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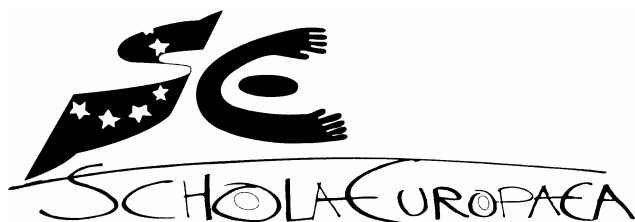
Annex to the

REPORT FROM THE COMMISSION

**Annual Report from the European Commission to the European Parliament on the
functioning of the European School System 2005**

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ANNEX



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a) Annual report of the Secretary-General to the Board of Governors of the European Schools

Board of Governors of the European Schools

Meeting in Brussels on 31 January and 1 February 2006

1. INTRODUCTION

As in previous years the purpose of this report is to cast an eye back on the year under review - 2005 in this case – with a view to assessing the achievement of the goals of the European Schools and to provide an overview of the present state of the European Schools system.

Once again I wish to thank the two delegations which have held the presidency during the year under review, on this occasion the delegations of Luxembourg and the Netherlands.

The two major themes of the report on the year 2005 are those of the enlargement of the EU and the sense of impending change to which the system is subject. Most of the significant developments of the year are related in one way or another to these two important and inter-related factors.

1.1. Enlargement and its effects

Though 2004 was the year of the enlargement, 2005 was the year when its effects began to be felt. By year's end all the new member states of the EU had taken all the steps necessary for accession to the Convention defining the statute of the European Schools. 822 pupils who are nationals of the new member states have been enrolled in the

European Schools. This is still well below the figure which will be reached when the full effects of recruitment of officials from these states is felt. (See 2.1.2.3. below.) Nevertheless six language sections have been created (and a proposal will shortly be discussed for the creation of a seventh) to accommodate pupils whose mother tongue is one of the new languages. Thirty teachers from those states have been seconded to teach in the schools.

The inspectors from these countries are playing a dynamic role in carrying out the responsibilities of the Inspectors' Boards. The problem referred to last year – a certain lack of presence in the Administrative and Financial Committee - has been largely resolved.

Finally, the three countries (Estonia, Hungary, Slovenia) which are to propose candidates for the position of Director of the European School at Frankfurt are all new member states. This makes it extremely likely that we shall have the first European School Director from a new member state before 2006 is out.

The integration of the new member states into our system is a development whose importance it is impossible to exaggerate. Our pupils, teachers, administrators and governors now have comrades to whose traditions and insights we previously had little access. However intangible the effects of this development may seem to be, they are very real. Our pedagogical and cultural horizons have been widened and the range of experience and expertise in our schools and in our working groups has been enriched.

1.2. Change

Reference was made in my report on 2004 to the significance of the changes of the European School system which are under discussion. Developments occurring in 2005 illustrate this and a slightly clearer sense of direction might be said to be emerging.

The main Working Group set up to review the financing of the European Schools and to make recommendations on increasing the financial autonomy of the schools reported to the Board at its April 2005 meeting in Mondorf. Decisions in principle, regarding financial autonomy for the schools were made by the Board on the basis of this report and the preparation of concrete proposals in this area, which was entrusted to the AFC, has widened out into a general discussion on financial reform which will lead to proposals being made to the Board of Governors in 2006.

The other Working Group, which has been dealing with pedagogical matters, has submitted a preliminary report which has enabled the Board to establish criteria and a process to be followed on behalf of schools seeking accreditation as associated schools of the European Schools. It is continuing its deliberations on the European Baccalaureate and proposals on reform in this area which would facilitate making the Baccalaureate available to pupils outside the European Schools system are to be expected.

During 2005, having regard to the criteria on opening, maintenance and closure of European Schools and language sections adopted in 2000, the Board of Governors decided to begin to phase out a total of seven language sections in the schools of Bergen, Culham, Karlsruhe and Mol. The study on the future of these four schools, which was

commissioned by the European Commission, is continuing and a final report is expected in May.

Meanwhile, the Board has created a working group to reflect upon the future of the European Schools taking special note of the reactions of members of the Board to the Commission's communication to the European Parliament and the Council of Ministers and also to the new resolution of the European Parliament regarding the European Schools adopted by the Parliament in September 2005. Meanwhile, on the initiative of Commissioner Kallas and Minister Maria van der Hoeven, the minister of Education of the Netherlands, another working group has been set up, altogether independently of the Board, to consider options for the European Schools, as a result of whose discussions, proposals may find their way to the Board for decision.

Nevertheless, it is evident that the European Parliament wishes to achieve change at a more rapid pace. In December the Parliament decided to block a portion of the 2006 budget of the Central Office. The European Parliament takes the view that the European Schools should already have solved the problem of overcrowding in Brussels and should have modified the governance and administration of the Schools.

Furthermore all present indications are that the Board of Governors are opposed to certain changes called for by the European Parliament – most notably the proposal to increase the voting power of the European Commission on the Board of Governors. If the Parliament and the Board find themselves in disagreement over questions such as this and if the result will be that the budget is blocked then the very real danger exists that the quality of the service i.e. the education of the pupils will suffer because the political authorities are in disagreement.

Following consultation with the Commission I initiated a written procedure which has now ended successfully, in order to manage the situation which arose because of the decision of the European Parliament. In this manner the Board of Governors has decided to make available two extra twelfths of the expenditures in accordance with the 2005 budget to provide sufficient margin to allow the Central Office to function. In virtue of Art. 8.4. of the Financial Regulations the Commission has been invited to make available now the first part of its contribution to the budget.

2. FACTS AND FIGURES

2.1. School Population

2.1.1. Total Population

Table EL 1 shows the pupil numbers, as they were in mid October 2005, for each school, year on year, for the period 2002 to 2005 as well as the percentage variation, year on year, during that period. The final column shows the percentage variation in pupil numbers across the period as a whole.

Table EL 1: School population from 2002 to 2005

Schools	2002	2003		2004		2005		Difference between 2002 and 2005	
	Population	Population	%	Population	%	Population	%	Population	%
Alicante	464	858	84,91%	950	10,72%	987	3,89%	523	112,72%
Bergen	728	695	-4,53%	664	-4,46%	626	-5,72%	-102	-14,01%
Brussels I	2135	2289	7,21%	2394	4,59%	2617	9,31%	482	22,58%
Brussels II	2782	2769	-0,47%	2917	5,34%	3014	3,33%	232	8,34%
Brussels III	2550	2592	1,65%	2773	6,98%	2781	0,29%	231	9,06%
Culham	903	884	-2,10%	889	0,57%	856	-3,71%	-47	-5,20%
Frankfurt	299	633	111,71%	809	27,80%	876	8,28%	577	192,98%
Karlsruhe	1176	1091	-7,23%	1074	-1,56%	1044	-2,79%	-132	-11,22%
Luxembourg	3724	3753	+0,78%	3928	+4,66%	4081	+3,90%	+357	+9,59%
Luxembourg I	3724	3753	0,78%	3101	-17,37%	3190	2,87%	n.a.	n.a.
Luxembourg II				827		891	7,74%	n.a.	n.a.
Mol	676	641	-5,18%	643	0,31%	622	-3,27%	-54	-7,99%
Munich	1421	1455	2,39%	1504	3,37%	1557	3,52%	136	9,57%
Varese	1369	1323	-3,36%	1317	-0,45%	1318	0,08%	-51	-3,73%
Total	18227	18983	4,15%	19862	4,63%	20379	2,60%	2152	11,81%

(Note: In certain but not in all sections of this report global figures are given for both schools at Luxembourg as well as the figures for each of the two schools. This reflects the fact that, currently, Luxembourg II, which at present is still located beside its mother school, Luxembourg I, has no secondary section and the process of its creation is not completed.)

For the first time, there are now more than 20,000 pupils in the European Schools.

The rate of growth of the pupil population, however, has been slower this year. Leaving aside the exceptional case of Luxembourg I, where a population drop has occurred because of a transfer of pupils to Luxembourg II, the schools experiencing a decline of population this year are those at Bergen, Culham, Karlsruhe and Mol, while the school at Varese also experienced a slight loss over the three year period as a whole.

Because of the number of Category III pupils in these five schools the rising fee levels over the past number of years may be a factor causing population decline. Schools are also now sometimes reluctant to enrol Category III pupils, even when existing rules would permit such enrolments, lest the percentage of these pupils on roll should lead to arguments for school or language section closure. Such reasoning leads to a loss of revenue, at least in the short term.

There is a significant increase in pupil population in the main centres of Brussels and Luxembourg. The extremely high figure for Brussels I, of course, is the result of the policy of enrolment followed in 2005 whereby, because of the strain on resources in the two schools of Brussels II and Brussels III, it was necessary to insist that available space at Brussels I should be utilised before allowing any further pressure in Ixelles and Woluwe. This policy will be continued in 2006.

The reason for the very high growth rates at the schools of Alicante and Frankfurt is that in 2005 these two schools reached their full complement for the first time and opened seventh year classes in the secondary school. Pupils in these two schools will sit the European Baccalaureate exam for the first time in 2006.

2.1.2. Population by category of pupil

Tables EL2a, EL2b and EL2c show, for each year from 2002 to 2005, the number of pupils in the category in question and the percentage for which this accounts in relation to the total number of pupils on roll in the school. The last two columns give the variation, in absolute and percentage terms, in the pupil numbers in the category in question since 2002.

2.1.2.1. Category 1 Population

Table EL 2a School population from 2002 to 2005, Category 1 population

Schools	2002		2003		2004		2005		Difference between 2002 and 2005	
	Population	%	Population	%	Population	%			Population	%
Alicante	119	25,65%	236	27,51%	308	32,42%	355	35,97%	236	198,32%
Bergen	109	14,97%	107	15,40%	108	16,27%	99	15,81%	-10	-9,17%
Bru. I	1470	68,85%	1657	72,39%	1825	76,23%	2085	79,67%	615	41,84%
Bru. II	2311	83,07%	2359	85,19%	2536	86,94%	2673	88,69%	362	15,66%
Bru. III	2051	80,43%	2100	81,02%	2319	83,63%	2410	86,66%	359	17,50%
Culham	113	12,51%	113	12,78%	107	12,04%	99	11,57%	-14	-12,39%
Frankfurt	88	29,43%	238	37,60%	329	40,67%	410	46,80%	329	365,91%
Karlsruhe	121	10,29%	123	11,27%	130	12,10%	161	15,42%	40	33,06%
Lux.	2784	74,76%	2797	74,53%	2965	75,48%	3110	76,21%	326	11,71%
Lux. I	2784	74,76%	2797	74,53%	2372	76,49%	2479	77,71%	n.a.	n.a.
Lux. II					593	71,70%	631	70,82%	n.a.	n.a.
Mol	143	21,15%	127	19,81%	127	19,75%	142	22,83%	-1	-0,70%
Munich	915	64,39%	963	66,19%	1018	67,69%	1076	69,11%	161	17,60%
Varese	579	42,29%	585	44,22%	640	48,60%	670	50,83%	91	15,72%
Total	10803	59,27%	11405	60,08%	12412	62,49%	13290	65,21%	1863	23,02%

Category I pupils are the children of EU officials and the children of school staff.

The rise in the number and percentage of these pupils in the schools has been fairly consistent for some time and continues this year. In 2005 almost two thirds of the pupils in the European Schools are Category 1 pupils.

There is, however, considerable variation among the schools. In the schools in Brussels and Luxembourg, percentages of Category 1 pupils range from almost 90% in Brussels II to just over 70% in the, still fledgling, Luxembourg II. In the middle size schools in Munich and Varese the proportion of Category 1 pupils ranges from just over a half to over two thirds.

In the smaller schools, by contrast, which serve particular EU institutions but are in locations at some distance from the major centres of EU services, the situation is

different. Here the situation ranges from 11.6% of the pupils being of category 1 in Culham to just below a quarter in Mol.

The two schools which have been enrolling pupils for just four years are a special case. For the sake of pedagogical viability, the schools in their early years take on a greater proportion of non Category 1 pupils. However, the percentage of Category 1 pupils in these two schools has been growing consistently since their creation. Over a third of the pupils in Alicante are of Category 1 while almost half of the pupils in Frankfurt are in this category. In view of recruitment rates of the European Central Bank it is likely that over time the pupil population mix in terms of category is likely to come to approximate more closely to the situation in the bigger schools.

2.1.2.2. Category 2 and Category 3 Population

Pupils of these two categories are not children of EU officials but are admitted in accordance with the decisions made and the criteria determined by the Board of Governors over the years where their presence does not lead to extra expense or may be desirable for purposes of pedagogical viability.

Because they pay fees, the presence of these pupils adds to the revenue of the schools. Category 2 pupils are admitted under the terms of agreements entered into between the schools and certain firms or organisations whereby a fee is paid which is the real cost to the budget of the European Schools of the schooling of the pupils. The parents of Category 3 pupils pay the fees as determined annually by the Board of Governors.

2.2.2.2.1. Category 2 Population

Table EL 2b School population 2002-2005, Category 2 population

Schools	2002		2003		2004		2005		Difference between 2002 and 2005	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	3	0,65%	4	0,47%	3	0,32%	4	0,41%	1	33,33%
Bergen	15	2,06%	9	1,29%	9	1,36%	10	1,60%	-5	-33,33%
Bru. I	27	1,26%	33	1,44%	37	1,55%	52	1,99%	25	92,59%
Bru. II	140	5,03%	144	5,20%	150	5,14%	151	5,01%	11	7,86%
Bru. III	36	1,41%	37	1,43%	38	1,37%	48	1,73%	12	33,33%
Culham	56	6,20%	49	5,54%	52	5,85%	38	4,44%	-18	-32,14%
Frankfurt	12	4,01%	22	3,48%	49	6,06%	55	6,28%	43	358%
Karlsruhe	87	7,40%	109	9,99%	134	12,48%	165	15,80%	78	89,66%
Lux.	231	6,20%	207	5,52%	246	6,26%	278	6,81%	47	20,35%
Lux. I	231	6,20%	207	5,52%	152	4,90%	173	5,42%	-58	-25,11%
Lux. II					94	11,37%	105	11,78%		
Mol	6	0,89%	14	2,18%	23	3,58%	18	2,89%	23	
Munich	192	13,51%	120	8,25%	120	7,98%	119	7,64%	-73	-38,02%
Varese	126	9,20%	139	10,51%	175	13,29%	218	16,54%	92	73,02%
Total	931	5,11%	887	4,67%	1036	5,22%	1156	5,67%	225	24,17%

A relatively small proportion of the pupil population of the schools is accounted for by Category 2 pupils. This proportion has, however, tended to rise in recent years and now stands at 5.7%.

Once again the schools with the highest proportion are the schools of Varese and Karlsruhe both of which serve affluent hinterlands with significant numbers of international firms and in both of which the proportions of Category 1 pupils are such as to permit the enrolment of other categories of pupil.

It may also be noted that the relatively high proportion of Category 2 pupils in Brussels II is accounted for by the fact that traditionally a large number of children of officials of Eurocontrol, with whom the European Schools have had a Category 2 contract for many years, attend this school.

2.1.2.2.2. Category 3 Population

Table EL 2c. School Population from 2002 to 2005. Category 3 Population

Schools	2002		2003		2004		2005		Difference between 2002 and 2005	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	342	73,71%	618	72,03%	639	67,26%	628	63,63%	286	83,63%
Bergen	604	82,97%	579	83,31%	547	82,38%	517	82,59%	-87	-14,40%
Brussels I	638	29,88%	599	26,17%	532	22,22%	480	18,34%	-158	-24,76%
Brussels II	331	11,90%	265	9,57%	230	7,88%	190	6,30%	-141	-42,60%
Brussels III	479	18,78%	455	17,55%	416	15,00%	323	11,61%	-156	-32,57%
Culham	734	81,28%	722	81,67%	730	82,11%	719	84,00%	-15	-2,04%
Frankfurt	202	67,56%	373	58,93%	431	53,28%	411	46,92%	209	103,47%
Karlsruhe	968	82,31%	859	78,74%	810	75,42%	718	68,77%	-250	-25,83%
Luxembourg	709	19,04%	719	19,16%	717	18,25%	693	16,98%	-16	-2,26%
Luxembourg I	709	19,04%	719	19,16%	577	18,61%	538	16,87%	-171	-24,12%
Luxembourg II					140	16,93%	155	17,40%		
Mol	527	77,96%	501	78,16%	493	76,67%	462	74,28%	-65	-12,33%
Munich	370	26,04%	374	25,70%	366	24,34%	362	23,25%	-8	-2,16%
Varese	664	48,50%	599	45,28%	502	38,12%	430	32,63%	-234	-35,24%
Total	6568	36,03%	6663	35,10%	6413	32,29%	5933	29,11%	-635	-9,67%

Over the three year period since 2002 the significance of this Category of pupil – in the statistical sense – has diminished in absolute and in proportional terms. Category 3 pupils now account for less than 30% of the total pupil population.

The situation is very different in different schools and by and large the situation for Category 3 pupils is the inverse of that described above for the Category 1 pupils. Where there is a high proportion of Category 1 pupils there are fewer Category 3 pupils and vice versa and the proportion of Category 2 pupils modifies that correlation to a greater or lesser degree.

Predictably, the four smaller schools in the areas where fewer EU officials are located have the highest proportions of Category 3 pupils.

2.1.2.3. Pupil population according to nationality and category

Table EL 2d shows the number and percentage of pupils from each of the member states, enrolled in the European School system as a whole for the school year 2005-6 in each of

the three categories. The last two columns show the total number of pupils from each member state currently enrolled in the European Schools.

It may be noted that the total number of pupils from the member states is less than the total pupil population. This is because 978 (i.e. 4.8%) of the pupils in the schools come from outside the European Union. Some of these may even be Category 1 pupils such as children of staff of the European Patent Office in Munich coming from countries such as Bulgaria and Rumania.

Table EL 2d: School population by nationality and category for the Member States

	Category 1		Category 2		Category 3		Total	
German	1686	12,90%	150	15,21%	1159	21,66%	2995	15,44%
Austrian	204	1,56%	6	0,61%	31	0,58%	241	1,24%
Belgium	1431	10,95%	55	5,58%	451	8,43%	1937	9,98%
British	1164	8,91%	141	14,30%	687	12,84%	1992	10,27%
Cypriot	18	0,14%		0,00%		0,00%	18	0,09%
Danish	489	3,74%	105	10,65%	175	3,27%	769	3,96%
Spanish	1183	9,05%	29	2,94%	502	9,38%	1714	8,83%
Estonian	91	0,70%		0,00%	2	0,04%	93	0,48%
Finnish	574	4,39%	30	3,04%	29	0,54%	633	3,26%
French	1749	13,39%	162	16,43%	538	10,06%	2449	12,62%
Greek	632	4,84%	18	1,83%	121	2,26%	771	3,97%
Hungarian	120	0,92%	3	0,30%	13	0,24%	136	0,70%
Irish	414	3,17%	10	1,01%	52	0,97%	476	2,45%
Italian	1182	9,05%	139	14,10%	704	13,16%	2025	10,44%
Latvian	76	0,58%		0,00%	2	0,04%	78	0,40%
Lithuanian	86	0,66%	1	0,10%	1	0,02%	88	0,45%
Luxembourg	197	1,51%	4	0,41%	55	1,03%	256	1,32%
Maltese	15	0,11%	1	0,10%	3	0,06%	19	0,10%
Dutch	476	3,64%	81	8,22%	604	11,29%	1161	5,98%
Polish	113	0,86%	7	0,71%	21	0,39%	141	0,73%
Portuguese	553	4,23%	9	0,91%	97	1,81%	659	3,40%
Slovakian	94	0,72%		0,00%	4	0,07%	98	0,51%
Slovenian	35	0,27%		0,00%	4	0,07%	39	0,20%
Swedish	389	2,98%	33	3,35%	79	1,48%	501	2,58%
Czech	94	0,72%	2	0,20%	16	0,30%	112	0,58%
Total	13065		986		5350		19401	

As we might expect the bigger states and the countries with European Schools in their territories are the main contributors to the pupil population. Indeed, the seven biggest contributors to the population of the schools are the seven host countries of European Schools.

Clearly the impact of the new countries is yet to be fully felt. There are 822 (4.24%) pupils from these states enrolled at the moment. That is fewer than the number of pupils from non member states. Nor is there as clear a correlation between the number of pupils enrolled and the size of the population of the mother country. Poland, whose population is greater than the sum of the populations of the other new states has only marginally more nationals enrolled than Hungary.

Nevertheless, as pointed out in 1.1. above, the influence of the new countries is already being felt.

2.1.3. Pupil Population according to Teaching levels

Table EL3 shows, for each year under review, the number of pupils in each teaching level (Nursery, Primary and Secondary) in each school and in the system in general as well as the percentage variation year on year since 2002. The last two columns show the differences in absolute and percentage terms across the three year period.

Table EL 3: Population of the teaching levels from 2002 to 2005

Schools	Cycle	2002	2003		2004		2005		Difference between 2002 and 2005	
		Population	Population	%	Population	%	Population	%	Population	%
Alicante	Nursery	123	128	4,07%	118	-7,81%	118		-5	-4,07%
	Primary	341	417	22,29%	413	-0,96%	390	-5,57%	49	14,37%
	Secondary		317		419	32,18%	479	14,32%		
Total Alicante		464	862	85,78%	950	10,21%	987	3,89%	523	112,72%
Bergen	Nursery	80	81	1,25%	65	-19,75%	70	7,69%	-10	-12,50%
	Primary	263	246	-6,46%	239	-2,85%	214	-10,46%	-49	-18,63%
	Secondary	385	374	-2,86%	360	-3,74%	342	-5,00%	-43	-11,17%
Total Bergen		728	701	-3,71%	664	-5,28%	626	-5,72%	-102	-14,01%
Brussels I	Nursery	191	227	18,85%	208	-8,37%	248	19,23%	57	29,84%
	Primary	742	842	13,48%	870	3,33%	974	11,95%	232	31,27%
	Secondary	1202	1263	5,07%	1316	4,20%	1395	6,00%	193	16,06%
Total Brussels I		2135	2332	9,23%	2394	2,66%	2617	9,31%	482	22,58%
Brussels II	Nursery	198	222	12,12%	237	6,76%	264	11,39%	66	33,33%
	Primary	1059	1067	0,76%	1088	1,97%	1101	1,19%	42	3,97%
	Secondary	1525	1521	-0,26%	1592	4,67%	1649	3,58%	124	8,13%
Total Brussels II		2782	2810	1,01%	2917	3,81%	3014	3,33%	232	8,34%
Brussels III	Nursery	213	231	8,45%	248	7,36%	205	-17,34%	-8	-3,76%
	Primary	902	981	8,76%	1049	6,93%	1047	-0,19%	145	16,08%
	Secondary	1435	1436	0,07%	1476	2,79%	1529	3,59%	94	6,55%
Total Brussels III		2550	2648	3,84%	2773	4,72%	2781	0,29%	231	9,06%
Culham	Nursery	87	93	6,90%	91	-2,15%	79	-13,19%	-8	-9,20%
	Primary	361	344	-4,71%	347	0,87%	341	-1,73%	-20	-5,54%
	Secondary	455	452	-0,66%	451	-0,22%	436	-3,33%	-19	-4,18%
Total Culham		903	889	-1,55%	889	0%	856	-3,71%	-47	-5,20%
Frankfurt	Nursery	82	92	12,20%	97	5,43%	100	3,09%	18	21,95%
	Primary	217	334	53,92%	392	17,37%	386	-1,53%	169	77,88%
	Secondary		217		320	47,47%	390	21,88%		
Total Frankfurt		299	643	115,05%	809	25,82%	876	8,28%	577	192,98%
Karlsruhe	Nursery	69	90	30,43%	72	-20,00%	66	-8,33%	-3	-4,35%
	Primary	463	402	-13,17%	405	0,75%	390	-3,70%	-73	-15,77%
	Secondary	644	606	-5,90%	597	-1,49%	588	-1,51%	-56	-8,70%
Total Karlsruhe		1176	1098	-6,63%	1074	-2,19%	1044	-2,79%	-132	-11,22%
Luxembourg I	Nursery	411	439	6,81%	273	-37,81%	288	5,49%	-123	-29,93%
	Primary	1400	1395	-0,36%	811	-41,86%	819	0,99%	-581	-41,50%
	Secondary	1913	1943	1,57%	2017	3,81%	2083	3,27%	170	8,89%
Total Luxembourg I		3724	3777	1,42%	3101	-17,90%	3190	2,87%	-534	-14,34%

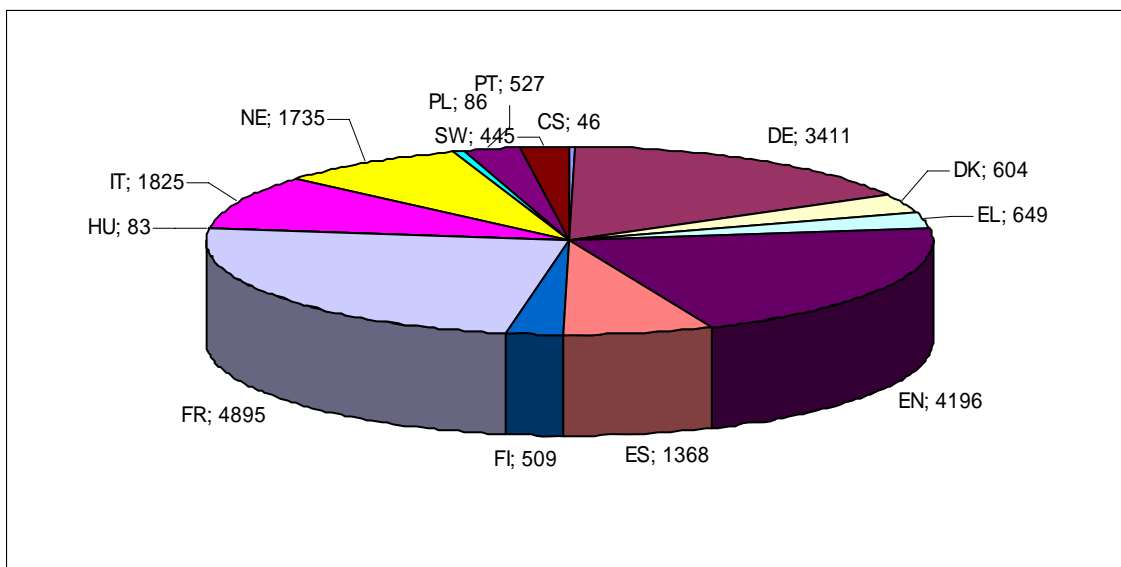
Schools	Cycle	2002	2003		2004		2005		Difference between 2002 and 2005	
		Population	Population	%	Population	%	Population	%	Population	%
Luxembourg II	Nursery				203		219			
	Primary				624		672			
	Secondary									
Total Luxembourg II							891			
Mol	Nursery	41	44	7,32%	36	-18,18%	53	47,22%	12	29,27%
	Primary	202	195	-3,47%	195		179	-8,21%	-23	-11,39%
	Secondary	433	405	-6,47%	412	1,73%	390	-5,34%	-43	-9,93%
Total Mol		676	644	-4,73%	643	-0,16%	622	-3,27%	-54	-7,99%
Munich	Nursery	94	115	22,34%	99	-13,91%	88	-11,11%	-6	-6,38%
	Primary	611	584	-4,42%	644	10,27%	675	4,81%	64	10,47%
	Secondary	716	726	1,40%	761	4,82%	794	4,34%	78	10,89%
Total Munich		1421	1425	0,28%	1504	5,54%	1557	3,52%	136	9,57%
Varese	Nursery	115	103	-10,43%	93	-9,71%	96	3,23%	-19	-16,52%
	Primary	545	534	-2,02%	520	-2,62%	495	-4,81%	-50	-9,17%
	Secondary	709	700	-1,27%	704	0,57%	727	3,27%	18	2,54%
Total Varese		1369	1337	-2,34%	1317	-1,50%	1318	0,08%	-51	-3,73%
Total	Nursery	1704	1865	9,45%	1840	-1,34%	1894	2,93%	190	11,15%
	Primary	7106	7341	3,31%	7597	3,49%	7683	1,13%	577	8,12%
	Secondary	9417	9960	5,77%	10425	4,67%	10802	3,62%	1385	14,71%
Total Global		18227	19166	5,15%	19862	3,63%	20379	2,60%	2152	11,81%

2.1.4. Pupil Population according to Language Section

Table LANG SECT 1 shows the population of each of the language sections in each of the schools for the current school year and the overall situation for the system as a whole is summarised in the accompanying pie chart.

Table LANG SECT 1: Language Sections

Ecoles	CS	DE	DK	EL	EN	ES	FI	FR	HU	IT	NE	PL	PT	SW	Total
Alicante		143			260	372		212							987
Bergen		50			221			104		22	229				626
Bru I		281	292		415	310		826	70	358		65			2617
Bru II		352			491		345	720		315	219		317	255	3014
Bru III	25	318		411	586	382		755			304				2781
Culham		195			295			246		59	61				856
Frankfurt		283			283			176		134					876
Karlsruhe		321			285			228		119	91				1044
Lux. I		356	153	103	597	258	164	682		151	305	21	210	190	3190
Lux. II	21	114	159	91	140			186	13	167					891
Mol		101						258		8	255				622
Munich		676		44	290	46		236		142	123				1557
Varese		221			333			266		350	148				1318
Total	46	3411	604	649	4196	1368	509	4895	83	1825	1735	86	527	445	20379
	0,23%	16,74%	2,96%	3,18%	20,59%	6,71%	2,50%	24,02%	0,41%	8,96%	8,51%	0,42%	2,59%	2,18%	100%



Globally, the six biggest language sections are those for the languages of the seven host countries. Furthermore, the biggest language section in each school is usually the language of the host country or local region. (The single exception is Mol where the French section is marginally bigger than the Dutch/Flemish section.) Perhaps it is principally because of this correlation that, globally, the pupils in the French sections are the most numerous. The biggest single section in the system is the French section at Brussels I which, on its own, has more pupils than either of the two smallest schools.

The next biggest cohort of pupils is to be found in the English sections. English is the host country language in the case of only one school – Culham, which is one of the smallest schools. The reason for the size of its population then is probably related to the status of English as the main language of international communication. There is a very strong tendency for **Students Without A Language Section (SWALS)** to enrol in the English section of a school. This is a problem now being experienced not only in the smaller schools with a limited range of language sections – where it has been common for years - but also in the bigger ones because of the arrival of pupils from the smaller new states which do not have language sections corresponding to the mother tongue of the pupils.

The slow development of the language sections created to serve those new member states for whom language sections have been created is also to be noted. Future recruitment of EU officials from these countries will presumably change this situation.

Table LANG SECT 2 gives details of the language section situation showing the number of pupils, according to category, in each language section of each school.

Table LANG SECT 2: School population by Language Section, Category and Teaching Level 2005-6.

Language sections

Cat.	CS			DE			DK			EN			ES			FI			FR			GR			HU			IT			NE			PL			PT			SW			Total	
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3					
Alicante																																												
Mat.				10		9		-			16		9		33		21				13		7																		118			
Pri.				21		44					16		86		56		2		91			39		35																	390			
Sec.				14		45					35		98		45		2		122			57		61																479				
Total				45		98					67		193		134		4		234			109		103																987				
Bergen																																												
Mat.											10		23								2	1	5							2		27								70				
Pri.				2		11					13	1	54								8	3	22						4	10		86								214				
Sec.				5		32					16	1	103								11	4	48				2	16	18		86									342				
Total				7		43					39	2	180								21	8	75				2	20	30		199								626					
Bruxelles I																																												
Mat.				17				28		2	47		1	26							77		1			6		2	29	2	1					8	1				248			
Pri.				79	1	25	103	3	24	106		33	95	2	13						260	8	36			18		3	102	6	33				22	2					974			
Sec.				120		39	109	3	20	155	11	62	150		24						353	9	82			33	1	7	113	6	66				29	3					1395			
Total				216	1	64	240	6	46	308	11	96	271	2	37						690	17	119			57	1	12	244	14	100				59	6				2617				
Bruxelles II																																												
Mat.				29							31										57									32			13		1			22	1	34			264	
Pri.				127	2	4					167	21									143		3	230	15	4				115	6	4	52	1	18			73	4	13	88	2	9	1101
Sec.				170	9	11					227	26	19								129	1	12	371	42	14				137	5	16	90	10	34			182	3	19	110	4	8	1649
Total				326	11	15					425	47	19								329	1	15	645	57	18			284	11	20	155	11	53			277	7	33	232	6	17	3014	
Bruxelles III																																												
Mat.	9			30		1					41		1	29							39		1	27	1	4						21		1								205		
Pri.	16			132		3					179	10	20	144	2	2					264	4	11	146	2	8					79	2	23										1047	
Sec.				132	1	19					253	6	76	195	2	8					375	12	49	188	1	34					111	5	62										1529	
Total	25			294	1	23					473	16	97	368	4	10					678	16	61	361	4	46				211	7	86										2781		

	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW																								
Culham																																						
Mat.		2	4	11		9	22		3	2	18		4	4	79																							
Pri.		6	10	67		13	93		10	7	89		1	16	29	341																						
Sec.		12	8	75		25	2	131		15	4	98		38	3	1	24	436																				
Total		20	22	153		47	2	246		28	13	205		1	58	3	1	57	856																			
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW																								
Francfort																																						
Mat.		25	1	1		29	2	5		12		5		9		11					100																	
Pri.		77	6	28		76	10	29		36	4	47		16	3	54					386																	
Sec.		47	13	85		47	9	76		27	1	44		9	6	26					390																	
Total		149	20	114		152	21	110		75	5	96		34	9	91					876																	
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW																								
Karlsruhe																																						
Mat.		10	2	11					3	5	11		1	6	1	2	14					66																
Pri.		35	22	75		10	31	52		8	23	59		4	36	7	4	24					390															
Sec.		26	4	136		24	52	116		20	18	81		4	68	8	2	29					588															
Total		71	28	222		34	83	168		31	46	151		9	110	16	8	67					1044															
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW																								
Luxembourg I																																						
Mat.		26		1		48	3	6	33	1		32	1		56		2				25	4		6		13	1	26	2	2	288							
Pri.		72	1	17		114	2	25	71	7	7	68	3	1	154	1	11				55	22	30	14	1	51	17	55	9	11	819							
Sec.		181	10	48	64	27	62	288	16	99	116	4	19	50	6	3	401	11	42	88	1	14			89	22	40	123	15	31			99	29	61	5	19	2083
Total		279	11	66	64	27	62	450	21	130	220	12	26	150	10	4	611	12	55	88	1	14			89	22	40	203	41	61	20	1	163	47	142	16	32	3190
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW																								
Luxembourg II																																						
Mat.	11	1	10	3	10	17	13	5	22	1	3				51	1	1	14	1	9			30	4	12												219	
Pri.	7	2	57	8	26	58	44	22	78	7	29				118	8	7	70	6	4			75	16	30												672	
Sec.																																						

	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW
Mol														
Mat.		6	7				8	20			4	8		53
Pri.		10	1	24			12	3	53	1	1	20	54	179
Sec.		14	4	35			38	4	120	1	5	28	6	390
Total		30	5	66			58	7	193	2	6	52	6	622
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW

Munich														
Mat.		44	3			11	8			22				88
Pri.		237	6	19		84	14	14	21	5	20			675
Sec.		266	15	86		93	17	49						794
Total		547	21	108		188	39	63	21	5	20			1557
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW

Varese														
Mat.		7	6	3		12	14	2			9	4	2	96
Pri.		34	16	35		67	41	10			50	24	28	495
Sec.		43	11	66		101	38	48			72	18	59	727
Total		84	33	104		180	93	60			131	46	89	1318
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	NE	PL	PT	SW

Total Global																																									
Mat.	20	1	216	16	57	45	13	7	276	28	72	121	1	21	89	1	339	13	73	41	1	5	15	2	121	8	40	69	12	55	14	1	35	2	60	2	2	1894			
Pri.	23	2	889	73	378	161	47	46	923	137	445	387	18	133	211	3	4	1274	107	405	235	2	39	22	3	416	68	235	260	47	319	36	3	124	4	30	143	11	20	7683	
Sec.			1030	75	677	173	30	82	1264	178	877	506	8	173	179	7	15	1825	125	730	276	2	48	33	1	7	507	54	376	451	49	473	29	3	281	3	48	171	9	27	10802
Total	43	3	2135	164	1112	379	90	135	2463	343	1394	1014	27	327	479	11	19	3438	245	1208	552	5	92	70	1	12	1044	130	651	780	108	847	79	7	440	7	80	374	22	49	20379

It is evident from this table that the decision to phase out seven language sections in four schools taken by the Board of Governors in January 2005 has had little effect so far. This is because of the time scale of seven years which was decided upon for that process and also because a number of the language sections in question were already very small indeed.

2.2. Pupil Language choices and repeat rates in the Secondary sections of the European Schools

2.2.1. Choice of Foreign Language

The three tables below give details of European School pupils' choices of languages for study. Language II is a pupil's first foreign language which is studied from first year primary and is the vehicle for the study of such subjects as History and Geography in secondary school. Language III is studied from second to fifth year at least in secondary school and Language IV, which is optional, may be studied from fourth year secondary.

Table LANG 2 shows the percentage of pupils choosing English, French and German as Language 2 in the current year. (Normally, pupils' choice of language 2 is confined to these three languages but from sixth year secondary onwards other choices are possible in accordance with the rules.)

Table LANG 2: Choice of language 2, School year 2005-6

Schools	German	English	French	Other
Alicante	13,00%	63,00%	21,00%	3,00%
Bergen	10,00%	66,00%	24,00%	
Brussels I	6,00%	59,00%	35,00%	
Brussels II	5,00%	54,00%	41,00%	
Brussels III	6,00%	49,00%	44,00%	1,00%
Culham	10,00%	67,00%	23,00%	
Frankfurt	52,00%	44,00%	4,00%	
Karlsruhe	54,00%	32,00%	14,00%	
Luxembourg I	15,00%	49,00%	36,00%	
Luxembourg II	16,00%	53,00%	31,00%	
Mol	6,00%	53,00%	41,00%	
Munich	51,00%	40,00%	9,00%	
Varese	11,00%	67,00%	21,00%	1,00%

The great popularity of English for those eligible to study it as Language 2 (i.e. all pupils who do not take English as mother tongue – Language 1) is evident once again this year. It is the most popular choice in all schools except for those located in Germany, where German is the preferred choice.

Table LANG 3a and Table LANG 4a show the most popular choices in each school of languages for study as language 3 and language 4 respectively.

Table LANG 3 a: the three most frequently chosen languages in each school as language 3 on entry into third year secondary

Schools	Choice 1		Choice 2		Choice 3	
	Language	%	Language	%	Language	%
Alicante	French	36,00%	Spanish	33,00%	German / English	12,00%
Bergen	Spanish	36,00%	Dutch	28,00%	French	17,00%
Brussels I	Spanish	28,00%	English / French	25,00%	German / Dutch	16,00%
Brussels II	English	32,00%	French	27,00%	Spanish	19,00%
Brussels III	English	27,00%	Spanish	23,00%	French	20,00%
Culham	Spanish	54,00%	French	24,00%	German	13,00%
Frankfurt	English / French	26,00%	Spanish	24,00%	Italian	13,00%
Karlsruhe	English	41,00%	Spanish	27,00%	French	23,00%
Luxembourg I	French	28,00%	English	27,00%	German	22,00%
Luxembourg II						
Mol	Spanish	34,00%	French	30,00%	English	17,00%
Munich	English	47,00%	French	21,00%	Spanish	20,00%
Varese	Spanish	30,00%	Italian	28,00%	French	20,00%

Table LANG 4a: the three most frequently chosen languages in each school for study as language 4 on entry into fourth year secondary

Schools	Choice 1		Choice 2		Choice 3	
	Langue	%	Langue	%	Langue	%
Alicante	German	23,00%	Italian	16,00%	French	9,00%
Bergen	Spanish / Dutch	15,00%	Italian	12,00%	French	8,00%
Brussels I	Spanish	23,00%	Italian	10,00%	German	7,00%
Brussels II	Spanish	23,00%	Dutch	9,00%	Italian	8,00%
Brussels III	Spanish	20,00%	Italian	10,00%	German	6,00%
Culham						
Frankfurt	Spanish	22,00%	French	12,00%	Italian	10,00%
Karlsruhe	Spanish	25,00%	French	10,00%	Italian	4,00%
Luxembourg I	Spanish	22,00%	German	13,00%	Italian	6,00%
Luxembourg II						
Mol	Spanish	17,00%				
Munich	Spanish	30,00%	French	6,00%	German / Italian	4,00%
Varese	Spanish	19,00%	Italian	11,00%	French	7,00%

Again it is evident that Spanish is a very popular choice with large numbers of pupils choosing this language as soon as such a choice becomes possible. The popularity of Dutch in Bergen and of Italian in Varese suggests that pupils take the opportunity to learn the language of their host countries.

2.2.2. Repeat Rates in the European Schools

Table REPEAT 1 shows the number and percentage of pupils in each year of secondary school in the system as a whole who, over a three year period, repeated the year on having been judged, in accordance with the regulations, by an end of year class council of teachers to have been unready to be promoted to the following year. The final column shows the average number and percentage of pupils per year who repeated the year.

Table REPEAT 1: number and percentage of pupils in each year of secondary school in the system who repeated a year

	2002/2003			2003/2004			2004/2005			Average of repeating 02/03 – 04/05
	Total	Repeating	%	Total	Repeating	%	Total	Repeating	%	%
S1	1472	29	2	1579	33	2	1479	17	1	1.7
S2	1394	20	1	1593	34	2	1643	15	1	1.3
S3	1379	22	2	1503	41	3	1577	28	2	2.3
S4	1348	49	4	1533	89	6	1524	56	4	4.7
S5	1194	51	4	1421	86	6	1435	53	4	4.7
S6	1169	20	2	1200	30	3	1360	18	1	2.0
S7	1132	27	2	1129	21	2	1147	22	2	2.0
TOTAL	9088	218	2	9958	334	3	10165	209	2	2.6 %

These figures indicate that the numbers of pupils obliged to repeat a year is small. The chances of a pupil being obliged to repeat a year, however, are greater in third year secondary when a pupil begins to study more subjects through a foreign language and considerably greater in fourth and fifth year when all three branches of the sciences are obligatory courses.

(Numbers of pupils repeating in the primary school are considerably lower.)

Table REPEAT 2 shows the number of pupils and the percentage which this number represents for the total number of pupils in each language section, who repeated a year in each of the last three school years. The final column shows the average number and percentage of pupils, over the three year period and per language section who repeated a year of their studies.

Table REPEAT 2: number and percentage of pupils in each language section in the secondary who repeated a year

	2002/2003			2003/2004			2004/2005			Average of repeating 02/03 – 04/05
	Total	Repeating	%	Total	Repeating	%	Total	Repeating	%	%
DE	1531	23	2	1633	37	2	1691	26	2	2
DK	255	1	0	273	5	2	272	3	1	1
EL	300	2	1	332	10	3	324	6	2	2
EN	1781	27	2	2045	63	3	2123	43	2	2.3
ES	441	11	2	591	41	7	627	26	4	4.3
FI	136	0	0	180	0	0	188	1	1	0.33
FR	2287	81	4	2455	110	4	2509	63	3	3.7
HU	0	0	0	0	0	0	13	1	8	2.7
IT	913	34	4	978	34	3	916	14	2	3
NL	983	23	2	998	19	2	958	15	2	2
PL	0	0	0	0	0	0	27	0	0	0
PT	312	15	5	316	9	3	328	7	2	3.3
SV	149	1	1	157	6	4	189	4	2	3.1
TOTAL	9088	218	2	9958	334	3	10165	209	2	2.6 %

Leaving aside the new sections, where the numbers are so small as to probably be statistically insignificant, the variation ranges from 4.3% in the Spanish sections to 0.33% in the Finnish sections.

2.3. Teachers

2.3.1. Teaching Staff

Table ENS 1 shows the total number of teaching staff in each school and the number of teachers, Educational Counsellors, librarians and executive staff which have been seconded from member states for the year 2005-6. It also shows the number of part time teachers employed in each school and the percentage of teaching staff, including the executive posts, which are part time or seconded, per school and for the system as a whole. The information on part time teachers is expressed in teacher equivalents allowing for twenty one periods weekly in the secondary school and 25.5 hours per week in the primary school.

Table ENS1: Teaching Staff for the school year 2005-6

Schools	Seconded teachers	Educational advisers (counsellors)/ Librarians	Executive staff	Total Seconded Staff		Locally recruited Primary teachers	Locally recruited Secondary teachers	Locally recruited Ethics and Religion teachers	Total Locally recruited teachers		Total
Alicante	62	3	3	68	76%	7	13	2	22	24%	90
Bergen	60	1	3	64	86%	4	4	2	10	14%	74
Bru I	167	10	3	180	78%	19	21	10	50	22%	230
Bru II	175	9	3	187	80%	10	27	11	48	20%	235
Bru III	165	9	3	177	81%	9	22	10	41	19%	218
Culham	60	1	3	64	74%	6	13	3	22	26%	86
Frankfurt	52	2	3	57	66%	8	18	3	29	34%	86
Karlsruhe	74	4	3	81	76%	8	13	4	25	24%	106
Lux. I	203	15	4	222	80%	9	35	12	56	20%	278
Lux. II	44		2	46	79%	10		2	12	21%	58
Mol	59	3	3	65	80%	3	10	3	16	20%	81
Munich	80	4	3	87	57%	27	32	6	65	43%	152
Varese	95	6	3	104	73%	15	16	8	39	27%	143
Total	1296	67	39	1402	76%	135	224	76	435	24%	1837

There are now 1,837 teacher equivalents working in the European Schools (including Educational Advisors, seconded librarians, Directors and Deputy Directors). This is a slight increase (0.9%) over last year – as against a 2.6% increase in the pupil population.

23.7% of our teaching staff is made up of part time teachers. The percentage of part time staff in the schools ranges from over 42% in Munich to just below 14% in Bergen. A series of court cases with part time teachers or former part time teachers illustrates that the system is experiencing difficulty in defining the correct working conditions for this category of staff.

The Board of Governors has mandated a Working Group to frame new conditions of employment for locally recruited teachers. The chairman of this Working Group – the President of the AFC – has reported on the progress being made.

The fact that this category of staff has grown again this year also indicates that the dependence on locally recruited staff as against staff seconded from the member states is

growing. The Board should be aware of this because, as pointed out also in last year's report, the system has traditionally secured its access to the pedagogical traditions of the member states and thus its particular European nature by bringing teachers together from the four corners of Europe.

Table ENS 1a gives the number of members of teaching staff seconded by each member state which seconds teachers as well as the percentage of the total seconded staff provided to the schools by each member state.

Table ENS1a: Teaching Staff seconded by governments for the school year 2005-6, by country

	Total	%
Germany	223	15,91%
Austria	15	1,07%
Belgium	185	13,20%
Denmark	33	2,35%
Spain	84	5,99%
Finland	27	1,93%
France	176	12,55%
United Kingdom	238	16,98%
Greece	44	3,14%
Hungary	9	0,64%
Ireland	68	4,85%
Italy	106	7,56%
Luxembourg	22	1,57%
Netherlands	86	6,13%
Poland	10	0,71%
Portugal	35	2,50%
Slovenia	3	0,21%
Sweden	30	2,14%
Czech Republic	8	0,57%
Total	1402	

Nineteen of the twenty five member states second teachers to the European Schools. The biggest single contributor of teachers is the United Kingdom, followed by Germany, Belgium, France and Italy – to mention just those countries seconding more than a hundred teachers each.

Table ENS2 gives, for each year since 2002, the number of each school's teaching staff, including part time teachers – expressed as teacher equivalents rounded up to whole figures – educational advisors, seconded librarians and Directors and Deputy Directors. The percentage variations of the numbers over the three years appear in the last column.

Table ENS2: Pattern of Development of Teaching Staff for the period 2002-2005

Schools	2002		2003		2004		2005		Difference between 2002 and 2005	
	Teachers	%	Teachers	%	Teachers	%	Teachers	%	Teachers	%
Alicante	28	1,74%	71	4,03%	82	4,51%	90	4,90%	62	221,43%
Bergen	89	5,53%	87	4,94%	78	4,29%	74	4,03%	-15	-16,85%
Bru I	194	12,06%	200	11,36%	213	11,71%	230	12,52%	36	18,56%
Bru II	225	13,98%	227	12,90%	268	14,73%	235	12,79%	10	4,44%
Bru III	216	13,42%	254	14,43%	218	11,98%	218	11,87%	2	0,93%
Culham	89	5,53%	91	5,17%	91	5,00%	86	4,68%	-3	-3,37%
Frankfurt	26	1,62%	65	3,69%	76	4,18%	86	4,68%	60	230,77%
Karlsruhe	101	6,28%	108	6,14%	109	5,99%	106	5,77%	5	4,95%
Lux. I	295	18,33%	300	17,05%	275	15,12%	278	15,13%	-17	-5,76%
Lux. II					56	3,08%	58	3,16%		
Mol	82	5,10%	82	4,66%	81	4,45%	81	4,41%	-1	-1,22%
Munich	132	8,20%	142	8,07%	138	7,59%	152	8,27%	20	15,15%
Varese	132	8,20%	133	7,56%	134	7,37%	143	7,78%	11	8,33%
Total	1609	100,00%	1760	100,00%	1819	100 %	1837	100,00%	228	14,17%

Table ENS2a gives the same information for the part time staff alone.

Table ENS2a: Pattern of Development of locally recruited part time teachers 2002-5

Schools	2002		2003		2004		2005		Difference between 2002 and 2005	
	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%
Alicante	4		17	14,00%	16	23,94%	22	24,44%	18	450,00%
Bergen	15	17,40%	15	16,90%	14	17,24%	10	13,51%	-5	-33,33%
Brussels I	42	20,20%	47	21,80%	42	23,50%	50	21,74%	8	19,05%
Brussels II	47	21,50%	45	20,70%	83	19,82%	48	20,43%	1	2,13%
Brussels III	52	20,90%	86	24,00%	43	33,86%	41	18,81%	-11	-21,15%
Culham	12	12,40%	14	13,80%	17	15,38%	22	25,58%	10	83,33%
Frankfurt	11		18	42,30%	24	27,69%	29	33,72%	18	163,64%
Karlsruhe	16	16,80%	23	15,40%	25	21,30%	25	23,58%	9	56,25%
Lux. I	50	16,70%	54	16,80%	56	18,00%	56	20,14%	6	12,00%
Lux. II					10		12	20,69%		
Mol	13	15,30%	12	16,10%	14	14,63%	16	19,75%	3	23,08%
Munich	58	42,30%	59	44,00%	55	41,55%	65	42,76%	7	12,07%
Varese	30	20,80%	29	22,40%	30	21,80%	39	27,27%	9	30,00%
Total	350	20,60%	419	21,70%	429	23,81%	435	23,68%	73	24,29%

2.3.2. Staff-Pupil Ratios

Table ENS3 shows teacher-pupil ratios for each school and for the system as a whole and the evolution of these ratios over the period since 2002.

Table ENS3a shows the ratio of Educational Advisors to pupils in each of the secondary schools and the evolution of these ratios over the period since 2002.

Table ENS3: Pupil-Teacher Ratios 2002-2005

Schools	2002		2003		2004		2005		Diff. ratio
	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	%
Alicante	28	16,6	71	12,1	82	11,6	90	11,0	-34%
Bergen	89	8,2	87	8,0	78	8,5	74	8,5	3%
Bru I	194	11,0	200	11,4	213	11,2	230	11,4	3%
Bru II	225	12,4	227	12,2	268	10,9	235	12,8	4%
Bru III	216	11,8	254	10,2	218	12,7	218	12,8	8%
Culham	89	10,1	91	9,7	91	9,8	86	10,0	-2%
Frankfurt	26	11,5	65	9,7	76	10,6	86	10,2	-11%
Karlsruhe	101	11,6	108	10,1	109	9,9	106	9,8	-15%
Lux. I	295	12,6	300	12,5	275	11,3	278	11,5	-9%
Lux. II	0	0,0	0		56		58	15,4	0%
Mol	82	8,2	82	7,8	81	7,9	81	7,7	-7%
Munich	132	10,8	142	10,2	138	10,9	152	10,2	-5%
Varese	132	10,4	133	9,9	134	9,8	143	9,2	-11%
Total	1609	11,3	1760	10,8	1819	10,9	1837	11,1	-2%

Table ENS3a: Ratios of Educational Advisors to pupils in secondary schools 2002-5

Schools	2002		2003		2004		2005		Diff. ratio
	Ed. advisors	Pupils/Ed. advisors ratio	Ed. advisors	Pupils/Ed. advisors ratio	Ed. advisors	Pupils/Ed. advisors ratio	Ed. advisors	Pupils/Ed. advisors ratio	%
Alicante	0	0	3	106	3	140	3	160	0%
Bergen	2	193	1	374	1	360	1	342	78%
Bru I	9	134	9	140	10	132	9	155	16%
Bru II	9	169	9	169	9	177	9	183	8%
Bru III	8	179	8	180	9	164	9	170	-5%
Culham	2	228	2	226	2	226	1	436	92%
Frankfurt	0	0	2	109	2	160	2	195	0%
Karlsruhe	4	161	4	152	4	149	4	147	-9%
Lux. I	10	191	9	216	14	144	12	174	-9%
Lux. II		0		0	0	0	0	0	
Mol	3	144	3	135	3	137	2	195	35%
Munich	4	179	4	182	4	190	4	199	11%
Varese	5	142	5	140	6	117	5	145	3%
Total	56	168	59	169	67	156	61	177	5%

2.4. Administrative and Ancillary Staff

Table PAS 1 shows the number of administrative and ancillary staff employed in each school in the years 2002 to 2005 and the percentage difference between the number of such staff members employed at the beginning and end of that period.

Table PAS 1: Number of administrative and service staff from 2002 to 2005 according to the establishment charts of the budgets

Schools	2002	2003	2004	2005	Diff. 2002–2005 (%)
Alicante	15	16.5	16.5	17.5	+16,67 %
Bergen	15	15.5	15.5	15	0,00 %
Brussels I	30.75	29.95	30.95	32.45	+5,53 %
Brussels II	29.5	28.5	30.5	30.5	+3,39 %
Brussels III	25	27.5	29	30	+20,00 %
Culham	17	17.5	17.5	17	0,00 %
Frankfurt	14	16.5	16.5	17	+21,43 %
Karlsruhe	17	17.5	17.8	18.8	+10,59 %
Luxembourg	43.5	46	53.5	57	+31,03 %
Luxembourg I	43.5	46	37.5	38.5	n.a.
Luxembourg II	0	0	16	18.5	n.a.
Mol	15	16	16	15	0,00 %
Munich	14.5	16.5	18.5	25.5	+75,86 %
Varese	22.26	22.19	22.78	22.78	+2,34 %
OSGBG	20.75	22.75	25.75	26.25	+26,51 %
TOTAL	279.26	292.89	310.78	324.8	+16,31 %

2.5. Costs

2.5.1. Expenditure and Costs

Table Coût 1 shows the development of the budgets of each of the schools and of the Central Office over the four year period from 2001. A total of three new schools were created during this period and the payment of severance grants under Art. 85 of the staff regulations was a particular burden in the year 2001.

Table Coût 1: Development of costs from 2001 to 2005 – Expenditure (€)

	2001	2002	2003	2004	2005
Alicante		1.512.767	5.313.200	8.265.623	9.390.348
Bergen	11.440.978	10.616.119	10.788.305	10.664.213	9.284.898
Brussels I	25.825.729	22.765.724	22.654.741	24.166.319	25.545.413
Brussels II	27.384.165	23.932.768	24.781.868	26.384.610	26.060.154
Brussels III	17.041.491	18.815.661	22.402.851	23.512.316	24.257.320
Culham	12.100.450	11.432.001	11.109.556	10.855.737	10.691.064
Frankfurt		1.140.701	4.608.221	7.427.133	8.491.278
Karlsruhe	11.531.500	10.925.559	11.274.199	11.196.364	11.257.948
Luxembourg I	32.925.831	31.473.248	31.203.863	32.645.494	30.901.470
Luxembourg II				2.048.889	6.169.510
Mol	10.052.756	9.964.664	10.208.687	10.235.123	10.166.831
Munich	15.239.381	14.783.260	15.782.314	16.810.115	17.151.893
Varese	14.722.074	14.491.566	15.057.026	15.584.147	16.216.142
OSGES	5.777.503	6.068.121	6.575.185	6.904.443	7.777.823
TOTAL	184.041.858	177.922.159	191.760.016	206.700.526	213.362.092

The figures for 2001 – 2004 show expenditure, after deduction of appropriations that were carried forward to the following year and subsequently cancelled. Figures for 2005, which include expenditure commitments carried forward to 2006, are the best figures available at the year end and are subject to adjustment.

Table Coût 2 tracks the cost per pupil for each year since 2001. The exceptionally high figures for 2001 are to be explained by the payment, referred to above, of severance grants in that year. It should be remembered that Luxembourg II is still a primary school only and that neither Alicante nor Frankfurt had their full complement of class groups for all of the year 2005. Leaving those schools aside there is a fairly consistent pattern whereby the bigger schools tend to have a lower cost per pupil.

Table Coût 2: Cost per pupil (€)

	2001	2002	2003	2004	2005
Alicante		9.781	8.925	9.301	9.758
Bergen	14.397	13.704	15.046	15.576	14.255
Brussels I	10.650	9.817	10.362	10.399	10.349
Brussels II	9.760	8.475	8.922	9.362	8.836
Brussels III	10.761	9.327	8.737	8.865	8.739
Culham	13.351	12.567	12.390	12.257	12.177
Frankfurt		11.445	11.230	10.738	10.214
Karlsruhe	9.834	9.343	9.824	10.316	10.581
Luxembourg I	8.991	8.485	8.357	9.233	9.871
Luxembourg II				7.432	7.273
Mol	14.952	14.726	15.367	15.951	15.986
Munich	11.300	10.628	11.019	11.425	11.272
Varese	10.965	10.705	11.123	11.797	12.310
All schools	10.666	9.877	10.021	10.365	10.262
OSGES	346	349	356	358	388
Schools + OSGES	11.012	10.226	10.377	10.723	10.650
Expenditure is based on the figures in Table Coût 1.					
Pupils: Weighted average. $(N^{\circ} \text{ in October of year } n-1 \times 8/12) + (N^{\circ} \text{ in October of year } n \times 4/12)$					

2.5.2. Contributions to the European Schools Budgets

Table Coût 3 shows the budget contributions made by the various partners in the system in the period since 2001. The main development over the period would appear to be a drop of over five per cent in the percentage contribution to the budget made by the European Commission and a roughly corresponding (4.5%) increase in the contribution by parents or contracting (Category 2) firms through the payment of fees.

**Table Coût 3: Budget contributions
(excluding surplus carried forward and use of reserve fund)**

		2001	2002	2003	2004	2005
Member States	€	39.870.090	41.353.093	44.311.536	47.269.665	50.268.201
	%	21,5%	23,3%	22,9%	22,6%	23,5%
Commission	€	110.754.957	102.066.107	109.805.050	118.357.034	116.388.279
	%	59,8%	57,4%	56,8%	56,7%	54,4%
EPO	€	12.366.525	10.478.133	12.669.880	13.487.395	14.092.602
	%	6,7%	5,9%	6,6%	6,5%	6,6%
Category II fees	€	7.258.203	7.592.827	8.219.864	9.908.563	11.112.395
	%	3,9%	4,3%	4,3%	4,7%	5,2%
Category III fees	€	9.776.760	11.589.285	14.722.634	16.437.967	18.066.767
	%	5,3%	6,5%	7,6%	7,9%	8,5%
Other	€	5.109.555	4.650.083	3.465.134	3.427.202	3.850.806
	%	2,8%	2,6%	1,8%	1,6%	1,8%
TOTAL	€	185.136.090	177.729.528	193.194.098	208.887.826	213.779.050

For the years 2001 to 2004, the figures show receipts as recorded in the final accounts; those for 2005 are the best figures available at the year end and are subject to adjustment. The figures exclude the surplus carried forward and use of the reserve fund.

Member states contribute to the budgets of the European Schools through the payment of the national salaries of the teachers seconded by each state. (There are also of course other significant contributions made by member states which do not appear in the budget such as inspectorial services provided by all member states and buildings provided by host countries.) Table Coût 3a shows the percentage budgetary contribution made by each member state in the form of these salary payments.

The amount of this payment by each member state is a function of the number of teachers seconded by the state in question and the amount of the national salary paid to teachers in each state without the employees' contribution to social security. The European Schools has, of course, no influence over the latter factor.

Table Coût 3a: Member States' contributions through payment of national salaries of their seconded teachers (budget article 7010) as a proportion of all such contributions

	2001	2002	2003	2004	2005
Belgium	14,50%	14,87%	15,05%	15,04%	14,92%
Czech Rep.	0,00%	0,00%	0,00%	0,01%	0,09%
Denmark	3,42%	3,41%	3,36%	3,14%	3,06%
Germany	20,36%	20,19%	20,64%	20,68%	19,40%
Greece	1,18%	1,16%	1,24%	1,39%	1,48%
Spain	2,15%	2,11%	2,52%	3,89%	4,85%
France	10,76%	10,41%	10,02%	9,83%	9,56%
Ireland	4,66%	5,08%	5,53%	5,90%	6,37%
Italy	5,55%	5,19%	5,46%	5,13%	4,62%
Luxembourg	3,98%	3,38%	3,39%	3,30%	3,57%
Hungary	0,00%	0,00%	0,00%	0,02%	0,09%
Netherlands	7,69%	7,88%	7,63%	7,07%	6,35%
Austria	0,82%	0,80%	0,85%	0,86%	0,86%
Poland	0,00%	0,00%	0,00%	0,03%	0,13%
Portugal	2,28%	2,29%	2,25%	2,14%	2,04%
Slovenia	0,00%	0,00%	0,00%	0,01%	0,05%
Finland	1,44%	1,50%	1,48%	1,43%	1,47%
Sweden	1,85%	1,86%	1,97%	1,98%	1,94%
UK	19,37%	19,88%	18,61%	18,14%	19,12%
Total	100,00%	100,00%	100,00%	100,00%	100,00%

* Member States are not shown in the above table in cases where no staff are seconded.

A comparison between this table and Table 2d shows that a number of countries make a contribution in excess of the proportion of the pupil population made up of its nationals while others pay proportionately less. Those countries seconding teachers to the language sections of vehicular languages tend to contribute more.

3. PEDAGOGICAL DEVELOPMENTS

The vast majority of the programmes being taught in the European Schools are now on the website of the schools. Those which are not yet on the website are those for which changes are imminent in the light of on going review.

The inspectors are carrying out an evaluation of the SWALS programme now that the effects of the increase in the number of pupils attending schools which do not have language section corresponding to their mother tongues is being felt. The Board is to receive a report on this at the January meeting as well as a report on the Learning Support programme.

In the Primary cycle four new programmes have now been introduced in the areas of Art, Music, Physical Education and the Discovery of the World. Their introduction is currently being evaluated in line with the evaluation of the introduction of the new method of pupil assessment embodied in the new format of the school reports. Team inspections have been carried out on the teaching of Mathematics in the Primary schools and a global report, based on the individual school reports is being prepared.

In the secondary cycle the new arrangements for Learning Support have been introduced and are being evaluated. A training course for coordinators of Learning Support has been organised. The Working Group on possible alternative kinds of certification is continuing its work and a report is expected in April. Meanwhile, in the context of the on going work of TROIKA Working Group II, the secondary inspectors are carrying out an analysis of the organisation of the European Baccalaureate. It is expected that the results of this analysis will be submitted to the Board of Governors in April.

With regard to the continuing application of computer technology in the pedagogical domain, it can be reported that Learning Gateway has now been set up and that Distance Learning is now used in a number of instances where a particular course could not be provided because of the unavailability of a teacher or because of the small number of pupils requesting it.

The two Inspectors' Boards are now discussing the teaching of languages in the schools and are seeking to draw up a framework for joint Primary/Secondary inspections in areas such as the transition from Primary to Secondary school and more generally in the area of the quality of teaching.

4. INFRASTRUCTURE

4.1. Brussels

By far the most urgent infrastructural problems are being experienced in Brussels. Here all three schools have a population greater than was foreseen for them at the time of their creation. Two of the schools are at the limits to which it is thought they can stretch in

terms of space. There is space in the third school (Brussels I) but this school too will reach saturation in September 2006. As last year the admissions policy followed by the Directors will have to ensure that the available space at Uccle is utilised before any further strain is placed on the other two schools.

The details of the accommodation situation in Brussels were outlined in Doc. 2005-D-69-en-3 (Enrolments in the European Schools of Brussels and the creation of Brussels IV), tabled at the October 2005 meeting of the Board. As was mentioned in that document, assurances have been received from the Belgian authorities that the new school of Brussels IV, which is to be located at Laeken, will be available for 1,000 pupils in September 2009 and for the full complement of some 2,500 pupils in September of the following year.

I have written to Minister Reynders concerning the urgent need for transitional accommodation and I am assured that the Belgian government will decide in January which site should be offered for this purpose. It seems likely at time of writing that the earliest moment at which such accommodation can be provided is September 2007. It is to be hoped that the site will be in the region of Laeken as such a location would facilitate the early opening of the nucleus of Brussels IV. In any event it is evident that the school at Berkendael which has been mentioned in this context would be decidedly too small for our purposes.

The details of the arrangements to be made for the opening of this school will be the subject of a separate document to be submitted to the Board of Governors meeting in April. A separate written communication is being made to the January meeting. Indeed it must be said that in view of the predictions for future enrolments it is necessary to envisage already the creation of a fifth school at Brussels. This question will be discussed by the Groupe de suivi Brussels IV.

4.2. Other schools

4.2.1. Luxembourg

The Luxembourg authorities are proceeding with the preparation of the site at Mamer for the new school of Luxembourg II which is at present a temporary accommodation at the Pedagogical Village adjacent to the Luxembourg I school at Kirchberg. At this site bigger and well equipped classrooms, work rooms and a large library have now been provided. The playground now has game areas. The façade of the school has been painted and a large shelter has been added. The fence is now very tastefully decorated with illustrations from Hans Christian Andersen tales. It is, however, very important to expedite the preparation of the site of Luxembourg II at Mamer. This site has been slightly displaced and the construction plans have been adapted to the new topography. Urgency arises from the fact that it is only when the school has been constructed at Mamer that the school of Luxembourg II will be able to reach its full potential size and relieve the situation at Luxembourg I.

4.2.2. Frankfurt

It is evident that the early planning of the School at Frankfurt did not take sufficient cognisance of the growth potential of this school. A planning Group for that school

presided over by the head of the German delegation is considering some necessary alterations to the present building and, following consultation with the Central Bank, I, in my capacity as president of the Administrative Board of the Frankfurt school have written to the German delegation to ask that the possibility of a future change of site should already be discussed.

4.2.3. Munich and Varese

The Munich school continues to expand and a new kindergarten is expected to be finished in the Spring of 2007. The overcrowding of the canteen is increasing, and there are plans to build a new canteen block on the current kindergarten site. This will allow meals to be prepared and cooked on-site. In addition, this block will house new science laboratories, and will have some offices allowing a redeployment of the library, ICT suites, and music rooms and permit a joint primary – secondary staff room to be installed once building is completed. The time scale for these measures is not fixed but it is hoped that the building of the new canteen building will be started shortly after the occupation of the new kindergarten.

At the end of these building phases, it is estimated that the capacity of the Munich school site will have been reached.

The number of mother tongue classes organised in Varese has of course greatly increased since the enlargement of the E.U. Lack of space obliges the School to organize these courses and some Religion/Ethics classes in the corridor. This situation is unacceptable. There is also a big space problem for the courses of physical education, which obliges the School to organize the courses elsewhere. During a recent Administrative Board of the School the Director of the Joint Research Centre of Ispra underlined the need for more space, announcing that more European scientists would be recruited for the centre.

5. OFFICE OF THE SECRETARY GENERAL

Since my last report the two newly appointed seconded officers have taken up their positions in the Central Office. These are Ms Petra Hommel the Legal and Administrative Officer who is Registrar of the Complaints Board and in charge of the personnel side of the office administration and Mr Jorge Navas the new Head of the Computer Unit.

Their contributions have been invaluable since their arrival.

Nevertheless, it is clear that the staff of the Office is at full stretch and it will have to be further increased if secretarial services of the required standard are to be maintained.

Having moved into our new offices in 2004 our accommodation situation is now greatly improved. During 2005 we acquired the use of a large meeting room at level -1 of the building on Rue Joseph II. The January meeting of the Board of Governors will be the first meeting of the Board to be held in this room and we anticipate considerable savings in rental payments for other meeting places to result from this. Technical equipment will now have to be acquired.

6. OPENING OUT

The opening out of the system which the European Parliament favours and which the Board of Governors favours also has proceeded in two areas.

Firstly, as mentioned above, the Board has decided upon a procedure to be followed and criteria to be met by any school wishing to be accredited as an associated school of the European Schools. During debates on this matter some reservations were expressed both concerning issues of finance and issues of principle. In these circumstances it seems to be desirable to clarify exactly what the Board has decided in order to avoid all misunderstandings which could lead to great disillusionment in the future if everything is not crystal clear from the beginning.

Secondly, the TROIKA II Working Group continues its work to prepare proposals to make the European Baccalaureate available to pupils other than those in the European Schools. It seems to be an expectation of the officials of the European Food Safety Authority at Parma that their children, following their schooling at the “Scuola per l’Europa”, which is now embarked upon the process of seeking accreditation as an associated school of the European Schools, will be allowed to sit the European Baccalaureate. However, the fact of the matter is that as things stand and without a reform of our rules and perhaps of our practices this is impossible.

Clear decision making and clear communication is necessary in both these areas.

In general, our system is of great interest to those authorities and agencies which wish to develop a European dimension to the education systems in the various member states. The recent resolution of the European Parliament clearly sees this as pertinent to the role of the European Schools. (See point O of the resolution.)

7. TRANSPARENCY

7.1. The Complaints Board

The scope of the Complaints Board has been extended considerably in recent years. It is now possible to appeal to this Board concerning decisions of Class Councils regarding the promotion or non promotion to the following year of study. Decisions of Directors taken on the advice of Discipline Councils can also be appealed against as can decisions of Directors concerning the non admission of pupils with special educational needs.

This is a significant extension of the powers of the Board into areas which it had previously considered to be outside its area of competence. Nevertheless, there have been appeals in other areas as well, such as fee levels for example, which the Complaints Board considers to be beyond its competence.

Following notice regarding the question in general in my 2004 Report to the Board of Governors, proposals were prepared for extending the powers of the Complaints Board to virtually any area concerning which decisions are taken by the Board of Governors or under the rules established by it. However, it is clear, following the meeting of the AFC that a number of delegations were opposed and that no delegation spoke in favour. In the circumstances it seems pointless to bring the matter further and if an appeal is found by

the Complaints board to be beyond its competence the complainants will have to have recourse to the national courts.

8. CONCLUSION

In all the various debates concerning the European Schools which have taken place of late very few if any complaints are heard about the outcomes of our system i.e. the education which takes place in the schools. It would be very wrong to be complacent about this but contact with teachers and pupils in the schools confirms the impression of vibrant discussion and real educational achievement in the classrooms and during the carrying out of the various projects in which our pupils take place.

I salute the teachers, pupils, parents and administrators who have achieved this result.

References: 2000-D-7510
Orig.: FR
Version: EN

Criteria for the setting up, closure or maintenance of European Schools

Document amended and approved by the Board of Governors of the European Schools at its meeting in Brussels on 24 and 25 October 2000

1.0 Preliminary observations

The decision to set up and maintain a European School is a political decision which takes into consideration a number of factors associated with the *raison d'être* of these schools (i.e. to ensure the smooth functioning of the Community institutions and bodies and to facilitate the performance of their tasks).

The setting up of a European School is therefore justified when it is vital to ensure the optimum operation of an essential Community activity, but economic constraints and minimum conditions for the school's viability to be met are also part of the equation.

On the other hand, if the existence of a European School no longer contributes to attainment of the objective described above, its justification may be questioned.

The maintenance or possible closure of a school are the outcome of analysis and appraisal of all the factors referred to above and may not result from mechanical application of a rule setting numerical criteria.

However, to assist the Board of Governors and to facilitate decision-making, it seems expedient to set out a number of indicative criteria defining a European School's viability.

2.0 Setting up of a European School

Three elements need to be taken into consideration:

- the number of language sections;
- the number of pupils per language section;
- the number of Category I pupils.

For a European School to be viable, it would be desirable:

1. for it to have at least three language sections;

However, language sections which do not meet the criteria indicated in this document may be opened at the request of the States concerned, provided that the costs inherent in the employment of the teaching staff whom they second are defrayed entirely by the States in question, or by the Community body for which the School has been set up, or a form of co-funding arrangement between the Member State and the latter body is adopted.

2. for each language section to have:

- a minimum of 75 primary pupils from the 5th year after its opening;
- a minimum of 84 secondary pupils from the 7th year after its opening.

The figures adopted (75 pupils in the primary section and 84 in the secondary section) are applicable to the year groups as a whole in each of these sections.

3. for the number of Category I pupils to be a minimum of 70% of the total number of pupils on roll in cities where Community institutions and bodies are heavily concentrated (Brussels and Luxembourg at present) and 50% in other cases.

The numerical criteria set above constitute guidelines enabling the Board of Governors to assess the expediency of setting up a new European School.

The proposal that a European School be set up on the territory of a Member State is initiated by the State in question.

This proposal will initially be considered by a working group appointed by the Board of Governors. This working group will be composed of a representative:

- of the Commission ✓
- of the host country of the School ✓
- of the inspectorate ✓
- of the AFC ✓

It will be chaired by the Representative of the Board of Governor or his delegate. ✓

The Board of Governors will take its decision after having examined the conclusions presented by the working group. ✓

The decision is taken unanimously by the members of the Board of Governors, as provided for in the Convention (Statute) of 12 April 1957 and in the new Convention whose ratification is in progress.

3.0 Maintenance or closure of a European School or search for new forms of cooperation

The question of a European School's closure arises in one of the following cases:

1. When, in the Commission's opinion, the School is no longer vital to ensure the smooth functioning of an essential Community activity.
2. When the small number of Category I pupils on roll no longer justifies the School's continuing existence.
3. When the closure of one or more language sections means that the School falls short of the minimum number of three sections required for its setting up.

The closure of a language section may be envisaged when it falls short of 37 pupils in the primary cycle and 42 pupils in the secondary cycle for two consecutive years or when the small number of Category I and II pupils calls into question the continuing existence of this language section.

{ This rule may not, however, prejudice the continuing existence of at least one language section per official language of the European Union in cities where Community institutions and bodies are heavily concentrated (Brussels and Luxembourg at present). }

Moreover, any language section which no longer met the criteria indicated in point 3 above might nevertheless remain open if, at the request of the State concerned, the costs inherent in the employment of the teaching staff seconded by it were defrayed entirely by the State in question, or by the Community body for which the School has been set up, or a form of co-funding arrangement between the Member State and the latter body were adopted.

In each of the three situations referred to above, an evaluation of the situation of the school or (in the cases referred to in 3) of the language section(s) concerned should be made by the Board of Governors before initiating the relevant closure procedure.

This evaluation will be made on the basis of the work done by a working group appointed by the Board of Governors.

This working group will be constituted as indicated in point 2.0 above. It will also include a representative of the staff of the School, a representative of the parents and the Director.

The decision to close a European School must be taken unanimously, in accordance with the rules laid down by the Convention (Statute) of 12 April 1957 and the Protocol thereto of 13 April 1962 (currently in force).

The new Convention of 17 June 1994 (ratification in progress) requires a two-thirds majority of its members, with the proviso that the Commission and the country in which the School is situated have to vote in favour.

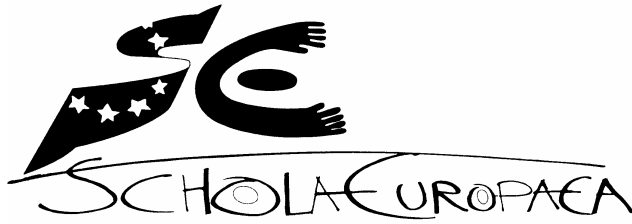
The role played by the Commission in the above cases is taken on by the European Patent Office at the European School, Munich.

The closure of a School or of a language section will be accompanied by measures designed to:

- guarantee that pupils are able to continue the studies undertaken in a given cycle (i.e. primary education or each level of secondary education);
- permit redeployment of the members of the teaching, administrative and ancillary staff within the European Schools system (or, where appropriate, within the Member State in question) in satisfactory conditions, compatible with their service rules and in accordance with national regulations.

These measures of a social nature will be included in the analysis and proposals which the working group referred to above will be expected to submit to the Board of Governors whenever the issue of the closure of a School or of a language section arises.

Finally, prior to a School's closure, the alternative option of seeking new forms of cooperation with the country in which the School is situated may be envisaged.



Schola Europaea

Office of the Secretary-General

Ref. : 2005-D-4310-en-2

Orig. : EN

b) CRITERIA FOR PLACEMENT OF LANGUAGE SECTIONS IN BRUSSELS IV

Board of Governors of the European Schools

Meeting in Brussels on 25 & 26 October 2005

I. PREAMBLE

The Board of Governors thanks the Belgian delegation for the information given concerning the efforts being made by the Belgian Government to provide provisions or solutions for September 2006.

The Board underlines the importance of the potential location of these provisional solutions in facilitating as far as possible a smooth transition to the definitive site of LAEKEN.

II. PROPOSAL

A. It is proposed that the criteria set out below should be accepted by the Board of Governors as the criteria upon which proposals for the placement of language sections in Brussels IV should be worked out. The final decision on the placement of language sections lies with the Board of Governors.

1. Criteria for the choice of language sections

The language offer at Laeken must satisfy

- the following **four fundamental criteria**:

A – balance of number of pupils and number of sections between the four schools

B – a balanced distribution of sections according to size,

C – a geographical balance of sections

D – the distribution of the sections and pupils of old and new Member States

(Justification: these criteria, A, B, C, D are intended to ensure the overall balance and coherence of the four schools).

- the following **additional criteria**:

E – the number of existing sections for a given language

(Justification: the higher the number of sections for a given language in Brussels, the more extensive the choice of school and where to live for the families in question, and the lower the impact of a transfer of a section for the language community)

F – the geographical distribution of the sections between central and outlying schools

(Justification: where a language section exists in more than one school, it is better if these schools are spread widely enough throughout Brussels in order to give families the broadest possible geographic choice of where to live)

G – the sections transferred when Ixelles was set up

(Justification: There should be a fair sharing of the disadvantages. A section which has already been moved from Uccle or Woluwe to Ixelles should not be moved again)

H – the growth prospects for a section

(Justification: if a section is still small but likely to grow in the coming years, the number of children to be transferred now would be lower, and newcomers would be able to decide where to live according to the school)

2. Criteria for the methods for setting up the sections

Having made a proposal on how to select which language sections should be transferred, certain procedural issues arise.

The objective is to ensure transfer to Laeken in the best possible conditions, in the interests of the pupils, both in terms of the **quality of the teaching conditions** and in terms of the **quality of life** in general.

The **quality criteria** include:

I – keeping siblings together

(Justification: it is considered that this is a fundamental aspect of the organisation of family life and part of achieving the right balance between private and professional life)

J – overcrowding

(Justification: overcrowding affects quality of life and teaching conditions and is the very reason for creating the fourth school)

K – the size of the sections

(Justification: enough pupils are needed to ensure the right teaching conditions and particularly the choice of options)

L – the obligatory nature of the transfer

(Justification: the difficulty arising from an imposed decision which affects daily life)

M – the amount of time given to prepare for the change

(Justification: early information makes the material and psychological preparation of the change easier for families and pupils)

N – the present location of the residences of the families affected by any decision.

- B. It is also proposed that the Board of Governors should mandate the Secretary General to seek a variety of proposals for transitional accommodation in Brussels from September 2006.



EUROPEAN COMMISSION

DIRECTORATE-GENERAL
PERSONNEL AND ADMINISTRATION

Director-General

Brussels, 16 June 2005

D(2005)

MESSAGE TO ALL STAFF

Subject: European Schools – transfer of language sections to Brussels IV (Laeken) and enrolment of children in nursery classes in Brussels

There has been considerable concern among many staff regarding several aspects of the functioning of the European Schools. In particular, there is a great deal of disquiet on two fronts: first, on which sections will be transferred to the Brussels IV school in Laeken when it opens in 2009/10, and second, the difficulties currently being experienced with regard to the enrolment of children in the nursery sections in Brussels. The purpose of this note is to explain the current state of play and the Commission's position, and to reassure staff that the Commission is making strenuous efforts to ensure that the schools meet the needs of parents and children.

1. BRUSSELS IV EUROPEAN SCHOOL

On 13th June, a meeting of the Groupe de Suivi Brussels IV took place, and this meeting seems to have given rise to fears – which are groundless - that a decision was imminent on the transfer of language sections. Clearly, there appear to be widespread concerns at the possibility of individual language sections being transferred to Laeken, and the Commission has received a number of letters and petitions from concerned parents.

The Commission takes this matter extremely seriously. Its representatives have used our voice in the European School system (only one vote out of 29 on the Board) to defend the interests of staff and to find acceptable solutions – and we will continue to do so.

The Commission does not intend to favour the transfer of one section over another, given that its duty as a responsible employer is towards all the staff. Instead, we are trying to play a constructive role in what is a difficult and controversial issue. We believe that any decision on the future composition of the new school should be prepared thoroughly and taken extremely carefully on the basis of a full understanding of its impact. It should be based on clear, transparent and objective criteria, and take into account as far as possible the wishes of parents. The Commission therefore argued strongly for a careful analysis of the impact of the different options currently being envisaged, and I am pleased to report that the Secretary General of the European Schools will now create a working group – composed of the parents, the directors, the Commission and the Secretariat General – to

examine them. In particular, the group will look at the costs of a phased transfer, year by year, to the new school which was proposed by the parents. The other two options envisage the traditional transfer of sections and pupils as was done in creating Brussels III some years ago.

The Commission firmly opposed the widespread use of a lottery mechanism, which had been suggested, to determine which sections should be transferred. The Groupe de Suivi will meet again after the summer break. The role of this group is consultative, and it aims to present one or more options for decision by the Board of Governors of the European Schools. The Commission representatives will do all they can to help find the best possible solution. In any event, no decision will be taken before the next meeting of the Board in October at the earliest.

2. ENROLMENTS IN BRUSSELS, 2005/6

The second main discussion at the meeting concerned the question of enrolments in nursery sections, currently being processed in the Brussels schools for the school year 2005-6, and where capacity is extremely limited as a result of the over-population of the Woluwé and Ixelles schools in particular. A limit on the number of places available had been introduced, with the agreement of the parents' representatives, in order to limit the rapid rise in pupil numbers at those schools. However, the blunt way in which this has been implemented has resulted in the applications of children with brothers and sisters already at one of those schools being rejected, and the children concerned being directed to Uccle.

Here, the Commission representatives made clear that, in our view, it is not acceptable to split families with young children between different schools. The Commission fully understands the concerns of the parents affected, and argued strongly that the first criterion for admission should be the presence of a brother or sister in the school, and this was obtained at the meeting. In this way, families with young children should not see them split up.

The Group also proposed that in the 2006 enrolment procedure (for the school year 2006-7) for the Nursery and/or Primary School in Woluwe and Ixelles, transfers from Uccle of brothers and sisters who have been refused admission this year and whose parents had been obliged to enrol them at Uccle should be allowed. Importantly, as the Commission advocated, the pupils in question should be given priority. The managements of the Brussels schools will proceed in the manner set out above in their enrolment of pupils for the year 2005-2006.

The Commission will ask again that the decisions which have the effect of splitting families be reviewed as soon as possible.

3. ORGANISATION OF THE EUROPEAN SCHOOL SYSTEM

More generally, I know that matters concerning the European Schools are of great interest to many of you. The Commission regards the schools as an essential element in being able to recruit and retain highly qualified staff. But, contrary to what some parents might understand, the Commission does not have responsibility for providing that

education, nor to manage the European Schools. These are matters for the Board of Governors, which is composed of the Member States, together with the Commission (on behalf of all Institutions), the teachers and the parents. As previously said, the Commission has only one vote out of 29 on the Board.

The Commission's role and that in particular of the European Schools Unit in DG ADMIN, is to monitor the functioning of the schools, and to try to ensure that they meet the needs of parents and children, are well run and provide good value for money. The European Schools were truly visionary when the first one was set up in 1954. Since then, the system has expanded from one school with four language sections, to thirteen schools with fourteen language sections and nearly 20 000 pupils (about half of these are children of EU staff). In order to help ensure that the schools are able to meet the challenges and expectations of today and of the future – educationally, organisationally and financially – the Commission believes that there is a need to examine the basis on which they are run. That is why, last summer, the Commission launched a Communication on options for developing the European School system. We would very much welcome your views on the issues it raises, and so in the coming weeks we will consult you, the parents, via an electronic survey.

In the meantime, DG ADMIN will continue to work hard and constructively to ensure that the European Schools meet our needs, as parents and as an Institution, and I will keep you informed of any major developments.

(signed)
Claude Chêne



Brussels, 8 December 2005
DG/ADMIN D(2005)28860

Message to staff

Subject : European Schools.

I contacted you on 16 June 2005 to bring you up to date on the European Schools dossier and to clarify the position of the European Commission on certain points which were causes of concern to many parents, especially those in our Institution.

I have, therefore, agreed to keep you informed about the latest developments on this important issue for families. The main developments over the past 6 months have been as follows:

1. Overcrowding

The overcrowding in the Ixelles and Woluwe schools is the principal concern of many parents. Overcrowding has led the Board of Governors of the European Schools to adopt an enrolment policy which does not guarantee parents the school of their choice for their children. In these difficult circumstances, the Commission has always defended the principle that siblings should not be separated.

Furthermore, the Commission has acted by:

a) Intervening, at various levels, to ensure that from 2006 there is a greater in-take capacity.

To this end, the Commission has contacted the Belgian authorities. President Barroso himself expressed the Commission's concerns over this issue during his meeting with Prime Minister Verhofstadt on 20 October this year. Following this meeting, the Belgian authorities, nominated a contact-person responsible for this issue. The Belgian authorities have confirmed that the Laeken School will be opening in September 2009. They also agreed to propose very quickly some concrete measures to respond to the needs from the beginning of the 2006 academic year.

b) Contributing to the approval, at the meeting of the Board of Governors on 25-26 October 2005, of a more restrictive enrolment policy for Category 3 students¹, in order to limit the influx of additional students to the Brussels schools.

2. The future school at Laeken

- *How are decisions made?*

¹ Students whose parents are not employed by the European Institutions

We should remind you that all decisions in this area are taken by the Board of Governors of the European Schools, on which the Commission has only one of the 29 votes² (on a par with the Parents' association). Since the European Schools are governed by an inter-governmental Convention, each Member State also has one vote in the decision making process.

A specific Steering Group was put in place to deal with the fourth European School in Laeken. This group is currently preparing proposals which will subsequently be submitted to the Board of Governors for consideration and a decision. This Steering Group is chaired by the Secretary-General of the European Schools; the Commission, as well as the parents' representatives, teachers and school management boards are members.

- ***Adopting criteria :***

The Commission has always considered that decisions relating to the Laeken School should be based on clear, transparent and objective criteria, which, as far as possible, should take into account the expectations of parents. Therefore, the Commission has made clear its opposition to the use of a drawing lots-system to determine which language sections should be housed in Laeken, as was suggested at one point by some.

The Steering Group, during its meeting of 11 October 2005, prepared a proposal for a list of criteria concerning, on the one hand, the choice of the *eventual* linguistic composition of the Laeken school and, on the other hand, the way in which these sections could be put in place.

During its meeting of 25-26 October 2005, the Board of Governors discussed this proposal and made some modifications which took into account requests made by the representatives of the parents' associations (in particular, taking into account where families live in the definition of transitional arrangements).

The Commission voted in favour of this list of criteria which was adopted unanimously with two abstentions (Italy and Spain). For your information, the list of criteria is attached.³

- ***What remains to be decided :***

The Steering Group was also responsible for preparing proposals for the application of these criteria.

The Commission would like these questions to be addressed in an open manner during the Steering Group's discussions, so that the different possible scenarios, based on the criteria adopted, can be defined, and put to the Board of Governors for consideration, if possible in January 2006.

As concerns the *eventual* linguistic composition of Laeken, this should be in harmony with that of the other three schools. This means, for example, that the language sections for students from the new Member States should not be concentrated at Laeken but, instead, distributed between several schools.

Regarding transitional arrangements, the Commission feels that these should be the best possible for families of those children who are currently enrolled at the European Schools. In this spirit, the Commission considers that the decision to locate a given language section in

² 25 Member States, the Commission, parents associations, the European Patent Office (for matters relating to the European School in Munich), staff representatives.

³ See the joint document on criteria in annex

Laeken is not necessarily synonymous with the automatic transfer to Laeken of students who are currently in the language section concerned.

The Steering Group is working, in particular, on various options for progressive transfer, as proposed by the parents' associations, which aim to prevent students currently in the system, from having to change schools. If this appears to be reasonably applicable for the pre-school and primary cycles, however, the issue is more complex and, no doubt, difficult to resolve, for the secondary cycles. It should also be clear that pedagogical needs, especially with regard to the size of sections, must be respected in order to guarantee the quality of teaching in the interest of the pupils themselves. The Commission will do all it can to ensure that an optimal solution is found.

The Steering Group is also working on different options according to the number of new sections which will be created.

The group will continue its work at its meeting on 13 December 2005.

3. Staff survey

Following the launch of its Communication on the future development of the European Schools in July 2004, the Commission wanted to have a better idea of the opinion of its staff on this important issue. A survey was launched in September 2005 which touched upon the main proposals of the Communication, and was also open to members of staff in other Institutions and European bodies.

4,880 responses were received, primarily from personnel whose children attend the European Schools. This participation rate is very high when you consider there are currently approximately 9,000 pupils enrolled at the European Schools who are children of staff of the European Institutions. This shows how important this issue is to staff.

A large majority of people who responded to the survey were in favour of the proposals presented, especially those concerning an improvement of the academic programme on offer. Similarly, the proposed changes to the European Schools' system of governance were accepted positively by 76% of those who took part in the survey.

An in-depth analysis of the responses to this survey is currently underway. This analysis will be published and taken into account in an overview of the responses to the Communication made by all those parties concerned with the European Schools system.

4. Thinking about the future

Vice-President Kallas and the Dutch Minister for Education, Ms van der Hoeven, met in October 2005 to discuss the long-term running of the European Schools system. They decided to establish a high-level group to reflect on the way this system is governed and financed, as well as its development outside the Brussels and Luxembourg sites.

This joint political initiative aims to stimulate an open debate on the European Schools system. Its objective is to allow the system to respond to the important changes that have taken place in the EU over the past few years and to their impact on European Schools, including at the pedagogical level. It also aims to preserve the fundamental values that have allowed the European Schools system to develop a high standard of teaching. This high-level group will prepare the elements for a debate, on which the Board of Governors -where all

stakeholders are represented- will be consulted, and that will then be discussed at a conference in Maastricht in May 2006 with all Member States.

This initiative illustrates the importance which the Commission attaches to the schools, and to the definition of their future guidelines.

I can assure you that the Commission will continue to actively involve itself on a political level as well as in the daily management of the European Schools system, in order to respond better to the present and future expectations of its staff. I will continue to keep you informed about future developments on this issue.

(Signed)

Claude CHÊNE