We have received the following report from users, related to Trilingual education at International School of Ferney-Voltaire.

Here is a summary of a recent issue we are having with the local French international school.

**Foreward:**
- the local French school (middle school + high school in the same institution) is a state school, run by the French government. It has an international section, in the sense that it hosts courses taught by mother tongue teachers who are either selected and paid by local "school associations" or sent directly by governments of other European countries. This is a good opportunity for children whose family moves across countries for work reasons, like working at CERN either for CERN or for home institutions (users on long term attachment).
- The school was established in the remote pays de Gex because of a CERN request when France became a host country and is part of the France-CERN agreement. On this basis a CERN representative sits in the administrative board of the school.
- Families involved with CERN have a non-negligible fraction of tri-lingual children. This is because parents may each speak a different language from French (e.g. a Spanish-German couple) or because of the personal history of the child, e.g. a child with Italian or Spanish family having moved from an English speaking country. This is nowadays not unusual at all.
- so far this French school was an example of excellence in teaching French contents in a truly multicultural environment. It s about 15 years that the school allows children with three language background, one of which is French, to enroll in their own preferred national section and, in addition, to enroll, only for the language part, to courses taught by another national section, typically English. This saves children who already speak fluent English and read English literature from being bored in a standard "English as a foreign language" course.
We all agree that the latter is a completely different subject from a course in English Literature and language for native speakers. These English courses are organised by ALA-ELP just as a "national section" course. ALA-ELP is a non-profit organisation, self funded. The school is approved and recognised as a "Public School" (meaning private, but legally recognised) school in the English school system. The families pay moderate tuition fees, and scholarships are available.

**The facts:**
Starting from September 2015, the College-Licee has decided to decline offering this opportunity to pupils who have the language capability to study three languages as native speaker, for no apparent reason other than not being explicitly allowed (nor forbidden) by the school laws. We believe that for already enrolled children, this is a clear breach of the teaching continuity principle;
for newly enrolling children this decision would deny a highly desired opportunity, which only relies on the child capability and is clearly possible to offer. Incidentally, this decision, which we ask to review, implies a larger cost for the school, because the new teachers will have to be paid by the French taxpayer, rather than by other European governments, or parent associations; the most likely result is that the school will teach a language at a much lower level than it would be possible with the present solution, and many brilliant children will be bored.

We would like CERN to remind the French school institutions, in particular "Academie de Lyon", that multi-lingual native speaking children (French+2) are now as common in the CERN community as many years ago the bilingual (French + 1) children used to be. It would be a good opportunity for the French education system to continue leading this experience, as it did for the past 15 years.

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Following this report, we propose that ACCU recommend CERN to support the continuation of trilingual education (as native language) at the International School of Ferney-Voltaire