

Title of Best Practice	Centralised admittance system local schools for secondary education
Target group	based on the experience with: <input type="checkbox"/> Newcomer, <input type="checkbox"/> not relevant (for all) <input checked="" type="checkbox"/> diverse group
Outcome/added value for target group	Some of the secondary schools in our local community (130.000 inhabitants) have limited capacity. This resulted in ballots or lotteries and a risk for arbitrariness who will be admitted, and a risk for some pupils to fail admittance in 2 or 3 successive schools. A common admittance system using an anonymous computer allocation results in a fair distribution of limited places among all applying pupils.
Content in detail	<p>The system expects parents/pupils to complete electronic forms with detailed admittance information (i.e. school and directions/levels). They indicate a top 3 of most wanted schools within (or, if desired outside) the local community. The computer system is directed to make a match for all pupils in such way that a maximum of pupils are allocated to the school they prioritised, and a minimum number to a school of their second choice, with avoidance of a third choice school. The matches may be influenced by certain class sizes, to optimise the overall goals.</p> <p>Once the best match is made the computer allocates the anonymous matches to the corresponding pupils' profiles.</p>
Form of implementation and carried out by	<p><input checked="" type="checkbox"/> Formal <input type="checkbox"/> non formal <input type="checkbox"/> combination <input type="checkbox"/> other – please explain ...</p> <p>All school have committed to the system. They provide unanimous information and may assist parents/pupils in completing the forms. All forms are entered in the overall system anonymously. The totals are analysed by all school directors, a representative from the primary education school boards, one from local government and a notary, assisted by computer specialists. Once everyone agrees to the best (most optimised) match the decision is taken.</p>

Play Equal (PE-19) Is all about creating equal opportunities and social inclusion

IO1: Learning social inclusion through (Best) practice- Studies / analysis – Best practice guidelines report

Key Success factors (KSF)	<input checked="" type="checkbox"/> KSF 1 Involvement of the whole staff	<input type="checkbox"/> KSF 6 Relation to real world	<input type="checkbox"/> KSF 11 Cooperation with parents and involvement of social environment
	<input checked="" type="checkbox"/> KSF 2 Exchange of experiences with other schools	<input type="checkbox"/> KSF 7 Strengthen basic education	<input type="checkbox"/> KSF 12 Communication and Cooperation I
	<input type="checkbox"/> KSF 3 Stimulate mutual learning processes	<input type="checkbox"/> KSF 8 Democracy in school	<input type="checkbox"/> KSF 13 Communication and Cooperation II
	<input type="checkbox"/> KSF 4 Diversity within staff members	<input type="checkbox"/> KSF 9 Feedback culture	<input type="checkbox"/> KSF 14 Education is more than school - Focus on non-formal and informal education
	<input type="checkbox"/> KSF 5 Cross-subject themes out of the living environment	<input type="checkbox"/> KSF 10 Further education and training of staff	<input type="checkbox"/> KSF 15 Development of personal future perspectives in education, occupation and life

Fact box



Key words: Secondary school entrance admittance system

Organisational framework (School type...): all secondary school in our community

Legal and financial framework: costs are shared by schools and local government

Theoretical basis: computer algorithms

Further information: DOVO – Cooperation of secondary schools headmasters

Links <https://www.pierson.nl/groep-7-en-8/aanmelding-en-toelating> (in Dutch)

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