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European School of Templin – General interest file

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting on December 4-7, 2018 - Brussels



POSTANSCHRIFT Bundesministerium für Bildung und Forschung, 11055 Berlin

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Translation

RE **Accreditation of European Schools**

General Interest File regarding the initiative by the Foundation *Gebäudeensemble Joachimsthalsches Gymnasium* to be established as an accredited European School

- ENCS
1. Letter in English
 2. General File of Interest (in German and English)
 3. Letter from the Minister of Education, Youth and Sport of the *Land* of Brandenburg of 21 March 2018 (in German and English)

Dear Secretary General,

In accordance with Art. 8 of the Regulations on Accredited European Schools (Board of Governors Document 2013-01-D-64-en-4), I hereby enclose the General Interest File regarding the project for an accredited European School in Templin (cf. Enclosure 2). The school will be founded as a private boarding school and day school by the Foundation *Gebäudeensemble Joachimsthalsches Gymnasium*.

The German delegation supports the project and therefore requests that the Office of the Secretary General passes on the file to the responsible bodies for consideration. The Brandenburg Ministry of Education also supports the project (cf. Enclosure 3).

We are aiming for the file to be submitted for a decision by the Board of Governors in Brussels in December 2018. Representatives of the Foundation would be willing to attend this meeting to explain the project.

SEITE 2 Yours sincerely,



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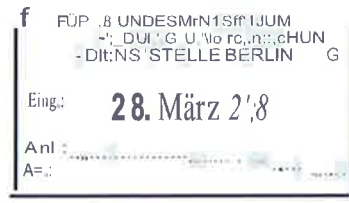
LAND BRANDENBURG

Ministry of Education,
Youth and Sport

The Minister

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Translation

Potsdam, 21 March 2018

Dear Dr Hannken,

Many thanks for your letter of 24 January 2018 regarding the General Interest File drafted by the Foundation *Gebäudeensemble Joachimsthalsches Gymnasium Templin* and requesting

- an evaluation,
- information as to whether and how the *Land* of Brandenburg can possibly support the implementation of the project and
- final information as to whether the *Land* of Brandenburg will support the submission of the file to the Board of Governors of the European Schools by the German delegation.

I would like to reply as follows:

We approve and support the above-mentioned project proposed by the Foundation *Gebäudeensemble Joachimsthalsches Gymnasium Templin* and the forwarding of the file to the Board of Governors of the European Schools.

Among other things, we consider the school's strong affirmation of European values and its particular focus on Central and Eastern Europe to be a boon for Brandenburg's school landscape.

As a precaution, we would like to point out that a separate application must be made for the establishment of a school as a (partial) state-recognized alternative school. Whether the preconditions for approval exist can only be decided after receipt and due consideration of this application.

Support for the forwarding of the file does not therefore constitute an answer to the question of whether the school will be granted (partial) alternative status, nor is it a commitment to providing funding.

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According to the General Interest File, the Foundation *Gebäudeensemble Joachimsthalsches Gymnasium Templin* is, however, fully aware that the relevant conditions must be fulfilled before (partial) alternative status can be granted (cf. p. 16). At the same time, the Ministry of Education, Youth and Sport will offer the school provider various forms of support in the application procedure for permission to establish an alternative school. This includes issuing an interim notification pointing out aspects where improvements are necessary as well as holding a counselling session giving the school provider an opportunity to discuss concrete questions regarding the interim notification.

In the event that the school has problems with fulfilling (parts of) the conditions for approval as an alternative school, one could consider establishing the school entirely as a complementary school. This course of action is not subject to the strict preconditions which apply to the establishment of an alternative school.

Once an alternative school operates without substantial criticisms and has fulfilled the preconditions of the waiting period, the school provider receives a grant towards operating costs. Funding is granted towards the costs of staff and material expenses incurred through operating the school, but does not entirely cover these expenses. The school provider must raise its own share elsewhere. Details are contained in Sections 124, 124a Brandenburg School Law (BbgSchulG).

The question of whether the *Land* of Brandenburg can provide other financial support (outside the remit of the Ministry of Education, Youth and Sport) involves various preconditions depending on the funding programmes concerned.

The *Land* of Brandenburg can provide funding to renovate the building complex on the proposed site in accordance with the RENplus 2014-2020 regulations governing support for measures to reduce energy-related emissions of CO₂.

Yours sincerely,

Signed: Britta Ernst

European School Templin (EST)

General Interest File



Initiative

EUROPÄISCHE SCHULE TEMPLIN

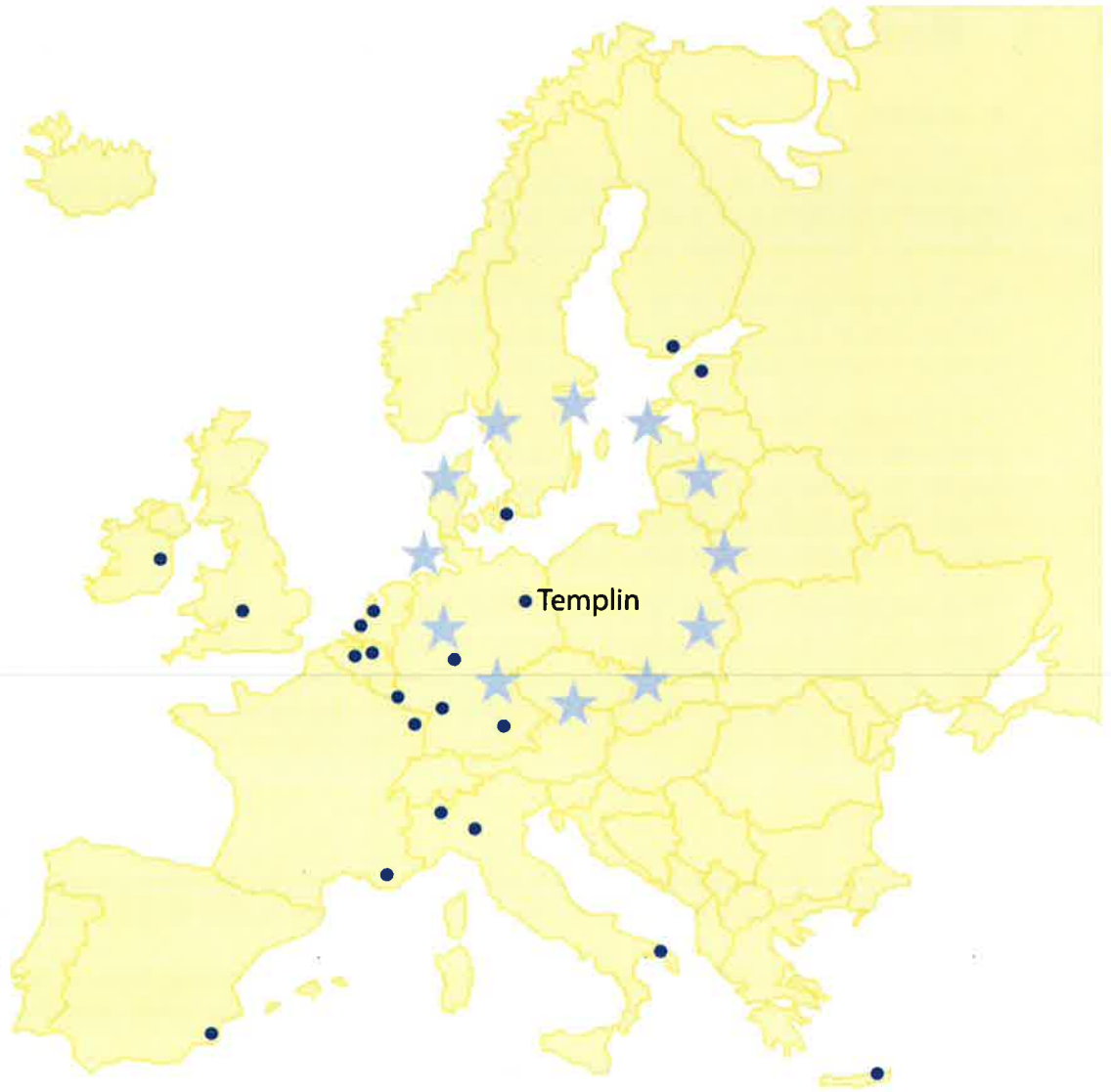


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Executive Summary: A unique school for Europe

1. The European School Templin (EST) links up with the centuries-old, highly respected Joachimsthalsches Gymnasium. It does not regard itself as a reemodiment of the former school, however, but rather as a new entity, which will meet the demands of today's world: The EST aims to be a decidedly European school and to educate its students in European values. Situated in the centre of Europe, the school will also contribute towards consolidating the EU and expanding the network of European Schools. The EST is deliberately focusing its special attention on Central and Eastern Europe.
2. The EST is to become an accredited European School and will join the 27 existing European Schools which follow a common curriculum leading to the European Baccalaureate upon completion of Year 12.
3. This would make the EST the first European School in the East of Germany and the first European School with boarding facilities. The EST will enable pupils to enjoy a unique international school experience; an experience which is only possible through the combination of a European curriculum and a heterogeneous body of pupils from all over Europe: Only about half of the 340 pupils will come from Germany, the other half will be from other European countries.
4. The school will be open to all girls and boys: The proposed scholarships and a largely means-tested school fees system will help to limit social selection effects and enable pupils to enjoy the distinctive experience of attending the EST irrespective of parental income. The school will make a special effort to also enrol pupils among disadvantaged young people in Europe.
5. The non-profit Foundation Gebäudeensemble Joachimsthalsches Gymnasium Templin was founded with the aim of realizing this vision and was able to purchase the Templin site in 2016. Henrike Reemtsma, Anke v. Arnim, Arnulf Conradi, Franc Höfermann-Kiefer and the former Mayor of Templin, Ulrich Schoeneich are members of the Foundation's Executive Board.
6. It is planned to begin school and boarding school operations in the 2022/23 school year concurrently with the completion of work on the complex of buildings.



I. Basic information

a. Vision

A European School is to be established in Templin, located almost exactly in Europe's geographical centre and a good hour away from Berlin. The school will champion a holistic educational ideal and teach the basic principles of democracy in everyday life.

The young people will play an important role in shaping their boarding school: for example, with the help of a pupil parliament, sponsors from the fields of politics and society, participatory decision-making processes and transparent school structures.

The European School Templin (EST) intends to make an educational contribution to the democratic culture of European civil society and is committed to Europe's rich and diverse culture. Its supreme objective is to transmit this great societal and cultural wealth to young people. The school's pupils will feel truly European – which also means that they will share a sense of European social responsibility.

There are already a number of European Schools in Western Europe – for example, along the Rhine axis. The EST will be the first European School in the Central and Eastern European region and will therefore address pupils in Central and Eastern European countries in particular: that is to say, in Poland the Czech Republic, Slovakia and the Baltic States.

b. Initiative

The new non-profit Foundation Gebäudeensemble Joachimsthal'sches Gymnasium Templin purchased the extensive complex of school buildings on the banks of Lake Templin in June 2016.

Members of the Foundation's Executive Board are Henrike Reemtsma, Anke v. Arnim, Arnulf Conradi, Franc Höfermann-Kiefer and the former Mayor of Templin, Ulrich Schoeneich.

Advocates and supporters of the initiative include:

- Prof. Dr Vaira Vike-Freyberga, former President of the Republic of Latvia and
- Prof. Dr Michael Naumann, the first Federal Government Commissioner for Culture.

Distinguished experts are supporting the project during the start-up phase: Prof. Dr Werner Esser (Salem, St. Afra, Luisenlund) and Tom Zijlstra and Gitta Lotz, Directors of the European School RheinMain.

The Town of Templin, Uckermark Rural District and the Land of Brandenburg are also supporting the foundation of the European School Templin.

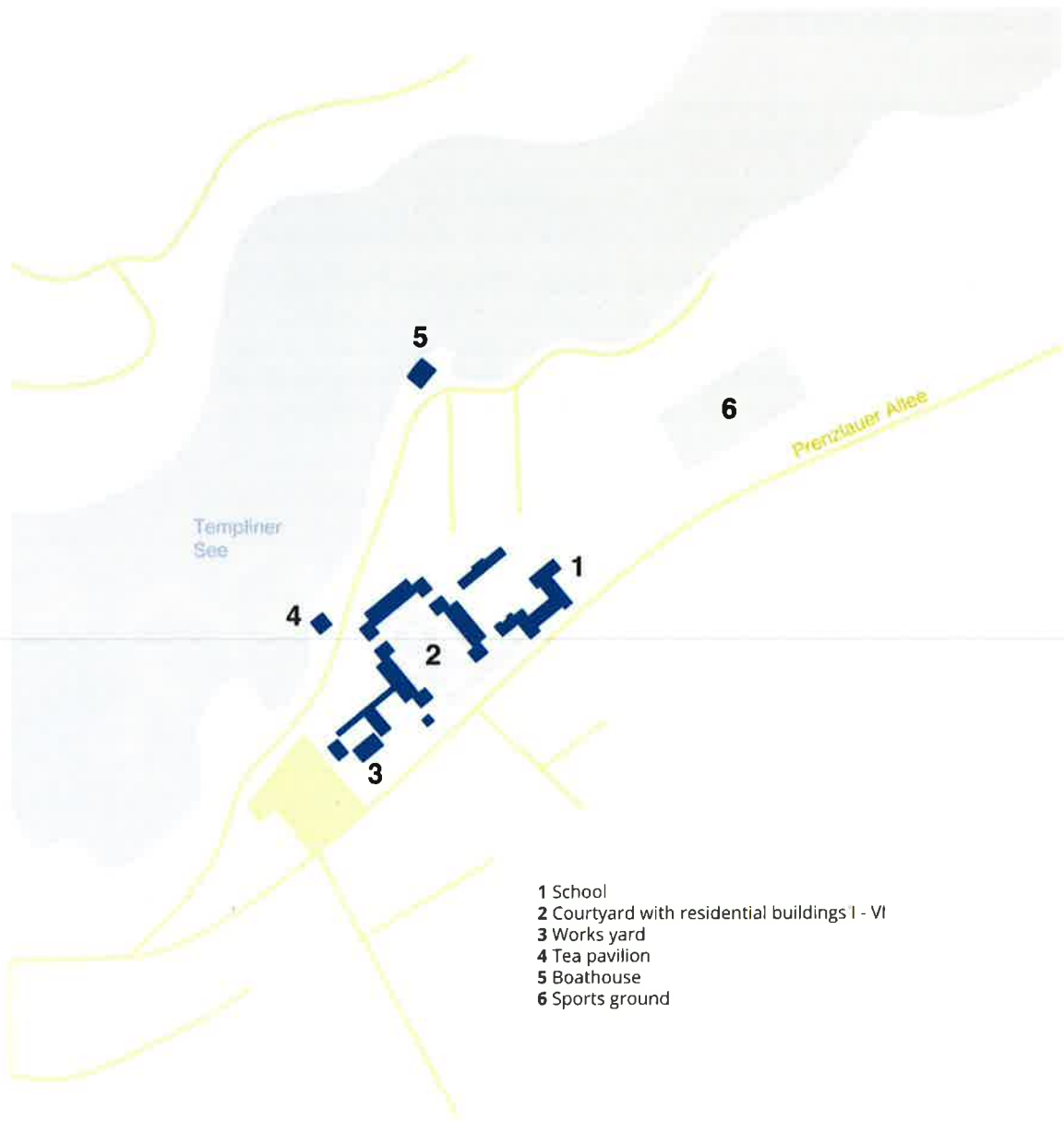
c. Region and site

The geographical, historical and social makeup of the Berlin/Brandenburg region predestines the area for the school project. The region benefits from a dense network of public institutions, Federal Government and *Länder* institutions in Berlin and Potsdam as well as embassies, cultural institutes and scientific establishments – all of them potential partners for the new school. The Berlin/Brandenburg region plays a key role in strengthening contacts with Central

European states and Russia. The European School Templin will be able to draw on all these factors.

Templin is situated in the heart of Europe, approximately halfway between Hammerfest (Norway) and Seville (Spain). It provides excellent infrastructure conditions for an international school with its historic town centre and numerous small shops, the hourly rail link to Berlin and the fact that it only takes a good hour to reach Berlin and Szczecin by car. Templin is an ideal location for a boarding school which prefers to avoid the distractions of a big city.

The complex of buildings of the former *Joachimsthalisches Gymnasium*, the future home of the EST, lies in the midst of the forests and lakelands of the Uckermark, providing the new school with a framework that is rich in tradition. The building complex is of high architectural quality and is under a preservation order. Constructed in 1912 on the threshold of Modernism, the buildings will still be ideal for use as a boarding school following the completion of the necessary renovation work.



- 1 School
- 2 Courtyard with residential buildings I - VI
- 3 Works yard
- 4 Tea pavilion
- 5 Boathouse
- 6 Sports ground

II. Key points in the school strategy

a. The European School

The European School Templin will be an accredited European School. The EST will have three language sections for German, English and Polish. A German and an English language section will be opened in the initial phase. It is expected that 60 to 80 pupils will attend the European School Templin in the first year after its establishment. The school will gradually expand to take in approximately 340 pupils. There are plans to further increase the number of pupils in the longer term and construct new buildings.

As the EST will operate as a boarding school, it will initially only offer secondary level tuition (Years S1 to 7). This does not preclude a later extension to include primary level tuition on a day-school basis. With 340 secondary-level pupils, the EST will not be one of the small European Schools.

In addition to the second foreign language (German, English or French — L2), the EST will also offer languages which reflect its focus on Eastern and Western Europe as third foreign languages (L3).

One of the key tasks facing the new school is the selection of excellently qualified, experienced and motivated teachers in the respective mother tongues. An important criterion for recruitment will be the teachers' ability to meet the demands of teaching pupils with different levels of proficiency.

The European Schools form a network which can be used for purposes of travel, exchanges of pupils, joint projects and much more besides and which once again underscores the international character of the EST. In addition, the school will have extracurricular contacts through choir, orchestra or theatre performances, art exhibitions, academic, artistic and sports competitions and excursions.

The EST initiative is breaking new ground as the first European School to operate in the form of a boarding school.

b. Curriculum

The EST will of course follow the curriculum of the European School system. All pupils will be prepared to sit the European Baccalaureate. It is expected that the first pupils will take the European Baccalaureate at the European School Templin in June/July 2026. Mother tongue teachers will be responsible for the language and specialist subject tuition that is to be provided in the school's working languages in accordance with the regulations of the European School System.

The EST's pupils will come from various EU countries with different educational systems and curricula. Pupils will therefore often have to catch up in various subjects. This raises the question of how to achieve a standard academic level which meets the demands of the ES curriculum.

The following paragraphs set out a catalogue of measures to achieve this aim. It should be noted that the measures will be formulated in more detail in the Dossier of Conformity.

(1) Learning support may be required for pupils with a sound grounding in a subject but whose abilities are somewhat rusty or who need short-term targeted assistance (e.g. in mathematics). This is a short-term measure for one semester, during which pupils work on their own tasks in tutorial groups or (should several pupils have the same needs) in a sequence of lessons covering concrete requirements.

(2) Pupils who only have little or no grounding in a subject (frequently L2) can receive immersion lessons within the framework of the timetable. In Years S1 to S4, these lessons can in many cases replace lessons in other subjects. Pupils in Years S5 to S7 must attend lessons in accordance with the timetable and immersion lessons in these years will therefore be held outside regular classes. The pupils' progress is measured through regular tests.

(3) Students without a language section (SWALS) are taught in their mother tongue (L1), outside of the language section. An own class can be set up should there be a sufficiently large number of pupils with the same mother tongue in a year group — according to parent or pupil preferences. For example, a small group of 4-5 Spanish pupils could receive L1 tuition in Spanish. The other subjects would all be taught in English or in German with some subjects taught in the second language (in this case, in fact the third language). This is a challenge as far as timetabling is concerned. We will seek the advice of other European Schools with experience in this area.

(4) As far as the different competency levels within the newly composed body of pupils are concerned, it will be hugely important that teaching staff are experienced in dealing with different performance levels within a single class and are in a position to apply various differentiation techniques. For this purpose it is planned to hold two-week in-house training courses for teachers during the summer holidays. Best practice examples from other European Schools will also be considered in order to integrate new pupils as effectively as possible.

(5) Experience within the European Schools system shows that new pupils often have problems with the relatively high demands regarding the second language. We are therefore using this subject here as an example of how to provide new pupils with "extra support" in the event of more serious competency gaps.

Selected pupils who have only little or no command of the second language (L2) will receive immersion lessons in all year groups, including S6 and S7.

- Pupils in Years S1 to S4 will receive at least two immersion lessons. Tuition will be in mixed classes with Years S1 and S2 or S2 and S3 or S3 and S4 pupils – depending on the timetable. A separate immersion class will be established should the number of pupils affected in a single year group reach a critical mass. Pupils will then receive three further immersion lessons in parallel to regular tuition in L2. This division will only be a temporary measure until the pupils achieve an appropriate level of confidence in the language. Differentiation within a class is normal pedagogical practice. However, differentiation alone with a focus on three or even four different levels of competency can hardly lead to the desired success. Comparable situations at European Schools have shown this to be the case.
- Pupils in Years S5 to S7 who are new to the German language will receive two immersion classes in L2 German.

(6) The promotion of language skills at secondary level will be an inter-class project. The necessary competencies will not merely be taught in temporary individual measures. On the contrary, the EST supports a long-term strategy spanning all year groups. The boarding school model offers additional time to provide this support.

c. Responsibility for the community

The EST will provide a joint living and learning experience which teaches pupils responsibility: responsibility for others but also for oneself.

“Service learning” will be particularly important for pupils at the EST. Service learning involves working for the benefit of the community for a certain period of time every week.

It can entail involvement in the voluntary fire brigade or water rescue service, work in nature protection projects or in old people’s homes or looking after people with disabilities. These extra-school experiences will be integrated into school lessons. The EST sees itself as an active partner to existing community services and non-profit initiatives in Templin and the Uckermark.

Teachers will be active on two levels: as mentors at the boarding school and as experts in their subject areas. They will perform a patchwork of roles, involving their teaching skills, their expertise and their curiosity – that is to say, their own willingness to learn. In their role as mentors, the teachers will act in loco parentis without, however, assuming the role of parent and provide advice as coaches and critical friends.

The current discussion on the boarding school’s child protection concept proposes the introduction of a so-called “six-eye” principle. This means that every pupil will have two adult contact persons, normally teachers. Furthermore, an elected external ombudsman or a corresponding committee will be available to deal with any serious crises. This means that there will be two reference systems, an internal and an external system.

The entire institution will run according to the principle of listening to and respecting others: participation from an early stage and the exercise of democratic rules are of tremendous importance for the pupils’ future. This means that the pupils will share responsibility for the school – which means more than just working on a school council.

The EST will have a pupil parliament, a kind of “legislative” body in which pupils and adults will set themselves rules within the given framework, decide on annual topics and agree projects. Here too differences will be discussed and settled. The “executive” body dealing with boarding school operations will consist of assistants representing each residential building and mentor conferences representing the teachers. In the field of tuition, there will also be a steering group of teachers and an assembly of class spokespersons. A conference of helpers and service leaders will deal with the extra-curricular field, which is of particular importance for the learning services. Last but not least, the “judicative” will be made up of two pupils’ representatives and the school administration.

The EST will be devoted to appreciating heterogeneity as the driver of creativity and the essence of the community. All this will generate a sense of community which is constantly in motion and which is seen as an ongoing process, providing the best platform for living in solidarity.

III. Enrolling students from throughout Europe

a. Capacity of the European School Templin

The European School Templin plans to have a capacity of 340 pupils, initially consisting primarily of years 6 and 7 (S1 and S2)¹. In order for the EST to have the specific focus of a European School, it will be essential to achieve a balanced mixture of pupils from Germany, European and non-European countries. The EST can only develop the desired European identity by hosting pupils with an adequate range of cultures and languages.

The following calculations are based on pupils from Year 7 upwards as the EST's boarding school character means that only individual Year 6 pupils will attend the school.

b. Main target groups

The main target groups of the EST have been identified against this background. They can be grouped according to their origin as follows:

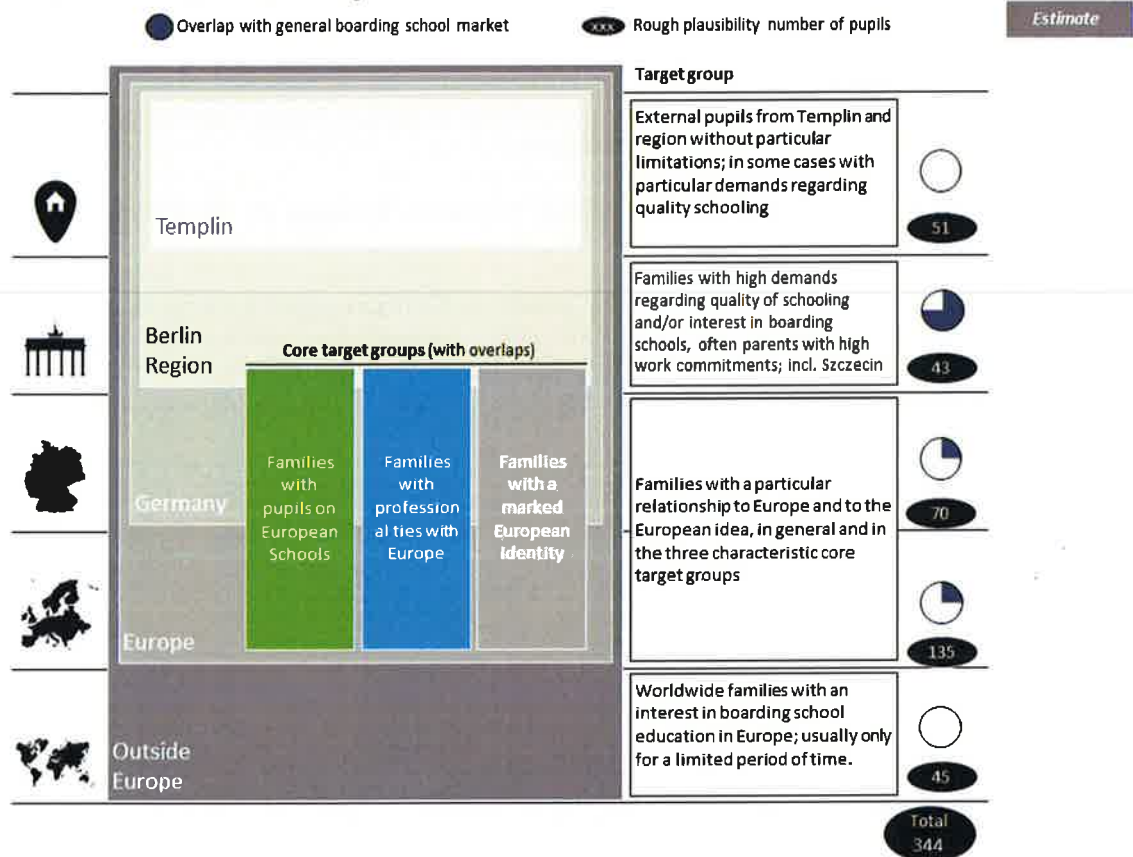
- Pupils from **Templin** and the immediate vicinity, as a rule day pupils
- Pupils from the **wider region**, including Berlin,
- Pupils from throughout **Germany**,
- Pupils from **Europe**,
- Pupils from **non-European countries**.

As far as pupils from throughout Germany and from European countries are concerned, the EST is not primarily aiming to compete with other boarding schools on the general boarding school market, but is concentrating on three sub-target groups which are sympathetic towards the EST due to their decidedly European identities:

- Pupils from **families with children at European Schools**: As the EST is to become the first European School with boarding facilities, it has the chance of attracting pupils from other European Schools who are interested in boarding or where a move to a boarding school would seem wise for educational or family reasons. A survey of existing (accredited) European Schools showed that there is such potential (with different emphases among the individual schools) and that the Office of the Secretary General and individual European Schools are in principle prepared to refer these clients to the EST. As most European Schools do not have any problems filling their places, the school management can generally refer pupils who are interested in attending a boarding school to the EST without having to consider their own financial situation.
- Pupils from **families with professional ties with Europe**: The EST is committed to the EU, its institutions and its broader environment and would like to particularly address children whose parents work for the EU and in its broader environment. These could, for example, be staff at the EU representation in Berlin, civil servants sent by German ministries to Brussels or correspondents and lobbyists in Brussels or at the sites of EU agencies which are too small to warrant the establishment of their own European School.

- Pupils from **families with a marked European identity**: Hundreds of thousands of Europeans have experienced the advantages of the EU, for example, as Erasmus students, and feel committed to the European idea. The EST would also like to address this group with its decidedly pro-European attitude and to enrol large numbers of pupils from within these families who would like to switch to a boarding school.

Pupils per target group



c. Plausibility of the target groups

A detailed calculation (Enc. 1) underpins the EST's focus and derives realistic numbers of pupils deciding in favour of the EST on the basis of the individual target groups. The calculations are based on the total number of pupils in these target groups, considering the number of potentially reachable pupils within the target groups based on informed assumptions and using these figures as the basis for a low "success rate" of actual pupil acquisition. In addition, the assumed 24 full scholarships are divided among the target groups with different weighting factors.

These calculations form the basis for deriving the balanced composition of the student body:

- Pupils from **Templin** and the immediate vicinity, as a rule as external pupils: 51 pupils,
- Pupils from the wider **region**, including Berlin: 43 pupils,
- Pupils from all over **Germany**: 70 pupils,
- Pupils from **Europe**: 136 pupils,
- Pupils from **non-European countries**: 45 pupils.

d. Main channels for addressing pupils

The EST must go its own way to achieve this composition of its body of pupils. In addition to the Head of Marketing and Communication, this calls for further members of staff in Berlin and Brussels to ensure awareness of the EST in the networks/institutions that are relevant to the school's specific clientele. In the medium-term, the school will also have a permanent representative in Warsaw or Prague in order to be able to reach out directly to potential pupils in Central and Eastern European countries.

Bearing this in mind, the EST initiative has been focusing on the following channels and outreach activities:






The school project is already widely known in **Templin** and the immediate vicinity. External pupils and their parents, some of whom place particular demands on the quality of schooling, are being addressed through further reporting in the local and regional media, via outreach projects and cooperation with local schools. Children of the friends and families of EST staff should also not be forgotten.

The initiative will use regional and trans-regional reporting to address families from the wider **region** including Berlin (and Szczecin) who are interested in high quality education and/or boarding school facilities. These parents often have high professional commitments. The initiative will contact internationally oriented primary schools in Berlin and Potsdam and establish cooperation with particularly sought-after schools in Berlin with long waiting lists (e.g. Canisius Kolleg, Graues Kloster).

The EST will take advantage of trans-regional and international reporting to reach out to families throughout **Germany** and **Europe** with a particular relationship to Europe and the European idea – in general as well as in the three core target groups. In addition, there will be a close exchange with the European Schools both in Germany and in Europe as a whole as well as with the Office of the Secretary-General. The initiative will establish contacts with diplomatic missions, the Federal Foreign Office, the European institutions, Members of the European Parliament, foreign correspondents in Berlin and Brussels and with organizations and programmes with a focus on Europe (e.g. European Youth Parliament, Erasmus, foundations, Paneuropean Union, European Movement International).

The initiative will contact families **worldwide** with an interest in a boarding school education in Europe – among other things via international reporting, international boarding school networks, agencies and exchanges with boarding schools outside Europe.

Communication Channels

Origin	Target Group	Communication Channels				
	external pupils from Templin and the immediate vicinity; no explicit restrictions, high quality education demanded	General publicity locally; local/regional coverage; Schools on site; children/environment of employees				
	families demanding high-quality education; interest in boarding-schools; business professionals	regional/supraregional coverage; primary schools with an international focus in Berlin/Potsdam; heavily demanded schools in Berlin with waitlisted/rejected pupils (eg. Canisius, Graues Kloster)				
	families with distinctive ties to the EU and the European identity, in general and in three typical core target groups	<table border="1"> <tr> <td>supraregional coverage (eg. FAZ, SZ, Zeit)</td> <td>ES-RM an other European Schools in Germany</td> <td>diplomatic missions; state department; foreign correspondants in Berlin</td> <td>European Youth Parliament in Germany e.V.; foundadtions, Erasmus</td> </tr> </table>	supraregional coverage (eg. FAZ, SZ, Zeit)	ES-RM an other European Schools in Germany	diplomatic missions; state department; foreign correspondants in Berlin	European Youth Parliament in Germany e.V.; foundadtions, Erasmus
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		<table border="1"> <tr> <td>international coverage</td> <td>All European Schools and the Office of the Secretary-General of the European Schools (EURSC)</td> <td>employees European Institutions; diplomatic missions within the EU; press coverage; lobbies etc.</td> <td>European Youth Parliaments; pan-European-U.; Eur. Movem. Intl.; MdEP; Erasmus</td> </tr> </table>	international coverage	All European Schools and the Office of the Secretary-General of the European Schools (EURSC)	employees European Institutions; diplomatic missions within the EU; press coverage; lobbies etc.	European Youth Parliaments; pan-European-U.; Eur. Movem. Intl.; MdEP; Erasmus
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	families worldwide having an interest in (temporal) boarding-school education in Europe	international boarding-school-networks and student exchange cooperations with boarding-schools worldwide; intermediation agencies for boarding-schools				

families with children enrolled at European Schools

families with professional ties to the EU

families with a distinctive European identity

e. Other encouraging factors...

...are successful German-Polish day school projects along the Oder such as the grammar schools in Löcknitz and Görlitz. The European University Viadrina in Frankfurt/Oder also offers the EST numerous synergies. We are encouraged not least by the enthusiasm for boarding schools with a wide horizon. Examples include the current establishment of United World Colleges (UWC) in Armenia and Germany, for example. The entire world is at home at these UWCs. We believe that our school initiative will give Europe another home.

IV. Funding

a. Investments

The investments in the buildings are planned from the point of view of the Foundation “*Gebäudeensemble Joachimsthalsches Gymnasium Templin*”, which became the new owner of the site following its purchase in June 2016.

It is estimated that the cost of renovation work and new buildings will amount to 77 million euros. The cost of the renovation work is approximately equal to that of comparable new (boarding) school buildings of a similar size that have been constructed in recent years. These costs already include the major part of fixtures and fittings so that no further significant costs will arise in this area.

Based on experience with similar projects, public building funding is estimated to amount to at least 55%. Possible sources of funding are EU structural funding programmes such as ERDF, federal programmes such as that of the Building Ministry for nationally important urban development projects or of the Federal Government Commissioner for Culture and the Media for the protection of historic sites and buildings as well as direct EU funding. The non-profit Foundation aims to raise 45% of the renovation costs.

The Foundation will continue and step up its efforts to raise funds following the decision by the Board of Governors of the European Schools in favour of the European School Templin project.

b. Operations

A separate *non-profit operating company* (non-profit GmbH), which has yet to be founded, will plan the operations of the EST. The company will rent the renovated buildings from the Foundation as required.

Running costs will be funded via school fees and scholarships. In addition, the EST is aiming to receive recognition as an alternative school from the *Land* of Brandenburg for the German language section. This status would involve additional state funding. In order to gain recognition, the school will have to fulfil the corresponding requirements of the Brandenburg School Law at the time of application in early 2021. The model for a European School with the status of a state-recognized alternative school is the European School RheinMain (ESRM). The current business plan illustrates the economic viability of running the EST.

The initiative considers it important for pupils to be able to attend the school irrespective of their family background or income. This will be made possible through full and partial scholarships and a largely means-tested school fees system. The school will also make a particular effort to enrol suitable pupils from disadvantaged backgrounds in Europe. 19

V. Prospects

The *Joachimsthalisches Gymnasium* was a distinguished school whose pupils included many famous personalities (e.g. Achim von Arnim, poet; Otto Diels, Nobel Prize for Chemistry; Carl Diercke, Geologist, i.a. Diercke School Atlas; Ernst von Harnack, resistance fighter during the National Socialist dictatorship, executed in 1945; Erwin Panofsky, art historian; Karl Ploetz, founder of the '*Der große Ploetz*' encyclopaedia). Anyone seeing the site, the deserted buildings, the gardens and the banks of the lake will be able to imagine how lively this place must once have been and what a great spirit must have reigned at this grammar school. The idea of restoring the school in a modern form, re-awakening the spirit of humanist education and combining it with the concept of a European culture is irresistible. We are determined to bring this idea to life and we very much hope for your support.

EUROPEAN SCHOOL TEMPLIN: PROJECTION
Assumptions from Business Plan

Target Group	Statistical Population (estimation)	Reachable Share (estimation)	Market Penetration (estimation)	+ Scholarships	#Pupils
Locally/Templin	666	20%	35,00%	4	51
Regionally (surrounding rural districts and Berlin)					
Surrounding rural districts and Berlin	119,510	1,66%	2,00%		40
City of Szczecin	9,771	1,66%	2,00%		3
Germany-wide					
General	2,404,466	1,66%	0,10%	3	43
from families with					
- children at ES					0
- professional ties with Europe	4,000	1,66%	15,00%		10
- marked European identity	105,600	1,66%	1,00%		18
Europe					
General	14,970,202	1,66%	0,01%	12	37
from families with					
- children at ES	32,000	1,66%	4,00%		21
- professional links with Europe	33,000	1,66%	4,00%		22
- marked European identity	660,000	1,66%	0,50%		55
Global	40			5	45
Total				24	344

Opinion of the Joint Board of Inspectors

The JBI expressed a favourable opinion on the General Interest File submitted by the German authorities concerning the request for a European School at Templin (Germany).

The JBI considered that this File met the requirements of the first stage of the accreditation process defined at Mondorf in April 2005 and recommended that the BoG should approve it.

