Ref: **2020-01-D-25-en-4**

Orig.: **EN**

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Including the Host Country Language in the group of Languages 2

**Approved by the Board of Governors at its meeting on 15, 16 and 17 April 2020**

# Description of the proposed change

In order to ensure inclusion in the local community and to support its status, it is proposed to include the Host Country Language (HCL) in the group of Languages 2, where the HCL is not English, French or German (further referred to as HCL schools).

This measure would be initiated by the individual schools, following the request of the Administration Board, to be approved by the Board of Governors. The schools would have to offer DE, EN, FR and as a fourth option the HCL. The HCL can only be an L2 if the school has already offered the other three L2’s.

In HCL schools, **HCL should be added to the list of L2’s**. Pupils in the 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. The same would apply also to Accredited European Schools (AES), which are located in the countries where the HCL is not DE, FR or EN.

The fact that this measure would be initiated by the individual schools would ensure that the decision would be made considering the financial and human resources as well as the pedagogical particularities of the school.

A gradual implementation is proposed starting from P1. The financial and HR impact would be discussed and agreed inside the Administration Boards of HCL schools and finally endorsed by the BOG.

**Entry into force**: September 2023

# Why is this change required?

The HCL plays an important role in the everyday life of the HCL schools (Alicante, Bergen, Brussels, Mol and Varese, and in most AES). There is also an un- or underexploited possibility of the environment to support multilingual education: there is considerable out-of-school contact with the language of the host country, which could support the learning of this language. Those pupils who would learn the HCL as their L2, it would be easier to integrate into the host country. This was clearly pointed out by experts including the authors of the UCL report.

SWALS pupils are often enrolled in the HCL section but they do not receive tuition of the language used for teaching other subjects, which puts many of those students into a difficult situation.

Pupils who decide to continue their higher education in the country where the school is hosted would find it helpful if they had a good working knowledge or even proficiency of the language of the host country, which is currently not the case.

Some pupils may decide to continue their studies in a school which is different from the ES in the national system of the host country. Their settling in the new environment is more difficult without speaking the host country language.

# Intended outcomes

Besides the current group of Languages 2 (English, French and German), Dutch, Italian and Spanish would be additional options as Language 2 in the European Schools.

If Accredited European Schools decided to adopt this proposal, the languages of the countries of those schools would also become Languages 2 (Danish, Greek, Italian, Slovenian, Spanish, Dutch, Finnish and Estonian etc.).

The subjects taught in Language 2 would also be offered in the HCL, therefore a greater curricular choice would be available.

SWALS pupils would receive formal tuition in the language of the section which they are enrolled in.

# Potential benefits

It follows from the above that the new proposal would be advantageous for the following:

For all pupils who do not have the HCL as their Language 1: the opportunity to live in an environment where the HCL is also used outside the school will be beneficial.

A better understanding of the culture of the host country.

For pupils who might decide that the European Baccalaureate is not the best solution at a certain stage of their schooling: those pupils could then easily go into a different type of education offered in the national system.

For pupils who decide to continue their studies in the national higher education system.

For SWALS who are currently enrolled in the host country’s section and learn different subjects in the Host Country Language without any formal tuition in that language. This measure would result in these pupils learning only two languages at the same time, as is the case for other pupils as opposed to the current situation, where they are exposed to Languages 1, 2 and the HCL starting from primary year 1.

SWALS enrolled in the HCL section would also be more successful in acquiring the objectives of the subjects learnt in the HCL.

Schools would be able to offer more possibilities for extra-curricular and out-of-school activities.

# Potential adverse effects

## Mobility

Pupils moving from one (HCL) school to a non-HCL school would have to choose another L2, therefore, the proposed measure could impede mobility of staff between institutions.

The following answers can be given to this concern:

Firstly, in the light of the available statistical data, it can be stated that mobility concerns a very limited number of pupils. In among them only those with HCL as L2 would be affected. In 2018-2019, there were a total of 119 transfers between the European Schools, which represents 0.43 % of the school population in 2017-2018, and the ratio is similar in relation to other years

Secondly, the European Schools have a long-established policy on providing support for pupils entering the system at a later stage of their schooling. Article 61.B.4 of the General Rules is an example of the assurances that the system applies to support pupils who change schools.

Some members of the Budgetary Committee have expressed their concern regarding this factor, but on the other hand, other members pointed out that schools should call parents’ attention to the responsibility of their decision, and should inform them about the consequences of their choice (i.e. it may not be possible to offer the same Language 2 and the subjects taught in L2 for pupils if they move to another European School).

On the whole, there are more advantages than disadvantages of this measure.

## The situation of other L2’s

There is a risk that the introduction of the HCL as L2 could mitigate the choice of other L2’s.

It is difficult to estimate the impact of this measure on the number of pupils choosing the existing L2’s (DE, EN and FR). European Schools would nevertheless have to offer all the four languages (DE, EN FR *and* HCL where applicable). This applies to the AES, too.

## Syllabuses

As reflected in the Planning section of this document (p.8), and as some delegations in the Budgetary Committee mentioned, there is a potential extra workload and cost of the translation of syllabuses into all the host country languages of the schools (both ES and AES) who would decide to offer this opportunity in their curricula. As previously explained, starting out from the current situation (DE, EN, FR, IT, FI, NL already exist as L2), the following language versions would have to be created (i.e. translations): ES, GR, DA, SL and the languages, the syllabuses of which should be translated, including L2 and subjects taught in L2 (HIS, GEO, ECO).

The gradual implementation (first Bac organised twelve years later) and the possibility of each school to decide are reducing this financial burden to minor, compared to the added value of the measure in question.

## Group sizes

An increasing number of L2’s could reduce the group sizes in DE, EN or FR. In other words, this measure would have further human resources and organizational consequences.

In the HCL schools, 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, and 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.

All these risks are further mitigated by the fact that the WG proposes a gradual implementation, meaning that the change would begin with Primary 1; therefore, there would be sufficient time and opportunity for the school management to plan the adequate human resources to the actual needs.

## The European Baccalaureate

As regards the Bac expenses related to the organisation of the European Baccalaureate (EB) examinations, it is true that more language versions would be needed in the future. If the AES are included, the number of L2 papers would increase by 6 (DE EN FR ES IT NL), and the number of language versions for History, Geography and Economics would also increase. The costs do not seem to be high, but the workload of inspectors and the Baccalaureate Unit could increase in that respect[[1]](#footnote-2). As said before, this would be needed after more than 10 years after the introduction of the HCL as L2.

Another matter that would need to be addressed is finding external correctors and examiners. For the three subjects (History, Geography and Economics) to be taught through the new L2 languages. Theoretically, at least, this should not represent a major difficulty for the national inspectors of the Members States concerned.

## Human Resources

HR-related issues would need to be tackled as well. Teachers with the qualifications and language skills to teach History, Geography and Economics in the HCL will have to be recruited. In principle, finding qualified teachers to teach the HCL and the subjects to be taught through the HCL does not seem an unsurmountable difficulty, either. Besides, if the HCL already exists as a language section in the school, there will be teachers qualified to take in charge one/some of the three aforementioned subjects, as well as the new L2. but it is to be noted again that this change would take place in the long run, therefore there would be sufficient time to plan in advance.

In addition to the above, the change would take place in the long term; allowing, therefore, sufficient time for the schools to establish their strategic plan well in advance. Furthermore, the fact the Administrative Board of each school concerned is responsible for introducing the request for the creation of the HCL as a fourth L2 adds an extra layer of security and guarantees that an informed decision is taken once all aspects related to the number of courses and teaching hours to be created, in the short, medium and long term (before the first cohort of prospective students reach the Baccalaureate cycle), have been carefully assessed and budgeted.

# Documents and planning

## Proposed amendment of document 2019-04-D-13

|  |  |
| --- | --- |
| Current text (pages 6 to 10) | Proposed amendments(additions **in bold** and deletions **~~in bold and strikethrough~~**) |
| 2.1.c. For the primary school and in secondary years 1-5 the regulations are as follows:(...)L2 is taught from primary year 1: it may only be DE or EN or FR and must be different from L1.In secondary year 3, Human Science courses must be taught in L2 (DE, EN or FR) and may not be taught in L1.In principle, as from secondary year 3, Religion courses and Ethics courses are taught in L2 (DE, EN or FR), as stated in points 1.4 d) and 1.4 e) above.As from secondary year 4, History and Geography courses must be organised in the L2 (DE, EN or FR) and must not be taught in L1.From year 4, economics, where this is chosen as an option, should normally also be taught in LII (DE, EN or FR). However, if an insufficient number of pupils have chosen economics, so that a course in this subject cannot be organised in their L2, it may be organised in the language of the host country of the school(…)2.1.d. In secondary years 6-7 the regulations are as follows: (...) L2 is compulsory up to the Baccalaureate. The L2 is normally one of the working languages (DE, EN or FR) but pupils may request a different L2 for secondary years 6 and 7. This may be accepted subject to the rules relating to a change of L2 and to the rules governing the creation of groups.(…)**2.5 Use of languages**c. As stated in point 2.1, in secondary year 3, Human Science courses must be taught in L2 (DE, EN or FR) and may not be taught in L1.In principle, as from secondary year 3, Religion courses and Ethics courses are taught in L2 (DE, EN or FR), as stated in points 1.4 d) and 1.4 e) above. As from secondary year 4, History and Geography courses must be taught in L2 (DE, EN or FR) and may not be taught in L1.From year 4, economics, where this is chosen as an option, should normally also be taught in L2 (DE, EN or FR). However, if an insufficient number of pupils have chosen economics, so that a course in this subject cannot be organised in their L2, it may be organised in the language of the host country of the school.d. In secondary years 6-7, if the 4-period option course in history and geography cannot be organised in the pupil's working language (DE, EN, FR), the pupil may follow it in another working language provided that this is not the pupil's L1, with the Director’s permission.**3. SWALS**(…)SWALS are normally enrolled in one of the working language (DE, EN, FR) sections. The language of the section is the pupil’s L2. SWALS can also be enrolled in the language section of the host country on condition that no additional costs are created. Their L2 should be English, French or German. | 2.1.C. For the primary school and in secondary years 1‑5 the regulations are as follows:(...)L2 is taught from primary year 1: it may **~~only~~** be DE or EN or FR **or the HCL** and must be different from L1. **The HCL can only be offered as a L2 if the school has offered DE, EN and FR**.In secondary year 3, Human Science courses must be taught in L2 (DE, EN, FR **or the HCL if offered**) and may not be taught in L1.In principle, as from secondary year 3, Religion courses and Ethics courses are taught in L2 (DE, EN, FR or the HCL if offered), as stated in points 1.4 d) and 1.4 e) above.As from secondary year 4, History and Geography courses must be organised in the L2 (DE, EN, FR) **or the HCL if offered**) and must not be taught in L1.From year 4, economics, where this is chosen as an option, should normally also be taught in L2 (DE, EN, FR **or HCL if offered**). **~~However, if an insufficient number of pupils have chosen economics, so that a course in this subject cannot be organised in their L2, it may be organised in the language of the host country of the school.~~ If the school does not offer the HCL as L2**, and an insufficient number of pupils have chosen economics, so that a course in this subject cannot be organised in their L2, it may be organised in the language of the host country of the school.(…)2.1.d. 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## Proposed amendment of the General Rules

|  |  |
| --- | --- |
| 61.B.4The Class Council may disregard unsatisfactory results in Languages II, III or IV or in subjects taught through LII (EN, FR or DE) in the case of a new pupil at the end of his/her first year in the school. However, this derogation shall not apply to Language 3 in year 1 or to Language 4 in year 4 if the pupil has been attending the course in this subject since the beginning of the school year. | The Class Council may disregard unsatisfactory results in Languages II, III or IV or in subjects taught through LII (EN, FR, **~~or~~** DE **or HCL if offered in the school**) in the case of a new pupil at the end of his/her first year in the school. However, this derogation shall not apply to Language 3 in year 1 or to Language 4 in year 4 if the pupil has been attending the course in this subject since the beginning of the school year. |

## Planning

|  |  |  |
| --- | --- | --- |
| **Activity** | **Who?** | **Deadline** |
| Approval of this proposal and of the update of the documents 2019-04-D-13-en-1 *Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools* and the *General Rules*. See above. | Board of Governors | April 2020 |
| Communication of the decision to the schools | OSG/PDU | May 2020 |
| Translation of syllabuses | OSG | December 2020 |
| School planning (HR, rooms), Admin Board decision | School managementAdmin Boards | Sept 2021 |
| Budget to be requested | Budgetary Committee | March 2022 |
| Entery into force |  | September 2023 |
| Translation of BAC papers | OSG Bac Unit | The first Bac session in 2035 at the latest |

Documents to be revised/changed: syllabuses (translantion of L2 GEO/ HIS / ECO into the HCL), Organisation of Studies,

The Annex of the Language Policy (*Organisation of the Teaching and the Use of Languages in the European Schools*) will be revised and published with all the textual corrections that follow.

# Financial estimation

A financial statement was prepared and submitted to the Budgetary Committee in March 2018 as an Annex to the HCL proposal (2018-01-D-9-en-3 Annex 2), here attached as Annex 1. Given the consensus about the proposal on the inclusion of Host Country Languages as Language 2, the Estonian Presidency expressed its wish to present this item, as well as two other items, together with a financial statement, to the Budgetary Committee, which gave a favourable opinion on the proposal and proposed to extend the Pedagogical Reform working group’s mandate in order to define the implementation details.

The Board of Governors approved the Language Policy on its meeting in Athens on 9-12 April 2019, which made it possible to proceed with the concrete proposals.

During the meetings of the JBI and JTC in February 2020, the fact was appreciated that it would be up to the individual schools to decide on the introduction of the HCL as L2. Besides this, it was noted that the implementation would be gradual, starting from P1, which would make it possible for each Administration Board concerned to discuss the speed and the calendar of the implementation process and the impact on teaching posts.

The financial impact of the proposed measure is difficult to evaluate, meaning that the possible choices of a future option is nearly impossible to survey or simulate in a school. In general, it was agreed that in some cases the number of groups in the other L2s might be reduced, which could compensate for the potential increase due to the creation of new L2 groups in the HCL.

Annex 1 gives a detailed explanation of the methodology used. The budgetary estimation in 2018 resulted in a total estimated cost of 795 848.22 €, representing an increase of 0.51% of the total budget of the schools concerned. (The estimation was based on figures of the 2017 budgetary year.)

Since the basis of the calculation was accepted as a valid methodology and the figures on system level have not changed significantly, the following indexation was used for the budget estimation of the current proposal (based on the official indexation used in the European Schools):

|  |  |  |
| --- | --- | --- |
|  | **Original estimation based on figures from 2017** | **Indexed estimation with 2019 data (index 2.0%)** |
| **Total estimated cost** | 795.848.22 € | 811.765.18 € |

This means that the **total estimated cost is** **811.765.18 €** **for the schools concerned.**

It must be emphasised that this estimated cost would **spread over several years**, due to the gradual implementation and also that **each school will decide** whether they opt for this change or not. This cost **does not take into account the possible regrouping and reduction** of the number of hours in small groups. All these factors would decrease the cost.

# Opinion of the Joint Board of Inspectors

The Joint Board of Inspectors expressed a favourable opinion on the proposal to include the Host Country Language in the group of Languages 2 in those European Schools which so requested and whose pedagogical situation and resources so allowed.

The NL Delegation feared an increase in the number of requests for NL Language 2 and requested that this be anticipated. The Finnish delegation recommended to open to a faster implementation, not only for P1 but also for S1 simultaneously.

The financial statement would be presented to the Budgetary Committee.

The JBI invited the Budgetary Committee to express a favourable opinion on the proposal and recommended that the Board of Governors should endorse it, with a view to its entry into force on 1 September 2023.

# Opinion of the Joint Teaching Committee

The proposal was received favourably; however, the members expressed different concerns. One issue raised was the possible negative impact that the proposal would have on the existing L2s (reduction of group sizes, and possible phasing out of an L2 in some schools). The second group of concerns voiced were HR-related and the organisational consequences of the proposal (recruitment of teachers with new profile, i.e. qualifications to teach History, Geography and Economics in the HCL). The EC, along with the Directors and Deputy Directors would formulate their opinion once the estimate of the financial impact was included in the document.

The fact that it would be up to the individual school to decide whether or not to introduce the HCL as L2 was greatly and unanimously appreciated and offered reassurance for and allayed the expressed concerns.

The document, completed with the financial statement, would be submitted to the Budgetary Committee for an opinion and to the Board of Governors for approval. In the event of a positive decision of the Board of Governors, the following documents will be revised and amended with all the textual corrections that the proposal entails: document ‘Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools’ (2019-04-D-13), the Annex (Organisation of the Teaching and the Use of Languages in the European Schools) to the Language Policy (2019-01-D-35), and the relevant Article (61.B.4) of the General Rules. The proposed entry into force of the document is September 2023.

# Opinion of the Budgetary Committee

The Budgetary Committee expressed a positive opinion on the proposal to include the Host Country Language in the group of Languages 2.

However, Germany, the Netherlands, Greece, France and the European Commission expressed a reservation on the financial proposal. The Committee invites the Working Group to add further details on the financial, human resources and Baccalaureate-related consequences in the document presented to the Board of Governors.

# Decision of the Board of Governors

The Board of Governors, with the exception of the NL, FR and DE delegations, which entered a reservation, and the SL, SK, EC, EIB and EUIPO delegations, which abstained, decided to approve the proposal to include the Host Country Language (HCL) in the group of Languages 2, with gradual entry into force as from September 2023, and the changes to document 201904-D-13 and to the General Rules proposed in sections VI.1 and VI.2 of the document.

**Annex 1 – Financial Statement submitted to the Budgetary Committee in March 2018 as an Annex to the HCL proposal (2018-01-D-9-en-3 Annex 2)**

**Financial Statement**

* **The inclusion of the HCL to the list of Languages 2**

The main impact of this measure is on the number of groups and consequently on the number of hours or periods to be taught.

**Effect on groups and teachers**

To assess the effects of the introduction of the HCL to the list of Language 2 on the grouping and consequently on the staffing, the following development focuses on the schools located in the Member States where one or several national languages is not English, French or German. The number of groups and the number of hours or periods are calculated for those schools.

Then, the impact of the proposal on the grouping is assessed. The distribution keys applied to the pupils are set out in order to estimate the choices of Language 2. A grouping, based on the rules in force, is made resulting in a number of groups and in a number of hours or periods.

Finally, in order to highlight the financial impact, average costs per hours in Primary and per periods in Secondary are calculated. These averages costs are used to calculate the estimated cost of this proposal in comparison with the current situation school by school. The difference is compared to the current budget of the schools concerned.

**Choices and grouping in the current situation**

The current situation of the choices of Language 2 is shown in details in Table 1 and Table 2 (See the Annex below). These Tables show the grouping resulting from these choices across all the European Schools.

The introduction of the HCL in the possible choices of Language 2 will have an impact on the schools located in a Member State where at least one official language is not English, French or German. This means that this measure will affect the European Schools in Alicante, Bergen, Brussels, Mol and Varese. Therefore, the estimation of the financial consequences focuses on those schools onwards in this financial statement. Table 3 and 4 in the Annex below show the current choices and the current number of groups taking into consideration the concerned schools only.

**Choices and grouping in the new situation (inclusion of the HCL in the list of Languages 2)**

To estimate the choices that the pupils will make in the event that a fourth choice of Language 2 is offered, the starting point is the school population in the concerned schools (Table 5 in the Annex below). This represents the population among which the choices of Language 2 will be made between English, French, German or the HCL.

In order to determine the choices that students would make in such a situation, the first step is to see how many students are already studying the HCL as a Language 1 (See Table 6 in the Annex below). In these cases, the choice of Language 2 can only be made between French, German and English. The chosen proportions to estimate the choices of that group of pupils are the same proportions of choices made in the current situation in the concerned schools (Table 3, last line). That gives the choices shown at Table 7 (Annex).

For the rest of the school population, a distribution key needs to be defined in order to estimate the number of pupils that will choose the HCL. To do so, the choices of German as Language 2 in Frankfurt, Munich and Karlsruhe and the choices of French as Language 2 in Brussels and Luxemburg are studied and then compared to the overall percentages of choices for those two languages as Language 2 in the whole system. The difference is considered as being due to the “HCL effect” and is used as a distribution key to estimate the future choices. This is shown in the Table 8 (Annex).

That estimation results in 9.4% of the pupils choosing the HCL. The rest (90.6%) would choose English, French or German in the same current proportions (Table 1, last line). That gives English: 90.6% x 59% = 53.4%, French: 90.6% x 26% = 23.6% and German: 90.6% x 15% = 13.6%. For the schools in Brussels and in Mol where the HCL could be either French or Dutch, it is considered that 4.7% of the students would choose French on top of the 23.6% and 4.7% would choose Dutch. Under those constraints, the number of students for each choice is shown in Table 9 (Annex).

It should be reminded that the rules for grouping or dividing groups of Language 2 are those mentioned in the document 2011-01-D-33-en-9. In primary, groups with more than 25 pupils should be divided. In secondary, groups with more than 28 pupils should be divided. Grouping is possible when the minimum number of pupils is not reached. It also possible to organise the course with less pupils than the threshold by reducing the number of hours taught. However, this simulation does not include these possibilities because it is difficult to know the importance of what these practices would be in each school. The details of the number of students and of the grouping are shown respectively at Table 9 and Table 10 (Annex). The Table 11 (Annex) summarizes the situation in terms of number of students and number of groups by cycle and by school in the new situation.

The following table summarizes the number of hours or periods of Language 2 taught in the different sub-cycles.

|  |  |
| --- | --- |
| **Level** | **Hours/Periods** |
| P1 and P2 | 2.5 hours |
| P3 to P5 | 3.75 hours |
| S1 | 5 periods |
| S2 and S3 | 4 periods |
| S4 to S7 | 3 periods |

The average costs of teaching are €152.31 per month for one hour taught in the primary and €244.84 per month for one period taught in the secondary. These costs are those used for the budgeting. It should be mentioned that they represent an average of the costs that are actually depending strongly on the individual situation of the staff member and on the local rules (social charges). Therefore, for the purpose of this estimation, they do not include social charges.

Based on these costs and on the hours or periods of teaching, it is possible to compare the current situation to the proposed introduction of the HCL as a Language 2. The following table gives the overview of the costs before and after the introduction of the HCL as Language 2 school by school. It gives as well the difference of costs between the two situations (current and new) and compares it to the budget of the school (Budget chapter 6011 Expenditure related to staff).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Current** | **New** | **Difference** | **Annual cost****(Difference x 12)** | **Budget 2017** | **% of budget** |
| **Alicante** | 40,259.92€ |  42,980.19 €  |  2,720.27 €  |  32,643.24 €  | 11,205,086 € | 0.29% |
| **Bergen** | 31,881.69€ |  35,363.51 €  |  3,481.82 €  |  41,781.84 €  | 8,074,053 € | 0.52% |
| **Brussels I** | 98,963.14€ |  100,894.44 €  |  1,931.30 €  |  23,175.57 €  | 33,292,560 € | 0.21% |
| **Berkendael** | 3,617.36€ |  7,615.50 €  |  3,998.14 €  |  47,977.65 €  |  |   |
| **Brussels II** | 92,461.76€ |  96,351.78 €  |  3,890.02 €  |  46,680.21 €  | 29,811,143 € | 0.16% |
| **Brussels III** | 89,523.68€ |  92,924.02 €  |  3,400.34 €  |  40,804.05 €  | 28,342,706 € | 0.14% |
| **Brussels IV** | 78,261.04€ |  86,394.82 €  |  8,133.78 €  |  97,605.36 €  | 19,085,927 € | 0.51% |
| **Mol** | 34,547.51€ |  42,599.41 €  |  8,051.91 €  |  96,622.86 €  | 10,449,753 € | 0.92% |
| **Varese** | 48,828.93€ |  54,078.69 €  |  5,249.76 €  |  62,9970.12€  | 16,697,923 € | 0.38% |
|  |  |  |  |  **490,287.90 €**  | **156,959,151 €**  | **0.31%** |

The columns ‘Current’, ‘New’ and ‘Difference’ show monthly costs. The details of these calculations are shown at Table 12. a. and 12. b. (Annex).

There will be a similar impact on the grouping for History, Geography and Human sciences courses as these courses are taught in Language 2 in S3 to S7. It is assumed here that the impact on the costs will be the same as for Language 2 courses but restricted to S3 to S7. This represents an estimated annual cost of 152,780.16 € per course (x2) which amounts in total to 305,560.32€.

With the impact on Language 2 courses, the total estimated cost is **795,848.22 €** **which represents an increase of 0.51% of the total budget of the schools concerned.**

The present estimation does not take into consideration the possibilities that the schools have of regrouping vertically and of reducing the number of hours in small groups. These possibilities could only result in a decreased cost.

It should be noted as well that these estimated costs are likely to be spread on several years, following the probable gradual implementation of this measure.

* **Annex**

**Table 1. Choices of Language 2 in the current situation (percentages) in all the schools**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Cycle** | **DE** | **EN** | **ES** | **FR** | **IT** | **NL** | **Grand Total** |
| **Alicante** | P | 10.2% | 73.6% | 0.0% | 16.2% | 0.0% | 0.0% | 100.0% |
|  | S | 10.2% | 67.4% | 3.5% | 18.8% | 0.0% | 0.0% | 100.0% |
| **Alicante Total** | **10.2%** | **69.9%** | **2.1%** | **17.8%** | **0.0%** | **0.0%** | **100.0%** |
| **Bergen** | P | 14.8% | 58.7% | 0.0% | 26.5% | 0.0% | 0.0% | 100.0% |
|  | S | 11.6% | 64.6% | 0.3% | 21.5% | 0.0% | 1.9% | 100.0% |
| **Bergen Total** | **12.8%** | **62.4%** | **0.2%** | **23.4%** | **0.0%** | **1.2%** | **100.0%** |
| **Brussels I** | P | 5.4% | 63.1% | 0.0% | 31.5% | 0.0% | 0.0% | 100.0% |
|  | S | 5.3% | 62.0% | 0.4% | 32.3% | 0.0% | 0.0% | 100.0% |
| **Brussels I Total** | **5.3%** | **62.4%** | **0.3%** | **32.0%** | **0.0%** | **0.0%** | **100.0%** |
| **Berkendael** | P | 4.8% | 89.3% | 0.0% | 6.0% | 0.0% | 0.0% | 100.0% |
| **Berkendael Total** | **4.8%** | **89.3%** | **0.0%** | **6.0%** | **0.0%** | **0.0%** | **100.0%** |
| **Brussels II** | P | 4.1% | 57.3% | 0.0% | 38.6% | 0.0% | 0.0% | 100.0% |
|  | S | 4.4% | 65.4% | 0.0% | 30.2% | 0.0% | 0.0% | 100.0% |
| **Brussels II Total** | **4.2%** | **62.2%** | **0.0%** | **33.6%** | **0.0%** | **0.0%** | **100.0%** |
| **Brussels III** | P | 6.2% | 55.6% | 0.0% | 38.2% | 0.0% | 0.0% | 100.0% |
|  | S | 6.4% | 63.8% | 0.0% | 29.7% | 0.0% | 0.0% | 100.0% |
| **Brussels III Total** | **6.3%** | **60.5%** | **0.0%** | **33.2%** | **0.0%** | **0.0%** | **100.0%** |
| **Brussels IV** | P | 5.7% | 60.3% | 0.0% | 34.0% | 0.0% | 0.0% | 100.0% |
|  | S | 5.1% | 63.8% | 0.0% | 31.1% | 0.0% | 0.0% | 100.0% |
| **Brussels IV Total** | **5.4%** | **62.2%** | **0.0%** | **32.4%** | **0.0%** | **0.0%** | **100.0%** |
| **Frankfurt** | P | 41.0% | 54.1% | 0.0% | 4.8% | 0.0% | 0.0% | 100.0% |
|  | S | 40.0% | 55.3% | 0.0% | 4.7% | 0.0% | 0.0% | 100.0% |
| **Frankfurt Total** | **40.5%** | **54.7%** | **0.0%** | **4.8%** | **0.0%** | **0.0%** | **100.0%** |
| **Karlsruhe** | P | 47.7% | 45.2% | 0.0% | 7.1% | 0.0% | 0.0% | 100.0% |
|  | S | 45.9% | 42.6% | 0.0% | 11.5% | 0.0% | 0.0% | 100.0% |
| **Karlsruhe Total** | **46.7%** | **43.7%** | **0.0%** | **9.6%** | **0.0%** | **0.0%** | **100.0%** |
| **Luxemburg I** | P | 13.2% | 52.7% | 0.0% | 34.1% | 0.0% | 0.0% | 100.0% |
|  | S | 12.0% | 59.3% | 0.0% | 28.6% | 0.0% | 0.0% | 100.0% |
| **Luxemburg I Total** | **12.6%** | **56.2%** | **0.0%** | **31.2%** | **0.0%** | **0.0%** | **100.0%** |
| **Luxemburg II** | P | 13.3% | 56.9% | 0.0% | 29.7% | 0.0% | 0.0% | 100.0% |
|  | S | 11.8% | 63.2% | 0.0% | 25.1% | 0.0% | 0.0% | 100.0% |
| **Luxemburg II Total** | **12.5%** | **60.3%** | **0.0%** | **27.2%** | **0.0%** | **0.0%** | **100.0%** |
| **Mol** | P | 9.7% | 41.4% | 0.0% | 48.9% | 0.0% | 0.0% | 100.0% |
|  | S | 7.2% | 51.3% | 0.0% | 41.5% | 0.0% | 0.0% | 100.0% |
| **Mol Total** | **8.2%** | **47.5%** | **0.0%** | **44.3%** | **0.0%** | **0.0%** | **100.0%** |
| **Munich** | P | 55.0% | 37.7% | 0.0% | 7.3% | 0.0% | 0.0% | 100.0% |
|  | S | 47.8% | 45.1% | 0.0% | 7.1% | 0.0% | 0.0% | 100.0% |
| **Munich Total** | **50.8%** | **42.1%** | **0.0%** | **7.2%** | **0.0%** | **0.0%** | **100.0%** |
| **Varese** | P | 4.5% | 75.0% | 0.0% | 20.5% | 0.0% | 0.0% | 100.0% |
|  | S | 6.9% | 75.6% | 0.0% | 16.1% | 1.4% | 0.0% | 100.0% |
| **Varese Total** | **6.0%** | **75.4%** | **0.0%** | **17.9%** | **0.8%** | **0.0%** | **100.0%** |
| **Grand Total** | **14.7%** | **59.0%** | **0.1%** | **26.1%** | **0.0%** | **0.0%** | **100.0%** |

**Table 2. Grouping in the current situation across all the schools**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Number of** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **Grand Total** |
| **Alicante** | Students | 66 | 63 | 78 | 83 | 81 | 90 | 73 | 77 | 99 | 88 | 73 | 68 | 939 |
|  | Groups | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 6 | 5 | 56 |
| **Bergen** | Students | 41 | 37 | 28 | 41 | 42 | 49 | 54 | 39 | 47 | 35 | 41 | 46 | 500 |
|  | Groups | 3 | 4 | 4 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 5 | 5 | 44 |
| **Brussels I** | Students | 232 | 247 | 250 | 269 | 264 | 251 | 307 | 282 | 263 | 277 | 248 | 229 | 3,119 |
|  | Groups | 11 | 11 | 11 | 13 | 12 | 11 | 12 | 12 | 11 | 12 | 11 | 11 | 138 |
| **Berkendael** | Students | 47 | 17 | 13 | 7 |  |  |  |  |  |  |  |  | 84 |
|  | Groups | 4 | 1 | 2 | 1 |  |  |  |  |  |  |  |  | 8 |
| **Brussels II** | Students | 207 | 223 | 218 | 225 | 235 | 269 | 233 | 237 | 232 | 250 | 227 | 227 | 2,783 |
|  | Groups | 10 | 11 | 11 | 11 | 11 | 11 | 11 | 10 | 10 | 12 | 10 | 11 | 129 |
| **Brussels III** | Students | 222 | 202 | 232 | 232 | 225 | 251 | 247 | 235 | 221 | 202 | 227 | 246 | 2,742 |
|  | Groups | 11 | 10 | 11 | 11 | 11 | 11 | 11 | 10 | 10 | 9 | 10 | 10 | 125 |
| **Brussels IV** | Students | 203 | 214 | 235 | 220 | 250 | 220 | 226 | 223 | 228 | 205 | 157 | 93 | 2,474 |
|  | Groups | 10 | 11 | 11 | 10 | 12 | 9 | 9 | 9 | 9 | 9 | 8 | 5 | 112 |
| **Frankfurt** | Students | 116 | 124 | 126 | 135 | 118 | 121 | 101 | 103 | 102 | 86 | 96 | 86 | 1,314 |
|  | Groups | 8 | 8 | 8 | 8 | 8 | 6 | 6 | 6 | 6 | 5 | 6 | 5 | 80 |
| **Karlsruhe** | Students | 55 | 75 | 55 | 69 | 69 | 49 | 59 | 59 | 48 | 71 | 71 | 70 | 750 |
|  | Groups | 5 | 5 | 3 | 5 | 5 | 3 | 3 | 4 | 3 | 5 | 5 | 5 | 51 |
| **Luxemburg I** | Students | 296 | 262 | 266 | 285 | 232 | 265 | 199 | 216 | 223 | 199 | 213 | 190 | 2,846 |
|  | Groups | 14 | 12 | 13 | 13 | 11 | 11 | 9 | 9 | 9 | 8 | 9 | 8 | 126 |
| **Luxemburg II** | Students | 212 | 213 | 216 | 210 | 198 | 198 | 184 | 187 | 176 | 157 | 167 | 155 | 2,273 |
|  | Groups | 12 | 11 | 11 | 11 | 10 | 10 | 8 | 8 | 7 | 7 | 7 | 7 | 109 |
| **Mol** | Students | 54 | 44 | 52 | 55 | 63 | 60 | 60 | 64 | 56 | 74 | 60 | 57 | 699 |
|  | Groups | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 48 |
| **Munich** | Students | 160 | 168 | 172 | 201 | 201 | 203 | 200 | 189 | 193 | 182 | 158 | 160 | 2,187 |
|  | Groups | 8 | 9 | 8 | 10 | 9 | 9 | 8 | 9 | 8 | 7 | 7 | 8 | 100 |
| **Varese** | Students | 103 | 95 | 92 | 115 | 103 | 109 | 104 | 119 | 119 | 113 | 95 | 76 | 1,243 |
|  | Groups | 6 | 5 | 6 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 68 |
| **TOTAL** | **Students** | **2,014** | **1,984** | **2,033** | **2,147** | **2,081** | **2,135** | **2,047** | **2,030** | **2,007** | **1,939** | **1,833** | **1,703** | **23,953** |
|  | **Groups** | **110** | **106** | **108** | **110** | **105** | **99** | **94** | **95** | **91** | **92** | **94** | **90** | **1,194** |

**Table 3. Choices of Language 2 in the current situation (percentages) in the schools where the HCL is not English, French or German**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Cycle** | **DE** | **EN** | **ES** | **FR** | **IT** | **NL** | **Total** |
| **Alicante** | P | 10.2% | 73.6% | 0.0% | 16.2% | 0.0% | 0.0% | 100.0% |
|  | S | 10.2% | 67.4% | 3.5% | 18.8% | 0.0% | 0.0% | 100.0% |
| **Alicante Total** |  | **10.2%** | **69.9%** | **2.1%** | **17.8%** | **0.0%** | **0.0%** | **100.0%** |
| **Bergen** | P | 14.8% | 58.7% | 0.0% | 26.5% | 0.0% | 0.0% | 100.0% |
|  | S | 11.6% | 64.6% | 0.3% | 21.5% | 0.0% | 1.9% | 100.0% |
| **Bergen Total** |  | **12.8%** | **62.4%** | **0.2%** | **23.4%** | **0.0%** | **1.2%** | **100.0%** |
| **Brussels I** | P | 5.4% | 63.1% | 0.0% | 31.5% | 0.0% | 0.0% | 100.0% |
|  | S | 5.3% | 62.0% | 0.4% | 32.3% | 0.0% | 0.0% | 100.0% |
| **Brussels I Total** |  | **5.3%** | **62.4%** | **0.3%** | **32.0%** | **0.0%** | **0.0%** | **100.0%** |
| **Berkendael** | P | 4.8% | 89.3% | 0.0% | 6.0% | 0.0% | 0.0% | 100.0% |
| **Berkendael Total** | **4.8%** | **89.3%** | **0.0%** | **6.0%** | **0.0%** | **0.0%** | **100.0%** |
| **Brussels II** | P | 4.1% | 57.3% | 0.0% | 38.6% | 0.0% | 0.0% | 100.0% |
|  | S | 4.4% | 65.4% | 0.0% | 30.2% | 0.0% | 0.0% | 100.0% |
| **Brussels II Total** |  | **4.2%** | **62.2%** | **0.0%** | **33.6%** | **0.0%** | **0.0%** | **100.0%** |
| **Brussels III** | P | 6.2% | 55.6% | 0.0% | 38.2% | 0.0% | 0.0% | 100.0% |
|  | S | 6.4% | 63.8% | 0.0% | 29.7% | 0.0% | 0.0% | 100.0% |
| **Brussels III Total** |  | **6.3%** | **60.5%** | **0.0%** | **33.2%** | **0.0%** | **0.0%** | **100.0%** |
| **Brussels IV** | P | 5.7% | 60.3% | 0.0% | 34.0% | 0.0% | 0.0% | 100.0% |
|  | S | 5.1% | 63.8% | 0.0% | 31.1% | 0.0% | 0.0% | 100.0% |
| **Brussels IV Total** |  | **5.4%** | **62.2%** | **0.0%** | **32.4%** | **0.0%** | **0.0%** | **100.0%** |
| **Mol** | P | 9.7% | 41.4% | 0.0% | 48.9% | 0.0% | 0.0% | 100.0% |
|  | S | 7.2% | 51.3% | 0.0% | 41.5% | 0.0% | 0.0% | 100.0% |
| **Mol Total** |  | **8.2%** | **47.5%** | **0.0%** | **44.3%** | **0.0%** | **0.0%** | **100.0%** |
| **Varese** | P | 4.5% | 75.0% | 0.0% | 20.5% | 0.0% | 0.0% | 100.0% |
|  | S | 6.9% | 75.6% | 0.0% | 16.1% | 1.4% | 0.0% | 100.0% |
| **Varese Total** |  | **6.0%** | **75.4%** | **0.0%** | **17.9%** | **0.8%** | **0.0%** | **100.0%** |
| **Grand Total** |  | **6.1%** | **63.0%** | **0.2%** | **30.6%** | **0.1%** | **0.0%** | **100.0%** |

**Table 4. Grouping in the current situation in the schools where the HCL is not English, French or German**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **Values** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **Total** |
| **Alicante** | Students | 66 | 63 | 78 | 83 | 81 | 90 | 73 | 77 | 99 | 88 | 73 | 68 | 939 |
|  | Groups | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 6 | 5 | 56 |
| **Bergen** | Students | 41 | 37 | 28 | 41 | 42 | 49 | 54 | 39 | 47 | 35 | 41 | 46 | 500 |
|  | Groups | 3 | 4 | 4 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 5 | 5 | 44 |
| **Brussels I** | Students | 232 | 247 | 250 | 269 | 264 | 251 | 307 | 282 | 263 | 277 | 248 | 229 | 3,119 |
|  | Groups | 11 | 11 | 11 | 13 | 12 | 11 | 12 | 12 | 11 | 12 | 11 | 11 | 138 |
| **Berkendael** | Students | 47 | 17 | 13 | 7 |  |  |  |  |  |  |  |  | 84 |
|  | Groups | 4 | 1 | 2 | 1 |  |  |  |  |  |  |  |  | 8 |
| **Brussels II** | Students | 207 | 223 | 218 | 225 | 235 | 269 | 233 | 237 | 232 | 250 | 227 | 227 | 2,783 |
|  | Groups | 10 | 11 | 11 | 11 | 11 | 11 | 11 | 10 | 10 | 12 | 10 | 11 | 129 |
| **Brussels III** | Students | 222 | 202 | 232 | 232 | 225 | 251 | 247 | 235 | 221 | 202 | 227 | 246 | 2,742 |
|  | Groups | 11 | 10 | 11 | 11 | 11 | 11 | 11 | 10 | 10 | 9 | 10 | 10 | 125 |
| **Brussels IV** | Students | 203 | 214 | 235 | 220 | 250 | 220 | 226 | 223 | 228 | 205 | 157 | 93 | 2,474 |
|  | Groups | 10 | 11 | 11 | 10 | 12 | 9 | 9 | 9 | 9 | 9 | 8 | 5 | 112 |
| **Mol** | Students | 54 | 44 | 52 | 55 | 63 | 60 | 60 | 64 | 56 | 74 | 60 | 57 | 699 |
|  | Groups | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 48 |
| **Varese** | Students | 103 | 94 | 92 | 115 | 103 | 109 | 104 | 119 | 119 | 113 | 95 | 76 | 1,242 |
|  | Groups | 6 | 5 | 6 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 68 |
| **TOTAL** | Students | **1,175** | **1,141** | **1,198** | **1,247** | **1,263** | **1,299** | **1,304** | **1,276** | **1,265** | **1,244** | **1,128** | **1,042** | **14,582** |
|  | Groups | **63** | **61** | **65** | **63** | **62** | **60** | **60** | **59** | **58** | **60** | **60** | **57** | **728** |

**Table 5. School populations**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **Grand Total** |
| Alicante | 66 | 63 | 78 | 83 | 81 | 90 | 73 | 77 | 99 | 88 | 73 | 68 | 939 |
| Bergen | 41 | 37 | 28 | 41 | 42 | 49 | 54 | 39 | 47 | 35 | 41 | 46 | 500 |
| Brussels I | 232 | 247 | 250 | 269 | 264 | 251 | 307 | 282 | 263 | 277 | 248 | 229 | 3,119 |
| Berkendael | 47 | 17 | 13 | 7 |   |   |   |   |   |   |   |   | 84 |
| Brussels II | 207 | 223 | 218 | 225 | 235 | 269 | 233 | 237 | 232 | 250 | 227 | 227 | 2,783 |
| Brussels III | 222 | 202 | 232 | 232 | 225 | 251 | 247 | 235 | 221 | 202 | 227 | 246 | 2,742 |
| Brussels IV | 203 | 214 | 235 | 220 | 250 | 220 | 226 | 223 | 228 | 205 | 157 | 93 | 2,474 |
| Mol | 54 | 44 | 52 | 55 | 63 | 60 | 60 | 64 | 56 | 74 | 60 | 57 | 699 |
| Varese | 103 | 94 | 92 | 115 | 103 | 109 | 104 | 119 | 119 | 113 | 95 | 76 | 1,242 |
| **Grand Total** | **1,175** | **1,141** | **1,198** | **1,247** | **1,263** | **1,299** | **1,304** | **1,276** | **1,265** | **1,244** | **1,128** | **1,042** | **14,582** |

**Table 6. Number of pupils having the HCL as Language 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  **School** | **L1** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **Grand Total** |
| **Alicante** | ES | 21 | 14 | 21 | 18 | 26 | 34 | 19 | 20 | 26 | 24 | 29 | 23 | 275 |
| **Bergen** | NL | 9 | 13 | 8 | 9 | 13 | 21 | 17 | 16 | 12 | 13 | 21 | 20 | 172 |
| **Brussels II** | NL | 14 | 16 | 12 | 13 | 9 | 23 | 24 | 24 | 17 | 14 | 24 | 25 | 215 |
| **Brussels III** | NL | 20 | 11 | 18 | 24 | 23 | 19 | 29 | 21 | 22 | 18 | 26 | 28 | 259 |
| **Brussels IV** | NL | 14 | 16 | 19 | 24 | 15 | 25 | 26 | 27 | 17 | 19 | 12 |   | 214 |
| **Mol** | NL | 22 | 11 | 18 | 12 | 24 | 16 | 20 | 19 | 12 | 28 | 19 | 21 | 222 |
| **Varese** | IT | 20 | 18 | 25 | 28 | 30 | 32 | 30 | 41 | 39 | 32 | 27 | 27 | 349 |

**Table 7. Choices of Language 2 of the pupils whose L1 is the HCL**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **L2** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **TOTAL** |
| **Alicante**   | DE | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | **16** |
| EN | 13 | 9 | 13 | 11 | 16 | 21 | 12 | 13 | 16 | 15 | 18 | 14 | **171** |
| FR | 7 | 4 | 7 | 6 | 8 | 11 | 6 | 6 | 8 | 7 | 9 | 7 | **86** |
| **Bergen** | DE | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | **11** |
| EN | 6 | 8 | 5 | 6 | 8 | 13 | 11 | 10 | 8 | 8 | 13 | 13 | **109** |
| FR | 3 | 4 | 2 | 3 | 4 | 7 | 5 | 5 | 4 | 4 | 7 | 6 | **54** |
| **Brussels II** | DE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | **13** |
| EN | 9 | 10 | 8 | 8 | 6 | 14 | 15 | 15 | 11 | 9 | 15 | 16 | **136** |
| FR | 4 | 5 | 4 | 4 | 3 | 7 | 7 | 7 | 5 | 4 | 7 | 8 | **65** |
| **Brussels III** | DE | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | **15** |
| EN | 13 | 7 | 11 | 15 | 14 | 12 | 18 | 13 | 14 | 11 | 16 | 18 | **162** |
| FR | 6 | 3 | 6 | 7 | 7 | 6 | 9 | 7 | 7 | 6 | 8 | 9 | **81** |
| **Brussels IV** | DE | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 0 | **14** |
| EN | 9 | 10 | 12 | 15 | 9 | 16 | 16 | 17 | 11 | 12 | 8 | 0 | **135** |
| FR | 4 | 5 | 6 | 7 | 5 | 8 | 8 | 8 | 5 | 6 | 4 | 0 | **66** |
| **Mol** | DE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | **13** |
| EN | 14 | 7 | 11 | 8 | 15 | 10 | 13 | 12 | 8 | 18 | 12 | 13 | **141** |
| FR | 7 | 3 | 6 | 4 | 7 | 5 | 6 | 6 | 4 | 9 | 6 | 7 | **70** |
| **Varese** | DE | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | **22** |
| EN | 13 | 11 | 16 | 18 | 19 | 20 | 19 | 26 | 25 | 20 | 17 | 17 | **221** |
| FR | 6 | 6 | 8 | 9 | 9 | 10 | 9 | 13 | 12 | 10 | 8 | 8 | **108** |
| **TOTAL** | **121** | **99** | **122** | **129** | **139** | **170** | **164** | **167** | **147** | **148** | **158** | **145** | **1,709** |

**Table 8. Choices of Language 2 and focus on French and German where they are the HCL**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **DE** | **EN** | **ES** | **FR** | **IT** | **NL** | **Grand Total** |
| Alicante | 96  | 656  | 20  | 167  |  |  | 939  |
| Bergen | 64  | 312  |  | 117  |  | 6  | 500  |
| Brussels I | 166  | 1,947  | 8  | 998  |  |  | 3,119  |
| Berkendael | 4  | 75  |  | 5  |  |  | 84  |
| Brussels II | 118  | 1,731  |  | 934  |  |  | 2,783  |
| Brussels III | 174  | 1,659  |  | 909  |  |  | 2,742  |
| Brussels IV | 133  | 1,539  |  | 802  |  |  | 2,474  |
| Frankfurt | 532  | 719  |  | 63  |  |  | 1,314  |
| Karlsruhe | 350  | 328  |  | 72  |  |  | 750  |
| Luxemburg I | 358  | 1,600  |  | 888  |  |  | 2,846  |
| Luxemburg II | 284  | 1,370  |  | 619  |  |  | 2,273  |
| Mol | 57  | 332  |  | 310  |  |  | 699  |
| München | 1,110  | 920  |  | 157  |  |  | 2,187  |
| Varese | 74  | 937  |  | 222  | 10  |  | 1,243  |
| **Grand Total** | **3,520**  | **14,125**  | **28**  | **6,263**  | **10**  | **6**  | **23,953**  |
| **Percentages** | **14.7%** | **59.0%** | **0.1%** | **26.1%** | **0.0%** | **0.0%** | **100.0%** |
| **Focus on French as L2 in Brussels and Luxemburg where French is one of the HCL** |
| **School** | **DE** | **EN** | **ES** | **FR** | **IT** | **NL** | **Grand Total** |
| Brussels I | 166 | 1,947 | 8 | 998 |  |  | 3,119 |
| Brussels I(Berkendael) | 4 | 75 |  | 5 |  |  | 84 |
| Brussels II | 118 | 1,731 |  | 934 |  |  | 2,783 |
| Brussels III | 174 | 1,659 |  | 909 |  |  | 2,742 |
| Brussels IV | 133 | 1,539 |  | 802 |  |  | 2,474 |
| Luxemburg I | 358 | 1,600 |  | 888 |  |  | 2,846 |
| Luxemburg II | 284 | 1,370 |  | 619 |  |  | 2,273 |
| **Grand Total** | **1,237** | **9,921** | **8** | **5,155** |  |  | **16,321** |
| **Percentages** | **7.6%** | **60.8%** | **0.0%** | **31.6%** | **0.0%** | **0.0%** | **100.0%** |
| **HCL effect** |  |  |  | **5.4%** |  |  |  |
| **Focus on German as L2 in Frankfurt, Munich and Karlsruhe where German is the HCL** |
| **School** | **DE** | **EN** | **ES** | **FR** | **IT** | **NL** | **Grand Total** |
| Frankfurt | 532 | 719 |  | 63 |  |  | 1,314 |
| Karlsruhe | 350 | 328 |  | 72 |  |  | 750 |
| München | 1,110 | 920 |  | 157 |  |  | 2,187 |
| **Grand Total** | **1,992** | **1,967** |  | **292** |  |  | **4,251** |
| **Percentages** | **46.9%** | **46.3%** | **0.0%** | **6.9%** | **0.0%** | **0.0%** | **100.0%** |
| **HCL effect** | **32.2%** |  |  |  |  |  |  |

In order to calculate the average percentage of choices of the HCL as Language 2, the ‘HCL effect’ is applied to the actual number of pupils (5.4% x 5,155 = 279 and 32.2% x 1,992 = 642) and the average percentage is calculated as follows:

$$\frac{279+642}{3520+6263}=9.4\%$$

**Table 9. Estimated number of pupils by choice of Language 2 and by level in the new situation**

| **School** | **L2** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **TOTAL[[2]](#footnote-3)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Alicante** | DE | 2 | 8 | 9 | 10 | 9 | 10 | 8 | 9 | 12 | 10 | 8 | 7 | 102 |
| EN | 37 | 35 | 43 | 46 | 45 | 51 | 41 | 43 | 55 | 50 | 41 | 39 | 526 |
| FR | 18 | 16 | 20 | 21 | 21 | 24 | 19 | 19 | 25 | 22 | 19 | 18 | 242 |
| ES | 4 | 5 | 5 | 6 | 5 | 5 | 5 | 5 | 7 | 6 | 4 | 4 | 61 |
| **Bergen** | DE | 5 | 4 | 3 | 5 | 5 | 5 | 6 | 4 | 6 | 4 | 4 | 5 | 56 |
| EN | 23 | 21 | 16 | 23 | 23 | 28 | 31 | 22 | 26 | 20 | 24 | 27 | 284 |
| FR | 10 | 10 | 7 | 10 | 11 | 14 | 14 | 10 | 12 | 9 | 12 | 12 | 131 |
| NL | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 30 |
| **Brussels I** | DE | 32 | 34 | 34 | 37 | 36 | 34 | 42 | 38 | 36 | 38 | 34 | 31 | 426 |
| EN | 124 | 132 | 134 | 144 | 141 | 134 | 164 | 151 | 140 | 148 | 132 | 122 | 1,666 |
| FR | 66 | 70 | 71 | 76 | 75 | 71 | 87 | 80 | 74 | 78 | 70 | 65 | 883 |
| NL | 11 | 12 | 12 | 13 | 12 | 12 | 14 | 13 | 12 | 13 | 12 | 11 | 147 |
| **Berkendael**    | DE | 6 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| EN | 25 | 9 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| FR | 13 | 5 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| NL | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| **Brussels II** | DE | 27 | 29 | 29 | 30 | 32 | 35 | 30 | 30 | 30 | 33 | 29 | 29 | 363 |
| EN | 112 | 121 | 117 | 121 | 126 | 146 | 127 | 129 | 126 | 135 | 124 | 123 | 1,507 |
| FR | 59 | 64 | 62 | 64 | 67 | 77 | 66 | 68 | 66 | 71 | 65 | 65 | 794 |
| NL | 9 | 10 | 10 | 10 | 11 | 12 | 10 | 10 | 10 | 11 | 10 | 9 | 122 |
| **Brussels III** | DE | 28 | 27 | 30 | 29 | 29 | 33 | 32 | 30 | 28 | 26 | 29 | 32 | 353 |
| EN | 121 | 109 | 125 | 127 | 122 | 136 | 134 | 127 | 120 | 109 | 123 | 134 | 1,487 |
| FR | 63 | 57 | 67 | 66 | 64 | 72 | 71 | 68 | 63 | 58 | 65 | 70 | 784 |
| NL | 9 | 9 | 10 | 10 | 10 | 11 | 10 | 10 | 9 | 9 | 9 | 10 | 116 |
| **Brussels IV** | DE | 27 | 28 | 30 | 28 | 33 | 28 | 29 | 29 | 30 | 26 | 21 | 13 | 322 |
| EN | 110 | 116 | 127 | 120 | 134 | 120 | 123 | 122 | 124 | 111 | 85 | 50 | 1,342 |
| FR | 57 | 61 | 67 | 63 | 72 | 63 | 65 | 63 | 65 | 59 | 45 | 26 | 706 |
| NL | 9 | 9 | 10 | 9 | 11 | 9 | 9 | 9 | 10 | 9 | 7 | 4 | 105 |
| **Mol** | DE | 5 | 5 | 6 | 7 | 6 | 7 | 6 | 7 | 7 | 8 | 7 | 6 | 77 |
| EN | 31 | 25 | 29 | 30 | 36 | 33 | 34 | 36 | 31 | 42 | 34 | 32 | 393 |
| FR | 16 | 12 | 16 | 16 | 18 | 17 | 17 | 19 | 16 | 22 | 18 | 17 | 204 |
| NL | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 24 |
| **Varese** | DE | 12 | 11 | 11 | 14 | 12 | 12 | 12 | 13 | 13 | 13 | 11 | 9 | 143 |
| EN | 57 | 52 | 51 | 64 | 58 | 61 | 59 | 68 | 68 | 63 | 53 | 43 | 697 |
| FR | 26 | 24 | 24 | 29 | 26 | 28 | 26 | 31 | 31 | 29 | 24 | 20 | 318 |
| IT | 8 | 7 | 6 | 8 | 7 | 7 | 7 | 7 | 8 | 8 | 6 | 5 | 84 |
| **TOTAL** | **1,169** | **1,144** | **1,199** | **1,248** | **1,262** | **1,300** | **1,303** | **1,274** | **1,265** | **1,244** | **1,129** | **1,042** | **14,579** |

**Table 10. Estimated grouping for Language 2 by level and by school in the new situation**

| **School** | **L2** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Alicante** | DE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | EN | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | FR | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | ES | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Bergen** | DE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | EN | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
|  | FR | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | NL | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Brussels I** | DE | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | EN | 5 | 6 | 6 | 6 | 6 | 5 | 6 | 6 | 5 | 6 | 5 | 5 |
|  | FR | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 |
|  | NL | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Berkendael** | DE | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|   | EN | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|   | FR | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|   | NL | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Brussels II** | DE | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | EN | 5 | 5 | 5 | 5 | 6 | 6 | 5 | 5 | 5 | 5 | 5 | 5 |
|  | FR | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
|  | NL | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Brussels III** | DE | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
|  | EN | 5 | 5 | 5 | 6 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |
|  | FR | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
|  | NL | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Brussels IV** | DE | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
|  | EN | 5 | 5 | 6 | 5 | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 2 |
|  | FR | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 |
|  | NL | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Mol** | DE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | EN | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|  | FR | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | NL | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Varese** | DE | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|  | EN | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
|  | FR | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
|  | IT | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
|   |   | 69 | 68 | 70 | 72 | 68 | 64 | 67 | 66 | 64 | 62 | 60 | 57 |

**Table 11. Overview of the number of students and the number of groups in the new situation**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Number of** | **P1** | **P2** | **P3** | **P4** | **P5** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **TOTAL[[3]](#footnote-4)** |
| **Alicante** | Students | 61 | 64 | 77 | 83 | 80 | 90 | 73 | 76 | 99 | 88 | 72 | 68 | **931** |
|   | Groups | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | **60** |
| **Bergen** | Students | 41 | 37 | 28 | 41 | 42 | 50 | 54 | 38 | 47 | 35 | 42 | 46 | **501** |
|  | Groups | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | **49** |
| **Brussels I** | Students | 233 | 248 | 251 | 270 | 264 | 251 | 307 | 282 | 262 | 277 | 248 | 229 | **3,122** |
|  | Groups | 11 | 12 | 12 | 13 | 12 | 11 | 13 | 12 | 11 | 12 | 11 | 11 | **141** |
| **Berkendael** | Students | 46 | 17 | 14 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **84** |
|  | Groups | 4 | 4 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **16** |
| **Brussels II** | Students | 207 | 224 | 218 | 225 | 236 | 270 | 233 | 237 | 232 | 250 | 228 | 226 | **2,786** |
|  | Groups | 11 | 11 | 11 | 11 | 12 | 12 | 11 | 11 | 11 | 11 | 11 | 11 | **134** |
| **Brussels III** | Students | 221 | 202 | 232 | 232 | 225 | 252 | 247 | 235 | 220 | 202 | 226 | 246 | **2,740** |
|  | Groups | 11 | 11 | 11 | 12 | 11 | 11 | 11 | 11 | 10 | 9 | 11 | 11 | **130** |
| **Brussels IV** | Students | 203 | 214 | 234 | 220 | 250 | 220 | 226 | 223 | 229 | 205 | 158 | 93 | **2,475** |
|   | Groups | 11 | 11 | 12 | 11 | 12 | 10 | 11 | 11 | 11 | 9 | 8 | 5 | **122** |
| **Mol** | Students | 54 | 44 | 53 | 55 | 62 | 59 | 59 | 64 | 56 | 74 | 61 | 57 | **698** |
|   | Groups | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | **59** |
| **Varese** | Students | 103 | 94 | 92 | 115 | 103 | 108 | 104 | 119 | 120 | 113 | 94 | 77 | **1,242** |
|  | Groups | 7 | 6 | 6 | 7 | 7 | 6 | 6 | 7 | 7 | 7 | 5 | 5 | **76** |
| **TOTAL** | **Students** | **1,169** | **1,144** | **1,199** | **1,248** | **1,262** | **1,300** | **1,303** | **1,274** | **1,265** | **1,244** | **1,129** | **1,042** | **14,579** |
|   | **Groups** | **69** | **68** | **70** | **72** | **68** | **64** | **67** | **66** | **64** | **62** | **60** | **57** | **787** |

**Table 12. a. Number of groups and of hours in the current and new situation by school**

|  |  |  |
| --- | --- | --- |
|  | **Current Situation Number of groups** | **Current situation: Number of hours** |
|  | **P1 and P2** | **P3 to P5** | **S1** | **S2 and S3** | **S4 to S7** | **P1 and P2** | **P3 to P5** | **S1** | **S2 and S3** | **S4 to S7** |
| Alicante | 8 | 15 | 5 | 8 | 20 | 20 | 56,25 | 25 | 32 | 60 |
| Bergen | 7 | 10 | 4 | 7 | 16 | 17,5 | 37,5 | 20 | 28 | 48 |
| Brussels I | 22 | 36 | 11 | 24 | 45 | 55 | 135 | 55 | 96 | 135 |
| Berkendael | 5 | 3 | 0 | 0 | 0 | 12,5 | 11,25 | 0 | 0 | 0 |
| Brussels II | 21 | 33 | 11 | 21 | 43 | 52,5 | 123,75 | 55 | 84 | 129 |
| Brussels III | 21 | 33 | 11 | 21 | 39 | 52,5 | 123,75 | 55 | 84 | 117 |
| Brussels IV | 21 | 33 | 9 | 18 | 31 | 52,5 | 123,75 | 45 | 72 | 93 |
| Mol | 8 | 11 | 4 | 8 | 17 | 20 | 41,25 | 20 | 32 | 51 |
| Varese | 11 | 16 | 5 | 12 | 24 | 27,5 | 60 | 25 | 48 | 72 |
|  | **New Situation: Number of groups** | **Current situation: Number of hours** |
| Alicante | 10 | 15 | 5 | 10 | 20 | 25,00 | 56,25 | 25,00 | 40,00 | 60,00 |
| Bergen | 8 | 12 | 4 | 9 | 16 | 20,00 | 45,00 | 20,00 | 36,00 | 48,00 |
| Brussels I | 23 | 37 | 11 | 25 | 45 | 57,50 | 138,75 | 55,00 | 100,00 | 135,00 |
| Berkendael | 8 | 8 | 0 | 0 | 0 | 20,00 | 30,00 | 0,00 | 0,00 | 0,00 |
| Brussels II | 22 | 34 | 12 | 22 | 44 | 55,00 | 127,50 | 60,00 | 88,00 | 132,00 |
| Brussels III | 22 | 34 | 11 | 22 | 41 | 55,00 | 127,50 | 55,00 | 88,00 | 123,00 |
| Brussels IV | 22 | 35 | 10 | 22 | 33 | 55,00 | 131,25 | 50,00 | 88,00 | 99,00 |
| Mol | 9 | 15 | 5 | 10 | 20 | 22,50 | 56,25 | 25,00 | 40,00 | 60,00 |
| Varese | 13 | 20 | 6 | 13 | 24 | 32,50 | 75,00 | 30,00 | 52,00 | 72,00 |

**Table 12. b. Number of hours and monthly costs in the current and new situation by school**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current situation: Number of hours/periods | Monthly costs: current situation | **TOTAL** |
|  | **P1 and P2** | **P3toP5** | **S1** | **S2andS3** | **S4toS7** | **P1 and P2** | **P3 to P5** | **S1** | **S2 and S3** | **S4 to S7** |
| Alicante | 20 | 56,25 | 25 | 32 | 60 | 3.046,20€ | 8.567,44€ | 6.121,00€ | 7.834,88€ | 14.690,40€ | **40.259,92€** |
| Bergen | 17,5 | 37,5 | 20 | 28 | 48 | 2.665,43€ | 5.711,63€ | 4.896,80€ | 6.855,52€ | 11.752,32€ | **31.881,69€** |
| Brussels I | 55 | 135 | 55 | 96 | 135 | 8.377,05€ | 20.561,85€ | 13.466,20€ | 23.504,64€ | 33.053,40€ | **98.963,14€** |
| Berkendael | 12,5 | 11,25 | 0 | 0 | 0 | 1.903,88€ | 1.713,49€ | -€ | -€ | -€ | **3.617,36€** |
| Brussels II | 52,5 | 123,75 | 55 | 84 | 129 | 7.996,28€ | 18.848,36€ | 13.466,20€ | 20.566,56€ | 31.584,36€ | **92.461,76€** |
| Brussels III | 52,5 | 123,75 | 55 | 84 | 117 | 7.996,28€ | 18.848,36€ | 13.466,20€ | 20.566,56€ | 28.646,28€ | **89.523,68€** |
| Brussels IV | 52,5 | 123,75 | 45 | 72 | 93 | 7.996,28€ | 18.848,36€ | 11.017,80€ | 17.628,48€ | 22.770,12€ | **78.261,04€** |
| Mol | 20 | 41,25 | 20 | 32 | 51 | 3.046,20€ | 6.282,79€ | 4.896,80€ | 7.834,88€ | 12.486,84€ | **34.547,51€** |
| Varese | 27,5 | 60 | 25 | 48 | 72 | 4.188,53€ | 9.138,60€ | 6.121,00€ | 11.752,32€ | 17.628,48€ | **48.828,93€** |
|  |  |  |  |  |  |  |  |  |  |  | **518.345,02€** |
|  | New situation: Number of hours/periods | Monthly costs: new situation |  |
| Alicante | 25,00 | 56,25 | 25,00 | 40,00 | 60,00 | 3.807,75€ | 8.567,44€ | 6.121,00€ | 9.793,60€ | 14.690,40€ | **42.980,19€** |
| Bergen | 20,00 | 45,00 | 20,00 | 36,00 | 48,00 | 3.046,20€ | 6.853,95€ | 4.896,80€ | 8.814,24€ | 11.752,32€ | **35.363,51€** |
| Brussels I | 57,50 | 138,75 | 55,00 | 100,00 | 135,00 | 8.757,83€ | 21.133,01€ | 13.466,20€ | 24.484,00€ | 33.053,40€ | **100.894,44€** |
| Berkendael | 20,00 | 30,00 | 0,00 | 0,00 | 0,00 | 3.046,20€ | 4.569,30€ | -€ | -€ | -€ | **7.615,50€** |
| Brussels II | 55,00 | 127,50 | 60,00 | 88,00 | 132,00 | 8.377,05€ | 19.419,53€ | 14.690,40€ | 21.545,92€ | 32.318,88€ | **96.351,78€** |
| Brussels III | 55,00 | 127,50 | 55,00 | 88,00 | 123,00 | 8.377,05€ | 19.419,53€ | 13.466,20€ | 21.545,92€ | 30.115,32€ | **92.924,02€** |
| Brussels IV | 55,00 | 131,25 | 50,00 | 88,00 | 99,00 | 8.377,05€ | 19.990,69€ | 12.242,00€ | 21.545,92€ | 24.239,16€ | **86.394,82€** |
| Mol | 22,50 | 56,25 | 25,00 | 40,00 | 60,00 | 3.426,98€ | 8.567,44€ | 6.121,00€ | 9.793,60€ | 14.690,40€ | **42.599,41€** |
| Varese | 32,50 | 75,00 | 30,00 | 52,00 | 72,00 | 4.950,08€ | 11.423,25€ | 7.345,20€ | 12.731,68€ | 17.628,48€ | **54.078,69€** |
|  |  |  |  |  |  |  |  |  |  |  | **559.202,34 €** |

1. If we look at the figures for the 2019 EB, the total cost to produce the written papers amounted to 250,981.95 €, with an average cost of 451.41 € per paper. Source: *The Report of the European Baccalaureate 2019*. Ref.: 2019-07-D-22-en-4 [↑](#footnote-ref-2)
2. The total numbers of students do not match perfectly the figures at Tables 2, 4, 5 and 8 (current situation) because the percentages used to estimate the pupils’ choices lead to decimal numbers that were rounded to natural numbers. [↑](#footnote-ref-3)
3. The total numbers of students do not match perfectly the figures at Tables 2, 4, 5 and 8 (current situation) because the percentages used to estimate the pupils’ choices lead to decimal numbers that were rounded to natural numbers. [↑](#footnote-ref-4)