



EUROPEAN COMMISSION
DIRECTORATE-GENERAL
JOINT RESEARCH CENTRE

Brussels 21 September 2017
v.12

A report of the High-Level Reflection Group on European Schools close to JRC sites¹.

¹ European Schools (ES) close to JRC site are: ES Varese, ES Mol, ES Bergen, ES Karlsruhe. This report was prepared on the specific request of the Director-General of the Joint Research Centre.

Table of Contents

EXECUTIVE SUMMARY	1
1. INTRODUCTION	2
1.1. Objective of the report.....	2
1.2. Context	2
1.3. Values and Mission	6
1.4. Structure	6
1.5. Budget, number of students and cost per pupil	7
1.6. Governance.....	13
1.7. Quality of Education.....	14
2. CHALLENGES AND OPPORTUNITIES OF THE EUROPEAN SCHOOLS CLOSE TO JRC SITES	15
2.1. Sustainability of the European Schools: a combination of different elements.....	16
2.2. Attracting teachers.....	17
2.3. Attracting pupils of all categories.....	17
2.4. Integration in the city, region, Member State.....	18
2.5. Strengthening collaboration.....	19
2.6. Branding of the European Schools close to JRC sites.....	20
3. CONCLUSIONS	21
TABLE I – CHALLENGES AND OPPORTUNITIES, RECOMMENDATIONS SUMMARY TABLE	I
ANNEX I: THE HIGH LEVEL REFLECTION GROUP	I
ANNEX II: COST PER PUPIL – DETAILS	I
ANNEX III: EUROPEAN SCHOOLS CLOSE TO JRC SITES - SNAPSHOT.....	IV
Bergen (JRC Petten).....	iv
Mol (JRC Geel)	iv
Varese (JRC Ispra)	v
Karlsruhe (JRC Karlsruhe).....	vi
ANNEX IV COOPERATION JRC- EUROPEAN SCHOOLS CLOSE TO JRC.....	VII
JRC Geel and European School Mol.....	vii
JRC Petten and European School Bergen	vii
JRC Karlsruhe site and the European school Karlsruhe.....	vii

EXECUTIVE SUMMARY

The European Schools close to the various Joint Research Centre (JRC) sites provide an essential educational offer and are important in view of the JRC's long-term strategy 2030. These schools are vital for attracting and retaining the best scientists and ensuring the well-being of staff at the different sites. In addition, they have an influential role in educating children in European values for both EU and non-EU staff.

This report is internal to the JRC, commissioned at the request of the Director-General. Its primary purpose is to provide an updated situation of the European Schools in general and, more specifically, of those located nearby the JRC sites in order to sustain each of the schools including their current language sections. The report may contribute to a broader reflection on the European Schools system.

From the data analysed, each of the European Schools is unique and has a different pupil population depending on whether they are located close to areas with a high concentration of EU Institutions such as Brussels and Luxembourg or a limited concentration of staff as at the JRC's sites. Following discussions also with Directors of these European Schools, the differences have a direct impact on costs where in general, the smaller the EU institution site, the higher the costs.

The report is divided into two main sections. The first focuses on the context with detailed facts and figures about the European Schools and the second discusses the challenges and opportunities particularly for the four European schools near the JRC sites. The report concludes with six recommendations (as detailed in Table 1) to improve the sustainability of the European Schools, ensure their attraction for both teachers and pupils, boost their integration in region and member state, enhance the already existing collaboration with the JRC and develop a unique branding for the European schools located close to a JRC site.

1. INTRODUCTION

1.1. Objective of the report

The purpose of this internal JRC report is a stock-taking exercise to reflect on the important role of the European Schools located close to JRC sites and on a sustainable model to preserve these schools and their current language sections, on the specific request of the Director General of the JRC.

The report was prepared as requested by the JRC Director General in response to a decision taken by the Board of Governors on 12 December 2016 to gradually phase out the German section at the European School of Mol as of the academic year 2017-2018. The Reflection Group is also open to the option that the report may contribute to a broader reflection on the European school system.

1.2. Context

The JRC is located on six sites in five Member States and employs around 3000 staff working across many policy fields. Central to the JRC Strategy 2030 is the recruitment, development and care of staff.

The European Schools close to JRC sites were opened at the same time as the creation of the JRC by the Euratom Treaty. As highlighted in the 2011 report of the dedicated workshop "Education, Schooling and European schools linked to the Joint Research Centre", the offer of education is critical for the JRC to attract and retain the best individuals to meet its obligations as a service of the European Commission. The schools help to guarantee the attractiveness to personnel, whilst contributing substantially to the well-being of staff and their families. Moreover, they contribute significantly in the host region by providing quality education and promoting European values for children of both EU and non-EU staff.

This mission of the European Schools to transmit European values to their pupils, irrespective of the school's location, has always entailed a cost. Nonetheless, there is an increased expectation on these schools to reduce costs. The high costs per pupil, particularly in some of the European Schools, have raised questions by the European Parliament's Budgetary Control Committee on the efficiency and sustainability of the European Schools.

The education provided by the European Schools is an essential incentive to attract personnel working for the European Institutions, if compared to other large international organisations which in general contribute to the educational costs of their employees. This competitive advantage is crucial to attract highly-qualified scientists to the JRC sites outside Brussels².

² In particular, the increasing number of young contractual agents with children being recruited by the JRC makes the presence of a European school close to the JRC sites essential to be able to continue to attract and retain the best scientists. Furthermore the European Commission has committed to ensure the smooth functioning of the Community Institutions and bodies and facilitate the fulfilment of personnel tasks, independently of their work place.

The European Schools system consists of 13 schools located in 6 EU countries and has more than 26,000 students³. It operates with an annual budget of EUR 305 M (budgetary year 2017) with contributions from 28 Member States, the European Commission, other EU institutions and bodies (ex. EIB, ESM, EUIPO), plus a contribution from the European Patent Office. The system is under constant pressure to be sustainable in terms of budget, pedagogical performance and governance.

The main legal basis of the European Schools is the Convention⁴ which sets out their statute. The financial and operational management of the schools is carried out according to the General Rules of the European Schools⁵, the Financial Regulations applicable to the budget of the European Schools⁶, its implementing rules⁷, Regulations for Members of the Seconded Staff of the European Schools⁸, the Service Regulations for the locally recruited teachers in the European Schools⁹ plus the Service Regulations for the Administrative and Ancillary Staff (AAS) of the European Schools.¹⁰

As explained in the rules "*Criteria for setting up, closure or maintenance of the European Schools*"¹¹, section 1.0 Preliminary observation: *Decisions to set up and maintain a European School is a political decision which takes into consideration a number of factors associated with the raison d'être of these schools (i.e. to ensure the smooth functioning of the Community institutions and bodies and to facilitate the performance of their tasks)*". The rules also state that economic constraints and minimum conditions for the school's viability have also to be met together with ensuring the optimum operation of an essential Community activity.

To assist the Board of Governors and to facilitate the decision-making process, several indicative criteria defining the viability of the European Schools were established in 2000 and subsequently revised in 2015¹². The European Schools in the proximity of JRC sites were established between 1960 and 1963 to ensure the smooth functioning of the Community institutions and to facilitate the JRC's performance of its tasks in areas remote from main cities. Over the years, it has not always been possible to fulfil these criteria, in particular the one related to the required number of pupils necessary to maintain a language section, as well as the

³ On 15 October 2016 the number of students enrolled in the 14 schools was 26 691, about 13% enrolled in the schools close to the JRC sites.

⁴ OJ L 212, 17.8.1994

⁵ Ref: 2014-03-D-14-en-5

⁶ Financial regulation of 24 October 2006, ref: 2014-12-D-10-en-1

⁷ Ref: 2014-12-D-11-en-1

⁸ Ref: 2011-04-D-14-en-6

⁹ Ref: 2016-05-D-11-en-1

¹⁰ Ref: 2007-D-153-en-7

¹¹ Ref: 2015-04-D-18-en-1

¹² Ref: 2015-04-D-18-en-1

percentage of category I pupils on the total number of enrolled pupils in the school¹³ which is generally lower at these schools.

The pressure on the administrative expenditure of the European Union impacts also the European Schools which are financed from Heading Five of the EU budget. One of the primary indicators examined by the European Parliament's Budgetary Control Committee is the cost per pupil. However, several members of the High-Level Reflection Group underlined the importance and added value of the schools to attract staff in the remote JRC sites, and their contribution to ensure the well-being of staff working at those sites.

In that context, several members of the group also highlighted the difficulties affecting JRC Seville staff for the education of their children, due to the absence of a European School. Staff are obliged to opt for a local Spanish system or an international school, with the added risks of disruption to the education of their children¹⁴. The view of most of the members of the High-Level Reflection Group is that the cost indicator is too blunt a measure to properly acknowledge the various factors impacting on the different European Schools¹⁵, with schools outside Brussels and Luxembourg appearing above the average due to their lower occupancy and fixed costs related to provision of SWALS, security obligations, building maintenance etc.

Between 2013 and 2016, the cost per pupil in all the European Schools was basically constant varying from EUR 10,842 to EUR 10,847. However, during the same period, the cost in the Brussels schools increased from EUR 9,922 to EUR 10,081 (1.6%) whilst in Varese it decreased from EUR 13,493 to EUR 13,373 (-1%). For Bergen the cost per pupil rose in 2016 to EUR 15,848 (+11.5% in comparison with 2013). At Mol the figure was EUR 15,307 (+1.8% from 2013) and Karlsruhe EUR 13,454¹⁶ (+9.8% from 2013).

It should be noted that between 2013 and 2016 the budget of the four schools near the JRC sites was constant with the exception of Bergen, where it increased by 6,41% in the period analysed. At Varese, it decreased by 3.32%, while the total

¹³ For example, the COM(2013)714 final of 31.10.2013 section 2 presents the situation of the European Schools indicating that: in Bergen the majority of pupils are those of category III (80.4%) and category I represent 19.4% of the total school population; in Karlsruhe the percentage of pupils category I is 19%; in Mol category I students represent 25% of the total population with the German section decreasing from 72 pupils in 2011 to 64 in 2012. The Gaignage criteria which requires the number of category I pupils enrolled in areas outside Brussels and Luxembourg to be a minimum of 50% on the total of pupils could never be met by the schools in proximity of the JRC sites. However, in 2008, the Board of Governors of the European Schools acknowledged that the Gaignage criteria are only indicative and that the opening or closure of a school is primarily a political decision.

¹⁴ Educational disruption may be particularly suffered by colleagues with temporary assignments at the time of transfer to another country or relocation with children who commenced education in their main language.

¹⁵ See: SP(2016) 734 Note to the Members of the Commission on the European Parliament Meeting of the Committee on the Budgetary Control (CONT), Brussels 12-13 October 2016 pages 13 and 14, and 2017-01-D-10-en-1 Report of the Secretary-General to the Board of Governors of the European Schools for the year 2016.

¹⁶ Source: 2017-01-D-10-en-1

budget of the European Schools system increased overall by 8.75%¹⁷. Moreover, during the same period the number of pupils increased overall from 24,547 to 26,691, corresponding to a 8.7 % increase. At the European Schools close to the JRC sites, the number of pupils generally remained stable (e.g. Mol) or decreased (e.g. Karlsruhe, Bergen and Varese). In total the number of pupils in the four schools linked to the JRC decreased from 3,625 to 3,460 pupils between 2013 and 2016 (i.e. by approximately 5 %)¹⁸.

The analysis shows that each of the European schools has unique characteristics depending on whether they are located close to areas with a high concentration of EU Institutions (e.g. Brussels and Luxembourg) or a limited concentration of staff, as at the JRC's sites. These differences have a direct impact on costs. In general, the smaller and more remote the EU institution site, the higher the costs.

However, the schools in the vicinity of the JRC sites are crucial to the attractiveness of the respective sites, and in particular the need to retain and hire qualified personnel necessary for the JRC to meet its strategic objectives. Several HLRG members commented that the latter element and mission of the European Schools as defined by Jean Monnet were not necessarily considered at the time of assessing the added-value of the European Schools near to JRC while the cost per pupil constituted an important factor in the evaluation.

On 12 December 2016, the Board of Governors of the European Schools decided to gradually phase-out the German section at the European School of Mol as of the academic year 2017-2018. The decision was taken on the basis of the criteria for the setting-up, closure or maintenance of the European Schools, which foresee a certain level of students to maintain a language section. The total number of students enrolled in this section in the school year 2016-2017 is 41. As of 1 September 2017, the section will be phased out within a maximum of seven years starting with N1 and S1 classes.

Against this background, the JRC Director-General decided in January 2017 to set-up an internal High-Level Reflection Group on a feasible and sustainable model to preserve and develop the existing European Schools in proximity of the JRC sites. The Group is chaired by Maive Rute, Deputy-Director General and is composed of JRC managers, the Presidents of the JRC Local Staff Committees and representatives from the Directorate General of Human Resources and Security. All members in their respective roles and responsibilities have contributed substantially to the work of the High-Level Reflection Group.

During its work, the Group met in different compositions and in plenary sessions with all the members and bilaterally, including also with the Directors of the European Schools in proximity of the JRC. The Group met three times via video conference to take stock of issues related the schools and discuss key elements of the report. Meetings on site with the schools Directors and representatives from the JRC further helped to better understand the challenges and opportunities of each of

¹⁷ Ref: 2016-10-D-2-fr-2 "Données sur la rentrée scolaire 2016-2017 des Ecoles européennes – Conseil Superior des Ecoles européennes"

¹⁸ *idem*

the four schools in proximity of the JRC, as well as the importance of their joint collaboration.

A meeting was also held on 4 May with the Secretary-General of the European Schools and the Chair of the Group to inform him about the on-going reflection on the European Schools close to the JRC sites. The meeting was also facilitated by colleagues from the Directorate General for Human Resources and Security.

Ms Rute is grateful to the JRC's European Schools Directors and to all the members of the High-Level Reflection Group for their contributions, in particular, to the representatives from the Directorate General for Human Resources and Security, who provided a detailed insight on the legal and financial framework of the European Schools system. The Reflection Group leaves it to the discretion of the JRC Director General to possibly share this report with the Administration of the European Schools in the frame of a discussion on the future of the European Schools' system. .

1.3. Values and Mission

The **values** of the European School education, identified by Jean Monnet in the sixties, are still valid today and pursued by the system: "*Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together.*

Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe."

The **mission** of the European Schools is to provide a multilingual and multicultural education for nursery, primary and secondary level pupils leading to the European Baccalaureate.

They are primarily aimed for children of staff of the European institutions/bodies (category I) as they contribute to attract and retain staff, playing an important role in the human resources policy of the European Institutions.

1.4. Structure

The European Schools were created 60 years ago to accommodate the schooling of children of staff of the Institutions in their mother tongue with a common curriculum.

There are currently fourteen type I European schools, located in Belgium (four schools in Brussels and one in Mol), Germany (Frankfurt, Munich, Karlsruhe), Italy (Varese), Luxemburg (two schools), Spain (Alicante) and the Netherlands (Bergen)¹⁹.

The school population also varies in relation to the three categories of pupils:

¹⁹ The ES Culham closed in August 2017 because of the move of the Joint European Torus, its "raison d'être", to France. A local school to replace it, was accredited by the European Schools System.

- Category I pupils: children of EU staff. They are entitled to priority enrolment and do not pay school fees;
- Category II pupils: children of parents whose employer has concluded a contract with the employer covering the total cost of schooling;
- Category III pupils: children from private families paying a school fee.

The European Schools are organised in different language sections. Pupils are enrolled in the language section which represents the dominant language of the child. All pupils are educated in a second language from the age of six – first primary, choosing between English, French or German.

Pupils whose main language is not represented by a language section can choose to enrol in the English, French or German language sections or in the language section of the hosting country. They receive additional classes in their first language.

Following the reform process of the European Schools and the decision to open up access to the pedagogical structure of the system, thirteen public and private schools have become accredited European Schools (type II European Schools), and one more is in the process of accreditation. These schools offer the European curriculum and may offer the European Baccalaureate. In addition to the pedagogical accreditation, eight accredited schools have signed a so called "contribution agreement" with the European Commission and are receiving a financial contribution from the EU on a pro-rata basis for the pupils of the European institutions and agencies attending the school²⁰.

This reform process, initiated in 2009, allows Member States to request accreditation of national schools to enable them to offer a European curriculum and the European Baccalaureate. They are in general established close to a European Agency. It is worth noting that as there is no Type 1 European School located in Seville, the accreditation of a school as a Type II European School should be analysed²¹.

1.5. Budget, number of students and cost per pupil

Budget

For 2017, the overall budget of the European Schools system amounts to about EUR 305 million. In the case of the four European Schools close to JRC sites, the total budget is about EUR 51 million which corresponds to 16.7% of the total budget of the European Schools.

The contribution from the EU budget accounts for about 62% of the budget (EUR 188 million in 2017). The remaining sources of revenue are contributions from the

²⁰ These schools are located in Tallinn, Dunshaughlin, Parma, Helsinki, Strasbourg, Manosque, Heraklion and La Haye

²¹ Either private schools or governments (in the case of state schools) may apply for accreditation as European School and offer the European Baccalaureate to their students. The criteria for such accreditation are established by the European Schools system. In the specific case of Seville, either the Spanish Government or any local, private school may file a demand for accreditation. The role of the JRC would be limited to explore the interest for accreditation of the schools based in Seville and or the regional authorities.

Member States (salaries of seconded teachers, cost sharing system²²), the European Patent Office (about 7%) as well as school fees and contributions from Category II pupils fees (about 4%) and Category III pupils fees (about 6%). Contributions from other institutions and bodies, based on "contribution agreements", are received from the European Investment Bank Group, the European Stability Mechanism, EUIPO (former OHIM) and other agencies and bodies such as the Single Resolution Board and several Joint Undertakings.

In 2018, the financial contributions from all the various agreements concluded is expected to amount to about EUR 13.5 million, which is approximately 4.3 % of the overall European Schools budget. Among other contributions are those made by regional and local authorities (e.g. the contribution to the European School of Karlsruhe by the State of Baden-Württemberg).

The contribution from the European Union to the European Schools budget amounts to 1.9%²³ of the total administrative appropriations covering staff expenses²⁴.

The educational offer of the European Schools is an essential incentive to attract personnel working for the European Institutions. Following the 2004 staff reform, costs to cover the education of civil servants and temporary staff give a competitive advantage to the European Institutions if compared to other international organisations who in general contribute to the educational costs of their employees' children.

The budget of the European Schools system increased by 8.75% between 2013 and 2016, against an 8.7% overall increase of schools' population, while, during the same period, the budget of the European Schools near the JRC sites registered a slight decrease of 0.61% against the decrease of the student population of 5.5 %²⁵.

Number of pupils

The total population of students, as per enrolment in October 2016, was 26,691, an increase of 3% in comparison to the previous school year and of 8.7% since September 2013. Between 2013 and 2016, the total population of students in the European Schools close to JRC sites decreased by 5.5% from 3,625 to 3,424 pupils, i.e. a total of 201 students. However, during the period 2015-2016 the number of pupils in these schools has remained stable and represented about 13% of the total population of the European School system.

The distribution of Category I students in all European Schools is on average 80% in comparison to the 36% for those close to the JRC, ranging from 20% of the total

²² Report of the Secretary-General to the Board of Governors of the European Schools for the year 2015. Ref: 2016-01-D-50-en-2

²³ Data for 2016: http://ec.europa.eu/budget/annual/index_en.cfm?year=2016

²⁴ EU Budget Heading 5 Administration

²⁵ Taking into account that costs related to infrastructure maintenance and other running costs are independent from the number of pupils, the budget decrease at the schools near the JRC demonstrates the substantial efforts made to rationalise costs and comply with the overall budget constraints imposed on the system.

number of pupils in Karlsruhe to 60% in Varese. The table on the following page presents the distribution of students per category as of September 2016.

SEPTEMBER 2016				
	Cat. I	Cat. II	Cat. III	TOTAL
Bergen	121 (23%)	0	405 (77%)	526 (100%)
Mol	157 (21,2%)	5 (0,7%)	578 (78,1%)	740 (100%)
Varese	792 (59,9%)	158 (11,9%)	371 (28%)	1.321 (100%)
Karlsruhe	172 (20,5%)	195 (23,2%)	470 (56,2%)	837 (100%)
	Cat. I	Cat. II	Cat. III	TOTAL
Total (JRC sites ES)	1.242 (36,2%)	358 (10,4%)	1.824 (53,2%)	3.424 (100%)
Total (all ES)	21.310 (79,8%)	1.077 (4,0%)	4.304 (16,1%)	26.691 (100%)

Source: EC-DG-HR 2017: Population per category of students: European Schools close to JRC sites and European Schools system.

The publication "Facts and figures on the beginning of the 2016-2017 school year in the European Schools"²⁶ presents an in-depth analysis of the status in terms of pupil population, of choices of languages by pupils and of staff. The evolution of the pupil population between 2013 and 2016 per school is presented in the table below. Between 2013 and 2016 the overall population of pupils in the European Schools system increased by 8.7%, mostly concentrated in Brussels and Luxembourg. In the same period the European Schools close to the JRC, with the exception of Mol, registered a decrease in population (-5.4 % in Varese, -6.9% in Bergen and -9.5% in Karlsruhe).

²⁶ Facts and figures on the beginning of the **2016-2017** school year in the European Schools: [2016-10-D-2-en-2](#)

Schools	2013		2014		2015		2016		Difference between 2013 and 2016	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	1042	-1,0%	1007	-3,4%	980	-2,7%	1010	3,1%	-32	-3,1%
Bergen	565	1,6%	552	-2,3%	537	-2,7%	526	-2,0%	-39	-6,9%
Brussels I (Uccle)	3083	1,4%	3278	6,3%	3394	3,5%	3344	-1,5%	261	8,5%
Brussels I (Berkendael)							154		154	
Brussels II	3078	-2,1%	2958	-3,9%	2998	1,4%	3056	1,9%	-22	-0,7%
Brussels III	2870	-0,8%	2906	1,3%	2989	2,9%	3041	1,7%	171	6,0%
Brussels IV	1932	26,3%	2263	17,1%	2498	10,4%	2703	8,2%	771	39,9%
Culham	600	-12,0%	537	-10,5%	459	-14,5%	390	-15,0%	-210	-35,0%
Frankfurt	1247	4,7%	1424	14,2%	1452	2,0%	1465	0,9%	218	17,5%
Karlsruhe	925	1,5%	863	-6,7%	813	-5,8%	837	3,0%	-88	-9,5%
Luxembourg I	2786	2,6%	2972	6,7%	3081	3,7%	3260	5,8%	474	17,0%
Luxembourg II	2101	6,9%	2243	6,8%	2348	4,7%	2531	7,8%	430	20,5%
Mol	738	-0,8%	723	-2,0%	722	-0,1%	740	2,5%	2	0,3%
Munich	2183	5,8%	2237	2,5%	2261	1,1%	2313	2,3%	130	6,0%
Varese	1397	0,9%	1422	1,8%	1371	-3,6%	1321	-3,6%	-76	-5,4%
Total	24547	2,8%	25385	3,4%	25903	2,0%	26691	3,0%	2144	8,7%

Source: Facts and figures on the beginning of the 2016-2017 school year in the European Schools.
Ref: 2016-10-D-2-en-2

From the data obtained from the European Schools, the numbers of Category I pupils at the schools near the JRC sites has remained relatively stable with the exception of Karlsruhe, which saw a slight decrease.

These figures may lead to different interpretations depending on the reference period selected. If the evolution of Category I pupils is examined between 2012 and 2015, with the exception of Karlsruhe, the European Schools close to the JRC sites have seen an *increase* in absolute numbers and percentages, with Mol (12.14%) which is comparable to the average (13.95%) and Bergen (14.81%) above it.

Schools	2013		2014		2015		2016		Difference between 2013 and 2016	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	606	58,2%	615	61,1%	624	63,7%	650	64,4%	44	7,3%
Bergen	123	21,8%	131	23,7%	124	23,1%	121	23,0%	-2	-1,6%
Brussels I (Uccle)	2843	92,2%	3116	95,1%	3275	97,4%	3236	96,8%	393	13,8%
Brussels I (Berkendael)							154	100,0%		
Brussels II	2910	94,5%	2814	95,1%	2872	95,8%	2944	96,3%	34	1,2%
Brussels III	2736	95,3%	2782	95,7%	2880	95,4%	2943	96,8%	207	7,6%
Brussels IV	1878	97,2%	2191	96,8%	2408	96,4%	2598	96,1%	720	38,3%
Culham	57	9,5%	43	8,0%	36	7,8%	30	7,7%	-27	-47,4%
Frankfurt	903	72,4%	1118	78,5%	1196	82,4%	1241	84,7%	338	37,4%
Karlsruhe	180	19,5%	186	21,6%	167	20,5%	172	20,5%	-8	-4,4%
Luxembourg I	2352	84,4%	2461	82,8%	2510	81,5%	2640	81,0%	288	12,2%
Luxembourg II	1526	72,6%	1614	72,0%	1668	71,0%	1750	69,1%	224	14,7%
Mol	154	20,9%	163	22,5%	157	21,7%	157	21,2%	3	1,9%
Munich	1705	78,1%	1768	79,0%	1815	80,3%	1882	81,4%	177	10,4%
Varese	791	56,6%	821	57,7%	798	58,2%	792	60,0%	1	0,1%
Total	18764	76,4%	19823	78,1%	20530	79,3%	21310	79,8%	2546	13,6%

Source: Facts and figures on the beginning of the 2016-2017 school year in the European Schools. Category I pupils. Ref: 2016-10-D-2-en-2

Schools	2012		2013		2014		2015		Difference between 2012 and 2015	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	577	54,85 %	606	58,16 %	615	61,07%	624	63,67%	47	8,15%
Bergen	108	19,42 %	123	21,77 %	131	23,73%	124	23,09%	16	14,81%
Brussels I	2807	92,34 %	2843	92,22 %	3116	95,06%	3275	97,35%	468	16,67%
Brussels II	2945	93,67 %	2910	94,54 %	2814	95,13%	2872	95,79%	-73	-2,48%
Brussels III	2752	95,16 %	2736	95,33 %	2782	95,73%	2880	95,35%	128	4,65%
Brussels IV	1492	97,52 %	1878	97,20 %	2191	96,82%	2408	96,39%	916	61,39%
Culham	75	11,00 %	57	9,50 %	43	8,01%	36	7,84%	-39	-52,00%
Frankfurt	823	69,10 %	903	72,41 %	1118	78,51%	1196	82,36%	373	45,32%
Karlsruhe	173	18,99 %	180	19,46 %	186	21,55%	167	20,54%	-6	-3,47%
Luxembourg I	2322	85,52 %	2352	84,42 %	2461	82,81%	2510	81,46%	188	8,10%
Luxembourg II	1445	73,54 %	1526	72,63 %	1614	71,96%	1668	71,03%	223	15,43%
Mol	140	18,82 %	154	20,87 %	163	22,54%	157	21,74%	17	12,14%
Munich	1610	78,04 %	1705	78,10 %	1768	79,03%	1815	80,27%	205	12,73%
Varese	748	54,05 %	791	56,62 %	821	57,74%	798	58,20%	50	6,68%
Total	18017	75,48%	18764	76,44%	19823	78,09%	20530	79,26%	2513	13,95%

Source: Facts and figures on the beginning of the 2015-2016 school year in the European Schools. Category I pupils. Ref: 2015-10-D-6-en-2

Of the school age children of JRC staff, some 60% are enrolled in the local European Schools, ranging from 61% in Geel to 63% in Karlsruhe.²⁷ At the time of writing, corresponding data regarding school age children of EU staff enrolled at the other European schools was not available. The figure shows the demand and use of the schools by JRC staff.

In 2016, Category II pupils account for 23.2% of the total population at the Karlsruhe school and 12% of that of Varese, with an average of 4% of the all European Schools. During the same period, the number of Category III pupils represented 77% of the total school's population in Bergen, 56.2% in Karlsruhe, 78.1% in Mol and 28.1% in Varese, whilst the average in all European Schools was 16.1%.

The low share of Category I pupils is especially significant in Bergen, Mol and Karlsruhe, while less relevant in Varese due to its size. The smaller share is obviously linked to the lower number of JRC staff employed at those three sites compared to other locations of the Commission and European institutions such as Brussels and Luxembourg. As a consequence, the share of Category III students is much higher in the JRC schools than the average. Their student population structure makes them, with the exception of Varese, unique from the European Schools. As a matter of example, Brussels has a **percentage of Category I pupils** above 95%, Luxembourg above 80%, while the schools close to the JRC sites, have a percentage

of the same category of students which varies between 21% (Karlsruhe) and 60% (Varese).

In this respect, the HLRG members discussed the opportunity to analyse further the fee structure applied to Category II and Category III pupils in these schools.

It should be noted that Category III students pay a fee which is established by the European Schools system for each school. The fee applied does not fully cover the cost of education of these pupils in the schools.

As for **Category II** pupils, the percentage is equally under-represented throughout the school system. It is worth noting that the costs related to the education of these pupils are entirely covered by the contribution agreements signed between the schools and the organisations offering a schooling allowance to their employees.

Schools fees year 2016-2017				
Source:	EU schools web site			
	Bergen	Karlsruhe	Mol	Varese
CAT II*	€16,162.83	€13,760.24	€15,132.31	€13,980.70
CAT III				
Nursery	€3,580.88	€3,580.88	€3,730.09	€3,580.88
Primary	€4,923.77	€4,923.77	€5,128.93	€4,923.77
Secondary	€6,714.23	€6,714.23	€4,923.77	€6,714.23

* CAT II fees cover pupils real costs

Source: EC-JRC based on the European Schools system web site.

Cost per pupil

As decided by the Schools Board of Governors, the numbers of category I pupils are one of the indicators used to benchmark the costs of each school. The report of the Secretary-General to the Board of Governors of the European Schools for the year 2016²⁸ mentions that *"The average cost per pupil for the year 2016 across the Schools, including the costs of the Office of the Secretary-General, is EUR 12,434, showing an increase of EUR 278 in absolute figures compared with 2015. For the period 2011-2016 a 1.94% increase was recorded despite a significant increase of the schools' population over the same period"*. The European Schools have therefore all been making a significant effort to reduce the average costs per pupil since 2011. This effort has given different results in the different schools, as shown in the tables in Annex II. More data on the cost per pupil per category and per school is presented in Annex II²⁹.

²⁸ Ref: 2017-01-D-10-en-2 page 23/57

²⁹ The total EU contribution in 2017 divided by the number of category I pupils, excluding children of the school's staff, enrolled for the school year 2016/17, gives the following figures. The average cost for the EU budget per pupil category I in the European Schools system amounts to EUR 8,332. This cost, in the European Schools close to JRC sites is recorded as follows: Bergen EUR 42,605; Mol EUR 39,325; Karlsruhe EUR 22,120; Varese EUR 13,265. The cost for the EU budget per category I pupil, considering only the JRC staff is as follow: Mol EUR 54,637; Bergen EUR 51,552; Karlsruhe EUR 31,705; Varese EUR 15,518.

Whilst acknowledging the structural diversity of the European Schools, a more realistic costing would be the cost per pupil over the entire European Schools system. By doing so for the reference period 2011-2016, it can be calculated as being only 1.94% against an increase of the total student population of 11.8%.

A key aspect which further impacts the cost per pupil is the population make-up and occupancy balance in the different schools as described above. The general opinion is that the number of pupils, occupancy levels, pupil costs, the EC contribution and the fee-scheme should be analysed more thoroughly with the primary objective to find a sustainable balance between Category I and III pupil costs and agreeable fee scheme for Category III pupils'.

Members of the HLRG representing the Directorate General for Human Resources and Security underlined that category III fees were thoroughly revised in 2014 and a further revision may be difficult to table to the Board of Governors of the European Schools. However, a comprehensive analysis on the "sustainable" number of Category I and Category III pupils' should be carried out in parallel with a proposal for a fee scheme for Category III pupils, particularly in the smaller schools.

1.6. Governance

The system of the European Schools is governed by an intergovernmental cooperation between the Member States and the Commission, on behalf of the European Union. This intergovernmental cooperation is independent of the European Treaty. As far as its rights and obligations are concerned, the Schools are treated in each Member State as educational establishments governed by public law.³⁰

Depending on the subject and its nature, acts of the European Schools and its organs can be appealed to the Complaints Board of the European Schools as defined by Article 27 of the Convention, or addressed to the National Courts. In its jurisprudence, the European Court of Justice confirmed that the Complaints Board whose judges are nominated by the Court and appointed by the Board of Governors, is a 'Court' within the meaning of the Treaty on the European Union.

The Board of Governors is the decision-making body for all political and strategic decisions. It consists of 28 representatives from EU Member States (one each), one representative from the European Commission who acts on behalf of the EU institutions, one representative of the Staff Committee (teaching staff), one representing the pupils' parents, one of the European Patent Office and one of the European Investment Bank Group³¹. Representatives of the schools' Directors and students have an observatory role at the Board of Governors. Depending on the subject, decisions are adopted either by a two-third majority or by unanimity.

The Secretary General of the European Schools represents the Board of Governors.

³⁰ Convention defining the Statute of the European Schools, art. 6. *Official Journal L 212*, 17/08/1994 P. 0003 - 0014

³¹ The representatives of the European Patent Office (EPO) and the European Investment Bank Group (EIB Group) have the right to vote only on issues related to the schools they are contributing to: Munich for EPO, Luxembourg I and II for the EIB Group.

The Directorate General for Human Resources and Security of the European Commission has the mandate to represent the European Union at the Board of Governors and other decision-making bodies of the European School system.

The rules and principles of the European Schools apply equally to all the schools, making no distinction between the highly-populated schools, such as those in Brussels, Luxembourg or Munich, and the smaller schools, like those near the JRC sites.

The standards to be followed by the schools are the same, as are the services they have to offer to the pupils (e.g. languages not covered by the main linguistic sections), independent of the size of the school, location, student population or number of linguistic sections.

1.7. Quality of Education

There was agreement among all the parties that the quality of education of the European Schools is of a high standard.

The European Baccalaureate is in principle recognised in all Member States. The qualification of the holder is required to be recognised in the Member State of which they are nationals, and should have the same rights of the diploma or certificate awarded at the end of secondary school education in that country. The holder is also entitled to apply to any university in the territory of any Member State on the same terms as nationals of that Member State with equivalent qualifications. National inspectors guarantee the practical application of these arrangements.

The HLRG members also discussed the importance for the JRC staff where the majority of its staff (i.e. the parents) have a high scientific background from well-recognised universities, and want to offer the same high-quality level of a European Baccalaureate to their children in order for them to access the best universities either within or outside the European Union.

Certain members of the HLRG commented that some universities, particularly those ranked higher in recognised world-wide rankings have difficulties in understanding the scoring methods and assessment criteria of European Baccalaureate. While these difficulties are disappearing in many non-EU Member States, in some countries inside the European Union, certain universities still require additional transitional exams.

It was considered that further efforts are needed to promote and explain the qualities of the European Baccalaureate and maintain the current standard and quality of the education provided by all the schools of the system in spite of current budget restrictions.

As a general rule, the European Schools rely on teachers seconded by Member States and overseen by national inspectors from their respective countries. Demand for teachers, particularly native speakers in English, French and German has put an additional burden on some Member States. To alleviate this pressure and in order to distribute costs among all Member States, in 2015 the Board of Governors adopted a cost-sharing model which should be fully implemented by 2020.

In addition, different contractual conditions of teachers have created different categories of educators, some detached from the Member States and others locally recruited. According to the new statute for locally-recruited teachers which was implemented on 1 September 2016, requirements and assessment methods are similar for all the teachers, whether seconded or locally recruited. This is to ensure that the overall pedagogical performance of schools and quality of education is not affected.

It should also be noted that the European Schools system requires "mother tongue" teachers only for the pupils' main language while other subjects can be taught by "non-mother" tongue teachers. This flexibility allows the employment of teachers who are highly qualified in a specific subject in different language sections or the creation of mixed groups of pupils from different language sections for certain subjects. This increases the flexibility in hiring the best qualified teacher for the job.

The issue of Brexit will possibly put further pressure on the whole system to cover for the lack of detached English teachers. It will be important to mitigate the risks associated to the increase in local teachers who are paid from EU contributions, and to anticipate this, the Secretary-General of the European Schools system has recently set up a working group to closely follow the state of negotiations between the EU and UK authorities in order to prepare a strategy to minimise the impact of Brexit on the European Schools.

The quality of teaching is a primary objective for the European School system. In 2015 the Board of Governors agreed on a project for a fully-fledged pedagogical reform of the system, including an overhaul of their language policy as well as a revision of the curricula in order to align them with the eight key competences for lifelong learning³². The project is ongoing and the Directorate General for Education and Culture is contributing to the implementation of the project.

2. CHALLENGES AND OPPORTUNITIES OF THE EUROPEAN SCHOOLS CLOSE TO JRC SITES

The aim of this section is to explain the most relevant challenges and opportunities related to the European Schools in proximity of the JRC sites.

Several meetings were held by the HLRG members, together with the Directors of the European Schools close to the JRC sites and with representatives of the personnel and management etc. During these discussions a number of challenges and opportunities were identified by the members of the Group.

The European schools offer high quality education and each has a particularly important strategic role for the JRC in terms of being able to attract staff and ensure their well-being.

³² <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV%3Ac11090>

2.1. Sustainability of the European Schools: a combination of different elements

Since their creation, the European Schools' mission was to transmit European values to their pupils, irrespectively of the school's location. The purpose was also to make the job offer more attractive to employees of European Institutions, including at those sites located in remote areas.

However, triggered by the economic crisis and by budget cuts in Member States and the European Union, the financial sustainability of the European Schools' system has been under scrutiny, putting under pressure at least partially, their original mission.

Over the last ten years, the number of pupils of the European Schools system has increased substantially. To ensure the schools' financial sustainability, the budget for the schools has also increased.³³

In order to measure the financial sustainability of the individual schools in the system, several indicators are used including the average cost per pupil, i.e. the total budget of the schools divided by the total number of pupils irrespectively of their category, and the cost per category I pupil (i.e. the total EC contribution to the school's budget divided by the total number of Category I pupils).

These indicators show that the smaller the school the higher the cost per pupil, due to the very limited economies of scale. In this context, the European Schools close to JRC sites are more expensive than the European Schools in Brussels and Luxembourg, due to their lower number of pupils and the requirement to offer the same services as the larger schools, and because of their fixed costs.

Some HLRG members noted that a clarification on the calculation of the cost per pupil is required, with more transparency about the operational costs, in particular related to the income gained from Category II and Category III fees per school.

A further discussion prompting the European Schools' original values and purpose would be very desirable particularly at times like now where the EU as a whole considers it crucial to foster and promote the European values of diversity, cultural interchanges and continuous interaction among different nationalities, and where the European schools play a key role to educate the current and next generation to contrast intolerance and nationalism trends. It is generally considered that the mission and purpose of the European Schools should be at the heart of any discussion on their sustainability. Whilst it is important to consider the costs, the European Schools educational system has to be understood as a European public service, where costs for the whole system need to be evaluated taking into consideration the specificity of each school and its educational offer. Hence, evaluation criteria should also take into account factors affecting the smaller schools and their specific advantages and assets, beyond the current criteria which is restricted solely to cost per pupil per school and the number of pupils per category at each school.

³³ Source EC-DG- HR: The budget of the European Schools system increased from EUR152 M in 2009 to EUR 188M in 2017.

Recommendation 1.1

A reflection on how to measure their sustainability taking into account financial and non-financial criteria could be initiated. This reflection should include specific proposals on how to attract more Category II and III pupils with an accompanying fee structure to schools close to JRC sites.

2.2. Attracting teachers

It was recognised that attracting local teachers is not a major issue for the majority of the European Schools located near the JRC. Moreover, the recruitment policies for local teachers are harmonised and transparent, and include teachers' qualifications equivalent to those requested from teachers who are seconded from the Member States.

It is worth pointing out that the detachment of English teachers from the UK will in all likelihood be phased out. As a result, it may be difficult to attract English mother-tongue teachers in the European Schools and especially at the more remote ones. Non-seconded teachers have an impact on the budget contribution of the European Union because these teachers are fully covered by the European Union.

There is no obligation for the European Schools system to offer the education of all subjects in the language of the section and given by mother-tongue teachers, with the exception of the pupils' first language classes. The use of non-mother tongue teachers for scientific subjects allows their selection to be focused on competences in the specific subject and making them apt for teaching in different linguistic sections.

It was noted that despite some difficulties in attracting seconded teachers, the schools close to the JRC sites are generally able to recruit qualified teachers locally, guaranteeing the necessary quality of education. Some schools nonetheless mentioned an increasing difficulty in attracting experienced teachers. This issue should be addressed and monitored by the governing body of the European Schools.

Recommendation 2.1

It is recommended to explore further and in all schools near the JRC, the recruitment of non-mother tongue teachers for scientific subjects, focusing in particular on their individual competences and capacities.

2.3. Attracting pupils of all categories

It was recognised that a better communication of the European Schools System in local communities and regions is required to attract more category II and III pupils.

The attraction of pupils, for example in Mol, has increased because of the organisation and advertisement of open days and events at the school with the involvement of the local community. The location and infrastructure of the European School in Mol are remarkable, including its sport facilities and security. Smaller class size also allows for more individualised follow-up of pupils. The school also has the space to open a boarding school (*internat*) on the campus, with the potential to attract students from different places in Belgium and Netherlands.

Section 2.5 further recommends to formalise and reinforce the collaboration among the Directors of the four schools, and to identify how the JRC's scientific knowledge

can specifically contribute to the production of extra-curricular scientific activities of the schools close to the JRC sites. This would also have a positive impact on attracting pupils if well-branded and disseminated.

Recommendation 3.1

It is recommended to explore together with the national and local authorities methods to create incentives to attract more Category II pupils, where the fee covers the pupil's costs.

Recommendation 3.2

It is also recommended to assess the suitable balance between the number per school of Category III pupils, their cost and a sustainable fee-scheme, ensuring that the schools would be still competitive and affordable on the local schooling market.

2.4. Integration in the city, region, Member State

All European Schools in proximity to the JRC sites traditionally have a good relation with the local authorities. Several Directors have intensified communication with the local and regional authorities in order to promote the multicultural assets of the schools, the quality of teaching and facilities offered.

During the visit of representatives of the HLRG to some of the European Schools close to JRC sites, Directors highlighted the need for more flexibility to ensure a closer collaboration with the local authorities. They also mentioned the need to enhance collaboration among schools, in particular to share experiences to attract local pupils, or to promote services which are locally demanded, which could make the school more competitive and attractive in the region. An example given was the fee scheme that could be established based on the economic situation of the region and the fees applied by other international schools located in the proximity of the European School.

This collaboration is very important. For example, in Karlsruhe the local authorities provide an annual financial contribution to the school, beyond the institutional contribution from the Member States, following the commitment of the European Schools agreements and in conformity with the applicable rules of the Financial Regulations of the European Schools. In Mol, the local and regional authorities increased their involvement and have contributed further with the maintenance of infrastructure and ensuring site security. The option of creating a boarding school on the European school campus or in the immediate surroundings with the assistance and contribution of the Belgian authorities is also being currently assessed. Further incentives to find private and public donors for the schools including those in proximity of the JRC in collaboration with the European school general administration may be explored in conformity with the applicable rules of the Financial Regulations of the European Schools.

Under the convention defining the Statute of the European Schools, Member States are obliged to provide and maintain premises for each European School. Nevertheless, certain schools have been experiencing specific problems during recent years with the application in practice of these arrangements. In some cases, this has resulted in a gradual deterioration of schools' premises.

A mechanism to intensify the interaction of the local schools with the regional economy where they are situated to attract private investment and increase the

number of Category II pupils should be explored, combined with a thorough reflection on a re-definition of the educational advantages offered to Category II pupils whose costs are fully covered by the external companies.

Some schools have the potential to recruit pupils due to the presence of international companies and organisations located in the area. This is particularly important and should be exploited further. Incentives towards organised transport, school costs and tuition conditions etc., should be given to these companies to enhance attraction and promote the schools in proximity to the JRC.

Recommendation 4.1

The schools close to the JRC sites are an important factor for the local community. It is recommended to explore how this integration can better support these schools and how it can contribute to their operation in a more formal way.

Recommendation 4.2

It is recommended to explore the possibility to introduce incentives for private and public donors for all schools including those near the JRC, and for Member States to fulfil their obligations in accordance with the Convention. Some of the schools may consider incentives to attract international companies and organisations based in the area.

2.5. Strengthening collaboration

The collaboration among the European Schools near the JRC sites and local JRC management is generally smooth but only partially-formalised. Representatives of the local JRC site management usually participate to the schools' administrative boards as observers.

Certain School Directors commented that they could benefit from an increased exchange and sharing of best practices in order to be able to optimise improvement recommendations. This could include the sharing of experiences to attract local pupils, or to promote services which are locally demanded, which could make the school more competitive and attractive in the region.

The JRC proposes to explore the possibility to start a one year pilot to set up an IT-based collaborative space aimed at producing education material and sharing of pedagogical practices and management experiences. In due course, if accepted, the pilot may be scaled-up and shared with other schools. If required, a discussion within the European Schools Board of Governors may be envisaged.

The introduction of additional innovative approaches to the organisation of the schools and their tuition may also bring some savings and added value to the pedagogical offer.

Connecting the schools together in a network would allow for computer-based learning of languages, video classes, video tutoring, and production of pedagogical material on-line and from different sites etc. A further digitalisation of the schools would create a closer collaboration between them and allow for possible savings in terms of staff. It would also have the advantage to educate pupils and teachers to introduce in their daily school work new technologies and collaborative and multi-site projects. Training of teachers and pupils would be necessary.

The in-house scientific knowledge available within the JRC could contribute to the production of extra-curricular scientific activities of the schools close to its sites. Development of educational modules, both practical and IT based could be envisaged which can be used in the different grades and in the different school locations, depending on the specialisation of the JRC site situated near the school. Furthermore, summer schools on specialised subjects could help towards the further branding of the schools near the JRC sites as more "science-oriented education" and at the same time attract more Category II and III students and also students from other EU schools for specific educational modules. Enhancing the traineeship programme for European School trainees and a sharing of certain meeting facilities could also be foreseen.

Recommendation 5.1

It is recommended to explore the possibility to set up a one year pilot focusing on using IT based tools, like collaborative spaces, to formalise and reinforce the collaboration among the four schools (e.g. share of pedagogical material, experiences, etc. to gain efficiency) and to identify how the JRC's in-house scientific knowledge can contribute specifically to the production of extra-curricular scientific activities of those schools.

Recommendation 5.2

This pilot project could be part of a Memorandum of Understanding (MoU) with the European Schools system and formulated as a contribution of the JRC to the pedagogical reform of the system.

2.6. Branding of the European Schools close to JRC sites

It is widely acknowledged that from the many challenges and opportunities described, a comprehensive branding of the smaller schools is needed.

The presence of the European Schools close to the JRC sites is a significant educational asset which needs to be advertised and branded in a professional way to ensure their presence and educational services are known by the regional community. Their unique situation is very different to those of the larger schools located in cities where European Institutions are highly concentrated, like Brussels and Luxembourg. It is also worth noticing that branding can vary from one school to another depending on the resources available and linked to the specific characteristics of each location and JRC site.

During the discussions the following elements were highlighted:

- The European Baccalaureate and European Schools should be further promoted by the European Commission in close cooperation with the responsible Commissioner, Guenther Oettinger, and the Commissioner for Education, Culture, Youth and Sport, Tibor Navracsics.
- The European Schools' Board of Governors and the JRC Board of Governors should be asked to contribute to advertise and promote the European Schools system by spreading information in their own countries and explaining the concept, content and quality of the European Baccalaureate. The HLRG discussed that further effort is needed to explain the qualities of the European Baccalaureate, among universities within the European Union. Harmonisation, transparency and communication on equivalence rules are

therefore crucial and need to be actively promoted. Equivalence rules are particularly relevant for temporary staff.

- Members States should be encouraged to continue delegating seconded teachers from their national system. The exchanges between the national and European systems should be enhanced in order to help to promote the system and European culture at national level.
- Larger schools together with the European Schools General Secretariat should actively and widely advertise the European schools outside Brussels and Luxembourg and encourage pupils and their families to enrol, and not only for specific cases. This could be envisaged in the newcomer welcome package, via the central schools website or at any other opportunity.
- The Directors of the schools outside Brussels should also actively contribute to the branding and promotion of all schools. Specific incentives may be foreseen.
- Outside school activities involving exchanges with local schools could be foreseen to be organised in the European school premises, using existing infrastructure. Bringing children to visit the premises in an informal manner e.g. in the frame of sports competitions or artistic exhibitions, could be strong elements for promoting the school and facilitating better integration in the area for pupils.
- Hosting of regular information sessions at JRC sites for staff of the European Institutions about the European Schools educational offer and the advantages of the European Baccalaureate and other opportunities to advertise the school, e.g. in the frame of the 'Back to school' programme would be highly beneficial.

Recommendation 6.1

It is recommended to further explore, together with the European Schools close to the JRC and with the JRC site managers branding of the European Schools in proximity to the JRC as "science-focused" and offering scientific extra-curricular activities, benefitting from the in house scientific knowledge of each JRC site.

A concept outline would then be discussed with the Directorate-General for Human Resources and Security and the European School Secretary General.

3. CONCLUSIONS

The European Schools play a very important role in attracting qualified personnel working for the European Institutions. This competitive advantage is even more important because of the JRC's obligations as the Commission's science and knowledge service, combined with the need to attract qualified scientists to the JRC sites outside Brussels. The schools are equally crucial in the promotion of European values to new generations of Europeans, irrespectively of their location. Their sustainability should be measured taking into account also these elements and not limited only to costs. At the same time, it is widely recognised that specific efforts and resources need to be put in place to promote and reinforce in particular the smaller European schools near the JRC sites.

Based on the analysis of data related to budget, number of pupils and cost per pupil it can be concluded that:

- The European School system is under constant pressure triggered by budget austerity in Member States and European Institutions.
However, between 2011 and 2016 the budget of the European Schools system increased overall by 7,86 % with an increase of the total population of pupils of 14,23 %. Over the same period the budget of the four schools close to JRC, decreased on average, with the exception of Bergen, which increased by 3.46%, and Karlsruhe, who increased by 6.08% while the pupils' population also decreased by 4.8% The budget of the four schools in 2017 represents 16.7% of the total budget of the system³⁴.
- Category I students in the European Schools system account for about 80% of the total, while in the four schools near the JRC, it varies between 20% in Karlsruhe and 60% in Varese.

Category II students are substantially present only in Karlsruhe (23%) and Varese (12%), where their number is decreasing.

Category III students account for about 16% of the total, while in the four schools near the JRC it varies between 78% in Mol and 28% in Varese.

An assessment should be made to achieve a suitable balance between the number per school of category III pupils, their cost and a sustainable fee-scheme, ensuring the schools to be still competitive and affordable on the local schooling market.

- The European Schools system has to be understood as a European public service and costs for the whole system need to be evaluated taking into consideration the specificity of each school. Evaluation criteria should therefore take into account factors affecting the smaller schools and their specific advantages and assets.
- The European schools in the proximity of JRC sites are crucial to guarantee the attractiveness of personnel, and they contribute substantially to the well-being of the staff and their families.
- A reflection is needed on how to measure sustainability of the European Schools in proximity to the JRC with the objective to take into account financial and non-financial criteria.

The report reflects on challenges and opportunities in six different areas which were identified during the discussions and which are summarized in Table I.

A number of recommendations are provided per area.

The reflection group has identified several recommendations; selected on the basis of what the JRC in collaboration with the European Schools close to its sites can

³⁴ Calculated based on data from the "Données sur la rentrée scolaire 2016-2017 des Ecoles européennes – Conseil Superior des Ecoles européennes" Ref: 2016-10-D-2-fr-2

offer and contribute to the development of these schools, which may be used for a broader reflection on the future of the European Schools system, in particular to its pedagogical development. The JRC has a well-recognised scientific knowledge which could contribute to the design of extra-curricular activities aimed at supporting the improvement, in close collaboration with the schools, in these schools level education in science, technologies, engineering and maths (STEM)³⁵. A study on the feasibility of a pilot project/initiative to implement the recommendations 5.1 and 5.2 as presented in table I, could be initiated in agreement and partnership with the Directorate General of Human Resources and Security, the Secretary General and the Directors of the European Schools near the JRC sites.

More specifically, the JRC proposes to explore the feasibility of a pilot aimed at set-up an IT-based collaborative space among the four schools, to reinforce their cooperation on common challenges. This collaborative space would also serve to produce extra-curricular scientific material based on the specific expertise and knowledge of the different JRC sites, and with the objective to complement the schools' curriculum with extra-curricular practical "scientific" activities in the JRC laboratories. Eventually, the offer of such extra-curricular activities would attract students from other European Schools for specific period of time (summer seminars, holiday scientific camps, etc.), as well as category III students. A dedicated working group would have to be set up to assess the project feasibility, design a plan and assess the needed resources and legal requirements.

Assuming this proposal is accepted by the JRC Director-General, it would also entail the formalisation of a Memorandum of Understanding with the Directorate General for Human Resources and Security, as well as a formal recognition by the Board of Governors of the European Schools system.

The next steps to this report need to be defined in agreement to the MoU's objectives by three parties, and their implementation ensured and coordinated. In this respect, a formalisation of ownership within the JRC for the follow-up of the file and the implementation of actions, in combination with identifying specific roles and responsibilities, has to be put in place to ensure the commitment for the continuing support for the sustainability of the schools close to JRC sites and to their essential role in attracting qualified scientists.

³⁵ C(2017) 248 final of 17 May 2017 on School development and excellent teaching for a great start in life call for a number of actions to develop better and more inclusive schools, box page 4 number 3 mentions the need to support improvements in school level education in STEM.

TABLE I – CHALLENGES AND OPPORTUNITIES, RECOMMENDATIONS SUMMARY TABLE

Challenges and opportunities	Recommendations
1. Sustainability of Schools,	1.1 A reflection on how to measure their sustainability taking into account financial and non-financial criteria should be initiated. This reflection would include specific proposals on how to attract in each school close to JRC sites more category I and III pupils with an accompanying fee structure.
2. Attracting teachers	2.1 It was recommended to explore further and in all Schools close to JRC the recruitment of non-mother tongue teachers for scientific subjects, focusing on their individual competences .
3. Attracting pupils'	<p>3.1 It was recommended to explore together with the national and local authorities methods to create incentives to attract more category II pupils, which fee covers the pupil's costs.</p> <p>3.2 It was also recommended to assess the suitable balance between the number per school of category III pupils, their cost and a sustainable fee-scheme, ensuring the schools to be still competitive and affordable on the local schooling market.</p>
4. Integration in the city, region, member state	<p>4.1 The schools close to the JRC sites are an important factor for the local community. It is recommended to explore how this integration can better support these schools and how it can contribute to their operation in a more formal way.</p> <p>4.2 It is recommended to explore the possibility to introduce incentives for private and public donors for all schools including those near the JRC, and for Member States to fulfil their obligations in accordance with the Convention. Some of the schools may consider incentives to attract international companies and organisations based in the area.</p>
5.Strengthening collaboration	<p>5.1 It is recommended to explore the possibility to set up a one year pilot focusing on using IT based tools, like collaborative spaces, to formalise and reinforce the collaboration among the four schools (e.g. share of pedagogical material, experiences, etc. to gain efficiency) and to identify how the JRC's in-house scientific knowledge can contribute specifically to the production of extra-curricular scientific activities of those schools.</p> <p>5.2 This pilot project could be part of a MoU with the European Schools system and be formulated as a contribution of the JRC to the pedagogical reform of the system.</p>
6. Branding of the European Schools close to JRC sites	6.1 It is recommended to further explore, together with the European Schools close to JRC and with the JRC sites managers what would entail branding the European Schools close to JRC as "science-focused" by offering scientific extra-curricular activities, benefitting from the scientific knowledge of each JRC site. A concept outline would then be discussed with the Directorate-General for Human resources and Security and the European School Secretary General..

ANNEX I: THE HIGH LEVEL REFLECTION GROUP

Composition of High-Level Reflection Group (HLRG)

Chair:

Maive Rute, JRC Deputy Director-General

Members

Jean-Pierre Michel, Director JRC.R
Elke Anklam, Director, JRC.F
Maria Betti, Director JRC.G
Piotr Szymanski, Director JRC.C
Krzysztof Maruszewski, Director JRC.H
Rien Stroosnijder, Head Of Dept. JRC.R.I
Marc Wellens, Head Of Unit, JRC.R.5
Jacqueline Ribeiro, Head Of Unit, JRC.R.6
Francesco Scaffidi-Argentina, Head Of Unit, JRC.R.2
Ignazio Iacono, President of the Central Staff Committee
Charles Nazareth, President of the Local Staff Committee, Geel
Davide Auteri, President of the Local Staff Committee, Ispra
Denis Baudot, President of the Local Staff Committee, Karlsruhe
Giustino Manna, President of the Local Staff Committee, Petten

Mariana Saude, Head of Unit, HR.E.4
Jakub Surówka, Policy Officer, HR.E.4

Secretariat:

Enrica Chiozza

Mandate from the JRC Director-General Vladimír Šucha

The High-Level Reflection Group has to produce a report on a feasible and sustainable model to preserve the existing European schools in proximity of JRC sites and their current language sections.

Other contributors:

Davide Chiaramello
Salvatore Ferraloro
Joris Gysemans

Meetings of the HLRG:

- 1st Meeting: 13 February 2017
- Progress meeting: 17 March 2017
- 3rd Meeting: 20 July 2017

On 4 May 2017, Ms Rute, Ms Chiozza, Ms Saude and Mr Surówka met with the Secretary-General of the European Schools Mr Giancarlo Marcheggiano to informally discuss first reflections on the European Schools close to JRC sites.

Meetings between the JRC management and the Directors of the Schools of Mol, Karlsruhe, Varese and Bergen were organised during the work of the group.

ANNEX II: COST PER PUPIL – DETAILS

Table 2: Cost per pupil (€)								
	2011	2012	2013	2014	2015	2016	% 2011 - 2016	% 2015 - 2016
Al	12 654	12 788	12 675	11 508	12 592	11 968	-5.42	-4.96
Be	15 318	13 714	14 210	15 140	15 019	15 848	3.46	5.52
Br I	11 061	10 458	10 318	10 678	10 219	10 583	-4.32	3.56
Br II	10 752	10 365	10 563	10 810	10 577	10 737	-0.14	1.51
Br III	10 917	10 135	9 893	10 365	9 627	10 154	-6.99	5.47
Br IV	9 449	9 437	8 042	7 988	7 887	8 555	-9.46	8.47
Brussels I, II, III & IV	10 779	10 220	9 922	10 138	9 689	10 081	-6.48	4.05
Cu	12 026	11 665	12 068	15 661	17 746	17 283	43.71	-2.61
Ff	10 861	10 689	9 885	10 005	9 687	10 178	-6.29	5.07
Ka	12 683	12 681	12 255	12 318	13 295	13 454	6.08	1.20
Lux I	11 438	10 361	10 144	9 871	9 470	9 496	-16.98	0.27
Lux II	8 636	11 000	11 386	10 912	10 313	10 451	21.02	1.34
Luxembourg I & II	10 842	10 541	10 670	10 319	9 833	9 911	-8.59	0.79
Mol	15 794	14 976	15 035	15 127	15 019	15 307	-3.08	1.92
Mun	11 485	11 030	10 433	11 104	11 005	10 837	-5.64	-1.53
Var	13 940	12 807	13 493	13 162	12 803	13 373	-4.07	4.45
All schools	11 532	11 018	10 842	10 950	10 637	10 847	-5.94	1.97
OSG	362	351	407	472	423	418	15.47	-1.18
All Schools +OSG (Total)	11 894	11 369	11 248	11 422	11 060	11 265	-5.29	1.85

Source: Ref: 2017-01-D-10-en-2 page 23/57

The cost per pupil indicator (including pupils of all the three categories) shows that in 2016, in nine out of fourteen European Schools (4 schools in Brussels, 2 in Luxembourg, Alicante, Munich and Frankfurt), the cost per pupil is below average, while in the rest of schools it is above the average.

The average cost for the EU budget per pupil category I in the European Schools system amounts to EUR 8,332³⁶. This cost, in the European Schools close to JRC sites is recorded as follows: Bergen EUR 42,605; Mol EUR 39,325; Karlsruhe EUR 22,120; Varese EUR 13,265.

³⁶ The total EU contribution in 2017 divided by the number of category I pupils enrolled for the school year 2016/17. Source: EC-DGHR July 2017. See Annex III.

The cost for the EU budget per category I pupil, considering only the JRC staff³⁷ is as follow: Mol EUR 54,637; Bergen EUR 51,552; Karlsruhe EUR 31.705; Varese EUR 15,518.

However, for the period 2011-2016, the cost per pupil decreased in ten out of fourteen European Schools (4 schools in Brussels, 1 in Luxembourg, Alicante, Mol, Munich, Frankfurt and Varese).

Schools	2010	2011	2012	2013	2014	2015	2016	% 2010-2016	%2010-2015	%2011-2016	%2011-2015	%2010-2011	%2011-2012	%2012-2013	%2013-2014	%2014-2015	%2015-2016
Alicante	11841	12654	12788	12675	11508	12598	11366	1.07	6.39	-5.42	-0.44	6.87	1.06	-0.88	-9.21	9.47	-5.00
Bergen	14925	15318	13714	14210	15140	15032	15346	6.18	0.72	3.46	-1.87	2.63	-10.47	3.62	6.54	-0.71	5.43
Brussels I	10706	11061	10458	10318	10678	10230	10565	-1.15	-4.45	-4.32	-7.51	3.32	-5.45	-1.34	3.49	-4.20	3.45
Brussels II	10865	10752	10365	10563	10810	10590	10737	-1.18	-2.53	-0.14	-1.51	-1.04	-3.60	1.91	2.34	-2.04	1.39
Brussels III	10346	10917	10135	9893	10365	9630	10154	-1.86	-6.92	-6.99	-11.79	5.52	-7.16	-2.39	4.77	-7.09	5.44
Brussels IV	9573	9449	9437	8042	7988	7896	8565	-10.63	-17.52	-9.46	-16.44	-1.30	-0.13	-14.78	-0.67	-1.15	8.35
Brussels I, II, III & IV	10373	10545	10099	9704	9960	9587	10007	-3.52	-7.58	-5.10	-9.09	1.66	-4.23	-3.91	2.64	-3.75	4.39
Culham	11316	12026	11665	12068	15661	16430	17283	52.73	45.19	43.71	36.62	6.27	-3.00	3.45	29.77	4.91	5.19
Frankfurt	10574	11061	10689	9885	10005	9701	10178	-3.75	-8.26	-6.29	-10.68	2.71	-1.58	-7.52	1.21	-3.04	4.92
Karlsruhe	13319	12683	12681	12255	12318	13309	13454	1.01	-0.08	6.08	4.94	-4.78	-0.02	-3.36	0.51	8.05	1.09
Luxembourg I	11387	11438	10361	10144	9871	9674	9466	-16.61	-15.04	-16.98	-15.42	0.45	-9.42	-2.09	-2.69	-2.00	-1.84
Luxembourg II	8409	8636	11000	11386	10912	10336	10451	24.28	22.92	21.02	19.69	2.70	27.37	3.51	-4.16	-5.28	1.11
Luxembourg I & II	9898	10037	10681	10765	10392	10005	9974	0.76	1.08	-0.63	-0.32	1.40	6.41	0.79	-3.47	-3.72	-0.31
Mol	15866	15794	14976	15035	15127	15090	15307	-3.46	-4.83	-3.08	-4.46	-0.39	-5.18	0.39	0.61	-0.24	1.44
Munich	11871	11485	11030	10433	11104	11017	11857	-8.71	-7.19	-5.64	-4.07	-3.25	-3.96	-5.41	6.43	-0.78	-1.63
Varese	14210	13940	12807	13493	13162	12903	13373	-5.89	-9.90	-4.07	-8.16	-1.90	-8.13	5.36	-2.45	-2.73	4.45
All schools	11800	11830	11579	11457	11761	11738	12016	1.83	-0.52	0.72	-1.60	1.10	-2.94	-1.05	2.65	-0.19	2.37
CSG	398	362	351	407	472	443	418	5.03	11.31	15.47	22.38	-0.05	-3.04	15.95	15.97	-6.14	-5.64
All schools + OSG (Total)	12198	12292	11930	11864	12233	12181	12434	1.94	-0.14	1.16	-0.90	0.77	-2.94	-0.55	3.11	-0.42	2.07

Source: Compilation of Ref: 2017-01-D-10-en-2 page 23/57, Ref: 2016-01-D-05-en-2 page 22/52,

The cost per pupil indicator is used to compare costs at the different schools. This indicator should be applied together with others, better expressing the type of different services available in the schools outside Brussels, like for example, the attractiveness of remote sites, the more personalised attention to students, the sites infrastructures, etc. In its current form, cost per pupil indicator may be considered relevant for Brussels and Luxembourg European Schools, hosting the majority of students of the system and with the possibility to gain more economies of scale. Nonetheless, it can contribute to bias information regarding the smaller schools.

The HLRG members also discussed the potential contribution of different factors on the cost per pupil:

- incidence of the Students Without A Language Section (SWALS) on the schools budget and its repercussion on the cost per pupil.

	Pupil Population	SWALS	%
Alicante	980	117	11.94
Bergen	537	85	15.83
Brussels I	3394	123	3.62
Brussels II	2998	365	12.17
Brussels III	2989	163	5.45
Brussels IV	2498	201	8.05
Culham	459	50	10.89
Frankfurt	1452	438	30.17
Karlsruhe	813	80	9.84
Luxembourg I	3081	361	11.72
Luxembourg II	2348	268	11.41
Mol	722	41	5.68
Munich	2261	323	14.29
Varese	1371	247	18.02
Total	25903	2862	11.05

Source: JRC based on figure doc ref: 2016-01-D-05-en-2 page 22/52

³⁷ The total EU contribution in 2017 divided by the number of category I pupils, excluding children of the school's staff, enrolled for the school year 2016/17.

The table above shows the percentage of SWALS over the total number of pupils per school. The Group observed that there is no clear pattern on the incidence of this cost on the schools budget. It was observed that for example, in the case of Varese, with about 50% of category I pupils and with below 30% of pupils' category III, the overall cost per pupil is closer to the European Schools average.

- Under-populated schools

An important aspect is the under-population of some schools. In Mol for example where the school capacity is about 1500 pupils, the number of pupils in 2016 was 740. However, the running (heating, etc.) and security costs are independent of the actual number of pupils present. If a cost calculation was made on the total number of pupils that the school could accommodate, the cost value would be substantially decreased, resulting in being closer or below the European schools average.

As regards the different composition in the school population depending on the school location, a sustainable balance between Category I, II and II pupils should be sought. As analysed above and in chapter 1.5, this would be particularly important for the schools near the JRC sites, where the percentage of Category III pupils is substantial and where the schools are under-populated. The fee applied to Category III students is covering costs only partially, while on the contrary the fee for Category II students covers costs. It was also discussed that fees of international schools operating in the area close to JRC sites (e.g. the International School of Stuttgart, the British School of Milan) are higher than those applied to category III pupils in the proximity of the European Schools.

ANNEX III: EUROPEAN SCHOOLS CLOSE TO JRC SITES - SNAPSHOT

Bergen (JRC Petten)

The European School in Bergen was founded in 1963 for the benefit of children of members of the European Commission staff, Joint Research Centre – Institute for Energy and Transport (IET) situated in Petten. The school has 3 language sections: English, French and Dutch.

The school population is composed of pupils from JRC families (Category I pupils) and a large number of pupils from the local community including those commuting from Amsterdam (Category III pupils). Despite its efforts, the school has not yet been successful in attracting companies operating in the area to sign contracts with the school in order to provide category II pupils.

The school population in Bergen is the smallest among all type I European Schools (excluding Culham). It remains stable, although in the recent years it has been in a slight decline. The infrastructural capacity of the school could allow accommodating twice as much pupils as currently on roll.

School	Sept. 2013				Sept. 2014				Sept. 2015				Sept. 2016				var. 2013-2016
	I	II	III	Total	I	II	III	Total	I	II	III	Total	I	II	III	Total	
Bergen	123	1	441	565	131	1	420	552	124	0	413	537	121	0	405	526	-6.9

Out of 121 category I pupils, 21 are children of the school's staff.

It must be noted that since December 2012 there exists an accredited school in The Hague (where most of Category I pupils are those whose parents work for EUROPOL and EUROJUST) which constitutes a vital alternative for the international community in Amsterdam.

The school's buildings are relatively old and the school is currently discussing with Dutch authorities the scope of the necessary renovation works as well as their impact on the school's daily life. One of the solutions, at this stage still remaining at an informal level, is removal of the school to Alkmaar, which would substantially increase its attractiveness for commuting pupils.

The budget of the school for 2017 amounts to around 8.9 million EUR and the Commission's contribution equals to around 5.2 million EUR. The total cost per pupil (all categories combined) is 16,970 EUR, average for all ES being 10,959 EUR. The cost for the EU budget per Category I pupil (total EU contribution divided by the number of category I pupils) is 42,605 EUR, as compared with the average of 8,322 EUR in all the European Schools, making it the most expensive school in the system (Culham excluded). Excluding children of the school's staff from this calculation, the cost for the EU budget per Category I pupil raises to 51,552 EUR.

Mol (JRC Geel)

The European School in Mol was founded in 1960 for the benefit of children of members of the European Commission staff, Joint Research Centre – Institute for Reference Materials and Measurements, situated in Geel. The school has currently four language sections: English, French, German and Dutch. The German section,

however, will start to be phased out as from the school year 2017/2018, with its final closure foreseen at the latest at the end of the school year 2022/2023 (decision of the Board of Governors taken at its December 2016 meeting).

The school population is composed of pupils from JRC families (Category I pupils) and a large number of pupils from the local community (Category III pupils). Some pupils use the boarding facilities provided by the local authorities in the vicinity of the school. Despite school's best efforts, the population of Category II pupils is in a constant decline. Overall, the school population is stable, although much below the school's infrastructural capacity.

School	Sept. 2013				Sept. 2014				Sept. 2015				Sept. 2016				var. 2013-2016 Total %
	I	II	III	Total	I	II	III	Total	I	II	III	Total	I	II	III	Total	
Mol	154	11	573	738	163	8	552	723	157	4	561	722	157	5	578	740	0.3

Out of 157 category I pupils, 44 are children of the school's staff.

The budget of the school for 2017 amounts to around 11.7 million EUR and the Commission's contribution equals to around 6.2 million EUR. The total cost per pupil (all categories combined) is 15.763 EUR, average for all ES being 10.959 EUR. The cost for the EU budget per category I pupil is 39.325 EUR, as compared with the average of 8.322 EUR in all the European Schools, making it the second most expensive school in the system (Culham excluded). Not including children of the school's staff in this calculation, the cost for the EU budget per category I pupil raises to 54.637 EUR.

Varese (JRC Ispra)

The European School in Varese opened in 1960 to provide for the children of the staff of the Joint Research Centre at Ispra. The school is divided into five language sections: Dutch, English, French, German and Italian, and provides mother tongue tuition in all European Union official languages.

It is the biggest school of the four located near JRC sites with a population of 1321 pupils, coming from 47 different countries. Out of the four analysed schools, the school of Varese has the largest share of Category I pupils in its overall population. The school has also been quite successful in attracting and retaining a relatively stable population of Category II pupils.

School	Sept. 2013				Sept. 2014				Sept. 2015				Sept. 2016				var. 2013-2016 Total %
	I	II	III	Total	I	II	III	Total	I	II	III	Total	I	II	III	Total	
Varese	791	174	432	1,397	821	185	416	1,422	798	185	388	1,371	792	158	371	1,321	-5.4

Out of 792 category I pupils, 115 are children of the school's staff.

The budget of the school for 2017 amounts to 18.8 million EUR and the Commission's contribution equals to around 10.5 million EUR. The total cost per pupil (all categories combined) is 14.268 EUR, average for all ES being 10.959 EUR. The cost for the EU budget per category I pupil is 13.265 EUR, as compared with the average of 8.322 EUR in all the European Schools and raises to 15.518 EUR if children of the school's staff are not taken into account.

In Varese, Italian authorities do not intervene directly in the provision / maintenance of the infrastructure but rather contribute financially to the school's budget leaving the latter the choice what to spend the allocated sums on. This however increases substantially the administrative burden on the school's management.

Moreover, for several years the Varese school has been facing a shortage of premises to provide appropriate schooling conditions for all its pupils. Combined with the urgent need for a general renovation of its existing buildings more than 50 years old, the school is facing serious infrastructural problems..

Karlsruhe (JRC Karlsruhe)

The European School in Karlsruhe was founded in 1962 for the benefit of children of members of the European Commission staff, Joint Research Centre – Institute for Transuranium Elements (ITU). The School supports a large area with pupils coming not only from Karlsruhe, but also from Strasbourg, Heidelberg, Stuttgart and Mannheim. The school has three language sections: English, French and German.

For years the school has had the largest share of Category II pupils in the overall school population of all European Schools. This number has however been constantly decreasing over the last years, dropping by over one-fifth between 2013 and 2016. Due to this, the school in Karlsruhe has experienced the highest decrease of pupil population of all European Schools in the analysed period. I must however been noted that the population of the other two categories has nevertheless remained relatively stable over the same period of time.

School	Sept. 2013				Sept. 2014				Sept. 2015				Sept. 2016				var. 2013-2016
	I	II	III	Total	I	II	III	Total	I	II	III	Total	I	II	III	Total	Total %
Karlsruhe	180	247	498	925	186	216	461	863	167	188	458	813	172	195	470	837	-9.5

Out of 172 category I pupils, 52 are children of the school's staff.

The budget of the school for 2017 amounts to 11.6 million EUR and the Commission's contribution equals to around 3.8 million EUR. The cost per pupil (all categories combined) is 13.863 EUR, average for all ES being 10.959 EUR. The cost for the EU budget per category I pupil is 22.120 EUR, as compared with the average of 8.322 EUR in all the European Schools. Excluding children of the school's staff from this calculation, the cost for the EU budget per Category I pupil rises to 31.705 EUR.

ANNEX IV COOPERATION JRC- EUROPEAN SCHOOLS CLOSE TO JRC.

JRC Geel and European School Mol

- Visits of secondary year pupils to specific laboratories.
- Organisation and hosting of the Greenlight for Girls and Boys events to promote youth in science.
- Joint participation in Open days, European School and JRC.
- Use of common conference facilities, infrastructures for specific meetings, activities.
- Support/advisory/cover from JRC Fire officer & service and Local Security Officer.
- Annual information meeting about European School Mol to JRC Geel staff.

JRC Petten and European School Bergen

- Constructive participation to the school management (Admin Board and School Advisory Council).
- Visits of School Management teams to JRC Petten and information meetings.
- JRC Petten sponsors the School Science Fair.
- JRC sponsors prizes for the best BAC students.
- Hosting 5th year student for their two-week end of year stage in Petten.
- Class (pupils and teachers) visit to JRC Petten.
- Trainee stages for ex ESB students during 3rd level studies.
- Collaboration and advice on safety and security issues and training exercises.
- Advice on procurement.
- Donation of written off equipment to the European School of Bergen.
- Mutual invitation to Management teams to events (End of year Party, Open days)

JRC Karlsruhe site and the European school Karlsruhe

- Organisation of regular visits by the European School teachers and staff to the JRC Karlsruhe site and labs. On demand, depending on fluctuation of staff and teachers, once a year or once every two years. These invitations to visits have also been extended to parents.
- Regular bi-annual meetings of JRC Karlsruhe Director with the European School of Karlsruhe management.

- European School of Karlsruhe Info session at the JRC Karlsruhe site, held by both directors to all staff, with a focus on staff in the process of deciding on schooling options.
- Collaboration on scientific projects, e.g. "Stadt der jungen Forscher 2012"
- Occasionally organised participation by JRC scientific staff member in science classes.
- JRC Karlsruhe is permitted the use of the European School premises for the COPAS Summerfest. The European School's staff and teachers are invited to this event and other COPAS events for families (Christmas party and Dinner&Dance).