



Schola Europaea

Office of the Secretary-General

General Secretariat

Ref.: 2010-D-138-en-2

Orig.: NL/EN

General interest document for the European School in La Haye

Budgetary Committee

Meeting on the 28th and 29th October 2010 at the BSGEE in Brussels
Room -1/15 from 9:30

Recommendation of the Mixed Board of Inspectors:

At their meeting on 6th October 2010, the Mixed Board of Inspectors familiarised themselves with the general interest document presented by Dutch authorities concerning the creation of a European School at La Haye. They believe this document meets the requirements for the first phase of the approval process drafted in Montdorf in April 2005.

The Mixed Board of Inspectors bring to the attention of the Budget Committee the general interest document concerning the European School in La Haye and recommend that they approve it.



Ministry of Education, Culture and
Science

> Return address: Post box 16375 2500 SJ The Hague

The Board of Governors of the European Schools
The Secretary-General Ms Renée Christmann
Rue Joseph 11 30,
B-1049 Brussels
Belgium

Rijnstraat 50
The Hague
Post box J6375
2500 BJ, The Hague
www.minocw.nl

Contact person
A.C.B. Ten Holter

T +31-70-01112 279B
a.c.b.tenholter@minocw.nl
IPC 24 00

Our reference
232 299

Enclosures
1

Date 30 August 2010

Re.: Type II European School, The Hague

Dear Ms Christmann,

It is my pleasure to submit to you a General File of Interest. The General File of Interest describes a proposal for the establishment of a Type II European School in The Hague.

In October 2008 the Dutch Government submitted a General File of Interest for a trial European Baccalaureate (Type III) in The Hague. After the initial approval of the General File of Interest in January 2009, the Dossier of Conformity was rejected during the meeting in December. The Board's most important point of criticism was that the examination did not provide for a complete cycle of further education, as initially only the last two years of secondary schooling in preparation for the European Baccalaureate Diploma were offered. The Board of Governors invited the Dutch Government to make changes to the proposal and to send in a revised application.

In the last few months the relevant parties (the Municipality of The Hague; Europol; Eurojust; EPO; ESA/ESTEC; the Rijnlands Lyceum Foundation and the Ministry of Education, Culture and Science) have worked together closely to draft a new application that meets the needs of the European organisations and their workers. At the request of the Ministry and the Municipality of The Hague the agencies wrote a discussion paper before the start of these discussions in which they detail their ideas and needs with respect to European Education. Detailed discussions took place on the basis of this paper.

Instead of modifying the General Interest File for the Type III experiment, several developments, among which the increasing amount of category I pupils, have brought the Dutch Government to deem the submission of an application for a type II European School as justified. The new General File of Interest describes the cycles of pre-school, primary and secondary education leading to the European Baccalaureate Examination. The commencement date that the parties have in mind is 01 September 2012. For further information about this please consult the enclosed General File of Interest.

Please find enclosed, in addition to the File of General Interest, three letters in which the European organisations, the Municipality of The Hague and the Rijnlands Lyceum Foundation express their support for this proposal.

We look forward to hearing whether you can accept the proposals in this General File of Interest.

Yours faithfully,

The Minister of Education,
Culture and Science,

The State-Secretary of Education,
Culture and Science,

Mr A. Rouvoet

Marja van Bijsterveldt-Vliegenthart



Ministerie van Onderwijs, Cultuur en
Wetenschap

> Retouradres Postbus 16375 2500 BJ Den Haag

Aan the Board of Governors of the European Schools,
De Secretaris Generaal, Mevr. Renée Christmann
Rue Joseph II 30,
B-1049 Brussel
België

Rijnstraat 50
Den Haag
Postbus 16375
2500 BJ Den Haag
www.minocw.nl

Contactpersoon
A.C.B. Ten Holter
T +31-70-412 2798
a.c.b.tenholter@minocw.nl
IPC 2400

Onze referentie
232299

Bijlagen
1

Datum **30 AUG. 2010**
Betreft Europese School Type II Den Haag

Geachte mevrouw Christmann,

Met genoegen bieden wij u hierbij een General File of Interest aan. Het General File of Interest beschrijft een voorstel voor de oprichting van een Europese School Type II in Den Haag.

In oktober 2008 heeft de Nederlandse regering een General File of Interest ingediend voor een experiment Europees Baccalaureaat (type III) in Den Haag. Na initiële goedkeuring van het General File of Interest in januari 2009 heeft u tijdens de vergadering in december het Dossier of Conformity verworpen. Het belangrijkste punt van kritiek voor de Raad was dat de proef niet voorzag in een volledige cyclus voor voortgezet onderwijs, maar in eerste instantie alleen de laatste twee jaren van het secundair onderwijs voorbereidend op het Europees Baccalaureaat diploma werden aangeboden. De Raad van Bestuur heeft de Nederlandse regering uitgenodigd het voorstel aan te passen en een herziene aanvraag in te dienen.

De afgelopen maanden hebben de betrokken partijen (de gemeente Den Haag, Europol, Eurojust, EPO, ESA/ESTEC, Stichting Rijnlands Lyceum en het ministerie van Onderwijs, Cultuur en Wetenschap) nauw samengewerkt om te komen tot een nieuwe aanvraag die aansluit bij de behoeften van de Europese organisaties en hun medewerkers. Op verzoek van het ministerie en de gemeente Den Haag hebben de agentschappen voor aanvang van deze gesprekken een discussienotitie geschreven waarin zij hun ideeën en behoeften ten aanzien van Europees Onderwijs weergeven. Aan de hand van deze notitie is vervolgens uitvoerig gesproken.

In plaats van het aanpassen van het General Interest File voor het type III experiment hebben diverse ontwikkelingen, onder andere de toegenomen aanwezigheid van categorie 1 leerlingen, ertoe geleid dat een aanvraag voor een Europese School type II in de ogen van de Nederlandse regering gerechtvaardigd is. Het nieuwe General File of Interest beschrijft de cyclus van kleuterschool, primair- en secundair onderwijs leidend tot het Europees Baccalaureaats Examen. De startdatum die partijen voor ogen hebben is 1 september 2012. Voor meer informatie hieromtrent verwijzen wij u naar het bijgevoegde General File of Interest.

Bijgaand treft u naast het General File of Interest drie brieven aan waarin de Europese organisaties, de gemeente Den Haag en de Stichting Rijnlands Lyceum hun steun uitspreken voor het onderhavige voorstel.

Datum

**Onze referentie
232299**

Gaarne vernemen wij van u of u kunt instemmen met de voorstellen in dit General File of Interest.

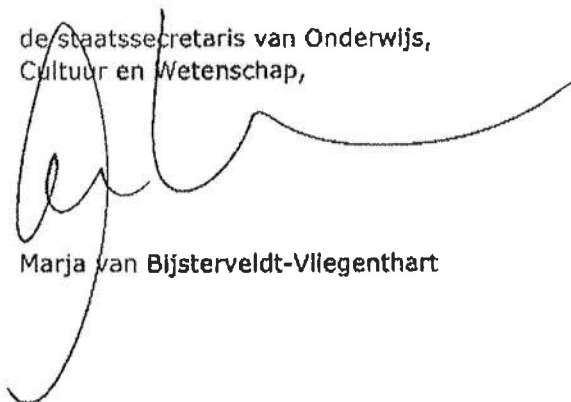
Hoogachtend,

de minister van Onderwijs,
Cultuur en Wetenschap,



mr. A. Rouvoet

de staatssecretaris van Onderwijs,
Cultuur en Wetenschap,



Marja van Bijsterveldt-Vliegthart

GENERAL FILE OF INTEREST

16 June, 2010

European Schooling (type II) in The Hague

1. Introduction

In October 2008 the Dutch government submitted a General File of Interest for European schooling type III. In the meeting of the Board of Governors of 20 and 21 January 2009 the Board established that the General File of Interest met with the criteria of the first stage of the accreditation procedure. The next stage was the Dossier of Conformity which was discussed by the Board of Governors on 4 December 2009. In this meeting the Board decided that the model proposed (year 6 and 7 of the secondary school) did not correspond to the model adopted by the Board of Governors under the Type III schools pilot project, as it did not comprise a complete secondary cycle. As a result the Dossier of Conformity could not be accepted and the Dutch authorities were invited to submit a revised Dossier for a full cycle for the April 2010 meeting¹.

In November 2009, preceding the December meeting of the Board of Governors, Europol and Eurojust indicated in a letter to the European Commission that they would prefer a structural solution for the children of their staff in the form of a complete educational cycle, comprising both nursery/primary and secondary education, including the European Baccalaureate programme, rather than a pilot project for the last two years of the European Baccalaureate programme. In their letter, the Directors of Europol and Eurojust conveyed to the Commission the legitimate claim made by their staff for full-fledged European education for their children. They expressed that only through the establishment of a comprehensive European school, similar to the ones recently established in other European cities where EU agencies are based, mobility can be ensured among their agents. As a result the agencies could overcome their difficulties in recruiting personnel. Another reason was that Europol changed its statutory regime when as of 1 January 2010 it became an EU agency. This implied different staffing arrangements and expectations. With regard to the European School system it would mean that the children of their staff would automatically be considered category I pupils and would be treated accordingly. A type III pilot project would not be able to fulfil those expectations in the short term.

As a result of the decision of the Board of Governors and the request from Europol and Eurojust all parties concerned (including the European Patent Office and ESA/ESTEC) convened and decided that an accredited school for European schooling type II, offering a complete educational cycle, comprising both nursery/ primary and secondary education resulting in the European Baccalaureate examination, would fulfil the claim of the staff working for EU bodies and EU organisations. It is this request from the joint European organisations and the expected number of category I children that have resulted in a General File of Interest for an accredited school of European schooling type II, rather than a renewed Dossier of Conformity for type III. The starting date requested would be 1 September 2012.

¹ see 912-D-2009: Decisions taken at the enlarged meeting of the Board of Governors of 2, 3 and 4 December 2009.

This application is supported by Eurojust, Europol, the European Patent Office and ESA/ESTEC (Annex C), the municipality of The Hague (Annex D) and the Rijnlands Lyceum Foundation (Annex E).

The information in this document is based on the following sources (1). *Establishing a European School in The Hague? Feasibility study on student numbers and school options*, November 2006, Ecorys Nederland BV., commissioned by the City of The Hague; (2) *Report on the Study and the Analysis of the Expansion Options of the International School of the Hague*, Axum Organisation advisors, March 2008, commissioned by the Stichting Het Rijnlands Lyceum. (3) Statistics provided by Eurojust, Europol, EPO and ESA/ESTEC.

2. Rationale

Number of pupils and categories

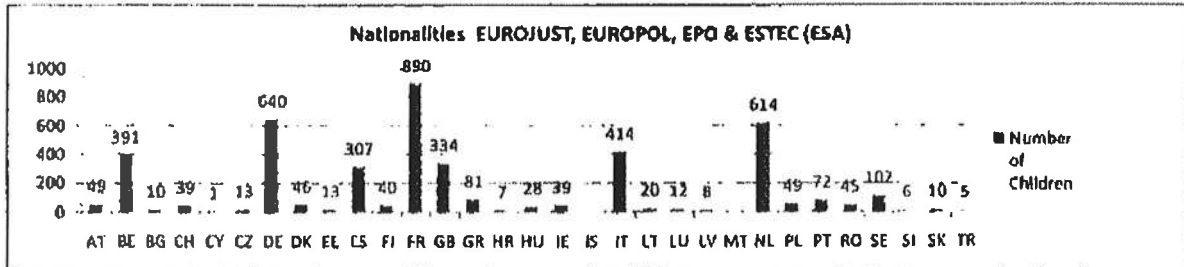
Presently there are two European Institutions in The Hague with a category I status where employees are entitled to ask for school facilities for their children in their mother tongue with the financial support of the European Commission: Europol and Eurojust. In addition the European Patent Office and ESA/ESTEC will be regarded as category I organisations in this respect as their financial contribution to the school in The Hague in the form of school fees will be equal to the contribution received for the children of employees from Europol and Eurojust (see section 4 Funding and Admission and Annex B). Eurojust and Europol together have approximately 1000 staff, EPO and ESA/ESTEC together have an estimated 4500 staff. There is a total of 5500 staff working for the European agencies and organisations.

On the basis of the statistics provided by the European organisations an estimated student number of 840 (420 nursery/primary and 420 secondary) may be expected for the school in a moderate growth scenario. In a high growth scenario this could be double the size, 1680 pupils, which would be the maximum size the school would be prepared to take from a pedagogical point of view. The four European organisations collectively have 4285 children. There are 1101 in the age group 0-3 years; 809 children in the age group 4-6 years; 1061 children in the age group 7-11 years and 1314 in the age group 12-19.



Looking at the distribution of the first nationality of the children of the staff of European organisations, (apart from the Dutch nationality) the French, German and Italian nationalities stand out in number. Children with a German or French mother tongue may partly be served by the German and French schools in The Hague. However, over the past few years there has been a fairly constant demand

from parents for a Spanish programme and this might justify the choice of Spanish in addition to English and Dutch as formal language sections at the starting phase of the school. The choice of these three language sections is supported by the European organisations. Further expansion of language sections, for example towards Italian might follow depending on student numbers and increased demand.



The city itself and the larger metropolitan area offer a number of international educational facilities. As the result of the increasing presence of European organisations and their expected growth the City of The Hague has examined the additional demand for and the feasibility of forms of European education within its city boundaries. Establishing a form of European schooling in The Hague would be notably beneficial to present and future employees at European organisations who require European nursery, primary and secondary education for their children.

The City of The Hague

As the seat of the Dutch government, The City of The Hague has an active internationalisation policy and has given a significant impulse to the establishment of international and European institutions (such as the Permanent Court of Arbitration, The International Court of Justice, the International Criminal Tribunal for the former Yugoslavia, Europol, Eurojust, the European Patent Office, OPCW and the Nato C3 Agency). All of this in addition to the traditional internationally-oriented governmental organisations such as the Ministry of Foreign Affairs, embassies and consulates, as well as head offices of companies like Shell and Siemens.

The Hague hosts some 80 international organisations, 90 embassies and consulates, and around 300 international companies. In total these organisations employ around 63.000 persons of which some 10.800 are expatriates. Together with their families and international students these expats amount to some 28.000 persons that have found a home in The Hague and its surroundings.

Over the last decade the number of international organisations and companies has grown considerably and the total number of expats has grown accordingly. The presence of prominent international legal institutions has built the reputation of the city as "Legal capital of the World". As a result of continued internationalisation tendencies further growth is expected of the total number of international companies and non-governmental organisations in The Hague in the present decade.

International Education in The Hague

The number of students at international (and internationally oriented) schools in the The Hague-region has increased considerably since the end of the 1980s. In fact student numbers almost doubled, leading to a total of 5.500 students in 2008. For the period to 2020 further growth of students at international schools in The Hague is expected. This growth may vary between some 1.600 (lower trend scenario) and 2.100 students (continued trend scenario), leading to 7.400 respectively 7.900 students at international schools in 2020.

Currently a number of international schools are situated in or in the immediate vicinity of The Hague. The American School (private), the British School (private), the French school (non-public), the German school (non-public) and the International School of the Hague (state-subsidised). The American School and the British School offer American and British national programmes in addition to the International Baccalaureate programme. The French and the German school offer their own national programmes. The International School of the Hague exclusively offers the International Primary Curriculum, the Middle Years and the International Baccalaureate programme. Currently the children of staff from Spain are mainly served by the international schools with English as the language of instruction or the French school. A Spanish language section would fill an existing need. With an additional offer of Italian, German and French as Mother tongue programmes (L1) for SWALS, the school could also be attractive to Italian, German and French-speaking children.

3. The school

The legal context

European Schooling type II provided by an accredited Dutch educational organisation will be incorporated in Dutch education laws and regulations and will be financed in a way which is comparable with that of Dutch schools with an international department. As European schooling type II is not covered by existing education laws and regulations this type of schooling will be started under the Educational Experiments Law in anticipation of permanent legislation.

Rijnlands Lyceum foundation

The educational organisation in The Hague qualifying for the establishment of a school for European schooling type II is the Rijnlands Lyceum foundation. This foundation offers educational programmes to well over 4500 children in the Leiden and The Hague area. The organisation has 550 staff working in four separate schools in four locations, each with its own identity, two of which are international schools: the International School of The Hague and Rijnlands Lyceum Oegstgeest International School. Of those 4500 children approximately 1400 study at the two international schools. Both schools are especially geared towards the children of expatriates working and living in the The Hague and Leiden area. The language of instruction is English, but great emphasis is also laid on mother-tongue education. 75% of the two schools' current student body have English as a second, third or even fourth language.

The Ministry of Education will allow the Rijnlands Lyceum foundation to set up a new school within the existing legal framework for international education in the Netherlands, with its own building, its own allocated budget, its unique European identity and on an equal footing with the other schools within the foundation. The foundation is the umbrella organisation and is the competent authority formally responsible for the schools and accountable to the Ministry of Education. The foundation provides professional financial, HR, IT and facility management services to the schools. Although it will be an independent school, collaboration with its sister schools, the exchange of expertise and experience and cost-sharing in overhead through shared support services must be seen as an advantage. The foundation is experienced in offering international programmes at both the primary and the secondary level. All programmes are accredited. The primary school received its IPC accreditation in 2009 as the first school of 700 schools worldwide. The secondary school in the Hague was accredited by the Council of International Schools in January 2010. The secondary school in Oegstgeest is an accredited IB school. The Rijnlands Lyceum foundation attaches great importance to mother-tongue education. It is the only foundation in the Netherlands to offer Dutch language and culture programmes to Dutch expatriates in the UK, the Middle-East and South-East Asia.

Educational vision

At both the primary and the secondary level of the new school respect and tolerance will be among the basic underlying principles. The school will seek to create a range of opportunities for the children, whatever their backgrounds, to integrate and interact with each other. The school will aim to educate the children to become critical and empathetic European citizens within a larger global context through a challenging academic programme in accordance with European guidelines. The daily life at school will be guided by the principles of respect for the variety of cultures, nationalities and religions represented in the student and staff body.

The guiding principles will be those of the existing European schools:

- to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- to provide a broad education of high quality, from nursery level to university-entrance;
- to develop high standards in the mother tongue and in foreign languages;
- to develop mathematical and scientific skills throughout the whole period of schooling;
- to encourage a European and global perspective overall and particularly in the study of the human sciences;
- to encourage creativity in music and the plastic arts and an appreciation of all that is best in a common European artistic heritage;
- to develop physical skills and instill in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities;
- to offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of the secondary school;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and
- to prepare them for the next stage of education.

The educational programme as such will be covered in the Dossier of Conformity.

School structure

The accredited school to be established will consist of a nursery school (2 years) for children from age 4, a primary school (5 years) for children from age 6 and a secondary school (seven years) for children from age 11. For more details see Annex A.

Languages

The school will have three language sections: Dutch, English and Spanish. The principal of the school formally decides in what language section a child is placed and does so on the basis of thorough language testing and after consultation of the parents and the child's previous school. Children whose Mother tongue is not Dutch, English or Spanish will receive extra language training to increase the proficiency in the language of the section it is assigned to. All children outside the Dutch section will receive extra Dutch lessons to promote integration in the host country. In primary Dutch lessons will be mandatory and in secondary they will be offered as electives for L3 or L4.

English, French and German are taught as first foreign language (LII) from year 1 in primary onwards and all through secondary. From year 2 in Secondary students take on a second foreign language (LIII). A third foreign language (LIV) is optional in Secondary years 4 – 7. In year 3 of Secondary the Human Sciences subject is taught in LII and in year 4, 5, 6, and 7 History, Geography and Economics are taught in LII. Latin is offered as an option from year 3 Secondary onwards and Ancient Greek from year 4 Secondary onwards.

Mother tongue programme for children without a language section (SWALS)

It is crucial for children to develop their own mother tongue. It is the language they use to communicate with their family and friends, it facilitates a possible rehabilitation to their home country, national school or university and it gives them access to their own culture and family background. The school recognises the importance of children maintaining their own mother tongue (MT) and it is the school's vision that every child is empowered to develop his/her mother tongue in school.

In its ambitions to set up an accredited school for European schooling type II, the school will bear in mind the accreditation criteria for type II and type III schools with regard to Mother Tongue tuition (Board of Governors: 2005-D-342-en-4):

- The minimum number of pupils required to open a language section or to provide mother tongue tuition is left to the discretion of the organiser of European schooling. Willingness on the organiser's part to take account of the linguistic requirements of potential pupils is, however, a criterion to be used in gauging the plan.
- Particular attention will be paid to ensuring that pupils without their own language section receive support in learning the language of the section into which they are integrated.
- Offering mother tongue tuition to pupils without their own language section, if necessary using distance learning and in cooperation with the European Schools, is a priority but subject in practice to the ability of the accredited school to organise it and to the number of pupils

concerned. Arrangements may be made between the contracting parties as regards defrayal of the expenditure (financial burden-sharing) entailed by the provision of such tuition.

In addition to these criteria the School will provide mother-tongue lessons within the regular curriculum for category I pupils who are not speakers of one of the languages of the sections opened (SWALS). The school is firmly committed to mother-tongue education and will do its utmost to provide opportunities if possible and within its financial means.

From its start in 2012 the school for European schooling in The Hague will offer Italian, German and French as the first three, guaranteed, mother-tongue programmes (L1) for students without a language section (SWALS) within the regular curriculum for the entire nursery, primary and secondary school and in accordance with the prescribed timetable. This programme offer will be independent of student numbers.

In the beginning years of the school feasibility of additional mother-tongue programmes will depend heavily upon student numbers and growth. Extra mother-tongue programmes within the curriculum and in accordance with the prescribed timetable will be introduced if at least 5 children with the same official European mother tongue apply for a new mother-tongue programme (in either nursery, primary or secondary (taken individually) and if a teacher is available. In forming a group pupils may come from different age groups within nursery, primary and secondary.

It is the school's firm commitment to expand the mother-tongue programme as much as it can to serve the European agencies and organisations. Each year the programme offer will be evaluated with the advisory board with representatives from the European organisations and expansion of the programme will be considered. If it is impossible to form a group of 5 pupils modern telecommunication technologies (videoconferencing) will be helpful in creating mother tongue programmes with other type I, II and III schools within the European school system so that programmes can be offered to combined groups of pupils from various schools if such partnerships with other schools can be arranged and practical arrangements can be made. For pedagogical reasons such video conferencing methods are less obvious for nursery and junior primary years. The feasibility of this is assessed on a case to case basis by the teaching staff and the principal and in consultation with the parents.

Once the school has grown into a fully-fledged European school with all the years of nursery, primary and secondary education, with perhaps an extra language section and with stable student numbers, the school will consider further expansion of Mother-tongue programmes for groups of less than five students for which video-conferencing programmes are not available. In this approach the school will aspire to work along the lines of European schools type I as much as it can.

Staff

At the new school there will initially be three language sections: Dutch, English and Spanish. Staff at the primary level will be native speakers. The same goes for the Mother-tongue lessons. Staff at the secondary level will be native speakers for the Dutch and Spanish language section and native or near-native (C2 level; the highest proficiency level as stipulated in the Common European Framework of Reference for Languages) for the English language section. All language teachers will be native speakers of the language. All teachers will have a university teaching qualification or the equivalent validated by the Dutch Ministry of Education for qualified teaching at the nursery, primary, junior

secondary or senior secondary level. The school will seek the active cooperation with other European schools, particularly the European School of Bergen, for development and examination.

Facilities

In compliance with government regulations the Municipality of The Hague will provide a school building. In the first few years this may be a temporary location depending also on student numbers, short and long-term predictions and/ or the realisation of building or renovation plans. The City of The Hague guarantees that the building will meet educational standards and will be located in such a way that easy access for EU staff may be guaranteed. The school board will be responsible for school facilities and guarantees a high-quality learning environment both with traditional learning materials and IT supported means. Arrangements for private bus transport will be made by the school and this arrangement will cover sufficient areas of The Hague. Parents whose children make use of this bus service will be charged extra..

4. Funding and admission

The school will be funded in the same way as regular Dutch state-funded internationally oriented schools are funded in the Netherlands, which means funding by the government and an additional compulsory school fee paid by the parents, the European Commission, or the European organisations for which they work. School fees to be paid by the parents, the European Commission or the European organisations will be an estimated €6000 for nursery and primary and an estimated €7500 to €8000 for secondary. Contributions will be predictable over a number of years. The state subsidy will amount to roughly the same amount and includes the cost for the school building, for which the funds are made available to the City of The Hague.

Registration and enrolment for the starting year is possible from 1 January 2012 onwards. As a general rule children must be registered by 1 May at the latest for the August intake in order for the school to be able to plan its programme and recruit teachers. At the intake there will be priority admittance in accordance with Annex B.

A waiting list will be used if there are too many students for the available number of places and it is not yet justified or possible to open a new class. The board has the authority to decide on the number of classes in each language section depending on financial and organisational aspects. Admittance during the school year is possible if there are available places. If not, students will be placed on the waiting list until a place becomes available. Also with regard to the waiting list Europol and Eurojust take priority over EPO (the Netherlands) and ESA/ESTEC (the Netherlands).

In principle the school will be established to provide education for the children of postholders working for the EU bodies and EU organisations mentioned in this General File of Interest.

For the development of the programme and initial costs the School has agreed on additional funding for the initial years of the project as laid down in a covenant between the Ministry of Education, the City of The Hague and The Rijnlands Foundation.

5. Governance

As this school will be financed by the host-country the laws and regulations of the host country regarding governance and parent, student and staff participation will apply. The school will be established as an autonomous school by the board of the Rijnlands Foundation. The board is supervised by a Supervisory Board in compliance with Dutch regulations on school governance. The board will appoint a principal and will install a participation council that will be asked for advice or permission (regulated by law) in important school matters regarding finance, human resources policies and education. In addition to the participation council each school has a parent association for the primary and secondary division and a student council, which are important informal platforms for the principal. Principal and Board will maintain close relations with external stakeholders (the European organisations and staff organisations) and seek their advice. The four European organisations will be represented in an advisory board.

6. Quality and supervision

In the Netherlands the Education Inspectorate monitors the quality of international schools. The school board is accountable to the Inspectorate regarding quality and its compliance with national regulations. In the case of European Schooling type II the national inspectors for the European Schools of the various member countries will supervise the school's quality in relation to the European schooling standards and criteria and its compliance with the European schooling regulations. As an accredited school for European Schooling type II the school would also be accountable for the academic objectives and educational goals, quality, academic results and its compliance with European regulations and guidelines to the Board of Governors of the European Schools in so far as they apply to type II schools.

7. Implementation plan

If we look at the student forecast provided by the European organisations, three quarters of the pupils are in the age group 0-11, which would more than justify a start in nursery/primary, followed after some years by the start of secondary. The following implementation plan is envisaged:

September 2012: nursery (N1, N2) and primary (P1)

September 2013: primary (P2, P3, P4)

September 2014: primary (P5) and secondary (S1, S2, S3)

September 2015: secondary (S4, S5, S6)

September 2016: secondary (S7)

The rationale behind this implementation plan is two-fold. Firstly, the school must develop a critical mass in primary before it is justified (pedagogically as well as financially) to open a full secondary cycle. The school year 2011-2012 will be used for the development of N1, N2 and P1. The school year 2012-2013 will be necessary for the development of P2, P3, P4.

The second reason behind this phased implementation is that the development of secondary is much more labour-intensive (12-16 subjects to be developed by 12-16 individual teachers) and the development of the entire first stage of secondary in the school-year 2013-2014 will be a huge task requiring large investments and complex HR solutions. Trying to run this parallel to the development

of primary would be overstretching the school's capabilities. It should be borne in mind that contrary to the original proposal for a type III school, this type II school is to be set up as a separate entity and not as a department within another International school, although it will benefit from the available expertise in sister schools within the foundation.

The school guarantees that once a child has started the primary or secondary cycle, the full cycle will be offered. There can, however, be no misunderstanding about the fact that the accredited School for European schooling type II to be developed, aims to offer two full cycles, leading towards the European Baccalaureate. The contents of the programme will be in full conformity with the regulations for type II schools set by the Board of Governors.

8. Timeline

1 September 2010	Submission of the General File of Interest to the Board of Governors of the European Schools
December 2010	Consideration of the General File of Interest by the Board of Governors
January 2011	Depending on a positive stance by the Board of Governors on the General File of Interest, The Netherlands will present the Dossier of Conformity for nursery, primary and secondary education.
April 2011	Consideration of the Board of Governors on the Dossier of Conformity
May / June 2011	Recruitment of school leadership and staff for development
School year 2011-2012	Development of Nursery (N1 and N2) and Primary (P1)
September 2012	Start of Nursery (N1 and N2) and Primary (P1)
2013	Audit for accreditation for nursery, primary and secondary up to year 5
2014	Audit for European Baccalaureate

Annex A.

School structure

The school structure is similar to that of most European schools. For this brief description the model of the European School in Bergen, the Netherlands, has served as an example and has been adapted to suit the situation of the new type II school in The Hague.

Nursery School

In Nursery, children from ages 4 to 6 are accepted. At the outset of the school there will be an English, Spanish and a Dutch-speaking group. Nursery school comprises two years.

Primary School

Children who have reached the age of six years by the 31st of December of the calendar year in which the school year begins may be admitted to the first year of Primary. The school will have three fully developed language sections: Dutch, English and Spanish. The primary cycle is five years.

Teaching of basic concepts and skills takes place in the following areas: mother tongue, mathematics, music, art and craft, physical education, environmental studies, religion/ethics. These lessons are taught in the language of the section and the content of the subjects is identical to the European curriculum in the European schools.

English, French and German are taught as second language in mixed ability groups (mother-tongue to no-knowledge). The choice is binding for the duration of the schooling. Beginning in the first year of Primary, five lessons per week, once per day, are devoted to first foreign language learning.

In Primary Dutch lessons will be offered as a mandatory subject to promote integration into Dutch society.

From class 3 onwards so-called European hours will be offered, offering a mix of cultural and sports activities in mixed groups. The aim of these lessons is to strengthen the pupils' European and international awareness, to create friendships across the language sections and to increase children's understanding of the importance of other languages.

In the Nursery and Primary school extra help by a learning support teacher and a remedial teacher is offered, if necessary, in addition to the normal class programme. Special attention is also given to the transition between the primary school and the secondary school.

Secondary School

The seven years of secondary are organised in three stages (observation, pre-orientation and orientation). In the first stage most courses are taught in the language of the section enrolled. A second language has been in the curriculum since the first year of primary and that language must be continued. Second languages can be English, German or French and must be a language different from the language of the section the student is enrolled in. Human sciences (history and geography) are taught in the student's second language.

A third language (second foreign language) is introduced in year 2.

During the 4th and 5th years of the secondary school, pupils are able to orientate themselves towards their future course of study by choosing two further options, such as Latin, a fourth language or Economics. Mathematics must be chosen at one of two levels and all sciences are obligatory. In Secondary Dutch can be chosen as an elective for L3 or L4. Extra language support will also be in place for those children in Secondary that require this extra support. Learning support programmes are in place throughout the secondary cycle.

The final two years, both of which must be completed in a European School for a student to be entered for the European Baccalaureate examination, demand a number of compulsory subjects, taking up 21 to 23 lessons per week, to which a further 10 to 14 lessons in other subjects must be added. All subjects are examined, partly by preliminary examination and internal assessment during the school year, and partly by written examinations in June. An oral examination in four subjects takes place in the first week of July.

Further details of the programme will be provided in the Dossier of Conformity.

Annex B: admission of pupils and categories

Category I

The children of post holders in the service of the European Union institutions or agencies and of organisations listed below.

Pupils in category I have **priority admittance** over pupils in other categories. This priority admittance is ranked in subcategories as follows:

1. Staff covered by the Staff Regulations of Officials and Conditions of Employment of other Servants of the European Communities;
2. Members of the national liaison bureau / national desks of EU agencies;
3. Seconded national experts to EU institutions and agencies;
4. Staff covered by the Service Regulations of the European Patent Office (EPO);
5. Staff covered by the Service Regulations of the European Space Agency (ESA/ESTEC);
6. Non-Dutch European teaching staff of the European School recruited outside The Netherlands and moving to The Netherlands for the purpose of being employed by the School;
7. Dutch teaching staff who return from their secondment at a European School type I and enter the employment of the School.

Within each of the subcategories listed above, the following priority rules shall apply:

1. Siblings of current pupils.
2. Transfers from another establishment of the European School system.

In case of a waiting list, the above-mentioned ranking shall apply and applications within each subcategory will be governed by the additional rule: "first set, first served".

Other categories, if any, will be determined by the school at a later stage and with the approval of the Ministry of Education.



The Hague, 16 August 2010

Ministry of Education, Culture and Science
Minister A. Rouvoet
Postbus 16375
2500 BJ The Hague
THE NETHERLANDS

t.a.v. plv. DPO Mr. A.Zeillemaker (IPC 2400)

Subject: letter in support of setting up a European School in The Hague

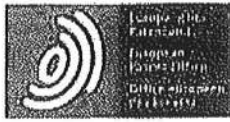
Dear Minister,

With this letter our organisations, the European Patent Office (EPO), the European Space Agency (ESA/ESTEC), Eurojust and Europol wish to express their support for the General File of Interest for an accredited school of European schooling (type II) in The Hague which was initiated by the Ministry of Education, Culture and Science.

On 20 November 2009 Eurojust and Europol addressed their concerns to Vice-president Kallas at the European Commission with regard to some aspects of the pilot project proposed by the Dutch Government to set up an accredited European School in The Hague.

Even though the two agencies fully supported the initiative – which responds to the long-standing need for a European School – it was felt that the pilot project did not meet the needs of their staff, as the expansion to a complete comprehensive European Baccalaureate programme from nursery to secondary levels could not be ensured but would have depended on the number of pupils enrolled.

In his reply of 7 January 2010, Vice-president Kallas fully shared these reservations from a pedagogical viewpoint. Furthermore, he underlined: *“that the opening up of the ESS [European*



School System] must be carried out in such a way that the quality of the European curriculum offered by the accredited schools and the credibility of the European Baccalaureate are preserved.”

In December 2009, the Dutch delegation was invited by the Board of Governors of the European Schools to reconsider the scope of its initial proposal.

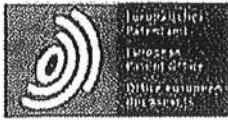
For the drafting of a new proposal, representatives of the four main stakeholders for European Schooling in The Hague - the European Patent Office (EPO), Eurojust, Europol and the European Space Agency (ESA) – were invited to provide their input to the new General File of Interest, an initiative which was most welcomed by our organisations.

At your request, we outlined the main criteria we felt were important regarding the new project, taking into account the subsequent reply received from Vice-president Kallas. This was presented to the Municipality of The Hague – focal point for the Dutch stakeholders - on 12 February 2010 in a concept letter on EU schooling in The Hague (annex I). The four main elements of the European School System felt to be critical for inclusion in the file were as follows:

- Full curriculum of European education including nursery, primary and secondary education resulting in the award of the European Baccalaureate certificate
- Priority admittance for category I pupils
- Mother tongue education and foreign languages
- Quality assurance related to management, teaching and administrative staff as well as to the learning environment and accommodation provided

In our view, the new General File of Interest (GFI) addresses the first two criteria in sufficient detail. We fully understand that with regard to the other two criteria, not all details can be laid down in the GFI and at this early stage of the accreditation process. With respect to mother-tongue tuition, we are very confident that the financial means mentioned in the GFI will eventually be in place to support the gradual expansion of mother-tongue programs.

We would like to point out that we much appreciate the creation of an advisory board composed of representatives from the above mentioned European organisations with the mandate of regularly evaluating the program offer and its expansion. We believe that the role of the advisory board will



be essential, and we would like to emphasise again that our organisations look forward to their advisory role.

With respect to the fourth criterion, we are also highly confident that the connection of the accredited European School under the umbrella of the Rijnlands Lyceum Foundation will be explained in more detail in the Dossier of Conformity as well as the location of the school. The assurance from the municipality of The Hague that the school will be set-up in the International Zone of The Hague is comforting and should meet the expectations of our staff.

In conclusion, we highly welcome and support this new General File of Interest that was initiated by your Ministry. We also would like to take the opportunity to express our thanks and to inform you that we remain at your full disposal to work together in setting up an accredited school in The Hague.

Yours sincerely,

Hans Jahreiss

Administrative Director

Eurojust

Rob Wainwright

Director

Europol

Christian Archambeau

Principal Director HR

European Patent Office

Paolo Donzelli

Director HR division

ESA/ESTEC

Cc: Mrs I. van ENGELSHOVEN, Deputy Mayor.

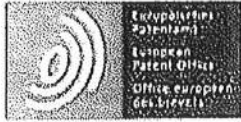
Mrs. M. DE JONGE, Municipality of The Hague, Service Education, Culture and Welfare, International and European Education.

Mr. L. van HASSELT, Director of the EC Representation in the Netherlands

Mr. A. ZEILLEMAYER, Dutch Ministry of Education

Mr. R.W. ZAAGMAN, Dutch Ministry of Foreign Affairs

Dr. M.W. Knoester, Executive Director, Rijnlands Lyceum Foundation.



From:	EPO, ESA/ESTEC, Eurojust & Europol
To:	The Mayor of The Hague
Date:	12 February 2010
CC:	Permanent Representation of the European Commission in The Netherlands
Subject:	Concept on EU schooling in The Hague
Annexes	<ol style="list-style-type: none"> 1. Types of European Schools 2. Categories of students 3. Statistics on the potential schooling population

On 15 of January 2010 the municipality of The Hague organised a meeting involving the main stakeholders of the project for European schooling in The Hague. As an outcome it was decided to map the main criteria regarding the project. This memo lists the 4 main requirements of the stakeholders and reflects on possible ways to meet them.

1) Full curriculum of European education including nursery, primary and secondary education resulting in the award of the European Baccalaureate certificate.

The need for the creation of a European School is fully acknowledged by all stakeholders. The project should aim towards the set up of an overall programme from nursery to secondary education within a short time frame. This would fulfil in the best way the needs of our staff members who want to be ensured of the continuity of education and to have the possibility for children of different ages to be enrolled in the same system with the availability of the European Baccalaureate certificate as an end result.



The full academic contents of the European curriculum are essential, in order to ensure the mobility of our staff members coming from or leaving towards other posts outside The Netherlands.

Finally it should be kept in mind that a European school should clearly preserve a European identity.

2) Mother tongue education and foreign languages

The provision of (sufficient) language sections (especially for those languages not yet represented by the other international schools in The Hague) ensuring basic instruction in the EU official mother tongues (or in the strongest EU language of the child) for all pupils is one of the main features of the European Schools. This provision is considered to be essential in order to maintain the link of the children with their own cultural background, keeping in mind possible return to their national school system.

Mother tongue tuition shall be provided as much as possible to all students; where not possible including provisions for the so-called SWALS (students without a language section). The offer of sufficient choice and support in foreign languages tutoring by native speakers would on the other hand ensure the multicultural aspect.

3) Priority admittance for category I pupils.

Providing high quality and continuous education for EU staff pupils is the original reason for the creation of a European School system.

Priority admittance is a legitimate claim from our staff members. This entitlement should be clearly distinguished from an exclusivity requirement to ensure that there is a non-elitist European school with affordable fees for all.

In the case of Eurojust and Europol, the non-attendance of a European School by their dependants (in case of non-preferential enrolment) has legal implications



emanating from their staff regulations (as non-granting of the educational allowance).

It is worth mentioning that no distinction should be made with regards to nationality amongst category I students.

4) Quality assurance related to management, teaching and administrative staff as well as to the learning environment and accommodation provided.

The recruitment and retention of teaching staff of the highest quality, with the proper qualifications and teaching experience in the European curriculum are similarly a high priority. To fulfil the language requirements for a European School, teaching staff should be multi-lingual. Mother tongue and foreign language courses should be ensured by native speakers.

It is recommended that the school accommodation take into account, as much as possible, the residence of the staff members from all the stakeholders so as to allow an easy access to the school.

In our opinion a conventional European School ("type I", please see Annex I) offers the best option in the fulfilment of the above mentioned criteria.

Should the Host State decide not to request a type I European School at the Board of Governors, an accredited school type II (there are already examples of five type II accredited schools in Europe) in The Hague could be seen as an alternative solution. This option was made more attractive following the amendment of the baccalaureate regulation adopted by the Board of Governors in 2008 as to allow accredited schools to offer the European Baccalaureate.

It is highly desirable that the new proposal to the Board of Governors clearly explains issues and the funding of the European School to be established.



For the reasons outlined above it is highly recommended to establish a European School covering the full curriculum of European education (with nursery, primary and secondary education). However taking into account practical considerations such as that the initial project submitted by the Dutch authorities envisaged (a section of) secondary school and allocated financial reservations for it, it seems sensible - in order to speed up the process - to start with an accredited school covering the full secondary cycle.

ANNEXE 1: Types of European Schools¹

There exist three types of European Schools:

- **Type I:** These are the existing "classical" European Schools since 1953. Main features:
 - Broad education of high quality, from nursery level to university-entrance.
 - The school takes part of the European School system and not of the national ones. Managed by the Board of Governors, where all the Member States are represented.
 - Teachers are seconded from the national education systems.
 - Priority admittance for children of EU officials or equivalent (category I, see Annex II).
 - Pupils are given confidence in their own cultural identity: **mother-tongue tuition guaranteed (L1)**. Consequently, each school comprises several **language sections**. The curricula and syllabuses (except in the case of mother tongue) are the same in all sections. Students are distributed according to the requirements and to the number of pupils on roll. Students without a language section (SWALS) are integrated into other language sections but they receive tuition in their mother tongue.
 - Strong emphasis on the learning, understanding and use of foreign languages:
 - the study of a first foreign language (English, French or German), known as L II, is compulsory throughout the school, from the first primary class;
 - all pupils must study a second foreign language (L III), starting in the second year of secondary school. Any language available in the school may be chosen;
 - from the third class of secondary school, history and geography are studied in the pupil's first foreign language, also called "the working language" (English, French or German). Economics, which may be taken as an option from the fourth class of the secondary school, is also studied in a working language. From the third class, therefore, all social science subjects are taught to groups of mixed nationalities;
 - pupils may choose to study a third foreign language (L IV) from the fourth class of secondary school. Any language available in the school may be chosen;
 - **European identity:** a weekly "European Hour" in the primary school brings together children from all sections for cultural, artistic and games activities; in the secondary school, classes in art, music and physical education are always composed of mixed nationalities.
- **Type II & type III:** the so-called "accredited schools": national or international schools which provide European schooling and are entitled to offer the European Baccalaureate after an accreditation process.

¹ Sources: (1) **Presidency Conclusions of the Ministerial Meeting on the Future of the European Schools en marge of the EU EYC-Council**, 13 November 2006; (2) **Guidelines for primary education**. September 2007 (ref.: 2006-D-105-en-5). Schola Europaea. Office of the Secretary-General. Pedagogical Unit. (3) official website of the European Schools: <http://www.eursec.eu/index.php?id=132>



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- **Type II:** established in places where European Agencies or equivalents are present or about to be founded. Education mainly aiming at the children of European Union Staff or equivalent².
 - o Concerning Type II schools, the Host State will have to deliver the funding, whilst the EU will contribute financially according to the number of children of the EU staff.

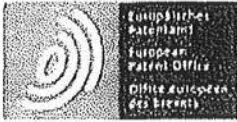
 - **Type III:** Independently of the existence of a European Union agency or institution, the possibility of having accredited schools entitled to offer the European Baccalaureate can be considered, if a Member State decides to take such an initiative.

A pilot project needs to be set up prior to a decision on Type III Schools, with the objective to prepare a further decision on the feasibility and opportunity of implementing this type of school.

Main features of the accredited schools:

- o The school belongs to the national education system of the Host State but supervised by the Board of Inspectors where all Member States are represented.
- o Priority admittance for children of EU officials or equivalent is guaranteed in type II schools but not in Type III schools.
- o Teachers are recruited under the national law of the Host State.
- o Mother tongue tuition is not guaranteed. Type II and Type III schools will seek to provide a European Schooling based on a 'common curriculum', with as far as possible Mother Tongue Education. This common curriculum will conform to the requirements set by the European Schooling System regarding pedagogical targets, and conform to the demands regarding exams and accreditation.

² As an example, see the accredited schools in Parma, Dunshauglin, Heraklion or the recently created in Helsinki.



ANNEX 2: Categories of students

There are three categories of pupils in the European Schools:

- **Category 1:** children of EU officials or equivalent. There is assurance of post for this category of pupils. These pupils are exempt from school fees (which are directly paid by the European Commission or the equivalent institution).
- **Category 2:** Such children are admitted subject to the conditions laid down in agreements entered into by the Schools with certain companies or organisations, whereby school fees – representing the actual cost of pupils' schooling – are paid to the Schools concerned.
- **Category 3:** Such children are enrolled privately. They will be admitted in so far as places are available. The ordinary school fees fixed by the Board of Governors will be payable for these pupils.



ANNEX 3: Statistics on the potential schooling population for a European School in The Hague (NL)

TOTAL Children 4285

Total number of Children by different age groups EUROJUST, EUROPOL, EPO & ESTEC (ESA)



TOTAL Children 4285 (* This chart only includes first nationality of children. Further, it should be born in mind that not always nationality means mother tongue language)

Nationalities EUROJUST, EUROPOL, EPO & ESTEC (ESA)





Gemeente Den Haag

Return address: Post box 12 600, 2500 DJ, The Hague

Ministry of Education, Culture and Science
Mr A. Rouvoet
Post box 16357
2500 BJ, THE HAGUE

Your letter

Your reference

Our reference
BOW/2010.510
Dial-direct number
070-353 5415

E-mail address

Enclosures

Date

27 August 2010

Re.:
Endorsement letter for a European School in The Hague

Dear Mr Rouvoet,

We should like to inform you that the Municipality of The Hague fully supports your Ministry's application to establish a European School in The Hague. A European School as presented in the General File of Interest is a welcome addition to the existing supply of international education in The Hague, more particularly with respect to the European institutions based in The Hague and surroundings.

In the past few months we have worked on the General File of Interest together with workers from your Ministry. We are pleased that the European institutions, i.e. Europol, Eurojust, the European Patent Office and ESA/Estec fully support the establishment of a Type II European School in The Hague.

Given that the future European School will be embedded in the Dutch education system the Municipality shall provide for suitable premises within the legally set framework.

The College of Mayors and Municipal Councillors,

The Secretary,

The Deputy Mayor,

Ms A.W.H. Bertram

K.P.Klein

For information, contact:
M. M. J. de Jonge

Postal address: Post box 12 600, 2500 DJ, The Hague
Visiting address: Spu170, The Hague
Internet address: www.denhaag.nl

Telephone: 070 - 353 54 15
Fax: 070- 353 2782



Gemeente Den Haag

Retouradres: Postbus 12 600, 2500 DJ Den Haag

Ministerie van Onderwijs, Cultuur en Wetenschap
De heer A. Rouvoet
Postbus 16357
2500 BJ DEN HAAG

Uw brief van

Uw kenmerk

Ons kenmerk
BOW/2010.501
Doorkiesnummer
070 - 353 5415
E-mailadres

Aantal bijlagen

Datum
27 augustus 2010

Onderwerp
Adhesiebrief Europese School Den Haag

Geachte heer Rouvoet,

Hierbij delen wij u mee dat de gemeente Den Haag de aanvraag van uw ministerie om toestemming te krijgen voor de vestiging van een Europese School in Den Haag van harte ondersteunt. Een Europese School zoals verwoord in de General File of Interest is een welkome aanvulling op het bestaande aanbod aan internationaal onderwijs in Den Haag, met name in relatie tot de in Den Haag en omgeving gevestigde Europese instellingen.

De afgelopen maanden is samen met uw medewerkers gewerkt aan de General File of Interest. Wij zijn verheugd dat de Europese instellingen, te weten Europol, Eurojust, het Europees Octrooibureau en ESA/Estec volmondig instemmen met het vestigen van een Europese School Type II in Den Haag.

Aangezien de te stichten Europese School in het Nederlandse onderwijsstelsel wordt ingebed, zal de gemeente, binnen de wettelijk gestelde kaders, voor adequate huisvesting zorg dragen.

Het college van burgemeester en wethouders,
de secretaris, de locoburgemeester,

mw. A.W.H. Bertram

K.P. Klein

Inlichtingen bij
M. M. J. de Jonge

The Minister of Education, Culture and Science
Mr A. Rouvoet
PO Box 16357
2500 BJ The Hague
The Netherlands

Dear Mr Rouvoet,

With this letter the Stichting (Foundation) Rijnlands Lyceum wishes to express its full commitment to the General File of Interest for an accredited school of European Schooling (type II) in the Hague.

The Rijnlands Lyceum foundation is prepared to set up an accredited school of European Schooling within the terms set by the Board of Governors of the European Schools for a type II accredited school. As the school will be part of the national education system national laws and regulations will also apply, including funding regulations.

Rijnlands Lyceum foundation was established in 1936 with the start of Rijnlands Lyceum Wassenaar. Over the years various schools were added and currently there are four schools, two of which are international schools. One of these schools is the International School of the Hague, which offers primary and secondary education. All schools have an independent status within the foundation in terms of finance, educational quality, facilities and HR. The foundation serves as an umbrella organization safeguarding an overall sound financial position, building management, IT and formal employer-employee relations. The foundation is the competent authority licensed by your Ministry to provide education at various levels and at various locations.

The accredited school for European Schooling in The Hague would be the fifth school of the Rijnlands Lyceum foundation and would have an independent position within the foundation, similar to the other schools as described above.

Each school has a principal and deputy-principals. The foundation has a professional board consisting of one person, the Executive Director (Bestuurder). The board's policies and decisions are supervised by a Supervisory Board (Raad van Toezicht).

Parent, student and employee participation is regulated through the Dutch participation laws (WMS) and will therefore also apply to the accredited school. In order to make sure that the European organisations in The Hague as the principal stakeholders are involved as much as possible in the school's policies and development, the foundation will set up an advisory board to advise the principal of the school and the Executive Director.

The following implementation plan is envisaged:

September 2012: nursery (N1, N2) and primary (P1)
September 2013: primary (P2, P3, P4)
September 2014: primary (P5) and secondary (S1, S2, S3)
September 2015: secondary (S4, S5, S6)
September 2016: secondary (S7)

Starting the school with Nursery and Primary allows the school to develop a critical mass before it is justified (pedagogically as well as financially) to open a full secondary cycle. The start of the Secondary School is envisaged for September 2015. Rijnlands Lyceum Foundation is fully committed to offer all stages of European schooling, from Nursery to the last years of the European Baccalaureate programme.

To qualify as an accredited school for European Schooling type II the school will submit a Dossier of Conformity in which the school will outline its educational policies, programme and plans in detail.

Yours sincerely,



Dr Maarten Knoester
Executive Director

