School	Level																				
Bruxelles I	P1	8			25	23	25	25	25	24			22	21	22						220
	P2	12			24	23	23	23	24	24			21	21	19	20					234
	P3	19			24	22	25	25	24	24			24	24	25						236
	P4	13			20	22	21	23	23	23			20	20	28	2					215
	P5	10			23	28	22	22	23	23			22	17	29	28					247
	S1	11			13	25	25	23	25	24	14		22	28	28						238
	S2	20			17	21	22	23	22	24	20		15	15	28	28					255
	S3	14			24	27	26	24	23	24	19		22	23	22	17					265
	S4	18			28	27	27	24	26				27	26	26	27					256
	S5	12			24	25	26	25	25				23	18	17	25					220
	S6	17			27	25	26	26	23	25	26		26	23	23						267
S7	11			28	26	24	27	25	26			24	24	24						239	
Bruxelles II	P1	7	2		21	20	20	20	15			22	21	21	10	10				189	
	P2	6	2		23	22	25	22	16			22	22	21	8	12				201	
	P3	6	2		21	22	21	20	6	6		22	19	20	18	4	3			190	
	P4	7	1		23	24	12	24	24	23	12		19	21	21	24	6	5		246	
	P5	9			23	25	10	24	23	11			21	20	20	11		4		201	
	S1	9			25	27	26	26	26				20	18	20	20	10			227	
	S2	19			28	22	20	22	19	18			22	23	22	6				221	
	S3	7			28	28	28	28	28	17			22	22	22	21				251	
	S4	12			21	22	22	20	22	22			21	23	22	22				229	
	S5	9			23	22	27	25	27	27			23	22	21					226	
	S6	12			27	27	28	26	27	25	25		27	26						250	
S7	7			23	25	24	26	26	25	26		20	19	23					244		

Language of Tuition		DE			EN							ES	FR						IT	NL	Total
Groups		A	B	C	A	B	C	D	E	F	G	A	A	B	C	D	E	F	A	A	
School	Level																				
Bruxelles III	P1	10			22	21	21	21	21				22	23	23						184
	P2	17			20	21	21	19	21				23	21	23						186
	P3	19			21	22	21	22	21				18	19	18	19					200
	P4	11			23	23	23	23	22				21	22	22						190
	P5	19			21	21	22	21	21				21	19	19	18					202
	S1	15			26	26	26	25	25				24	20	20						207
	S2	16			27	27	27	26	20				24	22	21						210
	S3	13			24	23	23	23	24				22	20	20						192
	S4	14			24	24	24	21	24				22	20	23	22					218
	S5	16			26	26	25	24	25	24			23	21	21	21					252
S6	13			28	26	28	27	27	26			23	25	24						247	
S7	17			28	24	26	25	25	27			17	19	19	21					248	
Bruxelles IV	P1	14			22	22	23	21	22	2			20	23	22	1					192
	P2	10	1		24	23	23	23	23	1			24	20	19						191
	P3	7	1	1	24	24	24	25	24	3			20	20	20	18	3	3			217
	P4	8			24	22	24	21	24	2			19	19	19	4	5	1			192
	P5	7	3		25	24	23	24	23	4			23	24	21	3	1	2			207
	S1	7			28	28	29	28	28	14			29	28	28						247
	S2	12			28	28	27	27	27	15			29	27	26						246
	S3	12			23	25	25	24	25	21			26	27	19						227
	S4	12			23	24	22	19	21				22	21							164
	S5	7			22	23	24						20								96

Language of Tuition		DE			EN							ES	FR						IT	NL	Total
Groups		A	B	C	A	B	C	D	E	F	G	A	A	B	C	D	E	F	A	A	
School	Level																				
Mol	P1	2			13								18								33
	P2	3			20								15								38
	P3	3			22								15	16							56
	P4				20								13	12							45
	P5	6			23								18								47
	S1	7			15	15							28								65
	S2	4			21								22								47
	S3	2			18	17							29								66
	S4	5			16	14							25	1							61
	S5	4			18	18							22								62
	S6	5			21	21							12								59
S7	4			17	21							22								64	
Varese	P1	7			13	19	18	19					23								99
	P2	7			19	22	20	21					22								111
	P3	8			18	25	24						24								99
	P4	10			11	21	21	21					24								108
	P5	8			21	17	20	21					18								105
	S1	4			21	22	21	20					25								113
	S2	10			23	22	23	22					23								123
	S3	12			22	23	22	21					16								116
	S4	6			23	22	24						26								101
	S5	10			16	21	17						12								76
	S6	10			25	24	25	23					16							5	128
S7	8			28	24	24						17							6	107	

It can be realised that the total number of lessons might not in fact increase considerably.

With a single exception, at the Bergen, Alicante and Mol Schools and – to an even greater extent – at the Varese School, the EN Language 2 courses have a number of pupils justifying the creation of more than one course.

It is therefore quite possible that since those courses are the ones with the largest number of pupils, they will also be the courses whose pupils would choose to opt for the HCL as Language 2. If that happened, the additional number of hours generated by the HCL as Language 2 course would be offset by the reduction in the number of EN Language 2 courses.